



**2023-2024**

**PUGET SOUND TAXPAYERS ACCOUNTABILITY ACT ACCOUNT**  
**ANNUAL REPORT**

<b>School District</b>	<b>Mukilteo School District</b>
<b>Interlocal Agreement</b>	<b>EL-21-80-03-055</b>
<b>Allocation 2023-2024</b>	<b>\$ 259,253.82</b>
<b>Reallocated Unspent Funds from 2022-2023</b>	<b>\$ 89,568.51</b>
<b>Total 2023-2024 Allocation</b>	<b>\$ 348,822.33</b>
<b>Admin Designation</b> (maximum 10%)	<b>\$ 34,882.23</b>
<b>Direct Service Designation</b> (maximum 50% after admin)	<b>\$ 53,542.07</b>
<b>Early Learning Designation</b> (minimum 50% after admin)	<b>\$ 260,398.03</b>
<b>Spent through August 2024</b>	<b>\$ 259,542.13</b>

**FUNDS DESIGNATED FOR SCHOOL DISTRICT SERVICES**

**Proposed Use of Funds (Brief Summary)**

Mukilteo School District will use PSTAA to provide Family Academies that will bring groups of families from the targeted populations together in order for them to identify issues of importance to them and to increase advocacy to improve conditions of concern within their family and in their communities and includes areas of focus around parenting skills and knowledge for navigating educational system, fostering self-advocacy, and increasing awareness of social emotional learning, mental health, and accessing relevant community services. Families will be able to better navigate the K-12 educational system, demonstrate increased engagement with the school district, demonstrate increased awareness of social emotional learning, mental health, and increased access to relevant community services.

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

There were no modifications made during implementation.

**Share your progress including outcomes achieved to date.**

Mukilteo School District used PSTAA funds to support our early learners by providing case management with families. Our staff supplied modeling and what it looks like to engage in effective learning experiences, conducting home visits, and parent conferences. In addition, the staff took part in visiting child cares and working with families and providers to navigate the school and healthcare systems. Staff offered guidance and transition services for families as the families navigated the educational system. We held beginning of the year conferences and November conferences with parents to assess their child's needs and work together to implement their educational plans.



## **FUNDS DESIGNATED FOR EARLY LEARNING PROVIDERS**

### **Early Learning Provider: ChildStrive**

#### **Proposed Use of Funds (Brief Summary)**

Counseling and case management services will be provided by ChildStrive's counseling team to increase positive bonding and attachment between parents and their children to support emotional development of children. Parents will develop skills to recognize and respond sensitively to a child's needs and understand their child's behavior, coping strategies, self-regulation, and build reflective capacity. Families and children become better prepared for kindergarten, and/or have a successful transition into kindergarten.

Financial support provided to families to assist in removing barriers within and between systems related to early childhood education, postsecondary and employment pathways, economic assets, social capital, and health and well-being. Families are connected to other community resources to provide future or ongoing support.

#### **Share their progress including outcomes achieved to date.**

In 2023-24, ChildStrive served thirty-three unique families with a total of sixty-three children for Circle of Security. All families identified as Latinx and either refugee or immigrants in the first or second generation.

Families were offered three new summer experiences. The first was a (Spanish) PEPS Summer fun group for parents who had all been through a first PEPS support group facilitated by two staffed counselors. The intent was to reinforce content around managing stress and positive parenting techniques. Also, we hoped it would nurture some social connections between parents and give the parents a reason to get out of the house and engage in play with their children. Snacks and coffee were provided, as well as activities for children led by MSW Interns. This allowed parents to have a little bit of time to discuss their challenges without children present. We served thirteen parents (all mothers) from the Mukilteo SD area, and twenty-nine children, from infancy to older siblings, aged thirteen.

The second experience offered was a (Spanish) Social Skills group, targeting children with delayed social-emotional development and behavioral challenges. The goal was to get the student accustomed to a classroom environment, to practice cooperation and listening, and to follow basic routines or directions. In planning, the intention was to be play-based and to include some art and music. Parents took part along with their child to see their child's strengths and difficulties in learning. They met as a cohort to discuss specific strategies as related to explosive behaviors, managing screen time, and setting up more predictable household routines. MSW Interns again supplied some activities for



siblings, recognizing that there are social impacts on children who are siblings of children with special needs. As a pilot, we felt it was successful even though parents had to prioritize work hours over attendance at times. Eight families were served this summer. The attached report on the pilot is included.

Lastly, ChildStrive partnered with Sno-Isle Libraries in bringing a bilingual (Spanish-English) librarian to do songs and stories for children birth to five and their caregivers. We offered nine weeks of Story Hour, followed by snacks and outdoor play. This was attended by some families served by our counselors, providing a good motivation to get out into the sunshine and play with their children. It also gave toddlers a safe place to be physically active, an opportunity to learn to navigate peers and sharing, and supplied diverse sensory play options. Overall, 29+ children and their caregivers took part in the events.

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

ChildStrive has two infant and early childhood counselors who are bilingual in Spanish and English, bicultural, and have deep roots in the Casino Road community. One is a licensed social worker who is trained in trauma and attachment. They use EMDR and play therapy techniques with families who have very young children. The other a bachelor's level counselor who has advanced training in perinatal mental health as well as experience with adolescents and adults in crisis who often meets with a family first, to gather information and determine if there are barriers to their participation in counseling. Many families need time to stabilize and meet basic needs before the family can focus on their own mental health. The counselors were able to direct families to many helpful community resources. As a team, the two counselors worked very closely to triage families and move parents into the right kind of services.

In 2023-24, the caseload between the two were 22 and 18 families of which 85% of those lived in the Mukilteo School District. In addition to home-based counseling visits, the ChildStrive Village Counselors co-facilitated several groups in Spanish and provided a comfortable environment for learning about parenting strategies. ChildStrive groups aimed to reduce parental frustration and so reduce the incidences of abuse or neglect in the community. Another outcome was that groups built social connections between participants.

### **Circle of Security Parenting**

Circle of Security International provides an 8-week curriculum for trained facilitators that is evidence-based in promoting secure attachment styles and preventing the incidence of child maltreatment. It uses video vignettes to demonstrate key concepts, and guided discussion follows. Participants often build their self-reflective capacity over the eight weeks. Participants shared how they were parented, what is different now, and what kind of parent they aspire to be. Participants learned how to be present with their child,



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attuned to their feelings and needs. The goal was to give parents a chance to consider how best to respond to the child's needs. To respond with sensitivity, a parent's own needs must be met, or "their cup filled." By the end of the group, participants have learned some self-calming and self-talk strategies to be better regulated.

PEPS. Originally a support group for new parents in the early stages of parenting, PEPS has grown to include parents of toddlers and adolescents. PEPS groups are now co-facilitated by community volunteers with the support of ChildStrive' mental health counselors. PEPS has been effective in educating parents about postpartum mental health issues, critical periods of development, and how to cope with all those sleepless nights. Participants formed strong bonds of friendship with their peers.