



The Wallace Foundation®

Supporting ideas.

Sharing solutions.

Expanding opportunities.®

COMMUNICATIONS: SPREADING IDEAS  
REPORT '13



“The Wallace Foundation” and “Wallace” names, the “PrismMark” logo, and the tagline, “Supporting ideas. Sharing solutions. Expanding opportunities.” are registered trademarks of The Wallace Foundation.

Credits: cover, Andy Roberts; p. 9 and p. 10, photos by Jerry Speier; p. 12 and p. 13, photos by David Ropinski; p. 14, photo by Sarah Beth Glicksteen; p. 16, photo by John Morgan; p. 18, infographic, courtesy of EdVestors; p. 19, photo courtesy of Boys & Girls Clubs of America; p. 20 and 21, photos by Bill Mohn, courtesy of Seattle Opera.

Designed by José Moreno

## CONTENTS

<b>CHAIRMAN'S LETTER</b>	2
Communicating What Works, What Does Not and Why	
<b>PRESIDENT'S ESSAY</b>	4
Communications: Part of Our Toolkit for Change	
<b>YEAR IN REVIEW</b>	
▪ School Leadership	10
▪ Afterschool	13
▪ Summer and Expanded Learning	16
▪ Arts Education	19
▪ Audience Development for the Arts	22
▪ Public Outreach	24
<b>NEW PUBLICATIONS AND MULTIMEDIA RESOURCES</b>	27
<b>FINANCIAL OVERVIEW</b>	29
<b>PROGRAM EXPENDITURES AND COMMITMENTS</b>	30
<b>FIND OUT MORE</b>	45

# COMMUNICATING WHAT WORKS, WHAT DOES NOT AND WHY



At The Wallace Foundation, our approach is to provide risk capital to attempt to develop solutions to important public challenges in education, afterschool and the arts.

To be successful, we must identify problems that are tractable, be persistent in working with our partners to test and refine innovative solutions, and gather hard evidence of what works, what does not and why. To ensure that the practices developed by the small number of institutions we can fund are able to benefit those we cannot fund, we invest in broadly sharing lessons about how they can be implemented and the outcomes they are likely to produce.

The communication strategies we use to do that are described by our president, Will Miller, in his essay. These continue to evolve in the face of what the Pew Center's Internet & American Life Project describes as a triple revolution: wide access to broadband Internet that has increased the time we spend online and the amount of information we access and create; mobile communications that make the Web accessible anywhere and at any time; and social networks that make it easier for our peers to recommend what we should care about and read.

These developments create both challenges, like information overload, and opportunities, like the ability to share useful information with new audiences through Facebook, Twitter and other social media channels. It's worth underscoring, however, that the main reason institutions will choose to adopt the new practices we and our partners aim to generate remains unchanged: because they are demonstrably better, in effectiveness and cost-effectiveness, than what they replace. This means that even as how we communicate changes, *what* we communicate — practical, evidence-based solutions — remains the same.

Part of the credit for our approach to philanthropy can be attributed to the late George Grune, who chaired Wallace's board of directors from 1984 to 2002.

George was a powerhouse — an athlete who earned a football scholarship to Duke University, a U.S. Marine, and an advertising salesman who rose to become CEO and chairman of the Reader's Digest Association. He was a longtime supporter of expanding opportunities for disadvantaged youth and of the arts. Through his dynamic leadership, George set the four small predecessor foundations of The Wallace Foundation on a course to become a single national philanthropy characterized by an innovative blend of giving and the development of useful, practical knowledge.

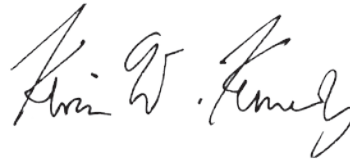
During his tenure, the foundation gave \$800 million to causes that reflected the priorities of our founders, DeWitt and Lila Acheson Wallace. In his last letter as chairman, George reflected on what he called a "voyage of discovery" to meet the following challenge: Could the foundation combine targeted, strategic investments and objective measurement of results to create large-scale benefits "befitting the bold and generous vision of our founders"?

To help us meet this challenge, we are fortunate to be guided by a strong board of directors, many of whom were selected when George and Walter Shipley chaired the foundation.

From 2002 to 2014, we had the benefit of the wisdom of Susan Kropf. As the former president and chief operating officer of Avon, she took a long view, bringing a keen understanding of the challenge of successful implementation, and the value of models of success with clear progress indicators. We will miss her probing questions, good counsel and practical approach.

We are pleased to welcome two new board members who joined Wallace in 2014. Mary Beth West recently retired from Mondēlez International as executive vice president and chief category and marketing officer, the top marketing position at the company. Her focus on developing a deep understanding of key audiences will be invaluable as we seek to continue to broaden our impact. Debora L. Spar, president of Barnard College since 2008, brings valuable perspective both from her position in the academy and as a keen observer of how societies change through the interplay of public and private institutions. She is the author of several books including most recently *Wonder Women: Sex, Power, and the Quest for Perfection*.

With their guidance, we will remain focused on our constant goal: strengthening learning and enrichment for children, and helping more people gain exposure to the arts.

A handwritten signature in black ink that reads "Kevin W. Kennedy". The signature is written in a cursive style with a large, stylized initial "K".

Kevin W. Kennedy, Chairman

# COMMUNICATIONS: PART OF OUR TOOLKIT FOR CHANGE



My essay in this year's annual report reflects on one of our key strategies for catalyzing change broadly: communications. At Wallace, we see communications as essential to helping our grantees do better, and at the same time, scaling impact by drawing evidence from their work that can benefit others across the field and sharing it widely.

Let me begin, first, by sharing highlights from our work in 2013.

- In **Afterschool**, the nine cities in our second-generation work on building systems to promote high-quality afterschool citywide made progress in developing data collection and quality improvement efforts – both important to ensuring programs generate benefits for children. For example, the number of programs in grantee cities entering afterschool participation data into a shared information system rose from 124 in 2012 to 214 in 2013. A companion pilot effort to help 24 afterschool providers strengthen their financial management also saw gains; for example, all organizations now produce monthly cash flow projections compared with seven at the start. To share that work broadly, we launched a popular section of our website called StrongNonprofits.org that includes more than 60 free financial management resources.
- In **Arts Education**, the two districts we fund boosted access to high-quality arts instruction in public schools, bucking a long-term national trend of reduced access. In Boston, the proportion of K-8 students receiving weekly arts instruction rose from 67 percent in 2009 to 86 percent in 2013; in Dallas, the proportion of elementary school students receiving 90 minutes of instruction rose from 50 percent in 2009 to 100 percent in 2013. Separately, we began a project with the Boys & Girls Clubs of America to help the organization develop and test high-quality arts programs in the afterschool hours. Early insights have been captured in a report – [\*Something to Say: Success Principles for Afterschool Arts Programs From Urban Youth and Other Experts\*](#) – that draws on market research among youth to understand what would make them attend arts programs. The report also describes best practices of exemplary arts programs for the young.
- In **Summer and Expanded Learning**, we launched a rigorous evaluation of a Wallace-funded summer learning effort in five urban school districts as part of a project with two goals: help the participating districts serve thousands of children with high-quality programming, and develop evidence for practitioners and policymakers about whether and how five- to six-week, voluntary summer learning programs can help students succeed in school. Success will be measured by tests in the fall, grades, state tests in the spring, attendance, and other behavioral and socio-emotional metrics. Our work in expanded learning included grants to help individual providers expand services – with all but one steadily increasing the number of children enrolled in the program. The Y-USA broadened a pilot effort we helped fund to incorporate summer programs designed by the BELL program. In Syracuse, the citywide Say Yes effort to support children during their school years and beyond made free sum-

mer learning programming available to all students, and we helped fund the effort's expansion into Buffalo.

- In **Audience Development for the Arts**, by the end of 2013 most grantees in the Wallace Excellence Awards initiative had completed – with positive results – the audience-building projects that were the center of the effort. Over a three-year period, among the 46 organizations with reliable data, the 11 targeting overall gains saw a median audience increase of 27 percent; among the 35 targeting gains in audience segments (like young adults) the median increase was 60 percent. These are substantial gains and indicate that even in a challenging environment, success is possible if strategies are sound. With four case studies about the audience-building efforts already published, work continued on the remaining six.
- In **School Leadership**, we supported districts to continue to pioneer better ways to train and support school principals, whom we know play essential roles in successful school improvement. For example, in the Principal Pipeline Initiative, each of the six participating districts developed school leader standards that set a common vision for the job, and then established information systems to manage data about aspiring principals. To share lessons from these efforts broadly, we published reports and other resources including: *[Districts Matter: Cultivating the Principals Urban Schools Need](#)*; *[The School Principal as Leader: Guiding Schools to Better Teaching and Learning](#)*; and tools to strengthen principal preparation programs and central office support for their work. We also funded the Council of Chief State School Officers to refresh national leadership standards and a parallel effort to update the Educational Leadership Constituent Council standards, the most widely used set of standards to accredit programs that train principals-to-be.

## A BASIC CHALLENGE FOR FOUNDATIONS

As I noted above, all of these initiatives include both efforts to help our grantees directly and to add value to the broader field. This is our approach to meeting a challenge facing most private foundations: The needs in our areas of interest far exceed the resources we have to address them, even when we work in collaboration with other philanthropies.

Take public education, one of our focus areas. Our nation spends about \$600 billion in K-12 public education in about 15,000 districts across the country. The Foundation Center estimates that the nation's 86,000 or so charitable foundations make K-12 grants annually totaling about \$4- to \$5-billion. That's less than 1 percent of all K-12 public education spending. Of course foundation grants can make a big difference to the individual districts or institutions that receive them. But if the goal is fieldwide improvements, the resources of an individual foundation, or even of all foundations acting together, are insufficient to achieving it by methodically funding each organization in a sector.

It's not surprising then that a longstanding question for foundations has been: How can we help catalyze improvements on a broad scale?

Of the number of possible approaches in the foundation toolbox, communications is often an unrecognized asset for helping produce social benefits. For example, one of the best recent surveys of foundation strategy, *Strategic Giving* by University of Pennsylvania scholar Peter Frumkin, covers communications in a few pages and then mainly from the vantage point of foundations' self-protection from regulations that might harm their ability to contribute to progress. At Wallace, we consider communications an essential discipline in our strategies to catalyze broad impact. Through carefully planned and



executed communications activities, we seek to spread useful evidence derived from the work of the limited number of nonprofits and governmental entities we can support. That way, we hope to benefit the large number of others who, by simple math, will likely never get a grant from us. These activities include building our website around what we and our partners have learned, not around our activities; optimizing our website so those lessons can be easily found; using a combination of direct outreach (our speeches, emails and conferences) and indirect outreach (the work of partner organizations); and harnessing social media's network effects, which allow information to be easily shared.

We have found that incorporating capable communications disciplines into the design and execution of major initiatives from the very beginning of those efforts produces much better results than figuring out how to communicate about the work after it is completed. The design of our initiatives begins with listening to field leaders, who help us understand the context surrounding a problem that we are considering tackling. Listening to them also helps us identify an important gap in knowledge that, if closed, could help solve the problem, propelling social progress. Communications techniques such as market research or focus groups can be very helpful in enabling us to do the “listening” systematically. We then work with grantees to help them test new ideas and generate improvements for their institutions. Simultaneously, we gather credible, independent evidence of their work, gaining insight that closes the knowledge gap. Identifying opportunities up front to share lessons about how the grantees' work is implemented as well as what effect it has (the “outcomes data”) can increase the timeliness and relevance of the communications efforts. In short, if we are to catalyze broad impact among both practitioners and policymakers based on the evidence created by our grantees and captured reliably, communications is obviously a key discipline.

When we succeed, both those we fund and those we don't fund benefit. To take a current example, each of the five school districts funded in our national summer learning effort has been able to expand the number of students in high-quality programs. At the same time, the districts' experiences, both successes and stumbles, were captured in a RAND study called [Getting to Work on Summer Learning](#) that outlines best practices – practices now considered the “gold standard” for program guidance and being used by districts like New York City.

This approach draws on the position of foundations as sources of social risk capital in our economic system. As scholars Helmut Anheier and Diana Leat have pointed out, because foundations exist outside the marketplace, they can fund activities for which there is not yet a market. The payoff can come in the form of useful answers for society.

## LESSONS FROM OTHER FOUNDATIONS

Using evidence to contribute to improved practice and policy is not a new idea. In 1910, the Carnegie Foundation for the Advancement of Teaching published a report by Abraham Flexner titled *Medical Education in the United States and Canada* that helped spark wide-ranging improvements in medical education (even though not all of its recommendations were practical or implemented widely). Based on a methodical, two-year study of 155 medical schools, the report outlined best practices and compared them to the status quo. It found many schools – often small, proprietary institutions that existed outside of universities – required nothing more than a high school diploma for entrance, and offered little hands-on training outside of dissection. With the help of efforts to widely disseminate the findings, the report, by 1920, had spurred the merger or closure of half of all medical schools – and a range of funders, notably The Rockefeller Foundation, drawing on the evidence in the report, helped fund improvements nationally.



The Flexner report is an excellent example of how evidence, widely communicated, can help set an agenda by documenting a problem and pointing toward solutions. It's also another useful illustration of how the independent status of foundations can be helpful. As legal and policy scholar Joel Fleishman recounts in his book *The Foundation*, the Flexner report was preceded in 1906 by a report that foreshadowed Flexner's findings. But the group behind the survey – a five-physician committee of the American Medical Association – decided not to publish, fearing it would be accused of self-interest. Concluding that a neutral party with no “skin in the game” taking an independent look at the field would be more believable than a group standing on one side of the issue, the committee instead approached Carnegie.

There have been similar successes in other fields, many drawing on the power of evidence and experience and showing the power of risk capital coupled with communications. The Green Revolution, rooted in research commissioned by The Rockefeller Foundation, helped India become self-sufficient in food and increased crop yields across the world in the 1960s. The 911 emergency system, begun as a Robert Wood Johnson Foundation-funded experiment in Alabama in 1968, spread within a decade throughout the United States.

Wallace's own work has contributed to broad impact in some key areas.

In education leadership, where we have invested about \$500 million over 15 years, our initial round of grants helped 15 states and districts pioneer new approaches to helping prepare and support school principals. At the same time, the sharing of evidence and experience helped draw greater attention to the role of principals in school improvement. Whereas school leadership was not part of the education reform conversation when we and our partners began this work, school leadership is now a federal priority, most states have revised leadership standards, many districts feature school leadership as a central plank in their strategies for improvement, and universities are paying growing attention to strengthening their preparation programs for aspiring principals.

In afterschool, citywide efforts to improve afterschool were a rarity in 2003, the first year of our major grants in the area. Today, after roughly a dozen cities have tackled the issue with our support and the resulting evidence has been disseminated in RAND's [Hours of Opportunity](#) and other publications, at least 76 of the nation's 275 largest cities report taking steps to coordinate afterschool programs – with 62 percent using quality standards, an important step toward ensuring that children actually benefit from programs.

We would, of course, never claim that these results were directly caused by the work of our foundation, but we believe we have made a meaningful contribution. Progress in these areas depended on having a sturdy, three-legged stool in each case: Grantees who took on the challenge of pioneering new approaches; independent research that captured their experiences, describing what worked, what did not and why; and effective communications to practitioners and policymakers who could benefit from the grantees' experience and to influential voices that could help spread the word.

## REFLECTIONS ON OUR OWN EXPERIENCE

Over the past decade, we think we've learned some useful lessons about how to apply good communications disciplines in ways that advance our mission.

- First, practitioners and policymakers are, just as the American Medical Association committee reasoned 100 years ago, interested in evidence generated by foundations. At Wallace, we've seen down-

loads of our reports and tools rise from a few thousand in 2003 to half a million in 2013, with most information consumers being practitioners.

- Second, credibility is our most important asset. As veteran crisis communications counselor Davis Young advises, the best way to preserve one’s reputation is to avoid doing things that damage it. In our case, it means making sure we lead with what the evidence says – not what we would like it to say.
- Third, before we start thinking about asking others to adopt a new idea, we ask whether it is truly helpful. Decades of research on the diffusion of innovations suggest that the main driver of adoption of new ideas is whether people find it useful compared with their current practice. If a new idea is not an improvement in the eyes of the user, there’s no reason to think clever persuasion will trump genuine utility. Ultimately, institutions that we don’t fund will be the judges of whether the insights we and our partners generate are credible and useful.
- Fourth, partnerships can be powerful disseminators of effective practices and innovative solutions. Partnering with professional associations helps us reach broad practitioner audiences. Associations are key channels through which members get information – and they are strong voices that help establish norms of practice.
- Fifth, the medical principle of “first do no harm” applies in communicating about the successes and shortcomings of grantees. We work hard to present the knowledge and evidence gained from evaluations of our grantees’ efforts with candor and completeness. Simultaneously we work to ensure that our grantees – who are taking on much of the risk in “social risk capital” – are not harmed by the independent reports we commission. This can be challenging, but approaches such as “anonymizing” the names of organizations and drawing general conclusions from comparisons across a body of funded work can be useful in sensitive circumstances. We also strive to help grantees find ways to communicate the context for their work. This is not to say that every grantee is pleased with every evidence-based report, but many if not most grantees find the independent evidence a useful springboard from which they can make improvements and demonstrate their own commitment to data-informed decisions.
- Sixth, we think that underwriting coverage in high-quality, nonprofit journalism has helped build awareness of the problems we hope to help solve. For example, we’re told our funding of coverage of school leadership in *Education Week* has helped policymakers and practitioners better understand why effective leadership is important – which is consistent with several decades of agenda-setting research that emphasizes the role of media coverage in both bringing issues to people’s attention and shaping how people understand them.
- Last, we understand that change takes time. People are rightfully suspicious of the reform-du-jour and want to know that it will do more good than harm. This means that communications, like other investments, needs a long time horizon. Most of the examples I cited took a decade for broad impact to begin to unfold.

We’re pleased at the progress we’ve made in some areas, but much remains to be done. In the coming years we’ll be:

- Continuing to invest in gathering useful evidence from our grantees’ work and communicating it widely.

- Investing more effort in social media, both to amplify dissemination by what we used to call “word of mouth” and to listen to what others are saying. In the world of commerce, online consumer comments about a product or service are becoming as important as what the seller or manufacturer says about it. Gradually, that is likely to spread to the kind of free information resources we and other foundations provide.
- Becoming more sophisticated in how we tailor messages to specific audiences without distorting the content. When Wallace consultants spoke with parents about enrolling their children in the programs in our summer learning project, they heard loud and clear that a positive message about preparing children for the coming school year was much more attractive to families than a negative one about a child’s being a victim of the achievement gap.
- Understanding how information travels in networks, so that we can communicate with those who are looked to as sources of information.
- Ensuring that in an age of information overload we give visitors to our website multiple options for gaining access to the insights and evidence we want to share – whether PDF files, infographics, videos or quick summaries.
- Selectively broadening our audience so that we reach more of those who can help set agendas for progress in their communities, without losing our focus on reaching practitioners.

I began by noting that communications is often an underappreciated part of the foundation toolbox for contributing to social progress. This may be changing. Between 2008 and 2011, a survey of foundation communication officers found that the percentage of those who ranked influencing policymakers as “extremely important” doubled to 47 percent. Increasing public understanding of the issues the foundation is concerned about was their number one priority. This bodes well for the strong role of communications disciplines in the toolbox going forward. ■

A handwritten signature in dark ink that reads "Will Miller". The signature is written in a cursive, slightly slanted style.

Will Miller, President

# SCHOOL LEADERSHIP

Our school leadership efforts in 2013 continued to focus mainly on the six-year, \$75 million Principal Pipeline Initiative. Launched in August 2011 and building on 10 years of lessons about what it takes to shape an effective principal, the initiative seeks to help six school districts develop “principal pipelines” consisting of four key components:

- **Standards:** Defining the job of the principal and creating clear, rigorous job requirements detailing what principals must know and do.
- **“Pre-Service” training:** Ensuring that aspiring school leaders are well trained.
- **Hiring:** Selecting only well-trained candidates for principal jobs.
- **Evaluation and on-the-job support:** Regularly evaluating principals and providing them with professional development to overcome weaknesses.

The six districts participating in the initiative are: Charlotte-Mecklenburg, N.C.; Denver; Gwinnett County, Ga. (outside Atlanta); Hillsborough County, Fla. (encompassing Tampa); New York City; and Prince George’s County, Md. (near Washington, D.C.).

## OVERVIEW OF 2013 – SIGNIFICANT DEVELOPMENTS AND CHALLENGES

“Coaching for first-year principals is now almost universal across the six districts, and most districts have increased the number of coaching options available for second- and third-year principals as well.”

### PROGRESS ON THE PRINCIPAL PIPELINE

All six districts continued to bolster efforts to train, hire and support effective school leaders. Each district completed the essential first step to improve principal performance: the establishment of standards for school leaders that meet local needs and conform to the Interstate School Leaders Licensure Consortium (ISLLC) standards, a research-based set of standards districts throughout the United States rely on for a description of what principals need to know and do. All districts have also established “leader tracking systems,” databases that will manage the flow of information about all aspiring principals, where they were trained, what assessments they have taken and what positions they have held.

Such systems will help districts place and support principals, provide feedback to the programs that trained those principals, and help in measuring the effects of the Wallace initiative.

These early efforts have led to several benefits, especially in the ways in which pipeline districts work with training programs that prepare and support principals. Independent, Wallace-funded investigations by the Policy Studies Associates research organization found that, as a result of the pipeline work, training programs were better tailoring their curricula to the needs of the six districts. Districts are also broadening training options for aspiring principals and strengthening coaching for new principals. Coaching for first-year principals is now almost universal across the six districts, and most districts have increased the number of coaching options available for second- and third-year principals as well.

These successes are not, however, without challenges. Almost all districts are still adjusting budgets and contemplating new funding models to ensure that progress is not lost once Wallace funding ends in 2017. Further, one district has had trouble placing aspiring principals in leadership positions, largely because of a lack of open spots.

Tom Boasberg, superintendent of Denver Public Schools, and MaryEllen Elia, superintendent of Hillsborough County Public Schools, were two of the panelists at a gathering of the professional learning community for Wallace's Principal Pipeline Initiative in March.



#### REFRESHING NATIONAL STANDARDS

In addition to the work in the six districts, Wallace invested in efforts aimed at strengthening principal performance nationwide. We funded an effort by the Council of Chief State School Officers to refresh the ISLLC standards. We are also investing in a parallel effort to update the most widely used set of standards to accredit programs that train principals-to-be (the Educational Leadership Constituent Council or ELCC standards).

#### A NEW INITIATIVE FOCUSING ON PRINCIPAL SUPERVISORS

Wallace also prepared to embark on a major new initiative focusing on a set of people who influence principals: their bosses in district central offices. Currently, supervisors in many districts lack the time and other resources to guide principals in ways that can help them improve teaching and learning in their schools. The new initiative seeks to determine whether shifting supervisors' priorities, giving them a more manageable number of principals to work with, and offering other supports could ultimately improve principal effectiveness. The foundation intends to launch the five-year, \$24 million effort in early fall 2014 in six districts separate from the pipeline districts.

“Among our more notable publications in 2013 was *Districts Matter*, a Wallace Perspective that draws on a decade of work to show how districts can help principals improve teaching and learning.”

#### KNOWLEDGE DEVELOPMENT AND DISSEMINATION

Wallace has worked to widely spread what we have learned about the cultivation of effective school leaders. Among our more notable publications in 2013 was [Districts Matter](#), a Wallace Perspective that draws on a decade of work to show how districts can help principals improve teaching and learning. We also supported an update of the [Quality Measures Toolkit](#), an assessment first developed in 2009 that principal training programs can use to evaluate their course content, candidate recruitment procedures and the like.

Three publications helped lay the foundation for our new Principal Supervisor Initiative. [Rethinking Leadership: The Changing Role of Principal Supervisors](#), a report by



the Council of the Great City Schools, took a detailed look at the role of principal supervisors across the country and identified several hurdles that keep them from improving instruction in schools. The [Central Office Transformation Toolkit](#), tools developed by University of Washington researchers, offers suggestions to help districts redesign central offices in ways that can overcome such hurdles. Meanwhile, a Wallace article, [Make Room for the Principal Supervisors](#), examines how Denver Public Schools was able to put more principal supervisors in place despite budget constraints.

*Participants at a Principal Pipeline Initiative professional learning community meeting listen to a presentation on school principals and the rollout of the Common Core State Standards.*



*Shael Polakow-Suransky (center), president of Bank Street College of Education and former chief academic officer for New York City public schools; MaryEllen Elia, superintendent of Hillsborough County (Fla.) Public Schools; and J. Alvin Wilbanks, CEO/superintendent of Gwinnett County (Ga.) Public Schools, spoke at a Principal Pipeline gathering in March.*



#### **LOOKING AHEAD**

While rolling out the supervisor work, Wallace will continue to support and monitor progress of the Principal Pipeline Initiative. We will help the pipeline districts build on strengths and address weaknesses identified in the research. Some districts will work to set up the data systems they need to place and support principals; others will pursue new partnerships with principal-training programs to expand and diversify their sources of new school leaders. We expect all components of the pipelines to be in place by the end of 2016. An evaluation of the effects of these components on student achievement is expected in January 2018. ■

# AFTERSCHOOL

More than 15 million school-age children are left to their own devices after 3 p.m., yet millions of parents report they would enroll their kids in afterschool and summer programs if they were available. This is an enormous missed opportunity for learning and enrichment, especially for children most in need.

Our afterschool strategy involves two main initiatives:

“With technical assistance paid for by Wallace, the grantee cities made significant progress in two areas essential to afterschool systems: 1) collecting and sharing data, and 2) developing standards and assessments to improve program quality.”

- **Afterschool System Building:** One possibility for increasing access to good afterschool programs is the development of citywide “systems” that coordinate the work of municipal agencies, schools, nonprofit youth programs and other institutions vital to afterschool. Wallace’s work in the first decade of the 2000s – when we supported efforts in five cities to develop afterschool systems from scratch – provided what the RAND Corp. called “a proof of principle” that system building holds promise. Our current initiative, which started in 2012, is designed to generate lessons from nine cities on how to refine and enhance systems already under development.

- **Strengthening Financial Management:** In this Chicago initiative, Wallace is helping afterschool providers overcome a little-recognized barrier to offering more and better programs – weakness in financial management. The effort provides financial management training and assistance to nonprofits and funds a forum for state, philanthropic and afterschool leaders to find ways to reduce common financial reporting and reimbursement burdens.

## OVERVIEW OF 2013 – SIGNIFICANT DEVELOPMENTS AND CHALLENGES

### AFTERSCHOOL SYSTEM BUILDING

With technical assistance paid for by Wallace, the grantee cities (Baltimore; Denver; Fort Worth; Grand Rapids, Mich.; Jacksonville, Fla.; Louisville, Ky.; Nashville; Philadelphia; and St. Paul) made significant progress in two areas essential to afterschool systems: 1) collecting and sharing data, and 2) developing standards and assessments to improve program quality.

DATA COLLECTION EFFORTS		
	Grantee cities with a shared data system	Programs in grantee cities entering data into a shared system
As of October 2012	4 of 9	124
As of October 2013	6 of 9	214
<b>Increase</b>	<b>50%</b>	<b>73%</b>



PROGRAM QUALITY IMPROVEMENT			
	Grantee cities with citywide program quality standards	Grantee cities assessing program quality	Programs in grantee cities assessing program quality
As of October 2012	6 of 9	6 of 9	169
As of October 2013	7 of 9	6 of 9	238
<b>Increase</b>	<b>17%</b>	<b>0%</b>	<b>41%</b>

In some of the cities, support for system building has been volatile as mayors have approached term limits and project leaders have moved on to new jobs. To maintain institutional support over the long term, grantees will need to regularly assess whether they are involving all of the right institutions and individuals in the system effort.

### STRENGTHENING FINANCIAL MANAGEMENT

Consulting firm Fiscal Management Associates wrapped up its technical assistance to grantee organizations in September 2013 by conducting follow-up to training completed in 2012. The grantees' financial management practices have improved (for example, all 24 now produce monthly cash flow projections, up from seven when the project started), but the organizations still struggle to raise adequate funding. In the 2013 fiscal year, eight of 14 organizations that received the most intensive training nonetheless reported a deficit. Major funding cuts to all grantees resulting from the 2008 economic downturn were a likely contributor to the shortfalls; this scarcity of funding suggests that good financial management is necessary to a nonprofit's success but not enough to ensure it.

*Maria Pesqueira is president and CEO of Mujeres Latinas en Acción, one of 24 Chicago nonprofits taking part in Wallace's Strengthening Financial Management effort.*

### KNOWLEDGE DEVELOPMENT AND DISSEMINATION

Wallace tackled the challenge of tracking the growth of afterschool systems in 2013, publishing a [study of large U.S. cities](#) that will serve as a baseline against which future system-building activity can be measured. The study, which surveyed a sample of cities with populations of more than 100,000, found



“Hosted on Wallace’s website and containing close to 80 free tools, how-tos and articles to help nonprofits get “fiscally fit,” StrongNonprofits.org has attracted substantial interest across the nonprofit sector.”

that a majority of the communities polled had at least one major system-building activities under way. One sign of the prevalence of system building was the presence of 400 representatives from 57 cities at a February conference organized by Wallace and four other groups to discuss ways to improve afterschool programs and measure their performance. Insights from the mayors, program providers, system leaders and researchers in attendance were gathered in a [report and accompanying videos](#).

February also saw the launch of [StrongNonprofits.org](#), which draws on the work of the Strengthening Financial Management effort. Hosted on Wallace’s website and

containing close to 80 free tools, how-tos and articles to help nonprofits get “fiscally fit,” the site has attracted substantial interest across the nonprofit sector. Its resources, on subjects ranging from revenue analysis to budget development, had been retrieved about 24,000 times by the end of 2013.

#### LOOKING AHEAD

Research is under way to distill lessons from both afterschool initiatives. One study will examine the way system builders use data to inform decision making. Another will look at the impact of financial management training on participating nonprofits. Technical assistance to Wallace’s afterschool system building grantees will continue through 2016. The Donors Forum, an association of Illinois philanthropies and nonprofits, will continue, with Wallace support, to promote reform of the Illinois state contracting process so it functions better for afterschool providers. ■

*Mujeres Latinas en Acción is a social service agency offering afterschool programs to Chicago children and teens.*







*In Duval County, Fla., children take part in a six-week summer program of creative learning, field trips and other activities, part of a Wallace initiative to learn about district efforts to strengthen and expand summer learning programs.*

## SUMMER AND EXPANDED LEARNING

Launched in 2010, Wallace’s summer and expanded learning work supports efforts to engage children in opportunities to learn and develop skills outside the traditional school day and year. Wallace is working on a range of projects to strengthen the providers of these opportunities and measure the effects of their programs on student achievement.

### OVERVIEW OF 2013 – SIGNIFICANT DEVELOPMENTS AND CHALLENGES

#### SUMMER LEARNING DISTRICT DEMONSTRATION PROJECT

In Boston; Dallas; Duval County, Fla.; Pittsburgh; and Rochester, N.Y., Wallace is funding a multiyear summer learning “research and demonstration” project. The project combines reading, writing and math instruction, as well as enrichment activities such as music and sports, for low-income students with a much-needed rigorous test of what works and what doesn’t in these summer programs.

In 2011 and 2012, with the help of outside assessments of their programming, the districts worked to improve the programs so they included the hallmarks of high-quality summer experiences, including duration of at least five weeks and a full day of activities with three hours of academic instruction. The idea was that in 2013, when the evaluation of the programs’ impact on students began, researchers would be testing efforts that reflect what’s currently known about strong summer programs.

The research team and districts successfully launched the randomized controlled trial, exceeding the student recruitment goal by 11 percent. Almost 14,000 children – including 3,200 rising fourth graders, the grade level in the study – took part in summer programming in 2013, compared with about

“The districts’ success at getting large numbers of rising fourth graders to sign up for the summer programs in 2013 shows unmet need among low-income families for these types of programs.”

10,000 in 2012. Moreover, the quality of the 2013 programming was measurably enhanced from 2011, when the demonstration project began. The vast majority of participating children come from low-income households. The districts’ success at getting large numbers of rising fourth graders to sign up for the summer programs in 2013 shows

unmet need among low-income families for these types of programs. At the same time, we have learned that motivating parents to register can take a concerted effort.

#### **EXPANDED LEARNING OPPORTUNITIES**

One of Wallace’s key expanded learning strategies has been to strengthen the few well-established nonprofits with strong programs so they can serve more children. Starting in 2010, Wallace began funding three leading national providers of summer programming – Building Educated Leaders for Life (BELL), Higher Achievement and Horizons National – and four providers of school-year programming – Citizen Schools, Communities In Schools, The After-School Corporation (TASC) and Say Yes to Education. Since our support began, all but one of the providers have steadily increased the number of children enrolled in programs, an indicator of both the strength of the organizations and program quality (because children vote with their feet). The grantees achieved the enrollment gains despite being vulnerable to cuts in funding by school districts that still view their programs as a nice-to-have rather than a necessity.

Wallace worked on two additional projects in 2013, exploring potential new directions in the evolving field of expanded learning. We supported a pilot partnership between BELL and Y-USA, through which BELL’s summer program model for K-5 students was replicated in schools served by Y affiliates in Hartford, Chicago and Orlando, Fla. The two organizations are committed to refining and expanding their collaboration, which has the potential to reach far more students than BELL could on its own.

Meanwhile, Say Yes to Education made progress in Syracuse, where it has brought together leaders from government, higher education, the business community, and the nonprofit and philanthropic sectors (a model known by names including “collective impact” and “collective action”) to improve life prospects for low-income students by addressing the academic, social-emotional and health-related obstacles they face. In 2013, Syracuse made free summer learning programming available to all students and free afterschool available to all elementary school students. Local funding to pay for a coordinator of student services on site at every school in Syracuse has now replaced Wallace funding – a sign that the effort is garnering the community backing it will need if it is to last. As Wallace’s support for Say Yes Syracuse winds down, the foundation has made a four-year, \$4.5 million commitment to a new Say Yes effort in Buffalo, ensuring that Wallace will continue to gather and share lessons about the collective action approach to expanded learning.

#### **KNOWLEDGE DEVELOPMENT AND DISSEMINATION**

Wallace released two significant publications on summer and expanded learning in 2013: [\*Getting to Work on Summer Learning: Recommended Practices for Success\*](#), a RAND report on how school systems can develop high-quality summer learning programs, and the Wallace-authored [\*Expanding Learning. Enriching Learning: Portraits of Five Programs\*](#), which offers accounts of five foundation-supported expanded learning grantees. *Getting to Work on Summer Learning* was featured at the annual conference of the National Summer Learning Association, whose CEO called the report “the gold standard” for guidance on building a summer learning program.



*At P.S. 186 in Brooklyn, budding detectives take part in an afterschool forensics class, one of the many offerings of The After-School Corporation's ExpandedED project.*

The past year also saw the release of [findings from a randomized](#) controlled trial of Higher Achievement. The findings, published by MDRC, are mixed but include some genuine gains: Higher Achievement participants outperformed their peers on reading and math tests after two years in the program and held on to the gains in math, but not reading, after four years. They were also more likely to attend a private high school and less likely to attend an academically noncompetitive public charter or magnet school (but no more likely to attend a public charter or magnet school that was competitive). The study was funded in part by Wallace; other funders were: The Atlantic Philanthropies, Bank of America, the Smith Richardson Foundation, the Spencer Foundation, and the William T. Grant Foundation.

#### **LOOKING AHEAD**

The focus of the summer learning district demonstration project in 2014 will be to ensure that large numbers of the 2013 students attend the district programs again so that researchers can test the impact of two consecutive summers of programming. In the expanded learning realm, Wallace will fund the next phase of BELL's collaboration with Y-USA and continue to support Say Yes as it works to apply its collective action model in Buffalo. In 2014 and 2015, Wallace expects to share new research on, among other topics, the summer district demonstration (the first set of findings on student impact are scheduled to be available in fall 2014), collective action efforts, and so-called "noncognitive factors," the attitudes and skills children need to manage emotions, set and achieve goals, maintain positive relationships and make responsible decisions. ■

# ARTS EDUCATION

Since 2005, Wallace has been working in selected cities to overcome a decline in public school arts education that began in the late 1970s by finding ways to engage more young people in high-quality arts learning during the school day and beyond. Our arts education efforts have largely focused on:

- Helping school districts improve, expand and equitably distribute arts instruction.
- Working with large, national “youth-serving” organizations to develop an array of arts programs that their local affiliates can use.

## OVERVIEW OF 2013 – SIGNIFICANT DEVELOPMENTS AND CHALLENGES

**School districts:** In 2013, Wallace continued to support nonprofits in Boston and Dallas to help bring high-quality arts instruction to more students in local public schools. In Boston, the education improvement organization EdVestors worked to sustain the success of the Boston Public Schools Arts Initiative, a public-private partnership to expand and improve arts education throughout city schools. Despite a change in mayoral administration and an upcoming transition in leadership of the school system, EdVestors played a key role in keeping arts education a priority: Gains in the percentage of students receiving arts instruction were preserved.

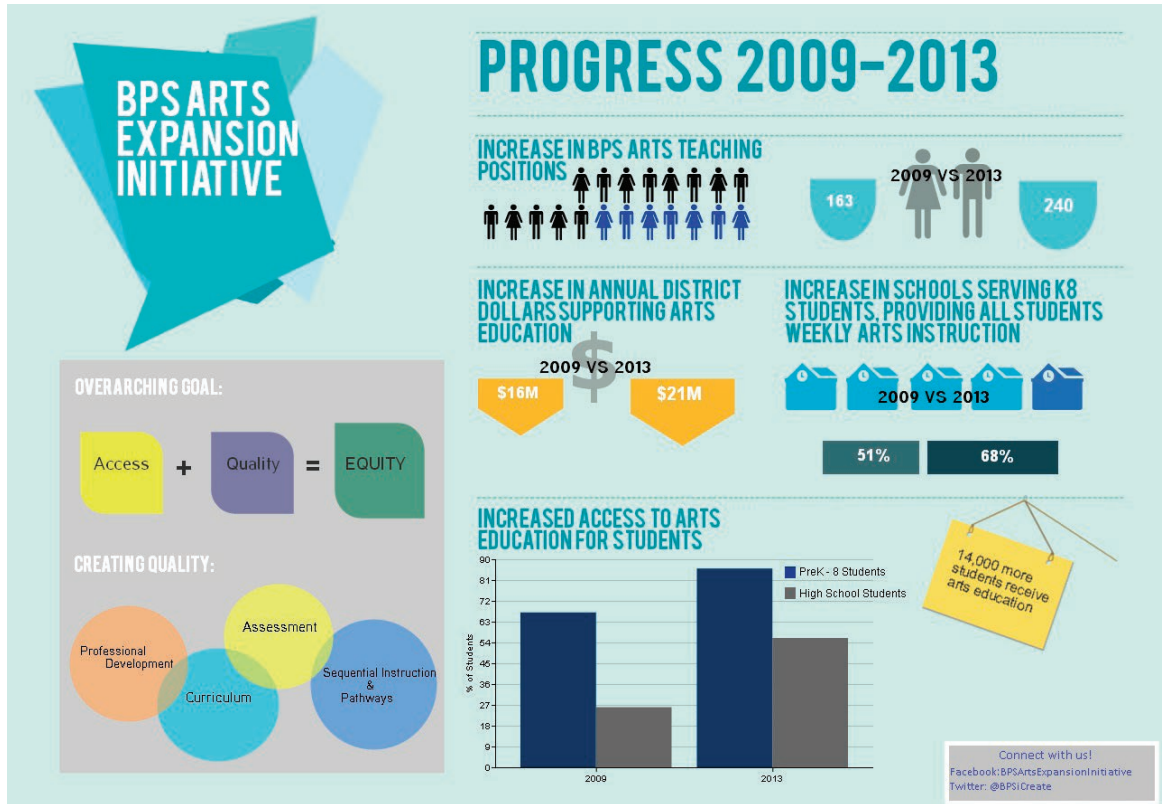
In Dallas, the arts learning organization Big Thought continued to work with nearly 100 arts, cultural and community groups to design and develop summer and afterschool arts programming. This past year, Big Thought focused on strengthening the connection between in-school and out-of-school learning by helping its partners integrate reading and writing instruction into their arts programs. Another highlight was the graduation of the first group of teaching artists from Big Thought’s Teaching Artist Fellows Program, an intensive 10-month course designed to deepen their knowledge and skills. Key progress indicators include the following:

INDICATOR	DALLAS	BOSTON
Increased student participation	<ul style="list-style-type: none"> <li>▪ Elementary students receiving 90 minutes of weekly arts instruction increased from less than 50% in 2009 to 100% in 2013</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students K-8 receiving weekly arts instruction increased from 67% in 2009 to 86% in 2013</li> <li>▪ Percentage of high school students receiving any arts instruction grew from 26% (2009) to 56% (2013)</li> </ul>
Increased local funding	<ul style="list-style-type: none"> <li>▪ District invested additional \$3 million</li> </ul>	<ul style="list-style-type: none"> <li>▪ District invested additional \$5 million</li> <li>▪ Local funders committed \$4.5 million towards 2015 goal of \$5.5 million</li> </ul>
More arts teachers	<ul style="list-style-type: none"> <li>▪ Number of arts teachers increased from 142 in 2007 to 160 in 2013</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number of arts teachers increased from 163 in 2009 to 240 in 2013</li> </ul>
Increased quality	<ul style="list-style-type: none"> <li>▪ Significant improvements in the quality of teaching as measured by newly developed assessment tool</li> </ul>	<ul style="list-style-type: none"> <li>▪ Development of quality assessment tool delayed because of change in leadership and subsequent reorganization of the school system</li> </ul>



“Drawing on hundreds of interviews with young people, their families, researchers and leaders of exemplary programs nationwide, *Something to Say* offers insights into how high-quality arts programs can attract and retain low-income urban tweens.”

*The Boston Public Schools Arts Initiative, which seeks to expand and improve arts education in that city’s schools, offers a snapshot of its progress since 2009.*



**National organizations:** Having previously supported the development of a plan by the Boys & Girls Clubs of America (BGCA) to offer expanded arts programming through the organization’s local affiliates, in 2013 Wallace provided additional funding for a pilot program to test the plan in 12 clubs. For Phase I of the project, BGCA set about identifying the first six clubs that will participate, filling open positions on its arts team, and preparing the clubs to recruit youth and launch their new arts programs in 2014.

**KNOWLEDGE DEVELOPMENT AND DISSEMINATION**

The past year saw the release of an important Wallace-commissioned publication for the field, *Something to Say: Success Principles for Afterschool Arts Programs From Urban Youth and Other Experts*, which originated with market research conducted for the youth-serving organizations project. Drawing on hundreds of interviews with young people, their families, researchers and leaders of exemplary programs nationwide, the report offers insights into how high-quality arts programs can attract and retain low-income urban tweens. It also lists and describes 10 principles for developing effective programming. The report was accompanied by [a video introduction and video profiles](#) of six outstanding arts organizations. Wallace co-sponsored presentations of the report with several of the organizations featured; af-



“After one presentation with San Antonio’s SAY Sí, a local funder stepped forward with a surprise grant of \$25,000.”

ter one such event with San Antonio’s SAY Sí, a local funder stepped forward with a surprise grant of \$25,000.

Wallace also published *New Opportunities for Interest-Driven Arts Learning in a Digital Age*, which discusses the ways young people use media, describes new technologies that allow them to engage in the arts on their own time and provides a framework for thinking about “interest-driven” arts learning. It was recognized as a notable publication by the nonprofit Americans for the Arts.

#### LOOKING AHEAD

In 2014, the first six clubs in BGCA’s Wallace-funded pilot program plan to launch their enhanced arts programming, with six more to follow. To capture lessons from this effort, Wallace has commissioned an evaluation to determine whether the clubs can increase the number of youth participating in arts programming by using the 10 principles identified in the *Something to Say* report. The evaluation is expected to generate insights about what it takes to effectively start and run such a program and the kinds of outcomes it yields for participating youth. ■



Young dancers take part in a class offered by the Boys & Girls Clubs of Central Minnesota, one of the Boys & Girls Clubs of America affiliates taking part in an initiative to boost afterschool arts programming for tweens.



*Cassidy Quinn Brettler (Confessions of a First-time Operagoer winner) tries out baritone Richard Paul Fink's staging on the set of Das Rheingold. Confessions, a project that used social media to document a young neophyte's introduction to opera, was one of the Seattle Opera company's Wallace Excellence Award projects.*

## AUDIENCE DEVELOPMENT FOR THE ARTS

The Wallace Excellence Awards set out in 2006 to accomplish two major goals. The first was to help exemplary arts organizations in selected cities build their audiences, using data and research to inform their efforts. The second was to study the grantees' work for insights that would be of use to arts organizations nationwide as they look to expand or diversify their audiences or deepen people's engagement with the artistic offerings.

Eventually, 54 arts organizations in six cities – Boston, Chicago, Minneapolis/St. Paul, Philadelphia, San Francisco and Seattle – became Wallace Excellence Award recipients, and by the end of 2013, the first goal had largely been reached. Most of the grantees – a wide selection of theater, music, dance, film, visual arts and other arts organizations – had completed their audience building projects, with efforts as varied as the groups themselves. For example, Seattle's Pacific Northwest Ballet devoted itself to cultivating a new generation of ballet lovers by bringing more teenagers into the audience mix through new marketing and ticketing schemes and other means. The Contemporary Jewish Museum in



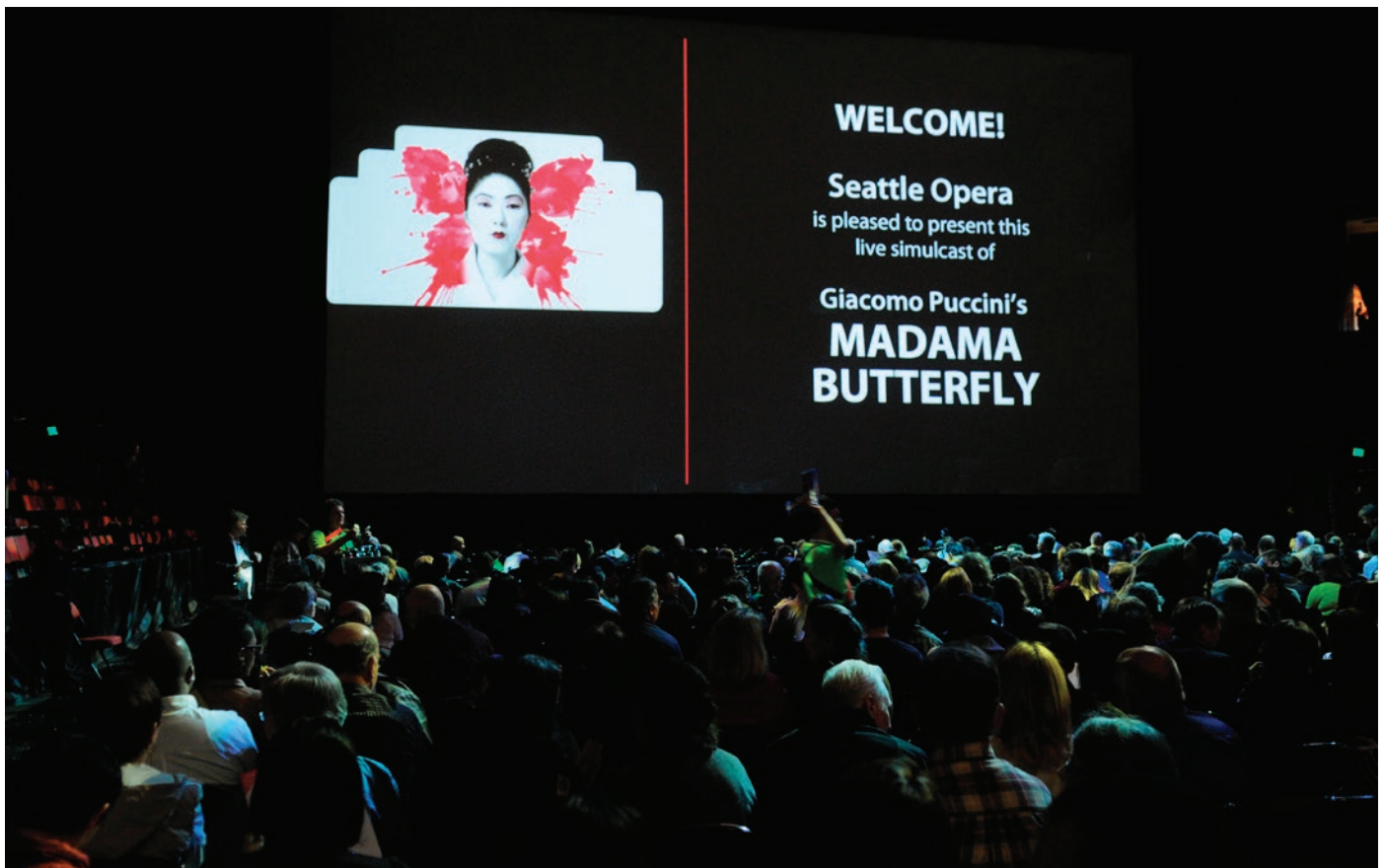
“Seattle’s Pacific Northwest Ballet devoted itself to cultivating a new generation of ballet lovers by bringing more teenagers into the audience mix through new marketing and ticketing schemes and other means.”

San Francisco looked for ways to attract greater numbers of families to the institution by, among other things, offering an array of family-oriented scheduled and drop-in programs. And Philadelphia’s Fleisher Art Memorial sought to make its arts programming appealing to the many new immigrants in its community through such innovations as ColorWheels, an art-supplies-filled van that delivers opportunities for art making to Philly neighborhoods where such opportunities are scarce. The grantees’ initiatives as a whole showed the possibilities for audience building efforts; the median increase in the size of the audience groups targeted by the efforts was 47 percent.

Work continued in 2013 on the Excellence Awards’ second goal. Wallace has commissioned a series of case studies and other useful tools derived from the initiative, individual grantees and their audience building projects. [Four of the case studies](#) have been published to date.

#### LOOKING AHEAD

Another six case studies – which look at Fleisher, the Pacific Northwest Ballet and the Contemporary Jewish Museum, in addition to the Seattle Opera, the Minnesota Opera and Philadelphia’s Clay Studio – are slated for publication beginning in 2014, along with a report examining common lessons from the case studies and a guide to market research for arts organizations. ■



*Thousands of Seattleites enjoy the free simulcast of Seattle Opera’s 2012 production of Madama Butterfly in KeyArena.*

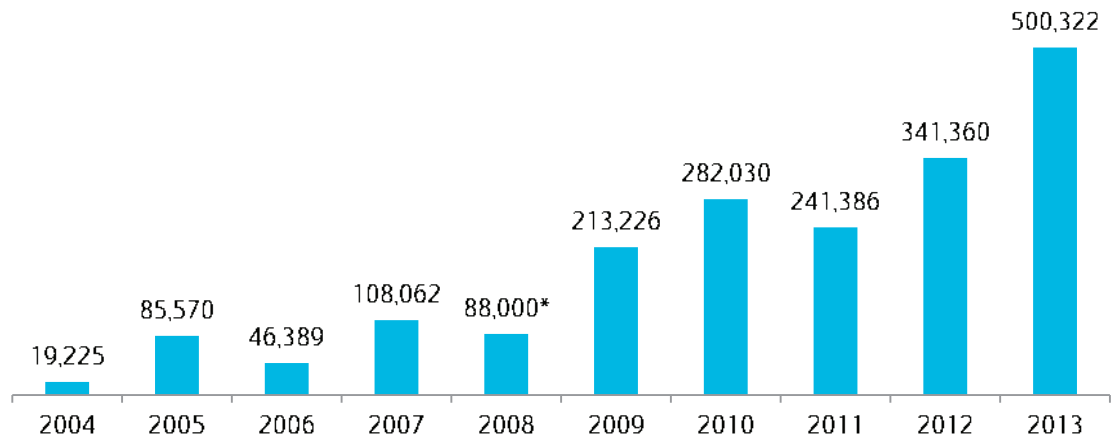
# PUBLIC OUTREACH

The Wallace Foundation strives to provide the knowledge that can help improve school leadership, afterschool, audience development for the arts, arts education, and summer and expanded learning. We fund efforts to generate valuable new information and ideas. And we work hard to spread those insights broadly so they help not just those we reach directly with our grants, but also those who have never received Wallace funding.

## THE WEB

The year 2013 was a milestone for The Wallace Foundation’s website, perhaps our most far-reaching communications tool. For the first time, downloads of our products – including reports, publications, videos and online tools – exceeded a half million, a 47 percent increase over 2012.

**Downloads from wallacefoundation.org  
2004-2013**



*\*Estimated*

## SOCIAL MEDIA

Wallace continues to experiment with social media, an increasingly important communications vehicle. Our outlets include Twitter, Facebook, YouTube and Pinterest:

	AS OF DECEMBER 31, 2012	AS OF DECEMBER 31, 2013
<b>TWITTER</b>	5,409 followers	8,237 followers
<b>FACEBOOK</b>	247 likes	750 likes
<b>YOUTUBE</b>	23 videos viewed 4,531 times at an average of 0:36 minutes/view	75 videos viewed 8,670 times at an average of 2:07 minutes/view
<b>PINTEREST</b>	0 likes	57 likes

“For the first time, downloads of our products – including reports, publications, videos and online tools – exceeded a half million, a 47 percent increase over 2012.”

### PRODUCTS AND PUBLICATIONS

It was a busy year for content. We posted nearly 40 new publications, videos and other materials to our website. They included:

- In-depth reports such as *Something to Say*, an exploration of how high-quality arts programs can attract and retain low-income urban tweens.
- Articles such as *Expanding Learning*, *Enriching Learning*, a series describing five Wallace-funded programs working to expand learning and enrichment for disadvantaged children.
- Tools such as the *Central Office Transformation Toolkit*, which helps school districts re-orient their work to focus primarily on improving teaching and learning in schools.
- Video series (two to 20 videos each) such as *Great School Leadership in Action*, where 13 administrators explain how they put theories of leadership to work in schools.
- Presentations and infographics that condense such publications into digestible formats.

Once again this year, our most popular publication was *How Leadership Influences Student Learning*, a groundbreaking 2004 examination of the impact of school leadership on the classroom. Eight of our most popular downloads were produced before 2013, indicating that their insights continue to have value.

TOP 10 DOWNLOADED PUBLICATIONS IN 2013	YEAR PUBLISHED	DOWNLOADS
How Leadership Influences Student Learning	2004	73,298
The School Principal as Leader: Guiding Schools to Better Teaching and Learning	2012	64,788
Learning From Leadership: Investigating the Links to Improved Student Learning	2010	17,180
A Place to Grow and Learn: A Citywide Approach to Building and Sustaining Out-of-School Time Learning Opportunities	2008	15,739
The Making of the Principal: Five Lessons in Leadership Training	2012	11,644
The Three Essentials: Improving Schools Requires District Vision, District and State Support, and Principal Leadership	2010	11,318
Investigating the Links to Improved Student Learning: Key findings from Wallace	2010	9,637
The Effective Principal	2012	8,039
New Opportunities for Interest-Driven Arts Learning in a Digital Age	2013	7,749
Districts Matter: Cultivating the Principals Urban Schools Need	2013	7,134

“A front-page *New York Times* story on summer learning spotlighted a five-district, Wallace-run demonstration project, while in a PBS *NewsHour* interview, Wallace president Will Miller discussed principals and school improvement efforts.”

#### CITATIONS AND MEDIA APPEARANCES

Scholarly citations of Wallace work – an indication that publications are being read and used by researchers – continued to increase in 2013. Hundreds of publications referred to Wallace’s knowledge base. To take one example, *Laying the Foundation for Successful School Leadership*, an independent 2013 study by RAND, cited a Wallace-authored Perspective and two Wallace-commissioned reports.

In 2013 Wallace also received noteworthy news coverage. A front-page *New York Times* story on summer learning spotlighted a five-district, Wallace-run demonstration project in summer learning, while in a PBS *NewsHour* interview, Wallace president Will Miller discussed principals and school improvement efforts. A *Wall Street Journal* article showcased [Strong-Nonprofits.org](#), a Wallace resource to help nonprofits, especially afterschool providers, strengthen their financial management practices.

#### LOOKING AHEAD

In reports, Wallace Perspectives, research briefs and videos, Wallace will continue to work with grantees to synthesize lessons being learned in our work. We will also continue to try new ways to make our information and ideas easier to share, especially on social media. ■

# NEW PUBLICATIONS AND MULTIMEDIA RESOURCES FROM WALLACE

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

## ADVANCING PHILANTHROPY

### PUBLICATIONS

#### **WALLACE'S REPORT 2012: ONE CONTRIBUTOR AMONG MANY**

In this annual report, foundation President Will Miller describes Wallace's approach to philanthropy.

## AFTERSCHOOL

### PUBLICATIONS

#### **IS CITYWIDE AFTERSCHOOL COORDINATION GOING NATIONWIDE? AN EXPLORATORY STUDY IN LARGE CITIES**

This study finds that many larger U.S. cities are coordinating afterschool programming.

#### **BETTER TOGETHER: BUILDING LOCAL SYSTEMS TO IMPROVE AFTERSCHOOL (A CONFERENCE REPORT)**

When teams from 57 cities discuss building local afterschool systems, ideas fly about improving access to high-quality afterschool, as documented in this conference report.

#### **MAKING THE CONNECTIONS: A REPORT ON THE FIRST NATIONAL SURVEY OF OUT-OF-SCHOOL TIME INTERMEDIARY ORGANIZATIONS**

The first national survey of intermediaries finds that these groups are playing a key role in boosting afterschool services.

#### **STRONG DIRECTORS/SKILLED STAFF: GUIDE TO LISTING THE CORE COMPETENCIES**

This handbook describes a major city youth-service agency's conclusion about key skills needed by after-school workers, and offers tools to develop these skills.

## NEW MEDIA

#### **STRONGNONPROFITS.ORG: RESOURCES FOR NONPROFIT FINANCIAL MANAGEMENT**

This Wallace website offers free tools, how-tos and articles to boost nonprofit financial management.

#### **VIDEO: AFTERSCHOOL AND AFTERSCHOOL SYSTEMS**

National experts discuss how cities can advance quality and participation in afterschool programs.

## ARTS EDUCATION

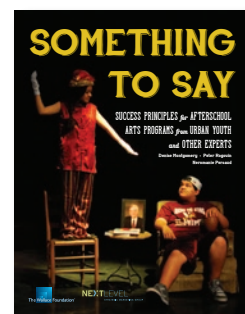
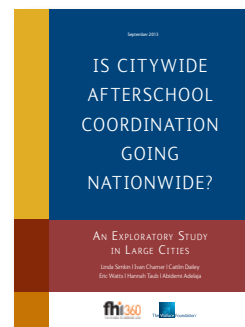
### PUBLICATIONS

#### **SOMETHING TO SAY: SUCCESS PRINCIPLES FOR AFTERSCHOOL ARTS PROGRAMS FROM URBAN YOUTH AND OTHER EXPERTS**

How can arts programs attract and retain low-income urban tweens? This report offers answers.

#### **NEW OPPORTUNITIES FOR INTEREST-DRIVEN ARTS LEARNING IN A DIGITAL AGE**

Digital technologies show promise for giving young people new pathways to the arts.





## ADVANCING ARTS EDUCATION THROUGH AN EXPANDED SCHOOL DAY: LESSONS FROM FIVE SCHOOLS

Five schools find ways to strengthen arts education as part of a longer school day.

### NEW MEDIA

#### **VIDEO: SOMETHING TO SAY: EDUCATORS AND URBAN YOUTH SHOW HOW AFTERSCHOOL ARTS PROGRAMS CAN SUCCEED**

This series highlights six arts programs that are models for engaging young people ages 10 to 13.

### SCHOOL LEADERSHIP

#### PUBLICATIONS

#### **BUILDING A STRONGER PRINCIPALSHIP, VOL. 2: CULTIVATING TALENT THROUGH A PRINCIPAL PIPELINE**

This report, the second in a continuing series, describes early changes in principal training and support in six Wallace-funded efforts to develop principal pipelines in urban school districts.

#### **MAKE ROOM FOR THE PRINCIPAL SUPERVISORS**

This article details how Denver Public Schools put a new focus on the people who coach and evaluate principals – despite tight budgets.

#### **CENTRAL OFFICE TRANSFORMATION TOOLKIT**

Three tools are designed to aid school districts working with principals to improve teaching and learning.

#### **RETHINKING LEADERSHIP: THE CHANGING ROLE OF PRINCIPAL SUPERVISORS**

How can school districts ensure that principal supervisors are able to help principals meet the demands of their jobs? This report sheds some light.

#### **SIX DISTRICTS BEGIN THE PRINCIPAL PIPELINE INITIATIVE**

The first in a series of reports evaluating a Wallace initiative to develop principal pipelines in urban school districts details how the districts are working to improve the ways they cultivate principals.

#### **DISTRICTS MATTER: CULTIVATING THE PRINCIPALS URBAN SCHOOLS NEED**

This Wallace Perspective describes key steps that school districts can take to improve school leadership.

#### **THE SCHOOL PRINCIPAL AS LEADER: GUIDING SCHOOLS TO BETTER TEACHING AND LEARNING**

This Wallace Perspective identifies five key practices of effective principals.

### NEW MEDIA

#### **VIDEO: GREAT SCHOOL LEADERSHIP IN ACTION**

School leaders talk about how they have put five practices of effective principals to work.

### SUMMER AND EXPANDED LEARNING OPPORTUNITIES

#### **FINANCING EXPANDED LEARNING TIME IN SCHOOLS: A LOOK AT FIVE DISTRICT EXPANDED-TIME SCHOOLS**

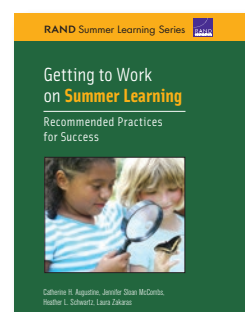
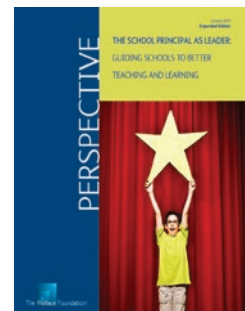
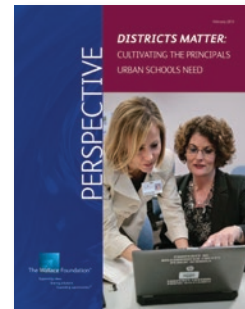
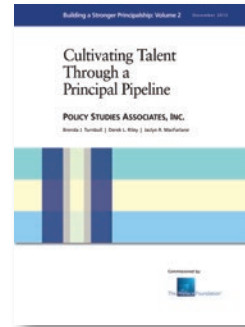
This report provides some preliminary answers to the question of how schools and districts are paying for expanded learning time

#### **EXPANDING LEARNING, ENRICHING LEARNING: PORTRAITS OF FIVE PROGRAMS**

This report examines the efforts of five Wallace-funded programs to expand high-quality learning opportunities for low-income children.

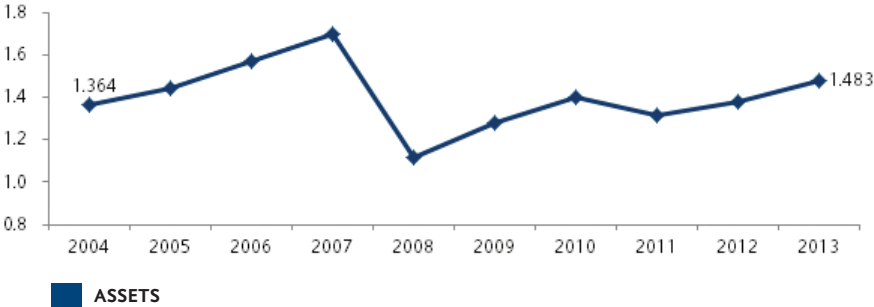
#### **GETTING TO WORK ON SUMMER LEARNING: RECOMMENDED PRACTICES FOR SUCCESS**

This report offers guidance to school district leaders interested in launching or improving summer learning programs.



# FINANCIAL OVERVIEW

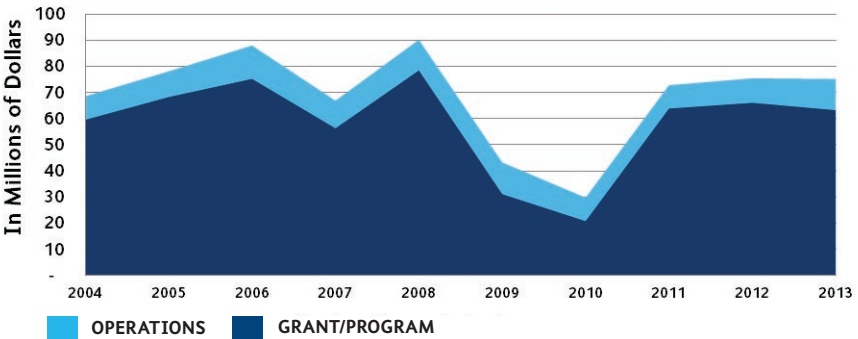
## INVESTMENT ASSETS



Our portfolio totaled \$1.483 billion on December 31, 2013, which was \$100 million higher than December 31, 2012. Over the last 10 years we also paid \$658 million in grants and expenses, which included \$72 million in grants and expenses paid in 2013.

## OPERATING AND GRANT/PROGRAM EXPENSES

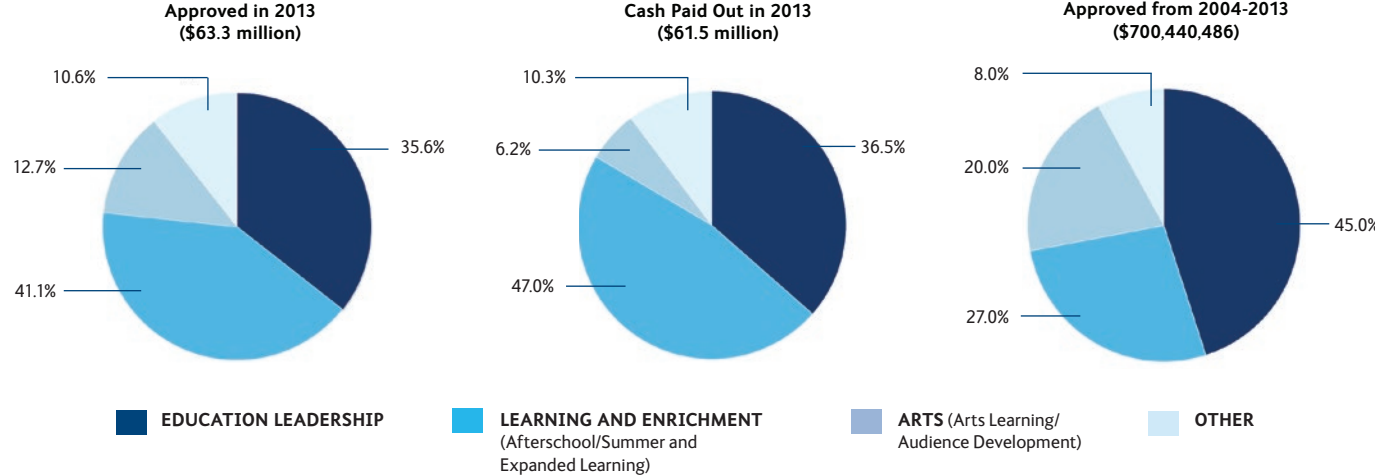
Wallace Spending, 2004–2013: Operating Expenses and Grants



The bulk of expenditures under “grant/program” goes to education, arts, social service and similar nonprofit organizations. Also included is spending for research and communications.

## GRANT/PROGRAM EXPENSES BY FOCUS AREA

The pie charts below show spending in Wallace’s areas of interest. The first shows program grants and expenses approved in 2013; the second shows grants/expenses paid in 2013 (including grants approved in earlier years); the third shows the total grant amount approved since 2004.



# PROGRAM EXPENDITURES AND COMMITMENTS

The following tables describe and list the expenditures made in 2013 to advance Wallace’s work in its areas of afterschool, arts education, audience development for the arts, school leadership, and summer and expanded learning. In most of these areas, our approach and expenditures are grouped under two main categories: Develop Innovation Sites, and Develop and Share Knowledge.

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



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

## 1. DEVELOP INNOVATION SITES

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

Organization / IRS name, if different (City, State)	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2013	PAID 2013	FUTURE PAYMENTS
<b>DENVER PUBLIC SCHOOLS FOUNDATION</b> (Denver, Colo.) – To enable the Denver school district to take part in the pipeline effort.	\$3,000,000	3,000,000	3,000,000	–
<b>EDUCATION DEVELOPMENT CENTER, INC.</b> (Waltham, Mass.) – To conduct a professional learning community for principal training programs and their alumni.	\$500,000	500,000	500,000	–
<b>EDUCATION DEVELOPMENT CENTER, INC.</b> (Waltham, Mass.) – To provide technical assistance to the principal pipeline districts.	\$600,000	600,000	600,000	–
<b>GEORGIA LEADERSHIP INSTITUTE FOR SCHOOL IMPROVEMENT, INC.</b> (Lawrenceville, Ga.) – To conduct a professional learning community for principals.	\$450,000	450,000	450,000	–
<b>GWINNETT COUNTY BOARD OF EDUCATION</b> (Suwanee, Ga.) – To enable the Gwinnett County school district to take part in the pipeline effort.	\$2,500,000	2,500,000	2,500,000	–
<b>PRINCE GEORGE’S COUNTY BOARD OF EDUCATION</b> (Upper Marlboro, Md.) – To enable the Prince George’s County school district to take part in the pipeline effort.	\$2,300,000	2,300,000	2,300,000	–
<b>THE CHARLOTTE-MECKLENBURG BOARD OF EDUCATION</b> (Charlotte, N.C.) – To enable the Charlotte-Mecklenburg school district to take part in the pipeline effort.	\$1,500,000	1,500,000	1,500,000	–
<b>THE FUND FOR PUBLIC SCHOOLS, INC.</b> (New York, N.Y.) – To enable the New York City school district to take part in the pipeline effort.	\$4,000,000	4,000,000	4,000,000	–

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2013	PAID 2013	FUTURE PAYMENTS
<b>THE SCHOOL BOARD OF HILLSBOROUGH COUNTY, FLORIDA</b> (Tampa, Fla.) – To enable the Hillsborough County school district to take part in the pipeline effort.	\$2,700,000	2,700,000	2,700,000	–
<b>OTHER RELATED EXPENSES</b> – Technical assistance to grantees, project management.	–	202,824	177,309	–

## 2. DEVELOP AND SHARE KNOWLEDGE

<b>AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION</b> (Washington, D.C.) – To share knowledge about school leadership with colleges of education through speaking engagements and other means.	\$200,000	200,000	200,000	–
<b>AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, INC.</b> (Alexandria, Va.) – To disseminate knowledge about school leadership through webinars, publications and the organization's national conference.	\$100,000	100,000	100,000	–
<b>COUNCIL OF CHIEF STATE SCHOOL OFFICERS</b> (Washington, D.C.) – To develop model standards for principal supervisors.	\$280,000	280,000	280,000	–
<b>COUNCIL OF CHIEF STATE SCHOOL OFFICERS</b> (Washington, D.C.) – To share knowledge about school leadership through speaking engagements and other means.	\$450,000	450,000	450,000	–
<b>COUNCIL OF CHIEF STATE SCHOOL OFFICERS</b> (Washington, D.C.) – To revise standards for education leadership training programs.	\$250,000	250,000	250,000	–
<b>COUNCIL OF CHIEF STATE SCHOOL OFFICERS</b> (Washington, D.C.) – To update 2008 "ISLLC" standards for school leadership and develop related resources.	\$500,000	500,000	500,000	–
<b>EDUCATION TRUST, INC.</b> (Washington, D.C.) – To disseminate ideas and information about school leadership.	\$165,000	165,000	165,000	–
<b>LEARNING FORWARD/NATIONAL STAFF DEVELOPMENT COUNCIL</b> (Dallas, Tex.) – To disseminate ideas and information about school leadership through conferences and other means.	\$165,000	165,000	165,000	–
<b>PAUL MANNA AND SUSAN F. MOFFITT</b> – To co-author a report about the emergence of new education advocacy organizations.	\$85,000	85,000	85,000	–
<b>NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS</b> (Alexandria, Va.) – To share ideas and information about school leadership with elementary school principals through speaking engagements and other means.	\$65,000	65,000	65,000	–
<b>NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS</b> (Reston, Va.) – To share ideas and information about school leadership with secondary school principals through speaking engagements and other means.	\$65,000	–	65,000	–
<b>NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS</b> (Reston, Va.) – To share ideas and information about school leadership with secondary school principals through speaking engagements and other means.	\$200,000	200,000	–	\$200,000
<b>NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION</b> (Arlington, Va.) – To share ideas and information about school leadership through speaking engagements and other means.	\$150,000	150,000	150,000	–
<b>NATIONAL CONFERENCE OF STATE LEGISLATURES</b> (Denver, Colo.) – To share ideas and information about school leadership through speaking engagements and other means.	\$400,000	400,000	400,000	–
<b>POLICY STUDIES ASSOCIATES, INC.</b> (Washington, D.C.) – To conduct an evaluation of Wallace's principal pipeline initiative.	\$3,500,000	700,000	700,000	–

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2013	PAID 2013	FUTURE PAYMENTS
<b>THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION INC.</b> (Charlottesville, Va.) – To compare and contrast education leader preparation program standards and determine how they might be strengthened.	\$80,000	80,000	80,000	–
<b>THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION INC.</b> (Charlottesville, Va.) – To support the dissemination of ideas and information about school leadership to principal training programs.	\$100,000	100,000	100,000	–
<b>UNIVERSITY OF WASHINGTON</b> (Seattle, Wash.) – To refine a tool to assess the performance of principal supervisors.	\$100,000	100,000	100,000	–
<b>VANDERBILT UNIVERSITY</b> (Nashville, Tenn.) – To assess the current School Administration Manager (SAM) program model and determine the utility of a larger evaluation of SAM.	\$159,336	159,336	75,000	84,336

### 3. OTHER EDUCATION PROJECTS

<b>PARTHENON GROUP, LLC</b> (Boston, Mass.) – To map the work of leading national organizations in advancing school leadership to identify gaps, overlapping efforts and possibilities for coordination.	\$145,000	145,000	145,000	–
<b>NEW LEADERS, INC.</b> (New York, N.Y.) – To match a grant for a federal Investing in Innovation grant.	\$225,000	–	225,000	–
<b>THE NYC LEADERSHIP ACADEMY, INC.</b> (Long Island City, N.Y.) – To match funding for a federal Investing in Innovation grant.	\$250,000	250,000	250,000	–
<b>DEVELOPMENT OF AN INITIATIVE, FOR 2014 LAUNCH, CENTERING ON PRINCIPAL SUPERVISORS</b> – Research, planning and management.	–	269,773	210,000	–

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

**1. DEVELOP INNOVATION SITES**

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

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2013	PAID 2013	FUTURE PAYMENTS
<b>CITY OF FORT WORTH, PARKS AND COMMUNITY SERVICES DEPARTMENT</b> (Fort Worth, Tex.) – To fund the city’s participation in the afterschool systems effort.	\$765,000	–	213,346	15,000
<b>CITY OF GRAND RAPIDS, OUR COMMUNITY’S CHILDREN</b> (Grand Rapids, Mich.) – To fund the city’s participation in the afterschool systems effort.	\$765,000	–	190,492	15,000
<b>CITY OF SAINT PAUL, DEPARTMENT OF PARKS AND RECREATION</b> (Saint Paul, Minn.) – To fund the city’s participation in the afterschool systems effort.	\$765,000	–	264,586	19,250
<b>FAMILY LEAGUE OF BALTIMORE CITY, INC.</b> (Baltimore, Md.) – To fund the city’s participation in the afterschool systems effort.	\$765,000	–	210,000	19,625
<b>FUND FOR PHILADELPHIA INC.</b> (Philadelphia, Pa.) – To fund the city’s participation in the afterschool systems effort.	\$765,000	–	143,000	15,000
<b>JACKSONVILLE CHILDREN’S COMMISSION</b> (Jacksonville, Fla.) – To fund the city’s participation in the afterschool systems effort.	\$765,000	–	–	285,013
<b>MAYOR’S OFFICE FOR EDUCATION AND CHILDREN, CITY AND COUNTY OF DENVER</b> (Denver, Colo.) – To fund the city’s participation in the afterschool systems effort.	\$765,000	–	–	218,725
<b>METRO UNITED WAY, INC.</b> (Louisville, Ky.) – To fund the city’s participation in the afterschool systems effort.	\$765,000	–	225,200	69,739
<b>NATIONAL LEAGUE OF CITIES INSTITUTE</b> (Washington, D.C.) – To help coordinate the afterschool system building initiative.	\$1,000,000	–	317,500	399,566
<b>STANFORD UNIVERSITY/BOARD OF TRUSTEES OF THE LELAND STANFORD JUNIOR UNIVERSITY</b> (Stanford, Calif.) – To provide technical assistance to the nine system-building efforts in the afterschool systems initiative.	\$180,000	80,000	105,000	–
<b>THE COMMUNITY FOUNDATION OF MIDDLE TENNESSEE, INC.</b> (Nashville, Tenn.) – To fund the city’s participation in the afterschool systems effort.	\$765,000	–	310,110	25,750
<b>THE FORUM FOR YOUTH INVESTMENT</b> (Washington, D.C.) – To provide technical assistance to the nine system-building efforts in the afterschool systems initiative.	\$25,000	25,000	25,000	–
<b>WELLESLEY COLLEGE</b> (Wellesley, Mass.) – To provide technical assistance to the nine system-building efforts in the afterschool systems initiative.	\$135,000	35,000	60,000	–

STRENGTHENING FINANCIAL MANAGEMENT – This effort seeks to strengthen the financial management of nonprofit organizations that provide high-quality afterschool programs to children and teens in Chicago – and to share financial management expertise with afterschool nonprofits nationwide.

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2013	PAID 2013	FUTURE PAYMENTS
<b>FISCAL MANAGEMENT ASSOCIATES</b> (New York, N.Y.) – To provide financial management training to afterschool nonprofits in Chicago; deliver financial-management-for-afterschool-nonprofits workshops and webinars; and develop how-tos for the StrongNonprofits.org website.	\$3,740,000	262,681	57,000	–
<b>DONORS FORUM</b> (Chicago, Ill.) – To help implement changes that aim, in part, to improve practices in state funding of afterschool and other nonprofit organizations.	\$895,000	895,000	315,000	580,000
<b>OTHER RELATED EXPENSES</b> – Assessment of and report on Strengthening Financial Management workshops	\$35,000	28,000	10,000	–

## 2. DEVELOP AND SHARE KNOWLEDGE

<b>AFTERSCHOOL ALLIANCE</b> (Washington, D.C.) – To share information on policy changes and disseminate ideas and information about high-quality afterschool.	\$100,000	100,000	100,000	–
<b>AMERICAN YOUTH POLICY FORUM</b> (Washington, D.C.) – To organize activities to follow up a national conference on afterschool.	\$100,000	100,000	100,000	–
<b>CHAPIN HALL CENTER FOR CHILDREN</b> (Chicago, Ill.) – To capture insights into how cities make sense of and use data to improve the quantity and quality of afterschool programming.	\$1,799,999	1,799,999	1,000,000	799,999
<b>MASSACHUSETTS AFTERSCHOOL PARTNERSHIP INC.</b> (Boston, Mass.) – To support this organization as it shares ideas and information about afterschool system-building and serves as a statewide voice for systems in Massachusetts.	\$75,000	75,000	75,000	–
<b>NATIONAL AFTERSCHOOL ASSOCIATION</b> (McLean, Va.) – To help sponsor the organization's 25th anniversary conference and support its dissemination of ideas and information about afterschool.	\$100,000	100,000	100,000	–
<b>NATIONAL LEAGUE OF CITIES INSTITUTE</b> (Washington, D.C.) – To share ideas and information about afterschool systems through speaking engagements and other means.	\$260,000	260,000	260,000	–
<b>THE AFTER-SCHOOL CORPORATION</b> (New York, N.Y.) – To share ideas and information about afterschool with afterschool providers throughout the state of New York.	\$75,000	75,000	75,000	–
<b>THE AFTER-SCHOOL CORPORATION</b> (New York, N.Y.) – To support Every Hour Counts (formerly the Collaborative for Building After-School Systems), a leading source of information and ideas about afterschool intermediaries.	\$450,000	–	150,000	–
<b>UNITED WAY OF RHODE ISLAND INC.</b> (Providence, R.I.) – To support this organization as it shares ideas and information about afterschool system-building and serves as a statewide voice for systems in Rhode Island.	\$75,000	75,000	75,000	–
<b>VOICES FOR ILLINOIS CHILDREN, INC</b> (Chicago, Ill.) – To support this organization as it shares ideas and information about afterschool system-building and serves as a statewide voice for systems in Illinois.	\$75,000	75,000	75,000	–
<b>OTHER RELATED EXPENSES</b> – Project management, dissemination and documentation, Web work.	–	384,873	371,191	–



**SUMMER AND  
EXPANDED  
LEARNING**

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

**1. DEVELOP INNOVATION SITES**

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

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2013	PAID 2013	FUTURE PAYMENTS
<b>BIG THOUGHT</b> (Dallas, Tex.) – To support the Dallas Independent School District’s 2013 summer learning program, known as the Thriving Minds Summer Camp.	\$1,915,301	374,301	1,915,301	–
<b>BIG THOUGHT</b> (Dallas, Tex.) – To support the Dallas Independent School District’s 2014 summer learning program, known as the Thriving Minds Summer Camp.	\$1,555,000	1,555,000	1,000,000	555,000
<b>BOSTON AFTER SCHOOL &amp; BEYOND, INC.</b> (Boston, Mass.) – To support Boston Public School’s 2013 summer learning program.	\$1,500,000	–	1,500,000	–
<b>BOSTON AFTER SCHOOL &amp; BEYOND, INC.</b> (Boston, Mass.) – To support the Boston Public Schools’ 2014 summer learning program.	\$1,300,000	1,300,000	1,300,000	–
<b>CINCINNATI CITY SCHOOL DISTRICT</b> (Cincinnati, Ohio) – To support the Cincinnati City School District’s 2013 and 2014 summer learning programs.	\$600,000	–	600,000	–
<b>CROSBY MARKETING COMMUNICATIONS INC.</b> (Annapolis, Md.) – To assist districts in developing and managing communications efforts in the summer learning demonstration districts to inform parents about the benefits of summer learning and ensure high enrollment in the Wallace-funded programs.	\$1,872,294	1,411,040	1,396,960	–
<b>DALLAS INDEPENDENT SCHOOL DISTRICT</b> (Dallas, Tex.) – To support the Dallas Independent School District’s 2013 Thriving Minds Summer Camp.	\$1,189,000	–	1,189,000	–
<b>DALLAS INDEPENDENT SCHOOL DISTRICT</b> (Dallas, Tex.) – To support the Dallas Independent School District’s 2014 Thriving Minds Summer Camp.	\$1,200,000	1,200,000	–	1,200,000
<b>MATHEMATICA POLICY RESEARCH</b> (Princeton, N.J.) – To administer fall 2013 assessments to students in the summer learning district demonstration project.	\$1,614,372	1,565,727	1,565,727	–
<b>NEW LEGACY PARTNERSHIPS</b> (Kennebunk, Me.) – To help districts in the summer learning demonstration project strengthen curriculum, professional development and planning for the summer programs.	\$257,680	176,373	198,370	–
<b>PITTSBURGH PUBLIC SCHOOLS</b> (Pittsburgh, Pa.) – To support the Pittsburgh Public Schools’ 2013 summer learning program.	\$1,400,000	–	1,400,000	–
<b>PITTSBURGH PUBLIC SCHOOLS</b> (Pittsburgh, Pa.) – To support the Pittsburgh Public Schools’ 2014 summer learning program.	\$1,289,100	1,289,100	–	1,289,100
<b>RAND CORPORATION</b> (Santa Monica, Calif.) – To provide technical assistance to the school districts participating in the summer learning district demonstration.	\$82,041	82,041	82,041	–
<b>ROCHESTER AREA COMMUNITY FOUNDATION</b> (Rochester, N.Y.) – To support the Rochester City School District’s 2013 summer learning program.	\$215,128	130,418	215,128	–
<b>ROCHESTER AREA COMMUNITY FOUNDATION</b> (Rochester, N.Y.) – To support the Rochester City School District’s 2014 summer learning program.	\$99,687	99,687	–	99,687
<b>ROCHESTER CITY SCHOOL DISTRICT</b> (Rochester, N.Y.) – To support the Rochester City School District’s 2013 summer learning program.	\$1,614,694	–	1,614,694	–
<b>ROCHESTER CITY SCHOOL DISTRICT</b> (Rochester, N.Y.) – To support the Rochester City School District’s 2014 summer learning program.	\$1,107,801	1,107,801	–	1,107,801

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2013	PAID 2013	FUTURE PAYMENTS
<b>THE COMMUNITY FOUNDATION FOR NORTHEAST FLORIDA, INC.</b> (Jacksonville, Fla.) – To support selected enrichment providers offering services to Duval County Public Schools' 2013 summer learning program, known as the Superintendent's Academy.	\$250,000	–	250,000	–
<b>THE COMMUNITY FOUNDATION FOR NORTHEAST FLORIDA, INC.</b> (Jacksonville, Fla.) – To support selected enrichment providers offering services to Duval County Public Schools' 2014 summer learning program, known as the Superintendent's Academy.	\$268,000	268,000	–	268,000
<b>THE SCHOOL BOARD OF DUVAL COUNTY, FLORIDA</b> (Jacksonville, Fla.) – To support the Duval County Public Schools' 2013 summer learning program, known as the Superintendent's Academy.	\$1,450,000	–	1,450,000	–
<b>THE SCHOOL BOARD OF DUVAL COUNTY, FLORIDA</b> (Jacksonville, Fla.) – To support the Duval County Public Schools' 2014 summer learning program, known as the Superintendent's Academy.	\$1,316,000	1,316,000	–	1,316,000
<b>OTHER RELATED EXPENSES</b> – Management and operation of a professional learning community about school district summer learning.	–	161,481	148,872	–

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

<b>HIGHER ACHIEVEMENT PROGRAM</b> (Washington, D.C.) – To provide general operating support to this organization.	\$500,000	500,000	500,000	–
<b>HORIZONS NATIONAL STUDENT ENRICHMENT PROGRAM INC</b> (Norwalk, Conn.) – To support the implementation of a business plan for the organization's growth.	\$500,000	500,000	500,000	–
<b>NATIONAL CENTER ON TIME &amp; LEARNING, INC.</b> (Boston, Mass.) – To provide technical assistance to New York school districts that received New York State grants to advance their work in expanded learning.	\$80,000	80,000	80,000	–
<b>NATIONAL COUNCIL OF YOUNG MENS CHRISTIAN ASSNS OF THE USA</b> (Chicago, Ill.) – To develop a pilot summer learning program partnership with the BELL organization.	\$500,000	500,000	500,000	–
<b>SAY YES TO EDUCATION, INC.</b> (New York, N.Y.) – To support a Say Yes citywide effort to boost education and other opportunities for young people in Buffalo, N.Y.	\$4,500,000	4,500,000	2,000,000	2,500,000
<b>SAY YES TO EDUCATION, INC.</b> (New York, N.Y.) – To support a Say Yes citywide effort to boost education and other opportunities for young people in Syracuse, N.Y.	\$4,265,000	–	500,000	–
<b>THE BELL FOUNDATION, INC.</b> (Dorchester, Mass.) – To provide general operating support to this organization.	\$650,000	650,000	650,000	–
<b>OTHER RELATED EXPENSES</b> – To manage and run a professional learning community about expanded learning and for studies including an assessment of a pilot expanded learning effort.	–	342,366	251,675	–

## 2. DEVELOP AND SHARE KNOWLEDGE

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2013	PAID 2013	FUTURE PAYMENTS
<b>AFTERSCHOOL ALLIANCE</b> (Washington, D.C.) – To help fund the America After 3 survey, which includes a section on summer learning.	\$125,000	125,000	125,000	–
<b>COMMUNITIES IN SCHOOLS</b> (Arlington, Va.) – To expand a one-year randomized control trial study of the Communities In Schools model into a two-year study.	\$208,150	208,150	208,150	–
<b>CROSS AND JOFTUS</b> (Bethesda, Md.) – To develop a framework for expanded learning organizations to assess the degree to which their programming is in sync with the Common Core State Standards.	\$250,000	170,000	170,000	–
<b>HORIZONS NATIONAL STUDENT ENRICHMENT PROGRAM INC.</b> (Norwalk, Conn.) – To conduct a study to determine the feasibility of carrying out randomized controlled trial research and analysis of the Horizons program.	\$125,000	125,000	75,000	50,000
<b>MDRC</b> (New York, N.Y.) – To expand a one-year randomized control trial study of the Communities In Schools model into a two-year study.	\$495,000	495,000	195,000	300,000
<b>NATIONAL CENTER ON TIME &amp; LEARNING, INC.</b> (Boston, Mass.) – To support ongoing communications activity.	\$100,000	100,000	100,000	–
<b>NATIONAL SUMMER LEARNING ASSOCIATION INC.</b> (Baltimore, Md.) – To increase awareness of summer learning loss and its solutions, and to strengthen the organizational structure of this group.	\$507,500	–	250,000	–
<b>NATIONAL SUMMER LEARNING ASSOCIATION INC.</b> (Baltimore, Md.) – To fund a consultant to help the association develop a strategic plan.	\$250,000	250,000	250,000	–
<b>RAND CORPORATION</b> (Santa Monica, Calif.) – To conduct research about and an evaluation of the summer learning district demonstration project.	\$5,000,000	350,000	1,400,000	600,000
<b>THE FORUM FOR YOUTH INVESTMENT</b> (Washington, D.C.) – To develop a tool to assess summer learning programs; the tool would be adapted from one used to assess other youth programs.	\$100,000	100,000	–	100,000
<b>UNIVERSITY OF CHICAGO</b> (Chicago, Ill.) – To develop a framework of the non-cognitive and socio-emotional factors that contribute to young people's readiness for college and careers.	\$648,634	648,634	500,000	148,634

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

## 1. DEVELOP INNOVATION SITES

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

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2013	PAID 2013	FUTURE PAYMENTS
<b>BIG THOUGHT</b> (Dallas, Tex.) – To promote the efforts of the Thriving Minds project to improve and expand school and afterschool arts instruction for children and teens.	\$4,300,000	–	100,000	–
<b>BOYS &amp; GIRLS CLUBS OF AMERICA</b> (Atlanta, Ga.) – To support the development of a plan to expand high-quality arts programming in the Boys & Girls Clubs network.	\$25,000	25,000	25,000	–
<b>BOYS &amp; GIRLS CLUBS OF AMERICA</b> (Atlanta, Ga.) – To carry out a plan to expand high-quality arts instruction for tweens.	\$5,350,000	5,350,000	1,130,000	\$4,220,000
<b>BOYS &amp; GIRLS CLUBS OF AMERICA</b> (Atlanta, Ga.) – To support the development of a strategic plan to expand arts programming in the Boys & Girls Clubs national network.	\$449,500	–	49,500	–
<b>EDVESTORS INCORPORATED</b> (Boston, Mass.) – To support a four-year plan to increase access to and equitable distribution of high-quality arts instruction in the Boston Public Schools.	\$3,740,000	–	990,000	\$1,080,000
<b>NATIONAL COUNCIL OF YOUNG MENS CHRISTIAN ASSNS OF THE USA</b> (Chicago, Ill.) – To support the development of a plan to expand arts programming in the Y's national network.	\$230,000	–	30,000	–
<b>OTHER RELATED EXPENSES</b> – Grants management assistance.	–	106,276	48,672	–

## 2. DEVELOP AND SHARE KNOWLEDGE

<b>GRANTMAKERS IN THE ARTS</b> (Seattle, Wash.) – To support activities including a study of federal arts education policy.	\$60,000	–	30,000	–
<b>NATIONAL GUILD FOR COMMUNITY ARTS EDUCATION INC.</b> (New York, N.Y.) – To promote and disseminate <i>Something to Say</i> , a report on high-quality afterschool arts programming for young people, at the guild's national conference.	\$51,500	51,500	51,500	–
<b>NEXT LEVEL STRATEGIC MARKETING</b> (Pleasantville, N.Y.) – To support market research on teen and tween participation in the arts and to produce a video that summarizes key findings of the research.	\$1,385,000	348,861	268,198	–
<b>RESEARCH FOR ACTION, INC.</b> (Philadelphia, Pa.) – To conduct a study examining the Boys & Girls Clubs of America's arts learning programs.	\$1,500,000	1,500,000	510,000	990,000
<b>OTHER RELATED EXPENSES</b> – Dissemination of <i>Something to Say</i> , a report on engaging young people in afterschool arts.	–	75,799	37,750	–

**AUDIENCE  
DEVELOPMENT  
FOR THE ARTS**

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

**1. DEVELOP AND SHARE KNOWLEDGE**

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2013	PAID 2013	FUTURE PAYMENTS
<b>A.R.T./NEW YORK/ALLIANCE OF RESIDENT THEATRES NEW YORK INC.</b> (New York, N.Y.) – For participation in meetings to help Wallace better understand the environment in which arts organizations operate today.	\$500	500	500	–
<b>ALTERNATE ROOTS INC.</b> (Atlanta, Ga.) – For participation in meetings to help Wallace better understand the environment in which arts organizations operate today.	\$500	500	500	–
<b>AMERICAN RECORDS/FRACTURED ATLAS PRODUCTIONS INC.</b> (New York, N.Y.) – For participation in meetings to help Wallace better understand the environment in which arts organizations operate today.	\$500	500	500	–
<b>AMERICAN SYMPHONY ORCHESTRA LEAGUE</b> (New York, N.Y.) – For participation in a focus group to help Wallace develop arts strategy.	\$1,000	1,000	1,000	–
<b>ARTS MIDWEST</b> (Minneapolis, Minn.) – For participation in meetings to help Wallace better understand the environment in which arts organizations operate today.	\$500	500	500	–
<b>ASSOCIATION OF PERFORMING ARTS PRESENTERS, INC.</b> (Washington, D.C.) – For participation in a focus group to help Wallace develop arts strategy.	\$1,000	1,000	1,000	–
<b>BERKELEY REPERTORY THEATRE</b> (Berkeley, Calif.) – For participation in meetings to help Wallace better understand the environment in which arts organizations operate today.	\$500	500	500	–
<b>BOB HARLOW RESEARCH AND CONSULTING, LLC</b> (New York, N.Y.) – To prepare practical, evidence-based publications about building arts audiences, based on the work of selected Wallace Excellence Award grantees.	\$1,300,000	345,000	335,000	–
<b>CHAMBER MUSIC AMERICA</b> (New York, N.Y.) – For participation in a focus group to help Wallace develop arts strategy.	\$1,000	1,000	1,000	–
<b>CLARICE SMITH PERFORMING ARTS CENTER/UNIVERSITY OF MARYLAND</b> (College Park, Md.) – For participation in meetings to help Wallace better understand the environment in which arts organizations operate today.	\$500	500	500	–
<b>CLASSICAL REVOLUTION/PDX</b> (Portland, Ore.) – For participation in meetings to help Wallace better understand the environment in which arts organizations operate today.	\$500	500	500	–
<b>CLAY STUDIO</b> (Philadelphia, Pa.) – For participation in meetings to help Wallace better understand the environment in which arts organizations operate today.	\$500	500	500	–
<b>DAD'S GARAGE INC.</b> (Atlanta, Ga.) – For participation in meetings to help Wallace better understand the environment in which arts organizations operate today.	\$500	500	500	–
<b>DANCE USA</b> (Washington, D.C.) – For participation in a focus group to help Wallace develop arts strategy.	\$1,000	1,000	1,000	–
<b>DANCE/NYC/DANCE SERVICE NEW YORK CITY INC.</b> (New York, N.Y.) – For participation in meetings to help Wallace better understand the environment in which arts organizations operate today.	\$500	500	500	–
<b>DENVER CENTER THEATRE COMPANY/DENVER CENTER FOR THE PERFORMING ARTS</b> (Denver, Colo.) – For participation in meetings to help Wallace better understand the environment in which arts organizations operate today.	\$500	500	500	–

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2013	PAID 2013	FUTURE PAYMENTS
<b>FLYNN CENTER FOR PERFORMING ARTS LTD</b> (Burlington, Vt.) – For participation in meetings to help Wallace better understand the environment in which arts organizations operate today.	500	500	500	–
<b>GEVA THEATRE CENTER INC.</b> (Rochester, N.Y.) – For participation in meetings to help Wallace better understand the environment in which arts organizations operate today.	500	500	500	–
<b>GOTHAM CHAMBER OPERA INC</b> (New York, N.Y.) – For participation in meetings to help Wallace better understand the environment in which arts organizations operate today.	\$500	500	500	–
<b>GREATER BALTIMORE CULTURAL ALLIANCE</b> (Baltimore, Md.) – For participation in meetings to help Wallace better understand the environment in which arts organizations operate today.	\$500	500	500	–
<b>KIDZNOTES</b> (Durham, N.C.) – For participation in meetings to help Wallace better understand the environment in which arts organizations operate today.	\$500	500	500	–
<b>LOS ANGELES MUSIC CENTER/PERFORMING ARTS CENTER OF LOS ANGELES COUNTY</b> (Los Angeles, Calif.) – For participation in meetings to help Wallace better understand the environment in which arts organizations operate today.	\$500	500	500	–
<b>MILWAUKEE REPERTORY THEATER INC.</b> (Milwaukee, Wis.) – For participation in meetings to help Wallace better understand the environment in which arts organizations operate today.	\$500	500	500	–
<b>MONTPELIER CHAMBER ORCHESTRA SOCIETY/ORCHESTRA ENGAGEMENT LAB</b> (Montpelier, Vt.) – For participation in meetings to help Wallace better understand the environment in which arts organizations operate today.	\$500	500	500	–
<b>MUSEUM OF THE NEW SOUTH INC.</b> (Charlotte, N.C.) – For participation in meetings to help Wallace better understand the environment in which arts organizations operate today.	\$500	500	500	–
<b>NEW YORK LIVE ARTS INC.</b> (New York, N.Y.) – For participation in meetings to help Wallace better understand the environment in which arts organizations operate today.	\$500	500	500	–
<b>OPERA AMERICA, INC.</b> (New York, N.Y.) – For participation in a focus group to help Wallace develop arts strategy.	\$1,000	1,000		1,000
<b>PARTNERS IN PERFORMANCE</b> (Blacksburg, Va.) – To design and conduct focus groups with experts in the arts fields to assist Wallace in development of arts strategy.	\$71,688	71,688	57,350	–
<b>S. RADOFF MARKET RESEARCH</b> (Riverdale, N.Y.) – To conduct research among nonprofit professional arts organizations to understand matters including terminology to describe efforts to expand audiences.	\$ 210,000	123,500	123,500	–
<b>SAMUEL S. FLEISHER ART MEMORIAL INC.</b> (Philadelphia, Pa.) – For participation in meetings to help Wallace better understand the environment in which arts organizations operate today.	\$500	500	500	–
<b>SOUTHEASTERN CENTER FOR CONTEMPORARY ART/SECCA FOUNDATION</b> (Winston-Salem, N.C.) – For participation in meetings to help Wallace better understand the environment in which arts organizations operate today.	\$500	500	500	–
<b>STREB LAB FOR ACTION MECHANICS</b> (Brooklyn, N.Y.) – For participation in meetings to help Wallace better understand the environment in which arts organizations operate today.	\$500	500	500	–
<b>THE KNIGHTS/MUSIC FORWARD</b> (Brooklyn, N.Y.) – For participation in meetings to help Wallace better understand the environment in which arts organizations operate today.	–	–	–	–

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2013	PAID 2013	FUTURE PAYMENTS
<b>THEATRE COMMUNICATIONS GROUP, INC.</b> (New York, N.Y.) – For participation in a focus group to help Wallace develop arts strategy.	\$1,000	1,000	1,000	–
<b>WASHINGTON STATE ARTS COMMISSION</b> (Olympia, Wash.) – For participation in meetings to help Wallace better understand the environment in which arts organizations operate today.	\$500	500	500	–
<b>WOOLLY MAMMOTH THEATRE CO.</b> (Washington, D.C.) – For participation in meetings to help Wallace better understand the environment in which arts organizations operate today.	\$1,000	1,000	1,000	–
<b>OTHER RELATED EXPENSES</b> – Travel and meeting costs for focus groups.	–	27,737	27,737	–



**COMMUNICA-  
TIONS**

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2013	PAID 2013	FUTURE PAYMENTS
<b>THEATRE COMMUNICATIONS GROUP, INC.</b> (New York, N.Y.) – To help sponsor the Theatre Communications Group's 2013 national conference.	\$5,000	5,000	5,000	–
<b>HATCHER GROUP</b> (Bethesda, Md.) – To provide communications services to disseminate ideas and information from Wallace's efforts with policymakers, practitioners and others.	\$500,000	499,621	470,641	–
<b>ACRONYM</b> (New York, N.Y.) – To provide search engine marketing and related services.	\$300,000	300,000	270,886	–
<b>AMERICANS FOR THE ARTS, INC.</b> (Washington, D.C.) – To help sponsor the Americans for the Arts' 2013 National Arts Marketing Project Conference.	\$15,000	15,000	15,000	–
<b>EDITORIAL PROJECTS IN EDUCATION, INC./EDUCATION WEEK</b> (Bethesda, Md.) – To support print and Web coverage of school leadership, arts learning, summer and expanded learning, and afterschool.	\$1,200,000	1,200,000	1,200,000	–
<b>EDUCATION WRITERS ASSOCIATION</b> (Washington, D.C.) – To help inform education reporters about research on education leadership, afterschool and arts learning.	\$150,000	150,000	150,000	–
<b>INDEPENDENT SECTOR</b> (Washington, D.C.) – To help support the organization's 2013 annual conference.	\$25,000	25,000	25,000	–
<b>KENNESAW STATE UNIVERSITY RESEARCH AND SERVICE FOUNDATION</b> (Kennesaw, Ga.) – To support Youth Today, which covers issues facing disadvantaged youth.	\$100,000	100,000	–	100,000
<b>LEARNING MATTERS INC.</b> (New York, N.Y.) – To support television and Web coverage of education and related issues.	\$700,000	700,000	700,000	–
<b>NATIONAL PUBLIC RADIO, INC.</b> (Washington, D.C.) – To support television and Web coverage of education and arts issues.	\$1,500,000	1,500,000	1,500,000	–
<b>OTHER RELATED EXPENSES</b> – Presentations, conferences and other dissemination activities; editorial and production work	–	446,913	404,902	–

**SERVICE TO THE  
FIELD OF  
PHILANTHROPY**

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2013	PAID 2013	FUTURE PAYMENTS
<b>CENTER FOR EFFECTIVE PHILANTHROPY INC.</b> (Cambridge, Mass.) – To support this nonprofit organization, which helps philanthropies improve how they work.	\$100,000	100,000	100,000	–
<b>COMMUNICATION NETWORK</b> (Naperville, Ill.) – To support this nonprofit membership organization, whose mission is to provide resources, guidance and leadership to advance communications in philanthropy.	\$15,000	15,000	15,000	–
<b>COUNCIL OF CHIEF STATE SCHOOL OFFICERS</b> (Washington, D.C.) – To support the work of the Arts Education Partnership.	\$25,000	25,000	25,000	–
<b>COUNCIL ON FOUNDATIONS, INC.</b> (Arlington, Va.) – To support this national, nonprofit membership organization for grantmakers.	\$44,500	44,500	44,500	–
<b>FJC</b> (New York, N.Y.) – To support the 2013 program activities of the New York City Youth Funders.	\$3,000	3,000	3,000	–
<b>FOUNDATION CENTER</b> (New York, N.Y.) – To support this national clearinghouse of information on private grantmaking.	\$75,000	75,000	75,000	–
<b>GRANTMAKERS FOR EDUCATION</b> (Portland, Ore.) – To support this membership organization for private and public philanthropies that support improved education from early childhood to the higher education years.	\$24,500	24,500	24,500	–
<b>GRANTMAKERS FOR EFFECTIVE ORGANIZATIONS</b> (Washington, D.C.) – To support this national membership organization, which promotes learning among funders committed to building effective nonprofits.	\$250	250	250	–
<b>GRANTMAKERS IN THE ARTS</b> (Seattle, Wash.) – To support this nonprofit membership organization, whose mission is to provide leadership and service to advance the use of philanthropy for arts and culture.	\$21,500	21,500	21,500	–
<b>GRANTS MANAGERS NETWORK INC.</b> (Washington, D.C.) – To support this national organization, which seeks to improve grantmaking by advancing the knowledge, skills and abilities of grants managers.	\$3,000	3,000	3,000	–
<b>INDEPENDENT SECTOR</b> (Washington, D.C.) – To support this nonprofit organization, whose mission is to advance the common good by leading, strengthening, and mobilizing the nonprofit and philanthropic community.	\$10,000	10,000	10,000	–
<b>INNOVATION NETWORK, INC.</b> (Washington, D.C.) – To support the Evaluation Roundtable.	\$50,000	50,000	50,000	–
<b>NATIONAL PUBLIC EDUCATION SUPPORT FUND</b> (Washington, D.C.) – To support the Education Funder Strategy Group.	\$25,000	25,000	25,000	–
<b>NONPROFIT COORDINATING COMMITTEE OF NEW YORK, INC.</b> (New York, N.Y.) – To support this nonprofit, which serves some 1,700 nonprofits in New York City, Long Island and Westchester.	\$3,000	3,000	3,000	–
<b>PHILANTHROPY NEW YORK, INC.</b> (New York, N.Y.) – To support the principal professional community of philanthropic foundations in the New York City region.	\$24,250	24,250	24,250	–
<b>SPONSORS FOR EDUCATIONAL OPPORTUNITY, INC.</b> (New York, N.Y.) – To support a program providing college undergraduates from underserved communities with training, coaching and internships in philanthropy.	\$15,000	15,000	15,000	–
<b>OTHER RELATED EXPENSES</b> – To pay for dues to the service-to-the-field organizations.	–	40,000	40,000	–

**OTHER  
GRANTS**

	TOTAL GRANT/ CONTRACT AMOUNT	APPROVED 2013	PAID 2013	FUTURE PAYMENTS
<b>BOYS &amp; GIRLS CLUBS OF AMERICA</b> (Atlanta, Ga.) – To support this organization in the memory of George V. Grune, former chairman of Wallace's board of directors.	\$750,000	750,000	750,000	–
<b>JACKSONVILLE SYMPHONY ASSOCIATION</b> (Jacksonville, Fla.) – To support this organization in the memory of George V. Grune, former chairman of Wallace's board of directors.	\$250,000	250,000	250,000	–
<b>NYU STEINHARDT SCHOOL OF CULTURE, EDUCATION AND HUMAN DEVELOPMENT</b> (New York, N.Y.) – To support the Research Alliance for New York City Schools.	\$300,000	300,000	100,000	–
<b>ROCKEFELLER PHILANTHROPY ADVISORS, INC.</b> (New York, N.Y.) – To support a multiyear initiative to enhance the capacity of foundations to align their resources for impact.	\$20,000	20,000	20,000	–
<b>EMPLOYEE MATCHING GIFTS</b>	–	25,180	25,520	–
<b>REFUNDED GRANTS</b>	–	(132,660)	(132,660)	–
<b>GRAND TOTAL</b>		\$63,297,020	61,462,148	

# 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 and Vision: <http://www.wallacefoundation.org/learn-about-wallace/mission-and-vision/Pages/default.aspx>
- Approach to grantmaking: <http://www.wallacefoundation.org/learn-about-wallace/approach-and-strategy/Pages/our-approach-to-philanthropy.aspx>
- Funding guidelines: <http://www.wallacefoundation.org/learn-about-wallace/GrantsPrograms/FundingGuidelines/Pages/default.aspx>
- Directors and staff members: <http://www.wallacefoundation.org/learn-about-wallace/people/Pages/default.aspx>
- History: <http://www.wallacefoundation.org/learn-about-wallace/history/Pages/default.aspx>



## The Wallace Foundation®

Supporting ideas.  
Sharing solutions.  
Expanding opportunities.®

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

The Wallace Foundation  
5 Penn Plaza, 7th Floor  
New York, NY 10001  
212.251.9700 Telephone  
info@wallacefoundation.org

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