



School Profile

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School Information

System Name:	North Fulton Child Development Association: PreK Competition
School or Center Name:	CDA Early Learning: PreK Competition
System ID	9999
School ID	1111

Level of School

Early Learning (Birth to Five)

Principal

Name:	Marla Reisman
Position:	Center Director
Phone:	770-992-4006
Email:	mreisman@cdakids.org

School contact information

(the persons with rights to work on the application)

Name:	Donna Smythe
Position:	Executive Director
Phone:	770-992-4339
Email:	dsmythe@cdakids.org

Grades represented in the building

example pre-k to 6

Birth to five

Number of Teachers in School

25

FTE Enrollment

By clicking the "yes" boxes below, you are executing a legally-binding digital signature indicating that you are the authorized signatory of the entity responsible for the operation of the grant program, that you have read, understood, and agree to abide by each specific assurance and that failure to abide by any or all assurances may result in loss or reduction of grant funding.

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The sub-grantee assures that it has the necessary legal authority to apply for and receive a SRCL Grant.

Yes

Sub-grantee certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

Yes

The SRCL projects will target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.

Yes

The SRCL project will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

Yes

The Grantee will participate in all technical assistance/information-sharing opportunities and professional development activities provided through the STRIVING READER COMPREHENSIVE LITERACY GRANT Project Grant Program.

Yes

All activities must be correlated with the development of STRIVING READER COMPREHENSIVE LITERACY GRANT goals for children birth through grade 12.

Yes

The second year of funding is dependent upon successful program implementation and progress aligned with the components of the request for application submitted.

Yes

Prior to any material change affecting the purpose, administration, organization, budget, or operation of the SRCL project, the Sub-grantee agrees to submit an appropriately amended application to GaDOE for approval.

Yes

The Sub-grantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.

Yes

The activities and services described in the application shall be administered by or under the supervision and control of the Sub-grantee. The Sub-grantee shall not assign or subcontract, in whole or in part, its rights or obligations without prior written consent of GaDOE. Any attempted assignment without said consent shall be void and of no effect.

Yes

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The Sub-grantee will use fiscal control and sound accounting procedures that will ensure proper disbursement of and account for Federal and state funds paid to the program to perform its duties.

Yes

Funds shall be used only for financial obligations incurred during the grant period.

Yes

The Sub-grantee will, if applicable, have the required financial and compliance audits conducted in accordance with the Single Audit Act Amendments of 1966 and OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

Yes

The fiscal agent will adopt and use proper methods of administering each program, including: (A) the enforcement of any obligations imposed on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the timely correction of deficiencies in program operations that are identified through audits, monitoring, evaluation and/or technical assistance.

Yes

The Sub-grantee will cooperate in carrying out any evaluation of each such program conducted by or for the Georgia Department of Education, the U.S. Department of Education, or other state or Federal officials.

Yes

The Sub-grantee will submit reports to GaDOE as may reasonably be required. The Sub-grantee will maintain such fiscal and programmatic records and provide access to those records, as necessary, for those departments to perform their duties.

Yes

The Sub-grantee will submit an annual summative evaluation report no later than June 30.

Yes

The Sub-grantee agrees that GaDOE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit or examine any pertinent books, documents, papers, and records of the Sub-grantee related to the Sub-grantee's charges and performance under the SRCL sub-grant.

Yes

The property (e.g., computers, equipment, classroom desks, tables, and pilferable items) purchased with the SRCL grant funds must be managed in accordance with EDGAR section 74.34 through 74.37 (for non-profit organizations) and with EDGAR section 80.32 and 80.33 (for school districts).

Yes

The Sub-grantee certifies that it will abide by GaDOE's Conflict of Interest and Disclosure Policy. Applicants with a conflict of interest must submit a disclosure notice.

Yes

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The Sub-grantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).

Yes

Sub-grantee will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, and the Americans with Disabilities Act of 1990, which prohibits discrimination on a basis of disability.

Yes

In accordance with the Federal Drug-Free Workplace and Community Act Amendments of 1989 and the Drug-Free Workplace Act of 1988, the Sub-grantee understands that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, marijuana, or dangerous drug is prohibited at geographic locations at which individuals are directly engaged in the performance of work pursuant to the 21st CCLC grant.

Yes

All technology purchases (software and hardware) will be approved by the LEA Technology Director for compatibility with current operating systems and building infrastructure. The Technology Director must ensure that any purchases for the building will be able to be implemented and sustained beyond the grant period.

Yes

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Click on the General Application Information link below to assist you in the grant development process.

[SRCL General Information Packet-Cohort 4](#)

Did you download and read the General Information document to assist you with writing the grant?

Yes

Click on the SRCL Rubric link below to assist you in the grant development process.

[SRCL Scoring Rubric-Cohort 4](#)

Did you download and read the SRCL Rubric to assist you with writing the grant?

Yes

Click on the Assessment Chart link below to assist you in the grant development process.

[SRCL Required Assessments Chart](#)

Did you download and read the Assessment Chart to assist you in writing the grant?

Yes

Assessments

I understand that implementing the assessments mentioned on page 6 in the General Information Packet is a necessary part of receiving SRCL funding.

I Agree

Unallowable Expenditures

- **Preparation of the Proposal:** *Costs to develop, prepare, and/or write the SRCL proposal cannot be charged to the grant directly or indirectly by either the agency or contractor.*
- **Pre-Award Costs:** *Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and costs incurred after the start date of the grant.*
- **Entertainment, Refreshments, Snacks:** *A field trip without the **approved** academic support will be considered entertainment. End-of-year celebrations or food associated with parties or socials are unallowable expenditures. Game systems and game cartridges are unallowable.*
- **Unapproved out of state or overnight field trips, including retreats, lock-ins, etc.**
- **Incentives** (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- **Advertisements, Promotional or Marketing Items**
- **Decorative Items**
- **Purchase of Facilities or vehicles** (e.g., Buses, Vans, or Cars)
- **Land acquisition**

- **Capital Improvements, Permanent Renovations**
- **Direct charges for items/services that the indirect cost rate covers;**
- **Dues to organizations, federations or societies for personal benefits**
- Any costs not allowed for Federal projects per EDGAR, which may be accessed at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

NOTE: This is NOT an all-inclusive list of unallowable expenses. If you have questions about unallowable expenses please e-mail your questions to jmorrill@doe.k12.ga.us

Upon approval by the State Board of Education, sub-grantees will be required to submit electronic budgets through GaDOE Consolidated Application Portal. All budget requests must be made in accordance with the use of funds for the SRCL project and must meet the requirements in EDGAR and OMB circulars.

I Agree

Georgia Department of Education Conflict of Interest and Disclosure Policy

Georgia's conflict of interest and disclosure policy is applicable to entities conducting business on behalf of and /or doing business with the Department and entities receiving a grant to implement a program and/or project approved by the State Board of Education. This policy is applicable for entities receiving state and/or Federal funds.

Questions regarding the Department's conflict of interest and disclosure policy should be directed to the program manager responsible for the contract, purchase order and/or grant.

I. Conflicts of Interest

It is the policy of the Georgia Department of Education (GaDOE) to avoid doing business with Applicants, subcontractors of Applicants who have a conflict of interest or an appearance of a conflict of interest. The purpose of this policy is to maintain the highest level of integrity within its workforce, and to ensure that the award of grant Agreements is based upon fairness and merit.

a. Organizational Conflicts of Interest.

All grant applicants ("Applicants") shall provide a statement in their proposal which describes in a concise manner all past, present or planned organizational, financial, contractual or other interest(s) with an organization regulated by the GaDOE, including but not limited to Local Education Agencies (LEAs), or with an organization whose interests may be substantially affected by GaDOE activities, and which is related to the work under this grant solicitation. The interest(s) in which conflict may occur shall include those of the Applicant, its affiliates, proposed consultants, proposed subcontractors and key personnel of any of the above. Past interest shall be limited to within one year of the date of the Applicant's grant proposal. Key personnel shall include:

- any person owning more than 20% interest in the Applicant
 - the Applicant's corporate officers
 - board members
 - senior managers
 - any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.
- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
 - ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

Conflict of Interest & Disclosure Policy

- iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
 1. Disqualify the Applicant, or
 2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.
- iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. Employee Relationships

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
 1. The names of all Subject Individuals who:
 - a. Participated in preparation of proposals for award; or
 - b. Are planned to be used during performance; or
 - c. Are used during performance; and
- ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:
 1. The award; or
 2. Their retention by the Applicant; and
 3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
 4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.
- iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

Conflict of Interest & Disclosure Policy

- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
- v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

c. **Remedies for Nondisclosure**

The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

1. Termination of the Agreement.
2. Exclusion from subsequent GaDOE grant opportunities.
3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.

- ### d. **Annual Certification**. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

The Applicant represents and certifies that to the best of its knowledge and belief that during the prior 12 month period:

A former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement and complete disclosure has been made.

No former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement, and disclosure is not required.

II. **Disclosure of Conflict of Interest after Agreement Execution**

If after Agreement execution, Applicant discovers a conflict of interest which could not reasonably have been known prior to Agreement execution; an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate this Agreement for convenience if GaDOE deems that termination is in the best interest of GaDOE.

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

Donna Smythe
Signature of Fiscal Agency Head (official sub-grant recipient)

Donna Smythe Executive Director
Typed Name of Fiscal Agency Head and Position Title

11.13.14
Date

Elaine DeNiro
Signature of Applicant's Authorized Agency Head (required)

Elaine DeNiro Board Chair
Typed Name of Applicant's Authorized Agency Head and Position Title

11-13-14
Date

Signature of Co-applicant's Authorized Agency Head (if applicable)

Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)

Date (if applicable)

Fiscal Agent Memo of Understanding

The application is the project implementation plan, not simply a proposal. This project is expected to be implemented with fidelity upon SBOE approval. When completing the application, please remember that sub-grantees will not be permitted to change the project's scope that is originally outlined in the application, scored by reviewers during the application review process, and approved by SBOE. This policy is designed to provide basic fairness to applicants for discretionary sub-grants.

Fiscal Agent/Applicant Required Signatures:

I hereby certify that I am the an authorized signatory of the fiscal agent for which grant application is made and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable federal, state, and local laws and regulations, application guidelines and instructions, assurances, and certifications. I also certify that the requested budget amounts are necessary for the implementation of the program described in the attached application.

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Donna Smythe

Position/Title of Fiscal Agent's Contact Person: Executive Director

Address: 89 Grove Way

City: Roswell Zip: 30075

Telephone: (770) 992-4339 Fax: (770) 992-7554

E-mail: dsmythe@COAKids.org

Donna Smythe
Signature of Fiscal Agency Head (District Superintendent or Executive Director)

Donna Smythe
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

11.13.14
Date (required)

Child Development Association Organization Narrative (District Narrative)

The Child Development Association (CDA) is nonprofit organization that has served north metro Atlanta since 1968. For more than four decades, the CDA has provided outstanding early care and learning programs to the young children of low-income families in our community.

Our mission is to enable the preschool children of low-income, working families in our community to make a great start toward a bright future by providing outstanding, nationally-accredited early care and learning programs. By providing high quality early childhood education, the CDA prepares youngsters for success in school. By providing affordable full-day care, the CDA strengthens families so they may maintain stable employment, fully contribute to our community and nurture their children.

Our vision for 2016 is that the CDA is a recognized provider of exemplary early care and learning programs to benefit children and families across our community. The CDA will have increased the scope and scale of its impact by working with nonprofit, government, corporate and community partners to advise, manage and franchise our programs at new locations. Our holistic programming will incorporate the full range of services that bolster family vitality—nutrition, health, financial education, referrals and counseling, parenting education services—and enable children and parents to reach their potential.

The CDA is an acknowledged thought leader in early childhood education and a trusted advocate for young children and their families across metro Atlanta. The organization is valued for its transformative impact on children and families lives.

Our history

In 1967 concerned citizens saw an urgent need for early childhood education for economically disadvantaged families. The CDA was incorporated in 1968 and as it grew, the program moved from a volunteer's home, to a local church, to a small two-room building on the current site. In 1976, a building fund was raised and a 33,000 sq. ft. community center was built to accommodate the growing CDA and other public benefit organizations.

Milestones:

1968	First preschool class opens
1994	Inaugurated Georgia Pre-K
2003	Earned NAEYC accreditation
2008	Earned NAEYC reaccreditation
2009	Implemented Early Literacy initiative with part-time coach
2010	Awarded 3rd Georgia PreK classroom
2010	Early Literacy Coach became full-time
2010	Launched Kids Express partnership with Fulton County
2012	Implemented national model Parents as Teachers program
2012/2013	Awarded BFTS PreK Summer Transition Program
2013/2014	Awarded BFTS Rising PreK Summer Program
2014	Earned NAEYC reaccreditation
2014	Launched partnership with Fulton County High Schools—Independence and McClarin

CDA Demographics

Geographically, CDA programs serve children across metro Atlanta:

- The Children's Center - north metro Atlanta area
- Kids Express -Sandy Springs and Adamsville.
- Parents As Teachers -Sandy Springs, Roswell and Alpharetta

- Independence High School - Alpharetta
- McClarin High School -College Park

Economically, the CDA serves working poor to extremely poor and homeless families.

- Children’s Center median income is \$18,200 per year
- PAT median income is \$10,000 per year
- The high school population is student parents with virtually no income
- Virtually all our children qualify for CACFP (federal free/reduced lunch program)

Racially/ethnically CDA families are very diverse:

- 41% African-American
- 45% Hispanic/Latino
- 8% Caucasian
- 3% Asian
- 3% multi/other

Our staff and our parents speak at least a dozen languages: e.g. Spanish, Portuguese, French, German, Mandarin, Arabic, Swahili, Hindi, Creole, and Urdu.

Striving Reader would serve approximately 341 children.

Current Organizational Priorities

The CDA is entirely focused on preparing Georgia’s neediest children for school-- everything we do is aimed at getting children ready by age five to thrive in kindergarten. Our motto is “great starts, bright futures”. We know that the early years are critical to brain development and that high quality preschool yields big dividends in high school graduation rates, college enrollment and future earnings.

Our top priorities are:

- To foster each child’s socio-emotional, cognitive, language and physical growth and development
- To conduct regular developmental assessments for the early identification of, and response to, concerns or weaknesses.
- To provide an immediate, coordinated response to assessment issues and to draw parents and educators together to tackle each child’s needs
- To support the entire family in addressing the myriad challenges arising from poverty, and to ensure that each child has the most secure, nurturing home environment possible
- To engage parents fully in their children’s education, including regular teacher communications, parent-teacher conferences, parenting skills workshops, family events, parent newsletters and classroom volunteer opportunities
- To foster early literacy and language development, including English as a second language for many of our children

Strategic Planning

The CDA Board of Directors adopted a three-year rolling strategic plan in 2006. Each year the Board meets in retreat to amend the plan and to set annual milestones. Milestones for 2015 include (but are not limited to):

- Achieving a 3-star QRIS rating from DECAL
- Analyzing demographic trends and predicting demand for services as incomes of the working poor continue to decline, and as the inadequate supply of affordable housing continues to be replaced by high-end redevelopment
- Exploring strategies to promote enrollment and student retention and to reduce absenteeism

Current Management Structure

Executive Director Donna Smythe will coordinate the Striving Readers grant. Ms. Smythe works closely with the Children's Center Director who is the immediate supervisor of all CDA teachers, and the Early Literacy Coach, who will be instrumental in the implementation of Striving Readers.

Need for Striving Readers

Across Georgia, only one in three children is ready for kindergarten at age five. For the 54% of Georgia's children living in low-income households, only 18% will ever read on grade level. And those who cannot read by third grade are likely to fail to graduate. Research has demonstrated that preschool done well can dramatically change the odds for children living in economically disadvantaged homes.

Poverty is growing in the north metro region. Over the past twenty years, the number of school-aged children has increased by 170%, while the number of children eligible for CACFP has increased by 870%. And many of these newcomers are non-native English speakers for whom an English language-based preschool experience is especially valuable.

The CDA positively impacts the early literacy, language development, and school readiness of hundreds of youngsters each year. And, the CDA strengthens parental knowledge and skills, so that parents can support their children's learning on into elementary school.

Private, quality preschool in our community costs \$13,000-16,000 per year per child. To serve working poor and extremely poor children, the CDA provides about a 70% discount compared to private tuition, but parents still pay 20-25% of their income toward tuition. The CDA depends on grants and charitable contributions to bridge the gap between what parents can afford to pay and the actual cost of education. A Striving Reader grant will keep the CDA on its rising trajectory to embrace research-based instructional strategies and to embed best practices in our early literacy program.

**Child Development Association
Grant Management Plan
(District Management Plan)**

The Striving Readers grant will be managed by the Executive Director, Donna Smythe. Ms. Smythe will coordinate grant implementation with the Children’s Center Director, the Early Literacy Coach, and the Finance Manager. These key personnel work closely together on a daily basis and collaborate on the management of all CDA programs and services. They have all participated in the development of the grant proposal. These staff will be responsible for developing, implementing, and monitoring the Early Learning Literacy Plan upon the receipt of the grant and will review grant implementation during regular monthly meetings for the duration of the grant. These responsibilities are completely aligned with their current job functions.

	Oversight & Coordination	Finance	Personnel Management/ Professional Learning	Curriculum & Instruction; Classroom Environments
Title & Name	Executive Director, Donna Smythe	Finance Manager, Steve Harrison	Center Director, Marla Reisman	Early Literacy Coach, Yehymmy Mora
	Monitor implementation of SR initiatives convening monthly meetings of grant management team	Request & allocate grant funds	Ensure teacher participation in professional learning activities	Align SR initiatives with overall early literacy program
	Ensure implementation of all SR initiatives	Issue purchase orders and maintain financial records	Plan / coordinate professional learning activities for SR initiatives.	Ensure SR initiatives are fully integrated into curriculum, lesson plans and classroom environments
	Liaison with Fulton County Schools representatives	Audit grant	Document professional development activities to personnel files	Recommend materials/services needed to implement the Early Literacy Plan
	Communicate results of SR to Board of Directors and other stakeholders	Liaison with technology consultant		Analyze and share literacy assessment data with all teachers
	Evaluation of SR initiatives			Purchase and receive resources

Note to the Reviewer:

- The CDA Children’s Center is a small, nonprofit with nine classrooms. Our management team works very closely together and collaborate on every aspect of our program, including the future implementation of a Striving Reader grant. The entire CDA management team meets briefly every morning for a daily check-in and to coordinate daily agendas. The team meets biweekly for a “tactical planning” session, to discuss milestones and metrics and to discuss issues arising in the near term. The team also has a quarterly strategic meeting that is future-focused to keep vision fresh and to promote innovation. All of these meetings have fluid borders and are open to additional staff, board members and stakeholders as interests arise.
- We do not have a ‘plan’ for involving ‘grant recipients’ in the development of budget and performance plans’—the team IS the grant recipient. We are not a school district with multiple schools receiving funding and necessitating formal meetings and structure to ensure participation and collaboration.

**Child Development Association
Experience of the Applicant**

The CDA has a strong track record for implementing new programs to accomplish our strategic objectives. The clarity of our mission, the strength of our Board and our reputation have enabled us to take great strides in the depth and quality of our program. The CDA can coordinate complicated, multi-faceted activities, to meet goals and objectives in a timely manner, to measure outcomes, and to provide thorough reports. There are numerous examples of the CDA launching new programs in collaboration with other agencies and nonprofits.

The CDA also has 46 years of successful experience as stewards of foundation and government funds. We have an outstanding reputation, reflected in the number of contributors who have made repeated grant awards. The CDA has experience handling grant allocations, applying appropriate spending controls, and filing reports in a timely manner as defined by GAAP and by funding agencies. The CDA handles all these with professionalism and accuracy. We have an independent accountant and auditor.

Several funders, like The Goizueta Foundation, the Harland Foundation, and the United Way have rigorous management protocols and reporting requirements. The CDA receives substantial amounts of funding from government agencies, such as Fulton County and City of Roswell Community Development Block Grants, which also have very specific audit and reporting requirements.

The grants cited below represent only a fraction of those received year after year by the CDA.

Source	Project Purpose	Amount	Time frame	Report required?	Adverse Findings
The Goizueta Foundation	Scholarships, professional development, accreditation	\$700,000 \$625,000	2014-2016 2011-2013 [beginning in 2002]	Yes	None
Fulton County Human Services & FRESH	Early literacy; toddler classrooms	Approx. total \$150,000/year	2004-2014	Yes	None
United Way of Atlanta	Early literacy; scholarships	Annually ranges from \$62,500-\$73,000	Recipient since 2005	Yes	None
Georgia PreK	PreK	\$213,142 \$228,426 \$217,126 \$217,260	2014 2013 2012 2011	Yes	None
Fulton	Capital projects	\$33,000	2010	Yes	None

County CDBG		\$30,000	2009		
Roswell CDBG	Capital projects	\$49,000 \$22,000 \$27,900 \$50,000	2015 2014 2013 2012	Yes	None
Harland Foundation	Capital projects & Scholarships	\$20,000 \$15,000 \$20,000	2012 2011 2010	Yes	None

The CDA is a nonprofit organization, so the community has always been, and will always be, critical to our success, but several factors demonstrate our internal strength:

- Roughly one-third of our revenues are earned income, such as parent tuition. Two important sources of earned revenue are childcare subsidies (CAPS) and the federal meals program (CACFP). These sources have extremely detailed reporting requirements, which exceed virtually any other grant’s demands.
- We are highly productive and consistently exceed grant objectives.
- We do an excellent job leveraging volunteer support and inkind donations

Sustainability

The CDA has a 46-year history of service in the north metro Atlanta community. Over the past decade, we have grown from 25 staff to almost 50, from one program to three, from one location to three, from two PreK classrooms to three, we have added a development director and an early literacy coach to our staff. Funding our growth has not been seamless, but we have generally succeeded in sustaining new programs.

Diverse revenue streams are one of our greatest strengths. We work tirelessly to cultivate a wide variety of funding sources: individuals, faith, civic, corporate, events, government and earned income. We have recently undertaken several capacity-building efforts:

- Two new fundraising events (more than 100 new individual donors in 2013-2014)
- Application to the Community Foundation for Greater Atlanta for consulting assistance aimed at our annual fund and major donors
- Significant upgrades to our social media presence and our online giving system

Notes to the Reviewer:

1. The CDA is a private nonprofit. We are not part of the State education system and therefore not part of the state audit. Therefore, we have not addressed the state audit.
2. The concept of “internally supported initiatives” does not translate well to a nonprofit organization. The CDA is not part of the State budget as a school district is. None of our programs and services are “implemented internally with no outside funding support”. The CDA is fortunate that we have very diverse funding streams and we are not totally dependent on charitable contributions. We earn approximately 1/3 of our annual budget from sources such as parent tuition fees and federal reimbursements under the CACFP food program. Earned income strengthens the CDA financially.

Child Development Association
CDA Early Learning Narrative (School Narrative)

Overview of Programs

Children's Center

The CDA served approximately 260 children and their families each year, providing full-day early childhood education in nine vibrant classrooms—three each for Toddlers, Preschoolers, and PreKindergarten. Our well-qualified teachers in enhanced classrooms nurture and educate 156 youngsters each day ages one to five years. These children receive:

- The Creative Curriculum
- Wholesome nutrition
- Immunization, health and dental screenings
- Developmental screenings
- Strong family literacy program
- Bi-annual parent-child conferences
- Enrichment activities, e.g. field trips, cultural performances
- NAEYC accredited quality of care
- Our meals program is supported by CACFP; virtually all our students qualify for the federal free/reduced lunch program

We are currently in the site review phase of Georgia's Quality Rating and Improvement System—two classrooms have been assessed and we are awaiting the third and final classroom review. We hope to have our QRIS rating by June 1, 2015. We are confident of a two-star rating, and hopeful of three stars.

Parents As Teachers (PAT)

Parents As Teachers is a model program aimed at equipping and motivating parents to embrace their role as their child's first and most important teacher. In 2015, we will have two part-time Parent Educators serving approximately 15 families with 24 children.

The families benefit from:

- Regular home visits, using the national PAT curriculum, the Parent Educator (PE) shares age-appropriate child development information with parents, teaches parents how to observe their child's development, addresses parenting concerns, and fosters interactive parent/child activities. The Parent Educator acts as coach and mentor to bolster strong parenting skills.
- Monthly Group Connections opportunities to gather socially and to discuss a variety of issues, e.g. financial literacy & budgeting, challenging behaviors, family literacy, nutrition and exercise.
- Parent Educators provide numerous developmental assessments and health screenings, including ASQs, health, vision and hearing screenings for the early identification of potential delays or problems. If a problem is identified, the Parent Educator works closely with the parents and our Family Advocate to successfully obtain necessary referrals and services.

Comprehensive family assessments help parents identify needs, set goals, connect to necessary resources, and overcome barriers to accessing services. Many of the families we serve are

Hispanic/Latino and all our Parent Educators are bilingual English/Spanish.

Kids Express

The CDA operates Kids Express, a drop-in early learning program, in the North Fulton Service Center and in the Adamsville Regional Health Center. Youngsters play and learn with CDA teachers in an enriched learning environment. For many low-income parents, Kids Express is their first exposure to a high quality early learning environment with qualified teachers, so it offers a platform to educate parents about early literacy and school readiness. Kids Express serves about 3,000 children each year.

Fulton County Alternative Schools

Our partnership with Fulton County Schools has been taking shape since 2010. Two alternative high schools, Independence and McClarin, provide childcare for teens enrolled as students. We collaborate on services to teen parent/students who are eligible for the CDA's Parents As Teachers program. And, we have launched a hands-on partnership to improve the quality of care provided in the two childcare classrooms in each high school. Our goals are:

- to raise teacher performance through training and mentoring
- to promote the adoption of a curriculum and lesson plans
- to introduce developmental assessments
- to create early learning environments

Our plan is to include the FSC staff in all CDA training; to include the teen parent/students in our parenting workshops and family activities; and generally to extend CDA services to the teachers and families.

Striving Reader would serve approximately 341 children drawn from all four program areas.

Past Instructional Initiatives:

Almost 20 years ago the CDA was awarded its first two Georgia PreK classrooms with Lottery funds from Bright from the Start (BFTS) and in 2010, we were awarded a third classroom. We have been highly successful in implementing Georgia PreK. In 2012, an independent evaluation team hired by BFTS found the CDA PreK to exceed state and national performance rankings on virtually all criteria. In 2014, 2013 and 2012, the State chose to pilot new instructional programs at the CDA, such as the Summer Transition Program and the Rising PreK.

In 2009, under the auspices of Fulton County FRESH, the CDA hired its first Early Literacy Coach (ELC) and launched a family literacy instructional initiative. Our EL coach works with both teachers and parents to stimulate early literacy activities in the classroom and at home. Each year the program posts clear gains in our children's developmental growth, in the enhanced capacity of our classroom teachers to embed early literacy in their lesson plans, and in the active participation of parents.

Literacy Curriculum and Literacy Assessments

The **Toddlers and Preschool** literacy curriculum at CDA is the Creative Curriculum. This is a comprehensive curriculum that includes objectives in all areas of development: social/emotional, physical, cognitive, and language. The Creative Curriculum addresses literacy. Literacy skills development is assessed by 12 objectives (notices and discriminates

rhyme, notices and discriminates alliteration, notices and discriminates smaller sounds, identifies and names some letters, uses letter-sound knowledge, uses and appreciates books, uses print concepts, interacts during read-alouds, uses emergent reading skills, retell stories, writes name, and writes to convey meaning). The teachers purposefully interact with children and plan experiences that stimulate emergent literacy. There is a print-rich environment that enables children to practice literacy skills in meaningful ways and explicit teaching concepts that are the foundation of literacy learning in the preschool years.

All Toddler and Preschool children were screened with the Ages and Stages Questionnaires in a period following their enrollment. The Teaching Strategies Gold assessment tool is administered three times each year, which includes the following objectives:

- Demonstrates phonological awareness
- Demonstrates knowledge of alphabet
- Demonstrates knowledge of print and its uses
- Comprehends and responds to books and other texts
- Demonstrates emergent writing skills

Our **Pre-K** literacy curriculum is Creative Curriculum. Children are assessed twice a year using Work Sampling Online, as scale mandated by Bright from the Start. Teachers rate performance in seven areas of development: personal and social, math, scientific thinking, social studies, arts, and physical development.

In Pre-K, literacy skills development is measured by eight objectives: demonstrates phonological awareness, shows appreciation for books and reading, shows beginning understanding of concepts about print, begins to develop knowledge about letters, comprehends and respond to stories, represent ideas and stories through pictures, dictation and play, uses letter-like shapes, symbols and letters to convey meaning and understand the purpose of writing.

Summer Transition Program uses the OWL curriculum (Opening the World of Learning) that covers all domains of early learning. This curriculum provides guidance for teachers with a variety of materials to implement six thematically organized units with Family, Friends, Wind and Water, the World of Colors, Shadows and Reflections and Things That Grow. It develops language and literacy skills through rich integrated content in all domains: listening, speaking, reading and writing. This curriculum incorporates favorite children's books, songs and poems. The children's progress was evaluated by the Bright from the Start consultant with pre- and post-testing.

Rising Pre-K Summer Transition Program uses the bilingual (English-Spanish) version of the OWL curriculum described above. Three units were implemented during the Rising Pre-K program.

******The Creative Curriculum is aligned with Georgia Early Learning Development Standards.** <http://teachingstrategies.com/wp-content/uploads/2014/03/GA-CC-Alignment-IT2-Early-Learning-2014.pdf>

The Future

The CDA constantly seeks new opportunities to enrich the quality of our existing programs and to expand the array of early education programs that we offer. We actively pursue partnerships with public agencies and private organizations in order to add program depth and capacity. We are currently in three early-stage conversations that might lead to the opening of a 2nd full-day

Children's Center to serve a new geographic area.

**Child Development Association
Needs Assessment, Concerns, and Root Cause Analysis**

In the late fall 2014, the CDA Executive Director administered the Georgia Literacy Plan Birth-to-Five Needs Assessment for Literacy to the Education Director, Children’s Center Director, Early Literacy Coach, and Family Advocate. In the spring of 2015, the Needs Assessment was administered to all teachers (9 lead, 12 assistants, 4 ‘floaters’) and administrative staff of the Children’s Center. The SR Literacy team analyzed the results, reviewed the tentative findings with teachers, representatives of Babies Can't Wait, and special education professionals before compiling the final results. The SR Literacy team identified the specific areas of concern in the Building Blocks for Literacy outlined by the Georgia DOE’s "What" document.

Standard	Status	Concerns to Address Targets in the “What” Document
BB 1: Engaged Leadership		
A. Leaders create a plan for shared leadership and a plan for organizing, implementing, and sustaining an effective approach to literacy.	Fully Operational [Administrators actively engaged. And, we have much experience creating multi-disciplinary teams, e.g. the SOC Advisory Board, and many informal, cross-functional teams. For example, regular weekly and regular monthly classroom volunteers; NCL & AutoTrader volunteers who implement the annual Book Fair; weekly OT therapists who offer pro bono services.]	Create more formal early literacy coalition, give it a structure Expand community agencies represented in literacy effort Expansion to KE, PAT, FCS partners
BB 2: Community of Care and Instruction		
A. An early childhood coalition is convened where professionals from many organizations affecting your children and other stakeholders may meet to learn from and support one another.	Emergent	Greater stakeholder awareness and participation
B. A plan is in place to ensure smooth transitions from one school/or agency to another.	Fully Operational [Parent Handbook defines transitions for enrollment, aging up, PreK, PAT and referrals out of the CDA.]	Provide technical assistance to Family Advocate for transitions. Need to individualize kindergarten site visits based on attendance zones
C. A plan is in place to connect families to schools and childcare entities.	Operational [Parent orientation, monthly newsletters, quarterly literacy newsletters, one-on-one meetings, Parent Resource area featuring flyers, CDA & community events,	Add parent component to web site, e.g. literacy resource library

	etc.]	
D. A plan is in place to connect communities to schools.	Fully Operational	Need enhanced outreach to Hispanic community
E. A plan is in place to improve access for families to resources for developing early literacy in their homes.	Fully Operational	More training Increased participation Expansion to KE, PAT, FCS partners
BB 3: Ongoing Formative and Summative Assessments		
A. The infrastructure is in place for full implementation of screening and diagnostic assessments.	Fully Operational	Need new screeners Need training on new tools Need more literacy materials Expansion to FCS partners
B. The results of formative assessments are used to adjust intervention to meet the needs of children and students.	Fully Operational	Need literacy materials Expansion to KE, PAT, FCS partners
C. Summative assessments are used to determine effectiveness of interventions or instructional programs.	Emergent	Quality Rating Technical assistance to initiate program evaluation at FCS partners
D. Literacy screenings are used to assess readiness of individual children for reading and writing.	Fully Operational	Acquire more resources for teachers to address individual children's needs as identified
BB 4: Best Practices in Literacy Instruction		
A. Instructional design and implementation are clearly and consistently aligned with GELDS, and Learning Standards for Georgia Pre-Kindergarten.	Operational-Emergent PreK-Operational Toddlers/preschool—Emergent FCS- Not Yet Addressed	Gap exists between knowledge and design and actual implementation; Need GELDS training for all teachers
B. Research-based instruction is standard practice in the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language.	Operational-Emergent [More evidence in practice than in formal training; much informal sharing of information. Weekly classroom meetings with Early Literacy Coach and Center Director for individualized coaching.]	More coaching Initiate age-team monthly meetings Need updated Creative Curriculum, in English and Spanish and multiple copies to facilitate usage in multiple classrooms
C. High-expectations, grounded in developmentally appropriate practice with a focus on student interest for all learners, are consistently evident.	Fully Operational	Expansion to FCS partners
BB 5: System of Tiered		

Intervention		
A. Infrastructure for a system of tiered- intervention based on screening and guided by progress monitoring is in place.	Fully Operational	More training to ensure integration into classroom teaching and lesson plans Expansion to FCS partners
BB 6: Professional Learning and Resources		
A. Community partners receive professional learning in the development of early literacy.	Emergent [We benefit from high quality community partners with professional expertise who contribute pro bono services, e.g. retired teachers, occupational and speech therapists, librarians Non-trained volunteers receive orientation from Early Literacy Coach before reading in classrooms. ELC raises awareness of key concepts and issues in early literacy; provides hands-on learning about ECE and early literacy.]	Need to include regular volunteers and community groups that plan activities for the CDA in training
B. In-service personnel receive professional learning in the development of early literacy.	Fully Operational [High degree of collaboration on: managing time, engaging parents in transitions, assembling outside resources for families.]	

Root Cause Analysis

After analyzing needs assessments, discussing data, and reviewing the areas of concern, the SR Literacy team identified four root causes to be addressed in the early literacy initiative:

- Lack of parental education and skills in early learning, early literacy and language development
 - CDA families, across all our programs, are extremely low-income and lack the financial resources to purchase books, puzzles and other high educational value toys for their children
 - Median household income is \$18,200 for Children’s Center; \$10,000 for PAT program; and unknown but presumed lower for childcare classrooms at our partner high schools
 - CDA serves preschool children, so the majority of parents are relatively inexperienced in child development and most lack exposure to parenting skills knowledge/education, especially regarding early literacy
- Insufficient literacy resources and materials for both classroom and home environments
 - The CDA possesses a substantial library of books for birth-to-five, which are available to teachers, the Early Literacy Coach, and volunteers. Teachers have small libraries in each classroom, with additional books on hand to rotate onto the shelves. But more and different books are always needed to enhance the

- curriculum, to address themes in lesson plans, to provide fresh stimulation for the children, to promote multiculturalism, and to replace worn-out books.
 - Teachers need access to the most current and research-based literacy resources.
 - Our parents have very limited resources with which to establish home libraries. Parents are able to borrow “literacy packs” with books and literacy activities to take home and the CDA does distribute books to families from time-to-time, but the need is great.
- Need for continuous professional learning and skills development
 - The CDA supports considerable teacher training, including early literacy training. However, there is significant need for continuous and extended professional development targeting early literacy
 - New teacher hires need early literacy training within the first 30 days in the classroom
 - Teachers who are non-native English speakers sometimes need access to personal language instruction
 - There is a gap between professional training and teacher performance in the classroom. Teachers need coaching and feedback to incorporate new concepts and approaches into the classroom.
- Insufficient community engagement and leadership aimed to promote the developmental needs of the birth-to-five population and early literacy in particular
 - The CDA excels at engaging professional partners but the need is great and the demands are many. The CDA must expand and strengthen the network of professionals working on early literacy,
 - The CDA attracts many community agencies and volunteers who contribute time and resources for early literacy, but there is a need to deepen their understanding of the issues, so they can be community champions for early literacy.
 - Media coverage of education is dominated by “K-12” and the public remains largely unaware of the importance of the first five years to brain development and learning.

Note to the Reviewer:

- We did not disaggregate the data by age. We have only nine classrooms, spanning ages two to five, all served by one Center Director, one Early Literacy Coach, one Family Advocate. There is no added value in disaggregating the data by age. i.e. plans for communicating with families, for ensuring smooth transitions and connection families to resources exist and function for our entire population. Similarly, how we implement screenings and utilize developmental data is similar across our entire population. We determined that disaggregating the data would increase complexity, but not enhance our analysis or understanding of literacy needs.
- Similarly, we did not disaggregate the data by children with or without disabilities. These children are served together in our classrooms. Assessment of any criterion would apply equally to all children.
- All teachers were surveyed, including our ‘floaters’ who are assistant teachers who do not have a regular classroom assignment. We do not have paraprofessionals or special education teachers.

CHILD DEVELOPMENT ASSOCIATION

EARLY LITERACY PLAN

Building Block 1. Engaged Leadership

A. Leaders create a plan for shared leadership and a plan for organizing, implementing, and sustaining an effective approach to literacy.

[See “Why”, p. 31; “How”, p. 1, 2; “What”, p.5]

Background:

Leaders of the CDA including the Board of Directors, Executive Director, Center Director and the entire management team are fully committed to achieving excellence in our mission to prepare low-income youngsters for success in school. We have relentlessly pursued the highest standards for evidence-based early education with a strong focus on early literacy. Monthly Board meetings include the Center Director’s report on classroom enrollment, child assessments, teacher performance, professional development, parent engagement and facility needs.

Over the past decade, the Board and management have worked together to enhance staff qualifications, to adopt competitive salaries to better attract and retain the best teachers, to offer an education benefit that directly pays tuition for teachers electing to get their AA, BA or MA in ECE. The CDA has conducted and supported endless hours of professional development, accompanied by individualized coaching to enable teachers to bring new knowledge back into their classrooms effectively—this is especially true in the area of early literacy, where the CDA has a coach dedicated to skill-building for teachers and parents.

Perhaps the strongest evidence of shared leadership is our NAEYC accreditation. Achieving NAEYC standards—especially in a program for indigent families whose tuition covers only a fraction of the cost of education—is a tremendous testament to the effectiveness of the entire organization, from Board Chair and Executive Director to the Assistant Teachers, to organize, implement and sustain a high quality early education program.

In 2014, when the CDA undertook to achieve a three-star Quality Rating from GA Bright from the Start, the Center Director conducted an interactive presentation to the Board, so they would fully understand the level of effort required and the budget implications. The Board is fully apprised of the Striving Reader initiative and supports our application. They understand that they must secure the resources to sustain the new level of program delivery and performance when the grant ends. For more than four decades, grants from a variety of sources—private foundations, civic organizations, government agencies, the United Way-- have enabled us to grow and expand our mission and the CDA has a solid history of sustaining those gains.

A highly productive and collaborative organizational chart has evolved during the past decade, which will serve us well in implementing the Striving Readers grant. Shared leadership is a hallmark of the CDA.

Plan:

1. The CDA Board and management, community education leaders, local school officials, Independence and McClarin High School principals, faith civic and business leaders will comprise a Ready By Five Advisory Board for Striving Reader. They will collaborate to improve the literacy of the birth-to-five population in north metro Atlanta.
2. Under the leadership of Donna Smythe, CDA Executive Director, the Ready By Five Advisory Board will coordinate a broad, comprehensive approach to promoting literacy across the community, beginning in the CDA’s three main early learning programs, and in its new partnership with two Fulton County high schools, Independence and McClarin.
3. The Ready By Five Advisory Board will take a research-based, best practices approach to literacy planning. The Board will ensure that formal needs assessments (such as the ASQs, DP3, PALS Pre-K, PPVT, and Work Sampling Online) are in place and will utilize the data to determine areas for improvement and to set strategies for stimulating literacy.

Building Block 2. Continuity of Care and Instruction

A. An early childhood coalition for literacy through which professionals from many organizations affecting young children and other stakeholders may meet to learn from and support one another is active.

[See “How”, p. 3,4; “What”, p.5]

Background:

The CDA has a rich history of partnerships. In 2010, the Executive Director sat on the Fulton Co. Board of Education Cross-Functional Team: PreK. Then, she was asked to serve on Independence High School’s Daycare Council through which she shared her expertise to benefit a small daycare operation for its student mothers. As the collaboration with FCS grew, our Parent Educators began serving teen mothers in their homes, providing a social safety net when they graduate. Going forward, the Independence and McClarin High Schools childcare centers seek to raise their level of service, and we aim to provide technical assistance to accomplish that.

The momentum of these partnerships is sparking innovation beyond the CDA, not only in the Fulton County Schools but also the broader community. For example, Roswell Presbyterian Church has hired a bilingual coordinator (a former Parent Educator from CDA) to enhance their outreach to low-income, immigrant families. And, an informal coalition of nonprofit directors is meeting with Quality Care for Children to find new ways to enhance the quality, quantity and affordability of childcare in North Fulton.

The CDA actively pursues civic, faith, advocacy, social welfare, government, and service organization partners. The Executive Director and Board of Directors are visible leaders in local Rotaries, Kiwanis, Woman's Clubs, etc. They are vocal child advocates, participating in Chambers of Commerce, InterAgency Council, GEEARS Education Summit, etc. and the Executive Director campaigns for the United Way. The CDA rents space in its facility to three nonprofits, HomeStretch, Families First & Groveway Community Group, with whom we share in-kind donations and collaborate on client services. We connect by following other organizations' web sites & publications, attending their events and by responding to their calls for action.

Plan:

In 2011, the CDA invited six nonprofits to form the Ready By Five Advisory Board and the group has grown- it now includes: Homestretch, Every Woman Works, the Community Action Center, Roswell Presbyterian Church, Families First, Independence High School, Quality Care for Children, North Point Community Church, North Fulton Community Charities, and others. Membership not only includes professionals who represent the birth-to-five population, but also organizations that serve the multiple needs of low-income families with preschool children (e.g. employment, counseling, housing, healthcare). This Advisory Board already serves as a coalition to promote early literacy. Under Striving Reader, the group will formally adopt an advisory role for grant implementation and evaluation, and we will invite additional literacy professionals and school personnel to join.

1. Under the leadership of Donna Smythe, CDA Executive Director, the Ready By Five Advisory Board will meet quarterly in February, May, September and December.
2. All members will be invited to contribute to the agenda.
3. The agenda and meeting minutes will be distributed to stakeholders and local elementary schools.

B. A plan is in place to ensure smooth transitions from one school or agency to another.

[See "Why", p. 33,34; "How", p. 5,6; "What", p.6]

Background:

All children receive developmental screening within 60 days of enrollment. The purpose of the screening is to identify children who may be at risk for developmental, behavioral, or emotional delays or disabilities. If concerns arise about a child's development, the Family Advocate will assist parents with a referral for an additional evaluation to identify potential learning problems, or developmental delays, including speech and language disorders. Families are offered information and assistance in the referral process to Georgia's Early Intervention Program- Babies Can't Wait for children under 3 years old or to Fulton County Preschool Special Education Services, for those children 3 and older. The Family Advocate will follow-up shortly after every referral to identify additional support that the CDA can provide.

If a toddler needs services, the family advocate coordinates any services that the child might need at the CDA, and collaborates closely with the therapist and the classroom teacher. When the child turns three, the Babies Can't Wait coordinator works with the parents and the Family Advocate to ensure a successful transition to Fulton County Schools.

If a preschooler is referred, an educational diagnostician will evaluate the child at the CDA and, if the child qualifies to receive services at the CDA, the Family Advocate assists the parents with the registration process making sure they have the necessary documents and to coordinate dates and times for services with Fulton County Schools therapists.

If a child qualifies to receive services at a Fulton County School, the Family Advocate works closely with the educational diagnostician and guides the parents through the registration process. Preschoolers are only able to attend school half a day; so, the Family Advocate coordinates Fulton County transportation for the child to and/or from the CDA.

CDA parents of preschool children receive a letter informing them about Pre-K registration and documentation needed to register. Brochures are also distributed throughout the community.

In addition, rising Pre-K children visit our Pre-K classrooms and are able to participate in classroom activities and listen to Pre-K children about their daily routines.

If a Pre-K child qualifies to receive services at the CDA, the Family Advocate coordinates with Fulton County Schools' therapists the date and time for services. If a child qualifies to receive services at a Fulton County School, the Family Advocate works closely with the educational diagnostician and the parents to facilitate registration. Pre-K students are enrolled in a full-day program, but if they require afterschool care, the Family Advocate coordinates Fulton County transportation for the child to the CDA.

In March, the Family Advocate invites all parents of Pre-K children to a Kindergarten Transition Meeting. Parents are informed about registration dates, documents needed for registration, what to expect from kindergarten, kindergarten readiness skills, etc.

The CDA arranges a visit to a local elementary school for all Pre-K children. The students are given the opportunity to visit a kindergarten classroom and spend some time with kindergarten students. They are able to participate in classroom activities and experience what a day in kindergarten is like. They are also invited to tour the school, visit the media center, listen to a story by the media center specialist and end their day by having a nutritious snack in the cafeteria. CDA Pre-K students matriculate to 15-17 different public elementary schools based on their residence, but we currently take them all to one school for kindergarten orientation. We can't provide 15-17 separate site visits (some for only one child) but we would like to expand to four or five of the most attended schools.

The Rising Pre-K Summer Transition Program gives Hispanic children the opportunity to attend a six-week program to build their skills and confidence before moving into Pre-K. The experience is designed to reduce the opportunity gap by providing additional family support and resources to high-needs populations. The transition coach lead a series of informational workshops to empower parents to be the best parents they

can be in order to make a difference in their child's education. Some of the children that attended the 2014 Rising Pre-K program are now enrolled in our 2014-2015 Pre-K program.

Our Parents As Teachers (PAT) program provides parents with child development knowledge, parenting support, early detection of developmental delays and health issues, prevents child abuse and neglect, and increases children's school readiness. Our Parent Educators work closely with the Family Advocate to transition children who are ready to enroll in our preschool program. Parents in the PAT program are more likely to take an active role in their child's schooling through enrolling them in preschool, attending parent-teacher conferences, and school events, volunteering in the classroom. Parents as Teachers combined with quality preschool education prepares children for kindergarten readiness and success throughout school.

Plan:

1. The Family Advocate and Early Literacy Coach will enhance our current enrollment orientation by creating and producing a "Literacy" Welcome Package for each family. It will include: the Parent Handbook and school calendar, early literacy tip sheets, an introduction to the Early Literacy Coach, resources and links for parent education regarding early language and literacy development, and at least one age-appropriate book for the home library. Parents will have an opportunity to sign up for the new Striving Readers text messaging program, through which they will receive weekly prompts for literacy activities on their cellphones. (For example: "Try emphasizing the beginning sounds of words, like p-p-p for peanuts, peas and popcorn.")
2. The CDA will augment in-classroom assistance for children who have been identified with special needs and who are awaiting the implementation of an IEP. This will reduce stress and enable more learning during the time the child is waiting for transfer to a new school, or for therapy to begin. This will smooth the transition for the child, the teacher and other students.
3. The CDA will provide classroom coverage for lead teachers to attend all IEP meetings. This will ensure that the child's classroom experience supports IEP goals, and that everyone influencing the child's education is adopting a unified approach.
4. The CDA will individualize the Pre-K to kindergarten transition by tailoring the elementary school visit to children's actual attendance zones. We will increase from one to four schools for site visits, and personalize it as much as possible for our students.
5. The CDA will provide a summer transition packet to students who will be entering PreK and kindergarten in the fall. The packet will be designed for parents to promote continued learning during the summer months, so children will be more ready for a smooth start to the new school year.

C. A plan is in place to connect families to schools and childcare entities

[See “Why”, p. 33; “How”, p. 6; “What”, p.6]

Background:

Because the CDA is a preschool setting, we have twice daily face-to-face communication with all parents during drop-off and pick-up. Teachers receive training and coaching on how to make these interactions meaningful by exchanging information about the child’s behavior and learning inside and outside the classroom. Parents receive weekly newsletters compiled by the Center Director, which include columns written by the Early Literacy Coach and the Family Advocate. The newsletters highlight literacy activities at the CDA (e.g. the Fall Early Literacy Kick-off, the Scholastic Book Fair) and community events with educational and fun value for families with young children (e.g. the Roswell Roots Festival, storytelling at the public library). Our parents are social media activists and we have a lively presence on Facebook and Twitter.

At the CDA, we know parent engagement is critical to help children be the best they can be. Keeping families informed about their child's development and about classroom changes can dramatically smooth transitions. Classroom transitions are done gradually, and parents are invited to meet with the new teachers and the Family Advocate. Parents are encouraged to share any concerns they may have and informational brochures are available in English and Spanish.

Parents must be involved in the assessment of each child’s individual needs and in planning appropriate educational experiences. Assessments are integral to our program, and parents, as well as teachers, must be involved in the analysis and application of the data. Assessment results are shared with parents twice a year, during the parent/teacher conferences. Parents are encouraged to share with teachers any concerns about the child’s development or the program, and to work together to create the best educational plan for their child.

Parents can depend on the Family Advocate for assistance with referrals, if concerns arise about a child’s development. The Family Advocate helps parents navigate referrals for additional evaluations to identify potential learning problems, or developmental delays, including speech and language disorders. Families are offered information and assistance in the referral process to Georgia’s Early Intervention Program "Babies Can't Wait" for children under 3 years old or to Fulton County Preschool Special Education Services, for those children 3 and older. The Family Advocate follows up shortly after every referral to identify additional support that the CDA can provide.

CDA parents of preschool children receive a letter about Pre-K registration and documentation needed to register. Brochures are also distributed throughout the community. In addition, rising Pre-K children visit our Pre-K classrooms and are able to participate in classroom activities and listen firsthand to Pre-K children about their daily routines.

In March, the Family Advocate invites all parents of Pre-K children to a Kindergarten Transition Meeting. Parents are informed about registration dates, documents needed for registration, what to expect from Kindergarten, Kindergarten readiness skills, etc. The CDA also arranges a visit to a local elementary school for all Pre-K children. The students are given the opportunity to visit a Kindergarten classroom and spend some time with Kindergarten students. They are able to participate in classroom activities and experience what a day in Kindergarten is like. They are also invited

to tour the school, visit the media center, listen to a story by the media center specialist and end their day by having a nutritious snack in the cafeteria.

To connect families to our 6-week Rising Pre-K Summer Transition Program, the transition coach offers a series of informational workshops for parents. The goal is to empower parents to enhance the child's experience in this special program that gives Hispanic children the opportunity to build their skills and confidence before moving into Pre-K.

The CDA also offers a variety of family support services to families of enrolled children, at no cost to parents. Our Family Advocate assist parents in accessing community resources for their child and family, such as early intervention, health and special education services, ESOL classes, CAPS, and assistance in obtaining TANF (Temporary Assistance for Needy Families) and many others. Parents may also participate in parenting and child development classes offered in English and Spanish.

Parent communication is very important to us! We view parents as partners in caring for each child. We encourage parents to express comments, concerns, and suggestions to the CDA staff members. Parents have access to relevant information through our Center's monthly newsletter, classroom newsletters, classroom bulletin board, and parent resource center where we post local resources, websites, community events, and parenting information. We make every effort to communicate well with families face-to-face, by email, and parent memos. We also help families whose primary language is not English. We are very fortunate to have many multilingual staff members who are able to interpret and translate when needed. Many written communications are also provided in Spanish and Portuguese.

Plan:

1. The CDA will create a Striving Readers "corner" on our website, accessible not only to CDA parents, but the community-at-large. This new website component will highlight:

- "What is happening in the classroom", especially literacy-building activities
- How-to tips for literacy activities at home
- Do-it-yourself tips for creating literacy resources
- Advice on transitions
- How to acquire free/low-cost age-appropriate literacy materials
- Community calendars-of-events
- Links to articles about early education
- Parent-generated tips and personal stories

2. The CDA will solicit a media sponsorship with Mundo Hispanico, a Cox Media weekly, tabloid format newspaper published in Spanish which also has a continuous news presence online). We will place ads relating to PreK enrollment in the spring and will add CDA family events to the community calendar. In addition, our Marketing & Communications Manager will proactively pitch feature stories relating to early literacy and school readiness. We will engage on their social media and share/link our Facebook, Twitter, etc.

3. The CDA will adopt a written transition procedure for children in care at Independence High School whose families enroll in the Parents As Teachers program, and/or when those children enroll in the Children's Center full-day program.

D. A plan is in place to connect communities to schools.

Background:

The CDA actively pursues civic, faith, advocacy, social welfare, government, and service organization partners. The Executive Director and Board of Directors are visible leaders in local Rotaries, Kiwanis, Woman's Clubs, etc. They are vocal child advocates as members of Chambers of Commerce, North Fulton InterAgency Council, GEEARS Education Summit, etc. and the Executive Director campaigns vigorously for the United Way.

Our facility was conceived in the mid-1970's as a community center and we have always housed other nonprofits, in fact our building is the CDA Community Center. We currently rent space to HomeStretch, Families First, Groveway Community Group, and the Praise Harvest Church; these are collegial relationships that lead to shared in-kind donations, collaborative case management on shared clients, and joint parent education nights. Many organizations use our multipurpose room and our conference/training rooms for a wide variety of functions. We welcome the community into our building whenever possible, examples include Bright from the Start substitute teacher training, the City of Roswell's Roots Festival Cornbread Cook-off, and the Bar Association's Immigration Day. We connect with even more organizations by following their web sites & publications, attending their events and by responding to their calls for action.

The CDA has succeeded in early education for 47 years because it has cultivated community partnerships of all types and dimensions. Our message about early brain development and early literacy, especially related to economically disadvantaged youngsters, is compelling. We are highly effectively engaging a wide variety of organizations in our mission. We do this by keeping our priorities for financial, in-kind and volunteer support very focused and by tailoring our needs to each organization's personality, structure and audience. A few examples include:

- National Charity League provides volunteers to serve dinner and provide childcare during Parent Education Nights; they also staff our Scholastic Book Fair.
- Roswell Women's Club provides scholarships for teachers to attend NAEYC conferences, and served on our NAEYC accreditation team in 2008.
- Chattahoochee Plantation Women's Club will provide volunteers to conduct "dress rehearsals" for our Quality Rat site visit.
- North Point Community Church provided the matching funds for our Governor's Office System of Care grant and NPCC
- Volunteers have adopted our youngest classroom (providing guest readers and purchasing items for the teacher).
- Historic Roswell Kiwanis invites all PreK children to a fishing day and picnic each spring, provides a Santa visit during which each child receives a book.
- Young Men's Service League and Edu-Pack team up to provide every rising kindergarten student a personal backpack filled with the school supplies.
- Roswell United Methodist Church Foundation purchased computers for classrooms and their Friendship Sunday School built computer desks.

- The International Facilities Management Association helped us acquire donated furnishings for two newly refurbished training rooms and helped us identify a reasonably-priced painting contractor to paint our classrooms.
- Northside Hospital contributed funds for indoor play equipment and soft furniture for a reading corner in our multi-purpose room.
- Innumerable organizations conduct book drives and classroom supply drives for us.
- Sandy Springs Rotary Club is sponsoring our annual Santa Night fundraiser, which provides scholarships for low-income families to enroll their children.
- This list could go on and on...by a conservative estimate, 400 volunteers contributed more than 1,400 hours in 2014-2014.

The CDA vision is to be an acknowledged thought leader in early childhood education and a trusted advocate for young children and their families across metro Atlanta. The organization is valued for its transformative impact on children and families lives. Many times a year, the CDA Executive Director speaks publicly on early childhood education, early literacy and the particular learning challenges for children living in poverty. During the 2014 United Way campaign, she has spoken to Colombian Financial Group, the law firm of Arnall, Golden, Gregory, Publix Super Markets, and UPS. She speaks to faith and civic groups regularly, recently including the Kiwanis Club of Historic Roswell, Leadership Sandy Springs Youth Day, the Roswell Junior Woman’s Club, among many others. She was a panelist at the 2013 Georgia Women’s Assembly.

In the past five years, outreach to the Hispanic community has emerged as a priority. Roswell Presbyterian Church, a member of the Advisory Board and a long-time CDA partner, has a staff person dedicated to the Hispanic community and we benefit from her network and relationships. These especially facilitate our access to certain low-rent housing complexes that have a high proportion of Hispanic/Latino families.

Plan:

1. Organizations that contribute volunteer, in-kind donations or financial support to our literacy efforts will be invited to join the Ready By Five Advisory Board.
2. The CDA will invite the North Fulton InterAgency Council (NFIC) to hold its regular June meeting each year at the CDA. And, ask that the agenda feature the birth-to-five population and early literacy. The CDA will provide a tour followed by a “town hall”-style meeting for those interested in delving deeper into community resources and strategies for addressing the needs. The NFIC is a long-standing, large (150+members), very diverse, informal coalition of human service, education and social service agencies.
3. We would like to add one or two new faith and civic organizations from Sandy Springs to our active partnerships each year. 30-40% of our students reside in Sandy Springs but we have relatively few community connections there. The Executive Director is an alumna of Leadership Sandy Springs and our Board is represented in the Sandy Springs Rotary, so we have been cultivating relationships and laying the groundwork for this objective.
4. The CDA will solicit a media sponsorship with Mundo Hispanico, a Cox Media weekly, tabloid format newspaper published in Spanish which also has a continuous news presence online). We will work closely with Mundo Hispanico’s education and community affairs reporters to provide background, analysis and commentary on education, literacy, and birth-to-five issues. We will promote thoughtful coverage of current events

impacting the birth-to-five population, especially related to brain development, effective parenting and school readiness. We will advocate for a strong emphasis on early education to stimulate their readers to connect with local schools and education organizations. We will use the paper's community calendar to publicize volunteer opportunities at the CDA and to attract new volunteers to become involved.

5. The Ready By Five Advisory Board will actively cultivate opportunities for public presentations on early literacy and will provide speakers to at least two organizations each year that have not previously been reached by the CDA. All Advisory Board members will be encouraged to seek opportunities for public education and advocacy.

6. The CDA will invite the Latin American Association to appoint a representative to the Ready By Five Advisory Board.

E. A plan is in place to improve access for families to resources for developing early literacy in their homes.

[See "How", p. 7]

Background:

In 2009, the CDA hired its first Early Literacy Coach (ELC) and launched a family literacy instructional initiative. The goal is to enhance children's language development and early literacy skills by supporting parents in their role as educators. The ELC builds positive relationships with parents to stimulate early literacy activities at home that merge seamlessly with the child's classroom experience. This is particularly important for the large number of children who primarily speak a language other than English in their home.

The ELC creates numerous family events designed to raise parental awareness of the importance of early language and literacy. Each school year opens with the Fall Literacy Kick-off, which includes supper for the families, a live performance (storytelling, puppetry, etc.) and read-alouds with costumed characters in the classrooms. Other events centered around books and literacy include the Donuts for Dads and Muffins for Moms, during which donated books are distributed to participants for their home libraries and parents get training on how to read aloud. In March, we host a Scholastic Book that has proved to be immensely popular; parents buy books to take home and also very generously purchase books on the teachers' wish lists for the classrooms. Each spring, the local Masonic Lodge sponsors the Red Fez Reading Club, which rewards children and parents for reading aloud at home, by offering families complimentary circus tickets for each book read.

In addition, the ELC sends home monthly newsletters filled with early literacy tips and activity ideas for parents. Throughout the year the ELC works with civic and faith organizations on new and used book drives, so we can send as many books home with each child as possible. The ELC prepares "literacy packs", which circulate into children's homes to guide parents to get the most out of reading aloud. Each pack contains a book and instructions for related activities including all the materials needed. Even our Santa Shop aims at literacy—we ask the community to contribute 'high value' gift items, such as books, puzzle, memory games, toys that stimulate imagination and creativity.

In 2012, the launch of the Parents As Teachers program provided a vehicle for taking literacy directly into children's homes. Parent Educators follow a vigorous curriculum that includes early language and literacy development. The PAT families tend to be very high needs (teen mothers,

single mothers, unemployed or very low income, special needs children, etc.) so the face-to-face, one-on-one contact between Parent Educator and parent is extremely important.

Plan:

1. We will add two parent training and family activity events each year, in addition to those already part of the school's activity calendar. Kids Express, PAT, and parents from Independence and McClarin High Schools will be invited; invitations will be extended to other family serving organizations represented on the Ready By Five Advisory Board.
2. We will increase participation in parent training and family activity events by 5% each year.
 - By providing meals and childcare, which are proven to remove barriers to participation for parents that must simultaneously provide for the children.
 - By making an evaluation survey a part of each event, so our planning can reflect parent feedback
3. We will improve the integration of community training and education resources with our own activities for parents.
 - By highlighting one community offering in each weekly parent newsletter
 - By actually providing joint training and education with other community agencies
4. The Ready By Five Advisory Board will seek to connect all Striving Reader children to the Ferst Foundation's book distribution program.

Building Block 3. Ongoing Formative and Summative Assessments

A. The infrastructure is in place for full implementation of screening and diagnostic assessments.

[See "Why", p. 34-36; "How", p. 9,10; "What", p.6, 7]

Background:

The infrastructure for conducting screening and diagnostic assessments and for implementing the findings of those assessments is firmly in place.

All children receive an Ages and Stages Questionnaire screening within 60 days of enrollment and subsequently, the Teaching Strategies Gold assessment is administered three times a year. The purpose assessment is to identify children who may be at risk for developmental, behavioral, or emotional delays or disabilities. If concerns arise about a child's development, the Family Advocate will assist parents with a referral for an additional evaluation to identify potential learning problems, or developmental delays, including speech and language disorders. Families are offered information and assistance in the referral process to Georgia's Early Intervention Program- Babies Can't Wait for children under 3 years old or to Fulton County Preschool Special Education Services, for those children 3 and older. The Family Advocate will follow-up shortly after every referral to identify additional support that the CDA can provide.

If a toddler needs services, the family advocate coordinates any services that the child might need at the CDA, and collaborates closely with the therapist and the classroom teacher. When the child turns three, the Babies Can't Wait coordinator works with the parents and the Family Advocate to ensure a successful transition to Fulton County Schools.

If a preschooler is referred, an educational diagnostician will evaluate the child at the CDA and, if the child qualifies to receive services at the CDA, the Family Advocate assists the parents with the registration process making sure they have the necessary documents and to coordinate dates and times for services with Fulton County Schools therapists.

If a child qualifies to receive services at a Fulton County School, the Family Advocate works closely with the educational diagnostician and guides the parents through the registration process. Preschoolers are only able to attend school half a day; so, the Family Advocate coordinates Fulton County transportation for the child to and/or from the CDA.

If a Pre-K child qualifies to receive services at the CDA, the Family Advocate coordinates with Fulton County Schools' therapists the date and time for services. If a child qualifies to receive services at a Fulton County School, the Family Advocate works closely with the educational diagnostician and the parents to facilitate registration. Pre-K students are enrolled in a full-day program, but if they require afterschool care, the Family Advocate coordinates Fulton County transportation for the child to the CDA

Plan:

1. Under Striving Reader, the CDA will implement new universal screeners: the DP3 for three-year olds, PALS Pre-K and PPVT for four-year-olds and PreK. The infrastructure to support the new screenings is in place, and the new data will be integrated into classroom activities and into discussions with parents in the same manner as our established screenings and assessments.
2. Teachers will receive an orientation to the new screening tools, so they understand how and why they are administered, how to interpret the results, and how these tools strengthen our education program. The teachers will receive training for proficiency with the new tools.
3. Parents will receive an orientation to the new screening tools, so they understand how and why they are administered, how to interpret the results, and how these tools strengthen our education program.

B. The results of formative assessments are used to adjust intervention to meet the needs of children and students.

[See “Why”, p. 34-36; “How”, p. 10,11; “What”, p.7]

Background:

Teachers use assessment to understand children’s development and to help guide their instruction. Formative assessments allow teachers to collect evidence about what students know, determine their skills, and measure their strengths and weaknesses. Formative assessments serve to monitor

student learning and to provide feedback to teachers and parents that can be used to tailor learning strategies and teaching approaches. At the CDA, formative assessments enable teachers and parents to distinguish areas that need attention. Formative assessments can also identify groups of children within a class for whom small group activities might be effective.

CDA teachers administer the ASQ questionnaires to help determine if a child is currently developing at an age appropriate level. Results from the questionnaires are used in conjunction with Teaching Strategies GOLD and other information gathered by the teacher to refer children for further assessment to determine if the child might qualify to receive more specialized services.

Because the ASQ questionnaires are designed to screen the developmental performance of children in the areas of communication, gross motor skills, fine motor skills, problem solving, and personal-social skills, if a concern arises in one of those areas, the teacher can individualize instruction for that child. The sooner you can catch the delay, the sooner you can support the child in order to make a difference.

The ASQ results may show 3 possible scenarios: Scenario One: "Probable Typical Development", Scenario Two: "Monitoring Zone" (Probable that the child needs more practice or experience in one or more certain area(s) of development) and Scenario 3: "Below the Cut-Off" (Child should be referred for further evaluation). CDA teachers meet with parents during parent/teacher conferences to share the assessment results. If there is an area of concern, we work with the family and develop an action plan for things to do in the classroom and at home. We also give families resources about developmental information and activities about the area of concern. Activities are available in English and Spanish. If there is a need for referral, the family advocate also participates in the meeting and helps the parents with the referral process.

In addition, CDA teachers may administer the ASQ:SE, a tool that focuses on children's social and emotional development that can quickly pinpoint behaviors of concern and identify any need for further assessment or ongoing monitoring. Parents are also encouraged to complete the ASQ:SE. Once again, a conference will be scheduled and the results are shared with the parents. The purpose of this conference is to clearly define the problem, re-examine possible causes, brainstorm changes that staff and family can make, and reinforce consistency between home and school. Parents also may be asked to meet more regularly with the Family Advocate, to provide an opportunity for extra support and improved communication.

Teaching Strategies Gold analyzes teacher input and provides teachers suggested activities for individual children and for small groups targeting specific skills. The classroom schedule is a combination of teacher-directed and child-initiated activities. Teachers use the TSG reports to group the children according to their needs and to customize their teaching for each child.

Plan:

1. To fully integrate the results of formative assessments and to tailor interventions to individual children, the CDA will acquire classroom supplies, manipulatives, music CDA and other educational materials that support teachers' creativity and expand their options to address specific needs.
2. The CDA will acquire the updated Creative Curriculum, including bilingual literacy kits, in sufficient quantity to support active use by each classroom age group.

3. Teacher training will focus on using the Creative Curriculum and Teaching Strategies Gold effectively, so that classroom performance is enhanced and so teaching is truly tailored to each child's developmental profile.

C. Summative assessments are used to determine effectiveness of interventions or instructional programs.

[See “Why”, p. 36; “How”, p. 11,12; “What”, p.7]

Background:

Intensive self-evaluation is one of the hallmarks of the CDA. Our founders travelled the Mid-Atlantic States in 1968 looking for outstanding childcare programs to emulate, in a time when preschools were rare. We have been NAEYC accredited since 2003 and are fully committed to quality. We routinely seek outside evaluation and we aggressively pursue research-based best practices.

In 2012, Bright from the Start send independent assessors to measure the quality of our Georgia PreK classrooms using CLASS, in particular to rate our “fidelity of implementation” of the standards for the early literacy environment and classroom interactions. The CDA exceeded state and national averages on virtually every criterion.

In 2013, the Georgia Association for Young Children (GAYC) conducted ITERS and ECERS assessments for the CDA as part of our preparation for NAEYC reaccreditation in April 2014. Then in 2014, Quality Care for Children conducted the ITERS and ECERS to give us a baseline for Georgia's Quality and Improvement System.

The CDA vigorously pursue standards. We are committed to achieving a three-star QRIS on our first try. Our Center Director and Early Literacy Coach meet with classroom teachers every afternoon to review teacher performance, classroom arrangement, policy implementation and so on. Every staff memo begins with a section highlighting a specific QRIS standard and reminding teachers what it means in the classroom, e.g. communications with parents, how to handle children who don't want to sleep at naptime, how to routinely circulate toys from the storage closet onto the classroom shelves, etc. The Center Director is using video clips to reinforce concepts and to give teachers a point of reference that can be accessed repeatedly. The next step will be videoing the teachers themselves so they can compare their classroom behavior to the model videos. In December, the Education Director will begin unannounced classroom visits with a set of QRIS standards to review, which will be documented and then discussed with the teachers. In January, twelve community volunteers will become “assessors” conducting “dress rehearsals” throughout the building. The challenge of raising teacher performance is turning knowledge into practice, into habit.

Our experience is that pushing for NAEYC, pushing for QRIS, is very hard work but it raises not only performance, but also pride and sense of accomplishment, and it builds team spirit.

Plan:

1. The CDA will achieve a three-star QRIS.

2. The CDA will provide technical assistance and support to the childcare programs at the Fulton County alternative high schools aimed at raising program quality.

An overview of the process:

- Stage I--Assessment of Classroom Environments
 - The assessment team will include:
 - Marla Reisman, Center Director
 - Yehymmy Mora, Early Literacy Coach)
 - The team will conduct on-site observation in each classroom, utilizing an appropriate assessment tool, such as the ECERS checklist. They will prepare a written report that benchmarks each class against licensing guidelines and Quality Rated standards. The team will present their report to the partners, who may want to include additional FCS representatives in the discussion.

- Stage II-- Priority Setting
 - Donna Smythe, CDA Executive Director, will facilitate the process of setting priorities based on the assessment report.
 - Donna will collaborate with our FCS partners to set meeting agendas and to decide who should participate in the process.
 - The assessment team will function in an advisory capacity as school personnel identify priorities for action over three-, six-, nine-, twelve-, and eighteen- month timeframes.
 - The priority setting process will foster active school engagement and buy-in for future action.

- Stage III-- Implementation & Action Planning
 - Donna Smythe, CDA Executive Director, will facilitate working “white board” sessions to foster
 - Creative brainstorming & fact gathering
 - Tentative budgeting and identification of resources
 - Establish timeline and milestones
 - Participants will be selected by FCS.

D. Literacy screenings are used to assess readiness of individual children for reading and writing.

[See “Why”, p. 36; “How”, p. 12; “What”, p 7, 8]

Background:

Our comprehensive approach to screenings and assessments in described above in Building Block 3A and 3B. Literacy screenings are fully incorporated into current screenings, and we propose to add the DP3, PALS Pre-k and PPVT, if we are funded under Striving Reader. These new

screeners will provide information to further inform and differentiate instruction for children. And this data will also be used in our twice-yearly parent-teacher conferences to help parents identify ways to support literacy skills at home.

Plan:

1. The CDA will acquire more and diverse resources to support teachers' creativity and flexibility to address individual children's needs as identified.

Building Block 4. Best Practices in Literacy Instruction

A. Instruction is clearly and consistently aligned with GELDS and Learning Standards for Georgia Pre-Kindergarten.

[See “Why”, p. 36; “How”, p. 13; “What”, p.7]

Background:

All instruction at the CDA is grounded in the Creative Curriculum and Teaching Strategies Gold, which are clearly and consistently aligned with GELDS and the Learning Standards for GA Pre-K. Detailed analysis of the alignment can be found at links like these:

- teachingstrategies.com/wp.../GA-CC-Alignment-Early-Learning-2014.pdf
- teachingstrategies.com/.../GA-CC-Alignment-IT2-Early-Learning-2014.pdf
- gelds.dec.state.ga.us/Documents/GELDS_Resource_Guide_PreSchool.pdf

Our experience is that professional learning is necessary, but not sufficient, to actually get instruction aligned with standards. So, we employ Teaching Strategies Gold to keep alignment with the standards front and center as the teacher constructs his/her lesson plans. The TSG tool greatly simplifies the process of matching standards to activities and prompts the teacher to dig deeper into the alignment of activities with multiple standards and objectives. Lesson plans are reviewed weekly by the Center Director and the Early Literacy Coach to ensure that standards are aligned and that the purpose of each activity supports the objectives.

True alignment of instruction with standards also requires reinforcement. Despite the training and tools that we provide the teachers, a gap still exists between knowledge of standards and actual classroom instruction. The CDA provides significant amount of lots of observation, coaching, repetition, role modeling, and practice in order to advance outstanding instructional performance.

The CDA offers a considerable amount of training and we encourage continuous learning by offering an education benefit to all staff: the CDA will contribute to tuition for any degree in ECE. But only about 25% of our teachers have received specific GELDS and LSG training.

Plan:

1. All teachers will receive GELDS training, including Independence and McClarin High School childcare staff. Implementation will be scheduled in such a way that new teachers receive training in the first 90 days of employment to the extent possible.
2. The CDA will provide sufficient classroom coaching and mentoring to ensure that actual instruction aligns with standards and best practice. To engage outside technical assistance to augment what in-house staff can accomplish.
3. Teachers will be expected to reference standards explicitly in their lesson plans, and to focus on a single, specific objective to be addressed by a particular activity. This will help focus observations of each child’s ability and progress and facilitate individualized instruction.

B. Evidence-based instruction is standard practice in the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language.

[See “Why”, p. 36; “How”, p. 13; “What”, p.8]

Background:

The CDA has been firmly rooted in research-based approaches to learning since our inception, and our NAEYC accreditation since 2003 certainly signifies this commitment. All instruction, including phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language, is firmly grounded in and evidence-based instruction. In addition to the professional learning, which strengthens instructional strategies for developing oral language, and early literacy skills, the Early Literacy Coach is constantly in and out of classrooms offering information, feedback and suggestions. She conducts activities with the children to bring training right into daily practice in classrooms and to role model best practices for the teachers. The Center Director and Literacy Coach monitor implementation of research-based strategies in the classrooms through formal and informal observations throughout the school year.

We are also committed to continuous improvement, so Striving Reader is an opportunity to take instruction to an even higher level. And, to take evidence-based instruction into two new venues, Independence and McClarin High Schools childcare classrooms.

Plan:

1. To purchase the updated Creative Curriculum including the bilingual component, and the video clip addenda; to provide teacher training on the updated curriculum as needed.
2. To provide professional learning on oral language and pre-literacy skills
3. To initiate monthly age-team meetings foster peer-to-peer support, provide opportunities for role-playing, and for regular feedback from supervisors regarding the quality of lesson plans and instruction.

C. High expectations, grounded in developmentally appropriate practice with a focus on student interest for all learners, are consistently evident.

[See “Why”, p. 22, 36, 59; “How”, p. 14; “What”, p.8]

Background:

The CDA has lofty expectations for its teachers and classrooms and we strive to meet the most rigorous standards—NAEYC since 2003, and expecting a two or three-star QRIS rating in 2015. What drives this ambition is high expectations for our children. If we offer outstanding early education, our students will thrive and achieve their full potential. We place great emphasis on assessment because we want to ensure that each child is getting all that he/she needs to support the greatest possible academic, physical and social-emotional success.

The Creative Curriculum is child-centered at its very core. Each day offers numerous opportunities for children to pursue their own interests individually and with classmates. Children have the opportunity to problem solve as they negotiate with each other in sharing and working together with puzzles, building, creative play and games.

Room arrangement is thoughtful and deliberate to present a variety of attractive centers for child play. Students are offered a choice of activities and can select their area of interest with the support and encouragement of the teachers. Children can work/experiment with natural materials (sand, leaves, water) art materials (paint, clay, glue, cotton balls), play items that replicate fruits and vegetables, creative areas for daily living (cooking, gardening, dressing), blocks and manipulatives and various items for counting and sorting. We have recently purchased the equipment necessary to offer centers on the playground as well—all the choices available indoors (writing, blocks, computer, manipulatives, dramatic play, listening, library, science, sand/water table) are now available outdoors also.

Teachers support flexibility in the classroom and allow for smooth transitions if a child has not completed a task or activity. For example, if an art project is not completed before the time for outdoor play, the teacher/child can place it in their cubby for completion after the next activity.

Plan:

1. A recent initiative at the CDA has been to increase the regularity of communications with parents, and to enhance the quality of child-centered information that is shared. This certainly touches on the issue of child interests and the exchange of information between teacher and parent will result in more child interest-centered play in the classroom and at home.
2. With Striving Reader funding, the Early Literacy Coach will re-purpose an unused office space to create a parent-child reading room, equipped for individual parent-child interactions and for small group activities, such as reading aloud and story times. The room will offer:
 - a resource shelf on early literacy for parents,
 - an adult table equipped with a laptop to watch educational videos and explore websites with literacy activities,
 - activity materials, such as puppets and flannel figures
 - cozy sitting area.

The room will be accessible Monday and Friday mornings, and Tuesday, Wednesday and Thursday afternoons. During other hours, this room will serve dual-language learners enrolled in the Center.

3. We will enhance the existing Reading Corner in West Hall with monthly read-aloud sessions for CDA families and the community.
4. Also in West Hall, each Tuesday we will make educational videos available on laptop/projector available fifteen minutes before PreK dismissal, so parents can watch and learn while they wait to pick up their child.
5. High expectations and student interest will be significant focuses for the childcare classrooms at Independence and McClarin High Schools. The CDA will partner with teachers there to create activity centers, to equip them appropriately and attractively for the children, and to design lesson plans that offer children plenty of opportunity
 - to choose an area of play
 - to have hands on experiences with real objects and natural materials
 - to learn problem-solving skills
 - to work individually and in small groups

Building Block 5. System of Tiered Intervention

A. Infrastructure for a system of tiered-intervention based on screening and guided by progress monitoring is in place.

[See “Why”, p. 36, 63; “How”, p. 15; “What”, p.9]

Background:

The CDA has an infrastructure in place for tiered-intervention. The basis is screening data and progress is monitored through classroom observation and subsequent screenings. We look at each child’s development from multiple perspectives. First, we apply ASQ screening data, then we add teachers’ direct observations of children’s performance, and Teaching Strategies Gold integrates the data and helps plan activities to address children individually. At the individual level, the ASQ may not sufficiently discriminate relative strengths and weaknesses within an objective, but the teacher may be able to do so through actual real time observation. At the classroom level, the ASQ gives the teacher a picture of the range of capabilities in his/her classroom, so that activities can be refined and tailored to suit the variety of developmental capabilities present in the class.

Throughout the year, during centers, outside play, large group, small group, circle time and meal time, teachers observe each child and document what they see and hear. Documentation is written down, and uploaded weekly to the Teaching Strategies Gold (TSG) program through either a desktop computer or classroom tablet.

Two or three times each year depending on age, each child’s development is recorded as a “checkpoint”. These reports become the basis for parent-teacher conferences in the fall and spring. Whenever analysis shows a child not to be developing normally, additional evaluation is triggered and parents are brought into the assessment and action planning process.

The infrastructure for tiered-intervention is firmly in place, and it is clearly discernible in our PreK classrooms. However, our toddler and preschool teachers need more training to ensure that developmental data is fully and appropriately integrated into lesson plans, activities and classroom teaching. These teachers tend to plan activities based on a broad, unrefined view of the children’s developmental needs, even though sufficient data is available to take a more nuanced approach. Teachers need to learn to focus on one objective at a time, and to tailor an activity to address the range of needs in his/her classroom. Every activity touches many objectives—it may simultaneously touch cognitive, social and language development goals—but teachers must clearly define the “why” of each activity and the desired outcome of each activity in his/her lesson plans. Differentiating an activity for each child requires planning and time and focus.

Plan:

1. Under Striving Reader, teachers will receive more training on Teaching Strategies Gold expressly aimed at integration of developmental data into classroom teaching and lesson plans.

Note to Reviewer:

- The section on Tiered Instruction addresses the needs of ALL children. At the CDA, children with special needs are integrated into the regular, age-based classroom. We do not have separate special education classrooms.

Building Block 6. Professional Learning and Resources

A. Community partners receive professional learning in the development of early literacy.

[See “Why”, p. 33,34; “How”, p. 16,17; “What”, p.9]

Background:

The CDA is exceedingly fortunate to benefit from community partners with high levels of professional expertise who contribute pro bono services, e.g. the Rollins Center, retired teachers, occupational and speech therapists, librarians. Tremendous amounts of knowledge and know-how are transferred informally as they are members of cross-functional teams in the classrooms and in an individual child’s case management. They are important elements in an atmosphere of continuous learning, and they have as much to teach us, as we have to teach them.

But we also have hundreds of untrained volunteers who undertake all kinds of projects both in and out of the classroom. All volunteers receive an orientation to the CDA, to our rich community history, to the value of early childhood education, to the basics of school readiness, and to the

special challenges facing children living in poverty. Many volunteers will be doing landscaping and maintenance tasks not directly related to education, but we want them to leave with a new awareness and appreciation of early education. For the untrained volunteers who will be in the classrooms and interacting with the children, the Early Literacy Coach provides additional orientation to the key concepts and issues in early literacy. She provides a brief, hands-on introduction to early language and literacy, tips on how to read aloud, and some general expectations for the age group with whom the volunteer will be working. Volunteers do a wide variety of things—they might gain firsthand experience of reading aloud to young children, or they may learn the theory behind room arrangement as they help teachers rearrange classroom furniture, or they may gain a new appreciation for the richness of multicultural literacy materials as they reorganize the library, and so on.

Many volunteers come to the CDA under the aegis of a community group that has an expressed commitment to early education and early literacy. Many of these organizations have education committees and education liaisons that coordinate plans with the CDA. For example, the Kiwanis has a program called “Read Around the World”, the Roswell Rotary’s 2014-2015 program priority is literacy, and there are many other examples from the National Charity League, the Roswell Woman’s Club, the Roswell Jr. Woman’s Club, the DAR. Their volunteers come with a high level of interest and often with some introduction to basic literacy concepts.

Plan:

1. The Ready By Five Advisory Board will identify professional learning needs for people that impact literacy development in the birth-to-five population.
2. The CDA will provide, or collaborate in the implementation of, at least one community-wide training on literacy development each year to serve professionals like daycare staff, librarians, local Head Start staff, education committee chairs and others.
3. Community partners will be invited to participate in two in-service trainings each year.
4. CDA staff will speak to at least two community organizations each year to raise awareness and teach skills relating to literacy.

B. In-service personnel receive professional learning in the development of early literacy.

[See “Why”, p. 33,34; “How”, p. 17,18; “What”, p.9, 10]

Background:

All lead and assistant teachers and floaters participate in at least 18 hours of professional learning each year geared specifically for early childhood education, and which is approved by Bright from the Start. The table below highlights learning most directly related to early literacy, in which our teachers have engaged within the past year. This is not an all-inclusive list.

TOPIC	% of Teachers Trained
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Child Development Association Striving Reader: PreK Competition 4.10.15	22
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Strengthening Families	100%
Transitions	85%
Inclusion	100%
Dual Language	100%
ITERS/ECERS	100%
Cultural Competence	100%
The Assessment Puzzle	100%
GELDS	25%
The Nurturing Teacher (how to give without burning out)	100%
Communicating Effectively with Parents	28%

In addition, five teachers attended GAYC training in October and February, which included intentional teaching through observation, transitions and successful family involvement. And two teachers attend the 2013 NAEYC national conference.

The CDA accomplishes professional learning in a variety of ways, all of which are approved by Bright from the Start. A substantial amount of training is in person, and we take advantage of partners like Quality Care for Children who offer excellent training resources. We also subscribe to online training through the Child Care Education Institute <https://www.cceifame.com/>, which offers an infinite variety of trainings that are readily accessible to every teacher.

In addition to formal training, the CDA offers teacher intensive coaching and supervision to strengthens instructional strategies for developing oral language, and early literacy skills. The Early Literacy Coach is constantly in and out of classrooms offering information, feedback and suggestions. She conducts activities with the children to bring training right into daily practice in classrooms and to role model best practices for the teachers. The Center Director and Literacy Coach monitor implementation of research-based strategies in the classrooms through formal and informal observations throughout the school year.

Plan:

1. Teacher observations and self-reporting will be the two primary mechanisms to determine the professional learning needs of lead and assistant teachers.
2. The Executive Director and Center Director will participate in early literacy training to learn how to recognize best practices in instruction. The Board of Directors will be invited to participate in this training also, so that program strengths and weaknesses are considered in the annual strategic planning process.

**Child Development Association
Analysis and Identification of Student and Teacher Data**

STUDENT DATA

The CDA utilizes two types of screenings for children ages one to four. The Ages and Stages Questionnaire (ASQ) is presented to all children during the first four to six weeks of enrollment in the Children’s Center. The other is Teaching Strategies Gold for ages 12 to 48 months, and the Work Sampling Online for children 48 to 60 months.

Classroom ratios are Toddlers 1:4, Preschoolers 1:8 and Pre-K 1:11 (set by Bright from the Start).

Teaching Strategies Gold Snapshot Report: Fall 2013/2014

Table 1: Objective 8 - Listens to and understands increasingly complex language

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Child Development Association	3	14%	7.0	17	77%	7.8	2	9%	12.5

Table 2: Objective 9 - Uses language to express thoughts and needs

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Child Development Association	5	23%	9.0	14	64%	13.6	3	14%	19.3

Table 3: Objective 10 - Uses appropriate conversational and other communication skills

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Child Development Association	5	23%	6.4	17	77%	7.2			

Table 4: Objective 15 - Demonstrates phonological awareness

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Child Development Association	5	23%	3.4	11	50%	4.0	6	27%	8.0

Table 5: Objective 16 - Demonstrates knowledge of the alphabet

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Child Development Association	4	18%	1.0	14	64%	1.0	4	18%	3.5

Table 6: Objective 17 - Demonstrates knowledge of print and its uses

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Child Development Association	3	14%	3.0	16	73%	4.3	3	14%	7.3

Table 7: Objective 18 - Comprehends and responds to books and other texts

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Child Development Association	3	14%	4.0	17	77%	3.2	2	9%	10.0

Table 8: Objective 19 - Demonstrates emergent writing skills

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Child Development Association	2	9%	2.0	20	91%	3.4			

Gender:	Male: 45% Female: 55%
Race:	White: 27% Black or African American: 45% Vietnamese: 5% Other Asian: 5% American Indian or Alaska Native: 5% White and Black or African American: 5% Unknown: 9%
Ethnicity:	Not Spanish/Hispanic/Latino: 68% Mexican: 5% Other Central American: 5% Other South American: 9% Other Hispanic: 5% Unknown: 9%
IFSP/IEP Status:	Children Without IFSP: 100% Children With IFSP: 0% Children Without IEP: 100% Children With IEP: 0%
Funding Source(s)**:	Child Care: 22 DFACS: 1
Age or Class/Grade:	1 to 2 years (Orange): 32% 2 to 3 years (Yellow): 50% Preschool 3 class/grade (Green): 18%
Primary Language:	English: 68% Spanish: 5% Vietnamese: 5% Unknown: 9% Portuguese: 9% Other: 5%

Teaching Strategies Gold Snapshot Report: Spring 2013/2014

Table 1: Objective 8 - Listens to and understands increasingly complex language

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Child Development Association	3	9%	2.0	27	79%	8.4	4	12%	12.5

Table 2: Objective 9 - Uses language to express thoughts and needs

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Child Development Association	6	18%	3.2	24	71%	15.4	4	12%	19.8

Table 3: Objective 10 - Uses appropriate conversational and other communication skills

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Child Development Association	11	32%	4.2	22	65%	8.9	1	3%	11.0

Table 4: Objective 15 - Demonstrates phonological awareness

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Child Development Association	8	24%	0.6	21	64%	5.7	4	12%	9.0

Table 5: Objective 16 - Demonstrates knowledge of the alphabet

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Child Development Association	6	19%	1.0	25	78%	1.8	1	3%	3.0

Table 6: Objective 17 - Demonstrates knowledge of print and its uses

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Child Development Association	5	15%	1.0	23	70%	4.7	5	15%	7.4

Table 7: Objective 18 - Comprehends and responds to books and other texts

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Child Development Association	3	9%	2.7	24	73%	3.9	6	18%	7.0

Table 8: Objective 19 - Demonstrates emergent writing skills

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Child Development Association				31	94%	3.5	2	6%	3.5

Gender:	Male: 56% Female: 44%
Race:	White: 41% Black or African American: 32% Vietnamese: 3% Other Asian: 3% American Indian or Alaska Native: 3% Some Other Race: 3% White and Black or African American: 6% All other combinations: 3% Unknown: 6%
Ethnicity:	Not Spanish/Hispanic/Latino: 53% Mexican: 15% Other Central American: 3% Peruvian: 3% Other South American: 15% Other Hispanic: 6% Unknown: 6%
IFSP/IEP Status:	Children Without IFSP: 100% Children With IFSP: 0% Children Without IEP: 100% Children With IEP: 0%
Funding Source(s)":	Child Care: 34 DFACS: 1
Age or Class/Grade:	1 to 2 years (Orange): 26% 2 to 3 years (Yellow): 41% Preschool 3 class/grade (Green): 32%
Primary Language:	English: 56% Spanish: 15% Vietnamese: 3% Russian: 3% Unknown: 6% Portuguese: 15% Other: 3%

Pre-K Student Data

PreK assessment data for Language and Literacy:

PreK Children	7/1/2013-12/31/2013	1/1/2014-6/30/2014
	Meets/exceeds 100%	Meets/exceeds 100%

Targeted objectives in the area of Language and Literacy include: listening (gains meaning by listening, follows two-or-three step directions), speaking (speaks clearly enough to be understood without contextual clues, follows rules for conversation, uses expanded vocabulary and language for variety of purposes), writing (represents ideas and stories through pictures, dictation and play, uses letter-like shapes, symbols and letters to convey meaning, understands purposes for writing).

Reading is one of the children’s strengths: ‘begins to develop knowledge of letters, demonstrates phonological awareness, shows appreciation and understanding of books and reading, recounts some key ideas and details from text’.

Notes to the Reviewer:

1. The CDA is a private nonprofit with nine classrooms enrolled by age. We are not a public school with a separate special education department. Data on each classroom is for all the children in that classroom regardless of disability. Therefore, we do not disaggregate the data into children with and without disability.

TEACHER DATA

<u>Number of Years of Training</u>	<u>Percent of Teachers</u>
0-1	38%
2-5	30%
5-10	25%
11+	7%

Educational Levels of all Teachers including floaters

High school	29%
CDA	38%
Associates degree in ECE	17%
Bachelors degree in ECE	8%
Certified	8%

All lead teachers, assistant teachers and floaters participate in at least 18 hours of professional learning each year, specifically for early childhood education, and which is approved by BFTS. Below is a table of professional training completed in within the past year. This is not an all-inclusive list, because we add training throughout the year as we identify needs.

<u>Topic</u>	<u>% of Teachers Completing</u>
Leadership	85%
Strengthening Families	100%
Transitions	85%
Inclusion	100%
Dual Language	100%
ITERS/ECERS	100%
Cultural Competence	100%
GELDS	25%
Child Abuse	46%
Health and Safety	46%
Hygiene	46%

The Children's Center teachers meet NAEYC standards and we have succeeded in keeping pace with rising NAEYC standards since 2003. Our teacher retention has been reasonably consistent, but this year saw a decline in retention-- 56% of lead teachers were retained from the previous year. But, there are other signs of strength, e.g. two lead teachers were promoted from within. One three-year-old assistant teacher will become the lead teacher in the Rising PreK Summer Transition program. And, the CDA places high value on teacher-to-teacher mentoring, so training is shared internally and the benefits extend beyond the individual. Only one Assistant Teacher is of retirement age.

Notes to the Reviewer:

1. As stated above, the CDA is not a public school with separate special education classrooms. All teachers support children with special needs as those children are enrolled in their classrooms.
2. The CDA is not part of a school district. Consequently, there is no discussion of district-wide needs assessment.

**Child Development Association
Project Plan, Procedures, Goals, Objectives and Support**

The CDA has always pursued excellence in early education. We have been NAEYC accredited since 2003. Our Early Literacy program is demonstrating tremendous impact on our kids for whom early literacy skills and language acquisition are essential. We strive to provide professional learning for all teachers, with significant hands-on, individualized teacher training and in-classroom coaching and technical assistance. Parent education is central to our early literacy program, which supports learning in the classroom and in home environments. Literacy resources are significant at the CDA, in the classroom and shared with parents. Our annual Scholastic Book Fair is a huge success. And, we actively cultivate volunteers to read in our classrooms, to conduct book drives, and to conduct family literacy activities.

The CDA is poised to proactively address the “What”, “Why” and “How” of Striving Reader. And, our Striving Reader initiative will expand our early literacy program to new populations within the CDA sphere: children enrolled in: 1) the Parents As Teachers (PAT) program, 2) Kids Express (KE), 3) childcare classrooms at Independence and McClarin High Schools (FCS)

The Project Plan correlates our objectives to the Building Blocks and to the Needs Assessment, Concerns & Root Cause Analysis. Our Early Literacy Plan contains background information and describes implementation in detail. The CDA will utilize research-based initiatives and best practices to address the needs of our students and teachers as described in Analysis and Identification of Student and Teacher Data. For the three new populations (PAT, KE and FCS) both the needs assessment and the analysis of student and teacher data will be ongoing and will shape our strategies as the program evolves.

Striving Reader Project Goals and Objectives

Goal	Objectives	Addresses Root Cause
BB 1: Engaged Leadership		
1A.	<p>To create a more formal early literacy coalition with more defined structure & leadership; purpose to improve the literacy of the birth-to-five population in north metro Atlanta</p> <p>To create an inclusive atmosphere and to expand community agencies participating.</p> <p>To ensure that research and best practices drive the strategies for</p>	<p>Community engagement (CE) & leadership (L)</p> <p>CE & L</p>

	stimulating literacy.	
BB 2: Community of Care and Instruction		
2A.	<p>To convene the Ready By Five Advisory Board quarterly</p> <p>To invite all members to contribute to the agenda.</p> <p>To distribute the agenda and meeting minutes to all stakeholders</p>	CE
2B.	<p>To enhance enrollment orientation by producing a “Literacy” Welcome Package” for each family.</p> <p>To create text messaging program to send literacy activity prompts to parents.</p> <p>To augment in-classroom assistance for children who are awaiting the implementation of an IEP.</p> <p>To provide classroom coverage for lead teachers during IEP meetings.</p> <p>To individualize kindergarten site visits</p> <p>To provide a summer transition packet for rising PreK and kindergarten.</p>	<p>Parent education (PE)</p> <p>Resources & materials (R & M)</p>
2C.	<p>To create a SR literacy resource corner on our website</p> <p>To solicit a media sponsorship with Mundo Hispanico (to publicize enrollment & family events).</p> <p>To adopt a written transition procedure for children in care at Independence High School whose families enroll in the Parents As Teachers program, and/or when those children enroll in the</p>	<p>PE</p> <p>CE</p>

	Children's Center full-day program.	
2D.	<p>To invite a wide variety of community organizations to join the Ready By Five Advisory Board.</p> <p>To invite the North Fulton InterAgency Council (NFIC) to the CDA for a program on the birth-to-five population and early literacy.</p> <p>To add faith and civic organizations from Sandy Springs to our active partnerships</p> <p>To solicit a media sponsorship with Mundo Hispanico, to promote thoughtful coverage of current events impacting the birth-to-five population, brain development, early literacy, effective parenting and school readiness.</p> <p>To actively cultivate opportunities for public presentations on early literacy and to provide speakers to at least two new organizations each year.</p> <p>To invite the Latin American Association to appoint a representative to the Ready By Five Advisory Board.</p>	CE
2E.	<p>To add two parent training and family activity events each year, in addition to those already part of the school's activity calendar.</p> <p>To increase participation in parent training and family activity events by 5% each year.</p> <p>To improve the integration of community training and education resources with our own activities for parents.</p> <p>To connect all Striving Reader children to the Ferst Foundation's book distribution program.</p>	<p>PE</p> <p>PE</p> <p>R & M</p>
BB 3: Ongoing Formative and		

Summative Assessments		
3A.	<p>To implement the new universal screener, DP3, for all ages.</p> <p>To integrate new data into classroom activities and into discussions with parents.</p> <p>To train teachers for proficiency with new screening tools.</p> <p>To orient parents to the new screening tools, so they understand how and why they are administered.</p>	<p>R & M</p> <p>Professional learning (PL)</p> <p>PE</p>
3B.	<p>To acquire classroom supplies, manipulatives, music CDA and other educational materials that support teachers' creativity and expand their options to address specific needs.</p> <p>To acquire the updated Creative Curriculum, including bilingual literacy kits, in sufficient quantity to support active use by each classroom age group.</p> <p>To provide teacher training on using the Creative Curriculum and Teaching Strategies Gold effectively.</p>	<p>R & M</p> <p>PL</p>
3C.	<p>To achieve a three-star Quality Rating</p> <p>To provide technical assistance and support to the childcare programs at the Fulton County alternative high schools aimed at raising program quality.</p>	<p>PL</p>
3D	<p>To acquire more and diverse resources to support teachers' creativity and flexibility to address individual children's needs as identified.</p>	<p>R & M</p>
BB 4: Best Practices in Literacy Instruction		

4A.	<p>To provide GELDS training for all teachers, including Independence and McClarin High School childcare staff.</p> <p>To provide sufficient classroom coaching and mentoring to ensure that actual instruction aligns with standards and best practice. To engage outside technical assistance to augment what in-house staff can accomplish.</p> <p>To reference standards explicitly in lesson plans, and to focus on a single, specific objective to be addressed by a particular activity.</p>	PL
4B.	<p>To purchase the updated Creative Curriculum including the bilingual component, and the video clip addenda.</p> <p>To initiate monthly age-team meetings foster peer-to-peer support, provide opportunities for role playing, and for regular feedback from supervisors regarding the quality of lesson plans and instruction.</p>	R & M PL
4C.	<p>To increase communications with parents to enhance the quality of child-centered information that is shared; this will result in more child interest-centered play in the classroom and at home.</p> <p>To assist Independence & McClarin childcare classrooms to create activity centers, to equip them appropriately and attractively for the children, and to design lesson plans that offer children choice</p>	PE R & M
BB 5: System of Tiered Intervention		
5A.	To provide more training on Teaching Strategies Gold expressly aimed at integration of developmental data into classroom teaching and lesson plans.	PL
BB 6: Professional Learning and Resources		
6A.	To identify professional learning needs for people that impact	PL

	<p>literacy development in the birth-to-five population.</p> <p>To provide at least one community-wide training on literacy development each year.</p> <p>To invite community partners to participate in two in-service trainings each year.</p> <p>To speak to at least two community organizations each year to raise awareness and teach skills relating to literacy.</p>	CE
6B.	<p>To use self-reporting and direct observations to identify professional learning needs.</p> <p>To include the Board of Directors and organization management in in-service training, so the understanding of early literacy permeates governance and strategic planning.</p>	<p>PL</p> <p>CE & L</p>

Time	Activity
8:00-8:20	Breakfast
8:20-8:35	Transition
8:35-8:55	Circle
8:55-9:15	Small Group
9:15-9:25	Music/Movement
9:25-9:30	Transition
9:30-10:20	Outdoors
10:20-10:25	Clean up
10:25-10:30	Choose Centers
10:30-11:30	Centers
11:30-11:40	Transition
11:40-11:50	Story time
11:50-12:00	Transition
12:00-12:25	Lunch
12:25-12:35	Transition
12:35-12:45	Story time
12:45-1:45	Rest Time
1:45-1:55	Quiet Activity
1:55-2:05	Snack
2:05-2:20	Large Group Literacy (Phonological Awareness)
2:20-2:40	Centers
2:40-2:50	Clean up
2:50-3:00	Closing Activity/Recall/Music with Movement
3:00	Dismissal
7:00-7:45	Greetings/Centers
7:45-8:00	Transition
8:00-8:30	Breakfast
8:30-8:40	Transition
8:40-8:50	Music/Movement
8:50-8:55	Transition
8:55-9:55	Centers
9:55-10:05	Transition
10:05-10:20	Circle
10:20-10:25	Transition
10:25-10:45	Small Group
10:45-11:00	Transition
11:00-11:10	Nature Walk

Class Schedules

PreK 4B

Preschool 3A

11:10-11:50	Outside/Centers
11:50-12:00	Transition
12:00-12:25	Lunch
12:25-12:35	Transition
12:35-12:45	Story Time/Listening Activity
12:45-2:45	Nap/Quiet Time
2:45-3:00	Transition
3:00-3:15	Snack
3:15-3:35	Music/Movement
3:35-3:40	Transition
3:40-3:50	Story Time
3:50-4:00	Transition
4:00-4:55	Outside/Centers
4:55-5:05	Transition
5:05-5:50	Centers
5:50-6:00	Transition to Home

*Centers equals: Fine Motor, Art, Music, Blocks, Sand/Water, Dramatic Play, Science, and Math

Toddlers 2A

7:00-7:50	Greetings
7:50-8:00	Transition
8:00-8:30	Breakfast
8:30-8:45	Transition
8:45-9:30	Centers
9:30-9:40	Transition
9:40-9:50	Circle
9:50-10:00	Transition
10:00-10:45	Outdoors
10:45-11:00	Transition
11:00-11:10	Story Time
11:10-11:30	Small Group/Centers
11:30-11:40	Transition
11:40-11:50	Music/Movement

11:50-12:00	Transition
12:00-12:20	Lunch
12:20-12:30	Transition
12:30-2:30	Nap/Quiet Time
2:30-2:50	Transition
2:50-3:00	Snack
3:00-3:10	Transition
3:10-3:55	Outdoors
3:55-4:15	Transition
4:15-4:25	Story Time
4:25-4:35	Music/Movement
4:35-4:50	Transition
4:50-6:00	Centers/Dismissal

Toddlers 1A

7:00-7:50	Greetings
7:50-8:00	Transition
8:00-8:30	Breakfast
8:30-8:45	Transition
8:45-9:45	Centers
9:45-9:50	Transition
9:50-10:00	Circle
10:00-10:10	Music/Movement
10:10-10:15	Transition
10:15-10:25	Small Groups
10:25-10:35	Transition
10:35-11:25	Outdoors
11:25-11:35	Transition
11:35-11:50	Diaper changing
11:50-12:00	Story Time
12:00-12:25	Lunch
12:25-12:35	Transition
12:35-2:35	Nap/Quiet Time
2:35-3:00	Transition

3:00-3:20	Snack
3:20-3:30	Transition
3:30-4:15	Outdoors
4:15-4:30	Transition
4:30-4:40	Music/Movement
4:40-4:50	Story Time
4:50-5:00	Transition
5:00-5:50	Centers
5:50-6:00	Transition to Home

Our classroom schedule is the same for Tier 1, Tier 2 and Tier 3 children. Teachers are individualizing instruction and attention to each child in the normal course of the school day. Tiered instruction will not be evident from the classroom schedule, but it is occurring throughout the day. For example, small groups may be organized by developmental level. The teacher may use center time to work one-on-one with a student and depending on the student’s needs, he/she may bring out different, developmentally appropriate materials from the classroom closet to suit the child’s interest and abilities. Resource persons like our pro bono occupational therapist and/or other therapists provided by Babies Can’t Wait may come into the classroom to assist a specific child during small groups or center time. Teachers may ask our Early Literacy Coach and our Family Advocate (who handles assessments and special needs referrals) to come into the classroom to try new approaches with a child and to help the teacher design new strategies to meet a child’s special needs.

Note to the Reviewer:

1. Because our children are ages one to five, everything we do is aimed at language acquisition and early literacy skills. We do not have “literacy instruction” per se. Our classrooms are comprised of ten centers—blocks, manipulatives, reading, art, dramatic play, water/sand, music, computer, listening center and science. One center is focused on reading but ALL centers promote early literacy. We are very intentional about infusing early literacy learning and skills into everything the children do. Our curriculum fosters this all-encompassing approach to early literacy and we have a full-time Early Literacy Coach who trains, consults with, and mentors teachers on innovative and creative ways to accomplish this.

**Child Development Association
Assessment/Data Analysis Plan**

Different types of screenings and Assessments are given to children ages one to four years at the CDA. The table below identifies the assessments and screeners that are currently in place.

Current Early Learning Assessment and Screening Protocols

Assessment	Type	Who	When Administered	Who Administers	How Assessments are Accomplished
Ages and Stages Questionnaire (ASQ)	Screener	Toddlers, Preschool & PreK	Sept or within 60 days of enrollment	Teachers	Pullout session approximately 15-20 minutes
Teaching Strategies Gold	Assessment	Toddlers and Preschool	On-going	Teachers	Direct daily observation recoding and work sampling
Work Sampling Observational Assessment (WSO)	Assessment	Pre-K	On-going	Pre-K Teachers	Direct daily observation recoding and work sampling
ITERS/ECERS	Evaluation Tools	Toddlers, Preschool and Pre-K	Ongoing	QCC TA, Center Director and Literacy Coach	Direct observation and scoring

Analysis of the assessments and screeners occur at the CDA offered by the professionals listed. All children are screened with the ASQ within 60 days of enrollment. This data is analyzed by the staff and is shared with parents during a follow up meeting or at the fall/winter parent-teacher conference. During the parent-teacher conference, the parents receive a report on their child’s progress with specific observations that reflect the findings. The teacher also suggests activities and tips for parents to practice with their children at home.

Every teacher uses this data as a tool for planning in order to foster the child’s continued development and mastering of skills and abilities. And using this data, teachers regularly present lists of resources and materials needed for their classroom activities, which are purchased by the Center Director.

The assessments for toddlers and preschoolers are conducted three times per year in the fall, winter, and spring. The assessments for Pre-K occur two times per year in the winter and spring. The data is analyzed and used to make adjustment to lesson planning and literacy instruction. The data helps teachers plan appropriately to meet the literacy needs of diverse learners (we have a high percentage of dual language learners).

The ITERS/ECERS contains inclusive, culturally sensitive indicators for many items, focusing on interactions, curriculum, health and safety and staff. The data is helping us to increase the quality of our program and make the performance stronger in several aspects. Data analysis and

application toward teaching improvements are especially useful in the orientation of new teachers.

We propose to add three new screening and assessment tools, to achieve even greater intentionality in the application of assessment data to literacy instruction. We are interested in comparing the results and efficacy of the DP-3 to the ASQ, which has certain deficiencies. Based on our experience, we may discontinue the ASQ.

The results of all screenings are presented to, and discussed with, parents at parent-teacher conferences twice annually: November and December (Toddlers/Preschool and PreK respectively) and in May for all students.

New Assessment and Screening Protocols to be Added

Assessment	Type	Who	When Administered	Who Administers	How Assessments are Accomplished
DP-3	Assessment	Toddlers, Preschool, & Pre	Sept or within 60 days of enrollment	Teachers	Pullout session approximately 15-20 minutes
PPVT-4	Assessment	Preschool PreK	Sept & May Aug & Mar	Early Literacy Coach, Teacher or Other (depending on flexibility of classroom schedule)	Pullout session approximately 15-20 minutes
PALS PreK	Screening	PreK	Aug & Apr	Early Literacy Coach, Teacher or Other (depending on flexibility of classroom schedule)	Pullout session approximately 15-20 minutes

Professional Learning Needs	Who	Relevance
Orientation and training on the Developmental Profile 3 (DP-3) as it will be incorporated in our program	All teachers	Teachers learn to evaluate the children in five areas of development and to interpret the scores.
Training on assessments	All teachers	Teachers better understand the assessment tools to be more proactive on observations, to examine children's progress more closely, and to project

		developmental goals more proficiently
Collaborative work sessions by age groups (for analyzing data, share instructional strategies, develop lesson plans and reflect on best practices)	All teachers	Teachers have protected learning time to analyze data and work on goals.

**Child Development Association
Resources, Strategies and Materials**

The CDA Literacy Team developed resources, strategies, and materials needed to support the Literacy Plan based upon the Needs Assessment, Concerns & Root Cause Analysis, and Analysis of Student and Teacher Data. This list will be refined over the course of the grant as guided by the Birth-to-Five Advisory Board.

Instructional Resources and Materials Needed	Strategies Needed to Support Children Success	Literacy Needs Addressed in Literacy Plan	Funding Sources
Professional learning supplies and resources: such as trainers, handbooks, manuals, and brochures	Professional learning in early literacy development Brochures to be distributed in community	Professional learning for teachers, administrators, volunteers and parents	SR Goizueta Foundation; combination of CDA and community resources
Books	Put 50 new books in each classroom at all locations	Increase access to literacy materials	SR; Book Fair fundraiser
Literacy Packs (containing books and correlated literacy activities)	Put 66 literacy packs in circulation to send home with children every other week; regular replacement of lost items	Increase access to literacy materials	SR; in-kind contributions from civic orgs
Listening Centers	Install listening centers for Kids Express (KE) & Fulton County (FC) locations; upgrade headphones at the Children's Center (CC).	Increase access to literacy materials	SR
Books, educational videos and resources	Provide a parent literacy resource room at the CC.	Increase access to literacy materials	SR; in-kind contributions from civic orgs
Projector	Have a projector available at the CC	Use technology to implement standards-based literacy instruction	SR
Laptops; multi-media games	Supply each classroom a laptop and age-appropriate educational games (include KE and Fulton)	Use technology to implement standards-based literacy instruction	SR; grant from local Rotary & Woman's Clubs
Research-based curriculum with the	Purchase the new Creative Curriculum	Provide quality literacy instruction	SR

early literacy component	and all its resources including the bilingual version and the video clip library		
Enrichment experiences	Provide educational experiences to all children- puppeteers, storytellers, magicians, etc	Increase opportunity for children to develop early literacy skills	SR; pro bono talent & performance contributions
Assessment tools and subscriptions	Continue Teaching Strategies Gold, WSO, and ASQ assessment tools and add DP3	Use assessment tools to individualize lessons	SR; Goizueta Foundation

Activities that support literacy intervention:

- Develop a strategy to use summative data to project better outcomes for the new school year
- Professional learning for staff, parents, and volunteers on research-based interventions
- Access to books and other literacy resources

Shared resources available at the Children’s Center:

- Books
- Classroom centers supplies
- Brain Pop Jr. (Pre-K)
- Theme boxes with props to support the curriculum
- Playground toys
- Computers

Resources and materials available in the school library and resource room:

- Books (large and small)
- Games to develop early literacy skills
- Educational videos

Activities that support classroom practices:

- Collaborative teacher meetings
- Ongoing professional learning in formal and informal sessions and also available online courses.
- Activities generated by the Assessment program to address the needs of the children

Current resources for each classroom:

- Dramatic play accessories (kitchen, stove, refrigerator, table, chairs, dress-up, wardrobe, dishes, etc.)
- Sensory table
- Blocks
- Manipulatives
- Big books

- Puppets
- Writing Center with materials (Preschool and Pre-K classrooms only)
- Art supplies
- Block center accessories (trucks, wooden people, wooden signs, cars, etc.)

Strategies to support student success are included in the resources table above. The alignment of the Striving Reader Comprehensive Literacy grant and other sources of funding are also found in the table above.

Integration of technology into instruction is essential to learning for students of all ages in the 21st century. Technology purchases will enhance instruction by increasing the variety of formats for learning, giving teachers greater flexibility to tailor their approach to each child. Grant-funded technology will be embedded in instructional practices in the classroom. Pre-K teachers are using a laptop to engage children in educational sources that focus on alphabet recognition and phonologic and phonemic awareness. Currently, our preschool teachers are utilizing a tablet for professional development goals, however with new laptops for those classes, we will be able to utilize our current tablets for Pre-k children to individually engage in educational apps that focus on these literacy skills. Teachers will use also a projector to engage children in whole group or small group instruction through Brain Pop, short videos to enhance music/movement as well as extending their learning in circle time with theme-based video clips.

Child Development Association Professional Learning Strategies Identified

All lead and assistant teachers and floaters participate in at least 18 hours of professional learning each year geared specifically for early childhood education, and which is approved by Bright from the Start. **All new hires receive.....**

On-going training is tailored to current program needs, teachers' strengths and weaknesses, best practices and new standards, etc. The table below provides examples of professional learning in which our teachers have engaged within the past year.

TOPIC	% of Teachers Trained
Leadership	85%
Strengthening Families	100%
Transitions	85%
Inclusion	100%
Dual Language	100%
ITERS/ECERS	100%
Cultural Competence	100%
The Assessment Puzzle	100%
GELDS	25%
Child Abuse	46%
The Nurturing Teacher (how to give without burning out)	100%
Communicating Effectively with Parents	28%
Health and Safety	46%
Hygiene	46%

In addition, five teachers attended GAYC training in October and February, which included intentional teaching through observation, transitions and successful family involvement. And two teachers attend the 2013 NAEYC national conference.

The CDA accomplishes professional learning in a variety of ways, all of which are approved by Bright from the Start. A substantial amount of training is in person, and we take advantage of partners like Quality Care for Children who offer excellent training resources. We also subscribe to online training through the Child Care Education Institute <https://www.cceifame.com/>, which offers an infinite variety of trainings that are readily accessible to every teacher.

Professional Learning Need	Audience	Direct Tie to Literacy Instruction	Funding Source	Evaluation
Interpretation of ASQ scores	All teachers	Ability to interpret student data so that it	Provided in-house	Analysis of screening results;

		can be used to inform and differentiate instruction.		Follow-up meetings with teachers by age-level (quality of discussion; ability role-play desired behaviors)
Alignment of curriculum and lesson plans with GELDS; effective utilization of the Creative Curriculum & Teaching Strategies Gold	All teachers	Increased familiarity with the standards; enhanced learning regarding instructional strategies; increased breadth and depth of lesson plans; improved alignment of lesson plans with standards	Striving Reader (SR)	*Classroom observations; **revision of lesson plans
Birth-to-five development; early literacy development focusing on oral language, comprehension and vocabulary during book reading, phonological awareness, alphabet principles, book concept and emergent writing.	Teachers, administrators, volunteers, caregivers	Enhanced quality of instruction to foster literacy in the birth-to-five population	SR	*Classroom observations; assessment results; follow-up meetings with teachers by age-level (quality of discussion; ability role-play desired
Developmental assessments: how & why they are administered; differentiation of assessment tools; integration of data into classroom teaching; how they strengthen the overall education program	All teachers	Improved understanding of assessment tools; increased confidence in making observations, and rating children's progress; enhanced analysis of assessment data and ability to project	SR	Assessment results; **revision of lesson plans

		reasonable developmental goals		
Teachers will be trained on the Developmental Profile 3 (DP-3) as it will be incorporated in our program	All teachers	Appropriate and effective use of the new screening tools; successful screening of children in the five developmental areas; accurate interpretation of scores; effective use of the data	SR	Assessment results
Orientation to birth-to-five development for non-teachers	Parents, volunteers, community partners	Increase parents' and others' knowledge of birth-to-five development; raise awareness of the early development of language and literacy; and strategies to help children master developmental milestones.	SR; EZ Agape Foundation	Sign-in sheets; pre- and post surveys
Orientation to developmental assessments	Parents, volunteers, community partners	Increase parents' and others' understanding of the how and why of developmental assessments; raise awareness of the value of assessment data	EZ Agape Foundation	Sign-in sheets; pre- and post surveys

*Classroom observations: For approximately six weeks following training, the Center Director and Early Literacy Coach make frequent direct observations of teacher behavior and performance. They provide supplemental coaching to assist teachers integrating new learning into classroom practice. They may provide real-time suggestions for new behaviors and may conduct demonstrations of desired teaching practices –whatever is necessary for the teacher to implement a new approach that he/she has learned in training. If necessary, the teacher will be asked to repeat the training or to take additional training.

** Revision of lesson plans: The Early Literacy Coach reviews weekly lesson plans. She evaluates how well new concepts are being incorporated into lesson plans and provides additional coaching, ideas for activities, recommendations for small groups, and so forth as needed, until the teacher has fully integrated the new training.

Child Development Association Sustainability Plan

Early literacy is already a primary educational focus of the CDA. Our slogan is “Great Starts Toward Bright Futures” and our mission is school readiness for low-income youngsters. Early literacy is at the core of everything we do. The Striving Reader (SR) grant will enable us to reach higher and move faster than we could accomplish on our own. Striving Readers will enable us to reach three new populations: the children and families of Kids Express, Parents As Teachers, and two Fulton County alternative high schools. The grant will take us to a new level from which we will continue to grow.

The professional learning accomplished under SR will be leveraged and the impact will be sustained. Our experience is that professional development and training have long-lasting effects as teachers experience success in the classroom and gain personal confidence. Then, the positive effects ripple outward as skills are role modeled to new, less experienced personnel. Teacher training also fosters collaboration and peer-to-peer learning, so the benefits of training are amplified.

The CDA has a long-standing commitment to professional development, which will continue beyond the life of the SR grant under the direction of the Center Director, with guidance from the Early Literacy Coach. New hires will continue to be oriented to early literacy standards and instruction, to assessments and literacy technology. New hires will receive training on each assessment that they are expected to implement, interpret and utilize based on the ages of their students. Early literacy training will always be integral to each teacher’s professional development plan. The Goizueta Foundation is deeply committed to professional development and is likely to be a source of continued funding (they have supported us for more than a decade.)

The CDA has a rich history of productive collaboration with community and civic organizations, educational and child advocacy organizations, government agencies and others. The SR grant will spark a coalition with the express purpose of promoting early literacy, and get the ball rolling. The coalition will make measurable progress, but the need is great and goals will be set that extend beyond the grant period. The Literacy Team will continue to meet.

The Board of Directors Technology Committee (with our technology consultant) will annually evaluate technology purchased through SR to ensure that it is up-to-date and functional. The Center Director will work with the Tech Committee to stay abreast of technology needs. We will seek future technology funding from the Extra Wish Fund (Community Foundation for Greater Atlanta), Roswell United Methodist Church Foundation, and the Rotary Club of Alpharetta.

SR will provide early literacy resources and materials that must be updated and replaced over time. The CDA has several civic and faith partners for whom purchases of equipment, supplies, and books are the right scale for support. Modestly-sized, tangible purchases appeal to a number of our sponsors—e.g. the Alpharetta Rotary Club and the Roswell United Methodist Church Foundation have given us grants for computers, software, and equipment.

During the life of the grant, the CDA will continue to cultivate new community partners with a focus on early literacy. Virtually every speaking engagement by the CDA hammers home the importance of early language and literacy and conveys a strong call-to-action for potential financial and in-kind donors.

Child Development Association Budget Summary

The CDA requests \$361,392 to fund our Striving Reader Early Literacy initiative. The five-year budget contains approximately:

- \$20,000 for enhanced technology
- \$102,270 for professional learning and teacher training
- \$16,000 for parent education
- \$141,830 for literacy materials
- \$15,900 for curriculum materials
- \$25,000 for assessment materials
- \$42,500 for enrichment activities

This budget will serve approximately 180 children in the Children’s Center, 15 in the Parents As Teachers Program, 100 in Kids Express, and 20 in Independence and McClarin High School childcare classrooms (roughly 15 classrooms with 40 teachers total.)

Resources	Estimated Cost Per Unit	Total Estimated Cost
13 Laptops for teachers	\$1,000 x 13 (including 9 classrooms, KE and Fulton)	\$15,000
20 Games	\$30x 20	\$600
1 projector for Center	\$500	\$500
Resources to enrich Curriculum Centers	\$2000 per class for 9 classes/per year	\$90,000
4 Listening Centers and Headphones	\$600 x 4	\$2,400
Books for Parent Resource Room	\$15 per book X 400 books	\$6,000
Books for Classrooms	\$15 per book x 50 books x 13 per year	\$48,750
Literacy Packs	\$ 66 x 30 and replacement items	\$2,480
Creative Curriculum for Infants, Toddlers and Twos with Daily Resources	\$1,149 x 3	\$3,447
Creative Curriculum for Preschool	\$2,149 x 3	\$6,447
Creative Curriculum for Preschool (Bilingual)	\$2,999 x 2	\$5,998
Field Trips on-site	\$450 x 10 per year (center)	\$22,500
Field Trips for Pre-K	\$1,000 x 4 per year	\$20,000
Yearly Professional Learning on Curriculum/GELDS	\$1000 (substitutes/trainer) x two trainings each year	\$10,000
Yearly Professional Learning in Early Literacy Development	\$1000 (substitutes/trainer)	\$5000
Professional Learning- Teacher	\$200 a day for 4 substitutes to	\$72,000

Work Session (age group)	meet w/ each age group twice a month	
Yearly Professional Learning on Assessment	\$1000 (substitutes/trainer)	\$5,000
Trainer Vision Video Clip Library	\$275	\$275
Teaching Strategies Gold Yearly Subscription	\$1000 a year	\$5000
ASQ/ DP3/PPVT/PALS	\$5000 a year	\$25,000
CCEI Online	\$999 a year	\$4,995
Professional Brochures	\$1000 a year	\$5,000
Bi-annual Professional Learning for Parents	\$1000 a year	\$5,000
Total:		\$361,392