Annotated Bibliography

Busey, Kinyoun-Webb, Martin-Mckay, & Mao. (2006). Perceptions of inner-city parents about early behavioral and violence prevention counseling. *Patient Education and Counseling,* *64*(1), 191-196.

This article focuses on the parents of inner-city youth and their role when raising children. It looks to see if there is a correlation between parents and early behavior problems with risk of later behavior problems. It examines if violence, poverty, and affordable healthcare influence the child’s behavior. The method used for this research were self-administered surveys, violence counseling, and questions about behavior. Of the 195 people, most African American concluded to mentors, doctors, teachers all can help with the behavior of children. Medication is not the answer to all behavior issues. I believe that with good mentorship, confidence, and proper resources children can be successful. I’m hoping to meet with teachers, staff, and community leaders involved with the Christopher Newport Community Engagement program to get some history about parental involvement.

Fehr, Dennis E. (1993). When Faculty and Staff Mentor Students in Inner-City Schools. *Middle School Journal,* *25*(1), 65-67.

 This journal researches whether mentoring at-risk students pass half of their classes, have behavior problems that lead to suspension or expulsion and examines their family support system. The process included kid K-12 and identifies the roles of mentors in schools, homes, and communities. The research method is described as a top-down or bottom-up approach. Top-down mentoring programs are well funded and been established for years. While bottom-up programs are grassroots efforts done by staff from individual schools. Results show mentors have a lasting impact on children. It can be teacher, coaches, family, or pastor all may have different approaches, yet still be effective. This relates to my program evaluation because the CNU students and staffer provide mentorship inside and out of the classroom. It will be interesting to see those dynamics at work and point our way my evaluation can help.

Kennedy-Lewis, Brianna L., & Murphy, Amy S. (2016). Listening to "Frequent Flyers": What Persistently Disciplined Students Have to Say about Being Labeled as "Bad". *Teachers College Record,* *118*(1).

 “Frequent Flyers” was a term given to at-risk kids who were persistently suspended or expelled and were a high risk of dropping out of school. It focused on the disproportion of low-come students experiencing loss of classroom instruction. The research was done by collecting data and analysis. The program interview students, four times, each session was about an hour. Some question was about the elementary school experience, home-life, and have they been label as “the bad kid.” The results showed the participants didn’t see themselves as bad kids. They view this a just write-up in their files. Yet, also thought as years went on the disciple got worse. This relates to my evaluation because this is the population which is being serviced by the program. I can use this to get a picture of the types of tools used to collect data.

Sato, T., Eckert, K., & Turner, S. (2018). Perceptions of Black Student-Athletes About Academic Mentorship at a Predominantly White Institution in Higher Education. *The Urban Review,* *50*(4), 559-583.

The purpose of this source is to see how black athletes feel about mentors in predominantly white colleges or universities. The research site has on a college campus, predominantly white, with six black students who agreed to participate. It hopes to measure the studying habits and routines, scheduling and time management, personal development and family support. I was done by face-to-face open-end interviews with the participants. The finding revealed the six students benefited from the cross-cultural mentoring and understood the difficulty black student face at the college they gained knowledge, coping skills, a resilience to succeed. This helps me with my assessment of the students working in the P.A.S.S. program. I will understand a little about their motives in helping at-risk students.

Shepard, Jerri. (2009). Campus Kids Mentoring Program: Fifteen Years of Success. *Reclaiming Children and Youth,* *18*(3), 38-43.

This source is directly connected to the program I’m evaluating at Christopher Newport University. The Campus Kids program started in Spokane, Washington on the campus of Gonzaga University. It focuses on the mentoring program is two-fold. One it’s there for the college student to get involved in meaningful community engagement and secondly, it provides to a student with a positive relationship with a mentor during and after-school hours. The program’s outcome can be strengthened with family inclusion. The program is evaluated on a regular basis with the use of surveys, attendance records, and self-assessments. The finding shows that the student’s behavior at school and home, their attendance, listening skills, and interest in college grew tremendously. The P.A.S.S. at Christopher Newport is very similar, and this source will help me when I attend some P.A.S.S. meetings.