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**EARLY CHILDHOOD**  
COMMUNITY OF PRACTICE

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

June 2019

## SECC Early Childhood Community of Practice E-Newsletter

Greetings! Thank you for participating in the [Community of Practice \(CoP\)](#).

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### State Highlights

A recent University of South Carolina study examined the impacts of free, full-day preschools for low-income children in South Carolina and found benefits the researcher characterized as surprising. The results showed that overall reading and math scores in Grades 3–5 improved in the participating districts, even though only low-income students were eligible to attend those preschool programs.

[Read more](#)

### Resource Spotlight

A new policy report from Education Commission of the States provides guidance to state leaders interested in bridging the gaps between programs designed for children from birth to age 5 and programs for Grades K–3. [Strengthening the Early Childhood Continuum](#) looks at the efforts of policymakers in five states to create an aligned, high-quality birth to Grade 3 continuum as a way to improve third grade reading and math proficiency. This document identifies lessons learned from the states of Arizona, Colorado, Kentucky, Maine, and Mississippi as they implemented key practices leading to necessary policy changes.

[Read more](#)

### Research Spotlight

New research stemming from the Perry Preschool Project experiment that began in the 1960s has identified positive outcomes for both the Perry participants, now in their mid-50s, and their children. These findings indicate that providing high-quality preschool targeted to disadvantaged children can have significant intergenerational effects on health, employment, education, and civic life, all of which may help break the cycle of poverty. For those attending Perry, Professor James Heckman and colleagues found significant increases in cognitive and socioemotional skills, employment, and health.

[Read more](#)

For more early childhood news and information, please visit the [CoP website](#). We appreciate your continued collaboration.

The ECCoP Team

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