

PREP Guidebook

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Note: TEA anticipates publishing a PREP Guidebook Version 2 in fall 2026 in advance of the LASO V Application Cycle.

Part I: PREP Overview

Overview of the PREP Program Allotment

The Preparing and Retaining Educators through Partnership (PREP) Program Allotment strengthens the quality of teacher recruitment, preparation, and mentorship across Texas. The 89th Texas Legislature established the PREP Program Allotment through House Bill 2, signed into law on June 20, 2025. PREP provides funding for five partnership program types that support the growth and sustainability of the Texas teacher workforce pipeline: PREP Grow Your Own, PREP Preservice Residency, PREP Preservice Traditional, PREP Alternative Preservice, and PREP Mentorship.

School systems apply for PREP programs through the Learning Acceleration Support Opportunities (LASO) application cycle. For the 2026-27 school year (LASO Cycle 4), funding is available for PREP Grow Your Own, PREP Preservice Residency, and PREP Mentorship. Beginning with the 2027-28 school year (LASO Cycle 5), funding will also be available for PREP Traditional Preservice and PREP Alternative Preservice.

School systems must appoint a representative for each of the PREP programs in which they participate. Each program representative will oversee school system implementation of their respective PREP program(s). School systems communicated to TEA, via the LASO Cycle 4 process, representatives for each of the PREP programs to which they applied. To update this information, school systems may submit a [PREP Support Portal submission form](#).

**Policy references: House Bill 2, 89th Texas Legislature (2025); TEC §§21.901–21.911; TEC §48.157*

Funding

PREP Program Allotment funding is provided by the Foundation School Program, not by a grant, and is available for every eligible school system in the state. Each PREP program includes a specific funding formula in policy and provides funding for up to a specific number of supported teacher candidates, employees, or beginning teachers per year per school system. For PREP Grow Your Own and PREP Preservice Residency, the exact funding a school system receives for an individual depends on the level of socioeconomic need at the school where the individual is placed and whether the school is rural. These amounts are calculated using the high-needs and rural factor. Certain policy spending requirements apply and are described later in this guidebook.

ECOS Entry and Foundation School Program Payments

PREP Program Allotment funds move through the Foundation School Program (FSP) based on the data that school systems enter in the Educator Certification Online System

(ECOS). For PREP Grow Your Own and PREP Preservice Residency success-based funding, calculations will also use Public Education Information Management System (PEIMS) data. The timing of ECOS entry determines when initial allotment payments begin to flow.

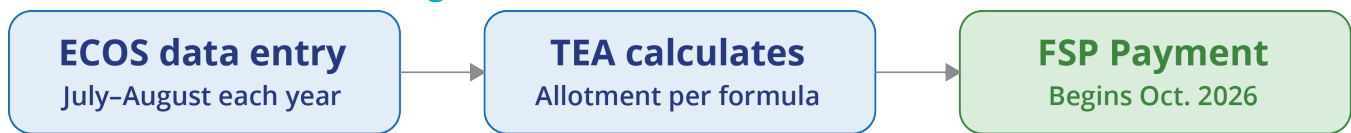
For participants entered into ECOS by August 28, 2026: the school system's initial allotment payments for those participants begin flowing in the FSP October 2026 payment window of that school year.

For participants entered into ECOS between September 1, 2026, and January 31, 2027: the school system's initial allotment payments for those participants are paid during the September FSP settle-up of the following school year. Any difference between initial and final amounts is addressed as part of the standard FSP settle-up process. School systems must submit their ECOS data according to the date windows communicated annually by TEA. More details on ECOS submissions are provided in [Part IV of this guidebook](#).

PREP Allotment Funding Flow

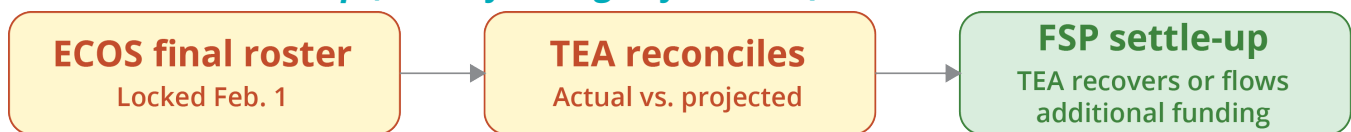
From ECOS and PEIMS data entry to FSP payment

Track 1: FSP Initial Funding



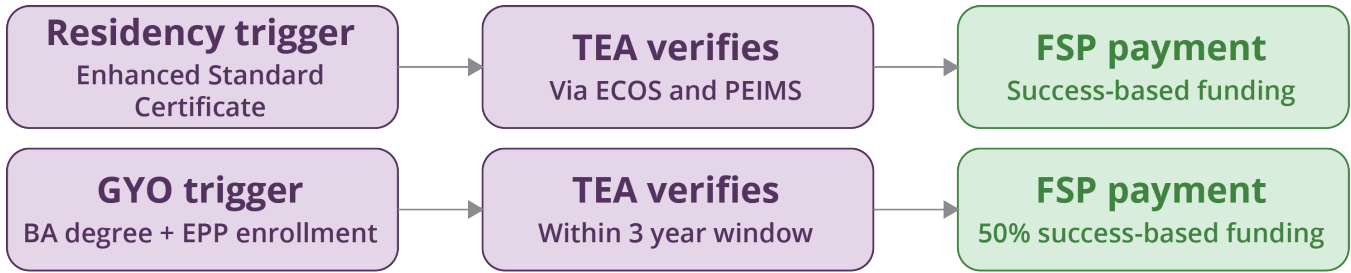
School systems enter participant data (residents, GYO employees, beginning teachers) into ECOS during July and August. TEA calculates allotment based on ECOS data + statutorily-based funding formula. For PREP GYO and PREP Preservice Residency, this includes the high-needs and rural factor.

Track 2: FSP Settle-Up (initial funding adjustment)



Changes to participant records may be made until Jan 31 (adds, drops, campus changes). TEA compares final ECOS roster against initial projections. Any difference is resolved through FSP settle-up.

Track 3: Success-based Funding



Residency: Success-based funding flows after residents earn enhanced standard certificate.

GYO: 50% success-based funding flows after employee completes bachelor's degree AND enrolls in accredited EPP within three years.

Mentorship: No success-based component. The full \$3,000 per beginning teacher is paid annually.

EPP Funding (separate from school system allotment)



The EPP receives \$10,000 per completer. This is funded via the formula under TEC §48.157; this is not an additional cost. *The EPP may receive an additional \$1,500 per completer of the Reading and Math Academies. This is funded via the formula under TEC §48.310; this is not an additional cost.

*Policy references: TEC §48.157; TEC §48.272; TAC §153.1302(b)

Program Overviews

PREPARING AND RETAINING EDUCATORS THROUGH PARTNERSHIP (PREP) ALLOTMENT



Preparing and Retaining Educators through Partnership (PREP) Allotment includes five formula-funded programs to support teacher recruitment, preparation and mentorship. Research shows that teachers who receive preservice practice prior to becoming a teacher and receive ongoing mentoring are more effective and more likely to stay in the profession.

PREP PROGRAMS



PREP Grow Your Own

The PREP Grow Your Own (GYO) program provides funding for participating school systems to support current employees who do not hold a bachelor's degree or teaching certificate in completing their bachelor's degree and enrolling in an educator preparation program (EPP) while continuing to work in the school system. PREP GYO also supports high school students in completing career and technical education (CTE) courses that prepare them to become classroom teachers. Each participating GYO employee may generate between \$8,000 and \$12,000 depending on the high-needs and rural factor, with 50% of funds provided up front and 50% success-based upon the employee completing their bachelor's degree and enrolling in an EPP within three (3) years.

PREP Preservice Residency

The PREP Preservice Residency Program funds school systems and their approved educator preparation program (EPP) partners to implement year-long, paid teacher residencies. Residents engage in deep clinical practice under the supervision of a trained host teacher and earn an enhanced standard teaching certificate. Each resident may generate between \$24,000 and \$39,500 depending on the high-needs and rural factor and the resident's certification area. \$12,000 in funding is provided initially to cover resident and host teacher stipend costs and the remaining success-based upon the candidate attaining the enhanced standard certificate.

PREP Mentorship

The PREP Mentorship Program provides funding for school systems to implement high-quality beginning teacher mentorship programs. School systems receive \$3,000 per beginning teacher mentored, for up to 40 beginning teachers per year. From that funding, the school system provides a minimum \$1,000 annual stipend to each mentor teacher, trains required mentorship staff through the Texas Mentorship Training (TMT) and provides release time for mentoring activities.

PREP Traditional and Alternative Preservice

Beginning with LASO Cycle 5 for implementation in the 2027-28 school year, school systems will be able to apply for PREP Traditional Preservice and PREP Alternative Preservice funding. These programs support teacher candidates completing non-residency partnership preservice programs. This guidebook will be updated to include full program details in advance of LASO Cycle 5.

**Policy references: TEC §21.902 - §21.907*

Relevant Policy

The PREP Program Allotment is established in state policy and governed by rules adopted by the Commissioner of Education. The rules take effect in May 2026 and are published in 19 TAC Chapter 153, Subchapter FF. Policy provisions define the five PREP programs, set funding formulas, and authorize the Commissioner to adopt rules and establish performance standards. The Commissioner's rules provide program-specific standards, eligibility requirements, performance goals, and provisions for program submissions and periodic reviews. Educator preparation programs are also governed by rules adopted by the State Board for Educator Certification (SBEC), including the Teacher Residency Preparation Route. See [Appendix 2 of this guidebook](#) for more information.

Part II: Eligibility, Applications, and Partnerships

School System Eligibility

School systems (which include school districts and charter schools as defined below) are eligible to apply for the PREP Program Allotment. For the purposes of the PREP Program Allotment, a charter school is defined as a Texas public school that meets one of the following criteria:

- An open-enrollment charter holder with its own county district number granted either by the State Board of Education or commissioner of education
- A charter granted under TEC Chapter 12, Subchapter C
- A charter granted under TEC §12.256 and Human Resources Code §221.002 (*see note below*)
- A charter granted under TEC §11.157(b).

Each eligible applicant is subject to the PREP Program Allotment funding caps described in each PREP Program's sections.

Note regarding SB 1882 Operating Partners: SB 1882 Operating Partners (OP) are eligible applicants and subject to the funding caps described in each of the PREP programs' guidelines in the following sections. However, PREP Allotment funding flows to the partner school systems in which the participating 1882 campuses are located. The SB 1882 OP must have a written agreement with the partner school system documenting how allotment funds generated through the partnership will be spent.

Note regarding §221.002 charters: Because the partnership preservice programs require preservice practice in a prekindergarten through Grade 12 classroom, charters granted under TEC §12.256 and Human Resources Code §221.002 are ineligible for the PREP Preservice Residency Program and the PREP Grow Your Own Program. These charters remain eligible for the PREP Mentorship Program.

**Policy references: TEC §12.101; TEC §12.256; TEC §11.157(b); TEC §21.901(a); Senate Bill 1882, 85th Texas Legislature (2017); Human Resources Code §221.002*

School System Applications for Funding

The school system application for the PREP Program Allotment is housed within the annual Learning Acceleration Support Opportunities (LASO) application cycle. For more information on LASO, visit the [TEA Learning Acceleration Support Opportunities \(LASO\) website](#).

The LASO cycle allows school systems to apply for PREP program funding annually. TEA communicates the timeline and minimum application requirements each year through

the LASO process. School systems must apply separately for each PREP program; approval of one PREP program does not guarantee approval of another. If an application is incomplete, it will not be approved for funding. If an application is denied, the school system may submit a written response or request a second review within 30 days of TEA's notification.

Once approved for a specific PREP program, school systems automatically continue to generate an annual allotment and do not need to re-apply each year unless participation has been prohibited through the periodic review process. See [Part VI of this guidebook](#) for renewal and withdrawal timelines.

Verification of Participation (VoP)

- For the 2026-27 school year, school systems approved through LASO Cycle 4 must submit their Verification of Participation (VoP) by May 31, 2026. The VoP includes, among other items, a review of, and agreement to meet, the Commissioner's rules under 19 TAC Chapter 153, Subchapter FF. Through the VoP process, a school system may also decline to participate in a program for which they had been approved to participate via the LASO 4 process. A preview of VoP form information was posted to the [PREP website](#). TEA will send the VoP to the school system representative designated as the primary contact in the LASO application. TEA will communicate VoP deadlines for subsequent school years annually.

**Policy references: TAC §153.1302(a); TAC §153.1302(e)*

School System Partnerships with EPPs and IHEs

School systems must engage in communication with educator preparation programs (EPPs) and institutions of higher education (IHEs) to identify potential partnerships. Partnerships should be designed to be mutually beneficial, with an emphasis on implementing key structures that support resident, candidate, and employee growth and development while meeting the recruitment needs of the school system.

Partnership eligibility requirements and written agreement requirements differ between the PREP Preservice Residency and PREP GYO. The subsections below describe each.

Partnership Eligibility: PREP Grow Your Own

School systems participating in PREP GYO must establish a written partnership with at least one Texas-based bachelor's degree-conferring institution of higher education (IHE) approved by the Texas Higher Education Coordinating Board (THECB). The partnership must be established prior to PREP GYO implementation and confirmed as part of the annual Verification of Participation process.

Eligible IHE partners for PREP GYO include:

- A Texas public institution of higher education that confers bachelor's degrees
- A Texas private institution of higher education that confers bachelor's degrees and is authorized by the THECB to operate in Texas
- For the **2026-27 academic year only**: a private institution of higher education that has applied for THECB authorization may be an eligible partner, provided the THECB Certificate of Authorization or Authority is issued before the school system implements the PREP GYO Program

Partnership agreements for PREP GYO must address each of the following:

- Program progress-monitoring
- Candidate supports
- Programmatic costs and resources

School systems must also be approved for PREP Preservice Residency as a prerequisite for participating in PREP GYO. If a school system plans to partner with a different accredited EPP provider other than their approved residency partner for the GYO program, they must establish an MOU retained locally.

Partnership Eligibility: PREP Preservice Residency

School systems participating in PREP Preservice Residency must partner with an EPP that has been approved by the State Board for Educator Certification (SBEC) to offer the Teacher Residency Preparation Route. The approved partner must be identified at the time of LASO application annually for a school system to qualify for PREP Preservice Residency approval.

- For the 2026-27 school year: school systems must partner with an EPP that has received previous SBEC approval to offer the Teacher Residency Preparation Route established under TAC Chapter 228.
- For the 2027-28 school year and beyond: school systems must partner with an EPP that has received SBEC approval to offer the PREP Teacher Residency Preparation Route established through SBEC rulemaking under TAC Chapter 228.

Partnership agreements for PREP Preservice Residency must address each of the following key areas:

- Recruitment needs for the school system
- Program governance structures

- Resident supports (including school system and EPP responsibilities)
- Host teacher supports (including school system and EPP responsibilities)
- Financial obligations and adherence

Partnership agreements must be in place and confirmed as part of the annual Verification of Participation.

Adding and Dropping EPP and IHE Partners

Annually, TEA makes a process publicly available through which school systems with approved PREP Preservice Residency and PREP GYO programs may add or remove EPP and IHE partnerships. Only approved partnerships generate allotment funding.

School systems may add or remove EPP and IHE partners only during designated windows for each program:

- **PREP Preservice Residency:** To add an EPP, school systems submit a partnership agreement with an SBEC-approved residency EPP as part of the annual Verification of Participation (VoP); **no EPP additions are permitted after the VoP window closes.** To remove an EPP, school systems follow their local termination policy and submit the TEA Partnership Termination Form, signed by both parties, during the VoP period.
- **PREP Grow Your Own:** School systems submit at least one IHE partnership agreement during the annual VoP. **Additional IHE partners may be added between August 1 and August 31** to address participant needs. IHE removals follow the same form and VoP window process as EPP removals. If a school system plans to partner with an EPP provider other than its originally approved residency partner, the school system must establish an MOU and retain it locally.

Written Agreements

School systems participating in either the PREP Preservice Residency Program or the PREP Grow Your Own Program must enter into written partnership agreements. The written agreement requirements differ between the two programs, as described below. Written agreements may be documented through a Memorandum of Understanding (MOU). School systems may modify an existing MOU to satisfy the written partnership agreement requirement, provided the modified MOU articulates all requirements specific to the applicable PREP program. A pre-existing MOU may not already contain all required PREP provisions and assurances.

Written Agreement Requirements for PREP Preservice Residency

School systems participating in the PREP Preservice Residency Program must enter into a written partnership agreement with an approved EPP. The written agreement must address the following:

- Provide teacher candidates with hands-on classroom experience with clinical teaching opportunities in the subject area and grade level that match the subject area and grade level they are seeking certification to teach
- Pair the teacher candidate with an experienced host teacher who has successfully completed an approved training program for host teachers
- Use funds received through the PREP Program Allotment solely to operate and support the residency preservice program
- Explain how the school system and educator preparation program will share governance responsibilities and monitor program quality and progress over time
- Describe how teacher residents will be supported throughout their preservice experience and how host teachers and mentors will be supported in their mentoring roles
- Clearly outline how costs and resources will be allocated to cover program expenses and to fully implement the residency preservice partnership in compliance with policy requirements
- Establish governance meetings at least once a quarter that include school system and campus administrators and EPP administrators and field supervisors. These meetings review relevant data, including performance data for the EPP's current residents, and are used to make programmatic decisions that support continuous improvement.

Written Agreement Requirements for PREP GYO

School systems participating in the PREP GYO must enter into a written partnership agreement with a bachelor's degree-conferring IHE and, if not included within the IHE, with an accredited Texas EPP. The written agreement must be established before program implementation and must address:

- Program progress-monitoring
- Candidate supports throughout the three-year GYO program window, including monthly scheduled release time for coursework and the cooperating teacher pairing for classroom practice

- Programmatic costs and resources, including the extent to which tuition and fees will be covered and how initial and success-based funding will be used
- Transitions for employees as they move from paraprofessional or instructional support roles into teacher preparation programs

**Policy references: TEC §21.902(c); TEC §21.904; TEC §21.906(d)(3); TAC §153.1302(a)(3); TAC §153.1303(c)(1); TAC §153.1304(b)(2); 19 TAC Chapter 228; 19 TAC §228.25*

Part III: PREP Program Details

PREP Grow Your Own

The PREP Grow Your Own (GYO) program provides funding for participating school systems to support current employees who do not hold a bachelor's degree and teaching certificate in completing a bachelor's degree and enrolling in an educator preparation program while continuing to work in the school system. PREP GYO also supports high school students in completing career and technical education (CTE) courses that prepare them to become classroom teachers. Funding may be used to implement the program and to pay tuition and fees for participating students or employees.

PREP GYO is the first step in a school system's long-term talent pipeline strategy. It is an intentional recruitment approach that can feed into high-quality preparation through the PREP Preservice Residency. While school systems may participate in PREP GYO only if they have been approved to participate in PREP Residency, there is no requirement that GYO employees participate in the residency program to complete their preparation.

PREP GYO Program Pathways

PREP GYO is organized around two participant pathways. The employee pathway is the primary basis for the allotment. The high school pathway is optional and supports program implementation for high school students who may become future employees and teacher candidates.

Eligibility and Timing for Employee Participants

Employees participating in PREP GYO have three (3) years from the date they formally begin the program to complete the requirements for a bachelor's degree and obtain admission to an EPP. The three-year program window begins when the candidate formally begins the GYO program coursework.

School systems must partner with an IHE that meets the requirements described in Part II of this guidebook under [School System Partnerships with EPPs and IHEs](#). School systems participating in PREP GYO are not required to partner with the same institution for degree completion and EPP enrollment. A school system may partner with one IHE for bachelor's degree conferral and a different accredited Texas EPP for educator preparation. In this case, the school system must secure an additional partnership agreement with that EPP and retain the agreement locally.

There is no policy requirement for GYO participants to remain employed in the school system after completing the program, though school systems may establish a local retention requirement.

Program Funding and Spending

School systems that meet eligibility requirements receive between \$8,000 and \$12,000 per participating employee, for up to 40 employees annually. The exact amount for each employee is set by the high-needs and rural factor at the campus where the employee is assigned. Funding flows in two parts: 50% initial funding up front, and 50% success-based funding when the employee completes a bachelor's degree and enrolls in an accredited EPP within three years of beginning participation in the PREP GYO program.

Success-based funding is triggered when the employee both completes a bachelor's degree AND enrolls in an accredited EPP within three years. Completion of only one of these milestones within the three-year window does not generate success-based funding.

The high-needs and rural factor is defined in Part I of this guidebook under [ECOS Entry and Foundation School Program Payments](#). The GYO allotment per employee is calculated as:

GYO Allotment = \$8,000 + (campus high-needs and rural factor × \$1,000)

The table below illustrates how the factor affects per-employee funding.

| Campus Point Value | Base Allotment | Factor × \$1,000 | Total Per Employee |
|------------------------------|----------------|------------------|--------------------|
| 0.0 (lowest need, non-rural) | \$8,000 | \$0 | \$8,000 |
| 1.0 | \$8,000 | \$1,000 | \$9,000 |
| 2.0 | \$8,000 | \$2,000 | \$10,000 |
| 3.0 | \$8,000 | \$3,000 | \$11,000 |
| 4.0 (highest need / max) | \$8,000 | \$4,000 | \$12,000 |

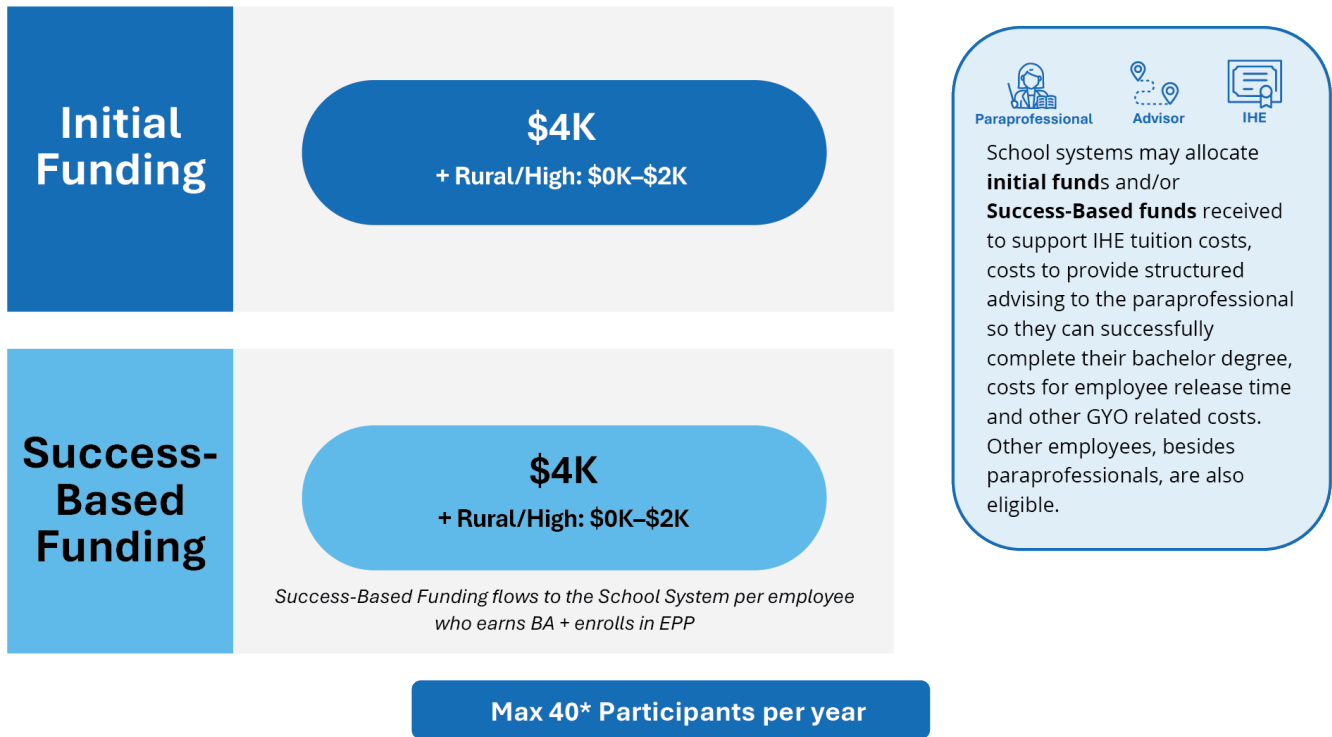
The high-needs and rural factor used for an individual's funding is based on the campus where the employee is assigned at the onset of the program. If a participant changes school systems or campuses mid-program, see Part VI of this guidebook under [Teacher Movement and Mid-Year Changes](#).

School systems may use both PREP Grow Your Own and PREP Preservice Residency funding to support the same individual. A school system may strategically stack funding by starting a participant in the PREP Grow Your Own program, transitioning them into the PREP Preservice Residency program, and generating success-based funding through completion of both programs' requirements.

For ECOS entry timing and its effect on FSP payment windows, see Part I of this guidebook, [ECOS Entry and Foundation School Program Payments](#). ECOS submissions are described operationally in [Part IV of this guidebook](#).



School System



PREP GYO Program-Specific Requirements for Written Agreements

The School System must maintain a written partnership agreement with at least one eligible IHE and be prepared to submit it to TEA upon request along with an attestation that the partnership meets program standards. If the school system plans to partner with an accredited Texas EPP outside of the IHE, they should retain a copy of that partnership agreement locally. Partnership agreements must meet the requirements described in the [School System Partnerships](#) section.

PREP GYO Program-Specific Requirements for Employee Participants

School systems participating in PREP GYO must ensure the following for employee participants:

- **Release Time Requirements:** Employees have, at minimum, monthly scheduled release time to support completion of a bachelor's degree while remaining employed in the school system. Release time should be implemented to support

candidates to complete necessary coursework, receive coaching, and other supports. School systems should work with their IHE partners to ensure that employees can flexibly complete coursework requirements while working full-time.

- **Employee Role Requirements:** Employees are employed in a role that includes instructional support for students, spending at least 25% or more of their day focused on instructional support. Instructional support must include opportunities to practice teaching under the supervision of the cooperating teacher, lesson preparation activities, and direct engagement with student learning. The school system must locally track the GYO employee's progress toward meeting this requirement for instructional support.
- **Transition Support Requirements:** Employees have access to guidance and transition support to ensure they successfully enroll in and persist through the attainment of their bachelor's degree and begin to satisfy teacher preparation requirements. Minimally, the transition support must include a synchronous event or a recruiting document that provides information related to the school system's PREP Residency Program. Transition support may also be implemented in a cohort approach, including a monthly cohort meeting with all Grow Your Own participants. These structures support tracking candidate progress to and through the completion of the program.
- **Cooperating Teacher Requirements:** Employees are paired with a cooperating teacher for authentic opportunities to practice teaching under their supervision. Cooperating teachers should be recruited and selected by the school system and agree to participate in the role. There is no minimum required pay for these cooperating teachers, but school systems should consider the time and effort of the role when making decisions regarding cooperating teacher pay. School systems should also be strategic about the number of employees supported by a singular cooperating teacher.
- **Employment Requirements:** Employees do not serve as a teacher of record while completing the PREP GYO per statutory requirements. Employees in PREP GYO are actively working to attain a bachelor's degree and to develop in key teacher competencies through on-the-job learning where they will experience development through instructional responsibilities within their assigned instructional support roles on campus. If a GYO Program employee serves in a teacher role for the limited purpose of gaining experience in the position, the teacher candidate's amount of time serving in that position may not exceed the amount of time during which the teacher of record for the students has the primary or sole responsibility

of providing instruction or supervision to those students. For the definition of teacher of record, see [Appendix 1 of this guidebook](#).

- **Credential and Completion Requirements:** Employees must attain an Educational Aide III certificate within the first year of beginning participation. Employees must complete their bachelor's degree and at a minimum, enroll in an accredited EPP within three years of formally beginning participation in order to generate success-based funding.

High School Program Requirements

PREP GYO funding is allocated on a per-employee basis. The high school pathway is optional, but school systems that choose to use PREP GYO funds to implement a high school Education & Training career and technical education (CTE) pathway must meet the following requirements:

- **Coursework and Training Requirements:** Students have access to the Education and Training CTE program of study courses and/or dual credit courses.
- **Cooperating Teacher Requirements:** During the Education and Training practicum course, students must be paired with a cooperating teacher who has agreed to participate and meet all cooperating teacher guidelines developed by the employing school system, its IHE, and its EPP partners.
- **Transition Support Requirements:** Students must have access to transition supports that provide guidance and support to enroll in a post-secondary pathway.
- **Credential and Completion Requirements:** Students shall obtain the Educational Aide I Certificate to the extent practical.

**Policy references: TEC §21.902; TEC §21.906; TEC §48.157; TAC §153.1302; TAC §153.1304*

PREP Preservice Residency

The PREP Preservice Residency program provides sustainable funding for school systems to grow their teacher pipelines by placing paid teacher residency candidates directly into classrooms of trained host teachers. School systems must partner with an EPP that has been approved by SBEC to offer the Teacher Residency Preparation Route. Through close collaboration and mutually beneficial partnerships, EPPs and participating school systems support teacher residents to earn the enhanced standard teaching certificate while gaining hands-on experience in schools.

PREP Preservice Residency is the second step in the school system's long-term talent strategy through high-quality preparation of teacher candidates. By expanding the reach

and effectiveness of residency models, PREP Preservice Residency enhances instructional capacity and increases student access to skilled educators. See the [Teacher Residencies in Texas website](#) for more information about teacher residencies and the current list of SBEC-approved residency EPPs.

PREP Preservice Residency Placement, Design, and Duration

Resident placements are designed to embed the candidate in a school for the purpose of extensive practice under the supervision of a highly trained and effective host teacher. Placements must occur in in-person, prekindergarten through Grade 12 settings. Each candidate must be assigned to a host teacher who meets SBEC qualifications and is trained to mentor and support the resident.

The residency must span a full academic year, including the first and last instructional days, and total at least 750 hours of clinical experience with a minimum of 21 hours per week. Residency candidates must engage in co-teaching and lead instruction for a minimum of 400 hours. School systems must facilitate opportunities for residents to gradually assume greater instructional responsibilities, aligned with structured performance benchmarks established by the EPP.

Residency Start and Conclusion

EPPs and school systems may begin residency placements in either the fall or spring semester. A fall-start residency begins on the first day of school and concludes on the last day of instruction. A spring-start residency begins on the first day of instruction in January and concludes on the final day of instruction in December of the following school year.

Hiring Requirements and Priorities

During the PREP Residency Program, the resident is required to be hired as an at-will employee of the school system. Following completion of the PREP Residency Program, there is no policy requirement for school systems to prioritize the hiring of residency completers when filling teaching vacancies. School systems abide by local hiring policies. However, given the school system's investment in developing teacher residents, school systems are encouraged to sustain those supports through targeted recruitment strategies such as early interviews, recruitment events, and campus administrator observations during the residency year.

PREP Preservice Residency Funding and Spending

PREP Preservice Residency provides funding that flows directly to school systems and to EPP partners in support of a sustainably funded, paid teacher residency program. For each individual candidate, the partnership may receive between **\$24,000 and \$39,500 per**

resident through the Foundation School Program (FSP) based on the rural and high-needs multiplier at each participating school. The school system receives \$12,000 initially to address resident and host teacher stipends and the remaining success-based funding when the resident earns the enhanced standard certificate. School system applicants may apply to fund **up to 40 residents annually at this rate**. Of this total amount generated, the EPP will receive between \$10,000 and \$11,500 should the candidate meet the success-based funding requirements described in [EPP Success Based Funding](#). If the total number of residents exceeds 40, partnerships are eligible for funding of up to 80 additional residents at the PREP Traditional Preservice rate of \$10,000 to \$21,500 per candidate.

School System Funding Requirements

School systems participating in PREP Preservice Residency are required to meet the following funding commitments:

Residency candidates must receive a minimum of \$20,000 in pay, with at least \$10,000 from the allotment. The PREP allotment directly funds \$10,000 for resident pay. The school system provides additional funding initially, up to \$10,000 per resident, to meet the \$20,000 salary requirement. Depending on the total per-resident allotment received, after an initial year of participation, school systems may be able to use PREP Allotment success-based funding from previous cohorts to meet the minimum salary funding requirements. School systems may also consider how to reallocate or reinvest from local funding streams such as professional development or teacher induction budgets.

Host teachers must receive a minimum \$2,000 stipend per resident, with \$2,000 from the initial allotment funding. School systems may determine to increase the stipend based on the host teacher's broader role within the talent system. For rules on stipend allocation when a host teacher changes mid-year, see Part VI of this guidebook under [Teacher Movement and Mid-Year Changes](#).

Understanding the High-Needs and Rural Factor and the Special Education/Bilingual Stipend

The PREP Preservice Residency funding formula uses the high-needs and rural factor described in Part I of this guidebook. The Residency allotment per candidate is calculated as:

Residency Allotment = \$24,000 + (campus high-needs and rural factor × \$3,000)

Bilingual/Special Education Add-on = additional \$2,000 per qualifying candidate
(TEC §48.157(d))

The table below illustrates how the factor and certification area affect per-resident funding for the first 40 residents. The per-resident funding is allocated to both the school system and EPP partner.

| Campus Avg Point Value | Base Allotment | Factor x \$3,000 | Total Per Resident | With Bil/SpEd Add-on | With Reading & Math Academies |
|------------------------|----------------|------------------|--------------------|----------------------|-------------------------------|
| 0.0 (lowest need) | \$24,000 | \$0 | \$24,000 | \$26,000 | \$27,500 |
| 1.0 | \$24,000 | \$3,000 | \$27,000 | \$29,000 | \$30,500 |
| 2.0 | \$24,000 | \$6,000 | \$30,000 | \$32,000 | \$33,500 |
| 3.0 | \$24,000 | \$9,000 | \$33,000 | \$35,000 | \$36,500 |
| 4.0 (max) | \$24,000 | \$12,000 | \$36,000 | \$38,000 | \$39,500 |
| 4.0 + SpEd/Bil | \$24,000 | \$12,000 | \$36,000 | \$38,000 | \$39,500 |

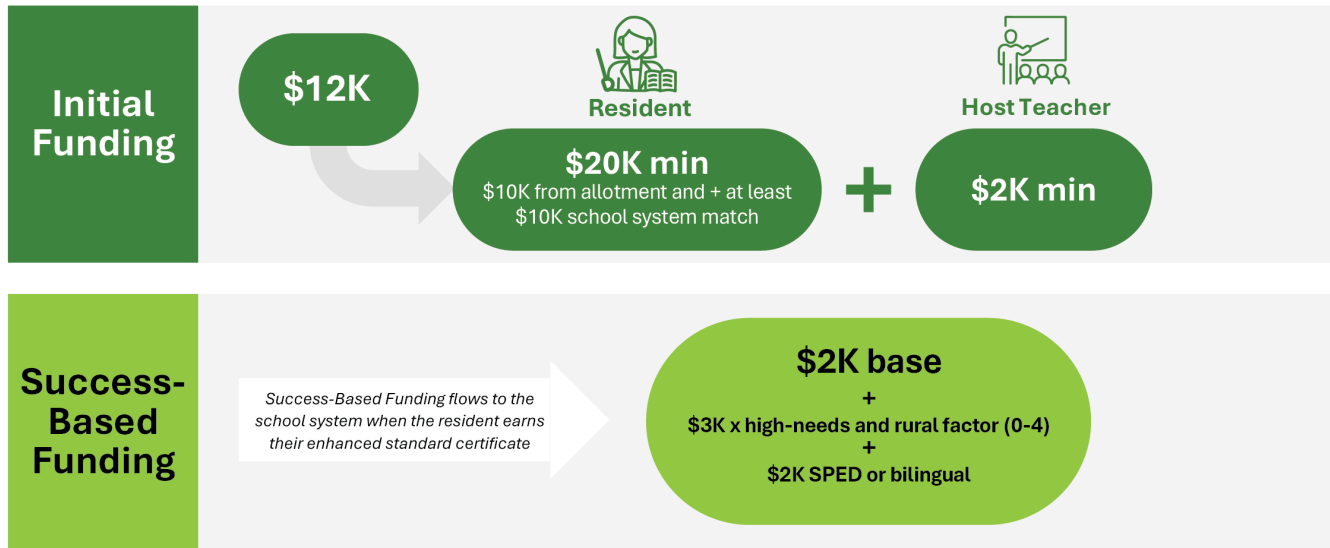
**Note: The maximum total per resident at the Residency rate is \$39,500 (\$24,000 base + \$12,000 factor + \$2,000 Bil/SpEd add-on + \$1,500 EPP offset). See TEC §48.157(h)(2) for the EPP funding component.*

For residents 41 through 120, funding is provided at the PREP Traditional Preservice rate: \$10,000 base + (factor × \$2,000), ranging from \$10,000 to \$18,000 per resident, plus the \$2,000 bilingual/special education add-on if applicable. The combined 80-individual cap governs the total number of candidates that may be funded at the Traditional Preservice rate.

The \$2,000 certification area bonus for bilingual or special education candidates is determined at the time the enhanced standard certificate is issued. For rules on stipend allocation when a host teacher changes mid-year or when a participant moves mid-program, see [Part VI of this guidebook](#).



School System



Max 40* Residents per year

*If total number of residents exceeds 40, funding can also be provided from eligible slots from the Traditional/Preservice Alternative allocation at that lower funding level (\$10K-\$21.5K) for up to an additional 80 residents.

EPP Success-Based Funding

After a teacher resident earns an enhanced standard certificate and completes one year of employment with a Texas school system as a teacher of record, the allotment provides \$10,000 of the total allotment to the candidate's educator preparation program to offset tuition, fees, and administrative costs. **This \$10,000 is included within the total allotment, not an additional payment.** IHEs that operate an EPP receiving this money must spend at least 85 percent of it on the educator preparation program for which the money was received. EPPs will also be eligible to receive \$1,500 per candidate for completion of the required EPP Reading and EPP Math Academies training content. Provision of the training content for candidates begins in 2027-2028.



EPP



Max 40* Residents per year

*If total number of residents exceeds 40, funding can also be provided from eligible slots from the Traditional/Preservice Alternative allocation at that lower funding level (\$10K-\$21.5K) for up to an additional 80 residents.

PREP Preservice Residency Program-Specific Requirements

The Preservice Residency partnership has specific operational commitments that ensure candidates receive high-quality preparation. Each participating school system works with its EPP partner to meet the following:

- **Written Partnership Agreements:** Maintain a written partnership agreement and be prepared to submit it to TEA upon request, along with an attestation that the partnership meets program standards. Partnership agreements must meet the requirements described in the [School System Partnerships](#) section of this guidebook.
- **Residency Clinical Requirements:**
 - Provide the teacher resident a year-long clinical teaching experience aligned to the resident's certification area in a prekindergarten through Grade 12 classroom, spanning the first and last days of instruction.
 - Residents must complete at least 750 hours of clinical teaching, with a minimum of 21 hours per week. The experience will include 400 hours of co-teaching and lead instruction, and a full range of instructional responsibilities.
 - Residents must be assigned to one distinct field site during the duration of their residency, with exceptions for residents seeking certification in more than one certification category, in EC-12 certification, or in the event of reasonable human resources concerns. The decision to assign residents to two field placements should only occur if the partnership determines the benefits outweigh the potential harm to resident development.
- **Teacher of Record Prohibition:** Ensure the resident does not serve as a teacher of record while completing the PREP Preservice Residency. When a resident takes on responsibilities typically held by a teacher of record for learning purposes, those experiences must meet the requirements in policy for supervised practice. For the definition of teacher of record, see [Appendix 1 of this guidebook](#).
- **Resident Coursework Supports:** Work collaboratively to ensure the resident's schedule supports access to and completion of all required coursework.
- **Qualified Host Teacher:** Select a qualified host teacher, confirm their agreement to serve, and pair them with the teacher resident. For the 2026-27 school year, the school system works with the EPP to ensure the host teacher has received training that relies on scientifically based research and includes training in how to coach and mentor teacher candidates. Beginning in 2027-28 in accordance with TAC §228.91(f), the school system will ensure the host teacher has met the training

requirements of Texas Mentorship Training (TMT) and has received the appropriate refresher training throughout the school year.

- **Trained Mentor Teacher:** When a resident is hired by the school system where they completed their residency, ensure they are mentored by a TMT-trained mentor teacher during their first two years as a teacher of record.
- **Field Supervision Collaboration:** Participate in collaborative activities with the EPP field supervisor for each resident, including regular meetings with the campus supervisor at least three (3) times per semester and twice monthly with the host teacher. These activities may include co-observation of residents, co-coaching, and calibration for inter-rater reliability.
- **Governance:** Commit to the other school system partner requirements applicable to EPP governance.

**Policy references: TEC §21.902; TEC §21.904; TEC §21.04422; TEC §48.157; TEC §48.310; TAC §153.1302; TAC §153.1303; 19 TAC §228.25; 19 TAC §228.65; 19 TAC §228.91 and §228.95; 19 TAC §228.101(b)(12)*

PREP Mentorship

The PREP Mentorship program provides funding for school systems implementing high-quality beginning teacher mentorship programs. As the third step in the school system's long-term talent strategy, PREP Mentorship provides intentional support for beginning teachers during their first two years as a teacher of record. PREP Mentorship's overarching purpose is to increase the effectiveness and retention of beginning teachers across Texas.

Through PREP Mentorship, school systems must provide annual mentor training to mentor teachers who support PREP Mentorship beginning teachers. In year 1 of a school system's participation in PREP Mentorship, the school system will engage in the Texas Mentorship Training (TMT) via an approved TMT provider and will provide TMT to any new mentor teachers each year. TMT provides high-quality research-based training to mentor teachers and any appropriate school system and campus employees who work with or supervise classroom teachers with less than two years of teaching experience. TMT is not an annual requirement for each mentor teacher; it is a one-time, full training with an abridged refresher every three years. For more information on TMT, see the sections below and visit the [Texas Mentorship Training website](#) for approved providers.

Beginning Teacher Eligibility

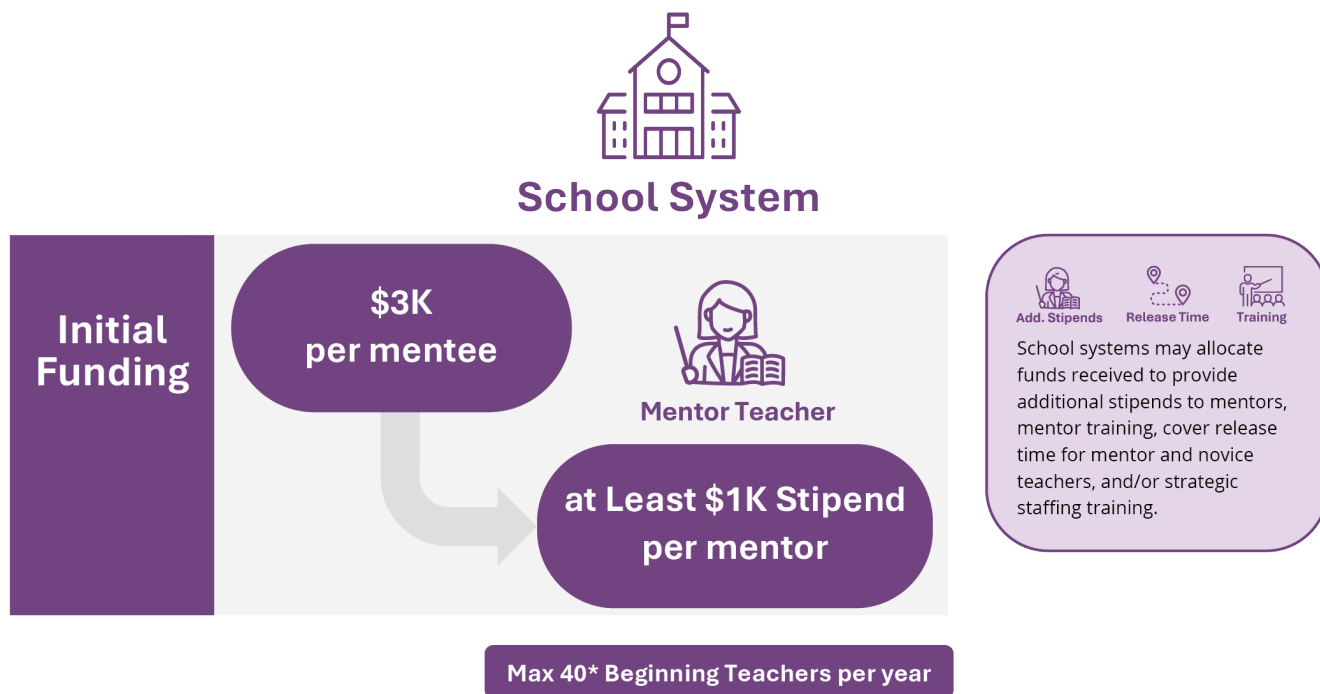
Beginning teachers, not mentor teachers, generate allotment funds for the PREP Mentorship Program. Eligible beginning teachers include classroom teachers in their

first or second year of teaching. For PREP Mentorship funding purposes, if a beginning teacher is hired before February 1, the current year counts as year one for the beginning teacher, with one additional year of mentoring to follow. If hired on or after February 1, the next school year counts as year one, with two full years of mentoring to follow. PREP Mentorship allotment funding flows for year one and year two of the beginning teacher's employment only.

PREP Mentorship Program Funding and Spending

- The PREP Mentorship allotment funds school systems to support beginning teachers through trained mentor teachers. **Each school system can receive funding for up to 40 beginning teachers per year.**
- The **school system receives \$3,000 annually for each beginning teacher** for up to 40 beginning teachers in their first or second year who are being mentored.
- The school system must pay each mentor teacher an annual stipend of at least \$1,000 per PREP Mentorship beginning teacher assigned to them. This requirement applies if the mentor teacher is a teacher of record. A full-time mentor, or an individual who is neither a teacher of record or a full-time mentor (such as a retired teacher or instructional coach) must receive a minimum annual stipend of \$1,000.
- The school system is required to participate in the full suite of the Texas Mentorship Training (TMT) and may use PREP Mentorship funds to pay for the training. If the school system partners with an Education Service Center (ESC) training provider, **the cost is \$500 per participant per pathway.** Only mentor teachers supporting PREP-funded mentoring educators are required to attend the TMT. **This fee is not an annual charge.** If school systems choose to train mentor teachers that are not supporting PREP-funded beginning teachers, ESCs may offer the training at a reduced rate for those additional participants. If the school system partners with a non-ESC training provider, the cost may vary but must be covered by the school system's remaining PREP Mentorship allotment funding after mentor stipends have been paid.
- Any remaining funds may be used at the school system's discretion to provide additional mentor stipends, mentor training, release time for mentors and their assigned beginning teachers to meet for mentoring activities, or to support strategic staffing training.
- A mentor teacher assigned to a beginning teacher after the start of the school year and before February 1 receives the full \$1,000 stipend. The mentor teacher is expected to complete any missed TMT modules asynchronously. To receive credit for asynchronous attendance, the mentor must submit an artifact for each

module as required, complete all embedded checks for understanding, and score a minimum of 85% on all module assessments. The mentor teacher must attend the remaining training synchronously.



PREP Mentorship Program-Specific Requirements

Mentor Teacher Qualifications

- School systems must prioritize the selection of current classroom teachers as mentor teachers using clear selection criteria.
- Mentor teachers must have at least three complete years of teaching experience with a superior record of assisting students in achieving improvement in student performance.
- School systems may use Teacher Incentive Allotment designations (Acknowledged, Recognized, Exemplary, Master) to demonstrate a superior record. Mentor teachers must also demonstrate interpersonal skills; instructional effectiveness in research-based practices, to the extent practicable, for the grade levels and subjects to which the beginning teacher is assigned; and leadership skills.
- If the school system assigns staff who are not current classroom teachers to mentor, the school system should prioritize assigning mentor teachers with classroom teaching experience in the past three years. For the definition of classroom teacher, see [Appendix 1 of this guidebook](#).

Mentor Teacher Assignment Ratios and Required Minimum Stipends

- A mentor who is a teacher of record for **four (4) or more hours per day** shall mentor no more than two (2) beginning teachers for a \$1,000 stipend per beginning teacher.
- A mentor who is a teacher of record for **less than four (4) hours per day** shall mentor no more than four (4) beginning teachers for a \$1,000 stipend per beginning teacher.
- A **full-time mentor teacher** (whose primary role is supporting the development of beginning teachers through mentorship) shall mentor no more than fifteen (15) beginning teachers for a minimum \$1,000 stipend per year.
- An individual who is **neither a teacher of record nor a full-time mentor** shall mentor no more than eight (8) beginning teachers (documentation required locally) for a minimum \$1,000 stipend per year.

Mentor Training Requirements

School systems must ensure that mentor teachers and appropriate employees who support beginning teachers being served under the PREP Mentorship Program complete the Texas Mentorship Training (TMT).

- **Initial training deadline:** Mentor teachers must be trained before the beginning of the school year or, in cases where beginning teachers are hired after the start of the school year, within 45 business days after being assigned a beginning teacher.
- **Three-year refresher cycle:** After the initial full TMT, returning mentor teachers engage in an abridged refresher of TMT content every three years, delivered by an approved TMT provider.
- **Between-cycle school system training:** In the years between the full TMT and the three-year abridged refresher, returning mentors must be trained by the school system before the school year begins and once per semester to meet policy requirements. Between-cycle training is not annual full TMT, it is school system-led training that maintains continuity until the next provider-delivered abridged refresher.
- **New mentor teachers:** New mentor teachers must complete the full TMT in their first year of mentoring.
- **Which mentors are required to complete TMT:** The TMT completion requirement applies to mentor teachers specifically assigned to beginning teachers who are generating PREP Mentorship allotment funding (up to 40 beginning teachers per

year). School systems that choose to extend mentorship to additional beginning teachers beyond the cap of 40 may train those additional mentors through TMT at their discretion, but doing so is not required and is subject to the fee structure described in [PREP Mentorship Program Funding and Spending](#) above.

School System Support for Mentorship Time

School systems must provide time for mentoring activities during the regularly contracted school day through a reduced teaching load or through release time that is, to the extent practicable, scheduled in advance and predictable. Mentoring activities focused on instructional planning, curriculum alignment, assessment review, and related professional responsibilities may also occur during a teacher's planning period.

Duties of a Mentor Teacher

A mentor teacher must meet with each beginning teacher not less than twelve (12) hours each semester. The mentor teacher must guide, assist, give feedback to, and support the beginning teacher through mentoring sessions addressing:

- Orientation to the context, policies, and practices of the school system
- Data-driven instructional practices, including student work analysis protocols
- Specific instructional coaching cycles including observation, actionable feedback, coaching regarding parent conferences, and review of professional development opportunities

Texas Mentorship Training Pathways and Participants

The table below identifies who must participate in Texas Mentorship Training, which pathway(s) they complete, and total training hours.

| Participant Role | Description | Required Pathway(s) | Total Hours |
|--|--|--|-------------|
| Mentoring Educator *only PREP funded mentoring educators are required attend the Texas Mentorship Training | Educators that serve as host teachers, cooperating teachers, intern mentor teachers, or mentor teachers | Pathway 1 2026-27: required for all PREP Mentorship Program mentor teachers 2027-28: required for all PREP Preservice Program mentoring educators | 24 hours |
| District/Campus Leader (providing direct mentoring) | District and campus employees who directly mentor beginning teachers (e.g., instructional coaches serving as mentors). | Pathway 1 | 24 hours |

| Participant Role | Description | Required Pathway(s) | Total Hours |
|---|---|---------------------|-------------|
| District/Campus Leader <i>(planning and implementing)</i> *only required for school systems participating in PREP Mentorship | District and campus leaders who plan and implement mentorship programs (e.g., program managers, district mentoring staff, campus principals). | Pathway 2 | 16 hours |

**Only mentoring educators supporting PREP-funded beginning teachers are required to attend the Texas Mentorship Training for the 2026-2027 school year.*

The district and campus leader roles identified in this section (e.g., program managers, district mentoring staff, campus principals) are provided as examples, not requirements, for all participating school systems. The statutory requirement under TEC §21.458(b-1) is that mentor teachers and any appropriate district and campus employees who work with or supervise beginning teachers complete mentor training. School systems have flexibility to determine which additional staff members participate based on their local mentorship program design and needs. **The school system’s PREP Mentorship program manager is required to attend all Pathway 1 and 2 sessions to provide support** to the TMT provider and school system staff.

For Pathway 2 (District & Campus Leader Design Sessions) specifically, the school system must designate, at minimum, one representative from each campus participating in PREP Mentorship Program who has decision-making authority over the campus’s mentoring activities to participate on the design team. Design team members must be able to attend all four design sessions.

Training Pathway 1: Mentoring Educators, Scope and Sequence

For mentor teachers and leaders providing direct mentoring to beginning teachers.

Competencies: Effective Mentoring Partnerships and Behaviors; Co-Teaching Strategies; The Learning Environment; Instructional Preparation and Data-Driven Instructional Practices

| Session | Approximate Timing | Focus | Hours |
|--------------------|--|--|----------------------|
| Summer 2026 | Before the start of the 2026-2027 school year (June – August 2026) | Module 1: Introduction to Building Trust Module 2: Creating a Supportive Learning Environment Module 3: Introduction to Co-Teaching Strategies Module 4: Supporting Mentees in Understanding High-Quality Instructional Materials | Included in 24 total |
| Fall 2026 | September - October 2026 | Module 5: Modeling and Providing Actionable Feedback | Included in 24 total |
| Winter 2027 | January – February 2027 | Module 6: Student Engagement and Responsive Instructional Preparation | Included in 24 total |
| Spring 2027 | March through April 2027 | Module 7: Refinements and Continuous Learning | Included in 24 total |

Total Pathway 1 training: 24 hours across four sessions spanning the full school year.

Training Pathway 2: District and Campus Leaders, Scope and Sequence

For leaders planning and implementing mentorship programs.

Competencies: Vision Setting and Performance Management; Master Schedule and Release Time; Recruitment, Selection, and Assignment; Program Sustainability and Scaling; Training and Ongoing Support

| Session | Approximate Timing | Focus | Hours |
|--------------------|-------------------------|--|----------------------|
| Spring 2026 | Late May - June 2026 | Design Session 1: Mentoring Actions and Release Time | Included in 16 total |
| Summer 2026 | June – August 2026 | Design Session 2: Ongoing Support for Effective Mentoring | Included in 16 total |
| Fall 2026 | October - December 2026 | Design Session 3: Program Expansion and Support Structures | Included in 16 total |
| Spring 2027 | April - June 2027 | Design Session 4: Final Review and Integration | Included in 16 total |

Total Pathway 2 training: 16 hours across four sessions spanning the full school year.

Summary of Key Training Rules

| Requirement | Detail |
|------------------------------|--|
| Initial training deadline | Before the beginning of the school year or within 45 business days after being assigned a beginning teacher. 'Initial training' refers to the full Texas Mentorship Training delivered by an approved TMT provider. TMT sessions occur in the Summer, Fall, Winter, and Spring; the summer training should be completed before the school year starts. |
| Retraining cycle | Abridged refresher every three years through an approved TMT provider. |
| Between-cycle training | In years between the full TMT and the three-year abridged refresher, returning mentors must be trained by the school system before the school year begins and once per semester. |
| New mentor teachers | Must complete the full TMT in their first year of mentoring. |
| Cost | \$500 per participant per pathway when partnered with an ESC. Non-ESC provider costs may vary but must be covered by remaining PREP Mentorship allotment after mentor stipends. See Program Funding and Spending for detail. |
| PREP Residency host teachers | TMT encouraged for 2026-27; required beginning 2027-28. |

*Policy references: TEC §21.458; TEC §21.907; TEC §48.157; TAC §153.1302; TAC §153.1305

Part IV: Data and Program Submissions

Annual Program Submission

School systems participating in a PREP program must complete an annual program submission for each PREP program for which they receive funding. Annual submissions include program implementation data, information about how allotment funds were distributed, evidence of written agreement implementation, and participant data submitted through the Educator Certification Online System (ECOS) and the Public Education Information Management System (PEIMS).

Additionally, unless otherwise specified by TEA, school systems must have program participants (determined by TEA and communicated annually by August 1 each year) respond to surveys developed by TEA to gauge the perception of the school system's implementation of applicable PREP programs.

The annual program submission components that include distribution of allotment funds and evidence of written agreements, along with the superintendent or chief financial officer's attestation form, is due by 11:59 p.m. on the last Friday of September annually following the year of implementation. TEA will provide a link to the annual program submission on the [TEA PREP website](#). Directions for completing the annual program submission will be available on the [TEA PREP website](#) by the first Friday of June annually, beginning in 2027. These annual program submissions are separate from the three-year performance review described in [Part V of this guidebook](#). ECOS and PEIMS data entries and annual surveys will follow an alternate timeline described below.

Annual Program Submission: School System Distribution of Allotment Funds

School systems annually report to TEA how allotment funds were distributed during the previous school year. This reporting captures the planned allocation by program component at a high level, such as resident compensation, host teacher stipends, TMT training costs, mentor stipends, program coordinator salaries, and other allowable program expenditures.

There is currently no program intent code (PIC) for PREP Program allotment funding. School systems must develop local option codes to track expenditures for this allotment. Additional guidance for business offices will be provided in June 2026.

School systems document the use of PREP Program allotment funds using general fund accounting requirements applicable to Foundation School Program (FSP) allotments.

Funds are spent on allowable program expenditures as defined in program rules.

Attestation and Certification

The superintendent or chief financial officer must submit an attestation form as part of the annual program submission, certifying that the information is accurate and complies with applicable state and federal laws. The attestation form includes the name and title of the certifying individual, the date of certification, and a statement of understanding that false certification may result in criminal penalties and possible referral to the State Board for Educator Certification (SBEC) for educator certificate sanctions. TEA makes the attestation form available on the [TEA PREP website](#) alongside annual submission directions.

Annual Program Submission: Evidence of Implementation of Written Agreements

School systems participating in PREP Preservice Residency must establish written agreements with EPPs; school systems participating in PREP GYO must establish written agreements with IHEs and EPPs. As part of the annual program submission, school systems attest that required written agreements are in place. Document uploads are not required at the time of submission; school systems maintain appropriate documentation locally, and TEA may request documentation for review at any time during periodic reviews.

ECOS and PEIMS Data Submissions

The Educator Certification Online System (ECOS) is TEA's system of record for educator certification and for the participant data that drives PREP Program allotment calculations. Public Education Information Management System (PEIMS) submissions capture broader school system staffing and participation data. Together, these systems provide the data TEA uses to calculate allotments, verify placements, and ensure data consistency across TEA systems.

School systems participating in PREP programs must enter participant data into ECOS and PEIMS. ECOS will be updated to support PREP-specific data collection, including partnership tracking, participant identification, campus and school system placements, and roles such as host and mentor teachers.

ECOS opens for PREP data submission in July 2026, with training for school systems, ESCs, and EPPs during the summer and early fall 2026. TEA will communicate specific training opportunities and data entry requirements as they become available.

For Foundation School Program (FSP) settle-up purposes, TEA uses final rosters in ECOS before February 1 as the data source for verifying participation. Program managers enter

participant data into ECOS during July and August of each year. Changes to participant records may be made before February 1 to account for spring-start candidates and mid-year hires. For how ECOS entry timing relates to the FSP payment windows, see Part I of this guidebook, [ECOS Entry and Foundation School Program Payments](#).

TEA may exercise administrative discretion to redirect or recalculate funds if a school system disputes ECOS or PEIMS data. Disputes must be received by the dates communicated by TEA.

**Policy references: TEC §48.157; TEC Chapter 39, Subchapter D; TAC §153.1302(b); TAC §153.1302(c); TAC §153.1302(c)(1); TAC §153.1302(c)(3)*

Annual Participant Survey

TEA administers an annual survey to participants of each of the available PREP programs. The surveys gather data on the school system's implementation of applicable PREP programs and the perceptions, including satisfaction, of program participants.

TEA will identify, and communicate to the school system, the required survey respondents annually by August 1, prior to PREP program implementation, so school systems may plan accordingly. Respondents may include the following program participants:

- **PREP Grow Your Own:** employees that generate allotments (e.g. paraprofessionals), cooperating teachers, campus leaders, and school system program managers
- **PREP Preservice Residency:** residents, host teachers, campus leaders, school system program managers, and EPP representatives
- **PREP Mentorship:** beginning teachers, mentor teachers, campus leaders, and school system program managers

TEA will share aggregate survey outcomes with school system program managers. School systems are expected to use survey outcomes as part of their PREP program performance management system to drive continuous improvement. School system program managers are also encouraged to share survey outcomes and next steps with relevant PREP stakeholders and partners, including individuals who participated in the survey.

TEA anticipates that the surveys will run for approximately a three-week window annually in the April-May timeframe of the program's implementation year. Each year, TEA will share directions for survey administration with school system program managers at least four (4) weeks before the survey windows open and post information on the [TEA PREP website](#).

TEA is subject to the Texas Public Information Act. To the extent permitted by law, no individual survey responses will be released to the public in a manner that identifies the respondent. TEA will provide additional information on survey processes and reporting to PREP participants in advance of survey distribution.

**Policy references: TAC §153.1302(c)(2); Texas Government Code Chapter 552*

Annual Program Submissions Summary

| Submission | What School Systems Provide | Purpose | Timing and Format |
|---|---|--|--|
| Distribution of Allotment Funds and Implementation Data | School system spending of funds generated by PREP program component (resident pay, stipends, TMT, program coordination) and basic implementation attributes | Analysis of statewide trends and compliance monitoring | Annual, by last Friday of September; local option codes required; format prescribed by TEA |
| Evidence of Written Agreements | Attestation that required written agreements with EPPs and/or IHEs are in place; documents maintained locally | Confirm required partnerships are established; documents reviewed at periodic review if needed | Annual, by last Friday of September |
| ECOS and PEIMS Submissions | Participant identification, campus/school system placements, host and mentor teacher roles | Calculate allotments, verify placements, ensure data consistency across TEA systems | ECOS: July 1–August 28 entry, changes through January 31; PEIMS: per standard PEIMS schedule |
| Annual Participant Survey | Responses from TEA-determined participants (mentors, beginning teachers, principals, program managers) | Gauge perception of implementation quality; inform continuous improvement | 3-week window, April–May; respondent categories communicated by August 1 |

Part V: Periodic Reviews by TEA

TEA Annual Reviews

Annually, TEA reviews school systems' program submissions described in [Part IV of this guidebook](#). This review is separate from the review of performance goal attainment, which happens after each three years of implementation of a given PREP program.

If a school system's annual program submission is incomplete, TEA may require the school system to complete the submission, develop an improvement plan, or fully or partially rescind the current allotment. If any of the information is incorrect, TEA may review school system budgets and fiscal reports, take policy enforcement actions, require an improvement plan, partially or fully rescind an allotment, or prohibit the school system from participating in a PREP program for up to five years. TEA may also conduct a review annually or at any other time as authorized by policy.

**Policy references: TEC §48.270; TEC §48.272; TEC §44.051; TAC §153.1302(b); TAC §153.1302(c)*

TEA Three-Year Reviews: Performance Goal Attainment

After three years of participation in any PREP program, TEA reviews the school system's performance goal attainment. School systems are encouraged to regularly monitor implementation of PREP programs through their annual program submission data, participant surveys, implementation of written agreements, and allocation of resources to support effective implementation.

Each of the PREP programs has a set of prioritized performance goals that are high-level descriptors of what TEA measures during the three-year review. TEA will review performance goal attainment beginning three (3) years following the school system's initial approval for each PREP program. TEA will publish more information related to performance goals as it becomes available.

If the Commissioner determines that a school system has failed to meet the performance goals, the Commissioner may require the school system to develop and implement a PREP program improvement plan, may partially or fully rescind the school system's current allotment, and shall prohibit the school system from participating in a PREP program for a period not to exceed five years.

Performance Goals by Program

The table below summarizes the performance goals for each PREP program.

| Program | Performance Goals Prioritize Measurement Of: |
|---|---|
| PREP Preservice Residency | (1) Evidence of partnership requirements; (2) Percent of teacher residency candidates who complete certification requirements by attaining an enhanced standard certificate; (3) Teacher resident employment in Texas school systems |
| PREP Grow Your Own: High School Pathway | (1) Evidence of all high school student program requirements; (2) Percent of students who obtain the Educational Aide I certificate; (3) Percent of students enrolled in a bachelor's degree program |
| PREP Grow Your Own: Employee | (1) Evidence of all employee program requirements; (2) Percent of employees who obtain the Educational Aide III certificate; (3) Percent of employees enrolled in an EPP within three years; (4) Percent of employees who complete their bachelor's degree within three years |
| PREP Mentorship | (1) Mentor teacher qualifications; (2) Mentor teacher training completion under §153.1305(b)(3); (3) Mentor teacher duties; (4) School system duties related to mentoring time, scheduling, and logistics |

School systems are encouraged to use these performance-goal areas to guide internal monitoring throughout the three-year period rather than waiting for the formal periodic review. The annual program submission data, participant surveys, implementation of written agreements, and allocation of resources described in Part IV provide the data school systems need to track progress toward these goals.

**Policy references: TAC §153.1302(d); TAC §153.1303(d); TAC §153.1304(d); TAC §153.1305(c)*

Part VI: Additional Information

Cross-Program Funding Business Rules

FSP Funding

PREP Program allotment funds are distributed on the Foundation School Program (FSP) schedule beginning in October 2026 for LASO Cycle 4 recipients. School systems receive PREP funds based on participant data collected in ECOS, and any difference between the initial and final amount is addressed during the FSP settle-up process. For how ECOS entry timing affects FSP payment windows, see Part I, [ECOS Entry and Foundation School Program Payment](#).

Success-based funding timing:

- **For PREP Preservice Residency**, school system success-based funding flows in the FSP September settle-up following the school year in which the resident attained the enhanced standard certificate. EPP success-based funding flows after the resident completes one full year of employment as a teacher of record following attainment of the enhanced standard certificate.
- **For PREP GYO**, school system success-based funding flows in the September settle-up following the year in which the employee both completed the bachelor's degree and enrolled in an accredited EPP (within the three-year program window).

Withdrawal and Recovery

School systems that wish to withdraw from a PREP program must do so through the annual Verification of Participation (VoP) process. TEA publishes the withdrawal process and timeline annually by May 1.

If a school system withdraws from the PREP program at any point during the school year, 100% of the allotment funding is recovered at settle-up. If an individual participant drops out after starting, the school system retains 100% of the initial funding for that individual. If a participant is enrolled but does not actually attend or start, 100% of the funding for that individual is recovered.

Teacher Movement and Mid-Year Changes

If a mentor teacher, cooperating teacher, or host teacher is changed mid-year due to extenuating circumstances, the allocation of stipend payments between the original and replacement educator is a local school system decision. Proration is an available approach. This rule applies consistently across PREP Mentorship and Residency. There

is no policy requirement to provide a stipend for a GYO cooperating teacher; if a school system elects to provide one, this provision applies.

If a PREP GYO participant changes school systems during the three-year window, the candidate does not generate success-based funding; the initial funding received by the originating school system is not affected. If a GYO participant changes campuses within the same school system, the campus where the candidate began the program generates both the initial funding and the success-based funding.

Renewals

A school system that has been previously approved for funding for a PREP program and does not have a current prohibition on participation will automatically continue to generate an annual allotment. School systems do not need to re-apply for year-over-year funding. Automatic renewal continues unless a school system has been prohibited from participation under the three-year performance goal review. See Part V of this guidebook under [TEA Three-Year Reviews: Performance Goal Attainment](#).

**Policy references: TEC §48.157; TEC §48.272; Government Code Chapter 825; TAC §153.1302(b)(1); TAC §153.1302(d)(3); TAC §153.1302(e)*

Available Technical Assistance

TEA and its partners provide technical assistance to support school systems and EPP partners in implementing PREP programs. The supports described below are available to school systems and are referenced throughout this guidebook. TEA will continue to develop and expand implementation supports and will communicate new resources through the [TEA PREP website](#), newsletters, and office hours.

Program-Specific Technical Assistance

PREP Grow Your Own

PREP Grow Your Own technical assistance is available through The Center for Reigniting the Educator Workforce (CREW). Visit the [CREW website](#) for current information on available supports.

PREP Preservice Residency

PREP Preservice Residency technical assistance, Texas Strategic Staffing for Teacher Residencies, is available through ESCs and TEA-approved providers. For additional support with strategic staffing design, school systems may explore Texas Strategic Staffing (TSS) resources at the [TSS website](#). TSS provides grant-funded technical assistance to awarded school systems; outside the TSS grant, school systems seeking TSS-style strategic staffing design support may engage through a fee-for-service arrangement.

School systems may also visit the [Teacher Residencies in Texas page](#) for information about teacher residencies, the current list of SBEC-approved residency EPP partners, and partnership development resources.

The Texas Mentorship Training (TMT) is required technical assistance for PREP Mentorship and is encouraged for PREP Residency host teachers for the 2026-27 school year. In the 2027-28 school year, the Texas Mentorship Training is required for all PREP preservice host teachers, cooperating teachers, and intern mentor teachers. PREP Residency school systems who hire their resident after completing the residency must also assign that resident to a TMT-trained mentor teacher for their first and second years as a teacher of record in the school system.

PREP Mentorship (Texas Mentorship Training)

The Texas Mentorship Training is required technical assistance for PREP Mentorship participants and is encouraged for PREP Residency host teachers for the 2026-27 school year. Beginning in the 2027-28 school year, TMT is required for all PREP preservice host teachers, cooperating teachers, and intern mentor teachers. TMT is delivered by TEA-approved providers, including ESCs and other approved organizations. Additional information about TMT is in the PREP Mentorship section of this guidebook and at the [TMT website](#).

Education Service Centers

Texas's 20 Education Service Centers (ESCs) serve as one of the primary regional delivery models for PREP implementation support. ESC staff support school systems across multiple PREP-related functions:

- **Strategic Staffing Fellows and State Leads:** Strategic Staffing Fellows and State Leads provide technical assistance for residency program design, including strategic staffing model selection, budget planning, and clinical placement logistics.
- **Texas Mentorship Training Fellows:** Each ESC has one or more dedicated TMT Fellows who deliver Pathway 1 (Mentoring Educators) and Pathway 2 (District and Campus Leaders) training.

School systems may reach out to their regional ESC early in the planning process. A directory of ESC contacts is available at the [TEA Education Service Centers website](#).

TEA Implementation Support

TEA provides ongoing implementation support to all PREP participating school systems through the following channels:

- **PREP Program Allotment Website:** Centralized resource hub for guidebooks, application materials, FAQs, data submission directions, policy references, and program updates.
- **PREP Allotment Financial Planning Tool:** An interactive tool that allows school systems to estimate their PREP allotment funding by program based on campus-level data. Available on the [TEA PREP website](#).
- **PREP Newsletters:** Periodic updates on implementation timelines, policy clarifications, and available resources.
- **PREP Office Hours:** Scheduled sessions for school system program managers to ask questions and receive guidance from TEA staff on implementation, data submission, funding, and program requirements.
- **PREP Webinars:** Program-specific informational sessions covering funding mechanics, data submission processes, partnership development, and program requirements. TEA conducts informational webinars during each LASO application cycle and at key implementation milestones throughout the year.
- **PREP FAQ:** Answers to commonly asked questions about PREP program eligibility, funding, partnerships, and implementation, posted on the [TEA PREP website](#).
- **PREP Support Portal:** School systems may submit questions through the [PREP Support Portal submission form](#).
- **ECOS Training:** TEA will provide training on ECOS data entry requirements for PREP programs in late spring and summer 2026. Training will be available to school system program managers, ESC staff, and EPP partners.
- **LASO Annual Resources:** Webinars, office hours, and other tools and resources to support school systems through the PREP application process.

School systems are required to designate a PREP program manager to serve as the primary point of contact for TEA communications and to coordinate implementation across programs within the school system.

Related TEA Programs and Supports

School systems implementing PREP programs may also benefit from these aligned TEA initiatives, all of which are available through the LASO application cycle or through separate TEA processes:

Leadership and Instructional Foundations for Texas (LIFT)

School systems participating in both PREP and LIFT receive aligned support for instructional systems, including high-quality instructional materials (HQIM) implementation, principal observation and feedback cycles, and leadership coaching from TEA-approved providers. LIFT builds the district and campus-level instructional leadership capacity that strengthens the environment for GYO participants, residency candidates, and beginning teachers. School systems may apply for LIFT through the LASO cycle. For more information, visit [Leadership and Instructional Foundations for Texas | LIFT | Texas Education Agency](#).

Teacher Incentive Allotment (TIA)

TIA provides performance-based compensation that complements PREP by creating sustainable career pathways for effective teachers. Mentor teachers with TIA designations (Acknowledged, Recognized, Exemplary, Master) bring validated instructional effectiveness to the mentoring role, and school systems participating in both PREP and TIA can use TIA designation data to inform mentor teacher selection. Enhanced TIA systems receive a 10% funding multiplier on their TIA allotments, strengthening the financial foundation for strategic compensation alongside PREP investments. For more information, visit [Teacher Incentive Allotment](#).

Texas Strategic Staffing (TSS)

School systems awarded TSS grants receive dedicated technical assistance from ESC Strategic Staffing Coordinators in designing budget-neutral staffing models that sustainably fund residency positions through resource reallocation. TSS grant recipients implementing PREP Preservice Residency receive coordinated support to align TSS design-year planning to maximize the PREP Residency allotment as a sustainable source of funding. TSS participation develops the strategic staffing model infrastructure that supports sustained PREP Residency implementation. TSS is not a prerequisite for PREP Preservice Residency; any eligible school system may apply for PREP Preservice Residency through LASO. School systems may apply for future TSS grants through the LASO cycle. For more information, visit the [Texas Strategic Staffing website](#).

EPP-Provided Training and Support

TEA will develop and make available content training materials for EPP faculty and staff responsible for preparing teacher candidates enrolled in PREP preservice programs. TEA will also provide training to EPP faculty to support effective delivery of these materials and to implement the Texas Reading Academies and Math Achievement Academies required for certain teacher candidates. Timelines and availability will be communicated as materials are finalized.

**Policy references: TEC §21.067; TEC §21.044(i); TEC §21.3521; TEC §48.112(g-1); TAC §153.1303(c)(5)(B); TAC §153.1305(b)(1); TAC §153.1306*

Appendix 1: Definitions

Definitions are presented alphabetically. Where a term is defined in Texas Education Code (TEC) or in 19 TAC §228.2, the definition is reproduced or summarized here for user convenience. Refer to the cited authority for the authoritative text.

Beginning teacher: A classroom teacher in Texas with fewer than two years of teaching experience in the subject or grade level to which the teacher is assigned.

Source: 19 TAC §153.1301(1)

Charter school: A Texas public school that meets one of the following criteria:

(A) is operated by a charter holder under an open-enrollment charter granted either by the State Board of Education or commissioner of education pursuant to TEC, §12.101, identified with its own county district number;

(B) has a charter granted under TEC, Chapter 12, Subchapter C;

(C) has a charter granted under TEC, §12.256, and Human Resources Code, §221.002; or

(D) has a charter granted under TEC, §11.157(b).

Source: 19 TAC §153.1301(2)

Classroom teacher: An educator who is employed by a school system in Texas and who, not fewer than an average of four hours each day, teaches in an academic instructional setting or a career and technical instructional setting. The term does not include a teacher's aide or a full-time administrator. For purposes of this subchapter, a classroom teacher includes an educator who may not yet hold a certificate issued under TEC, Chapter 21, Subchapter B.

Source: 19 TAC §153.1301(3)

Clinical teaching: A supervised teacher assignment through an EPP in the classroom of a cooperating teacher at a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as student teaching.

Source: 19 TAC §153.1301(4); 19 TAC §228.2(15)

Cooperating teacher: Per TEC §21.901(3), "Cooperating teacher" means a classroom teacher who:

(A) has at least three full school years of teaching experience with a superior record of assisting students in achieving improvement in student performance;

(B) is employed as a teacher of record by a school district or open-enrollment charter school participating in a partnership preservice program or grow your own partnership program under this subchapter and paired with one or more teacher candidates, students, or employees who are participating in a program under this subchapter; and

(C) provides coaching in the teacher's classroom to one or more teacher candidates, students, or employees participating in a program under this subchapter.

Per §228.2(19): For a clinical teacher candidate, an educator who is collaboratively assigned by the EPP and campus administrator who supports the candidate during the clinical teaching experience.

Source: 19 TAC §153.1301(5); TEC §21.901(3); 19 TAC §228.2(19)

Co-teaching: Per TAC §228.2(20), a practice in which two or more teachers share instructional responsibility for a single group of students to address specific content and related learning objectives through a variety of approaches that best support the students' learning needs.

Source: 19 TAC §153.1301(6); 19 TAC §228.2(20)

Educator preparation program (EPP): Per TAC §228.2(22), an entity that is approved by the SBEC to prepare and recommend candidates for certification in one or more educator certification classes.

Source: 19 TAC §153.1301(7); 19 TAC §228.2(22)

Field-based experiences: Per TAC §228.2(27), introductory experiences for a classroom teacher certification candidate, incorporated with preparation coursework that involve, at the minimum, reflective observation of and interaction with Early Childhood-Grade 12 students, teachers, and faculty/staff members engaging in educational activities in an authentic school setting.

Note: This term is not separately defined in §153.1301 but is used in PREP Subchapter FF and is defined by SBEC rule in §228.2.

Source: 19 TAC §228.2(27)

Full-time mentor teacher: A mentor teacher whose primary role is supporting the development of beginning teachers through mentorship.

Source: 19 TAC §153.1301(8)

Host teacher: Per TAC §228.2(31), for a teacher resident candidate, an educator who is jointly assigned by the EPP and the campus administrator who supports the candidate through co-teaching and coaching during their teacher residency field placement.

Source: 19 TAC §153.1301(9); 19 TAC §228.2(31)

Instructional support: The range of opportunities in which an individual teacher candidate is actively supporting learners to acquire knowledge and develop skills to achieve learning goals. Settings for these activities may include, but are not limited to, co-teaching with a cooperating teacher within a classroom, research-based tutoring, and 1-1 or small group interventions.

Source: 19 TAC §153.1301(10)

Internship: Per TAC §228.2(35), a paid supervised classroom teacher assignment for one full school year at a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to completion of a standard certificate.

Source: 19 TAC §153.1301(11); 19 TAC §228.2(35)

Mentor teacher: An individual who serves or has served as a teacher in Texas who provides effective support to help beginning teachers successfully transition into the teaching assignment. An appraiser, as defined by TEC, §21.351, may serve as a mentor teacher but may not mentor a classroom teacher for whom they are responsible for appraising.

Source: 19 TAC §153.1301(12). See also TEC §21.901(5) ("Mentor teacher" means a mentor teacher as described by Section 21.458)

Preparing and Retaining Educators Through Partnership (PREP) program: One of the five PREP programs under TEC, §§21.903-21.907 and 48.157.

Source: 19 TAC §153.1301(13). The five programs are the PREP Preservice Traditional Program (TEC §21.903), PREP Preservice Residency Program (TEC §21.904), PREP Preservice Alternative Program (TEC §21.905), PREP Grow Your Own Program (TEC §21.906), and PREP Mentorship Program (TEC §21.907)

Preservice program: One of the three PREP programs under TEC, §§21.904-21.906, that includes a partnership between a school district or eligible charter school and an eligible educator preparation program.

Source: 19 TAC §153.1301(14)

Reduced teaching load: Rostering and scheduling strategies that reduce the number of instructional periods assigned to classroom teachers, achieved through methods such as reducing the number of sections assigned to the classroom teacher, increasing the number of students in certain sections to enable release time, hiring additional staff, or other strategic staffing approaches.

Source: 19 TAC §153.1301(15)

Release time: Periods of time within the regularly contracted school day in which classroom teachers, teacher candidates, and educational aides are released from direct instructional activities or responsibilities supervising students, such as arrival and dismissal duties, to engage in required activities for their roles.

Source: 19 TAC §153.1301(16)

School system: A school district or charter school as defined under TEC, Chapter 12, Subchapter C.

Source: 19 TAC §153.1301(17)

Strategic staffing: For the purpose of the PREP programs described in this subchapter, the process by which a school system and an education preparation program design and implement a paid clinical teaching experience that is sustainably funded by reallocating school district resources to compensate teacher candidates who take on additional instructional responsibilities on the campus, such as tutoring, substitute teaching, or providing release time for lead teachers, while completing their clinical teaching requirements.

Source: 19 TAC §153.1301(18)

Teacher: A superintendent, principal, supervisor, classroom teacher, school counselor, or other school district or charter school employee who provides direct instructional support to other teachers.

Source: 19 TAC §153.1301(19)

Teacher candidate: Per TEC §21.901(8), "Teacher candidate" means a person enrolled in an educator preparation program participating in a partnership preservice program.

Source: 19 TAC §153.1301(20); TEC §21.901(8)

Teacher of record: Per §228.2(53): An educator who is employed by a school or district and who teaches in an academic instructional setting or a career and technical instructional setting not less than an average of four hours each day and is responsible for evaluating student achievement and assigning grades.

Source: 19 TAC §153.1301(21); 19 TAC §228.2(53)

Appendix 2: PREP Policy

The 89th Texas Legislature established the PREP Program Allotment through House Bill 2, signed into law by Governor Abbott on June 20, 2025.

Relevant Sections of the Texas Education Code

- TEC §21.458: Mentors
- TEC §21.901: Definitions for PREP Program
- TEC §21.902: PREP Preservice Program Overview
- TEC §21.903: PREP Traditional Preservice Program
- TEC §21.904: PREP Preservice Residency Program
- TEC §21.905: PREP Alternative Preservice Program
- TEC §21.906: PREP Grow Your Own Program
- TEC §21.907: PREP Mentorship Program
- TEC §21.908: Educator Preparation Program Support
- TEC §21.909: PREP Program Standards and Performance Goals
- TEC §21.910: Authority of the Commissioner to Accept Money for the PREP Program
- TEC §21.911: Rulemaking Authority of the Commissioner for the PREP Program
- TEC §48.157: Allotment for the PREP Program
- TEC §48.310: Allotment for Completion of Teacher Literacy or Mathematics Achievement Academies

Relevant Sections of the Texas Administrative Code

Commissioner of Education Rule

- 19 TAC §153.1301: Definitions
- 19 TAC §153.1302: General Provisions for the PREP Program
- 19 TAC §153.1303: PREP Preservice Residency Program
- 19 TAC §153.1304: PREP Grow Your Own Program
- 19 TAC §153.1305: PREP Mentorship Program
- 19 TAC §153.1306: Educator Preparation Program Training Content for PREP Preservice Programs

State Board for Educator Certification Rule

- 19 TAC Chapter 227: EPP Admission and Oversight
- 19 TAC Chapter 228: EPP Requirements and Residency Route
- 19 TAC Chapter 229: Accountability, Accreditation, and Sanctions for EPPs
- 19 TAC Chapter 230: Professional Educator Preparation and Certification
- 19 TAC Chapter 235: EPP Standards for the Enhanced Standard Certificate

Appendix 3: Program Spending Requirements Summary

The following is a summary of allowable spending for each PREP program.

PREP Preservice Residency Program Spending (TAC §153.1303(g))

Money received under TEC §48.157 must be used to implement the PREP Residency Preservice Program, including:

- Compensate teacher residents and host teachers as described in TEC §21.904(c). Teacher residents must be additionally compensated as described in TEC §21.904(d).
- Remaining discretionary funding must be used to support the Preservice Residency program (for example, TMT, program implementation supports, EPP partner supports, host teacher stipend expansion, strategic staffing training) (TAC §153.1303(g)(1)).
- EPPs must meet spending requirements under TEC §48.157(h), including the 85% minimum spending threshold under TEC §48.157(i) for IHE-operated EPPs.

PREP Grow Your Own Program Spending (TAC §153.1304(f)(2))

Money received under TEC §48.157 must be used to implement the PREP Grow Your Own (GYO) Program. Allowable uses of funds include high school Education and Training program implementation, tuition for aspiring teachers, wrap-around and transition supports, strategic staffing training, costs associated with employee preparation in a PREP Preservice Program, local salaries for program implementation support, and other associated program costs.

PREP Mentorship Program Spending (TAC §153.1305(d))

Money received under TEC §48.157 must be used to implement the PREP Mentorship Program. School systems must provide stipends for mentor teachers annually: \$1,000 per beginning teacher for part-time mentors, and at least \$1,000 for full-time mentors or those who are neither teacher of record nor full-time mentor. Remaining funds may be used for release time for mentoring activities, mentor training, strategic staffing training, and compensation for school system staff overseeing mentorship training requirements.

