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EARLY CHILDHOOD
COMMUNITY OF PRACTICE

SOUTHEAST Comprehensive Center
at American Institutes for Research

April 2018

SECC Early Childhood Community of Practice E-Newsletter

Greetings! Sweet April showers do bring spring May flowers. Whatever the weather is outside, we hope your April is just fine!

State Highlights

Alabama

Congratulations, Alabama! Alabama's gap closures and gains in literacy and mathematics for children who were in the Alabama First Class Pre-K classes are detailed in a new report. The largest gap closures were observed for children in poverty and for Black and Hispanic children. In addition, Black and Hispanic children and children in poverty who participated in First Class Pre-K outperformed their peers who did not participate in First Class Pre-K.

[View resource](#)

Georgia

A recent blog from the U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS) featured Bentley Ponder, senior director of Research and Policy from the Georgia Department of Early Care and Learning (DECAL). In the blog, Ponder shared lessons learned from DECAL's Early Learning Challenge grant and described the importance of research and evaluation in early learning programs.

[View resource](#)

Resource Spotlight

The Center for Excellence for Infant and Early Childhood Mental Health Consultation (IECMHC) just released its IECMHC Toolbox, with free interactive planning tools, guides, videos, and other resources. This first-of-its-kind toolbox has nearly 60 original resources including PDFs, interactive products, and videos. Adults working with young children can support children's healthy development by incorporating these resources into early childhood programs. The toolbox was created to synthesize existing information about the latest research and best practices for home visiting and early care and education programs and to fill gaps in key areas of knowledge, such as addressing racial disparities.

[View resource](#)

Research Spotlight

Reuters recently highlighted a study on parent-child book reading (PCBR). The study entitled, *The Psychosocial Effects of Parent-Child Book Reading Interventions: A Meta-Analysis*, involved more than 3,200 families from varied backgrounds (Xie, Chan, C. H., Ji, & Chan, C. L., 2018). The meta-analysis, consisting of 18 published studies, revealed the benefits of PCBR for children and parents. Children who participated in PCBR had better social and emotional skills, behavior, and literacy than children who did not. Furthermore, parents who participated in PCBR observed less stress and anxiety and greater confidence in their parenting skills.

[View article](#) and [abstract](#)

Professional Development

Don't miss the 18th annual Leadership Connections National Conference: Building Brighter Futures in Chicago on May 9–12, 2018! The conference will bring together early childhood leaders from across the country to hear inspiring keynote speakers, take part in a public policy forum, attend skill-building sessions, and network with other leaders in the field.

[Event registration](#)

We encourage you to continue visiting the CoP website.

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