EVIDENCE BRIEF

# Youth Mentorship

Academic Literature on Youth Mentorship

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This document contains abstracts, or short summaries, of articles about youth mentorship.

This could be helpful if you are designing a mentoring program, trying to figure out how to improve the mentoring you're already doing, or just want more information about mentoring and mentorship programs.

We've organized the abstracts into categories to try to make things easier to find, but many of the articles address multiple issues or aspects of mentoring. Where articles are available for free online, we've included the link to the article below the abstract so you can easily learn more.
In each category, abstracts are first presented by year of publication (in reverse chronological order), and then in alphabetical order by last name of the lead author.

# INTRODUCTION

## WHAT IS MENTORSHIP?

Mentorship refers to the development of a supportive relationship between a young person and a more experienced adult, who can provide guidance and act as a positive role model in navigating various challenges. Over recent years, mentorship has become an increasingly popular prevention and intervention strategy in supporting positive youth outcomes, including school success and psychosocial wellbeing.

## HOW DID WE COLLECT THIS INFORMATION?

We searched in online databases using the keywords "youth; young people; teenagers; adolescents," "mentoring; mentorship; mentor," and then a number of other keywords to try to get information about working with youth from different identities and experiences. We looked for articles about what works, what doesn't, and how mentorship practice and research can be improved in the future.

# 01. Mentoring with Youth of Different Identities and Experiences

# Black Youth

Black youth face a variety of undue challenges as a consequence of racism and systemic oppression. Mentorship can provide support and guidance for navigating day-to-day life in the context of these larger issues.

Donlan, A. E., McDermott, E. R., & Zaff, J. F. (2017). Building relationships between mentors and youth: Development of the TRICS model. *Children and Youth Services Review*, *79*, 385-398.

Although previous research identifies high quality relationships between mentors and youth as fundamental to mentorship program success, less is known about how these relationships develop, particularly within group-mentoring models. Therefore, using a qualitative, grounded theory approach, this study explores the process of relationship building between mentors and adolescents. We conducted nine focus groups over two rounds of data collection with youth and staff in a youth development program that predominantly serves African American, low-income youth with a group-mentoring model (n = 71). Using open-coding we identified five key features of the process of relationship building: The Right Who, Respect, Information gathering, Consistency, and Support (TRICS). We used axial-coding to construct a model of the associations among these features. Participants reported that these features promote trust and positive youth development. Model development and sub-categories are described.

**FIND IT ONLINE**
https://www.researchgate.net/profile/Alice_Donlan/publication/317849464_Building_Relationships_Between_Mentors_and_Youth_Development_of_the_TRICS_Model/links/595689c9aca2720010847d8e/Building-Relationships-Between-Mentors-and-Youth-Development-of-the-TRICS-Model.pdf

Washington, G., Caldwell, L. D., Watson, J., & Lindsey, L. (2017). African American rites of passage interventions: A vehicle for utilizing African American male elders. *Journal of Human Behavior in the Social Environment*, *27*(1-2), 100-109.

There is a dearth of information regarding African American males and their service to boys as unrelated, concerned adults. While rites of passage programs provide a strong space for the growth of young Black males to develop, there is a need for more literature on what motivates and how to recruit and retain African American men to mentor. This article discusses central components of traditional mentoring and rites of passage programs and the experiences of a group of African American men in Memphis, Tennessee, who have mentored for an after-school rites of passage project. The authors provide recommendations for recruiting and training African American men to utilize rites of passage activities to promote the healthy development of African American male youth.

Somers, C. L., Wang, D., & Piliawsky, M. (2016). Effectiveness of a combined tutoring and mentoring intervention with ninth-grade, urban Black adolescents. *Journal of Applied School Psychology*, *32*(3), 199-213.

This quasi-experimental study examined the effectiveness of a combined tutoring and mentoring intervention for urban, low-income Black youth during the transition to high school. Participants were 118 ninth-grade students (experimental n = 69; comparison n = 49). After seven months in the intervention program, students in the experimental group showed significant improvement in grade point average, perceived support for educational commitment and attainment, and perceived support from school. Results indicate that this approach was beneficial for these students through the transition to high school and may eventually increase high school graduation rates among these urban youth by helping with this pivotal adjustment to ninth grade.

**Watson, W., Sealey-Ruiz, Y., & Jackson, I. (2016). Daring to care: The role of culturally relevant care in mentoring Black and Latino male high school students. *Race Ethnicity and Education, 19*(5), 980-1002.**

This study seeks to challenge the uni-dimensional way care in school is written about by highlighting an often overlooked aspect of care – the kind that students do for each other. Data is drawn from focus groups conducted with the youth participants and founder of Umoja Network for Young Men (UMOJA), an all-male, school-based mentoring program for over-aged and under-credited (OA/UC) high school students. The authors draw on theories of culturally relevant pedagogy, care, and critical pedagogy to present the findings and propose a form of culturally relevant care (CRC) that entails warm demanding and building mutual trust. This study highlights the humanizing experiences of the Black and Latino male transfer students and their mentor. This focus on the experiences of young Black and Latino male participants seeks to shift the discourse from one focused on deficits to one that recognizes their agency and capacities for social and academic success.

**FIND IT ONLINE**
http://www.tandfonline.com/doi/full/10.1080/13613324.2014.911169

**Dickerson, S., & Agosto, V. (2015). Revising curriculum to mentor young Black men. *Curriculum and Teaching Dialogue, 17*(1&2), 85-101.**

A content analysis was conducted of a curriculum guide used in a community-mentoring program for Black male youth nationwide. Of the Black curriculum orientations outlined, functionalism and accommodationism were prevalent and embedded in deficit perspectives about Black males and their families, namely their resistance to change, progress, and development. Recommendations are to align the program's aims with the curriculum by integrating Black curriculum orientations emphasizing culture, agency, and understanding of the broader socio-political context.

**Watson, J., Washington, G., & Stepteau-Watson, D. (2015). Umoja: A culturally specific approach to mentoring young African American males. *Child and Adolescent Social Work Journal, 32*(1), 81-90.**

This article reports that urban inner-city African American male youth residing in communities of colour are at-risk and warrant interventions custom tailored to meet their unique cultural needs. This article describes a promising community and school-based intervention and prevention program utilizing Washington's pyramid mentoring model designed to foster the positive development of this group, prevent violence, and to reduce contacts with the juvenile and criminal justice system. It discusses and presents African drumming, Spir-rhythms as a Afrocentric cultural arts tool to engage, establish rapport, and provide pyramid group mentoring experiences for African American male youth.

**Jackson, I., Sealey-Ruiz, Y., & Watson, W. (2014). Reciprocal love: Mentoring Black and Latino males through an ethos of care. *Urban Education, 49*(4), 394-417.**

Although mentoring programs can produce positive outcomes for youth, more research is needed that offers an account of how Black and Latino male mentors and mentees experience mentoring. This phenomenological study highlights the voices of a mentor and 14 Black and Latino males who are part of the Umoja Network for Young Men (UMOJA), an all-male, in-school mentoring program at an alternative high school that serves overage, under-credited students. We extend the concept of culturally responsive caring by examining notions of reciprocal love and an ethos of care that characterize the mentor's and mentees' discussions of their mentoring experiences.

**Washington, G., Barnes, D., & Watts, R. J. (2014). Reducing risk for youth violence by promoting healthy development with pyramid mentoring: A proposal for a culturally centered group mentoring. *Journal of Human Behavior in the Social Environment, 24*(6), 646-657.**

This article proposes ways to promote healthy psychosocial development among 'at-risk' young African American males with a multigenerational, culturally centered group mentoring intervention. The potential for addressing commonalities of risk factors for both internalized and externalized responses to environment stressors is discussed. The authors propose an innovative group intervention that is influenced by social learning theory, the triadic theory of influence, identity, and cognitive development theory. The article also highlights research that suggests benefits of culturally and therapeutically centered group mentoring. The focus of the proposed intervention is on psychosocial assets that are utilized to nurture life skills developed within the framework of a culturally centered multigenerational group mentoring process called pyramid mentoring.

Watson, J. (2012). Keeping Hope Alive: Mentoring African American Male Social Workers and Students. *Reflections: Narratives of Professional Helping, 18*(3), 20-26.

In this article, I describe the forces that influenced my decision to become a social worker and mentor. I detail the relationship between growing up as a "Y Kid" and my decision to become engaged in the life-long mentoring process. While telling my story, I explore value-driven role modeling, the process of selecting mentees and mentors through attraction rather than promotion, and the concept of developmental networks. Finally, I share the lessons learned from more than fifty years of involvement in the mentoring process.

Brown, R. W. (2011). Perceived influence of African American male mentorship on the academic success of African American males in a predominantly white institution of higher education: An institutional case study. *National Forum of Multicultural Issues Journal, 9*(1), 1-13.

Mentoring relationships may have an effect on student attrition. Astin (1984) and Tinto (1993) identified several factors that contributed to student attrition, including academic and social integration. According to Tinto, academic and social integration influence students' decisions to persist in school or to drop out. Tinto found that various built-in characteristics such as family background, K-12 educational achievements, academic abilities, and other personal attributes significantly influenced rates of student persistence. Moreover, integrating students who enter college socially, educationally, and economically disadvantaged into the social fabric of the institution may increase their chances of enhancing persistence and matriculation. Given the problems facing the African American community, "African American boys require communities of men who can ensure their safe passage and celebrate—through ritual and ceremony, fellowship and membership their ascension to manhood" (p. 2).
In general, the aim of a mentoring relationship is to develop and refine a young person's skills, abilities, and understanding (LaVant et al., 1987). Mentoring relationships can be arranged formally or informally. Often, "formal mentoring programs are designed to increase enrollment and retention of minority and other students, as well as increase student satisfaction with the academic experience" (p. 33).

**FIND IT ONLINE**
https://exchange.youthrex.com/academic-literature/perceived-influence-african-american-male-mentorship-academic-success-african

Washington, G., Johnson, T., Jones, J., & Langs, S. (2006). African-American boys in relative care and a culturally centered group mentoring approach. *Social Work with Groups, 30*(1), 45-69.

An innovative, culturally centered group mentoring intervention is piloted with African American boys in a relative caregiver program in Memphis. The integration of the Afrocentric conceptual framework is described. Its appropriateness for a group of 'at-risk' urban youth is discussed. The implementation strategy includes promoting spirituality via a culturally centered mentoring approach. Spirituality is emphasized as a potential protective factor and is explored with a unique short questionnaire. The perceptions of the relative caregivers are also measured in an attempt to gauge influence of the intervention. Outcomes indicating a slight increase in spiritual orientation among the youth and improved school and home behaviour are discussed, as are the limitations of this innovative, culturally centered group mentoring effort. Strategies for further evaluation research are also provided.

Shinew, K. J., Hibbler, D. K., & Anderson, D. M. (2000). Programs That Work The Academic Cultural Enrichment Mentorship Program: An Innovative Approach To Serving African American Youth. *Journal of Park and Recreation Administration, 18*(3), 103-121.

The purpose of this study was to evaluate an after-school program that is designed to meet the specific needs of African American youth. The program is called the Academic Cultural Enrichment (ACE) Mentorship Program and is sponsored, in part, by the Champaign Park District. The purpose of the program is to provide students with the competencies and skills needed to be involved, resilient, and successful. The program seeks to foster positive Black identities in the participants, and to develop strong math, reading, oratorical, and analytical thinking skills. The program has a strong African cultural component, as well as academic and recreation components. Three research questions guided the evaluation project: 1) Are the program s goals being achieved; 2) Do the parents and leaders perceive a positive change in the participant's behaviours and attitudes as a result of their participation in the program; and 3) What are the salient program aspects of the ACE Mentorship Program. The evaluation took place over a two-year period. Pre-test and post-test survey data were collected from the participants for two consecutive years. Additionally, at the end of the second year, interviews were conducted with leaders, parents, and participants. The participants' academic grades were also examined. The information collected from the surveys indicated that the pre-test and post-test scores on the Protective Factors Scale and Harter's Self-Perception Scale were not significantly different. The academic grades did indicate positive changes for most of the participants. Further, the information received from the interviews with the parents, leaders, and participants consistently indicated that the program is meeting its goals and is having a positive impact on the children. The salient program elements that seemingly contribute to the positive outcomes include effective and consistent leadership, parental involvement, and innovative programming.

**FIND IT ONLINE**

https://exchange.youthrex.com/academic-literature/programs-work-academic-cultural-enrichment-mentorship-program-innovative

# Boys

Boys and young men are often discouraged from sharing emotional experiences, which can be detrimental to their wellbeing; mentorship, particularly from an intergenerational approach, can challenge these limitations and encourage full development.

Cordier, R., et al. (2016). Formal intergenerational mentoring at Australian men's sheds: A targeted survey about mentees, mentors, programmes and quality. *Health & Social Care in the Community*, *24*(6), e131-e143.

Intergenerational mentoring enables a purposeful exchange of skills and knowledge to enhance individual and social outcomes for sub-groups at risk of health and social disparities. Male intergenerational mentoring may be an approach to help address these disparities in young men. Over 1,000 Men's Sheds operate in Australia with 39% providing some form of mentoring, mainly to youth. Yet, little is known about the variables intrinsic to creating and running quality programmes. This study aimed to identify the characteristics of formal intergenerational mentoring programmes, review their quality against the Australian Youth Mentoring Network (AYMN) quality benchmarks, and identify the factors that predict quality in these programmes. All known Australian Men's Sheds were invited to participate in an online cross-sectional survey. Forty sheds with formal mentor programmes completed the survey for a total of 387 mentees (mean = 9.7 mentees/programme), the majority being male. The majority of mentor programme facilitators were unpaid male volunteers aged 61 years and older, and programmes were unfunded. Promoting social and emotional wellbeing of the mentees was the primary focus in more than half of the programmes, and working on a shared construction project was the most common activity. Respondents rated the three most important factors that influenced programme effectiveness as being: (i) meaningful activities; (ii) mentors' approach; and (iii) a safe environment. Univariate analyses revealed that mentoring programmes that had a system in place for screening mentors, trained mentors, and evaluated the programme were most likely to rate highly against the AYMN quality benchmarks.

Van Ryzin, M. J. (2014). Exploring relationships among boys and men: A retrospective, qualitative study of a multi-year community-based group mentoring program. *Children and Youth Services Review*, 44, 349-355.

Mentoring has been established as a useful mechanism by which to reduce risk and promote a variety of beneficial outcomes across age groups and settings. However, very little research has explored long-term group mentoring programs for adolescents, and researchers have not established the optimal approach to mentoring relationships among boys and men. This study interviewed a cohort of recent graduates from the Stepping Stones Project (SSP), a group mentoring program for boys that began in sixth-grade and continued until the end of high school. Several themes emerged from the interviews, including: (a) the SSP encouraged an open, honest style of communication that the youth learned to adapt through observation and experience; (b) the youth and co-leaders developed intimate, trusting relationships; (c) the supportive environment enabled the youth to explore their own identity and develop greater self-knowledge; (d) the transition ceremony provided a venue in which the youths' growing maturity could be seen and recognized by parents; (e) the structure of the SSP enabled the youth to take on increasing responsibility for planning and managing group activities, and (f) the parent group provided an important source of support and community for parents during the adolescent transition. These themes are discussed in terms of current theory and research on mentoring and adolescent development.

# Girls

Girls and young women face obstacles growing up, and can benefit from the camaraderie of fellow girls and guidance of adult mentors, through structured programs based in activities like exercise or tutoring.

Dowd, A. J., Chen, M. Y., Schmader, T., Jung, M. E., Zumbo, B. D., & Beauchamp, M. R. (2016). Psychosocial predictors of changes in adolescent girls' physical activity and dietary behaviours over the course of the Go Girls! group-based mentoring program. *Health Education Research, 31*(4), 478-491.

Changes in social cognitions targeted within a group-based mentoring program for adolescent girls were examined as predictors of changes in physical activity (PA) and dietary behaviour (in two separate models) over the course of the seven-week program. Data were collected from 310 participants who participated in the program. Multilevel path models were used to assess changes in psychosocial variables predicting changes in behavioural outcomes from pre- to post-program. Analyses revealed that 24.4 and 12.3% of the variance in increases in PA and dietary behaviour, respectively, was explained by increases in affective and instrumental attitudes, self-regulatory efficacy (SRE), and intentions. Increases in intentions partially mediated the effects of increases in SRE and affective attitudes on increases in PA behaviour. In relation to improvements in dietary behaviour, increases in intentions and SRE directly predicted improvements in dietary behaviour. These findings suggest potential psychological mechanisms through which a group-based mentoring program may lead to changes in adolescent girls' health, enhancing PA and dietary behaviours.

**FIND IT ONLINE**
https://open.library.ubc.ca/cIRcle/collections/facultyresearchandpublications/52383/items/1.0342863

Larsson, M., Pettersson, C., Skoog, T., & Eriksson, C. (2016). Enabling relationship formation, development, and closure in a one-year female mentoring program at a non-governmental organization: A mixed-method study. *BMC Public Health, 16*(179), 1-14.

### Background
Mental health problems among young women aged 16–24 have increased significantly in recent decades, and interventions are called for. Mentoring is a well-established preventative/promotive intervention for developing adolescents, but we have yet to fully understand how the relationship between the mentor and the protégé forms, develops, and closes. In this study, we focused on a female mentoring program implemented by a Swedish non-governmental organization, The Girls Zone. First, we examined the psychological and social characteristics of the young women who chose to take part in the program as protégés. Second, we investigated adolescent female protégés' own experiences of the relationship process based on a relational-cultural theory perspective.

### Methods
The mixed-method study included 52 questionnaires and five semi-structured interviews with young women aged 15–26 who had contacted The Girls Zone between 2010 and 2012 in order to find a mentor. Their experience of the mentoring relationships varied in duration. Data were analysed statistically and with inductive qualitative content analysis.

## Results

The group of protégés was heterogeneous in that some had poor mental health and some had good mental health. On the other hand, the group was homogenous in that all its members had shown pro-active self-care by actively seeking out the program due to experiences of loneliness and a need to meet and talk with a person who could listen to them. The relationships were initially characterized by feelings of nervousness and ambivalence. However, after some time, these developed into authentic, undemanding, non-hierarchical relationships on the protégés' terms. The closure of relationships aroused feelings of both abandonment and developing strength.

## Conclusions

Mentorships that are in line with perspectives of the relational-cultural theory meet the relationship needs expressed by the female protégés. Mentor training should focus on promoting skills such as active listening and respect for the protégé based on an engaged, empathic, and authentic approach in a non-hierarchical relationship. These insights have the potential to inform interventions in several arenas where young women create authentic relationships with older persons, such as in school, in traditional health care contexts, and in youth recreation centres.

**FIND IT ONLINE**
https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-016-2850-2

**Marshall, J. H., Lawrence, E. C., & Peugh, J. (2013). College women mentoring adolescent girls: The relationship between mentor peer support and mentee outcomes.** *Mentoring & Tutoring: Partnership in Learning, 21*(4), 444-462.

In this study, we examined the effectiveness of peer support for college women mentors who engaged in one-to-one and group mentoring with 'at-risk' adolescent girls. Using data from 162 mentoring pairs, results suggested that mentor support positively predicted mentees' self-reported improvement after a year of mentoring. An examination of mentees' self-esteem outcomes revealed that mentor peer support was associated with higher outcomes only for those mentees who had higher pre-program scores; for those with below average pre-scores, mentor support was associated with lower self-esteem. Taken together, these results indicate that mentor support may serve as an important function beyond ongoing training, though its effectiveness may vary based on mentee characteristics. Implications are discussed.

**Holmes, S., Redmond, A., Thomas, J., & High, K. (2012). Girls helping girls: Assessing the influence of college student mentors in an after school engineering program.** *Mentoring & Tutoring: Partnership in Learning, 20*(1), 137-150.

Current data suggest fewer females than males continue to be interested in engineering and that this gender gap is first evidenced during middle school years. One might expect that female engineering role models would encourage adolescent girls to pursue future careers in engineering and thereby increase the girls' interests in and attitudes towards science and mathematics. This study sought to correlate middle school girls' overall confidence in science and mathematics with a year-long, after school mentoring program led by female engineering students from a local university. The results demonstrated that there was a significant correlation between the quality of the mentoring relationship and the girls' confidence in mathematics. The relationship between female role models and young girls' attitudes toward science and mathematics is discussed.

**Maldonado, N. L., Quarles, A., Lacey, C. H., & Thompson, S. D. (2008). Mentoring at-risk adolescent girls: Listening to 'Little Sisters'.** *Mentoring & Tutoring: Partnership in Learning, 16*(2), 223-234.

In order to develop an understanding of mentoring relationships and the impact these relationships might have on the development of high-risk adolescent girls, this qualitative study explored the relationships between six 'Little Sisters' and their 'Big Sister' mentors. The purposefully-selected sample includes women and girls who were actively involved in a formal mentoring relationship for a minimum of three years. Findings suggest that a long-term, nurturing mentoring relationship had a positive impact on the self-efficacy, aspirations, and possible selves of the at-risk adolescent girls.

# LGBTTQ Youth

LGBTTQ youth are a diverse group that can face additional challenges and expectations developing their identities in the face of discrimination and societal expectations. Having the support and structure of mentors with a similar background can ease this process.

Poteat, V. P., & Scheer, J. R. (2016). GSA advisors' self-efficacy related to LGBT youth of colour and transgender youth. *Journal of LGBT Youth, 13*(4), 311-325.

Gay-Straight Alliances (GSAs) serve lesbian, gay, bisexual, transgender (LGBT), and heterosexual youth from diverse backgrounds. Although some attention has been given to youth members in general, little attention has been given to adult advisors. Among 47 GSA advisors from 33 high schools (39 cisgender female, 8 cisgender male), the authors examined advisors' self-efficacy to address issues pertinent to LGBT youth of colour and transgender youth specifically. Advisors' self-efficacy was lower for LGBT youth of colour than for transgender youth. LGB advisors reported greater efficacy than did heterosexual advisors to address issues pertinent to transgender youth but not those pertinent to LGBT youth of colour. Younger advisors and advisors in schools with a greater proportion of youth of colour reported greater efficacy for LGBT youth of colour but not for transgender youth. These findings carry implications for ensuring that advisors are equipped to work with GSA-involved youth who may be among the most marginalized in schools.

**FIND IT ONLINE**
http://www.tandfonline.com/doi/full/10.1080/19361653.2016.1185757

Mallory, C., Sears, B., Hasenbush, A., & Susman, A. (2014). *LGBTQ youth face unique barriers to accessing youth mentoring programs.* Los Angeles, CA: The Williams Institute (UCLA). Retrieved from http://escholarship.org/uc/item/6gk8p7nz#page-1

Over three million LGBTQ youth in the United States could benefit from access to youth mentoring programs. Research shows that LGBTQ youth are overrepresented in the juvenile justice system, which may be due, in part, to selective enforcement of criminal laws against them. They also experience higher rates of family rejection, school harassment and bullying, homelessness, and a host of other factors related to their identity that put them at increased risk of involvement with the system. Youth mentoring organizations are designed to address the challenges 'at-risk' youth face in their daily lives, but there is evidence showing that some organizations are unwelcoming of LGBTQ youth, and discriminate against them when they try to seek services.

**FIND IT ONLINE**
https://williamsinstitute.law.ucla.edu/research/safe-schools-and-youth/barriers-to-accessing-lgbtq-youth-mentoring-programs/

# Newcomer Youth

Newcomer youth face a unique set of challenges in leaving their countries of origin and acclimating to the culture, language, and expectations of their new home. Mentorship, from both peers and adults, can provide support in navigating these new experiences.

Oberoi, A. K. (2016). *Mentoring for first-generation immigrant and refugee youth.* National Mentoring Resource Center Population Review. Retrieved from http://www.nationalmentoringresourcecenter.org/images/PDF/ImmigrantRefugeeYouth_Population_Review.pdf

This review examines research on mentoring for first-generation immigrant and refugee youth (FG-IRY) and is organized around four aspects of mentoring for these youth—its documented effectiveness, factors conditioning effectiveness, intervening processes for linking mentoring to outcomes, and the extent of reach and engagement and the quality of implementation of mentoring programs for FG-IRY. The research reviewed, although limited in scope, provides the basis for some preliminary conclusions about mentoring as provided to this population of youth. These include evidence that:

- Both formal and informal mentoring may be beneficial for facilitating acculturation and social integration to the new country and promoting academic and school engagement among FG-IRY.
- Benefits of mentoring for FG-IRY may accrue, in part, as a result of mentoring facilitating their acculturation, social integration, and school success, wherein mentors act as cultural and system translators and interpreters.
- School-based mentoring programs that address the specific needs of FG-IRY have the potential to promote academic success and integration into the new culture through relationships with teachers, school personnel, and peers.
- Both same- and cross-cultural mentoring relationships can be beneficial for FG-IRY, although mentor training and cultural competence of mentors may influence the quality of mentoring relationships.

**FIND IT ONLINE**

http://www.nationalmentoringresourcecenter.org/images/PDF/ImmigrantRefugeeYouth_Population_Review.pdf

# Racialized Youth

Racialized youth have been shown to experience benefits from mentoring relationships, including role modelling from adults with similar experiences and the development of a personal identity, and mentorship among peers in school and other social settings.

Aschenbrener, C., & Johnson, S. (2017). Educationally-based, culturally-sensitive, theory-driven mentorship intervention with at-risk Native American youth in South Dakota: A narrative review. *Journal of Child and Family Studies, 26*(1), 14-27.

Native American youth struggle with many social issues such as poverty, drug and alcohol abuse, teen pregnancy, and dropping out of high school, as a result of historical trauma and the current conditions on the reservation. This narrative review found that existing mentorship programs lack adequate research, particularly with Native American youth and youth from rural settings, yet the limited research does demonstrate potential promise. Available research findings suggest that mentorship programs are supporting 'at-risk' youth generally, particularly with increasing their self-worth, as well as having educational benefit for the youth. Two theoretical frameworks, strengths perspective and social learning theory, have been determined to offer support to increase the value of mentorship programs for Native American youth. This narrative review concludes that by understanding the social issues and the impact of historical trauma as well as understanding the use of applied theories, strong programming, and helpful factors or considerations, a culturally-sensitive, educationally-based mentorship intervention has potential to support 'at-risk' Native American youth feel motivated to move forward with their educational futures.

Danner, O. K. et al. (2017). Hospital-based, multidisciplinary, youth mentoring and medical exposure program positively influences and reinforces health care career choice: "The Reach One Each One Program early Experience." *The American Journal of Surgery, 213*(4), 611-616.

According to the National Center for Educational Statistics, underrepresented minorities (URMs) are more likely to leave science, technology, engineering, and mathematics (STEM) fields at higher rates than their peers during undergraduate studies. Many institutions of higher learning have implemented pipeline programs aimed at preparing and inspiring high school and college aged students in select careers in health sciences with varying levels of success. Research has shown that a health care workforce that mirrors the community they serve is more effective in reducing health disparities and increasing positive health outcomes. We hypothesize that a hospital-based, multidisciplinary youth mentoring and medical exposure program will enhance the decision of URM high school students to choose healthcare careers.

### Materials and Method

A retrospective analysis of the Reach One Each One Program (ROEO) was performed. ROEO is a hospital-based, 11-week multidisciplinary youth mentoring and medical exposure program for inner-city high school students. The analysis was based on a phone survey of the twenty-six (26) seniors who completed the program and subsequently graduated from high school between May 2013 and May 2015 to assess the following:

1. College enrollment/attendance
2. Health profession majors
3. Pre-med status

The study was approved by the Morehouse School of Medicine Institutional Review Board. Results: Of the 26 students, 23 were female and 3 were male; 25 (96%) of the students were African American and one student was a Caucasian female. Twenty-four (92.3%) of the students were enrolled in college and 2 (7.7%) were scheduled to begin in the spring semester of 2016. Twenty-one of the 24 attending college at the time of the survey (87.5%) were enrolled in a health science degree program and 16 (66.7%) confirmed that they were enrolled in pre-medical (Pre-med) curriculum.

## Conclusion

Hospital-based, multidisciplinary medical mentoring programs can have a positive impact on the lives and health care career decisions of aspiring URM high school students. Further study will be necessary to validate the most influential components needed for the success of such programs.

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Moreno-Candil, D., & Garza, M. (2017). A pilot study of the impact of the Peraj mentoring program on school dropout risk of Mexican children. *Journal of Community Psychology, 45*(3), 315-332.

The purpose of the Peraj Mentoring Program is to aid in the social, emotional, and academic development of children from disadvantageous family, cultural, and socioeconomic contexts. School dropout has been recognized as a serious problem in the Mexican Educational System. The present study explored the effect of the participation in Peraj on school dropout risk of children. A questionnaire was specifically designed and administered in a pre-test/post-test model to mentees and control subjects. The findings suggest that, in general, after participating in the Peraj program, the mentees showed a decrease in their risk of dropping out of school. In contrast, the control subjects, who did not participate in the Peraj program, showed an increase in dropout risk. Thus, there is evidence to support that Peraj mentoring can be a useful tool to reduce the dropout problem in Mexico.

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Sánchez, B., Mroczkowski, A. L., Liao, L. C., Cooper, A. C., Rivera, C., & DuBois, D. L. (2017). Mentoring as a mediator or moderator of the association between racial discrimination and coping efficacy in urban, low-income Latina/o youth. *American Journal of Community Psychology, 59*(1-2), 15-24.

The aim of this study was to examine the associations among mentoring relationship quality (i.e., relational and instrumental quality), racial discrimination, and coping efficacy with racial discrimination. Three social support models were tested, including the stress buffering, support mobilization, and support deterioration models. Participants were 257 urban, low-income Latina/o high school students, who completed surveys in both 9th and 10th grades. While controlling for gender and coping efficacy with discrimination in 9th grade, results supported the social support deterioration model. Specifically, there was a significant indirect effect of racial discrimination in 9th grade on coping efficacy in 10th grade through instrumental mentoring quality. As racial discrimination increased, mentoring quality decreased and then coping efficacy decreased. We also found that more racial discrimination in 9th grade was significantly associated with lower coping efficacy in 10th grade, and higher instrumental mentoring quality in 9th grade was significantly associated with higher coping efficacy in 10th grade, while controlling for gender and coping efficacy in 9th grade. Implications and recommendations for future research are discussed.

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http://onlinelibrary.wiley.com/doi/10.1002/ajcp.12114/full

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Liou, D. D., Martinez, A. N., & Rotheram-Fuller, E. (2016). "Don't give up on me": Critical mentoring pedagogy for the classroom building students' community cultural wealth. *International Journal of Qualitative Studies in Education, 29*(1), 104-129.

This one-year ethnographic case study focused on students of colour from a West Coast High School who faced a variety of academic challenges. Collectively, they shared perspectives on school improvement, and among the recommendations was the importance of mentorship in the classroom to develop students' aspirational, navigational, and informational capital for academic resiliency, high expectations, and success. This article highlights the perspectives of multiple stakeholders, such as students and teachers, on the qualities of mentorship practices. Using these data, a framework was developed to promote mentoring as an interrelated process in classroom instruction to ignite a new perspective on school reform. In this particular context, this study concludes that these students of colour viewed mentorship as a critical component that was often missing in their high school careers. In an effort to improve students' experiences in the classroom, this article argues that teachers must develop critical mentoring skills, beyond what is traditionally considered as mentoring services, as a pedagogical tool to assist students to overcome their academic challenges and achieve school success.

Park, H., Yoon, J., & Crosby, S. D. (2016). A pilot study of big brothers big sisters programs and youth development: An application of critical race theory. *Children and Youth Services Review, 61*, 83-89.

Testing critical race theory, we examined whether children and adolescents with an adult mentor of the same race/ethnicity display higher levels of confidence, competence, and caring than those with a mentor of a different race/ethnicity. We also tested whether longer participation in the mentoring program results in better developmental outcomes. The sample included 47 cross- and same-race mentor-mentee pairs in the Big Brothers Big Sisters (BBBS) program. Developmental outcomes were measured using Big Brothers Big Sisters of America's (BBBSA) Program-based Outcome Evaluation, and were analyzed using t-test, chi-square, and General Lineal Model. No significant differences were found in youth development based on racial/ethnic match. However, the longer matched pairs showed greater competence. Implications for practice, policies, and research are also discussed.

Peifer, J. S., Lawrence, E. C., Williams, J. L., & Leyton-Armakan, J. (2016). The culture of mentoring: Ethnocultural empathy and ethnic identity in mentoring for minority girls. *Cultural Diversity and Ethnic Minority Psychology, 22*(3), 440-446.

Many mentoring programs place minority group mentees with majority group mentors. These programs aim to promote beneficial outcomes for their diverse participants. The present study explores mentors of colour and White mentors' ethnocultural empathy and ethnic identities in association with their minority group mentees' ethnic identities.

### Method
Our study examined 95 mentoring pairs of middle school girls of colour and college student women from both majority and minority group cultural backgrounds.

### Results
A series of linear regressions revealed an association between mentors' ethnocultural empathy and EI exploration/commitment and minority group mentees' ethnic identity exploration, regardless of the mentors' majority group status.

### Conclusions
The results of this preliminary study suggest that mentors' cultural identity and empathy may be linked with mentees' willingness to explore their own ethnic identities. We discuss the implications for mentoring programs that seek to build participants' ethnic identities and ethnocultural empathy.

Rawana, J. S., Sieukaran, D. D., Nguyen, H. T., & Pitawanakwat, R. (2015). Development and evaluation of a peer mentorship program for Aboriginal university students. *Canadian Journal of Education, 38*(2), 1-34.

Although Aboriginal students encounter educational challenges, few post-secondary mentorship programs that facilitate positive educational and mental health outcomes within this population are described in the literature. This study describes the development and evaluation of a mentorship program for Aboriginal university students. Program development was informed by a literature review and needs assessment. Using a mixed-methods design, 12 Aboriginal students completed pre- and post-program measures of resilience and ethnic identity awareness. Post-program, improvements in social competence resiliency, other-group ethnic orientation, and school engagement were identified. Research and community stakeholders are encouraged to develop mentorship programs to improve the wellbeing of Aboriginal students.

Coller, R. J., & Kuo, A. A. (2014). Youth development through mentorship: A Los Angeles school-based mentorship program among Latino children. *Journal of community health, 39*(2), 316-321.

Despite higher risk for school failure, few school-based mentoring (SBM) studies have focused on low-income, 'at-risk' Latino children. We describe the development and evaluation of the Youth Empowerment Program (YEP), a sustainable, high-quality, SBM program among urban Latino students. Based on evidence from work in other communities, YEP was created as a partnership between the 4th and 5th grades at a Los Angeles Title I elementary school and university undergraduates. We tested the feasibility of applying a previously validated relationship quality assessment tool in this population. Since 2008, 61 mentor and mentee pairs have participated in YEP, with an average relationship length of 1.5 years. Through 2010, over 95% of pairs had relationships lasting at least one year, while 47 % lasted two or more years. Seventy-percent of mentees and 85% of mentors were female, and an increased trend for early relationship termination was observed among male mentees. Through 2011, relationships lasted under one year among 29% of male mentees compared to 7% of female mentees (p = 0.15). A previously validated relationship quality assessment tool was easily incorporated into YEP, with relationships exhibiting youth-centeredness, emotional engagement, and low dissatisfaction. After five years, YEP has become a feasible and sustainable SBM program providing long-term relationships for low-income Latino children. These relationships may improve youth health through fewer risky behaviors and attitude improvements. Future work should focus on supporting male mentors and mentees.

**FIND IT ONLINE**
http://escholarship.org/uc/item/4671d1h4

Pilkington, F. B., Singh, M. D., Prescod, C., & Buettgen, A. (2013). Inclusive mosaic: Promoting diversity in nursing through youth mentorship. *International Journal of Nursing Education Scholarship, 10*(1), 123-132.

In this paper we describe the Inclusive Mosaic project, a community–university partnership in an outer-city community in a large Canadian metropolis aimed at promoting diversity in nursing. The project brought together nursing student mentors with middle school and high school youth from diverse backgrounds in a mentoring program aimed at increasing participants' interest in, and confidence in pursuing, higher education and a career in nursing or other health profession. The concepts of emancipatory education, self-efficacy, and possible selves provided the theoretical foundation. Project processes, activities, and outcomes are described, and a post-hoc evaluation encompassing the project's strengths, challenges, limitations, and successes is presented. Recommendations to inform future research and education are also provided.

Holt, L. J., Bry, B. H., & Johnson, V. L. (2008). Enhancing school engagement in at-risk, urban minority adolescents through a school-based, adult mentoring intervention. *Child & Family Behavior Therapy, 30*(4), 297-318.

The current study investigated whether a five-month, adult mentoring intervention delivered by school personnel could enhance the school engagement of ninth grade urban minority adolescents. Compared to 20 'at-risk' students who did not receive an intervention, 20 'at-risk' students who were randomly assigned to mentoring exhibited significantly less decline during the first year of high school in perceived teacher support and decision making and were less likely to enter the discipline system. The effects were stronger and included sense of school belonging for participants who were "mentored as intended." Moreover, mentee and mentor reports of relationship quality were associated with changes in mentored participants' school-related cognitions and behaviours. The findings indicate that adult mentoring may help to prevent normative declines in urban minority youths' school engagement.

Liang, B. & West, J. (2006). Youth mentoring: Do race and ethnicity really matter? *Research in Action*, 9, 3-22.

Not all mentoring relationships are effective and, in some cases, they can do more harm than good to a child's soul (Rhodes & DuBois, 2006). Given this knowledge and the recent explosion of formal youth mentoring programs, researchers have begun an exploration of the predictors of enduring and beneficial matches—from the mentor's competence to the mentor-mentee fit (Liang & Rhodes, 2007). Given that mentees in formal mentoring programs typically represent diverse demographics, whereas most mentors are White (Grossman & Tierney, 1998; Sipe, 1996), the question of whether mentors and youth should be matched based on demographic characteristics such as race and ethnicity has been hotly debated. This article will summarize and distil research on youth mentoring that helps answer questions such as:

1. Does it matter whether mentors and mentees are matched on race and ethnicity?
2. Are same-race matches necessarily more beneficial than cross-race matches?
3. Do ethnicity and race affect the way mentors and mentees relate?
4. Are there other ways in which mentors, and mentoring programs, can foster cultural sensitivity in mentoring relationships?

Moreover, we will make recommendations for translating research into action and illustrate with a case example of a culturally sensitive mentoring program.

**FIND IT ONLINE**
https://eric.ed.gov/?id=ED502229

Diversi, M., & Mecham, C. (2005). Latino(a) students and Caucasian mentors in a rural after-school program: Towards empowering adult–youth relationships. *Journal of Community Psychology, 33*(1), 31-40.

High rates of immigration, especially from Latin America, have created a large population of immigrant youth, many of whom are having difficulty in American schools. The central goals of our project were to assist in empowering students to find academic success and to foster a more bicultural identity. According to three perspectives (youth, mentor, and coordinator), the adult–youth relationship central to our project has been successful in fostering academic engagement and cross-cultural relations. Youth improved their grades and reported being more connected to school.

Mentors and youth reported trust in their relationship and satisfaction in learning about each other's culture. We also discuss shortcomings in our program and offer suggestions for positive adult–youth practices.

Rhodes, J. E., Reddy, R., Grossman, J. B., & Maxine Lee, J. (2002). Volunteer mentoring relationships with minority youth: An analysis of same-versus cross-race matches. *Journal of Applied Social Psychology, 32*(10), 2114-2133.

Despite the growth of youth mentoring programs in recent years, key questions remain regarding the relative importance of making matches on the basis of shared racial background. Both sides of the argument regarding racial matching are presented, followed by a comparison of the effects of same- vs. cross-race matches involving minority youth (N = 476). Minority adolescents were less likely to report initiating alcohol when placed in cross-race matches. In addition, minority boys in same-race matches reported smaller decrements in scholastic competence and self-worth than did minority boys in cross-race matches. Minority girls in same-race matches reported smaller decrements in school value and self-worth than did minority girls in cross-race matches. Youth, parent, and case-worker impressions of the two relationship types largely converged, but the few impressions that differed tended to favour cross-race matches. The methodological limitations and implications of this study are discussed.

**FIND IT ONLINE**
http://www.rhodeslab.org/wp-content/uploads/2016/04/rhodes-et-al-2002-same-versus-cross-race-matches.pdf

# Young Parents

Young parents often face many challenges in adjusting to additional responsibilities and expectations, and may benefit from the guidance and support of both peer and adult mentors.

Mezey, G., Robinson, F., Gillard, S., Mantovani, N., Meyer, D., White, S., & Bonell, C. (2017). Tackling the problem of teenage pregnancy in looked-after children: A peer mentoring approach. *Child & Family Social Work*, *22*(1), 527-536.

Teenage pregnancy is associated with adverse health and social outcomes, even after adjusting for prior disadvantage, and is recognized as a major public health issue. Rates of teenage pregnancy in the UK are among the highest in Europe. Interventions introduced in the past decade to address the problem, such as improved sex and relationships education in schools, have been accompanied by a fall in teenage pregnancy rates in the UK. However, this decline has not been mirrored among looked-after children. In this paper, we discuss why this may be the case. We suggest that a system of peer mentoring, involving a young person, whose experience of life post-care has been positive, may be an effective approach to tackling the problem of pregnancy in this group. Peer mentoring has the potential to assist young people in developing self-esteem, confidence, and in making choices regarding their education, personal development, and relationships.

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# Youth In and Leaving Care

Being in and leaving foster care can contribute to a variety of challenges for young people, including abuse, limited social skills, and lessened educational/vocational achievement. Mentoring programs have been shown to reduce these outcomes, through the provision of support, guidance, and training.

Scannapieco, M., & Painter, K. R. (2014). Barriers to implementing a mentoring program for youth in foster care: Implications for practice and policy innovation. *Child and Adolescent Social Work Journal, 31*(2), 163-180.

The aim of this article is to report on the findings of an evaluation of a youth in foster care mentoring pilot program and the difficulty that arises when a program is not well implemented. The pilot program and evaluation of its effectiveness were mandated by the Texas 80th Legislature through the passing of HB 3008. Big Brothers Big Sisters of North Texas implemented the pilot to match youth in foster care age 14 years and older, who participate on a voluntary basis and who have been screened for participation by the Texas Department of Family and Protective Services (DFPS) with an adult mentor. As part of the pilot, youth were to receive eight hours of face-to-face time, and at least one hour of phone, email, or text contact with their mentor. Though there were problems with implementation of the mentoring pilot, responses on the confidential youth survey suggest that those who did participate had positive experiences. Based on responses on the survey from the youth and based on the existing empirical literature on the benefits of mentoring programs for troubled youth, following the recommendations presented in this article for mentoring programs should be encouraged for youth aging out of foster care.

Hudson, A. L. (2013). Career mentoring needs of youths in foster care: Voices for change. *Journal of Child and Adolescent Psychiatric Nursing, 26*(2), 131-137.

Adolescents with a history of foster care placement are more likely to become homeless, have mental illness, become parents too early in life, or become incarcerated within the juvenile justice/prison system. In addition, a low percentage of young adults, who formerly were in foster care, complete vocational training or higher education. Methods: This was a qualitative study, using focus group methodology. Four focus group sessions were conducted with youth living in foster care. The purpose was to obtain their perceptions about mentoring. Focus groups comprised six to eight youths per group and were guided by a semi-structured interview guide. Findings: A total of 27 youth in foster care participated in focus group interviews. Mean age was 16.4 (SD = 0.68) years. Youth participants were very knowledgeable about mentoring programs for 'at-risk' youth, along with negative psychosocial outcomes experienced by former foster youth. However, they remarked that they are given few opportunities for career mentoring. The overall themes that emerged from narrative data were needing and finding authority figures, hooking up with a career mentor, and deserving the good life. Conclusion: Career mentoring is an affordable and feasible intervention for child welfare agencies. This could lead to more motivated and prepared youth living in foster care for vocational training or higher education. Learning opportunities from a career mentor may be a lifeline for preventing negative psychosocial outcomes for foster youth, reward achievement goals, and improve overall quality of life in emerging adulthood.

Ahrens, K. R., DuBois, D. L., Garrison, M., Spencer, R., Richardson, L. P., & Lozano, P. (2011). Qualitative exploration of relationships with important non-parental adults in the lives of youth in foster care. *Children and Youth Services Review, 33*(6), 1012-1023.

Foster youth are at risk of poor adult outcomes. Research on the role of mentoring relationships for this population suggests the value of strategies that increase their access to adult sources of support, both while in foster care and as they reach adulthood. We conducted semi-structured, individual qualitative interviews with 23 former foster youth ages 18-25 regarding their relationships with supportive non-parental adults. We sought to identify factors that influence the formation, quality, and duration of these relationships and to develop testable hypotheses for intervention strategies. Findings suggest several themes related to relationship formation with non-parental adults, including barriers (e.g., youth's fears of being hurt) and facilitators (e.g., patience from the adult). Distinct themes were also identified relating to the ongoing development and longevity of these relationships. Youth also described multiple types of support and positive contributions to their development. Proposed intervention strategies include systematic incorporation of important non-parental adults into transition planning, enhanced training and matching procedures within formal mentoring programs, assistance for youth to strengthen their interpersonal awareness and skills, and the targeting of specific periods of need when linking youth to sources of adult support. Recommended research includes the development, pilot-testing, and evaluation of proposed strategies.

**FIND IT ONLINE**
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3363001/

Johnson, S. B., Pryce, J. M., & Martinovich, Z. (2011). The role of therapeutic mentoring in enhancing outcomes for youth in foster care. *Child Welfare, 90*(5), 51-69

Effective service interventions greatly enhance the well-being of foster youth. A study of 262 foster youth examined one such intervention, therapeutic mentoring. Results showed that mentored youth improved significantly in the areas of family and social functioning, school behaviour, and recreational activities, as well as in the reduction of expressed symptoms of traumatic stress. Study results suggest that therapeutic mentoring shows promise for enhancing treatment interventions

Williams, C. A. (2011). Mentoring and social skills training: Ensuring better outcomes for youth in foster care. *Child Welfare, 90*(1), 59-74.

Youth in foster care face significant life challenges that make it more likely that they will face negative outcomes (i.e., school failure, homelessness, and incarceration). While the reason(s) for out-of-home placement (i.e., family violence, abuse, neglect, and/or abandonment) provide some context for negative outcomes, such negative outcomes need not be a foregone conclusion. In fact, interventions created to serve 'at-risk' youth could ostensibly address the needs of youth in foster care as well, given that they often face similar social, emotional, and other challenges. Specifically, the author posits that supporting foster care youth through the use of mentoring and social skills training could reduce the negative outcomes far too common for many of these youth.

Spencer, R., Collins, M. E., Ward, R., & Smashnaya, S. (2010). Mentoring for young people leaving foster care: Promise and potential pitfalls. *Social Work, 55*(3), 225-234.

Mentoring for youths transitioning out of the foster care system has been growing in popularity as mentoring programs have enjoyed unprecedented growth in recent years. However, the existing empirical literature on the conditions associated with more effective youth mentoring relationships and the potential for harm in their absence should give us pause, as meeting these conditions may be especially challenging when working with transitioning youths. Using the social work professional lens to examine the potential and challenges of mentoring approaches for foster care youths, the authors review the literature on the effectiveness of youth mentoring programs and on the psychosocial outcomes and needs of youths leaving foster care. They offer a set of considerations for maximizing the potential benefits of mentoring for transitioning youths. The authors suggest that although mentoring may serve as an important component of a larger complement of services for transitioning youths, an individual-level intervention such as this does not eliminate the need for more systemic action to meet the many needs of these vulnerable youths.

Taussig, H. N., & Culhane, S. E. (2010). Impact of a mentoring and skills group program on mental health outcomes for maltreated children in foster care. *Archives of Pediatrics & Adolescent Medicine, 164*(8), 739-746.

## Objective

To evaluate the efficacy of the Fostering Healthy Futures program in reducing mental health problems and associated problems.

## Design

Randomized controlled trial.

## Setting

Denver metropolitan area.

## Participants

Children aged nine to 11 years who were maltreated and placed in foster care.

## Intervention

Children in the control group (n = 77) received an assessment of their cognitive, educational, and mental health functioning. Children in the intervention group (n = 79) received the assessment and participated in a nine-month mentoring and skills group program.

## Main Outcome Measures

Children and caregivers were interviewed at baseline prior to randomization, immediately following the intervention, and six months after the intervention. Teachers were interviewed two times after baseline. Measures included a multi-informant index of mental health problems, youth-reported symptoms of posttraumatic stress, dissociation, and quality of life, and caregiver- and youth-reported use of mental health services and psychotropic medications.

## Results

After adjusting for covariates, intent-to-treat analyses demonstrated that the treatment group had fewer mental health problems on a multi-informant factor six months after the intervention (mean difference, −0.51; 95% confidence interval, −0.84 to −0.19), reported fewer symptoms of dissociation six months after the intervention (mean difference, −3.66; 95% confidence interval, −6.58 to −0.74), and reported better quality of life immediately following the intervention (mean difference, 0.11; 95% confidence interval, 0.03 to 0.19). Fewer youths in the intervention group than in the control group had received recent mental health therapy six months after the intervention according to youth report (53% vs 71%, respectively; relative risk = 0.75; 95% confidence interval, 0.57 to 0.98). Conclusions: A nine-month mentoring and skills group intervention for children in foster care can be implemented with fidelity and high uptake rates, resulting in improved mental health outcomes.

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http://jamanetwork.com/journals/jamapediatrics/fullarticle/383583

# Youth In Conflict with the Law

Youth in conflict with the law are in a vulnerable position, and can often benefit from a mentoring relationship with supportive adults, as well as peers, who have come from a similar background or shared experience.

Weinrath, M., Donatelli, G., & Murchison, M. J. (2016). Mentorship: A missing piece to manage juvenile intensive supervision programs and youth gangs? *Canadian Journal of Criminology and Criminal Justice*, *58*(3), 291-321.

Intensive supervision probation (ISP) has proven generally ineffective for youth. In this article we argue that mentorship, an intervention with increasing empirical support in the literature, is a missing treatment component. We test this proposition with results from the Spotlight Serious Offender Services Unit, an urban-based Canadian ISP program that targets high-risk gang youth. Unique to Spotlight is their adoption of street mentors to work with youth in the community. Our study incorporated quantitative and qualitative approaches: client interviews and researcher observation of street mentors coupled with comparison of recidivism outcomes between a comparison group (N = 85) of high-risk young offenders and Spotlight (N = 57) clients, matched via a propensity score matching (PSM) procedure. Spotlight cases did significantly better than the comparison group on all recidivism outcomes examined. Qualitative interview and observation data supported mentorship efficacy. Given the lack of effectiveness of other ISPs observed in the literature, we argue that mentorship makes a difference.

Weiler, L. M., Haddock, S. A., Zimmerman, T. S., Henry, K. L., Krafchick, J. L., & Youngblade, L. M. (2015). Time-limited, structured youth mentoring and adolescent problem behaviors. *Applied Developmental Science*, *19*(4), 196-205.

Youth mentoring can have a profound impact on the lives of high-risk youth. This study presents the Campus Corps program, a time-limited (12-week), structured mentoring program for high-risk youth (ages 11–18), and results from a quasi-experimental pilot evaluation. Baseline and post-intervention problem behaviour data from 315 offending youth were used in multiple regression analyses. After accounting for baseline group differences, pre-intervention scores, and demographic covariates, Campus Corps participants (n = 187, 63.1% male) reported less engagement in problem behaviour, lower acceptance of problem behaviour, and a greater sense of autonomy from marijuana use post-intervention than participants in the comparison condition (n = 128, 66.4% male). Conversely, post-intervention group differences were not observed for peer refusal skills or autonomy from alcohol use. A description of the Campus Corps program design and supplemental preliminary findings contribute to the growing knowledge base of youth mentoring program designs and outcomes.

Abrams, L. S., Mizel, M. L., Nguyen, V., & Shlonsky, A. (2014). Juvenile re-entry and aftercare interventions: Is mentoring a promising direction? *Journal of Evidence-based Social Work*, *11*(4), 404-422.

This study uses systematic review methods to investigate the use of mentoring programs to assist young people in successfully transitioning back into their communities following a juvenile correctional placement. Few studies were found that used comparison or control groups and measured recidivism outcomes. The results of the studies were mixed, with one study finding no differences between groups, and the other two studies finding some recidivism reductions among youth who received the intervention. However, the absence of detailed information on the interventions, weak research designs, and the diversity of the mentoring programs contributed to an overall dearth of knowledge about the effectiveness of these interventions in reducing recidivism.

Cawood, N. D., & Wood, J. M. (2014). Group mentoring: The experience of adolescent mentees on probation. *Social Work with Groups*, *37*(3), 213-229.

Group mentoring is an innovative approach to working with vulnerable youth. This qualitative study examined a group mentoring program and the experience of youth participants involved with the juvenile justice system. Eleven mentees and two mentoring coordinators participated in a combination of focus groups and individual interviews, while participant observation was also employed. All participants indicated that the group mentoring program had a positive influence in their lives, helped them to make better choices, and provided a healthy weekly activity. Mentees identified the mentoring coordinator and the group activities as the most important aspects to the experience.

Tapia, M., Alarid, L. F., & Enriquez Jr, A. (2013). Court-ordered mentoring programs for adjudicated juveniles: When should youth be referred. *Justice Policy Journal*, *10*(2), 1-14.

Most mentoring programs target 'at-risk' youth, but programs for those already adjudicated in the juvenile justice system have been less extensively studied. We examined the referral process, rates of program completion, and recidivism for 97 mentored and 287 non-mentored youth on probation in a large, urban, Hispanic-dominated county. Youth who were referred to mentoring were already showing a pattern of technical violations on probation. As a result, mentored youth had higher odds of program failure and recidivism. Policy implications for mentoring programs for juvenile offenders include revisiting when youth are first referred to mentoring, better selection, and more extensive training of adult mentors.

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http://www.cjcj.org/uploads/cjcj/documents/tapia_and_alarid_fall_2013.pdf

# Youth Involved in Sex Work

There is limited research surrounding the benefit of mentorship for youth involved in sex work. However, preliminary findings suggest the potential for providing hope, identity development, and social support.

DuBois, D. L., & Felner, J. K. (2016). *Mentoring for youth with backgrounds of involvement in commercial sex activity.* Retrieved from http://www.nationalmentoringresourcecenter.org/images/PDF/CSEC_Population_Review_Final.pdf

This review examines research on mentoring for youth with backgrounds of involvement (or high-risk for involvement) in commercial sex activity (YCSA). The review is organized around four questions:

1. What is the documented effectiveness of mentoring for YCSA?
2. What factors condition or shape the effectiveness of mentoring for YCSA?
3. What are the intervening processes that are most important in linking mentoring to outcomes for YCSA?
4. To what extent have efforts to provide mentoring to YCSA reached and engaged targeted youth, been implemented with high quality, and been adopted and sustained by host organizations and settings?

Research directly addressing mentoring for youth with backgrounds of commercial sex involvement is extremely limited in scope and largely insufficient for answering any of the above questions. However, when these findings are considered in combination with other available research (for example, qualitative studies of the experiences of youth who have been involved with commercial sex exploitation and survey research eliciting the observations and recommendations of professionals who work with such young persons), it is possible to identify a number of noteworthy possibilities that merit consideration.

These include:

- A potential for both formal and informal forms of mentoring to be of benefit for YCSA.
- The possibility that benefits of mentoring for YCSA may be conditional upon mentors having appropriate training and/or histories of commercial sex exploitation involvement themselves.
- A potential for processes involving hope, identity, social support, and education and career development to be instrumental as pathways through which mentoring is able to benefit YCSA.
- Although it appears viable to engage YCSA in mentoring supports and services, it may prove difficult to sustain their involvement over time due to high levels of flux and instability in the life circumstances of youth with backgrounds of commercial sex involvement.

Direct research on mentoring for YCSA, however, is scarce and of insufficient scope or quality to offer a basis for even preliminary evidence-informed conclusions. This limitation notwithstanding, the review concludes with insights and recommendations for practice based on currently available knowledge.

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http://www.nationalmentoringresourcecenter.org/images/PDF/CSEC_Population_Review_Final.pdf

# Youth with Disabilities

Youth with disabilities encounter additional systemic barriers in moving through daily life; mentoring relationships can counter this by providing further support, guidance, and encouragement.

Lindsay, S., R. Hartman, L., & Fellin, M. (2016). A systematic review of mentorship programs to facilitate transition to post-secondary education and employment for youth and young adults with disabilities. *Disability and Rehabilitation, 38*(14), 1329-1349.

Youth with disabilities experience barriers in transitioning to Post-Secondary Education (PSE) and employment. Mentorship programs provide a promising approach to supporting youth through those transitions. This paper aims to identify the effective components of mentorship programs and describe participants' experiences.

## Method
We undertook a systematic review of mentorship interventions for youth and young adults with disabilities. We searched seven electronic databases for peer-reviewed articles published in English between 1980 and 2014. We included articles that examined mentorship interventions focused on PSE or employment outcomes among youth, aged 30 or younger, with physical, developmental, or cognitive disabilities.

## Results
Of the 5,068 articles identified, 22 met the inclusion criteria. For seven mentorship interventions, at least one significant improvement was reported in school- or work-related outcomes. Mentorship programs with significant outcomes were often structured, delivered in group-based or mixed formats, and longer in duration (>six months). Mentors acted as role models, offered advice, and provided mentees with social and emotional support.

## Conclusions
Evidence suggests that mentorship programs may be effective for helping youth with disabilities transition to PSE or employment. More rigorously designed studies are needed to document the impact of mentorship programs on school and vocational outcomes for youth with disabilities.

## Implications for Rehabilitation
- Mentorship interventions have the potential to effectively support youth with disabilities as they transition to post-secondary education and employment.
- Youth should consider participating in formal mentorship interventions, and clinicians and educators should encourage them to do so, to enhance social, educational, and vocational outcomes.
- When developing interventions, clinicians should consider incorporating the effective components (i.e. duration, content, format) of mentorship interventions identified in this paper. Future mentorship programs should also contain a rigorous evaluation component.
- Clinicians can help to create (build content, consult on accessibility), connect (youth to program, program to community agencies), and contribute to mentorship interventions.

Stumbo, N. J. et al. (2010). Evidence-based practices in mentoring students with disabilities: Four case studies. *Journal of Science Education for Students with Disabilities, 14*(1), 33-54.

Individuals with disabilities are attending post-secondary institutions at higher rates than ever before, although many struggle to adjust in college environments. On one hand, higher education positively correlates with better employment outcomes, while on the other, higher education represents more stringent academic requirements and more diffused disability supports. One intervention used to check the 'trauma' of transition from high school to post-secondary education is mentoring. This article describes four successful mentorship programs, in various stages of maturity, which are currently funded by the National Science Foundation. The case studies describe the structure of each program, recruitment strategies, the students involved, and outcomes achieved to date. Implications or 'lessons learned' are also discussed to provide other important information and impetus for those anticipating such programs.

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# 02. Mentoring, Health & Wellbeing

# Mental Health

Studies have shown that participating in a mentoring relationship can produce significant mental health benefits for young people, including fewer emotional problems and a decreased risk of suicide. This seems to be particularly important for young people who are at greater risk of negative outcomes.

Crooks, C. V., Exner-Cortens, D., Burm, S., Lapointe, A., & Chiodo, D. (2017). Two years of relationship-focused mentoring for First Nations, Métis, and Inuit adolescents: Promoting positive mental health. *The Journal of Primary Prevention, 38*(1-2), 87-104.

First Nations, Métis, and Inuit (FNMI) youth are disproportionately affected by a range of negative health outcomes, including poor emotional and psychosocial well-being. At the same time, there is increasing awareness of culturally-specific protective factors for these youth, such as cultural connectedness and identity. This article reports the findings of a mixed-methods, exploratory longitudinal study on the effects of a culturally-relevant school-based mentoring program for FNMI youth that focuses on promoting mental wellbeing and the development of cultural identity. Participants included a cohort of FNMI adolescents whom we tracked across the transition from elementary to secondary school. We utilized data from annual surveys (n = 105) and a subset of youth whom we interviewed (n = 28). Quantitative analyses compared youth who participated in one or two years of mentoring programs with those who did not participate. At Wave 3, the two-year mentoring group demonstrated better mental health and improved cultural identity, accounting for Wave 1 functioning. These results were maintained when sex and school climate were accounted for in the models. Sex did not emerge as a significant moderator; however, post hoc analyses with simple slopes indicated that the mentoring program benefited girls more than boys for both outcomes. Interview data were coded and themed through a multi-phase process, and revealed that the mentoring program helped participants develop their intrapersonal and interpersonal skills, and enhanced their cultural and healthy relationships knowledge base. Collectively, the quantitative and qualitative components of this study identify multiple years of culturally-relevant mentoring as a promising approach for promoting well-being among FNMI youth.

DeWit, D. J., Wells, S., Elton-Marshall, T., & George, J. (2017). Mentoring relationships and the mental health of Aboriginal youth in Canada. *The Journal of Primary Prevention, 38*(1-2), 49-66.

We compared the mentoring experiences and mental health and behavioural outcomes associated with program-supported mentoring for 125 Aboriginal (AB) and 734 non-Aboriginal (non-AB) youth ages six–17 participating in a national survey of Big Brothers Big Sisters community mentoring relationships. Parents or guardians reported on youth mental health and other outcomes at baseline (before youth were paired to a mentor) and at 18 months follow-up. We found that AB youth were significantly less likely than non-AB youth to be in a long-term continuous mentoring relationship. However, AB youth were more likely than non-AB youth to be in a long-term relationship ending in dissolution. AB youth were also more likely than non-AB youth to have been mentored by a female adult. AB youth were significantly more likely than non-AB youth to report a high-quality mentoring relationship, regular weekly contact with their mentor, and monthly mentoring activities. Structural equation model results revealed that, relative to non-mentored AB youth, AB youth with mentors experienced significantly fewer emotional problems and symptoms of social anxiety. These relationships were not found for non-AB youth. Our findings suggest that mentoring programs may be an effective intervention for improving the health and well-being of AB youth.

**McCalman, J., et al. (2016). Psychosocial resilience, vulnerability, and suicide prevention: Impact evaluation of a mentoring approach to modify suicide risk for remote Indigenous Australian students at boarding school.** *BMC Public Health*, *16*(1), 98.

The proposed study was developed in response to increased suicide risk identified in Aboriginal and Torres Strait Islander students who are compelled to attend boarding schools across Queensland when there is no secondary schooling provision in their remote home communities. It will investigate the impact of a multicomponent mentoring intervention to increase levels of psychosocial resilience. We aim to test the null hypothesis that students' resilience is not positively influenced by the intervention. The five-year project was funded by the Australian National Health and Medical Research Council from December 2014. Methods/Design: An integrated mixed-methods approach will be adopted, each component iteratively informing the other. Using an interrupted time series design, the primary research methods are quantitative: 1) assessment of change in students' resilience, educational outcomes, and suicide risk; and 2) calculation of costs of the intervention. Secondary methods are qualitative: 3) a grounded theoretical model of the process of enhancing students' psychosocial resilience to protect against suicide. Additionally, there is a tertiary focus on capacity development: more experienced researchers in the team will provide research mentorship to less experienced researchers through regular meetings, while Indigenous team members provide cultural mentorship in research practices to non-Indigenous members. Discussion: Australia's suicide prevention policy is progressive, but a strong service delivery model is lacking, particularly for Indigenous peoples. The proposed research will potentially improve students' levels of resilience to mitigate against suicide risk. Additionally, it could reduce the economic and social costs of Indigenous youth suicide by obtaining agreement on what is good suicide prevention practice for remote Indigenous students who transition to boarding schools for education, and identifying the benefits-costs of an evidence-based multicomponent mentoring intervention to improve resilience.

**FIND IT ONLINE**
https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-016-2762-1

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**Schwartz, S. E., Lowe, S. R., & Rhodes, J. E. (2012). Mentoring relationships and adolescent self-esteem.** *The Prevention Researcher*, 19(2), 17-20.

It is estimated that three million youth in the United States are in formal mentoring relationships in which volunteers are matched with children and adolescents, and this number continues to rise (MENTOR/National Mentoring Partnership, 2006). Many more youth have meaningful, natural mentoring relationships with extended family members, teachers, neighbours, coaches, and other caring non-parental adults. Anecdotal accounts of mentoring relationships and their life-transforming effects on young people abound in the media, including stories of caring adults helping young people to discover their strengths and, in doing so, enhance their feelings of self-esteem and confidence. But how does the research bear on this topic? Below, we review the highlights of this research, first discussing different approaches to youth mentoring and then summarizing the research on (1) the effects of mentoring relationships on self-esteem, (2) factors that predict variation in relationship effectiveness, and (3) the processes through which these relationships exert such effects.

**FIND IT ONLINE**
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3873158/

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**Taussig, H. N., & Culhane, S. E. (2010). Impact of a mentoring and skills group program on mental health outcomes for maltreated children in foster care.** *Archives of Pediatrics & Adolescent Medicine*, *164*(8), 739-746.

**Objective**
To evaluate the efficacy of the Fostering Healthy Futures program in reducing mental health problems and associated problems.

**Design**
Randomized controlled trial.

**Setting**
Denver metropolitan area.

**Participants**
Children aged nine to 11 years who were maltreated and placed in foster care.

**Intervention**
Children in the control group (n = 77) received an assessment of their cognitive, educational, and mental health functioning. Children in the intervention group (n = 79) received the assessment and participated in a nine-month mentoring and skills group program.

**Main Outcome Measures**
Children and caregivers were interviewed at baseline prior to randomization, immediately following the intervention, and six months after the intervention. Teachers were interviewed two times after baseline. Measures included a multi-informant index of mental health problems, youth-reported symptoms of posttraumatic stress, dissociation, and quality of life, and caregiver- and youth-reported use of mental health services and psychotropic medications.

## Results

After adjusting for covariates, intent-to-treat analyses demonstrated that the treatment group had fewer mental health problems on a multi-informant factor six months after the intervention (mean difference, −0.51; 95% confidence interval, −0.84 to −0.19), reported fewer symptoms of dissociation six months after the intervention (mean difference, −3.66; 95% confidence interval, −6.58 to −0.74), and reported better quality of life immediately following the intervention (mean difference, 0.11; 95% confidence interval, 0.03 to 0.19). Fewer youths in the intervention group than in the control group had received recent mental health therapy six months after the intervention according to youth report (53% vs 71%, respectively; relative risk = 0.75; 95% confidence interval, 0.57 to 0.98).

## Conclusions

A nine-month mentoring and skills group intervention for children in foster care can be implemented with fidelity and high uptake rates, resulting in improved mental health outcomes.

**FIND IT ONLINE**

http://jamanetwork.com/journals/jamapediatrics/fullarticle/383583

# Physical Health

Mentorship has been shown to have the potential to positively improve health outcomes for young people, particularly as they relate to lifestyle factors such as nutrition and physical activity.

Dowd, A. J., Chen, M. Y., Schmader, T., Jung, M. E., Zumbo, B. D., & Beauchamp, M. R. (2016). Psychosocial predictors of changes in adolescent girls' physical activity and dietary behaviours over the course of the Go Girls! group-based mentoring program. *Health Education Research*, *31*(4), 478-491.

Changes in social cognitions targeted within a group-based mentoring program for adolescent girls were examined as predictors of changes in physical activity (PA) and dietary behaviour (in two separate models) over the course of the seven-week program. Data were collected from 310 participants who participated in the program. Multilevel path models were used to assess changes in psychosocial variables predicting changes in behavioural outcomes from pre- to post-program. Analyses revealed that 24.4 and 12.3% of the variance in increases in PA and dietary behaviour, respectively, was explained by increases in affective and instrumental attitudes, self-regulatory efficacy (SRE), and intentions. Increases in intentions partially mediated the effects of increases in SRE and affective attitudes on increases in PA behaviour. In relation to improvements in dietary behaviour, increases in intentions and SRE directly predicted improvements in dietary behaviour. These findings suggest potential psychological mechanisms through which a group-based mentoring program may lead to changes in adolescent girls' health, enhancing PA and dietary behaviours.

**FIND IT ONLINE**
https://open.library.ubc.ca/cIRcle/collections/facultyresearchandpublications/52383/items/1.0342863

Sato, P. M. et al. (2016). A youth mentor-led nutritional intervention in urban recreation centers: A promising strategy for childhood obesity prevention in low-income neighborhoods. *Health Education Research*, *31*(2), 195-206.

B'More Healthy Community for Kids (BHCK) is an ongoing multi-level intervention to prevent childhood obesity in African American low-income neighbourhoods in Baltimore city, MD. Although previous nutrition interventions involving peer mentoring of youth have been successful, there is a lack of studies evaluating the influence of cross-age peers within interventions targeting youth. This article evaluates the implementation of the BHCK intervention in recreation centres, and describes lessons learned. Sixteen youth leaders delivered bi-weekly, interactive sessions to 10- to 14-y olds. Dose, fidelity, and reach are assessed, as is qualitative information regarding what worked well during sessions. Dose is operationalized as the number of interactive sessions, and taste tests, giveaways, and handouts per session; fidelity as the number of youth leaders participating in the entire intervention and per session, and reach as the number of interactions with the target population. Based on a priori set values, number of interactive sessions was high, and number of taste tests, giveaways, and handouts was moderate to high (dose). The number of participating youth leaders was also high (fidelity). Of the 14 planned sessions, the intervention was implemented with high/moderate reach. Data suggest that working with cross-age peers is a promising nutritional intervention for recreation centres.

**FIND IT ONLINE**
https://academic.oup.com/her/article/31/2/195/2363338

Black, M. M., et al. (2010). Challenge! Health promotion/obesity prevention mentorship model among urban, black adolescents. *Pediatrics*, *126*(2), 280-288.

The objective of this study was to evaluate a 12-session home/community-based health promotion/obesity prevention program (Challenge!) on changes in BMI status, body composition, physical activity, and diet.

## Methods

A total of 235 Black adolescents (aged 11–16 years; 38% overweight/obese) were recruited from low-income urban communities. Baseline measures included weight, height, body composition, physical activity (PA), and diet. PA was measured by seven-day play-equivalent physical activity (≥1800 activity counts per minute). Participants were randomly assigned to health promotion/obesity prevention that is anchored in social cognitive theory and motivational interviewing and was delivered by college-aged Black mentors or to control. Post-intervention (11 months) and delayed follow-up (24 months) evaluations were conducted. Longitudinal analyses used multilevel models with random intercepts and generalized estimating equations, controlling for baseline age/gender. Stratified analyses examined baseline BMI category.

## Results

Retention was 76% over two years; overweight/obese status declined 5% among intervention adolescents and increased 11% among control adolescents. Among overweight/obese youth, the intervention reduced total percentage of body fat and fat mass and increased fat-free mass at delayed follow-up and increased play-equivalent physical activity at post-intervention but not at delayed follow-up. Intervention adolescents declined significantly more in snack/dessert consumption than control adolescents at both follow-up evaluations.

## Conclusions

At post-intervention, there were intervention effects on diet and PA but not BMI category or body composition. At delayed follow-up, dietary changes were sustained and the intervention prevented an increase in BMI category. Body composition was improved for overweight/obese youth. Changes in body composition follow changes in diet, and PA and may not be detected immediately after intervention.

# 03. Types of Mentorship

# Group-Based Mentorship

Traditionally, mentorship has been conceptualized as a dyadic relationship (between two people, the mentor and mentee). However, models that include multiple mentors and mentees also have the potential to encourage positive outcomes for youth and better manage limited resources.

Altus, J. (2015). Answering the call: How group mentoring makes a difference. *Mentoring & Tutoring: Partnership in Learning, 23*(2), 100-115.

Mentoring programs answer the call for social justice for many students who are in success-inhibiting environments. This study employed a case study design to investigate the perceived benefits from a group mentoring program. Data was collected from pre- and post-assessment focus groups, and artifacts. Four participant benefits were revealed: comfort, non-academic support, academic support, and safety. This study argues that group mentoring offers a viable option to traditional mentoring approaches. Additionally, recommendations include further exploration into benefits from other types of group mentoring programs. Schools with scarce volunteers and monetary resources could benefit from the implementation of this mentoring approach.

Cawood, N. D., & Wood, J. M. (2014). Group mentoring: The experience of adolescent mentees on probation. *Social Work with Groups, 37*(3), 213-229.

Group mentoring is an innovative approach to working with vulnerable youth. This qualitative study examined a group mentoring program and the experience of youth participants involved with the juvenile justice system. Eleven mentees and two mentoring coordinators participated in a combination of focus groups and individual interviews, while participant observation was also employed. All participants indicated that the group mentoring program had a positive influence in their lives, helped them to make better choices, and provided a healthy weekly activity. Mentees identified the mentoring coordinator and the group activities as the most important aspects to the experience.

Washington, G., Barnes, D., & Watts, R. J. (2014). Reducing risk for youth violence by promoting healthy development with pyramid mentoring: A proposal for a culturally centered group mentoring. *Journal of Human Behavior in the Social Environment, 24*(6), 646-657.

This article proposes ways to promote healthy psychosocial development among 'at-risk' young African American males with a multigenerational, culturally centered group mentoring intervention. The potential for addressing commonalities of risk factors for both internalized and externalized responses to environment stressors is discussed. The authors propose an innovative group intervention that is influenced by social learning theory, the triadic theory of influence, identity, and cognitive development theory. The article also highlights research that suggests benefits of culturally and therapeutically centered group mentoring. The focus of the proposed intervention is on psychosocial assets that are utilized to nurture life skills developed within the framework of a culturally centered multigenerational group mentoring process called pyramid mentoring.

Huizing, R. L. (2012). Mentoring together: A literature review of group mentoring. *Mentoring & Tutoring: Partnership in Learning, 20*(1), 27-55.

Researchers have shown the benefits of mentoring in both personal and professional growth. It would seem that group mentoring would only enhance those benefits. This work represents a literature review of peer-reviewed articles and dissertations that contribute to the theory and research of group mentoring. This work reviews the articles that contributed to the development of group mentoring theory, as well as relevant research. Four primary types of group mentoring emerge—peer group, one-to-many, many-to-one, and many-to-many. Despite over 20 years of research, significant gaps remain in the research methods, demographic focus, and fields of study. The review concludes with recommendations for future research.

Washington, G., Johnson, T., Jones, J., & Langs, S. (2006). African-American boys in relative care and a culturally centered group mentoring approach. *Social Work with Groups, 30*(1), 45-69.

An innovative, culturally centered group mentoring intervention is piloted with African American boys in a relative caregiver program in Memphis. The integration of the Afrocentric conceptual framework is described. Its appropriateness for a group of 'at-risk' urban youth is discussed. The implementation strategy includes promoting spirituality via a culturally centered mentoring approach. Spirituality is emphasized as a potential protective factor and is explored with a unique short questionnaire. The perceptions of the relative caregivers are also measured in an attempt to gauge influence of the intervention. Outcomes indicating a slight increase in spiritual orientation among the youth and improved school and home behaviour are discussed, as are the limitations of this innovative, culturally centered group mentoring effort. Strategies for further evaluation research are also provided.

# Individual Mentoring

One-on-one mentorship relationships seem to be the most common. However, research shows that this may not be the best approach in all circumstances.

**Schwartz, S. E., & Rhodes, J. E. (2016). From treatment to empowerment: New approaches to youth mentoring.** *American Journal of Community Psychology, 58*(1-2), 150-157.

Traditional approaches to formal youth mentoring have focused primarily on improving the lives of 'at-risk' youth through the assignment of individual mentors, who are typically disconnected from youth's communities. Similarly, research in the field of formal mentoring has emphasized the dyadic relationship between the mentor and the mentee, with less attention paid to the broader relational contexts in which such relationships unfold. The current paper proposes a new framework that expands the scope of mentoring interventions to include approaches that build on and cultivate informal supports and empower youth to identify and reach out to networks of potential supportive adults, thus increasing the reach of youth mentoring.

**FIND IT ONLINE**
http://www.rhodeslab.org/wp-content/uploads/2016/06/ajcp12070.pdf

**Humphrey, K., & Olivier, A. (2014). Investigating the impact of teenage mentors on pre-school children's development: A comparison using control groups.** *Children and Youth Services Review, 44,* 20-24.

Teens and Toddlers is the only youth development programme in the UK designed to raise the aspirations of young people by pairing them as a mentor and role model to a child in a nursery who is in need of extra support. This transformative work experience, combined with classroom training, teaches young people interpersonal skills and builds their sense of responsibility in order to enable them to make positive decisions about their education, their health, and their future.

We undertook research in order to investigate the extent to which the programme has an effect on children attending those nurseries in relation to their socio-cognitive development. To date, an evaluation of this kind had not been undertaken for the Teens and Toddlers programme. With the attainment gap ever increasing, the research objective was to evaluate if the effect of weekly mentoring from Teens and Toddlers participants on pre-school children can positively impact on pre-school children's development. Method: The effects of the intervention were measured using the seven areas from the Foundation Stage Early Learning Goals: Personal, social, and emotional development skills; Communication and language; Literacy; Mathematics; Understanding the world; Expressive art and design; and Physical development. Assessments were made by nursery teachers at the beginning and at the end of the programme. Controls (n=75) were selected and matched with the experimental group (n=85) on the basis of age, ethnicity, ability, and gender. Results: The results show that the experimental group show significantly greater improvement in Communication and language ($F_{(1,162)}=39.3$, $p<0.01$), Physical development ($F_{(1,162)}=7.0$, $p<0.05$), Understanding the world ($F_{(1,158)}=5.03$, $p<0.05$), Expression and design ($F_{(1,158)}=4.8$, $p<0.05$) compared to the controls. There were no significant differences between the control group and experimental group for Personal, social and emotional development ($F_{(1,162)}=4.8$, $p=.40$), Literacy ($F_{(1,159)}=2.0$, $p=.153$), or Mathematics ($F_{(1,160)}=5.0$, $p=.43$). Conclusion: Findings suggest that the experiences children gain from this intervention can be beneficial in relation to their socio-cognitive development. Evidently, interventions like Teens and Toddlers may help in providing the best opportunity for a smooth and successful transition into school and their future. Findings are discussed in relation to potential limitations of the study.

# Multi-Component Mentorship Programs

Some mentorship programs incorporate interventions in multiple areas of youth's lives, including by offering tutoring or another additional supports.

Chapman, C. M., Deane, K. L., Harré, N., Courtney, M. G., & Moore, J. (2017). Engagement and mentor support as drivers of social development in the Project K youth development program. *Journal of Youth and Adolescence, 46*(3), 644-655.

Youth development programs can achieve positive social outcomes; however, studies comparing the influence of different program components are rare. Structural equation modeling of longitudinal, multilevel data (N=327) from Project K, a multicomponent youth development program, assessed how experiences of engagement or support in each component affected social outcomes. Participants reported significant gains in social self-efficacy and sense of community after the program. Engagement in the outdoor adventure and support during the mentoring partnership components significantly contributed to observed social gains, while engagement in the community service component did not. Results confirm youth development programs can positively influence adolescent social development, while highlighting the importance of moving beyond "black box" investigations in order to maximize program impact and efficiency.

Rodríguez-Planas, N. (2017). School, drugs, mentoring, and peers: Evidence from a randomized trial in the US. *Journal of Economic Behavior & Organization, 139*, 166-181.

This paper finds that the expensive, comprehensive, and controversial mentoring program Quantum Opportunity Program (QOP) was successful among youths with ex-ante high-predicted risk of drug-use, as it increased their likelihood of graduating from high-school by 15%, attending post-secondary education by 21%, and completing two years of post-secondary education by 32%. It also finds some evidence that, for this group, QOP improved employment and wages. Many of these impacts persisted 10 years after random assignment. The lack of QOP effects on curbing these youths' risky behaviours while they were in their late teens hides beneficial results for those with ex-ante 'bad' peers, and detrimental effects for those with ex-ante good peers as other treated youths during QOP group activities may have been a 'bad' influence.

# Online Mentoring

Given technology's increasing influence in our day-to-day lives, especially for youth, it is important to explore the potential of using the Internet as another avenue for fostering successful mentoring relationships. This may include the use of social media, online chatrooms, or specially-developed programs.

Stoeger, H., Hopp, M., & Ziegler, A. (2017). Online mentoring as an extracurricular measure to encourage talented girls in STEM (Science, Technology, Engineering, and Mathematics): An empirical study of one-on-one versus group mentoring. *Gifted Child Quarterly*, *61*(3), 239-249.

Online mentoring provides an effective means of extracurricular gifted education for talented girls in science, technology, engineering, and mathematics (STEM). Comparative studies on the effectiveness of one-on-one versus group mentoring are lacking, however. The authors investigated this question in the context of a Germany-wide online mentoring program that employed both approaches. Study participants were girls enrolled in high-achiever-track secondary education in Germany (N = 347) who were mentored online by female academics in STEM for 6 months, in either one-on-one (N = 156) or group mentoring (N = 191). It was assumed that the specific many-to-many group-mentoring condition examined in our study would be more effective than the one-on-one mentoring condition with respect to (a) the proportion of STEM communication and (b) the extent of STEM-related networking, both of which are important predictors of successful mentoring. Furthermore, the authors (c) expected more growth in elective intentions for the group-mentoring participants and (d) assumed that participants' centrality in their respective STEM networks would predict this increase. The study presents empirical support for all four assumptions and thus suggests that the special form of group mentoring examined here may be a more successful measure of extracurricular gifted education for girls in STEM than one-on-one mentoring.

Wallis, J. A., Riddell, J. K., Smith, C., Silvertown, J., & Pepler, D. J. (2015). Investigating patterns of participation and conversation content in an online mentoring program for Northern Canadian youth. *Mentoring & Tutoring: Partnership in Learning, 23*(3), 228-247.

In this study, we describe participant characteristics, conversation content, and program success of an online mentoring program for northern Canadian youth. We investigate the associations between demographics and program success. The profiles and conversations of students and mentors that participated in the program between 2009 and 2013 were analyzed. Students were categorized into two groups (high and low engagement) based on the number of words written to their mentors. The high group contained proportionally more urban than rural students and equal proportions of Aboriginal and non-Aboriginal students, while the low group contained equal numbers of rural and urban students and proportionally more Aboriginal than non-Aboriginal students. This study provides valuable information on the use of online mentoring in northern communities.

Schwartz, S. E., Rhodes, J. E., Liang, B., Sánchez, B., Spencer, R., Kremer, S., & Kanchewa, S. (2014). Mentoring in the digital age: Social media use in adult–youth relationships. *Children and Youth Services Review, 47,* 205-213.

With digital media use on the rise among adolescents and adults alike, youth-serving organizations, and mentoring programs in particular, are increasingly in the position of having to develop policies that take advantage of the potential benefits of social media use, while guarding against potential risks. However, little data exists on program policies or use of various forms of digital communication (i.e., texting, email, Facebook, Skype, photo sharing) in the context of youth mentoring relationships. There is also a lack of research on the perceived impact of digital communication on the quality of mentoring relationships. Drawing on cross-sectional data from 258 mentors and 147 mentoring program staff primarily from the United States and Canada, this study examined how digital media is used in formal mentoring programs and investigates associations between digital media use and mentoring relationship characteristics, as well as staff and mentor perceptions of the influence of digital media use on the mentoring process. Results indicated that although digital media is being used, particularly in relationships with older mentees, there is substantial variation in program policies around its use. In addition, the impact of digital media use on mentoring relationship quality and duration was generally perceived by mentors and staff to be neutral or positive, and use of digital media between mentors and mentees was associated with greater relationship quality and duration. Implications for mentoring program practice and future research are discussed.

**FIND IT ONLINE**
https://www.rhodeslab.org/files/MentoringinDigitalAge.pdf

O'Neill, D. K., Asgari, M., & Dong, Y. R. (2011). Trade-offs between perceptions of success and planned outcomes in an online mentoring program. *Mentoring & Tutoring: Partnership in Learning, 19*(1), 45-63.

What does it mean for a mentoring program to succeed? Most evaluations focus on participants' perceptions of success. Few studies employ an independent measure of the intended outcomes of the program, and fewer still examine both participant satisfaction and achievement. This article presents an example of how comparing data on perceived and achieved success can foster new insights into the trade-offs inherent in program design and improvement. Based on an analysis of survey and interview data from an online mentoring program in which 17 history experts supported 108 high school students in historical research, it was found that mentees' satisfaction did not correlate with their achievement of intended program outcomes. Further analysis illuminated design trade-offs between the aspects of the online mentoring program that supported perceived success and those that supported intended outcomes. The authors argue that examining such trade-offs in other mentoring programs may facilitate their improvement over time.

# School -Based Mentorship

School is a major component of most young people's lives, meaning there is a great deal of potential for mentorship within this context, both from supportive adults and peer mentors.

Lee, K., Kim, M. J., Park, T. H., & Alcazar-Bejerano, I. L. (2015). Effects of a ubiquitous mentoring program on self-esteem, school adaptation, and perceived parental attitude. *Social Behavior and Personality: An International Journal, 43*(7), 1193-1208.

We examined the impact of a ubiquitous mentoring program on self-esteem, school adaptation flexibility, and perception of parental attitude toward child rearing of elementary students from low socio-economic status families. We selected 23 elementary-school students whom we had identified as high-risk and each student was paired with a trained mentor for 20 sessions of a mentoring program. Ubiquitous mentoring significantly changed the students' perception of parental attitudes about child rearing and their perception of parents using democratic and authoritative styles of parenting had increased after 20 weeks of mentoring. Social self-esteem rapidly declined from baseline to the 20th week and an increase in family self-esteem was noted on the 20th week of the program. A rapid decline in school adaptation flexibility was noted from baseline to the end of the mentoring program. The data indicate that a ubiquitous mentoring program can serve as a support system for vulnerable children. We found that outcomes were greatly influenced by the length and quality of the mentoring and these factors should be considered as topics for future study.

Coller, R. J., & Kuo, A. A. (2014). Youth development through mentorship: A Los Angeles school-based mentorship program among Latino children. *Journal of Community Health, 39*(2), 316-321.

Despite higher risk for school failure, few school-based mentoring (SBM) studies have focused on low-income, 'at-risk' Latino children. We describe the development and evaluation of the Youth Empowerment Program (YEP), a sustainable, high-quality, SBM program among urban Latino students. Based on evidence from work in other communities, YEP was created as a partnership between the 4th and 5th grades at a Los Angeles Title I elementary school and university undergraduates. We tested the feasibility of applying a previously validated relationship quality assessment tool in this population. Since 2008, 61 mentor and mentee pairs have participated in YEP, with an average relationship length of 1.5 years. Through 2010, over 95% of pairs had relationships lasting at least one year, while 47 % lasted two or more years. Seventy-percent of mentees and 85% of mentors were female, and an increased trend for early relationship termination was observed among male mentees. Through 2011, relationships lasted under one year among 29% of male mentees compared to 7% of female mentees (p = 0.15). A previously validated relationship quality assessment tool was easily incorporated into YEP, with relationships exhibiting youth-centeredness, emotional engagement, and low dissatisfaction. After five years, YEP has become a feasible and sustainable SBM program providing long-term relationships for low-income Latino children. These relationships may improve youth health through fewer risky behaviors and attitude improvements. Future work should focus on supporting male mentors and mentees.

**FIND IT ONLINE**

http://escholarship.org/uc/item/4671d1h4

Chan, C. S., Rhodes, J. E., Howard, W. J., Lowe, S. R., Schwartz, S. E., & Herrera, C. (2013). Pathways of influence in school-based mentoring: The mediating role of parent and teacher relationships. *Journal of School Psychology, 51*(1), 129-142.

This study explores the pathways through which school-based mentoring relationships are associated with improvements in elementary and high school students' socio-emotional, academic, and behavioural outcomes. Participants in the study (N=526) were part of a national evaluation of the Big Brothers Big Sisters school-based mentoring programs, all of whom had been randomly assigned to receive mentoring at their schools over the course of one academic year. Students were assessed at the beginning and end of the school year. The results of structural equation modeling showed that mentoring relationship quality, as measured by the Youth-Centered Relationship scale and the Youth's Emotional Engagement scale, was significantly associated with positive changes in youths' relationships with parents and teachers, as measured by subscales of the Inventory of Parent and Peer Attachment, the Teacher Relationship Quality scale, and the Hemingway Measure of Adolescent Connectedness. Higher quality relationships with parents and teachers, in turn, were significantly associated with better youth outcomes, including self-esteem, academic attitudes, pro-social behaviours, and misconduct. The effect sizes of the associations ranged from 0.12 to 0.52. Mediation analysis found that mentoring relationship quality was indirectly associated with some of the outcomes through its association with improved parent and teacher relationships. Implications of the findings for theory and research are discussed.

**FIND IT ONLINE**
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3593655/

Komosa-Hawkins, K. (2012). The impact of school-based mentoring on adolescents' social–emotional health. *Mentoring & Tutoring: Partnership in Learning, 20*(3), 393-408.

In order to support 'at-risk' adolescents in their transition to high school, a school-based mentoring program was implemented for a group of 9th and 10th grade students. Due to the need for greater clarity regarding the impact of school-based mentoring on youth outcomes, a quasi-experimental study was conducted to examine the impact of one-to-one mentoring on students' social-emotional health. Strengths-based survey data were collected from participants at pre-intervention and post-intervention. Findings suggested that school-based mentoring is a promising practice for improving the social-emotional strengths of adolescents and/or protecting them from the risks associated with adolescence.

Wood, S., & Mayo-Wilson, E. (2012). School-based mentoring for adolescents: A systematic review and meta-analysis. *Research on Social Work Practice, 22*(3), 257-269.

To evaluate the impact of school-based mentoring for adolescents (11-18 years) on academic performance, attendance, attitudes, behaviour, and self-esteem. Method: A systematic review and meta-analysis. The authors searched 12 databases from 1980 to 2011. Eight studies with 6,072 participants were included, six were included in meta-analysis. Studies were assessed using the Cochrane Collaboration Risk of Bias Tool. Results: Across outcomes, effect sizes were very small (random effects), and most were not significant. The magnitude of the largest effect (for self-esteem) was close to zero, g ¼ 0.09, [0.03, 0.14]. Conclusions: The mentoring programs included in this review did not reliably improve any of the included outcomes. Well-designed programs implemented over a longer time might achieve positive results.

Herrera, C., Grossman, J. B., Kauh, T. J., & McMaken, J. (2011). Mentoring in schools: An impact study of Big Brothers Big Sisters school-based mentoring. *Child Development, 82*(1), 346-361.

This random assignment impact study of Big Brothers Big Sisters School-Based Mentoring involved 1,139 9- to 16-year-old students in 10 cities nationwide. Youth were randomly assigned to either a treatment group (receiving mentoring) or a control group (receiving no mentoring) and were followed for 1.5 school years. At the end of the first school year, relative to the control group, mentored youth performed better academically, had more positive perceptions of their own academic abilities, and were more likely to report having a "special adult" in their lives. However, they did not show improvements in classroom effort, global self-worth, relationships with parents, teachers or peers, or rates of problem behaviour. Academic improvements were also not sustained into the second school year.

Kolar, D. W., & McBride, C. A. (2011). Mentoring at-risk youth in schools: Can small doses make a big change? *Mentoring & Tutoring: Partnership in Learning, 19*(2), 125-138.

The impact of length of the match and age of the child was evaluated in a site-based mentoring program. 'At-risk' children ranging in age from seven to 12 were matched with an adult mentor and met approximately once a week at school during the academic year. Results indicated that neither the length of the match nor the age of the child influenced the impact of mentoring. Pre/post analyses of several psychological variables indicated that children liked school better (p = .002, $\eta^2$ = .11), behaved better in the classroom (p = .021, $\eta^2$ = .07), got along better with their peers (p < .001, $\eta^2$ = .25), and had increased self-esteem (p < .001, $\eta^2$ = .14) at the end of mentoring. No improvement in grades was found. The results indicate that matches that are relatively short in duration can have an important impact on 'at-risk' children. In addition, the results indicate that 'at-risk' children who are both younger and older can have positive outcomes from mentoring.

Schwartz, S. E., Rhodes, J. E., Chan, C. S., & Herrera, C. (2011). The impact of school-based mentoring on youths with different relational profiles. *Developmental Psychology, 47*(2), 450-462.

Associations between youths' relationship profiles and mentoring outcomes were explored in the context of a national, randomized study of 1,139 youths (54% female) in geographically diverse Big Brothers Big Sisters school-based mentoring programs. The sample included youths in Grades 4-9 from diverse racial and ethnic backgrounds, the majority of whom were receiving free or reduced-price lunch. Latent profile analysis, a person-oriented approach, was used to identify three distinct relational profiles. Mentoring was found to have differential effects depending on youths' pre-intervention approach to relationships. In particular, youths who, at baseline, had satisfactory, but not particularly strong, relationships benefited more from mentoring than did youths with profiles characterized by either strongly positive or negative relationships. Implications for research and practice are discussed.

**FIND IT ONLINE**
https://www.researchgate.net/profile/Jean_Rhodes/publication/49696258_The_Impact_of_School-Based_Mentoring_on_Youths_With_Different_Relational_Profiles/links/0deec52a35075a15a2000000/The-Impact-of-School-Based-Mentoring-on-Youths-With-Different-Relational-Profiles.pdf

Komosa-Hawkins, K. (2010). Best practices in school-based mentoring programs for adolescents. *Child & Youth Services, 31*(3-4), 121-137.

Mentoring is a promising approach to promote healthy development and prevent poor youth outcomes; however, 'bad' mentoring experiences have yielded negative results. Thus, it is critical that youth service providers take heed of the current research and resources for establishing an effective youth mentoring program. Given the increased interest in school-based mentoring programs, presented herein are best practices in developing, implementing, and evaluating a school-based mentoring program for adolescents. Program development strategies are provided around laying the groundwork, establishing partnerships, and coordinating the program. The elements of effective practice for mentoring (MENTOR, 2009) are summarized and additional implementation considerations are presented. Lastly, the realities of program evaluation are discussed in juxtaposition to program evaluation standards.

**FIND IT ONLINE**
http://www.tandfonline.com/doi/full/10.1080/0145935X.2009.524477

Wheeler, M. E., Keller, T. E., & DuBois, D. L. (2010). Review of three recent randomized trials of school-based mentoring: Making sense of mixed findings. *Social Policy Report, 24*(3), 1-24.

Between 2007 and 2009, reports were released on the results of three separate large-scale random assignment studies of the effectiveness of school-based mentoring programs for youth. The studies evaluated programs implemented by Big Brothers Big Sisters of America (BBBSA) affiliates (Herrera et al., 2007), Communities In Schools of San Antonio, Texas (Karcher, 2008), and grantees of the U.S. Department of Education's Student Mentoring Program (Bernstein et al., 2009). Differences in the findings and conclusions of the studies have led to varying responses by those in practice and policy roles. The results of the BBBSA trial led the organization to undertake an initiative to pilot and evaluate an enhanced school-based mentoring model. Findings of the Student Mentoring Program evaluation were cited as a reason for eliminating support for the program in the FY 2010 federal budget (Office of Management and Budget, 2009). In this report, we present a comparative analysis of the three studies. We identify important differences across the studies in several areas, including agency inclusion criteria, program models, implementation fidelity and support, and criteria utilized in tests of statistical significance. When aggregating results across the studies using meta-analytic techniques, we find evidence that school-based mentoring can be modestly effective for improving selected outcomes (i.e., support from non-familial adults, peer support, perceptions of scholastic efficacy, school-related misconduct, absenteeism, and truancy). Program effects are not apparent, however, for academic achievement or other outcomes. Our analysis underscores that evidence-based decision-making as applied to youth interventions should take into account multiple programmatic and

methodological influences on findings and endeavour to take stock of results from the full landscape of available studies.

**FIND IT ONLINE**
http://files.eric.ed.gov/fulltext/ED519242.pdf

Holt, L. J., Bry, B. H., & Johnson, V. L. (2008). Enhancing school engagement in at-risk, urban minority adolescents through a school-based, adult mentoring intervention. *Child & Family Behavior Therapy, 30*(4), 297-318.

The current study investigated whether a five-month, adult mentoring intervention delivered by school personnel could enhance the school engagement of ninth grade urban minority adolescents. Compared to 20 'at-risk' students who did not receive an intervention, 20 'at-risk' students who were randomly assigned to mentoring exhibited significantly less decline during the first year of high school in perceived teacher support and decision making and were less likely to enter the discipline system. The effects were stronger and included sense of school belonging for participants who were "mentored as intended." Moreover, mentee and mentor reports of relationship quality were associated with changes in mentored participants' school-related cognitions and behaviours. The findings indicate that adult mentoring may help to prevent normative declines in urban minority youths' school engagement.

# Youth -Initiated Mentorship

In Youth-Initiated Mentorship (YIM), youth themselves identify and engage a caring adult to be their mentor. As this type of mentorship empowers youth to take the lead, YIM has received praise from researchers interested in social justice approaches to mentoring.

Dam, L. V., Neels, S., de Winter, M., Branje, S., Wijsbroek, S., Hutschemaekers, G., & Stams, G. J. (2017). Youth initiated mentors: Do they offer an alternative for out-of-home placement in youth care? *The British Journal of Social Work, 0*, 1-17.

The present study evaluates the Youth-Initiated Mentoring (YIM) approach, in which families and youth care professionals collaborate with an informal mentor, who is someone adolescents (aged 12 to 23) nominate from their own social network. The informal mentor can be a relative, neighbour or friend, who is a confidant and spokesman for the youth and a co-operation partner for parents and professionals. This approach fits with the international tendency in social work to make use of the strengths of families' social networks and to stimulate client participation. The current study examined through case-file analysis of 200 adolescents (YIM group n = 96, residential comparison group n = 104) whether the YIM approach would be a promising alternative for out-of-home placement of youth with complex needs. A total of 83% of the juveniles in the YIM group were able to nominate a mentor after an average of 33 days. Ninety per cent of the adolescents in the YIM group received ambulatory treatment as an alternative for indicated out-of-home-placement, while their problems were largely comparable with those of juveniles in Dutch semi-secure residential care. Results suggest that the involvement of important non-parental adults may help to prevent out-of-home placement of adolescents with complex needs.

Spencer, R., Tugenberg, T., Ocean, M., Schwartz, S. E., & Rhodes, J. E. (2016). "Somebody who was on my side": A qualitative examination of youth initiated mentoring. *Youth & Society, 48*(3), 402-424.

Youth-initiated mentoring (YIM) is an innovative approach to mentoring being implemented by the National Guard Youth ChalleNGe Program, in which youth identify and select their mentors. There is great interest in this approach; however, there has been little study of YIM or its implementation in ChalleNGe. Retrospective in-depth qualitative interviews with former ChalleNGe participants (n = 30) were conducted to gain a descriptive understanding of the mentor selection process, the role these relationships played in participants' experiences of the ChalleNGe program and in their lives more generally, and the nature and strength of these connections. Findings indicate that youth were able to successfully enlist the participation of mentors and YIM yielded enduring and emotionally supportive relationships. That the adults came from within their communities was viewed by these participants as having expedited the development of feelings of trust and contributed to the relevancy and meaningfulness of the guidance and advice offered.

Schwartz, S. E., Rhodes, J. E., Spencer, R., & Grossman, J. B. (2013). Youth initiated mentoring: Investigating a new approach to working with vulnerable adolescents. *American Journal of Community Psychology, 52*(1-2), 155-169.

This study examines youth-initiated mentoring (YIM), a new approach to mentoring in which youth nominate mentors from among the non-parental adults within their existing social networks (e.g., teachers, family friends, extended family members). YIM is currently being implemented through the National Guard Youth ChalleNGe Program (NGYCP), an intensive residential intervention program for youth ages 16–18 who have dropped out or been expelled from high school. This study employed a mixed methods explanatory design, drawing on quantitative data from a national longitudinal evaluation of NGYCP (N = 1,173) and qualitative data from a subsample of participants (N = 30) in the evaluation. Results indicated that more enduring mentoring relationships were associated with increased retention of educational, vocational, and behavioral outcomes three years following entry into the study. Qualitative data suggested that, when relationships endured, mentors contributed to improvements in participants' educational and occupational success, quality of relationships with parents, peers, and others, and self-concept by providing social-emotional support, instrumental support, and guidance. Results also revealed that relationships were more likely to endure when youth chose their mentors on their own (rather than receiving help from parents or program staff) and when mentors were of the same race as youth. Implications for research and practice are discussed.

**FIND IT ONLINE**
http://rhodeslab.org/files/Schwartzetal.pdf

# 04. Mentors

The matching, training, and support of mentors can play a major role in the success and sustainability of a mentoring relationship with youth, and these are important factors to consider in planning and development.

# MATCHING

Raposa, E. B., Rhodes, J. E., & Herrera, C. (2016). The impact of youth risk on mentoring relationship quality: Do mentor characteristics matter? *American Journal of Community Psychology, 57*(3-4), 320-329.

Although mentoring is a widely used intervention strategy, effect sizes for 'at-risk' youth remain modest. Research is therefore needed to maximize the impact of mentoring for 'at-risk' youth who might struggle to benefit from mentoring relationships. This study tested the hypothesis that different types of youth risk would have a negative impact on mentoring relationship quality and duration and explored whether mentor characteristics exacerbated or mitigated these negative effects. Results showed that elevated environmental stress at a youth's home and/or school predicted shorter match duration, and elevated rates of youth behavioural problems, such as poor academic performance or misconduct, predicted greater youth dissatisfaction and less positive mentor perceptions of relationship quality. Mentors with greater self-efficacy and more previous involvement with youth in their communities were able to buffer the negative effects of environmental stress on match duration. Similarly, mentors' previous involvement with youth buffered the negative effects of youth behavioural problems on mentor perceptions of relationship quality. Findings have important implications for the matching of mentors and 'at-risk' youth in a way that improves mentoring outcomes.

**FIND IT ONLINE**
http://www.rhodeslab.org/wp-content/uploads/2016/06/Risk.pdf

# TRAINING

McQuillin, S. D., Straight, G. G., & Saeki, E. (2015). Program support and value of training in mentors' satisfaction and anticipated continuation of school-based mentoring relationships. *Mentoring & Tutoring: Partnership in Learning, 23*(2), 133-148.

In this study, we tested a theoretical model of training practices in school-based mentoring by comparing the differences between two mentoring programs on mentor-reported program support, value of training, relationship satisfaction, and plans to continue mentoring. The two mentoring programs that we compared were conducted at the same school and involved similar contexts, structure, and goals, but differed in the training approach (i.e. quality, frequency, and duration of training and support). Using a structural equation model, we tested a theory of mentor-reported differences between the studies and found that mentors in the program with enhanced training and support reported more program support, value of training, and plans to continue mentoring, when compared to the program without enhanced training and support. Indirect effects were subsequently analyzed and we found that these differences indirectly contributed to greater relationship satisfaction.

Smith, C. A., Newman-Thomas, C., & Stormont, M. (2015). Long-term mentors' perceptions of building mentoring relationships with at-risk youth. *Mentoring & Tutoring: Partnership in Learning, 23*(3), 248-267.

Youth mentoring, defined within this study, as the pairing of a youth 'at risk' with a caring adult, is an intervention that is often used for youth at risk for academic and social failure. We sought to understand mentors' perspectives of the fundamental elements that foster positive mentor–mentee relationships that build resiliency and increase social and academic success. Twelve participants with extensive experience in mentoring youth at high risk participated in structured interviews during two focus groups. Major themes revealed in data analysis included needs for supportive acceptance and consistency to help the mentees build social literacy and future visioning.

**Karcher, M. J., Davidson, A. J., Rhodes, J. E., & Herrera, C. (2010). Pygmalion in the program: The role of teenage peer mentors' attitudes in shaping their mentees' outcomes.** *Applied Developmental Science, 14*(4), 212-227.

Cross-age peer mentoring programs, in which teenagers mentor younger children, have proliferated in recent years, yet there is disagreement about the effectiveness of such programs. This study tested whether teen mentors' attitudes about children interact with their mentees' characteristics to moderate outcomes of cross-age peer mentoring. The sample included 221 high school volunteers, 205 mentees, and 182 control group youth. Latent profile analyses yielded two profiles of students who were labeled 'academically connected' or 'disconnected.' Analyses revealed that the academically disconnected mentees who were paired with mentors holding relatively positive attitudes toward youth were more emotionally engaged in the mentoring relationship (than disconnected mentees with more negative mentors) and, subsequently, reported stronger relationships with their teachers at year's end (than did the similarly disconnected children in the control group). Conversely, there was evidence of iatrogenic effects of matching negative mentors with academically connected mentees. Implications for mentor selection and training are discussed.

**Rhodes, J. E., Spencer, R., Keller, T. E., Liang, B., & Noam, G. (2006). A model for the influence of mentoring relationships on youth development.** *Journal of Community Psychology, 34*(6), 691-707.

Anecdotal reports of the protective qualities of mentoring relationships for youth are corroborated by a growing body of research. What is missing, however, is research on the processes by which mentors influence developmental outcomes. In this article, we present a conceptual model of the mentoring process along with a delineation of some of the current research on what makes for more effective mentoring relationships. A set of recommendations for future research is offered.

**FIND IT ONLINE**

https://onlinelibrary.wiley.com/doi/pdf/10.1002/jcop.20124

# SUPPORT

Strapp, C. M. et al. (2014). Changes in mentor efficacy and perceptions following participation in a youth mentoring program. *Mentoring & Tutoring: Partnership in Learning, 22*(3), 190-209.

Although mentoring programs are increasing in popularity as a preventative intervention strategy for youth, little is known about the experience from the mentor's perspective. In this study, we describe a longitudinal assessment of 41 mentors, including 13 men and 28 women (Mage = 21.93 years, SD = 3.21) working with 'at-risk' youth in a school-based mentoring program. Before starting the program, mentor perceptions, motives, and efficacy were assessed, and again after three and six months of mentoring to measure change across time. At the end of the program, mentors evaluated the relationship and rated perceived benefits. Mentors experienced significant changes in perceptions and efficacy across time and changes predicted relationship satisfaction and perceived benefits. Recommendations to support mentors and develop sustainable and satisfying mentoring relationships are provided.

# 05. Making Lasting Mentoship Matches

Longer relationships between youth and their mentors seem to create better outcomes for youth.
Thinking about how successful matches can be sustained over time is important.

Kupersmidt, J. B., Stump, K. N., Stelter, R. L., & Rhodes, J. E. (2017). Mentoring program practices as predictors of match longevity. *Journal of Community Psychology, 45*(5), 630-645.

Mentoring has been shown to have a small to moderate effect on youth outcomes; however, implementation of research-based practices improves program efficacy. Benchmark program practices and Standards in the Elements of Effective Practice for Mentoring (MENTOR, 2009) were assessed in the current study as predictors of match longevity. Secondary data analyses were conducted on a national agency information management database from 45 Big Brothers Big Sisters agencies and 29,708 matches from across the U.S. Agency leaders completed a web-based survey describing their policies, procedures, and practices. Results revealed that the only individual Standard that was predictive of match length was the Training Standard. In addition, the sum total of both Benchmark program practices and Standards were associated with match length and long-term relationships; however, neither predicted premature match closure. Results are discussed in terms of the importance of implementation of evidence-based practices, particularly mentor training, for achieving effective mentoring outcomes.

**FIND IT ONLINE**
http://www.rhodeslab.org/wp-content/uploads/2017/03/Kupersmidt_et_al-2017-Journal_of_Community_Psychology.pdf

Kupersmidt, J. B., Stump, K. N., Stelter, R. L., & Rhodes, J. E. (2017). Predictors of premature match closure in youth mentoring relationships. *American Journal of Community Psychology, 59*(1-2), 25-35.

Although mentoring is a popular and effective means of intervention with youth, the positive effects of mentoring can be diminished by premature match closure of relationships. Program, mentor, and mentee characteristics were examined as predictors of premature match closure. Secondary data analyses were conducted on a large national database of mentoring programs consisting of match and youth risk information from 170 mentoring programs and 6,468 matches from across the U.S. Premature closure was associated with mentee age at match inception and 19 individual mentee characteristics. The set of mentee characteristics were examined as part of a cumulative risk index encompassing seven conceptually combined categories, including family background characteristics, school functioning problems, engagement in risky health behaviours, self-regulation difficulties, engagement in illegal or criminal activities, and internalizing and externalizing behaviour problems. Both the age of mentees when matched and the cumulative risk index score significantly predicted premature closure. Results are discussed in terms of directions for future research and suggestions for enhancing mentoring program practices.

Spencer, R., Basualdo-Delmonico, A., Walsh, J., & Drew, A. L. (2017). Breaking up is hard to do: A qualitative interview study of how and why youth mentoring relationships end. *Youth & Society, 49*(4), 438-460.

Endings in youth mentoring relationships have received little empirical attention despite the fact that many relationships do end. The present study utilized qualitative interview data collected from participants in a longitudinal study of community-based mentoring relationships to examine how and why the relationships ended and how participants experienced these endings. Interviews with 48 pairs of mentors and youth and the youth's parent or guardian conducted at the time the mentoring relationship ended were analyzed. Three types of procedural endings (formal goodbye planned and completed, formal goodbye planned but not completed, and agency ended) were identified, as were five main reasons for relationship endings (changes in life circumstances, youth dissatisfaction or disinterest, mentor dissatisfaction, gradual dissolution, and mentor abandonment). Interrelationships between ending types and reasons are discussed, as are the roles of relationship strength and program support in these processes.

Higley, E., Walker, S. C., Bishop, A. S., & Fritz, C. (2016). Achieving high quality and long-lasting matches in youth mentoring programmes: A case study of 4Results mentoring. *Child & Family Social Work*, *21*(2), 240-248.

Mentoring programmes show significant promise for enhancing the wellbeing of youth with complex needs. Research indicates that high-quality mentoring, although difficult to achieve, positively impacts youth development across behavioural, social, emotional, and academic domains. The difficulty of sustaining long-term matches between mentors and youth, however, remains an important concern for the field of mentoring, as foreshortened matches can be harmful to youth. The 4Results mentoring programme has been identified as a Promising Practice through the Washington State Inventory of child-serving behavioural and mental health programmes, and has developed a unique infrastructure to support critical programme values such as match longevity. In seven years, the programme has successfully retained 98% of mentors for at least one year, with an average match length of 3.7 years. The following article describes the programme's guiding philosophy and approach to recruiting and training mentors in the context of existing best practices research.

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http://www.connectbg.org/uploads/2/6/0/8/2608108/4_results_article.pdf

# 06. Evaluating Mentorship Programs

While mentorship programs have the potential to create positive outcomes for youth, they are not all created equal. It is important to regularly evaluate components of programs and their effectiveness in contributing to desired outcomes.

Rhodes, J. E., Schwartz, S. E., Willis, M. M., & Wu, M. B. (2017). Validating a mentoring relationship quality scale: Does match strength predict match length? *Youth & Society*, *49*(4), 415-437.

Youth mentoring relationships have significant potential for promoting positive youth development. Nonetheless, the benefits derived from such relationships depend considerably on the length and quality of the bonds that are created between mentors and youth. Although some attention has been paid to youth's experience of relationship quality, few studies have focused on mentors' experience of relationship quality. In the context of a national sample of mentor and youth dyads in Big Brothers Big Sisters community-based mentoring programs (N = 5,222), the current study validated a new mentor-reported measure of relationship quality, explored associations between mentor and youth assessments of relationship quality, and investigated the capacity of early assessments of relationship quality to predict mentoring relationship duration. Implications for research and practice are discussed.

Deutsch, N. L., & Spencer, R. (2009). Capturing the magic: Assessing the quality of youth mentoring relationships. *New Directions for Student Leadership*, *2009*(121), 47-70.

Mentoring programs pose some special challenges for quality assessment because they operate at two levels: that of the dyadic relationship and that of the program. Fully assessing the quality of youth mentoring relationships requires understanding the characteristics and processes of individual relationships, which are the point of service for mentoring. Yet we also must consider the program components that support their development. A number of factors have been indicated to contribute to quality mentoring relationships, including frequency and consistency of contact, feelings of connection between mentor and protégé, and the mentor's approach. Program features linked with quality relationships include mentor screening and training and expectations for frequency of contact. Assessing the quality of the relationship directly requires measuring both the mentor's and protégé's perceptions of important dimensions of the relationship, such as goals, engagement, and closeness. Single-point-in-time surveys or interviews, using both validated measures and open-ended questions, may be used as tools for assessing individual relationships at the conclusion of programs. Short surveys, logs, and observations may be useful for periodic or ongoing assessment of quality for support and intervention purposes. Focus groups and surveys of mentors may also provide useful information for assessing program components needed to support the development and maintenance of high-quality relationships. The benefits and drawbacks of each of these methods for assessing relational quality are discussed. Mentoring programs are provided with references for specific tools that may be used to assess relational quality.

Rhodes, J. E. (2008). Improving youth mentoring interventions through research-based practice. *American Journal of Community Psychology*, *41*(1-2), 35-42.

Youth mentoring programs are in the limelight. Over three million young people have a Big Brother, a Big Sister, or a similar adult volunteer involved in their lives – a six-fold increase from just a decade ago – and generous federal funding continues to fuel new initiatives. This expansion speaks volumes about the faith our society places in one-on-one relationships between vulnerable young people and caring adults. But what do we know about the effectiveness of this intervention strategy? A better understanding of the research evidence for youth mentoring, including findings from reviews, evaluations, and meta-analyses, provides a basis for a more informed, practically-applicable approach to strengthening youth mentoring interventions.

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http://rhodeslab.org/files/AJCPImprovingMentoring(2008).pdf

DuBois, D. L., Doolittle, F., Yates, B. T., Silverthorn, N., & Tebes, J. K. (2006). Research methodology and youth mentoring. *Journal of Community Psychology, 34*(6), 657-676.

Mentoring programs for youth have grown tremendously in popularity in recent years, and in many important respects reflect core principles of community psychology. Mentoring of youth is a complex phenomenon, however, with a range of significant processes occurring at the levels of individual youth and their mentors, youth-mentor relationships and other interpersonal systems, programs, and the larger policy context. The research methods used to study youth mentoring need to be well suited to capturing this complexity. In this article, we argue, furthermore, that investigations of youth mentoring relationships and programs should be tailored to address concerns associated with each major phase of the intervention research cycle (i.e., pre-intervention, intervention, and preventive service systems research). Existing research pertinent to these differing phases frequently has not employed state-of-the-art methodology in the areas of sampling, design, assessment, and analysis. We also find that there are important gaps in the types of research conducted, and that, in many instances, needed linkages across phases of the research cycle are lacking. Recommendations for strengthening future research on youth mentoring are discussed.

Pawson, R. (2006). Digging for nuggets: how 'bad' research can yield 'good' evidence. International *Journal of Social Research Methodology, 9*(2), 127-142.

A good systematic review is often likened to the pre-flight instrument check -- ensuring a plane is airworthy before take-off. By analogy, research synthesis follows a disciplined, formalized, transparent, and highly routinized sequence of steps in order that its findings can be considered trustworthy – before being launched on the policy community. The most characteristic aspect of that schedule is the appraise-then-analyse sequence. The research quality of the primary studies is checked out and only those deemed to be of high standard may enter the analysis, the remainder being discarded. This paper rejects this logic, arguing that the 'study' is not the appropriate unit of analysis for quality appraisal in research synthesis. There are often nuggets of wisdom in methodologically weak studies and systematic review disregards them at its peril. Two evaluations of youth mentoring programmes are appraised at length. A catalogue of doubts is raised about their design and analysis. Their conclusions, which incidentally run counter to each other, are highly questionable. Yet there is a great deal to be learned about the efficacy of mentoring if one digs into the specifics of each study. 'Bad' research may yield 'good' evidence – but only if the reviewer follows an approach that involves analysis and appraisal.

# 07. Meta-Analysis of Youth Mentorship

Meta-analyses are research reviews that collect many studies together regarding a single topic, as a way to synthesize a great deal of information into a collection of trends, overarching themes, and gaps in the literature. This section is a collection of meta-analyses examining mentoring with various youth populations.

Albright, J. N., Hurd, N. M., & Hussain, S. B. (2017). Applying a social justice lens to youth mentoring: A review of the literature and recommendations for practice. *American Journal of Community Psychology, 59*, 363-381.

Youth mentoring interventions are often designed with the intention of promoting improved outcomes among marginalized youth. Despite their promise to reduce inequality through the provision of novel opportunities and increased social capital to marginalized youth, youth mentoring interventions hold the potential to reproduce rather than reduce inequality. In the current review, we explore literature on youth mentoring that has incorporated a social justice lens. We conclude that there is a need for greater attention to principles of social justice in the design, implementation, and evaluation of youth mentoring interventions. After reviewing the literature, we make recommendations for research and practice based on a social justice perspective, and explore alternatives to traditional youth mentoring that may allow for better alignment with social justice principles.

Oberoi, A. K. (2016). *Mentoring for first-generation immigrant and refugee youth.* National Mentoring Resource Center Population Review. Retrieved from http://www.nationalmentoringresourcecenter.org/images/PDF/ImmigrantRefugeeYouth_Population_Review.pdf

This review examines research on mentoring for first-generation immigrant and refugee youth (FG-IRY) and is organized around four aspects of mentoring for these youth—its documented effectiveness, factors conditioning effectiveness, intervening processes for linking mentoring to outcomes, and the extent of reach and engagement and the quality of implementation of mentoring programs for FG-IRY. The research reviewed, although limited in scope, provides the basis for some preliminary conclusions about mentoring as provided to this population of youth. These include evidence that:

- Both formal and informal mentoring may be beneficial for facilitating acculturation and social integration to the new country and promoting academic and school engagement among FG-IRY.
- Benefits of mentoring for FG-IRY may accrue, in part, as a result of mentoring facilitating their acculturation, social integration, and school success, wherein mentors act as cultural and system translators and interpreters.
- School-based mentoring programs that address the specific needs of FG-IRY have the potential to promote academic success and integration into the new culture through relationships with teachers, school personnel, and peers.
- Both same- and cross-cultural mentoring relationships can be beneficial for FG-IRY, although mentor training and cultural competence of mentors may influence the quality of mentoring relationships.

**FIND IT ONLINE**
http://www.nationalmentoringresourcecenter.org/images/PDF/ImmigrantRefugeeYouth_Population_Review.pdf

La Valle, C. (2015). The effectiveness of mentoring youth with externalizing and internalizing behavioral problems on youth outcomes and parenting stress: A meta-analysis. *Mentoring & Tutoring: Partnership in Learning, 23*(3), 213-227.

Parents of children with significant externalizing and internalizing behavioral problems habitually report greater parenting stress compared to parents of children without these challenges. One avenue to alleviate parenting stress and ameliorate youth outcomes is youth mentoring, which includes a supportive adult paired with a child with the objective of engendering positive outcomes. The researcher sought to (a) evaluate the effectiveness of mentoring programs for children with significant externalizing and internalizing behavioral problems on parenting stress and youth outcomes and (b) explore moderator variables that may influence program effectiveness. Five studies were included in the current meta-analysis. Results revealed a small effect of these specialized mentoring programs on youth outcomes and parenting stress. Moderator analyses revealed program characteristics that enhance effectiveness. Mentoring programs that target children with significant behavioral and emotional problems may function as an additional service to improve youth outcomes and family functioning.

Stewart, C., & Openshaw, L. (2014). Youth mentoring: what is it and what do we know? *Journal of Evidence-based Social Work*, *11*(4), 328-336.

This article serves as a review of the mentoring literature. Specifically, it seeks to review discussions on the issues, particularly the difficulties of defining the term mentor. Next, there is an examination of any empirical evidence of possible benefits resulting from mentoring relationships. Lastly, the article explores the mentoring relationship in an effort to determine which, if any, specific characteristics may impact any positive outcomes.

Huizing, R. L. (2012). Mentoring together: A literature review of group mentoring. Mentoring & Tutoring: Partnership in Learning, *20*(1), 27-55.

Researchers have shown the benefits of mentoring in both personal and professional growth. It would seem that group mentoring would only enhance those benefits. This work represents a literature review of peer-reviewed articles and dissertations that contribute to the theory and research of group mentoring. This work reviews the articles that contributed to the development of group mentoring theory, as well as relevant research. Four primary types of group mentoring emerge—peer group, one-to-many, many-to-one, and many-to-many. Despite over 20 years of research, significant gaps remain in the research methods, demographic focus, and fields of study. The review concludes with recommendations for future research.

Wood, S., & Mayo-Wilson, E. (2012). School-based mentoring for adolescents: A systematic review and meta-analysis. *Research on Social Work Practice*, *22*(3), 257-269.

To evaluate the impact of school-based mentoring for adolescents (11-18 years) on academic performance, attendance, attitudes, behaviour, and self-esteem.

### Method
A systematic review and meta-analysis. The authors searched 12 databases from 1980 to 2011. Eight studies with 6,072 participants were included, six were included in meta-analysis. Studies were assessed using the Cochrane Collaboration Risk of Bias Tool.

### Results
Across outcomes, effect sizes were very small (random effects), and most were not significant. The magnitude of the largest effect (for self-esteem) was close to zero, g ¼ 0.09, [0.03, 0.14].

### Conclusions
The mentoring programs included in this review did not reliably improve any of the included outcomes. Well-designed programs implemented over a longer time might achieve positive results.

DuBois, D. L., Portillo, N., Rhodes, J. E., Silverthorn, N., & Valentine, J. C. (2011). How effective are mentoring programs for youth? A systematic assessment of the evidence. *Psychological Science in the Public Interest*, *12*(2), 57-91.

During the past decade, mentoring has proliferated as an intervention strategy for addressing the needs that young people have for adult support and guidance throughout their development. Currently, more than 5,000 mentoring programs serve an estimated three million youths in the United States. Funding and growth imperatives continue to fuel the expansion of programs, as well as the diversification of mentoring approaches and applications. Important questions remain, however, about the effectiveness of these types of interventions and the conditions required to optimize benefits for young people who participate in them. In this article, we use meta-analysis to take stock of the current evidence on the effectiveness of mentoring programs for youth. As a guiding conceptual framework for our analysis, we draw on a developmental model of youth mentoring relationships (Rhodes, 2002, 2005). This model posits an interconnected set of processes (social-emotional, cognitive, identity) through which caring and meaningful relationships with non-parental adults (or older peers) can promote positive developmental trajectories. These processes are presumed to be conditioned by a range of individual, dyadic, programmatic, and contextual variables. Based on this model and related prior research, we anticipated that we would find evidence for the effectiveness of mentoring as an approach for fostering healthy development among youth. We also expected that effectiveness would vary as a function of differences in both program practices and the characteristics of participating young people and their mentors.

Rhodes, J., & Lowe, S. R. (2008). Youth mentoring and resilience: Implications for practice. *Child Care in Practice, 14*(1), 9-17.

Despite findings indicating the importance of non-parental adults in the lives of youth, there is little research on these relationships, including those that occur in the context of youth mentoring. Compounding this problem is a positive slant taken towards youth mentoring in the media, often unsubstantiated by empirical evidence. This article outlines the research on youth mentoring by focusing on comprehensive literature reviews and evaluations of factors that influence the effectiveness and closeness of mentoring relationships. Review articles come to different conclusions about mentoring, in part because of differential emphasis on particular research findings. Further research indicates the importance of relationship duration and structure, as well as mentor skills, on youth outcomes. Implications for youth mentoring practices, including utilizing empirically-based mentor training, program implementation and evaluation of services, reducing volunteer attrition, and connecting youth mentoring with other services, are discussed.