

"You've got to think about the 'big things' while doing small things so that all the small things go in the right direction."

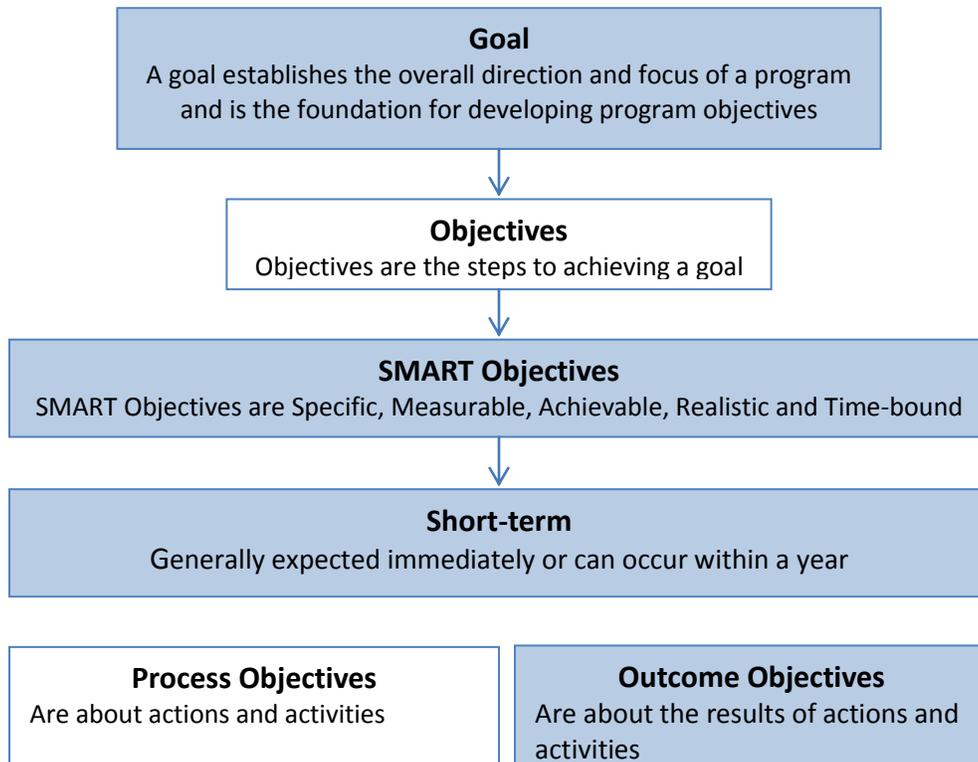
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Writing SMART, Short-term Outcome Objectives

Goals and objectives are used in program planning to describe program expectations. The purpose of this document is to assist applicants to write Specific, Measurable, Achievable, Realistic and Timely (SMART), short-term outcome objectives for the 2012/2013, 21st CCLC application. This will be done by defining, describing or providing examples for:

- Goals
- Objectives
- SMART objectives
- Outcome and process objectives
- Short-term, intermediate-term, and long-term objectives

Overview



What is a goal?

Goals are typically broad general statements that describe what the program plans to accomplish.

Goals:

- Establish the overall direction for and focus of a program
- Define the scope of what the program should achieve
- Serve as the foundation for developing program objectives

Goal of 21st CCLC Grants
 Improve the academic achievement of students that regularly attend 21st CCLC programs

What is an objective?

Objectives are the building blocks or steps towards achieving a goal. An objective is a specific and usually quantifiable statement of program achievement. Collectively, objectives represent a quantification of the program goal.

Objective
 Increase AIMS math achievement scores for regular 21st CCLC attendees

What is a SMART objective?

Developing objectives requires time, orderly thinking and a clear picture of the results expected from program activities. Well written objectives can be developed using the Specific, Measurable, Achievable, Relevant and Time-bound (SMART) approach.

There is no single correct way to write a SMART objective. The real test is to compare the objective statement to the SMART criteria. Asking the following questions can help determine if an objective reflects the SMART criteria?

Specific	Measurable	Achievable	Realistic	Time-bound
Who is the target population? What will be accomplished?	Is the objective quantifiable? Can it be measured? How much change is expected?	Can the objective be accomplished in the proposed time frame with the available resources and support?	Does the objective address the goal? Will the objective have an impact on the goal?	Does the objective propose a timeline when the objective will be met?

SMART Objective
 The percentage of regular attendees who meet or exceed the AIMS Math Standard will increase 10% by the end of the school year

What type of objectives should we write?

There are two general types of objectives, process and outcome. The 2012/2013, 21st CCLC Application requires **outcome objectives**. Process and outcome objective are described below to clarify the difference:

Process Objectives focus on the **activities** to be completed in a specific time period. Process objectives support accountability by setting specific activities to be completed by specific dates and explain what and when it will be completed. Examples of Process Objectives:

- Academic/Reading: 85% of all regular attendees will participate in at least one academic activity each week throughout the program year
- Youth Development: 80% of regularly attending 21st CCLC attendees will participate in at least 3 recreational program offerings each semester.
- Family Engagement: By the end of the first year of the program, a minimum of 30 family members will participate in an extended day activity at the school.

Outcome Objectives define the expected **results** and are what needs to be written in the 2012/2013, 21st CCLC application. Outcome objectives are specific and concise statements that state who will make what change, by how much, where and by when. Clear, concise outcome objectives clarify program expectations and can be used to determine progress towards a program goal. For example:

Academic/Reading: The percentage of regularly attending 21st, CCLC K-3rd grade students achieving benchmark on DIBELS at the end of the 2012/2013 school year will increase from 36% to 41%.

By the end of the 2012/2013 school year, 70% of all regularly attending 21st CCLC students in K-3rd grade will demonstrate “benchmark” reading skills as measured on the DIBELS assessment.

Academic/Math: The percentage of regular attendees who meet or exceed the standards on the mathematics portion of the 2012/2013 AIMS DPA tests will increase by 10% .

Youth Development: The number of disciplinary referrals for regular 21st CCLC attendees during the 2012/2013 school year will decrease by 75% from the number of disciplinary referrals of the same students during the 2011/2012 school year.

Family Engagement: 85% of adult family members of regularly attending 21st CCLC students who participate in more than three learning opportunities provided by the program will report on the 2012/2013 parent survey that they feel more comfortable helping their children with homework.

More about Outcome Objectives

Outcome objectives are meant to be realistic targets for a program. In this sense, outcome objectives represent our expectations and hopes when we set out to plan and implement 21st CCLC programs.

Outcome objectives become the yardstick by which our real or observed accomplishments will be assessed in your **site-level evaluation** at the end of the 2012/2013 school year.

Well written outcome objectives will always answer the following questions:

WHO is going to do WHAT, WHEN, and to WHAT EXTENT?

- By the end of the 2012/2013 school year the percent of regular attendees who meet or exceed the AIMS Math Standard will increase 15% from 2011/2012.
- There will be a 50% decrease in the percent of regular attendees cited for violent and serious offenses at the end 2012/2013 than these same students were cited for during the 2011/2012 school year. (Youth Development)

Objectives can also be thought of as short-term, intermediate or long-term. You will be writing short term outcome objectives for your 2012/2013 21st CCLC Application – objectives that can be completed in one year or less.

- Short term objectives are generally expected immediately and occur soon after the program is implemented, very often within a year.
- Intermediate objectives result from and follow short-term outcomes.
- Long-term objectives state the ultimate expected impact of a program

