

Quad Agency Review of Pre-K Partnership Data Collection

July 2026 Report

Summary of Activity Under Review

The Quad Agency Child Care Initiative Commission initiated this review during the meeting on March 24, 2026. Significant discrepancies were identified between the number of Pre-K Partnerships (PKPs) reported to Texas Education Agency (TEA) by local education agencies (LEAs) for school year 2024-2025 and those documented by Texas Workforce Commission (TWC) staff directly facilitating PKPs. Further details are outlined in the associated [Briefing Paper](#). As noted in the Briefing Paper, the intent of this review was to identify solutions that could streamline or clarify requirements and positively impact the cost, quality, and accessibility of child care for Texas families.

Summary of Public Comments

The issue was open for public comment March 24, 2026, through April 24, 2026. During that period, four stakeholders submitted comments that directly pertained to PKP data collection.

One commenter expressed the need for enhanced coordination between TEA and TWC around data collection. They also suggested that TEA clarify the process for formal PKP reporting in PEIMS and provide additional guidance to school administrators on the importance of accurate and timely uploads. They further suggested that clarifying and improving the consistency of data elements related to the alternative educator model in these PKPs would enhance the state's understanding of how the supervising teacher model has

contributed to the expansion of PKPs and how additional statutory benefits, such as Teacher Retention Allotment pay, are being applied.

One commenter indicated concerns with underreporting and inconsistent data. They indicated that reliance on local education agency self-reporting may not fully capture the extent of partnership opportunities explored or declined, leading to gaps in understanding. The commenter recommended establishing standardized reporting requirements for local education agencies, including tracking when partnership opportunities are considered but not pursued.

One commenter provided several recommendations for the Commission's consideration. They acknowledged the shared goal across agencies and providers to increase access to high-quality early childhood education, but they believe that without addressing the structural factors that affect the sustainability of the child care sector, improvements to data collection alone will not achieve that goal. Their recommendations directly related to the PKP data review include establishing clear and consistent definitions and reporting standards for PKP across all participating agencies and LEAs and ensuring that data used to inform the Early Childhood Integrated Data System (ECIDS) is built on aligned, accurate, and complete underlying structures. The remainder of their comments are addressed in the July 2026 Responses to Public Comments document and posted on the [Quad Agency Child Care Initiative website](#).

Other comments not directly related to the topic of PKP data collection were also received during this 30-day comment period. Those comments will be addressed in the July 2026 Responses to Public Comments document and posted on the [Quad Agency Child Care Initiative website](#).

Quad Agency Determination

The Quad Agency Commission considers the activity of PKP data collection *consistent* with the Quad Agency purposes, as identified in [Texas Human Resources Code §74.002](#). The Quad Agency Commission was “established to

foster collaboration, coordinate policies, and review and recommend actions to streamline regulations between the participating agencies that govern child care in the state.”

Through public comments, conversations with TEA and TWC staff, and meeting with representatives from one local education agency, several issues about the data collection processes were identified. As a result of this review, members agree to coordinate improvements to the existing processes.

Next Steps

Quad Agency Commission member agencies will initiate the following activities:

1. TEA will develop and send communication(s) to LEAs that outline the following important information:
 - Reminder that PKP data is public-facing on the [TPEIR](#) website, to highlight the importance of accuracy.
 - Expectation of coordination between LEA data entry staff and program-level staff on Pre-K data reporting to ensure accuracy.
2. TEA will consider the role of Pre-K Intermediaries in Pre-K Partnership data accuracy through a future rulemaking process.
3. TEA, with input from TWC, will revise the existing [PKSchoolType description chart](#) to provide clearer descriptions and include examples of Pre-K classrooms that meet the criteria for each descriptor.
4. TEA will include a link to this updated description chart in a location more accessible to LEA program staff.
5. TEA will create and post online a brief desk aid outlining real-life partnership examples and how they should be coded.
6. TEA will revise existing training provided to new LEA data entry designees, highlighting questions (like details of partnership participation) they need to ask Pre-K program staff.
7. TEA will create an on-demand training module and desk aid on accurate PKP data entry that LEAs can access as needed.

8. TWC's Quad Agency support staff will contact additional local LEAs to conduct user-experience interviews to determine whether further activities are needed to address the data discrepancy issues. The Quad Agency Commission may review feedback from additional user-experience interviews to revise these activities or implement new ones.