

Wallace 

2022



Note to readers: For Wallace's recently rebuilt website, we are working on a new searchable database that will contain listings of the grantees we are working with currently or have worked with over the years. Stay tuned for its launch in 2024.

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Cover, page 2: Sarosh Syed. Page 5: Melissa Rogers. Page 6: Claire Holt. Page 8: Melissa Rogers

Designed by José Moreno

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# THE YEAR IN REVIEW, 2022: THE PATH TO RECOVERY

*Fresh Air Fund  
summer program in  
New York City, one  
of the subjects of a  
Wallace [article](#) in 2022*



## BALANCING COMMITMENTS

As waves of the COVID-19 virus came and went during 2022, Wallace balanced two commitments. The first was to offer the communities we work with resources and expertise to assist in their recovery from the ravages of the pandemic. The second was to get back as fully as possible to our strategic work of carrying out initiatives in our three focus areas—the arts, school leadership, and youth development.

During COVID's first two years, from about March 2020 to March 2022, we placed a higher priority on being responsive to the needs of our grantees in a crisis than on meeting our strategic goals. We re-

laxed reporting requirements to reduce grantee burden, for example, made emergency general operating support grants, and funded several studies and tools we believed would help the sectors we support deal with COVID. Sometime in the summer of 2022, however, it came to be perceived generally that we were in a recovery phase rather than a crisis. This led us to consider it appropriate to return our attention to our strategic goals.

In summer 2022, it came to be perceived generally that we were in a recovery phase.

This shift meant a renewed effort in our areas of interest. We selected and announced the arts organizations that are a central aspect of our major new initiative in the arts. We supported the school districts and their partners in our Equity-Centered Pipeline Initiative as they took initial steps toward building systems to develop school leaders who can advance educational equity. And after much study, we laid the groundwork for the first public phase of a new youth development initiative to support marginalized adolescents.

Our commitment to assist in pandemic recovery was far from over, however. We continued to support several learning communities we'd established, or extended, in response to the crisis. Two of these were aimed at providing guidance to school districts interested in using federal COVID relief funding for approaches backed by evidence.

# EFFORTS IN OUR THREE INTEREST AREAS

## ARTS

The year 2022 marked a milestone at Wallace, as the foundation announced the 18 arts organizations with which we partnered to launch the first phase of an expansive new endeavor in the arts. Focused on supporting and learning from arts organizations founded by, with, and for communities of color, the initiative seeks to find out how these organizations define and work toward their own well-being and that of their communities.

The 18 organizations span the artistic and the geographic spectrum.<sup>1</sup> They represent disciplines in visual and performing arts ranging from dance and theater to film and symphonic music, and they are located across nine states that cover the major regions of the continental United States and in Puerto Rico.

Announced originally in July 2021 as a \$53 million endeavor involving about a dozen organizations, the initiative expanded to include additional grantees and planned funding of more than \$100 million over five years. The 18 organizations were planning to address a variety of issues, among them succession planning, developing fund-raising that is in sync with their organizational values, and creating spaces to nurture the creativity and well-being of artists and the communities to which they belong.

“Historically, arts organizations created by and for communities of color have been overlooked and underfunded,” said Bahia Ramos, vice president of arts at Wallace, when the foundation announced the 18 grantee organizations. The hope, she added, was “to support their vision, elevate their contributions, and



<sup>1</sup> Hood Media (Pittsburgh); Arab American National Museum (Dearborn, Mich.); BlackStar (Philadelphia); Chicago Sinfonietta (Chicago); EastSide Arts Alliance, Black Cultural Zone, and Artist As First Responder (Oakland, Calif.); Esperanza Peace and Justice Center (San Antonio); Harvey B. Gantt Center for African-American Arts + Culture (Charlotte, N.C.); Museo de Arte Contemporáneo de Puerto Rico (San Juan, Puerto Rico); PHILADANCO! The Philadelphia Dance Company; Pillsbury House + Theatre (Minneapolis); PREGONES/Puerto Rican Traveling Theater (Manhattan and Bronx); Queer Women of Color Media Arts Project (San Francisco); Ragamala Dance Company (Minneapolis); Rebuild Foundation (Chicago); Self Help Graphics & Art (Los Angeles); Theater Mu (Saint Paul); The Laundromat Project (Brooklyn); and The Union for Contemporary Art (Omaha).

learn with them” to benefit arts organizations of color in general and a broad range of other nonprofit arts organizations as well.

The first step in finding the grantees was an open call for applications. This approach had been unusual for the foundation, which typically reached out to individual organizations to see if they were interested in submitting proposals for funding. Open calls can provide a wide view of the range of organizations doing innovative and important work in our fields of interest, and they can help ensure that Wallace does not overlook organizations that can contribute to the diversity, depth, and breadth of our efforts.

Open calls can show the range of organizations doing innovative work in our fields of interest.

In 2022, Wallace’s arts team was also preparing to introduce two additional elements to the initiative: support for, and learning from, smaller arts organizations of color, and funding for research projects proposed by the sector.

### **Publications**

In [\*A Place to be Heard: a Space to Feel Held\*](#), researchers conducted 50 phone and online interviews with Black Americans to explore how arts and culture organizations can better serve Black communities. They found common threads that suggest the importance of four practices for arts and culture organizations seeking to create a more positive environment for Black audiences, including creating a sense of welcome and belonging.

Joint district partnership team meeting for Wallace's Equity-Centered Pipeline Initiative



## SCHOOL LEADERSHIP

Pandemic notwithstanding, in fall 2021 Wallace was able to launch a major new effort in education leadership, the Equity-Centered Pipeline Initiative. This endeavor is now at work across the country in eight school districts that are collaborating with universities and state agencies to develop school principals who have the commitment and skills to advance equity in education and lift student learning. The districts are Baltimore City Public Schools; Columbus City (Ohio) School District; District of Columbia Public Schools; Fresno (Calif.) Unified School District; Jefferson County (Louisville, Ky.) School District; Portland (Ore.) Public Schools; San Antonio Independent School District; and Winston-Salem/Forsyth County (N.C.) Schools.

The effort is an outgrowth of a collection of Wallace endeavors that took place from about 2011 to 2021, especially the Principal Pipeline Initiative. Research about that effort from the RAND Corp., published in 2019, found that the six participating school districts had been able to build systems that produced

principals who had a statistically significant positive impact on student learning. Wallace has come to call these systems “comprehensive, aligned principal pipelines.” They are comprehensive because they cover a set of key activities that school districts can carry out to foster effective school leadership, such as developing rigorous standards for the job, strengthening pre-service training, and providing sitting principals with the support, evaluation, and supervision they

need to grow. They are aligned because the activities reinforce one another. For example, the training and job support principals receive reflect the standards.

Each school district developed a vision of educational equity.

In 2022, the Equity-Centered Pipeline Initiative districts got to work on several tasks that would shape their pipeline development. The first was for each district to develop a vision of what educational equity would look like in its schools, a vision reflecting the history, demographics, and other factors that are unique to a community. Related to that was defining what equity-centered leadership would look like for each district. Another big task was to create a “logic model”—a diagram that plotted out hoped-for shorter and longer-term outcomes of a district’s effort and the steps to achieving them.

*A student, a principal, and plenty of books at this middle school in Gwinnett County, Ga., one of the districts in Wallace's Principal Pipeline Initiative, a forerunner to the foundation's current school leadership work*



### **Learning Communities**

Another Wallace enterprise in 2022 was the continuation of the Principal Pipeline Learning Community. This effort, launched in fall 2019 shortly after the publication of the RAND study about pipeline effects, set out to provide scores of school districts interested in building or strengthening comprehensive, aligned pipelines with guidance and consultation on how to go about the work, as well as a network in which to discuss and exchange ideas with peers.

**We saw a record number of new citations of Wallace-commissioned or produced research.**

About six months later, the pandemic began bearing down on the nation. School systems faced enormous challenges in balancing the need to provide public education with the need to protect public health. The key role of capable management of schools during this crisis was lost on few, and that may have helped drive the high rate of district participation in the learning community. Of the 90 districts that joined up, fully 84 continued after the pandemic hit. Following the enactment of federal legislation providing billions of dollars to help schools recover from the pandemic, the learning community

took on another charge: offering guidance to districts on using the federal dollars for approaches backed by evidence of effectiveness. Wallace has extended the duration of the learning community several times in response to the interest shown by participating districts.

The year saw, as well, the final meetings of a separate learning community, another one whose term had been prolonged because of the pandemic. The ESSA Leadership Learning Community was formed in 2016, months after the passage of the federal Every Student Succeeds Act (ESSA), which gave new flexibility to the states for how they allotted a major source of federal education dollars. The effort assisted teams from 11 states in probing how ESSA funding might be spent to promote effective, equitable school leadership development. The endeavor was unusual because of its composition. At its heart were



teams of people who shared a common interest in strong public school education but rarely engaged in sustained conversation about how to improve it: school district leaders, members of the community, and state education officials. A Wallace-commissioned [report](#) by Policy Studies Associates concluded that this diversity of voices promoted creative thinking, even though discussion on the teams could be fraught at times. The effort played a role in fostering innovations in a variety of locales—from a Wisconsin collaborative of five urban districts that provided sitting principals with training and coaching to a venture among three rural Nebraska districts that pooled talent and resources for the development of aspiring principals.

### Publications

Two major studies looked at how to better shape principal training. In [Redesigning University Principal Preparation Programs](#), the RAND Corporation explored a Wallace initiative to upgrade university-based pre-service principal training programs. It found that in forming serious partnerships with the school districts they served and with state agencies, the seven universities taking part in the effort were able to revamp their principal preparation programs to reflect the best evidence about high-quality pre-service school leadership training.

[Developing Effective Principals: What Kind of Learning Matters?](#), based on a study led by education scholar Linda Darling-Hammond, concluded that high-quality principal development activities are linked to better outcomes for principals, teachers, and students; that access to these opportunities varies by state and school poverty levels; and that new public policies could broaden access. The report was the final one in a series of three knowledge syntheses that Wallace had commissioned to review the research literature over the past two decades as well as to conduct new analyses to help understand important topics in school leadership. [How Principals Affect Students and Schools](#) looks at principal impact and what makes for effective principals. [The Role of Assistant Principals](#), which examines the status of and the potential for the assistant principal post, finds that the number of assistant principals has almost doubled since the 1990s, and that with some rethinking, the role could make more powerful contributions to educational equity, school improvement, and principal effectiveness.

Political scientist Paul Manna [provided reflections](#) on what, taken together, the Wallace university initiative and the ESSA learning community might suggest for state efforts to improve school leadership. One key theme, he found, was that state standards for the principal's job can be a powerful policy lever for improving principal training, development, and support.



Cover of *Developing Effective Principals: What Kind of Learning Matters?*



*Young people practice sailing with the Courageous Sailing program in the Boston Harbor.*

## **YOUTH DEVELOPMENT**

In recent years, Wallace's major effort in Youth Development has been an initiative to learn whether and how students benefit if schools and out-of-school-time programs work together to help children build social and emotional skills ranging from teamwork and empathy to perseverance. Wallace supported school-afterschool partnerships for social and emotional learning in six communities across the country: Boston, Dallas, Denver, Palm Beach County (Fla.), Tacoma, and Tulsa. The work in those school districts, begun in the 2017-2018 school year, began to wind down in 2021.

About 80 school districts and a handful of states received guidance on planning and running effective summer learning programs.

Meanwhile, Wallace ramped up its preparation for a major effort to succeed the Partnerships for Social and Emotional Learning Initiative. The work involved planning for a short-term project that would help inform the development of the new effort. Called Advancing Opportunities for Adolescents, the one-year project was designed to support partnerships among a range of organizations interested in out-of-school-time programming for young people, ages 11 to 19, who, because of their identity, background, and circumstances, are not currently well served by afterschool, summer, or other beyond-the-classroom endeavors. These partnerships would cross sectors of activity (governmental, nonprofit, and

other) and involve institutions ranging from school districts, municipal agencies, and the juvenile justice system to youth organizations, universities, and businesses.

More than 1,700 organizations responded when the foundation issued an open call in fall of the year for expressions of interest in taking part in the project. The idea was to select 30 partnerships across the country, support their efforts, and learn from them before developing an initiative that could be launched by 2025.

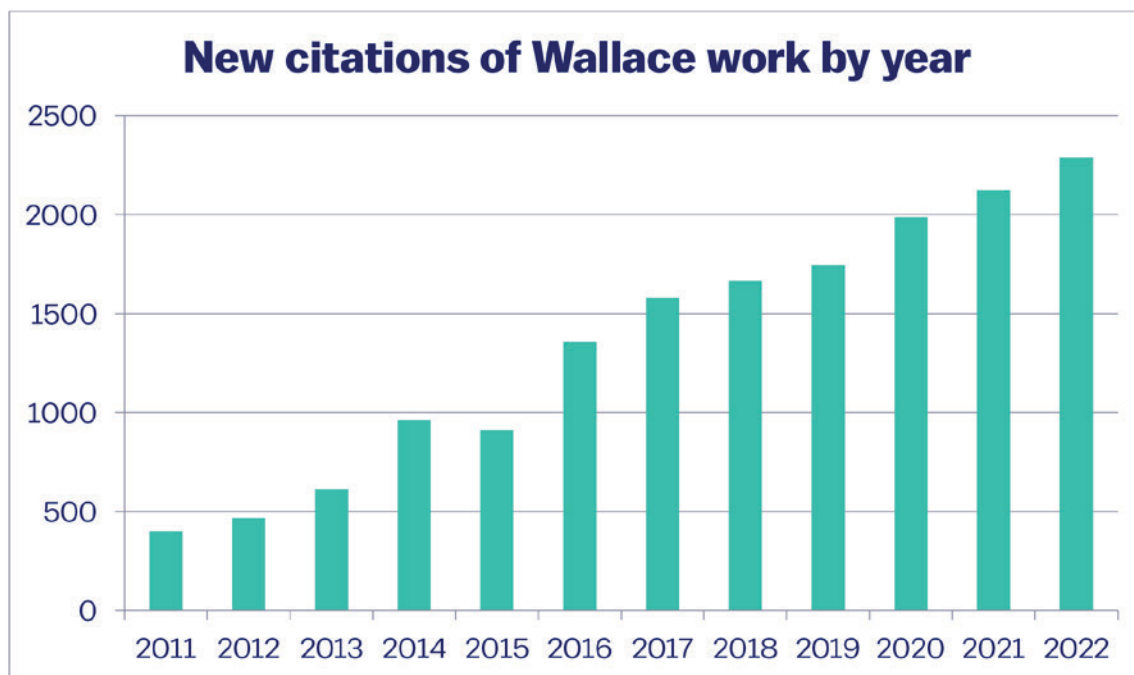
COVID's lingering impact provided the backdrop to all of this work, evident most prominently in two endeavors Wallace had under way to support strong out-of-school-time programming as a way to help children recover both academically and socially from the ill effects of the pandemic. Wallace's District

Summer Learning Network, for example, was providing about 80 school districts and a handful of states with guidance on planning and running effective summer learning programs. A separate venture in Texas was working with the state education agency to support dozens of school districts seeking to provide high-quality summer learning programs to their students. Wallace's interest in this area stems from the foundation's National Summer Learning Project, which helped establish that voluntary, district-run summer programs with features including five to six weeks of strong academics and enrichment can have a positive impact on student learning.

### Publications

In [case studies](#), one from each community in the Partnerships for Social and Emotional Learning Initiative, the RAND Corp. examined six facets of the initiative. The case study for Tulsa, for example, looked at how the effort there had focused on building the social-emotional capabilities of school teachers and afterschool instructors as a prelude to their work with children. A cross-cutting report found themes from the case studies as a whole, including how a number of sites used short routines—such as a daily warm welcome and “optimistic closure”—to set the stage for more formal social-emotional learning.

[A pair of related briefs](#) summarized research on equity in out-of-school-time programs, including a survey of program participants conducted by high school and college students. One of our most popular publications in recent years, a [guide](#) by Harvard researchers to evidence-based social-emotional learning programs for young children, prompted Wallace to commission and publish a [guide to programs for middle-school and high school-age youth](#).



## **DISSEMINATION OF INFORMATION AND IDEAS**

Development with our partners of credible, useful ideas is central to Wallace's work. Therefore, we try to measure whether people are interested in the content we publish and whether they consider it valuable.

Downloads of publications on our website declined slightly in 2022 compared with the previous year. But citations of our publications jumped. We saw a record 2,288 new citations of research commissioned or produced by Wallace, the highest number that we have recorded since we began tracking them annually through Google Scholar about a decade ago. Citations are a sign that the knowledge we develop is seen as valuable by scholars and others in the fields in which we work.

Wallace periodically seeks to assess our partners' views of our efforts, too. The vehicle for this is an anonymous survey of grantees, conducted by the Center for Effective Philanthropy, which can be benchmarked against results for other foundations.

We found great value in the fielding of the survey in 2022 after a hiatus of several years caused by the pandemic. The feedback helped us identify a number of areas in which we can improve how we work with grantees. It also told us that grantees strongly believe that Wallace contributes to knowledge and public discussion in certain areas of our work. They placed us near the top in the impact we have on their fields, moving us from the 65th percentile in 2018 to the 93rd in 2022.

They placed the foundation in the 100th percentile for advancing knowledge in their sectors. Dedication to generating credible, useful ideas and information has been—and will remain—a bedrock of the Wallace approach.

# NEW PUBLICATIONS AND MULTIMEDIA RESOURCES FROM WALLACE

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

## ARTS

### [A Place to be Heard; a Space to Feel Held: Black Perspectives on Creativity, Trustworthiness, Welcome and Well-Being—Findings from a Qualitative Study](#)

A study explores survey findings to discuss how arts and culture organizations might better serve Black communities.

## AFTERSCHOOL AND OUT-OF-SCHOOL-TIME PROGRAMMING

### [From Access to Equity: Making Out-of-School-Time Spaces Meaningful for Teens From Marginalized Communities](#)

To develop strong out-of-school-time programming for young people from marginalized communities, experts suggest that programs introduce practices that foster “a genuine sense of dignity and belonging for youth” and improve working conditions for program staffers.

### [The Long Game: How One Afterschool Intermediary Organization and Its Partners Shaped Policy, Practice, and Perception in California](#)

Known for its effectiveness in promoting statewide efforts to boost out-of-school-time programs, the Partnership for Children & Youth and its longtime leader, Jennifer Peck, offer lessons based on the organization’s experiences over the years.

### [Youth Perspectives on Designing Equitable Out-of-School-Time Programs](#)

A youth-led research project provides an indication of how young people from marginalized communities may experience out-of-school-time programming, including that they are sometimes treated differently because of race, gender identity, or other factors.

## SCHOOL LEADERSHIP

### [All the Voices: Statewide Collaborations for School Leadership under ESSA](#)

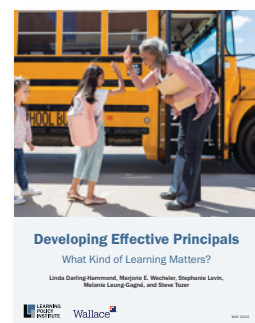
What happens when representatives from a school district, local community, and the state join a novel effort to promote effective, equity-minded school leadership? Discussions begin among those who don’t typically engage with one another, and policy ideas and innovative programs emerge.

### [Collaborating on University Principal Preparation Program Redesign: A Summary of Findings for University Principal Preparation Program Providers](#)

This short report offers insights for improving university principal preparation programs. One key? Strong partnerships between programs and school districts.

### [Developing Effective Principals: What Kind of Learning Matters?](#)

High-quality principal development is linked to better outcomes for principals, teachers, and students, but access to it varies state-by-state and according to school poverty levels. Policy change can help.



[\*District Partnerships with University Principal Preparation Programs: A Summary of Findings for School District Leaders\*](#)

School districts can help improve university programs that prepare their future principals. One key is a strong partnership with the university seeking change.

[\*Quality Measures: Principal Preparation Program Self-Study Toolkit—12th Edition\*](#)

This self-assessment tool can help principal preparation program leaders and others gauge the effectiveness of pre-service principal training. It is the most recent update of a product originally released in 2009.

[\*Redesigning University Principal Preparation Programs: A Systemic Approach for Change and Sustainability—Report in Brief\*](#)

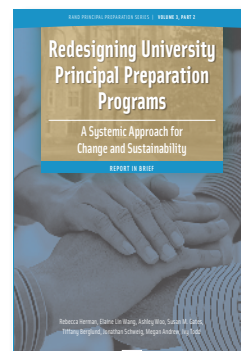
Collaborating with school districts and others, universities can revamp their principal preparation programs to reflect the best available evidence about sound pre-service school leadership training.

[\*States as Leaders, Followers, and Partners: Lessons from the ESSA Leadership Learning Community and the University Principal Preparation Initiative\*](#)

States can foster fruitful partnerships among institutions seeking to develop effective school principals. That's a takeaway from a set of reflections on two Wallace education leadership efforts involving states.

[\*State Partnerships With University Principal Preparation Programs: A Summary of Findings for State Policymakers\*](#)

States can be active participants in efforts to improve principal preparation, taking steps including developing strong principal standards.



## **SOCIAL AND EMOTIONAL LEARNING**

[\*Building an Effective Social and Emotional Learning Committee in Dallas: One of Six Case Studies of Schools and Out-of-School-Time Program Partners\*](#)

A Dallas elementary school and its out-of-school-time program formed a social-emotional learning committee that became more effective over time, focusing on daily activities to make social-emotional learning stick.

[\*Engaging Teachers, Staff, and Parents in Social and Emotional Learning in Palm Beach County: One of Six Case Studies of Schools and Out-of-School-Time Program Partners\*](#)

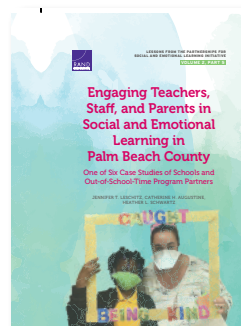
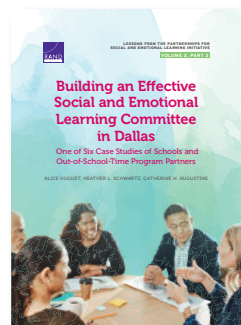
To foster student's social-emotional development throughout the day, a partnership between a Palm Beach County, Fla., school and an out-of-school-time program provided training to a wide range of adults whom the children encounter—teachers, parents, and noninstructional staff members from paraprofessionals to bus drivers.

[\*Expanding Social and Emotional Learning Beyond the School Walls in Boston: One of Six Case Studies of Schools and Out-of-School-Time Program Partners\*](#)

A local Boys & Girls Club and a Boston elementary school developed a model for delivering enrichment activities infused with social-emotional learning to students off campus during the school day.

[\*Jointly Prioritizing Time for Social and Emotional Learning in Denver: One of Six Case Studies of Schools and Out-of-School-Time Program Partners\*](#)

In Denver, an elementary school and a partner out-of-school-time program forged a strong working relationship to find time for students' social-emotional learning and to provide consistent social-emotional instruction during school and in afterschool programming.



[Learning to Focus on Adult Social and Emotional Learning First in Tulsa: One of Six Case Studies of Schools and Out-of-School-Time Program Partners](#)

In their effort to support students' social and emotional learning, a Tulsa school and its out-of-school-time program partner learned to focus on adults first.

[Let's Talk Social and Emotional Learning Podcast](#)

This wide-ranging, three-episode series breaks down the what, why, and how of social and emotional learning.

[Navigating SEL From the Inside Out: Looking Inside & Across 18 Leading SEL Programs: A Practical Resource for Schools and OST Providers—Middle & High School Focus](#)

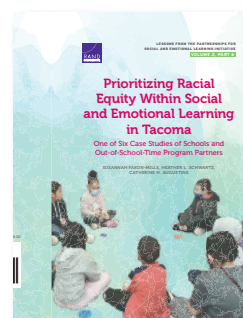
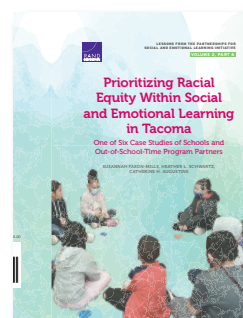
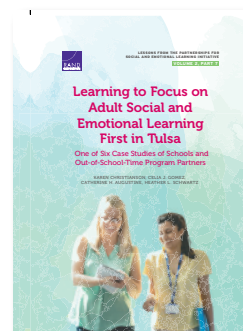
This guide offers detailed information on 18 evidence-based social and emotional learning programs for middle school and high school students.

[Prioritizing Racial Equity Within Social and Emotional Learning in Tacoma: One of Six Case Studies of Schools and Out-of-School-Time Program Partners](#)

In Tacoma, an elementary school established social-emotional learning and equity as a foundation for its work with students, staff members, and families. Supports included a range of training opportunities and written social-emotional learning lessons incorporating racial equity.

[Strengthening Students' Social and Emotional Skills: Lessons from Six Case Studies of Schools and Their Out-of-School-Time Program Partners](#)

Schools and out-of-school-time programs collaborating to build students' social-emotional skills offer lessons for others. One insight is that committed leadership matters.



**SUMMER LEARNING**

[Building, Sustaining and Improving: Using Federal Funds for Summer Learning and Afterschool](#)

This guide can help district leaders, out-of-school-time providers, and intermediaries identify federal funding streams they can use to support summer and afterschool learning.

[Could a Summer Help Overcome a Pandemic?](#)

This video shows how the Princeton-Blairstown Center in New Jersey and The Fresh Air Fund in New York City worked to help young people recover from the impact of the COVID-19 crisis.

[A Hot Time for Summer Learning](#)

In this podcast series, field experts, researchers, and practitioners explore why summer matters and how to design, implement, and fund high-quality programs that blend academics and enrichment.

[National Call to Action for Summer Learning: How Did School Districts Respond?](#)

Seeking to counter the pandemic's harmful impact on students, the vast majority of school districts nationwide mobilized in 2021 to deliver summer learning programming.

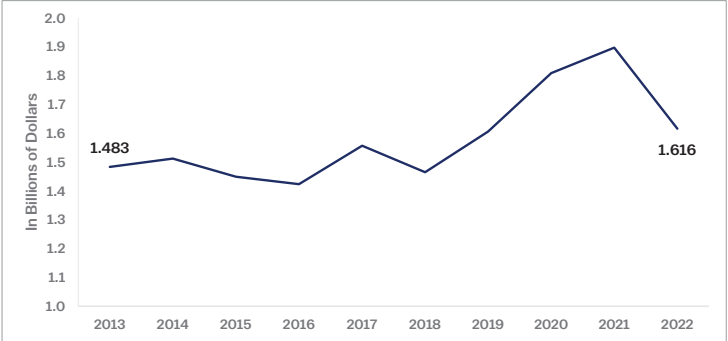
[Supporting Quality in Summer Learning: How Districts Plan, Develop, and Implement Programs](#)

Mutually beneficial partnerships with community organizations can support successful school-district-led summer programs, this study finds.



# FINANCIAL OVERVIEW

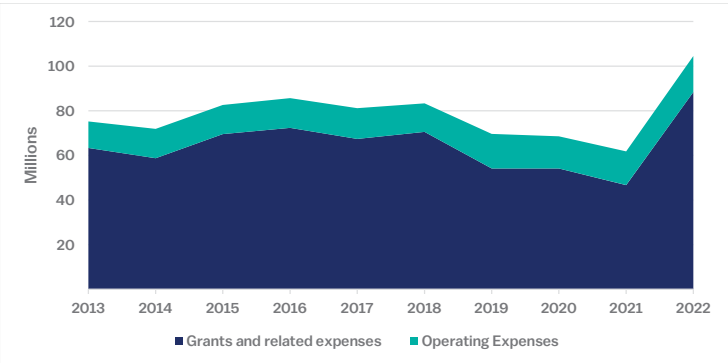
## INVESTMENT ASSETS



Our portfolio totaled \$1.616 billion on December 31, 2022, which was \$281 million less than our assets of \$1.897 billion on December 31, 2021. The decrease reflects \$105 million in grants and expenses paid in 2022 and unrealized market depreciation of \$176 million.

Our portfolio value on December 31, 2022, was \$133 million higher than our assets of \$1.483 billion on December 31, 2013, on a nominal basis. We paid a total of \$784.3 million in grants and expenses over that 10-year period.

## WALLACE'S EXPENSES OVER A DECADE



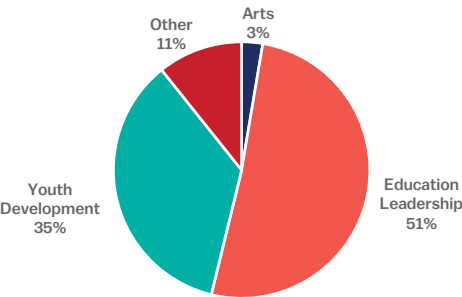
## WALLACE'S EXPENSES OVER A DECADE

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

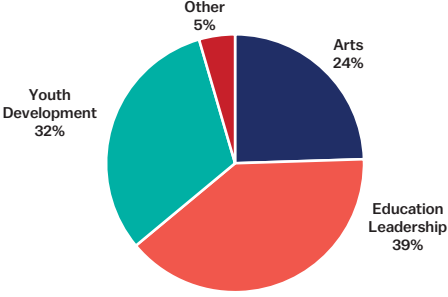
## GRANT/PROGRAM EXPENSES BY FOCUS AREA

The pie charts below show spending, by percentage, in Wallace’s areas of interest. The first shows program grants and expenses approved in 2022; the second shows grants/expenses paid in 2022 (including grants approved in earlier years); the third shows the total grant amounts approved since 2013.

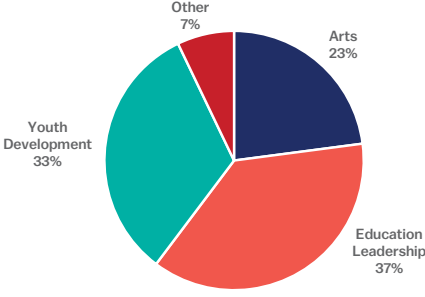
Approved in 2022



Cash Paid Out in 2022



Approved from 2013 to 2022 (\$744 million)





# FIND OUT MORE

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

- [Mission](#)
- [Approach](#)
- [Grant Process](#)
- [People](#)



Our mission is to foster equity  
and improvements in learning and  
enrichment for young people, and in  
the arts for everyone.

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