

MEMORANDUM

From The Lane County Department of Youth Services

Diversity Committee

The Lane County Department of Youth Services is pleased to announce two studies that were commissioned by the Department in order to bring a better sense of the Eugene/Springfield area's current resources for mentoring youth of color and the respective communities need for such services.

The work was conducted by two independent consultants who are not employees of Lane County. While the ideas presented in this study sometimes outstrip the focus asked for, and some of the information presented about the Department is in error, the information gathered is of great use to the Department in moving forward with positive plans for expanding services in the use of mentoring services for youth involved in the Juvenile Justice system, especially for communities of color.

This overview was developed to provide background information that is not represented in the reports. It is not meant to negate the valuable information in the reports but rather to add to it. To follow is a) brief demographic information on youth referred to DYS, b) a description of work at DYS regarding services for ethnic minority youth, c) DYS efforts towards community partnership building, and d) opportunities to expand the DYS diverse workforce.

Referrals for minority youth constituted approximately 16.5% of all referrals received by the Lane County Department of Services in 2008. Overall, youth referrals have decreased in Lane County between 2003 and 2008 by 23.4%. During this same time period individuals referred to the Lane County Department of Youth Services have also decreased. Caucasian youth decreased by 16% and minority youth decreased by 14%.

Over the past few years, the Lane County Department of Youth Services has expanded its' services to youth of color despite resource reductions. Some services include but are not limited to:

- Addition of dedicated bi-lingual Spanish-speaking Juvenile Counselor, Employment Specialist and Office Assistant positions
- Development of the DYS Diversity Committee
- Additional participation on the county-wide Diversity Action Committee
- Co-lead three Community Mobilization/Education Conferences
- Sponsored Randy Blazak, Chair of the Multnomah Anti-Hate Coalition, to present information and research on hate groups/gangs to DYS staff and youth
- Sponsored Tyrone Flowers from Higher M-pact in Kansas City to speak at two events related to gang prevention and once for the NAACP Freedom Fund Dinner
- Martin Luther King Jr. Culinary Arts Students have worked with diverse communities to expand their knowledge

- Martin Luther King Jr. Culinary Arts Program provided community service work through a fundraising bar-b-cue for NAACP ACTSO youth
- Provided participation opportunities for youth to attend Natives Program, Rites of Passage Programs and ACTSO Back to School/Stay in School programs.

In addition, DYS is in the process of a major staff recruitment effort. The department has classified two existing positions: Juvenile Counselor and Juvenile Groupworker as requiring bi-lingual Spanish skills and taken unprecedented steps in widening our recruitment for all open positions. The department is aggressively working to encourage as diverse an applicant pool as possible.

Mentoring is a tremendously effective process which uses relationships to teach youth to make changes in behaviors and attitudes. When well-implemented, mentoring can be a highly effective strategy in working with at-risk youth and those who experience multiple risk factors for delinquency, school failure and other negative outcomes.

The Department of Youth Services, based on recommendations brought forward in the two reports, begins immediate action on the following recommendations expressed in the reports:

- DYS, working with community partners, will develop an advisory committee in order to enhance services for ethnic minority youth and their families.
- While the committee will develop their work plan with short and long term goals, DYS anticipates that work will include assessment of services and service needs, coordination of services, and expanding services
- Expanding services includes collaboration on local, state, and federal grant applications. This work has already begun. DYS is waiting for the status of one grant application that will greatly support mentoring services for ethnic minority juvenile offenders. This application was written in partnership with the local NAACP and Lane Community College.
- The Lane County Department of Youth Services is fortunate to have a dedicated position for minority youth advocacy. It is one of four Juvenile Departments in Oregon to have such a resource. The consultants report also recommends a more expanded role of DYS' minority advocate position. DYS is reviewing how to accomplish this given the multiple day-to-day tasks of this job and current commitments.
- DYS has a documented commitment to providing effective services to juvenile offenders even during times of diminished resources. This is provided through the use of "best practices" to reduce juvenile delinquency. It is based on forty years of research regarding what works to reduce crime and has been validated in jurisdictions around the county with diverse populations. DYS is looking forward to working with community partners on this shared goal.
- Part of science based services indicates that a smaller group of juvenile offenders commit a majority of new crimes in our community. It is referred to as "20% of offenders commit 80% of crimes." The 20 percent represent the chronic group of juvenile offenders and DYS has allocated significant resources, time and services on "what works" with this high risk group. The department works to reduce the chronic group and in no way finds that any group of chronic offenders is an acceptable situation in our community. On the contrary, services are geared to identify high risk youth as soon as possible and reduce their delinquent behavior while also providing appropriate services for lower risk first time offenders.

These are some of the activities that DYS has engaged in to improve services for all youth and, specifically, for ethnic minority youth. As DYS makes progress on these initiatives we will continue to enlarge on that success by addressing additional topics brought forth by the reports.

Thanks to the report authors and to the many community members who contributed via their answers for taking the time to care for youth and to help build a plan for increased responsive and effective interventions by the Department of Youth Services to build the success of youth in our communities.

PLEASE NOTE:

As described above, DYS is working with community partners to develop an advisory committee in order to enhance services for ethnic minority youth and their families. Community members interested in serving on this committee should contact Pat Walker, DYS Diversity Committee chair. 682.4723

Mentoring Services
For Latino Youth in Lane County, Oregon

Submitted to
Department of Youth Services
2727 Martin Luther King Jr. Blvd.
Eugene, Oregon 97401

July 21, 2009

By
Maria T. Chavez-Haroldson
Culturally Responsive Solutions

This report contains information pertaining to mentoring programs serving Latino youth in Lane County, Oregon. Various community members in the Eugene/Springfield area of Lane County, Oregon were interviewed in order to inquire about mentoring program services. This report concludes that comprehensive, culturally responsive and equitable mentoring services are greatly needed and required to serve Latino youth in a meaningful manner.

SUMMARY

The objective of this project is to identify and assess the effectiveness of mentoring programs providing services to Latino youth in Lane County, Oregon. The evaluation process focused primarily on mentoring programs to which DYS refers Latino youth. The inquiry and interview process sought to obtain information from interviewees about mentoring programs which may currently be offering effective services to Latino youth. The interviews were primarily completed through face-to-face meetings with the interviewees.

This report invites youth program administrators, juvenile justice professionals, service providers and community leaders to access a collaborative spirit in order to comprehensively assess current social and systemic barriers challenging Latino youth. This report encourages the creation of innovative approaches, and the establishment of a sustained strategic plan for addressing the effective delivery of essential services to a unique population.

Mentoring program directors, youth service administrators and respective staff are encouraged to have meaningful, honest and courageous conversations in order to overcome long-standing communication barriers. Social service providers and youth advocates are called upon and strongly admonished to collectively offer their expertise, passion, knowledge, insight and a rich array of cultural experiences to build resiliency in Latino youth. A shared vision of excellence and the commitment to remain scientifically informed will lead to the advancement for mentoring services.

Social justice and empowerment for Latino youth in Lane County demands that professionals meet the challenges of achieving a new cultural maturity.

Introduction

In an effort to evaluate existing mentoring programs for Latino youth in Lane County, the Department of Youth Services (DYS) contracted the services of a consultant. The objective of the project was to assess and evaluate the effectiveness of services to which DYS refers Latino youth. Additional Project Objectives were as follows:

- Identifying community interest in becoming mentors;

- Identify community barriers to becoming a mentor; and
- Inquiry of needed community support in order to serve as a mentor.

The Latino Concept of Mentors

The concept of mentoring youth amongst Latinos is common. Latino youth and family members interviewed by consultant defined a “mentor” as a “trusted guide,” a “sage,” a “wise person providing guidance to a young adult,” a “recommended family member or friend that exchanges helpful counsel regarding life’s challenges and rewards” and a “person experienced with problem-solving skills that can impart those skills to a young adult.”

Latinos interviewed referred to mentors as, “compañeros” (companions), “padrinos” (God Parents), and “compadres” (comrades), offering guidance to young adults. Mentors are generally perceived as trusted members of the family. It is not uncommon for Latinos to indicate to a youth in their community which trusted family or friend may be a helpful guide, confidant, or counselor.

Background

At a minimum, DYS requested the consultant meet with Committed Partners for Youth (CPY), Boys and Girls Club, and National Association for the Advancement of Colored People (NAACP). The consultant exercised the option of providing snacks and beverages to the groups and individuals interviewed. The option created for a more relaxed interview process. This small gesture offered a small token of appreciation for the time invested in the process of collaborative information sharing and gathering. All youth interviewees reside in Lane County, Oregon.

Interviewees were as follows:

Twenty eight Latino youth (ages 14 –18) Adjudicated/non-adjudicated

Latino parents/extended family members

Drug and Alcohol counselor

Educators (high school/college/university)

Mental Health Counselors

Social workers

Department of Youth Services employees

Law enforcement

Community leaders

Community outreach worker

Faith-based service provider/pastor

Youth pastor

Community members

Stakeholders

Mentor Program Director/staff

Previous mentors/current mentors (not employed by CPY)

Depth of Interview Process

The project included multiple meetings with the DYS liaison at the Juvenile Justice building in Lane County, meetings in private homes, high schools, community centers, mentor program locations, places of worship, colleges, coffee shops, over the phone, and via email.

The project involved cooperative efforts by pastors, summer program directors and staff, educators, students, parents, DYS staff, CPY staff, drug and alcohol counselors, support group participants, and community leaders. The project could not have been completed without the cooperation of a large group of community members with passionate interest, and investment in the project.

During the 90 day period given for this project (April 18 – July 15), the consultant was informed that the Boys and Girls Club was joining forces with CPY. The consultant was informed that the CPY director was also directing what was previously known as the “Boys and Girls Club.” In other words, a current Big Brother/Big Sisters director was not available for an interview. Several attempts to meet with and/or interview NAACP members proved unsuccessful.

Mentor Studies

Mentor and mentoring studies increasingly reveal that such programs and services offer youth benefits in the following areas: developing pro-social skills, improved self-esteem, greater academic success and self-advocacy.

Over a decade of research has revealed that mentoring programs and services are viable interventions for at-risk youth. (Timothy Cavell et al., 2009)

Evidence-based mentoring programs include:

- Targeting youth most likely to benefit from mentoring
- Using rigorous approaches to screen and train mentors
- Clearly articulating program goals and expectations
- Arranging activities to facilitate mentor-youth relationships
- Provide ongoing support for mentors
- Supportive and involved parents
- Coordinating linkages with other programs and services
- Using systemic monitoring and evaluation to engage in continuous quality improvement (Timothy Cavell et al., February 2009)

Mentoring Research

Research outcomes on mentoring programs specific to Latino youth are limited. While research topics focusing on mentor/mentee relationships are beginning to emerge, they have yet to completely and thoroughly address the specific population identified in this report. Nevertheless, existing research on mentoring has begun to expand to cover a broad range of mentoring aspects, including relationships, peer mentoring, academic success, youth movements, and cross-age mentoring and mentoring at-risk youth.

Building a Foundation for Interviews Based on Trust

In order to conduct meaningful interviews, it was critical for the interviewer to build a trusting relationship with the collective Lane County Latino community in a very short period of time. The consultant would like to acknowledge the strategic and intuitive manner in which the DYS Minority Youth Advocate introduced the consultant to members of the Latino community. Maria Thomas' has clearly established trusted relationships within the Latino community and is keenly aware of the youth's unique strengths and needs.

Overview of Latino Demographics in Oregon and Lane County

Latinos are the fastest growing ethnic group in Oregon. 'By 2005, Latinos were the second largest population group in Oregon, about 9.9 percent of the total population of 3,700,758 (U.S. Census Bureau 2006). In Lane County the growth from 1990- 2000 was over ten percent. According to the U.S. Census Bureau, the number of Latinos under age 18 was over 64,000 in 2006.

Latino Population 1990	(Lane County)	Latino Population 2006
6,852		19,818

The percentage of change from 1990 – 2006 was 189.20% (Almanac of Latino Politics, 2008).

Latino children were about 15 percent of the population under age 18 of the state in 2005. Latino births were 20 percent of the total births in Oregon (Oregon Vital Statistics County Data 2005).

The growth of the Latino population has been sustained since the 1960s, particularly in rural areas, where census undercount is more prevalent. (Stephen & Mendoza, 2007).

Existing Mentoring Programs

Committed Partners for Youth (CPY) is an existing mentoring program in Lane County, Oregon, which targets Latino youth. The CPY program offers services to Latino families in a culturally sensitive manner. A closer examination of the CPY program revealed a total of four Latino families involved in the youth mentorship program. With a Latino population projected to exceed 20,000, the number of families being served is disproportionately low. Despite the well intended efforts of those committed to mentoring programs through CPY, it is evident from the statistical data and interview responses that there are pivotal variables standing in the way of maximizing the accessibility and efficacy of the program.

Historical Conflict

During interviews with various community leaders and service providers in Lane County, it became evident to the consultant that the greatest barrier facing the development of effective mentoring programs and services for Latino youth has been the degree of conflict between professionals working with Latino youth and professionals working within the juvenile justice system. The conflict has led to a high degree of distrust. The consultant was made aware that the level of distrust has discouraged some professionals from speaking openly, honestly and having a constructive dialogue. The conflict has and continues to negatively impact the community members and professionals providing services for Latino youth.

The conflict, IS, the greatest barrier to having collaborative action taken by professionals in the juvenile justice system and working professionals serving Latino youth. The conflict has transcended into various sectors of existing programs and agencies serving Latino youth. The historical existence of the conflict has transmogrified

into a systemic level of conflict extending beyond simple problem-solving approaches. Existing communication barriers continue to erode the possibility of establishing productive alliances.

A strategic plan of action addressing the conflict must be developed and implemented in a highly structured fashion and in a timely manner. This will require a bicultural/bilingual mediator's services, a mediator trained in a highly structured process of conflict resolution requiring multiple meetings.

The current state of affairs severely compromises the action required to collaboratively respond to Latino youth. For this reason it is imperative that professionals working within the juvenile justice system, social service providers, administrators/staff, and community leaders address the basis for existing conflict. Participants are encouraged to take part in the conflict resolution process having flexible expectations and inviting various participation and communication styles

Basis for Forward Movement

Department of Youth staff members Linda Wagner (Researcher) and Maria Thomas (Minority Youth Advocate), CPY director/ staff, Latino community members, and social service providers repeatedly expressed their commitment to begin interactive conversations leading to proactive professional partnerships. The above-mentioned interviewees stated a collective willingness to share experiences, knowledge and expertise in a collaborative manner. Additionally, a strong desire to understand and/or share the Latino experience, concerns, pain and losses were also expressed. The collaborative commitment comes at a time for needed change, innovation, understanding and organizational change.

Educational Mentors

Latino family members, (grandparents, aunts, uncles, siblings, parents) clearly indicated that their expectation was for a "mentor" to provide educational guidance to youth.

The expectations expressed by the interviewees correspond with the statistical findings set forth in The 2008 Latino Almanac's list of Issues important to Latinos. The top five primary concerns of Latinos are noted in the almanac are:

1. Education
2. Health care
3. Economy/jobs
4. Crime
5. Immigration.

Many Latino parents can benefit from gaining instrumental knowledge of the steps required to access educational opportunities for their youth beyond the high school years. "The struggle for college access is a central concern for Latino families. Although Latino students and their parents hold high educational aspirations, Latinos remain underrepresented in 4-year colleges and universities." (Gándara, 1998; Solórzano, 1992).

Mentor Ethnicity

Interviewees were asked if a mentor's ethnicity was critical to the relationship building process between mentor/mentees. Sixty-five percent related that their preference was that mentors be bilingual/bicultural (Spanish), if possible. However, all interviewees indicated that a mentor not of Latino heritage would be wholeheartedly welcomed if the mentor had knowledge and understanding of the Latino culture. When asked what specifically would be important for mentors to demonstrate knowledge of, the following responses were given:

- Demonstrated knowledge of Latino culture
- 'Nuestra familia' (Our Family)
- 'Costumbres y modales Latinos' (Customs)
- 'Nuestra religion' (Our religion)
- The manner in which the youth's role in the family affects childcare, transportation, employment, celebrations and spiritual gatherings.
- And, 'mas que nada, el respeto' (more than anything else, the need to be respected as Latinos).

Success As Described by Latinos

Success for Latinos was described as "being able to keep our culture -- being able to stay true to our beliefs and lifestyle." This expression underscores the fundamental conflict between acculturation, assimilation and the stress it causes for Latinos.

A report prepared by members of the League of Women Voters of Lane County, states: "Mentorship was repeatedly mentioned as essential for both children and adults. Among other things, mentorships can help to raise self-confidence, increase the comfort level in new situations, and reduce isolation." (Hall, Johnson & Rikhoff 2002).

The largest groups of youths interviewed were born in the United States and are U.S. citizens. Eighty five percent of all youth interviewed were bilingual/bicultural. Twenty-five percent of the youth interviewed are third generation Latinos fully integrated in their communities. Fifty percent are second generation Latinos at various levels of acculturation, and twenty-five percent are first generation Latino youth. The countries the youth and/or their parents represent are: Bolivia, Colombia, Mexico, Argentina, Honduras, Guatemala and San Salvador.

Building Trusting Relationships

One hundred percent of all interviewees stated that the critical component of a successful mentor/mentee relationship was building a trusting relationship between the youth and his/her family. When asked how a meaningful relationship is built with the "familia," the interviewees offered the following responses:

- Spend time with family and youth
- Offer parents mentor program information (who, what, where, when, and why)
- Demonstrate respect for cultural norms
- Demonstrate respect and knowledge of Latino approach to healing, spirituality, and family dynamics
- Explain parental expectations
- Understand families economic limitations/resources/challenges

- Match mentor with mentee in a culturally responsive manner
- Transparency – inform parent(s) of mentor program process, intent, purpose, structure, location, and inform parent(s) of financial expectations and responsibilities

Latinos in Rural Lane County

Due to the project time constraints, Latino youth and community members living in rural areas of Lane County were not included in the project interview process. This is of concern to the writer due to the fact that rural areas in Lane County have a higher percentage of chronic youth offenders. (Wagner 2007)

The report, Detention Reform in RURAL Jurisdictions: Challenges and Opportunities, states, “Hispanics accounted for one-fourth of all rural population growth from 1990 – 2000 and nearly half of the rural population growth from 2000- 2005. The influx of Hispanics is especially important for juvenile justice systems, because the Hispanic population includes more children than the white rural population.”

Latino youth in Lane County rural areas must be given serious consideration as mentoring services are being evaluated and assessed in the future. Latino youth living in rural areas may likely have limited educational opportunities, resources and services as noted in a report funded by the Annie E. Casey Foundation which states, “As in the nation as a whole, 11 percent of rural youth ages 16 – 24 lacked a high school diploma or equivalency and were not enrolled in school in 2004.” And, “Rural youth abuse alcohol and other drugs more often than youth in more densely populated areas.” (Mendel 2008)

Identifying Mentoring Programs in Lane County

Of all youth interviewed, (twenty eight, ages 14-18), only a single youth was able to identify a mentoring program in Lane County by name, however, that youth had no experience with a youth mentor program. The parents interviewed did not have knowledge of a mentoring program nor could name an existing mentoring program.

An adjudicated male stated that he recalled a sibling had a mentor for a short period of time, although he had no experience nor had participated with a mentoring program, he believed his sibling benefitted from the program.

None of the interviewed student youth had personal experience with mentoring programs. The majority had never heard of a mentoring program. The lack of experience and awareness severely limits the ability to assess the effectiveness of existing programs. Despite the lack of experience and awareness, twenty percent of the youth interviewed were able to clearly define ways in which a mentor could offer guidance to the youth.

RECOMMENDATIONS

Employ a trained bicultural/bilingual (Spanish) mediator to provide a *series* of highly structured meetings to address the historical conflict within 90 days of the date of this report.

It is the writer's opinion that the mediation process includes, at a minimum, the following participants: DYS administrator, management, bilingual/bicultural staff member(s); mentoring program administrators; social service providers serving youth of color; and representatives from all existing youth programs having a mentoring component.

DYS and mentoring programs in Lane County develop and/or actively participate in a multi-disciplinary/multicultural committee(s) which addresses the following: mentoring issues; evidence-based practices; mentoring research; racial and ethnic disparities within social service organizations; recruitment, training, retention, and promotion of a culturally /linguistically representative workforce; and culturally responsive services for youth of color (within 120 days of the date of this report).

DYS and CPY seek meaningful communication with struggling structured/semi-structured mentoring programs and the youth they serve (e.g., faith-based programs and summer programs).

Open communication is likely to result in shared resources (knowledge, expertise, vision, and creativity); strategic planning; innovative ideas; and a stronger more inclusive mentoring service-based community.

#1 Mentor Programs

- DYS in collaboration with Latino community members, and bilingual/bicultural consultant services consider establishing their own model mentoring program(s).
- DYS actively explore funding sources (grants) earmarked for the purpose of establishing/sustaining a DYS model mentoring program.
- Explore non-traditional service delivery models
- Promote culturally and linguistically competent practices through formal and informal policies
- Train and support mentors using an 18 month calendar
- Have an 18 month structured schedule for feedback and evaluations – include evaluation from parent/youth
- Involve parents and extended family members, including ‘*natural mentors*’ as much as possible. Natural mentors are defined as, “. . . a relationship between youth and adults that emerge from adolescent’s social networks and develop outside of a formal program that specifically matches volunteers with youth as mentors.” (Zimmerman, Bingenheimer, & Behrendt, 2005)
- Evaluate program - be ready to make necessary changes in order to culturally respond to Latino youth
- Structure a minimum of 15 activities which include cultural art, Latino heritage traditional celebrations and sports
- Structure 15 activities for mentors/mentees on an 18 month calendar

- Engaging disconnected families – disconnected from social services/resources/educational activities and opportunities
- Develop a structured termination process for mentor/mentee relationships (it is important for the mentee to understand they are not to blame should the match not be ideal)
- Expand mentor services during summer month
- Implement a dispute resolution policy for mentor/mentees and program staff
- Expand outreach/marketing designed to enhance public understanding/awareness of mentoring opportunities and services, upon establishing a comprehensive culturally responsive organization

#2 Mentor Recruitment

High school and college-aged students often have unpredictable schedules and transitory lifestyles. High risk youth require highly trained and consistent contact with their mentors (Dubois. & Neville 1997).

- Include culturally relevant interview questions for mentors and mentees
- Recruit Mentors possessing higher education experiences
- Select mentors with previous relevant experience in helping
- Require a minimum 18 month commitment as a mentor

#3 Training

Training for mentor program administrators, staff, volunteers, and mentors; including youth service administrators, management, staff, and community member youth advocates.

- The complex interplay of historical, economical, social and political factors related to personal and social identity among Latino

- The effects of the current political state as experienced by the Latino family
- Family history and structure, religion/spirituality and healing
- Etiology of Acculturative Stress
- Latino grief and loss - as they pertain to assimilation/acculturation processes
- Cultural dynamics which positively affect Latino youth' identity (*Familismo, Simpatia, Comadres, Curanderas, Collectivism, Compadrazco*)
- Overrepresentation – research and youth of color in the Juvenile justice system
- Gangs and Latino youth
- Building trusting relationships (mentor/mentee and extended family)
- Collectivism/Individualism
- The influence of the dominance paradigm and cultural marginalization as experienced by Latino youth
- Working with and engaging Limited English Proficient families

CONCLUSION

Offering and providing mentoring services to Latino youth requires deliberate action. The high school drop-out rate and overrepresentation of Latinos youth in the Juvenile Justice system, calls for immediate action. It calls for the implementation of timely intervention strategies while implementing evidence based practices. Mentoring practices which are comprehensive, cost-effective, and, culturally responsive. The unique and complex sociopolitical issues affecting Latinos in Lane County cannot be ignored in the process. Inaction begets social injustice.

“At its core, social justice is concerned with a just and equitable distribution of resources, advocacy and empowerment as well as a scrutiny of the processes that lead to inequality. Social justice is concerned with reconstruction, outreach, education, and empowerment. It also encourages [Latino youth and their families] to fully participate in society and it facilitates awareness of structural forces.” (Ivy & Collins, 2003)

References

Stephen, L. & Mendoza, M. *“Latinos In Oregon”*, Greenwood Publishing Company, 2007:18

http://www.uoregon.edu/pdf_imm/Latinos%20in%20Oregon.dr4.pdf

Accessed June 27, 2009.

Cavell, Timothy, *“Strengthening Mentoring Opportunities for At-Risk Youth”*, February 2002.

www.nwrel.org/mentoring/pdf/mentoring_policy_brief.pdf

Accessed June 12, 2009

Bernal, J. & Camacho, D. *The Latino Almanac, “Top List of Issues Important to Latinos”*, The United States Hispanic Leadership Institute, Illinois, 2008:129

Mendel, Richard . *“Detention Reform in Rural Jurisdictions”* The Annie E. Casey Foundation

2008:28 <http://hdl.handle.net/10244/247> Accessed June 12, 2009

Wagner, L. *“Lane County Juvenile Re-Offense Data” – Trends by Area”* 2007

www.co.lane.or.us/YS/documents/06reoffensereport.pdf

Accessed July 02, 2009

Dubois, D. L.& Neville. A. *“Youth Mentoring: Investigation of Relationship Characteristics and Perceived Benefits”* Journal of Community Psychology, 1997: 227-234.

www.servicelearning.org/library/lib_cat/index.php?library_id=5577

Accessed April 29, 2009

Sanchez, B., Esparza, P., & Colon, Yari *“Natural Mentoring Under The Microscope: An Investigation of Mentoring Relationships and Latino Adolescents’ Academic Performance”*

Journal of Community Psychology, Vol. 36, No. 4, 2006: 468-462. Wiley Periodicals, Inc