

March 2025 CCRS

TSDS Update


- Final PEIMS Fall resubmission window closed February 6, 2025.
- Enter a TIMS ticket describing any data issues for the PEMS Fall Submission by end of day, **February 21, 2025**.
- Describe the data issue in detail referencing impacted data elements.


TSDS SUBMISSION DATES





	First Submission	Resubmission
Charter School Waitlist	October 25, 2024	N/A
PEIMS Fall	December 12, 2024 January 16, 2025	January 16, 2025 February 6, 2025
Early Childhood Data System (ECDS) - KG	January 30, 2025 February 13, 2025	N/A
PEIMS Mid-Year	January 23, 2025 February 13, 2025	February 13, 2025 February 27, 2025
SPPI-14	February 20, 2025	N/A
Class Roster	March 27, 2025	N/A
PEIMS Summer	June 20, 2025	July 17, 2025
ECDS – PK	June 26, 2025	N/A
Special Education Lang Acquisition (SELA)	June 26, 2025	N/A
Residential Facility Tracker	July 17, 2025	N/A
Child Find	July 31, 2025	N/A
PEIMS Extended Year	August 28, 2025	September 18, 2025

STEPS FOR EACH LEA to SUMMER

1 Ensure TEAL access has been approved for TSDS Portal, DMC, PEIMS, and Core. 

2 Ensure a Key & Secret has been created for each SIS, ERP, and ^ECDS vendor. 

3 Coordinate with your vendors to send data to the TSDS IODS. 

4 Coordinate with your vendors to resolve any Level 1 (API) errors. 

5 Verify data is publishing as expected in the DMC.

6 Schedule and review Level 2 Business Validations.

7 Promote TSDS PEIMS and Core data through the TSDS applications. 

8 Verify TSDS submissions with the available data validations and reports. 

9 Run the TSDS PEIMS Disaggregation Report & compare to your source system data.

10 **PEIMS Coordinator Completes the PEIMS Fall Submission.** 

You can track your status on steps with a Star on TEA's website.

At any step, if you have any difficulties, you can:

(a) Contact your ESC PEIMS coordinator, or

(b) Submit a [Help Desk ticket to TEA](#)

PEIMS SUMMER REMINDERS

- Start promoting and validating PEIMS Summer data NOW.
- Top five reports to use for verification of PEIMS Summer data:
 - **PDM3-120-004** Disaggregation of PEIMS Summer Attendance Data
 - **PDM3-120-007** Student Indicator Report by Grade
 - **PDM3-130-001** Superintendent's Report of Student Attendance
 - **PDM3-130-005** Comparison of Current and Prior Year Attendance
 - **PDM3-130-008** Superintendent's Summary Report of Student Attendance
- PEIMS Summer verification report will be added to the Statement of Approval (SOA).
- 14 PEIMS Summer Reports currently have the CSV option. The following reports will be updated with the CSV option on March 7th:
 - **PDM3-120-007** Student Indicator Report by Grade
 - **PDM3-120-008** Students with Dual Credit Courses And College Credit Hours
 - **PDM3-120-009** Student Foundation High School Program Roster by Grade
 - **PDM3-120-010** Student Advanced Academic Roster by Grade
 - **PDM3-120-021** Student Dyslexia Screening Roster By Grade

HB 2 Preliminary Overview: Educator Preparation Reforms

This section is still sensitive at this time and
should not be shared with anyone outside of
Executive Directors.

Teacher Preparation

Addressing the Rise in Untrained and Undertrained Teachers in Texas

Background on the Problem:

- Not enough well-trained teacher candidates
- Too many vacancies / too much turnover
- Huge number of uncertified teachers

Quality Preparation = Well Trained Before You Start + Supported While Starting

High Quality Preparation that contains key practices have been linked to positive outcomes for teachers and students:

Key Practices

Classroom Practice

- A research synthesis from Dunst et al (2019) relates preservice experience, including extended preservice experience, with positive teaching practices.
- Ronfeldt (2021) links preservice practice with teacher retention and feeling prepared for the classroom.

Content Knowledge

- Hill, Rowan, and Ball (2005) indicate that content knowledge for teaching is the strongest predictor of student achievement.

Mentoring and Coaching (during their first and/or second year)

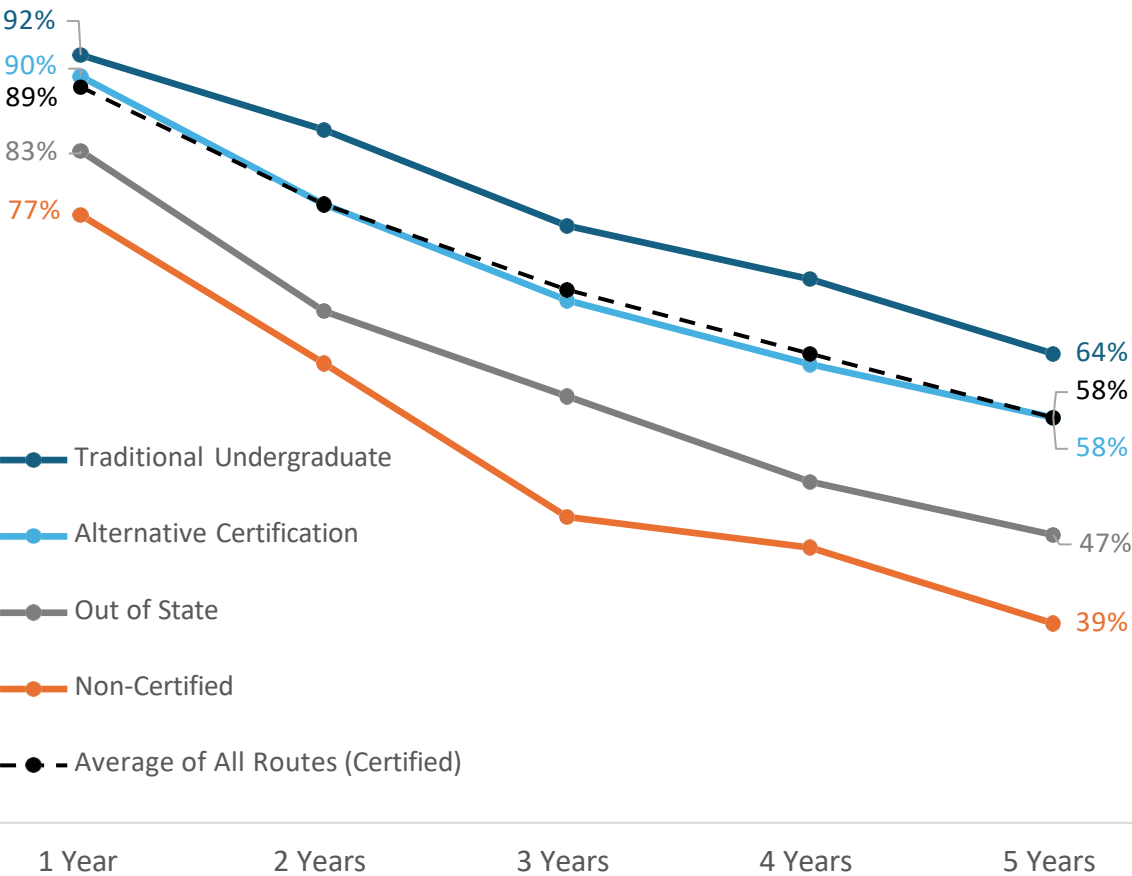
- A meta-analysis from Kraft, Blazar, and Hogan (2018) shows relationships between quality coaching and student achievement
- Goldhaber, Krieg, Naito, and Theobald (2020) link quality mentoring during preparation and teacher efficacy

Preparation pathways vary greatly in implementation of these key practices, leading to variance in student outcomes and teacher retention.

The quality of a teacher's preparation impacts teacher retention and student outcomes

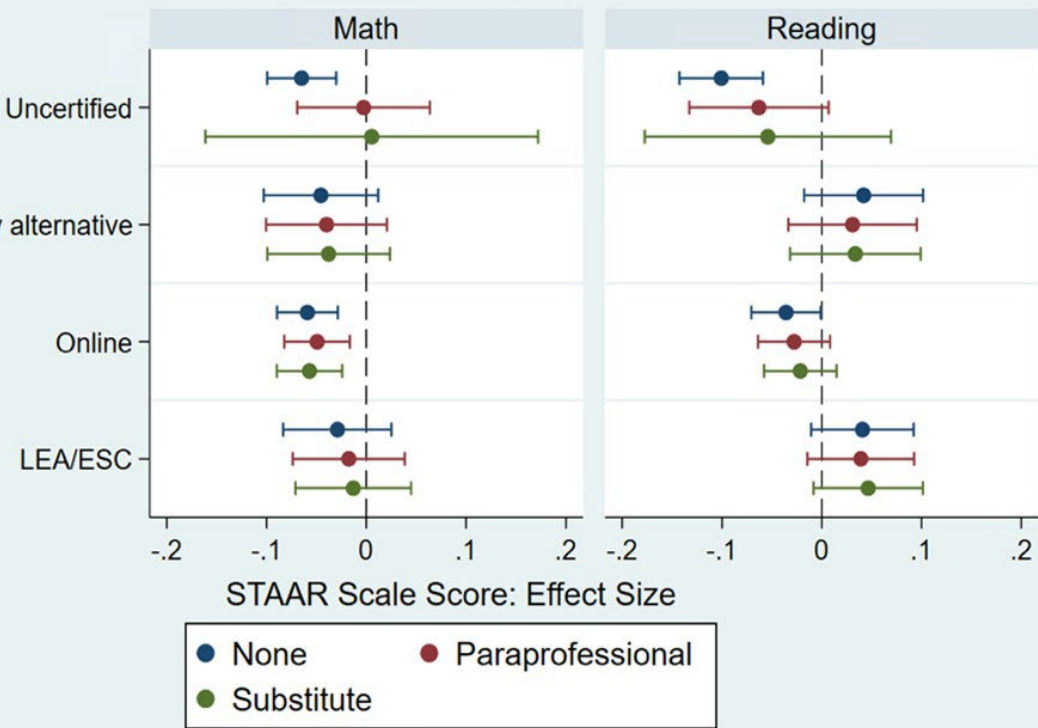
TEA shows teachers prepared via traditional and residency route had strong retention rates

Percent of Teachers Retained in the Public Education Workforce



Research from Texas Tech shows that teachers who engaged in classrooms before becoming a teacher had strong results with students.

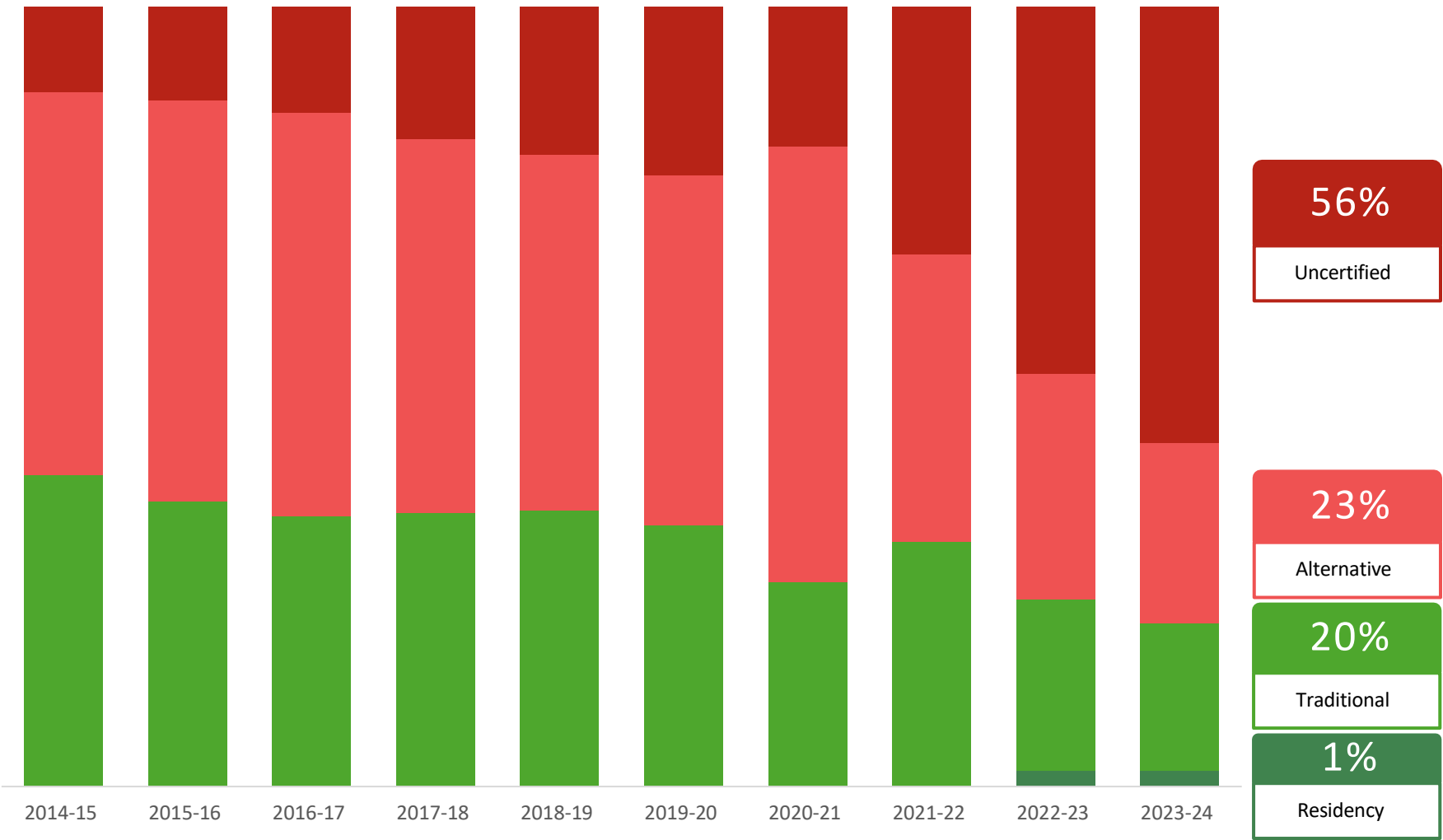
Uncertified Teachers with No Classroom Experience Impact Achievement: Effects by Certification Status and Prior Classroom Role



Reference group is traditional, university teachers. Models include school, year, and grade fixed effects.

Most teacher candidates enter the classroom without any significant training before they begin teaching

Percent of New Teachers Hired who are New to Teaching (ie, out of state & re-hires excluded)



For the *first time in history* the **majority** of new teacher hires were **uncertified** in 2023-24

During this same period, student achievement results statewide have stagnated despite other significant positive reforms

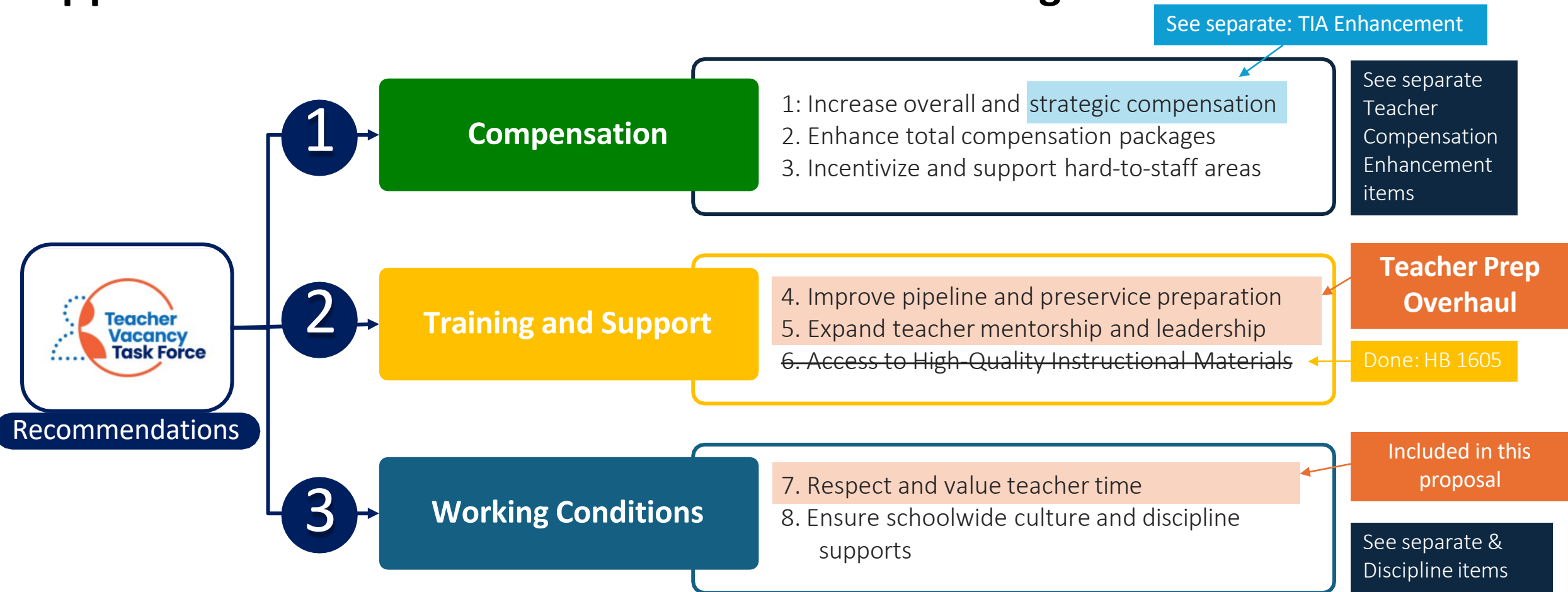
Currently there are multiple pathways to become a teacher in Texas with highly variable quality and cost to candidates

Pathways and Costs to Become a Teacher in Texas



Under current law, there is almost no direct state funding for teacher preparation. With no state funding support, candidates and LEAs gravitate toward the easiest & lowest cost options, not the highest quality options

Teacher Vacancy Task Force recommended a multi-pronged approach to address teacher workforce challenges



Proposal:

Fund High-Quality Teacher Preparation
and improve policies to ensure prep quality

Key Proposal Components

1) New State Funding* for Teacher Recruitment

2a) New State Funding* for Preparation, paying costs of training candidates before they begin teaching, and encouraging schools to offer higher starting salaries for higher-quality prep

3) Increased State Funding* for New Teacher Mentoring



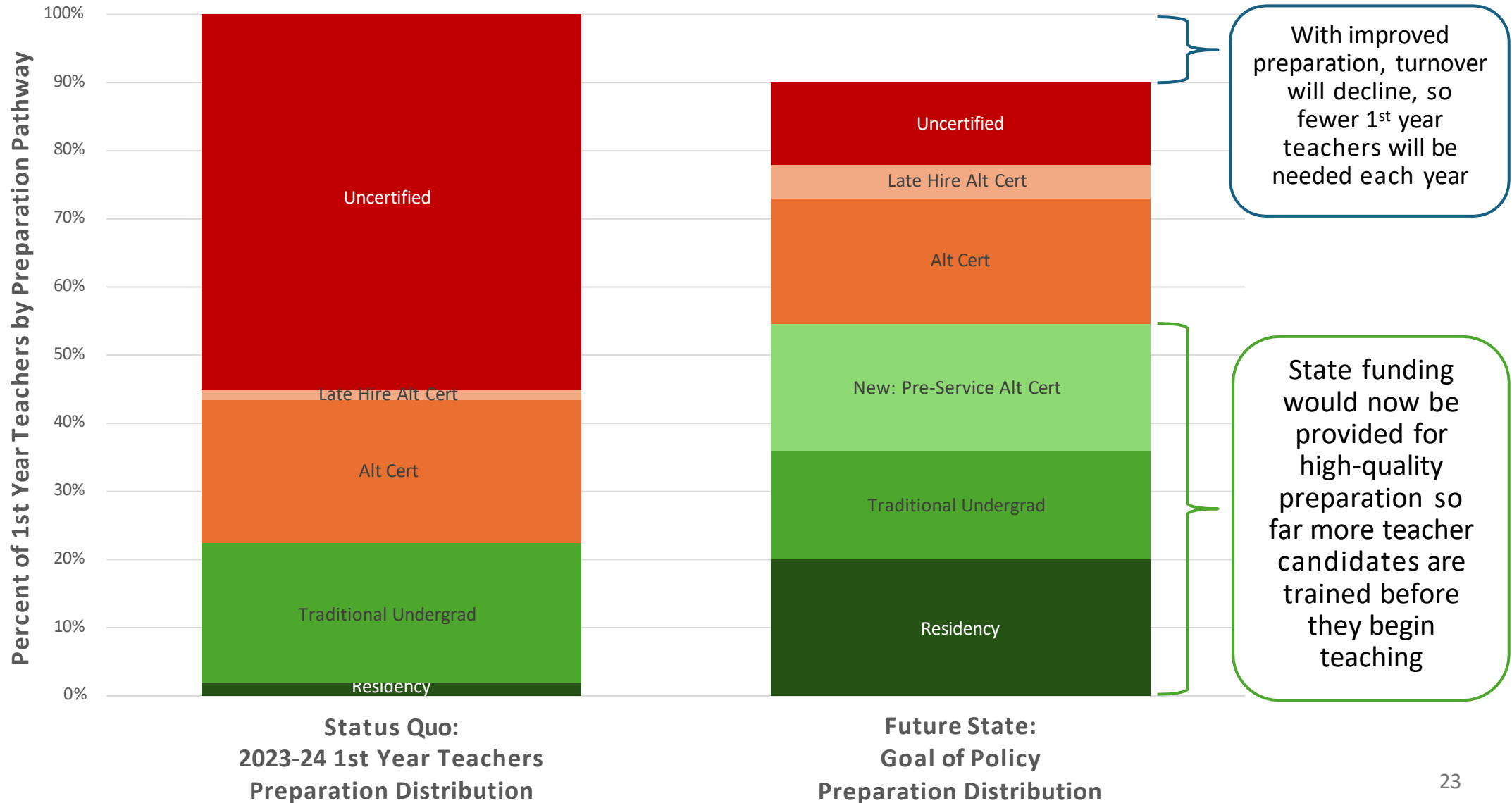
2b) Phase Out Uncertified Teacher Hiring in core content subjects, with transition grants

2c) Improve Teacher Prep Program Content including by requiring Reading/Math Academies in Teacher Prep, offering Classroom Management content, and applying CRT ban to Teacher Prep

Proposal includes \$473M of new biennial funding for preparation, recruitment & mentoring

** FSP Formulas would be structured with higher levels of funding for small/rural districts*

Proposal Goal: Shift from most 1st year teachers being unprepared to most 1st year teachers being highly prepared, which should improve student outcomes & reduce teacher turnover



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

PREP Allotment Preparation Route Details

The PREP Allotment provides new FSP formula funding for quality training before candidates begin teaching, dedicating funds for: LEAs, Candidates, EPPs, and Mentors/Coordinating teachers

		Residency Full-year Residency -> Enhanced Standard	Traditional Undergrad Student Teaching -> Standard	Preservice Alt Cert Pre-service Practice -> Intern with Pre- Service -> Standard	Alt Cert and Late Hire Alt Cert Intern -> Standard
PREP Allotment (Pre-Service Practice Preparation Pathways)	Total FSP \$ Range	\$24k - \$39.5k	\$10k - \$21.5k	\$10k - \$21.5k	No funding is provided for Alt Cert or Late Hire Alt Cert candidates without pre-service clinical practice.
	Min for Candidate Pay	\$10k (full year residency) Minimum pay for residents must be \$20k <i>4x dosage as foundational</i>	\$3k (student teaching) LEA expected to pay more, amount not specified <i>Same overall dosage as alt</i>	\$3K (intensive summer or during year) LEA expected to pay more, amount not specified <i>Same overall dosage as traditional</i>	
	Min for EPP (Candidate Tuition Offset, Candidate Coach, and Admin Costs)	\$10k + \$1.5k for reading/math academies (direct to EPPs, upon successful completion & 1 st year teaching employment)	\$5k + \$1.5k for reading/math academies (direct to EPPs, upon successful completion & 1 st year teaching employment)	\$2.5k + \$1.5k for reading/math academies (direct to EPPs, upon successful completion of intern with pre-service cert) \$2.5k + \$1.5k for reading/math academies (direct to EPPs, upon successful completion of standard certificate)	Candidates may start on Pre-Service Alt Cert program but if fail to reach Intern with Pre- Service certificate requirements, then may end up as Intern candidates. In this case, some funding would have been received for these candidates.
	Min for LEA for Cooperating Teacher (Pay, Release Time, PD)	\$2k	\$1k	\$1k	
	Remaining for LEA Discretionary (usable for EPP, Candidate Pay, Cooperating support, or any Admin purpose)	\$2K +Rural/High: \$0k - \$12k +\$2k of sped or bilingual (upon successful certification)	\$1k +Rural/High needs: \$0k - \$8k +\$2k of sped or bilingual (upon successful certification)	\$1k +Rural/High needs: \$0k - \$8k +\$2k of sped or bilingual (upon successful preservice intern cert)	Reading/Math academies - paid by LEAs out of Early Ed Allotment; LEAs may EPP or choose another approved provider
	# per LEA funded per year	40 (no cap for academies funding)	80 (no cap for academies funding)		
	PREP Allotment (Mentor)	Min for Mentor Teacher for Pay	\$1k		
LEA Discretionary (Release Time, PD, or additional Pay)		\$2k			
# per LEA allowed per Year		40			

Status Quo: Current pathways to teaching vary by quality of preparation before teaching, but no state funding for any of it

Residency	Traditional Undergraduate University	Alt Cert Internship	Alt Cert Late Hire* Internship	Uncertified
<ul style="list-style-type: none">• 12-15 Hours in Content Area or PACT at Admission• 50 Hours of Preservice Classroom Observations• Yearlong Residency (often employed by district) with a host teacher• EPP Conducts 4 Formal and 8 Informal Observation• 300 Hours of Coursework prior to certification• Content pedagogy exam + performance gates for standard cert <div>Becomes Teacher of Record</div>	<ul style="list-style-type: none">• 12-15 Hours in Content Area or PACT at Admission• 50 Hours of Preservice Classroom Observations• Student Teaching: 490 Hours (Equivalent to 70 Full-Time Days) with a cooperating teacher• EPP Conducts 4 Formal and 3+ Informal Observation• 300 Hours of Coursework prior to certification• Content pedagogy + pedagogy exams for standard cert <div>Becomes Teacher of Record</div>	<ul style="list-style-type: none">• 12-15 Hours in Content Area or PACT at Admission• 50 Hours of Preservice Classroom Observations• 150 Hours of Coursework Prior to Internship• Content pedagogy exam for intern cert <div>Becomes Teacher of Record</div> <ul style="list-style-type: none">• 150 Hours of Coursework during Internship with mentor support• EPP conducts 5 Formal and 6 Informal Observations• Pedagogy exam for standard cert	<ul style="list-style-type: none">• 12-15 Hours in Content Area or PACT at Admission• No preservice preparation• Content pedagogy exam for intern cert <div>Becomes Teacher of Record</div> <ul style="list-style-type: none">• 90 Days to Complete:<ul style="list-style-type: none">• 150 Hours of Coursework• 50 Hours of Classroom Observations• 150 Hours of Additional Coursework during Internship with mentor support• EPP conducts 5 Formal and 6 Informal Observations• Pedagogy exam for standard cert <p><small>*Hired within 45 Days of 1st Day of School</small></p>	<div>Becomes Teacher of Record</div> <ul style="list-style-type: none">• School systems determine supports and/or requirements
Most expensive and highest quality (variable tuition + lost potential salary during pre-service)		Variable Quality and Cost Higher Quality = \$6K - \$15K, Lower Quality = \$4K		\$0

New PREP structure: three state-funded pathways to teaching, including New Preservice Alt Cert

Residency	Traditional	Preservice Alt Cert	Alt Cert	Alt Cert (Late Hire)	Uncertified
<p>12-15 Hours in Content Area or PACT at Admission</p> <p>50 Hours of Preservice Classroom Observations</p> <p>Yearlong Residency with effective cooperating teacher (employed by district, like a mentor)</p> <p>Extensive formal (4+) and informal observations (8+)</p> <p>300 Hours of Coursework prior to certification incl <u>Reading and Math Academies (extra coaching) and OER-specific training (asynchronous components with approval), content approved/required by SBEC/TEA</u></p> <p>Content pedagogy exams and performance gates required for enhanced standard cert</p> <div>Within 1 Year of clinical practice: Becomes Teacher of Record: Enhanced Standard or ceases teaching*</div>	<p>12-15 Hours in Content Area or PACT at Admission</p> <p>50 Hours of Preservice Classroom Observations</p> <p>490 hours of Student Teaching with effective cooperating teacher</p> <p>EPP Conducts Formal (4+) and Informal Observation (3+)</p> <p>300 Hours of Coursework prior to certification including <u>Reading and Math Academies (extra coaching) and OER-specific training (asynchronous components with approval), content approved/required by SBEC/TEA</u></p> <p>Content pedagogy + pedagogy exams required for standard cert</p> <div>Within 1 Year of clinical practice: Becomes Teacher of Record: Standard or ceases teaching*</div>	<p>12-15 Hours in Content Area or PACT at Admission</p> <p>50 Hours of Preservice Classroom Observations</p> <p>150 Hours of Coursework prior to certification including <u>starting Reading/Math Academies and OER-specific content (asynchronous components with approval), content approved/required by SBEC/TEA</u></p> <p>140 hours of pre-service practice with effective cooperating teacher + some Formal/Informal obs and some Reading/Math academies coaching</p> <p>Content pedagogy exam for intern cert</p> <div>Within 1 year from enrolled in EPP: Becomes Teacher of Record: Intern with Pre-Service</div> <p>Yearlong Internship while Teacher of Record with mentor support</p> <p>150 Hours of Coursework during Internship, <u>finish Reading & Math Academies (and coaching)</u></p> <p>EPP finishes Formal (4+) and Informal Observations (3+)</p> <p>Pedagogy exam required for standard cert</p> <div>Within 1 year of Intensive Intern: Becomes Standard Certified or ceases teaching*</div>	<p>12-15 Hours in Content Area or PACT at Admission</p> <p>50 Hours of Preservice Classroom Observations</p> <p>150 Hours of Coursework prior to certification including <u>content approved/required by SBEC/TEA</u></p> <p>Content pedagogy exam for intern cert</p> <div>Becomes Teacher of Record: Intern</div> <p>Up to two-yearlong Internship while Teacher of Record with mentor support</p> <p>150 Addtl Hours of Coursework during Internship</p> <p>Reading/Math academy is obligation of LEA, EPP can optionally provide</p> <p>EPP conducts Formal (4+) and Informal (3+) Observations</p> <p>Pedagogy exam required for standard cert</p> <div>Within 2 years from issued Intern: Becomes Standard Certified or ceases teaching*</div>	<p>12-15 Hours in Content Area or PACT at Admission</p> <p>No preservice preparation, <u>no content exam requirement</u></p> <div>Becomes Teacher of Record: Intern (Late Hire)</div> <p>Up to two-yearlong internship while Teacher of Record with mentor support</p> <p><u>EPP attests to progress no later than year 1, deactivate those not making progress</u></p> <p>300 Hours of Coursework during Internship including <u>content approved/required by SBEC/TEA</u></p> <p>Reading/Math academy is obligation of LEA, EPP can optionally provide</p> <p>EPP conducts Formal (4+) and Informal (3+) Observations</p> <p><u>Content pedagogy</u> + pedagogy exams required for standard cert</p> <div>Within 2 years from issued Late Hire Intern: Becomes Standard Certified or ceases teaching*</div>	<div>Becomes Teacher of Record</div> <p>DOI exemption phased out by 2028 for foundation subjects (non-foundations can still exempt certification indefinitely). At that point, no more uncertified foundation subject teachers.</p> <p>Must notify parents if student does not have a certified teacher in a core content area over 30 days; Parents become PEG transfer eligible at that point; Cannot exempt this requirement via DOI</p> <p>M = mentor eligible * = exceptions granted</p>

Clinical Pre-Service Practice Pathways Receive PREP Allotment

New reading/math academy & coursework requirements

New reading/math academy & coursework requirements

Preservice practice/coaching + New reading/math academy & coursework requirements

Extends current intern cert

Delays exam requirement to minimize barriers + Extends current intern cert

Restricts ability to use uncertified teachers

Other Proposal Details

Proposal: Encourage districts to offer higher starting salaries for teachers who have been well trained before starting as a classroom teacher

All teachers must still get a salary at or above the state minimum salary schedule.

Districts encouraged to differentiate first year teacher salaries by preparation pathway.

Recommended Starting Salary Differentiated by High-Quality Prep

• District's Starting Salary

- *Uncertified: +0K*
- *Intern with Pre-Service/Standard Certified: +3K*
- *Enhanced Standard (Residency) Pathway: +6K*

**Amounts recommended, not required*

Key Points

- State minimum salary schedule still applies, to all teachers, regardless of certification:
 - Current law minimum salary for starting teachers is \$33,660.
- This proposal would require district's posted salary schedule to differentiate first year (only) teacher of record salaries based on teacher certification type, but not specify how to differentiate; statute would recommend differences noted above.
- Districts would have flexibility to determine year 2+ however they see fit; **must cease differentiation by certification pathway by year 5.**
 - Districts could pursue this via strategic compensation structure or continue with traditional tenure-based schedules.
- Districts would retain flexibility to offer stipends and otherwise differentiate by teaching assignment as they see fit.
- **Exceptions:** Districts can opt out of this starting salary differentiation requirement via DOI.
- **Delayed Start:** Requirement begins with the 2026-27 SY to give ISDs time for implementation.

Proposal: Phase out use of uncertified teachers

- **Reinstate teacher certification requirements in core subjects:**
 - Starting 2026-27, K-5 reading and math teachers must be certified
 - Starting 2027-28, all foundation subject teachers must be certified
 - Districts retain flexibility so that CTE and other enrichment subject teachers can continue to be uncertified
 - (Late Hire certificate requirements will be relaxed to ensure it can fill the need in emergencies)
 - An up to two year extension of this phase in requirement is available to districts upon request.
- **Provide support for uncertified teachers to become certified**
 - One-time \$1k grant per teacher upon successful standard certification to get current employed but uncertified teachers through certification
- **Transparency & Choice for parents who lack certified teacher**
 - In core content classrooms where there is no certified teacher for 30 days:
 - Parents must get notice
 - Students become PEG eligible, can transfer to any other public school

Proposal: Require Reading/Math Academies & Bluebonnet in teacher prep, ban CRT & require EPP content oversight

Require Reading and Math Academies in teacher prep in applicable grade-levels and subject areas

- Require all EPPs to integrate Reading and Math Academies in coursework using OER (Bluebonnet) materials
- Required Reading & Math Academy completion in EPP for EC-3 and EC-6 Core Subjects, but only for three new funded pathways
- Residency and traditional EPPs directly receive from state \$1500 per candidate to fully complete requirements prior to teachers becoming the teacher of record
- Pre-Service Alt Cert:
 - EPPs directly receive \$1500 from the state for each Intern with Pre-Service candidate to partially complete requirements prior to becoming teacher of record; and
 - LEAs required to pass through \$1500 per Intern with Pre-Service candidate to complete requirements by end of first year as teacher of record, using funds from Early Education Allotment
- Note: A separate Early Literacy & Numeracy proposal contemplates Math Academies for existing teachers, with expanded funding in the Early Education Allotment.
- Under that proposal and prior law for reading academies, all teachers of record in required placements must complete Reading and Math academies by the end of their first year of teaching. Alt cert EPPs may become certified providers of Reading and Math academies, and LEAs may pass through funding to cover the cost of this training to the Alt Cert EPPs who provide this training requirement to their intern candidates.

Require additional agency developed content and strengthen SBEC/agency content oversight

- Apply anti-CRT statute (28.0022) to all teacher preparation programs, including IHE and Alt Cert
- Enforcement to ensure strong quality and no ideological bias via SBEC continuing approval processes
- Establish agency authority to develop additional teacher prep instructional materials
 - Agency would offer classroom management training modules, in addition to content on Bluebonnet and Reading/Math academies
- Require all EPPs to integrate content into coursework
 - Faculty trained and certified in delivery of content
 - Vetting of coursework integration for approval to offer quality route

Proposed PREP Allotment includes funding for recruiting new teachers from within the ranks of paraprofessionals – the Grow Your Own pathway

	GYO
Approval	Approved by agency with either Preservice Alt Cert, Traditional, or Residency Program
Partnership	Partner with CC/IHE as well as EPP approved for either Pre-Service ACP, Traditional, or Residency Route (could be same partner or different)
Structure	Provide Education and Training CTE pathway for high school students and district employees, serving in an instructional capacity, with the opportunity for release time to complete coursework and on-the-job training paired with effective mentor teacher
PREP Start-Up Supports	Strategic staffing supports for LEA
Number per LEA funded	40
Total Allotment Cost Range	\$8-12K allotment per para <ul style="list-style-type: none"> Funds can support para tuition and fees, High School E&T implementation, administrative costs, strategic staffing TA, training costs, and other staff stipends
Min for Participant Pay	No set minimum
LEA Discretionary (Can be used for participant tuition, staff, high school E&T courses, etc.)	\$8k +0-4k for High-Needs/Rural *50% upfront, 50% upon successful completion of a bachelor degree and enrollment in teacher preparation pathway

Teacher Preparation Overhaul Cost Estimates

PREP Component	FY26 Cost	FY27 Cost	Max (5+ years)
PREP Allotment – Residencies [48.157(a)(1)]	\$29M	\$63M	\$155M
PREP Allotment – Traditional [48.157(a)(2)]	\$0	\$53M	\$86M
PREP Allotment – Preservice Alternative [48.157(a)(3)]	\$0	\$61M	\$67M
PREP Allotment – Reading/Math Academies [48.157(a)(1-3)(c)]	\$1M	\$7M	\$9M
PREP Allotment – GYO [48.157(a)(4)]	\$14M	\$24M	\$54M
PREP Allotment – Mentor Program [48.157(a)(5)]	\$21M	\$29M	\$36M
PREP Start-up & Support Grants [21.908]	\$30M	\$38M	\$48M
Additional Supports	FY26 Cost	FY27 Cost	Max (5+ years)
One Time Uncertified Cert Reimbursements [21.0032(d)]	\$15M	\$0	\$0
PEG Grant Expansion [29.202]	\$8M	\$7M	\$4M
Certification Fee Waivers [21.0411]	\$3M	\$3M	\$3M
Teacher Position Data Collection [21.010]	\$1M	\$200K	\$200K
Quality Assistance & Time Study [21.466 & 21.467]	\$12M	\$19M	\$20M
Retire/Rehire Grants [21.416]	\$10M	\$10M	\$10M
Agency Admin including IT	\$8M	\$7M	\$6M
Total	\$152M	\$321M	\$499M

Biennial Total: \$473M

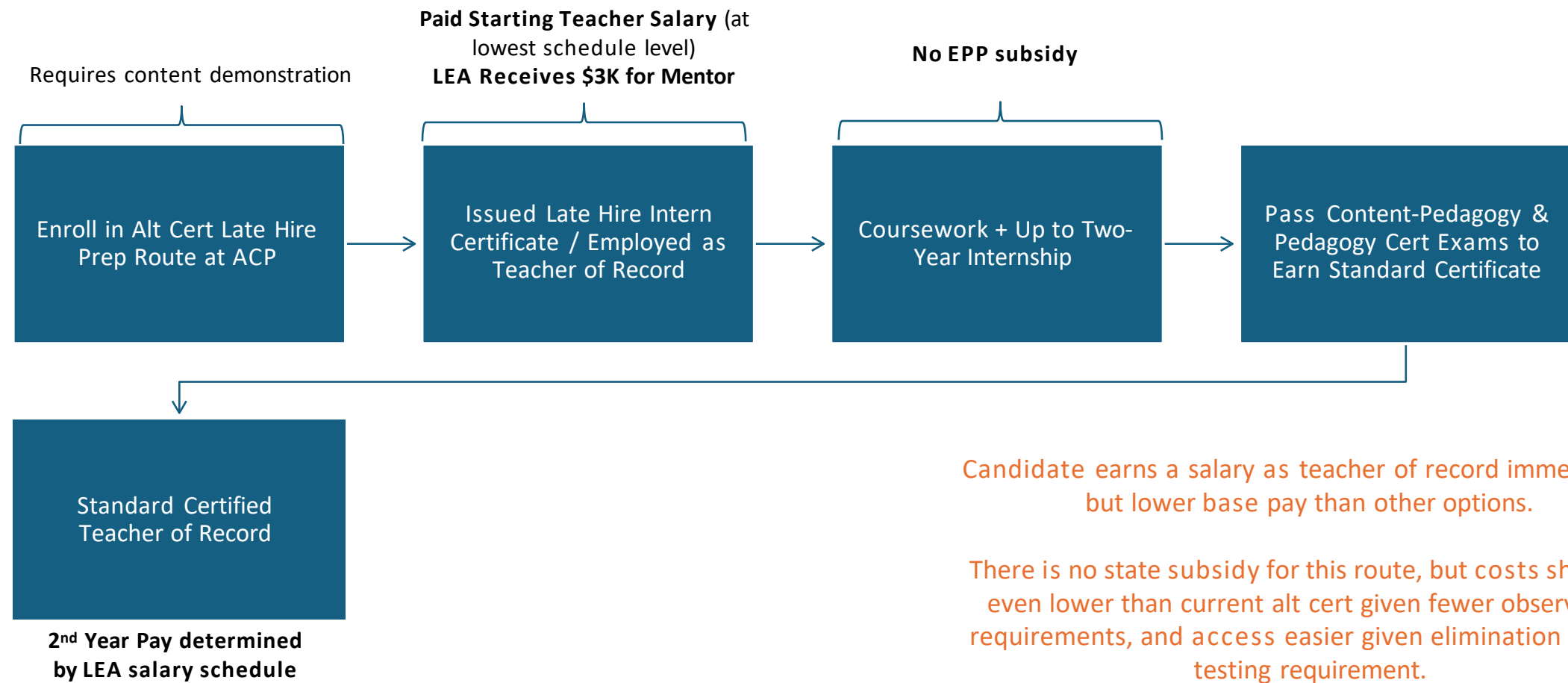
Preparation Route Scenarios

Late Hire Alt Cert Preparation

Basic Preparation: Recruitment Support and Basic Training

Timeline: 2-year maximum to earn standard certificate
Outcomes: Highly variable student outcomes and much lower retention of teachers
Audience: Best for emergency situations when a district must fill a vacancy after the start of the school year
Allotment: None

Similar to current Late Hire Alt Cert Intern with some additional flexibility. Current requirements remain in effect through the end of 2025-26 SY; changes to provide additional flexibility starts same time DOI certification limit begins



Candidate earns a salary as teacher of record immediately, but lower base pay than other options.

There is no state subsidy for this route, but costs should be even lower than current alt cert given fewer observations requirements, and access easier given elimination of initial testing requirement.

Alt Cert Preparation

Basic Preparation: Recruitment Support and Basic Training

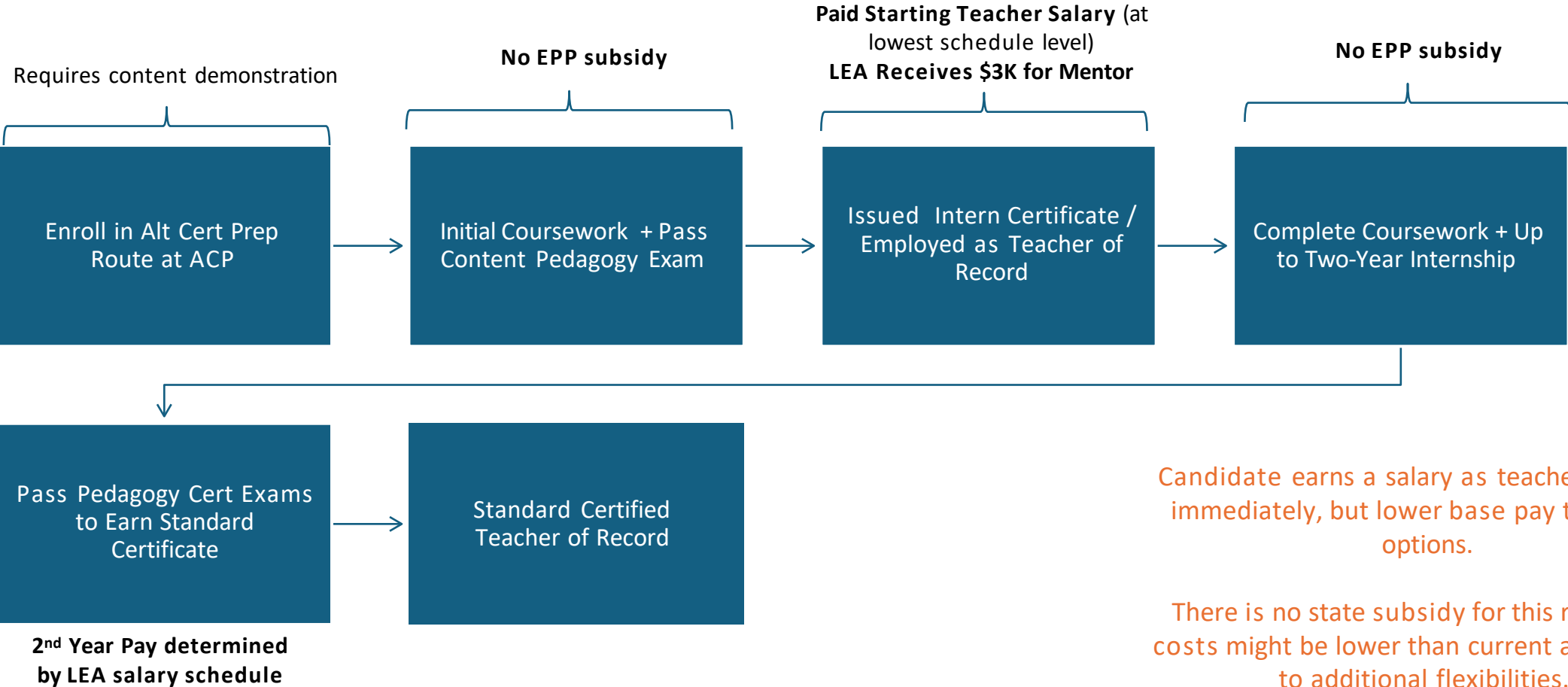
Timeline: 2-year maximum to earn standard certificate

Outcomes: Highly variable student outcomes and much lower retention of teachers

Audience: Best for hardest to staff areas, career changers into secondary with significant content expertise, districts with additional in-house support for new teachers

Allotment: None

Similar to current Alt Cert with some additional flexibility. Current requirements remain in effect through the end of 2025-26 SY; changes to provide additional flexibility starts same time DOI certification limit begins



Candidate earns a salary as teacher of record immediately, but lower base pay than other options.

There is no state subsidy for this route, but costs might be lower than current alt cert due to additional flexibilities. 37

Preservice Alt Cert Preparation – Successful

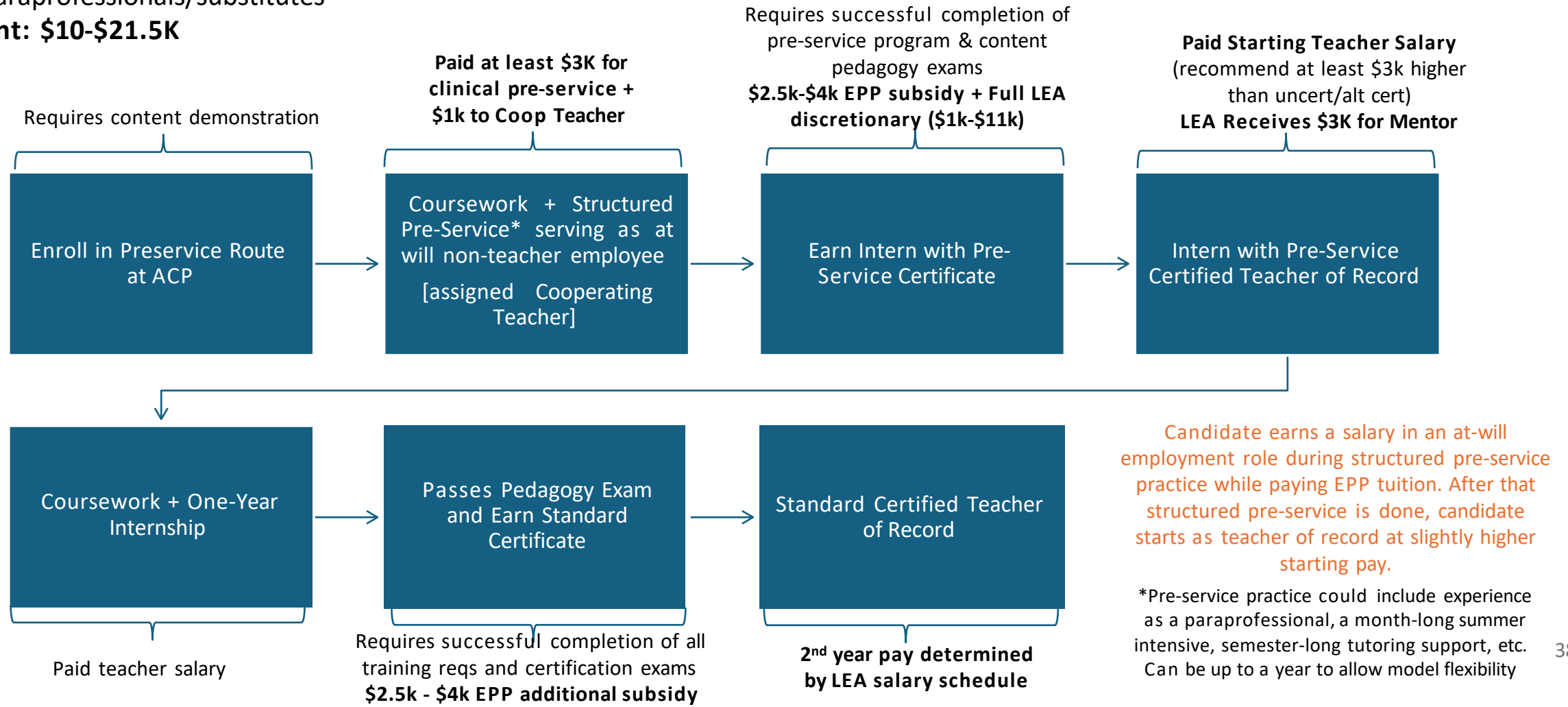
Medium Quality: Provide Meaningful, Rapid Pre-Service Practice

Timeline: max 1 year to reach intern, 1 year to reach standard

Outcomes: Stronger outcomes for students and increased retention of teachers

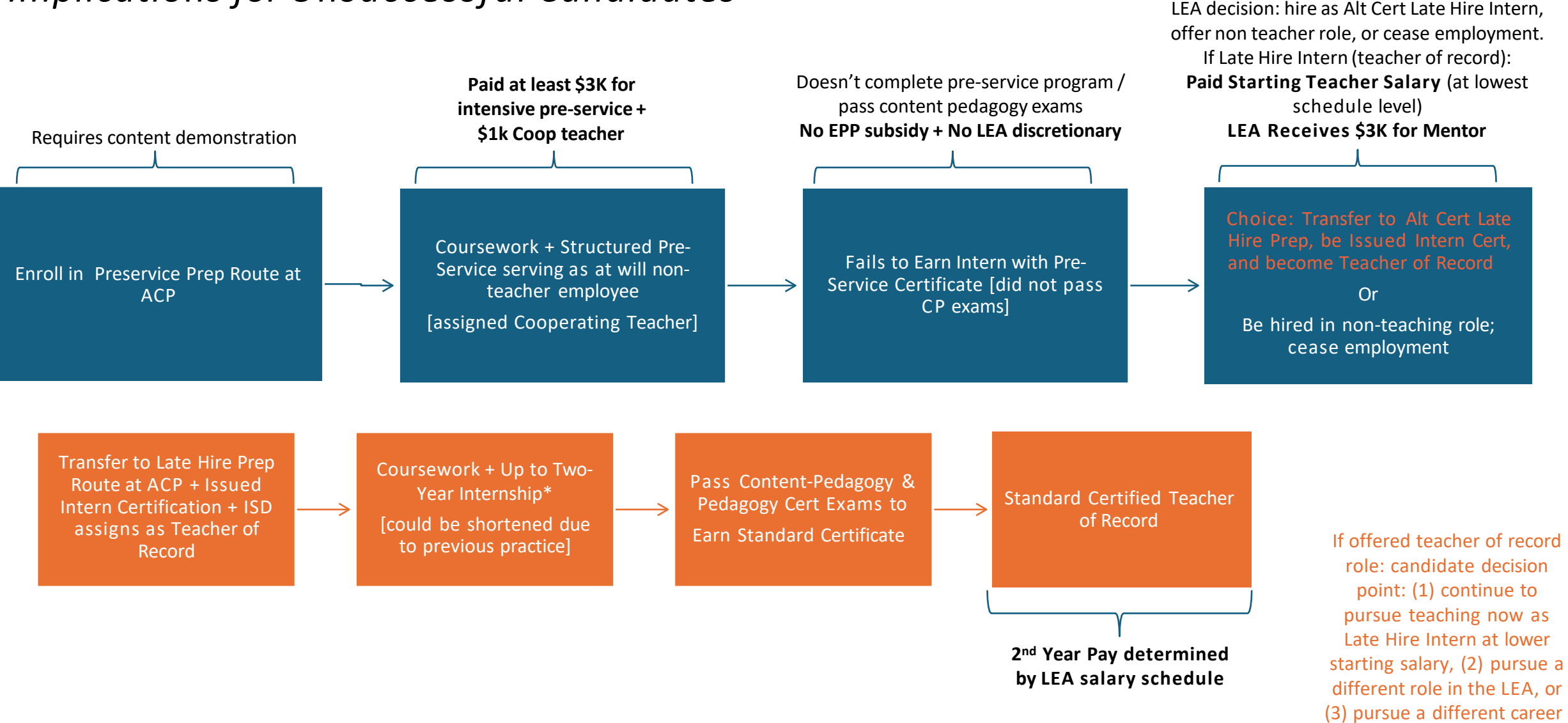
Audience: Better for some secondary, TFA-like models in alt cert, recent college grads, most career-changers, and some paraprofessionals/substitutes

Allotment: \$10-\$21.5K



Preservice Alt Cert – Unsuccessful

Implications for Unsuccessful Candidates



Traditional Preparation

EPPs must comply with new content requirements on timeline set by rule, likely by start of 2027-28 SY

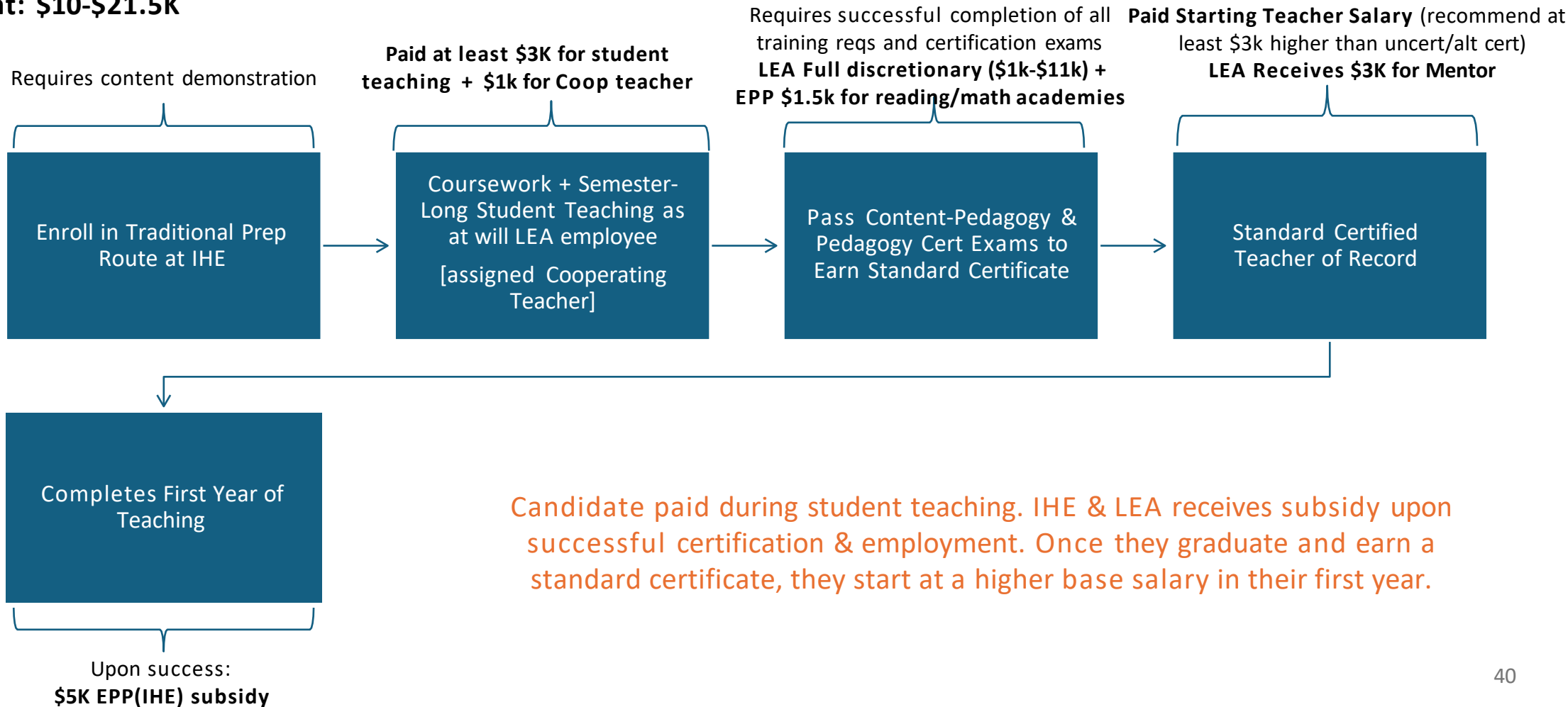
Medium Quality: Provide Meaningful Pre-Service Practice

Timeline: Max 1-year to complete semester of clinical pre-service teaching as undergrad senior or post-bac

Outcomes: Stronger outcomes for students and increased retention of teachers

Audience: Better for some secondary, Uteach like models in undergrad prep, and some paraprofessionals/substitutes

Allotment: \$10-\$21.5K



Residency Preparation [IHE OR ACP]

Highest Quality: Train Teachers Like Doctors

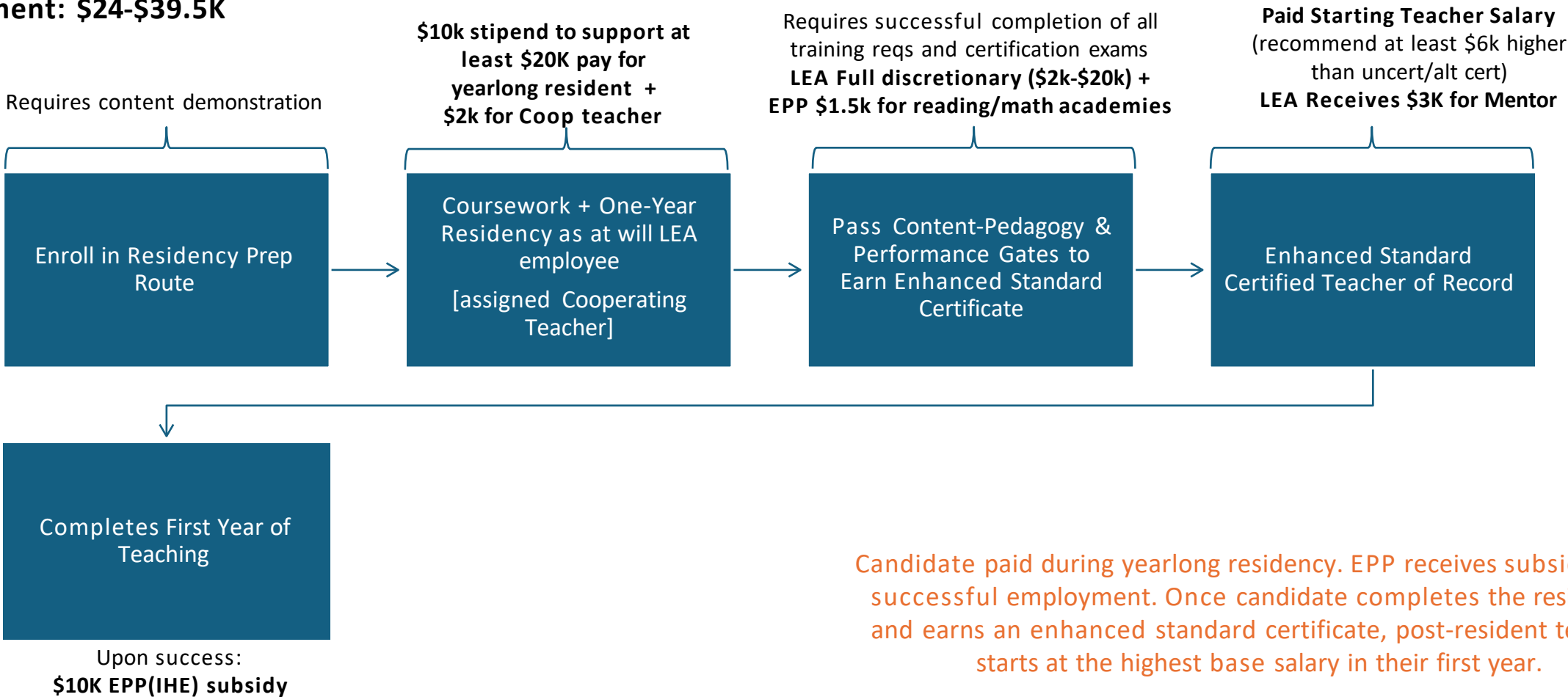
All current residency must comply with PREP on a timeline set by rule. Likely by end of 2025-26 SY.

Timeline: max 1-year clinical pre-service practice, can be part of senior year or immediate postbaccalaureate of undergrad, part of a masters program, or independent of an IHE

Outcomes: Significantly better outcomes for students and increased retention of teachers

Audience: Best for core content who want focused time in degree plan for clinical practice

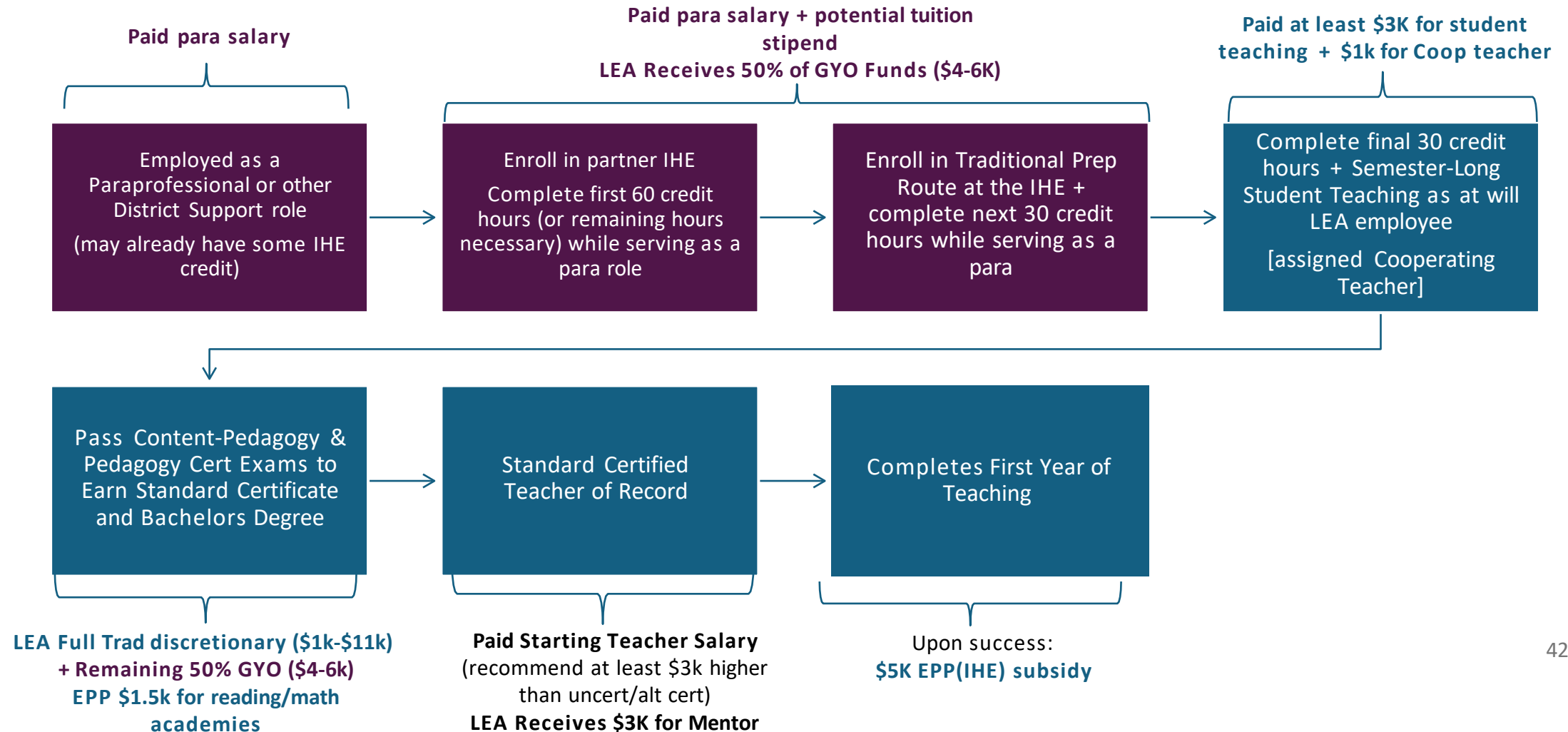
Allotment: \$24-\$39.5K



Candidate paid during yearlong residency. EPP receives subsidy upon successful employment. Once candidate completes the residency and earns an enhanced standard certificate, post-resident teacher starts at the highest base salary in their first year.

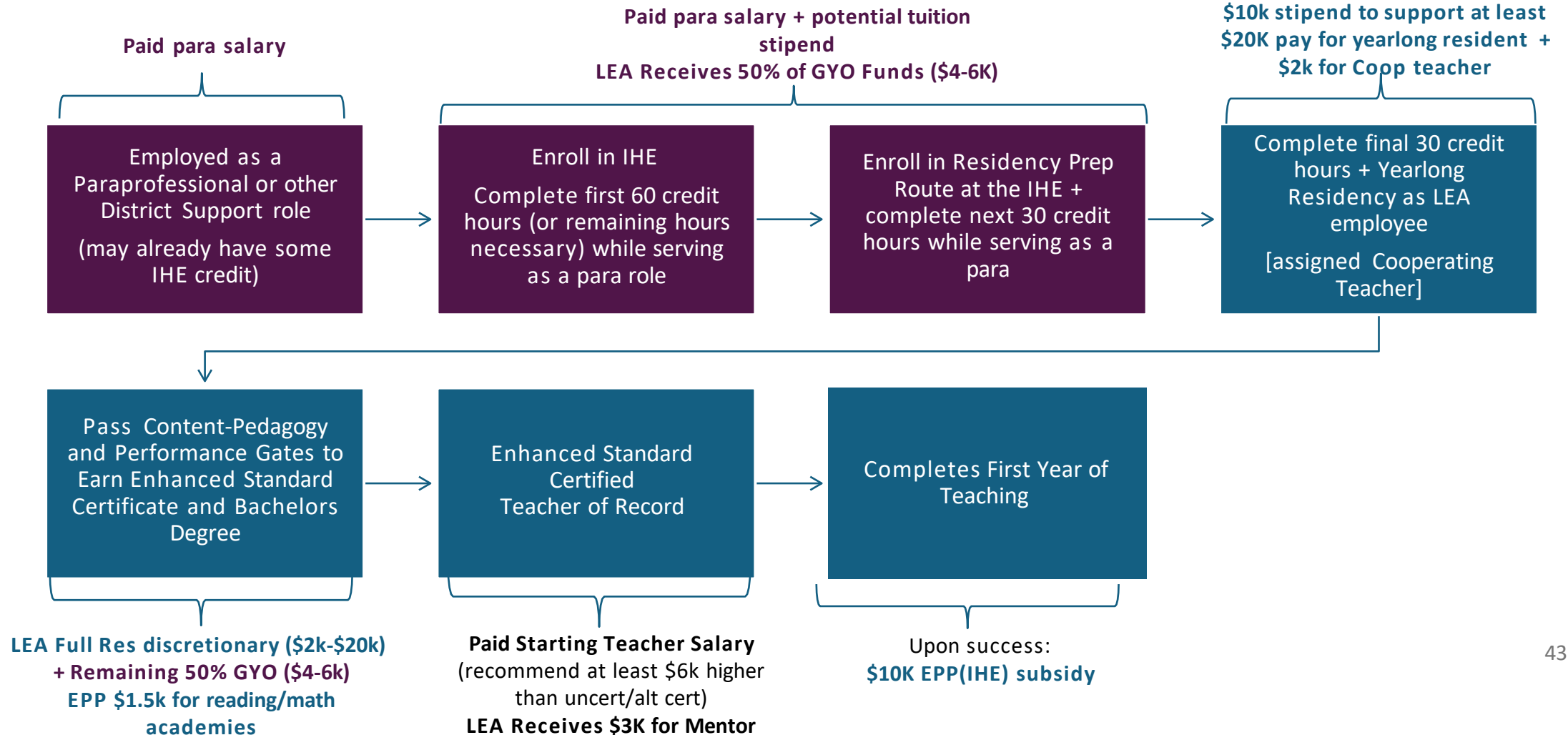
GYO into Traditional Preparation

- LEA receives upfront funding for GYO participant (flexible use of funds), then additional funding when they enter preservice practice (must be used for compensation), receives remaining GYO funding + Trad discretionary funding upon successful completion of BA and certification.
- EPP receives funding if candidate successfully completes first year as a teacher of record.



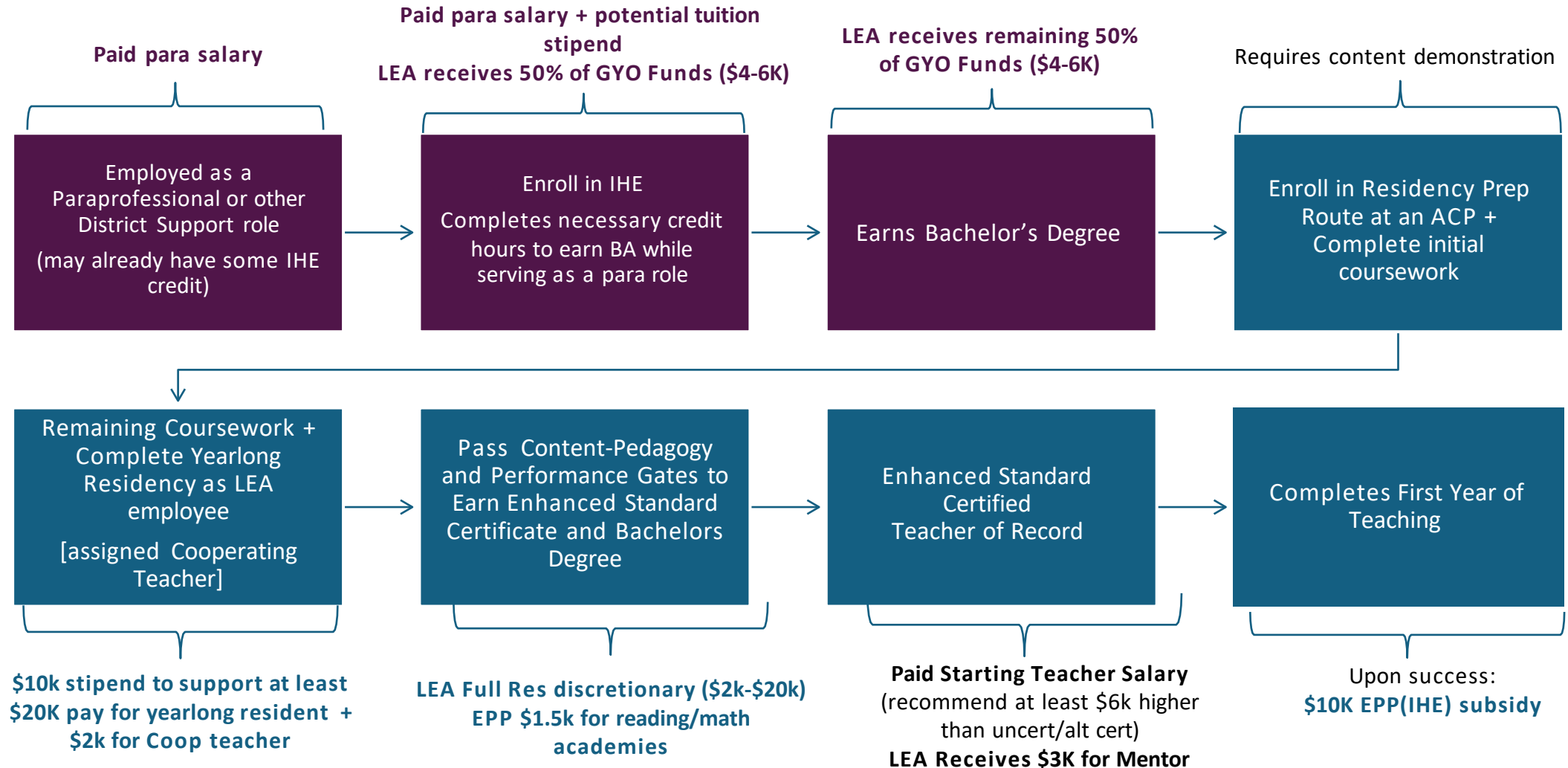
GYO into Residency Preparation (IHE)

- LEA receives upfront funding for GYO participant (flexible use of funds), then additional funding when they enter preservice practice (must be used for compensation), receives remaining GYO funding + Residency discretionary funding upon successful completion of BA and certification.
- EPP receives funding if candidate successfully complete first year as a teacher of record.



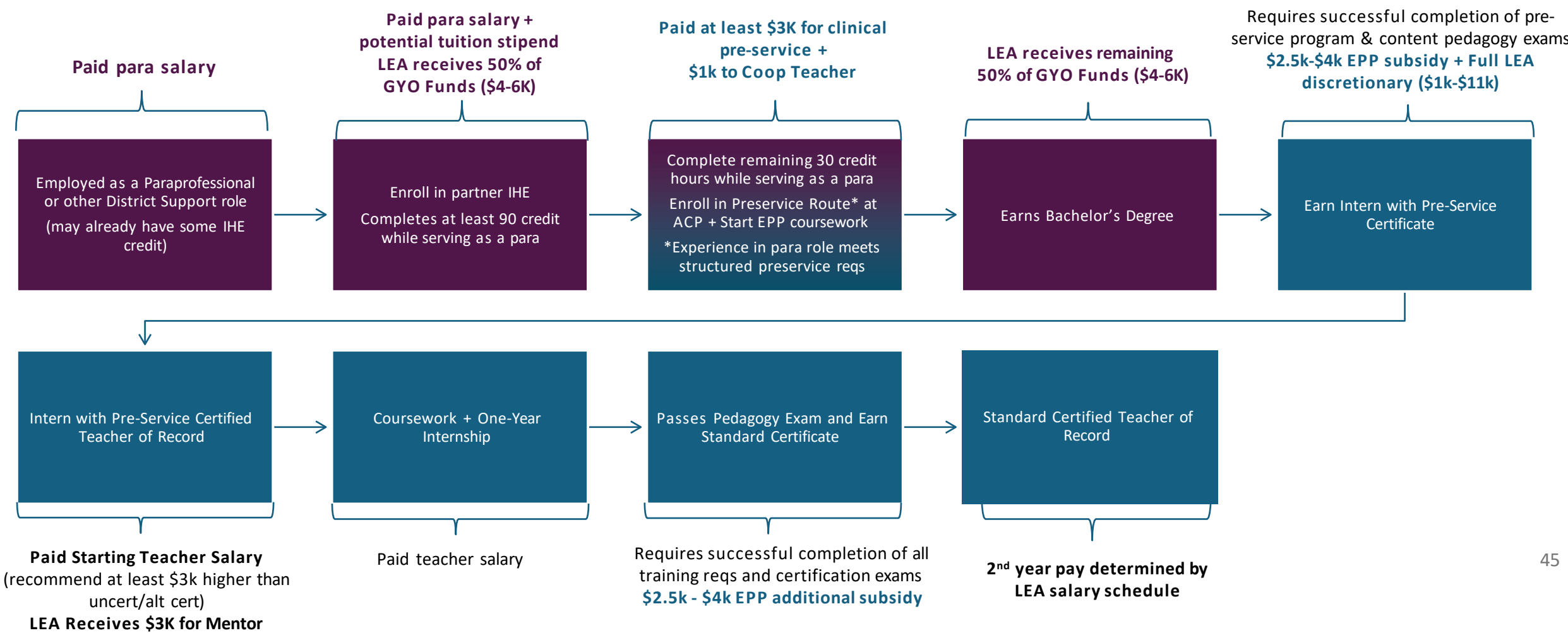
GYO into Residency Preparation (ACP)

- LEA receives upfront funding for GYO participant (flexible use of funds) and receives remaining GYO funding upon successful completion of the BA. LEA then receives initial funding for compensation as the candidate starts the residency and receives the remaining residency discretionary funding upon successful completion of certification.
- EPP receives funding if candidate successfully complete first year as a teacher of record.



GYO into Preservice Alt Cert Preparation

- LEA receives upfront funding for GYO participant (flexible use of funds) and receives remaining GYO funding upon successful completion of the BA. LEA then receives initial funding for compensation as the candidate starts the preservice alternative program and receives the remaining preservice alternative discretionary funding upon successful completion of the intern with preservice certificate.
- EPP receives 50% of funding upon candidate earning intern with preservice certificate and remaining funding if they earn the standard certificate.



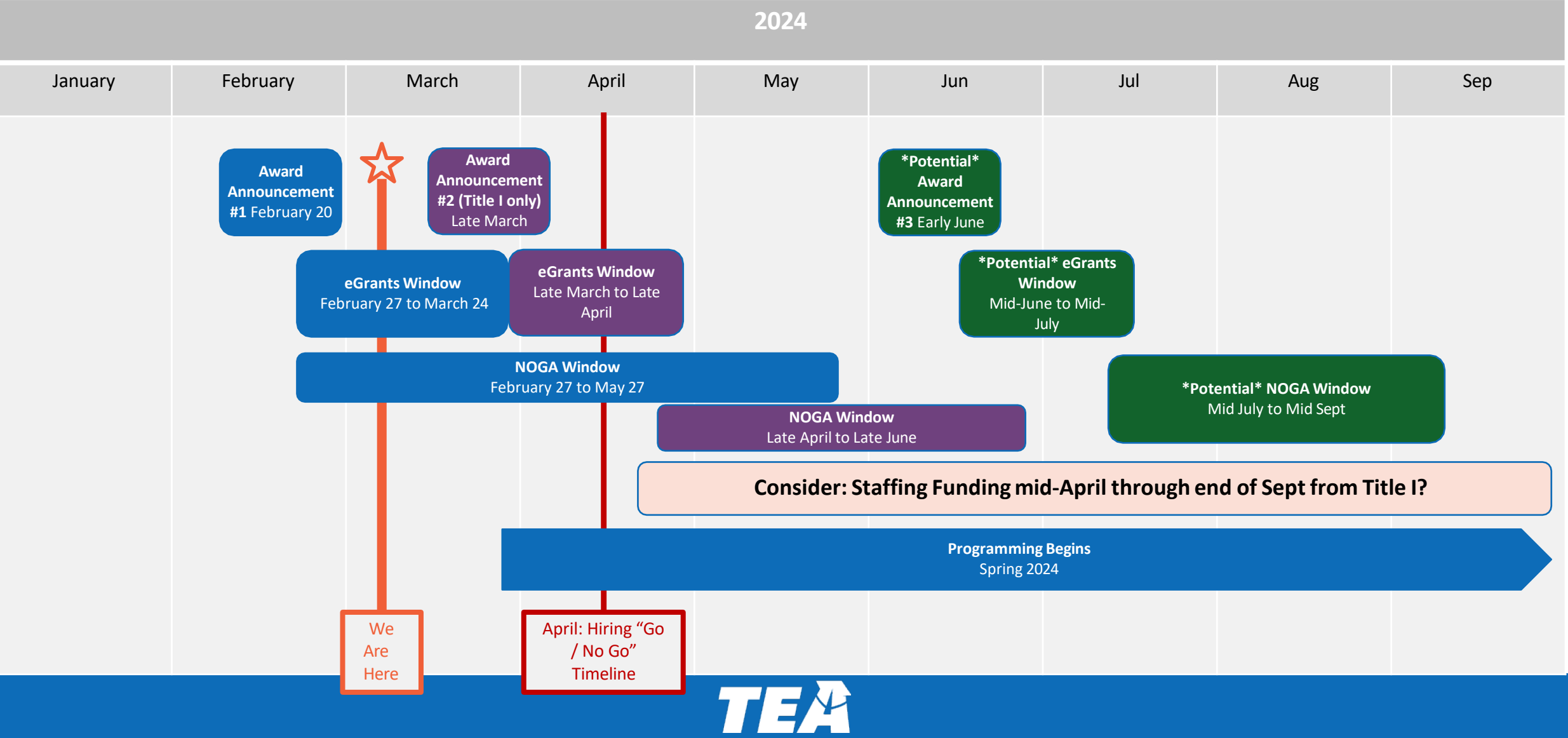
LASO FAQ: Why were some districts awarded, and some not?

LEAs will be awarded in each instructional materials separately based on STAAR scores from lowest to highest within the following priority tiers:

Priority tier 1	LEAs with prior participation and good standing in Strong Foundations Planning in SY2022-23, SY2023-24, and/or SY2024-25 in the same content area
Priority tier 2	LEAs with a Commissioner-appointed board of managers, monitor, or conservator for academic performance
Priority tier 3	LEAs in the bottom quartile of STAAR scores in the state
Priority tier 4	LEAs classified as rural
Priority tier 5	LEAs in the top quartile of economically disadvantaged students in the state

Given demand, we did not make it past Tier 1

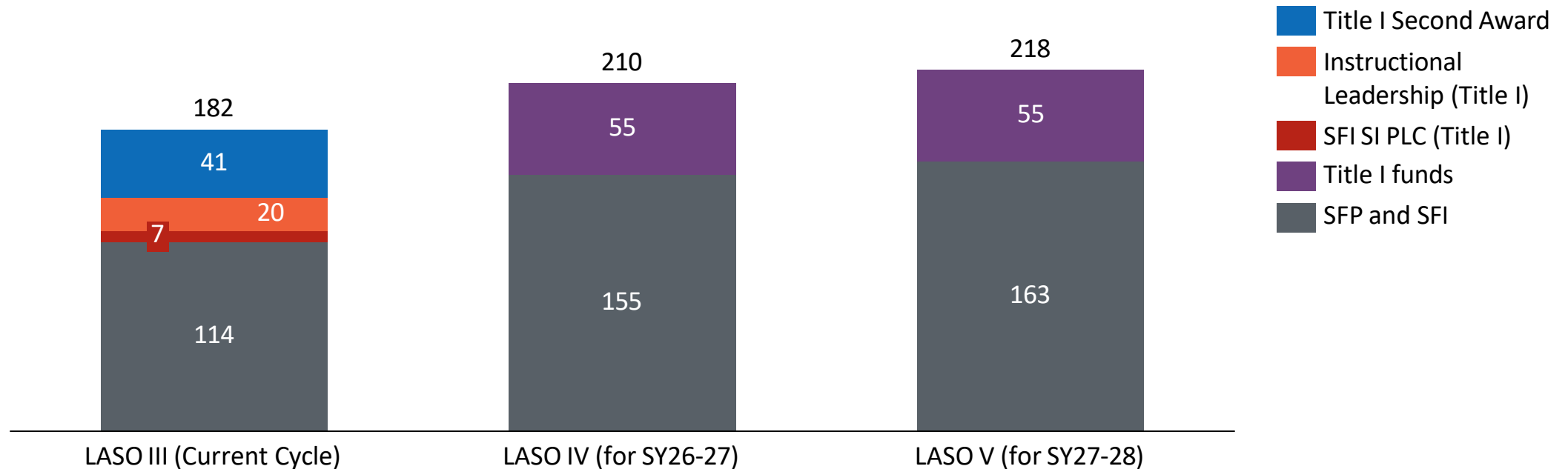
Discussion: Additional staffing support in gap period?



There is substantial base level funding in future years

TEA has submitted an **exceptional item** request to cover **additional demand** beyond what has been funded in the Current Cycle, and in anticipation of additional demand over this base funding for SY26-27 and SY27-28

Estimated Annual LEA Grant Funding (\$M) for Strong Foundations/Future Integrated TIL/SF/TXLS



Anticipated shift to multi-year program