



2019 ANNUAL REPORT

Story

**CHILDREN. FAMILIES. COMMUNITIES.**





# DEAR Friends,

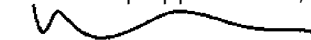
The first time I ever walked through the doors I was enthralled by the bright, sunny place that is Educare DC. I could immediately see and feel Educare's magic - the relationships between children, teachers, and families - and see the opportunity that children have here to learn, grow, and thrive. It is a place of love and support as well as a place of the highest quality early childhood education.

This has been a year of growth for Educare DC in many ways - from doubling the number of children we serve, to deepening our advocacy work, to earning the new High Quality designation from the Office of the State Superintendent for Education. This performance and progress helped Educare DC earn a new award from the Office of Head Start to serve more children through additional community partners and programs. Our staff and teachers have worked exceptionally hard this year to help make all this growth possible - working long hours strategizing, building new partnerships, and taking on additional tasks and roles as Educare DC evolves. They have also built trust and relationships with new organizations and created a more cohesive team - enhancing both individual and collective staff strengths. All this while loving, nurturing, and supporting our most precious children and families.

As we look forward, I am eager to see how we continue to expand our impact beyond the walls of Educare DC to support more children and families in Wards 7 and 8. By continuing to find new partnerships, elevating the importance of early childhood education, and giving children and families tools to become their own advocates, we can create a world where every child has the opportunity to meet their full potential.

Thank you for your generous support and your partnership in nurturing our children and families!

With deep appreciation,



Wendy Goldberg  
Board Chair  
Educare DC



*We are happy to share the Educare DC Annual Report, with stories, data, and more. We have accomplished a great deal, and we couldn't have done it without you. We hope you enjoy this happy reflection on 2019!*

**Pyper Davis**  
Executive Director







# GROWING:

## **STRONG BODIES, STRONG MINDS, AND STRONG FUTURES!**



In 2019, Educare DC grew in many exciting ways. As our students grew bigger and stronger, our team grew to include new faces you've come to know and love, and our impact throughout the community grew, as well. As a growth-oriented school, we'll always look for new ways to improve the student experience, evolve our work, and elevate the results that you expect of Educare.



## School Performance: High Scores All Around!

The 2019 results are in! It was a banner year for Educare DC, proving once again the power of relationship-driven, data-based, high-quality early childhood education. Here are just some of our accomplishments and accolades:

### **Our youngest classroom scored an unprecedented - 6.8 on a scale of 7 - the highest yet for Educare DC!**

- Educare was awarded a High Quality designation by the Office of the State Superintendent (OSSE) for the District of Columbia's Capital Quality Rating Improvement System (QRIS). Only 12% of programs earned this new top tier for quality.
- Educare DC's nine infant and toddler classes earned outstanding scores on the Infant/Toddler Environmental Rating Scale (ITERS), which measures the classroom environment and quality in our infant and toddler classrooms. Our strong performance has continued over the years: 2017

score of 5.68, 2018 score of 5.84, 2019 score of 5.79. Our youngest classroom scored an unprecedented - 6.8 on a scale of 7 - the highest yet for Educare DC!

- Classroom Assessment Scoring System (CLASS) score of 3.86 in Instructional Support, the most rigorous and difficult domain, (where a score of 3 is considered High Quality). Notably, two of our classrooms scored exceptionally high on Instructional Support with individual scores of 4.39 and 4.78.

Rigorous and ongoing evaluation is conducted in partnership with our Local Evaluation Partner (LEP), Dr. Brenda Jones Harden of the University of Maryland. Educare DC's program performance is also regularly reviewed by our partners and licensing bodies, namely Head Start and OSSE.

We couldn't be prouder of our teachers, staff, parents - and especially our children - for their dedication, drive, and exceptional work!



### **NEW FACES:**

*Meet Michael Truesdale!*

Following Jamal Berry's well-deserved promotion to Deputy Director, we were thrilled to welcome Michael Truesdale as our new School Director in 2019!

Michael comes to Educare with an extensive background in Head Start programs, having held different roles throughout his career from classroom teacher to instructional specialist to center director. He holds a master's degree in human services and a bachelor's in non-profit administration.

A proud Ward 7 resident, Michael advocates for all children and families not only through his work at Educare DC, but also as a board member of DCAEYC, an affiliate of the National Association for the Education of Young Children.

Welcome, Michael!



## Research Shows Intergenerational Impact of Early Learning

Using results from the trailblazing Abecedarian Project, Nobel Prize-winning economist Dr. James Heckman continues to study the long-lasting effects of high-quality early childhood education – just like we provide here at Educare DC!

Prior research on the Abecedarian outcomes showed that treated children – those who received quality early learning during the project’s active research period – had significantly better education, social, and economic outcomes. Dr. Heckman’s analysis of Abecedarian data found that every dollar invested in high-quality early learning for disadvantaged children provides a 13% return on investment. This includes better education, improved social and health outcomes, and reduced remedial education spending!

And now, 30-years after their early learning experience, we are finally able to see its impact on multiple-generations. Heckman’s analysis shows that positive effects on education, health employment,

civic life, and interpersonal relationships persist into the second generation, giving participants’ grandchildren a more stable and well-resourced household in which to grow up.

Learn more about Abecedarian and Dr. Heckman’s work by visiting [www.heckmanequation.org](http://www.heckmanequation.org)

**Every dollar invested in high-quality early learning for disadvantaged children provides a 13% return on investment.**





## Building Capacity in Wards 7 and 8

Thousands of young children in DC are impacted by the challenges of poverty. Poverty is most concentrated in Wards 7 and 8 – home to 90% of Educare DC’s children.

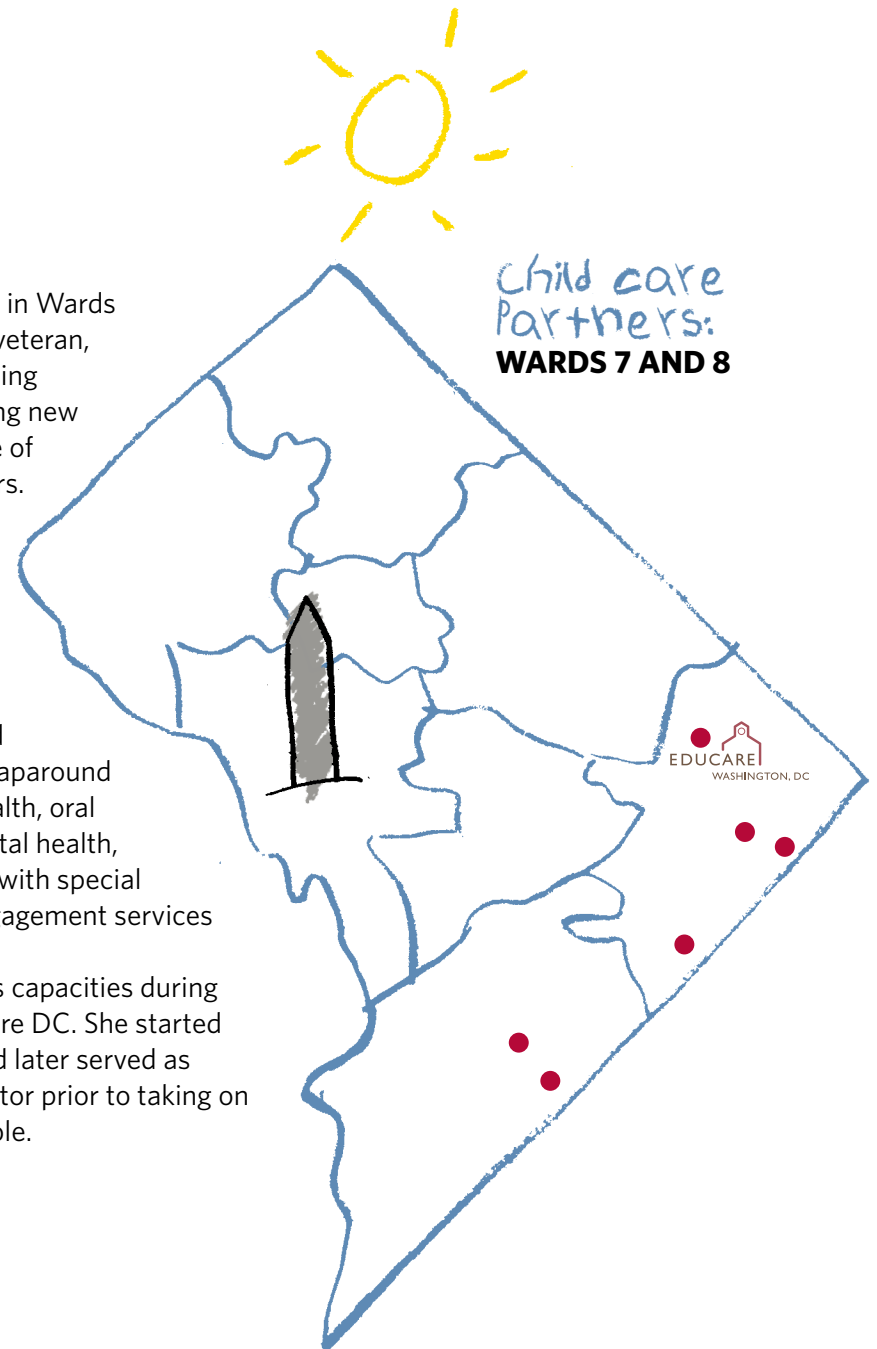
Studies show that children from disadvantaged homes like those in Wards 7 and 8 start kindergarten behind their more economically advantaged peers. Over time, this gap will grow and negatively impact adulthood, including illiteracy, teen pregnancy, juvenile justice issues, and unemployment. That’s why Educare is working tirelessly to fill this opportunity gap.

While we have long understood the needs of this community, Educare DC needed the resources to build capacity and grow into our greater mission: helping children and families beyond the walls of Educare’s building. In April, Educare received a grant to do just that!

The Early Head Start-Child Care Partnership (CCP) grant allows Educare DC to nearly double the number of children we serve by partnering with

5 child care programs in Wards 7 and 8. Educare DC veteran, Talia Newman, is leading Educare’s work to bring new opportunities to more of DC’s youngest learners. Through this grant, Educare is working with our partners to implement Early Head Start’s high quality standards in their programs, and provide them with wraparound services including health, oral health, nutrition, mental health, supports for children with special needs, and family engagement services

Talia served in various capacities during her six years at Educare DC. She started as master teacher and later served as assistant school director prior to taking on this new leadership role.





# Educare in 2019: By the numbers



Our **full-day, full-year** program provided **240 program days**, that's **3,120 hours of programming** a year!



Educare DC served **280 children** and continues to enroll more in its child care partnerships program.



**100% of children** received health and developmental screenings, including hearing and vision testing.



Over **61,000 healthful meals** served



Average **monthly enrollment\***:  
Infants and Toddlers: **98%**  
Pre-K: **99%**

Percentage of **eligible children served\***:  
Infants and Toddlers: **99%**  
Pre-K: **82%**



**Dozens of local partners** expanding our reach and making our work stronger



**60 field trips**

\*For the 2018-2019 Head Start grant year





# Leading:

## OUR STAFF ARE TRAILBLAZERS IN THEIR FIELDS



Educare DC operates at the unique intersection of practice, policy, and research. We work to leverage this knowledge and experience to make greater positive change in our community, and we encourage staff to be leaders and changemakers in their own right. We are filled with pride by their work inside and outside the classroom.





**Investing in teachers pays off! We are proud to report that over the past three years, 90% of our strongest-performing, growth-oriented teachers stayed with Educare DC with 23 internal promotions for our teaching staff.**



**Patricia Dela Torre**, Educare DC's Comprehensive Services Manager and co-founder and chair of the DC Health Managers Network, spent

2019 sharing her expertise and insights at conferences across DC. In January, Patricia spoke on a panel at George Washington University about preparing early childhood education centers for children with asthma. In September, she presented a breakout session for the DC Maternal Health Summit on the importance of nutrition during pregnancy. These sessions will empower professionals across our region to help even more children and their families live healthier lives.



**Jamal Berry**, who oversees all of Educare's program work as Deputy Director, was selected to be a UCLA Head Start Management Fellow!

This outstanding program helps Head Start directors and managers develop an entrepreneurial mindset and competence through a 12-day intensive leadership and management development training session at UCLA Anderson School of Management.

Jamal also serves as vice chair of the DC Head Start Association (DCHSA) and was selected to serve on the National Head Start Association Region 3 board of directors. In these roles he is responsible for assisting in the planning of local and regional convenings, representing the DCHSA at local events, and acts as a communication liaison between the DCHSA and the National Head Start Association Region 3 board of directors.



## In Memoriam EDUCARE DC SADLY LOST MEMBERS OF OUR COMMUNITY IN 2019.

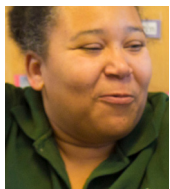
**Ms. Lorraine Romey** was a beloved Master Teacher in our pre-k program. She joined our Educare family in 2017 and was a valued member of our team. She will be truly missed.

Former student **Nylah Hawley** was quiet, with a playful personality which came out during activities, such as dramatic play. Her teachers and friends will always remember how her smiling face brightened their day when they saw her walking down the hallways.

We also want to acknowledge the life and contributions of **Dr. Edward Zigler**, who is known as the "architect" of Head Start. Dr. Zigler helped validate the importance of research in child development, so essential for Head Start and for educational achievement for vulnerable children.

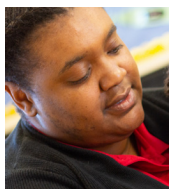


**Kiyana Morgan**, an experienced lead infant-toddler teacher, was promoted to help Educare share early learning best practices with schools across our community. In her new role as Professional Development Coordinator, Kiyana is helping Educare fully realize our mission to help more families by empowering educators outside of Educare's program. This training and quality improvement work is as integral to Educare as what happens in our building. Congratulations on your promotion, Kiyana!



The Teacher Exchange, an Educare Learning Network program made possible by private funding, allows teachers from different Educare schools to spend 3-4 days at another Educare school in order to share ideas and practices and build collaborative connections across the network. In 2019, two of our teachers,

**Jannice Wright** (top) and **Sharita Wilkerson**, visited Educare Long Beach as part of this program and learned new skills and ways of organizing their classrooms and structuring lessons. Jannice noted that "It was great to see how another Educare school operated in such similar and different ways."



**Kelly Tisdale Sloan** has stepped into the unofficial role of Head Gardener here at Educare DC! Trained by City Blossoms, a program that helps children learn through gardening, Kelly leads the school's garden days, sharing her passion for gardening with students and teachers alike. Her students spend a lot of time in the garden, planting, tending to, and harvesting vegetables. Then, they cook the harvest and share the nutritious snacks with the rest of the school. This enriching part of the curriculum is a student favorite – and definitely the most delicious. Thank you, Kelly, for being a leader!



DCHSA hosted a Leadership Development Institute in January, which five Educare DC staff attended. We are proud that two of our team members, **Aliya DeGeneste** (top), director of operations, and **Desiree El**, Master Lead Teacher, presented at the day-long event.



**Our executive staff completed a two-year strategic management program, *Leading for Impact*, run by The Bridgespan Group. This program helps ambitious nonprofits pursue strategic opportunities and build capacity to improve their performance over time through intensive workshops and organizational coaching. A group of seven Educare DC senior leaders participated, gaining skills strategy, performance, leadership styles, measuring impact, and leading change.**









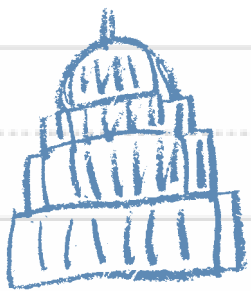
# Sharing:

## ADVOCATING TO SUPPORT YOUNG CHILDREN AND FAMILIES



Educare DC is proud to advocate for policies that not only ensure the safety and wellbeing of all children, but emphasize the importance of high-quality learning environments and social-emotional development. We are honored to do this work in coalition with our local and national policy partners.





**Educare DC has become known as a valuable and important voice at the policymaking table, bringing the perspective of parents, staff, and other center-based practitioners. We have been a catalyzing force in securing additional funding for community-based organizations (CBOs) providing pre-k programming to at-risk students, and a leader in bringing parents to the table around multiple issues.**

## New Leadership: Syritha Robinson



As our core program has strengthened and grown, so has our investment in creating system-wide change. As a part of that, we were lucky to hire a full-time advocacy director, Syritha Robinson, to lead the charge!

Syritha is responsible for Educare DC's early childhood advocacy work. Reflective of our location in the Nation's Capital, she splits her time across local and federal advocacy, pushing for greater investment in our youngest and most vulnerable neighbors.

Throughout the year, Syritha will lead dozens of Educare DC tours so that local and federal policymakers, legislative staff, and community and business leaders can increase their understanding of the importance and value of high-quality early learning. Her leadership will help to ensure that those with the power to make change have the information, evidence and encouragement to create and fund the life-changing educational programs.

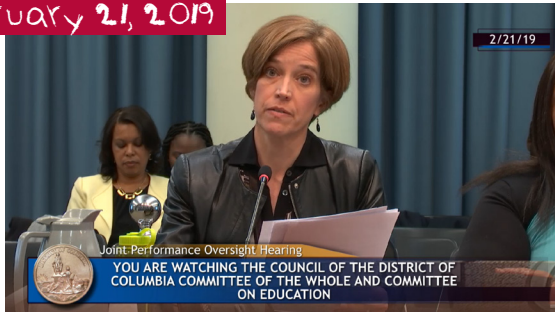
Welcome, Syritha!

## Educare Advocacy All Year Long

"We have made great progress toward a stronger birth-to-five system and the District has the opportunity to be a national exemplar."

"High-quality learning experiences empower parents early on to be involved in their children's education, because parents can see how much their child can do at such a young age, it makes them push themselves to do more as parents."

February 21, 2019



### DC COUNCIL COMMITTEE HEARING

**Pyper Davis** (Executive Director) testified at a performance oversight hearing for the Office of the State Superintendent for Education

April 9, 2019



### DC COUNCIL BUDGET HEARING

**Kelly Tisdale-Sloan** (Senior Lead Pre-K Teacher) testified during DC's FY20 budget hearings.

### ONGOING PARENT VOICES

**Ms. Lakeisha Jenkins**

is a parent-advocate and president of Educare DC's Parent Policy Council. As president, Ms. Jenkins has worked diligently to strengthen our school community and advocate for greater supports for young children in DC, including the Birth-to-Three for All DC Act. This legislation aims to build comprehensive systems of supports for infants and toddlers through fully funding child care subsidy, improving compensation for educators, and expanding mental, physical and nutritional health programs, and more.



April 10, 2019

### ZERO-TO-THREE'S STROLLING THUNDER

More than 40 Educare DC teachers and families gathered with others from across the country at the Capitol to show support for early childhood education. After the "Strolling Thunder" rally on the Capitol lawn, families met with their representatives to share stories and make urgent requests on behalf of all our kids.







# Lifting.

## **SUPPORTING PARENTS AS THEY GROW THEMSELVES AND THEIR FAMILIES**



Parents are children's first—and best!—teachers... and an integral part of the Educare DC team. That means our job is to support children and their parents to ensure the child's enrichment continues at home and families as a whole thrive.





## Meet the Morton Family!

To see the impact of our whole-family approach, look no further than the Morton family. After hearing wonderful things about Educare DC, Ms. Morton put their youngest child, Sahsa, on the waitlist for our program. Without child care for little Sahsa, she relied on her family for child care support as she worked three part-time jobs. She fit work shifts in around child care availability, commuting between her job in Virginia and her home in DC. Educare's full-time program would ease a significant burden.



Their big break came when, in the middle of the year, a family withdrew from the program opening a spot for Sahsa! Our team ensured the transition into Educare DC's program was as easy as possible, supporting Ms. Morton in getting the appropriate paperwork and connecting Family Engagement Services with Sahsa's teachers. This level of support made Ms. Morton much more confident in leaving her child in our care.

Once Sahsa got settled at Educare, Ms. Morton was able to get full-time hours at one of her part-time jobs which helped eliminate long commutes, entitled her to full-time benefits like health care, and gave her, her family, and her support system consistency.

Now, Ms. Morton is able to spend ample quality time with each of her children, and plays an active role in what they are learning at school. She loves being involved in her children's education - and we love having her!

## Supporting Families in a Myriad of Ways

### PARENT POLICY COUNCIL

In addition to our Board of Directors, Educare DC is governed by our Parent Policy Council. The Policy Council provides an opportunity for parents of enrolled students to come together to help inform future programs and practices. Our Policy Council plays an active role in shaping and enacting policies and in hiring new staff, which directly impacts the program for the students and the Educare DC community. Our dynamic, family-oriented school depends on them!

### PARENT CAFÉ

Our popular Parent Café provides an opportunity for parents to participate in interactive workshops that teach and encourage the Five Protective Factors: Relationships, Communication, Support, Knowledge, and Resilience. Parents learn practical strategies for success such as how to develop healthy relationships with teachers and other parents at the beginning of the school year, and why those relationships matter.

### NEW! WELLBEING CLINIC

In partnership with the Early Childhood Innovation Network (ECIN), Educare DC launched a new onsite family wellbeing clinic this year. This urgently-needed program consists of a four-person team (family advocate, mindfulness professional, psychiatrist, and psychologist) operating two days a week at Educare DC. The team offers individual therapy for adults, mindfulness groups, dyadic therapy for parents and children, parenting groups, medication consultations, and treatment for parents, in a judgement-free setting with as few barriers to care as possible.

### PARENT SHOWCASE

Our parent showcase took place in December and provided a space for parents to display their skills and businesses. From food, art, clothing and much more, eight parents showcased their goods and services at this well attended event, helping them network with other parents, entrepreneurs, and potential customers.



**Educare parents have high expectations for their children, with 96% reporting that they expect their child to earn a college degree!**

Educare Future Scholars program is helping make this expectation a reality by establishing college savings accounts for all Educare DC students and making deposits based on the child and family's participation in school-readiness activities.

Research shows that low and moderate income children with \$500 or less saved for college were three times more likely to enroll in college and four times more likely to graduate from college when compared with children who had no savings.

**225**  
accounts currently

**\$22,600**  
distributed in 2019

**\$58,100** distributed since  
the program's inception in 2016





# GIVING THANKS:

## **OUR WORK DEPENDS ON SUPPORTERS LIKE YOU!**

Educare's work narrowing the opportunity gap for disadvantaged young children is only possible through the generosity of our leaders, donors, and partners. Together, we are changing families and our community one child at a time.



# Financials + Audit



CPAs & ADVISORS

## INDEPENDENT AUDITOR'S REPORT

To the Board of Directors  
Educare of Washington, DC  
Washington, D.C.

We have audited the accompanying financial statements of Educare of Washington, DC (Educare), which comprise the statement of financial position as of June 30, 2019, 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 and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. 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.

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CPAs & ADVISORS

## 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, 2019, 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 2018 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated November 19, 2018. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2018, is consistent, in all material respects, with the audited financial statements from which it has been derived.

### Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 12, 2019 on our consideration of Educare's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Educare's internal control over financial reporting and compliance.

*Gelman Rosenberg & Friedman*

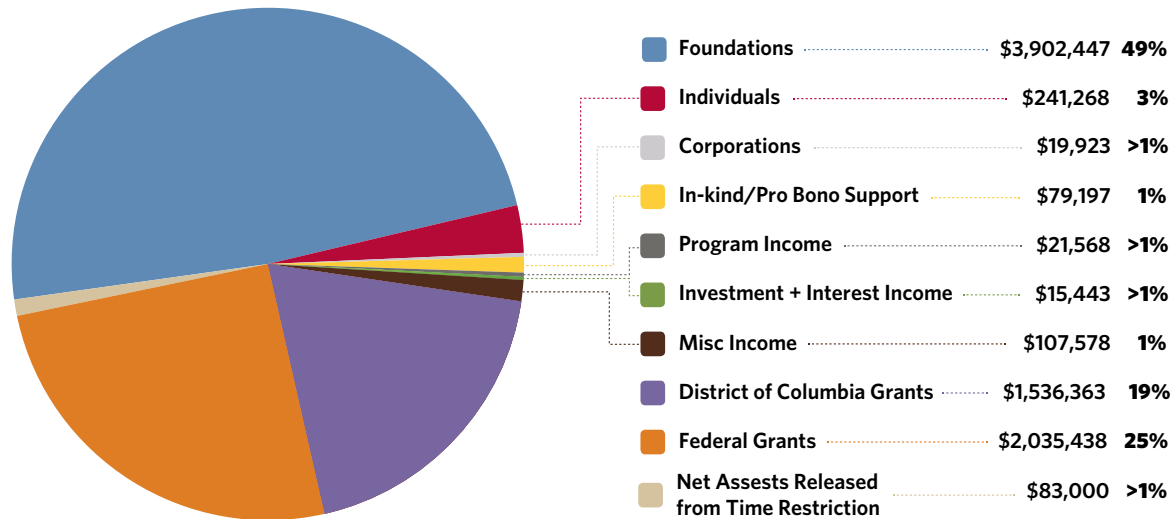
December 12, 2019

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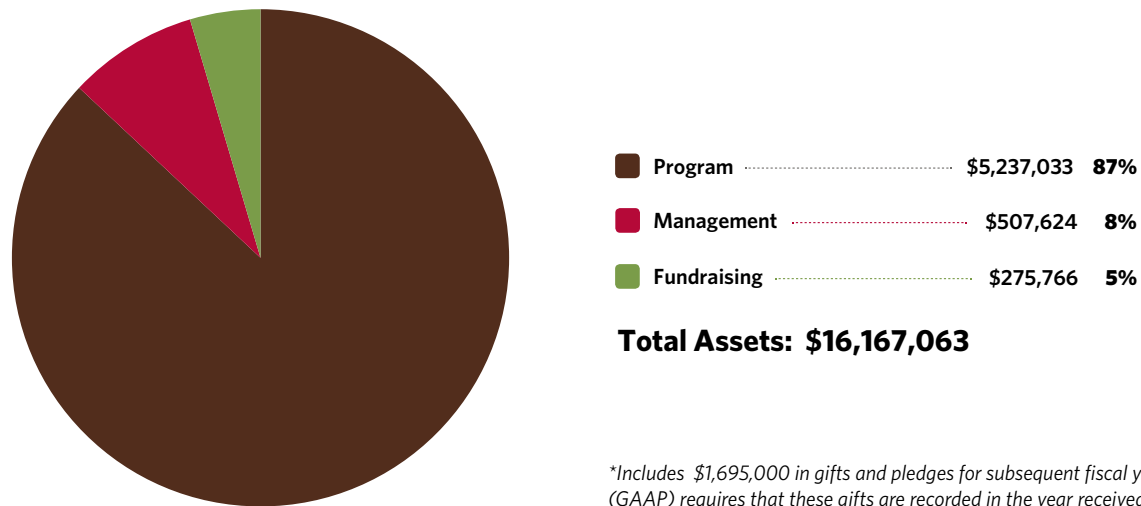
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# Revenue + Expenses Summary

Financial data for Educare DC's fiscal year ended June 30, 2019



**REVENUE:**  
**\$8,042,558\***



**EXPENSES**  
**\$6,020,423**

**Total Assets: \$16,167,063**

*\*Includes \$1,695,000 in gifts and pledges for subsequent fiscal years. Generally Accepted Accounting Principles (GAAP) requires that these gifts are recorded in the year received.*





### Stay Involved

Follow us on social media and share with your friends! Engage with all the amazing things our students, families, teachers, and staff are doing here at Educare DC!

**Facebook:** Educare Washington, DC

**Twitter:** @DCEducare

**Instagram:** educaredc



### Come for a tour (and invite a friend)

Join us for a tour of our state-of-the-art facility to experience the magic happening right here at Educare DC for yourself! You'll see firsthand how our dedicated teachers and staff work with children so that they develop the skills they need to succeed in kindergarten and beyond.

Contact Hannah Urry for a personal tour at [hurrey@educaredc.org](mailto:hurrey@educaredc.org)



### Donate

At Educare DC, we believe that everyone deserves the opportunity to reach their full potential, regardless of their family's income or zip code. Your generosity can help us continue to welcome more than 300 children into our bright, lively, language-rich classrooms each day!

Help close the achievement gap for disadvantaged young children. Visit [educaredc.org/donate](http://educaredc.org/donate) to learn how.