MENTOR CANADA

The State of Mentoring in Canada

Areas for Action

July 2021

MENTOR CANADA

Mentor Canada is a coalition of organizations that provide youth mentoring. Our goal is to build sector capacity to expand access to quality mentoring across Canada. Our work is focused in four areas: research, technology, public education, and the development of regional networks. MENTOR Canada was launched by the Alberta Mentoring Partnership, Big Brothers Big Sisters of Canada, and the Ontario Mentoring Coalition.

info@mentoringcanada.ca
mentoringcanada.ca

The State of Mentoring in Canada: Areas for Action

July 2021
v. 1.0

Funded by the Government of Canada's Youth Employment Skills Strategy | Canada

Funded by

BMO

THE STATE OF MENTORING RESEARCH INITIATIVE

As an advocate for youth mentoring, the recently created MENTOR Canada undertook exploratory research to better understand the current state of mentoring in the country. MENTOR Canada worked with the Social Research and Demonstration Corporation (SRDC) to execute *The State of Mentoring Research Initiative*. The research advisory committee, comprised of academics, practitioners, and young people, provided insights into the development, administration, and analysis of the research. The research initiative is inspired by similar studies conducted by MENTOR: The National Mentoring Partnership (USA).

The State of Mentoring Research Initiative is a critical piece of foundational work intended to inform quality improvement and decision-making around future directions for the field. It comprises three distinct studies:

1) Mapping the Mentoring Gap

   This study seeks to understand young adults' access to mentors and the barriers to accessing mentors they may have encountered during their childhood and adolescence. The study also explores young people's mentoring experiences and the effect of having had a mentor on their current lives.

2) Raising the Profile of Mentoring

   This study seeks to measure adults' engagement in mentoring relationships outside their immediate families and identify their motivations and barriers to engaging in mentoring. This study also examines adults' opinions about the role mentoring relationships should play in Canadian society.

3) Capturing the Mentoring Landscape

   This study seeks to better understand the prevalence, scope, structure, strengths and challenges of youth mentoring programs and services across Canada. Its goals are to gather information that can inform public policy and investments in youth mentoring, as well as identify gaps in services and areas in which mentoring programs could improve their work or support even more children.

THE STATE OF MENTORING: AREAS FOR ACTION

People of all convictions across Canada believe in the power of mentoring. As we discovered in our **Raising the Profile of Mentoring** study, more than four out of five adults in Canada agree that mentoring plays a key role in the healthy development of children and youth in our communities. They also recognize that there is a need to increase mentoring opportunities for our young people.

Together, we can address the gaps, barriers, and opportunities identified through the State of Mentoring Research Initiative and increase children and youth's access to quality mentoring relationships. To bring us closer to that goal, MENTOR Canada collaborated with key stakeholders – including youth, service providers, policymakers and philanthropists, and researchers – to identify the research findings' implications for policy and practice and co-create draft recommendations.

Based on the research findings and the suggestions provided by sector stakeholders at the State of Mentoring Forum which took place in May 2021, MENTOR Canada articulated 4 interconnected action areas and associated recommended actions. The areas for action are:

1. Expand mentoring programs' capacity to meet the needs of our young people;
2. Support and enhance innovations such as e-mentoring, network-engaged mentoring, and youth- and caregiver-initiated mentoring;
3. Bring mentoring opportunities to young people in places where they are at;
4. Cultivate a culture of mentoring in our communities.

ACTION AREA 1:
EXPAND MENTORING PROGRAMS' CAPACITY TO MEET THE NEEDS OF OUR YOUNG PEOPLE.

Mentoring programs – which are supported by a strong evidence base and endorsed by our young people and our communities – play a crucial role in closing mentoring gaps.[1] These programs complement natural mentoring relationships and/or support young people who have limited access to natural mentoring opportunities in their environments.

Demand for formal mentoring opportunities often exceeds program capacity. Over half of the 150 organizations that participated in the **Capturing the Landscape** study reported that they had young people waiting for a mentor. According to the **Mapping the Gap** study, 7 percent of the young people who faced barriers accessing mentors during their adolescence reported that they were on a waiting list for a mentor but never got one; 34 percent stated that they did not have access to a mentoring program. Increasing program capacity is a critical strategy to close mentoring gaps.

Yet, mentoring programs cannot realistically serve all children and youth. Priority must be given to young people who could most benefit from a mentor but are least likely to have access to one. Furthermore, to be effective, programs must select and serve youth whose needs and goals are well aligned with their program model and expected outcomes.

Quality must be a driving factor in efforts to increase program capacity. The relatively small scale of many programs and the strong demand for mentoring raises some concerns about organizations' ability to offer high-quality programs without increased resources and investments. A non-negligible proportion of organizations that participated in the **Capturing the Landscape** study reported facing growth and scaling challenges, fundraising challenges, and sustainability challenges. Several organizations struggled to offer mentors and mentees the quality experience they deserve, notably in the areas of mentor training, ongoing match support, and premature relationship termination. By adopting practices attuned to their particular contexts and based on credible evidence – including practitioner and community knowledge in addition to scientific knowledge – mentoring programs can facilitate the formation of effective mentoring relationships and have a greater impact on youth outcomes.

Findings from the State of Mentoring research reinforced the importance of adopting a systemic view of mentoring relationships for mentoring programs.[2] Survey respondents and interview participants explained that staff members and parents or caregivers can have a significant influence on the quality and duration of the mentor-mentee relationship. Interview participants explained that limited support from program staff and staff turnover had detrimental effects on their relationship with the program and their mentees. Some mentors also reported that relationships with their mentees' families could be challenging. Managing relationships between all actors involved in a match can sustain more quality mentoring relationships.

Youth-centeredness and equity are important components of quality mentoring programs. According to the **Mapping the Gap** study, 19 percent of young adults who faced barriers accessing mentors during their teenage years indicated that the programs that were available to them did not seem relevant to their lives. Interview participants stressed the importance of mentors' cultural competence as well as their ability to recognize how experiences of racism, intergenerational trauma, and discrimination impact young people's lives. Youth who

participated in the Building a Mentoring Movement themed sessions at the 2021 Canada We Want Conference convened by the Students Commission of Canada stressed the importance of equity, diversity and inclusion as well as youth voice in every aspect of the development and delivery of a mentoring program.[3]

Mentoring has the potential to reproduce inequality rather than reduce it.[4] Historically, mentoring tended to be paternalistic and hierarchical. This traditional approach can diminish the appeal of mentoring programs for young people facing barriers since they may perceive them as yet another space where they would be marginalized. As Torie Weiston-Serdan argues, some program outcomes, such as improving school attendance or decreasing risky behaviours are helpful but "they do not address or help the youth to address the systemic and institutional challenges of race, class, gender, sexuality, ableism, and so on." Instead, these programs can communicate to young people that subscribing to White and middle-class values can move them into spaces considered more successful by program and mentor standards and away from their communities.[5]

More recent approaches to mentoring are reframing the relationship from a hierarchical one to a reciprocal one, in which mentors and mentees learn from each other, and attempt to do away with deficit-based notions which positions mentees as 'lacking' something or in need of saving. Instead, programs focus on empowering children and youth and helping them develop their critical consciousness. Critical mentoring, for example, encourages mentors and mentees, or protégés, to work in partnership to address the root causes of youth's marginalization. Empowerment approaches shift the focus away from individual issues to instead consider how structural issues – such as poverty, racism and discrimination, and powerlessness – impact young people's circumstances and outcomes.[6]

ACTION AREA 2:
SUPPORT AND ENHANCE INNOVATIONS

Innovations are necessary to respond to young people's evolving needs and goals, ensure that mentoring programs are relevant, and enhance programs and communities' mentoring capacity. Furthermore, evaluation of innovative practices is essential to ensure their continuous improvement. Three innovations seem particularly promising to support more young people across Canada: e-mentoring, network-engaged mentoring, and youth- and/or caregiver-initiated mentoring.

1) Support the enhancement of e-mentoring[7]

Spurred by youth demand, e-mentoring programs that rely on virtual tools to facilitate exchanges between mentors and mentees have grown in popularity in recent years. E-mentoring, whether the mentoring relationship takes place entirely in a virtual setting or in a hybrid manner mixing in-person and virtual engagement, offers some unique advantages. It can increase social supports for youth who have difficulty accessing these supports through their families, schools, and/or communities. Virtual mentoring has tremendous potential to provide access to caring and supportive adults for youth facing barriers, including youth living in rural and remote areas, youth with disabilities or chronic illnesses, youth with social anxiety, or youth with special interests who may not have access to adults with the requisite expertise or interests in their environments.[8]

E-mentoring offers flexibility that appeals to many adults who are considering becoming mentors. Findings from the **Raising the Profile of Mentoring** study show that two-thirds of adults who could be convinced to mentor would be more likely to do so if they could conduct at least part of the relationship virtually.

However, current evidence on the effectiveness of e-mentoring programs is mixed. Some programs demonstrated positive effects and others showed no effect. A continuous

improvement approach is critical to improve the effectiveness of e-mentoring programs: in most cases, suboptimal evaluation results should be an opportunity to improve a program rather than spelling the end of it. Since virtually-mediated mentoring relationships are here to stay, additional research is needed to identify which formats or program types work best for which youth. More research is also necessary to measure the effectiveness of various program types and practices on youth outcomes.[9]

2) Implement mentoring practices in which mentors work to strengthen and expand youth's social connections

Mentoring is a relational intervention that is well suited to developing of youth's interpersonal skills, strengthening their relationships, and promoting their social connections beyond the mentor-mentee dyad.[10] Mentors have the ability to expand their mentees' social capital and networks by connecting them to new relationships and resources. This approach can play a significant role in closing the mentoring gap since, according to the **Mapping the Gap** study, many young people want and need access to multiple supportive relationships. Indeed, 62 percent of youth who had at least one mentor growing up reported that they could recall at least a time when they wished they had a mentor but did not have one (unmet needs: access to mentors). Youth who experienced one risk factor or more growing up and youth who have a functional disability were more likely to have had a mentor compared to youth who did not have these experiences but they were also more likely to report unmet needs regarding access to mentors.

Recent research showed that a network-engaged mentoring approach can promote youth's relationships and social development when mentors engage in the explicit creation of intentional connections between mentees and new people or opportunities and in mediating important relationships on behalf of mentees. The research revealed that mentors in a community-based mentoring program who reported medium to high levels of closeness with their mentees, moderate levels of connecting behaviours, and low mediating behaviours had the greatest influence on mentees' connection outcomes such as improvement in the areas of parent-child relationship quality, help-seeking behaviours, and participation in extracurricular activities. Furthermore, findings suggest that far from being detrimental to the quality of the mentor-mentee relationship, connections beyond the mentoring dyad can even enhance that relationship since closeness and connection tend to coincide.[11]

Mentors may act as an anchor in youth's webs of support: "the network of relationships youth have with adults and peers across contexts in which supports are provided that help the young person advance in development". These mentor-anchors provide a supportive relationship which can, in turn, help youth build other connections and develop a broader web of support.[12]

Given that most mentoring programs are of limited duration, approaches that promote the development of supportive relationships for youth beyond the mentor-mentee dyad and of their help-seeking skills are all the more important. Including explicit help-seeking skills development in formal mentoring programs can increase youth's ability to seek out help from other adults and expand their social support beyond their formal mentor. This approach can also offset some of the pressure that a mentor might feel, knowing that their mentee can count on several supportive relationships.

3) Support the implementation and enhancement of approaches in which youth and/or their parents are empowered to identify and recruit mentors

Youth-initiated mentoring (YIM) and caregiver-initiated mentoring (CG-IM) are new approaches that seek to empower young people and their caregivers to identify and recruit mentors from the pool of caring adults in their environments. YIM and CG-IM are hybrid approaches that combine the advantages of natural and formal mentoring relationships. They give youth and/or their caregivers a voice in the mentor selection process and offer some

relationship support from mentoring programs or helping-professionals (e.g., how to recruit a mentor, mentor and mentee training, relationship monitoring and support). These approaches can alleviate some of the challenges programs face with regards to capacity to serve large numbers of young people and mentor recruitment.

A recent comprehensive meta-analysis of YIM programs found that these programs had a significant positive effect on youth outcomes in the areas of academic and vocational functioning, social-emotional development, physical health, and psychosocial problems.[13] Some preliminary research on CG-IM suggests that it is a promising model for helping professionals to empower parents and caregivers of socially isolated children.[14]

YIM and CG-IM also have great potential to support the creation of natural or informal mentoring relationships by helping children and youth and their families to recruit mentors, and to do so on their own terms.

Empowering youth and parents or caregivers to identify and ask caring and trustworthy adults in their circles to mentor them or mentor their children may be an effective strategy to persuade more adults to mentor. Findings from the **Raising the Profile of Mentoring** study revealed that being asked directly to be a mentor by a young person, or their parents/ caregivers, could persuade a good number of adults who have never mentored to do so.

ACTION AREA 3:
BRING MENTORING OPPORTUNITIES TO YOUNG PEOPLE IN PLACES WHERE THEY ARE AT

Youth who participated in the **Mapping the Gap** interviews and in the 2021 Canada We Want Conference emphasized that, since schools play an important role in young people's lives, they are prime settings to expand young people's access to mentoring opportunities. They argued that schools offered significant advantages such as convenience, safety, and widespread reach. Youth who participated in the Canada We Want Conference recommended that mentoring service providers partner with schools to implement mentoring programs. Interviewees and conference participants suggested that a universal approach to mentoring, where every young person gets a mentor, in a setting like a school could help reduce the stigma sometimes associated with participating in a mentoring program and normalize mentoring.

However, youth also highlighted that schools are not a place of safety and belonging for all young people and that other opportunities are necessary for young people who are disconnected or not engaged in schools. Sports can be another opportune context in which to reach children and youth and introduce them to mentoring.

ACTION AREA 4:
CULTIVATE A CULTURE OF MENTORING IN OUR COMMUNITIES

Increasing the number of adults who mentor children and youth is essential to reduce the mentoring gap. Many mentoring programs face mentor recruitment challenges and innovations such as youth-initiated or caregiver-initiated mentoring depend on the willingness of adults to accede to these mentoring requests. Moreover, young people in our communities need access to more natural mentors who can play a critical role in supporting youth and helping them develop the skills, connections, self-confidence, and resilience needed to thrive. Even young people participating in formal mentoring programs can benefit from natural mentors as part of their webs of support.

Although informal mentoring relationships are the most prevalent form of mentoring in Canadian society, not every child has access to these relationships. According to the **Mapping**

the Gap study, 44 percent of young adults in Canada grew up without the support of any kind of mentor. Among youth who faced barriers accessing mentors during their adolescence, 15 percent reported that no one was willing to mentor them. To address this barrier, it is necessary to empower adults to become mentors by increasing their awareness and building their capacity. Indeed, findings from the **Raising the Profile** study show that many adults lack confidence in their abilities to mentor children and youth. Several believe they have nothing to offer.

To empower adults to see themselves as potential mentors and adopt a mentoring mindset in their interactions with young people, it is necessary to raise awareness about the positive impact natural mentoring relationships can have on a young person's development. It is also necessary to demystify some assumptions about mentoring, including the idea that it is a daunting undertaking or that mentors must be perfect role models. Being a good mentor is something that can be learned. To that end, it is important to provide potential mentors – natural and formal – with the tools and resources they need to boost their skills and confidence.

Focusing on the activity of mentoring as opposed to the role of 'mentor' may make mentoring seem less intimidating and may increase some adults' willingness to become involved. Encouraging the development of mentor-rich communities and helping youth develop webs of support, through network-engaged mentoring or other social capital building strategies, could help alleviate the pressure that some mentors might feel since youth would be able to count on multiple supportive relationships beyond the mentor-mentee dyad.

Other strategies to promote a culture of mentoring include raising awareness about the benefits of mentoring for mentors and on the reciprocal nature of these relationships where mentors also learn from their mentees and have interesting experiences.

Nevertheless, efforts to increase the number of adults who act as mentors to young people in our communities cannot overlook the fact that not everyone has the right motivations or attitudes to be a safe and effective mentor. Mentoring programs generally invest significant resources in screening potential mentors to assess their suitability for a program. In empowering youth and caregivers to recruit mentors, it is also necessary to provide them with tools to help them assess if a potential mentor would most likely be safe and effective.

RECOMMENDED ACTIONS

Policymakers and philanthropists

- Invest in quality mentoring:
    - support scaling programs that have demonstrated a high level of quality and effectiveness;
    - support innovative practices and programs, based on sound theoretical frameworks, that aim to respond to new challenges and needs;
    - invest in research on and evaluation of programs and practices to foster continuous improvement.
- Support the development and dissemination of tools and resources to empower adults to become natural mentors in addition to formal mentors;
- Adopt policies that promote the inclusion of mentoring approaches in youth development programs;
- Participate in public awareness campaigns such as Mentoring Month (January) and promote a culture of mentoring by including references to mentoring in everyday public discourse.

Service providers

- Meaningfully engage youth at all stages of program development and delivery;
- Adopt quality mentoring principles and practices (e.g., MENTOR Canada's upcoming Principles of Quality Mentoring: A Framework for Practice; Ontario Mentoring Coalition's Toolkit on effective mentoring for youth facing barriers to success, MENTOR's Elements of Effective Practice for Mentoring™)
- Provide training and ongoing support to mentors, including on connecting and mediating behaviours (e.g, network-engaged mentoring) and on cultural humility and cultural empathy beyond cultural competence[15];
- Adopt a systemic view of mentoring relationships, recognizing the influence of auxiliary people such as staff and parents/caregivers on a match;
- Build evaluation into program activities and lifecycle to measure effectiveness and identify areas for improvement;
- Add your programs MENTOR Connector to help potential mentors and potential mentees can easily find them and learn about them.

Schools and the education sector

- Partner with mentoring service providers to bring mentoring programs to students;
- Partner with mentoring service providers, provincial mentoring coalitions (e.g., the Alberta Mentoring Partnership and the Ontario Mentoring Coalition), or MENTOR Canada to train teachers and school staff in adopting a mentoring mindset in their interactions with young people;
- Implement mentoring program to ease young people's transition to post-secondary education.

Researchers

- Partner with organizations offering mentoring programs to support their research and evaluation needs;
- Study mentoring practices, including innovative approaches, to increase our understanding of what factors contribute to the effectiveness of programs and the creation of quality mentoring relationships;
- Work with MENTOR Canada, provincial mentoring coalitions, and/or mentoring service providers to facilitate the translation of research knowledge into practices;
- Become an affiliated researcher of the Canadian Centre for Mentoring Research to help generate rigorous and innovative research, connect with other researchers in the field, and support knowledge mobilization.

Private sector

- Implement policies that encourage employees to become involved in mentoring such as paid time off to volunteer as a mentor;
- Participate in Power of Mentoring events;
- Lead by example by integrating references to mentoring in everyday conversations and by adopting a mentoring mindset in everyday interactions, particularly for employees in positions of power and influence.

Caring adults and communities

- Adopt a mentoring mindset in everyday interactions with young people;
- Learn about how to build successful mentoring relationships (e.g., take the online orientation for mentors);
- Enquire about formal mentoring opportunities in your communities or virtually (e.g., visit becomeamentor.ca to find volunteer opportunities);

Mentors

- Support word-of-mouth recruitment and raise the profile of mentoring by talking about personal experiences and by helping debunking myths about what it takes to be a mentor;
- Help mentees build connections with resources and individuals who can support their positive development.

WHAT IS MENTOR CANADA DOING TO BUILD SECTOR CAPACITY AND SUPPORT THE MENTORING MOVEMENT?

The State of Mentoring research findings revealed that a significant proportion of young people and adults are not aware of what mentoring is, of young people's mentoring needs, or of how to get involved. MENTOR Canada put in place three main initiatives to raise awareness of mentoring for youth and adults in Canada and help potential mentors build positive relationships with young people.

- ✓ **Mentoring Month:** During mentoring month 2021, MENTOR Canada implemented a broad social media campaign to increase awareness of the importance of mentoring relationships and help potential mentors learn more about mentoring opportunities near them by consulting BecomeAMentor.ca. 6600 adults across Canada searched our database to find mentoring opportunities, 1960 inquired about volunteering with mentoring programs, and 1000 new mentors were recruited.
- ✓ **Power of Mentoring:** The Power of Mentoring events help connect youth with mentors, prospective employers and the Canadian labour market. By attending a POM event, youth gain an understanding of the practical job skills required to meet labour market demands, develop an awareness of the future of work, and learn how to access opportunities aligned to their academic, career, and life goals.
- ✓ **Online mentor orientation:** The Online Mentor Orientation allows potential mentors to gain a basic understanding of mentoring, youth development concepts, child safety, boundaries, and relationship development.

MENTOR Canada also developed digital solutions to increase the accessibility of mentoring opportunities and support mentoring service providers' ability to meet young people's needs.

- ✓ **MENTOR Connector:** The MENTOR Connector is an online searchable database of mentoring programs across Canada. It helps potential mentors and youth connect to the right mentoring opportunities, either virtually or in their communities. It also helps organizations raise the profile of their mentoring programs. Since its launch in the fall of 2020, 201 unique mentoring programs registered and have been added to the database.
- ✓ **E-Mentoring Platform:** MENTOR Canada, in collaboration with MentorCity, offers a free, safe, and fully equipped e-mentoring platform so that mentoring programs across Canada can help their mentors and mentees develop and maintain mentoring relationships in a virtual environment.

MENTOR Canada is strengthening sector capacity and quality by facilitating access to up-to-date research and supporting the knowledge translation process from research to practice.

- ✓ **Principles of Quality Mentoring: A Framework for Practice:** MENTOR Canada is currently developing a research- and practitioner-informed framework to support mentoring

programs' implementation of contextually relevant principles and practices to enhance program quality and effectiveness.

✓ **Mentoring Knowledge Hub:** MENTOR Canada is continually updating its knowledge hub with accessible tools and resources to support capacity-building for mentoring programs. The hub contains resources related to the latest research on mentoring, marketing and communications resources, and tools to help mentors build their skills.

✓ **The Canadian Centre for Mentoring Research:** MENTOR Canada is one of the founding partners of the Canadian Centre for Mentoring Research. The CCMR's mission is to advance knowledge about youth mentoring in Canada by generating and supporting rigorous and innovative research. The CCMR works to connect research and practice and support the implementation of quality mentoring programs in Canada.

NOTES

[1] Raposa, E. B., Rhodes, J., Geert Jan, J. M. S., Card, N., Burton, S., Schwartz, S., . . . Hussain, S. (2019). The effects of youth mentoring programs: A meta-analysis of outcome studies. *Journal of Youth and Adolescence, 48*(3), 423-443. DuBois, D., Portillo, N., Rhodes, J., Silverthorn, N., & Valentine, J. (2011). How Effective Are Mentoring Programs for Youth? A Systematic Assessment of the Evidence. *Psychological Science in the Public Interest*, 12(2), 57-91.

[2] Spencer, R., Gowdy, G., Drew, L. A., McCormack, M. J., & Keller, T. E. (2020). It Takes a Village to Break Up a Match: A Systemic Analysis of Formal Youth Mentoring Relationship Endings. *Child & Youth Care Forum*, 49, 97-120.

[3] Students Commission of Canada. (2021). The Canada We Want: Building a Mentoring Movement in Canada.

[4] Albright, J. N., Hurd, N. M., and 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,* 89. 363-381.

[5] Weiston-Serdan, Torie. (2017). Critical Mentoring: A Practical Guide. Stylus Publishing, p. 9.

[6] Schwartz, S. E. O. and Rhodes, J. E. (2016). From Treatment to Empowerment: New Approaches to Youth Mentoring. *American Journal of Community Psychology*, 58. 150-157.

[7] For more information on e-mentoring, see: Church-Duplessis, V. (2020). E-mentoring: Key topic overview. MENTOR Canada: The Canadian Mentoring Partnership. https://www.mentoringcanada.ca/sites/default/files/2020-05/E-mentoring_kto_ENG.pdf

[8] Garringer, M., Kaufman, M., Stelter, R., Shane, J., & Kupersmidt, J. (2019). E-mentoring Supplement to the Elements of effective practice for mentoring. Boston, MA: MENTOR: The National Mentoring Partnership., p. 5-6, 8. https://www.mentoring.org/ementoring/

[9] Kaufman, M. (2017). E-mentoring: National Mentoring Resource Center Model Review. National Mentoring Resource Centre. http://nationalmentoringresourcecenter.org/images/PDF/E-Mentoring_Model_Review.pdf

[10] Keller, T. E., Drew, A. L., Clark-Shim, H., Spencer, R., & Herrera, C. (2020a). It's about time: staff support contacts and mentor volunteer experiences. *Journal of Youth Development*, 15(4), 145–161.

[11] Austin, L. J., Parnes, M. F., Jarjoura, G. R., Keller, T. E., herrerea, C., Manolya, T., and Schwartz, S. E. O. (2020). Connecting youth: The role of mentoring approach. *Journal of Youth and Adolescence*,49, 2409-2428.

[12] Varga, S., & Zaff, J. (2018). Webs of Support: An Integrative Framework of Relationships, Social Networks, and Social Support for Positive Youth Development. *Adolescent Research Review*, 3(1), 1–11.

[13] van Dam, L., Blom, D., Kara, E., Assink, M., Stams, G. J., Schwartz, S., & Rhodes, J. (2020). Youth Initiated Mentoring: A Meta-analytic Study of a Hybrid Approach to Youth Mentoring. *Journal of Youth and Adolescence*, 1-12.

[14] Weiler, L., Scafe, M., Spencer, R., & Cavell, T. (2020). Caregiver-Initiated Mentoring: Developing a Working Model to Mitigate Social Isolation. *Clinical Social Work Journal*, 48(1), 6–17.

[15] **Cultural humility**: being curious about and connecting with youth's most important identities and helping them to feel known and accepted. **Cultural empathy**: having respect for the values and perspectives of ethnic and racial minority groups. **Cultural competence**: being able to effectively interact, work, and develop meaningful relationships with people of various cultural backgrounds.