



2023-2024

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

School District	Everett Public Schools
Interlocal Agreement	EL-21-80-02-032
Allocation 2023-2024	\$ 331,658.04
Reallocated Unspent Funds from 2022-2023	\$ 114,583.13
Total 2023-2024 Allocation	\$ 446,241.17
Admin Designation (maximum 10%)	\$ 44,624.11
Direct Service Designation (maximum 50% after admin)	\$ 196,562.41
Early Learning Designation (minimum 50% after admin)	\$ 205,054.65
Spent through August 2024	\$ 338,799.41

FUNDS DESIGNATED FOR SCHOOL DISTRICT SERVICES

Proposed Use of Funds (Brief Summary)

Everett public schools will use PSTAA funds to provide and fund:

Play & Learn

The sessions are held five days a week at 4 locations across the school district, including community locations like public libraries and Mill Creek City Hall. Families and their birth-to-five children attend for one-and-a-half hours of engagement, fun and educational activities, and circle time. These funds will provide for 2 facilitators for 5 days per week.

Everett Ready

This is a transition-to-kindergarten program offered in August at all 18 elementary schools to students enrolled to enter school in the fall. The goal is to provide a smooth transition into the K-12 system for students and their families. Cost includes full team training & planning time, cost of paraeducators (115+) leading centers, 18 Health Room Assistants, and 18 Office Assistants. Funds will also support 18 to 24 certificated teachers to support the program, one nurse for enrollments/preparation of health plans, and the cost of materials (consumables). In addition to PSTAA, funding comes from Everett Public Schools Foundation grants and district funds.

Transitional Kindergarten (TK)

New staff, teachers, and paraeducators, are hired and trained to support the TK program each year. EPS aims to have six TK classrooms. Funds will provide for TK Team induction, the cost of interpreters, and the cost of materials (consumables). The remainder of the cost of TK is funded by OSPI depending on enrollment and FTE.



Kindergarten Enrollment

Enrollment for school year 2024-2025 opens on the 1st Monday in March. A webinar will be held in late February 2024 (date TBD) to inform new families about the enrollment process. The funds from PSTAA will provide printing of flyers & enrollment forms, and the cost of interpreters, and Kindergarten Welcome Packets.

Professional Learning for Early Learning Partner(s)

P-5 Team offers professional learning opportunities to community early learning partners, ECEAP, DPK and DK staff, and Kindergarten teams. This year's five-sessions will have a learning focus on Culturally Responsive Education across all domains—literacy, language, math, cognitive, physical, and social emotional development. Participants are invited to engage and share best practices around a light dinner before the start of the sessions.

Identify any modifications that occurred during implementation.

Transitional Kindergarten (TK):

This year, for the first time, OSPI expanded the funding opportunity for TK. As a result, EPS moved PSTAA funds allocated for TK to fund the expanded Play & Learn program.

Share your progress including outcomes achievement to date.

Play & Learn

Locations: Everett & Evergreen Public Libraries, Mill Creek City Hall, EPS Sequoia High School, and spring sessions at EPS Lively Environmental Center.

Weekday sessions held with focus on the six domains of early child development. Each session included a time of free-play and circle time in English and Spanish. Approximately 13,000 kids and their accompanying adult(s) attended over 160 sessions, September to June. There was a 40% increase in attendance over 2022-2023.



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Play and Learn Participation Data 2023-24	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	YTD
Number of Sessions	10	21	18	11	19	16	21	17	22	9	164
Total Adult attendees	340	776	700	404	783	731	818	587	846	396	6381
Total Child attendees	405	952	796	448	858	797	892	638	920	394	7100
Total Attendees	745	1728	1496	852	1641	1528	1710	1225	1766	790	13481
Average attendees/session	75	82	83	77	86	96	81	72	80	88	82
New Families	81	122	91	44	118	94	78	46	33	15	722
Total Monthly Attendees per Site											
EVG	112	323	309	138	310	152	249	262	238	133	2226
MC	396	759	674	368	778	1017	823	642	1006	447	6910
SEQ	121	191	179	214	291	231	361	121	311	74	2094
EPL	116	277	261	132	262	128	277	106	400	31	1990
Lively	x	89	73	x	x	x	x	94	111	105	472
Total Dupl Attendees	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	

We expanded outdoor STEM program to five sessions during which activities include planting wildflowers, nature scavenger hunt, releasing salmon fry into the on-property salmon stream.

Identify any modifications that occurred during implementation.

Kindergarten Enrollment

Kindergarten Kick-Off Webinar was held on February 26 to launch 2024-2025 kindergarten enrollment. It was designed to inform families about:

- EPS schools and enrollment process,
- a day in kindergarten,
- choice programs,
- special services,
- Everett Ready Program,
- other important kindergarten information.

Share your progress including outcomes achievement to date.

Families were encouraged to enroll their kindergartners early (stressing online enrollment) and were invited to various school events such as Getting Ready for Kindergarten (GRFK) – Orientation Night and Everett Ready.

Interpreters were available for instant translation. The recorded meeting was uploaded on the website with Spanish subtitles.

Flyers in English & Spanish were shared with our early learning community partners, displayed at EPS schools, and distributed to our Play & Learn families.



This year for new enrollments, we had 1108 + 368 (Developmental Kindergarten, ECEAP, and Transitional Kindergarten) students rolling up to kindergarten vs projections of 1518 and 1134 registered to attend Everett Ready.

A total of 1200 kindergarten kits (45 Spanish kits) were sent out to the schools for distribution to families attending their GRFK - Orientation Night. The kit included: one 'Kindergarten, Here I Come' Book, a bookmark (with reading and math tips), Kindergarten Readiness-Families Guidelines, and Summer Bucket activities list.

A total of 615 families attended their school's GRFK - Orientation Night.

An invitation to enroll was released on Facebook and Instagram the week of Tuesday, May 28 to Tuesday, June 4 to boost enrollment in our north/central region schools. We reached an audience of 18,955 people ranging from 27 to 35 years old. This yielded in 51,045 impressions (display of content), 18,955 reach (number of people who saw the content), and 247 clicks to the links provided in the message. This slightly improved enrollment from almost dormant prior to the release to submission of 4 to 7 enrollments daily.

Everett Ready

Staff were trained prior to the event. A total of 191 employees took part, including General Office Secretaries, Teachers, Paraeducators, Health Room Assistants (HRAs), and a Nurse who was available for any emergencies and to support the HRAs.

A total of 180 staff were hired and trained to teach / support students. 18 General Office Secretaries were trained to support the program and Everett Ready team.

We expected 1000+ enrolled kindergartners to attend the program. There was a total of 1050 out of 1153 enrolled students (at that time) that attended Everett Ready.

Identify any modifications that occurred during implementation.

This year, we facilitated a parallel program for students rolling up to Developmental Kindergarten (DK). This decision was made after taking parents' feedback from previous years.

The district had twenty-seven out of the 49 Developmental Kindergarten students enrolled attend the program in their DK schools/classrooms. The students were part of whole group activities at the start and end of day and then were split into their rotations within their classrooms. This new set up encouraged families to register their students and have them attend the program four days versus families withdrawing their kids after the first day, like in previous years.



Preschool to Kindergarten (PS to K) Connections – Professional Learning

This year’s learning focused on Culturally Responsive Education across the Domains. We ran four sessions, merging the last two scheduled sessions, due to low early learning partner participation.

Share your progress including outcomes achievement to date.

Some challenges met were changes in administration staff, the closing of programs, and courses offered online impacted PS to K in-person participation. Early Learning Community Partners often confirmed participation but then did not attend. Surveys have been sent to our early learning partners and EPS team requesting their feedback and their recommendations about the schedule and topics to be covered in the 2024-2025 program year. Below are the results from that survey.

Next Year's Recommendations on content and sessions time											
Partner / EPS Staff	week days pm	Saturdays am	SEL	Early Math	Literacy (reading / writing)	Classroom Management	Kindergarten Readiness	Special Services / Education	Music / Art in early learning	Science	STEM Focus
	Yes		3	6	5	4	7	1	2		
	Yes		1	4	3	2	5	1			
Partner	Yes	No	2	4	1	3	5	6			
Partner	Yes		3	4	5	1	6	2			
Partner	Yes	Yes	2	4	5	1	6	3			
Partner	No	No	1	3	2	4	5	6		7	
EPS	Yes		1	3	4	2	6	5			
EPS	Yes	Yes	2	6	5	3	4	1			
EPS	Yes (4to6)		1	3	4	6	7	5			2
EPS	Yes	No	x	x			x				
EPS	Yes	No	3	2	1 specifically	4		5			6
EPS	Yes	No	x	x	x SOR	x					x
EPS	Yes	Yes	x	x				x			x

The P-5 Team brainstormed new, more interactive, and engaging topics for 2024-2025 PS to K Connections Event based on our partners feedback and are considering inviting keynote speakers to one or two of the five sessions. P-5 Team will reach out to Tomorrow’s Hope Team to re-engage them.

Some successes were an average of thirty-five early learning educators attended each of the sessions offered this year and participants offered positive feedback on content, hands-on activities, and engagement opportunities. Listed below are the topics covered in 2023-24:

- Culturally Responsive Education
 - Early Math – Counting Collections
 - Phenomena Driven Science Instruction
 - Early Math – Mathematizing Literacy
- This session included information on Kindergarten Readiness.



FUNDS DESIGNATED FOR EARLY LEARNING PROVIDERS

Early Learning Provider: Housing Hope and Tomorrow's Hope

Proposed Use of Funds (Brief Summary)

Funds will be used to continue to support a Child Family Advocate, through the Improving School Attendance collaborative (ISA) for the third year. The advocate will support families in transition (experiencing homelessness) who are chronically absent from school. Each year there are at least 350 elementary and pre-school aged children experiencing homelessness in our district. The ISA serves some of these families. Increasing advocate hours will allow the number of families with students in the P-3 continuum, who can be served by this program to increase. Improving educational outcomes in reading and math will decrease the chances that poverty and homelessness will be repeated for future generations. Advocates supply long term multi-generational wrap-around support for the whole family and the support follows families as they move from place to place.

Funds supplied will be used to compensate Tomorrow's Hope staff (15 to 17 staff) for the hours spent attending EPS Professional Learning sessions- Preschool to Kindergarten Connections. The district will conduct five sessions, two hours each, scheduled throughout the year and focused on Culturally Responsive Teaching.

Share their progress including outcomes achievement to date.

Housing Hope

Five families experiencing poverty were served. The collaborative mission helped to stabilize families and reinforced the support provided to improve attendance. Listed below are the outcomes for the above-mentioned families.

- Two of the five students' attendance was satisfactory according to Attendance Works (missing 5% or less of total days enrolled).
- One student has improved days tardy by 63%.
- One student had several absences / tardy days due to medical issues. Our ISA Child Family Specialist continues to work with the family.
- One student is a new entry to the collaborative.
- Students have met their goals and their behavior has improved.
- One mother learned and now practices new parenting techniques.
- Another mother enrolled in continuing education classes and a job training program. She will soon complete her GED.

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

This program has room for improvement and expansion to reach more families and eligible students. A process needs to be developed and implemented consistently. We need more clarity around the program and how it can best support EPS families.



For this purpose, the P-5 team including the ECEAP Program Supervisor met with the ISA coordinator and the Housing Hope staff overseeing the ISA program and worked to create a more streamlined process for ensuring students and families in the EPS ECEAP program, who would benefit from the ISA program, are referred in a timely and effective manner. When ECEAP staff identify a concern around a student's attendance, the ECEAP Program Supervisors will be informed of the concern and, if they are determined to be eligible for the ISA program, the family will be referred to the program by the ECEAP supervisors or the Family Support Specialist at that student's ECEAP site.

Tomorrow's Hope

For the third year, Tomorrow's Hope was invited to submit a proposal to fund their staff professional learning cost and / or purchase of materials to support teaching and students learning. District staff engaged in follow-up communication outlining the opportunity; however, no proposal was received.

Early Learning Provider: Opportunity Council

Proposed Use of Funds (Brief Summary)

Funds will be used to hire one coach to pilot a support program to train early childhood educators, first in the district ECEAP program and then expanding to community preschool partners, on implementation of best practices when working with highly impacted students and their families. Many of these students and families experience trauma, homelessness, poverty, and other risk factors that could impact the trajectory of their educational and life success. Staff will gain strategies and skills to support students in successfully acquiring foundational skills necessary for continued growth and development.

Share their progress including outcomes achievement to date.

The Early Learning Coach supported ECEAP assistant teachers through classroom observations, reflections, and individualized coaching to better meet their students' needs, and classroom challenges.

The coach shared strategies and resources to help assistant teachers recognize, understand, and manage challenging behaviors and to build relationships with students. She trained assistant teachers on utilizing Teaching Strategies Gold (TSG) to assist instructors with completing TSG.

This included conversations on how teachers and students can better support a child experiencing big emotions.

Coaching services were also offered to our PS to K Connections participants as a benefit for partnering with the P-5 Team.



Staff feedback:

- *The training helped us feel more confident in our skills in engaging and interacting with students.*
- *We identified and implemented strategies and practices to support students' development of social-emotional and self-regulation skills.*
- *Coaching improved our ability to support problem solving among students and implement effective classroom management strategies to meet learning goals.*

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

There were no significant challenges to note.

Early Learning Provider: Zeno MathFest

Proposed Use of Funds (Brief Summary)

MathFest is a celebration of math in partnership with ZENO where children ages 3 to 8 and their families play and engage in math games, puzzles, and activities in a carnival-like setting. Math concepts and skills are addressed in a fun, adventurous atmosphere of participation, learning, and discovery. The three-hour event will be held in March 2024 for 250 community families with 20 game stations, giveaways, and prizes.

Share their progress including outcomes achievement to date.

MathFest was a one-day event held in March and was very successful. Five hundred participants attended with over 150 being families with children preschool through third grade. See below for data collected from participating families:

- 98% of families confirmed having 'tons of fun!'
- 92% are 'extremely likely to attend similar math event in the future'.
- 96% have positive feelings about math after MathFest.

EPS leadership team (superintendent, board directors, cabinet members) who visited MathFest reported that they were very impressed with the setup, activities and games, participation, adult/child engagement, and fun.

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

The main Zeno admin leading the project left the organization amid early planning. The P-5 Team took the initiative of co-managing the project scheduling weekly meetings with Zeno team to discuss progress, resolve issues, and agree next actions with due dates.



Early Learning Provider: Schack Art Center / Art SPARKS

Proposed Use of Funds (Brief Summary)

Art SPARKS! An art enrichment and community engagement program for preschool aged youth and their families. Families will participate in art engagement focusing on early learning art integration, public program for preschool-aged students and their families at the Schack Art Center.

Share their progress including outcomes achievement to date.

The programs consisted of four distinct parts, all of which were executed with great success. ECEAP Classroom Art Integration Lessons, Family Engagement Evenings, Art SPARKS! Gallery and Art Program at Schack Art Center, and “Art and Friendship Club” at local Elementary Schools.

ECEAP Art Education Integration-Schack Education Coordinator and the EPS P-12 Arts Facilitator collaborated with the ECEAP teachers at 6 Everett Elementary Public Schools. The objective of this collaboration was to explore effective ways to incorporate art into their curriculum, thereby enhancing the students' learning experience. Through meaningful discussions and brainstorming sessions, we identified strategies to seamlessly integrate art into 7 ECEAP Classrooms serving 194 students. The Schack Education Coordinator developed and implemented art education lessons in the classroom. The Schack instructor, who served as a model for curriculum implementation, conducted the lessons in the ECEAP classrooms. This hands-on approach allowed the students and educators to witness the direct impact of art on their learning process. The lessons were engaging, interactive, and tailored to meet the needs of early learners.

Family Engagement Nights at 6 ECEAP Schools: ECEAP Students and their families attended family engagement evenings led by Schack instructors. Families and students participated in artmaking and social engagement and made connections to community services. 132 people participated.

Art SPARKS! Gallery Adventure and Art Making Sessions: This program was hosted 2-4 times a month at the Schack Art Center serving preschool ages youth and their families. Youth learned art concepts and explored visual literacy. Participants actively engaged with the exhibits using visual thinking strategies, deepening their understanding and appreciation of art. Additionally, they were encouraged to create their own artwork, drawing inspiration from the pieces shown in the gallery. These events served 329 children and 284 adults.



Art and Friendship Club: Schack Instructors supported this program at three local elementary schools serving 75 students for weekly sessions. Instructors worked with school counselors to serve small groups of students who were identified as needing extra support to grow academic and behavioral success.

Art sessions were offered at the Schack Art Center over the summer for children and their families ending in an exhibition of the kids' work.

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

There were no significant challenges to note.

Early Learning Provider: YMCA Aquatics

Proposed Use of Funds (Brief Summary)

Funds will be used to provide “learn to swim sessions” and teach water safety for 3–5-year-old children. Families will receive education about water safety. The Water Watchers education for parents is targeted to provide the program to 300+ community families.

Share their progress including outcomes achievement to date

Classes were offered lessons until end of June. For the 2023-2024 school year the YMCA of Snohomish County offered free group swimming lessons to ECEAP families within Everett community. Participants were offered priority registration into group lessons. Families were given a link to the YMCA Program Early Access. The YMCA Aquatic Leadership reached out to each family and assisted in getting their swimmer registered for lessons at a day and time that worked for the families. There were several benefits to using this process:

- Families connected with Aquatic Leadership at specific branches, which provided families with much needed support as well as a direct contact in the branch.
- Families were able to be registered at times that worked with their home schedule.
- By providing the personal connection we were able to increase the comfort and trust with the families.

This program was extremely beneficial for the families that participated. Each swimmer learned valuable lessons in water safety and how to swim. Families became connected to the Y community creating an extensive support system for them. Improvement in the participant's confidence, motor skill development, and social interaction were observed. Offering this program to the ECEAP families not only equipped them with vital safety skills but also supported their overall development and well-being. It is an investment in



the future health, safety, and success of these children. Through this program we were able to positively impact 263 young swimmers in our community. Most families who registered their kids for the program were non-YMCA members which impacted the registration cost.

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

There were no significant challenges to note.

Early Learning Provider: Cooking Matters

Proposed Use of Funds (Brief Summary)

Cooking Matters will provide six-week cooking classes offered to low-income families with emphasis on healthy & nutritional meals with limited budget access. Participants take home groceries after each cooking session encouraging them to cook the healthy meals they learn about in the classes, for their families.

Share their progress including outcomes achievement to date.

Cooking Matters is an evidence-based cooking and nutrition class aimed at helping low-income families learn how to better feed themselves and their children on a budget.

This year, we partnered with Interfaith Shelter to provide cooking classes to those families, as well as families from our community. Participants expressed that they benefitted from nutrition information and hands-on cooking practices.

Six sessions were held. Participation ranged between 8 to 11 participants attending throughout the 6 week-sessions. Eleven participants graduated. Each participant received an attendance certificate. Each class consisted of education about specific nutrition topics and a cooking practice. Participants increased their knowledge of how-to choose healthier ingredients when shopping and meeting the daily needs using the MyPlate system.

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

There were no significant challenges to note.

Early Learning Provider: Preschool Writing Foundations

Proposed Use of Funds (Brief Summary)

Funds will be used to provide professional development for early learning providers.



Share their progress including outcomes achievement to date.

P-5 partnered with early learning agencies and local preschools to share the learning about developmentally appropriate writing practice for our youngest students. The goal is to build a strong literacy foundation for all students and create consistency and alignment in writing practice from preschool through the primary school years. Nineteen early learning instructors attended a full day session that provided an overview of how children can build comprehension and meaning in reading and writing through aligned literacy practices. Participants learned about teaching strategies to promote children's oral language development, fine motor control, shape and letter recognition, and Kindergarten readiness skills. There were 7.5 STARS hours were offered.

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

Due to conflicting schedules, we had to cancel a two-hour follow-up session meant for participants to share their individual experience implementing the learning from the earlier session, discuss challenges, and ask questions. There were no significant challenges to note.

Early Learning Provider: Imagine Children's Museum (new proposal)

Proposed Use of Funds (Brief Summary)

Provide a free opportunity for community families and their children to have an evening of fun, learning, and exploration at the museum and connect with other families during the summer when Play and Learn, and other school year programs, are not in session).

The sessions are scheduled for June 25, July 9, and August 6 from 5:45 to 7:15 pm for a total of 300 people. Families were required to register.

Share their progress including outcomes achievement to date.

As of today, all three sessions were fully booked. All three sessions were well attended. Children and their adults were very engaged and enjoyed their visit(s) to the museum.

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

There were no significant challenges to note.

Few families who registered did not attend. We will increase the registration cap considering that a certain percentage of registrants will not attend

Early Learning Provider: mini grants to community partners

Proposed Use of Funds (Brief Summary)

Funds will provide opportunity for community partners / early childhood centers to apply for a \$500.00 to \$1,000.00 mini grant to support their program needs, purchase of



materials, professional development cost for their staff or other identified project. This year we plan to encourage Professional Learning opportunities including coaching cycles with the Opportunity Council.

Share their progress including outcomes achievement to date.

In 2022-2023 we awarded thirteen mini grants to community partners for approximately \$50K In the 2023-2024 program year, the district expanded the program with three of these partners. YMCA Aquatics, Shack Art Center, and Zeno MathFest. This year, despite repeatedly informing our early learning community partners of the opportunity to partner with P-5 and apply for a PSTAA mini grant, none of our partners submitted a proposal.

Child Strive – Summer Social Skills Class

A grant of \$2,800 was offered to Child Strive to plan and implement a summer program to support students and their families/caregivers transition to classroom / kindergarten in the fall. A total of twelve Spanish-speaking families were recruited. Together with their parents and inclusive of their siblings, the children met every Wednesday for some activities that targeted social-emotional learning. There was also a little bit of supervised free play each session while the parents meet with the counselors to discuss their observations and solidify their learning. The intent is that it is a whole-family intervention to bring kids 4-5 years old into greater readiness for the classroom. The counselors developed a curriculum that touches on sibling rivalries, and parent coping with stressors as well.

It was a pilot program, feedback was positive, there was interest all around in repeating it next summer. The children made a lot of progress. Being in a smaller group size rather than a whole classroom group, contributed to their learning quickly and success.

Childrens' activities during the program included turn-taking, cooperation, managing frustration, showing appreciation, naming/communicating emotions, artwork (painting, drawing, and more), games, yoga/breathing exercises, outdoor free play, and serving and eating snack with one another.

Families expressed appreciation of the time to learn and reflect with their kids and the program instructors. The program was promoted close to the start date, this did not allow time for some families to plan to attend. Not all families were able to attend on a regular basis, all seven sessions.

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

Some of our partners were already recipients of PSTAA funds. In addition, and as mentioned above in our Preschool to Kindergarten Connections update, participation in this school year's sessions was lower than in past years.



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In some cases, newly hired directors needed time to re-organize and assess their needs. We will approach these partners again next year.