**Goal Reflection**

My project was to raise awareness among William Amos Hough High School students of the resources and services available to them at all Charlotte Mecklenburg Public Library (CMPL) branches through their ONE Access account. ONE Access is a new CMPL initiative launched this September that allows all 145,000 Charlotte Mecklenburg School students to use their student ID number as their public library account number, giving them access to all CMPL materials and services.

I was partially successful at implementing this goal to my satisfaction. My biggest achievement was going into all English 11 classes (7 total) to give a 15 minute presentation to each group about ONE Access. During each presentation, I highlighted certain public library electronic databases that the students could access for free to use in their junior year research papers (their senior project builds off this research paper). I pulled up the library’s website and actually showed the kids how to search using different databases; I also demonstrated how to use the catalog to search for books and media and place holds. I tried to tailor my example searches to topics the students said their research papers were on. In the last few minutes, I showed them the library’s teen services page, where they could access teen specific resources, such as tutor.com, as well as view the teen programs at the library. I was very pleased that all of the teachers allowed me to push into their classes for 15 minutes to talk to their students. They all said they posted the link to these database websites on their Google classroom, which I sent them, but as of last week, I didn’t see this on any of their websites. A couple mentioned that they would offer extra credit to students who cited any of these public library database websites in their paper, but I’m not sure if this happened either.

In addition to presenting in their classes, I created a double sided three-tiered brochure that highlighted those same databases and other resources, which I discussed in their classes. I left about 20 in each teacher’s class with a master copy and printed off several for the media center. Several students took a copy of the handout prior to me leaving their classroom. I also left several copies in the media center.

My media specialist allowed me to create a ONE Access public library display in the media center, where I highlighted certain related to helping students research. The display also included a large ONE Access poster I designed as well as handouts about all the teen specific programs coming up at the public library in the near future, which I changed out each month. The only portion of my project goal objectives I was not able to implement was leading an all staff presentation about ONE Access and library resources (my schedule never aligned with the monthly staff meeting). I had also intended to put information about ONE Access on the media center’s website, but the technology facilitator updates this, not the media specialist, and it is currently not in a position to be updated.

While I feel like I did all I could do in a semester’s time in terms of raising students’ awareness of public library resources, based on my survey results, I was pretty disappointed in the effectiveness of my efforts. About a month and a half after visiting each of the English 11 classrooms, I created and distributed a survey to all of these classes in an attempt to gauge the extent to which the students’ use of the public library and public library website increased, decreased or stayed the same. Of the 70 results I had returned, the majority of respondents reported no change in their visitation rates to the physical public library (38) and to the library’s website (42) before and after my presentation to their class. This could be due to the fact that not enough time had elapsed from the time I presented to their classes (first week of October) to the time they completed the survey (mid-November). Or, perhaps some of the students who were already well underway with their research projects before I visited their classes might have felt that there was no need for them to visit the library after I spoke with them until they had another large research assignment. There was a greater decrease in visitation to the physical library (17 people) versus the website (5 students). This could have been due to a lack of transportation or lack of the parents’ desire to drive them to the library or the students’ busy schedules. It’s far easier to visit the website than the physical library. A total of 7 students reported an increase in visitation to both the physical library and the website, and of these, 6 students noted they started using online databases including NC Live, Worldbook, ProQuest, and PBS Live. A total of 9 students reported the same level of electronic database visitation before and after my presentation.

Although a slight increase in visitation, it’s better than nothing and hopefully students will show interest in using these resources next semester. I left ONE Access publicity materials with the media specialist and the classroom teachers, so they know how to contact me and the public library if they have questions. It’s sad to say, but I ultimately think it comes down to the teachers and media specialists being willing to incentivize the students in some way, whether it’s offering them extra credit or candy, just to encourage this behavior while the students are in school. While it would be best for the students to be intrinsically motivated to use our resources, the sad reality is, there are often times too many barriers for this to be a reality.