



# Mentoring for Youth & Young Adults from Care (MYYAC)

## Funding Guide

### Program Overview

The Alberta Mentoring Partnership (AMP) is inviting applications from eligible organizations to deliver group life skills mentoring and social connection programming for youth and young adults transitioning from government care.

The Mentoring for Youth & Young Adults from Care (MYYAC) program supports youth and young adults to develop supportive relationships, strengthen life skills, increase social connection, and foster leadership capacity through relationship-based programming.

The program model recognizes the importance of belonging, community connection, and consistent supportive relationships in helping youth successfully transition into adulthood.

Funding provided through this opportunity will support:

- Development and implementation of group-based life skills mentoring programming;
- Social connection and engagement opportunities that foster belonging and reduce isolation; and
- Program coordination, implementation, monitoring, and evaluation activities.

### Application Timeline

<u>Activity</u>	<u>Timeline</u>
Application Launch	June 5, 2026
Application Deadline	June 30, 2026
Review and Assessment	July 2 – 8, 2026
Funding Notifications	July 13 – 15, 2026
Program Start Date	August 1, 2026
Program End Date	March 31, 2027





### **Funding Period**

Successful applicants will deliver programming during the following funding period:

- **Program Term: August 1, 2026 – March 31, 2027**

All funded activities and expenditures must occur within this timeframe unless otherwise approved.

### **Funding Use**

Funding may be used for:

- Program staffing
- Program materials and supplies;
- Food
- Participant activities and transportation;
- Education and training;
- Evaluation
- Honoraria and Protocol

### **Funding may not be used for:**

- Capital expenses;
- Deficit reduction;
- Debt repayment; or
- Activities outside the approved funding period.

The range of funding per grant is from \$40,000 to \$100,000. Grant funds must be used for purposes approved by the Alberta Mentoring Partnership.

### **Eligible Applicants**

Applications may be submitted by:

- Registered charities;
- Incorporated non-profit organizations;
- Indigenous organizations and communities; and
- Community-based agencies with demonstrated experience supporting youth and young adults.





### **Required content for funding submissions:**

Applicants must submit a complete application form that demonstrates their capacity, readiness, and approach to delivering high-quality group life skills mentoring and social-connection programming for youth and young adults transitioning out of care. Proposals must include all required components outlined below. Incomplete submissions may not be considered.

Applications must describe and demonstrate:

- Experience delivering programming for youth and young adults, including how their approach supports individuals with complex needs such as, disabilities, neurodiversity, mental health challenges and experiences of trauma.
- Existing or potential partnerships that enhance program delivery and support participant outcomes.
- Describe how they will connect this program to existing community services and supports and collaborate with partners to enhance opportunities for participants.

Proponents must outline their overall approach to program delivery, demonstrating how services will be low-barrier, flexible, inclusive, and responsive to the needs of youth and young adults transitioning from care. This should include:

- How their approach will create a youth-friendly environment that reflects the diverse identities, experiences, and needs of participants, including culturally responsive practices.
- Their understanding of Child Intervention, Advancing Futures, and the Transition to Adulthood Program, and how this informs their approach.
- How barriers to participation (e.g., access, scheduling, location, technology, readiness) will be anticipated and actively addressed.
- Clear expectations for:
  - Non-onerous and accessible intake processes
  - Flexible participation options
  - Inclusive practices that accommodate diverse identities, abilities, and needs

### **Flexibility for Agencies in Program Design**

Agencies are not required to design a new program model but must demonstrate how they will deliver the program in alignment with information in the funding guide.

Proponents must outline the activities, approaches, and tools they plan to use in the group life skills mentoring programming. This may include proposed session formats, approximate session lengths, group structures, and strategies for engaging youth and young adults in a way that aligns with their organizational strengths and the needs of their community.

Agencies are encouraged to design programming that is creative, culturally grounded, and responsive while remaining aligned with the core objectives, principles, and required elements of the service delivery model.





## Reporting Requirements

Successful applicants will be required to:

- Track participant engagement and attendance;
- Report on program outcomes and activities;
- Participate in evaluation and monitoring processes; and
- Submit financial and narrative reports as outlined in the funding agreement.

Organizations may also be asked to share success stories, participant feedback, and impact data demonstrating program outcomes.

## Program Requirements

The MYYAC program will provide a welcoming, inclusive, and culturally sensitive safe space that equips youth and young adults in and from care with opportunities to develop essential life and leadership skills and foster meaningful relationships. Using a blended model of service delivery that includes group life skills mentoring, and youth and young adult driven social engagement events, the program is designed to enhance belonging, confidence, and successful transitions to adulthood. Program activities are intended to:

- Build skills
- Foster community
- Reduce isolation
- Establish safe, inclusive spaces for connection
- Support outreach and engagement with the youth and young adults

## Desired Outcomes & Project Design Objectives

### Outcome 1

Youth and young adults in and from care participate in programming that strengthens their life skills and increases their confidence and readiness in navigating adulthood, including managing finances, building healthy relationships and making informed decisions.

*Youth and young adults demonstrate essential life skills and readiness for adulthood, understanding interdependence as a strength that supports autonomy.*

Youth & young adults will:

- *Develop day-to-day life skills (e.g., cooking, financial literacy, communication, decision-making, relationship skills)*
- *Gain confidence navigating adult systems and responsibilities*
- *Recognize when and how to seek support, collaborate, and contribute*
- *Demonstrate increased autonomy and readiness for life after care*
- *Understand how life skills intersect to support successful transitions*





## Outcome 2

Youth and young adults strengthen supportive relationships and a sense of belonging & identity through connections with peers, mentors, community and culture, increasing their confidence to navigate adulthood with trusted networks.

- *Youth and young adults build meaningful relationships rooted in family, community, and culture, strengthening belonging and support networks*

Youth will:

- *Build safe, trusting relationships with peers, mentors, and community members*
  - *Experience reduced isolation and increased access to informal and formal supports*
  - *Strengthen social bonds through shared experiences*
  - *Engage in near peer relationships that support personal growth and transition readiness*
- *Youth and young adults experience safe, affirming spaces that support identity development and community connection*

Youth will:

- *Develop a positive sense of self and cultural identity*
- *Feel valued and respected across multiple identity dimensions*
- *Participate in culturally meaningful and affirming experiences*
- *Express increased confidence and pride in who they are*

## Outcome 3

Greater collaboration between communities, government, and agencies to strengthen services and achieve shared outcomes.

## Outcome 4

Indigenous youth and young adults are connected to Indigenous community and learn Indigenous ways of being and knowing.

### Service Delivery Principles

All funded programming must embed the following principles:

1. Trauma-informed & responsive
  - A trauma-informed approach recognizes that many youth and young adults have experienced adversity and that these experiences can shape how they engage, learn, trust, and participate. Programs must create environments that promote emotional and physical safety, choice, empowerment, and transparency. This includes programs being prepared to engage youth and young adults who may experience trauma responses during program participation. Agencies are expected to have the capacity, staff and protocols in place to respond safely and appropriately when participation surfaces trauma, including de-escalation, grounding and intentional reengagement supports.





2. Culturally responsive, including intentional engagement of Indigenous, newcomer, and 2SLGBTQ+ youth
  - A culturally responsive approach uses conscious and intentional practices that engage youth and young adults in ways that honor their cultural identities, histories, and lived experiences. Programs should move beyond simply acknowledging diversity to actively demonstrating how services reflect, respect, and support the cultural realities of the communities they serve. This includes intentional engagement with Indigenous, newcomer, and 2SLGBTQ+ young people to ensure programming is grounded in cultural humility and relevance.
3. Inclusive, with safe spaces, mentorship for all abilities, and in-person/virtual options
  - An inclusive program creates spaces where all youth and young adults feel safe, welcomed, and able to participate fully. This includes establishing environments that celebrate diversity, offering mentorship opportunities that support young people of all abilities, and ensuring that programming can be accessed both in-person and virtually. Inclusion is woven into the structure of activities, the design of the space, and the attitudes and practices of staff and mentors.
4. Low-barrier and flexible, including non-onerous intake and community-centric approaches
  - Low-barrier and flexible programming prioritize accessibility by ensuring services are not time-limited, and that entry into the program does not require burdensome forms or screening processes. These programs are community-centric and integrated, fostering a sense of collective care that supports youth and young adults transitioning to adulthood. Rather than focusing on traditional case management, this approach emphasizes community stewardship and strong, intentional engagement with local supports, resources, and relationships.
5. Strengths-based, building on assets and protective factors
  - A strengths-based approach focuses on recognizing, affirming, and building upon the unique strengths, assets, and potential of each youth and young adult. Instead of centering deficits or challenges, programs help youth and young adults identify what they do well, elevate their protective factors, and create opportunities for growth. This mindset positions youth and young adults as capable, resourceful individuals who can develop new skills and thrive when supported in ways that highlight their inherent abilities.
6. Youth-centered, prioritizing voice, choice, and meaningful engagement with ongoing feedback loops
  - Youth-centered programming prioritizes the voice, choice, and meaningful participation of young people at every stage of program design and delivery. This means programs are created with youth, not merely for them, and that young people shape decisions, activities, and overall direction. A youth-centered approach includes ongoing feedback loops so that youth and young adult perspectives continuously guide improvements, ensuring programming remains relevant, responsive, and aligned with what matters most to them.





## Program Eligibility

**Target population:** Youth and young adults aged 16–30

Youth and young adults who have been involved in Alberta's Child Intervention system often have histories marked by multiple transitions during childhood and adolescence, including changes in caregivers, care settings and communities. These experiences can shape development and contribute to distinct needs as they enter adulthood. Youth may transition with varying levels of readiness and independence, reflecting diverse experiences across age, culture, geography, and support networks.

Many youth and young adults have limited family connections and fewer opportunities to build the supportive social networks that reduce isolation and foster well-being. Transitions may be abrupt or unplanned, and youth and young adults may experience ongoing instability in housing, relationships, and access to services. At the same time, they may be balancing competing priorities, including financial pressures, education, employment, and mental health, which can affect readiness and consistency in program participation.

Youth and young adults benefit from spaces that support the development of essential life skills, including practical skills such as cooking, communication, financial literacy, decision making, and relationship-building. They also require support in navigating complex adult systems, including housing, income support, education, and healthcare, while building confidence in managing responsibilities. Supportive environments should recognize interdependence as a strength and encourage youth and young adults to seek help, collaborate, and contribute meaningfully within their communities. Youth and young adults bring significant strengths, including adaptability, resilience, and lived experience that can support peer connection and leadership.

Youth and young adults also benefit from spaces that reduce isolation, foster belonging, and support meaningful connection. Engagement may be inconsistent due to past experiences with systems, hesitancy to participate, or competing priorities. This program is designed to respond to these realities through group mentoring, community events, and youth-driven gatherings that strengthen both informal and formal supports.

Given the varied and intersecting needs of this population, services must be trauma-informed, culturally grounded, youth-centered, and low-barrier. Programs should provide welcoming, flexible spaces where youth and young adults in and from care can build identity, develop life and leadership skills, and foster meaningful relationships that enhance belonging, confidence, and successful transitions to adulthood

### Eligibility:

1. Youth who are 16–18 years old who:
  - Are currently involved with Child Intervention (CI), or
  - Previous closed within the past 5 years.
2. Young adults who are 18–30 years old who have:
  - Current or past involvement with Transition to Adulthood Program (TAP) or Advancing Futures.





### Referral and Intake Process

Successful applicants must establish and maintain an appropriate referral and intake process in partnership with Children and Family Services programs, including Transition to Adulthood, Advancing Futures, and Child Intervention, to support the identification and recruitment of eligible participants.

Applicants are also expected to develop referral partnerships with agencies and organizations that provide group care, housing supports, mental health services, or other relevant supports for youth and young adults currently in care or transitioning from care.

### Verification of eligibility

Events and group mentoring life-skills sessions may be a mix of:

- Drop-in
- Pre-registered / scheduled

The intent of the following recommended approaches is to be youth and young adult friendly, and trauma-informed by applying a trust first, low-barrier approach to eligibility. Minimizing upfront documentation requirements, promote inclusive access at events, and ensuring youth and young adults are not burdened or disadvantaged if they do not have immediate access to, or full knowledge of their involvement history.

### Drop-in process: Self-declaration intake + backend verification

How it works:

- At entry, youth & young adults fill out an intake form (independently or with staff) with a self-declaration: E.g., “Have you ever been involved with Child Intervention, TAP, or Advancing Futures?” [Yes][No][Not sure]
  - Form will obtain personal demographic information, and consent for staff to verify eligibility during business hours.
  - Staff send the list to the centralized MYYAC email by the next business day so it can be verified.

Why it works:

- Zero barrier, quick, non-invasive.
- Inclusive access on-site.
- Addresses the fact that many youth and young adults don't remember timelines of CI involvement.
- If a young person is mistakenly ineligible, this can be noted for future engagements.

### Pre-registration

*\*Recommend that they encourage RSVP, but no one is turned away if they drop in.*

How it works:

- Intake/referral form asks:
  - Personal demographic information.
  - Select involvement type (CI, TAP, AF, unsure).
  - Consent to staff verifying eligibility during business hours.
  - Referring partner/how did they hear about the program.
- Forms are submitted to centralized MYYAC email for verification.

Agencies will only screen out a referral where one or more of the above criteria is not met.





## Program Components (Required)

### Component 1: Group Life Skills Mentoring

Purpose: To provide accessible, culturally responsive, peer informed life skills programming that supports readiness for adulthood and fosters interdependence.

Structure:

- Led by agency staff primarily.
- Co-facilitated by young adult leaders or volunteer mentors.

Delivery Expectations:

- The target is 3 sessions a month and a minimum of 27 sessions over the funding period of August 1, 2026 – March 31, 2027.
- Programming must be adaptive to the needs of youth and young adults entering the group.
- The Delivery method of drop in or pre-registration may be chosen by agency.

Core Activities:

- Deliver group life skills mentoring sessions focused on daily living, financial literacy, healthy relationships, and decision making.
- Provide opportunities to practice practical life skills in real or simulated settings.
- Facilitate experiential learning workshops that strengthen interpersonal, communication, and workplace readiness skills through practice-based activities.

### Program Expectations and Flexibility

To ensure alignment with program objectives and the needs of youth and young adults transitioning to adulthood, a minimum of 60% of the required core topics (described below) must be included by March 31, 2027. These topics cover essential areas such as healthy relationships, boundaries, navigating systems, financial literacy, housing readiness, and foundational wellness skills.

While these topics represent approximately 60% of the required curriculum topics, agencies will have the flexibility to design and deliver the remaining sessions based on their organizational strengths, youth interest, cultural context, and local community resources. Agencies will also be responsible for building out the curriculum and choosing how to deliver each session, including facilitation style, teaching methods, activities, length, and use of partnerships, as long as the core learning outcomes are met and youth and young adult engagement remains central to program delivery.





## Life skills mentoring delivery expectations

The purpose of the required core topics is to ensure all youth and young adults participating in the program receive consistent foundational knowledge and skills aligned with program objectives.

### **Required Core Topics**

Agencies must deliver learning opportunities that address all required core topics listed below.

#### **Agency Flexibility & Autonomy**

Agencies have full flexibility to determine how required topics are delivered, including:

- Curriculum design and content depth
- Approaches that are accessible, engaging and practical
- Number and length of sessions per topic
- Sequencing of topics
- Integration of cultural teachings, community knowledge, and lived experience

Topics may be delivered across multiple sessions or integrated with other learning activities, based on youth and young adult needs and agency strengths.

#### **Agency-Selected Topics**

In addition to required core topics, agencies are encouraged to identify and deliver additional topics based on:

- Youth and young adult interests
- Cultural relevance
- Community context
- Organizational expertise

These topics should complement and reinforce the program's objectives. (e.g. First Aid

#### **How to use the skill-based outcomes**

Each outcome is meant to guide the development of sessions by focusing on what participants should be able to do by the end of the learning experience. When planning, it can be helpful to start by thinking about what demonstrating that skill would actually look like in practice. For example, consider what you would expect to see or hear from a youth or young adult if they had developed that ability.

From there, sessions can be designed to support participants through a natural progression. This typically involves first introducing and exploring the concept, so participants have a basic understanding, then creating opportunities for them to practice the skill in a low-risk setting, such as through discussion or scenario-based activities. Finally, sessions should help participants connect the skill to real-life situations so they can see how it applies beyond the group setting.

This approach ensures that learning moves beyond simply receiving information and instead focuses on building practical, usable skills that youth can carry into their everyday lives.





Topic	Skill based outcome (what youth walk away with)
Relationships, safety and consent	<b>Healthy relationships</b> <ul style="list-style-type: none"><li>• Ability to identify what safe, respectful relationships look like across different contexts.</li><li>• Ability to identify red flags across different types of relationships.</li><li>• Ability to recognize when something feels unsafe and identify safe options for support.</li></ul>
	<b>Boundaries</b> <ul style="list-style-type: none"><li>• Ability to name and communicate personal boundaries.</li><li>• Ability to recognize when boundaries have been crossed.</li><li>• Ability to respond when boundaries are not respected.</li><li>• Ability to recognize that boundaries are a normal and essential part of healthy relationships.</li></ul>
	<b>Consent</b> <ul style="list-style-type: none"><li>• Ability to understand and explain consent including how to give, ask for, or withdraw it.</li><li>• Ability to communicate and respond to consent in real-life situations.</li></ul>
Online safety and media literacy	<ul style="list-style-type: none"><li>• Ability to assess online interactions and identify potential risks or unsafe situations.</li><li>• Ability to protect personal information and make safe choices about what they share online.</li><li>• Ability to critically assess online information and identify misinformation.</li><li>• Ability to recognize how media and online content can influence thoughts, identity, relationships, and decision-making.</li></ul>
Advocacy, rights and system navigation	<b>Rights, self-advocacy, and system navigation</b> <ul style="list-style-type: none"><li>• Ability to identify personal rights and recognize when they may be violated.</li><li>• Ability to communicate needs, ask questions and advocate for themselves.</li><li>• Increased confidence and ability to navigate systems and access supports interdependently.</li></ul>



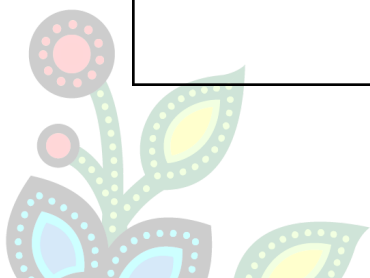


	<p>Child and Family Services (CFS) Advocacy</p> <ul style="list-style-type: none"><li>• Ability to express needs, ask clarifying questions and seek information when uncertain.</li><li>• Ability to access and use information related to their involvement, decisions and applicable policies.</li><li>• Ability to document, organize and track important information related to their involvement and interactions with the system.</li><li>• Ability to identify advocacy options and when to seek support.</li></ul>
	<p>Program services consent and decision making</p> <ul style="list-style-type: none"><li>• Ability to identify when consent is required and ask questions with programs or services.</li><li>• Ability to make informed decisions about what personal information to share, and with whom.</li><li>• Ability to ask clarifying questions and seek additional information before consenting to programs or services.</li><li>• Demonstrated ability to make informed decisions about participation in programs with increasing confidence.</li></ul>
Wellbeing and emotional health	<p>Mental health</p> <ul style="list-style-type: none"><li>• Ability to identify personal stressors and recognize early signs of distress.</li><li>• Ability to express emotions and communicate mental health needs in a safe and appropriate way.</li><li>• Ability to identify and use coping strategies to manage stress, emotions and challenging situations.</li><li>• Ability to access and navigate mental health supports and resources, with increasing confidence and independence.</li></ul>
	<p>Grief and loss</p> <ul style="list-style-type: none"><li>• Ability to identify and name different types of grief and loss.</li><li>• Ability to recognize how grief can impact thoughts, emotions, and behaviors.</li><li>• Ability to identify, practice and use healthy coping strategies when experiencing grief and loss.</li><li>• Ability to identify and access formal and informal supports related to grief and loss.</li></ul>





Independent living	<b>Housing 101</b> <ul style="list-style-type: none"><li>• Ability to identify and explore different housing options (e.g. renting, shared housing, supportive housing,).</li><li>• Ability to review and understand key elements of rental agreements and tenant rights, and responsibilities.</li><li>• Ability to search for housing and take steps to pursue housing opportunities. (E.g. contacting landlords, completing applications, assess affordability).</li><li>• Ability to identify steps to maintain housing, including communication with landlords and meeting basic tenancy expectations.</li></ul>
	<b>Nutrition and cooking basics</b> <ul style="list-style-type: none"><li>• Ability to plan simple, balanced meals based on personal needs, nutrition and available resources.</li><li>• Ability to shop for groceries and manage food costs within a budget.</li><li>• Ability to identify and apply safe food preparation and storage practices, including basic cooking skills.</li></ul>
	<b>Time management</b> <ul style="list-style-type: none"><li>• Ability to prioritize tasks and responsibilities.</li><li>• Ability to manage time, establish routines, and balance competing demands.</li><li>• Ability to break down complex or overwhelming tasks into manageable steps and develop a plan to complete them.</li><li>• Ability to use tools or supports (e.g. calendars, reminders, apps) to manage time and responsibilities.</li></ul>
	<b>Financial literacy</b> <ul style="list-style-type: none"><li>• Ability to track and understand personal income, expenses and deductions.</li><li>• Ability to create and use a simple budget aligned with personal needs and priorities.</li><li>• Ability to use basic banking services and make informed decisions about credit and debt.</li><li>• Ability to read and understand pay stubs and identify employment benefits.</li><li>• Ability to identify common financial scams and recognize warning signs.</li><li>• Ability to make informed financial decisions and seek support when needed.</li></ul>





	<ul style="list-style-type: none"><li>• Ability to understand and complete basic tax filing requirements, or access supports to do so.</li></ul>
Community, Identity, and Belonging	<p>Civic participation and community belonging</p> <ul style="list-style-type: none"><li>• Ability to identify and access information about the voting process and civic participation opportunities.</li><li>• Ability to identify how decisions made by government can affect their daily life and opportunities.</li><li>• Ability to identify and connect with opportunities to engage in community life (Increase sense of belonging).</li></ul>

### Component 2: Social Connection & Community Engagement Events

Purpose: To foster belonging, reduce isolation, and build youth-centred community through fun, safe, inclusive, and culturally grounded social experiences.

#### Core Activities:

- Youth and young adult informed connection events include activities such as:
  - Mini-conferences with interactive creative elements
  - Cultural nights and celebrations
  - Speaker series
  - Informal meet-ups e.g., art or game nights,
  - Wellness nights
  - Supported 1:1 mentor-mentee social connections focused on relationship building
- Events must be shaped by youth and young adult input to ensure relevance.
- Create structured peer and near-peer engagement opportunities that support relationship-building through shared experiences and co-facilitated activities.

#### Delivery Targets:

- Events: >9 community-building or cultural events.
- Participation: Minimum average of 3-8 participants per event.





The following examples demonstrate how social connection events can support outcomes. These are illustrative only, and agencies have flexibility in how events are designed and delivered.

Social event examples	Intended outcomes for participants
#1 Community connection night (casual social gathering)	<ul style="list-style-type: none"><li>• Provides a low-pressure opportunity for participants to build new connections, particularly for those with limited or inconsistent support networks after leaving care.</li><li>• Increases comfort engaging with peers and participating in social activities that support emotional wellbeing and reduce isolation.</li><li>• Supports the development of practical social skills, such as initiating conversations, joining group activities, or engaging with diverse peers, in a safe, supportive environment.</li></ul>
#2 Creative expression & wellness night	<ul style="list-style-type: none"><li>• Provides a safe, judgment-free space to express emotions, reduce stress, and build self-confidence.</li><li>• Exposure to creative outlets, (art, music, movement, mindfulness) that can be applied in daily life.</li><li>• Supports peer connection through shared creative activities, helping form natural supports and reduce isolation.</li></ul>
#3 Lived-experience speaker series / youth spotlights	<ul style="list-style-type: none"><li>• Builds hope and inspiration through exposure to lived experience stories related to navigating adulthood, housing, education, and wellbeing, reinforcing that there are multiple pathways to adulthood and success.</li><li>• Strengthens self-confidence through connection to relatable role models, helping to challenge self-doubt or uncertainty commonly experienced during transitions from care.</li><li>• Supports peer connection through shared experiences, helping youth and young adults feel understood, less isolated, and more connected to community.</li></ul>





<p><b>#4 Community skills expo (mini conference with partner agencies)</b></p> <p>A half day, where lead agencies invite community partners to host short interactive sessions</p>	<ul style="list-style-type: none"><li>• Increases awareness of local services and supports, helping participants build a broader network beyond CFS.</li><li>• Builds comfort engaging with adult serving systems by providing low-pressure opportunities to meet service providers and ask questions before support is needed in crisis.</li><li>• Strengthens independence by practice how to approach services, ask questions, and explore new opportunities through interactive, hands-on experiences.</li></ul>
--	--

### Questions

Questions regarding this funding opportunity may be directed to:

Contact Name: Kerry Woodland  
Email: [kerry.woodland@bgcbigs.ca](mailto:kerry.woodland@bgcbigs.ca)

