MICHAEL HENDRICKS: Hi and welcome back.

I want to remind you this is a series of training modules being brought to you by the IL-NET, a program of Independent Living Research Utilization and in partnership with the National Council on Independent Living and the Association of Programs for Rural Independent Living.

As you know we're talking about developing an outcome focused SPIL, three easy steps, and this is Module 3.

I am Mike Hendricks.

Happy to be with you today.

Let's look quickly at a review of Module 2.

It may have been a while before we talked about that.

Let's just remind ourselves what that was all about, and if you'll remember and I hope you still have the product, you actually created a logic model or part of a logic model.

Certainly the different outcomes, so this is not yours.

This is the Nevona one that we looked at.

It's got the mission at the top.

It has the goals below that, meaning these are the goals that need to be achieved before the mission can be achieved.

And then you see there below the second goal it's got four of the objectives that have to be achieved before that goal can be achieved.

I'm hoping I think I can count that you did a very thorough conscientious job on your logic model, and yours looks something like this, obviously with different content.

So now we're down to the second of the three easy steps.

This is where we talk about turning the generalities into specifics.

That first step is really, really important.

Deciding what you want to achieve.

And as we talked about before, that partial logic model will help you so so much in so many different ways.

I think we listed seven different ways but it's not enough.

It's not sufficient for your SPIL planning.

You've got to take this next step which is turning generalities into specifics.

And specifically we'll be asking you to think about four different things:

Measurable indicators, geographic scope, target performance level after three years and target progress between now and year three.

I'm going to be very honest with you and say that that first one, the measurable indicators, is going to be a lot of what we're going to be working on in this module and you might find it a little tough going at first.

Being very frank there.

Don't worry.

We've got lots of examples to walk through.

By the time this module is over you're going to understand it so well I'm confident, but just recognize at first some of it may seem a little strange to you.

You might not see exactly what the point is.

We will get there.

But I would say it's very important so if you want to get an extra coffee or do something so you can focus yourself.

This measurable indicators is important.

So why do we, though, need to do this whole thing?

Why do we need to turn generalities into specifics?

And it's simply because, as I've said before, objectives absolutely are the core of your SPIL.

But often they're just too general to plan for in detail.

If you're going to plan what you're going to do over the next three years you have to have something more specific than simply those words in those boxes at the objective level.

So for instance, one of Nevona's objectives as we just saw is those network members in need receive help to enhance their capabilities.

Great objective.

Probably apparently very important in Nevona.

But what exactly does this mean to be in need and receiving help to enhance their capabilities?

This is where we take something that general, because you'll admit that's kind of general, right, and we make it much more specific.

And what we've developed for you and you have this worksheet in your handouts in front of you, I hope you have it right in front of you.

We call it a SPIL planning table and this is the part of the table that deals with specifics.

This is a great way to flush out precisely what you want to achieve.

Here it is.

Here's exactly the same thing and you'll see what it's got on the left is room for the objectives so depending on how many objectives you have for your SPIL, those would be listed one per row going down the left-hand side there.

And then measurable indicator, geographic scope, target performance level for year three, and target progress between now and year three.

So you simply fill out each of those boxes for each of the objectives so it's a pretty straightforward concept but a very useful one too.

So let's look at an example here, if we can.

So you remember our sample IL objective.

It was going to be those network members in need receive help to enhance their capabilities.

Well, you just simply put that objective in that first column just like you see here.

Just put it right there under specific objective.

That's a very simple thing to do.

And then you start filling in – let me back up one second.

Then you start filling in the rest of the boxes.

You can see the next box is in fact the measurable indicator.

Well, what is a measurable indicator?

It's a vital step.

As I've said, it can be hard at first.

And essentially what we're trying to do is to ask ourselves what more specific, what very specifically in fact do we mean by the objective?

Yes, we've got the objective worded.

Yes, we've got it in a box.

But specifically what do we mean by that?

For instance, it can really help if you ask yourself what information will tell us if we're being successful in achieving this objective?

That certainly would indicate your success.

That's why it's called an indicator.

Another way to think about it because different people think about it in subtly different ways, another way to think about it, how could we know how fully this objective is being achieved?

What would tell us if this objective is being achieved or not?

Or I'm kind of a science fiction nerd to be honest with you.

So here's one that I like.

If we have two parallel universes and if we succeed on this objective in one of those universes but we do nothing, we achieve nothing in the other parallel universe, how would the two universes be different?

What would we see in the successful universe that we wouldn't see in the unsuccessful universe?

Whichever of those is most helpful to you to think about.

Those are things you can ask yourself.

Now, here is a key quote that won't make sense to you right now.

I'm being honest with you.

When we come back to it - it will make sense.

Stick this quote in your head if you can for right now.

Indicators define objectives.

Probably thinking what the heck does that mean?

Indicators define objectives.

You'll see.

But this is the point.

An objective is often just a nice concept.

For instance, for Nevona's it's receive help.

That's a very nice concept.

We want these network members in need to receive help.

But that's just a nice concept.

Until we define it more specifically.

So it's the indicator that defines what we mean by that.

And the trick is and can be the challenge too sometimes is that usually there are several different ways to define an objective.

I'll show you an example in just a second.

If there are several different ways to define an objective, which one is ours?

Which one do we want to use?

And that's your job.

Your job is to figure out which one you want to use.

What I suggest you do is to brainstorm several possible ones and then choose the one best suited for your situation.

So let's look in the example.

This is back to the non-IL program we talked about, remember earlier in Modules 1 and 2 with the overweight kids.

Let's pick this outcome -- sorry, this objective.

It is an outcome but it's an objective because it's the first level down here in the bottom where it says overweight kids have easy opportunities to exercise.

Okay.

That is an objective, right.

And that sounds at one level to be kind of specific enough.

They have easy opportunities to exercise.

But it's not specific enough because I would ask you what do we mean by that?

Well, let's consider some possibilities of what we might mean by that.

So here on the left-hand side you see we've got the objective.

They have easy opportunities to exercise.

And on the right-hand side we've got possible measurable indicators.

One possible indicator for that objective is the number and percent of those kids whose school offers them a physical exercise class, a PE class at least three days a week.

Think about it.

That's not bad.

Having a PE class three days a week certainly is an easy opportunity to exercise.

It certainly is one definition of having an easy opportunity to exercise, right?

That's good.

But we could look at that from a slightly different point of view.

So here's another possible indicator.

The number and percent of overweight kids who don't have a physical exercise class offered to them but something different.

These kids have a free or low cost recreation facility of some sort.

Could be a gym, playground, pool, outdoor course, whatever, within one mile of their home.

Well, let's think about it.

That is also a way to define having easy opportunities to exercise, right.

Because if you have that you can walk within a mile and you can go to this gym or pool or park or whatever.

That's an easy opportunity to exercise.

But it's very different from the first one, isn't it?

The first one was a PE class at least three days a week.

They both could define what we mean by having an easy opportunity to exercise.

Well, look, I can think of a fourth one, the number and percentage of overweight kids who have a functioning piece of aerobic exercise equipment in their home.

Hey, that's having an easy opportunity to exercise.

Maybe like a lot of us not use it, but if it's there it's an easy opportunity.

Notice the objective doesn't say they use it.

Doesn't say they do exercise.

It says they have easy opportunities to exercise.

And certainly having a functioning piece of equipment in the home would be an easy opportunity to exercise.

So we've got three possible ways to think about it.

Well, doggone it I can think of a fourth.

Look at this.

Number and percent of overweight kids whose parents are willing to let them walk briskly in the streets or the roads outside their home.

That's about as easy as it gets.

Walk out the door and go for a fast walk.

That's pretty easy.

Some parents would be willing to let them do that and some kids wouldn't.

So in a way this is really exciting because we have four possible different ways to define what we mean by having easy opportunity to exercise and you remember, what I said a minute ago.

Indicators define the objective.

So you see now where that fits in.

Each of these on the right-hand side defines what we mean on the left-hand side so the indicators define the objective.

But then the problem is we've got four.

And those are four very different things.

So you have to ask yourself what are we about?

Are we about encouraging schools to have PE classes?

Are we about encouraging the creation or making the availability of all sorts of gyms?

Are we about getting exercise equipment in the home?

Are we about convincing parents to let their kids walk in the streets?

Every single one of those is a good idea, in my opinion at least.

But I'm going to guess you're probably not going to do all four.

I'm going to guess your program probably focuses on one of them that you're going to then say that defines what we mean by having easy opportunities to exercise.

So you've got these four.

How do you pick which one is the one you care about?

Here's a nice little thing to keep in mind.

Choose the indicator that is smartest,

S-M-A-R-T,

Specific,

Measurable,

Achievable,

Relevant.

Timely

Relevant will be an important one for this example, and timely.

So let's look what we mean.

Specific, is it clear exactly what is being measured?

I think maybe in all four of those it was pretty clear.

Measurable.

Can the necessary information be gathered with an acceptable amount of effort and cost?

Notice the word acceptable.

Almost anything can be measured with unlimited resources.

But we don't have unlimited resources.

So one of the things you definitely want to think about when you're developing your indicators is the measurability within an acceptable amount of effort and cost.

Achievable.

Is the indicator somewhere between too easy to achieve and hopelessly out of reach?

If one of our indicators would have been the number of kids with whom Michael Phelps swims each morning, well, I think that would have been a little hopelessly out of reach.

That wasn't going to fly.

Relevant.

This is probably -- not to pun a pun but this is probably the most relevant one for this example we are talking about here.

Does the indicator capture the core essence of the desired outcome?

What are you about?

Are you about PE classes?

Are you about parks?

Are you about exercise equipment?

Are you about walking in the streets?

Which one is most relevant to what you're about?

In this case it might be pretty easy to choose.

You'll find other situations where the indicators are both pretty relevant.

Maybe one is more relevant than the other.

And then Timely.

Is the indicator likely to move enough during the designated time period to provide useful information?

If it's something like, oh, gosh, I'm having trouble thinking of one right now, but if it's something that's not going to change for eight years or isn't likely to change for eight years, what good is it for you to measure that for the next eight years?

It's not going to change.

You need to have something which will let you know if, in fact, you're making progress or not.

So let's go back and look at our four possibilities.

It seems to me that each of these is smart in different ways, and so when I look at them, I think they're all specific.

I think they're all pretty measurable.

I think they're all – what was the A, achievable.

I think they're all pretty achievable.

And I think they're all timely enough to see change.

So I come back to the R, relevant and I have to say for me it's going to depend on which of these is at the core essence of what I care about for this program.

And that's where I say that the indicators define the objectives.

So now let's take this over to an IL example.

Now that we've seen that for one objective there can be four different ways of defining it really, four different ways of defining it.

Let's take it over to our IL program we had.

So do you remember we had decided to focus in on this particular objective down here at the bottom.

So those network members in need receive help to enhance their capabilities.

So obviously the question here is what do we mean by receive help?

Well, what we do is the exact same thing we just did before.

We try to think of possible ways.

Here's one.

On the left you see I've got those network members in need receive help to enhance their capabilities.

And on the right the number and percent of network members officially designated as being in need, and I'm assuming that in Nevona there's some official designation of which groups are in need, that receive at least 10 hours of TA from a designated outside TA contractor -- look how specific this is being -- during at least eight out of the 12 months of the past fiscal year.

Wow, that's very specific.

Remember smart started with S, specific.

This one is nice and specific.

So it's of those network members designated as in need that an outside contractor works with them at least 10 hours for at least eight of the 12 months of the past fiscal year, not calendar, fiscal year.

Very specific.

That certainly can define what we mean by receive help.

Is that the only way we could define what we mean by receive help?

No.

There's another possible way of defining it, if you think about it.

Maybe we don't go outside to an outside TA contractor.

Maybe we say, you know, we can handle this internally because we've got some really successful organizations inside and they can help the ones that are officially designated as in need.

So here's a different definition.

Number and percent of network members officially designated as being in need.

That's the exact same as the first indicator.

But here's where it changes.

That experience at least one in-person or telephone consultation -- we're letting some leeway in here.

It could be in person or on telephone, with an assigned successful mentor organization so that means we need to figure out who're the successful mentors in the network during 8 of the 12 months of the past fiscal year.

So completely different, right?

Completely different.

Does the first one define receiving help?

Of course it does.

It defines it in a way that says it's going to come from an outside TA contractor.

Does the second one define receive help?

Absolutely.

But in a different way because it says this is going to come from inside our organization.

Is either one better than the other?

I don't know.

That's not for me to say.

Each might work.

Each might work really well.

But they are different.

That's the key thing.

They are different here.

Now, frankly, you might be able to think of a third possibility.

You might be able to think of a fourth possibility.

That's fine.

I think that the important thing up front is to think about it.

The problem is which one are you going to choose?

Well, let's go back to the smartest.

Specific, measurable, achievable, relevant, timely.

Okay.

Let's look at this together.

So each one is pretty dog gone specific, isn't it?

Measurable.

Can't see any problem there.

Achievable?

Probably.

Timely?

Yeah, I think so.

So again, we're back to the relevant.

Which indicator is the one that you want to use to define what you mean by the objective?

Well, I'm going to say it's just me.

You may, as your group sits, there, you may choose the other one.

For various reasons you're going to do this in-house.

So you're going to do this with the successful mentor organizations and let's stick with that example for a while.

And here, by the way are some indicators from actual SPILs so you can see how other people do indicators.

For instance, if the objective was people with disabilities having increased employment, then one measurable indicator of that would be the number and percent of PWDs and I mean to say there persons with disabilities.

We put PWDs here simply because it saves space, persons with disabilities, desiring to work who have at least halftime paid employment.

That's pretty specific.

Of those desiring to work, do they have at least, at least halftime paid employment?

Here's another one.

Formerly underserved populations are served.

And an indicator of that might be number and percent of persons with disabilities who are deaf/blind.

So a very specific group, PWDs who are deaf/blind who access services.

I'd ask you if that's as specific as we need it to be.

Who access services.

Well, what exactly -- yeah, see, I'm not so sure.

Contrast that with the first one up there who have at least halftime paid employment.

That feels more specific to me.

Who access services.

I'm not exactly sure what we have to look for there.

So that might be an example of an indicator that isn't quite specific enough perhaps.

And then look at our third actual objective.

IL network key partners collaborate.

And here the indicator is number and percent of veteran serving agencies, these are particular kinds of partners, veteran serving agencies in the state that collaborate with the IL network.

You know, and again not to be picky, but just to be thoughtful about it I'd ask if that's specific enough?

You can see some indicators and SPILs are quite nice.

And some haven't been specific enough in the past.

We always want to work to be more specific.

So that's the thought about the indicators.

You want to ask yourself how would we know if this outcome is being achieved?

We'll have more chance to work on this.

The second column though that we want to fill in is the geographic scope.

Again for each objective.

Objective by objective.

So for this particular objective you want to ask yourself are we trying to achieve this statewide?

Only in rural areas?

Some particular hotspots where we really need to be paying special attention?

No one can tell you that but you but it's an important thing to think about.

Then you want to set the year three performance target.

This is what an indicator should read in year three at the end of the three-year SPIL period.

So where you want to be in three years.

Now, how to do this.

This is not the easiest thing in the world.

I've been in research methodology for a long time.

And I can tell you for all of us this is a tough one sometimes.

So I'm going to be honest and say it's art and science.

But there are five possible sources of information you could draw upon to help you figure out what is a reasonable performance target in three years.

So the first one, of course, is your performance right now or what we might call the baseline.

If you're doing pretty well right now that will affect it.

If you're really just getting started that of course affects it.

So that's one.

The second one as you can see is your best predictions of progress.

Not your hopes.

Not your fantasies, but your own personal best predictions of progress knowing what you know.

A third one is what's happened in other states?

It's very possible that other states may have done something similar to what you're proposing to do here.

See how long it took them.

See what they were able to achieve in three years.

The fourth one is national standards.

It may be that for this particular objective, you really kind of have to be somewhere in three years or at least you're supposed to be at a certain level in three years.

If so you need to know that.

So find out if there are any national standards or even expectations, if you will.

And then the fifth one is experts in the field.

You know, there are people who make careers out of this whole field and you can say to them, what seems reasonable to you?

What seems reasonable to you to achieve within a three-year period?

The only caution I might make -- it's not actually a caution I guess, it's a favor.

The only favor I might ask would be to not lay yourself off the hook too easily.

You know, this is where you can game the system if you want to.

This is where you can set your performance target pretty low, and almost assuredly succeed at it.

And I would just ask you in your hearts what good does that do anybody?

What good does that do to the people you're serving especially?

So I think we all know lots and lots of examples of people achieving more than they thought they could.

So I wouldn't let yourself off the hook too easily.

Make your target to be one you really have to achieve to get to.

So one more thing then you have to put down to make it more specific to turn this generality into specifics is set targets for interim progress.

Just back up one second.

Yes, we need to show where we're going to be in three years.

But we don't want to wait three years to find out how we're doing.

That's not helpful for improving as we go along is it.

So no, we would like to set some targets for interim progress between now and year three.

So don't wait three years.

Monitor your progress as often as makes sense.

Probably at least annually on all of your objectives.

Some of your objectives you may want to look at every six months or every three months.

Entirely up to you.

And ask yourself what pattern of progress can you expect?

So you have these targets for interim progress between now and year three.

Do you expect that will be steady progress going up constantly starting from here and reaching up here?

There are things that happen that way.

Other things take a while to get started.

They kind of have to lay some infrastructure, get some things in place.

So they kind of gather steam for a while, and then they really take off.

And I think as we all know other things are opposite from that.

There's a lot of low hanging fruit.

A lot of good stuff happens right away.

It shoots up and then levels off.

Well, those are three very different patterns of progress, aren't they?

And the question for you is for this particular objective and especially for this particular indicator, remember that's what defines your objective.

For this particular indicator which one of those patterns am I expecting?

So it's that simple, and you set those for your targets for your interim progress.

So let's see how we would put it all together if we had made some decisions here.

Here's back to our table, our worksheet which you have too.

And we've got our objective in the left-hand side.

And remember I said that just for the purpose of this exercise I was going to say that the indicator that I thought was most relevant that captured the core essence was this notion of doing it in-house.

So the indicator is going to be those people who receive help from the successful mentor organizations.

All right.

Now, I'm just making the rest of this up, so see what you think, I'm going to say geographic scope is statewide, of course.

But only selected network members.

I think that makes sense given what we're talking about here.

Who knows where those members are around the state.

Whoever is in need, that's the ones we're going to focus on.

Target performance level for year three.

Let's look back at the indicator.

This is the number and percentage of those people who have been getting regular consultation with a successful organization and I'm going to say that it's perfectly appropriate to think that at the end of year three 80 percent of those network members will be getting that kind of consultation.

Why didn't I pick 100?

Either I'm a cynic or a realist or something thinking that a 100 is hard to get.

So I'm saying 80.

Maybe this is an example of letting myself off the hook too much.

Maybe I should have made it 90 or 95 or 100.

That's for you to decide.

For some reason I thought it should be 80 here.

So now I am going to ask myself, target progress between now and year three.

Well, I'm going to say that this is one that's going to have to have some startup.

Not too much but I'm going to say pretty right away we'll get 30 percent in.

After year one get 50 percent, and after year two, up to 70 percent so we'll work our way up to 80 but we're not going to be able to jump up to it right now.

Again, I may be wrong.

You may feel differently about that.

But that's what I'm going to suggest.

So this is exactly what we're going to suggest to you that you do is for each objective this is how

you can turn that general objective into some specifics that you can actually do something with.

Question is though, what happens if one indicator isn't enough?

Back on this one.

We've got one indicator.

We're very comfortable it captures what we need.

But what if one indicator isn't enough?

First of all, try not to have that happen.

Think small.

As few indicators as possible.

Now I'm not saying fewer than needed.

Don't get me wrong.

But I'm saying few as possible.

Sometimes one is enough, and if so, that's just terrific.

But what if one indicator doesn't quite capture everything you need to know and if that's the case you can either ignore that fact or you can recognize it, and add a second indicator.

I of course would strongly encourage you to add a second indicator because I want you to have the information that you and your partners need.

So use as many indicators as you need.

So in this case we had four.

Four completely different ways.

What if this program, this is for the overweight kids, what if they worked on PE classes.

And they worked on convincing parents to let their kids walk briskly in the streets.

Maybe that's kind of a two-pronged program they had.

If that's the case, will one indicator be sufficient?

No, of course not.

They have to have both of these indicators.

How do we show that?

Pretty straightforward.

We know how to show one indicator.

I'll go back.

We know how to show one indicator.

We just have one row for that -- I'm sorry, we know how to show one objective.

We have one row for that.

If we have two, simple, we just split that in half so we have two rows for that particular objective.

Remember the IL objective we had about receiving help for the network members in need?

And you remember I said that this second one down here, the in-house one, is the way we're going to go.

Maybe you're going to go both ways.

Maybe you're going to get some help from inside, and maybe you're going to have outside help.

If you do it inside, then everything will appear exactly as we just laid out because we've thought that through.

And if you decide you're going to have the outside TA contractor as well then you can see we've got both of them.

Then simply you do the exact same thing again.

So you put the indicator down there on this nice table showing exactly what it is.

And then again you have to think through the questions because the scope and the two performance levels are not necessarily going to be exactly the same for the second indicator as they were for the first indicator.

See what I mean here?

The scope I'm going to say is the same.

It's still the same in need groups that you're working with.

So I'll say that the geographic scope is still statewide but only selected network members, but I'm going to say just for the exercise here, that the target performance level at the end of year three is going to be a little different.

I'm saying 90 percent instead of 80 percent and I'm saying that partly because this is an outside contractor.

You know we can hold their feet to the fire a little bit on some stuff.

We have a little bit more leverage in some ways.

You might disagree but I'm going to say this, that we can do 90 percent.

And how about the target progress?

Notice on the first one.

It went 30, 50, 70, 80.

Kind of a steady progress, if you will, after a little time to get started.

Well, I'm going to say that the target progress on the second one is going to be different and for that same reason.

This is an outside contractor.

They're supposed to perform right away.

I'm going to say that right very soon 80 percent.

They should be working with 80 percent of these in need groups and then 90.

So it should zoom right up there and stay right up there.

So hopefully you see the point here is that these decisions as you go across are very dependent on what that indicator is and why is that?

Because that indicator defines what we mean by that specific objective and different definitions.

It will of course lead to different decisions.

This would be the way to do it if you found yourself in the situation where you needed to have two indicators.

Okay. Well, I've thrown a lot at you.

Now it's your turn.

In a second I'm going to ask you to stop this video and I'm going to ask you to take – do you remember the logic model that you worked on in Module 2?

It's either still on the wall or an easel or somewhere.

You've got that.

Remember what we asked you to do.

We asked you to put your mission, your -- all your goals under – only one of your goals, to lay out all of your objectives.

I'm going to hope whatever goal you choose I'm going to hope that there's at least two or three objectives.

There may be five or six, who knows.

Just choose two or three and that's because there are three rows on your worksheet here.

So choose two or three, and as in our examples write these two or three examples in column one.

So you put one objective here, a second objective here, and if you have a third objective put it there.

Very straightforward so far, and then for each of those objectives fill in these different boxes going across.

Measurable indicator or if you think more than one is needed just draw a line and put in two.

The geographic scope, the target performance level for year three, and the target progress between now and year three.

So I would suggest that you work together on this.

This would probably not be a good thing to work on individually because I think that the conversation about it is really, really important.

So I would work together on this if I were you until a product all of -- until you have a product that all of you are comfortable with, and then turn the video back on, and I'll show you some good ways to review the work you've done.

So turn the video off now, please, and do this assignment.

Thank you.

Okay.

Great welcome back.

I hope you had fun turning those generalities into specifics.

It leads to some interesting discussions, doesn't it?

I'll bet it did.

Especially the indicators part so I'm curious.

Let me make some suggestions.

Let's review your specifics and I'd ask you to do this as a group.

Let me make some suggestions how you might go about doing that if I could.

First of all, the indicators.

That little smart technique we talked about is pretty dog gone handy.

And you can create a little table like this to check your indicators one by one.

It's pretty important and again take my word for it because I've done it badly in the past.

It's pretty important to really isolate on each indicator at a time and think about it just by itself.

Otherwise there's just too much going on and you lose the picture of what's happening.

So if you can create something like this so that, for instance, up where it says number 1, number 2, and number 3, if you just write your indicator part up in there.

Write whatever your indicator is.

And then just ask yourself how specific is this?

How measurable is it?

How achievable?

How relevant?

How timely?

And you see this scale we suggest down at the bottom.

So it's a 1 to 5 scale.

1 meaning not at all.

Not at all specific,

not all measurable,

not at all timely.

And 5 being very.

Of course you want to be completely honest with yourself about this or else it's no use doing it.

So this is a very handy little table and I would suggest you'll have hopefully at least three indicators and maybe more so it won't take very much time to do these very specifically each one.

Now, the scope, the scope is interesting.

You probably have a really good sense for this.

So probably not too much needs to be said.

Do you need to achieve each objective over your entire state?

And remember, each objective will be different.

So there may be some objectives that you do have to achieve over the entire state and others you don't.

Just think about it.

Or do you mean to focus some efforts on certain areas, creating more transportation in rural areas or making existing transportation more accessible in urban areas say?

Are there geographic hotspots where certain objectives are especially relevant?

You know our example talked about the network members that were in need.

It's not exactly a geographic hotspot but certainly different parts around the state.

So what about the year three target and is it on target?

Is it ambitious but still possible?

We want that.

How did you set each target?

Did you extrapolate your progress from past years?

Did you see what other states have achieved?

Did you look at national standards?

Did you talk with experts in that field?

Ask yourself how carefully did we set this target?

Is there something more we might be able to do, and if so, would that change our target?

And how about the interim targets?

Do you know how you measure up on each objective right now?

Very important.

What's the baseline?

What's the starting point?

There may well be several of these indicators that you really don't know how they are measuring right now.

Some you would know.

Others you may not know at all.

Hard to know your interim targets if you don't know where you are right now.

So do you know that?

What's your theory about how progress will occur?

Remember we talked about this before you broke there.

Will progress be a steady, straight line?

Kind of like that?

Will there be a lot of progress at first and then less?

Or will there be very little progress at first, maybe laying the groundwork, and then more?

So you probably have in your mind a theory or notion about how that's going to develop.

Ask yourself very explicitly for each indicator how that is going to be.

And here we say will this pattern be exactly the same for each objective.

Not very likely so you need to think it through for each objective.

Do your interim targets reflect these different patterns, and I'm sure they will.

So now it's your turn one more time.

Stop the video in just a second.

As a group review your specifics.

Basically look back over your worksheet that you've developed as a group.

And ask yourself about the measurable indicators, the scope, and the year three target, and the interim targets and revise your specifics based on this review.

I find it very hard to think that you won't come up with some better thinking.

I know I always do whenever I think about it the second time around.

So I think you'll probably end up, maybe you'll need another copy of this, who knows.

Revise your specifics and then you'll have this SPIL planning table, the specifics part of it, you'll have it completely filled out for at least three objectives.

That's a very big accomplishment.

It really is.

And congratulate yourselves because you've now learned step 2 and that's a very important step.

So thank you and I hope you'll join us for Module number 4.