National CHARTER SCHOOL RESOURCE CENTER

SMART Objectives Toolkit

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About the Toolkit

The *SMART Objectives Toolkit* is designed to help prospective and current Charter School Programs (CSP) grantees develop successful initiatives. The toolkit combines planning principles with CSP grant requirements to guide current and prospective grantees in developing objectives and performance measures that are Specific, Measurable, Achievable, Relevant, and Timebound (SMART). The example objectives used throughout the toolkit derive from all CSP grant programs, and not every example will be exactly applicable to every type of CSP grantee.

The toolkit is divided into three parts.
- Part 1 provides an overview of SMART objectives.
- Part 2 presents a protocol for developing SMART objectives.
- Part 3 provides a protocol for assessing current objectives and making them SMART.

Part 1: Overview of SMART Objectives

Goals and objectives are important tools for ensuring the success of a project. Although often used interchangeably, it's important to differentiate between the two in order to focus activities, track progress, and document success. For the purposes of this toolkit, goals are high-level statements about what will be achieved through the project. Objectives delineate the steps or strategies that will lead to fulfilling the goal. CSP grantees are guided by goals defined by each grant program (see Appendix A), which each grantee then translates to objectives and supporting performance measures specific to their respective projects and plans. Grantees report to CSP regularly on their objectives and performance measures.

Due to their importance in the success of a project, objectives and performance measures should be developed thoughtfully, deliberately, and collaboratively. Common mistakes that organizations make when setting objectives and performance measures include

- Being vague about what will be accomplished;
- Having no way to measure progress;
- Identifying too many objectives or attempting to address too many things within each objective;
- Setting objectives that are too easily achieved;
- Setting objectives that are too difficult to achieve;
- Allocating insufficient resources to achieve goals and objectives;
- Including objectives that are irrelevant to the project's purpose;
- Underestimating the amount of time required to achieve goals and objectives; and
- Developing objectives independently without broad stakeholder input and agreement, resulting in project objectives that may not align with organizational goals.

Noting that most managers didn't know how to write goals and objectives, management consultant George T. Doran (1981) suggested the acronym SMART as a mnemonic device for developing

> **Goal**
> A broad and future-oriented statement about a desired project outcome. It is the foundation for project objectives. The CSP defines goals for each grant program (See Appendix A).
>
> **Objective**
> A step or strategy to be used to accomplish project outcomes that details the who, what, where, and when of how goals will be achieved. Multiple objectives are typically needed to achieve a goal.

objectives. Originally representing Specific, Measurable, Assignable, Realistic, and Time-related, the acronym has been adapted by a number of authors. For the CSP, SMART represents Specific, Measurable, Achievable, Relevant, and Timebound – see Figure 1.

CSP grantees should think about each objective and its supporting performance measures as a single unit, which should adhere to SMART criteria. A single sentence objective or performance measure may not be SMART on its own. However, when an objective is appropriately aligned with performance measures that articulate exactly how each objective will be measured or judged successful, these performance measures and their objective evaluated as a whole should follow SMART criteria.

For each SMART element detailed below, two example objectives are provided – one of which **does not** meet SMART criteria and one of which **does** meet SMART criteria. Each example provided in this toolkit includes one objective and two supporting performance measures. Note that your objectives may have a different number of supporting performance measures to accurately represent your objective and to meet CSP requirements. These examples are designed to illustrate SMART criteria **only** and are not necessarily demonstrative of exemplary quality overall. Examples were inspired by objectives from across current CSP programs, and specific examples will not be applicable to all CSP types or in all project contexts. We encourage readers to use this tool as a guide for considering how SMART criteria can be incorporated into the objectives and performance measures that are best suited for their individual projects and CSP programs.

Figure 1. SMART Objectives

S	**Specific**	Objectives are clearly and concisely stated, reducing the potential for misunderstanding or misinterpretation.
M	**Measurable**	Objectives are measurable using valid and reliable data that are readily available and can be tracked at least annually.
A	**Achievable**	Objectives are achievable and ambitious, reflecting an understanding of organizational capabilities and environments.
R	**Relevant**	Objectives align with project goals and performance measures and reflect the mission and values of the CSP and grantee.
T	**Timebound**	Objectives occur within a timeframe or by a target date for achieving the outcomes for long-term goals and short-term objectives.

Specific

Effective objectives target a specific issue (Doran, 1981) and are stated in precise, declarative sentences so that there's no confusion about what will be accomplished. Consider the following questions when developing objectives:

- What will be accomplished?
- Who is the target audience?
- Who will be involved in accomplishing the objective?

Example[1]:

Vague Objective and Performance Measures
Objective: Create a positive environment in all schools.
Performance Measure 1: Attract and retain high-quality educators.
Performance Measure 2: Maintain a safe and supportive environment for students.

Specific Objective and Performance Measures
Objective: Create and sustain a supportive learning environment in each grant-funded school opened during the grant performance period.
Performance Measure 1: The number of grant-funded schools that demonstrate at least 75% teacher retention will increase each year of the grant performance period.
Performance Measure 2: The average rate of chronic absenteeism across all grant-funded schools will be two or more percentage points lower than the local district average rate each year of the grant performance period.

Measurable

SMART objectives are measurable in that available data can be used to demonstrate progress toward achieving the desired outcome. While drafting objectives, consider exactly what the objectives and performance measures are trying to demonstrate, and what data already exist that can be used to measure progress from year-to-year. Are you confident that relevant, accurate, and usable data will become available in the timeframe necessary to demonstrate progress throughout the project?

Once an objective has been determined to be measurable, identify the data source, baseline data, and annual performance targets that will be used to demonstrate progress via performance measures. Avoid measures that cannot be reported until the project is completed because there will be no way to document yearly progress. Ensure that each objective includes at least one performance measure that can be measured annually.

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[1] As mentioned earlier in this toolkit, examples were inspired by objectives from across current CSP programs, and specific examples will not be applicable to all CSP types or in all project contexts.

Some questions to consider:
- What concepts are the objective and related performance measures trying to measure?
- Can progress on this objective and related performance measures be quantified?
- What data are needed to accurately demonstrate progress toward achieving the objective and related performance measures?
- Are the data readily available on an annual basis at minimum?[2]
- Does the project have a plan and the resources for collecting the necessary data for this objective and related performance measures?

Example:

Unmeasurable Objective and Performance Measures
Objective: The grantee will promote dissemination of best practices and lessons learned.
Performance Measure 1: Charter schools will share information with other schools.
Performance Measure 2: Best practices in instruction will be adopted widely.

Measurable Objective and Performance Measures
Objective: The grantee will promote dissemination of best practices and lessons learned.
Performance Measure 1: Ten charter schools will share evidence of best practices and lessons learned with other schools by presenting at one or more CMO-wide professional development events each year.
Performance Measure 2: By the end of the grant period, at least two inter-region technical assistance partnerships will be created.

Achievable

Objectives should be achievable and also ambitious. On one hand, selecting an objective that is unrealistically high will discourage people from giving a full effort. On the other, an unambitious goal does not inspire, nor facilitate, change. Although some believe that people want less ambitious objectives, research suggests that challenging objectives are viewed more positively, and often seen as being more achievable, than less ambitious objectives (Chattopadhya, Stamatoglannakis, & Chakravarti, 2018).

Consider these questions in developing objectives that are achievable and ambitious:
- Given the baseline data and environment (e.g., policy, state of knowledge, market conditions), are the goals and objectives realistically attainable?
- What performance measures will be used to benchmark progress toward achieving the objective?

Ambitious
Promoting continued, meaningful improvement for program participants or for other individuals or entities affected by the grant or representing a significant advancement in the field of education research, practices, or methodologies. When used to describe a performance target, whether a performance target is ambitious depends upon the context of the relative performance measure and the baseline for that measure (34 CFR 77.1).

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[2] At least one data point under each objective must be measurable on at least an annual basis in order to ensure substantial progress can be assessed.

- Are the specific values identified for each benchmark achievable and ambitious?
- Are the resources required to achieve the goals and objectives available?
- Is there adequate staffing to accomplish goals and objectives?

Example:

Unachievable/Unambitious Objective and Performance Measures
Objective: Improve student achievement outcomes for students historically marginalized or at the greatest risk of not meeting state standards.
Performance Measure 1: Within the first academic year, increase percentage of students receiving free- and reduced-price lunch achieving proficiency in math from 30% (baseline) to 100% as measured by state assessments.
Performance Measure 2: By the end of the grant, at least 20% of new charter schools will achieve the state standards for graduation rates.

Achievable and Ambitious Objective and Performance Measures
Objective: Improve student achievement outcomes for students historically marginalized or at the greatest risk of not meeting state standards.
Performance Measure 1: Each year, increase the percentage of students receiving free- and reduced-price lunch in CSP funded schools that achieve proficiency in math by 5%, as measured by state assessments (baseline = 30%).
Performance Measure 2: By the end of the grant, at least 75% of new charter high schools opened under this grant will achieve or exceed the state standards for graduation rate.

Relevant

Some objectives are more important to the success of a project than others. Goals and objectives should reflect CSP goals as well as those of the grantee. Grantees should reference their project logic models to ensure objectives are relevant to CSP's goals, the grantee's project objectives, and the project's overall theory of action. Successful CSP applications have focused on outcomes such as, but not limited to

- An increased number of charter schools,
- Improved student outcomes as measured by standardized tests,
- A reduction in the achievement gap for students receiving free and reduced priced lunch,
- A strengthened charter school authorization process, and
- Increased access of charter schools to appropriate school facilities.

Some questions to consider in writing relevant goals and objectives include:

- Are the goals and objectives aligned with the CSP program goals?
- Are the grant objectives aligned to the grant project's logic model?

> **Logic Model**
> A framework that identifies key project components of the proposed project (i.e., the active "ingredients" that are hypothesized to be critical to achieving the relevant outcomes) and describes the theoretical and operational relationships among the key project components and relevant outcomes. Also known as a theory of action. (34 CFR 77.1)

- Do your objectives and measures align with your entity's stated vision for your school(s) and students?

Example:

Irrelevant Objective and Performance Measures
Objective: Strengthen and support the state's literacy initiative.
Performance Measures 1: Charter school students in the state achieving proficient or above on state assessments will increase at 2% each year of the grant period (baseline 60%).
Performance Measures 2: All teachers in charter schools receiving CSP funds serving Grades K-3 will be certified in English language arts by the end of the grant period.

Relevant Objective and Performance Measures
Objective: Increase the number of available seats in high-quality charter schools by 5,000 by the end of the grant performance period, especially for students of historically marginalized populations or those at-risk of not meeting state standards.
Performance Measures 1: At least 1,000 new seats in high-quality charter schools will be added during each year of the grant performance period through new school opening, replication of high-quality charter schools, or expansion of high-quality charter schools.
Performance Measures 2: Each year, across all new charter schools, the percentage of the student population with disabilities will be within 5% of the state's percentage of students with disabilities.

Timebound

Objectives are more likely to be accomplished if a realistic deadline is established. Without a deadline, a sense of urgency and momentum is absent, and there is no predetermined point to determine completion.

Some questions to consider:
- When will activities related to the objectives begin and end?
- Is there a sufficient amount of time available to achieve the objectives?
- Is the timeframe for accomplishing the objectives too long, rendering them unambitious?

Example:

Unlimited Time Objective and Performance Measures
Objective: 5,000 new seats in high-quality charter schools will be created.
Performance Measures 1: New charter schools will open during each year of the grant.
Performance Measures 2: New charter schools will open in rural areas.

Timebound Objective and Performance Measures
Objective: 5,000 new seats in high-quality charter schools will be created by the end of the grant period.
Performance Measure 1: At least 1,000 new seats in high-quality charter schools will become available each year of the grant performance period.
Performance Measure 2: At least one rural region will have new seats added in each year of the grant performance period.

Part 2: Protocol for Developing SMART Objectives

The purpose of the *Protocol for Developing SMART Objectives* is to help prospective CSP grantees create objectives that will lead to successful implementation and completion of their project. Current grantees may want to review this section before skipping to *Part 3: Making Objectives SMART Protocol*, which is a tool for assessing if existing objectives align with the SMART criteria and editing those that are not aligned.

Below is a seven-step process for creating SMART objectives.

1. **Begin by determining if the grant's proposed logic model aligns with CSP program goals and the project objectives.** The CSP defines goals for each grant program (see Appendix A). The logic model should clearly demonstrate what critical grant components will lead to the desired project goals. These key grant components will be articulated as objectives.

2. **Identify Objectives:** Once your project goals are aligned with your logic model, draft several objectives for each goal that explain how the goal will be achieved over the course of the grant. These draft objectives should be specific, measurable, achievable, relevant, and timebound.

   The examples below are SMART objectives that have been adapted from successful applications including, but not limited to:
   - To increase the number of high-quality charter schools from 13 to 42 by the end of the project;
   - To increase the number of students enrolled in high-quality charter schools by a total of 6,000 students by the end of the grant; and
   - To maintain or increase the percentage of charter school students who receive special education services (baseline 14.5%).

3. **Identify Metrics.** Identify the measures that will be used to demonstrate progress toward achieving the objectives. Performance measures should use data readily available to the project. The grantee must be able to report on at least one performance measure under each objective annually to demonstrate substantial progress. Performance measures that have been included in previous CSP applications include, but are not limited to, the following types of data:
   - The at-risk student graduation rate;
   - The number of subgrants awarded;
   - The percentage of subgrantees participating in a technical assistance program during the startup years;
   - The number of authorizer training and evaluation sessions conducted each year; and
   - The percentage of highly effective teachers retained.

4. **Provide a Baseline Measure.** Present a baseline measure that will serve as the project's starting point to measure success (Center for Community and Development, 2018). If no baseline data exist, provide an explanation of why it was not included in the narrative or as a footnote. It may be possible to use the first year of data collected during a grant period as baseline data in some circumstances.

Examples of baseline measures from successful proposals include, but are not limited to:

- The number of students currently (or historically) enrolled in charter schools in the state or community;
- The percentage of schools meeting or exceeding authorizer academic performance framework standards for the previous year; and
- The number of schools successfully renewed for new charter school contracts in the most recent round of renewals.

5. **Identify Performance Targets.** Present performance targets for each year of the project that will be used to track progress. Given that it takes time to ramp up an initiative, projects may want to set lower performance targets and benchmarks in the first year and build toward higher targets subsequently. Conversely, objectives aimed at building a solid foundation from which to build future success may warrant higher performance targets initially that taper off toward project completion. Objectives related to start-up (e.g., adding staff) may only be in effect for the first year of the project. Provide a brief explanation for variations in performance target levels if it's not obvious why they were selected.

See Figure 2 for examples of specific performance targets.

6. **Put It All Together**. Trying to incorporate all five SMART criteria into an objective can easily result in long sentences that fail to effectively convey what will be accomplished. A strategy for presenting precise, clear, and concise objectives is to incorporate an objective statement into a table that combines the information from Steps 1 through 5. The advantage of using a table to present SMART objectives is that readers can easily identify each criterion rather than having to sort through a long narrative. Figure 2 presents an example of a table for communicating SMART objectives.

Figure 2. Sample Table for Presenting SMART Objectives

Objective: Increase the number of high-quality charter schools from 15 to 40 by the end of the project.

Performance Measure	Baseline	Performance Targets
Increase the number of high-quality charter schools opened during each year of the grant performance period by at least five.	15 schools	School year (SY) 2020-21 = 20 SY 2021-22 = 25 SY 2022-23 = 30 SY 2023-24 = 35 SY 2024-25 = 40

Objective: Increase the number of students enrolled in high-quality charter schools by a total of 6,000 students by the end of budget period five.

Performance Measure	Baseline	Performance Targets
Increase the number of students enrolled in high-quality charter schools by at least 1,000 during each year of the grant performance period.	3,500 students	SY 2020-21 = 4,500 SY 2021-22 = 5,800 SY 2022-23 = 7,000 SY 2023-24 = 8,500 SY 2024-25 = 9,500

Objective: Maintain or increase the percentage of students attending charter schools who receive special education services.

Performance Measure	Baseline	Performance Targets
The percentage of students receiving Individuals with Disabilities Act (IDEA) services will be maintained or increased each year of the grant performance period.	SY 2019-20 = 14.5% (baseline)	SY 2020-21 = ≥ 14.5% SY 2021-22 = ≥ 14.5% SY 2022-23 = ≥ 14.5% SY 2023-24 = ≥ 14.5% SY 2024-25 = ≥ 14.5%

Objective: Retain 85% of highly effective teachers.

Performance Measure	Baseline	Performance Targets
The annual retention rate of highly effective teachers will increase by at least 5% each year of the grant performance period.	SY 2019-20 = 60% (baseline)	SY 2020-21 = 65% SY 2021-22 = 70% SY 2022-23 = 75% SY 2023-24 = 80% SY 2024-25 = 85%

7. **Incorporate the Objectives and Performance Measures into a Narrative About Activities.** Without narrative, the information in Figure 2 is not very useful. The narrative helps the writer and reader better understand the goals and objectives. Again, use clear, precise language that anyone can understand.

Example:

The grantee will increase the availability of high-quality charters schools in the state by:

- Increasing the number of high-quality charter schools from 15 in SY 2019-20 to 40 in SY 2024-25;
- Increasing the number of students enrolled in high-quality charter schools from 3,500 students in SY 2019-20 to 9,500 in SY 2024-25; and
- Increasing the retention rate of highly effective teachers from 60% in SY 2019-20 to 85% in SY 2024-25.

See Figure 2 for annual benchmarks.

Part 3: Making Objectives SMART Protocol

The *Making Objectives SMART* protocol helps users identify existing objectives that do not meet one or more of the SMART criteria and edit them so that they do. The protocol has three steps and is organized around the tool in Figure 3. Note that this tool allows you to consider each objective with its supporting performance measures as a single package and review for SMART criteria.

Figure 3. Making Objectives and Performance Measures SMART Tool

Original Objective and Performance Measures	Criteria	SMART Objective and Performance Measures
Objective 1:	☐ Specific ☐ Measurable ☐ Achievable ☐ Relevant ☐ Timebound	
Performance Measure 1a:	☐ Specific ☐ Measurable ☐ Achievable ☐ Relevant ☐ Timebound	
Performance Measure 1b:	☐ Specific ☐ Measurable ☐ Achievable ☐ Relevant ☐ Timebound	

Protocol

1. Enter the original objective and performance measures into the left column.

2. For each objective and performance measure, check the box for each SMART criterion that is addressed.

3. For each box that is not checked, revise the objective and/or performance measure to integrate those criteria. Note that current grantees generally should not change or remove objectives or performance measures from their original grant applications but may adjust existing performance measures to align them with SMART criteria. Any adjustments to existing performance measures are subject to Program Officer approval.

4. If needed, revise the objectives and performance measures to better align with SMART criteria, with permission and without changing or lowering the definition of success.

> Generally, a grantee may not change or remove performance measures from its original application but may request permission from CSP to clarify measures to make them SMART.

Figure 4 presents an example of a completed protocol. It is followed by an explanation for the edits.

Figure 4. Sample Making Objectives and Performance Measures SMART Tool

Original or Draft Objective and Performance Measures	Criteria	SMART Objective and Performance Measures
Objective 1: To create a positive environment in all schools.	☐ Specific ☐ Measurable ☒ Achievable ☒ Relevant ☐ Timebound	Create and sustain a supportive learning environment in each grant-funded school opened during the grant performance period.
Performance Measure 1a: Attract and retain high-quality educators.	☐ Specific ☐ Measurable ☒ Achievable ☒ Relevant ☐ Timebound	The number of grant-funded schools that demonstrate at least 75% teacher retention will increase each year of the grant performance period.
Performance Measure 1b: Maintain a safe and supportive environment for students.	☐ Specific ☐ Measurable ☒ Achievable ☒ Relevant ☐ Timebound	The average rate of chronic absenteeism across all grant-funded schools in the network will be two or more percentage points lower than the local district average rate each year of the grant performance period.

Original or Draft Objective 1

The original draft of Objective 1 does not meet the Specific, Measurable, and Timebound criteria because it uses vague language to describe the outcome (Specific), does not include quantifiable elements (Measurable), and does not specify timing (Timebound).

Original or Draft Performance Measure 1a

Performance Measure 1a doesn't meet the Specific, Measurable, and Timebound criteria because it does not specify where this action will take place (Specific), a quantifiable goal (Measurable), and when or with what frequency relevant data will be collected (Timebound).

Original or Draft Performance Measure 1b

Performance Measure 1b doesn't meet the Specific, Measurable, or Timebound criterion because it does not provide a specific measure for its goals (Specific and Measurable) and does not state when or with what frequency the data would be collected (Timebound).

SMART Objective and Performance Measure

The revised SMART objective and performance measures add the elements of Specific, Measurable, and Timebound:

- A positive environment is defined in more detail (Objective 1: "a supportive learning environment") and includes multiple specific elements (Performance Measure 1: high teacher retention; Performance Measure 1b: low chronic absenteeism). These additions meet the qualifications for **Specific**.

- Measures are relevant to the objective and able to be measured against a specific quantifiable target (Performance Measures 1a: 75% teacher retention; Performance Measure 1b: annual average rate of chronic absenteeism). These additional details make the objective **Measurable**.
- The frequency with which data will be collected and reported and the confines of the grant performance period are specified (Performance Measures 1a and 1b: "each year of the grant performance period"). Therefore, the objective is now **Timebound**.

Appendix A: CSP Grant Goals

CSP Grants	Goal	Source	Source 2 (the applicant information and eligibility page for each grant)
Expanding Opportunities Through Quality Charter School Programs (CSP) Grants to State Entities (SE)	This is a competitive grant program that enables State entities to award subgrants to eligible applicants in their State to open and prepare for the operation of new charter schools and to replicate and/or expand high-quality charter schools. The SE grant funds are also used to provide technical assistance to authorized public chartering agencies to improve authorizing quality, including developing capacity for, and conducting, fiscal oversight and auditing of charter schools.	Charter School Programs State Educational Agencies (SEA)	Applicant Info and Eligibility
Charter School Programs Grants for Replication and Expansion of High-Quality Charter Schools (CMO)	To support charter schools that serve early childhood, elementary school, or secondary school students by providing grant funds to eligible applicants for the replication and expansion of high-quality charter schools. Grant funds may be used to expand the enrollment of one or more existing high-quality charter schools, or to replicate one or more new charter schools that are based on an existing, high-quality charter school model.	Federal Register, Vol. 84, No. 228, Tuesday, November 26, 2019, Notices	Applicant Information and Eligibility
Credit Enhancement for Charter School Facilities Program (CE)	To award grants to eligible entities that demonstrate innovative methods of helping charter schools address the cost of acquiring, constructing, and renovating facilities by enhancing the availability of loans and bond financing. This program provides grants to eligible entities to permit them to enhance the credit of charter schools so the charter schools can access private-sector and other non-Federal capital in order to acquire, construct, and renovate facilities at a reasonable cost.	Credit Enhancement For Charter School Facilities Program	Applicant Info and Eligibility
Expanding Opportunity Through Quality Charter School Programs (CSP)-State Charter School Facilities Incentive Grants Program	Provides competitive grants to help states establish and enhance or administer "per-pupil facilities aid" for charter schools. The Federal funds are used to match programs funded with nonfederal dollars that make payments, on a per-pupil basis, to provide charter schools with facilities financing. The program is intended to encourage states to share in the costs associated with charter schools facilities funding. As a result, states pay an increasing share of the cost of the program. *Under this grant, the maximum Federal share of facilities funds decreases each year (from 90% in the first year to 20% in year five) and phases out entirely after five years. (could eliminate last sentence if you want)*	Applications for New Awards; Expanding Opportunity Through Quality Charter Schools Program (CSP)-State Charter School Facilities Incentive Grants Program	
Charter School Programs Developer Grants for the Opening of New Charter Schools and for the Replication and Expansion of High-Quality Charter Schools	To support charter schools that serve early childhood, elementary school, or secondary school students by providing grant funds to eligible applicants for the opening of new charter schools and for the replication and expansion of high-quality charter schools.	Proposed Priorities, Requirements, Definitions, and Selection Criteria-Expanding Opportunity Through Quality Charter Schools Program; Grants to Charter School Developers for the Opening of New Charter Schools and for the Replication and Expansion of High-Quality Charter Schools	Applicant Info and Eligibility
Expanding Opportunity Through Quality Charter School Programs (CSP)–National Dissemination Grants	To support efforts of the charter school sector and increase the number of high-quality charter schools available to our Nation's students by disseminating best practices regarding charter schools. Specifically, eligible applicants must propose to disseminate best practices for strengthening charter school authorizing and oversight or for improving charter school access to facilities and facility financing. Projects should be designed to help increase educational choice for students with disabilities, English learners, and other traditionally underserved student groups.	Applications for New Awards; Expanding Opportunity Through Quality Charter Schools Program (CSP)-National Dissemination Grants	Application Info and Eligibility

For Further Reading

The following resources have information that will be helpful in developing SMART goals and objectives for Charter School Programs grants.

[Creating Objectives (n.d.)](#)
Center for Community Health and Development, Chapter 8, Section 3, Community Tool Box, University of Kansas
This section of the Community Tool Box provides information on developing SMART objectives.

[Develop SMART Objectives (n.d.)](#)
Communities of Practice Resource Kit, Public Health Professionals Gateway, Centers for Disease Control and Prevention, U.S. Department of Health & Human services.
The Communities of Practice Resource Kit section on developing SMART objectives includes the following templates:

- SWOT Analysis Tool
- SMART Objectives Template
- Evaluation Interview Template
- Innovation Tracking Tool

[The Essential Guide to Writing S.M.A.R.T. Goals (January 9, 2019)](#)
Kate Eby, Smartsheet
This article provides tips and examples on developing SMART objectives and includes a downloadable template.

[National Charter School Resource Center](#)
NCSRC is dedicated to helping charter schools reach their aspirations and furthering understanding of charter schools. To meet those goals, NCSRC offers a diverse selection of objective resources on every aspect of the charter school sector.

[New State Entity Grantee Toolkit](#)
This toolkit provides informal guidance on issues that cover both Charter School Programs (CSP), State Educational Agency (SEA), and State Entity (SE) grants.

[U.S. Department of Education Charter School Programs Awarded Grant Applications & Reviewer Comments](#)
Access applications and reviewer comments of CSP funded projects.

[Writing Goals and Objectives: A Guide for Grantees of the Smaller Learning Communities Program (June 2010)](#)
William Bryan & Joseph DiMartino, Center for Secondary School Redesign, Smaller Learning Communities, Office of Elementary and Secondary Education, U.S. Department of Education.
This guide includes tools to facilitate the development of program objectives in the context of ED's Small Learning Communities program.

[Writing SMART Objectives (August 2018)](#)
Evaluation Research Team, Adolescent and School Health, Centers for Disease Control, U.S. Department of Health & Human Services.
This brief provides an overview of how to write objectives relevant to adolescent and school health that meet the SMART criteria and includes a SMART objective examples and a checklist.

References

Center for Community Health and Development (2018). Section 3. Creating objectives. *Community Tool Box.* Lawrence, KS: University of Kansas. Retrieved from https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/create-objectives/main

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Doran, G. T. (1981). There's a S.M.A.R.T. way to write management's goals and objectives. *AMA Forum, 70*(11), 35-36.