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**EARLY CHILDHOOD  
COMMUNITY OF PRACTICE**

**SOUTHEAST** Comprehensive Center  
at American Institutes for Research

January 2019

## 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

Indianola, Mississippi, was one of three communities featured in [Early Childhood Data in Action: Stories from the Field](#), a report by the National Institute for Children’s Health Quality and the Center for the Study of Social Policy, because of its successful efforts to collect and use data to improve early childhood outcomes. The Indianola case study describes that community’s multi-year process to create a “data culture” within a collaborative of nearly 30 agencies and programs that deal with improving children’s health care and/or education. Although each community’s case study was unique, there were common themes of (a) having one strong organization responsible for data collection and support for its use and (b) collaborating with multiple agencies around a common goal. The other two communities featured are Ventura County, California, and Philadelphia, Pennsylvania.

### Professional Development

The [Early Childhood Technical Assistance Center](#) released a set of online Early Childhood Recommended Practice Modules (RPMs). These free, self-paced, interactive professional development modules are designed to help early childhood practitioners implement the [Division of Early Childhood Recommended Practices](#). The set includes seven multi-lesson modules and a short introduction that shows participants how to navigate the modules. The module topics are interaction, transition, environment, teaming and collaboration, family, instruction, and assessment.

### Resource Spotlight

The [National Institute for Early Education Research \(NIEER\)](#) provides web-based access to its 2018 Scan of State Policies. Fifty-nine state-funded preschool programs in 44 states and the District of Columbia were evaluated on how well they implement the [15 Essential Elements for High-Quality Pre-K](#). The current report is an update to NIEER’s 2016 scan. From its web page, Implementing 15 Essential Elements of High-Quality Preschool, users can read report highlights or access the full report, specific sections of the report, individual state profiles, and a chart that details the ratings of each state and city by element.

### Research Spotlight

A recent [Washington Post article](#) summarizes a study published in the New England Journal of Medicine that found children who start kindergarten at an earlier age than their peers are more likely to be mislabeled as having ADHD (attention deficit–hyperactivity disorder) when, in fact, their behavior may only signify a lack of maturity due to the age difference. The study report, Attention Deficit–Hyperactivity Disorder and Month of School Enrollment, is only available by paid subscription; however, the report’s [abstract](#) is freely available online.

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

The ECCoP Team

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