



BETTER TOGETHER

2021 ANNUAL REPORT




EDUCARE
WASHINGTON, DC



"I enjoy working at Educare and believe that the work we do makes a great impact on children, families and the community."

— EDUCARE DC STAFF SURVEY

DEAR FRIENDS,

It is wonderful to be back together in person. We're overjoyed to see our classrooms full and our playgrounds busy once again—and in even more locations!

In truth, 2021 was an extraordinarily challenging year for our children, our families, and our staff, but we have grown in so many ways. Despite the ongoing pandemic, we accomplished a great deal, including:

- opening our Deanwood site at IDEA Public Charter School with space for 80 new infants and toddlers
- returning safely to fully in-person learning
- strengthening our child care partner centers
- completing the inaugural year of our Early Educator Fellowship
- launching our prenatal program
- advocating for early educators in DC and beyond

With a year this eventful, it's important to pause and recognize the effort and teamwork it took to get here. We just wouldn't have made it through without the dedication and persistence of our staff. They are truly essential workers and have risen to every challenge as we make our way toward a new normal.

And, of course, the support we received from our community meant so much to us throughout this difficult year. We thank you for your generosity and partnership in nurturing our children and families!

With deep appreciation,



Wendy Goldberg
Board Chair



Pyper Davis
President and CEO

With immense gratitude, Educare DC recognizes Wendy Goldberg's contribution as she retires from Board service in June 2022. Wendy has served on Educare DC's Board since June 2015, stepping into the role of Board Chair in 2016. Her years of exceptional leadership were rooted in prioritizing the needs of children and families and in ensuring quality and delivery of comprehensive services even with Educare's recent growth. During Wendy's tenure, we grew from serving 160 children to 424 children, launched new programs, and established numerous partnerships. Wendy and Fred Goldberg also led the launch of Educare Future Scholars in 2016, providing 529 college savings accounts to every Educare DC student. Wendy's vision, determination, and guidance have been essential to Educare DC's positive impact. Wendy has demonstrated extraordinary dedication to children's health and welfare throughout her life, and we are grateful that she brought that dedication to Educare for these many years. Thank you so much, Wendy!





LOOK AT US GROW!

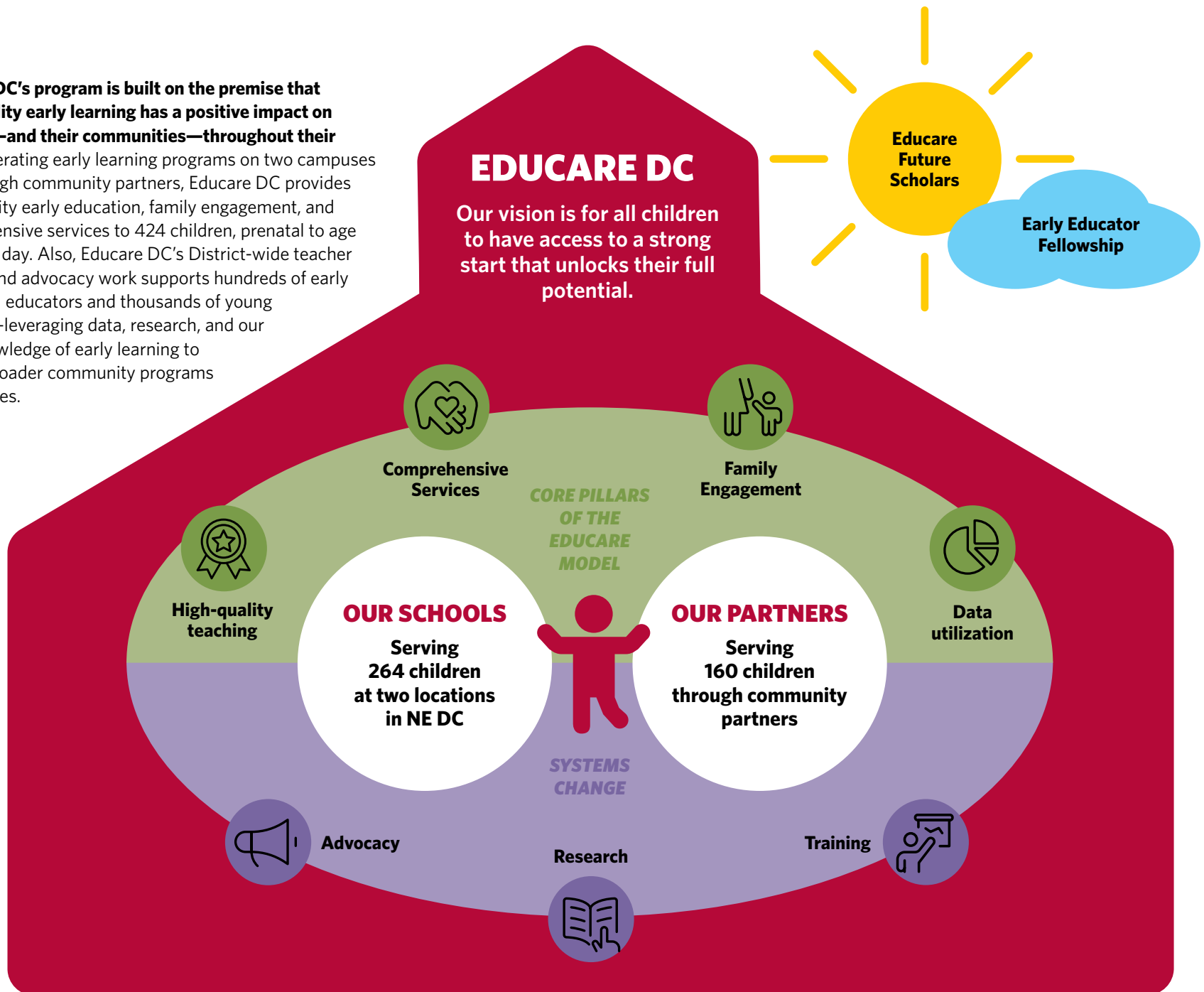
Educare DC's mission is to eliminate the opportunity gap for young children experiencing poverty, and help them develop the skills necessary for success in kindergarten and beyond.

As part of the national Educare Learning Network (ELN), we are one of 25 independently operated, high-quality early childhood schools. Our holistic program incorporates everything science says young children need to flourish. We partner with parents—a child's first and most important teacher—to support learning both at home and in the classroom. And we use data and research to continuously improve our schools, because we're committed to creating a lasting impact with every child we serve.

Educare DC's reach has grown significantly in the past few years—moving from serving 160 children at one site to 424 across two sites and five community partnerships.

Thank you for your support, as we move toward a future where all children in DC get a strong start that unlocks their full potential.

Educare DC's program is built on the premise that high-quality early learning has a positive impact on children—and their communities—throughout their lives. Operating early learning programs on two campuses and through community partners, Educare DC provides high-quality early education, family engagement, and comprehensive services to 424 children, prenatal to age five, each day. Also, Educare DC's District-wide teacher training and advocacy work supports hundreds of early childhood educators and thousands of young children—leveraging data, research, and our deep knowledge of early learning to impact broader community programs and policies.





2 SCHOOLS + 5 PARTNER SITES = GREATER IMPACT




An IDEA Comes to Fruition

Our Deanwood campus at IDEA Public Charter School is now open and offering a full-day, full-year early learning program using a holistic family approach, just like our flagship campus. Renovation and construction for 10 new infant/toddler classrooms began in January 2021, and our new facility opened its doors to children and families in August.

On June 22nd, we held a small ribbon-cutting ceremony to celebrate the official opening—with special guests including DC's Ward 7

Councilmember Vincent Gray and Assistant Superintendent of Early Learning Sara Mead. We also held a virtual celebration for our larger community, allowing friends and supporters to experience our beautiful new facility and hear directly from parents and staff.

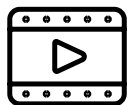
We are thrilled to have this opportunity to welcome 80 more children and families into the Educare community.





A Unique Partnership

Educare DC has served as an apprenticeship site for IDEA high school students since 2018, through DC's First Step program. This unique partnership offers IDEA students earning their Child Development Associate (CDA) certificate the opportunity to serve as teaching assistants in our early childhood classrooms. In past years, students have traveled to Parkside to complete their hours, but our new facility moves this opportunity "down the hall" on their own campus. Through this program, students receive mentoring from expert educators and practical hours toward their CDA, providing valuable professional development and strengthening the early childhood workforce.



[Watch](#) our virtual celebration video.

FAMILY SPOTLIGHT

Throughout her pregnancy, Maxine Walker was worried that she wouldn't be able to find quality care for her son, Chaz, and thought she may have to stop working to care for him. She says she feels blessed to have found Educare and loves the personal care and attention he receives.

"The main thing that really sticks out is when I first brought him, on the third day the person who greets you at the front remembered him by name. Small things like that really stand out. It just helps brighten their day and makes them feel good. It's a core part of the kids' day."

IDEA STAFF SPOTLIGHT



Tovia Crawford, a lead teacher at our Deanwood site, is one of our newest teachers. She applied for a position after hearing great things about Educare DC from her sister, who has been on staff for more than six years. Tovia works with a classroom of eight energetic toddlers and loves to see the children progress with their skills and language development.

"Part of our daily wake-up routine is a movement song that the children really look forward to. They sing and dance along and it's a little transition period to snack time."

Returning to In-Person Learning

The results of our Staff Survey during the pandemic made one thing abundantly clear: Educare DC staff greatly missed working face-to-face with children and colleagues. With the start of our phased reopening in August 2020, we were determined to prepare for the “New Normal” and successfully and safely return everyone to in-person learning for the 2021-22 school year—and we did!

On August 23rd, our remaining classrooms, and our new location, welcomed all of our children back to in-person learning and our virtual learning program came to an end.

As we prepared to address all the needs and challenges this would bring, our top priority remained ensuring the health and safety of our

children, families, and staff. In particular, we made sure to:

- Address the mental and physical health of our children throughout the transition.
- Support staff in returning to onsite teaching and in managing the increased social and emotional needs of their students.
- Utilize vaccinations, testing, universal masking, and classroom “pods” to keep our community as safe as possible.

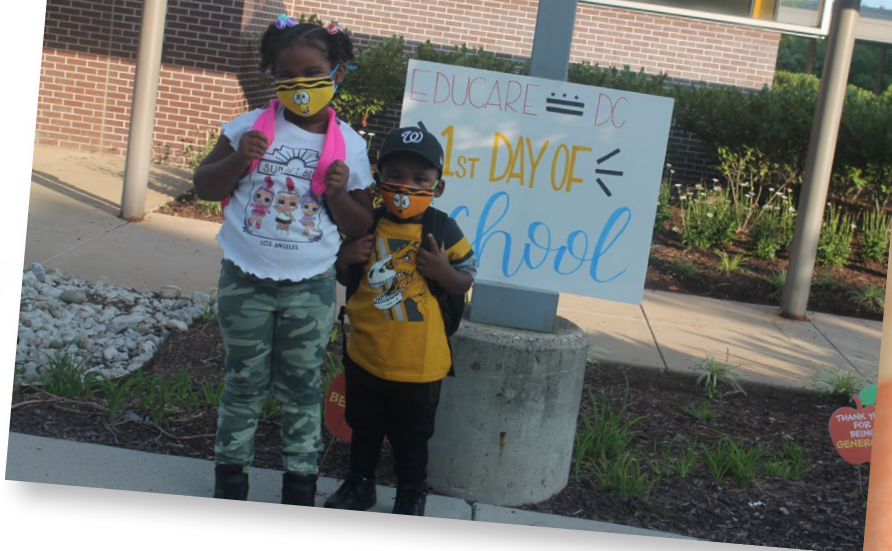
Many children, families, and staff have undergone personal trauma and loss related to the pandemic, so a culture of care and connection has been paramount. Returning to in-person learning hasn’t been simple, but it has been worth it.



In January 2021, we advocated for early childhood educators to be included as a priority population for vaccination, alongside K-12 educators. We also implemented weekly onsite COVID testing in May for staff. Since November, 100% of Educare DC staff have been in compliance with DC Mayor Muriel Bowser and the Office of Head Start’s vaccine mandates. We have continued daily health screenings and weekly testing to identify breakthrough or asymptomatic cases, and we deeply appreciate the support of our staff and our families in these efforts.

“I am appreciative that the safety of staff and families is in the forefront of all decision making at Educare. Grace and flexibility [have] been offered to support everyone involved. That is a blessing!”

EDUCARE DC STAFF SURVEY



Lifting Up Our Child Care Partners

New for 2021 is our partnership with National Children's Center (NCC)! Educare DC is proud to expand high-quality options for families in Ward 8 with two new infant/toddler classrooms at NCC.

Meanwhile, our Early Head Start Child Care Partnership (CCP) program continues in its third year, enabling us to deepen our support of five community child care centers.

Our CCP partners include: St. Philip's Child Development Center, First Rock Baptist Child Development Center, Kiddies Kollege, and St. Timothy's Episcopal Child Development Center. Together, we are working to increase program quality to Early Head Start standards and provide partner sites with family engagement, health, and other services.

Early in the year, renovations were completed for child care partner sites to ensure that facilities were Head Start compliant. For some, this meant installing partitions to separate classrooms, adding food prep areas and sinks for health and safety, or installing a soft-surface playground.

Even while programs were remote, Educare DC's family engagement and comprehensive services teams continued supporting partner centers. Partner site staff received additional training and site directors participated in monthly Communities of Practice, including strategies for increasing parent engagement. Our comprehensive health services manager also completed COVID-19 prevention monitoring visits to review the health and safety protocols of each partner site, assisting our partners in reopening safely.



EDUCARE IN 2021: BY THE NUMBERS



Total number of
COVID tests for staff:
3,810



Number of children
and families served:
373



Average monthly enrollment
(as a percentage of Head Start
funded enrollment)*:
92%



Staff compliant with vaccine
requirements:
100%



Phased Reopening:
**100% of our students
returned to in-person
learning** by the close of 2021



Percentage of Head Start
eligible children served*
87%



Percentage of children receiving
health screenings*:
(lower for 2020-2021 due to continued hybrid operations)

Medical: **60%**
Dental (age 3+): **61%**




Complete and nutritious
meals served:
69,930



Number of hugs
after a long absence:
Countless!

*For the 2020-2021 Head Start grant year. During this time, the Office of Head Start gave programs flexibility around enrollment, attendance, and program format (i.e. in-person, virtual, or hybrid) to best meet the needs of our community.



"My favorite part was hearing the perspective of my colleagues and celebrating their successes along the journey. My most memorable and helpful experience [was] the session on self-care. I continue to utilize the techniques daily."

— EARLY EDUCATOR FELLOWSHIP PARTICIPANT



SUPPORTING EACH OTHER

A Whole-Person Approach

Educare DC's comprehensive services and family engagement teams provide wraparound support for all our families and flex to meet their changing needs. This multi-talented team coordinates the following:

- developmental, nutritional, and mental health support
- vision, dental, and hearing screenings
- tracking and reminders for well-baby visits and chronic health condition support
- therapeutic care and early interventions
- health and wellness embedded professional development for teachers
- family engagement services

Family engagement staff support parents in developing strong, nurturing relationships with their children and in striving toward their own personal goals. We use a "whole-family" approach because we recognize that our school can only address a child's needs in the context of family.

In partnership with the Early Childhood Innovation Network (ECIN), our Family Wellbeing Clinic provides psychological and psychiatric support to children and parents. ECIN offers individual therapy for adults, mindfulness groups, parenting groups, autism evaluations, and more.

Also with ECIN, our Promoting Resilience and Mental Health in Educational Settings for Early Childhood (PROMISE) project launched in 2021. This program seeks to promote a culture of school-wide social emotional well-being and provides mental health supports for children, families, and staff. Among other activities, the PROMISE project provides a peer-mentor program and support groups. High-quality early learning starts with caring adults who are able to manage their stress and advocate for their own wellbeing in healthy ways. We are grateful to be able to support our staff in this way.



What's New?

The field of early childhood education is always evolving and Educare DC strives to incorporate best practices to help children and families thrive. Here are just a few of the new curricula and programs we initiated in 2021.

LENA GROW

Early talk is an important factor in shaping brain development, so we were excited to implement the innovative LENA Grow program in two classrooms at five of our partner centers. This 10-week program enables children to wear “talk clocks”—similar to a pedometer but for conversations—to monitor the number of back-and-forth exchanges between child and teacher. The program also includes a coaching component so teachers and coaches can review and monitor progress, as well as resources to share with families to further enhance language development. The LENA Grow program has been completed for three of our partner centers, with all classrooms reporting increased exchanges. In addition, children with more exchanges showed higher attachment scores on DECA social/emotional assessments, so the impact goes beyond language.


CONSCIOUS DISCIPLINE

Educare DC worked hard to support our teachers and children dealing with stress and trauma of the pandemic. To prepare for our return to in-person learning, the entire teaching staff, mentor teachers, and comprehensive services staff were trained on Conscious Discipline, a long-standing social-emotional development program, to supplement our existing social-emotional learning frameworks. Mentor teachers and comprehensive services staff then worked closely with teachers to incorporate Conscious Discipline strategies into lesson plans so they could be implemented throughout the year.

MOMS2BE

Pregnant women can now find support in our community through our new prenatal program, Moms2Be. Serving up to 24 expectant mothers annually, Moms2Be provides a continuum of support, from pregnancy through childbirth and parenting. Our prenatal team leads participants through the Baby TALK curriculum, holds one-on-one meetings to set personal goals, and provides access to prenatal care, including pre- and postnatal screeners. Moms in the program also have an opportunity to enroll their young children in an Early Head Start program at Educare DC or at one of our child care partner centers.

STAFF SPOTLIGHT

A portrait of Sierra Cherry, a Black woman with short dark hair, smiling. She is wearing a white sweater with a dark patterned collar. The background is slightly blurred, showing what appears to be an indoor setting with windows.

Sierra Cherry, family engagement specialist for Educare DC's child care partners, was born and raised in DC and loves connecting families to resources that can meet their needs. After providing services remotely, Sierra was delighted to finally meet parents in person. She is also proud to have taken the lead on coordinating an outdoor petting zoo event for all the partner center parents and children to enjoy!

"At the petting zoo event, I loved having a chance to see the kids and parents interact—it was so nice to see them having fun together."



Parent Involvement & Leadership

Throughout the year, Educare DC hosted regular activities for parents, including virtual Parent Cafés, Town Hall meetings, and monthly Parent Policy meetings. As a Head Start organization, our Parent Policy Council has important governance responsibilities in addition to our Board of Directors. Although parents are always welcome to provide feedback and make suggestions, our Parent Policy Council—and the parent forums they lead—provide parents a standing opportunity to get involved. The Council has a governance role related to program design and implementation, staff vetting and hiring, the annual budget process, and program policies. Participation is available to parents whose children are enrolled at our Parkside and Deanwood schools, as well as those enrolled at our child care partner centers.



IN MEMORIAM

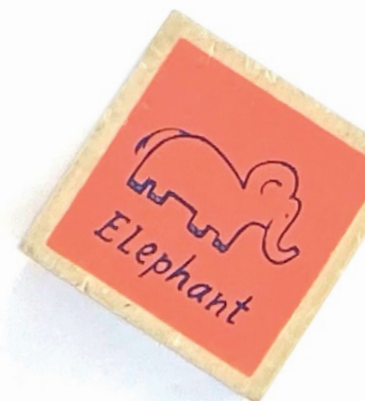
Educare DC sadly lost several members of our community in 2021.

Kervin Sanches, father of four, including two former Educare students, died tragically in July. He is remembered for having two mottos: “faith over fear” and “make a difference” and did so, both in serving as dean of students at Imagine Hope Community Charter School and in raising his family. He will be deeply missed in our community.

Lovelle Thompson, mother of Educare DC student, Torrez Johnson, passed away unexpectedly in August. During her son’s time at Educare, Lovelle was a cornerstone in the parent community and was deeply committed to her son and making positive improvements throughout her time at the school.

There are no words to express the feelings brought by these tragic losses, especially at this time when our community has endured so much. We join with our nation to mourn the more than 900,000 lives lost in the U.S. to COVID-19. These losses have affected the Educare DC family, our city, our nation, and the world. We share the grief of those who have lost parents, siblings, children, partners, and friends, and to them we extend our most sincere condolences.

RESEARCH & STRATEGIC DEVELOPMENT



Long-term Performance Wins

Our emphasis on research and evaluation sets Educare DC apart. We work with our Local Evaluation Partner (LEP), Dr. Brenda Jones Harden of the University of Maryland, to collect data at the child, classroom, and school levels, to support continuous program improvement.

COVID-19 safety protocols have prevented our LEP team from conducting many in-person assessments, but they were able to use the down time to analyze longitudinal data. This analysis showed significant growth in language skills for children who attended Educare DC

for four or more years. In fact, children tended to improve their language scores with each subsequent year at Educare DC.

Development in these areas supports children's success in school for years to come. Auditory comprehension measures how well a child understands language, such as understanding instructions from their teacher. Expressive communication looks at how well a student can express themselves, for example, answering a question their teacher asks.

Research Says!

Over the past year, our LEP team analyzed our historical data to better understand Educare DC's impact on children over time.

For children who spent three full years at Educare DC, their average auditory comprehension score had increased by over 30%, approaching—and exceeding—the national average by nearly one standard deviation!

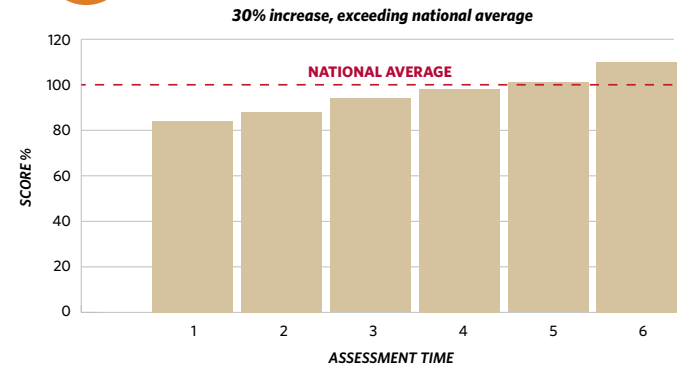
When these students were first tested for expressive communication, they scored well below the national average. But during their time at Educare DC, their skills steadily improved in this area as well, with an overall increase of 12.5%!

Our students also built important social-emotional skills. We are particularly proud that long-term Educare DC students' initiative skills improved 16% on average from their first assessment to their last assessment (maximum of ten assessments over five years).

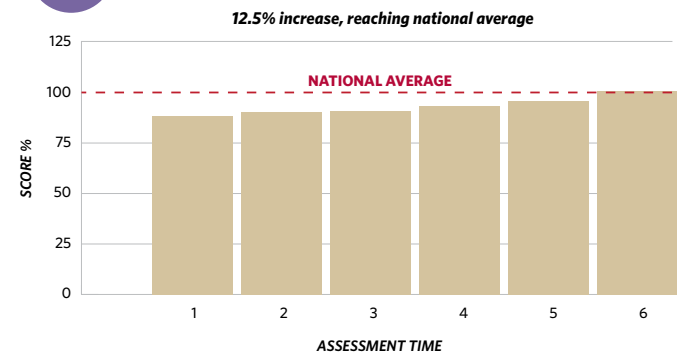
All of this data supports something we already know from first-hand experience: that Educare DC makes a big difference in the lives of our children and helps them build the foundation for success in kindergarten and beyond.



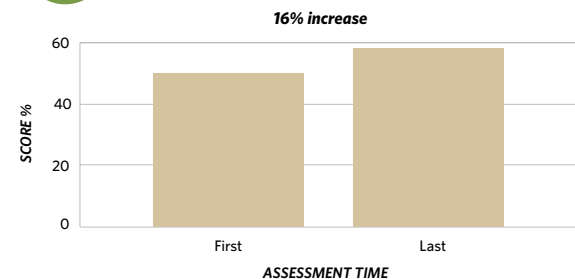
PLS AUDITORY COMPREHENSION



PLS EXPRESSIVE COMPREHENSION



DECA INITIATIVE



Supporting Black Child Wellbeing

Educare DC is proud to be taking part in a special three-year project to improve outcomes for Majority Black Educare Schools. Dr. Iheoma Iruka and her team at Equity Research Action Coalition (at UNC Frank Porter Graham Child Development Institute) are guiding our leadership, along with that of seven other schools in Educare Learning Network, on a journey to explore African-centered, culturally responsive practices in the classroom. This approach affirms a child's cultural background, building positive personal- and racial-identity, and ensures that Black children feel capable and seen. The project's goal includes the development of an African-centered practice guide and toolkit for professional learning. We are excited to engage in this groundbreaking project, knowing that it will provide a better educational experience for Black children, increasing their social, cognitive, and emotional skills and leading to academic and social success.



STAFF SPOTLIGHT

Frankie Addison is a family engagement specialist at Educare DC's Parkside school and comes to early education with two decades of experience in music education. Frankie recognizes that a quality early learning environment lays the foundation

for a young child's future, and he makes a point to involve. While Frankie worked on-site throughout the pandemic, he really enjoyed welcoming families back to Educare DC for the new school year.

"I love seeing students in the hallway. When they give me a thumbs up or peace sign, they know I am there for them."

MOVING UP CEREMONY: On July 15th, we were able to celebrate our rising kindergarteners with a fun, socially distanced Moving Up ceremony! Staff and teachers organized a lively outdoor event, where students and their families could come together to celebrate their children's accomplishments and growth at Educare DC. Students received their own "big kid" backpacks filled with school supplies, personalized graduation certificate, and other goodies. It was a joy to see students' smiling faces as they celebrated with their teachers, some of whom they hadn't seen in person since the pandemic began.

The event is a culmination of students' time at Educare. Over the years, they've learned to stand, walk, and talk, to write their names, ask questions, and form friendships. On any given day they've been scientists and firefighters, artists and astronauts (and much more)! Although we are sad to see them go, we are equally excited to watch them take the next step in their educational journey. We know they will go on to do great things!



"Educare DC is the best decision for any parent. Educare is like a family-based school, when you are here you are family. Regardless of what the situation is, they are there for you."

— EDUCARE DC PARENT

ADVOCATING FOR EARLY CHILDHOOD EDUCATORS



Educare DC's role as an advocate for the early childhood education community deepened during 2021. Here are a few highlights that demonstrate our advocacy work, in coalition with our local and national policy partners.

VACCINATION PRIORITY

When the District made K-12 teachers a priority group for COVID-19 vaccine eligibility, leaving early educators behind, Educare DC banded together with other providers to advocate for early educators to become eligible. In January, our president and CEO, Pyper Davis, testified at a roundtable organized by the DC Council Committee on Health on this issue, and together, we utilized the media, and a petition signed by over 3,000 people, to win earlier vaccinations for early childhood educators in DC.





EARLY EDUCATOR COMPENSATION

In August, we had a huge win for early educators when the DC Council voted to fund an important component of the Birth-to-Three Act of 2018. The new funding will increase the wages of early childhood educators, providing over \$50 million in the first year and increasing to \$70 million thereafter. Improving educator supports and compensation has been a key priority for Educare and our partners, and this progress is the result of years of organizing, education, and advocacy. Educare DC also assisted with recruiting members for the Early Childhood Educator Equitable Compensation Task Force, and is engaging in regular feedback and information sessions. Educare DC president and CEO, Pyper Davis, attended most public meetings of the Task Force, and two Educare DC staff members, Kelly Sloan and Jeff Tisdale, testified at the Public Roundtable held in December.

LEADING THE DISTRICT

Educare DC was a lead participant in a working group to provide feedback to the Office of the State Superintendent of Education (OSSE) on the District of Columbia's Fiscal Year 2022-2024 Child Care and Development Fund (CCDF) State plan. Educare DC submitted comments, and advocacy director,

Syritha Robinson, testified at the May hearing, advocating for increased reimbursement rates and structuring provider payments based on enrollment rather than attendance. These comments will impact how funds are used during the upcoming three-year cycle.

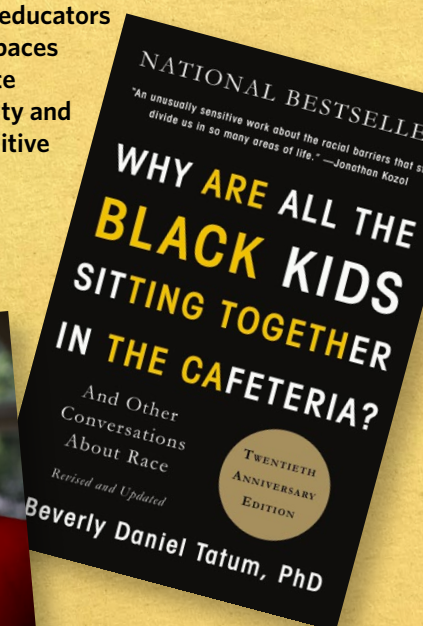
BEYOND DC

Jamal Berry, our vice president of programs, was invited to present on a panel for the national advocacy organization Zero to Three on the topic, "State Strategies to Strengthen Infant-Toddler Care as Public Pre-K Expands." This was a significant recognition for Educare DC and a means for us to share our first-hand experience with the implementation of universal pre-K. It was an important opportunity to highlight recommendations for reducing the strain universal pre-K can unintentionally have on infant/toddler care providers. Lessons learned are increasingly important as the prospect of public pre-K programs grows across the country.

In addition, Pyper Davis served on the Greater Washington Partnership's Education Task Force, an initiative focused on equitable growth in the Capital Region that included leaders from DC, Maryland, and Virginia.

SIXTH ANNUAL LEARNING EVENT

In June, Educare DC held a virtual conversation with Dr. Beverly Daniel Tatum, psychologist and author of *Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race*. This transformative event was attended by 82 friends and supporters—including educators, philanthropic and corporate leaders, federal and local policy leaders, and local government agency staff. Dr. Tatum discussed racial awareness and identity development in young children and also explored how parents and educators can create spaces that celebrate racial diversity and promote positive self-identity.



GROWING THE EARLY EDUCATOR FELLOWSHIP



Learn [more](#) about the
Fellowship program

Celebrating our Inaugural Fellows

We are pleased to share that 19 Fellows completed the inaugural year of our Early Educator Fellowship! Created in 2020 to fill a critical gap and build social and professional capital, the Fellowship provides authentic opportunities for early educators to build professional skills and exercise their voices as experts in the field.

Fellows are selected through a competitive application process and receive a stipend to acknowledge the value they bring to the group. Our Fellows participated in 19 virtual sessions over 10 months on a variety of topics including advocacy and policy in DC, national issues in special education, behavioral analysis, and courageous conversations. They heard from special guests from the DC Association for the Education of Young Children, the Early Childhood Team Lead from the U.S. Department of Health and Human Services, and more.

Four members of our first cohort even participated in a panel at the DC Early EdX conference, discussing their perspectives and experience on topics such as equitable access to early childhood learning and compensation parity for educators.

Even after graduation, Alumni Fellows continue to be engaged via regular email newsletters and monthly virtual gatherings so that they can stay connected and provide mutual support. This is exactly why we designed the Fellowship: to advance educators' personal and professional growth and to elevate and validate the profession through leadership opportunities. The second cohort of Fellows kicked off in August 2021, and we are excited to support their journey!





"Inside an Educare DC classroom, high-quality teacher-child interactions are supported by well-trained and qualified teachers and staff, small class sizes, and ongoing professional development."

— INFANT/TODDLER MENTOR TEACHER

GIVING THANKS

OUR WORK DEPENDS ON SUPPORTERS LIKE YOU! Educare's work to eliminate the opportunity gap for children experiencing poverty is only possible through the generosity of our donors and partners. Your dedication to supporting children and families proves that we are indeed *Better Together!*

Thank you to the following donors who supported Educare DC between January 1, 2021 and December 31, 2021.

\$100,000 +

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Bainum Family Foundation
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\$1 - \$999

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In Honor of Jessie Rasmussen
Alliance for Early Success
In Honor of Rachel Schumacher

Donald and Lori White
In Honor of Catherine White

SPECIAL THANKS TO OUR IN KIND DONORS AND VOLUNTEERS

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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, 2021, 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, 2021, 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 2020 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated December 28, 2020. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2020, 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 November 22, 2021 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.

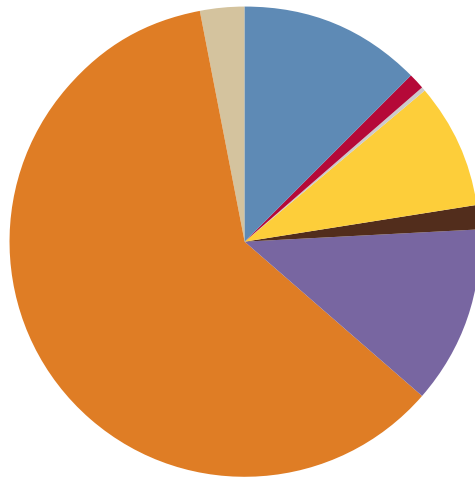
November 22, 2021

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REVENUE + EXPENSES SUMMARY

Educare DC's fiscal year ended June 30, 2021

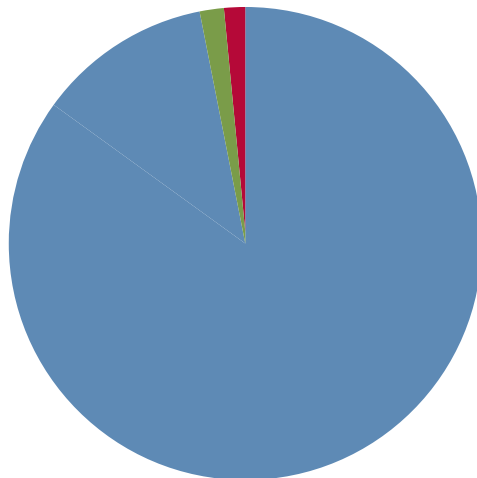


Foundations	\$2,051,887	12.6%
Individuals	\$186,110	1.1%
Corporations	\$40,228	>1%
In-kind/Pro Bono Support	\$1,406,692	8.6%
Misc Income	\$304,806	1.9%
District of Columbia Grants	\$1,949,798	12%
Federal Grants	\$9,870,938	60.7%
COVID Relief and PPP Loan Forgiveness	\$464,077	2.9%

REVENUE:

\$16,274,536*

*Revenue includes \$145,953 in gifts and pledges for subsequent fiscal years. Generally Accepted Accounting Principles (GAAP) require that these gifts are recorded in the year received.



Program	\$14,028,373	94%
Management	\$508,431	3%
Fundraising	\$375,997	3%

EXPENSES**

\$14,912,801

**Excludes funds held in Educare DC's operating and building reserves which are designed to ensure the stability and ongoing operation of the organization. At June 30, 2021, these reserves totaled: \$2,505,200.

**Excludes capitalized costs for construction on new school location. At June 30, 2021, costs totaled: \$2,715,328.

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: /EducareWashingtonDC

Twitter: @DCEducare

Instagram: @EducareDC

Come for a Tour!

Please join us for a tour of one of our state-of-the-art facilities to experience the magic happening right here at Educare DC for yourself! You'll see first-hand how our dedicated teachers and staff work with children so that they develop the skills they need to succeed in kindergarten and beyond. Just let our development director, Hannah Urrey, know you're interested and you'll be first in line for a personal tour. You can reach her 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 opportunity gap for young children. Visit educaredc.org/donate to learn how.



640 Anacostia Ave. NE | Washington, DC 20019 | 202-727-5604 | educaredc.org

Design: Hamam Design • Photos: Liza Harbison Photography and Educare DC staff