
QUALITY PROGRAM STANDARDS FOR YOUTH MENTORING



Program Self-Assessment Checklist

The Mentor Michigan Quality Program Standards for Youth Mentoring were developed to assist Michigan's mentoring programs in operating with the highest possible quality. The Standards are in place in order for youth to receive the most beneficial and productive results from a mentoring relationship.

The Standards are not meant to certify or accredit mentoring programs. They provide a planning and assessment framework that can assist new programs with their efforts to design and implement the best possible youth mentoring program. These Standards also "raise the bar" for existing mentoring programs and will assist programs in their continuous improvement efforts. They provide a basis for programs (board, staff, and other constituents) to make a conscious comparison of existing structures and determine how to improve to best meet the needs of youth and families in the identified service area.

The purpose of this checklist is to provide youth mentoring programs with a tool for self-assessment. As programs work to continually improve their operations and services to the communities they serve, this checklist can provide benchmarks for progress. Programs should use this instrument to determine areas of potential improvement needed and also to identify those components of quality youth mentoring that are strengths of the organization.

This checklist is meant to be used on the program level, not for the entire organization.

Standard 1: DEFINITION OF YOUTH MENTORING

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

CRITERIA	POSSIBLE EVIDENCE
<p>To Meet the Standard:</p> <p>Yes No N/A <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>A. Community-based mentoring programs provide for consistent contact between mentors and mentees for a minimum of one calendar year. Meetings must occur several times each month for a minimum of four (4) hours per month</p>	<p>To Meet the Standard:</p> <p>A. For community-based mentoring program:</p> <ul style="list-style-type: none"> <input type="radio"/> Mentors and mentees meet for one calendar year minimum. <input type="radio"/> Match meetings occur several times each month for a minimum of four (4) hours per month.
<p>Yes No N/A <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>B. School-based mentoring programs provide for weekly contact between mentors and mentees that lasts for a minimum of one academic year.</p>	<p>B. For school-based/site-based mentoring programs:</p> <ul style="list-style-type: none"> <input type="radio"/> Mentors and mentees have contact weekly. <input type="radio"/> Matches last for minimum of one academic year.
<p>Yes No N/A <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>C. A ratio of mentees to mentors of no more than 4:1 for group mentoring, which includes a consistent relationship between the one mentor and the same four mentees.</p>	<p>C. Group mentoring program models should also:</p> <ul style="list-style-type: none"> <input type="radio"/> Maintain a ratio of no more than 4:1 mentees to mentor. <input type="radio"/> Ensure a consistent relationship exists between one mentor and the same four mentees. <p>*Site-based mentoring can occur at a church, community center, etc.</p> <p>*Group mentoring can occur in either community-based, school-based, or site-based mentoring programs.</p>

Standard 2: RECRUITMENT PLAN

The program has a comprehensive recruitment plan for mentors and mentees.

The program also has a system for timely mentor and mentee follow-up and enrollment.

CRITERIA	POSSIBLE EVIDENCE
<p>To Meet the Standard:</p> <p>Yes No <input type="checkbox"/> <input type="checkbox"/></p> <p>A. Strategies that portray accurate expectations, eligibility, and benefits for mentors and mentees.</p>	<p>To Meet the Standard:</p> <p>A.</p> <ul style="list-style-type: none"> <input type="radio"/> Written policy defines timeline for defining timely mentor/mentee follow up and enrollment. <input type="radio"/> Written policies on youth and mentor eligibility including program requirements.
<p>Yes No <input type="checkbox"/> <input type="checkbox"/></p> <p>B. Year-round marketing and public relations for mentor recruitment.</p>	<p>B.</p> <ul style="list-style-type: none"> <input type="radio"/> Written year-round marketing plan exists and is followed.
<p>Yes No <input type="checkbox"/> <input type="checkbox"/></p> <p>C. Targeted outreach of mentors and mentees based on program objectives and participant needs.</p>	<p>C.</p> <ul style="list-style-type: none"> <input type="radio"/> Documentation that target audience(s) is identified in program planning process. <input type="radio"/> Marketing materials are targeted to an identified audience.
<p>Yes No <input type="checkbox"/> <input type="checkbox"/></p> <p>D. Clearly stated program goals and objectives.</p>	<p>D.</p> <ul style="list-style-type: none"> <input type="radio"/> Written program overview that contains clearly stated goals and objectives.
<p>Yes No <input type="checkbox"/> <input type="checkbox"/></p> <p>E. A written position description outlining roles and responsibilities.</p>	<p>E.</p> <ul style="list-style-type: none"> <input type="radio"/> Written position description for mentors. <input type="radio"/> Written responsibilities description for mentees.
<p>Yes No N/A <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>F. Volunteer opportunities beyond mentoring available within the organization (i.e., special events, fundraising, outreach, office support, committees, etc.).</p>	<p>F.</p> <ul style="list-style-type: none"> <input type="radio"/> Written volunteer position description for service roles other than direct mentoring.

Standard 3: ELIGIBILITY SCREENING

The program screens mentors and mentees for eligibility.

CRITERIA	POSSIBLE EVIDENCE
<p>To Meet the Standard:</p> <p>Yes No <input type="checkbox"/> <input type="checkbox"/></p> <p>A. For Mentees:</p> <ol style="list-style-type: none"> 1. A written application, which is reviewed by trained staff or volunteers. 2. Parent/guardian written permission. 3. A face-to-face interview between trained staff or volunteer with the youth and family is highly recommended. 	<p>To Meet the Standard:</p> <p>A. For Mentees:</p> <ul style="list-style-type: none"> <input type="radio"/> Documented review by staff/trained volunteer of all applications for eligibility and acceptance. <input type="radio"/> Utilize mentee screening procedure, including: <ul style="list-style-type: none"> <input type="radio"/> Parent/Guardian Permission Form. <input type="radio"/> Written Mentee application.
<p>Yes No <input type="checkbox"/> <input type="checkbox"/></p> <p>B. For Mentors:</p> <ol style="list-style-type: none"> 1. A written application, which is reviewed by trained staff or volunteers. 2. A face-to-face interview with trained staff or volunteer is highly recommended. 3. Reference checks (personal/professional). 4. A background check which includes: <ol style="list-style-type: none"> a. State criminal history check by fingerprint (ideal) or name. b. Driving record check and proof of insurance for mentors transporting youth. c. Sex offender registry check. 5. The following checks are strongly recommended: <ol style="list-style-type: none"> a. Child abuse registry check. b. Local criminal history check. c. Federal criminal history fingerprint check. 6. Organization has a process for rescreening existing volunteers on a regular basis. 7. Suitability criteria that relates to the needs of the target mentee population and the program's statement of purpose. This could include some or all of following: personality profile, skill identification, gender, age, language and racial requirements, level of education, career interest, motivation for volunteering, and academic standing. 8. Agreement to complete training and orientation and meet program expectations. 	<p>B. For Mentors:</p> <ul style="list-style-type: none"> <input type="radio"/> Formal selection process is utilized for adult and youth mentor selection, including: <ul style="list-style-type: none"> <input type="radio"/> Written application. <input type="radio"/> Face-to-face interview. <input type="radio"/> State criminal background check (adult applicants). <input type="radio"/> Driving record check and proof of insurance for those mentors transporting mentees. <input type="radio"/> Reference checks. <input type="radio"/> Sex offender registry check. <input type="radio"/> Orientation and training session(s) attended by applicants. <input type="radio"/> Mentor Agreement Form signed by each accepted mentor and on file. <input type="radio"/> Process for rescreening existing volunteers on regular basis or as prescribed by law. <input type="radio"/> Staff/trained volunteer reviews all applications for eligibility and acceptance. <input type="radio"/> Signed agreement to complete orientation and training requirements and meet program expectations. <input type="radio"/> Child abuse registry check conducted. <input type="radio"/> Local criminal background check conducted on prospective adult volunteers. <input type="radio"/> Federal criminal background fingerprint check conducted on prospective adult volunteers. <input type="radio"/> Matching criteria are documented and utilized to help ensure successful match based on identified criteria.
<p>Yes No N/A <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>C. If the program uses youth mentors:</p> <ol style="list-style-type: none"> 1. Application process that includes a parental consent form. 2. Face-to-face interview. 3. Reference checks of at least two personal nonrelated adults (one from school staff and one person external to school). 4. Agreement to complete training and orientation and meet program expectations. 	<p>C. For Youth Mentors:</p> <ul style="list-style-type: none"> <input type="radio"/> Written application. <input type="radio"/> Signed parental consent form for youth mentors. <input type="radio"/> Face-to-face interview. <input type="radio"/> Reference checks. <input type="radio"/> Signed agreement to complete orientation and training requirements and meet program expectations.
<p>Yes No <input type="checkbox"/> <input type="checkbox"/></p> <p>D. Mentor and mentee applications and all relevant data are reviewed for eligibility and acceptance.</p>	<p>D. For Mentees:</p> <ul style="list-style-type: none"> <input type="radio"/> Face-to-face interviews conducted with prospective mentees and families.

Standard 4: ORIENTATION AND TRAINING

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

CRITERIA	POSSIBLE EVIDENCE
<p>To Meet the Standard:</p> <p>Yes No <input type="checkbox"/> <input type="checkbox"/></p> <p>A. The program orientation for mentor, mentee, and parent/guardian clearly outlines the programs and includes the following formation:</p> <ol style="list-style-type: none"> 1. Program overview. 2. Program description. 3. Description of mentor and mentee eligibility and time commitment. 4. Program benefits and rewards. 	<p>To Meet the Standard:</p> <p>A.</p> <ul style="list-style-type: none"> <input type="radio"/> Documentation (written or electronic) of orientation for prospective mentees that consists of program overview, eligibility requirements, and program description, as well as time commitments and expectations of mentors, mentees, and parents/guardians. <input type="radio"/> Documentation (written or electronic) of orientation for prospective mentors which includes program overview, eligibility requirements, program description, time commitments, and program benefits and rewards.
<p>Yes No <input type="checkbox"/> <input type="checkbox"/></p> <p>B. The program training, which takes place in one or multiple sessions lasting a minimum of two hours, includes:</p> <ol style="list-style-type: none"> 1. A summary of program policies. 2. Description of roles, responsibilities, and expectations. 3. Discussion regarding building a healthy mentoring relationship. 4. Information referral and support services (e.g., libraries, tutoring labs, parks, etc.). 5. Age appropriate activities for mentee skill development. 6. Cross cultural and diversity awareness training including cultural sensitivity and appreciation. 7. Child abuse reporting and recognition including youth safety issues. 8. Crisis management and problem solving resources. 9. Establishing appropriate boundaries. 10. Guidelines regarding confidentiality, risk, and liability management. 11. Communication skills. 12. Explanation of site rules, as applicable. 13. Match closure procedures. 	<p>B.</p> <ul style="list-style-type: none"> <input type="radio"/> Training program for prospective mentors is conducted that includes printed resources for the following topics: <ul style="list-style-type: none"> <input type="radio"/> Program policies and procedures. <input type="radio"/> Position description, responsibilities, and expectations of mentors. <input type="radio"/> Building healthy mentoring relationships. <input type="radio"/> Referral and support services available to assist mentors and matches. <input type="radio"/> Age-appropriate activity suggestions. <input type="radio"/> Diversity and cultural awareness and sensitivity. <input type="radio"/> Recognizing and reporting potential child abuse. <input type="radio"/> Crisis management and problem-solving resources. <input type="radio"/> Establishing boundaries in the mentoring relationship. <input type="radio"/> Guidelines regarding confidentiality, risk management, and liability issues. <input type="radio"/> Effective communication. <input type="radio"/> Match closure procedures. <input type="radio"/> Reporting requirements. <input type="radio"/> Site rules. <input type="radio"/> Agenda/sign-in sheets from trainings.
<p>Yes No <input type="checkbox"/> <input type="checkbox"/></p> <p>C. Ongoing training sessions as necessary.</p>	<p>C. Documentation of ongoing training could include:</p> <ul style="list-style-type: none"> <input type="radio"/> Agendas and/or handout materials. <input type="radio"/> Calendars. <input type="radio"/> Sign-in sheets. <input type="radio"/> Case notes/staff logs. <input type="radio"/> Email or telephone logs.
<p>Yes No <input type="checkbox"/> <input type="checkbox"/></p> <p>D. Ample opportunity for interaction with the assigned program staff.</p>	<p>D.</p> <ul style="list-style-type: none"> <input type="radio"/> Staff logs of regular match support contact with mentoring matches (in person, email, and/or phone)

Standard 5: MATCHING STRATEGY

The program well-documented matching strategy.

CRITERIA	POSSIBLE EVIDENCE
<p>To Meet the Standard:</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>A. Is consistent with the program's statement of purpose.</p>	<p>To Meet the Standard:</p> <p>A.</p> <ul style="list-style-type: none"> <input type="radio"/> Written matching strategy is consistent with program's statement of purpose.
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>B. Requires that the mentor and mentee meet regularly as defined by the program expectations.</p>	<p>B.</p> <ul style="list-style-type: none"> <input type="radio"/> Match agreement that defines expectations for regular mentor/mentee contact.
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>C. Has criteria for matches, including some or all of the following: gender, age, language requirements, availability, disabilities, youth needs, interests, preferences, life experience, and temperament.</p>	<p>C.</p> <ul style="list-style-type: none"> <input type="radio"/> Documented matching criteria exists. <input type="radio"/> Matches are made according to documented matching criteria.
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>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.</p>	<p>D.</p> <ul style="list-style-type: none"> <input type="radio"/> Signed mentor, mentee, and parent/guardian agreements on file.
<p>Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/></p> <p>E. Matches one trained mentor with no more than four youth for group mentoring.</p>	<p>E. For Group Mentoring Programs:</p> <ul style="list-style-type: none"> <input type="radio"/> No more than four youth matched with one mentor.

Standard 6: MATCH MONITORING PROCESS

The program maintains a process that monitors and supports mentoring matches.

CRITERIA	POSSIBLE EVIDENCE
<p>To Meet the Standard:</p> <p>Yes No <input type="checkbox"/> <input type="checkbox"/></p> <p>A. Consistent communication between staff, mentors, and mentees.</p>	<p>To Meet the Standard:</p> <p>A. <input type="radio"/> Evidence of regular communication between staff and mentors, staff and mentees, and mentors and mentees. Examples include face-to-face meetings, telephone or email logs, and/or newsletters.</p>
<p>Yes No <input type="checkbox"/> <input type="checkbox"/></p> <p>B. Maintenance of a confidential file containing documentation of the application, screening, staff follow-up and input on match, and mentor input on match.</p>	<p>B. <input type="radio"/> Participant files are kept in confidential, locked files that are only accessible to authorized individuals.</p>
<p>Yes No <input type="checkbox"/> <input type="checkbox"/></p> <p>C. Input from mentee, mentor, family, community partners, and/or others significant in the mentee's life.</p>	<p>C. <input type="radio"/> Evidence of regular input from mentor, mentee, family members, community partners, and/or others on impact of mentoring program on mentee's life. This could include surveys, interview data, etc.</p>
<p>Yes No <input type="checkbox"/> <input type="checkbox"/></p> <p>D. Management of grievances, boundaries, premature match closure, rematching, and interpersonal problem solving.</p>	<p>D. <input type="radio"/> Documented procedures for managing grievances, boundary issues, premature match closures, rematching procedures, and interpersonal problem solving.</p>
<p>Yes No N/A <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>E. Providing mentors of community-based programs with appropriate health forms, emergency contacts, and permission forms.</p>	<p>E. <input type="radio"/> Completed health forms, permission slips, and emergency contact numbers are provided to mentors in community-based programs.</p> <p>Note: School-based/site-based mentoring programs should have a system in place to have access to confidential mentee health and emergency information during program hours.</p>

Standard 7: MENTOR SUPPORT, RECOGNITION, AND RETENTION

The program supports mentoring relationships, recognizes volunteers, and has strategies for volunteer retention.

CRITERIA	POSSIBLE EVIDENCE
<p>To Meet the Standard:</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>A. A kick-off event held on a regular basis (e.g., annually, seasonally).</p>	<p>To Meet the Standard:</p> <p>A.</p> <ul style="list-style-type: none"> <input type="radio"/> Kick-off event announcements.
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>B. Ongoing recognition, appreciation activities, and celebration.</p>	<p>B.</p> <ul style="list-style-type: none"> <input type="radio"/> Thank you/appreciation letters to mentors. <input type="radio"/> Flyers from recognition events. <input type="radio"/> Copies of certificates for mentor appreciation. <input type="radio"/> Copies of volunteer award nominations.
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>C. Ongoing peer support groups for volunteers, participants, and others.</p>	<p>C.</p> <ul style="list-style-type: none"> <input type="radio"/> Mentor/mentee match meeting agendas/outlines. <input type="radio"/> Announcements/flyers for mentor support meetings and group match activities.
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>D. Ongoing training and development.</p>	<p>D.</p> <ul style="list-style-type: none"> <input type="radio"/> Training agenda/announcements for ongoing training opportunities.
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>E. Reflection on relevant issues.</p>	<p>E.</p> <ul style="list-style-type: none"> <input type="radio"/> Mentor meeting agendas. <input type="radio"/> Case notes documenting conversations between mentors and staff. <input type="radio"/> Updates and information sharing for mentors on relevant mentoring topics, using a variety of communication media.
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>F. Relevant and timely information dissemination.</p>	<p>F.</p> <ul style="list-style-type: none"> <input type="radio"/> Copies of emails, newsletters, flyers, etc.
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>G. Making mentors aware of volunteer opportunities for mentors and mentees, such as “Make a Difference Day”, Martin Luther King, Jr. Day of Service, etc.</p>	<p>G.</p> <ul style="list-style-type: none"> <input type="radio"/> Copies of emails, newsletters, flyers, etc. <input type="radio"/> Calendar of events for social and educational activities planned for matches.
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>H. Providing networking opportunities for mentors with appropriate resource organizations.</p>	<p>H.</p> <ul style="list-style-type: none"> <input type="radio"/> Updates and information on a variety of topics through a variety of communication vehicles. <input type="radio"/> Calendars or newsletters documenting opportunities for mentors to meet with professionals from resource organizations.
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>I. Newsletters, annual reports, and other correspondence with mentors, mentees, supporters, and funders to share program accomplishments.</p>	<p>I.</p> <ul style="list-style-type: none"> <input type="radio"/> Newsletters and annual reports.
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>J. Structured activities or processes to ease anxieties that may occur at match meetings.</p>	<p>J.</p> <ul style="list-style-type: none"> <input type="radio"/> Samples of forms, icebreakers, and activities that are used during match meetings.
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>K. Social gatherings for matches.</p>	<p>K.</p> <ul style="list-style-type: none"> <input type="radio"/> Announcements for upcoming community activities sent to matches.

Standard 8: MATCH CLOSURE

The program has a process for effective match closure.

CRITERIA	POSSIBLE EVIDENCE
<p>To Meet the Standard:</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>A. Exit interviews, including efforts and outcomes, between:</p> <ul style="list-style-type: none"> a. Mentee and staff. b. Mentor and staff. c. Mentor and mentee. 	<p>To Meet the Standard:</p> <p>A.</p> <ul style="list-style-type: none"> <input type="radio"/> Written closure policy that includes a policy on appropriate future contacts between mentor and mentee and assistance in defining the process for achieving personal goals for mentees. <input type="radio"/> Documentation of exit interviews in mentor and mentee files.
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>B. Parent/guardian notification and communication, when applicable.</p>	<p>B.</p> <ul style="list-style-type: none"> <input type="radio"/> Documentation of notification to the parent/guardian of match closures.
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>C. A clearly stated written policy describing appropriate future contacts between mentor and mentee.</p>	<p>C.</p> <ul style="list-style-type: none"> <input type="radio"/> Written policy describing appropriate future contacts between mentor and mentee.
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>D. Assistance in defining process for achieving personal goals for mentees.</p>	<p>D.</p> <ul style="list-style-type: none"> <input type="radio"/> Documentation of conversation with mentee about future goals.
<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>E. A process for re-engaging the volunteer as mentor or in other areas of the program.</p>	<p>E.</p> <ul style="list-style-type: none"> <input type="radio"/> Documented plan for re-engaging volunteers as mentors or in other areas of the mentoring program.

Standard 9: PROGRAM EVALUATION

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

CRITERIA	POSSIBLE EVIDENCE
<p>To Meet the Standard:</p> <p>Yes No <input type="checkbox"/> <input type="checkbox"/></p> <p>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, support, and mentor retention.</p> <p>Demographic information for mentors and mentees should be included.</p>	<p>To Meet the Standard:</p> <p>A.</p> <ul style="list-style-type: none"> <input type="radio"/> Written documentation of evaluation plan that includes both process and outcome measures.
<p>Yes No <input type="checkbox"/> <input type="checkbox"/></p> <p>B. Outcomes evaluation measures changes in the program participants.</p> <p>Outcome measures for youth should relate to positive youth development and track specific indicators such as school success, improvement in social skills, reduction in risk-taking behaviors, etc.</p>	<p>B.</p> <ul style="list-style-type: none"> <input type="radio"/> Tracking tools to document program procedures. <input type="radio"/> Evaluation tools that measure changes in program participants, relevant to identified program outcomes.
<p>Yes No <input type="checkbox"/> <input type="checkbox"/></p> <p>C. Based on evaluation findings, the program reflects and refines the program design and operation.</p>	<p>C.</p> <ul style="list-style-type: none"> <input type="radio"/> Documented plan for incorporating evaluation data into future program planning and implementation.
<p>Yes No <input type="checkbox"/> <input type="checkbox"/></p> <p>D. Evaluation findings are reported to key stakeholders within the program and the community.</p>	<p>D.</p> <ul style="list-style-type: none"> <input type="radio"/> Written reports to key stakeholders containing results of evaluation.

Standard 10: ORGANIZATION MANAGEMENT

The program has established organizational management practices and 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.

CRITERIA	POSSIBLE EVIDENCE
<p>To Meet the Standard:</p> <p>Yes No <input type="checkbox"/> <input type="checkbox"/></p> <p>A. Paid or volunteer staff with appropriate skills to complete necessary program functions.</p>	<p>To Meet the Standard:</p> <p>A. <input type="radio"/> Resumes/vitae of all paid or volunteer staff on file.</p>
<p>Yes No <input type="checkbox"/> <input type="checkbox"/></p> <p>B. Written position descriptions for all staff and volunteers.</p>	<p>B. <input type="radio"/> Written position descriptions for all paid and volunteer staff on file.</p>
<p>Yes No <input type="checkbox"/> <input type="checkbox"/></p> <p>C. Composition of personnel, volunteers, and program participants that reflects the diversity of the community, as appropriate for program effectiveness.</p>	<p>C. <input type="radio"/> Written demographic data that reflects the diversity of the community.</p>
<p>Yes No <input type="checkbox"/> <input type="checkbox"/></p> <p>D. Written procedures and a fund development plan that allows for diversified resources to support and sustain the program.</p>	<p>D. <input type="radio"/> Written fund development plan for program on file.</p>
<p>Yes No <input type="checkbox"/> <input type="checkbox"/></p> <p>E. Written eligibility requirements for program participants.</p>	<p>E. <input type="radio"/> Written eligibility requirements for prospective mentors and mentees on file.</p>
<p>Yes No <input type="checkbox"/> <input type="checkbox"/></p> <p>F. Registration with Mentor Michigan.</p>	<p>F. <input type="radio"/> Copy of Mentor Michigan registration on file.</p>
<p>Yes No <input type="checkbox"/> <input type="checkbox"/></p> <p>G. A comprehensive system for managing program information including finances, personnel records, program activity, mentor/mentee matches, and program evaluation.</p>	<p>G. <input type="radio"/> Documented financial accountability policy on file for program.</p>
<p>Yes No <input type="checkbox"/> <input type="checkbox"/></p> <p>H. 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. This plan includes mentor recruitment.</p>	<p>H. <input type="radio"/> Written public relations and communications plan on file. <input type="radio"/> Demographics of staff, board, and participants reflect the community being served and the stated program audience.</p>

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.

CRITERIA	POSSIBLE EVIDENCE
<p>To Meet the Standard:</p> <p>Yes No <input type="checkbox"/> <input type="checkbox"/> A. Board member roles and responsibilities.</p>	<p>To Meet the Standard:</p> <p>A. <input type="radio"/> Written description of board member roles and responsibilities on file.</p>
<p>Yes No <input type="checkbox"/> <input type="checkbox"/> B. A well-defined mission.</p>	<p>B. <input type="radio"/> Written mission statement. <input type="radio"/> Written, current strategic plan that supports well-defined mission.</p>
<p>Yes No <input type="checkbox"/> <input type="checkbox"/> C. Established operating policy.</p>	<p>C. <input type="radio"/> Written operating policy and organizational structure on file.</p>
<p>Yes No <input type="checkbox"/> <input type="checkbox"/> D. Established structure for program oversight.</p>	<p>D. <input type="radio"/> Agency flow chart or other documentation that describes the program structure.</p>
<p>Yes No <input type="checkbox"/> <input type="checkbox"/> E. A written, current strategic planning document that includes community input.</p>	<p>E. <input type="radio"/> A written, current strategic planning document that includes community input.</p>
<p>Yes No <input type="checkbox"/> <input type="checkbox"/> F. Written administrative and program policies, including risk management, confidentiality, conflict of interest, human resources, and financial management.</p>	<p>F. <input type="radio"/> Administrative and program policies and procedures handbook.</p>
<p>Yes No <input type="checkbox"/> <input type="checkbox"/> G. Liability insurances (Director and Officer, General, Volunteer, etc.)</p>	<p>G. <input type="radio"/> Proof of liability insurance coverage.</p>
<p>Yes No <input type="checkbox"/> <input type="checkbox"/> H. Adequate financial and in-kind resources.</p>	<p>H. <input type="radio"/> Written program budget.</p>