

Self-Evaluation Tool for Mentoring Programs

The Governor's Prevention Partnership has created this self-evaluation tool for mentoring program coordinators to use to assess their programs' adherence to best practices in the field of mentoring. These quality standards are derived from research done by the National Mentoring Partnership as part of its "Research in Action" series.

For the following questions, 1 = yes 2 = mostly 3 = no (circle your answer)

Sustained Relationships		
1. Does your program have clear standards for frequency and length of meetings between mentors and mentees?	1	2 3
2. Does your program have clear guidelines for appropriate termination?	1	2 3
3. Does your program encourage summer contact, following appropriate guidelines, for school-based programs?	1	2 3
4. If a school-based program, does your program make matches as early as possible in the school year?	1	2 3
5. Does your program conduct "exit interviews" for matches that do not work out and analyze data to make program adjustments?	1	2 3
6. Does your program provide structured activities for matches (a combination of fun social activities, activities centered on life skills/goals, and altruistic activities that connect mentees to community institutions)?	1	2 3
Mentor Pre-Match Assessment and Matching Practices		
7. Does your program assess potential mentors in terms of: (a) involvement in a helping profession (b) experience/willingness to work with youth who have multiple challenges (c) tolerance for negative feelings or interactions (d) appropriateness of reciprocity expectations for the mentee (using mentoring relationship "prototypes" and incorporating cultural considerations) (e) cultural competence (f) preferences/concerns regarding cultural match with mentee (g) tendency toward a "developmental" vs. a "prescriptive" approach to mentoring (especially important for new matches with adolescents)	1	2 3
8. Does your program give potential mentors the opportunity to hear about realistic challenges experienced by other mentors and how these challenges were overcome?	1	2 3
9. Does your program make matches based on mentor/mentee compatibility in terms of a range of factors including race/ethnicity, gender, age, interests, geographic proximity, socioeconomic status, etc?	1	2 3
10. Does your program make matches only for mentees who clearly want to be involved, who view mentoring as an opportunity rather than as a remedial "punishment," and whose cultural values support contact with non-family members?	1	2 3
11. Does your program ask mentees and their families about their preferences regarding cultural match of mentor-mentee, and honor their preferences whenever possible?	1	2 3

Self-Evaluation Tool for Mentoring Programs *(continued)*

1 = yes 2 = mostly 3 = no *(circle your answer)*

Mentor Training and Support		
12. Does your program use an evidence-based training curriculum to prepare mentors?	1	2 3
13. Does your program provide structured, ongoing training for mentors?	1	2 3
14. Does your program address cultural competence issues in pre-match and ongoing training ?	1	2 3
15. Does your program promote a mentoring style that parallels “authoritative” parenting (i.e., high warmth in combination with high expectations; acknowledging and processing emotions; using mentee-centered goals to drive the relationship; balancing time spent on practical goals with time spent on fun, social and “bonding” activities)?	1	2 3
16. Does your program provide intensive support (centered on feelings of efficacy and managing realistic expectations) to mentors during the first three months of a match?	1	2 3
17. Do your program’s supervisors/coordinators have intentional, one-on-one, face-to-face contact with mentors on a regular basis?	1	2 3
18. Does your program celebrate program successes and accomplishments?	1	2 3
Other		
19. Does your program use program practices that are specifically tailored to the needs of mentees?	1	2 3
20. Does your program systematically monitor program implementation to ensure adherence to standards?	1	2 3
21. Does your program involve parents and mentees in planning and implementing the program?	1	2 3
22. For school-based programs, does your program ensure that adequate space/time is devoted to match meetings?	1	2 3
23. Does your program encourage parent involvement and problem-solving when family interference in the match is observed?	1	2 3

Interpreting your answers

- **1 (YES)** = You are incorporating this best practice into your program
- **2 (MOSTLY)** = Indicates an area that needs strengthening, but you are on the right track
- **3 (NO)** = Consider calling The Governor's Prevention Partnership to discuss this best practice and how you might implement it in your program.