



COMMONWEAL FOUNDATION



2011

Annual Report

JULY 1, 2010 – JUNE 30, 2011

FOR THE COMMON GOOD

Letter from Chief Executive Officer and President

For nearly 45 years, the Commonwealth Foundation has provided educational resources for underserved children and youth. Living in poverty should not predetermine a child's chances for success in life, and we recognize that education is one of the best ways to fight such circumstances. This fight has never been an easy one, and considering that, we rely heavily on the partnerships that we have worked diligently to build over the past several decades.



They say it takes a village, and during these tough economic times this could not be more true. As I reflect over the past year and our focus on marshaling our resources and knowledge, Commonwealth's guiding principle of partnership has emerged as the fundamental cornerstone of our success during this second year of our five year strategic plan. Over the last two years, we have adopted a more collaborative approach in support

of our educational programs, with the goal of active, productive partnerships. There is always more work to be done, but we are steadily meeting our goal of working together, so that we help create better conditions in schools and communities where children thrive.

This year, we interviewed representative partners from each of our programs, and are proud to lend this platform for them to speak on the importance of partnership. It has been enlightening to hear themes like encouragement, best practices, sustainability and professional development arising from these conversations.

We thank our partner schools and community organizations for fighting a fair fight and leveling the playing field for our students. With each opportunity to self-evaluate, improve our programs and deepen our partnerships, comes a renewal of commitment to our core values of persistence, hard work and integrity.

—Barbara Bainum, LCSW-C

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PREPARING

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Boarding and Day School Program

The Boarding and Day School Program (BDSP) awards scholarships and Foundation support to Christian-based boarding and day schools to provide students with opportunities to increase their academic, social and professional skills. For the year ended June 30, 2011, the program served over 1000 students, with over 6,000 students served since 1994.

Two programs operate under the BDSP: Student Support Services (SSS) and the Seventh-day Adventist Initiative (SDAI)

Student Support Services (SSS)

provides comprehensive direct services to BDSP scholars and the partner school community focused on the following core areas: Scholarship, Academic Preparation and Enrichment, Civic and Social Engagement, Career and Workforce Readiness, and Mental Health Wellness.

Seventh-day Adventist Initiative (SDAI)

offers comprehensive support to Seventh-day Adventist (SDA) schools to build organizational effectiveness in the areas of Board Governance, Leadership, Instruction and Curriculum, Infrastructure and Finance. The Foundation officially launched the SDAI July 1, 2010 with the introduction of a pilot cluster in Silver Spring, Maryland consisting of three schools: Takoma Academy (TA), Sligo Adventist School and John Nevins Andrews School.

The interviews on the following pages reflect the point of view of some of our BDSP partners. Collectively these partners exemplify Commonwealth's commitment to ensuring that students graduate high school prepared to succeed in college or enter the workforce.

Boarding and Day School Program Partners

Benedictine Academy
Elizabeth, NJ

Campion Academy
Loveland, CO

Cristo Rey Jesuit High School-
Baltimore
Baltimore, MD

Cristo Rey Jesuit High School-
Twin Cities
Minneapolis, MN

Don Bosco Cristo Rey High School
Takoma Park, MD

Fletcher Academy
Fletcher, NC

Georgia-Cumberland Academy
Calhoun, GA

Loyola High School
Detroit, MI

Mount Michael Benedictine School
Elkhorn, NE

Rio Lindo Adventist Academy
Healdsburg, CA

Shenandoah Valley Adventist
Academy
New Market, VA

Saint Martin de Porres High School
Cleveland, OH

Takoma Academy
Takoma Park, MD

Upper Columbia Academy
Spangle, WA

Student Support Services

Greg Gerard

Principal, Georgia-Cumberland Academy
Scholarship Program



Students who would never have been able to attend our boarding school have been transformed through the scholarship program with Commonweal. For these students, the experience is life changing academically, socially and spiritually. It has been so transformational for these students that we could never adequately offer enough thanks to Commonweal. Many of these students are first generation college students, and this program has opened up a future that they would not have had. Commonweal Foundation wants to be involved in making sure our students experience the best we can provide, and thus far, we have been able to do just that.

GEORGIA-CUMBERLAND ACADEMY – PARTNER FOR TWELVE YEARS

Elias Blanco

School Counselor, Don Bosco Cristo Rey High School
Georgetown Summer Program



The partnership with Commonweal is an immense benefit for our students. Our school serves students who have very limited financial resources, but who have hopes and dreams of one day attending college. In the Georgetown Summer Program, students experience college firsthand by spending time at Georgetown University—an experience that impacts our students forever.

Commonweal is investing so much in this program to ensure that they have this educational opportunity. The students come away with increased confidence, improved leadership skills and a deep desire to get higher education. They want to do better in the future and are much more motivated academically.

DON BOSCO CRISTO REY HIGH SCHOOL – PARTNER FOR FIVE YEARS

Abby Estabillo

Intern, Commonweal Summer Internship Program



I do not have to settle for a low-paying job and can seek much higher goals for my life. Before my Commonweal internship, I was shy, but the internship has helped me with my communication skills. I now am able to engage with others. I am hopeful for my future and what I can accomplish. Working at Commonweal has given me a boost in confidence, showing me that I can work in a professional environment and succeed. I am studying to be an electrical engineer, and I will not just settle for my bachelor's degree; I am determined to get my master's degree and PhD as well.

Warren Muir, PhD

Director, National Academies
Anderson-Commonweal Internship Program



The National Academies is the most prestigious scientific organization in the country, serving as the independent advisor on science to the nation. In this program, our student interns learn about the workplace norms, interact with brilliant people and gain a greater understanding of science and policy. They are role models for their peers to show what is possible to achieve. These interns, in turn, give much to the academy, enriching us with their perspectives and questions. Commonweal is much more than a source of stipends. It is a foundation with the heart and experience that helps us think through things moving forward in this program.

NATIONAL ACADEMIES – PARTNER FOR FOUR YEARS

Marissa Novak Siebert

Social Studies Teacher, St. Martin de Porres High School
Mission Trip to New Orleans



I lived in New Orleans as a Tulane University student when Hurricane Katrina hit. Thanks to Commonweal Foundation, we took eleven students on a spring break service trip. We interacted with city residents and heard firsthand how Katrina affected them—regardless of their socio-economic status, race or culture. Our students genuinely connected with the residents and learned so much. They saw that their voices and their hands are necessary and important to making the world a better place for all. I am thankful to Commonweal for allowing us to grow and learn by traveling to New Orleans on this mission trip.

ST. MARTIN DE PORRES HIGH SCHOOL – PARTNER FOR SEVEN YEARS

Seventh-day Adventist Initiative

David Daniels

Principal, Takoma Academy

Commonweal Foundation's Seventh-day Adventist Initiative (SDAI) has created the format for our Seventh-day Adventist (SDA) schools in Takoma Park to be deliberate in working together. With Commonweal, we have developed an infrastructure that is allowing all three schools (Takoma Academy, John Nevins Andrews School and Sligo Adventist School) to function as a true system, not as independent schools. The assessments that our schools have been a part of have also taken inventory of the facility needs. As a result, the Commonweal Foundation invested in facility improvements at Takoma Academy by replacing roofs and flooring, as well as completely renovating our chapel. The development of a maintenance team will ensure that we are putting in place a process to maintain these physical plant improvements, while financial systems will help with efficiency. A detailed and systematic approach to professional development utilizing data to improve the classroom practices continues to support improved student learning. This shared approach ensures that the teachers at the three campuses can collaborate to improve the overall academic program. All of the work that is done through the SDAI continues to reinforce the commitment that Commonweal has made to partner with our schools to provide a quality Seventh-day Adventist School.

TAKOMA ACADEMY – PARTNER FOR EIGHT YEARS



Larry Rich

Principal, Sligo Adventist School (K-8)
Takoma Park

Sligo Adventist is extremely fortunate to be part of Commonweal's SDAI pilot program. Commonweal has put significant resources into scholarships and our capital improvements, including a new heating and air conditioning system, a fire alarm system, new windows and blinds. We could have never afforded these improvements without Commonweal's support. The scholarships assist students who would not have been able to attend our school and the extensive professional development for our teachers has aided instruction and student learning. That learning will improve our students' chance of having a successful academic career.

SLIGO ADVENTIST – PARTNER FOR SIX YEARS



Cavel Melbourne

Principal, John Nevins Andrews School (K-8)

Our partnership with the Commonweal Foundation has not only resulted in much needed improvements to our school facility such as new energy efficient windows, and a new heating and cooling system, but we have also been engaged in strengthening our academic program. To this end, our teachers worked with a mathematics resource teacher and a reading specialist.

Other professional development opportunities that the Foundation provided focused on improving our overall instructional and classroom practices, as well as introduced us to protocols for more efficient communications and learning. This partnership and the tools and resources we are provided enable us to build a sustainable model for educating our students.

JOHN NEVINS ANDREWS SCHOOL (K-8) – PARTNER FOR THREE YEARS

Keith Hallam

Vice President for Education, Potomac Conference of Seventh-day Adventists

The Commonweal Foundation is a mirror for us—a fresh set of eyes for us to truly see ourselves. Commonweal asks tough questions. It can be painful to look closely at oneself, but Commonweal has helped us through the process. The relationship is refreshing and encouraging. The staff at Commonweal is generous in partnering with us, offering resources to support our participation in the Kellogg School of Management, critical thinking groups and an outside coach for teacher development in the SDAI Takoma Cluster of schools.

Commonweal helps us figure out answers and offers tools to make a change aimed at providing a better education for young people and, as important, make that change sustainable.

POTOMAC CONFERENCE OF SEVENTH-DAY ADVENTISTS – PARTNER FOR THREE YEARS





SUPPORTING

After School Programs

The Commonwealth Foundation's After School Program is designed to offer academic support to children living in underserved communities within the Washington, DC Metropolitan area. Ensuring that these students are equipped with the tools necessary to succeed, Commonwealth offers The Partners in Learning Program and the Learning Support Program.

The Partners in Learning Program (PINL) provides direct tutoring services that are heavily focused in the area of reading instruction. The PINL program services academically struggling learners (K-12) and provides students with the opportunity to expand, extend, and enrich concepts and skills learned in the classroom in an after-school setting.

The Learning Support Program (LSP) provides tutoring in reading, writing, math and study skills to qualified students in grades 1-12 with learning differences and/or Attention Deficit Hyperactivity Disorder (ADHD).

**The following articles reflect the perspective of some of our ASP partners. This group of partners illustrates Commonwealth's dedication to literacy and essential academic support.*

After School Program Partners

Arcola Elementary School	Northwest Park YMCA
Benchmarks Elementary School	Oak View Elementary School
Broad Acres Elementary School	Pembridge Apartments
Burnt Mills Elementary School	Pembridge Middle School Project
Burtonsville Elementary School	Pine Crest Elementary School
Cora Rice Elementary School	Piney Branch Elementary School
Don Bosco Cristo Rey High School	Queens Manor Apartments
East Silver Spring Elementary School	Richard Montgomery High School
Eastern Middle School	Rock Creek Terrace Apartments
Gaithersburg Elementary School	Rolling Terrace Elementary School
George E. Peters Adventist School	Shady Grove Apartments
Georgian Forest Elementary School	Silver Spring Boys and Girls Club
Glen Haven Elementary School	Sligo Adventist Academy
Glenville Apartments (with Montgomery Housing Partnership)	Sligo Creek Elementary School
Great Hope Homes	St. Francis International School
Greencastle Elementary School	St. Michaels School
Greenwood Apartments (with Montgomery Housing Partnership)	Strathmore Elementary School
Highland View Elementary School	Summer Ridge Apartments
John Nevins Andrews School	Takoma Park Elementary School
Kennedy High School	Tanglewood Apartments
Langley Park McCormick Elementary School	Thomas Stone Elementary School
Maryland Child Center (Colesville)	Twinbrook Recreation Center
New Hampshire Estates Elementary School	Waters Landing Elementary School
	Willows Community Center

Partners in Learning

Kara Tymon

Assistant Principal, Piney Branch Elementary School



The Partners in Learning Program (PINL) with Commonweal has provided a valuable and additional layer of support for our neediest students who struggle academically. This past year has been a little more difficult—as our school funding has been reduced—so it has been even more important for our students to have additional support in a small setting with a caring individual.

Our students need more than what a typical school day can provide; they are children who are not quite at grade level or struggle to maintain grade level efficiency. Some children come from socio-economic backgrounds that lack the resources necessary to get additional help.

The PINL program exposes the children to literature and reading that they would not have necessarily received if they were not in this program. With PINL, a lot of students have improved significantly. This additional support has kept many students who may have been referred to special education previously, from being moved there. Conversely, it also has helped to shift children to special education programs because they have not made progress in PINL. Overall, this program provides another person looking out for the students—another eye on the student so to speak—and that provides a wealth of information and feedback on the child, which is always valuable.

Through Commonweal, our staff has been introduced to more instructional strategies that help students in all areas. The Commonweal staff has been very flexible. When we want to try something a certain way, they are willing to help us with it so we can meet the needs of our students. Commonweal has exceptional resources for our teachers and that helps us bridge the gap with our kids. Commonweal offers us a different view, which we really appreciate.

Learning Support Program

Rita Trentadue

Tutor, Gaithersburg Elementary School

To me, the partnership with Commonweal is all about the children. I teach children who have low grade point averages. These are children who are under performing in the classroom. When these children leave me, there is no tutoring support at home because most of their parents cannot read. The best part of my day is focusing on the specific needs of the children. When you teach to their needs, you are a better teacher.

Because of Commonweal, these children stay at school for an extra hour to get this help. This program really works—in fact; the group I started with in September progressed so fast, that I was able to increase the number of students that I've tutored more quickly than expected. When these children learn to read, it affects their sense of accomplishment and builds their self-esteem. I had one child tell me, "Now that I can read, I can go to college."



GIVING





Grants Program

The Grants Program provides administrative oversight for all of the Foundation's giving, including resources disbursed through donor advised funds at the Community Foundation for the National Capital Region (CFNCR).

Two programs fall under the Grants purview: The School Enhancement Program (SEP), and the Community Assistance Grants Program (CAG).

The School Enhancement Program (SEP)

provides qualifying Boarding and Day School Program partners the training and technical assistance that equips them with the knowledge, skills and processes to improve student achievement. The SEP framework is anchored in a Continuous School Improvement (CSI) process that builds the capacity of schools to develop a vision with which to align all of their processes and continuously use data to evaluate their instruction, curriculum, assessment and school processes.

The Community Assistance Grants (CAG)

program supports non-profit organizations in the Washington, DC Metropolitan region that provide children and youth residing in low-income communities with quality out of school time (OST) programs. The organizations funded provide a combination of tutoring, mentoring, physical fitness, health education, workforce development and arts-based learning as an enrichment activity to accompany academic achievement.

The following accounts are those of a few of our school and community partners. These partners reveal Commonwealth's commitment to school improvement, strategic growth and proactive approaches to learning.

School Enhancement Program

Rev. Steve Shafran, S.D.B.

President, Don Bosco Cristo Rey

Our partnership with Commonweal has been intense, but in a very good way. Our experiences in the Continuous School Improvement Process have increased our focus on examining our school and its mission more closely to ensure that we are adequately meeting our students' needs. As a result, we have focused more intensely on all four grade levels to proactively address the needs of our students.

Commonweal does more than write a check. They want to know our students and understand their difficulties, in order to help them grow academically. We view the Commonweal team as co-educators—they are walking the walk with us—striving for the success of our students. In addition to a focus on data, Commonweal also wants to see the challenges we face; they want to understand the entire journey, and enable us to be a sustainable resource for our students.



Rev. Dave Mastrangelo, S.J.

President, Loyola High School

For me, being involved with Commonweal is working with people who share a mutual vision and passion for helping students. The Foundation has helped us with our strategic planning process, and consequently, we have aligned our initiatives to be more efficient.



Historically, we have made more progress with our students within the social, emotional and religious spheres than in strictly academic arenas. Now, we want to bring the academics to the same level. Commonweal offers us a challenge to examine what we are doing and motivates us to do better. With education, there are many variables and there has to be flexibility in addressing issues; the Foundation puts emphasis on setting standards, while maintaining flexibility in its approach. It is refreshing and heartening to see Commonweal's interest in developing the youth.

Doug Schmidt

Principal, Rio Lindo Adventist Academy

The staff at Commonweal truly is concerned about our students. When we started working with Commonweal, I thought we might be dealing with bureaucratic people, but we have not encountered that at all. I did not foresee Commonweal's deep desire to help us do everything we can to be a quality school. Commonweal did not dictate a strategic plan to follow. We came to them with a plan, and they are helping us to refine and implement our vision. What is extremely invigorating is that Commonweal is challenging us to find our own niche without making us follow a set agenda from the foundation. The School Enhancement Program is ensuring we are proactive, and not reactive, and that we are a partner who wants to improve.

Commonweal's staff is not aloof and has never displayed a "prove to me that you're good enough to be part of our organization" attitude. Instead, the staff members are very engaged and open to the direction we want the school to go. It is always about what is best for the students.



David Daniels

Principal, Takoma Academy

The School Enhancement Program has brought a lot of change to our school; and change can be hard. What has happened, though, is that it has brought our staff much closer together.

Commonweal has granted us resources that we would not have been able to afford. We have a consultant who provides professional development and teacher coaching. We have administrative support for collecting and analyzing data effectively. All of this has provided for better instruction for our students, but it also has developed a stronger sense of unity among our teachers. We have gone to a more collaborative approach and the response of our teachers has been very positive. They are working better together and all contributing to this plan—rather than this being an administrative-driven program. It is a building-wide effort, rather than each classroom alone.

As such, the teachers are more fulfilled working together and implementing what they have learned in their classrooms. The data shows the students now are more engaged and better prepared.

It takes time to analyze the data, but the result of that is developing a system of best practices and decision making that will be for the overall good of the students and of the school. It is well worth it!

Community Assistance Grants



Gabriel Albornoz

Director, Montgomery County Recreation Department

The Montgomery County Recreation Department is very appreciative of our partnership with Commonweal. Together, we accomplished far more than keeping students busy last summer. The Foundation enriched our Summer programming at a Recreation Center by funding arts-based, literacy and physical education in the form of dance and swimming programs. We discovered that the kids who attended the camp were better prepared at the beginning of the school year. Camp Promise helped students be more successful throughout the school year. The partnership with Commonweal has been such a great blessing for us. The significant government budget reductions over the last three years resulted in the elimination of wrap around services that many of our neediest children count on, especially during the summer months. As a result, we had to think of creative ways to partner with organizations to provide these services; there is no better example of that than the Commonweal partnership.

We had 160 children attend Camp Promise last summer. Our hope is to double our service area and the number of children we serve next summer, adding another 160 children in the eastern part of the county. These children are from families which could not afford such meaningful summer programs.

Cynthia Rubenstein

Executive Director, Passion for Learning

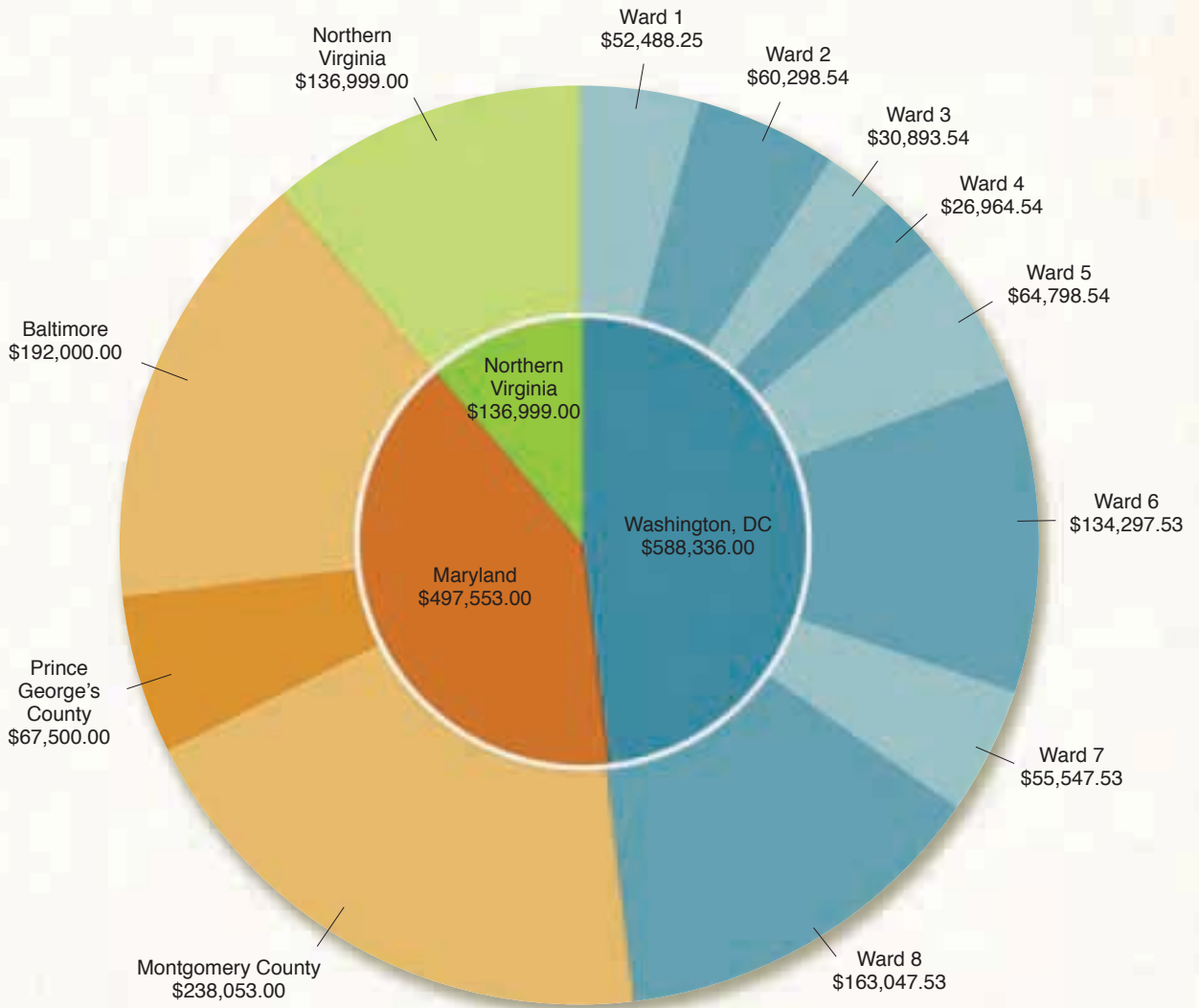
Commonweal is very connected with their grantees. It is not just about receiving a check from a foundation. They take an active interest in us and want to experience the work we are doing. Our partnership with Commonweal allows us to work with students in four middle and elementary schools, reaching about 150 students. These students from low-income families normally do not receive after-school enrichment; the schools typically only provide remedial help.

Our students are writing blogs and making films. I call it “stealth” learning; they are doing fun activities, learning to work well with each other, while steadily improving their literacy and technology skills. For instance, the girls may do a project on writing a blog and using social media. We discuss what is responsible and safe and get them to think ahead.

This partnership has enabled us to have a significant footprint in the school system to help these children.



FY 2011 Grantees Funded



Washington, DC	\$588,336.00
Maryland	\$497,553.00
Northern Virginia	\$136,999.00

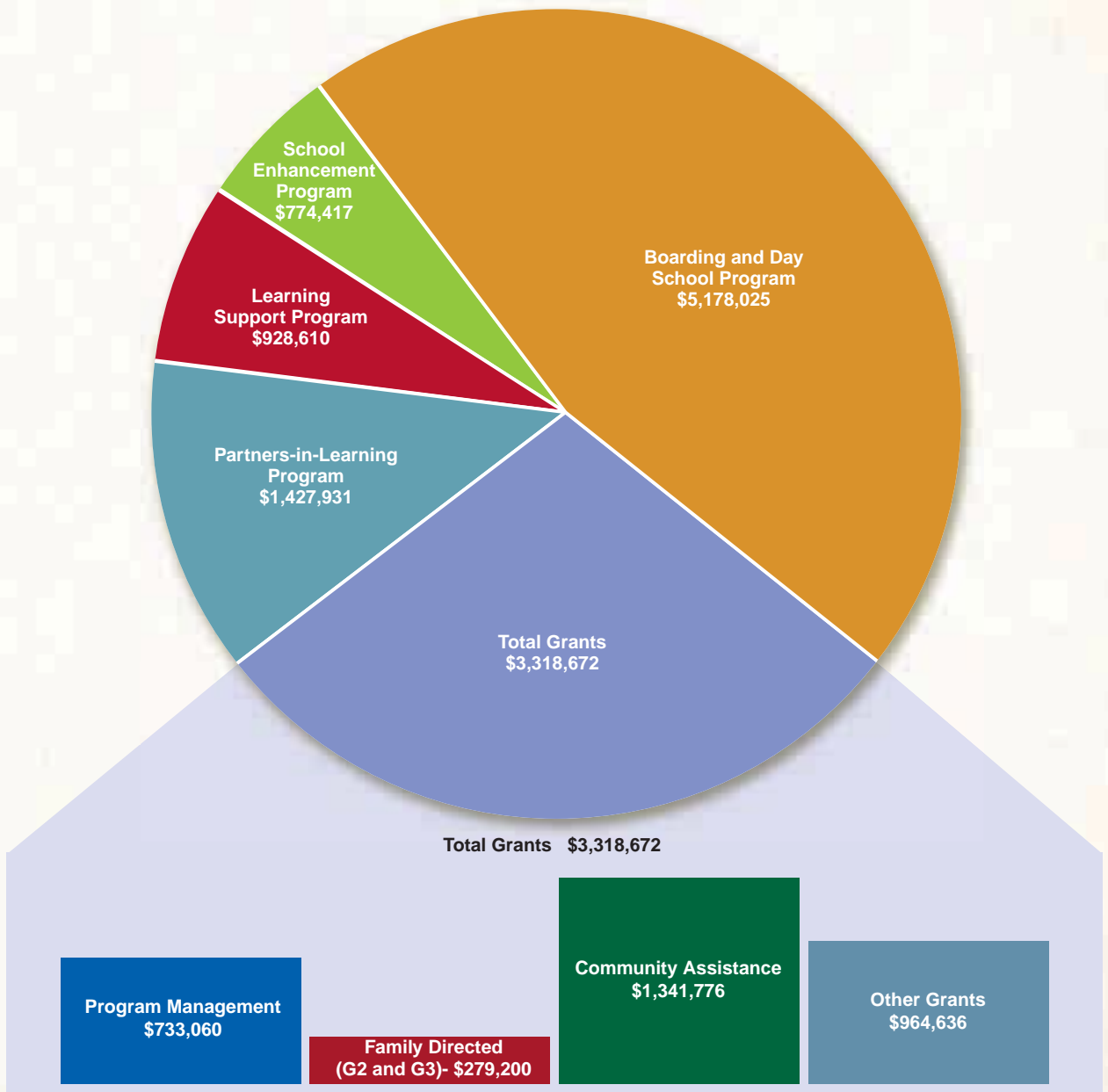


INVESTING

Commonweal Foundation Operating Expenses: July 1, 2010 – June 30, 2011

As a private operating foundation, Commonweal operates differently from many traditional foundations. In addition to providing grants to other non-profits, the Foundation assists underserved youth through direct services that we operate in collaboration with various partners.

Of every dollar that the Foundation spends, approximately 90 cents is for direct goods, services and grants delivered to the schools and non-profit organizations with which we work. Collaboration makes our programs more efficient, and through thoughtful, long-term partnerships, we are being more effective, deliberate and sustainable in our approach.



NOTE: These internal financial statements show a consolidation of Commonweal Foundation balances and activities along with Commonweal Donor Advised Fund (DAF) at the Community Foundation for the National Capital Region (CFNCR) which is subject to recommendations from the Foundation. Since CFNCR retains ultimate authority over the management and distributions of the DAF, the consolidated presentation is not in conformity with Generally Accepted Accounting Principles.

Board and Staff List

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