

THE
PRE·K
PRIORITY



OUR

FIRST

PRIORITY

.....

A YEAR ONE IMPACT REPORT ON INVESTING IN OUR CHILDREN

WINSTON-SALEM/FORSYTH COUNTY IS AT A PIVOTAL MOMENT IN DEFINING OUR COMMUNITY'S FUTURE.

Before we know it, today's four-year-olds will be driving our economy, holding elected office, educating our children, seeing to our health, and playing all the roles necessary for our city and county to thrive. How well they manage our future depends on how well we prepare them right now. And currently, our future is questionable:

30%

OF NORTH CAROLINA CHILD CENTERS

(including those with Pre-K classrooms) may close without extended state funding to counter recently expired Federal Child Care Stabilization Grants.

34%

OF CHILDREN IN FORSYTH COUNTY

are experiencing poverty. Research shows that living in an economically disadvantaged neighborhood is equal to missing one year of school.*

NEARLY

1/2

OF THE CHILDREN ENTERING SCHOOL

in Forsyth County are at risk of falling behind their peers in reading. Fewer Latinx students are reading at grade level than in other parts of North Carolina.

MORE THAN

60%

OF AFRICAN AMERICAN AND HISPANIC/LATINO 3RD GRADERS

in Forsyth County are not reading at grade level.

ONLY

1/3

OF FOUR-YEAR-OLDS IN FORSYTH COUNTY

are enrolled in publicly-funded Pre-K. That's roughly 1,500 of more than 4,500 eligible children.

12%

OF TEACHERS ARE LEAVING THEIR JOBS EVERY YEAR,

and enrollment in teacher education programs is dwindling, leaving a significant challenge in the pipeline of early childhood education professionals.

**WE
MUST
DO
BETTER.**

SETTING A PRIORITY FOR OUR COMMUNITY'S FUTURE

If the COVID-19 pandemic taught us nothing else, it showed the critical importance of investing in families and children to close persistent gaps in opportunity, improve the physical and mental health of our community, and stabilize and grow our workforce—and **nothing should command a higher priority than investing in Pre-K.**

Why? Because **high-quality Pre-K programs are proven to deliver advantages for children, working families, and communities.**

Our county and city leaders wisely directed COVID-related federal funding to **The Pre-K Model Cohort Classroom** initiative in 2023, and the early returns on that investment have been powerful. This report shows that **even one year of investment delivers significant outcomes** for young learners and their teachers, laying the groundwork for developing future societal and economic benefits. In addition, the increased investment in Pre-K has also strengthened families and helped secure parents' ability to better engage with their children, navigate useful community resources, increase financial literacy, and confidently return to the workforce.

As federal support for early education ends across the nation and a huge funding shortfall looms, measuring the impact in the second year of the Pre-K Model Cohort Classrooms funding becomes even more critical. **We can't go backwards now.** We are proving that when you invest in young learners with experienced teachers, evidence-based curricula, engaging learning environments and family supports, the dividends are clear. **We must make Pre-K investments an ongoing priority, now and into the future.**



WHY PRE-K?

Research proves that the majority of brain development—from cognition to the ability to form social/emotional bonds with others—happens before a child enters kindergarten. Children who enter kindergarten ready to learn are much more likely to read at or above proficiency levels by third grade, which means they are ultimately more able and likely to succeed in school, the workplace, and in life.

In our county, there are longstanding concerns about the high percentage of incoming kindergartners in Winston-Salem/Forsyth County Schools (WS/FCS) at risk of falling behind in learning to read. That risk is borne out by low levels of proficiency in reading and math among third graders. The risk is especially pronounced for black and brown children, as documented in a report from the North Carolina Department of Public Instruction, which found that in 2018-19 over 60% of African American and Hispanic/Latino third graders in Forsyth County were not reading at grade level.

While all early learning is important to brain development, focusing on Pre-K in Forsyth County is a logical and realistic first step to investing in kindergarten readiness.



FALL 2023

Pre-K Model Cohort Classroom initiative begins



FALL 2022/
WINTER 2023

City and county award ARPA grants totaling \$4M



SPRING 2022

ECE Task Force issues report recommendations



SPRING 2021

The Early Childhood Education Task Force formed

2014

Initial convening to explore Universal Pre-K

WITH THE SUPPORT OF THE KATE B. REYNOLDS CHARITABLE TRUST

THE PRE-K PRIORITY BEGAN IN 2014 TO EXPLORE HOW TO IMPROVE THE QUALITY, ACCESSIBILITY, AND NUMBER OF PRE-K CLASSROOMS IN FORSYTH COUNTY AND HOW TO ELIMINATE PERSISTENT EDUCATIONAL DISPARITIES AMONG STUDENTS ENTERING KINDERGARTEN.

The Pre-K Priority is a coalition led by child- and family-focused community organizations and includes individuals from early childhood development organizations, grassroots groups, business and philanthropic partners, healthcare organizations, higher education institutions, and faith-based groups—as well as parents and community members. **The vision of The Pre-K Priority is to make high-quality Pre-K affordable and accessible to every four-year-old in Forsyth County.**

In the spring of 2021, the Board of County Commissioners, the City of Winston-Salem City Council, and the WS/FCS Board of Education directed The Pre-K Priority to establish a community-wide, Early Childhood Education Task Force. The 32-member Task Force began meeting in June 2021 and issued a final proposal for expanding high-quality Pre-K in Forsyth County in July 2022.

That same year, The Pre-K Priority prepared a proposal for a collaborative, two-year cohort (2023-2025) initiative to show the positive results that occur when communities invest public dollars in high-quality Pre-K. The proposal was submitted to the city and county by Smart Start of Forsyth County on behalf of the collective Pre-K Priority partners. This “proof of concept” model was funded with Forsyth County and City of Winston-Salem American Rescue Plan Act (ARPA) dollars with the goal of supporting 30 existing Pre-K classrooms serving approximately 400 Pre-K students and their families and 60 Pre-K educators (30 lead teachers and 30 teaching assistants).

This mid-project report shares activities and results from the first year (2023-2024) of the cohort initiative and provides an update on plans for year two.

WHAT HAPPENS WHEN COMMUNITIES INVEST IN HIGH-QUALITY PRE-K?

There are countless research studies that show four-year-olds enrolled in high-quality Pre-K, as opposed to lower quality programs, enter kindergarten better prepared to learn, experience a smoother transition to first grade, and are more likely to meet or exceed proficiency standards in third grade reading and math assessments - which are key indicators of success throughout school and beyond into higher education and the workforce.

To be clear, the Pre-K classroom of today is very different from the classroom of 20, or even 10, years ago. Advancements in teaching science and ongoing research into a child’s cognitive, physical and social/emotional development demand a more nuanced approach to early education. Quality is key - but what does that look like on the ground here in Winston-Salem/Forsyth County? What does it take to provide high-quality Pre-K, and what do those investments deliver for our children, families, and community?

In 2023, the Pre-K Model Cohort Classroom initiative began to answer these questions. **With \$3.7 million**

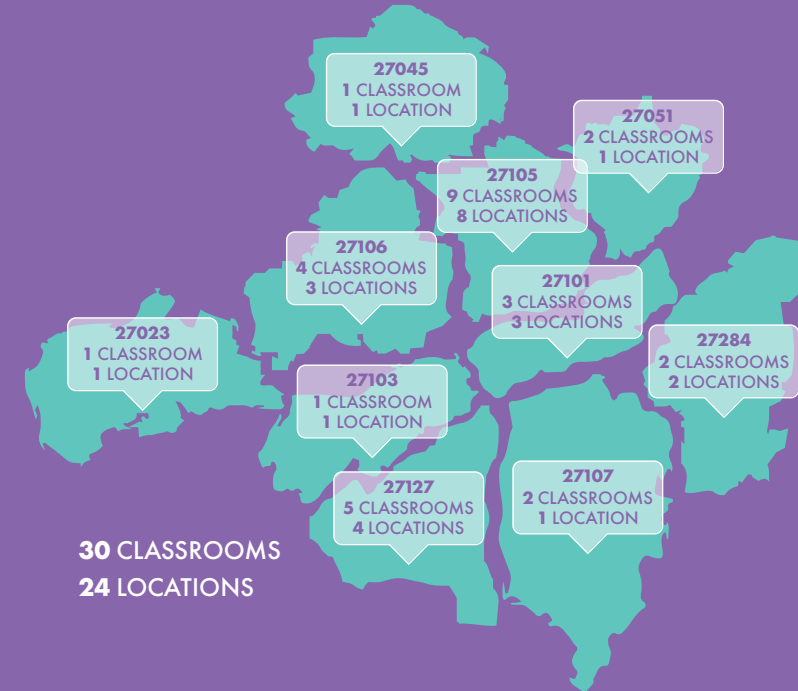
in funding from Forsyth County and an additional \$350,000 from the City of Winston-Salem, the Cohort Classrooms began providing elements of quality in 30 Pre-K classrooms across the county. Six collaborating agencies have worked together to provide supports and services needed to deliver a high-quality Pre-K program, including some elements of quality that have not been available to a majority of Pre-K programs in our community.

This would include the 15 private/independent centers participating in the Pre-K Model Cohort. These programs rely on parent fees for operational expenses and have limited access to public funding/resources. These programs face daily challenges, such as staffing shortages and razor-thin profit margins which can keep them from operating a program at the highest level of quality. Often these classrooms serve historically marginalized children and families. Including these 15 centers in the Pre-K Model Cohort Classrooms helps our community better understand the level of resources it takes to ensure all privately operated Pre-K programs provide quality that meets the standards established by The Pre-K Priority.

QUALITY BEFORE QUANTITY

Winston-Salem/Forsyth County needs additional Pre-K classrooms, but research shows that they must be high-quality in order to derive the benefits that children need to succeed in kindergarten and beyond. Quality programs, led by highly-trained professional early childhood educators, provide children with the wide range of activities they need to develop cognitive, motor, language and social/emotional skills. The Pre-K Model Cohort Classroom pilot was designed to show what it takes to create a high-quality Pre-K environment – and the results that quality delivers.

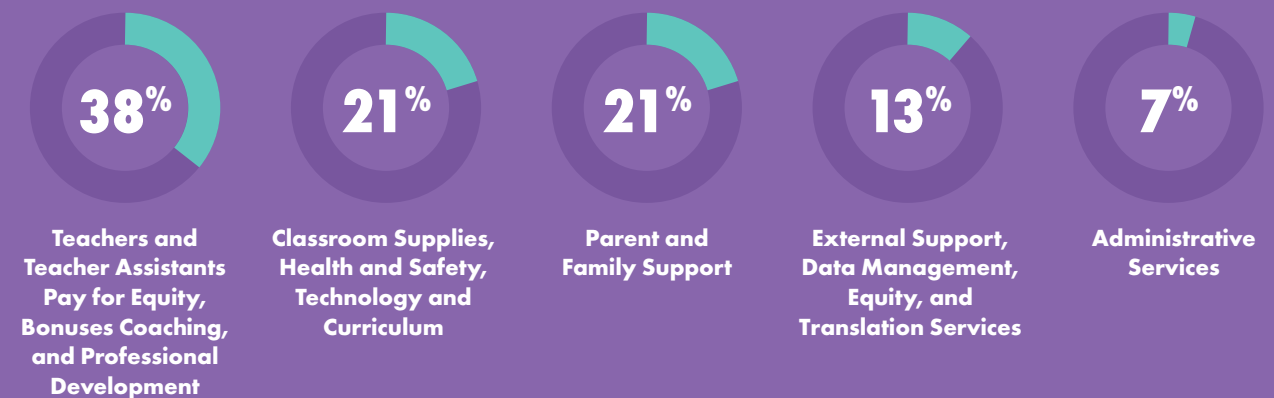
WHERE ARE THE PRE-K MODEL COHORT CLASSROOMS?



2023-2024 ARPA LOCATIONS

TYPE OF CLASSROOMS	NUMBER OF CLASSROOMS
HEAD START	3
NC PRE-K	10
PRIVATE	10
WS/FCS	7

HOW ARE THE \$4 MILLION BEING INVESTED?



CREATING A HIGH-QUALITY PRE-K EXPERIENCE FOR ALL FOUR-YEAR-OLDS IN FORSYTH COUNTY DEMANDS A COLLABORATIVE EFFORT.

The six lead partners in the Pre-K Model Cohort Classroom initiative have worked closely together, bringing their respective strengths and areas of expertise together to further promote vibrant, nurturing environments for young learners. Following national standards for quality set by the National Association for the Education of Young Children, National Education for Early Education Research, and additional feedback from local parents

in our grassroots partnerships, the collaborative ensures that each classroom has evidence-based curricula, enriched learning environments that use culturally competent curricula, and well-educated teaching professionals.

Six key partner organizations were identified to deliver the essential components of a high-quality classroom experience.

WHAT MAKES A HIGH-QUALITY PRE-K CLASSROOM?

According to the well-respected National Association of Education of Young Children (NAEYC) and National Education for Early Education Research (NIEER), high-quality Pre-K classrooms include:

- Evidence-based Pre-K curricula
- Enriched learning environments
- Well-educated teaching professionals who receive ongoing professional development and coaching
- Intensive family engagement resources
- Translation and interpretation services

In addition, the Pre-K Model Cohort Classroom initiative added two critical components for our community:

- An Equity Plan
- Shared Data and Evaluation

GRANT ADMINISTRATION AND TEACHER SUPPORT

Smart Start of Forsyth County provides administrative oversight of the cohort initiative and support of classroom- and teacher-focused deliverables in multiple ways:

- Providing Success Coaches and related resources to 1 lead teacher and 1 teacher assistant in each of 30 classrooms
- Addressing issues of professional compensation by issuing annual retention bonuses (aligned with those issued by WS/FCS) for teachers who remain in the classroom year to year, and through salary supplements that align compensation with WS/FCS salaries, based on credentials and years of experience
- Encouraging ongoing professional development by providing scholarship and tuition funding for early childhood educators working in model classrooms to obtain higher-level professional credentials
- Monitoring and submitting monthly County reporting measures to highlight project progress toward contract deliverables
- Facilitating and convening bi-weekly and quarterly service partner meetings to enable grant communication and provide progress updates among service partners and stakeholders
- Serving as fiscal agent for the Pre-K Model Cohort Classroom initiative

PROFESSIONAL DEVELOPMENT

Child Care Resource Center provides data-informed and teacher-informed professional development training and support to Lead Teachers and Assistant Teachers to boost teacher skills, fidelity and confidence in delivering high-quality care and instruction. Child Care Resource Center specialists are collaborating with Smart Start Success Coaches to ensure regular and frequent feedback.

FAMILY ADVOCATES

Family Services ensures that families of four-year-olds are engaged in their children's education and success by providing advocacy using the evidence-based family engagement model employed by the Head Start program.

INTERPRETATION AND TRANSLATION SERVICES

Hispanic League supports English Language Learners and their families through the enrollment process, classroom support, and community engagement activities, including outreach throughout Forsyth County.

A PLAN FOR EQUITY

Winston-Salem/Forsyth County Schools' Office of Equity, Access, and Acceleration is developing and executing an assessment of equity practices across the full Early Childhood Education landscape within the Pre-K Model Cohort Classrooms and will develop an equity action plan and support each classroom in individualizing, implementing, and monitoring this plan.

SHARED DATA ANALYSIS, INTERPRETATION AND EVALUATION

Forsyth Futures serves as the data management partner for the cohort classrooms and works with **Prismatic Services**, an independent, outside evaluator for the Pre-K Model Cohort Classroom initiative. Prismatic Services is responsible for evaluating and reporting outcomes to cohort classrooms, teachers, families, funders, and the community.

RESULTS FROM THE FIRST YEAR DEMONSTRATE THE POWER OF HIGH-QUALITY PRE-K. CHILDREN IN THE PRE-K MODEL COHORT CLASSROOMS ARE SHOWING SIGNIFICANT GAINS IN A SINGLE SCHOOL YEAR.

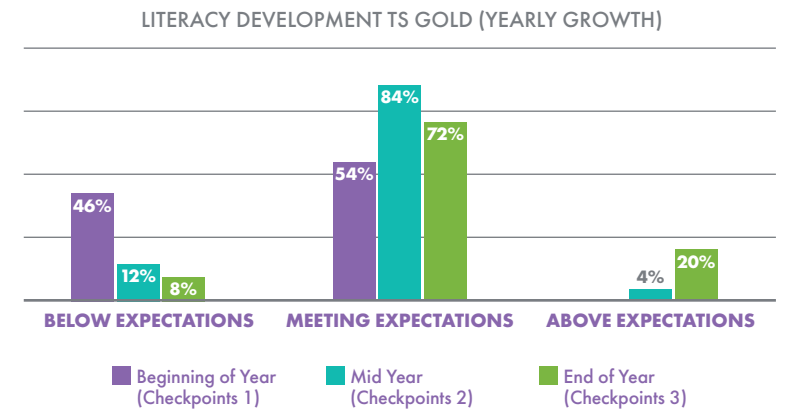
The Pre-K Model Cohort Classrooms used Teaching Strategies Gold® (TSGOLD), an evidence-based, ongoing observational assessment to evaluate Kindergarten Readiness in literacy, math and social/emotional development. We have tracked gains in Literacy, Math, and Social Emotional Development as measured by Teaching Strategies Gold® assessments at the beginning, middle, and end of the 2023-2024 school year.

This data reflects a methodology used in the Pre-K Model Cohort Classrooms that reinforces teaching to each child's individual growth process. It is this data that allows us to know with confidence that a child is ready for kindergarten.

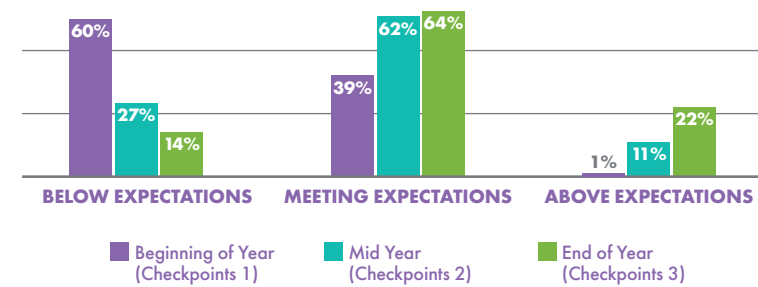


LITERACY DEVELOPMENT

At the beginning of the 2023-2024 school year, 46% were below expectations, 54% were meeting expectations, and less than 1% were above expectations. By the end of the year, only 8% were below expectations, 72% were meeting expectations, and 20% were above expectations.



MATH DEVELOPMENT TSGOLD (YEARLY GROWTH)

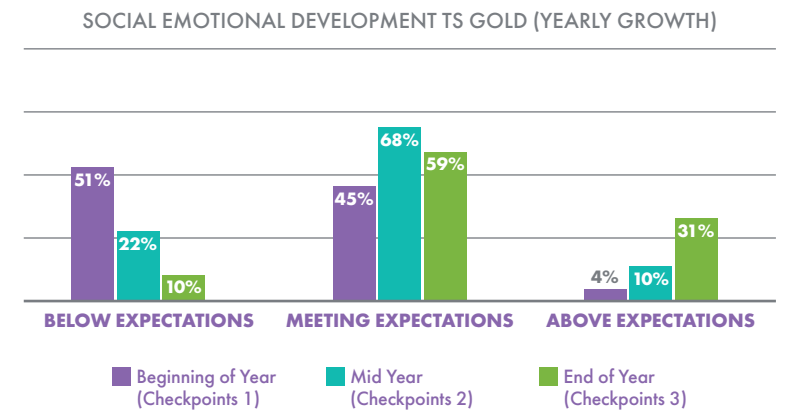


MATH DEVELOPMENT

At the beginning of the 2023-2024 school year, 60% were below expectations, 39% were meeting expectations, and only 1% were above expectations. By the end of the year, only 14% were below expectations, 64% were meeting expectations, and 22% were above expectations.

SOCIAL EMOTIONAL DEVELOPMENT

At the beginning of the 2023-2024 school year, 51% were below expectations, 45% were meeting expectations, and only 4% were above expectations. By the end of the year, only 10% were below expectations, 59% were meeting expectations, and 31% were above expectations.



ALTHOUGH A NUMBER OF FACTORS INSIDE AND OUTSIDE A PRE-K CLASSROOM IMPACT A CHILD'S GROWTH AND DEVELOPMENT, WE BELIEVE THE EVIDENCE-BASED APPROACHES TO QUALITY USED IN THE PRE-K MODEL COHORT CLASSROOMS ARE CONTRIBUTING SIGNIFICANTLY TO OUTCOMES FROM THE ASSESSMENTS PRESENTED ABOVE.

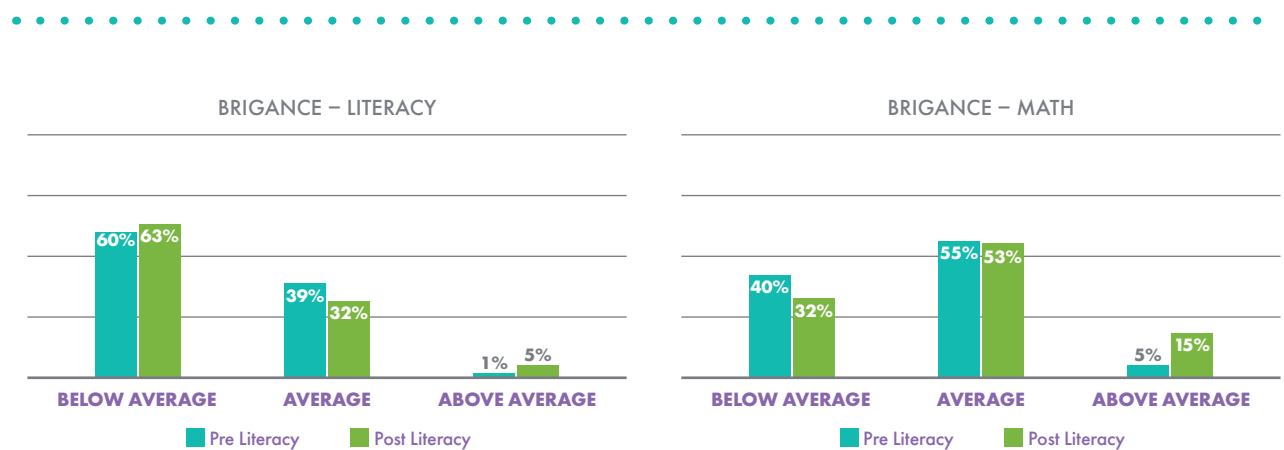
UNDERSTANDING YOUNG LEARNERS

By understanding the developmental stages of each young learner when they enter the classroom, teachers can more effectively tailor their interactions with children to meet them where they are and help them move forward.

In addition to the Teaching Strategies Gold (TSGOLD) assessment mentioned above, the BRIGANCE Inventory of Early Development III (Standardized) was also used as another well-regarded, evidence-based assessment tool. BRIGANCE allows educators to compare a child's performance to that of

same-age children in a nationally representative sample. The cohort used the Inventory to assess academic skills/cognitive development in the areas of Literacy and Mathematics. Each student in the Pre-K Model Cohort Classrooms was evaluated at the beginning of the 2023-24 school year by a success coach, and teachers used information from these assessments to develop personalized learning plans for each student.

While TSGOLD is a fluid and ongoing assessment by teachers, success coaches use BRIGANCE to measure two specific points in time, leaving approximately six



months between the pre- and post-assessment for each child. We are currently evaluating end-of-year results, and in doing so are working through the challenges BRIGANCE presents in terms of classroom disruption and demands on young learners, who must focus for 45 minutes to complete each assessment. As we move into year two of the Pre-K Model Cohort Classroom initiative, we are reflecting on how to deploy BRIGANCE assessments in a more effective way to more accurately reflect children's learning and growth.

BRIGANCE results diverge somewhat from TSGOLD assessments, showing opportunities for creating more fidelity in both assessments to more accurately reflect student development.

SUPPORTING TEACHERS

High-quality Pre-K learning environments demand well-educated and committed early childhood education professionals. In fact, the gains demonstrated by children in the Pre-K Model Cohort Classrooms would not have been possible without these education professionals. Therefore, the Pre-K Model Cohort Classrooms provide a number of professional development opportunities and other forms of support to 41 teachers.

INSTRUCTIONAL COACHING

In each Cohort Classroom, one lead teacher and one teacher assistant received an average of 3 hours of instructional coaching each week, to help them learn about and model best practices for their classrooms. In some centers, teachers in other classrooms that were not part of the cohort benefited from instructional coaching.

TUITION AND CREDENTIALING ASSISTANCE

Nearly one-third of Lead and Assistant Teachers qualified for additional credentials. Of those educators, ten were admitted into Early Childhood Education certificate or associate degree programs.

One teacher has already completed the selected program. Six plan to continue their early childhood education/career-advancing educational programs in the next academic year, and 80% of them are on track to complete their additional degree or credential within a twelve month timeframe.

RETENTION INCENTIVES

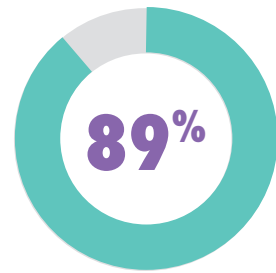
Because of historically low pay in the early childhood education profession, individuals frequently choose to leave their teaching jobs to better provide for their own families. Teachers in the Pre-K Model Cohort Classrooms received retention bonuses as an incentive to stay in their roles for the full calendar year. **From August 2023-May 2024, the overall retention rate among participating cohort teachers has been 85% (as compared to 63-84% nationally*).** As impressive as this is, retention for early education professionals is also tied to their ability to engage in ongoing professional development, meaning that supports such as coaching and tuition/credentialing assistance were also factors in high retention rates for the Pre-K Model Cohort Classrooms.

SALARY EQUITY

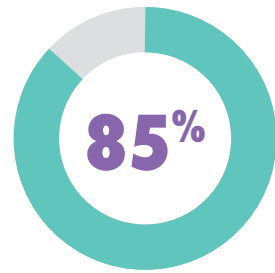
Early education professionals are typically paid less than kindergarten teachers. Upon review of WS/FCS teacher compensation, Pre-K teachers were compensated at parity with the WS/FCS salary schedule based on education levels and years of experience. **On average, Pre-K teachers earn \$11,894.08 less per year than teachers in Winston-Salem/Forsyth County Schools.** A private school teacher with six years experience in a Pre-K classroom could earn up to \$35,000 less than a WS/FCS Pre-K teacher with similar years of experience. Eligible teachers, directors, and family child care providers received financial awards to help close the pay gap for each six-month commitment period the provider stayed in the same early care and education program.

*Source: <https://www.sciencedirect.com/science/article/abs/pii/S0885200623000790>

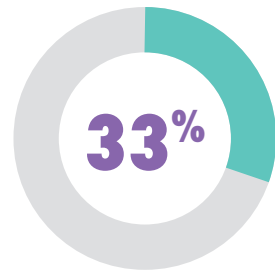
WHAT CAUSED THESE GAINS?



Average attendance across 22 of the 30 Cohort Classrooms



Retention rate of Cohort Classroom Teachers since August



Of Cohort Classroom Teachers qualified for additional credentials

WHAT CAUSED THESE GAINS?

For English Language Learner families, translation and interpretation services were provided at five cohort classroom sites. Throughout the 2023-2024 school year, 14 families took advantage of these services, representing five different languages: Spanish, Mandarin, Polish, Egyptian Arabic, and Bengali.

Tracking attendance is an important element of educational growth. It stands to reason that valued teachers, parents, and families who are engaged with their children’s Pre-K experience are more likely to ensure their children attend the Pre-K program regularly. This is evidenced in the Pre-K Model Cohort Classrooms, where the **attendance across 22 of the 30 classrooms was 89%**.

FOCUSING ON EQUITY

As part of the Pre-K Model Classroom Cohort initiative, The Pre-K Priority is committed to creating equitable access and experiences for young children and their families. The assessments, teacher coaching, and translation and interpretation services mentioned

above are all part of that approach, but The Pre-K Priority wants to ensure that equity is deeply embedded in every facet of the pilot project.

In early 2024, Winston-Salem/Forsyth County Schools in conjunction with the Pre-K Model Cohort Classroom initiative, began to develop and test a Pre-K Equity Observation Tool in the Cohort Classrooms. The tool brought forth some strong data about equity in the Pre-K space, finding that all the Cohort Classrooms show great strength in relationship building – a key factor in embedded equity. WS/FCS is using the aggregated data collected from participating Cohort Classrooms to create an overall Equity Action Plan for the entire Forsyth County Pre-K landscape. That plan, in turn, will inform individualized implementation plans for each Pre-K Model Cohort Classroom for the 2024-2025 school year. In addition, WS/FCS and the Pre-K Model Cohort Classroom initiative are deploying a Curriculum Audit tool and continuing equity-focused professional development for teachers.

CREATING NURTURING CLASSROOM ENVIRONMENTS

The quality of a child’s interaction with teachers is one of the strongest influences on his or her development. The Classroom Assessment Scoring System (CLASS) uses research-driven insights to measure the quality of teacher-student interactions across three domains—emotional support, classroom organization, and instructional support. All 30 Pre-K Model Cohort Classrooms received a CLASS assessment at the beginning of the 2023-2024 school year, and received ongoing coaching and support throughout the year to improve their abilities to provide meaningful interactions with the children in their care.

In addition to connecting with teachers, a child’s success in Pre-K and beyond is also influenced by the classroom environment and the kind of materials he or she interacts with on a daily basis. The ECERS-R is designed to assess the quality of early childhood environments and assist in the development of early childhood programming. All 30 classrooms in the cohort received an ECERS-R assessment at the beginning of the 2023-2024 school year and, as needed, received support for acquiring and using new educational materials. Environmental health and safety are critical to a successful Pre-K experience for both children and educators. In February, March and

April of 2024, a Child Care Health Consultant, in coordination with the local Health Department conducted physical, dental and vision health screenings, as well as an environmental classroom assessment, in 9 classrooms. The Consultant created Quality Improvement Plans for each classroom and conducted post assessments in May of 2024.

ENGAGING FAMILIES

Parents and families are a child’s first teachers, and engaging families in the education of their young children during Pre-K has benefits both inside and outside the classroom. Engagement helps families better understand the developmental needs of their children, and allows for strong bonds and communication between caregivers and educators so that a child’s experience in the Pre-K classroom more closely aligns with that at home, and vice-versa. **404 family assessments were conducted throughout the 2023-2024 school year, and 142 of those families created Family Goal Setting Agreements.**

In addition, parent meeting schedules and family engagement events were collected at all Cohort Classroom sites in an effort to build a systematic approach for hosting engagement opportunities and collaborating with sites to promote parent engagement.



THE PRE-K MODEL COHORT CLASSROOM INITIATIVE IS A UNIQUE APPROACH THAT ISN'T JUST CHANGING CLASSROOMS—IT'S CREATING A STRONGER, MORE COORDINATED SYSTEM FOR ENSURING THE SUCCESS OF YOUNG LEARNERS IN KINDERGARTEN, IN SCHOOL, AND BEYOND TO COLLEGE AND CAREERS.

Until now, the approach to Pre-K in our counties and our state has been fragmented, inconsistent, and under-funded. **The Pre-K Model Cohort Classroom initiative delivers results because it leverages local funding from the county and**

city, identifies the strengths and assets from multiple Pre-K settings, and provides them equitably and consistently across Head Start, public school and private providers to create one consistent, high-quality system.



- Every teacher in the Pre-K Model Cohort Classrooms now has access to the same training that Head Start provides and the same pay WS/FCS teachers receive.
- Teachers in private centers now have equitable access to Success Coaches, and continuing education and higher credentials that lead to higher pay.
- Every young learner can receive experiences tailored to their needs through proven evidence-based assessments like Teaching Strategies Gold and BRIGANCE - typically only used by NC Pre-K classrooms.
- All families of children in the Cohort Classrooms can engage more deeply in their children's education and receive more support through the services once only available to Head Start classrooms.
- All children in Cohort Classrooms are receiving health screenings that were formerly not available to any.
- All classrooms are benefiting from the equity analysis that started at WS/FCS.
- The entire system is benefiting from rigorous evaluation and data that shows how this approach is strengthening the early childhood workforce and improving student outcomes.

Despite the impacts of COVID learning loss, historically low investments in early childhood programs and educators, and the drastic reduction in Early Childhood Education funding, the Pre-K Model Classroom Cohort is delivering consistent and equitable family engagement, learning assessments, curriculum, professional development, pay, and more by combining the strengths of all agencies into one comprehensive system. The Pre-K Model Cohort Classrooms are already beginning to show outsized benefits for children and families, as well as our capacity as a community to make the ongoing investments needed to continue to build out this collaborative, consistent system.

The Winston-Salem/Forsyth County community will have an important opportunity during the coming year to learn from and build upon the success of Year One of the Pre-K Model Cohort Classroom initiative as it considers the value high-quality Pre-K delivers for our young children, their families, and our collective future. In 2025, we can - and we must - make the decision to build on our investments in a better Pre-K system.



WE MUST CONTINUE TO MOVE FORWARD TOGETHER, FOR OUR CHILDREN, OUR FAMILIES, AND OUR FUTURE.

INVESTMENTS THAT HELP ENSURE EVERY FOUR-YEAR-OLD HAS ACCESS TO HIGH-QUALITY PRE-K MAKE SENSE FOR ALL OF US, AND EVERYONE HAS A ROLE TO PLAY.

HERE'S HOW YOU CAN GET INVOLVED:

1 COMMUNITY MEMBERS:

- Sign the pledge by scanning the QR code at the bottom of the page.
- Display a Yard Sign, Window Cling, or Car magnet to show your support.
- Talk to your employer about workplace childcare options to help spread awareness and drive change.
- Attend community meetings and forums to voice your support for high-quality Pre-K.
- Follow The Pre-K Priority on social media to raise awareness and encourage others to join the cause.

2 COUNTY AND CITY ADMINISTRATORS AND ELECTED OFFICIALS:

- Visit a Pre-K Model Cohort Classroom.
- Support expanded funding for Pre-K by making it a regular line item in county and city budgets.
- Advocate for Pre-K funding at the state level.

3 BUSINESS OWNERS:

- Learn more about childcare subsidies, on-site childcare, and other options for supporting your employees.
- Implement Family-Friendly Policies such as flexible work hours and hybrid work environments.

4 TEACHERS:

- Pursue Credentialing and Continuing Education to improve qualifications and best practices.
- Engage with Parents and the Community to build a supportive network for students.



TAKE THE PRE-K PLEDGE

All children have the right to equitable learning opportunities that help them achieve their full potential in school, work, and life. Investing in high-quality Pre-K is a means of advancing social and racial equity in our educational system and enhancing the well-being and success of our increasingly diverse community.

Ensuring that every child begins school on track academically and socially is one of the best investments we can make as parents, employers, and citizens. Therefore:

- I support access to affordable, high-quality Pre-K for every 4-year-old in Forsyth County.
- I support increasing the availability of high-quality Pre-K programs in our community.
- I support state and local governments making Pre-K a priority in their annual budgets.
- I value and appreciate our teachers, staff, and administrators, and thereby support compensation practices reflecting their importance in our community.



To sign the Pre-K Priority Pledge, use the QR code here, or visit us at PreKPriority.org/#pledge



CONTRIBUTORS

**TOGETHER, WE CAN MAKE
PRE-K A REALITY FOR FORSYTH
COUNTY'S YOUNGEST CHILDREN.**



**CHILD CARE
RESOURCE CENTER**
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PRISMATIC SERVICES
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FAMILY SERVICES
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FORSYTH COUNTY**
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LEARN MORE ABOUT:

Pre-K Registration – PreKPriority.org/register

The Pre-K Model Cohort Classrooms – PreKPriority.org/arpa

Becoming a Pre-K Teacher – PreKPriority.org/befirst

Pre-K in the Workplace – PreKPriority.org/workforce

Family, Friends and Neighbors Network – FFN.PreKPriority.org

The Pre-K Priority is a collaboration of community organizations committed to early childhood education and supported by the Kate B. Reynolds Charitable Trust. Program inquiries should be directed to Leslie Mullinix, The Pre-K Priority Project Director at lmullinix@FamilyServicesForsyth.org

