



**values in
action**

2018 | 2019 YEAR IN REVIEW

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The Bainum Family Foundation, based in Bethesda, Maryland, works to improve the quality and availability of resources for children living in poverty. The Foundation was established in 1968 by Stewart and Jane Bainum.

Our Core Values

Inspired by the Foundation's founders, our core values form the fabric of our culture, support every component of our work, and paint a picture of who we strive to be every day.

These core values have been with us from the start. But over the past few years, we have taken time to revisit and refine them, explicitly defining what each value looks like in practice and behavior and ensuring they all reflect our commitment to diversity, equity and inclusion. Our values articulate how we individually and collectively engage in our work – both internally among our team and externally with our partners and the communities we serve.

We commit to embodying these values to strengthen our culture and – ultimately – better serve children and families.

CONTINUOUS LEARNING – Embrace change and pursue growth

INTEGRITY – Be authentic and consistent

COLLABORATION – Connect and unite around a shared purpose

COMMITMENT – Be accountable and persistent

FROM OUR BOARD CHAIR

A Strong Thread Connecting Past, Present and Future

The Bainum Family Foundation has spanned five decades filled with many important moments and milestones. Our 2018/2019 fiscal year is one of them, as it weaves together the conclusion of one chapter in our history and the start of another.

More than a decade ago, my father, Stewart Bainum, offered me the opportunity to lead this organization, which was near and dear to his heart as well as to my mother's. The Foundation was created out of their personal experience of breaking the bonds of poverty through education and persistence — and their lifelong commitment to helping others overcome the obstacles they had faced. They passed this commitment on to me, and I knew that with the shared passion of our high-caliber staff and partners, we could move the needle, helping children reach their full potential and thrive. I am very proud of where we are today — and I know my father would be, too.

Now we are at another inflection point. In July 2019, I retired as CEO and President while retaining my role as Chair of the Board. David Daniels, who most recently served as the Foundation's Chief Operating Officer, was named CEO and President in November. We are thrilled about what David — who has built a track record of success within our organization over the past eight years — brings to the role.

While this is a story about what's changed, it's also a story about what remains constant. For the past 51 years, we've been inspired and sustained by the same four core values my parents wove into our organization from the beginning. These values of Continuous Learning, Integrity, Collaboration and Commitment have formed the thread that connects my family, the Foundation's work, and the Foundation team and Board. They represent who we are and what we stand for, and we are working to make sure they show up in everything we do, both internally and externally.

Wherever our journey takes us in the years ahead, these values will remain the bedrock of the Foundation. And that's why, in our 2018/2019 Year in Review, we have chosen to focus on our core values, illustrating how they come to life through our work and inside our organization, helping us create lasting impact in the communities we serve.

I am grateful to have served as the Foundation's CEO and President. I look forward to my continued role as Chair of the Board — and to watching the values embraced by my family flourish both within our walls and, ultimately, far beyond them.

BARBARA BAINUM, LCSW-C
CHAIR OF THE BOARD



Barbara Bainum, left, and David Daniels against a backdrop of Bainum family photos and other historical artifacts on the timeline wall in the Foundation's offices.

FROM OUR CEO AND PRESIDENT

New Chapter of an Enduring Legacy

Persistence, perseverance, compassion and innovation. Those four words immediately come to mind when I think of the Bainum family, with whom I've had the honor of working for the past decade. From partnering with Stewart Bainum when I was a school principal to consulting with the Foundation, to leading our Seventh-day Adventist Initiative, to — most recently — serving Barbara Bainum and our Board of Directors and team as the Foundation's Chief Operating Officer, I have seen these traits reflected in every effort and interaction.

They grew out of Stewart and Jane Bainum's humble beginnings, were passed on to each new generation of the family, and now underpin our core values. This is a family that has never forgotten its roots, and they hold a sincere belief in paying it forward. While I have always shared this commitment, as CEO and President I now take on greater responsibility for upholding this enduring family legacy.

After the Foundation's first leadership transition, when Mr. Bainum retired from active management of the Foundation, Barbara

seamlessly picked up where her parents left off — embracing a new strategy, expanding initiatives and remaining just as laser focused as her parents on this critical question: How can we best improve outcomes for children and families living in poverty? She was willing to innovate and take risks, and she established a strong team of professionals dedicated to advancing our mission every day. We greatly appreciate all she's done.

I am humbled that the family and the Board have entrusted me not only with stewarding the Foundation's resources but also with representing the Bainum name. As we embark upon strategic planning to chart our next chapter, we are confident that the legacy of our founders, our core values and a deep commitment to diversity, equity and inclusion will serve as our guiding principles, and in close collaboration with our partners and the community, we can achieve meaningful and sustainable impact.

DAVID DANIELS
CEO AND PRESIDENT



EARLY LEARNING INITIATIVE

Investing in Facilities to Improve Early Learning Quality

The first three years of a child's life form a unique developmental window that has lifelong impact. We want all children to thrive, so we support healthy development and learning for infants and toddlers. We are working to create a comprehensive system of supports in the District of Columbia that address children's cognitive, social, emotional and physical development and also provide families with vital wrap-around supports in health, mental wellness and nutrition.

Other 2018/2019 Highlights

- » An analysis commissioned by the Foundation and conducted by Reinvestment Fund – “Early Learning Supply & Demand in the District of Columbia: Using Data to Identify Critical Gaps” – provided the first comprehensive look at early learning capacity and quality across the District. This research informs the work of the Early Learning Quality Fund, a \$3.8 million facility-improvement fund sponsored by the Foundation to benefit early learning providers in D.C.’s Wards 7 and 8.
- » The Foundation provided technical assistance – and in some cases required matching funds – to leverage federal and private funding for early learning locally. The District was awarded a federal \$10.6 million Preschool Development Grant Birth through Five grant from the Administration for Children & Families, and a \$100,000 Pritzker Children’s Initiative Prenatal-to-Age-Three State Grant. In addition, our partners Bright Beginnings, Educare DC, Martha’s Table and the Office of the State Superintendent of Education successfully leveraged an additional \$8.7 million in Head Start and Early Head Start-Child Care Partnership funding from the Office of Head Start in the Administration for Children & Families.

When children receive care and education in a safe, high-quality environment, it can positively affect their healthy development and long-term well-being. That’s why facility quality is a centerpiece of our Early Learning work in the District of Columbia’s Wards 7 and 8.

Our support for early learning programs includes training and technical assistance on facility-related topics such as room layout, learning materials, furnishings, and health and safety. We also fund facility improvements through the Early Learning Quality Fund (ELQF), a \$3.8 million fund sponsored by the Foundation and managed by our partners Reinvestment Fund and Public Health Management Corporation.

We include family child care homes in this work (along with larger, center-based settings) because these homes are a critical component of the local early learning landscape and are more likely to serve infants and toddlers, ages 0 to 3.

Renita Hill, who has operated Angel’s Arena Child Care in Ward 8 since 2007, has experienced the benefit of both. At one point, her program space featured an abundance of open space in the center of the rooms, with all furniture and supplies ringing the perimeter. Walk into her home today and you’ll find a series of distinct yet connected spaces designed to support social-emotional development, literacy, scientific exploration and more. All materials and books are age-appropriate and stored at a toddler’s eye level for easy access. Instead of placing imaginary play dress-up items in closed storage containers, Ms. Hill hangs them in mini wardrobes so children can reach them on their own. Each section is clearly defined with signs in both English and Spanish, and important touches, such as stuffed animals in the reading nook to make it cozy and inviting, are in place.

What sparked this change? Ms. Hill received guidance from a peer mentor who had been trained by the Foundation and who had made similar improvements in her own home-based early learning program. In one of their first sessions, the peer mentor challenged Ms. Hill to rethink and reconfigure her space, selecting and arranging items to best meet the needs and



Two D.C. family child care homes – Angel’s Arena Child Care (pages 6-7 and top right), owned by Renita Hill, and Amen Family Child Care (above left and bottom right), owned by Muluwork Kenea – have made major facility investments with the Foundation’s help to improve the quality and capacity of their programs.

interests of the young children she serves. It took hours of intense work, but Ms. Hill was thrilled with the changes, and the children responded positively to the more engaging environment.

Ms. Hill also has received a forgivable loan from the ELQF as well as technical assistance to help plan and prepare for a facility upgrade. She plans to expand and remodel her basement (including the addition of a bathroom and kitchenette), add a sliding-glass door and sidewalk for access to the backyard, and replace the fence in her backyard. These improvements supplement changes Ms. Hill has made on her own, including adding a two-story playhouse in her backyard. The basement project will add 320 square feet of space for her program, allowing her to increase her capacity from six to 12 children over both traditional and nontraditional (nights and weekends) hours.

In Ward 7, Muluwork Kenea, operator of Amen Family Child Care, also completed a construction project with the ELQF’s support, repurposing a

garage at her home to create more space tailored specifically for infants. The addition of a paved area in her backyard gives children more room for activities such as riding bikes and kicking balls. Like Ms. Hill, she also received technical assistance to help her make improvements to her room layout and furnishings. These steps have improved her facility quality rating and led to a waiting list of families interested in enrolling their children in her program. Currently providing care and education for nine children, Ms. Kenea has applied for zoning and licensing to serve 12.

“Facility quality is an often overlooked aspect of early learning quality,” says Marica Cox Mitchell, Director of the Foundation’s Early Learning Initiative. “The right environment provides the space, materials and furnishings young children need to grow and thrive. That’s why facility investments are a key part of our commitment to enhancing the quality and capacity of early learning programs in our community.”



FOOD SECURITY INITIATIVE

Unlikely Investment Helping to Connect the Region

We work to support regional food solutions that increase healthy-food availability and access for children and communities in the District of Columbia's Wards 7 and 8. In collaboration with the Bainum Foundation Farm LLC, the Food Security Initiative is focused on working with partners to make the regional food system stronger and more equitable.

Other 2018/2019 Highlights

- » In 2019, we launched an updated version of the Food Learning Locator, a one-stop, online resource for finding food-related community-education and job-training programs across Washington, D.C., Maryland and Virginia. The tool is publicly available at foodlearninglocator.org.
- » We sponsored a four-part series, “Investing in Food,” on the “Lunch Agenda” podcast on D.C.-based Full Service Radio. Our team members and local and national partners joined host Kiko Bourne in conversations about investing to create an equitable, sustainable regional food system.
- » The inaugural Chesapeake Food Summit in October 2018 in Washington, D.C., brought together food-system stakeholders, including producers, investors, health professionals, consumers and more. We were proud to support this unique opportunity for participants to form new relationships, share the latest innovations and build on existing efforts to strengthen the regional food economy.

Investing in a scrappy, for-profit food-distribution startup may not be a typical move for a foundation. However, a program-related investment in 4P Foods fit well with the overall goal of our Food Security Initiative: strengthening and addressing gaps in the regional food system to help make good food more broadly and equitably available.

Founded in 2014, 4P (Purpose, People, Planet and Profit) equally values its mission of creating a just and equitable food system and its bottom line. But as 4P founder Tom McDougall began early-stage fundraising, he learned many mainstream investors were more interested in profitability than purpose.

When he met our Food Security team in 2017, we saw an opportunity for a different kind of mission-driven investment. The Foundation had learned — from others in the local food system and firsthand through the Bainum Foundation Farm LLC in Middleburg, Virginia — how challenging distribution logistics could be. We believed 4P could help address this common pain point, benefiting small farmers/producers, communities that lack access to healthy foods, and nonprofits and other institutions that support these stakeholders. In mid-2018, we officially became partners.

Katie Jones, Director of our Food Security Initiative, says, “It was clear Tom had been incredibly thoughtful in developing his business model. We knew he shared our values and commitment to food equity, and that this partnership could have a broad impact.”

The investment allowed 4P to remove some constraints to growth. It bought a new (and more reliable) truck, tightened up operations and added more cold storage. Expansion of its team helped build its customer base and relationships with community-based food organizations.

The Foundation’s early investment also functioned as “catalytic capital,” helping to bring in other investors. In spring 2019, 4P received a \$1.2 million grant from the PATH Foundation to build a new food hub facility in Vint Hill, Virginia. Soon after, 4P completed a merger with Local Food Hub, a nonprofit based in Charlottesville, Virginia. These developments are dramatically accelerating 4P’s business plan.



With the help of 4P Foods, fresh produce from regional farmers — including Hugh French of Sunnyside Farm (bottom right) and the Bainum Foundation Farm LLC — flows into D.C., where nonprofits such as Community Foodworks (pages 10-11 and above left) get it into the hands of residents and early learning centers (top right).

We’re now seeing the benefits of this investment carry through to other nonprofits and to neighborhoods that lack adequate fresh-food distribution. Compared to most traditional distributors or local farms, 4P is committed to distributing to nonprofits year-round with lower minimum orders and a more flexible distribution structure. 4P is developing collaborations with numerous organizations in the District, including several of our partners. For example, 4P supplies part of the produce used by:

- » Community Foodworks, for its weekly Pop-Up Food Hub and Market Share for Early Learners programs in Wards 7 and 8
- » Arcadia Center for Sustainable Food & Agriculture, for its Mobile Market, a “farm stand on wheels” that serves 10 D.C. locations weekly
- » Dreaming Out Loud, for its network of community markets in Wards 7 and 8
- » DC Urban Greens, for its farm stands and pop-up markets in Wards 7 and 8

Thanks to a cold-storage unit purchased by the Foundation and located at Washington Nationals Youth Baseball Academy in Ward 7, 4P can deliver and store food (including produce

4P Foods sources food from environmentally responsible farmers and producers across the mid-Atlantic foodshed, sorts and aggregates the food in its Virginia warehouse, and delivers fresh food weekly to customers around the region.

from the Bainum Foundation Farm) there to be retrieved by our partners. 4P also operates the Field of Greens Market at the Baseball Academy concession stand, making it the only year-round farmers market in the ward.

Now sourcing from more than 200 producers and having distributed nearly a million pounds of produce, 4P has made great strides toward its goal of being — in Mr. McDougall’s words — a “benevolent middleman, helping good farmers serve good people.”

“As a foundation, we have the opportunity — even the obligation — to take risks that other investors can’t or won’t,” Ms. Jones says. “That allows us to identify creative ways to support our goals, as we have done through our investment in 4P.”



SCHOOL MENTAL HEALTH INITIATIVE

Strengthening Children's Social and Emotional Well-Being

In partnership with the Center for Health and Health Care in Schools at The George Washington University, we are researching and implementing best practices to help schools develop high-quality, comprehensive school mental health systems that support students' social and emotional well-being. Taking a public health approach, these systems emphasize prevention and early identification of mental health and substance abuse concerns, not just treatment of them.

Other 2018/2019 Highlights

- » We convened school mental health stakeholders (practitioners, researchers, policymakers and school administrators) from across the District of Columbia to examine the current state of school mental health in D.C. and begin identifying key areas for improvement.
- » We collaborated with experts nationally – including the Substance Abuse and Mental Health Services Administration (SAMHSA), Health Resources and Services Administration (HRSA), National Center for School Mental Health at the University of Maryland School of Medicine, Center for Health and Health Care in Schools at The George Washington University, School-Based Health Alliance, and many others – to produce a report that, for the first time, captures best practices and recommendations for wide-scale adoption of comprehensive school mental health systems. The report, released in September 2019, is being widely disseminated to build knowledge and encourage action in the field.
- » We convened more than a dozen D.C.-area funders that support work in child mental health to share funding priorities, identify gaps in funding and determine how to most effectively work together.

Every week at DC Prep's Anacostia and Benning campuses, teachers and students in pre-kindergarten through third grade engage in a social-skills lesson. These interactive sessions allow students not only to learn about but also to practice skills in areas ranging from self-regulation to the identification of feelings to constructive communication. It's part of a comprehensive approach the school takes to ensure that its students are prepared academically, socially and emotionally for a successful future. And it's why DC Prep has been a valuable partner in our school mental health work from the very beginning.

After conducting a needs assessment of mental health supports and services for children in the District, the Foundation – in collaboration with the Center for Health and Health Care in Schools (CHHCS) at The George Washington University – established learning partnerships during the 2015/2016 school year with two public charter schools, including DC Prep. That experience helped shape the next phase of our work, beginning in the 2017/2018 school year. We established a community of practice (COP) with four public charter schools (DC Prep, DC Scholars, Eagle Academy Public Charter School and Monument Academy), designed to strengthen universal prevention efforts; integrate academic and social/emotional data for decision-making; and coordinate resources between school, families and community as each school implements best practices that fit its unique needs, and then evaluates outcomes. Through the COP, the Foundation team and CHHCS are providing intensive training and technical assistance to staff at the schools over three years.

According to Laura Maestas, Chief Executive Officer of DC Prep, the school is founded on a belief that cognitive and noncognitive development – including character development – go hand in hand. While the school already had been committed to social/emotional development, working with the Foundation provided the opportunity to sharpen its vision for Tier 1 supports (which promote positive social/emotional and behavioral skills and overall well-being for all students) and enhance integration across all levels of support. At the same time, DC



A weekly social skills lesson at DC Prep's Anacostia campus (pages 14-15 and top right) is part of our effort to help children be successful academically, socially and emotionally. A community of practice (above left and bottom right) allows representatives from our partner schools in D.C. to learn and work together to improve school mental health practices and outcomes.

Prep will continue providing Tier 2 supports, which are focused on early intervention for students identified as being at risk for mental health concerns, and Tier 3 supports, which include targeted interventions for students with serious concerns that impact daily functioning.

"We believe in the importance of a strong school community, and that necessarily requires that you pay attention to the mental well-being of all members – adults and kids – and the relationships among them," Ms. Maestas explains.

Michelle Hess, Senior Director of Student Support at DC Prep, says that while schools can't handle student mental health needs alone, "the value of providing services in school is that you get to know the children and how they learn and how they interact with adults. Then you can tailor the supports to help kids grow, and you can equip staff to better support kids in the classroom."

Working with the Foundation and CHHCS has provided tangible benefits to both students and staff. "It's changed how we think about school mental health," Ms. Hess says. "We know that strong mental health habits start before the need for clinical help. It helps us see how all the pieces of our programs align to support mental health.

DC Prep is a public charter school that aims to bridge the educational divide in Washington, D.C. Now in its 17th year of operation, all five of the network's elementary and middle school campuses across northeast and southeast D.C. received Tier 1 rankings in the DC Public Charter School Board's 2018 School Quality Reports.

We now can target the support where it's most needed and make the overall school physically and emotionally safe."

Ms. Maestas notes that school mental health has even become a central focus of the school's strategic planning. "There is alignment across our strategic recommendations," she says. "Each recommendation is rooted in mental health and the importance of relationships."

A photograph of a group of children in school uniforms, including girls with white flower headbands and a boy, looking intently at a monarch butterfly held in an adult's hand. The background is a blurred outdoor setting with trees and a wooden fence. The image is partially covered by a white diagonal overlay on the right side, which contains text and a decorative geometric pattern of blue and green lines.

SEVENTH-DAY ADVENTIST INITIATIVE

Instructional Support Evolving From Page to Practice

Our founders Stewart and Jane Bainum largely credit their success in life to their education at Seventh-day Adventist boarding schools. In their honor, the Foundation has long supported faith-based education as part of our mission. Currently, our Seventh-day Adventist (SDA) Initiative team oversees programs that work to ensure excellence in leadership, instruction and business operations while continuing strategic facility investments at faith-based schools.

Other 2018/2019 Highlights

- » In partnership with NYC Leadership Academy and the Columbia Union Conference of Seventh-day Adventists, we created the ACE Academy Leadership Coaching Program and launched our inaugural cohort of 20 school administrators (10 coaches and 10 coachees) from six states across the Columbia Union in July 2018. We also recruited three SDA educational leaders to be trained as ACE Academy Leadership Coaching faculty.
- » We worked with AdventHealth Foundation and other community partners to establish West Lakes Early Learning Center near downtown Orlando, Florida. The center, expected to open in January 2020, will provide high-quality early childhood education and onsite health, wellness and social services for approximately 155 children, ages 6 weeks to 5 years, and their families.
- » We awarded more than \$570,000 in scholarships to 14 faith-based partner schools in the final year of our Boarding and Day School legacy program.
- » For the fifth year, we partnered with Baltimore Junior Academy to sponsor the Children's Defense Fund's Freedom Schools summer enrichment program, serving more than 100 students from the school and the surrounding Park Heights neighborhood in Baltimore.

Our work with faith-based schools illuminated a challenge faced by education systems nationwide: Discrepancies among K-8 schools, standards and expectations meant that students were reaching high school with varying levels of readiness, creating pain points for students, parents, teachers and administrators alike.

We had an idea to address this and have spent the past six years developing the Instructional Framework for 21st-century Educators – a tool designed to support teachers and schools in delivering quality and consistent instruction for students. Reflecting Common Core standards and integrating recommendations of the Partnership for 21st Century Skills, the Instructional Framework is a research-based scope and sequence for teaching English/language arts literacy standards from kindergarten through eighth grade.

In 2014, we conducted a two-year pilot at an SDA K-8 school in Hyattsville, Maryland. Then in 2017, we began partnering with Creation Village Preparatory School (CVPS), a faith-based school in Celebration, Florida, to fully weave the Instructional Framework into the school's culture and classrooms.

Meet Gemma Wise-Beaumont, a former second-grade teacher at CVPS who transitioned into the role of Instructional Framework Coordinator this past year. Ms. Wise-Beaumont first learned about the tool in a training session with Ginger Slaughter, our Senior Manager, Instructional Development – lead author of the tool and former teacher herself.

While focused on English/language arts, the Instructional Framework's examples and applications of best teaching practices prepare students for greater success across all content areas in high school and beyond – bridging subjects as well as the classroom and the real world.

"My second-grade students learned about building communities. We first observed ants in the classroom building tunnels and working together, and then we read books to compare and contrast ants with humans," says Ms. Wise-Beaumont. "The students went from comprehending the definition of a community to making the connection that we, as humans, live and operate in communities just like these insects do."



The Foundation is working with Creation Village Preparatory School in Celebration, Florida (pages 18-19 and above left and right), to fully and creatively implement our Instructional Framework for 21st-century Educators. The school will serve as a model and demonstration site as we expand use of the framework.

The Instructional Framework didn't simply hand a curriculum to Ms. Wise-Beaumont. It guided her as she created these lesson plans from scratch.

"The framework provides structure where it's needed while also providing ample opportunities for teachers to take ideas and make them their own," says Ms. Slaughter. "Time and time again, in Gemma's case and with many others, we see teachers thrive when they're given the chance to be creative – and when they thrive, their students thrive."

Ms. Wise-Beaumont says she leaned on Ms. Slaughter throughout her first year, but in her second year, she felt more confident – strategizing and exploring new approaches both on her own and in tandem with Ms. Slaughter.

"I saw so many students experience 'aha' moments," says Ms. Wise-Beaumont. "Not only were they understanding the content, they knew why they needed to learn it."

And this, Ms. Slaughter says, is one primary aim for the framework. "An abundance of research

indicates that when students are told why they are learning skills and how they will use them in their personal lives, they are more invested in learning."

Ms. Wise-Beaumont adds, "Once this all clicks and you see the big picture, this is the only way you want to teach."

As the Foundation's partnership with CVPS has advanced, this work created a need for someone onsite to guide and support it – and Ms. Wise-Beaumont was both passionate and prepared to take it on: "The framework is growing, and I want to grow with it."

The Foundation will continue to support CVPS as the school further implements and innovates with the Instructional Framework. And in turn, CVPS will serve as our model and demonstration site as the tool is made available to other educators, allowing them to see these best practices in action and leverage them in their own schools.



CONTINUOUS LEARNING

Developing Many Minds to Advance One Mission

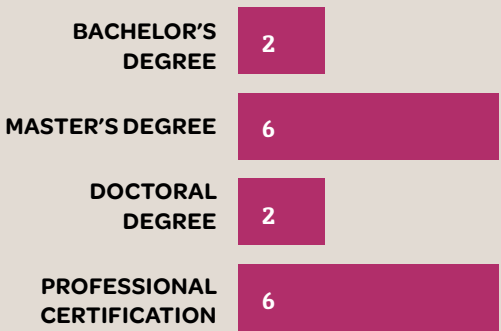
At the Bainum Family Foundation, we believe individual growth leads to collective impact, and we are passionately committed to ensuring our employees are successful and engaged in both work and life. Alongside comprehensive and structured performance management efforts — as well as ample resources and opportunities for growth — the Foundation fosters a culture of continuous learning that propels our team from insights to effective action.

Other 2018/2019 Highlights

Percentage of full-time Foundation staff with access to professional development funds/resources



During the 2018/2019 fiscal year, 14 team members completed or were pursuing 16 different degrees and certifications with support from the Foundation. Here’s the breakdown.



As part of our core value of continuous learning, we are committed to embracing change and pursuing growth both as individuals and as a team. We want to bring our best selves to work each day. So we leverage resources that help us sharpen our skills, stretch beyond our boundaries, better understand ourselves and each other, and ultimately advance our mission. Just like the rest of our core values, continuous learning is woven into our culture – but to ensure it remains a top priority, as an employer, we extend generous formal and informal learning opportunities to every member of our team.

On the formal side, the Foundation provides both job-related training and career development assistance. Job-related training allows team members to work with their supervisors to both identify and pursue structured learning opportunities (such as classes, conferences and webinars) that align directly with their job and developmental goals for the year – and funds are unlimited within those parameters. With further support from Rebecca Cisek, our Senior Director of Talent and Organizational Development, staff members then reflect upon their experiences and apply key learnings to their work. Career development assistance, designed to accompany job-related training, is an additional benefit that helps team members hone skills beyond their day-to-day scope, pursue their passions and engage in lifelong learning.

“During her time as CEO and President, Barbara truly brought our core values to life,” says Ms. Cisek. “She recognized that additional resources were needed for our team to fully embody continuous learning – so she pulled out all the stops. From adding my position to evaluating and enhancing our job-related training benefit, to the ways she led, developed and empowered her direct reports (and expected them to pay it forward), her commitment was unshakable.”

Many team members cite these programs as a key strength of our culture, and research from Gallup underscores the workforce’s increasing expectation for employers to embody this commitment to professional development. As the chart (at left) illustrates, many at the Foundation



Just as the Foundation invests in communities and partners to drive outcomes, we also invest in our own people through robust career development and job-related training. On pages 22-23 and above, team members participate in a two-day staff retreat focused on strategic planning and advancing our commitment to diversity, equity and inclusion.

are taking advantage of these programs to further their individual growth and development – pursuing bachelor’s, master’s and doctoral degrees as well as professional certifications ranging from beekeeping to project management.

Our commitment to learning goes beyond formal training. We use an informal, internal channel to share news, articles and information as well as upcoming events and learning opportunities. We also engage in ongoing developmental conversations (including feedback from 360-degree reviews), coaching, communities of practice and more to continually expand our knowledge and perspectives, enhance collaboration, and maximize our efforts in supporting our partners, sector and community.

Amy Soper, Director of our Seventh-day Adventist Initiative, is pursuing a PhD in Assessment, Evaluation and Accountability with support from the Foundation. She started this program with an

initial desire to build her own capacity to support Foundation partners in their accountability and evaluation systems and processes. But, she says, the educational journey led her to a greater destination: gaining a more thorough understanding of the breadth and depth of the evaluation field and developing frameworks to better assess the impact of our work.

“Over the years, I’ve not only applied my learnings to my own work, I’ve shared them with my team and others so they can advance their own efforts and individual growth,” she says. “When resources are available for you to explore your passions – and you don’t have to worry about pulling funds from your family – you’re free to both discover your true talents and continually sharpen your existing skills. And couple that with the sincere support of your colleagues, who cheer you on as they navigate their own developmental journeys. You just can’t put a price tag on that.”

POLICY ADVOCACY

Helping to Make the Case for Change

Foundations invest time, energy and resources to create change in areas that are important to them. But for any cause or issue, changing major outcomes over the long term typically requires public investments. That’s why our philanthropic work increasingly includes policy advocacy.

In our first policy advocacy effort, the Foundation supported partners to make the case for paid family leave, which the District of Columbia enacted in 2016. This past fiscal year saw the launch of the fund to pay for the program, which starts in 2020.

Over the past two years, we have supported a public education and advocacy campaign in the District to encourage public investments

in proven birth-to-three programs that help children thrive. These public funds are essential for addressing the stark racial, economic and geographic disparities that exist across the city.

Following passage of the Birth-to-Three for All DC Act of 2018 – a blueprint for comprehensive education and health services for infants and toddlers – the DC Mayor and Council allocated \$1.4 million to initially fund key provisions in the city’s 2019 fiscal year. Then in June 2019, the city made a significant down payment, allocating \$15.8 million in 2020 for child care, home visiting and health care supports – another important step toward full funding of the law.

Our Foundation has played a role by helping various organizations engage and equip diverse community members to talk to decision-makers about the importance of increased supports for infants, toddlers and their families. We wrote a paper documenting the evidence base for early childhood investments. Foundation staff members also provided direct testimony before the DC Council, and we released a public statement celebrating the new financial investments.

In a compelling guest column in *The DC Line*, Cecelia Holmes, a Ward 8 resident and member of our campaign partner SPACES in Action, describes the profound challenges of being a new mom in D.C. with limited financial resources and a baby who has a serious health condition, and the ongoing struggle to ensure her son has the resources and supports he needs as he grows up.

Our policy advocacy work, conducted in collaboration with many partners deeply committed to social justice and equity, ensures that important voices such as Ms. Holmes’ are included when critical policy decisions are made.



FINANCIALS

Our Investments

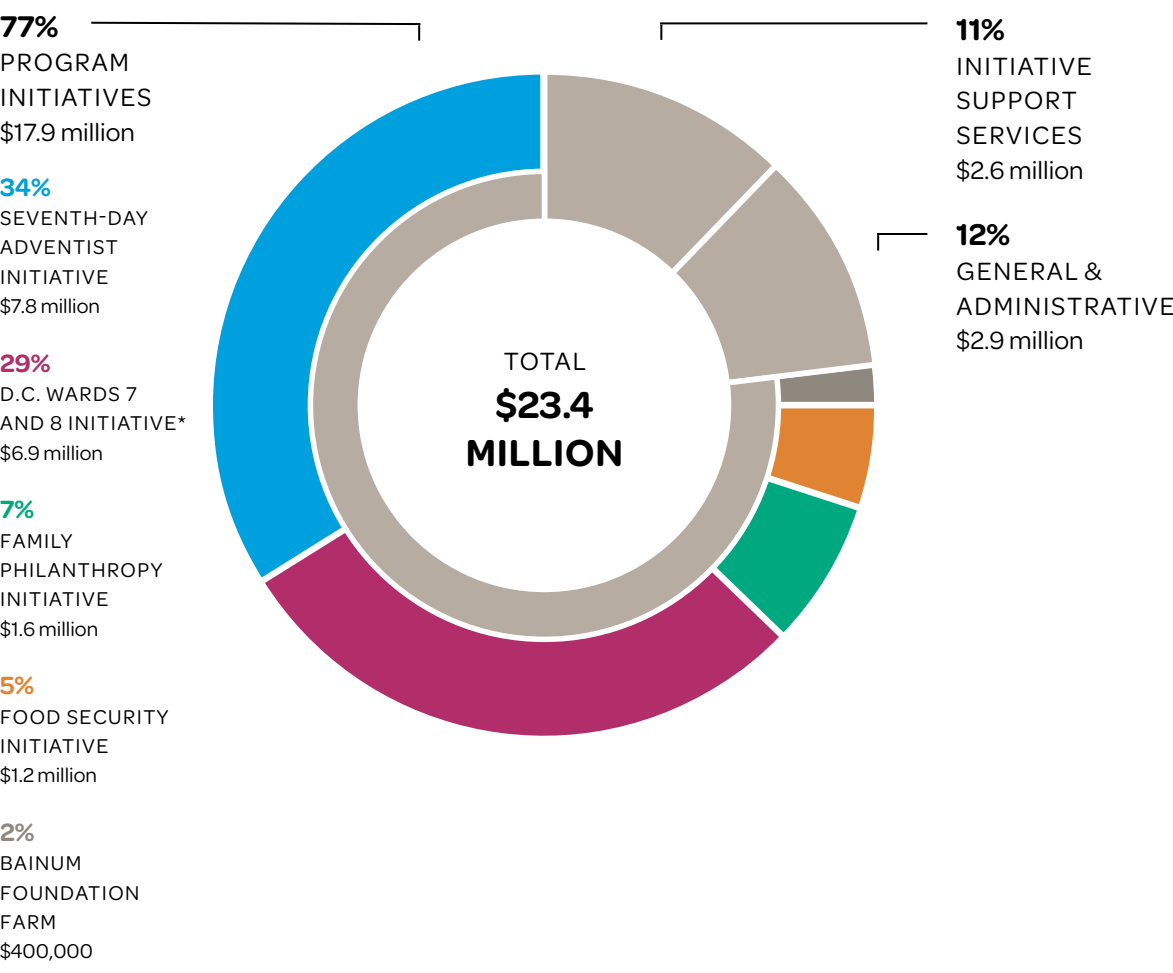
Private operating foundations – unlike grant-making foundations – actively conduct their own charitable, educational or other exempt programs and activities, and are required to distribute a specified percentage of their income for charitable or other exempt purposes.

We see many benefits to being an operating foundation: It allows us to work hand in hand with partner organizations to achieve our goals,

and it enables us to engage directly and regularly with the communities and constituents we serve and support.

During our 2018/2019 fiscal year, we invested in four major initiatives across our three focus areas (Early Learning, Wrap-Around Support and Knowledge Building). Following is a summary of the investments we made.

INVESTMENTS BY INITIATIVE (2018/2019 FISCAL YEAR)



* Includes our Early Learning and School Mental Health work

YOUR VISION AND LEADERSHIP HAVE TRANSFORMED THIS FOUNDATION • YOUR DEDICATION AND VISION FOR IMPROVING THE QUALITY OF LIFE FOR CHILDREN AND FAMILIES ARE TRULY INSPIRING • I AM CONTINUALLY INSPIRED BY HOW MUCH YOU TRULY CARE ABOUT THE ORGANIZATION'S CULTURE AND MISSION AND EVERYONE WHO WORKS HERE • YOUR LEADERSHIP HAS CULTIVATED A CULTURE AND REPUTATION FOR QUALITY AND EXCELLENCE THAT WILL CONTINUE TO GROW • YOU HAVE EFFECTIVELY BALANCED HONORING THE LEGACY OF YOUR PARENTS WHILE CREATING A BOLD AGENDA TO ADVANCE OUR WORK IN ALL OF OUR INITIATIVES • THE FOUNDATION HAS ACCOMPLISHED GREAT THINGS UNDER YOUR LEADERSHIP, AND IT WILL GO ON TO ACCOMPLISH FAR MORE AS A RESULT OF THE SOLID FOOTING YOU GAVE IT AND THE MOMENTUM YOU PUT BEHIND IT • CHILDREN AND FAMILIES IN THE DISTRICT OF COLUMBIA AND BEYOND HAVE BENEFITED FROM YOUR LEADERSHIP, YOUR VISION AND YOUR WILLINGNESS TO TAKE RISKS • YOU HAVE PROPELLED YOUR FATHER'S



Farewell Message to Barbara Bainum

In July 2019, Barbara Bainum retired as CEO and President of the Bainum Family Foundation while retaining her role as Chair of the Board. The Foundation Board and staff would like to express our deep appreciation to Barbara for her many years of service and her exemplary leadership. Her legacy is part of the rich tapestry of our organization.

INCREDIBLE LEGACY IN A WAY THAT WILL HAVE LASTING BENEFIT FOR GENERATIONS TO COME • YOUR PRESENCE WILL BE SORELY MISSED, BUT WE LOOK FORWARD TO AN EXCITING NEW CHAPTER OF OUR WORK AND THE REASSURANCE THAT YOUR STEADY HAND WILL CONTINUE TO HELP GUIDE THE COURSE WE FOLLOW •

Our Board of Directors and Leadership

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