





- e) How can a district sustain the program when grant funds end?
 - Cycle 4 of the Mentor Program Allotment is intended to be a 3-year cycle, dependent upon the availability of funds. LEAs may re-apply for the next cycle of MPA; however, there is no guarantee funding will be awarded. TEA encourages districts that partner with Approved Providers to engage in early conversations around how the training may be sustained long-term and engage district leaders and other stakeholders in these ongoing conversations. TEA also encourages district leaders to discuss other sources of funds and strategies, such as strategic staffing, to sustain the program long-term.
- f) Is this program right for our district?
 - The primary goal of the Mentor Program Allotment is to increase student outcomes through increased teacher retention and effectiveness. LEAs prepared to commit to a rigorous set of requirements for mentors, district leaders, and campus leaders in support of beginning teachers are encouraged to apply. See the MPA Cycle 4 <u>Guidelines</u>, pages 7-8, and <u>TAC §153.1011</u>) for more information on MPA requirements.
- g) How have others utilized MPA in the past?
 - Since Cycle 1 (SY 2020-21), MPA has provided funding to 127 LEAs to build or sustain beginning teacher mentoring programs aligned to research-based mentoring best practices with the primary goal of increasing student outcomes through increased beginning teacher retention and effectiveness. These LEAs used MPA funds to provide mentor stipends, mentor training delivered through an approved training provider, and release time for mentoring activities. A list of previous MPA districts can be found on the MPA website.
- h) Who qualifies as a beginning teacher?
 - Per the definition in <u>TAC §153.1011</u>, a beginning teacher (BT) is a classroom teacher in Texas who may or may not yet hold a certificate issued under Texas Education Code (TEC), Chapter 21, Subchapter B and has less than two years of teaching experience in the subject or grade level to which the teacher is assigned.



2) 目igibility

a) Who is qualified to apply?

As stated on page 4 of the <u>Guidelines</u>, all LEAs committed to meeting the requirements in <u>TEC §21.458</u> & <u>TAC §153.1011</u> are eligible applicants. LEAs that were approved in Cycles 1-3 must re-apply for Cycle 4. Previous approval in Cycles 1-3 does not guarantee approval for Cycle 4.

b) Our current program has roles for mentors and roles for coaches. Our mentors are not trained as coaches, and our coaches are not trained as mentors. Would this affect our eligibility?

No, eligibility would not be affected. However, an LEA must provide two separate training pathways: training for mentor teachers aligned to mentoring competencies and training for any appropriate district and campus leaders (DCLs) aligned to DCL competencies. As defined in TAC §153.1011, district and campus leaders include any appropriate employees who provide direct instructional support to BTs, including principals, assistant principals, and instructional coaches. See Policy Requirements section of the Guidelines beginning on page 7.

c) Can a charter network apply to MPA?

Yes, a charter network can apply to MPA. Charter networks with multiple charter schools, each with an individual CDN, may apply to MPA and are eligible to receive a total allotment not to exceed 40 BTs. In their application via the Campus Implementation List, charter networks must indicate on which campuses (CDCNs) they will implement MPA to determine priority points. MPA allotments will flow to the individual CDNs where MPA is being implemented.

d) Can SB 1882 OPs submit applications for MPA? How can an SB 1882 partnership campuses, which are district campuses operated by an SB 1882 Operating Partner (OP) as in-district charter schools, access MPA?

An \$\mathbb{B}\$ 1882 Operating Partner (OP) may apply to MPA. However, MPA funding will flow to the parent districts in which the participating 1882 campuses are located. The \$\mathbb{B}\$ 1882 OP must have an agreement with the partner district to ensure funding flows to the 1882 campus. In their application via the Campus Implementation List, OPs with multiple Subchapter Ccharters will indicate on which campuses (CDCNs) they will implement MPA. If \$\mathbb{B}\$ 1882 OPs receive approval for MPA, funding will be capped at 40 BTs per OP.

e) Are we too small to be funded?

No, please see the LEA eligibility section on page 4 of the Guidelines.

f) I did not receive the Grant 1-3, can I still apply for 4?

Yes, please see the LEA eligibility section on page 4 of the Guidelines.

g) Are charter schools eligible?

Yes, please see page 4 of the Guidelines.

h) Our current training providers are not listed, but we partner with a non-MPA provider to train our mentors. Will we need to retrain our mentors if we join MPA?

All LEAs will be required to either partner with an approved training provider or undergo the rigorous vetting process for commissioner approval of an LEA-created training. All MPA districts must have their mentors and appropriate district and campus staff fully trained by the end of the first year of MPA Year 1 (SY 2025-26).



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