



SUPPORTING

CHILDREN and THEIR PARENTS
in WASHINGTON, DC

Dear Friends and Supporters,

With the celebration of Educare DC's five year anniversary in 2017, we have finally gotten our "sea legs", thanks to you. Your support has enabled us to solidify our team and build the staff and structures that make a daily difference in the lives of young children and their families. Your probing questions and encouragement have pushed us to ensure that our teachers are healthy and that their voices are heard within our school and in the community. Your quest to understand the structures underlying the early childhood systems have helped us to advocate for equivalent funding and to question old policies that no longer make sense. Your empathy and compassion for vulnerable young children has empowered us to go the extra mile every day, both inside and outside our beautiful school.

Perhaps our progress is best told through the eyes of a parent, whom I have now known for the full three years that I have been at Educare. Ms. S has had three children at Educare during my tenure, and we have supported her and her children through some extensive emotional challenges. Her youngest has been with us since infancy, and Ms. S told me how proud she is to have moved from full public assistance to a job that provided benefits for the first time in 2017. She is now working toward a goal of buying her first home. Her journey is our journey, shared with you. Thank you for so generously walking this road with all of us.

With deep appreciation,

A handwritten signature in black ink, appearing to read 'Pyper Davis', written over a semi-transparent purple rectangular background.

Pyper Davis
Executive Director

MAKING AN IMPACT

Educare DC's mission is to eliminate the achievement gap for young children in poverty, and give them the skills necessary for success in kindergarten and beyond. Our comprehensive, full-day program, incorporates the latest scientific research and best practices in early education. Our external training and advocacy efforts impact children beyond our walls. Your belief in our mission and your generous support has propelled us forward in countless ways.

IN THE CLASSROOM

Educare DC partners with Dr. Brenda Jones Harden, an expert in human development and program evaluation, and professor at the University of Maryland, College Park. Dr. Harden and her team serve as our Local Evaluation Partner (LEP), collecting data to document child outcomes, classroom quality, and aspects of family life. Through a series of assessments, they provide a thorough evaluation of our program and its impact, and provide a holistic view of our children's progress.



"Since Zarah started at Educare, her social, fine motor, gross motor, and cognitive skills have improved considerably. She can say, recognize, and write her own name. She can ride a bike and count to 20. Zarah has made friends and she is able to recognize and name her feelings, which they practice at school."

— Damali F., Parent, Educare DC



CLASS - One of our core evaluation tools is the Classroom Assessment Scoring System (CLASS®), an observation tool that assesses teacher-child interactions in our classrooms including:

- Emotional support;
- Classroom organization; and
- Instructional support.

CLASS preliminary data for 2017 shows our strength in classroom quality, particularly in emotional support and classroom organization. These scores have consistently been at the high quality range with averaging a 6 on a scale from 1 to 7 and our Pre-K instructional support and Toddler engaged support for learning reached 3.76 and 4.1 respectively in the 2016-17 school year.

ITERS - Educare DC received high scores on the Infant Toddler Environmental Rating Scale (ITERS), which rates seven dimensions of the classroom environment on a scale of one to seven, with five being high-quality. Educare DC scored an average rating of 5.68 over the seven evaluated areas.

Home-School Connection - Our LEP data also helps us understand our work with families, and how best to support caregivers in their role as their child's first - and most important - teacher. For example, Educare DC parents have reported that they have more books at home. Five years ago, 20% of our families reported having 50 or more books at home and that number has risen to 37% in the 2016-2017 school year. Importantly, our research shows that caregivers of children enrolled longer at Educare DC reported lower levels of parenting stress.



PROOF OF PROGRESS

Educare DC focuses on the needs of the whole child and supports parents and caregivers in their role as their child's teacher and advocate. With that in mind, we deepened our commitment to successful programs in 2017, including Touchpoints, whole school mental health and Future Scholars Fund.

TOUCHPOINTS

Educare DC has implemented a multi-year plan to become a Touchpoint Community. We have trained the first two cohorts and the final cohort will be trained in 2018, putting us on path to be a Touchpoints school.



IN MEMORIAM



Dr. T. Berry Brazelton
(1918 - 2018)

We recently said goodbye to Dr. T. Berry Brazelton, a pioneer in pediatrics.

One of the most influential scientists, clinicians, and advocates, Dr. Brazelton wrote 30 books on pediatrics, child development, and parenting. His keen insights and observations contributed to groundbreaking understandings of newborn behaviors and developments.

A Professor of Pediatrics Emeritus at Harvard Medical School, Dr. Brazelton's distinguished awards include the White House Champion of Change, the Humanitarian of the Year award from American Academy for Cerebral Palsy and Developmental Medicine, and the Presidential Citizen's Medal, the nation's second highest civilian honor.

Dr. Brazelton founded The Brazelton Touchpoints Center, which is focused on how everyone responsible for a child's care - from pediatricians to parents and instructors to institutions - can best support children and families. Based on scientific findings, he helped implement nationwide changes in practice, service delivery, and policy. He remained actively engaged in leading the Center until his death in March of 2018.

Eight other Educare schools have been trained, and research data shows that TouchPoints communities:

- have deeper and more positive relationships between parents and providers;
- lower levels of parenting stress (sustained over 30 months);
- and an overall improvement in school climate (according to the providers).

All of these positive results directly support children at school and at home, and result in healthy development and improved school readiness.

MENTAL HEALTH AND SOCIAL/EMOTIONAL DEVELOPMENT

In 2017, we deepened our commitment to supporting the mental and emotional health of our students and launched a whole school mental health effort. As a part of this process we hired a full-time mental health coordinator to work with our LEP team and our Early Childhood Innovation Network partners to implement an Early Childhood Mental Health Consultation model. As a part of this best in class model, our mental health coordinator partners with teachers and family engagement staff, providing the tools and knowledge to

deliver needed whole-class interventions as well as targeted supports for individual children. This focus has already had a positive impact several students who were struggling with challenging behavior, as well as their teachers and parents.

SUPPORTING OTHER PROGRAMS

In February, six staff members were trained in Critical Friends Group protocol, a system that is proven effective in education communities of practice. In addition to integrating these practices into our work within Educare DC, we have also convened a Community of Practice (COP) gathering for directors and coaches from other early childhood programs, including Quality Improvement Network (QIN) partners. It provides a monthly forum for collaboration, discussion of relevant research and teaching practices, and for growth as both a team and as individuals.

EDUCARE FUTURE SCHOLARS

For the second consecutive year, Educare DC partnered with the Future Scholars Fund to provide 100% of Educare's students with 529 college savings accounts. Students and their families earned funds based on program goals like regular attendance and parent participation within the school community. We distributed \$15,000 directly into student's college savings accounts last year.





SHARING WITH OTHERS

New research from Nobel Memorial Prize winner James J. Heckman shows that investing in high quality early learning for disadvantaged families yields a 13% return on investment (ROI) – with significant long-term positive outcomes in education, health, and employment. This new finding is a dramatic increase from his previous research numbers that showed a 7-10% ROI.

ADVOCACY

A core component of our mission is to share our experience, program quality, and research to benefit more low-income children. In partnership with other advocates, we are working



“It is a rare public-policy initiative that promotes fairness and social justice and at the same time promotes productivity in the economy and in society at large. Investing in disadvantaged young children is such a policy.”

— *James Heckman, Nobel Laureate In Economics*



to increase quality and expand access and services to more low-income children within Washington, DC.

Educare DC's direct advocacy work has gained momentum in the past year. The DC City Council passed the Early Learning Equity in Funding Amendment Act of 2017. This bill enables a wider variety of early education providers to receive the same at-risk funding supplement as public schools. We estimate that this change represents more than \$500,000 increase in funding to ensure that at-risk children (defined children who are homeless, in foster care, or whose families qualify for Temporary Aid to Needy Families) receive the services they need. We are proud that our advocacy coalition included a group of smaller providers, parents, and staff, convened by Educare DC.

Educare DC representatives – including eight teachers and parents – have also testified before the D.C. City Council Committees on Education, Health, and Finance on three different legislative initiatives to benefit young children, providing a valuable voice.

“Ms. Morgan taught K’Zariah how to use sign language, so that she could tell me when she wanted more milk or when she was wet. It was so much easier for me to meet her needs even though she could not talk!”

— Stacey C., Educare DC Parent in her 2017 testimony to DC City Council

SHARING

Teacher Training – Educare DC is strengthening early childhood educators in DC. By sharing the best practices in data utilization, as well as the latest research and practical approaches for using data to improve programs, children across the city benefit from skilled and engaged early educators. In fact, each of the 65 attendees in 2017 has an impact on up to 50 children each, meaning that Educare DC’s trainings are impacting thousands of children city-wide as we work to improve quality outcomes.

Health and Wellness – We are proud to share that Educare DC’s health and nutrition coordinator co-founded and leads the Health Managers Network. This citywide network of early childhood health staffers share resources and tool to amplify healthy habits in their centers.

Educare Learning Network Annual Meeting –We were thrilled to host the 2017 Educare Learning Network Meeting, which focused on more deeply connecting and engaging with families. The annual meeting is an important opportunity for school leaders, teachers, and family engagement staff to share, collaborate, problem-solve, and learn together. In 2017, parent representatives from every Educare school across the country participated – the start of a new tradition! The event culminated in an open house at Educare DC where our teachers and staff were proud to show off their work and their classrooms and answer questions from more than 170 of our colleagues from around the country.





EDUCARE DC'S APPROACH

EMPOWERING CHILDREN AND FAMILIES

Educare DC, a nationally accredited school, delivers comprehensive services to at-risk children, some as young as six weeks old, and their families to ensure their success.

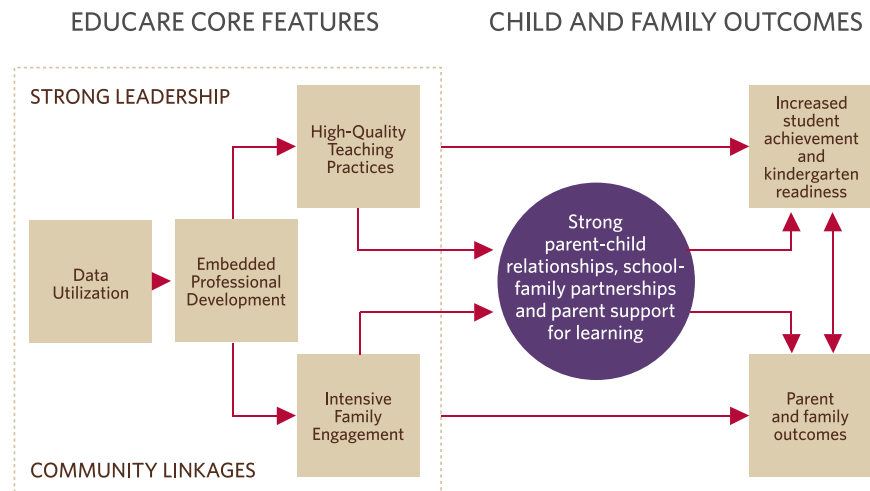
- Educare DC's school year is full day, year-round. Students receive a nutritious and well-balanced breakfast, lunch, and snack each day. Students in after care also receive supper.
- Our on-site health coordinator ensures that students receive immunizations as well as hearing, vision, and dental screenings.
- Our teachers and master teachers work closely with our mental health and special education coordinator to address behavioral or developmental concerns, and we assist families with the referral process if additional screenings or services are required.
- We develop strong community partnerships, including with local fitness, financial, gardening, and health organizations, to deliver expertise and enrichment.
- Our family engagement team works with families to connect them with resources that will help them meet their housing, employment, health, or education needs.
- Educare DC's parents are elected annually to the school's parent policy committee. The committee meets monthly and approves the school budget, the program calendar, major curriculum changes, and staff hiring decisions. Not only does the committee empower parents by giving them a voice in their children's education, but also by helping them to grow professionally.





THE EDUCARE MODEL

The Educare model is based on research from early childhood development, education, social work, and other allied fields. Our approach comprises four core features: data utilization, embedded professional development, high-quality teaching practices, and intensive family engagement.



“Now that science has firmly established that experiences in the earliest years of life form the foundation of learning, behavior, and health across the lifespan, the biggest challenge is in the specifics of creating the best possible experiences for the children and families who can benefit the most. By providing the highest quality early education for these children and their families in our community, Educare DC is at the absolute forefront of meeting this challenge.”

— Lee Schorr, Educare DC Board Member

DATA UTILIZATION

- **Data-driven program improvement.** Educare DC's ongoing data collection enables us not only to track children's progress, but also to provide feedback to teachers and parents about what they can do to better support individual children — all in real time.
- **Evidence-based practices.** We explore the latest science about early childhood education and translate those theories to the 'real world' of our programs, and we rigorously evaluate our programs to collect information that will help us improve our model. This approach has an impact on our program and the way we teach our curriculum. It leads to positive growth in several areas, including formation of social attachments, social emotional development, language and literacy, and family engagement.

EMBEDDED PROFESSIONAL DEVELOPMENT

- **Well-qualified workforce.** Lead teachers have bachelor's degrees and assistant teachers have associate's degrees in early childhood education and related fields.
- **Reflective practice and supervision.** Master teachers have master's degrees in relevant fields and work with teachers in the classroom. Master teachers model instruction techniques and parallel teaching, and also provide formal and informal feedback.
- **Intensive staff development.** All staff receive professional development, both through on-site Educare trainings and off-site trainings with Educare partners, such as the Office of the State Superintendent of Education, United Planning Organization, and Brazelton Touchpoints. Staff engage in peer learning, lesson study, and reflective practice.





HIGH-QUALITY TEACHING PRACTICES

- **Continuity of Care.** Children stay with the same teachers from entry into the program until age three, then they transition to a preschool classroom with new teachers until they leave for kindergarten. Continuity of care is essential for students to build secure attachments to their teachers, which in turn enhance social-emotional and cognitive development.
- **Small class size and high teacher/child ratios.** Our teacher-to-child ratios are 3:8 for infants and toddlers and 3:17 for preschoolers.

INTENSIVE FAMILY ENGAGEMENT

- **On-site family support focused on parent-child relationship.** Our dedicated team of five family engagement staff focus on parent development as a means of supporting each child. This two-generation approach enables parents to see and believe in themselves as community leaders, skilled advocates, and the primary drivers of their children's education, from birth-to-kindergarten and beyond.

"My son's health certificate was due and I didn't know what to do. Educare's health coordinator helped me – she made calls and helped me get the information I needed. We travel a long way each day to get to Educare, but it's worth it. Educare is home."

— Geoffrey Brownell, Educare DC Parent



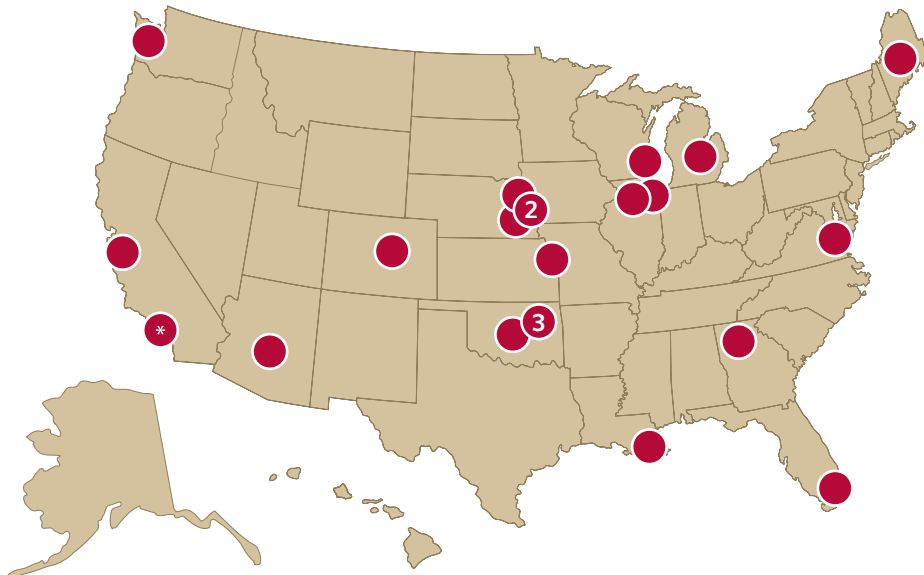
Astonishing

Art

NATIONWIDE LEARNING

NETWORK VALUE FOR EDUCARE DC

The Educare Network provides a forum in which Educare leadership staff can come together to share, problem-solve, and receive assistance, training, and support regarding program and policy development, implementation, and continuous quality improvement of the Educare model.



Arizona (Phoenix)
Atlanta
California at Silicon Valley (San Jose)
Central Maine (Waterville)
Chicago
Denver
Flint, MI
Kansas City, KS
Lincoln, NE
Los Angeles at Long Beach*
Miami-Dade
Milwaukee
New Orleans
Oklahoma City
Omaha at Indian Hill
Omaha at Kellom
Seattle
Tulsa at Hawthorne
Tulsa at Kendall-Whittier
Tulsa at MacArthur
Washington, DC
West DuPage, IL
Winnebago, NE

* Under construction
As of January 2018

Educare DC is part of the Educare Learning Network, a nationwide network of 23 schools known for being one of the country's most effective early childhood programs.

FISCAL YEAR 2017 FINANCIAL REPORT

GELMAN, ROSENBERG & FREEDMAN CERTIFIED PUBLIC ACCOUNTANTS

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INDEPENDENT AUDITOR'S REPORT

We have audited the accompanying financial statements of Educare of Washington, DC (Educare), which comprise the statement of financial position as of June 30, 2017, and the related statements of activities and change in net assets, functional expenses and cash flows for the year then ended and the related notes to the financial statements.

MANAGEMENT'S RESPONSIBILITY FOR THE FINANCIAL STATEMENTS

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

AUDITOR'S RESPONSIBILITY

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

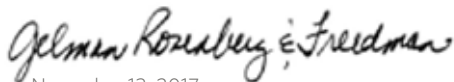
We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

OPINION

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Educare as of June 30, 2017, and the change in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

REPORT ON SUMMARIZED COMPARATIVE INFORMATION

We have previously audited Educare's 2016 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated December 13, 2016. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2016, is consistent, in all material respects, with the audited financial statements from which it has been derived.

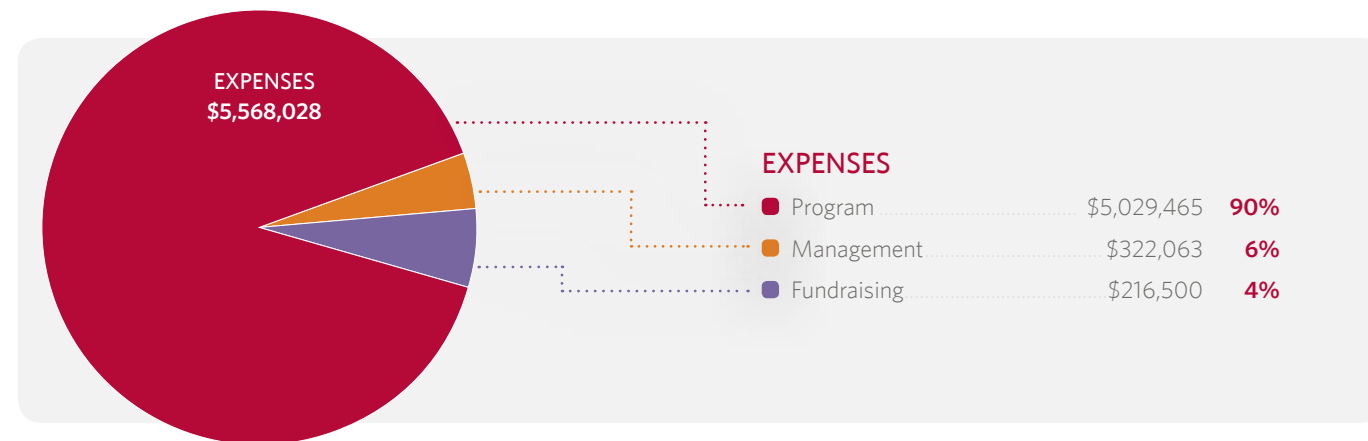
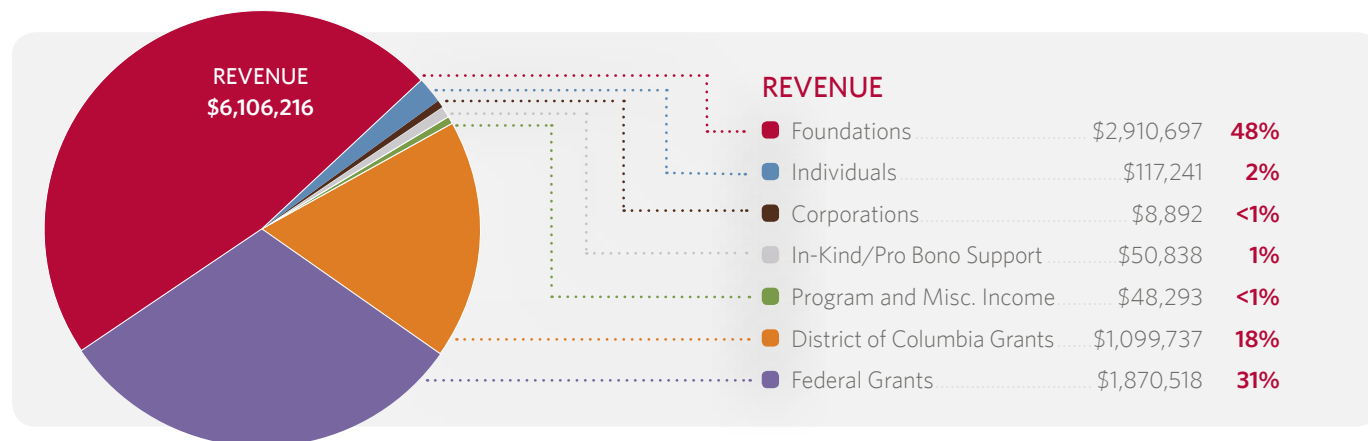


November 13, 2017

FISCAL YEAR 2017 FINANCIAL REPORT

REVENUE AND EXPENSES SUMMARY

Fiscal year ending June 30, 2017



TOTAL NET ASSETS \$14,340,031



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