



## **PUGET SOUND TAXPAYERS ACCOUNTABILITY ACT ACCOUNT**

### **2022-2023 ANNUAL REPORT**

<b>School District</b>	<b>Everett Public Schools</b>
<b>Total 2022-2023 Allocation (Includes reallocated unspent funds from 2021-22)</b>	<b>\$ 379,689.44</b>
<b>Admin Designation</b>	<b>\$ 37,969.24</b>
<b>Direct Service Designation</b>	<b>\$ 170,860.10</b>
<b>Early Learning Designation</b>	<b>\$ 170,860.10</b>
<b>Spent through August 2023</b>	<b>\$ 285,255.54</b>

### **FUNDS DESIGNATED FOR SCHOOL DISTRICT SERVICES**

#### **Proposed Use (Brief Summary)**

The plan is to use funds to increase transitional kindergarten classrooms from six in 2022 to seven classrooms in 2023 serving 20 additional students in an inclusive setting. Funds will provide an additional certificated position for kindergarten transition support and management of student developmental screenings, family communications, and development and refinement of curriculum, as well as an additional instruction day each week for the transitional kindergarten team and provide certificated coaching for staff. Coaching will include teacher support for daily schedules and progression, WaKIDS observational assessment, and SecondSTEP Social Emotional Learning and interventions. Coaching will also be provided to paraeducators with a focus on special education support and interventions. In addition, the funds will be used to increase support to improve instruction and align the programs across the system. With the inclusion of students with disabilities, funds will provide targeted training for staff, expansion of play and learn groups from 3 to 5 days per week, allow for 18 elementaries to participate in a district wide enrollment event and Welcome to Kindergarten Kits provided for families, support the annual Kindergarten Kick Off event including translation and interpretation services. This funding will also provide a 'Dine & Align' event inviting community partners to engage with EPS kindergarten teachers to discuss ways to best support and prepare students to enter kindergarten, purchase developmentally appropriate math manipulatives, and classroom materials to support reading research and instructional strategies.



## **Transitional Kindergarten**

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

- Based on eligible enrollment, we were able to have six Transitional Kindergarten classrooms this year.
- A certificated staff was hired to support the screening, communication, and curriculum development. However, this position was funded by a one-time ESSER budget, releasing these funds to support the expanded Everett Ready Program for incoming kindergartners.

### **Share your progress including outcomes achievement to date.**

- Completed Interest Forms: 219 - Met requirements to be screened: 130 (living within EPS boundaries, not enrolled in early learning program, five years old by August 31<sup>st</sup>, exhibiting a need – social emotional, academic, etc.).
- 114 students were served at six elementary schools. Students were bussed from all service areas in order to make TK available to all students.
- Hired and trained 4 new certificated teachers and 3 new paraeducators.
- Partnered with Special Services to identify students with disabilities for whom the TK classroom would provide least restrictive environment. Enrolled students with IEPs from developmental preschool and those receiving itinerant services.
- 113 TK students will enter general education kindergarten in EPS.
- All TK students were assessed with WaKIDS. They will be assessed again in the first ten weeks of kindergarten. TK students are identified in our database so we can monitor their progress in kindergarten and beyond.

### **What challenges have you encountered?**

- Families submitting interest forms within the deadline, December 15. Over 30 families contacted us in January interested in registering their students. We had to add screening sessions, work with transportation, and adjust class rosters.
- Determining whether students were currently enrolled in an early program and then denying enrollment in TK.
- Uncertainty around the future of TK due to legislation.

## **Play & Learn**

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

- This program has been historically partially funded by Everett Public Schools Foundation (EPSF). Funding was drastically reduced this year after plans were made to expand the program to five sessions per week. PSTAA allowed us to move forward with the five-day plan.
- Everett Public Library-Evergreen branch, one of the locations, closed for 3 months due to budget constraints. In order to continue serving families five days a week, two



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sessions per week were held at one location, Everett Public Library-main branch. When the Evergreen branch re-opened, we moved back to serve that community.

- Added two sessions at Lively Environmental Center in the spring for outdoor learning opportunities. We plan to expand the outdoor experience next year in the fall, due to a huge response by families.

#### Share your progress including outcomes achievement to date.

- Expanding Play and Learn to five days a week served our families in the gap well. This program creates vital opportunities for families and children to play together in developmentally appropriate ways even though they do not qualify for ECEAP or have access to community preschools. See participation numbers below.
- Our families reflect the diverse community that we are part of, and almost one third speak a language other than English as their primary language at home. At least a quarter of participating families are considered low or very low income under HUD income limits.

Participation Data	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	YTD
<b>Monthly Sessions &amp; Attendance</b>											
- TotalSessions	10	18	16	11	20	17	23	15	22	10	162
- Total Adult Attendees	220	460	382	254	569	468	638	560	654	336	4541
- Total Children Attendees	260	503	426	279	624	518	722	631	740	359	5062
- Total Attendees	490	981	824	544	1213	1003	1383	1206	1416	705	9765
Average Attendess per Session	48	54	51	48	60	58	60	79	64	70	59.2
New Monthly Families	113	88	64	37	106	70	111	104	78	27	798
<b>Total Monthly Attendees per Site</b>											
- Everegreen Library	119	217	150	105	closed	closed	closed	111	161	123	986
- Mill Creek x 2 sessions	234	510	463	223	646	471	659	631	745	377	4959
- Sequoia	46	103	118	90	173	169	208	123	139	93	1262
- Everett Public Library	81	133	77	115	374	346	493	232	234	102	2187
- Lively								94	115		209

In addition to celebrating growth in the domains of literacy, language, cognition, communication, gross and fine motor, and social emotional development, here are some of the families' feedback:

- "(Play and Learn) is an amazing resource for social interaction for my kids and for me. It's so important to have a place to go to get out of the house with young children that is stimulating, safe, friendly, welcoming and educational. We are so grateful for Play and Learn."
- "We love the overall structure of the program, having different stations for kids to explore – but our favorite is circle time."
- "Many of my families have started coming independent of speech therapy sessions. This class has helped decrease separation anxiety in many of the kids who participate."
- "We have benefited from getting out of the house to learn together and socialize. It's been a fun and learning experience. My (child) is not where (they are) supposed to be with speech and this gives us another opportunity for (them) to be around language along with attending weekly speech therapy sessions. We greatly appreciate this program."



**What challenges have you encountered?**

- Decrease in initial funding to move from a two to five-day model.
- We had to move programs around due to some space issues with community partners.
- Sharing space in a high school location.

**District Kindergarten Kick-Off Event**

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

No modifications made

**Share your progress including outcomes achievement to date.**

- In the 2<sup>nd</sup> year of this event, participation increased to 150 attendees, increase by 55% over last year.
- A recorded session of the webinar was uploaded on our website for reference.

**What challenges have you encountered?**

- Challenging to ensure that the five interpreters were in synch with the presenters so that families received complete / accurate information.

**EPS Kindergarten Enrollment Event**

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

- We did not do the district-wide mailer due to estimated high cost instead we focused on multiple communication vehicles throughout the community.
- Added one-week of extended office hours at elementary schools to provide access and support around kindergarten enrollment to working families.
- Required aligned implementation of kindergarten orientation sessions across all 18 elementary schools.

**Share your progress including outcomes achievement to date.**

- Higher rates of early spring enrollment; higher number of families attending kindergarten orientation where welcome kits in two languages were distributed.
- Significant increase in online versus paper enrollment.
- Higher number of kindergarten students registered for Everett Ready.
- 812 of kindergartners projected for fall are enrolled by June versus 670 of kindergartners enrolled last year at this time.
- Significant increase in the number of connections families had with their elementary school prior to the start of school.

**What challenges have you encountered?**

- Challenging to get school staff to work after regular hours.
- Scheduling at a time when families would respond was difficult. If we host this event again, we will schedule it later in the spring.



## **Professional Learning – Preschool to Kindergarten Connections**

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

- We used internal experts for three of sessions: Multilingual Learner Facilitators, Special Services Facilitators, and P-5 Instruction Facilitators.
- We contracted with two outside experts for sessions on Science of Reading and Trauma Informed Practice.
- We offered mini grants to community partners to be used in the purchase of related resources rather than supplying them to all participants to avoid duplication from the previous year.
- We provided a light meal at the in-person sessions to encourage evening engagement and collaboration rather than at only one dine and align event.

### **Share your progress including outcomes achievement to date.**

- Higher levels of participation and engagement from last year – 60 to 65 participants per session including district PreK & K teachers, licensed childcare providers, ECEAP instructors & assistance, and community preschool teachers.
- Enthusiasm expressed by participants for the return to some in-person sessions.
- Topics aligned to EPS strategic initiatives in order to create vertical alignment.

### **What challenges have you encountered?**

- Estimating participation and having the right amount of food.
- Online sessions were less interactive. Participants turned off cameras, so difficult to know whether they were engaged.

## **Everett Ready – Transition Program**

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

Everett Ready is a transition program for EPS students enrolled to enter kindergarten in the fall. This program was not included on the initial PSTAA Plan as funded through other budgets. However, considering the program expansion, increase in salaries, and inability to access expected funds, PSTAA funds were shifted to enable EPS to serve all incoming kindergartners. In addition, this summer, the program will run over four days rather than five.

### **Share your progress including outcomes achievement to date.**

The program will be held from Monday, August 21 to Thursday, August 24 for 3 hours to all registered students.

## **FUNDS DESIGNATED FOR EARLY LEARNING PROVIDERS**

### **Housing Hope (Improving School Attendance)**

#### **Proposed Use (Brief Summary)**

The plan is to use Early Learning designated funds to provide wages for a child advocate through Improving School Attendance collaborative (ISA) for the second year and purchase materials and equipment the advocate will need. The advocate will support families in transition



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(experiencing homelessness) who are chronically absent from school. Additional advocate hours will increase the number of families with students in the P-3 continuum, who can be served by this program. Improving educational outcomes in reading and math decreasing the chances that poverty and homelessness will be repeated for future generations. Long term-multi generational wrap around support for the whole family is provided and follows families as they move from place to place.

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

None

#### **Share your progress including outcomes achievement to date.**

- **Improving School Attendance**
  - Individuals Served: 17
    - Amer Indian/Alaska Native: 17%
    - Latinx/Hispanic: 47%
    - White: 35%
- **Direct Service Hours:** 860
- **Housing/Income**
  - 100% of families served are experiencing poverty
  - 1 family still in shelter
  - 3 families moved into stable housing
- **Attendance:** 77% are attending school regularly
- **Academics**

While our students aren't quite at grade level yet:

  - 100% made progress in Math from Fall Assessment to Winter Assessment
  - 50% made progress in Reading from Fall Assessment to Winter Assessment

*Data provided by Housing Hope*

#### **What challenges have you encountered?**

Housing stability preventing students from attending school regularly and / or Housing Hope's ISA ability to meet with families.

## **Tomorrow's Hope Child Development Center**

### **Proposed Use (Brief Summary)**

Instructors at Tomorrow's Hope will be provided training though attending Everett Public Schools Preschool to Kindergarten Connections sessions. Funds will be used to purchase learning materials as related to learning topics and allow for two to four of Tomorrow's Hope instructors will attend the Dine & Align event session.



The designated funds will support the **Everett Public Schools Early Learning Partnership Program** which is an established early learning partnership program. Early learning program organizations had the opportunity to sign an “Agreement to Partner” indicating their interest in partnering with EPS around professional learning to support alignment and collaboration. Partners are provided access to high-quality professional learning to support best practices and aligned instruction, free access to STARS credits and Clock Hours for professional learning participation, inclusion on EPS website list of Community Partners (information that is available to families and the community), and certificate of partnership to display at their early childhood site identifying them as an **Everett Public Schools Early Learning Partner**. Funding will be used for training fees, materials and resources, payment for staff to attend select early learning conferences and Non-EPS professional development opportunities, and student scholarships to community programs to support the least restrictive environments for select students with individualized education plans (I.E.P.s). Each participant agreed to participate in Preschool to Kindergarten Connection professional learning events with EPS staff and community participants, share student data (unidentified), and take a leadership role in table conversations at the professional development sessions by sharing how they plan to integrate new content into curriculum/routines.

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

Funds for purchasing new learning materials were used to allow more than 15 to 17 staff to attend the five professional learning sessions.

**Progress including outcomes & achievement to date**

P-5 Early Learning Programs offered a five-session professional learning opportunity focusing on *Students’ Growth – From Regulation to Education*.

- 23 to 25 Tomorrow’s Hope instructors and support staff participated in each of the five sessions.
- 3 to 4 instructors took the lead in facilitating discussions within their groups.
- These sessions offered opportunities for Tomorrow’s Hope staff to:
  - reflect on what was working, changes to be done, and implement aligned strategies to help children be more successful before entering the public schools in kindergarten.
  - engage in conversations about new takeaways, new perspectives / practices, and implementing learned ideas: creating spaces in their classrooms and having students building sensory bottles together
  - dive deeper into understanding how mental health and behaviors correlate. This had staff talking amongst themselves and other instructors to see how they can best support each other especially when we move children from one age group to the next. Making sure that the child and the teacher feel supported in this move
  - brainstorm ideas on how to support students during the summer to ensure that students are ready and have the required skills to enter kindergarten





- share their learnings with staff who did not attend the sessions.

**What challenges have you encountered?**

None

## **Opportunity Council**

**Proposed Use (Brief Summary)**

This program was not included on EPS initial PSTAA Plan. Approval received to add the pilot program received by Snohomish County staff.

This initiative was piloted to support ECEAP assistants who receive a limited amount of support and professional learning. The coaching support was targeted at new assistants in the system to support alignment and encourage consistency across classrooms, as well as encourage these new early learning staff to stay in the field and grow their practice. Next year, we plan to expand the coaching support with the Opportunity Council to early learning partners who apply for mini grants for coaching cycles.

Hiring of one coach to observe, train, and support preschool instructors in Everett Community to implement best practices when working with children impacted by trauma and other risk factors such as homelessness and poverty.

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

The plan was to have the coach work for up to 15 hours per week over 10 weeks. Due to late finalization of the proposal and identifying the coach, a total of 13.5 hours were completed meeting with ECEAP Supervisor to discuss the program's objectives, meeting the instructors, observing them in their classrooms and providing feedback.

**Progress including outcomes & achievement to date**

- Established a relationship with ECEAP Supervisor and the teachers.
- Developed a plan and goals for next year.

**What challenges have you encountered?**

- The program started very late during the school year.
- The Opportunity Council coaches all had full caseloads and were unable to provide the anticipated amount of support. By planning ahead for next year, we will be able to more adequately schedule the coach's time.





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## Early Learning mini grants were offered to preschools and childcare programs who partner with EPS in Snohomish County:

Below are names of organizations who applied and received a mini grant:

<b>EPS Partners</b>
ABC Care 1
Benu's Bright Beginning Daycare
College of Hope*
Enchanted Little Forest
Joy Day Care
Millennia Ministries
Our Lady of Hope
Prince of Peace
Rise Up Academy
Sunnyside Preschool
The Schack
The YMCA of SnoCo - Aquatics Department
Wee Kids Childcare
YMCA Childcare at Heatherwood
* cooking classes program which was cancelled due to restructuring within the organization (Housing Hope). This opportunity will be reviewed next year

These partners applied for a mini grant to purchase:

- o sensory materials and create quiet spaces
- o outdoor teaching materials
- o gross motor materials
- o resources for reading corners
- o teaching resources
- o fund trainings for their staff / instructors
- o hosting family engagement events
- o translate materials and handouts for their non-English speaking families

### What challenges have you encountered?

- o Late submission of partner's proposals
- o Partners withdrawing their proposals when staff changes occurred



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Following are highlights of three of our Early Learning mini grant partners who implemented innovative and unique programs. EPS is in discussion with these partners to expand these programs in the community next year.

#### **Two additional partners applied for a mini grant:**

- Brilliant Life Childcare
- Zeno

## **Millenia Ministries**

### **Proposed Use (Brief Summary)**

Engaging low-income families in a six-week program of cooking classes designed to empower them to feed their families nutritional meals on a limited budget. Our program inspires families with children ages 0 to 6 years to make healthy, affordable food choices. Cooking Matters offers interactive grocery store tours, hands on cooking classes, food safety and resources. Participants will take home groceries per class per the lesson's meal to cook for and with their families

### **Progress including outcomes & achievement to date**

Cooking Matters classes consisted of 6 weeks of training around healthy eating on a budget. There were initially 13 signed up, but 9 graduated (completed at least 4 of 6 sessions).

Collaboration with Boys and Girls Club (able to use their space free of charge). Feedback was overall very positive, and included:

- Learned new recipes
- Now know basics to cook healthier
- Having the groceries to take home
- Relationships between the participants
- Getting the kids more involved now in cooking

### **What challenges have you encountered?**

- Cost of the groceries, which were provided to each participant weekly
- Maintaining attendance for 6 consecutive weeks
- Childcare (wasn't offered for this class due to no budget)

## **Schack Art Center**

### **Proposed Use (Brief Summary)**

"Art SPARKS!" is a program that was piloted to integrate art into the curriculum of early learners in the Snohomish County Region. The program consisted of two distinct parts, both of which were executed with great success. The objective of this collaboration was to explore effective ways to incorporate art into their curriculum, thereby enhancing the students' learning experience.



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### **Progress including outcomes & achievement to date**

The Schack team developed and piloted a comprehensive two-part lesson plan. The Schack instructor, conducted the lessons in a classroom environment. This hands-on approach allowed the students to witness the direct impact of art on their learning process. The lessons were engaging, interactive, and tailored to meet the needs of early learners. The second part of the program involved inviting the preschool students and their grownups to the Schack Art Center for a unique experience called the "gallery adventure." During this visit, the students and families had the opportunity to view their own artwork displayed in the gallery space, alongside other professional artworks. They actively engaged with the exhibits using visual thinking strategies, deepening their understanding and appreciation of art. Additionally, they were encouraged to create their own artwork, drawing inspiration from the pieces exhibited in the gallery.

The implementation of the "Art SPARKS!" program has been a resounding success, providing early learners in the Snohomish County Region with invaluable opportunities to explore, create, connect to community resources, and enhance family engagement with student learning and success.

- 44 students were served through the classroom sessions.
- The impact of this program was further amplified during the public gallery adventures.
- The first gallery adventure, welcomed 15 students and 20 adults.
- The second gallery adventure saw the participation of 20 preschoolers and 18 adults.

Positive feedback and active engagement from both students and adults during these gallery adventures were very encouraging.

The "Art SPARKS!" program will continue throughout the summer at the Schack Art Center. Eight additional sessions are scheduled to ensure that more early learners can benefit from this enriching experience in Snohomish County.

### **What challenges have you encountered?**

None

*Feedback provided by partner*

## **YMCA of Snohomish County – Aquatics Department**

This program provides a swim lesson experience for early learners. It offers a space for kids and their families to have an immersive aquatic experience. This partnership was developed and piloted with families from the Madison Elementary ECEAP classroom following the drowning of one of their students. In the future, plans are in place to expand this program to early learning partners throughout the community.



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The objective of this program aligns with EPS Priority Student Outcomes: 'Strengthen Students Wellness, Engagement, and safety' and with the YMCA commitment striving towards no drowning in Snohomish County in 2023.

Out of this initiative, came an additional opportunity, ECEAP Water Safety Education & Life Jacket Giveaway (funded by Seattle Children Hospital). All EPS ECEAP students were invited to Madison Elementary School and received a life jacket fitting. The event was sponsored and attended by Everett Fire, Safe Kids Snohomish County, Seattle Children's Everett, South County Fire, The YMCA, and Washington State Parks.

#### **Progress including outcomes & achievement to date**

- 32 students attended an eight-week swim lesson program
- 16 families attended a parents' lifeguard supervision program on water safety
- Siblings of Madison ECEAP students also participated

#### **What challenges have you encountered?**

- The program started late during the year, so we were only able to conduct one 8-week session
- Some parents were not able to attend the lifeguard supervision session due to work schedules