CDSA transforms children’s lives by providing high-quality early education, kindergarten-readiness, before/after school enrichment, and full-day summer programs for nearly 1,200 children ages 3-12 every year.

Here’s what we achieved in 2013-2014.

2013-2014 Board of Directors

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Because ALL children deserve an equal start.

We all have the potential to shape a child’s life in a positive direction. When I look at my own first-grader, I see so many people who helped her get to where she is now: her loving immediate and extended family, her early learning program which sparked her love for learning, her kindergarten teacher who helped her develop the confidence to succeed, and now her after school program which keeps challenging her academically and socially long after the school day is over. In one child’s life, a community of people has the power to create lifelong impacts that will determine the trajectory of their path. At CDSA we’re proud to be part of that community and to have a chance to be a positive influence on each child’s journey.

Our own journey as an organization has been quite exciting this past year. We’ve increased our enrollment by nearly 10%, continued to produce positive outcomes for the children in our care, forged new partnerships and strengthened existing collaborations, and worked with Seattle’s early learning and youth development community to produce new and exciting ways to help children and families. We also maintained our commitment to provide equitable access to services, especially for lower-income students, children of color, English Language Learners, and immigrant/refugee children.

During the 2013-2014 fiscal year, CDSA provided preschool and out-of-school time learning to 1,187 students at nine Seattle Public Schools. Students spent more than 480,000 hours with CDSA, receiving invaluable opportunities for cognitive, social and emotional growth. We continued our quality processes including the Youth Program Quality Initiative, and implemented the research-based HighScope curriculum in our preschool program. We work continuously to ensure our programs are of the highest quality and that we incorporate educational best practices based on appropriate developmental levels.

During this past year, CDSA has continued to thrive in part due to our wonderful partnerships that have enhanced our program quality, provided our teachers with professional development, and engaged our families and students. The City of Seattle provided CDSA with opportunities for learning and support through Step Ahead, the City’s preschool program; Child Care Resources’ coaches have been a vital factor in our teachers’ success by providing training and mentoring; and Public Health helped us implement a curriculum into our Leap Ahead summer program that is designed to help kids develop the emotional and behavioral skills that help them learn. This is just a small fraction of our many partnerships which create a community of support that allows us to reach more children and families.

We’re fortunate to have so many people helping our work and our organization. Due to the continued support of our donors, funders, families, partners, and community we are able to continue providing quality programming to families in the Seattle area. CDSA can’t do this work alone, so we’re very grateful that we live and work in a supportive city that encourages collaboration and community.

CDSA began as a grassroots organization founded on the principle that every child has the right to have a safe place to go after school. Building on that foundation, our work has expanded over the past 37 years to include that every child has the right to be engaged in a healthy learning environment, empowered in their educational experience, and have a voice in who they are and who they will become. Thank you for joining us in this work. Together we can transform children’s lives, teach them the skills they need to be successful, and instill in them a lifelong love of learning.

Brianna Jackson
Executive Director
The early years are a critical time for children to learn the skills that set them up for success. However, many children don’t have access to the educational opportunities they need. 50% of children in WA enter kindergarten not ready to learn. This problem is even worse for low-income children: 75% enter kindergarten not ready to learn.

Students who start behind generally stay behind. CDSA combats this problem by providing high-quality, effective early learning and enrichment. Our teachers help children develop the academic and life skills they need to succeed in school and in life.

Our Programs

Preschool

We operate 6 fully-accredited preschools on-site at Seattle Public Schools to ensure that children enter kindergarten ready to learn. Our curriculum aligns with community, state and national standards and helps children develop cognitive, verbal and motor skills, as well as develop social, emotional and behavioral health. During the 2013-2014, we served 235 preschoolers in our school year and summer programs.

Before and After School Enrichment

We provide before/after school academic enrichment for K–5 children on-site at 9 Seattle Public Schools. Our enrichment activities focus on building strong teacher-child relationships, developing holistic academic and life skills, and character building. Our daily schedule is intentionally planned to allow time for focused academic/homework completion, engaging enrichment activities, nutritious snacks, and outdoor play. During 2013-2014, we served 952 school age students.

Summer Learning

We offer full-day summer learning during the summer at each of our 9 sites. Our schools explore a wide range of topics including space, geography, chemistry, music, physics, sports, and visual arts. Our kids learn math, science, and reading skills through fun, hands-on experiential learning and field trips. We also offer Leap Ahead, which is a kindergarten-readiness program for children who will be entering kindergarten in the fall. The program day mimics a typical school day and incorporates age-appropriate activities to help successfully transition preschool children into kindergarten and develop the skills they need to be successful in school and beyond. During Summer 2013, we served 677 students.
John joined our school age program during the summer. He has an Individualized Education Plan (IEP) with SPS, which means he has difficulty learning and functioning in school and is a special needs student who needs individualized help. He had behavioral issues along with extreme anxiety. Since joining our program, John completes his homework more consistently. He’s reading at a kindergarten level, which is impressive considering he couldn’t even recognize his letters when he began. He’s stopped taking his medication because our teachers work closely with John’s father, kindergarten teacher, and school academic interventionist on behavior checkpoints to manage his aggression. His CDSA teacher volunteers in his kindergarten and special education classroom to help manage his needs. John has significantly improved his socialization and aggressive behavior, and was recently awarded student of the week at school, a huge accomplishment for him.

2013-2014 Success

77% of CDSA preschoolers were fully ready to enter kindergarten, compared to the King County average of 50% of preschoolers fully ready to enter kindergarten.

John’s Story

CDSA uses the research-based Youth Program Quality Assessment (YPQA) to measure the quality of our school-age programs. External assessors from School’s Out Washington measure our programs on a 5 point scale across 4 key areas:

- **Safe Environment** (measures the emotional and physical safety of the environment, quality of food/drinks, and emergency preparedness): 4.7
- **Supportive Environment** (measures the flow of sessions, the active engagement of children, and skill-building): 4.26
- **Interaction** (measures how teachers interact with students and help them manage feelings, and how they promote child leadership): 4.08
- **Engagement** (measures whether children are engaged in planning, have free choice, reflect on activities, and develop responsibility): 3.76
Equitable Access

Research shows that children of color, English Language Learners, children with disabilities, children in poverty and those who experience trauma as children are not achieving at the same level as their more advantaged peers; and the quality, cost, and availability of child care can vary widely across communities. The burdens of poor quality and limited choice often fall on marginalized families. Public funding for early childhood education and enrichment tries to address these disparities, but can’t serve all families who need help.

A core part of our work is to reduce the opportunity gap and ensure equitable access to services. One of the ways in which we do this is by partnering with schools that serve a high proportion of lower-income families, students of color, immigrant/refugee students, and English Language Learners. We connect with families that reflect the school demographics, and reach out to students who need extra support in school. We try to minimize barriers to services by supporting families in finding financial help for tuition and by providing tuition assistance. During 2013-2014, we provided over $330,000 of uncompensated tuition and tuition assistance to families who otherwise would not have been able to afford tuition. We work within our organization to promote cultural competence and minimize language and cultural barriers. We also partner with other community-based organizations to support families who would benefit from access to their programs. On a policy level, we advocate for community education and outreach about the value of equitable access for children and families. We are actively engaged in the City of Seattle’s Race and Social Justice Initiative, which is aimed at reducing institutional racism.

During 2013-2014, we increased the number of families that we serve who are under 80% of the Median Income to 46%, a 6% increase from the previous year. We were also awarded 50 Step Ahead slots by the City of Seattle. Step Ahead is a program which provides preschool tuition to families with a household income between 200% and 300% of the federal poverty level or below.

“I really appreciate all that CDSA has helped me with. During a financial crunch, I really did think my options had ran out, and had to take my son out for a few weeks. But I had staff pulling in to help me get him back in CDSA. I have grown to trust CDSA staff with my child more than I do my own family. He feels safe, he feels like he has a voice, he is expressive and is vocal with feelings, and the staff has helped my child grow into what he is becoming. Thank you.” - CDSA Parent
Our Partnerships

Collaboration is an essential part of our work. We’re part of the collective impact movement working to reduce the opportunity gap. We partner with city, state, public school, and other nonprofit community-based organizations to provide our students with the resources they need to succeed in school and beyond. Academic achievement depends on many factors, including access to housing, food, and medical care, and the cost of tuition. We help our families access the services they may need, including tuition subsidies through DSHS and the City of Seattle and referrals to family resources such as housing or medical care.

We’ve partnered with Seattle Public Schools (SPS) since CDSA was founded in 1977 and work closely with SPS teachers to support students’ academic achievement by providing homework support, enrichment opportunities and social-emotional learning experiences. We share student achievement data with SPS so we can accurately measure progress. We also work closely with Public Health, which conducts health screenings for our children and provides consultation on behavior management strategies.

Our sites partner with a number of community organizations throughout the year to bring additional enrichment activities to our students. During 2013-2014, our partners included ArtsCorp, Seattle Tilth, the Pacific Science Center, Solid Ground, Experience Music Project, Woodland Park Zoo, Team Read, and the University of Washington Science Explorers.

The City of Seattle and the Seattle Early Education Collaborative (SEEC), Child Care Resources, School’s Out Washington, and Child Care Aware provided us with technical assistance, coaching, and professional development to ensure program quality.

“It’s a well-designed and well run program with excellent staff members who feel each child is important. It’s an example of how an effective program can change children’s lives for the better.”  - CDSA Parent

Lily’s Story

Lily came to CDSA as a kindergartner. During her 2nd grade year, CDSA teachers noticed that Lily’s reading wasn’t developing at the expected rate and that she was falling behind her classmates. This triggered a meeting between Lily’s SPS teacher, her parents, and her CDSA teacher in which an individualized education plan was developed to help get her back on track.

CDSA provided out of school homework help, worked on Lily’s reading skills during the summer, and helped facilitate communication between the school and her parents. During Lily’s 3rd grade year, CDSA continued to provide homework and reading help and had monthly check-ins with her 3rd grade teacher. With the help of Lily’s school and CDSA teachers and the dedication of her parents, she’s made huge progress in her reading. Lily now reads to younger children at CDSA through our Reading Buddies program, does research on her own for science projects, and loves to read!

This is just one example of how the partnership between SPS, CDSA and the family helps children succeed in school.
Program Quality

One of our driving strategies is to ensure program quality. High quality education and expanded learning opportunities help prepare young children for success in school and later on in life. We’re committed to being at the forefront of field-building and leadership by aligning our practices with the best in the industry.

One of the ways that we’ve ensured the rigor of our preschool program is through the implementation of HighScope during 2013-2014. HighScope is an evidence-based approach to early childhood care and education which has been shaped and developed by research and practice for over forty years. It identifies and builds on children’s strengths, interests and skills. The central belief of the HighScope approach is that children construct their own learning by doing and being involved in working with materials, people and ideas. We selected HighScope because it has proven outcomes for preschool age children. Our teachers have received extensive training in HighScope through the Early Learning Academy (ELA) which is operated through a partnership between the City of Seattle and Child Care Resources. ELA provides professional development for preschool teachers and family caregivers. A number of our teachers were certified in HighScope, and our Operations Manager of Program Quality was also certified as a HighScope trainer and can act as a coach and resources to other teachers.

We also use the Youth Program Quality Assessment (YPQA) through a partnership with School’s Out Washington (SOWA). Our programs conduct self-assessments using a standardized assessment tool and then use the data to identify both our strengths as well as areas for improvement, and set goals tied to the observable measures in the assessment. SOWA then provides coaching and professional development for our staff throughout the year.

CDSA also achieved a rating of 3 out of 5 in the Early Achievers Program. Early Achievers is Washington’s voluntary quality rating and improvement system. It gives participating child care professionals free access to coaching, professional development and a tangible way to demonstrate their commitment to providing quality care and education for young children. Fewer than 25% of participating early education providers in the state have achieved a score of 3 or higher.

“CDSA staff are attentive, responsive and have adapted to my children's evolving needs - especially my son at a time when he challenged the patience of his peers, teachers and family.” -CDSA parent
CDSA is committed to advocating for quality early education in our community. During 2013-2014, we took part in a number of advocacy initiatives.

In February 2014, we participated in the Children’s Alliance’s Have a Heart for Kids Day. This is an opportunity for communities to speak to legislators and state representatives and act as advocates for children. This year, the day focused on four campaigns: Early Learning Now, Cover All Kids, End Childhood Hunger and Oral Health Access.

In March 2014, CDSA was invited to join the Mayor, the Seattle City Council, and other high level stakeholders on a study mission to Boston, Jersey City and Washington DC to research the impacts of universal preschool. We observed multiple programs and schools in Boston and Jersey City, which reinforced the idea that high quality preschool truly prepares children for kindergarten and beyond. From there we traveled to Capitol Hill to advocate on behalf of universal preschool to federal officials and members of Congress.

This year CDSA also participated in advocacy with School’s Out Washington to increase awareness about the need for out of school time funding. Our staff members spoke with legislators in Olympia about the critical need for additional state support.

We continue to actively take a role in the Road Map Project, which is a region-wide effort aimed at improving education to drive dramatic improvement in student achievement from cradle to college and career in South King County and South Seattle. The project builds off the belief that collective effort is necessary to make large-scale change and has created a common goal and shared vision in order to facilitate coordinated action, both inside and outside schools.

Our executive director and leadership staff have continued to work with YDEKC (Youth Development Executives of King County), a coalition of youth-serving organizations working together to advance the youth development field in order to improve outcomes for young people in our community.

For every $1 we spend on quality early education now, we save over $7 in future costs.
Last year, CDSA provided over $330,000 of uncompensated tuition and tuition assistance to lower-income families.

2013-2014 Financial Summary
for the year ending June 30, 2014

Revenue

Grants and Contracts $793,536
Contributions $71,228
In-Kind Contributions $231,113
United Way $127,001
Fee for Service - City of Seattle $422,661
Fee for Service - DSHS $515,163
Fee for Service - Other $2,104,356
Other $2,092

Total Revenue $4,267,150

87% of expenses goes directly to programs and services.

Expenses

Programs $3,492,825
Administration $463,929
Fundraising $71,700

Total Expenses $4,028,454
A heartfelt THANK YOU to the individuals, companies, foundations, and organizations below who supported CDSA and helped our children develop a love of learning during the 2013-2014 fiscal year.

Donors

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United Way of King County
Washington State Department of Social & Health Services
Wendy Jans
Weyerhaeuser
Woodland Park Zoo

Please accept our apologies for any omissions, misspellings, or other errors. Contact Rehana Lanewala with corrections at (206) 726-7972.
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