

LASO Cycle 4 (2025-2026)

Learning Acceleration Support Opportunities

**Preparing and Retaining Educators Program (PREP) Allotment:
Mentorship Program**

Program Guidelines

Authorized by HB2 Texas Education Code (TEC) §21.907, §48.157



Allotment Application Due Date
December 3, 2025; 5:00 p.m. CST

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PREP Allotment: Mentorship Program Guidelines

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|----------------------|--|
| Allotment Name | Preparing and Retaining Educators Program (PREP) Allotment: Mentorship Program |
| Application Due Date | December 3, 2025; 5:00 p.m. CT |
| Program Authority | HB2 Texas Education Code (TEC) §§21.907, 48.157 |

Introduction

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 PREP Residency Program, Grow Your Own Program, and the Mentor Program through this LASO 4 application. Through LASO 4, school systems may also apply for Texas Strategic Staffing Grant funding to support implementation and reach of the PREP Program Allotment. The 89th Texas Legislature established the PREP Program Allotment via House Bill 2, which was signed into law by Governor Abbott on June 20, 2025.

The Preparing and Retaining Educators Through Partnership (PREP) Mentorship Program provides districts interested in implementing high-quality new teacher mentorship programs with funding to 1) provide, at minimum, a \$1,000 stipend to the mentor teacher (per beginning teacher), 2) train all required district mentorship staff via the Texas Mentorship Training, and 3) provide release time for mentor teacher and beginning teacher mentoring activities. Any remaining funds may be used on strategic staffing training. The overarching purpose of this allotment is to increase the effectiveness and retention of beginning teachers across Texas. School systems participating in the PREP Mentorship Program must comply with statutory requirements outlined in Texas Education Code (TEC) §21.907 and §48.157, which define mentoring roles, program standards, 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 being selected for funding:

1. TEA publishes the LASO application and supporting documents on the [LASO 4 webpage](#). This will also include webinars that will cover key aspects of PREP and the PREP Mentorship Program.
2. Superintendents will receive a unique application link in an email on October 3, 2025.
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 applicants preliminarily selected for funding on the [LASO 4 webpage- Award Table](#) webpage.
6. Following notification of preliminary approval, applicants will be required to complete a confirmation of funding and submit additional requested documentation.

Contact for Clarifying Information

The following TEA staff members should be contacted with questions:

PREP Mentorship Program Contact

| | |
|-----------------------|-------------------------------|
| Program manager name | Ricki Harrell |
| Program manager title | Teacher Leadership Specialist |
| Program manager email | mentorship@tea.texas.gov |

Additional Program Contact

| | |
|-----------------------|--------------------------|
| Program manager name | Kyla Jaramillo |
| Program manager title | Director of Mentorship |
| Program manager email | mentorship@tea.texas.gov |

Allotment Funding

All eligible school systems may receive allotment.

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 grant ending date may vary slightly as conditions require.

| Date | Event |
|------------------------------------|--|
| September 16, 17, 2025 | General Webinar schedule Tuesday, September 16, 2025 (9:30-10:30 am CT)- Option 1 Wednesday, September 17, 2025 (3:00-4:00 pm CT)- Option 2 |
| October 3, 2025 | Allotment application available |
| October 8, 9, 2025 | PREP Overview Webinar Wednesday, Oct 8, 2025 (12:30-1:30 pm CT)- Option 1 Thursday, Oct 9, 2025 (11:00-12:00 pm CT)- Option 2 |
| October 8, 10, 2025 | PREP Mentorship Program Webinar Wednesday, Oct 8, 2025 (3:30- 4:30 pm CT)- Option 1 Friday, Oct 10, 2025 (12:30-1:30 pm CT)- Option 2 |
| October 26, 2025 | FAQ deadline |
| November 3, 2025 | FAQ Publishing The FAQs for this allotment program will be posted to the LASO 4 website no later than the date listed on the Allotment Timeline. Applicants may email their questions to the LASO central inbox at LASO@tea.texas.gov |
| December 3, 2025 | Due date for the LASO Qualtrics application. The LASO application must be received by the TEA by 5:00 p.m., Central Time. LASO individual application links will be emailed to Superintendents on October 3, 2025. Please see the LASO website for more information. |
| December 4, 2025- January 30, 2026 | Application review period |
| February 2, 2026 | Anticipated award announcement |

Allotment at a Glance

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

Authorizing Legislation

This allotment program is authorized by HB2 Texas Education Code TEC §§21.907, 48.157.

Where to Submit the Allotment Application

LASO individual application links will be emailed to Superintendents on October 3, 2025. Please see the [LASO 4 website](#) for more information.

Purpose of Program

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 PREP Residency Program, Grow Your Own Program, and the Mentor Program through this LASO 4 application. Through this program, school systems may also apply for Strategic Staffing funding to support implementation and reach of the PREP Program Allotment. The 89th Texas Legislature established the PREP Program Allotment via House Bill 2, which was signed into law by Governor Abbott on June 20, 2025.

The Preparing and Retaining Educators Through Partnership (PREP) Mentorship Program provides school systems interested in implementing high-quality new teacher mentorship programs with funding to 1) provide, at minimum, a \$1,000 stipend to the mentor teacher (per beginning teacher), 2) train all required school system mentorship staff via the Texas Mentorship Training, and 3) provide release time for mentor teacher and beginning teacher mentoring activities. Any remaining funds may be used on strategic staffing training. The overarching purpose of this allotment is to increase the effectiveness and retention of beginning teachers across Texas.

Through PREP Mentorship Program, school systems will engage in the Texas Mentorship Training (TMT) via an approved Texas Mentorship Training provider, who provides high-quality, research-based training to mentor teachers and any appropriate district and campus employees who work with or supervise classroom teachers who have less than two years of teaching experience. Visit the TMT [website](#) for information on approved TMT Providers. Please see the tables below for an overview of the Texas Mentorship Training.

Texas Mentorship Training Pathways and Participants

| Role | Role Definition | PREP Mentorship Training Requirements | Required Pathway of Training |
|----------------|--|---------------------------------------|---------------------------------|
| Mentor Teacher | For classroom teachers who have less than two years of | Pathway 1: Summer 2026, Fall | Pathway 1 (Mentoring Educators) |

| | | | |
|-------------------------------|--|---|--|
| | teaching experience, a teacher who, to the extent practicable, teaches in the same school, subject, and/or grade level of the beginning teachers and completes an agency adopted mentor teacher training program, has at least three years of teaching experience and demonstrates instructional and leadership skills under TEC §§21.458 and 21.907 | 2026, Winter 2026-27 and Spring 2027 (24-30 total hours) | |
| District and/or Campus Leader | Any appropriate district and campus employees who work with the classroom teacher or supervise the classroom teacher under TEC §21.458 | <p>Pathway 1: Summer 2026, Fall 2026, Winter 2026-27 and Spring 2027 (24-30 total hours)</p> <p>and/or</p> <p>Pathway 2: Spring 2026, Summer 2026, Fall 2026, and Spring 2027 (16-20 total hours)</p> | <p>Pathway 1 (Mentoring Educators): mentor training for those district and campus leaders who will be providing <i>direct</i> mentoring to beginning teachers and/or*</p> <p>Pathway 2 (District & Campus Leader): program design training for district and campus leaders who will be planning & implementing mentorship programs (e.g., program managers, district mentoring staff, campus principals, etc.)</p> <p>* appropriate district and campus employees who work with the beginning teachers or supervise beginning teachers are required to attend mentorship training (fulfilled by either TMT Pathway 1 or Pathway 2 training per TEC, §21.458); these individuals may attend both Pathways 1 and 2, if desired</p> |

Texas Mentorship Training Competencies and Scope & Sequence

| Texas Mentorship Training Activity | Recommended Time of Year: | Texas Mentorship Training Competencies |
|------------------------------------|---|---|
| PATHWAY 1: SUMMER 2026 | Before the start of SY26-27 (Mid – Late July) | All Pathway 1 training will be rooted in the Texas Mentorship Training Mentoring Educator competencies, which include: <ol style="list-style-type: none"> 1. Effective Mentoring Partnerships & Behaviors 2. Co-Teaching Strategies 3. The Learning Environment 4. Instructional Preparation & Data-Driven Instructional Practices |
| PATHWAY 1: FALL 2026 | September 2026 | |
| PATHWAY 1: WINTER 2026-27 | December 2026 – January 2027 | |
| PATHWAY 1: SPRING 2027 | March – April 2027 | |
| PATHWAY 2: SPRING 2026 | Late March – April 2026 | All Pathway 2 design sessions will be rooted in the Texas Mentorship Training District & Campus Leader competencies, which include: <ol style="list-style-type: none"> 1. Vision Setting & Performance Management 2. Master Schedule & Release Time 3. Recruitment, Selection, & Assignment 4. Program Sustainability and Scaling 5. Training & On-going Support |
| PATHWAY 2: SUMMER 2026 | Late May – June 2026 | |
| PATHWAY 2: FALL 2026 | October 2026 | |
| PATHWAY 2: SPRING 2027 | March 2027 | |

Eligible Applicants

School systems, which include districts and charter schools as defined below, are eligible to apply for the PREP Mentorship 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, §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.

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.

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 [§21.458](#) (Mentors)
- TEC [§21.907](#) (PREP Mentorship Program)
- TEC [§48.157](#) (PREP Allotment)
- TAC sections related to the PREP Mentorship Program, which will be posted to the Texas Register for public comment during the 2025-26 school year and become effective prior to the start of the 2026-27 school year. TEA anticipates sharing specific dates related to rulemaking in fall 2025.

Refer here for more information regarding [Texas Education Code](#).

Education Service Centers (ESCs) are not eligible to apply

Allotment Funding

All school systems that meet eligibility requirements shall receive \$3,000 per beginning teacher in their first or second year teaching with a cap of up to 40 beginning teachers.

Selection of Applicants for Funding

All eligible applicants that meet eligibility requirements and agree to these program assurances will be funded per the funding formula and parameters in TEC §48.157 (PREP Allotment) and TEC §21.907 (PREP Mentorship Program).

Cost Share or Matching Requirement

There is no cost share or matching requirement for this grant program.

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 their application.

1. Please provide contact information for the school system representative appointed as the primary point of contact for all PREP Mentorship Program-related activities:
 - a. Name: _____
 - b. Email Address: _____
 - c. Phone: _____
 - d. Title: _____
2. Please provide contact information for the school system representative appointed as the secondary point of contact for all PREP Mentorship Program-related activities:
 - a. Name: _____
 - b. Email Address: _____
 - c. Phone: _____
 - d. Title: _____
3. 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](#). Please indicate the approved TMT Provider the school system has communicated with regarding training partnership for PREP Mentorship Program in SY26-27.
4. Please provide the school system's approved TMT Provider contact information:
 - a. Name: _____
 - b. Email Address: _____
 - c. Phone: _____
 - d. Title: _____

The following table provides information to support applicants when completing questions 5-7.

| Role | Role Definition | PREP Mentorship Training Requirements | Required Pathway of Training |
|----------------|--|---|---------------------------------|
| Mentor Teacher | For classroom teachers who have less than two years of teaching experience, a teacher who, to the extent | Pathway 1: Summer 2026, Fall 2026, Winter 2026- | Pathway 1 (Mentoring Educators) |

| | | | |
|-------------------------------|--|---|--|
| | practicable, teaches in the same school, subject, and/or grade level of the beginning teachers and completes an agency adopted mentor teacher training program, has at least three years of teaching experience and demonstrates instructional and leadership skills under TEC §21.458 and §21.907 | 27 and Spring 2027 (24-30 total hours) | |
| District and/or Campus Leader | Any appropriate district and campus employees who work with the classroom teacher or supervise the classroom teacher under TEC §21.458 | <p>Pathway 1: Summer 2026, Fall 2026, Winter 2026-27 and Spring 2027 (24-30 total hours)</p> <p>and/or</p> <p>Pathway 2: Spring 2026, Summer 2026, Fall 2026, and Spring 2027 (16-20 total hours)</p> | <p>Pathway 1 (Mentoring Educators): mentor training for those DCLs who will be providing <i>direct</i> mentorship to beginning teachers</p> <p>and/or*</p> <p>Pathway 2 (District & Campus Leader): program design training for those DCLs who will be planning & implementing mentorship programs (e.g., district mentoring staff, campus principals, etc.)</p> <p>* appropriate district and campus employees who work with the beginning teachers or supervise beginning teachers are required to attend mentorship training (fulfilled by either TMT Pathway 1 or Pathway 2 training per TEC</p> |

| | | | |
|--|--|--|---|
| | | | \$21.458); these individuals may attend both Pathways 1 and 2, if desired |
|--|--|--|---|

5. School systems must self-report the estimated number of mentor teachers and district & campus leaders that would attend Pathway 1 training for Year 1 implementation (SY26-27). See table above for definitions.
 - a. Estimated number of mentor teachers: ____
 - b. Estimated number of district & campus leaders for Pathway 1: ____
6. School systems must self-report the estimated number of district & campus leaders that would attend Pathway 2 training for Year 1 implementation (SY26-27). See table above for definitions.
 - a. Estimated number of district & campus leaders for Pathway 2: ____
7. School systems must self-report the estimated number of beginning teachers for Year 1 implementation (SY26-27). Beginning teachers (BTs) are defined as classroom teachers who have less than two years of teaching experience under TEC §21.907. School systems will enter the total estimated number of beginning teachers below; however, school systems will receive funding for up to 40 beginning teachers.
 - a. Estimated total number of beginning teachers for SY26-27: ____

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 system will maintain current contact information in AskTED to ensure timely communication.

In addition to the above assurances, the applicant agrees to PREP Program Allotment assurances:

9. Read and abide by TEC [§21.901](#), [§21.907](#), [§21.909](#), [§48.157](#) (PREP Program Allotment);
10. Read and abide by any corresponding TEC sections for the PREP Mentorship Programs (see assurances 15-17); and
11. Read and abide by TAC sections related to the PREP Program Allotment, which will be posted to the Texas Register for public comment during the 2025-26 school year and become effective prior to the start of the 2026-27 school year. TEA anticipates sharing specific dates related to rulemaking in fall 2025.

In addition to meeting PREP Allotment assurances, school systems must also agree to PREP Mentorship Program assurances:

12. Read and abide by TEC [§21.458](#) (Mentors);
13. Read and abide by TEC [§21.907](#) (PREP Mentorship Program);
14. Read and abide by TAC sections related to the PREP Mentorship Program, which will be posted to the Texas Register for public comment during the 2025-26 school year and become effective prior to the start of the 2026-27 school year. TEA anticipates sharing specific dates related to rulemaking in fall 2025;
15. Ensure all required participants complete the Texas Mentorship Training as the agency-adopted mentorship trainings (see the Purpose section of these program guidelines for an overview of the Texas Mentorship Training);
16. Name an approved Texas Mentorship Training Provider on the LASO 4 application and provide Training Provider contact information; and

17. Appoint a school system representative to engage in all required PREP Allotment & PREP Mentorship Program communications.

Program Elements

Description of Program

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 PREP Residency Preservice Program, Grow Your Own Program, and the Mentor Program through this LASO IV Allotment. Through this allotment, school systems may also apply for Strategic Staffing funding to support implementation and reach of the PREP Program Allotment. The 89th Texas Legislature established the PREP Program Allotment via House Bill 2, which was signed into law by Governor Abbott on June 20, 2025.

The PREP Mentorship Program provides funding through which participating school systems implement a mentoring program that meets statutory requirements via the Texas Mentorship Training (TMT). The overarching goals of the PREP Mentorship Program are to increase beginning teacher retention and effectiveness, ultimately leading to increased student outcomes through strong mentorship. As part of the PREP Mentorship Program, mentor teachers will engage in high-quality, research-based mentorship training, building upon their leadership skills to provide strong mentoring to beginning teachers in their first and second years. As part of the PREP Mentorship Program, district and campus leaders will also engage in mentorship program design and implementation sessions to fulfill training requirements. Additionally, school systems also engaging in PREP Preservice Residency Program will provide TMT Pathway 1 training to their residency host teachers. See table below for an overview of the TMT.

| Training Pathway | Intended Audience | Competencies | Estimated Time Commitments |
|--------------------------------------|---|---|---|
| Pathway 1: Mentoring Educators | Mentoring Educators who support beginning teachers, such as mentor teachers and any appropriate district and campus employees who work with beginning teachers | Effective Mentoring Partnerships & Behaviors Co-Teaching Strategies The Learning Environment Instructional Preparation and Data-Driven Instructional Practices | Up to 30 hours of synchronous mentoring training |
| Pathway 2: District & Campus Leaders | District & Campus Leaders who support the implementation of school system mentorship programs, such as mentorship program manager, school system leadership, principals, etc. | Vision Setting & Performance Management Master Schedule & Release Time Recruitment, Selection & Assignment of Mentoring Educators | Up to 20 hours of synchronous program design training |

| | | | |
|--|--|--|--|
| | | Program Sustainability and Scaling | |
| | | Training & On-going Support of Mentoring Educators | |

School systems who receive the allotment for PREP Mentorship Program will be awarded \$3,000 per beginning teacher (BT) in their first- or second-year teaching with a cap of up to 40 BTs. Of that \$3,000 per BT, school systems must provide a minimum stipend of \$1,000 to the mentor teachers per each BT that they mentor. School systems must also provide time during the regularly contracted school day to mentor teachers and their mentees in order to engage in mentoring activities such as co-teaching, observation and feedback, and lesson preparation, which must total at least 12 hours of mentoring activities per semester. The remaining funds must be used to provide 1) Texas Mentorship Training to mentor teachers and any appropriate district and campus staff, and 2) release time for mentoring activities to occur during the regularly scheduled school day.

After providing the minimum stipend amount, training and release time, any funds remaining may be used on additional mentor stipends or strategic staffing training.

Performance and Evaluation Measures

The applicant agrees to collect and report data requested by TEA annually. Requested data will be used to evaluate a school system's implementation of program requirements described in TEC §21.907 and to measure program outcomes when appropriate. Data collected from participating partnerships following the 2026-2027 implementation year will be report only and non-evaluative. Partnerships will be expected to address any implementation needs noted in the annual reporting cycle. PREP Program standards, goals and review processes will be included in Texas Administrative Code. Proposed Texas Administrative Code will post with the Texas Register for public comment during the 2025-26 school year and become effective prior to the start of the 2026-27 school year.

Allowable Activities and Use of Funds

General Allowable Activities and Use of Funds

- A school system must comply with the spending requirements in TEC §21.907.
- A school system shall use money received to provide stipends for mentor teachers in an amount of at least \$1,000.
- After providing a stipend to mentor teachers in accordance with TEC §21.907, Subsection (c), the school system may use that money to provide:
 - Texas Mentorship Training, as required by policy for all mentoring educators
 - Scheduled release time for mentor teachers and classroom teachers being mentored to meet and engage in mentoring activities; and
 - Support for mentor teachers through mentor training and strategic staffing training.