

## General Description:

The purpose of the Mentor Program Allotment (MPA) is to provide high-quality mentor programs for beginning teachers in Texas.

## Structure

Through the MPA, beginning teachers are assigned a mentor who, to the extent practical, teaches in the same subject and school. All mentors assigned to a beginning teacher through the MPA must complete a commissioner-approved and researched-based mentor training and induction training program based on mentorship best practices. Districts may seek commissioner approval for an internally created mentor training program or may opt to use one of the eight [MPA Approved Providers](#).

## Support

Mentors work with beginning teachers throughout the school year to develop critical knowledge and skills related to navigating district context, policies, and practices; lesson planning; engaging in instructional coaching cycles; implementing data-driven instructional practices; and pursuing professional development. Districts must provide release time or reduced teaching load for mentors and the beginning teacher to engage in at least 12 hours of mentoring activities during the school day each semester.

## Funding

Districts may spend MPA funding on support through providers of mentor training, release time for mentor and beginning teachers, and mentor teacher stipends. The commissioner funding formula provides districts with \$1,500, \$2000, or \$2500 per beginning teacher (BT) participating in the program, with \$1500/BT for district-created mentor training, \$2000/BT for approved provider training, and \$2500/BT for approved provider training and coaching supports.

## Goals and Objectives or Anticipated Outcomes:

The goals of the MPA are to increase beginning teacher effectiveness and retention

## Authority and Funding:

House Bill 3, 86<sup>th</sup> Texas Legislature, 2019, Texas Education Code (TEC) §21.458 & §48.114

## District Interest & Funding:

336 districts applied over Cycles 1-3 of the Mentor Program Allotment. Of those 336 districts, 247 met the general requirements for commissioner approval. However, not all districts could receive funding due to funding limitations. If a district met general approval requirements, additional priority points could be awarded based on a district's rural status, size (small), and economically disadvantaged status. Based on these additional priority points, the state was able to approve MPA funding for 129 districts over the first three cycles. A list of districts funded through Cycles 1-3 is located on the [MPA website](#) (tea.texas.gov/MPA).

## MPA Funding

District Mentor Programs (release time, mentor stipends, or providers of mentor training)	
Cycle 1 (2020-21)	\$3,000,000
Cycle 2 (2021-22)	\$1,650,000
Cycle 3, Year 1 (2022-23)	\$1,650,000
<b>Total Projected Expenditures:</b>	<b>\$6,300,000</b>

## MPA Participation, Cycles 1-3 School Years 2020-21, 2021-22, 2022-23

- **336** district applications
- **129** districts approved for funding
- **118** districts met MPA requirements but were not funded due to funding limitations
- Approximately **3300 beginning teachers** have participated or are participating
- Approximately **1900 mentor teachers** have served in the role\*

\*Due to Year 1 of Cycle 3 launching in Fall 2022, the number of Cycle 3 mentors is not included in this total.