



PUGET SOUND TAXPAYERS ACCOUNTABILITY ACT ACCOUNT
2022-2023 ANNUAL REPORT

Institution of Higher Education	Everett Community College
Total 2022-2023 Allocation (Includes reallocated unspent funds from 2021-22)	\$ 194,415.18
Admin Designation	\$ 12,191.18
Direct Service Designation	\$ 117,224.00
Early Learning Designation	\$ 65,000.00
Spent through August 2023	\$ 194,415.18

FUNDS DESIGNATED FOR INSTITUTE OF HIGHER EDUCATION SERVICES

Proposed Use (Brief Summary)

Everett Community College

PSTAA funds will be used to support the Equity and Social Justice Division’s Navigation model to improve retention and completion rates among student-parents. The Student Success Navigator will support and serve student parents toward their educational success at EvCC. This position will be part of the Equity and Social Justice Division, reporting to the TRiO Associate Dean. The Student Success Navigator is responsible for providing a variety of support services to underrepresented student populations, including student-parents.

PSTAA funds will also be used to continue contributing to an endowment fund (25% of allocated funds) focused on improving retention and completion efforts among non-traditional students, which includes but is not limited to student-parents. These parents face challenges of time, money, and well-being as they negotiate the competing demands of employment, family needs, and school. Services to help navigate the college landscape can be a boon to their success and is even more powerful when provided by a peer who can anticipate their challenges and can help them locate financial resources, provide support to complete financial aid applications, register for classes, prepare to meet with an academic advisor, connect with academic and non-academic support services including child care, and build community with other student parents on campus. Navigators are also trained to alert a supervisor if a student may be experiencing a personal crisis so that appropriate referrals can be made for additional support.

Early Learning Center at Everett Community College

PSTAA funds will also be designated to the Early Learning Center (ELC) on EvCC’ s main campus. The ELC is an ECEAP provider, an early learning program designed to support a child's development and learning, family support and parent involvement, and child health and nutrition. ECEAP is available for qualifying low-income families or children on an Individualized Education Plan (IEP) for special education. Supporting student-parents with on-campus child care is important for their success as a student. This funding will be used to help stabilize the College’s Early Learning Center (ELC) by covering its budget shortfall, including support from ARPA funding through the County, allowing it to stay open and continue offering support to student-parents and the surrounding community.



Identify any modifications that occurred during implementation.
NA

Share your progress including outcomes achievement to date.

The Student-Parent Success Navigator connects with student parents, particularly in the TRiO and Passport programs, offering direct academic and life skills. The navigator also creates feedback loops to both help student-parent assess their needs and ensure those needs are brought forward to executive decision-makers. The student-parent navigator connected with the Student Parent advocacy group and the Adult Learner Task Force which includes Workforce Funding, TRiO, and CCAMPIS. The group is working to identify multiple funding sources for a parent resource center.

With the additional funding of PSTAA and ARPA, Everett Community College was able to cover the budget shortfall in the Early Learning Center (ELC) to help stabilize the overall college operating budget. As a result, the ELC has been able to continue offering its services, without interruption, to the Everett community. The shifting of costs also enabled the ELC to open an additional preschool classroom in Fall 2022. Overall, in the past year, we were able to focus on increasing our support of student families by providing access to high-quality, childcare services without worrying about the need to cut services

What challenges have you encountered?

The Student Parent Success Navigator data indicates that the #1 need identified by student parents was for drop in childcare, as the full-service early learning model employed at the Early Learning Center (ELC) is out of the price range of the majority of student parents who have not identified a need for full time child care. The ongoing challenge for the college is to either create drop-in service at the ELC or identify local partners who are set up to operate on that basis (see below).

Securing funding for quality, affordable childcare via the Early Learning Center (ELC) at Everett Community College is an ongoing problem. The ELC budget is currently stable; however, without either enrollment growth or additional funding streams, we will continue to need to rely on the PSTAA funding to ensure continuing operations. While our long-term goal is to increase enrollment/revenue by opening the two classrooms that are currently not in operation, doing this requires increased funding in order to maintain the required ratio of teachers to toddlers/infants. An additional constraint is our commitment to supporting student and community families by keeping our rates affordable which further limits our capacity to generate sufficient revenue to ensure stable operations. Finally, as indicated above, the ELC's child care model is not designed to support drop in service which is an ongoing need among student parents.

FUNDS DESIGNATED FOR EARLY LEARNING PROVIDERS

Early Learning Provider: ChildStrive

Proposed Use (Brief Summary)

EvCC will also continue contracting with ChildStrive to offer a co-op childcare program for children ages 12 months to five years as part of a 2-generational approach to improving educational and economic outcomes among low-income families enrolled in adult education classes offered by



EvCC and Goodwill through Connect Casino Road at the Village on Casino Road. This model of care creates opportunity for parents to learn more about their children and early childhood development while building a strong community. Year 1 served as a start-up year in which policies and procedures were developed, staff hired, co-op members recruited, and childcare services provided at a reduced capacity in order to learn from and strengthen the program. Year 2 will serve as a year to implement strategies from lessons learned and grow the program. By Year 3, we anticipate the project to be at full capacity with initial student-parent and early childhood outcomes well documented. The Early Childhood Environmental Rating Scale® (ECERS), will be used to set up the classroom and ensure a quality, developmentally appropriate, environment for a play-based early learning program. The co-op will adopt The Creative Curriculum® for Preschool because of its comprehensive and research-based focus on exploration and discovery as a way of learning. Foundational texts for the parent engagement component of the co-op program include ReadyRosie, Conscious Discipline Parent Education Curriculum, and ECERS/All About ECERS.

Share their progress including outcomes achievement to date.

PSTAA funding supported the provision of high quality early learning education through a dual language, child-centered approach in a coop child care environment. Using a two-generation model, Childstrive offered their early learning experience in English and Spanish for children ages one to five whose parents are attending classes provided by Everett Community College (EvCC) and the Madres of Casino Road. EvCC is providing English Language Learner classes and the Madres are providing GED classes in Spanish. 90% of the children speak Spanish and the rest speak various languages at home, but tend to have more English language than the Spanish speaking children. The teacher says everything in English and in Spanish, ensuring that the children will understand what is being said and that they will begin to understand more English while their parents are learning English, creating a parallel path to English proficiency. Attendance is capped attendance at 10 children per 90-minute session.

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

Two generation educational models are difficult to manage and costly, particularly when the educational services provided to the parents do not generate the kind of revenue that credit-bearing college classes do. At the same time, English language learners are among the most vulnerable students in Washington state and those most in need to a viable pathway toward employment. We will need to find more robust funding streams in order to be able to continue this practice of providing low-cost flexible learning opportunities to vulnerable adult students and their young children.