**Christopher Newport University P.A.S.S. Program**

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**HMSV 440**

**Results**

 Christopher Newport’s P.A.S.S outreach program epitomizes the true meaning of student-athletes working in the community. Their contributions to the community and public schools are inspiring. They take pride in representing Christopher Newport University, in a positive way, both on and off. P.A.S.S. is an acronym for Partnering Athletics with STEM in Schools. On March 29th, I conducted interviews with the program’s director Roland Ross and two volunteer student-athletics. I interviewed them separately asking questions about the program’s start, goals, and future development. Mr. Ross began with their recognition awards from the City of Newport News and a national award nomination by Jostens. He said the P.A.S.S. program is effectively engaging at-risk youth in the public school system in the areas of science, technology, engineering, and mathematics (STEM) disciplines. He credits the cooperation of the university, the school system, family support, and community organization for the program’s steady improvement and maintaining goals. The goals he speaks of are driven by his passion for strong youth development and his dedication to student success. The program is led by student-athlete volunteers. During the interview, the student-athletes said they benefit two-fold with their service. First, they loved the interaction with the student. For them, it’s more like a big brother and sister program. Plus, they get hands-on work with the STEM disciplines which they view as a skill for the future.

 April 3rd, I visited Booker T. Washington middle school to sit in on a session. The results I found during the observation where significate. The participation showed the kids were engaged and focus on the activities. They were curious about the activity, asking questions and giving feedback to each other. This program’s mission is centered around at-risk youth and their development academically and socially in and outside of school. The positive influence of the program showed in the student’s communication skills, teamwork, problem-solving, and enthusiasm throughout the session. The survey, I gave out, showed that 80% of the participant enjoy the program and would continue to come, 90% found the student-athletes helpful and that the programs helped them in and outside of the school.

**Conclusion**

 The information gathered from the interviews and observation showed that the P.A.S.S. program is meeting its goals. According to the director’s annual report, the schools enrolled in the program show a gradual improvement in the participant’s behavior and grades over the course of a marking period. Teachers noted, days following the session, students showed better behavior and focus during class. While in the session at Booker T. Washington middles school, I saw excitement from the volunteers. Their interaction with the groups encouraged everyone to be an active part of the session.

**Implications**

 I found the Christopher Newport University community outreach program P.A.S.S. is having a positive impact on the student-athlete volunteers and the at-risk public-school students. There are several indicators in the findings that are impacting the program and having a positive effect on the kids. One is their ability to exercise STEM-relevant life and career skills. Two of the teamwork and active participation in the activities. Third, the knowledge of STEM disciples and the ability to see the importance of these skills for future employment. Even though it was one analysis of the program, I could tell that the bi-weekly sessions are effective.

**Recommendation**

After the Evaluation, I have several recommendations for Christopher Newport University’s P.A.S.S. program. I think the program should get more students involved. I’m sure Greek organizations, student council, president’s leadership students, and others looking to volunteer would enjoy working with the youth. This expands the scope of the program and offers a broad range of resource. Get parents involved! Having parental involvement could make a lasting impression and encourage kids to continue building on the skills learned in the program. P.A.S.S. should have afternoon or weekend sessions so parents or guardians can attend and learn more about the program. I recommended to the director, Roland Ross, having STEM professional attend some meeting to talk about careers in the field. The budget for the program is limited and finding resources is tricky because of state regulation. I suggest soliciting sponsors to help with materials, t-shirts, and travel needed to sustain their budget.

**Goals and Objectives**

1. **Have opportunities for Parental involvement in Christopher Newport’s P.A.S.S program.**
	1. Send home information about the program’s mission, time and date of the sessions, provide transportation
	2. Having a weekend and afternoon session. Partner with community organization (Churches, Community centers, libraries) to hold session when schools aren’t available.
2. **Solicit Sponsor for program funding for the P.A.S.S. program.**
	1. Ask apparel and food/beverage sponsors (Pepsi, Under Armor, Russell, Riddell) about academic sponsorships for at-risk youths in the community.
	2. Have fund-raisers throughout the year. Raffle, Car wash, Skate party, or ask for a donation during college sporting events**.**

**Research**

 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. First, 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. “This project fosters resilience in at-risk youth by establishing successful relationships, providing opportunities for participation in varied academic, recreational, and social activities, and helping mentees create a vision for their future (Shepard 2009 , pg.41).” 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.

**References**

Shepard, Jerri. (2009). Campus kids mentoring program: Fifteen years of success. *Reclaiming children and youth,* *18*(3), 38-43.