



Family Resource Advocate 2017-2018 School Year Report



Edmonds
SCHOOL DISTRICT

Each student learning, every day!

Diversity, Equity and Outreach Department
Family and Community Engagement

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ACKNOWLEDGEMENTS & PARTNERSHIPS

Acknowledgements

This report was developed by the Edmonds School District’s Family Engagement team with support from the Diversity, Equity and Outreach department, Communications and Public Relations department and various supports in the Edmonds School District.

We are grateful to our funders Verdant Health Commission and Foundation for Edmonds School District for allowing us to do this work and highlight it here for our community.

Last but not least we would like to acknowledge all our wonderful partnerships that provide ongoing support to the work that we do! Below is a small list of the partners who provide support to our programs.

Partnerships:



EDMONDS SCHOOL DISTRICT

Overview

The Edmonds School District covers approximately 36 square miles in south Snohomish County and includes the communities of Brier, Edmonds, Lynnwood, Mountlake Terrace, Woodway and portions of unincorporated Snohomish County. The District is the 10th largest by enrollment in the state of Washington, serving over 21,300 students. The District's commitments are:

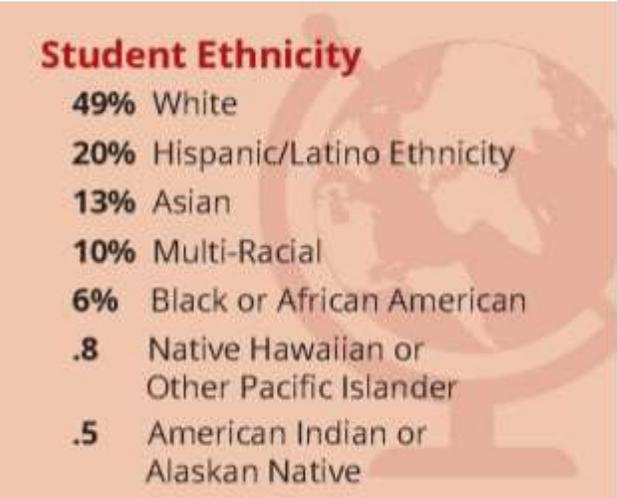
- Equity of Opportunity
- Effective Learning for All Students
- Pre-Kindergarten to 3rd Grade Early Learning
- Graduates Who are Ready for Life

Demographics

The District has a diverse student body with over 115 languages and hosts a variety of programs including:

- The Regional Deaf and Hard of Hearing Program provides access to quality education to students who use sign language from ages 3-21. The district currently serves 60 students from 18 different school districts north, east and west of Seattle, Washington.
- The Visually Impaired Program serves students preschool through high school.
- The VOICE Program (Vocational Opportunities In Community Experiences) is designed for students in the Lifeskills (Intensive Academic Support) Program who are 18-21 years of age and provides comprehensive instruction and vocational experiences to prepare students for adult life.

Student Ethnicity



49%	White
20%	Hispanic/Latino Ethnicity
13%	Asian
10%	Multi-Racial
6%	Black or African American
.8	Native Hawaiian or Other Pacific Islander
.5	American Indian or Alaskan Native

The above programs along with other programs like International Baccalaureate (IB) Program further diversify our students. Federal race demographics (see image on left) shows that 51% of students self identify as students of color.

The income demographics in the area varies with, 36% of our students participating in federal Free and Reduced meals and 3% of students qualifying for the McKinney-Vento program.

More and more families are turning to their local schools when in crisis. When families are facing housing, medical, mental health and emergency crisis, the most common community hub is the school house.

Family Support programs

The diversity in income demographics has led the District to look for culturally responsive ways to support families. Starting in 2007, Edmonds hired its first Student Support Advocate. Initially located at Lynnwood High School, the role's value quickly became apparent, and grants were sought to expand the program to an additional three Student Support Advocates to be shared between comprehensive high and middle schools. With support from Snohomish County and Verdant Health Commission there is now a team of nine Student Support Advocates in each of the District's middle and high schools.

Simultaneously, in two elementary schools with 70% or more students qualifying for federal Free or Reduced meals program, the District hired part-time Family Resource Advocates. In 2014, the District created a Family Engagement program and hired a Family and Community Engagement Coordinator to lead the Family Resource Advocates and Family Engagement Liaisons. This led to an analysis of the roles and a request to expand Family Resource Advocate positions. Funding was acquired through a grant from Verdant Health Commission and the Foundation for Edmonds School District to expand the part time Family Resource Advocate role at Cedar Valley and College Place Elementary and create two more positions at Beverly and Cedar Way Elementary.

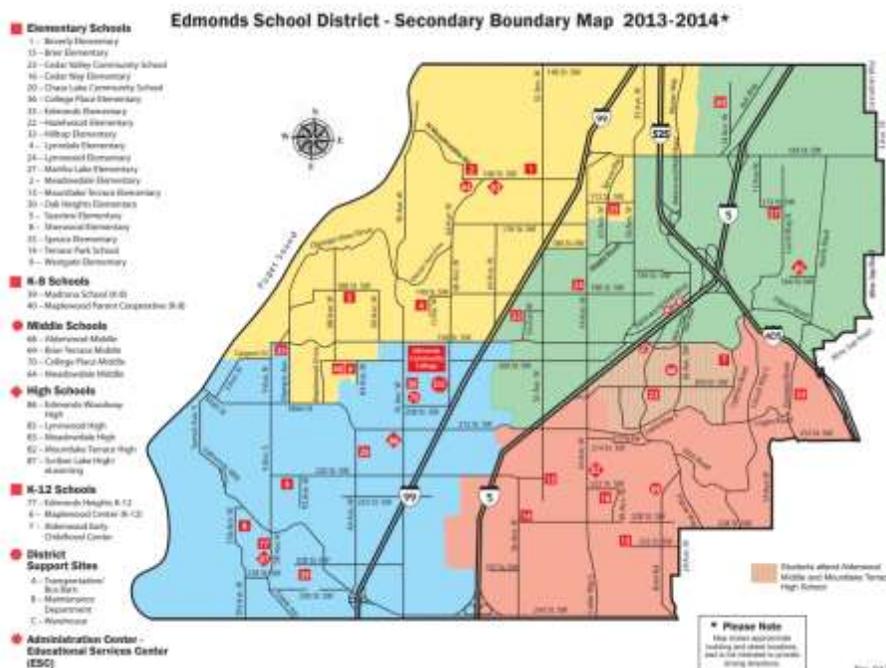
The District's unique position of serving varying cities and demographics has created a high need for availability of case management support within schools. More and more families are turning to their local schools when in crisis. When families are facing housing, medical, mental health and emergency crisis, the most common community hub is the school house. Family Resource Advocates are trained to support families in these situations and develop relationships that allow for long term case management support. With most Family Resource Advocates being bicultural and/or bilingual, they bring a variety of tools to the school house community.

As part of the Diversity, Equity and Outreach department and the Family Engagement team, the Family Resources Advocates work actively to implement the Districts Racial Equity policy and Family Engagement policy. Along with their case management work, Family Resource Advocates create, implement and support Family Engagement activities that are geared towards increased student academic success. As part of the school's Equity team, their lens is vital to cultivating, implementing and promoting equitable practices that support each student learning every day.

Meet the team

Family Resource Advocate teams have been strategically placed to have one advocate in each of the District's four feeder patterns. Each school was selected by analyzing risk factors from high poverty levels, high mobility, academic outcomes and other Title I factors.

- Beverly Elementary School is located in the Northwest quadrant feeding into Meadowdale Middle and Meadowdale High schools. This school was selected to host a full-time Family Resource Advocate in the fall of 2017. Rashanah Botley has been serving as the Family Resource Advocate since 2017.
- Cedar Valley Community School is located in the Northeast quadrant feeding into Alderwood Middle and Lynnwood High schools. This school originally had a part-time Family Resource Advocate and the position was expanded to full-time in September, 2017. Angela Garrido has been serving as the Family Resource Advocate since 2015.
- Cedar Way Elementary School is located in the Southeast quadrant feeding into Brier Terrace Middle and Mountlake Terrace High schools. This school was selected to host a full-time Family Resource Advocate in the fall of 2017. Belen Robasti has been serving as the Family Resource Advocate since 2017.
- College Place Elementary School is located in the Southwest quadrant feeding into College Place Middle and Edmonds-Woodway High schools. This school originally had a part-time Family Resource Advocate and the position was expanded to full-time in April, 2018. Carmen Ziranda has been serving as the Family Resource Advocate since 2008.



QUADRANTS

- Northwest - feeds into Meadowdale Middle and Meadowdale High schools.
- Northeast - feeds into Alderwood Middle and Lynnwood High schools.
- Southwest - feeds into College Place Middle and Edmonds-Woodway High schools.
- Southeast - feeds into Brier Terrace Middle and Mountlake Terrace High schools.



Family Resource Advocate team from left Rashanah Botley (Beverly Elementary), Angela Garrido (Cedar Valley), Sally Guzmán (Family and Community Engagement Coordinator), Carmen Ziranda (College Place), Belen Robasti (Cedar Way)

DATA COLLECTION

Methods

Verdant Grant reporting requires that we gather demographics of those served. Since we serve students, we primarily collect student data. Occasionally we will collect adult demographics for those being supported for mental health, medical and/or drug/alcohol support. We also collect economic and employment data on families in need of financial support as required by Foundation for Edmonds School District's Grant.

Collection periods:

Quarter 1 - August 1st to October 31st

Quarter 2 - November 1st to January 31st

Quarter 3 - February 1st to April 30th

Quarter 4 - May 1st to July 31st

Interaction types:

Office Visit - Any time a family or student visits with a Family Resource Advocate in a formal setting; this is recorded per student/family.

Home Visit - Any time a family visits with a Family Resource Advocate in a formal setting; this is recorded per student/family.

After Hours - Any time a family visits/calls/texts a Family Resource Advocate outside of school hours; this is recorded per student/family.

Call/text - Any time a family calls or texts with a Family Resource Advocate in a formal setting; this is recorded per student/family.

Referral Types:

In order to collect referral data we have created specific types of referrals. Currently our funders only require a per school year total of families being served. Therefore, we have created a system that supports this collection. Case management for this purpose is considered to be any case that requires more than three contacts to provide the needed support. Once families receive case management, they are closely supported for the remainder of the school year. Follow-ups are done periodically the following school year to see if support is still needed.

New - Families that are new to our case management list in Quarters 1-4 are labeled as such in the quarter they began being supported. This does not carry on between school years.

Quick - Families that take less than three contacts to support are labeled as “quick” in the quarter in which support was given. A family may have more than one quick referral count in a year and this can increase to case management support.

Continuing - Families that have remained on our case management list between quarters will be labeled as “continuing” in the quarters that follow if they had continued support. This does not carry on between school years.

Support types:

Attendance - Families who are being supported with student attendance are normally referred to a Family Resource Advocate through school staff. Absenteeism is usually a symptom of an underlying issue and leads to other barriers that require resources and support.

School Discipline - Families who are being supported with student school discipline are normally referred to a Family Resource Advocate through school staff. Behavior can be a symptom of an underlying issue which leads to other needs of support.

Academic Progress - Families who are being supported with student academic progress are normally referred to a Family Resource Advocate through school staff. Support with academic progress can be a symptom of an underlying issue, and can lead to other needs of support. The need can also be support in understanding the American school system.

Drugs/Alcohol - Families who are being supported with drugs/alcohol are usually self-referred to a Family Resource Advocate (although if a student is being supported it can be a referral from school staff). Drugs/alcohol can be a symptom of an underlying issue and can lead to other needs of support.

Mental Health - Families who are being supported with mental health are usually self-referred to a Family Resource Advocate (although if a student is being supported it can be a referral from school staff). Mental health can be a symptom of an underlying issue and can lead to other needs of support.

Insurance - Families who are being supported with insurance are usually self-referred to a Family Resource Advocate (although if a student is being supported it can be a referral from school staff). Insurance support usually stems from a need to help understand a system or involves an adult to look for other resources.

Housing Insecurities - Families who are being supported with housing insecurities are self-referred to a Family Resource Advocate and are supported through the McKinney-Vento program. Housing insecurities needs range and can be the most intensive case management support needed.

Support - Support is screened through the use of “support circles” that gauges the number of layers a family has in at least two key areas: family and school. The toll also allows for two other optional areas to determine support for specific needs i.e. mental health

Legal - Families who are being supported with legal are usually self-referred to a Family Resource Advocate (although if a student is being supported it can be a referral from school staff). Legal support ranges in need and can be some of the most intensive case management support leading to other needs of support.

Career Growth - Families who are being supported with career growth are usually self-referred to a Family Resource Advocate (although if a student is being supported it can be a referral from school staff). Career growth can range in need and support and can be some of the most intensive case management needed.

Other - This category was created to capture all the other supports for which families might request. We also look at this categories to understand trends and learn how we need to expand our categories. This year we have noticed “other” is mostly identifying basic needs (food, clothes, etc.), utilities support, and other medical resources. We will revise these for next year’s data collection.

Limitations

Family Resource Advocates play an immense role in their school. As part of the school team they have contact with students, families, staff and the community in many varying ways. It would be impossible to collect all these in a report. The Family and Community Engagement Coordinator meets once a month with each Family Resource Advocate to provide case management supervision and accountability maintaining data collection fidelity.

Results

Results of support being given, families being referred, and contacts made are individual to each school building. Each service is unique and is adapted to the needs and desires of those being supported and therefore results vary.

Awareness

The purpose of this report is to build community awareness both within and outside the school community. We consider school building case management and resource support crucial tools in creating family engagement, trauma-informed, and culturally responsive practices that support student academic success.

BEVERLY ELEMENTARY

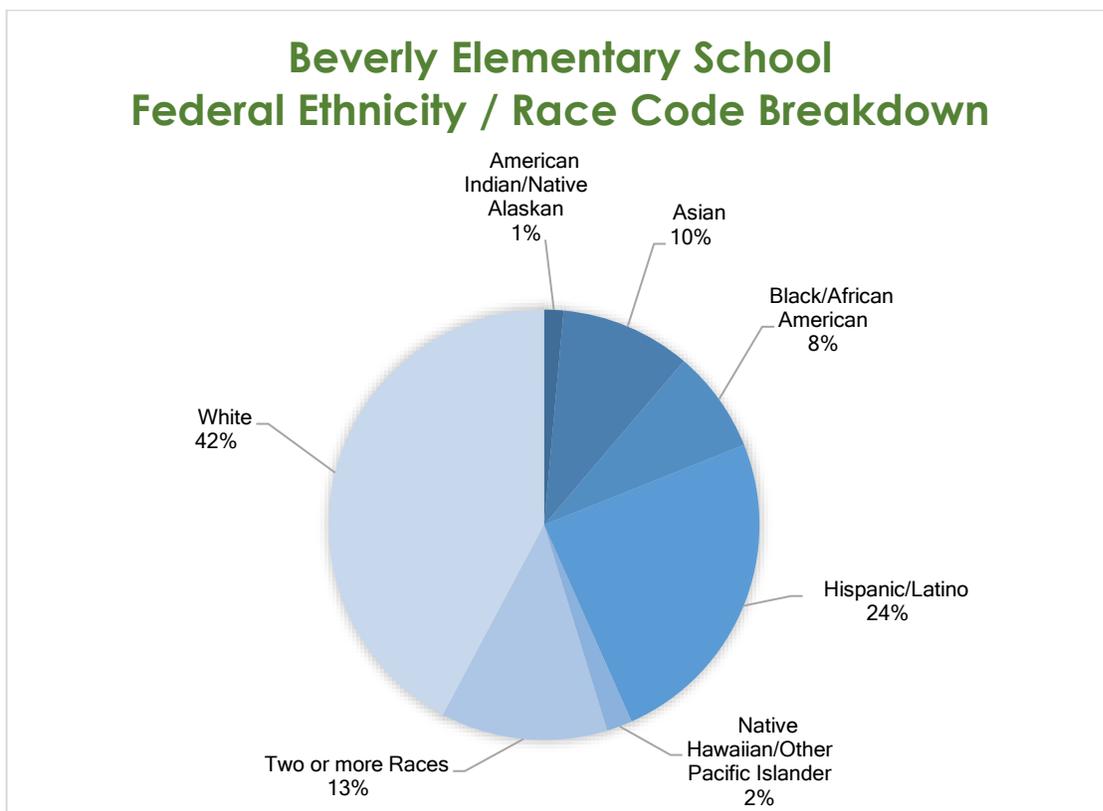
Overview

Beverly Elementary is located in the city of Lynnwood and serves the communities of Edmonds, Lynnwood and portions of unincorporated Snohomish County. The school serves over 620 students from kindergarten to sixth grade.

Demographics

With a diverse student body of over 29 languages spoken at Beverly, staff work hard to meet the needs of all students: 14% of students receive Special Education Services; 20% receive English Language Learner services, and 24% receive Learning Assistance Program (LAP) reading support.

The income demographics at Beverly also vary. 47% of students participate in federal Free and Reduced meals, and 3% of students experience housing insecurities, qualifying for the McKinney-Vento program.



Narrative by Rashanah Botley, Med.



(Volunteers at Beverly's first Pop-up Food Bank)

This school year I've been able to support families to overcome barriers by connecting them to a range of resources including mental health, medical and dental services, employment, and basic needs. While families seek guidance for many issues and crises, an ongoing area of critical concern is housing. As the cost of rent continues to outpace incomes, families are being forced to spend a majority of their household income on

housing. These fragile financial circumstances have taken a toll on Beverly families, who are battling housing instability and experiencing homelessness in increased numbers. Family Resource Advocates work with families to connect to community resources and organizations that address housing needs, but long waitlists and lack of affordable housing options create continuous financial and emotional strain.

Though housing remains an area of concern, I created the Beverly Family Resource Pantry to bridge the gap by filling the immediate needs of families. Through donations from the community and partnerships with surrounding organizations, the Resource Pantry has been able to provide school supplies, backpacks, clothes, coats, shoes, hygiene supplies, and food to students and families in need. The tremendous growth of the pantry has allowed it to also serve several students and families from surrounding schools. With over 750 visits to date, this invaluable resource has become a cornerstone of the Beverly community. As an extension of the Resource Pantry, Beverly has partnered with the Foundation for Edmonds School District's Nourishing Network program to launch a monthly pop-up food pantry in March, 2018, which served 17 families. The services and support I've been able to provide play a crucial role in fostering the overall well-being of families and students at Beverly Elementary.

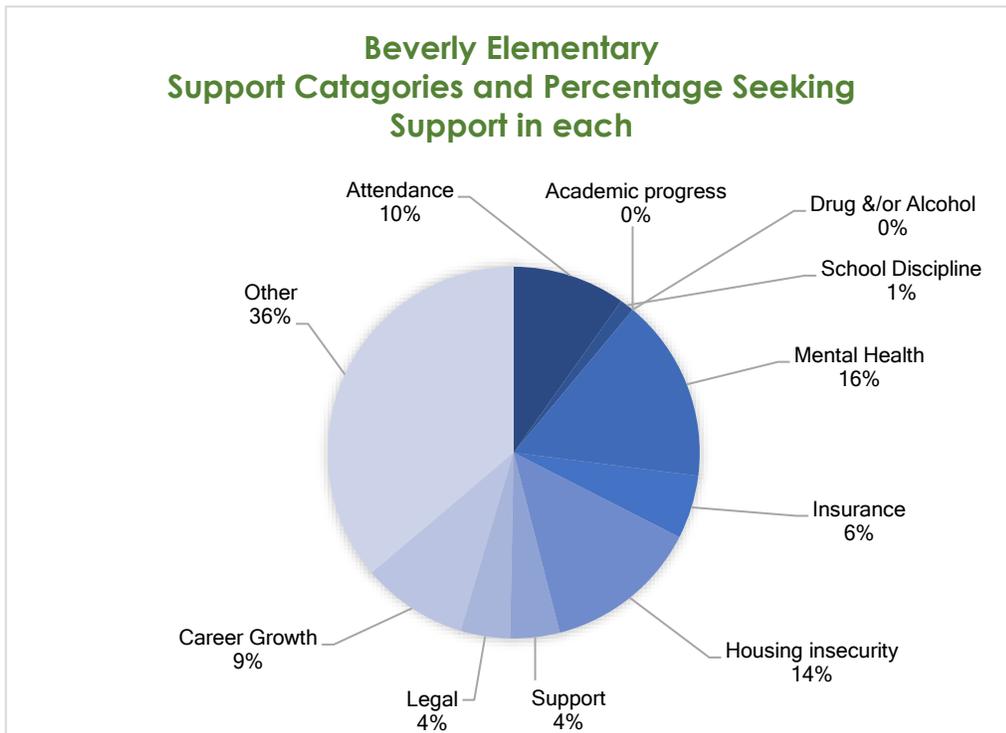
From a Beverly Elementary parent:

I am blessed to have five amazing kids, one amazing husband and most of all I am a woman of faith. I come from a background where I lived from group home to group home, foster home to foster home, living in the streets, living in cars. But I slowly changed my cycle and started getting clean from drugs. I've been clean and sober for 16 years. My youngest is five years old and he goes to Beverly Elementary as I was a stay at home mom for the past 5 years and my husband being the source of income there would be days even weekends where we wouldn't have enough food to get us through the next couple of days before payday. That's when I met Rashanah. She has been an amazing advocate for the school, always so friendly and I felt no judgment whatsoever when I would go in and

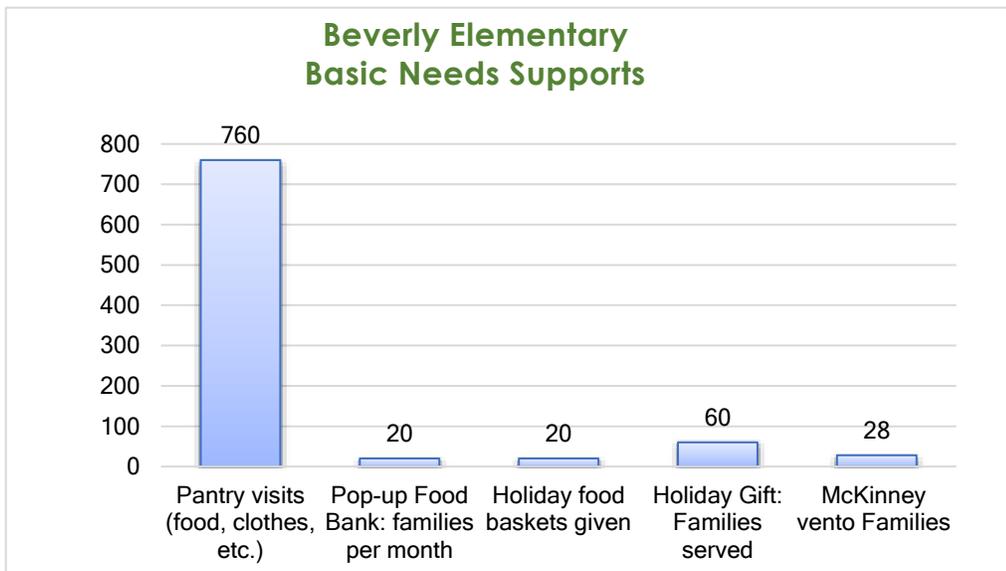
ask for food or even snacks for my kids. As I said before now that my son started school this school year I've had the opportunity to go back to school and now I am getting my Associate's Degree in Arts to become a social worker. With my free time, I'm able to give back to my kids school and volunteer. Rashanah has been a great impact on my family and a great resource for me, my family and the school.

Data

The following data reveals the impact of the support services provided by the Family Resource Advocate from August 1, 2017 to August 31, 2018 at Beverly Elementary. A total of 64 families were supported during this collection period.

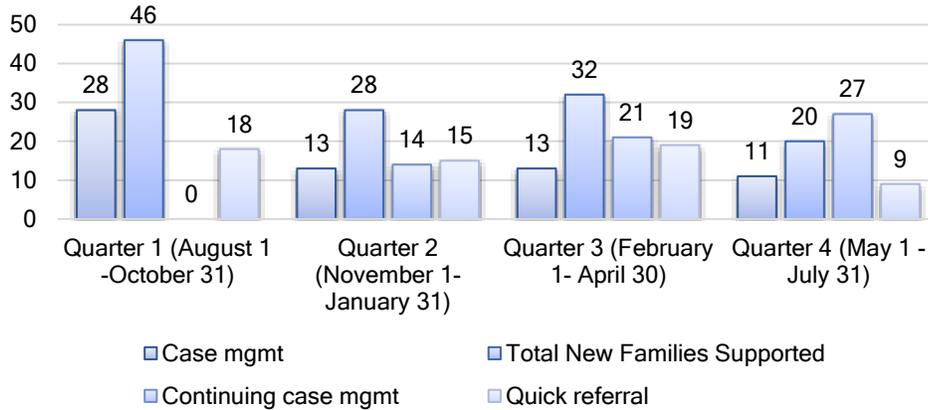


This graph details the various areas families sought and received support through case management or quick referral at Beverly Elementary.



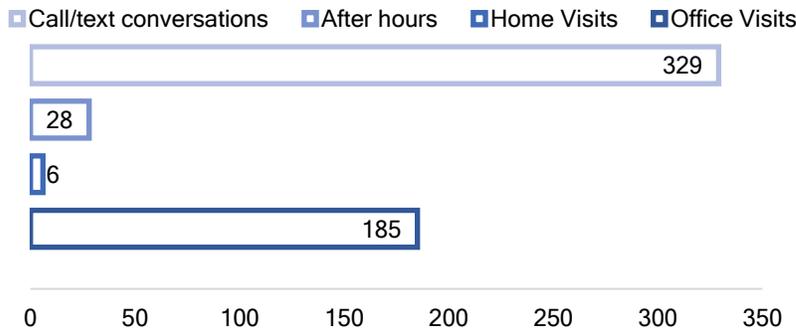
This graph details the impact of basic needs support for families including Resource Pantry visits and holiday support at Beverly Elementary.

Beverly Elementary Number and type of Referrals per Quarter



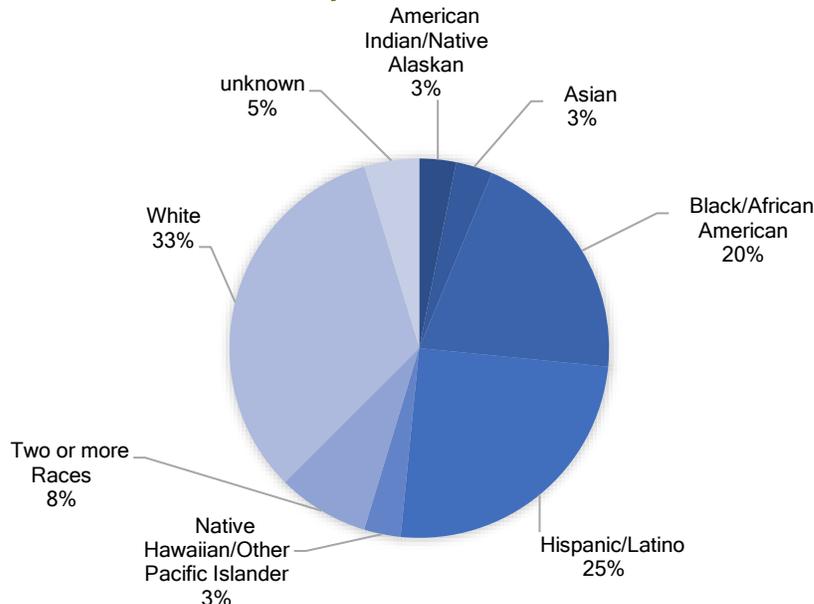
This graph details the number of families referred each quarter at Beverly Elementary, including the specific number of newly referred families, continuing families and quick referrals.

Beverly Elementary School Types of interactions and Amounts to Date



This graph details the types of interactions with families year to date at Beverly Elementary.

Beverly Elementary School FRA case mangement/quick referral Federal Ethnicity / Race Code Breakdown



This graph reveals the demographic breakdown of families and students being supported through case management and quick referral at Beverly Elementary.

CEDAR VALLEY COMMUNITY SCHOOL

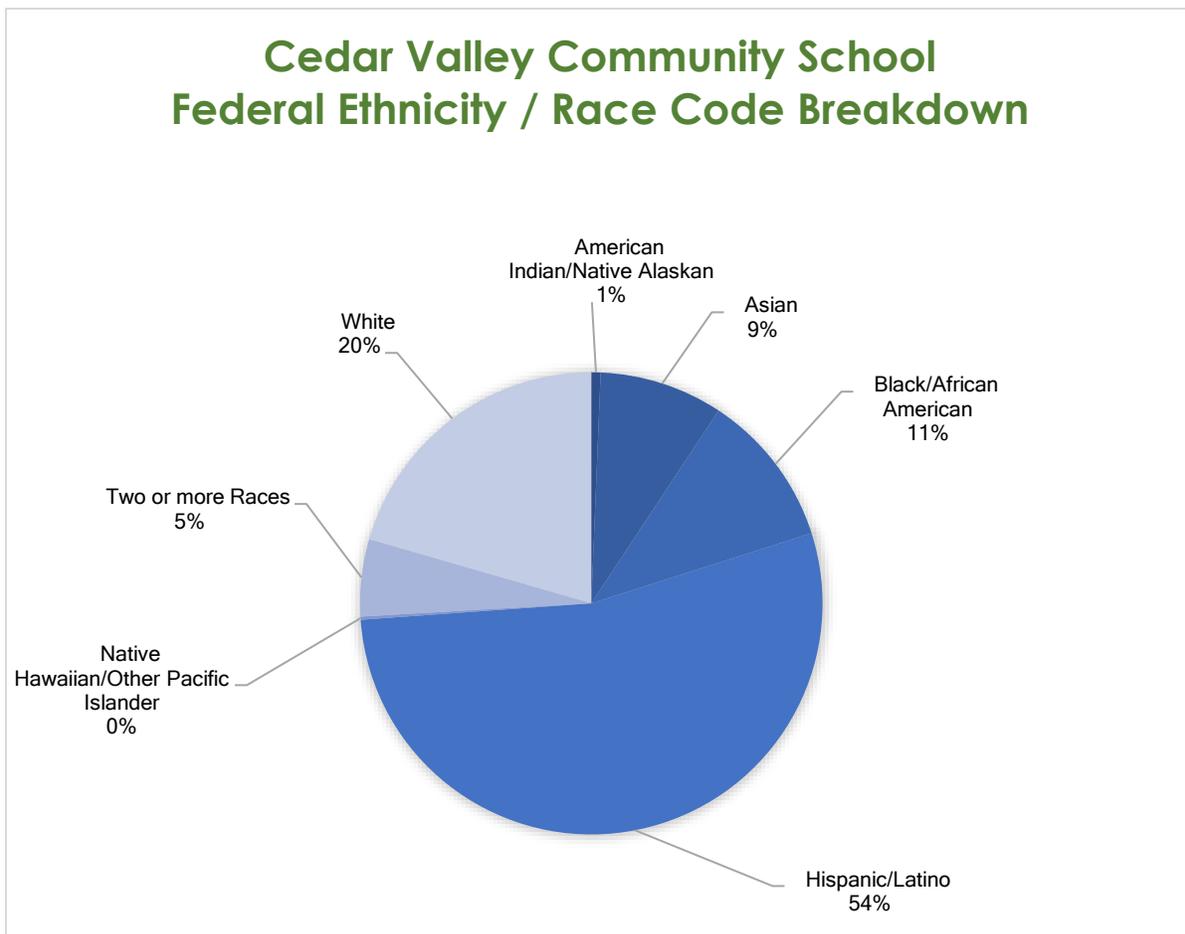
Overview

Cedar Valley Community School is located in center of City of Lynnwood and serves the community of Lynnwood. The school serves over 460 students from kindergarten to sixth grade.

Demographics

With a diverse student body of over 29 languages spoken at Cedar Valley, the staff works hard to meet the needs of all students: 11% of students receive Special Education Services; 36% receive English Language Learner services, and 31% receive Learning Assistance Program (LAP) reading support.

The income demographics at Cedar Valley also vary, with 82% of students participating in federal Free and Reduced meals and 5% of students experience housing insecurities, qualifying for the McKinney-Vento program.



Narrative by Angela Garrido



(Family receiving bike during Cedar Valley Read and Ride Program)

When collaboration lead to success.

At the beginning of September 2017, the mom of a student received a notice of eviction because, according to the landlord, they did not follow the apartment's rules and tenant's responsibilities. Their need to move to another apartment was not planned, neither was the additional cost of this change.

Although the mom was able to sign a lease for another apartment, it took longer than expected to have the approval and the inspection passed. Within 21 days, the family of seven became homeless.

As the Family Resource Advocate, I was able to reach out for support from Washington Kids in Transition

(WKIT), a local non-profit. The family was placed in a hotel for one week. After that, the family started couch surfing, being able to stay with friends, with relatives, and the father of the children helped pay for more nights in a motel. Mom opted for separating the family to make it easier to stay in other people's houses, but mom and some of the kids had to stay in the car. They ended up in this situation for two months. During this time, the family was able to access support from the Family Resource Advocate to cover basic needs such as food and transportation, as well as emotional support.

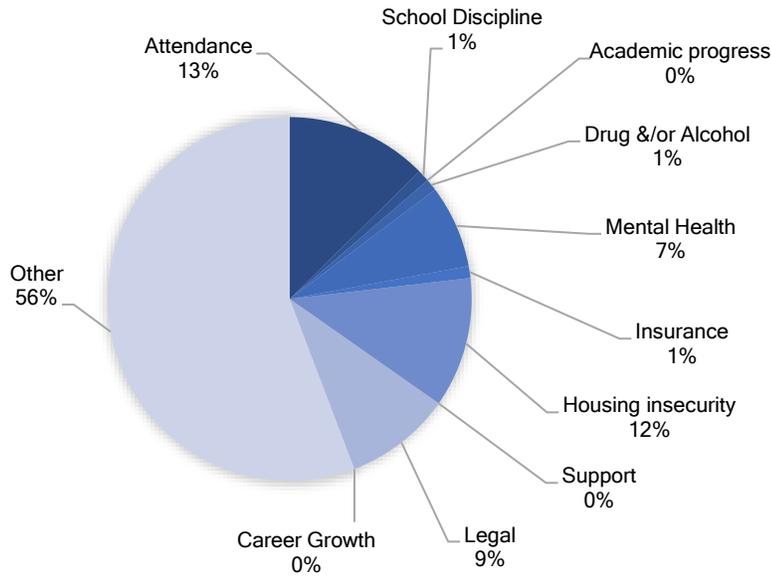
Due to the housing instability, the student's attendance worsened dramatically, as well as his ability to focus and concentrate in the classroom, and he began to exhibit signs of high stress. By the end of November the family was finally able to move into their new apartment. WKIT helped them to pay part of the first deposit, and transportation was set up for the students to be able to attend school through the McKinney-Vento program. The student was also reunited with the rest of his family, and he started to come to school every day.

As of today, the student has shown important academic progress and attendance. The teacher reports that the student is more focused on his learning activities, he shows a more collaborative behavior, and he is doing his best to succeed in school.

Data

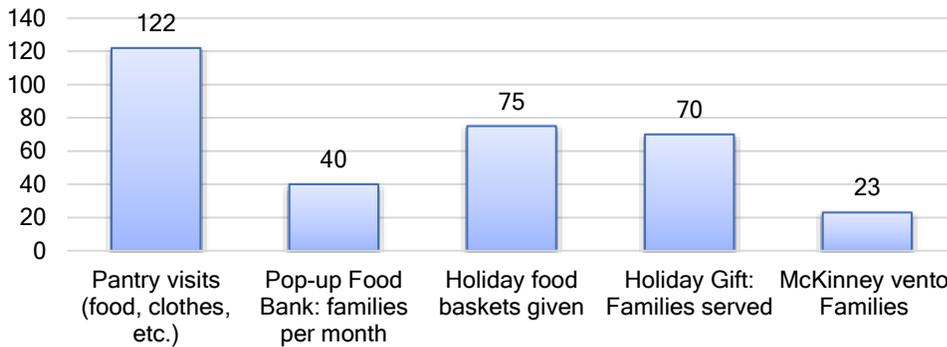
The following data reveals the impact of the support services provided by the Family Resource Advocate from August 1, 2017 to August 31, 2018 at Cedar Valley Community School. A total of 98 families were supported during this collection period.

Cedar Valley Community School Support Categories and percentage Seeking Support in each



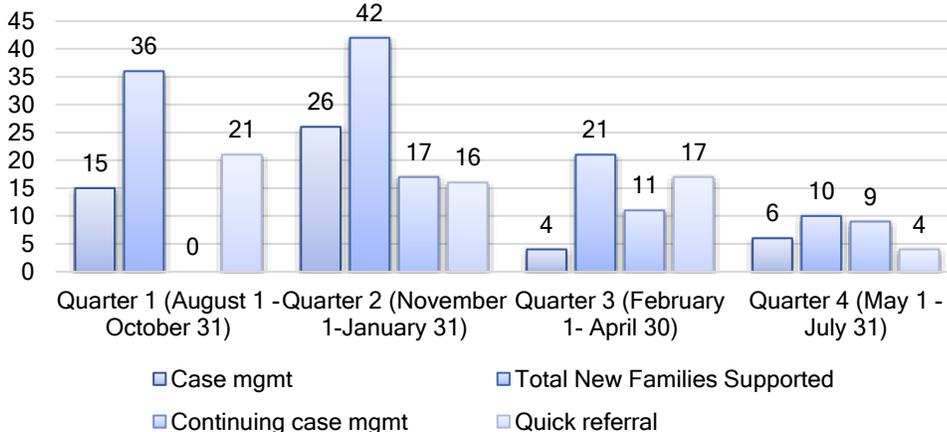
This graph details the various areas families sought and received support through case management or quick referral at Cedar Valley Community School.

Cedar Valley Community School Basic Needs Supports



This graph details the various areas families sought and received support through case management or quick referral at Cedar Valley Community School.

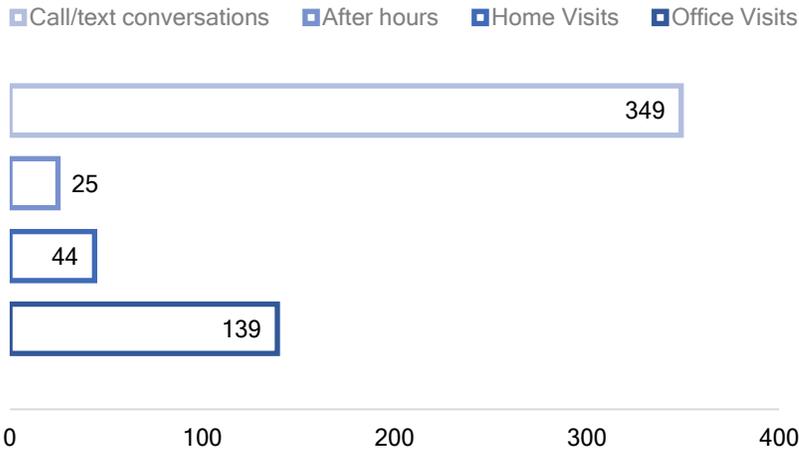
Cedar Valley Number of Referrals per Quarter



This graph details the number of families referred each quarter at Cedar Valley Community School, including the specific number of newly referred families, continuing families and quick referrals.

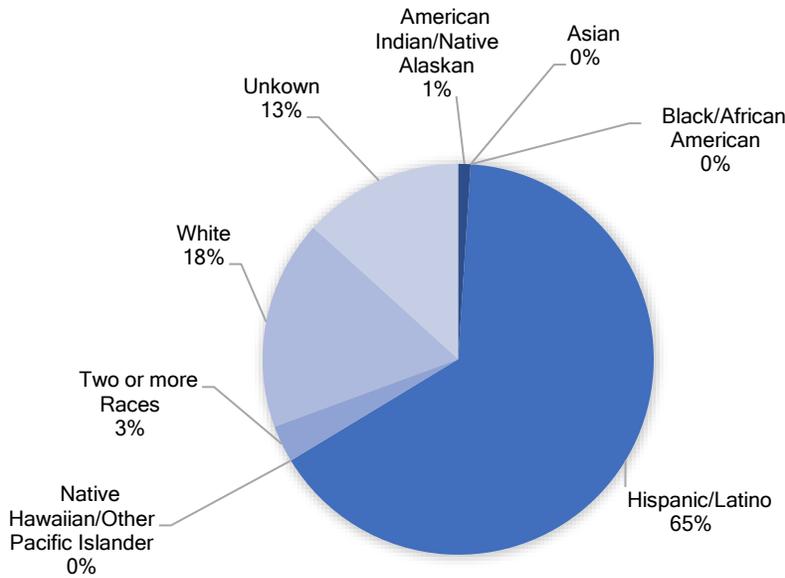
**4th Quarter data not collected at the time of this report*

Cedar Valley Community School Types of interactions and Amounts to date



This graph details the types of interactions with families year to date at Cedar Valley Community School.

Cedar Valley Community School FRA case management/quick referral Federal Ethnicity / Race Code Breakdown



This graph reveals the demographic breakdown of families and students being supported through case management and quick referral at Cedar Valley Community School.

CEDAR WAY ELEMENTARY

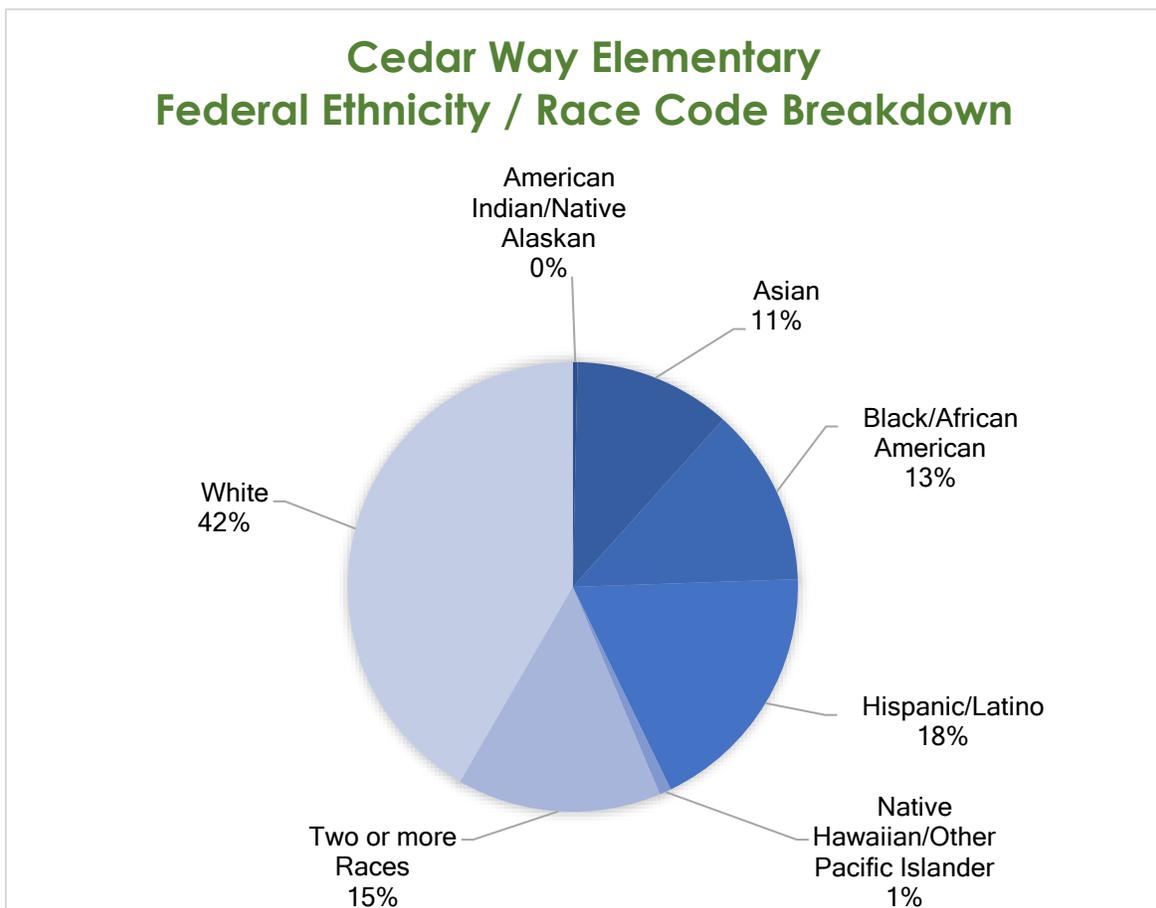
Overview

Cedar Way Elementary is located in the City of Mountlake Terrace and serves the communities of Mountlake Terrace, Lynnwood and Brier. The school serves over 590 students from kindergarten to sixth grade.

Demographics

With a diverse student body of over 33 languages spoken at Cedar Way, the staff works hard to meet the needs of all students: 17% of students receive Special Education Services; 22% receive English Language Learner services, and 19% receive Learning Assistance Program (LAP) reading support.

The income demographics at Cedar Way also vary, with 53% of students participating in federal Free and Reduced meals and 3% of students experience housing insecurities, qualifying for the McKinney-Vento program.



Narrative by Belen Robasti



(Cedar Way's family survey staging in multiple languages)

At Cedar Way Elementary we have been able to help 66 students and families overcome obstacles. On multiple occasions we have been able to support families obtain housing, medical, mental health services, food and clothing among others.

In our school we have a single parent family with multiple health issues. The mom has a mobility impairment and only walks short distances with a walker, while her son (our student) has a chronic heart disease. They live alone in Mountlake Terrace with no family and limited friends. The mom does not leave her apartment

except for grocery shopping and doctor's appointments. Being able to perform home visits helped us better able to support this family. They have accessed many services, including:

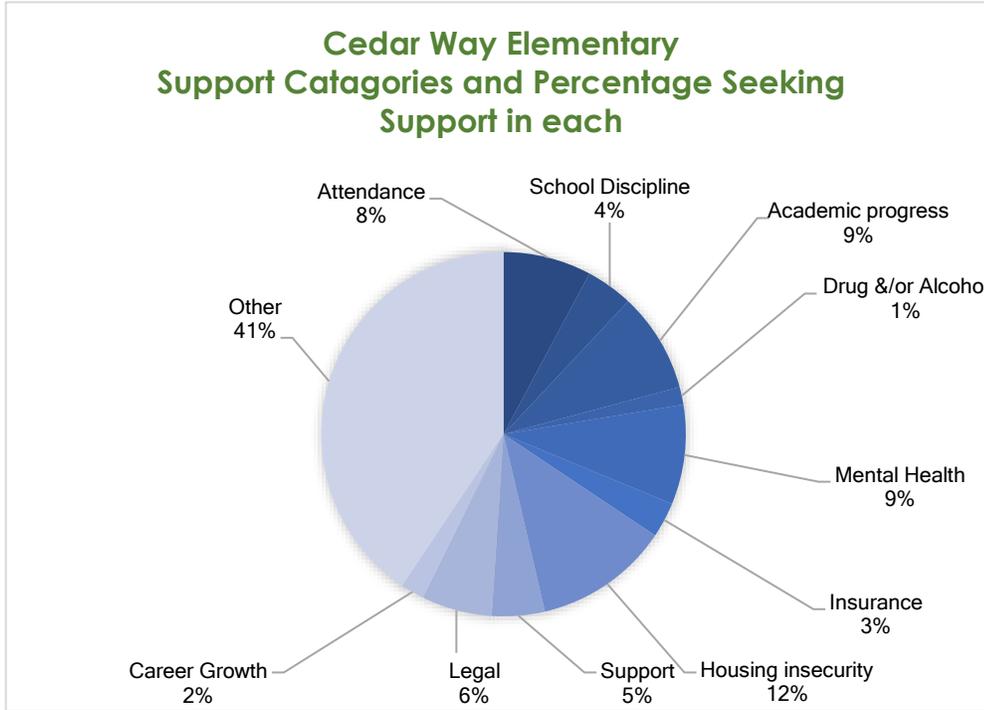
1. Nourishing Network program that provides food every Friday to students
2. A computer for home, so when our student is absent he can still do homework and turn in assignments
3. A shopping experience with Clothes for Kids, a local nonprofit
4. Helping set up an appointment with a mental health counselor and an orthodontist for our student
5. Providing food and toiletry items for the whole family
6. A mentor program, so our student can develop positive relationships with another adult and do activities that he cannot do with his mother
7. SSI (Supplemental Security Income) and utility discounts
8. A nurse program that helps the mom with chores at home
9. Help to apply for Free and Reduced meals program at school

The biggest frustration for this family has been learning how to navigate the system and advocate for themselves. As they are not an English speaking family, the language barrier was limiting their ability to connect with certain services.

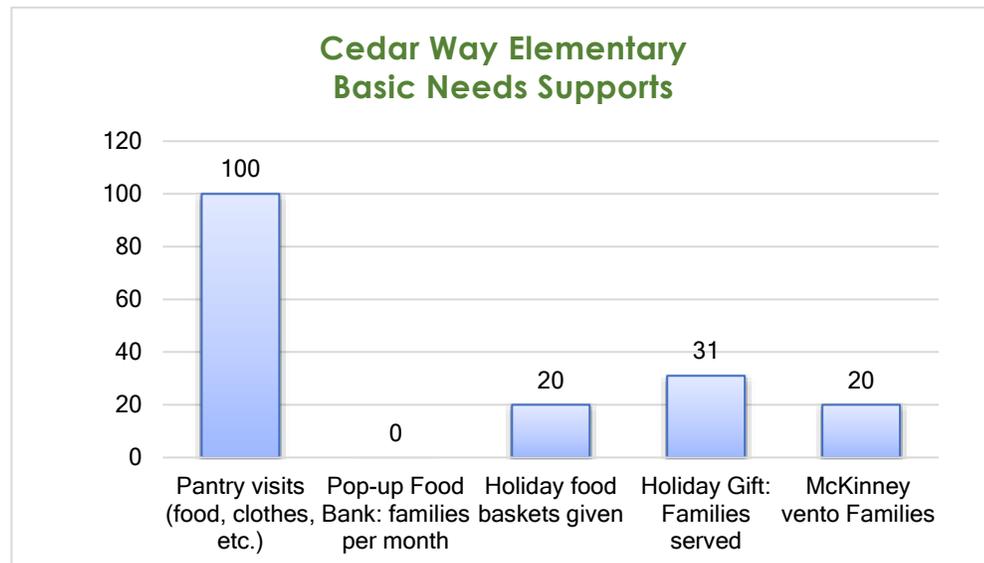
Building trust and confidence in learning how to access multiple resources available in their community was my main goal with this family. It has been very rewarding to witness the progress they have made since we started working together. Our student has been coming to school regularly as he now can focus on learning with the added support we are giving his family.

Data

The following data reveals the impact of the support services provided by the Family Resource Advocate from August 1, 2017 to August 31, 2018 at Cedar Way Elementary. A total of 85 families were supported during this collection period.

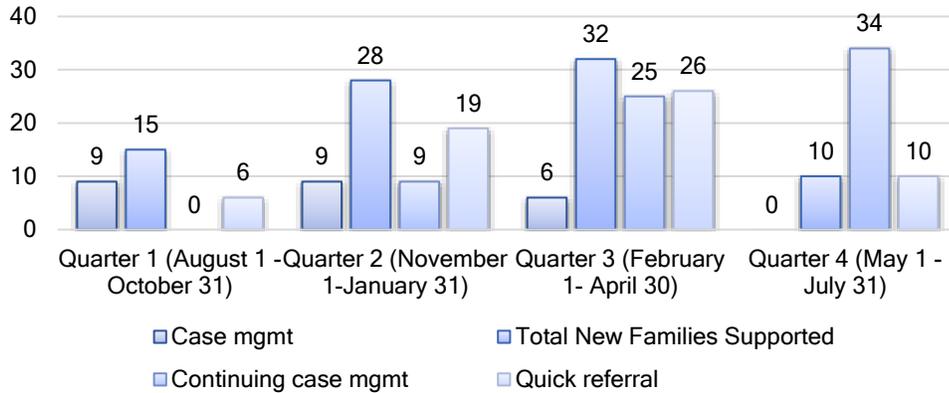


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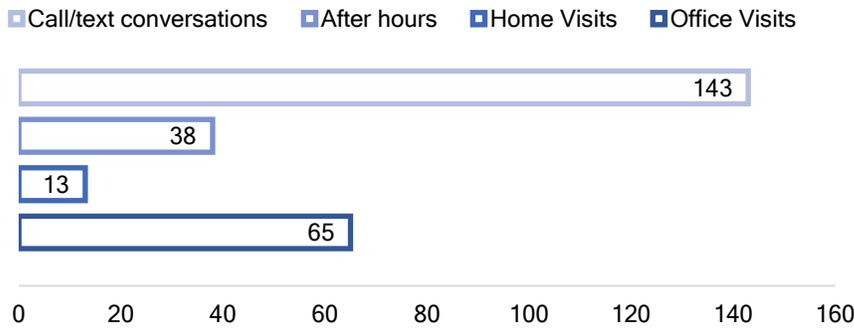
Cedar Way Elementary Number of Referrals per Quarter



This graph details the number of families referred each quarter at Cedar Way Elementary including the specific number of newly referred families, continuing families and quick referrals.

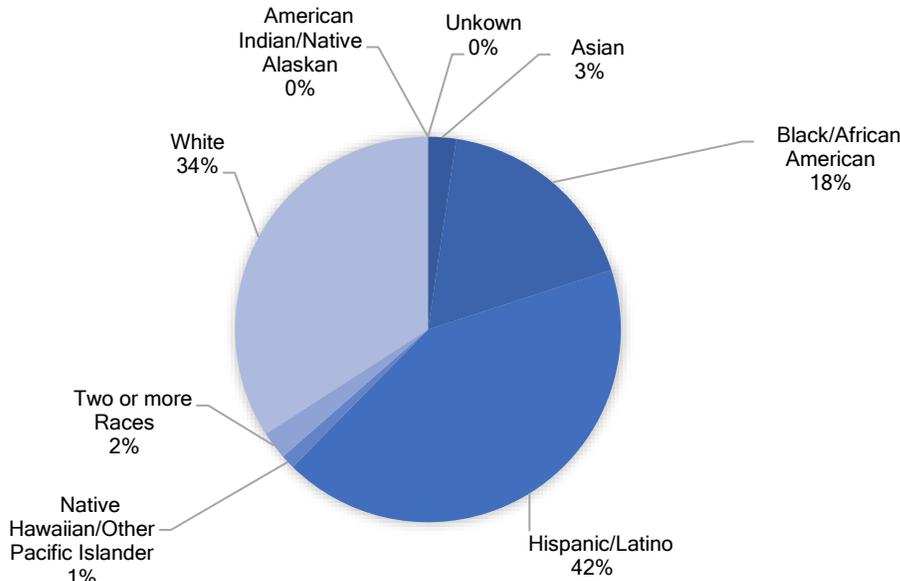
*4th Quarter data not collected at the time of this report

Cedar Way Elementary Types of interactions and Amounts to date



This graph details the types of interactions with families year to date at Cedar Way Elementary.

Cedar Way Elementary FRA case management/quick referral Federal Ethnicity / Race Code Breakdown



This graph reveals the demographic breakdown of families and students being supported through case management and quick referral at Cedar Way Elementary.

COLLEGE PLACE ELEMENTARY

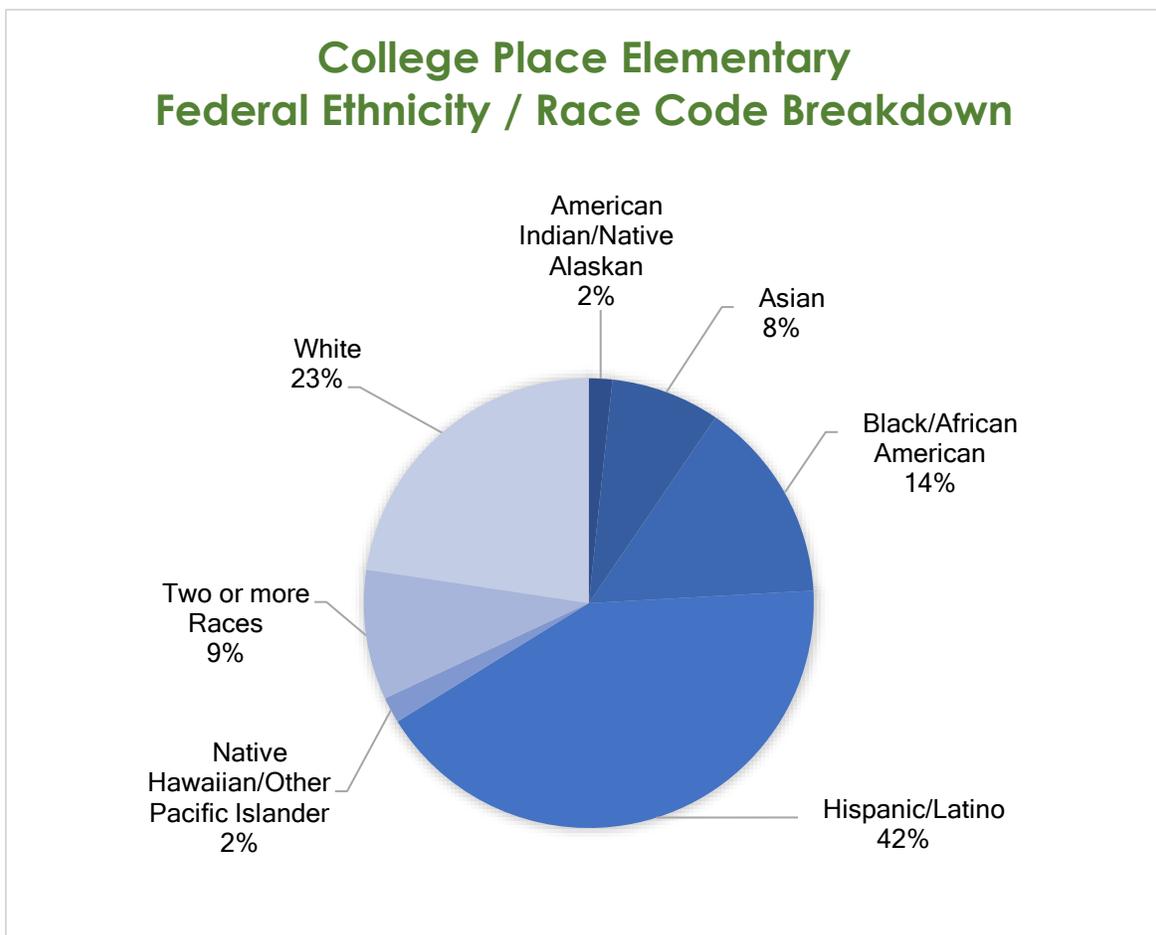
Overview

College Place Elementary is in the City of Lynnwood and serves the communities of Lynnwood and Edmonds. The school serves over 530 students from kindergarten to sixth grade.

Demographics

With a diverse student body of over 37 languages spoken at College Place, staff works hard to meet the needs of all students. 10% of students receive Special Education Services; 42% receive English Language Learner services, and 18% receive Learning Assistance Program (LAP) reading support.

The income demographics at College Place also vary, with 73% of students participating in federal Free and Reduced meals and 2% of students experience housing insecurities, qualifying for the McKinney-Vento program.



Narrative by Carmen Ziranda



(Volunteers at College Place's Pop-up Food Bank)

As a Family Resource Advocate, I have a unique opportunity to meet families one-on-one. Many of the families that attend our school are low-income, experiencing homelessness, or facing major financial difficulties including unemployment.

Every school year is different and has its own challenges. For example, this year I had about ten students in need of shoes. Most often students will not ask for the shoes themselves but a teacher, para educator or school staff member will notice holes in their shoes or the soles coming apart, and refer them to my office. We are fortunate because often I do have the students' shoe sizes but other times I do not.

We also have warm coats in our emergency closet.

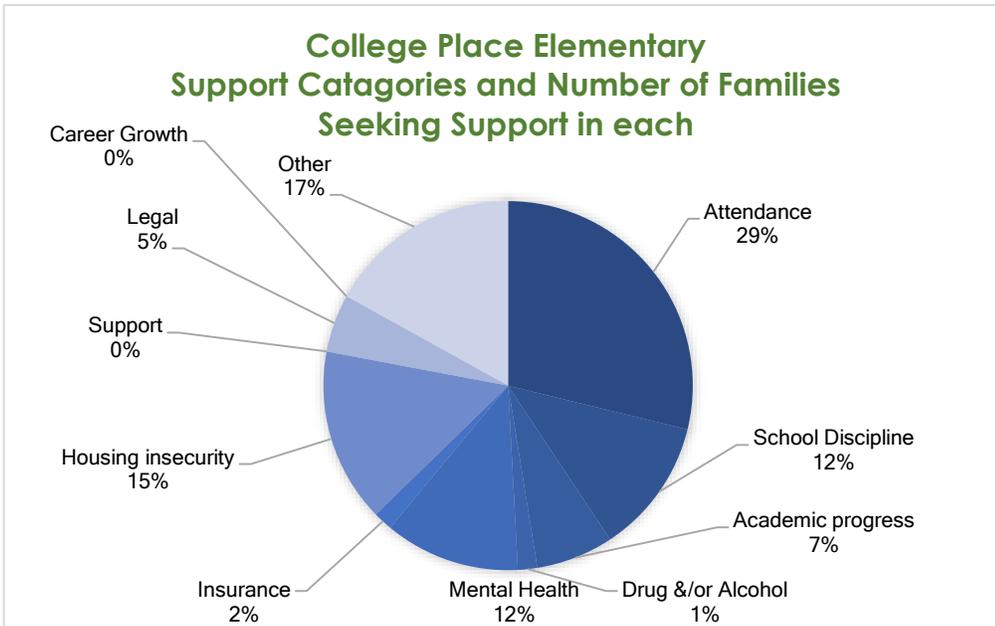
We usually give away at least ten coats each year when available. At our food pantry we also offer school supplies and backpacks to our families; this year we handed out about thirty-five backpacks. College Place is very lucky to have its own food pantry. We have a variety of foods as well as hygiene items. Many families are very grateful because most pantries or food banks in the community do not provide these.

This year at College Place we have helped at least four families facing eviction, many of these families either lost their job, were in a domestic violence situation, or were going through a divorce. It is very difficult to know that families, especially those with small children, could lose their home due to a crisis in their lives.

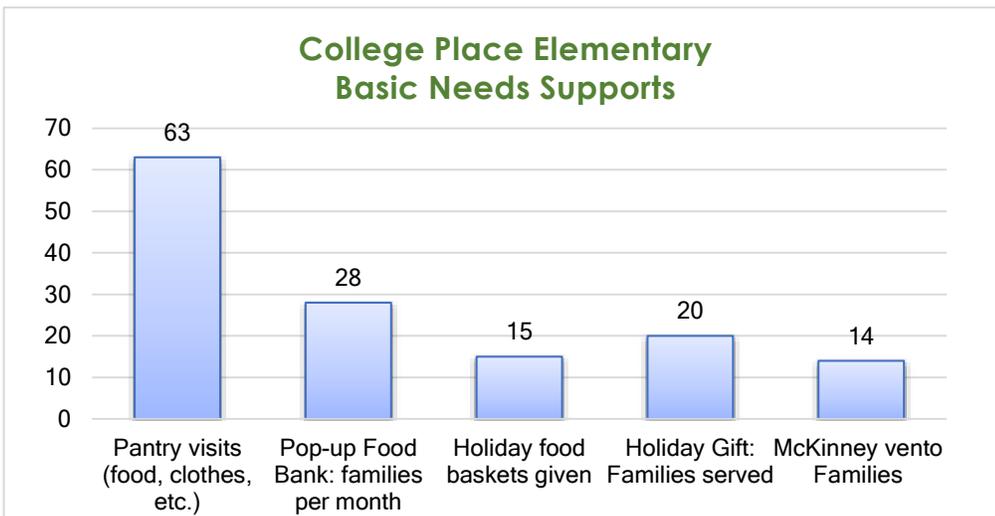
Our goal at College Place Elementary is to help our students succeed in school. We want to give our students a good educational foundation. When we help families fulfill their most basic needs, we are assuring a better outcome for our students and their families. I hope that by continuing to work with all our families we help our students graduate from high school and go beyond.

Data

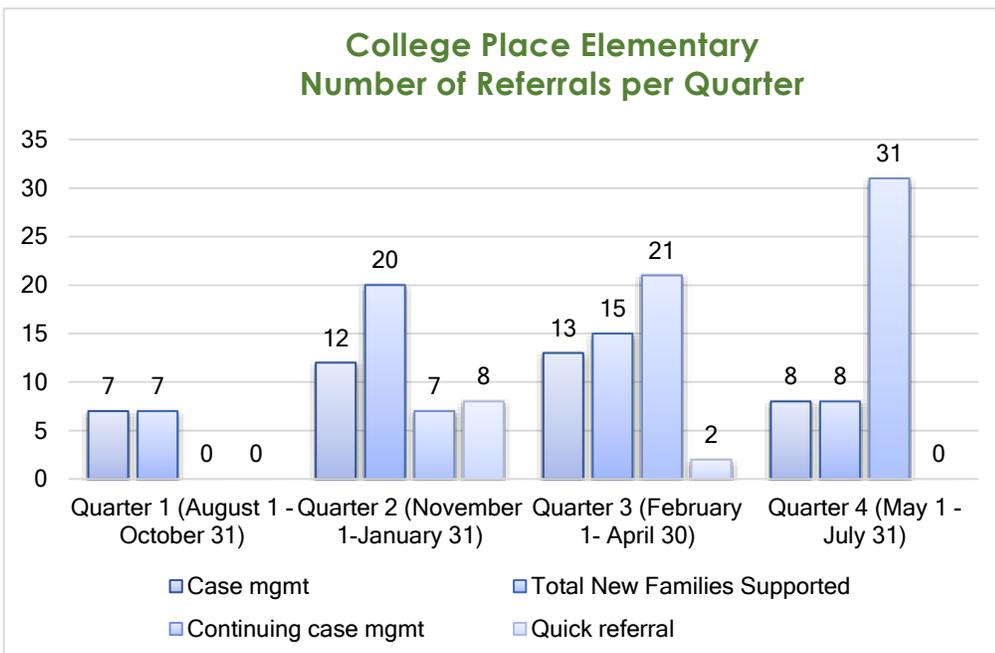
The following data reveals the impact of the support services provided by the Family Resource Advocate from August 1, 2017 to August 31, 2018 at College Place Elementary. A total of 49 families were supported during this collection period.



This graph details the various areas families sought and received support through case management or quick referral at College Place Elementary.



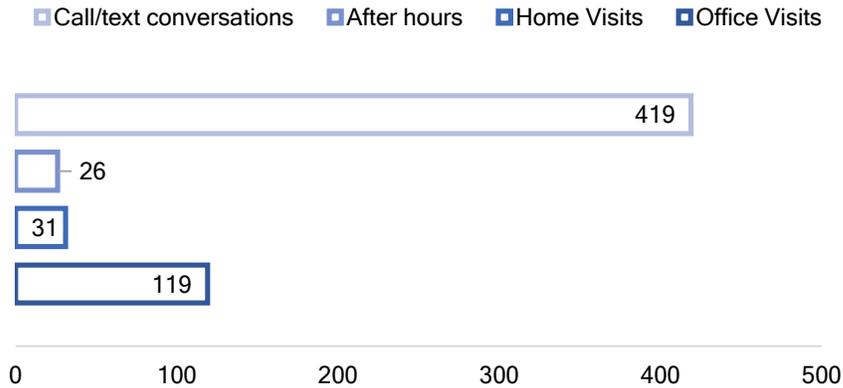
This graph details the various areas families sought and received support through case management or quick referral at College Place Elementary.



This graph details the number of families referred each quarter at College Place Elementary including the specific number of newly referred families, continuing families and quick referrals.

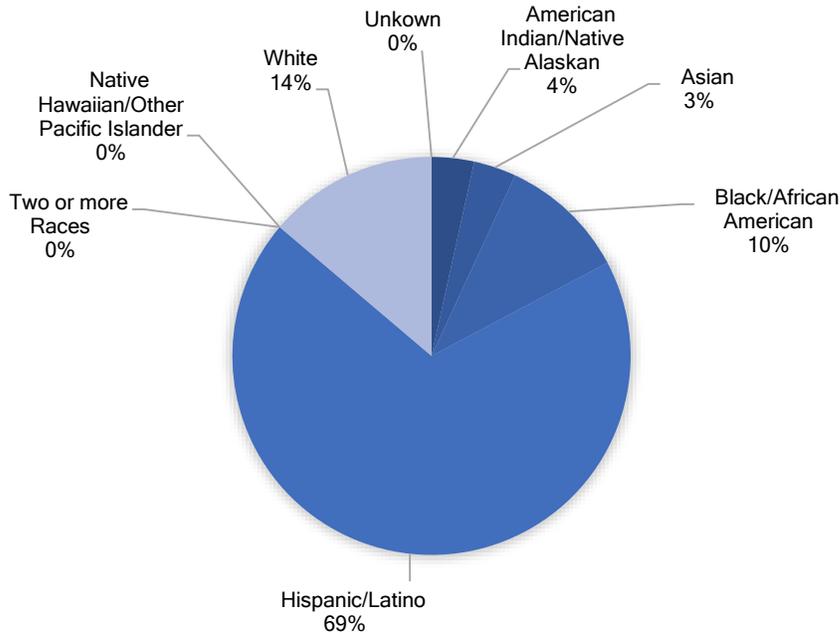
**4th Quarter data not collected at the time of this report*

College Place Elementary Types of interactions and Amounts



This graph details the types of interactions with families year to date at College Place Elementary.

College Place Elementary School FRA case management/quick referral Federal Ethnicity / Race Code Breakdown

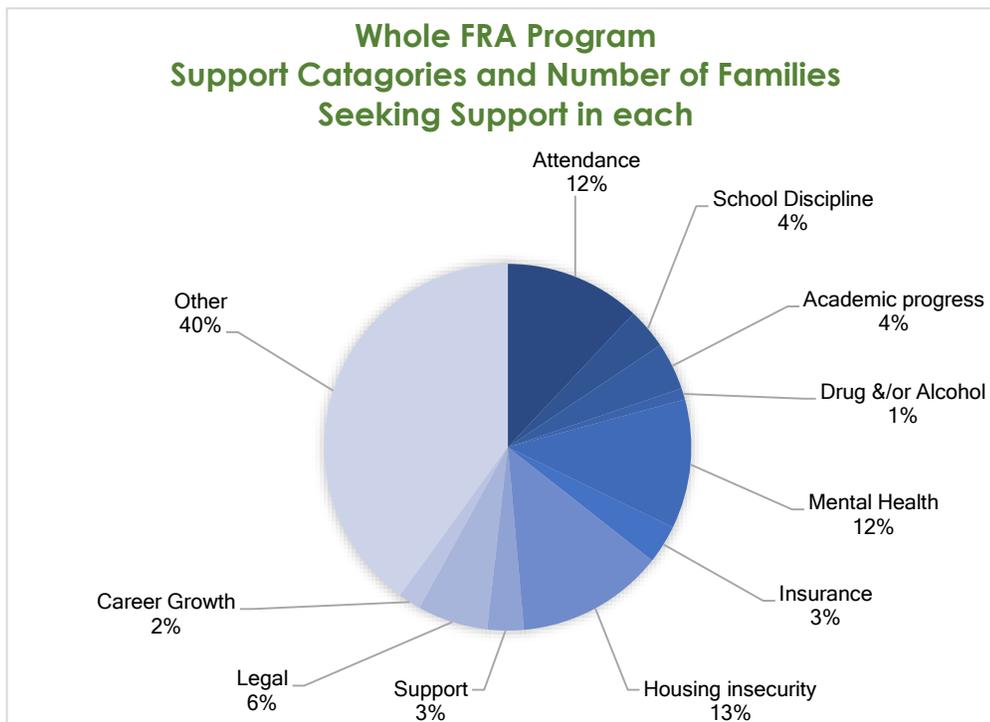


This graph reveals the demographic breakdown of families and students being supported through case management and quick referral at College Place Elementary.

SUMMARY

This report is made to reflect the case management and resource services our Family Resource Advocates provide in our schools. The Family Resource Advocate role is more expansive and integral to the school house community than can be quantified in a report.

Overall, as a program, we are happy to report that the Family Resource Advocates have provided case management and resources to 296 families to date in the Edmonds School District during the 2017-2018 school year. Two of our programs have been able to expand pop-up food pantries to their school's communities and one school created a pop-up food pantry in collaboration with Foundation for Edmonds School District.



This graph details the various areas families sought and received support through case management or quick referral in the Family Resource Advocate program at the Edmonds School District.

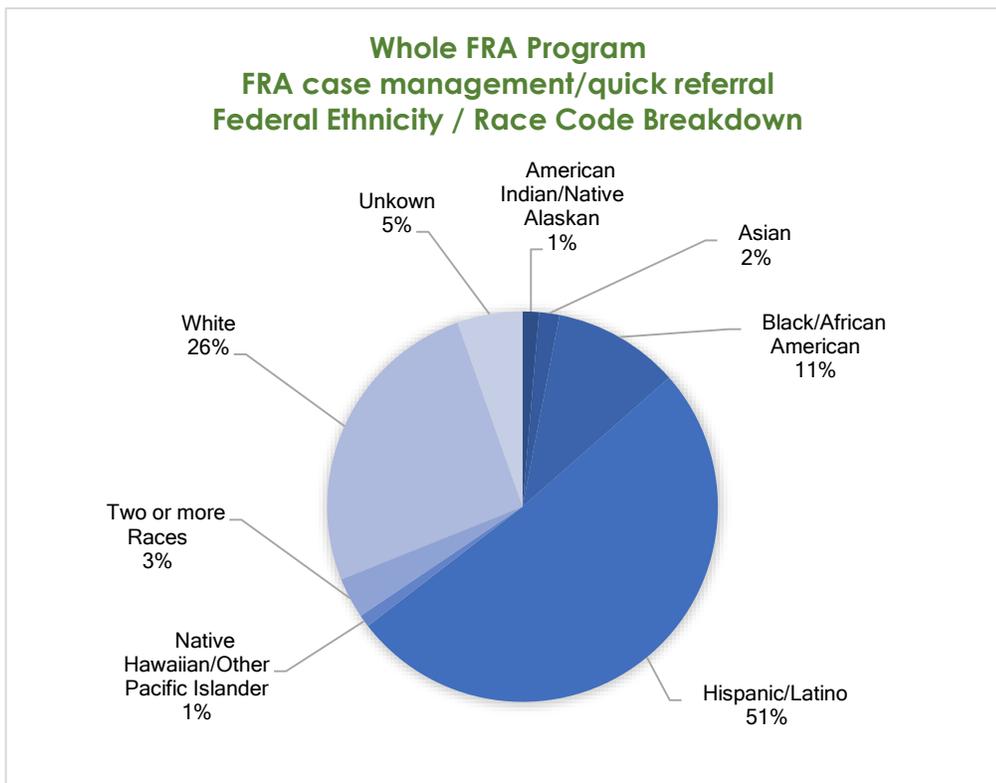
The program has served a diverse group of families in need and created communities of supports in our schools. Family Resource Advocates report that there are two large barriers that continue to impact our communities.

The first large impact is the gentrification of the surrounding communities in our schools. Cost of rent continues to climb with the announcement of the new light rail link between Northgate and Lynnwood. The resources for families experiencing housing insecurities in Snohomish County are minimal, with limited agencies and organizations providing rent, deposit or other assistance that would prevent loss of housing. Family Resource Advocates have relied on local non-profits to provide support as needed. We are looking at continuing our partnership with Foundation for Edmonds School Districts to create

the Whole Families, Whole Communities program to allow local agencies and churches to come together to meet the needs of families experiencing housing insecurities and more.

The second largest barrier for families is language and understanding of the American school and surrounding systems. The process for finding subsidized housing, mental health services or utilities assistance can be daunting for any family. If a family is new to the American system, has limited experience or has a language difference, the process can be insurmountable. Family Resource Advocates work intensely with families to navigate these systems and to assure families have the support they need to obtain services. The Family Engagement Team is working on establishing community partners and cultural brokers to allow families to build relationships with schools to better access support.

Our case management and referral data shows we are meeting this goal of reaching diverse communities and will continue to use strategies to make sure we are equitable in our support.



This graph reveals the demographic breakdown of families and students being supported through case management and quick referral in the Family Resource Advocate program at the Edmonds School District .

CONTACT INFORMATION

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Edmonds
SCHOOL DISTRICT

Each student learning, every day!