



ANNUAL REPORT 2021





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LETTERS FROM OUR LEADERS



ERIN FISHER, INTERIM EXECUTIVE DIRECTOR

We are pleased to share with you the Bright Beginnings Annual Report for fiscal year 2021! While we all hoped for a return to some relative certainty and predictability when we ended 2020, we know too well that that is not what came our way. As COVID-19 and social justice

issues continued to dramatically impact our daily lives, polarize our country, and more specifically our own city, BBI focused on providing stability to our children, our families, and our staff through our services and programming.

BBI focused on doing what we know works, which allowed us to stabilize our program and innovate in ways that were necessary to meet the needs of the community we serve. Throughout the year, BBI focused on a strategic, phased re-opening that allowed us to reach our children both in person and virtually. By October of 2020, BBI was at nearly 75% in-person capacity, while the rest of our children continued to learn virtually. By May of 2021, our entire program was back in the center, providing in-person services to all of our children. Through the strict use of classroom pods and by following scientific research regarding COVID-19 protocols, we are extremely proud that we were able to consistently provide a nurturing, challenging, and safe educational environment for our children.

With our children and teachers back in the classrooms, BBI built on our past knowledge to provide innovative services to our children. Our teachers focused on individualized instruction and assessment to support the specific needs of children in their classrooms. Our commitment to ensuring all children are assessed within 45 days has led to many of our children being linked to individual services

that will provide them with the skills they will need for kindergarten. Furthermore, our teachers continued to implement our LENA (Language ENvironmental Analysis) program that supports children's language development. Our results indicate strong language development for all children, but our children who return each year with us demonstrate elevated speaking and language ability that likely will stay with them past kindergarten. So, while many K-12 educators across the country will continue to experience gaps in their students' skills and knowledge due to the pandemic, we are thrilled that BBI's children will be entering elementary school kindergarten-ready!

As our classrooms continued to thrive, BBI also focused on providing excellent support to our parents and staff. When the COVID-19 vaccines rolled out, BBI worked with community partners to ensure that our staff and parents had access as soon as possible while continuing to provide PPE and COVID-19 vaccine education. Of course, the pandemic was one of the major drivers of our work, but BBI also innovated for parents as we did for children, focusing on individual parents' and families' needs through our data-driven CARE Team process. The pandemic and the state of the world impacted us all, so BBI didn't stop at providing wrap-around care for families. We also strengthened our staff wellness initiatives through support groups and wellness activities to build community and support our front-line workers.

Although it seemed like each month brought something new and unpredictable at BBI, we were motivated by the support we received from our board of directors and generous donors, who consistently reached out to find out what was needed to continue our programming for our community. This communication and support strengthened our resolve as we leaned on each other to provide stability and even innovation in 2021. As we look forward to the future, we know that the lessons learned from this past year will provide building blocks for what we do in 2022 and beyond!

Respectfully,

Erin Fisher, Interim Executive Director



MARIA ESTEFANIA, BOARD PRESIDENT

Dear Friends,

It was my great honor to serve as President of Bright Beginnings during the 2021 fiscal year and to support its mission of ensuring that every infant, toddler, and preschooler in DC without a permanent

home, and their families, has the best possible chance to succeed in school and in life.

As 2021 opened, social-distance regulations limited the number of children we could serve in our classrooms to 86. The remainder of our children and parents were provided online learning opportunities. Back to School Night, Home Visits, and Champions for Children were held virtually. It required all the creativity, energy, and perseverance our staff could muster to work in these conditions, and to find ways to ensure that the children and parents not in our physical classrooms continued to benefit from Bright Beginnings' programs. The Office of Head Start, the DC government, and our wonderful foundational and individual donors were with us all the way. Together, we were able to support our parents and children with our traditional program in the classrooms, offer computers for our remote learners, and provide food, medical support, and other necessities as required. Finally, vaccinations and a lower number of COVID cases allowed regulations to change and more students to return to onsite learning. In early July, we were once again fully open, joyfully welcoming all Bright Beginnings children and their parents to our campus.

End-of-year test results for our children showed significant improvement in all areas of learning, and progress was made in other programmatic areas as well. The language skills of each student were continually measured and developed using the Language ENvironmental Analysis program (LENA), the Self-Sufficiency Status of each family was

assessed, action plans were developed to improve weaknesses, regular medical screenings were provided to all children, and developmental and medical needs were addressed. In addition, Bright Beginnings was evaluated and reaccredited by the National Association for the Education of Young Children (NAEYC).

From a financial standpoint, Bright Beginnings was recognized as a 4-star non-profit by Charity Navigator for the third year in a row, the Capital Campaign to raise money to build our 4th Street Center was completed, and the construction loan paid off. Our FY21 annual audit was conducted with no deficiencies in internal control or material weaknesses found, and Bright Beginnings once again closed the year with an excess of revenues over expenses.

At the last Board meeting of 2021, the Board closed this challenging and successful year with approval of a new Strategic Plan for Bright Beginnings and a new mission: Bright Beginnings will implement a two-generation approach to:

- Ensure every child experiencing housing instability is healthy, safe, engaged, supported, and challenged.
- Develop school-ready and kindergarten-prepared children.
- Support families in breaking the cycle of intergenerational poverty; and
- Partner intentionally to eradicate disparities and remove obstacles to economic mobility.

To you, our generous donors, our wonderful volunteers, our talented staff, and our energetic and talented board, we are pleased to submit this report with thanks for your commitment to DC's young children without permanent homes and their parents. You make everything Bright Beginnings is and all we do for our clients possible.

Thank you!

Maria Estefania

President, Bright Beginnings Board of Directors FY2021

2021 ANNUAL REPORT

EXECUTIVE SUMMARY

Bright Beginnings serves families who are housing insecure. Washington, DC's family homelessness rate is one of the highest in the country, with officials recording 405 unhoused families with children at the 2021 Point in Time count, conducted in January 2021. This represents a decrease in the number of families experiencing homelessness from the previous year, however, the decrease is largely related to the eviction moratorium put in place during the pandemic, which allowed families to remain in their homes. As that temporary measure phases out, we expect to see a rise in the number of families experiencing homelessness. Ward 8, where BBI is located, remains the area with the highest rate of poverty in the District, with more than one in four families living below the poverty line. The median household income in Ward 8 is \$39,473—less than half of the overall DC average. Many of the families that BBI serves earn even less, as little as \$800 a month.

OUR APPROACH

Bright Beginnings' approach is based on the premise that all children are better served when the entire family is supported. Our two-generation approach sets us apart from other organizations and supports families in five core areas: **1)** early childhood learning; **2)** post-secondary education and employment pathways for parents; **3)** building economic assets; **4)** health and well-being; and **5)** accruing social capital. Our services are designed to support the whole child and the whole family.

OUR MISSION

Bright Beginnings is dedicated to meeting the immediate needs of children and families experiencing homelessness by:

- **Providing** children with a safe, nurturing educational environment;
- **Preparing** children to enter kindergarten ready to learn; and
- **Supporting** parents in stabilizing their home lives and becoming self-sufficient.

OUR VISION

Bright Beginnings will build on its 30-year tradition to deliver nurturing and evidence-based educational, therapeutic, and social services to children and their families experiencing homelessness in the Washington, DC region. Our leadership and programming empowers children to learn, to succeed academically, and to achieve their dreams while their families move from housing instability to self-sufficiency.



2021 YEAR IN REVIEW

Bright Beginnings' FY21 proved to be an opportunity for continuous improvement and innovation. Our commitment to a two-generation approach to supporting families allowed for growth in both the children and the adults that we serve. As an organization, we utilized Tuesday Huddle, a weekly staff meeting, to focus on our three dispositions, including being an anti-racist and anti-poverty organization that is committed to using data to improve our practices. Fully implementing the Self Sufficiency Matrix, reinventing our CARE Team process, continuing to push student language development with LENA, and successfully completing the NAEYC accreditation process throughout the ongoing pandemic has been challenging, but rewarding. The evidence of BBI's work and commitment to our families' growth is outlined below.

CARE TEAM

BBI's Multi-Disciplinary Team Coordinator facilitated and restructured the CARE Team this year. The restructuring consisted of a "CARE Team," which is a multi-disciplinary team that met weekly and consisted of family advocates, home visitors, fatherhood specialist, partnerships coordinator, health services manager, child and family trauma specialist, and other staff members when needed. The team utilized a data-driven process to make decisions, plan interventions, provide resources, and set goals for families. A tiered approach was used to assist families on the journey to becoming self-sufficient. Using this approach, the CARE Team specifically focused on those families in the Crisis Cohort. The team analyzed the data from the self-sufficiency matrix (SSM) and the family partnership agreement (FPA) in order to make decisions regarding interventions and resources beyond those already provided through case management. From this process, the team gained understanding to determine next steps for the families as they sought to become self-sufficient and to make sure their children are school-ready and prepared for kindergarten.



JAMEL'S STORY

Jamel started at BBI during the 2018-19 school year as a fun-loving, outgoing three-year-old. He looked forward to coming to school every day, in part due to the focused attention he got from his teachers, especially as they fostered his intellect and curiosity to learn about the world around him. But there were challenges too. Post-enrollment screenings and teacher assessments indicated that Jamel didn't have as many words as expected at his age. He also struggled with expressing emotions like anger and sadness. Once those challenges were identified, his teachers utilized strategies to assist him with vocabulary development, including naming objects, self and parallel talk, language modeling, and conversational turns. Jamel's teachers also helped him build confidence and effective expressions of his angry and sad emotions. During his three years at BBI, Jamel thrived in the "Learn Through Play" environment and graduated BBI kindergarten-ready in 2021. Jamel faced another hurdle when transitioning from BBI's environment to a more heavily structured one. Reading books at home about going to a "big boy" school plus added support from his teachers in adapting to his new environment helped Jamel adapt to the changes. Today, Jamel is doing exceptionally well and excelling in school. He shared that when he grows up he wants to be a police officer, so he can help his community, and a teacher, so he can help other children, just like his BBI teachers helped him.

COR ADVANTAGE KINDERGARTEN READY COUNT

BBI's education program promotes curiosity, creativity, collaboration, and critical thinking by using the High/Scope curriculum. The "Plan/Do/Review" method, a cornerstone of High/Scope, allows children to plan their activity, act on decisions, and discuss what they accomplished with a teacher. This method allows each child to develop at his or her own level with the support of trusted adults. The structured early learning program for infants and toddlers experiencing homelessness strengthens their social, emotional, physical, and cognitive skills, which are crucial for kindergarten readiness.

BBI ensures ongoing evaluation of each child's growth and development using High/Scope's Child Observation Record (COR) Advantage assessment tool. Child assessment data is used to support curriculum development and to develop individualized instruction and wrap-around services to meet the unique needs of each child.

Teachers capture children's thoughts and ideas through work samples and anecdotes to discuss and develop children's goals and progress during parent-teacher conferences and home visits.

BBI uses the Child Observation Record (COR) to assess children's developmental progress. The School Readiness measure shows how many Pre-Kindergarten students are prepared to enter kindergarten.



SY 2020-2021

9

Students **Transitioning**
to Kindergarten

8

Students who are
Kindergarten
Ready

88%

Percentage of Eligible
Students who are
Kindergarten
Ready

SY 2018-2019

11

Students **Transitioning**
to Kindergarten

7

Students who are
Kindergarten
Ready

63%

Percentage of Eligible
Students who are
Kindergarten
Ready



FATHERHOOD PROGRAM

BBI's Fatherhood Program began in October 2018 with 15 fathers and grew to include 30 fathers engaged in weekly programming and regular father/child activities during the FY21 year. The initiative follows the Effective Black Parenting Program through weekly sessions that offer tools related to parenting young children and works to break down family reconciliation barriers.

A new initiative implemented during FY21 was our "Fathers for STEAM" program where father/child engagement projects were sent home and worked on together. Some of the kits were art-based and some were science- or technology-based. We started sending the kits out once a month, but there was so much success with these projects that fathers asked for more. "Fathers for STEAM" served the Fatherhood Program's ongoing efforts to create intentional father/child engagement at home.

ISAAC'S STORY

Isaac Williams, a member of Bright Beginnings' Fatherhood Program and a participant in BBI's Parent Intern Program, is an example of the success our parents achieve. Williams was inspired and challenged to pursue a new career in the restaurant industry.

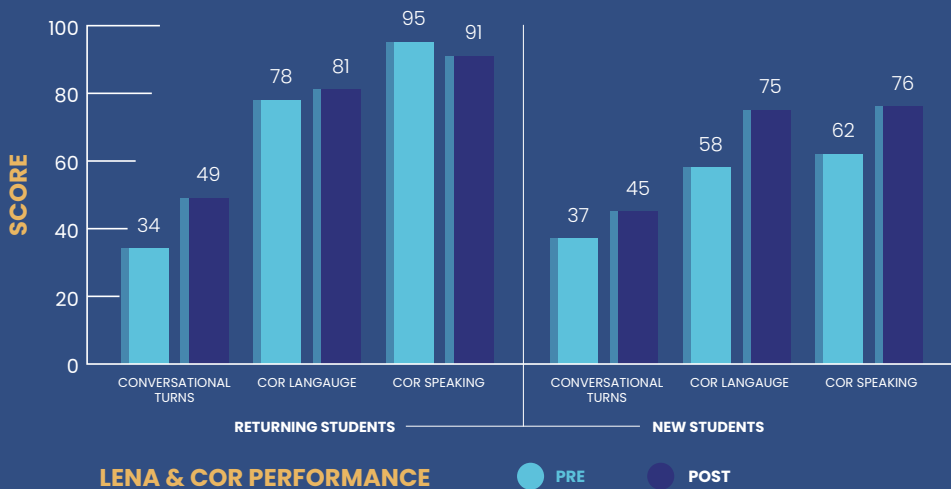
Williams says, "Miss Maxine (Workforce Development Program Leader) went above and beyond almost every single day for me and made every experience feel like she personally cared and was personally invested. She became an almost every single day voice for me. It did not matter if it was on the weekends or at night if I needed her, she was there." He further explains the benefits of the Parent Intern Program by saying, "She's been an inspiration to me and challenged me to dig deep. She did not hold my hand, she pushed me and expected me to fly and I did. Today I stand graduating from my ITComp A+ program, preparing myself to stay disciplined to pass the certification test. Now working at a job where I am making the most money by far than I have ever made at any other job. And on my second week of work my boss thought so highly of me that he gave me a significant salary raise."

LENA NEW AND RETURNING STUDENTS

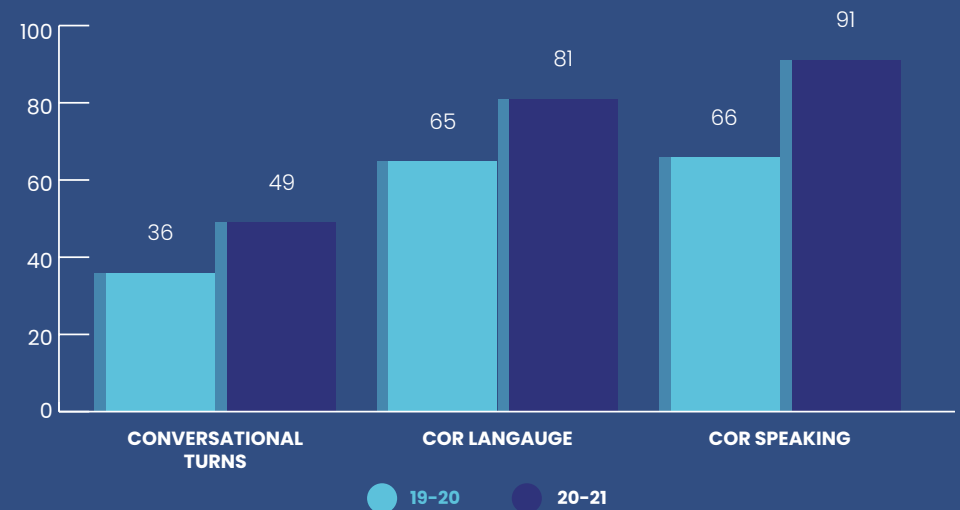
BBI uses the Language ENvironmental Analysis (LENA) system which measures a child’s language experience throughout the day and generates feedback on the number of conversational turns between caregiver and child. Building on the significant increase in students’ language performance in 2019-2020, LENA and BBI looked at the performance of returning versus new children. In FY21, 61 children between 3-60 months and 22 teachers participated while 18 returning children participated in both 2019-2020 and 2020-2021. Forty-three new children entered in the 2020-2021 school year. The analysis reports on the COR Advantage Speaking and Language domains below demonstrate growth, as they are most aligned with LENA’s intended outcomes.

The replication of 2019-2020 results in 2020-2021 can be considered a validation of BBI’s effectiveness to implement the program and produce significant outcomes. Returning students maintained high levels of conversational turn-taking and advanced levels of speaking and language ability by the beginning of the second school year. These exciting second-year results suggest that the effects of the first LENA Grow intervention were maintained from one year to the next and can potentially have long-term impacts on children’s social and emotional skills while transitioning into kindergarten. Despite starting at advanced levels, students demonstrated significant elevations in conversation turn-taking, speaking, and language during both school years. BBI is excited to continue our work with LENA to prepare children for kindergarten!

2020–2021 LENA Impact for New and Returning Students



2020–2021 LENA Returning Students 1st and 2nd Year Performance Comparisons



WORKFORCE DEVELOPMENT

Through our Workforce Development services, BBI connected 50 parents with educational support, training, employment assistance, and paid internships within 9 months of enrollment. Parents received personalized assistance to build life skills, pursue new skills and certifications, create resumes and household budgets, conduct job searches, and obtain and retain employment. Two-thirds of parents completed CASAS testing, and 44% created individual action plans. Of parents who indicated that one of their family-centered goals was to maintain their workforce readiness (hard and soft career skills, steady compensation, etc.), 66% were successful. Furthermore, 80% of parents with the goal of advancing their workforce readiness achieved that goal in a single year. Overall, 6 parents graduated from career certification programs, 6 parents graduated from educational programs, 4 attended job interviews, 6 created resumes, and 5 obtained new employment.

BBI created a pipeline of opportunities like the Parent Intern Program so that parents can obtain paid internships and externships at BBI and in our partner organizations. We established a partnership with Culture Coffee Too that allowed 5 of our parents to gain knowledge and training in the restaurant business, and additional partnerships with the PEPCO Utility Training Program, LIFT D.C., and Streetwise D.C. These organizations provided personal information sessions and opportunities for our parents to gain utility training, further workforce training, and networking opportunities in their desired career fields.

MS. CRUZ'S STORY

Ms. Cruz came to BBI in the fall of 2019 after being referred by a close friend at the Latin American Youth Center. She needed childcare for her son, Matias, so she could find employment and better provide for her family. In addition to childcare, Ms. Cruz faced additional challenges, including her limited English-language skills. This, coupled with her lack of US citizenship, made Ms. Cruz uncomfortable being open and advocating for herself.

Determined to support her family, Ms. Cruz enrolled in English-language classes. With encouragement from Bright Beginnings staff, Ms. Cruz started networking with fellow BBI parents and got to know the staff. As she opened up more, she began to find her voice. In 2020, Ms. Cruz was elected by fellow parents to become the home-based parent representative for BBI's Parent Policy Council—a governing body that meets monthly and helps lead and make decisions about BBI programming. In this role, Ms. Cruz discovered her voice as a parent and BBI community leader, and she used that voice to inform BBI's programs and services. Ms. Cruz gained invaluable skills as a Parent Policy Council representative. She learned how to advocate for herself and her family, how to confidently make decisions, and to use the BBI network of families and staff for support when needed.

Today, Ms. Cruz has stable employment in the food service industry and Matias, soon to be three years old, will start Pre-K3 in the fall.

PARTNERSHIPS

Collaboration is critical to meeting the complex needs of families experiencing homelessness. BBI's long-term partners include multiple District organizations. BBI partners with the **Equity in Learning Initiative**, understanding that achieving equity in education encompasses more than interactions happening on an individual level. Equity addresses organizational practices and institutional policies that present obstacles to children reaching their fullest potential and preparing them for a complex world. **Building Bridges** offers trauma-informed direct services for program participants. Hearing, speech and

language, vision, and dental screenings are provided through partnerships with **University of the District of Columbia**, **Society for the Prevention of Blindness**, and **Dr. Baker** from Capitol Hill Dental Associates. Since March 2021, BBI and **Georgetown's Early Childhood Innovation Network (ECIN)** have been offering two weekly, one-hour virtual wellness sessions focusing on self-care, well-being, and wellness during COVID-19—one designed for staff who offer family services, the other directly addressing families. **The DC Diaper Bank** makes a weekly contribution of diapers and essential baby and adult hygiene products.

Center-Based Donations



DIAPERS RECEIVED

6,250

VALUE

\$1,813



BABY PANTRY ITEMS

1,668

VALUE

\$2,780

Home-Based Donations



DIAPERS RECEIVED

7,750

VALUE

\$2,248



BABY PANTRY ITEMS

2,926

VALUE

\$2,412



LOOKING AHEAD

EVENING CARE

In February 2022, Bright Beginnings re-launched our free evening childcare program to better support families with caregivers who work or attend school during the evening hours. We had offered evening care in previous years but had to limit care hours due to staffing constraints, health and safety concerns, and lower daily enrollment during much of the pandemic. BBI began offering evening care hours again because parents, particularly mothers, have expressed the need to have childcare during alternative hours as they re-enter the workforce after the height of the COVID-19 pandemic. We now offer additional hours of childcare for up to 17 children ages 1-2 from 4 p.m. – 11 p.m., Monday - Friday. Bright Beginnings is one of the few licensed center-based care facilities in Wards 7 or 8 to provide free childcare after 7 p.m.

STRATEGIC PLAN IMPLEMENTATION

In 2021, a team of BBI staff and our board of directors engaged in a collaborative process to build our strategic plan for 2022-2027. We remain committed to meeting the needs of children and families experiencing housing instability in Wards 7 and 8. However, we recognize that the world has changed dramatically in the last two years and our organization must be committed to meeting the dynamic needs of our families. BBI and our board of directors have committed to a renewed focus on understanding the impact of systemic racism on poverty and how we can create space to dismantle its impacts through our classroom practices for children, our innovative programming for parents, including advocacy work and collaboration with other city partners, and lastly, our focus on developing our staff, many of whom are residents of our community.

ADVOCACY AND EFFECTIVE PARTNERSHIP

Our 2022-2027 strategic plan provides a roadmap to enhance the programs and services that BBI is already delivering to prepare children for kindergarten and to guide parents on a path toward economic mobility. One strategic plan goal that will require the most organizational change and financial support is Community Leadership concerning 1) collaboration to develop effective partnerships to meet the needs of our families, and 2) advocating for two-generation policies that provide resources for the betterment of children and families. The Community Leadership strategic goal has the potential for the greatest impact as outcomes, including increased collaborative impact, broader social systems change, removal of systemic barriers, and disruption of intergenerational poverty, are realized.

The systemic changes and collaborative impact that BBI expects to have made by 2027 will require a dedicated



department that will develop BBI's voice in the discussions around more fair and equitable policies for the betterment of families and children, and that will organize BBI for collaborative work. The development of this department will require the thoughtful development of position descriptions, professional development for new staff, and ongoing professional development for staff and families as they learn to develop their voices, use data to drive their arguments and positions, and position themselves as leaders in the community.

THE BBI EMPLOYEE EXPERIENCE

Work for many of us will never be the same after we experienced the COVID-19 pandemic; however, the services that BBI provides to children and families remain not only necessary, but paramount to our families moving toward self-sufficiency. In the wake of the ever-changing job market, the Great Resignation, and a nationwide shortage of early childhood educators, BBI is innovating how we recruit and retain effective staff who can prepare our children to be kindergarten-ready and our parents to be upwardly mobile.

Through intentional community-building that develops common understanding and practices for how we live our organizational values, BBI is dedicated to building a culture of continuous improvement that is human-centered and will attract and retain highly effective staff. BBI is building innovative workforce programs, including internships for DC residents in Ward 7 and 8 that will create a pipeline from high school to work in early childhood education. We are also committed to providing continuous coaching and professional development to all staff so that our staff can model the life-long learning we want to instill in our children and families.

With a commitment to shared values, an investment in workforce opportunities for the community we serve, and continued learning, BBI is poised to address the ever-changing shifts of our current world!



“I didn’t give up. That’s the thing I always tell people, ‘Never give up. You only fail when you give up. You’ve got to keep going, because when you have children, those children are looking at you.’”

— Denise Day



MS. DAY'S STORY

Ms. Day is no stranger to overcoming obstacles: she became homeless in 11th grade after dropping out of high school as a teen mother. A turning point came when Ms. Day was the victim of a shooting while living with her two children in a public housing project. Luckily, she was able to heal, but something had to change. She was deeply afraid for the safety of her children. After the shooting, Ms. Day was referred to BBI, where she and her daughters, ages 2 and 3 at the time, would learn and grow.

One of those daughters was Tyesha, who had a cleft palate. With the help of BBI, she was able to receive speech therapy and gain access to a life-changing medical procedure.

While her children were attending BBI, Ms. Day became a parent aide in the classrooms. As a BBI parent, she was connected to a GED evening program, eventually earning her Bachelor's degree. Ms. Day leads by example for both her children and the BBI parents she now interacts with as a teacher. She remarked on the importance of being a good role model for children: "I didn't give up. That's the thing I always tell people, 'Never give up. You only fail when you give up. You've got to keep going, because when you have children, those children are looking at you.'"

Today, all five of her children have graduated high school and Tyesha is a 2016 graduate from Pennsylvania State University.

HEAD START BY THE NUMBERS

Our Head Start and Early Head Start programs provide children with a learning environment that helps them develop socially, emotionally, physically, and cognitively so that they will not only be school-ready but kindergarten prepared. BBI received a total of \$181,714.03 in emergency Covid-19 relief funding in FY21, which helped stabilize daily operations.



260 Children Served



160 Dental Screenings



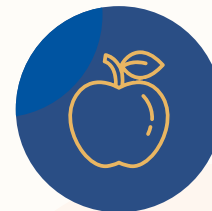
144 Medical Examinations



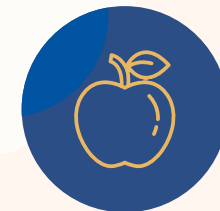
100% of Eligible Children Served



6 Children with Developmental Concerns Served



15,100 Meals Provided



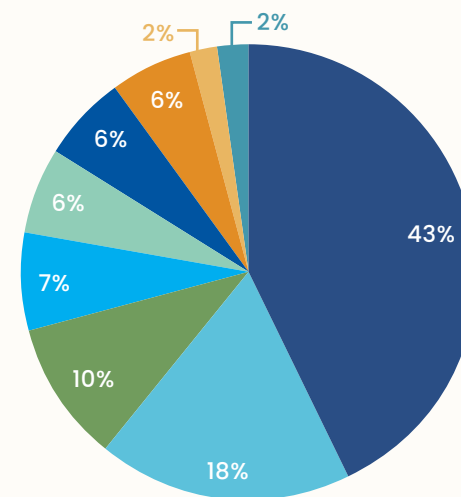
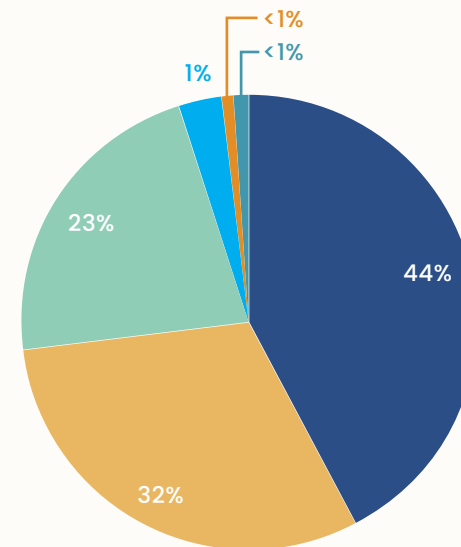
85% of Students Made Progress Toward School Readiness

2021 FINANCIALS

YEAR ENDED SEPTEMBER 30, 2021

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUE AND SUPPORT			
Federal government grants	-	4,067,111	4,067,111
DC government contracts	-	2,098,780	2,098,780
Contributions and support	1,833,721	1,149,180	2,982,901
Donated services and supplies	138,766	-	138,766
Special events	6,190	-	6,190
Other income	316	-	316
Net assets released from restrictions	7,189,876	(7,189,876)	-
Total revenue and support	9,168,869	125,195	9,294,064

OPERATING EXPENSES			
Education	3,327,826	-	3,327,826
Family Services	481,561	-	481,561
Therapeutic Services	181,455	-	181,455
Health and Safety	510,436	-	510,436
Home-based Services	432,834	-	432,834
Workforce Development	134,501	-	134,501
Other Programs	763,250	-	763,250
Management and General	1,414,309	-	1,414,309
Fundraising	432,329	-	432,329
Total Operating Expenses	7,678,501	-	7,678,501
Change in Net Assets from Operations	1,409,368	125,195	1,615,563
Interest Income	125,082	-	125,082
Change in Net Assets	1,615,450	125,195	1,740,645
Net Assets, Beginning of Year	9,283,667	471,779	9,755,446
Net Assets, End of Year	10,899,117	596,974	11,496,091



DONOR LIST

\$100,000+

Alexander and Margaret Stewart Trust
Bainum Family Foundation
Diane and Norman Bernstein Foundation, Inc.
Kiwanis Club of Washington DC
The J. Willard and Alice S. Marriott Foundation
The Washington Children's Foundation

\$50,000 - \$99,999

Cornell Douglas Foundation
Ina Kay Family Foundation
John Edward Fowler Memorial Foundation
Philip L. Graham Fund
The Benevity Community Impact Fund
The Hearst Foundation, Inc.
The Morris & Gwendolyn Cafritz Foundation
The Rocking Moon Foundation
Washington Area Community Investment Fund

\$20,000 - \$49,999

American Association of Medical Colleges
Clark-Winchcole Foundation
Edith Glick Shoolman Children's Foundation
Low Income Investment Fund (LIIF)
Morse and Betty Johnson Family Foundation
Pepco, an Exelon Company
Phong and Carrie Le
PNC Foundation
Qlarant Foundation
Richard E. and Nancy P. Marriott Foundation, Inc.
The Dodge Family Fund
The Jacquemin Family Foundation, Inc.

The Lichtenberg Family Foundation
The Ludwig Family Foundation
The Naomi & Nehemiah Cohen Foundation
United Way of the NCA
Urban Institute (Measure4Change)
Venable Foundation

\$10,000 - \$19,999

Bank of America
CareFirst Blue Cross Blue Shield
Carter and Melissa Cafritz Charitable Trust
David and Leigha Rinker Foundation
Education Leaders of Color (EdLoC)
Elizabeth Ann Hylton
George Preston Marshall Foundation
Jack R Anderson Foundation
Joseph and Lynne Horning
Keith Boniface
Network for Good
Saint Alban's Parish
Share Fund, Community Foundation of the National Capital Region
Spring Creek Foundation Designated Fund
SunTrust Foundation
Swink/Kluttz Family Foundation
The Greater Washington Community Foundation
The Herb Block Foundation
The Max and Victoria Dreyfus Foundation
Washington Area Womens Foundation
Wells Fargo Foundation

DONOR LIST

\$5,000 - \$9,999

Alloy Family Foundation, Inc
Anthony & Anna L. Carozza Foundation
Charles Olin Sethness
Cole Birches Foundation
Corina Higginson Trust
Dimick Foundation
Fidelity Charitable Gift Fund
Frank H. and Cornelia R. Ginn
Harman Cain Family Foundation
Harry and Zoe Poole Foundation
J.P. Morgan
John T. Collins Foundation
Junior League of Washington
Linda Schakel
Mary Ann and Gideon Stein
Maximus Foundation
Nora Roberts Foundation
The S. Decker and Sherron Anstrom Family Foundation
Walter A. Bloedorn Foundation
Wonders WAWF
World Bank Group

\$3,000 - \$4,999

Alfred Street Baptist Church
Billy Register
Cynthia Prentiss
Douglas and Judith Henry
Drew Makar
Georgia and Stephen Bupp
Marian Gelbwaks and Randi Sidgmore
Mary Cornelia Ginn
Mary Gramaglia

Nancy and William Register
New York Marine and General Insurance Company
Owen Family Foundation
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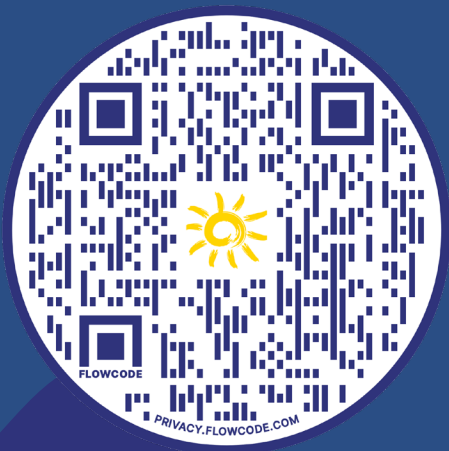
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