

# Connector



PSESD Early Learning Monthly Newsletter

April 2022

## Peer Programs and Teachbacks



Peer Health and Peer Literacy training is complete! The newly trained Parent Educators are excited to practice their leadership and presentation skills through teachback presentations.

[Schedule a teachback today!](#)

### PSESD Early Learning Connector

#### Editing

Venissia Buyco

#### Production

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The Early Learning Connector e-newsletter is produced monthly throughout the school year, providing information for the PSESD Early Learning Program.



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# What's New in General

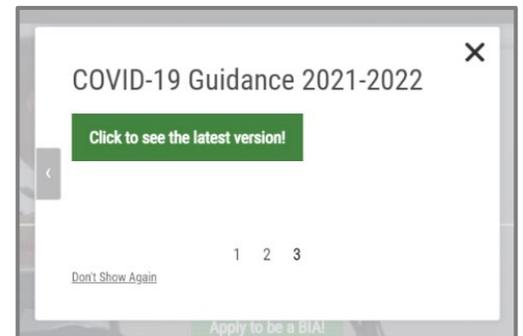


## COVID-19 Guidance

Make sure to refer to the [COVID-19 Guidance](#) periodically for adjustments to regular procedures. You can find it in the following places:

- [EarlyLearningWA home page](#) under Staff
- [For Staff > COVID-19 Information > 2021-2022 Procedures and Forms](#)
- Linked at the top of every page of the [Connector](#)

When updates to the Guidance are made, it is typically published on Friday morning. You'll see a "page pop" on the [EarlyLearningWA home page](#) from the publish time all the way through 6 pm the following Monday. You can't miss it!



## Telling the Story: Developmental Concerns Checklists & PIR

**Tamara Griffith, Dani Hoffman, Johna Rhooms, and Malena Swarhout | Disabilities Consultants**

Thank you so much for what you do day in and day out to center families. You are advocates, partners, innovators, and change makers. We want to take this time to reflect on how you are wonderfully holding families and their rights to access referral and evaluation for services under IDEA. Navigating referral and evaluation can be daunting – and your work to inform families of their rights and partnering with them in whatever decision they make is pivotal.

### EHS/EHS-HB/HS Only

Late Spring, we will request PIR (C.21-C.22) for families who have been informed of their rights to access referral and evaluation, and each decision made. Much of this information is documented on the [Developmental Concerns Checklist](#) – this form is required for all children who score **Rescreen/Monitor** or **Referral Indicated** on the ASQ-3, and for families who have developmental concerns about this child (per the [Required 45-Day Developmental Screenings Procedure](#)).

### Next steps for PIR: EHS/EHS-HB/HS Only

Make sure a Developmental Concerns Checklist has been created for children who scored **Rescreen/Monitor** or **Referral Indicated** on the ASQ-3, or for families who have developmental concerns

Record the family's decisions and updates on the Developmental Concerns Checklist

Acquire copies of the evaluation and the IFSP/IEP (if the child qualifies) for children who go through the referral and evaluation process to document and inform individualized supports

### Next Steps for Documentation: ECEAP Only

Document all required follow up and family's decisions under Conference Notes in ELMS. ECEAP staff are active partners with families who are informed of their rights to access referral and evaluation.

For children who go through the referral and evaluation process, acquire copies of both the evaluation and (if eligible) the IEP. Place a copy in the child's file, provide a copy to the ECEAP teaching team, and data enter in ELMS using the [IEP Data Entry in ELMS guidance](#).



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## Early Learning is Hiring!

Check out our [Jobs page](#) for open positions at PSESD and Early Learning centers. We are also looking for Bilingual Instructional Assistants. Please share the [flyer](#)!

## Data

Check back for reminders and updates next month!



Photo by PSESD Early Learning

## Policy Council Updates

Visit the [Policy Council page](#) regularly for a calendar of Policy Council events, information, recruitment tools, meeting materials, and more!

### Policy Council 2021-2022

#### Quincy Stone, Parent Leadership Manager

Policy Council completed the first of a two-part training on Race and the Opportunity Gap. Training explores the concept of equity versus equality, the opportunity gap and the lack of equitable learning opportunities afforded to children of color, and what it means to be color brave rather than color blind. This transformative work enables parents to reflect on their own experiences with racial injustice and to deepen their understating of structural inequality.

Do you have a recently elected representative? Don't forget to submit the online [Policy Council Notice and Verification Form](#) so we can connect with them prior to their first meeting. Please see the [Policy Council Composition Chart](#).

Still recruiting? Below are some reminders about upcoming dates and useful materials:

- [Policy Council Video](#) for you to show at parent meetings or one-on-one with parents!
- Policy Council recruitment flyer is available in [English](#) and [Spanish](#)!
- [Meeting date flyers](#) available in English and Spanish.
- **PC Reps are available** to speak at your in-person and/or virtual parent events. Contact [Quincy Stone](#).
- For guidance on parent reimbursement, please see Parent Leadership Reimbursement - COVID-19 Guidelines (English and Spanish) on the Policy Council [webpage](#).



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## Policy & Legislative Updates

Lori Pittman, Early Learning – K to Career Policy, Advocacy and Government Relations

Check back for reminders and updates next month!

# Center Directors

Review the E-Alerts from March 2022

Also check your inbox for any additional emails sent by your Team Manager.

3/14 [Safe Arrival and Departure Self-Monitoring Correction](#)

3/11 [Follow up to 3/10 PSESD Early Learning COVID Guidance](#)

3/7 [DSHS Addresses for Recruitment](#)

3/1 [Safe Arrival and Departure Spring 2022 Monitoring](#)

## Center Director Meetings

Check the [Center Director page](#) monthly for Zoom links, recorded updates, and recorded meetings.

## Staff Information Forms

**Reminder:** Please complete the appropriate online [Staff Information Form](#) as soon as you know of any staff changes. Contact the following with questions:

### Qualifications:

[Cheryl Habgood](#)

### Portable Background Checks/ Staff Member Safety Plans:

[Beth Larsen](#)

### All Other Hiring Questions:

Your Team's Technical  
Assistance Coordinator  
(Monitor)

### Assistance with Document Uploads:

[Venissia Buyco](#)



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## Center Leaders Foundational Series on Race Series

### Heather Kawamoto and Michelle Morse, Equity in Education Managers



Join us as we bring together Center Leadership to reflect on how to lead sites and centers with racial equity. Explore how to create nests for staff at the center, the historical constructs of race, how to recognize our own implicit bias and its impact on our work, what it means to be a center leader and hold positional power, and interrupt white supremacy cultural characteristics while leading with racial equity. This training is geared toward leadership: Center Directors, Center Coordinators, Site Supervisors.

The series will be held over 7 consecutive Tuesdays, April 26 – June 7, 2022, 1:00 – 3:00 PM. [Register through Constant Contact.](#) Please reach out to [Heather & Michelle](#) with any questions.

## Free Job Postings for Open Teacher Positions!

### Shared from National Head Start Association

To support efforts to recruit staff, NHSA has opened their job board to all Head Start programs to post open teacher positions for free. To get started on free postings, visit [NHSA's job board](#) and use the coupon code: **FREE TEACHER**.

## Make Sure to Check Out Recordings of Monthly Meetings

### Talena Dixon, Director | Program Operations & ECEAP

The recordings of the two monthly Center Director meetings are found on the [Center Director page](#) on EarlylearningWA.org. These meetings are primary ways we communicate information that is crucial to you running your programs. Some of the important topics for the [March meetings](#) are: COVID spending for HS/EHS, COVID mask updates, ECEAP RFA update, safety practices/monitoring SAD-T, staff stipends permissible by OHS and DCYF, summer services, and Focus Area 2 review for HS/EHS, etc. receive a 45-day notice of the review.

Please keep an eye out for further communication once we get notice from OHS.

## Underspent Grant Funds & Staffing Crisis

### Talena Dixon, Director | Program Operations & ECEAP

Many subcontractors are currently underspent largely due to understaffing. As well, subcontractors currently have staff who are working long hours and covering for more than one position. Please work with your organization to compensate staff for additional responsibilities and work hours. We recently learned from our funders that it is permissible to use contract funds to give retention bonuses to staff.

If you are underspent at this point in your grant cycle, please work with your organization's fiscal staff, as well as our EL Fiscal Team, to project where your spending is and should be. If you determine that you won't spend all your contract funds, please begin a conversation with your Team Manager right away so they can support you as you think about programmatic needs where funds could be spent. As always, Team Managers will reach out to other PSESD staff to support this conversation when needed. Please remember that for anything over \$5,000, we must get approval from funders prior to purchasing.



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# Education

## National Bilingual/Multilingual Learner Advocacy Month

### Jesse Acosta, Dual Language Learners Coach

April is National Bilingual/Multilingual Learner Advocacy month! In Early Learning, this is a special time to recognize and spotlight our amazing Dual Language Learners (DLL). Each DLL is unique and brings many contributions to the classroom including their ability to speak multiple languages. This is also a great time to share important information about the benefits of bilingualism with families so that home language does not get lost. Please visit [April is National Bilingual/Multilingual Advocacy Month](#) to read about more ways you can continue to advocate for your DLLs!

## ASQ-3 Learning Activities and ASQ:SE-2 Learning Activities & More Books

### Lisa Vamvas, Education Coach

We are excited to provide 2 resource books to each Center/Site: [ASQ-3 Learning Activities](#) and [ASQ:SE-2 Learning Activities & More](#). These books are designed to complement and serve as a follow-up to the ASQ-3 and ASQ:SE-2 screening tools – especially for children whose scores are in the monitoring zone.

Each book includes fun and simple activity ideas that parents can try between screenings to help their children make progress in certain developmental or social emotional areas. The resources in each book are designed as handouts that you can share with parents in several ways:

- Photocopy sheets right from the book
- Print full-color copies from the included CD-ROM
- Send full-color PDFs from the CD-ROM to parents via email
- Share through your online ASQ account – Enter the keycode on the front inside cover into your account.

Then you can add the handouts to ASQ Family Access thank you pages or document packets that you print for families.

Click [here](#) for more information. Please contact your Education Coach for further assistance.

## Kindergarten Transition

### Jesse Acosta, Lindsay Belden, Michelle Williams-Nelson, Maha Shamdeen | Dual Language Learners Coaches

Kindergarten is an exciting and essential event for children and families. The idea of a "big school" might come with a load of the unknown for many families, especially the parents of Dual Language Learners. Many teachers are getting ready to help parents prepare for a smooth transition process into kindergarten by providing adequate information. To assist in the transition process, explore [Helping Kids Transition to Kindergarten](#) and learn about different skills children are expected to gain when they start Kindergarten. Visit [The Kindergarten checklist](#).



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## Dual Language Programming

### Jesse Acosta, Lindsay Belden, Michelle Williams-Nelson, Maha Shamdeen | Dual Language Learners Coaches

On March 4, 2022, DLL Coaches started the initial Dual Language Programming session. It consisted of information about planning and opening a dual language classroom. The session was informative, and we highly appreciate center leaders' participation. A [recording of the March 4, 2022 session](#) is available if you are interested and were unable to attend. Please reach out to your DLL coach for access info.

The sessions aim to build a professional learning community with other center leaders and programs that share the same interests and be able to exchange ideas. It will provide information, resources, and discussions about the DL program. Our next Dual Language Program session is scheduled for May 6, 2022, 1-2 PM; we look forward to seeing you!

# Multilingual Services

JoAnna Williams-Diggs, Senior Coordinator | Multilingual Services



## Interpreter Directory

Make sure to click the orange Interpreter Directory button **in your monthly Connector email** to get the most up-to-date information.

Connector emails are no longer able to include physical attachments.

Interpreter Directory  
(Click me for Updated List!)

## Multilingual Services Updates

Bilingual Instructional Assistants (BIAs), Interpreters and DLL Coaches are excited to work with you, families, and children in your program. If you have a child in your class in need of language support, please complete a [BIA Request](#).

We are experiencing a shortage of available BIAs. Multilingual Services (MLS) is looking for new BIAs to be a part of our program. If you know anyone who may be interested in part time employment, please ask them to [email me](#).

Please review the [September Connector \(page 13\)](#) for Interpreter and BIA updates. The updated monthly Interpreter Directory is linked in your Connector email.

## Effectively Using Interpreters

### Lindsay Belden, Jesse Acosta, Maha Shamdeen, and Michelle Williams-Nelson | DLL Coaches

The Multilingual Services (MLS) team would like to invite you to review [how to effectively use interpreters](#). There are several steps to ensure a successful meeting included in this document, such as understanding what an interpreter is, how long to schedule meetings, and a helpful diagram showing how the participants in the meeting should sit for the best relationship building between site staff and families. Interpreters provide equitable services to families, and we want to ensure that everyone gets the best experience while utilizing this service!



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# ERSEA

Martha Waiters, ERSEA Consultant

## ELMS Changes

Starting in April, ELMS will use State Median Income (SMI) only. You will receive an update when this goes into effect and the following will occur:

- ECEAP will begin using ESE (Exceeds SMI Eligibility) instead of OI (Over Income).
- Current year applications (both enrolled and waitlisted) will be recalculated using SMI and new eligibility guidelines, based on the Fair Start Act.
- The children who have been Newly Allowable so far for 2021-2022 will become eligible.
- You will no longer need to submit an Over Income Request for children with income up to 36% SMI (approximately 140% Federal Poverty Level), for children with previous Birth-to-3 participation, children experiencing homelessness, or children who are part of a tribe by membership or ancestry/lineage up to 100% SMI (approximately 384% FPL).
  - **Until you are notified that ELMS has been updated, please continue submitting these Over Income Requests.**

## 2022-2023 ERSEA Procedure Updates

- [Selection Points Chart and Income Charts](#) – Available now
- Enrollment, Attendance and Transitions – Anticipated publish date April 30

## Final ERSEA Committee Meeting for 2021-2022

Please join us for the last meeting of the program year.

- April Meeting on April 6 – Attendance and Transitions. Review the [2021-2022 ERSEA Procedure](#) pages 49-59 and come with suggestions. Join from the [PSES Training and Meeting Calendar](#).
- March Meeting Recording, Chat, and Recap Notes are available on the [ERSEA Committee page](#).

## ERSEA Staff Refresh

April 20 – We'll review changes to ERSEA for the 2022-2023 program year. Register through the [PSES Training and Meeting Calendar](#).

## ERSEA Office Hours

Join us every Wednesday 11 am to noon. Pop in with any ERSEA topic you'd like to discuss. Join from the [PSES Training and Meeting Calendar](#).



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# Family Engagement

## Peer Programs

### Quincy Stone, Parent Leadership Manager

Peer Health and Peer Literacy training is complete! The newly trained Parent Educators are excited to practice their leadership and presentation skills through teachback presentations. Teachbacks provide an excellent opportunity to engage the families at your site/center, impart education and increase the proficiency of our Parent Educators!

Support our trained parent educators and schedule your teachback today! To request a virtual teachback, please complete the [teachback request form](#). Questions? Please contact [Quincy Stone](#).

Parents participating in the second session of Peer Programs training in Math and Money are engaged and learning! Parent Educators are feeling informed, supported, and valued.

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# Health, Nutrition, & Safety

## First Aid/Cardiopulmonary Resuscitation (CPR) Training

### Joanne Tran, Health, Nutrition, and Safety Consultant

PSESD has a contract with Merit Emergency for in-person First Aid/CPR training. To schedule a training, Center Directors should email [Bill Merritt](#) and copy [Joanne Tran](#). The minimum class size is ten participants.

## Immunization Requirements Update

### Xinying He, Nurse Consultant

There will be changes for school and childcare immunization requirements for the 2022-2023 school year that may affect your program. Please see the [quick reference guide](#) and watch the recorded webinar posted on [DOH website](#) for further information.

## Nurse Consultant Office Hours

### Sarah Carter and Xinying He, Nurse Consultants

Meet your nurse consultants Sarah Carter and Xinying He during two available Office Hours.

#### Tuesday, April 12, 12-1 pm

Join on your computer or mobile app [Click here to join the meeting](#) or call in (audio only) [+1 323-813-7247,,47374635#](#)

Phone Conference ID: 473 746 35#

#### Thursday, May 19, 10-11 am

Join on your computer or mobile app [Click here to join the meeting](#) or call in (audio only) [+1 323-813-7247,,685628494#](#)

Phone Conference ID: 685 628 494#



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# Mental Health

Laurel Benz, Melissa Russell, and Alex Clifthorne | Mental Health Consultants

## Lunch and Learns

Lunch and Learns have moved to Wednesday! The next three dates and times for the Mental Health Lunch and Learns are April 13, May 11, and June 8, 12 – 1:30 PM. We have been reading and reflecting on a variety of children’s books over this program year, including [I am Enough](#), [You are Perfectly Designed](#), and [The Boy with Big, Big Feelings](#). The book for April is [The Invisible String](#).

## Parent Events

The Mental Health team has partnered with several sites on parent events, presenting on stress, parenting, and stress reduction techniques. If you or your site is interested in planning an event, please reach out to your Mental Health Consultant!

## Behavior Support Plans

A reminder about the creation of [Behavior Support Plans](#): These are intended as a prevention tool to prevent the use of physical restraints. Consultation with a Disabilities and/or Mental Health Consultant is required when creating a plan, as well as participation from the child’s parent or guardian.



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# Resources

## For Staff and Families

Most resources will be moved to their respective content area pages on [EarlyLearningWA](#) at the end of each month.

- [Head Start News via Early Childhood Learning and Knowledge Center \(ECLKC\)](#)
  - [Subscribe for email updates!](#)
- **From March ECEAP Reminders and Links:**
  - **Child Development:** Harvard Center on the Developing Child is looking ahead and facing the ongoing challenges of a global pandemic, systemic racism, and other inequities that undermine healthy development, and massive disruptions of essential services. [ECD 2.0](#) presents a broad framework for aligning cutting-edge science with the lived experiences of families, policymakers, and service providers to build a brighter future for young children facing adversity and the adults who care for them.
  - **Early Math Resources for Professionals Serving Families:** [These articles](#) are designed to support professionals interested in engaging families around early math. Boost your confidence and knowledge about early math topics and find strategies for promoting positive math attitudes. Parents and caregivers who are interested in learning more about family math can also read and learn from the articles. These are also available in Spanish.
  - **Math Resources for Teaching Dual Language Learners:** Drawing attention to supporting the math learning of dual language learners (DLLs) provides an opportunity for teacher educators to engage participants in exploring in-depth the relationship between language and mathematics in early learning settings. [Learn more here.](#)

## Staff Strategies

### EarlyLearningWA Website Links

- [Website Support \(FAQs\)](#)
- [Early Learning Program Manual \(ELPM\)](#)
- [Website Feedback Form](#)
- [Find a Classroom](#) and [Find a Classroom Update Form](#)
- [Staff Professional Learning, ERSEA Committee, HSAC, etc.](#)

### ELMS and GOLD Resources (ECEAP Only)

- [ELMS Administrator's Manual](#)
- [ELMS Eligibility and Enrollment Manual](#)
- [ELMS Support](#)
- [Teaching Strategies GOLD® Support](#)