

REPORT 2019



Photos:

Cover: Three school leaders work and chat with students in, respectively, Denver, Gwinnett County, Ga., and Prince George's County, Md., participating districts in Wallace's Principal Pipeline Initiative. Credits, clockwise beginning with large photo: Sam Adams/Adams Visual Communications, Claire Holt, and Colby Ware. Other photo credits: p. 4, Colby Ware; p. 5, Michael Kardas; p. 6, Courtesy of AfterSchool Matters; and p. 7, Sarosh Syed.

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Designed by José Moreno

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As we write these words in mid-2020, the word “equity” has become a central topic of discussion—at Wallace, in philanthropy and across the nation—driven by two forces: a pandemic that has taken its greatest toll on people of color and a racial justice movement that has pricked the nation’s conscience.

At Wallace, equity is a key concern across all our focus areas—education leadership, learning and enrichment, and the arts. It comes up at all levels of the organizations with which we work and is present whether the forum is a meeting with senior leaders of the organizations that receive Wallace grants or a focus group with principals and teachers. We’ve seen that there’s a deep and sincere desire, both inside and outside of the foundation, to learn about equity and to consider what it means in different contexts as well as how to pursue it.

Many of the initiatives of our predecessor funds and during the decades that Wallace has been a national foundation have included addressing issues of equity. We may not have always used that term to describe our efforts, but our emphasis on equity has been reflected in our longstanding work to create better opportunities for young people who are too often overlooked—through improvements in school leadership, summer learning, afterschool programming, social and emotional learning, and arts education. We plan to draw on what we have learned from these undertakings as we carry out our current endeavors and as we design new ones in 2020 and 2021 with a more explicit focus on equity.

We plan to draw on what we have learned as we design new efforts with a more explicit focus on equity.

Whatever shape it takes, our work will continue to be rooted in our distinctive approach to philanthropy: strengthening the capacity of our grantees to serve their communities while developing credible ideas and information to advance policy and practice nationwide. This approach was on full display in 2019, as you will read in our our summary on the following pages. ■



Principal Pipelines

A Feasible, Affordable, and Effective Way
for Districts to Improve Schools



Susan M. Gates, Matthew D. Baird, Benjamin K. Master, Emilio R. Chavez-Herrerias

SCHOOL LEADERSHIP

In 2019, Wallace worked in a number of ways toward reaching the goal of having an effective principal in all schools, especially those serving children with the highest needs. The seven universities in our University Principal Preparation Initiative, joining with partner school districts and state agencies, were redesigning their preservice principal training programs, aiming to ensure that aspiring principals gain the skills and knowledge necessary to meet the complex challenges awaiting them in today's schools. For our Principal Supervisor Initiative, researchers were completing reports to offer lessons from the six school districts that had received Wallace funding to shift the focus of the principal supervisor position from administrative matters to support for principals. The 11 states taking part in our ESSA Leadership Learning Community, meanwhile, continued developing strategies to use the opportunities afforded by the federal Every Student Succeeds Act to promote evidence-based education leadership practices and advance equity in public education.

But by far the biggest news for Wallace in education leadership in 2019 was the publication of a slim volume by the RAND Corp., a report that explored the impact of Wallace's Principal Pipeline Initiative.

In that five-year effort, which ended in 2016, six large school districts had, with Wallace support, put into place the key components of an approach to developing a large corps of high-quality school leaders. RAND found that this approach—building a comprehensive, aligned principal pipeline—made an eye-opening difference. By “comprehensive, aligned,” we mean pipelines made up of parts that work in sync with one another, including standards for the job of principal, high-quality pre-service training, and selectivity in job hiring and placement. Pipeline-initiative district schools with newly placed principals outperformed comparison schools in other districts by a statistically significant degree, almost three percentile points in math and more than six in reading after three years. That means that, on average, the same school performing at the 50th percentile in reading in a non-pipeline district would be performing at the 56th percentile in a pipeline district. Principal retention benefited, as well. Moreover, the report found that building principal pipelines was a do-able undertaking by the six districts and did not require major financial outlays. Hence, the title of the report: *[Principal Pipelines: A Feasible, Affordable, and Effective Way for Districts to Improve Schools](#)*.

The report's findings spurred new action at the foundation, most notably a project to see if the pipeline approach could benefit more districts nationwide. Some 90 medium- to large-sized school districts, those with enrollments of 50,000

students or more, joined what we called the Principal Pipeline Learning Community, which was kicked off in fall 2019. Using an evaluation tool designed for the effort, each district worked with an expert in comprehensive, aligned pipelines to first assess its current approach to principal development and support

The big news for our school leadership work was a report on the impact of the Principal Pipeline Initiative.



Adelaide Blake, holding the pen, is a principal in Prince George's County, Md., one of the six school districts that took part in Wallace's Principal Pipeline Initiative.

In a new learning community, 90 school districts are examining how they cultivate principals.

against the pipeline approach and then to draw up plans to address one or more of the weaknesses found.

Our intention with this effort was two-fold. First, we wanted to provide assistance to the participating districts in their efforts to strengthen their principal corps. Second, we hoped to learn more about what helps and what stands in the way of districts' adopting or adapting comprehensive, aligned pipelines.

For the moment, the “ifs” and “hows” of spreading principal pipelines are many. Indeed, when Jody Spiro, director of education leadership at Wallace, was interviewed by Education Week for a story on the endeavor, she emphasized that what may work for one district may not for another, or, conversely, that there may be many common challenges and solutions in building strong principal pipelines. “We simply don’t know, which is another reason why we are doing this test, and that’s why the main answer to all these questions is ‘stay tuned,’” she said. ■



Speakers at SEL + OST=Perfect Together? conference included Cornelia Calliste, then-director of programs at Higher Achievement, now director of partnerships, at Learning Heroes.

LEARNING AND ENRICHMENT

Almost since its inception as a national foundation in the 1990s, Wallace has worked to enrich children’s learning beyond the conventional classroom by supporting improvements for afterschool, summer or other out-of-school-time ventures. Our funding for work on the ground in two recent initiatives—afterschool system building and summer learning—ended several years ago, but those efforts continue to generate knowledge for the field in the form of ongoing research and new reports, six of which we published in 2019.

Introducing and aligning high-quality social-and-emotional learning efforts in schools and out-of-school-time programs can be a complex undertaking.

We launched the Partnerships for Social and Emotional Learning Initiative in 2017 following a planning period in the six communities taking part: Boston, Dallas, Denver, Palm Beach County (Fla.), Tacoma and Tulsa. Involving about 30,000 elementary school students in 38 pilot sites that pair an elementary school with one or more out-of-school-time programs, this effort is testing ways to help children develop social-emotional skills. Researchers are studying the work to provide lessons for programs and schools nationwide.

Among other things, we are learning just how complex an undertaking it is to introduce high-quality social-and-emotional learning in schools and out-of-school-time programs—especially when the hope is to align the approach to social-emotional development in both settings. In schools, one challenge is ensuring that principals receive the proper training in how to lead the rollout of social-emotional learning efforts. In out-of-school-time programs, a challenge is achieving consistency across programs and districts in three areas: enrollment, attendance and the strength of the quality of the afterschool or summer program. In 2019, the initiative communities were working hard to address these issues, and we saw their work bearing fruit. Examples included the near universal adoption of social-and-emotional learning curricula, professional development for those carrying out the effort, coaching in instruction, and the adoption of practices such as “morning circle,” a daily routine giving children time to discuss what they are feeling so they can get grounded before the day begins.

As in previous years, we saw considerable interest in publications and exchange of ideas about social-emotional learning, as evidenced by both online and in-person activity. On the Wallace website, one of our most popular reports continues to be [*Navigating Social and Emotional Learning from the Inside Out*](#), a guide by Harvard researchers to high-quality social-emotional programs for elementary school students, and three of the top four posts on our blog covered social-emotional learning topics. A day-long forum in Chicago, SEL+OST=Perfect Together?, attracted 150 youth development leaders, researchers and educators eager to discuss two of the field’s biggest challenges—developing the ability of adults to teach social-emotional skills and communicating the importance of those skills to those who may be unaware of how vital they are. The meeting was sponsored by Wallace and America’s Promise Alliance.

The pandemic has taken a toll on afterschool and summer programs as well as classrooms. In light of this, Wallace is working closely with its partners to help them manage the crisis—and to see what important lessons their efforts may have for the field. We do so knowing that students’ social-emotional wellbeing has been a topic of great concern for educators, youth development professionals and others in recent years and that the concern has only been heightened as children, families, schools and out-of-school-time programs face unprecedented strains from the health crisis. ■



Teens perform in a musical theater program offered by Chicago’s After School Matters, a participant in Wallace’s afterschool systems work.



Matter, a tap dance company, offered one of the performances at CRASHfest, a festival of music and culture from around the world staged by Boston's Global Arts Live, a participant in the Building Audiences for Sustainability initiative.

ARTS

The grants-funded work in our major arts participation effort, Building Audiences for Sustainability, drew to a close in 2019 with a capstone conference in November. Launched in 2015 in response to concerns about a declining audience base for a number of major art forms, the endeavor sought to help 25 performing arts organizations strengthen their audience-building efforts, examine how this work might affect their financial well-being and gather insights for other arts organizations. Wallace

is now developing a successor arts initiative in part to build on lessons we've learned over the years. We have commissioned a number of studies—on topics ranging from arts organization business models to audience engagement during the pandemic—to inform our thinking in shaping the new effort.

A literature review poses questions for arts organizations to ask as they develop ways to build their audiences.

We released several publications stemming from our initiative in 2019, including the last in a series of articles and videos documenting the early work of five of the participating arts organizations. [*World Music/CRASHarts Tests New Format*](#) [*New Name to Draw New Audiences*](#) examines efforts by

a Boston arts presenter to increase familiarity with the organization and draw younger people to it. [*Audience Building and Financial Health in the Nonprofit Performing Arts: Current Literature and Unanswered Questions*](#), published by the University of Texas at Austin, reviews scholarly literature about audience building. It poses a number of questions that could help an arts organization as it devises

solutions to declining audiences, including asking how the organization defines success (in ways that could range from ticket sales to audience commitment) and which audiences the organization considers most important. We expect, too, other publications in coming years from the initiative.

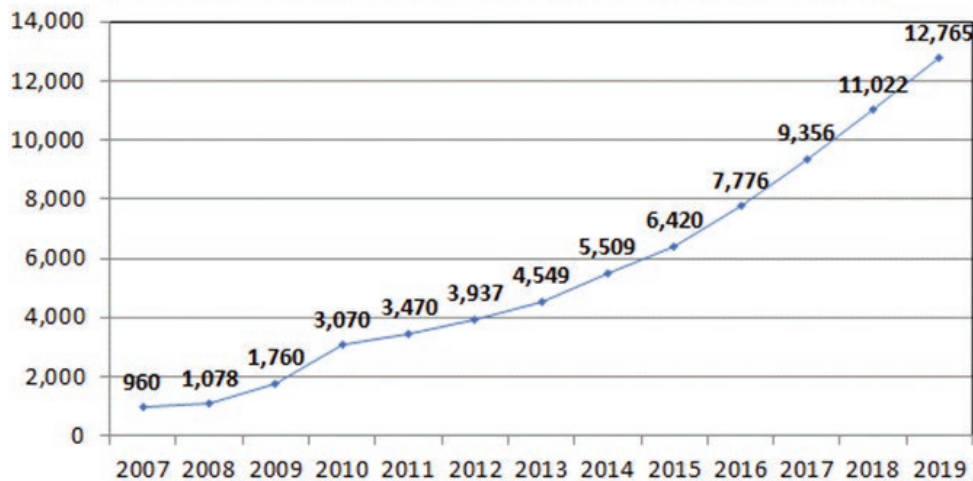
The other strand of our work in the arts is arts education for the young, which in recent years has involved an effort by the Boys & Girls Clubs of America to promote the spread of high-quality arts education for young people in areas where such programs are scarce. In 2019, we launched the second wave of the Youth Arts Initiative in five communities. Despite the COVID-19 pandemic, the arts programming has been able to continue, albeit virtually, in a number of them.

DISSEMINATING WHAT WE HAVE LEARNED

We look at a range of factors to get an idea of the extent to which the insights generated by our work are seen as valuable, are being incorporated into the knowledge base of the fields in which we work, and are reaching people. One measure is references, in scholarly literature, to Wallace-generated publications. In 2019, there were 1,743 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 a decade before. The number of new citations was nearly double the number in 2015. Another measure is the number of downloads of reports, videos, tools and other materials from the Wallace website. In 2019, the site recorded 857,300 downloads, a modest decline (about 2 percent) from a record level set in 2018. ■

Growing citations of our work

Cumulative citations of Wallace-commissioned and produced research



Source: Google Scholar

NEW PUBLICATIONS AND MULTIMEDIA RESOURCES FROM WALLACE

Downloadable for free at www.wallacefoundation.org

ADVANCING PHILANTHROPY

[Building Impact: A Closer Look at Local Cross-Sector Collaborations for Education](#)

A study of cross-sector collaborative initiatives in eight cities concludes that they are a calming force and “show promise.”

AFTERSCHOOL

PUBLICATIONS

[Afterschool Programs: A Review of Evidence Under the Every Student Succeeds Act](#)

A research review, with a companion guide, finds more than 60 afterschool programs that meet the most rigorous evidence standards of the federal Every Student Succeeds Act.

[Putting Data to Work for Young People: A Ten-Step Guide for Expanded Learning](#)

This guide offers a step-by-step plan for collecting, analyzing and managing data to improve decision making in afterschool and other out-of-school-time programming.

[Using Data to Strengthen Afterschool Planning, Management, and Strategy: Lessons from Eight Cities](#)

This study describes how afterschool systems in eight cities established, operated and used data collection and analysis, offering insights from their work.

BUILDING AUDIENCES FOR THE ARTS

PUBLICATIONS

[Audience Building and Financial Health in the Nonprofit Performing Arts: Current Literature and Unanswered Questions](#)

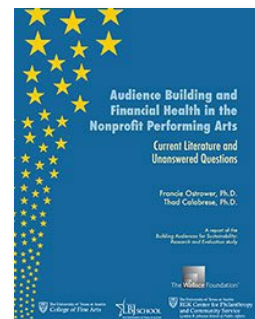
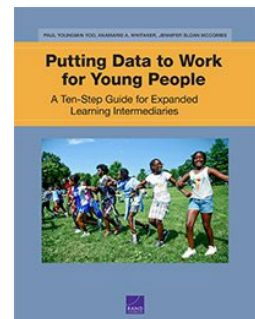
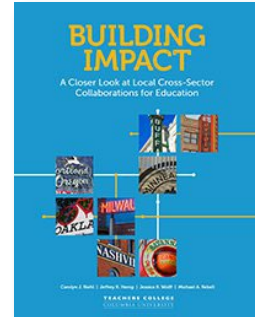
This literature review finds scant research to explain why arts audiences are shrinking, how organizations can reverse this trend and whether organizations' efforts can improve their finances, but it also highlights questions that may help organizations chart a path to committed audiences and improved finances.

[WORLD MUSIC/CRASHarts Tests New Format New Name to Draw New Audiences](#)

Part of a series exploring the early work of several arts organizations in Wallace's Building Audiences for Sustainability initiative, this article and video describe how a festival and a rebranding effort could increase the name recognition of, and draw younger audiences to, an arts presenter in Boston.

[For Steppenwolf Theatre the Connection's the Thing](#)

This blog post revisits the Chicago-based theater company to provide an update of its efforts to engage audiences, originally documented in a 2011 case study.



[A Range of Opportunities Brings New Audiences to Decades-Old Ceramics Studio](#)

This blog post revisits The Clay Studio in Philadelphia to provide an update of its audience-building efforts, originally documented in a 2015 case study.

SCHOOL LEADERSHIP

PUBLICATIONS

[Memorandum: ESSA Evidence Review of the Principal Pipeline Initiative](#)

A RAND study showing student achievement and principal retention benefits from principal pipelines meets research standards necessary for funding of pipelines under Title I and other sections of the federal Every Student Succeeds Act, according to this Abt Associates analysis.

[Principal Pipelines: A Feasible, Affordable, and Effective Way for Districts to Improve Schools](#)

Schools in large districts that built principal pipelines markedly outperformed similar schools in comparison districts in both reading and math, a groundbreaking RAND report finds.

[Principal Pipelines: A Major Strategy to Improve Student Achievement Districtwide](#)

This landing page provides a host of resources, from an FAQ to an infographic to a video, bibliography and two-page summary of study findings for those interested in learning more about the principal pipeline approach to developing effective school leaders and the research behind it.

[Sustaining a Principal Pipeline](#)

Principal pipelines—a set of procedures and policies to cultivate and support effective school leaders—have evolved in certain ways but remain strong and valued, even after foundation funding for them ended, in six large districts that built them with foundation support.

[Blog series on Pipeline Principals](#)

This series of blog posts profiles five principals to describe how various aspects of principal pipelines have affected their work. The [last in the series](#) contains links to each of the other four installments.

SLIDE PRESENTATIONS

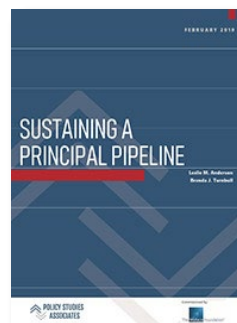
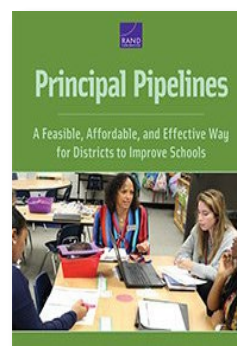
[Education Leadership: Evidence and Implications](#)

In this presentation to the Hunt-Kean Leadership Fellows Institute in Austin, Wallace Foundation President Will Miller discusses what Wallace has learned from more than 15 years of fieldwork and research in education leadership, including some directions that states can take to support principal effectiveness.

PODCASTS

[The Principal Pipeline Podcast](#)

This two-part series delves into principal pipelines, an approach for districts to develop a strong corps of effective school leaders. Series One, released in 2018, covers how pipeline-building proved to be feasible and affordable in six large school districts, while Series Two, released in 2019, examines the effectiveness of building principal pipelines.



VIDEOS

[Principal Preparation - A Roadmap for Reform](#)

This four-part video series looks at how universities and school districts can team up to redesign the way that aspiring school leaders are prepared to become principals.

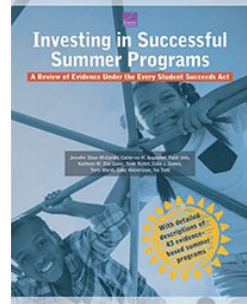


SUMMER LEARNING

PUBLICATIONS

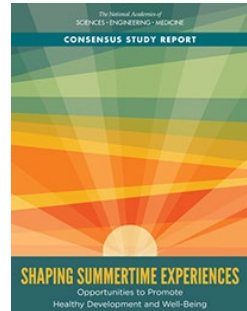
[Investing in Successful Summer Programs: A Review of Evidence Under the Every Student Succeeds Act](#)

RAND describes in detail 43 summer programs backed by research strong enough to meet federal Every Student Succeeds Act evidence requirements.



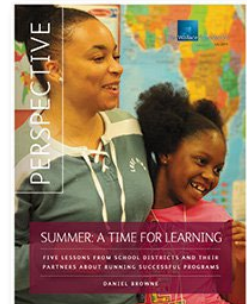
[National Academies of Sciences Report on Summer Learning](#)

A study of summertime experiences for young people offers recommendations for improving the quality, equity and effectiveness of summer programming.



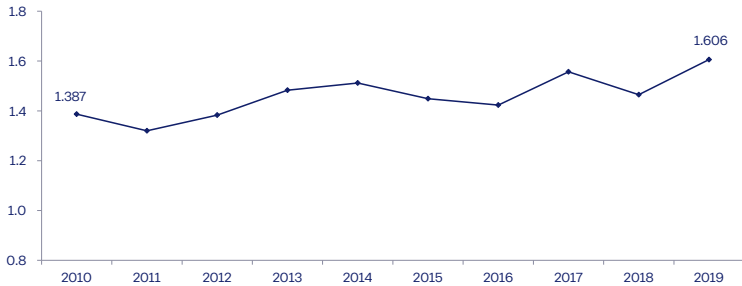
[Summer—A Time for Learning: Five Lessons From School Districts and Their Partners About Running Successful Programs](#)

A Wallace Perspective offers lessons—and plenty of tips—for school districts and partner organizations on planning and running effective summer learning programs.



FINANCIAL OVERVIEW

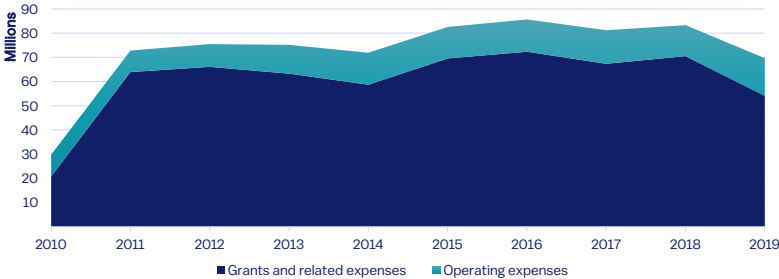
INVESTMENT ASSETS



Our portfolio totaled \$1.606 billion on December 31, 2019, which was \$141 million higher than our assets of \$1.465 billion on December 31, 2018. The increase reflects the net market appreciation of our portfolio after deducting grants and expenses of \$88 million paid in 2019.

Our portfolio value on December 31, 2019 was \$219 million higher than our assets of \$1.387 billion on December 31, 2010 on a nominal basis. We paid a total of \$747 million in grants and expenses over that 10-year period.

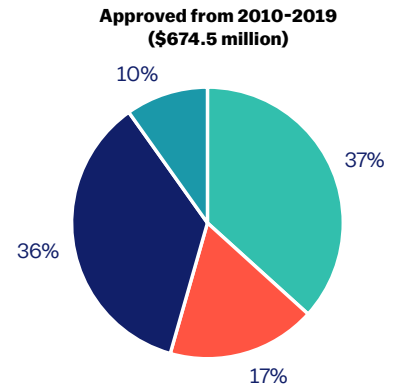
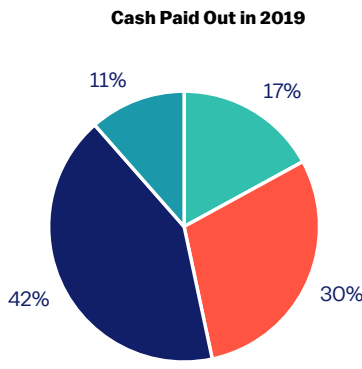
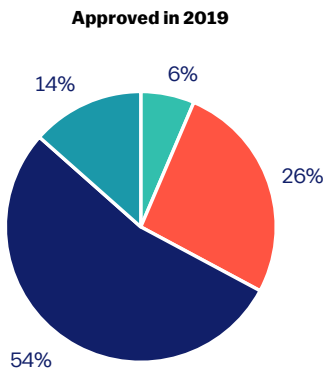
WALLACE'S EXPENSES OVER A DECADE



The bulk of expenditures under “grants and related expenses” goes to education, arts, social service and similar nonprofit organizations. Also included is spending for research and communications. The chart below 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 2019; the second shows grants/expenses paid in 2019 (including grants approved in earlier years); the third shows the total grant amounts approved since 2010.



■ Arts ■ Education Leadership ■ Learning and Enrichment ■ Other

PROGRAM EXPENDITURES AND COMMITMENTS

The following tables describe and list the expenditures made in 2019 to advance Wallace’s work in its areas of afterschool, arts education, audience development for the arts, school leadership, social and emotional learning, and summer earning. In most of these areas, our approach and expenditures are grouped largely under two main categories: Develop Innovation Sites, and Develop and Share Knowledge.

- **DEVELOP INNOVATION SITES** — We fund and closely work with our grantees, which are usually institutions rather than individuals, to help them plan and test out innovations, by which we mean new approaches to solving major public problems. These innovation site efforts can provide us and the broader field with insights into what works, what does not, and which conditions support or impede progress.
- **DEVELOP AND SHARE KNOWLEDGE** — Through our grantees’ work and related research we commission, we develop ideas and information that can improve both public policy and the standard practices in our fields of interest. We then use a number of different communications strategies to get the word out.

SCHOOL LEADERSHIP

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

PRINCIPAL PIPELINES

In 2019, a major study by the RAND Corporation found that principal pipelines, as developed by six school districts in Wallace’s Principal Pipeline Initiative, provided benefits for student achievement and principal retention. Since then, Wallace has worked to promote the spread of these pipelines to other districts in a number of ways. One is the Principal Pipeline Learning Community, in which 90 school districts from 31 states have set out to assess their principal development efforts, compare them to the features of the pipeline approach, and, based on the findings, make plans to strengthen their efforts.

1. PRINCIPAL PIPELINE LEARNING COMMUNITY

Organization / IRS name, if different (City, State)	TOTAL AS OF 12/31/19	APPROVED 2019	PAID BEFORE 2019	PAID 2019	FUTURE PAYMENTS
ANTHONY CONSULTING GROUP (Bowie, Md.)—For activities including training individuals and organizations helping districts develop principal pipelines.	\$71,000	\$71,000	\$0	\$26,289	\$44,711
COUNCIL OF THE GREAT CITY SCHOOLS (Washington, D.C.)—To provide technical assistance to districts working to develop principal pipelines.	\$1,050,000	\$1,050,000	\$0	\$1,050,000	\$0
NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS (Reston, Va.)— To provide technical assistance to districts working to develop principal pipelines.	\$1,000,000	\$1,000,000	\$0	\$1,000,000	\$0
POLICY STUDIES ASSOCIATES, INC. (Washington, D.C.)— For activities including collecting and analyzing data from districts working to develop principal pipelines.	\$690,000	\$690,000	\$0	\$305,404	\$384,596
THE NYC LEADERSHIP ACADEMY, INC. (New York City)— For activities including providing assistance to districts working to develop principal pipelines.	\$1,490,000	\$1,490,000	\$0	\$1,490,000	\$0

2.DEVELOP AND SHARE KNOWLEDGE

	TOTAL AS OF 12/31/19	APPROVED 2019	PAID BEFORE 2019	PAID 2019	FUTURE PAYMENTS
ABT ASSOCIATES INC. (Rockville, Md.)—To determine whether a study of Wallace’s Principal Pipeline Initiative meets research standards for federal Every Student Succeeds Act funding.	\$8,698	\$8,698	\$0	\$8,698	\$0
COUNCIL OF CHIEF STATE SCHOOL OFFICERS (Washington, D.C.)—To hold a meeting to inform decision-makers about federal funding options for principal pipelines.	\$280,000	\$280,000	\$0	\$280,000	\$0
IVY PLANNING GROUP, LLC (Bethesda, Md.)—To conduct focus groups and interviews to inform the development of future pipeline initiatives.	\$252,000	\$57,000	\$0	\$160,250	\$91,750
LEMONLY, LLC (Sioux Falls, S.D.)—To create an animated infographic that explains results of the Principal Pipeline Initiative.	\$49,610	\$49,610	\$0	\$49,610	\$0
PETER D. HART RESEARCH ASSOCIATES, INC. (Washington, D.C.)—To conduct market research to help determine the most effective ways to communicate about principal pipelines.	\$47,000	\$47,000	\$0	\$47,000	\$0
POLICY STUDIES ASSOCIATES, INC. (Washington, D.C.)—To conduct an evaluation of the Principal Pipeline Initiative	\$650,000	\$0	\$403,000	\$247,000	\$0
RAND CORPORATION (Santa Monica, Calif.)—To conduct a baseline study of principal pipelines.	\$450,000	\$450,000	\$0	\$53,817	\$396,183
THE HATCHER GROUP (Bethesda, Md.)— To disseminate findings about the impact and sustainability of work conducted in the Principal Pipeline Initiative.	\$89,288	\$89,288	\$0	\$89,288	\$0
OTHER RELATED EXPENSES —Activities including research, editorial and photography services, and social-media advertising.	\$74,290	\$66,571	\$0	\$48,040	\$26,250
	\$6,201,886	\$5,349,16	\$403,000	\$4,855,396	\$943,490

**UNIVERSITY PRINCIPAL
PREPARATION INITIATIVE**

1. DEVELOP INNOVATION SITES

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

	TOTAL AS OF 12/31/19	APPROVED 2019	PAID BEFORE 2019	PAID 2019	FUTURE PAYMENTS
ALBANY STATE UNIVERSITY (Albany, Ga.)—To participate in the University Principal Preparation Initiative.	\$1,135,000	\$0	\$762,730	\$372,270	\$0
AMERICAN INSTITUTES FOR RESEARCH IN THE BEHAVIORAL SCIENCES (Washington, D.C.)—To organize a professional learning community for participants in the University Principal Preparation Initiative.	\$1,460,000	\$1,460,000	\$0	\$1,460,000	\$0
FLORIDA ATLANTIC UNIVERSITY (Boca Raton, Fla.)—To participate in the University Principal Preparation Initiative.	\$1,125,000	\$0	\$663,074	\$461,926	\$0
NORTH CAROLINA STATE UNIVERSITY (Raleigh, N.C.)—To participate in the University Principal Preparation Initiative.	\$1,250,000	\$0	\$650,150	\$599,850	\$0
SAN DIEGO STATE UNIVERSITY FOUNDATION (San Diego, Calif.)—To participate in the University Principal Preparation Initiative.	\$1,390,000	\$0	\$810,000	\$580,000	\$0
THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION, INC. (Charlottesville, Va.)—To organize a professional learning community for faculty members and directors from universities participating in the University Principal Preparation Initiative.	\$550,000	\$550,000	\$0	\$300,000	\$250,000
UNIVERSITY OF CONNECTICUT (Storrs, Conn.)—To participate in the University Principal Preparation Initiative.	\$1,070,000	\$1,070,000	\$0	\$1,070,000	\$0
VIRGINIA STATE UNIVERSITY (Petersburg, Va.)—To participate in the University Principal Preparation Initiative.	\$1,130,000	\$0	\$626,249	\$503,751	\$0
WESTERN KENTUCKY UNIVERSITY RESEARCH FOUNDATION, INC. (Bowling Green, Ky.)—To participate in the University Principal Preparation Initiative.	\$1,190,000	\$1,190,000	\$0	\$1,190,000	\$0

2. DEVELOP AND SHARE KNOWLEDGE

RAND CORPORATION (Santa Monica, Calif.)—To conduct an evaluation of the University Principal Preparation Initiative.	\$3,799,072	\$0	\$2,498,259	\$630,813	\$670,000
THE HATCHER GROUP, INC. (Bethesda, Md.)—To provide photography and videography for stories about the University Principal Preparation Initiative and to live-stream panel discussions for initiative participants.	\$106,190	\$0	\$54,266	\$15,725	\$36,199
THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION INC. (Charlottesville, Va.)—To prepare a report about principal preparation programs with diverse enrollment.	\$30,000	\$0	\$0	\$30,000	\$0
	\$14,235,262	\$4,270,000	\$6,064,728	\$7,214,335	\$956,199

**EVERY STUDENT SUCCEEDS ACT LEADERSHIP
LEARNING COMMUNITY**

1. DEVELOP INNOVATION SITES

This initiative seeks to help a group of 11 states and districts within them use education leadership to pursue equity and school improvement, with support from the federal Every Student Succeeds Act.

	TOTAL AS OF 12/31/19	APPROVED 2019	PAID BEFORE 2019	PAID 2019	FUTURE PAYMENTS
COUNCIL OF THE GREAT CITY SCHOOLS (Washington, D.C.)—To help large urban districts implement the Every Student Succeeds Act.	\$400,000	\$0	\$250,000	\$150,000	\$0
EDUCATION COMMISSION OF THE STATES (Denver)—To provide access to a database of laws, regulations and information regarding the Every Student Succeeds Act.	\$187,500	\$187,500	\$0	\$187,500	\$0
NATIONAL URBAN LEAGUE, INC. (New York City)—To help oversee the Every Student Succeeds Act Leadership Learning Community.	\$1,400,000	\$0	\$800,000	\$600,000	\$0
THE HATCHER GROUP, INC. (Bethesda, Md.)—To help learning community participants plan communications activities.	\$260,557	\$0	\$55,592	\$204,965	\$0
THE NYC LEADERSHIP ACADEMY, INC. (New York City)—To support Florida participants as they join the Every Student Succeeds Act Leadership Learning Community.	\$65,000	\$65,000	\$0	\$65,000	\$0

2. DEVELOP AND SHARE KNOWLEDGE

COUNCIL OF CHIEF STATE SCHOOL OFFICERS (Washington, D.C.)—To develop and share ways in which states can use the Every Student Succeeds Act to support effective school leadership.	\$400,000	\$0	\$250,000	\$150,000	\$0
POLICY STUDIES ASSOCIATES, INC. (Washington, D.C.)—To conduct an evaluation of the work of the state teams participating in the Every Student Succeeds Act Leadership Learning Community.	\$1,598,146	\$585,000	\$132,957	\$804,418	\$660,771
	\$3,613,057	\$252,500	\$1,362,665	\$1,674,477	\$575,914

**OTHER EDUCATION
LEADERSHIP PROJECTS**

	TOTAL AS OF 12/31/19	APPROVED 2019	PAID BEFORE 2019	PAID 2019	FUTURE PAYMENTS
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (Washington, D.C.)—To serve as a Wallace communications partner.	\$400,000	\$200,000	\$99,424	\$217,132	\$83,444
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, INC. (Alexandria, Va.)—To serve as a Wallace communications partner.	\$350,000	\$0	\$175,000	\$175,000	\$0
ARABELLA ADVISORS, LLC (Washington, D.C.)—For activities including supporting a network of education-leadership funders and to analyze the sorts of efforts they back.	\$247,000	\$247,000	\$0	\$156,263	\$90,738
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT (Alexandria, Va.)—To serve as a Wallace communications partner.	\$100,000	\$100,000	\$0	\$100,000	\$0
COUNCIL OF CHIEF STATE SCHOOL OFFICERS (Washington, D.C.)—To serve as a Wallace communications partner.	\$400,000	\$0	\$200,000	\$200,000	\$0
LEARNING FORWARD (Richardson, Texas)—To serve as a Wallace communications partner.	\$350,000	\$0	\$175,000	\$175,000	\$0
LEARNING POLICY INSTITUTE (Palo Alto, Calif.)—To produce a report synthesizing research about principal preparation.	\$681,799	\$681,799	\$0	\$320,949	\$360,850
MATHEMATICA POLICY RESEARCH, INC. (Princeton, N.J.)—To conduct an evaluation of Wallace’s now-completed Principal Supervisor Initiative.	\$2,886,102	\$0	\$2,350,000	\$350,000	\$186,102
NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS FOUNDATION (Alexandria, Va.)—To serve as a Wallace communications partner.	\$200,000	\$0	\$0	\$200,000	\$0
NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS (Reston, Va.)—To serve as a Wallace communications partner.	\$400,000	\$200,000	\$100,000	\$200,000	\$100,000
NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION (Alexandria, Va.)—To serve as a Wallace communications partner.	\$300,000	\$0	\$0	\$300,000	\$0
NATIONAL CONFERENCE OF STATE LEGISLATURES (Denver)—To serve as a Wallace communications partner.	\$800,000	\$400,000	\$200,930	\$199,070	\$400,000
NATIONAL GOVERNORS ASSOCIATION CENTER FOR BEST PRACTICES (Washington, D.C.)—To serve as a Wallace communications partner.	\$400,000	\$400,000	\$0	\$400,000	\$0
NELSON MULLINS RILEY & SCARBOROUGH, LLP D.B.A. EDUCATIONCOUNSEL, LLC (Washington, D.C.)—To support Wallace’s education leadership initiatives and learning communities.	\$690,000	\$0	\$55,083	\$394,281	\$240,636
THE EDUCATION TRUST, INC. (Washington, D.C.)—To serve as a Wallace communications partner.	\$350,000	\$0	\$183,800	\$166,200	\$0

	TOTAL AS OF 12/31/19	APPROVED 2019	PAID BEFORE 2019	PAID 2019	FUTURE PAYMENTS
THE HATCHER GROUP, INC. (Bethesda, Md.)—To help in communications that synthesize knowledge about education leadership.	\$31,149	\$0	\$29,299	\$1,850	\$0
THE NYC LEADERSHIP ACADEMY, INC. (New York City)—To organize a conference for groups invited to apply for a new education-leadership initiative.	\$150,000	\$150,000	\$0	\$75,000	\$75,000
UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION (Charlottesville, Va.)—For activities including serving as a Wallace communications partner.	\$325,000	\$0	\$121,000	\$204,000	\$0
THE VISIONARIES, INC. (Stoughton, Mass.)—To support the production of a 30-minute documentary about The NYC Leadership Academy.	\$41,000	\$41,000	\$0	\$41,000	\$0
VANDERBILT UNIVERSITY (Nashville)—To produce a report synthesizing research about assistant principals.	\$689,814	\$689,814	\$0	\$294,226	\$395,588
VANDERBILT UNIVERSITY (Nashville)—To produce a report synthesizing research about education leadership and its impact.	\$475,494	\$475,494	\$0	\$177,518	\$297,976
OTHER RELATED EXPENSES —Activities including grants-management and research.	\$467,357	\$0	\$104,533	\$124,003	\$238,822
	\$10,734,715	\$3,585,107	\$3,794,069	\$4,471,491	\$2,469,156

AFTERSCHOOL

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

CITYWIDE AFTERSCHOOL SYSTEMS

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

	TOTAL AS OF 12/31/19	APPROVED 2019	PAID BEFORE 2019	PAID 2019	FUTURE PAYMENTS
AFTERSCHOOL ALLIANCE (Washington, D.C.)—To serve as a Wallace communications partner.	\$350,000	\$125,000	\$112,500	\$237,500	\$0
EXPANDED SCHOOLS, INC. (New York City)—For activities including Every Hour Counts' work as a Wallace communications partner.	\$660,000	\$410,000	\$225,000	\$271,470	\$163,530
FAMILY HEALTH INTERNATIONAL (Durham, N.C.)—To survey city leaders about progress and challenges in building out-of-school-time systems.	\$582,271	\$582,271	\$0	\$300,000	\$282,271
FISCAL MANAGEMENT ASSOCIATES (New York City)—To update the strongnonprofits.org website.	\$135,000	\$75,000	\$15,000	\$60,000	\$60,000
NATIONAL AFTERSCHOOL ASSOCIATION (Oakton, Va.)—To serve as a Wallace communications partner.	\$250,000	\$250,000	\$0	\$125,000	\$125,000
NATIONAL LEAGUE OF CITIES INSTITUTE, INC. (Washington, D.C.)—To serve as a Wallace communications partner.	\$480,000	\$150,000	\$162,822	\$167,178	\$150,000
OTHER RELATED EXPENSES —Activities including speaker recruitment for conferences, and research and editorial services.	\$105,641	\$200	\$76,531	\$26,110	\$3,000
	\$2,562,912	\$1,592,471	\$591,853	\$1,187,258	\$783,801

**SUMMER
LEARNING**

Our goal is to improve summer learning opportunities for children.

1. DEVELOP INNOVATION SITES

	TOTAL AS OF 12/31/19	APPROVED 2019	PAID BEFORE 2019	PAID 2019	FUTURE PAYMENTS
CROSBY MARKETING COMMUNICATIONS, INC. (Annapolis, Md.)—To create an animated video and social-media campaign to promote Wallace’s Summer Learning Toolkit.	\$112,711	\$0	\$62,930	\$49,781	\$0
NATIONAL SUMMER LEARNING ASSOCIATION, INC. (Baltimore)—To help strengthen the organization’s ability to advance progress in the summer-learning field and to serve as a Wallace communications partner.	\$1,300,000	\$550,000	\$500,000	\$526,485	\$273,515
PROTIVITI, INC. (Winchester, Va.)—To create new web-page layouts for the Summer Learning Toolkit.	\$56,980	\$0	\$29,600	\$27,380	\$0
RAND CORPORATION (Santa Monica, Calif.)—To conduct an evaluation of the National Summer Learning Project and to help disseminate its findings.	\$1,922,325	\$0	\$1,750,000	\$129,843	\$42,482
THE LEARNING AGENDA, INC. (Stow, Ohio)—To support the dissemination of the Summer Learning Toolkit.	\$551,773	\$385,963	\$58,086	\$323,623	\$170,064
OTHER RELATED EXPENSES —Activities including photography and editorial services.	\$11,101	\$0	\$0	\$11,101	\$0
	\$3,954,890	\$935,963	\$2,400,616	\$1,068,214	\$486,061

**PARTNERSHIPS
FOR SOCIAL
AND
EMOTIONAL
LEARNING**

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

1. DEVELOP INNOVATION SITES

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

	TOTAL AS OF 12/31/19	APPROVED 2019	PAID BEFORE 2019	PAID 2019	FUTURE PAYMENTS
BIG THOUGHT (Dallas)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$2,699,239	\$1,448,423	\$1,250,816	\$791,449	\$656,974
BOSTON AFTER SCHOOL & BEYOND, INC. (Boston)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$5,048,348	\$2,349,900	\$0	\$4,016,723	\$1,031,625
BRANSOM WORKING GROUP (Coppell, Texas)—To support data collection, analysis, reporting and communications among organizations participating in the Partnerships or Social and Emotional Learning Initiative.	\$217,806	\$217,806	\$0	\$160,627	\$57,179
BRIGHT MORNING CONSULTING, INC. (Oakland, Calif.)—To conduct a workshop for initiative participants on emotional resilience.	\$8,000	\$0	\$0	\$8,000	\$0
FAGAN & CROUSE, LLC (Alpharetta, Ga.)—To help manage a meeting of the Partnerships for Social and Emotional Learning Initiative learning community.	\$33,560	\$0	\$0	\$33,560	\$0
CITY AND COUNTY OF DENVER (Denver)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$2,818,414	\$1,343,464	\$737,475	\$1,542,320	\$538,620
YALE UNIVERSITY (New Haven)—To develop web-based training and resources for out-of-school-time programs about emotional intelligence.	\$946,266	\$946,266	\$0	\$500,000	\$446,266
COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING (Chicago)—To assist cities participating in the Partnerships for Social and Emotional Learning Initiative.	\$625,000	\$625,000	\$0	\$625,000	\$0
COMMITTEE FOR CHILDREN (Seattle)—To adapt the Second Step curriculum and training to out-of-school-time settings.	\$836,500	\$836,500	\$0	\$836,500	\$0
CROSBY MARKETING COMMUNICATIONS, INC. (Annapolis, Md.)—To assist cities participating in the Partnerships for Social and Emotional Learning Initiative.	\$245,858	\$0	\$40,508	\$169,132	\$36,218
DALLAS INDEPENDENT SCHOOL DISTRICT (Dallas)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$1,768,365	\$1,000,000	\$384,183	\$884,183	\$500,000
DENVER PUBLIC SCHOOLS FOUNDATION (Denver)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$937,236	\$937,236	\$0	\$468,618	\$468,618
EARLY LEARNING COALITION OF PALM BEACH COUNTY, INC. (Boynton Beach, Fla.)—To fund scholarships to increase enrollment in afterschool programs in Palm Beach County.	\$138,000	\$138,000	\$0	\$0	\$138,000

	TOTAL AS OF 12/31/19	APPROVED 2019	PAID BEFORE 2019	PAID 2019	FUTURE PAYMENTS
EDUCATION FIRST CONSULTING, LLC (Seattle)—For activities including organizing learning-community meetings for participants in the Partnerships for Social and Emotional Learning Initiative.	\$526,435	\$0	\$177,630	\$198,942	\$149,862
HEALTH SCIENCES HIGH SCHOOL & MIDDLE COLLEGE (San Diego)—To organize meetings of principals in school districts participating in the Partnerships for Social and Emotional Learning Initiative.	\$123,900	\$123,900	\$0	\$123,900	\$0
PRIME TIME PALM BEACH COUNTY INC. (Boynton Beach, Fla.)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$796,933	\$796,933	\$0	\$432,967	\$363,967
SCHOOL BOARD OF PALM BEACH COUNTY (West Palm Beach, Fla.)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$3,024,131	\$1,453,660	\$785,236	\$816,268	\$1,422,628
THE FORUM FOR YOUTH INVESTMENT (Washington, D.C.)—To assist cities participating in the Partnerships for Social and Emotional Learning Initiative.	\$444,563	\$444,563	\$0	\$444,563	\$0
THE GREATER TACOMA COMMUNITY FOUNDATION (Tacoma, Wash.)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$4,429,629	\$1,902,991	\$1,263,319	\$2,214,815	\$951,496
THE LEARNING AGENDA, INC. (Stow, Ohio)—To assist communities participating in the Partnerships for Social and Emotional Learning Initiative that are focusing on summer learning.	\$139,912	\$139,912	\$0	\$29,498	\$110,414
TULSA COMMUNITY FOUNDATION (Tulsa)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$2,119,727	\$889,465	\$615,131	\$1,059,864	\$444,733
TULSA PUBLIC SCHOOL DISTRICT NO. 1 (Tulsa)—To participate in the Partnerships for Social and Emotional Learning Initiative.	\$2,123,250	\$894,870	\$614,190	\$1,061,625	\$447,435
OTHER RELATED EXPENSES —To help organize meetings of the initiative's professional learning community	\$271,999	\$259,499	\$0	\$271,999	\$0

2.DEVELOP AND SHARE KNOWLEDGE

AFTERSCHOOL ALLIANCE (Washington, D.C.)—To support the America After 3PM survey and to produce a special report on the role afterschool programs could play in social and emotional learning.	\$250,000	\$250,000	\$0	\$113,340	\$136,660
MATHEMATICA POLICY RESEARCH, INC. (Princeton, N.J.)—To coordinate the administration of an online social and emotional assessment of students in cities participating in the Partnerships for Social and Emotional Learning Initiative.	\$2,026,160	\$0	\$224,797	\$917,564	\$883,799
RAND CORPORATION (Santa Monica, Calif.)—To conduct an evaluation of the Partnerships for Social and Emotional Learning Initiative and to survey teachers about social and emotional learning.	\$13,090,393	\$1,736,117	\$4,500,000	\$2,330,297	\$6,260,096
XSEL LABS INCORPORATED (Evanston, Ill.)— To support the administration of an assessment of children's social and emotional skills.	\$902,877	\$0	\$208,550	\$228,626	\$465,701
	\$46,592,501	\$18,734,505	\$10,801,834	\$20,280,378	\$15,510,289

**OTHER SOCIAL AND EMOTIONAL
LEARNING PROJECTS**

	TOTAL AS OF 12/31/19	APPROVED 2019	PAID BEFORE 2019	PAID 2019	FUTURE PAYMENTS
AMERICA'S PROMISE ALLIANCE (Washington, D.C.)—To help organize a conference on social-emotional learning and afterschool programming, and to support dissemination of findings from the Aspen Institute's National Commission on Social Emotional and Academic Development.	\$295,019	\$295,019	\$0	\$275,000	\$20,019
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT (Alexandria, Va.)—To serve as a Wallace communications partner.	\$50,000	\$50,000	\$0	\$50,000	\$0
DATA QUALITY CAMPAIGN INC. (Washington, D.C.)—To serve as a Wallace communications partner.	\$50,000	\$50,000	\$0	\$0	\$50,000
NATIONAL PUBLIC EDUCATION SUPPORT FUND (Washington, D.C.)—To organize a working group on diversity and social-emotional learning in the Grantmakers for Thriving Youth.	\$5,625	\$5,625	\$0	\$5,625	\$0
NEW VENTURE FUND (Washington, D.C.)—To develop a toolkit to help schools and out-of-school-time program providers communicate effectively about social and emotional learning.	\$60,000	\$20,000	\$20,000	\$40,000	\$0
PARTNERSHIP FOR CHILDREN AND YOUTH (Oakland, Calif.)—To support the development of a long-term sustainability plan.	\$150,000	\$0	\$0	\$150,000	\$0
PRESIDENT AND FELLOWS OF HARVARD COLLEGE (Cambridge, Mass.)—To expand a guide to social and emotional learning programs for elementary school students and to create a new guide to programs for middle and high school students.	\$1,010,329	\$1,010,329	\$0	\$161,580	\$848,749
CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING (Stanford, Calif.)—To sponsor the 2020 Carnegie Foundation Summit on Improvement in Education.	\$15,000	\$15,000	\$0	\$15,000	\$0
COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING (Chicago)—For general operating support.	\$1,000,000	\$1,000,000	\$0	\$1,000,000	\$0
THE FORUM FOR YOUTH INVESTMENT (Washington, D.C.)—For general operating support and to serve as a Wallace communications partner.	\$3,850,000	\$3,600,000	\$0	\$1,450,000	\$2,400,000
OTHER RELATED EXPENSES —Activities including editorial services and the coordination and hosting of conferences.	\$35,360	\$35,360	\$0	\$27,818	\$7,542
	\$6,521,333	\$6,081,333	\$20,000	\$3,175,023	\$3,326,310

**AUDIENCE
DEVELOPMENT
FOR THE ARTS**

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

**BUILDING AUDIENCES FOR
SUSTAINABILITY**

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

1. DEVELOP INNOVATION SITES

	TOTAL AS OF 12/31/19	APPROVED 2019	PAID BEFORE 2019	PAID 2019	FUTURE PAYMENTS
ALVIN AILEY DANCE FOUNDATION, INC. (New York City)—For general operating support.	\$100,000	\$0	\$50,000	\$50,000	\$0
ARIZONA STATE UNIVERSITY FOUNDATION FOR A NEW AMERICAN UNIVERSITY (Tempe, Ariz.)—For general operating support.	\$100,000	\$0	\$50,000	\$50,000	\$0
BALLET AUSTIN (Austin, Texas)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$369,250	\$0	\$289,250	\$80,000	\$0
BALTIMORE SYMPHONY ORCHESTRA (Baltimore)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$533,000	\$48,500	\$404,500	\$128,500	\$0
CHICAGO THEATRE GROUP, INC. (Chicago)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$449,000	\$0	\$369,000	\$80,000	\$0
CONTEMPORARY ARTS CENTER (New Orleans)—For general operating support.	\$100,000	\$0	\$50,000	\$50,000	\$0
DENVER CENTER THEATRE COMPANY (Denver)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$215,000	\$115,000	\$50,000	\$165,000	\$0
DESIGNING INSIGHTS, LLC (Berkeley, Calif.)—To provide interactive programming for the Building Audiences for Sustainability initiative's learning community.	\$42,750	\$0	\$0	\$42,750	\$0
EAST BAY PERFORMING ARTS (Oakland, Calif.)—For general operating support.	\$100,000	\$0	\$50,000	\$50,000	\$0
LYRIC OPERA OF CHICAGO (Chicago)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$483,000	\$68,000	\$335,000	\$148,000	\$0
OPERA THEATRE OF SAINT LOUIS (St. Louis)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$446,600	\$0	\$366,600	\$80,000	\$0
PACIFIC NORTHWEST BALLET (Seattle)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$431,500	\$31,500	\$320,000	\$111,500	\$0
PASADENA PLAYHOUSE (Pasadena, Calif.)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$557,500	\$0	\$437,500	\$120,000	\$0

	TOTAL AS OF 12/31/19	APPROVED 2019	PAID BEFORE 2019	PAID 2019	FUTURE PAYMENTS
PORTLAND CENTER STAGE (Portland, Ore.)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$512,200	\$93,200	\$339,000	\$173,200	\$0
REGENTS OF THE UNIVERSITY OF CALIFORNIA AT BERKELEY (Berkeley, Calif.)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$431,500	\$0	\$296,000	\$135,500	\$0
S. RADOFF ASSOCIATES LLC (New York City)—To provide assistance on market research to organizations participating in the Building Audiences for Sustainability initiative.	\$2,567,500	\$0	\$2,352,960	\$214,540	\$0
SAN FRANCISCO PERFORMANCES, INC. (San Francisco)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$384,100	\$25,600	\$278,500	\$105,600	\$0
SEATTLE OPERA (Seattle)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$543,000	\$0	\$463,000	\$80,000	\$0
SEATTLE SYMPHONY ORCHESTRA (Seattle)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$327,500	\$0	\$247,500	\$80,000	\$0
STEPPENWOLF THEATRE COMPANY (Chicago)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$849,000	\$345,000	\$430,000	\$389,000	\$30,000
STUDIO MIRTILLO, LLC (Los Angeles)—To help plan and manage a learning community meeting for the Building Audiences for Sustainability Initiative.	\$75,000	\$0	\$0	\$75,000	\$0
TECHNICAL DEVELOPMENT CORPORATION (Boston)—To help manage the Building Audiences for Sustainability Initiative.	\$1,365,000	\$600,000	\$617,473	\$579,378	\$168,149
THE PHILHARMONIC SYMPHONY SOCIETY OF NEW YORK, INC. (New York City)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$418,750	\$0	\$308,000	\$110,750	\$0
THEATRE AND ARTS FOUNDATION OF SAN DIEGO COUNTY (La Jolla, Calif.)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$437,000	\$33,500	\$323,500	\$113,500	\$0
UNIVERSITY MUSICAL SOCIETY (Ann Arbor, Mich.)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$376,500	\$45,500	\$251,000	\$125,500	\$0
VICTORY GARDENS THEATER (Chicago)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$399,600	\$29,000	\$290,600	\$109,000	\$0
WOOLLY MAMMOTH THEATRE (Washington, D.C.)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$307,500	\$0	\$227,500	\$80,000	\$0
WORLD MUSIC, INC. (Cambridge, Mass.)—For general operating support and to participate in the Building Audiences for Sustainability initiative.	\$438,000	\$38,000	\$320,000	\$118,000	\$0
OTHER RELATED EXPENSES —For learning community activities.	\$246,253	\$246,253	\$0	\$246,253	\$0

2. DEVELOP AND SHARE KNOWLEDGE

	TOTAL AS OF 12/31/19	APPROVED 2019	PAID BEFORE 2019	PAID 2019	FUTURE PAYMENTS
AMERICAN ASSOCIATION OF MUSEUMS (Arlington, Va.)—To serve as a Wallace communications partner.	\$200,000	\$200,000	\$0	\$200,000	\$0
AMERICAN SYMPHONY ORCHESTRA LEAGUE (New York City)—To serve as a Wallace communications partner.	\$200,000	\$200,000	\$0	\$200,000	\$0
AMERICANS FOR THE ARTS INC. (Washington, D.C.)—To sponsor the 2019 National Arts Marketing Project Conference.	\$15,000	\$15,000	\$0	\$15,000	\$0
ARTSJOURNAL.COM (Seattle)— To support a media project exploring ways in which arts organizations can engage and expand audiences.	\$100,000	\$0	\$50,000	\$50,000	\$0
ARTS REACH UNLIMITED, INC. (Long Beach, Calif.)—To sponsor the Arts Marketing, Development and Ticketing Conferences of 2018 and 2019.	\$170,000	\$0	\$85,000	\$85,000	\$0
ASSOCIATION OF PERFORMING ARTS PROFESSIONALS, INC. (Washington, D.C.)—To serve as a Wallace communications partner.	\$200,000	\$200,000	\$0	\$200,000	\$0
CHAMBER MUSIC AMERICA, INC. (New York City)—To serve as a Wallace communications partner.	\$200,000	\$200,000	\$0	\$200,000	\$0
DANCE USA (Washington, D.C.)—To serve as a Wallace communications partner.	\$200,000	\$200,000	\$0	\$200,000	\$0
FRACTURED ATLAS, INC. (New York City)—To support communications efforts of the Association of Arts Administration Educators.	\$50,000	\$50,000	\$0	\$50,000	\$0
OPERA AMERICA, INC. (New York City)—To serve as a Wallace communications partner.	\$200,000	\$200,000	\$0	\$200,000	\$0
RESEARCH FOR ACTION, INC. (Philadelphia)—To conduct focus groups at the final meeting of the Building Audiences for Sustainability learning community.	\$63,366	\$0	\$0	\$40,000	\$23,366
RESNICOW SCHROEDER ASSOCIATES, INC. (New York City)—To support Wallace's arts communications and dissemination activities.	\$447,705	\$13,008	\$205,722	\$211,859	\$30,124
THE UNIVERSITY OF TEXAS AT AUSTIN (Austin, Texas)—To conduct evaluations of the Building Audiences for Sustainability initiative.	\$4,344,930	\$0	\$2,400,000	\$0	\$1,944,930
THEATRE COMMUNICATIONS GROUP, INC. (New York City)—To serve as a Wallace communications partner.	\$200,000	\$200,000	\$0	\$200,000	\$0
WNET (New York City)—To produce stories about two arts organizations' experiences in the Building Audiences for Sustainability initiative.	\$287,500	\$0	\$179,688	\$107,812	\$0
OTHER RELATED EXPENSES —Research, editorial and photography services.	\$71,050	\$0	\$46,838	\$18,513	\$5,700
	\$20,555,555	\$3,197,061	\$12,484,131	\$5,869,155	\$2,202,269

**ARTS
EDUCATION**

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

1. DEVELOP INNOVATION SITES

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

	TOTAL AS OF 12/31/19	APPROVED 2019	PAID BEFORE 2019	PAID 2019	FUTURE PAYMENTS
BOYS & GIRLS CLUBS OF AMERICA (Atlanta)—To develop and run high-quality, year-round arts programming for tweens and teens.	\$8,850,000	\$0	\$3,950,000	\$3,201,250	\$1,698,750
HOME TRAINING INSTITUTE, INC. (East Point, Ga.)—To plan and manage three learning-community meetings for the Youth Arts Initiative and to provide technical assistance for the initiative.	\$963,355	\$0	\$0	\$466,471	\$496,884
NATIONAL GUILD FOR COMMUNITY ARTS EDUCATION INC. (New York City)—To support a learning-community meeting for the Youth Arts Initiative.	\$26,165	\$0	\$12,060	\$14,105	\$0
NEXT LEVEL STRATEGIC MARKETING GROUP (Pleasantville, N.Y.)—To help manage the Youth Arts Initiative.	\$855,292	\$0	\$194,481	\$346,291	\$314,520
OTHER RELATED EXPENSES —To host Youth Arts Initiative learning-community meetings	\$88,899	\$88,899	\$0	\$88,899	\$0

2. DEVELOP AND SHARE KNOWLEDGE

RESEARCH FOR ACTION, INC. (Philadelphia)—To conduct an evaluation of the Youth Arts Initiative.	\$1,900,000	\$0	\$500,000	\$500,000	\$900,000
OTHER RELATED EXPENSES —Speaker honoraria for webinars.	\$4,000	\$0	\$0	\$4,000	\$0
	\$12,687,711	\$88,899	\$4,656,541	\$4,621,016	\$3,410,154

**COMMUNICA-
TIONS**

	TOTAL AS OF 12/31/19	APPROVED 2019	PAID BEFORE 2019	PAID 2019	FUTURE PAYMENTS
ACRONYM MEDIA, INC. (New York City)—To provide search-engine-marketing services and consultation.	\$1,085,828	\$366,000	\$353,122	\$361,575	\$371,131
EDITORIAL PROJECTS IN EDUCATION, INC. (Bethesda, Md.)—To support Education Week.	\$2,500,000	\$1,300,000	\$600,000	\$1,250,000	\$650,000
EDUCATION WRITERS ASSOCIATION (Washington, D.C.)—To support reporting on school leadership, and summer and expanded learning.	\$450,000	\$225,000	\$111,822	\$230,799	\$107,379
KENNESAW STATE UNIVERSITY RESEARCH AND SERVICE FOUNDATION, INC. (Kennesaw, Ga.)—To support Youth Today.	\$200,000	\$200,000	\$0	\$200,000	\$0
NATIONAL PUBLIC RADIO, INC. (Washington, D.C.)—To support N.P.R. and its coverage of education and the arts.	\$1,650,000	\$1,650,000	\$0	\$1,650,000	\$0
BIG THINK STUDIOS (San Francisco)—To manage print advertising, develop creative concepts and purchase advertising.	\$299,862	\$0	\$144,284	\$155,578	\$0
TEACHERS COLLEGE, COLUMBIA UNIVERSITY (New York City)—To support The Hechinger Report.	\$200,000	\$200,000	\$0	\$200,000	\$0
THE HATCHER GROUP, INC. (Bethesda, Md.)—To provide communications services to disseminate ideas and information generated from Wallace's efforts.	\$1,222,288	\$28,459	\$587,214	\$542,194	\$92,880
OTHER RELATED EXPENSES —For editorial services.	\$80,507	\$0	\$0	\$80,507	\$0
	\$7,688,484	\$3,969,459	\$1,796,442	\$1,796,442	\$1,221,390

**SERVICE TO
THE FIELD OF
PHILANTHROPY**

	TOTAL AS OF 12/31/19	APPROVED 2019	PAID BEFORE 2019	PAID 2019	FUTURE PAYMENTS
ASIAN AMERICAN-PACIFIC ISLANDERS IN PHILANTHROPY INC. (Oakland, Calif.)—To support this organization, which is dedicated to the full civic and economic participation of Asian-Americans and Pacific Islanders.	\$5,000	\$5,000	\$0	\$5,000	\$0
ASSOCIATION OF BLACK FOUNDATION EXECUTIVES INC. (New York City)—To support this organization, which advocates for responsive investments in Black communities.	\$5,000	\$5,000	\$0	\$5,000	\$0
COUNCIL ON FOUNDATIONS, INC. (Washington, D.C.)—To support this nonprofit membership organization, which provides resources, guidance and leadership to advance communications in philanthropy.	\$23,500	\$23,500	\$0	\$23,500	\$0
EDUCATION COMMISSION OF THE STATES (Denver)—To support the work of the Arts Education Partnership.	\$10,000	\$10,000	\$0	\$10,000	\$0
FJC (New York City)—To support the 2019 program activities of New York City Youth Funders.	\$3,000	\$3,000	\$0	\$3,000	\$0
FOUNDATION CENTER D.B.A. CANDID (New York City)—To support this organization, which works to increase knowledge about philanthropy, and to support the merger of the Foundation Center and Guidestar U.S.A.	\$1,550,000	\$1,550,000	\$0	\$1,050,000	\$500,000
GRANTMAKERS FOR EDUCATION (Portland, Ore.)—To support this membership organization for private and public philanthropies that support improved education outcomes for students from early childhood through their higher education years.	\$14,500	\$14,500	\$0	\$14,500	\$0
GRANTMAKERS FOR EFFECTIVE ORGANIZATIONS (Washington, D.C.)—To support this national membership organization, which promotes learning among funders committed to building effective nonprofits.	\$14,000	\$14,000	\$0	\$14,000	\$0
GRANTMAKERS IN THE ARTS (New York City)—To support this nonprofit membership organization, which provides leadership and service to advance the use of philanthropy for arts and culture.	\$23,190	\$23,190	\$0	\$23,190	\$0
HISPANICS IN PHILANTHROPY (Oakland, Calif.)—To support this organization, which works to strengthen Latino communities.	\$12,000	\$12,000	\$0	\$12,000	\$0
INDEPENDENT SECTOR (Washington, D.C.)—To support this organization, which works to strengthen the nonprofit and philanthropic communities.	\$24,850	\$24,850	\$0	\$24,850	\$0
INNOVATION NETWORK, INC. (Washington, D.C.)—To support the Evaluation Roundtable, a network of foundation leaders that seeks to support and improve evaluation practice in philanthropy.	\$50,000	\$50,000	\$0	\$50,000	\$0
NATIONAL GUILD FOR COMMUNITY ARTS EDUCATION INC. (New York, N.Y.)—For general operating support.	\$25,000	\$25,000	\$0	\$25,000	\$0

	TOTAL AS OF 12/31/19	APPROVED 2019	PAID BEFORE 2019	PAID 2019	FUTURE PAYMENTS
NATIONAL PUBLIC EDUCATION SUPPORT FUND (Washington, D.C.)—To support the Education Funder Strategy Group and Grantmakers for Thriving Youth.	\$50,000	\$50,000	\$0	\$50,000	\$0
NEW YORK UNIVERSITY (New York City)—To support of The Research Alliance for New York City Schools.	\$100,000	\$100,000	\$0	\$100,000	\$0
NONPROFIT NEW YORK, INC. (New York City)—To support this organization, which serves nearly 1,700 nonprofits in New York City, Long Island and Westchester County, N.Y.	\$1,000	\$1,000	\$0	\$1,000	\$0
PEAK GRANTMAKING INC. (Washington, D.C.)—To support this national organization, which seeks to improve grantmaking by advancing the knowledge, skills and abilities of grants managers.	\$8,900	\$8,900	\$0	\$8,900	\$0
PHILANTHROPY NEW YORK, INC. (New York, N.Y.)—To support this professional community of philanthropic foundations based in the New York region.	\$49,250	\$49,250	\$0	\$49,250	\$0
SOCIETY FOR RESEARCH ON EDUCATIONAL EFFECTIVENESS (Washington, D.C.)—To support this organization, which works to advance and disseminate research on the effects of education practices, interventions, programs and policies.	\$8,000	\$8,000	\$0	\$8,000	\$0
THE CENTER FOR EFFECTIVE PHILANTHROPY, INC. (Cambridge, Mass.)— To support this organization, which seeks to help foundations improve their performance.	\$100,000	\$100,000	\$0	\$100,000	\$0
THE COMMUNICATION NETWORK (Washington, D.C.)— To support this nonprofit membership organization, which provides resources, guidance and leadership to advance communications in philanthropy.	\$13,500	\$13,500	\$0	\$13,500	\$0
TIDES CENTER (San Francisco)— To support Emerging Practitioners in Philanthropy, a national network of foundation professionals and others who strive for excellence in philanthropic practice.	\$2,500	\$2,500	\$0	\$2,500	\$0
WILLIAM MARSH RICE UNIVERSITY (Houston)—To support the National Network of Education Research-Practice Partnerships.	\$50,000	\$50,000	\$0	\$50,000	\$0
OTHER EXPENSES —To pay for membership dues to service-to-the-field organizations.	\$46,810	\$46,810	\$0	\$46,810	\$0
	\$2,190,000	\$2,190,000	\$0	\$1,690,000	\$500,000

OTHER GRANTS

	TOTAL AS OF 12/31/19	APPROVED 2019	PAID BEFORE 2019	PAID 2019	FUTURE PAYMENTS
CENTER FOR DISASTER PHILANTHROPY, INC. (Washington, D.C.)—To support recovery efforts after wildfires in California.	\$250,000	\$250,000	\$0	\$250,000	\$0
GREATER NEWARK CONSERVANCY INC. (Newark, N.J.)— For general operating support in memory of Walter Shipley, former chairman of Wallace's board of directors.	\$100,000	\$100,000	\$0	\$100,000	\$0
NELSON MULLINS RILEY & SCARBOROUGH LLP DBA EDUCATIONCOUNSEL LLC (Washington, D.C.)—To provide policy and strategy support to advance Wallace's work at the federal and state levels.	\$492,000	\$180,000	\$132,000	\$165,000	\$195,000
EMPLOYEE MATCHING GIFTS AND GIFTS IN HONOR OF RETIRING EMPLOYEES	\$233,824	\$233,824	\$0	\$187,060	\$46,764
	\$1,075,824	\$763,824	\$132,000	\$702,060	\$241,764
GRAND TOTAL	\$137,450,001	\$65,584,529	\$33,749,497	\$65,887,462	\$37,813,043

FIND OUT MORE

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

- Mission: <http://www.wallacefoundation.org/about-wallace/Pages/Mission.aspx>
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- Funding Guidelines: <http://www.wallacefoundation.org/about-wallace/Pages/Funding-Guidelines.aspx>
- People: <http://www.wallacefoundation.org/about-wallace/People/Pages/default.aspx>
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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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