

SONGS IN THE KEY OF PHILANTHROPY



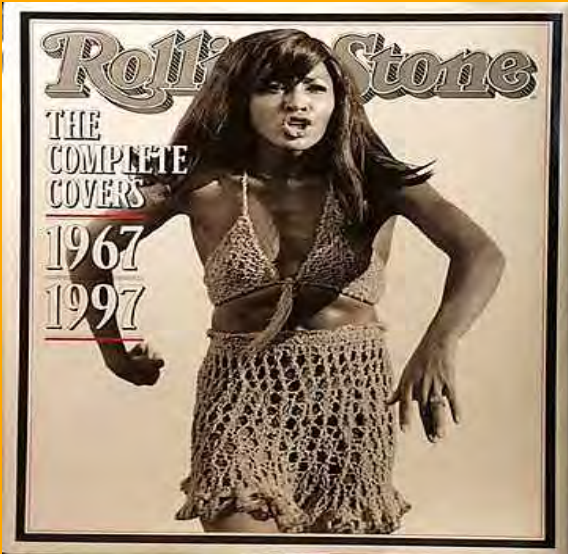
DON SHALVEY



LODI, CALIFORNIA

NOVEMBER 9, 2017






1967




SUPER BOWL I


First World
Championship
Game AFL vs NFL



SUPER BOWL I - LOS ANGELES



GREEN BAY
PACKERS
35



KANSAS CITY
CHIEFS
10

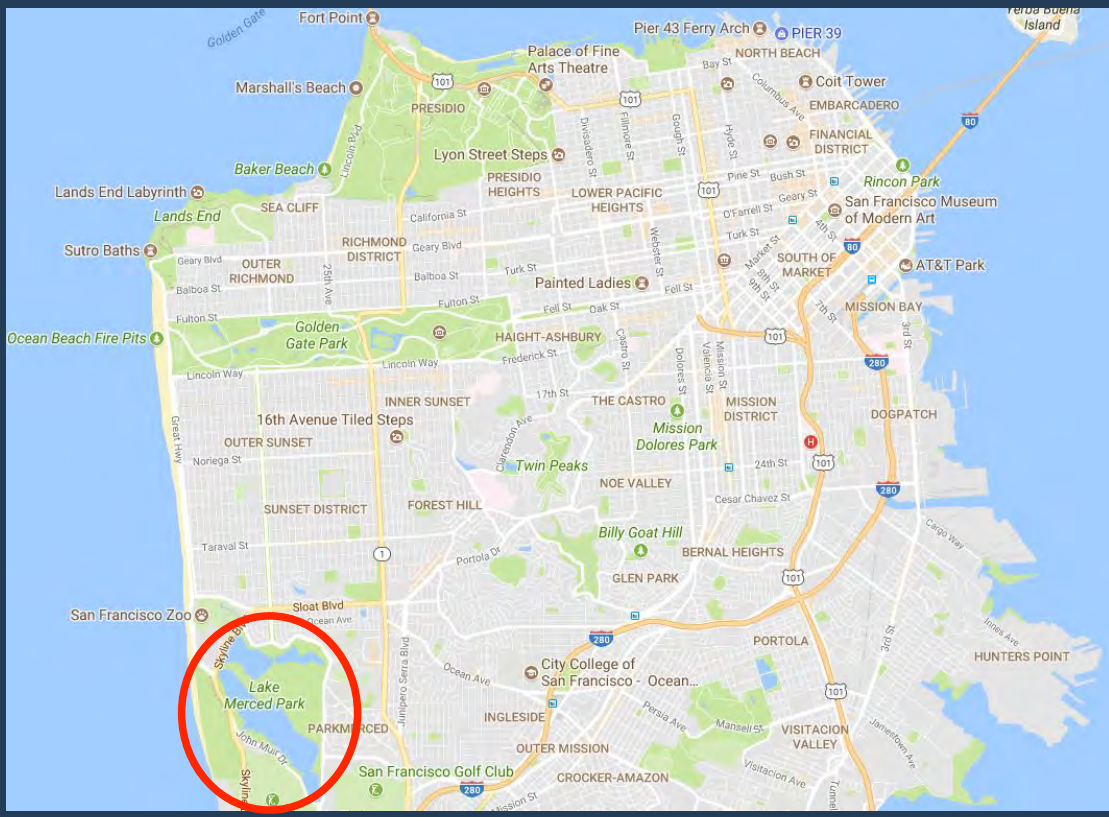
This was the "first" Super Bowl in the professional football industry, the original AFL had fought the NFL for players, fans, TV contracts, and money. The successful one fought back with everything - except respect. The AFL simply laughed at the NFL as a "farm league". The issue would be decided on the gridiron. The NFL's Championship Game had Packers would battle the AFL's Championship Game City Chiefs for the title, "World Champions". What players preferred? Green Bay would win in a thrash. The participants, however, were not so sure. With no real way to compare the two teams, neither players nor coaches knew what to expect. In the end, it was the AFL's superior talent and determination that won the game. The game was held at the Los Angeles Memorial Coliseum. Many Kansas City players were sent to the hospital during the game. The Packers' legendary coach, the coaching staff, and many Kansas City players were sent to the hospital during the game. The NFL's brand was not as strong as the Chiefs' brand, and the NFL's brand was not as strong as the Chiefs' brand.

An AFL team, Green Bay led by a manager in 1967. But early in the second half, Green Bay's Willie Wood intercepted a Los Angeles pass and kicked the field goal to win the game. The NFL's brand was not as strong as the Chiefs' brand, and the NFL's brand was not as strong as the Chiefs' brand.

STARTING LINEUPS		SCORING	
Green Bay Packers (NFL)	Kansas City Chiefs (AFL)	Green Bay	Kansas City
QB: Bart Starr	QB: Len Dawson	1st Qtr: 10-0	1st Qtr: 0-0
RB: Paul Hornung	RB: Larry R. Rasmussen	2nd Qtr: 17-0	2nd Qtr: 0-0
TE: Jim Taylor	TE: Jim Mackay	3rd Qtr: 17-0	3rd Qtr: 0-0
WR: Don Hutson	WR: Fred McNeil	4th Qtr: 17-10	4th Qtr: 0-0
FB: Willie Wood	FB: Willie Wood	Total	Total
DE: Jerry Kramer	DE: Jerry Kramer	35	10
LB: Jerry Kramer	LB: Jerry Kramer		
CB: Jerry Kramer	CB: Jerry Kramer		
S: Jerry Kramer	S: Jerry Kramer		
K: Jerry Kramer	K: Jerry Kramer		

MOST VALUABLE PLAYER
Bart Starr

LOS ANGELES MEMORIAL COLISEUM
LOS ANGELES, CALIFORNIA
JANUARY 15, 1967



In *The Goodbye Girl*, Neil Simon wrote:

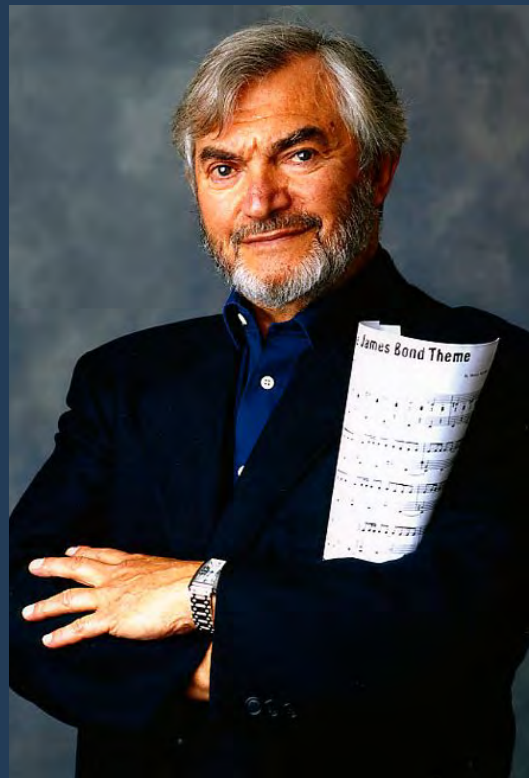
“There’s only one thing worse
than a hopeless
romantic



...a hopeful one.”



WHEN YOU PROVIDE OR RECEIVE A GRANT,
WHAT SONG COMES TO MIND?



MONTY NORMAN – JAMES BOND THEME

“Shaken, not stirred. Ultimate Confidence.”

WHEN YOU PROVIDE OR RECEIVE A GRANT,
WHAT SONG COMES TO MIND?



Highway to the danger zone

Gonna take you
Right into the danger zone

Highway to the danger zone
Right into the danger zone.

KENNY LOGGINS – *DANGER ZONE*

“Because if you can psych yourself up to land a jet on a boat bobbing in the ocean,
you can definitely get pumped up to make a cold call to a new donor!”

WHEN YOU PROVIDE OR RECEIVE A GRANT, WHAT SONG COMES TO MIND?



Cause I didn't know
I needed you so
And letting you go was
wrong

And baby I know
You got your radio on
So this is my
“my bad - come back” song.

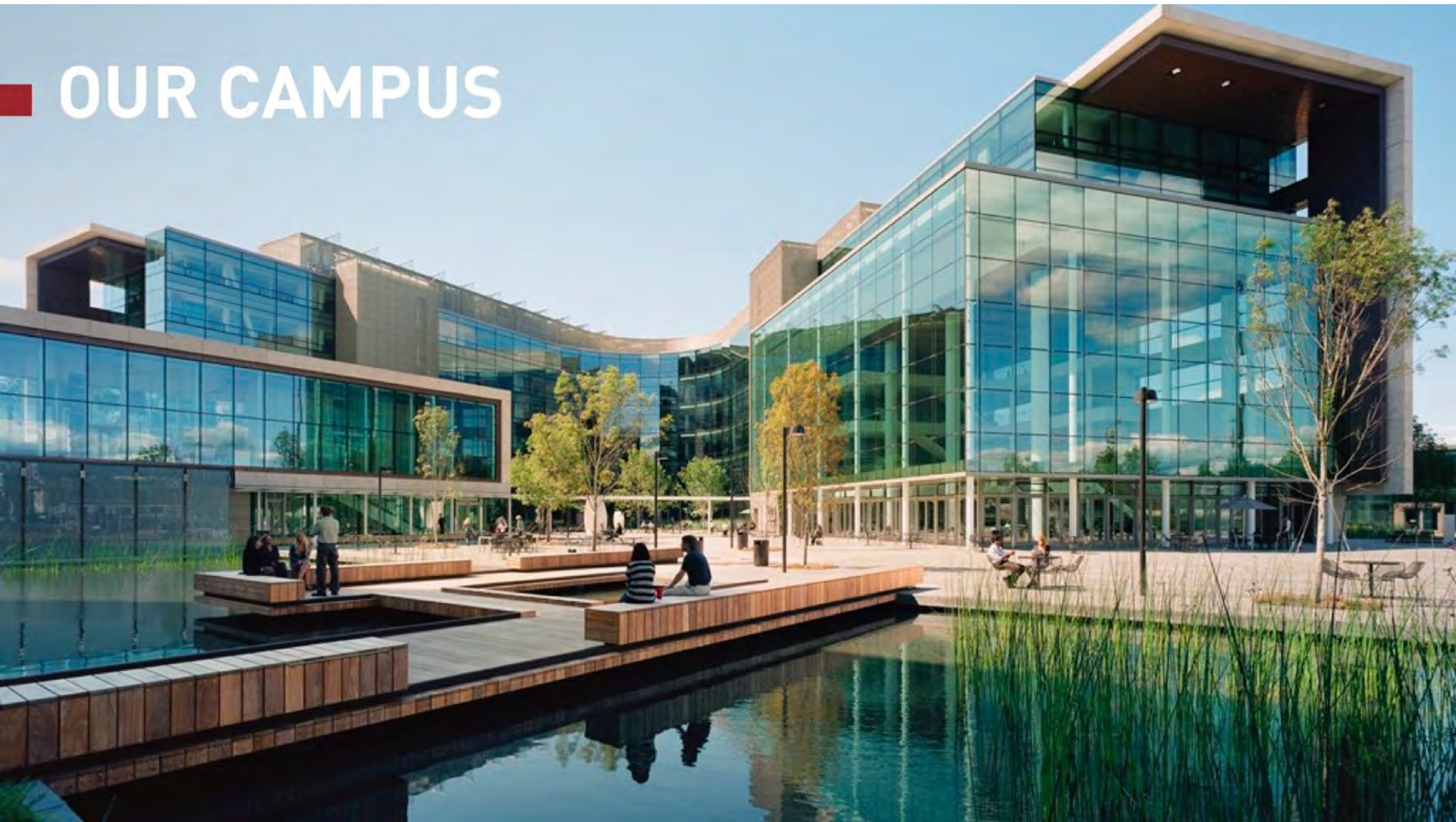
DARIUS RUCKER— COME BACK SONG

“Because some days start out with bad coffee, pouring rain, and angry donors...
so you need to woo them back.”

BILL & MELINDA
GATES *foundation*

www.gatesfoundation.org

OUR CAMPUS





ALL LIVES HAVE EQUAL VALUE

An introduction to the Bill & Melinda Gates Foundation

Don Shalvey Ed.D.
Deputy Director
United States Programs

BILL & MELINDA
GATES *foundation*

November 9, 2017

WE ARE IMPATIENT
OPTIMISTS WORKING
**TO REDUCE
INEQUITY**
AROUND THE WORLD



MAKING MARKETS
**WORK FOR
THE POOR**



FOCUSING ON
THE AREAS OF
**GREATEST
NEED**



TAKING RISKS

THAT OTHERS
CAN'T OR WON'T



WHEN YOU PROVIDE OR RECEIVE A GRANT, WHAT SONG COMES TO MIND?



I don't know how you keep on
giving.

For your kindness I'm in debt to
you,

And I never could have come
This far without you.

For everything you've done,
You know I'm bound...

I'm bound to thank you for it.

NATALIE MERCHANT – KIND & GENEROUS

“This song says it all. I love the kind and generous.”



WHEN YOU PROVIDE OR RECEIVE A GRANT, WHAT SONG COMES TO MIND?



If you need me, call me
No matter where you are
No matter how far (don't worry, baby)
Just call my name
I'll be there in a hurry
You don't have to worry

Cause baby
There ain't no mountain high enough
Ain't no valley low enough
Ain't no river wide enough
To keep me from getting to you, babe.

GAYE + TERRELL – AIN'T NO MOUNTAIN

“Because regardless of the challenges in front of you, nothing can stop you from achieving your mission!”



THE SCOPE OF OUR WORK

We work with partner organizations around the world to reduce inequity

Program
Strategies
29



Value of Grants
\$3.9B



Countries
121



Employees
1,420



Grantees
1,109



No. of Grants
1,669



U.S. States
31



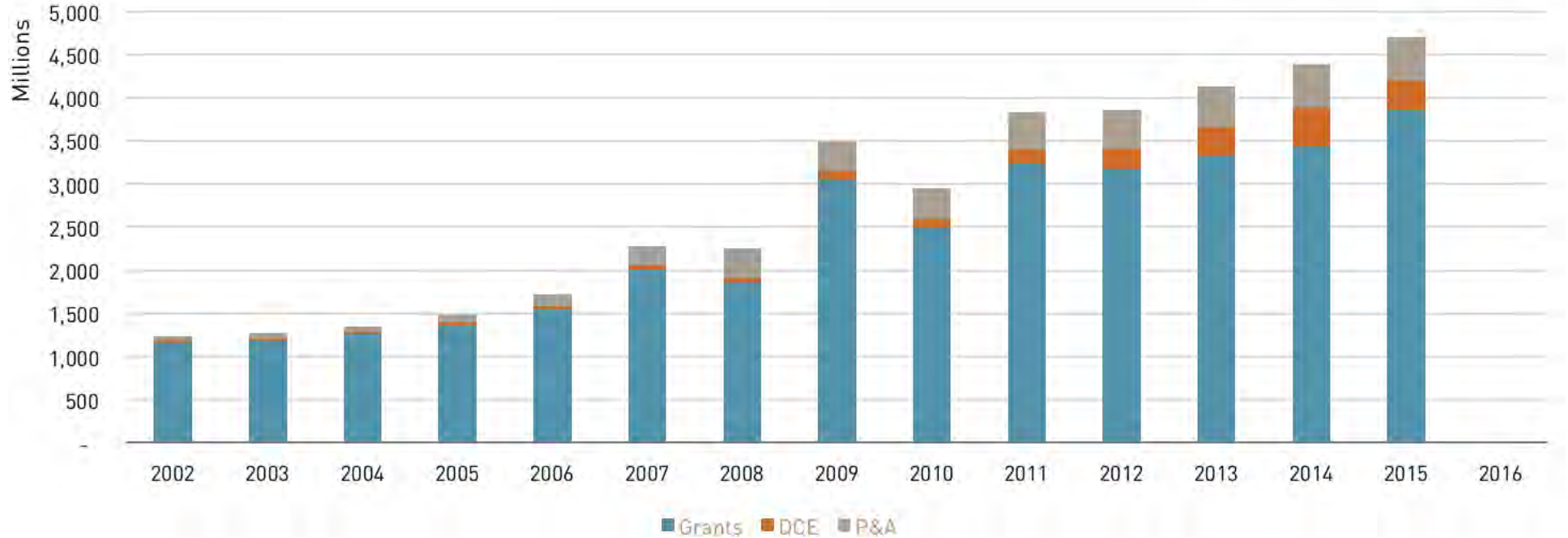
Alumni
1,100



For the Year ended December 31, 2015. Amounts in thousands of U.S. dollars. Value of Grants total represents grants only.

OUR CONTRIBUTIONS

The foundation has donated \$36.7 billion to nonprofits since 2000



WHAT KINDS OF INVESTMENTS DO WE MAKE?

We listen and learn so we can identify pressing problems that get too little attention. Then we consider whether we can make a meaningful difference with our investments.

We make 3 major kinds of investments:

- 1. Grants**
Funding for projects, products, and infrastructure
- 2. Direct Charitable Expenses**
Support for activities that benefit the public or charitable sector
- 3. Program-Related Investments**
Tools to stimulate private-sector innovations, encourage market-driven efficiencies, and attract external capital to priority initiatives

Our investments are made in the form of:



Fund Investment



Loans

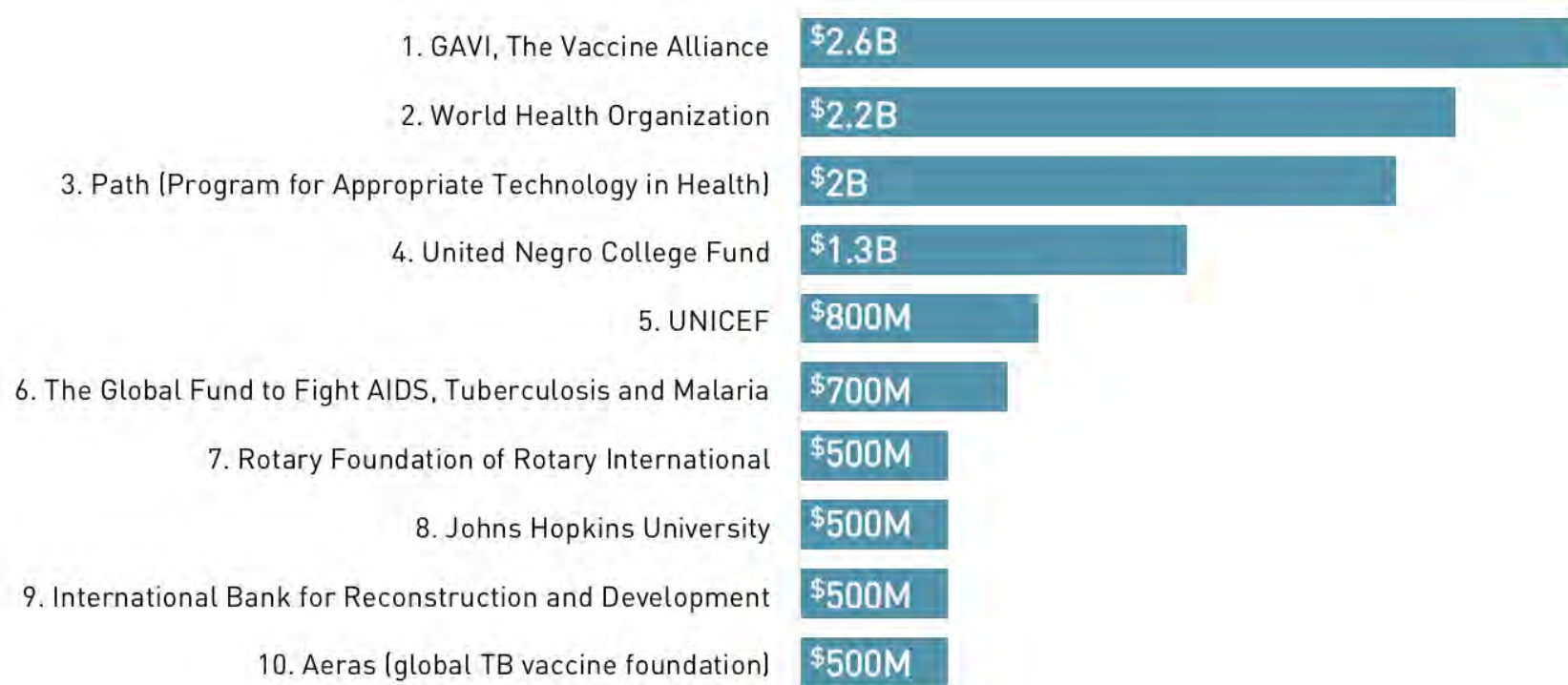


Guaranties



Direct Equity Investments

TOP 10 GRANT RECIPIENTS BY DOLLAR AMOUNT



For the Year ended December 31, 2014. Value of Grants total represents grants paid.

WHEN YOU PROVIDE OR RECEIVE A GRANT,
WHAT SONG COMES TO MIND?



Yeah you show me good loving
Make it all right
Need a little sweetness
In my life

Your sugar
Yes please
Won't you come
And put it down on me

MAROON 5 – SUGAR

“Because it is *sa-weet* when that gift comes through! (And you need a little sweetness in your life).”

**IF YOU WANT TO GO FAST,
GO ALONE.**

**IF YOU WANT TO GO FAR,
GO TOGETHER.**

— African proverb

HOW WE DO WHAT WE DO



Grantees and partners are at the center of our work



Together, we take risks, push for new solutions and harness the power of science and technology



This work requires support from governments, the private sector, communities, nonprofits and individuals

WHEN YOU PROVIDE OR RECEIVE A GRANT, WHAT SONG COMES TO MIND?



Doesn't take much
To make me happy
And make me smile with glee
Never never will I feel
discouraged
Cause our love's no mystery.

THE EMOTIONS – *BEST OF MY LOVE*

“Because you are passionate about your work...and it doesn't take much to make you happy!”

WHERE WE WORK

From our headquarters in Seattle to our teams based in regional offices across four continents, we work with partners around the globe to improve people's lives.



WHAT WE DO

The foundation has four missions that help us achieve our vision of a world where every person has the opportunity to live a healthy, productive life:



Ensure more children and young people survive and thrive



Empower the poorest, especially women and girls, to transform their lives



Combat infectious diseases that particularly affect the poorest



Inspire people to take action to change the world

WE ENVISION A
WORLD WHERE
**EVERY
PERSON**

HAS THE OPPORTUNITY
TO LIVE A HEALTHY,
PRODUCTIVE LIFE



ENSURE CHILDREN AND YOUNG PEOPLE SURVIVE AND THRIVE



We believe the path out of poverty begins when the next generation can access quality healthcare and a great education.

Select examples of this work:

- Enhance U.S. education through innovation
- Improve nutrition to reduce child deaths
- Invest in healthy mothers and babies
- Tackle poverty in Washington State

EMPOWER THE POOREST, ESPECIALLY WOMEN AND GIRLS, TO TRANSFORM THEIR LIVES



We believe that by giving people the tools to lead healthy, productive lives, we can help them lift themselves out of poverty.

Select examples of this work:

- Provide the poor with access to financial tools
- Teach farmers how to increase production sustainably
- Help women make informed family-planning decisions
- Increase U.S. students' college completion rates

COMBAT INFECTIOUS DISEASES THAT PARTICULARLY AFFECT THE POOR



We believe we can save lives by delivering the latest in science and technology to those with the greatest needs.

Select examples of this work:

- Accelerate progress to eradicate malaria
- Reduce HIV infections and extend lives of people with HIV
- Deliver life-saving vaccines where they're needed most
- Work to eradicate polio

INSPIRE OTHERS TO TAKE ACTION TO CHANGE THE WORLD



We know our resources alone are not enough, so we work to change public policies, attitudes, and behaviors to improve lives.

Select examples of this work:

- Fund research for new policies and financial frameworks
- Translate scientific discoveries into solutions
- Inspire foundation visitors to change the lives of others

WHEN YOU PROVIDE OR RECEIVE A GRANT,
WHAT SONG COMES TO MIND?



I don't want
To set the world
On fire...

I just want
To start a flame
In your heart.

THE INK SPOTS – *I DON'T WANT TO SET THE WORLD ON FIRE*

“Because you just want to start a flame in the hearts of your donors!”

OUR VALUES



Optimism



Collaboration



Rigor

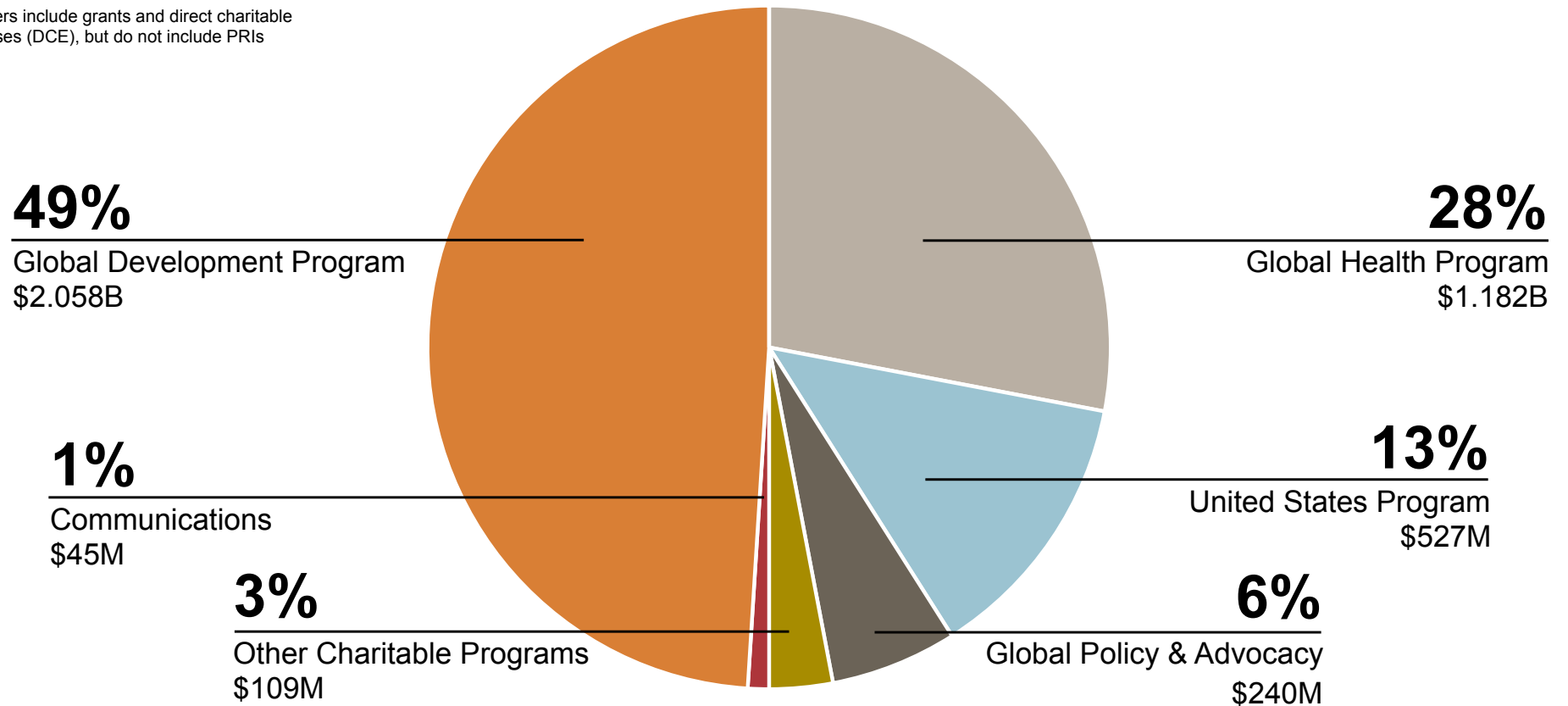


Innovation

FOUNDATION FUNDING SUMMARY

In 2015, the foundation invested US \$4.2 billion in these areas.

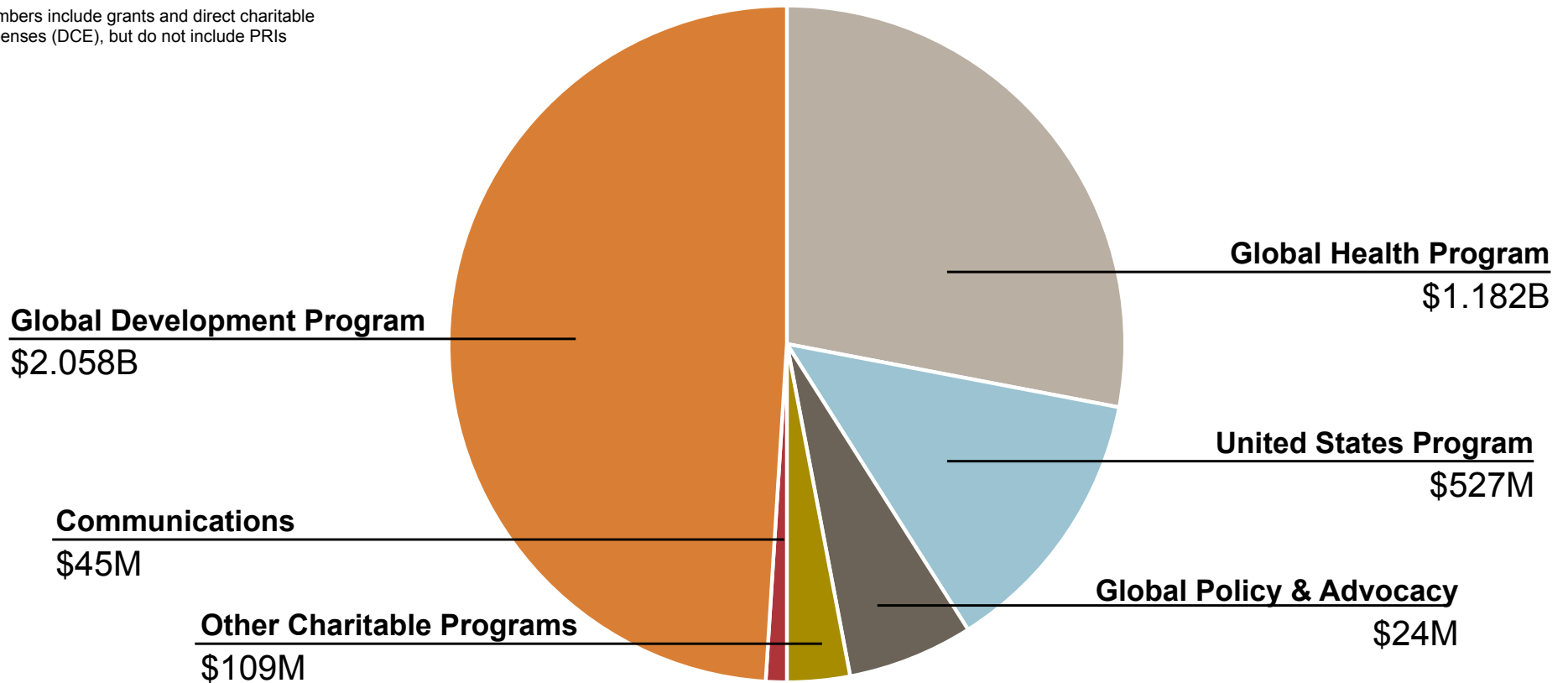
Numbers include grants and direct charitable expenses (DCE), but do not include PRIs



FOUNDATION FUNDING SUMMARY

In 2015, the foundation invested US \$4.2 billion in these areas.

Numbers include grants and direct charitable expenses (DCE), but do not include PRIs



STRATEGY LIFECYCLE

- **Develop Strategy**
Plan for execution
- **Execute**
Make grants and create partnerships
- **Measure**
Track progress
- **Review**
Reflect on execution
- **Adjust**
Refine execution and strategy



HOW WE APPROACH OUR WORK

We work on initiatives that align with our strategic priorities and tap the expertise of others.

To achieve greater impact, we continually improve how we work with others.



...AND IS DESIGNED TO PROMOTE PROGRESS IN FOUR DOMAINS: QUALITY, SUSTAINABILITY, SCALE AND IMPACT

Theory of Action (Delivery Channels)

IF: Existing TPP is not implementing quality programming, but has the will to improve.

THEN: Provide technical assistance via support network to improve existing TPP.

IF: Existing TPP implements quality programming, but prepares inadequate number of teachers for local schools.

THEN: Support sustainable scale of existing TPP

IF: Existing TPP options do not lend themselves to TA or scale.

THEN: Help establish a program model that would best meet school needs

Domains (Quality, Sustainability, Scale and Impact)

Quality: Teacher prep programs implement quality programming with fidelity

Driver A: Competence via Practice. Teacher prep programs implement practice-based programming that builds teacher candidate competency to meet the needs of low-income, Black, and Hispanic students.

Driver B: Data Driven Improvement. Teacher prep programs demonstrate commitment to continuously using data to improve.

Driver C: Effective Teacher Educators. Teacher prep programs ensure teacher educators are effective in preparing novices to work with low-income, Black, and Hispanic students.

Driver D: Change Driven by K-12. Teacher prep programming is driven by K-12 school systems and the communities they serve.

Sustainability: Implementation of quality programming is sustained beyond foundation funding.

Scale: Quality implementation is scaled within teacher prep programs.

Impact:
Diverse,
effective* new
teachers are
employed and
retained in
schools that
serve low-
income Black
and Hispanic
students.

Effective is defined as contributing to an increase in the number of low-income, Black, and Latino students who earn a high school diploma, enroll in a Postsecondary institution, and are on track in their first year to attain a high-quality credential

HOW WE MAKE GRANTS



WHEN YOU PROVIDE OR RECEIVE A GRANT,
WHAT SONG COMES TO MIND?



Keep me in mind
Somewhere down the road
You might get lonely.

Keep me in mind
And I pray someday
That you will love me only.

ZAC BROWN BAND— *KEEP ME IN MIND*

“Because you continue to communicate your organization’s impact, and sometimes it feels like the message doesn’t sink in for donors...but if you are persistent, someday they will “love you only.””

WE ARE IMPATIENT
OPTIMISTS WORKING
**TO REDUCE
INEQUITY**
AROUND THE WORLD

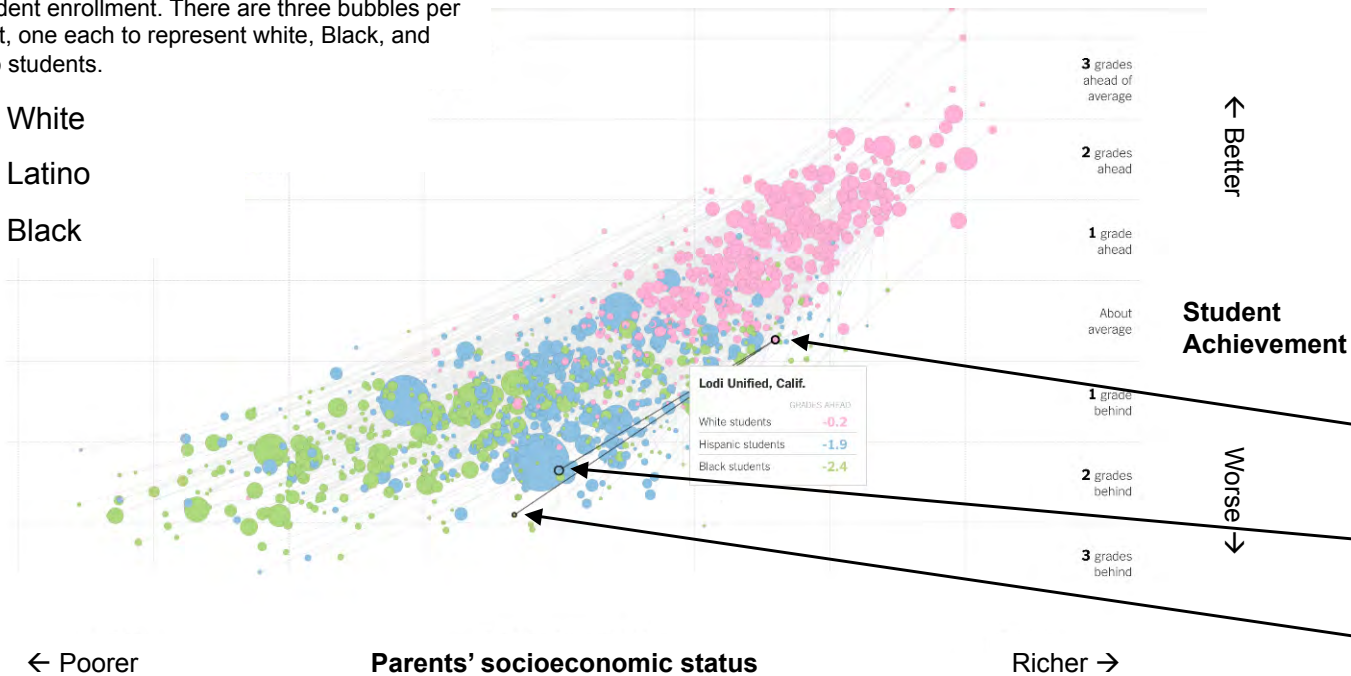


Interconnectedness of Race & Class

THERE ARE LARGE RACIAL ACHIEVEMENT GAPS, WHICH ARE WIDEST IN AREAS WITH SIGNIFICANT ECONOMIC DISPARITIES

Bubbles represent districts, sizes are proportional to student enrollment. There are three bubbles per district, one each to represent white, Black, and Latino students.

- White
- Latino
- Black



There are large gaps between white students and their Black and Latino classmates. The gaps are largest in places with large economic disparities.

illustrative example Lodi Unified School District

Overall student achievement (pooled math/ELA) was **1.2 grade levels below** the national average.

White students in Lodi were on average **0.2 grade levels behind**.

Latino students in Lodi were on average **1.9 grade levels behind**. This represents a gap of 1.7 grade levels to their white peers.

Black students in Lodi were on average **2.4 grade levels behind**. This represents a gap of 2.2 grade levels to their white peers.

Note: Achievement calculated using average of district-level standardized test scores on state accountability tests. Spans grades 3-8 following 10 cohorts of students entering K in 2000-2009. Scores reported are average of Math & ELA, and calibrated across states, years, and grades. Socioeconomic status captures income, the percentage of parents with a college degree, the percentage of single parents, poverty, SNAP and unemployment rates.

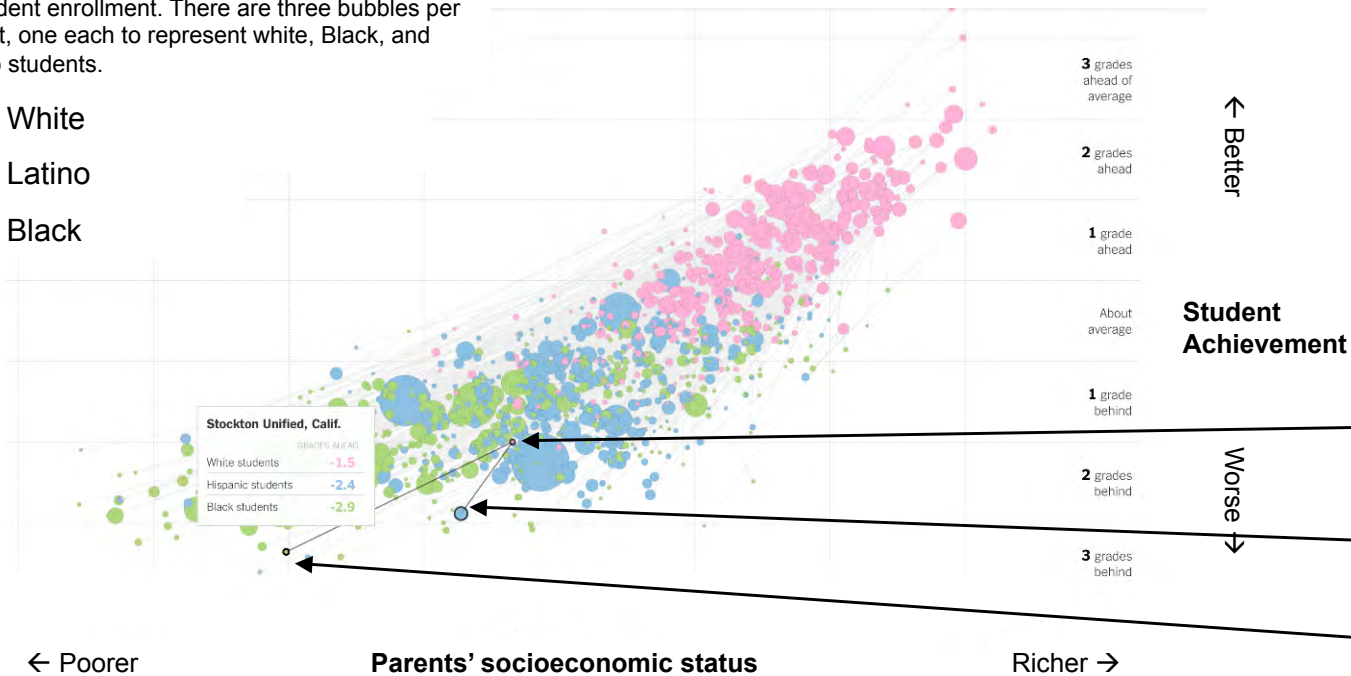
Source: Reardon ([SEDA data](#) as displayed in [NYTimes](#) 2016)

Interconnectedness of Race & Class

THERE ARE LARGE RACIAL ACHIEVEMENT GAPS, WHICH ARE WIDEST IN AREAS WITH SIGNIFICANT ECONOMIC DISPARITIES

Bubbles represent districts, sizes are proportional to student enrollment. There are three bubbles per district, one each to represent white, Black, and Latino students.

- White
- Latino
- Black



There are large gaps between white students and their Black and Latino classmates. The gaps are largest in places with large economic disparities.

illustrative example
Stockton Unified School District

Overall student achievement (pooled math/ELA) was **2.2 grade levels below** the national average.

White students in Stockton were on average **1.5 grade levels behind**.

Latino students in Stockton were on average **2.4 grade levels behind**. This represents a gap of 0.9 grade levels to their white peers.

Black students in Stockton were on average **2.9 grade levels behind**. This represents a gap of 1.4 grade levels to their white peers.

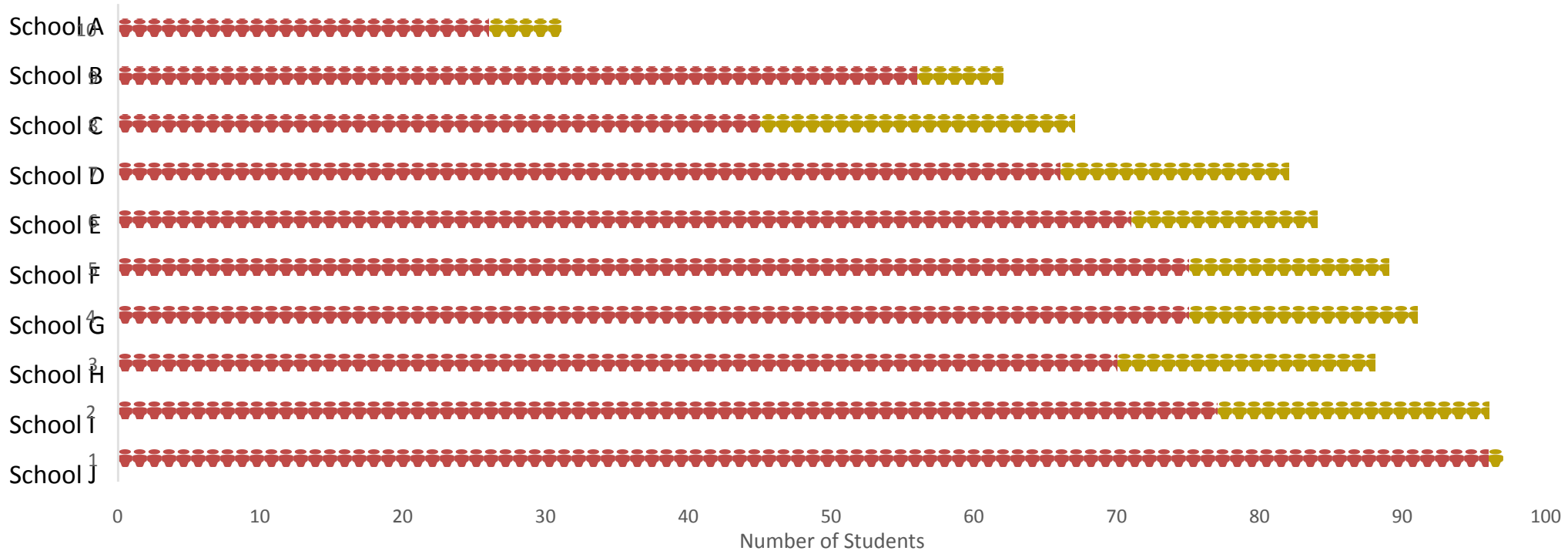
Note: Achievement calculated using average of district-level standardized test scores on state accountability tests. Spans grades 3-8 following 10 cohorts of students entering K in 2000-2009. Scores reported are average of Math & ELA, and calibrated across states, years, and grades. Socioeconomic status captures income, the percentage of parents with a college degree, the percentage of single parents, poverty, SNAP and unemployment rates.

Source: Reardon ([SEDA data](#) as displayed in [NYTimes](#) 2016)

EDUCATION AT A CROSSROADS: STOCKTON CALIFORNIA.



CAASPP – Number of Students **Not Meeting** or **Meeting or Exceeding** 3rd Grade English Language Arts Standards (2016)



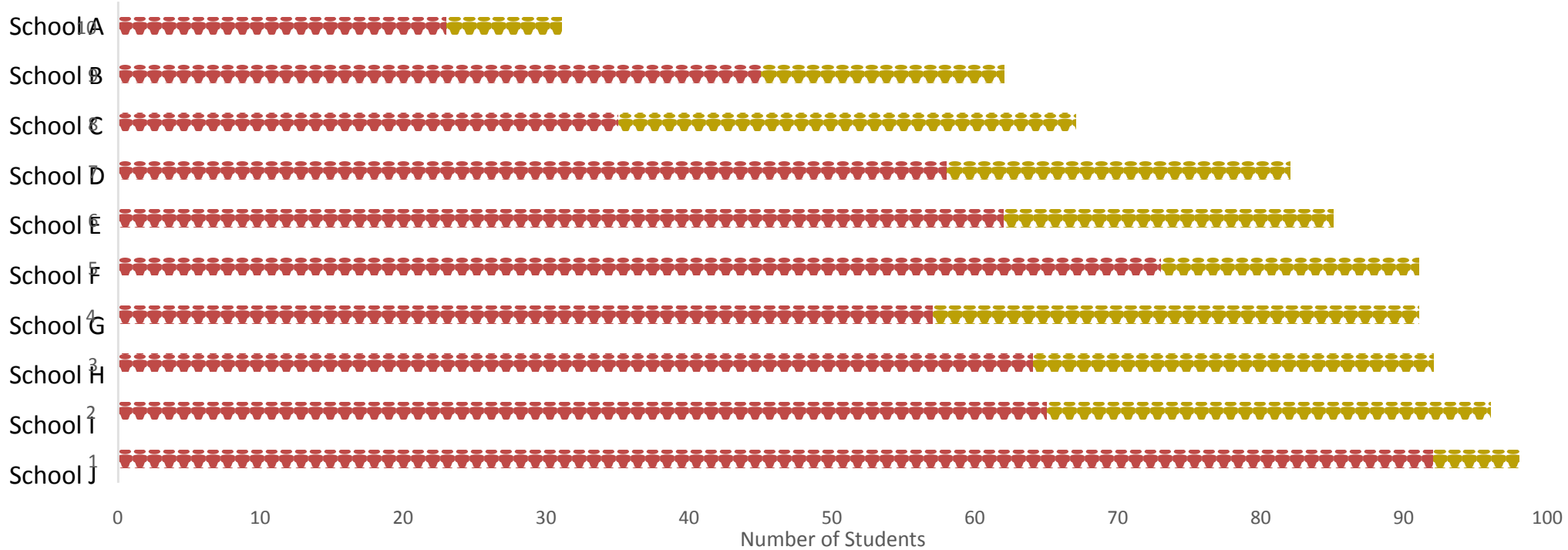
Data Source: [CAASPP Test Results](#)

*10 schools within Stockton Unified randomly selected.

EDUCATION AT A CROSSROADS: STOCKTON CALIFORNIA.



CAASPP – Number of Students **Not Meeting** or **Meeting or Exceeding** 3rd Grade Math Standards (2016)



Data Source: [CAASPP Test Results](#)

*10 schools within Stockton Unified randomly selected.

WHEN YOU PROVIDE OR RECEIVE A GRANT,
WHAT SONG COMES TO MIND?



At last

My love has come along.

My lonely days are over,

And life is like a song.

ETTA JAMES – AT LAST

“...when that gift finally comes in!”

Don Shalvey

What song best describes many of your grantmaking decisions?

**CALL
ME,
MAYBE.**



**IF YOU WANT TO GO FAST,
GO ALONE.**

**IF YOU WANT TO GO FAR,
GO TOGETHER.**

— African proverb

I want to see
you be **brave.**



THOUGHTS FOR THE FUTURE:

WHAT'S THE ONE BIG THING WE CARE ABOUT,
AND CAN DO SOMETHING ABOUT?

WHERE CAN WE
WORK TOGETHER?

EXIT 194

EAST



2



Civic
Engagement?

EXIT 299

EAST



26



Employment?

EXIT 518

EAST



50



Housing?

EXIT 233

20

WEST



Crime?



EXIT 302

30

WEST



Education?



EXIT 88

12

WEST



The
Economy?



WHAT
ARE THE
BIGGEST IMPACT
AREAS IN THE COUNTY?

The “Multiplier Effect” Opportunity

