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Supporting ideas.
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Expanding opportunities.®

APPRAISING A DECADE
REPORT '09



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TWO CRITICAL DECISIONS



A decade ago, The Wallace Foundation made two critical decisions – about how we would work and about what we would work on. This report assesses the results.

We reorganized internally, to bring a combination of field knowledge, research and communications expertise to bear in forming strategy. We based this on our experience that catalyzing beneficial change requires not only money – but also new ideas, along with evidence of what works and does not, shared with those who can help make a difference.

We also sharpened our work, moving from dozens of relatively small initiatives to three ambitious goals: strengthening school leadership; helping cities improve out-of-school time opportunities; and building appreciation and demand for the arts. This allowed us to do fewer things more intensively, with more substantial investments over a longer period.

We think these decisions, though difficult, have proved to be good ones.

Because of them, over the past decade we and our grantee partners have: drawn greater attention to school leadership and identified what can be done to improve it; demonstrated how cities can expand and improve after-school opportunities; and helped develop new ways to introduce more people to the arts.

During the past 10 years, our work increasingly emphasized helping children, especially those who are disadvantaged. This will be our aim moving forward.

We have also spent a great deal of time trying to identify metrics to assess how well we are producing social benefits. These metrics are tough to develop and can be ambiguous. But they are absolutely necessary. The surest way to do better is to measure and analyze results.

This report is a summary of those results and reflections on what they mean. We share it with the hope that in the decade to come we and our partners can build on the progress we have made – and do even more for the children we seek to serve. ■

A handwritten signature in black ink that reads "Kevin W. Kennedy". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Kevin W. Kennedy, Chairman

APPRAISING A DECADE'S WORK: LESSONS LEARNED AND IMPLICATIONS FOR THE FUTURE



I have had the privilege of leading The Wallace Foundation for two decades. As we assessed the first of those decades in 1999, we concluded that while there had been some notable successes – for example, a teacher training program written into federal law and a school library program adopted as the national standard – by and large our grant making had not led to as much widespread or sustained change in our areas of concern as we would have wished.

Based on that first assessment, we restructured the foundation around the concept of creating change in our chosen fields by developing and sharing effective ideas and practices. We decided to take a more systemic view of the areas in which we were working and engage directly with people who had power and authority to make more sustainable, widespread change. This meant that we would make grants directly to governmental agencies in states, cities and school districts, in addition to non-profits. And it led to a common approach used across all our program areas – one in which we develop and test useful ideas “on the ground,” gather credible, objective evidence on the results of significant innovations, and then share that knowledge with the individuals and institutions that have the authority or influence to bring those effective ideas to life.

At the close of another decade, we are now in a position to assess whether this approach led to greater change than we accomplished in our first 10 years as a national foundation. The answer, in my view, is yes, and the following sections of this report tell the story of our work in education leadership, arts participation and out-of-school time learning and present the basis for our conclusion. But from an overall foundation perspective, I'd like to offer some general reflections.

- ***Working with government is difficult but can have great payoffs.***
It is rare for foundations to fund government agencies directly, and it carries risks. Concerns include having foundation dollars disappear into the much larger agency budget or displace public funding for the project as well as the possibility of bad publicity if a government figure with whom the foundation is working does something wrong. These concerns are real and have to be managed by the foundation staff. However, government action can ensure the long-term sustainability of the positive changes foundation-supported efforts have created. For example, changes in state law about standards for education leadership training or creating mentoring programs institutionalize this work in a very substantial way. And, as we have seen with our city-based systems work in out-of-school time, it is possible to profoundly and permanently change how cities identify and contract for quality services by helping them build and use new data management systems.

Still, bureaucracies are inherently change-averse and even the most forward-thinking government leaders must invariably contend with institutional inertia that can slow change. While a number of government leaders we have supported have made progress in achieving results, to date we have not paid enough attention to supporting organizations working outside the public sector. We will give more serious consideration to supporting such “outside” change agents in the years ahead.

- ***Knowledge counts, especially if you can get it into the hands of the right people when they most need it.***
One of the major premises underlying the approach we've taken this past decade is that change is often blocked not by lack of money (as important as it is) but by uncertainty about what works,

insufficient evidence that change is possible, inadequate strategies for mobilizing change and bureaucratic resistance. The huge volume of knowledge products we have developed over the past decade has helped define the issues we care about, fill knowledge gaps for field leaders and explain how certain practices (such as principal training or assessment) can be improved or what things cost (such as quality out-of-school time programs). And our ability to share this knowledge as it was being developed with the leaders in our innovation sites has helped accelerate change.

However, we sometimes got the timing wrong and programs were created before the research was complete. For example, it would have been better to understand the characteristics of effective principal preparation programs (the subject of a 2007 Stanford study) before our sites had progressed so far down the road of developing such programs. And while we have published major groundbreaking research reports that have been widely valued, we've also learned that many of these reports could have been even more useful if they were accompanied by information on how the findings could be practically applied by policymakers and practitioners in their day-to-day work. This focus on more specific application will guide our future product development.

- ***Evidence of effectiveness is crucial.***

We have learned that it is important to be closely engaged with our grantees, to ensure the work is proceeding on course or to help devise solutions to unanticipated hurdles. So we develop specific progress benchmarks with each grantee. Through regular phone calls and periodic written reports, we carefully monitor each site's progress. By critically analyzing the work of each site and comparing it with similar sites, we learn what's going well and what's not and are able to suggest solutions or consider course corrections as needed.

However, we often underestimated the ability of our partners to gather credible data on the effectiveness of their chosen strategies – information that the many organizations that don't get our grants would find compelling or useful. For example, we had to develop a quality rubric for our education sites to use in assessing the quality of their leadership training programs and help them learn how to identify evidence that could substantiate those assessments. And in our work with arts organizations, it was only when we provided on-going technical assistance with data collection and analysis that we began to get data that we felt was reliable enough to support the creation of case studies to share the work with the broader field.

- ***Luck and timing help.***

Raising awareness and understanding of the issues we choose to tackle is an important first step in Wallace's change approach. While we think we generally do a good job in that respect, there is no denying that forces beyond our control have propelled our work. For example, awareness of the importance of education leadership was helped by the standards and accountability movements, including the enactment in 2002 of *No Child Left Behind*, which threw a public spotlight on the success of principals in ensuring all the children in their schools were making adequate yearly progress. And the federal *21st Century Community Learning Centers* program brought new attention and resources to the out-of-school time field. Looking forward, the fact that all of our work is consistent with many of the priorities of the current federal administration should help further the issues we care about in the years ahead.

- ***Our approach embodies the characteristics of a creative and effective philanthropy.***

This was the conclusion of Helmut Anheier and Diana Leat in *Creative Philanthropy*, their study of foundations in the United States, Britain and Australia. The authors argue that foundations are uniquely positioned to serve as society's "idea factories," but they found few that do so. And our use of comparative assessment data and the non-monetary assistance we

“At the close of another decade, we are now in a position to assess whether this approach led to greater change than we accomplished in our first 10 years as a national foundation. The answer, in my view, is yes...”

provide our grantees also resulted in our being the subject of two case studies published by the Center for Effective Philanthropy.

- *The administrative changes we made contributed to our effectiveness.*
Finally, my reflections would not be complete without a mention of the major administrative changes we made during this decade. From 2000 to 2003, we sold the balance of our Reader’s Digest stock, a legacy from our founders, and transitioned into a fully liquid and diversified investment portfolio. We merged two separate foundations – the DeWitt Wallace-Reader’s Digest Fund and the Lila Wallace-Reader’s Digest Fund – into one entity and renamed it The Wallace Foundation. We created a new look and logo. We transformed our website and repositioned our public face around our knowledge as opposed to our money. We created an interdisciplinary, team-based structure that brought program, communications, and research and evaluation expertise to inform all our work. And we developed an annual assessment of our progress, shared with the board each January, which has helped us scrutinize our work each year and make appropriate corrections when needed.

As the decade drew to a close, we were challenged by the effects of the collapse of the financial markets. A significant decline in our assets forced us to take a hard look at our expenses. Because every dollar we spend on administrative and operating expenses is a dollar that is not available to support the work of our grantees, we made the painful decision to eliminate 15 staff positions at the end of 2009. While these changes were extremely difficult, we believe they placed us in the strongest possible position to pursue our mission – to provide learning and enrichment opportunities for children – now and for many years in the future. As we ended 2009 and began 2010, our overall financial condition was very strong. We are proud that we have been able to fulfill all of our existing commitments on time and as scheduled and invest in new work for the future.

LOOKING FORWARD

As we prepared for the next decade, we refined our vision and mission to focus more exclusively on children and reaffirmed the principles that will guide our work and the elements of our approach. [See our *vision, mission and approach*, p. 8]

In general, our future work will continue to revolve around efforts to lift the quality of schools, to improve out-of-school time programs and make them more accessible to children, and to integrate in-school and out-of-school learning. While specific details of future initiatives are still in development, each of our various activities going forward is likely to fall into one of the following four categories:

1. “Next Generation” ideas for our existing work in education leadership, out-of-school time and arts education. Each of these represents system-level approaches (working broadly with states, cities and school districts). In education leadership and out-of-school time, two long-standing initiatives, we believe we are at the point where we can orient future work more toward helping others use the knowledge and apply the innovations we’ve helped develop. In arts education, we

expect to build on our current efforts, begun in Dallas, to help cities and school districts expand, raise the quality of, and ensure equitable access to arts learning opportunities in public schools and, in some cases, city neighborhoods.

2. “New Work” that is more specifically targeted at improving the academic achievement of children in low-performing schools by (a) improving the quality and retention of the leaders in those schools and (b) rethinking how to better use time for learning, by reimagining and expanding learning time during the traditional school day and year as well as during the summer months.
3. Support of innovative practices in the use of technology (as opposed to creating new technologies) as a teaching tool and to promote creativity and imagination.
4. Wallace Excellence Awards, which represents our concluding initiative designed to help arts organizations in six cities develop effective ways to reach new audiences. This work will continue through 2014, and while we will not add any new cities to it, we are continuing to invest in data collection and the development of case studies, which will help ensure that lessons learned from this effort can be captured and shared broadly with the field.

We began the first decade of the new century with the then-unusual notion that a foundation can, and should, contribute ideas about how to improve institutions. That notion required a different approach to foundation work from simply writing checks to worthy organizations. And we have worked to figure out what that different approach might look like and how to make it effective. In doing so, we have drawn upon the distinctive assets a national foundation, unrestrained by market forces or government funding formulas, can employ:

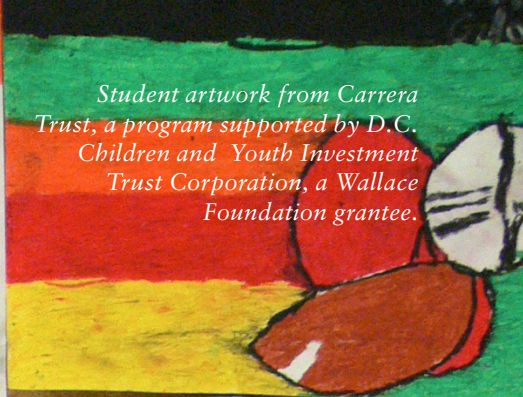
- identifying nascent problems, opportunities and issues not yet widely recognized;
- establishing relationships with innovative leaders in the field and investing in and strengthening their efforts;
- gathering together groups of people – policymakers, practitioners and researchers – who might not otherwise have the opportunity to learn from each other; and
- funding and sharing independent, objective research that seeks to capture the work of innovators and to understand problems in new ways that illuminate potential solutions.

As this assessment of our work in the century’s first decade reveals, things haven’t always worked out as planned and we’ve certainly made our share of mistakes. But on balance we believe we contributed knowledge and solutions to important social problems. We will strive to continue to do that in the years to come. ■



M. Christine DeVita, President

Student artwork from Carrera Trust, a program supported by D.C. Children and Youth Investment Trust Corporation, a Wallace Foundation grantee.



Vision: 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.

Mission: To improve learning and enrichment opportunities for children.

Guiding Principles:

To create change that is deeply rooted and sustainable, we will:

- Take a systemic view that looks at the larger environment surrounding the issue being tackled, and engage the people and institutions involved at the appropriate level (federal, state, city, school district, and community organization).
- Work with those who have power and authority to make change, including governmental agencies (such as school districts and state and city governments) as well as non-profit institutions.
- Also support organizations that are working outside current system, which is where innovation often begins.
- Assess the results of the innovations we support through research and evaluation.
- Encourage the use of those ideas and practices that are evidenced-based and represent an advantage over current practice.

Wallace Approach:

In all areas of our work, we seek to develop and test useful ideas “on the ground,” gather credible, objective evidence on the results from significant innovations, and then share that knowledge with the individuals and institutions with the authority to bring those effective ideas to life in ways that bring benefits to children. There are two components to this approach:

1. ***Develop innovation sites:*** we work closely with sites (such as states, school districts and cities as well as non-profit organizations) to help them plan and test new approaches for bringing about mutually-agreed upon change goals. These sites provide insights into what ideas are or are not effective and what conditions support or impede progress.

2. ***Develop and share knowledge:*** in concert with the innovation site work, we support independent research that fills knowledge gaps in the field. We also assess the results of the innovations we support through a range of evaluation methods. We then share our knowledge with others and encourage the use of the ideas and practices that seem most promising. In this way, we hope to improve practice and policy in organizations that will never get Wallace grants. ■

EDUCATION LEADERSHIP

I. SUMMARY

BACKGROUND

After devoting much of the 1990s to working on boosting teacher quality, Wallace in 2000 shifted its focus to boosting education leadership. We did this out of the idea that effective leaders were essential to improving public education. Our analysis of the field revealed that previous school reform efforts had neglected leadership, that school leader training was weak and ill-suited to modern-day demands, that there existed an enormous knowledge gap about the role leaders could play in improving student learning, and that awareness of that role needed to be raised among educators, policymakers and the public. We also thought change would most likely occur and last if states and districts worked together. This represented a dramatic departure from most reform efforts, which focused primarily on selected schools in a district.

As the initiative developed, our work concentrated on trying to effect change in three areas:

- Standards – to focus on the skills principals need in order to succeed, and to then use that knowledge to influence both licensure and accreditation of leadership preparation programs.
- Training – to provide principals with the skills to manage complex organizational change and to improve teaching and learning throughout schools.
- Conditions – to create the right supports and incentives for principals and superintendents to perform as effective leaders.

OVERALL ASSESSMENT

Successes: Leadership, considered a marginal issue by many policymakers a decade ago, is today widely recognized as a necessary ingredient in school reform. Moreover, research has clarified why leadership matters, what school leaders can do to improve student learning and how state-district coordination helps strengthen leadership. On the ground, new leadership standards, revised with Wallace support, are helping to reshape licensure rules and guide improvements in principal preparation programs. New training programs have emerged, built on research that identified and explored the specifics of effective programs. Mentoring is much more common nationwide. Finally, with Wallace support a research-based performance assessment tool, which measures leadership behaviors in school principals, has been developed and is being marketed across the country.

But: Improving the conditions under which leadership operates has proven very difficult. The most progress has occurred in using data, developing new methods for assessing principals' performance and adding time for principals to focus on instruction. We've seen less progress in providing principals with more authority over resources – time, money and people – in all likelihood because doing so often requires changes in political or contractual arrangements. Today we also face the reality of the effect on state and local budgets of the nation's worst financial crisis since the Great Depression. For states and districts to sustain the work we helped them start will not be easy.

II. STRATEGY MILESTONES

2000:

- The State Action for Education Leadership Project (SAELP) was launched; A national consortium of five organizations was formed, led by The Council of Chief State School Officers, to manage the state initiative and build field support for the work. A “Ventures Fund” to seed innovation with small grants and publicize the initiative was created.

2001:

- The 15 original SAELP states were selected.
- Leadership for Educational Achievement in Districts (LEAD) was launched in 10 districts located in SAELP states (Jefferson County and the former NYC District 10 in the Bronx were added in 2002); the initial LEAD grants were significantly larger than state grants and supported districts to address a comprehensive range of policies and practices affecting both superintendents and principals.
- Wallace funded a new executive training program for superintendents at Harvard’s Kennedy School to address the scarcity of quality training programs for superintendents and to create a learning network for top leaders of LEAD districts.

2002:

- Staff assessment concluded that (1) SAELP and LEAD sites were focused mainly on training but far less on leadership conditions; (2) districts needed technical assistance in areas including how to strengthen university training programs and ensure alignment with state policies; (3) there was a need to create a more cohesive network among LEAD districts to share learning and make them a more potent force for national change. Initial funding to Education Development Center provided technical assistance to districts.

2003-4:

- Wallace was an original funder of the NYC Leadership Academy, an innovative training model outside the university setting.
- Staff assessment of SAELP found that the work to date was overly broad, had not yet tackled the toughest challenges, had not sufficiently engaged top state leaders and had achieved only limited state-district policy coordination. Based on those assessments, two states were dropped from the initiative owing to lack of progress and weak plans. Staff also concluded that Wallace needed to directly

engage state leaders rather than work solely through our national consortium partners.

- Staff assessment of LEAD pointed to the need to (1) greatly dial up emphasis on improving conditions for effective leadership; (2) develop measures to enable Wallace staff to identify trends among LEAD districts, provide evidence of progress, and share lessons beyond LEAD districts; (3) take greater advantage of other sources of knowledge in the initiative such as the Southern Regional Education Board and (4) facilitate the collection and sharing of promising work.
- SAELP II was launched. State and district funding was consolidated into single grants to promote greater statewide collaboration and policy alignment. Grant renewals in 2004 required work at the state and district levels to concentrate on two to three well-focused “breakthrough ideas” that catalyzed statewide change, integrated both leadership training and conditions, and were “feasible, measurable and sustainable.” Wallace assumed direct management of states from the national consortium and focused the NC instead on providing technical assistance to sites.
- Three key urban districts (Chicago; Boston; Portland, OR) were added to the initiative to propel the leadership work in their states. With the addition of nine new SAELP II states and the three new districts, the number of initiative sites reached its peak in November 2004: 22 states, 15 districts.
- The publication of *How Leadership Influences Learning* provided research validation of the core Wallace initiative message that leadership is a powerful catalyst, second only to teaching among school-related factors, in improving student achievement.

2005:

- We decided to make principals (not principals *and* superintendents) the primary target of our initiative and to put more emphasis on changing principals’ conditions. Those shifts reflected our calculation that some 75 percent of state and district initiative spending had been directed at principal training, combined with mixed reception to executive leadership training by many participating superintendents.
- Wallace funded executive leadership programs at Harvard and University of Virginia to provide state and district leadership teams with high-quality training drawing on the expertise of both education and business faculty, and to promote greater cohesion and dialogue within those teams.



Washington, D.C. schools Chancellor Michelle Rhee and Mayor Adrian Fenty answered questions posed by PBS NewsHour education correspondent John Merrow at Wallace’s national education leadership conference in October 2009.

- Leadership Issue Groups were created to bring together Wallace states and districts and key researchers around six critical issues in policy, practice and research that, if addressed, could accelerate and expand sites’ funded efforts.

2006-7:

- *Leadership for Learning* (2006) described our “cohesive leadership system” hypothesis, which became our basis for determining progress in funded sites.
- *Preparing School Leaders for a Changing World* by Linda Darling-Hammond et al., (2007) provided a research-based identification of best practices in training school leaders.

2008:

- Wallace site funding was differentiated based on state and district progress toward cohesive leadership systems; the number of large site grants was reduced by more than half to 16 by June 2008; national consortium funding shifted to emphasize sharing Wallace knowledge with governors, state chiefs, boards and legislators.
- To share initiative lessons with key practitioner audiences, we launched four new communication partnerships with the American Association of School Administrators, the Education Trust, the National

Staff Development Council, and the University Council for Educational Administration.

2009:

- The board approved the first “next generation grants” intended to maintain our presence in the field: to Harvard to create a new doctoral degree in education leadership; and to the National Board for Professional Teaching Standards to develop a new advanced certification for principals.

III. RESULTS

Since we began the initiative, education leadership has become more widely accepted as necessary to school reform.¹ Top leaders in 48 states strongly believe leadership is important to improving student achievement: they rate it 5.8 on a scale of 6 in states where Wallace works; 5.5 among leaders in other states.² Washington, too, has embraced the idea. U.S. Secretary of Education Arne Duncan has publicly proclaimed the importance of leadership in turning around low-performing schools and has added better leadership to better teaching as a centerpiece of new federal reform priorities.

One reason for the growing recognition of education leadership may be that more is known about the subject. Over the last decade, more than 70 Wallace-supported publications and other resources have helped fill the knowledge gap about school leadership and how it can work to prepare and support talented teachers. Grantees and non-grantees rate these materials highly for their usefulness.

STANDARDS

States have adopted revised leadership standards that have helped turn the field's discussion from what leaders need to know to what they actually have to do to successfully improve teaching and learning throughout schools.

All 14 states where Wallace has worked most closely have adopted an updated set of standards for principals and other school administrators. These revised standards were developed, with Wallace support, by the Interstate School Leaders Licensure Consortium, known as ISLLC, under the aegis of the Council of Chief State School Officers. They are guiding many states and districts in revising licensure requirements and principal training curriculums, re-accrediting university leadership programs and evaluating principal performance.

TRAINING

Applying new research, states and districts are beginning to explore principal training to address longstanding quality weaknesses and provide more continuous support to principals after they are hired.

Some 24 training programs in Wallace-supported districts have been identified as high quality by virtue of having used exemplary practices identified in Stanford University research that was commissioned by the foundation. Eighteen of them offer full-time internships, previously an area of weakness for many programs.

Wallace-supported school districts including Chicago, Boston and Fort Wayne, Indiana, are exerting more influence on the content, relevance and delivery of principal training at area universities. Two Wallace-supported districts, New York City and Atlanta, have opened innovative leadership academies that employ methods common in other types of professional education, such as role play and case study.

Mentoring, too, has become more prevalent in the field. More than half of all states – and 11 of 14 where Wallace works most closely – now require principal mentoring; practically none did when our initiative began in 2000. Nine of the 11 require mentoring to incorporate the quality criteria identified by Wallace's 2007 publication *Getting Principal Mentoring Right*. Top education leaders in all states

1 Sources: 2008 Grantee Perception Survey by Center for Effective Philanthropy; survey of non-grantees by Academy for Educational Development in 2009; staff assessments.

2 August 2009 survey of top state leaders by Council of Chief State School Officers and the National Association of State Boards of Education.

now rate the importance of training and mentoring principals highly – 5.9 on a scale of 6 in Wallace states; 5.5 in non-Wallace states.³

CONDITIONS

States and districts have made progress in improving some of the conditions under which school leaders work. Among other things, they have provided school leaders with useful data and tested new ways both to assess principal performance and to increase the amount of time principals devote to improving classroom instruction. Less progress has occurred on conditions requiring difficult political or contractual changes, such as providing principals with more authority over time, money and people. Key indicators include:

- Twelve of the 14 states where Wallace works most closely have enacted laws creating statewide data warehouses, student data management systems and “balanced scorecards,” that is, planning tools that use data to assess how well positioned an organization is for the future. These sites have also acted to provide training to leaders in data use. A majority of principals in 10 Wallace-supported states surveyed by the RAND Corporation are satisfied with available data – but dissatisfied with its timeliness.
- Some 315 schools in 10 states are participating in the School Administration Manager (SAM) program, which is designed to enable principals to focus more time on instruction. Some 75 principals in the program at least a year increased the average time they spent on instructional matters by nearly an hour daily.
- Nine of 14 states have passed new principal evaluation laws since the beginning of their grants. To date six have begun to use the Wallace-funded VAL-ED, the first research-based evaluation system focused squarely on instructional leadership.

IV. REFLECTIONS

The timing of our decision to make leadership the sole focus of our education work was opportune and a key factor in explaining the field’s eventual receptivity to our initiative.

The Goals 2000 Educate America Act under the Clinton administration and later the No Child Left Behind Act in the early Bush administration years set a bipartisan agenda for tougher standards and greater accountability. Those policies placed huge new pressures on education leaders to perform. The championing of leadership by the Obama administration as a key plank in its reform agenda has further fueled the field’s interest in our work. With the current strains on state and district budgets, the case is stronger than ever for investing in better leadership as a cost-effective means of achieving broad improvements in teaching and learning.

At the same time, pressing for better leadership over the years was no easy task, and progress in the early part of the decade was hampered by a weak knowledge base and the absence of a clearly articulated theory of how to effect change or measure progress.

With little research to guide the work of our funded states and districts and without a clear sense of what changes to prioritize or assess, it took years to settle on a clear hypothesis for change that we could comfortably use to manage our initiative. Absent such a hypothesis, we chose instead to be

³ August 2009 survey of state education leaders by the Council of Chief State School Officers.

responsive to funding what our grantees decided to prioritize. As a result, the state-district efforts in the first half of our initiative avoided some of the more difficult but important issues of leader conditions. The work also got ahead of research findings that might have helped guide and propel it – for example, the Stanford research on principal training, which was published seven years after our initiative began.

Experience and research lend support to the “cohesive leadership system” theory that became the basis for our site work in the latter half of the initiative. But such systems are very difficult to establish and sustain.

Our “cohesive leadership system” hypothesis – holding that harmonizing state and district education leadership policies and practices could strengthen school leadership – was a milestone in our initiative when it was published in 2006. It was also a benefit to the field, providing much-needed clarification of our areas of strategic focus, our desired outcomes and progress metrics. A newly-published evaluation by RAND confirmed our belief that well-coordinated state-district policies can be an effective way to improve, on a large scale, leadership training and the conditions under which principals work. Specifically, RAND found that where progress toward a cohesive system has been greatest, principals feel better able to devote more time to improving instruction and more empowered to control resources. However, given political and practical challenges and obstacles, it is questionable whether more than a handful of states will make substantial progress in establishing and sustaining such systems.

The impetus and direction for statewide leadership improvement can come from a variety of places.

Early assumptions in our initiative that the sole drivers for achieving statewide improvements in school leadership would be state-level leaders or state education agencies proved wrong. To the contrary, we learned that the primary force for advancing wide-scale leadership improvement can come from different levels of public education or even outside government, depending on where the authority, expertise, political weight and willpower happen to be in a given state. In Delaware, for example, state leaders championed the work; in Iowa, state agencies worked with nongovernmental professional organizations; in Kentucky, leadership for the initiative came from both state leaders and the Jefferson County Schools; in Georgia, a district –Atlanta – has provided much of the impetus for statewide leadership improvements.

ARTS PARTICIPATION

I. SUMMARY

BACKGROUND

The idea of making the arts a part of many more people's lives has animated Wallace's work since our founding. During the 1990s, we built a national reputation as a leading arts funder by providing grants to hundreds of arts organizations nationwide to adopt effective audience-centered practices. Nonetheless, by the end of that decade we concluded that the impact of our work had been limited, both on specific organizations and on the field as a whole. From 2000 on, we sought to promote more widespread results in what we came to call "building arts participation," and we have used two approaches to that end:

- Working directly with a diverse set of arts organizations to develop effective ways to expand participation and then document and share the credible lessons with others in the field – our Wallace Excellence Awards initiative.
- Developing partnerships with institutions that we thought might be able to influence arts organizations to place higher priority on building participation. Initially we worked with community foundations and later on with state arts agencies, in our State Arts Partnerships for Cultural Participation (START) initiative.

OVERALL ASSESSMENT

Successes: Through the Excellence Awards, arts organizations have launched varied efforts to build participation in the arts – using online social networking to attract more of the under-30 crowd (the Isabella Stewart Gardner Museum in Boston), for example, or making contemporary dance, theater and other performances widely available through a low-cost online pay-per-view series (On the Boards in Seattle). These arts groups are also developing, or honing, the ability to gather and use data to track their progress toward participation goals, and then assess the impact of their efforts on attendance. This will enable us for the first time to document and share credible lessons about effective practices. So far, signs are promising: the majority of Wallace Excellence Award grantees have seen gains in participation that exceeded national averages despite a weakening economy. Our work with state arts agencies to promote participation building more broadly enabled most of the 13 agencies we funded to reorient their practices toward building arts participation, and the field nationwide has learned from their efforts.

But: In our WEA work with arts organizations, we were slow to realize that groups needed help to do an effective job of collecting and analyzing the data necessary to assess whether their new participation-building plans were, in fact, working. This inability of arts groups until very recently to produce data-rich success stories in turn badly hindered our efforts to promote the benefits of participation-building more broadly. In our START work, too, we were slow to define precisely what we hoped the impact of the state arts agencies work would be and how we would measure it.

II. STRATEGY MILESTONES

2000:

- We adopted a three-pronged strategy to expand the impact of our participation-building work: (1) fund individual cultural organizations to help them innovate effective participation-building practices; (2) launch a communication and knowledge-sharing effort, including a new Arts4AllPeople website; and (3) create partnerships with states and other funders to increase arts participation among a larger range of arts providers.
- Community Partnerships for Cultural Participation (CPCP), begun in 1998, was a major effort to develop partnerships with 10 community foundations to expand local arts participation beyond single organizations.

2001-2003:

- LEAP (Leadership and Excellence in Arts Participation), a new organization-focused initiative, provided multi-year grants to 58 arts institutions from 2001 to 2003. It differed from previous initiatives (which were organized by artistic discipline) by including a diverse range of arts organizations in terms of size, geography, disciplines and target audiences, with the goal of developing broadly relevant participation-building lessons.
- State Arts Partnerships for Cultural Participation (START) was launched in 2001; 13 state arts agencies received grants to help them develop “new standards of participation-building practice” and encourage their widespread adoption among arts organizations in their states.
- RAND’s *A New Framework for Building Participation in the Arts* (2001) attracted wide, sustained attention by applying basic management and marketing concepts to the challenge of increasing arts participation.
- A 2003 staff review of LEAP concluded that while there had been accomplishments, the initiative had largely failed to capture evidence of effectiveness or spread lessons learned.
- A staff review of the CPCP initiative concluded that community foundations had limited capacity for or interest in being partners for this work. CPCP also revealed the difficulties of developing and sustaining participation-building partnerships between arts and non-arts organizations, or among arts organizations of differing sizes and missions.

2004:

- RAND’s *Gifts of the Muse* presented evidence that frequent participation in high quality arts experiences by children is the best predictor of adult participation and also produces immediate benefits.

- The Wallace Excellence Awards (WEA) program was launched. To ensure that WEA grants would be used to sustain participation-building work once Wallace funding ended, awards had a matching requirement and had to be used to create permanent endowments or revolving cash reserves for participation-building purposes.
- University of Chicago researchers were selected to produce case studies about participation-building practices among LEAP grantees; the study, published in 2008, included qualitative descriptions but very limited quantitative evidence of results.

2005-2006:

- WEA underwent major shifts to make it more inclusive, more oriented toward producing credible evidence about participation-building, and more influential with arts organizations throughout entire cities. We moved back to project funding and ended the matching requirement. Grantees were drawn from an open competition within targeted cities instead of a more select national pool. We provided WEA recipients with technical assistance to enable them to track progress and provide credible evidence on what works. We added a new strategy to help create citywide “learning networks” enabling both grantee and non-grantee organizations to share lessons. The networks were organized by partner organizations, mainly community foundations, in each city where we worked.
- Chicago and Boston were selected as the first WEA host cities; 16 multi-year grants were awarded, and the Boston Foundation and Chicago Community Trust received grants to organize learning networks in those cities.

2007-2009:

- Philadelphia and San Francisco became the next two WEA cities in 2007, with The Philadelphia Foundation, working with the Greater Philadelphia Cultural Alliance, and The San Francisco Foundation serving as partners; Seattle and Minneapolis/St. Paul were named as the fifth and sixth sites in 2008, with the Washington State Arts Commission and the Minnesota Community Foundation, working with Arts Midwest, as Wallace partners. The total number of WEA grants since 2004 reached 74 (54 of which were located in the six WEA cities).
- Taking advantage of the increasing ability of WEA grantees to accurately track their progress with data, we funded an effort to produce credible case studies documenting effective participation-building practices; publication expected in 2011.

III. RESULTS

The Wallace Excellence Awards initiative, launched in 2004, was overhauled in 2006 so that it focuses today on helping arts institutions in selected cities test participation-building techniques and use data to inform and measure the effectiveness of these efforts. Six cities – Boston, Chicago, Minneapolis/St. Paul, Philadelphia, San Francisco and Seattle – serve as Excellence Awards sites, and within them 54 arts groups, ranging from opera companies to film festivals, are award recipients.

Through START, which ran from 2001 to 2006, 13 of the nation's 56 state arts agencies – small government offices that play a key role in distributing federal and state arts funding – worked to encourage arts groups to focus on participation-building. A Wallace-commissioned publication that grew out of START, the RAND Corporation's *Cultivating Demand for the Arts: Arts Learning, Arts Engagement, and State Arts Policy*, has become the Wallace website's most downloaded arts publication, owing to its novel analysis of how institutions and policy could work to stimulate more public engagement in the arts. Another Wallace-commissioned RAND report has become a landmark in the field; *A New Framework for Building Participation in the Arts*, published in 2001, offers arts groups a methodical way to develop participation-building strategies and has provided the field with a nuanced definition of participation-building: broadening, deepening and diversifying audiences.

ARTS ORGANIZATIONS

Wallace Excellence Award grantees are demonstrating that organizations that use market research to inform their goal-setting and that have the ability to gather and analyze reliable data to track their progress tend to have above-average attendance gains.¹

With Wallace's support, the 32 grantees that have participated longest in the Excellence Awards are now producing credible year-over-year data on their progress toward participation goals, up from 23 in 2008. Dating from the year that each organization joined our initiative, these 32 have had median participation gains of 31 percent among the groups that were the targets of their efforts. In 2008-2009 alone, the median gain was 10 percent.²

Furthermore, these gains exceed national trends despite the weak economy. For example:

- Among the six theaters in our initiative, median attendance grew 23 percent in 2008-2009, while theater attendance nationwide has been slipping.³
- The five museums among the grantees with credible data increased participation by targeted groups at a median rate of eight percent in 2008-9; nationwide, museum attendance has been relatively flat.⁴

Grantees (19 organizations) that focused on increasing participation of a specific target group had a median year-to-year increase of 31 percent versus 2 percent for those that sought to increase overall participation (13 organizations).

1 Sources: Wallace staff analyses of grantee reports; national comparison data from the American Association of Museums, Theatre Communications Group (TCG), and the NEA's 2008 Survey of Public Participation in the Arts (SPPA).

2 In 2008-9, 24 organizations showed gains while eight had participation declines.

3 National data on theater attendance from the 2008 SPPA report found that the percentage of adults attending musical plays was down 0.4 percent and down 2.9 percent for non-musical plays since the previous survey in 2002.

4 The most current data from the American Association of Museums show little year-to-year change in median attendance nationwide: 26,500 in FY'08; 26,696 in FY'07; and 27,500 in FY'06. According to AAM: "While there were small fluctuations in median attendance between 2006 and 2008...none of the changes was significant."

The Parangal Dance Company performs at the annual San Francisco Ethnic Dance Festival, a project of Wallace Excellence Award grantee World Arts West.



Finally, grantees that used market research to shape their Wallace-funded strategies (11 organizations) had a median increase in year-over-year participation of 35 percent, compared to 6 percent among those that didn't use market research (21 organizations).⁵

ARTS FUNDERS

The START initiative, which formally ended in 2006, succeeded in spurring a majority of the 13 funded state arts agencies to reorient practices toward building arts participation and develop ways to try to draw new audiences to the arts. Some 82 percent of Wallace-funded state arts agencies⁶ say START prompted them to fund new grant programs aimed specifically at boosting participation, for example, while two-thirds altered staff responsibilities to stress participation. In addition, many of the initiative's key lessons stuck; the New Jersey Council on the Arts 2009-10 grant criteria, for example, include a requirement that arts organizations "identify and remove barriers to building broader, more diverse audiences and deeper arts experiences." What remains uncertain, however, is whether these changes have led to a substantial shift in the agencies' funding toward participation-building. Also unknown is the ultimate impact of the effort on getting arts organizations to place a higher priority on building participation.

IV. REFLECTIONS

The development of a city-based strategy for Wallace Excellence Awards in 2006, coupled with our decision to select grantees primarily for their potential to contribute participation-building lessons, helped remedy several longstanding problems in our arts organization-focused work.

⁵ The fact that some WEA grantees have used market research and others have not was not necessarily a function of their willingness to do so but more a matter of timing. We selected WEA organizations on the strength of pre-existing strategies; some of those strategies were based on market research done before the Wallace grant, while others were not. After joining our initiative, some organizations that had not already done market research chose to do so early enough in the grant period to shape or refine their strategies, but others proceeded straight to implementation.

⁶ Percentages are from the 2009 Wallace survey of 13 START state arts agency officials; officials from 11 of the 13 agencies responded.

Prior to 2006, we chose grantees for the awards and similar initiatives from an invitation-only national pool, which had the unintended effect of excluding many organizations that might have had innovative ideas. The city-based strategy focuses more sharply on seeking out a diverse set of grantees that can help us create a “portfolio” of ideas and information big enough to contain lessons for arts organizations regardless of their size or art form.

Another aspect of this work has been the development in each award city of a “learning network” that gathers together grantees and non-grantees to discuss and share knowledge about participation building. These modestly funded efforts are established and managed by an organization that agrees to work with Wallace, generally a community foundation. Attendance at learning network programs has mostly met expectations, and the organizing groups have made small grants to help non-Excellence Award recipients undertake participation projects. However, the learning networks concept did not include ways to measure progress or results, so we cannot assess just how effective the networks are.

We were slow in recognizing how serious an obstacle the weaknesses in data-gathering and analysis among arts organizations were – both to achieving their participation goals, and to our ability to document and share success stories with the rest of the field.

It was not until 2007 that we provided technical support and funding to grantees to enable them to gather and use data to track their progress toward participation goals and produce solid evidence of their results. As a result, Wallace grant-making to arts organizations has to-date yielded only anecdotal or journalistic accounts of participation-building strategies. Now that we have provided the award organizations assistance in data collection and analysis, it is likely that we will be able to reap widely-useful information for the field. But the lack of data-based success stories until now has made it more difficult to build field-wide acceptance for the idea that participation-building is fully compatible with artistic excellence, has tangible organizational payoffs and therefore ought to be a top priority.

Our two efforts to form partnerships with external arts funders to spread participation – first with community foundations and later with state arts agencies – demonstrated how difficult it is to identify funders that are not only open to making participation-building a priority, but have the capacity, resources and field influence to do so effectively.

Our first partnership effort with 10 community foundations initially seemed a good fit because they were a fast-growing sub-set of philanthropy with strong local ties and considerable interest and experience in collaborating with national foundations. The partnership ultimately fell short, however, in part because those we chose to participate in it lacked the expertise to work on building participation or provide local arts organizations with the needed technical assistance.

In the case of our later partnership with state arts agencies, a key challenge – which we didn’t immediately recognize or address – was the effect of the recession of the early 2000s. With deep state and federal budget cuts a real possibility, the agencies faced the difficulty of navigating rough political waters to ensure they could stay afloat. This meant that they found themselves in the early years of the initiative struggling to make the case for their survival in the political arena while working to refocus their priorities on participation-building as our initiative called for. In that challenging setting, one 2002 decision proved particularly timely: to have Mark Moore, a Harvard University expert in public policy and management, provide the agencies’ leaders with training to more clearly define and articulate the public benefits their agencies could deliver. As previously discussed, state arts agencies that were part of the Wallace initiative have reoriented many of their own policies and practices toward participation building. What remains unclear, however, is whether these small agencies with their limited resources have the clout or the reach to further the ultimate objective of our partnership: influencing arts organizations in their states to prioritize expanding participation. ■

ARTS FOR YOUNG PEOPLE

I. SUMMARY

BACKGROUND

Launched in Dallas in 2006, Arts for Young People is The Wallace Foundation’s youngest major initiative. With its focus on improving arts learning for children whatever the venue – the public school classroom or after-school program – it bridges the foundation’s interests in education and out-of-school time.

The initiative aims to reverse a 30-year decline in children’s arts education that began when municipal fiscal crises led to big cuts in public school arts instruction in the late 1970s. Because of budget constraints today as well – and test-driven demands that teachers spend more time on reading, math and other “core” subjects – many schools continue to marginalize arts education. To help children get the arts instruction they need, Arts for Young People supports “coordinated arts learning efforts,” ventures knitting together schools, city agencies, arts groups and others to work as one to improve arts learning in school, outside it or in both settings. By “improve,” we mean three things: bringing arts instruction to more children, distributing it equitably and ensuring its quality.

The initiative is currently under way in five urban areas. In Boston, Los Angeles County, the Los Angeles Unified School District (a separate jurisdiction from Los Angeles County) and Minneapolis, Wallace is supporting planning efforts. In Dallas, Wallace is supporting measures including instructor training and the development of new curriculum guides to improve the quality of arts instruction in both classrooms and out-of-school time programs.

II. RESULTS

Dallas’ Thriving Minds, a city-wide initiative managed by Big Thought, a nonprofit arts education organization, has become a national model for how to improve arts education for city children. Less than a decade ago, more than half of Dallas’ public elementary school children received limited if any weekly arts instruction; Thriving Minds played a central role in spreading arts education to all Dallas public elementary schools and expanding the time devoted to it to at least 90 minutes weekly, split between music and visual arts. Thriving Minds has also broken ground in assessing the quality of arts instruction and making arts teaching more available outside school.

A major Wallace-commissioned study looking at the coordinated approach, the RAND Corporation’s *Revitalizing Arts Education Through Community-Wide Coordination*, was published in 2008. It documented some successes with six coordinated efforts it examined, but also noted both significant obstacles and risks encountered, including shifting education policies and lack of adequate resources in schools and out-of-school time programs. The report concluded that coordination is “a sometimes powerful, but also fragile approach.”¹

¹ Susan J. Bodilly and Catherine H. Augustine with Laura Zakaras, *Revitalizing Arts Education Through Community-Wide Coordination*, RAND Corporation, 2008, p. 79.

III. REFLECTIONS

Dallas has shown that through community-wide coordination it is possible to make major strides in improving and expanding arts education for children in cities. But this work is no easy undertaking. The roots of the Thriving Minds' initiative go back to the 1990s. Whether its highly coordinated approach, which required time, resources and cooperation from many sources, can be stitched into the civic life of many of the nation's cities is a big unanswered question – especially during economic hard times.

Although improving arts learning through coordinated efforts requires the support of a large swath of community leaders, firm backing from superintendents, principals and other school officials is especially important because the public schools are the only way to reach a majority of a city's children. But city education leaders often have a short tenure – the average for large city urban superintendents is 3.5 years, according to the Council of Great City Schools – and policies can change with them. Those who hope to sustain improvements in arts learning, therefore, will also have to find ways to sustain commitment to arts learning by the city's education leadership.

OUT-OF-SCHOOL TIME LEARNING

I. SUMMARY

BACKGROUND

Millions of American children and teenagers spend their time after school unsupervised, and yet millions of parents say they would enroll their sons and daughters in after-school activities if programs were available.¹ That programs are not is testimony to an enormous missed opportunity for learning and enrichment beyond the school day, especially for young people most in need. To change that picture, Wallace long supported out-of-school time (OST) programs in such places as libraries, urban parks and science museums. However, after assessing our efforts in 1999, we concluded that funding individual programs had had limited long-term impact. This realization prodded us to start thinking about finding sustainable ways to enhance out-of-school time programs throughout cities. The idea was to try to make sure that OST programs were of high enough quality to benefit children and ensure that these quality programs were accessible to families, especially those with the greatest need.

After studying the issue for several years, we wondered if cities could put into place policies and practices that would improve access throughout their communities to high quality OST services. Thus was born our current initiative to work directly with cities to plan and implement citywide strategies – such as data collection and establishment of standards – aimed at increasing participation in OST programs and improving their quality. We launched the initiative first in Providence, Rhode Island in 2003. Within several years, four other cities had joined the effort: Boston, Chicago, New York City and Washington, D.C.

OVERALL ASSESSMENT

Successes: Our identification of necessary elements for building what amounts to citywide OST “systems” – including mechanisms to improve program quality citywide and vehicles for continuously collecting data on basics like how often children participate in programs – has gained the notice of city, state and OST field leaders nationwide. In addition, the initiative has helped focus attention not just on increasing enrollment but also on boosting OST program attendance, an indicator of how well the programs are serving children. Today, our grantees are recognized as national leaders in building citywide OST systems as a means of making high-quality programs available to more children in need.

But: Although access to OST has been boosted, progress in lifting the quality of OST programs has been uneven. Among other things, for much of our initiative we overestimated the ability of OST organizations to improve program quality because we underestimated their need for stronger financial management. And, the prospects for having our work picked up elsewhere are uncertain, especially in light of the weak economy and resulting government budget cuts.

¹ *America After 3PM*, 2009 survey of 30,000 families by the Afterschool Alliance http://www.afterschoolalliance.org/documents/AA3PM_Key_Findings_2009.pdf

II. STRATEGY MILESTONES

2002-2003:

- We launched our new city-based initiative to help build more effective OST systems, using strategies that were highly unusual at the time:
 - requiring the active commitment of top city leaders and cross-agency cooperation;
 - requiring an intensive planning process informed by:
 - mapping of OST programs available to different student populations;
 - market research to understand the needs of parents and students; and
 - creating a management information system to collect data on program quality and student participation.
- Providence and New York City were the two places first chosen to participate in the initial planning required by the initiative.

2004:

- Wallace's board approved five-year implementation funding to Providence and New York City, following successful planning in those sites. The Providence After-School Alliance (PASA), a public-private intermediary agency led by the mayor, was created to manage and coordinate the work in that city. Planning and coordinating in New York City were assumed by a city agency and focused on consolidating the city's OST services, developing outcome measurements and improving program quality.
- *All Work and No Play?*, a Wallace-funded national survey by Public Agenda, drew attention to our new OST work and provided first-of-its kind information about the needs and wishes of parents and children.

2005:

- Planning grants were awarded to three more cities – Boston, Chicago and Washington – to broaden the reach and relevance of the initiative's lessons.
- RAND's *Making Out-of-School Time Matter* provided research-based evidence for Wallace's emerging messages about the importance of quality in securing public funding for OST and the need to build local OST systems.
- Wallace hosted a symposium in Washington, D.C. that gathered more than 100 national field leaders. It featured the new RAND report and early evidence from our initiative that helped stake out Wallace's public position about the importance of improving program quality and of taking the full cost of quality into account.

2006:

- Based on the strength of their business planning, Boston, Chicago and Washington were awarded three-year implementation funding. Plans in those cities had a mix of targeted participants: elementary school-based OST programs in Boston; middle-schoolers in Washington and high school teens in Chicago.
- A staff review led to the decision to place more emphasis on the harder aspects of OST where progress had been slowest, particularly improving program quality.

2007-2008:

- To share emerging lessons with top city leaders, Wallace launched a communications partnership with the National League of Cities.
- The Wallace initiatives in Boston and Washington were greatly expanded in 2008 as the school systems in both cities assumed responsibility for ongoing planning and management and began applying the improvement methods developed by the original Wallace-funded programs in those cities to many more programs.
- *A Place to Grow and Learn* (2008) articulated the key elements of OST system-building and our OST theory of change based on our city-based work.
- With research showing that financial management weaknesses were preventing many OST providers from improving program quality, Wallace launched an initiative in Chicago to provide training and other support to 26 organizations to address those weaknesses.

2009:

- The board approved additional grants to Chicago and Providence for new work to improve program quality on a wide scale and expand on newly developed management information systems to enhance their usefulness.
- We created a first-of-its-kind online OST cost calculator and published a much-awaited study of the costs of providing high-quality OST. Through 2009, some 6,700 website visitors have used the Cost Calculator.
- Recognizing the increasing importance of state-level OST action, we supported the Afterschool Alliance to enhance the ability of statewide OST networks in the four states² where Wallace is working to help spread emerging lessons from our site work and promote effective use by states of OST funding contained in the federal stimulus program.

² Illinois, Massachusetts, New York and Rhode Island

III. RESULTS³

The five Wallace-funded OST efforts have succeeded in putting in place many or all of the key elements of an OST system: strong leadership; continuous planning; a designated coordinating body to lead the effort; a management information system that can provide reliable citywide data on matters including program participation and quality; measures to improve program quality; and efforts to boost participation in programs. We also have seen several signs of growing interest in the system-building approach beyond the cities where we've been working. Membership in the Afterschool Policy Advisers Network of the National League of Cities (a partner of ours) has increased sharply in three years from 22 cities in 2005, to 230 in 2007 to 350 in 2009, for example. And Wallace's report describing the systems approach, *A Place to Grow and Learn*, has become our second most frequently sought publication, with about 31,000 downloads through 2009.

Each of the five cities has found its own way to organize the initiative, depending on its needs and circumstances. Decision-making and funding in New York City, for example, were successfully consolidated under a single municipal agency, while in Providence, the task of coordination was undertaken by a private nonprofit that went on to successfully plan and build a citywide, neighborhood-based infrastructure for middle-school OST where none previously existed. In Boston and Washington, D.C., the locus of coordination shifted over time from nonprofits to the public school system. In Chicago, coordination has been carried out jointly by four city agencies and a major OST program provider.

MANAGEMENT INFORMATION SYSTEMS

All five sites are collecting and using OST programming and participant data, information about matters including enrollment, attendance and demographics. The management information systems the sites have established are becoming the backbone of much of their decision-making, helping cities in such crucial matters as pinpointing programs with declining attendance so that remedies can be found.

But putting management information systems together for OST can be painstaking work, requiring answers to questions including what information the various players in coordinated systems are willing to collect and share with others, and what degree of training staffers at myriad program sites will need to make sure the system is providing up-to-date, accurate information. At the same time, as shown in Chicago – where coordination is shared by five partners – the development of a management information system that all major OST players have a role in shaping can help build the cooperation needed for an enterprise that demands many hands.

PROGRAM QUALITY

Wallace cities are employing a number of methods to improve program quality, including the development of standards, the use of assessments to gauge whether those standards are being met and the provision of OST staff training. They have also found that improving program quality is challenging work. It requires much trust-building and effort to get the organizations that provide OST programs to agree to a common set of quality standards, for example. Smaller OST providers can find it difficult to free up time for staffers to attend professional development sessions. And introducing the most

³ Sources: Wallace staff critical site assessments; draft RAND evaluation of OST progress and site interviews; three-part evaluation of New York City OST initiative by Policy Studies Associates; draft evaluation of Providence AfterZones by Public/Private Ventures; and draft RAND assessment of progress in developing management information systems in eight cities, including all five Wallace-funded OST sites.

Girls get geared up for the lacrosse program run by Chicago-based Girls in the Game, a participant in Wallace's initiative to help strengthen financial management for non-profit out-of-school time program providers.



appropriate set of activities for a particular group of children presents its own set of complications; one area of weakness in some sites, for example, has been a lack of hands-on learning experiences, especially in programs for older children.

Also, even the largest organizations that provide OST programs can suffer from administrative and management weaknesses that can ultimately affect programming. This insight spurred Wallace, in 2009, to launch a new OST initiative aimed squarely at helping leading OST providers in Chicago improve their financial management.

PROGRAM PARTICIPATION

Wallace cities are focusing more attention on increasing children's and teens' average weekly attendance in programs, not just enrollments. The number of days per week participants attend is a telling indicator of program quality, accessibility, effective outreach and the likelihood of producing learning benefits. Progress has proven most difficult for OST programs serving students beyond elementary school age. The Providence effort, for example, succeeded in more than tripling enrollments in after-school programs for middle-school students, but is looking for ways to stave a drop off in enrollment by the oldest children in the programming, eighth graders. In Chicago, the After School Matters teen apprenticeship program is a standout nationwide among programs serving older youth owing to high quality, stipends to attendees and mandatory attendance requirements.

IV. REFLECTIONS

The citywide strategies pioneered by Wallace grantees have shown promise as a way of making quality programs available to more children and have earned national attention. Whether other cities can successfully build similar systems without considerable outside support remains to be seen.

Our initiative – and the systems approach we developed – came at a time of unprecedented attention and funding for OST, particularly with the passage of the federal 21st Century Community Learning Centers program, which provided states with some \$1 billion a year in additional OST funding. Lacking evidence of clear benefits when our initiative began, however, leaders in Wallace-funded sites didn't immediately gravitate to the need for ongoing OST planning. We also know that our initial funding of the efforts was an important factor in getting them started. Thus, while there are clear signs of national interest in our systems approach, such as the popularity of our publications on the issue, it will take continued encouragement for other cities to adopt one or more of its key elements. As cities and states face budget shortfalls, OST system supporters will have to be adept at making a persuasive case for funding for management information systems and other resources that, although important to the OST systems, are a step or two removed from OST programs and children.

Developing sustainable ways to improve OST program quality remains a tough challenge.

A key benefit of the system-building approach has been that it has given city leaders a strong factual basis to pinpoint the number of children being served, program shortcomings and obstacles to improvement. These include weak financial management at even the largest OST providers, uncertain public revenue streams, and difficulty attracting and retaining high-quality OST program staff. Wallace and its partner cities have taken steps to begin to address these issues – by developing citywide quality measures, for example. Nonetheless, it remains unclear whether cities or OST organizations themselves will be able to go far enough to devote the necessary resources to achieve sustained, wide-scale quality improvements. Nor is it clear whether cities will adopt tough enough accountability measures to ensure that scarce public dollars go only to quality programs.

School systems and their leaders can be invaluable allies in building citywide OST systems and promoting participation. But the relationship can also carry risks.

Because school buildings are often the places that house out-of-school time programs, principal and superintendent buy-in and cooperation are important signs of successful system-building. School leaders can provide much-needed political support and pipelines to parents and students. They can also offer OST programs facilities and, in cities like Providence, bus transportation for OST participants. In Boston and Washington, school districts and their leaders have assumed more management and data-gathering responsibilities over city-funded OST programs. A potential risk for OST providers, however, is that the more closely their public value becomes tied to school system agendas, the more possible it is that over time they may be judged – and supported or not – by whether they can prove they contribute measurably to school agendas. It's therefore important to ensure that alliances between schools and OST providers preserve what has been a great strength of OST: the ability to provide a variety of enrichment activities.

Girls play jump rope in the summer sports and leadership camp run by Chicago-based Girls in the Game, a participant in Wallace's initiative to help strengthen financial management for non-profit out-of-school time program providers.



I. SUMMARY

BACKGROUND

In 2000, Wallace had a solid reputation as a major funder and for being “smart and strategic” in its fields of interest. But our annual report essay that year, titled “Beyond Money,” signaled our intention to radically reshape that reputation: from a foundation whose chief asset was the money we had to give away to one dedicated to using the power of ideas to help leaders in particular fields bring about beneficial changes. Three years later, that redefinition of our role was given more tangible expression when – in a step unusual at the time for a foundation – we developed a unified brand that encompassed all of our work and positioned us as a source of effective ideas and practices. In addition, we recognized that in order to be relevant to field leaders, we needed to expand and diversify our range of publications and other knowledge products to meet users’ needs and make it easier for others to find our ideas. We revamped our website and anchored it on a “Knowledge Center” housing our growing library of Wallace reports and other publications. And we intensified our other strategies for knowledge-sharing in a number of ways, including designing conferences more deliberately around the exchange of ideas, working with membership organizations to reach constituencies related to our goals and underwriting media coverage.

OVERALL ASSESSMENT

Successes: We have issued close to 200 reports and other publications since 2000, and annual downloads of these works have risen more than 60-fold since 2003 to nearly 200,000. Thanks to an updated website and a range of other communications devices, we have also become much more adept at sharing our ideas with key audiences. Moreover, we have greatly extended our reputation and reach to both grantees and non-grantees in the three fields we concentrated on for much of the decade: education, the arts and out-of-school time learning. Field leaders now compare us favorably with other information sources, according to periodic surveys we commissioned from an independent source, AED (formerly the Academy for Educational Development).

But: At the same time, we have found that it is difficult to translate complicated research findings into brief, practical formats, and that we have not always done enough to make our commissioned research as accessible as possible.

II. STRATEGY MILESTONES

1999:

- Wallace reorganized to create multi-disciplinary teams to ensure that communications, program and evaluation expertise would be applied to the planning and implementation of our focus area work.

2000:

- We launched our education leadership initiative with a national awareness campaign including a six-city “road show,” a Washington news conference and our first national conference on education leadership in New York City (subsequent national conferences were held in 2002, 2007 and 2009).

2001-2003:

- Wallace funded the Hechinger Institute on Education and the Media to conduct seminars for journalists on covering education leadership, our first direct effort to inform media coverage.
- The Arts4AllPeople website was launched to share arts participation success stories and create a “virtual community” for practitioners to share ideas; the site was shut down and its contents shifted to the Wallace website in 2004 as part of our strategy to have a single foundation brand.
- A new foundation-wide brand strategy was launched, based on research showing that while we hadn’t yet solved a “bottleneck” in getting knowledge out to key audiences quickly, we were still well-regarded in our chosen fields and had “permission” from them to identify ourselves as a source of useful ideas.
- Wallace published its first research synthesis using the new brand – *Beyond The Pipeline: Getting the Principals We Need, Where They Are Needed Most* – designing the publication to give the foundation’s point of view in an area of growing expertise.

2004:

- Wallace launched its new website featuring a new logo, brand system and “Knowledge Center.”
- We began pay-per-click advertising to increase the visibility of our website and encourage visitors seeking information on our topics to visit the Knowledge Center.

2005:

- Demonstrating the growing attention within the philanthropic community to Wallace’s grantmaking approach, a presentation by Foundation President Christine DeVita at the Council on Foundations annual

convention on how to measure foundation impact drew approximately 400 people.

- This led to a Wallace publication, *How Are We Doing? One Foundation’s Efforts to Gauge Its Effectiveness.*”
- For the first time, we used a multi-city informational “road show” to draw wide attention to a major Wallace-commissioned study (RAND’s *Gifts of the Muse*). This more intensive strategy was later used to draw attention to other major publications.

2006:

- *Creative Philanthropy: Toward a New Philanthropy for the Twenty-First Century* included a case study of Wallace’s approach for achieving philanthropic impact.
- *Leadership for Learning*, the first in a new product line called Wallace Perspectives, made public our education leadership theory of change.

2007-2008:

- Wallace’s efforts to improve our grantee relations and our non-monetary assistance were the subjects of two case studies by The Center for Effective Philanthropy.
- Demonstrating the power of social media to drive awareness, Wallace hosted a highly-successful blog on arts education on artsjournal.com that generated 18,000 visits and 5,000 downloads of the Wallace-commissioned RAND study *Cultivating Demand for the Arts*.
- *Education Leadership: A Bridge to School Reform*, the first in a series of conference reports, proved exceptionally popular and became a model for other publications aimed at sharing Wallace conference proceedings more broadly.

2009:

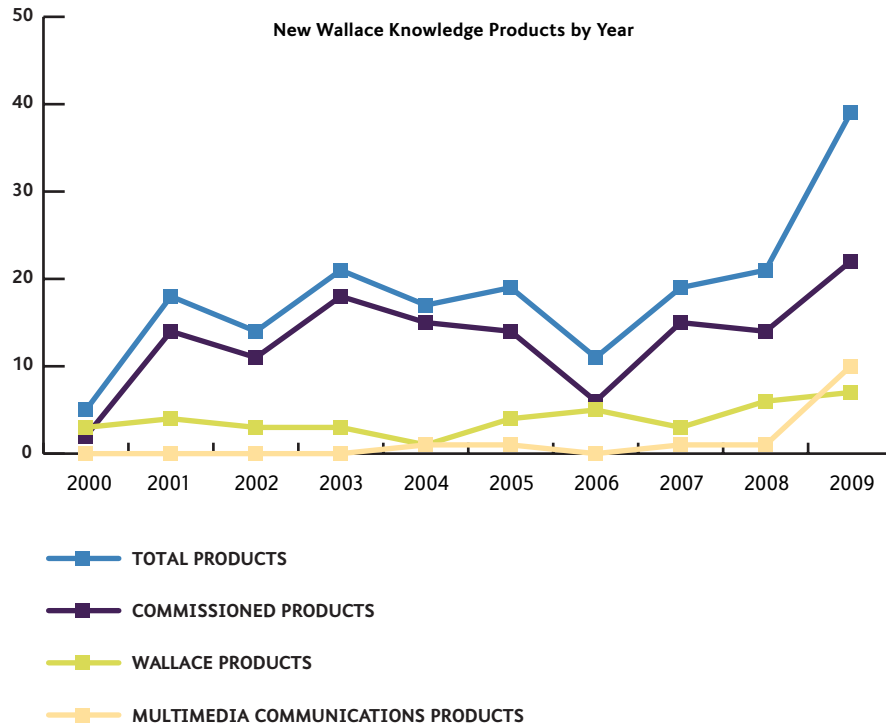
- A Wallace-supported film, *The Principal Story*, premiered on PBS and attracted strong response from practitioners and others to the topic of leadership. We created a special section at our website to publicize the film and related resources.
- To encourage use of a research study on the cost of quality out-of-school time, we launched an online OST cost calculator which as of the end of 2009 had attracted more than 6,700 users.
- Wallace’s 2008 annual report for the first time was based on the contents of our internal State of the Foundation report, thus providing a more public accounting of our progress toward philanthropic goals.
- In the fall, we began “tweeting” on Twitter, our first systematic use of social media.

III. RESULTS

DEVELOPING USEFUL KNOWLEDGE¹

Wallace has greatly expanded both the number and the variety of publications and other knowledge products it has helped develop, including more writing and publishing that provide Wallace's point of view. Grantees and non-grantees say they value our products for their usefulness.

- Since 2000 we have commissioned or ourselves written 183 publications: 79 in education; 46 in the arts; 29 in OST; 16 in philanthropic sector issues; and 13 on other topics. In 2009, we greatly expanded our product line to include a significant number of new multimedia and interactive products on our website.
- Surveys between 2005 and 2009 indicate high levels of satisfaction among field leaders with Wallace-commissioned or produced publications but also indicate a desire for accompanying practical information that could provide guidance on how to put ideas into effect.



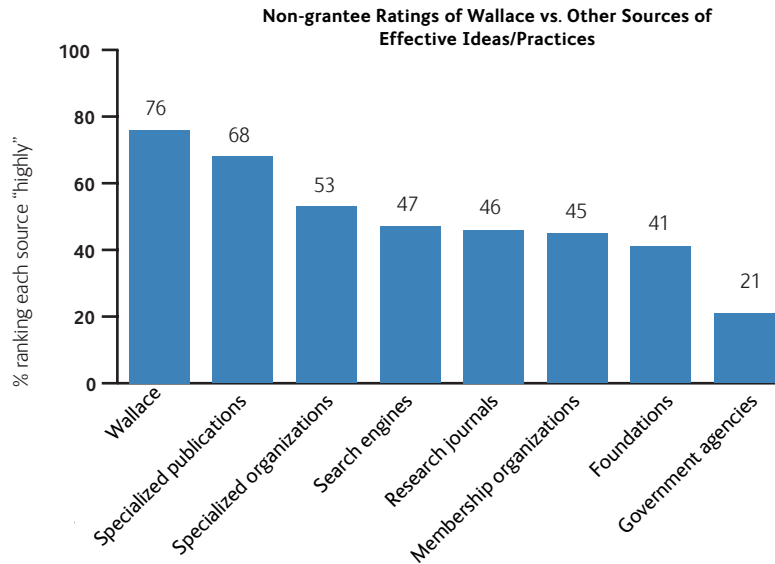
SHARING KNOWLEDGE²

Wallace has expanded its reach to key audiences by using a wider range of communications strategies – including an upgraded website, speaking engagements, conferences that were more knowledge-focused and a growing number of partnerships – to share lessons.

- Downloads from our website have risen from 3,000 in 2003 to 190,000 in 2009, propelled by print and online advertising, promotional brochures, e-mail alerts and other techniques to let visitors know what is on the site.

¹ Sources: Online and telephone surveys of non-grantees about satisfaction with Wallace publications by the Academy for Educational Development (AED), 2005, 2006, 2007, 2009; Wallace online survey of website visitors; surveys by Wallace staff of education grantees in 2008-2009.

² Sources of evidence: AED surveys of non-grantees; Wallace staff analyses.



- The proportion of non-grantee leaders giving high marks to Wallace’s ability to share effective ideas rose from just 27 percent in 2004 to 71 percent in 2009.
- Since 2007 we have expanded the number of communication partnerships we have with key membership and professional groups to help share what we have learned with field leaders. We now have about a dozen such partnerships³ in all.

REPUTATION AND INFLUENCE⁴

Field leaders say they value Wallace as a source of effective ideas and practices – and there is evidence that leaders have found these ideas useful in their own work.

- Surveyed non-grantee leaders who rank Wallace highly⁵ as a source of effective ideas and practices increased from 39 percent in 2004 to 76 percent in 2009. They also ranked Wallace above other sources of information including membership organizations, specialized organizations, government and research journals.
- Wallace-commissioned or authored publications have been cited nearly 2,000 times in various publications: 1,079 in education leadership; 590 in arts; and 310 in OST.

IV. REFLECTIONS

Our decision to focus our outreach strategies on a limited number of thought leaders and influencers – rather than on a much broader band of potential audiences including the public – was effective.

This decision dictated the kinds of knowledge products we produced, our website design, the communication partnerships we developed, our speaking engagements, advertising and the way we positioned ourselves. It also reflected, and perhaps reinforced, our decision that given limited resources, we were more likely to help catalyze positive change by pursuing a “top-down” strategy to inform the thinking of policymakers, practitioners and influencers, rather than a broader “bottom-up” change strategy that relies on public pressure to drive positive change. A trade-off

³ A few examples of these communication partnerships include: the National League of Cities in OST; the National Staff Development Council in education; and Americans for the Arts in arts participation and our newer arts learning work.

⁴ Sources of evidence: AED surveys of non-grantees; 2008 Grantee Perception Report by the Center for Effective Philanthropy; Wallace staff analyses.

⁵ “Ranked highly” means that in the AED surveys they rated Wallace as a 4 or 5, on a scale of 1-5.

from this decision to limit our target audiences, however, has been that much of the public and the media are unfamiliar with what we have learned.

For the first half of the decade, we at times overestimated both the ability and the motivation of our grantees and other partners to assume the bulk of the burden for sharing emerging lessons with others.

In our Leadership and Excellence in Arts Participation (LEAP) initiative, for example, we relied excessively on busy arts organizations to carry out the work of gathering and communicating lessons on participation-building to their peers – and we did not do enough to credibly capture results and share them. And in a number of our strategic partnerships with member organizations in our initiative fields, we put too heavy a burden on our partners to adapt or synthesize Wallace research in ways that were useful to their constituents.

Creating effective networks of grantees – either online or through in-person conferences – to ensure that research and ideas are informing action is a worthwhile strategy but extremely resource-intensive.

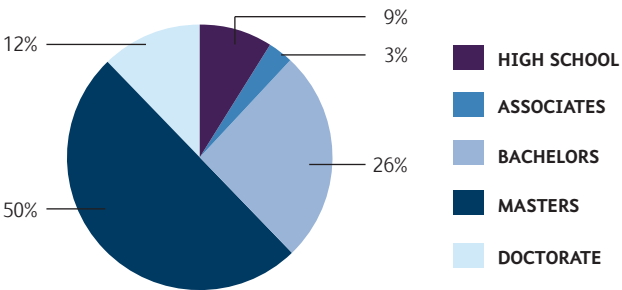
Our experiences in creating and managing various online grantee information networks – for example, the Education Leadership Action Network and online communities for the START initiative and Leading Change Learning Community – showed that they work when well-connected to the ongoing work of grantees and when they have low technical barriers for participation. Similarly, participant surveys show that our in-person grantee conferences have been highly valued by our grantees as a means of exchanging ideas, new knowledge and effective practices with their peers and outside experts. But they have also proved very costly in staff and financial resources. At a time of limited resources, it will be important to craft strategies that make the best use of a mix of online and interpersonal gatherings to help grantees learn from their peers and others.

WORKPLACE

The results Wallace has achieved over the last decade have rested on our ability to create and maintain an environment in which a diverse, knowledgeable and experienced staff can contribute fully to our mission. To ensure that our initiatives are informed by a variety of perspectives, we work in teams with representatives from our program, research and evaluation, and communications units. As our emphasis on measuring and analyzing the results of our work has grown stronger over the 10 years, so have our efforts to adopt the habits of what management experts call a “learning organization:” an enterprise whose employees continually seek knowledge and information to advance the venture by, among other means, deliberately learning from the organization’s failures, and identifying and building on its successes. For example, we regularly conduct formal reviews of major projects both while they are under way and at their conclusion.

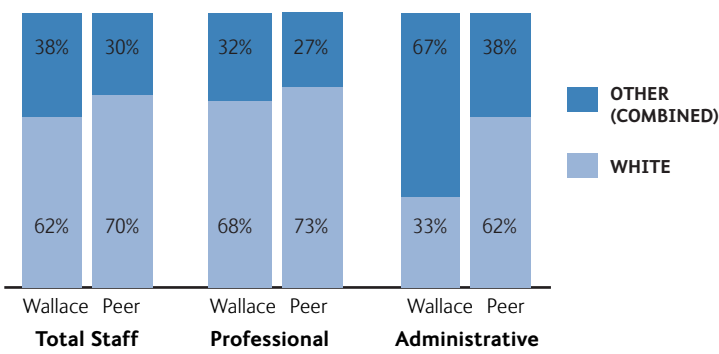
EDUCATION

Ninety-one percent of our staff have post-secondary degrees; 62 percent have advanced degrees.



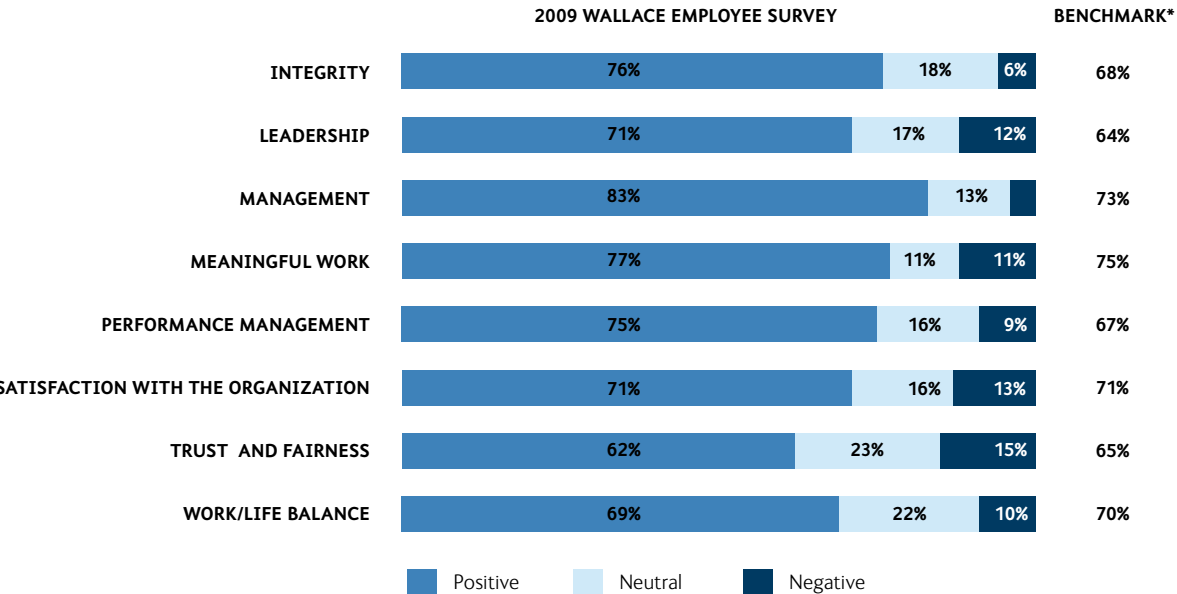
DIVERSITY

Wallace has significantly more diverse administrative staff than peer foundations and is about on par overall.



WORK ENVIRONMENT

Wallace compared itself to the *Fortune* “100 Best Companies to Work For.” Of particular note are high ratings in areas including how meaningful employees find their work and their belief in the organization’s integrity and ethics in achieving its aims.



*Benchmark represents the percentage of surveyed employees on *Fortune* magazine’s “100 Best Companies to Work for” list who rated each attribute as positive.

NEW PUBLICATIONS AND MULTIMEDIA RESOURCES FROM WALLACE

Downloadable for free at www.wallacefoundation.org

EDUCATION LEADERSHIP

PUBLICATIONS

LEADING FOR CHANGE: NEW TRAINING OPPORTUNITIES FOR EDUCATION'S EXECUTIVES

The Wallace Foundation. Wallace "Story from the Field" profiles Harvard and University of Virginia programs to strengthen state and district leaders.

ASSESSING THE EFFECTIVENESS OF SCHOOL LEADERS: NEW DIRECTIONS AND NEW PROCESSES

The Wallace Foundation. Wallace Perspective describes the elements of a new direction in leader assessment and introduces several newly-developed tools being tested.

STRONG LEADERS STRONG SCHOOLS: 2008 STATE LAWS

National Conference of State Legislatures. Second annual roundup of state laws enacted during the 2008 legislative sessions related to strengthening school leadership.

LEADING CHANGE HANDBOOK: CONCEPTS AND TOOLS

Guidebook detailing six field-tested tools to help leaders carry out and sustain needed institutional change.

THE DISTRICT LEADERSHIP CHALLENGE: EMPOWERING PRINCIPALS TO IMPROVE TEACHING AND LEARNING

Southern Regional Education Board. An examination for school districts of seven ways to improve the working conditions of principals so that they can better support learning.

STATE STRATEGIES FOR TURNING AROUND LOW-PERFORMING SCHOOLS AND DISTRICTS

National Association of State Boards of Education. Policy brief on state-level strategies for turning around struggling schools and districts.

THE NEW YORK CITY ASPIRING PRINCIPALS PROGRAM: A SCHOOL-LEVEL EVALUATION

Institute for Education and Social Policy, New York University. Evaluation compares student outcomes in schools led by graduates of the NYC Leadership Academy with other schools.

RESEARCH FINDINGS TO SUPPORT EFFECTIVE EDUCATIONAL POLICYMAKING: EVIDENCE AND ACTION STEPS FOR STATE, DISTRICT AND LOCAL POLICYMAKERS

The Wallace Foundation. A brief on research findings that can help state and district leaders succeed in meeting new federal education reform priorities.

HOW LEADERS INVEST STAFFING RESOURCES FOR LEARNING IMPROVEMENT

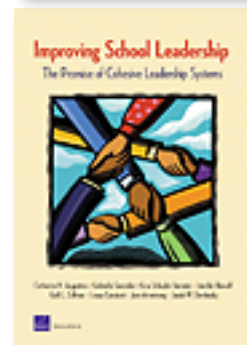
Center for the Study of Teaching and Policy, University of Washington. Strategies for leaders to bring staffing resources to bear more equitably to improve learning for all students.

LEADERSHIP FOR LEARNING IMPROVEMENT IN URBAN SCHOOLS

Center for the Study of Teaching and Policy, University of Washington. How school leaders can frame an agenda of better student learning and high expectations in demanding urban districts.

IMPROVING SCHOOL LEADERSHIP: THE PROMISE OF COHESIVE LEADERSHIP SYSTEMS

RAND Corporation. An in-depth evaluation describing the payoffs and challenges as states and districts work to collaborate more closely on policies to improve school leadership.



EVALUATION OF THE SCHOOL ADMINISTRATION MANAGER PROJECT

Policy Studies Associates, Inc. Independent study finds promise as well as challenges in a new approach to help school principals devote more time to instructional matters.

NEW MEDIA

THE PRINCIPAL STORY PROJECT. Web discussion guides and videos for developing school leadership. A companion to *The Principal Story*, a Wallace-funded PBS documentary film.

EDUCATION LEADERSHIP: AN AGENDA FOR SCHOOL IMPROVEMENT. Video highlights from a Wallace Foundation national conference in Washington, D.C., October 2009.

SCALE AND SUSTAINABILITY OF EDUCATION LEADERSHIP REFORM. Webinar hosted by The Wallace Foundation, March 2009.



BUILDING APPRECIATION AND DEMAND FOR THE ARTS

PUBLICATIONS

INCREASING ARTS DEMAND THROUGH BETTER ARTS LEARNING

The Wallace Foundation. Wallace “Knowledge in Brief” argues for stronger commitment to arts learning and describes a promising new “coordinated” approach.

THE QUALITIES OF QUALITY: UNDERSTANDING EXCELLENCE IN ARTS EDUCATION

Project Zero, Harvard Graduate School of Education. Researchers from a Harvard unit that explores learning processes examine challenges in achieving and sustaining quality arts learning.

ENGAGING AUDIENCES

The Wallace Foundation. Report from a Wallace conference describes how some arts groups are persevering in building their audiences even in tough times.

RESEARCH INTO ACTION: PATHWAYS TO NEW OPPORTUNITIES

Greater Philadelphia Cultural Alliance. Report highlights data used to help Philadelphia move people from mere attendance at arts events to deeper engagement with the arts.

NEW MEDIA

ADAPTING TO AN UNCERTAIN ECONOMIC CLIMATE. Podcast of a plenary session at a Wallace Foundation conference, “Engaging Audiences,” April 2009.

ACCESS, EQUITY AND QUALITY IN ARTS LEARNING: CONFERENCE HIGHLIGHTS. PowerPoint presentation from the *AEQ: Access, Equity and Quality in Arts Learning* conference, June 2009.



OUT-OF-SCHOOL TIME LEARNING

PUBLICATIONS

THE COST OF QUALITY OUT-OF-SCHOOL-TIME PROGRAMS

Public/Private Ventures, The Finance Project. Path-breaking examination of the range of costs of quality OST programs to help in planning and budgeting.



FINANCIAL STRATEGIES TO SUPPORT CITYWIDE SYSTEMS OF OUT-OF-SCHOOL TIME PROGRAMS

National League of Cities' Institute for Youth, Education, and Families. Guide for municipal leaders and others about strategies and funding sources for financing citywide OST systems.

OPPORTUNITY IN HARD TIMES: BUILDING OUT-OF-SCHOOL TIME LEARNING SYSTEMS THAT LAST

The Wallace Foundation. Report on a Wallace conference that probed how to sustain citywide systems of quality out-of-school time learning opportunities, even in hard times.

EVALUATION OF THE BEACON COMMUNITY CENTERS MIDDLE SCHOOL INITIATIVE: REPORT ON THE FIRST YEAR

Policy Studies Associates, Inc.. First of three reports on New York City's efforts to improve and expand OST programming for middle school students in Beacon community centers.

INVESTMENTS IN BUILDING CITYWIDE OUT-OF-SCHOOL-TIME SYSTEMS: A SIX-CITY STUDY

Public/Private Ventures, The Finance Project. Examination of investments six cities are making to create systems to provide quality after-school opportunities to more children and teens.

THINKING ABOUT SUMMER LEARNING: THREE PERSPECTIVES

Child Trends, National Summer Learning Association, The Wallace Foundation. Three looks at how to improve and expand summer learning programs for disadvantaged urban children.

EVIDENCE OF PROGRAM QUALITY AND YOUTH OUTCOMES IN THE DYCD OUT-OF-SCHOOL TIME INITIATIVE: REPORT ON THE INITIATIVE'S FIRST THREE YEARS

Policy Studies Associates, Inc. Final report in a three-year evaluation of New York City's effort to improve OST opportunities looks at participation levels, program quality and youth outcomes.

NEW MEDIA

QUALITY OUT-OF-SCHOOL TIME COST CALCULATOR. Web tool to figure out the costs of a variety of high quality out-of-school time programs. A companion to the *Cost of Quality* report.

THE COST OF QUALITY OUT-OF-SCHOOL TIME PROGRAMS. Webinar hosted by The Wallace Foundation, March 2009.

REDUCING SUMMER LEARNING LOSS: IMPLEMENTING SUCCESSFUL PROGRAMS. Webinar co-hosted by The Wallace Foundation and the National League of Cities, November 2009.

INVESTMENTS IN BUILDING CITYWIDE OUT-OF-SCHOOL-TIME SYSTEMS. Webinar hosted by The Wallace Foundation, December 2009.

ADVANCING PHILANTHROPY

AIMING FOR EXCELLENCE AT THE WALLACE FOUNDATION

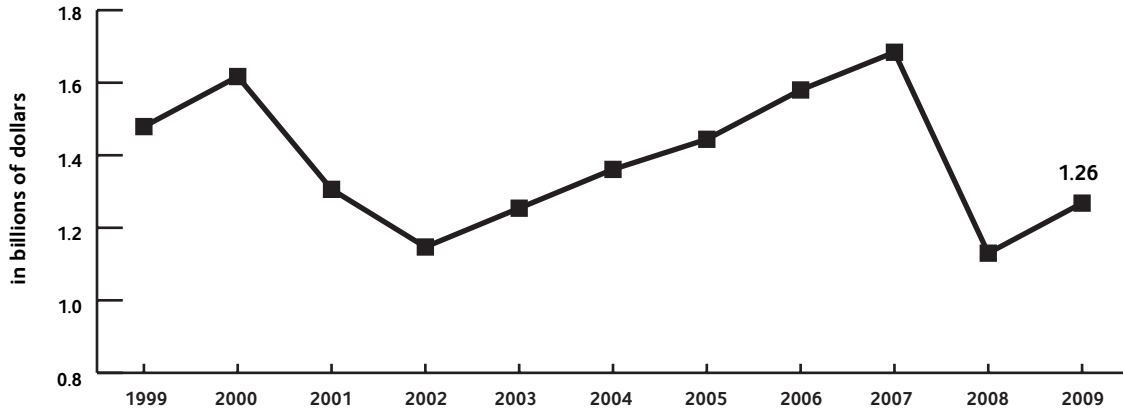
Center for Effective Philanthropy. Update of a look at how Wallace has used grantee surveys to strengthen grantee relationships and make "dramatic improvements" in hard-to-tackle areas.



FINANCIAL OVERVIEW

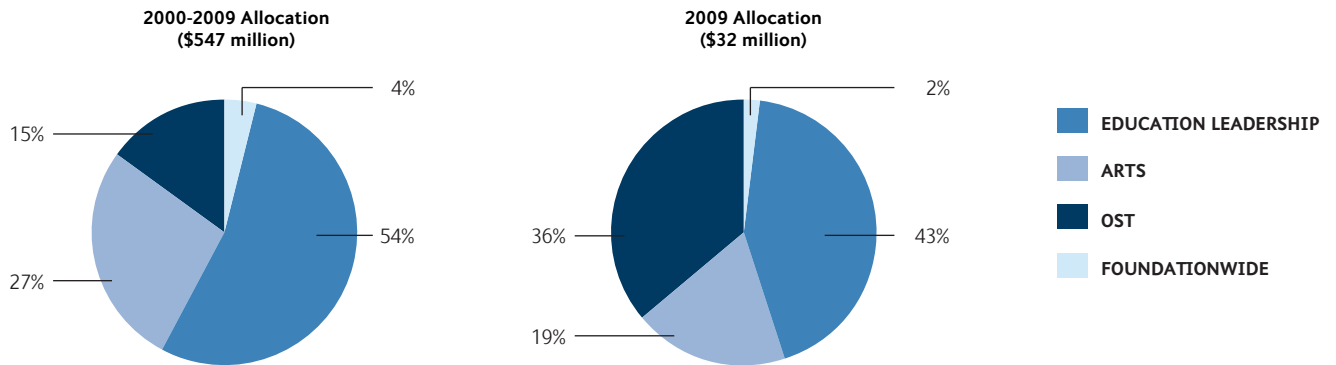
INVESTMENT ASSETS

Our portfolio totaled \$1.268 billion as of December 31, 2009, which increased by \$138 million compared to the prior year-end after deducting \$62 million in 2009 grants and expenses. Over the last ten years we also paid \$630 million in grants and expenses.



RESOURCE ALLOCATION OF GRANTS AND RELATED EXPENSES

Grant allocations among our three focus areas have depended upon our strategic choices – whether we are maintaining an existing program, planning for a future effort or implementing a new strategy. Of the \$547 million in total grants and related expenses awarded over the past ten years, 90 percent went to fund our site work, 6 percent went to research and evaluation efforts and 4 percent went to communication projects. The relatively large proportion of 2009 grants and related expenses for the education work was primarily the result of a four-year, \$10 million grant to Harvard University to establish a doctoral program in education leadership. The Out-of-School Time Learning (OST) allocation for 2009 included grants and contract payments for the strengthening financial management initiative and a new summer learning initiative. The relatively small proportion of arts grants and related expenses was the result of not selecting any new Wallace Excellence Award grantees. Grants approved in 2009 relate to our Arts for Young People initiative.



PROGRAM EXPENDITURES & COMMITMENTS

The following tables describe and list the expenditures and commitments made in 2009 to advance Wallace’s work in its focus areas of education leadership, out-of-school time learning and building appreciation and demand for the arts. In each of these areas, our approach and expenditures are grouped under two main strategic categories: Develop Innovation Sites, and Develop and Share Knowledge.

- **DEVELOP INNOVATION SITES** — We invest in, and work closely with, selected sites to help them plan and test out new approaches to addressing the change goals to which we have mutually agreed. These sites can provide us and the broader field with insights into what ideas are or are not effective and what conditions support or impede progress.
- **DEVELOP AND SHARE KNOWLEDGE** — In concert with our innovation site work, we develop and spread lessons that can improve practice and policy using research and a range of communications strategies. These activities both enhance the work in our funded sites and hold the potential to expand opportunities for people and institutions nationwide.



Our goal is to develop and test approaches in state and district sites that can improve the quality of leadership and leaders’ impact on teaching and learning; capture lessons from our sites and funded research; and share them within our network and beyond to strengthen the work of our states and districts and enable other sites that will never receive our funding to benefit.

1. DEVELOP INNOVATION SITES

Our funding to innovation sites is differentiated so that the largest share of our resources goes to states and districts making the most progress. Our funding now falls under three categories:

1. “Cohesive Leadership System” Sites – consolidated state-district grants to those making the most progress towards connecting state and district policies affecting leadership standards, training and conditions;
2. “Aligned System of Leader Development” Sites – grants to states or districts that have made significant progress in creating a high-quality leadership development system; and
3. “Leadership Network” Sites – enabling the remaining states and districts to stay connected to the leadership improvement work supported by Wallace.

Organization / IRS name, if different (City, State)	APPROVED 2009	PAID 2009	FUTURE PAYMENTS
“COHESIVE LEADERSHIP SYSTEM” SITES (GROUPED BY STATE):			
DELAWARE			
DELAWARE DEPARTMENT OF EDUCATION (Dover, DE)	–	1,500,000	–
GEORGIA			
GEORGIA PARTNERSHIP FOR EXCELLENCE IN EDUCATION (Atlanta, GA) (Original grant of \$3.8 million approved in 2008 to University System of Georgia Foundation, Inc., \$1.9 million of which was paid in 2008; remaining \$1.9 million transferred/paid to GPEE in 2009)	–	1,900,000	–
ILLINOIS			
ILLINOIS STATE UNIVERSITY / The Board of Trustees of Illinois State University (Normal, IL)	–	1,000,000	1,000,000
IOWA			
IOWA DEPARTMENT OF EDUCATION (Des Moines, IA)	–	1,225,000	–
KENTUCKY			
JEFFERSON COUNTY PUBLIC SCHOOLS (Louisville, KY)	–	950,000	950,000

	APPROVED 2009	PAID 2009	FUTURE PAYMENTS
LOUISIANA			
STATE OF LOUISIANA OFFICE OF THE GOVERNOR (Baton Rouge, LA)	–	1,125,000	275,000
MASSACHUSETTS			
MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION (Malden, MA)	–	1,500,000	500,000
NEW MEXICO			
STATE OF NEW MEXICO DEPARTMENT OF FINANCE AND ADMINISTRATION (Santa Fe, NM)	–	850,000	850,000
NEW YORK			
THE UNIVERSITY OF THE STATE OF NEW YORK / The University of the State of New York Regents Research Fund (Albany, NY)	–	850,000	850,000
OHIO			
OHIO DEPARTMENT OF EDUCATION (Columbus, OH)	–	1,470,000	–
"ALIGNED SYSTEM OF LEADER DEVELOPMENT" SITES:			
INDIANA			
FORT WAYNE COMMUNITY SCHOOLS (Fort Wayne, IN)	–	550,000	–
MICHIGAN			
WESTERN MICHIGAN UNIVERSITY (Kalamazoo, MI)	–	900,000	–
MISSOURI			
MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION (Jefferson City, MO)	–	1,000,000	–
OREGON			
OREGON DEPARTMENT OF EDUCATION (Salem, OR)	–	1,000,000	–
RHODE ISLAND			
PROVIDENCE SCHOOL DEPARTMENT AND THE PROVIDENCE PLAN (Providence, RI)	–	600,000	–
WISCONSIN			
STATE OF WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION (Madison, WI)	–	1,000,000	–
"LEADERSHIP NETWORK" SITES:			
ALABAMA			
STATE OF ALABAMA DEPARTMENT OF EDUCATION (Montgomery, AL)	75,000	75,000	–
INDIANA			
INDIANA DEPARTMENT OF EDUCATION (Indianapolis, IN)	75,000	75,000	–
KANSAS			
STATE OF KANSAS DEPARTMENT OF EDUCATION (Topeka, KS)	75,000	75,000	–
MISSISSIPPI			
STATE OF MISSISSIPPI DEPARTMENT OF EDUCATION (Jackson, MS)	75,000	75,000	–
RHODE ISLAND			
RHODE ISLAND STATE DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION (Providence, RI)	75,000	75,000	–
VIRGINIA			
FAIRFAX COUNTY PUBLIC SCHOOLS (Falls Church, VA)	75,000	75,000	–

PARTNER ORGANIZATIONS – The following four organizations will continue to assist our strongest sites in their work, but are putting the majority of their emphasis on sharing lessons about leadership improvement with their members.

	APPROVED 2009	PAID 2009	FUTURE PAYMENTS
COUNCIL OF CHIEF STATE SCHOOL OFFICERS (Washington, DC)	–	500,000	–
NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION (Alexandria, VA)	–	275,000	–
NATIONAL CONFERENCE OF STATE LEGISLATURES (Denver, CO)	–	275,000	–
NATIONAL GOVERNORS’ ASSOCIATION CENTER FOR BEST PRACTICES (Washington, DC)	–	225,000	–

The following organizations will continue to offer a range of other assistance to Wallace-funded sites:

EDUCATION DEVELOPMENT CENTER, INC. (Newton, MA) – To strengthen the instrument used to assess the quality of our sites’ leader training programs, assist selected sites in improving their leader training programs and contribute expertise to Wallace’s Leadership Issue Groups. The Center will also continue to manage and improve the Wallace Education Leadership Action Network (ELAN) website, an interactive information exchange arm of www.wallacefoundation.org focused exclusively on the education leadership initiative.	–	700,000	–
SOUTHERN REGIONAL EDUCATION BOARD / Board of Control for Southern Regional Education (Atlanta, GA) – To continue to provide assistance to its 16-state network, eight of which are Wallace grantees, in redesigning and improving their statewide leadership preparation programs and policies. SREB will also prepare an updated “benchmarking” report assessing these states’ progress, and three “issue reports” on leadership topics.	–	400,000	–

2. DEVELOP AND SHARE KNOWLEDGE

These investments are designed to reinforce the state-district work by developing a knowledge base and by raising awareness of the lessons being learned through our site-based work and research efforts.

DEVELOP A KNOWLEDGE BASE			
EDUCATION DEVELOPMENT CENTER, INC. (Newton, MA) – To evaluate Wallace-funded districts’ efforts to use their power as consumers to influence universities’ leadership training programs so that they are of higher quality and are more responsive to district needs and conditions.	–	400,000	–
NATIONAL SCHOOL BOARDS ASSOCIATION, INC. (Alexandria, VA) – To fund a national survey of school board members, with the goal of using the survey to focus members on the role of leadership, including their own, in lifting student performance.	–	100,000	–
RAND CORPORATION (Santa Monica, CA) – To evaluate Wallace-funded states’ and districts’ development of a cohesive leadership system and to analyze the accomplishments and limitations of what states can do to strengthen school leadership.	–	800,000	–
POLICY STUDIES ASSOCIATES, INC. (Washington, D.C.) – To evaluate the Wallace-funded School Administration Manager Project.	550,000	550,000	–
POLICY STUDIES ASSOCIATES, INC. (Washington, D.C.) – To evaluate Wallace-supported executive leadership programs at Harvard University and the University of Virginia.	500,000	500,000	–
SHARE LESSONS			
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (Arlington, VA) - To work in partnership with Wallace to help bring leadership to the forefront of school improvement agendas and encourage the association’s constituencies to explore our resources and research.	–	150,000	–
INSTITUTE FOR LEARNING AT THE UNIVERSITY OF PITTSBURGH / University of Pittsburgh Office of the Comptroller (Pittsburgh, PA) –To help it make its well-regarded leadership training materials developed through previous Wallace funding more broadly accessible.	–	250,000	–
WALLACE EDUCATION COMMUNICATIONS PLAN – To help share what the Foundation has learned about effective leadership with education policymakers and practitioners.	284,000	284,000	–

	APPROVED 2009	PAID 2009	FUTURE PAYMENTS
WALLACE NATIONAL CONFERENCE – To support Wallace’s 2009 Education Leadership: A Bridge to School Improvement conference in Washington, D.C.	392,000	392,000	–
RAISE AWARENESS THROUGH PUBLIC ENGAGEMENT			
ETHNO PICTURES, NFP (Chicago, IL) – For the distribution agreement for the Wallace-funded documentary The Principal Story.	175,000	175,000	–
LEARNING MATTERS, INC. (New York, NY) – To support several news segments on The NewsHour with Jim Lehrer on PBS covering the efforts by school leaders in New Orleans and Washington, DC to improve their school systems.	–	250,000	–
OTHER EDUCATION PROJECTS			
THE BRIDGESPAN GROUP, INC. (Boston, MA) – To conduct a study of school district readiness to support projects and issues related to talent management and improved summer learning.	500,000	500,000	-
FSG SOCIAL IMPACT ADVISORS / FSG, Inc. (Boston, MA) – To gather information about the current supply of and demand for school turnaround specialists, as well as the availability and quality of training programs for that emerging leadership specialty.	150,000	150,000	-
GREATER NEW ORLEANS EDUCATION FOUNDATION (New Orleans, LA) – To develop a report on integrated education and social services in New Orleans.	25,000	25,000	-
HARVARD UNIVERSITY / President and Fellows of Harvard College (Cambridge, MA) – To create the Wallace Fellowship Endowment Fund at the Harvard Graduate School of Education.	10,000,000	2,500,000	7,500,000
NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS, INC. (Arlington, VA) – To contribute to the development of a national certification process for effective principals.	500,000	500,000	-
NEW SCHOOLS VENTURE FUND / New Schools Fund (San Francisco, CA) – To provide partial support for a meeting on turning around schools.	22,000	22,000	-

OUT-OF-SCHOOL TIME LEARNING

Our goal is to develop and test ways in which cities can plan and implement strategies that increase overall participation in high-quality out-of-school time (OST) programs so that children and youth, especially those with the highest needs, attend often enough to gain developmental benefits.

1. DEVELOP INNOVATION SITES

We are supporting efforts in cities to develop and test coordinated, citywide approaches to increasing participation in high-quality out-of-school time learning opportunities. The following organizations received funding to manage and promote this work:

AFTER SCHOOL MATTERS (Chicago, IL) – To expand the capabilities of the OST project’s information technology system and to expand an effort to improve the quality of OST programs.	3,000,000	1,600,000	1,400,000
BOSTON AFTER SCHOOL & BEYOND, INC. (Boston, MA) – To implement Partners for Student Success, an unprecedented collaboration between the city’s out-of-school time service providers and the Boston public schools that seeks to assist struggling public elementary school students with enrichment activities and academic help.	–	1,829,350	–
THE MAYOR’S FUND TO ADVANCE NEW YORK CITY (New York, NY) – To implement the city’s out-of-school time business plan created with Wallace support to build a coherent system that provides more opportunities for children of all age groups to participate in high-quality out-of-school learning programs.	–	1,296,150	–
PROVIDENCE AFTER SCHOOL ALLIANCE (Providence, RI) – To develop OST activities that reinforce what children are learning in school, and to help improve administrative management of OST program operators.	2,610,000	910,000	1,700,000

STRENGTHENING FINANCIAL MANAGEMENT – To strengthen the financial management of nonprofit organizations that provide quality out-of-school time services to children and youth in Chicago, and to study and recommend how funder-nonprofit contracting procedures and policies could be improved.

	APPROVED 2009	PAID 2009	FUTURE PAYMENTS
AFTER SCHOOL MATTERS, INC. (Chicago, IL)	115,000	75,000	40,000
ALBANY PARK COMMUNITY CENTER, INC. (Chicago, IL)	40,000	-	40,000
ALTERNATIVES INCORPORATED (Chicago, IL)	115,000	-	115,000
ASSOCIATION HOUSE OF CHICAGO (Chicago, IL)	115,000	-	115,000
BETTER BOYS FOUNDATION (Chicago, IL)	40,000	-	40,000
BIG BROTHERS BIG SISTERS OF METROPOLITAN CHICAGO (Chicago, IL)	115,000	75,000	40,000
BUILD, INC. / BUILD Incorporated (Chicago, IL)	40,000	-	40,000
CAROLE ROBERTSON CENTER FOR LEARNING (Chicago, IL)	115,000	75,000	40,000
CASA CENTRAL SOCIAL SERVICES CORPORATION (Chicago, IL)	40,000	-	40,000
CENTER ON HALSTED (Chicago, IL)	115,000	-	115,000
CHICAGO YOUTH CENTERS (Chicago, IL)	40,000	-	40,000
CHINESE AMERICAN SERVICE LEAGUE, INC. (Chicago, IL)	40,000	-	40,000
ERIE NEIGHBORHOOD HOUSE (Chicago, IL)	115,000	75,000	40,000
GADS HILL CENTER (Chicago, IL)	115,000	75,000	40,000
GIRL SCOUTS OF GREATER CHICAGO AND NORTHWEST INDIANA, INC. (Chicago, IL)	115,000	75,000	40,000
GIRLS IN THE GAME NFP (Chicago, IL)	115,000	75,000	40,000
HOWARD AREA COMMUNITY CENTER (Chicago, IL)	115,000	75,000	40,000
INSTITUTE FOR LATINO PROGRESS (Chicago, IL)	115,000	-	115,000
LATIN WOMEN IN ACTION (Chicago, IL)	40,000	-	40,000
LOGAN SQUARE NEIGHBORHOOD ASSOCIATION INC. (Chicago, IL)	40,000	-	40,000
METROPOLITAN FAMILY SERVICES (Chicago, IL)	115,000	-	115,000
NEIGHBORHOOD BOYS AND GIRLS CLUB (Chicago, IL)	40,000	-	40,000
SGA YOUTH AND FAMILY SERVICES, NFP (Chicago, IL)	40,000	-	40,000
SOUTH SHORE DRILL TEAM & PERFORMING ARTS ENSEMBLE (Chicago, IL)	40,000	-	40,000
SOUTHWEST YOUTH SERVICES COLLABORATIVE (Chicago, IL)	40,000	-	40,000
YOUTH GUIDANCE (Chicago, IL)	115,000	75,000	40,000
FISCAL MANAGEMENT ASSOCIATES, INC. (New York, NY) – To provide financial management training and assistance to grantees.	1,440,000	1,440,000	-
DONORS FORUM (Chicago, IL) –To establish a policy forum in Chicago that includes government, philanthropic and nonprofit leaders to analyze and recommend improvements in funding policies, practices and conditions that affect the performance of nonprofit organizations in that city.	-	375,000	700,000

NEW ORLEANS SUMMER LEARNING INITIATIVE – To support and improve the quality of summer programs for New Orleans youth.

CATHOLIC CHARITIES ARCHDIOCESE OF NEW ORLEANS (New Orleans, LA)	80,000	80,000	-
DESIRE STREET MINISTRIES (New Orleans, LA)	25,000	25,000	-

	APPROVED 2009	PAID 2009	FUTURE PAYMENTS
JEFFERSON YOUTH FOUNDATION, INC. (Marrero, LA)	50,000	50,000	-
KEDILA FAMILY LEARNING CENTER, INC. (New Orleans, LA)	50,000	50,000	-
KINGSLEY HOUSE, INC. (New Orleans, LA)	90,000	90,000	-
NEW ORLEANS CHAPTER OF YOUNG AUDIENCES (New Orleans, LA)	80,000	80,000	-
NEW ORLEANS OUTREACH (New Orleans, LA)	75,000	75,000	-
NEW ORLEANS POLICE FOUNDATION, INC. (New Orleans, LA)	75,000	75,000	-
UNITED WAY FOR THE GREATER NEW ORLEANS AREA (New Orleans, LA)	50,000	50,000	-
URBAN LEAGUE OF GREATER NEW ORLEANS CO, INC. (New Orleans, LA)	50,000	50,000	-
VOLUNTEERS OF AMERICA OF GREATER NEW ORLEANS, INC. (New Orleans, LA)	75,000	75,000	-

2. DEVELOP AND SHARE KNOWLEDGE

These investments are designed to identify and address key knowledge gaps and to share the lessons being learned from our site-based work and research efforts.

DEVELOP A KNOWLEDGE BASE

HARVARD UNIVERSITY / President and Fellows of Harvard College (Cambridge, MA) – To conduct a study to determine the most effective methods for building and maintaining OST participation by middle and high school youth.	-	240,000	-
NATIONAL AFTERSCHOOL ASSOCIATION (Charlestown, MA) – To develop a professional development event for out-of-school time staff.	15,000	15,000	-
THE PENNSYLVANIA STATE UNIVERSITY (University Park, PA) – To support an innovative effort to address behavior problems that arise in many youth-serving programs.	-	275,000	50,000
PUBLIC/PRIVATE VENTURES (Philadelphia, PA) – To conduct an evaluation of Providence's OST "After-Zone" neighborhood service delivery model developed by the Providence After School Alliance.	-	300,000	-
PUBLIC/PRIVATE VENTURES (Philadelphia, PA) – To conduct a study about the effectiveness of financial management training for OST providers.	1,000,000	325,000	675,000
RAND CORPORATION (Santa Monica, CA) – To assess OST system building in the five cities in Wallace's initiative, describing and analyzing progress on key system issues, including: monitoring and managing program quality and attendance; managing costs; program capacity; and building citywide communication.	-	100,000	-

The following two organizations received funding to produce reports exploring the landscape of summer learning:

CHILD TRENDS, INC. (Washington, DC)	-	40,000	-
JOHNS HOPKINS UNIVERSITY (Baltimore, MD)	-	60,000	-
SHARE LESSONS			
AFTERSCHOOL ALLIANCE (Washington, DC) – To conduct policy and awareness-building activities that strengthen support for high-quality OST services at the national, state and local levels.	740,000	740,000	-
NATIONAL LEAGUE OF CITIES INSTITUTE (WASHINGTON, DC) – To implement a multi-year strategy that disseminates lessons about building effective citywide systems to support out-of-school learning.		350,000	-

	APPROVED 2009	PAID 2009	FUTURE PAYMENTS
THE PROVIDENCE TOURISM FUND (PROVIDENCE, RI) – To sponsor a series of OST workshops at the 2009 U.S. Conference of Mayors annual meeting.	25,000	25,000	
CONFERENCE AND SPEAKING TOUR – To share lessons with city leaders and others on how cities can support and coordinate OST services.	126,000	126,000	-

**BUILDING
APPRECIATION
AND DEMAND
FOR THE ARTS**

Our arts programs seek to build current and future audiences by making the arts a part of more people’s lives. Our strategy has two components: the Wallace Excellence Awards, which provide support to exemplary arts organizations in selected cities to identify, develop and share effective ideas and practices to reach more people; and Arts for Young People, whose goal is to help selected cities develop effective approaches for expanding high-quality arts learning opportunities both inside and outside of school, and to capture and share lessons that can benefit many other cities and arts organizations.

1. DEVELOP INNOVATION SITES

WALLACE EXCELLENCE AWARDS – This program provides support to exemplary arts organizations in selected cities to test and maintain effective participation-building practices. An important goal is to help develop a “knowledge portfolio” of such practices that can benefit many other organizations. We also seek to create “learning networks” that can help elevate the visibility of participation-building in our target cities and spread the lessons broadly. In 2008, we added Seattle and Minneapolis/St. Paul to our initiative, bringing to six the number of participating cities. Since 2006, a total of 54 arts organizations located in those cities have been given Wallace Excellence Awards. To facilitate the exchange of effective ideas within those six target cities, we have provided additional grants to six organizations to act as coordinating agents for this city-based approach: Boston Foundation; Chicago Community Trust; Philadelphia Foundation; San Francisco Foundation; Washington State Arts Commission; and Minnesota Community Foundation.

ALONZO KING'S LINES BALLET / Alonzo Kings LINES Ballet San Francisco Dance Center (San Francisco, CA)	-	50,000	50,000
ANNENBERG CENTER FOR THE PERFORMING ARTS / Trustees of the University of Pennsylvania (Philadelphia, PA)	-	175,000	50,000
ARDEN THEATRE COMPANY (Philadelphia, PA)	-	75,000	50,000
BEVERLY ARTS CENTER (Chicago, IL)	-	30,000	-
BOSTON FOUNDATION (Boston, MA)	-	250,000	50,000
BOSTON LYRIC OPERA COMPANY (Boston, MA)	-	40,000	35,000
BOSTON SYMPHONY ORCHESTRA, INC. (Boston, MA)	-	25,000	-
CENTER FOR ASIAN AMERICAN MEDIA (San Francisco, CA)	-	125,000	50,000
THE CHAMBER ORCHESTRA OF PHILADELPHIA / Concerto Soloists of Philadelphia (Philadelphia, PA)	-	-	210,000
THE CHICAGO COMMUNITY TRUST / The Chicago Community Foundation (Chicago, IL)	-	250,000	50,000
THE CHICAGO SINFONIETTA (Chicago, IL)	-	40,000	-
THE CLAY STUDIO (Philadelphia, PA)	-	80,000	50,000
THE CONTEMPORARY JEWISH MUSEUM (San Francisco, CA)	-	75,000	50,000
CORPORATION OF THE FINE ARTS MUSEUMS (San Francisco, CA)	-	175,000	50,000

	APPROVED 2009	PAID 2009	FUTURE PAYMENTS
EXPERIENCE MUSIC PROJECT/SCIENCE FICTION MUSEUM AND HALL OF FAME / Experience Learning Community (Seattle, WA)	-	-	445,000
FROM THE TOP, INC. (Boston, MA)	-	43,000	-
GARFIELD PARK CONSERVATORY ALLIANCE (Chicago, IL)	-	50,000	25,000
ISABELLA STEWART GARDNER MUSEUM, INC. (Boston, MA)	-	50,000	25,000
MACPHAIL CENTER FOR MUSIC (Minneapolis, MN)	-	200,000	300,000
MERIT SCHOOL OF MUSIC (Chicago, IL)	-	50,000	-
THE MINNEAPOLIS INSTITUTE OF ARTS / The Minneapolis Society of Fine Arts (Minneapolis, MN)	-	300,000	300,000
MINNESOTA COMMUNITY FOUNDATION (Saint Paul, MN)	-	400,000	700,000
THE MINNESOTA OPERA (Minneapolis, MN)	-	200,000	300,000
MINNESOTA ORCHESTRA / Minnesota Orchestral Association (Minneapolis, MN)	-	200,000	400,000
MIXED BLOOD THEATRE COMPANY (Minneapolis, MN)	-	50,000	100,000
MUSEUM OF FINE ARTS, BOSTON (Boston, MA)	-	25,000	-
NORTHERN CLAY CENTER (Minneapolis, MN)	-	150,000	200,000
ODC / OBERLIN DANCE COLLECTIVE (San Francisco, CA)	-	150,000	50,000
ON THE BOARDS (Seattle, WA)	-	220,000	370,000
ONE REEL (Seattle, WA)	-	160,000	200,000
OPERA COMPANY OF PHILADELPHIA (Philadelphia, PA)	-	175,000	50,000
ORDWAY CENTER FOR THE PERFORMING ARTS (Saint Paul, MN)	-	200,000	350,000
PACIFIC NORTHWEST BALLET / Pacific Northwest Ballet Association (Seattle, WA)	-	210,000	162,000
THE PHILADELPHIA FOUNDATION (Philadelphia, PA)	-	300,000	400,000
PHILADELPHIA LIVE ARTS FESTIVAL & PHILLY FRINGE / Philadelphia Fringe Festival (Philadelphia, PA)	-	70,000	50,000
THE PHILADELPHIA ORCHESTRA ASSOCIATION (Philadelphia, PA)	-	175,000	50,000
PHILADELPHIA THEATRE COMPANY (Philadelphia, PA)	-	-	125,000
THE SAINT PAUL CHAMBER ORCHESTRA SOCIETY (Saint Paul, MN)	-	200,000	350,000
SAMUEL S. FLEISHER ART MEMORIAL INC. (Philadelphia, PA)	-	60,000	50,000
SAN FRANCISCO FOUNDATION (San Francisco, CA)	-	-	420,000
SAN FRANCISCO GIRLS CHORUS, INC. (San Francisco, CA)	-	100,000	50,000
SAN FRANCISCO JAZZ ORGANIZATION (SFJAZZ) (San Francisco, CA)	-	-	150,000
SAN FRANCISCO MUSEUM OF MODERN ART (San Francisco, CA)	-	175,000	50,000
SAN FRANCISCO OPERA ASSOCIATION (San Francisco, CA)	-	175,000	50,000
SEATTLE ART MUSEUM (Seattle, WA)	-	200,000	350,000
SEATTLE OPERA (Seattle, WA)	-	108,000	530,000
SEATTLE REPERTORY THEATRE (Seattle, WA)	-	200,000	185,000
SEATTLE YOUTH SYMPHONY ORCHESTRAS (Seattle, WA)	-	125,000	250,000

	APPROVED 2009	PAID 2009	FUTURE PAYMENTS
SIFF (Seattle, WA)	-	-	550,000
VICTORY GARDENS THEATER (Chicago, IL)	-	50,000	-
WASHINGTON STATE ARTS COMMISSION (Olympia, WA)	-	400,000	700,000
THE WILMA THEATER (Philadelphia, PA)	-	100,000	50,000
WORLD ARTS WEST (San Francisco, CA)	-	100,000	50,000
YERBA BUENA CENTER FOR THE ARTS (San Francisco, CA)	-	175,000	50,000
S. RADOFF ASSOCIATES (New York, NY) – To provide technical assistance to arts organizations for data collection.	369,000	369,000	-

2. DEVELOP AND SHARE KNOWLEDGE

This investment is intended to offer case studies of Wallace Excellence Award grantees as they develop and measure their participation-building projects, and to share lessons with the field.

DEVELOP A KNOWLEDGE BASE			
BOB HARLOW RESEARCH AND CONSULTING LLC (New York, NY) – To research and write WEA case studies.	334,000	334,000	-
SHARE KNOWLEDGE			
NATIONAL CONFERENCE – To share lessons on building participation in the arts through the 2009 Engaging Audiences conference.	110,000	110,000	-

ARTS FOR YOUNG PEOPLE — This second element of our arts work seeks to build future audiences by helping selected cities develop coordinated approaches to expanding high-quality arts learning opportunities both inside and outside school, and to capture and share lessons that benefit many other cities. Dallas was the sole site for this initiative until 2008, when we funded four new arts learning efforts: the Minneapolis Public Schools; the Los Angeles County Arts Commission; the Los Angeles Unified School District; and the Philadelphia Foundation. In 2009, we added Boston to the initiative.

AMERICANS FOR THE ARTS, INC. (Washington, DC) – To support the Arts for Young People track at AFTA Access, Equity & Quality Arts Learning conference.	60,000	60,000	-
BIG THOUGHT (Dallas, TX) – To support Dallas's Thriving Minds initiative, a citywide partnership that seeks to raise the quality and accessibility of arts learning for Dallas youth both in and out of school, by coordinating and strengthening providers, communicating opportunities and reducing barriers.	-	1,500,000	-
BIG THOUGHT (Dallas, TX) – To promote Thriving Minds' efforts to introduce innovations in improving the quality of arts instruction in and out of school in Dallas.	4,300,000	-	4,300,000
EDVESTORS INCORPORATED (Boston, MA) – To develop plans to expand and improve public school arts education in Boston public schools.	750,000	-	750,000
LOS ANGELES COUNTY ARTS COMMISSION (Los Angeles, CA) – To advance the region's six-year-old coordinated arts education initiative, Arts for All, by expanding its ability to increase the impact of the arts in classrooms. The strategies call for deepening Arts for All's partnerships with the 28 Los Angeles County school districts which joined the initiative 2003-08 and strengthening advocacy for arts education.	-	400,000	-
THE PHILADELPHIA EDUCATION FUND (Philadelphia, PA) – To support a coordinated arts learning effort in Philadelphia, The Philadelphia Arts for Children and Youth initiative, in collaboration with the William Penn Foundation.	-	200,000	200,000
SHARING KNOWLEDGE			
RAND CORPORATION (Santa Monica, CA) – To underwrite the costs of reprinting 2,000 copies of <i>Revitalizing Arts Education Through Community-Wide Coordination</i> .	6,200	6,200	-

**FOUNDATION-
WIDE
GRANTS**

	APPROVED 2009	PAID 2009	FUTURE PAYMENTS
SERVICES TO THE FIELD			
BUSINESS-HIGHER EDUCATION FORUM (Washington, DC) – For general support of this membership organization of leaders from American businesses, colleges and universities, and foundations.	25,000	25,000	-
THE CENTER FOR EFFECTIVE PHILANTHROPY, INC. (Cambridge, MA) – For general support of this nonprofit organization focused on the development of comparative data to enable higher-performing funders and to support the Wallace board assessment survey.	100,000	100,000	-
THE COMMUNICATIONS NETWORK (Naperville, IL) – To support this nonprofit membership organization whose mission is to improve the effectiveness and accountability of foundations by promoting and strengthening the strategic practice of communications in philanthropy.	10,000	10,000	-
COUNCIL OF CHIEF STATE SCHOOL OFFICERS, INC. (Washington, DC) – To support the work of the Arts Education Partnership to advance arts learning for children.	25,000	25,000	-
COUNCIL ON FOUNDATIONS INC. (Arlington, VA) – To support the national, nonprofit membership organization for grantmakers.	49,500	49,500	-
FJC (New York, NY) – To support the 2009 program activities of the New York City Youth Funders Network.	2,500	2,500	-
THE FOUNDATION CENTER (New York, NY) – To support the Center's new research institute and provide funds for a new public outreach initiative, as part of its 50th anniversary campaign strategy.	-	500,000	
THE FOUNDATION CENTER (New York, NY) – To support the national clearinghouse for information on private grantmaking.	100,000	100,000	-
GRANTMAKERS FOR EDUCATION (Portland, OR) – For general support and for GFE to incorporate expanded learning opportunities beyond the traditional school day, including out-of-school time learning and arts education, into its work.	50,000	50,000	-
GRANTMAKERS IN THE ARTS (Seattle, WA) – For general support of this nonprofit membership organization that brings together staff and trustees of private and corporate foundations to discuss issues of mutual concern, share information and exchange ideas about programs in the arts and cultural field.	22,000	22,000	-
INDEPENDENT SECTOR (Washington, DC) – To support this nonprofit coalition of over 600 nonprofit organizations, foundations, and corporate philanthropy programs with national interest and impact in philanthropy and voluntary action.	10,000	10,000	-
NONPROFIT COORDINATING COMMITTEE OF NEW YORK, INC. (New York, NY) – To support this association of nonprofit social service, education, arts, health care and philanthropic organizations dedicated to advancing New York's nonprofit sector.	3,000	3,000	-
PHILANTHROPY NEW YORK INC. (New York, NY) – For general support of the principal professional community of philanthropic foundations based in the New York City region.	24,350	24,350	-
MATCHING GIFTS	20,042	24,452	4,550
TOTALS	31,589,592	49,800,502	32,251,550

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 for children.

To achieve this, we are focusing on efforts to:

- Improve the quality of schools, primarily through investments in developing and placing effective principals in high-needs schools.
- Improve the quality of and access to high quality out-of-school time programs, primarily through the creation of coordinated city systems that, among other things, use data and ongoing assessment; and to strengthen the financial management skills of the non-profits that deliver out-of-school time programs to children.
- Integrate in- and out-of-school learning by: supporting efforts to re-imagine and expand learning time during the traditional school day and year as well as during the summer months; helping develop ways to expand access to arts learning in and out of school; and using technology in new ways as a teaching tool and to promote creativity and imagination.

In all of our work, our approach is to select and invest in organizations willing to test promising new approaches, while commissioning and sharing independent research that could benefit the work in those “innovation sites” as well as many others places that are interested in pursuing similar changes but may never receive our direct funding. The strategies we are using in each of the areas are described elsewhere in this report.

In most cases, we identify and evaluate prospective grantees through the issuance of requests for proposals or other careful screening processes. While we believe this approach strengthens the effectiveness of our investments, it also means that unsolicited proposals are rarely funded. Nevertheless, you may submit an inquiry by e-mail briefly describing the project, your organization, the estimated total for the project and the portion requiring funding to: The Wallace Foundation grantrequest@wallacefoundation.org.

The Foundation does not award grants for religious or fraternal organizations, international programs, conferences, historical restoration, health, medical or social service programs, environmental/conservation programs, capital campaigns, emergency funds or deficit financing, private foundations or individuals.

Whether or not your organization receives our funding, we welcome your continued interest in our work. We provide free access to a range of knowledge products containing ideas and practices that you may find useful. Please visit our Knowledge Center at www.wallacefoundation.org and sign up for our newsletter. ■

ABOUT OUR FOUNDERS

Throughout their professional careers and in later years, DeWitt and Lila Wallace dedicated themselves to improving other people's lives. Giving freely of their time and of the wealth amassed from the magazine they co-founded, *Reader's Digest*, both led lives of service through their support of a range of causes, especially in the arts and education.



Early in life, Lila Bell Acheson, an English teacher-turned-social worker, helped establish a YWCA for industrial workers in Minneapolis. DeWitt Wallace, an avid reader and son of a Greek scholar and college president, worked as a young man in a St. Paul public library and dreamed of publishing a magazine of condensed general-interest articles. Married in 1921, Lila and DeWitt moved to New York City and published the first edition of *Reader's Digest* in January 1922. From an initial circulation of 5,000, the "little magazine" started by the Wallaces quickly caught on, and over time it became the foundation of a worldwide publishing organization. Once their livelihood was secured, they were able to turn to their first love, helping people.

A lover of arts as well as nature, Lila became associated with support for many of the nation's great arts and cultural institutions. Among her many acts of philanthropy, she funded the restoration of the Metropolitan Museum's Great Hall and to this day, the hall has fresh flowers through a fund she established for that purpose. France awarded her

that nation's Legion of Honor for her help in restoring the house and gardens in Giverny where the painter Claude Monet lived.

DeWitt's philanthropic passions lay in supporting education and a range of youth opportunities. Among the many beneficiaries of his giving were Macalester College, where he studied; Outward Bound, a rugged outdoor learning program that he himself participated in at age 88; and the New York Public Library, where, as a beginning editor, he condensed articles by hand. Of his lifelong interest in education, he once said, "America isn't paying sufficient attention to its classrooms ... My father and my grandfather were devoted to education and they each did something that made a difference. But I can do more. I have the good fortune ... to be a wealthy man. So I should be able to make a bigger difference."

Drawing on the original vision of our founders, The Wallace Foundation remains faithful to the words DeWitt wrote at age 17 as his life's goal: "to serve my fellow man." ■

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The Wallace Foundation®

Supporting ideas.
Sharing solutions.
Expanding opportunities.®

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