

SNOHOMISH COUNTY COUNCIL
Snohomish County, Washington

ORDINANCE NO. 21-067

APPROVING THE PUGET SOUND TAXPAYER ACCOUNTABILITY ACT (PSTAA)
INTERLOCAL AGREEMENT AND 2021-2022 SERVICES AND EXPENDITURE PLAN
WITH WASHINGTON STATE UNIVERSITY EVERETT

WHEREAS, the State of Washington's Legislature established the Puget Sound Taxpayers Accountability Act (PSTAA) account pursuant to RCW 43.79.520; and

WHEREAS, Snohomish County is estimated to receive approximately \$79 million from PSTAA between 2019 and 2034; and

WHEREAS, pursuant to RCW 43.79.520, Snohomish County may use distributions from PSTAA only 1) 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/or 2) to start endowments to provide support for improving educational outcomes in early learning, K-12, and higher education; and

WHEREAS, the County Council finds that there exist organizations and agencies involved in early childhood learning, public school districts, and institutions of higher education (Washington State University – Everett, WA State Community College District #23 DBA Edmonds College, and Everett Community College) that are within the boundaries of Sound Transit and have a core mission of improving educational outcomes, including as described by RCW 43.79.520; and

WHEREAS, Snohomish County must track all expenditures and uses of the funds and, to the greatest extent practicable, the expenditures must follow the requirements of any transportation subarea equity element used by Sound Transit; and

WHEREAS, the County Council finds that the school districts and public institutions of higher education within the boundaries of the Sound Transit District are able to develop and implement plans that meet the intent of RCW 43.79.520 and to submit required reports to document all expenditures and uses of PSTAA funds; and

WHEREAS, the County Council set forth the method of allocation of Snohomish County's PSTAA funds in Motion 21-089; and

WHEREAS, Motion 21-089 directs Council staff to work with the Snohomish County Executive to develop interlocal agreements to allocate funding, as it becomes available, consistent with the intent of Motion 21-089;

NOW, THEREFORE, BE IT ORDAINED:

Section 1. The Snohomish County Council approves the PSTAA Interlocal Agreement with Washington State University Everett (for the period September 1, 2020 to August 31, 2035) and its incorporated 2021-2022 Services and Expenditure Plan in the amount of \$88,000 and authorizes the County Executive to sign the Agreement;

Section 2. Annually thereafter, a Services and Expenditure Plan for the upcoming academic year and the performance report for the prior academic year shall be submitted to Council for approval via motion.

PASSED this ____ day of _____, 2021.

SNOHOMISH COUNTY COUNCIL
Snohomish County, Washington

Council Chair

ATTEST:

Asst. Clerk of the Council

- () APPROVED
- () EMERGENCY
- () VETOED

Date: _____

Dave Somers, County Executive

ATTEST:

APPROVED AS TO FORM:

Deputy Prosecuting Attorney



Snohomish County Council

Committee: LJHS **Analyst:** Heidi Beazizo
ECAF: 21-0667, 0670, 0671, 0672, 0673, 0674, & 0675
Proposal: Ord. 21-061, 062, 063, 064, 065, 066, & 067
Date: 9/2/2021

Consideration

The Executive's Office requests Council consider approving the proposed PSTAA ordinances approving each Interlocal Agreement and Proposed Spending Plan for funds appropriated in the 2021 Budget impacting the 2021-22 Academic Year.

Background

The State of Washington Legislature established the Puget Sound Taxpayers Accountability Act (PSTAA) account pursuant to RCW [43.79.520](#) and Snohomish County is estimate to receive approximately \$79 million between 2019 and 2036.

On November 10, 2020, the Snohomish County Council passed the 2021 budget providing \$800,000 in expenditure authority for PSTAA revenues.¹

On March 10, 2021, the Snohomish County Council passed Amended Motion 21-089 providing direction to develop interlocal agreements (ILA) with the school districts and higher education institutions with students located inside the regional transit authority's boundaries.²

K-12 School Districts were allocated 67% of the total county allocation with direction that all of their funding be used for early learning and that at least 50% be spent through sub-contracts with community early learning providers; the School Districts receiving PSTAA funds are Edmonds School District, Everett Public Schools, Marysville School District, Mukilteo School District, Northshore School District and Snohomish School District and their portion of the total county allocation is distributed based on the percentage of each school district's population within the boundaries of the Sound Transit Regional Transit Authority.

Higher Education Institutions were allocated 33% of the total county allocation split evenly between Edmonds College, Everett Community College and Washington State University; the Council indicated that at least 10% of their total allocation must be spent through sub-contracts with community early learning providers.

Human Services staff have been working with the K-12 school districts and institutes of higher education to develop the ILA's, including the incorporation of each school's proposed spending plan for the 2021-2022 academic year.

¹ [Public Hearing - 2021 Budget Hearing - SPECIAL MEETING \(granicus.com\)](#)

² [General Legislative Session \(granicus.com\)](#)

Two of the K-12 school districts, with small numbers of students residing with the RTA, Marsyville and Snohomish, have decided not to develop ILA's for this year. Marsyville School District was slated to receive \$536 and Snohomish School District, \$12,328.

Current Proposal

Scope: Consider approving each ILA and Proposed Spending Plan between the County and: Edmonds College, Everett Community College, Washington State University, Edmonds School District, Everett Public Schools, Mukilteo School District and Northshore School District.

ECAF	School	Motion
21-0667	Edmonds College	21-061
21-0670	Edmonds School District	21-062
21-0671	Everett Community College	21-063
21-0672	Everett Public Schools	21-064
21-0673	Mukilteo School District	21-065
21-0674	Northshore School District	21-066
21-0675	Washington State University	21-067

Each ILA is broken down into four parts:

1. Specific Terms and Conditions – Exhibit A
2. Statement of Work/Project Description – Exhibit B
3. Approved Contract Budget – Exhibit C
4. Services and Expenditure Plan – Exhibit D

Note – For each school type (K-12 or Higher Education), the Exhibits A and B are substantively the same. Exhibit C and D are unique to each school based on their allocated funding and specific proposed spending plans.

Reports (See Exhibit B, Section IV.A and IV.B) – Each agreement includes two reporting requirements for the schools:

1. A plan for the upcoming year's expenditures and
2. A report of the prior year's outcomes and overall program outcomes (proposed outcome metrics are outlined in Exhibit D.)

Duration: The Interlocal Agreements remain in place from 2021 to 2036 or until PSTAA funds have been entirely allocated per [RCW 81.112.360](#).

Each year, by June 30, the schools will submit an agreed-upon Services and Expenditure Plan for the upcoming year which will be approved by the County Council by Motion (See Terms and Conditions, Section II.B).

Fiscal Implications: \$800,000 for Budget Year 2021.

2021 Budget: \$800,000

Future Budget Impacts: Future budgets will include appropriations as received in the prior year based on RCW 43.79.520. (For example, the 2021 budget included PSTAA receipts from April 2019 through March 2020.)

Handling: EXPEDITE

Approved-as-to-form: YES.

Risk Management: APPROVE.

Executive Recommendation: APPROVE.

Analysis: The plans submitted by the schools appear to be in alignment with Motion 21-089.

Attachments:

Summaries of Proposed Spending Plans by Institute Type:

- 1) 2021 PSTAA Proposed Spending Plans – Higher Education
- 2) 2021 PSTAA Proposed Spending Plans – K-12 School District

Supportive information related to early learning outcomes:

- 1) Community College Retention challenges and supports
- 2) Family Engagement Framework Graphic
- 3) WaKIDS1920OnePageFinal_20200714

Amendments: NONE

Request: Assign to COW at Admin on September 7 and consider setting time and date for a public hearing September 22, 2021.

Following receipt of public testimony, consider taking action on the proposed ordinances or provide other direction to staff.

Higher Education Institutions
2021-22 Proposed Spending Plans

EDMONDS COLLEGE ECAF 2021-0667 Ord. 21-061	2021-2022 Allocation	Proposed Spending Plan		
		Admin	Early Learning (minimum 10%)	Remaining (at most 90%)
	\$88,000	\$8,800	\$7,920	\$71,280
		Recipient: Snohomish Cooperative Preschool Scope: Deepen and extend the work of building Anti-Bias Early Childhood Classrooms in 12 low-cost Parent Participation Preschools serving 700+ families.	Focus on addressing increasing food insecurity through: * Hiring one AmeriCorps volunteer to help with overall Food Pantry Operations (\$10,500) * Expand products offered by the Food Pantry to students within the RTA and enhance operations (\$20,780) * Distribute vouchers to students within the RTA to help with expenses such as childcare, rent, utilities, gas, etc. (\$40,000)	

EVERETT CC ECAF 2021-0671 Ord. 21-063	2021-2022 Allocation	Proposed Spending Plan		
		Admin	Early Learning (minimum 10%)	Remaining (at most 90%)
	\$88,000	\$3,000	\$65,000	\$20,000
		Recipient: Child Strive Scope: Cooperative childcare program for children ages 12 months to five years; improve educational and economic outcomes among low-income families enrolled in adult education classes. Anticipate serving 150-170 adult students.	* Student Parent Peer Navigator focused on expanding the Equity and Social Justice Divisions Peer Navigation Model (\$13,500 including benefits) * Supplies for Parent Peer Navigator (\$1,000) * Endowment focused on improving retention and completion efforts among non-traditional students (\$5,500)	

WASHINGTON STATE UNIVERSITY ECAF 2021-0675 Ord. 21-067	2021-2022 Allocation	Proposed Spending Plan		
		Admin	Early Learning (minimum 10%)	Remaining (at most 90%)
	\$88,000	\$0	\$8,800	\$79,200
		Recipient ONE: Child Strive (\$5,800) Scope: Cooperative childcare program for children ages 12 months to five years; improve educational and economic outcomes among low-income families enrolled in adult education classes. Recipient TWO: United Way of Snohomish County (\$3,000) Scope: Pool PSTAA dollars from interested and funded school districts and higher education institutions to hire a contract facilitator to create a five-year strategic plan to shift systems steeped in racism and support equitable opportunities for all young children.	Barrier-Free Access to higher education: * Provide an application fee waiver and confirmation fee scholarship to a targeted population (\$39,200) * Current Use Scholarships for the 2021-22 academic year for students in financial need who have demonstrated academic achievement at their community college and shown community involvement through work and volunteerism (\$40,000). 4-\$5,000 scholarship; 6-\$2,500 scholarships; 5-\$1,000 scholarships	

K-12 Schools
2021-22 Proposed Spending Plans

EDMONDS SD ECAF 2021-0670 Ord. 21-062	Proposed Spending Plan - 100% to Early Learning			
	2021-2022 Allocation	Admin	Sub-Contracts (minimum 50%)	School District Services
	\$197,784	\$19,778	\$89,003	\$89,003
		<p>Recipient ONE: Latino Educational Training Institute (LETI) (\$29,667.60)</p> <p>Scope: Recruit 8-9 Latino mothers who are in need of pre-k childcare services to:</p> <ol style="list-style-type: none"> 1) provide proper early-childcare training for consistent service and care of their children 2) quarterly rotation system to share in childcare 3) provide time and opportunities for the mothers to attend courses, complete assignments and work in order to increase earning potential 4) design a replicable model <p>Recipient TWO: YMCA of King County (\$59,335.20)</p> <p>Scope: Pilot of wrap around childcare services at the Woodway Center, beginning services in January 2022. Anticipate 20 morning and 20 afternoon wrap around slots.</p>	<p>Hire a Family Resource Advocate (\$88,800 salary and benefits) to:</p> <ul style="list-style-type: none"> *serve young children to navigate complicated systems both at the school and outside * implement family engagement strategies that build family stability and understanding learning of learning outcomes in a culturally responsive way * increased support for families experiencing homelessness *telephone (\$203) 	

EVERETT PUBLIC SCHOOLS ECAF 2021-0672 Ord. 21-064	Proposed Spending Plan - 100% to Early Learning			
	2021-2022 Allocation	Admin	Sub-Contracts (minimum 50%)	School District Services
	\$152,760	\$15,276	\$68,742	\$68,742
		<p>Recipient: Housing Hope (on behalf of Improving School Attendance Collaborative and Tomorrow's Hope Child Developmental Center)</p> <p>Scope: Focus on chronically absent ECEAP and elementary school children at 280% below poverty level:</p> <ul style="list-style-type: none"> * Fund additional hours for child family advocates at Housing Hope (\$43,272) * Fund curriculum, materials, resources, professional development and coaching (\$25,470) 	<p>Expand Transitional Kindergarten (TK) serving 40 additional students:</p> <ul style="list-style-type: none"> * Two TK classroom kits (\$17,000) * Begin building a P-3 Early Learning Hub including expansion of Play and Learn Program and creation of a family resource library (\$39,384) * Create a community partner resource library (\$4,358) * Purchase new STEM related resources for eight ECEAP classrooms (\$8,000) 	

K-12 Schools
2021-22 Proposed Spending Plans

MUKILTEO SD ECAF 2021-0673 Ord. 21-065	2021-2022 Allocation	Proposed Spending Plan - 100% to Early Learning		
	Admin	Sub-Contracts (minimum 50%)	School District Services	
	\$120,064	\$12,006	\$108,058	\$0
		<p>Recipient: Child Strive</p> <p>Scope: * Hire a counselor to provide culturally relevant family counseling services for the Child Strive's CORE Family project in the Casino Road community (\$97,746) * Help fund basic needs that may present barriers to participation and engagement in the project (\$10,311.60)</p>		

NORTHSHORE SD ECAF 2021-0674 Ord. 21-066	2021-2022 Allocation	Proposed Spending Plan - 100% to Early Learning		
	Admin	Sub-Contracts (minimum 50%)	School District Services	
	\$52,528	\$0	\$26,264	\$26,264
		<p>Recipient: Imagine Children's Museum</p> <p>Scope: Access the Little Science Lab on a quarterly basis to support a strong home/school connection for our students and families through take-home activity bags that foster hands-on investigations with connected art and literacy activities in science processing skills.</p> <p>Support early learning by acquiring additional training in Guided Language Acquisition Design (GLAD): * Support training seven staff members in attending GLAD preschool training * Send two employees to become certified GLAD trainers to support multilingual learners</p>		

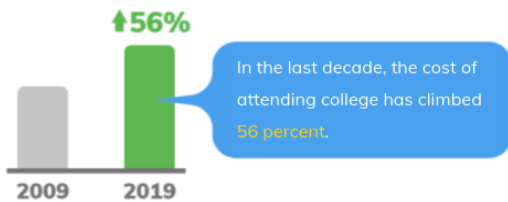
WHY STUDENTS DROP OUT



One in three students who enroll in postsecondary education in the United States never complete their degree. Here's why.

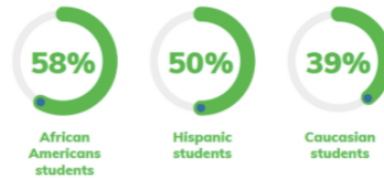
\$ Lack of affordability

It's becoming hard to pay for school with climbing fees. On top of that, it's complex to navigate financial aid options, particularly for first-generation students.



🏠 Living expenses

Many first-generation college students underestimate the cost of expenses beyond tuition and struggle to pay for their basic day-to-day needs such as food and housing.



reported experiencing food insecurity in the past 30 days.

👤 Balancing school/work

The vast majority (85%) of today's college students work while enrolled to pay for school and support themselves.



Only 22% of low-income students who work while enrolled complete college in six years.

📖 Lack of academic preparation

A quarter of today's students must enroll in non-credit-bearing remedial classes their first year of college. These students are 74% more likely to drop out.



Many students struggle with basic academic skills such as writing or math and need extensive academic support.

🏠 Cultural capital and college knowledge

Students struggle to navigate what to do when they're on campus and their new responsibilities. These students are often hesitant to reach out when they need help.



First-generation and low-income students often report feelings of self-doubt and a lack of belonging on college campuses.

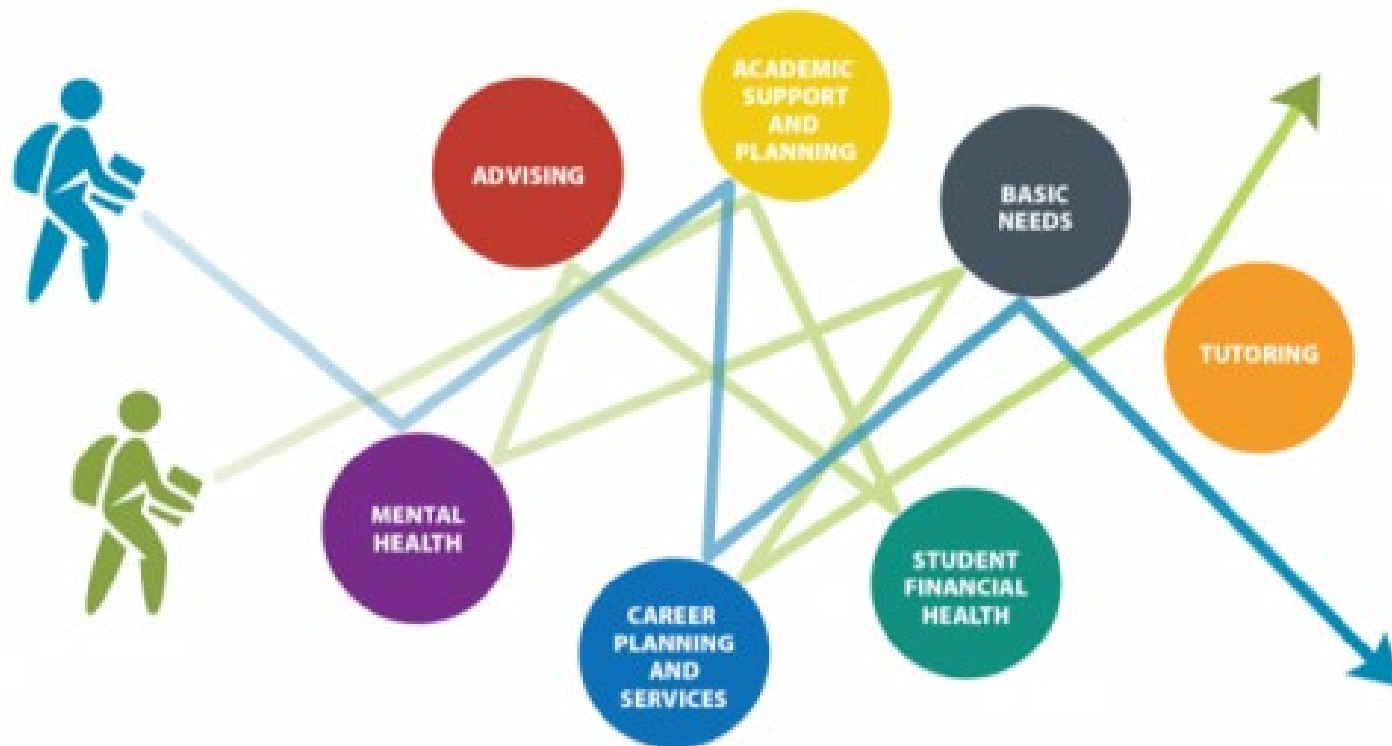
😞 Anxiety and stress

The stress of balancing school and work takes a toll on many of today's college students.



Due to the stress of balancing work and school, today's college students report unprecedented levels of anxiety, depression, and feelings of isolation. Students also report a high degree of fear of failure because they know how critical a postsecondary credential is to future success in the workforce.

Want to learn more about how to retain students? Download our ebook **The Student Retention Guidebook: 5 Strategies to Engage At-Risk Students** at SignalVine.com

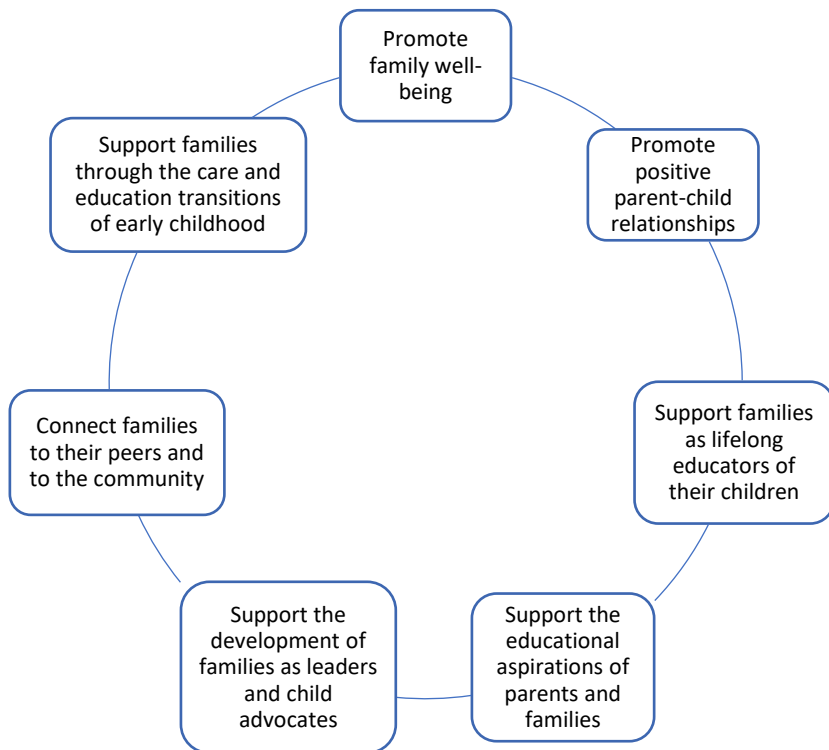


TYPICAL STUDENT SUPPORT

Early Learning Family Engagement Framework defines Family Engagement as

A shared responsibility in which programs are committed to engaging families in meaningful and culturally respectful ways, and families are committed to actively supporting their children’s learning and development	Respectful of all families through honoring their traditions, cultures, and values, and by understanding that even when challenged by adversity, all families are capable and culturally competent partners in their children’s development	Grounded in positive, ongoing goal-oriented reciprocal relationships between educators and families, where both contribute and both benefit from a level playing field	Systemically woven into all parts of the learning community from program leadership to professional development, program environment, and teaching and learning practices; all staff and all aspects of the learning community value and reflect the importance of family engagement	Continuous across a child’s educational experiences, spanning from early learning programs through high school graduation, with after-school and community programs mixed in along the way	Developmental and grows over time, meeting families where they are by providing opportunities and resources to help them move forward, both in their role as their child’s first teacher and partner with the school, and in uplifting their own family well-being
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Goals for Family Engagement



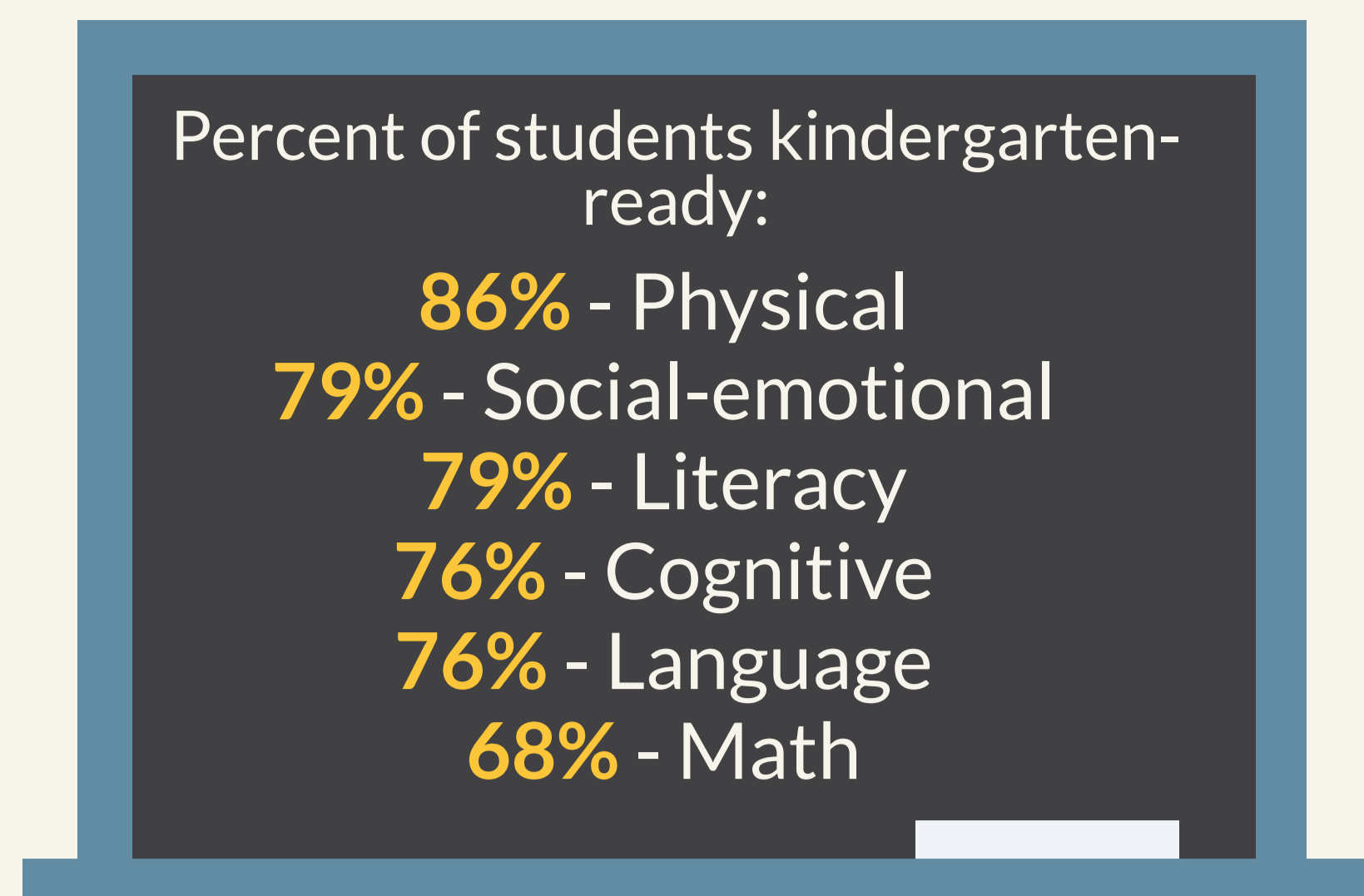
PARENT INVOLVEMENT	FAMILY ENGAGEMENT
Program/school leadership develops a statement on homeschool partnership.	Families and program/school staff collaboratively develop a statement on family engagement, define goals, brainstorm activities to achieve the goals, create a work plan, and form a group to achieve the work. Together, they reflect on what is working and what needs to change to grow family engagement.
Parents participate in activities offered by the program/school.	Families -- in partnership with early childhood educators and program leadership – co-create opportunities for families to support their children’s learning.
Parents attend parent-teacher conferences where they receive reports about their child’s progress.	Early childhood educator’s visit with families to get to know the child and families, understand the goals the family has for the child, and develop a shared log to update and record milestones. Families and educators share information about the child and identify strategies for how goals and challenges will be supported at home and in the program.
A designated staff person is assigned for outreach to parents.	All staff are trained in family engagement strategies and are provided with support and guidance so they can most effectively engage families in ways that benefit the child, family, and the program/school.
Programs/schools are primary consumers of data on children.	Families are regular consumers of data about their children and receive information for what they can do to support learning as a result of the data.



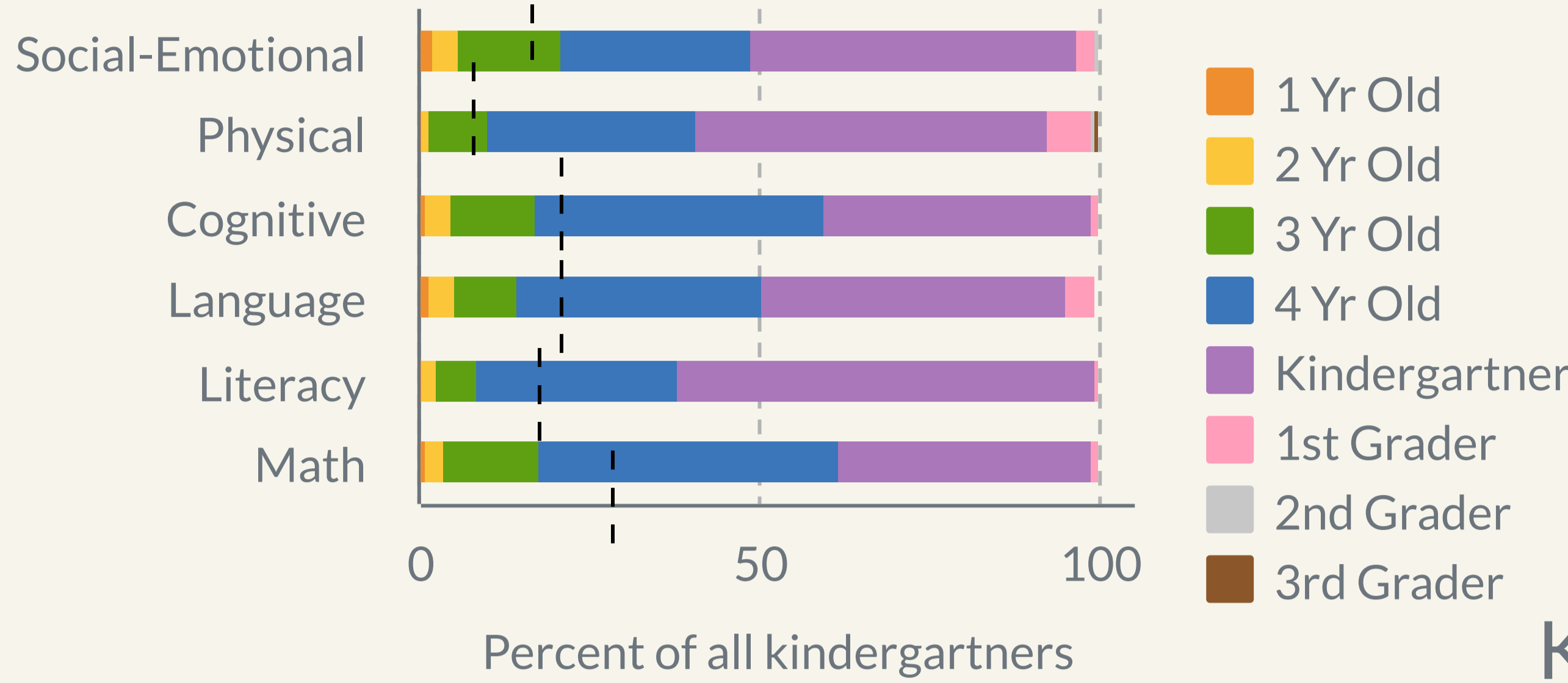
WaKIDS 2019-2020 Results

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is a kindergarten transition process that includes an observational assessment that assesses incoming kindergartners' readiness in six domains: social emotional, physical, language, cognitive, literacy and math. Kindergarten-readiness is based on readiness in all six domains.

Results from the 2019-2020 school year are consistent with trends from previous years. This year, 79,326 students participated.



Range of Development Skill Levels of All Kindergartners



Key Findings

Entering kindergartners continued to display a range of skill levels.

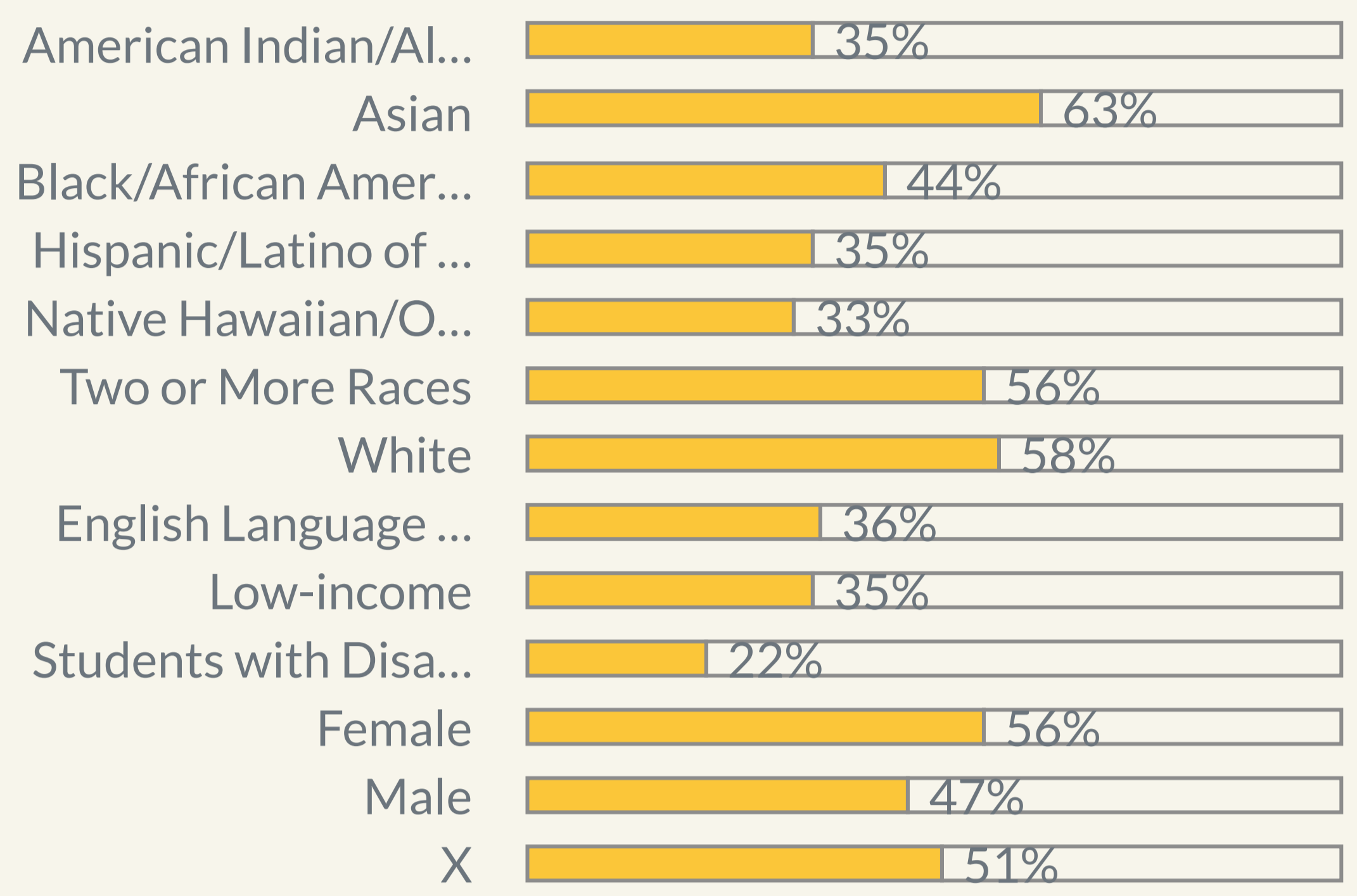
How can classrooms and educators adapt practices to accommodate different skill levels?

Over half of incoming kindergartners were kindergarten-ready.

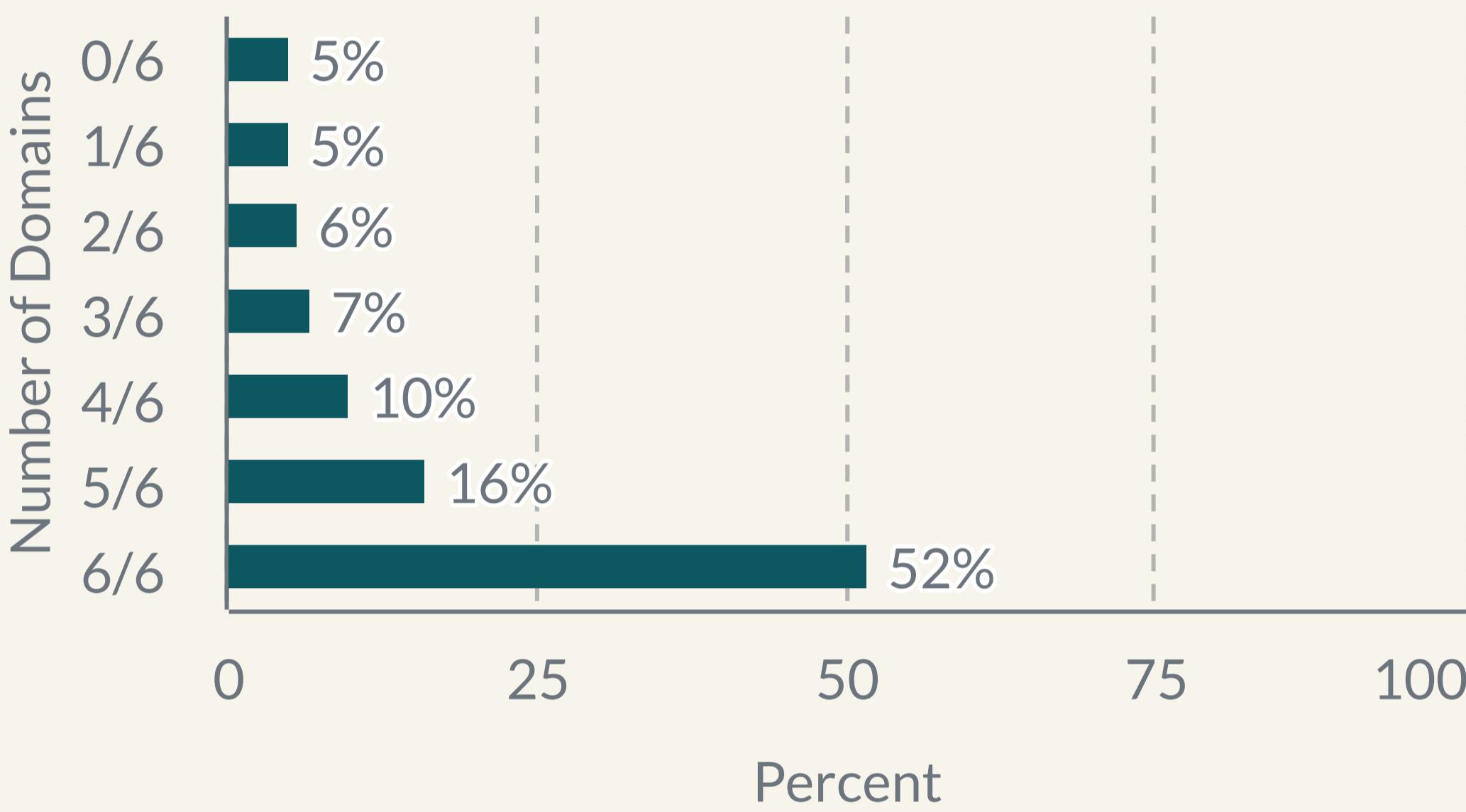
Fewer students from historically under-served student groups were kindergarten-ready.

More female students were kindergarten-ready than male students.

Kindergarten-Ready in All Domains



Kindergarten-Ready in Multiple Domains



Differences in race/ethnicity, gender, and eligibility for federal programs were significantly associated with kindergarten-readiness in each domain and readiness in all 6 domains. Federal programs include English Language Learners, low-income students, and Students with Disabilities. However, there was no significant difference in kindergarten readiness by gender in math.

Learn more about WaKIDS results at: <https://washingtonstatereportcard.ospi.k12.wa.us/>



Close Gaps Early

Given emerging trends between WaKIDS and 3rd grade assessment data and the importance of ensuring students are on track prior to 3rd grade, OSPI invites districts to review their own assessment data to consider what more can be done to close opportunity and achievement gaps early.

Build on Family Strengths after the Family Connection:

- Do schools ask families about their experiences in transitions? DCYF and OSPI research found that families are not asked for feedback on their child's transition systematically, except for families of children with disabilities.
- How do families demonstrate leadership in schools, and do districts have cultural leaders supporting new families?
- Have schools learned from families how their children love to learn outside the classroom? Use photos, videos, and notes from family to learn about the child's development.
- Does the district partner with cultural organizations and tribes to support families prior to, and after, kindergarten entry?
- Do kindergarten teachers have regular face-to-face conversations with families or use technology to increase frequency of communication?
- Many districts use the GOLD® report card or family conference form to share data with families and to prompt further investigation about children's strengths and needs, including consideration for highly capable, or special education services.

Partner with the Community to Eliminate the Opportunity Gap:

- Does the district measure its own readiness to serve all five-year-old children?
- Are kindergarten classrooms/playgrounds ready to serve a wide range of typical and atypical development levels including culturally diverse measures of growth?
- How is the district reaching out to prekindergarten children and early learning partners in the neighborhood and/or community?
- In what ways does the district partner and build relationships with families, friends, and neighbors caring for children ages 0-5 in the community?
- Does the district conduct home visits to families of young children, including entering kindergartners?

Program Staff:

Karma Hugo
Director

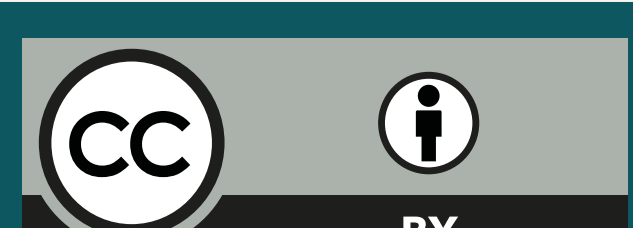
Ellen Matthews
Administrative Assistant

wakids@k12.wa.us

About the WaKIDS Data

WaKIDS was piloted in 2010-11 and implemented in volunteer schools in 2011-12. It became mandatory in state-funded full-day kindergarten in 2012-13, and was scaled up incrementally each succeeding year, prioritizing schools with the highest percentages of students who were reduced lunch. As of 2017-18, full-day kindergarten and WaKIDS is statewide. Statistically significant findings were based on chi-square tests for student subgroups and kindergarten readiness in each domain and in all six. Figure percentages rounded to nearest whole number.

Learn more about WaKIDS results at: <https://washingtonstatereportcard.ospi.k12.wa.us/>





Snohomish County Council

SNOHOMISH COUNTY COUNCIL

EXHIBIT # 2

FILE ORD. 21-067

Legislation Text

File #: 2021-0675, Version: 1

Executive/Council Action Form (ECAF)

ITEM TITLE:

Ordinance 21-067, approving the Puget Sound Taxpayer Accountability Act (PSTAA) Interlocal Agreement and 2021-2022 Services and Expenditure Plan with Washington State University Everett

DEPARTMENT: Human Services

ORIGINATOR: Karen Matson

EXECUTIVE RECOMMENDATION: Approve

PURPOSE: Approve and authorize the County Executive to sign the PSTAA Interlocal Agreement with Washington State University

BACKGROUND: 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.

Per Amended Motion 21-089, 33% of annual PSTAA funds allocated in Snohomish County shall be allocated to institutions of higher education, with Washington State University receiving one third of the total allocation to institutions of higher education.

The Interlocal Agreement with Washington State University is for the period 9/1/2021 through 8/31/2035. This ILA includes the 2021-2022 Services and Expenditure Plan for \$88,000. Amendments will be submitted to Council annually that include the performance report for the prior academic year and the proposed Services and Expenditure Plan for the upcoming year

FISCAL IMPLICATIONS:

EXPEND: FUND, AGY, ORG, ACTY, OBJ, AU	CURRENT YR	2ND YR	1ST 6 YRS
124 505041924101 (Contracted Services)	\$29,333	\$58,667	

TOTAL	\$29,333	\$58,667	
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REVENUE: FUND, AGY, ORG, REV, SOURCE	CURRENT YR	2ND YR	1ST 6 YRS
124 305041920653 (PSTAA)	\$29,333	\$58,667	
TOTAL	\$29,333	\$58,667	

DEPARTMENT FISCAL IMPACT NOTES: There is no impact to County General Revenues as a result of this action. All costs associated with this Interlocal Agreement will be supported by PSTAA funds and these funds have been appropriated for 2021 and have been included as part of the 2022 budget request.

CONTRACT INFORMATION:

ORIGINAL	CONTRACT#	EL-21-80-08-390	AMOUNT	\$88,000
AMENDMENT	CONTRACT#		AMOUNT	

Contract Period

ORIGINAL	START	9/1/2021	END	8/31/2035
AMENDMENT	START		END	

OTHER DEPARTMENTAL REVIEW/COMMENTS: Approved as to form by PA (Rebecca Wendling)
 Approved/Reviewed by Finance & Risk

ECAF NO.:
ECAF RECEIVED:

**ORDINANCE
INTRODUCTION SLIP**

SNOHOMISH COUNTY COUNCIL

EXHIBIT # 3

FILE ORD. 21-067

TO: Clerk of the Council

TITLE OF PROPOSED ORDINANCE:

~~~~~  
*Jared Mead*  
\_\_\_\_\_  
Councilmember Date  
~~~~~

Clerk's Action: Proposed Ordinance No. _____

Assigned to: _____ Date: _____

~~~~~  
**STANDING COMMITTEE RECOMMENDATION FORM**

On \_\_\_\_\_, the Committee considered the item and by \_\_\_\_ Consensus /  
\_\_\_\_ Yeas and \_\_\_\_ Nays, made the following recommendation:

\_\_\_\_ Move to ~~Council to schedule public hearing~~ \_\_\_\_\_

**Public Hearing Date \_\_\_\_\_ at \_\_\_\_\_**

\_\_\_\_ Move to Council as amended to schedule public hearing

\_\_\_\_ Move to Council with no recommendation

**This item \_\_\_\_ should/ \_\_\_\_ should not be placed on the Consent Agenda.**

(Consent agenda may be used for routine items that do not require public hearing and do not need discussion at General Legislative Session)

**This item \_\_\_\_ should/ \_\_\_\_ should not be placed on the Administrative Matters Agenda**

(Administrative Matters agenda may be used for routine action to set time and date for public hearings)

\_\_\_\_\_  
Committee Chair





## **EXHIBIT A**

### **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 obligations of this agreement are related only to the Washington State University Everett campus. 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.

#### **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 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 PSTAA 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 PSTAA 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. Within two years of the State Legislature's appropriation of PSTAA funds, unused funds may be re-allocated by the Snohomish County Council to the remaining Institutions of Higher Education.
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 the Family Educational Rights and Privacy Act ("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. Information on FERPA regulations can be found on the U.S. Department of Education website: <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

#### **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**

### **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 must be expended through sub-contracts with community-based early learning programs.
3. A portion of PSTAA funds allocated to the IHE must be used for new programs that will foster collaboration and innovation.



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 10<sup>th</sup> of the month following the month services were provided.

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

**AGENCY NAME:** Washington State University Everett  
**CONTRACT PERIOD:** 9/1/2021 to 8/31/2022

**FUNDS AWARDED UNDER CONTRACT:**

| REVENUE SOURCE                                  | FUNDING PERIOD     | AMOUNT      | AMENDMENT | TOTAL AMOUNT |
|-------------------------------------------------|--------------------|-------------|-----------|--------------|
| Puget Sound Taxpayers<br>Accountability Account | 9/1/2021-8/31/2022 | \$88,000.00 |           | \$ 88,000    |
|                                                 |                    |             |           | -            |
|                                                 |                    |             |           | -            |
|                                                 |                    |             |           | -            |
|                                                 |                    |             |           | -            |
|                                                 |                    |             |           | -            |
| TOTAL FUNDS AWARDED:                            |                    | \$ 88,000   | \$ -      | \$ 88,000    |

**MATCHING RESOURCES:**

N/A  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

TOTAL MATCHING RESOURCES: \$ -

**MATCH REQUIREMENTS FOR CONTRACT:** % \_\_\_\_\_ AMOUNT: \_\_\_\_\_

**OTHER PROGRAM RESOURCES (Identify):**

| SOURCE                 | FUNDING PERIOD | AMOUNT |
|------------------------|----------------|--------|
|                        |                |        |
|                        |                |        |
|                        |                |        |
|                        |                |        |
|                        |                |        |
|                        |                |        |
|                        |                |        |
| TOTAL OTHER RESOURCES: |                | \$ -   |

**EXPENDITURES**

| <b>CATEGORY</b>       | <b>PSTAA</b>     | <b>TOTAL</b>     | <b>MATCHING<br/>RESOURCES</b> | <b>OTHER<br/>RESOURCES</b> |
|-----------------------|------------------|------------------|-------------------------------|----------------------------|
| Salaries/Wages        |                  | \$ -             |                               |                            |
| Benefits              |                  | -                |                               |                            |
| Supplies/Minor Equip. |                  | -                |                               |                            |
| Prof. Services        | \$8,800          | 8,800            |                               |                            |
| Postage               |                  | -                |                               |                            |
| Telephone             |                  | -                |                               |                            |
| Mileage/Fares         |                  | -                |                               |                            |
| Meals                 |                  | -                |                               |                            |
| Lodging               |                  | -                |                               |                            |
| Advertising           |                  | -                |                               |                            |
| Leases/Rentals        |                  | -                |                               |                            |
| Insurance             |                  | -                |                               |                            |
| Utilities             |                  | -                |                               |                            |
| Repairs/Maint.        |                  | -                |                               |                            |
| Client Flex Funds     | \$79,200         | 79,200           |                               |                            |
| Client Rent           |                  | -                |                               |                            |
| Printing              |                  | -                |                               |                            |
| Dues/Subscrip.        |                  | -                |                               |                            |
| Regis./Tuition        |                  | -                |                               |                            |
| Machinery/Equip.      |                  | -                |                               |                            |
| Administration        |                  | -                |                               |                            |
| Indirect              |                  | -                |                               |                            |
| Occupancy             |                  | -                |                               |                            |
| Miscellaneous         |                  | -                |                               |                            |
| Misc. Construction    |                  | -                |                               |                            |
| Acquisition           |                  | -                |                               |                            |
| Relocation            |                  | -                |                               |                            |
|                       |                  | -                |                               |                            |
| <b>TOTAL</b>          | <b>\$ 88,000</b> | <b>\$ 88,000</b> | <b>\$ -</b>                   | <b>\$ -</b>                |

**EXPENDITURE NARRATIVE**

| <b>AMOUNT</b> | <b>CATEGORY</b>   | <b>NARRATIVE</b> (provide justification describing each category supported with funds awarded under this contract)                                                                                                   |
|---------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8,800         | Prof. Services    | \$5,800 subcontract with ChildStrive co-operative childcare program; \$3,000 subcontract with United Washington of Snohomish County to establish a contract for strategic planning.                                  |
| 79,200        | Client Flex Funds | \$79,200 directly to undergraduate student scholarships and barrier-free access to education program. All recipients must currently reside within the Snohomish County subarea of the Sound Transit taxing district. |
| 88,000        | TOTAL             |                                                                                                                                                                                                                      |

**DETAIL SALARIES / WAGES**

| POSITION | FUND SOURCE | % OF TIME TO FUND SOURCE | TOTAL MONTHLY | MONTHLY CHARGE TO FUND SOURCE | # OF MONTHS | TOTAL CHARGE TO FUND SOURCE |
|----------|-------------|--------------------------|---------------|-------------------------------|-------------|-----------------------------|
| N/A      |             |                          |               |                               |             |                             |

TOTAL: \$0

NOTE: Above figures may reflect rounding

## EXHIBIT D

### SERVICES AND EXPENDITURE PLAN

#### 2021 - 2022 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 must be expended through sub-contracts with community-based early learning programs. PSTAA fund recipients must expend a portion of their PSTAA funds on new programs that will foster collaboration and innovation, and to leverage partnerships with community based early learning organizations and agencies in order to increase the likelihood of improving early learning outcomes.

| <b>Institution of Higher Education</b> | <b>Total 2021-2022 Allocation</b> | <b>Minus 10% Admin</b>    |
|----------------------------------------|-----------------------------------|---------------------------|
| Washington State University<br>Everett | \$88,000                          | \$88,000 (no admin taken) |

| <b>Proposed allocation:</b> | <b>Subcontracting</b> | <b>Direct Service</b> |
|-----------------------------|-----------------------|-----------------------|
|                             | \$8,800               | \$79,200              |
|                             | 10%                   | 90%                   |

**Amount of total allocation that will support new and/or innovative early learning program(s): By percent: 10% and/or Dollar amount: \$8,800**

#### FUNDS DESIGNATED FOR IHE SERVICES

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Target educational outcome(s)</b><br><input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Completion                                                                                                                                                                                                                                                                                                                                                       |
| <b>Target population(s)</b> <ul style="list-style-type: none"><li>• Running Start/College in the High School participants; community college transfer students; K-12 students highlighted by high school counselors as needing/deserving of this opportunity</li><li>• First generation college students</li><li>• Low income based on PELL Grant eligibility</li><li>• Underrepresented demographics in higher education, including: low-income, homeless, in foster care, women in STEM, or other vulnerable populations.</li></ul> |

**Year one:**

**Focus: Access**

**Barrier-free access to higher education**

Research shows that waiving college application fees [increases college matriculation](#) (particularly for students at under-resourced high schools and community colleges receiving college counseling) and [induces high-achieving students from low-income backgrounds](#) to apply and be admitted to more selective institutions. College application fees can even be [obstacles for students from higher-income backgrounds](#).

Washington State University Everett will eliminate these barriers for local students through a series of new targeted waivers, scholarships and hardship expenses like childcare.

Application fee waiver (\$70 per application, or \$35 per re-application)  
Confirmation fee scholarship (\$200 per confirmed student)

From 2018-2020, WSU Everett averaged 187 applications from academically prepared prospective students. Initially targeting a goal of 145 students, the barrier-free application program will save students about **\$39,200**, eliminating a major barrier and providing a platform from which to launch their futures in Snohomish County.

**Scholarships**

College is expensive; no one will deny that. [According to CollegeBoard](#), in the past decade alone (2007-2017), tuition rates rose 37% at public four-year colleges. That rate jumps to 213% when comparing current tuition with that of just 30 years ago, accounting for inflation. With no end in sight to the continual increase in the cost of an education, low- and middle-income students are facing more difficult choices than ever.

We have a unique opportunity to support Snohomish County students within the Sound Transit Regional Taxing Authority, particularly for families with young children.

Based on financial need and academic achievement, WSU Everett will offer current-use scholarships during the 2021-22 academic year in these amounts:

- (4) - \$5,000
- (6) - \$2,500
- (5) - \$1,000

A total of about **\$40,000** will be disbursed as scholarships for students in financial need, those who have demonstrated academic achievement at their community college and shown community involvement through work and



volunteerism. In some case, funds will used to reduce the tuition obligation of students who may have academic registration blocks for past-due tuition, thereby allowing them the opportunity to complete their degree when they would otherwise be unable.

### **Focus: Retention and Completion**

Proactive advising leads to gains in retention and completion, [according to studies](#). But a [report from the Center for Community College Student Engagement](#) shows that effective advising may have a larger impact on returning students and thus colleges' persistence and graduation rates.

The report highlights that 78% of returning students reported meeting with an advisor, compared to 62% of entering students. According to CCCSE, that detail is significant because less than 50% of first-time-in-college students return to the same institution the following fall, indicating that early advising leads to increases in retention.

Participants in our new barrier-free access to higher education program will be required to complete specific learning during their studies, including mandatory advising and new College Success seminars that will provide students with the tools they need to succeed, stay in school, and complete a degree.

All recipients must currently reside within the Snohomish County subarea of the Sound Transit taxing district.

### **Proposed performance indicators for educational outcome(s):**

**Access:** Increase the number of students able to access a college education thanks to the financial supports of the Puget Sound Taxpayer Accountability Account.

**Retention:** Increase the number of students who have continued or returned to their studies thanks to support of the Puget Sound Taxpayer Accountability Account.

**Completion:** Increase the number of students benefiting from the Puget Sound Taxpayer Accountability Account who earn their degree.

**FUNDS DESIGNATED FOR SUBCONTRACTS**  
Community-Based Early Learning Providers

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Subcontractor Organization:</b> ChildStrive <b>Funding Amount</b> \$5,800                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Target educational outcome(s)</b><br><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<br><input checked="" type="checkbox"/> Family Engagement <input checked="" type="checkbox"/> Racial Equity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Target population(s)</b><br><input checked="" type="checkbox"/> Low-income <input type="checkbox"/> Homeless <input type="checkbox"/> In foster-care<br><input checked="" type="checkbox"/> Other vulnerable population(s), please list: Immigrants whose primary language isn't English including minority communities of color                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Description of proposed use of funds:</b><br><br><p>ChildStrive will provide a co-op childcare program for children ages 12 months to five years to support adult education classes being provided by EvCC and Goodwill through Connect Casino Road at the Village on Casino Road.</p> <p>The classes being offered include ESL levels 3, 4, and 5 and GED in Spanish provided by EvCC and ESL levels 1 and 2 provided by Goodwill. These classes take place in Building A at the Village through the Connect Casino Road program. We are anticipating that between 150 and 170 adult students will participate in the 2021/22 school year. Our experience is that approximately 70% of students need childcare which equates to 105 – 119 children in childcare. The childcare 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. We will use the Early Childhood Environmental Rating Scale (ECERS) and the book, All About the ECERS-R to set up the classroom to ensure a developmentally appropriate environment for the play-based program. One or two Lead Teachers will facilitate the play of the children with the assistance of family participants. Families accessing the childcare will be required to have a family member work in the classroom or in an out-of-class activity as well as participate in a monthly parent education component. The Lead Teacher will assign activities to the family classroom participants.</p> <p>Training will be provided by Deb Walrath and the Lead Teacher to family members working in the classroom. In-the-moment coaching will be provided to family members working in the classroom by the Lead Teacher. The parent engagement component of the program will also provide information that will help family members working in the classroom. We will utilize Ready Rosie to provide a play-based program.</p> <p>We will use the Conscious Discipline Parent Education Curriculum and ECERS/All About ECERS as foundational texts for the Parent Engagement component. Conscious Discipline topics for parent education include Relationships, Composure, Assertiveness, Encouragement, Choices, Empathy, Positive Intent, and</p> |

Consequences. The curriculum includes 60-90 minute classes with mini-sessions, make and takes, posters, handouts, and other resource tools.

In addition to the required monthly parent meetings, in-the-moment coaching will be provided by the Lead Teacher for parents who work in the classroom. We will also use Ready Rosie content to support the Parent Engagement component. Ready Rosie is part of "Teaching Strategies" and it and Conscious Discipline are used by Early Childhood Education and Assistance Program (ECEAP) and Head Start. This will provide some continuity for families who go on to one of these programs in the future.

We will complete the Ages and Stages Questionnaire screening tools with parent permission if there are red flags regarding children's development. If deficits are noted we 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.

**Proposed performance indicators for educational outcome(s):**

We will use an observational approach for planning and assessment of individual child progress. We will use the product "Ready Rosie" to perform play-based observation of children in all areas of development indicated above at regular intervals. This will provide indicators in each developmental area. This approach is preferable to something more in-depth like 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. This assessment will also provide guidance regarding curriculum.

For the Parent Engagement component, we will document attendance, and use reflective practice techniques to provide anecdotal evidence of transformation. Dr. Becky Bailey in the Conscious Discipline Parent Education book states, "Conscious Discipline provides evidence based, systematic change in the way adults and children perceive behavior, rather than simply targeting specific behaviors as if they occur in a vacuum devoid of outside influences. This perceptual shift allows us to access the higher center of the brain for skills like problem solving, empathy, teaching and learning. Adults are able to see the need underlying a child's behavior and then address the deficiency." We will document progress in these areas for each parent. We will also use Ready Rosie – including interactive family workshops and home learning videos. The Ready Rosie SHARE System allows 2-way communication so our Co-op classroom teacher can curate and send tailored home learning content to families and 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.

*Additional Subcontractor Next Page*

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| <p><b>Subcontractor Organization:</b> United Way of Snohomish County</p> <p><b>Funding Amount</b> \$3,000</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Target educational outcome(s)</b></p> <p><input type="checkbox"/> Social-emotional <input type="checkbox"/> Physical <input type="checkbox"/> Cognitive <input type="checkbox"/> Language <input type="checkbox"/> Literacy <input type="checkbox"/> Math <input checked="" type="checkbox"/> Family Engagement <input type="checkbox"/> Equity</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Target population(s)</b></p> <p><input checked="" type="checkbox"/> Low-income <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> In foster-care</p> <p><input checked="" type="checkbox"/> Other vulnerable population(s), please list: BIPOC, Latinx, Immigrants, Refugees, Migrants whose primary language may not be English</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Description of proposed use of funds:</b></p> <p>To shift systems steeped in racism and support equitable opportunities for all young children, we must do things differently. Thoughtful collaboration and planning will increase the lasting impact PSTAA funds will have. To this end, we have collaboratively developed the following proposal:</p> <p>PSTAA dollars will be pooled from interested PSTAA funded school districts and higher education institutions to hire a contract facilitator to create a five-year strategic plan. This plan will be <u>informed and co-created by input from families from the target populations listed above</u>. The goal of the plan is to use PSTAA funds to create an equitable early learning system that supports kindergarten readiness for the populations listed above who have traditionally been left behind.</p> <p>The plan will include the following:</p> <ul style="list-style-type: none"> <li>○ Mission</li> <li>○ Vision</li> <li>○ Goals</li> <li>○ Objectives</li> <li>○ Actions</li> <li>○ Timelines</li> <li>○ Responsibilities</li> <li>○ Lead point of contact for each action</li> </ul> <p>The strategic plan will:</p> <ul style="list-style-type: none"> <li>○ Center racial equity.</li> <li>○ Focus on dismantling existing systems that create inequitable outcomes for young children and their families.</li> </ul> <ul style="list-style-type: none"> <li>• Be developed collaboratively</li> <li>• Be accountable and have clear data to demonstrate impact</li> </ul> <p>Serve communities of color impacted by any of the following:</p> <ul style="list-style-type: none"> <li>○ from communities of color</li> <li>○ limited income</li> <li>○ experiencing homelessness,</li> <li>○ engaged with child welfare (foster care),</li> </ul> |

- child with a disability and/or special needs,
- linguistically or culturally isolated,
- English language learners,
- Immigrant communities, including undocumented

The strategic plan will include goals focused on improving the early learning outcomes of targeted populations of children in the RTA district resulting in improved educational outcomes for the most vulnerable children.

In addition to the Strategic Plan, a job description for a project manager to serve as backbone to these efforts will be created.

Criteria for choosing the organization/contractor include the following:

- Have experience working with BIPOC (Black, Latinx, Refugees, Immigrants, and Migrants) and economically and socially disadvantaged populations
- Be racialized trauma informed
- Use a model similar to the Creative Democracy model of the Pomegranate Center's Creative Democracy that centers the end users in the design
- Demonstrated success in similar work

A list of potential contractors has been drafted, though to ensure an equitable process a Request For Proposals (RFP) will be used to determine the best qualified for the work.

**Proposed performance indicators for educational outcome(s):**

The funds will generate the following outcomes:

- 1) RFP for the identification of a contractor to lead the collective through the following:
  - a) A 5-year Strategic Plan
  - b) A job description for a Project Manager to lead this work outlined in the Strategic Plan for the life of the PSTAA funding.

# CERTIFICATE OF LIABILITY INSURANCE

Issue Date 1/6/2012

**ISSUED BY:**  
 State of Washington  
 Department of Enterprise Services  
 Office of Risk Management  
 PO Box 41466  
 Olympia WA 98504-1466

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE STATE OF WASHINGTON SELF INSURANCE LIABILITY PROGRAM.

**COVERAGE AFFORDED BY**

**State of Washington Self Insurance Liability Program**

**INSURED:**  
 State of Washington  
 WSU  
 ATTN: Rick Fadness  
 82 Environmental Health Building  
 Pullman WA 99164-1172

THE STATE OF WASHINGTON, INCLUDING ALL ITS AGENCIES AND DEPARTMENTS, IS SELF-INSURED FOR TORT LIABILITY CLAIMS. ALL CLAIMS MUST BE FILED WITH THE STATE OFFICE OF RISK MANAGEMENT FOR PROCESSING IN ACCORD WITH STATUTORY REQUIREMENTS.

## COVERAGES

THIS IS TO CERTIFY COVERAGE DESCRIBED BELOW IS PROVIDED TO THE INSURED NAMED ABOVE FOR THE PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE COVERAGE AFFORDED BY THE SELF-INSURANCE LIABILITY PROGRAM IS SUBJECT TO ALL THE TERMS, EXCLUSIONS, AND CONDITIONS OF SUCH PROGRAM.

| TYPE OF COVERAGE                                                                                                                                                                                                                                        | POLICY NUMBER | EFFECTIVE DATE | EXPIRATION DATE | LIMITS                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|---------------------------------------------------------------------------------------|
| <b>GENERAL LIABILITY</b><br><input checked="" type="checkbox"/> GENERAL LIABILITY<br><input checked="" type="checkbox"/> OCCURRENCE COVERAGE                                                                                                            | Self-Insured  | Continuous     | Continuous      | BODILY INJURY, PROPERTY DAMAGE & PERSONAL INJURY COMBINED EACH OCCURRENCE \$5,000,000 |
| <b>AUTOMOBILE LIABILITY</b><br><input checked="" type="checkbox"/> ANY AUTO<br><input type="checkbox"/> ALL OWNED AUTOS<br><input type="checkbox"/> SCHEDULED AUTOS<br><input type="checkbox"/> HIRED AUTOS<br><input type="checkbox"/> NON-OWNED AUTOS |               |                |                 | BODILY INJURY & PROPERTY DAMAGE COMBINED EACH ACCIDENT \$5,000,000                    |
| <b>WORKERS COMPENSATION AND EMPLOYERS LIABILITY</b>                                                                                                                                                                                                     |               |                |                 | STATUTORY                                                                             |
| <b>OTHER</b>                                                                                                                                                                                                                                            |               |                |                 |                                                                                       |

**DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES/SPECIAL ITEMS:** Coverage applies as respects tort liability claims against the State of Washington as covered by the Tort Claims Act (RCW 4.92 et seq.) The Certificate Holder is named as additional insured, but only as respects the negligence of the State of Washington.

**CERTIFICATE HOLDER:**

**CANCELLATION**

EVIDENCE OF INSURANCE

SHOULD THE SELF INSURANCE LIABILITY PROGRAM BE CANCELLED, THE STATE OF WASHINGTON WILL ENDEAVOR TO MAIL 45 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO MAIL SUCH NOTICE SHALL NOT IMPOSE ANY OBLIGATION OR LIABILITY UPON THE STATE OF WASHINGTON, ITS OFFICIALS, EMPLOYEES, AGENTS OR REPRESENTATIVES.

**AUTHORIZED REPRESENTATIVE:**



**CERTIFICATE NUMBER CRT 12-321**

Lucy Isaki, State Risk Manager

## Barstow, Vicki

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**From:** Jayne, Janet  
**Sent:** Monday, March 12, 2012 3:49 PM  
**To:** HSD Contracts  
**Subject:** FW: Insurance for ILA with WSU  
**Attachments:** WSU Evidence of Insurance 1-12.pdf

See Keiths OK below

Janet Jayne  
WSU Snohomish County Extension  
600 128th St SE  
Everett, WA 98208  
425-357-6003

WSU Extension programs and employment are available to all without discrimination. Evidence of noncompliance may be reported through your local Extension office.

---

**From:** Mitchell, Keith  
**Sent:** Friday, March 09, 2012 10:38 AM  
**To:** Jayne, Janet  
**Subject:** FW: Insurance for ILA with WSU

Hi Janet, This will work.

**Keith Mitchell, CPCU**

County Risk Manager  
Snohomish County Risk Management  
425/388-3726  
425/388-3499 fax

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**From:** Jayne, Janet  
**Sent:** Friday, March 09, 2012 10:33 AM  
**To:** Mitchell, Keith  
**Subject:** Insurance for ILA with WSU

This is what WSU sent over for Insurance. Will this work OK. Do we attach somehow as Exhibit C or add to the file?

Thanks  
Janet Jayne  
WSU Snohomish County Extension  
600 128th St SE  
Everett, WA 98208  
425-357-6003

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