

Informal Discretionary Competitive (IDC Grant)

LASO 2026-2027 (Cycle 5)

Learning Acceleration Support Opportunities

2026-2027 PREP Alternative Preservice Program Guidelines

Authorized by the House Bill 2 Texas Education Code (TEC)
§§21.902, 21.905, and 48.157.

Allotment Application Due Date

December 1, 2026; 5:00 p.m. CT



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PREP Allotment: Alternative Preservice Program Guidelines

Allotment Name: Preparing and Retaining Educators Program (PREP) Allotment: Alternative Preservice Program

Application Due Date: December 1, 2026; 5:00 p.m. CT

Program Authority: HB2 Texas Education Code (TEC) §§21.902, 21.905, and 48.157.

Introduction

PREP Program Allotment Overview

The Preparing and Retaining Educators through Partnership (PREP) Program Allotment supports school systems in building and strengthening teacher talent pipelines from recruitment to preparation to mentorship. Together, PREP programs help school systems recruit aspiring educators, prepare them for successful entry into the profession, and provide the mentorship and support needed to develop and retain effective teachers.

The PREP Program Allotment includes five programs that support different stages of the educator pipeline: Grow Your Own (GYO), Residency Preservice, Traditional Preservice, Alternative Preservice, and Mentorship. Through LASO 5, school systems may apply for PREP Program Allotment funding to implement one or more PREP programs, each designed around strategic partnerships that strengthen teacher pipelines. School systems may also apply for the Texas Strategic Staffing for Residencies Grant to support implementation and increase the reach of the PREP Program Allotment.

These program guidelines focus specifically on the PREP Alternative Preservice Program, which supports the preparation stage of the teacher pipeline. Guidelines for other PREP programs are available on the LASO 5 website.

PREP Alternative Preservice Program Overview

The PREP Alternative Preservice Program helps career changers access classroom experience and necessary coursework and training before becoming the teacher of record, increasing the number of well-prepared, certified teachers in Texas. School systems and their EPP partners participating in the PREP Alternative Preservice Program must comply with statutory requirements outlined in Texas Education Code (TEC) §§21.902, 21.905, and 48.157, which outline program standards and requirements and funding provisions, as well as all requirements of Texas Administrative Code (TAC) Chapter 228, Educator Preparation Program Requirements.

Overview of the LASO Application Process

The following steps provide a high-level overview of the process for responding to an allotment opportunity, including submitting an application and accessing allotment funding:

1. TEA publishes the LASO application and supporting documents on the [LASO website](#). This will also include webinars that will cover key aspects of PREP and the PREP Alternative Preservice Program.
2. Superintendents will receive a unique application link in an email on September 23, 2026.
3. Eligible school system applicants submit the allotment application via Qualtrics by the specified deadline in this document.
4. Allotment applications are reviewed for eligibility.
5. TEA announces preliminarily applicants selected for funding on the [LASO website](#).

6. Following notification of preliminary approval, applicants will be required to submit the partnership agreement(s) with the educator preparation program(s) [EPP(s)]. TEA will share dates and timelines for submission in the preliminary approval notification.

Contact for Clarifying Information

The following TEA staff members should be contacted with questions:

Primary Program Contact: JoAnna Duncan Cleaves, Deputy Director, Educator Preparation Program Technical Assistance

Additional Program Contact: Dr. Josh Jones, Director, Educator Preparation Field Support

Program Email: PREPPreservice@tea.texas.gov

Allotment Funding

All eligible school systems may receive allotment.

***If a charter school closure is pending review, the award will be placed on hold pending a final determination regarding closure. If the final determination is to keep the charter open, the funding will be released. If the determination is to close the charter, making the charter ineligible, the award will be voided and no funds will be disbursed.*

Timeline

If a report due date falls on a weekend or holiday, the report will be due the following business day. All dates except the allotment ending date may vary slightly as conditions require.

Date	Event
September 14, 2026	General Webinar Option #1 Registration link 1 Webinar registration link can be found on the LASO website
September 18, 2026	General Webinar Option #2 Registration link 2 Webinar registration link can be found on the LASO website
September 23, 2026	LASO application available
September 28, 2026	FAQ Publishing The FAQs for this allotment program will be posted to the TEA Grant Opportunities page and LASO website no later than the date listed on the Grant Timeline. Applicants may email their questions to the LASO central inbox at LASO@tea.texas.gov
October 15, 2026 at 12:00 p.m. CT	See General and Fiscal Guidelines , Frequently Asked Questions Program Specific Webinar #1 Registration links found on the LASO website

October 22, 2026 at 10:30 a.m. CT	Program Specific Webinar #2 Registration links found on the LASO website
November 1, 2026	FAQ question submission deadline
November 19, 2026 at 11:00 a.m. CT	Office Hours Registration links found on the LASO website
December 1, 2026	Due date for the LASO Qualtrics application. The LASO application must be received by the TEA by 5:00 p.m. CT. See TEA Grant Opportunities , LASO Application Due Date and Time
December 2, 2026- January 30, 2027	Application review period, including interviews if necessary See General and Fiscal Guidelines , Review Process

Resources Available to Help Applicants Select the Most Appropriate Initiative(s)

An applicant that is eligible to apply for more than one initiative is encouraged to carefully review all available program information before submitting an application. To support applicants in determining which initiative or combination of initiatives best aligns with local needs, program goals, and eligibility requirements, the following resources are available:

- Frequently Asked Questions (FAQ) Resource**
 Applicants may submit program-specific questions through the FAQ process to obtain clarification regarding eligibility requirements, allowable activities, program priorities, application expectations, and other grant-related topics. Responses to frequently asked questions may also provide additional guidance and interpretation of program requirements that can assist applicants in making informed decisions about which initiative(s) to pursue.
- Webinars**
 The Texas Education Agency (TEA) may offer informational webinars designed to provide an overview of available initiatives, application requirements, timelines, funding considerations, and program expectations. These live virtual presentations may include slide decks, demonstrations, and opportunities to address commonly asked questions. Recordings and presentation materials may be made available for later reference.
- Office Hours**
 TEA program staff may conduct designated office hours to provide technical assistance and support to prospective applicants.
- Additional Best-Fit Guidance Resources**
 TEA has developed supplemental resources to assist applicants in selecting the initiative or combination of initiatives that best aligns with local needs and strategic priorities. These resources include initiative-specific one-pagers, best-fit guidance presentations, and initiative coherence supports designed to help applicants understand program distinctions, identify complementary funding opportunities, and make informed application decisions. Resources can be found via the [LASO Cycle 5 website](#).

Note: Programmatic support is only available via webinars and the FAQ process. Office hours are for technical

support only regarding application submittal prior to the application deadline.

Applicants are strongly encouraged to utilize these resources prior to submitting an application. Participation in webinars, review of FAQ guidance, and engagement during office hours can help ensure a clear understanding of program requirements and assist applicants in identifying the funding opportunity that best supports their intended outcomes.

Allotment at a Glance

This section provides fundamental information pertinent to the Allotment program opportunity.

Authorizing Legislation

This allotment program is authorized by the House Bill 2 TEC §§21.902, 21.905, and 48.157.

Where to Submit the Allotment Application

LASO individual application links will be emailed to Superintendents on September 23, 2026. Please see the [LASO website](#) for more information.

Purpose of Program

The purpose of the PREP Program Allotment, as a whole, is to support school systems in strengthening teacher talent pipelines along the continuum of recruitment, preparation, and mentorship. The PREP Alternative Preservice Program supports the preparation component of that continuum. This program is designed to support the implementation and expansion of high-quality Preservice Alternative teacher preparation partnerships across Texas. The pathway fosters strategic collaboration between SBEC-approved educator preparation programs (EPPs) and school systems to increase access to rigorous, competency-based teacher preparation that allows candidates to complete clinical experiences prior to serving as teacher of record. By supporting implementation of high-quality Preservice Alternative partnerships, the initiative aims to increase the number of well-prepared, certified teachers entering the Texas educator workforce while strengthening sustainable local teacher pipelines.

For a more detailed description of the PREP Alternative Preservice Program, see the Description of Program section later in these guidelines.

Eligible Applicants

School systems, including charter schools as defined below, are eligible to apply for the PREP Alternative Preservice Program.

For the purposes of these program guidelines, a charter school is defined as a Texas public school that meets one of the following criteria:

- 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 Texas Education Code (TEC) §12.101, identified with its own county district number;
- has a charter granted under TEC, Chapter 12, Subchapter C*; or

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

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

*SB 1882 Operating Partners (OP) are eligible applicants and subject to the funding caps described in each of the PREP Program's guidelines in the following sections. However, PREP Allotment funding will flow 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 systems to document how allotment funds generated through the partnership will be spent.

**Note: Given Texas Education Code §21.901(a) requires partnerships to "provide preservice practice opportunities in a prekindergarten through grade 12 classroom for teacher candidates," charters with a charter granted under TEC §12.256, and Human Resources Code §221.002 are ineligible applicants for the PREP Alternative Preservice Program.

Any school system, which includes open-enrollment charter schools, and SB 1882 Operating Partners who read and agree to the requirements in relevant sections of the Texas Education and Texas Administrative codes cited in these guidelines is eligible for the PREP Allotment.

The eligible applicants are:

- School systems who have formally partnered with an Educator Preparation Program (EPP) approved by the State Board of Educator Certification (SBEC) to offer the alternative preservice route. All EPPs listed in the application have submitted an Intent to Apply to offer the alternative preservice route. EPPs will be formally approved to offer the route for the school year (SY)2027-28 by July 2027. If the EPP does not meet SBEC's approval requirements, they will no longer be an eligible partner for the 2027-2028 school year. School systems must have formal written partnership agreement(s) with the EPP(s). Please see the [list of eligible EPPs](#) for more information.
- To be eligible for the PREP Program Allotment, applicants must read and agree to program-specific assurances in addition to relevant sections of the Texas Education Code (TEC) and Texas Administrative Code (TAC):
 - TEC §21.902 (PREP Preservice Program)
 - TEC §21.905 (PREP Alternative Preservice Program)
 - TEC §48.157 (PREP Allotment)
 - TAC §153.1301 (PREP Definitions)
 - TAC §153.1302 (General Provisions for PREP)
 - TAC Chapter 228 (EPP Requirements), including §228.68 (Pre-internship Clinical Teaching).
 - TAC sections related to the PREP Alternative Preservice Program will be posted to the Texas Register for public comment during SY 2026-27 and become effective prior to the start of SY 2027-28. TEA anticipates sharing specific dates related to rulemaking in fall 2026.

Additionally, school systems must follow the guidance in the PREP Guidebook, posted to the [PREP webpage](#).

***If a charter school closure is pending review, the award will be placed on hold pending a final determination regarding closure. If the final determination is to keep the charter open, the funding will*

be released. If the determination is to close the charter, making the charter ineligible, the award will be voided and no funds will be disbursed.

Education Service Centers (ESCs) are not eligible to apply.

Allotment Funding

All school systems that meet eligibility requirements shall receive between \$10,000 and \$21,500 for each teacher candidate with a cap of up to 80 candidates annually. A base allotment and multiplier rate is assigned to each school system based on the number of candidates, the high needs and rural factor, and number of SPED and bilingual teacher candidates. This will determine the SY 2027-28 total funding allocation. See the program description for more details on funding ranges.

Selection of Applicants for Funding

All eligible applicants that meet eligibility requirements and agree to the assurances will be preliminarily approved to be funded per the funding formula and parameters in TEC §§48.157 (PREP Allotment) and 21.905 (PREP Alternative Preservice Program). Following notification of preliminary approval, applicants will be required to complete a confirmation of funding and submit additional requested documentation submit additional requested documentation, including the confirmation of partnership agreement(s) though the online Partnership Agreement Form if applicable. TEA will share dates and timelines for confirmation of funding in the preliminary approval notification.

Cost Share or Matching Requirement

Texas Education Code (TEC) §21.905 (PREP Alternative Preservice Program) requires school systems to pay candidates at least \$3,000 per school year. The allotment provides for, at a minimum, \$3,000 of the required compensation. School systems must also contribute an additional amount to each candidate's pay beyond the \$3,000 provided by the allotment. School systems may consider local factors, such as whether the candidate is serving in other campus instructional responsibilities, to determine the additional pay allocated to each candidate.

Allotment Application

This section identifies the types of requirements in which applicants must comply to be eligible for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

TEA Application Required Responses

Applicants must provide the following information in the application:

Note: *Please see 'Program Assurances' for more information.

1. Contact information including name, email, phone, and title for the school system representative appointed as the primary point of contact (Program Manager*) for all PREP Alternative Preservice program-related activities.

2. Contact information including name, email, phone, and title for the school system representative appointed as the secondary point of contact (Program Manager*) for all PREP Alternative Preservice program-related activities.
3. How many teacher candidates do you anticipate participating during SY 2027-28? (max: 80 candidates)
4. Who are the EPP partner(s) that the school system plans to partner with for the SBEC-approved Alternative Preservice route?

Please see the list of eligible EPPs here: [LASO V Alternative Preservice EPPs](#)

For submission of this application, at least one EPP partner for the PREP Alternative Preservice program must be listed. The school system leadership and EPP's legal authority must sign an online Partnership Agreement Form, sent by TEA after the LASO application submission. Will your school system and EPP partner(s) sign the online Partnership Agreement Form agreeing to engage in the PREP Alternative Preservice program? TEA will send out these forms after the LASO application submission. (Your school system must have a signed online Partnership Agreement Form with each of its EPP partners.)

PREP Mentorship Training Requirements

The applicant must agree to train its cooperating teachers and intern mentor teachers via the Texas Mentorship Training.

Cooperating Teacher: An educator who is collaboratively assigned by the EPP and campus administrator who supports the candidate during the *pre-internship clinical teaching experience* and has at least three full school years of teaching experience with a superior record of assisting students in achieving improvement in student performance (TAC §228.2 (19)).

Intern Mentor Teacher: For the PREP Alternative Preservice Program, statute defines an intern mentor teacher as a classroom teacher who is a school system employee who supports the candidate during their internship experience while a teacher of record; has at least three full school years of teaching experience with a superior record of assisting students in achieving improvement in student performance; and is paired with one or more teacher candidates (new TEC §21.902 and TAC §228.2 (34)).

PREP Mentorship Training Timeframe: Summer 2027, Fall 2027, Winter 2027-28 and Spring 2028 (24-30 total hours)

Prior to submitting this application, school systems must commit to communicating and partnering with an approved Texas Mentorship Training (TMT) Provider. The list of approved TMT Providers can be found on the [Texas Mentorship Training website](#).

Applicants must complete the PARTNERSHIP AGREEMENT FORM with Texas Mentorship Training (TMT) provider. TEA will send out these forms after the LASO application submission.

School systems must self-report the estimated total number of cooperating teachers that would attend training for school year 2027-28 (Min: 1; Max: 80).

Note: This should correlate to the anticipated number of teacher candidates the school system will have in school year 2027-28. Intern mentor teachers may be reported at a later date.

Statutory and Program-Specific Assurances

The following requirements are defined in the statute that authorizes this program.

1. The applicant assures that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
2. The applicant assures to adhere to all the Statutory and TEA Program requirements as noted in the Program Guidelines.
3. The applicant assures to adhere to all the Performance Measures, as noted in the Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
4. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
5. The applicant acknowledges that Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives Allotment funds administered by TEA (i.e., an Allotment recipient) is subject to the fingerprinting requirement. TEA is prohibited from awarding Allotment funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#), Fingerprinting Requirement.
6. Equal Treatment of All Persons: Consistent with Article I, Section 3a of the Texas Constitution, the Fourteenth Amendment to the United States Constitution, federal and State law, and Executive Order No. GA-55, awardee represents and warrants that: 1. All conduct under this award shall be administered and performed in a neutral manner without regard to race of persons; 2. awardee shall not, in the specific performance of this award, elevate one individual person over another, or advantage any one person over another, due to race; 3. awardee shall not, in the specific performance of this award, employ practices or engage in any advancement of the programs known as DEI, critical race theory, affirmative action, or other similar, divisive agendas; 4. Awardee's staff, agents, contractors, and subcontractors that are selected and employed in the specific performance of this award shall be selected and employed solely on merit and the ability to perform; and 5. Awardee shall ensure that any awardees, contractors and their subcontractors participating in the specific performance of this award represent and warrant to the provisions of this clause.
7. Biological Sex and No Preferred Pronouns: awardee represents and warrants that it shall ensure that all actions in specific performance of this award shall comply with federal and state law and reflect that there are only two sexes. Awardee's employees, officers, representatives, contractors, subcontractors, and agents shall not, in performance of this award, present, direct, request, or suggest the use of preferred personal pronouns in professional correspondence or presentations.
8. The school systems will maintain current contact information in AskTED to ensure timely communication.

Assurances specific to the PREP Alternative Preservice Program

1. Read and abide by Texas Education Code (TEC) [§21.905](#) (PREP Alternative Preservice Program); TEC [§§21.902, 48.157](#).
2. Read and abide by Texas Administrative Code (TAC) related to the PREP Alternative Preservice Program, which will be posted in the Texas Register for public comment during SY 2026-27 and become effective prior to the start of SY 2027-28. Note: TEA anticipates sharing specific dates related to rulemaking in Fall 2026.

3. Read and abide by Texas Administrative Code (TAC) [Chapter 228](#), related to educator preparation program requirement. Within chapter 228, [§228.68](#) describes requirements for the pre-service clinical experience requirements.
4. Read and abide by the guidelines in the PREP Guidebook, posted to the [PREP website](#).
5. Ensure all cooperating teachers and intern mentor teachers complete the Texas Mentorship Training as the agency-adopted mentorship training.
6. Have a written agreement with an EPP for PREP Traditional Preservice program implementation for SY 2027-28. The proposed partner EPP must be listed as an approved PREP Alternative Preservice provider in the allotment application. All EPPs that intend to offer the Alternative Preservice route must be approved by the SBEC by July 2027.
7. Appoint a PREP Alternative Preservice Program Manager (PM) to engage in all required PREP Alternative Preservice Program communications. This PM manages the preservice program at the school system level and may or may not be the same person as the PREP Allotment Lead. As a best practice for ensuring the program's success, the PM's duties should include:
 - a. Serve as the primary point of contact for implementation of a PREP Alternative Preservice program within the school system.
 - b. Coordinate implementation activities, partners, participants, and stakeholders for the PREP Alternative Preservice program.
 - c. Monitor and manage PREP Alternative Preservice specific deadlines, requirements, and deliverables.
 - d. Collaborate with program partners, campuses, and internal stakeholders to support successful implementation of the PREP Alternative Preservice program.
 - e. Identify and address implementation challenges within the PREP Alternative Preservice program.
 - f. Monitor program progress and identify opportunities to strengthen implementation and outcomes within the assigned PREP program.
 - g. If applicable, leverage supports and resources accordingly from the optional in-kind technical assistance.
8. Identify a PREP EPP Lead/Point of Contact who serves as the primary point of contact between the EPP and school system regarding the PREP Program Allotment and between the EPP and TEA. As a best practice, this individual should have visibility across PREP Allotment partnerships with school systems and be positioned to coordinate planning, communications, reporting, and key deadlines across participating departments and staff regarding each PREP program. This may include coordinating internally with staff who support each PREP Program (Grow Your Own, Residency Preservice, Traditional Preservice, Alternative Preservice, and/or Mentorship). It is also recommended that this individual ensures EPP participation in governance meetings and completion of partnership agreements in alignment with the program guidelines for each PREP Allotment program.

Program Elements

Description of Program

The PREP Alternative Preservice Program funds school systems and their approved educator preparation program (EPP) partners to implement and expand high-quality Preservice Alternative teacher preparation routes across Texas. Teacher candidates engage in pre-internship clinical experiences prior to serving as a teacher of record with the guidance of a trained cooperating teacher. Upon completion of their preservice clinical experience, candidates serve in their internship as a teacher of record with the supervision of a trained

intern mentor teacher. Each teacher candidate may generate between \$10,000-\$21,500 depending on the high needs and rural factor and the teacher candidate's certification area.

PREP Alternative Preservice Program Components

School systems partnering with Educator Preparation Programs (EPPs) participating in this allotment must ensure that candidates enrolled in a preservice alternative certification program complete a minimum of 120 clock hours of pre-internship clinical teaching experience in the subject area and grade level for which certification is sought, or in a similar grade level or subject area if an exact placement cannot be provided [TAC §228.68 (e)]. These experiences must be completed under the supervision of a qualified cooperating teacher. The pre-internship clinical teaching experience must include the following:

- At least 70 clock hours focused on instructional practice, during which candidates take on increased responsibility for teaching and learning activities. These experiences should include lesson planning and rehearsal; co-teaching with the cooperating teacher; with gradual release of responsibility to leading classroom instruction.
- During the 70 clock hours, candidates must lead classroom instruction for at least 15 clock hours, including instruction delivered across a minimum of eight complete lesson cycles and a sequence of at least three consecutive lessons.

The remaining clinical teaching hours must include focus on professional educator responsibilities. Activities may include but are not limited to:

- Additional co-teaching and lesson preparation activities;
- Participating in parent conferences;
- Attending Admission, Review, and Dismissal (ARD) committee meetings;
- Engaging in Professional Learning Communities (PLCs);
- Facilitating tutoring or small-group instruction;
- Providing individual tutoring.

Throughout the clinical teaching experience, candidates must demonstrate satisfactory progress toward proficiency in the required pedagogical skills and instructional practices expected of beginning teachers.

Consistent with all PREP Preservice programs, the EPP must ensure that candidates complete the coursework requirements specific to their certification area. Requirements for SY 2027-28 include the following:

Certification area	Required training content
EC-3	EPP Texas Reading Academies & EPP Mathematics Achievement Academies
EC-6	EPP Texas Reading Academies & EPP Mathematics Achievement Academies
Bilingual EC-6	EPP Texas Reading Academies & EPP Mathematics Achievement Academies
All other teacher certification areas	The Science of Learning

EPPs and their school system partners have flexibility in the design of the program, including the structure of the pre-internship clinical practice, so long as the program meets the requirements in TAC Chapter 228. For

example, an EPP and a school system may design an alternative pre-service program where the candidate teaches during summer school under supervision of a cooperating teacher to attain the required pre-internship clinical hours. Please reference the materials shared during the PREP webinar series for more examples.

It is allowable that a PREP Alternative Preservice program may include more than one school system. Teacher candidates engage in pre-internship clinical experiences prior to serving as a teacher of record. Each school system will be required to track and enter the candidate's placement and status details into the ECOS system for the phase completed within the corresponding school system.

Overview of Funding

The PREP Alternative Preservice Program includes funding that flows directly to school systems and EPP partners in support of a sustainably funded, paid alternative preservice certification program. For each individual candidate, the partnership may receive **between \$10,000 and \$21,500 per candidate**. School system applicants may apply to fund **up to 80 candidates annually at this rate, split between the alternative preservice program and the traditional preservice program**.

The key funding requirements in the allotment as described in TEC §48.157(b), are as follows:

1. **Provide alternative preservice candidates with minimum pay that includes \$3,000 from the allotment plus additional funds as determined by the school system:** The allotment directly funds \$3,000. The school system should provide additional funding (to be determined by the school system) to the candidate from school system funds as they complete the pre-internship clinical teaching experience.
2. **Provide the cooperating teacher with a \$1,000 minimum stipend:** The allotment directly funds this entire minimum stipend.

The visual below describes four discrete sets of funding that may be allocated to the partnership, timing of allocations, and conditions for receipt of allocations. Apart from the two funding requirements above, all other funding has flexibility to support effective program implementation. Please review the range of funding a school system and their EPP partner may anticipate for each candidate throughout preparation and first year of employment.

When is Alternative Preservice allotment funding generated?

Funding Category	At Onset of Candidate Preparation	Upon Intern with Preservice Certificate	Upon Standard Certificate	Upon Certification and Completion of First Year Teaching
Initial School System Funding: Minimum Candidate Pay	\$3,000 for pre-internship clinical teaching experience <i>Note: The PREP Allotment directly funds \$3,000 for candidate pay. School systems must contribute an</i>	N/A	N/A	N/A

	<i>additional amount beyond the \$3,000 provided by the allotment.</i>			
Initial School System Funding: Minimum Cooperating Teacher Stipend	\$1,000	N/A	N/A	N/A
School System Funding: Discretionary May support EPP costs, candidate pay, cooperating teacher support, or administration	N/A	N/A	\$1,000 +\$0–\$8,000 based on high-needs and rural factor [TEC §48.157(c)] +\$2,000 for special education or bilingual certification [TEC §48.157(d)]	N/A
EPP Funding May support candidate tuition offset, candidate coaching, and administrative costs.	N/A	\$2,500	N/A	\$2,500 +\$1,500 for candidate completion of reading and/or math academies delivered through EPP coursework*
Total per Candidate	\$4,000 to school system	\$2,500 to EPP	\$1,000–\$11,000 to school system	\$2,500–\$4,000 to EPP

Total range of funding: **\$10,000–\$21,500 per candidate**

**For candidate completion of reading and math academies through their alternative preservice program, the EPP receives \$1,500—\$1,000 for reading academies and \$500 for math academies through §48.310. The school system is responsible for paying the EPP an additional \$1,000 for reading academies and \$500 for math academies completion through funds allotted by the Early Education Allotment (§48.108) or other funds appropriated for this purpose (§§21.4553(f), 21.4552(f)).*

Performance and Evaluation Measures

The applicant agrees to collect and report data requested by TEA annually. Requested data will be used to evaluate a partnership's implementation of program requirements described in TEC §21.905 and to measure program outcomes when appropriate. Data collected from participating partnerships following the 2027-28 implementation year will be report-only and non-evaluative. Partnerships will be expected to address any implementation needs noted in the annual reporting cycle. PREP Program standards, goals, and review processes will be included in Texas Administrative Code. Proposed Texas Administrative Code will post with the Texas Register for public comment during SY 2026-2027 and become effective prior to the start of SY 2027-2028.

Allowable Activities and Use of Funds

General Allowable Activities and Use of Funds

- A school system must comply with all spending requirements described in TEC §§21.905(c) and §48.157.
- A school system shall use money received to provide pay for teacher candidates in an amount of at least \$3,000 (TEC §21.905 (c)(1)). In addition to the \$3,000 funded out of the allotment, the school system must provide additional compensation in any amount above the amount provided for each candidate, either from the allotment or other local sources (TEC §21.905 (d)).
- A school system shall use money received to provide stipends for cooperating teachers providing support to teacher candidates during their preservice clinical experience in an amount of at least \$1,000 (TEC §21.905 (c)(2)).
- The remaining funds allotted to the school system or EPP shall be used in a discretionary manner to support the implementation of the alternative preservice program. EPPs operated within an institution of higher education (IHE) must spend no less than 85% of the funds on the educator preparation program.