

# PREPARING FOR THE TEXAS HB PREP ALLOTMENTS

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A US PREP  
WEBINAR SERIES



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College of Education



# HOW CAN DISTRICTS MEET THE \$20,000 MINIMUM RESIDENT STIPEND REQUIRED UNDER THE TEXAS HB 2 PREP ALLOTMENTS?

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TEXAS HB PREP ALLOTMENTS:  
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A photograph of the Texas State Capitol building, featuring its iconic dome and classical architecture, partially obscured by green trees. The image is overlaid with a semi-transparent blue filter.

**This Webinar  
Will Be  
Recorded**

A large, solid red circle containing the word "REC" in white, bold, sans-serif capital letters.

**REC**

**PREPARING FOR THE TEXAS HB PREP ALLOTMENTS: A US PREP WEBINAR SERIES**

# Your Presenters



Jenn Perez  
Transformation Specialist  
US PREP



Yusra Millenbaugh  
Transformation Specialist  
US PREP

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# Opening Reflection

How would you describe your district's experience with strategic staffing or paid residency?

4 – We have a paid residency that is established and sustainably funded

3 – We have a paid residency and are working toward sustainability

2 – We launched a residency (TCLAS or TSS), but need a long-term funding plan

1 – We are exploring residency with a partner but have not launched yet

# Today's Objectives

- Identify sustainable strategies to fund the district share of residency stipends
- Connect resident roles to school improvement priorities
- Align plans to existing funding streams

# Today's Agenda

TIME	SESSION TOPIC
10 min	Opening and Framing
20 min	Strategic Staffing & Funding Strategies
20 min	District Panel
10 min	Q&A + Reflection



# Materials & Question Document



## PREPARING FOR THE TEXAS HB PREP ALLOTMENTS

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### Matching Resident Stipends

April 15, 2026 | 9:00-10:00 a.m. CST

#### Objectives

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- Connect resident roles to school improvement priorities
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#### Webinar Materials/Resources

- [PREP Allotment Webpage with Financial Planning Tool](#)
- [Policy Brief: The Economic Benefits of Teacher Quality Preparation in Texas](#)
- [Strategic Staffing Models](#)
- [Resident Stipend Planning Tool](#)
- [Additional Webinar Opportunities](#)

#### Participant Questions *Please add rows as needed*

Name	Question	Response

In this document you will find:

- All materials we'll use throughout the webinar
- A table to write the questions you have as you engage in the webinar

<https://tinyurl.com/USPREP415>



# The \$10,000 Puzzle

Minimum Resident Stipend - \$20,000

State Match - \$10,000

**District Share - \$10,000**

How do districts sustainably fund the  
\$10,000?

<https://tinyurl.com/USPREP415>

# HB 2 Funding Considerations

PREP Allotment Webpage with Financial Planning Tool



	Year 1	Year 2
<b>Residency</b>	5 residents 2 SpEd 1 Bilingual	7 residents 2 SpEd 2 Bilingual
<b>Stipend Obligation</b> \$20,000 per resident + \$2,000 per host teacher	\$110,000	\$154,000
<b>Initial PREP Funding</b> \$10,000 per resident + \$2,000 per host teacher	\$60,000	\$84,000
<b>Success-Based Funding</b> *Baseline: \$2,000 per resident	N/A	\$16,000  Residents from Year 1
<b>Net to District</b>	\$50,000	\$54,000

Additional success-based funding for SPED and Bilingual certified residents

Rural and High Needs distinctions come with multipliers that increase success-based funding

Grow Your Own plans can be paired with residency plans to create stackable allotments

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# Research shows that residencies are

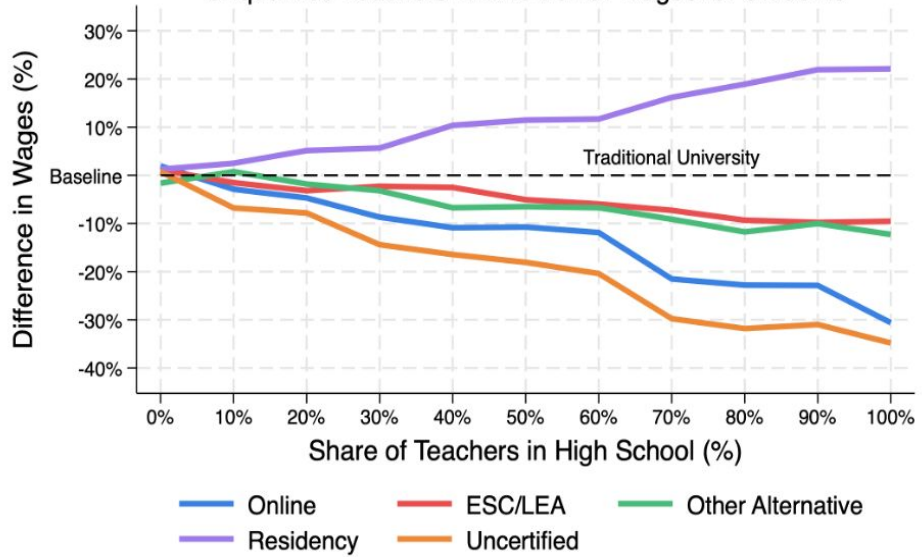
Policy Brief: The Economic Benefits of Teacher Quality Preparation in Texas



- linked to gains in student learning
- produce teachers who stay in the profession longer
- lead to higher earnings for graduates over time

### Teacher Pathways Shape Student Earnings

Unqualified Teachers Link to Lower Wages for Students



Kirksey, J. J. (2024). *The economic benefits of high-quality teacher preparation in Texas*. Texas Tech University.  
<https://ttu-ir.tdl.org/server/api/core/bitstreams/8d705001-011e-4c14-8fb4-f45957854be3/content>.



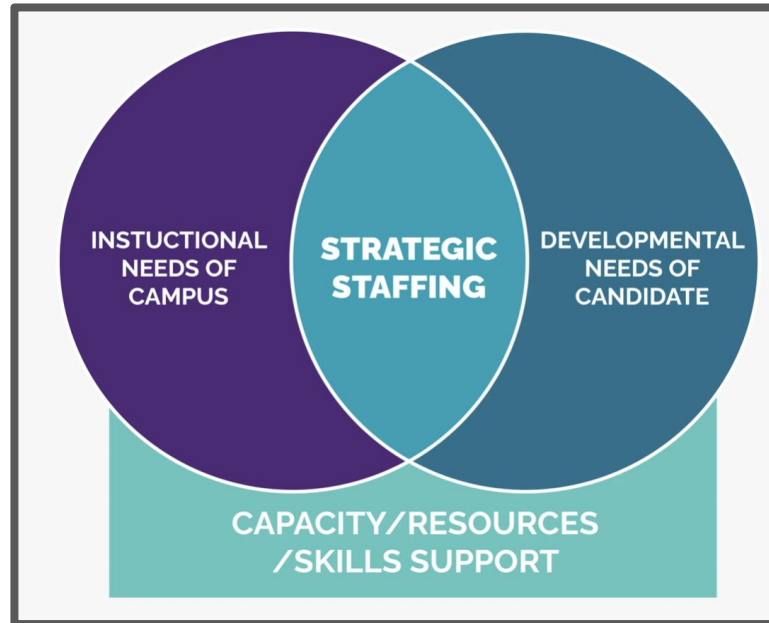
# HOW can Residency Stipends be Funded?

Reallocation	Reinvestment
Reallocation of campus roles means that we may think differently about how we staff instructional support positions on campus.	Reinvestment of existing funds to sustainably fund resident salaries.

**Key Point:** Find your “just-right” mix of reallocation and reinvestment

# What is Residency Strategic Staffing?

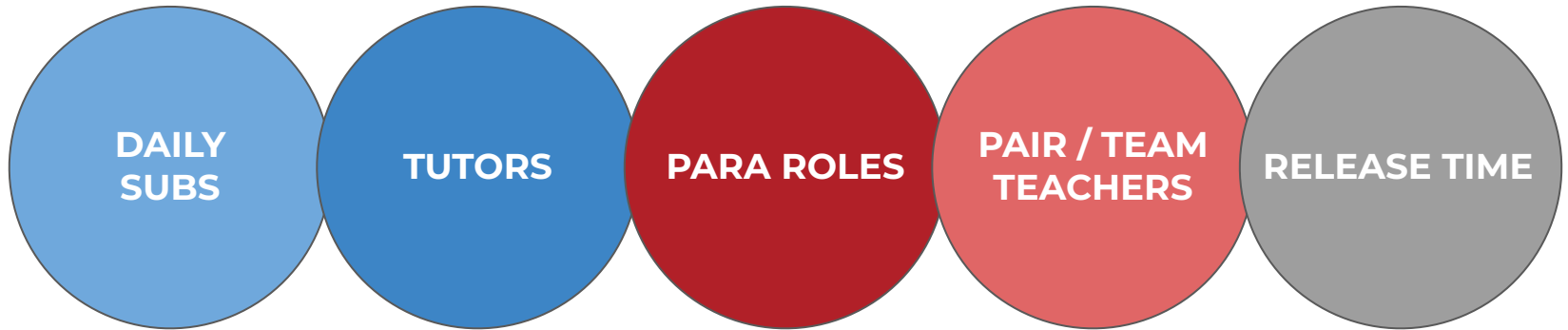
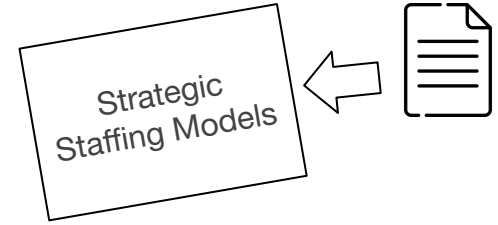
Strategic Staffing is a **paid teacher residency** program that is **sustainably funded** by **reallocating** district resources to compensate teacher residents who take on **additional instructional responsibilities** in the district while completing a year-long teacher residency program..



# Finding the Instructional Need



# Filling the Instructional Need



# Strategic Staffing - Laying the foundation



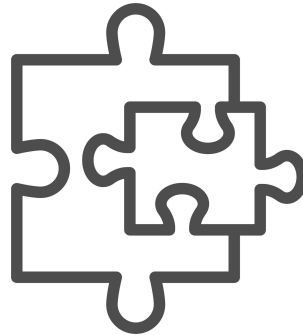
Reallocation	Reinvestment
Reallocation of campus roles means that we may think differently about how we staff instructional support positions on campus.	Reinvestment of existing funds to sustainably fund resident salaries.

**Key Point:** Find your “just-right” mix of reallocation and reinvestment

# A Substituting Example

Resident reports to campus 4 days each week.  
1 day per week resident fills a substitute teaching need on campus.

20 substitute days @ \$110 per day = \$2200



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### Reallocation

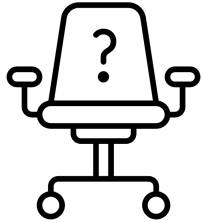
Reallocation of campus roles means that we may think differently about how we staff instructional support positions on campus.

### Reinvestment

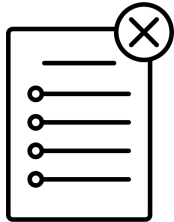
Reinvestment of existing funds to sustainably fund resident salaries.

**Key Point:** Find your “just-right” mix of reallocation and reinvestment

# Reinvestment: Finding the Funds



**Unfilled vacancies**



**Budget carryover or  
cancelled services**



**Differentiated pay scales**

# **Where else does the resident add value?**

# Typical Co-Teaching Day

8:00-9:15 AM Literacy – Co-teaching

9:15-10:00 Literacy Small groups

10:00-10:45 - Specials / Planning

10:45-11:45 - Lunch/Recess

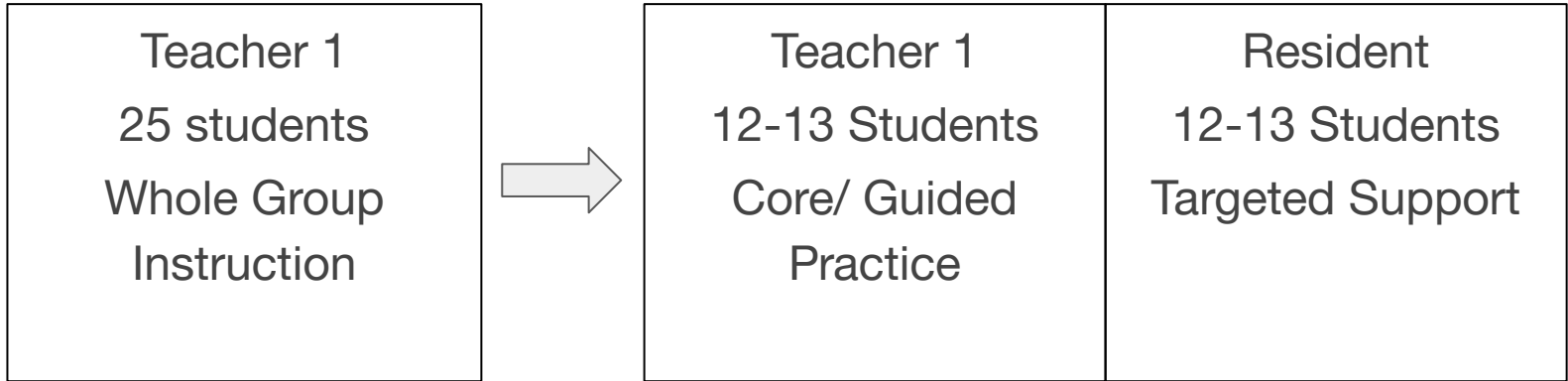
11:45-12:15 Writing

12:15-1:45 Math – Co-teaching

1:45-2:15 - Recess

1:45-2:15 Afternoon – Reteach / intervention

# Co-Teaching: What changes when a resident is in the room?



**From whole group → targeted instruction in real time**



# Residents Support School Improvement

- **Differentiation** - Residents enable smaller instructional groups, allowing teachers to tailor instruction to student needs in real time.
- **Reteach** - Residents support immediate reteach of key concepts, helping students close gaps before moving forward.
- **Intervention** - Residents expand the reach and frequency of small-group intervention for students not meeting grade-level expectations.
- **HQIM support** - Residents support consistent implementation of high-quality instructional materials through co-teaching, modeling, and planning support.
- **Pipeline Development** - Residents strengthen the district's long-term hiring pipeline by preparing and retaining future teachers.

# Sample Funding Plan

Resident  
Stipend  
Planning Tool



Activity	What This Might Replace or Reduce	Budget Source	Amount
Daily sub coverage	External substitute costs	Substitute Budget (Campus/District)	\$2,200
Small-group instruction	Para hours / intervention contracts	Campus Budget (Instructional Support)	\$2,800
Co-teaching	External PD / coaching contracts	Title II	\$3,000
Future hiring pipeline	Recruitment costs / vacancy coverage	HR / Recruitment Budget	\$2,000

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# District Panel

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- **Ty Stevens**  
Superintendent, Miles ISD
- **Dr. Jessica Tovar-Hilbert**  
Executive Director of Human Resources, Klein ISD
- **Jason Liewehr**  
Executive Director of Human Resources, Denton ISD
- **Dr. Emily Camarena**  
Executive Director of Talent Management, Fort Worth ISD

# Panel Questions

- Can you share context for your district that will be helpful for participants to know?
  - Size
  - Region
  - Years engaged in paid residency
- What does your strategic staffing model look like in practice—how are residents used during a typical school day? Why did you select this model?
- Can you share how you approach funding resident stipends?



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# Your Questions Answered



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Continue to add questions and check back for more information.

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# Closing Reflection

What are some of your key takeaways?

What is a new idea you had not previously considered?

In what ways do you relate the work being done at your institution with what was presented today?

# Upcoming Webinars



**PREPARING FOR THE TEXAS HB PREP ALLOTMENTS:  
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**April 30, 9am  
Designing &  
Sustaining  
GYO Pathways**

**April 30, 10am  
Texas Mentor  
Training:  
What to  
Expect**

**May 7, 9am  
Preparing for  
the Content  
Academies**

**Aug. 25, 11am  
Building  
Post-Bac Prep  
Allotment  
Pathways**