

Program Partner Participation and Quality Evaluation

Alexandria Mentoring Partnership

Policy:

The Alexandria Mentoring Partnership (AMP) will conduct an annual participation and quality evaluation with each AMP member organizations. The purpose of this evaluation will be to ensure member organizations are provide with adequate resources in order to improve in the services they provide to the youth of Alexandria, Virginia. After the evaluation is completed, a corresponding Individualized Program Goal Plan will be developed by the AMP coordinator and member program partner representative that will include goals, strategies for improvement, suggested resources, and corresponding benchmarks and deliverables. This tool will correspond directly the AMP's Memorandum of Understanding as well the National Mentoring Partnership's Element's of Effective Practice.

Procedure:

1. AMP Coordinator reviews:
 - a. Policies
 - i. Recruitment
 - ii. Screening
 - iii. Training
 - iv. Matching
 - v. Monitoring and Supporting
 - vi. Closure
 - b. Materials:
 - i. Mentor and mentee recruitment materials
 - ii. Recruitment plan
 - iii. Training materials
 - iv. Other supporting documentation
2. AMP Coordinator and Program Partners each complete an evaluation form
3. AMP Coordinator meets with program staff to assess standards and benchmarks and ompare evaluations
4. AMP Coordinator and Partner Program staff work collaboratively to develop an Individualized Program Goal Plan (detailing benchmarks/timeline)
5. AMP coordinator follows up, as needed, on benchmarks
6. Data is kept confidential from other programs, however may be shared within reports, as requested by City, to show program improvement

Alexandria Mentoring Partnership – Memorandum of Understanding Requirements

A staff member attends the AMP meetings on a quarterly basis.	Yes	No
A staff member provides statistics, feedback and information to AMP as requested.	Yes	No
A staff member participates in orientations, trainings and events conducted by AMP.	Yes	No
The member organization requires each potential volunteer to submit to a written application which includes: <ul style="list-style-type: none"> • Employment History and/or References • Personal references 	Yes	No
The member organization provides a written agreement to be signed by the volunteer, by which the volunteer agrees to do the following: <ul style="list-style-type: none"> • Attend orientation and training sessions provided by the member program • Commit a minimum of one year (or length of mentoring program) • Report incidents to the member organization (or to the appropriate authority, according to member organization protocol) where a youth's safety is at risk • Abide by rules of the member program 	Yes	No
The member organization conducts a personal interview with each potential volunteer.	Yes	No
The member organization conducts reference checks regarding each potential volunteer's employment and/or personal references.	Yes	No
The member organization conducts a criminal history/background check (including fingerprinting) and a driving record check (if needed) of each potential volunteer.	Yes	No
The member organization contributes an annual membership fee of \$150.00 per program to the AMP to fund events and initiatives.	Yes	No

Elements of Effective Practice (National Mentoring Partnership)

Code/Term Definitions

Benchmark: Expectations for all programs

Enhancement: Advanced program implementations

M=Meets expectations

E=Exceeds expectations

Standard 1: Recruitment

Recruit appropriate mentors and mentees by realistically describing the program's aims and expected outcomes.

Benchmark/Enhancement	Description	M	E	Comments
Mentor Recruitment Benchmark 1.1	Program engages in recruitment strategies that realistically portray the benefits, practices and challenges of mentoring in the program.			
Mentee Recruitment Benchmark 1.2	Program recruits youth whose needs best match the services offered by the program and helps them understand what mentoring is and what they can expect from a mentoring relationship.			
Mentor Recruitment Enhancement 1.1	Program has a written statement outlining eligibility requirements for mentors in its program.			
Mentee Recruitment Enhancement 1.2	Program has a written statement outlining eligibility requirements for mentees in its program.			

Standard 2: Screening

Screen prospective mentors to determine whether they have the time, commitment and personal qualities to be an effective mentor.

Benchmark/Enhancement	Description	M	E	Comments
Mentor Screening Benchmark 2.1	Mentor completes an application.			
Mentor Screening Benchmark 2.2	Mentor agrees to a one (calendar or school) year minimum commitment for the mentoring relationship.			
Mentor Screening Benchmark 2.3	Mentor agrees to participate in face-to-face meetings with his or her mentee that average one time per week and one hour per meeting over the course of a calendar or school year.*			
Mentor Screening Benchmark 2.4	Program conducts at least one face-to-face interview with mentor.			
Mentor Screening Benchmark 2.5	Program conducts a reference check (personal and/or professional) on mentor.			
Mentor Screening Benchmark 2.6	Program conducts a comprehensive criminal background check on adult mentor, including searching a national criminal records database along with sex offender and child abuse registries.			
Mentor Screening Benchmark 2.7	Parent(s)/guardian(s) complete an application and provide informed consent for their child to participate.			
Mentor Screening Benchmark 2.8	Parent(s)/guardian(s) and mentee agree to a one (calendar or school) year minimum commitment for the mentoring relationship.			

Mentor Screening Benchmark 2.9	Parents(s)/guardian(s) and mentee agree that the mentee will participate in face-to-face meetings with his or her mentor a minimum of one time per week, on average, for a minimum of one hour per meeting, on average.			
Mentor Screening Enhancement 2.1	Program utilizes national, fingerprint-based FBI criminal background checks (e.g., the SafetyNET system operating under the auspices of the Child Protection Improvements Act, in cooperation with the National Center for Missing & Exploited Children).			
Mentor Screening Enhancement 2.2	School-based programs assess mentor's interest in maintaining contact with mentee during the summer months following the close of the school year and offer assistance with maintaining contact.			

*This benchmark may be addressed differently as long as there is evidence to support that the variation is associated with positive outcomes for mentees (e.g., combining in-person meetings with online communication or telephone calls; meeting almost exclusively online; meeting less frequently than once a week, with each meeting lasting for more than an hour, on average). As a general rule, programs should aim to either meet this benchmark or provide a clear rationale for doing otherwise. (See justification for additional comments on this topic.)

Standard 3: Training

Train prospective mentors in the basic knowledge and skills needed to build an effective mentoring relationship.

Benchmark/Enhancement	Description	M	E	Comments
Mentor Training Benchmark 3.1	Program provides a minimum of two hours of pre-match, in-person training.			
Mentor Training Benchmark 3.2	Mentor training includes the following topics, at a minimum: a. Program rules; b. Mentors' goals and expectations for the mentor/mentee relationship; c. Mentors' obligations and appropriate roles; d. Relationship development and maintenance; e. Ethical issues that may arise related to the mentoring relationship; f. Effective closure of the mentoring relationship; and g. Sources of assistance available to support mentors.			

Mentor Training Enhancement 3.1	Program uses evidence-based training materials.			
Mentor Training Enhancement 3.2	Program provides additional pre-match training opportunities beyond the two-hour, in-person minimum.			
Mentor Training Enhancement 3.3	<p>Program addresses the following developmental topics in the training:</p> <ul style="list-style-type: none"> a. Youth development process; b. Cultural, gender and economic issues; and c. Opportunities and challenges associated with mentoring specific populations of children (e.g. children of prisoners, youth involved in the juvenile justice system, youth in foster care, high school dropouts), if relevant. 			
Mentor Training Enhancement 3.4	Program uses training to continue to screen mentors for suitability and develops techniques for early trouble-shooting should problems be identified.			
Mentor Training Enhancement 3.5	<p>Program provides training for the mentee and his or her parent(s)/guardian(s) (when appropriate) on the following topics:</p> <ul style="list-style-type: none"> a. Program guidelines; b. Mentors' obligations and appropriate roles; c. Mentees' obligations and appropriate roles; and d. Parental/guardian involvement guidelines. 			

Standard 4: Matching

Match mentors and mentees along dimensions likely to increase the odds that mentoring relationships will endure.

Benchmark/Enhancement	Description	M	E	Comments
Matching Benchmark 4.1	Program considers its aims, as well as the characteristics of the mentor and mentee (e.g., interests, proximity, availability, age, gender, race, ethnicity, personality and expressed preferences of mentor and mentee) when making matches.			
Matching Benchmark 4.2	Program arranges and documents an initial meeting between the mentor and mentee.			
Matching Enhancement 4.1	Program staff member should be on site and/or present during the initial meeting of the mentor and mentee.			

Standard 5: Monitoring and Support

Monitor mentoring relationship milestones and support mentors with ongoing advice, problem-solving support and training opportunities for the duration of the relationship.

Benchmark/Enhancement	Description	M	E	Comments
Monitoring & Support Benchmark 5.1	Program contacts the mentor and mentee at a minimum frequency of twice per month for the first month of the match and monthly thereafter.			
Monitoring & Support Benchmark 5.2	Program documents information about each mentor-mentee contact, including, at minimum, date, length and nature of contact.			

Monitoring & Support Benchmark 5.3	Program provides mentors with access to at least two types of resources (e.g., expert advice from program staff or others; publications; Web-based resources; experienced mentors; available social service referrals) to help mentors negotiate challenges in the mentoring relationships as they arise.			
Monitoring & Support Benchmark 5.4	Program follows evidenced-based protocol to elicit more in-depth assessment from the mentor and mentee about the relationship and uses scientifically-tested relationship assessment tools.			
Monitoring & Support Benchmark 5.5	Program provides one or more opportunities per year for post-match mentor training.			
Monitoring & Support Enhancement 5.1	Program has quarterly contact with a key person in the mentee's life (e.g., parent, guardian or teacher) for the duration of the match.			
Monitoring & Support Enhancement 5.2	Program hosts one or more group activities for mentors and their mentees, and/or offers information about activities that mentors and mentees might wish to participate in together.			
Monitoring & Support Enhancement 5.3	Program thanks mentors and recognizes their contributions at some point during each year of the relationship, prior to match closure.			

Standard 6: Closure

Facilitate bringing the match to closure in a way that affirms the contributions of both the mentor and the mentee and offers both individuals the opportunity to assess the experience.

Benchmark/Enhancement	Description	M	E	Comments
Closure Benchmark 6.1	Program has procedure to manage anticipated closures, including a system for a mentor or mentee rematch.			

Closure Benchmark 6.2	Program has procedure to manage unanticipated match closures, including a system for a mentor or mentee rematch.			
Closure Benchmark 6.3	Program conducts and documents an exit interview with mentor and mentee.			
Closure Enhancement 6.1	Program explores opportunity to continue the mentor/mentee match for a second (or subsequent) year.			
Closure Enhancement 6.2	Program has a written statement outlining terms of match closure and policies for mentor/mentee contact after a match ends.			
Closure Enhancement 6.3	Program hosts a final celebration meeting or event with the mentor and mentee to mark progress and transition.			

