



# Community Safety and Justice

Heidi Beazizo

**Council Initiated:**

Yes

No

**ECAF:** 2025-3762

**Motion:** 25-555

**Type:**

- Contract
- Board Appt.
- Code Amendment
- Budget Action
- Other

**Requested Handling:**

- Normal
- Expedite
- Urgent

**Fund Source:**

- General Fund
- Other
- N/A

**Executive Rec:**

- Approve
- Do Not Approve
- N/A

**Approved as to**

**Form:**

- Yes
- No
- N/A

**Subject:** Approving the 2024-2025 Annual Reports for the Puget Sound Taxpayer Accountability Act (PSTAA) Interlocal Agreement(s)

**Scope:** Proposed motion 25-555 acknowledges receipt and approves the 2024-2025 Annual Report for seven (7) schools or school districts that receive PSTAA funds. The Annual Reports include the total amount spent, written summaries of progress during the program year with outcomes achieved and any challenges experienced. The full reports are available by school or school district in the Legistar Record.

Human Services staff completed a summary of the reports for all recipient schools. This document and a summary of 2024-2025 Services and Expenditure Plans are attached to this staff report.

The reported fund allocations for each school and school district are often higher than what is shown in the 2024-2025 Services and Expenditure Plans. This is pursuant to [Ordinance 22-072](#), which allowed the Executive to reallocate unspent funds from prior program years to PSTAA recipients.

**Duration:** N/A

**Fiscal Impact:**  Current Year  Multi-Year  N/A

**Authority Granted:** N/A

**Background:** The Washington State Legislature established the Puget Sound Taxpayers Accountability Act (PSTAA) account pursuant to [RCW 43.79.5202](#). Counties may use distributions from the 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.

In [Motion 21-089](#) and [Motion 22-282](#), the Snohomish County Council provides direction for the distribution of funds collected under RCW 43.79.520 to schools or school districts and requires annual submission of an expenditure plan and report, detailing use of the funds, from each fund recipient to Council.

Annual service and expenditure plans are approved annually by Council as amendments to PSTAA interlocal agreements, and these are approved by motion pursuant to Ordinance 22-072. On [August 21, 2024](#), the Snohomish County Council passed amendments to Interlocal Agreements for each participating school or school district

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which adopted their proposed Service and Expenditure plans for the 2024-2025 program year. Each ILA contains language indicating that the receiving school “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” by October 30 of the following program year in which the funds were expended.

**Requested Action:** Consider adopting Motion 25-555.

2024-2025

**PSTAA ANNUAL REPORT SUMMARY**

Start Date 09/01/2024      End Date: 08/31/2025

**INSTITUTES OF HIGHER EDUCATION**

Agency	Allocated	Expended	
Everett Community College (EvCC)	\$310,829.16	\$197,679.56	
<b>Direct Services</b>			
Goal(s)	Met	Partially met	Not met
1. EvCC will use funds to support the Early Learning Center's (ELC) Administrative Assistant and to hire a consultant to ensure the center's longevity. ➤ The ELC operated during the reporting period. The consultant for a fiscal sustainability plan, however, was not hired. Budget challenges and other funding losses led to the decision to close the ELC in June of 2025.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. EvCC will use PSTAA funds for a Student Success Navigator to support underrepresented students, including student parents, with retention and completion.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. EvCC will use PSTAA funds to contribute to an endowment fund aimed at improving retention and completion among non-traditional students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Progress and Achievements**

- The ELC continued providing quality birth-five ECEAP services, meeting its performance standards. PSTAA funds helped support administrative salaries, allowing the center to continue operating for the year despite significant financial risks.
- The student success navigator effectively connected with student parents in programs like trio. The position provided direct academic and life skills resources, with outcomes showing student parents making progress toward their academic goals.

- continued to contribute funds to the endowment aimed at improving retention and completion for non-traditional students.

### Challenges

- The ELC continued to struggle with low enrollment, staffing issues, and significant budget shortfalls. A projected operational deficit of at least \$300,000 per year was identified for the next fiscal year, partly due to the reduction or elimination of stabilization funding.
- The attempt to hire a consultant to develop a long-term financial sustainability plan for the ELC was unsuccessful.
- Due to persistent financial concerns, EvCC decided to close the ELC on June 30, 2025.
- PSTAA funding, overall, had minimal impact on student success. However, through the use of the student success navigator, student parents' outcomes show student parents making progress toward academic goals. Only about 25% of the ELC's enrolled children had student parents enrolled at EvCC. This was partly due to the rigid rules of grant-funded programs which were not flexible enough for student parents' needs.

### Early Learning Community Partner(s)

Connect Casino Road (CCR) Parent Co-op Program (Previously ChildStrive)

Goal(s)		Status		
		Met	Partially met	Not met
1. EvCC used funds to support the CCR parent co-op program, which includes the Kids' Club co-op childcare.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
➤ The leadership for the Connect Casino Road (CCR) parent co-op program transitioned mid-year from ChildStrive to CCR. EvCC did not identify a new early learning partner.				

### Achievements

- CCR parent co-op (which took over for ChildStrive) successfully operated the kids' club cooperative childcare using PSTAA funds.
- The program allowed parents with young children to attend onsite English classes, with 100% of surveyed parents reporting that their need for children's supervision was met and that they felt more connected to the community.
- PSTAA funds also covered rent for the kids' club space, multilingual CPR classes for parents, and healthy snacks for children.

## Challenges

- The leadership for the CCR parent co-op program transitioned from ChildStrive to Connect Casino Road mid-year and a new early learning partner was not established.

Agency	Allocated	Expended	
Wash State Community College Dist #23 DBA Edmonds College	\$310,829.16	\$255,074.90	
<b>Direct Services</b>			
<b>Status</b>			
Goal(s)	Met	Partially met	Not met
1. Edmonds College will use funds to provide resources such as food, hygiene items, and supplies to support students facing food and housing insecurities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Edmonds College will use funds to provide vouchers for students with high financial needs for expenses such as food, childcare, and utilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. PSTAA funds will be used to rent an apartment in Triton Court, for temporary housing, for unhoused or housing-insecure students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. PSTAA funds will be used to fund a Food Pantry Coordinator and an AmeriCorps volunteer to manage food distribution and offer educational programming.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Progress and Achievements</b>			
<ul style="list-style-type: none"><li>• The food pantry successfully served 5,897 visitors, distributing over 51,000 pounds of food and other items. PSTAA funds supported pantry operations, expanded food offerings with refrigerated and frozen items, and paid for transportation costs for food pickups.</li><li>• The food pantry environment was enhanced with clearer signage, a mural, and culturally relevant foods. A collaborative cookbook project was also launched.</li><li>• Emergency crisis funding provided through the triton student resource hub supported eighty-four students with over \$66,515 in aid. A survey of awarded students revealed that 92% completed the quarter, showing the positive impact on student retention</li></ul>			
<b>Challenges</b>			
<ul style="list-style-type: none"><li>• There is a significant gap between student emergency aid requests and available funds, with only about half of requests being met. Funds often run out approximately three weeks into each quarter.</li></ul>			

- Federal funding cuts resulted in the administrative leave of the AmeriCorps member. Future placements via PSTAA funding for this position are uncertain if the AmeriCorps program is permanently dropped.

<b>Early Learning Community Partner</b> Lake Stevens Cooperative Preschool (LSCP)				<b>Status</b>
<b>Goal(s)</b>		<b>Met</b>	<b>Partially met</b>	<b>Not met</b>
1. Funds will be used to standardize and enhance early childhood curricula and instruction for neurodiversity in nine affiliated Parent Participation Preschools.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Achievements</b>				
<ul style="list-style-type: none"> <li>• LSCP's grant planning committee identified key areas and invested in resources to enhance curriculum.</li> <li>• Neurodiversity Training: Teachers will complete a certificate in neuro-affirming practices and attend a training to better understand sensory processing differences.</li> <li>• Funds were used to provide families with visual schedule kits, mirroring classroom routines to extend learning into the home environment.</li> </ul>				
<b>Challenges</b>				
<ul style="list-style-type: none"> <li>• There were no challenges to report.</li> </ul>				

Agency	Allocated	Expended	
Washington State University – Everett	\$310,829.16	\$310,829.16	
Direct Services			
Goal(s)	Status		
1. PSTAA funds will provide scholarships based on financial need and academic achievement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Funds will be used to reduce barriers to college access and completion for local students living in the Regional Transit Area (RTA).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. PSTAA funds will support campus initiatives such as the Cougar Food Pantry, Cougar Closet, childcare, and student influencer programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Funds will be used to support transitional housing aid for students experiencing housing insecurity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provide enrollment fee scholarships to new students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Progress and Achievements			
<ul style="list-style-type: none"> <li>WSU – Everett awarded over \$200,000 to more than eighty students- supporting tuition, food, housing, and wages. Remaining funds were distributed after the Fall 2025 application cycle.</li> <li>PSTAA funds initially supported the co-op childcare through December 2024; from January 2025, funds supported ChildStrive's Parent's as Teachers (PAT) program and enhanced parent engagement and early childhood outcomes.</li> <li>Student impact: eligible students, including low-income and marginalized groups, were able to continue education and receive essential support.</li> <li>Program adjustments: transitioned PSTAA funds from co-op childcare to PAT program after funding discontinuation in December 2024.</li> </ul>			
Challenges			
<ul style="list-style-type: none"> <li>There were no major challenges in awarding student funding to report.</li> </ul>			

- A minor internal challenge with WSU - Everett's invoicing and scholarship processing created a challenge and has been addressed.

Early Learning Community Partner			Status
Goal(s)	Met	Partially met	Not met
<p>1. Partner with early learning providers (ChildStrive) to support the operation of a co-op child care providing adult education classes and family engagement to increase the early learning student's outcomes by directly increasing the parent's outcome.</p> <p>➤ WSU – Everett transitioned PSTAA funds from co-op childcare to Parents as Teachers (PAT) program after funding for the co-op child care discontinued in December 2024.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Achievements</b>			
<ul style="list-style-type: none"> <li>• The PAT program was offered in January 2025 and provided parent coaching, early childhood development tools, and family support.</li> <li>• Through the co-op and PAT programs, there were increased educational opportunities and family connections.</li> </ul>			
<b>Challenges</b>			
<ul style="list-style-type: none"> <li>• The challenge of pivoting and building new partnerships presented when the leadership for the Connect Casino Road (CCR) parent co-op Program transitioned mid-year from ChildStrive to Connect Casino Road.</li> </ul>			

SCHOOL DISTRICTS				
Agency	Allocated	Expended		
<b>Everett Public Schools</b>	<b>\$618,028.83</b>	<b>\$522,716.07</b>		
<b>Direct Services</b>				<b>Status</b>
<b>Goal(s)</b>		<b>Met</b>	<b>Partially met</b>	<b>Not met</b>
<b>Play and Learn</b>				
1. Strengthen family engagement in P-3 continuum by engaging families in developmentally appropriate, early learning activities		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Everett Ready</b>				
2. Provide smooth transition into K-12 system		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Engage families in kindergarten readiness		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Kindergarten Kick-Off -Enrollment</b>				
4. Increase kindergarten enrollment and readiness engagement.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Professional Learning for Early Learning Partners</b>				
5. Share best practices		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Enhance professional capacity of early learning partners and district staff.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>P-3 Leadership Institute</b>				
7. Build leadership capacity for P-3 system improvement		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Kindergarten Leadership Alignment Meeting</b>				
8. Align preschool through Grade 3 initiatives		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Introduce initiatives progressively to Grades 1–3		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Progress and Achievements

### Play and Learn

- EPSF received positive feedback from families on the engagement and learning opportunities provided during the Play and Learn sessions.
- Play & Learn sessions were offered five days per week across four locations, engaging families and children aged five in developmentally-appropriate activities.

### Everett Ready

- All eighteen elementary schools participated.
- Strong family participation occurred, and positive feedback was received.
- Everett Ready provided transition support to incoming kindergarten students at all eighteen elementary schools, enhancing readiness and family engagement.

### Kindergarten Kick-Off

- The event reached incoming families district-wide, increasing enrollment awareness and participation in readiness activities.
- There was high attendance from incoming families.
- Professional Learning for Early Learning Partners
- Professional Learning sessions strengthened instructional practices across P-3 educators and community partners.
- Multiple early learning partners and staff attended sessions.
- Participants experienced high engagement in collaborative discussions.

### P-3 Leadership Institute

- District leaders took part in the National P-3 Leadership Institute, advancing alignment and leadership capacity.
- Team-based strategic planning was completed.
- Actionable implementation plans were developed.

### Kindergarten Leadership Alignment Meeting

- Meetings were conducted with kindergarten teachers.
- Plans to extend alignment to Grades 1–3 were started.
- Funding supported materials and resources.

### Everett Public Schools Foundation

- Funds were successfully distributed and mental health and learning programs supported student needs.

## Challenges

- Adjusting for scheduling conflicts for families was difficult at some locations.
- There was limited staff availability during summer months.
- Accessing technology was a challenge for some families.
- Balancing institute participation with school-year responsibilities was challenging.
- Coordinating across all elementary schools.
- Limited class sizes due to space and materials limited participation.

Early Learning Community Partner(s) (see below for multiple partners)			
Goal(s)	Status		
	Met	Partially Met	Not Met
<b>Cooking Matters</b>			
1. Funds will be used to promote healthy, budget-conscious meals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Housing Hope / Tomorrow's Hope</b>			
2. Funding supports the improvement of student outcomes and reduce absenteeism.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lucinda Rowley / Counseling PLLC</b>			
3. Funds support services to Improve family well-being and social emotional learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Opportunity Council</b>			
4. Funds will be used to strengthen educator capacity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Schack Art Center</b>			
5. Funding will help to improve academic/behavioral success via arts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>YMCA Aquatics</b>			
6. Funding will provide lessons in water safety and basic swimming.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Zeno MathFest</b>			
7. Funds will provide family engagement for math hands-on learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Everett Public Schools Foundation (EPSF)</b>			
8. Funds will support P-3 students/families with mental health, well-being, and innovative learning grants and encourage family engagement in nutrition.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Providers TBD / Mini Grants</b>			
9. Funds support strengthening early learning centers through mini grants	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Achievements

### Cooking Matters

- Families implemented healthy recipes.
- Cooking Matters successfully implemented six-week healthy cooking courses, equipping families with tools for nutritional meal preparation on a limited budget.

### Housing Hope / Tomorrow's Hope

- Housing Hope and Tomorrow's Hope provided advocacy and wrap-around services to families experiencing homelessness, improving student attendance and stability.
- Families received multi-generational support.

### Lucinda Rowley / Counseling PLLC

- Counseling services through Lucinda Rowley PLLC provided essential therapeutic support to families referred for trauma, grief, or parenting challenges.
- There was improved access for essential therapeutic support for families.

### Opportunity Council

- Opportunity Council piloted educator coaching to improve instruction for highly impacted students.
- Staff trained in ECEAP and community programs.

### Schack Art Center

- Schack Art Center integrated creative arts and social-emotional learning through Art SPARKS! and Friendship Clubs.
- Through attending Art SPARKS! And Friendship clubs, students experienced positive participation & progressed in SEL outcomes.

### YMCA Aquatics

- YMCA Aquatics delivered swim safety instruction to preschool-aged children.
- Children learned water safety & how to swim.

### Zeno MathFest

- Zeno MathFest celebrated math engagement with hands-on family activities for children ages 3–8. With high participation and family engagement.

### Providers TBD / Mini Grants

- Mini Grants supported early learning centers with funding for professional development, materials, and conferences.
- Centers attended connections and mini grants awarded.

### BrainDance Sessions

- BrainDance sessions occurred at Play & Learn locations.
- Families engaged in movement-based learning.
- Five sessions held, positive feedback

### **The Dance School**

- Eight 30-min dance classes for preschoolers
- Participants improved motor skills and social-emotional development

### **Challenges**

#### **Cooking Matters**

- Class sizes were Limited due to space.

#### **Housing Hope / Tomorrow's Hope**

- Families in transition have high mobility. Having limited advocate hours made it challenging to connect with busy families.
- Staffing limitations reduced reach to families.

#### **Lucinda Rowley / Counseling PLLC**

- A high demand for services and limited therapy hours available created a challenge to serve all the families.

#### **Opportunity Council**

- The Pilot expansion was limited by limited staffing.

#### **Schack Art Center**

- Scheduling multiple groups was difficult with limited space available.

#### **YMCA Aquatics**

- Pool availability had constraints.

#### **Zeno MathFest**

- Managing high attendee volume presented a challenge.

#### **Providers TBD / Mini Grants**

- There was limited funding for all centers.
- The space available had physical limitations.
- Scheduling conflicts for families prevented some families from attending sessions.

Agency	Allocated	Expended	
Edmonds School District (ESD)	\$792,121.47	\$706,774.62	
Direct Services		Status	
Goal(s)	Met	Partially met	Not met
1. Staff an Early Learning Family Resource Advocate (FRA).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Staff an Early Learning Coordinator.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Staff an Early Learning Counselor.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Progress and Achievements			
<ul style="list-style-type: none"> <li>The Early Learning Family Resource Advocate (FRA) supported 154 families, including 33 McKinney-Vento families, forty-three multilingual families receiving translation, and families with housing, food, and clothing assistance. Distributed seven hundred community access tickets to the Seattle Aquarium for ECEAP families.</li> <li>The FRA collaborated with staff and teachers to identify student and family needs, resulting in increased referrals and case management.</li> <li>The FRA implemented monthly family engagement events and parent education nights, with topics chosen by families, including mental health, parenting, and nutrition.</li> <li>The Early Learning Counselor implemented a multi-tiered system of support addressing Social Emotional Learning (SEL) needs across three tiers, serving 18 Tier 1 students (108 sessions), 21 Tier 2 students (84 sessions), plus twenty-four classroom lessons, 3 Student Support Teams, and three parent workshops.</li> <li>Parent and Caregiver (PAC) Workshops were provided, aligned with the Pyramid Model, building family skills in emotional and behavioral support at home.</li> <li>Early Learning Coordinator was hired and provided leadership and project management for inclusive preschool programs, family support staff, and recruitment.</li> <li>The Early Learning Coordinator ensured all ECEAP slots were filled (100%), positioning ESD to meet or exceed the DCYF target of 70% enrollment by June 30, 2025.</li> <li>Collaboration between teachers, family support specialists, and community providers to enhance continuity of care was strengthened.</li> </ul>			
Challenges			
<ul style="list-style-type: none"> <li>Continued focus on increasing engagement of underrepresented families, including families of color, non-English speaking families, single-parent households, and those facing transportation barriers continues to</li> </ul>			

be a challenge. Targeted outreach and inclusive engagement strategies continue to be developed to address those barriers and increase participation in family events and district programs.

<b>Early Learning Community Partner(s)</b> (see below for multiple partners)			
<b>Goal(s)</b>	<b>Status</b>		
	<b>Met</b>	<b>Partially met</b>	<b>Not met</b>
<b>Latino Educational Training Institute (LETI)</b>			
1. Implement the “Child Care Circles (Triple C)” program, recruiting 16–18 Latina mothers for early childcare training and creating a shared childcare rotation model to increase family self-sufficiency and develop a replicable framework	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Foundations for the Edmonds School District (FESD)</b>			
2. Funding will support in-home childcare providers through curriculum kits, professional development training, and STEM-aligned kindergarten readiness activities for preschool children ages 3–5.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Achievements</b>			
<b>Latino Educational Training Institute (LETI)</b>			
<ul style="list-style-type: none"><li>Delivered early learning sessions at summer camps and distributed curriculum kits to participating providers.</li><li>Hired Early Learning Program Manager to continue program development and provider engagement.</li><li>A year-long STARS Training schedule that aligned with key kindergarten readiness areas and timed kit distribution to training delivery was created.</li></ul>			
<b>Foundations for the Edmonds School District (FESD)</b>			
<ul style="list-style-type: none"><li>The FESD delivered early learning sessions at summer camps and distributed curriculum kits to participating providers.</li><li>An Early Learning Program Manager was hired to continue program development and provider engagement.</li><li>A year-long schedule entailing STARS Training and aligned with key Kindergarten readiness areas and timed kit distribution to training delivery was developed.</li></ul>			

## Challenges

### Latino Educational Training Institute (LETI)

- Staff turnover affected continuity and outreach capacity which required transitioning and rebuilding provider connections and re-establishing program momentum.

### Foundations for the Edmonds School District (FESD)

- Staff turnover affected program continuity, and the transition required onboarding and new relationship building.
- It was challenging to continue effort to re-engage previous providers while expanding outreach to newly established childcare homes.

Agency	Allocated	Expended	
Mukilteo School District (MSD)	\$483,107.04	\$449,037.25	
<b>Direct Services</b>			
<b>Status</b>			
Goal(s)	Met	Partially met	Not met
1. Mukilteo School District (MSD) will use PSTAA funds to support staffing and sustain full ECEAP service delivery	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Progress and Achievements

- MSD successfully used PSTAA funding to maintain staffing levels for the ECEAP program, ensuring program continuity.
- PSTAA funds made it possible for ECEAP to provide comprehensive, high-quality early learning experiences for three- and four-year-olds.
- MSD ECEAP delivered ongoing family support services addressing both educational and health-related needs.
- MSD maintained program enrollment near capacity which helped preschool students and families district wide.

## Challenges

- MSD had no implementation challenges to report for 2024–2025 program.
- Other ongoing challenges include declining state revenues to support ECEAP and the continued need for supplemental funding sources as PSTAA allocations decrease.

**Early Learning Community Partner**  
ChildStrive Clever Sprouts ECEAP

<b>Goal(s)</b>		<b>Status</b>		
		<b>Met</b>	<b>Partially met</b>	<b>Not met</b>
1. Funds will be used to maintain and enhance access to ECEAP programming for families furthest from opportunity.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Achievements**

- ChildStrive Clever Sprouts ECEAP served forty families, all meeting the target population criteria (low-income and housing-insecure).
- 100% of families took part in parent-teacher conferences.
- Twenty-four children will transition to kindergarten; six will do so with IEPs in place.
- ChildStrive Clever Sprouts ECEAP achieved 25% parent participation in Family Nights and kept an active Parent Advocacy Team.
- PSTAA funding supported concrete family needs, including transportation and food assistance, reducing household stress, and promoting stability.

**Challenges**

- Spending PSTAA funds is challenging due to funding restrictions and spending guidelines.
- It was a challenge to determine progress with the limited capacity of the early learning partner to collect and analyze outcomes data at the provider level.
- The continued need for resources to address family stabilization and long-term child well-being continues to be a challenge.

<b>Agency</b>	<b>Allocated</b>		<b>Expended</b>	
	<b>Northshore School District (NSD)</b>	<b>\$232,848.89</b>	<b>\$232,708.31</b>	
<b>Direct Services</b>				
<b>Goal(s)</b>			<b>Status</b>	
1. Funds will be used to provide English Language Development (ELD) support for multilingual students in Head Start.			<b>Met</b>	<b>Partially met</b>

2. PSTAA funds will support program staff and purchase materials to enhance listening, understanding, and speaking skills in English.

### Progress and Achievements

- Forty ELS students were served in Head Start (35 full-year, five partial-year).
- Ninety percent of ELD students made progress in at least one English skill area; 80% progressed in both listening/understanding and speaking.
- Students who were not fully progressed were receiving special education services.
- Funds enable NSD to provide added ELD teacher hours, made possible using the reallocated unspent funds from the prior year.

### Challenges

- Funding is still limited and may require shifting allocations next year to meet emerging early childhood needs.
- Ensuring coverage for all early learners while balancing available resources was a challenge.

### Early Learning Community Partner Imagine Children's Museum

Goal(s)	Status		
	Met	Partially met	Not met
1. Funds will be used to reduce barriers for families from lower-income backgrounds, multilingual families, and families caring for children with special needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The funds will provide expanded access to early learning opportunities in STEM and parent/child engagement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Achievements

- Sensory Time.
- Served 1,862 children and caregivers in 2024 (avg. 155 per month).
- Curiosity Cove:
- Curiosity Cove launched in 2025 for ages 1–5.
- An average of thirty children plus thirty caregivers were in attendance per session.
- Free Community Access Nights
- Approximately 22,000 children/family members were served in 2025.
- Museums for All

- This program supported approximately 2,200 museum admission fees for children and adults that qualified for various assistance programs.

### Challenges

- Loss of federal or other external funding due to federal instability creates a challenge.

Agency	Allocated	Expended	
Snohomish School District	\$50,051.63	\$4,380.51	
Direct Services		Status	
Goal(s)	Met	Partially met	Not met
1. Funds will be used to outfit Transition to Kindergarten (T-K) classrooms with learning materials and supplies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Funds will be used to support early learning data and management systems.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Funds will be used to give professional development opportunities to early learning staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Progress and Achievements

- PSTAA funding helped fully equip the new T-K classrooms, creating warm, engaging, and developmentally- appropriate learning spaces.
- Teachers reported that classrooms are now well-supplied, supporting early literacy, social-emotional learning, and investigative play.
- Funds improved classroom quality, helping prepare children for kindergarten readiness.

### Challenges

- Spending PSTAA funds equitably across the district is still challenging due to funding restrictions and spending guidelines.
- District staff noted a need for clearer examples and models from other districts to guide future spending decisions.

Early Learning Community Partner(s) (see below for multiple partners)			
Goal(s)	Status		
	Met	Partially met	Not met
1. Imagine Children's Museum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Provide STREAM-based early learning and family engagement programs for district families.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
➤ Funds were allocated but not distributed to the identified provider during the 2024–2025 program year. Implementation was delayed pending clarification of allowable use and partnership structure and district capacity to deliver STARS-certified training.			
3. STARS Training Courses	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Provide STREAM-based early learning and family engagement programs for district families.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Achievements</b>			
<ul style="list-style-type: none"> <li>Preliminary planning and communication were completed to promote STREAM-based early learning and family engagement program opportunities to district early learning partners.</li> </ul>			
<b>Challenges</b>			
<ul style="list-style-type: none"> <li>PSTAA allowability guidelines limited the ability to distribute funds fairly and created implementation delays.</li> <li>Barriers included misalignment of learning unit systems (clock hours vs. Stars hours) and limited district capacity to become a STARS hours provider.</li> <li>Unclear allowability of PSTAA funds for external professional development limited the ability to distribute funds and begin programming in 2024–2025.</li> </ul>			