

How to Write Measurable Goals and Objectives

Adapted for use by Iowa Department of Education 21st Century Community Learning Centers

This guidance is intended to assist in writing measurable objectives for your 21st Century Community Learning Centers (21CCLC) application. Setting measurable and understandable goals and objectives is one of the Principles of Effectiveness in combination with a comprehensive needs assessment, evidence-based strategies for meeting needs, and program evaluation.

Measurable objectives state:

- » *Who is involved* – the people whose behaviors, knowledge and/or skills that are to be changed as a result of the program.
- » *What are the desired outcomes* – the intended behavior, knowledge, and/or skills changes that should occur as a result of the program or activities.
- » *How progress is measured* – the tools and devices (surveys, school data, crime and health data, etc.) that will be used to measure the expected changes.
- » *Proficiency level* – identify the criteria for success.
- » *When the outcome will occur* – identify the time frame for success.

Example: By May 2012, 7th grade participant school attendance will increase by 20% as reported by school attendance reports.

- » *Who:* 7th grade students participating in 21CCLC
- » *What:* Increase in school attendance
- » *When:* By May 2012
- » *How measured:* School attendance reports
- » *Proficiency level:* Up by 20%

Measurable objectives can relate to the:

Student

What is the outcome?
Change in achievement
Change in behavior
Change in attitude

How is it measured?
Assessment
Incidence of behavior
Survey

Program Implementation

What is the outcome?
Enrollment
Number of activities offered
Youth/staff ratio
Higher enrollment in 2nd and 3rd year

How is it measured?
Number of incidences
Changes in activities and other programming

Teacher or Staff

What is the outcome of professional development?
Knowledge
Skill
Attitude

How is it measured?
Observation
Staff plans or other document
Logs
Assessment
Participant surveys

Parents and the Community

What is the outcome?
Change in behavior
Change in attitude
Increased achievement

How is it measured?
Surveys
Assessment
Incidences (i.e. increase in attendance or participation)



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Possible sources of local data:

- » Health Department
- » Hospital
- » School
- » Minority Coalition
- » Rural Coalition
- » Universities
- » United Way
- » Juvenile Justice Task Force
- » Judicial District
- » Police Department
- » Community Based Organizations



Objectives Worksheet

Directions: Write your goal, then for each objective in the space provided write who is involved, what the desired outcomes are, how progress will be measured, when the outcome will occur, and the proficiency level. Next put the pieces together into a sentence. Finally, use the checklist to ensure that the objectives contain all the necessary components. Use a new worksheet for each goal.

Goal: _____

Objective 1:
Who _____ What: _____
How: _____ When: _____
Proficiency level: _____

Written Objective: _____

Objective 2:
Who _____ What: _____
How: _____ When: _____
Proficiency level: _____

Written Objective: _____

Objective 3:
Who _____ What: _____
How: _____ When: _____
Proficiency level: _____

Written Objective: _____

Objectives Checklist:

- Objectives contain all elements:
 - Who
 - What
 - How
 - When
 - Proficiency Level
- Redundancy has been eliminated
- Objectives relate to needs assessment findings
- Objectives can really be measured
 - The organization has the capacity to perform measurement
 - An instrument or data source has been identified

Source: *Indiana Department of Education*



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