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ONE CONTRIBUTOR AMONG MANY

REPORT '12

CONTENTS

TAKING THE LONG VIEW

In my last letter, I wrote that The Wallace Foundation remains committed to a knowledge-based approach in which we invest in innovation, support it with independent analysis, and then broadly communicate what we have learned – all with the goal of having the lessons used by other organizations providing learning and enrichment, as well as policymakers.

As two examples from this year's report show, this requires taking a long view. In 2012, six urban school districts began their first full year of a $75-million effort funded by Wallace to test whether developing a much larger corps of effective school principals could drive student achievement gains, especially in high-needs schools. This test is possible only because it builds on the first generation of our work in education leadership, which began in 2000. That effort defined what effective training and support for school principals look like. Without it, the current work would make little sense.

In 2012 we also launched a nine-city initiative to help urban youngsters gain better access to high-quality afterschool programs. The $11-million effort will help cities strengthen systems to raise program quality and track children's participation and outcomes. Here, too, this effort – whose lessons will benefit the growing number of cities building such systems – would not have been possible without our initial investment in five cities, which began in 2003. The experience of the five demonstrated it was possible to build systems and that they could expand afterschool access.

Why does the long view make sense?

When little is known about how to solve a problem, it takes time to understand what success looks like. It took three years of work on education leadership for it to become apparent that the problem was not a shortage of certified principals, but a shortage of principals who were qualified to help turn around low-performing schools. Similarly, it took three to four years for data and quality to emerge as central in afterschool system building.

We also need to build in enough time for Wallace and our partners to measure progress and to make adjustments. In the early years of our education leadership work, districts put a great deal of focus on two-day workshops. When they discovered that was not sufficient, they shifted to more effective strategies, such as using their power as consumers to help improve university-based training programs. Finally, even with powerful evidence, it takes time for good ideas to spread. Education leadership is only recently getting the attention it deserves.

This is not to say that every initiative we undertake will last a decade or more. But the examples described in this report suggest two things: that we need to be modest enough to acknowledge that there is much we don't know, especially at the beginning, and that we need to give our partners and ourselves time to learn what works, what does not, and why.

Armed with that knowledge, we will try to help others make better use of their own scarce resources. ■

Kevin W. Kennedy, Chairman

PHILANTHROPIES: ONE CONTRIBUTOR AMONG MANY

Over the years, The Wallace Foundation has developed an approach to philanthropy we can summarize as follows: Through dialogue with field leaders and others, Wallace seeks to identify knowledge gaps in our areas of interest that, if filled, could help make progress on major social problems; we design multiyear initiatives to support work by grantees in the field that will simultaneously meet their needs and generate insights and evidence to fill these gaps; and we then capture and disseminate these lessons to practitioners and policymakers to spur positive change beyond what we could fund directly.

The easiest way to understand our approach, however, is to see it in action. I'd like to begin this essay by describing some highlights of 2012 at Wallace that offer a few examples:

- In Afterschool, the foundation has since 2003 carried out an initiative that seeks to help cities coordinate the various afterschool players in their communities so they can provide better and more programming, especially to disadvantaged children and teens. In 2012, we launched the next generation of this initiative with grants to nine cities to work on two matters that our previous work had shown are both crucial and difficult: improving the quality of programs, and collecting and analyzing data for informed decision-making. Our intention is not only to help our grantees but gather lessons from their work that can benefit other cities that want to build stronger afterschool.

- In Arts Education, Wallace supported the rollout of the Boston Public Schools Arts Expansion Initiative, which seeks to raise the quality and quantity of arts instruction in Boston's public schools. The effort has already met with some success; the percentage of children between pre-K and eighth grade receiving year-long arts instruction rose from 67 percent in 2009 to 89 percent in 2012, for example. We are hoping that the Boston initiative, like the arts learning effort Wallace has supported since 2005 in Dallas, can provide school districts with a model for reversing a decline in arts education that has afflicted public schools for more than two generations.

- In Summer and Expanded Learning, an ambitious demonstration project is seeking to determine whether strong school district programs can stem summer learning loss, a major problem among low-income students. In 2012, six districts embarked on their second summer of Wallace-funded programming. Wallace-commissioned researchers found that the programs improved in significant ways over the first summer, including by strengthening the quality of their curricula and teacher training. For 2013, the RAND Corporation has begun a rigorous evaluation of the programs to determine their effects on the participating children – a study that we believe could be of considerable value to education.

- For Audience Development for the Arts in 2012, we disseminated lessons from our Wallace Excellence Awards (WEA) initiative, which helped 54 arts organizations in six cities develop programs to build their audiences. The first four of what will be a series of 10 case studies of WEA projects provided the raw material for a blog at www.artsjournal.com that drew 24,000 visitors (well above the average for similar blogs), 145 comments, and mentions on 53 other Web sites. Other

knowledge-building publications from WEA are in the works, too, so that the initiative can continue generating insights for the field.

- In School Leadership, Wallace drew on more than a decade of work about how to shape effective school principals to publish two reports synthesizing what we've learned. One, *The Making of the Principal*, describes how to provide high-quality principal training and support. The other details the practices of strong principals. That publication, *The School Principal as Leader*, has become one of our most downloaded reports, suggesting that Wallace is helping to fill a real need in the education community to learn more about the attributes of effective school leadership.

The approach used by Wallace described above is far from the only way to carry out philanthropy well. Wallace is one of some 82,000 grant-making foundations in the United States. Each of these institutions has a unique mission, personality and way of working. We believe this variety of grant-making endeavors is one of the strengths of philanthropy as a sector in the United States.

WHAT FOUNDATIONS ARE FOR

This leads me to the reflections published in the March 2013 issue of *The Boston Review.* In an essay by Rob Reich, director of the Program in Ethics in Society at Stanford University, titled "*What are Foundations For?*" along with responses by commentators including Paul Brest, Pablo Eisenberg and Diane Ravitch, the magazine offers up what amounts to a thoughtful debate on the legitimacy of endowed private foundations such as Wallace in a modern democratic society. The publication can be found at http://www.bostonreview.net/forum/foundations-philanthropy-democracy.

Reich's essay first sets out objections that have been raised since the tax advantages and legal structure of American foundations began to be built in the early years of the 20th century: that private foundations as "the voice of plutocracy," accountable neither to voters nor market discipline, are antithetical to democratic principles. He then makes a case for foundations as "not merely consistent with democracy but supportive of it," based on two arguments. First, foundations contribute to *pluralism* in our society by decentralizing to an extent the definition and distribution of public goods away from majoritarian governmental institutions. Second, precisely because they are not accountable to the next election cycle or to shareholder demands for a return on investment, foundations can contribute to *discovery* by operating on a longer time horizon, "taking risks in social policy experimentation and innovation that we should not expect to see in the commercial or state sector."

In the 14 equally interesting essays by respondents posted on the Web site, Reich's pluralism and discovery arguments are accepted for the most part, albeit with additional objections and justifications, along with numerous suggestions for improving the performance and regulation of foundation activity. The debate has relevance at The Wallace Foundation, as these are questions we – the board and the staff – have been asking ourselves for many years, coming to similar conclusions about Wallace's role as part of a pluralistic society and the importance of the foundation's commitment to a strategy of discovery in support of the Wallace mission.

The argument that private foundations are somehow illegitimate in a democratic society because they are not subject to the pressures and incentives of election cycles and shareholder votes seems to suggest that there is no downside to such short-term pressures and therefore no reason to have institutions that are not governed by them. In designing a democratic society, would it not be desirable to include some institutions that are free from the influences of an election every two years or the next quarterly earnings statement? In fact, we have done just that by mandating lifetime appointments to the Supreme Court and allowing private universities to have perpetual self-governing charters. As long as their rights and responsibilities under the law are the same whatever their position on the political spectrum –

conservative, centrist, or liberal – do private foundations not usefully add to a pluralistic society actors who, as Reich puts it, can take a longer time horizon in the pursuit of public good? We think so.

THE PRIVILEGE TO DISCOVER

We view our position of being able to take a longer view as a result of not being subject to elections and market forces as both a privilege and a responsibility. We believe our approach, with its emphasis on taking the time to unearth problems and develop insights to make progress in addressing them, is directly in line with Reich's idea of using a longer time horizon to pursue discovery. It's no coincidence that Wallace's average grant is 2.7 times larger and lasts 1.5 times longer than what is typical of our peers.

Some of the challenges to the legitimacy of private foundations seem to presuppose that foundations are doing something *to* other organizations, rather than working *with* them. In our experience, the discovery process is rarely engaged in solely or directly by Wallace. The benefits for our target beneficiaries are first and foremost created by our grantees, not foundation staff. The evaluations we underwrite are done by third parties in order to ensure their independence and credibility. Improvements are spread by the process of organizations that do not receive funding from us finding our "knowledge products" useful. Public policy is formed by an exceedingly complex process which, as noted in a recent review by the National Academy of Sciences, involves "multiple actors engaged in assembling, interpreting, and debating what evidence is relevant to the policy choice at hand." Consequently, we develop strategies based on the simultaneous pursuit of local benefits that accrue directly to the grantee and its beneficiaries and national benefits in the form of lessons that accrue to the field. All of this suggests that the ability of a private foundation to claim credit for a social innovation in a field it supports is limited at best. While we do our utmost at Wallace to assess impact, in many areas about which we care, progress when it occurs is difficult to attribute to any one player.

Take for instance our work in school leadership. In 2000, The Wallace Foundation began to tackle what we thought was a barrier to further progress in our public schools: lack of attention to the role of the principal. School leadership was not widely recognized as being important. Little was known at the time about what good principals did, how to train and support them, or how to improve principal performance across an entire district or state. Our strategy was multifaceted: We supported a wide variety of innovations in states and districts, built reliable evidence on which policymakers and practitioners could draw, created networks of districts and training providers, and communicated widely what we had learned. All of this was undertaken with an understanding that progress in these areas would require a long time horizon. A decade and $350 million later, Wallace has funded work in the field to improve the preparation of principals and disseminated a great deal of credible research and evidence – through more than 100 publications, videos and tools – on the key knowledge gaps. Districts and principal training programs have a better picture of what good training and support look like. Nationally, education leadership is now receiving much greater attention, as evidenced by its inclusion in the Race to the Top initiative of the U.S. Department of Education and the adoption by individual states of clearer standards for what school leaders should do, influenced by the work of the Council of Chief State School Officers.

It is also clear that Wallace was hardly the single actor behind this change. The federal No Child Left Behind law meant that principals were suddenly responsible for student progress, especially among the disadvantaged, putting new pressure on their performance. A wide range of groups, including The Education Trust (which later became a grantee of Wallace), and political leaders on both sides of the

aisle called for new efforts to overcome the achievement gap. In addition to organizations we funded such as the New York City Leadership Academy, others such as New Leaders for New Schools, KIPP and the University of Illinois at Chicago created new models for principal preparation. The Council of the Great City Schools focused attention on the vital role of the district. Many others contributed to the progress. Yet much remains to be done before the nation can rest assured that every school has an effective principal at the helm. As you will read in the pages of this report, we continue to invest in school leadership, with a $75-million, six-year initiative including half a dozen districts aimed at generating credible evidence and lessons about how districts can build a "pipeline" of effective principals and the effect on student achievement of doing so. We could tell similar stories about the contributions of other organizations to our longstanding work in afterschool systems or building audiences for the arts, as well as our newer work in areas such as summer learning.

For all these reasons, we believe it helps to think about our impact primarily in terms of "contribution" – how we add to the mix of those trying to make beneficial change – rather than "attribution," which is about trying to determine how big a part of any change can be ascribed to our work alone.

In order to be effective partners with other actors in our society, endowed private foundations need to be viewed as legitimate participants in the debate. For the most part, we are, but we still need to pay attention to the voices of critics who constructively challenge our legitimacy. In addition, we need to find ways to encourage honest feedback from our partners. As the Center for Effective Philanthropy points out in its recent report *Foundation Transparency: What Nonprofits Want*, grantees are major sources of perceptions about foundations; in this respect, legitimacy starts with how we treat the people we interact with most. Many observers, however, have noted the power imbalance between a funder and its grantees, which often stifles potentially useful feedback that could help a foundation improve its effectiveness. We account for this by seeking anonymous feedback from our grantees through surveys conducted by the center. (*See "How Grantees View Wallace," p. 23*.)

On a larger scale, to be seen as legitimate organizations by everyone, foundations have to create value for society. In a 1999 essay *Philanthropy's New Agenda: Creating Value*, Michael Porter and Mark Kramer asserted that the greatest benefit a philanthropy can confer on society is the development of insights that can inform a broader field. Knowledge can extend the positive impact of a foundation well beyond the efforts it funds directly.

As noted above, this is at the heart of our theory of change: We try to work with our partners to help define and answer questions that, if solved, would enable institutions beyond the reach of our direct grants to make progress. It is an approach that requires staff to work closely with our partner grantees, who take the risks of trying out new approaches; to help manage learning efforts to understand what works; and to help share broadly the lessons we and our partners develop. Responding in part to the anonymous feedback from our grantees, we have been investing in the staff resources necessary to make this operational model more timely and effective. In 2012, we expanded our staff from 28 to 38 by the year's end, increasing the number of positions in program, research and evaluation, and communications, as well as restructuring our operational support to be more efficient and effective.

We view these investments as a critical part of our strategic approach to creating social value. All of our strategies are designed by cross-disciplinary teams that incorporate our program staff's field expertise, our evaluation staff's ability to capture lessons and evidence, and our communications staff's understanding of how to best disseminate what we have learned. These teams actively engage in ongoing dialogue with our grantees, field leaders and other experts in order to shape strategies that are respon-

sive to the context in which the grantees operate and to undertake course corrections as we learn what works and what does not. As we move into 2013, we are also reviewing the ways we communicate and engage with policymakers to see how we can be most effective.

A central idea underlying the pluralism argument for the legitimacy of endowed private foundations is that no one person or institution has a monopoly on the truth. From this perspective, foundations have a right to a point of view about what social progress looks like, and the right to work with others to try to make progress toward that end. It's a right no more and no less than that held by any other institution or individual – whether in the public or private sector. In his acceptence speech when receiving the Liberty Medal in 1994, the great Czech dissident and statesman Vaclav Havel quoted the first president of Czechoslovakia, Tomas Masaryk, as saying that "democracy is a discussion." In other words, society is always in a state of transition and, therefore, the more ideas getting expressed – and tested – the better. Not everyone will agree with the Open Society Foundations' efforts on behalf of decriminalization of drug offenses or the Olin Foundation's work to build a more conservative approach to jurisprudence – but it is in all of our interests to defend their right to pursue those agendas. ■

Will Miller, President

SCHOOL LEADERSHIP

In August 2011, building on 10 years of lessons about what it takes to shape an effective principal, Wallace launched a six-year, $75-million initiative to help selected school districts develop "principal pipelines" consisting of four key components:

- *Standards:* Defining the job of the principal as an instructional leader and making sure that the description drives how school leaders are trained, hired, evaluated and supported.
- *"Pre-Service" Training:* Ensuring that aspiring school leaders are well trained.
- *Hiring:* Selecting only well prepared candidates for principal jobs.
- *Performance Assessment and Support:* Regularly evaluating new principals and giving them training and assistance to overcome weaknesses.

> "All [principal pipeline] districts now have detailed standards for principals and assistant principals and base hiring on the standards."

Wallace chose six districts committed to strengthening school leadership: Charlotte-Mecklenburg, N.C.; Denver; Gwinnett County, Ga. (outside Atlanta); Hillsborough County, Fla. (encompassing Tampa); New York City; and Prince George's County, Md., (near Washington, D.C.).

Wallace also commissioned a team of two research organizations, Policy Studies Associates, Inc. (PSA) and the RAND Corporation, to conduct an ongoing evaluation of the Principal Pipeline Initiative, which will assess, among other things, whether the pipelines – once they are fully operating – affect student achievement.

OVERVIEW OF 2012 - DEVELOPMENTS AND CHALLENGES

Wallace asked each district to carry out the initiative in partnership with a leader training program or programs of its choosing. In Phase 1 of the initiative (August 2011-October 2012), the districts and training partners made progress in developing all four pipeline components:

- *Standards:* All districts now have detailed standards for principals and assistant principals and base hiring on the standards.
- *"Pre-Service" Training:* Districts developed new partnerships with university and other principal training programs. Partner programs in all districts underwent an assessment developed with Wallace support by the Education Development Center, a nonprofit consulting firm. The center is now working with districts one on one to improve training.
- *Hiring:* Most districts were likely to see the graduation of a sufficient number of candidates from their partner training programs to fill their principal vacancies in the 2013-2014 school year and beyond. All districts had job candidates demonstrate their skills through mock exercises and other means; they also determined the leadership needs of each school to make the most suitable matches with principal candidates.
- *Performance Assessment and Support:* All districts began to evaluate principals' performance against research-based standards to help identify shortfalls and shape training and mentoring. Five are using VAL-ED, a performance rating instrument developed by Vanderbilt University researchers with Wallace support. Four districts launched school administration manager (SAM) programs, in which a SAM assumes responsibility for school building operations, freeing the principal to focus on improving instruction.

In the Hillsborough County, Fla., school district, principal coaches meet regularly with Tricia McManus (hand raised) to enhance their skills and learn more about the job of working with school leaders.

Some districts made more progress than others. One got off to a slow start owing to delays in the formation of its project team, and another ran two months behind schedule in developing an ambitious system to track data that will inform the evaluation of, and support for, school leaders. All districts have contributed at least a one-third share of the initiative cost to date. Two have been able to secure significant funding from relatively stable public sources (such as federal Title I dollars or local tax revenue). This funding is important to maintain the pipelines once Wallace support comes to an end.

Representatives from Wallace, the districts, their partner principal training programs, and others with expertise were meeting regularly in a "professional learning community" to share ideas, learn from one another and help develop materials that would advance their efforts.

KNOWLEDGE DEVELOPMENT AND DISSEMINATION
Wallace published two well received reports synthesizing what we have learned in education leadership: One (available at http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Pages/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning.aspx) covered the practices of effective principals, the other (available at http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Pages/The-Making-of-the-Principal-Five-Lessons-in-Leadership-Training.aspx) how to provide high-quality principal training and support. Wallace also responded to ongoing interest in lessons from our past decade of work through activities such as sessions on leadership at the annual conferences of the Education Trust and the American Association of School Administrators. In addition, Wallace funded a series of "Critical Conversations" on leadership-related matters organized by WNET-TV, the public television affiliate in New York City, with sister stations in Denver and Maryland.

LOOKING AHEAD
Phase 2 of the initiative (November 2012-January 2014) is now under way. During this phase, districts will concentrate on carrying out the new work they have planned and completing Phase 1 projects that were delayed. At the end of Phase 2, Wallace will assess the strength of the four pipeline components in each district and the early effects of their efforts, including the development of data systems to track leader development and placements. The first report in PSA and RAND's ongoing evaluation, covering Phase 1, has been published and the second is under way. ■

AFTERSCHOOL

High-quality afterschool programs offer young people opportunities for growth, learning and fun. Many U.S. cities, however, suffer from a lack of strong programs, particularly for those most in need. Wallace is seeking to help solve this problem through its afterschool system building initiative.

Historically, the afterschool field has been decentralized and uncoordinated, with different types of programs – and the government agencies and private groups that fund them – operating in isolation from one another. In 2003, Wallace began an initiative to help five cities (Providence, New York, Boston, Chicago and Washington, D.C.) create systems that bring together the major players in afterschool so they could coordinate their work in the hopes of better supporting high-quality programming and increasing young people's access to it. In 2010, a RAND evaluation said the cities' work had provided "a proof of principle" that this system-based approach holds promise.

> "Outside forces – including insufficient funding for overhead and administrative burdens placed on nonprofits by funders – continue to act as obstacles to strong financial management."

Another prong of the Wallace work is a demonstration project that aims to bolster the financial management capabilities of afterschool providers by: a) awarding training, consulting and incentive grants to 26 organizations that run leading afterschool programs in Chicago; and b) changing private and Illinois state funding practices that adversely affect nonprofits.

OVERVIEW OF 2012 - DEVELOPMENTS AND CHALLENGES

In spring of 2012, Wallace launched the next generation of our afterschool system building initiative. Unlike the "first generation" cities, which attempted to set up afterschool systems from scratch, the nine cities in the initiative's second generation—Baltimore, Denver, Fort Worth, Grand Rapids, Jacksonville, Louisville, Nashville, Philadelphia and St. Paul—already have the basics in place and are using their three-year grants largely to build on two key aspects of systems: support for program quality, and collection and analysis of data to inform decision-making.

Strengthening financial management
In 2012, Public/Private Ventures (P/PV) published *Building Stronger Nonprofits Through Better Financial Management,* which examined the early impact of the strengthening financial management demonstration project. The researchers found that at the start of the project, all of the grantee organizations faced "significant challenges," ranging from understanding the true costs of their programs to meeting expenses on time. After a year to a year-and-a-half of training and consulting, however, the organizations had made "encouraging progress." For example, the proportion of grant recipients making cash flow projections rose from 80 percent to 92 percent, and those organizations already making projections made them more frequently. Lead financial officers indicated that the skills of their staff members improved in 10 of 11 categories after nine months, although ratings for analytic and forecasting skills lagged behind those for operational skills.

The effort did not succeed for every participating organization, however: As of 2012, one of the grantees had been forced to close its doors owing to a substantial deficit and leadership turnover; a

second stopped attending the training and dropped out of the project altogether. Perhaps even more significant is P/PV's observation that "a stark reality remains" for all nonprofits: Outside forces – including insufficient funding for overhead and administrative burdens placed on nonprofits by funders – continue to act as obstacles to strong financial management.

KNOWLEDGE DISSEMINATION AND SPREAD

We focused in 2012 on creating tools to help more cities build effective afterschool systems. Products included a guide to improving programs and a set of "tip sheets" on data use. We also promoted afterschool system building nationally, introducing the topic at nine mayoral summits, co-hosted with the Mott Foundation and the National League of Cities, that drew 800 elected officials and local afterschool leaders. In order to track the spread of system building across the country, we commissioned a survey that establishes a "baseline" of system building activity in large cities across the United States.

We also laid the groundwork for a new Web site, StrongNonprofits.org, launched in 2013, which offers more than 60 free tools, how-tos, articles and other features.

LOOKING AHEAD

The cities participating in Wallace's second-generation afterschool system building initiative will continue to work toward the goal of having improved data and program quality systems in place by 2015. We anticipate that these efforts will yield valuable lessons on how afterschool systems are used, by whom and for what purposes. To expand the impact of the strengthening financial management project, we are sponsoring a series of workshops in 12 cities and plan to build awareness of StrongNonprofits.org. A second report examining all four years of the project is scheduled to be completed in 2015. ∎

Students play basketball at the Gads Hill Center in Chicago's Lower West Side. Gads Hill is one of the participants in Wallace's initiative to strengthen the financial management of nonprofit providers of afterschool programs.

SUMMER AND EXPANDED LEARNING

Wallace seeks to better understand the impact of high-quality summer learning programs, as well as how the school day can be enriched and expanded. Preliminary research suggests that in some cases summer programs may help stave off summer learning loss and, thereby, help close the achievement gap between higher- and lower-income children. We also have some indication that a longer school day or year may help boost student performance, although here the research is less clear.

The foundation is, therefore, working on two fronts – seeking to support programs with evidence of effectiveness, while also trying to learn more about what works and what doesn't.

OVERVIEW OF 2012 - DEVELOPMENTS AND CHALLENGES

SUPPORTING LEADING PROVIDERS

Wallace funds seven leading program providers for their summer and/or school-year services:

Summer learning
- **BELL**, working with school districts, offers daily academic instruction to students grades K-8. It also organizes field trips, service projects and hands-on enrichment activities. Wallace supports the summer portion of the organization's year-round programming.
- **Higher Achievement** is designed to keep motivated, inner-city, middle-school children on track for a top-quality high-school education and ultimately for college. Wallace supports the summer portion of the organization's year-round programming.
- **Horizons National** establishes summer learning programs for low-income children at private schools and college campuses, with local sites providing varying school-year programming to participants and families.

Learning and enrichment during the school year
- **Citizen Schools** provides academic instruction to middle school students and taps local professionals to work with the students on projects that expose them to careers.

- **Communities In Schools** brings "wrap-around" support to schools around the country, organizing everything from health care to back-to-school clothing.
- **Say Yes** coordinates public and private agencies to provide services for students citywide, offering college scholarships as an incentive to keep kids in school. In 2012, Wallace supported the effort in Syracuse, N.Y.
- **The After-School Corporation** brings schools together with youth-focused community organizations to provide academic and enrichment opportunities often unavailable during the school day.

Wallace uses enrollment as an indicator of grantees' progress and, indirectly, their quality. (We assume youngsters will not stick with inferior programs.) Since our support began, each organization has steadily increased the number of children enrolled in its programs. The exception is BELL, which had to cut back its Detroit programming in the wake of the loss of state funding from Michigan. Growth in California and the Carolinas offset some of the decline, but the bigger lesson is that leadership transitions in urban school districts can imperil expanded learning opportunities, which are still not embedded in public education.
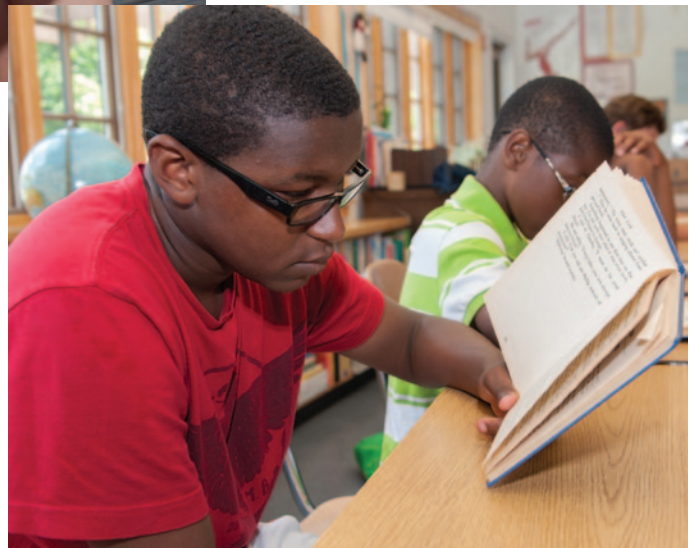
STUDENT ENROLLMENT IN WALLACE-FUNDED SUMMER PROGRAMS

CHILDREN SERVED	BELL	Higher Achievement	Horizons National
2009, one year before Wallace grant	3,008	594	1,689
2010	7,336	651	1,833
2011	9,252	812	1,991
2012	8,765	955	2,465

STUDENT ENROLLMENT IN WALLACE-FUNDED SCHOOL-YEAR PROGRAMS

CHILDREN SERVED	Citizen Schools	Communities In Schools*	The After-School Corporation	Say Yes
2010–2011, one year before Wallace grant	1,441	N/A	382	N/A
2011–2012	2,804	51,872	2,914	5,100
2012–2013 (projected)	4,381	56,610	3,131	9,577

*Communities In Schools serves more than a million children every year, coordinating services ranging from education to healthcare. This chart represents only students who receive academic assistance through CIS affiliates that offer afterschool or out-of-school programming. CIS did not account separately for children receiving expanded-learning services until 2011, the first year in which CIS received Wallace funding.

SUMMER LEARNING DISTRICT DEMONSTRATION

To help understand whether – and how – urban school districts can carry out programs that mitigate summer learning loss, Wallace launched a project in 2011 in six urban districts: Boston, Cincinnati, Dallas, Duval County (Jacksonville), Pittsburgh and Rochester. The effort aims to:

1. Provide low-income children with district-run summer opportunities combining strong academics with engaging enrichment activities; and
2. Provide evidence on whether and how district summer learning programs can eliminate summer learning loss and produce lasting academic gains.

The project has two phases: a two-year effort to improve the quality of the six districts' summer programs followed by a two-year, randomized control trial to evaluate the programs' effects, beginning in the summer of 2013.

In the summer of 2011, Wallace commissioned the RAND Corporation to assess the strengths and weaknesses of the six district summer programs. In the winter and spring of 2012, we supported the districts as they improved their programs based on RAND's findings. Their work paid off: RAND reassessed the programs in the summer of 2012 and found significant progress, particularly in the quality of the curriculum, teacher training and program management.

> "In the winter and spring of 2012, we supported the districts as they improved their programs based on RAND's findings. Their work paid off: RAND reassessed the programs in the summer of 2012 and found significant progress, particularly in the quality of the curriculum, teacher training and program management."

One district, Cincinnati, will not participate in phase two. Through the RAND assessment, we learned that several agencies in Cincinnati offer high-quality academic summer programs for elementary school-age children at little or no cost. Wallace's project targets rising fourth graders, so the availability of elementary-school-age alternatives to the district program makes Cincinnati a poor fit for a randomized control trial: The presence of multiple high-quality programs would make it difficult to isolate the impact of the district's program.

KNOWLEDGE DEVELOPMENT AND DISSEMINATION
RAND worked on the second report of the summer district demonstration, *Getting to Work on Summer Learning: Recommended Practises for Success*. Based on RAND's observations of the six districts' efforts, the report offers guidance on how school systems can develop high-quality summer learning programs.

Wallace was represented at the annual conference of our grantee, the National Summer Learning Association, which devoted five sessions to emerging lessons from our work.

LOOKING AHEAD
RAND is spending two years studying two randomly assigned groups of students – one in the district summer programs, the other not. Wallace is preparing to undertake an examination of its expanded learning effort to determine next steps in strategy. ∎

ARTS EDUCATION

The Wallace Foundation's arts learning initiative, launched in 2006, seeks to respond to the steep decline in public-school arts education in the United States since the 1970s. It looks for ways to bring rich arts learning experiences to children and teens by a variety of means – in classrooms, through afterschool programs or in cyberspace.

The initiative works on three fronts:
- Helping school districts revitalize arts education in the classroom.
- Working with national organizations that run youth programs to bring better afterschool arts programs to disadvantaged neighborhoods.
- Engaging teens in the arts using electronic media such as mobile applications, social networks and game technologies.

"Through the [Boston Public Schools Arts Expansion Initiative], the percentage of children between pre-K and eighth grade receiving yearlong arts instruction rose from 67 percent in 2009 to 89 percent in 2012. The percentage of high school students receiving arts instruction more than doubled, rising from 26 to 54 percent."

OVERVIEW OF 2012 - DEVELOPMENTS AND CHALLENGES

Working with school districts: In 2012, Wallace helped finance projects seeking to bring more high-quality arts education to Boston, Dallas and Seattle public schools. In Boston, Wallace supported EdVestors, a nonprofit education improvement organization, in rolling out the Boston Public Schools Arts Expansion Initiative, an effort to engage public and private entities in increasing and enhancing public school arts education. Wallace's support, a four-year grant of $4 million, helped spur $4.5 million in contributions from local foundations and a $19-million commitment from the Boston school district. Through the initiative, the percentage of children between pre-K and eighth grade receiving yearlong arts instruction rose from 67 percent in 2009 to 89 percent in 2012. The percentage of high school students receiving arts instruction more than doubled, rising from 26 to 54 percent.

In Dallas, a city emerging as a national leader in arts education for children, the Big Thought arts learning organization continued to build on its work and to share lessons it has learned from its Wallace-supported experiences, including through a Web site, www.creatingquality.org.

Meanwhile, the Seattle public school district completed a final draft of a plan to bring together public and private groups – such as the Seattle Art Museum, Arts Corps, and the Seattle Office of Arts and Cultural Affairs – to fund a K-12 arts education project.

National organizations: With Wallace support, two major providers of youth programming, the Boys & Girls Clubs of America and the Y, began to draw up plans for improving arts offerings in their local organizations. The planning involved market research, carried out by the Next Level Strategic Marketing Group, to determine what makes for a highly effective arts experience for tweens from low-income communities. To offer guidance to organizations, Next Level synthesized information

from three sources: market research about how disadvantaged tweens and their parents view the arts, interviews with leaders in the field of arts for young people, and observation of strong arts programs.

Digital media: To explore this area, we commissioned a report, *New Opportunities for Interest-Driven Arts Learning in a Digital Age,* examining how young people use social media and how technology can be harnessed to promote arts learning on children's and teens' own time.

LOOKING AHEAD

Wallace prepared to publish Next Level's findings in a report and video release and to implement a youth-serving organization project. ▪

At the Thomas A. Edison K-8 school in Boston, students performed Shakespeare's A Midsummer Night's Dream. *They learned about costume and set design through funding from the Boston Public Schools Arts Expansion Initiative.*

Former morning talk show host Ian Punnett (shown with the microphone and facing the audience) is an opera lover who shared his passion with his radio listeners – helping the Minnesota Opera in its Wallace Excellence Award broadcast efforts to bring opera to new audiences.

AUDIENCE DEVELOPMENT FOR THE ARTS

The Wallace Excellence Awards initiative wound down in 2012 as many of its grants came to an end. This $69-million effort had two goals:

- Help the funded arts organizations increase participation in their programming; and
- Develop practical insights to help other arts organizations across the country do the same.

Funded organizations were expected to take one or more of three approaches to audience development: 1) "broadening" (attracting more people like those already attending), 2) "deepening" (enriching the experience of current audience members), or 3) "diversifying" (attracting new audiences different from those already attending). Grantees also received funds for research to help them better understand their audiences' attitudes and behavior, and technical assistance in using this data to shape effective strategies.

The initiative assisted 54 arts groups in six cities – Boston, Chicago, Philadelphia, Minneapolis/St. Paul, San Francisco and Seattle – with grantees ranging from opera companies and film societies to museums and community arts centers. Wallace also supported "learning networks" in each city so that organizations, including non-grantees, could benefit from each other's experiences.

OVERVIEW OF 2012 - DEVELOPMENTS AND CHALLENGES

A 2008 National Endowment for the Arts (NEA) survey found that the percentage of U.S. adults who participated in a "benchmark" arts activity – visiting an art museum or gallery or attending a jazz or classical concert, an opera, play, or ballet performance – in the previous year had declined to less than 35 percent, the lowest figure since the NEA began taking measurements in 1982, and down from a high of 41 percent in 1992.

Percentage of U.S. Adults Participating in a Benchmark Arts Activity at Least Once in the Past 12 Months
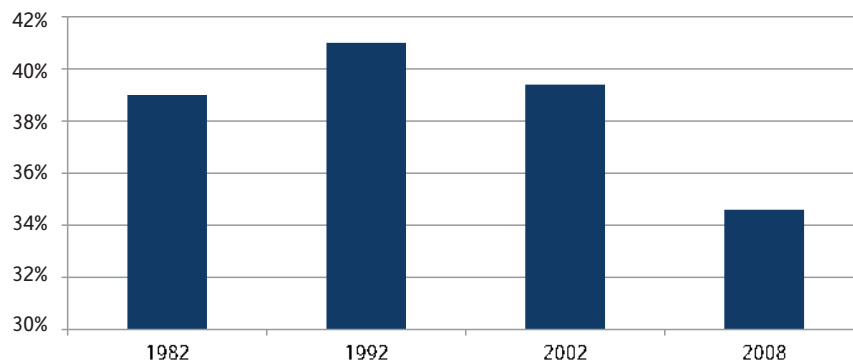
Against this gloomy backdrop, the Wallace Excellence Awards initiative has shown promising results. Grantees experienced substantial audience growth over the four-year grant period. The median increase in audience size was 47 percent. For organizations targeting specific groups, such as teens or families, the median increase was 61 percent. It is important to note, however, that a relatively small increase in the absolute number of participants in a specific group could lead to a large percentage gain, particularly when an organization is reaching out to that group for the first time. The median increase for organizations seeking gains in their overall audience was 29 percent.

Median Percentage Increase in Audience of Wallace Excellence Awards Grantees Over Four Years

- Organizations Targeting Specific Groups
- Organizations Seeking Gains in Overall Audience
- All Organizations
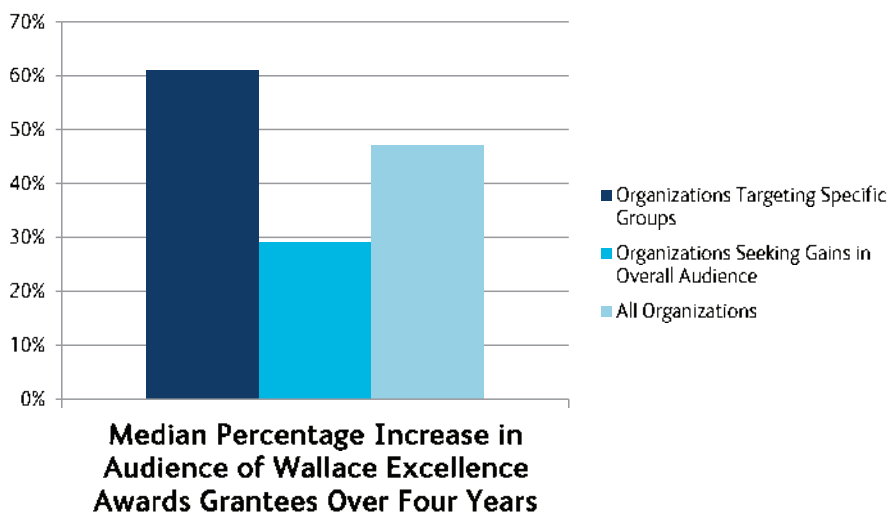
KNOWLEDGE DEVELOPMENT AND DISSEMINATION

Because the arts organizations collected and analyzed data, Wallace was able, for the first time, to "harvest" evidence-based lessons on which audience development strategies worked and which did not. Those lessons formed the basis of four case studies published in late 2011. Together, the four studies logged nearly 8,000 downloads in 2012, placing the series at the equivalent of sixth place among Wallace's top 10. A blog discussing the cases studies at www.artsjournal.com drew 24,000 visitors (well above the average for similar blogs), 145 comments, and mentions on 53 other Web sites. In 2012, Wallace also published a conference report, *Building Arts Organizations that Build Audiences,* that captured ideas from a fall 2011 conference for Wallace Excellence Awards grantees.

Meanwhile, eight years after publication, the Wallace-commissioned RAND study *Gifts of the Muse: Reframing the Debate About the Benefits of the Arts* continues to be influential. The NEA uses the publication as a key source for a new "system map" to guide its five-year research agenda (available at http://arts.gov/sites/default/files/How-Art-Works_0.pdf). In this new approach, the NEA will go beyond its traditional emphasis on participation and the arts workforce, gathering evidence of the benefits to individuals and communities of engagement in the arts – a focus of *Gifts of the Muse.*

LOOKING AHEAD

In the future, Wallace expects to publish case studies of six more grantees' audience-building efforts, as well as guides and other reports that draw lessons from the Wallace Excellence Awards work. Wallace is exploring a range of possibilities for next steps in the arts. ∎
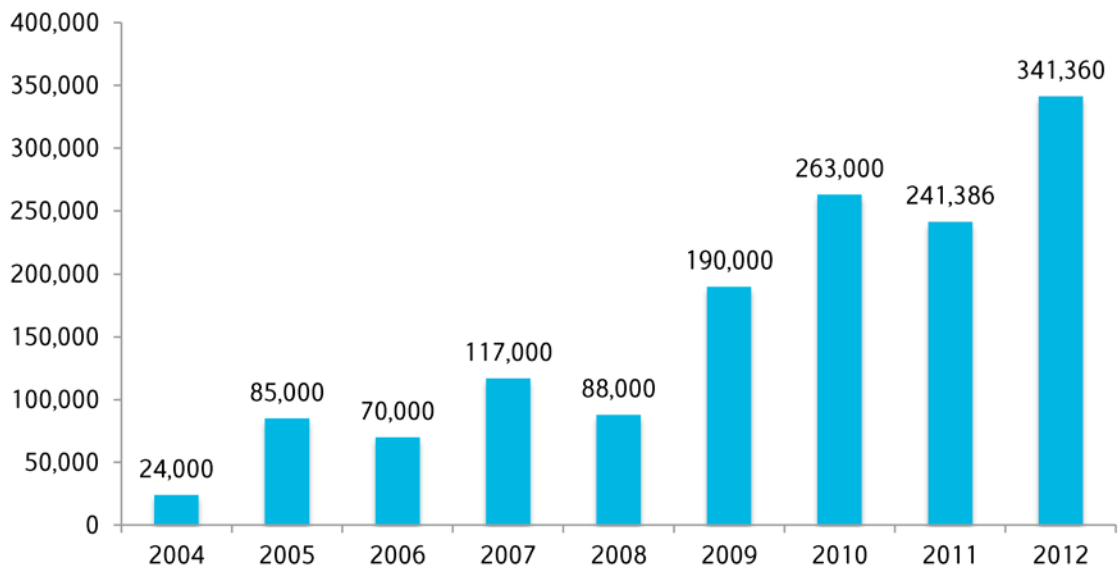
PUBLIC OUTREACH

In June 2012, a post on theatlanticcities.com, a site about urban innovation operated by The Atlantic magazine, cited a set of Wallace tip sheets designed to help city leaders coordinate and improve their afterschool services. "Money is power in so many ways when it comes to operating government and quasi-government services," the post said. "But when the money's not there, knowledge can at least partially fill the gap."

Wallace strives to provide that knowledge. We finance efforts to generate valuable new information and ideas. And we work hard to spread those insights broadly so they help not just those we reach directly with our grants, but also children in school districts or communities that have never received Wallace funding.

On the Web
The Wallace Foundation Web site, perhaps our most far-reaching communications tool, saw a significant increase in traffic in 2012, in part because of investments in search engine optimization and an increase in online advertising. Our site attracted nearly 850,000 visitors, an increase of more than 11 percent over 2011. More eyes on the site do not, however, define success. More important is the interest visitors take in our knowledge products, which capture useful lessons from our work. We were pleased to learn, therefore, that downloads of our products – reports, publications, videos, online tools, etc. – jumped to 341,360, an increase of more that 41 percent over 2011 and our most successful year yet.

Downloads from wallacefoundation.org

Year	Downloads
2004	24,000
2005	85,000
2006	70,000
2007	117,000
2008	88,000
2009	190,000
2010	263,000
2011	241,386
2012	341,360

Citations of Wallace Reports Grow
Citations of Wallace-commissioned and Wallace-produced reports in research and professional literature continued to grow steadily, reaching nearly 4,000. From 2011 to 2012, the number of citations of Wallace reports grew by 374 in education leadership, 61 in arts and 32 in afterschool. The single most-cited publication remained *How Leadership Influences Student Learning,* our research review establishing that leadership is second only to teaching among school-related factors influencing student achievement.

Products and Publications
In 2012, we posted 19 new publications, videos and other materials to our Web site. We also focused on creating and disseminating tools to help cities coordinate afterschool activities. These tools included a guide to improving programs and tip sheet on using data to inform afterschool systems.

How Leadership Influences Student Learning, a landmark 2004 examination of the effects of school leadership on student achievement, continues to be the most popular publication on our Web site. Five of our top 10 most downloaded reports were produced by Wallace, suggesting that readers value the foundation's efforts to synthesize knowledge from Wallace-commissioned research and work on the ground.

Top 10 Publications in 2012	Year Published	Downloads
How Leadership Influences Student Learning	2004	50,866
The School Principal as Leader: Guiding Schools to Better Teaching and Learning	2012	35,749
A Place to Grow and Learn: A Citywide Approach to Building and Sustaining Out-of-School Time Learning Opportunities	2008	14,285
Investigating the Links to Improved Student Learning: Key findings from Wallace	2010	9,580
Learning From Leadership: Investigating the Links to Improved Student Learning	2010	9,273
The Making of the Principal: Five Lessons in Leadership Training	2012	7,492
Education Leadership: An Agenda for School Improvement	2009	6,666
The Effective Principal	2012	6,103
Educational Leadership Policy Standards: ISLLC 2008	2008	3,359
Principals in the Pipeline: Districts Construct a Framework to Develop School Leadership	2012	3,077

LOOKING AHEAD
Wallace will continue to work with grantees to generate new insights and disseminate them as widely as possible. For 2013, we prepared a number of outreach activities, including a major national conference of cities that have afterschool system building under way and a report and videos about that conference. ■
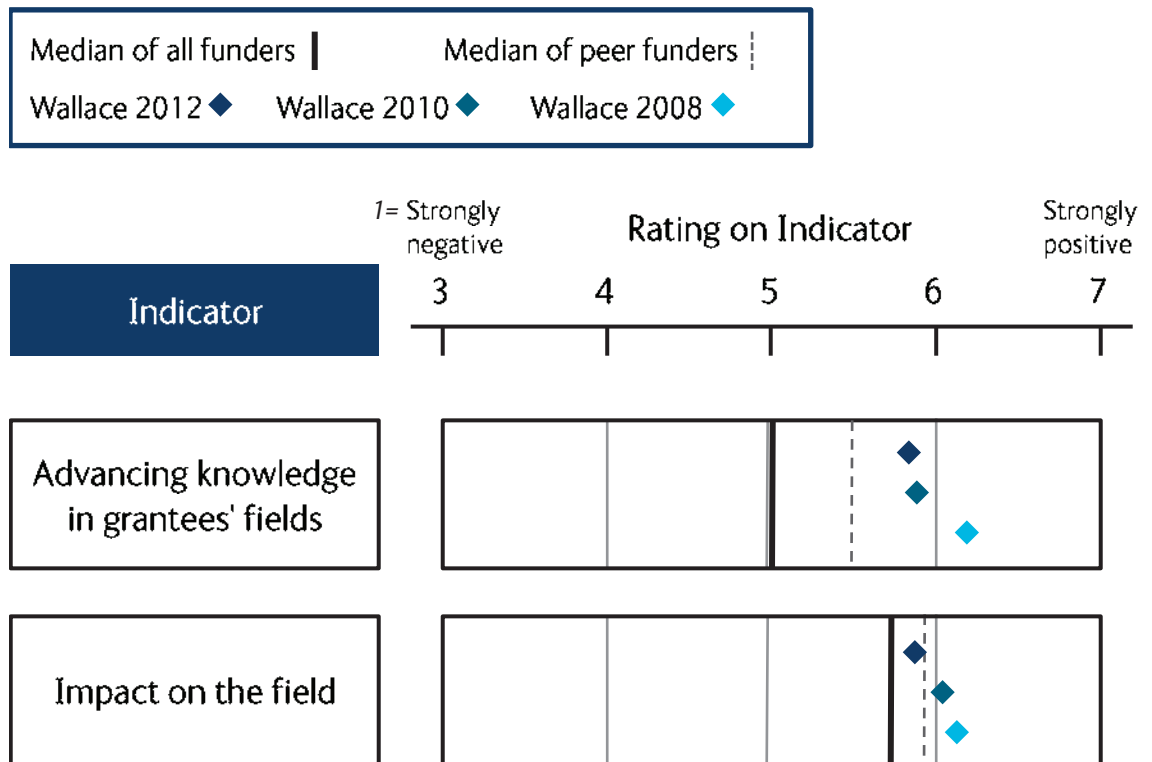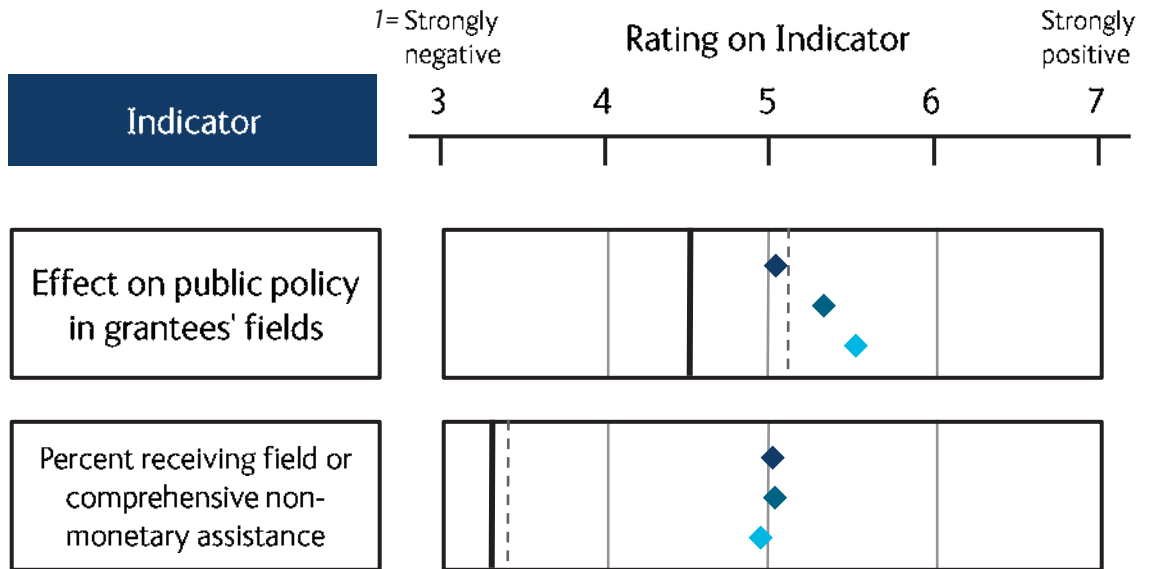
HOW GRANTEES VIEW WALLACE

As a foundation, there's relatively little we can do on our own. But when we work well with our grantees, we can accomplish a lot, not only supporting their important efforts but also working with them to generate and share useful knowledge nationwide.

To help us shape strong and fruitful relationships with our grantees, we periodically turn to what's known as the Grantee Perception Survey, a poll of grantees that the Center for Effective Philanthropy (CEP) conducts for Wallace and many other philanthropies. In the survey, grantees rank a foundation's performance in a number of areas on a scale of "1" (the lowest) to "7" (the highest). The CEP guarantees respondents anonymity, which means the foundations can get candid feedback on how grantees view them. The survey report also allows foundations to compare their scores to the scores of other philanthropies, including "peer funders"—in our case, foundations that are similar to Wallace in size, national focus, and emphasis on sharing ideas and information. In short, the Grantee Perception Survey, last conducted for Wallace in fall 2012, gives us a solid comparative basis for understanding how we are doing and in what ways we can improve.
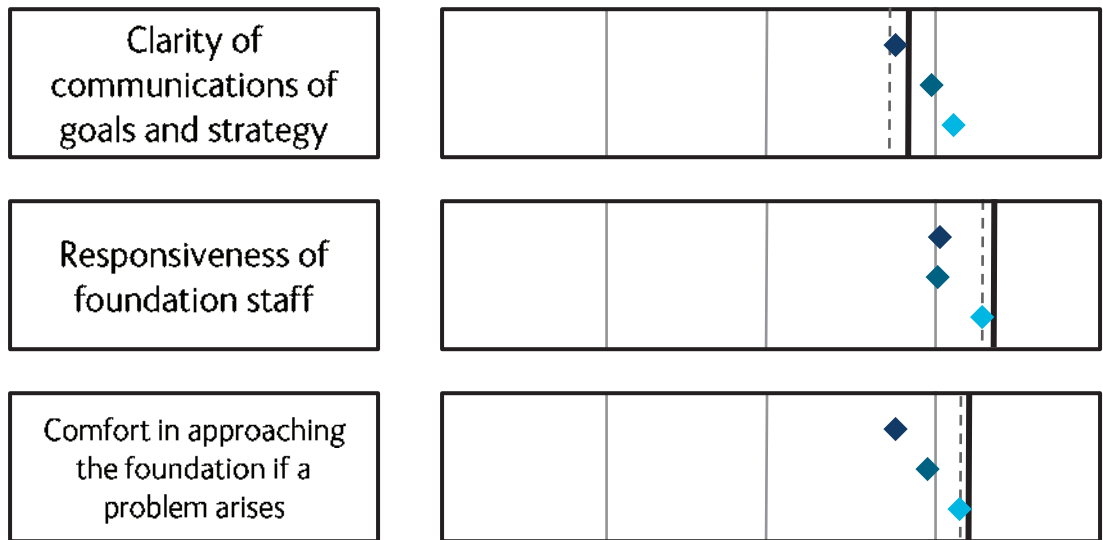
As the charts and accompanying legend show, overall, Wallace's 2012 results were similar to those from previous years, with no statistically significant changes in any of our grantees' assessments.

Grantees rated us above the median foundation in areas in which we have been consistently strong and aimed to focus foundation effort:

Rating on Indicator

1= Strongly negative — Strongly positive

Indicator	3	4	5	6	7

Effect on public policy in grantees' fields

Percent receiving field or comprehensive non-monetary assistance

At the same time, we received ratings that were lower than those for other foundations in:

Clarity of communications of goals and strategy

Responsiveness of foundation staff

Comfort in approaching the foundation if a problem arises

Learning about the areas in which other foundations are perceived to do a better job gives us a starting point to improve. One notable finding of both our 2010 and 2012 surveys was that grantees reported a higher degree of change in their primary Wallace contact compared with other foundations. Another area that saw some slippage was the consistency of the information we provided to grantees. We think these two points are likely related – a reflection of staff cutbacks at Wallace following the financial crisis. The "consistency" finding may also reflect the fact that we seldom tackle a problem that already has a known solution. As a result, we are in the process of revisiting our strategy in some areas.

How will we respond to the results?
We have increased staffing levels at Wallace with the aim of aligning our resources with our strategies and strengthening our working relationships with our grantees. We will also make it a priority, as we review our strategies, to provide grantees with clear and consistent updates on our latest thinking.

NEW PUBLICATIONS AND MULTIMEDIA RESOURCES FROM WALLACE

Downloadable for free at www.wallacefoundation.org

ADVANCING PHILANTHROPY

PUBLICATIONS

WALLACE'S REPORT 2011: BUILDING ON WHAT WE'VE LEARNED
Wallace's 2011 annual report offers six reflections from the foundation's new president, Will Miller.

THE WALLACE FOUNDATION'S EDUCATION LEADERSHIP PROFESSIONAL LEARNING COMMUNITIES: A CASE STUDY
Coming together in a formal "learning community" helped Wallace education grantees gain expertise and spread ideas, a case study finds.

AFTERSCHOOL

PUBLICATIONS

BUILDING CITYWIDE SYSTEMS FOR QUALITY: A GUIDE AND CASE STUDIES FOR AFTERSCHOOL LEADERS
This guide and case studies explain how communities and intermediaries can work with afterschool providers to build high-quality programming across a neighborhood, city or region.

BUILDING MANAGEMENT INFORMATION SYSTEMS TO COORDINATE CITYWIDE AFTERSCHOOL PROGRAMS: A TOOLKIT FOR CITIES
For those who need to develop a management information system for a city's afterschool programming, this guide can provide a jump start.

MAKING THE CONNECTIONS: A REPORT ON THE FIRST NATIONAL SURVEY OF OUT-OF–SCHOOL TIME INTERMEDIARY ORGANIZATIONS
The first national survey of intermediaries finds that these groups are playing a key role in boosting afterschool services.

TOUGH TIMES, TOUGH CHOICES IN AFTER-SCHOOL FUNDING: PATHWAYS TO PROTECTING QUALITY
Building understanding of the need for strong afterschool programs could help sustain support for high-quality programming even in tough times.

AFTER-SCHOOL DATA: SIX TIP SHEETS ON WHAT CITIES NEED TO KNOW
Six tip sheets offer an easy way to learn about using data to boost afterschool programming.

BUILDING STRONGER NONPROFITS THROUGH BETTER FINANCIAL MANAGEMENT: EARLY EFFORTS IN 26 YOUTH-SERVING ORGANIZATIONS
An early look at an effort to develop the financial muscle of 26 nonprofit afterschool providers finds they are making "encouraging progress."

NEW MEDIA

WEBINAR: IMPROVING AFTERSCHOOL QUALITY SYSTEMWIDE
This 2012 discussion of a report by the *Forum for Youth Investment, Building Citywide Systems for Quality,* is part of a series co-hosted by the Forum, The Wallace Foundation, the Collaborative for Building After-School Systems and the National League of Cities.
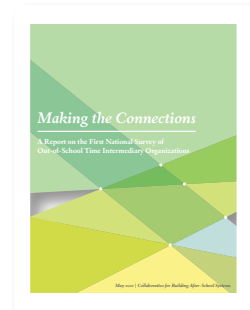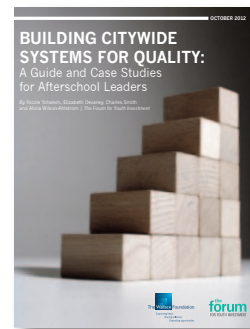
WEBINAR: STRENGTHENING CITYWIDE AFTER-SCHOOL OPPORTUNITIES
A webinar series co-hosted by The Wallace Foundation, Collaborative for Building After-School Systems, National League of Cities, and the Forum for Youth Investment, 2012. Part I focuses on the role of intermediaries in building afterschool; Part II on harnessing the power of data.

ARTS EDUCATION

NEW MEDIA

POWERPOINT: STRENGTHENING ARTS EDUCATION: BOSTON'S EFFORT AND THE NATIONAL CHALLENGE
Wallace Foundation President Will Miller describes the national challenge facing arts education, and the promising work under way to rebuild it, at a November 26, 2012, meeting of the Boston Public Schools Arts Advisory Board.

AUDIENCE DEVELOPMENT FOR THE ARTS

PUBLICATIONS

BUILDING ARTS ORGANIZATIONS THAT BUILD AUDIENCES
It's one thing to introduce new audience development practices, another to sustain the ones that work. This Wallace conference report looks at how it can be done.

NEW MEDIA

VIDEO: A LOOK AT WALLACE EXCELLENCE AWARD EFFORTS TO DEVELOP AUDIENCES
In this 11-minute video commissioned by The San Francisco Foundation as part of its Wallace Excellence Award grant, representatives of the AXIS Dance Company, Center for Asian American Media, Contemporary Jewish Museum and San Francisco Gay Men's Chorus discuss how they are exploring audience development and what the impact of the Wallace initiative has been on their work.

SCHOOL LEADERSHIP

PUBLICATIONS

PREPARING A PIPELINE OF EFFECTIVE PRINCIPALS: A LEGISLATIVE APPROACH
The National Conference of State Legislatures offers guidance on the state role in bolstering school leadership.

PRINCIPALS IN THE PIPELINE: DISTRICTS CONSTRUCT A FRAMEWORK TO DEVELOP SCHOOL LEADERSHIP
How does a school district set up a pipeline of effective principals? This article describes four key actions.

THE MAKING OF THE PRINCIPAL: FIVE LESSONS IN LEADERSHIP TRAINING
This Wallace Perspective describes essential steps in improving training for future principals and those new to the job.

THE EFFECTIVE PRINCIPAL
This article highlights five practices that characterize the leadership of principals who can make a difference in teaching and learning.

NEW MEDIA

EDUCATION LEADERSHIP: HOW DISTRICTS CAN GROW AND SUPPORT A PIPELINE OF HIGHLY EFFECTIVE LEADERS
This presentation was used as the basis for a meeting with an advisory committee of the U.S. Department of Education. It summarizes key insights from a decade of Wallace's work on how to strengthen education leadership.

SUMMER AND EXPANDED LEARNING OPPORTUNITIES

EXPANDING TIME FOR LEARNING BOTH INSIDE AND OUTSIDE THE CLASSROOM: A REVIEW OF THE EVIDENCE BASE
What does research tell us about the effects of expanded learning time? This report examines 80 evaluations of expanded learning efforts.
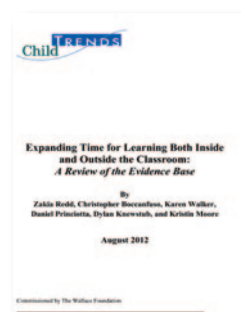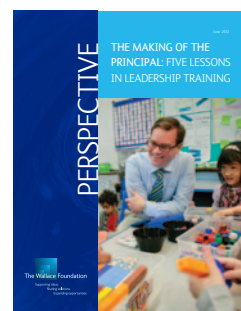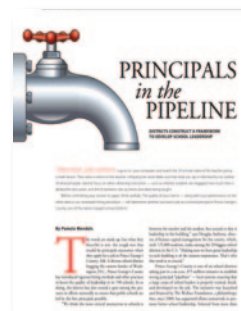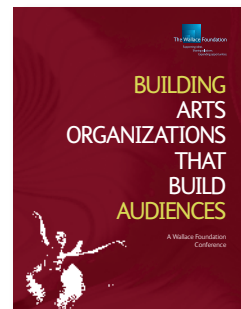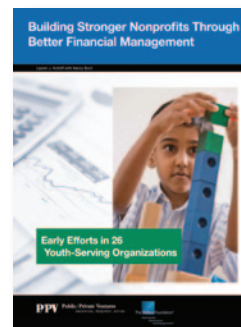
INVESTMENT ASSETS
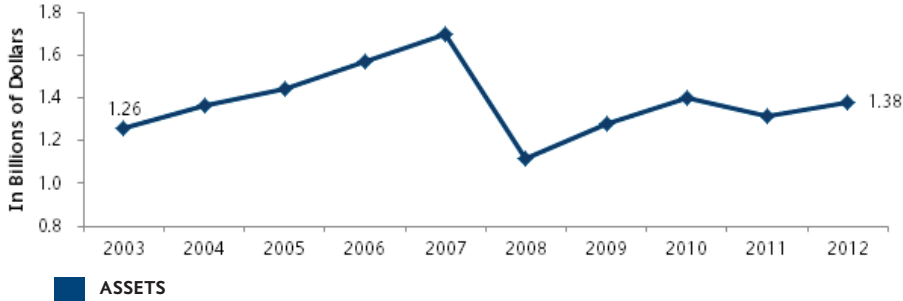
Our portfolio totaled $1.38 billion on December 31, 2012, which was $63 million higher than December 31, 2011. Over the last 10 years we also paid $667 million in grants and expenses, which included $73 million in grants and expenses paid in 2012.

OPERATING AND GRANT/PROGRAM EXPENSES

Wallace Spending, 2003–2012: Operating Expenses and Grants
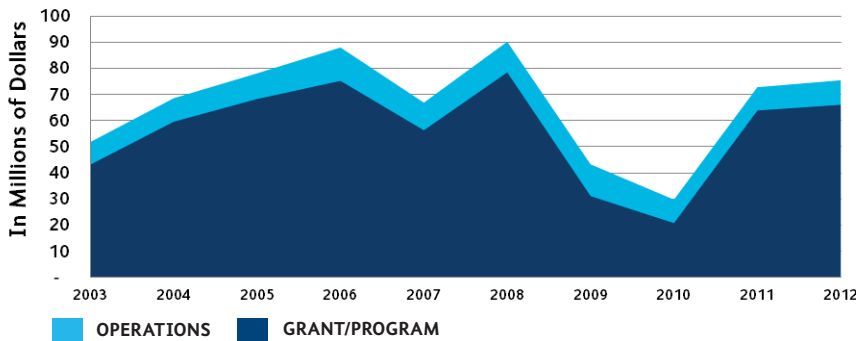
The bulk of expenditures under "grant/program" goes to education, arts, social service and similar nonprofit organizations. Also included is spending for research and communications.

GRANT/PROGRAM EXPENSES BY FOCUS AREA

The following pie charts show spending in Wallace's various focus areas in 2012, as well as since 2003. The charts differentiate grants approved in 2012 (which reflect initial grants in some new areas of work) from grants actually paid in 2012 (which include payments on grants approved in prior years).

Approved in 2012
($66,567) ($000s omitted)

2.2%
8.9%
32.4%
56.5%

Cash Paid Out in 2012
($63,179) ($000s omitted)

5.5%
7%
33.7%
53.8%

Approved from 2003-2012
($697,374,018)

6.7%
20.1%
25.9%
47.3%

■ **EDUCATION LEADERSHIP**   ■ LEARNING AND ENRICHMENT (Afterschool/Summer and Expanded Learning)   ■ **ARTS** (Arts Learning/Audience Development)   ■ **OTHER**
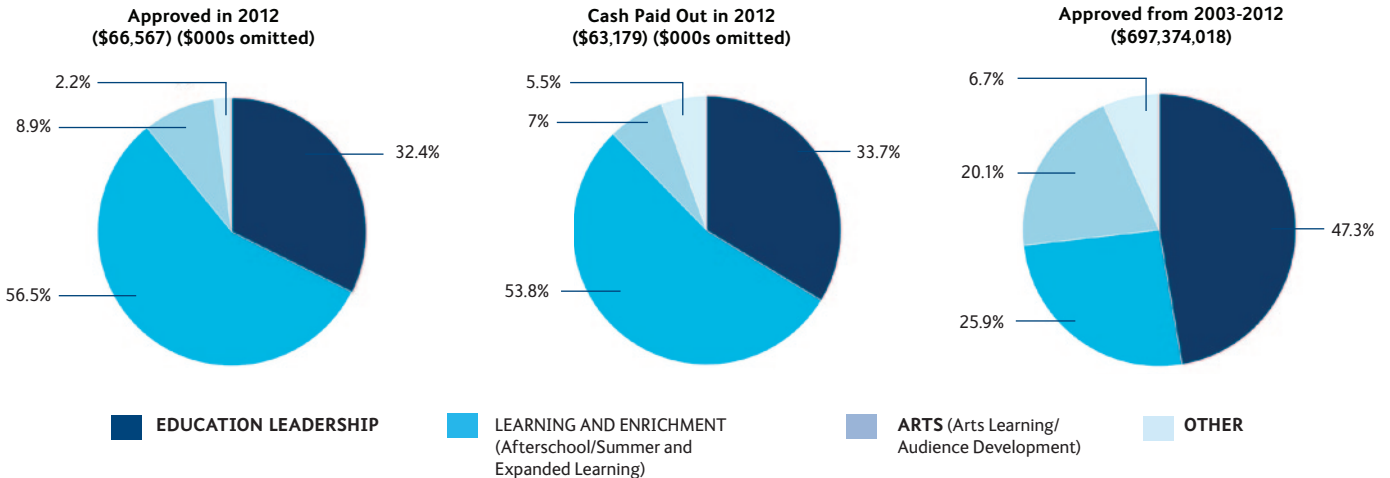
PROGRAM EXPENDITURES AND COMMITMENTS

The following tables describe and list the expenditures made in 2012 to advance Wallace's work in its areas of afterschool, arts education, audience development for the arts, school leadership, and summer and expanded learning. In most of these areas, our approach and expenditures are grouped under two main categories: Develop Innovation Sites, and Develop and Share Knowledge.

- **DEVELOP INNOVATION SITES** — We fund and closely work with our grantees – which are usually institutions rather than individuals – to help them plan and test out innovations, new approaches to solving major public problems. These innovation site efforts can provide us and the broader field with insights into what works, what does not, and which conditions support or impede progress.

- **DEVELOP AND SHARE KNOWLEDGE** — Through our grantees' work and related research we commission, we develop ideas and information that can improve both public policy and the standard practices in our fields of interest. We then use a number of different communications strategies to get the word out.

SCHOOL LEADERSHIP	Our goal is to raise the quality of leadership by principals and other key school figures so they can improve teaching and learning in their schools.

1. DEVELOP INNOVATION SITES

These grants support Wallace's principal pipeline initiative, which works with selected school districts to improve training and support of principals and evaluate the results for students.

Organization / IRS name, if different (City, State)	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2012	PAID 2012	FUTURE PAYMENTS
THE CHARLOTTE-MECKLENBURG BOARD OF EDUCATION (Charlotte, N.C.) – To enable the Charlotte-Mecklenburg school district to take part in the pipeline initiative.	1,800,000	1,800,000	1,800,000	–
DENVER PUBLIC SCHOOLS FOUNDATION (Denver, Col.) – To enable the Denver school district to take part in the pipeline initiative.	3,000,000	3,000,000	3,000,000	–
EDUCATION DEVELOPMENT CENTER, INC. (Waltham, Mass.) – To provide technical assistance to the principal pipeline districts.	500,000	500,000	500,000	–
THE FUND FOR PUBLIC SCHOOLS, INC. (New York, N.Y.) – To enable the New York City school district to take part in the pipeline initiative.	3,300,000	3,300,000	3,300,000	–
GWINNETT COUNTY BOARD OF EDUCATION (Suwanee, Ga.) – To enable the Gwinnett County school district to take part in the pipeline initiative.	3,000,000	3,000,000	3,000,000	–
THE NYC LEADERSHIP ACADEMY, INC. (Long Island City, N.Y.) – To manage the initiative professional learning community.	500,000	500,000	500,000	–
PRINCE GEORGE'S COUNTY BOARD OF EDUCATION (Upper Marlboro, Md.) – To enable the Prince George's County school district to take part in the pipeline initiative.	2,900,000	2,900,000	2,900,000	–
THE SCHOOL BOARD OF HILLSBOROUGH COUNTY, FLORIDA (Tampa, Fla.) – To enable the Hillsborough County school district to take part in the pipeline initiative.	3,100,000	3,100,000	3,100,000	–

2. DEVELOP AND SHARE KNOWLEDGE

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2012	PAID 2012	FUTURE PAYMENTS
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (Washington, D.C.) – To share Wallace knowledge on school leadership with colleges of education through speaking engagements and other means.	65,000	65,000	65,000	–
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, INC. (Alexandria, Va.) – To use conferences and other means to help leadership preparation programs think through the implications of Wallace knowledge.	75,000	75,000	75,000	–
COUNCIL OF CHIEF STATE SCHOOL OFFICERS (Washington, D.C.) – To share Wallace knowledge on school leadership with state chiefs and policy advisers.	225,000	225,000	225,000	–
COUNCIL OF CHIEF STATE SCHOOL OFFICERS (Washington, D.C.) – To support the State Consortium on Educator Effectiveness in providing guidance for states and districts on building systems of leader effectiveness.	125,000	125,000	125,000	–
COUNCIL OF THE GREAT CITY SCHOOLS (Washington, D.C.) – To conduct an analysis of the principal supervisor position in the six principal pipeline districts.	250,000	250,000	250,000	–
EDUCATION DEVELOPMENT CENTER, INC. (Waltham, Mass.) – To develop a tool to measure the effectiveness of relationships between school districts and school-leader training programs.	200,000	200,000	200,000	–
EDUCATION TRUST, INC. (Washington, D.C.) – To assist in dissemination of ideas and information about school leadership, summer learning and arts learning.	150,000	150,000	150,000	–
EDUCATION WRITERS ASSOCIATION (Washington, D.C.) – To support communications activities on school leadership and expanded learning.	75,000	75,000	75,000	–
EDUCATION WRITERS ASSOCIATION (Washington, D.C.) – To support a webinar on school leadership and a conference session on school leadership and expanded learning opportunities.	25,000	25,000	25,000	–
LEARNING FORWARD/NATIONAL STAFF DEVELOPMENT COUNCIL (Dallas, Tex.) – To support communications that bring greater national attention to education leadership and expanded learning opportunities.	150,000	150,000	150,000	–
NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS (Alexandria, Va.) – To conduct a survey of principals, grades K-12, on what they need to successfully introduce the Common Core standards.	100,000	100,000	100,000	–
NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS (Reston, Va.) – To share Wallace knowledge on school leadership with secondary school principals through speaking engagements and other means.	65,000	65,000	–	65,000
NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION (Alexandria, Va.) – To share Wallace knowledge on school leadership and summer learning with state board members through speaking engagements and other means.	100,000	100,000	100,000	–
NATIONAL CONFERENCE OF STATE LEGISLATURES (Denver, Colo.) – To share Wallace knowledge on school leadership and expanded learning with state legislators and policy advisers through speaking engagements and other means.	200,000	200,000	200,000	–
NATIONAL GOVERNORS ASSOCIATION CENTER FOR BEST PRACTICES (Washington, D.C.) – To share Wallace knowledge on school leadership with governors and policy advisers through policy forums and other means.	200,000	200,000	200,000	–
THE NYC LEADERSHIP ACADEMY, INC. (Long Island City, N.Y.) – To develop a tool to measure the effectiveness of principal mentoring.	180,000	180,000	180,000	–
THE NYC LEADERSHIP ACADEMY, INC. (Long Island City, N.Y.) – To enable up to 12 previous Wallace education leadership grantees to take part in a principal pipeline initiative professional learning community meeting.	25,000	25,000	25,000	–
POLICY STUDIES ASSOCIATES (Washington, D.C.) – To conduct an evaluation of Wallace's principal pipeline initiative.	3,500,000	700,000	700,000	–

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2012	PAID 2012	FUTURE PAYMENTS	
STONE LANTERN FILMS, INC. (Suffern, N.Y.) – To support research and development of REFORM, a sequel to the filmmakers' award-winning PBS series, SCHOOL: The Story of American Public Education.	25,000	25,000	25,000	–	
THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION, INC. (Charlottesville, Va.) – To organize forums and brief publications to support leadership preparation program faculty members and their institutions think through the implications of Wallace knowledge.	75,000	75,000	75,000	–	
WNET (New York, N.Y.) – To support three "town hall" meetings as part of WNET's International Summit project with the U.S. Department of Education.	100,000	100,000	100,000	–	
POLICY STUDIES ASSOCIATES (Washington, D.C.) – For an evaluation of a Wallace-supported executive leadership program at Harvard and the University of Virginia.	886,053	86,053	86,053	–	

3.OTHER EDUCATION PROJECTS

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2012	PAID 2012	FUTURE PAYMENTS	
NEW LEADERS, INC. (New York, N.Y.) – Matching grant for federal Investing in Innovation grant to train principals in seven districts.	425,000	–	212,500	–	
OTHER RELATED EXPENSES – Project management assistance.	2,000,000	–	1,800,000	–	

Our goal is to improve the quality and availability of afterschool programs in cities so that children and teens, especially those with the greatest needs, attend often enough to benefit.

1. DEVELOP INNOVATION SITES

CITY WIDE AFTERSCHOOL SYSTEMS — These grants support efforts in nine cities to develop and test coordinated, citywide approaches to increasing participation in high-quality afterschool learning opportunities for children and teens.

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2012	PAID 2012	FUTURE PAYMENTS
CITY OF FORT WORTH, PARKS AND COMMUNITY SERVICES DEPARTMENT (Ft. Worth, Tex.)	765,000	765,000	536,654	228,346
CITY OF GRAND RAPIDS, OUR COMMUNITY'S CHILDREN (Grand Rapids, Mich.)	765,000	765,000	559,508	205,492
CITY OF ST. PAUL, DEPARTMENT OF PARKS AND RECREATION (Saint Paul, Minn.)	765,000	765,000	481,164	283,836
THE COMMUNITY FOUNDATION OF MIDDLE TENNESSEE, INC. (Nashville, Tenn.)	765,000	765,000	429,140	335,860
FAMILY LEAGUE OF BALTIMORE CITY, INC. (Baltimore, Md.)	765,000	765,000	535,375	229,625
FUND FOR PHILADELPHIA, INC. (Philadelphia, Pa.)	765,000	765,000	607,000	158,000
JACKSONVILLE CHILDREN'S COMMISSION (Jacksonville, Fla.)	765,000	765,000	479,987	285,013
MAYOR'S OFFICE FOR EDUCATION AND CHILDREN, CITY AND COUNTY OF DENVER (Denver, Colo.)	765,000	765,000	546,275	218,725
METRO UNITED WAY, INC. (Louisville, Ky.)	765,000	765,000	470,061	294,939
NATIONAL LEAGUE OF CITIES INSTITUTE (Washington, D.C.) – To help coordinate the afterschool system building initiative and determine what the nine grantees need to carry out their work effectively.	1,000,000	1,000,000	282,934	717,066
STANFORD UNIVERSITY/ THE BOARD OF TRUSTEES OF THE LELAND STANFORD JUNIOR UNIVERSITY (Stanford, Calif.) – To help Wallace's afterschool system building grantees develop their emerging systems.	100,000	100,000	75,000	25,000
STANFORD UNIVERSITY/ THE BOARD OF TRUSTEES OF THE LELAND STANFORD JUNIOR UNIVERSITY (Stanford, Calif.) – To support an analysis of the grantee cities' technical assistance needs and develop a plan to meet them.	20,000	20,000	20,000	–
WELLESLEY COLLEGE (Wellesley, Mass.) – To help Wallace's afterschool system building grantees develop their emerging systems.	100,000	100,000	75,000	25,000
WELLESLEY COLLEGE (Wellesley, Mass.) – To support an analysis of the grantee cities' technical assistance needs and the development of a plan to meet them.	20,000	20,000	20,000	–
OTHER RELATED EXPENSES – Project management assistance.	476,766	476,766	470,419	–

STRENGTHENING FINANCIAL MANAGEMENT – This effort seeks to strengthen the financial management capabilities of nonprofit organizations that provide high-quality afterschool programs to children and teens in Chicago, and to study and recommend how funder/nonprofit contracting procedures and policies could be improved.

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2012	PAID 2012	FUTURE PAYMENTS
AFTER SCHOOL MATTERS, INC. (Chicago, Ill.) – To create a cash reserve fund.	125,000	125,000	125,000	–
ALTERNATIVES INCORPORATED (Chicago, Ill.) – To create a cash reserve fund.	125,000	125,000	125,000	–
ASSOCIATION HOUSE OF CHICAGO (Chicago, Ill.) – To create a cash reserve fund.	125,000	125,000	125,000	–
CENTER ON HALSTED (Chicago, Ill.) – To create a cash reserve fund.	125,000	125,000	125,000	–
FISCAL MANAGEMENT ASSOCIATES (New York, N.Y.) – To provide financial management training and assistance to grantees.	3,349,000	301,449	173,280	–
GIRL SCOUTS OF GREATER CHICAGO AND NORTHWEST INDIANA, INC. (Chicago, Ill.) – To create a cash reserve fund.	125,000	125,000	125,000	–
HOWARD AREA COMMUNITY CENTER (Chicago, Ill.) – To create a cash reserve fund.	125,000	125,000	125,000	–
INSTITUTE FOR LATINO PROGRESS (Chicago, Ill.) – To create a cash reserve fund.	125,000	125,000	125,000	–
METROPOLITAN FAMILY SERVICES (Chicago, Ill.) – To create a cash reserve fund.	125,000	125,000	125,000	–
OTHER RELATED EXPENSES – Development and launch of website on financial management for nonprofits; workshops on nonprofit financial management.	–	411,040	397,225	–

2. DEVELOP AND SHARE KNOWLEDGE

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2012	PAID 2012	FUTURE PAYMENTS
AFTERSCHOOL ALLIANCE (Washington, D.C.) – To share information on policy changes and disseminate lessons to support high-quality afterschool.	175,000	–	75,000	–
THE AFTER-SCHOOL CORPORATION (New York, N.Y.) – To support the New York State Afterschool Network in sharing information on afterschool system-building and serving as a statewide voice for systems.	150,000	–	75,000	–
THE AFTER-SCHOOL CORPORATION (New York, N.Y.) – To support the Collaborative for Building After-School Systems, a leading source of information and ideas about afterschool intermediaries.	450,000	450,000	300,000	150,000
AFTER SCHOOL MATTERS, INC. (Chicago, Ill.) – To participate in Wallace events and consult on communications.	10,000	10,000	10,000	–
BOSTON AFTER SCHOOL & BEYOND (Boston, Mass.) – To participate in Wallace events and consult on communications.	5,000	5,000	5,000	–
FAMILY HEALTH INTERNATIONAL (Washington, D.C.) –To conduct a survey to determine the prevalence of citywide afterschool systems.	150,000	150,000	150,000	–
MASSACHUSETTS AFTERSCHOOL PARTNERSHIP INC. (Boston, Mass.) – To support the afterschool state network as it shares information on afterschool system-building and serves as a statewide voice for systems.	150,000	–	75,000	–
THE MAYOR'S FUND TO ADVANCE NEW YORK CITY (New York, N.Y.) – To participate in Wallace events and consult on communications.	10,000	10,000	10,000	–

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2012	PAID 2012	FUTURE PAYMENTS	
MDRC (New York, N.Y.) – To complete an evaluation of the Strengthening Financial Management initiative.	725,000	725,000	725,000	–	
NATIONAL LEAGUE OF CITIES INSTITUTE (Washington, D.C.) – To educate city leaders about the benefits of citywide afterschool systems, the elements of systems and how to build systems.	260,000	260,000	260,000	–	
PROVIDENCE AFTER SCHOOL ALLIANCE (Providence, R.I.) – To participate in Wallace events and consult on communications.	10,000	10,000	10,000	–	
PUBLIC/PRIVATE VENTURES (Philadelphia, Pa.) – To update cost estimates in an afterschool cost calculator on the Wallace website.	11,483	11,483	11,483	–	
UNITED WAY OF RHODE ISLAND INC. (Providence, R.I.) – To support the Rhode Island Afterschool Plus Alliance as it shares information on afterschool system building and serves as a statewide voice for systems.	150,000	–	75,000	–	
VOICES FOR ILLINOIS CHILDREN, INC. (Chicago, Ill.) – To support the Illinois Statewide Afterschool Network as it shares information on afterschool system building and serves as a statewide voice for systems.	150,000	–	75,000	–	
ORGANIZATIONAL SERVICES, INC. (Ann Arbor, Mich.) – To help organize a national conference on building citywide afterschool systems.	275,000	192,500	192,500	–	

Our goal is to enable city children to boost their academic achievement by spending more time engaged in high-quality learning and enrichment activities over the summer and during the school year.

1. DEVELOP INNOVATION SITES

SUMMER LEARNING – These grants are for Wallace's summer learning district demonstration project, which is helping selected school districts build strong summer learning programs on a wide scale and then evaluate the results for children.

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2012	PAID 2012	FUTURE PAYMENTS
BIG THOUGHT (Dallas, Tex.) – To support the Dallas Independent School District's 2013 summer learning program, known as the Thriving Minds Summer Camp.	1,541,000	1,541,000	–	1,541,000
BIG THOUGHT (Dallas, Tex.) – To support the Dallas Independent School District's 2012 Thriving Minds Summer Camp.	905,500	905,500	905,500	–
BOSTON AFTER SCHOOL & BEYOND (Boston, Mass.) – To support Boston Public Schools' 2013 summer learning program.	1,500,000	1,500,000	–	1,500,000
BOSTON AFTER SCHOOL & BEYOND (Boston, Mass.) – To support Boston Public Schools' 2012 summer learning program.	1,000,000	1,000,000	1,000,000	–
CINCINNATI CITY SCHOOL DISTRICT (Cincinnati, Ohio) – To support the Cincinnati City School District's 2012 summer learning program.	1,000,000	1,000,000	1,000,000	–
CINCINNATI CITY SCHOOL DISTRICT (Cincinnati, Ohio) – To support the Cincinnati City School District's 2013 and 2014 summer learning programs.	600,000	600,000	–	600,000
THE COMMUNITY FOUNDATION, INC. (Jacksonville, Fla.) – To support the Duval County Public Schools' 2012 summer learning program, known as the Superintendent's Academy.	153,150	153,150	153,150	–
THE COMMUNITY FOUNDATION, INC. (Jacksonville, Fla.) – To support the Duval County Public Schools' 2013 summer learning program, known as the Superintendent's Academy.	250,000	250,000	–	250,000
CROSBY MARKETING (Annapolis, Md.) – To assist districts in recruitment and retention of students in summer learning programs.	395,822	395,822	395,822	–
DALLAS INDEPENDENT SCHOOL DISTRICT (Dallas, Tex.) – To support the Dallas Independent School District's 2012 Thriving Minds Summer Camp.	594,500	594,500	594,500	–
DALLAS INDEPENDENT SCHOOL DISTRICT (Dallas, Tex.) – To support the Dallas Independent School District's 2013 Thriving Minds Summer Camp.	1,189,000	1,189,000	–	1,189,000
NEW LEGACY PARTNERSHIP L.L.C. (Manchester, N.H.) – To provide technical assistance to the districts in Wallace's summer learning demonstration.	408,700	207,737	204,959	–
PITTSBURGH PUBLIC SCHOOLS (Pittsburgh, Pa.) – To support the Pittsburgh Public Schools' 2013 summer learning program.	1,400,000	1,400,000	–	1,400,000
PITTSBURGH PUBLIC SCHOOLS (Pittsburgh, Pa) – To support the Pittsburgh Public Schools' 2012 summer learning program.	1,000,000	1,000,000	1,000,000	–
RAND CORPORATION (Santa Monica, Calif.) – To assess the six school districts' 2012 summer learning programs, provide recommendations on how to improve them in coming summers, and produce a public report with lessons for the field.	2,443,000	2,443,000	2,443,000	–
RAND CORPORATION (Santa Monica, Calif.) – To assess the six school districts' 2011 summer learning programs, provide recommendations on how to improve them in coming summers, and produce a public report with lessons for the field.	2,126,000	–	321,000	–
ROCHESTER AREA COMMUNITY FOUNDATION (Rochester, N.Y.) – To support the Rochester City School District's 2013 summer learning program.	84,710	84,710	–	84,710

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2012	PAID 2012	FUTURE PAYMENTS
ROCHESTER CITY SCHOOL DISTRICT (Rochester, N.Y.) – To support the Rochester City School District's 2013 summer learning program.	1,614,694	1,614,694	–	1,614,694
THE SCHOOL BOARD OF DUVAL COUNTY, FLORIDA (Jacksonville, Fla.) – To support the Duval County Public Schools' 2012 summer learning program, known as the Superintendent's Academy.	1,346,850	1,346,850	1,346,850	–
THE SCHOOL BOARD OF DUVAL COUNTY, FLORIDA (Jacksonville, Fla.) – To support the Duval County Public Schools' 2013 summer learning program, known as the Superintendent's Academy.	1,450,000	1,450,000	–	1,450,000
OTHER RELATED EXPENSES – Technical assistance to summer learning districts; operation of professional learning community for the grantee districts.	–	70,854	70,854	

SUPPORT LEADING EXPANDED LEARNING ORGANIZATIONS – These grants support leading nonprofits with promising work under way to expand learning opportunities for children and teens.

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2012	PAID 2012	FUTURE PAYMENTS
THE AFTER-SCHOOL CORPORATION (New York, N.Y.) – To support an expanded learning effort for more than 5,500 K-8 students in New York City, Baltimore and New Orleans.	5,000,000	–	2,000,000	–
CITIZEN SCHOOLS, INC. (Boston, Mass.) – To support the organization's efforts to expand learning time in low-performing urban public schools.	6,000,000	–	3,500,000	–
COMMUNITIES IN SCHOOLS (Arlington, Va.) – To support and expand the organization's evidence-based programming so more low-income youngsters are served.	6,000,000	–	3,750,000	–
SAY YES TO EDUCATION, INC. (New York, N.Y.) – To support a Say Yes citywide effort to boost education and other opportunities for young people in Syracuse, N.Y.	4,265,000		1,250,000	500,000

2. DEVELOP AND SHARE KNOWLEDGE

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2012	PAID 2012	FUTURE PAYMENTS
GRANTMAKERS FOR EDUCATION (Portland, Ore.) – To support the organization's afterschool funders' network.	50,000	50,000	50,000	–
THE INSTITUTE FOR EDUCATIONAL LEADERSHIP, INC. (Washington, D.C.) – To support the Coalition for Community Schools in documenting the experience of community schools working on expanded learning efforts.	150,000	150,000	150,000	–
NATIONAL SUMMER LEARNING ASSOCIATION, INC. (Baltimore, Md.) – To produce communications that increase awareness of the problem of summer learning loss and possible solutions to it.	507,500	507,500	257,500	250,000
RAND CORPORATION (Santa Monica, Calif.) – Summer Learning Content and Context Study.	635,000	–	35,000	–
RAND CORPORATION (Santa Monica, Calif.) – Summer Learning District Demonstration research and evaluation.	4,650,000	4,650,000	3,000,000	1,650,000
OTHER RELATED EXPENSES – Operation of a professional learning community for Wallace's expanded learning grantees.	–	106,589	106,589	–

Our goal is to engage more young people in high-quality arts learning during the school day and beyond.

1. DEVELOP INNOVATION SITES

These grants help efforts in selected cities and organizations to plan or develop approaches to raising the quality and availability of arts education.

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2012	PAID 2012	FUTURE PAYMENTS
BIG THOUGHT (Dallas, Tex.) – To promote the efforts of the Thriving Minds project to improve and expand arts instruction in and out of school in Dallas.	4,300,000	–	300,000	100,000
BOYS & GIRLS CLUBS OF AMERICA (Atlanta, Ga.) – To support development of a strategic plan to expand arts programming throughout its national network of clubs for young people.	449,500	–	–	49,500
NATIONAL COUNCIL OF YMCAs OF THE USA/NATIONAL COUNCIL OF YOUNG MEN'S CHRISTIAN ASSNS. OF THE USA (Chicago, Ill.) – To support development of a strategic plan to expand arts programming throughout the Y's national network of programs for young people.	230,000	–	200,000	30,000
EDVESTORS (Boston, Mass.) – To support a four-year plan to increase access to and equitable distribution of high-quality arts learning experiences for children in the Boston Public Schools.	3,740,000	3,740,000	1,670,000	2,070,000
NEXT LEVEL STRATEGIC MARKETING GROUP (Pleasantville, N.Y.) – To assist the Y and Boys & Girls Clubs of America in developing plans for expanding arts programming for the young, and to produce a public report on how to engage tweens in the arts.	1,190,000	905,461	911,139	–

2. DEVELOP AND SHARE KNOWLEDGE

GRANTMAKERS IN THE ARTS (Seattle, Wash.) – To support study of federal education policy on arts education.	60,000	60,000	30,000	30,000

Our goal is to get more people more deeply involved in the arts so they may reap the rewards of engaging with art.

1. DEVELOP AND SHARE KNOWLEDGE

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2012	PAID 2012	FUTURE PAYMENTS
BOB HARLOW RESEARCH AND CONSULTING L.L.C. (New York, N.Y.) – To produce case studies and reports containing lessons about audience development from the Wallace Excellence Award recipients.	1,300,000	853,000	853,000	–
MINNESOTA COMMUNITY FOUNDATION (St. Paul, Minn.) – To convene grant recipients for shared learning; to re-grant Wallace funds to support small, focused projects; and to convene the local arts community for topics in increasing arts participation.	1,600,000	–	50,000	–
SAN FRANCISCO FOUNDATION (San Francisco, Calif.) – To convene grant recipients for shared learning; to re-grant Wallace funds to support small, focused projects; and to convene the local arts community for topics in increasing arts participation.	1,470,000	–	50,000	–
S. RADOFF ASSOCIATES (New York, N.Y.) – To provide technical assistance to Minneapolis/St. Paul and Seattle Wallace Excellence Award recipients.	320,000	170,000	170,000	–
OTHER RELATED EXPENSES - Project management assistance.	–	53,650	53,650	–

2. COMMUNICATIONS

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2012	PAID 2012	FUTURE PAYMENTS
ACRONYM MEDIA (New York, N.Y.) – To provide search engine marketing services.	251,000	246,620	241,941	–
HATCHER GROUP (Bethesda, Md.) – To provide communications services to broadly share lessons from Wallace's work.	625,000	463,353	475,472	–
OTHER RELATED EXPENSES – Editorial work including writing, editing and printing.	-	231,666	227,750	–

SERVICES TO THE FIELD OF PHILANTHROPY

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2012	PAID 2012	FUTURE PAYMENTS
THE CENTER FOR EFFECTIVE PHILANTHROPY (Cambridge, Mass.) – For general operating support of this nonprofit organization, which helps philanthropies improve their effectiveness, and to support the preparation of a grantee perception report for Wallace.	100,000	100,000	100,000	–
THE COMMUNICATIONS NETWORK (Naperville, Ill.) – For general operating support of this nonprofit membership organization whose mission is to provide resources, guidance and leadership to advance the strategic practice of communications in philanthropy.	15,000	15,000	15,000	–
COUNCIL OF CHIEF STATE SCHOOL OFFICERS (Washington, D.C.) – To support the work of the Arts Education Partnership.	25,000	25,000	25,000	–
COUNCIL ON FOUNDATIONS, INC. (Arlington, Va.) – For general operating support of this national nonprofit membership organization for grantmakers.	49,500	49,500	49,500	–
FJC (New York, N.Y.) – To support the 2012 program activities of the New York City Youth Funders Network.	3,000	3,000	3,000	–
FOUNDATION CENTER (New York, N.Y.) – To support this national clearinghouse of information of private grantmaking.	100,000	100,000	100,000	–
GRANTMAKERS FOR EDUCATION (Portland, Ore.) – For general support of this membership organization for private and public philanthropies that support improved education outcomes for students, and to support GFE's 2012 annual conference in New York City.	49,500	49,500	49,500	–
GRANTMAKERS IN THE ARTS (Seattle, Wash.) – For general support of this nonprofit membership organization, which seeks to advance the use of philanthropic resources for arts and culture.	22,000	22,000	22,000	–
GRANTS MANAGERS NETWORK, INC. (Washington, D.C.) – To support this national organization, which seeks to improve grantmaking by advancing the knowledge, skills and abilities of grants management professionals.	3,000	3,000	3,000	–
INDEPENDENT SECTOR (Washington, D.C.) – For general operating support of this nonprofit organization, whose mission is to advance the common good by strengthening the nonprofit and philanthropic community.	10,000	10,000	10,000	–
INNOVATION NETWORK, INC. (Washington, D.C.) – To support a 2012 Evaluation Roundtable conference.	50,000	50,000	50,000	–
NATIONAL PUBLIC EDUCATION SUPPORT FUND (Washington, D.C.) – For general support of the Education Funder Strategy Group.	25,000	25,000	25,000	–
NONPROFIT COORDINATING COMMITTEE OF NEW YORK, INC. (New York, N.Y.) – For general operating support of this nonprofit, which serves some 1,700 nonprofits in New York City, Long Island and Westchester County.	3,000	3,000	3,000	–
PHILANTHROPY NEW YORK, INC. (New York, N.Y.) – For general operating support of the principal professional community of philanthropic foundations in the New York City area.	24,250	24,250	24,250	–
SPONSORS FOR EDUCATIONAL OPPORTUNITY, INC. (New York, N.Y.) – To support a program providing college students from underserved communities with training, coaching and internships in philanthropy.	15,000	15,000	15,000	–
OTHER RELATED EXPENSES – Service to the field organization's dues.	–	19,750	19,750	–

OTHER GRANTS

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2012	PAID 2012	FUTURE PAYMENTS
HARLEM CHILDREN'S ZONE (New York, N.Y.) To co-invest with the Edna McConnell Clark Foundation and other donors in a funding collaborative to sustain the services of the organization.	5,000,000	–	2,000,000	–
REFUNDED GRANTS	–	(250,342)	(328,608)	–
CANCELLED GRANTS	–	(525,000)	–	–
EMPLOYEE MATCHING GIFTS	–	15,130	13,050	6,980
GRAND TOTAL	111,102,912	65,806,310	62,863,751	

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The Wallace Foundation®

Supporting ideas.
Sharing solutions.
Expanding opportunities.®

Our vision is that children, particularly those living in distressed urban areas, have access to good schools and a variety of enrichment programs in and outside of school that prepare them to be contributing members of their communities. Our mission is to improve learning and enrichment opportunities for children. We do this by supporting and sharing effective ideas and practices.