QUAD AGENCY CHILD CARE INITIATIVE COMMISSION: RESPONSES TO PUBLIC COMMENTS

July 2026

This summary includes comments received between March 1, 2026, and June 30, 2026. This document was approved by the Quad Agency Commission on August 4, 2026.

The Quad Agency Commission received comments from 24 stakeholders during this period. Stakeholders represent child care programs, trade associations, early childhood advocates, and community members.

Comments are grouped together when they address the same topic. Comments are only included here if they address activities the Quad Agency Commission is charged with reviewing – those that impact the cost, quality, or accessibility of child care in Texas.

A reference number is included with each comment topic in the format of “[Month and Year of Approval]-Comment-[#]”. This numbering system carries over for each edition of this document and will allow stakeholders to more easily find a comment referenced in a future summary. Comment topics will not include a detailed response if the topic was addressed in a previous edition, unless the response has changed. The response will instead include a reference to the edition and comment number where stakeholders can find the previous response.

Comment Summaries and Responses

July 2026-Comment-01

COMMENT:

Nine commenters voiced concerns about pre-K expansion in public school settings. Commenters highlighted the following issues:

- Unwillingness of local education agencies (LEAs) to participate in Pre-K Partnerships (PKPs) and the significant reduction in child care program enrollment resulting from pre-k expansion. In 2025, child care programs reported that they lost an average of 14 students per location to LEA pre-k providers.

- Some LEAs have opted to waive eligibility requirements for pre-k services, putting child care programs at a disadvantage. Child care programs cannot receive Child Care Services (CCS) funding if a child does not meet CCS eligibility requirements.
- Tuition-based public pre-k creates “unfair competition” since LEAs are funded by taxpayers and can charge lower tuition than what it costs to provide the service.
- At least one LEA has communicated to parents that pre-k is “state-mandated” when it is not.

These commenters also suggested the following solutions:

- Identify all providers of pre-k services, determine effectiveness of each provider using kindergarten readiness as a measure, establish a minimum level of effectiveness a program must demonstrate to be qualified for public funding, allow any qualified entity to deliver state-funded pre-k, and require all qualified entities to inform parents of all available pre-k options (including the relative effectiveness of each).
- Provide clearer boundaries or guidance around pre-k expansion by LEAs to ensure sustainability of the broader early childhood workforce.
- Ensure that public policy strengthens the early childhood care and education ecosystem rather than unintentionally putting government programs in competition with small businesses, particularly as it pertains to the impact of pre-k expansion on the child care industry.

RESPONSE:

The Quad Agency notes that portions of this topic were previously addressed in March 2026 - Comment – 02.

TWC and TEA are currently working to examine the kindergarten readiness outcomes for children served in the CCS program. These outcomes are already calculated by TEA for children enrolled in public pre-k. However, any changes to require a minimum level of effectiveness would require a statutory change by the Legislature.

Regarding the recommendation on the impact of pre-k expansion on the child care industry, during the 89th legislative session HB2 was enacted, which will establish pre-k partnership intermediaries. Intermediaries will be required to make an official determination that no eligible child care providers are able to serve pre-k students before a school system will be permitted to expand pre-k. These new intermediaries should help to address prior input from child care providers, including concerns that LEAs are not actively considering PKPs before expanding pre-k services.

The Quad Agency also acknowledges the impact on the private child care providers' business model if more 3- and 4-year-olds are served in public pre-k, rather than by private child care providers. If private child care providers are serving fewer older age children and are serving more younger age children, the actual cost of child care will increase as younger age children are more expensive to serve based on the required child-to-caregiver ratios.

July 2026-Comment-02

COMMENT:

Ten commenters expressed concerns with and suggestions for current PKP processes and requirements.

- **Funding**: Prevent charter schools from acting as a "broker" and keeping a portion of the funding when partnering with a child care program. Ensure access to available pass-through funding and grants. Ensure funding structures reflect the true costs of quality care and instruction. Amend Texas Education Code §48.005(a)(4) to provide full day pre-k funding for required full day pre-k students.
- **Texas Rising Star Partner Selection**: The partnership model should prioritize the use of Texas Rising Star certified providers. Another commenter felt that partnerships should not require Texas Rising Star participation.
- **Out-of-District Partnerships:** Prevent partnerships between LEAs and child care programs to serve children outside the LEA's district because it further exacerbates the local impact for child care programs.
- **Alignment**: Ensure state policy objectives are reflected in local decision making and that they promote partnerships rather than competition. Instructional requirements should be flexible to allow alignment with diverse models (such as Montessori).
- **Training:** Make the Texas School Ready professional development program available to all teaching staff in pre-k programs. Invest in workforce development partnerships and shared professional development opportunities. Provide participating programs with access to consistent high-quality professional development that aligns LEA and child care program expectations, particularly in curriculum, assessment, and classroom quality.

- **Communication**: Provide clear information on how to begin or qualify for a PKP, especially for home-based child care programs, and ensure resources are available in other languages. Invest in outreach strategies to engage participants. Address communication gaps between LEAs and child care providers and provide technical assistance to both. Ensure that state agency staff are responsive to inquiries about PKP participation. Create an online platform to help child care providers identify LEAs with specific needs they can support.
- **Administrative Requirements**: Streamline administrative requirements to reduce burden and provide technical assistance as needed. Establish accountability measures reflective of reality in each setting.

RESPONSE:

The Quad Agency notes that portions of this topic were previously addressed in March 2026 - Comment – 02, March 2026 - Comment – 17, and March 2026 - Comment – 23.

Regarding funding, any amendments to the Texas Education Code §48.005(a)(4) would require action by the legislature.

Regarding the Texas Rising Star Partner Selection, the current statute allows for a variety of partnership models with different types of partners, including Texas Rising Star. Any change to prioritize or remove criteria would require a statutory change by the Legislature.

Regarding out-of-district partnerships, the statute does not currently prohibit LEAs from partnering outside of their district, nor does it require that LEAs first consider partnerships with in-district partners. As TWC's Pre-K Partnership Team works to support the development of new partnerships, they prioritize local opportunities before considering options outside of the district. Additionally, in some instances it can be helpful to child care providers to have options to partner with school districts in other parts of the state if a local school partner is not available. Any change to limit out-of-district PKPs would require a statutory change by the Legislature.

Regarding instructional materials/curriculum alignment, this public commentor suggested that we retain flexibility regarding instructional requirements which conflicts with a prior comment that recommended curriculum follow a single set of standards established by TEA. Currently, TEA publishes a list of approved pre-k curriculum; however, curriculum utilized by public pre-k does not need to be from this list if it aligned to the Texas Pre-K Guidelines. For Texas Rising Star, TWC considers all TEA-approved curricula to be approved in addition to providing flexibility for other curriculum to be reviewed for alignment with developmentally appropriate standards.

Regarding training, the Quad Agency notes that we have supported the development of informal PKPs which often include shared professional development to align teaching strategies and practices for LEAs and child care programs. We will continue to encourage and support these opportunities. Additionally, the Texas School Ready Online program, which is administered and funded through the Children's Learning Institute, provides free comprehensive professional development, resources, and coaching which is available to all Texas Rising Star providers, public school districts, and Head Start programs in Texas. The Texas School Ready Comprehensive is also available and is a more intensive service delivery model, offering comprehensive support for child care programs serving the most at-risk communities and children, per eligibility criteria. Eligible child care programs must apply for this program, and enrollment space is limited to approximately 1,500 educators each year.

Regarding Communication and Administrative Requirements, TWC and TEA will continue to look for opportunities to improve communication with LEAs and child care programs. TWC currently has a dedicated Pre-K Partnership Team working at the local level to partner Texas Rising Star Three- and Four-Star providers. Agencies will continue to look for opportunities to streamline administrative requirements.

July 2026-Comment-03

COMMENT:

Five commenters noted concerns with rising operational costs (payroll, insurance, taxes) not reflected in current reimbursement rates. Commenters offered suggestions such increased grants for centers serving infants and toddlers, increased overall reimbursement rates, and property tax relief for private child care providers.

RESPONSE:

The Quad Agency notes that this topic was previously addressed in March 2026 - Comment – 07 (regarding property tax exemptions), March 2026 - Comment – 08 (regarding increasing costs of child care), and March 2026 - Comment – 12 (regarding liability insurance).

The Quad Agency acknowledges that the cost of child care is increasing and notes that TWC adjusts the CCS payment rates on an annual basis, based on the most recent Market Rate Survey. However, any new funding to provide grants and other financial support to child care programs would require legislative action.

July 2026-Comment-04

COMMENT:

Four commenters submitted input for the Quad Agency Review of Data Collection for Pre-K Partnerships that was outside the intended scope of that review. These comments identified gaps in the current data collection processes that hinder the tracking of PKP success and student outcomes:

- **Student Identifier Alignment**: Children often receive duplicate PEIMS numbers when moving from CCS to public school, depriving the state of longitudinal tracking. Agencies should implement a matching process to reduce duplication.
- **Integrated Progress Monitoring**: A lack of unified data systems limits the ability to correlate instructional investments with long-term student outcomes and increases administrative burden for participants, particularly home-based child care programs. It also prevents agencies from evaluating how PKP implementation interacts with CCS and private pay enrollment, particularly in communities with high CCS utilization.
- **Oversight Gaps:** No information is collected at the state level to determine if LEAs have followed legislative mandates about PKP participation before expanding their facilities to offer or expand pre-k programming.
- **Alternative Educator Model:** Improved tracking of supervising teacher models is necessary to evaluate the model's impact on PK access and how benefits such as Teacher Retention Allotments are being applied.

RESPONSE:

The Quad Agency notes that portions of this topic (integrated progress monitoring) were previously addressed in March 2026 - Comment – 23 with an overview of the Early Childhood Integrated Data System currently under development.

The Quad Agency Commission acknowledges the importance of data accuracy. TEA and TWC have agreed to implement actions outlined in the report on the Quad Agency Review of PKP Data Collection to address some PKP data collection issues. This report will be available on the Quad Agency Commission website under the Past Reviews section, following the August 4, 2026, meeting.

The state has recognized that part of the challenge with students who receive duplicate PEIMS numbers is that parents may not be aware of an existing number when enrolling their children in public school. TEA is working to support school districts to understand what questions to ask parents to more accurately determine whether a child has an existing number. Additionally, the agencies continue to evaluate PEIMS data-matching logic through the ongoing development of the Early Childhood Integrated Data System (ECIDS).

Regarding the comment about oversight gaps, the new statutorily mandated PKP intermediaries will be responsible for making determinations regarding district compliance with legislative mandates related to PKPs before expanding prekindergarten programming.

Regarding improved tracking of supervising teacher models, TEA does not currently collect data regarding teacher supervisors. TEA will explore its potential authority and the feasibility of adding a reporting requirement to the administrative rule for high-quality prekindergarten programs to capture additional information regarding prekindergarten classroom teacher supervisors.

July 2026-Comment-05

COMMENT:

Three commenters offered suggestions related to Child Care Regulation requirements or processes. The suggestions included:

- Create a centralized database to track staff with serious minimum standard violations which would be included in the background check process and allow future child care employers to use the information in hiring decisions.
- Implement stricter ratio requirements to improve safety and instructional quality in child care programs.
- Overhaul the deficiency system and scale back requirements to reduce overreach.

RESPONSE:

The Quad Agency previously addressed similar topics in March 2026 - Comment – 05, March 2026 - Comment – 09, and March 2026 - Comment – 10. The Quad Agency has shared these comments with HHSC for consideration as part of the Regulatory Reform Project and/or review of child care minimum standards required by Rider 165 from the 89th Texas Legislative session.

CCR will consider the comments within the scope of existing statutory authority, rulemaking requirements, operational feasibility, and the need to support child health, safety, and well-being while ensuring requirements are clear, reasonable, and consistently applied.

July 2026-Comment-06

COMMENT:

Two commenters expressed concern with disparities in health and safety regulations between LEAs and licensed child care centers. One commenter suggested that LEAs hosting a pre-k program should be required to have a child care license.

RESPONSE:

The Quad Agency notes that part of this comment was previously addressed in March 2026 - Comment – 03. The Quad Agency again notes that any requirement for LEAs to be licensed by Child Care Regulation (CCR) would need a statutory change by the Legislature.

TEA administrative rules address a wide variety of areas related to health and safety including individuals who are not authorized to be on school property; mandatory school drills; active threat exercises; and prevention, awareness, and reporting of child abuse or neglect of a child. These rules are applicable to students from prekindergarten through high school and are not exclusive to prekindergarten students. TEA would need more specific information related to suggested disparities to determine how to best respond to the concern.

July 2026-Comment-07

COMMENT:

Six commenters expressed interest in further collaboration, including serving on the Quad Agency Commission and future discussions about partnerships, regulation, and Texas Rising Star. Commenters requested more opportunities to provide input and for agencies to ensure policies reflect the reality of child care providers. One commenter requested more engagement from TEA with their child care organization.

RESPONSE:

The Quad Agency notes that Quad Agency membership was previously addressed in March 2026 - Comment – 01. Regarding participating in future discussions on child care issues, this commenter's information has been saved for future stakeholder input opportunities.

July 2026-Comment-08

COMMENT:

One commentor requested greater transparency regarding the distribution of CCS funds, including a detailed public breakdown of how Local Workforce Development Boards allocate funding increases.

RESPONSE:

The Quad Agency agrees that state agencies must maintain transparency regarding funding distribution.

TWC operates the Child Care Services (CCS) program with funding from the federal Child Care and Development Fund. TWC scales the CCS program and the number of children served based on available funding. There are more eligible families than there is available funding. Families who apply for CCS are placed on waiting lists when funding is not available to support additional children or when the child care providers in the area don't have available spots.

Based on national estimates, Texas' CCS program serves just under 10% of all eligible children. National estimates are available, based on 2020 data. At that time, Texas' CCS program was serving 9.5% of all eligible Texas children. The percentage of eligible children being served nationally was also 9.5%. See the Center for Law and Social Policy's 2024 Child Care Assistance Landscape, Appendix II.

TWC allocates funding to each of the 28 Local Workforce Development Boards using Census data. The allocation factors for all TWC funds to Boards (not just those for child care services) are outlined in TWC's administrative rules in Chapter 800, Subchapter B, Allocations. The specific child care allocation criteria are outlined in §800.58 of these rules. TWC publishes the annual allocations on the Agency Reports website under the *Budget & Allocations* heading. The three most recent fiscal year allocations are linked below.

- FY 2026/PY 2025 Funding Allocations
- FY 2025/PY 2024 Funding Allocations
- FY 2024/PY 2023 Funding Allocations

Based on prior stakeholder feedback, TWC began posting more detailed information regarding how each Board is using the funding it receives to improve the quality of child care on the Child Care Data, Reports & Plans website under the *Local Board Child Care Quality (CCQ) Funds: Annual Plans and Quarterly Expenditure Reports* heading. The three most recent fiscal year plans and expenditure reports are linked below.

- FY26 Board Annual CCQ Expenditure Plans revised on June 18, 2026
- FY25 Board Annual CCQ Expenditure Plans revised on June 18, 2026.
- FY25 CCQ Quarterly Report revised on June 18, 2026.
- FY24 Board Annual CCQ Expenditure Plans revised on December 31, 2024.
- FY24 CCQ Quarterly Reports revised on November 4, 2025.

July 2026-Comment-09

COMMENT:

Five commenters recommended TWC rule or Board-level policy changes, including:

- Adopt a "school-readiness priority" for four-year-old children; this would ensure children in the year immediately preceding kindergarten have prioritized access to consistent, quality care to improve long-term outcomes and align Child Care services with the broader early childhood education system.
- Reassess how licensing deficiencies impact star-level ratings, particularly when the employee responsible for the deficiency was immediately dismissed by the child care program.
- Reassess the impacts of probationary status and star-level drops, as a result of CCR deficiencies, for child care programs participating in Texas Rising Star (particularly after employees responsible for the deficiencies that resulted in the impact have been removed from employment), and give thorough consideration to the downstream impacts such as ineligibility for PKP and Texas Education Freedom Accounts (TEFA) participation.
- Ensure the process for accessing increased payment rates for children with disabilities is clear and not administratively burdensome.
- Provide clear requirements and expectations for providers engaging with the Texas Rising Star mentor program
- Ensure it is clear who providers should reach out to at the Board level when they have questions and notification to providers when there are staffing changes for Boards.

RESPONSE:

The Quad Agency notes that TWC has received past input regarding priority populations, which have recommended many different priorities be considered, including infants and toddlers. TWC has not established any priorities based on age groups and does not plan to do so. Currently, TWC's CCS funding serves only a small percentage of eligible children (approximately 10%). Prioritizing an age group could result in the other age groups not receiving CCS or being on waiting lists for very extended periods of time.

Regarding the impact of licensing deficiencies on Texas Rising Star, on May 19, 2026, TWC proposed rule amendments to the Child Care Services rules, including changes to how deficiencies issued by CCR are taken into consideration for a child care program's Texas Rising Star certification level. The proposed rule will eliminate the automatic star-level drop if a child care program receives any of the four specified CCR citations related to background check violations or for a finding by the Department of Family and Protective Services Child Care Investigations division that an employee was responsible for the abuse or neglect of a child. TWC has proposed implementing a probational period rather than immediately impacting a provider's star level rating which could have other impacts (such as a a reduction in their CCS payment rate or making them ineligible to be a pre-k education service provider for TEFA if they drop to a Two-Star level).

Regarding Texas Rising Star probationary status, TWC has taken several actions in recent years to implement multiple probationary periods to lessen the immediate impact to a child care program's Texas Rising Star certification status based on CCR compliance, and to give child care programs the opportunity to demonstrate continued compliance. When a program is in probationary status, their Texas Rising Star certification level is not impacted, unless the program fails to comply with the probationary requirements, such as incurring an additional specified CCR citation(s). The commenter also noted that a child care program's probationary status impacts their teacher retention allotment. The Quad Agency notes that this appears to be based on criteria that have been established at the local level. The Quad Agency recommends that child care programs reach out to their local Board if they are concerned with the criteria that has been established for the distribution of quality improvement funds such as teacher retention stipends.

Regarding the process for accessing increased payment rate (inclusion rate) for children with disabilities, TWC recently awarded the grant for Early Learning Intervention Training and Education (ELITE) to Child Care Group. The grantee will work with Boards to provide training and technical assistance to support inclusion practices in child care programs.

One component of this grant requires Child Care Group to develop and deliver training to Boards for inclusion rate policy and practices.

Regarding the recommendation for clear requirements and expectations for providers engaging with the Texas Rising Star mentor program, the Mentoring Agreement outlines the expectations of the early learning program. These expectations encompass granting mentors access to the center, collaborating to develop the Continuous Quality Improvement Plan (CQIP), participating in feedback, and utilizing provided resources and mentoring services to strengthen program quality.

Regarding the recommendation to ensure it is clear who providers should reach out to at the Board level when they have questions, TWC will continue to work with Boards to ensure child care providers understand who to contact locally when issues arise.

July 2026-Comment-10

COMMENT:

One commenter suggested a review of current policies and regulations related to family engagement in the early childhood education system. The commenter suggested the use of research-based tools to help families support learning continuity from the classroom to the home, identifying and addressing potential barriers (such as costs or multilingual needs), and exploring cross-agency opportunities for a unified approach in supporting families.

RESPONSE:

The Commission agrees that family engagement is critical to children's outcomes. The Quad Agency has shared this input with HHSC so it can be considered as part of the Regulatory Reform Project and/or review of child care minimum standards required by Rider 165 from the 89th Texas Legislative session.

CCR currently supports family engagement through minimum standards that require child care operations to provide parents with information about program policies, parent rights, child care practices, and procedures for communicating about a child's care. CCR also makes information available to families to support informed child care decisions, including resources on choosing regulated child care and information about how to report concerns. These existing requirements and resources help support communication between child care programs and families and may be considered as part of ongoing review of child care minimum standards.

TWC's Texas Rising Star program also recognizes the importance of family engagement and currently has several measures that focus on family engagement efforts by child care programs. Child care programs participating in Texas Rising Star must provide families with the following:

- A parent handbook that supports informing them about the program's offerings for family engagement and partnership in learning.
- Developmental milestone checklists and information on seeking support for identified developmental red flags.
- Information on available community resources to find local supports regarding their family's or child's needs.

Additionally, there are measures focused on opportunities for families to provide feedback, participating in connecting with teachers about their child's development on a regular basis, and attending program-sponsored events. Complete Parent and Family Engagement measures are available online.

TEA recognizes that an effective family engagement plan creates a foundation for the collaboration of mutual partners, embraces the individuality and uniqueness of families, and promotes a culture of learning that is child centered, age appropriate, and family driven. TEA requires school districts and open-enrollment charter schools to develop, implement, and make available on their websites a family engagement plan by November 1 of each school year to assist the district in achieving and maintaining high levels of family involvement and positive family attitudes toward education. The required family engagement plan must:

- facilitate family-to-family support
- establish a network of community resources
- increase family participation in decision making
- equip families with tools to enhance and extend learning
- develop staff skills in evidence-based practices that support families in meeting their children's learning benchmarks
- evaluate family engagement efforts and use evaluations for continuous improvement

July 2026-Comment-11

COMMENT:

One commenter expressed that self-pay child care families should receive the same quality of care as those receiving subsidized slots and further suggested that agencies invest in quality training to help teaching staff understand challenging behaviors.

RESPONSE:

The Quad Agency acknowledges the importance of quality child care. Through the Texas Rising Star program, certified programs had the licensed capacity to serve over 691,000 children in FY25 (compared to the total licensed capacity of 1.2M for licensed centers, licensed homes, and registered homes in FY25). TWC publishes information on the Texas Child Care Connection to help families understand the benefits of high quality child care and Texas Rising Star.

The Quad Agency also notes that TWC recently awarded a grant, the Early Learning Intervention Training and Education (ELITE) initiative, to provide training to Boards and child care programs to help them address children with challenging behaviors, as well as those with disabilities.

CCR applies consistent regulatory oversight to child care operations regardless of child care funding source.

July 2026-Comment-12

COMMENT:

Two commenters indicated concerns with the CCS payment processes.

- Both suggested that the Child Care Services payment management system be modernized or simplified to reduce the number of overpayments, underpayments, and the administrative burden on providers tracking the payment accuracy.
- One suggested that the system allow child care programs to pay online when overpayment occurs.

RESPONSE:

The Quad Agency notes that TWC's new child care case management system, TX3C, is designed to automatically adjust a provider's future payment if a prior overpayment occurred. The instances when a provider would need to manually return an overpayment are exceptions, as the system automatically does this.

The Quad Agency also notes that TX3C was designed to implement prospective payments, where CCS providers are paid *prospectively* during the first week of the 2-week payment period rather than being *reimbursed after the close* of the 2-week payment period. TWC implemented this process based on provider and stakeholder feedback. One of the challenges with paying prospectively is that TWC must adjust future payments if an overpayment is made, which can occur if a CCS child leaves the child care program sometime in the 2-week payment period after the prospective payment has already been received. When this happens, TX3C automatically adjusts a future payment to the provider.

Changing the payment process to pay after the close of the 2-week period would significantly reduce the number of overpayments that must be adjusted. However, moving out of the prospective payment cycle would result in a rather significant delay in each provider's receipt of CCS payments during the transition period. Providers would face an approximate 4-week period where they would not receive any CCS payments if TWC were to revert to reimbursement after the fact. The table below demonstrates what the transitionary period would look like.

Prospective Payment 2-week period		**Transition to Reimbursement After the 2-Week Period**		**Reimbursement After the 2-Week Period**		**Reimbursement After the 2-Week Period**	
Week 1 CCS payment rec'd in the first week of the 2-week payment period (for weeks 1-2)	*Week 2* No payment received	*Week 3* No payment received	*Week 4* No payment received	*Week 5* No payment received	*Week 6* CCS reimbursement received for the prior 2-week payment period (weeks 3 and 4)	*Week 7* No payment received	*Week 8* CCS reimbursement received for the 2-week payment period (weeks 5 and 6)

Because of the significant delay providers would experience, TWC has not pursued changes to the CCS payment timeline. There would also be associated technology changes to TX3C that would need to be implemented.

July 2026-Comment-13

COMMENT:

One commentor requested identification of resources to support families with the CCS process and accessing other available services when they are on the CCS waitlist.

RESPONSE:

Families may be eligible for other early childhood programs beyond CCS or while waiting for access to CCS. TWC, along with our other early childhood state agency partners, maintain a website - Early Childhood Texas - to provide families with information on an array of early childhood resources.

July 2026-Comment-14

COMMENT:

One commentor proposed that the agencies consider a centralized workforce registry that allows early educators to carry their training and background checks with them across employers. This would reduce the administrative burden and allow providers to more quickly address vacancies.

RESPONSE:

The Texas Early Childhood Professional Development System (TECPDS) is the state's centralized workforce registry and is available to all Texas child care programs. Child care workers may voluntarily use this system to record their education and professional development training and may pull information out of this system to give to their current child care employer or if they are applying for new child care positions. TECPDS does not contain information on required child care background checks.

Background check information is maintained by Child Care Regulation in the Child-Care Licensing Automated Support System (CLASS). Due to the confidential and restricted state and national criminal history records and Texas child abuse and neglect registry records, it is subject to significant security requirements. Access is limited to authorized organizations in accordance with federal and state law.

July 2026-Comment-15

COMMENT:

Three commenters recommended efforts for increased clarity and consistency across and within programs. Examples were provided regarding various scenarios where Texas Rising Star assessors, Texas Rising Star mentors, and CCR inspectors provided conflicting information on the same subject.

RESPONSE:

The Quad Agency notes that it is proposing a new process at the August 4, 2026, Quad Agency Meeting to establish a process for child care providers to notify TWC and CCR when they receive information that conflicts exist between CCR and Texas Rising Star requirements. The Quad Agency will post details regarding this new process on the Quad Agency Commission website as a supporting document under the August 4, 2026, meeting information.

July 2026-Comment-16

COMMENT:

One commenter requested that the Quad Agency Commission clearly outline how feedback from providers will be compelled, how it will be shared back with stakeholders, and the process and timeline for decision making following meetings.

RESPONSE:

The Quad Agency Child Care Initiative Procedural Agreement includes information on how feedback may be submitted to the Quad Agency through Public Comments or through a specific request for a Quad Agency review of an issue. At each Quad Agency meeting, the Quad Agency Commission members review public comment input and provide responses. These responses are posted on the Quad Agency website.

If the Quad Agency conducts a review, the goal is to bring back decisions for the Quad Agency Commission's consideration at the following meeting. For example, at the Quad Agency Commission Meeting on March 24, 2026, a review of Pre-K Partnership Data Collection processes was approved. (See Briefing Paper: Quad Agency Commission Review of Data Collection for Pre-K Partnerships). At the meeting on August 4, 2026, the Quad Agency Commission will provide an update on the results of this review, which include actions that will be taken to make process improvements. A report detailing the review will be available on the Quad Agency Commission website under the Past Reviews section.