

**Request for Qualifications
Elementary Social, Emotional, Behavioral and Family Support**

COVER SHEET

Organization Information:

Organization name: Community Day School Association (CDSA)

Organization address: 5333 15th Ave South , Suite 1L, Seattle, WA 98108

Describe your legal status and, if applicable, state of incorporation (for example, Washington State non-profit corporation, Washington State partnership, sole proprietorship):

Washington State non-profit corporation

Application Components and Checklist (submit in this order)

- Cover Sheet
- Key People
- Previous Experience
- Tracking to Success
- Women and Minority Inclusion; Non-discrimination

Contact Information:

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(please print clearly)

Title: Director of Development

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Signature:  _____

Date: February 14th, 2012

Additional information is provided in Attachment 3.

Key People: CDSA teachers reflect the communities we serve, and are bilingual in 13 languages. More than half hold Bachelors or Masters' degrees in education, and all teachers are on track to receive an AA or CDA degree in Early Childhood Education. This foundation of expertise is overlaid with ongoing professional development (PD) training in cultural relevancy, developmentally appropriate teaching practices, and anti-bias curriculum. CDSA teachers join Seattle Public School (SPS) teachers in attending special trainings offered by the Department of Early Learning, City, or Public Health. Our PD also includes staff attending workshops like Schools out Washington's (SOWA) 'Bridge Conference' for learning providers, & Seattle Art Museum's 'Art Goes to School'.

The implementation of the Youth Program Quality Assessment (YPQA) program quality tool over the last 2 years provides teachers with infrastructure for lesson planning, continuous quality improvement, and course correction. The YPQA model offers training in areas of socio-emotional development, by focusing on safe, supportive, interactive, and engaging learning environments. Specific YPQA classes, taught by SOWA, include: 'Reframing Conflict', 'Ask-Listen-Encourage', 'Voice and Choice', 'Structure and Clear Limits', 'Homework Completion', & 'Building Community'. CDSA teachers also receive instructional workshop coaching for teaching methods shared by both CDSA and SPS teachers – like 'Just Right Reading', 'Everyday Math', & 'Lexia' for completing homework.

CDSA teachers hold weekly staff lesson planning meetings, where they are empowered to craft unique and pertinent curriculum plans which target the academic and socio-emotional needs of the children in their program. Informing these lessons is:

1. Input from SPS teachers, with whom they communicate regularly as children transition back & forth from the teachers' care to ours.
2. SPS Counselor and Family Support Worker feedback about a child
3. Parents, with whom they speak twice daily, & engage with 5 evening events/year
4. Observations of children themselves – 1 on 1, in small groups, & in large groups
5. Data from 'The Source', which assists them with identifying areas of needed improvement in reading, math, and language skills (**See Attachment "A"**).

CDSA teachers are encouraged to incorporate their wide range of talents into their weekly lesson planning, and are celebrated for the unique lens on life which they bring to their teaching. Examples of our small group learning range from a Crow Tribe staff member who reads Native American stories and cooks food from her culture, to an AmeriCorps and Habitat for Humanity graduate who incorporates math lessons into water testing. One teacher plays the electronic organ to add theatre music and dance to the stories children write and read aloud. We anchor literacy by adding music to words, and by combining younger kids reading out loud with older kids reading to younger kids. CDSA's creative and well-trained staff teach math through music by counting rhythms and learning the value of notes, and through cooking, by showing ratios, and through artwork, by depicting animals 'to scale' through the use of quadrants and fractions. Through inquiry based science activities, and lessons that integrate multiple subjects, our teachers also help children build critical thinking, and problem solving skills. Reporting the results of such activities back to the group then helps build communication, collaboration, and a sense of belonging – all key 'skills and dispositions' identified by the *Community Center for Education Result's 'Road Map Project' Baseline Report (2011)*. Our staff, and the

materials they use, reflect CDSA's celebration of cultural diversity in every layer of our program. As examples, African drums are used to gather children for 'circle time', cooking projects incorporate food traditions from around the world, chop-sticks and baskets are 'props' in classrooms, and dress-up clothing incorporates fashion from many cultures.

Each CDSA site has a Center Director, whose training exceeds 45 minimum Early Childhood Education (ECE) credits, and many of whom hold both a BA and MA in education, or related fields. Lesson planning, which incorporates activities aligned with Common Core Standards for academic achievement, is the focus of 2-5 hours of meeting time per week for each staff member. Our Director of Operations, overseeing all sites, has been with CDSA for over 15 years, and was promoted from Enrichment teacher, to Center Director, to now leading our 3 person Operations Management team. She oversees 9 Center Directors, all of whom share best practices, and 'course corrections' in bi-monthly collaborative meetings. Our Center Directors, supported by our Operations department, will lead this project to its results. These are the same Center Directors that led our preschool teams, funded by the last Levy, to achieving success in all areas of SEEC measurement and compliance. Our Executive Director, Caryn Swan Jamero, now in her 20th year with the agency, is a strong advocate of using data for course corrections and planning to results.

The sum total of CDSA's staff expertise, combined with the expertise of many other industry partners, is an extended learning strategy with a long history of proven outcomes. *As School's Out Washington's 'Pathways to Student Success' report of 2011 states, "No single learning setting will prepare students for success; rather, an integrated approach to learning across the day, across the year, and across a student's lifetime is required for mastery of a broad set of skills."*

Previous Experience: CDSA is the largest before and afterschool expanded learning program operating within 'Title One' SPS locations serving a majority of low income families. Each year, CDSA serves over 800 school age children ages 5 to 12 in 9 SPS locations (8 of which are 'Title One'). CDSA serves 65% children of color, and 70% children from low income families who qualify for SPS's free & reduced lunch program. CDSA kids speak 14 different languages, and 20% of kids are English Language Learners. CDSA provides continuity of care by operating from 7am to 6pm each weekday, school holiday break week, and all summer long (**See Attachment "B"**). We also operate six NAEYC accredited preschool programs (which meet and exceed all contract requirements with SEEC), on site within all but 3 of our 'Title One' SPS locations. We target SPS communities with the fewest resources in order to 're-map' predictable achievement gaps before they become wider and far more difficult to reverse.

Our innovative programs combine expert teachers with deep school and community collaborations, to engage children with a host of expanded learning (EL) activities which help classroom lessons come alive. Beginning as the first EL provider within SPS, CDSA now has over 10 years' experience being an aligned partner with SPS, where in kind rent is given in return for aligning our activities with grade level standards. Having been a provider in SPS for 35 years, we have had a great deal of collective experience in planning enrichment activities which are tied to academic achievement.

Our well trained teachers, who work with children at low ratios of 1 to 10, are intentional about culturally competent lesson planning which teaches creativity, imagination, and innovation, as well as cognitive development tied to a child's SPS grade level math and reading standards. We improve academic achievement through help with homework completion, strengthened ties with school resources, and supplemental learning beyond the classroom. We improve socio-emotional growth through positive mentoring, learning self-efficacy through the arts, and linking families to a host of supportive community partnerships and resources. The families who enter our program are entering a network of assistance which supports long term results.

Our primary partnership is with each of the SPS's in which we're housed -- the backbone of our connection to the community, families, and children we serve. Our mutually beneficial partnership with the school includes shared learning space, co-led parent events, parent referrals to local resources, and close communication with school Principals, teachers, counselors, and family support workers. We are part of SPS's Family Engagement Action Team (FEAT), and have distributed FEAT's Literacy and STEM 'Toolkits' to our parents in 8 languages, as well as helped them with its learning strategies **(See Attachment "C")**. We were one of 3 CBO's on Seattle's PreK-3rd Partnership team, which developed a 'Five Year Action Plan' for integrated education, as part of a commitment to a continuum of education for elementary children. Most recently, we initiated a new collaboration called Seattle Elementary Alignment Team (SEAT), to increase the partnership, shared data outcomes, and collective impact of on-site providers.

CDSA teachers offer a crucial link between parents and teachers because they communicate with SPS teachers as a child transitions back and forth each day, in the same building, from the SPS teacher's care to ours. For parents who drop off before school starts, and pick up after it ends, their school teacher communication is through us. Repeatedly, we hear how especially crucial this 'bridge' is, for all families, and especially for families who don't speak English as their primary language. For this reason, teachers routinely refer families to us to help grow success in school. As children transition from grade to grade, we provide continuity of care, and support parents in helping with any academic or social challenges their child might face. Further, CDSA kids visit and observe the next year's classroom ahead of time, to meet new teachers, and ease future transitions. Our staff observe SPS classrooms, and help on school fieldtrips and at outdoor recess times. CDSA staff who are proficient with the new quality measurement tool 'Teaching Strategies Gold' (used in our 6 NAEYC accredited pre-school programs), have been helping SPS kindergarten teachers who are still becoming familiar with the program.

Our long history of close collaboration with SPS principals, teachers, and parents, is coupled with a flexible and nimble approach to adapting to the unique offerings of a community. Over the years, this collaborative outlook has led to our embracing a wide range of fellow industry providers and community partners to join our classrooms, with expertise in areas of arts, music, poetry, gardening, nutrition, dance, and computer technology. The work of helping to reduce the opportunity gap for kids has led to many creative avenues for helping classroom lessons come alive.

When joining with others, our 'collective impact' to see improved results for children is greater. We partner with the Seward Park Audubon Society, which includes 'Talking Tree' rainforest tours, and teaching 'hands on' about science and nature lessons. A Hawthorne parent put it best when describing our outdoor learning; *"In forests we learn the wonder of engineering that's found in a perfect spider web."* Partnerships that exist both within the SPS day, and afterschool with CDSA, include Powerful Schools, who teach literacy through arts, drama, and dance, and 'Music in Schools', who helps teach math by counting rhythm in music. We also partner with SCORES, who combine poetry with soccer, and with the Sierra Club, for school site 'Rain Garden' projects tied to growing fresh produce.

"Research and common sense tells us that health and education outcomes are closely linked...healthy kids are better learners." David Fleming, King Co. Public Health Director
Two years ago, we began a federal pilot project, 'Farm to Table', which we expanded last year to all of our sites. Through reduced price cooperative buying, directly from local farmers, 'Farm to Table' enables us to provide kids with fresh produce every day. This program, in comparison with last year, showed a 58% increase in kids eating fresh versus canned produce. Staff and parents now share recipes, cook together on parent engagement nights, and have even begun receiving and splitting fresh produce deliveries. 'Farm to Table' helps close the nutrition disparity that exists for many low income families.

We believe the best education comes from using data to plan individualized learning interventions, while creating a nurturing learning environment which embraces diversity, promotes discovery, and celebrates a collaborative learning process involving child, teacher, and parent. In parent surveys administered by a recent Taproot Foundation grant, the top 5 most common words CDSA parents used to describe our program were: inclusive, community, nurturing, quality, and enrichment.

In response to last year's annual parent survey, and in seeing trends on our intake demographic forms, we have adapted our programs to better accommodate English Language Learner (ELL) families. CDSA classroom signage is now in other languages besides English (with Spanish and Mandarin being the most common), and our bilingual teacher recruitment has expanded. Several of our teachers who have lived and taught in other countries, routinely teach CDSA children words in more than one language – with our Mandarin immersion program being the most thriving example. Also with ELL families in mind, CDSA procured new funding from United Way of King County (UWKC) to upgrade to an on-site software program which enables parents to sign children in and out by using a 'scan card'. While this upgrade was especially helpful for non-English speaking parents, the program also simplifies tracking of complex state and city subsidized, and private pay tuition levels for all parents. This user-friendly change enables staff to spend parent pick-up and drop-off time focused on relationship building, and sharing teacher communications, rather than on logistics.

With the recession beginning in 2008, CDSA began to see a slow decline in enrollment. We responded by reaching out to the community with 24,000 postcard mailers, and 20,000 flyers distributed through our nine schools, and various community centers and gatherings. We distributed bilingual enrollment flyers in Spanish, Mandarin, Somali, Vietnamese, and Tagalog throughout the Rainier Valley (**See Attachment "D"**). We also introduced an

electronic newsletter, Facebook page, and began electronic marketing. This large scale effort reached many parents who qualified for DSHS or City subsidies. We increased our efforts to help families qualify for subsidies, and increased funding efforts for tuition assistance, which brought in an additional \$30,000, on top of the over \$250,000 uncompensated care we already offer annually. From November 2009 to November 2011, our total CDSA before & after-school enrollment numbers increased by 30%.

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Tracking to Success: CDSA's school age programs have received funding from UWKC for 14 years and have conducted pre and post survey measurements to track both academic and social emotional outcomes as part of that funding (**See Attachment "E"**). 'Pre and Post surveys' for each child enrolled in our program (for 2 or more months) are completed by 3 separate parties – the child's SPS teacher, parent, and CDSA teacher. Each form measures academic achievement in 3 key indicator areas, and socio-emotional growth in 3 key indicator areas, in increments of 20% growth, on a scale of 1 to 5. This year's outcome results were 90% improvement for socio-emotional growth, and 91% for academic achievement. Outcomes have averaged 90% or above over the long history of our school age funding from UWKC.

Because of recent access to SPS student data program 'The Source' (which we've already begun helping parents interpret), this year we've been able to cross compare data from children for whom we have both UWKC outcome data, and data from 'The Source'. (Variables which affect the number of children for whom we have this ability, include whether or not their data on the Source is uploaded, if they are still in our program, and if their parent signed a FERPA form releasing data.) For all 38 children, from 7 sites, for whom we have last year's comparison data, there was a 95% correlation between UWKC data tracking results, and MAP scores on the Source (**See Attachment "F"**).

In conclusion, the sample comparison of UWKC data with data from the Source, for the same group of children, shows that we can reasonably infer that over the previous 9 years of UWKC School age academic data tracking results, MAP scores (if we could see them), would likely also reflect the same proven outcome success as was shown by UWKC data. Given the level of input from SPS teachers along the path of our work with children, and in the pre and post surveys they complete for our tracking, this correlation is not surprising.

By providing access to high quality expanded learning and behavioral support programs, which are tied to academic achievement, CDSA helps prevent lifelong learning disparities before their course is set, and they become much more difficult to overcome.

Women & Minority Inclusion: Our staff team is 71% women and 52% persons of color. We follow and meet all EEO Federal guidelines in our hiring and employment practices.

CDSA Student Improvement Plan

Student Info		Skill-Building			ELL Services?	Special Ed Services?	# of Absences To Date (If Known)
Initials Date	Grade Level	Brief, Specific Description of Learning Difficulties (Incorporating MAP scores accessed on 'SOURCE')	Targeted Skills (Per 'SOURCE' reading & math scores)	Individual Plan for Building Target Skills (List activities planned at weekly staff meetings)	If so list most recent WLPPII score		
1.							
Date							
Date							
Date							
2.							
Date							
Date							
Date							
3.							
Date							
Date							
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