



COMMONWEAL
FOUNDATION



2010 ANNUAL REPORT

July 1, 2009 – June 30, 2010

FOR THE COMMON GOOD

OUR HISTORY *Our Beginnings*

Commonweal Foundation Founder **Stewart Bainum** was so determined to complete his education that he hitchhiked 400 miles from Cincinnati to Washington, D.C. – with a small suitcase in hand and only \$3 in his pocket.

At 17, Mr. Bainum left his Ohio boarding school because he could not afford the tuition. With national unemployment hovering at 19 percent, the jobless young man arrived in Washington and landed a job as a plumber's assistant. Saving his money, he returned to complete his education at Mt. Vernon Academy, a Seventh-day Adventist boarding school, graduating in 1938.

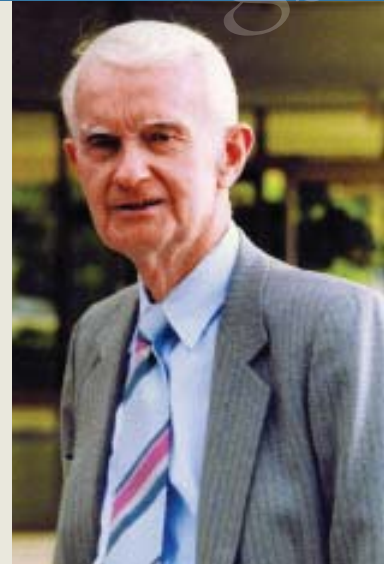
Mr. Bainum eventually settled down in Montgomery County, MD and attended the Seventh-day Adventists' Washington Missionary College (now Washington Adventist University). He married and raised a family with his wife, Jane. As a young man, Mr. Bainum was going to school full time and working two full time jobs – a difficult task, which eventually forced him to leave college. In time, he became a master plumber.

Even as a young adult, Mr. Bainum displayed extraordinary strengths: ambition, superb judgment, thoroughness, a desire for quality, a willingness to take risks and a driving style. He used these extraordinary qualities to build a life of great achievement.

Through hard work, perseverance and vision, Mr. Bainum built a successful plumbing and mechanical contracting company and ventured into apartment and office development, founding the Realty Investment Co. Branching out, he founded ManorCare, a universally acclaimed high-quality nursing home company, and instrumental in founding Choice Hotels International, one of the largest hotel franchising chains in the world.

Even during the tough financial times, Mr. Bainum never gave up. A favorite story among employees at ManorCare is when Mr. Bainum discovered he could not meet the Friday payroll. He sent his assistant home for the title to his wife's car, sold it and paid his staff – a courageous move for a husband, but a very loyal and honorable decision for a boss.

The beginnings of Mr. Bainum's career demonstrated strengths that would shape his future enterprises. He had the foresight to recognize the potential



“I’ve learned that if you want to go far, you have to have an education.”

CONTINUED ON INSIDE BACK COVER



TABLE OF CONTENTS

Our History, Our Beginnings	i
A message from the Board Chair, President & Chief Executive Officer, Barbara Bainum	2
Our Programs	3
Boarding & Day School Program	3
Learning Support Program	6
Partners in Learning Program	8
Grants Program	10
Community Assistance Grants Program	11
School Enhancement Grants Program	13
Summer Internship Program	14
Our Financial Statements	16
Our People	20

Our Mission

The Commonwealth Foundation operates and supports educational programs and projects assisting underserved children and youth. The Foundation focuses on primary and secondary education.

LETTER FROM PRESIDENT & CHIEF EXECUTIVE OFFICER



At the Commonwealth Foundation our vision is that all children in poverty have the opportunity to break out of their circumstance by accessing quality educational opportunities and services. Our aspiration is that they graduate from high quality schools prepared to enter and succeed in higher education or pursue gainful employment and become contributing members of society. We remain committed to our core values, as they exemplify our founder's life principles of steadfast determination to achieve life success and overcome any challenges and obstacles that emerge along the way.

As we implement our five-year strategic plan, we are adopting a more collaborative approach in our support of educational programs. This represents a shift from our past practice of working *through* our partners to a more collaborative model of working closely *with* them. Over the next five years, we will provide high-quality, comprehensive and integrated programs, maximize collaborations with like-minded partners, and improve the assessment and evaluation of our programs.

This annual report provides a detailed overview of the Commonwealth Foundation's performance for the previous fiscal year (July 1 through June 30). As an operating foundation, you will read that we focus the majority of our resources on implementing our programs. We do this because we believe that there is value in disciplined, controlled growth in programs offered and in the number of students served. In this way we can extend the depth of the services provided to each student and thus have a greater impact on vulnerable children and youth than we could through grants alone.

Throughout this time of transition, we renew our commitment to our core values because they will always provide the underlying reasons for the work that we do. As I reflect on the efforts that brought the Foundation to this place in its history, I know we have accomplished so much and yet, there is so much work ahead of us. My father's values continue to guide our efforts and remind us all that persistence, hard work and integrity are what get the job done.

— Barbara Bainum, LCSW-C



BOARDING & DAY SCHOOL PROGRAM

The Boarding and Day School Program (BDSP) began in 1994 as an outgrowth of the "I Have A Dream" program and awards scholarships to 7th–12th grade students whose families have income up to 250% of the federal poverty level. In addition, the BDSP works with Christian-based boarding and day schools to provide students with the opportunity to increase their academic skills, gain work and community service experience, and expand their knowledge of life beyond their local communities. BDSP partner schools also receive Foundation support through service contracts and grants that put into place academic resources to ensure that students are prepared academically and socially upon graduating from high school. For the year ended June 30, 2010, the program served over 1200 students through scholarships, with over 5,000 students served since 1994.

PROGRAM HIGHLIGHTS

During the period of this annual report, the BDSP focused its work on: **1)** increasing program management and efficiencies; and **2)** providing professional development and training opportunities for partner schools and local affiliated organizations.

Increasing Program Management and Efficiencies

Online application functionality

The Program staff collaborated with the IT Department to implement and streamline the online application, thus moving BDSP to an efficient paperless environment. In spring 2010, a training module was developed and online training sessions were conducted over a four-week period. The online scholarship application increased the capacity of schools to better manage the scholarship application process while adhering to Commonwealth's financial eligibility criteria based on established income guidelines.

Scholarship award determination

BDSP also automated the manner in which scholarship awards are determined to ensure that awards are made in a consistent and equitable manner. BDSP, and the Finance/Accounting and the IT Departments collaborated to develop an automated financial mechanism that captured the logic of the scholarship award process and built this into the database to make award determinations. As a result of this automation, the rate at which scholarship applications were reviewed and awards made increased by at least 60%, thereby saving the Foundation a significant amount of resources in staff time.

Collection of student work hours

In summer 2010, BDSP introduced a new approach in collecting summer work hours. For students, this new approach focused more on the quality of their work, rather than the quantity of hours completed. Historically, the majority of students met the work requirement because their families required them to work to contribute to the family household and/or to save money to pay for some of their school expenses. Overall, the majority of students typically completed more work hours than required by BDSP. Partner

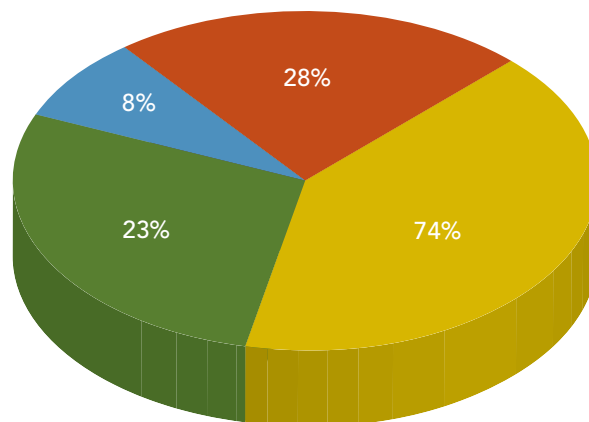
Schools also benefitted from this new approach in two very important ways. First, it empowered them to help students to think about their summer plans before the end of the school year and make the transition from the school-based work program into a summer one; and second, tracking student work in the summer increased the likelihood of students returning to the schools in the fall.

Providing Professional Development and Training

The Annual Leadership Forum is a Commonwealth Foundation conference that serves as a partnership-building and training opportunity for all of our stakeholders. BDSP led the planning and implementation of the Foundation's 5th Annual Leadership Forum. For the first time, the forum offered the 160 participants a variety of education sessions on academic and youth development, financial management and leadership development. Foundation staff invited key school decision makers and community leaders. Forum participants included school leadership and school board chairs. Other forum participants included the Community Assistance Grantees (CAG). The next forum is scheduled for October 2011.

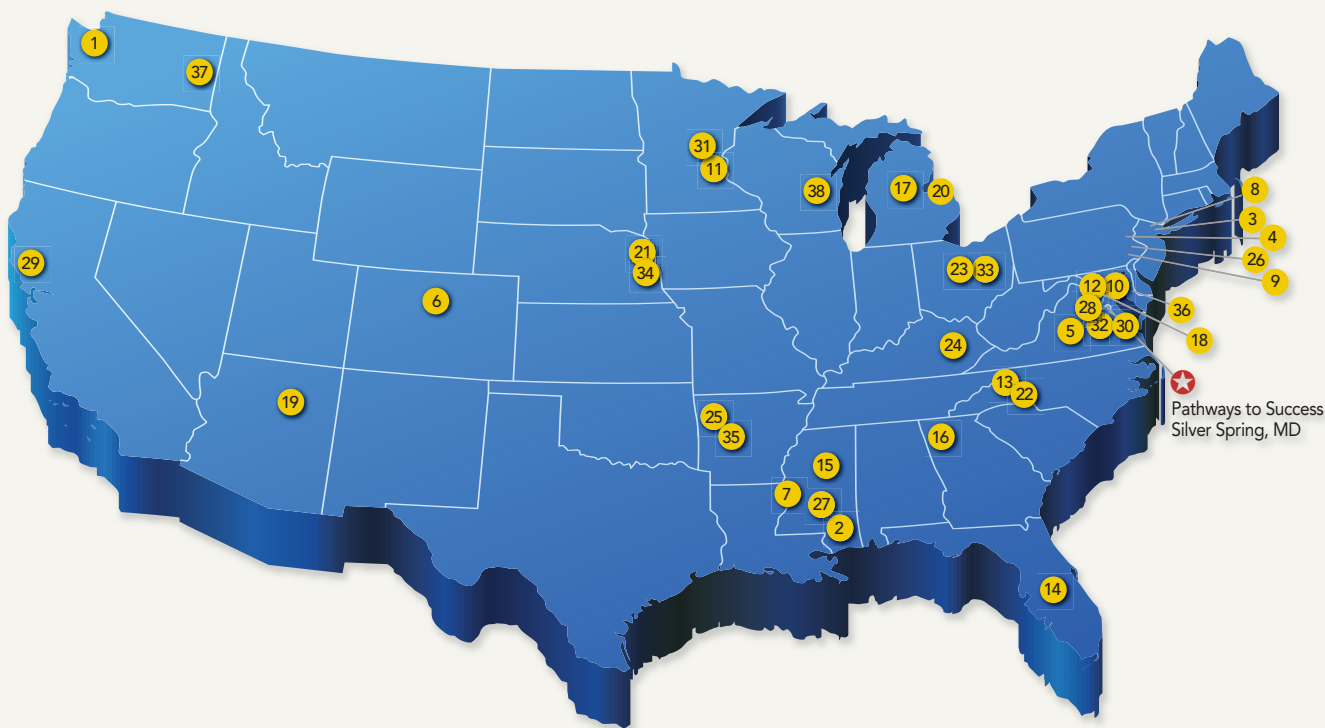
5th Annual Leadership Forum Attendance Breakdown

Total Number of Attendees: 160 (excludes staff)
117 Boarding & Day School Program
43 Community Assistance Grant Program



■ School Board ■ School Leadership ■ School Staff ■ CAG

OUR PARTNERS: 2009–2010 BOARDING & DAY SCHOOL PARTNER SCHOOLS



- | | | | |
|---|---|--|---|
| 1 Auburn Adventist Academy
Auburn, WA | 11 Cristo Rey Jesuit High School-Twin Cities
Minneapolis, MN | 21 Mount Michael Benedictine School
Elkhorn, NE | 31 Saint John's Preparatory School
Collegetown, MN |
| 2 Bass Memorial Academy
Lumberton, MS | 12 Don Bosco Cristo Rey High School
Washington, DC | 22 Mount Pisgah Academy
Candler, NC | 32 St. Margaret's School
Tappahannock, VA |
| 3 Benedictine Academy
Elizabeth, NJ | 13 Fletcher Academy
Fletcher, NC | 23 Mount Vernon Academy
Mt. Vernon, OH | 33 Saint Martin de Porres High School
Cleveland, OH |
| 4 Blue Mountain Academy
Hamburg, PA | 14 Forest Lake Academy
Apopka, FL | 24 Oneida Baptist Institute
Oneida, KY | 34 St. Peter Claver Cristo Rey High School
Omaha, NE |
| 5 Blue Ridge School
St. George, VA | 15 French Camp Academy
French Camp, MS | 25 Ozark Adventist Academy
Gentry, AR | 35 Subiaco Academy
Subiaco, AR |
| 6 Champion Academy
Loveland, CO | 16 Georgia-Cumberland Academy
Calhoun, GA | 26 Pine Forge Academy
Pine Forge, PA | 36 Takoma Academy
Takoma Park, MD |
| 7 Chamberlain-Hunt Academy
Port Gibson, MS | 17 Great Lakes Adventist Academy
Cedar Lake, MI | 27 Piney Woods School
Piney Woods, MS | 37 Upper Columbia Academy
Spangle, WA |
| 8 Christ the King Preparatory School
Newark, NJ | 18 Highland View Academy
Hagerstown, MD | 28 Randolph-Macon Academy
Front Royal, VA | 38 Wisconsin Academy
Columbus, WI |
| 9 Church Farm School
Paoli, PA | 19 Holbrook SDA Indian School
Holbrook, AZ | 29 Rio Lindo Adventist Academy
Healdsburg, CA | |
| 10 Cristo Rey Jesuit High School-Baltimore
Baltimore, MD | 20 Loyola High School
Detroit, MI | 30 Shenandoah Valley Academy
New Market, VA | |



LEARNING SUPPORT PROGRAM

Reading ability is a crucial tool for academic advancement because once children master learning to read, they start reading to learn. While many children struggle, this difficulty is greatly magnified in children with learning disabilities. According to the National Center for Learning Disabilities there are over 15 million children, adolescents and adults with learning disabilities¹. The Learning Support Program (LSP) started in 1999, 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).

¹ Cortiella, C. (2009). *The State of Learning Disabilities*. New York, NY: National Center for Learning Disabilities.

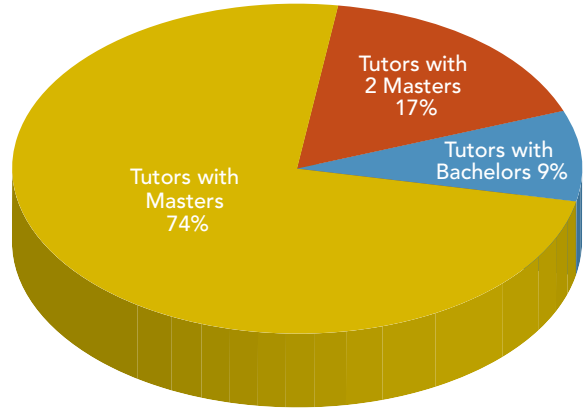
PROGRAM HIGHLIGHTS

Program priorities focused on growing the program, strengthening partnerships, improving the quality of instruction, increasing efficiencies, and measuring impact.

A Commitment to High Quality

Considerable effort was placed on **1)** examining the remediation and instructional practices used by LSP tutors; and **2)** employing highly skilled and trained reading specialists capable of supporting the educational needs of children with learning differences. In FY2010 the program served 212 students.

LSP – Tutor Level of Education FY2010



Total Number of Tutors = 57

Measured Outcomes

Ninety-three of the 212 students (43%) completed pre and post testing using a reading test called the Group Reading Assessment and Diagnostic Evaluation (GRADE) in the fall of 2009 and spring of 2010. LSP students showed improved reading skills during the FY2010 program as reflected in the charts.

In chart 1 the post test scores demonstrate LSP students' gains in vocabulary. Second, third, and sixth grade students made the greatest gains of nearly one standard deviation. Students in grades 9-12 grew the least.

In chart 2 LSP students' scores increased in reading comprehension. Third grade students demonstrated the greatest gains of more than one standard deviation in post testing. Students in grades 9-12 showed the least improvement.

CHART 1: Pre and Post Vocabulary by Grade Level

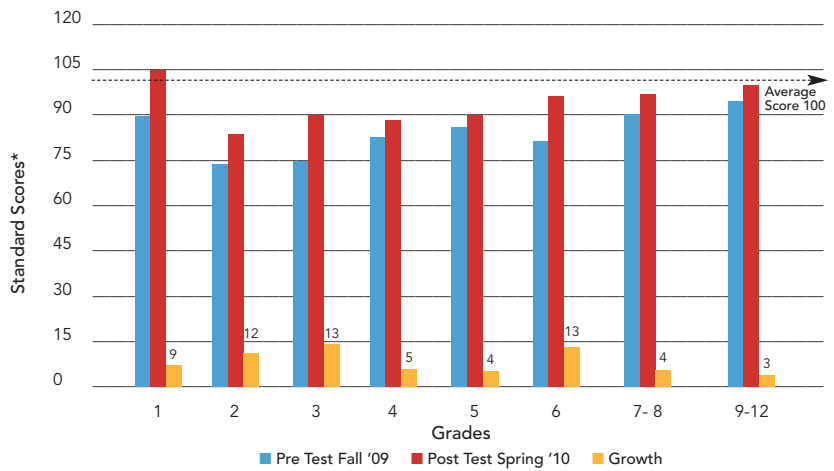
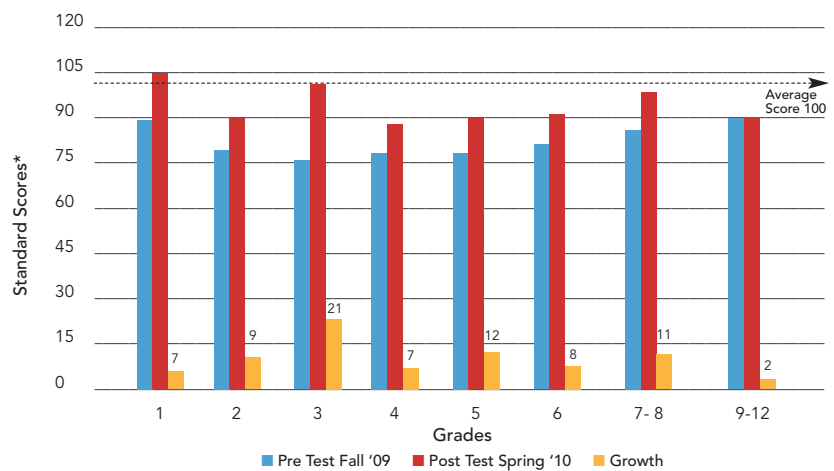


CHART 2: Pre and Post Reading Comprehension by Grade Level



*Standard Scores: Standard scores refer to scores that have been transformed for reasons of convenience and ease of interpretation. The best uses of standard scores are averages calculated over time allowing for the study of change (Victoria L. Bernhardt, Ph.D, Using Data to Improve Student Learning. 2005). The standard deviation is 15 and 100 is the average standard score for the GRADE.



PARTNERS IN LEARNING PROGRAM

At the Commonweal Foundation, we have long understood the profound importance of reading ability and its impact on child development. For this reason, the Partners in Learning Program (PINL) started in 2000 provides direct tutoring services that are heavily focused in the area of reading instruction. The PINL program serves academically struggling learners and provides students with opportunity to expand, extend, and enrich concepts and skills learned in the classroom in an after-school setting.

PROGRAM HIGHLIGHTS

The Partners in Learning (PINL) program provided supplemental literacy tutoring at 44 school and community sites, to 1,411 students. Services were primarily provided in the Silver Spring/Langley Park/Takoma Park portion of Montgomery County and in the Langley Park/ Riverdale/Lanham portion of Prince Georges County. The majority of students served were in grades K-8 (1,354) compared to grades 9-12 (57). Priority areas centered on program quality, partnerships and evaluation.

Quality

The PINL program adopted the Balanced Literacy model. Balanced literacy integrates the direct instruction of phonics, decoding, and fluency with word study and the modeling of reading comprehension strategies. During tutor orientation and training sessions PINL headquarters' staff emphasized the importance of instructors incorporating this model in every tutoring session. Students read 10-12 books (a combination of fiction and non-fiction) and kept writing journals.

Partnerships

Partnerships play a critical role in the successful implementation of the PINL program. PINL school- and community-based partners provide essential in-kind support. To strengthen these partnerships PINL hosted



summer, mid-year and end-of-year partnership meetings between Commonwealth HQ staff and the leadership of partner sites. Participants discussed shared expectations and responsibilities as well as strengths and opportunities for program development.



Evaluation

To assess student growth or decline the Group Reading Assessment and Diagnostic Evaluation (GRADE) was administered in the fall of 2009 and in the spring of 2010 to 520 students. The greatest area of growth was in vocabulary development at the 2nd, 3rd and 5th grade levels, and the most significant growth in overall reading comprehension occurred at the 1st, 2nd and 5th grade levels. Additionally, instructors, supervisors, parents and site leadership provided anecdotal feedback of student progress in areas such as increased confidence to read on their own, willingness to take risks while reading, increased self esteem, and report card improvement.

***Standard Scores:** Standard scores refer to scores that have been transformed for reasons of convenience and ease of interpretation. The best uses of standard scores are averages calculated over time allowing for the study of change (Victoria L. Bernhardt, Ph.D, *Using Data to Improve Student Learning*. 2005). The standard deviation is 15 and 100 is the average standard score for the GRADE.

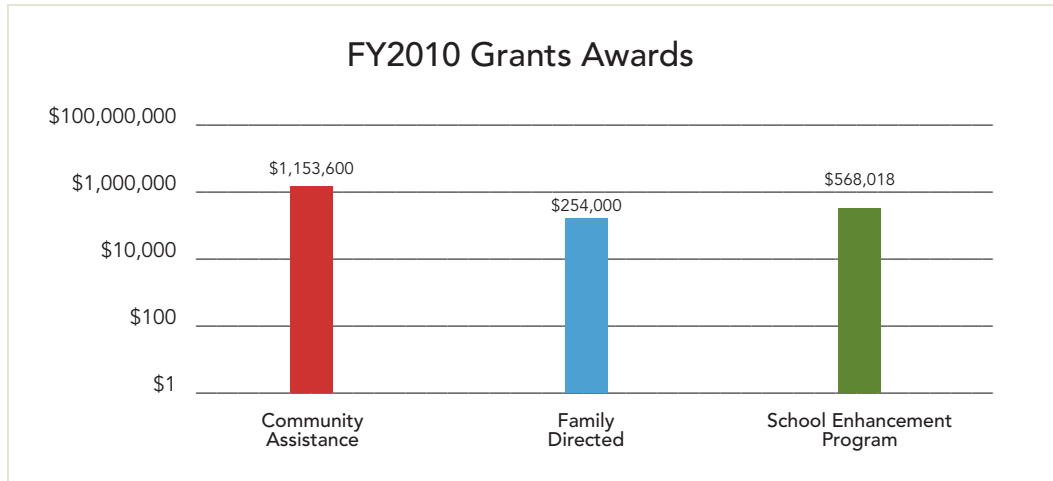


GRANTS PROGRAM

The grantmaking activities of the Foundation and the related donor advised fund at the Community Foundation for the National Capital Region (CFNCR) include Community Assistance Grants (CAG); School Enhancement Program (SEP), Founder's Fund; Family Directed; Board Designated and Staff Matching. Additionally, Grants staff collaborates with the operating programs to leverage the Foundation's financial resources in the communities we serve.

PROGRAM HIGHLIGHTS

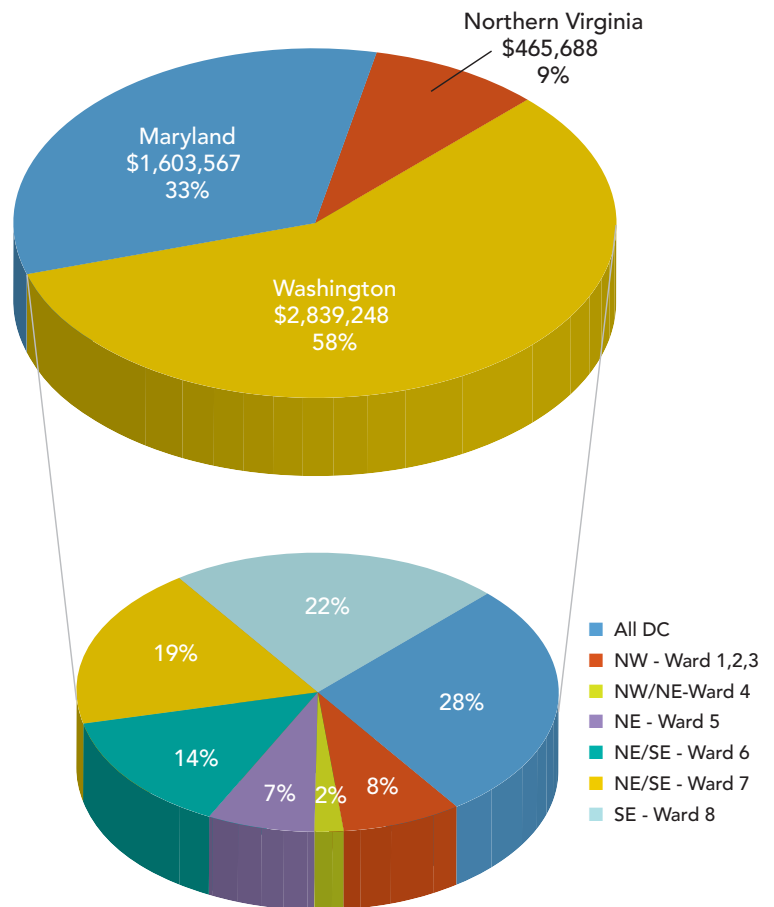
The chart below shows the total amounts awarded in the areas of Community Assistance, Family Directed and the School Enhancement Program, which are the three largest categories of giving overseen by the Grants Department.



Community Assistance Grants Program

The Community Assistance Grants (CAG) program supports community-based organizations 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. A total of 57 organizations providing youth development programming in Washington DC, Maryland, and northern Virginia were awarded \$1,153,600 in FY2010. Eligible organizations had operating budgets up to \$1 million and the grant size was limited to \$25,000. The pie charts illustrate the historical break-out of awards in the Washington, DC metropolitan area from FY2005 through FY2010.

Community Assistance Grants Awarded by Geographical Region from FY2005–FY2010



NOTE:

* Realized and Unrealized Gain / (Loss) for DAF are reported as one line item by CFNCR, and are presented net of fees.

These internal financial statements show a consolidation of Commonwealth Foundation balances and activities along with Commonwealth 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 ultimately authority over the management and distributions of the DAF, the consolidated presentation is not in conformity with Generally Accepted Accounting Principles.

Grantee Index: Washington DC, Maryland and Virginia

ORGANIZATION	PROJECT	GRANT AMOUNT
A Greater Washington (Fields of Dreams)	General Operating Support	25,000
Access Art Inc.	General Operating Support	7,000
Acts 4Youth Incorporated	General Operating Support	10,000
Baltimore Algebra Project	General Operating Support	15,000
Baltimore Squashwise Inc.	To support the salary of the Executive Director.	10,000
Baltimore Urban Debate League	To support the middle school debate program.	20,000
Big Brothers Big Sisters of Frederick County	To support a school based mentoring program.	25,000
Brainfood	General Operating Support	25,000
Brandywine Street Association	To support a youth work study project.	15,000
CASA, Prince Georges County	General Operating Support	25,000
Child Center and Adult Services, Inc.	To support the AMIGO Program, providing school-based mental health services to low-income elementary school children and their families.	25,000
Chillum Youth Project	General Operating Support	15,000
City Gate Inc.	To support staff positions that strengthen community partnerships	25,000
Coalition for Economic Empowerment (CEE)	To support the enhancement of the youth program.	25,000
College Bound	General Operating Support	25,000
CollegeTracks, Inc.	General Operating Support	25,000
Community School	General Operating Support	25,000
Critical Exposure	To support programs that teach youth how to use photography to become effective advocates for social change.	20,000
DC Creative Writing Workshop, Inc.	General Operating Support	25,000
Eastern Choral Society (Washington Youth Choir)	To support the after school college preparation and music enrichment program.	25,000
Escuela Bolivia	To support the Saturday Youth Program and the Emerging Leaders Program.	20,000
Fair Chance	General Operating Support	25,000
FAN (Fihankra Akoma Ntoaso)	General Operating Support	20,000
Greenbrier Learning Center	To support the Learning ROCKS! Afterschool and Summer Program.	25,000
H.H.H: Heroes Helping Heroes, Inc.	To support the expansion of the Youth Development Program.	25,000
Hampden Family Center	To support the youth program.	15,000
HIP Services, Inc. (Housing Initiative Partnership, Inc.)	To support the HIP Family Literacy Program.	25,000
Hope House	General Operating Support	25,000
Hospice Caring, Inc.	To support the Children's Bereavement Program.	10,000
House DC, Inc.	General Operating Support	24,600
Jan's Tutoring House	General Operating Support	25,000
Kid Power DC	General Operating Support	25,000
Laurel Boys And Girls Club Inc.	To support the Firefighter and Police Mentoring Program.	25,000
Little Lights Urban Ministries	To support the After-School and Summer Programs.	25,000
Mentoring to Manhood	General Operating Support	10,000
Mentors, Inc.	To support mentoring as a strategy for fostering high school retention.	25,000
My Sister's Circle	General Operating Support	25,000
National Maritime Heritage Foundation, Inc.	To support the Kids Set Sail Summer Program.	20,000
National Science And Technology Education Partnership	To support the Greater Washington Study Buddy Program.	25,000
New Community For Children	To support the Adolescents Building Literacy through Expression program (A.B.L.E.).	25,000
One World Education	General Operating Support.	15,000
Passion for Learning, Inc.	To support the Young Writers' Academy.	20,000
Phoenix Bikes	To support the Youth Entrepreneur and Leadership Development Program.	15,000
Professional Development & Training Center, Inc.	To support the 2010 Law Links Internship Program.	25,000
Prospera Initiatives, Inc.	To support the Heritage Language Literacy Club at Braddock Elementary School.	17,000
Pyramid Atlantic Inc.	To support the More Than Words Afterschool Program and Y.E.S. (Youth Empowerment Skills) Summer Program.	10,000
Reading Connection Incorporated	To support the program enhancement for the Read-Aloud and Summer School Programs.	20,000
Resources for Inner City Children (RICH)	General Operating Support	18,000
Shaw Community Ministry Inc.	To support the salary for the Program Director.	10,000
St. Francis Neighborhood Center Corporation	To support The Power Project.	12,000
The Stadium School Youth Dreamers, Inc.	General Operating Support	10,000
The Task Force on Mentoring of Montgomery County, Inc.	General Operating Support	10,000
Turning the Page	To support Turning the Page programs in DC public schools.	25,000
UNIQUE Learning Center (One Ministries)	To support the Summer Youth and After School Programs.	25,000
Urban Ed, Inc.	To support the expansion of the TechnoAcademy.	25,000
World Arts Focus	To support Club Joe's After School Program.	25,000
Young Playwrights' Theater, Inc.	To support the expansion of the In-School Playwriting Program.	15,000

Total funded 7/1/2009 – 6/30/2010

1,153,600

School Enhancement Grants Program

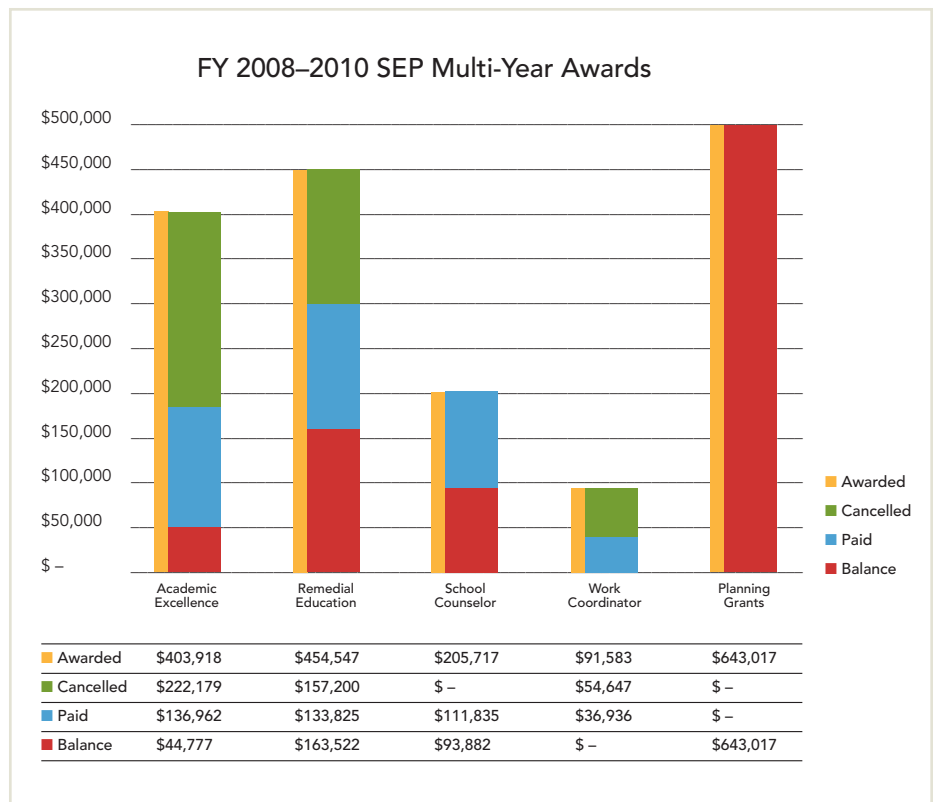
The purpose of the School Enhancement Program (SEP) is to provide qualifying Boarding and Day School Program (BDSP) partner schools the training and technical assistance that equips them with the knowledge, skills and processes to improve student achievement. Since student achievement is closely linked to college and workforce readiness, the SEP Continuous School Improvement (CSI), is an evidenced-based program model centered on building the capacity of partner schools to develop a vision with which to align all of their processes and continuously use data to evaluate whether their instruction, curriculum, assessment and school processes improve the learning outcomes for *all* students.

Throughout the CSI process schools receive technical assistance and training to build their School Portfolio that enable them to develop a school improvement plan. During the process schools gather evidence/data to answer the following questions: **1) Where are we now? 2) Where do we want to be? 3) How did we get to where we are? 4) How are we going to get to where we want to be? 5) Is what we are doing making a difference?** The CSI model uses the extensive research and work of Victoria Bernhardt, Ph.D, published author, Executive Director of the *Education for the Future Initiative*, and a Professor in the Department of Professional Studies in Education, College of Communication and Education, at California State University, Chico. The CSI model is divided into a three-phased approach developed by Dr. Bernhardt to assist high schools in becoming high performing and high achieving.

PROGRAM HIGHLIGHTS

In FY2010, the Foundation launched phase one of the CSI process. Through 12-month planning grants the Foundation provided resources and technical assistance to assist partner schools in understanding the importance and application of data-driven decision making. Eight schools were awarded Planning Grants for a total amount of \$643,017. Based on a system of reimbursement as milestones are completed, the schools were also required to provide matching funds.

Schools were selected based on their interest in pursuing this opportunity; their stage of readiness to learn about data-driven decision-making; and they share the Foundation's vision that all students graduate adequately prepared for college or the workforce. The schools awarded planning grants included: Auburn Adventist Academy; Christ the King Preparatory School; Don Bosco Cristo Rey; Loyola High School; Ozark Adventist Academy; Rio Lindo Adventist Academy; Subiaco Academy; and Takoma Academy.





SUMMER INTERNSHIP PROGRAM

The Summer Internship Program provides opportunities for underserved youth and Generation 3 of the founder's family to engage in work of Commonwealth Foundation and learn about the nonprofit sector and the link between education and generational poverty. The paid internship offers rising 12th graders and rising college freshmen an intensive eight-week workforce development program. Employed 40 hours per week, interns work with Commonwealth staff throughout the organization and are given assignments that impact the day-to-day operations and future work of the Foundation. Besides their assignments in Commonwealth departments, the interns attend weekly seminars and are given opportunities in experiential learning and skill development.

HIGHLIGHTS OF THE 2010 SUMMER INTERNSHIP PROGRAM

Six interns participated in the program. Three of the interns were Pathways students from BDSP partner schools (Rio Lindo Academy, Highland View Academy, and Don Bosco Cristo Rey High School). The other three were recommended through Community Assistance Program grantees, Liberty's Promise and College Tracks.

Workforce Skill Development

Professionalism in the Workplace – engaged in workshops to enhance their understanding of workforce expectations and behaviors such as professional dress, demeanor, attitude, and work performance strategies.

Writing – attended a series of writing workshops with a trained consultant to assist them in enhancing their writing skills.

Public Speaking – honed their public speaking skills. Focus areas included the importance of conducting research about the topic; focusing on message; organizing ideas logically so that there is enough bridging between ideas and concepts; ensuring that the body of the presentation is strong; and most important, that the audience remembers the first and last words.

Research Analysis – researched, analyzed and presented demographic data to strengthen the Foundation's knowledge and understanding of the Langley Park/Long Branch communities which represent the focus areas for our synergy sites as described in the Strategic Plan.

Financial Planning – introduced to the banking industry and skills on Financial Literacy presented by representatives from Wachovia Bank.

Experiential Learning Opportunities

Choice Hotels Social Responsibility Internship Collaboration – completed a collaborative community service initiative to learn social responsibility and the spirit of community service.



Externships – worked as teaching assistants in the Partners in Learning (PINL) summer program at Piney Branch Elementary School in Montgomery County and conducted site visits to community based organizations providing direct service programs that support positive youth development.



How Policy Impacts Programs – participated in a learning excursion to the United States Capitol hosted by the office of Congressman Van Hollen.

Culminating Project: Putting it Altogether

Interns developed a Powerpoint presentation that incorporated various aspects of their internship experience. They focused their presentation on the state of child well being in the Langley Park/Long Branch communities. They presented their findings to family, friends, mentors and the Commonwealth staff at a special Internship luncheon that marked the end of the program.





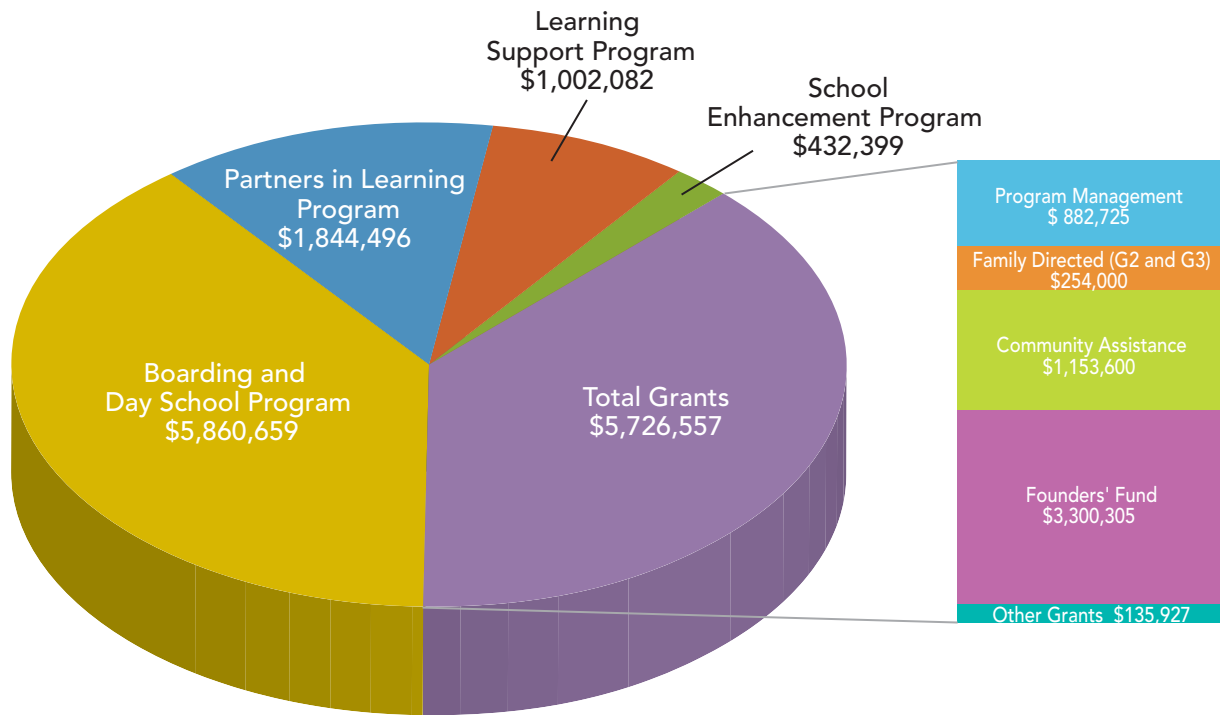
FINANCIALS

Despite a challenging economic climate, the foundation continues to benefit from sound investment strategies, which provide resources to support our mission, resulting in distributions for the fiscal year of \$15 million toward our programs and operations. Programming expenditures were carefully planned to align with Commonwealth's five year strategic plan. Combined assets of the Foundation and the Commonwealth Donor Advised Fund (DAF) at the Community Foundation for the National Capital Region totaled \$107,947,270 at June 30, 2010, a decrease of 4.87 percent from the prior year.

As we take further steps to implement our revised mission and strategic plan, the foundation remains committed and prepared to execute a strategy that will improve outcomes for children. Of every dollar spent by the foundation, approximately 90 cents is for direct goods, services and grants delivered to the schools and non-profit organizations with which we work.

Detailed financial statements are presented to the foundation's Board of Directors quarterly. The Investment Committee meets throughout the year to review the Foundation's portfolio and make adjustments as necessary. An Audit Committee of the board reviews the results of the independent accountants' annual audit.

**COMMONWEAL FOUNDATION PROGRAM EXPENSES AND
COMMONWEAL DONOR ADVISED FUND GRANTS EXPENSES
FY 2010**



- Partners in Learning Program
- Learning Support Program
- School Enhancement Program
- Total Grants
- Boarding and Day School Program

- Program Management
- Family Directed
- Community Assistance
- Founder's Fund
- Other Grants

STATEMENTS OF FINANCIAL POSITION – JUNE 30, 2010

	CWEAL FOUNDATION	CFNCR CWEAL DAF	TOTAL
ASSETS			
Cash and cash equivalents	\$22,516,202	—	\$22,516,202
Investments	34,417,293	13,788,781	48,206,074
Investment in limited partnership	24,873,568	10,882,782	35,756,350
Accrued interest and dividends receivable	288,440	—	288,440
Federal excise tax receivable	72,704	—	72,704
Prepaid expenses and other assets	112,151	—	112,151
Property and equipment, net of accumulated depreciation of \$499,462	995,349	—	995,349
TOTAL ASSETS	\$83,275,707	\$24,671,563	\$107,947,270
LIABILITIES AND NET ASSETS			
Liabilities			
Accounts payable and accrued expenses	\$154,072	\$1,729,492	\$1,883,564
Grants and service contracts payable	2,786,788	1,692,068	4,478,856
TOTAL LIABILITIES	2,940,860	3,421,560	6,362,420
Net Assets			
Unrestricted	80,334,847	21,250,003	101,584,850
TOTAL NET ASSETS	80,334,847	21,250,003	101,584,850
TOTAL LIABILITIES AND NET ASSETS	\$83,275,707	\$24,671,563	\$107,947,270

NOTE:

* Realized and Unrealized Gain / (Loss) for DAF are reported as one line item by CFNCR, and are presented net of fees.

These internal financial statements show a consolidation of Commonwealth Foundation balances and activities along with Commonwealth 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 ultimately authority over the management and distributions of the DAF, the consolidated presentation is not in conformity with Generally Accepted Accounting Principles.

STATEMENTS OF ACTIVITIES – FOR THE YEAR ENDED JUNE 30, 2010

REVENUE AND SUPPORT:	CWEAL FOUNDATION	CFNCR CWEAL DAF	TOTAL
Investment Income			
Interest and Dividends	\$1,371,878	\$488,128	\$1,860,006
Realized and Unrealized gain / (loss)	2,541,144	586,363	3,127,507
Total Investment Income (loss)	3,913,022	1,074,491	4,987,513
Contributions	4,555,783	—	4,555,783
TOTAL REVENUE AND SUPPORT	8,468,805	1,074,491	9,543,296
OPERATING EXPENSES:			
Program Services			
Grants			
Program Management <i>(including allocated HQ, Corporate and Fringe)</i>	882,725	—	882,725
Family Directed (G2 and G3)	2,500	251,500	254,000
Community Assistance	—	1,153,600	1,153,600
Staff Matching and Rumbarger Retirement Grants	1,590	25,903	27,493
Founders' Fund	1,432,963	1,867,342	3,300,305
Board Directed Grants in Lieu of Fees and other Grants	18,833	89,600	108,433
Total Grants	2,338,612	3,387,945	5,726,557
Operating Programs <i>(including allocated HQ, Corporate and Fringe)</i>			
Boarding and Day School Program	5,860,659	—	5,860,659
Partners-in-Learning Program	1,844,496	—	1,844,496
Learning Support Program	1,002,082	—	1,002,082
School Enhancement Program	(210,618)	643,017	432,399
Total Program Services	10,835,231	4,030,962	14,866,193
Supporting Services			
Management and general			
Corporate <i>(net balance unallocated)</i>	116,236	—	116,236
Investments	153,100	—	153,100
Federal excise tax expense	(24,619)	—	(24,619)
Total Supporting Services	244,717	—	244,717
TOTAL OPERATING EXPENSES	11,079,948	4,030,962	15,110,910
CHANGE IN NET ASSETS	(2,611,142)	(2,956,471)	(5,567,614)
UNRESTRICTED NET ASSETS, BEGINNING OF YEAR	82,945,990	24,206,474	107,152,464
UNRESTRICTED NET ASSETS, JUNE 30, 2010	\$80,334,848	\$21,250,003	\$101,584,850

NOTE:

* Realized and Unrealized Gain / (Loss) for DAF are reported as one line item by CFNCR, and are presented net of fees.

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 ultimately authority over the management and distributions of the DAF, the consolidated presentation is not in conformity with Generally Accepted Accounting Principles.



Our Board and Staff

BOARD OF DIRECTORS

Barbara Bainum
Chair

Stewart Bainum
Vice Chair

Bruce Bainum, PhD

Roberta Bainum

Alexander Froom

Charles A. Ledsinger, Jr.

James A. MacCutcheon

Garland P. Moore, Jr.

Scott Renschler, PsyD

Christine A. Shreve

EXECUTIVE STAFF

Barbara Bainum
*President and
Chief Executive Officer*

Rozita La Gorce Green
Vice President of Programs

Christopher Sharkey
*Vice President and
Chief Financial Officer*

STAFF

Emily Brown Events
Meeting Coordinator

Anna Cable
Program Assistant

Beth Clifton
Accounting Manager

Lisa Cooksey
Director of Information

Alexandra Cuadra
Program Manager

Andrew Curtis
IT Report Specialist

Ramona DeCardy
Program Manager

Phyllis Edmonds
*Senior Director of
Program Operations*

Athena Fischer
Executive Assistant

Pearl Garfield
Program Associate

Todd Gentilcore
Teacher, Takoma Academy

Virginia Gentilcore
Program Manager

Kasia Hlavaty
Controller

Marzena Hurtado
Accounting Assistant

Ephraim Johnson
IT User Support Specialist

Suzanne Kaspar
Program Manager

Fred Lowenbach
Program Director

Marla McQuay
Program Manager

Daniel Miele
Construction Manager

Clara Northington
Human Resources Manager

Jane Parra
Program Director

Jennifer Schauffler
Program Manager

Amanda Smith
Program Manager

Christopher Thorn
Director of Technology

Jean Togbe
Program Manager

Paula Webber
Program Director

OUR HISTORY *Our Beginnings*

CONTINUED FROM INSIDE FRONT COVER

for two entirely new businesses. He took risks, but was astute enough to minimize them. He convinced talented people to become investors with him. He was a genius in real estate, construction and management. His innate competencies provided competitive advantages for his businesses.

Retiring from ManorCare and Choice Hotels in the 1990s, Mr. Bainum remains active with Dinwiddie Enterprises, the Commonweal Foundation and other family-owned businesses. The family privately owns Realty Investment and continues to manage various apartment projects and mini-warehouse operations. He passed his unwavering commitment to helping the less fortunate down to his children and grandchildren.

While he prospered beyond the days when he could not afford an education, Stewart Bainum never forgot what it was like to struggle to pay for an education and turned his philanthropic attention towards providing education opportunities for low-income children.

Mr. Bainum and his wife focus on their charitable giving through the Commonweal Foundation, their family foundation. His philanthropic work began when he established the College Foundation in 1968 to provide loans for needy students to attend college. Twenty years later, the renamed Commonweal Foundation participated in the "I Have a Dream" (IHAD) program, "adopting" a class of low-performing middle school students in Washington and guaranteeing them a college education if they graduated from high school. The results were impressive: Of the 67 sixth-graders Commonweal sponsored, nearly 80 percent

graduated from high school, compared to area graduation rates of 27 percent. Thirty-eight of his IHAD students went to college.

Continuing Mr. Bainum's vision, Commonweal went on to create Pathways to Success, Partners in Learning and the Learning Support Program to help struggling students improve their literacy skills and educational achievement.

His philanthropic vision is based on the belief that each individual has value and potential and deserves an education. This philosophy has inspired thousands of young people to change their futures and break the cycle of generational poverty.

In fact, he was named the Montgomery County Community Foundation's **2009 Philanthropist of the Year** for his remarkable and long-term commitment to providing education for underserved youth.

Ultimately, it took more than just having \$3 in his pocket and a 400-mile trek to keep Mr. Bainum from achieving his goals. Despite his own struggles, Mr. Bainum has remained steadfast in his commitment to bring hope, faith and caring to vulnerable children and their families and to show ***"that if you want to go far, you have to have an education."***





Commonweal Foundation
10770 Columbia Pike, Suite 150
Silver Spring, MD 20901
www.cweal.org