



PERSISTENT. Resilient. ADAPTABLE.

2020 ANNUAL REPORT





Educare DC's mission is to eliminate the opportunity gap for young children living in poverty, and help them develop the skills necessary for success in kindergarten and beyond.

Located in DC's Ward 7 neighborhood of Parkside-Kenilworth, Educare DC is a part of the national Educare Learning Network (ELN), which is comprised of 25 independently operated high quality early childhood schools.

Our holistic program incorporates everything science says young children need to flourish. We partner with families because learning doesn't stop when children leave the classroom. We support the continued learning of our passionate teachers and staff because we want to empower them to do their best work. We use data and research to improve our schools because we're committed to creating a lasting positive impact with every family we serve.

We also leverage our direct service expertise through training programs and advocacy, in order to improve outcomes for children not enrolled at Educare.

Join us as we work for a future where all children have a strong start that unlocks their full potential.



DEAR Friends,

2020 was a challenging year – full of unfathomable losses of health, lives, jobs, in-person connections, and so much more. It was also a year of growth, innovation, and resilience for Educare DC. We're proud to share the ways our community has worked to serve children and families – and to dramatically grow our programming.

When we first opened in 2012, we served 160 children and their families at our Parkside location. Throughout the first few years, we focused on building out a robust and high-quality program. We saw the fruits of that labor each day in children's smiling faces and parents' engagement in their children's learning, as well as through our evaluation scores, NAEYC accreditation and High-Quality designation from the Office of the State Superintendent for Education (OSSE).

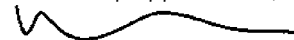
We seized the opportunity to grow our reach in 2019, when we launched our Early Head Start Child Care Partnership (CCP) program and began serving an additional 144 children. But we did not stop there. In 2020, we were awarded a new Head Start grant that will allow us to open a new site and create a new prenatal program for pregnant moms. This work is currently underway and will bring our total reach to 424 students across eight sites!

In tandem with growing our program, we have continued to support our children and their families' evolving needs during the pandemic. We are proud to share more about our COVID-19 response in this report.

As we begin to see the light at the end of the tunnel from this turbulent year, we know that there is a lot of healing that needs to be done. It has been a tiring and traumatic year for us all, and it will be important to continue to have grace, understanding, and empathy towards one another as we slowly transition back to a "new normal."

We are proud of the remarkable persistence and dedication of our families and our staff, and the progress we've made towards our goals of strong school performance and greater impact. Our work would not be possible without the myriad support we have in funders, donors, friends, colleagues, and partner organizations. Thank you for your generous support and your partnership, especially during this trying year, in ensuring that ALL children reach their fullest potential.

With deep appreciation,



Wendy Goldberg
Board Chair



Pyper Davis
President and CEO





A Year with COVID-19:

An honest look at its impact on our school and community



At the start of last year, we couldn't have been more excited about all that we had planned. In fact, the first two-and-a-half months were filled with fun. We held Fatherhood and Motherhood Dinners, a "Love of Literacy" reading event, and enjoyed tennis lessons with the Washington Tennis & Education Foundation.

Sadly, we now know how quickly everything would change...

Covid Recap

On March 13, 2020, we made the hard decision to halt our in-person programming, to help slow the spread of COVID-19. Our entire team immediately rallied to ensure our students and their families had everything they needed from the very first day of lockdown. And we continued to innovate and flex to meet families' changing needs.

We now know that the pandemic – and the ensuing economic crisis – have taken a disproportionate toll on low-income communities of color. The families and children at Educare DC – nearly all of them African American – experiencing significantly increased job, food, housing, financial, and health insecurity as a result of the pandemic. And, they are at higher risk because of the continuing impacts of structural racism due to limited access to quality health care, higher levels of stress, and other factors.

The inequity also extends to the early childhood education field as a whole, where the crisis exposed a system that needs more than fragmented funding, incremental band-aids, and islands of excellence to ensure a healthy, capable next generation.

- Understanding that a system-wide solution wouldn't happen overnight in the middle of a crisis, Educare DC used its creativity and resilience to address the evolving challenges families faced:
- Temporarily closing the school to protect the health and safety of children, families, and staff
- Taking care of families' acute needs during stay-at-home order and beyond
- Retraining all staff positions and supporting staff with establishing a way to sustain age-appropriate learning and supports remotely
- Focusing our advocacy efforts on investment in early childhood education, to ensure providers remain viable and parents have the child care coverage to get back to work and support our city's economic recovery
- Continuing to look toward – and work for – the post-pandemic future

“Everything has been right on time and well thought out. From the very beginning, when they first closed, they initially sent everyone with food and packets of resource. There is not an area that Educare has missed in making sure families are being taken care of.”

Ms. Lakeisha Jenkins, Parent



In Memoriam

Educare DC mourns the more than 560,000 lives lost in this country to COVID-19. Mothers, fathers, sisters, brothers, friends, colleagues, and neighbors. The pain of these losses has rippled across the Educare DC family, as well as our city and our nation. Sadly, this pain has also been borne without the caring embrace of friends and family or the closure of gathering together to celebrate a life well lived. To all of those who have lost a loved one, we extend our most sincere condolences.

Educare in 2020: By the numbers



Remote learning program provided **18 live learning sessions daily** across 4 age groupings and



Distributed more than **2,000 learning packages and meals** for remote learning children



Complete and nutritious meals served: 52,336



Educare DC served **296 children** and is currently enrolling new programs to serve up to **424 children** in the coming year



Phased reopening: By the close of 2020, we were serving $\frac{1}{3}$ of our Parkside students in-person



Average **monthly enrollment***:

Early Head Start Infant/Toddler programs: **86%**

DC Universal PreK Program: **97%**

Percentage of Head Start Eligible Children Served*

Early Head Start Infant/Toddler programs: **95%**

DC Universal PreK Program: **79%**

*For the 2019-2020 Head Start grant year



COVID'S impact on our classrooms

How Educare DC stepped up to help families from Day 1.



Educare DC is an in-person, relationship-based program. While a hands-on approach to education is core to our work, our culture of innovation sets us apart. As the reality of life during COVID-19 set in, our staff were challenged to adapt to remote connections and have done so effectively and with aplomb.

Here's what that looked like in action:

MOVE QUICKLY. ADDRESS ACUTE NEEDS.

Educare DC worked to refashion every aspect of our program and respond rapidly to the changing needs of our families. This shift began at the start of the pandemic in mid-March when we closed our facility to protect the health and wellbeing of our students, families, and staff.

On the final school day before closure, Educare DC sent students home with packages of food and age-appropriate activity kits. We also established a parent hotline as an instant resource, to supplement our family engagement staff's regular check-ins with families.

Teachers sprang into action immediately. They recorded lessons and shared them with families, and within days of our building closure, they began reaching out to families and offering live remote video learning opportunities.

EVOLVE NEW, SUSTAINABLE WAYS TO ENGAGE STUDENTS AND FAMILIES.

Those first video lessons in March evolved into a robust remote learning program over the summer. From launching a YouTube channel to driving to students' homes to read and dance on their front lawns, to repurposing our curriculum for a virtual world, our teachers have shown their dedication and creativity in brand new ways!

Our remote learning program offered six live virtual lesson options per day per age group (including science experiments, story-telling, arts and crafts, and more!), plus twice-weekly "chat-and-chew" lunchtime socials. We also offered socially-distanced outdoor classes, weather permitting. Supply packages were distributed weekly to remote learning families and included learning materials, five days of breakfast and lunch, and diapers. And our staff worked closely with parents on ways to engage more deeply with their child's development, including ways to make everyday activities easy opportunities for learning.

SAFELY RE-OPEN

Early in the pandemic, we created an interdisciplinary "Re-Open Team" to oversee the programmatic and policy changes needed to safely – and gradually – restart onsite operations. The team focused on the myriad and complex components of reopening, from staffing, to attendance, to drop off/pick up procedures, sanitation procedures, emergency protocols, food service, testing and contact tracing, and more.

On August 4, we were able to safely reopen four of our classrooms, prioritizing the children of essential workers without alternative child care options and those facing exceptionally challenging situations at home. And by mid-October, six of our 14 classrooms were open for students once again. Each of the re-opened classrooms acted as a "pod" with small class sizes and no intermingling between classroom groups.

Our health team was key to ensuring that our staff is trained in new health and safety procedures, monitoring our students' health each day as they returned to our center, and making sure families were able to tend to ongoing health needs (e.g. regular doctor visits, management of chronic conditions, medication adherence).

One silver lining of our reduced onsite class sizes is that teachers can provide more intentional individualized instruction to students, especially in pre-K classrooms

Our Partnerships Have Continued... and Grown Stronger!

Even throughout a uniquely challenging year, we continued serving our five child care partners, working together to increase their program quality to Early Head Start standards and provide them with family engagement, health, and other services.

Our partners include: **St. Phillips Child Development Center, First Rock Child Development Center, Kiddies Kollege, St. Timothy Child Development Center, and Dawn 2 Dusk.**

This opportunity to work with the EHS-CCP has allowed me to provide parents with more resources than before and assist in creating a change in our Center and community.

—Patricia Bodrick, Director



OUR EARLY HEAD START CHILD CARE PARTNERSHIP (CCP) PROGRAM:

- Seeks to bring the quality of local early childhood programs up to Head Start standards
- Directly supports 144 children and their families
- Provides family engagement, comprehensive health, and early intervention services for children, as well as instructional coaching and professional development for partner site teachers

Like Educare DC, our center partners closed temporarily at the start of the pandemic, and we worked together to distribute food, diapers, and educational materials to families, support learning at home, and stay connected to families while remote. We also assisted program directors in accessing critical relief funding, including Payroll Protection Program (PPP) loans.

Happily, we were able to use building closures as an opportunity to make good progress on important renovations to child care partner sites, ensuring that the physical space is configured to support high-quality teaching and learning.

While in-person training was on hold during spring and summer, CCP instructional coaches continued to host professional development virtually for partner staff, completing trainings on everything from nutrition to mental health, to managing infectious diseases. We also trained partner staff on the Essential Practices of Educare (formerly called Educare Best Practices trainings), which focus on key components of quality teaching and learning.

We also worked in collaboration with partner site directors, helping them incorporate new safety procedures into their programming during this pandemic period, and as programs start to fully reopen.

Big News! We're Growing to Serve More Infants and Toddlers, Starting with Prenatal

We are thrilled to share that our program is growing once again, this time opening more infant/toddler classrooms and launching a prenatal program. A new grant from the Office of Head Start will allow us to serve an additional 120 young children in the District of Columbia, and deepen supports for our existing students.

The biggest part of this grant is a new partnership with IDEA Public Charter School in Ward 7, where we will be opening ten infant/toddler classrooms. We have worked with IDEA PCS for several years through the Office of the State Superintendent for Education's (OSSE) First Step program, which enabled IDEA students to participate in student teaching toward their Child Development Associate (CDA) certificates at Educare DC. In fact, we've hired two IDEA graduates as teachers over the years!

Through our new grant, we will be building out classrooms on the IDEA campus and offering hands-on "down-the hall" training for the students enrolled in their CDA program. Construction of the site began in late 2020.



Our prenatal program was the first new program to launch under the grant. We hired an amazing and skilled team and developed a program plan to guide the work. The program will utilize the Baby Talk parenting curriculum, with the goal of partnering with moms-to-be as they become more healthy, empowered, mindful, and informed. We will be recruiting for our inaugural cohort of 24 pregnant mothers at the beginning of 2021.

Also through this new Head Start grant, we partnered with the National Children's Center (NCC), which will run two Early Head Start classrooms at their site. NCC is one of the larger early learning providers in DC's Ward 8 and we have been proud to work with them on training and other initiatives for several years.

NEW AND EXPANDED PROGRAMMING

This five-year Head Start grant will enable Educare DC to work with partners to:

- ✓ Open 12 new high-quality infant/toddler classrooms in Wards 7 and 8
- ✓ Launch a prenatal program to serve 24 pregnant women with health supports and parenting education
- ✓ Provide 60 pre-Kindergarten children with essential Head Start services
- ✓ Create over 40 new jobs, including teachers, family engagement professionals, and health and well-being specialists
- ✓ Provide student teaching opportunities for high school students interested in becoming early educators, as part of their certification program

Launch of the Early Educator Fellowship!



After existing as a dream for many years, the new Early Educator Fellowship officially launched in summer 2020. Created to fill a critical gap in the early learning landscape, the fellowship is designed to build the social capital of early childhood educators. During their time in the program, Fellows have built their professional networks, gained new communication and workplace skills, increased their knowledge, and strengthened their voices as advocates for themselves, for the profession, and, of course, for children.

Our inaugural cohort of 20 fellows represented a diverse group of early educators. These incredible men and women come from culturally diverse backgrounds, and work in a variety of settings, including family home care, community-based organizations, DC Public Schools, and DC Charter Schools across the city. The Early Educator Fellowship



kicked off with a virtual reception in June 2020 and meets twice a month with strong attendance and deep engagement across the cohort.

Our vision is that the fellowship will become a cornerstone for a professional learning community of early childhood educators, and that it will ultimately serve as a foundation for a professional ecosystem of early childhood educators in DC.

"I like the open and honest communication every week. I'm learning so much from others and things I need to change about myself."
— Alethea Etinoff, Inaugural Cohort Fellow



Prioritizing Health—

Physical, Mental, and Emotional - During the Pandemic



When Educare DC temporarily shut its doors in March, our students missed out on daily in-person connections with adults who could help ensure they were in good physical, mental, and emotional health. So, our team got creative, finding innovative ways to provide wraparound health services to our students during the pandemic.

MENTAL AND EMOTIONAL WELL-BEING

Our urgently needed family wellbeing clinic is part of our deep partnership with the Early Childhood Innovation Network (ECIN). The clinic consists of a four-person team (family advocate, mindfulness professional, psychiatrist, and psychologist) who operated two days a week at Educare DC until our building closed, and operated virtually starting in March 2020.

ORAL HEALTH

Through our community partnership with Colgate Bright Smiles, Bright Future, we hosted a virtual dental visit for all of our families where they could learn about proper handwashing techniques, tips for brushing and flossing, healthy food choices, and what to expect when visiting the dentist. Students also received goodie bags with toothbrushes, toothpaste, and educational materials around oral care.

CHILDREN WITH ASTHMA

Our health team conducted targeted outreach for children with asthma and other respiratory conditions and helped insure they had adequate supplies of their medications to emphasize Covid health protocols to keep them safe.

VACCINATION AND PREVENTATIVE CARE

In response to the city-wide drop in immunization rates (a 70% decline among children 3 and younger in DC), our health staff provided families with targeted support to complete well-baby appointments and stay on track with vaccines.

CHILDREN WITH SPECIAL NEEDS

Our inclusion coordinator worked to support families navigating the special education process or receiving therapy remotely in their homes, including ensuring families had the devices and connectivity they needed to attend virtual therapy appointments.



Our comprehensive services staff provides children with regular developmental screenings, health screenings (dental, vision, and hearing), health condition management, support for children with special learning needs, nutritional support, support for parents in managing well-baby visits, prenatal support, and mental health services for children and adults.



And we've continued these critical wraparound services throughout the pandemic.



Caring for the Whole Family

During COVID-19 and Beyond



Educare DC's family engagement team works with families to build mutually respectful, goal-oriented relationships that support family wellbeing. This "whole-family" approach recognizes that our school best addresses a child's needs within the context of the entire family.

Upon enrollment, every family is assigned a family engagement specialist, who works with them throughout the school year. They collaborate closely with parents as partners in the education of their children, support them in developing strong, nurturing relationships with their children, and help families who are dealing with the challenges of poverty to achieve other family goals.

And, we are thrilled that we more than doubled the size of our family engagement team during 2020, as our program grows to serve 424 children and their families.

GOING VIRTUAL

Our family engagement services became even more essential in light of the pandemic and the ensuing economic downturn.

Many children and families were highly vulnerable before this crisis, and their needs and the challenges of poverty have since been compounded. As a result, our family engagement staff moved online and expanded services to address the evolving needs of our families, including conducting weekly screeners with all families to assess their material needs (such as food and diapers), mental and emotional health, whether the parent was currently working, and if anyone in the household has been exposed to or diagnosed with COVID-19.

Throughout our closure and partial reopening, teachers and family engagement staff checked in with families regularly via text, phone, and video chat.

PARENT CAFÉS AND TOWN HALLS

Our Parent Cafés are a place for parents to participate in interactive workshops that teach and cultivate critical parenting skills: relationships, communication, support, knowledge, and resilience. The Parent Café format is also flexible, allowing parents to request topics that are important to them. While our in-person Parent Cafés were postponed due to COVID, they remain a key part of our service delivery and they will resume when it is safe to do so.

To continue connecting with and supporting parents during the pandemic, we hosted numerous virtual parent town halls to share information regarding program updates, operations, and health and safety and continued to host monthly parent policy meetings.



SERVING AS A GREATER DC DIAPER BANK HUB

In response to family needs during the pandemic, Educare DC served as an official distribution hub of the Greater DC Diaper Bank in the spring and summer, distributing diapers and other hygiene items to Educare DC and CCP families, as well as the general public, during a time of critical need.

During COVID-19, Educare moved to an online/contact-less enrollment process so that we could enroll new families safely and easily. We expect this new process will continue post-COVID as an option for our parents if schedules make it difficult to come in-person.

2020 Program Evaluation: **In Progress**



Researcher, professor, and child development expert, Dr. Brenda Jones Harden serves as Educare DC's Local Evaluation Partner (LEP). She and her team conduct a series of 12 assessments throughout the year, collecting data to document child outcomes, classroom quality, and aspects of parenting. These data inform strong classroom practice, effective instruction, family engagement work, and professional development plans for staff.

Due to the pandemic, our LEP team was not able to complete their usual assessments, but we worked together on alternative means to gauge our program performance.

We do know – even without the benefit of a formal assessment – that our children have lost supports for their cognitive, social/emotional, and physical development. It has been a traumatic year, and it will likely take all of us – staff, students, and parents alike – time and space to recover and transition to a “new normal”. We are eager to get back to in-person teaching and learning, but we know that returning to classrooms

will involve more than academic catch-up. We will need to have an enhanced focus on social-emotional skills, on relationships and attachment, and on routine and feelings of safety. We will need to play more and spend more time outside.

As 2020 wound down, our team was thinking forward about the needs of children and families in a post-pandemic world. We expect this is where Educare's approach can show its strength – with a focus on individualizing and understanding the whole child and family context – in order to assess what new strengths have developed within families that can be built on, as well as what challenges have been exacerbated. We must contextualize our assessments and consider children's social and emotional recovery. Moving forward, the balance between academic, social, and emotional development will be more important than ever.

A Unique Year of Staff Development

COACHING CONTINUED FOR TEACHERS

Despite the challenges of virtual and hybrid learning during the pandemic, Educare DC continued to provide substantial coaching support for our classrooms during this period. Our team was creative and innovative in finding ways to coach and support teachers in a socially distanced manner with master teachers observing and coaching via video, phone, and email so that teachers were still able to reflect and advance their practice.

Master teachers continued to support teachers as they develop lesson plans for both onsite and virtual programs, helping them create inclusive classrooms, and guiding teachers through socially distant developmental assessments.

SOLIDIFYING OUR CULTURE OF CON- TINUOUS QUALITY IMPROVEMENT

Educare DC is dedicated to a culture of Continuous Quality Improvement (CQI), striving to improve our practice in support of students, staff, and community – always.

Our CQI culture and emphasis on cultivating a growth mindset have never been more important, as we reinvented every part of our program to respond to the COVID-19 pandemic. Families' needs are changing rapidly, and we are responding in real-time, all while our staff's work – and personal – lives have been turned upside down. We would not have been able to respond to the pandemic effectively and flexibly without our thoughtful, responsive, learning-based culture.

"Although teaching in person during COVID has been difficult, the silver lining is that we have smaller, more intimate class sizes where we can be more intentional about meeting each child's individual needs. My favorite part about being back on site is hearing the kids greet me with an excited 'Hey Mr. Jeff!!' – it lets me know I am making an impact in their lives."

Jeffrey Tisdale, Pre-K Teacher Aide





A YEAR OF GROWTH AND CHANGE FOR OUR INCREDIBLE TEAM

- We welcomed nearly **40 passionate people** to the Educare DC team to facilitate our new IDEA site and our prenatal program including: 22 educators, 13 program staff, and 2 in administration. Several staff were also promoted to reflect their new responsibilities in our broader work
- As a result of our expanded programming, we made some staffing changes that reflect our larger operations. Several staff moved to new positions, including” **Pyper Davis**, who transitioned to the role of president and chief executive officer from her previous position as executive director, **Jamal Berry**, transitioned from deputy director to a new position of vice president of programs. We also welcomed **Barbara Ledyard** as our brand new Vice President of Finance and Administration, in August 2020

As you can see, our growing team is focused on carrying out and supporting our newly expanded programs. Their impact will be felt across the community. Congratulations!

JOIN IN CELEBRATING THESE ANNIVERSARIES

As a testament to our staff’s unmatched commitment, we were honored to celebrate the following team members on their work anniversaries in 2020:

- **Celebrating 4 Years: Desiree El, Lisa Gauthney, Niesha Kibler, Tia Marshall, Sharnetta Meyers, LaTonya Muse, Ciara Noel, Kermerish Prince, Stephanie Rees, Hannah Urrey**
- **Celebrating 8 Years: Nikia Pickett, Dianna Duckett-Washington, Terry Hill, Patricia Dela Torre, Jannice Wright, Morgan Ruffin, and Veronica Pollard.** This group has been with Educare since the very beginning – some even started before our building was built – and we are so proud to have them as part of our community!

Spotlight ON LEADERSHIP IN THE FIELD

We are so proud of our leadership staff and their work shaping early childhood education in DC, across our region, and nationwide.



- In February, lead teacher **Jannice Wright** testified in front of DC City Council’s Committee on Education and Committee of the Whole in support of increased investments in early learning, particularly the need for adequate compensation for educators.
- **Jamal Berry** served as a panelist in a national forum facilitated by the National Black Child Development Institute (NBCDI). Fellow panelists included Dr. Myra Jones Taylor of Zero to Three and Marica Cox Mitchell, formerly of NAEYC and now with the Bainum Family Foundation. In April, he also took over as President of the DC Head Start Association (DCHSA), and served as Vice President of the Region III Head Start Association.
- **Pyper Davis** was interviewed for a story on childcare by CNBC Money reporter Megan Leonhardt entitled “Democrats earmark \$7 billion for child care in newest relief package—but it won’t be enough to stabilize the system for long”.
- **Syritha Robinson**, our advocacy director, was selected to participate in Child Care Aware of America’s “Together Towards Transformation” provider roundtable to share insights on what providers want and need to have a stronger and more stable early care and education system.

Advocacy for Children and Families is More Important Than Ever



Amid COVID-19, our advocacy work was more important than ever. A huge part of Educare DC's role was to quickly and comprehensively respond to the pandemic and the needs it created in our community and in the ECE sector. It meant understanding the CARES Act – and other relief funds – and serving as an informed advocate, helping to translate and communicate policy changes at the federal and local levels for local organizations, families and staff. Disseminating accurate information to our community partners and families about what was happening and helping them navigate available resources became a critical part of our work.

With COVID-related budget deficits having a disproportionate impact on low-income families, Educare DC stepped up to elevate the voices of providers and families most at risk by testifying, signing on to letters to policy makers, and participating actively in organizations and forums to inform District and Federal leaders about what young children need.

Educare DC representatives were vocal participants in Mayor Muriel Bowser's 2020 Budget Engagement Forums and testified at DC Council hearings stressing the importance of investing in the health, wellbeing, and education of young children and their families. We are actively engaged in the State Early Childhood Development Coordinating Council (SECDCC), the DC Association for the Education of Young Children, and the DC Head Start Association.

We are proud to support the following advocacy wins, which were accomplished despite a particularly turbulent budget season. Educare DC works in partnership with many local advocacy partners, including the Under 3 DC coalition. Educare DC is particularly grateful for the countless providers and advocates across the country who pushed federal legislators to provide relief for this essential service when it had been pushed to the brink in 2020.

wins for the children

LOCAL:

\$5 million

in emergency child care grants for FY20

\$1.4 million

in child care grants via the Office of the Superintendent for Education (OSSE) for FY21, as well as no cuts to DC's child care subsidy program from FY20 levels (effectively reversing a \$5 million cut) and no cuts to other birth-to-three programs, such as Healthy Steps

FEDERAL:

\$14.5 billion

was secured for child care and early learning in 2020 through the CARES Act and the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA), with an additional \$40 billion passed in early 2021.

Educare DC and its advocate partners will continue to work tirelessly to sustain the progress the early childhood sector has made over the past few years in our fight for adequate funding and to ensure that funding for the sector is not reduced.

Original statement issued in June 2020

In the Wake of the Murder of George Floyd

At Educare DC, we see the brilliance of our children every day, and the wild and infinite potential they hold. We celebrate their inherent worth, and are driven by our vision for a future in which all children have equal opportunity to reach their full potential – a future which is far too often not a reality for Black children and their families.

Like so many, our hearts were broken last year by the vicious murder of George Floyd and the indescribable loss that his family and friends are experiencing. The events of May 25, 2020, and many days since, have tapped a well of hurt, anger, and frustration within the Black community, the depth of which cannot be measured. George Floyd's murder was the continuation of hundreds of years abuse, starting with the massive and brutal kidnapping of millions of Africans, who went on to build this country, only to repeatedly suffer at its hand.

To this day, Black men, women, and children continue to die at the hands of law enforcement, vigilante acts of violence,

as well as unequal access to health care, education, jobs, housing, and other forms of structural racism. Our country's racist structures pose a direct threat to Educare DC's children, families, and many of our staff members, and we want to state plainly: racist systems and structures and sentiments are antithetical to Educare DC's mission and vision.

It is imperative that our country right this wrong.

Educare DC stands with those shaking with righteous anger and demanding justice. We commit ourselves to becoming a more intentionally anti-racist force in our community.

Educare DC does not hold the answers, but we do know two things for certain:

One, that **Black Lives Matter**. We stand in solidarity with all of our Black colleagues, partners, children, and families. You matter, your life matters.

And two, that **we cannot stand quietly by**. A future in which Black children have equal opportunity to reach their full potential is not possible without true and lasting systemic change. We must all show up, stand up, and speak up, for starters. You can protest, sign petitions, write letters, donate resources and amplify Black voices. If you are a White person, use your privilege and your network and your influence – and educate yourself – don't expect your Black brothers and sisters to teach you. We can all stand in solidarity to demand change, and we can all take action to make the change.

We hope you will stand with us – for all Black people and for our children. The need for action has never been greater.

Investing in Young Children

Given the economic challenges faced by so many families, providers, and partner organizations, Educare DC is grateful to be in a strong and stable operating position and continuing to move toward our vision of a future where all young children get the strong start they deserve.

Unlike many early learning providers, Educare DC was lucky to maintain much of our funding throughout 2020 – and we do not take it for granted. We applaud the Office of Head Start for their commitment to continuing to fund Head Start providers like Educare DC, and also the District of Columbia for standing by their commitments to early learning.

And, we are so incredibly grateful to our many wonderful donors and foundation funders. Many of you stepped up and made additional or increased gifts to help us weather the storm. Your financial, and moral, support has been invaluable. We feel lucky to have such caring, responsive, dedicated supporters.

Thank you, thank you.



Financials + Audit



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, 2020, 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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MEMBER OF CPAMERICA INTERNATIONAL, AN AFFILIATE OF CROWE GLOBAL
MEMBER OF THE AMERICAN INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS' PRIVATE COMPANIES PRACTICE SECTION



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, 2020, 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 2019 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated December 12, 2019. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2019, 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 28, 2020 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.

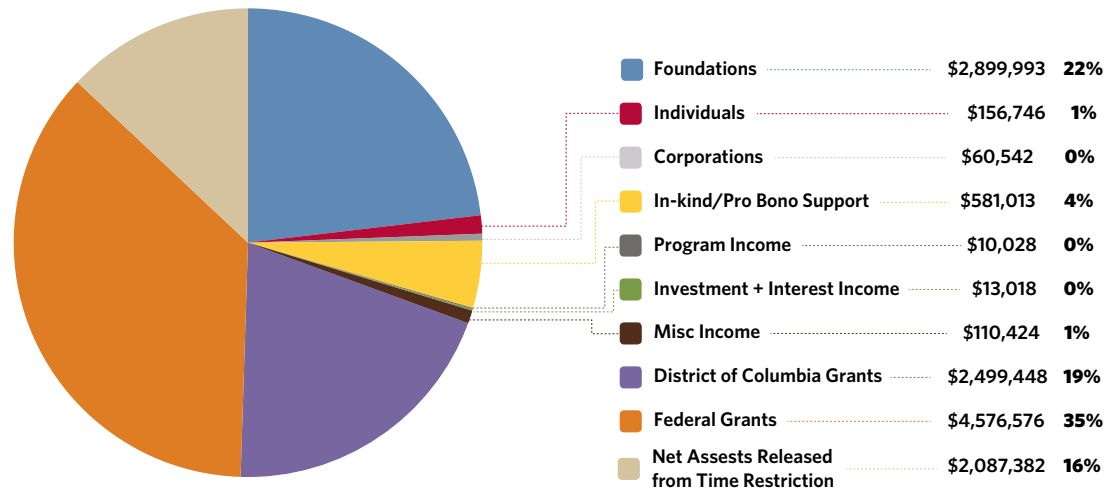
December 28, 2020

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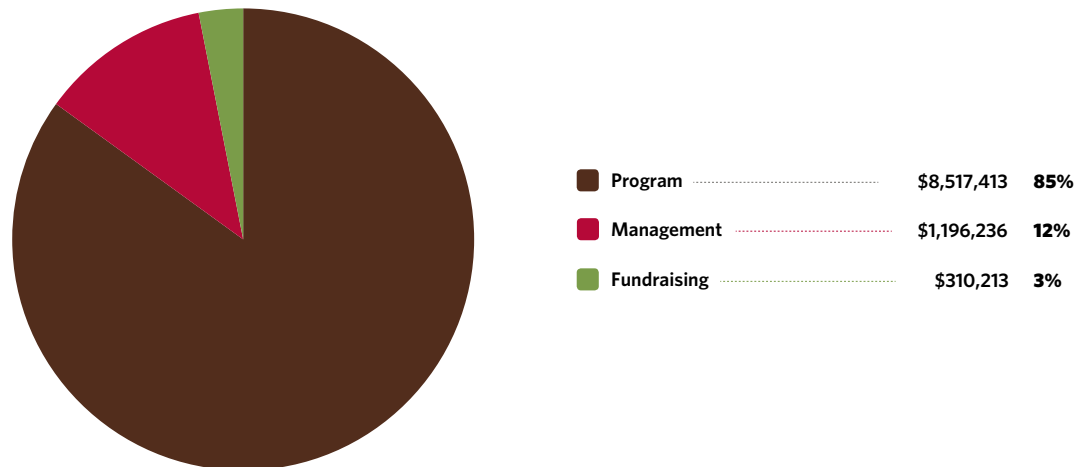
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Revenue + Expenses Summary

Financial data for Educare DC's fiscal year ended June 30, 2020



REVENUE:
\$13,033,040*



EXPENSES
\$10,023,862**

*Includes \$1,550,000 in gifts and pledges for subsequent fiscal years. Generally Accepted Accounting Principles (GAAP) requires that these gifts are recorded in the year received.

**Excludes funds held in Educare DC's operating and building reserves which were established to ensure the stability and ongoing operation of the organization. At June 31, 2020, these reserves totaled \$2,037,900



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)

Once we fully reopen, please 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 Urrey for a personal tour at 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 424 children into our bright, lively, language-rich classrooms each day!

Help close the achievement gap for young children. Visit educaredc.org/donate to learn how.