



PUGET SOUND TAXPAYER ACCOUNTABILITY ACT ACCOUNT

2021-2022 ANNUAL REPORT

Institution of Higher Education/School District	Edmonds School District
Total 2021-2022 Allocation	\$197,784.00
Direct Service	\$89,002.80
Early Learning designation	\$89,002.80
Admin	\$19,778.40
Total 2021-2022 Expenditure	\$84,608.00

FUNDS DESIGNATED FOR IHE/SCHOOL DISTRICT SERVICES

Proposed Use (Brief Summary)

Hire an additional Family Resource Advocate to assist families in need to navigate school and outside systems and increase tier 3 support services for the most highly impacted families to support their students' learning outcomes in a culturally responsive way.

- **Identify any modifications that occurred during implementation.**

We did not make any modifications or changes to the proposed school district plan.

- **Share your progress including outcomes achieved during 2021-2022.**

In the school year of 2021-22, we have served 133 families so far. This ranges from families who needed quick support with food security and/or other government funded resources, to families who have been closely working with the family resource advocate every week on long term goals such as housing, employment, and immigration status.

Of the 133 families served,

- 68 families were supported with food security
- 52 were supported with field trips and other outside of school learning activities
- 38 were supported with finding or maintaining housing
- 19 were supported with clothing for their families
- 15 were supported with utility resources (assistance paying for, or connecting to other agencies)

That is a snapshot of the most asked for resources in this early childhood community.

- **What challenges did you encounter?**

The most challenging obstacle during this school year was the inability for parents and families to enter school grounds due to covid guidelines. As a result, all parent and advocate meetings that would typically take place at school, had to be elsewhere. This led to 42 home visits by



Snohomish County

Human Services

3000 Rockefeller, M/S 305

EVERETT, WA 98201

OFFICE (425) 388-3923

FAX (425) 388-6471

the advocate so far this school year. Once parents and families were allowed back on campus, it was much easier for the advocate to sit down with families and talk face to face, print and fill out documents together, get signatures, and this also provided the opportunity for families to utilize the mini emergency food pantry in the advocate's office.

FUNDS DESIGNATED FOR EARLY LEARNING PROVIDERS

Early Learning Provider	Latino Educational Training Institute (LETI)
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Proposed Use (Brief Summary)

Create a unique "Child Care Circles" (Triple C) program which will recruit and engage 8-9 Latino mothers in pre-k childcare services in which they will receive proper early childcare training enabling them to provide consistent service and care to the children under their care. In addition, the program will create quarterly rotations and provide time and opportunities for participants to attend courses, complete assignments, and increase their earning potential. This project is designed to empower participants to produce a replicable model for others to implement. Edmonds College, the University of Washington, and Edmonds School District in partnership with the Latino Educational Training Institute (LETI) will develop curriculum, create the model, and build the foundation for a successful program.

- **Share their progress including outcomes achieved during 2021-2022.**

See attached handout: LETI Child Care Circles Project Timeline Reviewed

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

See attached handout: LETI Child Care Circles Project Timeline Reviewed

FUNDS DESIGNATED FOR EARLY LEARNING PROVIDERS

Early Learning Provider	YMCA of King County
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Proposed Use (Brief Summary)

Childcare services will be provided through a wrap-around childcare program for preschool aged children beginning services by January 2022 and provide support for Developmental Preschool and Early Childhood Education and Assistance Program (ECEAP) families to apply for Working Connections Child Care subsidies.

- **Share their progress including outcomes achieved during 2021-2022.**

The YMCA of King County initially planned to obtain site licensing and secure staffing to begin services in January 2022. Currently, the YMCA of King County is providing before/after care



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for ECEAP families at Woodway Center's Summer ECEAP program through their 'Kids on the Move', 5-year-old (K riser) summer camp program.

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

The YMCA of King County found obtaining a site license for 3–5-year-old childcare at Woodway Center challenging. The site lacks a fenced play area, and a variance cannot be obtained because the licensee is not a school district entity. However, the most challenging circumstance during this year was the lack of qualified childcare directors and workers. The market does seem to be improving so we are hopeful that we will be able to staff appropriately in 2022-2023.

CHILD CARE CIRCLES (TRIPLE C) PROJECT: COOPERATIVE CHILD CARE FOR LATINO IMMIGRANTS MOTHERS.



PROJECT TIMELINE

MONTH	JANUARY 1-31	FEBRUARY 1-28	MARCH 1-31	APRIL	MAY	JUNE	AT THIS TIME (CURRENTLY)
PROCESS	Project Initiation	Planning and Data collection	Community Outreach and Recruiting	Building Community Network, Community Outreach and Recruiting (continued)	Implement Strategies to Reduce Challenges.	Building a Partnership and Negotiation with Stakeholders	Summary of Activities
A C T I V I T I E S	<p>Define project definition:</p> <p>What's the project about?</p> <p>How to start this project?</p> <p>What does the timeline look like?</p> <p>What is the first target that we will work towards?</p> <p>What is the budget for this project?</p> <p>Develop a reporting method for managing</p> <p>Gathering required materials.</p> <p>Establish data collection process.</p>	<p>Create activities that will assist in recruiting participants.</p> <p>Determine how many churches offer childcare services within the Edmonds School District.</p> <p>Create a survey to determine the need for free childcare within the Latino Community in Edmonds School District.</p> <p>Create a pre-application survey appropriate for the diverse cultural, social and economic background of the interested families. Gather information from 90 Latino families who have students enrolled in Edmonds School District for surveys and pre-screenings.</p>	<p>Kicked off the community outreach to recruit new Latino families that could potentially qualify to participate in this project.</p> <p>Began the interview process to determine whether the interviewed families qualified to participate in this project.</p>	<p>Reached out the Edmonds College Early Childhood Education Program advisor to create an alliance in order to be assisted with the services development plan created for this project.</p> <p>Continued the community outreach and interview process to recruit the first 10 families that would participate in this project.</p> <p>Search and connect with 15 child care providers in search for a space (venue) to run this project.</p>	<p>Searched for alternatives to eliminate challenges such as: 1. inability to find/rent a space for project 2. The Edmonds College ECE faculty was unable to meet due to end of the quarter advising. 3. We were able to determine that 90% of the 200 families interviewed had an issue with the background screening applications for non-US citizens WITHOUT a valid social security number.</p> <p>The implementation strategies were:</p> <p>1. Investigated and searched for alternative Child Care programs that can be flexible and adaptable to the family needs. We contacted the Washington State Department of Children, Youth and Families and were introduced to the Family, Friend and Neighbor (FFN) care program. This program allows grandparents, aunts and uncles, elders, older siblings, friends, neighbors, and others help families by providing child care</p>	<p>Had multiple conversations with a Church pastor who later referred us to another pastor with a degree in Early Childhood Education. This pastor is interested in running the TRIPLE C program as a FFN and is in discussion with her board members to make a decision to participate. Once, we have a confirmation, we will start the parents background check and training.</p>	<p>1- Interviewed 200 families within Edmonds School District.</p> <p>2- 13 families interested in participating however do not have valid social securities required to complete their background checks.</p> <p>3. - Created 2 Marketing campaigns on FB that targeted 400 people which some were outside of the Edmonds School District .</p> <p>4.- In communication with 15 child care providers seeking a space (venue) to run the program.</p> <p>5.- In communicatoin with 15 church representatives to create a partnership.</p> <p>6.- Meeting the ECE faculty of Edmonds College who are willing to further discuss our program during Summer Quarter.</p> <p>7.- Searching for a child care alternative program that can match with the participants' demographics and needs: FFN Care Program may be the best match.</p> <p>8.- Found a church pastor who is interested in partnering with LETI to seek the possibility of</p>

				<p>Both in Washington and around the nation, FFN care is the most common type of child care for infants and toddlers and for school-age children before and after school. FFN providers are unlicensed and not regulated by the state, although some FFN providers can receive child care subsidies for the care they provide. 2. Connected with church representatives who can support their community members and provide the space for the child care program.</p>		<p>seek the possibility of running the TRIPLE C program as a FFN Care Program. She is currently discussing this with her organization's board members.</p>
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