



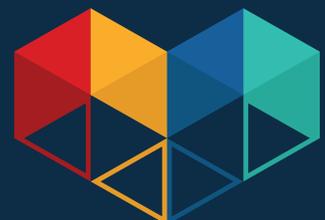
PEER MENTORING

CHECKLIST

SUPPLEMENT TO THE

ELEMENTS OF EFFECTIVE PRACTICE FOR MENTORING

JULY 2020



MENTOR

RECOMMENDATIONS FOR PRACTICE

Note: The structure presented below uses the original language from the *Elements of Effective Practice* (4th Edition) as the framework for making additional peer mentoring recommendations. Readers should be aware that some of that language may need to be modified to reference a peer model rather than the implied one-to-one model. Peer mentoring programs can find their specific recommendations in the colored, numbered Recommendations throughout the framework below.

STANDARD 1 – RECRUITMENT

BENCHMARKS:

Mentor Recruitment

B.1.1 Program engages in recruitment strategies that realistically portray the benefits, practices, supports, and challenges of mentoring in the program.

☐ **Recommendation 1:** Program includes recruitment messages to prospective peer mentors about the fact that they will be mentoring a mentee who is a child or adolescent.

☐ **Recommendation 2:** Program includes recruitment messages to prospective peer mentors about the importance of considering competing demands on their time, if they volunteer to participate in the program.

☐ **Recommendation 3:** Program clarifies in recruitment messages the roles and responsibilities of a peer mentor.

B.1.2 Program utilizes recruitment strategies that build positive attitudes and emotions about mentoring.

B.1.3 Program recruits mentors whose skills, motivations, and backgrounds best match the goals and structure of the program.

☐ **Recommendation 4:** Program prioritizes the recruitment of individuals who:

- Can benefit from being a mentor in the program.
- Have positive attitudes toward youth.
- Are comfortable in initiating conversations with peers.

d. Have a history or interest in society, community, and helping others (they may have formal volunteering or babysitting experience).

e. Are at least two years older than the target age of the mentees.

f. Have previous experience as a mentee, ideally within the program, especially if the program is using a curriculum and new mentors would have confidence in how to do the activities.

B.1.4 Program encourages mentors to assist with recruitment efforts by providing them with resources to ask individuals they know, who meet the eligibility criteria of the program, to be a mentor.

☐ **Recommendation 5:** Program asks currently enrolled peer mentors or gathers testimonials from former peer mentors to assist in school- or site-based recruitment strategies.

B.1.5 Program trains and encourages mentees to identify and recruit appropriate mentors for themselves, when relevant.

☐ **Recommendation 6:** Program encourages mentees to identify and recruit appropriate peer mentors for themselves from within their school or from older siblings or neighbors.

Mentee and Parent or Guardian Recruitment

B.1.6* Program engages in recruitment strategies that realistically portray the benefits, practices, supports, and challenges of being mentored in the program.

☐ **Recommendation 7:** Program communicates to parents or caregivers that their child will participate in a peer mentoring relationship with a near-aged peer as their mentor.



❑ **Recommendation 8:** Program communicates to parents or caregivers how peer mentors are screened, matched, trained, monitored, and supported, including highlighting the safety practices employed by the program.

❑ **Recommendation 9:** Program describes how mentees are expected to participate in the program with a positive and respectful attitude, because they may be close in age to their mentor, so that mentees and families can set realistic expectations and assess their fit with the program.

B.1.7 Program recruits mentees whose needs best match the services offered by the program.

❑ **Recommendation 10:** Program recruits mentees who are diverse in their behaviors, abilities, interests, and backgrounds.

School or Site Recruitment

New B.1.8: Mentoring program provides recruitment information to the host school (or site) about the eligibility criteria for accepting mentors and mentees in the program, as well as the time, effort, space, resources, staffing, and supports needed to successfully host or execute the peer mentoring program.

ENHANCEMENTS

Mentor Recruitment

E.1.1* Program communicates to mentors about how mentoring and volunteering can benefit them.

❑ **Recommendation 11:** Program utilizes messages related to personal growth, accomplishments, and résumé building opportunities for peer mentors.

E.1.2 Program has a publicly available written statement outlining eligibility requirements for mentors in its program.

E.1.3* Program uses multiple strategies to recruit mentors (e.g., direct ask, social media, traditional methods of mass communication, presentations, referrals) on an ongoing basis.

❑ **Recommendation 12:** Program considers giving course credit to peer mentors, especially if doing so helps provide more opportunities for training and support, and sustains their involvement in the program to fulfill their initial commitment.

Mentee and Parent or Guardian Recruitment

E.1.4 Program has a publicly available written statement outlining eligibility requirements for mentees in its program.

E.1.5 Program encourages mentees to recruit other peers to be mentees whose needs match the services offered by the program, when relevant.

STANDARD 2 – SCREENING

BENCHMARKS

Mentor Screening

B.2.1* Program has established criteria for accepting mentors into the program as well as criteria for disqualifying mentor applicants.

❑ **Recommendation 13:** Program screens prospective peer mentors for:

- a. Potentially benefiting from being a mentor in the program.
- b. Having positive attitudes toward youth.
- c. Being comfortable in initiating conversations with peers.



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- d. Having a history or interest in society, community, and helping others (they may have formal volunteering or babysitting experience).
 - e. Being ideally at least two years older than the target age of the mentees (or having life experiences that differentiate them from mentees in ways relevant to the program model).
 - f. Likely schedule conflicts or transportation challenges.

B.2.2 Prospective mentors complete a written application that includes questions designed to help assess their safety and suitability for mentoring a youth.

B.2.3 Program conducts at least one face-to-face interview with each prospective mentor that includes questions designed to help the program assess his or her suitability for mentoring a youth.

□ Recommendation 14: Program interviews prospective peer mentors about:

- a. Their experience, comfort, and confidence with managing the challenges that can emerge when supervising younger peers who may appear to be disinterested, be uncooperative, or misbehave at times, with training and support.
- b. Their openness to asking for help.
- c. Their motivation for volunteering to be a mentor in this program, in particular.
- d. Their hopes about the program.
- e. How they would handle possible challenges they may face with their mentee.

- f. How they would minimize their time socializing with same-aged peer mentors who are also serving as mentors in the program.
- g. Their questions and concerns they may have about the program.

B.2.4 Program conducts a comprehensive criminal background check on prospective adult mentors, including searching a national criminal records database, along with sex offender and child abuse registries and, when relevant, driving records.

May not be relevant for cross-age peer mentoring programs, depending upon their structure, setting, or other factors.

B.2.5 Program conducts reference check interviews with multiple adults who know an applicant (ideally, both personal and professional references) that include questions to help assess his or her suitability for mentoring a youth.

□ Recommendation 15: Program interviews or requests letters of reference from peers, parents, teachers, or other adults who know the prospective peer mentor well.

B.2.6 Prospective mentors agree in writing to a one-year (calendar or school) minimum commitment for the mentoring relationship, or a minimum time commitment that is required by the mentoring program.

B.2.7 Prospective mentors agree in writing to participate in face-to-face meetings with their mentees that average a minimum of once a week and a total of four or more hours per month over the course of the relationship, or at a minimum frequency and amount of hours that are required by their mentoring program.



Mentee Screening

B.2.8 Program has established criteria for accepting youth into the program as well as criteria that would disqualify a potential youth participant.

❑ **Recommendation 16:** Program assesses whether or not prospective mentees would benefit from having a mentor who is a peer, and would be able to fully participate in a peer mentoring program.

❑ **Recommendation 17:** Program recruits mentees who are diverse in their behaviors, abilities, interests, and backgrounds.

B.2.9 Parent(s)/guardian(s) complete an application or referral form.

May not be relevant for cross-age peer mentoring program, depending on their structure, setting, or other factors.

B.2.10 Parent(s)/guardian(s) provide informed permission for their child to participate.

B.2.11 Parent(s)/guardian(s) and mentees agree in writing to a one-year (calendar or school) minimum commitment for the mentoring relationship, or the minimum time commitment that is required by the mentoring program.

❑ **Recommendation 18:** Program assesses during the screening process whether prospective mentees may have scheduling challenges or conflicts currently or in the future that would hinder their full attendance at mentoring meetings, and screen out those who may not consistently meet with their mentor or may terminate their relationship prematurely.

B.2.12 Parents(s)/guardian(s) and mentees agree in writing that mentees participate in face-to-face meetings with their mentors that average a minimum of once a week and a total of four or more hours per month over the course of the relationship, or at a minimum frequency and amount of hours that are required by the mentoring program.

ENHANCEMENTS

Mentor Screening

E.2.1 Program utilizes national, fingerprint-based FBI criminal background checks.

May not be relevant for cross-age peer mentoring programs, depending upon their structure, setting, or other factors.

E.2.2 Program conducts at least one home visit of each prospective mentor, especially when the match may be meeting in the mentor's home.

❑ **Recommendation 19:** Program observes (or requests observations from other adults who know the prospective mentors well) prospective peer mentors in the school environment or after-school program setting to directly view the quality of their relationships with peers and school staff members.

E.2.3 Program conducts comprehensive criminal background checks on all adults living in the home of prospective mentors, including searches of a national criminal records database along with sex offender and child abuse registries, when the match may meet in mentors' homes.

❑ **Recommendation 20:** Program conducts comprehensive criminal background checks on all adults present during mentoring program meetings, including searches of a national criminal records database along with sex offender and child abuse registries.



E.2.4 School-based programs assess mentors' interest in maintaining contact with their mentees during the summer months (following the close of the academic school year) and offer assistance to matches in maintaining contact.

E.2.5* Programs that utilize adult mentors prioritize accepting mentor applicants who are older than college age.

May not be relevant for cross-age peer mentoring programs, depending upon their structure, setting, or other factors.

E.2.6* Program uses evidence-based screening tools and practices to identify individuals who have attitudes and beliefs that support safe and effective mentoring relationships.

❑ **Recommendation 21:** Program screens mentors using evidence-based measures to assess their attitudes toward youth, interest in helping others, and commitment to their mentoring program.

Mentee Screening

E.2.7* Mentees complete an application (either written or verbally).

E.2.8* Mentees provide written assent agreeing to participate in their mentoring program.

STANDARD 3 – TRAINING

BENCHMARKS

Mentor Training

B.3.1 Program provides a minimum of two hours of pre-match, in-person, mentor training.

❑ **Recommendation 22:** Program provides more than two hours of pre-match mentor training, because of the increased training demands on preparing effective peer mentors, who are, by definition, youth or young adults, and who need to learn additional information about being a mentor to a peer.

B.3.2 Program provides pre-match training for mentors on the following topics:

a. Program requirements (e.g., match length, match frequency, duration of visits, protocols for missing or being late to meetings, and match termination).

❑ **Recommendation 23:** Program trains peer mentors on site-specific attendance, arrival, and departure protocols.

❑ **Recommendation 24:** Program trains peer mentors on providing feedback both on program activities and their relationship with their mentee.

b. Mentors' goals and expectations for the mentee, parent or guardian, and the mentoring relationship.

❑ **Recommendation 25:** Program trains mentors on realistic expectations related to mentoring a close-aged younger peer, including discussing their hopes and concerns with them, given the fact that many teenagers haven't had experience being responsible for the safety or well-being of younger peers.

c. Mentors' obligations and appropriate roles.



Recommendation 26: Program provides peer mentors with additional training about roles and boundaries, specifically about not being a peer friend to their mentees. Training topics should include out-of-program contacts; romantic relationships between mentors and mentees; inappropriate conversation topics with their mentee or in the presence of mentees; and being a role model at all times in the building, because mentees are always watching mentors.

☐ **Recommendation 27:** Program trains peer mentors on how to deliver program activities with fidelity and enthusiasm, especially in programs where mentors are expected to utilize a curriculum or help build specific skills in mentees, including how to facilitate participant interactions and ensure a positive group experience when leading activities and conversations.

☐ **Recommendation 28:** Program trains peer mentors on how to focus on their mentee and minimize their time socializing with same-aged peers who are also serving as mentors in the program.

d. Relationship development and maintenance.

☐ **Recommendation 29:** Program trains peer mentors on how to manage the challenges that can emerge when supervising younger peers who may appear to be disinterested, be uncooperative, or misbehave at times.

☐ **Recommendation 30:** Program trains peer mentors about the importance of acknowledging that it can be difficult to maintain attention on their mentee when they feel drawn to interacting with their same-age peers in the program, especially during challenging times when their mentees most need consistent attention, presence, and availability from the mentor.

☐ **Recommendation 31:** Program provides peer mentors with additional training about both the value of prioritizing and strategies for developing an effective mentoring relationship (e.g., active listening and reflection), especially when the mentoring program includes structured, planned activities.

☐ **Recommendation 32:** Program trains peer mentors on:

- a. The importance of preparing and doing activities with their mentees.
- b. The relationship between specific activities and program goals.
- c. Instructions on how to facilitate positive experiences and conduct activities with their mentees (either individually or in groups).
- d. How to build their relationships while doing activities together.
- e. Ethical and safety issues that may arise related to the mentoring relationship.

☐ **Recommendation 33:** Program clarifies policies and procedures with peer mentors regarding how to handle conflicts, disclosures, and disciplinary issues with mentees, including who, when, and how to contact staff members.

- f. Effective closure of the mentoring relationship.
- g. Sources of assistance available to support mentors.
- h. Opportunities and challenges associated with mentoring specific populations of youth (e.g., children with an incarcerated parent, youth involved in the juvenile justice system, youth in foster care, high school dropouts), if relevant.



□ **Recommendation 34:** Program trains mentor to understand the challenges that their mentee may be facing, including potentially having a history of exposure to trauma.

- i. Initiating the mentoring relationship.
- j. Developing an effective, positive relationship with mentee’s family, if relevant.

B.3.3* Program provides pre-match training for the mentor on the following risk management policies that are matched to the program model, setting, and population served.

- a. Appropriate physical contact
- b. Contact with mentoring program (e.g., who to contact, when to contact)
- c. Relationship monitoring requirements (e.g., response time, frequency, schedule)
- d. Approved activities
- e. Mandatory reporting requirements associated with suspected child abuse or neglect, and suicidality and homicidality

□ **Recommendation 35:** Program trains peer mentors on their policies and procedures related to talking to program staff about issues related to the personal health and safety of their mentee (e.g., suspected child abuse or neglect; suicidality and homicidality; being the victim of bullying; bullying peers; mentee’s substance use).

- f. Confidentiality and anonymity

□ **Recommendation 36:** Program trains peer mentors regarding the increased complexities associated with maintaining confidentiality in peer mentoring programs, especially if the mentor and mentee attend the same school or have shared friends.

- g. Digital and social media use
- h. Overnight visits and out of town travel
- i. Money spent on mentee and mentoring activities
- j. Transportation
- k. Emergency and crisis situation procedures
- l. Health and medical care
- m. Discipline
- n. Substance use
- o. Firearms and weapons
- p. Inclusion of others in match meetings (e.g., siblings, mentee’s friends)
- q. Photo and image use
- r. Evaluation and use of data
- s. Grievance procedures
- t. Other program relevant topics

B.3.4 Program uses training practices and materials that are informed by empirical research or are themselves empirically evaluated.

ENHANCEMENTS

Mentor Training

E.3.1 Program provides additional pre-match training opportunities beyond the two-hour, in-person minimum for a total of six hours or more.

□ **Recommendation 37:** Program requires more than two hours of pre-match training to peer mentors related to curriculum implementation, if mentors are expected to utilize a curriculum or help build specific skills in mentees.



E.3.2 Program addresses the following post-match training* topics:

- a. How developmental functioning may affect the mentoring relationship
- b. How culture, gender, race, religion, socioeconomic status, and other demographic characteristics of the mentor and mentee may affect the mentoring relationship
- c. Topics tailored to the needs and characteristics of the mentee
- d. Closure procedures

E.3.3 Program uses training to continue to screen mentors for suitability to be a mentor and develops techniques for early trouble-shooting should problems be identified.

Mentee Training

E.3.4* Program provides training for the mentee on the following topics:

- a. Purpose of mentoring
- b. Program requirements (e.g., match length, match frequency, duration of visits, protocols for missing or being late to meetings, match termination)

□ **Recommendation 38:** Program clarifies policies and procedures with mentees regarding how to handle conflicts and other disciplinary issues between their child and his or her peer mentor, including who, when, and how to contact staff members.

- c. Mentees' goals for mentoring
- d. Mentors' obligations and appropriate roles
- e. Mentees' obligations and appropriate roles

□ **Recommendation 39:** Program trains mentees about how to participate in the program, including having a positive and respectful attitude and how to provide feedback to their mentor about what they like and dislike about the program, the mentor, and their interactions to help the mentee learn to be a self-advocate.

- f. Ethics and safety in mentoring relationships
- g. Initiating the mentoring relationship
- h. Procedures for effective closure of the mentoring relationship

E.3.5* Program provides training for the mentee on the following risk management policies that are matched to the program model, setting, and population served.

See B.3.3 for the list of policies to address during training.

□ **Recommendation 40:** Program trains mentees regarding the increased complexity of maintaining confidentiality in peer mentoring programs, especially if the mentor and mentee attend the same school or have shared friends.

Parent or Guardian Training

E.3.6* Program provides training for the parent(s) or guardian(s) (when appropriate) on the following topics:

- a. Purpose of mentoring
- b. Program requirements (e.g., match length, match frequency, duration of visits, protocols for missing or being late to meetings, match termination)



□ **Recommendation 41:** Program clarifies policies and procedures with parents or guardians regarding how to handle conflicts and other disciplinary issues between their child and his or her peer mentor, including who, when, and how to contact staff members.

- c. Parents' and mentees' goals for mentoring
- d. Mentors' obligations and appropriate roles
- e. Mentees' obligations and appropriate roles

□ **Recommendation 42:** Program trains parents about how their child is expected to participate in the program — including having a positive and respectful attitude — and asks parents to communicate with their child to provide feedback to their mentor about what he or she likes and dislikes about the program, the mentor, and their interactions to help the child learn to be an advocate for her or himself.

- f. Ethics and safety in mentoring relationships
- g. Initiating the mentoring relationship
- h. Developing an effective, working relationship with your child's mentor
- i. Effective closure of the mentoring relationship

E.3.7* Program provides training for the parent(s) or guardian(s) on the following risk management policies that are matched to the program model, setting, and population served.

See B.3.3 for the list of policies to address during training.

□ **Recommendation 43:** Program trains parents or guardians regarding the increased complexity of maintaining confidentiality in peer mentoring programs, especially if the mentor and mentee attend the same school or have shared friends.

STANDARD 4 – MATCHING

BENCHMARKS

B.4.1 Program considers the characteristics of the mentor and mentee (e.g., interests; proximity; availability; age; gender; race; ethnicity; personality; expressed preferences of mentor, mentee, and parent or guardian; goals; strengths; previous experiences) when making matches.

□ **Recommendation 44:** Program considers the prior relationship and behavioral history of peer mentors and mentees (e.g., bullies or victims of bullying, enemies, romantically involved, family friends, have engaged in aggressive or risky behaviors) when making match decisions.

□ **Recommendation 45:** Program does not schedule multiple mentors or mentees who engage in risky health or aggressive behaviors to meet in the same room at the same time.

□ **Recommendation 46:** Program matches mentors and mentees based upon extracurricular or vocational interests.

B.4.2 Program arranges and documents an initial meeting between the mentor and mentee as well as, when relevant, with the parent or guardian.

B.4.3 Program staff member should be on site and/or present during the initial match meeting of the mentor and mentee, and, when relevant, parent or guardian.

B.4.4* Mentor, mentee, a program staff member, and, when relevant, the mentee's parent or guardian, meet in person to sign a commitment agreement consenting to the program's rules and requirements (e.g., frequency, intensity, and duration of match meetings; roles of each person involved in the mentoring relationship; frequency of contact with program), and risk management policies.



ENHANCEMENTS

E.4.1 Programs match mentee with a mentor who is at least three years older than the mentee.

May not be relevant for cross-age peer mentoring programs, depending upon their structure, setting, or other factors. This enhancement is superseded by Recommendations 4.e. and 13.e.

E.4.2 Program sponsors a group matching event where prospective mentors and mentees can meet and interact with one another, and provide the program with feedback on match preferences.

☐ **Recommendation 47:** Program uses a meet-and-greet group matching event where mentees and prospective peer mentors can meet and interact with one another, and can provide the program with feedback on match preferences.

E.4.3 Program provides an opportunity for the parent(s) or guardian(s) to provide feedback about the mentor selected by the program, prior to the initiation meeting.

E.4.4 Initial match meeting occurs at the home of the mentee with the program staff member present, if the mentor will be picking up the mentee at the mentee's home for match meetings.

E.4.5 Program staff member prepares mentor for the initial meeting after the match determination has been made (e.g., provide mentor with background information about prospective mentee; remind mentor of confidentiality; discuss potential opportunities and challenges associated with mentoring proposed mentee).

E.4.6 Program staff member prepares mentee and his or her parents or guardians for the initial meeting after the match determination has been made (e.g., provide mentee and parent(s) with background information about selected mentor; discuss any

family rules that should be shared with the mentor; discuss what information family members would like to share with the mentor and when).

☐ **Recommendation 48:** Program communicates in private to mentors and mentees who they will be matched with prior to the first meeting.

STANDARD 5 - MONITORING AND SUPPORT

BENCHMARKS

B.5.1 Program contacts mentors and mentees at a minimum frequency of twice per month for the first month of the match and once a month thereafter.

☐ **Recommendation 49:** Site-based program staff members should consistently observe each mentor-mentee pair periodically, as needed, throughout the program.

B.5.2 At each mentor monitoring contact, program staff should ask mentors about mentoring activities, mentee outcomes, child safety issues, the quality of the mentoring relationship, and the impact of mentoring on the mentor and mentee using a standardized procedure.

☐ **Recommendation 50:** Program solicits input and/or regular feedback from peer mentors about program activities for matches to do together.

B.5.3 At each mentee monitoring contact, program should ask mentees about mentoring activities, mentee outcomes, child safety issues, the quality of the mentoring relationship, and the impact of mentoring on the mentee using a standardized procedure.



B.5.4 Program follows evidence-based protocol to elicit more in-depth assessment from mentors and mentees about the quality of their mentoring relationships, and uses scientifically tested relationship assessment tools.

B.5.5 Program contacts a responsible adult in each mentee's life (e.g., parent, guardian, or teacher) at a minimum frequency of twice per month for the first month of the match and once a month thereafter.

May not be relevant for cross-age peer mentoring programs, depending upon their structure, setting, or other factors.

B.5.6 At each monitoring contact with a responsible adult in the mentee's life, program asks about mentoring activities, mentee outcomes, child safety issues, the quality of the mentoring relationship, and the impact of mentoring on the mentee using a standardized procedure.

May not be relevant for cross-age peer mentoring programs, depending upon their structure, setting, or other factors.

B.5.7 Program regularly assesses all matches to determine if they should be closed or encouraged to continue.

B.5.8 Program documents information about each mentor-mentee meeting including, at a minimum, the date, length, and description of activity completed.

❑ Recommendation 51: Peer mentors record the activities that they did with their mentees, especially if the activities differ from a preset curriculum, as well as how their activities relate to the goals of the program or their mentee's individual goals for themselves.

B.5.9 Program provides mentors with access to relevant resources (e.g., expert advice from program staff or others, publications, Web-based resources, experienced mentors) to help mentors address challenges in their mentoring relationships as they arise.

❑ Recommendation 52: Program staff members at site-based programs should give peer mentors real-time feedback on their relationships, and offer help and support to peer mentors who are struggling with completing an activity with their mentee or relationship challenges.

❑ Recommendation 53: Site-based programs should have at least two staff members on site when multiple matches are meeting, including one staff member who coordinates activities, and another staff member who is dedicated to actively monitoring and supporting matches in real-time.

B.5.10* Program provides mentees and parents or guardians with access or referrals to relevant resources (e.g., expert advice from program staff or others, publications, Web-based resources, available social service referrals) to help families address needs and challenges as they arise.

B.5.11 Program provides one or more opportunities per year for post-match mentor training.

❑ Recommendation 54: Program provides post-match training with peer mentors regarding ongoing challenges related to collaborative decision-making, boundary issues, and other issues that may be unique to mentoring relationships between close-aged peers.

B.5.12 Program provides mentors with feedback on a regular basis regarding their mentees' outcomes and the impact of mentoring on their mentees to continuously improve mentee outcomes and encourage mentor retention.

ENHANCEMENTS

E.5.1 Program conducts a minimum of one in-person monitoring and support meeting per year with mentor, mentee, and when relevant, parent or guardian.

E.5.2 Program hosts one or more group activities for matches and/or offers information about activities that matches might wish to participate in together.

E.5.3* Program hosts one or more group activities for matches and mentees' families.

E.5.4 Program thanks mentors and recognizes their contributions at some point during each year of the mentoring relationship, prior to match closure.

❑ **Recommendation 55:** Program thanks mentors and recognizes their contributions at multiple points during the course of the program, given that youth volunteer mentors need to be incentivized and recognized more frequently than at the conclusion of the program.

E.5.5* At least once each school or calendar year of the mentoring relationship, program thanks the family or a responsible adult in each mentee's life (e.g., guardian or teacher) and recognizes their contributions in supporting the mentee's engagement in mentoring.

STANDARD 6 – CLOSURE

BENCHMARKS

B.6.1 Program has a procedure to manage anticipated closures, when members of the match are willing and able to engage in the closure process.

B.6.2 Program has a procedure to manage unanticipated closures, when members of the match are willing and able to engage in the closure process.

B.6.3* Program has a procedure to manage closure when one member of the match is unable or unwilling to engage in the closure process.

B.6.4 Program conducts exit interview with mentors and mentees, and when relevant, with parents or guardians.

B.6.5* Program has a written policy and procedure, when relevant, for managing rematching.

B.6.6* Program documents that closure procedures were followed.

B.6.7* Regardless of the reason for closure, the mentoring program should have a discussion with mentors that includes the following topics of conversation:

- a. Discussion of mentors' feelings about closure
- b. Discussion of reasons for closure, if relevant
- c. Discussion of positive experiences in the mentoring relationship
- d. Procedure for mentor notifying the mentee and his or her parents, if relevant, far enough in advance of the anticipated closure meeting to provide sufficient time to adequately prepare the mentee for closure



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- e. Review of program rules for post-closure contact
 - f. Creation of a plan for post-closure contact, if relevant

Recommendation 56: Program acknowledges with mentors and mentees that they may interact with one another naturally in their school or community, given their probable residential proximity or attendance in the same school system, and reviews the program's confidentiality policies.

- g. Creation of a plan for the last match meeting, if possible
- h. Discussion of possible rematching, if relevant

B.6.8* Regardless of the reason for closure, the mentoring program should have a discussion with mentees, and when relevant, with parents or guardians that includes the following topics of conversation:

- a. Discussion of mentees' feelings about closure
- b. Discussion of reasons for closure, if relevant
- c. Discussion of positive experiences in the mentoring relationship
- d. Procedure for notification of mentor, if relevant, about the timing of closure
- e. Review of program rules for post-closure contact
- f. Creation of a plan for post-closure contact, if relevant
- g. Creation of a plan for the last match meeting, if possible
- h. Discussion of possible rematching, if relevant

B.6.9 Program has a written public statement to parents or guardians, if relevant, as well as to mentors and mentees that outline the terms of match closure and the policies for mentor/mentee contact after a match ends (e.g., including contacts using digital or social media).

ENHANCEMENTS

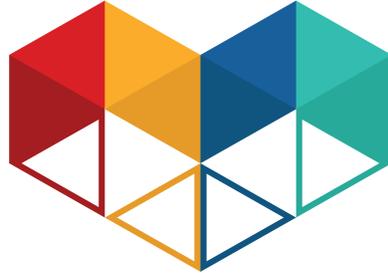
E.6.1 At the conclusion of the agreed upon time period of the mentoring relationship, program explores the opportunity with mentors, mentees, and (when relevant) parents or guardians to continue the match for an additional period of time.

E.6.2 Program hosts a final celebration meeting or event for mentors and mentees, when relevant, to mark progress and transition or acknowledge change in the mentoring relationship.

Recommendation 57: Program always hosts a final celebration meeting or event for matches, when possible, to publicly honor and recognize the hard work that youth did in the program, and reiterate key messages and lessons learned from the program.

E.6.3* Program staff provide training and support to mentees and mentors, as well as, when relevant, to parents or guardians, about how mentees can identify and connect with natural mentors in their lives.





MENTOR

SUPPORTED BY:

