MICHAEL HENDRICKS: Hi and welcome back.

Thanks for joining us once again for this series of video training sessions.

I want to mention one more time this is a series brought to you by 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.

And the topic as it has been is developing an outcomes focused SPIL, three easy steps, and this is Module 4 of four.

So congratulations.

This is where we pull everything together at the end, and you'll see some very nice products that you yourself have created.

So I am Mike Hendricks.

I have the honor of being with you today and thanks for joining us.

Let's just do a quick review of Module 3, and you may remember Module 3 was when we talked about turning generalities into specifics.

And here's exactly what we did.

We used this table.

See if I can reach for it here.

It's a SPIL planning table specifics.

And you can see for each objective we decided what was going to be our measurable indicator.

We talked about how that actually defines then what we mean by

that objective and how important that is.

We then decided what geographic scope we were going to be working in, what our target performance level would be for year three, and also the target progress between now and year three.

So we did a lot of good work in the last module.

Thank you for it.

So now we're down to the last of our three easy steps and that's where we develop an action strategy to achieve each objective, and these are the different things we have to think about, the necessary activities, the lead organization, the key partners, the resources needed, the funding sources.

Well, why do we need an action strategy?

Because as it says here now you know exactly what you want to achieve, very specifically.

That step one of where you created your logic model and you saw how it all fit together.

And then step two, where you turned the generalities of those objectives into some very specific aspects, if you will.

Those are very clear and essential really for you to know exactly what you want to achieve.

But we haven't yet addressed the question of how.

How are you going to achieve each of those objectives?

That's obviously an important part of planning also, right?

So this is your action strategy and it has five parts.

And we're going to do much like what we did in Module 3.

We're going to use a table and it's called SPIL Planning Table Action Strategy.

You have this in your materials there.

I hope you each have a copy of this right now in front of you.

And there are five parts to it.

You can see here that we have the objectives, the necessary activities, the lead organization.

This would be the organization that is responsible for seeing that the necessary activities happen.

Not necessarily that they do them, but they be responsible for seeing that it happens.

The key partners, because quite often a lead organization isn't, in fact shouldn't, act entirely by itself.

And resources needed.

Generally money, things cost money, right, and then funding sources.

Where is that money going to come from?

So in this module you will, you and, not me, but you are going to complete this for some of your objectives.

And as you can see the very first column is the necessary activities.

So let's talk about that.

So obviously we have to do something to achieve each objective.

And it's what your total state IL program, remember we talked about that earlier?

It's not what your SILC.

It's not one part.

It's what the state IL program is going to actually do to achieve your objectives, and frankly I suggested that we use i-n-g words such as training, surveying, disseminating, whatever.

I think that's a helpful way to think about it.

And obviously since each objective will need something in order to make it happen there's going to be one or more activities for each objective.

And also I hope it's as obvious that these activities will be different for each different objective.

You don't do the same thing to achieve different objectives.

You have to do specific things for each objective.

And the way we put this on a logic model as I think you probably remember from maybe Modules 1 and 2 is that we display these activities right under each objective on your logic model.

So let's see how that would look.

So for instance, we've seen this earlier.

We saw this earlier.

And here are the objectives, the top three rows.

We've got the mission--I'm sorry, here are the outcomes.

We've got the mission, the goals, and then the objectives, right.

And then the dotted line.

And you remember that everything above the dotted line are outcomes.

Everything below the dotted line are activities.

So you've seen this before.

We simply decide what activities we need for each objective.

And we talked especially important is the difference between, I will go back one second, the difference between objectives and activities.

Because that dotted line matters.

There is a big difference.

You remember that the objectives are the changes we want to result.

And the activities are what's going to be done to achieve those desired changes.

That's an important thing to keep in mind.

So let's look in a little more detail now.

Let's go back to our example, you remember, with the overweight kids.

We've been talking about that throughout all of the different modules, and you remember the objective we were working with was the one that overweight kids have easy opportunities to exercise.

So as you can see here, we've been talking about it, you simply put the activities on the logic model directly below that objective.

So you put the activities that are going to have to be done by someone.

Don't want to say you do them, but are going to have to be done by someone to achieve that objective.

Seems straightforward, right.

Seems pretty easy, right.

But do you remember in the last Module 3, we learned that actually that objective, have easy opportunities to exercise, could be defined, you remember we talked about this, could be defined in four at least different ways depending on what indicator we chose?

So for instance, we could define it as having the physical ed class in school or something at some facility down the street or a functioning piece of aerobic equipment in the home or parents being willing to let them walk briskly.

If that's the case, if that objective can be defined in these four different ways -- I'll go back here.

Would you do the same activities to achieve all four of those?

To achieve progress on all four of those different indicators, if you would.

I don't think so.

I don't think any of us would say that's the case.

So let's just remember that this page here tells us something extremely important about activities.

Extremely important, and that's that obviously

the activities depend on the objective, of course.

But since an objective is really just a nice concept until you specify an indicator, remember the nice concept of having access to.

It's just a nice concept.

The activities really don't depend so much on the objective as on the indicator of that objective.

You'll see some examples in a second.

Hang on if you didn't quite catch it the first time around.

I'll say it again.

Your activities really depend on the indicator of that objective, right?

So let's look.

Now this, you have not seen a table like this before.

And we're going to take a second, actually more than a second and look at it because this is a really important table.

We all need to really understand the implications of this table because it's really important.

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

We all know what it is.

Kids have easy opportunities to exercise.

In the middle column we've got those four possible indicators.

Really as we say here there are four possible definitions of what we mean by that objective.

And the first one is physical exercise classes, the second one is free or low-cost recreation facilities, the third one is exercise equipment in their home, and the fourth one is to let them walk briskly in the street.

Now, the key part here or the new part, if you will, is the column on the right where it says possible activities necessary to achieve each objective/indicator.

So let's take that first indicator.

If what we care about, if how we define having easy opportunities to exercise is that these kids have PE class, then what are the kinds of activities someone is going to need to do?

Well, we say here possibly encouraging the school board to adopt PE into the curriculum.

And then helping each school to offer PE and something else.

Whatever else might be needed to get those PE classes offered.

So that's one set of activities that would be very necessary if we define our objective in that first way.

What if we define our objective in the second way?

What we really define it as kids have a free or low-cost recreation facility nearby.

Well, as you can see moving to the right we have a completely different set of activities that are required there.

This might involve encouraging the relevant government and private decision makers to open enough recreation facilities.

Well, that's quite different from going to the school board and helping each school.

That's a completely different set of activities, right?

But that's the set of activities, and there could well be more, that's the set of activities necessary to achieve that objective if we define it that second way.

So let's go down one more.

What if we define it the third way?

It's having aerobic equipment in your home.

Well, what activities might we need to achieve that?

Gaining permission of select parents.

Providing equipment to select homes.

Who knows what else.

I don't know.

But those activities are specifically tied to that particular definition of the objective, right?

And then obviously you can see this already way ahead of me.

The fourth one is the same kind of idea.

If we define having easy opportunities to exercise as letting kids walk briskly out in the street then the kinds of activities are still different ones yet.

Encouraging parents to allow the walking, possibly asking police for more security depending on where these parents live.

Could be something else.

Who knows.

So this page shows us that the activities are not tied so much to the objectives, are they?

Let me go back one.

So this shows that the activities are tied to the objective and that's certainly true, but it's the indicator of those objectives.

It's the specific definition of that objective, if you will, that the activities have to really be tied to.

That has really important implications.

So if you think about it, these indicators in the middle really have a big influence both to the left and to the right.

So the indicators in the middle define what's on the left, which is the objective, and they essentially drive, if you will, or they tell us what we need on the right side which is the possible necessary activities.

So those indicators are very important which is why I said earlier in I think in Module 3 that those indicators are very important and we really need to take time and care to make sure we have those exactly right.

So let's turn this now to an IL example, an IL objective, if you will.

And remember this was Nevona.

This was Nevona's logic model.

You remember they had these four objectives at the bottom.

There were underneath this one goal.

So using our if-then logic, Nevona was saying if they could achieve each of these four objectives at the bottom, then they'll achieve that goal.

And just for exercise we were working with one of those objectives and that's the one highlighted here, those network members in need receive help to enhance their capabilities.

Well, and do you remember what we could say here would be that the activities obviously need to support that particular objective.

They need to be the activities to achieve that objective.

But just as with the overweight kids there's more than one way to define that objective and so you remember in Module 3 we said that there's two possible ways to defining it.

The top one being we define it as receiving technical assistance from an outside contractor and the second one meaning we define it as receiving help from inside our network.

So I'd ask you the question.

Let me turn the question to you.

Would you do exactly the same activities to achieve progress on the first indicator as you would on the second indicator?

No, of course not.

You know you wouldn't.

You know enough now to know that's not going to happen so look at this table.

This is exactly like we just saw for the overweight kids but this is for our IL example for Nevona.

And so here we've got again on the left-hand side the objective which we all agree those network members in need receive help to enhance their capabilities and we all agree that's a great idea but just a great idea.

Needs to be specified more.

That's what the indicators do.

And in the top one, of course, that they receive this TA from a designated outside contractor, and the second one, in the row below it is that they receive it from someone else inside the network.

So we look at the right-hand column, and we ask ourselves, okay, if we define our objective, the top way, the first way what would be the kinds of activities we have to do, and just brainstorming you can come up with better ones.

Just brainstorming.

Designating in need network members because we need to know who they are, right?

Hiring an outside contractor to do the TA.

Encouraging in need members to work with the outside contractor.

Monitoring the contractor's TA work.

And I'm sure you can come up with several more.

Those would be the activities necessary to achieve that particular objective if defined that first way.

But if we define it the second way meaning we're going to do it in-house.

Let's look at the activities.

They're different.

Yes, we still have to -- we still have to designate in need network members.

That's important in any case, right.

But then it changes.

It's recruiting mentor organizations from inside.

Matching in need members with mentors.

Encouraging in need members to consult with their mentor.

Monitoring the mentors consultations.

And who knows what else.

So again, pretty obvious but often forgotten, very often forgotten.

The activities don't depend so much on the objective as how you define the objective, and that's the measurable indicator.

So you really need to tie your activities to the measurable indicator.

Well, here's a key quote.

We saw earlier that indicators define the objective.

Indicators also determine activities.

So the indicators determine your activities.

So again, you see how important the indicators are.

Well, just for exercise reasons I'm going to say we've already said that we've decided to go the second way, that we're going to do it in-house so we're choosing that second measurable indicator, and that means since indicators determine activities, that means since we've chosen that, the second set of indicators, then it determines that these are the activities we need to have.

So very straightforward type of thinking you can see.

The problem is a lot of us, you and me, everybody else, we skip that middle column.

So we put our objective down and then we say what are the activities needed to get there.

And what we don't realize, we don't do it on purpose, we don't realize it, what we don't realize is we left out the middle column which is really vital which is what we need because that defines what we mean by that objective.

So let's look at some actual IL activities because there's obviously a lot of activities going on out there already.

There's funding various organizations, providing technical -- these are from various SPILs by the way.

Providing technical assistance.

Administering a survey.

Matching different groups.

Hiring a contractor.

Collaborating with other agencies.

Training different groups of people.

Testifying before various groups.

Providing direct services to individuals.

Developing new tools.

Organizing consumers.

Many, many others.

So a lot of activities are going on in your IL network which is great.

So once we decide, and by the way, not until we decide the activities.

I started to say once we decide the activities, but it's also important to know that not until we decide the activities because I've mentioned before it's very important to take these decisions in order going across and I still feel that.

I want to reenforce that.

So you really have to figure out this column, necessary activities before moving over.

The next step then would be to add the lead organization.

And in our opinion it's important for the buck to stop some one place.

Again not to do it necessarily, but to make sure it happens to sort of be where the buck stops for responsibility of making sure it's happening.

Now, almost always it's going to be one of the three main partners.

It's going to be the CILs, DSU or DSUs or the SILC is usually going to be the lead organization.

Again, just insuring that the activities happen and that the objective is achieved.

But maybe not always.

It's possible one of these other groups could be involved.

So it's always good to consider other possibilities.

Once you do that, then the next step is to add key partners and the resources needed.

Again working our way across the table here.

Because why key partners?

Well, it's usually not a good idea – I guess there are occasions, but generally not a good idea to have one organization doing it solely by themselves, solely responsible for making it happen.

It's usually a good idea to have other organizations involved in some way.

It's just helpful to have more than one brain thinking about something if nothing else, and it's important to plan that from the beginning.

So agree on key partners, and again, those partners could come from any of the total state IL network that we saw.

And then document the resources needed to achieve each objective.

This is another way to think about the how.

The how is not only what you're going to do and/or what activities you're going to do and who's going to do it, it's also how you're going to pay for it.

So that's also part of the how.

So document the resources needed to achieve each objective.

Generally in dollar terms, and it may not always be possible to have exactly that nailed down.

Get as close as you can.

But realizing it may not be exactly perfect.

And then add the funding sources.

Where is that money going to come from?

Is it Part B?

Is it Part C?

Is it Chapter 2 older blind?

Is it some other sources of funds?

You can better know that than I could.

Okay.

Those are the things we have to think about.

Let's put it together, and let's see how it looks when we start to pull all these decisions together.

So here is our action strategy worksheet like exactly the one you've got and you can see in this specific objective column we've listed our objective, the one we're working on right now, the ones in need receive help.

And we've already decided that the necessary activities because we had defined it as doing it in-house that there are things like designating in need members, recruiting mentors, matching them, encouraging members to consult with our mentors, and monitoring mentor's consultations.

That's pretty straightforward.

Now, the lead organization, this is the group that doesn't necessarily do it but insures that it happens.

We could pick any of several groups.

Just to stretch our brains a little bit we've said that in this case we're going to think of a contractor doing that.

Not the TA now remember.

They're not actually going to do the TA.

That's going to be done by organizations within our network but to ensure that it happens so they'll be doing the designating, the recruiting, the matching, the encouraging, the monitoring, things like that.

And there's a really important footnote on here that I want to read so let me make sure I can find it here because we all need to be aware of this because it is important to be aware of what a SILC's appropriate role is and what an appropriate role isn't.

Let me read it.

Although a contractor is suggested in this example, this is one of several possible entities that could perform the activity, including the DSU or other state agencies.

It's important to remember that the SILC does not implement the SPIL, the SILC does not implement the SPIL but can have a lead role in communicating with and linking up those who do implement.

That communicating role, really an important role for the SILC.

So in this case we're going to say that the lead organization will be a contractor to make sure these things happen.

Now, some key partners though.

We obviously don't want this contractor working alone so we're going to say, because this is an important objective, isn't it?

This is important substantively and politically let's be honest here.

Let's say we want everybody involved as key partners so they're quite aware of everything that's going on.

So we'll have the SILC, we'll have the CILs, we'll have the DSUs.

They will be key partners.

And the resources needed, now please don't ask me how we came up with $15,000.

We did.

Seems like a not unreasonable amount.

You might find in your situation it's not a reasonable amount or too much.

So we estimated this.

In your case hopefully you'll be having better information and be more accurate on your resources needed.

And then the funding sources so we're going to say here it's from Part B.

This is how you'll fill out this action strategy, if you will.

And you can see that it's very useful information on helping you know exactly how you can achieve each of those objectives.

Okay.

Well, it won't surprise you that it's now your turn because you've done this before.

We want you in a minute to stop this video, not yet please, and use the same two or three objectives you used for the previous exercise.

Now, remember you did -- you had this form earlier.

The SPIL planning table specifics, and you had up to three specific objectives in this first column, and then you of course filled this out as you turn generalities into specifics.

Well, we want you to use these exact same three objectives.

You put them in here just like you did before.

And then just as you did before write them in in the first column.

And then for each objective then, fill in columns two through six the necessary activities, the lead organizations, the key partners, and the needed resources, and the funding source also.

So again we think this is a good activity to do together not separately.

Work together if you will and have good discussions about this until you have a product that all of you are very comfortable with.

So then turn the video back on and we'll look at some ways to review what you've done and see if you want to rethink some things.

So this will be the time to turn the video off and we'll see you in a few minutes.

Okay.

Welcome back.

Hope you had a good discussion about that.

Let's review your action strategy.

You were working on filling out this table, the action strategy.

And let's start with this first column and simply ask ourselves are your activities the right ones and here there's some interesting questions to ask yourselves.

First of all, is each of your activities tied to improving a specific objective and especially a specific indicator of that objective?

Now, that should be pretty automatic if you followed this table which is why we created this table.

That should be pretty automatic that it's tied to the specific objective here.

Now, here's a question for you to ask yourself.

What makes you think that doing that particular activity will improve that particular indicator?

Do you have experience?

Do you know for a fact that it will?

Are you drawing on some solid research?

Some findings from somewhere else?

A lot of times we don't ask ourselves this question, and it's important to have a reason to think that the particular activity will work so ask yourself if that's the case here.

So here's another question about activities, does any activity try to do more than its designed to do?

For instance, improve another objective or even a goal?

For instance, do you have an activity in here that is trying to do all three of these?

I think we all know by now that doesn't work.

You can't accomplish three different objectives with one activity.

Or maybe to improve a different objective?

I have seen that.

I have seen activities and when you try to think about how is that going to improve this objective, it's kind of a disconnect.

You're not really seeing it.

And here's the way I like to think about it.

We've all seen Christmas trees in the past.

So I like to think about the activity as the ornament and the different limbs of the Christmas tree, if you will as objectives, and you can pretty much just hang one ornament on one limb.

You can't hang an ornament on five limbs at once.

So pretty much one activity is going to be tied to one objective.

Don't ask it to do more.

I like to think that way.

Maybe it does not help you.

It helps me.

And here's another one.

Is each of your activities absolutely necessary?

You know, human nature being what it is once we start doing something, especially as a program, we tend to keep doing it.

And we don't always ask ourselves should I keep doing this or is it not necessary anymore?

So there may be some activities your state program is doing that really aren't necessary anymore because they're not tied to an objective.

So ask yourself that question pretty honestly.

And then finally are there any activities you forgot to include?

We talked about that earlier is you really need to have all of the activities necessary in order to achieve that particular objective.

So how about the lead organization.

This I think you probably will intuitively know.

Just to think about it for just a minute.

Have you considered all possibilities, not just the traditional big three, but others?

And again, it's probably not very likely but it's not a bad idea to at least consider them.

And for the ones that you think are really serious possibilities, have you systematically thought about both the advantages and disadvantages of each possibility because they're probably both?

Now, say you've picked one organization.

It's the best organization.

It's the one you've listed here as lead organization.

Are they committed to doing all the work that will be needed because there are activities that need to be done whether they're doing it themselves or monitoring and making sure it is getting done.

We don't want to force someone to do something because they won't do a very good job, frankly.

We need lead organizations that are committed, right, to doing the work.

And does the preferred organization, the one we're calling the lead, does it work well with the other members of the IL network because even if they're not listed as specific partners we obviously are all in this together.

We all are working together.

So those are some questions about the lead organization.

Very much the same questions can be asked about the partners.

Have you thought carefully about whether partners are even needed and if so, in order to accomplish what particular tasks.

It is possible I suppose, maybe even likely, I don't know, that there will be boxes here that you don't need a key partner.

If so, that's fine.

I happen to be a person that thinks it's a good idea to coordinate a lot.

So the partner could be defined loosely.

Just keeping him posted what is going on.

That's up to you obviously.

But think carefully about why they're needed and for what reason.

And again have you considered all possibilities.

This might be a case as partners where some of those organizations on the outer circle, you know, of the total state IL program, they might be brought in as partners in some way.

I think of community colleges, for instance, as probably having a lot of talent that maybe you are using as key partners in some ways or maybe not.

I just don't know.

Have you systematically again thought about the advantages and disadvantages of each possible partner.

I think you'll do that, and again would the best partners work effectively on their own and with the lead organization?

And then in terms of resources.

Do you know the resources needed?

You've got some down here now in draft.

Where do those numbers come from?

Have you done any of these activities before, and if so, do you know how much each costs on a per unit basis?

Or if you haven't done them before, can you get cost estimates from experts in your state or in other states or at ILRU or can you get some cost estimates somewhere from some experts?

Are you comfortable with these general cost estimates?

That particularly they will apply in your particular situation?

I don't know your situation.

It might be very unique.

But you need to think about that.

And have you deliberately tried to identify some possible unexpected costs for each activity.

You might say this is a little negative thinking but actually a really good part of planning is sort of worst-case scenario or unexpected costs or unexpected results, so it's not a bad idea to ask yourself might there be some unexpected costs here that we need to at least think about it.

And then in terms of the funding source, you know this much better than I do, but you can see all of the different possible ways: Part B, Part C, Chapter 2 - older blind, Title I, I and E, Social Security, state funds if appropriated, other public and private funds.

You may have more.

Who knows what.

This note at the bottom is a pretty important one.

Let's read it.

Remember that a good working relationship among the core IL network partners, so this is the core.

These would be the three, the SILC, the CILs, the DSU or DSUs, a good working relationship there is essential to ensuring appropriate and equitable identification of funding options.

Because these funding options are important obviously.

So let me ask you now having given you those suggestions, those things to think about, that food for thought, if you will about this, to do one more thing.

Actually two more things.

First stop this video in just a second and as a group review your action strategy.

Review what you put on this chart.

The activities, the lead, the key partners, the resources and the funding source.

And again, just what we've been doing all along, first thoughts are always good, second thoughts are almost always better, so after you have a chance to think about it, after you have a chance to think about some of these questions I've suggested, improve your action strategy.

Get a different piece of paper.

Get a different table.

See what you can do to make it even better.

Improve your action strategy and then congratulate yourself on learning step three, because this is step three.

Now, we're done with step 3 or we will be as soon as you do this.

But we're not completely done.

So when you turn off the video to do this let me ask you to turn it back on after you've improved this, after you've made a better version of this, turn the video back on because there's one final thing we want to do.

So turn the video off now and improve your action strategy.

Okay, great.

Welcome back.

I hope you had a good discussion about the different ways you might be able to improve the different parts of your action strategy.

And so I want to bring us down the homestretch.

We're coming home here.

Let's put these together and create the full SPIL planning table.

Think about what you've done in Module 3 and Module 4.

In module 3 you did what we call turning generalities into specifics by being very specific about what you mean by this general concept of an objective and you did very nice work on that.

And you have something like this in your possession.

Then in Module 4 you said that's great.

That's specifically what we're trying to achieve.

How are we going to achieve it?

That's why you laid out your action strategy and you specified these things.

And I'm sure that's very good too.

So let's put them together because the combined table will describe exactly what you're trying to achieve, and exactly how you're going to achieve it.

And we could do this with tape but let's not.

So simply put together the two tables you've already developed into what we call the Full SPIL Planning Table.

Here's a copy of it for you to look at.

You can see that here on the left-hand side -- well, of course on the far left-hand side it has the objectives because the objective is going to carry all the way across.

You've worked with all of these three objectives and all of your good work, and then there will be four columns capture the specifics of each objective what you laid out.

And then they'll be five columns that will capture the action strategy.

So here we could tape these two other ones together.

Here on one we see the whole situation.

So not to bore you with this because you've been working on this for several modules.

So there on the left you can see your specific objective is the network members in need receive help to enhance their capabilities.

We agreed that's a nice idea.

We called it a nice concept.

But not specific enough but you've defined it as you define receiving help as this kind of TA that comes inside.

You said it's going to be statewide.

You said in three years you want 80% of them to be receiving this kind of help.

You want to start at 30%, go up to 50, go up to 70, and then you've carried on and said the way we're going to achieve here, how we're going to achieve this designating them, and recruiting some mentor organizations, matching the in need members, encouraging them to work together, monitoring the mentors.

You've said that a lead organization, it's going to be a contractor who's not going to do the TA, but who's going to make sure that it all runs and flows smoothly.

The key partners are going to be all three of you.

It's going to cost $15,000 and it's going to come from funding sources.

Wow.

Wow.

Look at how specifically you've laid this out.

Boy, this is excellent planning.

You've so clearly got what you're going to achieve and how you're going to achieve it.

If you do this, if you do this for the objectives that you lay out in your logic model, because remember that's the level we work at, the objective level, if you do that, wow, you're going to have a terrific SPIL.

It's going to be so easy for you to plan what you're going to have to do during the SPIL implementation, what's going to have to be done, not what you're going to do.

What's going to have to be done.

It's going to be so easy to decide a way to monitor and evaluate how you're doing, to explain to other people, you're going to have a wonderful SPIL.

If you simply -- these are three easy steps, right.

These three easy steps.

Let me say one thing about that, though, is we have to give you some specific advice exactly how to use the logic model and the SPIL planning table because these two tools -- let me back up here.

These two tools will help you polish your SPIL or I would say create your SPIL.

These two tools-that's the logic model and then this full SPIL planning table.

They will be terrifically helpful for you but at this time and I want to emphasize at this time because I'm personally hoping and thinking it will change, but at this time RSA's on-line MIS system cannot accept either unfortunately, the logic model you created or this table directly.

In other words, wouldn't it be so nice if you could send them your logic model and send them this table.

But right now it was designed earlier and it can't do it right now.

Nobody's fault.

It just can't happen right now.

Here's what we suggest.

Given that that's the case, we suggest this, first of all, do it anyway.

Create a logic model and create this full SPIL planning table just as we saw for your own benefit.

I think you've seen how incredibly useful it is to help you lay out things, and for your audiences.

When you have this you have your logic model that one page to show people, you have this to show people.

Wow, you can take your message to lots and lots different audiences very nicely.

So do it for your own benefit.

And then do you remember at the top of your logic model you've got the mission and goals?

Well, those are needed.

Those are needed into the RSA system, that's section 1.1.

You'll see where they go.

They go in there very nicely.

Just cut and paste those into there.

No problem at all.

Then the objectives, the indicators and the activities, those go into section 1.2A and simply just cut and paste your objectives and indicators and activities into there.

So this is our advice.

If you follow this advice, it gives you what we think would be helpful for you.

And it gives RSA what it needs and can receive right now through its system.

That would be our best advice.

So that's the end of our training session, all four of the modules.

Really hope it's been helpful for you.

Thank you for being with us for all four of the modules and all we can say just good luck to you as you go forward.

You're doing very important work in your SILC and we really hope that this has been helpful to you.

Thanks a lot.