Attachment A

2025 Puget Sound Taxpayer Accountability Account (PSTAA) Annual Report

August 1, 2026

King County

I. Executive Summary

The Puget Sound Taxpayer Accountability Account (PSTAA) represents a long-term, equity-driven investment in improving educational outcomes for children, youth, and young adults in King County.[1] Administered by the Department of Community and Human Services (DCHS), PSTAA focuses on expanding opportunity across the educational continuum—from early learning through postsecondary education and career pathways. This report aligns with the requirements outlined in the Implementation Plan for Investment of Proceeds and King County Motion 15492.[2,3]

This report summarizes the first five years of PSTAA implementation (2020–2025), a period marked by significant disruption due to the COVID-19 pandemic, economic instability, and revenue volatility associated with Sound Transit 3 (ST3).[4] Despite these challenges, PSTAA investments played an important role in stabilizing systems, sustaining services, and advancing equity-centered strategies across three funding categories: Early Learning Facilities; College, Career, and Technical Education; and Community-Based Supports for K–12 Students. Across these investments, PSTAA expanded access to high-quality early learning, strengthened culturally responsive community-based supports for youth, and improved pathways to postsecondary education and careers.

Key accomplishments include:

- **the preservation and creation of more than 1,400 child care slots;**
- **the delivery of culturally grounded programming to over 1,500 youth annually through the Love and Liberation initiative;[5] and**
- **the engagement of nearly 1,000 young people in King County Promise demonstrating early indicators of postsecondary enrollment and persistence.**

Early PSTAA implementation demonstrated that lasting impact depends on coordinated, system-level approaches supported by strong community partnerships, technical assistance, and data-informed strategies. Performance monitoring, partner feedback, and fiscal realities informed ongoing refinements across investments, including streamlined reporting processes, strengthened operations support to partners, phased investment strategies aligned with updated revenue forecasts, and adjustments to program structures and coordination approaches. At the same time, demand for services continued to exceed available resources across all investments, underscoring the need for sustained and targeted investment.

Looking ahead, DCHS intends to continue refining and strengthening PSTAA investments by deepening equity impact, improving cross-system coordination, and advancing data-informed decision-making. Continued focus on sustaining effective community partnerships and aligning supports across early learning, K–12, and postsecondary systems will be critical to improving long-term educational outcomes across King County.

The first five years of PSTAA implementation demonstrate the importance of sustained, flexible, and equity-centered investment in young people and communities. With a strong foundation established, PSTAA is positioned to continue expanding opportunity and improving long-term educational and economic outcomes across King County.

II. Introduction

A. Background

King County's Department of Community and Human Services (DCHS) provides equitable opportunities for people to be healthy, happy, and connected to community. Along with a network of community providers and partners, DCHS plays a leading role in creating and coordinating the region's human services infrastructure, stewarding several dedicated revenue streams across the region.[6]

PSTAA supports postsecondary access, persistence, and completion while also investing in early learning facilities that expand access to high-quality early childhood environments.[7] In addition, PSTAA prioritizes community-based supports for Black, Indigenous, and other youth of color, funding programs that affirm identity, strengthen cultural connection, and foster belonging.

B. PSTAA's Theory of Change and Headline Outcomes

PSTAA is guided by a Theory of Change (Appendix A) that links equity-driven investments focused on the priority populations identified in King County Motion 15492 to improved outcomes for children, youth, and young adults.[8,9,10] Furthermore, Motion 15492 identifies four long-term, headline outcomes against which funded strategies are evaluated:

- Kindergarten readiness;
- High school graduation;
- Postsecondary program acceptance; and
- Postsecondary degree or certificate completion.[11]

By investing in early learning infrastructure, culturally responsive community-based supports, and postsecondary pathways, PSTAA aims to improve the conditions that contribute to headline outcomes. However, because these outcomes take years to manifest, DCHS tracks intermediate performance indicators (see Table 1) to monitor progress. These measures provide early evidence of impact while participant cohorts mature, and longitudinal data systems evolve.

Table 1: Headline Outcomes and Intermediate Indicators for PSTAA[12]

Headline Outcome (Motion 15492)	Primary PSTAA Investments	Intermediate Indicators Used
Kindergarten readiness	Early Learning Facilities	Child care slots created and preserved, subsidized slots, geographic access, projects funded, and completed, time to project completion.
High school graduation or GED completion	Community-Based Supports for K–12; College, Career and Technical Education	Belonging, cultural identity, self-advocacy, educational engagement.[13]
Postsecondary program acceptance	College, Career and Technical Education	Financial aid application completion, postsecondary program applications, direct enrollment.

Postsecondary degree or certificate completion	College, Career and Technical Education	Postsecondary persistence, access to Equity Grants, course enrollment, credential completion.[14]

C. Implementation Context

PSTAA implementation from 2020 to 2025 occurred during a period of significant disruption. The COVID-19 pandemic disrupted education, workforce, and community systems, exposing and deepening longstanding inequities, particularly for communities already facing structural barriers.[15]

Across King County, early learning providers experienced closures, reduced capacity, and workforce shortages.[16] K–12 schools and higher education institutions faced similar staffing challenges, declining enrollment, and ongoing engagement gaps.[17] Young people experienced interrupted learning, increased chronic absenteeism, and rising mental health needs, while community-based organizations worked to meet growing demand with limited capacity.[18]

These challenges were compounded by broader economic pressures, including inflation, rising housing costs, and financial instability.[19] For PSTAA, this environment also resulted in fluctuations in available revenue, requiring adaptive strategies and careful prioritization. Despite these conditions, PSTAA investments played an important role in stabilizing systems of support, sustaining early learning infrastructure, reinforcing community-based services, and expanding postsecondary pathways.

III. Report Requirements

This report fulfills the annual reporting requirements established in the Implementation Plan for Investment of PSTAA Proceeds (the Implementation Plan), as adopted by King County Motion 15673 and aligned with King County Motion 15492, including implementation progress, performance outcomes, and financial accountability.[20,21,22] A crosswalk of the requirements and their locations throughout the report can be found in Appendix B.

IV. Implementation Status and Strategic Performance

PSTAA investments are helping build a stronger educational ecosystem in King County—one that supports children, youth, and young adults at critical stages of their educational journey. From expanding access to early learning, to strengthening culturally responsive youth development programs, to improving pathways into postsecondary education, PSTAA-funded strategies are reaching communities that have historically faced the greatest barriers to opportunity.

During the reporting period, PSTAA investments created or preserved more than 1,400 child care slots, supported over 1,500 youth annually through community-based programs, and connected approximately 1,000 students to postsecondary pathways and completion supports. The sections that follow describe how each funding category contributes to these outcomes and advances PSTAA's broader goals of equity, opportunity, educational attainment.

A. Funding Category 1: Early Learning Facilities

Key Outcomes and Performance Highlights

Between 2022 and 2025, PSTAA's Early Learning Facilities (ELF) strategy awarded **$15,625,300** to fund **98 early learning facilities** across King County. These capital investments stabilized existing childcare environments and expanded long-term system capacity.[23] Over the three-year performance period, 55 projects were completed and 43 remain in progress.

System Impact:

- **1,410 total childcare slots** made available, many of which are eligible for subsidies and located in historically underserved communities.
- **968 new slots** created.
- **442 existing slots** preserved through health and safety improvements.
- Balanced distribution across all four **Sound Transit Equity Subareas**.

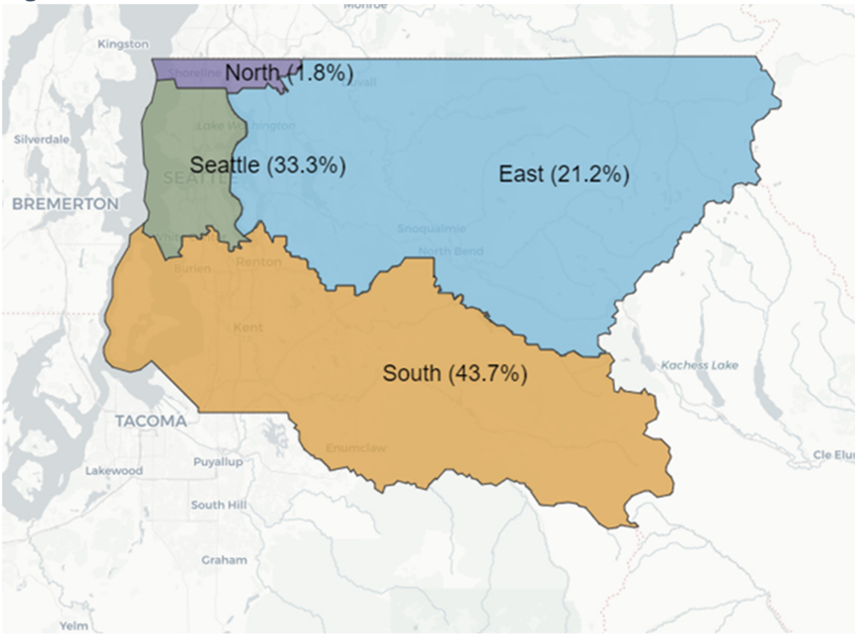
Equity-Driven Results:

- **822 subsidized slots** created for low-income families.
- **270 subsidized slots** preserved through facility stabilization.
- **65 percent of funded providers** are BIPOC-led, strengthening a sector that meets the needs of diverse cultural and linguistic communities.[24]
- **65 percent of investments** supported small-to-mid-sized providers (≤10 staff).

ELF began funding construction projects in 2023, after executing a contract with Enterprise Community Partners (Enterprise) to serve as a backbone for the General Child Care Facilities Fund (GCCFF) and developing plans for the Family Child Care Facilities Fund (FCCFF) in 2021.[25] In 2022, DCHS and Enterprise released the first GCCFF competitive Request for Proposals (RFP), which received 21 project proposals. That same year, DCHS launched a competitive RFP for FCCFF. The decision process for that first round of FCCFF included site visits to every one of the 89 eligible applicants.[26]

Over the course of three years of investment, DCHS has invested ELF dollars across all three King County Sound Transit Equity Subareas.[27] 77 percent of ELF facility investments across both funds have been in South King County and Seattle, as demonstrated in Figure 1. Additionally, nearly a quarter of ELF investments have been in East King County. Between 2022-2025, most applications for ELF investment were from child care centers in South King County.

Figure 1: Distribution of ELF Investments 2023-2025 across the Sound Transit Equity Subareas



Data Source: ELF Performance Measurement Data, prepared by DCHS Performance Measurement and Evaluation Unit.

Annual data breakdowns for these metrics can be found in Appendix F, Tables 1–5. Full project lists are available in Appendix C and Appendix D. Evaluation methodology details reside in Appendix E.

1. Purpose

The ELF funding category reduces educational achievement gaps by expanding access to high-quality early learning for children ages 0–5 years. The investment strengthens King County's early learning system through targeted capital investments that preserve existing capacity and create new child care opportunities.

Access to affordable child care remains out of reach for many low-income families in King County, where infant care can cost as much as 35 percent of a two-income households' earnings.[28] PSTAA invests in center-based and home-based providers, prioritizing communities with limited access to affordable care, and expanding subsidized slots, where low-income families can use their Working Connections Child Care award to help pay for child care.[29] By increasing the supply of safe, developmentally appropriate learning environments, ELF investments help ensure more children enter school prepared to succeed.

2. Key Activities

ELF investments are delivered through two complementary strategies:

Stabilizing Care Through Strategic Investment

Tall Trees Child Care, a family provider participating in FCCFF, shared how facility upgrades directly prevented program disruption. After their aging heating system failed during winter, newly installed ductless units—funded through PSTAA ELF—allowed the provider to continue operating safely while addressing the larger repair.

The provider shared that, without this investment, "we would be without heat right now in the middle of winter. I'm so thankful for the grant." With this investment, PSTAA ELF not only preserved critical child care slots but reinforced the provider's ability to sustain operations in the face of unexpected challenges.

Family Child Care Facilities Fund (FCCFF)

FCCFF supports licensed home-based providers through grants for repairs, renovations, and health and safety improvements that enable providers to maintain licensure and sustain operations.

The program is designed to reach providers who face barriers to accessing capital—many of whom are Black, Indigenous, and People of Color (BIPOC), women, and immigrants or refugees. Beyond funding, FCCFF offers hands-on project management support, including in-home assessments, scope development, contractor coordination, and construction oversight. This approach reduces administrative burden and improves project completion.

By stabilizing and improving home-based care settings, FCCFF preserves culturally responsive, community-rooted child care that families across King County rely on.

Creating a New Early Learning Hub in Tukwila

Inspire Kids Early Learning Center used a $796,449 PSTAA ELF grant through the GCCFF to complete construction of a new early learning center in Tukwila. The funding helped support final construction costs for the facility, which includes five classrooms—serving infants, toddlers, and preschool-aged children—a parent meeting and engagement space, an outdoor play area, and a covered drop-off and parking area. The center has created 84 new subsidized early learning slots, expanding access to affordable, high-quality care for families in South King County.

Designed to provide a safe, inclusive, and nurturing environment for Tukwila's diverse communities, the new center supports both children's early learning and families' ability to access reliable child care. By combining thoughtfully designed learning spaces with areas that encourage family engagement, Inspire Kids has created a welcoming community resource that strengthens early childhood opportunities while helping meet the growing demand for high-quality early learning in the Tukwila area.

General Child Care Facilities Fund (GCCFF)

GCCFF expands the supply of early learning centers through capital investments, including new construction, renovations, and co-located developments with affordable housing and community services. Enterprise serves as the intermediary for GCCFF, managing funding and supporting project development.

Expanding the region's limited supply of child care slots requires not only capital investment, but targeted technical assistance and project management support. Enterprise provides predevelopment planning, grant writing, and project management guidance—services that are critical for emerging and community-based providers navigating complex capital projects.[30]

Together, FCCFF and GCCFF preserve existing capacity while expanding the supply of licensed care, strengthening the stability and growth of King County's early learning system.

B. Funding Category 2: College, Career, and Technical Education

Key Outcomes and Performance Highlights

Since 2021, PSTAA has awarded **$12,938,834** to eight organizations through King County Promise (Promise). These investments have strengthened access to postsecondary pathways and improved key indicators associated with enrollment, persistence, and completion, particularly among youth furthest from educational justice including low-income, first-generation, opportunity youth, and youth of color, with an intentional focus on Black or Brown young men and nonbinary youth.[31]

Consistent with the PSTAA Implementation Plan, DCHS measures Promise through indicators associated with postsecondary success, including program engagement, credit-bearing course participation, financial aid completion, and short-term credential attainment.

Student Impact:

- **Approximately 1,000 total students** served, with enrollment steadily growing.
- **29 students completed** a postsecondary credential rapidly (within two years of college enrollment).
- **90 percent of Highline participants** enrolled in college-level English (rather than non-credit-bearing, developmental courses), exceeding statewide benchmarks for comparable student groups.[32,33]
- **$187,000 in Equity Grants** distributed in school year 2024-25, marking a 32 percent increase over the previous year.
- **76 percent FAFSA/WAFSA completion** was achieved by Promise to Community (Renton) students and **60 percent** by Highline Promise students (vs. 53 percent countywide).[34,35,36]

Rather than enforcing a rigid, one-size-fits-all model, Promise operationalizes equity by deploying two distinct, locally tailored partnerships, one in Renton (Promise to Community) and one in the Highline area (Highline Promise). Each partnership focuses on a specific population of students and adjusts the intervention slightly to address the unique needs that each community faces.

Promise to Community: In the Renton area, four organizations work together to implement Promise as "Promise to Community", with partners collaborating to reengage BIPOC opportunity youth to education.[37]

Highline Promise: In the Highline area, four organizations partner to implement "Highline Promise", prioritizing service to Black and Brown male or non-binary students.

This decentralized approach shifts power to local communities and ensures that public dollars directly match the needs of students further from opportunity.

Equity-Driven Results:[38]

- Highline Promise **served 490 Black or Brown young men and nonbinary youth** during the 2024–25 school year.
- Among eligible Black or Brown young men and nonbinary youth served by Highline Promise, **87 percent applied to a postsecondary program** in the 2024-25 school year, and
- **100 percent** of Black or Brown young men and nonbinary students served by Highline Promise who graduated with their secondary credential in 2024 **enrolled directly into a postsecondary program** for the 2024-25 school year.[39]
- Among opportunity youth served by Promise to Community, **81 percent completed a financial aid application, 90 percent applied to postsecondary programs, and 86 percent enrolled directly** after earning a secondary credential.

Early indicators are promising, but tracking long-term credential completion remains difficult. The project is new, relies on aggregated data, and is heavily influenced by changing financial aid policies and student mobility. DCHS is exploring the possibility of collecting disaggregated, longitudinal data in the next phase of Promise implementation to fully assess long-term impacts on degree and credential attainment.

1. Purpose

The College, Career, and Technical Education funding category drives equitable postsecondary attainment for students who face the greatest barriers to success. Research shows that even when tuition is covered, low-income, first-generation, and opportunity youth face fragmented systems, limited guidance, and basic needs barriers that derail their academic progress.[40,41] In King County, only 29 percent of ninth graders earn a postsecondary credential by their mid-20s.[42] This educational gap stems from systemic inequities that damage individual economic mobility and regional workforce strength.

2. Key Activities

Both Promise partnerships coordinate support across community-based organizations, school districts, and postsecondary institutions. This simplifies pathways and more seamlessly connects young people to the academic, financial, and basic needs necessary for postsecondary completion.

At the core of this model is personalized navigation and case management. Promise navigators provide one-on-one support to students

Supporting the Whole Student

"Without the encouragement and support from [Promise], I might not have made it. I've grown so much since I started—I've become more confident in myself, more motivated to pursue my career goals, and more connected to the community around me. Being part of a program that supports the whole student—not just academically, but personally and emotionally—has made a huge impact on my life. Looking forward, I hope to continue working in the medical field, ideally in a clinic or hospital setting where I can support and care for others in the same way I was supported during my journey."
-A Promise Student at RTC

This reflection highlights how relationship-based navigation and holistic supports can strengthen persistence, belonging, and long-term educational and career pathways for students facing systemic barriers.

ages 16–26 years, including college and career advising, financial aid completion, admissions guidance, and referrals to academic and basic needs supports. This individualized equity-based approach directly addresses one of the most significant barriers to postsecondary success: lack of individualized, sustained, and trusted guidance.[43] Eligible students may also receive Equity Grants of up to $1,000 annually to support key milestones such as enrollment, retention, and completion, with services and financial support available for up to three years.

Promise also invests in system-building and cross-sector coordination. Partners work to align practices across community-based organizations, and the K–12 and postsecondary systems, to strengthen referral pathways and improve data sharing and collaboration. From 2021–2024, DCHS funded the Puget Sound Educational Service District to provide system support functions for Promise.[44] In 2025, these functions transitioned to be supported directly by DCHS.

C. Funding Category 3: Community-Based Supports for K-12 Students

Key Outcomes and Performance Highlights

Since 2021, DCHS has awarded **$8,395,998** to 14 BIPOC-led organizations through the Love and Liberation (L&L) pilot. L&L is implemented in partnership with the United Way of King County (UWKC), who also receives PSTAA funding to facilitate this coalition. UWKC facilitates coalition activities and raises annual matching funds to expand student supports across the region.

L&L progress is measured through indicators such as belonging, engagement, and self-advocacy reflecting the model's design to strengthen the social, relational, and developmental conditions that support educational success rather than replicate academic instruction. These outcomes reflect the relational and motivational foundations that research consistently links to academic persistence and long-term educational attainment.[45,46,47]

Student Impact:

- **1,500+ King County youth served** annually (ages 10-19) between 2022 and 2025.
- **60+ ZIP reached across King County,** ensuring broad geographic distribution throughout the implementation of the pilot.
- In 2025, **82 percent of youth** reported an increased sense of belonging through participation in L&L programming.
- **76 percent of youth** reported that they developed a positive cultural identity through L&L programming in 2025.
- **85 percent of youth** reported an improvement in their civic engagement and leadership skills through L&L in 2025.[48]

Equity-Based Outcomes:

- **Built and sustained a collaborative network of 14 BIPOC-led organizations** through the Racial Equity Coalition (REC), combining sustained investment with regular convenings that strengthened shared capacity, coordinated youth support, and cross-organizational partnerships over five years.
- **L&L consistently served BIPOC youth** from diverse cultural and linguistic communities, with BIPOC youth accounting for **88-98 percent** of participants over the five years of implementation.

- In 2025, **80 percent of BIPOC youth** reported an increased sense of belonging**, 76 percent** reported strengthened cultural identity, **and 85 percent** reported increased self-advocacy skills.

Annual data and geographic breakdowns reside in Appendix J, Tables 1–3, including historical impact and equity-based outcomes. A complete list of programs jointly funded by DCHS and UWKC through 2026 can be found in Appendix I.

1. Purpose

Research consistently shows that high-quality out-of-school time programs improve school engagement, attendance, and social-emotional outcomes, particularly when they are culturally responsive and led by trusted adults.[49] These programs are also associated with reductions in externalizing behaviors—disruptive or "acting out" behaviors directed toward others or the surrounding environment that are often linked to difficulties with emotional regulation and impulse control.[50] For students from historically marginalized communities, culturally affirming environments can strengthen resilience, mental health, identity development, and academic persistence.[51] Holistic youth development programs take a "whole child" approach, looking beyond academics or isolated skill-building to nurture young people's social, emotional, cognitive, physical, and ethical growth.[52] These approaches directly unlock the brain's capacity for student engagement and academic persistence.[53]

With this in mind, PSTAA's Community-Based Supports for K–12 Students funding category invests in the Love and Liberation (L&L) pilot, implemented by the REC, 14 BIPOC-led community-based organizations working together to provide youth development programming grounded in racial and cultural identity affirmation, trusted adult relationships, and holistic support for young people ages 10-19 years.[54]

This initiative is implemented in partnership with United Way of King County (UWKC), whose annual matching funds expand the reach and impact of the programs supported.

2. Key Activities

Through L&L, REC organizations offer a vibrant range of safe, youth-centered services and activities that keep students deeply engaged. Programs build real-world resilience, help youth stay connected to school, and get them thinking about their futures. REC organizations deliver structured mentoring, career guidance, and college preparation. Many L&L offerings pair creative arts with guided group discussions, giving young people the tools to safely process tough everyday challenges and to build self-confidence. Across the 14 organizations funded to provide services, program staff share the cultural backgrounds and lived experiences of the youth they serve, creating an environment of deep mutual trust.[55]

Building Belonging and Engagement
A student participating in AGE-UP, an L&L-supported program, described initially struggling to feel safe and connected. Over time, the program became "a second family," providing a space where they could be open about their challenges and explore their identity. Through this experience, the student not only built confidence and a sense of belonging but also became more engaged in conversations about their community and future.

"They created a safe environment that allowed me to feel comfortable being vulnerable... For the first time, I also had the opportunity to explore more about social justice... [and] to discuss how I can contribute to the solution."

This experience reflects a broader pattern across the initiative: when students feel seen, supported, and connected, they are more likely to engage in school, build critical self-advocacy skills, and persist on a path toward graduation.

Far from just replicating standard classroom hours, the L&L model was rigorously studied by REC to maximize educational success by actively cultivating each student's unique gifts and talents.[56] The strategy intentionally bridges the gap between home and school by ensuring robust parental involvement and community support. On a systemic level, REC organizations meet regularly to engage in coalition-based learning.[57] They share data, align their local approaches, and coordinate programming to build a stronger network of youth services across King County. Furthermore, L&L uses a participatory funding approach that treats community leaders as equal decision-makers.[58] This collaborative governance ensures that public dollars are spent with maximum local relevance, transparency, and equity. Together, these activities prepare the next generation of local leaders to succeed in a diverse world.

V. Implementation Adjustments and Future Direction

Across the first five years of PSTAA implementation, DCHS has used performance data, partner feedback, and fiscal realities to continuously refine investments, strengthen operations support to partners, and improve alignment across early learning, K–12, and postsecondary systems. This section identifies planned or implemented program and process adjustments, and reports on lessons learned and performance-informed updates.

A. Implementation Learning and Program Adjustments

Between 2020 and 2025, implementation required several key adjustments in response to revenue volatility and operational constraints, including:

- **Revenue-aligned phasing of investments:** DCHS sequenced programs to align with updated ST3 revenue projections, prioritizing continuity for existing partners and high-impact services.[59,60,61]
- **Prioritization of direct services:** Under constrained fiscal conditions, investments shifted toward direct services for students, families, and providers, with reduced emphasis on longer-term system-change activities.[62]
- **Expanded implementation support:** To improve delivery success and reduce participation barriers, DCHS increased technical assistance and cross-sector coordination supports for capital projects, youth-serving coalitions, and postsecondary navigation programs.
- **Refined funding structures and reporting:** DCHS adjusted grant structures, timelines, coordination roles, and reporting requirements to improve completion of activities and reduce administrative burden.

Collectively, these adjustments reflect how PSTAA has adapted after adoption of the Implementation Plan, including delayed and unpredictable revenue, evolving community needs, and lessons learned from administering programs across diverse settings. These experiences have helped shape a more targeted, practical, and sustainable approach to achieving PSTAA's goals.

B. Performance-Informed Refinements Across Investments

Implementation learning and performance data have informed refinements across all three funding categories:

- **Early Learning Facilities (ELF):** Given reduced PSTAA revenues, starting in 2022, DCHS adjusted ELF investments to prioritize health and safety improvements and shovel-ready projects, preserving child care capacity and accelerating construction in response to sustained unmet demand.
- **College, Career, and Technical Education (Promise):** Early results reinforced the importance of integrated advising, financial supports, and sustained navigation services, which informed the expansion of Equity Grant eligibility, strengthened coordination structures, and clarified partner roles and accountability. DCHS also transitioned system support functions in-house to focus available resources on direct student services under constrained funding conditions.[63]
- **Community-Based Supports for K–12 Students (L&L):** Refinements included streamlined reporting processes, strengthened coalition governance through the establishment of an executive committee, and improved alignment with K–12 partners to enhance coordination and reduce administrative burden.[64] Looking ahead to the pilot's conclusion in 2026, DCHS will transition this investment to a competitive RFP process open to eligible organizations countywide.[65] In consultation with internal and external stakeholders, as well as utilizing data collected during the L&L pilot, DCHS will rescope this investment, maintaining emphasis on BIPOC-led and BIPOC-serving organizations and incorporating all the requirements of the Implementation Plan.[66] This transition reflects the Implementation Plan's intent for this pilot—to test and refine a model scalable across the region.[67] UWKC will continue supporting implementation through matching funds, coordination, and transition support.

C. Improving How PSTAA Tracks Progress and Adapts[68]

DCHS is continuing to strengthen how PSTAA tracks progress, learns from results, and supports long-term investments. These efforts help improve accountability and ensure that funding and implementation decisions are informed by data and partner experience, including:

- **Tracking key milestones** as children and young adults move from early learning through K–12 education and into college or career pathways.
- **Making performance measures more consistent** across funding categories and programs so results can be compared more easily and lessons learned can strengthen the overall investment portfolio.[69]
- **Strengthening the internal systems** that allow DCHS to support PSTAA's investments, which are long-term, system-level efforts, and use data and partner feedback to guide funding and implementation decisions.

Despite these advances, gaps remain in longitudinal data systems, cross-sector integration, and student-level tracking across programs. Addressing these gaps will require investment in shared data infrastructure, student-level tracking capacity, and expanded evaluation systems, which are essential to both measuring long-term outcomes and using what is learned to refine programs and investments over time.

D. Strategic Direction for the Next Phase

In the next few years, as additional ST3 projects move into construction and revenues increase, PSTAA will focus on sustaining progress while deepening system-level impact. Key priorities include:[70]

- **Stabilizing high-impact investments:** Maintaining continuity of effective programs while aligning funding plans with updated PSTAA revenue projections, as DCHS receives them from Sound Transit.
- **Deepening equity impact:** Continuing to prioritize communities facing the greatest barriers in funding decisions and ensuring future investments reflect PSTAA's equity principles and lessons learned from implementation.
- **Strengthening cross-system coordination:** Identifying opportunities to better align investments and share learning across early learning, K–12, and postsecondary partners.
- **Advancing data-informed improvement:** Using data more consistently to guide program improvements and adjustments as needs and conditions change.

These priorities reflect a shift from launching PSTAA investments to building on early progress, learning from experience, and strengthening long-term impact.

VI. Financial Overview and Accountability

A. PSTAA Funding Structure

PSTAA is funded through a dedicated 3.25 percent sales and use tax offset fee applied to Sound Transit 3 (ST3) construction expenditures. The Washington State Department of Revenue collects PSTAA proceeds and distributes them proportionately between King, Snohomish, and Pierce counties. **King County's portion is expected to total approximately $318 million over the life of the account**.

Through King County Motion 15492, the Council directed PSTAA investments toward programs and facilities that improve long-term educational outcomes for students in vulnerable and underserved populations.[71] The Motion also established funding categories and allocation requirements, which are summarized in

Table *2*. Additional PSTAA financial information, including revenue forecasts, expenditures, and fund balance projections, is provided in Appendix K.

Table 2: Summary of PSTAA Allocations

PSTAA Allocations per Motion 15492	Percentage of PSTAA Proceeds	Estimated Funding
Evaluation and Administration	**7%**	**$22,263,500**
Technical Assistance and Capacity-Building	*10% of Evaluation and Administration*	*$2,229,000*
Program Investments	**93%**	**$295,786,500**
Early Learning Facilities (GCCFF)	52% of Program Investments	$153,811,000
Family Child Care Homes Dedication (FCCFF)	*7.5% of Early Learning Facilities*	*$11,537,000*
College, Career, and Technical Education	38% of Program Investments	$112,400,000
K-12 Dedication	*45% of College, Career, and Technical Education*	*$50,579,000*
Postsecondary Dedication	*45% of College, Career, and Technical Education*	*$50,579,000*
Community-based Organization Dedication	*10% of College, Career, and Technical Education*	*$11,239,000*
Community-Based Supports for K-12	10% of Program Investments	$29,579,000
Total*	**100%**	**$318,050,000**

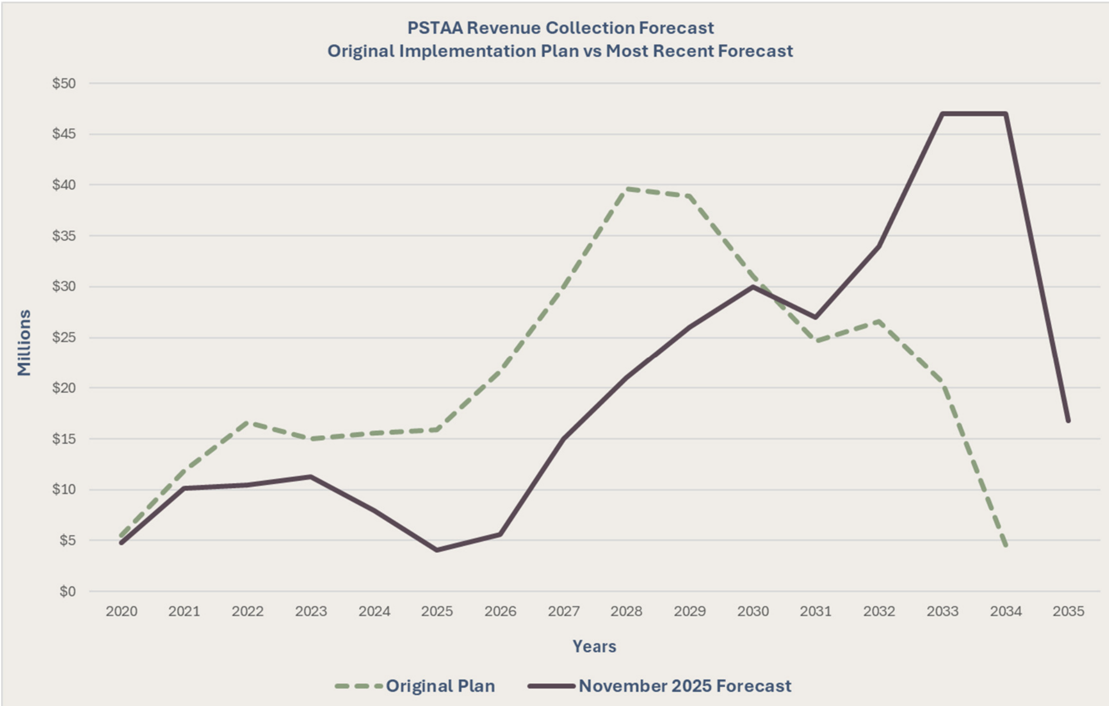
**Totals in Table 2 do not equal 100 percent due to rounding to the nearest $1,000.*

1. Financial Management and Strategic Adjustments

In response to revenue volatility, DCHS planned for variability by aligning near-term expenditures with revised revenue forecasts while maintaining long-term investment goals. Initial budgets were developed using a 75 percent revenue collection factor.[72] This approach supported continued community investment within available revenues and the establishment of a PSTAA volatility reserve that helped stabilize the fund in its early years.

Figure 2 compares original PSTAA revenue projections with the updated PSTAA revenue forecast provided by Sound Transit in November 2025 (Appendix K, Table 2). It shows significant shifts in both revenue timing and magnitude. While the original plan anticipated earlier, steadier growth peaking around 2029, the updated forecast reflects lower near-term revenues, a delayed peak in the early 2030s, and a sharp decline as revenue collections end.

Figure 2: PSTAA Revenue Collection Forecast



Across PSTAA funding categories, financial adjustments shaped procurement timing, project prioritization, and investment levels. Within ELF, investments were prioritized toward family child care home-based projects with urgent health and safety needs and toward major renovation or new construction projects with the earliest completion timelines.

When beginning to implement College, Career, and Technical Education, DCHS structured investments to align with lower near-term revenue forecasts, phasing implementation through two initial partnerships with planned expansion as revenues stabilize. Investments prioritized direct student services, with adjustments to grant sizes and timelines aligned to budget conditions. System support functions were later transitioned in-house as part of broader financial management decisions to align costs with available funding.

Within Community-Based Supports for K–12 Students, DCHS minimized reductions to preserve the Love and Liberation pilot, which supports 14 BIPOC-led organizations. This investment represents a relatively small share of the overall portfolio but is concentrated among community-based providers, where even modest reductions would have a disproportionate impact on participating organizations.[73]

Across categories, reductions were distributed in alignment with revised revenue projections, with larger adjustments absorbed within Early Learning Facilities and Promise given their scale, while maintaining overall alignment with Motion 15492 allocation targets over the life of the fund.[74]

These adjustments resulted in a slower pace of implementation and more gradual progress toward system-level outcomes. Some partners experienced capacity constraints as funding timelines shifted, reflecting necessary tradeoffs to maintain long-term fiscal sustainability and equitable distribution of resources.

B. Strategic Use of Resources

1. Required Spending Allocations

PSTAA implementation requires balancing allocation targets established in Motion 15492 with multi-year implementation and evolving revenue conditions.[75] As shown in Appendix K, Table 3, spending patterns to date do not fully align with the established allocation targets, particularly for administrative and evaluation expenditures.

These differences reflect the timing and pacing of a capital-linked revenue stream, including extended revenue collection timelines, changes in project expenditure schedules, and shifts in cost conditions over time. As a result, allocation targets are more appropriately assessed over the full life of the PSTAA fund rather than at interim points.

DCHS continues to manage investments to support overall alignment with Motion 15492 priorities over time while maintaining flexibility to respond to changing fiscal conditions.[76] Actual expenditures through 2025 do not include fully executed but unspent contract commitments.

As a system-change strategy, PSTAA requires investments in data systems, evaluation, contract oversight, technical assistance, and performance management functions that support accountability and continuous learning. DCHS recognizes that the seven percent administrative and evaluation allocation established by Council may not fully reflect these requirements under current implementation conditions, but ongoing revenue uncertainties prevent proposing an increase at this time. DCHS plans to offer recommendations as clearer financial information, anticipated over the coming year, becomes available. [77]

2. Interest Earned

PSTAA funds, particularly those supporting ELF capital projects, are often expended over multiple years after initial awards that commit the funds. This expenditure pattern results in unspent balances that generate interest earnings. In 2024, DCHS established guidance to reinvest interest earnings in ways that align with PSTAA priorities while addressing emerging needs without creating new long-term obligations. This approach complements existing commitments and provides flexibility for innovation within a volatile funding environment.

Pilot Project Funded: Housing for Postsecondary Equity (HOPE)[78]

The HOPE pilot illustrates how PSTAA interest earnings are being strategically reinvested to support innovation aligned with PSTAA goals. In partnership with the Center for Education and Career Opportunities (CECO) at Shoreline Community College, these funds enabled the design and launch of a targeted pilot to help students experiencing homelessness reconnect to education and overcome barriers to persistence. Up to 12 eligible students may participate, receiving up to two years of subsidized on-campus housing, individualized case management, financial and life skills instruction, job-readiness training, and other wraparound supports. DCHS is conducting a three-year mixed-methods evaluation to assess the pilot's impact on wellbeing, housing stability, and academic progress, and to better understand which supports contribute most to positive outcomes.

While small in scale, the pilot illustrates how flexible funding can support timely, cross-system solutions to inform future investments. Early results are promising, with over half of students enrolled completing their GED or high school diploma, marking a major milestone in their educational journey and taking them closer toward their goals.[79]

3. Leveraged Resources and Strategic Partnerships

PSTAA investments have served as a catalyst for additional public, philanthropic, and organizational investments that expanded program capacity and increased the overall resources available to support implementation. As shown in Table 3, partners contributed funding, in-kind support, and aligned investments that strengthened program delivery and enhanced the impact of PSTAA dollars across all three funding categories.

Within ELF, Enterprise leveraged private philanthropic resources and state funding to support staffing costs and supplement PSTAA-funded grantmaking. These additional resources increased the capacity available to administer the program and expanded investments supporting child care providers beyond what could be funded through PSTAA alone.

For Community-Based Supports for K–12 Students, UWKC secured significant matching resources that supplemented PSTAA investments in the L&L pilot. These contributions effectively doubled DCHS's investment and enabled expanded support for REC organizations providing direct services to young people across the region.

Within College, Career, and Technical Education, the Puget Sound Educational Service District secured philanthropic support and contributed in-kind resources during the early years of Promise implementation. This funding offset system support and administrative costs, increasing implementation capacity while reducing demands on PSTAA resources.

Table 3: Leveraged Funds by Funding Category

Funding Category	Leveraged Funds	Primary Match Types
Early Learning Facilities	$23,000,000[80]	A mix of private dollars and public funds to support administrative costs and supplement PSTAA's program investment.
K-12 Community-Based Supports	$6,838,467	Matching funds to supplement PSTAA's investment in 14 organizations implementing L&L.
College, Career, and Technical Education	$1,036,665	In-kind contribution and core funds from Puget Sound Educational Service District to support administrative overhead and staffing; private contributions reinvested in the project.
Total	$30,875,132	

Note: College, Career, and Technical Education matching funds were collected through 2024, when the contract with Puget Sound Educational Service District ended.

VII. Stakeholder Review and Public Accountability

A. Stakeholder Review

DCHS developed this report with input from advisory bodies and implementation partners. Implementation partners and members of the PSTAA Advisory Subcommittee of the King County Children and Youth Advisory Board (CYAB), some of whom were involved in the original PSTAA design workgroups, reviewed drafts and provided feedback during the report's development.[81]

After the Implementation Plan was adopted in late 2020, DCHS transitioned from time-limited design work groups to ongoing engagement through the PSTAA Advisory Subcommittee, consistent with the Implementation Plan provisions regarding PSTAA's governance structure.[82] This approach strengthened alignment with CYAB and improved responsiveness to community priorities.

Stakeholder reviewers provided feedback on cultural responsiveness, clarity, mission alignment, and equity integration. Funded partners also validated the accuracy of program descriptions, partnerships, and reported outcomes. See Appendix L for a list of the people and organizations in this group.

B. Online Publication and Briefings

This report is available on the PSTAA landing page of the DCHS website, ensuring public access and transparency. DCHS is also prepared to provide a briefing on this report to the Council or its committees upon request.[83]

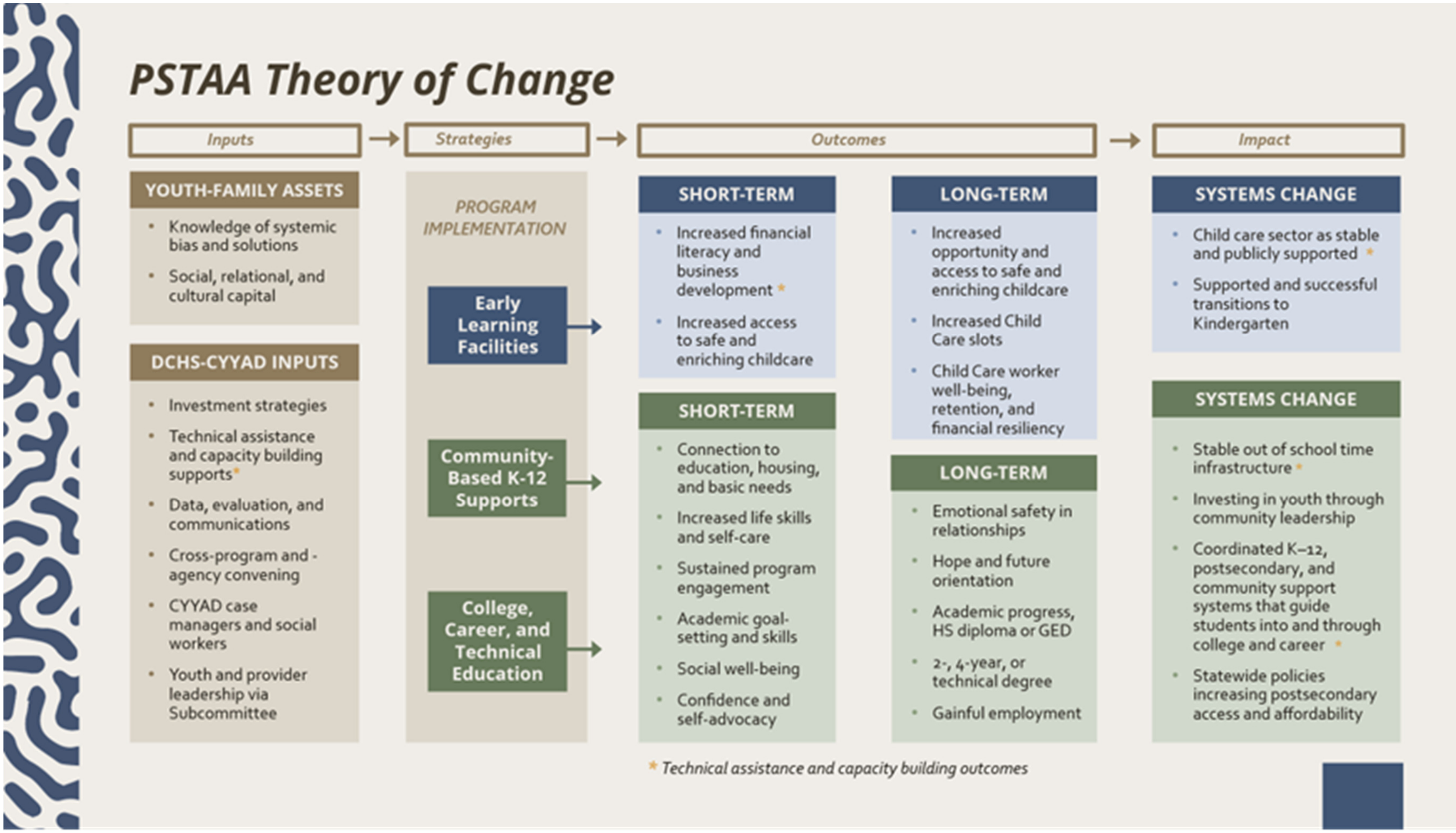
VIII. List of Appendices

Appendix A: PSTAA Theory of Change
Appendix B: PSTAA Annual Report Requirements Crosswalk
Appendix C: Early Learning Facilities – FCCFF Awards List
Appendix D: Early Learning Facilities – GCCFF Awards List
Appendix E: Evaluation Methodology and Visual Key for Performance Measurement Tables
Appendix F: Performance Measures for Early Learning Facilities
Appendix G: College, Career, and Technical Education (Promise) Awards List
Appendix H: Performance Measures for King County Promise
Appendix I: Community Based Supports for K-12 Students (L&L) Awards List
Appendix J: Performance Measures for L&L
Appendix K: PSTAA Financial Tables
Appendix L: Stakeholder Review Participant List

IX. Appendices

Appendices are included in the order listed above, starting on the following page.

A. PSTAA Theory of Change



B. PSTAA Annual Report Requirements Crosswalk

Requirement	Location in Report	Response / Notes
PSTAA Annual Reports will provide data on the performance of PSTAA-funded activities, including progress toward meeting overall goals and strategies, headline and secondary indicator measurements, performance metrics, lessons learned and strategies for continuous improvement.	Executive Summary; Sections II.B, IV, and V; Appendices A, F, H, and J	The report summarizes the first five years of implementation (2020–2025) and includes progress toward PSTAA goals, headline outcomes, intermediate indicators, performance measures, implementation lessons, and continuous improvement strategies.
PSTAA Annual Reports will be developed in consultation with, and respective components reviewed by, CYAB, DCHS leadership, Executive Office staff, and workgroup members for each of the funding strategies before finalization.	Section VII.A; Appendix L	DCHS engaged implementation partners, members of the PSTAA Advisory Subcommittee of CYAB, DCHS leadership, and Executive Office staff in the review of report content prior to transmittal. Input from individuals involved in the original funding strategy workgroups informed report development.
PSTAA Annual Reports will include updated performance targets and performance measures for the following year of PSTAA programs, with information on the reason for substantive changes.	Section V.C; Appendix B	**Not applicable.** The PSTAA Implementation Plan established performance measures and evaluation requirements but did not establish numeric annual performance targets. During the first five years of implementation, DCHS focused on building performance measurement systems, establishing baseline information, and strengthening data infrastructure. As programs mature and longitudinal data become available, DCHS anticipates developing more formal target-setting approaches.

PSTAA Annual Reports will also include funding category evaluation requirements and recommendations on program and/or process changes to funded programs or strategies based on measurement and evaluation data or other reasons for substantive changes.	Section V; Appendices E, F, H, and J	The report summarizes evaluation findings, implementation learning, performance-informed refinements, and planned program and process adjustments across all three funding categories.
Reports will include information on awards to date since the last reporting cycle, including the name of each award recipient, the amount of the award, and a description of the work for which the award was granted.	Appendices C, D, G, and I	Award recipient information, funding amounts, and descriptions of funded activities are provided in the appendices.
All PSTAA reports and evaluation-related materials will be published online. Briefings on these reports will be available to decision-makers, stakeholders, and the public upon request.	Section VII.B	The report will be published on the DCHS PSTAA webpage and briefings will be available upon request.
Funded strategies will be evaluated based on reducing educational achievement gaps for the prioritized populations identified in section A of Motion 15492 as measured by the following educational outcomes: kindergarten readiness; high school graduation rates; postsecondary program acceptance rates; and postsecondary degree or certification completion.	Section II.B; Section IV; Appendices F, H, and J	The report describes how PSTAA investments contribute to these long-term educational outcomes through intermediate indicators and available outcome measures. Because several investments influence outcomes over extended periods of time, current reporting includes leading indicators and early outcome measures while longitudinal systems mature.
It is the intent of the council to direct up to seven percent of PSTAA proceeds to evaluate funded strategies and provide for administrative costs incurred by the county over the life of the account.	Section VI.B.1; Appendix K	The report summarizes expenditures, allocation targets, and implementation considerations associated with evaluation and administrative funding.
Up to ten percent of each year's evaluation and administration moneys will be used to provide technical assistance and capacity building for small organizations, partnerships, and groups.	Sections IV and VI.B.1; Appendix K	Technical assistance, implementation support, and capacity-building activities are described throughout the report and reflected in financial allocation tables.

The percentage of funding dedicated in this section will be reevaluated in three years after the effective date of this motion.	Section VI.B.1	DCHS discusses the adequacy of current evaluation and administration funding levels and notes that future recommendations may be provided as revenue forecasts and implementation costs become clearer.
Fifty-two percent of PSTAA proceeds should be dedicated to investments for facilities that support early learning and early interventions for children in King County.	Sections IV.A and VI; Appendix K	The report summarizes implementation progress, outcomes, expenditures, and future direction for Early Learning Facilities investments.
Up to seven and one-half percent of Early Learning Facilities proceeds will be spent on capital investments that support facilities for licensed family day care providers.	Section IV.A; Appendix K	FCCFF investments and expenditures are described in the report and supporting appendices.
Thirty-eight percent of PSTAA proceeds should be invested in helping students complete high school, gain acceptance to a postsecondary program, and complete a postsecondary credential through King County Promise activities.	Sections IV.B and VI; Appendix K	The report summarizes implementation progress, outcomes, expenditures, and future direction associated with King County Promise.
Forty-five percent of the funding identified in section C.2.a. will be focused on K–12-aged children and youth through King County Promise.	Section VI.B.1; Appendix K	Funding allocations and expenditures associated with K–12-focused Promise activities are summarized in Appendix K.
Forty-five percent of the funding identified in section C.2.a. will be focused on postsecondary education through King County Promise.	Section VI.B.1; Appendix K	Funding allocations and expenditures associated with postsecondary-focused Promise activities are summarized in Appendix K.
Ten percent of the proceeds identified in section C.2.a. will be spent on programming provided by community-based organizations that provide college access and/or postsecondary navigation services.	Sections IV.B and VI.B.1; Appendix K	Community-based navigation and college access services funded through King County Promise are described in the report and reflected in financial allocation tables.
Ten percent of PSTAA proceeds should be invested in programming for K–12 students to help close educational achievement gaps and increase high school completion.	Sections IV.C and VI; Appendix K	The report summarizes Love & Liberation implementation, outcomes, expenditures, and planned future refinements..

A financial plan based on the most recent revenue estimates from Sound Transit for the life of the account and that identifies opportunities for matching or supplemental funding from public, private, or philanthropic sources.	Sections VI.A and VI.B.3; Appendix K	Appendix K contains the updated PSTAA financial plan using the November 2025 Sound Transit revenue forecast. The report also identifies leveraged, matching, philanthropic, and in-kind resources supporting implementation across all funding categories.

C. Early Learning Facilities – FCCFF Awards List

Provider Name	Award Year	Award Amount	Actual Spend (Thru 2025)	City	KC Council District	Scope
Al-Amaano Daycare	2022	$38,535.00	$38,535.00	Kent	7	Kitchen, bathroom, & fence renovation
Ayan Family Childcare	2022	$16,529.00	$16,529.00	Seattle	2	Fence and entry stairs renovation
Chabad of the Central Cascades/Gani Preschool of the Arts	2022	$29,938.31	$29,938.31	Issaquah	3	Playground renovation
Children's Paradise	2022	$28,940.72	$28,940.72	Shoreline	1	Backyard renovation
Crystal Care Daycare	2022	$27,718.39	$27,718.39	Kirkland	6	Fence and plumbing repairs
Dahabo Daycare	2022	$17,065.50	$17,065.50	Kent	5	Fence installation
Grandma Lucy Childcare	2022	$75,002.54	$75,002.54	Burien	8	Major appliance replacement, kitchen, bathroom and playground renovation
Great Home Child Care	2022	$27,855.30	$27,855.30	Kent	7	Kitchen, bathroom, & fence renovation
Growing Hearts Childcare	2022	$26,058.00	$26,058.00	Seattle	2	Flooring and AC units
Idman Family Childcare	2022	$17,924.03	$17,924.03	Tukwila	8	Playground renovation
Joenay's Home Services	2022	$42,175.77	$42,175.77	Auburn	7	Fence and flooring installation
Joyful Journeys Child Care	2022	$8,587.80	$8,587.80	Bellevue	9	Fence installation and repair

Little Blessings Daycare	2022	$23,617.39	$23,617.39	Seattle	2	Flooring repair and refinishing
Little One's Daycare	2022	$27,525.00	$27,525.00	Shoreline	1	Kitchen, bathroom, & flooring renovation
Little Orca Daycare	2022	$36,883.50	$36,883.50	Renton	9	Roof repairs, porch and fence renovation
Mi Casita Daycare	2022	$33,099.00	$33,099.00	Bellevue	9	Playground renovation
Mi Tesoro Home Daycare	2022	$30,547.74	$30,547.74	Kent	5	Kitchen renovation
Miss Jenni Lee's Childcare	2022	$28,343.44	$28,343.44	Kent	5	Siding repair, porch renovation, and fence installation
Mother's Lap Daycare	2022	$72,125.00	$72,125.00	Bellevue	9	Porch renovation
Newport Family Childcare	2022	$74,921.71	$74,921.71	Issaquah	3	Major appliance replacement, kitchen, bathroom and playground renovations
Shari Brown Day Care	2022	$13,212.00	$13,212.00	Renton	9	Patio renovation and flooring installation
Shining Star Daycare	2022	$5,819.00	$5,819.00	Auburn	7	Siding repair, porch renovation, and fence installation
Pat's FunCare Daycare	2024	$15,000.00	$15,000.00	Sammamish	3	Siding and roof repairs
Rainy Childcare	2024	$50,000.00	$50,000.00	Covington	9	Deck renovation
Yo Soy Unico Childcare	2024	$75,000.00	$75,000.00	Federal Way	7	Playground renovation, flooring replacement

Tall Trees Childcare	2024	$75,075.95	$75,075.95	Renton	9	Kitchen, bathroom, fence, and AC units' installation
Sunny Childcare	2024	$74,808.81	$74,808.81	Bellevue	9	Porch and playground renovation
Across from School Daycare	2024	$75,000.90	$75,000.90	Pacific	7	Siding repairs, kitchen renovation, and furnace replacement
TOTAL		$1,067,309.80	$1,067,309.80			

D. Early Learning Facilities – GCCFF Awards List

Organization Name	Award Year	Award Amount	Actual Spend (Thru 2025)	City	KC Council District	Scope
Enterprise Community Partners *(Contracted thru 2026)*	2022	$14,557,990	$ 6,032,175.00	Seattle	8	Backbone support
Beacon Development & El Centro de la Paza	2023	$500,000	$500,000	Seattle	2	Pre-development
Bellwether Housing & EYFO	2023	$300,000	$300,000	Seattle	2	Major construction
Community Roots & El Centro de la Raza	2023	$100,000	$100,000	Seattle	1	Pre-development
Inspire Kids Early Learning	2023	$796,449	$796,449	Tukwila	8	Major construction
Muslim American Youth Fdn	2023	$30,000	$30,000	Burien	8	Pre-development
Tiny Tots Development	2023	$47,000	$47,000	Seattle	2	Pre-development
Low Income Housing Institute & Childhaven	2023	$300,000	$300,000	Seattle	2	Major construction
Redmond Ridge East-Montessori-Brightonview Montessori	2023	$50,000	$50,000	Redmond	3	Acquisition
Barrientos Ryan & ReWA	2023	$100,000	$100,000	Seattle	1	Pre-development
YMCA of Greater Seattle	2023	$129,462	$110,768	Auburn	7	Renovation
Low Income Housing & REWA	2024	$300,000	$300,000	Seattle	2	Major construction
Refugee Women's Alliance	2024	$185,000	$185,000	Seattle	1	Pre-development
Community Roots & El Centro de la Raza	2024	$600,000	$230,718	Seattle	1	Major construction
Open Doors for Multicultural Families	2024	$300,000	$262,497	Kent	5	Major construction
YMCA of Greater Seattle	2024	$185,000	$185,000	Bellevue	6	Renovation
Planting Flowers Learning Center	2024	$80,000	$80,000	Federal Way	7	Pre-development
Bellwether Housing & Kids Co.	2024	$150,000	$87,020	Seattle	2	Pre-development
Evergreen Children's Association (dba Kids Co.)	2024	$78,984	$0	Shoreline	1	Pre-development
Kwanza Preparatory Academy	2024	$27,048	$27,048	Seattle	2	Pre-development
Snoqualmie Indian Tribe	2024	$150,000	$150,000	Snoqualmie	3	Renovation
Redmond Ridge East-Montessori	2024	$600,000	$600,000	Redmond	6	Acquisition
A Better Child Daycare Co.	2025	$85,000	$0	Woodinville	3	Pre-development
African Community Housing and Development	2025	$356,800	$356,000	SeaTac	5	Pre-development
Empower Next Generations	2025	$242,000	$10,654	Seattle	2	Renovation
Family Success Center	2025	$70,584	$34,134	Seattle	5	Renovation
Goldenstars Early Learning Center	2025	$75,000	$75,000	SeaTac	5	Pre-development
Kwanza Preparatory Academy	2025	$200,000	$200,000	Seattle	2	Major construction
Muslim American Youth Foundation	2025	$292,930	$0	Burien	8	Pre-development
Open Doors for Multicultural Families	2025	$400,000	$0	Kent	5	Major construction
Planting Flowers Learning Center	2025	$199,153	$199,153	Federal Way	7	Renovation
Refugee Women's Aliance	2025	$100,000	$100,000	Seattle	1	Major construction
Voices of Tomorrow	2025	$125,000	$125,000	Tukwila	8	Major construction
TOTAL		*$7,155,410*	*$5,541,441*			

E. Evaluation Methodology and Visual Key for Performance Measurement Tables

DCHS works with internal and external partners to generate reliable, actionable data about the implementation and impact of department-managed programs. Grounded in the Results Based Accountability framework, the department produces performance data that answers three core questions (how much was done, how well it was done, and whether people are better off) and delivers that information through dashboards, reports, and other visualization tools.

Because education and social service outcomes are shaped by many factors outside any single program's control, these measures must be interpreted in context alongside evidence about community need, provider capacity, and implementation quality. To support that fuller picture, DCHS pairs performance data with qualitative insights and equity analysis and leads deeper evaluations of high-priority programs. When new data needs emerge, the team builds measurement infrastructure deliberately to ensure that what gets reported is both accurate and sustainable over time.

Visual Key for Progress Indicators & Symbols in the Data Tables

Progress Indicators

In the following data tables, there are visual keys to indicate trends for data changes matching the symbols below. The visual key describes the change between the most recent years of data, so for most indicators they will note the change between 2024 and 2025 (or school year 2023-24 and 2024-25). For indicators which were no longer collected in 2024 or 2025, the visual will describe the change for the most recent years of data.

Other Symbols

There will occasionally be footnotes to clarify the definition of an indicator, those will be included on the page with clarifications. Additionally, to protect individual privacy, some data will be suppressed. See the key below for more information.

↓	There was a decline or decrease in the most recent year's data from the previous year that was greater than 2 (units or percentage points).
↑	There was an increase in the most recent year's data from the previous year that was greater than 2 (units or percentage points).
–	There was no change between years or the change was less than 2 (units or percentage points).
N/A	There is no data available for this measure.
<10	Data was suppressed because there were fewer than 10 people represented in the dataset.

F. Performance Measures for Early Learning Facilities

The Early Learning Facilities (ELF) strategy is critical to addressing PSTAA's goal of increasing and improving access to high-quality early learning and child care opportunities. By improving the condition and supply of available opportunities for high-quality early learning centers, ELF supports children and families in becoming Kindergarten ready when they enter school.

Appendix F includes five tables which display performance measures, geographic reach, and equity-based outcomes for ELF investments across the first three years of investment and data collection. This appendix is a reference for data analysis and outcomes highlighted in the PSTAA Annual Report, please read in conjunction with analysis included in the report.

1. Results-Based Accountability

DCHS works with internal and external partners to generate reliable, actionable data about the implementation and impact of department-managed programs. Grounded in the Results Based Accountability framework, the department produces performance data that answers three core questions (how much was done, how well it was done, and whether people are better off). For more information about how the Results Based Accountability framework is used in PSTAA, please see Appendix E.

Table 1 illustrates these high-level results for the ELF strategy from 2023 to 2025.

(Note on Annual Technical Assistance Metrics: DCHS and Enterprise Community Partners manage GCCFF through a regional early learning facilities development pipeline. Providers may receive outreach, technical assistance, and predevelopment support several years before construction begins. Because support needs vary by stage of project development, annual counts of prospective applicants and providers receiving early-stage assistance naturally ebb and flow. Lower counts in 2025 reflect continued work with projects already progressing through the pipeline rather than reduced demand or decreased technical assistance efforts.)

Table 1 can be found on the following page.

Table 1 - Results-Based Accountability (RBA) Measures

RBA Performance Measures for ELF					
			2023	**2024**	**2025**
How much did we do?	Outreach efforts* to potential applicants	↓	46	68	34
	Providers who received technical assistance	↓	44	47	16
	Providers who received capacity-building support	↓	10	39	18
	Projects receiving pre-development** funding	↑	6	7	12
	Projects receiving development*** funding	↓	26	27	18
	Allocation expended on completed pre-development grants	↑	$ 50,000.00	$ 657,000.00	$ 698,848.00
	Allocation expended on completed development projects	↓	$752,956.00	$3,272,293.00	$1,421,083.00
How well did we do it?	Providers who received technical assistance and submitted a proposal	↓	74%	91%	76%
	Pre-development applicants who received a grant	↑	55%	40%	48%
	Development applicants who received funding	↓	23%	56%	32%
	Average length of time between RFP application received and contract start *(time measured in days)*	↓	429 days	455 days	452 days
	Average length of time between contract start and project completion *(time measured in days)*	↓	69 days	240 days	223 days
Is anyone better off?	Number of childcare slots added	↓	76	573	319
	Number of childcare slots preserved	↓	244	109	89
	Number of high-quality childcare slots preserved or added†	↓	320	682	408
	Number of pre-development projects completed	–	1	6	5
	Number of development projects completed	↓	12	18	13

** Outreach efforts include holding information sessions, community events and meetings, conducting direct 1:1 outreach communication, publishing social media posts, and sharing newsletters. All forms of outreach are aggregated in this overall measure for the year.*
*** Pre-development projects are projects that are still in their planning phase or conducting pre-construction items including but not limited to feasibility studies, design, permitting, or other due diligence work.*
**** Development projects include all other phases of projects including new construction, renovation, expansion, and acquisition.*
† This measure is also a Secondary Indicator.

2. Geographic Reach

Table 2 contains information about the number of child care providers who have been contracted by Early Learning Facilities (ELF) for facilities development. This includes all funded projects covering both grants and loans and renovations and new construction projects. The top ten most densely served areas are listed in the table. "Unknown/missing" ZIP Code data has been excluded from this data.

Table 2 - ELF ZIP Codes Served

ELF ZIP Codes Served					
Year	***ZIP Code***	***Funded Projects***	***Year***	***ZIP Code***	***Funded Projects***
2023	*98118*	*4*	***2024***	*98118*	*7*
	98006	*3*		*98125*	*4*
	98168	*3*		*98003*	*3*
	98030	*2*		*98168*	*3*
	98031	*2*		*98006*	*2*
	98059	*2*		*98031*	*2*
	98092	*2*		*98052*	*2*
	98125	*2*		*98178*	*2*
	98133	*2*		*98005*	*1*
	98178	*2*		*98027*	*1*
2025	*98125*	*4*			
	98118	*3*			
	98003	*2*			
	98006	*2*			
	98032	*2*			
	98148	*2*			

	98001	*1*	
	98005	*1*	
	98027	*1*	
	98029	*1*	

3. ELF Outcomes

The following visuals show outcome data for investments into the Early Learning Facilities (ELF) programs.

Table 3 shows the aggregated slots created or preserved across both the General and Family Child Care Facilities Funds. Subsidized slots include slots from programs such as Early Childhood Education and Assistance Program (ECEAP), Working Connections Child Care (WCCC), and Head Start, which are programs designed to support families with low annual income in accessing quality childcare opportunities. Subsidized seats support PSTAA's equity goals by reaching priority population families.

*(**Note on Annual Child Care Seat Metrics:** Because early learning facilities projects are implemented over multiple years, child care slots are counted when projects are completed and become operational rather than when funding is awarded. As a result, annual seat counts naturally fluctuate based on the timing of construction and project completion. The lower number of seats created or preserved in 2025 reflects the fact that several funded projects remained in progress at the end of the reporting period. These projects are expected to generate additional capacity in future years, and therefore annual seat metrics should be interpreted within the context of the broader multi-year investment pipeline.)*

Table 4 shows data for project proposals submitted to and funded by ELF which were supported by organizations/businesses led by providers who identify as Black, Indigenous, People of Color (BIPOC). In addition to serving Communities of Color through expanded access to child care seats, ELF aims to support Communities of Color through contracting.

Table 5 shows data for organizations who submitted ELF project proposals. PSTAA supports organizations of varying sizes through GCCFF and FCCFF. The data below shows the size of an organization based on the reported range of employees who work at the child care center (based on FTE and staff). Data on which the size of the organization's staff was unknown was omitted from this data table.

Table 3 can be found on the following page.

Table 3 - Seats Created or Preserved

ELF Seats Created or Preserved (by Subsidy Type)					
			2023	**2024**	**2025**
How many early learning slots were created?	Subsidized* Slots	↓	43	481	298
	Unsubsidized Slots	↓	33	92	21
How many early learning slots were preserved?	Subsidized Slots	↓	150	68	52
	Unsubsidized Slots	↓	94	41	37

** Slots where low-income families can use their Working Connections Child Care award to help pay for child care*

Table 4 – Investments in BIPOC Providers

ELF Investment in BIPOC Providers					
			2023	**2024**	**2025**
How many BIPOC-led organizations applied to ELF?	BIPOC-led	↑	83	42	47
	Non-BIPOC-led	↓	15	25	16
	Unknown	↑	24	6	10
How many BIPOC-led organizations were funded by ELF?	BIPOC-led	–	23	19	17
	Non-BIPOC-led	↓	5	12	5
	Unknown	↓	4	6	0

Table 5 – Investments in Organizations by Size

Early Learning Facilities: Organizational Size					
			2023	2024	2025
What were the sizes of the organizations who applied to work with ELF?	0-5 staff	↓	101	26	18
	6-10 staff	↓	6	7	2
	11-20 staff	–	7	5	6
	21-50 staff	↑	5	7	12
	51-100 staff	–	2	2	0
	101+ staff	–	0	0	1
What were the sizes of the organizations funded for ELF projects?	0-5 staff	↓	23	21	11
	6-10 staff	–	1	1	1
	11-20 staff	–	2	4	4
	21-50 staff	–	3	7	8
	51-100 staff	–	2	1	0

G. College, Career, and Technical Education (Promise) Awards List

Contractor Name	Award Year	Total Award	Actual Spend (Thru 2025)	Service Area	KC Council District	Scope
Centro Rendu of St. VIncent de Paul	2022-24	$262,052	$231,859.34	Kent, Renton, , South King County	5, 9	Promise Phase 1- Launch the PtC partnership and provide postsecondary navigation, transition, and advising supports to students.
Centro Rendu of St. VIncent de Paul	2024-27	$863,884	$345,594.31	Kent, Renton, , South King County	5, 9	Promise Phase 2- Participate in the PtC partnership and provide postsecondary navigation, transition, and advising supports to students.
Congolese Integration Network	2022-24	$271,507	$263,248.53	SeaTac, Bellevue, South King County	5, 6	Promise Phase 1- Launch the PtC partnership and provide postsecondary navigation, transition, and advising supports to students.
Congolese Integration Network	2022-27	$575,411	$280,025.00	SeaTac, Bellevue, South King County	5, 6	Promise Phase 2- Participate in the PtC partnership and provide postsecondary navigation, transition, and advising supports to students.
Highline College	2022-24	$660,928	$436,710.91	Burien, Des Moines, SeaTac, Normandy Park, Tukwila, and Renton	5,8	Promise Phase 1- Launch the HPP partnership and provide postsecondary navigation, transition, and advising supports to students.
Highline College	2024-27	$1,346,472	$531,241.62	Burien, Des Moines, SeaTac, Normandy Park, Tukwila, and Renton	5,8	Promise Phase 2- Participate in the HPP partnership and provide postsecondary navigation, transition, and advising supports to students.

Contractor Name	Award Year	Total Award	Actual Spend (Thru 2025)	Service Area	KC Council District	Scope
HIghline School District	2022-24	$391,701	$410,909.76	Burien, SeaTac, Des Moines, Normandy Park, White Center	5,8	Promise Phase 1- Launch the HPP partnership and provide postsecondary navigation, transition, and advising supports to students.
HIghline School District	2024-27	$1,395,942	$646,118.08	Burien, SeaTac, Des Moines, Normandy Park, White Center	5,8	Promise Phase 2- Participate in the HPP partnership and provide postsecondary navigation, transition, and advising supports to students.
NorthWest Education Access	2022-24	$481,692	$472,561.50	South King County	5, 8, 9	Promise Phase 1- Launch the PtC partnership and provide postsecondary navigation, transition, and advising supports to students.
NorthWest Education Access	2022-24	$1,010,975	$468,556.30	South King County	5, 8, 9	Promise Phase 2- Participate in the PtC partnership and provide postsecondary navigation, transition, and advising supports to students.
NorthWest Education Access	2024-27	$371,836	$355,063.80	South King County	5, 8, 9	Promise Phase 1- Launch the HPP partnership and provide postsecondary navigation, transition, and advising supports to students.
NorthWest Education Access	2024-27	$481,692	$285,724.10	South King County	5, 8, 9	Promise Phase 2- Participate in the HPP partnership and provide postsecondary navigation, transition, and advising supports to students.
Puget Sound Educational Service District 121	2021-24	$3,173,073	$2,882,398.50	King County	3,5,6,7	Co-develop and oversee Promise implementation, support partners, and lead systems-level improvement as the initiative’s System Support Organization

Contractor Name	Award Year	Total Award	Actual Spend (Thru 2025)	Service Area	KC Council District	Scope
Renton Technical College	2022-24	$402,563	$204,697.90	Renton, South King County	5, 9	Promise Phase 1- Launch the PtC partnership and provide postsecondary navigation, transition, and advising supports to students.
Renton Technical College	2024-27	$768,834	$247,528.23	Renton, South King County	5, 9	Promise Phase 2- Participate in the PtC partnership and provide postsecondary navigation, transition, and advising supports to students.
Southwest Youth and Family Services	2022-2023	$177,042	$71,884.30	West Seattle, South King County	8	Promise Phase 1- Launch the HPP partnership and provide postsecondary navigation, transition, and advising supports to students.
Youth Guidance (Becoming a Man)	2023-2024	$62,632	$53,183.74	Burien, SeaTac, Des Moines, Normandy Park, White Center	5,8	Promise Phase 1- Launch the HPP partnership and provide postsecondary navigation, transition, and advising supports to students.
Youth Guidance (Becoming a Man)	2024-2027	$240,598	$98,061.67	Burien, SeaTac, Des Moines, Normandy Park, White Center	5,8	Promise Phase 2- Participate in the HPP partnership and provide postsecondary navigation, transition, and advising supports to students.
TOTAL		*$12,938,834*	*$8,285,368*			

H. Performance Measures for King County Promise

PSTAA's College, Career, and Technical Education funding category's investment in King County Promise (Promise) is a key strategy to address PSTAA's goal of improving college and career access and supports. This strategy includes a partnership between King County, local school districts, community colleges, and nonprofits specializing in intentional support for young people connecting to and through college.

Appendix H includes eight tables which display performance measures, geographic reach, equity-based outcomes, and demographics for youth served by Promise investments across the first three school years of investment and data collection. This appendix is a reference for data analysis and outcomes highlighted in the PSTAA Annual Report, please read in conjunction with analysis included in the report.

1. Results-Based Accountability

DCHS works with internal and external partners to generate reliable, actionable data about the implementation and impact of department-managed programs. Grounded in the Results Based Accountability framework, the department produces performance data that answers three core questions (how much was done, how well it was done, and whether people are better off). For more information about how the Results Based Accountability framework is used in PSTAA, please see Appendix E.

Table 1 illustrates these high-level results for Promise investments from 2022 to 2025. It can be found on the following page.

__Table 1 - Results-Based Accountability (RBA) Measures__

RBA Performance Measures for KCP					
			SY 2022-23	**SY 2023-24**	**SY 2024-25**
How much did we do?	Students served	↑	223	678	998
	Students who received an **equity grant**	↑	31	170	224
How well did we do it? *	Currently **engaged** students	↓	90%**	79%	74%
	Completed **financial aid** application	–	43%	70%	72%
	Applied to a postsecondary program	↑	67%	84%	89%
	Enrolled in **college-level English and Math**	↑	50%	32%	43%
Is anyone better off? *	**Academically on-track** students	↑	85%***	74%	80%
	Earned **secondary credential** (i.e., GED or diploma)	↓	78%	66%	57%
	Earned a **postsecondary credential**	↓	N/A	21%	17%
	Direct enrollment in college	↑	71%	69%	73%
	Persisted to year 2 of college	↓	N/A	76%	64%

* For each of these performance measures, the measure is assessing the percent of students who were reported to have achieved this measure, such as completing a financial aid application or earned a secondary credential such as a GED or high school diploma, during that school year.
** This performance measure only accounts for one quarter of data because data collection began in the final quarter of this school year.
*** This performance measure only accounts for two quarters of data because data collection began in the last two quarters of this school year.

2. Geographic Reach

Table 2 contains information about the number of students served by Promise who live in King County. The top ten most densely served areas are listed in the table. "Unknown/missing" ZIP Code data has been excluded from this data.

Table 2 - Promise ZIP Codes Served

Promise ZIP Code Enrollment					
School Year	**ZIP Code**	**Students Served**	**School Year**	**ZIP Code**	**Students Served**
2022-23	98168	73	**2023-24**	98198	138
	98198	69		98168	100
	98146	59		98188	100
	98188	56		98146	76
	98166	28		98032	68
	98032	27		98030	48
	98030	21		98031	32
	98148	15		98003	30
	98003	13		98166	30
	98031	13		98148	26
2024-25	98198	194			
	98188	153			
	98168	127			
	98146	84			
	98032	55			
	98003	41			
	98148	39			
	98030	39			
	98166	37			
	98031	37			

3. Promise Outcomes

The following data show outcomes across Promise's programming related to the number of young people served, post-secondary enrollment and retention, and credential attainment measures (both for secondary and post-secondary attainment). These data are organized by PSTAA priority populations who are the focus areas for partnerships.

Table 3 contains school year data focusing on outcomes for Black or Brown Young Men and Nonbinary Youth, as a PSTAA priority population and a specific focus area for the Highline Promise partnership. The organizations that make up Highline Promise chose this focus population at the time of applying for PSTAA funding, based on achievement gaps identified in their data. As such, **Table 3** shows results across all data collected for the Black or Brown Young Men and Nonbinary Youth population served by Promise, which may include data collected across partnerships.

Table 3 – Outcomes for Black or Brown Males and Nonbinary Youth

Promise Outcomes for Black or Brown Males and Nonbinary Youth			Black or Brown Young Men & Nonbinary Youth				Non-Black or Brown Young Men & Nonbinary Youth		
			2022-23	**2023-24**	**2024-25**		**2022-23**	**2023-24**	**2024-25**
How much did we do?	Students served	↑	301	460	703	↓	40	85	68
	Equity grant	↑	19	43	76	–	<10	<10	<10
How well did we do it?*	Completed **financial aid** application	↑	35%	59%	68%	↓	13%	68%	56%
	Applied to a postsecondary program	↓	67%	97%	87%	–	<10	100%	<10
Is anyone better off?*	Earned **secondary credential**	↑	N/A	76%	88%	–	N/A	100%	<10
	Earned **postsecondary credential**	↓	N/A	24%	21%	–	N/A	<10	<10
	Direct enrollment in college	↑	79%	85%	100%	–	<10	<10	<10
	Persist to year 2 of college	↓	N/A	81%	56%	–	N/A	<10	<10

** For each of these performance measures, the measure is assessing the percent of students who achieved this measure, such as completing a financial aid application or earning a secondary credential such as a GED or high school diploma, during that year.*

Table 4 contains school year data focusing on outcomes for Opportunity Youth, as a PSTAA priority population and a specific focus area for the Promise to Community partnership. The organizations that make up Promise to Community chose this focus population at the time of applying for PSTAA funding, based on achievement gaps identified in their data. As such, **Table 4** (located on the following page) shows results across all data collected for the Opportunity Youth population served by Promise, which may include data collected across partnerships.

Table 4 – Outcomes for Opportunity Youth

Promise Outcomes for Opportunity Youth									
			Opportunity Youth				**Non-Opportunity Youth**		
			2022-23	**2023-24**	**2024-25**		**2022-23**	**2023-24**	**2024-25**
How much did we do?	Students served	↓	182	359	350	↓	293	343	58
	Equity grant	↑	15	135	140	–	<10	<10	<10
How well did we do it?*	Completed a **financial aid application**	↑	65%	77%	81%	–	23%	63%	<10
	Applied to a postsecondary program	↑	71%	82%	90%	–	58%	87%	<10
Is anyone better off?*	Earned **secondary credential**	↓	N/A	61%	50%	–	N/A	83%	<10
	Earned **postsecondary credential**	↓	N/A	26%	19%	–	N/A	<10	<10
	Direct enrollment in college	↑	65%	61%	86%	–	<10	<10	46%
	Persist to year 2 of college	↓	N/A	74%	54%	–	N/A	<10	<10

** For each of these performance measures, the measure is assessing the percent of students who achieved this measure, such as completing a financial aid application or earning a secondary credential such as a GED or high school diploma, during that year.*

4. Demographics of Youth Served

This section contains demographic data for young people served by Promise, by school year. Demographic data is organized by PSTAA priority populations. For **Tables 5 and 6**, students can report more than one identity category so there may be more students reported than the total number of youths served each year.

Table 5 - Priority Population: Children and Youth of Color

King County Promise: Students Served (by Race and Ethnicity)				
Race & Ethnicity		**2022-23**	**2023-24**	**2024-25**
American Indian/ Alaskan Native	–	<10	10	<10
Asian/ Asian American	↑	68	90	109
Black / African American	↑	169	317	351
Hispanic/ Latinx	↑	304	596	834
Middle Eastern & North African	–	<10	<10	10
Multiple Races	↑	44	79	88
Native Hawaiian/ Pacific Islander	↑	38	37	48
White	↑	46	95	102
Other race/ethnicity identities	↓		11	
Prefer not to say	↓	<10	13	<10

Table 6 - Priority Population: Gender Identity

King County Promise: Students Served (by Gender Identity)				
Gender Identity		**2022-23**	**2023-24**	**2024-25**
Young Women	↓	116	234	209
Young Men	↑	383	654	879
Nonbinary Youth	↑	<10	<10	12
Transgender Youth	–	<10	<10	10

Other Gender Identities	–	<10	<10	<10
Prefer not to say	–	<10	<10	<10

Table 7 - Priority Population: Children and Youth with Disabilities

King County Promise: Students Served (by Disability Status)				
Ability Status		**2022-23**	**2023-24**	**2024-25**
Youth with Disabilities	↑	25	56	104
Youth without Disabilities	↑	100	345	767
Unknown	↓	309	225	219
Prefer not to say	↓	80	290	36

Table 8 - Youth Served by Age Group

King County Promise: Students Served (by Age Group)				
Age Group (years)		**2022-23**	**2023-24**	**2024-25**
10 to 14	–	<10	<10	<10
15 to 17	↑	285	440	531
18 to 19	↑	105	195	299
20 to 24	↑	95	218	233
25 to 26	–	26	50	49
27 and over	–		12	12

I. Community Based Supports for K-12 Students (L&L) Awards List

Contractor Name	Award Year (s)	PSTAA Funds	Actual Spend (Thru 2025)	Total Award	Project Description	Service Area	KC Council Districts Served
United Way of King County	2021-26	$8,376,000.00	$6,696,995.32	$8,376,000	Facilitator and grant administrator for REC's Love & Liberation, which includes overseeing 14 subcontracts* (see below)	King County	1, 2, 3, 4, 5, 6, 7, 8 and 9
The 4C Coalition	2021	$9,999.00	$9,680.00	$9,999	Data system improvements and staff training	King County	1, 2, 3, 4, 5, 6, 7, 8 and 9
Education with Purpose Foundation for Pacific Islanders	2021	$9,999.00	$10,000.00	$9,999	Infrastructure resources to strengthen operations and data tracking	King County, Pierce County	1, 2, 3, 4, 5, 6, 7, 8 and 9
TOTAL		*$8,395,998.00*	*$6,716,675.32*	*$8,395,998*			

Subcontractor Name*	Award Year (s)	PSTAA Funds	Matching Funds (UWKC)	Total Award	Project Description	Service Area	KC Council District
The 4C Coalition	2021-26	$529,306.71	$540,107.84	$1,069,415	Academic support, mentoring, tutoring, arts, athletics, legal support, supports for youth involved with juvenile justice	King County	1, 2, 3, 4, 5, 6, 7, 8 and 9
All Girl Everything Ultimate Program (AGE UP)	2021-26	$529,308.71	$540,105.84	$1,069,415	Athletics, mentoring, leadership, advising	Seattle	1, 2, 4 and 8
Asian Counseling and Referral Service (ACRS)	2021-26	$529,308.71	$540,105.84	$1,069,415	Academic support, mentoring, leadership, mental health, immigration supports, legal support	Greater Seattle, King County	1, 2, 4, 5, 6 and 8
Community Passageways	2021-26	$529,308.71	$536,105.79	$1,065,415	Academic support, tutoring, mentoring, legal support and advocacy, basic needs	King County	1, 2, 3, 4, 5, 6, 7, 8 and 9
Education with Purpose Foundation for Pacific Islanders	2021-26	$529,308.71	$540,105.84	$1,069,415	Academic support, mentoring, college-prep, career path supports	King County, Pierce County	1, 2, 3, 4, 5, 6, 7, 8 and 9

El Centro de la Raza	2021-26	$637,137.71	$750,170.23	$1,387,308	Academic support, mentoring, college-prep, career path supports, arts, STEM, advocacy, immigration supports, legal supports	South Seattle, Federal Way	1, 2, 4, 8, 5, and 7
Falis Community Services	2021-26	$529,308.71	$536,103.84	$1,065,413	Academic support, mentoring, athletics, basic needs assistance, mental health	Kent, South Seattle, West Seattle	2, 4, 5, and 8
FEEST	2021-26	$529,311.71	$540,103.84	$1,069,416	Mentoring, advocacy, leadership, basic needs assistance	South Seattle, South King County	5, 7, and 8
Filipino Community of Seattle	2021-26	$529,311.71	$540,103.84	$1,069,416	Academic support, STEM, arts, basic needs assistance, mentoring, tutoring, cultural engagement, athletics, immigration supports	King County	1, 2, 3, 4, 5, 6, 7, 8 and 9
Glover Empower Mentoring	2021-26	$637,137.71	$750,170.23	$1,387,308	Academic support, mentoring, advising, Arts, STEM, collegeprep, athletics, legal support	South King County	5 and 7
Open Doors for Multicultural Families	2021-26	$529,310.48	$540,103.84	$1,069,414	Academic support, mentoring, job-readiness, Arts, STEM, disability justice, legal support	King County, Pierce County, Thurston County	1, 2, 3, 4, 5, 6, 7, 8 and 9
Para los Niños de Highline	2021-26	$529,310.71	$536,103.84	$1,065,415	Academic support, mentoring, arts, athletics, leadership, STEM	Burien, Highline, Sea-Tac, South King County	5, 7, and 8
Powerful Voices	2021-26	$529,310.48	$536,103.84	$1,065,414	Academic supports, arts, STEM, mentoring, mental health & wellness, advocacy & organizing	Seattle, South King County	1, 2, 4, 5, 7 and 8
Red Eagle Soaring	2021-26	$529,310.71	$536,103.84	$1,065,415	Academic supports, Arts, mentoring, basic needs assistance	East, North, South King County, Seattle	1, 2, 4, 5, 6 and 8
TOTAL		*$7,625,991.52*	*$7,961,598.43*	*$15,587,589.95*			

J. Performance Measures for L&L

The Community-Based Supports for K-12 Students funding category is a key strategy to address PSTAA's goal of increasing culturally relevant youth programs throughout King County. For the first five years of PSTAA implementation, this fund invested in Love & Liberation (L&L), a pilot that expands and supports culturally relevant youth programming. This effort was implemented in partnership with United Way King County (UWKC) and the Racial Equity Coalition (REC). The pilot concludes in 2026. Data is collected on an annual basis from L&L, though programming is conducted during the school year. Data is therefore organized by calendar rather than school year.

Appendix J includes eight tables which display performance measures, geographic reach, equity-based outcomes, and demographics for youth served by L&L investments across the first five years of investment and data collection. This appendix is a reference for data analysis and outcomes highlighted in the PSTAA Annual Report, please read in conjunction with analysis included in the report.

1. Results-Based Accountability

DCHS works with internal and external partners to generate reliable, actionable data about the implementation and impact of department-managed programs. Grounded in the Results Based Accountability framework, the department produces performance data that answers three core questions (how much was done, how well it was done, and whether people are better off). For more information about how the Results Based Accountability framework is used in PSTAA, please see Appendix E.

Table 1 illustrates these high-level results for the L&L's strategy from 2021 to 2025. All L&L providers report on the number of young people enrolled in programming. For performance measures in "How well did we do it?" and "Is anyone better off?" categories, providers report on measures which align with their program model and service delivery. The data in **Table 1** reflects the overall results for the L&L strategy but not every provider has reported data for each measure.

In **Table 1**, there are several measures in the "How well did we do it?" and "Is anyone better off?" categories which contain the value N/A. This indicates that data was not collected in the form of quantitative reports for that year. For the "How well did we do it?" category, the method of collecting performance measures shifted from reporting in quantitative reports to narrative reports after the pilot extension in 2024, so the data for 2024 and 2025 are not comparable to earlier years of reporting. In the "Is anyone better off?" category, the measures were consolidated after the pilot extension in 2024. "Leadership skills" transitioned to "Organizing and self-advocacy skills" and other performance measures were captured by the other performance measure constructs, so data is not reported for those three in 2024 and 2025 (and "Organizing and self-advocacy skills" were not reported until 2024 and 2025. This reporting style for "Is anyone better off?" appears for **Table 3** and **Table 4** as well.

Table 1 can be found on the following page.

Table 1 – Results Based Accountability Measures

RBA Performance Measures for L&L			2021	2022	2023	2024	2025
How much did we do?	Number of young people enrolled in programming	↑	1177	1903	2120	1559	1699
How well did we do it? *	Currently engaged youth	↓	85%	93%	71%	N/A**	N/A
	Youth with an up-to-date service plan	–	72%	78%	77%	N/A	N/A
	Youth completed a program	–	49%	66%	68%	N/A	N/A
	BIPOC staff	–	84%	93%	95%	N/A	N/A
Is anyone better off? *	Sense of belonging	–	92%	71%	80%	84%	82%
	Positive cultural identity	↓	99%	99%	98%	85%	76%
	Organizing or self-advocacy skills***	↑	N/A†	N/A	N/A	81%	85%
	Leadership skills	↓	97%	86%	57%	N/A	N/A
	Social-emotional learning (SEL) skills	–	85%	95%	97%	N/A	N/A
	Feel supported	↓	91%	91%	73%	N/A	N/A

* For each of these performance measures, the measure is assessing the percent of enrolled youth or staff members reporting for that measure. For example, Better Off measures reflect enrolled youth who report having developed social-emotional skills (e.g., sense of belonging or positive cultural identity) or feel supported during that year.
** N/A indicates that these measures transitioned to being collected in narrative reports during the pilot extension period after 2023 and therefore were not collected in this form. Data was collected and reported quarterly, so the annual aggregate for each measure derived a percentage based on the combined quarterly aggregate.
*** This measure is also a Secondary Indicator.
† N/A indicates that data was not collected or not available. Better Off performance measures changed in 2024 because of feedback from the Racial Equity Coalition to better align measures with services.

2. Geographic Reach

Table 2 (found on the following page) contains information about the number of students served by Love & Liberation (L&L) who live in King County. The top ten most densely served areas are listed in the table. "Unknown/missing" ZIP code data has been excluded from this data. Data is collected on an annual basis from L&L, though programming is conducted during the school year. Data is therefore organized by calendar rather than by school year.

Table 2 - Youth Served by Geographic Area

ZIP Code Enrollment for L&L								
Year	**ZIP Code**	**Students Served**	**Year**	**ZIP Code**	**Students Served**	**Year**	**ZIP Code**	**Students Served**
2021	98118	109	**2022**	98118	242	**2023**	98118	260
	98032	75		98144	132		98144	122
	98030	63		98032	128		98032	115
	98144	58		98003	111		98003	98
	98108	55		98108	82		98108	84
	98092	49		98001	56		98092	81
	98168	38		98030	49		98030	63
	98031	37		98092	46		98001	60
	98188	35		98178	45		98178	59
	98003	33		98023	43		98031	46
2024	98118	278	**2025**	98118	294			
	98144	97		98108	87			
	98032	92		98144	45			
	98108	87		98031	41			
	98003	58		98023	39			
	98023	50		98002	38			
	98001	49		98178	37			
	98042	49		98092	32			
	98030	48		98042	30			
	98178	42		98001	23			

3. L&L Outcomes

Table 3 and **Table 4** show outcomes across L&L's programming, including the number of youths served by programming and indicators of social-emotional development aligned with performance measures for priority populations that are a focus for L&L programming, specifically BIPOC and gender-diverse young people. **Table 4** can be found on the following page.

Table 3 - Outcomes for BIPOC Youth

L&L Outcomes for BIPOC Youth													
			BIPOC Youth						Non-BIPOC Youth				
			2021	2022	2023	2024	2025		2021	2022	2023	2024	2025
How much did we do?	Number of young people enrolled in programming	–	1137	1869	1918	1491	1491	↑	81	275	405	164	170
Is anyone better off?*	Sense of belonging	–	90%	70%	75%	81%	80%	–	<10	<10	91%	98%	97%
	Positive cultural identity	↓	100%	98%	98%	85%	76%	↓	<10	100%	100%	100%	88%
	Organizing or self-advocacy skills	↑	N/A	N/A	N/A	78%	85%	–	N/A	N/A	N/A	91%	91%
	Leadership skills	↓	97%	87%	58%	N/A	N/A	–	<10	<10	<10	N/A	N/A
	Social-emotional learning (SEL) skills	–	85%	95%	97%	N/A	N/A	–	<10	<10	<10	N/A	N/A
	Feel supported	↓	91%	91%	87%	N/A	N/A	–	<10	99%	97%	N/A	N/A

* For each of these performance measures, the measure is assessing the percent of enrolled youth who report having developed social-emotional skills (e.g., sense of belonging or positive cultural identity) or feel supported during that year.

Table 4 - Outcomes for Youth by Gender Identity

L&L Outcomes for Youth by Gender Identity																			
			Young Women						Young Men						Nonbinary Youth				
			2021	2022	2023	2024	2025		2021	2022	2023	2024	2025		2021	2022	2023	2024	2025
How much did we do?	Number of young people enrolled in programming	↑	515	833	925	751	836	↓	620	957	1086	748	734	↑	12	28	32	17	20
Is anyone better off?*	Sense of belonging	–	89%	81%	79%	79%	81%	↓	90%	61%	81%	89%	83%	–	<10	<10	100%	<10	<10
	Positive cultural identity	↓	100%	100%	99%	87%	83%	↓	99%	100%	100%	82%	67%	–	<10	100%	<10	<10	<10
	Organizing or self-advocacy skills	↑	N/A	N/A	N/A	78%	86%	↓	N/A	N/A	N/A	85%	81%	–	N/A	N/A	N/A	<10	<10
	Leadership skills	↓	99%	91%	57%	N/A	N/A	↓	94%	76%	54%	N/A	N/A	–	<10	<10	<10	N/A	N/A
	Social-emotional learning (SEL) skills	–	90%	96%	98%	N/A	N/A	–	85%	94%	96%	N/A	N/A	–	<10	<10	<10	N/A	N/A
	Feel supported	↓	98%	95%	91%	N/A	N/A	↓	85%	86%	63%	N/A	N/A	–	<10	<10	<10	N/A	N/A

* For each of these performance measures, the measure is assessing the percent of enrolled youth who report having developed social-emotional skills (e.g., sense of belonging or positive cultural identity) or feel supported during that year.

4. Demographics of Youth Served by Love & Liberation

This section contains data for young people served by Love & Liberation (L&L). Demographic data is organized by PSTAA priority populations. For **Tables 5 and 6**, youth can report more than one identity category so there may be more students reported than the total number of youths served each year. In **Table 7**, only half of the providers report on this demographic due to reporting systems.

Table 5 - Priority Population: Children and Youth of Color

Love & Liberation: Students Served (by Race and Ethnicity)						
Race & Ethnicity		**2021**	**2022**	**2023**	**2024**	**2025**
American Indian/ Alaskan Native	↑	69	115	33	24	48
Asian/ Asian-American	↓	295	464	528	320	310
Black / African American	↑	428	496	556	504	607
Hispanic/ Latinx	↓	238	617	486	416	255
Middle Eastern & North African	↓	<10	<10	16	27	14
Multiple Races	↑	81	132	201	131	203
Native Hawaiian/ Pacific Islander	↓	24	41	98	69	54
White	↑	81	275	405	164	170
Other race/ethnicity identities	–	<10	22	16	<10	<10
Prefer not to say	↓	<10	<10	37	43	<10

Table 6 - Priority Population: Gender Identity

Love & Liberation: Students Served (by Gender Identity)						
Gender Identity		**2021**	**2022**	**2023**	**2024**	**2025**
Young Women	–	515	833	925	751	836
Young Men	↓	620	957	1086	748	734
Nonbinary Youth	↑	12	28	32	17	20
Transgender Youth	↓	<10	<10	<10	<10	<10

Other Gender Identities	↑				<10	22
Prefer not to say	↓			15	15	<10

Table 7 - Priority Population: Children and Youth with Disabilities

Love & Liberation: Students Served (by Disability Status)						
Ability Status		**2021**	**2022**	**2023**	**2024**	**2025**
Youth with Disabilities	–	60	33	30	35	32
Youth without Disabilities	↑	225	473	366	359	378
Unknown	↑	124	145	233	94	139

Table 8 - Youth Served by Age Group

Love & Liberation: Students Served (by Age Group)						
Age Group (years)		**2021**	**2022**	**2023**	**2024**	**2025**
Under 5	–			<10	12	<10
5 to 9	↑	15	99	87	41	88
10 to 14	↑	263	473	827	693	702
15 to 17	↑	361	648	845	595	643
18 to 19	↑	264	416	242	173	195
20 to 24	↑	103	119	57	34	38
25 to 26	–			<10	<10	<10
27 and over	–			<10	<10	<10

K. PSTAA Financial Tables

Table 1 was updated on June 23, 2020 and is based on the PSTAA revenue forecast report provided by Sound Transit on April 24, 2020. It shows an estimated flow of resources across the 15-year lifespan of the account, based on the directives outlined in Motion 15492.

Table 1 - Estimated Allocations of PSTAA Funding (Updated 2020)

Rounding Factor	1,000								
	Percent	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**
Total		**$0**	**$5,490,000**	**$11,830,000**	**$16,620,000**	**$15,030,000**	**$15,610,000**	**$15,930,000**	**$21,630,000**
Administration and Evaluation	**7.0%**	**-**	**$500,000**	**$1,400,000**	**$1,400,000**	**$1,425,000**	**$1,450,000**	**$1,475,000**	**$1,500,000**
Annual Portion for TA and Capacity for CBOs	10.0%	-	50,000	140,000	140,000	143,000	145,000	148,000	150,000
Amount Remaining for Distribution		**$0**	**$4,990,000**	**$10,430,000**	**$15,220,000**	**$13,605,000**	**$14,160,000**	**$14,455,000**	**$20,130,000**
Early learning and early intervention facilities	**52.0%**	**$0**	**$2,595,000**	**5,424,000**	**7,914,000**	**$7,075,000**	**$7,363,000**	**$7,517,000**	**$10,468,000**
In home care provider dedication	7.5%	-	195,000	407,000	594,000	531,000	552,000	564,000	785,000
King County Promise	**38.0%**	**$0**	**$1,896,000**	**$3,963,000**	**$5,784,000**	**$5,170,000**	**$5,381,000**	**$5,493,000**	**$7,649,000**
Portion for K-12	45.0%	-	853,000	1,783,000	2,603,000	2,327,000	2,421,000	2,472,000	3,442,000
Portion for higher education	45.0%	-	853,000	1,783,000	2,603,000	2,327,000	2,421,000	2,472,000	3,442,000
Portion for CBOs	10.0%	-	190,000	396,000	578,000	517,000	538,000	549,000	765,000
K-12 Community Based Organizations Remainder	**10.0%**	**-**	**$499,000**	**$1,043,000**	**$1,522,000**	**$1,361,000**	**$1,416,000**	**$1,446,000**	**$2,013,000**

	Percent	**2027**	**2028**	**2029**	**2030**	**2031**	**2032**	**2033**	**2034**	**Total**
Total		**$30,030,000**	**$39,630,000**	**$38,890,000**	**$31,030,000**	**$24,670,000**	**$26,550,000**	**$20,560,000**	**$4,550,000**	**$318,050,000**
Administration and Evaluation	**7.0%**	**$1,550,000**	**$1,575,000**	**$1,625,000**	**$1,675,000**	**$1,700,000**	**$1,725,000**	**$1,760,000**	**$1,503,500**	**$22,263,500**
Annual Portion for TA and Capacity for CBOs	10.0%	155,000	158,000	163,000	168,000	170,000	173,000	176,000	150,000	2,229,000
Amount Remaining for Distribution		**$28,480,000**	**$38,055,000**	**$37,265,000**	**$29,355,000**	**$22,970,000**	**$24,825,000**	**$18,800,000**	**$3,046,500**	**$295,786,500**
Early learning and early intervention facilities	**52.0%**	**$14,810,000**	**$19,789,000**	**$19,378,000**	**$15,265,000**	**$11,944,000**	**$12,909,000**	**$9,776,000**	**$1,584,000**	**$153,811,000**
In home care provider dedication	7.5%	1,111,000	1,484,000	1,453,000	1,145,000	896,000	968,000	733,000	119,000	11,537,000
King County Promise	**38.0%**	**$10,822,000**	**$14,461,000**	**$14,161,000**	**$11,155,000**	**$8,729,000**	**$9,434,000**	**$7,144,000**	**$1,158,000**	**$112,400,000**
Portion for K-12	45.0%	4,870,000	6,507,000	6,372,000	5,020,000	3,928,000	4,245,000	3,215,000	521,000	50,579,000
Portion for higher education	45.0%	4,870,000	6,507,000	6,372,000	5,020,000	3,928,000	4,245,000	3,215,000	521,000	50,579,000
Portion for CBOs	10.0%	1,082,000	1,446,000	1,416,000	1,116,000	873,000	943,000	714,000	116,000	11,239,000
K-12 Community Based Organizations Remainder	**10.0%**	**$2,848,000**	**$3,806,000**	**$3,727,000**	**$2,936,000**	**$2,297,000**	**$2,483,000**	**$1,880,000**	**$305,000**	**$29,579,000**

Notes: 2019 revenue in amount of $2,456,305 was received March 31, 2020. Revenue is distributed quarterly by State to King County. Assume three-month lag.

Table 2 is the Sound Transit PSTAA Revenue Collection Forecast as of November 2025. The figures represent the total legislated collections of $518M, of which King County's portion is estimated to be 61%.

Table 2 - Sound Transit Revenue Collection Forecast as of November 2025

ST3 PSTAA Actuals Performance

Lifetime Actuals

Year		Actuals
2019	$	3,973,096
2020	$	5,904,575
2021	$	16,903,477
2022	$	16,366,679
2023	$	19,358,463
2024	$	10,181,573
2025	$	5,206,754
Total	**$**	**77,894,617**

STO Fee Collections

Category		Amount
STO Fee	$	518,000,000
STO Fee Actuals	$	77,894,617
STO Fee Remaining	**$**	**440,105,383**

Forecast

2025 STO Fee Forecast

2025 STO Fee Forecast	$	7,143,630

2025 STO Fee Eligible Costs by Project

Project		Eligible Costs
Bus Base North *(formerly BRT Maintenance Base)*	$	33,350,005
Downtown Redmond Link Extension	$	21,200,000
Federal Way Link Extension	$	121,464,011
I-405 BRT	$	2,791,805
SR-522/NE 145th Street BRT	$	918,190
Pinehurst Station *(formerly NE 130th Infill Station)*	$	39,800,000
ST Art	$	280,000
Total	**$**	**219,804,011**

2025 STO Fee by Project

Project		STO Fee
Bus Base North *(formerly BRT Maintenance Base)*	$	1,083,875
Downtown Redmond Link Extension	$	689,000
Federal Way Link Extension	$	3,947,580
I-405 BRT	$	90,734
SR-522/NE 145th Street BRT	$	29,841
Pinehurst Station *(formerly NE 130th Infill Station)*	$	1,293,500
ST Art	$	9,100
Total	**$**	**7,143,630**

Long-Range Forecast

Year		Amount
2024 YTD	$	72,687,863
2025	$	7,143,630
2026	$	10,060,160
2027	$	30,102,378
2028	$	36,611,921
2029	$	46,367,106
2030	$	50,187,599
2031	$	43,197,803
2032	$	60,913,835
2033	$	85,030,696
2034	$	75,697,008
Total	**$**	**518,000,000**

Error! Reference source not found.was updated in May 2026 and demonstrates the most current plan for PSTAA expenditures as of the time of this report, based on the Sound Transit PSTAA Revenue Collection Forecast from November 2025. It estimates the flow of resources across the lifespan of the PSTAA account as directed by Motion 15492.

Table 3 - Estimated Allocations of PSTAA Funding (Updated 2026)

	2019 Actuals	2020 Actuals	2021 Actuals	2022 Actuals	2023 Actuals	2024 Actuals	2025 Actuals	Spend Total Through 2025	Percent Allocatio	Percent Target
Revenue Collection	$0	$4,779,955	$10,162,965	$10,461,765	$11,264,846	$7,945,610	$4,057,180	$48,672,321	-	-
Administration and Evaluation	-	**$486,172**	**$863,049**	**$1,019,206**	**$1,205,475**	**$1,225,025**	**$927,708**	**5,726,635**	**18.3%**	**7.0%**
Portion for TA and capacity building for CBOs (annually)	-	198,037	36,661	29,025	14,412	27,375	9,645	315,155	5.5%	10.0%
Early learning and early intervention facilities	**$0**	**$1,468,999**	**129,720**	**356,381**	**$1,924,827**	**$3,428,902**	**$2,457,399**	**9,766,228**	**38.1%**	**52.0%**
In home care provider dedication	-	-	9,729	17,978	278,255	503,787	301,366	1,111,116	11.4%	7.5%
King County Promise	**$0**	**$0**	**$536,727**	**$1,110,246**	**$2,010,864**	**$3,065,010**	**$2,373,497**	**9,096,344**	**35.5%**	**38.0%**
Portion for K-12	-	-	-	409,748	617,921	958,183	587,871	2,573,723	28.3%	45.0%
Portion for higher education	-	-	-	323,863	766,758	1,153,231	758,246	3,002,098	33.0%	45.0%
Portion for CBOs for work with K-12 and higher ed.	-	-	**536,727**	**376,635**	626,185	953,596	1,027,379	3,520,522	38.7%	10.0%
K-12 Community Based Organizations Remainder	**$0**	**$0**	**1,168,000**	**1,522,000**	**1,361,000**	**1,199,996**	**1,491,863**	**6,742,859**	**26.3%**	**10.0%**

Notes: 2019 revenue in amount of $2,456,305 was received March 31, 2020. Revenue is distributed quarterly by State to King County. Assume 3 month lag. Early learning and early intervention facilities includes costs incurred; more funding is committed in contract or procurement than represented here due to Capital project spend timelines. Based on revenue volatility management practices, DCHS approaches PSTAA implementation plan investments targets as lifetime allocation targets rather than annual targets; percent allocations in the short-term are also imperfect as a result of Early learning facilities multi-year spend.

	2026 Projections	2027 Projections	2028 Projections	2029 Projections	2030 Projections	2031 Projections	2032 Projections	2033 Projections	2034 Projections	2035+ Projections	Lifetime Total	Percent Allocation	Percent Target
Revenue Collection	**$5,600,000**	**$15,000,000**	**$21,000,000**	**$26,000,000**	**$30,000,000**	**$27,000,000**	**$34,000,000**	**$47,000,000**	**$47,000,000**	**$16,777,679**	**$318,050,000**	-	-
Administration and Evaluation	**$1,157,084**	**$1,172,094**	**$1,500,000**	**$1,575,000**	**$1,650,000**	**$1,732,500**	**$1,820,000**	**$1,911,000**	**$2,000,000**	**$10,498,971**	**30,743,284**	**9.7%**	**7.0%**
Portion for TA and capacity building for CBOs (annually)	51,785	53,670	150,000	250,000	300,000	300,000	350,000	350,000	350,000	600,000	3,070,610	10.0%	10.0%
Early learning and early intervention facilities	**$6,784,883**	**$4,333,125**	**$5,000,000**	**$5,000,000**	**$10,000,000**	**$15,000,000**	**$20,000,000**	**$20,000,000**	**$20,000,000**	**$33,450,000**	**149,334,236**	**52.0%**	**52.0%**
In home care provider dedication	341,581	524,984	550,000	800,000	800,000	1,000,000	1,000,000	1,000,000	1,000,000	3,000,000	11,127,681	7.5%	7.5%
King County Promise	**$2,888,895**	**$3,809,681**	**$5,000,000**	**$5,000,000**	**$7,500,000**	**$7,500,000**	**$10,000,000**	**$10,000,000**	**$12,000,000**	**$36,330,000**	**109,124,920**	**38.0%**	**38.0%**
Portion for K-12	744,774	1,180,505	2,250,000	2,250,000	3,500,000	3,500,000	4,750,000	4,750,000	5,750,000	17,900,000	49,149,001	45.0%	45.0%
Portion for higher education	1,047,761	1,492,909	2,250,000	2,250,000	3,500,000	3,500,000	4,750,000	4,750,000	5,750,000	16,800,000	49,092,767	45.0%	45.0%
Portion for CBOs for work with K-12 and higher ed.	1,096,361	1,136,268	500,000	500,000	500,000	500,000	500,000	500,000	500,000	1,630,000	10,883,151	10.0%	10.0%
K-12 Community Based Organizations Remainder	**1,709,968**	**1,771,368**	**1,831,085**	**1,892,280**	**2,000,000**	**2,000,000**	**2,000,000**	**2,000,000**	**2,000,000**	**4,900,000**	**28,847,560**	**10.0%**	**10.0%**

Notes: This forecast report is based on DCHS analysis of November 2025 revenue forecast estimates from Sound Transit. Based on revenue volatility and collection timing uncertainty, DCHS proposes a conservative approach to deploying funding. Because of this and multi-year Capital project spend timelines, DCHS anticipates spending to occur beyond the revenue collection period.

L. Stakeholder Review Participant List

Participant Name	Organization	PSTAA Advisory Subcommittee	IP Workgroup	Funded Partner	Scope of Review
Asma Ahmed	City of Seattle	Yes			Equity lens, cultural responsiveness, clarity of messaging
Tanush Bhatia	Skyline High School (Student)	Yes			Equity lens, cultural responsiveness, clarity of messaging
Janet Blanford	Highline Public Schools		Yes	Yes	Validate project/partnership descriptions, metrics, and outcomes
Nell Brewer	United Way of King County		Yes (Organization)	Yes	Validate project/partnership descriptions, metrics, and outcomes
Dr. Dwane Chappelle	City of Seattle	Yes			Equity lens, cultural responsiveness, clarity of messaging
Jeff Corey	Northwest Education Access		Yes	Yes	Validate project/partnership descriptions, metrics, and outcomes
Jack Edgerton	Eastside Baby Corner	Yes			Equity lens, cultural responsiveness, clarity of messaging
Cassandra Ellis	Enterprise Community Partners		Yes (Organization)	Yes	Validate project/partnership descriptions, metrics, and outcomes
Jackie Jainga-Hyllseth	ARC of King County	Yes			Equity lens, cultural responsiveness, clarity of messaging
Hana Kawai	All Girl Everything			Yes	Validate project/partnership descriptions,

	Ultimate Program				metrics, and outcomes
Jaimee Marsh	Project FEEST			Yes	Validate project/partnership descriptions, metrics, and outcomes
Mirya Roach	Centro Rendú			Yes	Validate project/partnership descriptions, metrics, and outcomes
Juanita Salinas-Aguila	Enterprise Community Partners		Yes (Organization)	Yes	Validate project/partnership descriptions, metrics, and outcomes

X. Endnotes

[1] Puget Sound Taxpayer Accountability Account (n.d.)
[2] King County Department of Community and Human Services. (2020). *Implementation Plan for Investment of Puget Sound Taxpayer Accountability Account Proceeds*.
[3] King County, WA. (2019). File #: 2019-0245: King County Motion 15492.
[4] PSTAA is funded through a dedicated 3.25% sales and use tax offset fee applied to Sound Transit 3 (ST3) construction expenditures. As Sound Transit incurs capital construction expenses on specific ST3 expansion projects, PSTAA revenue is generated (Sound Transit, 2023).
[5] Culturally grounded programming refers to building programs from the ground up using the values, behaviors, and worldviews of the specific populations they serve. (Lauricella M, Valdez JK, Okamoto SK, Helm S, Zaremba C., 2016).
[6] King County's Department of Community and Human Services stewards several dedicated revenue streams to fund human services across the region, including the Veterans, Seniors and Human Services Levy; the Best Starts for Kids Levy; the Mental Illness and Drug Dependency Behavioral Health Sales Tax Fund (MIDD); the Health Through Housing Initiative; and the Puget Sound Taxpayer Accountability Account (PSTAA), in addition to state and federally directed revenues.
[7] Postsecondary persistence refers to a student's continued enrollment in a college, university, or other postsecondary pathway from one academic term to the next (Strive Together, n.d.).
[8] King County, WA. (2019). File #: 2019-0245: King County Motion 15492.
[9] PSTAA prioritized populations are: children and youth of color; children and youth from families at or below two hundred percent of the federal poverty level; children and youth who are homeless, in the foster care system, in the child welfare system or are at risk of being involved or involved in the juvenile justice system; children and youth with disabilities; children and youth who identify as LGBTQ; or otherwise vulnerable children and youth.
[10] King County, WA. (2019). File #: 2019-0245: King County Motion 15492.
[11] King County, WA. (2019). File #: 2019-0245: King County Motion 15492.
[12] Table note: Headline and intermediate indicators reflect the outcomes identified in the PSTAA Implementation Plan and are intended to provide a shared framework for assessing progress toward population-level goals. For some investments, particularly Early Learning Facilities and Community-Based

Supports for K–12 Students, participant-level data needed to directly measure certain headline outcomes (such as kindergarten readiness or high school graduation) are not collected because services are designed to protect privacy and minimize reporting burden. As a result, these indicators should not be interpreted as direct measures of program performance or attribution. Future reports may supplement program-specific outcomes with countywide or regional population data to provide broader contextual information on trends related to these long-term outcomes.

[13] Performance indicators related to belongingness, cultural identity development, and improved self-advocacy skills are measures gathered through students self-reporting development to providers (typically gathered through data collection tools such as surveys). Students' education engagement is measured and reported on quarterly through program-specific appropriate models for engagement, such as (but not limited to) student meetings with advisers or systems navigators. To see historical data for Love & Liberation see Appendix J Table 1 and for King County Promise see Appendix F Table 1.

[14] Intermediate indicators, such as postsecondary persistence or access to financial aid opportunities, such as Equity Grants, are reported annually by providers to DCHS. Postsecondary persistence includes performance measures tracking how many students continue their education from their first to second years of college (based on enrollment). Access to financial aid opportunities can be measured through students completing financial aid applications and the number and amount of Equity Grants distributed through King County Promise. To see historical data for King County Promise related to these indicators, see Appendix F Table 1.

[15] Supovitz, J. A., Hemphill, A. A., Manghani, O., & Watson, C. (2024). *Cogs of inequity: How structural inequities impeded school efforts to support students and families at the outbreak of the COVID-19 pandemic.* Equity in Education & Society, 3(3), 224–239.

[16] King County Department of Community and Human Services. (2020). *Best Starts for Kids COVID-19 Impacts Report*. King County, WA.

[17] Borda, M. (2026); Office of Superintendent of Public Instruction (2025); Washington State Auditor's Office (2023).

[18] Washington State Office of Superintendent of Public Instruction (2026). *Student Attendance Continues Upward Post-Pandemic Trend*. Washington OSPI News Center.

[19] King County Office of Economic and Financial Analysis. (2025). *ECONPuLSE Economic Report (Q3/Q4)*. Seattle, WA: King County Governance and Leadership Portal

[20] King County Department of Community and Human Services. (2020). *Implementation Plan for Investment of Puget Sound Taxpayer Accountability Account Proceeds*.

[21] King County, WA. (2020). File #: 2020-0249: King County Motion 15673.

[22] King County, WA. (2019). File #: 2019-0245: King County Motion 15492.

[23] As a capital investment strategy, PSTAA ELF strengthens the environment where early learning occurs rather than delivering direct instructional services. Consistent with the Implementation Plan, progress is measured through indicators such as capacity preserved, new slots created, and facility quality improvements. These efforts aim to improve access to early learning and progress toward kindergarten readiness.

[24] Hoover, Nathan, Daniel O'Neil. (2022). *Non-Standard Hours Rate Model Report to the Legislature*. Department of Children Youth and Families.

[25] Enterprise Community Partners (n.d.)

[26] Some fluctuations in reported outcomes, viewable in Appendix F, Table 1, reflect structural and implementation challenges, including extended timelines between project proposals being submitted and construction starting. DCHS worked to address this lag by streamlining pre-approval site visit processes. Between 2024 and 2025, decreases in outreach efforts, development projects, and investments were primarily driven by rising material costs and the consolidation of projects to prioritize high-need investments given budget realities.

[27] Sound Transit applies a "subarea equity" policy under which local tax revenues are used for projects and services that provide transportation benefits to residents and businesses within each subarea generally in proportion to the revenues generated by that subarea. In King County, the Sound Transit district is divided into three subareas: North King County/Seattle, East King County, South King County. (Sound Transit, 2016).

[28] Washington State Department of Commerce. (2020). *Washington State Child Care Industry Assessment*.
[29] Washington State Department of Children, Youth & Families Working Connections Child Care (n.d.).
[30] Rosen, B. Enterprise Community Partners (2025). *Increasing the Supply of Early Child Care Education Facilities in Washington State*.
[31] The focus populations for each of the King County Promise investments were selected by the implementation partners at the time of application for PSTAA funding.
[32] Development education in college can significantly delay progress toward credential attainment. Direct enrollment into credit-bearing college courses reduces tuition costs overtime and accelerates completion timelines. (Mokher, C., Park-Gaghan, T., & Hu, S., 2020)
[33] Washington State Education Research and Data Center. (2026). *High school graduate outcomes*. ERDC High School Graduate Outcomes Dashboard.
[34] The Free Application for Federal Student Aid or FAFSA is the federal form used to apply for financial aid for college. (United States Department of Education, n.d.)
[35] The Washington Application for State Financial Aid or WAFSA is Washington State's equivalent application for students who do not qualify for federal aid, including undocumented students. (Washington State Achievement Council, n.d.).
[36] Washington Student Achievement Council (2026). *FAFSA Completion for high school seniors.* Note: WSAC rates for each July among graduating seniors.
[37] Opportunity youth are defined as young people aged 16-24 years who are neither in school nor working (Aspen Forum for Community Solutions, n.d.).
[38] Data note: Data is aggregated from DCHS end-of-school-year reports. Annual enrollment and detailed performance data tables reside in Appendix H, Tables 1–4. The full list of funded partners and scopes of work can be found in Appendix G. Long-term credential completion tracking remains limited due to the early stage of the project and external systemic variables
[39] Direct enrollment to postsecondary education serves as a critical predictor of long-term academic persistence. Federal research indicates that students who delay entry face massive structural friction points, making them significantly less likely to finish a degree program. (The National Center for Education Statistics, 2026).
[40] Washington Student Achievement Council (2023). *Higher Education Landscape and Map (HELM) Report.*
[41] Patton, D., Liu, Q., Felver, B., Lucenko, B., & Huber, A. (2016). *Opportunity Youth: Factors that predict disengagement from school and work among youth in Washington State.* Olympia, WA: Dept. Social & Health Services.
[42] Community Center for Education Results (2018). *Road Map Project 2017 Results Report: In Pursuit of More Equitable Systems*.
[43] Chu, B., Rosenblatt, N., Cooley, S., Waits, S., Granlund, C., Grubb, B., et al. (2021). *Inequity by design: How college placement policies perpetuate institutional racism*. Seattle, WA.
[44] King County Motion 15492 directs that investments under the King County Promise funding category include a focus on systems-level improvements and alignment that will result in improved success in educational outcomes for youth in the PSTAA prioritized populations. Based on this directive, PSTAA invested in a system supporting organization to work in partnership with King County, to co-develop and oversee implementation of Promise related PSTAA investments and to raise and disseminate private funds in tandem with PSTAA investments. (King County DCHS, 2020).
[45] Birell, L., Werner-Seidler, A., Davidson, L., & Andrews, J. (2025*). Social connection as a key target for youth mental health. Journal of Affective Disorders*, 371, 48-53.
[46] Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). *A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. American Journal of Community Psychology*, 45(3-4), 294-309.
[47] Kremer, K. P., Maynard, B. R., Polanin, J. R., Vaughn, M. G., & Sarteschi, C. M. (2015). *Effects of after-school programs with at-risk youth on attendance and externalizing behaviors: A systematic review and meta-analysis. Journal of Youth and Adolescence, 44(3*), 616-636.
[48] In Appendix J, this performance measure is known as *"Organizing and self-advocacy skills"* in 2024 and 2025, to focus more specifically on the types of leadership skills youth improve through programming and

align with the PSTAA Implementation Plan indicating that a secondary performance indicator is improved self-advocacy skills.

[49] Kremer, K. P., Maynard, B. R., Polanin, J. R., Vaughn, M. G., & Sarteschi, C. M. (2015). Effects of after-school programs with at-risk youth on attendance and externalizing behaviors: A systematic review and meta-analysis. *Journal of Youth and Adolescence*, *44*(3), 616-636.

[50] Liu, J. (2004). Childhood externalizing behavior: Theory and implications. *Journal of Child and Adolescent Psychiatric Nursing, 17*(3), 93–103.

[51] Del Toro, J., & Wang, M. T. (2020). School cultural socialization and academic performance: Examining ethnic-racial identity development as a mediator among African American adolescents. *Child Development*, *91(6),* 1985–2001.

[52] McCann, M. (2024). *(W)holistic Approaches: Examining Whole Child Frameworks to Support Youth*. The Forum for Youth Investment.

[53] Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). *Implications for Educational Practice of the Science of Learning and Development.* Applied Developmental Science, 24(2), 97-140.

[54] "*Love and Liberation* is a term that embraces a holistic approach to learning. It employs methods that support the liberation and well-being of young people as well as their families and the community. With love and liberation, all students thrive when BIPOC youth are provided with academic support and resources that address such factors as cultural identity, social emotional skills and coalition building." (Racial Equity Coalition, 2023).

[55] The 14 community-based organizations that make the Racial Equity Coalition are: 4C Coalition, Asian Counseling and Referral Service, All Girl Everything Ultimate Program, Community Passageways, Education with Purpose Foundation for Pacific Islanders, El Centro de la Raza, Falis Community Services, FEEST, Filipino Community of Seattle, Glover Empower Mentoring, Open Doors for Multicultural Families, Para los Niños, Powerful Voices, and Red Eagle Soaring.

[56] Racial Equity Coalition. (2023). Racial Equity Coalition full report: *Harnessing the Power of Community for Love and Liberation*.

[57] Coalition-based learning is a continuous, collaborative process where cross-sector partners in a collective impact initiative share data, analyze results, and adapt their strategies together. (Collective Impact Forum, 2016).

[58] Participatory funding (often called participatory grantmaking) is a funding method that cedes decision-making power to the very communities a program aims to serve. (Paterson, H., 2020).

[59] Refer to January 20, 2022 memo from DCHS Director, Leo Flor, to King County Council Members, RE: Methodology to proceed with PSTAA implementation with reduced PSTAA revenue projections.

[60] Refer to September 12, 2022 email from DCHS Chief of Staff, Kelly Rider, to King County Council Members, Subject: PSTAA Status Memo.

[61] Refer to June 18, 2024 email from DCHS Acting Director, Kelly Rider, to King County Council Members, Subject: DCHS Implementation Updates.

[62] Refer to December 13, 2024 email from DCHS Acting Director, Jennifer Tanaka, to King County Council Members, Subject: Update on PSTAA College, Career, and Technical Education funding category.

[63] System support functions for Promise include fostering collaboration among Promise Partners; advancing data sharing, shared learning, and continuous improvement; streamlining academic assessment and course placement; supporting program implementation through technical assistance, professional learning, recruitment and hiring consultation, and curriculum resources; and securing and strategically allocating matching funds to support long-term sustainability.

[64] When the L&L pilot was extended in 2024, all partners shifted their quantitative and narrative reporting practices to streamline reporting and better align with program implementation practices, supported by DCHS and United Way. In 2024 and 2025, partners shifted to reporting their "*How well did we do it?"* quantitative measures as part of their narrative reports to provide richer systems feedback. And several of the performance measures for "Is anyone better off?" were consolidated, so that partners were reporting on performance measures that aligned more closely to their program implementation, such as focusing on belongingness and developing positive cultural identities, and shifted the language of skills such as

“leadership” to align with the PSTAA Implementation Plan indicator of “organizing and self-advocacy" leadership skills. More information on this shift is reflected in Appendix J, Table 1.

[65] The PSTAA Implementation Plan originally designated L&L a three-year pilot. Following the COVID-19 pandemic, the pilot was extended through 2026 to support continued learning and evaluation following pandemic-related disruptions.

[66] King County, WA. (2019). File #: 2019-0245: King County Motion 15492.

[67] King County, WA. (2019). File #: 2019-0245: King County Motion 15492.

[68] The PSTAA Implementation Plan does not prescribe funding category-specific evaluation requirements. Rather, performance measurement and evaluation plans are developed in partnership with funded organizations after awards are made, allowing evaluation approaches to be tailored to each strategy's goals, implementation, and expected outcomes. Findings from these evaluations inform the recommendations presented in this report.

[69] The 2020 PSTAA Implementation Plan established performance measures and evaluation requirements but did not establish numeric annual performance targets for funded strategies. Consequently, there are no previously adopted targets to update or revise, and no substantive target changes to report for the forthcoming year. During the first five years of implementation, DCHS focused on establishing performance measurement systems, developing baseline information, and improving data quality in partnership with funded organizations. As implementation and longitudinal data systems mature, DCHS anticipates developing more formal target-setting approaches to support continuous improvement and accountability.

[70] PSTAA revenues are generated through a 3.25 percent sales and use tax offset fee applied to eligible Sound Transit 3 (ST3) construction expenditures (RCW 81.112.360). Sound Transit's updated ST3 System Plan identifies the West Seattle Link Extension and several other major ST3 projects as fully funded and advancing toward construction. Because PSTAA revenues are generated as construction expenditures occur, the pace and timing of future revenue collections will depend on project schedules and expenditures.

[71] King County, WA. (2019). File #: 2019-0245: King County Motion 15492.

[72] Refer to January 20, 2022 memo from DCHS Director, Leo Flor, to King County Council Members, RE: Methodology to proceed with PSTAA implementation with reduced PSTAA revenue projections.

[73] Refer to January 20, 2022 memo from DCHS Director, Leo Flor, to King County Council Members, RE: Methodology to proceed with PSTAA implementation with reduced PSTAA revenue projections.

[74] King County, WA. (2019). File #: 2019-0245: King County Motion 15492.

[75] King County, WA. (2019). File #: 2019-0245: King County Motion 15492.

[76] King County, WA. (2019). File #: 2019-0245: King County Motion 15492.

[77] King County Motion 15492 provides for the reevaluation of the percentage of PSTAA funding dedicated to administration and evaluation three years after the effective date of the motion, stating: “*The percentage of funding dedicated in this section will be reevaluated in three years after the effective date of this motion*.*”* This provision establishes a statutory opportunity for the County to review and, as appropriate, recommend revisions to the administrative and evaluation cap based on implementation experience and evolving program needs. (Motion 15492, 2019)

[78] Development of the HOPE pilot has included ongoing engagement with County leadership. The former County Executive and a member of the King County Council were invited to a partnership kickoff meeting and campus tour hosted by the President of Shoreline Community College on May 10, 2024. The current County Executive also received a briefing on the pilot and its implementation on April 8, 2026.

[79] Bambilla, A., Cooley, S., Esborn, E., Kao, P., Dorje, G., Fithian, A. (2025). *Resilience in Residence: Empowering Youth Through Housing and Learning Pathways*. King County DCHS, Children, Youth, and Young Adult Division.

[80] Since 2020, Enterprise has secured approximately $23 million in state and philanthropic funding to support early learning facilities. These braided funds support Enterprise's statewide portfolio, which includes King County's PSTAA-funded General Child Care Facilities Fund and other early learning facilities initiatives across Washington.

[81] The PSTAA Advisory Subcommittee of the Children and Youth Advisory Board (CYAB) provides community-based oversight and strategic advice on the implementation of PSTAA funds and elevates recommendations to the CYAB and King County leaders. (DCHS, n.d.).

[82] King County, WA. (2020). File #: 2020-0249: King County Motion 15673.
[83] This report is published on the King County PSTAA program page. (DCHS, n.d.).