



**EARLY CHILDHOOD**  
COMMUNITY OF PRACTICE

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

August 2019

## SECC Early Childhood Community of Practice E-Newsletter

Greetings! Thank you for participating in the [Community of Practice \(CoP\)](#). If you have forgotten your password for the website, please email [Kat Theodore](mailto:Kat.Theodore) to request that it be resent to you.

### State Highlights

Georgia is rolling out a pilot program in the fall that will begin offering agricultural education courses to students in kindergarten through Grade 5 in 20 elementary schools throughout the state. Agriculture is a \$75-billion-dollar industry in Georgia and accounts for one of every seven jobs in the state. However, currently only 55% of workers needed in the field of agriculture are coming from institutions within Georgia's higher education system. Backers of the new initiative believe that getting students actively involved in agriculture at an early age, with lessons that involve activities like planning and raising gardens and interacting with farm animals, will prepare students for future careers in agriculture and build awareness and respect for the sources of their food. Read more about the pilot program in a recent article published in the [Atlanta Journal-Constitution](#).

### Resource Spotlight

Policymakers interested in learning about early childhood legislation will want to check out the [Early Care and Education Bill Tracker Database](#) maintained by the National Conference of State Legislatures (NCSL). This database tracks, summarizes, and updates legislative action in all 50 states and territories in several categories such as childcare, professional development, home visiting, and financing. Users can search the database by topic, state, year, bill number, status, or author/sponsor. It is updated weekly and includes legislation dating back to 2015.

### Research Spotlight

A [recent study conducted in the United Kingdom](#) examined the relationship between home learning experiences and early number skills development and found that literacy activities involving letter-sound correspondence had a statistically significant positive impact on preschoolers' abilities to count, calculate, and transcode (write a spoken number). The other factors studied were meaning-focused literacy activities (e.g., talking about characters in a story), number experiences, and parents' attitudes about math. None of those additional factors were associated with improving early math skills. The authors of the study conclude that one way to improve both the numeracy and literacy skills of preschoolers is to support parents in providing regular at-home phonics activities.

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

The ECCoP Team

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