



**PUGET SOUND TAXPAYERS ACCOUNTABILITY ACT ACCOUNT**

**2022-2023 ANNUAL REPORT**

<b>School District</b>	<b>Northshore School District</b>
<b>Total 2022-2023 Allocation</b> (Includes reallocated unspent funds from 2021-22)	<b>\$131,408.40</b>
<b>Admin Designation</b>	<b>\$13,140.84</b>
<b>Direct Service Designation</b>	<b>\$49,048.02</b>
<b>Early Learning Designation</b>	<b>\$69,219.54</b>
<b>Spent through August 2023</b>	<b>\$120,307.56</b>

**FUNDS DESIGNATED FOR SCHOOL DISTRICT SERVICES**

**Proposed Use (Brief Summary):**

We will hire a certificated teacher to support our multilingual students in early learning. This teacher would support our early learning assessment team by attending initial assessment meetings for multilingual students, support families through the EL Critical Data Matrix, and provide valuable input prior to any decisions about evaluation being made for a multilingual student. We can support students utilizing our multi-tiered system of supports (MTSS) where we provide the correct services to students where and when they need them without the need for an Individualized Education Plan (IEP). Allowing the student to transition into kindergarten within the general education setting.

**Identify any modifications that occurred during implementation.**

We struggled to find a qualified person to hire at first. However, once we found a candidate who fit the criteria to serve our multilingual students and families, the position was incredibly valuable. We have already found a person to fill this position for the 2023-24 school year.

**Share your progress including outcomes achievement to date.**

For the students we served, we have seen an increase in language and literacy development according to Teaching Strategies GOLD Assessment tool data collection. GOLD evaluates children’s growth across multiple developmental domains.

We were also able to successfully offer family engagement opportunities for children of Northshore Early Childhood programs in the community. These included three STEM nights servicing about 150 families over the three evening events. All children in Northshore Early Childhood had access to the Snohomish County’s Imagine Museum “On the Go” programs. “Digging Dinos” was well received by all students.



**What challenges have you encountered?**

The grant funding is not yet enough for a full-time teaching position; thus, it is difficult to find someone to fill the position unless we can complement the position with other funding. We were able to hire a person using other funding sources to create a position that was more appealing.

**FUNDS DESIGNATED FOR EARLY LEARNING PROVIDERS**

**Early Learning Provider:** Imagine Children's Museum

**Proposed Use (Brief Summary)**

We will partner with the Imagine Children's Museum to design educational hands-on experiences for multilingual learners and their families when visiting the museum so they may experience STEM opportunities in an equitable fashion to those who speak English.

We would also like to support scholarship opportunities for multilingual learners in the Imagine Children's Museum Preschool program as well as low-income scholarship opportunities in order to increase the number of multilingual and low-income participants in the Imagine Children's Museum Preschool programs.

**Share their progress including outcomes achievement to date.**

Northshore School District was able to successfully collaborate with Imagine Museum to develop resources for inclusion which increased language choices for their publications. They translated their publications into multiple languages. They developed social scripts for children with autism. They provided free museum memberships to multilingual families partnering with community organizations in Snohomish County to determine which families should receive these memberships.

As a vital community resource in Snohomish County, Imagine Children's Museum serves more than 230,000 children, families, school groups and youth organizations every year. Imagine supports educational outcomes spanning social-emotional learning, cognitive development, language acquisition and literacy, early math and science skills, and family engagement in an equitable and inclusive space open to all members of the public.

Several existing programs target key populations in our community that have traditionally been underserved, including children from low-income families and multilingual students. These programs help children develop intellectual curiosity and social-emotional awareness.

PSTAA funds available for Early Learning Services Providers in partnership with Snohomish County Human Services support essential programs to provide educational hands-on experiences for multilingual learners and their families so they can experience STEM and other foundational playful learning experiences in an equitable way to those who speak English. Below is the breakdown of support for programs that specifically target multilingual and low-income children, including early learners of preschool age and younger.



## 1) Social Story Update and Translation

The Museum's Social Story is printed introduction to the Museum and its exhibits. Originally developed as a tool to help children on the autism spectrum or with sensory needs to feel more comfortable as they enter the Museum for the first time. It is also helpful for any family with young children visiting the Museum for the first time. It can help parents and children alike feel more confident about what they can expect to see and experience inside the Museum and can promote equity by encouraging families to fully experience the Museum's exhibits and activities.

This work includes creating a new Social Story to include the Museum's recent 33,000-square-foot expansion, which includes a new entrance as well as two stories full of new, interactive exhibits and a third-floor multipurpose and performance area.

Imagine staff will work with technical writers, community partners and advocates for children on the autism spectrum to create the Social Story, providing first-time and repeat visitors an accessible, visual guide to understanding the Museum's diverse spaces and what kinds of playful learning and sensory experiences they can anticipate as they enter each space. The Social Story will be a powerful family engagement resource for all families, especially for families with young children who have no prior knowledge of or experience at children's museums. This may include low-income families, recent immigrants, and multi-lingual families. Imagine will work with community partners to translate the Social Story into Spanish and other languages widely spoken in Snohomish County.

## 2) STEM Community Access Night at Imagine Children's Museum

On Wednesday, March 29, between 5 – 8 p.m., Imagine Children's Museum hosted a special Spring into STEM Community Access Night, with a focus on community partnerships to reach low-income and non-English speaking early learners, age 2-5, and their families, including siblings and parents/grandparents/other caregivers.

Community Access Nights are a successful model of expanding access to Imagine Children's Museum, offering admission on a voluntary, "pay as you can" model. This model has been successful through partnerships with several local nonprofit organizations to reach non-English speaking families and low-income families who might not otherwise visit, or even know about, the Museum. For example, on January 31, we successfully partnered with Refugee & Immigrant Services Northwest to reach families who have recently settled in Snohomish County, and distributed materials promoting the Community Access Night in six languages, as guided by our partners: Dari, Russian, Vietnamese, Spanish, Chuukese and Nepali.

Funds from Northshore School District provide a relevant and exciting opportunity to welcome low-income and multi-lingual families to the Museum with a special STEM-focused Community Access Night aimed at early learners and their families.

STEM activities teach problem-solving skills and instill creativity. As children get older, STEM activities can give students the edge they need to flourish in growing career fields. This event catches children early in their education to develop STEM literacy and spark an interest in STEM. This unduplicated, family-focused event will utilize educational hands-on playful learning



experiences to spark early curiosity about STEM, while offering families the chance to learn and explore in the Museum together in a welcoming, relaxed environment. Light catering is provided for families who choose to eat in our third-floor multipurpose area.

This initiative fosters inclusion by ensuring all children can enjoy playful learning experiences that promote skills that are vital in STEM and future careers, including critical thinking, problem-solving and collaboration. We strive to expand access through partners working directly with children facing homelessness, food insecurity, domestic violence, a lifechanging medical diagnosis or whose families are battling addiction or mental health challenges. This opportunity gives children and families in our community who might not usually identify with STEM the chance to experience the wonder and magic of STEM-linked playful learning with those they love.

This special evening includes participation of Snohomish STEM and several STEM partners in the region, who host tables with additional hands-on activities aimed at young children. Table partners include:

- Rock Solid Science
- Snohomish PUD
- YMCA
- Sno-Isle Libraries
- Snohomish Conservation District
- STEMtree
- Zeno Math
- Boys & Girls Club
- WSU-4H (Robotics Club)
- Boeing/Future of Flight
- EvCC Early Learning Center
- Childstrive

Working closely with community partners to promote this Community Access Night, this night was well-attended by children and their family members from low-income and multilingual households who experienced early STEM through meaningful play.

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

Our challenge at first was figuring out how to communicate with the Children's Museum about how they were planning to spend their portion of the monies. Once we came to an understanding of their reporting requirements as well as how they needed to document their expenditures and created a billing procedure, things went much more smoothly.