



PREP Preservice Alternative

October 15 & 22, 2026



Introductions



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Agenda

Overview of LASO Cycle 5
Application Process and Timeline

PREP Alternative Deep Dive

Next Steps

FYIs



Submit questions during the webinar using the Zoom Q&A



Webinar slides and recordings will be posted on the [LASO website](#) after all webinars have been completed



Email LASO@tea.texas.gov with follow-up questions

Overview of LASO 26-27 (Cycle 5)

LASO 26-27 (Cycle 5)



Learning Acceleration Support Opportunities (LASO) is a **single, consolidated application that combines grants, in-kind supports and services, and allotment opportunities**, bundled around a few key initiatives to accelerate academic gains.

~\$400M

In supports and services

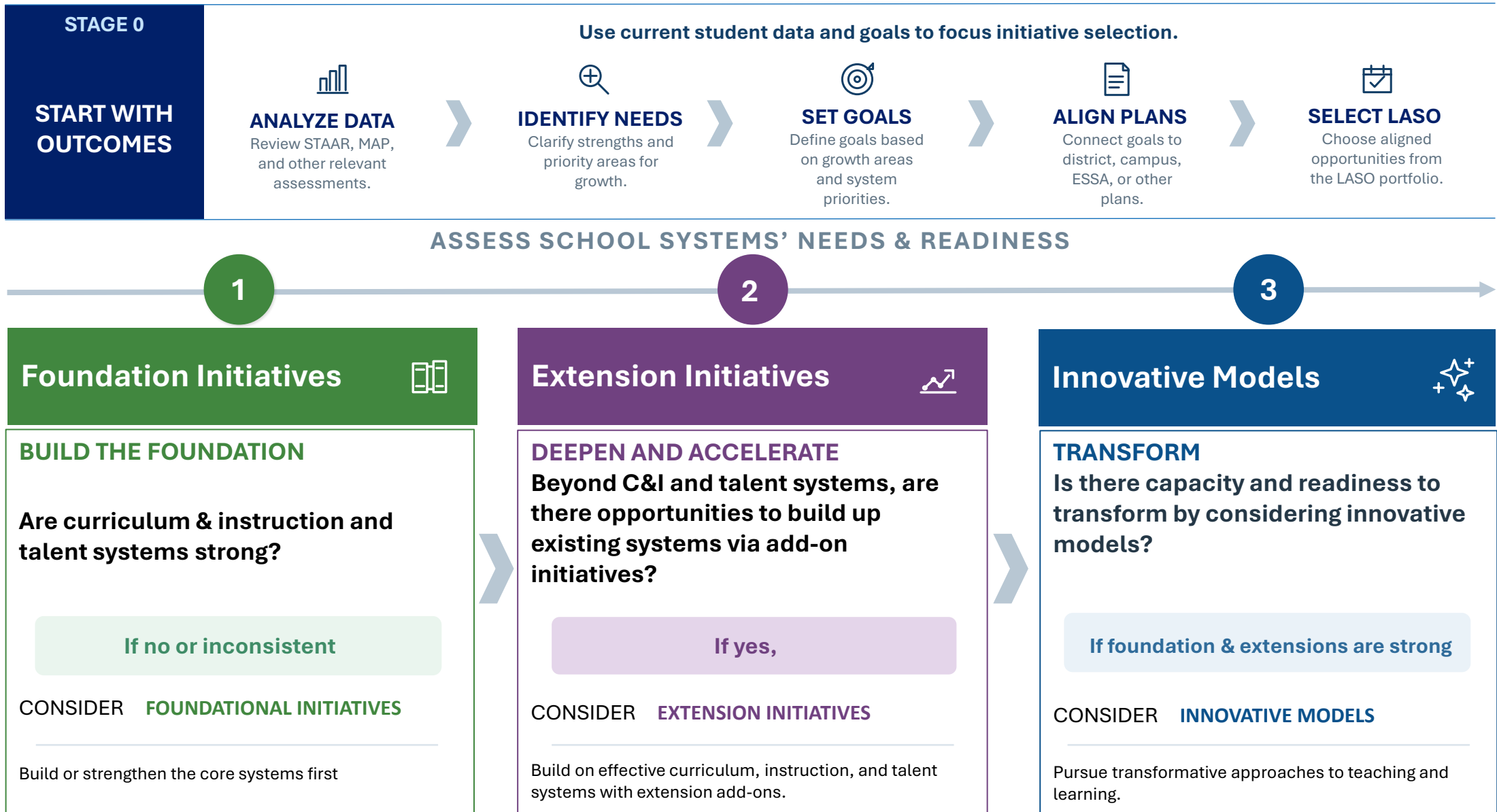
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TEA initiatives to support school
systems in achieving student
outcomes

1

Application to access direct
grants, in-kind supports, and
state allotments

Schema to Determine Best-Fit Initiatives



Select the Best-Fit Initiatives Based on Needs and Readiness

Initiative

Local Accountability System Planning Grant (LAS)

Leadership & Instructional Foundations for Texas (LIFT)

LIFT School Improvement Accelerator (LIFT SI A)

School Improvement C&I Support Grant (SICISG)

Blended Learning Grant (BLG)
2 Pathways: Coherent Systems, Strategic Operations

AP Computer Science Principles (APCSP)

Early Literacy Intervention Tool (ELIT)

Math Supplemental Curriculum for School Improvement (MSC for SI)

PREP Programs:
•PREP Grow Your Own (GYO)
•PREP Residency
•PREP Traditional
•PREP Alternative
•PREP Mentorship

Texas Strategic Staffing (TSS)

Strategic Compensation Cohort for Enhanced TIA (SCC for ETIA)

Additional Days School Year (ADSY) PEP Grant
2 pathways: Summer Learning, Full Year Redesign

School Action Fund (SAF)

Rural Pathway Excellence Partnership (R-PEP)

Early College High School (ECHS)

Pathways in Technology Early College High School (P-TECH)

Virtual and Hybrid Program Accelerator (VHPA)
2 Pathways: Program, Campus

FOUNDATION

Curriculum & Instruction + Talent

Leadership & Instructional
Foundations for Texas (LIFT)

PREP Programs: GYO,
Residency, Traditional,
Alternative, Mentorship

Texas Strategic Staffing (TSS)

Strategic Compensation Cohort
for Enhanced TIA (SCC for ETIA)

EXTENSION

Build, deepen, and accelerate

LIFT School Improvement
Accelerator (LIFT SI A)

School Improvement C&I
Support Grant (SI CISC)

Blended Learning Grant (BLG):
Coherent Systems + Strategic
Operations

AP Computer Science
Principles (AP CSP)

Early Literacy Intervention Tool
(ELIT)

Math Supplemental
Curriculum for School
Improvement (MSC for SI)

Additional Days School Year
PEP Grant (ADSY): Summer
Learning + Full Year Redesign

INNOVATIVE MODELS

Transform the learning model

Local Accountability System
Planning Grant (LAS)

School Action Fund (SAF)

Rural Pathway Excellence
Partnership (R-PEP)

Early College High School
(ECHS)

Pathways in Technology Early
College High School (P-TECH)

Virtual and Hybrid Program
Accelerator (VHPA): Program
+ Campus

Get Ready to Apply for LASO 5

APPLICATION OPENED

September 23, 2026

APPLICATION CLOSES

December 1, 2026 · 5 p.m. CT

- 1 Explore the offerings** Visit the [LASO 5 website](#) to review available initiatives.

Review Resources

Learn more about each grant and their coexistence:

2

[Best Fit
Guidance](#)

[Initiative
One-Pagers](#)

[Eligibility &
Prioritization](#)

[Master
Calendar](#)

- 3 Align with your teams** Share information with school system teams to identify needs and best-fit initiatives.

Multi Year Funding Deep Dive for PREP



Total Allotment Range: Varies based on number of allotments received

1

Year 1* · LASO 26-27

Apply for LASO 26-27 (Cycle 5)

Application opens September 23, 2026

Annual allotment ranges

PREP Grow Your Own: \$8K-\$480K

PREP Residency: \$24K-\$1.6M

PREP Traditional: \$10K-\$1.75M

PREP Alternative: \$10K-\$1.75M

PREP Mentorship: \$3K-\$120K

- ✓ **Once approved, TEA calculates the allotment using the statutorily-based funding formula.**
- ✓ **The amount a school system generates may vary year-to-year based on the number of school system employees generating the allotment.**

**Once approved for one of the five PREP programs, a school system will not need to re-apply annually and participation is subject to the annual and three-year reviews specified Texas Administrative Code, section 153.1302.*

Contact Information: prep@tea.texas.gov

Webpage link: [LASO 5 Website](#) and [PREP Webpage](#)

Grants vs. Allotment

LASO Grants

School systems are selected for funding **based on a set of priority points or tiers.**

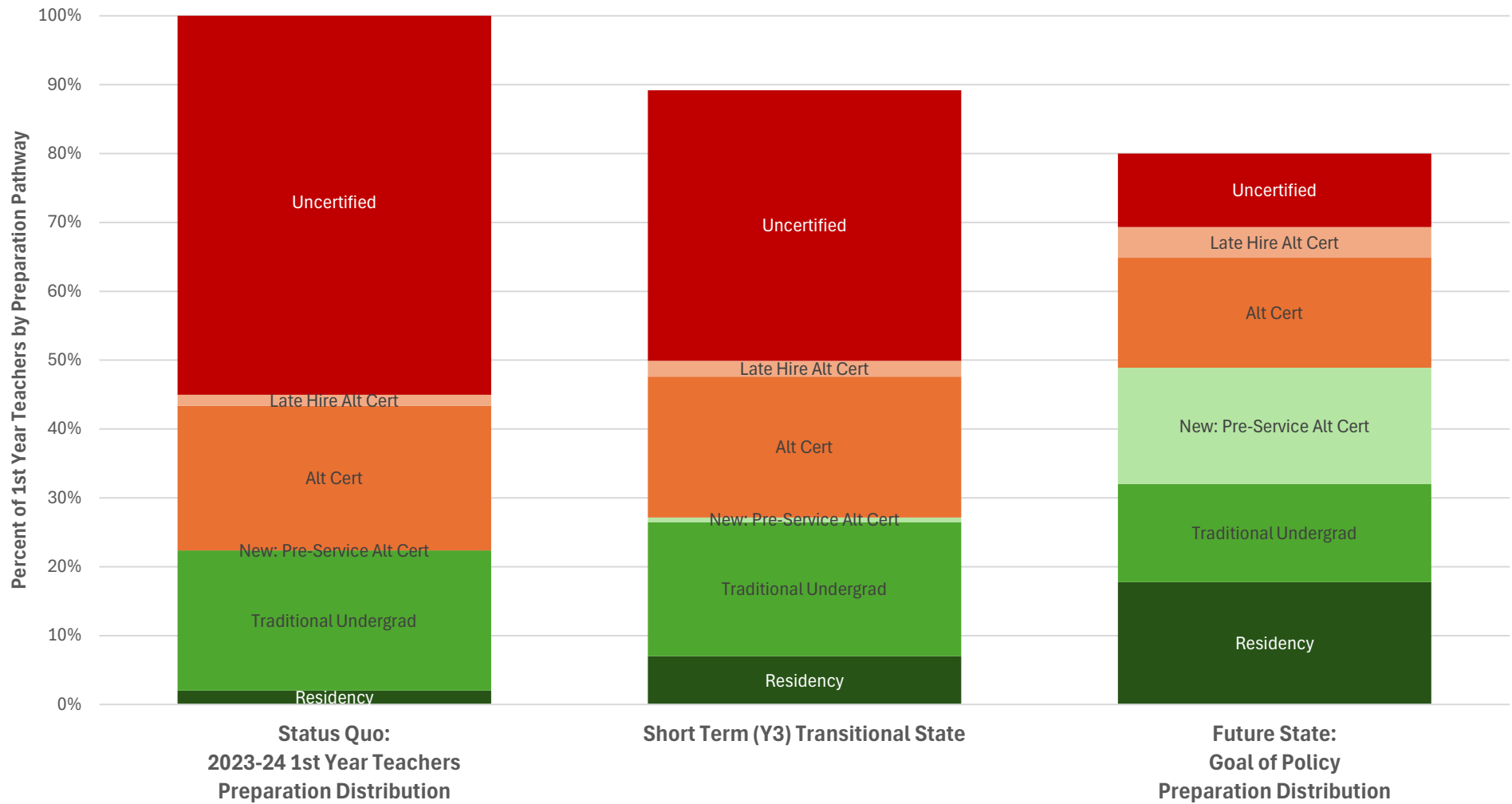
VS

LASO PREP Program Allotment

All school systems are **selected** for funding that **meet eligibility criteria** and **commit to statutorily-based requirements.**

- The PREP Program Allotment is a **non-competitive entitlement**. In other words, all applicants that meet eligibility criteria and commit to the program requirements will be funded.
- School systems may apply for PREP Program Allotment funding through the LASO Cycle 5 process.
- 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
 - Submitted to TEA a written agreement for GYO or Residency (not applicable for Mentorship)

A Future New Hire Workforce



With improved preparation over time, early career turnover should decline, so fewer 1st year teachers will be needed each year

State funding will now be provided for high-quality preparation so far more teacher candidates will be trained before they begin teaching

~30,000 1st year teachers were hired in Texas in 2023-24

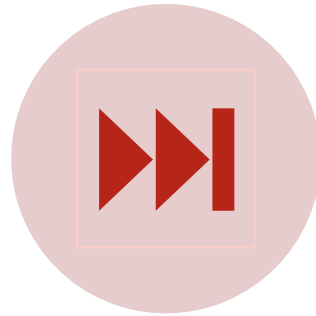
PREP Allotment Overview

PREP Program Allotment Reach



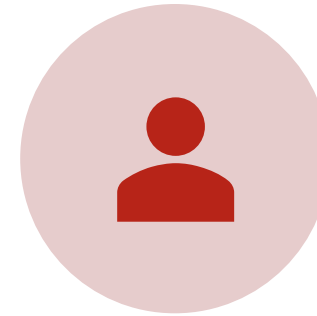
\$400M+ Annually

A statewide investment in teacher recruitment, preparation & certification, and mentoring—at scale.



Reliable Funding Streams

Establishes consistent entitlements for districts and Educator Preparation Programs (EPPs).



Support for 200+ Educators per LEA

Funding for aspiring teachers and mentors every year.



Reaching 5.5M+ Students

Potential to transform learning across 1,200+ Texas districts

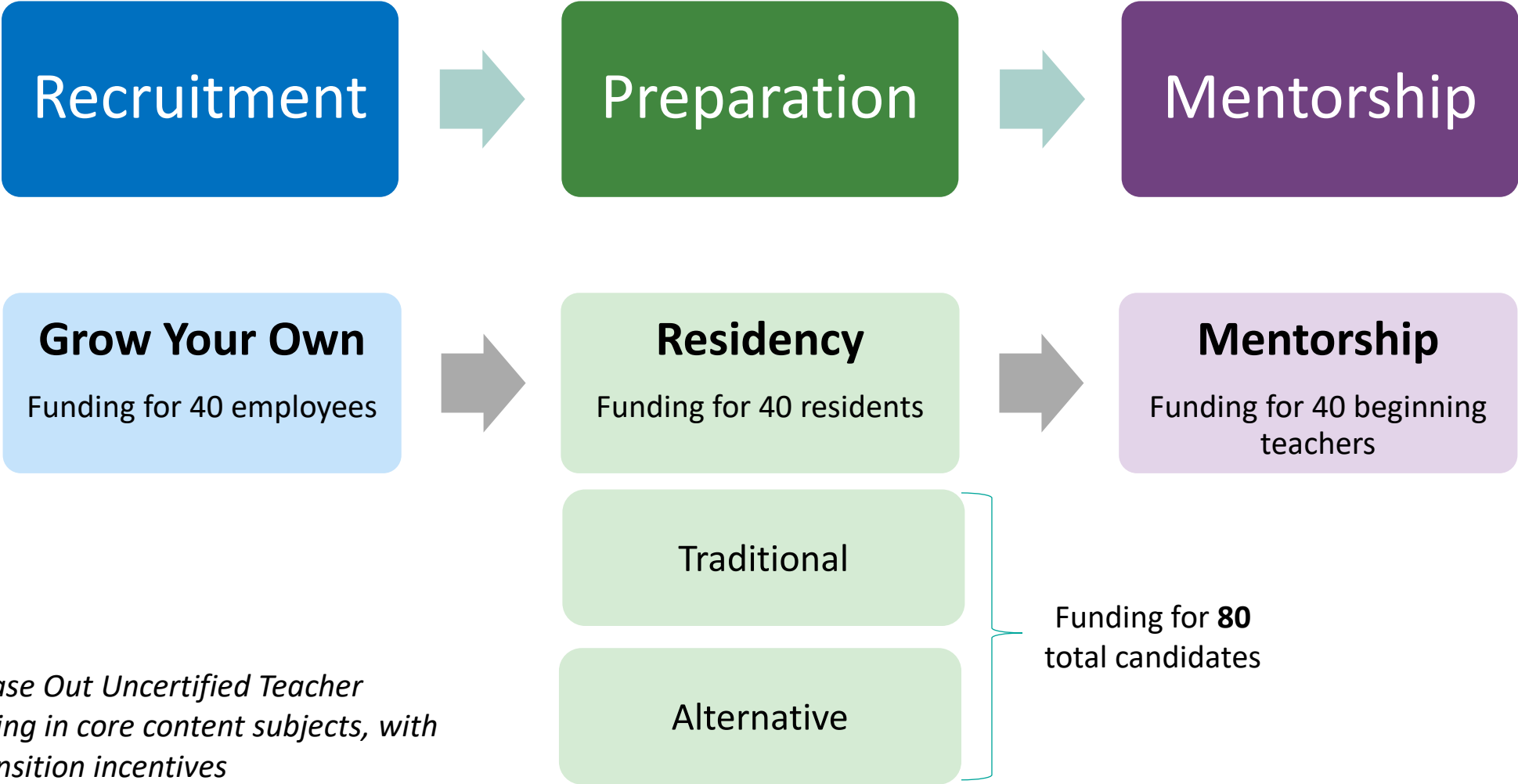
The Preparing and Retaining Educators through Partnership (PREP) Program Allotment aims to strengthen the quality of teacher **recruitment, preparation, and mentorship** leading to increased educator effectiveness and retention.

The PREP Program Allotment provides funding for various partnerships, and school systems may apply for funding for the following programs through LASO Cycle 5.

- PREP **Grow Your Own** Program
- PREP **Residency** Preservice Program
- PREP **Traditional** Preservice Program
- PREP **Alternative** Preservice Program
- PREP **Mentorship** Program

Through LASO 5, school systems may also apply for **Texas Strategic Staffing for Residencies Grant** to support implementation and reach of the PREP Program Allotment.

PREP Program Allotment Overview



PREP Preservice Alternative Deep Dive

Preservice Alternative Program Components

Preservice Alternative Program



Practice-based preparation in a classroom: Embed the teacher candidate within the school, providing for extensive practice under the supervision of an effective **cooperating** teacher in a well-structured, **clinical preservice practice experience**, with options ranging from a summer intensive to a year-long periodic practice engagement.



State developed content: Ensure high-quality training content, including Reading and Math Academies, Bluebonnet Learning and other classroom management content (from trained/certified facilitators). Reading and Math Academies must be partially completed before the candidate begins as a teacher of record.



Formal partnerships (with written agreement): LEA and EPP create partnerships to ensure alignment of LEA needs and vision for instruction, HQIM content, and EPP content and training.



Success and need-based funding: PREP Allotment funding is split between the EPP and LEA, compensates candidates during pre-service practice, and increases for high need areas. Funding is tied to the success of the candidate and flows to the LEA when the candidate earns Standard certification. The first half of funding flows to the EPP when the candidate earns an Intern with Preservice certificate and the second half only when they earn a Standard certificate.

Preservice Alternative Program Components

Preservice Alternative Program



**Practice-based
preparation in a
classroom**



**State Developed
Content**



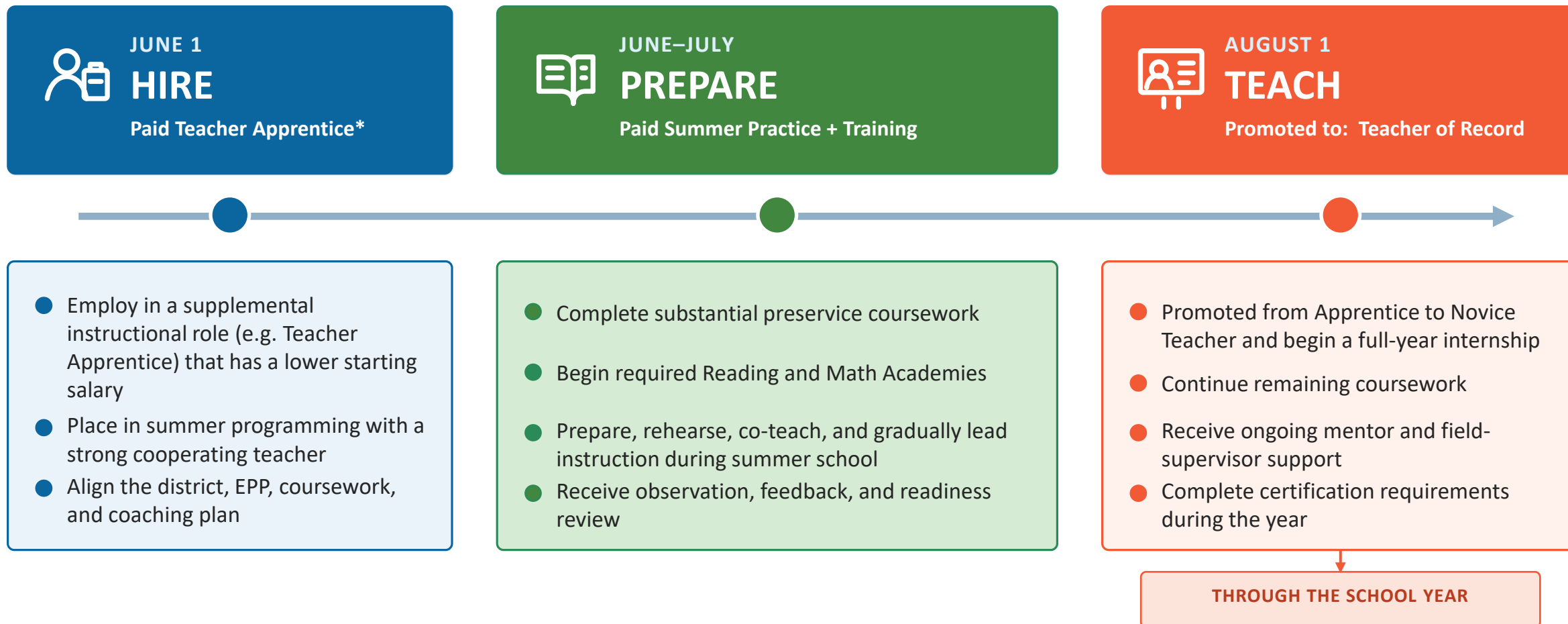
**Formal Partnerships
(written agreements)**



**Success and need-
based funding**

Example: A Summer Runway Into Teaching

One way a district could implement the Preservice Alternative Certification route



Instead of hiring an unprepared teacher in August, hire a future teacher in June and use the summer to prepare the person for the classroom.

* "Teacher Apprentice" is an illustrative local role label; the district and EPP determine the employment structure.

Pre-Internship Clinical Practice Components



120 total hours of pre-internship clinical practice must ensure **coherence**
for candidate learning:

Required Experiences:

- **Minimum hours:** 70 hours (~60%)
- Co-teaching with cooperating teacher with gradual release to lead instruction:
 - The candidate must lead teach for 15 hours at minimum, 8 consecutive lessons, 3 full lesson cycles
- Instructional preparation activities (ex. lesson internalization, rehearsals)

Additional Priority Experiences:

- Opportunities may include: tutoring, leading classroom routines, special education intervention, parent conferences and key student support meetings
- Additional time spent in required co-teaching and lesson preparation activities

Pre-Internship Clinical Practice Components



Time	Sample Daily Agenda
8:00-8:45	Breakfast bunch- high impact tutoring
8:45-8:53	Support school-wide hallway transitions + transition to classroom
8:53-9:53	Co-teach with mentor teacher (one teach, one assist)
9:53-10:53	Lead teach (mentor observe or assist)
10:53-11:00	Lead students to lunch
11:00-11:30	Debrief lesson with mentor + reflections, lunch
11:30-12:00	Supervise lunch/recess + lead class to classroom
12:00-1:00	Additional experience block: observe meeting to design a behavioral supports plan
1:05-1:55	Participate in grade level PLC - instructional preparation
1:55-2:55	Lesson preparation clinic (Field supervisor over zoom)
2:55-4:00	Coached rehearsal (field supervisor supports over zoom)

Key

Required (5.5 hours): instructional cycle (prepare, teach, debrief)

Additional Priority Experiences (2.5 hours): addresses needs of school environment by supporting high impact tutoring, supporting with school-wide routines and transitions.

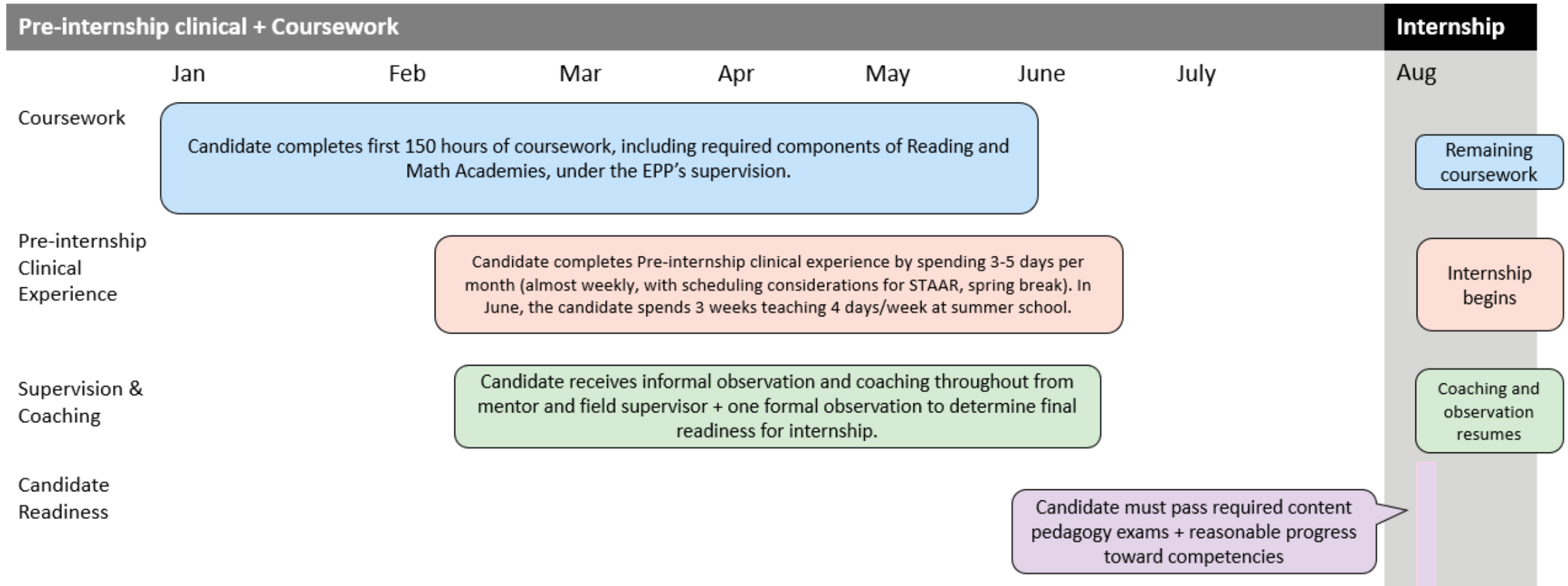
Note- this is one example. Priority activities could vary based on campus and candidate needs

Pre-Internship Clinical Practice: Summer School Model

Pre-internship clinical + Coursework									Internship
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	
Coursework	Candidate completes first 150 hours of coursework, including required components of Reading and Math Academies, under the EPP’s supervision.								Remaining coursework
Pre-internship Clinical Experience	Candidate completes Pre-internship clinical experience by spending weeks 2-3 engaging in lesson preparation and rehearsal and by spending 4 weeks (weeks 4-7) teaching 4 days/week at summer school with additional lesson preparation and rehearsal.								Internship begins
Supervision & Coaching	Candidate receives informal observation and coaching throughout from mentor and field supervisor + one formal observation to determine final readiness for internship.								Coaching and observation resumes
Candidate Readiness	Candidate must pass required content pedagogy exams + reasonable progress toward competencies								

During the Pre-Internship clinical practice, each candidate is required to receive three informal observations across the span of the Preservice Internship period. Each candidate is also required to receive one formal observation, recommended to occur at the end of the pre-internship clinical period; this formal observation will inform the candidate moving forward to the internship.

Pre-Internship Clinical Practice: Spring Start Model



During the Pre-Internship clinical practice, each candidate is required to receive three informal observations across the span of the Preservice Internship period. Each candidate is also required to receive one formal observation, recommended to occur at the end of the pre-internship clinical period; this formal observation will inform the candidate moving forward to the internship.

Connecting the PREP GYO Program and the Alternative Preservice Program



- The SBEC's rules pertaining to the Pre-service Alternative Route allow for completion of the PREP GYO Program to **replace the preservice clinical practice experience** required for the candidate to attain the intern with preservice certificate.
- GYO program completers may transition from their GYO pathway to the intern with preservice certificate and complete all certification requirements.

GYO requirements

Complete bachelor's degree and enroll in an educator preparation program (EPP)

Internship (P Alt)

Complete internship on an intern with preservice certificate



Overview of Key Requirements

Topic	Key Points
Pre-Internship Clinical Requirements	•120 hours •70 hours prioritize co-teaching and lesson preparation
Lead teaching requirements	Minimum of 15 hours; at least 8 total lessons, at least 3 consecutive lessons
Preservice coursework requirements	Preservice alternative candidates would be exempt from the 50 field-based experience hours
Flexibility with pre-internship placement	•Pre-internship classroom placement can differ from certification area; program should place in most closely aligned area and include a transition support plan •Pre-internship district can differ from internship district; program is responsible for ensuring internship district receives all pertinent information on candidate progress
Preservice competencies	Preservice competencies in 228.41 were updated and further refined for alignment to Chapter 235 standards and prioritization of important skills. Used as a component for readiness for Intern with Preservice certificate.
Mentor Training	TMT Required for Cooperating Teachers assigned during pre-internship and Intern Mentor Teachers assigned during internship.

Preservice Alternative Program Components

Preservice Alternative Program



**Practice-based preparation
in a classroom**



**Formal Partnerships
(written agreements)**

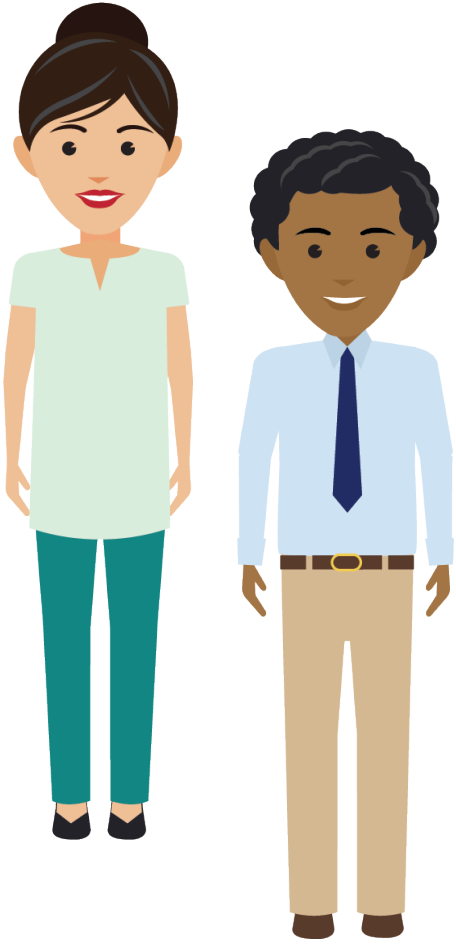


**State Developed
Content**



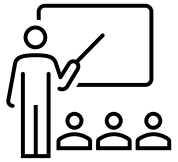
**Success and need-
based funding**

Aligning EPP Content with Chapter 235 Standards



Newly certified teachers will enter the profession prepared to effectively:

- Use district-selected high-quality instructional materials.
- Apply knowledge of cognitive science to plan, deliver, and assess instruction.
- Prepare and implement research-based instructional practices to educate all students.
- Apply best, research-based, content-specific pedagogy in RLA and Math



Support the implementation of the Chapter 235 Classroom Teacher Pedagogy Standards



Align to best practices used by district partners



Meet multiple statutory requirements

PREP Supports Implementation with Standards-aligned Content for EPPs



Science of Learning Foundations

Science of how people learn, effective use of HQIM, and research-based instructional practices.

Aligned to Ch. 235
Standards b(1), b(2), b(3),
b(4), b(6) c(1), c(2), c(3),
c(4)



Reading Academies*

How early literacy develops and evidence-based literacy practices.

*Will include option for biliteracy pathway

Aligned to Ch. 235 Standards
d(1), d(2), and d (4)



Math Academies

How mathematical concepts develop and evidence-based math instructional practices.

Aligned to Ch. 235
Standards d(1), d(2), and
d(3)



Science of Learning
embedded



Practice
opportunities &
examples use **High-
Quality Instructional
Materials**



See it, name it, do it
structure throughout

Consistent instructional model where candidates have deep practice.

Science of Learning Instructional Practices

Activate Learning Mindset

Activates a learning mindset by intentionally connecting new content to prior knowledge.

Manage the Load

Cognitive Load Theory highlights that students have limited processing capacity in their working memory.

Build Metal Connections

Elaboration and multiple modes of representation deepen learning by connecting new ideas to schema for retention and deep thinking.

Retrieval Practice & Mixed Retrieval Opportunities

Have students retrieve previously learned information from long-term memory, spaced over time, and interleaved with related concepts.



Recalling the Pre-Test

How did answering the pre-test shape what you noticed, anticipated, or felt more confident about during the lesson?

Pre-Test

Let's activate our prior knowledge! Read each statement and make your best prediction as to whether it is true or false, even if you're unsure.

- Teachers should always activate prior knowledge, even when students have little or no relevant background knowledge.
- Schemas are mental structures that do not change once they are formed.
- Activating prior knowledge supports learning because new information is more easily encoded when it connects to existing schemas.
- Providing students with complete explanations reduces the need to build mental connections through generative learning activities.
- Memory is not a single system. It includes multiple systems that serve different functions.

Richland, Kornell, and Kao 2009
Pan and Sana 2020

Practice with High-Quality Instructional Materials



Teacher Candidate Practice: Small Group Analysis Task



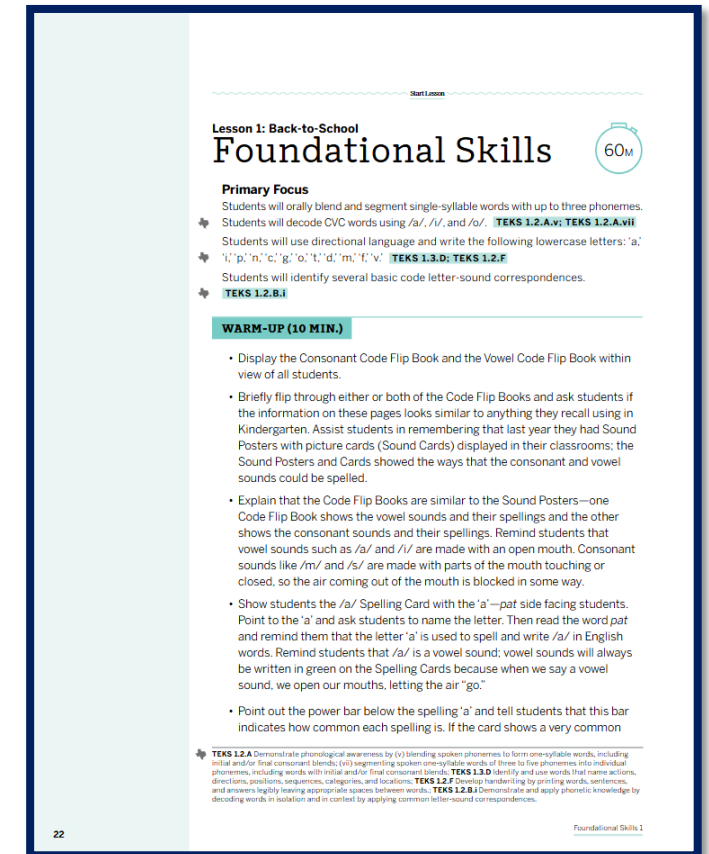
Choose from 2–3 pre-selected Bluebonnet lessons across a unit or module to internalize the opening to prepare to redeliver that section to your classmates.

Materials:

- Pre-selected lessons
 - Intro lesson and later lessons provided for you to choose from.

1. **Read** the lesson opening.
2. **Identify** where schema is being activated.
3. **Identify** any mindset-supportive language (tone, phrasing).
4. **Compare** the intro lesson vs later lesson openings.

**Use this same routine for every lesson you analyze*



See it, Name it, Do it with HQIM in Every Module



Practicing Effective Teacher Moves



See it

See a model of these moves from your instructor, during which you will actively note the moves they are making and why they are making them.



Name it

Analyze a lesson from HQIM to see how these moves are embedded, and note why they are making those moves

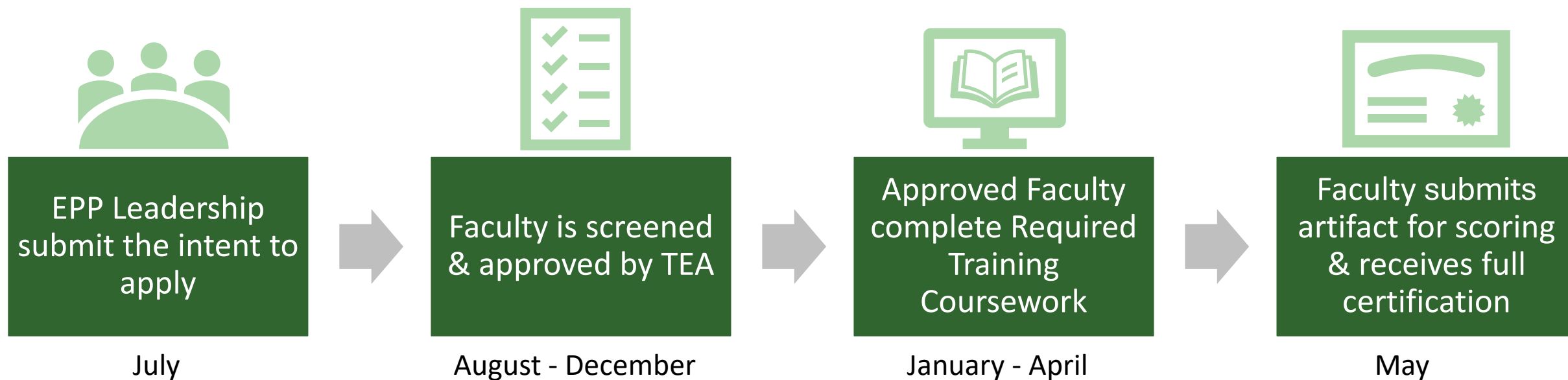


Do it

Deliver a portion of the lesson you analyzed, practicing those same moves.

Makes Teacher Moves Visible

Faculty Certification Process



Important: EPPs must have TEA-certified faculty to deliver required PREP coursework.

Certification is a prerequisite for PREP route approval and implementation.

Reminder – PREP Training Content Requirements for EPPs



- Faculty training and certification will take place between January 2027-May 2027.
- Faculty Training and certification to deliver PREP training content is required for EPPs to be **approved to partner with districts in 2027-2028.**

Preservice Alternative Program Components

Preservice Alternative Program



**Practice-based preparation
in a classroom**



**State Developed
Content**



**Formal Partnerships
(written agreements)**



**Success and need-
based funding**

Preparation

PREP Preservice
Residency
Program

PREP Preservice
Traditional
Program

PREP Preservice
Alternative
Program



The State Board of Educator Certification (**SBEC**) must **approve educator preparation programs** for PREP Program Allotment partnership eligibility.

These EPPs have submitted a letter of intent to apply for PREP preservice approval but are ***still subject to SBEC approval*** (anticipated in summer 2027), which may provide some risk to school systems and EPPs regarding 2027-2028 implementation.

PREP Preservice Alternative Program Partners:

Eligible School System

+

EPP with a SBEC Approved
Texas Teacher Preservice
Alternative Preparation Route

Preservice Alternative Partnership must:

- Have an established **written agreement** between partners that includes shared governance, clear roles, and mutual accountability for candidate development and support as evidenced by a written agreement.
- Meet **requirements outlined in TAC** for teacher preparation and PREP allotment, including shared governance requirements.
- Ensure cooperating teachers and mentor teachers complete the required **Texas Mentorship Training in 2027-2028**.

Components for Partnership Agreements

- Recruitment needs for the school system
- Program governance structures
- Intern supports (school system and EPP responsibilities)
- Cooperating/mentor teacher supports (school system and EPP responsibilities)
- Financial obligations and adherence

Call to Action: EPPs + School Systems

EPP CALL TO ACTION

Own readiness, design, and partner enablement

- 1 Assess internal capacity.** Confirm the people, expertise, and systems needed to develop and implement the new route.
- 2 Recruit right-fit partners.** Prioritize school systems whose staffing needs align with program strengths and capacity.
- 3 Co-design the pathway.** Define the model, responsibilities, decision rights, and partnership expectations together.
- 4 Mobilize now.** Connect early and provide the inputs and support partners need for the LASO 5 application.

SCHOOL SYSTEM CALL TO ACTION

Own local demand, partnership, and application

- 1 Define local demand.** Identify 2027–28 vacancies, high-need fields, and the candidate pipeline to prepare.
- 2 Select the right EPP.** Engage eligible partners now and choose the best fit for local context and needs.
- 3 Co-design implementation.** Align the timeline, clinical practice, coursework, coaching, supports, and roles.
- 4 Lead the LASO 5 application.** Submit by Dec. 1, 2026, at 5:00 p.m. CT, with needed inputs from the EPP.

START NOW • Form the partnership before the LASO 5 application deadline.

Training Timeline Overview

WORKSTREAM	2026–2027 AY	2027–2028 AY	2028–2029 AY
PREP route approval	July 2027 Approval for 2027–28 SY	July 2028 Approval for 2028–29 SY	Full approvals begin via continuing approval
EPP content	Aug–Nov: General and Reading Academies screeners Dec: Leadership training begins Jan–July 2027: Faculty/staff pursuing PREP complete training and plan initial content integration	P-ALT and PREP Traditional implementation Residency pilot	All PREP routes implement training content for all candidates in required certification areas
PREP route implementation	NA	All approved programs eligible to implement for one year	All approved programs eligible to implement through full approval or while ongoing eligibility is met

Funding Mechanisms

Preservice Alternative Program Components

Preservice Alternative Program



**Practice-based preparation
in a classroom**



**Formal Partnerships
(written agreements)**



**State Developed
Content**



**Success and need-
based funding**

PREP Preservice Alternative Partnership Funding Snapshot



80 Candidates per
year split across
Traditional and
Preservice
Alternative
Programs



Pre-Internship
School System



Candidate



Cooperating
Teacher



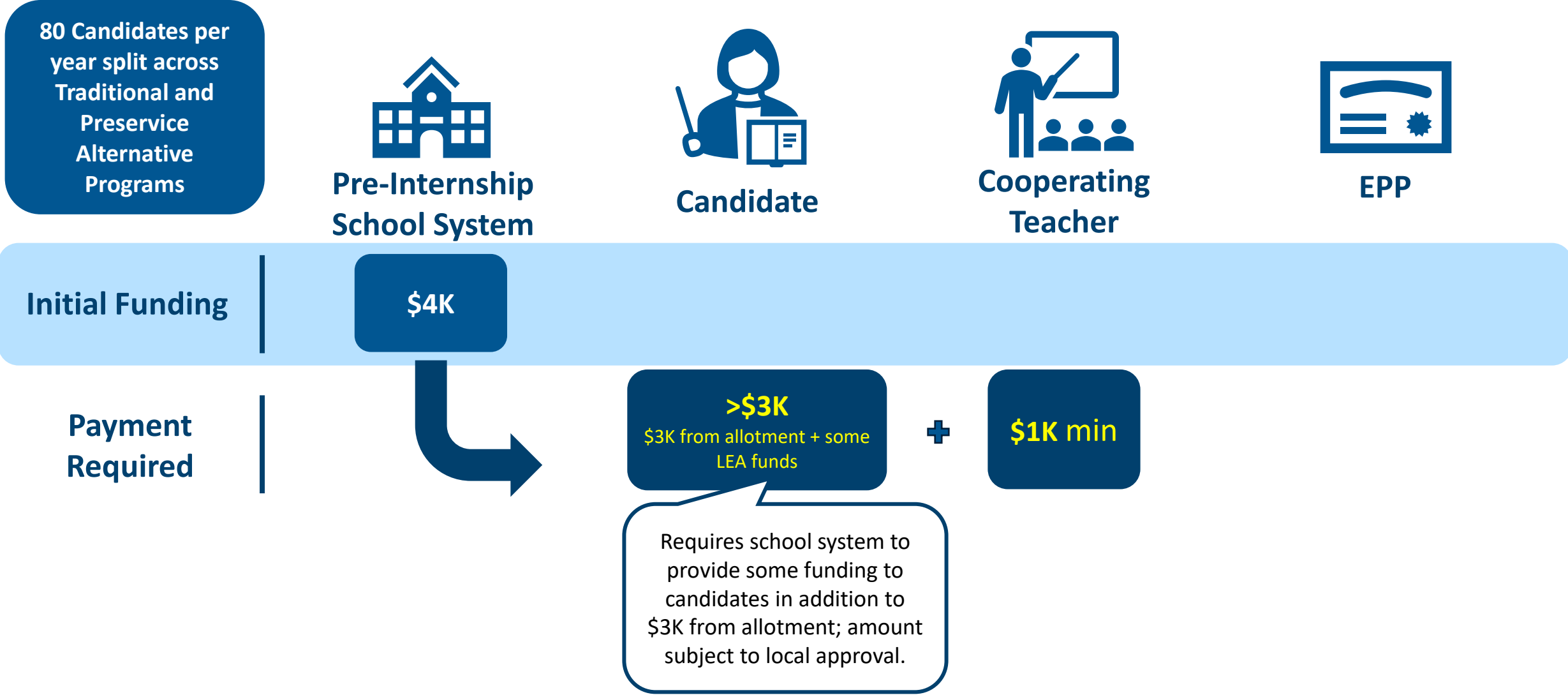
EPP

Initial Funding

\$4K

Funding flows via FSP
directly to school system
based on annual
projections

PREP Preservice Alternative Partnership Funding Snapshot



PREP Preservice Alternative Partnership Funding Snapshot



80 Candidates per
year split across
Traditional and
Preservice
Alternative
Programs



Pre-Internship
School System



Candidate



Cooperating
Teacher



EPP

Initial Funding

\$4K

Payment
Required

>\$3K

\$3K from allotment + some
LEA funds



\$1K min

*Note: This is an
update from the
Program Guidelines*

Success Based
Funding

Up to \$11K

\$1K base
+Rural/High: \$0K - \$8K
+\$2K sped or bilingual

Funding flows via FSP when candidate earns the **intern with
preservice experience certificate.**

Funding must be spent on program implementation.

PREP Preservice Alternative Partnership Funding Snapshot



80 Candidates per
year split across
Traditional and
Preservice
Alternative
Programs



Pre-Internship
School System



Candidate



Cooperating
Teacher



EPP

Initial Funding

\$4K

Payment
Required

>\$3K

\$3K from allotment + some
LEA funds



\$1K min

Success Based
Funding

Up to \$11K

\$1K base
+Rural/High: \$0K - \$8K
+\$2K sped or bilingual

Success-based funding formula per Preservice Alternative candidate:

\$1K base



(\$2K x
[High-Needs/Rural
Factor – 0-4])



\$2K
SPED/Bil only

Funding flows to school system when
resident earns intern with preservice
experience cert

PREP Preservice Alternative Partnership Funding Snapshot



80 Candidates per
year split across
Traditional and
Preservice
Alternative
Programs



Pre-Internship
School System



Candidate



Cooperating
Teacher



EPP

Initial Funding

\$4K

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\$3K from allotment + some
LEA funds



\$1K min

Success Based
Funding

Up to \$11K

\$1K base
+Rural/High: \$0K - \$8K
+\$2K sped or bilingual

Additional \$1.5K for Reading/Math Academies
Flows from School System to EPP via Early Education
Allotment

Up to \$6.5K

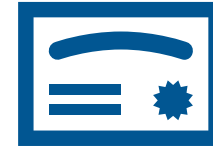
\$5K base
+\$1.5K for read/math academies

First half of funding flows directly to EPP for
candidate earns **Intern with Preservice
Experience cert** and second half flows after
candidate earns **Standard cert**

EPP funding for candidate completion of The Reading and Math Academies (Statutory Requirement)



Pre-Internship School System



EPP

Success Based
Funding

Receives additional \$1500 for
Reading/Math Academies (flows from
school system to EPP via Early
Education Allotment)



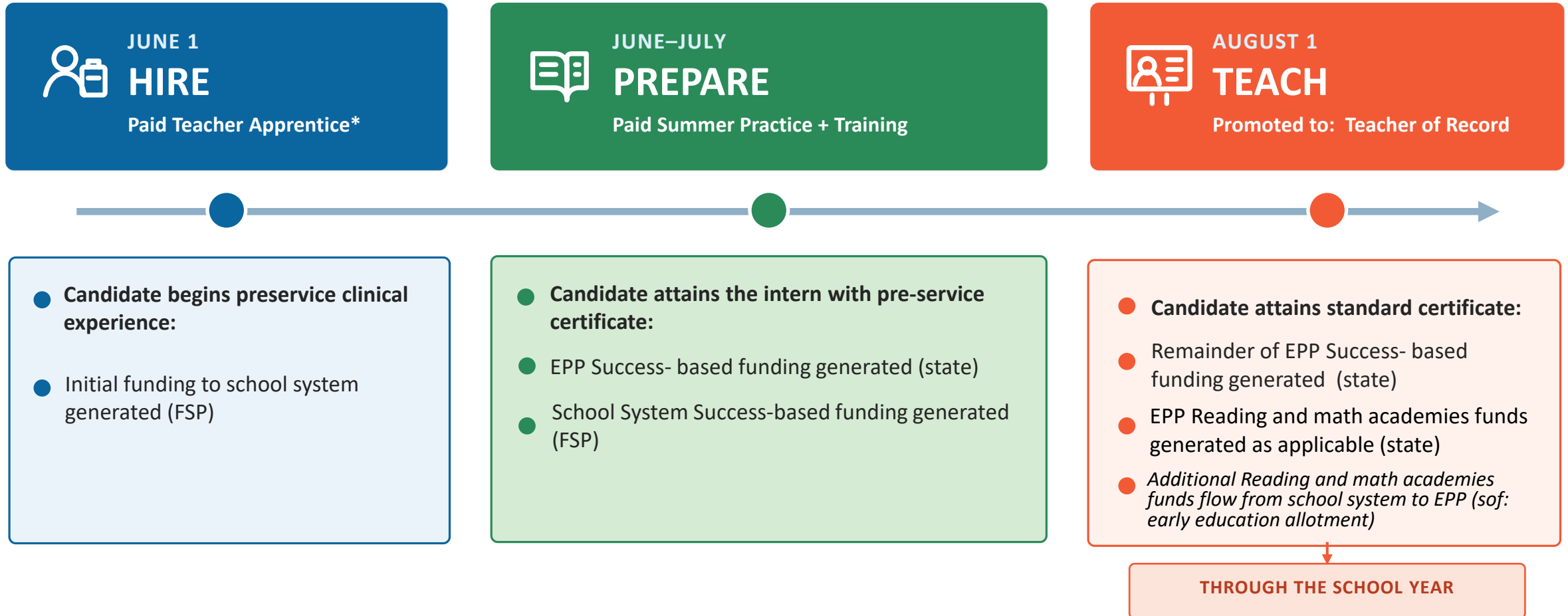
\$1500

Receives \$1500 for Reading/Math
Academies from the state

The School System is responsible for setting up a local agreement to pay the EPP the additional \$1,500 once the candidate has attained standard certification (and, thereby, completed all required Academies training).

Summary of Relevant Funding for the Alternative Preservice Program

When is funding generated for each PREP Alternative Preservice Partner?



PREP Preservice Alternative Partnership Scenario

Scenario: Teacher candidate engages in pre-service in **school system A** and completes internship in **school system B**.



Pre-Internship School System (A)



Internship School System (B)

**Mentoring Educator
Requirements**

Pre-service placement with Cooperating
Teacher (TMT required)

Internship (teacher of record) with Mentor
(TMT required)

**PREP Placement
Requirements**

PREP Approved School System*

PREP Approved School System*

**Candidate
Preparation in each
setting**

Candidate completes preservice clinical and
related coursework (including academies)

Candidate completes 1 yr internship and
finishes coursework (including academies)

**Initial & Success
Based Funding**

Generated to school system A once the candidate
attains the intern with preservice certificate

None

* Requires approved LASO application and partnership agreement

Business Office Guidance

Mandated and Discretionary Spending



Grow Your Own

MANDATED

- Program implementation and participant tuition and fees

DISCRETIONARY (REMAINING FUNDS)

- High school Education and Training program
- Tuition for aspiring teachers
- Wrap-around and transition supports
- Strategic staffing training
- Employee preparation costs
- Local salaries for program implementation

TAC §153.1304(f)

Residency Preservice

MANDATED

- Resident pay: at least \$20,000, with \$10,000 from the allotment
- Host teacher stipend: at least \$2,000 per resident

DISCRETIONARY (REMAINING FUNDS)

- Texas Mentorship Training costs*
- Program implementation supports
- EPP partner supports
- Host teacher stipend expansion
- Strategic staffing training

TEC §21.904; TAC §153.1303(g)

Traditional and Alternative Preservice

MANDATED

- Teacher candidate pay: at least \$3,000 from the allotment
- Cooperating teacher stipend: at least \$1,000

DISCRETIONARY (REMAINING FUNDS)

- Additional teacher candidate pay above the \$3,000 minimum
- PREP rule amendments are anticipated in 2026-27

TEC §21.903(c)-(d); TEC §21.905(c)-(d)

Mentorship

MANDATED

- Mentor stipend: at least \$1,000 per beginning teacher, annually

DISCRETIONARY (REMAINING FUNDS)

- Texas Mentorship Training costs*
- Release time for mentoring activities
- Strategic staffing training
- Staff overseeing mentorship training requirements

TAC §153.1305(d)

**All host, cooperating, and mentor teachers must participate in Texas Mentorship Training*

Supplemental Funding for Alternative



While prior guidance restricted the use of federal funds, recent federal guidance provided to the state indicates that federal funds may directly satisfy state-required PREP expenditures such as the additional funding above the \$3,000.

Eligibility

- The PREP Preservice Alternative Program is NOT a grant; it is a *non-competitive entitlement*.
 - The PREP Program Allotment is NOT a competitive grant.
 - In other words, all applicants that meet eligibility criteria and commit to the program requirements will be funded.
 - Additionally, because the PREP Program Allotment is not a grant, it does not require recipients to complete a NOGA.
 - Recipients will be required to meet all program requirements (which will be discussed later in this webinar).

Eligibility Criteria: School Systems



School systems, which includes **districts and charter schools** as defined below, are eligible to apply to each of the PREP Programs. Each eligible applicant is subject to PREP Program Allotment statutorily-based funding caps described in each of the program's guidelines.

For the purposes of the PREP Program Allotment, a charter school is defined as a Texas public school that:

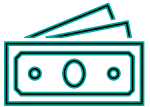
- is operated by a charter holder under an open-enrollment charter granted either by the State Board of Education or commissioner of education pursuant to Texas Education Code (TEC), §12.101, identified with its own county district number;
- has a charter granted under TEC, Chapter 12, Subchapter C*;
- has a charter granted under TEC, §29.259 and Human Resources Code, §221.002*; or
- has a charter granted under TEC, §11.157(b).

**Reference the following two slides for eligibility specifics for SB 1882 Operating Partners and Adult Charter Schools.*

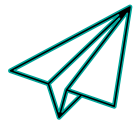
Eligibility Criteria: SB 1882 Operating Partners



Senate Bill 1882 Operating Partners that have a charter granted under TEC, Chapter 12, Subchapter C are eligible applicants for the PREP Program Allotment.



Funding: SB 1882 Operating Partners are subject to the statutorily-based funding caps described in each of the PREP Program's guidelines.



Applications: SB 1882 Operating Partner leaders will receive unique links to their applications, and they may also request an application link through this [form](#).



Written agreements: Since foundation school program (FSP) funding will flow to the partner district, SB 1882 Operating Partners must have a written agreement with the partner district to document how allotment funds generated through the partnership will be spent.

Eligibility Criteria: Adult Charter Schools

Adult charter schools that have a charter granted under TEC, §29.259 and Human Resources Code, §221.002 may participate in the PREP Mentorship Program only.

Adult charter schools that have a charter granted under TEC, §29.259 and Human Resources Code, §221.002 are **ineligible to participate in the PREP Preservice Alternative Programs.**



Note: TEC, §21.902 requires PREP preservice programs to place teacher candidates in prekindergarten through grade 12 classrooms.

Assurances

PREP Preservice Alternative Program Assurance



Prior to applying, applicants must review the relevant sections of the Texas Education Code below aligned to their programs of interest.

- TEC, [§21.901](#) – PREP Definitions
- TEC, [§21.902](#) – PREP Preservice Programs
- TEC, [§21.905](#) – PREP Preservice Alternative Program
- TEC, [§21.909](#) – Program Standards and Performance Goals
- TEC, [§48.157](#) – PREP Program Allotment

Applicants must also review the relevant sections of the Texas Administrative Code below aligned to their programs of interest.

- TAC, [§228.25\(e\)](#) – Governance Meeting Requirements
- TAC, [§228.91\(f\)](#) – Mentoring Educator Requirements
- TAC, [§153.1302](#) – PREP Program Provisions
- TAC, [§153.1306](#) – PREP Preservice Alternative Requirements

PREP Preservice Alternative Program Assurances



- Appoint a school system and EPP representative to engage in all required PREP Allotment and PREP Preservice Traditional Communications.
- Ensure all cooperating and intern mentor teachers complete the Texas Mentorship Training as the agency-adopted mentorship training
- Have a written agreement with an educator preparation program for PREP Alternative Preservice program implementation by the 2027-2028 school year.

To calculate allotments and monitor PREP Program implementation, TEA will require districts to submit certain information. Annually, school systems must, at minimum:

- Submit identification information of PREP Program participants (e.g., candidates) in ECOS
- Submit campus placements in ECOS
- Report spending of the PREP Program Allotment in a format determined by TEA
- Ensure program participants, such as candidates, beginning teachers, and mentors complete annual program perception surveys administered by TEA

PREP Program Allotment Written Agreements



School systems participating in the PREP Preservice Alternative Program will need to submit **written agreements** to TEA by the dates requested. TEA has published guidance and will continue to provide support for school systems in meeting this requirement.

The Written Agreement of Partnership must:

- Articulate how the partnership will implement all TEC requirements pertaining to §21.902 and 21.905 (Preservice Alternative).
- Articulate that the partnership has read the proposed Commissioner of Education Rules for the applicable PREP Program and describes how it will implement those requirements.

Support for developing the Written Agreement:

- Once school systems have been approved to participate, TEA staff will provide guidance for submission of the written agreement.
- Guidance will include a template and several examples of a completed agreement.

School System Roles & Responsibilities

School System PREP Allotment Lead	School System PREP Program Manager
✓ Serve as the school system's primary liaison with TEA regarding PREP communications and requests.	✓ Serve as the primary point of contact for implementation of a PREP program within the school system (e.g., PREP Grow Your Own Program).
✓ Coordinate communication, collaboration, and alignment among PREP Program Managers and other stakeholders.	✓ Coordinate implementation activities, partners, participants, and stakeholders for a specific PREP program.
✓ Help monitor key PREP deadlines, reporting requirements, and implementation activities.	✓ Monitor and manage program-specific deadlines, requirements, and deliverables.
✓ Support cross-departmental collaboration related to PREP programs.	✓ Collaborate with program partners, campuses, and internal stakeholders to support successful implementation of the assigned PREP program.
✓ Assist in identifying and resolving implementation challenges as they arise.	✓ Identify and address implementation challenges within the assigned PREP program.
✓ Promote continuous improvement across PREP programs.	✓ Monitor program progress and identify opportunities to strengthen implementation and outcomes within the assigned PREP program.

School System PREP Educator Certification Online System (ECOS) Lead

Roles & Responsibilities

- ✓ Serve as the school system's primary point of contact for PREP-related ECOS data entry and reporting requirements.
- ✓ Enter and maintain required employee, participant, and placement information in ECOS for PREP Allotment calculations.
- ✓ Coordinate with partners (e.g., EPPs, IHEs) and school system staff (e.g., HR, certification) to ensure ECOS data are complete, accurate, and submitted on time.
- ✓ Monitor TEA deadlines and reporting requirements related to PREP ECOS submissions.
- ✓ Verify and resolve data quality issues, discrepancies, or missing information that may affect PREP Allotment eligibility or funding calculations.
- ✓ Maintain availability during summer reporting periods when annual ECOS data entry and verification activities occur. Roles with standard 187-day instructional contracts may not provide sufficient summer availability.

EPP Roles & Responsibilities

PREP EPP Lead

Roles & Responsibilities

- ✓ Serve as the primary point of contact between the EPP and school system regarding the PREP Program Allotment and between the EPP and TEA
- ✓ Coordinate planning, communications, reporting, and key deadlines across participating departments and staff regarding each PREP program
- ✓ Ensure EPP participation in governance meetings and completion of partnership agreements in alignment with the program guidelines for each PREP Allotment program
- ✓ Support cross-departmental collaboration related to PREP programs
- ✓ Help monitor key PREP deadlines, reporting requirements, and implementation activities
- ✓ Assist in identifying and resolving implementation challenges as they arise.

EPP Roles & Responsibilities



EPP PREP ECOS Lead

Roles & Responsibilities

- ✓ Serve as the EPP's primary point of contact for PREP-related ECOS data entry and reporting requirements.
- ✓ Enter and maintain required employee, participant, and placement information in the Educator Certification Online System (ECOS) for PREP Allotment calculations.
- ✓ Coordinate with school system partners and relevant EPP staff to ensure ECOS data is complete, accurate, and submitted on time.
- ✓ Monitor TEA deadlines and reporting requirements related to PREP ECOS submissions.
- ✓ Verify and resolve data quality issues, discrepancies, or missing information that may affect PREP Allotment eligibility or funding calculations.
- ✓ Maintain availability during summer reporting periods when annual ECOS data entry and verification activities occur.

Application and Scoring

- All eligible applicants that meet eligibility requirements and agree to the program assurances will be funded per the funding formula in **TEC, §48.157 (PREP Allotment)**.

- There will be *NO* interviews for the PREP Preservice Alternative Program.

Required Training and Support

Texas Mentorship Training (TMT) Vision



The Texas Mentorship Training exists to ensure that every pre-service and beginning teacher in the state receives the guidance and support needed to thrive, leading to increased teacher **effectiveness**, higher **retention**, and a lasting impact on **student success**.



The Texas Mentorship Training is required for
ALL PREP Preservice Programs and the
Mentorship Program.

PREP Preservice Residency
Program

PREP Mentorship Program

PREP Preservice Traditional
Program

PREP Preservice Alternative
Program

The Texas Mentorship Training Overview



- Has been created, developed, piloted, and scaled in response to **stakeholder feedback**
- Is required for **PREP Mentorship** and **PREP Preservice routes (new in 2027-2028)** and fulfills existing policy requirements so mentoring educators who are TMT trained are not required to also attend EPP training
- Aligns to the Classroom Teacher Pedagogy **Standards**, Texas Teacher Evaluation & Support System (**T-TESS**) and Leadership and Instructional Foundations for Texas (**LIFT**)
- **FOR PRESERVICE ALTERNATIVE ONLY:** a differentiated TMT option for the **cooperating teacher** is being explored.
 - TEA anticipates communicating updated TMT requirements for cooperating teachers supporting the preservice clinical experience prior to the closing of the LASO 5 application window.

Early TMT Perception Data (Statewide)



Mentoring Educators

- **98% net agree** that as a result of the training session they feel prepared to support their mentee(s) during the next months of the school year.
- **96% net agree** that the training was a good use of their time.



District and Campus Leaders

- **98% net agree** that the actions developed in the design session will positively impact their school system's mentoring program.
- **99% net agree** that the design session was a good use of their time.



TMT Scope and Sequence: 2027-28 School Year



Summer 2027	Fall 2027	Winter 2028	Spring 2028
12 hours	6 hours	3 hours	3 hours
• Effective mentoring partnerships and behaviors • Supporting mentees with the learning environment • Co-teaching practices • Instructional preparation	• Modeling and providing actionable feedback	• Data-driven instructional practices	• Refinements and continuous learning

PREP Preservice: EPP and school system provide support established in shared governance

PREP Mentorship: School systems provide support established via District & Campus Leader Design Sessions

Mentoring educator training total hours = 24 hours

Texas Mentorship Training Approved Providers



 TEXAS MENTORSHIP TRAINING

Empowering Educators, Strengthening Mentorship

High-quality training to equip mentors, cooperating (host) teachers, and education leaders with the skills to support and retain aspiring and early-career teachers.

[Learn More](#)





Pathway 1
Mentoring Educators

Equips educators who directly mentor teacher candidates and early-career teachers with knowledge and skills to support effective classroom practices.

[View Pathway 1](#)



Pathway 2
Campus and District Leaders

Develops the capacity of school and district leaders to create, implement, and sustain impactful mentoring programs.

[View Pathway 2](#)



Visit the Texas Mentorship Training website for information on approved training providers, including all 20 Education Service Centers.

[Statewide Contacts | Texas Mentorship Training](#)

TMT Source of Funds & Payments



The Texas Mentorship Training is \$500 per participant.* To pay for training, school system may use:

Teachers	PREP Success-Based Funding	PREP Mentorship Funds
Mentor Teachers to Beginning Teachers and District & Campus Leaders (participating in PREP Mentorship)	NA	X
Host & Cooperating Teachers also serving a Mentor Teachers to Beginning Teachers	X	X
Intern Mentor Teacher	X	X
Cooperating Teachers and Host Teachers	X	NA

*This training cost reflects partnering with an ESC. Other approved providers costs may vary.

Texas Mentorship Training is only required every 3 years



Year 1 2027-28 School Year

ALL
PREP Preservice
route funded and
NEW PREP
Mentorship
funded mentoring
educators trained
via Texas
Mentorship
Training



Year 2 2028-29 School Year

NEW PREP funded
mentoring
educators trained
via Texas
Mentorship
Training



Year 3 2029-2030 School Year

NEW PREP funded
mentoring
educators trained
via Texas
Mentorship
Training



Year 4 2030-31 School Year

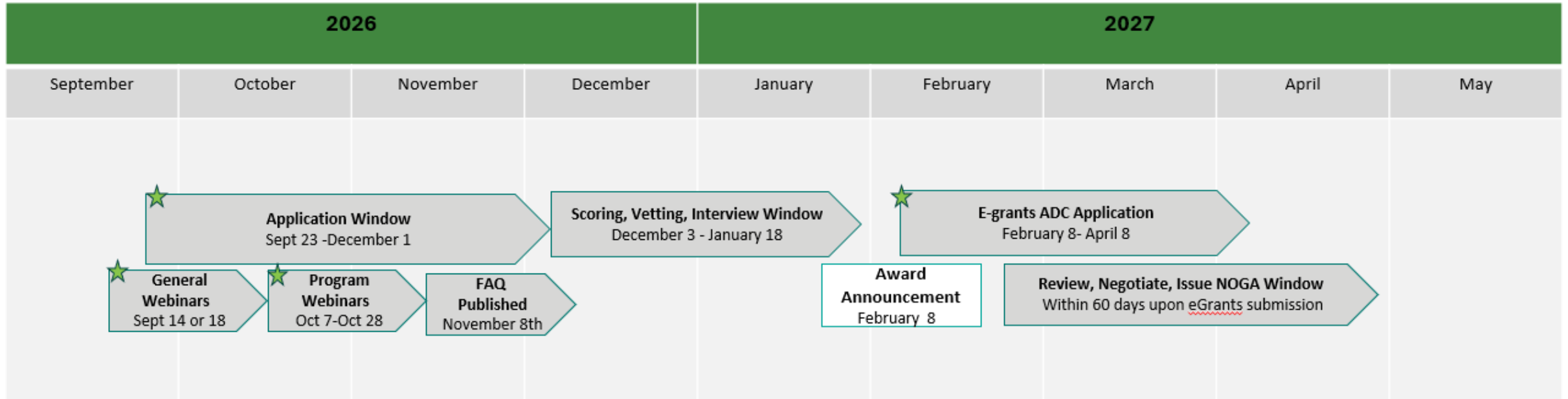
New mentoring
educators trained
on Texas
Mentorship
Training + Y1 PREP
mentoring
educators mentor
teachers renew
training via
refresher.

Ongoing training and support is required in
Y2 and Y3 for mentoring educators and
should be specified in written agreement
with the district and EPP.

* Mentoring Educators trained in
the 2026-2027 school year will
need to be trained in 2029-2030

Path Forward

LASO 26-27 (Cycle 5) Timeline



Major Milestones

- **Application Window** | September 23, 2026 to December 1, 2026 (closes at 5:00 pm CT)
- **Application Office Hours** | Recurring Mondays, September 28-November 30 at 10:00 AM CT ([register here](#))
- **Program Specific Webinars** | October 7, 2026 to October 28, 2026 ([register here](#))
- **Estimated Award Announcement** | February 2027
- **Estimated NOGA Release** | March 2027 to May 2027



**School systems
must submit
LASO Cycle 5
applications by
December 1 at
5:00pm CST**



TEA emailed unique application links to school system superintendents on September 23 (if needed, LEAs can complete a [Request for Application Link Form](#) to receive a new link)



PDF of the application is posted on the [LASO Cycle 5 website](#); however, school systems must submit the application through Qualtrics using the unique application link



Applications must be signed by the superintendent to be accepted

Questions?



Office Hours

Attend office hours for technical assistance or discussion with program teams

- Thursday, November 19, 11:30 AM PM CT | [Registration Link](#)



FAQs

Review the general FAQ (updated FAQs will be posted by November 8)



Email

- For questions about the application process or technical assistance with the application, contact LASO@tea.texas.gov
- For questions about PREP Alternative, contact PREPPreservice@tea.texas.gov

Thank you!