

# Good Goals and SMART Objectives

Karen Debrot, DrPH  
CDC-DASH  
NACCHO Webcast  
April 24, 2008

Disclaimer: The findings and conclusions in this report are those of the authors and do not necessarily represent the views of the Centers for Disease Control and Prevention.



SAFER • HEALTHIER • PEOPLE™



---

---

---

---

---

---

---

---

## Objectives

Participants will be able to:

- ◆ list 3 characteristics of a good goal
- ◆ explain what each letter in “SMART” stands for

---

---

---

---

---

---

---

---

## Good Goals

---

---

---

---

---

---

---

---

## Good Goals

- Are broad statements of program purpose that describe the expected long-term effects of a program
- Help establish the overall direction for and focus of a program, define the scope of what the program should achieve, and serve as the foundation for developing program objectives
- Describe overall mission or purpose of the program (morbidity or mortality)

---

---

---

---

---

---

---

---

## Good Goals - Characteristics

- Declarative statements
- Jargon-free
- Concise
- Easily understood
- Positive
- Framework to guide objectives

---

---

---

---

---

---

---

---

## Good Goals

- Strengthen HIV/AIDS/STI prevention education within the coordinated school health education programs.
  
- Increase the number of schools and districts that integrate effective school-based programs, strategies, and data to reduce priority health risks for school-based youth.

---

---

---

---

---

---

---

---

## Good Goals – Example 1

- Increase the number of LHDs that have HIV prevention curricula in place that are based on national and state standards, are medically accurate, and are appropriate for multiple grade levels
- Does this have the characteristics of good goals?
- Why or why not?

---

---

---

---

---

---

---

---

## Good Goals – Example 1

- Increase the number of schools that have HIV prevention curricula in place that are based on national and state standards, are medically accurate, and are appropriate for multiple grade levels

Not concise, contains jargon, not easily understood, and not a framework to guide objectives

**Improved:**

- Increase the number of local health departments providing HIV prevention education

---

---

---

---

---

---

---

---

## Good Goals – Example 2

- Decrease the number of local health departments without an anti-smoking policy based on regulation NP 247
- Does this have the characteristics of good goals?
- Why or why not?

---

---

---

---

---

---

---

---

## Good Goals – Example 2

- Decrease the number of local health departments without an anti-smoking policy based on regulation NP 247

Not a framework to guide objectives, contains jargon, not stated in positive terms

**Improved:**

- Increase the number of local health departments with healthy indoor and outdoor air quality

---

---

---

---

---

---

---

---

## Good Goals – Example 3

- Decrease the number of local health departments that do not have school HIV policies in place that address HIV/STI and unintended pregnancy prevention or policies regarding the use of standard precautions in controlling disease transmission

- Does this have the characteristics of good goals?

- Why or why not?

---

---

---

---

---

---

---

---

## Good Goals – Example 3

- Decrease the number of local health departments that do not have school HIV policies in place that address HIV/STI and unintended pregnancy prevention or policies regarding the use of standard precautions in controlling disease transmission

Not concise, not a framework to guide objectives, not stated in positive terms

**Improved:**

- Increase the number of local health departments with school HIV, STI and unintended pregnancy prevention policies

---

---

---

---

---

---

---

---

## Good Goals - Steps

There are two key steps to writing a good goal:

1. Specify a **health problem** (e.g. obesity, asthma, HIV/AIDS) or health risk behavior (e.g. inadequate physical activity, poor dietary habits, tobacco use).
2. Identify the **target population** that will be changed as a result of a successful project.

---

---

---

---

---

---

---

---

## Good Goals Exercise



---

---

---

---

---

---

---

---

## Good Goals Exercise

- Goal 1: Increase the number of Local Health Departments (LHDs) that do not have HIV/AIDS, STI, and unintended pregnancy policies that do not comply with current medical and scientific standards.
- Why is this not a Good Goal and how can you make it better?

---

---

---

---

---

---

---

---

## Good Goals Exercise

- Goal 2: Decrease by 50% the number of local health departments that can't provide HIV, STI, and unintended pregnancy curricula training to local school district staff.
- Why is this not a Good Goal and how can you make it better?

---

---

---

---

---

---

---

---

## SMART Objectives

---

---

---

---

---

---

---

---

## SMART Objectives

- Describes program results to be achieved and how they will be achieved
  - ◆ Specific
  - ◆ Measurable
  - ◆ Achievable
  - ◆ Realistic
  - ◆ Time-phased



---

---

---

---

---

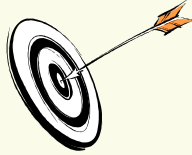
---

---

---

## Specific objectives

- **Who** is the target population?
- **What** will be accomplished?
- **Who** is doing **what** to **whom**?



---

---

---

---

---

---

---

---

## Measurable objectives

- How much change is expected?
- Sometimes qualitative objectives can be measured with a “yes” or “no”.



---

---

---

---

---

---

---

---

## Achievable objectives

- Can the objective be realistically accomplished?
- Know the resources and constraints of the program



---

---

---

---

---

---

---

---

## Realistic objectives

- Does the objective address the scope of the health program?
- Does the objective propose reasonable programmatic steps?



---

---

---

---

---

---

---

---

## Time-phased objectives

- Does the objective propose a timeline when the objective will be met?



---

---

---

---

---

---

---

---

## SMART Objectives Verbs

- When describing your programmatic activities
  - ◆ Use active, precise verbs such as: Apply, administer, conduct, complete, explain, increase, list, provide, reduce, review, submit, train, and write.
  - ◆ Avoid passive, vague verbs such as: Appreciate, be aware of, be involved in, create, devise, feel, know, realize, undergo, understand

---

---

---

---

---

---

---

---

## SMART Objectives Exercise



---

---

---

---

---

---

---

---

## SMART Objectives Exercise - Matching

- Specific
  - How much change is expected?
- Measurable
  - Does the objective propose a timeline when the objective will be met?
- Achievable
  - Can the objective be realistically accomplished?
- Realistic
  - Does the objective address the scope of the health program?
- Time-phased
  - Who is doing what to whom?

---

---

---

---

---

---

---

---

## SMART Objectives – Example 1

- **Goal:** Strengthen the capacity of constituents to support and implement promising school-based programs to reduce behaviors that place young people at risk for HIV, STI, and unintended pregnancy
- **Objective:** Project staff will identify and address the need of members to effectively implement school-based programs that address HIV, STI, and unintended pregnancy

---

---

---

---

---

---

---

---

## SMART Objective Example 1

- Project staff will identify and address the need of members to effectively implement school-based programs that address HIV, STI, and unintended pregnancy

- S?  
M?  
A?  
R?  
T?

---

---

---

---

---

---

---

---

## SMART Objective Example 1

- Project staff will identify and address the need of members to effectively implement school-based programs that address HIV, STI, and unintended pregnancy

Maybe ½SR

### Improved:

- By the end of the school year, project staff will have provided technical assistance to 75% of constituents who implement school-based programs addressing HIV, STI, and unintended pregnancy.

---

---

---

---

---

---

---

---

## SMART Objective Example 2

- **Goal:** Partner with and increase the capacity of youth-serving, minority constituents to provide culturally competent, science-based HIV prevention programs
- **Objective:** Provide youth-serving minority constituents with TA to build their capacity to develop and implement culturally competent, science-based HIV prevention programming for school-aged youth of color. These constituents will in turn reach at least 50,000 youth of color with culturally relevant information about HIV prevention.

---

---

---

---

---

---

---

---

## SMART Objective Example 2

- Provide youth-serving minority constituents with TA to build their capacity to develop and implement culturally competent, science-based HIV prevention programming for school-aged youth of color. These constituents will in turn reach at least 50,000 youth of color with culturally relevant information about HIV prevention.
- S?  
M?  
A?  
R?  
T?

---

---

---

---

---

---

---

---

## SMART Objective Example 2

- Provide youth-serving minority constituents with TA to build their capacity to develop and implement culturally competent, science-based HIV prevention programming for school-aged youth of color. These constituents will in turn reach at least 50,000 youth of color with culturally relevant information about HIV prevention.  
Maybe ½SAR
- Improved:**
- By the end of year 1, to provide at least 30 youth-serving minority constituents with TA to build their capacity to develop and implement culturally competent, science-based HIV prevention programming for school-aged youth of color.

---

---

---

---

---

---

---

---

## SMART Objective Example 3

- Program staff will develop HIV/STI and unintended pregnancy prevention resources
- S?  
M?  
A?  
R?  
T?

---

---

---

---

---

---

---

---

### SMART Objective Example 3

- Program staff will develop HIV/STI and unintended pregnancy prevention resources  
Maybe ½SAR

**Improved:**

- Program staff will develop 3 2-page handouts on HIV/STI and unintended pregnancy prevention for high school principals in the XYZ district by the end of FY 2007

---

---

---

---

---

---

---

---

### SMART Objectives Example 4

- By the end of the year, program staff will provide trainings on HIV prevention curricula
- S?  
M?  
A?  
R?  
T?

---

---

---

---

---

---

---

---

### SMART Objectives Example 4

- By the end of the year, program staff will provide trainings on HIV prevention curricula  
Maybe ½SART

**Improved:**

- By September 2008, program staff will
  - ◆ provide six trainings to district staff, local public health directors, cadre members, and health educators on 2 HIV prevention curricula
- OR
  - ◆ train 70% of district teachers on the approved HIV/AIDS/ STI curricula.

---

---

---

---

---

---

---

---

## SMART Objectives Exercise



---

---

---

---

---

---

---

---

### SMART Objectives Exercise 1 SMART-er

- Program staff will distribute materials on HIV, STD, and unintended pregnancy prevention.

- S?
- M?
- A?
- R?
- T?

---

---

---

---

---

---

---

---

### SMART Objectives Exercise 2 SMART-er

- By the end of the fiscal year, program staff will have updated the program's website.

- S?
- M?
- A?
- R?
- T?

---

---

---

---

---

---

---

---

### SMART Objectives Exercise 3 SMART-er

● By the end of 2008, necessary trainings to local health departments will have been completed.

- S?
- M?
- A?
- R?
- T?

---

---

---

---

---

---

---

---

### DASH Goals and Objectives Tools

<http://www.cdc.gov/healthyyouth/evaluation/resources.htm#4>

- Tutorials
  - ◆ Writing Good Goals and SMART Objectives
- Briefs
  - ◆ Brief 3 Goals and Objectives Checklist

---

---

---

---

---

---

---

---

### Take Home Messages

- Goals describe the overriding purpose of your program related to the target population.
- Objectives are achievements needed to obtain your program goals.

---

---

---

---

---

---

---

---

## Take Home Messages

- Goals and objectives are inseparable
  - ◆ Goals provide a framework for objectives
  - ◆ To reach your goals you need SMART objectives
  - ◆ Each goal may have one or more SMART objectives

---

---

---

---

---

---

---

---

## Next Steps

- Contact Cara Biddlecom at [cbiddlecom@naccho.org](mailto:cbiddlecom@naccho.org)
- We will be following up with you in a few weeks to see if you need help with goals or objectives
- Next web cast is May 8<sup>th</sup> at 1 pm EST and the topic will be Introduction to Logic Models: Mapping your Program

---

---

---

---

---

---

---

---

## Good Goals and SMART Objectives

Karen Debrot, DrPH  
CDC-DASH  
NACCHO Webcast  
April 24, 2008

Disclaimer: The findings and conclusions in this report are those of the authors and do not necessarily represent the views of the Centers for Disease Control and Prevention.



SAFER • HEALTHIER • PEOPLE™



---

---

---

---

---

---

---

---