

## Windsor Central Supervisory Union Early Education Experience

The evidence is clear: high-quality PreK can have profound effects on pre-academic skills, overall educational outcomes, and cognitive abilities. Programming that teaches and nurtures our youngest students' executive functioning skills, self-regulation strategies, oral language, listening comprehension, and knowledge of the world is a powerful tool Vermont can leverage to promote equity and educational achievement for all our students.

In 2018, WCSU was one of the first districts to offer full time public Pre K for 3 and 4 year olds

- Began with one Pre K classroom at four elementary schools
- Currently WCSU has nine Pre K classrooms across four elementary schools - all with licensed Pre K teachers and program assistants
- Not one of our private early education programs closed
  - They now offer birth to age 3 programs as well as classrooms for older Pre K students whose parents desire a part time nursery school model
  - In fact, two programs in Woodstock have expanded their offerings in the time since our PreK opened, and a new childcare center for birth to three also opened in our community.
- Transportation has not been an issue as all parents transport their children - classrooms are within their home communities
  - Pre K after school programs are offered either at the schools or in partnership with a private Pre K Programs
- School day start is consistent with other elementary aged students so is not a challenge for parents
- ECSE students have greater consistency in their programming as they have access to licensed teachers supervised by licenced school administrators
  - Ensures quality of programming for most intensive needs students
  - Have not needed to increase ECSE staff
  - Services in line with previous structure - access to speech, OT and PT is easier as the services take place within the school for other IEP students
  - Smoother transitions between PreK and K due to the ability for educators to collaborate within the building across grade levels prior to the student entering Kindergarten.
- From decision to open Pre K classrooms to program readiness occurred over six months
  - All programs received initial STARs
  - Classrooms were prepared and approved over the summer
  - Much of infrastructure was in place as schools are designed for elementary age students
  - Elementary School Administrators are trained and experienced in addressing unique developmental needs of all early education aged students
  - Licensed Pre K teachers worked with administrators to develop age appropriate programming
- WCSU's investment in offering Pre K programs for children aged 3 and 4 have had many positive outcomes
  - Continuity of curriculum

- All Learners Network for mathematics, Foundations, Second Step begins with our 3 year olds and continues through all elementary programs.
- Children in our programs enter kindergarten having had time to learn the routines, practices and culture of the public school system
- Public Prek teachers have access to district wide training, collaboration, and supervision from licensed administrators, curriculum coordinators, and instructional coaches.
  - PreK LETRS, math strategies, social/emotional skills
  - Public school teachers have more funding, time and expectation to access higher quality trainings that directly impact student outcomes than private teachers
- Public Pre K teachers have direct access to specialists in the school and within the district
  - means more opportunities to consult, and get input and feedback around student concerns, guidance with creating targeted tier 2 interventions, thus helping in identification of needs for sped supports earlier
- Pre K teachers set the tone for parent engagement expectations and create a culture of partnership and collaboration between home and public school.