

**2024-2025****PUGET SOUND TAXPAYER ACCOUNTABILITY ACCOUNT****ANNUAL REPORT**

School District	Edmonds School District
Interlocal Agreement Number	EL-21-80-01-290
Allocation 2024-2025	\$632,819.34
Reallocated Unspent Funds from 2023-2024	159,302.13
Total 2024-2025 Allocation	792,121.47
Admin Designation (maximum 10%)	79,212.14
Direct Service Designation (maximum 90% after admin)	356,454.67
Early Learning Designation (minimum 10% after admin)	356,454.66
Spent through August 2025	\$706,774.62

FUNDS DESIGNATED FOR SCHOOL DISTRICT SERVICES**Proposed Use of Funds (Brief Summary)****Early Learning Family Resource Advocate**

Edmonds School District will continue to use funds to supply salaries and benefits for the Early Learning Family Resource Advocate (FRA) position. The FRA will provide families with support in navigating both the school system and outside systems to support their students' learning outcomes. The FRA works with both program staff and the Family Engagement team to implement parent education, family engagement events, and parent participation on building and district committees that build family stability and an understanding of learning outcomes for their students in a culturally responsive way. Our Family Engagement team is part of the Equity and Student Success team and lead with an equity lens.

Early Learning Counselor

Edmonds School District will use PSTAA funding to hire an Early Learning Counselor to serve students in Edmonds School District's Inclusive Preschool Program. The Early Learning Counselor will supply comprehensive counseling services to students. The counselor will provide whole group and small group facilitation of lessons to support the social emotional needs of students and will also provide individual counseling and more intensive individual support for students experiencing family change and/or trauma. The counselor will work as part of the larger family/student support team in Edmonds Preschool. This team consists of the FRA, ECEAP Family Support Specialists, school psychologists, and now an Early Learning Counselor upon hire.



Early Learning Coordinator

Edmonds School District will use PSTAA funding to supply a portion of salaries and benefits for a new position, Early Learning Coordinator. This position provides project management level support for the district's early learning programs including developmental preschool, tuition-based preschool and ECEAP.

Identify any modifications that occurred during implementation.

Edmonds School District amended the 2024-2025 ILA and used PSTAA funding to supply a part of salaries and benefits for a new Early Learning Coordinator position. This position provides project management level support for the district's early learning programs including developmental preschool and ECEAP.

Share your progress including outcomes achievement to date.

Early Learning Family Resource Advocate (FRA) Annual Update

In the 2024-25 school year, the FRA has had 154 families on her caseload so far. Thirty-three of these families are part of the McKinney Vento program and are receiving intensive case management. Forty-three of these families' native languages are not English and translation services are provided. Twenty-nine families were provided with rental and/or utility aid. Seventy families experienced food insecurity and accessed either the school district's monthly pop-up food pantries, weekend meal delivery kits, or veggie vouchers. Fifty-seven families requested assistance for clothing, which was fulfilled through our partnerships with Kidvantage or Clothes for Kids. The FRA applied for the community access program at the Seattle Aquarium and received 700 tickets to be distributed to our ECEAP families.

A few highlights this year were collaboration with teachers and staff to ensure our students' needs were met inside and outside of the classroom. Teachers provided many referrals for various reasons including but not limited to, attendance, clothing needs, food insecurity, and housing instability. Collaborating closely with teachers and staff increased the number of families on the FRA caseload, ensuring that students who need extra support receive it.

Another positive change this year was implementing a monthly family event, as well as a monthly parent education night. The goal of having both events each month is to increase family engagement not just with the school, but with other families. Our monthly family events have created opportunities for families to connect with other families who share the same teacher, as well as meet other families who are in different programs. The parent education nights were a need that parents expressed. Topics were chosen by parents, through an interest survey, and ranged from health and wellness, mental health, parenting classes (positive discipline) to food and nutrition.



Early Learning Counseling and Multi-Tiered System Support Services

We continue to strengthen our multi-tiered system of support, ensuring all students have access to the social-emotional resources they need to thrive.

A principal component of our approach is the **Student Support Team (SST)**, a multidisciplinary group that includes the Program Director, School Counselor, Lead Teacher, Special Education Teacher, and, when needed, Family Support Specialist. The SST used a collaborative, data-informed process to assess developmental appropriateness and referred students for Child Find evaluations when necessary. Edmond School District's Counseling Program is structured across three tiers of support listed below.

Tier 1-Universal Supports

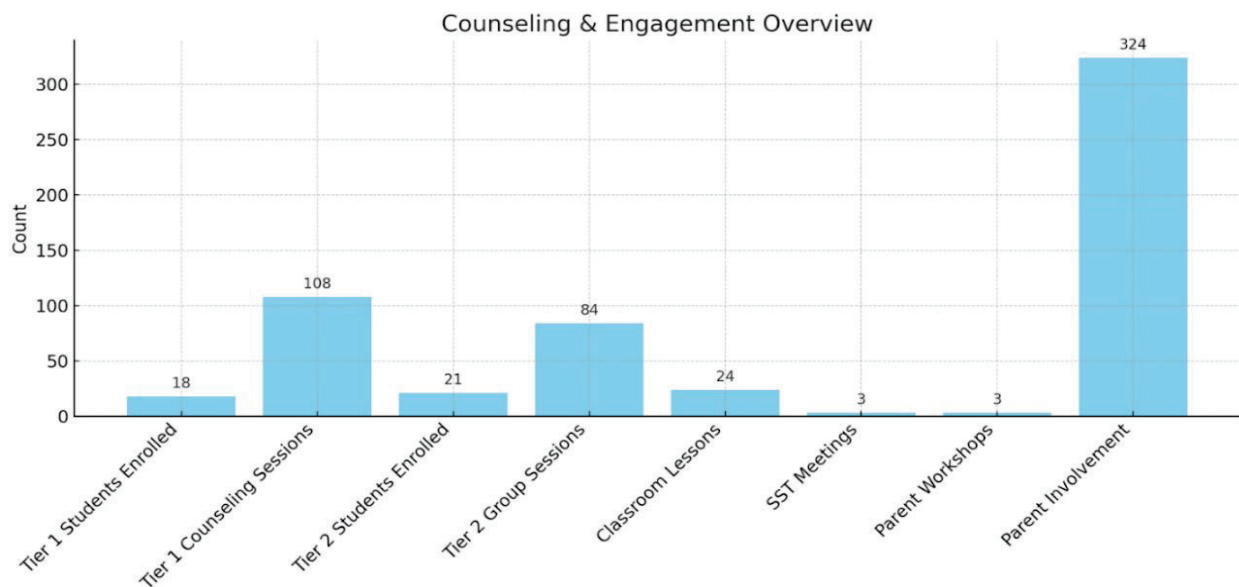
- Monthly Social-Emotional Learning (SEL) lessons delivered in classrooms using the school's chosen curricula: *Second Step* and *Conscious Discipline*.
- The School Counselor collaborates with classroom teachers to ensure consistent, proactive SEL instruction.
- Short-term counseling and parent collaboration focused on implementing SEL strategies at home.

Tier 2-Targeted Supports

- Small group counseling sessions for students identified as needing added support.
- Topics include emotion regulation, peer relationships, and critical thinking skills.

Tier 3-Intensive Supports

- Individualized SEL support based on student needs.
- Referrals made for further evaluation and intervention services when needed.





Counseling Services Overview

• Total Students Enrolled in Tier 1 Short term Counseling	18
• Total Tier 1 Individual Counseling Session	108
• Total Students enrolled in Tier 2 Groups	21
• Total Tier 2 Group Counseling Sessions	84
• Classroom Lessons	24
• Student Support Teams	3
• Parent Workshops	3
• Parent Involvement/Collaboration	324

In addition, the School Counselor leads Parent and Caregiver (PAC) Workshops aligned with the *Pyramid Model Consortium*, equipping families with evidence-based tools to support their children's emotional and behavioral development at home.

Together, these services form a responsive and comprehensive framework to foster student well-being and success.

Early Learning Coordinator

The Edmonds School District hired a part-time Early Learning Coordinator in September. As a newly established position and role. Below are some of the responsibilities and successes this year.

Supporting and training new Family Support Specialists (FSS) regarding ECEAP standards and regulations.

- Helping all the family support specialists with timelines in documentation and making sure mandatory training from Snohomish County ECEAP are completed along with the 20 hours of needed training.
- Recruiting and filling caseloads for the current and next school year.
- Supporting FSS with families in the office, paperwork, translation as needed and collecting supporting documents.
- Maintaining numbers for tuition base families through recruitment. We have averaged around one hundred tuition base families.
- Leading tours of our sites and providing information about our program.
- Collaborating with teachers and coordinating any specific classroom needs they may have in terms of materials and supplies.
- Building relationships between family support and teachers during the enrollment process and classroom assignment as needed.
- Leading implementation of tooth brushing practices into the classrooms.
- Collaborating closely with community providers and evaluation teams in recruitment of children for our inclusive program.
- Assisting AECC/Preschool office staff with support for children, families and teachers as needed.



- Supporting and collaborating with satellite sites as needed.
- Working closely with the school director to support all children, families, and staff.

This position has proven invaluable to the success and expansion of Edmonds School District Inclusive Preschool Program. It is essential for this program to have integrity, flexibility, adaptability, and optimism. Edmonds Inclusive Preschool filled one hundred percent of the ECEAP slots during the 2024-2025 school year and is on track to meet or exceed the Department of Children, Youth, and Families (DCYF) target of 70% program enrollment for the 2025-2026 school year by June 30, 2025.

What challenges have you encountered?

An area of improvement to focus on in the coming years is increasing family engagement from our underrepresented families. These include but are not limited to ESD's' families of color, families whose second language is English, families with single parents, and families with transportation barriers. We noticed there was an underrepresentation at events from these families in our community and we hope to improve that by more thoughtful outreach, creating a welcoming environment, and fostering family and community connections.

FUNDS DESIGNATED FOR EARLY LEARNING PROVIDERS

Early Learning Provider: Latino Educational Training Institute (LETI)

Proposed Use of Funds (Brief Summary)

Funds requested will be utilized to implement the "Child Care Circles" (Triple C) program in the 2024-2025 school year. The program will recruit a cohort of **16-18 Latino mothers** who need pre-k childcare services. The Triple C concept will have four goals:

The project will:

1. Provide the mothers with proper early-childcare training for them to provide consistent service and care for the children under their care;
2. Create a quarterly rotation system so the mothers can share in the child care of their children;
3. Provide time and opportunities for the mothers to attend courses, complete assignments or projects assigned to them, or work to increase their earning potential; and
4. Design a replicable model for others to implement.

Families receiving benefit of these services live within the RTA of Snohomish County.

Share their progress including outcomes achievement to date.

For the 2024-2025 Triple C Cohort, there were six mothers in the morning session and fifteen in the evening sessions. A total of thirty children took part. Eighteen of the children



were under the age of four with two enrolled in Early Head Start, five enrolled in ECEAP, and three enrolled in ChildStrive.

**See 2024-2025 LETI Update attachment*

Early Learning Provider: Foundations for the Edmonds School District (FESD)

Proposed Use of Funds (Brief Summary)

Funds requested will be used to support an early learning project geared toward in-home childcare providers to offer curricula and professional development training and increase kindergarten readiness with an emphasis on math for preschool children aged three to five in South Snohomish County. The District will host events for community providers to encourage participation in the project, provide program activities and program supplies, curriculum kits focused on STEM, physical skills in fine and gross motor areas, creative play, language and literacy, and materials for a calming center for developing emotional regulation, to in-home providers

Share their progress including outcomes achievement to date.

Since May, the Foundation has provided 30-minute early learning sessions at summer camps, as noted in the original report. We have also had staff turnover, our Latina Program Lead, and Program Manager, have left their respective positions. We have hired and onboarded an Early Learning Program Manager, who is actively working to find and connect with new child care providers who have recently opened. The new Program Manager is also connecting with past and current participating providers to distribute kits with instructions that align with all six kindergarten readiness areas and is creating a yearlong STARS Training schedule. The training schedule is also aligned with these six key areas and timing the distribution of our kits to coincide with applicable training.

**The 2024-2025 FESD Update attachment.*

Share successes and challenges designating funding to community-based early learning providers.

For more information see:

**The 2024-2025 LETI Update attachment.*

**The 2024-2025 FESD Update attachment.*

Early Learning Outcomes Report 2024-25

Outcomes August–January

Since our last report, we streamlined our outreach efforts to identify and contact new providers in Snohomish County, expanding from our initial focus on the Edmonds School District boundaries. We revisited our original list of 140+ providers—provided by the Edmonds School District—to reconnect with those not yet enrolled in our program. As a result, we have increased our provider count from 25 last year to 65 this year. Our refined outreach strategy—consisting of cold calls, scheduled follow-ups, and the launch of an e-newsletter—has created more opportunities for engagement with both current and prospective providers.

Additionally, through outreach to local church communities affiliated with our Nourishing Network program, we aimed to identify families providing child care at home who could benefit from our services. To further extend our reach, we implemented a referral incentive, offering grocery gift cards to providers who refer others to our program.

Outcomes January–May

STARS Trainings & Curriculum Resources (Early Learning Kits)

This year, we tailored our STARS trainings to function as joint sessions covering six areas of learning: gross motor, fine motor, communication, literacy & language, mathematics, STEM, cognitive, and social-emotional development. Trainings on STEM, math, literacy, gross motor development, and lesson planning were implemented and will continue to rotate through each topic. Additionally, we purchased and distributed early learning kits featuring STEM and literacy activities to enrich providers' curriculum following their training.

Community Events

Early Learning Fair

The Foundation hosted a Spring Early Learning Fair focused on Kindergarten Readiness, aligned with district guidelines. A total of 130 families registered, with 70 attending the event. Nine local early childhood organizations participated, offering services and resources to both families and providers to support children's development and preparation for key milestones.



The event aimed to foster a sense of community between families and providers, educate parents on how to engage in their children's education, and provide a supportive, fun, and educational experience for all.

One parent shared, *"I'm so happy the Foundation continued the opportunity for parents to understand kindergarten readiness."*

A provider also expressed appreciation, stating, *"Thank you so much for having this event. I am happy to learn more ways to better care for my children."*

Other Community Events Include:

- Back to School Resource Fair, Edmonds School District, Lynnwood
- Fair on 44th, City of Lynnwood, Lynnwood
- Foundation for Edmonds School District, Monster Mad Dash 5k, Mountlake Terrace
- Foundation for Edmonds School District, Annual Breakfast Event
- El Dia de Nino, Meadowdale Community Church, Lynnwood

Summer Curriculum

Summer Camps and Meals is a component of the FESD's Nourishing Network program. This eight-week summer camp provides enrichment activities and free lunches for children ages 0–18.

The Early Learning Program Team will implement a Summer Meals lesson plan consisting of 30-minute activities incorporating both Zeno Math and agricultural education. These activities are designed to keep children engaged while teaching them the value of mathematics and agricultural knowledge: helping them to; understand where food comes from (e.g., apples grow on trees), recognize colors, and learn about healthy eating. Each week, staff visited campsites and led an hour of fun and educational math games and activities.

Partnerships: Snohomish County Early Learning Coalition

This year, we partnered with the Snohomish Early Learning Coalition and Leadership Council to better advocate for our providers and exchange ideas on how different regions are supporting early childhood education. Through this collaboration, we've been able to share valuable information that benefits both organizations and providers in helping them thrive.



Program Expansion: Spanish Support

A significant portion of Latino students in our district are enrolling in kindergarten underprepared. According to the Washington Office of Superintendent of Public Instruction (OSPI), only 38.9% of Latino students in the Edmonds School District meet all six domains of kindergarten readiness—second only to Native Hawaiian/Other Pacific Islander students at 28.6%.

To address this gap, we hired Melissa Lim, a part-time Latina Program Lead, to implement culturally and linguistically relevant programming. Melissa has begun to:

- meet with area Latino pastors
- conduct outreach to Latino childcare providers
- participate in the May STARS training, facilitating with our Latina providers
- transcribe our Early Learning collateral materials into Spanish
- create lesson plans in Spanish
- attend principal's coffee/chats with Latina parents
- meet with ESD's FRA's to connect with Latino families
- meet with Sno-Isle Library to source multi-lingual books
- source and secure Latina STARS trainers to conduct trainings in Spanish/English
- write newsletter content geared toward our Latino community

Her educational background helps us build rapport and trust with daycare providers in the Latino community.

Lessons Learned: Successes and Challenges

One of our most notable successes has been building strong relationships with providers. We continue to receive positive feedback and have formed new partnerships with organizations that support and empower early learning professionals.

Challenges include meeting providers' business support needs, such as marketing assistance to increase enrollment and access to additional resources, stipends, or grants. To address this, we are connecting providers with DCYF to guide them through MERIT enrollment and mentorship opportunities, and referring them to organizations that offer these business-related services.

Triple C 2024-2025 Reporting

May 27th, 2025

1. Identify any modifications to the project plan.

Several modifications have been made to the original project plan to better accommodate the needs and realities of participating mothers, while still maintaining the program's core objectives. The recruitment plan was adjusted to split the cohort into two shifts—eight mothers in the morning and eight in the afternoon—to align with their availability and family responsibilities. Training formats were diversified: morning participants attend courses at Edmonds College, while afternoon participants receive onsite instruction in practical and accessible topics such as basic English, self-care, nail art, sewing, and training in strengthening families with young and teenage children. The program also adapted its schedule to operate in alignment with Edmonds College's academic calendar, offering consistent opportunities Monday through Thursday in both time slots. Additional modifications include hosting online classes during the winter to address weather-related barriers and fears due to current immigration policies. All this training was offered in the Triple C building, increasing participation by allowing mothers to stay near their children. New partnerships, like the one with ChildStrive to offer weekly Play and Learn sessions, and the introduction of Spanish reading classes for children and their mothers, have further expanded the program's impact. These adjustments reflect the program's responsiveness to cultural, logistical, and seasonal challenges while



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preserving its original goals of empowerment, education, and community-based childcare.

2. Share progress, including outcomes achieved to date.

To date, the Triple C program has made meaningful progress in empowering participating mothers through educational and economic opportunities. Six mothers enrolled in ESL courses at Edmonds and Everett Colleges, and two began GED programs at Edmonds College during the Spring Quarter, directly supporting their personal and academic development. Additionally, ten mothers have launched home-based work or cleaning service businesses, reflecting early success in promoting financial independence. We have also provided early childhood training by UW Bothell students. While some of the proposed goals—such as refining curriculum, standardizing early learning coordination, and aligning services across providers—are still in development, foundational work has begun through the launch of structured Activity Calendars and active partnership building with organizations like WSU's Strengthening Families and ChildStrive. These initial outcomes demonstrate progress toward the program's broader objective of creating an equity-based, whole-child educational model by equipping parents with tools for long-term success.

Currently active planning for the 2025 Summer camp, which will start on July 7th to August 7th, considering that we have a large space and we will only be in the park for two days of the week. The focus of this year's summer camp will be sustainable art, educational math programming, and cultural activities. We are working with several partners, like Childstrive.



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3. Share successes and challenges encountered.

The Triple C program has experienced both notable successes and significant challenges during its implementation. On the success side, six mothers enrolled in ESL courses and two began GED programs this spring, demonstrating strong engagement in educational opportunities. Ten mothers also initiated home-based work or cleaning services, reflecting increased financial independence. We are also pleased to report that 6 families have transitioned in the ECEAP program, 2 in Headstart, and 3 in ChildStrive.

Partnerships have expanded, including a new collaboration with ChildStrive to provide weekly Play and Learn sessions. Spanish reading classes for children and literacy support for mothers have also been introduced, reinforcing language development and cultural identity. Offering educational trainings onsite at the Triple C building has boosted participation by addressing cultural concerns around child separation. Additionally, the program adapted to winter challenges by providing online classes for mothers and children during the difficult months.

However, Latino cultural norms pose barriers that make them believe that a Latino stay-at-home mother must have their children close to her at all times due to traditional gender roles and emotional attachment. Other issues included inconsistent punctuality, normalized domestic violence that limited support-seeking, transportation difficulties—especially for those in rural areas—and a sharp decline in participation during the winter months due to severe weather and fear stemming from current immigration policies. These challenges highlight the complex realities faced by the community and underscore the importance of culturally responsive, flexible programming.



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Comparison of Morning Shift and Afternoon Shift

In the morning shift, we had 9 participants start with the current cohort, currently hosting 6 mothers and 7 children, with the afternoon cohort having 15 mothers and 23 children. This resulted in a need for more staffing in the evenings to accommodate the number of children by age and the training for the mothers based on their interests. This experience of bringing older children has helped mothers trust in the service we are providing, and we anticipate better attendance for next year.





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LETI's Summer Camp 2025

The Nature and Art Summer Camp is a vibrant, eco-artistic, and cultural program designed for children and their mothers. Taking place from July 7 to August 7, 2025, the camp will be held every Monday through Thursday from 10:00 AM to 1:00 PM at South Lynnwood Park's Covered Picnic Shelter and the Triple C LETI building. Through a creative blend of environmental education and Latin American cultural expression, participants will learn to appreciate and care for the environment while embracing their heritage. The camp includes a Welcome Event on July 7th and a Finale Celebration on August 7th, bringing the community together to celebrate their journey. With space for up to 50 participants of both mothers and children, the program offers hands-on, culturally responsive activities that foster eco-friendly habits, artistic expression, and strong community connections. Families will engage



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in physical activities like dance classes, art projects like piñata making, and educational workshops with ChildStrive, making the experience both practical and meaningful. At its core, the camp uses art and imagination to inspire children to grow as conscious, caring individuals who understand the value of nature and culture.

Triple C 2024–2025 Reporting

August 31st, 2025

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LETI's Summer Camp 2025

The 2025 Summer camp took place over 5 weeks from July 7th to August 7th, Monday to Thursday, 10 am to 1 pm. It took place in our current space for 2 days of the week and at the park for the remaining two days of the week. The focus of this year's summer camp was sustainable art, educational math programming, and cultural activities. We worked with our partners at ChildStrive to provide some outdoor activities, had a visit from Sno-Isle Van, and from Citrine Health. We also worked with vendors to provide dance classes, soccer activities for the kids, and piñata-making and sewing workshops for moms. At the end of the Summer Camp, Mom and their children used recyclable materials to create puppet shows based on cultural stories. We had a total of 12 mothers and 27 children graduate from the 5-week program.

For 2 weeks from July 21st to July 31st, Monday to Thursday in the afternoon, we hosted a science and math academy where the whole family was invited to participate in the learning of math in a way that was interactive and beneficial for the future learning of the kids. We had 11 moms and 22 children participate.



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Summer Camp Pictures:



South Lynnwood Park – Dance Class



Grand Finale Summer Camp Community Celebration



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Sno-Isle Visit: Encouraging Family connections with Libraries



STEM Summer Camp: Teaching parents how to teach Math and Science in fun, creative ways