

# Promoting Sustained Environments to Maintain the Pre-K Boost

When children have access to high-quality pre-K programs, the experiences and learning opportunities they are exposed to often boost their learning and development as they enter school. But how can we make sure the benefits of the “pre-K boost” last through kindergarten and the early elementary grades?

Below are some best practices to **promote sustained environments**, an important factor in children's long-term success.

## BEST PRACTICES



### IN THE CLASSROOM

**It's important to provide effective instruction that meets the needs of all learners across the pre-K and early elementary years.**

For example:

- Teachers can support children's interests and autonomy by offering choices.
- Teachers can observe children and provide extra emotional and instructional support to those who need it.
- Schools can work to make sure children have opportunities to form close, trusting relationships with teachers, year after year.

**We can also strengthen communication and collaboration between parents and teachers each year and through yearly transitions.**

- A strong partnership between teachers and parents can improve students' social, behavioral and academic outcomes.



### IN POLICYMAKING

**We can develop structures and policies that strengthen coordinated learning environments in the classroom and at home.**

For example:

- Pre-K programs and schools can actively work together to share information and support parents as their children transition across the early grades.
- Learning environments extend beyond the classroom and include all settings young children experience. Policies that support learning and development across time and settings, including home and school, are needed to promote students' social, behavioral and academic outcomes.