



MENTORING INSTITUTE

Program Evaluation

Name of Program/Organization:

Name of Program/Organization Representative:

For each area, please circle the description that best describes your program

Infrastructure Development

▪ **Successful Practices**

1. We are not personally aware of the components of successful programming for mentoring, but instead follow an existing program structure or one created by a larger organization.
2. We are aware of the components of successful programming for mentoring, but have not used them as a basis for building our program.
3. We have discussed the components of successful programming with our Board, staff, and other key stakeholders, and are currently putting them in place.
4. We are not only aware of the components of successful programming for mentoring, we also strive to implement these best practices into our whole philosophy.

▪ **Mission and Vision Statement**

1. We have a sense of the agency's mission and vision but have not formally articulated it or put it in writing.
2. We have begun discussions about the mission and vision statements, program services, and desired outcomes. We have written a preliminary draft of our mission and vision statements.
3. We have discussed our program's vision, goals, objectives, and services with our Board, staff, and other key stakeholders. We have working versions of our mission and vision statements.
4. We have well-defined mission and vision statements that concisely state who we serve, why we are serving them, expected outcomes, and what services we will provide to achieve those outcomes. These mission and vision statements accurately, succinctly, and powerfully represent our organization, are used in our promotional materials, and have the approval of our key stakeholders.

▪ **Long-range Plan**

1. While we understand the immediate purpose of our organization, we do not have a written long-range plan.
2. We have taken the preliminary steps in designing a long-range plan.
3. Our Board, staff and key constituents have begun a long-range planning process for our organization, which includes such elements as needs assessment, goals for operations, marketing, and fundraising.
4. We have completed a long-range plan, which paints a clear picture of the future of our organization. It includes a list of short-term and long-term goals, as well as timelines for all aspects of the plan.

▪ **Evaluation**

1. Although we have a sense of the desired outcomes, we have not developed a system to track program goals or client outcomes.
2. We track process evaluation goals such as number of clients served, number of services offered, and volunteer involvement.
3. In addition to tracking for process evaluations, we have identified expected outcomes for our clients (such as increased academic achievement or increased self-esteem). We are also in the process of developing an outcome evaluation that tracks clients' progress over time.
4. We have both process and outcome evaluation systems in place to track the program goals and client outcomes. This information is assessed regularly and used to improve our services.



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Mentee Intake

▪ **Referral/Recruitment Plan for Mentees**

1. We have identified whom we want to serve (targeted youth), but have not developed or implemented a specific strategy to recruit mentees.
2. We have brainstormed possible organizations and individuals we can partner with to recruit targeted youth and have drafted preliminary versions of the intake form.
3. We have identified agencies that work with targeted youth and have begun discussions with these agencies about future referrals.
4. We have an established working relationship with referral agents and have implemented a formal referral process that includes all the necessary documentation.

▪ **Eligibility/Assessment Process for Mentees**

1. We have a sense of who would be eligible to join our program but do not have a formal process in place.
2. We have an informal process by which we determine which youth can participate in our program.
3. We are in the process of developing a written eligibility criteria and an application process for our clients.
4. We have developed formal eligibility criteria for mentees and an application review process. We have the necessary documentation and process in place to assess the mentees' needs and determine their eligibility to our program. This process includes an interview, written application, consent forms, and emergency release forms.

▪ **Customized Orientation and Training Curriculum for Mentees**

1. We have brainstormed ways to inform mentees and their parents/guardians about our program and services, and do not have a mandatory training for mentees.
2. There is an informal process by which we inform mentees and parents/guardians about our program and services, which includes handouts and other relevant information.
3. We are in the process of developing a system and necessary documentation to inform youth and their parents/guardians about our services, as well as developing the content for mandatory mentee training.
4. There is a formal process by which mentees and parents/guardians come to understand our program and services, level of time commitment expected, benefits, restrictions, and program overview. We also have implemented mentee training, based on the needs of the youth and appropriate for their ages, that youth must attend before they are matched. This training includes mentor roles and responsibilities, possible challenges and problem solving, expectations, and guidelines for being successful mentees.

▪ **Mentee Parent/Guardian Relationship Management**

1. We do not communicate with the parents/guardians of the mentees in the program. Any releases are handled through a partner agency.
2. We have a basic release that the parent/guardian signs at the beginning of the program; contact is sporadic and only occurs when there is a problem with their child or with the match.
3. We have some contact with parents/guardians of the mentees in our program, but are developing a system to adequately work with them.
4. We have an established protocol for working with the parents/guardians of mentees in the program. This includes initial interviews (see #3 above), clear explanations of the boundaries and responsibilities of the mentor, parent/guardian attendance at the first meeting between mentee and mentor, frequent and ongoing contact to monitor the match, appropriate notification if the match is terminated, and relevant information about how a match continues after the formal commitment has ended. Parents/guardians are made to feel that they are a part of the team and are encouraged to be honest about any issues between their child and mentor.



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Mentor Intake

▪ **Recruitment Plan for Mentors**

1. We have brainstormed possible community groups, corporations, and agencies we can partner with to recruit mentors.
2. We have begun to contact various community groups and are currently trying a mixture of strategies such as posting flyers, making presentations, etc.
3. We have identified the profile of the ideal volunteer and are in the process of developing a strategic recruitment plan that targets this group.
4. We have strong established relationships with members from the community who refer volunteers to us on an ongoing basis. We implemented a formal plan that strategically recruits desired mentor pool for volunteer recruitment that accurately portrays expectations and benefits. Our plan is updated and evaluated on an ongoing basis.

▪ **Customized Orientation for Mentors**

1. Although we have brainstormed ways to inform mentors about our program and services, our agency has not developed a formal orientation that informs potential volunteers about our program description, clients served, application process, rewards, and requirements.
2. There is an informal process by which we inform mentors about our program and services.
3. We are in the process of developing a system and necessary documentation to inform mentors about our services.
4. There is a formal process in place by which potential volunteers come to understand the level of time commitment expected, benefits, restrictions, application process, and program overview.

▪ **Eligibility Screening/Application Process for Mentors (Check all that apply)**

- | | |
|--|--|
| <input type="checkbox"/> Orientation | <input type="checkbox"/> Proof of auto insurance |
| <input type="checkbox"/> Written application | <input type="checkbox"/> At least 3 character references |
| <input type="checkbox"/> Home visit | <input type="checkbox"/> Pre-match Training |
| <input type="checkbox"/> In-person interview | <input type="checkbox"/> Incorporation of current research on child molester behaviors and characteristics into every facet of the screening process |
| <input type="checkbox"/> State level fingerprint-based criminal history background check | <input type="checkbox"/> Final assessment to insure volunteer meets selection criteria |
| <input type="checkbox"/> Federal level fingerprint-based criminal history background check | <input type="checkbox"/> Completion of all screening requirements before match |
| <input type="checkbox"/> Sex Offender Registry check | |
| <input type="checkbox"/> Driving record (at least 12 months) | |

▪ **Training Curriculum for Mentors**

1. We have not developed a mandatory training mentors must complete before being matched.
2. We have an informal meeting with mentors that include handouts and other relevant information.
3. We are in the process of developing the content for a mandatory mentor training. The content from this training is based on mentees' needs.
4. We have implemented a mentor training volunteers must attend before they are matched. This training includes mentor role and responsibilities, code of conduct, possible challenges and problem solving, expectations, youth development, and guidelines for being successful mentors.



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Relationship Support

▪ **Matching Strategy**

1. Although we have a sense of the type of matches we want to make, we have not developed matching criteria for program staff to follow when making a match.
2. We have an informal process by which we match mentors and mentees.
3. We are in the process of developing a formal system for matching mentors and mentees including accompanying documentation such as commitment forms, profiles, guidelines, etc.
4. We have implemented written matching criteria with guidelines on making “compatible” matches. These guidelines are based on our program’s desired outcomes. We also have structured meetings in place during which one program staff introduces mentors to youth and parents/guardians and everyone signs necessary documentation.

▪ **Ongoing Monitoring** (Check all that apply)

- We contact mentors individually more than once per month to provide support and obtain updates.
- We contact the mentees and their parents/guardians at least once per month with the specific purpose of asking about the development of the mentoring relationship.
- We contact outside referral agents or other youth professionals connected to the mentees in our program when necessary to support the mentees or for referrals for more intensive support and services.
- We conduct ongoing group activities and life-skill workshops to interact with mentors and mentees in person.
- We conduct ongoing mentor support groups.
- We conduct relationship reviews with mentors, mentees, and parents/guardians at least once during the match.

▪ **Retention and Recognition Strategies**

1. We do not have enough resources to consistently show our appreciation to our mentors and mentees.
2. We understand that by recognizing our mentors and mentees, we build our relationships with them, thereby increasing retention and satisfaction with the match and with our program, but have not yet established a strategy.
3. We are developing more structured and consistent ways to retain and recognize both mentors and mentees.
4. We have implemented a formal retention and recognition strategy for both mentors and mentees, highlighting ways we can celebrate their efforts at different times during their committed time together. These strategies can include free tickets or discounted coupons to events, volunteer appreciation events, recognition during National Mentoring Month and Volunteer Appreciation Week, tokens of appreciation at key times during their commitment, facilitating mentees thanking their mentors, and offering ongoing praise and support.

▪ **Closure and Continuing Processes**

1. We have not developed a formal process to bring closure to a relationship once the initial time commitment has been completed or has to come to an end for any reason, nor have we developed a formal process to address continuing.
2. We have informal conversations with some of our mentors and mentees to talk about the end of the relationship and future goals. If they are interested in continuing to meet, we do not have a policy in place to address this.
3. We are in the process of developing the necessary forms, interview questions, and formal relationship closure and continuing procedure. In the meantime, we continue to meet on an as-needed basis.
4. We have implemented debriefing meetings with all of our matches, regardless of when or why the relationship is ending. Mentors, mentees, parents/guardians, and program staff together discuss the challenges and rewards encountered. We have a formal process in place so that mentors, mentees, and their parents/guardians understand the expectations of continuing their relationship and are aware of how the program will continue to be involved, including limits on monitoring. We have determined levels of service that will be available to continuing matches, such as contacting program staff for advice, eligibility in participating in activities, etc.