

BAINUM FAMILY FOUNDATION
1968-2018





2017 | 2018
year in review

IMPACT ACROSS GENERATIONS

Table of Contents



OUR MISSION

We operate and support educational programs and projects assisting underserved children and youth from early childhood through postsecondary education.

3 LETTER FROM THE CHAIR, CEO AND PRESIDENT

4 CHAPTER ONE: THE BEGINNING (1968–1987)

Backdrop
Our Work

8 CHAPTER TWO: THE DREAMERS (1988–1994)

Backdrop
Our Work

14 CHAPTER THREE: PATHWAYS TO SUCCESS (1994–2007)

Backdrop
Our Work

20 CHAPTER FOUR: NEW DIRECTION (2008–2018)

Backdrop
Our Work

30 CHAPTER FIVE: LOOKING AHEAD (2019–BEYOND)

32 GENERATIONS OF GIVING

34 OUR INVESTMENTS

35 BOARD OF DIRECTORS AND SENIOR LEADERSHIP

LETTER FROM THE CHAIR, CEO AND PRESIDENT

Impact Across Generations

A bridge appears throughout our 2018 Year in Review. It's the Arlington Memorial Bridge over the Potomac River near the Lincoln Memorial in Washington, D.C. In 1936, my father, Stewart Bainum, crossed that bridge on foot as a 17-year-old high school student. He had spent three days hitchhiking 400 miles from Ohio, seeking work that would help him pay for and complete his high school education.

As we reflect now at the milestone of our 50th anniversary, we see that bridge as an important part of my family's story and our Foundation's history as well as a powerful symbol of the Foundation's work. The purpose of a bridge is to connect you with something and help you move forward. That bridge connected my father to a new community with

bright new opportunities. It connected my parents, who met and married here a few years later. And ultimately, it connected their pasts — childhoods marked by poverty and struggle — to a vision of helping other children overcome the obstacles they had faced.

Our intent as a foundation has always been to connect. Through our work, we connect children and families living in poverty with resources and supports to help them thrive. As a convener and collaborator, we connect with partners and communities to build their capacity to create and sustain effective solutions. We connect with others in the philanthropic field to help advance important ideas and causes, and we connect members of the Bainum family with meaningful philanthropic activity.

We have done this across generations of children and families, across generations of the communities we serve, and across generations of the Bainum family. That's why we have taken the opportunity, in our 2017/2018 Year in Review, to look back not just on the past year but on our past five decades. We'll conclude the report by looking ahead to a new and exciting chapter in our collective histories as family and Foundation.

It has been an honor to lead the Foundation over the past decade — to nurture the legacy my parents started and to ensure that the Foundation's impact continues long into the future, across many more generations. We thank and appreciate all who have been on this journey with us.



Barbara Bainum, LCSW-C
Chair of the Board, CEO and President
Bainum Family Foundation

The first hotel built by entrepreneur Stewart Bainum, in 1957 in Silver Spring, Maryland



1968-1987

» : 1968

Fair Housing Act (Title VIII of Civil Rights Act)
Protects housing buyers/renters from discrimination by sellers, landlords, banks, municipalities, etc.

: 1972

Title IX of the Education Amendments
Prohibits discrimination based on sex in all aspects of education

: 1972

Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)
Pilots a program to improve health of at-risk pregnant mothers, infants and children

Key Legislation Affecting Children and Families

CHAPTER ONE

The Beginning

BACKDROP

The 1960s are remembered as a decade of turmoil and change, with 1968 considered one of the most turbulent years of all. As both a major metropolitan area with nearly 2.5 million residents and the nation's capital, Washington, D.C., was deeply involved in the pivotal events of this era.

With roots in the 1940s, the civil rights movement made important strides in the 1960s. D.C. played a visible role with the March on Washington in 1963, where a quarter-million people gathered as Dr. Martin Luther King Jr. gave his inspiring address on the steps of the Lincoln Memorial. The following year, President

Lyndon B. Johnson signed the Civil Rights Act of 1964, landmark legislation that outlawed discrimination based on race, color, religion, sex or national origin.

In 1964, President Johnson declared the War on Poverty, intending not merely to relieve the symptoms of poverty in the U.S. but to end it. This effort produced four major pieces of legislation that continue to have impact today: Social Security Amendments of 1965, Food Stamp Act of 1964, Economic Opportunity Act of 1964 (which launched Head Start, an early-education program for children from low-income families, among other programs),

and the Elementary and Secondary Education Act (ESEA) of 1965.

The Vietnam War reached its apex in 1968, both in terms of troops on the ground and cost, even as antiwar sentiment continued to grow. The shocking assassinations of President John F. Kennedy and Medgar Evers in 1963 and Malcolm X in 1965 were followed by the killings of Rev. Martin Luther King Jr. in April 1968 and Robert F. Kennedy just two months later.

In D.C., as in many other cities, the assassination of Dr. King sparked days of rioting. Locally, it left 13 people dead, 900 businesses damaged and nearly

• 1974

• **Child Abuse Prevention and Treatment Act**
• Provides federal support for child abuse and neglect prevention, identification and treatment

• 1975

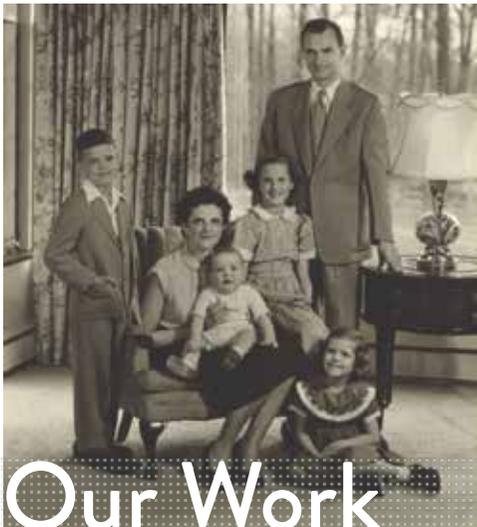
• **Education for All Handicapped Children Act**
• Ensures that all students with disabilities have a right to "a free and appropriate public education"

• 1987

• **McKinney-Vento Homeless Assistance Act**
• Provides federal funding for homeless shelter programs, including support for children's education

CHAPTER ONE

The Beginning



Stewart and Jane Bainum and their four children

700 dwellings destroyed – and the repercussions lasted for decades.

“The city did eventually recover from the destruction of 1968. Most of the riot corridors now brim with prosperity. But in many places ... redevelopment took more than 30 years. In the end, many black Washingtonians found that the rejuvenation did not include them.”
“The Four Days in 1968 That Reshaped D.C.”
The Washington Post
March 27, 2018

Amid the decade’s chaos, progress was made both locally and nationally, including the

completion of the Capital Beltway in 1964, connecting all parts of the D.C. metropolitan area; the introduction of the 747 “Jumbo Jet” in 1968, connecting travelers more easily to the entire world; and major strides in the space race, including, in 1968, the first manned spacecraft to orbit the moon. In a series of documentaries that tell the District’s history, decade by decade, local public television station WETA observed that during the 1960s, D.C. “transformed from a sleepy southern town to the bustling world-class metropolitan area known today.”

WETA’s take on the 1970s: “A decade that began under a cloud of war, riots and division ... ended with a feeling of promise, calm and relative harmony.” D.C. again took center stage in many of the decade’s defining moments: the Mayday Protests against the Vietnam War that attempted to shut down the federal government in 1971, the Watergate break-in in 1972 that led to the resignation of President Richard M. Nixon in 1974, and the U.S. bicentennial in 1976.

Against this tumultuous backdrop, Stewart Bainum, a self-made businessman, took the

• “What sparked the idea [for the Foundation] was the poverty
• we experienced in our family and the belief that if you want
• to go far, you have to have an education. Each individual
• has value and potential and deserves a quality learning
• environment. Our goal is to help people and pay back the
• things we have benefited from.”

• –Stewart Bainum

first steps toward creating a lasting philanthropic legacy.

INFLUENCE

Stewart Bainum understood poverty. The oldest of four siblings in a working-class family, he was born in Detroit, Michigan, in 1919 and grew up in Cincinnati, Ohio. Aware of the importance of a good education, he attended a faith-based boarding school in nearby Mount Vernon, Ohio, working to pay his way through. But his funds ran out before his senior year, and he was asked to leave. With jobs scarce in Ohio at the height of the Great Depression,

the 17-year-old hitchhiked 400 miles to Washington, D.C., with only a cardboard suitcase in his hand and \$3 in his pocket.

He reached D.C. on the Fourth of July weekend, crossing the Arlington Memorial Bridge over the Potomac River on foot. He recalled being struck by a sense of both the beauty and the opportunity in this new city and in the nation. He found work as a plumber’s assistant and, over the next year, earned enough to return to Mount Vernon to complete his high school education.

After graduating in 1938, he returned to D.C., where the same persistence propelled his

success. He started a plumbing business and expanded it to become a large mechanical contracting business; built a real estate development company that built and managed both residential and commercial properties (including Section 8 apartment complexes for low-income families); and founded ManorCare, a universally acclaimed nursing home company. In 1957, he also built his first hotel and later established Choice Hotels International, which became one of the world's largest hotel franchising companies. Despite his many accomplishments, Stewart Bainum never failed to renew his master plumber's license – so that he'd always have a trade to fall back on.

He met his wife, Jane Goyne, at Washington Missionary College (now Columbia Union College) in Takoma Park, Maryland. She shared a similar background of family financial difficulties and hard work. Stewart Bainum dropped out of college after one year to focus on work. While he never returned, he had learned what he needed to start in business, relying on inquisitiveness and instinct to guide him the rest of the way. Stewart and Jane

Bainum were married on June 8, 1941, and had four children over the next decade.

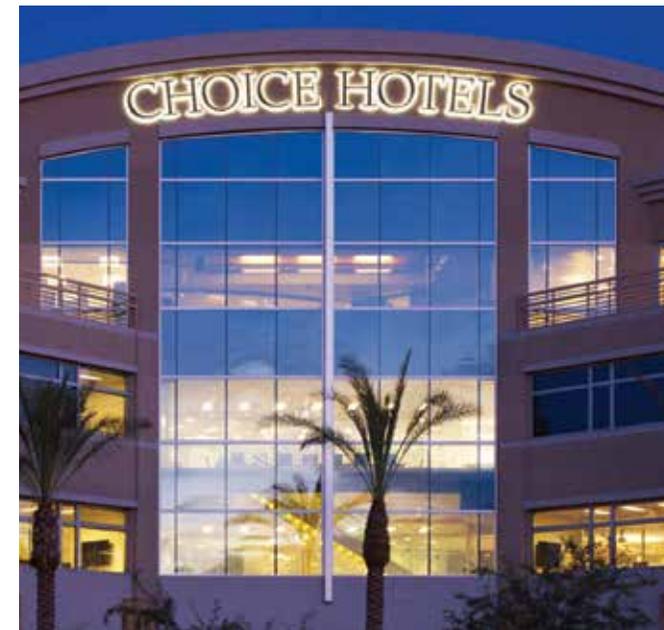
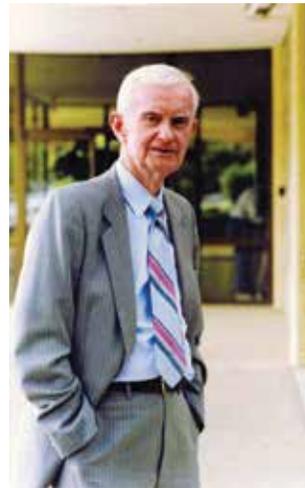
In 1968, Stewart Bainum – who had always been one to lend a hand to those in need – wanted to formalize his philanthropic efforts – and to do it in a way that reflected his belief in hard work, persistence and education as the keys to success. He never forgot the obstacles he'd faced in completing his education due to his family's poverty, and he wanted to help remove those obstacles for other children in similar circumstances.

INTENTION AND IMPACT

Even though the family was still building its businesses and major success was more than a decade away, Stewart Bainum felt the time was right to start giving back in a more formal way. And so, in December 1968, he established the College Foundation. He had not been able to return to college to complete his education, but he wanted to ensure that others could earn their degrees.

Over the next 17 years, the Foundation granted loans to many college-bound

Stewart Bainum, who founded and led Choice Hotels International



students. The focus was on students from working-class families who needed financial support and, typically, needed to work to support themselves through their education.

In the early 1980s, another local developer and philanthropist approached Stewart Bainum and his son, Stewart Bainum, Jr., who began working for the family businesses at age 12 and is now Chairman of Choice Hotels International. The other developer suggested that the Bainums join him in his

philanthropic efforts, which focused on housing for low-income families. After considering this proposal, the Bainums decided to continue their emphasis on education, feeling that it provided the highest return on investment in terms of long-term impact.

In 1985, the Board of Directors approved a name change, and for the next 30 years, the Foundation was known as the Commonwealth Foundation – “for the common good.”

Stewart Bainum, in 1988, with students he sponsored to participate in the I Have A Dream Program in D.C.



1988-1994

» : 1990

Individuals with Disabilities Education Act
Reauthorizes Education for All Handicapped Children Act; mandates transition services and adds autism and traumatic brain injury as eligible disabilities

: 1993

Family Preservation and Support Services Program Act
Authorizes funding for services to help preserve, support and reunify families in crisis

: 1993

Mickey Leland Childhood Hunger Relief Act
Expands nation's food stamp program, allowing more families to qualify for benefits

Key Legislation Affecting Children and Families

CHAPTER TWO

The Dreamers

BACKDROP

In the United States, the late 1980s and early 1990s are remembered for many things: the presidencies of Ronald Reagan and George H. W. Bush, the fall of the Berlin Wall, the Iran-Contra affair, the advent of personal computers and the internet, yuppie culture, a significant stock market crash, and the start of the first Gulf War.

In major cities across the country, though, nothing left an impression quite as powerful as the crack cocaine epidemic, which devastated individuals, families and entire communities. One of the key battle zones was the nation's capital, where crack

hit the streets in 1986. The murder rate jumped 64% from 1987 to 1988, eventually peaking at 482 murders in 1991 and earning Washington, D.C., the nickname of “murder capital” of the United States.

The fallout from this epidemic — and the resulting “war on drugs” and “tough on crime” policies — was a skyrocketing incarceration rate that disproportionately affected young black men (causing them then to lose access to voting, housing and employment opportunities), babies born addicted to drugs, households and families neglected by adults who

had become “crackheads,” sharp increases in violent crime, and severe economic instability.

Despite these profound challenges, there were positive developments in D.C. during this era, ranging from expansion of the Metro rail system to a thriving local music scene to two Super Bowl wins by the Washington Redskins. In its decade-by-decade documentary series on the District's history, WETA, the local public television station, describes the 1980s as “a disorderly decade” but one that “saw Washington's emergence as a true global capital.”

1994

Improving America's Schools Act

Reauthorizes ESEA of 1965 and reforms Title I to increase funding for bilingual and immigrant education and to support public charter schools, dropout prevention and educational technology

1994

Head Start Reauthorization Act

Includes groundbreaking provision to establish Early Head Start services for infants, toddlers and pregnant women, with first grants awarded in 1995

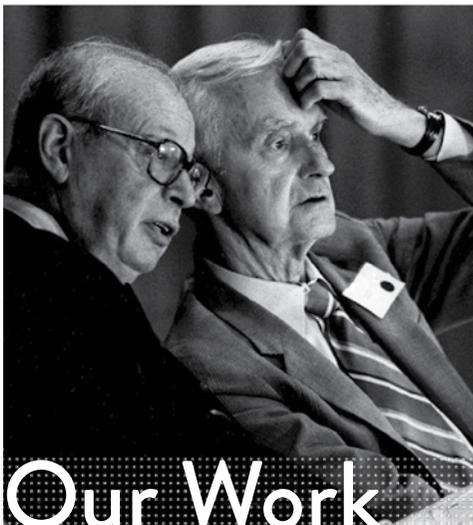
1994

Healthy Meals for Healthy Americans Act

Reauthorizes and improves existing nutrition programs

CHAPTER TWO

The Dreamers



INFLUENCE

In 1981, businessman Eugene M. Lang was scheduled to speak to graduating sixth-grade students at P.S. 121, the elementary school he had attended 50 years earlier in East Harlem, New York. His intended message: “Work hard and you’ll succeed.” But upon learning that three-quarters of the students would likely never finish high school, he made an impromptu change to his speech. Instead, he promised college tuition to every sixth-grader who stayed in high school and graduated. He fulfilled that commitment – with 90% of the program’s 61 “Dreamers” earning a high

Stewart Bainum with Eugene Lang, who established the I Have A Dream Foundation

school diploma or GED certificate and 60% pursuing higher education – and ultimately formed the national I Have A Dream Foundation to help launch similar programs in other communities.

Stewart Bainum learned of Lang’s program from a business colleague and, in 1988, was inspired to sponsor the I Have A Dream Program in Washington, D.C., through the Foundation he and his wife, Jane, had established two decades earlier. He chose to launch it at Kramer Junior High School, a school in Southeast D.C. where most students lived below the poverty line and the school’s standardized test scores lagged all but two other District schools.

INTENTION

Half of Kramer’s rising seventh-graders (67 students) were invited to participate in the program: one-third were high achievers, one-third were average achievers and one-third were achieving well below average. The following mission statement guided the Commonweal Foundation’s work.

“Through the efforts of the I Have A Dream Foundation, each child in the Kramer class will be provided support to develop into a trustworthy, caring human being with a positive self-image, a sense of community responsibility, a desire for academic achievement and a passion for excellence in all things.”

Beyond the promise of a college education, the Foundation provided robust services and supports to help the students succeed in junior high and high school. Educational services included identification and programming for students with learning differences; referrals to specialized and enrichment programs for gifted students; self-contained and tutorial sessions for average learners; and summer programming for everyone that included intensive academics, enrichment, career and college exposure, and community service.

The program also focused on promoting Dreamers’ personal and career development, with particular emphasis on exposing them to

the world beyond their immediate neighborhood. During the summers, Dreamers participated in vocational assessment evaluations, completed programming in finding and retaining jobs, and worked in summer positions monitored by the Foundation’s staff.

Two full-time staff members, Phyllis Rumbarger and Steve Bumbaugh, ran the program day to day, leading and coordinating a complex web of programming with what one of them termed a “loose confederation” of tutors, mentors, summer staff and volunteers. Throughout their tenure with the program and beyond, both program leaders provided intensive educational, social and emotional support for the Dreamers. The team, along with Mr. Bainum, formed close bonds with the students.

Beginning in 1991, the Foundation offered an additional opportunity to Dreamers who were facing particularly difficult circumstances at home and school – the chance to attend boarding school. The belief was that Mount Vernon Academy, a Seventh-day Adventist boarding school in

Ohio (and Mr. Bainum's alma mater), would provide a more stable living and learning environment. Ten Dreamers went to boarding school for at least one year, and nine of them graduated from the school in 1994.

IMPACT

In 2012, nearly a quarter-century after Mr. Bainum and the 67 sixth-graders first gathered in Kramer's auditorium for a group photo, the Foundation began efforts to reconnect with the Dreamers to learn how they were doing and how well the I Have A Dream Program was able to meet their needs, to share that information with Mr. Bainum and his family, and to use that information to inform and improve the Foundation's efforts going forward.

The findings were extremely positive. The Dreamers were nearly three times as likely as their Kramer peers who had not participated in the program to finish high school. This compares favorably to overall high school graduation rates for the United States, especially considering the challenging socioeconomic status of the Dreamer students.



GRADUATION RATES

72% Percentage of Dreamers who completed high school on time in 1994



27% Percentage of Kramer Junior High School peers who completed high school on time in 1994



73% Percentage of U.S. students who completed high school on time in 1994*

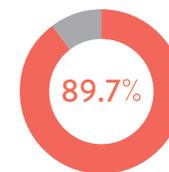


* Source: U.S. Department of Education, National Center for Education Statistics

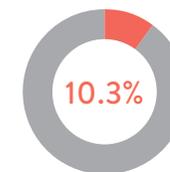
- “I don’t think any of us could have anticipated the lagging effect that
- the program had, which has only become apparent over time. I think
- the kids in our program ... are doing much better than their parents.
- Overall, they are doing so much better than the adults who lived in
- the neighborhood when they were growing up that it’s hard not to
- conclude that the program bore some responsibility for that.”
- **–Steve Bumbaugh (in 2012), Hired as I Have A Dream Project Coordinator at Age 23**



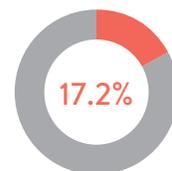
EDUCATIONAL ATTAINMENT (IN 2012, N=29)



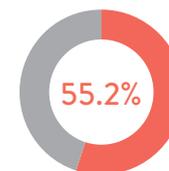
Received high school diploma



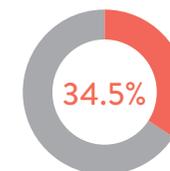
Received GED



Enrolled in a two-year college/university



Enrolled in a four-year college/university



Received a college degree

CHAPTER TWO

The Dreamers

When surveyed as part of the follow-up effort in 2012, when the Dreamers were an average of 36.6 years old, education attainment levels and overall well-being were reported as strong. And from the perspective of several decades, the multigenerational impact of the program has become clear. The Dreamers have passed their desire for education and a better life on to their own children.

I Have A Dream Program participants receiving tutoring



- “I loved the program. It changed my life. In those
- crucial years, we really had somebody looking out for
- us. And they were involved with us day after day after
- day. I got enough tools, at the right time in my life, to
- survive in the world – and as a productive member
- of the world.”

–Antwan Green (in 2012), I Have A Dream Program Participant

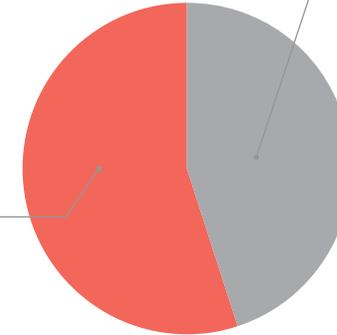
EXPECTATIONS FOR CHILDREN (AS REPORTED IN 2012, N=26)

0% Have/Had no expectation for their child(ren) in regards to college

56% Consistently encourage and pressure their child(ren) to attend college

44% Encourage their child(ren) to attend college

0% Did not think their child(ren) could attend college because they would not be able to afford it



69.0% were employed in a full-time job

42.3% were married

46.0% of Dreamer households earned \$50,000+ per year

88.5% reported their health to be good to excellent

**OVERALL
WELL-BEING
(IN 2012,
N=27-29)**

A DREAM TWO DECADES IN THE MAKING

Just shy of her 40th birthday, Martece Yates graduated from Trinity Washington University in 2016 with a nursing degree. One of the original Dreamers, she always planned to go to college, but life got in the way – her mother struggled with drug addiction, and Martece became pregnant her senior year of high school. She married her high school boyfriend, had another child and built a career in the assisted

living field but never gave up on her dream of a college education. Today, she works at Sibley Memorial Hospital and has instilled her commitment to higher education in her children.

In an interview with *The Washington Post*, Yates mirrored the persistence that was encouraged through the I Have A Dream Program. “Even if things don’t happen the way you planned, or the way society thinks should happen, it doesn’t mean you should give up on your dreams,” she said. “It can still happen.”

A reunion of the
Dreamers with
Stewart and Jane
Bainum in 2013



“When the [Commonweal Foundation] found me, I was in my room trying to create a world different from the world I was seeing. I had no idea the seeds that were being planted for my dreams through Mr. Bainum’s own life experiences and his insatiable desire to give a life of new experiences and opportunities to these random, unknown kids. On this 50th anniversary, I wish I could tell him how much his investment in our lives truly mattered and how truly grateful I am for the lives, sacrifices, struggles and dreams of all the people who continue to build up the Bainum Family Foundation.”

– Tenille Warren (in 2018), I Have A Dream Program Participant

CHAPTER THREE

Pathways to Success

BACKDROP

The chaos and instability of the 1980s and early 1990s in Washington, D.C., subsided over the next dozen years. Many neighborhoods rebounded; shuttered buildings and cultural landmarks were revived. As in many other major cities, the idea of urban living became appealing, but as gentrification expanded and newcomers arrived, they often pushed out long-time residents. Not all neighborhoods were equally lifted. Many remain neglected and underserved, and the District continued to have a significant level of income inequality, sharply segregated by ward.

A major development for children and families during this period was not within formal education but with how children spent their time outside of school. After-school programs, or out-of-school-time programs, burst onto the scene in the 1990s. These programs focused on areas ranging from academic support and mentoring to arts, sports and recreation.

A number of factors drove this trend, including:

- More parents (particularly women) in the workforce and new work requirements under welfare reform
- A growing field of research showing benefits of after-school programs

- Rising educational standards and accountability, creating a desire to provide children with extra learning supports to help them achieve

The rise of these programs was fueled by unprecedented levels of federal involvement and investment, particularly for students who attended high-poverty and low-performing schools. Major foundations also provided funding and support for out-of-school-time programs, and many of the leading programs in the District today had their start during these years.

2001

No Child Left Behind Act

Reauthorizes ESEA of 1965; mandates student testing, holds schools accountable for student achievement and requires adequate yearly progress toward goals

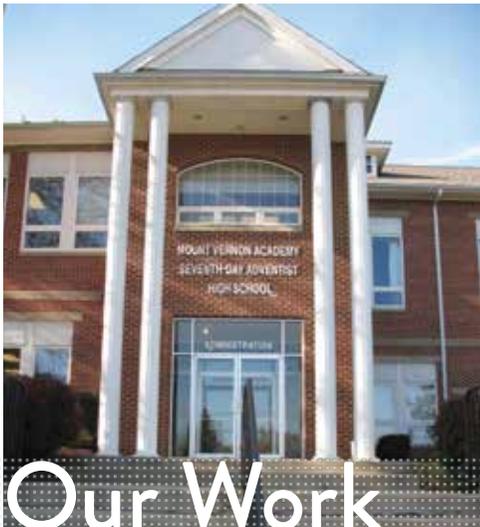
2007

Improving Head Start for School Readiness Act

Reauthorizes Head Start and strengthens Head Start quality

CHAPTER THREE

Pathways to Success



Mount Vernon Academy in Mount Vernon, Ohio, alma mater of Stewart Bainum

for their final years of high school, nine graduated on time. Going away to school had a twofold benefit: It put the students in a quality learning environment, and it removed the day-to-day challenges and dysfunction that had hindered their academic progress – from drug-addicted parents and chaotic school environments to neighborhood violence and homelessness.

During this period, the Foundation also was part of the sweeping national trend of providing high-quality out-of-school-time programming for students, both after school hours and during the summer. The experience with the Dreamers had spotlighted the need to provide services and support beyond the school day to preserve and enhance students' academic achievements and overall well-being.

INTENTION

The Pathways to Success Scholarship Program was an outgrowth of the Foundation's I Have A Dream Program. Its goal was to give students living in poverty the chance to attend high-quality, faith-based college preparatory schools where they could increase their

academic skills, gain work experience (a requirement of the program) and expand their knowledge of life beyond their local communities. Annual Scholarship Award dinners were held to recognize the students and provide insights on the boarding school experience to students and their families.

In the early years, all students (ranging from fifth grade through a post-high school year, but mostly in grades nine through 12) lived in the Baltimore-Washington area and could attend any accredited boarding school in the United States. The program evolved to provide scholarships to students nationwide, enabling them to attend one of the program's 38 Pathways Partner Schools (29 boarding schools and nine day schools, primarily Seventh-day Adventist and Catholic schools). The program continued to focus mostly on high school students and ultimately was renamed the Boarding and Day School Program (BDSP).

IMPACT

The Pathways to Success Scholarship Program (later BDSP) is the largest program ever

operated by the Foundation. Since 1994, thousands of students have received scholarships valued at approximately \$45 million (some students received repeat scholarships to cover multiple years of schooling).



\$45 million

Total scholarships awarded 1994–2018

2009

Year of program with most scholarships awarded

1,231

Scholarships awarded in 2009

INFLUENCE

Today, with the benefit of 20-plus years' perspective, it is clear to see the positive long-term impact of the I Have A Dream Program, sponsored by the Bainum Family Foundation in Southeast Washington, D.C. But at the time, when the program concluded in 1994, Stewart Bainum wasn't sure of its effect, so he chose not to repeat the program with another cohort of students. Instead, he and program director Phyllis Rumbarger created a new plan based on their learnings and what they saw as the program's greatest successes.

Of the 10 Dreamers who had attended a faith-based boarding school in Mount Vernon, Ohio,

Other programs initiated by the Foundation during this period also had a significant impact and were intended to support students outside of school hours.

PARTNERS IN LEARNING PROGRAM

In 1995, the Foundation partnered with Realty Investment Company, a firm owned by the Bainum family, to provide academic and enrichment programming for children living in three low-income apartment complexes owned by the company in Baltimore, Maryland; Indianapolis, Indiana; and Hagerstown, Maryland. The sites, called The Skills Centers, each could accommodate 25 children and operated five days a week, after school during the school year and during the summer. The programs continued until the buildings were sold in 2000.

Building on the success of The Skills Centers and recognizing the growing academic needs of poor children in Montgomery and Washington counties in Maryland, the Foundation launched the Partners in Learning (PINL) Program in 2000. During its first year, the program taught 94 struggling readers in community centers, recreation centers and

YMCA's. Groups of three to four students received literacy instruction four times a week and were given the books they read to begin building their own libraries. Within five years, math instruction was added to the program.

By 2008, the program was collaborating with schools and community organizations at 44 sites to provide supplemental instruction in phonics, reading comprehension, writing, math, word programs and critical thinking to students K-12. Students continued to retain the books they read to build their own at-home libraries. The program eventually became the Foundation's After School Program (ASP) in 2011 and continued until 2015. A Summer Enrichment Program was launched in 2000, also providing academic support in combination with enrichment activities.

LEARNING SUPPORT PROGRAM

The Learning Disabilities Support Program (later renamed the Learning Support Program) was started in 1999 to provide – at no cost to students' families – diagnostic services and intensive, specific remediation tutoring in the

- “A Pathways to Success scholarship was my way out of the streets. It made it possible for me to get where I am today by giving me the majority of the money needed to attend boarding school; without Pathways, there is no telling where I would be today. This once-in-a-lifetime experience has changed my life for the better, and I will take the lessons I have learned and use them to my advantage forever.”

- –Shawn N., a Pathways student who later graduated from Temple University in Philadelphia, Pennsylvania, and became a marketing professional

areas of reading, writing, mathematics and study skills to students in grades one through 12 who experienced academic difficulties despite average or above-average abilities. Sessions were held at partner schools, after-school centers and community sites, such as public libraries.

SCHOOL ENHANCEMENT PROGRAM

The Foundation established the School Enhancement Program in 2000 to help partner schools fully implement the Pathways to Success program. Support was provided in areas ranging

from remedial education, student work programs, academic equipment and technology, and school counseling. As part of this program, school leaders were invited to participate in a highly successful Annual Leadership Forum for professional development. The Foundation invested more than \$9.4 million in this program between 2003 and 2018.

CAPACITY BUILDING GRANTS PROGRAM

Created in 2002, the Capacity Building Grants Program targeted nonprofit

CHAPTER THREE

Pathways to Success

organizations and schools with missions aligned with that of the Foundation. Grantees would receive one-year funding to complete a project designed to enhance the capability of the organization. Grantees became eligible for continued funding

after the first year based on how successfully they had accomplished the initial goals. By the time the program concluded in 2009, the Foundation had made \$2.5 million in Capacity Building Grants.

COMMUNITY ASSISTANCE PROGRAM

Initially established as the Small Grants Program in 1985, this program evolved to become the Community Assistance Program during the early 2000s, awarding grants at first in the range of \$5,000 to \$10,000 per year and later increasing that

amount to \$25,000 to \$50,000 per year for up to three consecutive years. These grants went to mission-aligned nonprofit organizations serving at-risk youth through education-based programs in the Washington, D.C./Maryland/Virginia area. Most focused on out-of-school-time programming.

STEPPING INTO INTERNATIONAL WORK

Since 1969, Maranatha Volunteers International (MVI) has worked in conjunction with the Seventh-day Adventist Church to provide strong, dignified structures for worship and education in more than 80 countries worldwide. To broaden the impact of this work, MVI also organizes mission trips for volunteers who work on the construction sites and organize service activities, such as medical clinics and educational programs for children. In 1999, Stewart and Jane Bainum visited San Salvador, El Salvador, to see a building design that could serve as a school, church and community outreach space. As a result of that trip, the Foundation made a multiyear commitment to help MVI build these facilities where the need was most urgent, ultimately investing more than \$14.5 million in the partnership.

Altogether, the Foundation and MVI completed 109 building projects throughout Central America, the Caribbean, South America, North America, Africa and Asia over the next decade. The partnership also provided annual mission trip opportunities for groups of Pathways to Success scholarship students. The Maranatha partnership was part of the Bainum family's ongoing commitment to faith-based education and the first international project undertaken by the Foundation.



Map of 109 MVI building project sites globally



COMMUNITY ASSISTANCE PROGRAM

\$12.5 million

Total value of grants (1985–2015)

MERIT SCHOLARSHIP PROGRAM

The Merit Scholarship Program was developed in 2004 to support the Seventh-day Adventist boarding school attended by Stewart Bainum – Mount Vernon Academy in Mount Vernon, Ohio. It was later expanded to include the school attended by his wife, Jane Bainum – Shenandoah Valley Academy in New Market, Virginia. These scholarships were designed to help attract high-achieving students to the schools.

INTERNSHIP PROGRAMS

In 2005, the Commonweal Foundation joined an existing partnership between the Rose-Marie

and Jack R. Anderson Foundation and the National Academies of Sciences, Engineering and Medicine to create the Anderson & Commonweal Internship Program. Interns in the 10-week paid summer program came from two top D.C. high schools and two high schools in Montgomery County, Maryland. Students were paired with distinguished staff officers from across the Academy and participated in a variety of activities, including data analysis, report preparation and website development for the studies carried out by the National Academies. The internship program continued until 2016.

The Foundation also started its own Commonweal Internship Program in 2009 to provide Bainum family members and Pathways to Success scholarship students (typically, rising seniors in high school and rising freshmen in college) the opportunity to learn about the Foundation's operations and work directly with its programs while gaining a better understanding of the nonprofit sector. The full-time, paid summer internship program continued until 2013.

Students participating in the Foundation's Summer Enrichment Program



A home-based early learning program supported by the Foundation in D.C.



2008–2018

»
: 2009

• **American Reinvestment and Recovery Act**

- Provides funding to local school districts to prevent layoffs and modernize/repair schools;
- creates Race to the Top initiative to induce
- K-12 education reform

: 2010

• **Patient Protection and Affordable Care Act**

- Creates Maternal, Infant and Early Childhood Home Visiting (MIECHV) program to help raise children who are physically, socially and emotionally healthy and ready to learn

: 2010

• **Healthy, Hunger-Free Kids Act (Child Nutrition Act)**

- Authorizes funding for federal school meal and child nutrition programs (including CACFP, WIC and SNAP) and increases access to healthy food for low-income children

Key Legislation Affecting Children and Families

CHAPTER FOUR

New Direction

BACKDROP

In the United States, the year 2008 will be remembered for two major events: an economic crash that led to a multiyear global financial crisis, and the election of the country's first African-American president. In the decade that followed, the war in Iraq officially ended and social media and smartphones became not just popular but ubiquitous.

In the wake of the economic downturn, the country faced high unemployment, job losses, dramatically reduced home values and the failure of several major financial institutions. Even with

the support of economic stimulus programs, recovery was long, slow and uneven. In fact, during this period, the income gap between the rich and the poor in America continued to widen.

Nowhere was income inequality more evident than in the nation's capital. An analysis of U.S. Census data conducted by the DC Fiscal Policy Institute in 2017 revealed that the highest-earning D.C. households (top 20%) had 29 times more income than the bottom 20%. In addition, the most affluent, predominantly white ward in the District had a median household

income (\$216,193) almost 10 times higher than the poorest, predominantly African-American ward (\$24,096).

D.C. also has one of the highest poverty rates in the country – 16.6% in 2017 compared to the national average of 12.3%, meaning that one in six District residents lives in poverty. So despite D.C.'s overall progress and booming prosperity, it remains largely a "tale of two cities," sharply divided – literally and figuratively – by race and income, limiting promise and opportunity for low-income children and families.

: 2015

Every Student Succeeds Act

Latest version of the ESEA replaces No Child Left Behind and allows more state control in judging school quality

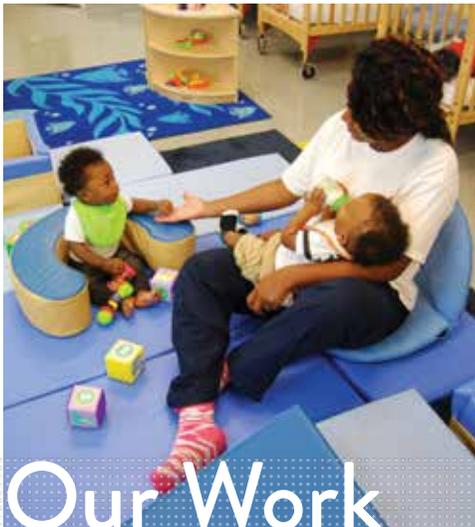
: 2015

Medicare Access and CHIP Reauthorization Act

Provides new federal funding for Children's Health Insurance Program; adjusts Medicare physician payment formula to prevent reimbursement cuts

CHAPTER FOUR

New Direction



An early learning program for infants and toddlers in a D.C. public charter school

INFLUENCE

Forty years after formalizing his commitment to help children living in poverty, Stewart Bainum retired at age 89 from day-to-day involvement in the Commonwealth Foundation in 2008. His daughter, Barbara Bainum — a Licensed Certified Social Worker-Clinical who had long been involved with the Foundation’s work and the family’s businesses — assumed leadership as Chair of the Board, CEO and President, beginning a new era in the Foundation’s history.

In 2012, the Foundation launched an effort to reconnect with students who were part of

the I Have A Dream program it had sponsored from 1988 to 1994 in Southeast D.C. While the goal initially was to assess the long-term impact of the program, the effort had the unexpected — and highly positive — outcome of deeply influencing the next phase of the Foundation’s work.

The research produced many learnings, but two stood out. First, the Foundation learned that the nonacademic wrap-around supports provided by the program were considered by the students to be as valuable, if not more valuable, than the academic supports. Such supports helped them deal with serious issues both inside and outside school (including drug-addicted parents, homelessness, neighborhood violence, hunger and health/mental health issues) that affected their overall well-being and academic performance.

Second, the Foundation realized that it would have been beneficial to reach the students at a younger age with critical educational supports and comprehensive wrap-around supports. This learning was consistent with emerging brain development

science showing that 85% of a child’s brain growth occurs by age 3, laying the foundation for all future learning, behavior and health.

INTENTION

Barbara Bainum saw many opportunities to build on the legacy established by her parents. In her new role, she:

- Restructured the Board of Directors, bringing on outside members with relevant expertise
- Implemented program evaluation and new communication efforts, including an annual report
- Oversaw development of the Foundation’s first strategic plan, which guided its work from 2010 to 2015
- Hired staff members with greater expertise in both programmatic and functional areas
- Made a concerted effort to strengthen the Foundation’s internal culture and external brand

She also initiated the effort to reconnect with students in the I Have A Dream Program,

wanting to assure her father that his efforts and investments in the program had produced meaningful change in the students’ lives. That effort, and the formal research conducted among the Dreamers, dramatically changed the focus of the Foundation and shaped the next strategic plan, leading to an overall rebranding of the Foundation as the Bainum Family Foundation in 2015. The new strategic plan, which shifted the Foundation’s efforts to early childhood (ages 0 to 8), reaffirmed the founders’ original vision of serving students in poverty, while adopting best practices in philanthropy and education to serve children and youth more effectively.

Today, the Bainum Family Foundation works in three areas to improve the quality and availability of resources for children living in poverty, primarily in the Washington, D.C., area, but with commitments in other communities nationally and globally.

- In **Early Learning**, the Foundation supports children’s healthy development and learning in the critical birth-to-three years, when most brain growth occurs.

Children in a center-based early learning program supported by the Foundation in D.C.

- In **Wrap-Around Support**, it works to improve the social/emotional and nutritional well-being of children ages 3 to 8 to support their effective learning and healthy development.
- In **Knowledge Building**, it ensures that both the Foundation and its partners share knowledge, measure impact and use the latest data and best practices.

As part of the current strategy, the Foundation recommitted to its status as an operating foundation, allowing it to serve a multifaceted role as funder, convener, collaborator and program operator. The Foundation strives to bring together the right ideas, stakeholders and resources to improve and better connect the systems that affect children and families. This approach promotes equity and builds capacity in partners and communities to ensure that solutions provide lasting benefit.

IMPACT

A number of legacy programs continued to operate during this period before ultimately

being phased out with implementation of the Foundation's new strategy.

- In its final year, 2015, more than 930 students at 35 schools participated in the After School Program. Nearly 200 tutors – all of them licensed professional teachers – provided individualized instruction in small groups of three to four students, emphasizing reading and literacy. This took place twice a week for an hour after school, with bus transportation home provided by the Foundation.
- In 2011, the Foundation launched summer learning camps in Montgomery County, Maryland, to mitigate summer learning loss among low-income students. During the summer of 2015, more than 900 students in grades K-8, with the support of 74 tutors, participated in the Foundation's Summer Enrichment Program at 10 public school sites, with another 400 participating at four other sites. These programs emphasized academics (reading and math) but also included enrichment activities in the arts, music, dance and drama.



- The Boarding and Day School Program, which awards scholarships to children from low-income families, reached a high of 1,231 students receiving scholarship in fiscal year 2009. During the final year of the full program (the year ending June 30, 2015), 472 students received scholarship assistance. Legacy programs continue at two Seventh-day Adventist schools

(in Baltimore and the Bronx, New York) until the scholarship recipients complete eighth grade in 2026.

Key accomplishments during the first two years of the new strategy include:

- Publishing a **groundbreaking report**, "Infants and Toddlers in the District of Columbia: A Statistical Look at Needs and

CHAPTER FOUR

New Direction



The Bainum Foundation Farm
in Middleburg, Virginia

- Disparities,” to provide a baseline for D.C. on the well-being of young children.
- Creating a **Birth-to-Three Policy Alliance** consisting of 20 of the District’s leading advocacy organizations for children and families to work collectively toward policy change.
 - Partnering with the Office of the State Superintendent of Education (OSSE) of the District of Columbia to create **Early Childhood Share DC** (an online resource for early learning professionals) and enhance the District’s **Quality Improvement Network**, which provides professional development and technical assistance for early learning centers and family home providers as well as comprehensive services for the children and families served.
 - Implementing a proven **parent-engagement tool** – the nationally recognized Parent Café model developed by Be Strong Families – to help children and families reach their full potential.
 - Helping two established nonprofits that provide high-quality early learning – Bright

Beginnings and Martha's Table — build **new facilities** in D.C.'s Ward 8.

- Establishing the **Bainum Foundation Farm** in Middleburg, Virginia, and launching the Food Security Initiative.
- Researching best practices and working with two partner schools in D.C. to inform

development of an overall **school mental health strategy**.

- Realigning the Foundation's **Seventh-day Adventist Initiative** from a focus on support for individual students and schools to a focus on systems improvements in our work with a range of Seventh-day Adventist partners.



A home-based early learning program supported by the Foundation in D.C.



CONTINUING THE DREAM

While many participants in the Foundation's earlier I Have A Dream Program ultimately were not able to attend or complete college, what they had learned through the program was evident in the way they parented their own children and emphasized the need for a good education. In response, the Foundation in 2013 established two programs to support this next generation of Dreamers:

- A summer learning program through which the Foundation provides funding for children of Dreamers, from kindergarten through high school, to participate in quality summer learning opportunities. Programs must focus on academic enrichment, college preparation, career exploration and/or arts and humanities exploration.
- A scholarship program that helps Dreamer families that meet certain income requirements send their children to private schools (K-12) or pay for college.

CHAPTER FOUR

New Direction



Students at a Seventh-day Adventist school whose principal is part of a coaching program sponsored by the Foundation

Fiscal Year 2017|2018

Over the past five decades, the Foundation has consistently demonstrated its commitment to children and families living in poverty by investing in high-quality education and wrap-around supports. Fiscal year 2018 was no different. Within its focus areas of Early Learning, Wrap-Around Support and Knowledge Building, the Foundation currently operates four major initiatives.

D.C. WARDS 7 AND 8 INITIATIVE

This initiative is divided into two areas: Early Learning and Wrap-Around Support in the form of school mental health.

Through our Early Learning work, we have partnered with 24 early learning providers (12 centers and 12 homes) to provide high-quality early learning seats aligned with Early Head Start standards as part of our overall goal of adding 750 new high-quality seats in D.C.'s Wards 7 and 8 by 2020. This past fiscal year we:

- Partnered with the Office of the State Superintendent of Education (OSSE) to expand the District's Quality Improvement Network (QIN). The QIN serves as a neighborhood-based quality improvement system that uses anchor "hub" early learning centers to help less-resourced centers meet

Early Head Start standards and deliver wrap-around supports.

- With partner United Planning Organization (UPO), helped Eagle Academy Public Charter School become the District's first public charter school to include a high-quality early learning center for infants and toddlers. The school now provides a continuum of education and supports for children ages 0 to 8 in the same building.
- Provided more than 1,500 hours of training and technical assistance to more than 200 early learning directors, teachers and family engagement specialists, and provided training for 108 parents and other guardians

of young children using an effective family-engagement model.

- Launched the Early Learning Quality Fund and conducted the first-ever analysis of early learning supply and demand in the District in partnership with Reinvestment Fund. The findings will inform both the Foundation's \$3.8 million investment in early learning facility enhancements and the District's \$9 million investment in early learning seat creation.
- Worked with the Birth-to-Three Policy Alliance to provide technical assistance and leadership to secure unanimous passage of the Birth-to-Three for All DC Act of 2018, legislation that will ensure comprehensive

• “The Dreamer research project was very exciting for us. One goal was to learn what we should have done differently, what we didn't do that we should have, and what we could have done more of. It has helped shape the direction we are now going in as a Foundation.”

• **–Barbara Bainum, Chair of the Board, CEO and President, Bainum Family Foundation**

early childhood education, family health, and parenting and family supports for all infants and toddlers in the District. This includes initial funding of \$5.3 million over four years.

In our school mental health work, we:

- Partnered with experts at George Washington University's Center for Health and Health Care in Schools (CHHCS) to launch a Community of Practice and provide intensive technical assistance to four high-performing D.C. charter schools. This effort will provide school mental health supports – with emphasis on universal prevention and targeted counseling services – for 2,119 students in Wards 7 and 8.
- Partnered with the Substance Abuse and Mental Health Services Administration, University of Maryland Center for School Mental Health, and CHHCS to convene two meetings with school mental health leaders from across the country to develop innovative strategies for implementing high-quality school mental



A counselor and student at one of the Foundation's partner schools for school mental health

health supports at the local, state and federal levels.

- Worked with the above organizations to synthesize existing school mental health best practices and research locally and nationally, disseminate this knowledge to a variety of stakeholders in the field, and engage experts to expand upon and implement this knowledge.



CHAPTER FOUR

New Direction



Harvesting beets at the
Bainum Foundation Farm

FOOD SECURITY INITIATIVE

Our Our Food Security Initiative focused on expanding program operations and partnerships to strengthen the D.C.

metropolitan area's food system while increasing access to healthy foods in underserved neighborhoods. During the past year, we:

- Completed our first year of operation at the Bainum Foundation Farm in fall 2017, growing 22,000 pounds of fruits, vegetables and herbs on three acres and working with nonprofit partners (Arcadia Center for Sustainable Food & Agriculture and Community Foodworks) to distribute the produce to low-income children and households primarily in D.C.'s Wards 7 and 8 through 13 farmers markets/stands, multiple community-supported agriculture (CSA) sites and an early learning center distribution program that distributes weekly to 673 children at 23 early learning centers.
- Launched an expanded production plan for the Farm in spring 2018 on five acres.
- Developed a new nonprofit partnership with DC Greens to help expand the duration of their Market Champions program at farmers markets in Wards 7 and 8. Market Champions help customers navigate using food assistance and incentive programs (such as D.C.'s Produce Plus) at farmers markets, collect customer feedback, provide healthy food education and create a welcoming, inclusive environment.
- Built and launched the Food Learning Locator (foodlearninglocator.org), an online and mobile-friendly tool that is a one-stop resource for showcasing nearly 400 food-related job training and education program sites from more than 50 partner organizations across the D.C. metropolitan area.
- Piloted job training and education workshops at the Farm, including with the Market Champions, high schoolers in City Blossoms' garden-based entrepreneurship program, veteran farmers and youth in the community near our Farm.
- Invested in 4P Foods, a for-profit "good food" aggregation and distribution company, to increase the availability of healthy, locally and regionally grown food in the D.C. metropolitan area. Also served as a lead financier of Good Food Markets, a much-needed grocery store that Oasis Community Partners is building in D.C.'s Ward 8.

SEVENTH-DAY ADVENTIST INITIATIVE

Honoring our founders' long-standing appreciation of and commitment to faith-based education, the Foundation's Seventh-day Adventist Initiative works with a range of Seventh-day Adventist partners across the United States to strengthen learning and educational leadership. In the past fiscal year, we:

- Initiated a partnership with the Florida Hospital Foundation and LIFT Orlando to build and operate a 150-seat early learning center as part of a revitalization effort in the West Lakes neighborhood near downtown Orlando, Florida.
- Supported the expansion of Adventist Behavioral Health's Reginald S. Lourie Center for Children's Social & Emotional Wellness in Rockville, Maryland, allowing the site to serve 90 more children and their families with critical therapeutic and educational services.
- Helped implement the Foundation's Instructional Framework for 21st-Century Educators — an instructional guide for teaching English Language Arts standards

and social-emotional learning skills — at Creation Kids Village in Orlando, Florida, by providing on-site training and ongoing coaching to teachers.

- Collaborated with NYC Leadership Academy and the Columbia Union Conference to develop and launch the Advancement of Christian Education (ACE) Academy Leadership Coaching Program. The two-year program is designed to help school administrators in faith-based schools maximize their impact and better serve students.
- For the fourth year, sponsored the Children's Defense Fund's Freedom Schools summer enrichment program, serving 100 students at Baltimore Junior Academy in Baltimore's Park Heights neighborhood.

FAMILY PHILANTHROPY INITIATIVE

Our work over the past year focused on increased engagement of Bainum family members in philanthropic activity as well as other Foundation initiatives. This includes:

- Involving family members in the planning and commemoration of the Foundation's

Principals who participate in a coaching program sponsored by the Foundation



50th anniversary milestone in 2018, including an open house and efforts to preserve both family and Foundation history through an online digital platform.

- Supporting the family members leading early learning projects in Seattle and San Francisco.
- Hosting a convening of the four nonprofit partners funded through the Foundation's

Global Education Fund, which was started by a family member, to allow partners to share their work and learn from each other as a Community of Practice.

(See page 32 for additional information on the Foundation's Family Philanthropy work, including the Global Education Fund.)

CHAPTER FIVE

Looking Ahead

2019–BEYOND



Barbara Bainum and her father,
Stewart Bainum

The Foundation is currently envisioning its next chapter, and it will bring some significant change. After serving as Chair of the Board, CEO and President for 10 years and seeing the Foundation through its 50th anniversary year, Barbara Bainum will step down as CEO and President in early 2019. To support this transition, she will continue to serve as Chair of the Board.

Making the leadership change at this point will allow the new CEO and President to lead development of the Foundation's next five-year strategic plan (2021 to 2026) and oversee its implementation as well as the continuation and evolution of the Foundation's work.

In a letter to announce her retirement to Foundation partners and supporters, Barbara wrote:

- “The past 10 years have been a period
- of tremendous growth and develop-
- ment for the Foundation. I’m proud of
- what we have accomplished, and I am
- honored to have been a part of this
- transformation. I know that my father
- and our founder, Stewart Bainum,
- would also be proud that we have con-
- tinued his legacy of providing children
- and families with access to quality
- education and related supports as a
- way out of poverty.”



FAMILY PHILANTHROPY

Generations of Giving



Children participating in programs sponsored by the Foundation's Global Education Fund in Africa

Bainum Family Foundation founders Stewart and Jane Bainum were intentional about passing along their commitment to giving back. The Foundation today supports their wishes through the Family Philanthropy Initiative, ensuring that all generations of the Bainum family find their unique place in carrying on this legacy. In addition to a matching grant program made available to all family members, three funds have been established to enable their philanthropy in a flexible way that reflects both the Foundation's work and family members' personal interests.

The **Family Fund** was established to encourage family members from all generations to come together as a committee and engage in philanthropic giving. The committee meets twice a year, and its current focus is funding programs that prepare underserved children to enter kindergarten ready to learn and succeed by supporting their social, emotional, physical and intellectual growth.

The **G3 Fund** was established by Stewart Bainum to encourage his grandchildren, the third generation of the family, to collectively engage in a philanthropic cause. Managed by five members of the family, the G3 Fund currently focuses on addressing hunger and

food insecurity in the Washington, D.C., area by funding organizations that address the root causes of poverty, including housing, employment, education and sustainable infrastructure. However, the purpose of the G3 Fund can change depending on members' wishes. During the 2017/2018 fiscal year, the family expanded the fund's focus to respond to a clear need in our nation – disaster recovery. Grants were given to help alleviate devastating damage caused by hurricanes Harvey and Irma in Puerto Rico, the Florida Keys and Texas.

The **Global Education Fund**, established by a son of the founders, works in some of the most difficult corners of the world. It addresses early childhood development, early primary education, and education for women and girls. Through this fund, we partner with respected organizations that prioritize vulnerable and marginalized children in developing countries. Our first cohort consists of four grantees – Firelight Foundation, Global Fund for Children, International Rescue Committee and Save the Children – and supports work in six African countries (Ethiopia, Kenya, Malawi, Uganda, Tanzania and Zambia), all focused on improving early learning.



• “Even as the Foundation’s
• vision has expanded over
• the years, the genera-
• tions of our family have
• remained committed
• to my father’s bedrock
• beliefs in the value and
• potential of each individ-
• ual and in the importance
• of a quality education.”

• –**Barbara Bainum, Chair of the**
• **Board, CEO and President,**
• **Bainum Family Foundation**

Children participating in
programs sponsored by
the Foundation’s Global
Education Fund in Africa

FINANCIALS

Our Investments

By IRS definition, private operating foundations – unlike grant-making foundations – actively conduct their own charitable, educational or other exempt programs and activities and are required to distribute a specified amount of their income for charitable or other exempt purposes.

From our perspective, being an operating foundation – a status we acquired in 1987 – allows us to work hand in hand with our constituents and partner organizations to achieve our goals. Our operating status enables us to:

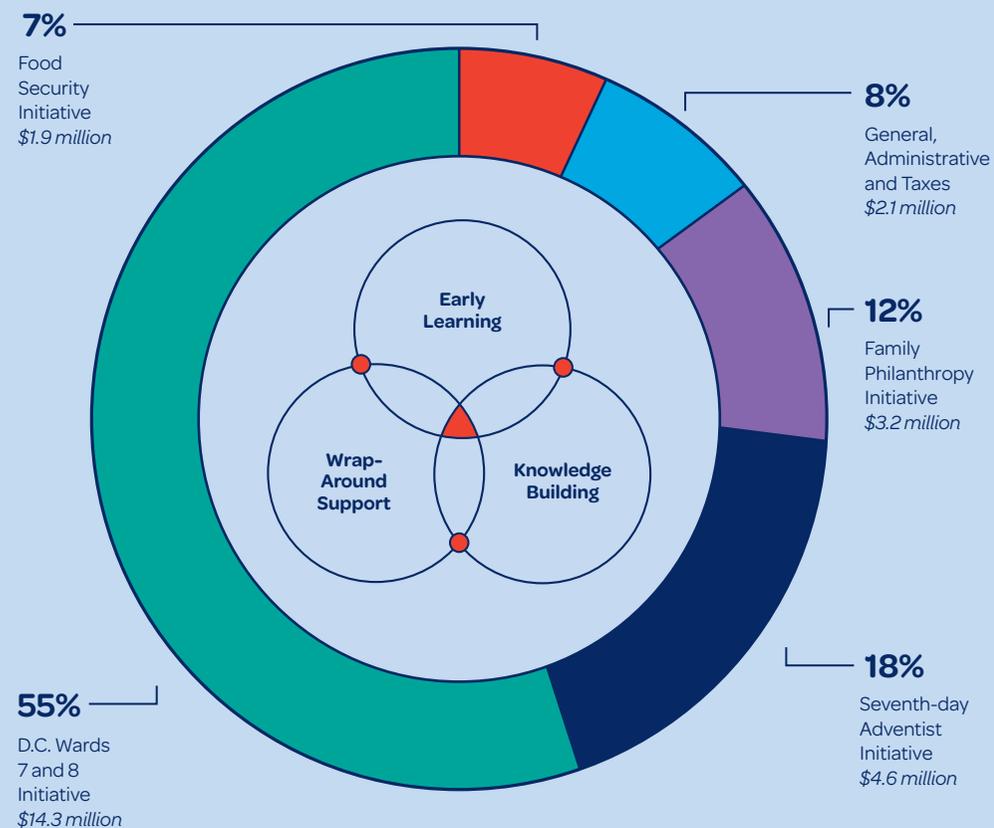
- Direct programs and activities that align with our philanthropic mission.
- Engage directly and regularly with the communities and constituents we serve.
- Leverage our investments by encouraging others to join us in making a difference for children and families living in poverty.

Today, we invest in three focus areas – **Early Learning, Wrap-Around Support and Knowledge Building** – and we operate four major initiatives within those areas. Following is a summary of the investments we made during the 2017/2018 fiscal year.

Investments by Initiative

2017/2018 Fiscal Year

Total: \$26.2 million



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Alexander Froom

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Joan Lombardi, PhD

Tammy L. Mann, PhD

Maura Marino

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Roberto Rodriguez

SENIOR LEADERSHIP

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Investment Officer and Treasurer*

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Rozita La Gorce Green
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