

The Commonweal Foundation supports educational programs and projects assisting disadvantaged youth. The Foundation focuses on secondary and, to a lesser extent, elementary education. The Foundation also considers grants for educational research and, to a limited extent, health care.

FOUNDATION PROGRAMS

- ◆ **Pathways to Success Program.** Boarding and Day School Scholarship and School Enhancement Programs
- ◆ **Partners in Learning Program.** Afterschool Math and Reading Tutoring and Parent Educator Programs
- ◆ **Learning Support Program.** Special Education Tutoring
- ◆ **Grants Program.** Community Assistance Grants

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Message from the Chair & CEO

Nurturing Leadership Inside and Out

A Commonweal Core Value

In the pursuit of our mission, the Foundation embraces certain core values that shape our programming and grantmaking. One of these core values is the nurturing of leadership in everything we do. We believe that a key component of meaningful social change is a deep commitment to advancing leadership at all levels. Leadership in the twenty-first century must take into account the ever changing social constructs that demand a more flexible and encompassing notion of leadership. It is this inside-out leadership perspective that we focus on in this issue of the Chronicle.

Inside Commonweal, our goal is to integrate our programs and leverage resources for the greater good of those we endeavor to serve. This focus necessitated a capacity assessment of our organizational and staffing structure that resulted in the following significant changes. First, Phyllis Rumbarger, formerly the Executive Director, is now the Vice President of Special Projects. Her commitment of 19 years to Commonweal has been invaluable. Alongside my father, Stewart Bainum, she successfully steered the creation and operation of numerous programs serving at risk youth and we owe her our deep gratitude. Among her many new projects, Phyllis has designed Commonweal's summer internship program for Pathways students, a project that is aligned with our

focus of nurturing leadership at all levels and one which I am very excited about. Four Pathways students will have the opportunity to spend eight weeks at the Foundation learning about our work and gaining important work experience. Second, I am pleased to announce the appointment of Rozita Green to a newly created position—Vice President of Programs. Rozita, as many of you know is not new to Commonweal. She joined the Foundation in 2006 as the Director of Grants. In that role, Rozita was responsible for providing leadership, planning and management for the Foundation's grantmaking related to increasing outcomes for vulnerable children and youth. In her new capacity Rozita will oversee the Pathways to Success, Partners in Learning, Learning Support, and Grants programs. Under her leadership the four programs will review their strategic direction, refine their focus and affirm and/or set new goals. In addition Marilyn Wu, formerly the Grants Manager, is now the Director of Grants, and Marla McQuay, formerly the Program Assistant for the Learning Support Program, is the Program Manager for the Pathways to Success Program. We also welcome Alexandra Cuadra, the new Program Assistant for the Learning Support Program; Storme Gray, Grants Program Assistant; and Ephraim Johnson, Data Entry.

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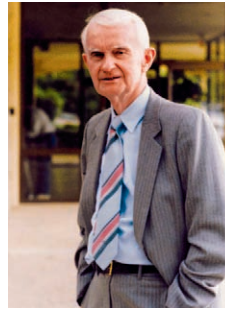
“A Hand Up, Not a Hand Out”

Building a Legacy of Leadership

Mr. Stewart Bainum, founder of the Commonweal Foundation, was honored at a December 21st luncheon attended by three generations of his family and Commonweal Board members and staff.

Alex Froom, grandson and board member, presented his grandfather with a memory book that highlights his educational and professional life and features the 40-year history of Commonweal. The book contains many of Mr. Bainum’s key philosophies, such as: *Commonweal programs provide a hand up not a hand out.*

Dr. Scott Renschler, another grandson and board member, introduced the video tribute to his grandfather, containing meaningful messages and stories from early board members, philanthropic partners, members of the Bainum family and students representing each of the Commonweal programs. The messages focused



on Mr. Bainum’s dedication to providing educational scholarships, literacy programs and grant funding in education as the primary avenues for assisting children in their rise beyond poverty. Some students communicated the joy of learning to read well, the gratitude that someone believed in them and the hope that Commonweal would continue to provide assistance

for others. The older students pledged to carry on the work of Commonweal in their local communities. His daughters, Ms. Barbara Bainum, current Board Chair and CEO, and Ms. Roberta Bainum, board member, emphasized the privilege of being able to carry on his work. At the conclusion, Mr. Bainum thanked his family and staff for assisting him in developing Commonweal into an effective organization that provides outstanding educational opportunities for disadvantaged children.

COMMONWEAL BOARD OF DIRECTORS & OFFICERS

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Alexander Froom

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Reflections on my Internship at Commonweal

This spring Commonweal initiated the Family Internship Program designed to encourage the youngest generation of Bainums to spend some time at the Foundation to connect them to its work, encourage their participation and continue the legacy set forth by Commonweal founder Stewart Bainum, their grandfather. Ryan Froom, the first family intern spent two months at the Foundation and here are some of his thoughts about his experience.

Commonweal’s new internship program has given me several opportunities to see how its mission is being fulfilled in its various programmatic areas. As I rotated through the different programs, I really enjoyed being able to see how the work done in Commonweal’s office is manifested in the lives of the children we serve. This internship has been a great educational experience and has contributed towards my life’s journey. It has challenged me to shift my awareness and sensitivity towards kids who are inadvertently faced with various disadvantages. As I become

better acquainted with the roles each program plays, I’m starting to realize that despite their different approaches, they all seek to achieve the same objectives by providing additional resources for underserved youth. I feel quite privileged to have this unique opportunity and would encourage all who believe in the mission of widening educational excellence among youth from marginalized communities to take part in whatever capacity they can.



Ryan Froom (left) chats with David Slemp at Joe’s Movement Emporium, in Mount Rainier, Maryland.



Commonweal's Partner Schools Gather

Pathways to Success, a program of the Commonweal Foundation, sponsored its fourth annual Leadership Forum in Silver Spring, Maryland, on February 3-5, 2009. Each year the Forum brings together Pathways partner schools—private faith-based high schools located in urban and rural regions across the country—to reflect on and share lessons in delivering quality education to young people from challenging backgrounds.

All Pathways partner schools demonstrate a commitment to underserved youth, and to support that intention, Commonweal provides capacity building opportunities to strengthen their services and programs not just for the Pathways Scholars but for the entire student body through grants and service contracts. Convening the Leadership Forum is another aspect of Commonweal's capacity building support for Pathways partners.

This year, 36 of 38 Partner Schools sent their presidents, principals, academic deans, business managers, development directors, work coordinators, and experienced teachers to the Leadership Forum. Nearly one hundred participants convened to learn from each other, share their successes and challenges, and engage new ideas in serving at-risk students.

Presentations by the National Association of Independent Schools (NAIS), The Milton Hershey School, Pathways schools, The Univer-

sity of Maryland Baltimore County (UMBC) challenged school leaders to expand their thinking on critical topics in the education, administration, and financial sustainability of their schools. Visits to two local highly effective public charter schools, the Seed School and Maya Angelou School, known for the creative engagement of students, offered Forum participants a chance to observe directly innovative strategies utilized to educate youth from low income backgrounds.

At the close of the Forum, many expressed their intention to take back what they learned to their schools. After visiting the Maya Angelou public charter school, one participant remarked, "...the passion of the faculty and administrators was evident, and hearing the students talk about their experience was heartwarming. Although our students come from backgrounds that may be different from the students we met, the same ideas apply—believing in students and providing hope and encouragement."

Said Paula Webber, Pathways Program Director, "We were very pleased with the strong attendance and the commitment of our partners to and enthusiasm for offering the best possible education experience to underserved youth. We look forward to convening future conferences that support the leadership of our Partner Schools."

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BOOK NOOK

**A Commonweal
Must Read!**

**Good to Great
And the Social
Sectors**

Why Business

Thinking is Not the
Answer

A Monograph to
Accompany *Good to Great*

By Jim Collins

Commonweal Launches Summer Internship Program

Threaded throughout the Foundation's programs and grantmaking is the focus on positive youth development and the need to provide meaningful leadership skill building experiences for today's youth, our future leaders. To this end the Foundation designed an eight-week Youth Summer Internship program, scheduled to launch this summer for designated Pathways Scholars as part of its core value to nurture leadership at all levels. Grounded in research-based principles of effective youth leadership programs, the internship program is designed to provide opportunities for young people to develop the attributes they need to be successful such as responsibility, integrity, critical thinking, and interpersonal skills. Although one of the overarching goals of this summer internship program is to provide participating youth with insight into the social sector through practical and experiential learning it is also our intent for them to gain an understanding of the correlation between education and poverty. Additionally, their experiences will equip them with important work readi-

ness skills that include an emphasis on the development of personal qualities such as interpersonal relations, strong work ethic, planning, and problem solving. Specifically, during the internship, participants will: 1) become intricately acquainted with the work of the foundation's educational programs, grants and administrative departments; 2) successfully complete an assignment in an area of interest within the scope of the foundation's mission; and 3) learn effective ways of giving back to their communities. We view this program as one of the many experiences that provides young people with the necessary skill sets that enables them to meet the challenges of adolescence and early adulthood, and helps them to become socially, morally, emotionally, physically, and cognitively competent individuals. The interns will be based at the foundation's headquarters in Silver Spring, MD; however interns will visit designated partner sites and perhaps work part-time at one of these locations.

Nurturing Leadership, ...continued from page 1

While we are excited about these organization changes we are mindful that it is the outside (community) presence of our leadership work that will be the true measure of our success. We share the articles in this publication to highlight the myriad ways we promote leadership externally. You will read about our emphasis on engaging youth as leaders through the Commonweal Internship Program; the importance of helping the parents of the children served by the Partners in Learning Program understand the critical role they play as their child's first teacher and best advocate; and how organizations like Joe's Movement Emporium can be a change agent for an entire community. Collectively we believe that strong leadership

comes in various forms and at any level. As a foundation, our leadership is more than just the financial resources we are able to commit to improving the lives



of those in need; instead we view our investment in collective leadership efforts as one of the ways to leverage the knowledge of individuals, groups and organizations to bring about sustainable success and improved learning outcomes for vulnerable children and youth.

—Barbara Bainum

Aspirations to Give Back to the Community

A hallmark of Commonwealth's Pathways scholarship program is offering opportunities to underserved youth to create a positive future. Youth leadership development and fostering a commitment to service are central to its purpose, and the following article about one Pathways Scholar exemplifies this intent.

Seventeen-year-old Daniel Graves, a Pathways to Success Scholarship student at Mount Vernon Academy, was inspired to organize a project to help the local community fight poverty. Following a field trip to Washington, DC, visiting the war memorials among his many activities, he began to consider "how veterans in WWII and Vietnam sacrificed their lives for our country," Graves realized the true spirit of America is about "honor, service and duty to our country."

Upon his return, he began to think about what he could do to help his country and community. Graves was inspired by the words of Dr. Martin Luther King, Jr., "you have not started living until you can rise above the narrow confines of your individualistic concerns and look to the broader concerns of all of humanity." Although Graves is a native of Cleveland, he has attended Mount Vernon Academy for four years and wants to look for ways to help in Mount Vernon. "So I came up with the idea to help poor people in Mount Vernon right now," said Graves.

Understanding that with big goals one must "start small, but think big," Graves planned to implement his project in several phases, and began by working with local Mount Vernon social service organizations and other students to launch their project, Push Against Poverty.

Their first step was to conduct a community needs assessment. Graves developed a pamphlet



Mount Vernon Academy senior, Daniel Graves.

explaining the project and requesting input on their most five critical needs from a list of 15. With this information gathered, his committee worked to shape their plan.

For him all this is a learning process and he knows that this project will take time to build and develop. But he is looking forward and has aspirations to expand across the state. "My vision is to reach all of the struggling people in Mount Vernon ... and I believe it will uplift the entire city and thus spread a new light in all of Ohio in a time of economic darkness that we are in," said Graves. He also hopes that this will inspire other young people in Ohio to reach out to their communities as well. "I believe no one is too young to serve," said Graves. "I just asked myself the question, 'if not me then who? and if not now, then when?'"

—Excerpted from the Mount Vernon News article appearing in the November 20, 2008 issue.



Mount Vernon Academy, Pathways Partner School, Mount Vernon, Ohio

Photo by Kenesha R. Beheler

Leadership

"Leaders [in the social sectors] are ambitious first and foremost for the cause, the movement, the mission, the work—not themselves—and they have the will to do whatever it takes to make good on that ambition. In the social sectors, the compelling combination of personal humility and professional will is the key factor in creating legitimacy and influence."

—Jim Collins

From *Good to Great and the Social Sectors*

Leadership

The leadership of the future will not be provided simply by individuals but by groups, institutions, communities, and networks.... As models of leadership shift from organizational hierarchies with leaders at the top to more distributed, shared networks, a lot changes. For those networks to work with real awareness, many people will need to be deeply committed to cultivating their capacity to serve what's seeking to emerge.

—Betty Sue Flowers

From *Presence, An Exploration of Profound Change in People, Organizations, and Society*

By Peter Senge et al

Empowering Parents

Because it Matters

While it is critically important that the Partners in Learning Program (PINL) provide supplemental literacy instruction in reading and mathematics to students who are identified as in need of this assistance, we cannot ignore the need to simultaneously empower their parents. The research is clear and consistent: parents play a significant role in their children's achievement in school and throughout life. When schools, families, and community groups work together to support learning, children do better in school, stay in school longer, and enjoy school more. Modeled after the Chicago-based Logan Circle Parent project, Commonweal's PINL Parent Empowerment program is designed to increase parent engagement by empowering parents with the knowledge and skills to become their child's first teacher and best advocate. Through a series of interactive workshops and in collaboration with neighborhood schools and Im-



port Silver Spring, a community based organization, parents who were traditionally absent from their children's education are now gaining an awareness of, and an access to, their children's schools. PINL staff also initiated a Parent Educator program designed to place interested parents who are trained by members of the PINL staff in the after school literacy program. The trained

parent educator assumes a leadership position working with students and develops a greater understanding of the challenges faced by teachers as they attempt to teach children reading, writing, and math skills. The PINL instructor gains the assistance of a second adult who often serves as an interpreter when necessary. Making meaningful connections with parents is not always easy, but we believe that involving the parents of the children is a critical link to engendering a love of learning in the children we serve.

A Change Agent for An Entire Community



Joe's Movement Emporium

Photos by Brooke Kidd

Joe's Movement Emporium/World Arts Focus offers a mix of artists' services, arts education classes, volunteer opportunities, and free or low-cost performances, and advances a mission to promote the study and practice of dance, movement, and performing arts traditions from around the world, while using the arts as a key

tool for community revitalization. This combination of programs and direct services is the reason why Joe's is a leading institution in the communities it serves, creating a livable community with authentic relationships across racial, ethnic, and socioeconomic lines. Joe's remains an anchor project in the region-wide

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Making a Difference One Student at a Time

The Commonweal Foundation's Learning Support Program has a powerful impact on students' academics with intensive tutoring during and after school. Less recognized are the positive effects that this academic support can have on a child's self esteem and the reciprocal development of leadership skills. Of the many sites across Maryland, Virginia and the District, Sacred Heart High School has one of the highest levels of involvement in the tutoring branch of the Commonweal Foundation. During their eighth grade year, students attending Sacred Heart Middle School in NW Washington, DC, must write letters soliciting their acceptance to surrounding High Schools. Excerpts of one such letter, below, demonstrates the impact that Commonweal tutoring has on the students it works with, their confidence, their social consciousness and ultimately, their leadership.

I am a student currently attending Sacred Heart School. I have been attending Catholic school for two years. I am from El Salvador and I started third grade in the United States. I am applying to this high school because I think it is very important for me to get a good education that puts emphasis on academic programs that will prepare me to go to college.

There are three things that I want to accomplish in High School, I want to study hard and catch up in all academic subjects so I will get a good education and can go on to college. I will be the first one in my family that will have graduated from high school in the United States. I want to make more good friends that are Latinas like me. I hope to find an adult that can be my mentor so I will be able to talk about things that happen to me. I want to learn about children so I can get a part time job caring for young children. I hope that my experience in high school will give me some good ideas of what to do for my future work.

I am a person with many talents and strengths. I love to play soccer and was on my school's team when I was in elementary school. I would like to have the opportunity to play in high school. I hope to take advantage of other activities like dance, chorus, and media/technology. I am proud I have learned to advocate for myself. I have a tutor from Commonweal Foundation who helps me with my school work. I am not afraid to ask people for help. I have found that there are many good adults willing to help me if I just ask. I am also very talented with younger children. I have helped kids because I know that it would have helped me if I had that kind of help in elementary school myself. I believe that I could become an excellent leader and role model in high school. I am proud to be a Latina and I want to learn more about how to serve my school, my community, and those around me. I may not be the smartest person to be admitted, but if you are willing to take a chance on me, I will prove that I am someone who deserves this opportunity.

—Sacred Heart Middle School student



redevelopment effort along the Route 1 corridor into Prince George's County. Its leadership is felt not just in its remarkable work with underserved youth but also in its role as a key institution in the remake of a community whose median income is about \$35,000, 85% of the students attending its schools qualify for free and reduced lunches, and the home ownership rate is less than 30%.

In 1992, World Arts Focus was launched in Washington, DC, as an organization that became a leading force in commu-

nity arts programming. Three years later, World Arts Focus moved to Mount Rainier, Maryland, and converted three storefronts into two studios with classrooms, rehearsal space, and an administrative office. In 2007, the organization completed the first stage of a capital initiative to create a new facility. Staff opened the doors of a community performing arts center – the new Joe's Movement Emporium. The new Joe's provides a unique environment for community members to walk into a space and begin a journey in the arts.

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SAVE THE DATE

Council for Exceptional Children

Seattle, Washington
Apr 1-4, 2009

The International Dyslexia Association—60th Annual Conference

Orlando, Florida
November 11-14, 2009

Please contact us if you wish to keep receiving the Commonweal Chronicle by mail. Future issues will be sent electronically.

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Joe's Movement Emporium, ...continued from page 7

Scores of artists and performance groups have joined the Artist Services Program. Artists sign leases to rehearse, perform and teach at Joe's. Styles and instruction range from West African to Central Asian to classical Thai to Latin ballroom to contemporary and hip-hop.

This 20,000 sq. ft. facility includes a new Arts Education Center that is the focus of the organization's children and youth-outreach initiatives. Joe's serves over 30,000 adults and children annually and their youth enrichment and education activities for the last two years have seen a dramatic increase in enrollment—50% in just the last year—due largely to a reduction in programs at the local elementary schools and the closing of the only other community-based youth-serving organization in the area. This underscores the vital role Joe's and other community-based groups play in educating youth and helping them create positive futures.

Joe's works with young people to improve their academic readiness and achievement,

decrease delinquent behavior, and improve attitudes about themselves and their community's future. Through a strategy of arts exposure, instruction, and integration, Joe's reaches many children who often have limited opportunity to gain exposure to extracurricular cultural programs. Programs are designed to engage children in the practice of different artistic forms while allowing children to develop skills and pursue their interests in learning.

World Arts Focus has been a recipient of Commonweal's Community Assistance Grants for two years and is a community based site for Commonweal's Partners In Learning Program where tutors work with students to strengthen math and reading skills.



COMMONWEAL FOUNDATION

For the Common Good