

Work-Study Mentorship Program



Texas Higher Education
Coordinating Board

PROGRAM DESCRIPTION

- Provides funding to institutions to employ eligible college students to mentor, tutor, and/or advise students at participating institutions of higher education (IHE) and/or local school districts.

PROGRAM GOAL

- To improve student access, success, and completion of higher education.

ELIGIBLE INSTITUTIONS

- Any public, private, or independent IHEs as defined in TEC, Section 61.003, except a theological or religious seminary.

STUDENT ELIGIBILITY

- ✓ Be classified by the institution as a Texas Resident
- ✓ Be enrolled at least **½ time** in a plan leading to a degree or certification
- ✓ Demonstrate financial need
- ✓ Not be a recipient of any form of athletic scholarship during the semester(s) he/she is receiving WSMP award
- ✓ Not be enrolled in a seminary or other program leading to ordination or licensure to preach for a religious sect or to be a member of a religious order
- ✓ Receive appropriate training as determined by the Commissioner or Coordinating Board staff

PROGRAM COMPARISON

Texas College Work-Study vs Work-Study Mentorship

SAME

- Student Eligibility
- Eligible Institutions
- Funding Source
- Cost Sharing Requirement Waiver

DIFFERENT or slightly different

- Student Placement
- Salary (min. requirement)
- Student Training
- Expenditure Reports

PROGRAM REQUIREMENTS

- **Mentor Training**

- At a minimum, training must cover the following topics:
 - Mentor expectations, roles, and responsibilities;
 - Overview of 60x30TX Strategic Plan;
 - Overview of websites that increase college knowledge and completion;
 - Specific information about the communities in which they serve;
 - Personal, public, economic and societal benefits of higher education;
 - Specific information about applying to college; and
 - Peer tutor training (for students serving as tutors).

PROGRAM REQUIREMENTS

- **Reporting**

- Each institution participating in the program shall report the following to the Coordinating Board:
 - the number of students employed as mentors in the program;
 - the number of students from the participating institution receiving mentoring;
 - the number of high school students receiving mentoring or counseling from students of the participating institution;
 - information relating to the costs of the program; and
 - the academic progress made by student mentors, students of the participating institution receiving mentoring, and high school students receiving mentoring or counseling from students of the participating institution.

PROGRAM ALLOCATION

- For 2018-2019 biennium, the Work-Study Mentorship Program received \$5.5 million (\$2.75million per year)
- All eligible institutions will be invited to participate
- **Tier I** supports institutions that participated in the program during the previous funding cycle
- **Tier II** supports institutions that are new to the program or did not participate in the program during the previous funding cycle.

PROGRAM STATISTICS

- FY 2016

- 41 Institutions of higher education (IHEs) funded
- 15 IHEs placed mentors in local high schools and on their college campus
- 8 IHEs placed mentors on their college campus ONLY
- 18 IHEs placed mentors in the high school(s) ONLY
- Cumulative GPA: 3.14

Ethnicity/Race	
	Percent
White	11.13
African American	16.22
Hispanic	64.07
Asian	4.29
Other	4.29

First Generation College Student	
	Percent
Not First Gen	39.93
First Generation College	60.07

Gender	
	Percent
Female	58.35
Male	41.65

PROGRAM ACTIVITIES

In High Schools	On Higher Ed Campus
Assist with completion of college application	Work in tutoring labs or as peer tutor
Assist with completion of financial aid paperwork	Lead activities in First Year Seminar Classes
Provide motivation/encouragement to enroll in post-secondary education	Assist students in navigating online environment
Present college pathway workshops for student and parents, in English/Spanish	Serve on campus calling programs
Assist college going programs on campus (e.g., college counselor, AVID coordinator, CIS coordinator, etc.)	Host high school students to college campus

2018

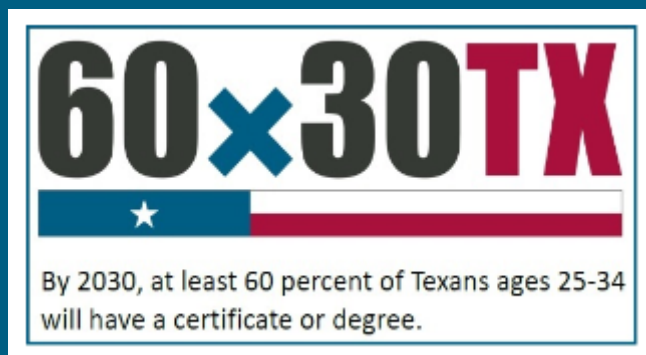
- Website – January 2018
- FY 2017 Statistics – March 2018
- Opt In Opportunity – spring 2018
- Negotiated Rulemaking – spring 2018

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2017-2018

Program Guidelines

WSMP

 (Work-Study Mentorship Program)

Texas Higher Education Coordinating Board
Division of College Readiness and Success

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WORK-STUDY MENTORSHIP PROGRAM

The Work-Study Mentorship Program (WSMP) Guidelines presented in this document are intended to support institutions of higher education (IHE) by outlining the basic concepts that are written in the Texas Education Code (TEC) and Title 19 of the Texas Administrative Code (TAC). The guidelines provided in this document will assist institutions in operationalizing the statute and rules for the WSMP.

PROGRAM OVERVIEW

PROGRAM DESCRIPTION

The Work-Study Mentorship Program (WSMP) provides funding to institutions to employ eligible college students to mentor, tutor, and/or advise students at participating institutions of higher education (IHE) and/or local school districts. The primary goal of the program is to improve student access, success, and completion of higher education. The WSMP is separate and distinct from the Texas College Work-Study Program. Unlike the Texas College Work-Study Program, which is administered by offices of Financial Aid, the WSMP is often administered by offices such as Department of Curriculum & Instruction, Office of Diversity, Inclusion, and Outreach, Office of Community Engagement, or Student Life.

PROGRAM AUTHORITY AND PURPOSE

The WSMP is authorized by [Chapter 56, Section 56.079 in Subchapter E of the Texas Education Code](#). Rules establishing procedures to administer the subchapter can be found in [Chapter 4, Subchapter J of the Texas Administrative Code](#). The program is funded by appropriations authorized by the Texas Legislature. The purpose of the WSMP is to provide employment opportunities to eligible students with financial need. Students employed through the WSMP serve as mentors and/or advisers to peers at participating IHEs and/or to high school.

ELIGIBLE INSTITUTIONS

Any public, private, or independent IHEs as defined in [TEC, Section 61.003](#), except a theological or religious seminary, are eligible to participate in WSMP. Each eligible institution that elects to participate in the program will receive an annual allocation of state funds appropriated for the WSMP. Funding from this allocation is subject to cost sharing requirements (See [Required Matching](#)). Funds may only be used for the salaries and benefits of eligible student mentors and/or advisors.

PARTICIPATING ENTITIES

An eligible institution may enter into agreement with one or more school districts or nonprofit organizations to participate in the work-study mentorship program. To be eligible to participate, the eligible institution shall file with the Coordinating Board a memorandum of understanding detailing the roles and responsibilities of each participating entity. [Sample Memorandum of Understanding](#).

STUDENT MENTORS

ELIGIBILITY REQUIREMENTS (19 TAC §4.194)

TO RECEIVE WSMP AWARD, A STUDENT MUST:

- ✓ Be classified by the institution as a Texas Resident;
- ✓ Be enrolled at least **½ time** in a plan leading to a degree or certification;
- ✓ Demonstrate financial need;
- ✓ Not be a recipient of any form of athletic scholarship during the semester(s) he/she is receiving WSMP;
- ✓ Not be enrolled in a seminary or other program leading to ordination or licensure to preach for a religious sect or to be a member of a religious order; and
- ✓ Receive appropriate training as determined by the Commissioner or Coordinating Board staff.

STUDENT SALARIES AND PLACEMENT

Student mentors, advisors, and/or tutors

- ❖ Receive a minimum of \$10 an hour for a maximum of 20 hours per week

Eligible students may work

- In participating high school GO Centers or college and career centers;
- In other eligible organizations that support high school to college transition services; or
- On their college campus as peer advisors, mentors, advisors, and/or tutors. Institutions implementing programs on campus should make every effort to incorporate services to underrepresented students.

ADDITIONAL INFORMATION



Determining need through the institution's financial aid office is not required. However, institutions that choose not to partner with their financial aid office will be asked to indicate how they intend to determine financial need in a manner that does not compromise student privacy, i.e. FERPA, and that is consistently and fairly applied.

EXAMPLES OF ACTIVITIES FOR MENTORS AND ADVISORS

- Provide information to high school students about higher education, including the college selection process, the application process and the financial aid options.
- Assist students in finding and utilizing appropriate resources such as the College for All Texans Website.
- Assist students in completing the FAFSA, ApplyTexas application, or other college applications.
- Assist in special outreach events such as College Nights or FAFSA Saturdays.
- Assist college students with academic tutoring and/or mentoring.
- Assist with student interventions that are focused on increasing completion of degrees or certificates, such as interventions occurring through advising or supplemental instruction.

REQUIRED PROGRAM COMPONENTS

STUDENT MENTOR TRAINING

Each participating institution must ensure that all student mentors and student advisors receive the appropriate training. At a minimum, training must cover the following topics:

- Mentor expectations, roles, and responsibilities;
- Overview of 60x30TX Strategic Plan and the role of the Work-Study Student Mentorship Program to help meet the goals and objectives of the plan;
- Overview of websites that increase college knowledge and completion. Websites may include: [College for All Texans](#), [Generation Texas](#), [Labor Market and Career Information](#) websites other institutional sites showcases on campus resources;
- Specific information about the communities in which they serve, including demographics, local college-going rates, local labor market information;
- Personal, public, economic and societal benefits of higher education;
- Specific information about applying to college including college exploration, the admission process, writing personal essays, and completing financial aid and college application forms; and,
- Peer tutor training (for students serving as tutors).

REPORTING

In compliance with the Family Educational Rights and Privacy Act (FERPA), participating institutions must have authority to gather, review, and report to the THECB appropriate data from all partners for evaluation purposes. Reports will be submitted using an online data collection system. The reports shall include:

- 1) the number of students employed as mentors in the program;
- 2) the number of students from the participating institution receiving mentoring , if applicable;
- 3) the number of high school students receiving mentoring or counseling from students of the participating institution, if applicable;
- 4) information relating to the costs of the program; and
- 5) the academic progress made by student mentors, students of the participating institution receiving mentoring, and high school students receiving mentoring or counseling from students of the participating institution.

THECB shall provide templates for reporting. Samples of the templates are provided in the appendices.

- [Financial Expenditure Report](#)
- [Activity Summary Form](#)
- [Mentee Intake Form](#)
- [Program Activity Report](#)

All reports are due on the 5th of the months of January, June, and September. The reports will be due on the first workday thereafter if the 5th falls on a holiday or a weekend.

Information provided in the Financial Expenditure Report will be used to complete the Financial Aid Database (FAD) Report submitted by the Office of Financial Aid on the respective campuses.

Participating institutions must adhere to all reporting requirements and instructions. Failure to do so may result in the loss of funding.

To effectively monitor programs, THECB will conduct random desk reviews and/or site visits to ensure compliance with program/contract requirements.

PROGRAM FUNDING

ALLOCATION

Allocations for the Work-Study Mentorship Program are to be determined on an annual basis following a two-tier allocation model.

1. All eligible institutions will be invited to participate; those choosing not to participate will be left out of the calculations for the relevant year.
2. Tier I supports institutions that participated in the WSMP during the previous funding cycle. Allocations for these institutions are based on the total expenditures reported into the most recent Financial Aid Database Report plus an additional amount designated by THECB for program growth.
3. Tier II supports institutions that are new to the WSMP or did not participate in the program during the previous funding cycle. Allocations for these institutions are based on the number of students the institution reported in the most recent financial aid database report who met the following criteria:
 - A. Classified as Texas residents;
 - B. Enrolled at least half-time in a program of study; and
 - C. Established financial need

Each institution's share of the available funds will equal its share of the state-wide total of students who meet the criteria listed above.

VERIFICATION OF DATA

Allocation calculations will be shared with all participating institutions for comment and verification prior to final posting and subsequent contracting. Each institution of higher education will be given 10 working days, beginning the day of the notice's distribution and excluding State holidays, to confirm that the allocation report accurately reflects the data they submitted or to advise Board staff of any inaccuracies.

SUMMER AWARDS

Program funds may be used during any academic period for which mentorship opportunities are needed by participating entities as long as student mentors meet eligibility requirements as outlined under §4.194(b).

REQUIRED COST SHARING OR MATCHING

Participating institutions shall provide a 10% match for the funds awarded. Matching funds can include funds for work-study mentor travel, administrative costs, and training for mentors and staff. The matching requirement may be waived for institutions serving low-income/disadvantaged students. A federal waiver from the U.S. Department of Education may serve as documentation for exemption from the matching requirement.

DISBURSEMENTS

At the beginning of each academic year, the year's full allocation will be provided to each participating institution.

REALLOCATION

Institutions will have until a date specified by the Commissioner to encumber all funds allocated to them. On that date, institutions may lose claim to their unencumbered funds and the unencumbered funds are available to the Board for reallocation to other institutions.

If necessary for ensuring the full use of funds, subsequent reallocations may be scheduled until all funds are awarded and disbursed.

APPENDICES

APPENDIX 1: DEFINITIONS

Board, Coordinating Board: The Texas Higher Education Coordinating Board (THECB).

College and Career Center: A center which provides a variety of resources for college and career planning. Students can obtain information on two and four year colleges and universities, financial aid and scholarships, testing and test preparation, career possibilities, and college major descriptions.

Family Educational Rights and Privacy Act (FERPA): The Family Educational Rights and Privacy Act, FERPA, 20 U.S.C. Section 1232g, and the implementing federal regulations, 34 CFR Part 99, is a federal law regarding the privacy of student records and the obligations of the institution, primarily in the areas of release of the records and the access provided to these records. Any educational institution that receives funds under any program administered by the U.S. Secretary of Education is bound by FERPA requirements. Institutions that fail to comply with FERPA may have funds withheld.

Financial Aid Database (FAD): The purpose of the Financial Aid Database (FAD) is to collect data used by the Texas Higher Education Coordinating Board (THECB) to produce an annual statewide Financial Aid Report, determine state aid program allocations, conduct compliance monitoring, and generate additional statewide and institutional reports. The FAD Report provides the state with a means of measuring and analyzing the funding resources available to students attending public and private/independent institutions of higher education in Texas.

Institutions participating in the Work-Study Mentorship Program are required to include the number of mentors served and their salaries and benefits in the FAD report submitted by the institution. The information reported in FAD is used to determine the allocation amount for the Mentorship Program. For more information on FAD, please contact the Director of Financial Aid at your institution or visit <http://www.thecb.state.tx.us/reports/PDF/9528.PDF?CFID=67797316&CFTOKEN=30678563>

Financial Need: An indication of a student's inability to meet the full cost of attending a college or university, measured by an income methodology, which considers a student to have financial need if his or her adjusted gross annual income is less than income levels set annually by the Commissioner of the Coordinating Board. If the student is a dependent, the family's adjusted gross family income is considered; if the student is independent, only the student's income (and the income of the student's spouse, if he or she is married) is considered.

GO Center: GO Centers provide college-going information and assistance to students and their families. Over 200 GO Centers have been created since 2003. GO Centers are local community-managed prospective college student centers that focus on creating a college-going culture and promoting college awareness. Each Go Center provides access to a wide range of information about college and careers. Traditional GO Centers are located in educational settings. They are often located on high school campuses, but can also be found in middle schools or college and university campuses. Satellite GO Centers are located in non-educational settings such as public libraries, local workforce centers, or community centers. Mobile GO Centers are mobile units outfitted with computers, printers, and internet connectivity that travel to festivals, sporting events, or even supermarket and mall parking lots.

Memorandum of Understanding (MOU): An agreement between an eligible institution and a participating entity outlining the roles and responsibilities of each entity.

Participating Entity: An eligible institution, school district, or nonprofit organization that has filed a memorandum of understanding with the Coordinating Board.

Work-Study Mentor/Tutor/Advisor: An eligible student employed to:

- a) help students at participating eligible institutions or to help high school students in participating school districts; or
- b) counsel high school students at GO Centers or similar high school-based recruiting centers designed to improve access to higher education.

APPENDIX 2: SAMPLE MEMORANDUM OF UNDERSTANDING

This proposed Memorandum of Understanding (MOU) is between the NAME OF INSTITUTION OF HIGHER EDUCATION and high schools within the NAME OF SCHOOL DISTRICT.

Both parties will:

- Work to meet the goals of 60x30TX plan;
- Inform the partner(s) of any scheduling changes that may impact service delivery; Develop a method of communicating needs and challenges; and
- Collaborate to encourage students to pursue post-secondary education.

The institution of higher education will:

- Assign Work-Study Mentors for the academic year to designated high schools to promote college awareness and participation among students and parents;
- Train members on how to spread the college-going message among students and parents;
- Recruit, screen, deploy, and monitor Work-Study Mentors to mentor students through the GO Center or college and career center;
- Assist in training the sponsor and other school personnel on the mission of the Work-Study Mentorship Program and the services the Work-Study Mentors can provide;
- Provide services to high school students including a general overview of the college experience, college and course selection, test preparation, and completion of financial aid and admission applications;
- Ensure members complete a criminal background check; and
- Monitor the activities of the project through annual reports from members and report to THECB.

The participating high school will

- Ensure that Work-Study Mentors and students have access to computer and internet access in the GO Center or college and career center;
- Designate an adult sponsor to oversee the operation of the GO Center or college and career center. This sponsor must either be a school employee or someone authorized by the school to have access to students and facilities of the school;
- Display college and career readiness materials including FAFSA forms, Apply Texas Application, community college applications and other items;
- Utilize a tracking system provided and maintained by the Institution of Higher Education; and Encourage teachers and students to use the GO Center or college/career center and foster an expectation of college attendance (i.e. reinforcing the knowledge that a postsecondary education is affordable and possible, and the belief that it is desirable).

PERIOD OF AGREEMENT

The participating parties agree to the terms outlined above for the _____ academic year, with plans to review these terms at the conclusion of noted academic year.

APPROVAL

I have read and agree to the terms and conditions outlined above.

Institution of Higher Education Representative

Date

School District Representative

Date

APPENDIX 3: FINANCIAL EXPENDITURE REPORT



Texas Higher Education
Coordinating Board

2018 Work-Study Mentorship Grant Program

Monthly Expenditure Report

XXX University/College

Semester/Year

Expenditure Reports **MUST BE** completed as an electronic worksheet. Expenditure Reports completed manually will not be accepted. Worksheet contains formulas for calculating totals and over (under) budget.

Budget Line Item	Number of Mentors/Advisors	Budget	Actual Expenditures	Over (Under) Budget
Work-Study Mentors/Advisors		\$ -	\$ -	\$ -
Fringe Benefits for Mentors/Advisors		\$ -	\$ -	\$ -
Total Budget for FY 2018		\$ -	\$ -	\$ -
Total Current Month Expenditures			\$ -	\$ -
Total Over(Under) Budget				

	<u>FY 2018</u>
Allocation for FY 2018	\$ -
Balance Carry Forward from FY 2017, if applicable	\$ -
Total Budget for FY 2018	\$ -

Name/Title of Authorized Institutional Agent

Electronic Signature

Email Address of Authorized Institutional Agent

Date

For CB Use Only

Approved
()

Disapproved
()

Disapproved
()

By: _____

Date: _____

Comments:

Detailed instructions on how to complete this form are included in the Excel template provided to each participating institution.

APPENDIX 4: SAMPLE MENTEE INTAKE FORM

Date: _____

First Name _____

Last Name _____

Phone Number _____

Date of Birth: ____/____/____ (mm /dd /yyyy)

Current grade level: 9th 10th 11th 12th

Gender: Male Female

Primary Language Spoken at Home: English Spanish Other (Please specify:_____)

Educational Attainment of Parents/Guardians

(no high school, some high school, high graduate, some college, Bachelors or higher, don't know)

- Mother/Female Guardian _____
- Father/Male Guardian _____

Post-Graduation Plans							
	College (4 year)		Technical School		Service Program		Other
	College (2 year)		Military		Employment		Unsure
Notes: (what school and major, what job, location, etc.)							

Post-secondary Activities/Research							
	Financial Aid Workshop		College Application		College Entrance Exams		College Fair
	Scholarships		College Website		College Visit		Other
Notes:							

APPENDIX 5: SAMPLE ACTIVITY SUMMARY FORM

This Activity Summary Sheet must be submitted after the completion of each event conducted with your mentee(s).

MENTOR NAME: _____

NAME OF EVENT: _____

DATE OF EVENT: _____ **TIME OF EVENT:** _____

LOCATION OF EVENT: _____

Mentees Who Participated:

1. _____

2. _____

3. _____

If the event was for a large group, provide the total number of attendees.

Total Attendees _____

60x30TX Goal(s) Addressed:

☐ **Goal One – 60x30: Educated Population**

☐ **Goal Two – Completion**

☐ **Goal Three – Marketable Skills**

☐ **Goal Four – Student Debt**

Event Summary:

Describe if the event was educational, informative, social etc. and include your opinion of your mentee(s) participation in the function. How did the event address one or more of the 60x30TX Goals. Please include other information you feel is important.

APPENDIX 6: SAMPLE ACTIVITY REPORT

[illegible]