



Linked in Friendship, Connected in Service

**LINKS INTERNATIONAL FOREIGN AFFAIRS AND BUSINESS
EMPOWERMENT YOUTH PROGRAM**

The LIFE National Signature Program Toolkit

A Pathway To Inspiring And Directing
Our Students To Pursue Global Careers

July 2023

Elevating Our Impactful Service

Table of Contents

Background Information

- 2022-2024 Programming Framework and Greetings (3-5)
- Description of the Service Delivery Model (6)
- Links Programing (8)
- Chapter Programming Annual Cycle (9)
- Service Delivery Model Graphical Description (10)
- Toolkit Model Elements (11)

Program Description

- S.M.A.R.T Goals (12)
- Objectives (13-15)

Toolkit Design Using Service Delivery Model Elements

Program History

Overview of the Problem

- The Situation (17)
- Mission (18)
- Vision (19)

Inputs/Resources (20)

- Program Cost (21)
- Program Marketing & Structure (22-23)
- Suggested Calendar (24)
- Program Steps (25)

Outputs:

- Activities (26)
- Participation (27)
- Collaboration and Engagement (28-29)

Life Program Integrated/ Umbrella Model (30)

- Integrated model (30)
- Umbrella model (31-32)

Aspirations (33)

Outcomes

- Short Term Impact Goals (34)
- Medium Term Impact Goals (35)
- Long Term Impact Goals (36)

Evaluation Plan (37)

- Evidence Based Evaluation (38)
- Examples Of Evaluation (39-41)
- Sample Evaluation Questions (42)

External Factors (43)

Assumptions (44-45)

\Supplemental Information (46)

- Forms and Templates (46)

Additional Resources(47)

Contact Information (48)

Greetings from the National Director, Programs

In 1946, the first circle of nine friends who founded The Links, Incorporated set a standard of service that is reflected in our Mission Statement, *"Friends Transforming Communities Through Service"*. Today, we continue their goal of delivering and sustaining programs that transform the lives of children, families and communities that we serve and to measure the impact of our programming. We achieve this goal through our five program facets, as described on the next slide; our national programs and initiatives; and utilization of The Links Service Delivery Model (SDM).

This toolkit was developed to assist you in implementing The Links International Foreign Affairs and Business Empowerment Program for Youth (LIFE) is consistent with the requirements of our SDM. It demonstrates step-by-step how you can define each element of the SDM as it applies to this particular program and your chapter's implementation of that program.

I thank Link **Linda Zango Haley**, National Chair of the LIFE Program and her committee, as well as **Link Sharon Wilson**, National Director, International Trends and Services Facet for their work in developing this Toolkit. Thanks also to you, my Link sisters, for using this toolkit as you elevate your chapter's impactful service!

In friendship and service,

Link Leslye

Link Leslye Miller Fraser,

West Palm Beach (FL) Chapter



Greetings from National ITS Facet Chair

As we continue in the tradition of implementing programs as a means of uplifting and transforming lives, we are pleased that your Chapter is considering the LIFE program.

This toolkit is intended to address comprehensively the elements that are to be considered in carrying out the program following the Service Delivery Model. With your committed preparation and execution, this program will achieve the ultimate objective of introducing youth in the communities we serve to global career opportunities in corporate and diplomatic service.

Yours in Friendship and Service,

Link Sharon Wilson
Nassau (Bahamas) Chapter



Greetings, L.I.F.E. Signature Program National Chair

Sister Links, I am thrilled to greet you. I appreciate your support and interest in the LINKS INTERNATIONAL FOREIGN AFFAIRS AND BUSINESS EMPOWERMENT YOUTH PROGRAM for minority youth – (LIFE or L.I.F.E.)

In keeping with the phrase, “knowledge is power”, this program is built on empowering African American and youth of African descent with the knowledge that they are part of a global community and can access the benefits of international careers if they are properly prepared. We invite your chapter to participate in this journey to interest our students to think international.



Yours in friendship and service

Link Linda Zango-Haley

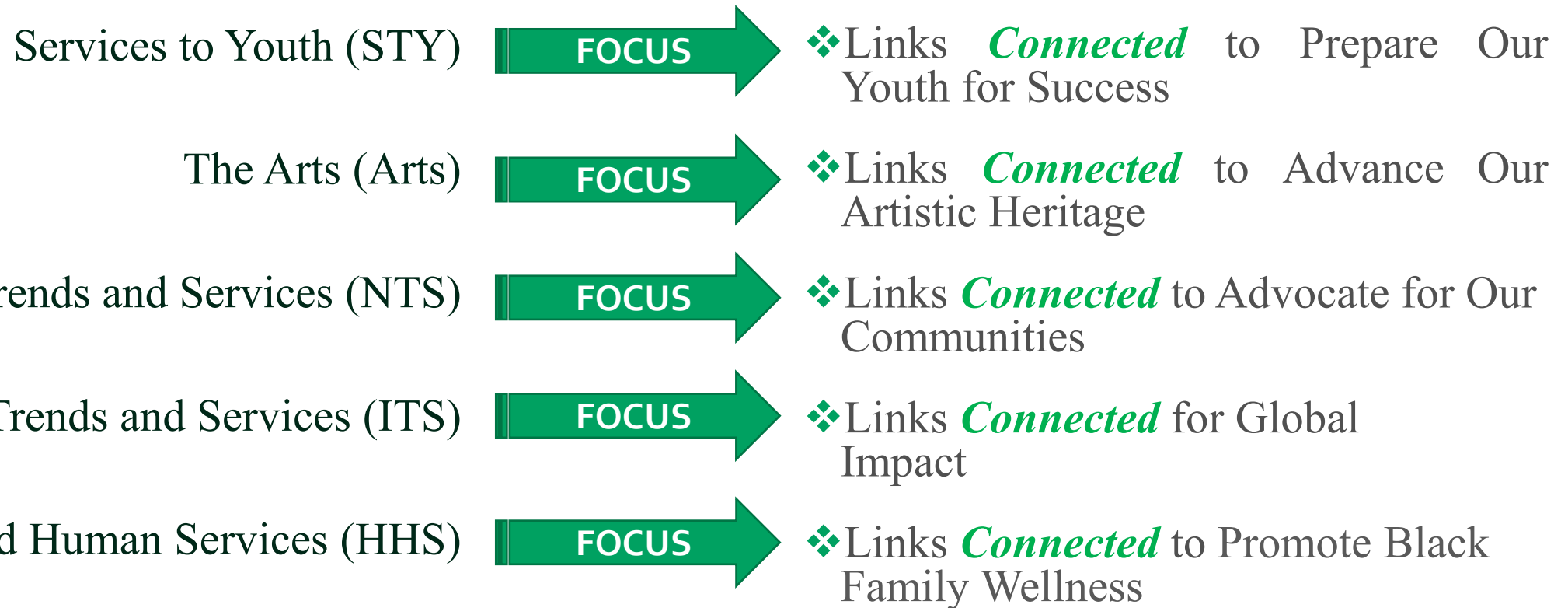
Greater New York (NY) Chapter

The Service Delivery Model (SDM)

- The Service Delivery Model (SDM):
 - Is a blueprint for your program(s); it provides a picture of your program—what you are putting into the program, what you are doing and what you are trying to achieve.
 - Clarifies the strategy underlying your program.
 - Builds a common understanding, especially about the relationship between actions and results.
 - It communicates what your program is and is not about.
 - Includes a means for evaluating the impact of your program.
 - Provides the basis for evaluation annual chapter program reports.
- This toolkit is based on the elements of the SDM which is the format chapters are required to use when developing programs.

Links Programming Framework 2022-2024 Biennium: “A Reset and Refresh of Our Service Programmatic Focus”

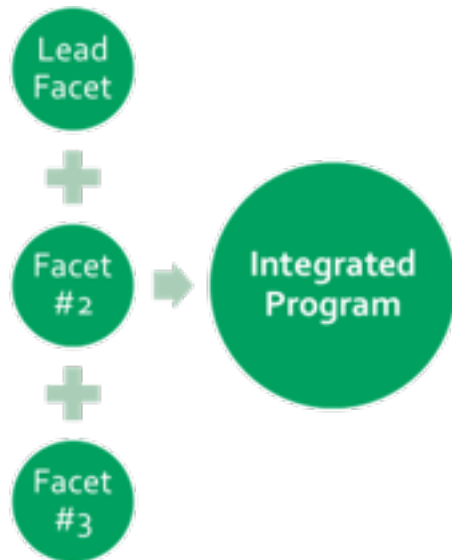
Our Programming Framework defines our existing Links Program Facets using the following descriptors to highlight our programmatic focus



LINKS Programming

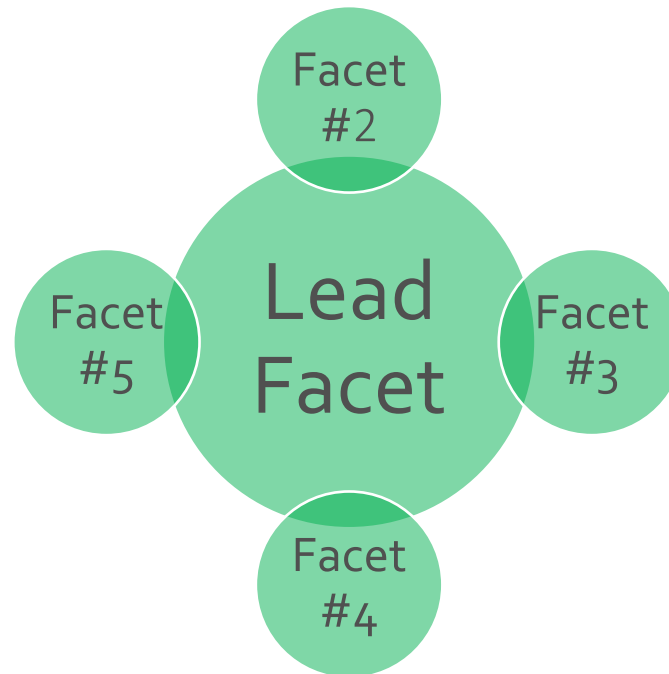
Integrated Programming

Any 3 Facets in a Links Chapter



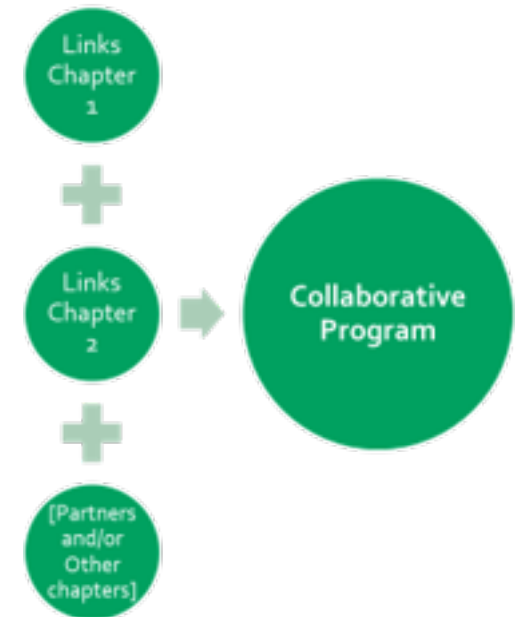
Umbrella Programming

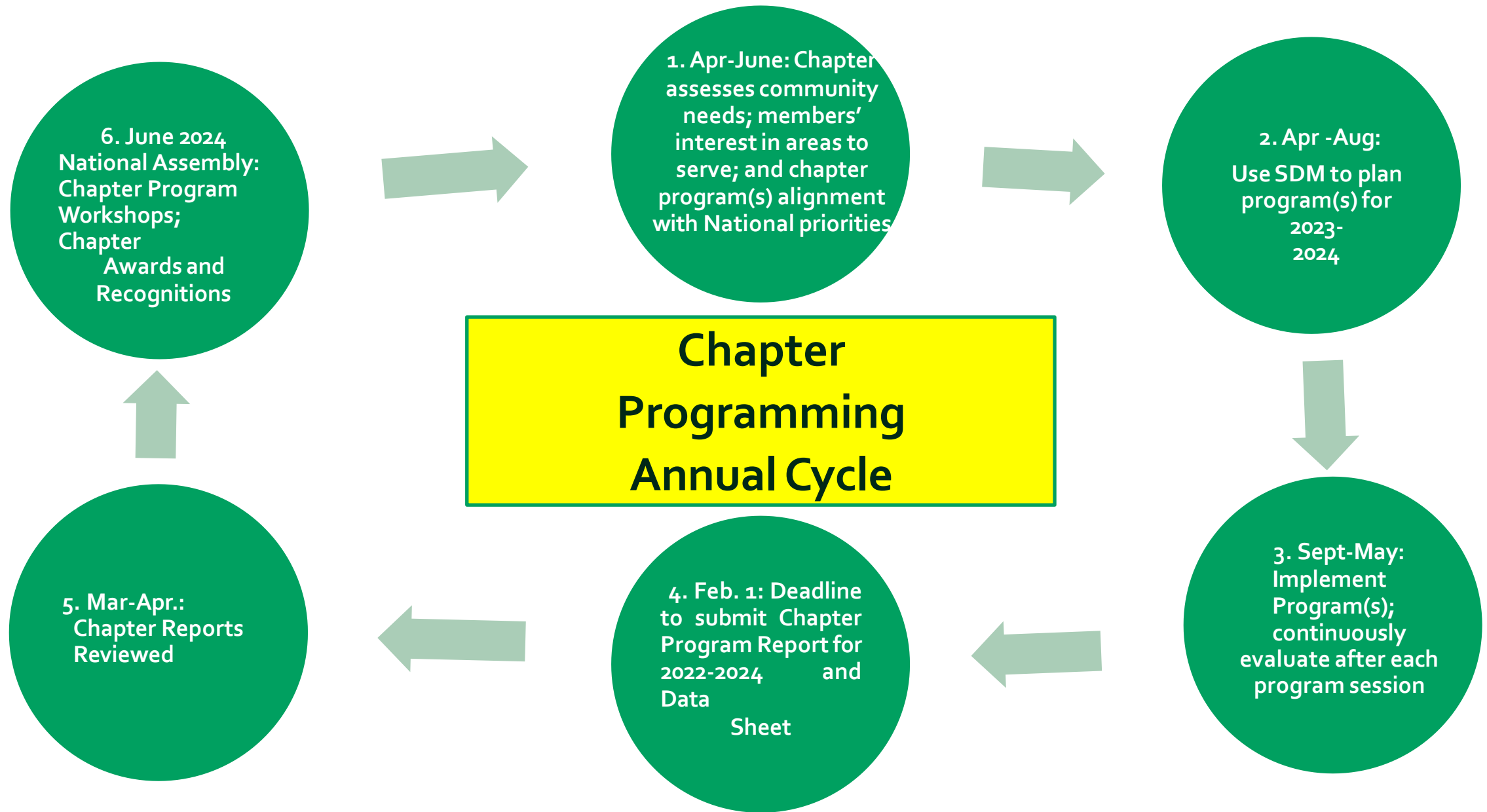
All 5 Facets in a Links Chapter and all chapter members participating



Collaborative Programming

One (or more) facets from **two** (or more) Links Chapters participating; also can include community partners





Graphical Depiction: Service Delivery Model

Situation (The Problem)		Priorities		Mission/Vision (What drives the outcome?)	
Inputs	Outputs		Outcomes		
Resources	Activities	Participation	Short-Term	Mid-Term	Impact/Long-Term
In order to accomplish our set of activities we will need the following:	In order to address our problem, we will accomplish the following activities:	We must clearly identify the groups we are serving.	If accomplished, we expect these activities will lead to the following changes in 1-2 years:	If accomplished, we expect these activities will lead to the following changes in 3-4 years:	If accomplished, we expect these activities will lead to long-term societal changes.
1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3 4.	1. 2. 3 4.	1. 2. 3 4.	1. 2. 3 4.
Assumptions			External Factors (Things that might negatively impact your program – i.e. environment, community, public policy)		
1. 2.			1. 2.		
Evaluation					
What do you want to know?			How will you know it?		

TOOLKIT DESIGN USING SERVICE DELIVERY MODEL ELEMENTS

WHAT IS IN THE TOOLKIT?

- Information at the national level that can be included in your chapter's SDM for each SDM element
- National Information should be supported by information relevant at the local level (e.g. demographics of local target population local resources that could be used as inputs.)

HOW AND WHEN TO USE THE TOOLKIT:

- At the onset of the planning to introduce the program or as a new program
- To assist with development of your chapter's Strategic Planning goals.
- As a reference guide throughout the year during program implementation
- During Chapter Planning Retreats , Program Chair, and/or Facet Chair transition meetings

Program Description S.M.A.R.T. Goals

S.M.A.R.T – Specific, Measurable, Attainable, Realistic, and Timely

SMART #1: The LIFE Program national goals is to ***close the international career gap for African American and students of African descent by increasing the pool of young people aware and in pursuit of international careers in*** business, foreign affairs and diplomatic service. ***The objective is to*** recruit and mentor a large pool of student by engaging the LINKS 300 chapters in sponsoring the LIFE program in their respective areas of the country and internationally.

Program Description S.M.A.R.T. Objectives

Key goals are consistent with the problems/situation being addressed:

- Sponsor LIFE Signature program
- Establish an international mentoring program for High School students of African American or African descent
- Ensure a diverse demographic of African Americans, students of African Descent in 9th, 10th and 11th grade are represented in an annual seven-month program, including 90-minute monthly sessions
- Consistently review and monitor success rates to measure program progress
- Package program assets to attract education, corporate and non-profit partners
- Impact and enhance the long-term development of the LIFE program to result in a pool of LIFE alumni ready to engage in college International Studies and ultimately global career opportunities.

1. Focus <i>What will we evaluate, which program or aspect of a program?</i>						
2. Questions <i>What do you want to know?</i> 1. 2. 3. 4.	3. Indicators – Evidence <i>How will we know it?</i> 1. 2. 3. 4.	4. Timing <i>When should we collect data?</i>	5. Data Collection			
			Sources <i>Who will have this information?</i>	Methods <i>How will we gather the information?</i>	Sample <i>Who will we question?</i>	Instruments <i>What tools shall we use?</i>
8. Communication <i>How will the results be communicated?</i>						
6. Analysis <i>How Will the data be analyzed?</i>		7. Interpretation <i>How will the data be interpreted?</i>				
		<i>To whom?</i>				
		<i>When, Where, How?</i>				

Program History- L.I.F.E. National Signature Program

Links International Foreign Affairs And Business Empowerment Program For Youth

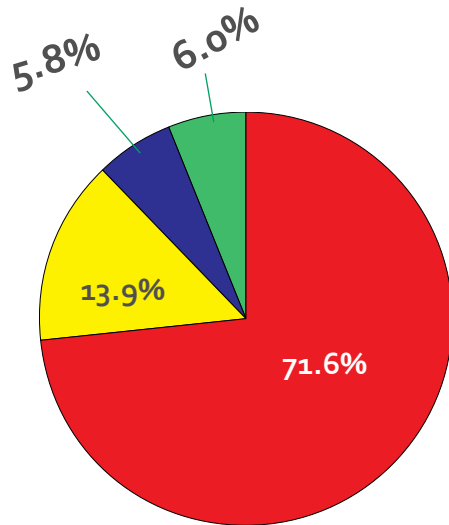


- Established in 2007 Links International Foreign Affairs and Business Empowerment for Youth (LIFE) program exposes African American and students of African descent. To career possibilities in foreign affairs and international business. The objective is to close the race and gender divide in corporate and governmental jobs, and foreign service appointments
- The Life Program also introduces a more robust role for the International Trends and Service Facet by exposing students in America and other Links international territories to the possibilities of global career choices.
- Chapters of The Links, Incorporated can partner with local high school, college and university faculty and administrators to implement a program curriculum that includes site visits, guest speakers, webcasts and case studies on business and foreign service.
- The LIFE program curriculum is patterned after the successful Howard University Summer Enrichment program at the Ralph J. Bunche International Affairs Center.

The Situation

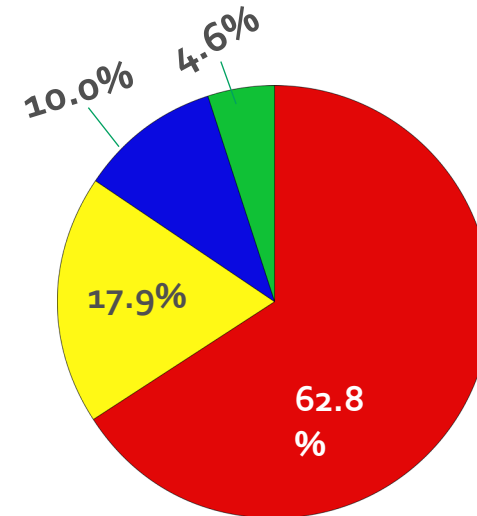
BUILDING AN INTERNATIONAL YOUTH MENTORING PROGRAM DESIGNED TO IMPACT FUTURE DIVERSE REPRESENTATION

Demographics of U.S. Business Executives (2022)



The most common ethnicity of business executives is White (71.6%), followed by Hispanic or Latino (13.9%), Asian (6.0%) and Black or African American (5.8%). In 2021, women earned 78% of what men earned.

Demographics of US Diplomats and Ambassadors (2022)



The most common ethnicity of ambassadors is White (62.8%), followed by Hispanic or Latino (17.9%), Black or African American (10.0%) and Asian (4.6%).

Mission

- The L.I.F.E. program will focus on introducing African Americans and other students of African descent living in Links chapter areas in the United States, the United Kingdom and Nassau the Bahamas to global careers.
- The program mission is to focus on engaging, educating and empowering students with information that exposes them to ***all things international*** including speakers, educational trips, multi-cultural cuisine/etiquette, college tours, and foreign service government career options.
- The LIFE students should also be exposed to fundamental skills, such as learning how to apply for a passport, safe travel tips
- The opportunity to study abroad, and how to acquire important language skills. Chapter partnerships with a local college or university are an excellent resource for pairing L.I.F.E. students with faculty and student volunteers who can teach geography or key international studies skills, Overall, this exposure and mentoring will introduce the students to college life.

The Vision – Closing the Gap

- The program strives to empower L.I.F.E. students with the knowledge that they can be open to great possibilities both in the United States and globally, such as many outstanding leaders in business and foreign affairs.
- The L.I.F.E. program is designed to address this gap and expose high school students in the 9th, 10th and 11th grade to the vast opportunities available to them globally.
- Students are selected to participate in the LIFE program based on their keen interest in exploring all things international, including global career opportunities, not based on their GPA.
- The program is designed to reach students when they are considering college and starting to explore their future paths. The program exposes students to the diverse range of opportunities available and helps them make informed decisions about the future.
- Over the long-term, The Links, Incorporated envisions the alumni of this unique signature program will become part of a growing pool of diverse, qualified candidates, who are fully prepared to compete internationally.

Input/Resources:

Launch Checklist

"Getting Started"

- ✓ Establish ITS L.I.F.E team plans and size
- ✓ Select target High School and number of students to recruit; gender and age.

Available Resources:

- ✓ Samples of the L.I.F.E application, consent letter, and logo are available in this toolkit to get started.
- ✓ Secure appointment with High School principal to present the program
- ✓ Work with school leaders to recruit students and evaluate application essays to choose participants
- ✓ L.I.F.E. team creates annual calendar of 90-minute, seven-month sessions. See toolkit sample topics.
- ✓ Meet with school principal to finalize calendar for monthly meeting sessions and program plans.
- ✓ Complete budget based on number of students and program activities.
- ✓ Reach out to college and community partners for meeting venues and in-kind/financial support.

Program Cost

	15 STUDENTS	25 STUDENT	35 STUDENT
ESTIMATED 7-MONTH BUDGET	\$2,800.	\$4,400.	\$ 6,025.
MARKETING COLLA TERAL	600.	950.	950.
PHOTOGRAPHY	700.	850.	850.
SUPPORT	300	450.	550.
TRANSPORTATION	400.	750.	1,225.
SNACKS	800.	1,400.	2,450.
\$TOTAL EXPENSE	\$2,800.	\$4,400.	\$6,025.

Marketing Program Structure & Essential

FOUNDATION

DEMOGRAPHICS

RESEARCH

RESOURCES

TIMETABLE

CALENDAR

(Oct-May; no December)

BUDGET

ANNUAL SPENDING EXPENSES

SUPPLEMENTAL \$

STUDENTS

AFRICAN AMERICAN (14-16 years old)

ANNUAL COHORT

9TH, 10TH, 11TH GRADES

COLLEGE BOUND WITH INTEREST IN
INTERNATIONAL

HIGH SCHOOLS / COLLEGE

HIGH SCHOOL PRINCIPAL & GUIDANCE COUNSELORS

SUPPORT TEAM

COLLEGE DEAN, FACULTY, AND STUDENTS

COMMUNITY PARTNERS

SPEAKERS, FACILITIES, SUPPORTERES, CONTACTS- CORPORATE, ORGANIZATIONS, EMBASSY, UN/USA, US STATE DEPT

Marketing Program Structure & Essentials

Foundation of the LIFE program

- **STUDENT SELECTION BASED ON ESSAY**– student must express their interest in international careers by writing an essay. The selection process is built on the strategy that exposure to future possibilities will have a positive impact on a student's interest and ultimately their grades.
- **HIGH SCHOOL AND COLLEGE PROGRAM** can be co-ed or all girls depending on the Chapter's choice. The target ages are 14-16 years old. Once the principal has approved the partnership, ask them to appoint a contact who can actively work with the chapter. Usually, the Guidance Counselors are often the best contact.
- **HIGH SCHOOL/COLLEGE PARTNERSHIP** – can provide college faculty expertise, student assistance and a facility for meeting. Also, this will provide students with a contact with the Admissions Department and assistance with completing a college application

MARKETING PROGRAM: ANNUAL CALENDAR TOPIC IDEAS

Seven Month LIFE Program Sessions

- International business
- Exploring business career options
- Pursuing an international studies college major; how to prepare
- Exploring diverse global fields like entertainment, technology & non-profits
- Understanding the importance of summer and college internships
- Expatriots living and working abroad
- Being travel ready from passports and currency to health requirements
- Understanding cultures, languages and international etiquette
- Leadership and team global tools
- Foreign service & diplomatic careers
- Exploring a career in foreign service
- Representing your country; working for the state department
- Pathway to becoming a foreign service officer or diplomat
- Understanding the non-profit career choices helping those in need
- Travel and cultural preparation
- Understanding geography, the continents of the world and leading cities in those countries
- International cuisine: adopting an international palette
- Explore un-usa activities

INPUT/ RESOURCE: GETTING STARTED PROGRAM STEPS

Program Foundation	Application Process	Program Format	After Program Activities
<p>Follow the Service Delivery Model to organize the program. This is a template, and it should be adapted to your chapter's decisions on how large or small a program they want to pursue. Also, the program size will depend on budget constraints.</p>	<p>The objective of the program is to motivate students to take a close look at having international experience. We want to attract students interested in being a global citizen. The application must include a short essay on their interest. All students with a C average or above are admitted in hopes the program will inspire their academic interest.</p>	<p>Share the program format with the school principal or point person to ensure it is within the scope of practice the students can work in and learn. Ultimately, the school and future college partners can contribute. Also, always seek feedback from your students.</p>	<p>The LIFE students should be exposed to trips relevant to the international mission outside of the school. If they are in proximity to the U.N., they can participate in student events and also other multi-cultural programs. Also, arrange college tours with your partners and possible Zoom exchanges with LIFE students in other chapters.</p>

OUTPUTS: ACTIVITIES

THE STEPS TO PLANNING

ITS LIFE PROGRAM TEAM

- **ITS Chair will lead LIFE team** and be joined by the ITS Facet members and assign each member specific responsibilities.
- **Organize essential tools:** target High schools, invitation letter to principal, establish key contact (teacher or guidance counselors) with the principal.
- **Submit a professional application** w/essay request. Only proceed with accepted applicants
- **Create introduction flyer** on the program
- **Require parent consent form** to allow photos and videos of the student sessions
- **Develop a calendar** of 90-minute monthly LIFE sessions.
- **Set up a budget** that reflects size of the student cohort, program plans and projected expenses.

PLANNING

- **Introduction to schools** involves a concise letter to the principal outlining the program mission/goals and the long-term benefits for the students and the long-term in so far as increasing the pool of candidates for business and foreign service careers.
- **Fundamental tools:** application, introduction letter and flyer. Consent form for photos/videos, and transportation details
- **Meet with school before finalizing the calendar,** their input is very important logistically
- **Create an annual calendar** of LIFE program 90-minute monthly sessions. Minimum 7 months without December.
- **Finalize meeting sites and transportation** in advance – students need consistency
- **Always check** in with your school point person to maintain a good communications flow.
- **Remember the program** aims to engage the students and prioritize a successful outcome.

SPECIAL RESOURCES

- **Local college** or university School of International
- **College partnership** includes working with faculty, college student volunteers and others in education
- **Create a Speakers Bureau** with names and contact information of key people to speak with LIFE students about business or international studies
- **Organize a list of Foreign Affairs resources: such as,** UNUSA , United States Mission in NY, the State Department and other government agencies. Also, local community leaders and other Links in international careers in business or government.
- **Cross-marketing** – share resources with other chapters, other Link initiatives, such as Education Across the Miles or utilizing the benefit of working as an umbrella or Integrated team.
- **Another special resource** is Congressman Gregory Meeks (D- NY) the first African American to head the Congressional Foreign Affairs Committee.

Output Participation

Foundation of the LIFE program

- **DEMOGRAPHIC TARGET:** High school students of African American or African descent (co-ed or all girls) who are 14-16 years old in 9th, 10th, or 11th grades interested in college and international pursuits.
- **POPULATION:** Depending on the resources of the chapter to support their local LIFE program, the target number of participants should be a minimum of 15 students up to as many as 40 students in an annual cohort. New students must be recruited every year to replace or expand the pool of students served in the proceeding year. Long-term the objective is to build a significant pool of graduates.
- **EVALUATION:** Chapters need to complete an annual assessment and analysis of the program benefits along with their budget capacity.

OUTPUT COLLABORATION & ENGAGEMENT

- LIFE programming easily lends itself to collaboration opportunities:
 - Link Chapter Collaborations - chapters within a metro area can co-host a year of programming or a specific event/activity within their own year-long programming. Sharing/combining resources and costs makes program execution more efficient.
- A chapter can use its LIFE Program (or other chapter program involving students) as the basis for:
 - Single-facet programming led by International Trends and Services (or another facet)
 - Integrated programming involving 3 of the 5-chapter facets
 - Umbrella programming involving all 5 facets
 - National LIFE team will seek national underwriting through new partners to provide both funding grants and in-kind support.
 - Create a Speakers Bureau of professionals interested in offering their time to speak with LIFE students about their experience in international business or foreign affairs

OUTPUTS: Collaboration & Group Engagements Integrated or Umbrella Programming

- **Integrated** - The ITS L.I.F.E. program can take a lead role working with two other Facets to enhance the student cohort and outreach to community-based partners
- **Umbrella**, involves all Facets and all chapter members collaborating with International Trends and Services as the lead Facet working with the other four Facets to manage the work on the same program by contributing to the ITS L.I.F.E Signature Program with collective resources. This approach would keep the Facets aligned on a common service goal.

LIFE PROGRAM INTEGRATED PROGRAM MODEL

Integration Example

- Introduce student cohort to foreign affairs/diplomacy at a consulate or State Department facility
- Enhance experience with cultural experience such as highlight the art of the country and traditional food.
- Student international language, health. safety and currency understanding and learning about the diplomacy preparation
- Engage a speaker to share their diplomatic / foreign affairs careers

Foreign Affairs Project Based On Integration

- International Trends can identify a foreign consulate or mission in their city to collaborate with for LIFE session in the foreign affairs segment of the curriculum.
- ITS in the lead can work with Arts to develop cultural segment; STY on participating in student recruitment and currency education (STEM alignment)& HHS on travel safety & health precautions. NTS can support curriculum geography on the countries being studied.

LIFE PROGRAM UMBRELLA MODEL

LIFE Program as an Umbrella Example

- A key to LIFE program is empowering African American and students from African descent HS students by introducing and educating them on global career opportunities.
- Key partner is local college/university International Studies Dean. Arrange for students to experience some of their curriculum sessions on campus where they can interact with college students and professors in the international studies department and take a campus tour learning about admissions and financial aid as well as study abroad programs and other international attributes. Feature special speakers
- Organize leadership and organizational skills LIFE workshop in conjunction with college volunteers. Include these “icebreakers” in curriculum to support interaction. Course session can include speakers from corporate and foreign service sectors. Include a panel of college students to advise LIFE students on how to complete college applications to enter International studies and prepare for an international career in international.

LIFE PROGRAM UMBRELLA MODEL

Suggested Umbrella Team benefit

- Relative to alignment of empowering international preparation for business and foreign affairs in conjunction with college or university.
- **Focus** chapters on having a major program impact by collectively bringing different disciplines together through all five Facets with LIFE ITS in the lead.
- **ITS** – curriculum development, student recruitment, partnerships
- **STY** –help in recruitment ,STEM and Mentoring project attributes
- **HHS** – Global health issues, careers internationally, Safety, travel protection
- **NTS** metrics and program surveys; financial literacy planning tips to apply to international currency.
- **Arts** – cultural, tradition, understanding language

L.I.F.E. PROGRAM ASPIRATIONS

DIPLOMACY



INTERNATIONAL TRAVEL



BUSINESS & TECHNOLOGY



OUTCOME STRENGTH: SHORT - TERM

S.M.A.R.T. GOALS

Short term SMART Goal: Year 1 and 2

The LIFE program will evolve into the following major developments over 2-years

- **15-35** students entering the **9th or 10th grade** will participate in the LIFE Program cohort.
- At least **80%** of the **year one** cohort will continue into **year two** to complete the LIFE program and indicate their participation in the program on college applications during the year.
- Chapter strives to significantly increase the number of students by **5%** enrolled and completing the LIFE program annually.
- Based on evaluation results, the LIFE program will make a difference for **85%** of African American and African descent students with the knowledge to pursue opportunities in global affairs and business careers.

OUTCOME STRENGTH: MEDIUM-TERM S.M.A.R.T. GOALS

Medium term SMART Goal – Year 3 and 4, build a sizeable pool of LIFE student alumni

Year 3-4

- Follow up data indicates that **50%** of the students completing the program pursued corporate or foreign affairs employment.
- Chapter establishes at least **two sustainable** partnerships with local high schools, colleges, or nonprofits to support the program and build a pool of LIFE alumni.
- Increase corporate in kind and underwriting contributions by **2%** over the initial contribution.
- Pursue at least **one** grant opportunity for Chapter LIFE Program.

Outcome Strengths Meeting

LONGTERM S.M.A.R.T GOALS

In **the long-term**, the impact of the L.I.F.E. will successfully lead to significant societal changes:

- Long-term plans can involve sponsoring L.I.F.E. alumni as follows:
- Summer study abroad opportunities or continuing the LIFE curriculum in a second stage for successful graduates.
- LIFE can be developed into a multi-level mentoring program. Resulting in a larger pool of minorities prepared to compete for jobs globally.
- The L.I.F.E. program meets the community service vision and mission of The Links Incorporated advanced by the International Trends and Services Facet.

EVALUATION PLAN

How will the results be communicated?


TO WHOM	WHEN	WHERE	HOW
The result will be communicated to the program leads to modify the program as needed.	The results will be communicated to the partners when the results are analyzed, and to the students at their next assembly. A schedule should be developed for this communication.	At the Links Chapter's public assemblies, and in the office of partners.	The results can be shared in writing, orally, and in the media. Chapters should decide what works for the chapter. Positive results should be highlighted on the chapter website and with the regional area news.

Impactful programming will have demonstrable results. The time to begin to think about the plan for evaluation is at the beginning of the program design rather than when you are well into program implementation. As noted below, you must be able to determine the program success and achievement of SMART goals through evidenced based criteria. One of the more difficult tasks in the evaluation process is determining how to collect the outcome data.


Evidence Based Evaluation

Program Improvement: Assessment of Outcomes Based on Inputs and Outputs


- What are the indicators/evidence used to determine program success?
- What tools/instruments will you use to measure program success?
- What outcomes did the program achieve that cannot be reversed?



Short-Term:
Changes in knowledge, skills, attitudes, opinions



Medium-Term: Changes in behavior or action that result from participants' new knowledge



Long-Term: Behavioral changes, often in their condition or status in life

1. Focus <i>What will we evaluate, which program or aspect of a program?</i>							
2. Questions <i>What do you want to know?</i> 1. 2. 3. 4.	3. Indicators – Evidence <i>How will we know it?</i> 1. 2. 3. 4.	4. Timing <i>When should we collect data?</i>	5. Data Collection				
			Sources <i>Who will have this information?</i>	Methods <i>How will we gather the information?</i>	Sample <i>Who will we question?</i>	Instruments <i>What tools shall we use?</i>	
6. Analysis <i>How Will the data be analyzed?</i>				7. Interpretation <i>How will the data be interpreted?</i>			
				8. Communication <i>How will the results be communicated?</i>			
				<i>To whom?</i>		<i>When, Where, How?</i>	

Evaluation Plan Worksheet

Following are a few methods to collect data. One point of caution is to not start with the method. The goals and objectives should drive the questions you will seek to answer, not the method.

Evaluation Plan Worksheet

1. Focus <i>What will we evaluate, which program or aspect of a program?</i>						
2. Questions <i>What do you want to know?</i> 1. 2. 3. 4.	3. Indicators – Evidence <i>How will we know it?</i> 1. 2. 3. 4.	4. Timing <i>When should we collect data?</i>	5. Data Collection			
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EVALUATION PLAN

A sample data collection plan is below.

Sources of information	Methods for gathering information	Sample: Who should be questioned?	Instruments: What tools should be used?
The Community partners, students, chapter members, and parents can be sources for collecting data. Also, look to outside non-profit sources and foreign affairs and government agencies.	The targeted sources will be surveyed.	Poll participants including speakers who participated in the program for (example), educators and corporate partners). All students in the program will be surveyed. Also, check with the school principal or guidance counselor involved in the program	Specific questions will be developed for the educational and corporate sponsors as well as the college partner to inspire a dialogue with them. Specific questions will be developed for parents, chapter members, and facet chairs. A Survey Monkey will be given to each student.

Following are a few methods to collect data. One point of caution is to not start with the method. The goals and objectives should drive the questions you will seek to answer, not the method.

Examples of Evaluation Methodology

This list is not exhaustive!

- Quizzes/Tests
- Pre and post tests
- Interviews
- Focus Groups
- Specific activities such as papers, posters, science projects
- Portfolios
- Case studies
- Standardized evaluation products
- Surveys
- Forums
- Zoom Chat Function or Polls

Sample Evaluation Questions

- Thank you for participating in the _____ program. Please take a moment to provide feedback so that we may continually improve. Please circle the number that best represents your thoughts with 1 being - I disagree and 5 being - I strongly agree.

Quantitative Approach

- **Chapter Note:** Fill in the blanks with the wording that is reflective of your program objectives
- Overall, I would recommend this _____ Program to my friends 1 2 3 4 5
- Because of this Program, I will make better choices in the area of _____ 1 2 3 4 5
- As a result of this Program, I plan to make changes in _____ 1 2 3 4 5

Qualitative Approach

- The one most important thing I learned today was.....
- If I could change one thing about this Program it would be.....
- As a result of this Program, I plan to apply to college in the fall and major in_____
- Based on what I learned in this Program, I would give the following advice to my best friend.
- Please draw a picture of the two things you will eat less of and the two things you will eat more of.

EXTERNAL FACTORS

KEY Concerning Factors

- Establish the program direction that works best in alignment with chapter resources.
- Consider whether to implement as an Integrated/Umbrella Program
- Determine how the ITS Facet will take a lead role with other Facets to establish a successful program.
- Ensure a total commitment from the chapter team
- Complete sufficient research on the school and other external partners and be certain they are committed to the program annually.
- Beware of concerning issues with student recruitment or other fundamental planning.
- If a chapter is not finding measurable results for various reasons, stop and correct weak areas.
- Chapters can reach out for help from the National LIFE program committee when needed.
- **Key challenge is organizing a cohesive LIFE program plan ready to recruit students, establish school and community partnerships and follow the LIFE planning checklist (On page 20 in the toolkit).**

EVALUATION ASSUMPTIONS A

FOCUS

What aspect of the program will be evaluated?

- Were inputs made as planned?
- Were the sessions conducted as planned?
- Was the desired level of participation achieved?
- Did the clients express or show that they were satisfied with the progress?

QUESTIONS

What do you want to know?

- Was successful contact made with the educational institutions and planned corporate and international organizations?
- How many of planned organizations accepted partnership arrangements?
- How many sessions were completed on planned calendar?
- Did the planned number of students participate in the program to completion?
- If attrition, what level?
- Did the students and partners express satisfaction with the program?
- Did the chapter and Facets perform as planned and were budgets and resources shared?
- Was the budget accurate and well spent?
- Was the media successfully engaged?

EVALUATION ASSUMPTION B

Indicators & Evidence How will we know it?

A success indicator will be if there is 70% student participation in the program through completion. The chapters may devise a pre and post program evaluation method that includes a simple questionnaire to determine the students' knowledge and the effectiveness of this program.

Timing When should we collect data?

Information about the program should be kept from the inception of the program. A decision should be made regarding what data should be obtained during the program and at what intervals. Final data gathering should be obtained yearly when the program year concludes.

SUPPLEMENTAL INFORMATION

ESSENTIAL LIFE PROGRAM DOCUMENTS

Links International Business & Foreign Affairs Empowerment for Youth Program

L.I.F.E.
PROGRAM DATES & APPLICATION DEADLINE:
March - June 2022
APPLICATION DEADLINE - Tuesday, March 1, 2022

Please complete all information below.

A. Personal Information

Last Name: _____ First Name: _____ MI: _____
Address: _____
City: _____ State: _____ Zipcode: _____
Phone: _____ Student e-mail: _____
Language spoken, in addition to English: _____
Parent/Guardian (Please Print): _____
Parent/Guardian e-mail: _____ Phone: _____
Signature of Parent/Guardian: _____ Date: _____

B. School Information

Name of School: _____
School Address: _____
City: _____ State: _____ Zipcode: _____
Phone: _____
Requested Completion Date/Year: _____ Grade/Point Average: _____

Include your primary interests:
☐ Foreign Affairs ☐ International Business ☐ Multicultural Relations

If you have a sponsor's phone email: C. B. Links, Please email: C. B. Links@gmail.com
Subject: LIFE Program 2022 Application

How do you hear about this program? Check one:
☐ School Official ☐ Other, please specify: _____

Please Have your Guidance Counselor or Principal sign below to indicate that you are a student in good standing and approve your participation in this program

"I certify that the student completing this application is a student enrolled in the school indicated and that the student is in good academic standing"

School Official's Name (please print): _____
School Official's Signature: _____ Date: _____
School Official's Title/Position: _____
Student Signature: _____ Date: _____

Student Applicant Must Complete Essay On Next Page

Pg 1

L.I.F.E. PROGRAM



Greater New York Chapter of the Links, Inc. Links International Business and Foreign Affairs Empowerment Youth Program (LIFE) &
Permission Slip/Consent and Release Form for Use of Likeness and Student-Produced Creative Content

I, _____ (parent/guardian name) grant permission for my child (child's name) to participate in the LIFE program sponsored by the Greater New York Chapter of The Links, Inc. ("GNY Chapter of the Links").

I agree and understand that work produced by my child during this program may be used and/or published by the GNY Chapter of the Links for future presentations and representations and that my child will be credited as creator of the work appropriately.

I understand that my child may be photographed and/or recorded while participating in program activities and I grant permission to GNY Chapter of the Links, Inc. to use my child's likeness in presentations and representations of the GNY Chapter of the Links, Inc. for the program.

I waive the right to inspect or approve any of the recordings and understand that GNY Chapter of the Links, Inc. will be the exclusive owner of such recordings.

In consideration of my interest in my child participating in the GNY Chapter of the Links and the LIFE program, I hereby consent to any recordings of myself (including image and voice) on videotape, film, audio tape, paper, digital medium or otherwise, and the use of my child's name, likeness, and biography for any educational or publicity purposes by the GNY Chapter of the Links, their agents, servants or employees for a period of time as the GNY Chapter of the Links sees fit. Such educational and commercial purposes include, but are not limited to distribution, promotion, exhibition, marketing, and publicity in any forum, including print, television, film, and websites.

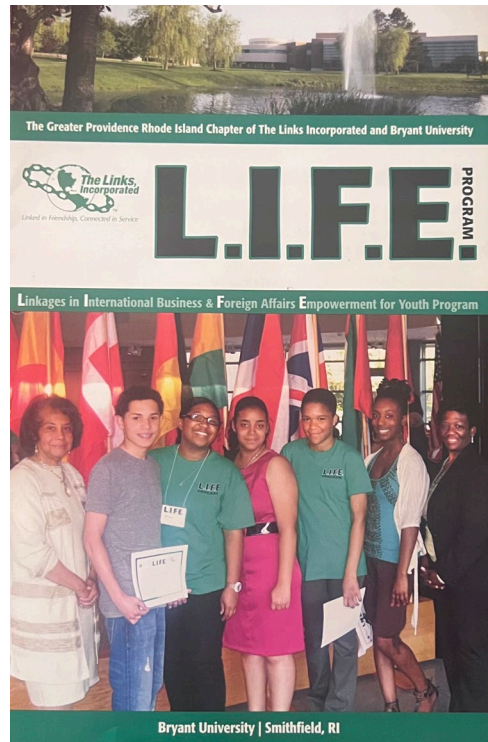
I certify that I have read and fully understand the terms of this consent and release.

Name (Print): _____ Date: _____
Signature: _____
(Signature of legal guardian or parent required if under the age of 18.)

Located on the national website under
Members Only > Documents > Programs > International Trends and Services > LIFE

ADDITIONAL RESOURCES

RECOGNITION & BRANDING





Linked in Friendship, Connected in Service

EXAMPLES OF THE LIFE PROGRAM IN ACTION



LINKS INTERNATIONAL FOREIGN AFFAIR AND BUSINESS
EMPOWERMENT PROGRAM FOR YOUTH

College Bound, Structuring Your Path

Thursday, May 4, 2023 | 3:00pm – 5:15pm

Co-hosts: Greater New York Chapter Links Incorporated and
City College of New York Colin Powell School for Civic & Global Leadership

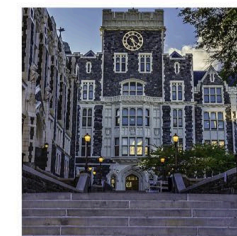
The LIFE Program is the Links Incorporated Signature Program designed to prepare and inspire minority high school students to pursue international careers in business and foreign affairs.

RSVP

Wadleigh School Students
Judith de Liriano
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Thurgood Marshall Academy Students
Javon Peters
JPeters23@gmail.com

Frederick Douglass Academy Students
Erodita Agard
Eagard@schools.nyc.gov



Location

City College of New York (CCNY)
Colin Powell School for Civic & Global Leadership
259 Convent Ave at West 140 Street
New York, NY 10031

In Charles Rangel Lecture Hall, SH-107

College Bound Agenda

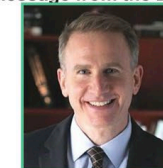
Welcome

- * Andrew Rich
- * Linda Zango-Haley
- * Gina Bolden-Rivera
- * International Studies Panel
- * Advisory Workshop
- * CCNY Tour

Dean CCNY
Links Incorporated Life Program Chair
GCNY Links Incorporated ITS Chair
CCNY Faculty & Students
CCNY & LIFE Students
LIFE Students



Message from the Dean



Andrew Rich

Welcome to the Colin Powell School for Civic and Global Leadership at The City College of New York. The Colin Powell School includes all social science departments at CCNY as well as the core leadership development and public service programs of the College. Graduating the most CCNY students annually, the Colin Powell School promotes the values of service and engagement. We support a faculty dedicated to the highest standards of research and to the university's democratic and public obligations.



L.I.F.E. PROGRAM

Links International Foreign Affairs and Business
Empowerment Program for Youth



Discovering Global Career Options

Wednesday, October 26, 2022 | 3:30pm - 5:15pm **Co-hosts: Greater New York Chapter Links Incorporated and City College of New York Colin Powell School for Civic and Global Leadership**
259 Convent Avenue at W. 140 ST.,
Charles Rangel Lecture Hall SH-107



CITY COLLEGE OF NEW YORK

Welcome

Andrew Rich, Dean CCNY Colin Powell School for Civic and Global Leadership
Gina Bolden-Rivera, Greater New York Chapter Links Incorporated

International Business, Panel I



Christina Allison
Integrated Marketing Manager
BEN Inc.
Branded Entertainment Network



Tennille Robinson
Senior Live Event Content & Program Lead
TWITTER, Inc.

MODERATOR - Linda Zango-Haley, Greater New York Chapter Links Incorporated

International Studies, Panel II

CCNY CPS Student Speakers

Yatri Baniya
Ashley Borja

Kethia Calixte
Fatima Diallo

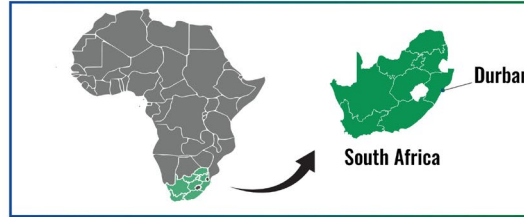


L.I.F.E. PROGRAM

Links International Foreign Affairs and Business Empowerment Program for Youth

Exploring a Career in Foreign Service

International Affairs
Wednesday, November 30, 2022 | 3:30pm - 5:30pm
South African Consulate | 845 Third Avenue, Near E. 52nd St., 10th floor, NYC



GALLERY TOUR
Featuring "The Lion King Theatrical Costume Collection" and
Fine Art collection by South African Artist



WELCOME & PROGRAM REMARKS
Ogaufi Mampane, South African Consulate, Consul of Political and Economic Affairs
Lesley Horton-Campbell, The Links Greater New York Chapter President
Linda Zango-Haley, The Links National Chair L.I.F.E. Signature Program
C. Virginia Fields, The Links Greater New York Chapter
Gina Bolden-Rivera, The Links Greater New York Chapter Chair ITS

SOUTH AFRICAN STUDENT PRESENTATION

L.I.F.E. NEW YORK STUDENTS RESPONSE TO SOUTH AFRICAN STUDENTS

SOUTH AFRICAN CUISINE AND REFRESHMENTS



ADDITIONAL RESOURCES

Contact Information

Linda Zango-Haley

National Chair

LIFE SIGNATURE PROGRAM OF THE LINKS, INCORPORATED

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