

## PREP Program Allotment “Start Here” Guide

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We encourage LASO 5 applicants interested in the PREP Allotment to read this overview guide first.

### What is the PREP Program Allotment?

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.

The PREP Allotment is not a grant, and applications to PREP Programs are addressed outside of the eGrants system. The LASO Cycle 5 process is being used to facilitate formula funding via programmatic applications. School systems have the option to seek only the PREP Program Allotment funding via the LASO Cycle 5 process.

### Additional Resources

The [LASO Cycle 5 webpage](#) provides program overview information, program guidelines, webinars, and more.

The [PREP Program website](#) includes the PREP Guidebook (version 2.0), a financial planning tool, sample written agreements between school systems and PREP partners, etc.

Education Service Centers have dedicated staff that can answer questions related to the PREP Program Allotment.

### Applications via LASO Cycle 5

As stated above, each school system may submit one application, for a total of five applications, for the PREP Program Allotment (GYO, Residency Preservice, Traditional Preservice, Alternative Preservice, Mentorship), if they have not been previously approved for a specific program of interest.

### [NEW for LASO Cycle 5] Previously Approved School Systems

A school system does not need to reapply through LASO Cycle 5 for a PREP GYO, Residency, or Mentorship program if it was previously approved for that program through LASO Cycle 4 and meets all the following conditions:

- Received from TEA an award announcement via the LASO Cycle 4 process;
- Submitted to TEA a PREP Verification of Participation form in summer 2026; and
- Submitted to TEA a written agreement for GYO or Residency (not applicable for Mentorship)

## Partnership Requirements

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 and PREP GYO programs. For more information on partnership agreements, refer to the PREP guidebook and sample memorandum of understanding (MOU) templates posted on the PREP website.

After applicants submit their LASO Cycle 5 applications, TEA will send a Partnership Agreement Form to be signed by the school system and their relevant partners.

## School System PREP Roles

School systems participating in the PREP Program Allotment will identify designated PREP contacts in the LASO Cycle 5 application to support implementation and communication across PREP programs.

Depending on the size and structure of the school system, a single individual may serve in multiple roles. Clear role designation helps ensure timely communication, effective coordination, and successful implementation of PREP programs.

### PREP Allotment Lead (School System Role)

The PREP Allotment Lead serves as the primary point of contact between the school system and TEA regarding the PREP Program Allotment. As a best practice, this individual should have visibility across all PREP programs implemented by the school system and be positioned to coordinate planning, communications, reporting, and key deadlines across participating departments and staff. For school systems participating in multiple PREP programs, TEA recommends designating a single PREP Allotment Lead to serve as the central coordinator for all PREP-related activities.

### PREP ECOS Data Lead (School System Role)

The PREP ECOS Data Lead serves as the school system's primary contact for ECOS data collection, entry, and verification activities. As a best practice, this individual should have access to educator workforce data and work closely with PREP Program Managers to ensure information is submitted accurately and on time, as ECOS submissions are used to calculate PREP Program Allotment funding. Because the primary ECOS reporting window occurs during the summer, school systems should designate an individual who is available during that period.

### PREP Program Managers (School System Role)

School systems must designate a PREP Program Manager for each PREP program in which they participate (Grow Your Own, Residency Preservice, Traditional Preservice, Alternative Preservice, and/or Mentorship). The PREP Program Manager serves as the primary staff member responsible for supporting implementation of a specific PREP program. As a best practice, PREP Program Managers should monitor program requirements and timelines, coordinate with partners and internal stakeholders, support required reporting and data submission activities, and communicate regularly with the PREP Allotment Lead to ensure successful implementation across all PREP programs.

## Educator Preparation Program PREP Roles

School systems must also indicate EPP partner roles during the LASO Cycle 5 application. Clear role designation helps ensure timely communication, effective coordination, and successful implementation of PREP programs.

### PREP Educator Preparation Program Lead (EPP Role)

The PREP EPP Lead 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.

### PREP EPP ECOS Data Lead (EPP Role)

The PREP EPP ECOS Data Lead serves as the EPP's primary contact for ECOS data collection, entry, and verification activities. As a best practice, this individual should have access to educator workforce data and work closely with relevant EPP staff to ensure information is submitted accurately and on time, as ECOS submissions are used to calculate PREP Program Allotment funding. Because the primary ECOS reporting window occurs during the summer, EPPs should designate an individual who is available during that period.

### Secondary Points of Contact (EPP Role)

As part of the LASO Cycle 5 application, EPPs will identify a secondary point of contact for each role. Maintaining both primary and secondary contacts helps ensure continuity of communication, supports timely access to important PREP information and deadlines, and reduces disruptions when staffing or role assignments change.

## Funding via Foundation School Program

PREP Program Allotment funding is provided via foundation school program formulas and is available for every school system in the state. Each PREP Program includes a specific funding formula structure in statute and provides funding for up to a specific number of supported teacher candidates or employees per year per school system. For PREP Preservice Programs, the exact funding a school system would receive for an individual depends on whether the school at which the teacher works is rural and the level of socio-economic need at the school where the individual is placed. There are certain statutory requirements related to allotment spending. The chart below provides a high-level summary, but complete details will be provided in LASO Cycle 5 informational webinars, the PREP Guidebook, and the PREP Financial Planning Tool.

| PREP Program | Allotment generated per qualifying individual | Cap of individuals |
|--------------|-----------------------------------------------|--------------------|
|--------------|-----------------------------------------------|--------------------|

|                        |                      |                                           |
|------------------------|----------------------|-------------------------------------------|
| Grow Your Own          | \$8,000 - \$12,000   | 40                                        |
| Residency Preservice   | \$24,000 - \$39,500* | 40**                                      |
| Traditional Preservice | \$10,000 - \$21,500  | 80 total across Traditional & Alternative |
| Alternative Preservice | \$10,000 - \$21,500  | 80 total across Traditional & Alternative |
| Mentorship             | \$3,000***           | 40                                        |

*\*Ranges from \$24,000-39,500 per resident with possible multipliers for high needs/rural at the rate of \$3,000 per resident and an additional \$2,000 per SPED/Bilingual certification.*

*\*\* If the total number of residents exceeds 40, partnerships are eligible for funding of up to 80 additional residents at the traditional program funding level (\$10,000-\$21,500).*

*\*\*\*Allotment generated is per beginning teacher.*

## School System Eligibility

Throughout the program guidelines for PREP Grow Your Own Program, PREP Preservice Programs (Residency, Traditional, Alternative), and PREP Mentorship Program, the term “school system” is used to describe eligible applicants.

School systems, which include districts and charter schools as defined below, are eligible to apply for the PREP Program Allotment. Each school system may submit one application, for a total of five applications, to each of the following PREP Programs:

- Grow Your Own
- Residency Preservice
- Traditional Preservice
- Alternative Preservice
- Mentorship

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\*
- has a charter granted under TEC, §12.256, and Human Resources Code, §221.002\*\*; 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 districts in which the participating 1882 campuses are located. The SB 1882 OP must

have a written agreement with the partner district 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 Preservice Programs and PREP Grow Your Own Program. However, we have included charters granted under those provisions in the definition given they qualify for the PREP Mentorship Program.