

Outcome-based Program Planning & Evaluation Worksheet

LIS 663 – Library Services for Young People

Fall 2019

Download and use this form as a guide to planning and evaluation. Your responses to many of the items will exceed the current space on the form and they should. Keep in mind that this document is for planning—not only for you—but for others to follow. Keep your words succinct and be very clear and specific on your statements and explanations.

TARGET AUDIENCE	Ages 0-2	Ages 3-5	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-10	Grades 10-12	Parents/Guardians	Teachers/Caregivers	Others
TITLE OF PROGRAM	“Into the Unknown”: College or Career?									
AUDIENCE NEED FOR TOPIC	High school students ages 15-18 will be able to unlock the unknowns of their futures using resources from colleges and representatives from various jobs. Parents of these students will be their supporter, cheerleader, and, researcher about their child’s decision.									
LIBRARY GOAL	“To empower individuals with free access to information and the universe of ideas” as well as “enrich lives, build community and foster success by bringing people, information and ideas together.” (https://www.urbanlibraries.org/member-resources/mission-statements)									
PARTICIPANT GOAL(S)	For those who are going to college, the students will have an idea about what college can be and do to them. For those who want to start working after graduation, students will end up feeling curious and encouraged about the value of a dollar.									
ADULT OUTCOMES	PARENT INDICATORS & MEASUREMENT									
1. Parents will gather ideas and thoughts to present to their high school student.	<ul style="list-style-type: none"> 100% of parents interested in colleges for their child will ask questions and gather resources for their child to start college 100% of parents interested in jobs for their child will ask questions and gather resources for their child 100% of parents interested in both will ask questions and gather resources for their child. 									
2. Parents will collaborate with other parents and librarian-in-charge.	<ul style="list-style-type: none"> 100% of parents engaging with other parents for support 100% of parents questioning the librarian-in-charge if resources do not apply to them and asking for his or her advice for volunteering at the library. 									
3. Parents will apply their computer skills for applications.	<ul style="list-style-type: none"> 100% of parents will ask and answer questions to their child if they are finding themselves in trouble when it comes to a specific section(s) on applications 100% of parents guiding their child to different resources for college or job or both. 									

4. Librarian-in-charge college, and job representatives will partner and collaborate together with participating parents.	<ul style="list-style-type: none"> • 100% of adults will display positive behavior towards one another. • 100% of adults sharing ideas with one another. • 100% of adults displaying resources to the public as well as with each other. • 100% of adults smiling, engaging, and promoting ways for students to have a brighter future. • 100% of adults teaching students how to fill out applications for jobs and college applications and classes manually and/or online.
CHILD/YOUTH OUTCOMES	CHILD/YOUTH INDICATORS & MEASUREMENT
1. College: Students will apply their critical thinking skills and computer skills to decide their career goals.	<ul style="list-style-type: none"> • 100% of students asking questions about college and what it can do for them for their future careers. • 90% of students filling out applications for college manually or online • 90% of students gathering resources about their degree programs and signing up for classes • 90% of students signing up for scholarships and asking about FAFSA • 90% of students on computers researching for more resources about the “unknowns” of college prep.
2. Job: Students will apply their critical thinking skills and computer skills to decide their career goals.	<ul style="list-style-type: none"> • 100% of students asking questions for each job and what it can do for them. • 90% of students filling out applications for jobs manually or online. • 90% of students gathering resources about their career choices and analyzing information for decisions • 90% of students applying their computer skills to create resumes or, if a student has a resume, they will ask questions on how to evaluate and make corrections so that it will look professional • 90% of students researching proper interview tips and how to practice.
3. Students will display their behavior skills when approaching to the representatives.	<ul style="list-style-type: none"> • 100% of students smiling and engaging with the information given from the representatives from each college and job • 100% of students walking out with excitement and thrill about their “Unknown” futures.

Program Summary

This program is called “Into the Unknown: College or Career?” Gastonia Public Library will partner with various colleges and jobs around Gaston and Charlotte-Mecklenburg counties to help students unlock their “Unknown” futures. Each partner will display resources, applications, and guidelines to encourage these kids to pursue their future. The college partners will be Gaston Community College, University of North Carolina at Charlotte, Gardner Webb University, and Central Piedmont Community College. The career partners will be Gaston Sheet Metal, The City of Gastonia, TJ Maxx, Walmart, McDonalds, Gaston County School District, Charlotte-Mecklenburg School District, Discovery Place, and Webb Custom Kitchen. Resources on internships, scholarships, and FAFSA information will be provides. This program will be done twice a year, one in September and one in March. It will be on a Saturday from 12:00 pm to 2:00 pm. Snacks and music will be provided. Here is an outline of the program:

Set-up: 11:00 am- 12:00 pm

- The college and job representatives will set up their tables with resources, brochures, and guidelines and library staff will help them as well as gathering resources for volunteer or internship opportunities.
- Doors will be closed

Introduction and Discussion: 11:30 am- 12:00 pm

- High school students and parents will arrive to the Conference Room and doors will be closed as library staff prepares the walkway.
- “Good afternoon, everyone! How many of you are going to graduate this year? (Raising hands) How many of you are working while going to school? (Few raising hands) How many of you know what you are going to do after graduation? (Not many raising their hands) Well you are in luck, because, behind these doors will reveal your future choices. Some of you may know and some of you will not. That is okay. You all have plenty of time to figure it out. Parents, today, you are also a huge part of this. You will be their supporter, cheerleader, and researcher as your teenager walks to their “unknown” path to their future. Now, you may wonder why I say unknown, right? (People nodding yes and others shaking heads) Why do you think I say “unknown?” Is it because you do not know yourselves, what you want to do, or is it fear? (People will give their answers) Well before we step out to the Unknown, I will pass around questionnaires about what you would want to do for your future. (Questionnaires are passed out: <https://bigfuture.collegeboard.org/get-started/know-yourself/answer-10-questions-and-discover-your-future>)
- After 10 minutes, I collect the questionnaires and I say “Well it is time to discover your future. Students and parents, walk with me quietly to the Unknown. (Once we open the Conference Room doors, hallways will be dark and “Into the Unknown” from the movie *Frozen II* will play)
- In the first “Ah-Ah’s, I will tell them “This is your fear telling you to back away, let us keep going because your future depends on it.” (After 1:12 in the song, the hallways will light up with

LED lights and projections of Elsa guiding them to the library doors:

<https://www.youtube.com/watch?v=l1uoTMkhUiE>) I will say, "Come on, everyone we are getting closer." (We approach the doors and Elsa faces us and sings a few more words of the song) (At the 2 minute mark of the song, I will say," Everyone, are you ready to seek out your future?": <https://www.youtube.com/watch?v=l1uoTMkhUiE>) (Everybody yells "YES")

"Into the Unknown" Program Starts: 12:00 pm- 1:00 pm

- At the 2:10 mark of the song, I say "Open the doors" and the projection of Elsa fades and the doors open to the college, job, and volunteer tables and everyone is mesmerized. They start to walk slowly as I tell them when the rest of the song is going, "This is your future. We got colleges, jobs, and volunteer opportunities. It is time for you to shine and see what you are meant to be. Parents, be the supporter. Students, be the seekers. Go and pursue your future." (Students and parents go to the tables and song ends.)
(<https://www.youtube.com/watch?v=l1uoTMkhUiE>)
- Library staff will walk around with surveys asking students and parents about this experience; surveys will be collected by the librarian-in-charge
- Snacks will be provided.
- After talking with each student, I will ask a couple of my volunteers to go grab props and costumes for an activity that we will later do.
- College and job reps are answering questions as well as helping them fill out applications.

Career Test: 1:00 pm-1:20 pm

- I say: "Alright everyone, let us go back to the Conference Room. Bring your applications and questionnaires with you. (Everyone arrives at the Conference Room.) Everyone, have a seat. Now how about that? What did you guys think? (Everyone answers). Parents, did you find this to be helpful to you and to your child? (Parents nod or shake heads) Well now it is time to dig a little deeper about your future by doing a career test. This is an online test. Do not worry, you are already logged in on your laptops. This is a test to help you understand your qualifications, strengths, weaknesses, and your state of mind. This will take about 20 minutes, Parents, if your child has any questions, it is okay for you to help them. Me and my library staff will come around as well if any of you have any questions." (Students take the online test:
<https://www.123test.com/career-test/>)
- 1:25 pm-1:30 pm: My library volunteers will quietly ask the students to follow them to the back and help them get ready to display their future choices. I will have a meeting with the parents and ask them if the resources that the colleges and jobs gave out were helpful. As I am still meeting with the parents, the parents do not know that the library volunteers are providing costumes and props for the students to demonstrate what they want to do after graduation.

Future Decision Talent Show: 1:30 pm- 2:00 pm

- I will get up on the stage and tell the parents: "You are probably wondering where your child is. They have met with me and my library staff and told us that they have made their decisions

about their future after high school graduation. Some of you will be surprised, others may have an idea about your child's decision, and to the rest, it is the start of something new. Like I said, it is the mystery of the Unknown. Let the Talent Show begin. ("Show Yourself" from *Frozen II* will start and the room becomes dark with LED lights doing a light show:

<https://www.youtube.com/watch?v=md7dK5-qvHc>) Everyone is wearing costumes and props backstage. As song begins, my library volunteers will do a little dance until the 1:00 minute mark of the song. The dancers step aside and silhouettes of each high school teen will be shown. As silhouettes are still shown, I hand them the list of teens and their choices to one of my volunteers who will be the announcer: (<https://www.youtube.com/watch?v=md7dK5-qvHc>). At the 1:26 mark of the song, one of my volunteers will announce "It is time for your teenagers to present to you their future choices." (The LED lights will do a different light show as the music grows louder: <https://www.youtube.com/watch?v=md7dK5-qvHc>) At the 2:05 mark of the song, the first teenager is announced and he or she walks out with the costume and props provided for his or her choice: (<https://www.youtube.com/watch?v=md7dK5-qvHc>) At the 2:12 mark, the next teenager steps out and is being announced: (<https://www.youtube.com/watch?v=md7dK5-qvHc>) At 2:25 mark, the next teenager comes out and is being announced: (<https://www.youtube.com/watch?v=md7dK5-qvHc>) At 2:31 mark of the song, the next teenager comes forward. At 2:46 mark, the next teenager comes out: (<https://www.youtube.com/watch?v=md7dK5-qvHc>) At the 3:24 mark of the song, I will announce "Now everyone else backstage, show yourself!") (Tears are being shed from the parents) (LED lights are doing a show) (Lights fade at the end of the song and applause is given: <https://www.youtube.com/watch?v=md7dK5-qvHc>).

End of the Program: 2:00 pm

- I say: "I wish you the best of luck to your future. Everyone, you are being sent. Thanks for coming and I will see you in September (or March)."

EVALUATION

ADULT EVALUATION OF OUTCOMES BY INDICATOR

1. 100% of parents asking questions to each college and job representative about what they can do for their child.
2. 100% gathering information from each table and collaborating with other parents and librarian-in-charge for support.
3. 100% of parents displaying their computer skills to help their teen in filling out applications for college and/or job. 100% of parents smiling when decisions were made.

CHILD EVALUATION OF EACH OUTCOME BY INDICATOR

1. 95% of students asked questions about college preparation, 80% filled out applications manually and online, 100% used computers for research, FAFSA, and scholarships.
2. 95% of students asked questions at each career table, 95% filled out applications manually and online, 90% used computers for research about interview tips and resume help.
3. 100% of students smiled and were encouraged by the adults around them and 100% walked out feeling thrilled about their futures.

SHARE EVALUATION WITH	HOW & WHY
High School staff and college writing centers	To help them deepen their research when trying to help high school students find what they want to do. To help them connect with their students about their futures.
Parents	To help them build the confidence to engage with their children about their decisions on their futures.

High School Rationale

The library is known for a lot of things, but the one definition that stands out the most is a service to the community. The library is open to all parts of the community, including the youth. The youth, mainly high school students, use the library mainly as a place to relax, hang out, and play with technology than a place for educational research and to learn about life. That is why I chose this program because it gives them the opportunity to explore and connect with others who could help them have a brighter future.

“Into the Unknown” is a way to connect with the high school students about the doors of opportunity to their future. According to Chiquita Toure, she said that “prioritizing relationships [is] the best way to resolve the issue of an underutilized space,” meaning when the high school students start coming more to the library, it will be a different experience than it was before. (Toure, *Transform the High School Library*, 2019) I chose my partners at the colleges and jobs listed above because high school students sometimes would not know what they would want to do. These partners of mine would be helpful as well as to help them create a plan on how they are going to face reality. Students either choose to go to college, whether community or 4-year, choose to work at retail stores, construction, restaurants, or doing volunteer or internships to help them get their foot in the door to their future career, or they do both. Also, they are in desperate need of how to do a resume or have interview practices. This program shows hope that even if circulation is low on record for high school students, it “cannot overrule the necessity of being a learning hub where student meets student... [librarians] meets students, and community meets school [and library].” (Toure, *Transform the High School Library*, 2019)

The resources that I found are considered to be great resources for this program. The goal was “to empower individuals with free access to information and the universe of ideas” as well as “enrich lives, build community and foster success by bringing people, information and ideas together.” (<https://www.urbanlibraries.org/member-resources/mission-statements>) I believe that this program with the resources listed above have shown that goal when encouraging high school students to fully grasp what the world can do for them. The outcomes and indicators were proven to be successful because not only did the high school student learn something, but so did the parents. Two outcomes that were the most appealing were that the parents and students would ask questions about which college or job would be suitable to them and that they would use their computer skills to research about resume and application help as well as finding resources about programs, scholarships, FAFSA, and the value of a dollar. The indicators have shown that 100%

of parents were helpful on the computer while 95% of students did the same thing. This shows an improvement because it gave the students more independence than what they had experienced when they were in middle school and the parents were supporters as well as researchers alongside their child. From these resources and the program, it has become clear to me that we are prepared to take our youth community into higher gears in educational experiences. Let us reach to these youth so that not only can they relax and enjoy the pleasures of reading, but to also give them a chance to explore what the world can offer them.

References

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