

# ANNUAL REPORT 2019



TRANSFORMING THE WAY AMERICA  
CARES FOR AND EDUCATES ITS CHILDREN



a proud supporter of  
**Kids First**



# OUR MISSION AND VISION

Through a process of adult and organizational transformation, we teach children the values and skills necessary for a successful life, one filled with caring, contribution and commitment, empowering each child with

*The vision to see...*

*The courage to try and*

*The will to succeed.*

# TRANSFORMATION EDUCATION

Transformation Education focuses on creating a flexible organizational culture and management system, emphasizing the transformation of how adults care for and educate children and youth. Transformation Education infuses a school's beliefs and values into the school's physical environment, instructional approach, employee mindset, and behavior. The result is a flexible brain-compatible organizational culture that emphasizes caring, commitment, and contribution and puts the needs of children ahead of the adults who serve them.

# DEAR FRIENDS,

The Children's Guild Alliance has been in the forefront of innovation and education since its founding as The Children's Guild more than 65 years ago, and our dedicated staff work miracles every day in our classrooms and group homes, and in support of our foster parents.

They know that making the impossible possible is never easy, and the challenges our children face today require new technologies and approaches. This is one reason we train and coach hundreds of child-serving professionals across America.

The Children's Guild Alliance does more than advocate, we intervene. We meet children and their families at the point of their needs and take actions to give them a chance to succeed in life and compete in a global economy.

To this end, The Children's Guild Alliance has launched Kids First, a movement designed to transform the way America cares for and educates its children. Our hope is to see the leaders in our society commit to taking the actions needed to give every child in our country the opportunity to succeed. Please take a few moments to read the exciting stories of how children's lives that have been impacted by The Children's Guild Alliance.

We are excited to unveil our new name. TranZed Alliance is now The Children's Guild Alliance, paying homage to our founders and creating a unified Children's Guild brand tied together by our Transformation Education philosophy.

The past year saw the expansion of our services and programs.

- TranZed Academy for Working Students (TAWS) enabled 44 teens, whose job obligations interfered with their school work, to graduate from high school with their class. We are so proud of these students, many of whom are going on to some of the best colleges and universities in the country.
- The University of Maryland College Park selected The Children's Guild Alliance to manage College Park Academy, a 6 – 12th grade, 650-student school in College Park. We are also planning the opening of a preschool in College Park in 2020.
- A partnership was launched with League of Dreams, giving our students the opportunity to experience the joys, challenges and personal growth gained from playing baseball regardless of their physical or mental ability.

None of the work we do would be possible without our dedicated staff, our visionary board and you, our generous donors. Please know how much your support and friendship mean to us and especially to our children and families.

Sincerely,



Andrew L. Ross, Ph.D, LCSW-C  
President and CEO  
The Children's Guild Alliance



Paul Rao, Ph.D.  
Chair, Board of Directors  
The Children's Guild Alliance

# WHY A KIDS FIRST MOVEMENT?

WE WANT TO BE A VOICE  
FOR THOSE WHO DO NOT HAVE A VOICE!



Kids First is a new vision to guide our future — a bigger vision, a fresh vision, a vision based on brain-based research, on the power of culture to transform, and on our track record of success. We need a new vision in America because the world has changed. For all children to thrive, they need an education adapted to serving the whole child and adapted to each child’s gifts, talents, and needs. We need to mobilize a citizen’s movement to transform how America cares for and educates its children.

### The Facts:

Parents are looking for an education system that meets the needs of the whole child, which:

- Provides social and emotional support
- Assures success in life, not just in the classroom
- Accounts for the environment in which a child lives

The reality is that we do not put kids first in this country. If we did:

- No child would attend a poorly equipped, substandard school
- No child’s diagnosed needs would go untreated
- No child in crisis would be ignored and become part of a system that turns them into a statistic

Kids First is an opportunity for you to join forces with thousands of other like-minded individuals to change the narrative for children who depend on us for their future. We are asking you to engage in the greatest cause we can imagine for our children, advocate for actions that protect, enhance, and support children, and be a resource for support to help financially fuel Kids First. On the following pages, you will read stories about how The Children’s Guild Alliance puts children and families first every day.

## It’s tough being a kid in America:



One child in five lives in poverty

**9 MILLION**

children suffer the trauma of abuse every year

**44%**

of children grow up in single-parent homes

# OUR PROGRAMS



**The Children's Guild Schools of Baltimore and Prince George's County** serve students from K-12 with emotional and behavioral disabilities and/or on the autism spectrum. Our schools provide learning and vocational opportunities, such as work and career readiness programs and Independence Academy, to ensure students can live successful independent lives.



**Monarch Academy Public Charter and Contract Schools and The Children's Guild DC Public Charter School** serve students in four schools in Anne Arundel County and Washington, DC, providing students with real-life learning experiences, fostering character development, and ensuring their success in a global 21st century world.



**The Academy: Therapeutic Group Homes for Adolescents** consists of three group homes for teens in Baltimore. The Academy is run like a boarding school with the goal of returning students to a less restrictive environment.



**TranZed Apprenticeships** provides non-traditional apprenticeships for high school and college graduates in Maryland, District of Columbia, Virginia, and Pennsylvania in IT, cybersecurity, digital marketing, and as medical assistants, and behavior teaching aides.



**TranZed Academy for Working Students (TAWs)** is designed for working seniors in Montgomery County Public Schools with paying jobs. Students' school schedules are flexed around their work schedules, allowing them to stay on the path to graduation and, in many cases, be able to go on to leading colleges and universities.



**Transformation Education Institute** is the training arm of The Children's Guild Alliance and serves those working in child-serving organizations, both nationally and internationally. The Institute holds an annual National At-Risk Education Network (NAREN)-TranZed Conference and has impacted thousands of individuals this year.



**Family Life Education Treatment Foster Care** serves children throughout Maryland who have been traumatized. We recruit surrogate parents who can create a positive environment that provides children with encouragement and skills to be successful in life and often results in adoptions or being reunited with their birth families. Our parents receive specialized training in Transformation Education and are supported by our Family Life Education staff.



**Behavioral Health Services for Children and Families** includes our Children and Adolescent Behavioral Health Center and our school-based Behavioral Health Services program serving thousands of students in more than 80 schools in Anne Arundel, Baltimore, Cecil, Howard, and Prince George's counties.



**Design.Build.Support.** is a service designed to make school construction affordable around the country by working with schools on new construction, retrofitting existing school buildings, and creating stimulating learning environments. Through our Monarch Baltimore Homes neighborhood revitalization initiative, we are purchasing and renovating vacant row houses in Baltimore, supporting affordable housing and community reinvestment.

# OUR STORIES OUR IMPACT

## GIVING STUDENTS NEW OPPORTUNITIES

Students learn what kinds of goals to set for their future when they are given the opportunity to experience new things and explore their options. This is especially important at The Children's Guild Schools of Baltimore and Prince George's County, which educate and provide clinical services to students with emotional and behavioral disabilities and to students who are on the autism spectrum. These students often take alternative paths in their education.

"College is not for everyone," says KaMyka Glenn, M.Ed., the transition coordinator for The Children's Guild School of Baltimore. "Some young people go directly into the workforce, while others need a little more training and coaching in order to be independent and successful in life after high school."

Independence Academy offers vocational opportunities in digital media, information technology, business and entrepreneurship, and hospitality and is available to high school students during school hours. Students participate in an internship and learn specific skill sets that can be transferred to the workforce or a secondary education. They gain hands-on training and real-life work experiences in a supportive environment with coaching from The Children's Guild's team of professionals. Mrs. Glenn says, "It is a valuable opportunity for students to develop the awareness and professionalism needed to transition into the workforce."

"It was challenging," says C'aron Jackson, a rising senior at The Children's Guild School of Baltimore about his experience in the Independence Academy digital media internship. "I realized I had to take my time and work through the projects, which is hard for me to do. I gained a lot of patience." C'aron aspires to become a professional photographer. He describes himself as naturally very quiet, so he appreciated how the internship encouraged him to be more social. He says, "I liked everything about it and look forward to being in Independence Academy again this year."



**The Children's Guild recognizes that some students lack job skills and are not prepared for post-secondary life. The Children's Guild created the Independence Academy to bridge this gap and expand students' horizons to what is possible.**

# LEAGUE OF DREAMS

## Sharing the Joy of Baseball

Children with emotional and physical challenges need to be accepted and given the same opportunities as their peers. Learning a sport, especially one as popular as baseball, is a great way to engage children at all levels. "So many kids are boxed into certain categories. Giving them the chance to play ball inspires growth and the freedom to express themselves," says Mike Bordick, chair of League of Dreams and a retired shortstop who played Major League Baseball with the Baltimore Orioles, New York Mets, Oakland Athletics, and Toronto Blue Jays.

This year, The Children's Guild Alliance launched a formal partnership with the League of Dreams to host a series of sports events and develop a curriculum for teaching baseball and softball skills to children with disabilities.

"I didn't know how my son would respond," says Nicole Murray, mother of 7-year old Devin, a second-grade student at The Children's Guild School of Prince George's County. He has Asperger's, a developmental and social disability on the higher end of the autism spectrum. Mrs. Murray is always cautious about trying out new things and had concerns about how well Devin would be able to listen to instructions and work in a team environment. Her fears were allayed by the patience of the staff. "That first experience sparked something in Devin. He loved it, and he really took to the game."

Devin has two brothers, and when they attended a weekend League of Dreams event, they were invited to participate as well. Cultivating a shared interest in baseball has opened the doors for Mrs. Murray's children to do more things together as a family. They recently went to a Nationals' game, and she was thrilled to see how interested and focused Devin was on the game.

In addition to offering a full-body workout and enhancing gross motor skills, learning to play baseball and softball teaches the value of teamwork, develops mental focus, and encourages personal growth and confidence. "Teaching kids how to play ball is not a one-time experience. It has a lasting impact and offers lifelong lessons," says Mr. Bordick.





The excitement surrounding the partnership continues to grow as more students are introduced to the joy of playing baseball.

# THE TRANSFORMATION EDUCATION 8

Culture shapes everything we do at The Children's Guild Alliance. Our Transformation Education 8 provides a comprehensive way of creating a culture that engages every student and fosters achievement to the greatest extent possible, and experiences that meet the needs of every learner. Transformation Education 8 provides authentic, real world experiences that enable every child to thrive.

1

## VALUES-INFUSED CULTURE

The most significant characteristic of a Transformation Education program is the infusion of specific values throughout all aspects of the programs' people, systems, environment, and curriculum. Daily culture card meetings reinforce the organization's messages about agile thinking and flexibility.



3

## ENRICHED ENVIRONMENTS AND EXPERIENCES

Physical environments shape the feeling, thinking, and behavior of all that are immersed in them. In a Transformation Education program, the physical environment is intentionally used to stimulate the intellect, excite the senses, and touch the emotions.



2

## FOCUS ON WELL-BEING

Programs comprehensively address children's emotional, social, cognitive, and behavioral needs in shaping children's values and community involvement. Through mindfulness exercise, positive relationships with adults, and the development of self-regulation strategies; children are equipped with the skills needed to excel in their journey of personal growth and thrive.



4

## BRAIN LITERACY

Knowledge about the brain and how the brain learns benefits students, staff, and parents. Transformation Education programs teach students and staff how the brain learns so they become lifelong learners.





5

### BEHAVIOR MOTIVATION CONTINUUM

Transformation Education programs embrace a transdisciplinary approach to behavior motivation, including a framework for positive behaviors, neuroscience, occupational therapy, child development theory, and restorative practices. By combining prominent concepts from multi-disciplinary approaches, children are provided with individualized, meaningful learning experiences before, during, and after a behavioral incident to help them develop effective self-regulation of their behavior.



6

### COMMUNITY INFLUENCE

Children and staff positively impact the community in which they live. Through community projects and advocacy, children are introduced to community issues in which they can contribute their voice.



7

### ARTS ENHANCEMENT

Exposure to the arts has a pervasive, positive impact on children. Transformation Education programs provide children with the opportunity to experience the performing arts, visual arts, and music in their program and the community.



8

### OWNERSHIP MINDSET

The solution to any problem starts with oneself. Using the Transformation Education Problem Solving Process, children and staff develop the skills to realistically approach problems, recognize their own contributions, take responsibility, and implement solutions.



# HELPING HIGH SCHOOL STUDENTS GRADUATE

Working students face unique challenges. While they may thrive in the workforce and benefit from the financial gains and real-life experience of holding a job, they often have difficulty balancing work and school. They need educators who understand their situation and can help them stay on track to graduate.

The Children's Guild Alliance launched The Academy for Working Students (TAWS) to address the struggles of working high school seniors. The innovative TAWS program gives students the opportunity to create a flexible school schedule that fits around their work commitments. Students receive support from mentors and career coaches and develop individual career plans to boost their graduation success.

"A full-day school schedule did not work for me," says Alexandra Tsytsareva, who worked 30-37 hours per week at a childcare center while participating in TAWS. A very independent person at an early age, Alexandra graduated high school this spring and is pursuing a degree in education at City College of New York. She looks forward to a career in early childhood education and owning a childcare center.

Genesis Velasquez joined TAWS after discovering she was pregnant. "I wanted to get my diploma on time but needed flexibility," she says. Through TAWS she was able to graduate from high school and stay at home with her child. Genesis works part-time as a dog sitter and is exploring other work-from-home opportunities. She plans to attend Montgomery College and is interested in becoming a certified personal trainer and having a career in the health industry.

Roderick Dreher enrolled in TAWS so he could support his family during a time of crisis. His older brother had been critically injured in a car accident and required around-the-clock care. His younger sister was just starting kindergarten and needed help getting ready for school. Even before his brother's accident, Roderick had held a job at a local retirement community. By participating in TAWS, Roderick could pick up additional shifts at work and still help out at home.

He graduated with his class and was able to attend school events when his schedule allowed. He says, "It was difficult, but I feel prepared for the future, and I don't feel like I missed out on the high school experience." He is majoring in biology at Coppin State University with the goal of becoming a pharmacist.



**"TAWS gave me the skills to manage my own schedule and have responsibility over my life."**

~ Alexandra Tsytsareva, TAWS student





# PARENTING CHILDREN IN NEED

What kind of person steps up to care for children most people would find difficult to handle?

Meet Julia Benford, a retired trauma technician with a lifetime of experience caring for people. It's no surprise she's married to a retired firefighter, one of her daughters is a clinical social worker, and she has a grandson who just joined the Navy. The desire to help others runs deep in her family.

Mrs. Benford felt a calling to care for children in need, and she chose to work with The Children's Guild Treatment Foster Care program because, "it offered the support I knew I would need." Treatment Foster Care parents are highly trained and supervised to care for children with complex problems and behavioral issues due to childhood trauma.

Mrs. Benford has fostered three children in her two-and-a-half years as a Treatment Foster Care parent. Maya,\* a two-year old girl, was recently reunited with her family. She had been drug-exposed and was failing to thrive when she arrived at the Benford's home. "I attended feeding classes, and Maya spent the first six months sleeping on my chest because she wouldn't let me put her down," says Mrs. Benford. Maya also had plagiocephaly (flat head syndrome), and Mrs. Benford maintained consistent therapy to shape Maya's head. With all of these challenges, Mrs. Benford says, "Seeing Maya leave was the hardest part."

Mrs. Benford currently fosters two boys, Jeremy\* and C.J.\* In the year leading up to placement with Mrs. Benford, Jeremy had three placements with different agencies. With The Children's Guild's support, Mrs. Benford has been able to care for him.

Jeremy demonstrated verbal and physical aggression and was diagnosed with intellectual disability and post-traumatic stress disorder. Mrs. Benford attended almost daily intensive therapy with him. There has been a learning curve for meeting his individual needs, and she has played a significant role in ensuring he receives the necessary therapy and care.

C.J. is a 16-month-old infant who Mrs. Benford has cared for since he was four days old. C.J. was drug-exposed and has numerous developmental delays, but he is finally starting to walk. She says, "He is wonderful," and describes him as "cute and sweet" and having a personality that has charmed her whole family.

It takes fortitude and hard work to be a Treatment Foster Care parent. Reflecting on her experiences, Mrs. Benford says, "It is rewarding to see positive changes in a child and know that I am helping them by giving them loving care in a safe environment."

*\*Names changed to protect children's privacy.*



**"Most people find caring for Jeremy overwhelming, because he has multiple issues and delays, but he would become a statistic if we did not help him."**

~ Julia Benford, Treatment Foster Care Parent

# TRANSFORMING THE WORKFORCE THROUGH APPRENTICESHIPS

"I owe my new career to TranZed Apprenticeships," says Patrick McLean, an apprentice and junior programmer for Amports, a premier automotive services company and port terminal operator.

Mr. McLean had been working in the mental health field and taking programming courses on the side. He wanted to move into the technology industry, but no employer was willing to take the risk and give him the break he needed to switch careers.

TranZed Apprenticeships offered an alternative pathway for Mr. McLean to gain the skills he needed to make the much-desired career change—all while continuing to earn a salary. The apprenticeship opportunity provided a supportive employer, on-the-job training, and he was allowed to participate in more than 144 hours of classroom training.

TranZed Apprenticeships supports transformative workforce solutions through a range of programs that advance modern day, non-traditional apprenticeships in technology, cybersecurity, digital and social media, data science and analytics, and as medical assistants and behavioral teaching aides. These programs source driven, talented, and committed employees for entry to mid-level positions.

"Being an apprentice builds a better foundation for your future career and helps you learn the business from the ground up," says Kenya Foster, who is also an apprentice and junior programmer with Amports. She was fresh out of college with a degree in computer science but had very little work experience. "TranZed Apprenticeships gave me the opportunity to start my career."

Ms. Foster has benefitted from being surrounded by experienced colleagues who have been willing to teach her and help her grow professionally. While it may seem daunting to some, Ms. Foster has recently started an online master's degree program. She credits the apprenticeship experience with teaching her valuable skills such as time management, organization and how to prioritize.

Businesses that support apprenticeships gain loyal, productive, long-term employees. Both Mr. McLean and Ms. Foster are excited to be building their skills toward a CompTIA Network+ certification. They will soon graduate from the apprenticeship program and look forward to continuing their careers with Amports.

**"TranZed Apprenticeships connected me with a company that wanted to invest in me."**

~Patrick McLean, Apprentice



# CREATING CITIZENS OF THE WORLD

Our Monarch Academy schools develop globally minded students through a curriculum infused with diversity and authentic learning experiences. "We believe students should become ethical people who affect the world positively," says Kim Jakovics, principal of Monarch Academy Glen Burnie.

This year, second grade teachers from her school were inspired to travel to Ethiopia following an Expeditionary Learning journey that incorporated the country's culture, language, and history. Their interest in Ethiopia was sparked by a visit from award-winning author Jane Kurtz, who led a workshop for students on how to write children's books. Ms. Kurtz shared experiences from her childhood in Ethiopia and her work with Ethiopia Reads and Open Hearts Big Dreams, two organizations that partner to provide books to children in Ethiopia.

The second graders were studying pollinators the week of the workshop, so their teachers suggested they write a book about the importance of bee pollination for agriculture in Ethiopia. "From school communities to fossils, the teachers found connections between Ethiopia and what the second graders were studying," says art teacher Sam Green. She collaborated with the teachers to have the students illustrate the book.

"We worked all year on the book," says second grade teacher Jenna Legambi. Their efforts paid off. The book titled "The Busy Little Bee" is now published and being distributed by Open Hearts Big Dreams to children in Ethiopia, and it is available on Amazon.

Moved by their dedication, Ms. Kurtz encouraged the teachers to visit Ethiopia and see firsthand the things they had been teaching their students. Through grants and support from their students and school, all of the second grade teachers, Ms. Legambi, Sonja Bolotin and Molly Malloy, along with art teacher Sam Green, travelled to Ethiopia at the end of the school year.

Now, when second graders at Monarch Academy Glen Burnie study school communities, their teachers will use pictures from their trip and tell personal stories about the schools they visited and the people they met. "It was an extremely humbling experience to see the challenges students in Ethiopia face," says Ms. Bolotin. She sees opportunities to grow empathy in her students and looks forward to conveying the Ethiopian students' hunger for education. "It will have a profound effect when we share these experiences."



**"It's very much a part of our curriculum pedagogy to understand other cultures and places."**

~ Kim Jakovics, Principal  
Monarch Academy Glen Burnie



## DR. PAUL RAO

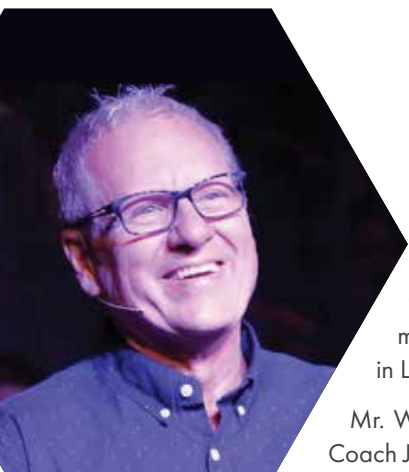
### **Board Chair—Inspired by The Children’s Guild Alliances’ Transformation Education Philosophy**

When Dr. Paul Rao retired in 2013, he was serving on the University of Maryland Board of Visitors. He wanted to stay engaged in the community and the nonprofit world. When he was introduced to The Children’s Guild Alliance, he knew he had a new calling. He was especially impressed with the transformational nature of the organization and asked himself, “Can they really change the way we educate and care for kids in America?”

Having attended seminary for eight years, Dr. Rao was committed to servant leadership and found it fortuitous that this opportunity presented itself to him at the end of his career in speech language pathology and healthcare administration. He was totally aligned with The Guild’s mission of caring, contribution, and commitment. Now in his third and final year as board chair, and having accepted the position of chair of our Kids First campaign, he is proud of the progress he has seen The Guild make over the past several years and knows they will indeed help change the future of our nation’s children and young adults.

“Under the entrepreneurial leadership of Dr. Andrew Ross and his team, I have seen The Guild grow from an \$6 million to an \$88 million organization. The board of directors has increased from 16 to 24 members with a significant increase in its diversity, reflecting better the populations we serve,” says Dr. Rao. “The organization delivers so much more than just traditional education. I have seen the way our apprenticeship program, for example, has grown and is now the driving program in the region for technical apprenticeships, preparing the next generation to deal with artificial intelligence. I am very excited by our potential outreach to China, where we will be helping the Chinese education system to mainstream and manage its children on the autism spectrum. I am especially energized by the launch of Kids First and am honored to have been asked to chair this effort that has so much internal and external support. This is truly a very special organization and one that is changing, growing, and transitioning every day.”

Dr. Rao also believes very strongly in giving people the opportunity to remember The Guild in their will and estate plans. He knows there are many donors, board members and friends who are committed to see this 66 year old organization continue to thrive well into the future, and he says, “I urge our donors and friends to join with me and leave a legacy by remembering The Children’s Guild Alliance in their wills and estate plans. I have shared my commitment to do so with The Guild and encourage others to do the same.”



## GREG WIGFIELD

### **The National Children’s Guild Fund Board Member**

Greg Wigfield is founder and president of NCG Insurance Agency based in Leesburg, Virginia. An active member of the community, he founded, in addition to his insurance company, a non-denominational church in Leesburg and founded the Destiny School of the Arts for preschool through fifth grade.

Mr. Wigfield also served as chaplain to the Washington Redskins from 1982–1988 under the leadership of Coach Joe Gibbs. He holds a Master of Arts degree in organizational leadership from Regent University.

When The Children’s Guild’s Alliance shared the vision of The Guild with Mr. Wigfield, he offered to serve in any way possible and was invited to become a board member of The National Children’s Guild Fund, a board dedicated to transforming the way America cares for and educates its children by guiding and supporting The Children’s Guild’s funding priorities.

“I have a huge heart for children, especially those in need, and I was only fifteen minutes into a tour of The Children’s Guild DC Public Charter School when I asked if I could be part of what The Guild is doing,” says Mr. Wigfield. “I have been involved in many business and mission based opportunities and The Guild has one of the most exciting and life-changing visions ever. I am blessed to be part of this great organization!”



# FY2019 DONORS

We thank all of our generous donors for their continuing support of The Children's Guild Alliance. The following donations of \$100 or more were received between July 1, 2018, and June 30, 2019:

## GRANTS

Anne Arundel County  
Golfer's Charitable Foundation  
Laurel Park Impact Committee  
Prince George's County

## \$25,000+

Ken & Renee Moreland

## \$10,000-\$24,999

Jeff Kozero/ K4 Associates, LLC  
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Greg Wigfield/ NCG Insurance  
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## \$999-\$500

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Michael Pappas  
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Vince Piscopo

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John Strom  
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Linda Tice

## \$100-\$249

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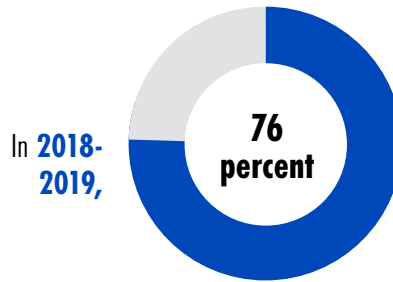
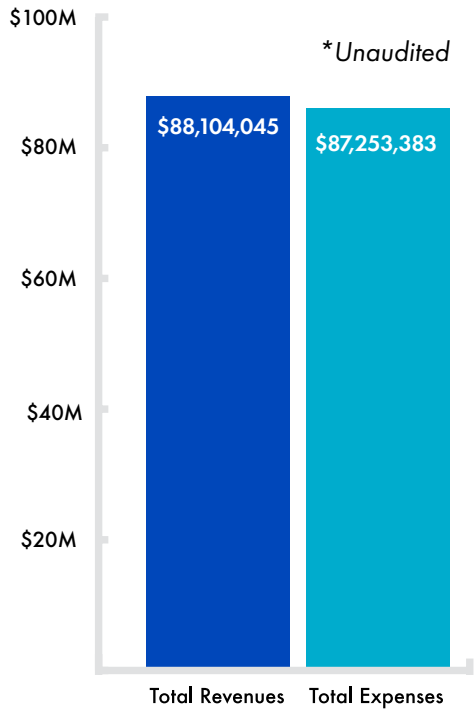
## THANK YOU

Our donors are very important to us, and we have made every effort to ensure the accuracy of all names listed. If you do, however, find an error or omission, please accept our apologies and contact the Mission Advancement Office at 410.444.3804, ext. 1119.

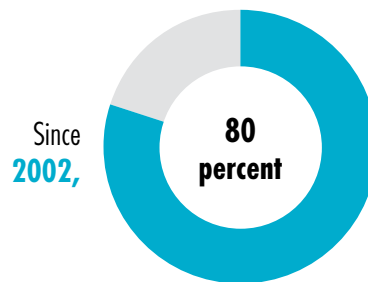
# GROWTH & SUCCESS

## Success Rates

### 2019 Revenues and Expenses \*

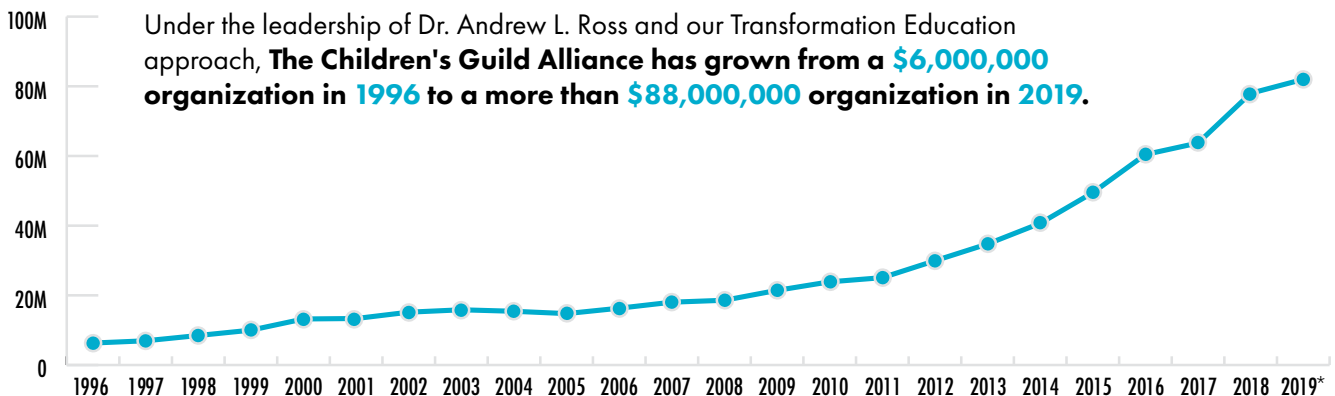


percent of the youth completing our Treatment Foster Care were **able to return to a less restrictive environment.**



of students in our Therapeutic Group Homes for adolescents **have been able to return to a less restrictive environment**, many returning to their own homes.

## Tremendous Growth



# BOARD & LEADERSHIP

## Board of Directors as of October 1, 2019

### THE CHILDREN'S GUILD ALLIANCE

<b>Paul Rao</b> , Chairperson	<b>Catherine Buell</b>	<b>Jada McCray</b>
<b>Chris Zimmerman</b> , Vice Chairperson	<b>Sonjie DeCaires</b>	<b>Jake Oliver</b>
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<b>Sissy Jimenez</b> , Monarch, Anne Arundel Chair	<b>Andrew Hahn</b>	<b>Neil Young</b>
<b>Shawn Hart</b> , Monarch, Baltimore Chair	<b>Keri Lowry</b>	
<b>Imani Samuels</b> , Children's Guild DC Charter Chair	<b>Neil D. Mann</b>	

### THE CHILDREN'S GUILD

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