



PUGET SOUND TAXPAYERS ACCOUNTABILITY ACT ACCOUNT
2022-2023 ANNUAL REPORT

Institution of Higher Education	WA State Community College Dist. #23 DBA Edmonds College
Total 2022-2023 Allocation (Includes reallocated unspent funds from 2021-22)	\$ 194,415.18
Admin Designation	\$ 19,441.52
Direct Service Designation	\$ 157,476.30
Early Learning Designation	\$ 17,497.36
Spent through August 2023	\$ 161,558.57

FUNDS DESIGNATED FOR INSTITUTE OF HIGHER EDUCATION SERVICES

Proposed Use (Brief Summary)

Locally, we estimated that 83% of Edmonds College students have some form of financial need. In January 2022 the Triton Student Resource Hub opened. To help reduce the stigma of using the Hub or Food Pantry or asking for help, we will hire 2 students part-time (19 hours a week) to be Triton Student Resource Hub Ambassadors. These student-to-student outreach ambassadors would be present in the Food Pantry and Hub to welcome and assist students in requesting services. In addition, they will staff pop-up food tables around campus and present to campus clubs or classrooms to encourage students to use the Resource Hub services available. The items and resources provided by the Food Pantry have not been sufficient to meet the growing basic needs of our students, needs that go beyond food and toiletries. The PSTAA funds will be used to continue to purchase high demand products, such as winter coats/clothing and blankets, and basic school supplies. We will continue to enhance the resources in the Food Pantry by increasing the allocation for vouchers for students with high financial need and who reside within the boundaries of RTA. The additional voucher allocation will allow us to serve more students so they can purchase fresh foods, or to help with expenses such as child care, rent, utilities, gas, etc.

Additionally, funds will be used to rent one apartment in Triton Court for 9 months (campus student housing) with two bedrooms to temporarily house up to 2 students. The apartment will be used as transitional housing for unhoused or housing insecure students until more stable housing can be secured. The full-time Care Navigator located in the Triton Student Resource Hub will manage the process (intake, determine need/priority, duration of stay, etc.).

Finally, funds will also be used to hire one AmeriCorps volunteer. This person will assist in overall Hub and Food Pantry operations and offer educational programming like nutrition, diet, cooking demonstrations, eating on a budget, etc., and allow us to expand the hours of operations to allow more students to utilize the Food Pantry

Identify any modifications that occurred during implementation.

We reallocated \$10,633.66 to supplies and minor equipment, \$1,181.52 to administration, and shifted some of the budget for emergency grants. We also added housing payments.



Share your progress including outcomes achievement to date.

During the 2022-2023 grant period we served the following number of students in the food pantry:

- Fall Quarter Sept. - Dec.: Total Count 1435, Unduplicated Count: 437
- Winter Quarter Jan. - March: Total Count 1501, Unduplicated Count: 394
- Spring Quarter April - June: Total Count 1301, Unduplicated Count: 372
- Summer Quarter July – August: Total Count 260
- Weight of food distributed during this period: 53519.10 lbs.
- 111 students received funding for food, housing, utilities, childcare, transportation, and childcare.
- More outreach on programs/resources provided for students.
- Purchases two refrigerators to store fresh produce and incoming donations
- Collaborated with staff and faculty to help spread the message to students

What challenges have you encountered?

With the increase of cost of living, more students are finding that they are needing a lot more assistance. We have received more requests than we have funding to disburse to students. Housing is an expense that keeps rising and one of the most common request for assistance.

We had some challenges with recruiting and were not able to place an AmeriCorps member during the grant period. We have been awarded another grant and continue our recruitment efforts. In addition, we had some staff transitions in the pantry and were not able to fully utilize the salary/benefit budget in the grant. Unfortunately, the lack of our AmeriCorps member in place also delayed any implementation of food pantry software.

FUNDS DESIGNATED FOR EARLY LEARNING PROVIDERS

Early Learning Provider: Mill Creek Cooperative Preschool

Proposed Use (Brief Summary)

PSTAA Funds will be used for early childhood curriculum standardization and enhancement in FLED affiliated, low-cost, Parent Participation Preschools throughout Snohomish County. Funds will be granted to the non-profit Mill Creek Cooperative Preschool (MCCP) to purchase updated classroom curriculum, including implementation training and classroom materials for 12 non-profit preschools. Mill Creek Cooperative Preschool, with support and guidance from Edmonds College's department of Family Life Education, will use these funds to purchase early learning curricula, classroom materials and training for teachers. Special attention will be focused on evidence-based programs that incorporate Social Emotional Learning and Inclusion into their materials, with the intent of standardizing the curriculum among the 12 programs, enhancing what already exists within their current curriculum and providing more accessible and equitable classrooms.

Share their progress including outcomes achievement to date.

Classroom equipment, materials, and books were selected with the aim of supporting development in the five pillars of social emotional learning, as defined by Collaborative for Academic, Social, and Emotional Learning (CASEL). There was a specific focus on gross motor



play as a path for developing self-awareness, self-management and responsible decision making. Additionally, materials that emphasized emotional awareness and relationship skills were added to the classroom.

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

MCCP was committed to choosing items that would have specific learning goals and could be implemented within each of the nine schools without extensive training or classroom reconfiguration. With a deliberate process, and some challenges around shipping, most of the materials arrived in the classrooms with just a few weeks left in school. Another consideration was the storage of new materials, as many of the cooperative preschools share space with other programs.

Although teachers and students had a limited amount of time with the new materials, the immediate feedback was extremely positive. Most of the preschools did not have many options for indoor gross motor play, which has been a continual issue where there has been extreme weather or air quality concerns. The preschool students were very excited by the new equipment, and in one classroom, a teacher shared the following anecdote:

“The wobble boards were a huge hit. We tried them in the circle time area first, and the kids did such a great job of experimenting with different ways to use them. One thing I noticed was (a child) let (another child) know when it was their turn, I’ve been waiting all year to see that! When the kids wanted to try the boards in the hallway, I also saw some neat negotiation. The board’s suction cups were loud, and (a child) had the idea that the two kids who found it too loud could take one of the boards back to the carpet.”

We anticipate the book collections will have a huge impact on individual families come the start of school in the fall. Each school will be keeping the emotion focused books in a separate library for parents to check out if they are experiencing certain challenges at home. One book (Almost Always Best, Best Friends by Apryl Stott) was noted as being an important book in the Pre-K and 4’s classes, as conflict over friendships is a key feature in their development.