

All in on Quality Preparation in Texas

An Analysis & Recommendations for Implementing House Bill 2

September 2026



Texas's [House Bill 2](#) commits over \$400 million annually through the [PREP Allotment](#) to transform teacher preparation, incentivizing high-quality pathways and tying funding to outcomes. With [47%](#) of newly-hired Texas teachers now entering the classroom uncertified, HB 2 bets that investing in preparation will produce teachers who are more effective and more likely to stay.

In spring 2026, Deans for Impact surveyed Texas EPPs who collectively prepare approximately 40% of the state's newly certified teachers, supplemented by interviews, focus group conversations, and site visits to four institutions.



SNAPSHOT OF SURVEY RESPONDENTS

28

Texas EPPs

13 of 20

ESC regions represented

40%

of Texas's newly certified teachers are prepared by respondents

100%

intend to pursue PREP-funded pathways

We identified four key findings:

#1

EPPs are moving quickly to create PREP Pathways but are not confident they can meet the state's implementation timeline.

All respondents intend to pursue PREP pathways, but fewer than 20% feel confident they can meet the full implementation timeline – a capacity issue, not a will issue. Communities of practice are the most desired form of support.

#2

The most significant implementation challenge for EPPs is the required content integration.

~75% of EPPs cite integrating TEA's Reading & Math Academies content as their biggest hurdle, driven by unfinished guidance, the complexity of redesigning coursework, and a sense of exclusion from policy decisions.

#3

The two-year lag in funding creates immediate capacity constraints, especially for EPPs with less resources and those in rural communities.

Success-based funding means EPPs must invest in staffing (e.g., site coordinators to manage 600+ residency touchpoints) now but won't see returns until the 2028–29 school year. DFI estimates statewide upfront costs of PREP Residency to be \$7.3M per year (\$14.5M over the two-year gap). Each statewide residency cohort will eventually return ~\$17.25M annually. The model can sustain itself over time, but the first two years will be difficult for many programs. See **Appendix B** in the report for a full breakdown.

#4

EPPs and districts are deepening existing partnerships rather than forming new ones, which may disadvantage smaller and rural systems.

Only 25% of EPPs are forming new district partnerships (vs. deepening existing ones), often due to geographic and capacity constraints. This dynamic could disadvantage smaller and rural systems despite added funding incentives for them.

BOTTOM LINE

EPPs broadly support HB 2 and aren't seeking relief from its requirements. They need better-timed guidance, bridge funding, and regional infrastructure to execute well. Each section pairs its finding with 2–4 concrete recommendations for state, philanthropic, and advocacy leaders.

Download the full report at deansforimpact.org/tx-hb2-report.

About Deans for Impact (DFI)

DFI is a national non-profit organization committed to ensuring that every child is taught by a well-prepared teacher. DFI supports educator-preparation programs to bring the science of learning into teaching practice; partners with policymakers to ensure pathways into teaching are instructionally-focused, practice-based, accessible, and innovative and responsive; and equips leaders with the tools to address today's most pressing challenges in educator preparation. Guided by principles of learning science, DFI aims to help aspiring and early-career teachers create rigorous and affirming classrooms where all children thrive. Learn more at deansforimpact.org.