



# Mentoring Services

## DEFINITION

Mentoring Services help to establish supportive, stable, and mutually beneficial relationships between selected mentors and children, youth, or adults in need. Mentoring services work by increasing an individual's protective factors and providing them with a sense of acceptance and accountability.

**Research Note:** *Although some mentors adopt authoritative roles and attempt to reform individuals with whom they are matched, research examining mentoring relationships with youth suggests it may be more effective to develop supportive, respectful, and trust-based friendships with mentees.*

**Note:** *The standards in this section have been developed to address programs that utilize part-time, full-time, volunteer, and/or paid mentors. Organizations that provide mentors with travel reimbursements, stipends, or other forms of compensation can be reviewed under this service section.*

**Note:** *Mentoring services can take place within a wide variety of settings such as in the mentee's home, a residential treatment or group living setting, on-site at an organization's facilities, in schools, or in the community. Mentoring services are often part of a larger array of services offered to children, youth, and adults in need. The standards within this section can address a variety of mentoring program models including, but not limited to, foster grandparent programs, group mentoring programs, peer mentoring programs, mentor family programs, and others. Programs focused on volunteer recruitment, assignment, and coordination are not addressed by these standards.*

**Note:** *Please see [MS Reference List](#) and [Human Trafficking Reference List - Private](#) for a list of resources that informed the development of these standards.*

## Table of Evidence

### Self-Study Evidence

- Provide an overview of the different programs being accredited under this section. The overview should describe:
  - a. eligibility criteria;
  - b. any unique or special services provided to specific populations; and
  - c. major funding streams.

## Purpose

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

- If elements of the service (e.g., assessments) are provided by contract with outside programs or through participation in a formal, coordinated service delivery system, provide a list that identifies the providers and the service components for which they are responsible. Do not include services provided by referral.
- Provide any other information you would like the peer review team to know about these programs.
- A demographic profile of persons and families served by the programs being reviewed under this service section with percentages representing the following:
  - a. racial and ethnic characteristics;
  - b. gender/gender identity;
  - c. age;
  - d. major religious groups; and
  - e. major language groups
- As applicable, a list of groups or classes including, for each group or class:
  - a. the type of activity/group;
  - b. whether the activity/group is short-term or ongoing;
  - c. how often the activity/group is offered;
  - d. the average number of participants per session of the activity/group, in the last month; and
  - e. the total number of participants in the activity/group, in the last month
- A list of any programs that were opened, merged with other programs or services, or closed
- A list or description of program outcomes and outputs being measured

### **On-Site Evidence**

No On-Site Evidence

### **On-Site Activities**

No On-Site Activities

### **Purpose**

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

### MS 1: Service Philosophy, Modalities, and Interventions

The program is guided by a service philosophy that:

- a. sets forth a logical approach for how the program will meet the needs of mentees; and
- b. guides the development and implementation of the program based on the best available evidence of service effectiveness.

**Interpretation:** *A program model, or similar tool, guides program development and implementation by linking the organization's service philosophy and mission with the strategies, practices, and tools needed to integrate these into daily work. A practice model can also help staff think systematically about how the program can make a measureable difference by drawing a clear connection between mentees' needs, available resources, program activities and supports, program outputs, and desired outcomes.*

#### **Rating Indicators**

**1)** All elements or requirements outlined in the standard are evident in practice, as indicated by full implementation of the practices outlined in the Practice standards.

**2)** Practices are basically sound but there is room for improvement, as noted in the ratings for the Practice standards; e.g.,

- Minor inconsistencies and not yet fully developed practices are noted, however, these do not significantly impact service quality; or
- Written service philosophy needs improvement or clarification; or
- Procedures need strengthening; or
- With few exceptions procedures are understood by staff and are being used; or
- Proper documentation is the norm and any issues with individual staff members are being addressed through performance evaluations (HR 6.02) and training (TS 2.03); or
- In a few rare instances required consent was not obtained; or
- Monitoring procedures need minor clarification; or
- With few exceptions the policy on prohibited interventions is understood by staff, or the written policy needs minor clarification.

**3)** Practice requires significant improvement, as noted in the ratings for the Practice standards. Service quality or program functioning may be compromised; e.g.,

- The written service philosophy needs significant improvement; or

#### **Purpose**

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

- Procedures and/or case record documentation need significant strengthening; or
- Procedures are not well-understood or used appropriately; or
- Documentation is inconsistent or in some instances is missing and no corrective action has not been initiated; or
- Required consent is often not obtained; or
- A few personnel who are employing non-traditional or unconventional interventions have not completed training, as required; or
- There are gaps in monitoring of interventions, as required; or
- Policy on prohibited interventions does not include at least one of the required elements; or
- Service philosophy is not clearly related to expressed mission or programs of the organization; or
- One of the Fundamental Practice Standards received a rating of 3 or 4.

4) Implementation of the standard is minimal or there is no evidence of implementation at all, as noted in the ratings for the Practice standards; e.g.,

- There is no written service philosophy; or
- There are no written policy or procedures, or procedures are clearly inadequate or not being used; or
- Documentation is routinely incomplete and/or missing; or
- Two or more Fundamental Practice Standards received a rating of 3 or 4.

### Table of Evidence

#### **Self-Study Evidence**

- Service philosophy
- Policy prohibiting corporal punishment

#### **On-Site Evidence**

No On-Site Evidence

#### **On-Site Activities**

- Interview:
  - a. Program director
  - b. Mentor supervisors/coordinators
  - c. Mentees
  - d. Mentors

### **Purpose**

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

### **MS 1.01**

The program is guided by a philosophy that provides a logical basis for the services and support to be delivered based on program goals and the best available evidence of service effectiveness.

### **(FP) MS 1.02**

Organization policy prohibits corporal punishment.

### **Purpose**

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



# Mentoring Services

## MS 2: Access to Services

Matched relationships are available to children, youth, and adults who can benefit from additional support and friendship.

### Rating Indicators

**1)** All elements or requirements outlined in the standard are evident in practice, as indicated by full implementation of the practices outlined in the Practice standards.

**2)** Practices are basically sound but there is room for improvement, as noted in the ratings for the Practice standards; e.g.,

- Minor inconsistencies and not yet fully developed practices are noted, however, these do not significantly impact service quality; or
- Procedures need strengthening; or
- With few exceptions procedures are understood by staff and are being used; or
- For the most part, established timeframes are met; or
- Proper documentation is the norm and any issues with individual staff members are being addressed through performance evaluations (HR 6.02) and training (TS 2.03); or
- Active client participation occurs to a considerable extent.

**3)** Practice requires significant improvement, as noted in the ratings for the Practice standards. Service quality or program functioning may be compromised; e.g.,

- Procedures and/or case record documentation need significant strengthening; or
- Procedures are not well-understood or used appropriately; or
- Timeframes are often missed; or
- A number of client records are missing important information or
- Client participation is inconsistent; or
- One of the Fundamental Practice Standards received a rating of 3 or 4.

**4)** Implementation of the standard is minimal or there is no evidence of implementation at all, as noted in the ratings for the Practice standards; e.g.,

- No written procedures, or procedures are clearly inadequate or not being used; or
- Documentation is routinely incomplete and/or missing; or
- Two or more Fundamental Practice Standards received a rating of 3 or 4.

### Purpose

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



# Mentoring Services

## Table of Evidence

### Self-Study Evidence

- A description of mentor recruitment efforts for programs using volunteers

### On-Site Evidence

- Outreach strategies and informational materials

### On-Site Activities

- Interview:
  - a. Program director
  - b. Mentor supervisors/coordinators

## MS 2.01

The organization provides mentors to children, youth, and/or adults who can benefit from:

- a. a role model whose support can help them develop a positive self-image, new behaviors, and coping skills;
- b. peer or intergenerational support to help them face identified life challenges or accomplish developmental tasks; and/or
- c. companionship.

**Interpretation:** *Organizations serving individuals with behavioral health needs, such as substance use or mental health conditions, often utilize peers as mentors to enhance service delivery outcomes and increase the likelihood that the service recipient will meet their individualized goals and objectives.*

**Interpretation:** *Organizations serving victims of human trafficking have utilized the survivor mentor model to stabilize and support victims of trafficking. This model employs an adult survivor of trafficking as a mentor to a newly identified victim who has recently exited their exploitative situation. By establishing a trusting relationship for traumatized victims, these programs provide a valuable tool to aid in their recovery and reintegration through empowerment and a sense of acceptance. Mentoring is often one piece within a continuum of services offered to victims of trafficking to meet their health and safety needs. Programs may also use mentors who are not survivors of human trafficking to work with sex or labor trafficking victims.*

**Research Note:** *Victims of human trafficking are in need of a*

## Purpose

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

*comprehensive array of services, including mentoring services. Increasingly, first responders, including law enforcement and social service providers, are being trained to seek support services for human trafficking victims rather than prosecuting them for criminal activities they may have engaged in while being trafficked, such as prostitution, theft, undocumented status, and wage/hour violations. Recognizing that these individuals are victims rather than criminals is a paradigm shift still under way in our society. This paradigm shift is critical as trafficking victims are eligible for services and protections under federal and some state laws that may not be provided to them otherwise.*

### **MS 2.02**

To sustain the program, the organization:

- a. makes an effort to recruit mentors from the community through advertisements, flyers, and word-of-mouth; and
- b. partners with community providers, businesses, and institutions to increase awareness of the program and identify potential mentors.

**Related:** HR 3

**NA** *The program only uses paid program staff as mentors.*

### **Purpose**

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

### MS 3: Screening and Assessment of Mentees

The organization screens and assesses applicants promptly and responsively to identify needs and interests, and directs individuals to appropriate services.

#### Rating Indicators

**1)** All elements or requirements outlined in the standard are evident in practice, as indicated by full implementation of the practices outlined in the Practice standards.

**2)** Practices are basically sound but there is room for improvement, as noted in the ratings for the Practice standards; e.g.,

- Minor inconsistencies and not yet fully developed practices are noted, however, these do not significantly impact service quality; or
- Procedures need strengthening; or
- With few exceptions procedures are understood by staff and are being used; or
- For the most part, established timeframes are met; or
- Culturally responsive assessments are the norm and any issues with individual staff members are being addressed through performance evaluations (HR 6.02) and training (TS 2.05); or
- Active client participation occurs to a considerable extent; or
- Diagnostic tests are consistently and appropriately used, but interviews with staff indicate a need for more training (TS 2.08).

**3)** Practice requires significant improvement, as noted in the ratings for the Practice standards. Service quality or program functioning may be compromised; e.g.,

- Procedures and/or case record documentation need significant strengthening; or
- Procedures are not well-understood or used appropriately; or
- Assessment and reassessment timeframes are often missed; or
- Assessments are sometimes not sufficiently individualized;
- Culturally responsive assessments are not the norm and this is not being addressed in supervision or training; or
- Staff are not competent to administer diagnostic tests, or tests are not being used when clinically indicated; or
- Client participation is inconsistent; or
- Assessments are done by referral source and no documentation and/or summary of required information present in case record; or
- One of the Fundamental Practice Standards received a rating of 3 or 4.

#### **Purpose**

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

4) Implementation of the standard is minimal or there is no evidence of implementation at all, as noted in the ratings for the Practice standards; e.g.,

- There are no written procedures, or procedures are clearly inadequate or not being used; or
- Documentation is routinely incomplete and/or missing; or
- Two or more Fundamental Practice Standards received a rating of 3 or 4.

### Table of Evidence

#### **Self-Study Evidence**

- Screening procedures for mentees
- Assessment procedures for mentees
- Assessment tool(s) and/or criteria included in assessment

#### **On-Site Evidence**

- Qualifications of personnel who conduct assessments

#### **On-Site Activities**

- Interview:
  - a. Program director
  - b. Mentor supervisors/coordinators
  - c. Mentees
- Review case files for mentees

### **MS 3.01**

Individuals are screened and informed about how well their request matches the organization's services.

*NA Another organization is responsible for screening.*

### **MS 3.02**

Prompt, responsive screening practices:

- a. ensure equitable treatment;
- b. support timely initiation of services; and
- c. provide for placement on a waiting list, if desired.

### **Purpose**

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

**NA** Another organization is responsible for screening.

### **MS 3.03**

Individuals who cannot be served, or cannot be served promptly, are referred or connected to appropriate resources.

**NA** The organization: (1) accepts all clients, or (2) only receives clients by referral, and is required by contract to accept all referrals.

### **MS 3.04**

During intake, the organization gathers information to identify critical service needs and/or determine when a more intensive service is necessary, including:

- a. personal and identifying information;
- b. emergency health needs; and
- c. safety concerns, including imminent danger or risk of future harm.

### **MS 3.05**

Mentees participate in an assessment within a timeframe established by the organization.

**Interpretation:** *The information gathered for assessments is limited to material pertinent for meeting service requests and objectives.*

**Interpretation:** *The Assessment Matrix - Private, Public, Canadian, Network determines which level of assessment is required for COA's Service Sections. The assessment elements of the Matrix can be tailored according to the needs of specific individuals or service design.*

### **MS 3.06**

Personnel who conduct assessments are qualified by relevant training, skill, and experience and can recognize individuals with histories of trauma, individuals in crisis, and those with special needs.

**Research Note:** *According to the National Council on Behavioral Health (NCBH), Mental Health First Aid and Youth Mental Health First Aid are*

### **Purpose**

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

*federally recognized evidence-based practices and training programs designed to empower direct service providers with the skills needed to identify and respond appropriately to mental health distress and crises. These practices promote early intervention, especially in cases where the service recipient may pose a threat of physical harm to self or others.*

### **Purpose**

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

### MS 4: Screening and Selection of Mentors

Prospective mentors are screened to determine their suitability for the role and to safeguard and promote the well-being of mentees.

**Note:** *The standards in MS 4 should be incorporated into the organization's hiring practices for the mentoring program (see HR 3) when paid program staff are used as mentors.*

#### Rating Indicators

- 1) All elements or requirements outlined in the standard are evident in practice, as indicated by full implementation of the practices outlined in the Practice standards.
- 2) Practices are basically sound but there is room for improvement, as noted in the ratings for the Practice standards; e.g.,
  - Minor inconsistencies and not yet fully developed practices are noted, however, these do not significantly impact service quality; or
  - Procedures need strengthening; or
  - With few exceptions procedures are understood by staff and are being used; or
  - For the most part, established timeframes are met; or
  - Proper documentation is the norm and any issues with individual staff members are being addressed through performance evaluations (HR 6.02) and training (TS 2.03); or
  - Active client participation occurs to a considerable extent.
- 3) Practice requires significant improvement, as noted in the ratings for the Practice standards. Service quality or program functioning may be compromised; e.g.,
  - Procedures and/or case record documentation need significant strengthening; or
  - Procedures are not well-understood or used appropriately; or
  - Timeframes are often missed; or
  - A number of client records are missing important information or
  - Client participation is inconsistent; or
  - One of the Fundamental Practice Standards received a rating of 3 or 4.
- 4) Implementation of the standard is minimal or there is no evidence of implementation at all, as noted in the ratings for the Practice standards; e.g.,
  - No written procedures, or procedures are clearly inadequate or not being

#### Purpose

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

used; or

- Documentation is routinely incomplete and/or missing; or
- Two or more Fundamental Practice Standards received a rating of 3 or 4.

### **Table of Evidence**

#### **Self-Study Evidence**

- Screening and assessment procedures and criteria for prospective mentors

#### **On-Site Evidence**

No On-Site Evidence

#### **On-Site Activities**

- Interview:
  - a. Program director
  - b. Mentor supervisors/coordinators
  - c. Mentors
- Review personnel and case files for mentors

### **(FP) MS 4.01**

The mentor screening process includes:

- a. a written application;
- b. an in-person interview that includes an assessment of the applicant's motivation for becoming a mentor;
- c. reference checks;
- d. criminal history checks, where legally permissible; and
- e. child abuse registry checks, where legally permissible.

**Interpretation:** *The screening process is to be completed before a prospective mentor serves children, youth, or dependent adults in any capacity. An organization's procedures should clearly detail what qualities and qualifications it is seeking in its mentors and what characteristics would disqualify a prospective mentor from participating in the program.*

**Interpretation:** *For programs utilizing mentors with lived experience, such as mentors who were victims of human trafficking or those with a history of drug or alcohol use, the mentor may have a criminal history of prostitution or*

### **Purpose**

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

*other minor charges which should not disqualify the mentor from the program.*

**Interpretation:** *For survivor mentoring programs utilizing mentors who are not survivors of human trafficking, additional consideration should be given to assessing mentor qualifications, including, but not limited to, education, experience working with children, and commitment to maintaining the mentoring relationship regardless of the residential placement or location of the mentees.*

**Research Note:** *Congress has extended SafetyNET, a pilot program developed to support the mentor selection process for programs serving children and youth with fitness determinations through the National Center for Missing and Exploited Children (NCMEC). Fitness determinations are based upon nationwide, fingerprint-based criminal background checks performed by the Federal Bureau of Investigation (FBI). Organizations can apply for this service through MENTOR/National Mentoring Partnership for a nominal fee.*

**Note:** *If mentors have opportunities to transport mentees, the organization should also review their driving records, as referenced in ASE 6.03.*

### **MS 4.02**

A prospective mentor's availability and/or caseload size are assessed to determine if there will be sufficient time to establish and maintain a strong mentoring relationship with a prospective mentee.

**Interpretation:** *The organization should clearly communicate expectations regarding: (1) how frequently mentors and mentees will meet, and (2) the minimum length of time mentors need to commit to the program. Although expectations can vary based on program type and model, many programs ask mentors to meet with mentees at least one hour per week, or for several hours once or twice a month, for at least a year.*

**Interpretation:** *There are a number of factors that impact how many relationships an individual mentor can take on including:*

- a. *whether the mentor is paid or volunteer;*
- b. *whether the mentor is full-time or part-time;*
- c. *the number of hours committed by the mentor;*
- d. *the program's model and objectives; and*
- e. *the service population in question.*

### **Purpose**

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

**Note:** See *Research Note to MS 7.01*.

### **MS 4.03**

The organization assesses whether the prospective mentor's personal qualities will facilitate the development of a trust-based relationship centered on the mentee.

**Note:** See *Research Note to MS 6.02*

### **Purpose**

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

### MS 5: Matching

Matches are made based on mentors' and mentees' strengths, needs, preferences, and interests.

#### Rating Indicators

1) All elements or requirements outlined in the standard are evident in practice, as indicated by full implementation of the practices outlined in the Practice standards.

2) Practices are basically sound but there is room for improvement, as noted in the ratings for the Practice standards; e.g.,

- Minor inconsistencies and not yet fully developed practices are noted, however, these do not significantly impact service quality; or
- Procedures need strengthening; or
- With few exceptions procedures are understood by staff and are being used; or
- For the most part, established timeframes are met; or
- Proper documentation is the norm and any issues with individual staff members are being addressed through performance evaluations (HR 6.02) and training (TS 2.03); or
- Active client participation occurs to a considerable extent.

3) Practice requires significant improvement, as noted in the ratings for the Practice standards. Service quality or program functioning may be compromised; e.g.,

- Procedures and/or case record documentation need significant strengthening; or
- Procedures are not well-understood or used appropriately; or
- Timeframes are often missed; or
- A number of client records are missing important information or
- Client participation is inconsistent; or
- One of the Fundamental Practice Standards received a rating of 3 or 4.

4) Implementation of the standard is minimal or there is no evidence of implementation at all, as noted in the ratings for the Practice standards; e.g.,

- No written procedures, or procedures are clearly inadequate or not being used; or
- Documentation is routinely incomplete and/or missing; or
- Two or more Fundamental Practice Standards received a rating of 3 or 4.

#### Purpose

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



# Mentoring Services

## Table of Evidence

### Self-Study Evidence

- Matching procedures
- Criteria for matching mentors and mentees

### On-Site Evidence

No On-Site Evidence

### On-Site Activities

- Interview:
  - a. Program director
  - b. Mentor supervisors/coordinators
  - c. Mentors
  - d. Mentees
  - e. Parents/legal guardians of mentees, when applicable
- Review personnel and case files for mentors, and case files for mentees

### MS 5.01

The organization considers information learned during screening and assessment when matching mentors with mentees.

**Interpretation:** *Common matching criteria include: gender, race, ethnicity, culture, special needs, geographic proximity, personality and temperament, shared interests, strengths, and/or mentees' preferences for the match (including, for example, preferred activities or demographic characteristics).*

### (FP) MS 5.02

The organization helps the mentee understand the mentor's role and obtains the mentee's written, informed consent to the proposed match.

**Interpretation:** *Minor children and youth, and dependent adults, may be limited in the extent to which they can approve of and consent to matches. See MS 5.03 for discussion of the involvement of parents, legal guardians, and custodians.*

### (FP) MS 5.03

Parents or legal guardians of children, youth, or dependent adults are

## Purpose

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

involved in making and consenting to the match, and setting goals for the relationship.

**Interpretation:** *Although it can be difficult to involve family members, an organization serving children, youth, or dependent adults should at minimum obtain written, informed consent to proposed matches from mentees' parents or legal guardians. If another organization (for example, a juvenile justice agency) retains temporary custody of the mentee, it is sufficient to obtain consent from that organization.*

**Interpretation:** *When service coordination is a program objective, personnel should discuss matches with appropriate parties at other involved organizations delivering services to the mentee with written consent from the mentee and mentees' family.*

**Interpretation:** *In cases where the child is a victim of human trafficking, it is important to be aware that the child's parent or caregiver may be the trafficker or complicit in the trafficking. In such cases, determining appropriate family supports and level of involvement should include the input of the child, as well as child welfare and law enforcement systems.*

**NA** *The organization does not serve children, youth, or dependent adults.*

### **MS 5.04**

Mentors receive relevant information about the person with whom they are matched prior to meeting the person.

### **Purpose**

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

### MS 6: Mentor Orientation, Training, and Support

Mentors receive the orientation, training, support, and supervision they need to be effective role models and develop positive, lasting mentoring relationships centered on the mentee.

**Related:** TS 1, TS 2, TS 3

**Note:** *The standards in MS 6 should be incorporated into the organization's training and supervision system for the mentoring program (see TS 1, 2, and 3) when paid program staff are used as mentors.*

#### Rating Indicators

**1)** All elements or requirements outlined in the standard are evident in practice, as indicated by full implementation of the practices outlined in the Practice standards.

**2)** Practices are basically sound but there is room for improvement, as noted in the ratings for the Practice standards; e.g.,

- Minor inconsistencies and not yet fully developed practices are noted, however, these do not significantly impact service quality; or
- Procedures need strengthening; or
- With few exceptions procedures are understood by staff and are being used; or
- For the most part, established timeframes are met; or
- Proper documentation is the norm and any issues with individual staff members are being addressed through performance evaluations (HR 6.02) and training (TS 2.03); or
- Active client participation occurs to a considerable extent.

**3)** Practice requires significant improvement, as noted in the ratings for the Practice standards. Service quality or program functioning may be compromised; e.g.,

- Procedures and/or case record documentation need significant strengthening; or
- Procedures are not well-understood or used appropriately; or
- Timeframes are often missed; or
- A number of client records are missing important information or
- Client participation is inconsistent; or
- One of the Fundamental Practice Standards received a rating of 3 or 4.

**4)** Implementation of the standard is minimal or there is no evidence of implementation at all, as noted in the ratings for the Practice standards;

#### **Purpose**

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

e.g.,

- No written procedures, or procedures are clearly inadequate or not being used; or
- Documentation is routinely incomplete and/or missing; or
- Two or more Fundamental Practice Standards received a rating of 3 or 4.

### Table of Evidence

#### **Self-Study Evidence**

- Table of contents of orientation and training curricula
- A description of how mentors are supported

#### **On-Site Evidence**

- Documentation of orientation and training
- Orientation and training curricula

#### **On-Site Activities**

- Interview:
  - a. Program director
  - b. Mentor supervisors/coordinators
  - c. Mentors
- Review personnel and case files for mentors

### **MS 6.01**

Mentors receive an orientation that explains:

- a. the program's philosophy;
- b. their responsibilities to the mentee, including any health and safety responsibilities;
- c. their responsibilities to the mentee's parent or legal guardian, as appropriate;
- d. their responsibilities to the organization;
- e. the responsibilities of the organization to the mentor; and
- f. realistic expectations for the relationship.

**Related:** TS 2.01

**Interpretation:** *One example of how the organization can outline responsibilities is by developing a contract between the mentor and mentee,*

### **Purpose**

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

which can serve as an effective tool for establishing mutually agreed upon boundaries and the specific role of the mentor.

### **MS 6.02**

Mentors receive training that addresses:

- a. good mentoring practices and role modeling;
- b. communication and relationship-building;
- c. diversity and cultural awareness;
- d. building trust with mentees and mentee families
- e. establishing appropriate boundaries and setting limits with mentees and mentee families;
- f. strengths and needs of the population served; and
- g. topics relevant to working with the population served (for example, positive youth development).

**Interpretation:** *Training for mentors working with victims of trafficking should include an overview of trauma-informed practices, nonverbal communication cues, the cycles of change model, triggers for running away (AWOL), and situations where a clinician should be contacted. Additionally, mentors should be attentive to the fact that trafficking victims often experience Stockholm Syndrome and form intense emotional bonds with their traffickers. These conditions may be masked by a victim's expression of affection for or customary subordination to a family member when the latter is the trafficker.*

**Research Note:** *Because the tone of a relationship can be set quickly, literature emphasizes the importance of mentor training prior to the first match meeting. Some research suggests that mentors who receive at least six hours of pre-match training develop stronger, closer relationships with youth.*

**Research Note:** *Some research suggests that mentors who take the time to develop close, trusting relationships with youth are more likely to make the relationship last long enough to be potentially helpful to the mentee.*

### **MS 6.03**

Mentors receive ongoing support that provides:

- a. assistance with practical problems;
- b. suggestions or directions regarding behavior or future activity; and

### **Purpose**

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

c. reassurance and recognition of the value of the mentor's efforts.

**Related:** TS 3

**Interpretation:** *Ongoing support can be provided through: (1) group training and support sessions, and/or (2) individual contacts with supervisors or designated personnel, as described in MS 8.02.*

**Research Note:** *Some research suggests that mentors and youth may spend more time together when mentors receive more post-match support and training, and highlights the importance of providing support that promotes the development of positive relationships.*

### **MS 6.04**

Mentors matched with older or high-risk youth receive assistance establishing friendly relationships that also address any immediate problems and challenges confronting the mentee.

**Related:** TS 3

**Interpretation:** *Mentors matched with older or high-risk youth may need more extensive training and support than mentors serving younger or lower-risk children and youth.*

**Research Note:** *Some research suggests that it may be particularly difficult to develop close relationships with older or high-risk youth, and that they tend to have shorter mentoring relationships than younger and lower-risk youth. Oftentimes programs serving higher need populations place more intensive requirements on mentors and, therefore, opt to utilize paid staff mentors as opposed to volunteers. The use of "professional" mentors has proven highly beneficial in terms of the recruitment and retention within these more challenging programs, and allows programs to extend the terms of the mentor/mentee relationships. Longer relationships have resulted in better service outcomes. Having full-time staff mentors also increases mentor capacity to manage the mentor/mentee relationship through more frequent and extensive practical application of mentor training.*

**NA** *The organization does not serve older or high-risk youth.*

**Note:** *"Older youth" include middle-school and high-school students. "High-risk youth" may include: youth at risk of poor school performance or attendance, youth at risk of becoming involved with the juvenile justice system, youth at risk of pregnancy or early parenting, youth at risk of substance use, youth at risk of welfare dependence, youth at risk of gang involvement, and youth who have sustained emotional, physical, or sexual*

### **Purpose**

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

*abuse.*

### **Purpose**

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

### MS 7: Relationship Development

The mentoring relationship is structured to promote the growth, development, and empowerment of the mentee.

#### Rating Indicators

**1)** All elements or requirements outlined in the standard are evident in practice, as indicated by full implementation of the practices outlined in the Practice standards.

**2)** Practices are basically sound but there is room for improvement, as noted in the ratings for the Practice standards; e.g.,

- Minor inconsistencies and not yet fully developed practices are noted, however, these do not significantly impact service quality; or
- Procedures need strengthening; or
- With few exceptions procedures are understood by staff and are being used; or
- For the most part, established timeframes are met; or
- Proper documentation is the norm and any issues with individual staff members are being addressed through performance evaluations (HR 6.02) and training (TS 2.03); or
- Active client participation occurs to a considerable extent.

**3)** Practice requires significant improvement, as noted in the ratings for the Practice standards. Service quality or program functioning may be compromised; e.g.,

- Procedures and/or case record documentation need significant strengthening; or
- Procedures are not well-understood or used appropriately; or
- Timeframes are often missed; or
- A number of client records are missing important information or
- Client participation is inconsistent; or
- One of the Fundamental Practice Standards received a rating of 3 or 4.

**4)** Implementation of the standard is minimal or there is no evidence of implementation at all, as noted in the ratings for the Practice standards; e.g.,

- No written procedures, or procedures are clearly inadequate or not being used; or
- Documentation is routinely incomplete and/or missing; or
- Two or more Fundamental Practice Standards received a rating of 3 or 4.

#### **Purpose**

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

### Table of Evidence

#### Self-Study Evidence

- A description of organizational expectations regarding:
  - a. the nature of the relationship; and
  - b. the frequency and duration of contact between the mentor and mentee
- A description of how the organization collaborates with personnel at the program site (for site-based programs, only)
- A description of the organization's efforts to promote family involvement

#### On-Site Evidence

- Documentation of collaboration with school personnel

#### On-Site Activities

- Interview:
  - a. Program director
  - b. Mentor supervisors/coordinators
  - c. Mentors
  - d. Mentees
  - e. Mentee families, when applicable
- Review case files for mentors and mentees

### MS 7.01

Mentoring meetings are frequent enough, and continue long enough, to meet the objectives of the relationship.

**Interpretation:** *When program type or model precludes meeting frequently or for a long period of time (for example, if a school-based program is designed to coincide with the school year), mentees should be informed about any time limits associated with service provision.*

**Research Note:** *As referenced in MS 4.02, it is often recommended that mentors and mentees meet at least four hours per month, for at least a year. Literature emphasizes that it may be difficult to develop a relationship if a pair does not meet regularly, and research suggests that mentoring relationships may be more effective if they last at least a year. One study found that, compared to their peers who lacked mentors, youth in relationships that lasted twelve months or longer reported improvements in academic, psychosocial, and behavioral outcomes. Youth in relationships that terminated earlier reported fewer gains, and youth in relationships that*

### Purpose

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

ended within a very short time actually reported declines in several areas.

### **MS 7.02**

Site-based mentoring programs:

- a. develop an effective partnership with the institution in which the program is housed; and
- b. ensure that the institution's officials welcome and support mentors and share the program's understanding of a mentor's role.

**Interpretation:** *Programs can be housed at a variety of sites, including schools, faith-based organizations, juvenile justice facilities, and workplaces. School-based mentoring programs should ensure that school officials do not view mentors as academic tutors, and encourage mentors to engage mentees in social activities.*

**NA** *The program is housed at a site controlled by the organization, or the organization does not operate a site-based mentoring program.*

### **MS 7.03**

The organization and its staff encourage family involvement to support the development of positive and effective mentoring relationships.

**Interpretation:** *There may be some exceptional circumstances when involving family members is either not feasible (e.g., school-based programs or juvenile justice facilities may have trouble involving families) or not in the best interest of the mentee, including instances where family members are suspected in the abuse or trafficking of the mentee. Nonetheless, organizations are expected to have a process for supporting family involvement that considers feasible and appropriate alternatives when necessary.*

### **Purpose**

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

### MS 8: Supervising and Monitoring Relationships

Matches are routinely monitored to support the development of positive mentoring relationships.

#### Rating Indicators

1) All elements or requirements outlined in the standard are evident in practice, as indicated by full implementation of the practices outlined in the Practice standards.

2) Practices are basically sound but there is room for improvement, as noted in the ratings for the Practice standards; e.g.,

- Minor inconsistencies and not yet fully developed practices are noted, however, these do not significantly impact service quality; or
- Procedures need strengthening; or
- With few exceptions procedures are understood by staff and are being used; or
- For the most part, established timeframes are met; or
- Proper documentation is the norm and any issues with individual staff members are being addressed through performance evaluations (HR 6.02) and training (TS 2.03); or
- Active client participation occurs to a considerable extent.

3) Practice requires significant improvement, as noted in the ratings for the Practice standards. Service quality or program functioning may be compromised; e.g.,

- Procedures and/or case record documentation need significant strengthening; or
- Procedures are not well-understood or used appropriately; or
- Timeframes are often missed; or
- A number of client records are missing important information or
- Client participation is inconsistent; or
- One of the Fundamental Practice Standards received a rating of 3 or 4.

4) Implementation of the standard is minimal or there is no evidence of implementation at all, as noted in the ratings for the Practice standards; e.g.,

- No written procedures, or procedures are clearly inadequate or not being used; or
- Documentation is routinely incomplete and/or missing; or
- Two or more Fundamental Practice Standards received a rating of 3 or 4.

#### Purpose

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

### Table of Evidence

#### **Self-Study Evidence**

- Procedures for monitoring and supervising matches, including contacts with:
  - a. mentors;
  - b. mentees; and
  - c. family members of mentees, when applicable
- Procedures for closing matches

#### **On-Site Evidence**

No On-Site Evidence

#### **On-Site Activities**

- Interview:
  - a. Program director
  - b. Mentor supervisors/coordinators
  - c. Mentors
  - d. Mentees
  - e. Families of mentees, when applicable
- Review case files for mentors and mentees

### **MS 8.01**

A case file is maintained for each mentoring relationship which contains:

- a. a summary of information learned about the mentor and mentee during screening and matching;
- b. a record of all meetings involving the mentor's supervisor, the mentor, the mentee, and involved parents or legal guardians, as applicable; and
- c. a record of the date, duration, and activities completed at each mentoring meeting.

**Interpretation:** *Whether paid or volunteer, the mentor's case file should be separate from the mentor's personnel or HR records.*

### **(FP) MS 8.02**

Mentor supervisors have regular contact with mentors and mentees to provide support and monitor the appropriateness and effectiveness of the match.

**Interpretation:** *Contact can occur weekly, monthly, or quarterly, depending*

### **Purpose**

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

*on the stage and nature of the mentoring relationship. More frequent contact and monitoring may be necessary during the early stages of a match or if a match is considered to be in jeopardy of premature closing. When evaluating the match, reviews of case files are required.*

**Interpretation:** *For programs serving victims of human trafficking, the organization should provide sufficient oversight of the mentoring relationship to ensure the health and mental health of both parties.*

**Note:** See Research Note to MS 6.03.

### **(FP) MS 8.03**

Parents or legal guardians of children, youth, or dependent adults are involved in providing information about the progress of the mentee, and are contacted by the mentor or mentor's supervisor:

- a. biweekly, during the first month of service;
- b. monthly, for the remainder of the first year; and
- c. quarterly, after the first year of service.

**Interpretation:** *Contacts with parents or legal guardians can occur in person or by phone. Similar to MS 8.02, it may be appropriate to contact parents or legal guardians more frequently if a match is considered to be in jeopardy of premature closure. If interest is lacking or the organization has trouble obtaining input, it may also be appropriate to seek input from other involved adults. For example, school-based programs can involve teachers or other school personnel who interact with the mentee. If another organization (such as a juvenile justice agency) retains temporary custody of the mentee it is sufficient to contact and obtain information from that organization.*

**Interpretation:** *Program design may impact whether contact with parents described within the standard is the responsibility of the mentor or the mentor's supervisor. When mentors are full-time staff, it may be more appropriate for the mentor to obtain and document dates of contact and progress reports from parents, legal guardians, or other involved adults.*

**NA** *The organization does not serve children, youth, or dependent adults.*

**Note:** See Interpretation to MS 5.03.

### **MS 8.04**

### **Purpose**

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

When it is necessary to close a match, the mentor's supervisor or the mentor ensures that the relationship ends in a planned, constructive manner.

**Interpretation:** *It may be necessary to close a match for a variety of reasons, including, for example: if the mentor or mentee relocates, if the match is determined to be unsuitable or inappropriate, or if the match was designed to end at a specific time, such as school-based matches designed to end when the school-year ends.*

**Interpretation:** *Program design may impact whether the match is closed by the mentor or the mentor's supervisor. When mentors are full-time staff, it may be more appropriate for the mentor to conduct match closing procedures unless otherwise indicated.*

### **MS 8.05**

If a mentee is asked to leave the program the organization makes every effort to link the mentee with appropriate services.

### **Purpose**

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

### MS 9: Personnel

Supervisors, coordinators, or designated program personnel who oversee the mentoring program have the education, training, experience, and skills needed to support mentors and mentees, and promote positive, lasting matches.

**Interpretation:** *The personnel categories charged with supervising mentors and their relationships may vary depending on each program model. Although position titles and roles may vary by organization and/or program, all individuals overseeing mentors and mentoring relationships should meet the guidance provided within MS 9.*

#### Rating Indicators

- 1) All elements or requirements outlined in the standard are evident in practice, as indicated by full implementation of the practices outlined in the Practice standards.
- 2) Practices are basically sound but there is room for improvement, as noted in the ratings for the Practice standards; e.g.,
  - With some exceptions, staff (direct service providers, supervisors, and program managers) possess the required qualifications, including: education, experience, training, skills, temperament, etc., but the integrity of the service is not compromised.
    - Supervisors provide additional support and oversight, as needed, to staff without the listed qualifications.
    - Most staff who do not meet educational requirements are seeking to obtain them.
  - With some exceptions staff have received required training, including applicable specialized training.
    - Training curricula are not fully developed or lack depth.
    - A few personnel have not yet received required training.
    - Training documentation is consistently maintained and kept up-to-date with some exceptions.
  - A substantial number of supervisors meet the requirements of the standard, and the organization provides training and/or consultation to improve competencies.
    - Supervisors provide structure and support in relation to service outcomes, organizational culture and staff retention.
  - With a few exceptions caseload sizes are consistently maintained as required by the standards.
  - Workloads are such that staff can effectively accomplish their assigned tasks and provide quality services, and are adjusted as necessary in

#### Purpose

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

accord with established workload procedures.

- Procedures need strengthening.
- With few exceptions procedures are understood by staff and are being used.
- With a few exceptions specialized staff are retained as required and possess the required qualifications.
- Specialized services are obtained as required by the standards.

**3)** Practice requires significant improvement, as noted in the ratings for the Practice standards. A Service quality or program functioning may be compromised; e.g.,

- One of the Fundamental Practice Standards received a rating of 3 or 4.
- A significant number of staff, e.g., direct service providers, supervisors, and program managers, do not possess the required qualifications, including: education, experience, training, skills, temperament, etc.; and as a result the integrity of the service may be compromised.
  - Job descriptions typically do not reflect the requirements of the standards, and/or hiring practices do not document efforts to hire staff with required qualifications when vacancies occur.
  - Supervisors do not typically provide additional support and oversight to staff without the listed qualifications.
- A significant number of staff have not received required training, including applicable specialized training.
  - Training documentation is poorly maintained.
- A significant number of supervisors do not meet the requirements of the standard, and the organization makes little effort to provide training and/or consultation to improve competencies.
- There are numerous instances where caseload sizes exceed the standards' requirements.
- Workloads are excessive and the integrity of the service may be compromised.
  - Procedures need significant strengthening; or
  - Procedures are not well-understood or used appropriately; or
- Specialized staff are typically not retained as required and/or many do not possess the required qualifications; or
- Specialized services are infrequently obtained as required by the standards.

**4)** Implementation of the standard is minimal or there is no evidence of implementation at all, as noted in the ratings for the Practice standards; e.g.,

For example:

### Purpose

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

- Two or more Fundamental Practice Standards received a rating of 3 or 4.

### **Table of Evidence**

#### **Self-Study Evidence**

- Program staffing chart that includes lines of supervision
- List of program personnel that includes:
  - a. name;
  - b. title;
  - c. degree held and/or other credentials;
  - d. FTE or volunteer;
  - e. length of service at the organization;
  - f. time in current position
- Table of contents of training curricula
- Table of contents of training curricula
- Ratio of supervisors/coordinators to matches
- Procedures and criteria used for assigning and evaluating workloads

#### **On-Site Evidence**

- Job descriptions
- Documentation of training
- Training curricula

#### **On-Site Activities**

- Interview:
  - a. Mentor supervisors/coordinators
  - b. Personnel
- Review personnel files

### **MS 9.01**

Mentor supervisors are responsible for establishing, supervising, and supporting matched relationships.

### **MS 9.02**

Supervisors, coordinators, or designated program personnel who oversee the mentoring program have the competencies needed to:

### **Purpose**

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.



## Mentoring Services

- a. recruit mentors, as needed;
- b. match mentors with individuals who may need a mentor;
- c. screen, select, train, support, and supervise mentors; and
- d. collaborate effectively with mentees and their parents or legal guardians, as appropriate.

**Related:** TS 1, TS 2

**Interpretation:** *Competency can be demonstrated through a combination of education, training, and experience.*

**Interpretation:** *All program personnel overseeing the mentoring program should demonstrate a trauma-informed perspective, treating mentors and mentees with respect, and avoiding derogatory or stigmatizing language.*

**Interpretation:** *Survivor mentoring program personnel should possess a sociocultural understanding of human trafficking, as well as a demand-driven understanding of prostitution.*

### **MS 9.03**

Employee workloads support the achievement of positive outcomes for mentees, are regularly reviewed, and are based on an assessment of the following:

- a. the qualifications, competencies, and experience of personnel, including the level of supervision needed;
- b. the work and time required to accomplish assigned tasks and job responsibilities; and
- c. service volume.

**Interpretation:** *The organization should ensure that staff have sufficient time to facilitate the development of successful relationships.*

### **Purpose**

Individuals participating in Mentoring Services develop supportive, positive relationships that contribute to the achievement of personal, social, and educational growth.