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EARLY CHILDHOOD
COMMUNITY OF PRACTICE

SOUTHEAST Comprehensive Center
at American Institutes for Research

November 2018

SECC Early Childhood Community of Practice E-Newsletter

Greetings! Thank you for taking the time to participate in the community of practice (CoP). We encourage you to continue visiting the [CoP website](#). Here are some of the latest updates!

State Highlights

Staff members from the Alabama Department of Early Childhood Education were presenters at the 2018 Preschool Development Grant (PDG) Annual Meeting held in Washington, DC, on October 2-4, 2018. Alabama early childhood education leaders participated in a 4-state plenary session panel, *Communicating Effectively to Stakeholders and Audiences*, and presented a session on *Implementing Coaching* with early childhood colleagues from the state of Tennessee.

Professional Development

Check out the new [Build My Brain](#) course created through a collaboration among the Georgia Early Education Alliance for Ready Students (GEEARS), the Atlanta Speech School, Harvard University, and multiple state partners invested in improving early childhood outcomes. This free, online, 3-lesson course provides educators, early childhood caregivers, parents, policymakers, and community leaders with the opportunity to learn about the science of early brain development and how to support and nurture healthy brain development in young children.

Resource Spotlight

Assessment is the topic of the September 2018 issue of the Division for Early Childhood's (DEC) [Resources within Reason](#). This bimonthly, one-way listserv includes an annotated collection of free, evidence-based resources to help practitioners understand and implement early childhood assessment practices recommended by DEC. The selected resources represent a variety of formats, including checklists, multi-session modules, concept papers, and videos. The *Resources within Reason* [archives](#) include similar compilations focused on topics such as Family Engagement, Inclusion, Maltreatment and Trauma, and much more.

Research Spotlight

A new research study featured in AERA Open explores the effects of state-funded preK programs on early learning in kindergarten in the areas of literacy, language (vocabulary), and mathematics. According to the article, [State Prekindergarten Effects on Early Learning at Kindergarten Entry: An Analysis of Eight State Programs](#), there were positive outcomes in all three domains. However, effect size was significantly larger for simple literacy skills than for language and math. These findings suggest that preK programs may need to increase their focus on building language and math skills as well as conducting frequent and rigorous program monitoring and evaluation.

For other early childhood news and information, please visit the CoP website. We appreciate your continued collaboration.

The ECCoP Team

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