



2023-2024

PUGET SOUND TAXPAYERS ACCOUNTABILITY ACT ACCOUNT

ANNUAL REPORT

Institute of Higher Education	Everett Community College
Interlocal Agreement	EL-21-80-07-052
Allocation 2023-2024	\$ 191,730.00
Reallocated Unspent Funds from 2022-2023	\$ 24,289.97
Total 2023-2024 Allocation	\$ 216,019.97
Admin Designation (maximum 10%)	\$ 21, 602.00
Direct Service Designation (maximum 90% after admin)	\$ 172,750.97
Early Learning Designation (minimum 10% after admin)	\$ 21, 667.00
Spent through August 2024	\$ 194,111.08

FUNDS DESIGNATED FOR INSTITUTE OF HIGHER EDUCATION

Proposed Use of Funds (Brief Summary)

Supporting student-parents with on-campus childcare is important for their success as a student. In the student-parent survey conducted in Winter 2021, 80% of student-parent respondents cited that family commitments were the reason for missing classes, 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 childcare option.

Everett Community College (EvCC) designated funds to the Early Learning Center (ELC) on EVCC’s main campus. The ELC supplied 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 income qualifying families or children on an Individualized Education Plan (IEP).

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. The Student Success Navigator facilitates a variety of support services to underrepresented student populations, including student-parents. Outcomes are worse for students who are historically underrepresented by race/ethnicity, as performance indicators for the baseline cohort show.

PSTAA funds will also be used to continue contributing to an endowment fund (not to exceed 25% of distributed funds) focused on improving retention and completion efforts among non-traditional students, which includes but is not limited to student-parents.



Identify any modifications that occurred during implementation.

No modifications occurred during implementation.

Share your progress including outcomes achievement to date.

The Early Learning Center is a Birth-5 ECEAP provider. The outcomes and student achievement goals have been met as decided by the performance standards. With the addition of PSTAA funds, the ELC has been able to continue to offer quality services to student and community families and operational costs continue to stabilize as the ELC works towards fiscal stability while lessening the reliance on the college operation budget for operational costs. A continued goal is to open the two currently closed classrooms which will continue to increase the revenue.

The student success navigator position connected with student parents, particularly in TRiO, and continues to offer direct academic and life skills support and the resources needed to achieve their education goals while also meeting their families' needs.

The student success navigator position outcomes were determined through monitoring and reports on STARFISH, and were based on the academic progress of student parents and those that used the support services to make progress toward their academic goals.

What challenges have you encountered?

The ELC has experienced a lack of applicants inquiring for employment. This has delayed the opening of the two closed classrooms, one preschool and one toddler aged. Our waiting list for inquiring families continues to be long. There are currently 137 families, both community and EvCC students, on the waitlist. The ELC budget is currently stable but without increased enrollment and revenue growth of these two classrooms, the budget will continue to rely on the PSTAA funding and other city funds to sustain operation due to administrative costs.

Student families have continued to express that child care is a barrier to reaching their education goals. In a 2021 survey, a need for drop-in child care led to EvCC to explore options to meet this need through community partners. The ELC model was not currently designed to support drop-in care. EvCC continues to explore options for funding to create a parent resource center.

FUNDS DESIGNATED FOR EARLY LEARNING PROVIDERS

Early Learning Provider: ChildStrive

Proposed Use of Funds (Brief Summary)

Reflecting the college's interest in supporting parents as their child's first and best teacher, EvCC will 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



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to improving educational and economic outcomes among low-income families that are enrolled in adult education classes offered by EvCC and Goodwill through Connect Casino Road at the Village on Casino Road. The 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.

Adult students will enroll in the 2023-2024 school year offerings, including: ESL levels 1-5, GED in 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.

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 keeping 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. Year 2 served as a year to implement strategies from lessons learned and grow the program. During Year 3, we expected the project to be at full capacity with first student-parent and early childhood outcomes well documented.

Context

The Casino Road neighborhood 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.

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. The co-op will adopt The Creative Curriculum® for Preschool, a comprehensive and research-based early learning curriculum, with a focus on exploration and discovery as a way of learning.

Foundational texts for the parent engagement part of the co-op program include ReadyRosie, Conscious Discipline Parent Education Curriculum, and ECERS/All About ECERS. ReadyRosie and Conscious Discipline are both part of "Teaching Strategies" and are used by Early Childhood Education and Assistance Program (ECEAP) and Head Start.

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.

This work supplied some continuity for families who may enroll their children in one of these 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 early learning outcomes for children ages 12 months to 5 years and include specific assessments.

Share their progress including outcomes achievement to date.

Through Fall quarter 2023, ChildStrive offered high quality early learning education services to student families taking part in ESL classes at Casino Road and the Madres of Casino Road taking part in GED classes in Spanish. This program was discontinued due to the lack of funding availability from other sources. The program has pivoted to a parent co-op model which we are working with to figure out funding needs for the next contract. In the most recent amendment, the funding to ChildStrive was reduced to \$21,667.00 and shifted the remaining funds to support EvCC facilities to buy a part of the flooring for the ELC classrooms.

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

This group of students had unique needs for child care which is more in alignment with drop-in hours and is not what the ELC was designed for or able to offer. The college recognizes that English Language Learners are among the most vulnerable student population and need a practical pathway toward employment through education goals. EvCC continues to explore workable options to support this vulnerable population of adult learners to gain access to quality and reliable child care services.