

Building Quality Early Education Systems that Strengthen School Readiness



What NAEYC Teaches Us About Quality in Practice



QUALITY IS EXPERIENCED THROUGH RELATIONSHIPS AND INTERACTIONS



RELATIONSHIPS



ENVIRONMENTS



EXPERIENCES



SUPPORTING SYSTEMS



*The classroom interaction is where quality becomes **visible** to children and families.*

What NAEYC Defines as Quality



A Comprehensive Systems Framework That Centers Children and Educators



CORE: Educator Practice

- Developmentally appropriate instruction
- Intentional curriculum implementation
- Scaffolded learning
- Observation and assessment
- Responsive interactions
- Engaging learning environments



SUPPORTING SYSTEMS

- Leadership
- Family Partnerships
- Professional Development
- Assessment
- Curriculum
- Health & Safety
- Continuous Improvement



Programmatic systems matter because they either **strengthen** or **weaken** educator capacity.



What Quality Looks Like for Children and Families



High-quality programs are visibly different for children and families.



CHILDREN EXPERIENCE

- ✓ Stronger language development
- ✓ Emotional security
- ✓ Deeper engagement
- ✓ More opportunities for inquiry and problem solving
- ✓ Smoother transitions into kindergarten



FAMILIES EXPERIENCE

- ✓ Trusted relationships
- ✓ Communication and partnership
- ✓ Confidence in their child's learning
- ✓ Access to developmental support systems



Quality is especially important in the **birth-to-five years** because developmental cascades begin early.



Strong early interactions influence later **literacy, self-regulation, social competence, and long-term educational outcomes.**

“ School readiness is not a single skill set. It is the result of thousands of high-quality interactions over time. ”

What Educators and Programs Need to Sustain Quality



INVESTING IN WHAT MATTERS MOST



Stable and well-prepared workforce pipelines



Coaching and reflective supervision



Ongoing embedded professional learning



Adequate compensation and retention supports



Time for planning and collaboration



Leadership development for directors



One-time training does not create sustained quality.



Continuous support systems do.



The strongest outcomes come when quality systems are aligned—not fragmented across agencies and initiatives.

“

*If we want stronger school readiness outcomes, we must build systems that **strengthen educator capacity every day**—not only measure compliance.*

”

Building the Future of Quality in Texas



★
Innovate. Connect. Strengthen. Lead.

INNOVATIVE APPROACHES THAT DRIVE QUALITY



Statewide professional learning networks



AI-supported educator resources



Continuous quality improvement models



Leadership communities of practice



Stronger higher education and workforce partnerships



TEXAS CAN LEAD

Texas has an opportunity to lead nationally by designing a more coherent and **educator-centered quality ecosystem.**



RECOMMENDATIONS FOR TEXAS



1 Prioritize workforce stability and educator preparation as central quality indicators.



2 Align quality systems across agencies to reduce fragmentation and duplication.



3 Invest in coaching, continuous improvement, and relationship-based professional learning.



4 Recognize that quality improvement is both instructional and systemic.



Children thrive when educators are supported, prepared, valued, and connected. Quality *begins with relationships*, but it is *sustained through intentional systems.*

