

# Funds Distribution Report

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**Recipient Organization:**  
**Everett Public Schools Foundation**

**Address:**  
3900 Broadway  
Everett, WA 98201

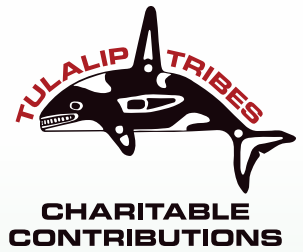
**Contact:**  
(425) 385-4000  
<https://www.everettsd.org/epsf>

**Organization's General Goals:**  
We build community support and invest resources to inspire innovation, excellence and achievement for all learners in the Everett Public Schools.

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|                       |                  |
|-----------------------|------------------|
| <b>Date of Award:</b> | <b>Level:</b>    |
| 2018 Q2               | \$500 to \$2,500 |

For more information, please read the attached report from Everett Public Schools Foundation.



8802 27th Ave NE  
Tulalip, WA 98271

**TulalipCares.org**

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## ***EPS Foundation Early Learning Support: Building a Foundation for Success***

Our goal is to provide an opportunity for a smooth transition to kindergarten with a priority for students with little or no preschool experience. **Everett Ready** addresses the opportunity gap resulting from lack of preschool experience by easing the transition to full day kindergarten. The **Everett Ready** opportunity begins to prepare students for the start of school and entry into the K-12 education experience. Relationships are established between teachers, students and parents. Teachers gain information to identify student needs and to plan personalized support for each student in the educational setting, especially at the start of the school year.

### **Year 4 - 2019: Everett Ready**

#### **Program Description:**

The program was held at the following schools: Cedar Wood, Emerson, Forest View, Garfield, Jefferson, Lowell, Madison, Monroe, Penny Creek, Silver Firs, Silver Lake, View Ridge, and Whittier

- A high percentage of students qualify for free or reduced-price meals; we also have a high number of students who are English Language Learners (ELL).
- Twenty-six classes at thirteen sites in 2019 (*down five classes from 2018 due to construction at three sites*)
- Half-day classes for eight days over two weeks
- 8-10 students in each class; 1 teacher and 1 para
- 9:00 – 12:00, breakfast and lunch served
- 214 students attended



#### **Curriculum**

Areas of focus for curriculum were social/emotional, school/classroom environment, literacy and math. SecondSTEP kits were used to support instruction in social/emotional skills. Lessons were focused on skills for learning. These included learning to listen, focusing attention, following directions, self-talk for staying on task and being assertive. Lessons were developed for school/environment, literacy and math based on WaKIDS/Teaching Strategies GOLD objectives and dimensions. Binders with all lessons and a box of resources were provided to staff to guide their work each day. Binders or electronic resources are available for review if the Foundation is interested in learning more about the curriculum.



#### **Parent Education**

Parent sessions focused on an overview of the school and what to expect as their student begins kindergarten. Opportunities were given for parents to ask questions. Topics also included an overview of the Getting Ready for Kindergarten Packets parents and students received at registration. Each site held at least two parent sessions, as well as informal parent engagement during drop-off and pick-up (families self-transport).

## Assessment

The Everett Public Schools 21st Century Skills and WaKIDS/Teaching Strategies GOLD were used to design the assessment format for **Everett Ready**. These skills included:

- following directions,
- taking care of own needs,
- demonstrating positive approaches to learning,
- managing feelings, and
- interacting positively with peers.

Students were observed on the identified skills. While many students showed growth, the twenty-four hours of instruction over the eight days of **Everett Ready** are not enough total time to show significant, measureable improvement in the areas of focus. However, as evidenced in the parent and teacher comments below, **Everett Ready** provided an essential opportunity for students to become familiar with the school and to learn routines and procedures.

### Parent feedback on Everett Ready survey:

- When asked to rate the statement “*Everett Ready provided an opportunity for my child to become familiar with the school and helped in preparing my child for kindergarten,*” parents overwhelmingly stated good or excellent
- **Overall, what has your child enjoyed at Everett Ready?**
  - Meeting teacher and classmates, making friends, getting familiar with the school
  - Meals, playtime, stories, and art
  - Activities: writing their name, story telling
  - Experience K.
- **As a parent, how can the Everett Ready program support you?**
  - Open, ongoing, and consistent communication and feedback about child’s progress / any challenges or issues that need to be addressed.
  - Continue to have open communication between staff, parents and students.
  - Communication and resources for parent align home with school / support child at home.
- **Please feel free to share any ideas or suggestions:**
  - Confirmation & reminders on enrollment / program content / dates
  - Advise parents of what was accomplished during the day
  - **Everett Ready** is a great program that should be extended to every student entering K
  - Consider transportation to give the opportunity to every child to attend.

### Staff reflection on Everett Ready survey:

- Share what went well:
  - Program in general: opportunity to build relationships with students and parents as well as to establish classroom rules and routines – *positive changes in behavior were very noticeable between week 1 and week 2.*
  - Resources are well organized: binder, lessons, classroom materials, planned activities and projects.
  - Para support
  - Classroom size
  - Offering breakfast and lunch with the different parent engagement activities.
- Share areas for improvement or suggestions:
  - Activities: recommend having more than 3 books, more songs, more art and STEM activities. Counting Collections got repetitive and students lost interest
  - Better communication:
    - Confirm enrollment status: approved / on waitlist / not approved, to families by letter.
    - Inform teachers of any waitlist and process to enroll these students, if needed.

- Food services: fine tune the process and train the para's more extensively on the process
- Extra paid time:
  - Teachers spent extra time engaging and responding to parents' questions during lunch. In some cases, teachers were needed to help with lunch. Request adding a 1/2 hour pay.
  - Para's worked extra time to clear after lunch and complete the food reconciliation forms. At one site, community kids were showing up after 12:25 for lunch. Request adding a 1/2 hour pay.

## **2019 Everett Ready Progress Report Data**

The following image represents the progress report template teachers completed for each parent at the conclusion of **Everett Ready 2019**. This aligns with the WaKIDS GOLD whole child assessment. The data included represents the percent of students who were scored in each area.

It should be noted that the data covers 192 of the 214 students who attended this summer.

# Everett Ready - SUMMER 2019

## Students Progress Report - 21st Century Skills -

Over the past eight days, your child became familiar with our school routines, expectations, & behaviors that promote a strong start to the kindergarten year. The information below outlines important k-skills we practiced daily, as well as, your child's strengths & progress.

| CITIZENSHIP  | PROGRESS RATING |        |           |        |
|--|-----------------|--------|-----------|--------|
|  | CONSISTENTLY    | OFTEN  | SOMETIMES | RARELY |
|  | 45%             | 38.50% | 14.70%    | 1.80%  |
| <b>Follows limits &amp; expectations throughout the school day with occasional reminders</b> |                 |        |           |        |
| ☆ Follows adult directions   | 38.39%          | 42.41% | 17.87%    | 1.33%  |
| ☆ Listens to and follows classroom signals   | 34.37%          | 44.63% | 19.2%     | 1.8%   |
| ☆ Lines up & walks in line   | 56%             | 33.9%  | 8.4%      | 1.7%   |
| ☆ Raises hands   | 28.57%          | 43.3%  | 23.22%    | 4.91%  |
| ☆ Makes safe choices in the classroom & on the playground                                    | 64%             | 30%    | 5.5%      | 0.5%   |
| COLLABORATION  | PROGRESS RATING |        |           |        |
|  | CONSISTENTLY    | OFTEN  | SOMETIMES | RARELY |
|  | 43.35%          | 36.50% | 16.13%    | 4.02%  |
| <b>Interacts with peers</b>  |                 |        |           |        |
| ☆ Joins others in play   | 51.8%           | 31.7%  | 13.38%    | 3.12%  |
| ☆ Asks to play   | 35.02%          | 40.55% | 15.23%    | 9.2%   |
| ☆ Positively plays with a small group  | 51.34%          | 35.71% | 10.71%    | 2.24%  |
| ☆ Positively invites others to play  | 34.6%           | 37.32% | 18.4%     | 9.68%  |
| <b>Balances needs of self &amp; others</b>   |                 |        |           |        |
| ☆ Takes turns  | 47.05%          | 40.72% | 11.78%    | 0.45%  |
| ☆ Shares materials inside & outdoors   | 48.9%           | 40.72% | 9.93%     | 0.45%  |
| COMMUNICATION  | PROGRESS RATING |        |           |        |
|  | CONSISTENTLY    | OFTEN  | SOMETIMES | RARELY |
|  | 53.6%           | 29.6%  | 14.8%     | 2.01%  |
| <b>Engages in conversation</b>   |                 |        |           |        |
| ☆ Talks with teachers  | 56.05%          | 28.7%  | 13.45%    | 1.8%   |
| ☆ Talks with peers   | 51%             | 30.5%  | 16.1%     | 2.4%   |
| CREATIVITY   | PROGRESS RATING |        |           |        |
|  | CONSISTENTLY    | OFTEN  | SOMETIMES | RARELY |
|  | 43.7%           | 33%    | 20%       | 3.3%   |
| <b>Thinks symbolically</b>   |                 |        |           |        |
| ☆ Verbally expresses an idea or plan   | 39.3%           | 37.5%  | 19.2%     | 4%     |
| ☆ Puts ideas or plans into action through drawing, building, pretending to represent ideas   | 48.11%          | 28.3%  | 20.75%    | 2.84%  |
| CRITICAL THINKING  | PROGRESS RATING |        |           |        |
|  | CONSISTENTLY    | OFTEN  | SOMETIMES | RARELY |
|  | 40%             | 43.04% | 15.25%    | 1.71%  |
| <b>Solves problems</b>   |                 |        |           |        |
| ☆ Solves simple problems   | 40%             | 43.04% | 15.25%    | 1.71%  |
| GROWTH MINDSET   | PROGRESS RATING |        |           |        |
|  | CONSISTENTLY    | OFTEN  | SOMETIMES | RARELY |
|  | 49.35%          | 36%    | 12.80%    | 1.85%  |
| <b>Persists</b>  |                 |        |           |        |
| ☆ Practices new tasks without giving up  | 38.4%           | 47.32% | 14.28%    | 0%     |
| <b>Manages Feelings</b>  |                 |        |           |        |
| ☆ Comforts self  | 54.3%           | 35.3%  | 9.05%     | 1.35%  |
| ☆ Delays gratification   | 41.44%          | 37.84% | 19%       | 1.72%  |
| ☆ Expresses feelings using words   | 47%             | 31%    | 17%       | 5%     |
| <b>Takes care of own needs appropriately</b>   |                 |        |           |        |
| ☆ Puts belongings away   | 55%             | 40.2%  | 4%        | 0.8%   |
| ☆ Uses bathroom appropriately  | 77.23%          | 19.64% | 2.23%     | 0.9%   |
| ☆ Asks for help  | 52.4%           | 31%    | 13%       | 3.6%   |
| <b>Attends &amp; Engages</b>   |                 |        |           |        |
| ☆ Sustains interest in working on a task   | 45.5%           | 38.28% | 15.32%    | 0.9%   |
| ☆ Avoids most distractions   | 32.55%          | 43%    | 22.32%    | 2.13%  |

## Play and Learn

- Everett Public Schools offers Play and Learn groups for parents and children not enrolled in preschool
  - Play and Learn groups are free, organized play groups that support children’s learning and development
  - Young children and their caregivers take part in play-centered activities led by a trained early childhood facilitator
  - The facilitator includes a parent/caregiver education component in which adults learn more about what they can do at home to support healthy development and learning.
  - Facilitators plan lessons and activities based on identified needs to support students in the transition to kindergarten and the K-12 system.
  - Play and Learn groups at each location meet once a week for 90 minutes.

## Cost per Play and Learn group

|                        | Avg. hourly per diem cost | Hours/ day | Number days | Cost           |
|------------------------|---------------------------|------------|-------------|----------------|
| Facilitator            | \$30                      | 3.0        | 30          | \$2,700        |
| Facilitator prep       | \$30                      | 20         |             | \$600          |
| Co-Facilitator         | \$30                      | 3.0        | 30          | \$2,700        |
| Materials              |                           |            |             | \$500          |
| <b>TOTAL per group</b> |                           |            |             | <b>\$6,500</b> |

*\*Cost to add an additional Play & Learn Group is approximately \$6,000*

Average weekly attendance:

- 1) Mill Creek = 60 students and 52 parents and caregivers;
- 2) Everett Library = 38 students and 30 parents and caregivers

Over the course of the 2018-2019 school year, we had a total of 990 *unduplicated* children and 880 parents and caregivers attend our Play and Learn sessions.



