



early
childhood
council
of BOULDER COUNTY

NEWS!

From the Quality Support Program

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ECCBC / GRANT COHORT NEWS

2020 - 2021

Grant Opportunities are on the way! Watch your emails and CCR&R News for coming information.

ADD YOUR VOICE TO PROMOTE POSITIVE CHANGES

Help us to present more accurate information about our field by updating this [Community Support Form](#) to let us know your status, your supply needs and your message.

Fill out this form to let us know of your openings and interest for parent referrals.

- * [Boulder, Jamestown, Allenspark, Nederland, & Ward](#)
- * [Longmont, Niwot, Hygiene, Lyons, & Mead](#)
- * [Lafayette, Louisville, Superior, Erie, & Leyner](#)

News

Eco-Healthy Child Care Program

A national program of the Children's Environmental Health Network that partners with child care professionals to eliminate environmental hazards found in or around child care facilities. Creating safer and healthier child care settings--free of harmful environmental hazards-- is key to protecting the safety and well-being of our nation's children.

Explore their website, <https://cehn.org/our-work/eco-healthy-child-care/>, for checklists, an e-learning course (\$30 for 0.3 CEUs), and factsheets including a new flyer: [Tips for Sun Safety](#), just in time for peak summer heat!

Sesame Workshop

Generations of kids have grown up watching Sesame Street, but they're much more than a beloved television show. From timely research, to classroom curricula, to large-scale social impact projects, you can find them everywhere kids and families learn and play. Visit their website, SesameWorkshop.org, to explore all that they offer.

New Notes for Clarification

Each year Clayton Early Learning provides clarification notes on the use of the Environment Rating Scale (ERS) Tools. As they are transitioning to the new tools for future ratings, you can now download notes for ECERS-3, ITERS-3, and FCCERS-3. You can still access the 2019 notes for ECERS-R, ITERS-R, FCCERS-R and SACERS-U.

Please find these notes on the [Clayton website here](#) and to download the updates for all of your ERS books. You can contact your Quality Support Team for additional support!

Quality Opportunities

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

Embracing Anti-Bias Classrooms:

A Response to Racism in America

Dates & Times: July 8, 2020 12:00 - 1:00pm

Location: Online - [edWeb.net](#)

Cost: Free!

As our nation grieves, processes, reforms, and tries to heal from racial bias, violence, injustice, and oppression, educators have the opportunity and responsibility to respond by advancing equity out of love and empathy starting within their classroom. But how?

Heart-Centered Leadership Training

Create an Inspiring Work Environment With a People-Centric, Nature-Based Approach

Dates & Times: August 12th 12:00 - 1:30pm

Location: Online - [Early Childhood Webinars](#)

Cost: Free!

Working with children is joyful and rewarding but it also takes great reserves of strength and energy. Discover ways to use heart-centered leadership techniques to support teachers while creating a foundation for a well-working organization.



Materials Corner: Outdoor Large Motor Play

Preschool 3+ years

Material: stepping stones & hula hoops

Expanding Play: create an obstacle course to challenge different skills, provide chalk for them to create their own paths. Lay the hoops down as stepping spaces.

ELDG: 3– 5 years - Physical Development & Health 2. Gross Motor Skills: The control of large muscles for movement, navigation, and balance



Infants/Toddler birth - 3 years

Material: crawling tunnel & dancing scarves

Expanding Play: add balls to the play - push through the tunnel, bounce the balls with the scarves, play peek-a-boo or throw scarves in the air to catch.

ELDG: 9-18 months - Physical Development & Health 1. Perceptual Development: The developing ability to become aware of the social and physical environment through senses.



Culturally Appropriate Positive Guidance with Young Children

An excerpt from an article written by Zeynep Isik-Ercan, PhD published in Young Children magazine March 2017. **Read the full article from [NAYEC here](#).**

As teachers provide positive, developmentally appropriate guidance for a particular behavior, they consider the issue through the lens of *cultural appropriateness*, an important dimension of developmentally appropriate practice (Copple & Bredekamp 2009). This lens may encompass family traditions, religious beliefs, community etiquette, social class, and contextual differences (such as urban, rural, and suburban practices), any of which may be a source of possible conflict between children. As they choose guidance strategies,

teachers help children understand that their peers' play and behavior may look and feel different from their own because of different cultural practices, and they support children as they gradually learn to negotiate different sets of expectations between home and early education settings.

Early childhood educators may find that the expectations of some children and families they serve do not fit their framework for positive guidance. Culturally appropriate positive guidance requires educators to understand and mediate differing views on child guidance between home and school contexts

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