

# TIA Spending: Best Practices and Exemplar Spend Plans

This resource is a compilation of TIA Spending best practices and considerations for districts seeking to align spending practices to specific district goals for retaining, rewarding, and recruiting the most effective teachers. Please also consult the [TIA Guidebook](#) for additional context and the [TIA Spending Guidance for District Business Offices](#) for details about the allotment and considerations for issuing payouts. This resource contains the following information, linked within the document:

- [Overview of District Goals Related to Spending](#) (Page 1)
- [Cohort G Spending Timeline](#) (Click to go to Page 2)
- [Spending Tab: Statutory Requirements and Best Practices](#) (Click to go to Page 3)
- [Considerations for Teacher Movement](#) (Click to go to Pages 4-5)
- [Common Best Practices Across TIA Spending Plans](#) (Click to go to Page 6)
- [Spending Plan Exemplars](#) (Click to go to Pages 7-12)

## DISTRICT GOALS RELATED TO SPENDING

---

Districts can consider their goals for their spending plan through the application process and use the [Readiness Guide's Stakeholder Engagement and Spending Sections](#) to guide their planning and engagement of teachers and other stakeholders. Common goals that align with TIA's work and additional teacher compensation include:

- **Retaining a district's best current teachers:** Districts should look to making salary increases more predictable. They may also consider tying increased compensation to retention but should also include provisions for rewarding retiring teachers.
- **Attracting excellent new teachers:** Districts may choose to use a portion of their TIA allotment on signing bonuses or first-year salaries. They should also make high salaries a recruitment item.
- **Directing experienced teachers to students who need the most support:** A District may choose to increase incentives at high-needs campuses or to support teachers with additional staffing options.
- **Rewarding teachers in alignment with other district goals:** Districts may offer compensation increases to teachers who meet certain criteria such as targeted subject areas, grade-level, or other student demographics (like English Language Learners ELL/Emergent Bilinguals EB or special education).

## COHORT G SPENDING TIMELINE

The below table outlines the timeline and process for generating an allotment from locally designated teachers. Districts may generate an annual allotment on an ongoing basis from previously designated teachers. ***Cohort G districts will receive a notification of funds earned in April 2026 and need to spend them by August 31, 2026.***

School Year	Month	Item
2023-24	December 2023 – March 2024	Districts engage and finalize TIA Spending Plan, in compliance with statute
	April 15, 2024	Districts submit final TIA application, including TIA Spending Plan
	June 2024	If applicable, Districts re-submit TIA application, including TIA Spending Plan, based on feedback
2024-25	Full Year	Districts capture data based on approved Local Designation System
2025-26	October 2025	District submits local designation system teacher data to TTU and designated teacher fee to TEA (\$500 per designated teacher). Note, all fees will be reimbursed in the following year's FSP September Settle Up.
	February 2026	Districts receive notification of Step 1 Data Submission Review. This includes whether they are able to designate submitted teachers.
	April 2026	Districts receive notification of allotment generated by teacher and campus, based on PEIMS data.
	August 31, 2026	Districts must spend all TIA funds generated for the previous school year and submit Annual Program Submission to TEA.
Ongoing Post-Approval	September 2026	Districts receive funds through FSP. In the first year, this is through the settle-up process. Moving forward, it will be a part of monthly FSP payments and based on the prior year's estimates.
	Annually, districts will need to submit data each October to designate new teachers and will receive a notification each April on the total generated allotment. Each year, districts will have to spend all generated funds by August 31 <sup>st</sup> .	

## SPENDING TAB: STATUTORY REQUIREMENTS AND OTHER BEST PRACTICES

This section helps align your district’s goals for compensation and TIA spending to the Spending tab, while ensuring full compliance with the statutory requirements (Part A of the Spending Tab). The exemplars and model spending plans that follow will earn your district full application readiness for spending. Districts may adapt these exemplars but should remain in compliance with statutory components.

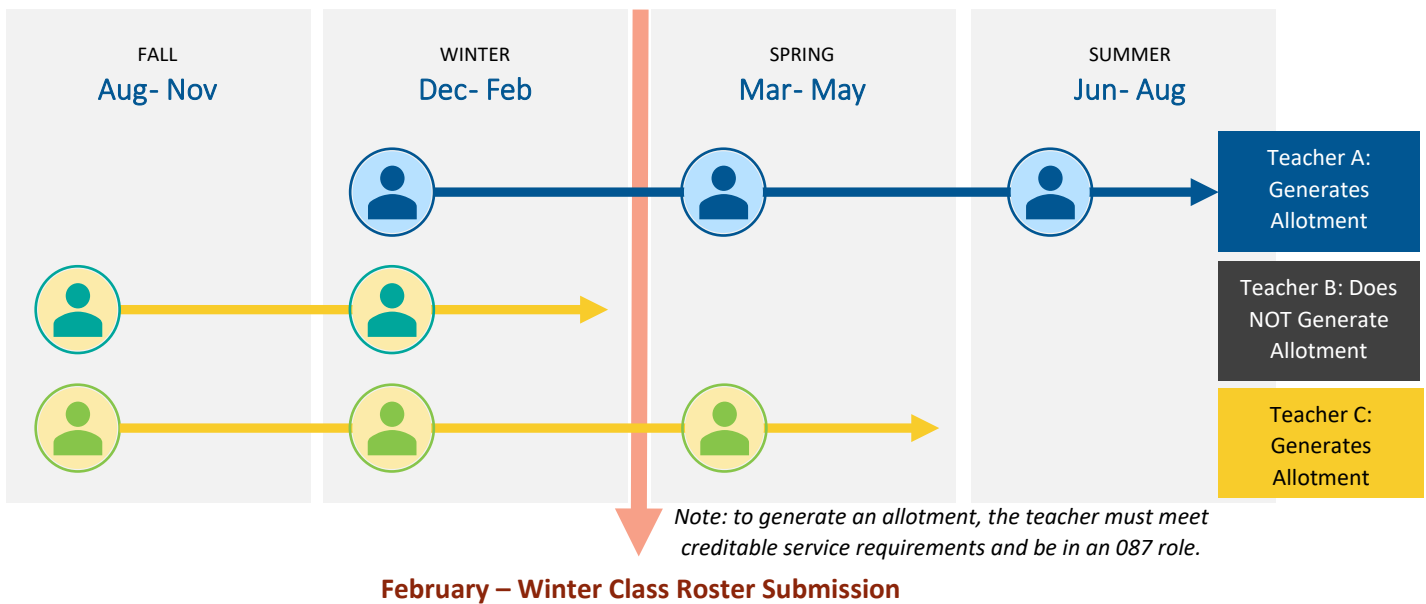
Spending Tab	Tab Overview: Statutory Requirements for Full Readiness in <b>Bold Type</b>
<b>Part A: Distribution of Allotment Funds</b>	<ul style="list-style-type: none"> <li>• Clear description of how the district is meeting statute:               <ul style="list-style-type: none"> <li>○ <b>At least 90% is spent on <u>student-facing instructional staff on the campus where the designated teacher works.</u></b></li> <li>○ <b>Up to 10% can be used to <u>support the designation system or to support teachers in getting designated.</u></b></li> </ul> </li> <li>• <b>Clear plan for use of TIA funds prior to August 31<sup>st</sup> each year.</b></li> </ul> <p><i>*Spending plan should be publicly accessible but is not required for statutory full readiness. If it is not available, TIA may not be able to score parts of this section.</i></p>
<b>Part B: General Spending Plan and Board Approval</b>	<p>This section includes best practices. TIA recommends aligning with District goals. A district’s spending plan should not exist in isolation; districts should also undergo a clear engagement process related to their plans for spending TIA funds.</p> <p>Part B should include:</p> <ul style="list-style-type: none"> <li>• Rationale for Spending plan,</li> <li>• Timing and distribution to teachers,</li> <li>• Timeline for receiving school board approval.</li> </ul>
<b>Part C: Movement of Teachers</b>	<p>Part C asks the district to verify that it understands the implications of designated teacher movement around the Winter Class Roster PEIMS Submission.</p> <p><b>Note, parts of this section must align with statutory components.</b> For example, if the district has included a retention contingency and is retaining the funds that would have gone to the designated teachers that left, those allotment funds must be spent according to statute, i.e., at least 90% must go to teacher compensation at the designated teacher’s campus.</p>
<b>Part D: National Board and New Hires</b>	<p>Spending plan differences for teachers designated in other districts and/or teachers designated through the National Board certification route. Some districts will adopt different spending plans based on how a teacher earned a designation.</p>

## DESIGNATED TEACHER MOVEMENT SCENARIOS AND BEST PRACTICES

Designated teachers may move or change their employment status in several ways. If a designated teacher is present at the time of Winter Class Roster PEIMS submission, as illustrated by **Teacher A** in the graphic below, even if they start the school year late, they will generate an allotment for the district.

Teachers may move into a different teaching assignment and still earn a designation and generate an allotment. They are not required to remain in an eligible assignment and designations are not tied to any subject area or grade level. TEA will only verify they are still employed as a teacher and meet service requirements. TEA requires teachers are employed and compensated in an 087-teacher role for 90 days at 100% of the day or 180 days at 50% or more of the day for the 2023-24 school year.

### Teacher Movement Scenarios around Winter Class Roster



### Designated Teacher Leaves the District

#### Prior to Winter Class Roster

If a designated teacher leaves the district prior to Winter Class Roster PEIMS submission, as illustrated by **Teacher B** in the graphic above, they will not generate an allotment for the district. No action is required by the district.

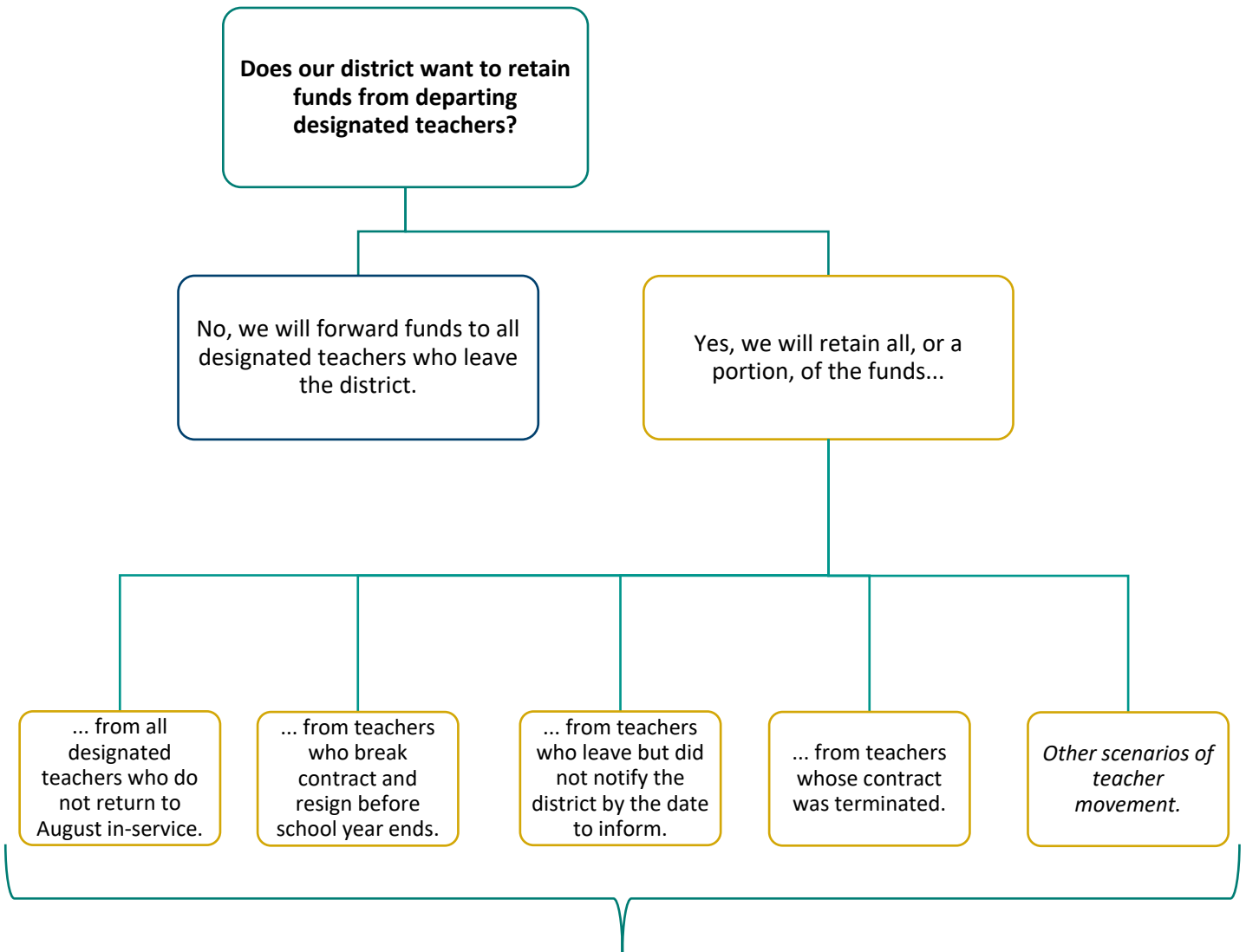
#### After Winter Class Roster

Designated teachers that leave the district after Winter Class Roster will generate an allotment for the district, as illustrated by **Teacher C** in the graphic above. The district must plan to either forward the funds to the departing teacher or retain the funds. A district may establish contingencies for receiving the funds that include remaining within the district until contract ends, notifying of intent to leave by a certain date, or various other scenarios. If the district is considering adopting a retention clause in its spending plan, a clear communication and engagement plan should also be included. Use the decision tree below to guide the district's planning around designated teacher movement.

## Decision Tree: Designated Teacher Movement and Forwarding or Retaining Funds

If a designated teacher leaves the district after Winter Class Roster, the district can consider several options for the generated funds. Below is a decision tree around designated teacher movement and options the district can consider.

*Note: best practice is to forward funds to designated teachers that retire, rather than retaining funds.*



Note: when retaining funds or a portion of funds from designated teachers, **the district must spend the retained amount according to statutory requirements**, i.e., at least 90% must be spent on teacher compensation at the campus where the designated teacher worked. Some allowable options for retained funds are: The district may compensate remaining designated teachers at the campus, other teachers and instructional staff at the campus, and/or funds can be applied to a new hire signing bonus to replace teacher that left. If the district is interested in setting up a retention bonus, refer to the table on page 7 for sample plan language.

## Designated Teacher Movement within the District

### Prior to Winter Class Roster

Designated teachers that move within the district from campus to campus and remain in an 087 role and meet service requirements (TEA requires they are employed and compensated in a 087-teacher role for 90 days at 100% of the day 180 days at 50% or more of the day for the 2023-24 SY) will generate an allotment based on where they are located at the time of Winter Class Roster. Communication with teachers about TIA should indicate that allotment values are based on campus rurality and socioeconomic need and will vary from campus to campus.

### After Winter Class Roster

Teachers that move within the district after Winter Class Roster will generate an allotment. The district must make decisions around the following scenarios when issuing payouts. Note: the sample language included in the table below is one option for handling each scenario. Districts should consider local context when making decisions about their TIA spending plans, while ensuring that they align to statutory requirements.

Movement Scenario	Sample Spending Plan Language
District/campus moves teacher to another grade/subject area based on: <ul style="list-style-type: none"> <li>• Enrollment needs (on that campus)</li> <li>• Ineffective teacher in that grade/subject area (on that campus)</li> <li>• Other campus/district needs</li> </ul>	<i>“Designated teachers that are moved or reassigned by the district to another grade or subject level will still be eligible to receive their payout, as long as they remain in an 087 role and meet service requirements.”</i>
Teacher elects to move to another grade/subject level based on openings on that campus.	Best practice, as TEA does not consider designations to be tied to any subject of grade level: <i>“Designated teachers that move teaching assignments will still be eligible to receive their payouts, as long as they remain in an 087 role and meet service requirements.”</i>  Note: Districts may also consider including local contingencies for receiving payouts that are tied to grade/subject level but must consider the implications of withholding designated teachers’ funds that remain within the district.
Teacher moves to another campus within the district after Winter Class Roster.	<i>“Designated teachers who generate an allotment based at one campus and then move within district to another campus can still receive their payout, as we consider teacher compensation at the campus where the teacher worked to include that teacher even if they move before payouts occur.”</i>

## COMMON BEST PRACTICES ACROSS TIA SPENDING PLANS

Below are common best practices across plans that the district can consider adopting in their submitted TIA plan, including sample language to include in the Spending tab and the district’s compensation plan.

Description	Sample Spend Plan and Compensation Plan Language
<b>Retention Stipend</b>	
<p>As a best practice, districts can use a portion of the TIA funds to create retention/notification stipends, which are paid out after the start of the next school year and before August 31<sup>st</sup>. Eligible teachers can qualify in two ways:</p> <ul style="list-style-type: none"> <li>• Returning to the district the following school year. Note, the district may choose to add additional stipulations about campus and role.</li> <li>• Notifying the district through a formal process of their intent to transfer or retire from the district by April 15<sup>th</sup> or a date of the district’s choosing.</li> </ul>	<p><b>Spend Plan Language (to include in public spend plan and in response to Part C):</b></p> <p><i>“The district will reserve (20%) of each designated teacher’s generated allotment for a retention or notification stipend which will be issued in late August. Teachers will earn this stipend by returning for the following school year or notifying the district of their intent to depart by (April 15 of each school year).</i></p> <p><i>To notify, the district will send out multiple annual communication detailing this process on (August 15, December 15, March 15) to all eligible teachers. Teachers will then need to (submit an online form or notify HR by email of their intent to not return).</i></p> <p><i>If an eligible teacher departs without prior notification, their stipend will:</i></p> <ul style="list-style-type: none"> <li>• <u>be added to other teacher’s retention stipends</u> <b>OR</b></li> <li>• <u>be added to general compensation funds at the campus (with possible performance standard requirements for other teachers) and spent by August 31st</u> <b>OR</b></li> <li>• <u>used to fund a new hire signing bonus at the campus,</u> <b>OR</b></li> <li>• <u>other district options that meet statutory requirements.”</u></li> </ul>
<b>Distribution to Other Teachers/Instructional Staff on Campus</b>	
<p>Statute requires that 90% of Teacher Incentive Allotment (TIA) funds be distributed directly to instructional-facing staff at the designated teacher’s campus, therefore districts may use the allotment to compensate other student-facing instructional staff at the campus:</p>	<p><b>Sample Spend Plan Language for Part A: Distribution to other instructional staff:</b></p> <p><i>“At the elementary level, we employ paraprofessionals and interventionists who equally contribute to the success of the students. Because these positions are not eligible to earn a designation directly, the decision was made to include them in the funding plan, so at the elementary level we will provide 65% of the Teacher Incentive Allotment funds to the designated teacher and 25% will be divided evenly among other student-facing instructional staff who support students in the designated teachers’ classrooms, at the campus where the designated teacher works. At our high school campus, where we do not have any instructional paraprofessionals or interventionists, 90% of the TIA funds go to the designated teacher.”</i></p>

**Year 1 and Subsequent Years Modification**

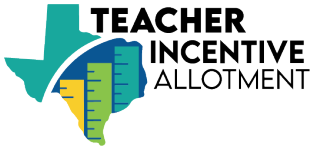
In the first year of TIA spending, Districts receive notification of allotment received in April and must spend by August 31<sup>st</sup>. This timeline makes it difficult to estimate expenditures and to holistically plan for additional compensation over the year.

Therefore, TIA recommends issuing a single lump-sum payment by August 31 in the first year and then implementing a robust annual payment cycle in future years. Note, districts may also submit annual spending modification each August.

**Spend Plan Language (to include in public spend plan and in response to Part C):**

*"In the first year of TIA spending designated teachers will receive their payout (80% of allotment generated) and other eligible teachers will receive their payout (10% of the allotment) as three stipends over the course of the summer and by August 31<sup>st</sup>. 10% of the allotment will be retained at the district level to support TIA implementation and will be spent by August 31 as well. In subsequent years, the district will issue monthly stipends and/or salary increase to designated teachers and to other teachers at the campus based on prior year allotment estimates."*





## TIA EXEMPLAR SPENDING PROGRAMS

---

The following pages have details around exemplar spending programs. Note, districts should feel free to modify to meet their needs but must ensure statutory compliance. Plans include:

- [Exemplar A – Multi-Monthly Stipends](#)
- [Exemplar B – Conditional Salary Add-Ons](#)
- [Exemplar C – Strategic Salaries for Designated Teachers](#)
- [Exemplar D – New Hire Compensation Plans](#)
- [Exemplar E – Compensation for Innovative Programs](#)

## Exemplar A – Multi-Month Stipends

### **Key Features:**

- Provide designated teachers with multiple stipends over the course of the year.
- Allow for total TIA allotment to adjust depending on teacher movement.

### **Best for Districts:**

- Who prefer stipends for payroll reasons and want to provide predictable compensation to designated teachers.

This spending plan allows districts the opportunity to provide consistent compensation to designated teachers over the course of the school year without modifying salaries.

Districts would take the following actions:

- For the first year, districts would provide designated teachers with one lump-sum payment by August 31<sup>st</sup>.
- Beginning in the second year of TIA spending, districts would calculate an estimated total allotment per teacher and split it across 4 stipends, with the Fall stipends being a smaller portion of the total estimated allotment.
- Teachers would receive the stipend on the last check of the designated month. District can make stipends less in the first half of the year (approximately 15% of estimate) to ensure they are able to adjust later stipends to reflect the actual amount received.

**Finance and Budgeting Considerations:** In Year 2, districts are paying out the stipends through an estimated allotment and will receive the final amounts each year in April. Districts can choose to underpay and settle-up with teachers in the final payments or through a retention stipend. District should also establish necessary systems for accounting for when the stipends should be paid out and how to handle other payroll costs.

### **Sample Compensation Language:**

For any funds received by \_\_\_\_\_ ISD for a designated teacher under the Teacher Incentive Allotment (TIA), ( 70 ) percent will be paid to the designated teacher through 4 stipends of varying size. The other ( 20 ) will be paid equally to the other teachers on the designated teacher’s campus. The remaining ( 10 ) percent will be used for ( training and support of the system, expansion of the system, teacher professional development ).

Should the district receive funding for a designated teacher who has resigned or retired, the district will forward payment to the resigned or retired (designated, other teachers on the designated teacher’s campus) if they notified the district of their intended departure through (\_\_\_\_\_).

[Return to List](#)

## Exemplar B – Targeted Salary Add-Ons

<p><i>Key Features:</i></p> <ul style="list-style-type: none"> <li>• Designated Teachers earn an annual salary add-on based on estimates for TIA allotment.</li> </ul>	<p><i>Best for Districts:</i></p> <ul style="list-style-type: none"> <li>• Seeking to encourage retention and attraction for best teachers.</li> </ul>
--	--

In this compensation plan, designated teachers earn higher salaries based on their generated allotment. They will also see that increase over the course of the school year and are able to plan for the consistent salary increase.

Districts who pursue this plan should take the following actions:

- Districts will modify their salary plan to add an additional lane for designated teachers. The additional lane will go to designated teachers based on their campus and designation level.
- Annually, districts will calculate the total TIA allotment generated and determine the amount going to salary increases. Districts may choose to hold over additional pieces of the TIA allotment for other compensation efforts.
- Each July, the district will publish the updated salary scale based on predicted generated allotments. As a best practice, a portion of the TIA allotment should be reserved for either a final stipend or payout, which can be adjusted based on actual funds received.
- *Note:* Districts may choose to adopt this plan as a modification after the first year. This will allow for more predictable spending.

**Finance and Budgeting Considerations:** Districts are paying out the salary increase through an estimated allotment and will receive the final amounts each year in April. Districts can choose to underpay and settle-up with teachers in the final payments or through a retention stipend.

### **Sample Compensation Language:**

For any funds anticipated to be received by \_\_\_\_\_ ISD for a designated teacher under the Teacher Incentive Allotment (TIA), the district will add-on approximately (70) percent to the designated teacher's salary. Approximately (20) percent will be reserved for an end of year payment to designated teachers based on actual TIA allotment received. The remaining (10) percent will be used for (training and support of the system, expansion of the system, teacher professional development).

[Return to List](#)

## Exemplar C – Strategic Salaries for Designated Teachers

<p><i>Key Features:</i></p> <ul style="list-style-type: none"> <li>• Provides ability for designated teachers to earn increased salary through three pathways:             <ul style="list-style-type: none"> <li>○ Earning a designation through local system leads to an annual increase in salary; or,</li> <li>○ Teaching at a high-needs school; or,</li> <li>○ Earn a Retention Stipend by returning to the classroom the following school year.</li> </ul> </li> </ul>	<p><i>Best for Districts:</i></p> <ul style="list-style-type: none"> <li>• Who have committed to robust salary change and completed necessary engagement.</li> <li>• Targeting compensation spending to best teachers at highest-need schools.</li> <li>• Seeking strong retention for best teachers.</li> </ul>
---	--

This spending plan allows districts to target additional compensation in three ways: earning a designation, teaching at a high-needs school, and through a retention stipend. This plan requires districts to adopt a comprehensive update to their salary plan. The district should also go through an extensive engagement and planning process while adopting this type of salary plan.

Districts who pursue this plan should take the following actions:

- Districts will make significant modifications to their salary plan to add raises that are dependent on performance, using TIA compensation to fund the raises.
- Districts should conduct regular cost-analysis to determine estimated TIA funds and how other local funds may need to supplement raises.
- Annually, districts will calculate the total TIA allotment generated and determine the amount going to salary increases. Teachers who do not show effective performance would not be eligible for raises.
- Additionally, districts will use a portion of TIA funds or other identified sources to reward designated teachers at high-needs campuses, as determined annually.
- Finally, districts will also set aside a retention stipend tied to the designated teachers who are retained or who notify the district of their departure by April 15<sup>th</sup>.

**Finance and Budgeting Considerations:** For accounting purposes and increased flexibility with the TIA funds, Districts may choose to use TIA funds on existing salary plans and use supplanted funding to think about campus-specific investments. This model relies heavily on clear estimates for generated allotment. Additionally, districts should strongly consider total salary expenditures to identify opportunities for reallocation.

**Sample Compensation Language:** Not Applicable. This should be included in planning and considerations.

[Return to List](#)

## Exemplar D – New Hire Compensation Plans

<p><i>Key Features:</i></p> <ul style="list-style-type: none"> <li>Includes a portion of the 90% dedicated to new hiring stipends and a referral bonus to eligible teachers.</li> </ul>	<p><i>Best for Districts:</i></p> <ul style="list-style-type: none"> <li>With high-level of vacancies or difficulty attracting and/or identifying new hires.</li> <li>Who want to increase the quality of new hires.</li> </ul>
---	---

TIA funds can also support hiring high-quality teachers. This exemplar allows districts to prioritize hiring through both a new hire stipend and referral bonus to designated teachers. The referral bonus to designated teachers allows designated teachers the opportunity to increase their compensation and relies on their own professional networks.

Districts who pursue this plan should take the following actions:

- Ahead of the hiring season, district should update materials to reflect the new hiring and referral bonuses. Designated teachers should receive specialized communication about the referral bonus.
- District should also set goals for hiring timeline and prioritize filling known vacancies by the beginning of July.
- District should provide a standard process for referrals to ensure tracking of possible referral bonuses related to new hires.
- Districts will then issue all new hire bonuses and referral bonuses by the end of August to ensure compliance with statute.
- Remaining funds can be directed to designated teacher stipends.
- Note, this exemplar plan also includes elements of multiple stipends.

**Finance and Budgeting Considerations:** This plan relies on a set percentage of the allotment to fund new hire and referral bonuses. If more new hires occur than funds generated, the district can either supplement funds from other sources or reduce bonuses proportionally. Because the TIA allotment must be spent on the campus where it was generated, districts should plan accordingly.

**Sample Compensation Language:**

For any funds received by \_\_\_\_\_ ISD for a designated teacher under the Teacher Incentive Allotment (TIA), ( ) percent will be paid to the designated teacher through 4 stipends of varying size. ( ) percent at each campus will be reserved for compensation costs related to new hire and referral bonuses. Any funds not expended on compensation costs will go to general teacher compensation. The remaining (10) percent will be used for (training and support of the system, expansion of the system, teacher professional development ).

[Return to List](#)

## Exemplar E – Compensation for Innovative Staffing Programs

**Key Features:**

- Reserves a portion of TIA allotment for other student-facing instructional staff.

**Best for Districts:**

- Who want to identify other fund sources for innovative programs.

Districts who plan to fund an innovative staffing program can supplement existing funds with the TIA allotment. In this exemplar, a district would reserve a portion of the allotment to go to other student-facing instructional positions, such as teacher residents or other staff members. Note, depending on the size of the program or partnership, districts may have to modify the percentages or supplement with additional district funds.

To implement this plan, districts should plan around the following examples:

- Districts should identify and plan for the staffing associated with this program, including relevant campuses.
- Annually, they should estimate the total funding from TIA to supplement the compensation for these individuals.
- Note, to be eligible for compensation, eligible roles should be student-facing instructional positions.

**Finance and Budgeting Considerations:** The amount of funds generated is dependent on the number of designated teachers. Districts should clearly identify other funding sources for these types of programs or implement this model after a year of spending.

**Sample Compensation Language:** N/A

[Return to List](#)