

Quality Standards for Mentoring Programs (Revised 2004)

A growing body of research has identified those conditions and practices that define whether a mentoring relationship will produce positive results, negative results or no results for the child involved.

Effective mentoring programs have standardized procedures and practices that are designed to create and support quality, effective mentoring relationships. They also have a trained program coordinator who is knowledgeable about mentoring best practices. Following are the “Core Quality Standards” for Connecticut based on these identified best practices. Only programs that adhere to these standards will be listed in the Connecticut and national mentor referral databases. Training and technical assistance is available to programs not currently meeting Quality Standards.

- 1. Mentor screening (including strongly recommended criminal background checks)**
- 2. Mentor orientation/training**
- 3. Mentor supervision and support with some contact occurring at least monthly**
- 4. Minimum one year (or school year) commitment**
- 5. Mentor-mentee match criteria and relationship monitoring, especially in the early months**
- 6. Structured mentoring activities built around frequent, regular contact**
- 7. Parent/family involvement**

Programs should also have an evaluation process to measure the effects of mentoring on the child and the mentor and to monitor program quality and overall effectiveness.

In response to the growing body of research, the MENTOR/National Mentoring Partnership has created an updated version of “Elements of Effective Practice” which can be accessed at www.mentoring.org or through the Connecticut Mentoring Partnership, 1-800-422-5422.