

# REPORT 2018



#### Photos

Cover. Pianist Tomoko Mukaiyama joins the Seattle Symphony, a participant in Wallace's Building Audiences for the Arts effort, for one of its Sonic Evolution concerts. Photo by Brandon Patoc. A smiling face and a drawing of a heart are two scenes from a Youth Arts Initiative program offered by a Boys & Girls Clubs of America affiliate in Milwaukee. Photo by Claire Holt.

p. 4. Young artists show off their efforts at a Boys & Girls Clubs program in Milwaukee. Photo by Claire Holt.

p. 5. Arias accompany the appetizers at an Opera Theatre of St Louis Tastings event. Photo by Eric Woolsey.

p. 6. Harvard professor James Kim, who heads up the READS for Summer Learning effort, enjoys reading to his own children. Photo by Claire Holt.

P. 9. Then-principal Pam Williams (in striped blouse) meets with staff members at Bethesda Elementary School in Gwinnett County. Today she is an assistant superintendent. Photo by Claire Holt.

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Designed by José Moreno



**CONTENTS**

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<b>YEAR IN REVIEW</b>	
▪ The Arts	4
▪ Learning and Enrichment	6
▪ School Leadership	9

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<b>NEW PUBLICATIONS AND MULTIMEDIA RESOURCES</b>	12
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<b>FINANCIAL OVERVIEW</b>	15
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<b>PROGRAM EXPENDITURES AND COMMITMENTS</b>	16
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<b>FIND OUT MORE</b>	33
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Several years before The Wallace Foundation was created with the 2003 merger of a group of philanthropies into a single, national foundation, we came to a realization. We had supported an array of thoughtful programs, but if we wanted to make a lasting difference in the complex fields of education, youth development and the arts, we would have to bring more than money to the table. We would need to tap into the power of knowledge, developing ideas and gathering information to help programs and institutions get better at what they do.

Since that time, the heart of our approach to philanthropy has been the insight that progress is often blocked as much by a lack of understanding about what to do as it is by a lack of funding. With this in mind, we aim today to create social value in two ways in our focus areas of education leadership, the arts, and learning and enrichment:

- By supporting the work of our grantees to benefit those they serve, and
- By advancing knowledge that improves policy and practice in our fields of endeavor as a whole and sharing it broadly in accessible and useful ways.

Progress can be blocked as much by a lack of understanding as by a lack of funding.

To carry out the first goal, we put our dollars to use in a range of ventures that directly touch people's lives. What do those efforts look like? Here's a small sample: High-quality afterschool arts experiences for tweens at several midwestern Boys & Girls Clubs affiliates in underserved communities. Thriving partnerships between university-based school leader preparation programs and local school districts so that aspiring principals in areas ranging from rural Georgia to urban

Southern California can meet the demands of the schools they will one day head. School district-led summer programs from Boston to Dallas where thousands of youngsters spend their days absorbed in a stimulating mix of academics and enrichment.

To stay true to the second goal, we ask ourselves a simple question: What will our initiatives produce that has the potential to enable those who may never get a dime from us to make real progress as well? Over the years, our initiatives have evolved to accommodate more robust and sophisticated "learning agendas," which generate insights and practical guidance for policymakers and practitioners—knowledge that is useful even after our funding for a particular set of grantees has ended.

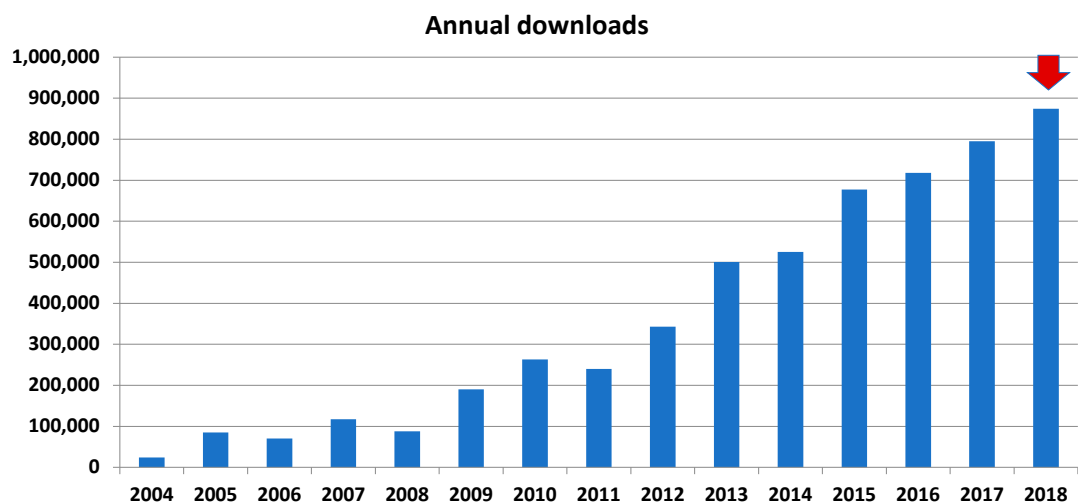
In addition, we are always looking for new and effective ways to share what we're learning. In that regard, 2018 was a big year for us. We officially launched the Wallace Foundation [blog](#) as an informal channel for news and information about our past, present and future work. We also ventured for the first time into an increasingly popular medium, when we released the [Principal Pipeline Podcast](#), which features in-depth conversations with school principals, school district- and state-level leaders, and university officials involved in cultivating and supporting effective school leadership. Finally, to help build awareness of a [toolkit](#) to assist in the development of effective school-district summer learning programs, we released our first major digital advertising campaign using [video](#). (That piece, it's worth noting, has since gone on to win a silver "[Telly Award](#)" for its creators, Crosby Marketing Communications.)

Our resources draw on both rigorous evidence from outside researchers and the direct experience of our grantees and can take shape at any stage in the life of an initiative. Two recent products exemplify this multi-faceted approach:

- [Navigating Social and Emotional Learning from the Inside Out](#) is an in-depth guide to 25 social and emotional learning programs for elementary-age children by researcher Stephanie Jones and her colleagues at the Harvard Graduate School of Education. We commissioned this first-of-its kind publication in the early phase of our Partnerships for Social and Emotional Learning Initiative to help grantees make informed choices when selecting or developing a social-emotional learning program. We soon found that the demand for this type of evidence-based guidance extended beyond our grantees. It ranked as one of our most popular publications of 2018, with close to 42,000 downloads.
- The [Summer Learning Toolkit](#), by contrast, came together in a later days of an initiative, our National Summer Learning Project. This effort produced a substantial body of research on how school districts can run a high-quality, voluntary summer learning program and whether such programs are effective. We created the toolkit—an online clearinghouse of more than 50 practical, adaptable tools and sample planning resources—to help professionals across the country put those lessons into action. Most of the tools came directly from the five districts that participated in the initiative.

The knowledge that emerges from our work is valuable only if leaders in the field are aware of it and consider it pertinent and useful to their work. In this sense, 2018 may have been our most successful year yet. Downloads of reports and other material from our website hit a record high of more than 874,000, a nearly 10 percent increase from 2017. Research commissioned or produced by Wallace was cited by scholars more often in 2018 than in any of the eight years prior—a sign that we are making a contribution to the discourse on subjects we care about.

## Downloads from wallacefoundation.org



Our ultimate goal, though, is more than just changing the conversation. It's changing business as usual so the arts can thrive in challenging times and children can have more and better opportunities in their schools and in learning and enrichment in general. There is much more to do—and much more to learn. Read on to find out how our efforts unfolded in our three focus areas in 2018. ■





## THE ARTS

An often-repeated quotation at Wallace is attributed to the foundation’s co-founder, Lila Acheson Wallace: “The arts belong to everyone.” With that in mind, we work in two separate areas—arts education and arts participation. Our hope is that the result will be a greater presence of the arts in more people’s lives.

### *Arts for Young People*

In 2013, Wallace began supporting efforts by the Boys & Girls Clubs of America to promote the spread of first-rate arts education for young people in high-poverty urban areas. The first wave of that work, called the Youth Arts Initiative, began in six participating clubhouses in Milwaukee and Green Bay, Wis., and nearby St. Cloud, Minn. Using [10 characteristics of exemplary arts programs](#) as their guide, these organizations established high-quality programming for adolescents in art forms including dance, photography and digital music. The initiative’s second wave was launched in 2018 in five other

communities: Austin, Atlanta, Knoxville, Orlando/Central Florida and New York City. There, local Boys & Girls Clubs affiliates were planning for a 2019 kick-off of new arts programming for tweens and teens in two to three clubhouses each. Their intention was to build on what their midwestern peers had learned and develop an approach to arts programming for kids that provides high-quality programming at a sustainable cost.

Students developed a passion for the arts they’d engaged in.

The Boys & Girls Clubs’ work also yielded the publication of a major report in 2018. [\*Designing for Engagement: The Experiences of Tweens in the Boys & Girls Clubs’ Youth Arts\*](#), by [Research for Action](#) and [McClanahan Associates](#), found that the midwestern clubs’ high-quality arts programs hadn’t just engaged and retained the tweens they’d targeted; they’d also helped increase participation in other club



activities. Elements of arts-program quality, such as using professional teaching artists and conducting high-profile culminating events, created buzz that drew kids to the programs. Perhaps most important was that program participation helped many students develop a passion for the arts they engaged in. At the same time, the study found that the clubs had faced hurdles, most notably complications accompanying the sizable influx of Wallace funding necessary to set up the new programs. This is one reason why the initiative's Wave Two has a focus on cost-effectiveness.

#### *Building Audiences for Sustainability*

Launched in 2015 in response to concerns about a declining audience base for a number of major art forms, this endeavor seeks to help 25 performing arts organizations strengthen their audience-building efforts, see if this contributes to their financial well-being and develop insights for other arts organizations. The organizations design projects based on audience research they carry out. They then roll out the projects, analyze results and use the analysis to plan future efforts. This work, which is being studied by the University of Texas to develop lessons for the field, comes to a close at the end of 2019.

Since the Building Audiences for Sustainability initiative began in 2015, the participating arts organizations have conducted a wide variety of audience engagement strategies. [Efforts by the Opera Theatre of St. Louis](#), for one, include Opera Tastings, described by the organization as events in which “music from across the history of opera is paired with delicious food and drink crafted specifically to complement the flavors of the music.” This and the organization’s other undertakings are coupled with probing to learn about what works and what doesn’t for the institution in audience-building and why. Among the lessons learned by the Opera Theatre of St. Louis so far is an important math equation: Because ticket purchasing habits among older opera-loving households differ from the habits of opera newcomers, the company needs multiple new households to replace any single current household lost to relocation or other factors.

We close this arts section with some in-house Wallace news of significance in 2018: the appointment of a new director of arts, Bahia Ramos. Most recently national director/arts at the Miami-based John S. and James L. Knight Foundation, Ramos succeeded Daniel Windham, who retired after 11 years at the foundation. ■





## LEARNING AND ENRICHMENT

In this focus area, Wallace has sought over the years to develop a range of ways to enhance the lives of children in the classroom and beyond, especially for the most underserved kids. Wallace funding for work on the ground in two of these initiatives, afterschool system building and summer learning, has ended, although the efforts continue to generate reports and other resources for the field.

Field work for a third endeavor, the Partnerships for Social and Emotional Learning Initiative, is fully under way for tens of thousands of children enrolled in schools and afterschool and summer programs in six communities—Boston, Dallas, Denver, Palm Beach County (Fla.), Tacoma and Tulsa.

Most of the summer learning toolkit tools came from the districts in the summer effort.

### *Summer Learning*

The National Summer Learning Project, begun in 2011, worked with school districts and community organizations in five cities—Boston, Dallas, Duval County (Jacksonville, Fla.), Pittsburgh, and Rochester, N.Y.—to bring high-quality programming to underserved elementary school students. After two summers, students who frequently attended the programs experienced benefits on average in reading and

math, according to a [RAND report](#). Separately, Wallace helped support READS for Summer Learning, a project, developed at Harvard University, to encourage elementary school children to read at home over the summer and sharpen their literacy skills. In 2018, both of these efforts yielded major reports or resources for the field.



Out of the National Summer Learning Project came the [summer learning toolkit](#). Among the many materials for professionals and policymakers on this website is another offering that went live in 2018 and was based on the districts' experiences: a [recruitment guide](#) to assist summer organizers with the challenging but all-important task of enrolling children in summer programs.

A Wallace-authored report published in 2018, [READS: Helping Children Become Summer Bookworms](#), explores READS and the rigorous research behind its development over more than a decade. It describes the key components of the program as well as the studies behind the venture, including a finding that READS students in the highest-poverty schools experienced average reading gains of nearly 1.5 months compared to non-participants.

### *Afterschool System Building*

For more than a decade through 2017, Wallace supported what eventually became a group of 14 cities as they built systems to coordinate the afterschool work of municipal agencies, schools, nonprofit youth programs and other institutions. In 2018, Wallace published a brief, based in large part on their work, examining how afterschool systems can be governed and where they are best based. This report concludes that there is no one-size-fits-all answer, but describes three models that cities can consider:

- Governance based in a local government agency, such as a mayor's office,
- Governance housed in a nonprofit organization, or
- Governance from a networked arrangement tapping several different institutions.

## Governance Structures for City Afterschool Systems: Three Models

### Public Agency

- Led by mayor, superintendent or other city agency lead
- Organizational home is mayor's office, school district or other city agency (e.g. libraries or parks and recreation)
- City examples: Nashville, New York City, Philadelphia, Grand Rapids, Oakland

### Network

- Organizations designate single lead or leadership team
- No single organizational home; several organizations share management and oversight
- City examples: Denver, Louisville, Omaha, Saint Paul

### Nonprofit

- Led by non-profit board of directors or someone designated by the board
- Organizational home is a single purpose or multiservice non-profit
- City examples: Baltimore, Jacksonville, Boston, Fort Worth, Providence, Palm Beach County

Community leaders can attract partners

City agencies can anchor systems during political transitions

Staffing, leadership, and infrastructure is already in place

Non-hierarchical

Decision making involves a wider group

Relies on collaboration among networked organizations

Accountable to a board of directors

Many non-profits re-grant funds to programs

Single purpose: focus is afterschool

Multiservice: afterschool is part of a larger strategy

### Considerations:

There's no "right" governance model. Choose the best one for your local context.

Be clear on who's responsible for leadership, oversight, and day-to-day operations.

Don't expect your model to look the same 10 years from now.

## Key Features of Effective SEL Programs



From *Navigating Social and Emotional Learning from the Inside Out* (2017), p. 22 available for free at [www.wallacefoundation.org](http://www.wallacefoundation.org)

### *Partnerships for Social and Emotional Learning Initiative*

Launched in 2017, the Partnerships for Social and Emotional Learning Initiative is endeavoring to find out how schools and out-of-school-time programs can work together to help children, especially those in underserved communities, build social and emotional skills, from self-discipline to teamwork.

The effort works on two levels:

- At the *site level*, in 38 pilot projects that pair an elementary school with one or more out-of-school-time programs to test ways to build social-emotional skills, and
- At the *system level*, in pairings of the school district with an intermediary (an entity that coordinates out-of-school-time programming in the city) to guide the sites' efforts.

There's a thirst for credible information and ideas about social and emotional learning.

Researchers from RAND are studying the implementation of the initiative. In the meantime, Wallace is finding that publications about social-emotional learning (SEL) in general seem to be filling a need. *Navigating Social and Emotional Learning from the Inside Out* ranked number three on our list of most downloaded 2018 reports. That's out of hundreds of

Wallace publications. Other new publications about SEL proved popular as well, as did blog posts on the topic. Indeed, an item about a [Q&A with researcher Stephanie Jones](#) was our second most-read blog post of the year. What we take away from all this is that the subject of SEL is resonating with Wallace's audience of educators, program operators and policymakers, and that there seems to be a thirst for credible information and ideas about it. ■



## SCHOOL LEADERSHIP

In 2004, Wallace published *How Leadership Influences Student Learning*. This review of research concluded that school leadership was second only to teaching in school-related influences on student success and particularly important in schools that need to be turned around. Those findings have underpinned Wallace’s ventures in education ever since, spurring the foundation to design and study efforts whose ultimate goal is an effective principal in every school. Since 2011, our work has played out in 20 states and the District of Columbia, centering on four initiatives that approach school leadership improvement from different angles.

### *Principal Pipeline Initiative*

Wallace funding for this oldest of the four efforts, launched in the 2011-2012 school year, formally ceased in 2016. But important findings from the endeavor—including a much-anticipated [2019 report](#) about its positive effects—continue to emerge. The initiative took place in six large school districts that sought to develop four essentials needed to cultivate a large corps of effective principals: rigorous job standards; high-quality “pre-service” training; selective hiring and job placement; and aligned on-the-job support and evaluation, especially for principals new to the job. The districts—Charlotte-Mecklenburg, N.C.; Denver; Gwinnett County, Ga. (Atlanta metropolitan area); Hillsborough County, Fla. (Tampa area); New York City; and Prince George’s County, Md. (Washington, D.C. metro area)—have continued operating their pipelines since Wallace support ended.

Participants in the efforts shared the lessons they’d learned in the [Principal Pipeline Podcast](#), Wallace’s inaugural foray into that popular audio outlet. Among the interviewees is Carmen Fariña, the now-

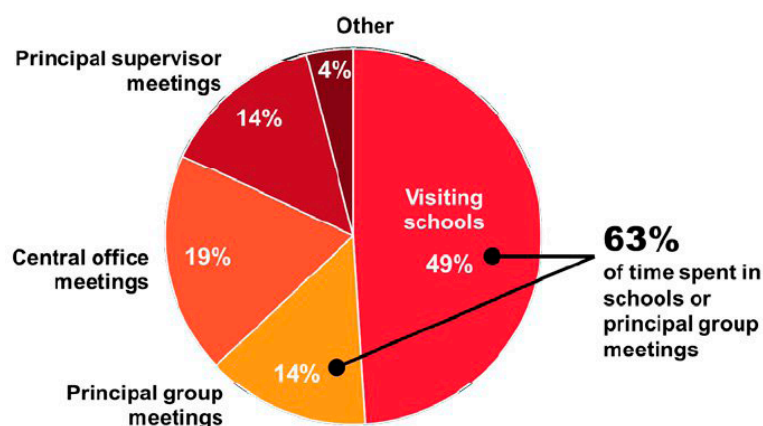


retired chief of the New York City school system. She provides a simple explanation for why pipeline construction is worth the effort. The principal, she says, “is the most pivotal role in the entire system.”

### *Principal Supervisor Initiative*

Wallace-funded work in the six districts taking part in this effort largely concluded in 2018, although the research into the initiative’s implementation and impact will continue for several years to come. The effort revolves around revising the principal supervisor job so it focuses less on administrative matters and more on helping principals build and flex their instructional leadership muscle. The districts launched their work in 2014 and over four years have taken steps including clearly defining the new role and training supervisors for it. The districts are Baltimore; Broward County, Fla. (Fort Lauderdale area); Cleveland; Des Moines; Long Beach, Calif.; and Minneapolis. Tulsa and Washington, D.C., participated, too, as leaders in revamping the role.

**Figure VI.1. Supervisors’ use of time, 2017**



From *A New Role Emerges for Principal Supervisors* (2018), p. 6, available for free at [www.wallacefoundation.org](http://www.wallacefoundation.org)

The initiative research team, from Mathematica Policy Research and Vanderbilt University, released its [initial report](#) in 2018, an examination of the initiative’s first three years. According to the researchers, the six districts “demonstrated the feasibility of making substantial changes to the principal supervisor role” across the five areas the effort zeroed in on: redefining the job, reducing the average number of principals supervisors oversee, training supervisors for their responsibilities, developing systems to identify and train aspiring supervisors, and modifying the central office to buttress the new role. By the third year, supervisors reported spending well over half of their time—63 percent—either in schools or in group meetings with principals. At the same time, the districts encountered challenges as they sought to change the supervisor role, including how best to redistribute responsibilities conventionally held by supervisors so these professionals could concentrate more on principal support.

### *ESSA Leadership Learning Community*

The Every Student Succeeds Act, or ESSA, includes funding for activities to promote better school leadership. It was enacted in 2015 as the latest iteration of the Elementary and Secondary Education Act of 1965, a leading source of federal funding for U.S. schools. Subsequently, Wallace began working with the Council of Chief State School Officers, the Council of the Great City Schools and the National Urban League to assist a group of states interested in using ESSA to help them enhance school leadership. The ESSA Leadership Learning Community comprises teams from 10 states that take part in national and local discussions on developing strategies to use education leadership as a means of improving schools. The states are: Maryland, Minnesota, Missouri, Nebraska, New York, Ohio, Oregon, Pennsylvania, Tennessee and Wisconsin.

### University Principal Preparation Initiative

This initiative seeks to raise the quality of principal pre-service preparation in the United States so it delivers training that readies aspiring principals to meet the demands of public education today, especially in districts with large numbers of high-needs schools. The initiative's central feature is its work to

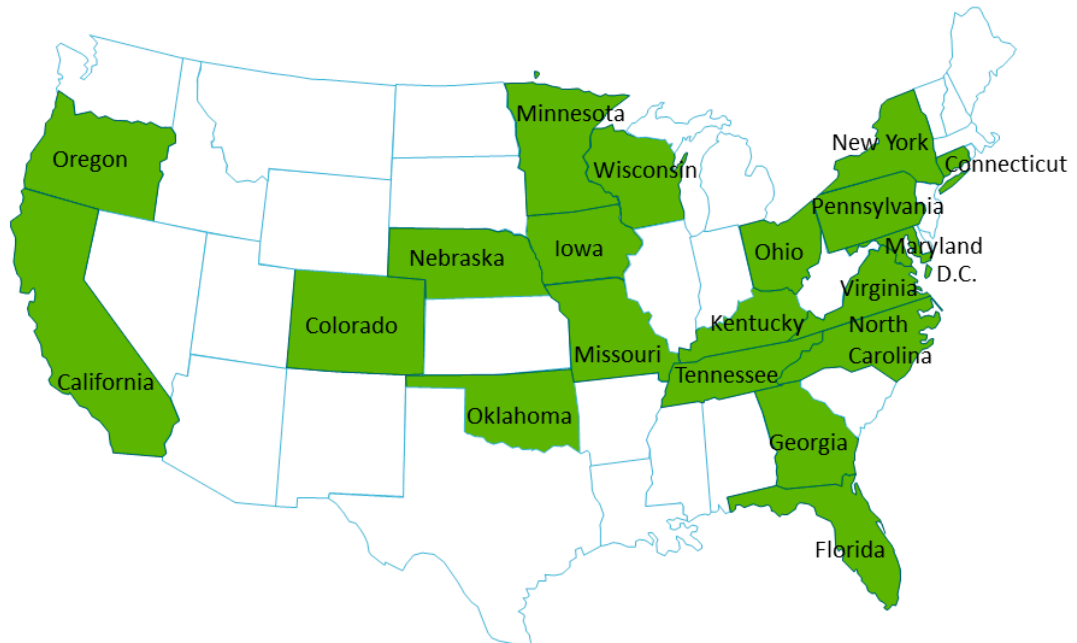
redesign principal preparation programs in seven universities to benefit both the programs and the school districts they feed, as well as to serve as models for how to go about program improvement. Over four years, each university is working with three or more school districts that hire its graduates so the program can tailor high-quality training to them.

University-district collaboration is rare but key to effective principal pre-service prep programs.

The RAND Corp. is studying the effort and in 2018 [released the first](#) in what will be a series of reports about it. Examining year one of the initiative, the study found that the universities and their partners had succeeded in establishing strong working relationships that enabled them together to develop a vision for better principal training. They also begin planning an overhaul of the programs' courses of study. That the universities and districts were able to forge bonds is noteworthy; research suggests that university-district collaboration is rare but key to effective programming because of the need for training to respond to district school leadership needs.

The districts are a mix of rural, suburban and urban jurisdictions, depending on the location of the partner university. The seven participating universities are Albany State University (Ga.), Florida Atlantic University, North Carolina State University, San Diego State University, the University of Connecticut, Virginia State University and Western Kentucky University. ■

## Wallace is supporting education leadership efforts in 20 states and Washington, D.C.



# NEW PUBLICATIONS AND MULTIMEDIA RESOURCES FROM WALLACE

Downloadable for free at [www.wallacefoundation.org](http://www.wallacefoundation.org)

## AFTERSCHOOL

### PUBLICATIONS

#### **GOVERNANCE STRUCTURES FOR CITY AFTERSCHOOL SYSTEMS: THREE MODELS**

This brief describes three possibilities for governing city afterschool systems.

### SLIDE PRESENTATIONS

#### **AFTERSCHOOL AND SUMMER LEARNING: OPPORTUNITIES TO ADVANCE LOCAL PRIORITIES IN OKLAHOMA**

This presentation was delivered as testimony at an informational hearing of the State of Oklahoma House of Representatives.

## ARTS EDUCATION

### PUBLICATIONS

#### **REVIEW OF EVIDENCE: ARTS EDUCATION RESEARCH THROUGH THE LENS OF THE EVERY STUDENT SUCCEEDS ACT**

This report explores research on approaches to arts education and identifies those that meet evidence criteria for funding under the Every Student Succeeds Act.

#### **DESIGNING FOR ENGAGEMENT: THE EXPERIENCES OF TWEENS IN THE BOYS & GIRLS CLUBS' YOUTH ARTS INITIATIVE**

Principles gleaned from small, high-quality, arts-focused programs can help draw and retain young people at a large, generalist, youth-serving organization, this report finds.

#### **TEACHING ARTISTS SPARK IMAGINATIONS—AND SO MUCH MORE**

This “story from the field” shows how a handful of Boys & Girls Clubs in the Midwest have enlisted professional artists to bring exemplary arts instruction to disadvantaged youth.

### SLIDE PRESENTATIONS

#### **RESEARCH ON ARTS INTEGRATION—AN ESSA EVIDENCE REVIEW**

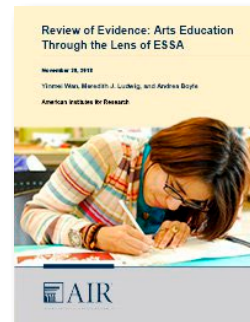
This presentation summarizes findings of a report that quantifies the effects of arts education on student achievement and points to arts education programs that may qualify for federal funding.

## BUILDING AUDIENCES FOR THE ARTS

### PUBLICATIONS

An ongoing written series explores the early work of some of the 25 performing arts organizations participating in Wallace’s Building Audiences for Sustainability initiative:

- **THINK OPERA’S NOT FOR YOU? OPERA THEATRE OF SAINT LOUIS SAYS THINK AGAIN**  
This article shows how an opera company’s engagement of young people and diverse communities across the region is paying off.
- **DENVER CENTER THEATRE COMPANY IS CRACKING THE MILLENNIAL CODE...ONE STEP AT A TIME**  
This article describes how the company’s experimental offshoot, Off-Center, is creating new types of theater to attract and retain younger audiences.





### **DENVER CENTER THEATRE COMPANY IS CRACKING THE MILLENNIAL CODE...ONE STEP AT A TIME: A DISCUSSION GUIDE**

This guide is aimed at arts administrators and practitioners who want to learn how to apply Denver Center's audience-building insights to their own circumstances.

### **CAN THE CITY'S BOOM MEAN NEW AUDIENCES FOR THE SEATTLE SYMPHONY? A DISCUSSION GUIDE**

This guide is aimed at arts administrators and practitioners who want to learn how to apply Seattle Symphony's audience-building insights to their own circumstances.

#### **VIDEOS**

Videos to complement a written series explore the early work of some of the 25 performing arts organizations participating in Wallace's Building Audiences for Sustainability initiative:

- **THINK OPERA'S NOT FOR YOU? OPERA THEATRE OF SAINT LOUIS SAYS THINK AGAIN**
- **DENVER CENTER THEATRE COMPANY IS CRACKING THE MILLENNIAL CODE...ONE STEP AT A TIME.**

### **SCHOOL LEADERSHIP**

#### **PUBLICATIONS**

#### **LAUNCHING A REDESIGN OF UNIVERSITY PRINCIPAL PREPARATION PROGRAMS: PARTNERS COLLABORATE FOR CHANGE**

Describing the first year of an effort to improve university training of future principals, this study finds that universities, school districts and others were able to form a firm partnership that led to a vision for better university principal training and concrete planning to enact it.

#### **A NEW ROLE EMERGES FOR PRINCIPAL SUPERVISORS: EVIDENCE FROM SIX DISTRICTS IN THE PRINCIPAL SUPERVISOR INITIATIVE**

Six school districts demonstrate the feasibility of substantially changing the role of the principal supervisor so it can focus more on principal support and less on operations, according to this study.

#### **PODCASTS**

#### **THE PRINCIPLE PIPELINE PODCAST**

The first six podcasts in a two-part series about principal pipelines feature conversations with principals, district and state leaders, and university officials who share lessons from the field about pipeline development.

#### **VIDEOS**

#### **ENERGIZING STATE AGENDAS FOR PRINCIPAL LEADERSHIP**

William & Mary professor Paul Manna discusses six policy levers to help improve school leadership and bolster principals.

#### **SLIDE PRESENTATION**

#### **EDUCATION LEADERSHIP: EVIDENCE AND IMPLICATIONS**

In an educational briefing to U.S. senators and staff members, Wallace shares evidence about strengthening principal preparation and links to federal policy.

#### **A BRIEFING ON STRENGTHENING THE SCHOOL LEADERSHIP PIPELINE AND CONNECTIONS TO FEDERAL POLICY**

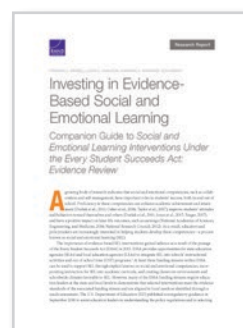
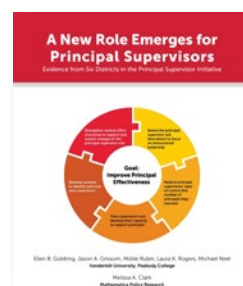
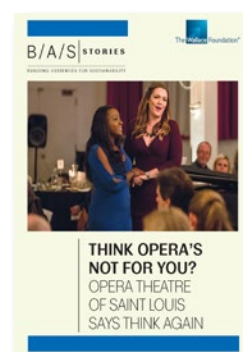
A technical assistance briefing for Senate education committee members examines the significance of effective school leadership and ways to cultivate it.

### **SOCIAL AND EMOTIONAL LEARNING**

#### **PUBLICATIONS**

#### **INVESTING IN EVIDENCE-BASED SOCIAL AND EMOTIONAL LEARNING**

This companion guide to a 2017 evidence review of social and emotional learning interventions under the federal Every Student Succeeds Act (ESSA) offers guidance on determining local needs and interventions to address them.



### **PREPARING FOR EFFECTIVE SEL IMPLEMENTATION**

This brief by Harvard's Easel Lab describes features and best practices of effective social and emotional learning programs and offers a set of recommendations.

### **KERNELS OF PRACTICE FOR SEL: LOW-COST, LOW-BURDEN STRATEGIES**

This brief explores the need to develop and test social and emotional learning strategies that target specific behaviors and can be taught quickly.

## **SUMMER LEARNING**

### **PUBLICATIONS**

#### **GETTING TO WORK ON SUMMER LEARNING: RECOMMENDED PRACTICES FOR SUCCESS, 2ND ED.**

RAND provides guidance for running summer learning programs, including recommendations for early planning, hiring and sticking to firm enrollment deadlines.

#### **READS: HELPING CHILDREN BECOME SUMMER BOOKWORMS**

READS—a school-run, summer read-at-home program that gives children free books coupled with key supports—can help disadvantaged students sharpen their reading skills, rigorous research suggests.

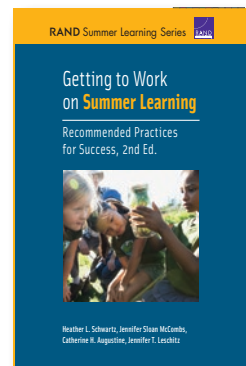
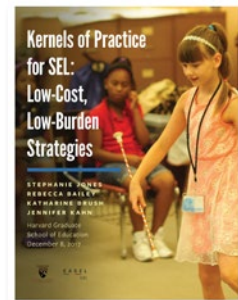
#### **SUMMER LEARNING RECRUITMENT GUIDE**

A website and written guide for school districts that want to recruit students for voluntary summer learning programs offers eight keys to success.

### **TOOLS**

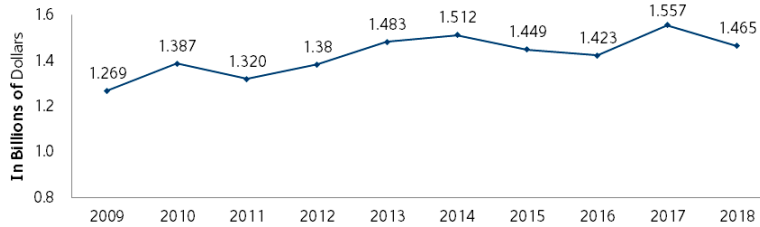
#### **SUMMER LEARNING TOOLKIT: EVIDENCE-BASED TOOLS AND GUIDANCE FOR DELIVERING EFFECTIVE PROGRAMS**

This website offers hands-on, downloadable resources for school districts and community organizations looking to start or enhance their summer learning programs.



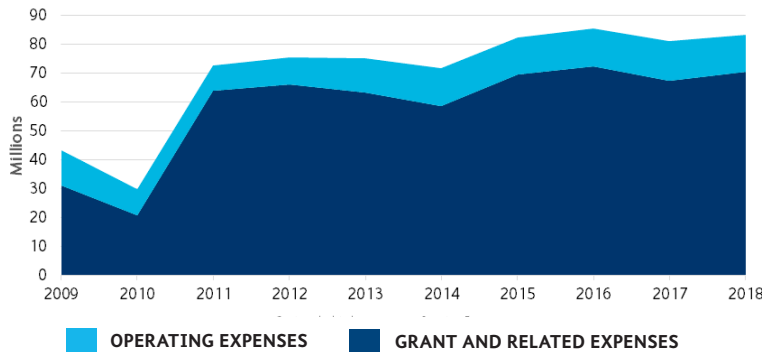
## FINANCIAL OVERVIEW

### INVESTMENT ASSETS



Our portfolio totaled \$1.465 billion on December 31, 2018, which was \$92 million lower than our assets of \$1.557 billion on December 31, 2017. The decrease reflects \$83 million in grants and expenses paid in 2018 and unrealized market depreciation of \$9 million. Our portfolio value on December 31, 2018 was \$196 million higher than our assets of \$1.269 billion on December 31, 2009, on a nominal basis. We paid a total of \$716 million in grants and expenses over that 10-year period.

### WALLACE'S EXPENSES OVER A DECADE

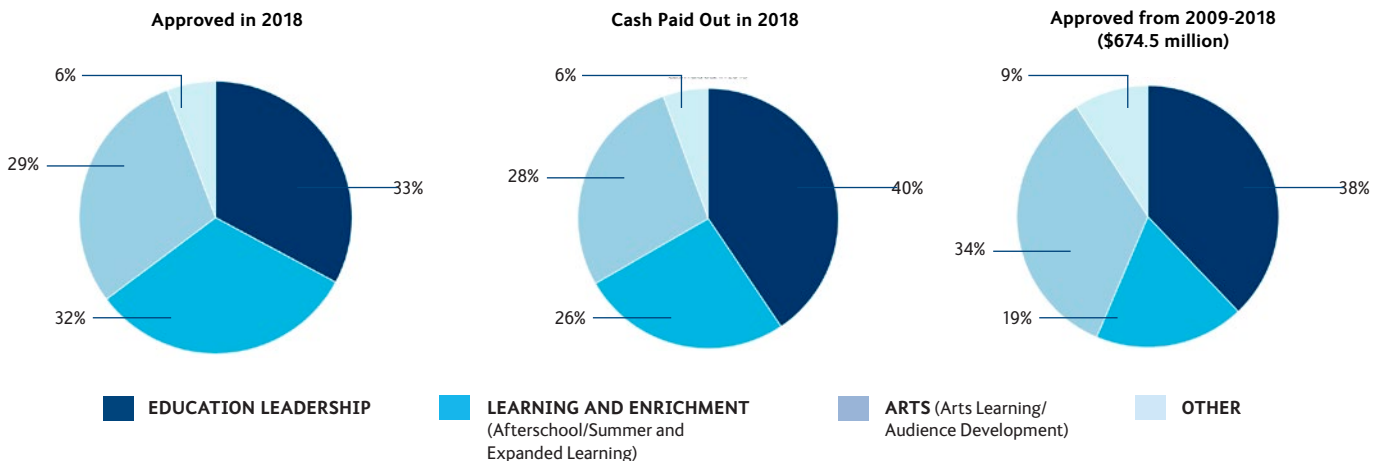


The bulk of expenditures under “grants and related expenses” goes to education, arts, social service and similar nonprofit organizations. Also included is spending for research and communications. This chart reflects expenses on an accrual basis, meaning expenses are reported in the year they are incurred, which is not necessarily the year in which the expenses are paid.

Operating expenses fell from \$13.8 million in 2017 to \$12.8 million in 2018, partly because—in accordance with a new Financial Accounting Standards Board standard—we are no longer including direct investment expenses among the foundation’s total operating expenses.

### GRANT/PROGRAM EXPENSES BY FOCUS AREA

The pie charts below show spending, by percentage, in Wallace’s areas of interest. The first shows program grants and expenses approved in 2018; the second shows grants/expenses paid in 2018 (including grants approved in earlier years); the third shows the total grant amounts approved since 2009.





# PROGRAM EXPENDITURES AND COMMITMENTS

The following tables describe and list the expenditures made in 2018 to advance Wallace’s work in its areas of afterschool, arts education, audience development for the arts, school leadership, social and emotional learning, and summer and expanded learning. In most of these areas, our approach and expenditures are grouped largely 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, by which we mean 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.

### PRINCIPAL PIPELINE INITIATIVE

#### DEVELOP AND SHARE KNOWLEDGE

These grants and contracts support Wallace’s Principal Pipeline Initiative, which worked with six school districts over five years to improve the preservice training, hiring and on-the-job evaluation and support of principals.

Organization / IRS name, if different (City, State)	TOTAL AS OF 12/31/18	APPROVED 2018	PAID BEFORE 2018	PAID 2018	FUTURE PAYMENTS
<b>POLICY STUDIES ASSOCIATES, INC.</b> (Washington, D.C.)—To conduct an evaluation of the implementation of the Principal Pipeline Initiative.	\$4,150,000	\$0	\$3,723,000	\$180,000	\$247,000
<b>POLICY STUDIES ASSOCIATES, INC.</b> (Washington, D.C.)—To conduct a study of the sustainability of Wallace’s Principal Pipeline Initiative.	\$240,000	\$0	\$0	\$240,000	\$0
<b>THE HATCHER GROUP, INC.</b> (Bethesda, Md.)—To produce a series of podcasts that discuss findings from Wallace’s Principal Pipeline Initiative.	\$60,000	\$0	\$40,000	\$20,000	\$0
<b>OTHER RELATED EXPENSES</b> —Activities including photography and editorial services for Wallace-commissioned publications.	\$12,200	\$7,200	\$0	\$5,000	\$7,200

## PRINCIPAL SUPERVISOR INITIATIVE

These grants and contracts support Wallace's Principal Supervisor Initiative, which has helped 14 urban and metro-area school districts shift the principal supervisor role so that supervisors focus less on administration and more on helping principals raise the quality of teaching and learning in their schools.

	TOTAL AS OF 12/31/18	APPROVED 2018	PAID BEFORE 2018	PAID 2018	FUTURE PAYMENTS
<b>COUNCIL OF THE GREAT CITY SCHOOLS</b> (Washington, D.C.)—To conduct a survey of member districts to understand how they define the principal supervisor position and the roles supervisors play.	\$75,000	\$75,000	\$0	\$75,000	\$0
<b>MATHEMATICA POLICY RESEARCH, INC.</b> (Princeton, N.J.)—To conduct an evaluation of the Principal Supervisor Initiative.	\$2,886,102	\$0	\$1,200,000	\$1,150,000	\$536,102
<b>THE SCHOOL DISTRICT OF PHILADELPHIA</b> (Philadelphia)—To support the administration of the VAL-ED principal quality assessment in Philadelphia.	\$79,560	\$0	\$0	\$79,560	\$0

## UNIVERSITY PRINCIPAL PREPARATION INITIATIVE

### 1. DEVELOP INNOVATION SITES

This initiative seeks to help universities improve their programs to train future principals.

<b>ALBANY STATE UNIVERSITY</b> (Albany, Ga.)—To participate in the University Principal Preparation Initiative.	\$2,895,000	\$1,135,000	\$0	\$2,522,730	\$372,270
<b>AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS</b> (Alexandria, Va.)—To provide technical assistance for universities and districts participating in Wallace's University Principal Preparation Initiative.	\$200,000	\$200,000	\$0	\$200,000	\$0
<b>AMERICAN INSTITUTES FOR RESEARCH IN THE BEHAVIORAL SCIENCES</b> (Washington, D.C.)—To organize two professional learning communities for initiative participants, one for educational institutions and the other for states.	\$1,026,677	\$730,000	\$250,000	\$730,000	\$46,677
<b>EDUCATION DEVELOPMENT CENTER, INC.</b> (Waltham, Mass.)—To provide technical assistance to universities and districts participating in the initiative.	\$350,000	\$350,000	\$0	\$350,000	\$0
<b>FLORIDA ATLANTIC UNIVERSITY</b> (Boca Raton, Fla.)—To participate in the University Principal Preparation Initiative.	\$1,125,000	\$1,125,000	\$0	\$663,074	\$461,926
<b>NORTH CAROLINA STATE UNIVERSITY</b> (Raleigh, N.C.)—To participate in the University Principal Preparation Initiative.	\$3,010,000	\$1,250,000	\$0	\$2,410,150	\$599,850
<b>NEXT LEVEL MARKETING GROUP</b> (Pleasantville, N.Y.)—To deliver presentations and workshops on branding for universities in the University Principal Preparation Initiative.	\$39,766	\$23,686	\$0	\$39,766	\$0
<b>SAN DIEGO STATE UNIVERSITY FOUNDATION</b> (San Diego)—To participate in the University Principal Preparation Initiative.	\$3,250,000	\$1,390,000	\$0	\$2,670,000	\$580,000
<b>THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION INC.</b> (Charlottesville, Va.)—To organize a professional learning community for faculty at educational institutions in the University Principal Preparation Initiative.	\$300,000	\$300,000	\$0	\$300,000	\$0
<b>UNIVERSITY OF CONNECTICUT</b> (Storrs, Conn.)—To participate in the University Principal Preparation Initiative.	\$1,760,000	\$1,760,000	\$0	\$1,760,000	\$0

	TOTAL AS OF 12/31/18	APPROVED 2018	PAID BEFORE 2018	PAID 2018	FUTURE PAYMENTS
<b>VIRGINIA STATE UNIVERSITY</b> (Petersburg, Va.)—To participate in the University Principal Preparation Initiative.	\$2,890,000	\$1,130,000	\$0	\$2,386,249	\$503,751
<b>WESTERN KENTUCKY UNIVERSITY RESEARCH FOUNDATION, INC.</b> (Bowling Green, Ky.)—To participate in the University Principal Preparation Initiative.	\$1,200,000	\$0	\$0	\$1,200,000	\$0

## 2. DEVELOP AND SHARE KNOWLEDGE

<b>AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION</b> (Washington, D.C.)—To produce video blogs on principal preparation. <sup>1</sup>	\$136,715	\$0	\$200,000	\$0	\$0
<b>EDUCATION DEVELOPMENT CENTER, INC.</b> (Waltham, Mass.)—To develop an additional rubric for the Quality Measures tool.	\$70,000	\$70,000	\$0	\$70,000	\$0
<b>ETHNO PICTURES NFP</b> (Chicago)—To produce four short films about experiences of universities in the University Principal Preparation Initiative.	\$250,000	\$250,000	\$0	\$250,000	\$0
<b>RAND CORPORATION</b> (Santa Monica, Calif.)—To conduct an evaluation of the University Principal Preparation Initiative.	\$3,799,072	\$0	\$1,798,259	\$700,000	\$1,300,813
<b>THE HATCHER GROUP, INC.</b> (Bethesda, Md.)—For work including video production and livestreaming of meetings of the initiative's professional learning community. <sup>1</sup>	\$94,991	\$69,991	\$0	\$79,266	\$15,725
<b>THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION, INC.</b> (Charlottesville, Va.)—To prepare a report on diversity and principal training programs.	\$30,000	\$30,000	\$0	\$0	\$30,000
<b>THE WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION</b> (Princeton, N.J.)—To create a new-teacher-preparation simulation game.	\$200,000	\$200,000	\$0	\$200,000	\$0

## EVERY STUDENT SUCCEEDS ACT LEADERSHIP LEARNING COMMUNITY—ELLC

### 1. DEVELOP INNOVATION SITES

This initiative seeks to help teams from 10 states that are working to achieve local and state education goals through evidence-based school leadership practices supported by the Every Student Succeeds Act.

<b>NATIONAL URBAN LEAGUE, INC.</b> (New York City)—To help oversee the ELLC.	\$1,400,000	\$1,400,000	\$0	\$800,000	\$600,000
<b>EDUCATIONCOUNSEL, LLC</b> (Washington, D.C.)—To serve as a resource to the ELLC.	\$2,102,857	\$690,000	\$759,279	\$708,661	\$634,917
<b>EDUCATION COMMISSION OF THE STATES</b> (Denver)—To conduct research on the Every Student Succeeds Act and assist the ELLC.	\$300,000	\$0	\$150,000	\$150,000	\$0
<b>THE HATCHER GROUP, INC.</b> (Bethesda, Md.)—To help ELLC participants in communications planning.	\$300,000	\$300,000	\$0	\$55,592	\$244,408
<b>THE NYC LEADERSHIP ACADEMY, INC.</b> (Long Island City, N.Y.)—For activities including managing the ELLC professional learning community.	\$3,210,000	\$3,210,000	\$0	\$3,210,000	\$0

<sup>1</sup> Work under this grant cost \$63,285 less than expected, and the unused portion was returned to Wallace.



## 2.DEVELOP AND SHARE KNOWLEDGE

	TOTAL AS OF 12/31/18	APPROVED 2018	PAID BEFORE 2018	PAID 2018	FUTURE PAYMENTS
<b>COUNCIL OF CHIEF STATE SCHOOL OFFICERS</b> (Washington, D.C.)—To develop and share ways in which states can use the Every Student Succeeds Act to support effective school leadership.	\$400,000	\$400,000	\$0	\$250,000	\$150,000
<b>COUNCIL OF THE GREAT CITY SCHOOLS</b> (Washington, D.C.)—For activities including assisting large urban districts address implementation of the Every Student Succeeds Act and examining use of Title I and Title II funds.	\$1,598,146	\$585,000	\$132,957	\$804,418	\$660,771
<b>NATIONAL GOVERNORS ASSOCIATION CENTER FOR BEST PRACTICES</b> (Washington, D.C.)—To continue the organization's participation in the Every Student Succeeds Act Leadership Learning Community.	\$200,000	\$0	\$0	\$200,000	\$0
<b>POLICY STUDIES ASSOCIATES, INC.</b> (Washington, D.C.)—To conduct an evaluation of the work of the 10 state teams participating in the Every Student Succeeds Act Leadership Learning Community.	\$1,107,705	\$1,107,705	\$0	\$214,779	\$892,926

### OTHER EDUCATION LEADERSHIP PROJECTS

<b>AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION</b> (Washington, D.C.)—To serve as a Wallace communications partner.	\$200,000	\$200,000	\$0	\$99,424	\$100,576
<b>AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, INC. (ALEXANDRIA, VA.)—TO SERVE AS A WALLACE COMMUNICATIONS PARTNER.</b>	\$350,000	\$350,000	\$0	\$175,000	\$175,000
<b>AMERICAN INSTITUTES FOR RESEARCH IN THE BEHAVIORAL SCIENCES</b> (Washington, D.C.)—To help Wallace conduct market research on principals and other school leaders.	\$25,000	\$25,000	\$0	\$25,000	\$0
<b>ARABELLA ADVISORS</b> (Washington, D.C.)—To help begin a new phase of the Education Leaders Network.	\$90,000	\$0	\$63,000	\$27,000	\$0
<b>ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT</b> (Alexandria, Va.)—To serve as a Wallace communications partner.	\$75,000	\$25,000	\$0	\$75,000	\$0
<b>COUNCIL OF CHIEF STATE SCHOOL OFFICERS</b> (Washington, D.C.)—To serve as a Wallace communications partner.	\$400,000	\$400,000	\$0	\$200,000	\$200,000
<b>EDGE RESEARCH</b> (Arlington, Va.)—To conduct market research to better understand attitudes about education leadership among K-12 educators and influencers.	\$72,000	\$72,000	\$0	\$72,000	\$0
<b>EDUCATION FIRST CONSULTING, LLC</b> (Seattle)—To explore attitudes and trends related to the preparation of teacher leaders.	\$40,000	\$40,000	\$0	\$40,000	\$0
<b>EDUCATION WRITERS ASSOCIATION</b> (Washington, D.C.)—To help sponsor an Education Writers Association's national seminar.	\$7,500	\$7,500	\$0	\$7,500	\$0
<b>LEARNING FORWARD</b> (Dallas)—To serve as a Wallace communications partner.	\$350,000	\$350,000	\$0	\$175,000	\$175,000
<b>NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS FOUNDATION</b> (Alexandria, Va.)—To serve as a Wallace communications partner.	\$200,000	\$200,000	\$0	\$0	\$200,000

	TOTAL AS OF 12/31/18	APPROVED 2018	PAID BEFORE 2018	PAID 2018	FUTURE PAYMENTS
<b>NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS</b> (Reston, Va.)—To serve as a Wallace communications partner.	\$200,000	\$0	\$0	\$100,000	\$100,000
<b>NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION</b> (Alexandria, Va.)—To serve as a Wallace communications partner.	\$300,000	\$300,000	\$0	\$0	\$300,000
<b>NATIONAL CONFERENCE OF STATE LEGISLATURES</b> (Denver)—To serve as a Wallace communications partner.	\$400,000	\$400,000	\$0	\$200,930	\$199,070
<b>POLICY STUDIES ASSOCIATES, INC.</b> (Washington, D.C.)—To design, administer and analyze a survey of principals.	\$100,000	\$100,000	\$0	\$100,000	\$0
<b>THE EDUCATION TRUST, INC.</b> (Washington, D.C.)—To serve as a Wallace communications partner.	\$350,000	\$350,000	\$0	\$183,800	\$166,200
<b>THE HATCHER GROUP, INC.</b> (Bethesda, Md.)—To help develop communications regarding education leadership.	\$65,000	\$65,000	\$0	\$29,299	\$35,701
<b>THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION INC.</b> (Charlottesville, Va.)—To serve as a Wallace communications partner and to study whether principal preparation programs are meeting the demand for well-trained school leaders.	\$350,000	\$350,000	\$0	\$221,000	\$129,000
<b>OTHER RELATED EXPENSES</b> —Activities including grants management, editorial services and support for learning communities.	\$386,184	\$264,699	\$22,316	\$151,044	\$212,824

Our goal is that schools and out-of-school-time programs align, and improve, the opportunities they provide children for social and emotional learning.

### 1. DEVELOP INNOVATION SITES

These grants and contracts support efforts to have schools and out-of-school-time programs in selected cities improve and align their work to develop children's social and emotional learning.

	TOTAL AS OF 12/31/18	APPROVED 2018	PAID BEFORE 2018	PAID 2018	FUTURE PAYMENTS
<b>BIG THOUGHT</b> (Dallas)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$1,250,816	\$1,250,816	\$0	\$1,250,816	\$0
<b>BOSTON AFTER SCHOOL &amp; BEYOND, INC.</b> (Boston)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$5,069,185	\$2,698,448	\$2,367,237	\$3,500	\$2,698,448
<b>COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING</b> (Chicago)—For activities including providing technical assistance to cities participating in the Partnerships for Social and Emotional Initiative.	\$1,019,377	\$875,000	\$45,000	\$974,377	\$0
<b>DALLAS INDEPENDENT SCHOOL DISTRICT</b> (Dallas)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$768,365	\$768,365	\$0	\$384,183	\$384,183
<b>DENVER AFTERSCHOOL ALLIANCE</b> (Denver)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$1,474,950	\$1,474,950	\$0	\$737,475	\$737,475
<b>DENVER PUBLIC SCHOOLS FOUNDATION</b> (Denver)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$855,760	\$855,760	\$0	\$855,760	\$0
<b>EDUCATION FIRST CONSULTING, LLC</b> (Seattle)—To help develop and coordinate learning community meetings for the Partnerships for Social and Emotional Learning Initiative.	\$588,416	\$200,036	\$0	\$566,010	\$22,406
<b>PRIME TIME PALM BEACH COUNTY, INC.</b> (Boynton Beach, Fla.)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$906,815	\$906,815	\$0	\$906,815	\$0
<b>SCHOOL BOARD OF PALM BEACH COUNTY</b> (West Palm Beach, Fla.)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$3,135,776	\$1,570,471	\$968,000	\$1,382,541	\$785,236
<b>THE FORUM FOR YOUTH INVESTMENT</b> (Washington, D.C.)—For activities including providing technical assistance to cities participating in the Partnerships for Social and Emotional Initiative and to help Wallace develop the initiative.	\$1,129,500	\$889,500	\$60,000	\$1,069,500	\$0
<b>THE GREATER TACOMA COMMUNITY FOUNDATION</b> (Tacoma, Wash.)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$2,526,638	\$2,526,638	\$0	\$1,263,319	\$1,263,319
<b>TULSA COMMUNITY FOUNDATION</b> (Tulsa, Okla.)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$1,230,262	\$1,230,262	\$0	\$615,131	\$615,131
<b>TULSA PUBLIC SCHOOL DISTRICT NO. 1</b> (Tulsa, Okla.)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$1,228,380	\$1,228,380	\$0	\$614,190	\$614,190
<b>OTHER RELATED EXPENSES</b> —Activities including preparation, coordination and hosting of professional learning community meetings.	\$380,306	\$380,306	\$0	\$380,306	\$0

	TOTAL AS OF 12/31/18	APPROVED 2018	PAID BEFORE 2018	PAID 2018	FUTURE PAYMENTS
<b>2. DEVELOP AND SHARE KNOWLEDGE</b>					
<b>COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING</b> (Chicago)—To sponsor a conference on social and emotional learning.	\$25,000	\$25,000	\$0	\$25,000	\$0
<b>DATA QUALITY CAMPAIGN INC.</b> (Washington, D.C.)—To serve as a Wallace communications partner.	\$110,000	\$110,000	\$0	\$110,000	\$0
<b>MATHEMATICA POLICY RESEARCH, INC.</b> (Princeton, N.J.)—To coordinate the administration of an online social and emotional assessment of students in cities participating in the Partnerships for Social and Emotional Learning Initiative.	\$1,688,478	\$89,687	\$182,527	\$1,328,457	\$177,494
<b>RAND CORPORATION</b> (Santa Monica, Calif.)—To conduct an evaluation of the Partnerships for Social and Emotional Learning Initiative.	\$11,354,276	\$119,500	\$2,500,000	\$2,000,000	\$6,854,276
<b>THE FORUM FOR YOUTH INVESTMENT</b> (Washington, D.C.)—To serve as a Wallace communications partner.	\$425,000	\$425,000	\$0	\$175,000	\$250,000
<b>XSEL LABS INCORPORATED</b> (Evanston, Ill.)—To support the administration of an assessment of children’s social and emotional skills.	\$1,352,890	\$0	\$418,633	\$239,930	\$694,327
<b>OTHER RELATED EXPENSES</b> —Activities including data collection and communications.	\$190,818	\$190,818	\$0	\$190,818	\$0

### OTHER SOCIAL AND EMOTIONAL LEARNING PROJECTS

<b>COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING</b> (Chicago)—To develop assessments of social and emotional learning among K-12 students.	\$261,000	\$0	\$174,000	\$87,000	\$0
<b>NATIONAL PUBLIC EDUCATION SUPPORT FUND</b> (Washington, D.C.)—To support Grantmakers for Thriving Youth, which supports the development of skills and capacities for learning, work, citizenship and life.	\$70,000	\$50,000	\$15,000	\$55,000	\$0
<b>NEW VENTURE FUND</b> (Washington, D.C.)—To develop a communications toolkit to help schools and out-of-school-time organizations communicate effectively about social and emotional learning.	\$40,000	\$40,000	\$0	\$20,000	\$20,000
<b>NEW VENTURE FUND</b> (Washington, D.C.)—To support the Funders Collaborative for Innovative Measurement.	\$40,000	\$0	\$20,000	\$20,000	\$0
<b>PARTNERSHIP FOR CHILDREN AND YOUTH</b> (Oakland, Calif.)—To support the development of a long-term sustainability plan.	\$150,000	\$150,000	\$0	\$0	\$150,000
<b>THE ASPEN INSTITUTE, INC.</b> (Washington, D.C.)—To support the Aspen Institute’s National Commission on Social, Emotional and Academic Development.	\$400,000	\$400,000	\$0	\$400,000	\$0
<b>WILLIAM MARSH RICE UNIVERSITY</b> (Houston)—To support the Organization for Economic Cooperation and Development’s international study of social and emotional skills.	\$50,000	\$50,000	\$0	\$50,000	\$0



**SUMMER AND EXPANDED LEARNING**

Our goal is to improve summer learning opportunities for disadvantaged children, and to enrich and expand the school day.

**1. DEVELOP INNOVATION SITES**

These grants and contracts support, among other things, Wallace’s National Summer Learning Project, which helped five school districts to build strong summer learning programs on a wide scale and then evaluate the results for children.

	TOTAL AS OF 12/31/18	APPROVED 2018	PAID BEFORE 2018	PAID 2018	FUTURE PAYMENTS
<b>CROSBY MARKETING COMMUNICATIONS, INC.</b> (Annapolis, Md.)—To provide technical assistance and support to the districts participating in the National Summer Learning Project.	\$1,052,227	\$250,000	\$616,686	\$226,049	\$209,492
<b>THE LEARNING AGENDA, LLC</b> (Philadelphia)—To provide technical assistance to the National Summer Learning Project participants.	\$180,122	\$0	\$121,153	\$58,969	\$0

**2. DEVELOP AND SHARE KNOWLEDGE**

<b>CROSBY MARKETING COMMUNICATIONS, INC.</b> (Annapolis, Md.)—To design the online Summer Learning Recruitment Guide and Summer Learning Toolkit and related promotional materials.	\$254,184	\$184,184	\$5,000	\$192,114	\$57,070
<b>NATIONAL SUMMER LEARNING ASSOCIATION, INC.</b> (Baltimore)—To support the organization in advancing progress in the summer learning field.	\$750,000	\$0	\$250,000	\$250,000	\$250,000
<b>PROTIVITI, INC.</b> (Winchester, Va.)—To develop the technology behind the online summer learning recruitment guide and the summer learning toolkit.	\$151,330	\$56,980	\$82,325	\$41,625	\$27,380
<b>RAND CORPORATION</b> (Santa Monica, Calif.)—For activities including conducting an evaluation of the National Summer Learning Project and reviewing research about summer learning through the lens of the evidence requirements of the Every Student Succeeds Act.	\$2,501,753	\$129,995	\$1,900,000	\$431,825	\$169,928
<b>TEACHERS COLLEGE, COLUMBIA UNIVERSITY</b> (New York City)—To conduct a comparative study to determine whether and how major community institutions can work together across sectors towards large-scale education reform.	\$842,000	\$43,000	\$700,000	\$142,000	\$0
<b>THE INSTITUTE FOR EDUCATIONAL LEADERSHIP INC.</b> (Washington, D.C.)—To sponsor the 2018 Coalition of Community Schools National Forum.	\$20,000	\$20,000	\$0	\$20,000	\$0
<b>THE LEARNING AGENDA, INC.</b> (Stow, Ohio)—To create new tools for the Summer Learning Toolkit, finalize its design and help publicize it.	\$431,003	\$177,810	\$184,242	\$139,037	\$107,724
<b>OTHER RELATED EXPENSES</b> —Activities including editorial and design services.	\$40,645	\$6,300	\$0	\$40,645	\$0

## AFTERSCHOOL

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.

### CITYWIDE AFTERSCHOOL SYSTEMS

These grants and contracts help disseminate lessons from Wallace-supported efforts in nine cities to develop and test coordinated citywide approaches to increasing participation in high-quality afterschool programs.

	TOTAL AS OF 12/31/18	APPROVED 2018	PAID BEFORE 2018	PAID 2018	FUTURE PAYMENTS
<b>AFTERSCHOOL ALLIANCE</b> (Washington, D.C.)—To serve as a Wallace communications partner.	\$225,000	\$0	\$0	\$112,500	\$112,500
<b>CROSS &amp; JOFTUS, LLC</b> (Bethesda, Md.)—To develop a report and infographic that explores the governance of afterschool systems.	\$16,000	\$0	\$5,000	\$11,000	\$0
<b>EXPANDED SCHOOLS INC.</b> (New York City)—For activities including Every Hour Counts' work as a Wallace communications partner.	\$640,000	\$0	\$447,955	\$167,045	\$25,000
<b>FISCAL MANAGEMENT ASSOCIATES, LLC</b> (New York City)—To update the strongnonprofits.org website.	\$117,500	\$60,000	\$45,000	\$27,500	\$45,000
<b>NATIONAL AFTERSCHOOL ASSOCIATION</b> (Oakton, Va.)—To serve as a Wallace communications partner.	\$250,000	\$0	\$125,000	\$125,000	\$0
<b>NATIONAL LEAGUE OF CITIES INSTITUTE, INC.</b> (Washington, D.C.)—To serve as a Wallace communications partner.	\$330,000	\$0	\$0	\$162,822	\$167,178
<b>RESEARCH FOR ACTION, INC.</b> (Philadelphia)—To review and document research about out-of-school-time programs that meets the definitions of evidence required in the Every Student Succeeds Act.	\$754,017	\$83,000	\$350,000	\$404,017	\$0
<b>OTHER RELATED EXPENSES</b> —Editorial services.	\$94,531	\$0	\$14,031	\$62,500	\$18,000

**AUDIENCE  
DEVELOPMENT  
FOR THE ARTS**

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

**BUILDING AUDIENCES FOR SUSTAINABILITY**

These grants and contracts aim to help performing arts organizations design and carry out programs to attract new audiences while retaining current ones, measuring whether and how these efforts contribute to their overall financial health.

	TOTAL AS OF 12/31/18	APPROVED 2018	PAID BEFORE 2018	PAID 2018	FUTURE PAYMENTS
<b>ALVIN AILEY DANCE FOUNDATION, INC.</b> (New York City)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$605,500	\$100,000	\$445,500	\$110,000	\$50,000
<b>ARIZONA STATE UNIVERSITY FOUNDATION FOR A NEW AMERICAN UNIVERSITY</b> (Tempe, Ariz.)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$197,427	\$120,000	\$77,427	\$70,000	\$50,000
<b>BALLET AUSTIN INCORPORATED</b> (Austin)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$629,750	\$434,750	\$195,000	\$354,750	\$80,000
<b>BALTIMORE SYMPHONY ORCHESTRA, INC.</b> (Baltimore)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$484,500	\$484,500	\$0	\$404,500	\$80,000
<b>CHICAGO THEATRE GROUP, INC.</b> (Chicago)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$449,000	\$449,000	\$0	\$369,000	\$80,000
<b>CONTEMPORARY ARTS CENTER</b> (New Orleans)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$295,000	\$295,000	\$0	\$245,000	\$50,000
<b>DENVER CENTER FOR THE PERFORMING ARTS</b> (Denver)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$508,306	\$100,000	\$21,000	\$437,306	\$50,000
<b>EAST BAY PERFORMING ARTS</b> (Oakland, Calif.)—For general operating support and to participate in the Building Audiences for Sustainability initiative.					
<b>LYRIC OPERA OF CHICAGO</b> (Chicago)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$415,000	\$415,000	\$0	\$335,000	\$80,000
<b>OPERA PHILADELPHIA</b> (Philadelphia)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$864,000	\$864,000	\$0	\$864,000	\$0
<b>OPERA THEATRE OF SAINT LOUIS</b> (Saint Louis)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$755,100	\$464,100	\$0	\$675,100	\$80,000
<b>PACIFIC NORTHWEST BALLET ASSOCIATION</b> (Seattle)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$400,000	\$400,000	\$0	\$320,000	\$80,000
<b>PASADENA PLAYHOUSE STATE THEATRE OF CALIFORNIA, INC.</b> (Pasadena, Calif.)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$1,005,700	\$564,500	\$441,200	\$444,500	\$120,000

	TOTAL AS OF 12/31/18	APPROVED 2018	PAID BEFORE 2018	PAID 2018	FUTURE PAYMENTS
<b>PORTLAND CENTER STAGE</b> (Portland, Ore.)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$419,000	\$419,000	\$0	\$339,000	\$80,000
<b>REGENTS OF THE UNIVERSITY OF CALIFORNIA AT BERKELEY</b> (Berkeley, Calif.)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$431,500	\$431,500	\$0	\$296,000	\$135,500
<b>S. RADOFF ASSOCIATES, LLC</b> (New York City)—To provide technical assistance on market research to organizations participating in the Building Audiences for Sustainability initiative.	\$3,667,700	\$82,700	\$2,564,000	\$888,960	\$214,740
<b>SAN FRANCISCO PERFORMANCES, INC.</b> (San Francisco)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$358,500	\$358,500	\$0	\$278,500	\$80,000
<b>SEATTLE OPERA</b> (Seattle)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$543,000	\$543,000	\$0	\$463,000	\$80,000
<b>SEATTLE SYMPHONY ORCHESTRA, INC.</b> (Seattle)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$327,500	\$327,500	\$0	\$247,500	\$80,000
<b>STEPPENWOLF THEATRE COMPANY</b> (Chicago)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$504,000	\$504,000	\$0	\$430,000	\$74,000
<b>TECHNICAL DEVELOPMENT CORPORATION</b> (Boston)—To help manage the Building Audiences for Sustainability initiative.	\$1,636,200	\$0	\$746,642	\$682,031	\$207,527
<b>THE CENTER FOR EFFECTIVE PHILANTHROPY, INC.</b> (Cambridge, Mass.)—To conduct a survey of the 25 grantees in the Building Audiences for Sustainability Initiative.	\$15,000	\$0	\$0	\$15,000	\$0
<b>THE PHILHARMONIC SYMPHONY SOCIETY OF NEW YORK, INC.</b> (New York City)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$1,155,635	\$461,635	\$406,000	\$638,885	\$110,750
<b>THEATRE AND ARTS FOUNDATION OF SAN DIEGO COUNTY</b> (La Jolla, Calif.)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$763,700	\$433,200	\$330,500	\$353,200	\$80,000
<b>UNIVERSITY MUSICAL SOCIETY</b> (Ann Arbor, Mich.)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$331,000	\$331,000	\$0	\$251,000	\$80,000
<b>VICTORY GARDENS THEATER</b> (Chicago)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$370,600	\$370,600	\$0	\$290,600	\$80,000
<b>WOOLLY MAMMOTH THEATRE COMPANY</b> (Washington, D.C.)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$307,500	\$307,500	\$0	\$227,500	\$80,000
<b>WORLD MUSIC, INC.</b> (Cambridge, Mass.)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$400,000	\$400,000	\$0	\$320,000	\$80,000
<b>OTHER RELATED EXPENSES</b> —For learning community activities.	\$149,726	\$133,115	\$0	\$149,726	\$0



## 2. DEVELOP AND SHARE KNOWLEDGE

	TOTAL AS OF 12/31/18	APPROVED 2018	PAID BEFORE 2018	PAID 2018	FUTURE PAYMENTS
<b>AMERICAN ASSOCIATION OF MUSEUMS</b> (Arlington, Va.)—To serve as a Wallace communications partner.	\$200,000	\$0	\$100,000	\$100,000	\$0
<b>AMERICAN SYMPHONY ORCHESTRA LEAGUE</b> (New York City)—To serve as a Wallace communications partner.	\$200,000	\$0	\$100,000	\$100,000	\$0
<b>AMERICANS FOR THE ARTS INC.</b> (Washington, D.C.)—To sponsor the 2018 National Arts Marketing Project Conference.	\$50,000	\$50,000	\$0	\$50,000	\$0
<b>ARTSJOURNAL.COM</b> (Seattle)—To support a media project exploring ways that arts organizations can engage and expand audiences.	\$100,000	\$0	\$0	\$50,000	\$50,000
<b>ARTS REACH UNLIMITED, INC.</b> (Long Beach, Calif.)—To sponsor the Arts Marketing, Development and Ticketing Conferences of 2018 and 2019, which include intensive audience-development workshops.	\$170,000	\$0	\$45,000	\$40,000	\$85,000
<b>ASSOCIATION OF PERFORMING ARTS PROFESSIONALS, INC.</b> (Washington, D.C.)—To serve as a Wallace communications partner.	\$200,000	\$0	\$100,000	\$100,000	\$0
<b>CHAMBER MUSIC AMERICA, INC.</b> (New York City)—To serve as a Wallace communications partner.	\$200,000	\$0	\$100,000	\$100,000	\$0
<b>DANCE USA</b> (Washington, D.C.)—To serve as a Wallace communications partner.	\$200,000	\$0	\$100,000	\$100,000	\$0
<b>FRACTURED ATLAS, INC.</b> (New York City)—To support communications efforts of the Association of Arts Administration Educators.	\$50,000	\$0	\$25,000	\$25,000	\$0
<b>OPERA AMERICA, INC.</b> (New York City)—To serve as a Wallace communications partner.	\$200,000	\$0	\$100,000	\$100,000	\$0
<b>RESNICOW SCHROEDER ASSOCIATES, INC.</b> (New York City)—To support Wallace's arts communications and dissemination activities.	\$645,301	\$220,000	\$190,855	\$225,471	\$228,975
<b>THE UNIVERSITY OF TEXAS AT AUSTIN</b> (Austin)—To conduct an evaluation of the Building Audiences for Sustainability initiative.	\$4,344,930	\$844,930	\$1,900,000	\$500,000	\$1,944,930
<b>THEATRE COMMUNICATIONS GROUP, INC.</b> (New York City)—To serve as a Wallace communications partner.	\$200,000	\$0	\$100,000	\$100,000	\$0
<b>WNET</b> (New York City)—To produce stories about two arts organizations' experiences in the Building Audiences for Sustainability initiative.	\$422,500	\$0	\$67,500	\$247,188	\$107,812
<b>OTHER RELATED EXPENSES</b> —Editorial and photography services.	\$140,250	\$44,900	\$7,500	\$107,338	\$25,413

**ARTS  
EDUCATION**

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

**1. DEVELOP INNOVATION SITES**

**YOUTH ARTS INITIATIVE**—These grants and contracts aim to help raise the quality and availability of arts education for children and teens.

	TOTAL AS OF 12/31/18	APPROVED 2018	PAID BEFORE 2018	PAID 2018	FUTURE PAYMENTS
<b>BOYS &amp; GIRLS CLUBS OF AMERICA</b> (Atlanta)—To develop and run high-quality, year-round arts programming for tweens and teens. <sup>2</sup>	\$10,387,966	\$8,850,000	\$1,399,880	\$4,195,000	\$4,900,000
<b>BOYS &amp; GIRLS CLUBS OF SAN FRANCISCO</b> (San Francisco)—To support efforts to increase high-quality arts instruction for the youth this organization serves.	\$50,000	\$50,000	\$0	\$50,000	\$0
<b>EDVESTORS, INC.</b> (Boston)—To help ensure the sustainability of Boston Public Schools' efforts to expand the access to and equity of high-quality arts education.	\$1,500,000	\$0	\$1,450,000	\$50,000	\$0
<b>NEXT LEVEL MARKETING GROUP</b> (Pleasantville, N.Y.)—To help manage the arts education effort at the Boys & Girls Clubs of America.	\$451,356	\$0	\$182,514	\$200,116	\$68,726
<b>TECHNICAL DEVELOPMENT CORPORATION</b> (Boston)—To help Boys & Girls Clubs participating in the Youth Arts Initiative develop plans for the next phase of the effort.	\$26,315	\$0	\$0	\$26,315	\$0
<b>OTHER RELATED EXPENSES</b> —For professional learning community activities.	\$42,833	\$42,833	\$0	\$42,833	\$0

**2. DEVELOP AND SHARE KNOWLEDGE**

<b>NATIONAL GUILD FOR COMMUNITY ARTS EDUCATION INC.</b> (New York City)—To sponsor sessions at the organization's Conference for Community Arts Education.	\$15,000	\$15,000	\$0	\$15,000	\$0
<b>RESEARCH FOR ACTION, INC.</b> (Philadelphia)—To study the Boys & Girls Clubs of America's arts programs and to conduct an evaluation of the Youth Arts Initiative.	\$3,400,000	\$1,900,000	\$1,400,000	\$600,000	\$1,400,000
<b>OTHER RELATED EXPENSES</b> —Activities including organization of learning community meetings and speaker recruitment for conferences.	\$31,165	\$4,000	\$0	\$13,060	\$18,105

<sup>2</sup> Work under these grants cost \$106,914 less than anticipated, and the unused funds were returned to Wallace.

**COMMUNICA-  
TIONS**

	TOTAL AS OF 12/31/18	APPROVED 2018	PAID BEFORE 2018	PAID 2018	FUTURE PAYMENTS
<b>ACRONYM MEDIA, INC.</b> (New York City)— To provide search engine marketing services and consultation.	\$719,947	\$0	\$351,884	\$361,237	\$6,825
<b>EDITORIAL PROJECTS IN EDUCATION, INC.</b> (Bethesda, Md.)—To support Education Week.	\$1,200,000	\$1,200,000	\$0	\$600,000	\$600,000
<b>EDUCATION WRITERS ASSOCIATION</b> (Washington, D.C.)—To support reporting on school leadership and summer and expanded learning.	\$225,000	\$225,000	\$0	\$111,822	\$113,178
<b>BIG THINK STUDIOS</b> (San Francisco)—To manage print advertising, develop creative concepts and purchase advertising.	\$149,916	\$149,916	\$0	\$144,284	\$5,632
<b>TEACHERS COLLEGE, COLUMBIA UNIVERSITY</b> (New York City)—To support The Hechinger Report and its education coverage.	\$200,000	\$0	\$98,835	\$101,165	\$0
<b>THE HATCHER GROUP, INC.</b> (Bethesda, Md.)—To provide communications services to disseminate ideas and information generated from Wallace's efforts.	\$1,250,357	\$0	\$583,859	\$613,220	\$53,278
<b>OTHER RELATED EXPENSES</b> —For activities including editorial services and photography.	\$82,146	\$0	\$0	\$82,146	\$0

**SERVICE TO  
THE FIELD OF  
PHILANTHROPY**

	TOTAL AS OF 12/31/18	APPROVED 2018	PAID BEFORE 2018	PAID 2018	FUTURE PAYMENTS
<b>ASIAN AMERICAN-PACIFIC ISLANDERS IN PHILANTHROPY, INC.</b> (Oakland, Calif.)—To support this organization, which is dedicated to the full civic and economic participation of Asian-Americans and Pacific Islanders.	\$5,000	\$5,000	\$0	\$5,000	\$0
<b>ASSOCIATION OF BLACK FOUNDATION EXECUTIVES INC.</b> (New York City) —To support this organization, which advocates for responsive investments in black communities.	\$5,000	\$5,000	\$0	\$5,000	\$0
<b>COUNCIL ON FOUNDATIONS, INC.</b> (Arlington, Va.)—To support this national nonprofit membership organization for grantmakers and its 2018 public policy summit.	\$33,500	\$23,500	\$0	\$33,500	\$0
<b>EDUCATION COMMISSION OF THE STATES</b> (Denver)—To support the work of the Arts Education Partnership.	\$10,000	\$10,000	\$0	\$10,000	\$0
<b>FJC</b> (New York City)—To support the 2018 program activities of the New York City Youth Funders.	\$3,000	\$3,000	\$0	\$3,000	\$0
<b>FORUM OF REGIONAL ASSOCIATIONS OF GRANTMAKERS</b> (Washington, D.C.)—To sponsor the organization’s annual conference.	\$10,000	\$0	\$0	\$10,000	\$0
<b>FOUNDATION CENTER</b> (New York City)—To support this organization, which works to increase knowledge about philanthropy.	\$50,000	\$50,000	\$0	\$50,000	\$0
<b>GRANTMAKERS FOR EDUCATION</b> (Portland, Ore.)—To support this membership organization for private and public philanthropies that support improved education outcomes for students from early childhood through their higher education years, and to sponsor its annual conference.	\$17,000	\$14,500	\$0	\$17,000	\$0
<b>GRANTMAKERS FOR EFFECTIVE ORGANIZATIONS</b> (Washington, D.C.)—To support this national membership organization, which promotes learning among funders committed to building effective nonprofits.	\$12,000	\$12,000	\$0	\$12,000	\$0
<b>GRANTMAKERS IN THE ARTS</b> (New York City)—To support this nonprofit membership organization, which provides leadership and service to advance the use of philanthropy for arts and culture.	\$23,190	\$23,190	\$0	\$23,190	\$0
<b>HISPANICS IN PHILANTHROPY</b> (Oakland, Calif.)—To support this organization, which works to strengthen Latino communities.	\$11,000	\$11,000	\$0	\$11,000	\$0
<b>INDEPENDENT SECTOR</b> (Washington, D.C.)—To support this organization, which works to strengthen the nonprofit and philanthropic communities.	\$24,850	\$24,850	\$0	\$24,850	\$0
<b>INNOVATION NETWORK, INC.</b> (Washington, D.C.)—To support the Evaluation Roundtable, a network of foundation evaluation leaders that seeks to support and improve evaluation practice in philanthropy.	\$50,000	\$50,000	\$0	\$50,000	\$0
<b>NATIONAL GUILD FOR COMMUNITY ARTS EDUCATION INC.</b> (New York City)—To support this organization, which works to strengthen community arts education.	\$25,000	\$25,000	\$0	\$25,000	\$0



	TOTAL AS OF 12/31/18	APPROVED 2018	PAID BEFORE 2018	PAID 2018	FUTURE PAYMENTS
<b>NONPROFIT COORDINATING COMMITTEE OF NEW YORK, INC.</b> (New York City)—To support this organization, which serves nearly 1,700 nonprofits in New York City, Long Island and Westchester County, N.Y.	\$1,500	\$1,500	\$0	\$1,500	\$0
<b>PEAK GRANTMAKING INC.</b> (Washington, D.C.)—To support this national organization, which seeks to improve grantmaking by advancing the knowledge, skills and abilities of grants managers.	\$8,900	\$8,900	\$0	\$8,900	\$0
<b>PHILANTHROPY NEW YORK, INC.</b> (New York City)—To support this professional community of philanthropic foundations based in the New York region.	\$34,250	\$34,250	\$0	\$34,250	\$0
<b>SOCIETY FOR RESEARCH ON EDUCATIONAL EFFECTIVENESS</b> (Washington, D.C.)—To support this organization, which works to advance and disseminate research on the effects of education practices, interventions, programs and policies.	\$8,000	\$8,000	\$0	\$8,000	\$0
<b>THE CENTER FOR EFFECTIVE PHILANTHROPY, INC.</b> (Cambridge, Mass.)—To support this organization, which seeks to help foundations improve their performance, and to prepare a report of grantees' perceptions of Wallace.	\$100,000	\$100,000	\$0	\$100,000	\$0
<b>THE COMMUNICATIONS NETWORK</b> (Washington, D.C.)—To support this nonprofit membership organization, which provides resources, guidance and leadership to advance communications in philanthropy.	\$13,500	\$13,500	\$0	\$13,500	\$0
<b>TIDES CENTER</b> (San Francisco)—To support Emerging Practitioners in Philanthropy, a national network of foundation professionals and others who strive for excellence in philanthropic practice.	\$2,500	\$2,500	\$0	\$2,500	\$0
<b>OTHER RELATED EXPENSES</b> —To pay for membership dues to service-to-the-field organizations.	\$44,810	\$44,810	\$0	\$44,810	\$0

**OTHER GRANTS**

	TOTAL AS OF 12/31/17	APPROVED 2017	PAID BEFORE 2017	PAID 2017	FUTURE PAYMENTS
<b>CENTER FOR DISASTER PHILANTHROPY, INC.</b> (Washington, D.C.)—To support recovery efforts after Hurricane Florence and wildfires in California.	\$500,000	\$500,000	\$0	\$500,000	\$0
<b>NATIONAL GUILD FOR COMMUNITY ARTS EDUCATION INC.</b> (New York City)—For general operating support in honor of Daniel Windham, who retired in 2018 as Wallace’s director of arts.	\$5,000	\$5,000	\$0	\$5,000	\$0
<b>NELSON MULLINS RILEY &amp; SCARBOROUGH LLP DBA EDUCATIONCOUNSEL LLC</b> (Washington, D.C.)—To provide policy and strategy support to advance Wallace’s work at the federal and state levels.	\$354,000	\$0	\$190,000	\$152,000	\$12,000
<b>UNITED WAY, INC.</b> (Los Angeles)—To support wildfire recovery efforts in greater Los Angeles, Ventura County, Santa Barbara County and San Diego.	\$150,000	\$150,000	\$0	\$150,000	\$0
<b>EMPLOYEE MATCHING GIFTS</b>	\$209,246	\$209,246		\$151,288	\$57,958
<b>REFUNDED GRANTS</b>		-\$170,199		-\$170,199	
<b>OTHER RELATED EXPENSES</b> —To support management of various Wallace evaluation projects and related services.	\$308,429	\$54,500	\$126,758	\$181,672	\$0
<b>TOTAL</b>	<b>\$1,560,707</b>	<b>\$1,129,054</b>	<b>\$147,605</b>	<b>\$1,211,206</b>	<b>\$201,895</b>

**GRAND TOTAL**

<b>\$137,450,001</b>	<b>\$65,584,529</b>	<b>\$33,749,497</b>	<b>\$65,887,462</b>	<b>\$37,813,043</b>
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# FIND OUT MORE

Would you like to find out more about The Wallace Foundation? Please visit our website at [www.wallacefoundation.org](http://www.wallacefoundation.org), where you can learn about the foundation's:

- Mission: <http://www.wallacefoundation.org/about-wallace/Pages/Mission.aspx>
- How We Work With Grantees: <http://www.wallacefoundation.org/how-we-work/how-we-work-with-grantees/Pages/default.aspx>
- Funding Guidelines: <http://www.wallacefoundation.org/about-wallace/Pages/Funding-Guidelines.aspx>
- People: <http://www.wallacefoundation.org/about-wallace/People/Pages/default.aspx>
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The Wallace Foundation®

Our mission is to foster improvements in learning and enrichment for disadvantaged children and the vitality of the arts for everyone. We seek to catalyze broad impact by supporting the development, testing and sharing of new solutions and effective practices.

The Wallace Foundation  
5 Penn Plaza, 7th Floor  
New York, NY 10001  
212.251.9700 Telephone  
[info@wallacefoundation.org](mailto:info@wallacefoundation.org)

[www.wallacefoundation.org](http://www.wallacefoundation.org)