



E-MENTORING

SUPPLEMENT TO THE

***ELEMENTS OF EFFECTIVE
PRACTICE FOR MENTORING***

December 2019



MENTOR

RECOMMENDATIONS FOR E-MENTORING PROGRAMS TO SUPPLEMENT THE EEPM

The following supplementary recommendations can support e-mentoring programs as they implement services and build strong online or virtual relationships. These recommendations will be most relevant to e-mentoring programs where youth participants are matched with more experienced mentors, but some may also be relevant to programs that offer unmatched group mentoring and discussion platforms where mentoring “conversations” occur. Please note that the ability of participants to additionally interact in-person with one another will vary widely from program to program, depending on program rules and geographic proximity, and may influence the relevance of some of the recommendations here. Also note that in instances where the program is implemented by a classroom teacher, after-school program staff, or other employees of partner organizations and host sites, we have considered those

individuals to be part of the staffing of the mentoring program and may refer to them here as “program staff” even though they technically work for that partner organization.

STANDARD 1 – RECRUITMENT

Standard: Recruit appropriate mentors and mentees by realistically describing the program’s aims and expected outcomes.

BENCHMARKS:

Mentor Recruitment

B.1.1 Program engages in recruitment strategies that realistically portray the benefits (to society, the company, and to mentees), practices, supports, and challenges of mentoring in the program.

- ❑ **Recommendation 1:** Program recruitment messages offer a realistic portrayal of this e-mentoring opportunity, including the benefits, practices, supports, and challenges associated with the program’s platform and mentoring activities.
- ❑ **Recommendation 2:** Program recruitment messages convey the benefit of e-mentoring for the unique population served by the program (e.g., youth with disabilities).
- ❑ **Recommendation 3:** Program uses recruitment messages that detail the training, technical support, and safety practices (both for participants and for data protection) of the program.



❑ **Recommendation 4:** Program recruitment messages clarify any technology or network requirements for participating.

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

❑ **Recommendation 5:** Program conveys benefits and advantages of communicating using technology as an exclusive or primary communication approach in the program and builds mentor enthusiasm for e-mentoring, generally.

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

❑ **Recommendation 6:** Program recruits mentors who are comfortable using electronic means of communication to build a relationship.

❑ **Recommendation 7:** Program recruits mentors who have relevant experience or familiarity using the specific technology employed by the program.

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.

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

May not be relevant for e-mentoring programs depending on their structure, setting, or other factors.

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 8:** For parents and guardians, program emphasizes the safety procedures and practices of the program.

❑ **Recommendation 9:** For parents and guardians, program recruitment messages clarify any technology or network requirements for participating.

❑ **Recommendation 10:** Program recruitment messages offer mentees a realistic portrayal of the experience of mentoring through electronic means.

❑ **Recommendation 11:** Program recruitment messages convey the benefit of e-mentoring for the unique population of youth served by the program (e.g., youth with disabilities), when appropriate.

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

PARTNER ORGANIZATION RECRUITMENT

New B.1.8 E-MENTORING: Mentoring program recruits schools, after-school programs, and other partners sites that can provide the staff time, technology resources, and other supports needed to successfully implement the e-mentoring program.

New B.1.9 E-MENTORING: Recruitment messages for partner organizations should include information about:

- a. Why e-mentoring is a good fit to meet the needs of the youth served by the partner.
- b. A realistic portrayal of the online or virtual mentoring experience.
- c. Information about the safety and technology support features of the program and the platform used for mentor-mentee communication.

ENHANCEMENTS

Mentor Recruitment

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

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.

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

Screen prospective mentors to determine whether they have the time, commitment, and personal qualities to be a safe and effective mentor and screen prospective mentees, and their parents or guardians, about whether they have the time, commitment, and desire to be effectively mentored.

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 1:** Program should establish criteria for:

- a. Identifying whether prospective mentors have reliable access to the technology needed to participate in the program.
- b. Determining mentors' comfort using the relevant technology and if training can adequately address mentors' technology use challenges or if these factors are disqualifying.
- c. Determining mentors' competencies in communicating effectively using the relevant technology and if training can adequately address mentors' effective communication skills or if these factors are disqualifying.

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



❑ **Recommendation 2:** The application form should include methods for assessing mentors' comfort, competence, and preferences in communicating using the relevant technology that will be used to communicate with youth.

❑ **Recommendation 3:** The application form should gather information about whether the prospective mentor has reliable access to the technology and/or network needed to participate in the program.

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 4:** Program conducts either an in-person, video conference, or phone interview with prospective mentors.

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.

❑ **Recommendation 5:** Program searches for and reviews prospective mentors' online presence and publicly accessible social media accounts to see how they communicate in online settings.

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 youth.

May not be relevant for e-mentoring programs depending on their structure, setting, or other factors.

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.

❑ **Recommendation 6:** For programs that involve asynchronous communication, mentors agree to communicate with their mentee (both initiating interactions and responding) with the frequency and response time specified and required by the 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 7:** Program should establish criteria for identifying whether prospective mentees have reliable access to the technology and/or network needed to participate in the program.

❑ **Recommendation 8:** Program should establish criteria for mentees' comfort using the relevant technology and determine if training can adequately address mentees' level of comfort to meet these criteria or if these challenges are disqualifying.

❑ **Recommendation 9:** Program should set criteria around mentees' competencies with communicating effectively with the relevant technology and determine if training can adequately address mentees' communication competencies or if these challenges are disqualifying.

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

May not be relevant for e-mentoring programs depending on their structure, setting, or other factors.

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

❑ **Recommendation 10:** Parent(s)/guardian(s) should provide explicit permission for the program to collect and monitor electronic data about the child participating in the program.

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.

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.

❑ **Recommendation 11:** For programs that involve asynchronous communication, mentees agree to communicate with their mentor (both initiating and responding) with the frequency and response time required by the program.

ENHANCEMENTS

Mentor Screening

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

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.

May not be relevant for e-mentoring programs depending on their structure, setting, or other factors.

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.

May not be relevant for e-mentoring programs depending on their structure, setting, or other factors.

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 e-mentoring programs depending on 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.

Mentee Screening

E.2.7 Mentees complete an application (either written or verbally).[†]

12. For programs with open enrollment, the mentee application should include methods for determining mentees' comfort, competence and preferences in communicating using the relevant technology, especially to inform the matching process. Some programs enroll whole groups of youth (e.g., a whole classroom) and do not require an application at all.
13. For programs with open enrollment, the mentee application should gather information about whether the mentee has reliable access to the technology and /or network needed to participate in the program.

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

STANDARD 3 – TRAINING

Train prospective mentors, mentees, and mentees' parents (or legal guardians or responsible adult) in the basic knowledge, attitudes, and skills needed to build an effective and safe mentoring relationship using culturally appropriate language and tools.

BENCHMARKS

Mentor Training

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

- Recommendation 1:** Training may be delivered through online or virtual methods, but ideally

will involve direct interaction between program staff and those being trained and utilize the technology platform used by the program, when feasible. Similarly, the duration of the training may vary from program to program based on the way training is delivered and the amount of ongoing or just-in-time training and instruction provided throughout the match. Programs are still expected to provide robust and adequate pre-match training.

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, being late to meetings, and match termination).
- Recommendation 2:** Program provides training on the use of the technology platform(s).
 - Recommendation 3:** Frequency of communication and response time expectations.
 - b. Mentors' goals and expectations for the mentee, parent or guardian, and the mentoring relationship.
 - c. Mentors' obligations and appropriate roles.
 - Recommendation 4:** Supporting the youth in networking with others and building a web of support, when relevant to program goals.
 - d. Relationship development and maintenance.
 - Recommendation 5:** Skills for having an online voice and communication style that will relate to young people; tips for being personable online and displaying sufficient online etiquette; understanding online discourse (e.g., text slang, emojis, gifs, etc.).



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- e. Ethical and safety issues that may arise related to the mentoring relationship.
 - f. Effective closure of the mentoring relationship.
 - g. Sources of assistance available to support mentors.

❑ **Recommendation 6:** Training on the technical support offered by the program.

- 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.

- i. Initiating the mentoring relationship.

❑ **Recommendation 7:** Icebreakers and conversation starters.

❑ **Recommendation 8:** Encouraging mentors to share information about themselves that is age-appropriate for the mentee, ask direct and specific questions, and use an informal, friendly conversation style in the initial messages to the mentee.

- 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

❑ **Recommendation 9:** Including approved contact between participants, if any, outside of the technology employed by the program

- e. Mandatory reporting requirements associated with suspected child abuse or neglect, and suicidality and homicidality

❑ **Recommendation 10:** Common or unique ethical dilemmas created by asynchronous communication and how to resolve them

- f. Confidentiality and anonymity

❑ **Recommendation 11:** Keeping the communication platform/technology secure and confidential if being accessed from home or other public spaces

- g. Digital and social media use

❑ **Recommendation 12:** Sharing of social media outside of the platform provided by the program

- 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.

New B.3.5 E-MENTORING: Programs training mentors remotely using technology should include learning checks or other methods of determining that mentors have fully completed the training and understood the content, especially if mentors are empowered to go through the training asynchronously on their own.

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.

This volume of pre-match training may not be relevant for e-mentoring programs depending on their structure and goals, but they may want to offer more robust training if mentors are offering support to youth with highly elevated levels of risk or mentors and youth will be working closely together on complicated projects or goals.

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

- a. How developmental functioning may affect the mentoring relationship

Recommendation 13: How the developmental age of the youth might influence their use of and proficiency with communicating via technology

- 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

Recommendation 14: Program offers ongoing training on improving the online communication styles and competencies of mentors

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 15: Use of the technology platform(s)

Recommendation 16: Frequency of communication and response time expectations; tips for being personable and conversational when interacting with their mentor and displaying sufficient online etiquette

Recommendation 17: Training on the technical support offered by the program

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

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- ❑ **Recommendation 18:** Pre-match (and ongoing) training on improving the online communication styles and competencies of mentees
 - f. Ethics and safety in mentoring relationships
 - g. Initiating the mentoring relationship
 - ❑ **Recommendation 19:** Icebreakers and conversation starters
 - ❑ **Recommendation 20:** Encouraging mentees to share appropriate information about themselves, ask direct and specific questions, overcome initial shyness or inhibitions, and generally use a friendly conversation style in the initial messages to the mentor
 - h. Effective closure of the mentoring relationship
 - i. Internet safety (NEW)

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.

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 21:** Use of the technology platform(s)

- ❑ **Recommendation 22:** Frequency of communication and response time expectations
- ❑ **Recommendation 23:** Training on the technical support offered by the program
 - c. Parents' and mentees' goals for mentoring
 - d. Mentors' obligations and appropriate roles
 - e. Mentees' obligations and appropriate roles
 - f. Ethics and safety in mentoring relationships
- ❑ **Recommendation 24:** How and when to contact program staff with ethical or safety concerns
 - 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.



STANDARD 4 – MATCHING & INITIATING

Match mentors and mentees, and initiate the mentoring relationship using strategies likely to increase the odds that mentoring relationships will endure and be effective.

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 1:** Program considers the online communication styles and preferences of mentors and mentees when matching, particularly in programs where relationship closeness is important to achieving program outcomes.

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.

❑ **Recommendation 2:** Program provides mentors and youth with icebreakers (using the program platform(s)) and discussion topics to initiate the getting-to-know-you process.

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.

❑ **Recommendation 3:** Asynchronous programs should develop a policy around who initiates the first contact between the match and may

consider having a staff member make a formal introduction between mentor and mentee as a way of initiating the match.

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.

❑ **Recommendation 4:** Commitment agreements may be handled electronically rather than in person depending on the setting and structure of the program.

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 e-mentoring programs that are offering a pure peer-to-peer mentoring experience; otherwise should still be a strongly considered practice.

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.

May not be relevant for e-mentoring programs depending on their structure, setting, or other factors.

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.

May not be relevant for e-mentoring programs depending on their structure, setting, or other factors.

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 5:** Program clarifies any school or family rules that would limit mentees' screen time or online availability.

STANDARD 5 – MONITORING & SUPPORT

Monitor mentoring relationship milestones and child safety; and support matches through providing ongoing advice, problem-solving, training, and access to resources for the duration of each relationship.

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.

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 1:** Program discusses during each check-in:
- Whether the mentor has had any technical challenges using the program platform or relevant technology.
 - Whether the mentor had any challenges engaging in program activities or conversation with the mentee using the program technology.
 - Any important upcoming program dates, events, activities, or milestones.

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.

❑ **Recommendation 2:** Program discusses during each check-in:

- Whether the mentee has had any technical challenges using the program platform or relevant technology.
- Whether the mentee had any challenges engaging in program activities or conversation with the mentor using the program technology.
- Any important upcoming program dates, events, activities, or milestones.

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 some e-mentoring programs depending on their structure and setting, but may still be relevant for those that are serving youth under 18 and have an expectation of close, mutual relationships.

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 e-mentoring programs depending on their structure and setting, especially their ability to easily connect with these types of third-party informants.

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 3:** Programs regularly analyze data collected by the platform or technology, which includes log-in and usage data, as well as the content of mentor-mentee interactions, to:

- Ensure that participants are not sharing inappropriate information or otherwise violating program rules.
- Identify matches that may need additional support, coaching, or encouragement to participate.

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 4:** Program makes on-demand or just-in-time training and support available to mentors who need to discuss issues or challenges in the relationship or who need to build additional skills.

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.

Recommendation 5: Program makes on-demand support available to mentees (and parents and guardians) who need to discuss issues or challenges in the relationship and/or in the use of the technology/platform.

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

See training section for ongoing training topics.

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.

New B.5.13 E-MENTORING: Program provides ongoing match activity ideas and discussion prompts periodically throughout the duration of the program in accordance with its goals and objectives.

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.

May not be relevant for e-mentoring programs depending on their structure, setting, or other factors.

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.

May not be relevant for e-mentoring programs depending on their structure, setting, or other factors.

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

May not be relevant for e-mentoring programs depending on their structure, setting, or other factors.

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

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

Facilitate bringing the match to closure in a way that affirms the contributions of the mentor and mentee, and offers them the opportunity to prepare for the closure and assess the experience.

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.

Recommendation 1: Program coordinates closure timeline with organizational partners and implementation sites to ensure that matches are clear around final communication dates and that program schedules align with those of schools and other partners.

Recommendation 2: Program requires a final series of communications between mentor and mentee that allow them to thank each other and, when relevant, reflect together on the relationship.



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.

☐ **Recommendation 3:** An online exit survey may be more appropriate for some programs.

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

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
- e. Review of program rules for post-closure contact

☐ **Recommendation 4:** Program reviews policies around future social media interaction or required restrictions for social media accounts or other online communication between mentors and mentees.

- 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 re-matching, 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

☐ **Recommendation 5:** Program reviews policies around future social media interaction or required restrictions for social media accounts or other online communication between mentors and mentees.

- g. Creation of a plan for the last match meeting, if possible
- h. Discussion of possible re-matching, 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 6: Programs may offer an online or virtual celebration event if doing one in-person is not feasible.

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:

Deloitte.