



**PUGET SOUND TAXPAYER ACCOUNTABILITY ACT ACCOUNT
2021-2022 ANNUAL REPORT**

Institution of Higher Education/School District	Northshore School District
Total 2021-2022 Allocation	\$52,528.00
Direct Service	\$26,264.00
Early Learning designation	\$26,264.00
Admin	\$0
Total 2021-2022 Expenditure	\$36,502.00

FUNDS DESIGNATED FOR IHE/SCHOOL DISTRICT SERVICES

Proposed Use (Brief Summary)

Grant funds will be used to support the staffing in our early childhood programs to provide high quality, research—based, comprehensive preschool in efforts to eliminate outcome and opportunity gaps with racially just educational systems through practices that support all learners with access to language rich environments. Staff will receive Preschool Guided Language Acquisition Design (GLAD) Fundamental trainings that apply brain research, child development, and language acquisition theory of how children grow and learn. Two employees will receive trainings to become certificated GLAD trainers to support multilingual learners to enable continued delivery of GLAD strategies by coaching other staff members as well as providing workshops to parents as to how to support positive language acquisition interactions with their children.

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

We were unable to use the entirety of our funds due to the cancellation of in person professional development opportunities because of the pandemic. Otherwise, we utilized the funding as intended. We did not incur as many costs as we thought.

- **Share your progress including outcomes achieved during 2021-2022.**

The in-person training moved to online training; thus, our staff did receive the opportunity to earn GLAD certification which will support multilingual learners. Their training will continue to support students for years to come. We are pleased and excited about the flexibility to move the GLAD training into the next grant cycle. Thank you.

- **What challenges did you encounter?**

Time and opportunities following the pandemic continue to be issues we encounter. Staff who participated, however, have already begun to utilize their learning within the classroom with our youngest learners and have found the strategies to be invaluable with both students and families. We need to continue to develop all staff as they onboard to extend GLAD strategies to all staff.



In writing the grant for the 2022-23 school year, the challenge that will continue is how we monitor use of the funds by our community partner organization and if the funds provided are worth their continued partnership. We will need to see if the organization we are partnering with finds our support a valuable addition to their programming.

FUNDS DESIGNATED FOR EARLY LEARNING PROVIDERS

Early Learning Provider	Imagine Children’s Museum
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Proposed Use (Brief Summary)

Our agency will partner with Imagine Children’s Museum to access the Little Science Lab on a quarterly basis to support a strong home school connection for students and families. Little Science Lab addresses cognitive, language, literacy, and mathematics domains of the WAKIDS assessment while encouraging children’s natural curiosity about the world around them. Quarterly our students and families will access take-home activity bags that foster hands-on investigations with connected art and literacy activities in science process skills. NSD teaching staff will foster parent evenings to go through the teaching objectives and teach ways to support children’s learning at home by integrating GLAD learning into our science lessons as well.

- **Share their progress including outcomes achieved during 2021-2022.**

The Imagine Children’s Museum benefitted from creating the kits and our students and families also benefitted from being able to participate in a hands-on science activity at home that they were able to observe online via Zoom. The Little Science Lab portion of the Children’s Museum created Zoom demonstrations for our families as to how to work with their students using the STEM kits at home. We believe both the Museum and students and families benefitted.

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

We were able to come up with a model to utilize the relatively small amount of funding this year that we hope satisfied the County Council and served both a Snohomish County early childhood entity and our students. As a school district, we are in the practice of applying for grants to serve our students, not serve as a pass-through agency for others. Serving as a grant administrator was more difficult for us to grasp.

As we consider a little larger amount of funding for next year, we are aware of greater responsibility and potential liability on our part as to the early childhood agency we choose and its use of the grant funding.