



NOHOMISH COUNTY HUMAN SERVICES DEPARTMENT
 3000 ROCKEFELLER AVENUE, M/S 305 | EVERETT, WA 98201
 (425) 388-7200

INTERLOCAL (ILA) AMENDMENT

1. ILA Number: EL-21-80-07-052	2. Amendment Number: 1	3. This Amendment herein-after identified as: EL-21-80-07-052 (1)	4. Amount of Services and Expenditure Plan: \$182,600
5. Name and Address of Contracting Organization: Everett Community College 2000 Tower Street Everett, Washington, 98201 <input checked="" type="checkbox"/> Subrecipient <input type="checkbox"/> Contractor		6. Title of Project / Service: Puget Sound Taxpayer Accountability Account	

7. THIS ITEM APPLIES ONLY TO BILATERAL AMENDMENTS.
 The ILA identified herein, including any previous amendments thereto, is hereby amended as set forth in Item 8 below by mutual consent of all parties hereto.

8. TERMS OF AMENDMENT. (Indicate the amount of an increase/decrease in ILA and new beginning and ending dates, if applicable). The ILA referred to in Item 1 above is revised as follows:

- A. Exhibit A has been amended as follows:
 - 1) Section I and Section II.A have been modified to include Amended Motion 22-282;
 - 2) Section II.C.6 has been modified.
- B. Exhibit A is superseded with Exhibit A-1, attached.
- C. Exhibit B has been amended as follows:
 - 1) Section III.A.2 has been modified;
 - 2) Section III.A.3 has been modified.
- D. Exhibit B is superseded with Exhibit B-1, attached.
- E. The approved ILA Budget, Exhibit C-1, has been amended to reflect the PSTAA allocation for 2022-2023 in the amount of \$182,600.
- F. Approved ILA Budget, Exhibit C, is superseded with Exhibit C-1, as attached.
- G. Approved ILA Service Expenditure Plan, Exhibit D, has been amended to reflect the activities for 2022-2023.
- H. Approved ILA Service Plan, Exhibit D, is superseded with Exhibit D-1, as attached.

9. ALL OTHER TERMS AND CONDITIONS OF THE ORIGINAL ILA AND ANY PREVIOUS AMENDMENTS THERETO REMAIN IN FULL FORCE AND EFFECT.

FOR THE INSTITUTION OF HIGHER EDUCATION:

Cathy Leaker Sep 14, 2022
 _____ (Date)
 (Signature) Dr. Cathy Leaker, VP of Instruction

 (Title)

FOR SNOHOMISH COUNTY:

Lacey Harper Digitally signed by Lacey Harper
Date: 2022.08.18 09:26:11 -07'00'
 _____ (Date)
 Dave Somers, Executive
 Snohomish County

COUNCIL USE ONLY	
Approved	<u>8/17/2022</u>
ECAF #	<u>2022-0748</u>
MOT/ORD	<u>Motion 22-323</u>

EXHIBIT A-1

SPECIFIC TERMS AND CONDITIONS

PUGET SOUND TAXPAYER ACCOUNTABILITY ACCOUNT FUNDS

This INTERLOCAL AGREEMENT (the “ILA”) is entered into pursuant to the provisions of RCW Chapter 39.34 by and between SNOHOMISH COUNTY, hereinafter the “County” and the Institution of Higher Education identified on the Face Page of this ILA, (hereinafter the “IHE”), a public agency. The County and the IHE (collectively, the “Parties”) hereby agree as follows:

I. PURPOSE

The purpose of this ILA is to set forth the duties between the County and the IHE regarding the distribution of Puget Sound Taxpayer Accountability Account (PSTAA) funds. The PSTAA was created as an amendment to the 2015 State Transportation Revenue Package by the Washington State Legislature and is funded by a percentage of sales and use taxes collected from Sound Transit construction projects. PSTAA funds are to be distributed to King, Pierce, and Snohomish counties proportionally based on the population of each county that lives within Sound Transit’s jurisdictional boundaries.

Pursuant to RCW 43.79.520, counties may use distributions from the PSTAA account only to improve educational outcomes in early learning, K-12, and higher education including, but not limited to, for facilities and programs for children and youth that are low-income, homeless, or in foster care, or other vulnerable populations; and to start endowments to provide support for improving educational outcomes in early learning, K-12, and higher education. Snohomish County Council outlined additional guidance for use of PSTAA funds collected in the Snohomish County subarea in its Motion 20-553, and updated guidance in its Amended Motion 21-089 and Amended Motion 22-282.

II. TERMS AND CONDITIONS

As provided by RCW 39.34.040, this ILA shall not take effect unless and until it has (i) been duly executed by both parties, and (ii) either filed with the County Auditor or posted on the County or IHE’s Interlocal Agreements website (“Effective Date”). The ILA shall continue in effect until terminated by either party according to the termination provisions of the Basic Terms and Conditions. Notwithstanding the Effective Date of this ILA, all activities described in the ILA that are performed on or after the start date on the Face Page of the ILA shall be governed by the terms of this Agreement.

A. Compliance with Specific Laws, Regulations, and Agreements

1. Contingent upon allocation of PSTAA funds by the State, the IHE expressly agrees to undertake projects and programs consistent with Puget Sound Taxpayers Accountability Account Act RCW 43.79.520, Snohomish County Council Amended Motion 21-089 and Amended Motion 22-282, and any additional requirements that may be imposed by the Washington State Legislature or the County Council provided such additional requirements by the County Council are not inconsistent with the IHE's duties and responsibilities under existing law.
2. Administrative expenses paid with PSTAA funds under this ILA may not exceed more than 10% of the total annual PSTAA allocation.
3. The IHE shall ensure compliance with all applicable sections of the Revised Code of Washington (RCW) and Washington Administrative Code (WAC) and any RCW and WAC requirements as amended.
4. The IHE also agrees to comply with all other applicable federal and state statutes, regulations, and executive orders.

B. Appropriation of Funds

All funds shall be available only in strict accordance with the provisions of this ILA, the Basic Terms and Conditions referenced on the ILA Face Page, and the following:

1. RCW 43.79.520, entitled Puget Sound taxpayer accountability account;
2. Central Puget Sound Regional Transit Authority – Schedule of Sources and Uses of Funds by Subarea year ending December 31, 2019;
3. Other applicable federal, State, and local laws, regulations, and policies governing the funds provided in this ILA.

PSTAA funds will be allocated on an annual basis, at the direction of Snohomish County Council, from 2021 through 2036 or until PSTAA funds have been entirely allocated per RCW 81.112.360; or until either party terminates this ILA, whichever is earlier. It is expressly agreed and understood that the total amount to be paid by the County under this ILA shall not exceed the total funds appropriated to the IHE each year and included in an amendment signed by Parties. Annually by June 30, the parties will submit an agreed-upon Services and Expenditure Plan for the upcoming year, for approval by motion by County Council. Upon approval by motion, the Services and Expenditure plan becomes an enforceable part of this ILA.

- C. The Puget Sound Taxpayers Accountability Account Act is created in the state treasury. Moneys in the account may be spent only after appropriation.
1. IHEs shall expend funds in compliance with the Puget Sound Taxpayers Accountability Account Act and any additional requirements that may be imposed by the County Council or the State Legislature, provided such additional requirements by the County Council are not inconsistent with the IHE's duties and responsibilities under existing law.
 2. Funding under this ILA is subject to appropriation by both the State Legislature and the County Council.
 3. The County will not provide funding to continue programs or projects when appropriations from the State Legislature are not made, including when funding ends.
 4. Appropriation percentages, which are based on population, may be revised by the County following the 2020 and 2030 censuses.
 5. In order to allocate PSTAA funds to efforts, programs and/or projects demonstrating the highest level of success in improving educational outcomes, the Snohomish County Council may choose to adjust, on an annual basis, the allocation percentages for distribution based on the fund recipients' performance. The County Council shall provide the IHE advance notice of any planned adjustments affecting the IHE's allocation percentages by no later than May 31 of each year or thirty days before the IHE's annual PSTAA Services and Expenditure Plan (Exhibit D) is due to the County, whichever is earlier.
 6. Appropriated funds unused by the IHE (IHE did not submit reimbursement for the totality of appropriated funds) will remain in the PSTAA account and be included in the available balance to be appropriated in a future program year.
 7. PSTAA funds are intended to benefit residents of the RTA and shall be used accordingly as outlined in Exhibit B – Statement of Work.
 8. PSTAA funds shall be used in accordance with RCW 43.79.520 and any future additional direction of the County Council and the State Legislature, as outlined in the Statement of Work (Exhibit B).
 9. The IHE will submit annually to the County a plan for the upcoming year's expenditures, as outlined in the Statement of Work (Exhibit B).

10. The IHE will submit annually to the County a report of the prior year's outcomes and overall program outcomes, as outlined in the Statement of Work (Exhibit B).

D. Definitions

For purposes of this ILA, the following terms shall have the following meanings in addition to definitions incorporated by reference:

1. Early learning programs: Those programs serving children from birth through the third grade.
2. Regional Transit Authority (RTA): Also known as the Sound Transit District, is the area where RTA taxes are collected and used for to provide Sound Transit services. The RTA includes the urban areas of Snohomish, King and Pierce Counties.
3. Participant: An individual or family who is assisted with PSTAA funds.

III. FISCAL MANAGEMENT

The IHE shall not use funds available under this ILA to supplant funds otherwise available.

A. Accounting for Funds

In order to ensure and to provide documentation that the funds are used only as provided in this ILA, the IHE shall account for all funds under this ILA in a separate account or fund.

B. Repayment of Funds to County

The IHE is solely responsible for seeking repayment from any subcontractor in conformance with its debt collection policy.

C. State Prevailing Wage Requirements

Use of funds to reimburse costs associated with labor performed for any type of maintenance, repair, rehabilitation, construction, etc. may trigger Davis-Bacon and Related Acts (DBRA) wage requirements and/or State Prevailing Wage requirements per RCW Chapter 39.12. Projects that include construction costs will require performance and payment bonds from the prime contractor.

D. Cost Reimbursement

Reimbursement for services delivered under this ILA shall be on a cost-reimbursement basis. Reimbursement shall be provided for services provided pursuant to the Statement of Work (Exhibit B). The IHE shall submit, in a format prescribed by the County, an invoice detailing, on a monthly basis, all costs associated with the program based on the Approved ILA Budget (Exhibit C). Use of funds available under this ILA will be reviewed monthly.

IV. SUBCONTRACTING

The Subcontract provisions contained in Section IV of the Basic Terms and Conditions must be incorporated into every subcontract entered into by the IHE under this ILA. Subcontracts shall be in writing, with word changes where appropriate to properly identify the parties to the subcontract.

V. PARTICIPANT INFORMATION AND CONFIDENTIALITY

- A. The IHE understands that Participant information collected under programs and projects funded by this ILA is private and the use or disclosure of such information, when not directly connected with the administration of the County's or IHE's responsibilities with respect to services provided under this ILA, may be prohibited by federal, State, and local laws regarding privacy and obligations of confidentiality, unless written consent is obtained from such person receiving service and, in the case of a minor, that of a responsible parent or guardian.
- B. In compliance with state law and FERPA, the County, its employees, and agents will comply with the provisions of state law and FERPA. Nothing in this ILA may be construed to allow the County to maintain, use, disclose, or share student data in a manner not allowed under federal or state law or regulation or this ILA.

VI. CAPTIONS

The section headings and subheadings contained in this ILA are included for convenience of reference only and shall in no way define, limit, or otherwise affect the terms, scope, or intent of this ILA.

VII. ENTIRE ILA

This ILA constitutes the entire agreement between the parties as to the subject matter hereof and supersedes all prior discussions and understandings between them.

VIII. TIME OF THE ESSENCE

Time is of the essence in the performance of each party's obligations under this ILA. Each party will carry out its obligations under this ILA diligently and in good faith.

IX. MISCELLANEOUS

- A. **No Separate Entity Necessary/Created.** The parties agree that no separate legal or administrative entities are necessary to carry out this ILA.
- B. **Administrators.** Each party to this Agreement shall designate an individual (an "Administrator"), which may be designated by title or position, to oversee and administer such party's participation in this ILA. The parties' initial Administrators are identified on the Face Page of this ILA.

Either party may change its Administrator at any time by delivering written notice of such party's new Administrator to the other party.

- C. **Interpretation.** This ILA shall be governed by and enforced in accordance with the laws of the State of Washington. This ILA and each of the terms and provisions of it are deemed to have been explicitly negotiated by the parties, and the language in all parts of this ILA shall, in all cases, be construed according to its fair meaning and not strictly for or against either of the parties hereto. This ILA shall be construed so that wherever applicable the use of the singular number shall include the plural number, and vice versa, and the use of any gender shall be applicable to all genders.
- D. **Severability.** If any provision of this ILA or the application thereof to any person or circumstance shall, for any reason and to any extent, be found invalid or unenforceable, the remainder of this ILA and the application of that provision to other persons or circumstances shall not be affected thereby, but shall instead continue in full force and effect, to the extent permitted by law.
- E. **No Third-Party Beneficiaries.** This ILA is made and entered into for the sole benefit of the IHE and the County. No third party shall be deemed to have any rights under this ILA; there are no third-party beneficiaries to this ILA.

EXHIBIT B-1

STATEMENT OF WORK

PUGET SOUND TAXPAYER ACCOUNTABILITY ACCOUNT

I. DESCRIPTION

Puget Sound Taxpayer Accountability Account (PSTAA) funding is being allocated to the Institution of Higher Education (IHE) for development of educational programs and projects pursuant to RCW 43.79.520 and the terms and conditions herein.

II. ELIGIBILITY REQUIREMENTS

A. Expenditure of PSTAA funds are intended to benefit residents of the RTA.

1. Expenditure of these funds must prioritize services to individuals residing within the RTA to the greatest extent practicable.
2. Funds expended for the direct benefit of individuals must be awarded to only those Participants who reside within the boundaries of the RTA at the time of fund expenditure.

B. The IHE shall verify and maintain records regarding Participants' residency requirements.

III. FUNDING

A. Funds shall be used in accordance with RCW 43.79.520 and the terms and conditions herein.

1. One hundred percent (100%) of PSTAA funds allocated to the IHE must be solely expended on improving educational outcomes in early learning, K-12, and higher education.
2. At least ten percent (10%) of PSTAA funds allocated to IHE shall be designated for use by community-based early learning providers.
3. A allocation by percentage or dollar amount of PSTAA funds allocated to the IHE shall be used for new and/or innovative early learning programs.

4. No more than twenty-five percent (25%) of the annual allocation may be used to establish and contribute to an Endowment established for future expenditures consistent with this ILA.

IV. REPORTS

- A. The IHE shall submit to the County an annual PSTAA Services and Expenditure Plan (Exhibit D) by June 30 for the following program year's expenditures. For the purposes of this Agreement, a program year is deemed to begin on September 1 and conclude on August 31 of the following calendar year. This plan must include:
 1. A description of the proposed use of funds.
 2. A description of the target population: low-income, homeless, in foster care, or other vulnerable population(s).
 3. Identification of one or more community-based early learning program subcontractor(s).
 4. The percentage or amount of allocated funds designated for new and/or innovative early learning programs.
 5. Proposed metrics to measure impact on educational outcomes.
 6. An annual budget detailing IHE expenditures of allocated PSTAA funding.
- B. The IHE shall submit to the County an annual report detailing the use and effectiveness of PSTAA funds based on metrics identified in the Services and Expenditure Plan (Exhibit D).

The IHE shall submit the annual report by October 30 following the program year in which the funds were expended.

V. FISCAL MANAGEMENT

- A. The IHE shall seek reimbursement for approved expenditures, including subcontracts, included in the Approved ILA Budget (Exhibit C).
- B. The IHE shall assure that accurate and appropriate documentation is maintained to support the provision of each incurred expense.

- C. The IHE shall submit an approved invoice by the 10th of the month following the month services were provided.

EXPENDITURE NARRATIVE

AMOUNT	CATEGORY	NARRATIVE (provide justification describing each category supported with funds awarded under this contract)
48,174.20	Salaries/Wages	Salary/wages for 0.1 FTE Student Success Navigator @ \$4,441. Fund 0.86 FTE EvCC ELC Administrative Assistant @ \$43,733.
23,550.00	Benefits	Benefits for Student Success Navigator @ 38% for \$1,683. Benefits for ELC Administrative Assistant @ 50% for \$21,867.
499.80	Supplies/Minor Equip.	Consumable supplies and other resources supporting the student parent cohort
65,000.00	Prof. Services	Early learning subcontract with ChildStrive to support cooperative childcare program @ \$65,000
376.00	Administration	Costs related to program oversight and general administration
45,000.00	Endowment	Contribution toward endowment to sustain PSTAA activities over time and support student-parents @ allowable 25%
\$ 182,600.00	TOTAL	

EXHIBIT D-1

SERVICES AND EXPENDITURE PLAN

2022 - 2023 INSTITUTION OF HIGHER EDUCATION

Institutions of Higher Education (IHE) awarded may use distributions from PSTAA only to improve educational outcomes in early learning, K-12, and higher education, including, but not limited to, for facilities and programs for children and youth that are low-income, homeless, or in foster care, or other vulnerable populations to start endowments to provide support for improving educational outcomes in early learning, K-12, and higher education. At least ten percent (10%) of funds shall be designated for use by community-based early learning providers. PSTAA fund recipients shall expend a portion of their PSTAA funds on new and/or innovative early learning programs.

Institution of Higher Education	Total 2022-2023 Allocation	Minus 10% Admin
Everett Community College	\$ 182,600.00	\$376.00

Allocation after Admin:	Early Learning Partner	IHE Service
	\$ 65,000.00	\$ 117,224.00
	36%	64%

Amount of total allocation that will support new and/or innovative early learning program(s): By percent: 71% and/or Dollar amount: \$130,600.00

FUNDS DESIGNATED FOR IHE SERVICES

<p>Target educational outcome(s) <input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Completion</p>
<p>Target population(s) <input type="checkbox"/> Low-income <input type="checkbox"/> Homeless <input type="checkbox"/> In foster-care <input checked="" type="checkbox"/> Other vulnerable population(s), please list: Students who are parents enrolled at EvCC</p>
<p>Everett Community College: Overview While Everett Community College (EvCC) student-parents are an extremely motivated group of students on campus as a whole, less than one-third of those that enter ready for college-level coursework complete and/or transfer within 2-years of starting at EvCC in the fall. Outcomes are worse for students who are historically underrepresented by race/ethnicity, as performance indicators for the baseline cohort demonstrate.</p>

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.

Context

EvCC has learned a lot about its student-parent population over the course of two years through dedicated Institutional Research efforts. The information gathered and regularly updated will serve to help recruit student parents into the cohort, including: demographic data, financial aid status, which educational and career pathways they tend to choose, the need for pre-college coursework, retention and completion statistics, what they consider to be their greatest challenges, and the positive impact that child care has on completion rates. The interest in providing student-parent navigation services through the College's Diversity & Equity Center is largely derived from demographic enrollment data and a comprehensive Student Parent Survey designed to give student parents a voice in how the college can better meet their needs.

Among the baseline indicator cohort year (2017-18), Institutional Research indicates that student parents identified with the following race/ethnicities: 4% Black/African/African American; 11% Hispanic/Latin(x); 3% Native American/Alaska Native; 6% Asian; 2% Hawaiian/Pacific Islander; 52% White; 8% Multi-Racial; 9% Other; and 5% unreported.

In addition to cohort specific data, the College also takes into consideration the results from a Student Parent Survey conducted in winter quarter 2021 with support from the Washington Department of Commerce Child Care Partnership grant program. The survey was modeled after the Family Friendly Toolkit survey tool developed at Endicott College, with support from the Department of Education and the Lumina Foundation and shaped to reflect the unique structure and culture of EvCC with support from a cross-functional team. Participants had the option to complete the survey in both English and Spanish languages.

One hundred and eighty-six (186) student parents completed this survey out of an estimated population of 1,300 student-parents enrolled in winter 2021. The response rate represents a statistically significant sample which allows the college to generalize results from this survey to the experience of all student parents enrolled at EvCC. The results are also consistent with national surveys and white papers concerned with improving outcomes for student parents as a subset of adult learners. Among survey respondents:

- 74% identified as first-generation students
- 42% consider themselves single parents
- The vast majority identify as female (87%)
- 46% were between the ages of 31-40 and the
- The majority have children ages 1-10 years old
- 30% work full-time and 22% work part-time
- About half enrolled in under 12-credits (part-time) and half enrolled in 12+ credits (full-time)

Additional observations about student parents include:

- It's likely that more than a third of respondents have attempted college outside of EvCC, based on reported credit accumulation and time taking classes at EvCC.
- 59% (762) of student-parents were Pell-eligible in 2020-21, compared to 26% of all other students, indicating higher financial need among student-parents.

These parents face challenges of time, money, and well-being as they negotiate the competing demands of employment, family needs, and school. Not surprisingly, student-parents cite time poverty as the number one challenge to achieving their higher education goals. Given this restraint on their time, services to help navigate the college landscape can be a boon to their success. Practical experience and national research indicate that this support 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.

Role & Responsibility

The responsibilities of the Student Success Navigator is to:

- Support outreach and engagement efforts that maximize the number of students utilizing campus coaching and support services. Collaborate with external partners to support students.
- Support and mentor students.
- Assisting students with procedures with becoming matriculated at EVCC.
- Host or co-host campus events or informational workshops for students in various topic areas such as: utilizing academic advising, campus engagement, life skills, and paying for college.
- Use a coaching approach with individual students to assist them with navigating issues impacting their educational success.
- Disseminate relevant information through various communication methods.
- Collaborate with students to develop individual action plans that promote success in college and career.
- Maintain knowledge of the campus policies and procedures required to ensure students successfully navigate their college journey, including enrollment and financial aid.

- Develop critical campus partnerships; maintain campus partnerships required to ensure effective support services to students.
- Inform supervisor of institutional barriers impacting students' ability to succeed.
- Manage student data, track service delivery, and communicate with students and partners.

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 EvCC

Overview

Everett Community College (EvCC) will also designate funds 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.

During the COVID-19 pandemic, the ELC took a hard financial hit when it was required to close its doors for care based on state regulations. The ELC was closed from mid-March 2020 through June 2021. During this time, staff was laid off due to the College's budget shortfall, diminishing staff from 40 to 14. During the summer of 2021, the ELC opened its doors for a small, outdoor program. Fall 2021 presented an opportunity to open up further and increase its capacity for ECEAP eligible children. Currently, the ELC is still operating at a diminished capacity with only five (5) of the eight (8) classrooms open, due to difficulties in hiring qualified teaching staff, serving 47 families, where full capacity is 110 children. Approximately 50% of families served are students enrolled at EvCC.

Supporting student-parents with on-campus child care is important for their success as a student. In the previously mentioned student-parent survey conducted in Winter 2021, 80% of student-parent respondents cited that family commitments were the reason for missing class, failing to complete assignments, and/or not properly preparing for exams; 50% of the respondents noted that they wanted to use an on-campus, affordable child care option.

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.

Curriculum

The ELC uses Teaching Strategies® GOLD, a research-based, validated, and effective assessment model, as its observation, assessment, and planning platform. GOLD used an authentic, ongoing observational system for assessing children from birth through kindergarten and family engagement. It helps teachers to observe children in the

context of everyday experiences without disruptions. The following topics are included in the assessment: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science & Technology, Social Studies, The Arts, and English Language Acquisition. All thirty-eight (38) objectives surrounding these categories can be found at <https://teachingstrategies.com/the-objectives-for-development-and-learning/>.

Proposed performance indicators for educational outcome(s):

Baseline data represents 2017-18 outcomes among student parents taking college-level classes. These are the retention rates established during the first year of PSTAA funding.

- Increase fall to winter retention from 75% to 80%; from 66% to 70% among students who are historically underrepresented by race/ethnicity (HU students)
- Increase fall to fall retention from 47% to 50%; from 42% to 47% among HU students
- Increase two-year completion rate from 28% to 32%; from 24% to 30% among HU students

The outcomes for the endowment fund will be realized overtime.

EvCC chose to keep the performance indicators the same as the previous year. There has been progress in closing these gaps to date, but much of that progress has occurred due to the effects of the economic downturn of the pandemic (lay-offs) and increased access to online modalities of course delivery. With the current 40-year high inflation rates and workforce recovery in the region, we expect this progress to decline again before impacts of the project work can be seen.

Early Learning Center (ELC):

Performance indicators for the ELC will align with the ECEAP outcomes outlined for the ARPA funding from the county. These measures include:

Measure	Description	Output
Children Served	Unduplicated count of children receiving enhanced early learning services	48 children (based on assigned slots)
Families Served	Unduplicated count of families receiving individualized home visits focused on family stability and well-being	48 families (currently no siblings enrolled for 2022-23)
Service Units	Annual hours of early learning services: Full-Day model (6+ hours per day)	1,036 hours
Child Development	Meets or exceeds Widely Held Expectations in TS GOLD® in each of the following six developmental domains:	
	Cognitive	60% of children

	Language	60% of children	
	Literacy	60% of children	
	Mathematics	60% of children	
	Physical	60% of children	
	Social-Emotional	60% of children	
Staff Capacity	Certification in TS GOLD® Inter-rater Reliability	90% of lead teachers	
Family Support	A minimum of two home visits focusing on family stability and well-being	70% of families	

FUNDS DESIGNATED FOR EARLY LEARNING PROVIDER(S)
 Community-Based Early Learning Providers

<p>Subcontractor Organization: ChildStrive Funding Amount: \$ 65,600</p>
<p>Target educational outcome(s) <input checked="" type="checkbox"/> Social-emotional <input checked="" type="checkbox"/> Physical <input checked="" type="checkbox"/> Cognitive <input checked="" type="checkbox"/> Language <input checked="" type="checkbox"/> Literacy <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Family Engagement <input type="checkbox"/> Racial Equity</p>
<p>Target population(s) <input checked="" type="checkbox"/> Low-income <input type="checkbox"/> Homeless <input type="checkbox"/> In foster-care <input checked="" type="checkbox"/> Other vulnerable population(s), please list: children ages 12 months to five years low-income families enrolled in adult education classes offered by EvCC and Goodwill</p>
<p>CHILDSTRIVE Overview 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 work reflects the college’s interest in supporting parents as their child’s first and best teachers. An early learning co-op model of care creates an opportunity for parents to learn more about their children and early childhood development while building a strong community. We anticipate between 150 and 170 adult students will enroll in the 2022/23 school year offerings, including: ESL levels 1-5, GED en Español, a Writing Structure and Academic Planning course, and Early Childhood Education courses leading to the Initial ECE State Certificate provided by EvCC, as well as ESL levels 1 and 2 provided by Goodwill. Historically, 70% of students need childcare during their classes which can range from 90 minutes to 3 hours or more. The co-op plans to serve a minimum of 100 children annually with no more than 20 children in a classroom at one time. ChildStrive will continue to train, support, and supervise the two co-op Lead Teachers (hired in Year 1) who will be supported by 30-40 student parent/family co-op members each week (6-8 co-op members each day). As a part of membership, student parents/family members agree to fulfill a set of expectations, roles, and responsibilities associated with maintaining the co-op model and meeting the needs of children in the early learning classroom including participation in monthly parenting education sessions.</p>

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.

Context

The Casino Road neighborhood, located about 4 miles south of Everett's downtown core, is a densely populated area home to around 13,000 people. Over half of all the households in Casino Road's zip code belong to families, and those families are extremely diverse; 1 in 4 residents are foreign born and 80% of the student body at the local elementary school identify as a race other than white. Casino Road also has some of the highest rates of poverty in all of Snohomish County.

The Village has become a trusted hub for the community to access services and resources known to foster connection and support economic mobility and stability for low-income families. The co-op childcare program will be held in Building D of the complex which is a large 668 square foot room with a door that leads directly to the partially covered outdoor play space. The space will easily accommodate two groups of children when that is needed.

Curriculum

ChildStrive will use the Early Childhood Environmental Rating Scale® (ECERS), a tool developed at Columbia University's Teachers College, to set up the classroom to ensure a quality, developmentally appropriate, environment for a play-based early learning program. To engage children in the classroom, 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.

The 60-90 minute Conscious Discipline sessions include the following topics: Relationships, Composure, Assertiveness, Encouragement, Choices, Empathy, Positive Intent, and Consequences. ReadyRosie's SHARE System allows the Lead Teacher to curate and send tailored home learning content to families, while families can use the app to find topics of interest. The home learning videos are available in English and Spanish and other languages through subtitles.

ReadyRosie and Conscious Discipline are both part of "Teaching Strategies" and are used by Early Childhood Education and Assistance Program (ECEAP) and Head Start. This work will provide some continuity for families who may enroll their children in one of those programs in the future and complements in-the-moment coaching provided by the Lead Teacher to support parents' work in the classroom. All of these resources are designed to improve and support developmental and early learning outcomes for children ages 12 months to 5 years and include specific assessments.

Proposed performance indicators for educational outcome(s):

ChildStrive uses an observational approach for planning and assessment of individual child progress using ReadyRosie, an evidence-informed and research-based family engagement and early learning curriculum focused on child development, foundational parenting practices, family engagement, and appropriate state and national standards. This approach is preferable to more in-depth assessments such as Teaching Strategies Gold (used in ECEAP) for this drop-in program where some children will be in the class only 4.5 hours per week.

All areas of development will be assessed at regular intervals. Indicators are organized by age appropriate domains and sub-domains, including:

- Approaches to learning (emotional and behavioral self-regulation, cognitive self-regulation, curiosity, and creativity);
- Social and emotional development (relationships with adults and other children, sense of identity and belonging);
- Language and Communication (attending and understanding, communicating and speaking, vocabulary, emergent literacy);
- Cognition (exploration and discovery, memory, reasoning, and problem solving); and,
- Perceptual, motor, and physical development (fine and gross motor skills, interest in healthy eating habits)

The Ages and Stages screening tools will be used, with parent permission, if the Lead Teachers have concerns about a child's development. If deficits are noted, ChildStrive will make appropriate referrals to Early Support for Infants and Toddlers for children under three years of age and to School Districts for children over three years of age. We will provide support for completing the screening tool in the parent's primary language.

For the Parent Engagement component, ChildStrive will document attendance and use reflective practice techniques to provide anecdotal evidence of educational outcomes. This will include use and practice of problem solving, empathy, teaching and learning skills to enable parents to identify what is underlying a child's behavior, rather than "targeting specific behaviors as if they occur in a vacuum devoid of outside influences." The ReadyRosie curriculum for parent education supports this work as described above.