



**Bainum Family
Foundation**

2015-2020
Strategic Plan





I am pleased to present the Bainum Family Foundation Strategic Plan for 2015-2020. This plan represents a major milestone for the foundation: we are reaffirming our founders' original vision of serving students in poverty, and we are adopting best practices in philanthropy and education to serve these students more effectively.

In 2014, our Board of Directors set a vision for the next phase of our work, and I believe that this strategic plan provides a blueprint to make that vision a reality. Our team gathered research and launched a listening campaign to solicit input from hundreds of experts, teachers, parents, and other stakeholders. We wanted to ensure that this plan is focused in the right areas and includes the key ingredients for success.

Based on these findings, we crafted this plan around the children we serve. Our focus is to dramatically reduce the vulnerability caused by poverty by providing children with high-quality education and support. Because the school plays a critical role in their lives, we know that strong school partners will be crucial to our success. And although historically our work has focused on kindergarten through twelfth grade, to measurably impact the lives of these children, we believe, and the research is clear, that we must start in early childhood (0-5).

Our efforts also must nurture the whole child by providing critical wrap-around supports, and must effectively engage parents as their child's first teacher. In addition, we must help improve the quality of both teaching and learning so that educators can receive the support they need to provide high-quality education for all children. And finally, although our core focus is on improving public education in high-poverty communities, we will continue to honor our founders' commitment to improving the quality of Seventh-day Adventist education to effectively serve students in poverty.

I believe this plan sets the Bainum Family Foundation on the right course for the next five years. That said, we recognize that implementing this plan will not be easy. New skills will be required, new partnerships must be formed, and other resources must be leveraged. We look forward to creating a circle of collaboration with parents, educators, and other community stakeholders to ensure the success of our children.

Sincerely,

Barbara Bainum

Barbara Bainum, LCSW-C
Chair of the Board, CEO & President



Our Vision

Our programs and services will give children living in poverty access to quality educational opportunities and services that will help them to break the bonds of their circumstances. Children will graduate from high school and succeed in higher education or pursue gainful employment and become contributing members of society.

Our Core Values

The following core values form the fabric of our culture, and are informed by the foundation's founders. These values are stable across time and support all of our work.

Continuous Learning - Embrace change and grow

We pursue feedback and training that will improve the quality of our work.

Integrity - Be open and transparent

We value and understand the importance of transparency. This keeps us honest, authentic, and accountable.

Collaboration - Respect and engage all partners

We are committed to consistently seek outcomes that will be beneficial to all our partners and stakeholders.

Commitment - Be accountable and persistent

We value quality over quantity. We set realistic goals and create relative benchmarks to meet them.

Our Mission

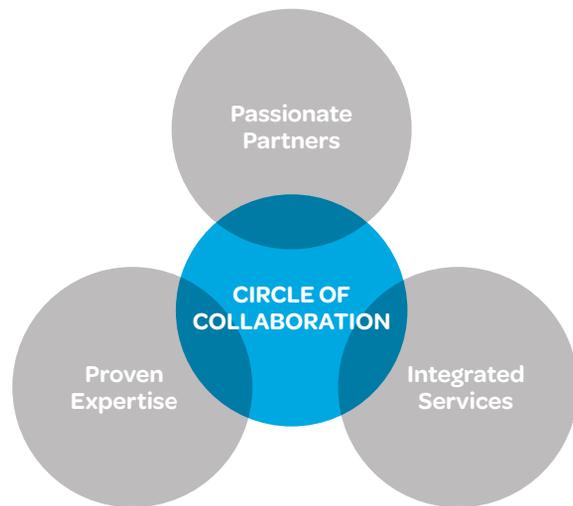
We operate and support educational programs and projects assisting underserved children and youth, from early childhood through post-secondary education.

Our Target Population

Since our founding, we have served children living in poverty primarily in the Washington, DC metropolitan area, and we plan to maintain this commitment. In addition, a critical part of our legacy is our founders' commitment to Seventh-day Adventist education, and we are partnering with several Adventist schools in Maryland and New York City to improve Adventist education for children in poverty. Our expectation is that lessons learned in working with all of our geographic target populations may inform future work in other parts of the country.

What Sets Us Apart

A circle of collaboration. We combine proven expertise with a passion for supporting the whole child by providing integrated services to help them thrive.



Passionate Partners So All Children Can Thrive

We believe every child can succeed, so we provide parents, educators and other partners with the resources, knowledge and skills needed to improve child outcomes.

Integrated Services To Support The Whole Child

A child's academic preparation should begin in early childhood and include social, emotional, physical, and intellectual support. So we partner with others to ensure a holistic focus on each child.

Proven Expertise To Amplify Outcomes

Committed to the long term, we share best practices and bring about systemic change by seeking, funding, and developing academic and enrichment programs that prepare children to become contributing members to society.

Needs Assessment

The lens of our strategic framework is child centric and focuses on meeting the needs of the whole child. Our efforts, which are grounded in education and learning, specifically address gaps in their social, emotional, cognitive, and physical well-being.

In our target population (children 0-24), poverty and lack of quality educational supports present major challenges to their success. Currently 16 million U.S. children live in poverty, and while the achievement gap between black and white children has been declining over time, the achievement gap between low and high-income students has been increasing. In fact, it is estimated that the academic performance of students in poverty lags behind that of high-income students by three to six academic years. This gap grew by approximately 40 percent between the 1960s and 2001. We considered the income achievement gap in our priority places and found the following:

In Washington, DC, the income achievement gap is substantial. For fourth grade students taking the 2013 National Assessment of Education Progress (NAEP), 13 percent of students in poverty are proficient in reading, as compared to 61 percent of other students, as shown in Figure 1. This income achievement gap is particularly problematic in Southeast DC, where poverty rates are particularly high. In 2012, 39 percent of children in DC's Ward 7 lived below the poverty line, and in Ward 8, 51 percent of children lived in poverty, with some neighborhoods having child poverty rates as high as 63 percent. For these children, a high-quality education is a critical stepping stone toward exiting poverty, but unfortunately too many schools in Wards 7 and 8 are failing, as shown by a recent study commissioned by the Mayor of Washington, DC. This study, performed by independent research experts at the Illinois Facilities Fund, found that 12,000 elementary school seats in Wards 7 and 8 are not providing students a quality education, where a "seat" is defined as one space in a public school classroom.

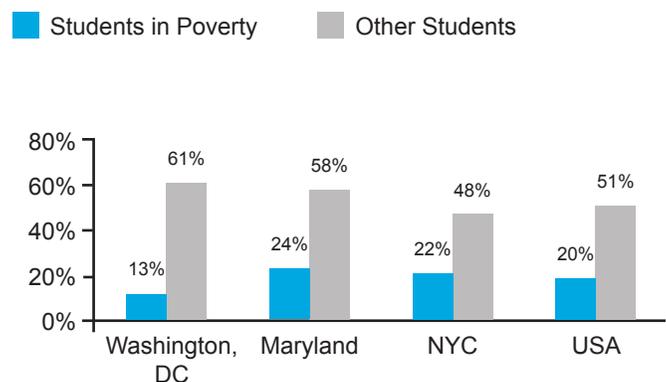
In terms of preschool and pre-kindergarten (pre-K), an additional 1,500 quality seats are needed in Wards 7 and 8. Furthermore, in instances where high performing charter schools are providing quality core academics, these schools face significant challenges in meeting the demand: the physical space needed to expand; the knowledge and resources needed to support social-emotional development; special needs students; and the human capital (high-quality teachers and leaders).

In Maryland, a similar income achievement gap exists. For fourth grade students taking the NAEP, 24 percent of students in poverty are proficient in reading, as compared to 58 percent of other students. In Montgomery County, approximately 20 percent of third graders in poverty are not proficient in reading and math according to local tests, and this percentage is equivalent to approximately 1,000 students each year. In Montgomery County Public Schools (MCPS), each school has a goal to reduce the achievement gap by 50 percent by 2017. Through effective core academic instruction, significant progress has been made to reduce that gap, but most schools serving students in poverty are not on pace to meet that goal. In Baltimore, the achievement gap in fourth grade reading proficiency is also significant: 10 percent of students in poverty are proficient in reading, as compared to 42 percent of other students.

In New York City, the NAEP scores indicate that 22 percent of students in poverty are proficient in reading, as compared to 48 percent of other students (see Figure 1). In the Bronx High Bridge community where the Seventh-day Adventist Initiative partners with Bronx-Manhattan Adventist School, 90 percent of public and charter students are eligible for free and reduced lunches.

Figure 1
Achievement Gap by Income Level

Percent of 4th Graders Reading at Proficient Level or Above



Source: U.S. Department of Education, National Assessment of Educational Progress, 2013.



Our Approach

Unfortunately, there is no simple, one-size-fits-all solution for closing the achievement gap. Decades of research in education reform, however, have identified a number of factors proven to drive student achievement, which include high-quality early childhood education, high-quality teacher instructional capacity, strong school leadership, wrap-around student supports, and family engagement.

Because our strategic framework is child centric, we not only prioritized geographic location; we also prioritized the environment where our investments could have the greatest effect on closing the achievement gap. To this end, we view the school as the central unit of change for children in poverty. It is the door through which almost all children pass and through which their achievements should provide them with the velocity that propels them toward exiting poverty.

Therefore, through our program, we will prioritize partnerships with schools that reflect and share our perspectives and are providing high-quality academic instruction. However, academics are not enough, and wrap-around supports are critical as well. The Bainum Family Foundation will help close the achievement gap for children in poverty by increasing the availability of high-quality education seats.

We define a high-quality education seat as one that:

Exposes every child to **rigorous cognitive learning** and emphasizes the development of strong, creative, critical, and analytical thinking.

Fosters lifelong learning through an intentional focus on the **social, emotional, and physical growth** of every child.

Provides every child with **highly trained instructional staff and strong school leadership** who bring not only their expertise, but also a commitment to inquiry and continuous learning, and have high expectations for all children.

Exists within an established **physical educational space** that supports diverse teaching and learning; demonstrates optimal, cost effective performance and operation over time; respects and is in harmony with the environment; and encourages social participation, providing a healthy, comfortable, safe, secure, and stimulating setting.

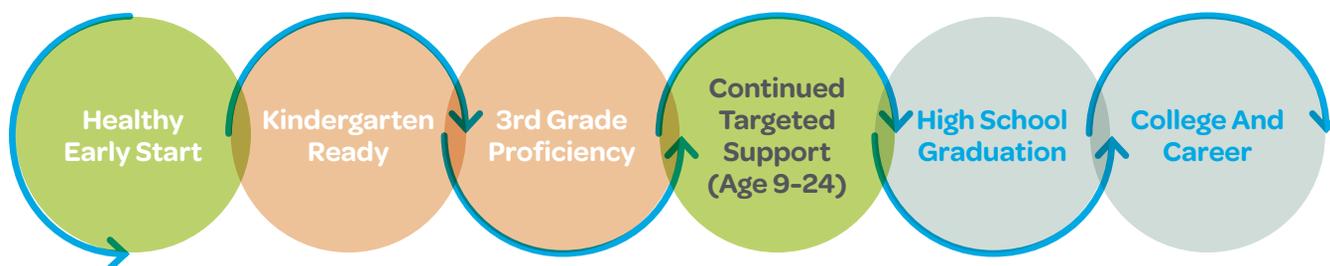
Encourages **family engagement** and has the systems to involve parents in all aspects of a child's development.

The Bainum Family Foundation believes that to promote long-term student success, academic supports must be provided in an integrated and continuous manner, otherwise students may fall through the cracks. To prevent this problem, we will build effective partnerships to ensure that our students receive the comprehensive and continuous supports needed to succeed in school and in life. We recognize that we cannot provide all needed supports at every stage of life, but we believe that through effective partnerships, we can effectively target the majority of our support over the next five years toward the early years of life (0-8). Eventually we will establish partners to ensure continued support so that our students meet all developmental milestones as they transition from elementary to middle to high school and finally to college, as illustrated below.

As we begin building this pipeline, the Bainum Family Foundation will invest in early learning programs in order to capitalize on the great return on investment they provide.

Core Focus

Children Birth to 8 Years





Early Learning



Economists have studied various types of programs serving children in poverty, and have found that early childhood programs are the most cost-effective way to ensure healthy development and academic success. Investments in quality early childhood programs produce economic returns: students served are more likely to be educated, employed, and productive, and are less likely to be incarcerated or dependent on public assistance. Despite this data, according to the Child and Family Policy Center, for every \$1 invested in K-12 education in America, 25 cents is invested in preschool and 7 cents is invested in infant and toddler programs. As shown in Figure 2, while programs that serve students later in life also provide positive rates of return, these returns are not as great as those made during the earliest years. Every \$1 invested in high-quality early childhood programs yields a return between \$3 and \$7.

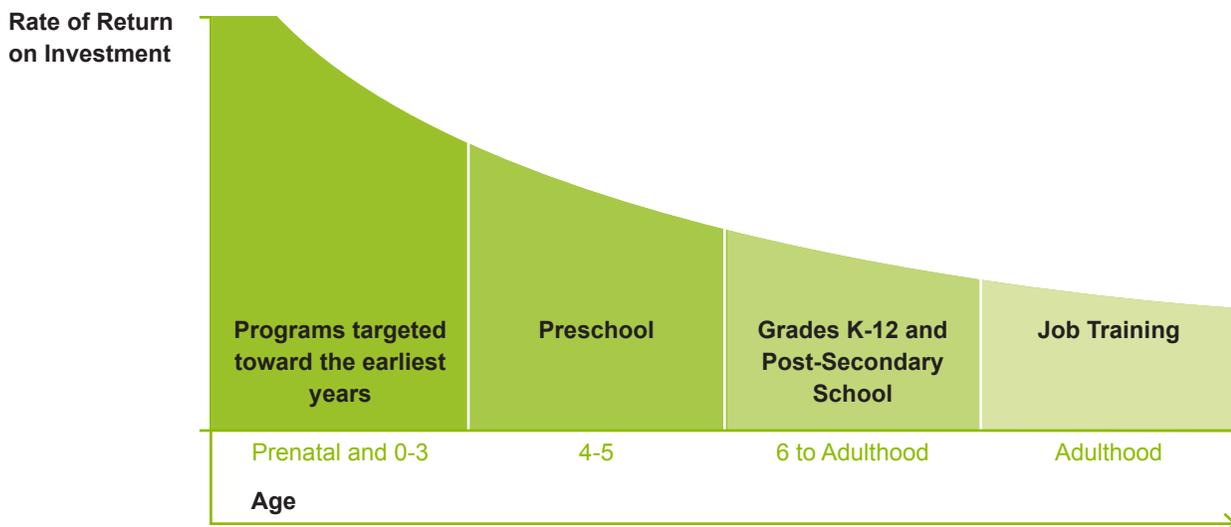
SAMPLE EARLY LEARNING INVESTMENTS

A In Washington, DC, the foundation will partner with communities to increase the availability of high-quality, public early learning by 750 seats. To achieve this goal, our three-pronged strategy will be to pursue the following five-year objectives:

- 1. PRACTICE** - To help build the capacity of community-based early learning providers to deliver evidence-based infant and toddler child care, and to increase the availability of community-based supports for these children.
- 2. POLICY** - To promote an advocacy network to ensure that public funding and regulation provides quality and sustainable early learning and wrap-around supports for all infants and toddlers and their families.
- 3. RESEARCH** - To conduct and support research that identifies innovations and how to scale them, and to evaluate our services and measure our impact.

B Due to declining enrollments resulting from economic hardships within the targeted communities, the Seventh-day Adventist Initiative (SDAI) schools we are targeting have been unable to support the renovation or construction of preschool facilities that would allow for an increase in enrollment. Seventh-day Adventist schools are eligible for funding through the Baltimore City and New York City early childhood voucher programs for low-income families. An increase in preschool students will assist in supporting a sustainable program. The SDAI has the opportunity to increase the total number of preschool children that are being served at Baltimore Junior Academy and Bronx-Manhattan Adventist School from 18 to 60 students, with at least 50% of the students meeting the foundation's poverty guidelines.

Figure 2
Early Learning Provides the Highest Return on Investment



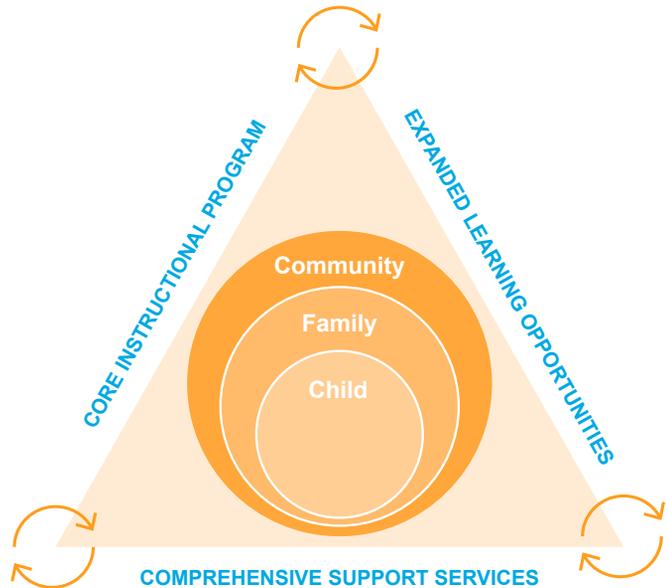
Source: James Heckman, University of Chicago, 2009.



Wrap-Around Support

For children to thrive and develop to their full capacity, high-quality academics are essential but not sufficient. Developing physical, creative, expressive, social and emotional knowledge and skills requires a set of additional experiences and supports that go well beyond quality classroom instruction. Researchers define wrap-around services as a school-based approach to promoting students' academic success by developing or securing and coordinating supports that target academic and non-academic barriers to achievement. These resources range from expanded learning opportunities (e.g., in the arts, music, and dance) to more comprehensive services, such as counseling, tutoring and mentoring. While these programs take many forms, integration is key to the model—both integration of supports to meet individual student's needs and program integration into the life of a school. The foundation takes a child-centric approach, meaning that the interests of the child take precedence in all programmatic decisions, and that parents play the most meaningful role in shaping a child's experiences. Finally, the foundation recognizes that schools often play a central role in families' lives as trusted and familiar resources. We recognize that no entity alone can provide all of the resources needed to develop and deliver this broad array of experiences and services. Therefore, we will invest in developing a strong ecosystem of providers to serve in partnerships with schools.

Figure 3
Wrap-Around Service Model



Source: National Center for Communities in Schools

SAMPLE WRAP-AROUND SUPPORT INVESTMENTS

A In Washington, DC, the foundation will provide wrap-around supports for 2,000 public elementary school children pre-k to third grade to improve the skills and social and emotional wellbeing needed for effective learning and healthy development. To achieve this goal, our strategy will be to pursue the following five-year objectives:

- 1. PRACTICE** - To develop and implement innovative approaches to school-led partnerships with high-quality wrap-around service providers.
- 2. POLICY** - To work with advocates and policymakers to adopt promising and proven standards and practices for all low-income students in DC.

3. RESEARCH - To partner with researchers in fields such as social emotional development, mental wellness, nutrition and summer learning to identify innovative approaches and evaluate the services we provide.

B With our faith-based school partners in Maryland and New York we will create wrap-around supports for 300 kindergarten through 12th grade seats to improve the social-emotional wellbeing needed for effective learning.





Wrap-Around Support Infrastructure

Because the availability of facilities or other infrastructure often presents a major barrier to the expansion and replication of high-performing programs, the Bainum Family Foundation will assist high-performing programs to develop the infrastructure necessary for growth.

SAMPLE INFRASTRUCTURE INVESTMENTS

A Currently, high-performing charter schools rely on market-rate financing to develop facilities for expansion, which greatly reduces the resources available for serving students and often makes program costs prohibitive. To address this challenge, we will establish a revolving loan fund to finance facility expansion for high-performing public charter schools serving students from DC's Wards 7 and 8.

B The Seventh-day Adventist Initiative (SDAI) partner schools within the targeted communities have historically not had the infrastructure in place to maintain appropriate facilities or support expansion. The foundation will invest in building projects and personnel support to provide the appropriate learning environment that will support the increased enrollment.





Knowledge Building

To provide the greatest good for the greatest number of students, we must ensure that all staff and partners incorporate best practices into our work. To do so, it is essential to enhance both training in best practices and research and development of new innovations. For example, decades of research in early learning have provided great insight into the teaching and learning of young children, but as of yet, these lessons have not been integrated into a proven and replicable program that can be implemented at a consistent and sizable scale.

Similarly, research shows that the traumatic stress associated with poverty prevents poor children from learning, and that high-poverty communities often have schools with chaotic learning environments that actually re-traumatize students instead of helping them address their emotional challenges. To address this problem, chaotic learning environments must be transformed through new instructional techniques, mental wellness services, and other wrap-around supports that reduce stress and trauma so that students can focus on academic instruction.

SAMPLE KNOWLEDGE BUILDING INVESTMENTS

A Community Engagement - The foundation is committed to authentic engagement with communities, including families, service providers and other neighborhood stakeholders. To that end, the foundation will not only gather demographic data, but will engage community members in conversation and listening sessions to genuinely understand community strengths, needs, and priorities.

B Research - Understanding new trends and emerging best practices in the fields of early learning and wrap-around services is critical to improving support for children and families, and will be a key area of focus for the foundation.

C Program Evaluation - Assessing the quality of implementation and examining outcomes is essential to learning and promoting success.

D Knowledge Building - Sharing evidence-based practices with parents, teachers, and other service providers will ensure that lessons learned can be applied in improving support for children across our communities.



Goals, Outcomes and Strategies for Investment in FY2016-FY2020

PRIORITY AREA	2020 GOAL/OUTCOME	STRATEGIES
Early Learning	<p>Add 750 high-performing early childhood education seats serving DC Wards 7 and 8 to improve kindergarten readiness.</p> <p>Add 48 seats in faith-based preschool seats in the Baltimore Park Heights and Bronx High Bridge Communities.</p>	<ol style="list-style-type: none"> 1. New education seat creation: Assemble the facilities, instructional staff, and support services necessary to replicate existing, high-quality, early learning schools. 2. Continuous service improvement: Partner with experts to research, develop, and implement new approaches in early childhood education.
Wrap-Around Services	<p>Provide wrap-around supports for 2,000 elementary school seats serving DC Wards 7 and 8 to improve the skills and social-emotional wellbeing needed for effective learning.</p> <p>Create wrap-around supports for 300 kindergarten through twelfth grade seats in faith-based partner schools serving Baltimore Park Heights and in the Bronx High Bridge communities to improve the social-emotional wellbeing needed for effective learning.</p>	<ol style="list-style-type: none"> 1. Out of school time learning: Provide after-school, summer, and extended day learning opportunities. 2. Special need student supports: Expand and enhance services for students with learning challenges.
Wrap-Around Services Infrastructure	<p>Add 4,000 high-performing elementary school seats serving DC Wards 7 and 8 to improve academic success and social-emotional wellbeing.</p> <p>Add 100 high-performing faith-based elementary school seats serving the Baltimore Park Heights and Bronx High Bridge Communities to improve academic success and social-emotional wellbeing.</p>	<ol style="list-style-type: none"> 1. School construction: Create a revolving loan fund to allow the expansion of high-quality public charter schools. 2. Technical assistance: Support organizational capacity building such as board development or systems improvement.
Knowledge Building	<p>Support service providers in the development, understanding of and application of best practices in education and child development.</p>	<ol style="list-style-type: none"> 1. Training: Provide training for service providers using a diversity of platforms. 2. Research: Conduct research and evaluation for continuous program improvement and to add to the field of child development.



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