News

Nibbles for Health: Nutrition Newsletters for Parents of Young Children

The USDA has made 12 colorful and engaging newsletters for parents of young children. These newsletters can be shared to communicate information about popular nutrition topics. You can download all 12 newsletters to share with your parents in both English and Spanish here on the USDA Food and Nutrition Services webpage.

New ERS Notes for Clarification

The latest Notes for Clarification for the ITERS-R, ECERS-R, and FCCERS-R tools are expected to be available and effective as of July 1, 2019.

Please find these notes on the Clayton website here and update all of your ERS books in use!

Changes to Child Abuse and Neglect Checks Starting Aug 2, 2019

Starting on August 2, 2019, the Office of Early Childhood (OEC) Background Investigations Unit (BIU) will be able to complete Child Abuse and Neglect Checks (Trails checks) for persons responsible for supervising children and who have unsupervised contact with children. View the full legislation here.

If you have any questions about these changes please contact the Background Investigations Unit at 303.866.2266 or cdhs_oec_backgroundinvestigation@state.co.us

Fun Summer Activities that Promote Learning

Looking for fun activities that promote learning and to get your child away from TVs, computers, or phones this summer? Summer is a time to relax, have fun, and develop creativity through unstructured activities as well as free play. Check out these ideas to cut the cord and decrease screen time.

Quality Opportunities

*Receive professional development clock hours toward your Professional Credential 2.0.

**Touchpoints Individual-Level Training**

Dates & Times: All Saturdays! — Sept 14, Sept 21, & Sept 28 8:30 am to 5:00 pm
Location: Flagstaff Academy at 2040 Miller Drive, in Longmont
Cost: FREE! Training cost ($350/person) generously funded by the Temple Hoyne Buell Foundation!

Must attend all 3 days of training and at least 4 of the 6 offered Reflective Practice Sessions. This training is considered both a “series” and “high needs”, which is worth an additional 2 points for each category on your Early Childhood Professional Credential in the PDIS.
Materials Corner: Positive Promotion of Cultural Diversity
Focus: different race/culture/language and different ages

Preschool 3+ years
Material: All Kinds of Families Puzzle Set and Multicultural Music Set
ECERS-R: 28. Promoting acceptance of diversity, 5.1 Many books, pictures, and materials accessible showing people of different races, cultures, ages, abilities, and gender in non-stereotypical roles.
ELDG: Social Studies Knowledge & Skills, 1. Self, Family, and Community: The understanding of one’s relationship to the family and community, roles in the family and community, and respect for diversity.

Infants/Toddler birth - 3 years
Material: Multicultural Board Book Collection and World Travels music CD
ITERS-R: 24. Positive acceptance of diversity, 7.2 cultural awareness shown in a variety of activities (Ex. Various types of music, celebration of different holidays and customs…)
ELDG: Social Development, Social Understanding: The developing of the responses, communication, emotional expressions, and actions of other people.

FCCERS-R: 24. Promoting acceptance of diversity, 3.1. At least 3 examples of racial/cultural diversity observed in materials (Ex. multiracial or multicultural dolls, books, pictures, music tapes or CDS from several cultures, in bilingual areas some materials accessible in children’s primary language.

Many Languages, One Classroom:
Supporting Children in Superdiverse Settings

An excerpt from the first of two articles offering strategies for teaching children in classrooms where a variety of home languages are spoken. Read the full article from NAYEC here.

Are you one of the many teachers today with children in their classrooms who speak a number of different languages and are just beginning to learn English? Teaching in a classroom like this is a challenge! How in the world do you go about it?

You need concrete strategies you can use to support children’s language development in both English and their home languages. Of course, it’s ideal when teachers speak the children’s languages. But in superdiverse classrooms, that’s unlikely to be the case.

Here, we offer strategies from an approach we call personalized oral language learning (POLL). Teachers who have tried them find these strategies especially useful for supporting the learning and development of children in classrooms with a range of languages.

“What are the specific strategies I should use to support my dual language learners?” POLL answers this question with three types of assistance: (1) family engagement, (2) environmental supports, and (3) conversation and interaction. In this issue of TYC, we address the first two strategies. In the February/March 2019 issue, we’ll explore strategies for fostering conversations and interactions with children who are dual language learners.

The Quality Support Team

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We have new phone numbers too!

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