

**Adherence to Mentor Michigan's Eleven  
Quality Program Standards by  
Mentoring Organizations:  
Results from the Mentor Michigan  
Census, Wave III**

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## Adherence to Mentor Michigan's Quality Program Standards

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### Introduction

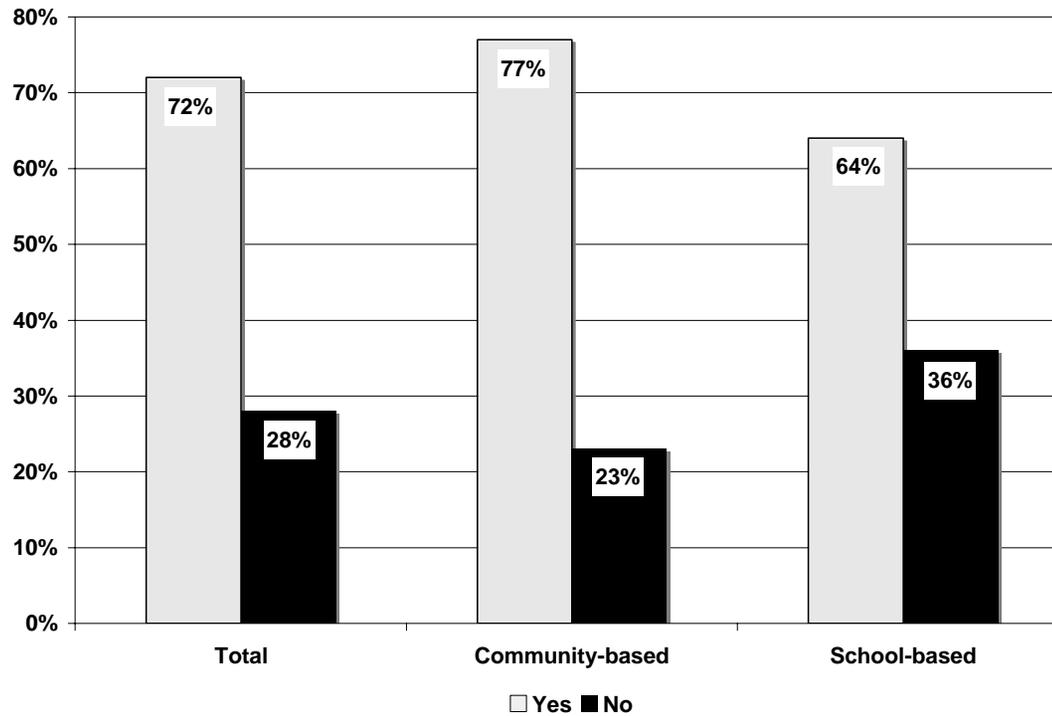
- Mentor Michigan and its Providers Council believe it is vital for Michigan's mentoring programs to operate with the highest possible quality. As such, they have developed components that they believe should be in place in order for a child to receive beneficial and productive results from a mentoring relationship. These standards include, but are not limited to, the definition of mentoring, recruitment and retention of mentors and mentees, and screening, training, and evaluation of mentors and program staff. Additionally, the standards address issues around resource and organizational development so mentoring programs are sustained over time.
- The following is a report on how fully mentoring organizations in the state of Michigan report that they adhere to these quality program standards. To better understand the adherence levels, Standard #3, Eligibility Screening was broken down into two questions; one for mentors and one for mentees.
- Data referenced in this report are shown on the attached data tables. Further information is included in the Executive Summary, the Mentoring by Geographic Area in the State of Michigan report, the Frequently Asked Questions document or is available from Kahle Research Solutions. Detailed cross-tabulations are on file with both the Michigan Community Service Commission and Kahle Research Solutions.
- It is important to note that organizations have been placed in geographic groupings based on the main location of the mentoring organization. Some organizations serve youth only within their home county, while others serve multiple counties. The counties that comprise each of the larger regional geographic areas are listed in Table 1.
- Sample sizes for the various geographic regions are sometimes quite small. Care should be used when making comparisons across regions. Differences by regions need to be quite large for the data to truly represent substantive differences rather than random statistical variation.

## Adherence to Mentor Michigan's Quality Program Standards

### Overview of Adherence to the Mentor Michigan Quality Program Standards

- In total, 72% of organizations report having read the MM Quality Program Standards prior to reading them online. Community-based programs are slightly more aware of the standards than school-based programs.

**Exhibit 1: Percentage of Organizations Having Read Program Standards Prior to Reading them Online**



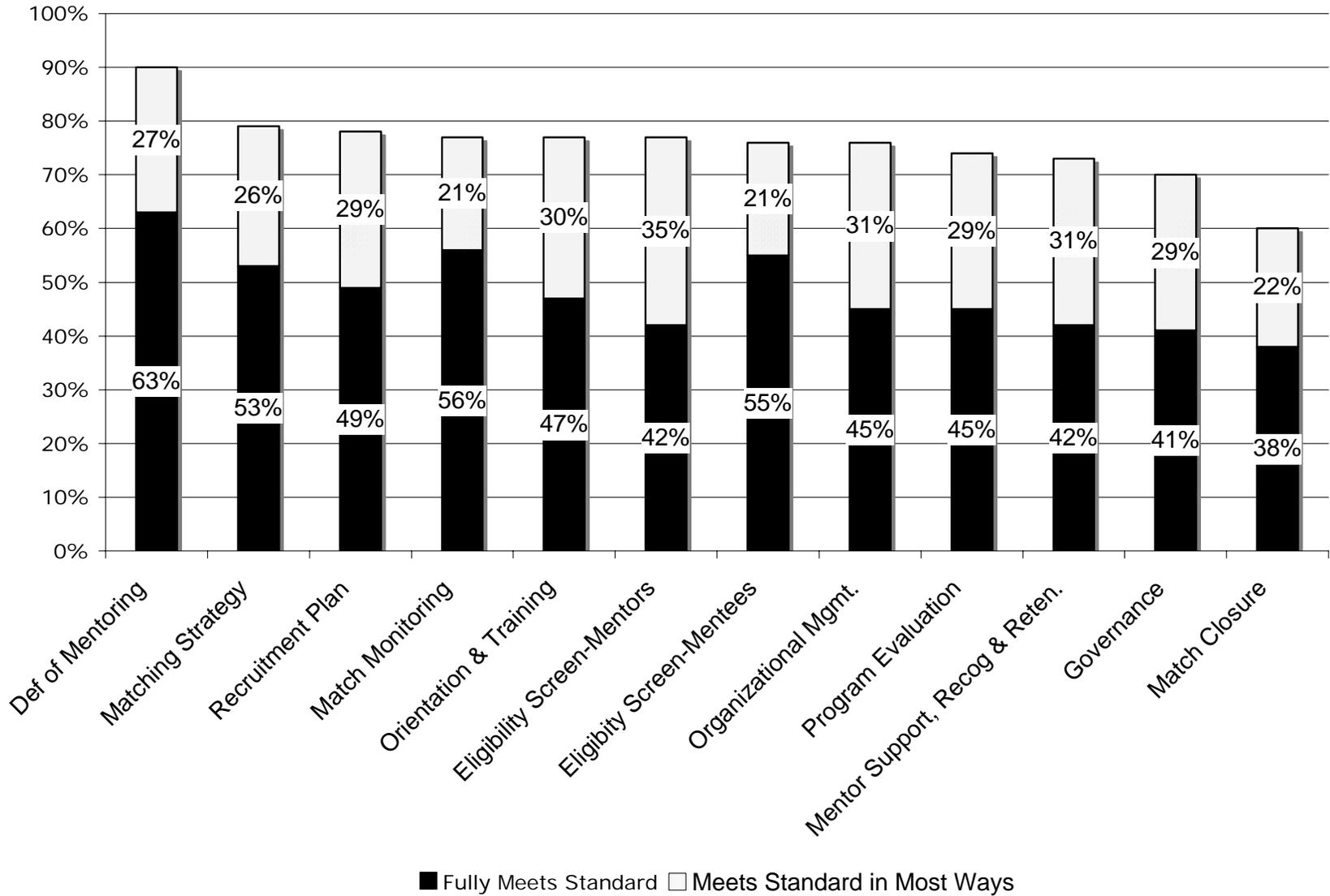
## Adherence to Mentor Michigan's Quality Program Standards

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- The highest level of adherence is for Standard #1, Definition of Mentoring. Sixty-three percent of organizations report that they fully adhere to this standard, and another 27% somewhat meet it. Match Monitoring (#6), Eligibility Screening for Mentees (#3), and Matching Strategy (#5) follow in levels of full adherence with over half of organizations reporting that they fully meet these standards.
- The lowest level of adherence reported is for Match Closure (#11), with only 38% of organizations reporting that they fully meet this standard.
- When organizations reporting that they somewhat meet the standards are combined with those who fully meet them, more than 70% of organizations report that they fully meet or somewhat meet 10 of the 11 standards.
- There appear to be three major reasons why organizations do not adhere to the standards. These are:
  - Lack of resources, both in staffing and funding;
  - The organizational structure of the programs, especially of those that are school-based, do not fit into the model of mentoring as defined by Mentor Michigan;
  - Program directors have been unaware of the standards thus far, but believe that their programs can be revised going forward to more closely align, if not fully meet, the standards.
- Without exception, organizations running community-based programs more fully meet the standards than do those running school-based. Part of this seems attributable to the fact that many of the school-based programs, by their nature, are not designed in a way that allow for complete adherence to the standards due to time and resource limitations.

## Adherence to Mentor Michigan's Quality Program Standards

**Exhibit 2: Mentor Michigan Census Wave III  
Reported Adherence to MM Quality Program Standards  
(N = 104)**



## Adherence to Mentor Michigan's Quality Program Standards

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### Overview of Adherence to the Mentor Michigan Quality Program Standards by Geographic Area

- While state-wide 72% of organizations report that they read the MM Quality Program Standards prior to reading them online, a high of 94% of organizations in Northern Michigan/Upper Peninsula do so. This is perhaps due to the Provider's Council leadership residing in the Upper Peninsula.
- Only 48% of organizations in the Tri-County Area report having read the standards prior to reading them online.
- Adherence to each of the individual standards varies widely across geographic areas. Less than half of the organizations report that they fully adhere to nine of the standards. However, when organizations reporting that they somewhat meet the standards are combined with those who fully meet them, more than 70% of organizations report that they fully meet or somewhat meet 10 of the 11 standards.
- State-wide, the highest level of adherence is for Standard #1, Definition of Mentoring. Sixty-three percent of organizations report that they fully adhere to this standard, and another 27% somewhat meet it. Match Monitoring (#6), Eligibility Screening for Mentees (#3), and Matching Strategy (#5) follow in levels of full adherence with over half of organizations reporting that they fully meet these standards.
- The lowest level of adherence reported is for Match Closure (#11), with only 38% of organizations reporting that they fully meet this standard.
- The Tri-County area reports the lowest adherence rates in the state (23% to 42%) for eight of the standards, is tied for the lowest on one, and is within a few percentage points of being the lowest for two others. Only with standard #4, Orientation and Training, does this geographic area report adherence levels consistent with the state average (47% state-wide, 42% for the Tri-County area).
- Southwest Michigan reports the highest adherence rates in the state (60% to 90%) for seven of the standards, is tied for the highest on one, and is within a few percentage points of being the highest for two others.
- At least 10% of organizations in the Flint/Saginaw/Bay Area report that they do not meet any of the standards. For standard #8, Match Closure, this percentage climbs to 20%.

## Adherence to Mentor Michigan's Quality Program Standards

### Exhibit 3: Mentor Michigan Census Wave III Reported Adherence to MM Quality Program Standards by Geographic Area and Total

Q #	Question	Wave III Total	Tri-County	SE MI	SW MI	Mid-Mich	GR / Musk	Flint/Sag / Bay Area	Northern/ UP
	Number of Mentoring Organizations	123	31	37	10	17	23	13	22
40	Have you read the MM Program Standards?								
	Yes	72%	48%	50%	80%	81%	86%	55%	94%
	No	28	52	50	20	19	14	45	6
41	1. Definition of Mentoring								
	Fully Meets Standard	63%	42%	47%	80%	67%	67%	70%	72%
	Meets Standard in Most Ways	27	38	37	20	13	33	20	22
	Meets Standard in Some Ways	9	19	17	0	20	0	0	6
	Does Not Meet Standard at All	1	0	0	0	0	0	10	0
	2. Recruitment Plan								
	Fully Meets Standard	49%	31%	33%	70%	53%	57%	50%	50%
	Meets Standard in Most Ways	29	42	40	30	13	29	20	28
	Meets Standard in Some Ways	18	23	23	0	33	10	20	17
	Does Not Meet Standard at All	4	4	3	0	0	5	10	6
	3a. Eligibility Screening - Mentees								
	Fully Meets Standard	55%	23%	30%	90%	53%	67%	60%	61%
	Meets Standard in Most Ways	21	31	30	10	20	14	20	22
	Meets Standard in Some Ways	17	38	33	0	27	5	10	11
	Does Not Meet Standard at All	7	8	7	0	0	14	10	6
	3b. Eligibility Screening - Mentors								
	Fully Meets Standard	42%	27%	33%	50%	27%	52%	50%	50%
	Meets Standard in Most Ways	35	35	30	50	53	33	20	28
	Meets Standard in Some Ways	18	31	30	0	13	10	20	22
	Does Not Meet Standard at All	5	8	7	0	7	5	10	0

## Adherence to Mentor Michigan's Quality Program Standards

Q #	Question	Wave III Total	Tri- County	SE MI	SW MI	Mid-Mich	GR / Musk	Flint/Sag / Bay Area	Northern/ UP
4.	Orientation and Training								
	Fully Meets Standard	47%	42%	40%	90%	40%	48%	70%	28%
	Meets Standard in Most Ways	30	27	27	0	33	43	0	50
	Meets Standard in Some Ways	20	27	30	10	27	10	20	17
	Does Not Meet Standard at All	3	4	3	0	0	0	10	6
5.	Matching Strategy								
	Fully Meets Standard	53%	35%	40%	60%	53%	62%	50%	61%
	Meets Standard in Most Ways	26	35	33	40	20	19	20	22
	Meets Standard in Some Ways	17	27	23	0	20	14	20	17
	Does Not Meet Standard at All	4	4	3	0	7	5	10	0
6.	Match Monitoring Process								
	Fully Meets Standard	56%	35%	40%	80%	53%	67%	60%	56%
	Meets Standard in Most Ways	21	27	27	20	20	14	10	28
	Meets Standard in Some Ways	18	31	27	0	20	14	20	17
	Does Not Meet Standard at All	5	8	7	0	7	5	10	0
7.	Mentor Support, Recognition, Retention								
	Fully Meets Standard	42%	35%	40%	60%	53%	33%	50%	33%
	Meets Standard in Most Ways	31	27	23	30	20	52	20	33
	Meets Standard in Some Ways	21	35	30	10	20	10	10	33
	Does Not Meet Standard at All	6	4	7	0	7	5	20	0
8.	Match Closure								
	Fully Meets Standard	38%	23%	30%	60%	33%	43%	30%	39%
	Meets Standard in Most Ways	22	23	20	30	33	19	10	22
	Meets Standard in Some Ways	31	38	37	10	27	29	40	33
	Does Not Meet Standard at All	10	15	13	0	7	10	20	6

## Adherence to Mentor Michigan's Quality Program Standards

Q #	Question	Wave III Total	Tri- County	SE MI	SW MI	Mid-Mich	GR / Musk	Flint/Sag / Bay Area	Northern/ UP
	<b>9. Program Evaluation</b>								
	Fully Meets Standard	45%	38%	43%	70%	33%	43%	60%	39%
	Meets Standard in Most Ways	29	31	27	30	27	33	20	33
	Meets Standard in Some Ways	21	27	23	0	27	24	10	28
	Does Not Meet Standard at All	5	4	7	0	13	0	10	0
	<b>10. Organizational Management</b>								
	Fully Meets Standard	45%	31%	37%	60%	33%	52%	60%	44%
	Meets Standard in Most Ways	31	31	27	40	27	38	20	33
	Meets Standard in Some Ways	14	23	20	0	27	5	10	17
	Does Not Meet Standard at All	10	15	17	0	13	5	10	6
	<b>11. Governance</b>								
	Fully Meets Standard	41%	35%	40%	60%	33%	43%	40%	39%
	Meets Standard in Most Ways	29	23	20	20	33	33	30	39
	Meets Standard in Some Ways	23	31	27	20	33	19	20	17
	Does Not Meet Standard at All	7	12	13	0	0	5	10	6

## Adherence to Mentor Michigan's Quality Program Standards

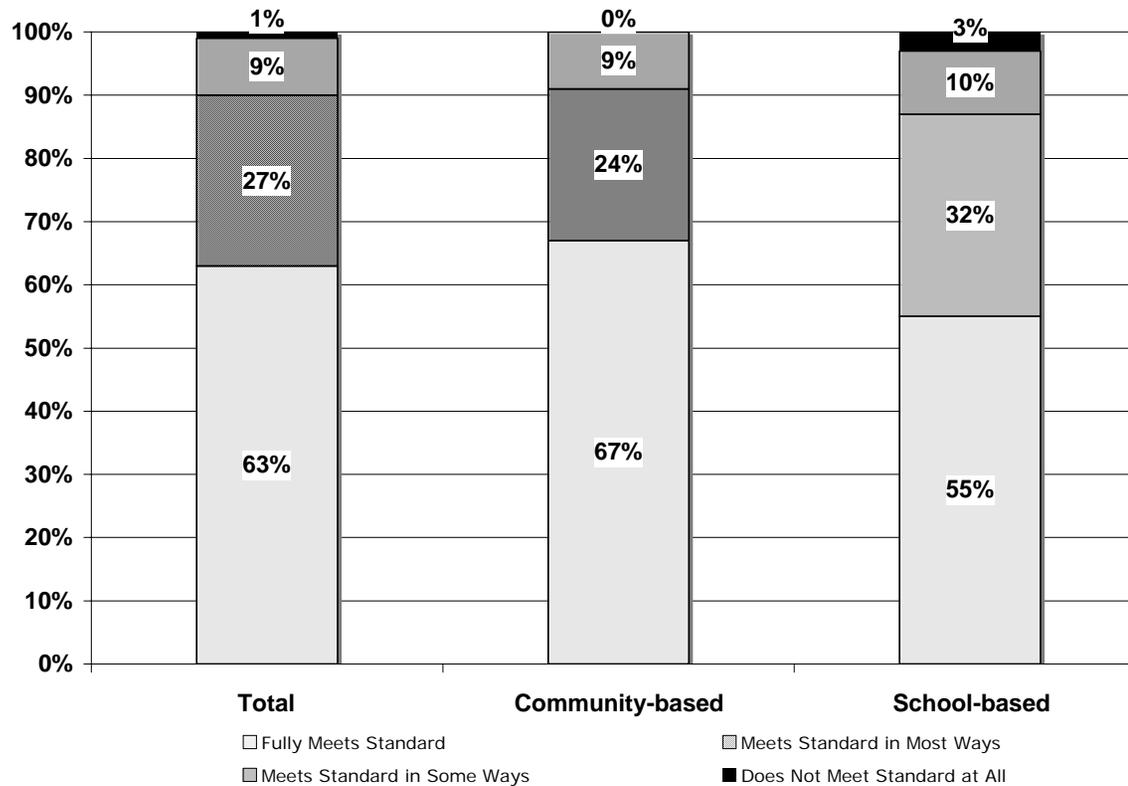
### Detailed Findings

#### **Standard 1: DEFINITION OF MENTORING**

The program defines mentoring as an ongoing, structured relationship with a trusted individual aimed at developing the competence and character of the mentee. This relationship includes:

- A. Consistent contact between a mentee and mentor for a minimum of one calendar year (or academic year for school-based mentoring).
- B. The mentee and mentor spending 4-10 hours together each month.
- C. A ratio of mentees to mentors of no more than 4:1 for group mentoring, which includes is a consistent relationship between the one mentor and the same four mentees.

**Exhibit 4: Percentage of Organizations Adhering to Standard 1 - Definition of Mentoring**



### Standard 1 Findings

- Over half the state's programs fully meet this standard, and another 27% meet it in most ways. Only the Flint/Saginaw/Bay Area has programs that do not meet the standard at all (10%).
- Feedback from organizations suggests that many of these organizations did not understand that their school-based programs running on an academic year meet the standard. In addition, group mentoring ratios and scheduling issues are barriers to meeting this standard fully.

*"Because we are governed by WIA, we must meet their standards, so we can use Mentor Michigan's standards as a guideline."*

*"As a school-based program, there are months where we are limited to having the mentors and mentees meet. At times, mentors and mentees may only have two face-to-face meetings in one month. Therefore, they write letters/send emails to each other."*

*"We are unable to establish contact that will continue for a minimum of one year due to the sensitivity of our work."*

*"This is more of a scheduling issue with the schools and mentors versus something that we could use assistance with."*

*"Due to the nature of our work as a domestic violence project, there is nothing that can happen to change this due to the ongoing safety concerns with individual families."*

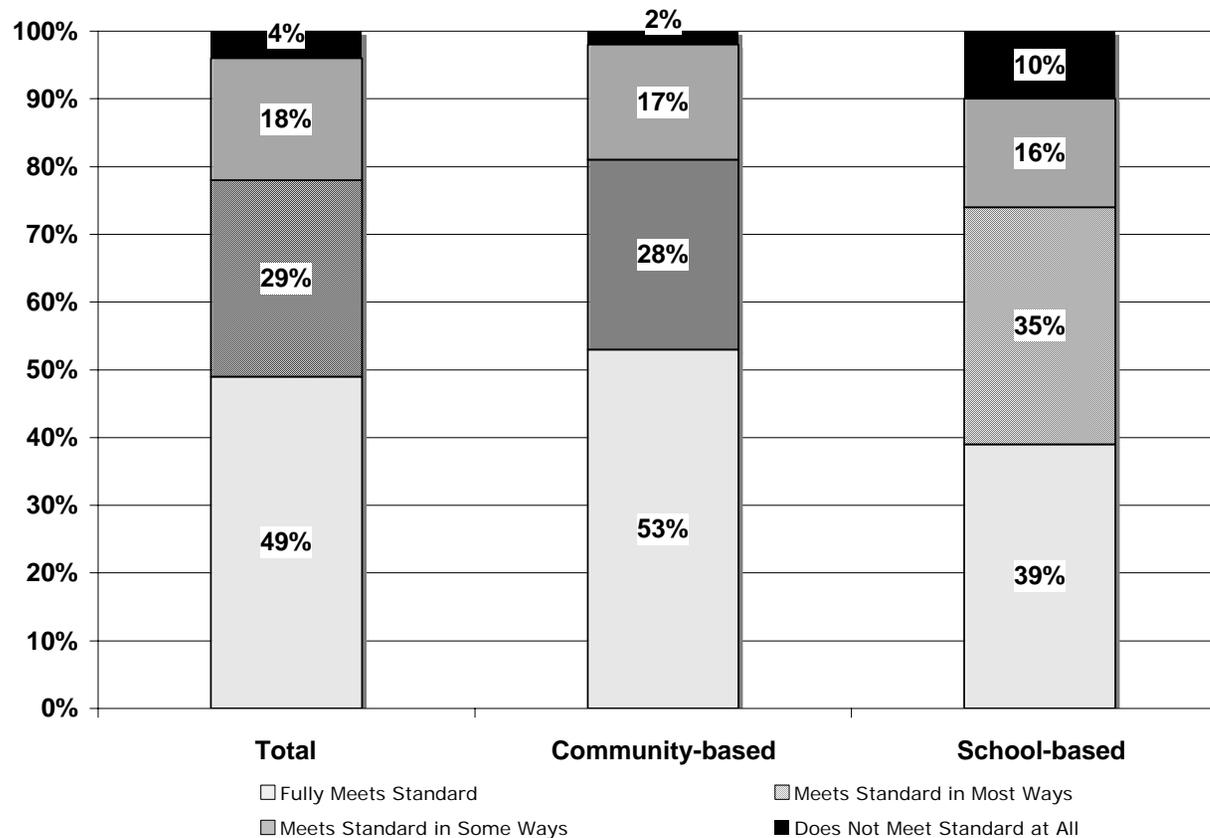
## Adherence to Mentor Michigan's Quality Program Standards

### **Standard 2: RECRUITMENT PLAN**

The program has a comprehensive recruitment plan for mentors and mentees. The program also has a system for mentor and mentee follow-up and enrollment, which includes the following:

- A. Strategies that portray accurate expectations, eligibility, and benefits for mentors and mentees.
- B. Year round marketing and public relations for mentor recruitment.
- C. Targeted outreach of mentors and mentees based on program objectives and participant needs.
- D. Clearly stated program goals and objectives.
- E. A written description of volunteer opportunities.
- F. Volunteer opportunities beyond mentoring (i.e., special events, fundraising, outreach, office support, committees, etc.).

**Exhibit 5: Percentage of Organizations Adhering to Standard 2 - Recruitment Plan**



### Standard 2 Findings

- Slightly less than half of the state's organizations fully meet this standard, with almost 30% meeting it in most ways.
- While many organizations report that the design of their programs does not lend itself to compliance with this standard, some identify lack of resources as a barrier to compliance. A few note that they intend to design a recruitment plan.

*"We only market when we anticipate we will need mentors. Don't want too many waiting."*

*"These are five distinct faith-based start-up mentoring programs taking place in local churches. The recruitment focuses on members of the church congregation first and then the community. So there is not a 'year round' recruitment initiative."*

*"We would have to recruit mentors which would change the fundamental structure of our proven program."*

*"We need to come up with a recruitment plan that will fit the need of our program and the mentees."*

*"We have just received two (2) AmeriCorps members that will be working on this area. Our greatest problem is staff time."*

## Adherence to Mentor Michigan's Quality Program Standards

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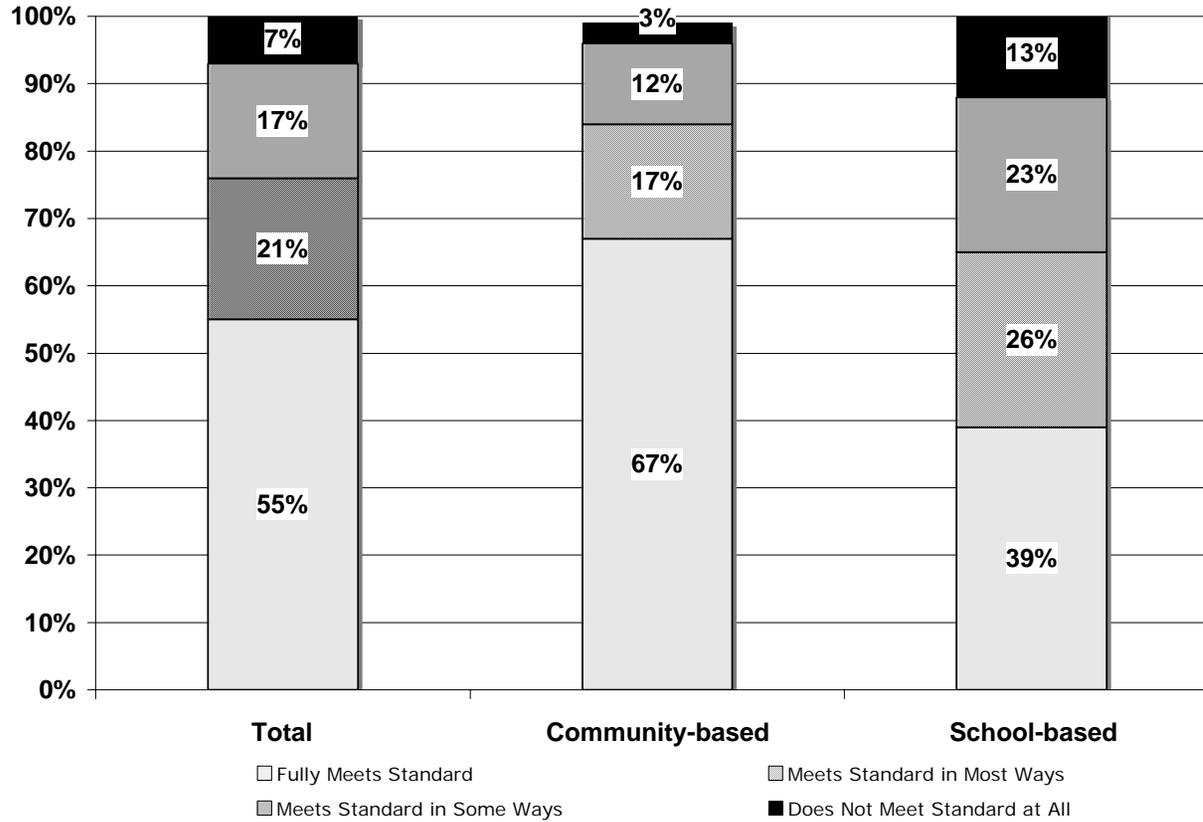
### **Standard 3: ELIGIBILITY SCREENING**

The program screens mentors and mentees for eligibility. The screening process includes:

- A. For Mentees:
  - a. A written application, which is reviewed by trained staff or volunteers.
  - b. Parent/guardian permission
- B. For Mentors:
  - a. A written application, which is reviewed by trained staff or volunteers.
  - b. A face-to-face interview with trained staff or volunteer is highly recommended.
  - c. Reference checks (personal and professional).
  - d. A background check which includes:
    - i. State criminal history check by fingerprint (ideal) or name
    - ii. Driving record check and proof of insurance for mentors who will transport youth
    - iii. Sex offender registry check
  - e. The following checks are strongly recommended:
    - i. Child abuse registry check
    - ii. Local criminal history check
    - iii. A federal criminal history fingerprint check is strongly recommended.
  - f. Suitability criteria that relate to the needs of the target mentee population and the program's statement of purpose. This could include some or all of the following: personality profile, skill identification, gender, age, language and racial requirements, level of education, career interest, motivation for volunteering, and academic standing.
  - g. Agreement to complete training and orientation and meet program expectations.
- C. If the program uses youth mentors, the following apply:
  - a. An application process that includes a parental consent form.
  - b. Face-to-face interview.
  - c. Reference checks of at least two personal non-related adults (one from school staff and one person external to school).
  - d. Agreement to complete training and orientation and meet program expectations.
- D. Mentor and mentee applications and all relevant data are reviewed for eligibility and acceptance.

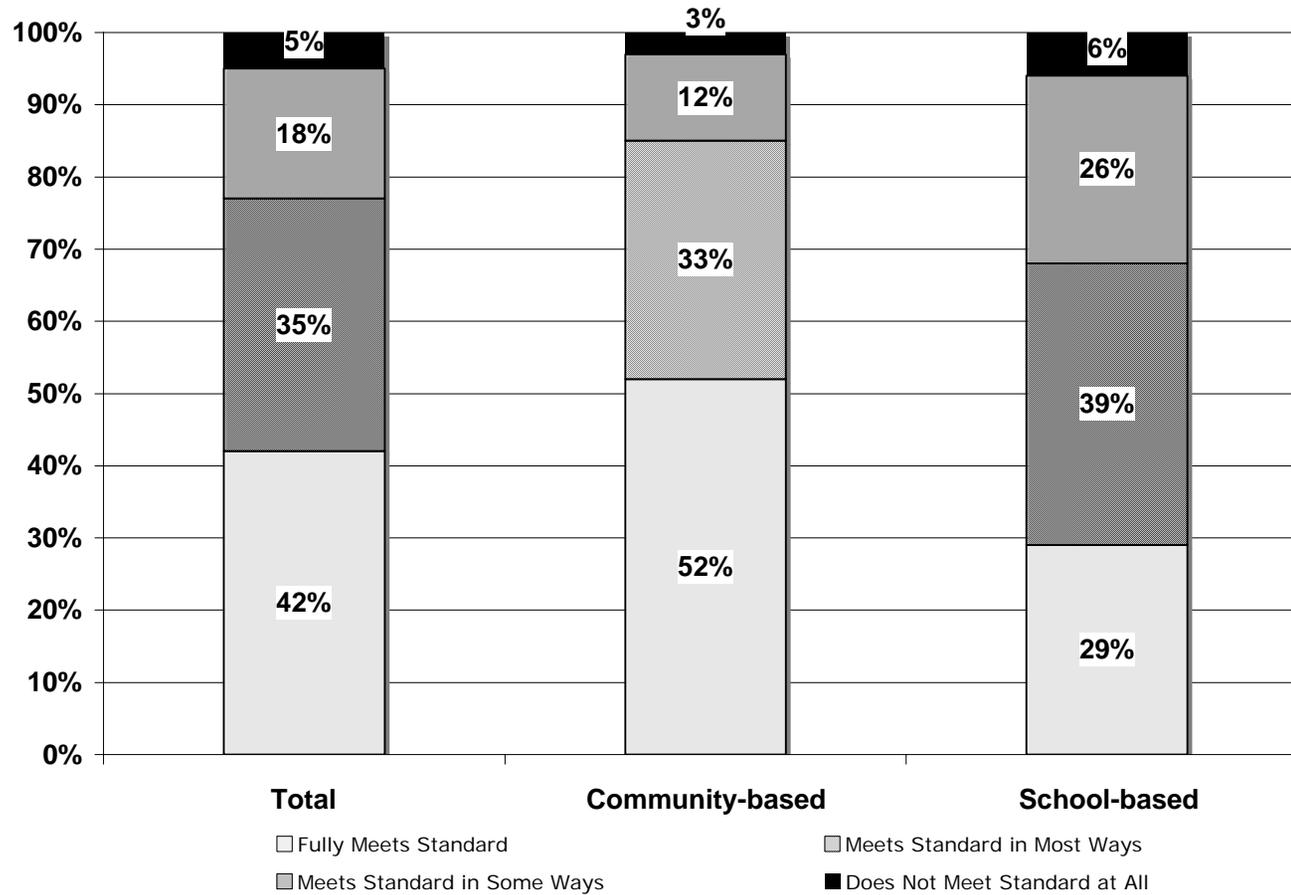
## Adherence to Mentor Michigan's Quality Program Standards

### Exhibit 6: Percentage of Organizations Adhering to Standard 3 - Eligibility Screening of Mentees



## Adherence to Mentor Michigan's Quality Program Standards

### Exhibit 7: Percentage of Organizations Adhering to Standard 3 - Eligibility Screening of Mentors



### Standard 3 Findings

- A larger percentage of organizations (55%) report fully complying with the eligibility screening of mentees, whereas a smaller percentage (42%) do so for mentors.
- The difference between community-based and school-based organizations is significant – 67% to 39% for mentors; 52% to 29% for mentees. As stated earlier, the biggest barriers to screening mentees seem to be the nature of the programs – many of the youth they serve are accepted on a referral basis. In addition, many are so young that they cannot complete applications.
- The biggest barrier to complying with eligibility screening of mentors cited by these organizations is a lack of funding.
- A small minority of organizations suggest that they do an adequate job of screening both mentors and mentees, although not exactly as identified in the standard.

*“These are school kids screened by the teacher for needing help. We have screened the mentors but not for individual kids.”*

*“Our mentees are preschoolers, they cannot fill out a written application.”*

*“A formal written application is not required by the mentees that enter our program. Some mentees are as young as 4th & 5th graders. Our program incorporates school staff to determine which students will participate in the program.”*

*“We would appreciate a less expensive and more comprehensive way to check nationally and locally for prior criminal and child abuse background checks.”*

*“Need funding to do the full background check.”*

*“I feel we do meet the standard it is just not in the way described in your Quality Program Standards.”*

## Adherence to Mentor Michigan's Quality Program Standards

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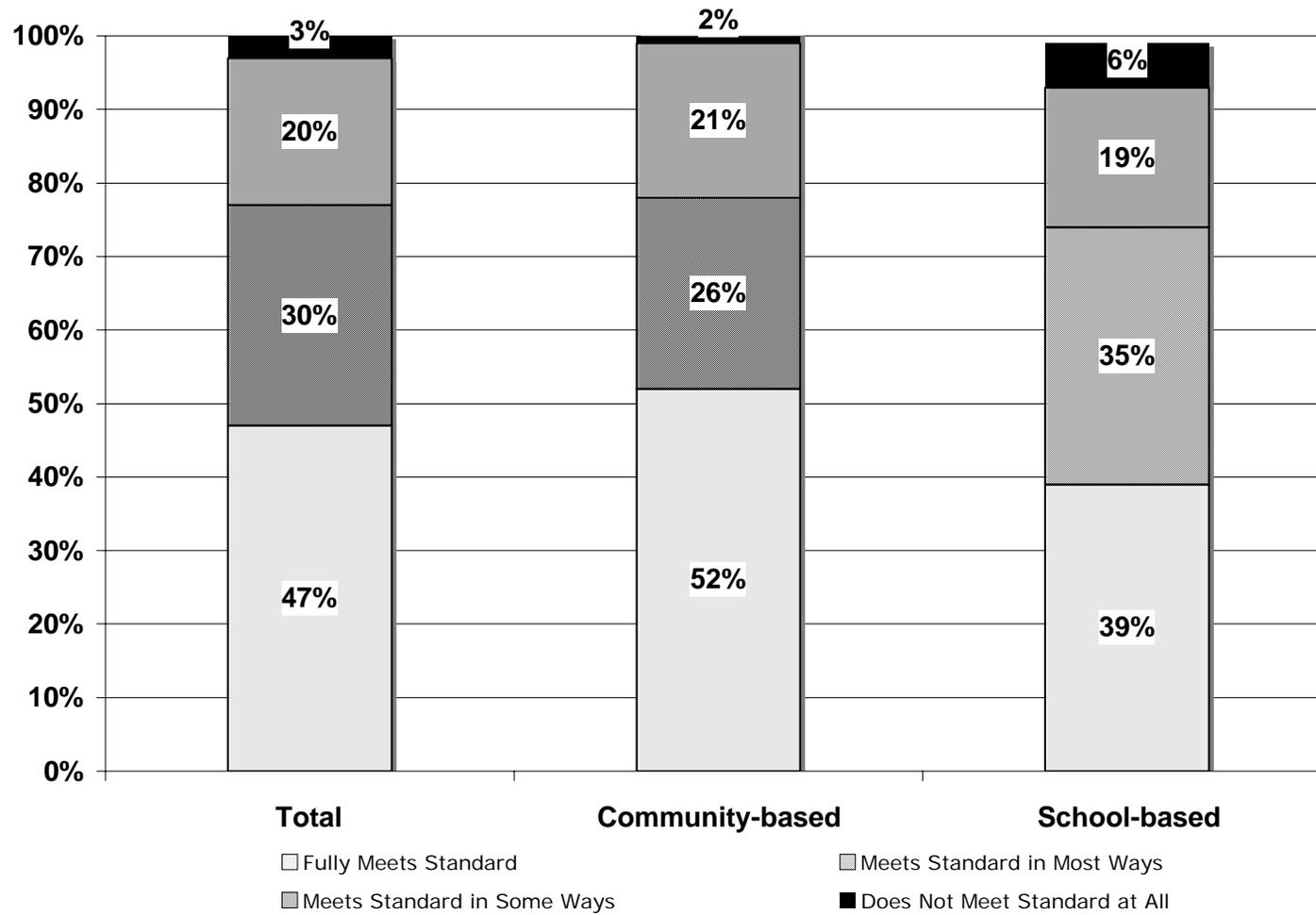
### **Standard 4: ORIENTATION AND TRAINING**

The program provides each mentor, mentee, and parent/guardian of mentee orientation and training. Trained staff or volunteers conduct these sessions, which are held prior to the match.

- A. The program orientation for mentor, mentee, and parent/guardian clearly outlines the programs and includes the following information:
  - a. Program overview.
  - b. Program description.
  - c. Description of mentor and mentee eligibility and time commitment.
  - d. Program benefits and rewards.
- B. The program training, which takes place in one or multiple sessions lasting a minimum of two hours, includes:
  - a. A summary of program policies.
  - b. Description of roles, responsibilities, and expectations.
  - c. Discussion regarding building a healthy mentoring relationship.
  - d. Referral and support services (e.g., libraries, tutoring labs, parks, etc.).
  - e. Age appropriate activities for mentee skill development.
  - f. Cross cultural and diversity awareness training.
  - g. Child abuse reporting and recognition including youth safety issues.
  - h. Crisis management and problem solving resources.
  - i. Information on resources and support services.
  - j. Cultural sensitivity and appreciation.
  - k. Do's and Don'ts for the mentoring relationship.
  - l. Guidelines regarding confidentiality, risk, and liability management.
  - m. Communication skills.
  - n. Explanation of site rules, as applicable.
- C. Ongoing training sessions will be provided as necessary.
- D. Ample opportunity for interaction with the assigned program staff is also provided.

## Adherence to Mentor Michigan's Quality Program Standards

Exhibit 8: Percentage of Organizations Adhering to Standard 4 - Orientation and Training



### Standard 4 Findings

- Less than half (47%) of organizations state-wide adhere fully to this standard, with 30% reporting that they meet the standard in most ways.
- Again, school-based organizations lag behind community-based organizations in compliance (39% to 52%).
- Some school-based organizations identify the time constraints and age of student mentors as reasons for non-compliance.
- Another area of this standard singled out by organizations as lacking in their programs is the cultural and diversity training.
- Some organizations report that financial constraints are causing them to reduce the amount of training they are able to provide to mentors.

*“Volunteers for this program are students in the school district, thus the screening requirements do not apply based on age of the mentors and required referrals.”*

*“It is difficult to get 60 high school girls together during the school day to train them.”*

*“Don’t focus on cultural sensitivity and appreciation.”*

*“Cross cultural and diversity training has not been part of our training curriculum.”*

*“I feel we meet these guidelines, but due to financial constraints we are looking at scaling down the amount of time we train new mentors as a cost-cutting measure.”*

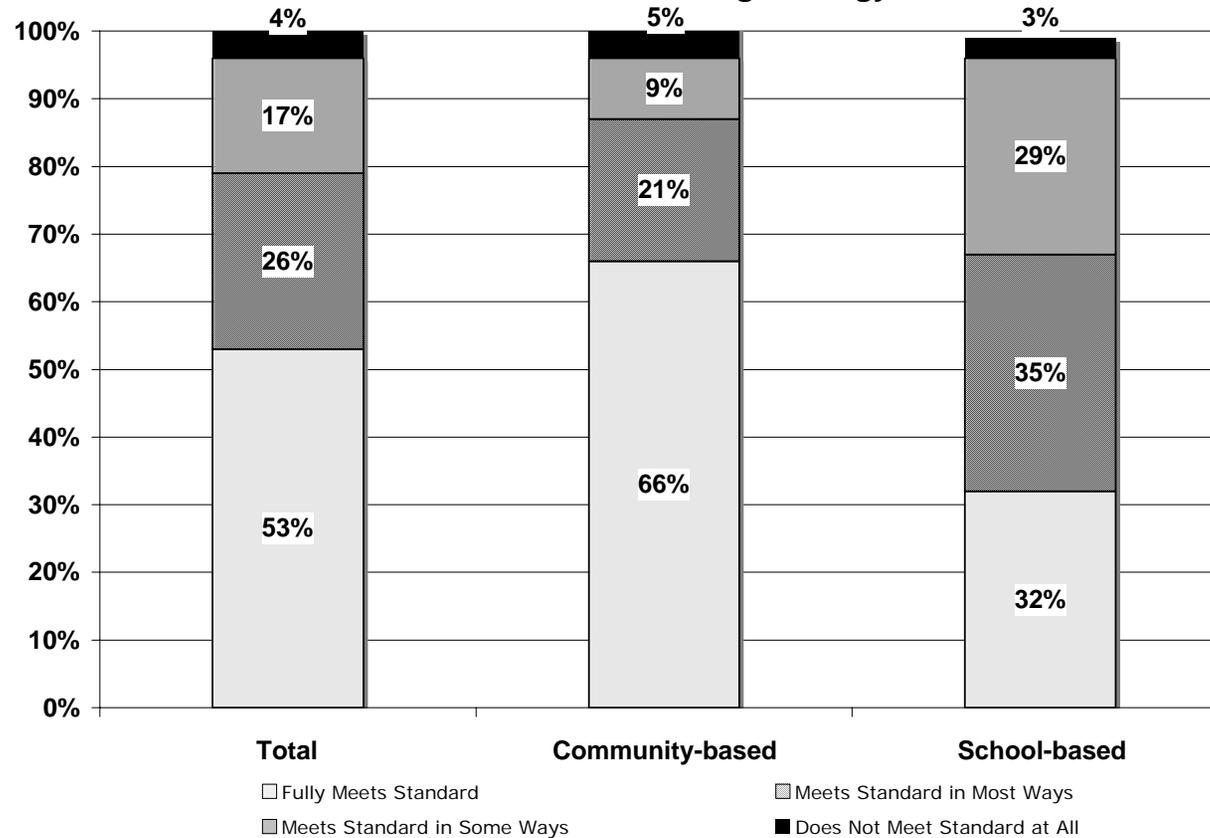
## Adherence to Mentor Michigan's Quality Program Standards

### **Standard 5: MATCHING STRATEGY**

The program has a well-documented matching strategy. This strategy:

- A. Is consistent with the program's statement of purpose.
- B. Requires that the mentor and mentee meet regularly as defined by the program expectations.
- C. Has criteria for matches, including some or all of the following: gender, age, language requirements, availability, disabilities, needs, interests, preferences, life experience, and temperament.
- D. Includes signed statements of understanding that all involved parties (e.g. mentor, mentee, parent/guardian, program) agree to the conditions of the match and the mentoring relationship.
- E. Matches one trained mentor with no more than four youth.

**Exhibit 9: Percentage of Organizations Adhering to Standard 5 - Matching Strategy**



### Standard 5 Findings

- While over half of the organizations state-wide report that they fully meet this standard, only 32% of school-based organizations do so.
- As is the case with many of these standards, both school- and community-programs would have to change their structure to meet the matching strategy requirements of this standard. Feedback from many organizations suggests that there is no plan to do so, and many of these organizations don't seem to feel it is necessary to properly run their programs.
- For organizations that would like to comply with this standard, financial constraints and a lack of volunteers make it difficult to do so.

*"The program goals would have to be different (to meet this standard)."*

*"We do not really have much of a matching strategy – we pick the volunteer who is closest and most comfortable with the situation – i.e., abuse, neglect, and sexual abuse."*

*"We match at random putting only males with young boys and women with young girls."*

*"There is no specific criteria for matches although we usually try to match gender if the mentee specifically makes a request."*

*"We need to have more trained volunteers available to have a more precise strategy."*

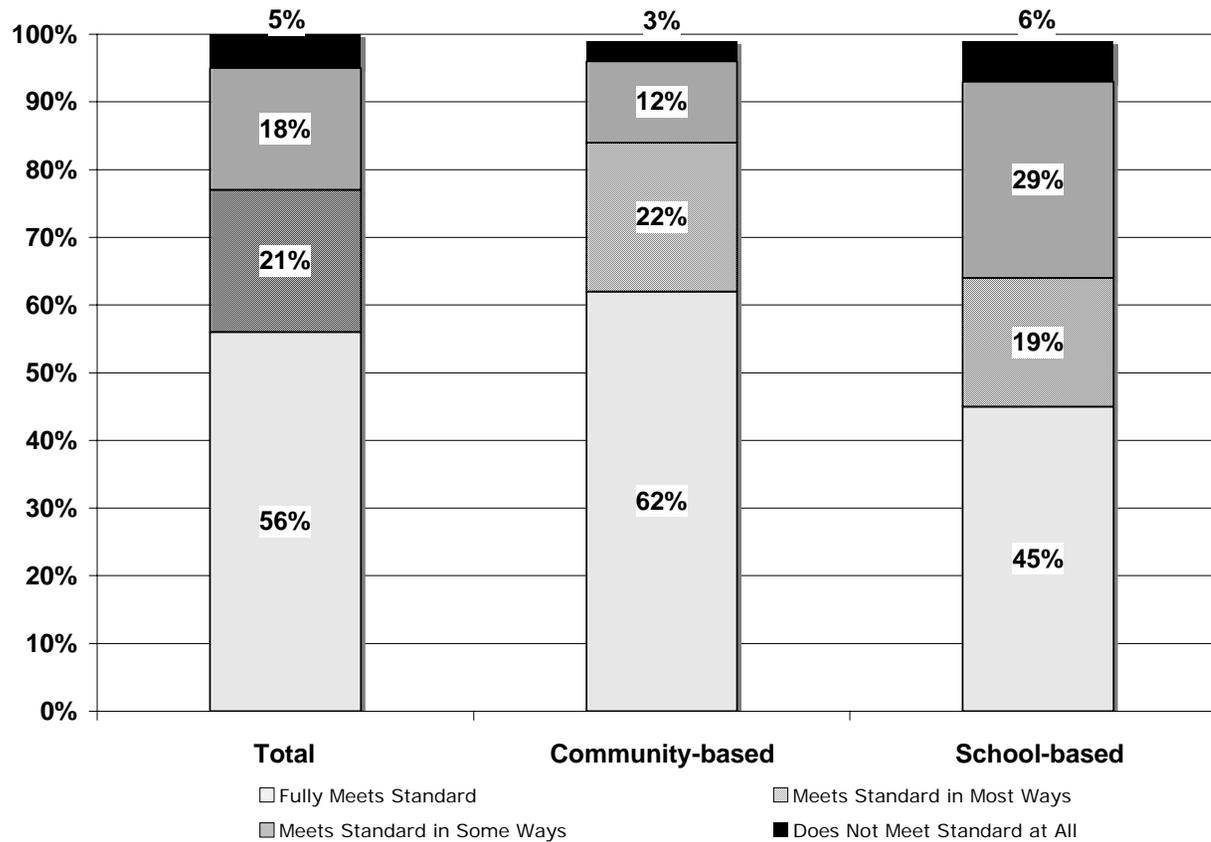
## Adherence to Mentor Michigan's Quality Program Standards

### **STANDARD 6: MATCH MONITORING PROCESS**

The program maintains a process that monitors mentoring matches. This process includes:

- A. Consistent communication between staff, mentors, and mentees.
- B. Maintenance of a confidential file containing documentation of the application, screening, staff follow up and input on match, and mentor input on match.
- C. Input from mentee, mentor, family, community partners, and/or others significant in the mentee's life
- D. Management of grievances, boundaries, premature match closure, re-matching, and interpersonal problem solving.

**Exhibit 10: Percentage of Organizations Adhering to Standard 6 - Match Monitoring Process**



### Standard 6 Findings

- State-wide this standard has the highest level of full compliance (56%), with 62% of community-based organizations reporting full compliance.
- It seems that the methods used to monitor the matches vary widely from program to program. Many seem to rely on informal conversations.
- As with many of these standards, those not fully meeting this one do not seem inclined to change in order to do so.

*"Communication is met through the teacher, program director, parents, and mentee."*

*"As a school-based program we monitor the matches on-site. The communication channels are different than listed but still effective."*

*"We do not speak with families or children directly about the mentor group they attend. We do have a feedback form."*

*"There is not much input from mentees and family. The mentor completes a weekly report."*

*"No intentions today to change the process."*

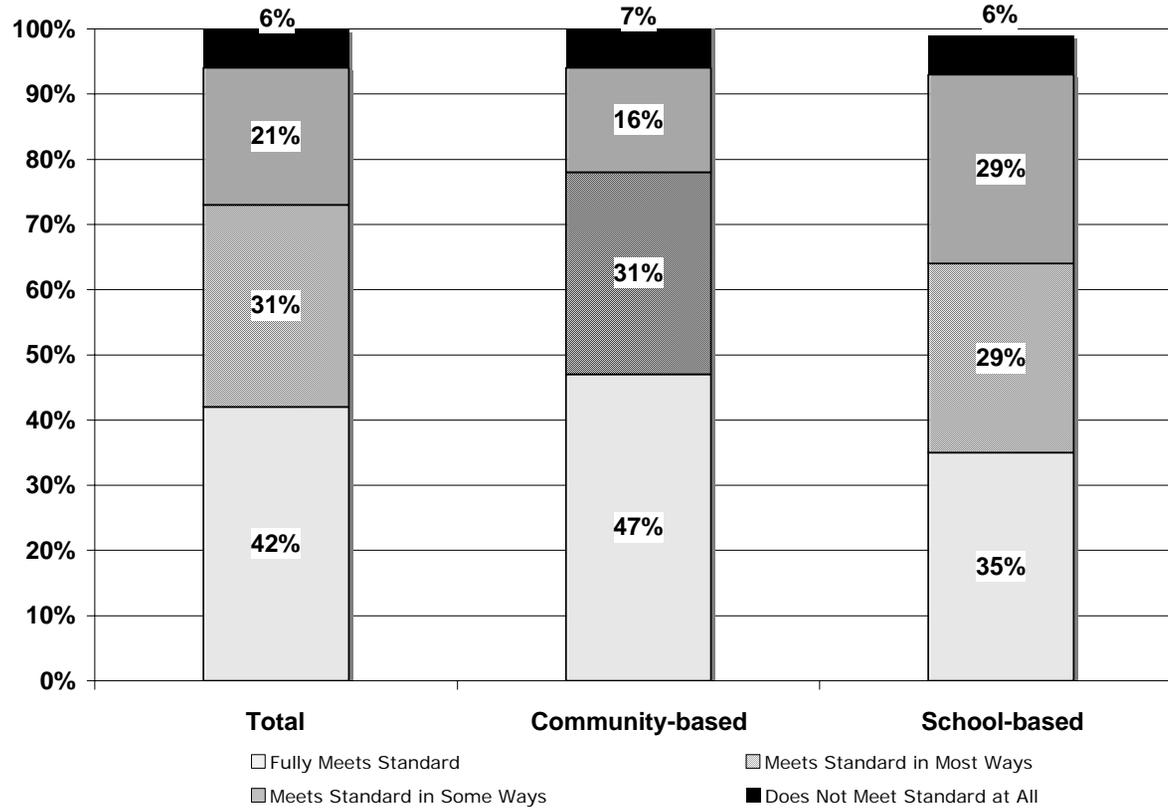
### **Standard 7: MENTOR SUPPORT, RECOGNITION, AND RETENTION**

The program supports the mentoring relationships, recognizes volunteers, and has strategies volunteer retention. These could include:

- A. A kick-off event held on a regular basis (e.g. annually, seasonally)
- B. Annual recognition and appreciation event.
- C. Ongoing peer support groups for volunteers, participants, and others.
- D. Ongoing training and development.
- E. Relevant issue discussions.
- F. Relevant and timely information dissemination.
- G. Making mentors aware of volunteer opportunities for mentors and mentees, such as Make A Difference Day, etc.
- H. Providing networking opportunities for mentors with appropriate resource organizations.
- I. Social gatherings.
- J. Newsletters or other mailings to mentors, mentees, supporters, and funders.
- K. Structured activities or processes to ease anxieties that may occur at match meetings.
- L. Social gatherings for matches.
- M. Sharing program accomplishments and successes with mentors.

## Adherence to Mentor Michigan's Quality Program Standards

### Exhibit 11: Percentage of Organizations Adhering to Standard 7 - Mentor Support, Recognition, and Retention



### Standard 7 Findings

- Full compliance with this standard is somewhat low. Only 42% of the organizations state-wide report that they fully provide mentor support, recognition and retention.
- Feedback from some organizations suggests that they while they would be willing to hold more recognition-type events, they limit the number of events mentors are required to attend because attendance is often poor. Emphasis seems to be placed on kick-off events and/or training sessions.
- An annual recognition event is the next most common type of activity held by these organizations.
- Many organizations report a desire to hold more mentor-centered events, but financial constraints prohibit them from doing so.

*"We do not have a kick-off meeting of the mentors. We find that getting them in here twice a year... is enough to ask of them. We do have an annual recognition and training luncheon in January."*

*"Poor attendance at social recognition events."*

*"We do not do a kick-off event, but rather an annual volunteer recognition event."*

*"Other than verbal support, we have no money to recognize and support them. I do send out newsletters and call them from time to time."*

*"(Our program) has not adequately recognized mentors in the past, nor have we fully addressed strategies for mentor retention."*

*"No kick-off event, no peer support groups, no continuing training, no activities for mentors, no social gatherings."*

*"Time and money (are lacking)."*

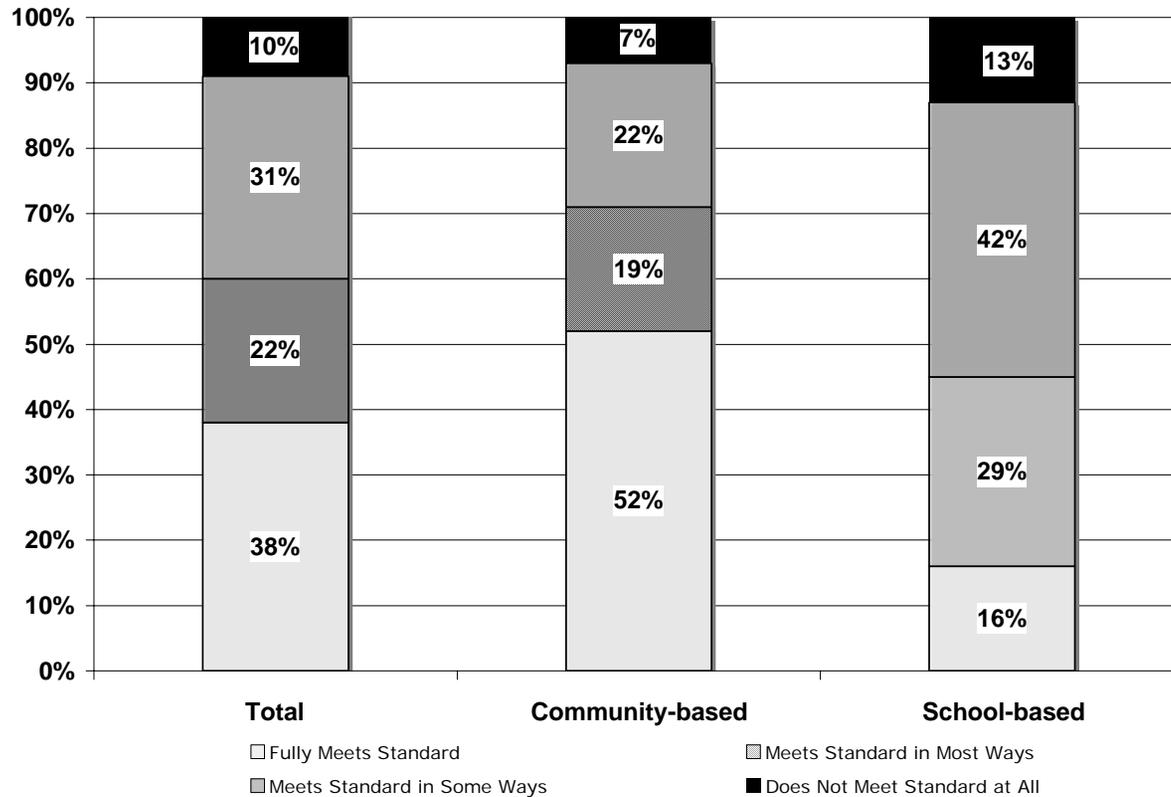
## Adherence to Mentor Michigan's Quality Program Standards

### **Standard 8: MATCH CLOSURE**

The program has a process for match closure. This process includes:

- A. Exit interviews between:
  - i. Mentee and staff.
  - ii. Mentor and staff.
  - iii. Mentor and mentee.
- B. Parent/guardian notification and communication, when applicable.
- C. A clearly stated written policy describing appropriate future contacts between mentor and mentee.
- D. Assistance in defining "next steps" toward achieving personal goals for mentees.

**Exhibit 12: Percentage of Organizations Adhering to Standard 8 - Match Closure**



### Standard 8 Findings

- Compliance for match closure is the lowest of all standards, with only 38% of organizations fully meeting and 22% somewhat meeting it.
- Only 16% of school-based organizations report that they fully meet the standard. A large number (42%) only meet the standard in some ways and 13% do not meet it at all.
- The nature of these programs (many are school mentoring programs and court referrals) does not allow these organizations to conduct exit interviews. Reports from organizations indicate that the mentoring relationships often end abruptly without any opportunity for follow-up with the youth being served.
- For some organizations that do have follow-up strategies in place, a formal follow-up is not conducted. Rather, future contact is left to the discretion of the mentor and mentee.
- Of all of the standards, this one seems to have the least likelihood of future compliance.

*"We do not always do an exit interview. The mentor and mentee usually mutually decide when the match ends and they do a special activity together. We mail the mentee and parent an exit interview. We have no written policy re: future contact between (them)."*

*"Once the case is through the court and closed, we are discharged and out of the child's life. There is no exit interview for the kids, because we hope that they do not make it back to court and we don't have to see them again."*

*"As a school-based program in an alternative high school, youth at times disappear and do not return to school. Therefore, they never have a true closure with the mentor."*

*"Families leave at any given time and often with little notice. There is frequently no opportunity for closure with the male mentor."*

*"There is no way to change this process in our agency."*

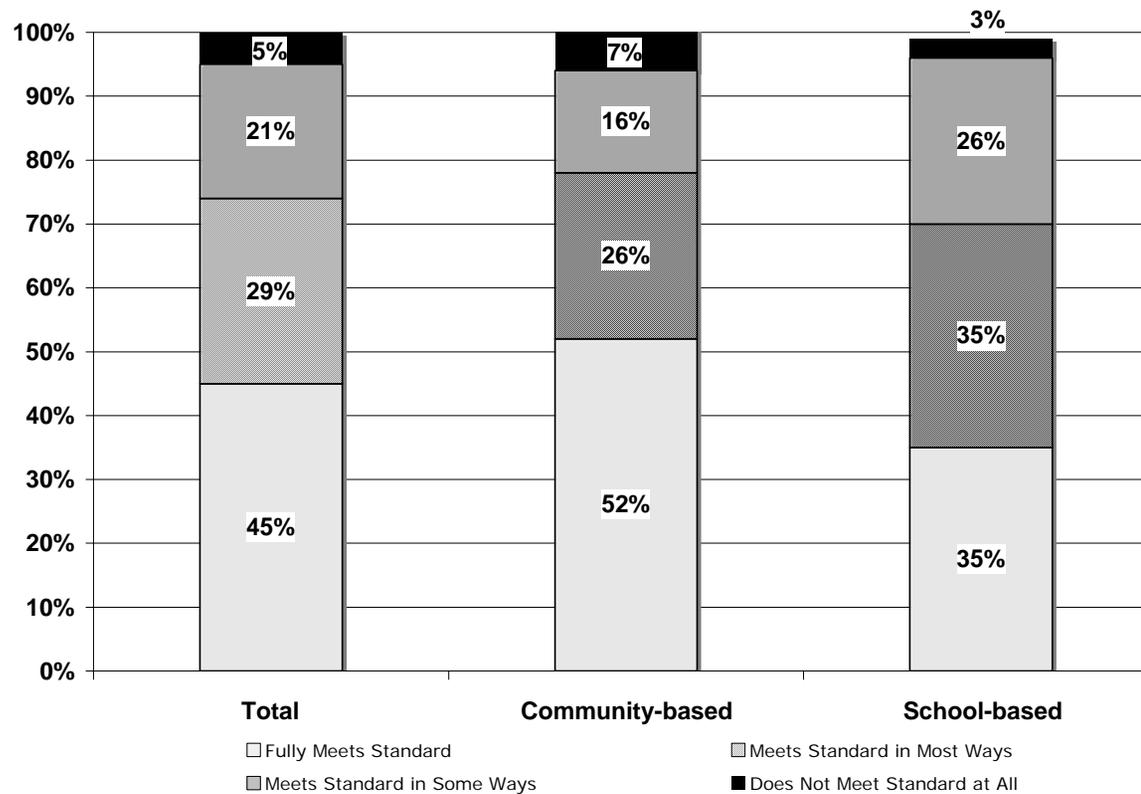
## Adherence to Mentor Michigan's Quality Program Standards

### **Standard 9: PROGRAM EVALUATION**

The program conducts an evaluation process, which includes both process and outcome evaluation.

- A. The process evaluation determines the overall effectiveness of the program including tracking program activities such as mentor and mentee recruitment, screening, orientation, placement, matching system, training, and support.
  - i. Demographic information for mentors and mentees should be included.
- B. Outcome evaluation determines the outcomes results for the program participants including mentees, mentors, and sponsoring organization. Outcome evaluation includes tracking specific indicators such as school success, improvement in social skills, reduction in risk-taking behaviors, mentor retention, etc.
- C. Based on evaluation finding, the program reflects and refines the program design and operation.
- D. Evaluation finding are reported to key stakeholders within the program and the community.

**Exhibit 13: Percentage of Organizations Adhering to Standard 9 - Program Evaluation**



### Standard 9 Findings

- Less than half of the mentoring organizations state-wide report fully meeting this standard for program evaluation.
- Feedback from organizations does not suggest that there is any intent to change their programs in order to more fully meet this standard.

*"We really do not do a program evaluation as described in your standards. We monitor recidivism through the juvenile court system."*

*"We do not track many outcomes from the kids other than case outcomes. We focus mostly on court outcomes, and their best interests in that."*

*"As an elementary school-based mentor program, outcome evaluation results can be inconsistent and incomplete."*

*"Demographic information for mentors and mentees is not specifically kept."*

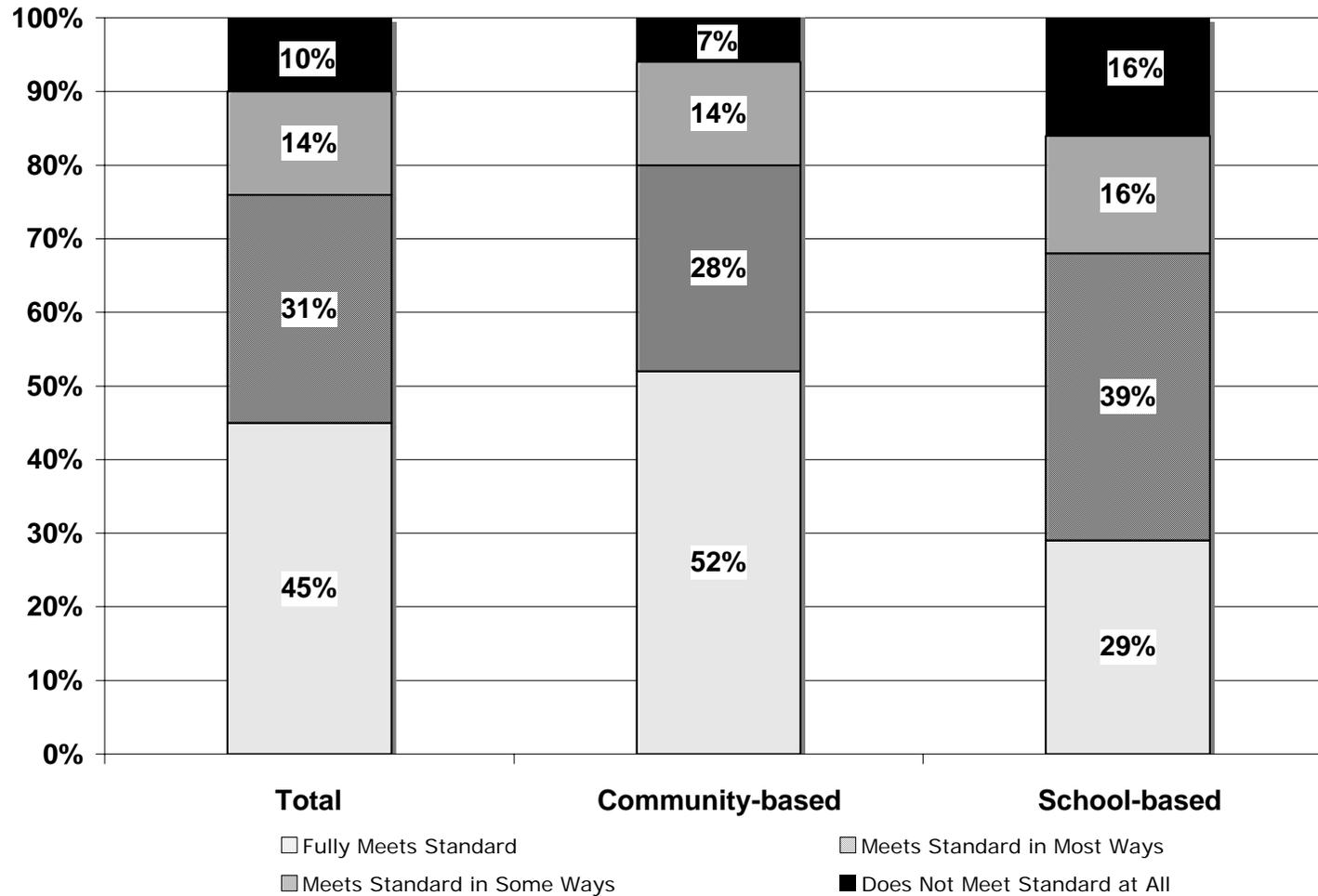
### **Standard 10: ORGANIZATIONAL MANAGEMENT**

The program has established organizational management practices. These practices include:

- A. A prudent and reasonable rationale for staffing based on the program's statement of purpose and goals, needs of mentors and mentees, available community resources, staff and volunteer skill level, and ability to meet the Mentor Michigan Quality Program Standards.
- B. Written job descriptions for all staff and volunteer positions.
- C. Paid or volunteer staff with appropriate skills to complete necessary program functions.
- D. Composition of personnel, volunteers, and program participants that reflects the diversity of the community, as appropriate for program effectiveness.
- E. Written administrative, financial, and program operating procedures.
- F. Written eligibility requirements for program participants.
- G. Registration with Mentor Michigan.
- H. A comprehensive system for managing program information including finances, personnel records, program activity, mentor/mentee matches, and program evaluation.
- I. A fund development plan that allows for diversified resources to support and sustain the program.
- J. A public relations and communication plan to educate the community, stakeholders, and other target markets about the need for mentoring and the value of the mentoring program.
  - i. Mentor recruitment is part of this plan.

## Adherence to Mentor Michigan's Quality Program Standards

Exhibit 14: Percentage of Organizations Adhering to Standard 10 - Organizational Management



### Standard 10 Findings

- Forty-five percent of organizations state-wide report that they fully meet this standard. A full 10% report that they do not meet this standard at all.
- As with the standard for program evaluation, the nature of these mentoring programs seems to limit the organizations' ability to comply with this standard for organizational management.
- Feedback from organizations seems to suggest that compliance with this standard is not a priority.

*"Many of these standards are not appropriate for school-based mentor programs, other than what the school district requires."*

*"Because of the nature of this program, there is no paid staff or finances."*

*"We barely have time to do the once a month meetings with mentors/mentees."*

*"We have tried to get other staff members to assist us but because our program is voluntary we have been unsuccessful."*

*"We don't meet any of this and will not as it is not our primary function."*

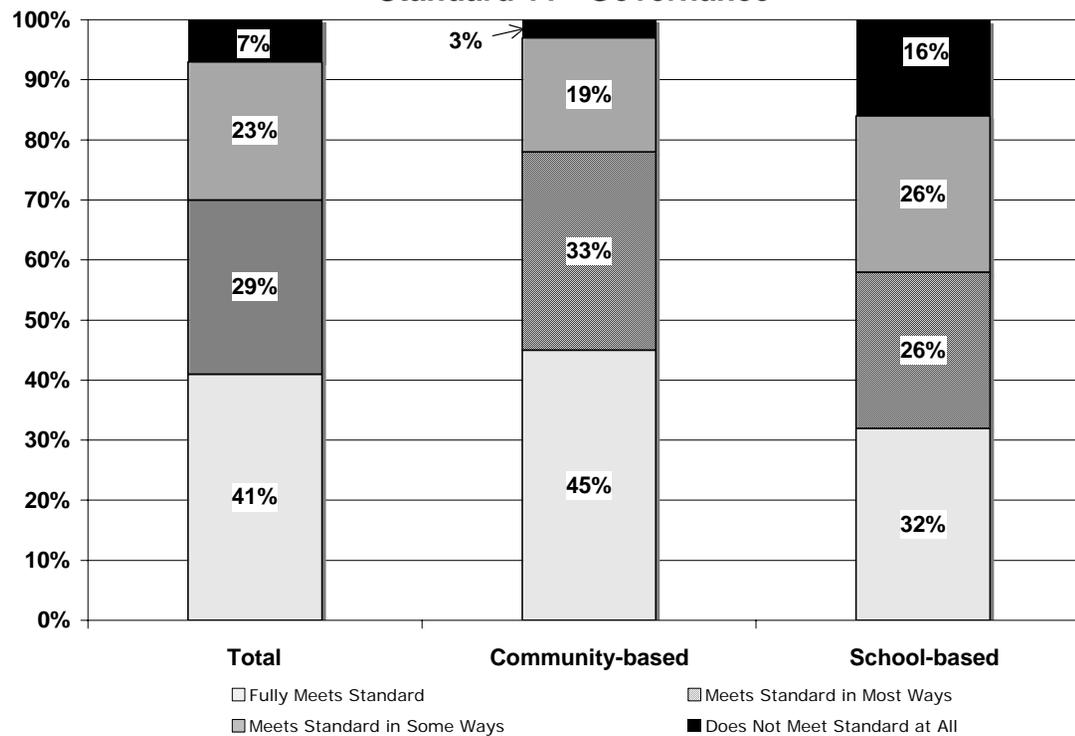
## Adherence to Mentor Michigan's Quality Program Standards

### **Standard 11: GOVERNANCE**

The program has a governance structure that includes a volunteer (non-compensated) board of directors or advisory council with established governance practices. The following governance items are in place:

- A. Board member roles and responsibilities.
- B. A well-defined mission
- C. Established operating policy.
- D. Established structure for organization oversight.
- E. A written, current strategic planning document that includes community input.
- F. Written administrative and program policies, including risk management, confidentiality, conflict of interest, human resources, and financial management.
- G. Liability insurances (Director and Officer, General, Volunteer, etc.)
- H. Adequate financial and in-kind resources.

**Exhibit 15: Percentage of Organizations Adhering to Standard 11 - Governance**



### Standard 11 Findings

- Only 41% of organizations state-wide fully meet this standard for governance. Community-based organizations are only slightly more compliant, with 45% reporting that they fully comply.
- Feedback from organizations suggests that limited financial resources, and lack of an advisory board and a mission statement keep these organizations from complying with the standard.
- While a couple of organizations comment that they intend to work towards compliance, more seem disinclined to make this a priority.

*"We do not have adequate financial resources. We are working on it."*

*"We do not have a board or administration."*

*"Our advisory board is for our agency, not just for the mentoring. We do not have a strategic plan."*

*"We don't have Board Members."*

*"No community input."*

*"We don't have a well-defined mission, so we will work on that."*

*"We need money and sustainability."*

*"Don't know if this is the right time in our program's development to have an official advisory board."*

*"No possibility of complete compliance in the next several years."*