Setting Goals

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Agenda

- Welcome
- Rapid Testing Activity
- Overview of Rennie Center process
- Beginning with the end in Mind | Outcomes Management
  - Setting Goals Activity
- Closing reflection

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Tennis Ball Exercise

The Billions Institute

Let's Start

Assign a number to each person in your group, starting with 1 and continuing until you run out of numbers

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Organize in groups with this sequence:

5 People

| 1 | → | 3 | → | 5 | → | 2 | → | 4 | → | 1 |

6 People

| 1 | → | 4 | → | 6 | → | 3 | → | 5 | → | 2 | → | 1 |

7 People

| 1 | → | 4 | → | 7 | → | 3 | → | 6 | → | 2 | → | 5 | → | 1 |

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Process

- Your current process involves passing the ball from person to person, following the sequence provided (person 1 tosses to person 3 who tosses to person 5, and so forth)

- Assign a time keeper / ball drop counter

- Practice your process one time – Time keeper please time how long it takes to complete the process in seconds

- Record your results up front

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Aim

- Set a team aim: We wish to reduce the time it takes for each person to touch the ball from **X** (your baseline) to **Y** (target)

- Form a theory, come up with a **change idea**

- In a minute we will start **testing**

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Rules

- The initial sequence as provided must be adhered to

- Both hands must touch the ball before being passed to the next person

- You may only test ONE change idea at a time

- After each test, the time keeper needs to come forward to report the data while the team discusses learning, adjust theory and prepares for the next change idea

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Did you Improve?

- Did an improvement happen? How do you know?

- Which group had the best time?

- What did they do differently from the others?

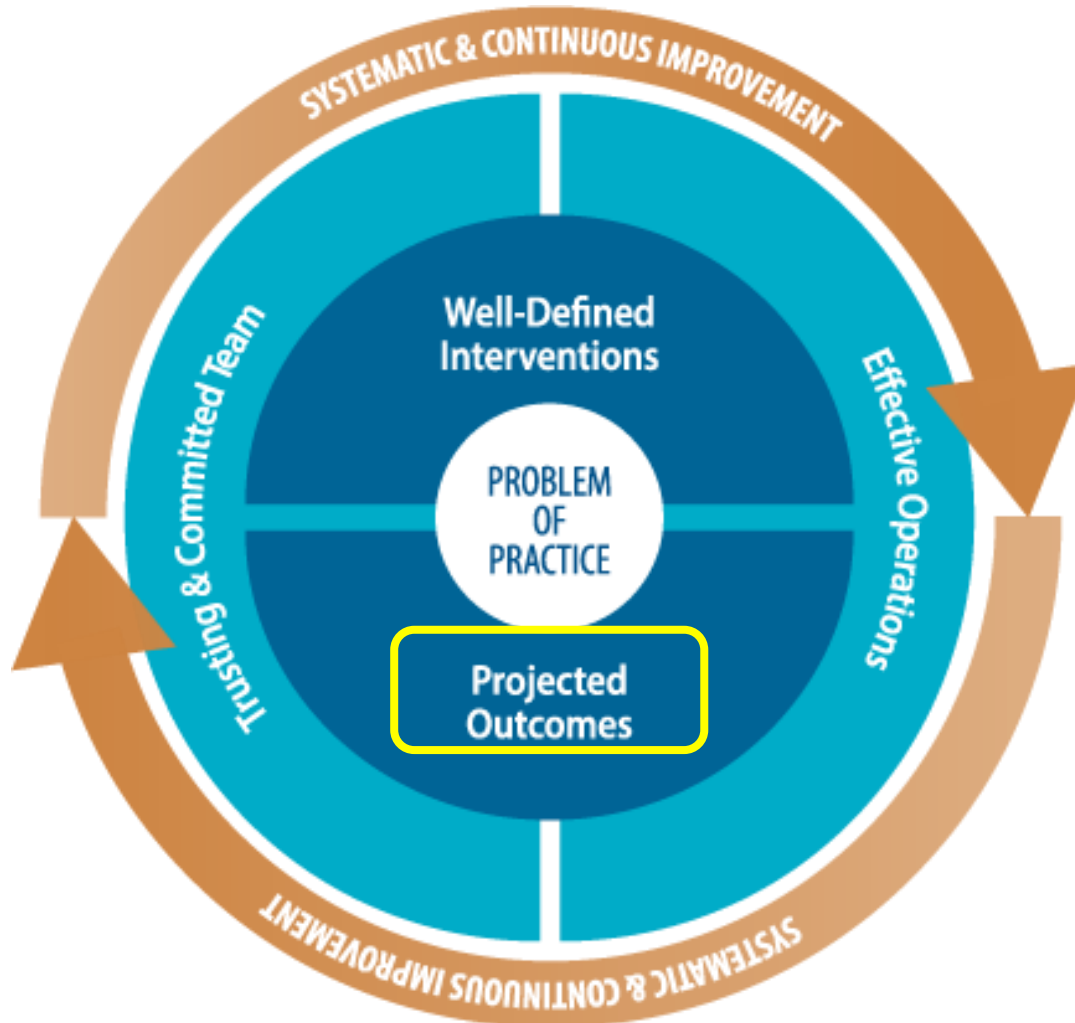- How can you apply this concept to more complex aims?

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Continuous Improvement & Outcomes
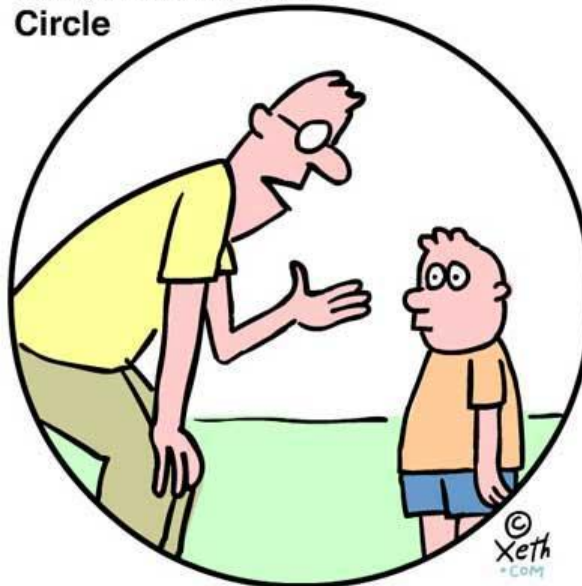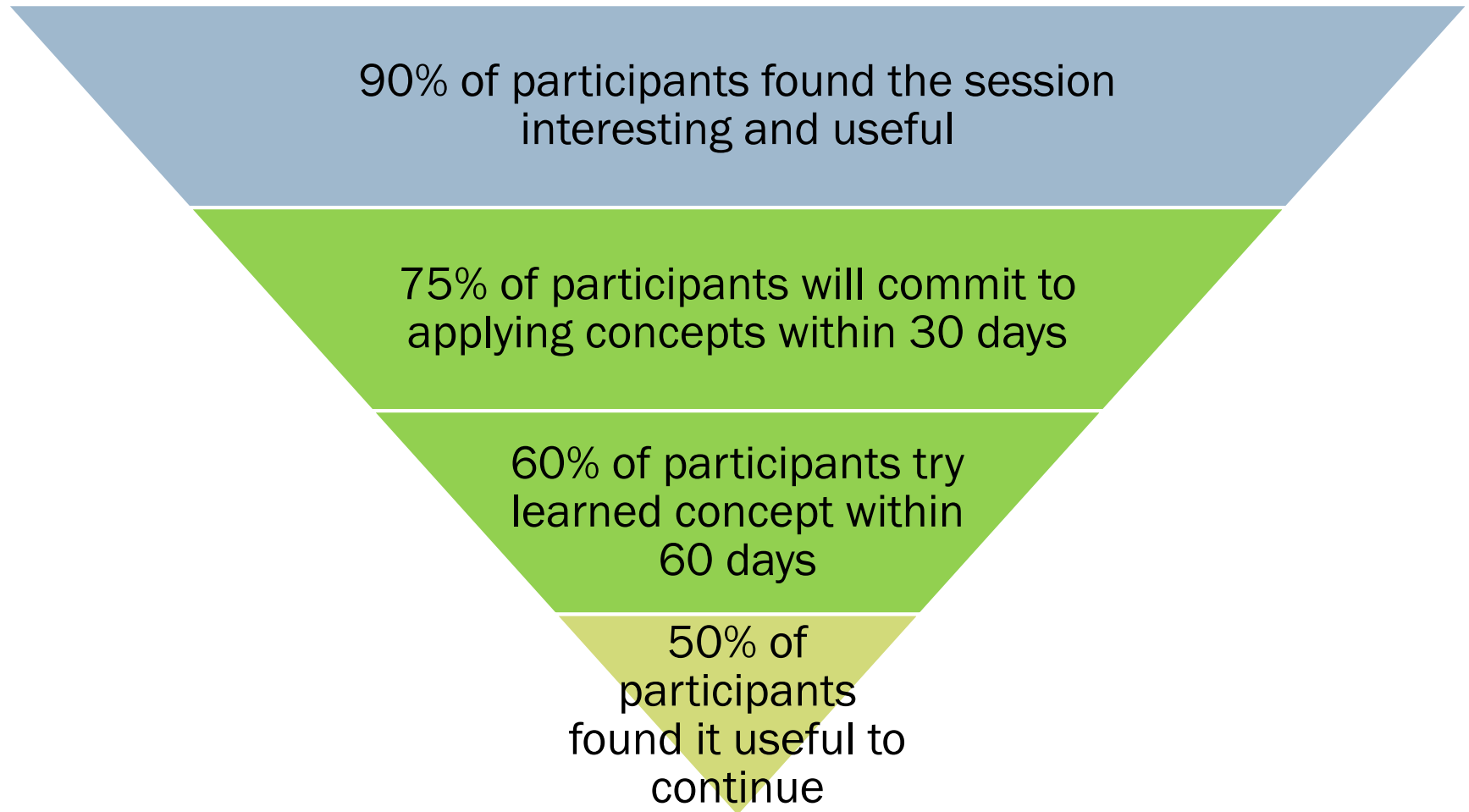
Change Management Framework

Glossary

- SMART Goals = Outcomes

- Benchmarks = Intermediary Outcomes = Indicators = Milestones

- Verification mechanisms = Validation tools = Data Sources

How Does Outcomes Management Work?

- Projecting results of efforts;

- Analyzing/reporting learnings about actual versus projected results; and

- Using these learnings to manage programs and improve services/interventions.

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Begin with the End in Mind! S. Covey

90% of participants found the session interesting and useful

75% of participants will commit to applying concepts within 30 days

60% of participants try learned concept within 60 days

50% of participants found it useful to continue

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Improvement Funnel

Engagement

Benchmarks

Impact

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Improvement Funnel: Tennis Ball Activity

Y: Baseline

Change idea Results

X: target outcomes

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Focusing on Outcomes for Improvement Asks Different Questions

Have we carried out the training plan? → What results did we commit to achieve?

Have we followed guidelines and planned activities? → What are our chances for success?

Have we used all my resources? Have we spent all the money? → What have we learned? How can we use these learnings to improve my program?

The Rensselaerville Institute

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What Is a "Good" Outcome Measure?

1. **S**pecific: Significant, targeted and easy to understand.
2. **M**easurable: Observable and verifiable change.
3. **A**ssignable: Is under someone's area of influence.
4. **R**ealistic: Results can realistically be achieved.
5. **T**ime-Bound: Is tractable. Specifies when the result(s) can be achieved

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Example of SMART Goal / Outcome Measure

Good!

- By December 2018, of 435 teachers trained, at least 80% (348) will report increased understanding of tools to align curriculum to common core and of these at least 60% (209) will have successfully use more than 2 strategies in their classrooms

Not so Good...

- 435 teachers enrolled in teacher-led professional development training around curriculum alignment to common core
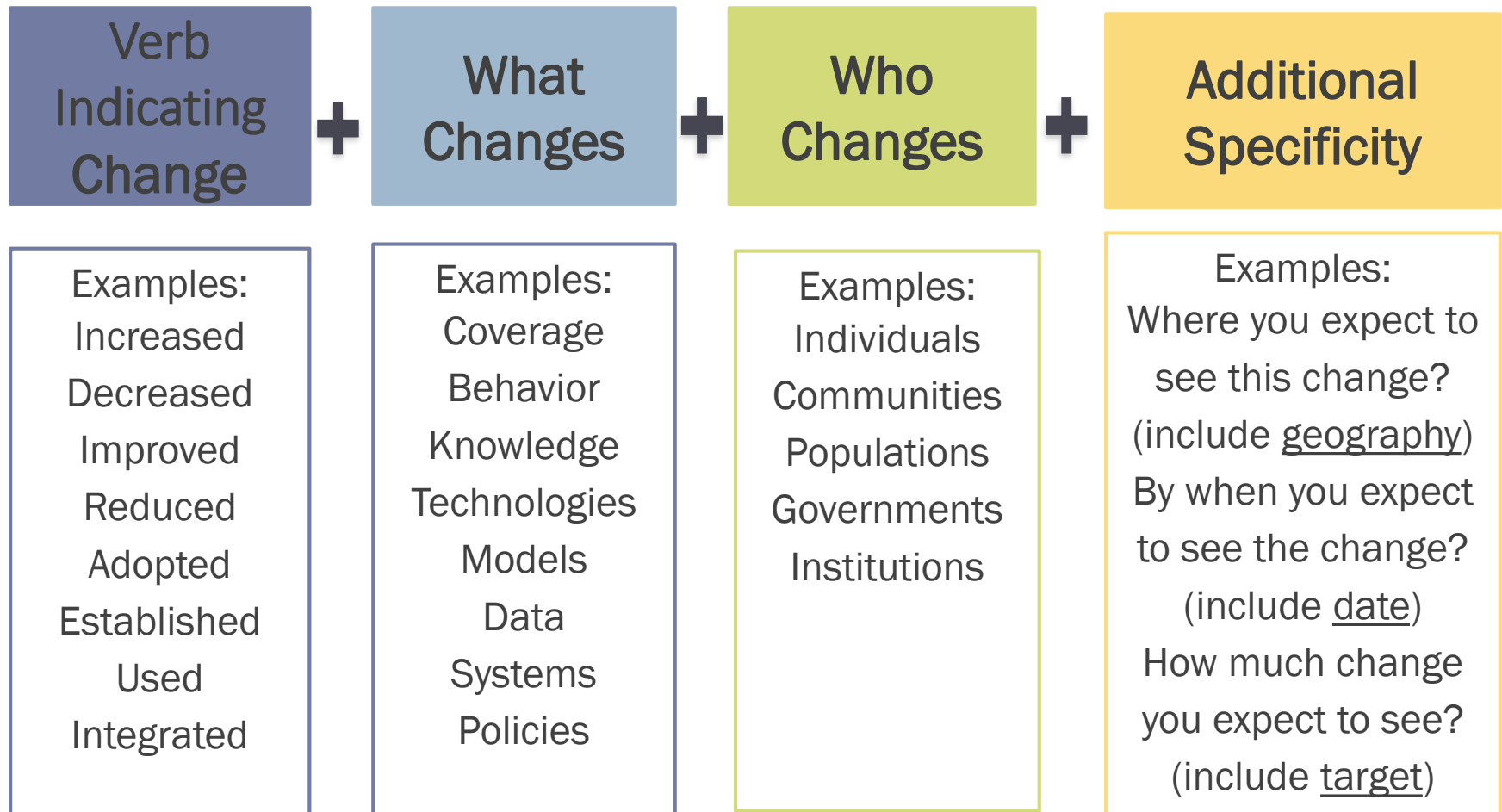
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Improvement Funnel

Engagement: beginning of the SMART Goal

Benchmarks

Impact: end of SMART Goal

How to Craft a SMART Goal

Verb Indicating Change	+	What Changes	+	Who Changes	+	Additional Specificity
Examples: Increased Decreased Improved Reduced Adopted Established Used Integrated		Examples: Coverage Behavior Knowledge Technologies Models Data Systems Policies		Examples: Individuals Communities Populations Governments Institutions		Examples: Where you expect to see this change? (include geography) By when you expect to see the change? (include date) How much change you expect to see? (include target)

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We have the end in sight now what?

- Specify/negotiate goals AND benchmarks you are trying to achieve with your team!

- Collect and reflect learnings when analyzing the path to the desired results.

- Track progress and corrective actions initiated based on implementation practice.

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Improvement Funnel

Engagement

Benchmarks

Impact
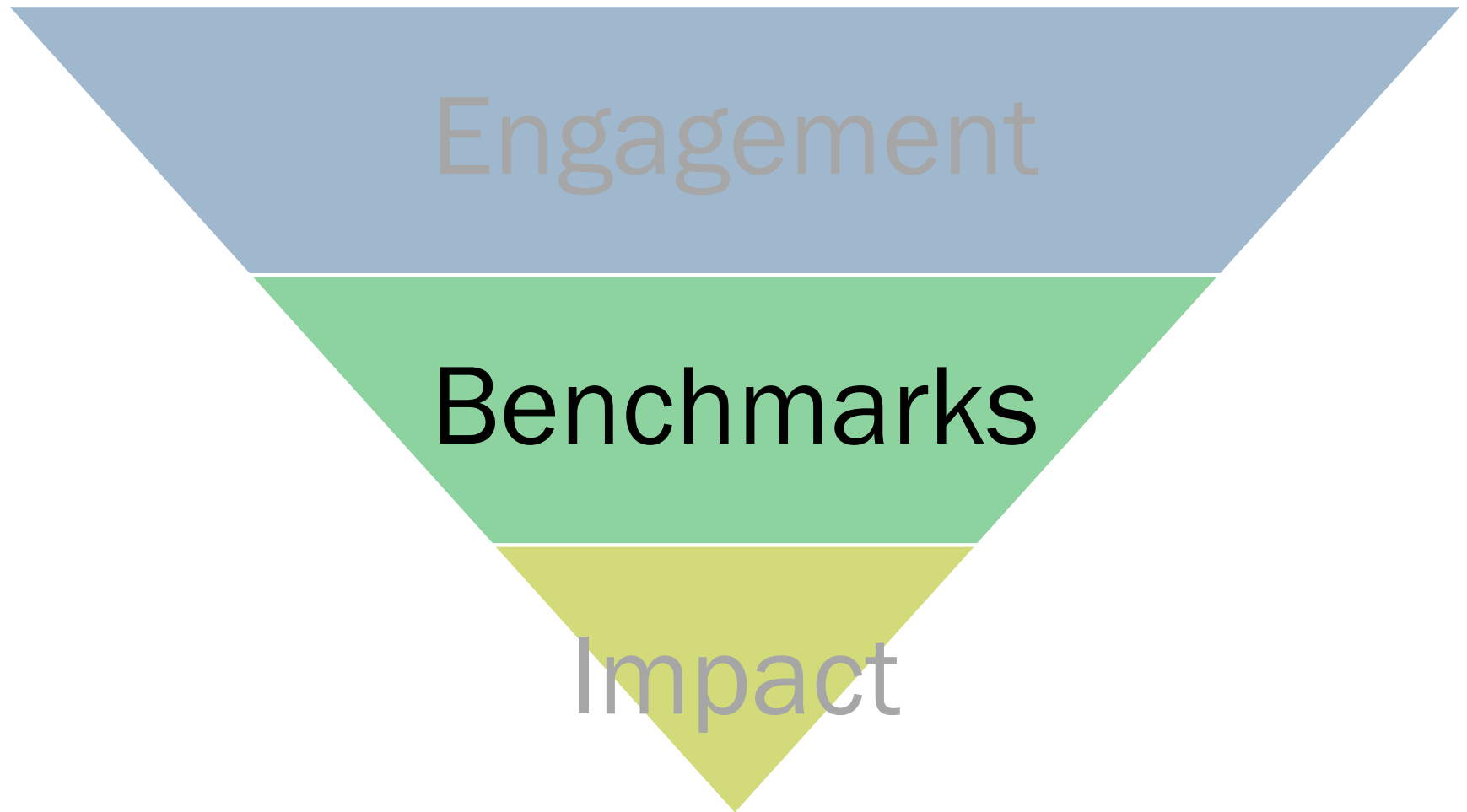
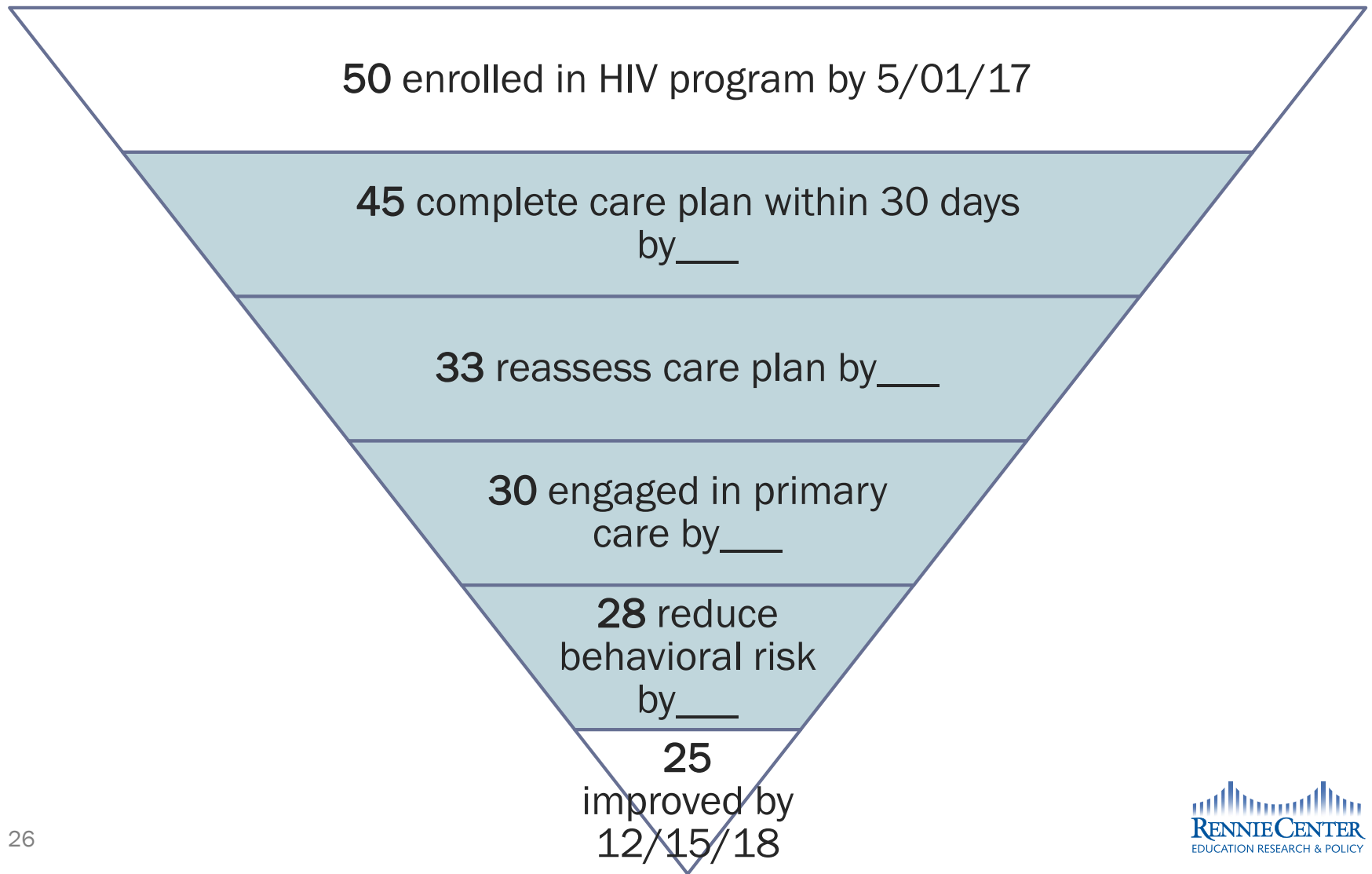# How do we know we are on our way to success?

Outcomes →————————→ Indicators

- Indicators are intermediary performance measures
- Steps customers (individuals, communities, organizations) will take along the way to reaching the SMART goals / outcomes

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Sample Indicator Funnel

- **SMART Goal Measure**: By December 15, 2018 of 50 women enrolled in the HIV program, 25 will have their CD4 counts and viral loads improved 6 months after initial screening.

- **Benchmarks/ Indicators**:

  - 45 number of clients will have a comprehensive needs assessment and care plan completed within 30 days of enrollment

  - 33 number of clients will reassess their care plan on a semiannual basis

  - 30 number of clients will have engaged in appropriate pediatric or adult primary care

  - 28 will reduce their behavioral risk within 30 days of initial contact

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Improvement Funnel – HIV Program

50 enrolled in HIV program by 5/01/17

45 complete care plan within 30 days by___

33 reassess care plan by___

30 engaged in primary care by___

28 reduce behavioral risk by___

25 improved by 12/15/18
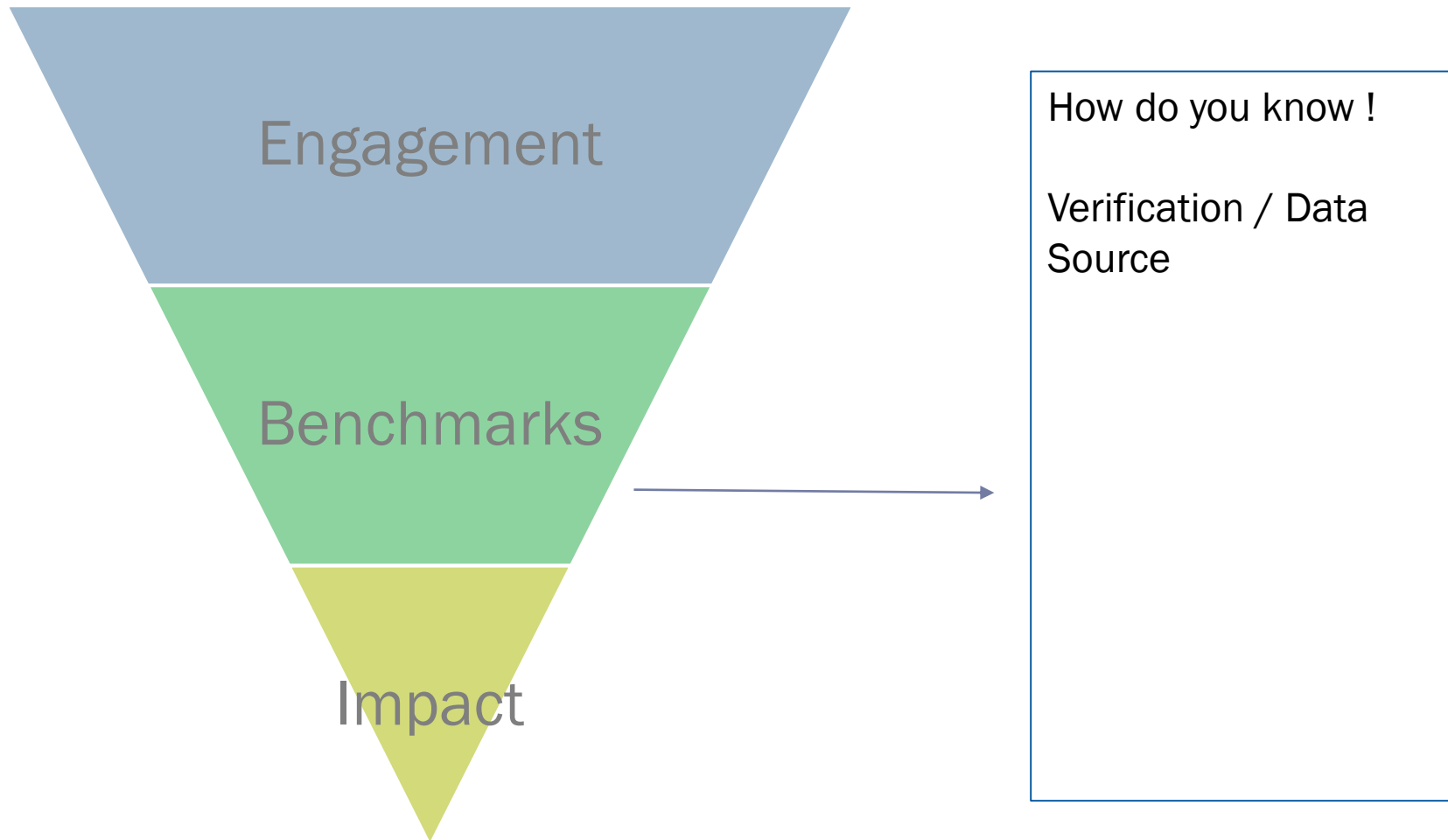
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Verification – Data Sources

How you know you've met your benchmark/ indicator

Verification – Data Sources

- How do you know? Evidence that something represented does indeed take place

- For improvement purposes:

  - Keep it as simple as possible

  - Looks more to answer to the question "yes" or "no" than to measure small differences

  - Should not be too onerous on the practitioner or the system

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Improvement Funnel

Engagement

Benchmarks

Impact

How do you know !

Verification / Data Source

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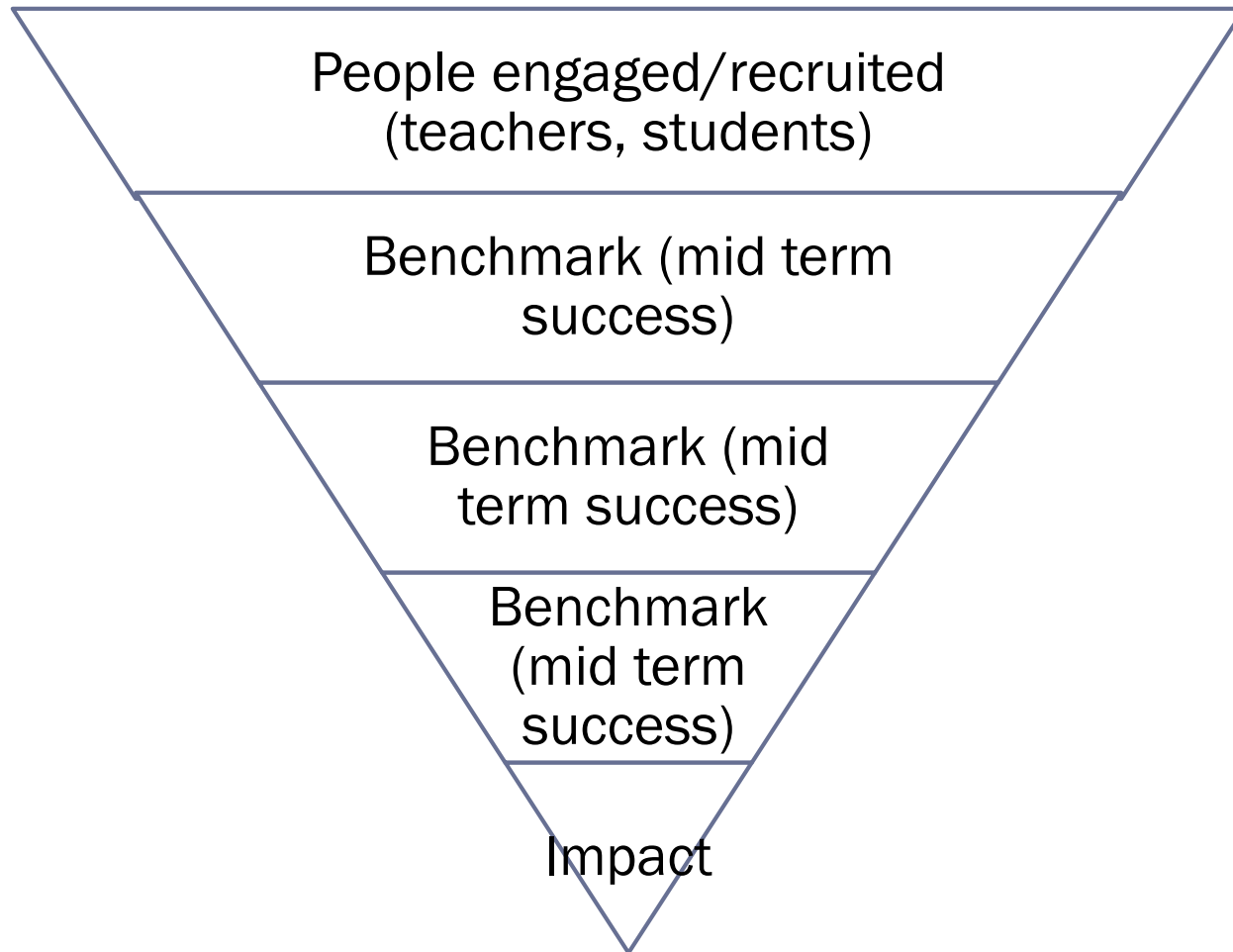# Example Goal Measure, Indicator, Projection and Data Source

- Goal Measure: Of 20 children assessed for primary symptoms, for 10 children, symptoms are reduced within 48 hours of assessment.

Benchmark	Six Month Projection	HOW DO YOU KNOW Verification / Data Source
Children enrolled	25	• Hospice referral • Children's records
Families commit	23	• Hospice log of referrals • Activity log
Child/family identifies primary symptoms during assessment	22	• Care Plan • Family interview notes • Other hospice documentation
Child/family understands options for reducing symptoms within 48 hours	15	• Notes from session with family; • Notes from consultation with primary care provider
Child's symptoms are reduced within 48 hours of assessment	10	• Smiley scale • Family-report as recorded in children's records

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Case Study

- TUV Vocational High School, one of three high schools in the XYZ district, aims to focus on college and career readiness as its 2019-2020 school-wide goal.

- Over the past two years, 73% of students reported a lack of exposure to career training opportunities/apprenticeships. To increase exposure to potential careers, Principal Tyler and his improvement teams aim to implement Individual Learning Plans (ILP) to all freshman and sophomore students over the next two years.

- Principal Tyler is collaborating with his staff and partnering with local employers to increase access to internship opportunities in the community.

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Directions

People engaged/recruited (teachers, students)

Benchmark (mid term success)

Benchmark (mid term success)

Benchmark (mid term success)

Impact

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Discussion

- Semantics aside, are we on the same page about what Improvement Outcomes are?

- What are the major challenges you expect to encounter as you help districts, schools, and educators develop their 2018-2019 outcomes?

- How have you identified ways for assessing and testing progress towards goals?

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Results and Learning Grid

LOW LEARNING – HIGH RESULTS	HIGH LEARNING – HIGH RESULTS
•≥ 85% Outcomes attainment •No/sparse reflection on meaning of data •Blaming and avoidance of discussion of significant shortfalls and responsibility •No or minimal discussion of course corrections •Remedies are mostly administrative remedies rather than true Implementation Quality Improvement	•≥ 85% Outcomes attainment •Discuss data in view of hypothesis/program theory/logic model/root cause analysis •Discuss key contributing factors to success/failure in meeting interim outcomes •Analysis is focused on problem solutions •Reports on prior efforts and course corrections and their impact •Reports/exhibits increased ability to improve behavior/actions and outcome
LOW LEARNING – LOW RESULTS	HIGH LEARNING – LOW RESULTS
•<60% Outcomes / Indicators Attainment •No/sparse reflection on meaning of data •Blaming and avoidance of discussion of significant shortfalls and responsibility •No or minimal discussion of course corrections •Remedies are mostly administrative remedies rather than true Implementation Quality Improvement	•<60% Outcomes / Indicator Attainment •Discuss data in view of hypothesis/program theory/logic model •Discuss key contributing factors to success/failure in meeting milestones •Analysis is focused on problem solutions •Reports on prior efforts and course corrections and their impact •Reports/exhibits increased ability to improve behavior/actions and outcomes

References

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