S.M.A.R.T. GOALS:
Creating possibilities
for high quality outcomes

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1. Learn how to construct S.M.A.R.T. goals and create some for your program.

WHY IS THIS NEEDED?

Source: Planning in Head Start, Topic #4: Goals, Objectives, Outcomes, Progress and Action Plans. NCPMFO

- The 5 year grant application requires an outcomes-focused plan that shows how the services provided will have a cumulative impact on children, families, and the community.

- Continuation applications must show the program's progress toward its goals, objectives, and expected outcomes, so that by the fifth year, programs are able to share the difference they have made for children, families, and the community.

- These create the need for skills when planning:
  1. Ability to develop and write long-range goals and measurable objectives
  2. Ability to translate goals and objectives into an action plan that supports progress toward expected outcomes.

S — Specific and Strategic

M — Measurable

A — Attainable and Achievable

R — Results-oriented

T — Time-bound

be more
specific
please

- What specifically is wanted or needing to be done?

- Use clear language to define the goal as much as possible:
  - WHO needs to be involved?
  - WHAT is needing to be accomplished?
  - WHEN will it be completed?
  - WHY is there a need to do this? (reasons, purpose)
  - WHICH requirements and/or limitations need to be considered?

MEASURABLE

- How can progress be tracked?

- How can the outcome be measured?

- What does success look like?

- How will it be known when the goal has been reached?

- Is the goal reasonable enough to be accomplished, and if so, how?

- Does the goal meet the program's standards of performance?

- Is the goal in the program's power to accomplish?

- Is the goal in reasonable reach?

TIME-BOUND

- When exactly is the goal to be accomplished?

- Does the target date conflict with any other time-bound goals and/or program events?

- Does the outcome of your goal have a result that is meaningful and worthwhile?

- Are those involved clear about how the goal can be achieved, what they have to do now to get there, and what it will look like when it is completed?

- Is the goal focused on action towards the result?

- Is there flexibility in shifting the approach to the goal in order to get to the result?

- Is the work staff are delivering and what they are doing leading to the achievement of the goal?

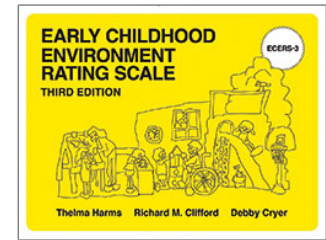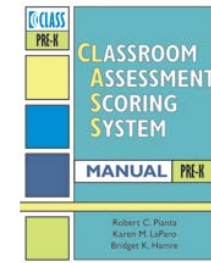- Are the staff a part of the team and committed to this goal?

- **Program:**
  - The Head Start Self-Assessment: Your Foundation for Building Program Excellence
  - Five Steps to Community Assessment: A workbook for HS and EHS Programs
  - Head Start A to Z: Ongoing Monitoring

- **School Readiness:**
  - TS GOLD
  - CLASS
  - ECERS-ITERS

- **Parent, Family, Community Engagement:**
  - Tracking Progress in Early Care and Education: Program, Staff, and Family Measurement Tools
  - Markers of Progress

EXAMPLE: PROGRAM GOAL

- Head Start management staff will recruit, train, and monitor program staffing to ensure the highest quality of program that presents a 'World Class' learning environment for children, parents and staff.

SMART Goals

S Specific

M Measurable

A **Achievable/Attainable**

R **Results-focused**

T Timely

- Children will increase their knowledge of, and ability to engage in, healthy social relationships while interacting with peers, adults, family and community; they will develop and display an ever-expanding sense of self confidence, ability to regulate their emotions, and pride in who they are as Native.

SMART Goals

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EXAMPLE: PARENT GOAL

- Families and children will comprehend and use increasingly complex and varied vocabularies in their home language and English to strengthen cultural knowledge and communication skills in an effort to prepare for children's success in kindergarten and life beyond.

SMART Goals

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OTHER GOAL POSSIBILITIES

- Financial

- Buildings

- Children's enhanced environments

- Full parent engagement

- Community collaborations

- Transportation services

- Management Systems

HOW OFTEN DO YOU NEED TO LOOK AT GOALS?

- Frequently at first; wean to twice a year

- Schedule as needed to check in with responsible staff and evaluate how the goal is progressing and/or how the staff are contributing to this goal.
    - Professional Development Goals – monthly?
    - Meal Reports – monthly?

These materials were developed for OHS/Region XI under Contract No. HHSP233201500016C by ICF International.

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PRACTICE WRITING GOALS

- Break into groups: Program, SR, PFCE depending on the goal you would like to practice writing.

- Write a goal related to your program or role.

- Gather in groups of 4 people and review each person's goal for being S.M.A.R.T.

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RESOURCES

- Planning in Head Start Topic #4: Goals, Objectives, Outcomes, Progress, and Action Plans—Program Examples http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/docs/planning-topic-4.pdf

- Tracking Progress in Early Care and Education: Program, Staff, and Family Measurement Tools http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/tracking-progress-early-care-education-long-version.pdf

THANK YOU!

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