Career Exploration Programming Outcomes Worksheet - Part 1

Step 1 - Planning: By completing this worksheet, you will make progress toward ensuring goals are intentional and any outcomes that you measure are directly tied to the program.

Brainstorming	Notes
WHY are we providing this opportunity to students? • Clarify the goal(s) of the program • Specify how the program might be essentially useful or impactful in your school, district, or community • Share what "problem" or missing opportunities the program is intended to address **WHAT do we hope to see as a result?** • Ensure programming is intentional/purposeful • Consider the desired changes in students' attitudes, beliefs, academic performance, etc. **HOW are we expecting to improve student outcomes?** • Outline the mechanisms through which programming should, ideally, impact students' attitudes, beliefs, academic performance, andy other outcomes specified above • Remember to be intentional in programming goals	

Logistics	Notes
WHO are we aiming to serve? • Identify the student group(s), class(es), or grade level(s) that are the target audience of the program. **WHO are the program champions/stakeholders?** • Identify the educators, leaders, partners, community members, and others who are interested in or would be directly impacted by the program results **WHAT is the timeline?** • Decide when the program will begin and end • Determine at which points outcomes/reporting is needed • Clarify whether there will be multiple cohorts of students entering the program at different times	

Checklist

• Identify how program data/results will be used
• Determine who will oversee outcomes measurement and reporting
• Review "Brainstorming" questions with key stakeholders to help nurture a culture of shared goals

Career Exploration Programming Outcomes Worksheet - Part 2

Step 2 - Anaylsis: In this section, you will clarify goals and specify exactly what to measure. Completing this chart with key stakeholders will help cultivate a shared understanding of what needs to be measured, why, and how.

Data Sources

Select how you might try to measure the short- and long-term outcomes measured above. If your program is focused on student engagement and attendance, then a school file will contain the attendance records needed. If your program focuses on confidence, then student surveys may be more helpful. "Data" takes many different forms, from school records, to surveys, to student-developed podcast episodes. Be creative and open-minded in how to measure impact!

What are we measuring?	Data Source(s)	Notes
Ex: Students' access to a trusted mentor	Year-end student survey	Ask about WHO the mentor is (parent, coach, etc.) and HOW OFTEN they communicate

Checklist

- Determine whether you can measure effectively with existing data sources, or if a new tool is needed (e.g., a student survey or teacher feedback instrument)
- Consider a wide array of data sources and collection methods, and make intentional choices about what is logical for your setting
- Consider data confidentiality and other ethical concerns, and navigate with care

Step 3 - Review: In this section, you will share results informed by data, discuss implications, and talk through review questions to help summarize the program's impact.

Reporting

Once you have collected and reviewed program data, it is important to analyze results, make informed conclusions, and share findings with interested parties. This does not have to be a formal written report; there are many ways to communicate program effectiveness and recommended next steps. Key elements include program details, a summary of program results, demographic information about the students, select findings, and a summary of recommendations, questions, and next steps. **Visit the online resource center for a library of sample reports and templates.**

Review Questions

These open-ended questions can aid discussions about program planning, implementation, and review (adapted from Mertens and Wilson (2018):
- To what extent were the goals achieved?
- What were/are the major factors influencing achievement/non-achievement of goals?
- Do outcomes vary for different groups of students?
- What happened as a result of the progrma?
- What real difference has the program made to students, staff, or the larger community?