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## **Youth in Care and Mentors 2005-present**

### **How Effective Are Mentoring Programs for Youth?: A Systematic Assessment of the Evidence.**

DuBois, David L. Portillo, Nelson. Rhodes, Jean E. Silverthorn, Naida. Valentine, Jeffrey C.

University of Illinois at Chicago.

2011

*Psychological Science in the Public Interest*

12 (2) p. 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. The meta-analysis encompassed 73 independent evaluations of mentoring programs directed toward children and adolescents published over the past decade (1999-2010). Overall, findings support the effectiveness of mentoring for improving outcomes across behavioral, social, emotional, and academic domains of young people's development. (Author abstract)

### **Mentoring and Social Skills Training Ensuring Better Outcomes for Youth in Foster Care.**

Williams, Charles A.

Drexel University.

2011

*Child Welfare*

90 (1) p. 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. (Author abstract)

**Qualitative Exploration of Relationships with Important Non-Parental Adults in the Lives of Youth in Foster Care.**

Ahrens, Kym R. DuBois, David Lane. Garrison, Michelle. Spencer, Renee. Richardson, Laura P. Lozano, Paula.

2011

*Children and Youth Services Review*

33 (6) p. 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. (Author abstract)

**Youth in Foster Care: Developmental Assets and Attitudes Towards Adoption and Mentoring.**

Diehl, David C. Howse, Robin B. Trivette, Carol M.

University of Florida.

2011

*Child and Family Social Work*

16 (1) p. 81-92

The present study explores the relationship between the characteristics of youth in foster care and youth attitudes about mentoring and adoption. Using a positive youth development framework, the study examines the relationship between youth risk and resilience variables (youth risk scores, youth assets and youth perception of control) and youth attitudes about mentoring and adoption. Data were collected from 54 youth, ages 10 to 17 years, through intake interviews and surveys. Participants were 25 male and 29 female adolescents; 33 were Caucasian and 21 were African American. Overall, the youth had positive attitudes about both mentoring and adoption, with Caucasian youth having more positive attitudes than African American youth. A 2 × 2 (Gender × Race) analysis of variance revealed greater feelings of control for male and Caucasian youth. Hierarchical regression analyses revealed that the youths' perceptions of their strengths and assets were related to how positively they viewed mentoring and adoption. (Author abstract)

**Mentoring for Young People Leaving Foster Care: Promise and Potential Pitfalls.**

Spencer, Renée. Collins, Mary Elizabeth. Ward, Rolanda. Smashnaya, Svetlana.

2010

*Social Work*

55 (3) p. 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. (Author abstract)

[http://www.thefreelibrary.com/\\_/print/PrintArticle.aspx?id=230865300](http://www.thefreelibrary.com/_/print/PrintArticle.aspx?id=230865300)

[http://courts.oregon.gov/OJD/docs/OSCA/cpsd/courtimprovement/jcip/2010EyesConf/mentoring\\_fcxition.pdf](http://courts.oregon.gov/OJD/docs/OSCA/cpsd/courtimprovement/jcip/2010EyesConf/mentoring_fcxition.pdf)

**Impact of a Mentoring and Skills Group Program on Mental Health Outcomes for Maltreated Children in Foster Care.**

Taussig, Heather N. Culhane, Sara E.

Kempe Center for the Prevention and Treatment of Child Abuse and Neglect.

2010

*Archives of Pediatrics and Adolescent Medicine*

164 (8) p. 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 9 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 9-month mentoring and skills group program. Main Outcome Measures: Children and caregivers were interviewed at baseline prior to randomization, immediately following the intervention, and 6 months after the intervention. Teachers were interviewed 2 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 6 months after

the intervention (mean difference, -0.51; 95% confidence interval, -0.84 to -0.19), reported fewer symptoms of dissociation 6 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 6 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 9-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. (Author abstract)

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3009469/>

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3009469/pdf/nihms253214.pdf>

### **A Steady Presence in the Midst of Change: Non-Kin Natural Mentors in the Lives of Older Youth Exiting Foster Care.**

Munson, Michelle R. Smalling, Susan E. Spencer, Renée Scott Jr., Lionel D. Tracy, Elizabeth M. 2010

*Children and Youth Services Review*

32 (4) p. 527-535

The purpose of this study was to explore the nature of the non-kin natural mentoring relationships among 19-year-old youths (N = 189) in the process of "aging out" of the foster care system. Data for the present study are from the final interview of a longitudinal study of older youth exiting the foster care system in Missouri. Participants that reported a natural mentoring relationship at age 19 were asked a series of qualitative questions about their reported relationship. The sample in this study was 65% female and 58% youth of color. Thematic analysis, informed by relational-cultural theory (Miller & Stiver, 1997), was utilized to explore the nature of the relationships from the youth's perspective. These youth reported having natural mentors who served in a range of roles in their lives, including youth service professionals and friends of their families. These older youth also described the (a) qualities of their natural mentors that were important to them, (b) specific features of their natural mentoring relationships that they perceived to be especially helpful, and (c) the various kinds of support these relationships had offered to them. Implications for social work policy, practice, and research are discussed. (Author abstract)

### **One Adult Who is Crazy About You: Can Natural Mentoring Relationships Increase Assets Among Young Adults With and Without Foster Care Experience?**

Greeson, Johanna K.P. Usher, Lynn. Grinstein-Weiss, Michal.

2010

*Children and Youth Services Review*

32 (4) p. 565-577

During emerging adulthood, most youth receive family support to help them weather the difficulties associated with transitioning to independence. When foster youth emancipate, they confront the challenges associated with emerging adulthood, and are at risk of having to

transition without family support. Many are in danger of failing to meet minimal levels of self-sufficiency. A caring adult who offers social support is normative for adolescent development and protective for youth across many risk conditions. Natural mentoring can cultivate such relationships. This study examines the association between natural mentor relationship characteristics, and material hardship and asset-related outcomes during the emerging adulthood period in both a normative sample of young adults and young adults identified as former foster youth. This study also considers the potential mediating effect of future expectations. Data from Wave 3 of the National Longitudinal Study of Adolescent Health that pertain to 15,197 respondents are used. Path models with categorical dependent variables were estimated using a maximum likelihood method with standard errors that are robust to non-normality and non-independence of observations. "Like a parent", "role model", and "guidance/advice" were significantly associated with assets among both groups. This study contributes to the growing body of literature on natural mentoring and former foster youth, and highlights the value of increasing our understanding of natural mentor roles for intervention development. The focus on asset-related outcomes is a novel approach to investigate the benefits of natural mentoring to the healthy development of youth. This paper is the first to consider the association between natural mentoring and asset building among both former and nonformer foster youth. (Author abstract)

**Evaluation of Foster Care Mentoring Pilot: Report to the Texas Department of Family and Protective Services and the Texas 80th Legislature.**

Scannapieco, Maria. Painter, Kirstin.

University of Texas Arlington. Center for Child Welfare.

2010

The aim of this document is to report on the findings of an evaluation of a youth in foster care mentoring pilot program. Big Brothers Big Sisters of North Texas (BBBSNT) 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 each month eight hours of face-to-face time, and at least one hour of phone, email, or text contact with their mentor. According to the DFPS, approximately 240 youth were referred for the mentoring pilot. Forty-five of the referred youth participated in the pilot. BBBSNT reported there were barriers to enrolling youth to include foster parents not responding to or deciding to not let the youth participate, or youth aging out of foster care before being matched. Of the 45 youth that were matched, BBBSNT reported that 19 ended in a match failure. The two most common reasons were the youths' decision to not participate and the youth moving. Three youth participated in the mentoring program for a year, one of which participated for 13 months. No youth stayed in the pilot over 13 months. Twenty of the youth participated six months or less. The majority of youth did not spend the required eight hours of monthly face-to-face contact with their mentor; therefore, it is impossible to draw any conclusions on the effectiveness of the pilot. The amount of time spent between youth and mentors in many instances was brief, less than two hours per month of contact. Youth participating in the mentoring pilot were asked to complete a confidential survey. Ten youth participated in the survey. They identified the top reasons for not

meeting with their mentor as being due to either their or their mentor having a busy schedule. A confidential survey was also sent to mentors, in which ten mentors participated. The mentors also reported that either their busy schedule or the youth's busy schedule interfered with their ability to spend time together. However, mentors also reported that conflicts with the foster parent's schedule, the foster parent not allowing the youth to spend time with their mentor, or the foster parent not allowing the youth to spend time with their mentor as a form of punishment. 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. Nine of the ten youth responding reported that they enjoyed spending time with a mentor and felt their mentor helped them gain self-confidence, experience improvement in school, and experience improved relationships with their foster parents. Based on responses on the survey from the youth and based on the existing empirical literature on the benefits of mentoring programs for trouble youth and following the recommendations at the end of this report, the continued implementation of the mentoring program may be warranted. (Author abstract)

[http://www.dfps.state.tx.us/documents/Child\\_Protection/pdf/2010-11-02\\_Foster-Care-Metoring-Pilot-Evaluation.doc](http://www.dfps.state.tx.us/documents/Child_Protection/pdf/2010-11-02_Foster-Care-Metoring-Pilot-Evaluation.doc)

**The Role of Therapeutic Mentoring in Enhancing Outcomes for Youth in Foster Care [Presentation Paper].**

Johnson, Sara B.

National Symposium on Doctoral Research in Social Work (2010 : Columbus, OH)

Loyola University Chicago.

2010

<http://hdl.handle.net/1811/45754>

[https://dspace.lib.ohio-](https://dspace.lib.ohio-state.edu/dspace/bitstream/handle/1811/45754/22_1_johnson_paper.pdf?sequence=2)

[state.edu/dspace/bitstream/handle/1811/45754/22\\_1\\_johnson\\_paper.pdf?sequence=2](https://dspace.lib.ohio-state.edu/dspace/bitstream/handle/1811/45754/22_1_johnson_paper.pdf?sequence=2)

**Natural Mentoring and Psychosocial Outcomes Among Older Youth Transitioning From Foster Care.**

Munson, Michelle R. McMillen, J. Curtis.

Case Western Reserve University.

2009

*Children and Youth Services Review*

31 (1) p. 104-111

This study explores the non-kin natural mentoring relationships among a group of older youth in foster care (n = 339), particularly whether or not their relationships last over time. The study also examines the associations between non-kin natural mentoring relationships and psychosocial outcomes among these older youth. Results of simultaneous and hierarchical regression analyses reveal that the presence of a mentor and the duration of the relationship at age 18 are associated with better psychological outcomes, such as fewer depression symptoms, less stress and more satisfaction with life at 18 1/2. Longitudinal data collected at age 18 and 19 on mentoring revealed that of the 339 youth, 25% (n = 85) reported no mentor at either data point, 41% (n = 139) reported

a short term mentor, and 34% (n = 115) reported a long term mentoring relationship. After controlling for potential covariates, multivariate analyses revealed that compared to those youth that did not nominate a mentor, youth in long term natural mentoring relationships reported less stress and were less likely to have been arrested at age 19. Further, being in long term natural mentoring relationships was not related to current employment, or past year alcohol and marijuana use. Implications for transitioning foster care youth are discussed. (Author abstract)  
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2630481/>  
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2630481/pdf/nihms88130.pdf>

**"She Holds My Hand" The Experiences of Foster Youth With Their Natural Mentors.**

Greeson, Johanna K.P. Bowen, Natasha K.

2008

*Children and youth services review*

30 (11) p. 1178-1188

The vulnerability and adversity that youth frequently experience following aging out of foster care are well-documented. However, much less is known about the positive experiences and healthy relationships that may buffer these youth from the negative outcomes following emancipation. Utilizing a strengths perspective, this exploratory study gathered qualitative data about the experiences of older foster youth with their natural mentors. Although other at-risk and marginalized groups are represented in the natural mentoring literature, representation of female foster youth of color is scarce. Seven female foster youth of color were individually interviewed using a semi-structured protocol. Data were analyzed using the grounded theory approach. Key themes identified included: (1) relationship characteristics that matter, (2) support I receive, (3) how I've changed, (4) thoughts on my future, and (5) what I think about foster care. Implications for practice are discussed. (Author abstract)

**Youth in Foster Care With Adult Mentors During Adolescence Have Improved Adult Outcomes.**

Ahrens, Kym R. DuBois, David Lane. Richardson, Laura P. Fan, Ming-Yu. Lozano, Paula.

University of Washington, Seattle.

2008

*Pediatrics*

121 (2) p. e246-e252

OBJECTIVE. The goal of this study was to determine whether youth in foster care with natural mentors during adolescence have improved young adult outcomes. METHODS. We used data from waves I to III of the National Longitudinal Study of Adolescent Health (1994-2002). Individuals who reported that they had ever been in foster care at wave III were included. Youth were considered mentored when they reported the presence of a nonparental adult mentor in their life after they were 14 years of age and reported that the relationship began before 18 years of age and had lasted for at least 2 years. Outcomes were assessed at wave III and included measures of education/employment, psychological well-being, physical health, and participation in unhealthy behaviors as well as a summary measure representing the total number of positive

outcomes. RESULTS. A total of 310 youth met the inclusion criteria; 160 youth were mentored, and 150 youth were nonmentored. Demographic characteristics were similar for mentored and nonmentored youth. Mentored youth were more likely to report favorable overall health and were less likely to report suicidal ideation, having received a diagnosis of a sexually transmitted infection, and having hurt someone in a fight in the past year. There was also a borderline significant trend toward more participation in higher education among mentored youth. On the summary measure, mentored youth had, on average, a significantly greater number of positive outcomes than nonmentored youth. CONCLUSIONS. Mentoring relationships are associated with positive adjustment during the transition to adulthood for youth in foster care. Strategies to support natural mentoring relationships for this population should be developed and evaluated. (Author abstract)

<http://pediatrics.aappublications.org/cgi/content/full/121/2/e246>

<http://pediatrics.aappublications.org/cgi/reprint/121/2/e246>

**Foster Care to College Mentoring Program: Preliminary Report.**

*Document No. 08-07-3903*

Washington State Institute for Public Policy.

2008

This report presents information on the first 18 months of the Foster Care to College (FCTC) mentoring program in Washington State. This pilot program is modeled on the mentoring program for foster youth run by Treehouse in King County. It expands the availability of education-focused mentoring to foster youth in all regions of the state. The FCTC mentoring program is funded by grants from the Bill and Melinda Gates and Stuart Foundations and funds from Department of Social and Health Services Children's Administration. Findings. The total number of youth referred, served, and matched in the program is lower than projected. Although not meeting the goal of 75 matches in year one, each DSHS Region with an established mentoring program met the goal of matching 50 new youth per year in the most recent twelvemonths.

About 80 percent of youth in the program ever matched to a mentor were still actively matched as of March 31, 2008. Over the course of the 18-month program, the characteristics of enrolled youth and their mentors have shifted from the original contract requirements. The report suggests ways the program could be modified to facilitate referrals, increase access to the program, and improve the evaluation of program effectiveness. (Author abstract)

<http://www.wsipp.wa.gov/rptfiles/08-07-3903.pdf>

**Royal Friends' Clubs, Mentoring Foster Kids: A White Paper.**

Feldmeth, Joanne R. Feldmeth, Lindsay.

2008

[http://www.rfkc.org/atf/cf/%7B2BA4B863-BC5A-4417-855A-30B7966B8A4D%7D/FINALRFCwhitepaper05\\_20\\_08.pdf](http://www.rfkc.org/atf/cf/%7B2BA4B863-BC5A-4417-855A-30B7966B8A4D%7D/FINALRFCwhitepaper05_20_08.pdf)

**CRS Report for Congress: Vulnerable Youth: Federal Mentoring Programs and Issues.**

Fernandes, Adrienne L.

Congressional Research Service.  
2008

[http://assets.opencrs.com/rpts/RL34306\\_20080620.pdf](http://assets.opencrs.com/rpts/RL34306_20080620.pdf)

**Legal Professionals as Teachers of Foster Youth: Changing Expectations and Demanding the Best.**

Ambroz, H. J. David.  
Los Angeles City College Foundation.  
2007

*Family Court Review*  
45 (3) p. 438-443

The foster care system sets low expectations for foster youth, and ultimately the system produces poor results in terms of outcomes. In its unique role, the legal system and its actors have the responsibility and opportunity to change expectations, mentor, and provide a frame work for successful reform using the skills inherent in the practice and study of the law. Importantly, foster youth must be supported and expected to achieve high educational outcomes through goals that are developed in partnership with service providers and professionals like attorneys. Editor's Note: No collection of articles about youth at risk would, in my view, be complete without a piece of writing by someone who has personally experienced the intervention systems that our authors have written about and who has overcome them (in David's case, he studied to become an attorney). One of the key themes of the ABA Youth at Risk Initiative is that of better hearing the voices of youth, and David's story is profoundly stated. I was privileged to hear David make a conference presentation, from which the following is based, at which child welfare attorneys gave him a deserved ovation. It is rare to get this type of eloquent insight into the mind of a foster youth (or in this case, a former foster youth). (Author abstract)

**Mentoring Youth in Foster Care.**

Belanger, Ahmen. Westburg, Karen. Heath, Shannon. Wertheimer, Rebecca.  
University of Southern Maine. Edmund S. Muskie School of Public Service. Institute for Public Sector Innovation.  
2006

<http://www.ylat.org/assets/publications/mentoring.pdf>

**Mentoring Special Youth Populations.**

Britner, Preston A. Balcazar, Fabricio E. Blechman, Elaine A. Blinn-Pike, Lynn. Larose, Simon.  
University of Connecticut.  
2006

*Journal of Community Psychology*  
34 (6) p. 747-763

Whereas mentoring programs are well received as support services, very little empirical research has been conducted to assess the effectiveness of these programs to meet the diverse needs of different special populations of youth. Potentially useful theoretical orientations (attachment,

parental acceptance-rejection, social support, adult development, host provocation) and a sociomotivational model of mentoring are presented to complement Rhodes's (2002) model. Mentoring research literatures for five special populations of youth (abused and neglected youth, youth who have disabilities, pregnant and parenting adolescents, juvenile offenders, academically at-risk students) are critiqued. Systemic, longitudinal research must address the cooccurrence of risk factors, populations, and interventions. We conclude with specific recommendations for future research. (Author abstract)

**Permanency Pact: Life-Long, Kin-Like Connections Between a Youth and a Supportive Adult: A Free Tool to Support Permanency for Youth in Foster Care.**

FosterClub.

2006

A Permanency Pact is a pledge by a caring adult to provide specific supports to a young person in foster care who is preparing to transition to adulthood without a permanent family. The goal of the pact is to formally establish a lifelong, kinlike relationship. The pact is created between the youth and adult with the help of a facilitator, who can be a caseworker, independent living provider, or other adult. Included with the tool is a description of how to create the pact and a list of supports the adult might provide as the youth prepares to transition out of foster care. Members of the pact work together to choose appropriate supports from the list. Once the final list is agreed upon, copies of the pact are given to the youth and adult and are maintained in the case record as part of the youth's transition plan. A certificate to affirm the Permanency Pact made between the youth and supportive adult can also be used to symbolize the importance of the agreement.

[http://fosterclub.com/files/PermPact\\_0.pdf](http://fosterclub.com/files/PermPact_0.pdf)

**Best Practice Guidelines for Foster Care Youth Mentoring.**

New York City. Children's Services.

2006

Includes guidelines for building organizational capacity, working with mentors and mentees, and working with case workers.

[http://www.nyc.gov/html/acs/html/become\\_mentor/best\\_practices\\_addition.shtml](http://www.nyc.gov/html/acs/html/become_mentor/best_practices_addition.shtml)

**Mentoring Adolescent Foster Youth: Promoting Resilience During Developmental Transitions.**

Osterling, Kathy Lemon. Hines, Alice M.

2006

*Child and family social work.*

11 (3) p. 242-253

The current exploratory study used quantitative and qualitative data from an evaluation of the 'Advocates to Successful Transition to Independence' programme, a mentoring programme designed to train mentors to assist older adolescent foster youth in acquiring skills and resources needed for successful transition out of foster care and into adulthood. The study was conducted

in two phases over 2 years. Quantitative methods were used to describe characteristics of the older adolescent foster youth and advocates, and qualitative methods were used to describe the experiences of youth and advocates in the programme. Results suggest that the use of a mentoring programme for older adolescent foster youth represents a particularly beneficial prevention strategy that may help prevent negative outcomes as youth emancipate from the foster care system and transition into young adulthood. Implications and recommendations for developing mentoring programmes for transition-aged youth are presented. (Author abstract)  
[http://www.viriya.net/jabref/resilience/mentoring\\_adolescent\\_foster\\_youth\\_-\\_promoting\\_resilience\\_during\\_developmental\\_transitions.pdf](http://www.viriya.net/jabref/resilience/mentoring_adolescent_foster_youth_-_promoting_resilience_during_developmental_transitions.pdf)

**Mentoring Children in Foster Care: Considerations and Partnership Strategies for Senior Corps Directors.**

LEARNS (Partnership)

2006

Sponsoring Organization: Corporation for National and Community Service

Children in foster care are among our nation's most vulnerable young people. Many have been abused or neglected, resulting in a host of emotional and developmental needs. Because they may experience frequent transitions and instability, foster children can benefit tremendously from the attention of mature, caring adults who serve as mentors. Senior volunteers may be particularly well suited to mentor foster children. The Senior Corps program resonates with the particular needs of foster youth, and the Corporation has prioritized expanding the number of senior volunteers serving foster youth in schools, after-school programs, community-based organizations, and other settings. This toolkit is designed to help Senior Corps directors recruit, train, and place volunteers in mentoring programs serving foster youth. It can also help you identify and establish productive partnerships with mentoring programs and other agencies that are part of the foster care system. Well-coordinated services between Senior Corps and other partners will increase the positive impacts of mentoring, enabling children to cope better with their circumstances and transition more successfully into adulthood. (Author abstract)

[http://www.nationalserviceresources.org/files/legacy/filemanager/download/learns/Mentoring\\_Children\\_in\\_Foster\\_Care\\_Final\\_Revised.pdf](http://www.nationalserviceresources.org/files/legacy/filemanager/download/learns/Mentoring_Children_in_Foster_Care_Final_Revised.pdf)

**Fostering Positive Outcomes: How Mentoring Can Help Children and Adolescents in Foster Care.**

Rhodes, Jean.

2005

Examines the role of mentors in the promoting better outcomes for youth in foster care.

[http://www.mentoring.org/downloads/mentoring\\_1325.pdf](http://www.mentoring.org/downloads/mentoring_1325.pdf)