

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 Scholarships
- ◆ **Partners in Learning Program.** Afterschool Math and Reading Tutoring and Parent Education Programs
- ◆ **Learning Support Program.** Special Education Tutoring
- ◆ **Grants Program.** Community Assistance Program and School Enhancement Program Grants

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Message from the Chair & CEO

Forging Ahead with a Nod to Our Past

Since our last issue, two significant events have taken place at Commonweal. In December, the board of directors approved the first strategic plan of the Foundation. This represented the culmination of 14 months of intensive work during which I charged the staff with the task of creating a plan that will focus and guide our work for the next five years. Our key strategies focus on enhancing the quality of our programs, building partnerships, and improving program evaluation. A snapshot of the plan is provided on page 2.

An important feature of our work is a renewed focus on the Seventh-day Adventist schools. Please take a moment to read the conversation with David Daniels, principal at Takoma Academy, and Fred Lowenbach, Commonweal program director, on page 3 about our unfolding capacity building partnership.

In this issue, we also recognize Phyllis Rumbarger upon her retirement for her 21 years of leadership. During her tenure she worked side by side with our founder, my fa-



ther Stewart Bainum, executing our seminal programs, notably the *I Have a Dream* (IHAD) Program that set the stage for subsequent work supporting at risk youth and children that continue to this day. Our current programs, such as the Pathways to Success and Partners in Learning, grew out of the IHAD program. The tribute to Phyllis, page 6, combines many

voices of those who have worked with her over the years and the students she inspired. It also highlights key moments in our Foundation's history that she was so instrumental in making happen. All of us at Commonweal acknowledge the visionary role she has played as teacher and mentor to our students, trainer of teachers and our staff, inspiring many to achieve great strides with at risk youth.

Now, as we move forward in this next period, we look forward to partnering with all of you who share our vision of serving at risk youth through implementing quality programs, building partnerships, and maximizing our impact through sound evaluation.

—Barbara Bainum

OUR CORE VALUES

Our values are rooted in our founder's belief in **"Providing a HAND-UP, not a hand-out."**

"If you want to go far, you have to have an EDUCATION." In keeping with our founder's philosophy, the Foundation believes that each individual has value and potential, and is deserving of an appropriate learning environment. We believe that high quality educational experiences promote high standards that challenge students to aspire to excellence.

"Nothing in this world can take the place of PERSISTENCE." Success in education and life can only be achieved through persistence and determination in keeping one's goals in sight—no matter what difficulties may emerge.

"Dreams are a slow creation of consistent HARD WORK." Hard work is the cornerstone of any endeavor. Building a life of extraordinary achievement is not possible without hard work and the commitment to carry forth every day, devoting one's energy to the goals that inspire us to seek the future we desire.

THE 10,000 HOUR PRINCIPLE

The emerging picture from studies is that ten thousand hours of practice is required to achieve the level of mastery associated with being a world class expert – “in anything,” writes the neurologist Daniel Levitin... “no one has yet found a case in which true world class expertise was accomplished in less time.”

-from *Outliers* by Malcolm Gladwell

Commonweal's Five-Year Strategic Plan

The overarching goal of our work in the next five years is to improve the educational and life outcomes for underserved children and youth with a particular emphasis on the needs of low achieving students.

Core Strategies

- ◆ Provide high quality comprehensive and integrated programs.
- ◆ Maximize collaboration with like-minded schools and community-based organizations, as well as other philanthropic institutions and public agencies.
- ◆ Improving assessment and evaluation of our programs.

Emphasis on Quality

In this next period we will continue to examine all facets of our program delivery to offer the best quality programs in supplementary education, especially out-of-school-time programs. As part of these efforts our Partners in Learning and Learning Support Programs are implementing in-service training to ensure that our tutors remain on the cutting edge of quality instruction, and formulating what we consider to be the ‘gold standard’ in supplemental education. Our Community Assistance Grants Program will continue to offer training and development sessions to help strengthen our community-based partners. The grantmaking will focus on excellent and innovative programs in the metropolitan Washington DC region that contribute to an understanding of best practices for out-of-school-time programming, and help disseminate these lessons through a variety of mechanisms.

Focus on Partnerships

All of Commonweal's programs will emphasize partnership building in achieving better outcomes for low income youth. We have a long history working THROUGH other organizations. We aim to recast our relationships with our partners to work more closely WITH them. In the Pathways to Success Program, for example, we will ensure that partner schools implementing the Pathways to Success Program will have the supports necessary to provide students, particularly our Pathways Scholars, with a high quality, values-based, work ethic-instilling high school education in a

safe and nurturing environment that equips them with the knowledge and skills to graduate high school and enter the workforce and/or college. We will offer support to interested partner schools in providing remedial education, school counseling, and workforce development programs for their students. A variety of mechanisms, such as grants, service contracts, and technical assistance and coaching, will provide extended multi-year support to strengthen schools in these areas.

Seventh-day Adventist (SDA) schools hold a special place in our work. We seek to expand and deepen these partnerships and will offer participating SDA partner schools in-depth support to build their organizational effectiveness in the areas of board governance, leadership, instruction and curriculum, and infrastructure and finance.

Commonweal's efforts in the Washington DC region will take a more coordinated and integrated approach utilizing a place based strategy. Our three local programs—Partners in Learning, Learning Support, and the Community Assistance Grants Programs—will create “synergy sites” of inter-program partnerships and seek other institutional and philanthropic collaborators. By concentrating our grants and educational programs geographically in these synergy sites we hope to deepen the impact our resources bring to bear on the futures of at risk youth. We will select these sites based on concentration of poverty, our previous and current work in these areas, and the presence of other funders and government agencies implementing services that lack the specific educational components offered by our programs.

Maximize Impact through Better Evaluation

Fundamental to this strategic plan is evaluating our progress. Collecting data related to improving outcomes and long-term impact will enable us to make informed decisions about our programs and grants. Our evaluation process will be holistic and ongoing, and implemented under the auspices of evaluation experts. Our data collection and analysis in each program will help further shape changes to our overall program designs.

Takoma Academy & Commonweal

Building a Model of Partnership

This past fall David Daniels took the helm as principal of Takoma Academy, a Seventh-day Adventist high school in Takoma Park, Maryland. Prior to this, he served as principal of Mount Vernon Academy in Ohio for five years. The following conversation between Daniels and Fred Lowenbach, Program Director of Commonweal's Partners in Learning Program, offers their reflections on a new partnership that has grown since the fall, and their hopes for the future. Commonweal's program directors Jane Parra and Fred Lowenbach, both retired principals from the Montgomery County public school system in Maryland, have provided program evaluation consultation, curriculum development and teacher training assistance to Mr. Daniels and the teaching staff.

This article highlights some of the issues Commonweal is addressing going forward as we begin to implement our new strategic plan. It highlights the expanded and more in-depth forms of support we hope to offer to interested Seventh-day Adventist (SDA) schools through our new SDA Schools Initiative. This article brings attention to some of the concerns partner schools have and that are being addressed moving forward in the implementation of the new plan.

Lowenbach: I was really excited when I heard that you were coming to Takoma Academy. Having known you from my visits to Mount Vernon Academy over the last couple years, I liked your style, your interactions with students and staff. I believed Takoma Academy was getting a really good person to lead them into the future.

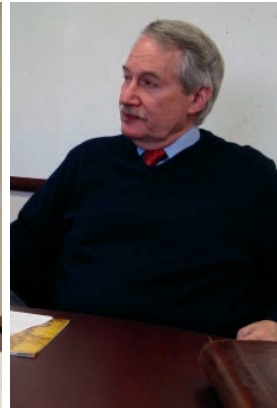
Daniels: I was excited about coming to Takoma Academy. Now that I'm in your backyard, you and Jane Parra have responded to my queries for information and resources that were helpful in moving the school in a new direction. One of the first things I did upon arriving here at Takoma Academy was to develop the school's strategic plan. I asked you to review it and you helped fill in what was missing and that helped tremendously.

The Nature of Commonweal Support

Lowenbach: Since then Jane and I have completed observations of all your classrooms, upon your request, and formulated recommendations. I know that Jane held an in-service training for your staff on providing accommodations in the classroom for students with learning differences. This occurred at a time when the new direction was crystallizing at Commonweal, as we were drafting our strategic



David Daniels



Fred Lowenbach

plan. Our new approach is focused on bringing multiple services to partnerships. Previously Commonweal's programs were fragmented, functioning independently of each other. Now our efforts are becoming more coordinated, such as our work with Takoma Academy, which enlists the input of three of our programs. This ongoing partnership with Takoma Academy, I don't think, would have happened had we remained on our previous course, and it may not have happened without your leadership here at Takoma Academy either. The timing has been impeccable.

I know you and Paula [Webber, Program Director for the Pathways to Success Program] are working to build up the number of Pathways Scholars attending the Academy, and eventually we will reinstitute our Partners in Learning literacy after school program.

Your vision is clear about the direction you are taking, and you were honest and open in determining the unmet needs of your children and the quality of the education the kids had been receiving.

Daniels: Since my Mount Vernon days, Fred, you were always accessible and forthcoming answering my questions and being a resource. When I

BOOK NOOK

A
Commonweal
Must Read!

Outliers: The Story of Success
by Malcolm Gladwell

Publisher: Little Brown & Co. (Nov. 2008)

At first glance *Outliers* may seem to just be about how to be successful – but in reality it is a complex analysis of the circumstances, random and otherwise, that contribute to success. The references and applications to education are numerous and insightful.

Especially as educators who work with children who seem to have the deck stacked against them – it provides an interesting perspective. To achieve mastery requires a combination of drive, persistence AND opportunity (time, resources, mentors etc), all things that the students we serve could use more of. Read this book and you will see success in a whole new way. Commonweal's Math Curriculum Development Team is reading this book.

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**COMMONWEAL
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Takoma Academy, Continued from page 3

arrived here and began researching the files “peeling back the onion,” what I discovered was very troubling—low ACT test scores* indicated that these students were not leaving school prepared to go on to college. I reached out to you and Jane and asked for help and your assessment was so helpful. You gave us six succinct items—not a laundry list—that were easy for us to implement and had immediate impact. Jane has been on this campus at least 20 times since then working with us figuring out how to serve students better. Just being able to have you two in that role as educators who have the experience running schools has been key.

Lowenbach: There have been other ways our partnership between Commonweal and Takoma Academy has flourished, and one of the biggest is physical plant improvements with the support of Mr. Bainum.

Daniels: Yes. We have installed new windows, wiring for internet, a new fire system that’s been brought up to code, and new interior doors are under way. Also, a new HVAC system is in the pipeline. All these projects wouldn’t have happened without the support of Mr.

Bainum and we are deeply grateful for his commitment to bringing the school up to where it needs to be.

Lowenbach: And we’ve benefitted from our partnership as well. As our programs have grown we’ve not had the space for our training workshops. And you’ve been generous in offering up your facilities for 150 plus tutors. The first program in November on teaching literacy that was led by a professor from the University of Maryland included your staff. I saw your teachers sitting together after the session talking about additional instructional ideas, which I saw as a positive sign of their excitement about the learning and their intent to incorporate it into their curriculum. I hope your staff can come to future sessions that we will be offering—one on writing across the curriculum and the other on the latest brain research on how kids learn; both will feature known experts.

Daniels: We’ll be there. Those topics fall in line with what we are doing with the curriculum.

Importance of Teaching Both Religion and Academics

Lowenbach: I’ve been impressed with how you’ve risen to the challenge and dove in head



“Previously Commonweal’s programs were fragmented, functioning independently of each other. Now our efforts are becoming more coordinated because of new approaches we are taking in our work.”
— Fred Lowenbach

first to institute changes that would raise the quality of the education that kids get at Takoma Academy. The other thing you’ve talked about is maintaining the religious values the school has always had and that was central and immutable; but ramping up the academic standards is a cultural shift for the school.

Your plan to start a summer camp for rising ninth graders that would imbue them with spiritual education as well as strengthen the academic foundation before they begin their freshman year is an interesting concept, one that we are helping with on the academic side.

With all of this new expansion on the academics, how is this being received by parents?

Daniels: That’s an interesting question. I’ve found that parents want their child to be a good spiritual person and also to become educated. We are establishing a culture that will lead us down the road of doing both well. It’s going to

*The ACT test is a standardized achievement examination for college admissions in the United States produced by ACT, Inc. (originally **American College Testing Program**). It was first administered in Fall 1959 as a competitor to the College Board’s Scholastic Aptitude Test, now the SAT Reasoning Test. Some students who perform poorly on the SAT find that they perform better on the ACT and vice versa.

take some time and effort to really raise the level of student achievement. Our Strategic Plan has recruitment strategies including curriculum improvements because without it, so many parents won't send their kids here. But I've learned at several church meetings with parents that there seems to be a notion among some that it's either/or. So now, what we've been telling parents is two things: first, there is no reason to sacrifice a good academic education for a religious one. The second thing is we are seeking families who actively invest in their child's school, meaning parents who are fully engaged in their children's education, involved in the school and fully knowledgeable of what goes on here.

Lowenbach: What has been the reaction from parents?

Daniels: Parents are very excited. I've already had ten meetings with parents who weren't considering our school before, but who have a desire for their children to get a good education. Many parents want to keep their kids in a Christian education. Now they are looking this way because we've been forthright with them. I've told them about

“Our partnership with Commonweal is a growth opportunity and the [Takoma Academy] staff is excited about that.”

—David Daniels



the current ACT* scores, but I also tell them what we're doing to raise the educational standards to improve student results on these tests. I've learned that parents want a partnership with their child's school, and I want them to know that we are devoting the time training staff to implement changes that will improve the scores.

A New Approach to Partnership

Daniels: The best thing about our current part-

nership is that it is school wide; teachers and staff know who you and Jane are. In contrast, at Mount Vernon Academy, Commonweal was known but the partnership was not focused on school-wide improvement. The staff were not directly engaged with the Commonweal team like they are at Takooma Academy. Although other staff members had visited, we were unfamiliar with them because they weren't a consistent presence. At Takoma Academy you have been a consistent presence in the classrooms and the staff is really enthusiastic about your presence school wide.

Lowenbach: Part of it is proximity.

Daniels: When Jane and you came in for a day and a half last fall, that wasn't a dictate of proximity. When Commonweal makes a presentation on helping students with learning differences, teaching us the different tactics to use in the classrooms, that's not just taking the kids out to eat. It creates an entirely different partnership, where I can feel comfortable giving you my strategic plan and you come back with ways to fill the gaps. Our partnership with Commonweal is a growth opportunity and the staff is excited about that. They know that when Jane and Fred come into the building, their goal is to help us reach students better. This breaks that wall down between us and Commonweal.

Lowenbach: It's a tribute to Barbara [Bainum, CEO] and Rozita [Green, Vice President of Programs] that we operate in a proactive manner, that we're willing to listen and develop a deeper understanding of your school. I know that some schools may perceive us as overly involved in their operations, asking for too many reports and other such things. Maybe for well intentioned reasons, we have often monitored the wrong things for what we thought to be the right reasons. We don't want to push buttons now or assert undue pressure on schools to meet arbitrary deadlines. Rather it's about how can we help our partner schools. For example, I know we're examining the quantity and type of requirements for our School Enhancement grants and service contracts. We want all of our programs to be more responsive to the real situations and needs of our partner schools.

Daniels: Since I contacted you a few months ago, our relationship has grown into an important mentoring partnership. I shared with Rozita recently that I am very excited about this partnership and that the staff I'm working with exemplifies what I've always known the vision of Commonweal to be. I look forward to our work that lies ahead.

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A TRIBUTE TO PHYLLIS RUMBARGER



FOR HER 20+ YEARS OF INNOVATION AND LEADERSHIP

On December 31, 2009, Phyllis Rumbarger retired after 21 years of leadership at the Commonwealth Foundation. Her work laid the basis for the development of the Foundation's programs as they are configured today.

Phyllis Rumbarger came to Commonwealth in 1989 to work with Mr. Stewart Bainum in the *I Have a Dream* Program (IHAD), one year after its inception. Mr. Bainum sponsored 67 sixth graders from Kramer Junior High School in Southeast Washington DC, and promised college scholarships to anyone in the class who graduated from high school and went on to college. Together, project coordinator Steve Bumbaugh and Phyllis provided intensive emotional, social, and academic support services not found in other IHAD programs, including providing support for students with learning differences.

Dreamers Find Refuge from the Chaos

Their first year working together as a team began in a manner that was, unfortu-

nately, fairly typical for schools in Southeast DC in those days. Steve Bumbaugh recalls that on his first day before the bell rang for the first period class he already had blood on his shirt. The school environment was plagued by shootings and a stabbing that left one student near death. He witnessed the murder of a student in front of the school. For the Commonwealth team, all this just reinforced the need to give the Dreamers a chance at having a life away from the violence.

One of the many things Phyllis and Steve did so well as make the IHAD program the intersection of many different worlds. They brought in many individuals from various professions across the region and got them out of their neighborhoods, most for the first time, to other areas of the District, other cities, regions and countries. She enlisted her friends and parishioners from her church to tutor.

Every day, Phyllis could be found bringing Dreamers to school just to make sure they would attend that day. Phyllis remained a constant in the lives of the

Dreamers. For her, this work was more than a job; it was a life commitment to do whatever she could to nurture the Dreamers to successfully complete their school years.

Her commitment was around the clock. Often she brought Dreamers to her home for the weekend or during school holidays and breaks, especially those who didn't have a place to stay. She took them camping in the woods of Pennsylvania.

As Bumbaugh describes, "all the students had so much respect for Mrs. Rumbarger. They loved her because they knew that she loved and respected them, that she was there for them. For the entire IHAD program, I never heard any student or parent say anything but praise for her. I keep in touch with many of the Dreamers, and to this day all of them speak fondly of Mrs. Rumbarger."

Providing Wrap Around Support

Phyllis was adept at understanding the Dreamers' developmental needs and the increasing social pressures that detracted

My Dreamer Story

By Domonique Alford

In 1988 I lived in Southeast Washington DC and my life was in shambles. At that time both of my parents and sister were using drugs. My niece was born addicted and I was taking care of her because my sister couldn't.

When I received the letter and read, "You have been selected to participate..." I was so excited because my dream of going to college suddenly became a real possibility. Throughout the program Mrs. Rumbarger and Steve took the time to mentor us and taught us to make the best of it. Both of them were there for us. We knew it, and that's what made the program work.

Mrs. Rumbarger had the idea of having me transfer to Mount Vernon Academy (MVA) in Ohio for 11th grade. Initially, I resisted the

idea because I took care of my niece and didn't want to leave her with three drug addicts. I was the one to keep the family together and I didn't want the state to take her out of our house. Then Mrs. Rumbarger told me that I needed to take care of myself and go to school, and then I would be in a better situation to take care of my family. So I decided to go. While I knew it was OK to leave, I did wonder if I would ever see my niece again, or if my parents were going to die from overdoses while I was gone. There were a bunch of us, all from families in ruin who had to get away because we needed to be saved.

Mrs. Rumbarger and Steve visited us often, took us out and made sure we were OK. They hung in there and didn't give up on us. They stuck with us through the good, the bad, and the ugly. I finally graduated in 1994. What a great day—Mr. Bainum, Mrs. Rumbarger, my aunt and father came to my graduation.



Photos: page 6, left: Dreamers at 10th-year reunion held in 1998 with Phyllis (row 1, left), Stewart Bainum (row 2, 3rd from right), Steve Bumbaugh (row 2, 4th from right), Shirley Gholston (row 1, right). Page 6, right: Stewart Bainum with Phyllis at an IHAD program picnic at his farm. Above: Phyllis and Domonique Alford, 2009.

raising healthy kids. We are seeing the fruits of Phyllis' efforts in this next generation."

Boarding School in Ohio

By the Dreamers' sophomore year, Mr. Bainum and Phyllis realized that some needed a more stable living situation and arranged for any interested Dreamer to complete their high school at Mount Vernon Academy, a Seventh-day Adventist high school in rural Ohio. For the remaining two or three years of the program ten Dreamers attended this school. In the first year, Mr. Bainum flew the Dreamers to Ohio. But in the second year, Phyllis drove them in a van from Washington to Ohio to ensure a smooth transition

The I Have a Dream Program ended in 1994 with almost 70% of the Dreamers graduating from high school, compared to 27% of their peers in Southeast Washington DC.

into the school year, as the entrance of the Dreamers in the previous year was fraught with tensions, stress, and misunderstanding. She made sure that they had all the necessities for their school year and often spent her own funds to keep them adequately supplied and properly outfitted.

Attending Mount Vernon Academy allowed them to escape the chaos and negative influences of their neighborhoods, local schools and home life. Yet their new environment also posed difficulties. "It was in rural Ohio. It was an all white school at the time. It was extremely structured. And it was vegetarian. It was like going to Mars for these kids," reports Bumbaugh.

Phyllis and Steve logged in hundreds of miles making frequent visits to the school to help resolve difficulties, to keep abreast

of and support the Dreamers' progress and work with school staff. In the end, nine out of the ten Dreamers at Mount Vernon Academy completed high school. Many went on to college in Ohio.

Relevant Training to Teachers

The IHAD Program offered summer programs that employed teachers to work with the Dreamers to strengthen academic subjects. Several teachers also tutored students after school. Phyllis was an excellent trainer of these teachers and devoted much

time to developing their skills to craft relevant curriculum and to be a creative problem solver in an unpredictable environment. Shirley Gholston

taught in the IHAD summer programs and said about Phyllis, "She thought outside the box to make something happen when there didn't seem to be any possibilities. She always had a Plan B ensuring that the learning and teaching would carry on despite the uncertain condition of facilities or sudden lack of access to the library or classrooms. Some of the students were extremely at risk and didn't seem like they were going to make it. But Phyllis wouldn't hear any of that. She challenged us to develop new ways to connect the students' real life to what we were teaching. 'Find the hook' was her favorite expression, what's the hook to make the connection for each child?"

When it came to hiring teachers, Phyllis hired within a community empowerment

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from their educational focus. For example, an increasing number of girls were becoming pregnant. While this would have been grounds for expulsion from the IHAD program under the official rules, Phyllis chose instead to hold parenting classes to help keep the girls in school. Bumbaugh noted that many of these Dreamers who had babies during the program, on the whole, are now raising their children in positive environments. Their children are doing well academically, with many attending magnet and charter schools. One recently received a full scholarship to Swarthmore College in Pennsylvania. "I believe that it was Phyllis' role in providing the parenting classes that has helped them become strong parents

I decided to stay in Ohio for college because I knew I had to stay away from home. Mrs. Rumbarger was instrumental in helping me find a school. I attended Baldwin Wallace College in Beren, Ohio. When it was time for me to go, Phyllis drove me there. I have fond memories of her navy blue Jeep Cherokee, and I clearly remember when she dropped me off. I was in a blue dress, and as I looked around me I saw others saying goodbye to their moms and dads. I had Mrs. Rumbarger with me and I asked her what I should call her. We decided on Mom 2.

What I learned from Mrs. Rumbarger is that it is OK to take risks, to leave my personal comfort zone. One reason I love her is that I could be myself. She understood everything and was fine with whatever I brought to the table. While I was embarrassed about parts of my past, I overcame it.

She taught me the concept of family. I now pass on all that she gave me to my "children" (a combination of nieces and nephews and

my own daughter). When my niece was 8, I looked for a school model equal to the IHAD program and found the SEED charter school and ended up enrolling her there. Now she is 21 and going to school at Lincoln University in Pennsylvania studying physical education and sports medicine. We're best friends!

Mrs. Rumbarger opened her life to people like me who didn't have a stable home. I now do the same. I've opened my home to my nephews and nieces who I am now adopting. I've been a teacher now for 15 years in the Prince Georges public schools. I am raising four children. Soon they will be all mine when the adoption is completed.

Through the IHAD Program, we were introduced to success. Mrs. Rumbarger's generosity and devotion to us instilled in me that school was important—that I was a good person. And I instill this in my children now.

Whenever I think of the Dreamers, I realize that I am so blessed.

SAVE THE DATE

Commonweal's 5th Annual Leadership Forum

Washington, DC
Cancelled due to inclement weather.
New date to be determined.

47th Annual Learning Disabilities Conference

Baltimore, MD
Feb. 17-20, 2010

Grants Managers Network Annual Conference

Baltimore, MD
Mar. 15-17, 2010

Cristo Rey Network Annual Meeting

Omaha, NE
Apr. 21, 2010

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Tribute, Continued from page 7



IHAD Dreamer Shafton Greene volunteered with Phyllis at a youth program in Anacostia, SE Washington DC, circa 1993.

context. Although she could have advertised across the region, she selected teachers from Prince Georges County and from Kramer Junior High School. This helped keep the connection of the Dreamers to their community and expanded the teaching capacities within those communities.

IHAD Program ended in 1994 with almost 70% of the Dreamers graduating from high school, compared to 27% of their peers in Southeast. With others completing their GED in the next year or two, the graduation rate rose to 75%.

New Programs Developed

In the ensuing years, Commonweal developed new programs that built upon the successes of the IHAD program. Under Phyllis' leadership, Pathways to Suc-

cess Scholarship Program began just as the IHAD ended. Phyllis also started Skills Centers in three apartment developments in three different cities for four years, as long as the properties were owned by Mr. Bainum. These afterschool and summer programs were the forerunner of the Partners in Learning Program (PINL). As these Centers closed, the first PINL sites were started. The Learning Support Program was also launched in the aftermath of the IHAD program.

If there is one parting message to Phyllis it is to thank her for her years of dedication to underserved youth and for her leadership. As PINL program manager Rebecka Manglanathan expressed, "It is hard for me to imagine Commonweal without Phyllis. We constantly hear from PINL instructors how amazing it is to work for a program like ours - how much both students and teachers enjoy it and how much progress students make as a result. But that is no surprise because PINL was designed by a passionate teacher, a woman who saw a need and strove to meet that need in the most effective way possible. *Thank you, Phyllis, for all you have given of yourself over the years to the benefit of so many others.*"

COMMONWEAL FOUNDATION

For the Common Good