STANDARD 5: MONITORING AND SUPPORT WELCOME!
STANDARD 5: MONITORING & SUPPORT

• Benchmarks
  – **B5.1** Program contacts mentors and mentees at least twice per month for the first month of the match and once a month thereafter.
  – **B5.2** At each mentoring contact, program staff should ask mentors questions using a standardized procedure.
  – **B5.3** At each mentoring contact, program staff should ask mentees questions using a standardized procedure.
STANDARD 5: MONITORING & SUPPORT

• Benchmarks (cont’d)
  – B5.4 Program follows evidence-based protocol to elicit assessments from mentors and mentees about the quality of their relationship
  – B5.5 Program contacts a responsible adult in a mentee’s life twice a month for the first month and once a month thereafter.
  – B5.6 At each mentoring contact, program staff should ask parents/guardians questions using a standardized procedure.
STANDARD 5: MONITORING & SUPPORT

- Benchmarks (cont’d)
  - **B5.7** Program regularly assess all matches to determine if they should be closed or encouraged to continue.
  - **B5.8** Program documents information about each mentor-mentee meeting.
  - **B5.9** Program provides mentors with access to relevant resources to address challenges in mentoring relationships.
STANDARD 5: MONITORING & SUPPORT

• Benchmarks (cont’d)
  – **B5.10** Program provides mentees and parents or guardians with access or referrals to relevant resources to help families address needs and challenges.
  – **B5.11** Program provides one or more opportunities per year for post-match mentor training.
  – **B5.12** Program provides mentors regular feedback regarding their mentees’ outcomes to encourage mentor retention.
LEARNING OBJECTIVES

- Apply the Monitoring and Support standard from the 4th Edition of the *Elements of Effective Practice* to program practices.
- Describe the role of post-match monitoring and support in protecting child/youth safety, promoting match longevity, and achieving positive youth and program outcomes.
- Articulate the key tasks and processes involved in supporting quality mentoring relationships.
WHY IS SUPPORT SO IMPORTANT?

• Monitoring the quality of a relationship
• Continuing to ensure that children are safe
• Setting up the relationship for success
WHY IS SUPPORT SO IMPORTANT? (CONT’D)

• When relationships end badly (Spencer, 2007):
  – Unrealistic/unmet expectations
  – Deficiencies in volunteer’s rational skills including cultural differences (Unable to bridge cultural gap)
  – Family interference
  – Perceived lack of youth motivation
  – Inadequate agency support
Herrera, DuBois, Gross (2013):

- Early training increases match length
- Regular support calls to mentors increase frequency of match meetings
- Regular support calls to parents and youth increase frequency of match meetings
SUPPORT, SUPERVISION, AND MONITORING

- Clear process for checking in, seeking feedback, and handling problems
- Communicate regularly with program participants on an individual basis
- Help matches find ways to reach goals
- Address concerns that arise and manage expectations
- Bring mentors together for peer support
- Provide ongoing training activities
- Document all contacts (and attempts)
- Recognize mentors and mentees
MATCH SUPPORT TOOLS & ACTIVITIES
MATCH CHECK-IN SHEET AND RELATIONSHIP DEVELOPMENT CHECKLIST

• Are there other questions that should be included?
• If so, why?
MATCH SUPPORT

• Gaining trust is not easily acquired

• What are some of the common roadblocks to building a strong relationships?

Exercise
STANDARD 5: MONITORING AND SUPPORT

THANK YOU