

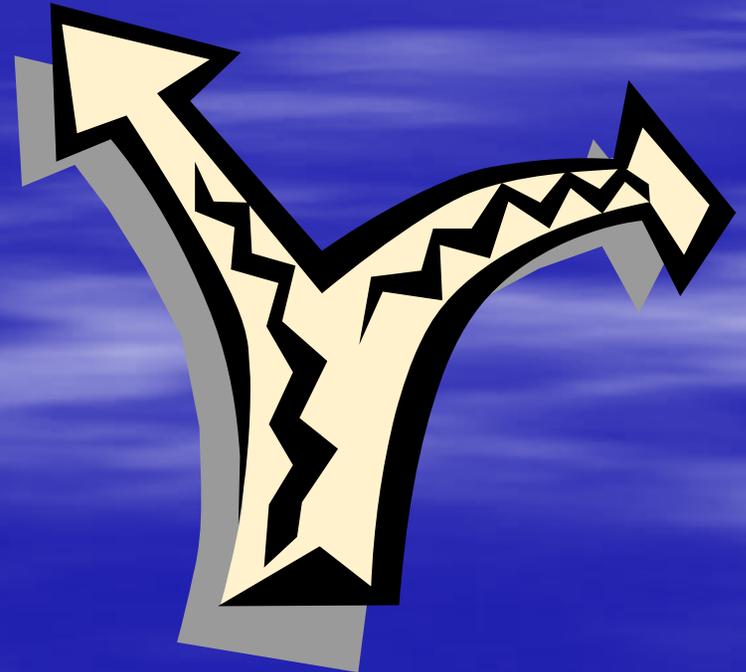
Setting Useful Goals and Objectives

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Orienting Quotes

- Alice asked the Cheshire Cat which road she should take. “Where do you want to go?” “I don’t know!” Then it doesn’t matter which road you take!



Orienting Quotes

- If you don't know where you are going, how do you know when you get there?
 - Better yet, If you don't know where you are going, how do you plan to get there!
 - Moral: Start with the end in mind and backwards map!



Goals and Objectives

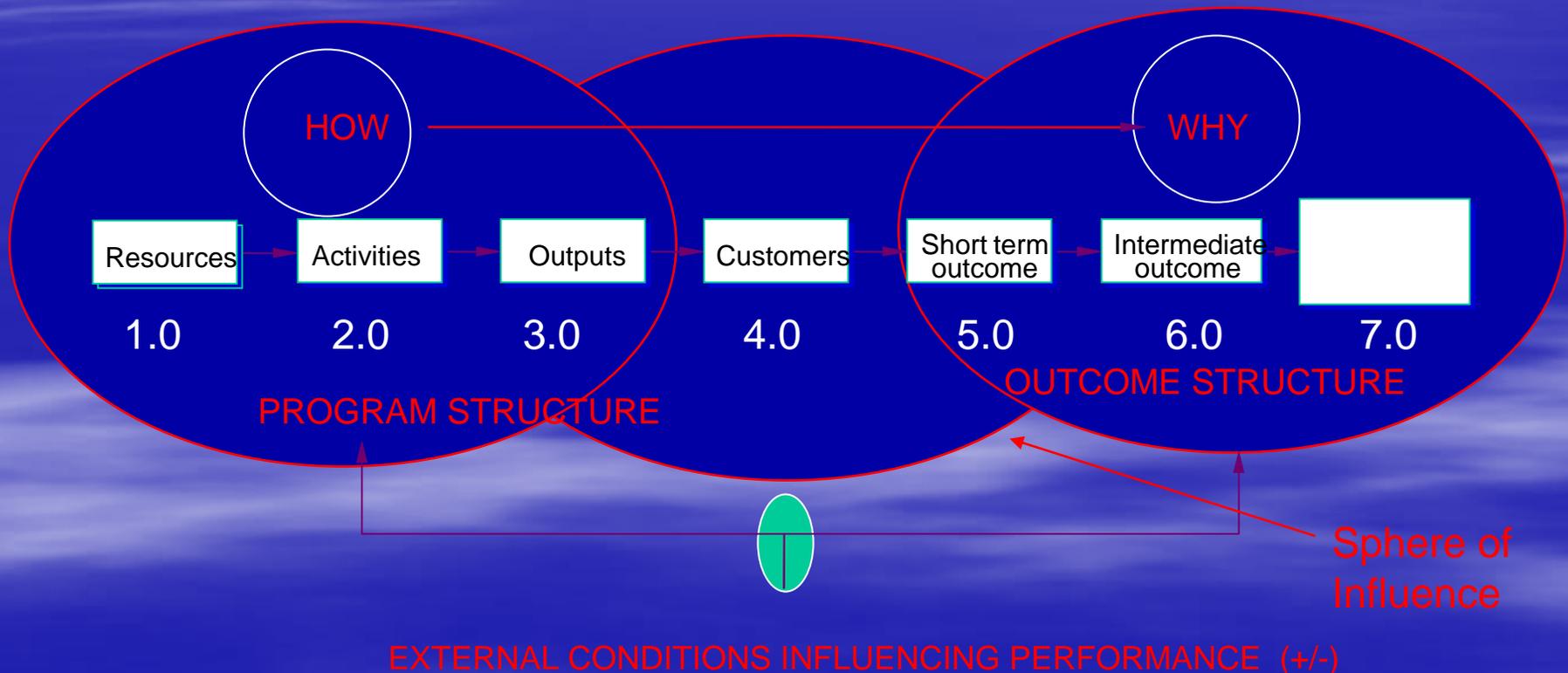
- The Goal is where we want to be. The objectives are the steps needed to get there.



- Program vs. Support Objectives

LOGIC MODEL

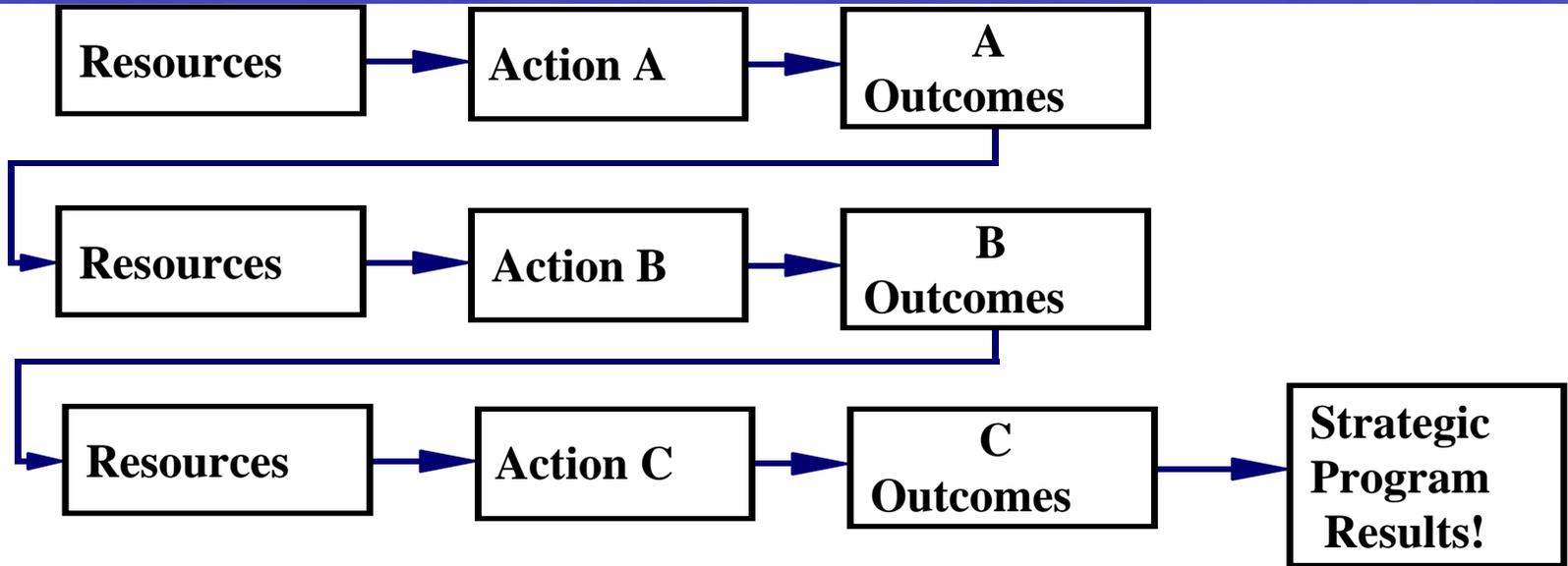
A logic model is a diagram and text that illustrates/describes the logical (**causal**) relationships among **program** elements and the **results** to be achieved



Focus!

- Responsibility
- Accountability
- Supplier – Customer
- Performance Partnerships

Build Bridges



Guide to Writing Measurable Outcome Statements

- **Why** is the outcome addressed in this outcome important? What does it lead to?
- **Who** is changed? Knowledge, skills, and attitudes lead to behavioral changes *as a result of the program activities*. (Note: organizations/communities can be the change target, but usually at an intermediate level of result. People have to be changed first.)
- **What** are the desired outcomes for these people/organizations? Describe the intended outcome in *specific observable* language (i.e., what would we **see** if we were looking for the change?)

Guide to Writing Measurable Outcome Statements

- **How** is performance measured? What tool or data collection method will be used to collect performance information from what source, how often? Surveys, tests, interviews, observations, artifact reviews using rubrics, extant data *used in needs assessment if possible*.
- **Target** level of performance: what is the desired level of performance as evidence of success (en route and final)?
- **Compared** to what level of performance? Know a baseline measure. This information will be found in the *needs assessment*.
- **When** should desired performance be observed? Often this timeframe is both short-term (annual) and long-term (strategic).

An Example

- **Why?** R&E has indicated that communities in our catchment area have insufficient supply of culturally sensitive professionals who can improve community services and supports to persons with DD.
- **Who?** 25 Pre-service trainees who meet predefined entrance criteria and who are culturally diverse.
- **What?** Cultural Competency K, S, A and demonstrated culturally sensitive behaviors.

An Example

- **How?** Pre/post assessment of Cultural Competence and behavior using the XYZ test of Cultural Competence.
- **Target?** 100% of trainees will demonstrate 90% of cultural competencies, including behaviors.
- **Compared to?** Trainee pre-assessments and post-assessments from previous years
- **When?** At the completion of the training program, September 05 – September 06.

An Example

- To increase the number of culturally sensitive professionals to provide services and supports to persons with DD in communities in our catchment area, during the period from September 05 to September 06, the XYZ UCEDD will prepare 25 interdisciplinary trainees who have met pre-defined entrance criteria and are culturally diverse to become culturally competent and sensitive as determined by their performance on the XYZ Cultural Competence Inventory, 100% meeting at least 90% of identified competencies, compared to pre-assessments and post-assessments from previous years.

Evaluating Outcome Statement

- **Specific** The outcome is well-defined and clear to anyone familiar with the program, project.
- **Measurable** Concrete methods and criteria for assessing progress, achievement of outcome. Measures are reliable, valid, and objective. Measures are actionable.
 - Be careful to operationally define constructs! What do we mean by capacity? What do we mean by collaboration, partnering?

Evaluating Outcome Statement

- **Achievable**, but not simple. The goal stretches you, but is reasonable given the program's resources and sphere of influence. There is research evidence that this outcome is critical for other downstream outcomes. Reasonable goals and objectives must be motivational; they have to incentivise program staff and stakeholders.

Evaluating Outcome Statement

- **Relevant** The outcome must be relevant to the program's vision, mission, and responsibilities and all people affiliated with the program.
- **Time-framed** The period of time for accomplishing goal is reasonable given contextual constraints.

Critical Support Objectives

- **Output**: To increase the percent of trainees in interdisciplinary training who represent different cultures from 10% to 50% by 2009.
- **Process**: To implement interdisciplinary training programs that meet the XYZ certification standards as measured by quarterly reviews using the XYZ observation schedule.
- **Resource**: To acquire 5 FTE certified trainers within the first two weeks of start-up.