This assessment instrument is designed to assist mentoring program staff and their community partners with four key tasks:

• Assessing where your mentoring program is located on the path to successful implementation and sustainability
• Identifying priority areas for mentoring program staff to address
• Pinpointing resources for addressing identified needs
• Considering how the mentoring program fits within the larger context of community programs and services

Depending on the nature of your mentoring program, some or all of the following individuals might work together to complete this assessment:

• Mentoring Program Coordinator
• Senior leaders in your organization
• Organizations that partner with your mentoring program

Nine functional domains are addressed in this assessment:

• Domain 1: Professional Development
• Domain 2: Communications and Marketing
• Domain 3: Cultural Competence
• Domain 4: Evaluation
• Domain 5: Finance
• Domain 6: Implementation of Mentoring Program/Activities
• Domain 7: Leadership and Partnerships
• Domain 8: Sustainability
• Domain 9: Strategic Planning

After you have completed this assessment, work with your mentoring program staff to identify your program’s most pressing needs and action steps to address those needs. Use the Next Steps Planning Tool on the last page of this document to plan your action steps.

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Domain 1: Professional Development

High-quality professional development for mentoring program staff can increase your staff’s effectiveness and enhance your program’s capacity to achieve its goals. Professional development incorporates a broad array of strategies, including:

- Training about best practices related to recruiting, screening, training, matching, and supporting mentors and mentees
- On-the-job coaching and mentoring of staff
- Peer-to-peer learning
- Periodic training to address evolving needs
- Online learning opportunities
- Conferences
- Informal resources (e.g., newsletters)

Mentoring program coordinators need to regularly assess the professional development needs of mentoring program staff and provide ongoing professional development opportunities that build staff capacity.

Where would you place your mentoring program’s work in the domain of Professional Development (PD) on the continuum below?

Sample Resources on Professional Development for Mentoring Programs

- TCAM online module: *Staff Development for Mentoring Programs* [http://advancementoring.org/online-training/staff-development-mentoring-programs]
- TCAM online module: *Planning Mentor Training* [http://www.advancementoring.org/online-training/planning-mentor-training]
- TCAM online module: *Developing Effective Mentor Training* [http://www.advancementoring.org/online-training/developing-effective-training]
- TCAM website resources on mentor training [http://www.advancementoring.org/resources/8]
- TCAM website resources on Staff Professional Development: [http://www.advancementoring.org/resources/42]
Domain 2: Communications and Marketing

It is critical to communicate about your mentoring program to prospective mentors and mentees, school administrators and staff, parents, youth-serving agencies, community leaders, and other stakeholders. Communicating the success of your program enhances community awareness of the positive impact of mentoring and can also help to engage program partners and current and potential funders, which can lead to new collaborations, funding, and further enhancements to the program.

Communications and Marketing involves identifying the key audiences to be reached, creating simple communications messages that appeal to those audiences, and identifying and employing the most effective communications channels (e.g., Internet, e-mail, social media, public meetings, print materials, radio) to reach and engage your key program’s audiences.

Where would you place your mentoring program’s work in the domain of Communications and Marketing on the continuum below?

Sample Resources on Communications and Marketing for Mentoring Programs

- TCAM online course: Communications for Mentoring Programs [http://advancementoring.org/online-training/communications-course]
- Compassion Capital Fund Webinar: Turning Your Entire Staff and Board into an Effective Marketing Team [http://advancementoring.org/events/turning-your-whole-staff-and-board-effective-marketing-team-webinar]
Domain 3: Cultural Competence

Cultural competence includes the behaviors, attitudes, and policies necessary to effectively serve individuals and families in a cross-cultural context and to eliminate disproportional representation and outcome disparities. Cultural competence is based on respect and requires an ability to demonstrate awareness of and respect for differing values, languages, economic status, religions, ethnicities, cultures, and the inclusion of multiple perspectives. It incorporates a deep understanding of the diverse characteristics, assets, needs, and strengths of families and community members. Culturally competent outreach is culturally and linguistically appropriate, inclusive, and respectful.

Having culturally competent agency leaders and staff is key to the success of every mentoring program. The mentoring program coordinator needs to integrate cultural competence awareness and training into the program in ways that ensure that staff, mentors, mentees, and family members relate to one another in an inclusive and culturally appropriate way to ensure that the program effectively engages youth, families, and the community to achieve similar outcomes for the program’s target populations.

Where would you place your mentoring program’s work in the domain of Cultural Competence on the continuum below?

0 None
1 Program staff are open to learning about cultural competence
2 The program model has been designed and/or revised to ensure that it is culturally appropriate
3 Cultural competence training is provided to staff and mentors; where possible, staff and mentors reflect the diversity of the community
4 The program’s activities and outreach effectively engage diverse cultures

Sample Resources on Cultural Competence for Mentoring Programs

- TCAM online module: Understanding Your Mentee’s Background [http://www.advancementoring.org/online-training/understanding-your-mentees-background]
- TCAM website resources on cultural and linguistic competence [http://www.advancementoring.org/resources/20]
- TCAM website resources on cultural competence: [http://www.advancementoring.org/resources/20]
Domain 4: Evaluation

Mentoring program evaluation serves many functions, including providing timely information to aid in managing day-to-day program aspects and measuring the program's impact on mentees. Evaluation data can also be used to demonstrate to stakeholders and the community at large that the program is effective and worth sustaining.

There are two types of program evaluation: process evaluation and outcome evaluation. Both types are included in your program logic model. Process evaluation assesses if the program was implemented as planned, if the target population was served, and if the mentoring program's goals and objectives were achieved. Outcome evaluation compares the program’s baseline data with post-program data to determine if the program had the desired effect on mentees.

Where would you place your mentoring program’s work in the domain of Evaluation on the continuum below?

![Evaluation Continuum]

Sample Resources on Evaluation for Mentoring Programs

- TCAM online overview: Evaluation for Mentoring Programs [http://advancementoring.org/resources/evaluation-resources-mentoring-programs]
- TCAM evaluation webinar series: Enhancing Evaluation to Improve Results [http://www.advancementoring.org/events/tcam-evaluation-webinar-series-mentoring-program-staff-part-1]
- TCAM website resources on evaluation [http://www.advancementoring.org/resources/24]
- OJJDP resources on Performance Evaluation [http://www.ojjdp.gov/grantees/pm/index.html]
Domain 5: Finance

Mentoring program leaders must have a realistic understanding of the funding needed to sustain the program (including staff; materials; office and training space; training for staff, mentors, and youth; communications and marketing efforts; program evaluation; etc.). Program financing typically requires diversifying funding streams beyond the federal SS/HS grant by seeking state, local, corporate, and foundation funding. It may also include combining services with partners, for example, by sharing staff who do case management, or sharing logistics for match activities.

Where would you place your mentoring program’s work in the domain of Finance on the continuum below?

0
None

1
A detailed budget for key program components has been developed

2
Finance strategies and possible funding streams have been identified

3
Partners’ resources and in-kind services have been combined and/or secured

4
Agency and mentoring program leaders have diversified the financial support for the program

Sample Resources on Finance for Mentoring Programs

- TCAM online facilitated course: Sustainability: Establishing a Mentoring Legacy, Session 4 [http://advancementoring.org/online-training/sustainability/session-four-sustainability-and-strategic-funding]
- OJJDP resources on grant writing and sustainability [https://www.nttac.org/index.cfm?event=resources.grants]

Sample Resources on Sustainability for Mentoring Programs

- OJJDP webinar: Building Sustainable Organizations: Developing Capacity from the Ground Up [https://www.nttac.org/index.cfm?event=trainingHighlightsBuildSustOrg]
- TCAM website resources on program sustainability [http://www.advancementoring.org/resources/10]
Domain 6: Implementation of Mentoring Program/Activities

Implementation of a mentoring program typically includes six primary areas:

- Staff professional development (refer to Domain 1 of this assessment)
- Mentor and mentee recruitment and screening
- Mentor training
- Matching (launching and supporting new mentoring relationships)
- Case management (supervision and monitoring of mentoring relationships)
- Evaluation (refer to Domain 4 of this assessment)

Mentoring programs are more likely to reach their desired outcomes when they employ best practices in each of these areas.

MENTOR AND MENTEE RECRUITMENT AND SCREENING

Listed below are operational standards from the Elements of Effective Practice for Mentoring. Check below those best practice components of mentor and mentee recruitment and screening that your program meets or has in place.

Mentor Recruitment

- The program has an outreach plan to recruit potential mentors who concur with the program’s approach and can appreciate mentees’ assets and challenges
- Recruitment strategies realistically reflect the benefits, practices, and challenges of mentoring at-risk and high-risk youth
- Eligibility requirements for mentors are available in writing
- Mentor applicants are required to complete an application and agree to a screening process

Mentor Screening

- Program staff conduct at least one in-person interview with each potential mentor
- Mentors are required to agree to a one-year commitment to a mentoring relationship (either one school year or one calendar year, based on program design) and face-to-face meetings with a mentee that average once a week for at least one hour during that year
- The program conducts a personal and professional reference check for potential mentors
- The program conducts a comprehensive criminal background check for potential mentors that includes searching a national criminal records database and sex offender and child abuse registries

Mentee Recruitment

- The program recruits youth whose needs best match the program’s services
- Program staff provide potential mentees with a clear understanding of what mentoring is and what to expect from a mentoring relationship
- Eligibility requirements for mentees are available in writing

Mentee Screening

- Parents/caregivers complete an application and provide informed consent for their child to participate in the program

1 Adapted from Elements of Effective Practice for Mentoring, MENTOR/National Mentoring Partnership, 3rd edition, 2010.
Parents/caregivers and mentees make a one-year minimum commitment to the mentoring relationship (the program can determine if this is one school year or one calendar year)

Parents/caregivers and mentees agree that the mentee will meet with a mentor at least once a week (on average) for a minimum of one hour (on average)

MENTOR TRAINING

In addition to recruitment and screening, your mentoring program needs to follow best practices for mentor training, launching and supporting mentoring relationships, and staff supervision and monitoring of mentoring relationships. These program components readily lend themselves to assessment on a continuum, as shown below.

Where would you place your mentoring program’s work in the area of Mentor Training on the continuum below?

Where would you place your mentoring program’s work in the area of Launching and Supporting Mentoring Relationships on the continuum below?

Where would you place your mentoring program’s work in the area of Supervision and Monitoring of Mentoring Relationships on the continuum below?
Sample Resource on Best Practices for Mentoring Programs


Sample Resources on Mentor and Mentee Recruitment and Screening for Mentoring Programs

**Mentor Recruitment and Screening**
- TCAM online module: *What Is a Mentor?* [http://www.advancementoring.org/online-training/what-mentor]
- TCAM website resources on mentor recruitment and screening [http://www.advancementoring.org/resources/6]
- Mentoring Resource Center: *Effective Mentor Recruitment: Getting Organized, Getting Results* [http://educationnorthwest.org/webfm_send/172]

**Mentee Recruitment and Screening**
- TCAM online overview: *Engaging Parents and Caregivers in Mentoring Programs* [http://www.advancementoring.org/resources/engaging-parents-and-caregivers]
- TCAM online module: *Mentee Orientation* [http://advancementoring.org/online-training/mentee-orientation]
- TCAM website resources on mentee training [http://www.advancementoring.org/resources/46]
- The Mentoring Partnership of Minnesota: For Mentees: *Preparing for a Mentoring Relationship* [http://www.mpmn.org/Resources/MenteeResources.aspx]

Sample Resources on Mentor Training for Mentoring Programs

- TCAM online module: *Planning Mentor Training* [http://www.advancementoring.org/online-training/planning-mentor-training]
- TCAM online module: *Developing Effective Training* [http://www.advancementoring.org/online-training/developing-effective-training]
- TCAM website resources on mentor training [http://www.advancementoring.org/resources/8]
- Hamilton Fish Institute on School and Community Violence and National Mentoring Center: *Training New Mentors* [http://educationnorthwest.org/webfm_send/164]

Sample Resources on Launching and Supporting Mentoring Relationships for Mentoring Programs

- TCAM online module: *Understanding Your Mentee’s Development* [http://www.advancementoring.org/online-training/understanding-your-mentee%E2%80%99s-development]
- TCAM online module: *Understanding Your Mentee’s Background* [http://www.advancementoring.org/online-training/understanding-your-mentees-background]
- TCAM online module: *Developing a Relationship with Your Mentee* [http://www.advancementoring.org/online-training/developing-relationship-your-mentee]
• TCAM online module: *Communicating with Your Mentee* [http://www.advancementoring.org/online-training/communicating-your-mentee]
• TCAM online module: *Overcoming Common Challenges* [http://www.advancementoring.org/online-training/overcoming-common-challenges]
• TCAM online module: *Mentoring Youth in Reentry* [http://advancementoring.org/online-training/mentoring-youth-reentry]
• TCAM website resources on match support [http://www.advancementoring.org/resources/21]

**Sample Resources on Supervision and Monitoring of Mentoring Relationships for Mentoring Programs**
• TCAM online module: *Case Management in Mentoring Programs for System-Involved Youth* [http://advancementoring.org/online-training/case-management-mentoring-programs-system-involved-youth]
• TCAM online overview: *Match Closure* [http://www.advancementoring.org/resources/bringing-closure-mentoring-relationships]
Domain 7: Leadership and Partnerships

Leadership

Guiding and sustaining a mentoring program takes strong leaders. Your mentoring program coordinator and mentoring program partners should work together to:

• Clarify the system changes that need to occur for the program to produce positive, lasting outcomes
• Create a strategy and work toward these changes
• Develop and share a vision for how the mentoring program’s outcomes relate to other relevant community efforts
• Influence larger systems that can contribute to supporting and sustaining the program (e.g., policymaking groups, government units)

Positive program outcomes can be sustained when mentoring program leaders identify system changes that institutionalize practices, such as requiring the use of evidence-based curricula.

Where would you place your mentoring program’s work in the domain of Leadership on the continuum below?

0 1 2 3 4
None Leadership roles and responsibilities are loosely defined Leadership roles and responsibilities are clearly defined; program leaders and staff are supervised and supported The program coordinator regularly reviews the program’s design, accomplishments, and evaluation results The program coordinator and community partners present program successes to the community and work to ensure sustainability of the program beyond the grant

Sample Resources on Leadership


PARTNERSHIPS

Strengthening and maintaining community partnerships and collaborations can generate new sources of support for mentoring programs, including technical expertise, resources, and vital community connections. Strong partnerships can also eliminate duplication of effort and improve the program’s access to relevant data.

Different mentoring programs require different partners. For example, mentoring programs serving youth in foster care typically work closely with child welfare professionals, while school-based mentoring programs require close
collaboration between mentoring program staff and school counselors and social workers, as well as the engagement of school and district administrators.

Where would you place your mentoring program’s work in the domain of Partnerships on the continuum below?

Sample Resources on Partnerships for Mentoring Programs

- TCAM: Creating a Menu of Options for Partners [http://www.advancementmentoring.org/resources/creating-menu-options-partners]
- TCAM website resources on developing partnerships [http://www.advancementmentoring.org/resources/40]
Domain 8: Sustainability

Sustaining a mentoring program requires understanding the systems in which it operates (e.g., schools, foster care, the juvenile justice system), as well as the relevant policies and infrastructures that support the program (e.g., a referral system for at-risk youth). Sustainability also requires a plan for coordinating and continuing services and practices that result in positive outcomes for children and youth.

Where would you place your mentoring program’s work in the domain of Sustainability on the continuum below?

Sample Resources on Sustainability for Mentoring Programs

- TCAM online facilitated course: Sustainability: Establishing a Mentoring Legacy [http://advancementoring.org/online-training/sustainability-course-establishing-mentoring-legacy]
- OJJDP webinar: Building Sustainable Organizations: Developing Capacity from the Ground Up [https://www.nttac.org/index.cfm?event=trainingHighlightsBuildSustOrg]
- OJJDP resources on grant writing and sustainability [https://www.nttac.org/index.cfm?event=resources.grants]
- TCAM website resources on sustainability [http://www.advancementoring.org/resources/10]
Domain 9: Strategic Planning

Every mentoring program should have a strategic plan that includes a clear vision for achieving the program’s mission, goals, and objectives. Strategic planning should be guided by ongoing assessment of the community’s needs, the use of continuous quality improvement processes, and the application of program evaluation results to improve the program’s outcomes.

Where would you place your mentoring program’s work in the domain of Strategic Planning on the continuum below?

0
None

1
The mentoring program is included in the agency’s strategic plan

2
An assessment of community needs has been conducted

3
A strategic plan for the mentoring program has been developed; evaluation results are applied to improve program outcomes

4
The strategic plan for the mentoring program integrates the program’s goals into relevant long-term community plans

Sample Resource on Strategic Planning

- Free Management Library: All About Strategic Planning [http://managementhelp.org/strategicplanning/index.htm]
Next Steps Planning Tool

Directions:
1. With your mentoring program staff and/or agency leaders, review the ratings of your mentoring program’s work in each of the nine domains in this assessment. Identify those domains for which your program rating was 2 or lower and/or those domains in which a variety of challenges are significantly hindering your ability to reach your program goals.
2. From this group of domains identified in Step 1, select the two domains that mentoring program staff and/or agency leaders agree must be addressed first.
3. For the two domains you’ve chosen, fill in the “Identified Needs” column in the chart below.
4. In the “Next Steps” column, record relevant action steps for each identified need, the staff who will take responsibility for each step, and a timeline for completing each step.
5. Review your progress on these issues at mentoring program staff meetings.

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<tr>
<th>Domain</th>
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<th>Next Steps</th>
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