



Snohomish County Council

Committee: LJHS **Analyst:** Heidi Beazizo
ECAF: 21-0667, 0670, 0671, 0672, 0673, 0674, & 0675
Proposal: Ord. 21-061, 062, 063, 064, 065, 066, & 067
Date: 9/2/2021

Consideration

The Executive's Office requests Council consider approving the proposed PSTAA ordinances approving each Interlocal Agreement and Proposed Spending Plan for funds appropriated in the 2021 Budget impacting the 2021-22 Academic Year.

Background

The State of Washington Legislature established the Puget Sound Taxpayers Accountability Act (PSTAA) account pursuant to RCW [43.79.520](#) and Snohomish County is estimate to receive approximately \$79 million between 2019 and 2036.

On November 10, 2020, the Snohomish County Council passed the 2021 budget providing \$800,000 in expenditure authority for PSTAA revenues.¹

On March 10, 2021, the Snohomish County Council passed Amended Motion 21-089 providing direction to develop interlocal agreements (ILA) with the school districts and higher education institutions with students located inside the regional transit authority's boundaries.²

K-12 School Districts were allocated 67% of the total county allocation with direction that all of their funding be used for early learning and that at least 50% be spent through sub-contracts with community early learning providers; the School Districts receiving PSTAA funds are Edmonds School District, Everett Public Schools, Marysville School District, Mukilteo School District, Northshore School District and Snohomish School District and their portion of the total county allocation is distributed based on the percentage of each school district's population within the boundaries of the Sound Transit Regional Transit Authority.

Higher Education Institutions were allocated 33% of the total county allocation split evenly between Edmonds College, Everett Community College and Washington State University; the Council indicated that at least 10% of their total allocation must be spent through sub-contracts with community early learning providers.

Human Services staff have been working with the K-12 school districts and institutes of higher education to develop the ILA's, including the incorporation of each school's proposed spending plan for the 2021-2022 academic year.

¹ [Public Hearing - 2021 Budget Hearing - SPECIAL MEETING \(granicus.com\)](#)

² [General Legislative Session \(granicus.com\)](#)

Two of the K-12 school districts, with small numbers of students residing with the RTA, Marsyville and Snohomish, have decided not to develop ILA's for this year. Marsyville School District was slated to receive \$536 and Snohomish School District, \$12,328.

Current Proposal

Scope: Consider approving each ILA and Proposed Spending Plan between the County and: Edmonds College, Everett Community College, Washington State University, Edmonds School District, Everett Public Schools, Mukilteo School District and Northshore School District.

ECAF	School	Motion
21-0667	Edmonds College	21-061
21-0670	Edmonds School District	21-062
21-0671	Everett Community College	21-063
21-0672	Everett Public Schools	21-064
21-0673	Mukilteo School District	21-065
21-0674	Northshore School District	21-066
21-0675	Washington State University	21-067

Each ILA is broken down into four parts:

1. Specific Terms and Conditions – Exhibit A
2. Statement of Work/Project Description – Exhibit B
3. Approved Contract Budget – Exhibit C
4. Services and Expenditure Plan – Exhibit D

Note – For each school type (K-12 or Higher Education), the Exhibits A and B are substantively the same. Exhibit C and D are unique to each school based on their allocated funding and specific proposed spending plans.

Reports (See Exhibit B, Section IV.A and IV.B) – Each agreement includes two reporting requirements for the schools:

1. A plan for the upcoming year's expenditures and
2. A report of the prior year's outcomes and overall program outcomes (proposed outcome metrics are outlined in Exhibit D.)

Duration: The Interlocal Agreements remain in place from 2021 to 2036 or until PSTAA funds have been entirely allocated per [RCW 81.112.360](#).

Each year, by June 30, the schools will submit an agreed-upon Services and Expenditure Plan for the upcoming year which will be approved by the County Council by Motion (See Terms and Conditions, Section II.B).

Fiscal Implications: \$800,000 for Budget Year 2021.

2021 Budget: \$800,000

Future Budget Impacts: Future budgets will include appropriations as received in the prior year based on RCW 43.79.520. (For example, the 2021 budget included PSTAA receipts from April 2019 through March 2020.)

Handling: EXPEDITE

Approved-as-to-form: YES.

Risk Management: APPROVE.

Executive Recommendation: APPROVE.

Analysis: The plans submitted by the schools appear to be in alignment with Motion 21-089.

Attachments:

Summaries of Proposed Spending Plans by Institute Type:

- 1) 2021 PSTAA Proposed Spending Plans – Higher Education
- 2) 2021 PSTAA Proposed Spending Plans – K-12 School District

Supportive information related to early learning outcomes:

- 1) Community College Retention challenges and supports
- 2) Family Engagement Framework Graphic
- 3) WaKIDS1920OnePageFinal_20200714

Amendments: NONE

Request: Assign to COW at Admin on September 7 and consider setting time and date for a public hearing September 22, 2021.

Following receipt of public testimony, consider taking action on the proposed ordinances or provide other direction to staff.

Higher Education Institutions
2021-22 Proposed Spending Plans

EDMONDS COLLEGE <small>ECAF 2021-0667 Ord. 21-061</small>	2021-2022 Allocation	Proposed Spending Plan		
		Admin	Early Learning (minimum 10%)	Remaining (at most 90%)
	\$88,000	\$8,800	\$7,920	\$71,280
		Recipient: Snohomish Cooperative Preschool Scope: Deepen and extend the work of building Anti-Bias Early Childhood Classrooms in 12 low-cost Parent Participation Preschools serving 700+ families.	Focus on addressing increasing food insecurity through: * Hiring one AmeriCorps volunteer to help with overall Food Pantry Operations (\$10,500) * Expand products offered by the Food Pantry to students within the RTA and enhance operations (\$20,780) * Distribute vouchers to students within the RTA to help with expenses such as childcare, rent, utilities, gas, etc. (\$40,000)	

EVERETT CC <small>ECAF 2021-0671 Ord. 21-063</small>	2021-2022 Allocation	Proposed Spending Plan		
		Admin	Early Learning (minimum 10%)	Remaining (at most 90%)
	\$88,000	\$3,000	\$65,000	\$20,000
		Recipient: Child Strive Scope: Cooperative childcare program for children ages 12 months to five years; improve educational and economic outcomes among low-income families enrolled in adult education classes. Anticipate serving 150-170 adult students.	* Student Parent Peer Navigator focused on expanding the Equity and Social Justice Divisions Peer Navigation Model (\$13,500 including benefits) * Supplies for Parent Peer Navigator (\$1,000) * Endowment focused on improving retention and completion efforts among non-traditional students (\$5,500)	

WASHINGTON STATE UNIVERSITY <small>ECAF 2021-0675 Ord. 21-067</small>	2021-2022 Allocation	Proposed Spending Plan		
		Admin	Early Learning (minimum 10%)	Remaining (at most 90%)
	\$88,000	\$0	\$8,800	\$79,200
		Recipient ONE: Child Strive (\$5,800) Scope: Cooperative childcare program for children ages 12 months to five years; improve educational and economic outcomes among low-income families enrolled in adult education classes. Recipient TWO: United Way of Snohomish County (\$3,000) Scope: Pool PSTAA dollars from interested and funded school districts and higher education institutions to hire a contract facilitator to create a five-year strategic plan to shift systems steeped in racism and support equitable opportunities for all young children.	Barrier-Free Access to higher education: * Provide an application fee waiver and confirmation fee scholarship to a targeted population (\$39,200) * Current Use Scholarships for the 2021-22 academic year for students in financial need who have demonstrated academic achievement at their community college and shown community involvement through work and volunteerism (\$40,000). 4-\$5,000 scholarship; 6-\$2,500 scholarships; 5-\$1,000 scholarships	

K-12 Schools
2021-22 Proposed Spending Plans

EDMONDS SD ECAF 2021-0670 Ord. 21-062	Proposed Spending Plan - 100% to Early Learning			
	2021-2022 Allocation	Admin	Sub-Contracts (minimum 50%)	School District Services
	\$197,784	\$19,778	\$89,003	\$89,003
		<p>Recipient ONE: Latino Educational Training Institute (LETI) (\$29,667.60)</p> <p>Scope: Recruit 8-9 Latino mothers who are in need of pre-k childcare services to:</p> <ol style="list-style-type: none"> 1) provide proper early-childcare training for consistent service and care of their children 2) quarterly rotation system to share in childcare 3) provide time and opportunities for the mothers to attend courses, complete assignments and work in order to increase earning potential 4) design a replicable model <p>Recipient TWO: YMCA of King County (\$59,335.20)</p> <p>Scope: Pilot of wrap around childcare services at the Woodway Center, beginning services in January 2022. Anticipate 20 morning and 20 afternoon wrap around slots.</p>	<p>Hire a Family Resource Advocate (\$88,800 salary and benefits) to:</p> <ul style="list-style-type: none"> *serve young children to navigate complicated systems both at the school and outside * implement family engagement strategies that build family stability and understanding learning of learning outcomes in a culturally responsive way * increased support for families experiencing homelessness *telephone (\$203) 	

EVERETT PUBLIC SCHOOLS ECAF 2021-0672 Ord. 21-064	Proposed Spending Plan - 100% to Early Learning			
	2021-2022 Allocation	Admin	Sub-Contracts (minimum 50%)	School District Services
	\$152,760	\$15,276	\$68,742	\$68,742
		<p>Recipient: Housing Hope (on behalf of Improving School Attendance Collaborative and Tomorrow's Hope Child Developmental Center)</p> <p>Scope: Focus on chronically absent ECEAP and elementary school children at 280% below poverty level:</p> <ul style="list-style-type: none"> * Fund additional hours for child family advocates at Housing Hope (\$43,272) * Fund curriculum, materials, resources, professional development and coaching (\$25,470) 	<p>Expand Transitional Kindergarten (TK) serving 40 additional students:</p> <ul style="list-style-type: none"> * Two TK classroom kits (\$17,000) * Begin building a P-3 Early Learning Hub including expansion of Play and Learn Program and creation of a family resource library (\$39,384) * Create a community partner resource library (\$4,358) * Purchase new STEM related resources for eight ECEAP classrooms (\$8,000) 	

K-12 Schools
2021-22 Proposed Spending Plans

MUKILTEO SD ECAF 2021-0673 Ord. 21-065	Proposed Spending Plan - 100% to Early Learning			
	2021-2022 Allocation	Admin	Sub-Contracts (minimum 50%)	School District Services
	\$120,064	\$12,006	\$108,058	\$0
		<p>Recipient: Child Strive</p> <p>Scope: * Hire a counselor to provide culturally relevant family counseling services for the Child Strive's CORE Family project in the Casino Road community (\$97,746) * Help fund basic needs that may present barriers to participation and engagement in the project (\$10,311.60)</p>		

NORTHSHORE SD ECAF 2021-0674 Ord. 21-066	Proposed Spending Plan - 100% to Early Learning			
	2021-2022 Allocation	Admin	Sub-Contracts (minimum 50%)	School District Services
	\$52,528	\$0	\$26,264	\$26,264
		<p>Recipient: Imagine Children's Museum</p> <p>Scope: Access the Little Science Lab on a quarterly basis to support a strong home/school connection for our students and families through take-home activity bags that foster hands-on investigations with connected art and literacy activities in science processing skills.</p>	<p>Support early learning by acquiring additional training in Guided Language Acquisition Design (GLAD):</p> <p>* Support training seven staff members in attending GLAD preschool training * Send two employees to become certified GLAD trainers to support multilingual learners</p>	

WHY STUDENTS DROP OUT

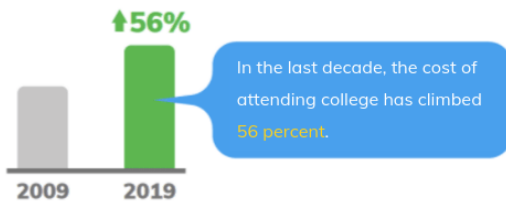


One in three students who enroll in postsecondary education in the United States never complete their degree. Here's why.



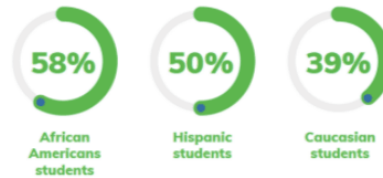
Lack of affordability

It's becoming hard to pay for school with climbing fees. On top of that, it's complex to navigate financial aid options, particularly for first-generation students.



Living expenses

Many first-generation college students underestimate the cost of expenses beyond tuition and struggle to pay for their basic day-to-day needs such as food and housing.



reported experiencing food insecurity in the past 30 days.



Balancing school/work

The vast majority (85%) of today's college students work while enrolled to pay for school and support themselves.



Only 22% of low-income students who work while enrolled complete college in six years.



Lack of academic preparation

A quarter of today's students must enroll in non-credit-bearing remedial classes their first year of college. These students are 74% more likely to drop out.



Many students struggle with basic academic skills such as writing or math and need extensive academic support.



Cultural capital and college knowledge

Students struggle to navigate what to do when they're on campus and their new responsibilities. These students are often hesitant to reach out when they need help.



First-generation and low-income students often report feelings of self-doubt and a lack of belonging on college campuses.



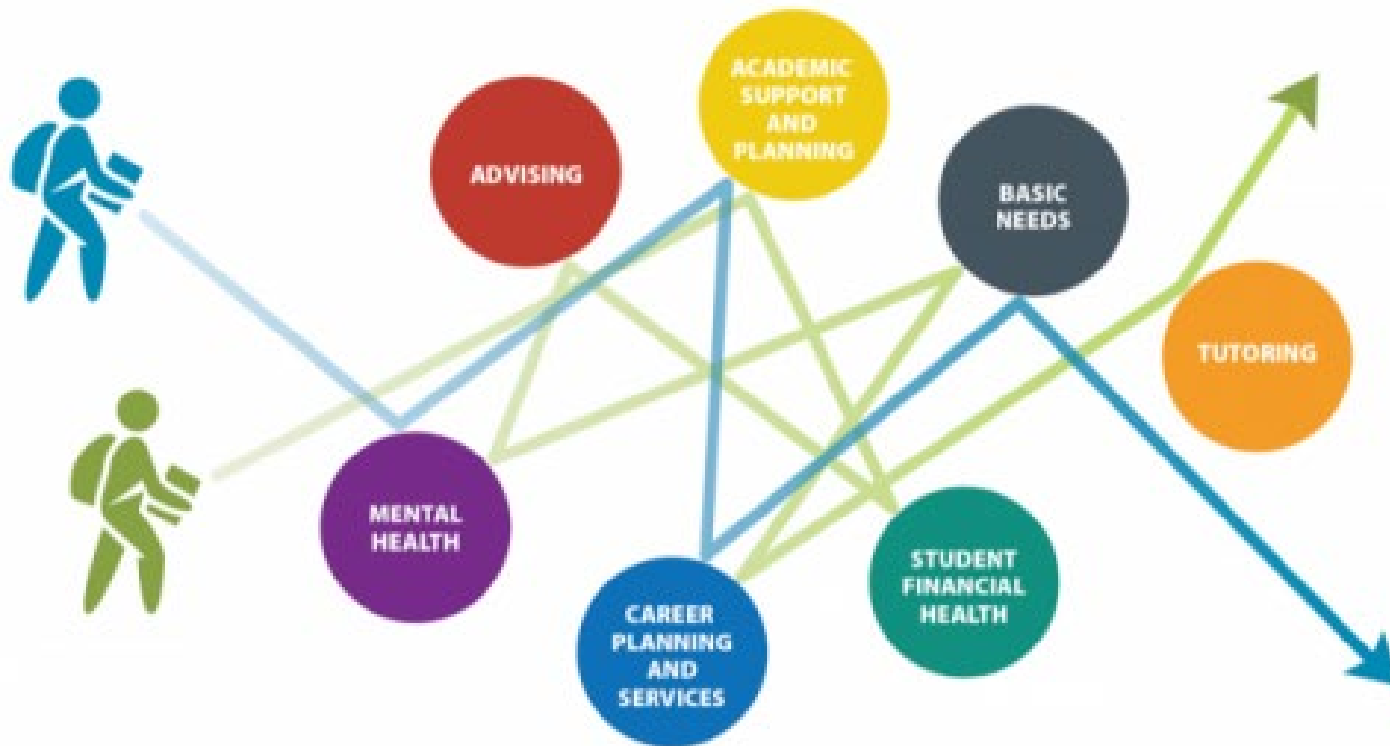
Anxiety and stress

The stress of balancing school and work takes a toll on many of today's college students.



Due to the stress of balancing work and school, today's college students report unprecedented levels of anxiety, depression, and feelings of isolation. Students also report a high degree of fear of failure because they know how critical a postsecondary credential is to future success in the workforce.

Want to learn more about how to retain students? Download our ebook **The Student Retention Guidebook: 5 Strategies to Engage At-Risk Students** at SignalVine.com

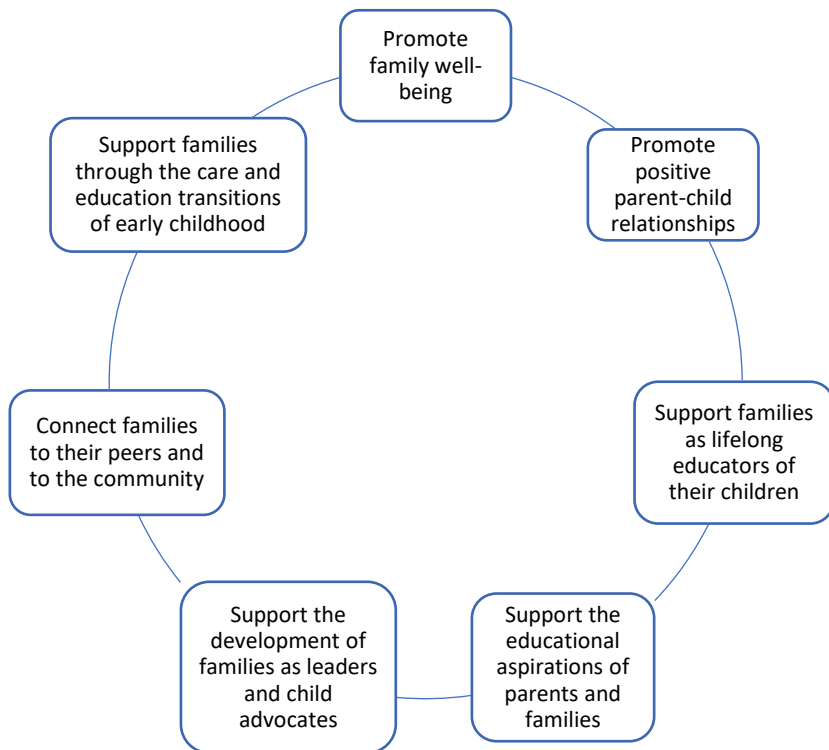


TYPICAL STUDENT SUPPORT

Early Learning Family Engagement Framework defines Family Engagement as

A shared responsibility in which programs are committed to engaging families in meaningful and culturally respectful ways, and families are committed to actively supporting their children’s learning and development	Respectful of all families through honoring their traditions, cultures, and values, and by understanding that even when challenged by adversity, all families are capable and culturally competent partners in their children’s development	Grounded in positive, ongoing goal-oriented reciprocal relationships between educators and families, where both contribute and both benefit from a level playing field	Systemically woven into all parts of the learning community from program leadership to professional development, program environment, and teaching and learning practices; all staff and all aspects of the learning community value and reflect the importance of family engagement	Continuous across a child’s educational experiences, spanning from early learning programs through high school graduation, with after-school and community programs mixed in along the way	Developmental and grows over time, meeting families where they are by providing opportunities and resources to help them move forward, both in their role as their child’s first teacher and partner with the school, and in uplifting their own family well-being
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Goals for Family Engagement



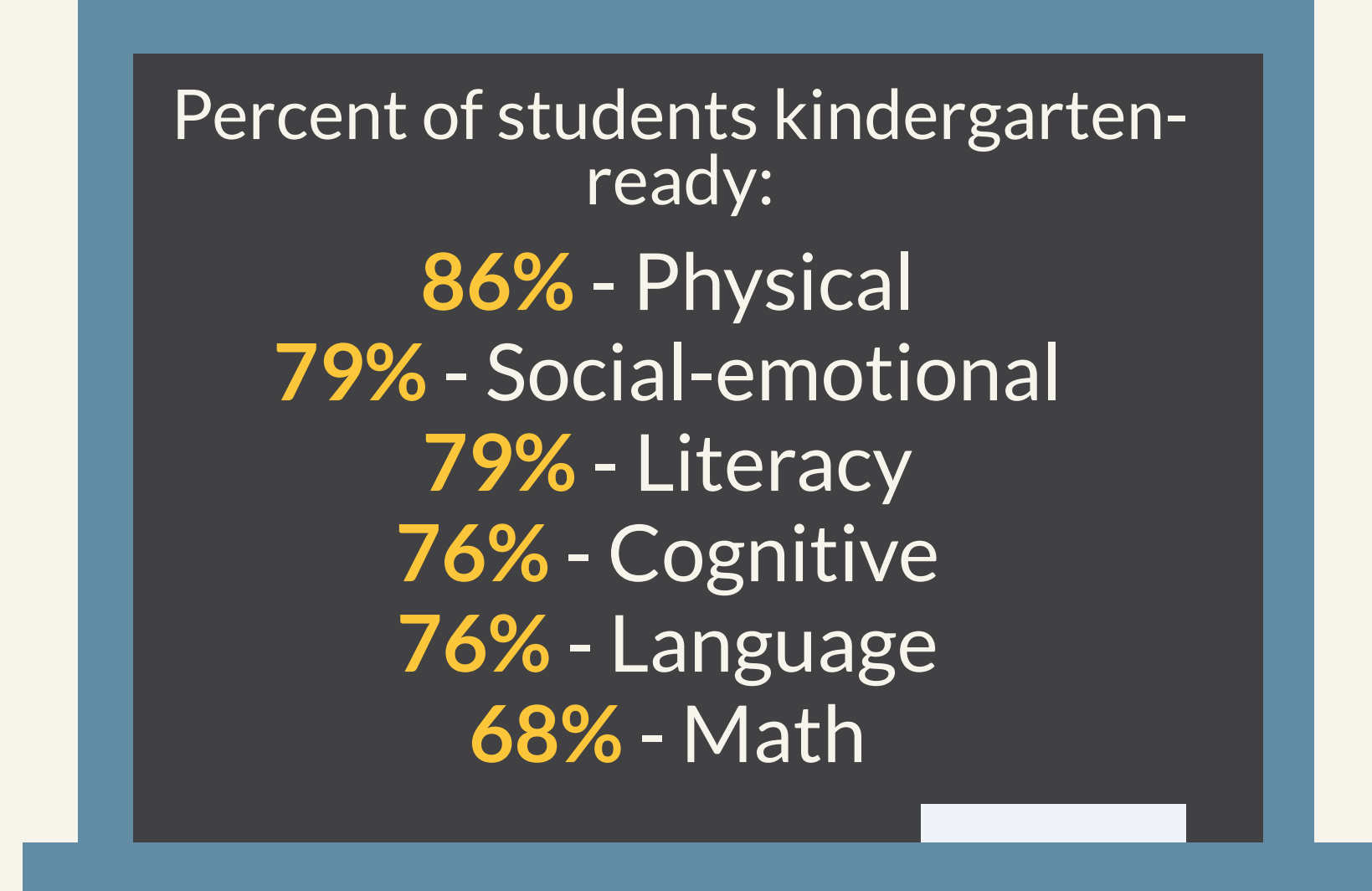
PARENT INVOLVEMENT	FAMILY ENGAGEMENT
Program/school leadership develops a statement on homeschool partnership.	Families and program/school staff collaboratively develop a statement on family engagement, define goals, brainstorm activities to achieve the goals, create a work plan, and form a group to achieve the work. Together, they reflect on what is working and what needs to change to grow family engagement.
Parents participate in activities offered by the program/school.	Families -- in partnership with early childhood educators and program leadership – co-create opportunities for families to support their children’s learning.
Parents attend parent-teacher conferences where they receive reports about their child’s progress.	Early childhood educator’s visit with families to get to know the child and families, understand the goals the family has for the child, and develop a shared log to update and record milestones. Families and educators share information about the child and identify strategies for how goals and challenges will be supported at home and in the program.
A designated staff person is assigned for outreach to parents.	All staff are trained in family engagement strategies and are provided with support and guidance so they can most effectively engage families in ways that benefit the child, family, and the program/school.
Programs/schools are primary consumers of data on children.	Families are regular consumers of data about their children and receive information for what they can do to support learning as a result of the data.



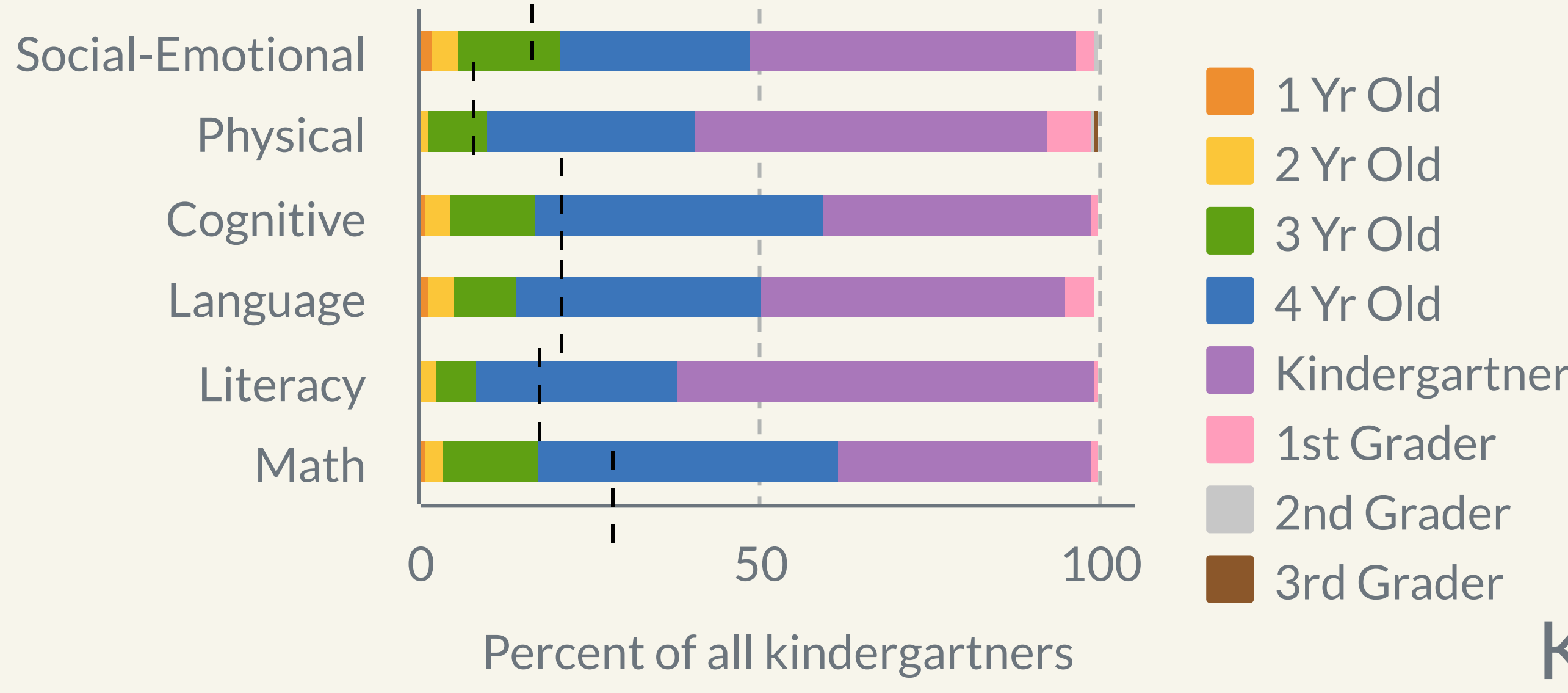
WaKIDS 2019-2020 Results

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is a kindergarten transition process that includes an observational assessment that assesses incoming kindergartners' readiness in six domains: social emotional, physical, language, cognitive, literacy and math. Kindergarten-readiness is based on readiness in all six domains.

Results from the 2019-2020 school year are consistent with trends from previous years. This year, 79,326 students participated.



Range of Development Skill Levels of All Kindergartners



Key Findings

Entering kindergartners continued to display a range of skill levels.

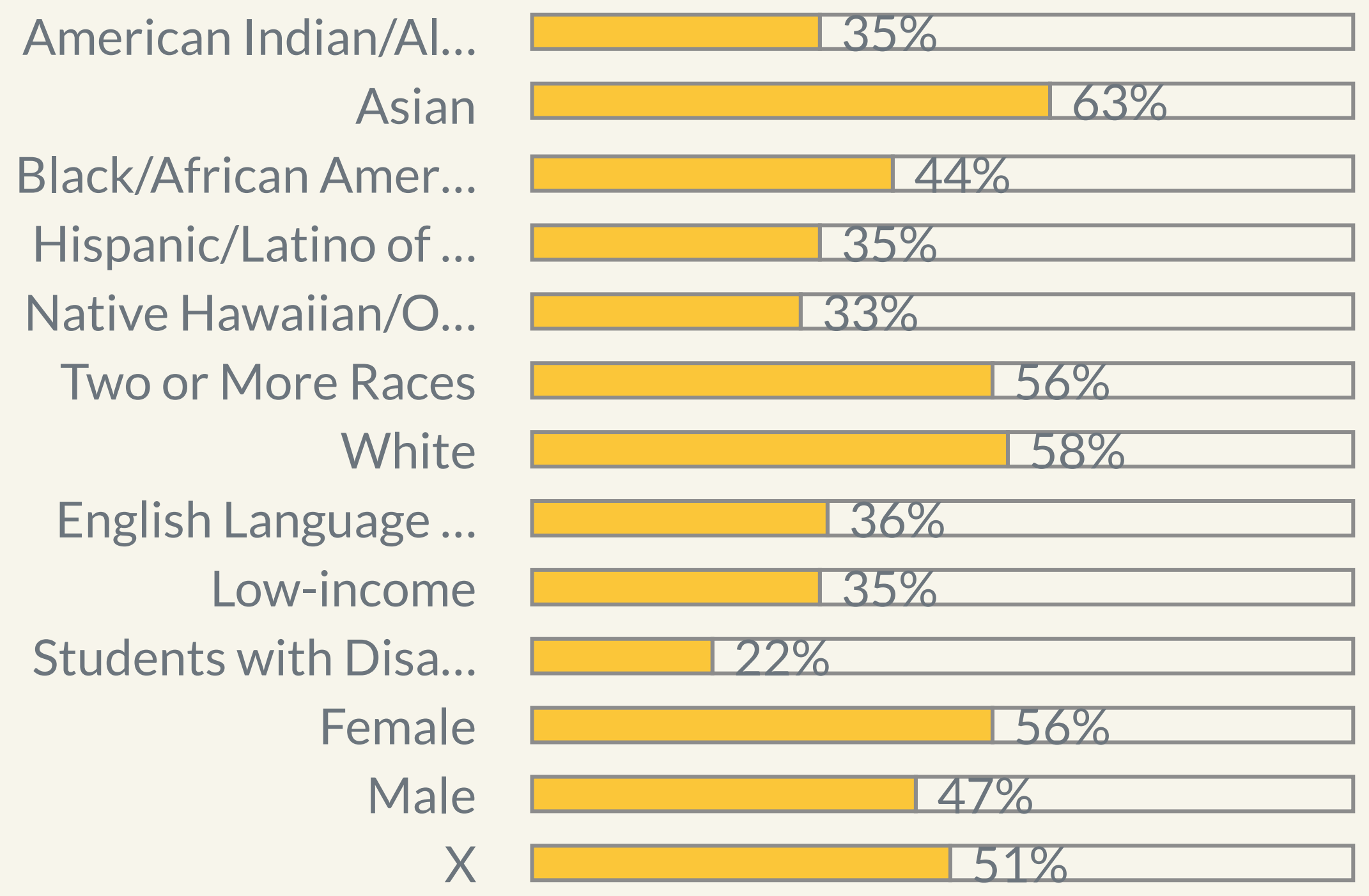
How can classrooms and educators adapt practices to accommodate different skill levels?

Over half of incoming kindergartners were kindergarten-ready.

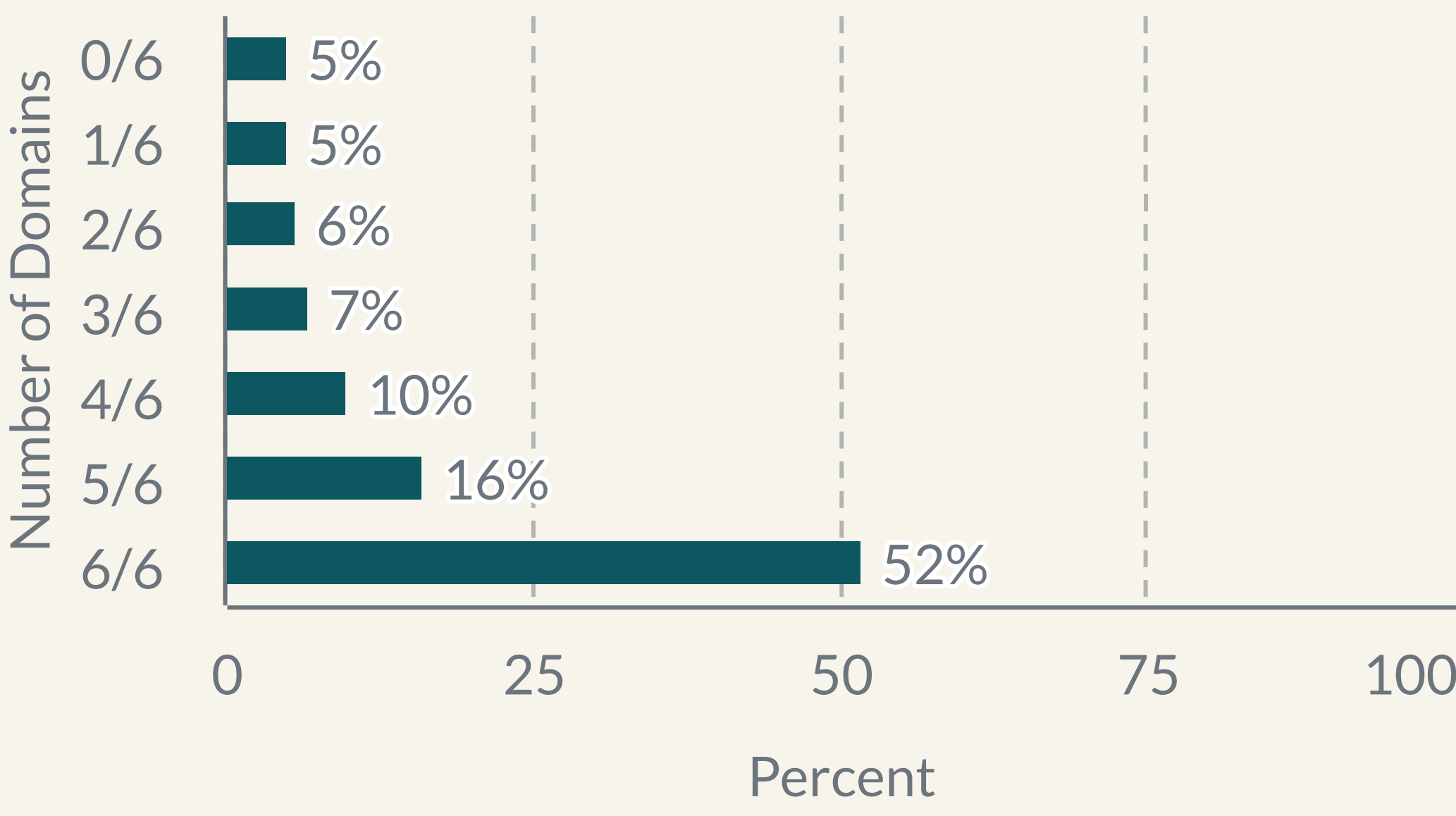
Fewer students from historically under-served student groups were kindergarten-ready.

More female students were kindergarten-ready than male students.

Kindergarten-Ready in All Domains



Kindergarten-Ready in Multiple Domains



Differences in race/ethnicity, gender, and eligibility for federal programs were significantly associated with kindergarten-readiness in each domain and readiness in all 6 domains. Federal programs include English Language Learners, low-income students, and Students with Disabilities. However, there was no significant difference in kindergarten readiness by gender in math.

Learn more about WaKIDS results at: <https://washingtonstatereportcard.ospi.k12.wa.us/>



Close Gaps Early

Given emerging trends between WaKIDS and 3rd grade assessment data and the importance of ensuring students are on track prior to 3rd grade, OSPI invites districts to review their own assessment data to consider what more can be done to close opportunity and achievement gaps early.

Build on Family Strengths after the Family Connection:

- Do schools ask families about their experiences in transitions? DCYF and OSPI research found that families are not asked for feedback on their child's transition systematically, except for families of children with disabilities.
- How do families demonstrate leadership in schools, and do districts have cultural leaders supporting new families?
- Have schools learned from families how their children love to learn outside the classroom? Use photos, videos, and notes from family to learn about the child's development.
- Does the district partner with cultural organizations and tribes to support families prior to, and after, kindergarten entry?
- Do kindergarten teachers have regular face-to-face conversations with families or use technology to increase frequency of communication?
- Many districts use the GOLD® report card or family conference form to share data with families and to prompt further investigation about children's strengths and needs, including consideration for highly capable, or special education services.

Partner with the Community to Eliminate the Opportunity Gap:

- Does the district measure its own readiness to serve all five-year-old children?
- Are kindergarten classrooms/playgrounds ready to serve a wide range of typical and atypical development levels including culturally diverse measures of growth?
- How is the district reaching out to prekindergarten children and early learning partners in the neighborhood and/or community?
- In what ways does the district partner and build relationships with families, friends, and neighbors caring for children ages 0-5 in the community?
- Does the district conduct home visits to families of young children, including entering kindergartners?

Program Staff:

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About the WaKIDS Data

WaKIDS was piloted in 2010-11 and implemented in volunteer schools in 2011-12. It became mandatory in state-funded full-day kindergarten in 2012-13, and was scaled up incrementally each succeeding year, prioritizing schools with the highest percentages of students who were reduced lunch. As of 2017-18, full-day kindergarten and WaKIDS is statewide. Statistically significant findings were based on chi-square tests for student subgroups and kindergarten readiness in each domain and in all six. Figure percentages rounded to nearest whole number.

Learn more about WaKIDS results at: <https://washingtonstatereportcard.ospi.k12.wa.us/>

