

Informal Discretionary Competitive (IDC Grant)

LASO 2026-2027 (Cycle 5)

**Learning Acceleration Support
Opportunities**

**Preparing and Retaining Educators
Program (PREP) Allotment: Residency
Preservice Program Guidelines**

Authorized by House Bill 2 Texas Education Code (TEC)
§§21.902, 21.904, 48.157

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



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PREP Allotment: Residency Preservice Program Guidelines

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

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

Program Authority: HB2 Texas Education Code (TEC) §§21.902, 21.904, 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 Residency Preservice Program, which supports the preparation stage of the teacher pipeline. Guidelines for other PREP programs are available on the LASO 5 website.

PREP Residency Preservice Program Overview

The PREP Residency Preservice Program places paid teacher residents in classrooms led by experienced host teachers for a full academic year, allowing candidates to earn enhanced standard teaching certificates while gaining hands-on experience. This model strengthens instructional capacity, improves educator effectiveness, and increases student access to high-quality teaching. School systems participating in the PREP Residency Preservice Program must comply with statutory requirements outlined in Texas Education Code (TEC) §§21.902, 21.904, and 48.157, which outline residency program standards and requirements and funding provisions.

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 Residency 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 Cleaves, Deputy Director, EPP Technical Assistance

Additional Program Contact: Dr. Josh Jones, Director, EPP Field Support and Operations

Program Email: preppreservice@tea.texas.gov

Allotment Eligibility

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 See General and Fiscal Guidelines , Frequently Asked Questions
October 14, 2026 at 10:30 a.m. CT	Program Specific Webinar #1 Registration links found on the LASO website
October 20, 2026 at 1:30 p.m. CT	Program Specific Webinar #2

	Registration links found on the LASO website
November 1, 2026	FAQ question submission deadline
November 5, 2026 at 12:30 p.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
February 8, 2027	Anticipated award announcement

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, 21.904, 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 Residency Preservice Program supports the preparation component of that continuum. This program empowers school systems to play a central role in cultivating a pipeline of well-prepared, highly qualified teachers by embedding paid preservice teacher residency candidates directly into classrooms of highly qualified cooperating (host)* teachers. Through close collaboration with educator preparation programs (EPPs), participating school systems support teacher residents in earning an enhanced standard teaching certificate while gaining hands-on experience in school systems. By expanding the reach and effectiveness of residency models, the PREP Residency Preservice Program enhances instructional capacity and increases student access to skilled educators—ultimately advancing educational outcomes.

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

For the PREP Residency Preservice Program, the term “host teacher**” will be used in place of “**cooperating teacher**.” Host teachers must satisfy all qualifications and fulfill all responsibilities required of cooperating teachers under TAC §228.*

Eligible Applicants

School systems, which include school systems and charter schools as defined below, are eligible to apply for the PREP Residency 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*
- 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 Residency 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.

For PREP Residency Preservice specifically, eligible applicants are school systems that are partnered with an EPP approved by the State Board of Educator Certification (SBEC) to offer the [teacher residency route](#). School systems must have formal written partnership agreement(s) with the EPP(s).

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 §21.904 (PREP Residency Preservice Program)
- TEC §48.157 (PREP Allotment)
- TAC §153.1301 (PREP Definitions)
- TAC §153.1302 (General Provisions for PREP)
- TAC §153.1303 (PREP Residency Preservice Program).

***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.*

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

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

Allotment Funding

All school systems that meet eligibility requirements shall receive between \$24,000 and \$39,500 for each resident with a cap of up to 40 residents annually, with up to an additional 80 residents receiving funding at the PREP Preservice Traditional funding rate between \$10,000 and \$21,500. A base allotment and multiplier

rate is assigned to each school system based on the number of residents, the high needs and rural factor, and number of SPED and bilingual residents. This will determine the school year (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 funded per the funding formula and parameters in TEC §48.157 (PREP Allotment) and TEC §21.904 (PREP Residency Preservice).

Cost Share or Matching Requirement

Texas Education Code (TEC) §21.904 (PREP Residency Preservice Program) requires school systems to pay residents at least \$20,000 per school year. The allotment provides for, at a minimum, \$10,000 of the required compensation. School systems must plan to contribute up to \$10,000 per residency candidate to meet the compensation requirements.

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:

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 Residency Preservice program-related activities.
- Note:** *Please see 'Initiative Assurances' for more information. For some school systems, the program manager for the PREP Residency program may be the same person as the PREP Allotment Lead.
2. Contact information including name, email, phone, and title for an additional point of contact for all PREP Residency Preservice program-related activities.
 3. How many teacher residents do you anticipate participating during SY 27-28? (max: 120 candidates)
 4. Who are the EPP partner(s) that the school system plans to partner with for the SBEC-approved Residency Preservice route?

Please see the list of eligible EPPs here: [Texas Teacher Residency Preparation Route Educator Preparation Programs](#)

For submission of this application, at least one EPP partner for the PREP Residency 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 each of your EPP partner(s) sign an online Partnership Agreement Form agreeing to engage in the PREP Residency 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 resident host teachers via the Texas Mentorship Training (TMT).

Role	Role Definition	Texas Mentorship Training Requirements
Host Teacher	For the PREP Residency Preservice Program, statute defines a host teacher as a classroom teacher who is a school system employee; 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 (TEC §21.902).	Summer 2026, Fall 2026, Winter 2026-27 and Spring 2027 (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](#).

1. Please indicate the approved TMT Provider the school system has communicated with regarding training partnership for PREP Mentorship Program in school year 27-28.
2. Will you complete the online Partnership Agreement Form with your Texas Mentorship Training (TMT) provider? TEA will send out these forms after the LASO application submission.
3. School systems must self-report the estimated number of resident host teachers that would attend training for SY 2027-28.
4. How many host teachers do you estimate will attend the training? (Min: 1; Max: 120). [TAC 228.2, 228.91(f)]

Note: This should correlate to the anticipated number of residents the school system will have in SY 2027-28.

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 Residency Preservice Program:

9. Read and abide by TEC [§§21.901, 21.904 21.909, 48.157](#) (PREP Program Allotment).
10. Read and abide by TAC [§§153.1301, 153.1302, and 153.1303](#) (PREP Definitions, General Provisions, and Residency Preservice Program).
11. Read and abide by the guidelines in the PREP Guidebook, posted to the [PREP website](#).
12. Ensure all host teachers complete the Texas Mentorship Training as the agency-adopted mentorship training.
13. Have a written agreement with an EPP for PREP Residency Preservice program implementation for SY 2027-28.
 - a. The proposed partner EPP must be listed as an approved PREP residency provider in the allotment application. EPPs listed in the application must have 1) met previous SBEC approval to offer the residency route and 2) intend to meet the updated requirements for SY 2027-28. All EPPs that intend to offer the residency route must be approved by the SBEC by July 2027.
14. Appoint a PREP Residency Preservice Program Manager (PM) to engage in all required PREP Residency Preservice Program communications. This PM manages the residency 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:
 - b. Serve as the primary point of contact for implementation of a PREP Residency Preservice Program within the school system.
 - c. Coordinate implementation activities, partners, participants, and stakeholders for the PREP Residency Preservice program.
 - d. Monitor and manage PREP Residency Preservice specific deadlines, requirements, and deliverables.

- e. Collaborate with program partners, campuses, and internal stakeholders to support successful implementation of the PREP Residency Preservice Program.
 - f. Identify and address implementation challenges within the PREP Residency Preservice program.
 - g. Monitor program progress and identify opportunities to strengthen implementation and outcomes within the assigned PREP program.
15. 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 Residency Preservice 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.

PREP Residency Preservice Program Components

For the PREP Residency Preservice Program Allotment, school systems must partner with an EPP that has been approved by the SBEC to offer the Teacher Residency Preparation Route. This partnership will include shared governance, clear roles, and mutual accountability for candidate development and support as evidenced by a written agreement. This collaboration is to ensure residents receive high-quality, practice-based preparation. See the [Teacher Residencies in Texas](#) for more information about teacher residencies.

Resident placements are designed to embed the candidate in a school for the purpose of extensive practice under the supervision of a highly qualified and effective host teacher. Placements must occur in in-person, in PreK–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). The resident is required to be hired as an at-will employee of the school system. 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 and gates established by the EPP.

Overview of Funding

The PREP Residency Preservice Program includes 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**. School system applicants may apply to

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

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

1. **Provide residency candidates with \$20,000 minimum pay, with at least \$10,000 from the allotment:** The allotment directly funds \$10,000. Depending on the total per candidate allotment received, the school system may need to provide additional funding, up to \$10,000 per candidate, to meet the \$20,000 salary requirement.
2. **Provide the host teacher with a \$2,000 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 resident throughout preparation and first year of employment.

Residency Preservice Funding Timeline:

Funding Categories	Funding Received at the Onset of the Candidate's Preparation	Funding upon Candidate Completion of Certification	Funding upon Candidate Certification and Completion of First Year of Teaching
School System Funding: Minimum for Candidate Pay	\$10,000 full year residency <i>NOTE: Minimum pay for residents must be \$20,000. Dependent upon total allotment funding, the school system must contribute up to \$10,000 to fully fund the minimum payment.</i>	N/A	N/A
School System Funding: Minimum for Host Teacher Stipend	\$2,000	N/A	N/A
School System Funding: Discretionary (usable for EPP, candidate pay, cooperating support, or any admin purpose)	N/A	\$2,000 +\$0-\$12,000 as determined by the high needs and rural factor [48.157(c)] +\$2,000 for SPED or Bilingual [48.157(d)]	N/A

EPP Funding: candidate tuition offset, candidate coaching, and admin costs	N/A	N/A	\$10,000 +\$1,500 for candidate completion of reading and/or math academies delivered through EPP coursework
Total per candidate	\$12,000 to school system	\$,2000-\$16,000 to school system	\$10,000-\$11,500 to EPP

Total range of funding: **\$24,000-39,500 per candidate up to 40 candidates**

*A school system may fund up to an additional 80 resident candidates at the PREP Traditional Preservice Program rate of funding. Any residents funded at the PREP Traditional Preservice Program rate of funding will deduct from the number of PREP Traditional or PREP Alternative Preservice Program candidates the school system may host and receive funding. The funding rate for the PREP Traditional Preservice Program can be seen in the table below. Success-based funding for these additional residents will be based on the resident's campus placement and certification area, specifically the campus's high needs and rural factor [TEC §48.157(d)].

Partnership Program Funding Timeline:

Funding Categories	Funding Received at the Onset of the Candidate's Preparation	Funding upon Candidate Completion of Certification	Funding upon Candidate Certification and Completion of First Year of Teaching
School System Funding: Minimum for Candidate Pay	\$3,000 pre-clinical teaching experience	N/A	N/A
School System Funding: Minimum for Host Teacher Stipend	\$1,000	N/A	N/A
School System Funding: Discretionary (usable for EPP, candidate pay, cooperating support, or any admin purpose)	N/A	\$1,000 +\$0-\$8,000 as determined by the high needs and rural factor [48.157(c)] +\$2,000 for SPED or Bilingual [48.157(d)]	N/A
EPP Funding: candidate tuition offset,	N/A	N/A	\$5,000 +\$1,500 for candidate completion of reading and/or

candidate coaching, and admin costs			math academies delivered through EPP coursework
Total per candidate	\$4,000 to school system	\$1,000-\$11,000 to School System	\$5,000-6,500 to EPP

Total Range of Funding: **\$10,000-21,500 per candidate up to 80 candidates**

Performance and Evaluation Measures

The applicant agrees to collect and report data requested by TEA as required in TEC §21.909 and TAC §§153.1302 and 153.1303. For additional information, see the PREP Guidebook posted to the [PREP website](#).

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 §§21.904(c) and 48.157.
- A school system shall use money received to provide pay for teacher resident candidates in an amount of at least \$10,000 (TEC §21.904 (c)). In addition to the \$10,000 that must be funded out of the allotment, the school system must at minimum fund an additional \$10,000 to each candidate, either from the allotment or other local sources (TEC §21.904 (c)). Please see the [PREP Guidebook](#) for business office guidance and more information.
- A school system shall use money received to provide stipends for host teachers in an amount of at least \$2,000 (TEC §21.904 (c)).
- The remaining funds allotted to the school system or EPP shall be used in a discretionary manner to support the implementation of the residency program (ex: Texas Mentor Training, program implementation supports, EPP partner supports, host teacher stipend expansion, strategic staffing training, etc.). EPPs operated within an institution of higher education (IHE) must spend no less than 85% of the funds on the educator preparation program. Please review TAC §153.1303(g) for suggested allowable costs.