Mentoring Program Accreditation

Request for Applications

International Mentoring Association

2023

International Mentoring Association

http://www.mentoringassociation.org

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INTRODUCTION TO IMA MENTORING PROGRAM ACCREDITATION

Overview of IMA Accreditation

The International Mentoring Association (IMA) provides accreditation of mentoring programs to identify those programs that meet rigorous mentoring program standards based on years of research and practice in the field of mentoring. Accreditation confers recognition that the mentoring program is well designed, meets participant developmental and growth needs, and achieves the program's purposes.

Engaging in the IMA Accreditation process answers these essential questions for program leadership, mentors and proteges:

- What are the most effective aspects of the program?
- How can the success of the program and the people involved be verified?
- What are the indicators of continuous improvement for processes and individuals?
- What are the missing components that might strengthen the program?
- What discernable way is this program making a difference?

Much like accreditation for academic institutions or professional organizations, accreditation for mentoring programs provides many benefits.

- Accreditation gives potential participants the assurance that they will receive the support and services they desire.
- Accreditation provides organizations with a competitive edge for attracting new and high-quality candidates and applicants.
- Accreditation provides organizations with a means to promote their focus on worthwhile goals, as well as their attention to human needs, through providing an exceptional mentoring program.
- Accreditation helps programs gain or maintain funding by confirming their value.
- Accreditation communicates to potential participants, funders, and organization leadership that the mentoring program benefits all participants and the organization.

The Accreditation *process* also benefits mentoring programs. The accreditation process represents a significant opportunity for program leadership to strengthen and enhance the mentoring program through a self-assessment of program design, implementation, and success.

Mentoring reflects a commitment to participants' long-term continuous improvement. When you submit an application, you affirm your commitment to excellence, to continuous improvement, to providing exceptional services to participants, and to accomplishing meaningful goals and clearly defined objectives.

Mentoring program accreditation is granted after IMA review of program documentation, during which reviewers examine evidence that the program is implementing critical program elements and is meeting program goals and participant needs. For high scoring programs, the accreditation process will continue with interviews of key personnel and program representatives.

All programs that receive accreditation are successful, effective programs. Accredited programs have the privilege of using the IMA accreditation logo to announce their status, and a host of other benefits.

Advantages of IMA Accreditation

In addition to the obvious benefits that accreditation bestows on mentoring programs, and their leadership, the IMA extends the following advantages to accredited programs during the period of their accreditation.

1. Use of the IMA accreditation logo in all program documents and marketing materials, both electronic and tangible, such as program resources, brochures, reports, and websites.
2. Recognition in IMA materials and website of the program's accreditation status, with a link to the program's home page.
3. A corporate membership to the IMA, which provides membership, and all the benefits of membership, for multiple members of the program.
4. A 15% discount on all IMA materials and publications.

Accreditation Levels and Definitions

The IMA has two levels of accreditation: *Gold* and *Silver*. A mentoring program that receives one of these levels is a quality program that is meeting participants' needs. Accredited mentoring programs have evidence based demonstrated success in accomplishing program goals and objectives.

Gold Accreditation Status

A mentoring program with Gold accreditation status is well implemented, sustainable, and successful at accomplishing mentoring goals and objectives. The design of the program closely aligns with IMA program standards. Programs with Gold accreditation status are effectively supported and managed. They have clear goals and objectives, and they have clear processes for monitoring mentoring relationships and evaluating mentee/protégé growth. Gold accredited programs continuously seek areas for improvement, and they can serve as models for other programs.

To attain Gold accreditation, a program must score at least 95 points through the program documentation review and application interviews.

Gold accreditation shall remain in effect for _five years_ from the date of approval provided that the program submits a mid-cycle review at three years from the date accreditation was awarded. Those programs which choose not to submit a mid-cycle review will forfeit the remaining two-year period of gold accreditation status.

Silver Accreditation Status

A mentoring program with Silver accreditation status is well implemented, sustainable, and successful at accomplishing mentoring goals and objectives. Although the program design may differ with some components of the IMA program standards, their overall design addresses the content and spirit of the IMA standards. Silver accredited programs have evidence of achieving success, although they may benefit from the improvement or development of specific program components.

To attain Silver accreditation, a program must score at least 85 points through the program documentation review. Silver accreditation shall remain in effect for _three years_ from the date of silver accreditation status. An organization with a Silver Award may resubmit the application with a focus only on the areas that did not meet the gold standard. Resubmission within a 2-year time frame for the Gold Award status is an opportunity for program improvement.

The International Mentoring Association

Since 1988, the International Mentoring Association (IMA) has been the premier source for best practice solutions and support of mentoring and coaching professionals and their programs.

The International Mentoring Association advances individual and organization development by promoting the use of mentoring best practices in every organizational setting. Our diverse and dynamic worldwide organization unites a broad cross-section of hundreds of persons who are interested in the theory and practice of effective mentoring. Members bring unique experiences and a fresh perspective from their various fields of mentoring. Working together, we share a common commitment to increasing

- the impact of mentoring,
- the performance of mentoring participants, and
- the effectiveness of the organizations those programs serve.

IMA Mission

The mission of the International Mentoring Association is to create global communities for sharing best practices that lead to development of highly effective mentoring programs. We do this through a diverse support base and a variety of venues.

A Brief History of IMA

In 1987 several individuals interested in mentoring came together for a conference at Western Michigan University in Kalamazoo, Michigan. Among the topics discussed was the use of mentoring to increase the retention and success of minority students in higher education and other mentoring benefits and applications. The enthusiastic response to the conference and the opportunity to learn from each other led to a proposal to form a mentoring association.

Interested parties met at Rhode Island Community College in Warwick, Rhode Island, on July 28–29, 1988, and the National Mentoring Association was formed. By-laws were drafted, committees formed, and a Board of Directors and officers were chosen. It later became the International Mentoring Association as the members expanded from a global audience.

Association membership met on October 23, 1988, at the American College at Bryn Mawr, Pennsylvania. At that meeting, the proposed by-laws were adopted, and the Association was ratified by the majority of members present.

The National Mentoring Association was established in response to the growing need for an organized forum focusing on innovative and effective mentoring ideas and practices. Many of the original members of IMA came from higher education, but the desire to learn about effective mentoring and to support a worldwide mentoring initiative, led these persons to reach out to and learn from mentoring professionals from every setting.

The Association quickly grew to become a worldwide organization that effectively unites a broad cross-section of hundreds of individuals, all of whom are interested in the theory and practice of effective mentoring. The name of the Association was changed to reflect this international membership and initiative.

As of May 11, 2012, the Association became a federally recognized non-profit charitable organization, registered in New Mexico, USA.

The International Mentoring Association administration office is located at the University of Florida in Gainesville, FL.

APPLYING FOR ACCREDITATION

The IMA encourages applicants to appoint a liaison to work with the IMA Accreditation Team reviewing their program to help assist in the process.

For organizations to determine their readiness to apply for IMA Accreditation, the following essential questions are suggested for reflection:
- What are the most effective aspects of this mentor program?
- How can the success of the program and all the people involved be verified?
- What are the indicators of continuous improvement for processes and individuals?
- Are there any missing components that might strengthen the program?
- In what discernable ways is this program making a difference?

Review Process and Timeline

The IMA awards accreditation is based on a two-part program review: (1) Program document review and (2) Interviews with key personnel and program participants.

To apply for accreditation, program leaders must submit

- The application cover sheet and table of contents (see appendix A),
- Program documentation and evidence (as described below), and
- The application fee

Program Documentation Review

As the application is being completed it will reflect your unique program elements. The IMA Accreditation Committee will work with you to address questions aligning your program. Please contact IMA at accreditation@mentoringassociation.org or contact the IMA Board President through the IMA website.

The first stage of the accreditation process is a review of program documentation and evidence. During this stage, IMA reviewers examine submitted materials and score the program based on the *Application Scoring Guide* (see appendix B). The documentation and evidence review can award a program up to a maximum of 94 points. For a program to move forward in the Gold accreditation application process, they must earn at least 90 points before stakeholders are interviewed.

If the program scores below 90 points, but at least 80 points, during the documentation and evidence review, they have qualified to move forward in the Silver accreditation application process. The program must earn at least 80 points before stakeholders are interviewed.

IMA will provide a rationale for each area on the scoring guide that does not receive full value. Program leadership is encouraged to reflect on reviewers' comments to inform further program development.

For programs seeking Gold accreditation: If the program scores at least 90 points during the documentation review, the lead IMA reviewer will schedule stakeholder interviews. For programs who score between 80 to 89 points during the documents review, the IMA reviewer will schedule stakeholder interviews.

Application Interviews

To be awarded Gold accreditation, a program must score at least 90 points in the documentation application process. Applicant programs may receive up to 6 points through stakeholder interviews.

To be awarded Silver accreditation, the program must score at least 80 points in the documentation application process. Applicant programs may receive up to 6 points through stakeholder interviews.

The lead IMA reviewer will, in collaboration with the program contact, schedule interviews with the following people:

1. Two program representatives, one being the program director,
2. Two representative mentors, and
3. Two representative mentees/protégés.

The interviewer will ask the interviewees to reflect on the goals and objectives of the program, to describe their involvement in the program, to share their philosophy of mentoring, and to explain how they have benefited from the program. The interviewer will also ask questions for clarification of the program.

Application Timeline

Applications for accreditation are accepted throughout the year.

In most cases, the period from the time the IMA receives the application to the final award of accreditation will be approximately six weeks, depending on recommended accreditation status.

Week 1	Accreditation process begins following receipt of application fee with documentation
Weeks 2-3	Accreditation Committee reviews materials
Weeks 3-4:	Representative interviews are conducted
Weeks 4-5	Report development by Accreditation Committee
Weeks 5-6	Board review and determination
Week 6	Program notification

Required Program Documentation

The program contact must submit sufficient documentation to address the following six application sections.

- A.   Executive Summary
- B.   Personnel & Program Structure
- C.   Mentor Selection, Induction, and Assignment
- D.   Program Monitoring, Supports, and Development
- E.   Continuous Improvement Protocols
- F.   Program Evaluation

Application documents must be submitted in the order listed in the *Application Scoring Guide* (see appendix) and clearly labeled. Details of each application section, and the information to be submitted, are below. Examples are provided to help understand the types of evidence that may be submitted to address a particular program component.

A. Executive Summary

The executive summary provides a one- to two-page overview of the mentoring program. In this application component, applicants should address the following topics.

- Program identification, scope, and design: program name, host organization (if any), and history.
- Whom does the program serve, and how many mentors and mentees/protégés are in the program?
- Program goals and objectives: state the purpose of the program and outcomes
  - How were they determined?
  - Do they promote greater effectiveness among all personnel, improve retention, increase effectiveness, and improve mentee satisfaction?
- Program accomplishments:
  - Briefly, what accomplishments has the program achieved to demonstrate success, as related to program objectives?

B. Personnel & Program Structure

This section of the application should include sufficient documentation to address the following program components related to the management and design of the program.

- Evidence of a qualified director/leader of the program:
  - Provide a narrative description of the program leadership and submit a résumé of the program director.
  - Resume should describe role and function within the mentoring program
- Sufficient staffing to implement the program efficiently:
  - What is the management and personnel structure of the program?
- Evidence of sufficient fiscal resources:
  - Does the program have the necessary funds for effective program implementation?
- Resources used to guide program development.

C. Mentor Selection, Induction, and Assignment

In this section of the application, provide evidence of the processes by which the program selects mentors and mentees/protégés and establishes the conditions for successful mentoring relationships. Documentation should consist of evidence of program components with a brief narrative description, rather than narrative descriptions only.

- Mentor induction and screening:
  - What process do you use to identify mentors? What qualities are you looking for in mentors and how do you find potential mentors?
- Mentor induction:
  - Is there a process to assess mentor roles and responsibilities through induction activities?
- Evidence of orientation and high-quality training for mentors.

- How do you match mentors and mentees/protégés? How do you help them start developing their relationship?

D. Program Monitoring, Supports, and Development

This section of the application addresses how program leadership and personnel identify, mitigate, and resolve any barriers that may limit or prevent the effectiveness of the mentor and mentee/protégé relationship. (Example barriers: personality conflict, skill gaps or professional field mismatch, time constraints, conflicts in philosophical orientations)

- Continuous professional development for mentors:
    - What supports provide continuous opportunities for mentor growth and networking?
- Process for identifying mentees' benchmarks for success:
    - How does the organization know that mentees are growing and reaching anticipated levels of success?
- Process for successful matching, relationship building ,and identification of concerns that may arise:
    - What strategies do you use to mitigate and resolve problems?
- Addressing evolving issues that identify mentors/mentees developmental needs:
    - To what degree are program's mentees/protégés progressing towards their individual desired outcomes?
- Resolving barriers to addressing individual needs and program development:
    - What barriers have been addressed and what are the success rates?

E. Continuing Improvement Protocols

Formative and summative assessments are used to identify continuous improvement as well as final overall results. Formative assessment provides feedback and information during the process, while individuals are learning and developing – both mentors and mentees. Summative assessment takes place after a program has been completed and provides information and feedback that sums up the achievement of goals and objectives. Rubrics, often developed around a set of standards or expectations, can be used for summative assessment.

In this section of the application, provide evidence that continuous improvement strategies support that the mentor and mentee relationships are sustained long-term and meet mentees' needs. Use of formative assessments to set the stage for improvement protocols are established. Provide a narrative description of each piece of evidence you include.

- Program success and operational processes throughout the developmental growth of stakeholders:
    - What measures are used to for continuous improvements?
- How are formative assessments used for mentor development?
- How are formative assessments used for mentee growth?

F. Program Evaluation

This section of the application addresses both the way the program is evaluated and the results the program is achieving, as related to program goals and objectives. In the scoring guide, this section receives the most points because it relates to program effectiveness. Provide a narrative description of each piece of evidence you include.

- Evidence of a process to determine whether the mentoring program is meeting organizational program goals and objectives:
    - How do you know whether your program is meeting its objectives (i.e., evaluation process)?
- Evidence that the mentoring program is meeting the organization's overall goals:
    - Is the program meeting its goals and objectives?

Application and Accreditation Fees

Download the most recent version of the RFA from the IMA website for any updates (fees, requirements, or processes). IMA recognizes that non-profit organizations that are designated as 501(c)(3) have budget restraints that are guided by government regulations. Therefore, accreditation fees are scaled accordingly.

Total Fees: $4,000 (non-profit 501(c)(3) organizations/$5,500 (all other organizations/businesses)

Initial application and first-time accreditation

The initial costs for application review and accreditation are as follows.

1. Accreditation Fees

   Non-profit 501(c)(3) organizations – Total fee - $4000
   Other organizations/businesses – Total fee - $5,500

Non-profit 501 (c)(3) organizations	Submitted with application - $2000 Submitted upon completion of evaluation and accreditation - $2000
Other organizations/businesses	Submitted with application - $2000 Submitted upon completion of evaluation and accreditation - $3,500

2. Gold or Silver Accreditation will be awarded based on evaluation and review of application.

3. If the program is not awarded any accreditation status, the IMA will provide a program review with justification to explain why the program was not accredited with suggestions for program improvement and resubmission. IMA will retain the application fee. If resubmission occurs within 2 years, the application fee will apply to the second submission.

Mid-cycle Accreditation Program Review

Gold accreditation is awarded for a period of 5 years. Programs awarded Gold Accreditation must submit a mid-cycle review at three years to maintain Gold Accreditation status. Mid-cycle review follows the same guidelines as outlined below for the renewal application and accreditation. The fee structure is $600.00 which will be applied to the renewal application at five years. Programs that wish not to apply for the mid-cycle review will forfeit their Gold Accreditation status at three years.

Silver accreditation is awarded for a period of 3 years. Programs are <u>invited</u> to resubmit the application with a focus only on the areas that did not meet the gold standard. Resubmission <u>within</u> a 2-year time frame for gold status is an opportunity for program improvement. Resubmission fee is $600.

Renewal application and accreditation

A program that is currently accredited (i.e., the accreditation status is current and has not expired) may apply for accreditation renewal at reduced costs, as follows.

1. Renewal Gold and Silver Accreditation Fees

   Non-profit 501(c)(3) organizations – Total fee - $2,000
   Other organizations/businesses – Total fee - $3,000

Non-profit 501 (c)(3) organizations	Submitted with application - $1,500
	Submitted upon completion of evaluation and accreditation - $500
Other organizations/businesses	Submitted with application - $1,500
	Submitted upon completion of evaluation and accreditation - $1,500

2. Non-awarded application for accreditation renewal:

    If the program is not awarded any accreditation status, IMA will retain $600 to help defray part of the cost of the review. Furthermore, the IMA will provide a justification to explain why the program did not receive accreditation renewal.

Submission Details and IMA Accreditation Contact

All documents, forms, materials, and other application components should be sent as attachments to an email message to [accreditation@mentoringassociation.org or placed in a Google Drive folder.](mailto:accreditation@mentoringassociation.org)

PDF documents are preferred. However, we will also accept Microsoft Word-compatible and Microsoft Excel-compatible files, although some formatting may be lost if we need to convert the files to usable or current software versions. If we receive electronic files that we cannot open, we will notify you and request alternate files.

The cover sheet should be included in the electronic application files. The electronic file application should be sent to the International Mentoring Association accreditation email at: accreditation@mentoringassociation.org. Questions regarding the accreditation process may also be sent to the above email address.

INTERNATIONAL MENTORING ASSOCIATION
MENTOR PROGRAM STANDARDS

IMA Mentor Program Standard I: Clear Vision of Program Scope

Program goals and design reflect an understanding of research on the unique strengths and needs of individuals as they develop over time. It includes appropriate support activities, professional development, resources, and assessment practices designed to effectively meet the needs of mentee, mentors, leaders and supervisors, and other support providers. Program goals are explicitly linked to improving the needs of the mentored protégé/mentee in meeting the expectations of the organization.

IMA Mentor Program Standard II: Clear Roles and Responsibilities for Leadership

The leadership program has an administrative structure with specified leaders who plan, implement, evaluate, and refine the program through data analysis, program evaluation, and stakeholder communication. Leadership focuses on allocation of sufficient resources, facilitation of professional development, program oversight and evaluation, as well as ensuring effective communication of services and among stakeholders.

IMA Mentor Program Standard III: Mentoring Selection and Assignment

Mentors are recruited, selected, and assigned using a comprehensive strategy that includes a clearly articulated, open process and specific criteria that are developed by and communicated to all stakeholder groups. They are highly trained and understand the matching process and development of relationships to establish a successful mentoring process.

IMA Mentor Program Standard IV: Mentor Professional Development

Mentor professional development provides a formal orientation and foundational mentor training before beginning work and continues over the course of the mentors' work. Mentors have time, supported by the program, to engage in the mentor learning community and are consistently supported in their efforts. The mentor development addresses established mentee benchmarks for success and developmental needs. As difficulties or barriers to development are recognized, action is taken to address the issues appropriately.

IMA Mentor Program Standard V: Formative Assessment

The formative assessment process provides a framework for the purposes of demonstrating mentee growth and progress and engages the mentor/mentee in an ongoing reflective process. Assessments are used for continuous improvement throughout the program.

IMA Mentor Program Standard VI: Program Evaluation

The Program uses a comprehensive, ongoing system of program development and evaluation that involves all program participants and other stakeholders. Program goals and objectives are clearly aligned with evaluation strategies and processes.

IMA ACCREDITATION SCORING GUIDE

This scoring guide is aligned with the IMA Mentor Program Standards. Also, you may refer to the *Accreditation Documentation Guidelines* for examples of evidence to be submitted with the application.

IMA Mentor Program Standard I – Clear Vision of Program Scope		
A. Executive Summary TOTAL 13	**Points**	
1. Describe program scope and design	3	
2. Identify program goals and objectives	4	
3. Provide a brief description of accomplishments	6	
IMA Mentor Program Standard II – Clear Roles and Responsibilities for Leadership		
B. Personnel and Program Structure TOTAL 12		
1. Provide evidence of a qualified leader/director	4	
2. Describe staffing support and capacity for oversight and operation	2	
3. Include evidence of fiscal resources	4	
4. Identify resources used to guide program development.	2	
IMA Mentor Program Standard III – Mentoring Selection and Assignment		
C. Mentor Selection, Induction, and Assignment TOTAL 17		
1. Describe mentor screening and selection practices	4	
2. Identify mentor induction process defining roles/responsibilities	3	
3. Provide evidence of a high-quality mentor training	6	
4. Identify the matching procedures for mentors/mentees	4	
IMA Mentor Program Standard IV – Mentor Professional Development		
D. Program Monitoring, Supports, and Development TOTAL 24		
1. Provide evidence of <u>continuous</u> professional development for mentors	5	
2. Describe procedures to identify mentees' benchmarks for success	4	
3. Identify procedures to address concerns for successful matching and relationship development	4	
4. Describe process to address evolving mentors/mentees' developmental needs	6	
5. Identify process to resolve barriers to individual needs and program development	5	
IMA Mentor Program Standard V – Formative assessment		
E. Continuous Improvement Protocols TOTAL 11		
1. Identify measures used for continuous improvement of overall program	3	
2. Include evidence of formative assessments for mentor development	4	
3. Provide evidence of effective mentor practices leading to mentee growth	4	
IMA Mentor Program Standard VI – Program Evaluation		
F. Program Evaluation TOTAL 17		
1. Describe organizational evaluation to verify accomplishment of goals	7	
2. Provide evidence of outcomes aligned with goals and objectives	10	
REPRESENTATIVE INTERVIEW(S)	6	
TOTAL POINTS	100	

IMA MENTOR PROGRAM ACCREDITATION DOCUMENTATION GUIDELINES

This document is a guideline as organizations/institutions complete reviews of their program. This Accreditation document aligns the IMA Mentor Program Standards with the required sections of the application. It is intended to provide recommendations, guidelines, potential sources for documentation, reflective thinking, etc. It is not meant to be all encompassing and is not meant to be a list to be 'checked-off'. Each applicant program will have unique and distinctive elements that will provide IMA with a comprehensive framework for consideration.

Please note that the literature on mentoring uses the terms, mentee and protégé, interchangeably depending on the organization, business, institution, international or US based, student vs. adult programming, K-12, higher education, etc. IMA will use the term mentee as the general term to encompass all programs but recognizes the use of protégé. Either term is acceptable.

IMA Mentor Program Standard I: Clear Vision of Program Scope

SECTION A: EXECUTIVE SUMMARY	Total Points 13
1. DESCRIBE PROGRAM SCOPE AND DESIGN	**3 POINTS**

Indicators for Quality Program Development	*Submit relevant evidence from this suggested list along with other applicable documentation*
The program design is based upon research in mentee induction, development, and effective mentoring practices. • A sound, well-articulated rationale grounded in research and effective practices guides the development of program goals and plans for the design and delivery support and assessment services for the overall program development. • The developmental needs of the mentee are clearly understood by program designers and managers.	- *Action and implementation plan for mentoring program* - *Documentation of program design for identifying strengths and needs of mentee* - *Strategies for promoting mentored protégé development* - *Self-evaluations of strengths and needs of the organization leading to a strong mentoring program*
The program scope and size are carefully defined. • The program has sufficient staff and secured resources to design, implement and sustain activities listed under program design. • The program leaders monitor resource allocation on a regular basis and make appropriate adjustments.	- *Staffing chart and time allocation* - *Job descriptions and postings* - *Collective bargaining agreement language pertaining to mentoring* - *Grant awards that support mentoring* - *Schedules/Memos, meeting minutes* - *Training provisions*

2. IDENTIFY PROGRAM GOALS AND OBJECTIVES	**4 POINTS**

The program expectations and goals are clearly defined. • The program design includes learning outcomes for participants (mentees, mentors, and leadership) with clearly designed participant expectations for development. • The program design involves a planned progress for program orientation for all participants and ongoing feedback on progress toward program completion. • Development of a mentoring mindset in the organization. • Clearly define the organizational purpose, i.e., develop managers, increase productivity, initiation into organization, individual development, organizational culture, and change, identify talent, support retention, etc.	- *Strategies for promoting individuals' development* - *Mentee milestones* - *Program goals and objectives* - *Assessment activities* - *Formative and summative evaluation projected results*

3. PROVIDE A BRIEF DESCRIPTION OF ACCOMPLISHMENTS	6 POINTS
The program provides effective communication between and among program participants and partners. • Coordination and articulation among all entities establishes clear and appropriate allocation of authority and initiative. • Sponsoring organizations demonstrate institutional commitment to the mentor program. • Opportunities for communication and feedback are assured among sponsoring agencies. • Formal and informal linkages are made internally among members of the partnership.	- *Added assistance documents* - *Assessment activities* - *Flyers/Handbooks* - *Journals/logs* - *Meeting minutes* - *Newsletters/social media* - *Professional development support* - *Program evaluations* - *Program guidelines* - *Websites, list serves* - *Partnership agreements* - *Evidence of collaboration with partners*
The program description indicates growth, accomplishments, and results of overall program development through historical and anecdotal records.	- *Historical documents that indicate program development throughout the years of implementation*

IMA Mentor Program Standard II: Clear Roles and Responsibilities for Leadership

SECTION B: PERSONNEL AND PROGRAM STRUCTURE	Total Points 12

1. PROVIDE EVIDENCE OF A QUALIFIED LEADER/DIRECTOR	4 POINTS
Indicators for Quality Program Development	*Potential Sources of Evidence*
The program responsibilities for planning, operation and oversight are clearly defined and program leadership is designated. • The benefits to and responsibilities of stakeholders are clearly defined. • The growth and development of leadership and staffing are indicated as the program has evolved.	- *Program organizational flow chart designating leadership and responsibilities* - *Job descriptions* - *Handbooks*

2. DESCRIBE STAFFING SUPPORT AND CAPACITY FOR OVERSIGHT AND OPERATION	2 POINTS
The program leaders participate in on-going professional development to acquire the depth of knowledge and understanding necessary to develop, implement, and support the program. A professional learning community specifically for program leadership is established. • Supervisors are knowledgeable and understand appropriate induction professional development and are an integral part of program operation. • Supervisors collaborate with program leadership to overcome challenging aspects of mentee working environment and other operational and logistical barriers.	- *Certificate of completion/Celebrations* - *Program handbook* - *Antidotal notes* - *Schedules* - *Agendas and meeting minutes* - *Confidentiality documents*

3. INCLUDE EVIDENCE OF FISCAL RESOURCES	4 POINTS
The program allocates adequate time, fiscal resources, and appropriate authority to program leadership, which include a team of stakeholders that provides support and oversight.	- *Schedules* - *Agendas* - *Budgets* - *Leadership team list or graphic*
Timely communication between program leaders, mentors and other stakeholders is conducted to ensure effective use of resources.	- *Communication documents outlining return on investment, i.e., monetary, institutional, individual.*

• The program addresses stakeholder outcomes and rationale for return on investment.	

4. IDENTIFY RESOURCES USED TO GUIDE PROGRAM DEVELOPMENTS	**2 Points**
The program has used research and reviews of literature to contribute to the establishment of the program based on well-designed protocols and structural processes.	- *Review of literature* - *Resources listed*

IMA Mentor Program Standard III: Mentoring Selection and Assignment

SECTION C. MENTOR SELECTION, INDUCTION, and ASSIGNMENT	**Total Points 17**

1. DESCRIBE MENTOR SCREENING AND SELECTION PRACTICES	**4 POINTS**
Indicators for Quality Program Development	*Potential Sources of Evidence*
The program includes high quality mentor selection, training, on-going assessment, evaluation, and support in a mentor learning community. • An intentional design process to attract and retain qualified mentors	- *Mentor selection criteria* - *Team meeting notes/Training agendas* - *Assessment/evaluation systems/documents*
The program has a mentor selection process that is based upon written criteria which include but are not limited to demonstrate: • Ability to work with adults/children (strong intra- and inter-personal skills including self–reflection of practice) • Experience and knowledge/professional growth	- *Application from potential mentors* - *Data verifying that the established criteria were used to select and screen potential mentors* - *Documentation of the selection process* - *Written selection criteria*

2. IDENTIFY MENTOR INDUCTION PROCESS DEFINING ROLES/RESPONSIBILITIES	**3 POINTS**
The program has a mentor induction process that is based upon written criteria which include, but are not limited to demonstrate the following: • Understanding of mentor roles/responsibilities • Commitment to participate in all activities outlined in the program • Commitment to the organizational community	- *Training agendas* - *Sources of induction design* - *Activities/processes included in induction activities* - *Possible signed document requirements*

3. PROVIDE EVIDENCE OF A HIGH-QUALITY MENTOR TRAINING	**6 POINTS**
The program includes high quality mentor selection, training, assessment/evaluation, and ongoing support in a mentor learning community. • Description of the process for training (face-to-face, online, other.)	- *Mentor training goals and criteria* - *Team meeting notes* - *Training agendas* - *Assessment/evaluation systems/documents*

4. IDENTIFY THE MATCHING PROCEDURES FOR MENTORS/MENTEES	**4 POINTS**
The program includes criteria and a clearly delineated process for successfully matching mentors and mentees. • Roles and responsibilities of mentors are clearly defined and communicated to all program participants. • Selection criteria are consistent with mentors' specified roles and responsibilities.	- *Documentation of the matching process* - *Feedback from mentor/mentees regarding the effectiveness of the match* - *List of matched mentor/mentee pairs* - *Matching criteria* - *Selection rubric*

• Selection process includes a written application and formal interview, guided by a set of criteria.	- *Policies governing problems that might arise in the mentoring relationship, e.g., dispute resolutions, ethical concerns, etc.*

IMA Mentor Program Standard IV: Mentor Professional Development

SECTION D: PROGRAM MONITORING, SUPPORTS, and DEVELOPMENT   Total Points 24

1. PROVIDE EVIDENCE OF CONTINUOUS PROFESSIONAL DEVELOPMENT FOR MENTORS   5 POINTS

Indicators for Quality Program Development	*Potential Sources of Evidence*
Mentors participate in quality training and includes, but is not limited to: • Adult learning • Reflective questioning/Cognitive Coaching • Role and responsibilities of the mentor • Assessment activities and setting expectations • Stages of development • Trust and confidentiality • Program expectations	- *Attendance forms* - *Participant evaluation of training* - *Registration forms* - *Training materials* - *Schedule of training* offerings
The program provides ongoing training for mentors which includes, but is not limited to: • Supporting mentors to learn about and become confident in meeting the diverse needs of the mentee. • Advanced training in pedagogical approaches if appropriate to circumstances • Advanced technical training if appropriate to circumstances	- *Attendance forms* - *Participant evaluation of training* - *Registration forms* - *Training materials* - *Schedule of training offerings* - *Mentor logs* - *Self-assessments*

2. DESCRIBE PROCEDURES TO IDENTIFY MENTEE'S BENCHMARKS FOR SUCCESS   4 POINTS

The program recognizes mentees' benchmarks based on organizational, business, school, etc. objectives which includes, but is not limited to: • Supporting mentees to learn about and become confident in meeting the needs of the organization and roles within it • Advanced training in pedagogical approaches if appropriate to circumstances • Advanced technical training if appropriate to circumstances	- *Attendance forms* - *Participant evaluation of training* - *Registration forms* - *Training materials* - *Schedule of training offerings* - *Mentor logs* - *Return on investment benchmarks* - *Celebration or achievement acknowledgements*

3. DENTIFY PROCEDURES TO ADDRES ANY CONCERNS FOR SUCCESSFUL MATCHING AND RELATIONSHIP DEVELOPMENT   4 POINTS

The program has defined a process to address changes or necessary adjustments in the mentor/mentee matches. • Mismatch policy and procedures are clearly defined and communicated to all stakeholders. • Concerns regarding matches are responded to in a timely manner.	- *Mismatch policy* - *Procedures that address challenging matches* - *Procedures for communication of interventions*

4. DESCRIBE PROCESS TO ADDRESS EVOLVING MENTOR'S/MENTEE'S DEVELOPMENTAL NEEDS   6 POINTS

The program structures adequate time and opportunities for mentors and mentees to engage in meaningful:	- Activity log - Participant evaluation of professional development - Professional development activities and materials

• Regularly scheduled mentor/mentee network sessions • Conferencing/Observations • Shared professional development	- Documentation of mentor/mentee contact, such as calendars, journals, schedules - Evidence of formative assessments
The program has a continuing process for identifying changing needs of the mentee: • Multiple feedback processes • Personal opportunities for communication with program leaders • Follow-up for addressing needs which emerge	- Evidence of acting on mentees' communications - Benchmarks or interventions applied - Anecdotes

5. IDENTIFY PROCESS TO RESOLVE BARRIERS TO INDIVIDUAL NEEDS AND PROGRAM DEVELOPMENT   5 POINTS

The process to identify complications and resolve obstacles to individual and/or program growth is clear to stakeholders	- Program documents - Participant discussions - Evidence of acknowledgement that barriers occur and must be addressed

IMA Mentor Program Standard V: Formative Assessment

APPLICATION SECTION E: FORMATIVE ASSESSMENT   Total Points 11

1. IDENTIFY MEASURES USED FOR CONTINUOUS IMPROVEMENT OF OVERALL PROGRAM   3 POINTS

Indicators for Quality Program Development	*Potential Sources of Evidence*
The organization has clear benchmarks for continuous improvement strategies. • Clear outcomes are monitored. • Practices and relationships are supportive and developmental of the individual and the organization to support growth. • Identify the vision for future growth.	- *Documents that indicate impact on the individual and organization.*

2. INCUDE EVIDENCE OF FORMATIVE ASSESSMENTS FOR MENTOR DEVELOPMENT   4 POINTS

The program utilizes appropriate documentation to illustrate the use of formative assessment. • Expected competencies are identified • Identify the skills and expertise achieved in mentor models and philosophy	- *Data collection forms and processes such as mentor observation data, performance data, checklists* - *Data summaries and analysis* - *Processes for feedback and ability to implement change* - *Rubrics* - *Self-evaluations/interviews/portfolios*

3. INCLUDE EVIDENCE OF FORMATIVE ASSESSMENTS LEADING TO MENTEE GROWTH   4 POINTS

The program formative information is used to determine the scope, focus, and content of the professional development activities that are the basis for the mentees' self-assessment and development of an individual professional learning plan. • Mentors are prepared to integrate support and assessment strategies within the context of mentoring. • Assessment information contributes to the development of a mentees' professional learning plan. • Formative assessment results are used to guide professional development.	- *Needs assessment forms* - *Professional learning plans* - *Mentor training on formative assessments and support* - *Processes for feedback and ability to implement changes indicated* - *Rubrics* - *Self-evaluations/interviews*

The program utilizes multiple measures of formative assessments to identify individual mentee needs and guide support.	- *Self-assessment data* - *Mentor observational notes* - *Analysis of work performance and assessment data* - *Reflection logs*
The program has established milestone criteria for development and the use of formative assessment allowing the mentee and mentor to set clear goals for improving the mentee's level of proficiency.	- *Milestone criteria* - *Self-assessments* - *Data summaries and analysis* - *Professional learning plans*

IMA Mentor Program Standard VI: Program Evaluation

SECTION F. PROGRAM EVALUATION	Total Points 17

1. DESCRIBE ORGANIZATIONAL EVALUATION TO VERIFY ACCOMPLISHMENT OF GOALS 7 POINTS

Indicators for Quality Program Development	*Potential Sources of Evidence*
The program annual evaluation is designed to provide information for setting goals and ongoing program improvement. • Regular collection and reflection of feedback about program quality and effectiveness from all participants is done using formal and informal measures. • Program leaders analyze multiple sources of data and shares data in a systematic way to all stakeholders and use the data for program improvement. • The program provides for mentor accountability in a supportive environment. • Program stakeholders participate in external reviews designed to examine program quality and effectiveness.	- *Evaluation tools* - *Links between the evaluation and assessments and standards* - *Data collection and analysis* - *Evaluation summary* - *Action Plans* - *Handbook revision* - *Leadership minutes* - *Program improvement plans*
The organization has summative assessments to provide indicators for overall programming. • Provide final evaluation of knowledge and skills development	- *List of outcomes/changes to program*

2. PROVIDE EVIDENCE OF OUTCOMES ALIGNED WITH GOALS AND OBJECTIVES 10 POINTS

The program defines essential activities including formative assessment, written documentation of mentee/mentor work, analysis of work, and professional development for all stakeholders.	- *Assessment activities and forms* - *Designated artifacts* - *Training schedules and/or agendas*
The program has a code of conduct that ensures professionalism, confidentiality, and ethical behavior.	- *Commitment/confidentiality support agreements*

REPRESENTATIVE INTERVIEWS	6 POINTS

TOTAL	100 POINTS