Designing Measureable Goals, Objectives, and Strategies that Align and Yield Evidence of Success

Kathy Zantal-Wiener, Ph.D.
Bridget Belknap, Ed.D.
NCELA
Is it Working?

Common Terms and Processes to Determine Goal Achievement for NAM Projects
Why Do Grantees Need to Know

For Maximizing Data-base Decision Making to:

- Refine objectives based on implementation and performance data
- Reallocate resources
- Capitalize on personnel strengths
- Facilitate conversations with the evaluator

*How else can you maximize data-based decision making?*
Why Grantees Need to Know

For Reporting Progress Consider:

<table>
<thead>
<tr>
<th>Demonstration</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating that federal funds help to meet project goals</td>
<td>How else can data help report progress to others?</td>
</tr>
<tr>
<td>Giving a snapshot of progress</td>
<td>How else can data help report progress to others?</td>
</tr>
<tr>
<td>Reporting GPRA and APR requirements</td>
<td>How else can data help report progress to others?</td>
</tr>
<tr>
<td>Facilitating conversations with the evaluator</td>
<td>How else can data help report progress to others?</td>
</tr>
</tbody>
</table>
Why Grantees Need to Know

For Managing the Project Consider:

<table>
<thead>
<tr>
<th>Communicating with project staff, families and the community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing a road map to inform and refine project management and implementation</td>
</tr>
<tr>
<td>Leveraging success for further funding</td>
</tr>
<tr>
<td>Planning for sustainability</td>
</tr>
<tr>
<td><em>How else can data help you manage your project?</em></td>
</tr>
</tbody>
</table>
Why Grantees Need to Know

For Identifying Areas Consider:

- Establishing project-based teams to address issues
- Identifying internal sources of professional development
- Determining areas of technical assistance or professional development needed from NCELA

*What else?*
The Process

1. Establish Common Terms and Expectations
2. Engage Your Team
3. Document and Share Your Plan
1. Establish Common Terms and Expectations

- Establish common goals using common language
- Develop norms for team collaboration
- Set targets for how to meet the needs of various audiences or stakeholders
- Identify how you will share accountability
Engage Your Team

2

• As a group, identify:
  – The target population/s
  – What you want to achieve
  – How you are going to achieve it
  – How you will document success
Aligning Goals, Objectives and Strategies

(Refer to your handout)

• To monitor project implementation and track progress toward meeting your goals, your project’s goals, objectives, and strategies should align
What is a Goal?
(No more than 2)

• A focused statement about the purpose of the project or intervention

• Examples include:
  – Increase student English language proficiency
  – Improve school readiness
  – Increase academic achievement in reading
  – Increase community and family engagement
What is an Objective?
(No more than 3 per goal)

• Expected measurable changes that result from the intervention for a specific group

• An objective answers, when, who, what and how

• Examples include:
  – By 2015, 50% of the students will meet their MAP RIT reading goal as measured by the MAP assessment
Objectives, continued

• Examples include:
  
  – By 2016, there will be an annual 3% increase of post-secondary enrollment as measured by student tracking forms or acceptance letters
  
  – By 2016, there will be an annual 20% increase of families attending family involvement activities measured by attendance records and surveys
What is a Strategy?
(No more than 3 per objective)

• A *systematic* plan of measurable activities or actions that will help meet the objective

• Examples include:
  – Conduct ongoing professional development sessions to support the implementation of a literacy curriculum
  – Develop a community assessment tool to determine the services needed by, and available for families
  – Create a digital tool for students to supplement literacy instruction in after school programs or at home
## Project Planning Terminology

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>A focused description of an intended purpose of the project or intervention</td>
<td>Increase student achievement in reading.</td>
</tr>
<tr>
<td>Objectives</td>
<td>Expected specific measurable changes for the target population resulting from the intervention that answers: when, who, what and how</td>
<td>By June 2014, 76% of 3rd graders will score ‘proficient’ or above on the annual state reading assessment</td>
</tr>
</tbody>
</table>
| Strategies    | Systematic plan of action that consists of measurable activities or strategies designed to meet the goal | 1. In Year 2 of the project, begin to implement research-based reading curriculum that includes:  
   a. ongoing professional development  
   b. formative and one summative student assessments  
   c. new or upgraded classroom materials.  
   2. In Year 2 offer 4 parents nights to increase families’ awareness of college opportunities for their children |
|               | Desired benefits to a specific group                                       |                                                                         |
# Project Planning Tool

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategies</th>
<th>Data that Show Strategies Work</th>
<th>Objective Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goal

Increase English language proficiency
• **Goal:** Increase English language proficiency

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategies</th>
<th>Data that Show Strategies Work</th>
<th>Objective Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>– By 2015, 50% of the students will demonstrate increased English language proficiency as measured on the state assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Goal -> Objective -> Strategy

### Goal: Increase English language proficiency

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategies</th>
<th>Data that Show Strategies Work</th>
<th>Objective Met</th>
</tr>
</thead>
</table>
| By 2015, 50% of the students will demonstrate increased English language proficiency as measured on the state assessment | • Conduct ongoing professional development on literacy strategies  
• Implement new literacy curriculum  
• Offer afterschool or other supplemental support  
• Conduct family workshops to engage families as literacy partners |                                                |                |
Goal -> Objective -> Strategy -> Data

- **Goal:** Increase English language proficiency

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategies</th>
<th>Data that Show Strategies Work</th>
<th>Objective Met</th>
</tr>
</thead>
</table>
| By 2015, 50% of the students will demonstrate increased English language proficiency as measured on the state assessment | • Conduct ongoing professional development on literacy strategies  
• Implement new literacy curriculum  
• Offer afterschool or other supplemental support  
• Conduct family workshops to engage families as literacy partners | • Professional development curriculum  
• Teacher observations |               |
Pair and Share

• Turn to your neighbor (make sure it is someone from a different project)

• Work together to **identify** and **align** a key goal, objective, strategy and data on the graphic organizer
Pair and Share

• Select a project goal (refine if needed)
• Select up to three objectives that align with that goal
• Identify up to three strategies that will lead to meeting the objective
• Identify three data sources that will provide evidence about meeting the objective
3 Document and Share Your Plan

- Review your final plan to verify that outcomes, objectives, and evidence align

- Share it with project staff to get everyone on the same page