WORK-STUDY MENTORSHIP TRAINING

Closing the Gaps

Closing the Gaps by 2015 was adopted in October 2000 by the Texas Higher Education Coordinating Board with strong support from the state's educational, business and political communities.

The plan is directed at closing educational gaps in Texas as well as between Texas and other states. It has four goals: to close the gaps in student participation, student success, excellence and research.

GO Center History

The Texas Higher Education Coordinating Board launched *College for Texans*, a marketing and outreach initiative in 2002 with the slogan “Education. Go Get It.” The goal of the campaign is to enroll 630,000 academically prepared students by 2015, 430,000 beyond the 200,000 expected to attend college at current rates.

Part of the campaign strategy is reaching these students by building strong partnerships in communities across Texas.

As part of this grassroots network, Go Centers are being implemented in communities across the state to help recruit students into higher education.

Initially, Go Centers are located on high school campuses where they serve as a point of coordination between students, P-12 counselors, and institutions of higher education. At the Go Center, students will find a variety of resources to help them better prepare and plan for college.

GO Center Overview

The Go Center is the physical hub of energy for college preparation activities and creating a college-going culture within the school.

Go Centers provide students with access to information about higher education, while also reaching out to those who may not have previously considered continuing their education beyond high school.

Center of energy around which students, parents and educators can explore new and exciting options for the future.

In order to reach out to the student body, a group of students known as G-Force is selected on each campus to be trained as peer educators regarding the career exploration, college preparation, and financial aid processes. G-Force and is responsible for conducting campus outreach activities as well as working one-on-one with their peers in the Go Center.

Work Study Mentorship Program

Work Study Mentorship Program

The Work Study Mentorship Program, commonly named Collegiate *G-Force,* is the peer education component of the Go Center strategy that utilizes students—both high school and college students—and/or volunteers to facilitate the dissemination of the college-going message.

The Collegiate G-Force is responsible for mentoring high school students, as well as actively engaging in promotional activities developed to draw students to the Go Centers where college-going activities are the focus (i.e., admission application and FAFSA completion).

The G-Force works under the guidance of a designated G-Force Sponsor or On-Site Supervisor.

Purpose

- Work-Study Mentorship Programs provide funding for eligible college students to mentor students at participating institutions or high school students at participating school districts

- Alignment between school districts, IHEs and P-16 Councils will establish sustainable college access efforts

- Extension of resources and services to high need regions

Anticipated Outcomes

Project outcomes for G-Force mentors include:

- Increased participation of college students in Go Center activities and college-going outreach efforts
- Increase graduation/transfer rates of Collegiate G-Force mentors
- Continued academic success of Collegiate G-Force mentors based on continued academic progress/retention

Project outcomes for High School mentors:

- Increased participation in Go Center activities
- Increased college-going rates at targeted high schools by at least 5% every year

Program Activities

- 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.
- Assist students at special outreach events such as College Nights or FAFSA Saturdays.

Mentor Eligibility

Demonstrate financial need

- Financial need is determined by each institution of higher education.
- Determining need through the IHE‟s financial aid office is not required.
- IHEs that choose not to partner with their financial aid office will be asked to indicate how they intend to determine financial need.

Be eligible for employment

- be a Texas resident determined in accordance with §§21.727 - 21.736 of the Coordinating Board Rules (relating to Determining Residence Status);
- be enrolled for at least one-half of a full course load in a program of study;
- establish financial need as set forth under definition in this document; and
- not receive an athletic scholarship or 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.

Roles & Responsibilities

Role of IHE

- Assign designated staff to coordinate and manage Work Study Mentors
- Develop/maintain partnerships with ISDs as outlined in Work-Study Mentorship proposal
- Coordinate, train and orient Work-Study Mentors at ISD target campuses.
- Collect and report data to THECB
- Provide professional development opportunities for mentors
- Site Visits to ISD sites when applicable

Role of IHE, cont.

Designated IHE Staff will:

- Be a liaison between IHE and THECB
- Oversee Mentors
  - Review and manages mentor's time
  - Provide required mentor training
  - Collect data and creates monthly reports
  - Conducts site visits and mentor evaluations
  - Addresses mentor issues

Mentor Role

- Will receive state Work-Study Mentorship funding of at least $10/hour for up to 20 hours a week
- Provide 1:1 or group assistance in completion of college applications and FAFSAs
- Support existing college access efforts in school districts
- Collect data from sign-in sheets for reports to THECB
- Provide presentations to parents, students and the community

School District Role

- Partner with IHEs to support GO Centers
- Designate staff member to supervise and manage mentors
- Work closely with designated IHE program staff regarding mentor management
- Support high school G-Force implementation
- Assist in GO Center data collection

Required Reporting

Reports

- Program Reports due monthly
- Financial Reports due monthly
- Evaluation Forms for Collecting Data during or upon completion of the program

Program Reports

Reports will be submitted using an online data collection system. The reports shall include:

- a). the number of students employed as mentors;
- (b). the number of training hours received by mentors;
- (c). the number of hours served by mentors;
- (d). the number of high school students receiving mentoring;
- (e). the academic progress made by student mentors, and high school or college students receiving mentoring (changes in grade point average, changes in graduation rates, changes in the percentage of high school students who enroll in higher education, and the effects of higher education readiness and preparation);
- (f). types of activities the mentors participate in (outreach events, Free Application for Federal Student Aid {FAFSA} nights, college nights, etc.);
- (g). the number of college and FAFSA applications completed and submitted; and
- (h). demographic information for mentors and students served.

Financial Reports

- Each IHE will set up a separate account for reimbursement from the THECB
- Cost reimbursement will be managed by IHE staff
- Fiscal reports are due by the 5th of each month via SharePoint.
- THECB staff will process reimbursements

Questions?

For additional information, Go Center Toolkits, and materials visit www.thecb.state.tx.us

Click P-16 Initiatives/P-16 Outreach