



Family Resource Advocate 2018-2019 School Year Report

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:



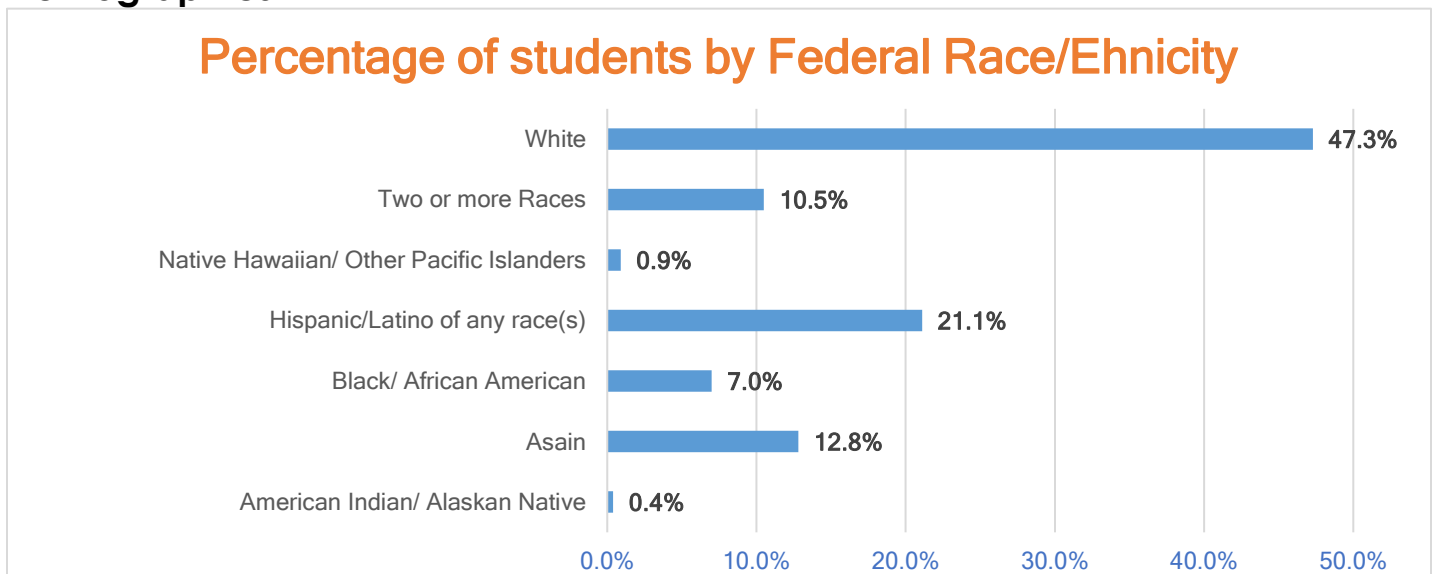
EDMONDS SCHOOL DISTRICT

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
- Strong Communities
- High expectations
- Global Readiness
- Culture of Kindness

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 that 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.

The above programs along with other programs like International Baccalaureate (IB) Program diversify our students even more. Federal race demographics (see image on above) shows that 53 percent of students self identify as students of color. The income demographics in the area varies with 36 percent of our students qualifying to participate in federal Free and Reduced meals and 3 percent of students experience housing insecurities, 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 was quickly seen, 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 percent or more students qualifying for federal Free or Reduced meals program, the District hired part-time Family Resource Advocates (FRA). 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. We are excited to have extended those grants for another two years.

The District's unique position of serving varying cities and demographics has created a high need for case management support to be available at 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 create a relationship that allows 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.

Family Resource Advocates are also able to actively find, cultivate, and expand community partnerships in a way that schools, families, and students can benefit from those relationships. The last two years they have partnered to increase the number of resources available to families like having veggie vouchers for the families through Verdant, and providing training and support on issues impacting families like renters rights through Volunteers for America. We have also leveraged an existing partnership with the Center for Human Services to expand to have a mental health therapist see students at elementary schools to eliminate barriers for students needing services. This model requires active collaboration between administrators, school counselors/psychologists and Family Resource Advocates to assure students and families are able to navigate all the steps to have services begin. We also leverage multiple partners to provide support to families experiencing housing insecurity. Washington Kids in Transition provides a multitude of support with renters' assistance and other resources. With needs of families high we also partner with Foundation for Edmonds

School District, Volunteers of American and other organizations providing housing loss prevention. These are just a few of the resources and supports advocates have cultivated and expanded.

Through Whole Families, Whole Communities collaboration with the Foundation for Edmonds School District our Family Resource Advocates have also worked to partner with Latino Educational Training Institute to have culturally responsive bilingual job coaching available to support families in the Edmonds School District. We have also partnered with Nourishing Network to create pop-up pantries at our four FRA sites to provide monthly access to food to families experiencing food insecurities. Along with leveraging Whole Families, Whole Communities, our collaboration meets the urgent needs of families that occur like housing, medical and legal issues.

As part of the Diversity, Equity and Outreach department and the Family Engagement team the Family Resource 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. They are part of the schools equity team and their lens is vital to cultivating, implementing and promoting equitable practices that support each student learning every day.

Meet the team



Image 2 - 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)

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 1 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

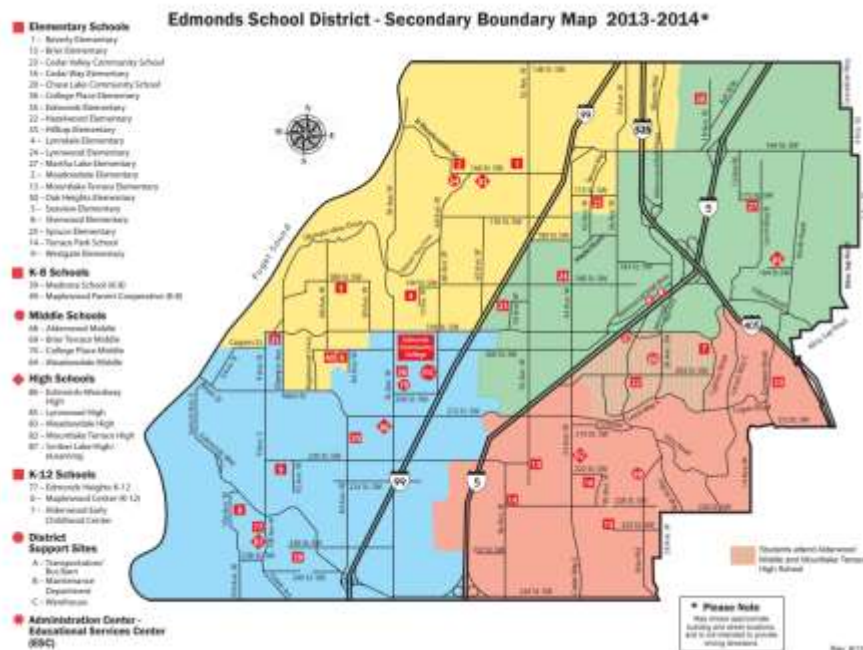
Alderwood Middle and Lynnwood High schools.

Southeast - feeds into Brier

Terrace Middle and Mountlake Terrace High schools.

Southwest - feeds into

College Place Middle and Edmonds-Woodway High schools.



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 demographic when those being supported for mental health, medical or drug/alcohol are adults.

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

Referral Categories:

In order to collect referral data, we have created specific categories 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.

Quick – Families that take less than three contacts to support are labeled as quick in the quarter in which support was given. Family may have more than 1 quick referral count in a year and can increase to case management case in the year.

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. We have kept this from prior years to track the longevity of the support provided.

Support categories: (four new areas added and few modified)

Attendance – Families who are being supported with student attendance are normally referred to a Family Resource Advocates 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. Behaviors can be a symptom of an underlying issue which leads to other needs being supported.

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 leads to other needs being supported. The need may 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 (though if 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 being supported.

Mental Health - Families who are being supported with mental health are usually self-referred to Family Resource Advocate (though if 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 being supported.

Medical – After last year we noted a variation in request from insurance or a medical need that sometimes prompted support getting insurance. We created two types of support under medical to help show the need in the communities we serve.

Type 1: Insurance - Families who are being supported with insurance are usually self-referred to Family Resource Advocate (although it can be a referral from school staff). Insurance support usually stems from a need to help understand a system or involves an adult needing help looking for other resources.

Type 2: Medical Need - Families who are being supported with medical need are usually self-referred to Family Resource Advocate (although it can be a referral from school staff). Support with medical need usually means helping families understand the medical system, who can provide services with their insurance or involves an adult without insurance needing help looking for other resources.

Housing Insecurity – After last year we noted a large number of families with housing insecurities. Our previous category only captured those under the McKinney-Vento category. We created two types of support under housing insecurity to help show the need in the communities we serve.

Type 1: McKinney Vento program - The McKinney Vento program is a federal program that provides transportation and other support to students experiencing homelessness. Students in this program are usually referred through our identification process or staff member. Outreach is done a minimum of three times a year to ensure families have all the support that they need.

Type 2: Help paying for housing - Families who are being supported with paying for housing are experiencing housing insecurities and are self-referred to a Family Resource Advocate. Housing insecurities range in need and support, and can be the most intensive case management support needed. We are tracking to see how many families need help paying for housing. This can be rent, deposit or paying for a hotel stay.

Type 3: Help finding housing - Families who are being supported with finding housing or housing insecurities and are self-referred to a Family Resource Advocate. Housing insecurities range in need and support and can be the most intensive case management support needed. We are tracking to see how many families need help finding housing. This can be low income housing, Section 8 housing, shelters, or hotels/motels.

Basic needs – After last year we noted a large number of request were for basic needs. We created a few types of support under basic needs to help show the range of need in the communities we serve.

Type 1: Food insecurity – Families who need help in meeting day to day food needs of their families

Type 2: Clothing – Families who need help in providing the day to day need of clothing for students

Type 3: Utilities – Families who need help paying for utilities like water, gas, and/or electricity

Type 4: Other – We track what other basic needs come up for families.

Support – Support is screened through the use of “support circles” that gauge the number of layers a family has in two key areas: family and school. The tool 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 it can be a referral from school staff). Legal support range in need and support, and can be some of the most intensive case management support leading to other needs being supported. This last year we tracked a few of the common types of needs to help show the range of need in the communities we serve.

Type 1: Custodial – Families who need help finding legal support regarding a custodial issue

Type 2: Immigration – Families who need help finding legal support regarding immigration issues

Type 3: Other – We track what other legal needs come up for families.

Career Growth - Families who are being supported with career growth are usually self-referred to a Family resource Advocate though if 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 category to understand trends and learn how we need to expand our categories. This year we have noticed “other” is mostly identifying basic needs (childcare/ preschool, summer resources), school questions, and special program’s needs (ELL, SPED, etc.). 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 community in many ways that vary. 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

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, 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, serving the communities of Edmonds, Lynnwood, and portions of unincorporated Snohomish County. The school serves over 560 students from Kindergarten to sixth grade. The family Resource Advocate at Beverly served 62 families in the 2018-2019 school year; for a total of 84 adults and 137 children served. For Beverly Elementary, the average number of referrals that a family needed was about 3. More than half of families needed 3 or fewer and a limited number of families served needed nine or more.

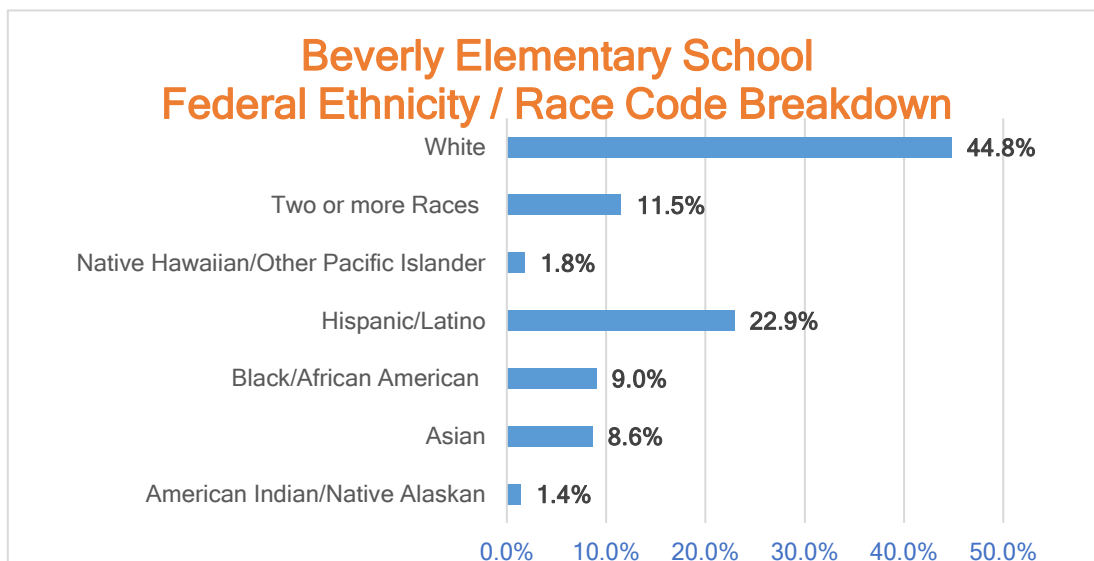
Demographics

With a diverse student body of over 29 languages spoken at Beverly, staff work hard to meet the needs of all students. 14 percent of students receive Special Education Services and 20 percent receive English Language Learner services.

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

Family Resource Advocates are located at the highest need elementary school in their quadrant, but still provide support to other schools when there is a medical, mental health or housing crisis. School administrators or school counselor/psychologist will refer a family to the advocate as needed. For the Beverly FRA, over 66 percent of her case load is from families at Beverly Elementary, 11 percent Spruce Elementary, 10 percent Meadowdale Elementary, and 6.5 percent a combination from Edmonds Elementary, Lynndale Elementary, and Seaview Elementary. Due to family mobility sometimes an FRA will support a family not in their quadrant. This accounted for 6.5 percent of Roshanah's caseload.

Family Resource Advocates work hard to meet the needs of families and often work with families through interpreters; 86 percent of families served spoke English, 11 percent spoke Spanish, and 3 percent spoke Vietnamese or Lao. Families also vary in income level; 48 percent of families served were low income, 18 percent were moderate, 3 percent above moderate and 18 percent unknown. Although we track income we do not require families to disclose if not necessary. We also track the type of health insurance students have, but do not require self disclosure; 36 percent on public insurance, 48 percent unknown and 4 percent were either uninsured or had private insurance.



Narrative by Rashanah Botley, Med.

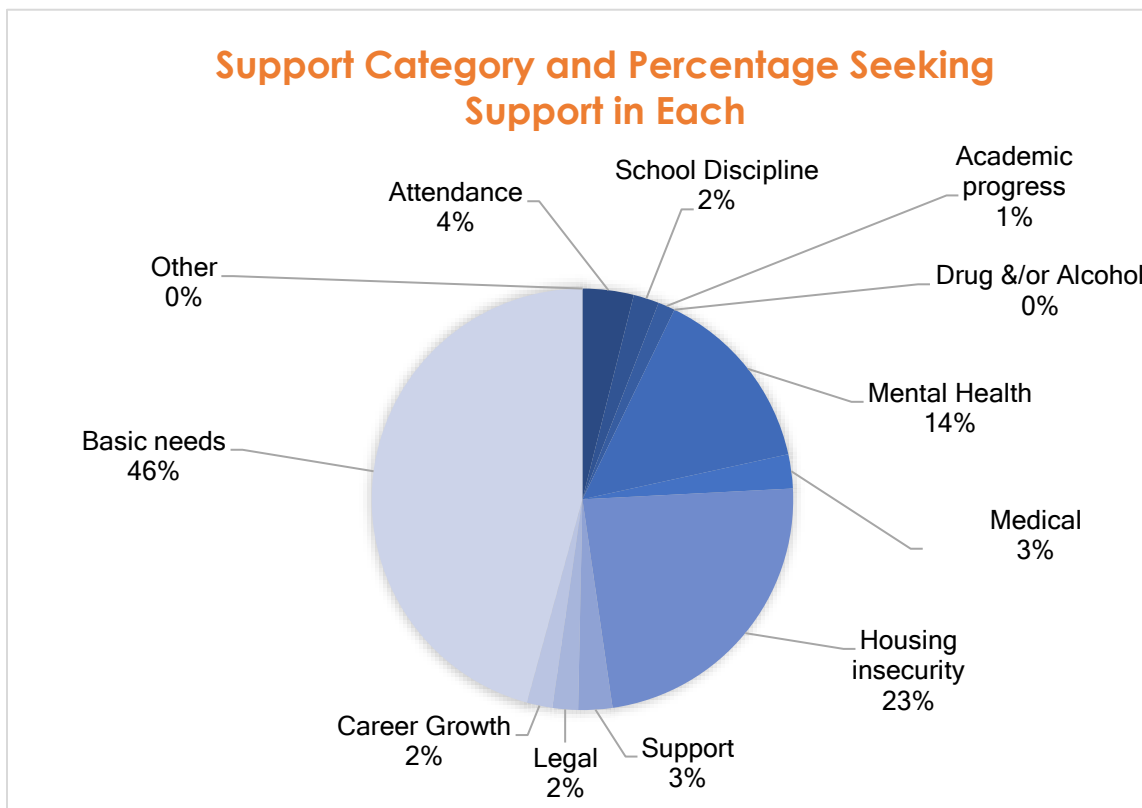
In our second year of the family advocate program, Beverly has continued to expand support services and resources for families. This year we were able to create several new partnerships with community-based organizations which included offering on-site mental health services to students. Though the mental health support has been of the upmost importance to many families, barriers to accessing services such as transportation and work schedules have limited the ability to support families in this area. This school year we sought to remove these barriers through a partnership with Center for Humans Services (CHS). Piloted at Beverly Elementary in November 2018, this partnership has created the invaluable opportunity to provide weekly, on-site mental health counseling to students during the school day. Though this program requires families to have Medicaid, it has been a tremendous support to many families and students. We ended the school year with a full caseload and are planning to add additional hours next school year.

While the Beverly Resource Pantry continued to provide school supplies, backpacks, clothes, coats, shoes and hygiene supplies to students and families this year, we were able to continue the Pop-Up Food Pantry to address food insecurity. With the support of the Edmonds School District Foundation and the additional partnership with the Lynnwood Food Bank, the monthly Beverly Pop-Up Pantry has been able to provide families with an on-campus food bank experience that offered fresh produce, frozen meat, bread, pastries and various non-perishable items. These partnerships allowed us to open the monthly pantry to our entire school community and to other schools in the quadrant. During the 2018-19 school year the pantry had 148 visits from over 40 different families. This resource has been an invaluable part of our school community as we have increasingly seen families concerned about basic needs.

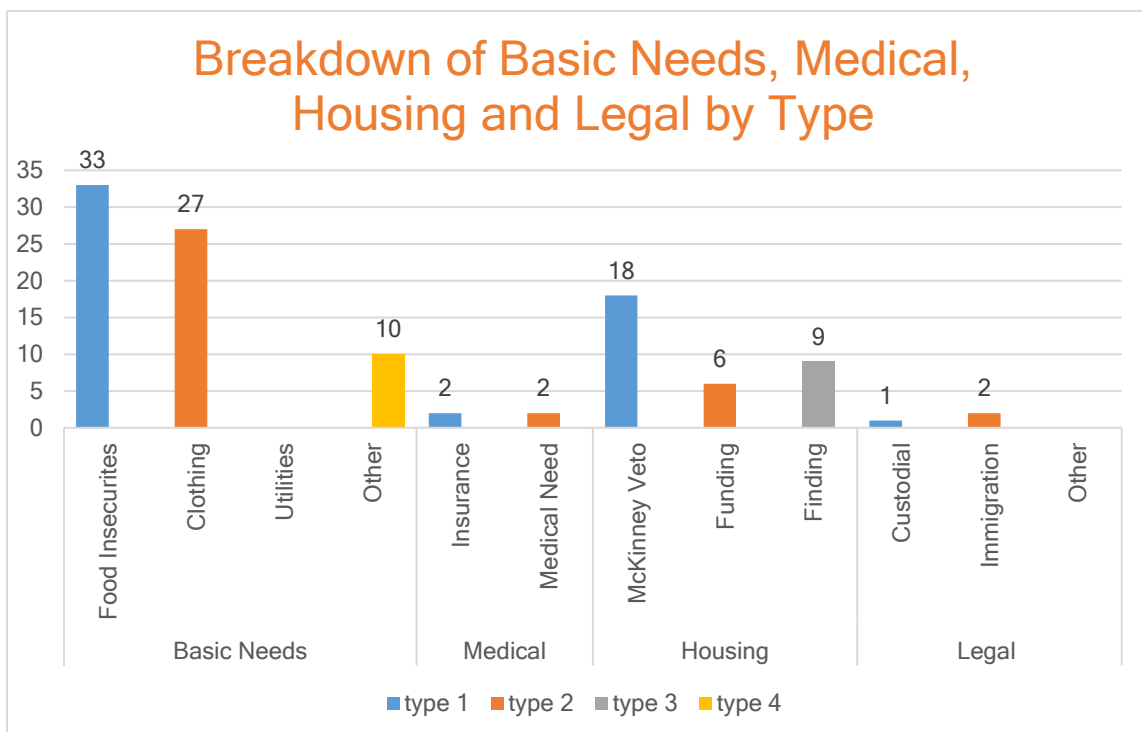
Though Beverly has made some tremendous strides this year, affordable housing remains a central source of need for the families we support. As the cost of housing continues to outpace incomes, families are being forced to spend a majority of their household income on housing. The search for affordable housing has caused many of our families to leave not only the district but the state. The fragile financial circumstances created by the cost of housing has taken a tremendous toll on many families, who are increasingly battling housing instability and experiencing homelessness. We have continued to work with families to connect them to district and community resources, and organizations that address housing needs, but long wait lists and lack of affordable housing options have created continuous financial and emotional stress and strain. Many resources such as The Edmonds School District Foundation and Washington Kids in Transition have been valuable resources in supporting families in housing crisis; however, the long-term realities of housing costs are continuing to have a severe impact.

Data

The following data reveals the impact of the support services provided by the Family Resource Advocate at Beverly Elementary from August 1, 2018 to July 31, 2019. A total of 62 families were supported during this collection period.

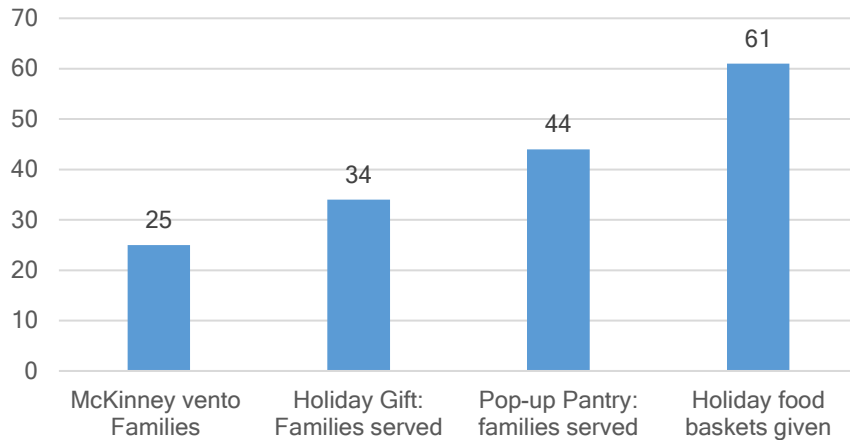


This graph details the support families sought and received through case management or quick referral by category from the Family Resource Advocate at Beverly Elementary School.



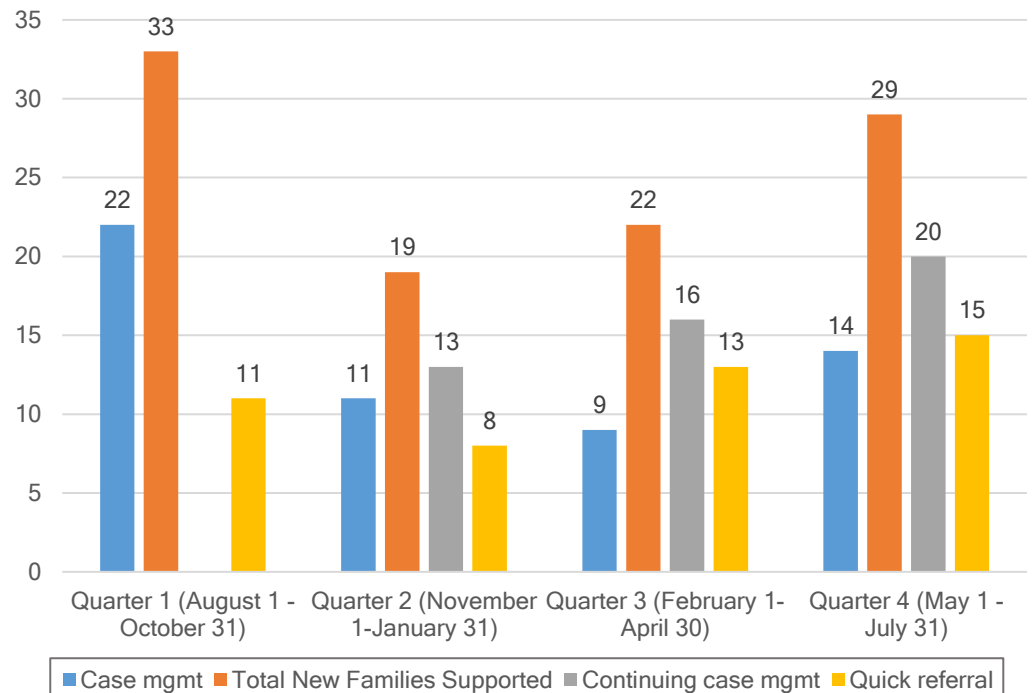
This chart shows the categories of support narrowed down by more specific type detailed in data collection processes from the Family Resource Advocate at Beverly Elementary School.

Beverly Elementary School Additional Supports



This graph details the number of families supported by the Pop-up Pantry, holiday food baskets, holiday gifts and students receiving McKinney-Vento services.

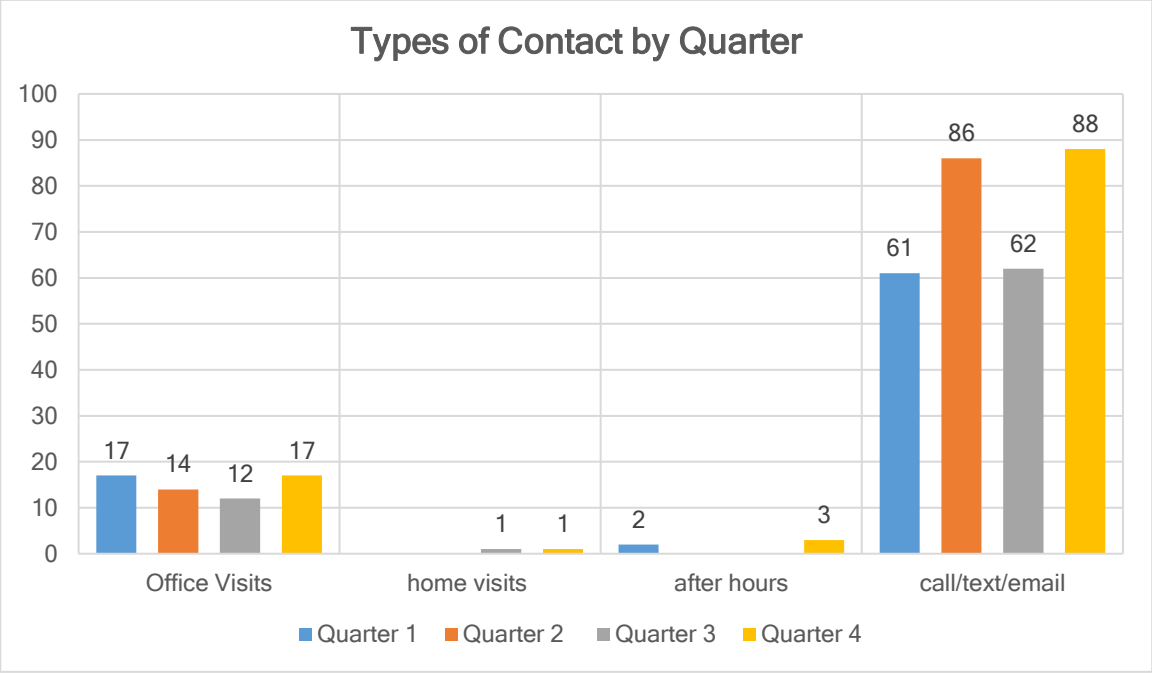
Beverly Elementary School Number and Type of Referrals per Quarter



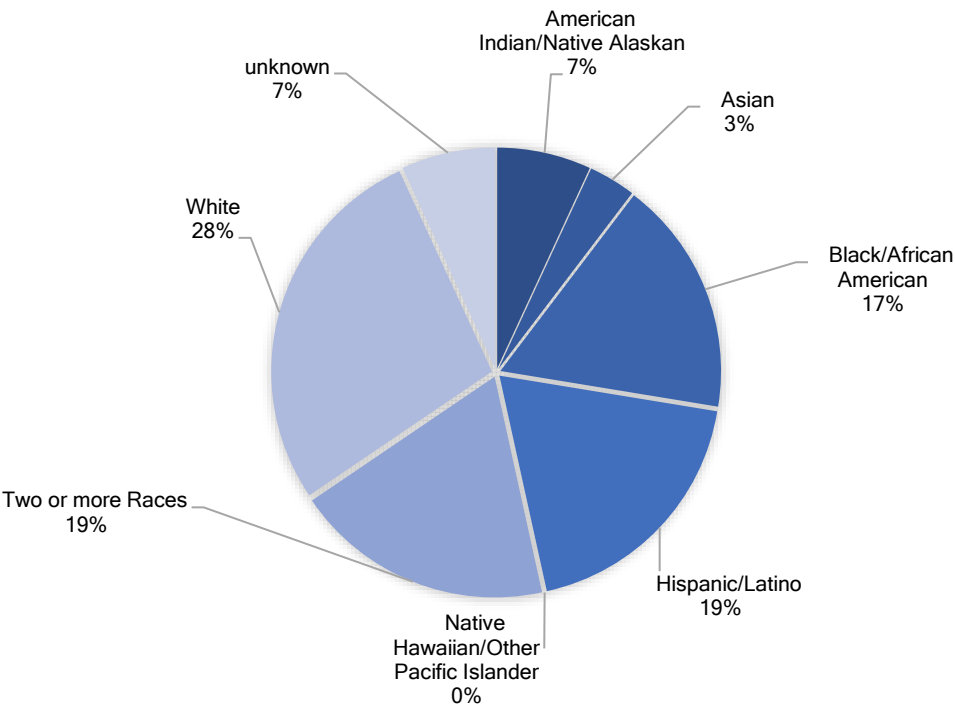
This graph details the number of families referred each quarter to the Family Resource Advocate at Beverly, including the specific number of newly referred families, continuing families and quick referrals.

**Total New Families Support is created by adding Case mgmt and Quick referrals together*

This graph details the types of interactions with families by quarter by Family Resource Advocate at Beverly Elementary School.



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 School.

CEDAR VALLEY COMMUNITY SCHOOL

Overview

Cedar Valley Community School is located in the City of Lynnwood, serving the community of Lynnwood. The school serves over 460 students from Kindergarten to sixth grade. The family Resource Advocate at Cedar Valley served 87 families during the 2018-2019 school year; for a total of 150 adults and 180 children served. For Cedar Valley, the average number of referrals that a family needed was about 3. More than half of the families needed 3 or less and a limited number of families served needed 9 or more.

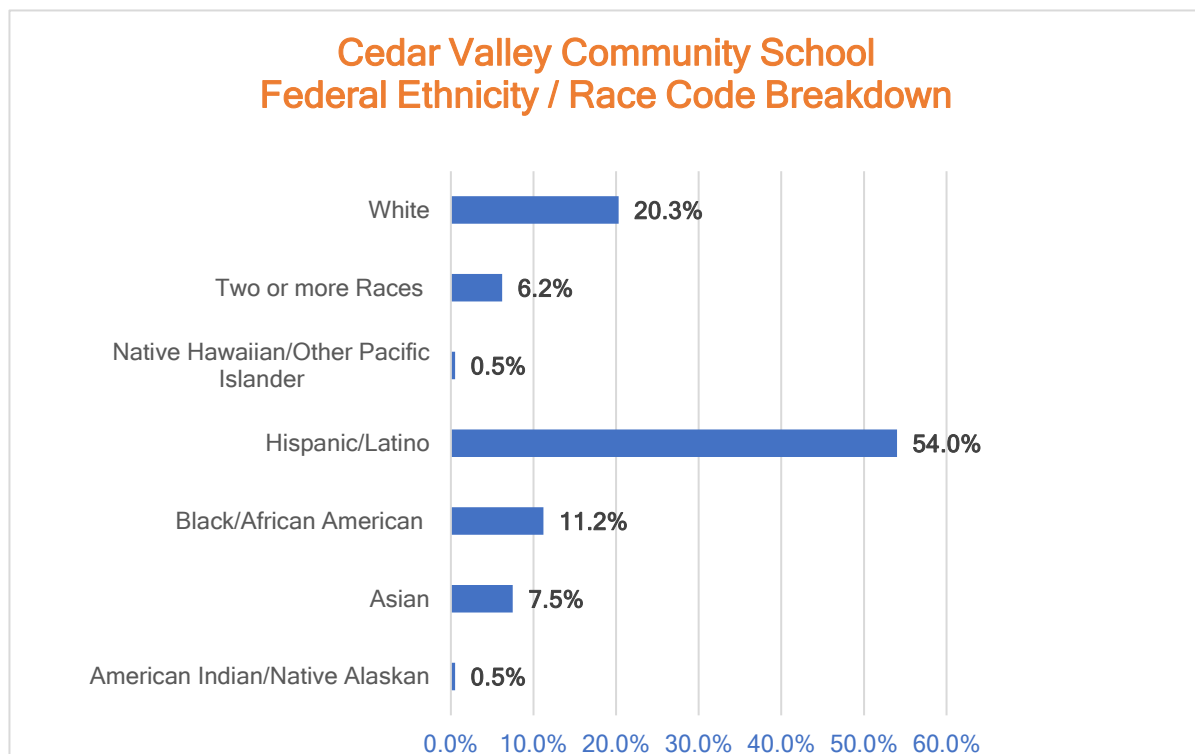
Demographics

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

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

Over 93 percent of Angela's caseload is from families at Cedar Valley. Angela also supports the following schools when there is a medical, mental health or housing crisis; Hazelwood Elementary 0 percent, Hilltop Elementary 0 percent, Lynnwood Elementary 3 percent, Oak Heights Elementary 1 percent, Martha Lake Elementary 1 percent and Alderwood Early Childhood Center 1 percent.

Family Resource Advocates work hard to meet the needs of families and often work with families through interpreters: 24 percent of families served spoke English, 72 percent spoke Spanish and the other 4 percent spoke Arabic or Tigrinya. Families also vary in income level: 48 percent of families served are low income, 18 percent were moderate, 3 percent above moderate and 18 percent unknown. Although we track income, we do not require families to disclose if not necessary. We also track the type of health insurance students have, but do not require self disclosure; 68 percent on public insurance and 32 percent unknown.



Narrative by Angela Garrido



In the role of Family Advocate, I am in a privileged place not only to be able to assist families in vulnerable situations but also to learn from them and their experiences. In this way, I incorporate the learning into my practice and I am able to improve my practice. This is undoubtedly a crucial aspect because one of the main characteristics of Cedar Valley is the diversity of its families and the variety of languages spoken.

Along with the usual areas in which we assist families (access to housing resources, health insurance, mental health services, legal advice), it is the area of food insecurity that I would like to highlight in this story, given the impact of hunger on the academic success and healthy development of children.

Our school has a Food Pantry that once a month serves families with an average family size of 3 people per family group. It is our effort to incorporate nutritious foods, fresh products, and try to respond to the cultural/nutritional needs of all our families.

I knew of a family that was experiencing food insecurity, but they refused to come to the Food Pantry and said it was not for them. Thanks to the collaboration of another parent, we discovered that they do not eat any kind of canned or frozen food, because they consider "it is bad for their health." We also found out that because of the language barrier (and my mistake assuming that "food pantry" is a common clear term for everyone) the parent had the belief that food pantry was like a "community lunch where we all eat together "

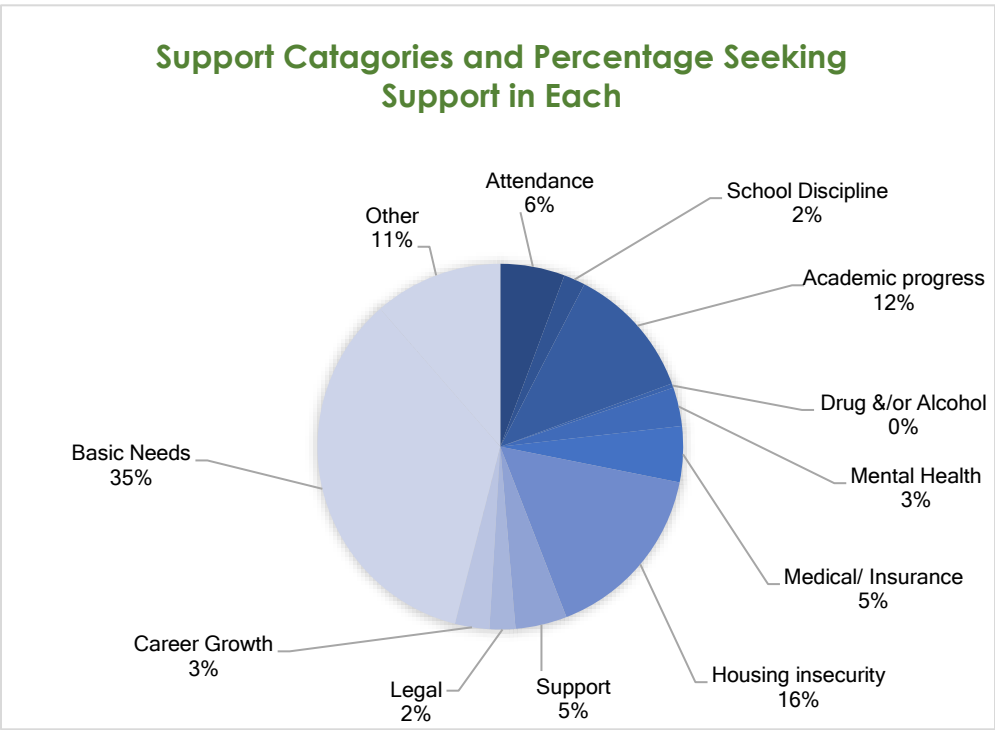
In the last week of school, this parent came to my office and I offered him the Fruit and Vegetable Prescription vouchers. Using a language line and interpreter in Amharic, I explained to him the use, the purpose of those vouchers, and I gave him enough vouchers to cover the summer break. I also explained how our foodbank works and gave him a "tour": we had fresh tomatoes, potatoes, onions, oranges, bananas, rice, beans, and more. He said thanks and left.

Later, at 2 pm when food pantry distribution starts, the same spoken language came back with three more families. They took their bags with food, and the other three families came back the next day to get their Fruit and Vegetable Prescription vouchers.

This is what success looks like, they learned and I learned from them.

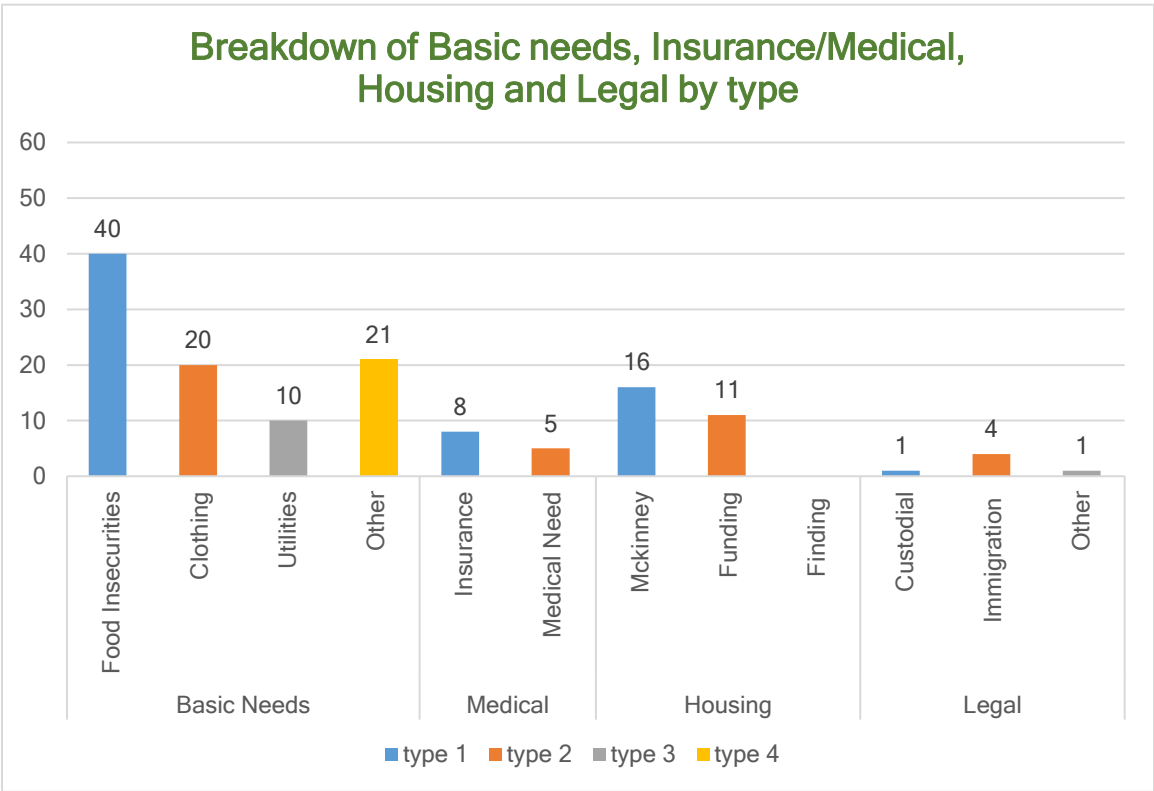
Data

The following data reveals the impact of the support services provided by the Family Resource Advocate from August 1, 2018 to July 31, 2019 at Cedar Valley Community School. A total of 87 families were supported during this collection period.

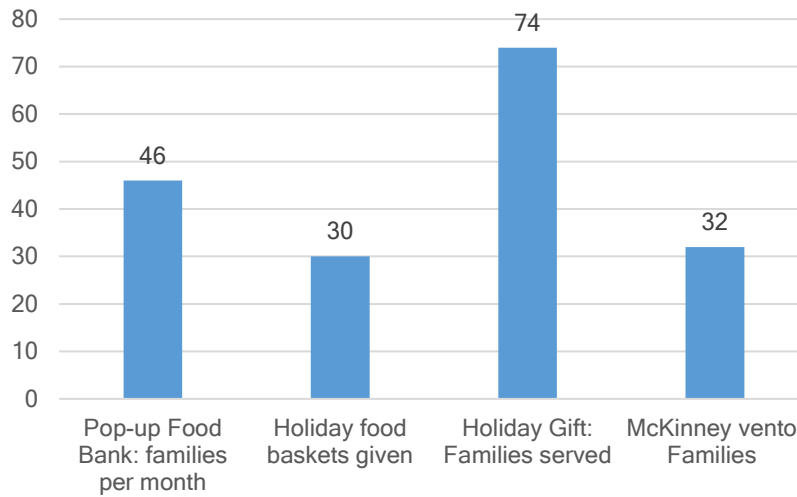


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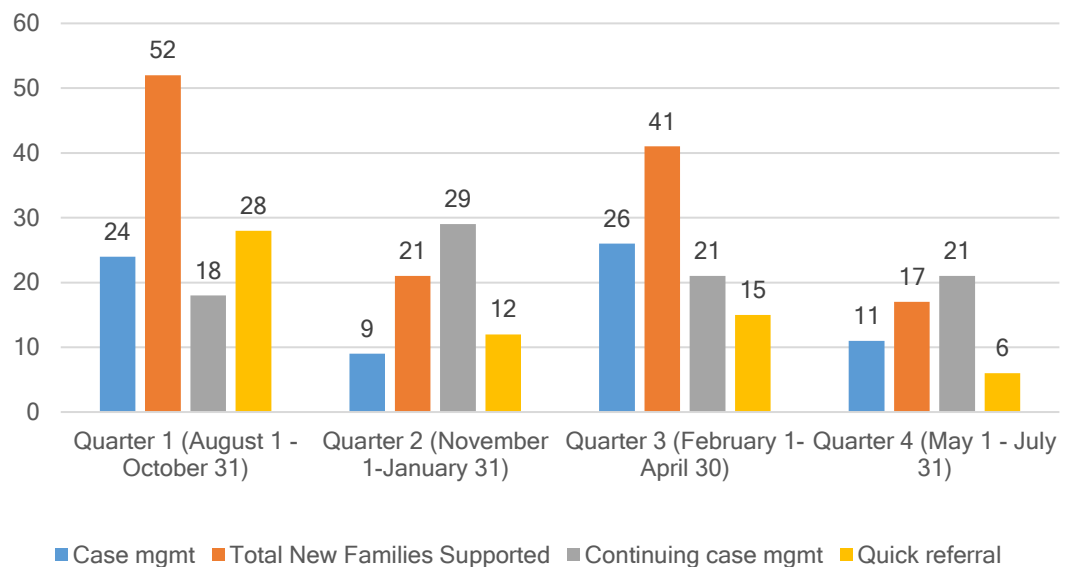


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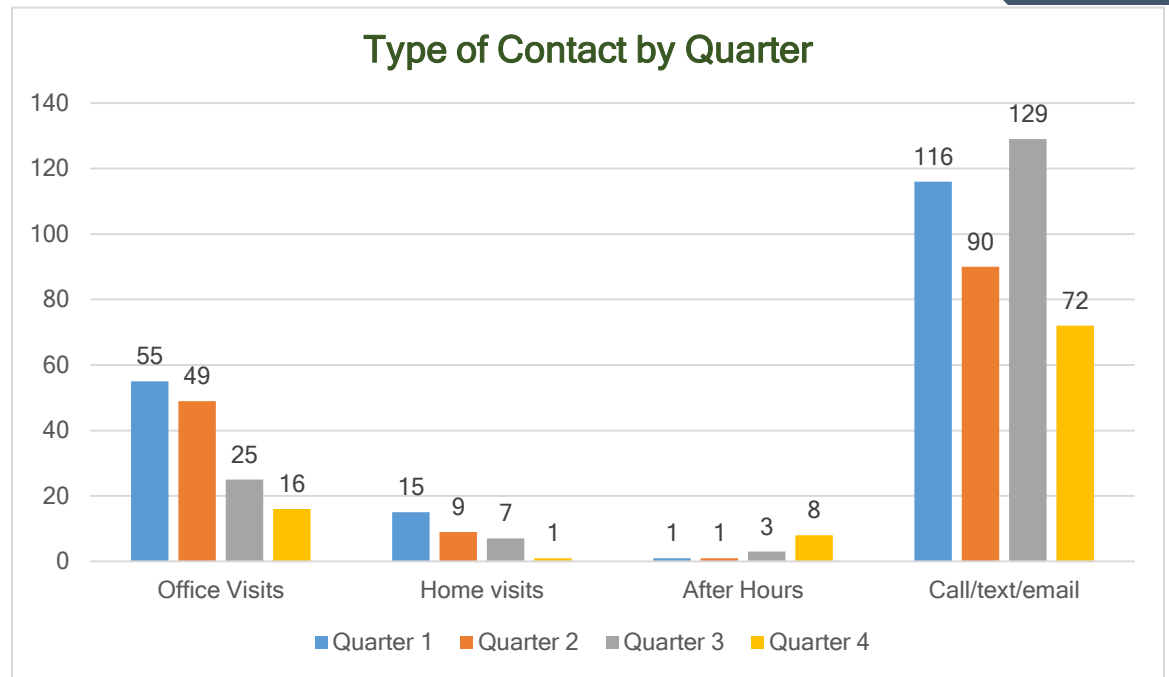
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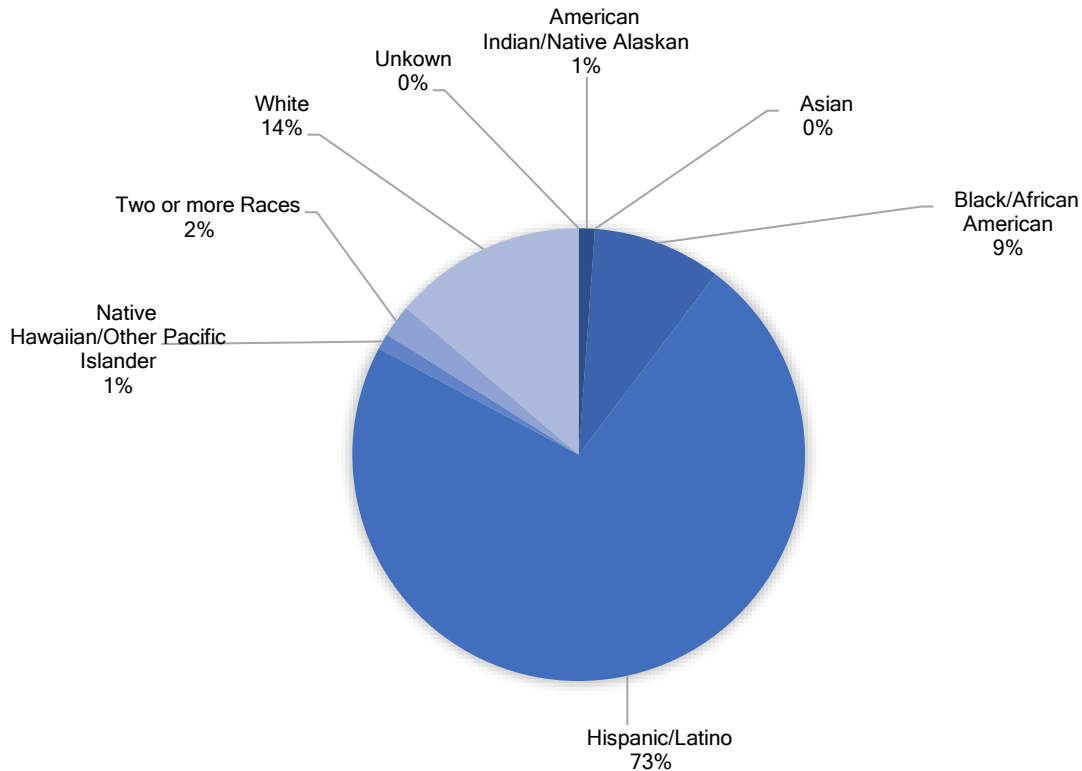
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CEDAR WAY ELEMENTARY

Overview

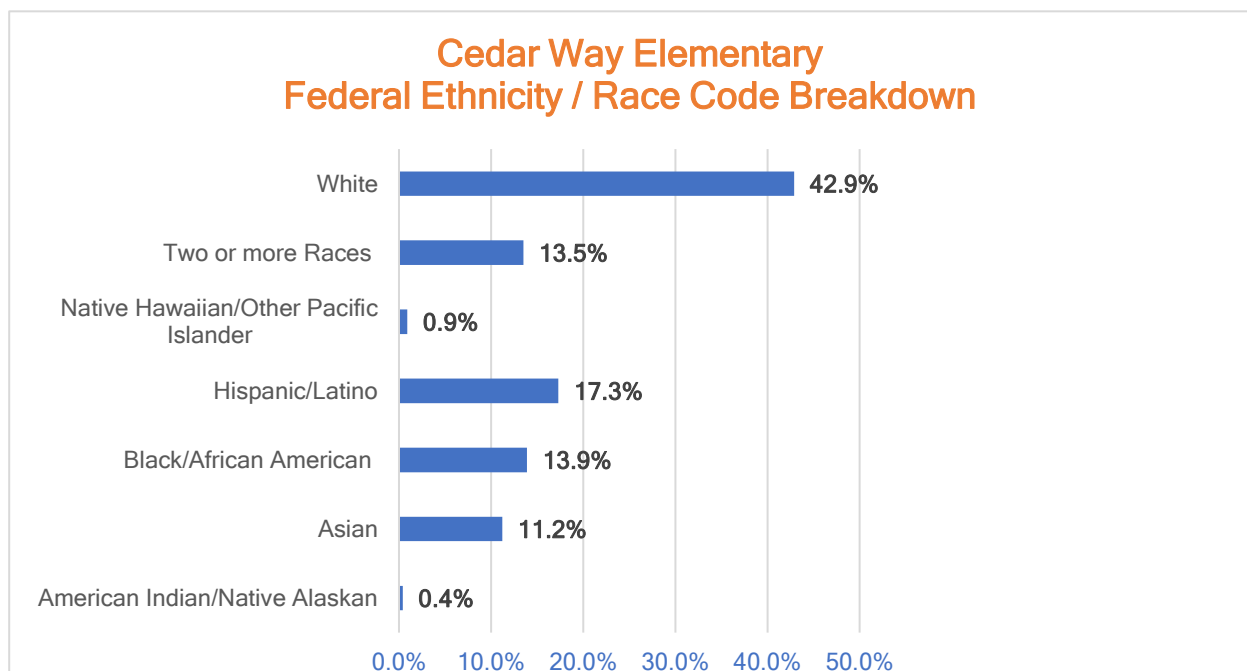
Cedar Way Elementary is located in the City of Mountlake Terrace, serving the communities of Mountlake Terrace, Lynnwood, and Brier. The school serves over 580 students from Kindergarten to sixth grade. The family Resource Advocate at Cedar Way served 76 families in the 2018-2019 school year; for a total of 121 adults and 176 children served. For Cedar Way, the average number of referrals that a family needed was about 3. All the families surveyed needed at least 1 referral, a little over half of the families needed 3 or less, and a limited number of families served needed 9 or more.

Demographics

With a diverse student body of over 33 languages spoken at Cedar Way, staff work hard to meet the needs of all students. 22 percent of students in Cedar Way are in the English Language Learner program and 17 percent are receiving Special Education Services. The income demographics at Cedar Way also vary, with 51 percent of students participating in federal Free and Reduced meals and 2 percent of students experiencing housing insecurities, qualifying for the McKinney Vento program.

Over 92 percent of Belen's case load is from families at Cedar Way Elementary. Belen also supports the following schools when there is a medical, mental health or housing crisis; Mountlake Terrace Elementary 5 percent, Madrona K-8 11 percent and Brier Elementary, Terrace Park Elementary, and Maplewood K-8 being only 1 percent. Due to family mobility sometimes an FRA will support a family not in their quadrant; this accounted for 1 percent of Belen's caseload.

Family Resource Advocates work hard to meet the needs of families and often work with families through interpreters: 70 percent of families served spoke English, 24 percent spoke Spanish and the other 7 percent spoke Arabic, Russian or Tagalog. Families also vary in income level, 71 percent of families served are low income, 29 percent were moderate, 0 percent above moderate and 0 percent unknown. Although we track income we do not require families to disclose if not necessary. We also track the type of health insurance students have, but do not require self disclosure; 0 percent of students were uninsured, 57 percent on public insurance, 3 percent on private, and 41 percent unknown.



Narrative by Belen Robasti



This school year at Cedar Way Elementary we have been able to support families to overcome barriers by connecting them to a range of resources in their community. Also, Cedar Way has been able to provide relief for families covering some of the basic needs from the own school pantry. We now have available school supplies, backpacks, clothes, coats, shoes, hygiene items, snacks and food for students and families every day.

Filling the immediate needs of families wouldn't be possible without

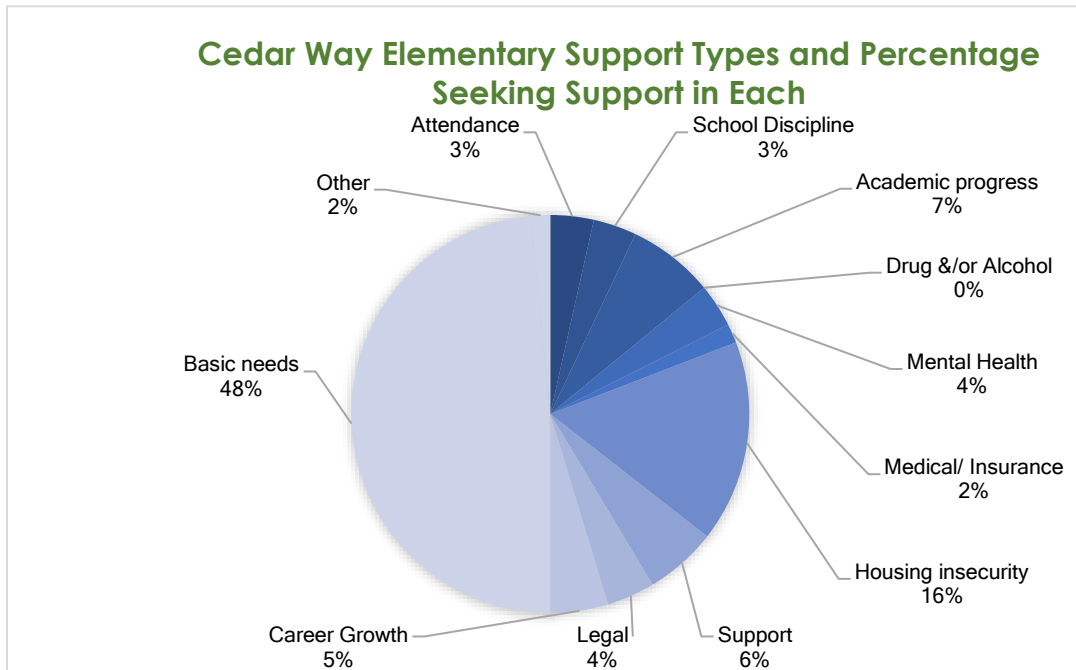
the donations from the community and partnerships with surrounding organizations. One of the organizations is the Foundation for the Edmonds School District: Nourishing Network Program, who partnered with us to launch a monthly Pop-Up Pantry that includes non-perishable items, fruits and vegetables. We have served 10 to 15 families since October 2018 and it has been a crucial addition to our school.

Families also seek guidance when searching for medical help. One ongoing concern is regarding affordable health insurance: how to access, where to go and who to contact, are questions we receive often. Being able to partner with the Verdant Community Resource Navigator has been a lot of help. I often go with families to their appointments to bridge the gap by filling this immediate need. Also, families request help to navigate the medical system, set up appointments, search for low income medical offices, or get help contacting their health insurance.

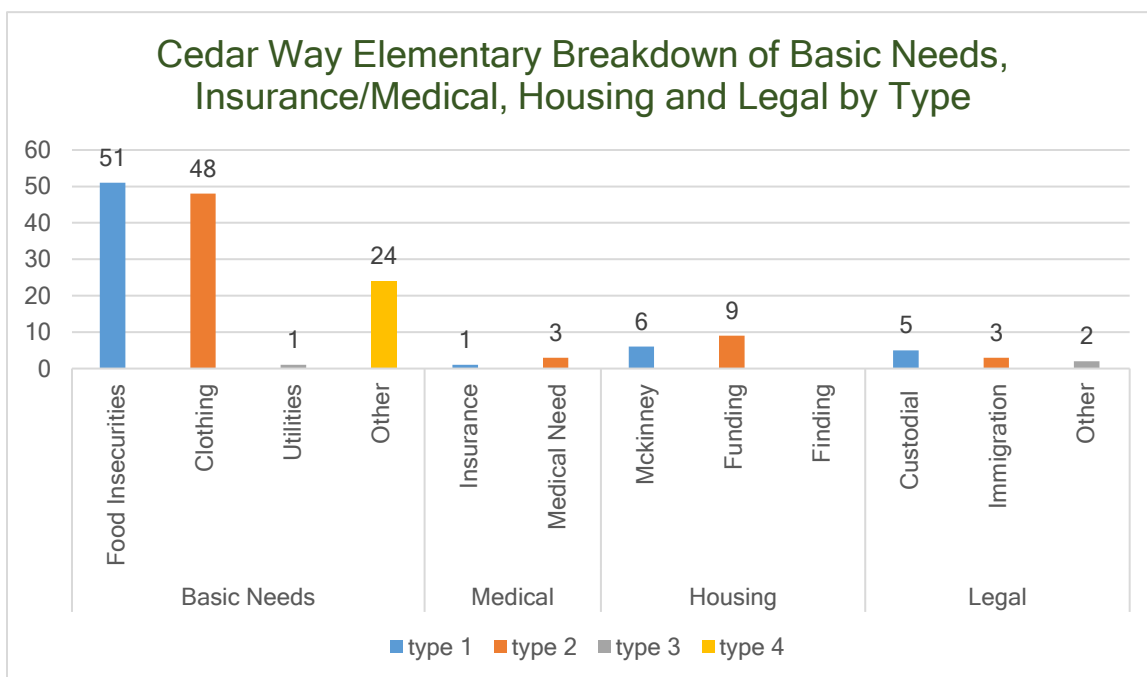
Another area of concern is regarding school discipline. Families who are being supported with student's behavior are referred to me as their behavioral issues can be a symptom of different family needs that haven't been supported. I am currently helping a family where the child has been having trouble to follow school rules, and he has a hard time controlling sounds and actions. Working together with the family we discovered the student is not sleeping well due to sharing the room with his father. We are working to establish a routine that can benefit the child's well-being and learning process.

Data

The following data reveals the impact of the support services provided by the Family Resource Advocate from August 1, 2018 to July 31, 2019 at Cedar Way Elementary. A total of 78 families were supported during this collection period.

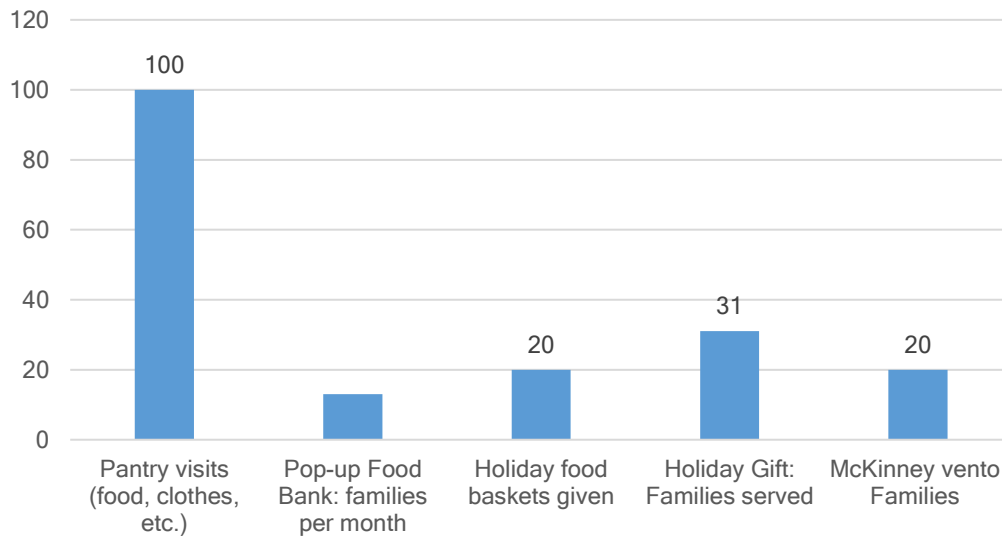


This graph details the support families sought and received through case management or quick referral by category from the Family Resource Advocate at Cedar Way Elementary School.



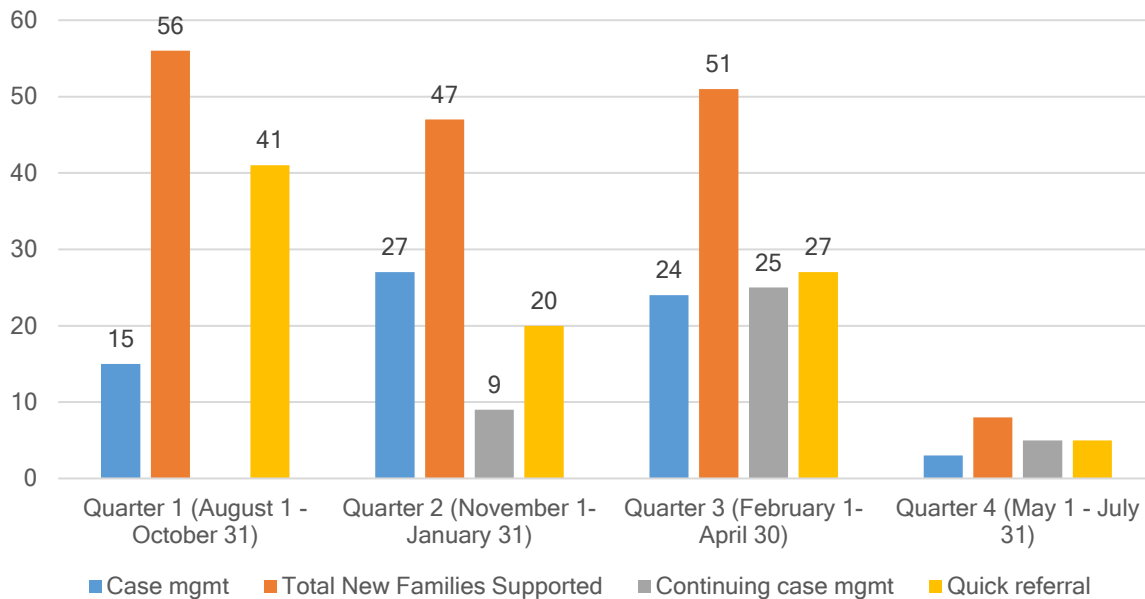
This chart shows the categories of support narrowed down by more specific type detailed in data collection processes from the Family Resource Advocate at Cedar Way Elementary School.

Cedar Way Elementary School Additional Supports



This graph details the number of families supported by the Pop-up Pantry, holiday food baskets, holiday gifts and students receiving McKinney Vento services.

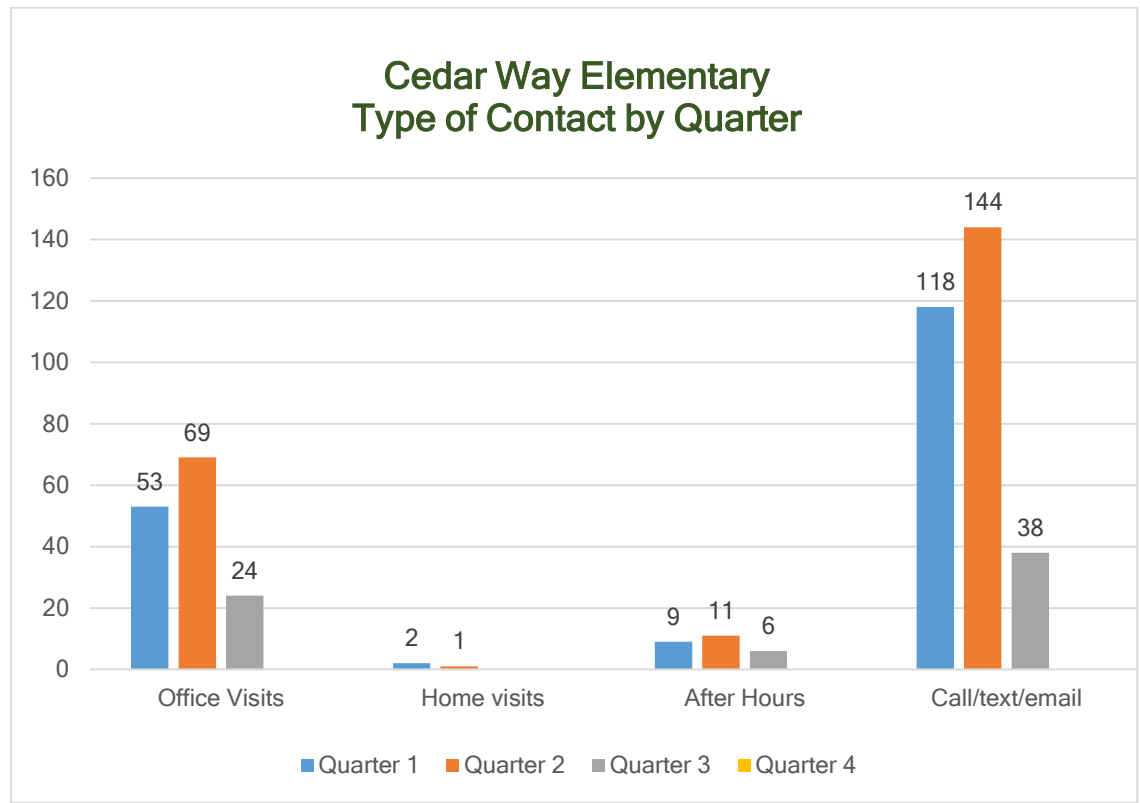
Cedar Way Elementary School Number and Type of Referrals per Quarter



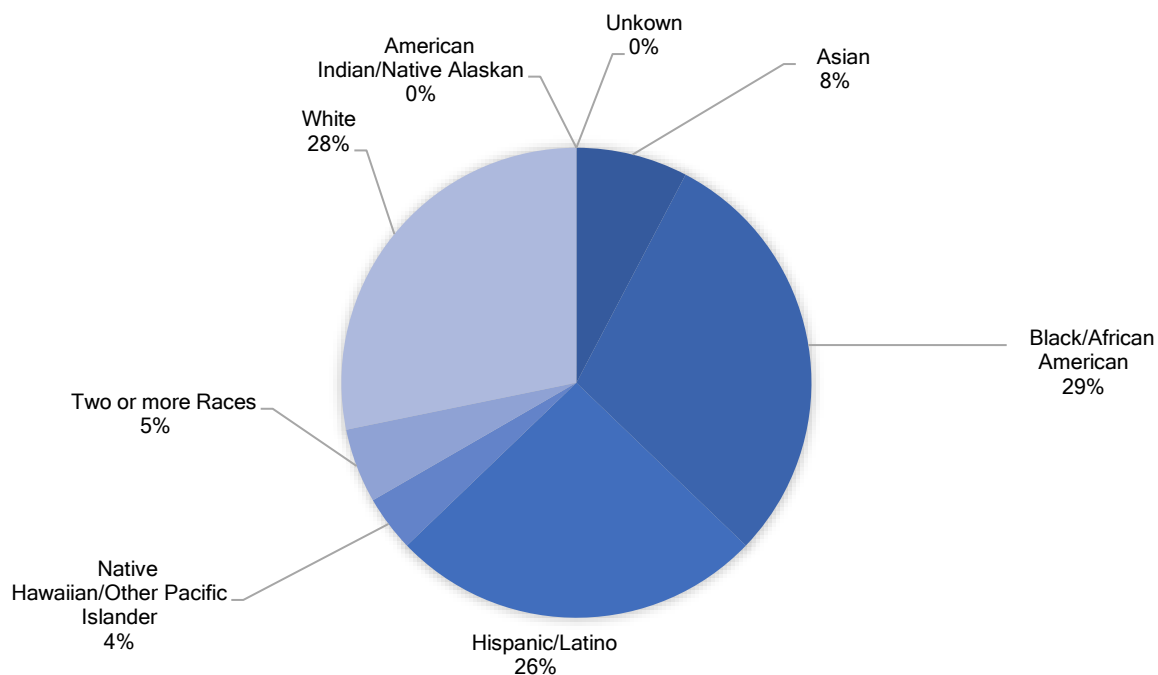
This graph details the number of families referred each quarter to the Family Resource Advocate at Beverly, including the specific number of newly referred families, continuing families and quick referrals.

**Total New Families Support is created by adding Case mgmt and Quick referrals together.*

This graph details the types of interactions with families by quarter by Family Resource Advocate at Cedar Way Elementary School.



Cedar Way 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 Cedar Way Elementary School.

COLLEGE PLACE ELEMENTARY

Overview

College Place Elementary is in the City of Lynnwood, serving the communities of Lynnwood and Edmonds. The school serves over 530 students from Kindergarten to sixth grade. The family Resource Advocate at College Place served 72 families during the 2018-2019 school year; for a total of 135 adults and 164 children served. For College Place, the average number of referrals that a family needed was about 4. A little over half of the families 4 or less and about a 10 percent of the families served needed 9 or more.

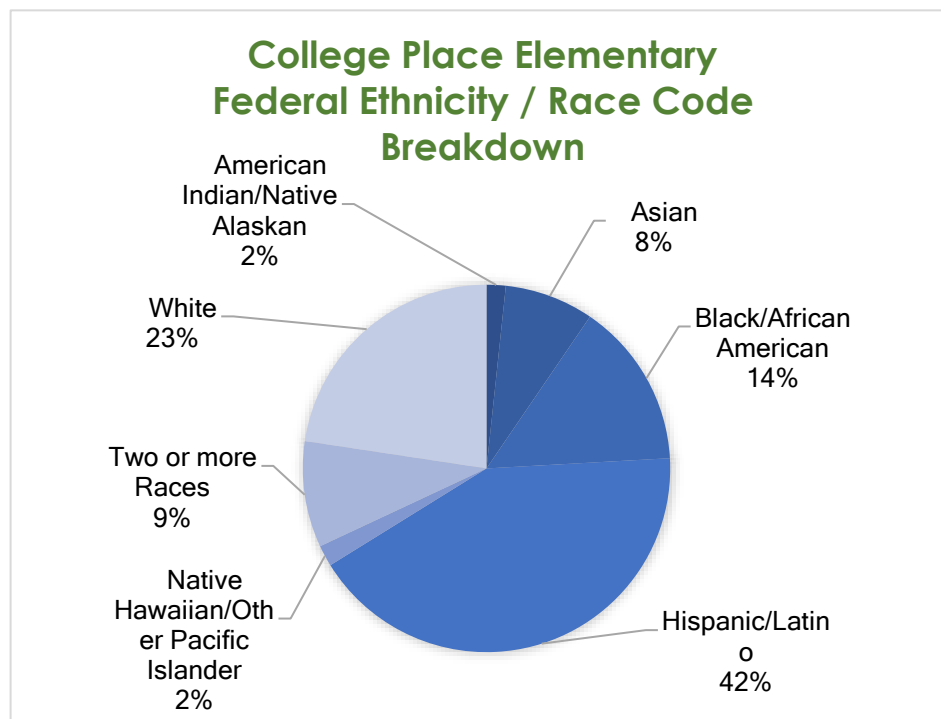
Demographics

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

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

Over 97 percent of Carmen's case load is from families at College Place Elementary. Carmen also supports the following schools when there is a medical, mental health or housing crisis; Chase Lake Community School, Sherwood and Westgate Elementary less than 3 percent of her caseload.

Family Resource Advocates work hard to meet the needs of families and often work with families through interpreters: 33 percent of families served spoke English, 64 percent spoke Spanish and the other 3 percent spoke Arabic, or Mandingo. Families also vary in income level, 93 percent of families served are low income, 0 percent were moderate, 0 percent above moderate and 7 percent unknown. Although we track income we do not require families to disclose if not necessary. We also track the type of health insurance students have, but do not require self disclosure; 14 percent of students were uninsured, 49 percent on public insurance, 3 percent on private, and 34 percent unknown.



Another Successful Year at CPE supporting all families! By Carmen Ziranda

This year at CPE I've been able to support more than 70 families with many different resources such as helping families keeping or finding housing, applying for medical coverage, connecting families with medical, counseling, legal, immigration or educational resources. In addition, I have been able to show and shared with parents the resources within our community. My biggest celebration this year is that I have been able to help families understand more about the benefits of understanding mental health. Many families are immigrant families and come from many countries, when they arrive in the US, many come with their personal beliefs, notions, and traditions.

In many countries, receiving mental health care is seen as a stigma, so when students are referred for counseling services by our psychologist, many parents are hesitant to enroll their students in these services and would thus refuse to schedule an appointment. As a Family Advocate I spent time educating our families and explaining to them what counseling services look like, its benefits and what the statistics show about the people that have received these services. Many times all it takes for families to agree to receive these services is to explain to them the "why". Once they understand that, they're much more willing to work with counselors and help their student succeed.

I also make sure that our families know how to access these services, whether is counseling, medical, or dental services, I help families all the way from scheduling to attending their appointments, especially families that need extra support due to the language barrier. We want to bring down barriers that families many times face and give families all the tools they need to be self-sufficient.

We have to listen to our families and understand their beliefs and values. If we listen closely, we will understand that just like any other parent would, they want the best for their children. Parents will do anything to support their students but first they want to understand better what we are trying to do.

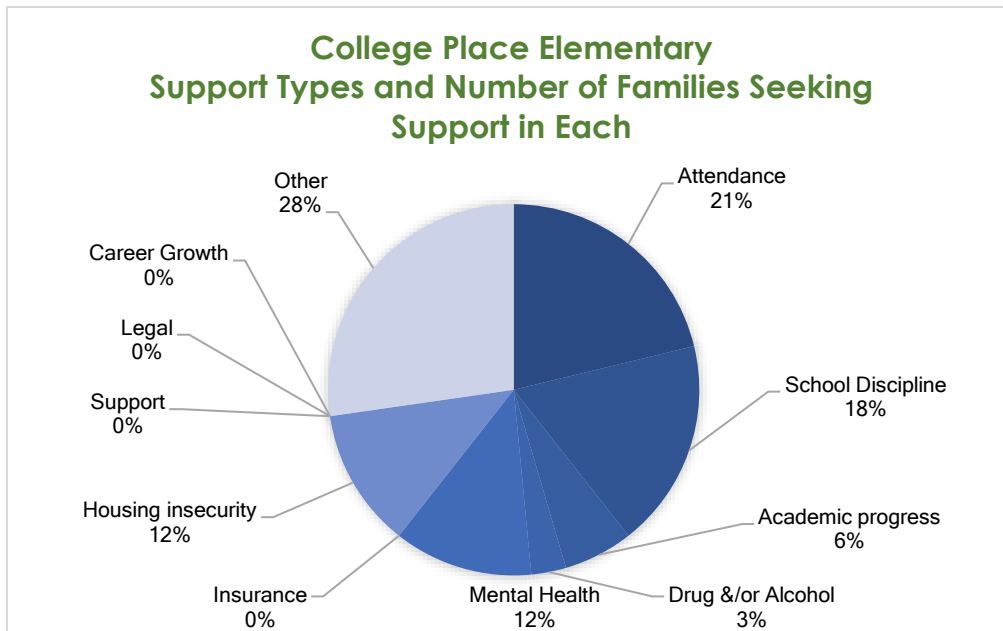
This year, I have had the opportunity to work with many organizations helping students succeed in school. Like Washington Kids in Transition who helped many of our families in crisis with an array of things such as, holiday giving, financial support for rent, utilities, hotel, transportation, and more. They have also supported our food pantry by donating toiletries and food. Every year, WKIT also gives zoo tickets to our families (the families that received these tickets are very grateful for such kindness, many have never been to the zoo). WAKIT helps McKinney Vento and other low-income families.

I also worked closely with The Edmonds School District's Nourishing Network that served about 37 students with weekend meals throughout the year. The Foundation for Edmonds School District has also helped families in crisis with dental services and hotel vouchers and are supporting our monthly food pantry.

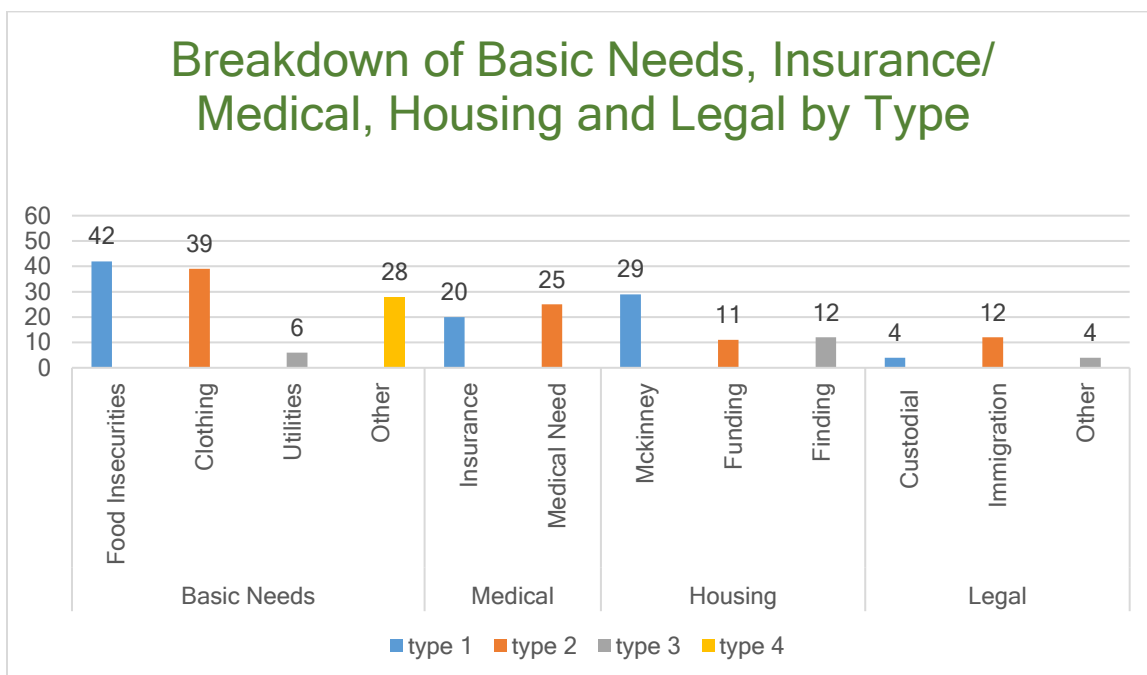
The Edmonds Food Bank has been supporting CPE for many years and they were here every month at our monthly food pantry bringing food, meat, eggs and even diapers for our needy families! Same for the Edgewood Baptist Church and Mosaic Church; huge supporters of CPE. They have supported our families with food and many other basic needs, thanks for caring! I don't want to forget the other organizations that have supported our families, The Edmonds Lions Club, The Edmonds Kiwanis Club, Beautiful Soles, Edmonds and Maple Park Church they have donated food, helmets, shoes, gift cards and holiday giving support for the ones that needed the most.

Data

The following data reveals the impact of the support services provided by the Family Resource Advocate from August 1, 2018 to July 31, 2019 at College Place Elementary. A total of 29 families were supported during this collection period.

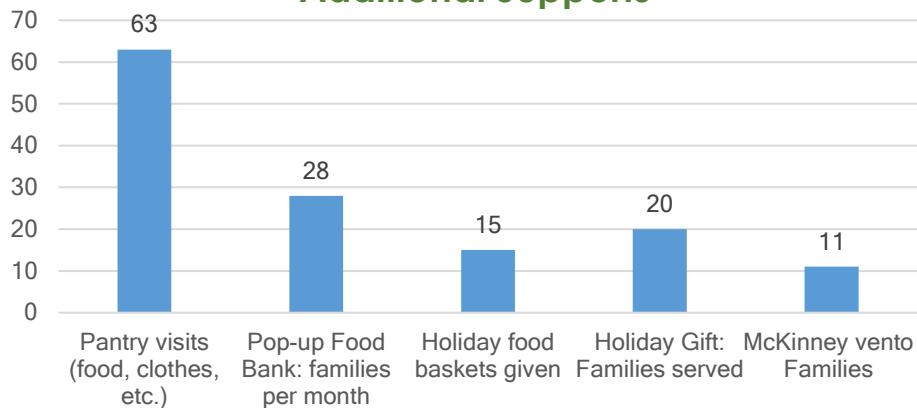


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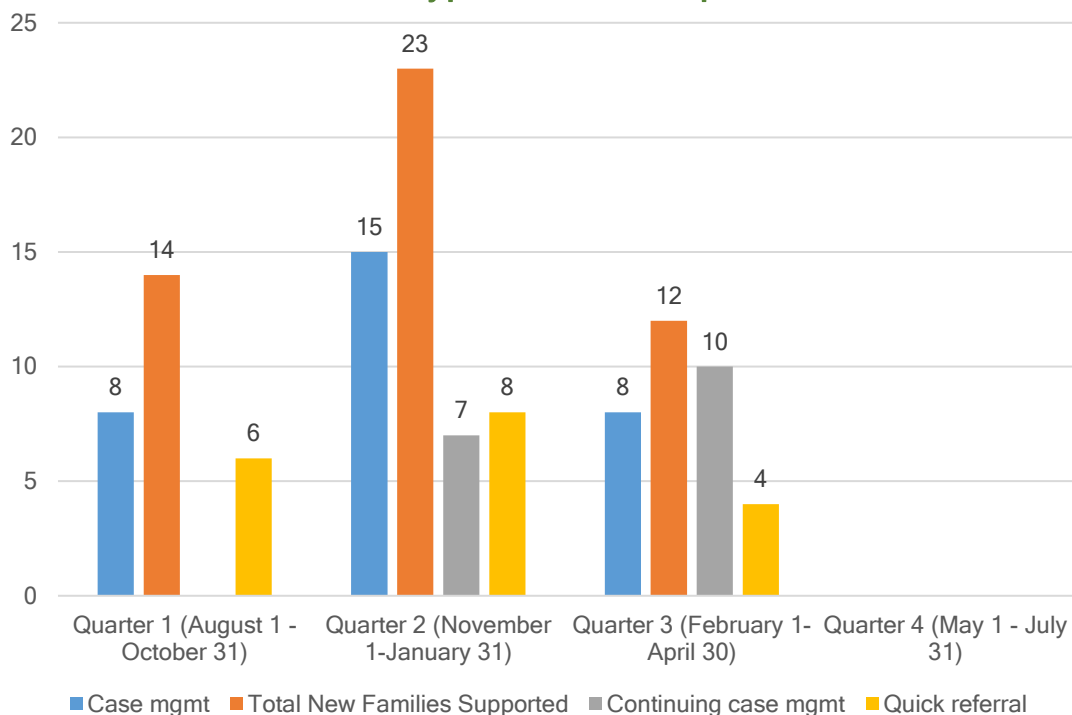
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College Place Elementary Additional Supports



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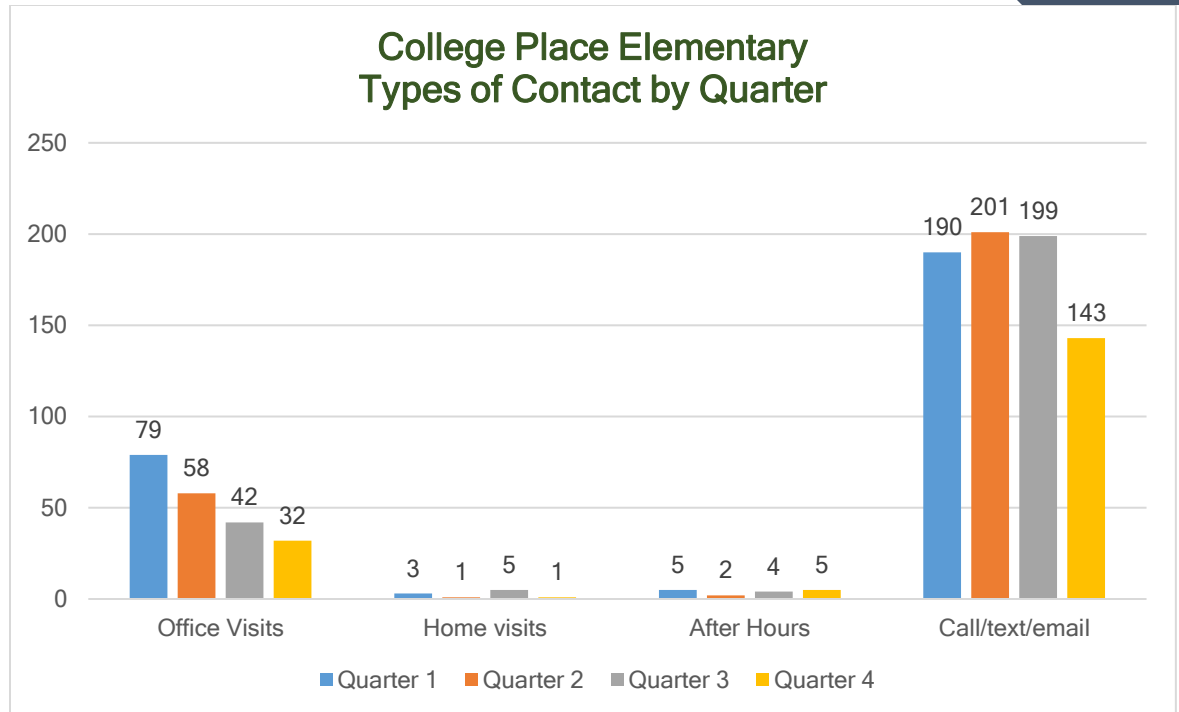
College Place Elementary Number and Type of Referrals per Quarter



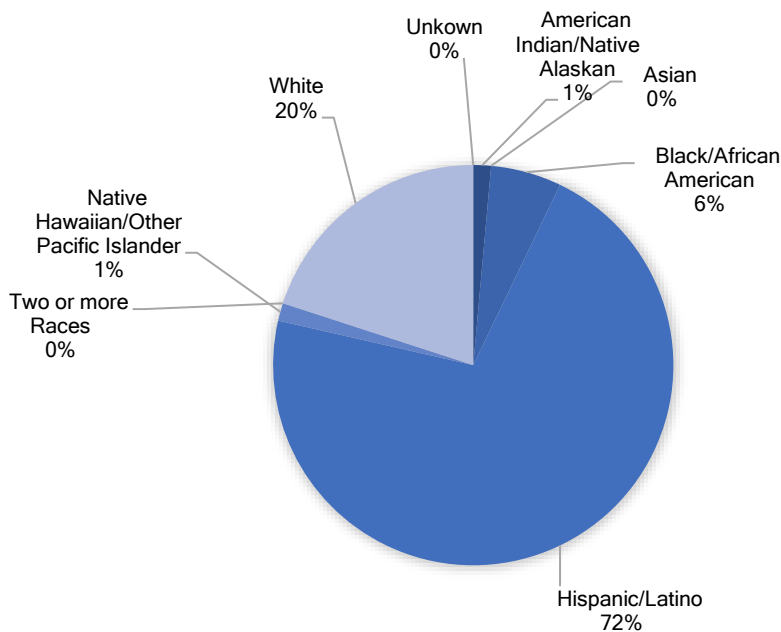
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College Place Elementary School FRA Case Management/Quick Referral Federal Ethnicity/Race Code Breakdown



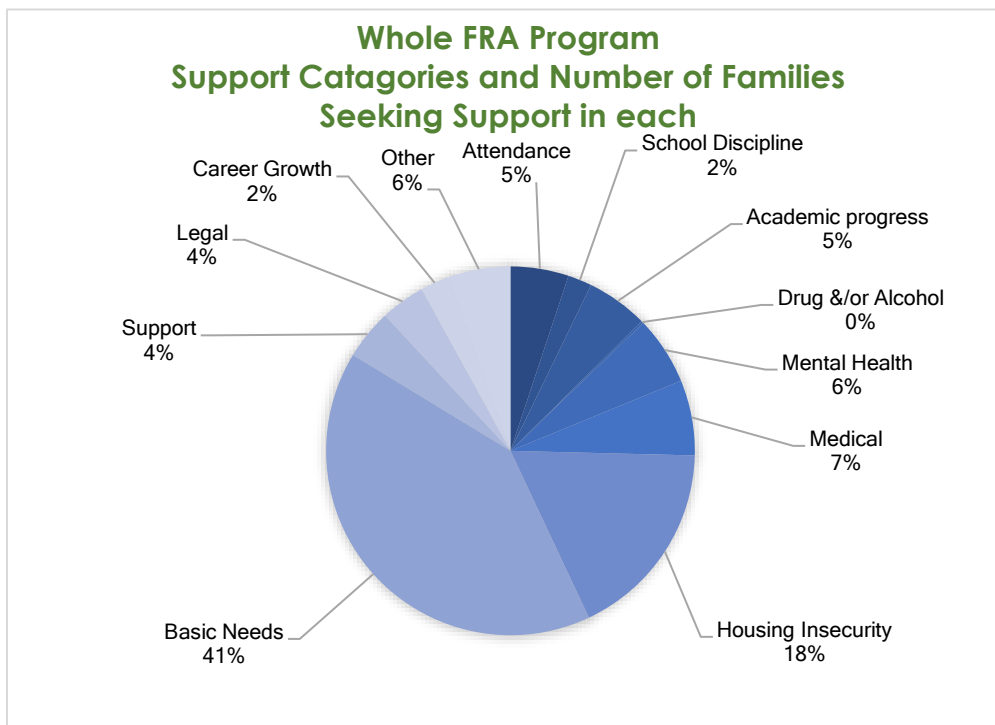
This graph reveals the demographic breakdown of families and students being supported through case management and quick referral at College Place Elementary.

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 299 families ranging in size for total of 492 adults and 664 children being served in the Edmonds School District during the 2018-2019 school year. Four of our programs have been able to expand Pop-Food pantry to their school's communities in collaboration with Foundation for Edmonds School District.

Two of our schools have been able to collaborate with Center for Human Service to bring mental health therapist to their schools to provide services as needed to students who qualify. The collaboration of our team has allowed for our partnership with Whole Families, Whole Communities to analyze our communities needs and leverage partners to create new resources for families for the coming 2019-2020 school year.



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 still continues to be two large barriers that continue to impact our communities.

The first impact continues to be the gentrification of the surrounding communities in our schools. Cost of rent continues to climb with the building 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 Resources Advocates have relied on local nonprofits to provide support as needed. We have leveraged our partnership with Foundation for Edmonds School

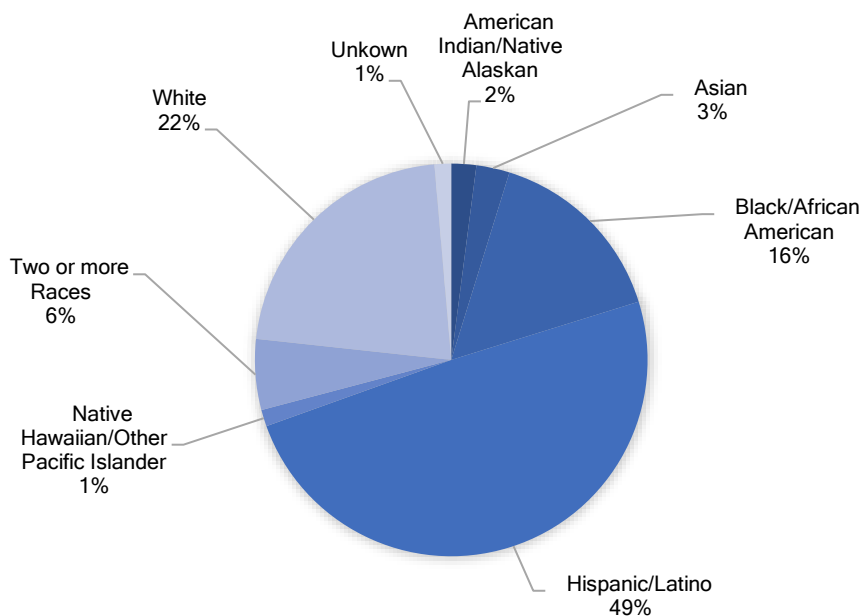
Districts to create the Whole Families, Whole Communities program to allow local agencies and churches to come together to meet the needs of families experiencing housing insecurities and more.

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 ensure 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.

The trend we are seeing in the last two years is a clear need for support with basic needs ranging from food insecurity, clothing and utilities. We have also been able to disaggregate data to show that families are having as much trouble finding affordable housing as they are paying for housing when a crisis occurs.

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. We continue this work with the vision, mission and passion to support our families in the Edmonds School District. We hope that this report has highlighted the needs in our community and their resiliency.

**Whole FRA Program
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 in the Family Resource Advocate program at the Edmonds School District .

CONTACT INFORMATION

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Edmonds
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Each student learning, every day!