Evaluating the Vitendo 4 Africa Mentoring Program:

A Bibliography of Relevant Literature on Mentoring

Malcolm S. Townes

Saint Louis University

References

Aschenbrener, C., & Johnson, S. (2017). Educationally-Based, Culturally-Sensitive, Theory-Driven Mentorship Intervention with At-risk Native American Youth in South Dakota: A Narrative Review. *Journal of Child & Family Studies, 26*(1), 14-27. doi:10.1007/s10826-016-0537-z

Aschenbrener & Johnson prepared a narrative review of existing mentorship programs for Native American youth. They found that existing mentorship programs do help at-risk Native American youth increase their self-worth and provide education benefits for them. They discuss strengths perspective and social learning theory and two theoretical frameworks for mentoring programs.

Baggett, H. C., & Andrzejewski, C. E. (2017). 'Man, Somebody Tell that Kid to Shut up': YPAR Implementation at a Rural, Alternative School in the Deep South. *Critical Questions in Education*(4 SI), 400.

Baggett & Andrzejewski studied the implementation of Youth Participatory Action Research (YPAR) at an alternative high school in rural Alabama. The participants of the program were predominantly from white, working middle class families whose residences were geographically distant from their schools. The study evaluates the development and implementation of this YPAR program in the context of existing literature on YPAR.

Baum, H. S. (2001). How Should We Evaluate Community Initiatives? *Journal of the American Planning Association, 67*(2), 147.

Brittian, A. S., Sy, S. R., & Stokes, J. E. (2009). Mentoring: Implications for African American College Students. *Western Journal of Black Studies, 33*(2), 87-97.

Brittian, Sy & Stokes used quantitative and qualitative analysis to investigate the influence that mentorship programs for African American college students have on the participants mental health and academic outcomes. They found no difference in mental health and academic outcomes between participants in mentoring programs and non-participants. Moreover, their analysis indicated that participants in mentoring programs studied experienced worse academic outcomes than non-participants.

Brooks, R., Montero, R., & Netardus, T. (2008). Evaluating the Mentoring Program within Children's Protective Services. *Professional Development (10974911), 11*(2), 37.

Brooks, Montero & Netardus investigated the issue of retaining mentors in the Children’s Protective Services Mentoring program for the state of Texas.

Chen, Y., Watson, R., & Hilton, A. (2016). A review of mentorship measurement tools. *Nurse Education Today, 40*, 20-28. doi:10.1016/j.nedt.2016.01.020

Chen, Watson & Hilton reviewed 28 papers that discussed 22 scales for measuring mentorship. The mentorship measurement scales were from various fields including business and industry, education, health science, and research. They reviewed these tools in the context of informing the selection, development, and application of mentoring instruments in the field of nursing.

Ching, A. M., Yeh, C. J., Siu, W. Y., Wu, K. A., & Okubo, Y. (2009). Evaluation of a School-based Internship Program for Chinese Immigrant Adolescents in the United States. *Adolescence, 44*(175), 601-620.

Ching, Yeh, Siu, Wu & Okubo analyze the experiences of five Chinese immigrant adolescents who served as participatory action researchers (PAR) in a school-based internship program that was intended to be culturally sensitive. In the PAR model, study participants act as collaborators in the research methodology. The program focused on learning and growth, adjustment and coping, identify development and social role, pride, social support, empathy, and group process. The study found that group counseling is an effective intervention provided that it is done in a culturally sensitive manner.

DuBois, D. L., Portillo, N., Rhodes, J. E., Silverthorn, N., & Valentine, J. C. (2011). How Effective Are Mentoring Programs for Youth? A Systematic Assessment of the Evidence. *Psychological Science in the Public Interest, 12*(2), 57-91. doi:10.1177/1529100611414806

DuBois, Portillo, Rhodes, Silverthorn & Valentine conducted a meta-analysis of 73 independent evaluations of mentoring programs for children and adolescents published between 1999 and 2010 to determine the effectiveness of youth mentoring programs the conditions necessary to optimize their benefits for participants.

Gonzalez-Ramos, G., & Sanchez-Nester, M. (2001). Responding to Immigrant Children's Mental Health Needs in the Schools: Project Mi Tierra/My Country. *Children & Schools, 23*(1), 49.

Karcher, M. J. (2008). The study of mentoring in the learning environment (SMILE): a randomized evaluation of the effectiveness of school-based mentoring. *Prevention Science: The Official Journal Of The Society For Prevention Research, 9*(2), 99-113. doi:10.1007/s11121-008-0083-z

Karcher studied school-based mentoring of 516 predominantly Latino students across 19 schools using an experimental research design. Participants were randomly assigned to either supportive services alone or supportive services plus school-based mentoring. Karcher’s findings indicated that elementary youth benefitted the most from mentoring in terms of social skills, hopefulness, connectedness, self-esteem, and support from friends. However, there were differences in which domains were most impacted between boys and girls. The study also found that effects of mentoring on older boys and younger girls.

McLaughlin, C. (2010). Mentoring: What Is It? How Do We Do It and How Do We Get More Of It? *Health Services Research, 45*(3), 871-884. doi:10.1111/j.1475-6773.2010.01090.x

McLaughlin discusses some of the literature that explores what mentoring is, how mentoring is done, elements of successful mentoring, impediments to effective mentoring, and suggestions for increasing the use of mentoring.

McQuillin, S., Smith, B., & Strait, G. (2011). Randomized evaluation of a single semester transitional mentoring program for first year middle school students: a cautionary result for brief, school-based mentoring programs. *Journal of Community Psychology, 39*(7), 844-859. doi:10.1002/jcop.20475

Moreman, S. T., & Non Grata, P. (2011). Learning from and Mentoring the Undocumented AB540 Student: Hearing an Unheard Voice. *Text & Performance Quarterly, 31*(3), 303-320. doi:10.1080/10462937.2011.573949

Moreman & Grata present the daily experience, frustrations, and fears that many undocumented students across the United States face. They discuss how academia might actually be exacerbating those frustrations and fears.

Napolitano, C. M., Bowers, E. P., Arbeit, M. R., Chase, P., Geldhof, G. J., Lerner, J. V., & Lerner, R. M. (2014). The GPS to Success Growth Grids: Measurement Properties of a Tool to Promote Intentional Self-Regulation in Mentoring Programs. *Applied Developmental Science, 18*(1), 46-58. doi:10.1080/10888691.2014.866768

Napolitano, Bowers, Arbeit, Chase, Geldhof, Lerner & Lerner analyze data about factor structure of new measures that assess youth intentional self-regulation within mentoring programs. Their findings suggest that the measures studied are suitable for longitudinal assessments of youth, mentors, and program characteristics.

Phinney, J. S., Torres Campos, C. M., Padilla Kallemeyn, D. M., & Kim, C. (2011). Processes and Outcomes of a Mentoring Program for Latino College Freshmen. *Journal of Social Issues, 67*(3), 599-621. doi:10.1111/j.1540-4560.2011.01716.x

Rodriguez-Planas, N. (2012). Mentoring, Educational Services, and Incentives to Learn: What Do We Know about Them? *Evaluation and Program Planning, 35*(4), 481-490.

Rodriguez-Planas studied three types of interventions offered to disadvantaged youth in the United States and abroad. Mentoring was among those interventions offered. Rodriguez-Planas explains alternative theoretical viewpoints for each type of intervention and discusses questions that remain about each type of intervention.

Ruiz, S. Y., Rodriguez, S., & Zavala, G. M. (2007). Evaluation of a Longitudinal Six-Site Pilot Study of a Mentoring Program for Latina Girls: Results and Recommendations. *Harvard Journal of Hispanic Policy, 19*, 57-72.

Ruiz, Rodriguez & Zavala conducted a longitudinal, repeated-measure study of the Hermanitas® mentoring program for Latina girls. The mentoring program focused on addressing helping participants cope with the threats of pregnancy, depression, substance abuse, and delinquency.

Schwartz, S. E. O., Rhodes, J. E., & Herrera, C. (2012). The influence of meeting time on academic outcomes in school-based mentoring. *Children & Youth Services Review, 34*(12), 2319-2326. doi:10.1016/j.childyouth.2012.08.012

Schwartz, Rhodes & Herrera the association between the when mentors and youth met and the academic performance of the youth in the context of a school-based mentoring program. The youth were participants in the Big Brothers Big Sisters mentoring program. The study found that the academic outcomes of youth were associated with the times in which mentors met with students.

Whitley, M. A., & Gould, D. (2010). Psychosocial Development in Refugee Children and Youth through the Personal-Social Responsibility Model. *Journal of Sport Psychology in Action, 1*(3), 118-138.

Whitley & Gould studied a sport-based mentoring program intended to help refugee children build their character through physical activity. The mentoring program was based on the Personal-Social Responsibility (PSR) model. They discuss the specific strategies and methods that were used in implementing the program and discuss challenges the program encountered during its implementation.

Williams, C. A. (2011). Mentoring and Social Skills Training: Ensuring Better Outcomes for Youth in Foster Care. *Child Welfare, 90*(1), 59-74.

Williams studies whether mentoring interventions originally developed for at-risk youth can reduce negative outcomes experienced by youth in foster care. The study found that youth in foster care faced similar challenges as at-risk youth. However, Williams seems to argue that the benefits that mentoring might afford youth in foster care might be outweighed by the culture of the foster care system.