



2023-2024

PUGET SOUND TAXPAYERS ACCOUNTABILITY ACT ACCOUNT

ANNUAL REPORT

School District	Edmonds School District
Interlocal Agreement	EL-21-80-01-290
Allocation 2023-2024	\$ 425,082.84
Reallocated Unspent Funds from 2022-2023	\$ 146,860.07
Total 2023-2024 Allocation	\$ 571,942.91
Admin Designation (maximum 10%)	\$ 57,194.29
Direct Service Designation (maximum 90% after admin)	\$ 257,374.31
Early Learning Designation (minimum 10% after admin)	\$ 257,374.31
Spent through August 2024	\$ 357,794.79

FUNDS DESIGNATED FOR SCHOOL DISTRICTS

Proposed Use of Funds (Brief Summary)

Edmonds School District plans to continue the Early Learning Resource Advocate position, work year, and budget which includes funding to continue the Early Learning Family Resource Advocate’s (FRA) work year of 200 days, 8 hours per day. The Family Resource Advocate provides families with support in navigating both the school and outside systems to support their students' learning outcomes working with both program staff and Family Engagement team to implement parent education, family engagement events, and parent participation in building and district committees. These family engagement opportunities would build family stability and 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 leads with an equity lens.

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

Identify any modifications that occurred during implementation.

There were no modifications made during implementation.

Share your progress including outcomes achievement to date.

The Family Resource Advocate was able to support all families served within our Edmonds Inclusive Preschool Program with comprehensive family services. The FRA also partnered with the ECEAP Family Support Specialists to develop and provided family engagement opportunities for all students and their families.



What challenges have you encountered?

One challenge is the restrictions for school districts by the WAC and district policies on how funds can be spent to avoid ‘gifts of public funds.’ This was a challenge when providing food for events or providing families with direct financial support.

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 2023-2024 school year. The program will recruit a cohort of 8-9 Latino mothers who need pre-k childcare services. The Triple C concept has four goals:

- (1) The project will provide the mothers proper early-childcare training for them to provide consistent service and care to the children under their care.
- (2) The project will create a quarterly rotation system so the mothers can share in the childcare of their children.
- (3) The project will provide time and opportunities for the mothers to attend courses, complete assignments or projects assigned to them, or work to increase their earning potential.
- (4) The project will design a replicable model for others to implement.

A key outcome is that instead of paying for childcare, the mothers will be trading childcare services for valuable time to empower themselves.

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

Share their progress including outcomes achievement to date.

Please see Attachment 1: Triple C Report 2023-2024

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

The Edmonds School District and LETI have developed a mutually supportive relationship over the years and the PSTAA grant has allowed us to continue to deepen this relationship. We often call, text, or meet in person to discuss ideas to strengthen our Latino families’ connections with LETI and the school district. The district will also set monthly meetings with LETI for the coming year.

Early Learning Provider: Foundation for the Edmonds School District



Proposed Use of Funds (Brief Summary)

The proposed early learning program would create quality early learning environments through developmentally appropriate play combined with strong academic preparation in reading with a particular emphasis on math numeracy. We know that children learn best through play. By creating early learning environments enriched with math discovery games, it will build a positive interaction and appreciation for early numeracy and would set the stage for positive life-long learning for math and math related fields.

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

Share their progress including outcomes achievement to date.

Please see attachment 2: ELP Preliminary Outcomes Report 2023-2024.

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

Monthly meetings allowed current information to be shared, to stay informed of progress, and understand the needs and hopes from the providers with which we connected. This enabled a plan to be developed for the 2024-2025 service plan. Having met throughout the year, technical aid that the FESD has needed was able to be provided.

**CHILD CARE CIRCLES:
TRIPLE C
ANNUAL REPORT
FROM SEPTEMBER 2023 TO
JUNE 2024**

**Report Date:
JULY 5TH, 2024**



Latino Educational Training Institute

2024 Activities Report



LOGISTIC

September 2023 to June 2024

1. Creating an Activity Calendar for Mothers to participate in the CO-OP from Monday to Thursdays from 9:30 am to 12:00 pm
2. Training the Child Care Assistant with a former early childhood education teacher.
3. Making arrangements and updating the enrollment system and internal program management.
4. Finding a new room to run the CO-OP and provide the daily babysitting services.
5. Searching for new partners to support our TRIPLE C program such as the strengthening families program from WSU and Childstrive.
6. Programing the Summer Camp event and finding partners that can provide recreational and educational services
7. Creating educational, family engagement, wellness and cultural retention programs for TRIPLE C families for the whole academic year from Septembere, 2023 to August 2024.
8. Searching for new mothers to participate in the TRIPLE C program

FAMILY ENCOUNTERS (Babysitting services and recreational activities) September 2023 to June 2024

- | | |
|---|---|
| <ol style="list-style-type: none"> 1) Babysitting and empowerment daily services 2) Educational trainings 3) Recreational and wellness family activities for community members from Lynnwood | <ol style="list-style-type: none"> 1) 524 engagements with moms and 534 engagements with children from 2 to 5 years old 2) 160 encounters(engagements) with mothers about educational training 3) 553 encounters(engagements) with families that have children from 1 to 6 years old |
|---|---|

FAMILY ENGAGEMENT, CULTURAL RETENTION & WELLNESS EVENTS September 2023 to June 2024

- | | |
|--|---|
| <ol style="list-style-type: none"> 1) FAMILY FITNESS CLASS 2) DANZA FOLKLORICA CLASS | <ol style="list-style-type: none"> 1) From February to June, 2024: 403 families engagements from Lynnwood with children from 4 to 8 years old took the fitness class 1 day per week for 1 hr. as a matter of family engagement and wellness 2) From March to May: 150 families engagements from Lynnwood with |
|--|---|

September 2023 to June 2024 Activities Report



CELEBRATION AND RETENTION OF LATIN AMERICAN CULTURAL CUSTOMS

September 2023 to June 2024

- 1) Children's Day
- 2) Mothers' Day

- 1) 15 mothers and 35 children from 1 to 8 years old: Children's day is a traditional celebration in Latin America and families from Lynnwood were very happy to celebrate their children.
- 2) 60 mothers and 20 children from 3 to 6 years old: Mothers' day is the most important celebration in Latin America, so mothers from Lynnwood were so excited to join our event with their kids,

FAMILY ENGAGEMENT, CULTURAL RETENTION & WELLNESS EVENTS

July to August 2024

1) **Art SUMMER CAMP:**
"LETI a lo bien por el ambiente con toque artístico Latino."

- 1) **Latino Parenting Tips with a Mexican Psychologist**

- 1) 40 participants from Lynnwood have registered to our summer camp: 27 children from 1 to 13 years old and 13 mothers, to be hosted from July 8th to August 8th, Mondays to Thursdays from 10am to 1pm at South Lynnwood Park: 20915 61st Ave W, Lynnwood, WA 98036
- 2) Online presentations once per week during August before we started the new academic year

CHALLENGES FACED

Hiring 3 Spanish speaker child care assistants for Summer Camp

Lack of assistants who speaks Spanish and have a work permit

Renting a Space to Run the Program

we had to use our LETI's office space which has enough space for running the program because it was hard to get a rental contract due to the nature of our services

Latino Cultural and Social Norms

Attachment issues and Social prejudices: Moms can't let their kids easily due to social prejudices to be seen as a bad mother that abandons their kids.

September 2023 to June 2024 Activities Report



EDUCATIONAL TRAININGS

<p>(INEA) Spanish Acquisition Basic Literacy program for Illiterate Latino Mothers</p>	<p>Facilitate an academic program that let students learn to become effective readers and writers in their own language that way these mothers can improve their life skills and have access to better education and job opportunities here in the USA. Academic class provided 2hrs per week, starting March until now.</p>
<p>Visiting ALDERWOOD EARLY CHILDHOOD CENTER & their Family Support Specialists</p>	<p>4 mothers from TRIPLE C were able to visit and meet for the first time the ECEAP center and their family support specialists. We arranged a tour and an introduction for these mothers in order they can learn how to navigate and ask for questions that will benefit their kids' education. At the same time, these 4 mothers were able to empower themselves by confirming that there wasn't a barrier such as language to have access to these services. Besides this, mothers learned how to have access to Edmonds School District Services.</p>
<p>Christmas art&crafts and painting cookies with royal icing</p>	<p>6 mothers and 9 children from 1 to 4 years old. Mothers were able to learn how to paint a cookie with royal icing and make some christmas decorations for selling or decorating their houses.</p>
<p>PARENTING & MENTAL HEALTH COACHING:COLECTIVO DE FAMILIAS LATINAS UNIDAS</p>	<p>A Spanish Speaker and Latin American Psychologist will host on August 2024, 4 series of Latino parenting & mental health workshops for 2hrs once weekly over zoom to our Latino mothers in order these mothers can have access to mental health services with a Latino approach and in their own language since here in WA there is a lack of mental health provider that can serve to the Latino & Spanish Speakers community. The aim is to promote awareness about mental health and positive parenting styles, and fight against all kinds of taboos related to mental health and parenting styles.</p>

September 2023 to June 2024 Activities Report



CASE MANAGEMENT AND COACHING

STRENGTH-BASED AND EMPOWERMENT

4 Mothers enrolled in ESL classes since last Triple C's academic year have been able to pass the different 4 quarters

5 mothers were able to join INEA (Spanish literacy program for adults)

1 mother was coached to run a business of selling tortillas from home

1 mother had a car accident and got injured and was assisted to get affordable health services and legal assessment

2 mothers who are sisters were facing eviction issues, they were referred and connected with the Snohomish Legal services from Snohomish County and taught them how to ask for help with their family support from the Edmonds School District

**CHILD CARE CIRCLES:
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**Thank you!
¡Gracias!
LATINO EDUCATIONAL TRAINING
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**LATINO EDUCATIONAL TRAINING
INSTITUTE**

Early Learning Program Outcomes Report 2023-2024

Program Inception

This year the early learning program completed its pilot launch and has set the foundation of what's to come in the next fiscal year 2024-2025. As the program launched in November of last year, we have onboarded 18 in-home daycare providers who engaged with the Foundation for Edmonds School District to get children (3-5yrs) kindergarten ready. Edmonds School District has learned key findings that posed as a challenge while others as a success.

Between October and November, the hiring process for the early learning program manager role began. Amanda was hired for the position. In Amanda's early days into the program, a list of 300+ in-home daycare providers and centers were noted for outreach, however a vast majority of them were in King County. After research and elimination there were 140 daycare providers left. Amanda completed comprehensive research of those child care providers.

This research consisted of Amanda creating portfolios for all 140 providers in the Edmonds School District (ESD) including contact information, address, website, hours of operation, early achievers rating, description of childcare, demographics, city, population, age, and sex of children enrolled, income level, and geography. Amanda used the Edmonds School District address lookup tool, and MERIT (a workforce registry portal for daycare providers) to compile this data.

The total number of child cares contacted, including those on and off the original list totaled 120 providers. Among these, seventy-one were on the original list, while forty-nine were not. Breaking down the metrics for contacted child cares, seventy-four are in-home, forty are professional centers, and six closures, with no current contact information available. Notably, 114 child cares are still open with current contact info.

The average number of children per in-home child care ranges from 8 to 12, while professional centers accommodate 10 to 20 children. In terms of Early Achievers (EA) ratings, fifty-one daycares are not rated or taking part in Early Achievers, twenty-four are rated two or less, thirty-eight are rated three, and only one is rated above 3. Participation in the FESD program shows that 18 daycares are participating, 26 declined, 34 were non-responsive, and 36 remain undecided, with all having been recontacted.

After outreach was conducted eighteen providers were named and enrolled, Amanda continued outreach to the child care providers and introducing herself. Regular visitations were then scheduled for once a month. During those site visits, Amanda checked in with the provider to find overall how provider was doing, how their child care was running, any challenges being faced, and accomplishments to note.

All details are documented for continued support and coaching of providers. Amanda was able to share resources to the providers and referred providers to the Alderwood

Early Childhood Center (AECC) for continued support. As the program progressed, a monthly project planning meeting and check-in was set up with the ESD early learning team. This space was formed to share updates, challenges, and adjusting outcomes based on the ESD early learning team consensus, and adjusted child care providers.

A total of twenty-four site visits were completed, with nineteen in-home child cares and five center based child cares. There are no future visits scheduled. Geographically, the contacted child cares are distributed across Edmonds (39), Lynnwood (59), Mountlake Terrace (12), Brier, and unincorporated Snohomish County (4).

Income demographics of these child cares show 38.10% serving low-income, 42.90% medium-income, and 19% high-income families. Racial and ethnic demographics were based on the [United States Census Bureau](#) and indicated that 65.50% of the child cares serve White/Caucasian children, 5.40% Black/African American, 0.60% Native American, 8.10% children of two or more races, 11.30% Asian, and 9.10% Hispanic/Latino.

Professional Development & STARS Trainings

STARS training is an annual training program mandated by the state of Washington for childcare providers. It is administered through the Department of Children Youth and Families (DCYF) through MERIT. Washington state requires childcare providers to have minimally 10 hours of continuing training education each year, hence all early learning professionals who independently supervise children must meet this training requirement of stars hours in WA.

Through MERIT we were able to use the “find trainer” tab where Amanda found state-approved trainers. This section in the platform allows for us to search for a trainer that specializes in specific subject matter that is of interest in facilitating as a training. As the program is targeting children ages 3-5, a plan to have all trainings cover the six-areas of learning for kindergarten readiness, which includes: gross motor, fine motor, communication, literacy & language, mathematics, STEM, creative, social-emotional learning was developed.

This year, four trainings were hosted that were both in-person and virtual to all eighteen in-home child care providers between March and June. An invitation to all providers on our contact list and ESD early learning providers was extended as well. In the check-in sessions with providers, 10 of the 18 expressed a need in this subject matter due to the persisting ramifications from the COVID-19 pandemic resulting in the children lacking social skills.

Based on the feedback from our providers, we planned a series of professional development sessions that focused on social-emotional learning, which were geared towards giving our providers new methods, strategies, and adopting new perspectives to better equip providers to care for children who faced those challenges on site.

Over the past months an increased engagement from ten to approximately twenty-five attendees in June. Providers who took part in these training sessions received six STARS hours. All training sessions have event plans created, outreach conducted, collateral

materials to circulate through our 140-provider list are available, and ESD early learning providers available to inform them on these benefit opportunities available.

Zeno Math & Early Learning Kits

Early learning kits target the key areas of learning: gross motor, fine motor, communication, literacy & language, mathematics, STEM, creative, social-emotional learning were distributed.

Zeno Math is another resource for childcare providers to embed in their curriculum furthering the enrichment of math. Zeno aligns with our program's goals and objectives by focusing on eliminating the early opportunity gaps in math by increasing the number of tools and resources available for children and families, especially communities of color.

Incorporating Zeno Math and the early learning kits, children's providers and families increased exposure to key areas of learning such as literacy and increasing the accessibility of math early on to get children and families kindergarten ready.

Summer Meals Curriculum

Summer Meals is a program that is led by the Nourishing Network at the Foundation that consists of an eight-week program providing enrichment activities to ESD students all summer. Before the program began, Amanda created a summer Meals lesson plan that consisted of leading a 30-minute activity that includes both Zeno Math and agricultural activities. These activities were chosen to keep the children engaged as well as fostering an understanding of the importance of mathematics, offering an understanding of and the importance of agriculture and how it affects health, and knowledge of where the food comes from (i.e., Apples grow in trees, what color are they, and how they are healthy).

Provider feedback about the program. Challenges and Successes

As the early learning program progressed, feedback from our collaborating childcare providers was gathered, shedding light on both challenges and successes. All providers expressed their appreciation for the program, highlighting the benefits of acquiring STARS hours necessary for completing their training requirements by the end of the year. This aspect of the program has been well received as it ensures providers can meet their professional development goals.

Providers who participated in the training sessions reported a prominent level of interest and enthusiasm. They expressed that the training offered new strategies and insights that helped enhance their ability to improve the quality of their child care. Marie, the director of Sprouts Preschool and Childcare expressed that "the training helped me better understand my children and families that have struggled with social emotional related challenges hindering their developmental progression."

Four providers specifically have also expressed that these training motivated them to expand their child care by acquiring added knowledge needed to grow their business. All providers are eager to implement the training materials in their child cares. The practical and applicable nature of the training was a significant success, as providers feel better equipped to enhance the quality of care they offer.

Despite these successes, several challenges persist. A common concern is low staffing levels, which affects the ability to enroll new families and manage existing workloads effectively. Providers also mentioned that the demands of running a child care often conflict with their schedules particularly when it comes to attending training sessions.

Providers have expressed that they like both in-person and virtual sessions; however, it is dependent on their schedule and if they still have any children left in care. Balancing professional responsibilities with personal obligations, including caring for their own children, is a notable difficulty.

Another significant challenge is caring for children with suspected or confirmed special needs. Providers find it challenging to access the necessary resources and support, and managing the additional needs of these children can strain their capacity. The lack of readily available resources and support systems for special needs (learning disabilities, etc.) care highlights a critical area for improvement.

Introducing Zeno math games, accompanied by a game tracker to monitor children's progress, presented another hurdle. While the games were well-received, six providers did not give a detailed overview of how the games were administered both onsite and at home with families and struggled to complete the game tracker report on time. Reasons varied from unfamiliarity with the tracking process and simply forgetting, to the demands of their child care operations, and personal circumstances. This feedback underscores the need for ongoing support and potentially simplifies the tracking process to ensure it fits seamlessly into providers' busy schedules.

Moreover, all providers faced significant challenges with children exhibiting major behavioral issues. Despite applying various techniques learned through previous training, challenges persist resulting in the inability to effectively manage these behaviors. This highlights the need for continued support and advanced training in behavioral management to better equip providers in addressing these challenges.

Overall, while the program has facilitated professional growth and introduced beneficial strategies, addressing these ongoing challenges is crucial. By continuing to support our providers through improved communication, resource allocation, and flexible training options, we can further enhance the effectiveness and accessibility of our early learning program.

Outreach Strategies:

The foundation is seeking to further our reach to communities of color that are not in our network. A more robust outreach strategy is under development for the 2024-2025 cycle. This strategy will include sourcing new child care providers, reconnecting with

previously contacted providers to enroll in the program and connecting with church partners.