



SNOHOMISH 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: 5	3. This Amendment herein- after identified as: EL-21-80-07-052 (5)	4. Amount of Services and Expenditure Plan: \$216,019.97
5. Name and Address of Contracting Organization: Everett Community College 2000 Tower Street Everett, WA, 98201 <input checked="" type="checkbox"/> Subrecipient <input type="checkbox"/> Contractor		6. Title of Project / Service: Puget Sound Taxpayers 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. The ILA amount remains unchanged for a total amount of \$216,019.97
- B. Approved ILA Budget Exhibit C-4 has been amended to reflect changes in the expenditure for repairs/maintenance and is superseded with Exhibit C-5, as attached.
- C. Approved ILA Service Expenditure Plan Exhibit D-4 has been amended to reflect changes in the Services Plan and is superseded with Exhibit D-5, as attached.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:

(Signature) (Date)

(Title)

FOR SNOHOMISH COUNTY:

Dave Somers, Executive (Date)
Snohomish County

EXHIBIT C-5
CONTRACT BUDGET - COST REIMBURSEMENT
PUGET SOUND TAXPAYERS ACCOUNTABILITY ACCOUNT

AGENCY NAME: Everett Community College
CONTRACT PERIOD: 9/1/2023 to 8/31/2024

FUNDS AWARDED UNDER CONTRACT:

REVENUE SOURCE	FUNDING PERIOD	AMOUNT	AMENDMENT	TOTAL AMOUNT
Puget Sound Taxpayers Accountability Account	9/1/2023-8/31/2024	\$216,019.97	\$ -	\$ 216,019.97
				-
				-
				-
				-
				-
TOTAL FUNDS AWARDED:		\$ 216,019.97	\$ -	\$ 216,019.97

MATCHING RESOURCES:

N/A

TOTAL MATCHING RESOURCES: \$ -

MATCH REQUIREMENTS FOR CONTRACT: % AMOUNT:

OTHER PROGRAM RESOURCES (Identify):

SOURCE	FUNDING PERIOD	AMOUNT
TOTAL OTHER RESOURCES:		\$ -

EXPENDITURES

CATEGORY	PSTAA	TOTAL	MATCHING RESOURCES	OTHER RESOURCES
Salaries/Wages	\$ 50,774.00	\$ 50,774.00		
Benefits	25,387.00	25,387.00		
Supplies/Minor Equip.		-		
Prof. Services	21,667.00	21,667.00		
Postage		-		
Telephone		-		
Mileage/Fares		-		
Meals		-		
Lodging		-		
Advertising		-		
Leases/Rentals		-		
Insurance		-		
Utilities		-		
Repairs/Maint.	42,585.00	42,585.00		
Client Flex Funds		-		
Client Rent		-		
Printing		-		
Dues/Subscrip.		-		
Regis./Tuition		-		
Machinery/Equip.		-		
Administration		-		
Indirect	21,601.97	21,601.97		
Occupancy		-		
Miscellaneous		-		
Misc. Construction		-		
Acquisition		-		
Relocation		-		
Endowment	54,005.00	54,005.00		
TOTAL	\$ 216,019.97	\$ 216,019.97	\$ -	\$ -

EXPENDITURE NARRATIVE

AMOUNT	CATEGORY	NARRATIVE (provide justification describing each category supported with funds awarded under this contract)
\$ 50,774.00	Salaries/Wages	ELC Administrative Asst3 .86 FTE @ \$45,480 and student success navigator .1 FTE (@\$5,294)
25,387.00	Benefits	Benefits for ELC Administrative Asst3 @ 50% for \$22,740 and student success navigator @ 50% for 2,647
21,667.00	Prof. Services	Early Learning subcontract with Childstrive to support cooperative childcare program in support of EvCC students (@\$21,667)
42,585.00	Repairs/Maint.	Flooring replacement of ELC
21,601.97	Indirect	1.69% of total allocation-College and Universities Rate Agreement is 45% on-campus programs and 23.2% for off campus programs of Salaries and Wages including vacation, holiday, sick pay, and other paid absences but excluding all other fringe benefits, up to 10% of total amount.
54,005.00	Endowment	Contribution toward endowmnet to sustain PSTAA activities over time and support student-parents @ allowable 25%
\$ 216,019.97	TOTAL	

DETAIL SALARIES / WAGES

[illegible]

TOTAL:	\$50,774.04
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NOTE: Above figures may reflect rounding

Exhibit D-5

PSTAA SERVICES AND EXPENDITURE PLAN

2023 - 2024 INSTITUTE OF HIGHER EDUCATION

Institutions of Higher Education (IHE) awarded may use distributions from PSTAA funds 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	Everett Community College
Total 2023-2024 Initial Allocation (Includes reallocated unspent funds from 2022-2023)	\$ 216,019.97
Admin Designation	\$ 21,601.97
Direct Service Designation	\$ 172,751.00
Early Learning Designation	\$ 21,667.00

FUNDS DESIGNATED FOR IHE SERVICES

Target educational outcome(s): <input checked="" type="checkbox"/> Access <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Completion
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 enrolled at EvCC who are parents
Description of proposed use of funds: While Everett Community College (EvCC) student-parents are an extremely motivated group of students on campus, 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. 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.

Everett Community College (EvCC) will 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. Additionally, funds will be used for maintenance and repairs of the EVCC Early Learning Center.

PSTAA funds will also 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. Finally, PSTAA funds will 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.

Proposed performance indicators for educational outcome(s):

EvCC anticipates the cumulative effect of its holistic service plan will be to improve the educational outcomes of its student parents. 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.

1. Increase fall to winter retention from 75% to 80%; from 66% to 70% among students who are historically underrepresented by race/ethnicity (HU students)
2. Increase fall to fall retention from 47% to 50%; from 42% to 47% among HU students
3. Increase 2-year completion rate from 28% to 32%; from 24% to 30% among HU students

EvCC will keep the performance indicators the same as the previous two years as our ability to access student parents has been negatively impacted by the transition to a new enterprise data system. We anticipate student parent data to become available over the next couple of months; pending the results of that data we may revise our performance indicators for Fiscal Year 24. Early Learning Center (ELC): Performance indicators for the ELC will align with the ECEAP outcomes as identified by Snohomish County ECEAP. 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 COMMUNITY BASED EARLY LEARNING PROVIDERS

Early Learning Organization: ChildStrive
Target educational outcome(s): <input checked="" type="checkbox"/> Social-emotional <input type="checkbox"/> Physical <input checked="" type="checkbox"/> Cognitive <input checked="" type="checkbox"/> Language <input type="checkbox"/> Literacy <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Family Engagement <input checked="" type="checkbox"/> Racial Equity
Target population(s): <input checked="" type="checkbox"/> Low-income <input type="checkbox"/> Homeless <input type="checkbox"/> In foster-care <input type="checkbox"/> Other vulnerable population(s), please list: Immigrant, refugee
<p>EvCC will also continue contracting with ChildStrive to offer a co-op child care 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</p>

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 2023/24 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.

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 served as a year to implement strategies from lessons learned and grow the program. During 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 Exhibit 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 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 delays 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."