



2021

Project Planning & Development

Developed by the ANA Regional T/TA Centers
Pacific Region • Alaska Region • Western Region • Eastern Region



Designing Projects that Benefit the Community

PPD TRAINING GOAL

To understand how to engage the community in a planning process that results in a community-based project plan

PPD Learning Objectives

- ▶ Understand project planning terms and tools
- ▶ Learn the importance of engaging the community
- ▶ Assess community readiness
- ▶ Identify community assets
- ▶ Encourage community stewardship
- ▶ Promote inter-generational input in project planning

PPD Training vs. Pre-Application Training

What you will learn in Project Planning and Development Training	What you will learn in Pre-Application Training
How to use community-based planning processes and tools	Tips on applying in response to an ANA Notice of Funding Opportunity (NOFO) Announcement
How to define long-range community goals, document conditions that stand between the community and those goals, and identify assets that can be used to address those conditions	How to complete federal forms and package the application
How to build a project work plan with outcome-based objectives	How to apply through Grants.gov
How to develop a sustainability plan and project budget	How applications for funding are reviewed and scored

Mission of ANA



To support Native-led nonprofits and eligible tribes by

- ▶ Promoting self-sufficiency
- ▶ Providing funding for community-based projects
- ▶ Providing free training and technical assistance

ANA's Vision:

All Native communities are thriving!

ANA Goals



1 Foster the development of stable, diversified local economies.



2 Support locally-led services and programs that safeguard the health and well-being of children and families.



3 Increase the number of projects involving youth and inter-generational activities.

ANA Program Areas



ANA supports three main priority areas

- ▶ Social and economic development strategies
- ▶ Native languages
- ▶ Environmental regulatory enhancement



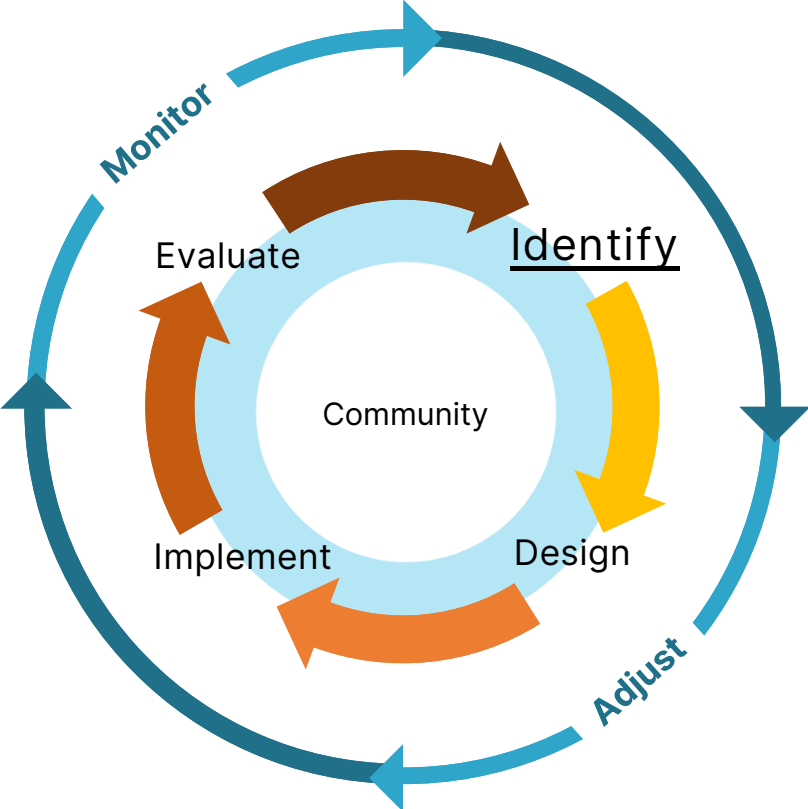
The Foundation for a Project Planning Process

Process vs. Design

Process:	Design:
The first step	The second step
Involves methodology	Uses data gathered through process
Engages with community	Prioritizes community concerns
Gathers information	Involves decision-making
Analyzes Data	Produces tangible design elements
Refines topics of interest	Generates a project plan

*Note: You cannot design a community-based project without first establishing a process of community engagement. Come back to the process again and again as you work through the design phase.

The Project Cycle



Importance of a Community-Led Approach



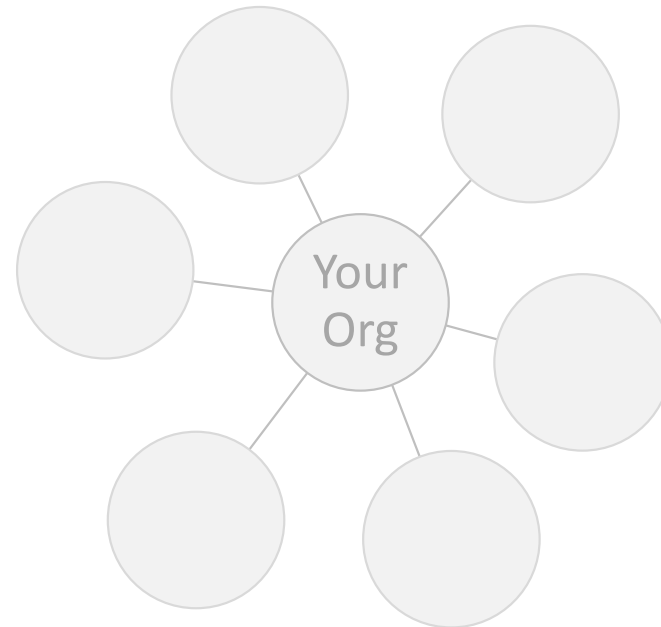
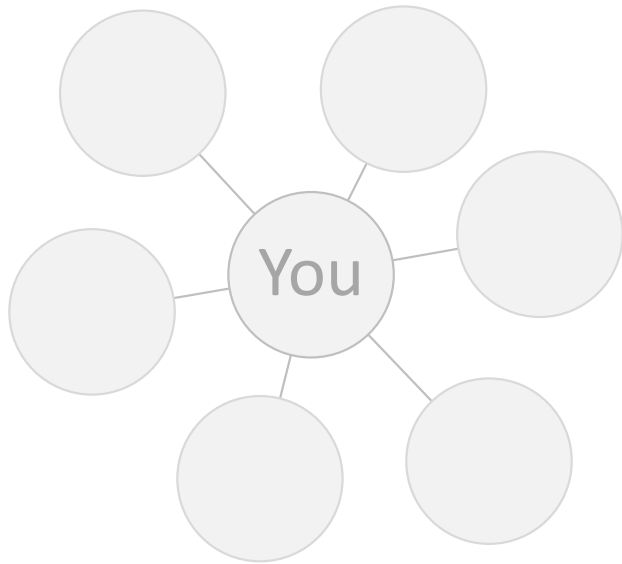
- ▶ Provides direction on community efforts
- ▶ Encourages ownership
 - ▷ Community led > community “buy-in”
- ▶ Generates stewardship
 - ▷ Maintain the conversation with your community during project implementation
- ▶ Builds accountability
 - ▷ Rely on your community to identify outcomes and report on impact

Community Connection

- Start your planning process by involving the community! Never start with a specific project idea!
- Get to know your community: what demographics make up this community? Who is it comprised of?
- Consider who you know ...and who they know!
 - Listing these connections or mapping them out will help you to visualize your community network
- Determine what skills or expertise your network has and could potentially contribute to a project
- Identify if there are any gaps you need to fill and if there are partner entities capable of filling gaps



ACTIVITY: Community Connection Mapping



Community Engagement & Outreach

- How will you tap into your network?
 - Consider how you will engage them in a conversation
- Take an inventory of available pathways for communication:
 - Does your community have a radio station? Television station?
 - Does your entity have a newsletter or social media accounts?
 - How does your community engage with your entity?
- Plan an outreach message:
 - What will you say to encourage participation?
 - What message works best with which platform?



ACTIVITY: Community Outreach and Engagement

What?	
Who?	
Where?	
When?	
How?	
Why?	

Facilitation

Facilitators:

- ▶ Leads the discussion
 - ▷ balance each role
- ▶ Not the authority!
 - ▷ Direction is shared equally with the: Note-taker, Timekeeper, Speaker, and other responsible parties.
- ▶ Ensures all voices are heard and promotes participation
- ▶ Facilitator role can be rotated among all participants

Roles:

- ▶ Task – initiate, inform, clarify, summarize, test
- ▶ Maintenance – harmonize, gate keep, consensus take, encourage, compromise
- ▶ Non-Functional – become aggressive, block, dominate, drift, avoid

Get the Conversation Started

- ▶ Ice Breakers
- ▶ Anonymous Polling
- ▶ Idea Generation/Brainstorming
- ▶ All on the Wall or Post-it Prioritizing
- ▶ Conflict Management
 - ▷ LEAF: Listen, Empathize, Apologize, Fix
 - ▷ Criticism Sandwich: Compliment – Critique – Compliment
 - ▷ Delegate: Encourage participation and leadership through expectations
- ▶ What methods have worked for you?

Setting up a Steering Committee



Steering Committee:

- ▶ 8-10 stakeholders
- ▶ Representatives
- ▶ Liaisons to the community
- ▶ Have assigned tasks
- ▶ Meet regularly

Planning Techniques



Community Meetings:

- Tribal Council
- Powwow
- Potlatch/Potlucks
- Webinars



Community Surveys:

- Research/Identify
- Draw consensus
- Paper/Electronic Mail/E-mail
- Phone/In-person

Planning Techniques



Focus Groups:

- 6-8 participants
- Members of target population
- Prioritize and reflect on research
- Provide more info



Key Informant Interviews:

- One-on-One
- Provides more information
- In-person/By phone
- Virtual Meeting

ACTIVITY: Alternative Methods for Outreach

MEETINGS	SURVEYS	FOCUS GROUPS	INTERVIEWS

Documentation



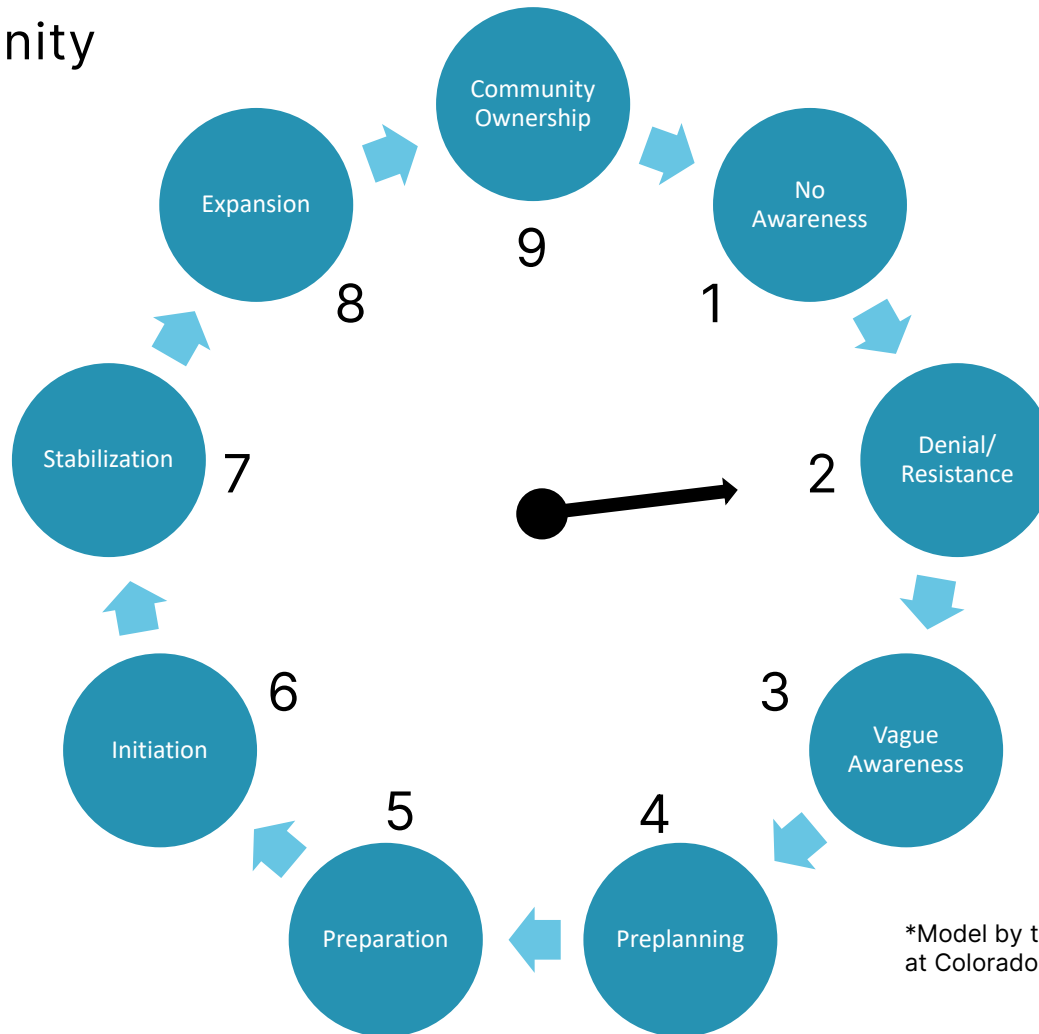
Documentation:

- ▶ Keep records
- ▶ Agenda/Minutes
- ▶ Sign-in/Attendance
- ▶ Surveys/Analysis
- ▶ A/V Recordings
- ▶ Whiteboard/Photos

Analysis:

- ▶ Who will review and analyze these records?
- ▶ How will you use what you have found?

Stages of Community Readiness*



*Model by the Tri-Ethnic Center for Prevention Research at Colorado State University

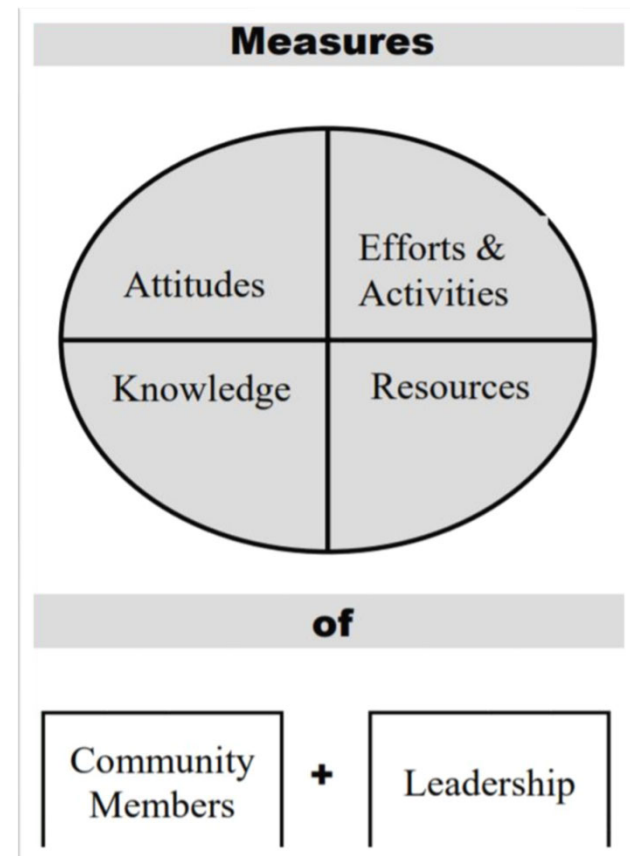
Community Readiness Model

Assesses a community's readiness to address an issue on 5 key dimensions:

- ▶ Community Knowledge of the Issue
- ▶ Community Knowledge of Efforts
- ▶ Community Climate
- ▶ Leadership
- ▶ Resources

NOTE: The Community Readiness for Community Change handbook has a survey template and instructions for successful assessment. It is available through our website at: <https://www.anawestern.org/resource-library> or on the CSU website at: https://tec.colostate.edu/wp-content/uploads/2018/04/CR_Handbook_8-3-15.pdf

PPD Training (2021)



Community Readiness Assessment

- ▶ Understand the community and the issues they face
- ▶ Prioritize the issues with community input
- ▶ Define the issue of highest priority, the target audience, and key respondents
- ▶ Interview key respondents and ask for specific examples (avoid opinions)
- ▶ Record, review and score the interviews (reference the CR Handbook)
- ▶ Calculate which stage your community is in
- ▶ THEN plan your project accordingly:
 - ▶ For example, if there is no awareness of an issue, your project will fall on deaf ears. Build a project around raising awareness, first.

Next Steps...

Homework assignment

- The workbook will help you to develop a planning strategy for your project.
- Consider who you and your community are, identify community connections, reach out to those connections and establish a steering committee.



Process vs. Design

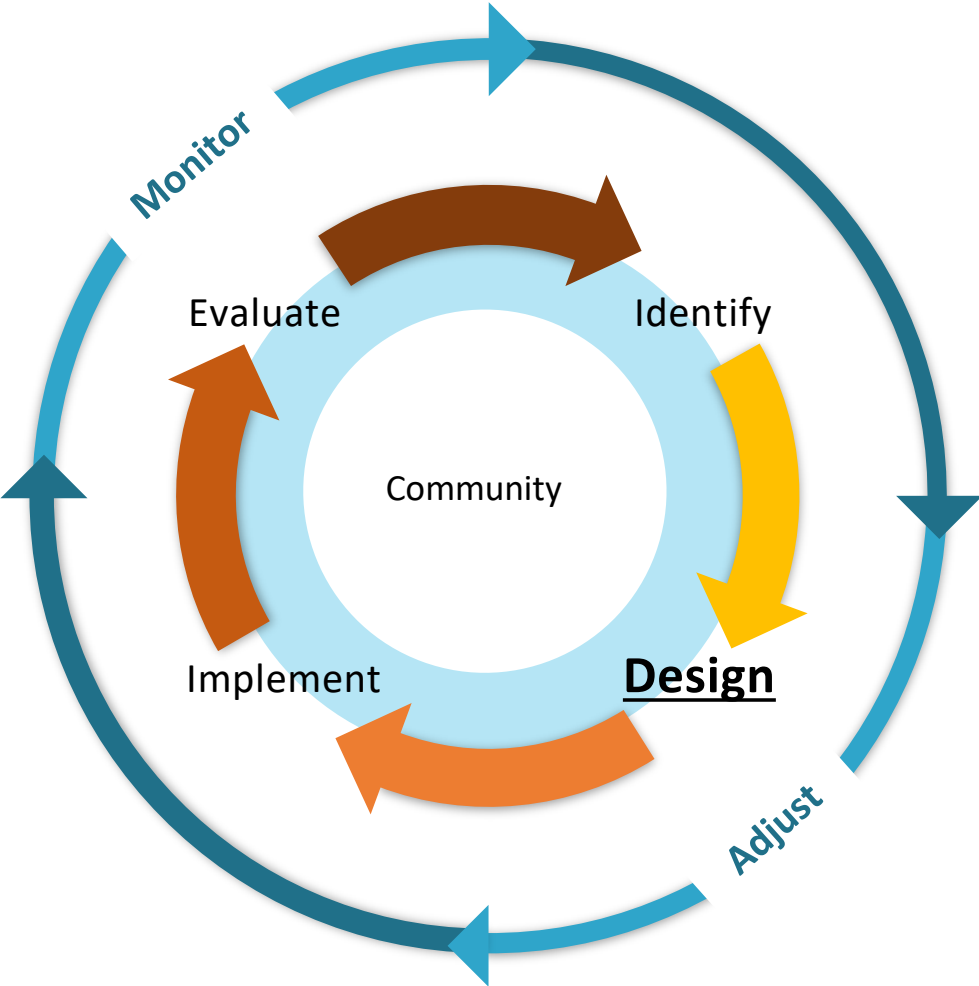
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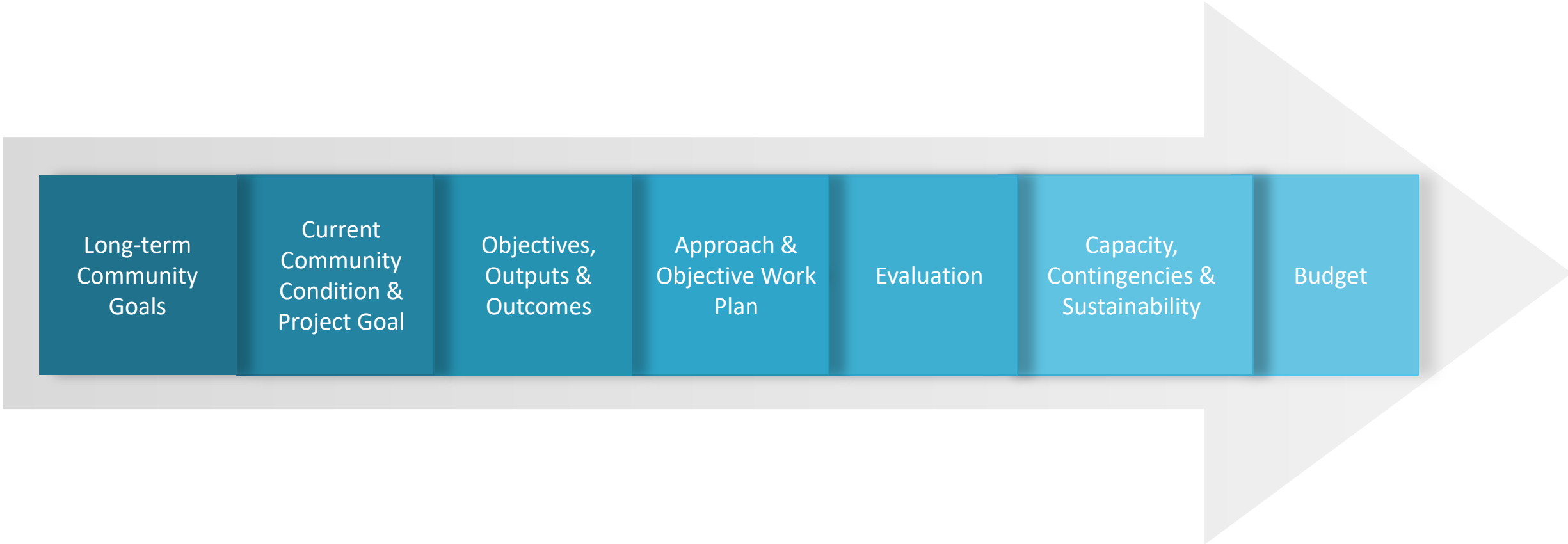
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The Project Design Process

The Project Cycle



Essential Elements of a Project Design





- ▶ Are community generated
- ▶ Describes an ideal condition in a specific area
- ▶ Usually have a 10-year lifetime
- ▶ Provide the framework for project design

Long-term Community Goal

- ▶ Established by community members
- ▶ Found in Formal documents:
 - ▷ Comprehensive Plans
 - ▷ Comprehensive Economic Strategies
 - ▷ Management Plans
 - ▷ Housing Assistance Plans
- ▶ Found in Informal documents:
 - ▷ Community Meeting Minutes
 - ▷ Mission Statements
 - ▷ Other Tribal Department Plans/Strategies
- ▶ Or created through conversation:
 - ▷ Gather community representatives and draw consensus





ACTIVITY: All on the Wall



Example: Long-Term Community Goal

SEDS

Our Tribal history, heritage, culture and beliefs are maintained and preserved in order to pass them on to the future generations.

ERE

The Wetlands indigenous to our reservation are restored and invasive species no longer threaten the land.

P&M

All members speak the language fluently in every home, workplace, and community event.

Activity 3.1

- **Identifying Relevant Long-Term Community Goal(s)**
- **PPD Toolkit Pgs. 32 – 33**
- **The Long-Term Community Goal (LTCG) is the vision of an ideal community.**
- **Where can your community long-term goals be found?**

Activity 3.1 Identifying Relevant Long-term Community Goal(s)

Long-term community goals are a vision of ideal community conditions in different dimensions (housing, economy, health care, wellness, household income and cultural preservation, for example) and are the foundation for all projects. They are established by community members and describe their desired conditions in those particular areas or dimensions. Long-term goal priorities change over time as progress is made in reaching them and new priorities are identified. Long-term goals are often found in the community plans of organizations serving a geographically distinct community; whereas, for organizations focused primarily on targeted populations (usually non-profits), they are commonly found in the strategic plans of those organizations.

Activity Goal:	Learn to identify and select relevant Long-term goals developed by the community to be served to guide development of your project
Number of Participants:	Small groups of 2-7
Small Group Activity:	Yes
Large Group Activity:	Not ideally suited for large groups, unless individuals or small groups complete the exercise and report back to the large group
Time Needed:	15 minutes
Materials Needed:	Access to a laptop with Internet access would assist with research and finding source planning documents

Process: In the following activity, identify up to five long-term goals in a planning document relevant to your organization and your organization's or program's current priority needs; identify the source of the planning document, the year adopted, and what dimension of community development each goal addresses.

#	Long-term Goal: (For example: Native small businesses are flourishing and contributing to the economic health of our community.)	Where did you find this Long-term Goal (Name of the Document)	Year (The more recent the better)	Planning Dimension (i.e. Health, Economy, etc.)
1				
2				
3				
4				
5				



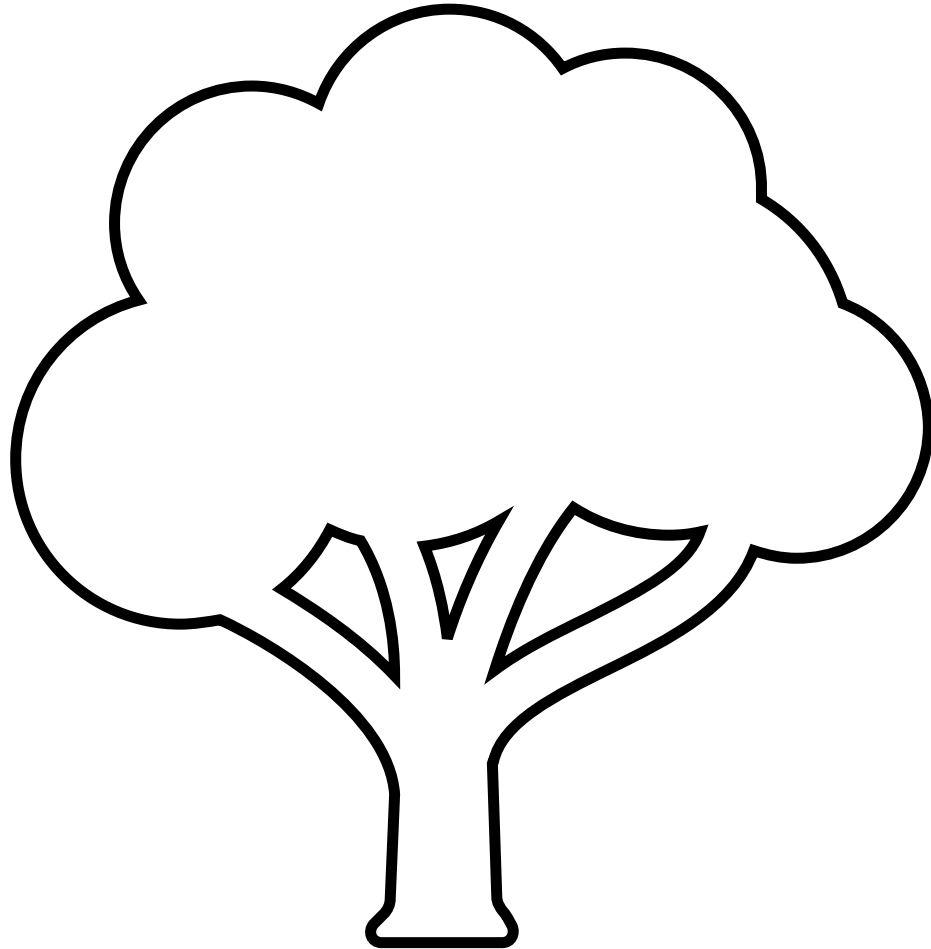
The Current Community Condition describes:

- ▶ The community's current way of life and why the ideal, long-term goal is not a reality. Or, in other words....
- ▶ The barrier that stands in the way of achieving the long-term community goal.
- ▶ The baseline condition used to gauge improvement and project success

Current Community Condition

- ▶ Gather community insight
 - ▷ Identify current conditions affecting everyday life
- ▶ Don't make assumptions!
 - ▷ One “good idea” may not be the community's primary concern
 - ▷ Additional, unforeseen setbacks may exist in the community
- ▶ Prioritize identified conditions and address the most pressing issue
- ▶ Once identified, seek secondary source data to support the opinions of your community:
 - ▷ Survey Results
 - ▷ Census Data
 - ▷ Local and Regional Research/Reports
 - ▷ Historical Data

ACTIVITY: Needs Tree



ACTIVITY: Identify Conditions

Community Identified Concerns	Prioritized Condition of Highest Concern	Secondary Sources	Means of Gathering Documentation
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Example: Current Community Condition

SEDS

We have 20 elders remaining in our community who are knowledge bearers of our Tribal heritage, which is in danger of being lost to future generations.

ERE

The Tribal wetlands covered 1500 acres in 1872 and have been reduced to just under 20 acres in 2019 due to invasive species and other environmental factors.

P&M

The Abaqua Tribe has only 1 first language speaker and 2 fluent language speakers, making the Abaqua language highly endangered.

Activity 4.1

- ***Current Community Condition***
- ***PPD Toolkit Pg. 38***
- ***With the Long-Term Community Goal (LTCG) in mind, list the conditions in your community that are barriers to achieving the LTCG.***
- ***Prioritize and rank the conditions from lowest to highest priority.***

Activity 4.1 Current Community Condition

Write the Community Long-term Goal that you identified here:

1. With the Long Term Community Goal in mind, brainstorm the conditions in your community that are barriers to achieving it. List below.
2. Next, prioritize and rank the conditions you listed from lowest to highest.

Rank	Condition

Using the condition that ranked the highest, write the community condition so that it

- Describes the actual condition, instead of what the community is lacking

Based on the condition stated above, provide baseline information that will be improved, reduced or eliminated by the proposed project



The Project Goal describes:

- ▶ The project's purpose
- ▶ A reduced, improved, or resolved current condition
- ▶ A result that can be accomplished within the timeframe of the project and takes a step toward the long-term community goal

Project Goal

- ▶ **Build Consensus**
 - ▷ Similar to the condition, a project goal may need to be revised to meet the solutions and priorities identified by the community
- ▶ **Drive Stewardship**
 - ▷ Focusing on community identified goals encourages interest
 - ▷ Interest encourages ownership over the project to see it happen
- ▶ **Make it reasonable and rational**
 - ▷ Keep it simple!
 - ▷ Ensure it can be achieved within the timeframe of the project



ACTIVITY: Determining a Project Goal



Example: Project Goal

SEDS

To record elder knowledge of our heritage in order to preserve our history and pass it to future generations.

ERE

To restore 20 acres of Tribal wetlands by removing 3 invasive species.

P&M

To increase the number of certified teachers able to teach core curriculum in the Abaqua language.

Activity 5.1

- ***Determining a Project Goal Statement***
- ***PPD Toolkit Pg. 46***
- ***When writing the project goal try to include the relevant groups affected by the project.***
- ***Use words such as decrease, deliver, develop, establish, improve, increase, produce and provide***

Activity 5.1 Determine the Project Goal

Write the long-term goal you have identified here:

Write the specific community condition you have identified here:

What is the anticipated length of your project? (project period)

Describe the anticipated improved condition as a result of successfully completing the project:

Write the project goal:

Hints:

When writing the project goal try to include the relevant groups affected by the project.
Use words such as decrease, deliver, develop, establish, improve, increase, produce and provide



The Objectives describe:

- ▶ A measurable, positive ***change***
- ▶ A step towards the project goal
- ▶ The four elements of a TTIP Objective:
 - ▷ Timeline
 - ▷ Target
 - ▷ Indicator
 - ▷ Population

Objectives

- ▶ Work backwards
- ▶ Consider the *change* that needs to happen
- ▶ Define the scope
 - ▷ Do not focus on methodology
 - ▷ Avoid having too many activities (is your objective actually more than one?)
 - ▷ Avoid having too few, as well (is your objective actually an activity?)
- ▶ Fine tune
 - ▷ Let it rest and come back to it
 - ▷ Gain input from your steering committee or focus group



ACTIVITY: Big Picture Thinking (Work Backwards)

What is TTIP?

- ▶ **Timeline (When?):**
 - ▷ a time by which the objective will be achieved
- ▶ **Target (How much change?):**
 - ▷ a measurement for the intended amount of change
- ▶ **Indicator (What kind of change?):**
 - ▷ a measurable sign that something has been done or achieved
- ▶ **Population (Who?):**
 - ▷ a specific group on which the project is intending to focus

- ▶ **How is this different from SMART?**
 - ▷ It's not! They work together!

ACTIVITY: Objective Mad Lib

By _____, the _____
(timeline) *(population)*

will _____
(indicator)

by _____
(target)



Example: Objectives

SEDS

By the end of our second year, the tribal community will have increased access to the cultural histories recorded by 15 of the 20 tribal elders.

ERE

By the end of the first project year, the Tribal Land Use Department will increase capacity through the adoption of a Wetland Restoration Policy.

P&M

By the end of the 36 month, three Abaqua Language Teacher Trainees will have demonstrated knowledge gain by earning their state-accredited Teaching Certificate.

Activity 6.1

- **Writing TTIP Compliant Objective**
- **PPD Toolkit Pg. 49**
- **Use the worksheet to organize and create a well thought and specific TTIP Objective**
- **Be sure to include ALL TTIP elements:**
 - **Timeline**
 - **Target**
 - **Indicator**
 - **Population**

Activity 6.1 Writing TTIP Compliant Objectives

SAMPLE OBJECTIVE

By the end of 36 months (timeline), 7 local business owners (population) will increase their customer purchases (indicator) by 25% (target).

Using the sample above as a guide, identify the TTIP elements for each of the well-written objectives below:

1. By the end of 36 months, 100 youth (aged 12-18), will have increased knowledge in traditional practices and life skills of the Haudenosaunee culture by 55%.

What was the Timeline?	
What was the Target?	
What was the Indicator?	
What was the Population?	

2. By the end of month 24 of the project, the iGAP program will increase data collection across our traditional territory by 25% for 7 endangered wildlife species.

What was the Timeline?	
What was the Target?	
What was the Indicator?	
What was the Population?	

Identify the missing TTIP components from the objectives below.

Timeline: a time by which the objective will be achieved

Target: a measurement for the intended amount of change

Indicator: a measurable sign that something has been done or been achieved

Population: a specific group on which the program is intending to focus

Two teachers will increase their language proficiency to the Mid Advanced level.

___ Timeline ___ Target ___ Indicator ___ Population

Sixty community members will increase their computer skills by the end of 12 months.

___ Timeline ___ Target ___ Indicator ___ Population

By the end of the 24th month, four youth council members will increase their leadership skills.

___ Timeline ___ Target ___ Indicator ___ Population

By the 24th month of our language project, our Ojibwe language curriculum materials for grades K-3 will be increased by 12 units.

___ Timeline ___ Target ___ Indicator ___ Population

Homework assignment

- The workbook will help you to develop a planning strategy for your project.
- Consider who you and your community are, identify community connections, reach out to those connections and establish a steering committee.



RECAP OF KEY TERMS

Long-Term Community Goal: A vision of an ideal community. Provides the foundation for all projects. It is established by community members and describes their ideal community.

Current Community Condition: Describes a single, specific barrier preventing the community from achieving the long-term community goal.

Project Goal: Describes the purpose of the project. It addresses the current community condition and moves one step closer to the long-term community goal.

Objectives: Describe a measurable, positive change that lead toward the project goal. The four elements of a TTIP Objective are Timeline, Target, Indicator, Population.

An aerial photograph of a vast, layered canyon landscape, likely the Grand Canyon. The canyon walls show distinct horizontal geological strata. The top of the canyon is lined with a dense forest of evergreen trees. The sky is a deep blue with scattered white clouds. A solid teal horizontal bar is positioned above the main text.

The Project Design Process



Outputs:

- ▶ Tangible products or services
- ▶ Result from completing an activity
- ▶ Often measured by “Numbers of” something

Outcomes:

- ▶ Positive, measurable changes
- ▶ Result from successfully achieving the objective
- ▶ Are described by the Indicator (what change) and the target (how much change)
- ▶ Often discussed as an increase/decrease/improvement

Outputs v. Outcomes

- ▶ Outputs are usually easy to identify:
 - ▷ What does your community want or needright now?
 - ▷ To meet their demands, what do you need to design? Make? Sell?
 - ▷ Or what services do you need to provide?
 - ▷ Measure: How many items or services are needed?
- ▶ Outcomes can be a bit more unruly
 - ▷ What does your community want or needover time?
 - ▷ To meet their demands, what needs to change in the community?
 - ▷ Measure: requires a baseline on which benchmarks can be measured.
- ▶ Outputs DO NOT Measure Outcomes
 - ▷ Just because people show up (number of attendees), does not mean they will learn anything (change in knowledge)

ACTIVITY: Which is which?

Volunteer Feedback Results

Community Surveys

Knowledge of Polling Locations

New Training Manuals

Teacher Language Certifications

Capacity Improvements

Job Placements

50 Sign In Sheets

Increased Food Access

Enrollment

Dictionary Published

Language Fluency Levels

25 Participants on the Job

Decreased Drug Abuse

Curriculum

Resource Usage Rates



ACTIVITY: Draft Your Own



Example: Outputs V. Outcomes

SEDS

Outputs: 15 video interviews, 15 audio recordings, 15 storyboards

Outcomes: Increased Access to the knowledge held by our elders

ERE

Outputs: Numbers of – specimens collected, volunteers recruited, policies and procedures drafted

Outcomes: increased capacity to regulate wetlands, reduced invasive species, more wetland acres

P&M

Outputs: Numbers of – curricula, attendees, tests given, meeting minutes, homework, etc.

Outcomes: increased knowledge, improved fluency, improved proficiency

Activity 7.1

- **Identifying Your Outcomes**
- **PPD Toolkit Pg. 58**
- **Write your Objective**
- **Determine all the associated Outcomes**
- **Select the primary Outcome**

Activity 7.1 Identifying your Outcomes

1. List your current Project Goal and Objective(s) developed in the previous section and fill in columns 1 & 2 below.
2. You can highlight the Indicator for each objective if it helps you to determine the outcome based on that indicator.
3. Determine the Primary Outcome and enter in 3rd column

Project Goal	Objective	Outcome
<i>EXAMPLE:</i> Increase Native Small Business profitability	By the end of the 24th month, local native business owners will increase their financial management skills by 50%.	Improved business management skills of native business owners
	Objective 1:	
	Objective 2:	
	Objective 3:	

Review the outcome(s) and ask yourself if there is a logical connection between the Project Goal, the Objective and its corresponding Outcome. If not, go back and revise.



- ▶ The approach describes the method you will use to implement your project
- ▶ The Objective Work Plan is a tool that outlines your approach
- ▶ These two work together, but do not duplicate each other

Approach and Objective Work Plan

- ▶ Which comes first?
 - ▷ Do what works best for you!
- ▶ Before designing your approach, ask:
 - ▷ What does the community want to do?
 - ▷ What has been done before?
 - ▷ Are there any examples or models to use?
 - ▷ What works and what doesn't? Why?
 - ▷ How will it be done?
 - ▷ Who will do it?
- ▶ Assess:
 - ▷ Your Strengths, Weaknesses, Opportunities, Threats
 - ▷ Your available internal/external resources and partners

ACTIVITY: SWOT

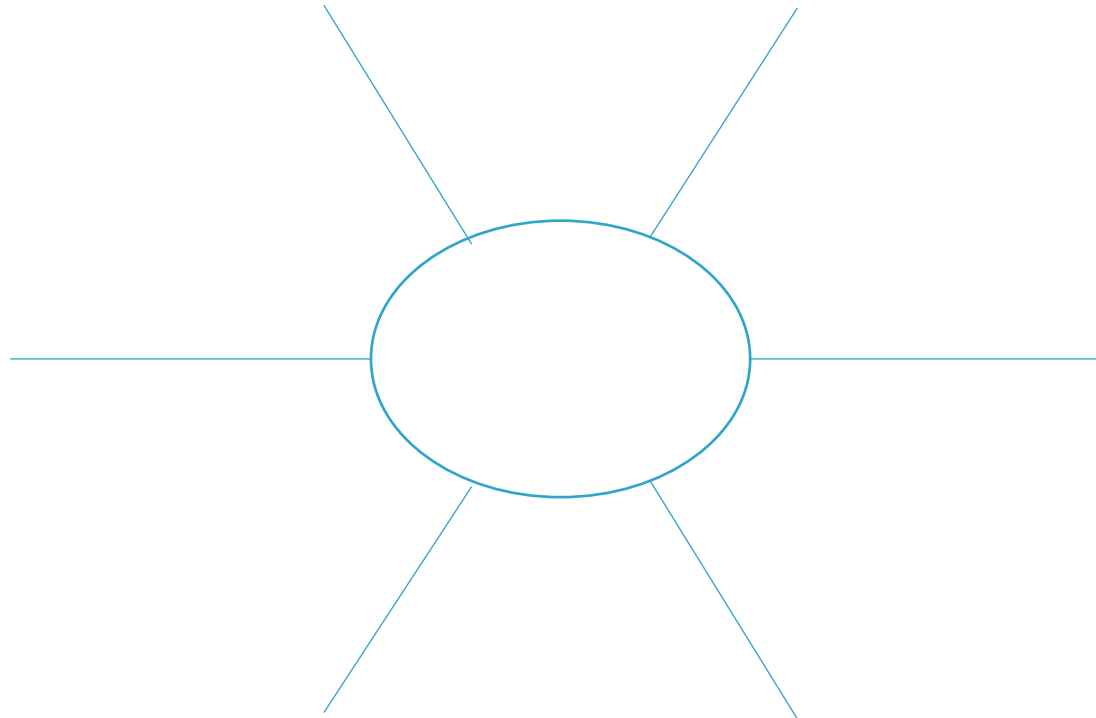
Internal Strengths

Internal Weaknesses

External Opportunities

External Threats

ACTIVITY: Asset Mapping





Example: Available Resources

SEDS

Internal: Tribal Elders Program, Tribal Archives, Cultural Preservation Office, Language Department

External: State Archives, Historical Society, Local College

ERE

Internal: Tribal Land Use Office, 20 Acres of Wetland, Expert Wetland Specialist

External: Partnership with Community Garden and their tools/equipment

P&M

Internal: Second Language Learners, Grants Management Staff, Financial Staff with Federal Experience

External: First Language Learner

Activity 10.1

- **Determine Your Internal/External Resources**
- **PPD Toolkit Pgs. 72 - 73**
- **Use your Asset Map to complete the table**
- **Determine the resource, its benefit to the project and its estimated monetary value**
- **NOTE: We've skipped Activity 9.1 for now**

Activity 10.1 Determine Your Internal & External Resources

1. List resources available inside your organization, village or community (internal resources) that will support project implementation, operation and sustainability.

Resource	Benefit to Potential Project	Cost/Value (\$)
Human		
Programs/Services		
Facility/Equipment/Goods		
Other		



The Objective Work Plan:

- ▶ Is an outline
- ▶ Acts as the blueprint for a project
- ▶ Stands alone, mirroring the approach without duplicating it

Objective Work Plan (OWP)

- ▶ Brainstorm activities with your steering committee, potential participants, community and other stakeholders
- ▶ Align the activities to your asset map
 - ▷ Do you have all the resources?
 - ▷ What additional resources do you need?
- ▶ Identify additional outputs (products/services) that may result from the activities
- ▶ Use an OWP to map out your ideas
- ▶ Return to the community to gain feedback
- ▶ Make necessary changes

ACTIVITY: Practice Brainstorming Activities



Example: Approach and OWP

SEDS

Approach: We plan to interview 15 remaining elders, each of whom have signed letters of commitment and agreed to participate. We conduct outreach to notify them upon receipt of the award. To initiate our preservation project and to honor their time and effort, we will host a kick-off ceremony.

OWP: Elder Participant Kick-off

Activity 3 –

ERE

Approach: Understanding the wetlands on our land is critical for restoring the natural habitat of traditional wildlife. To do so, the Land Use Department will engage with Community Garden volunteers to conduct an assessment by mapping invasive species in our wetlands on a GIS grid.

OWP: Conduct Assessment

Activity 4 –

P&M

Approach: Our fluent speakers are our greatest asset. We will engage them in a mentorship program and assign two teacher trainees to each. They will work together to increase language skills.

OWP: Activity 5 – Establish Mentor MOU
Activity 6 – Test & Assign Trainees to Appropriate Mentor

Activity 9.1

- *Develop and Objective Work Plan*
- *PPD Toolkit Pgs. 67 - 68*
- *Complete your own OWP*
- *Then, flesh it out by responding to the questions in the next activity*
- *When finished, you will be ready to draft a narrative explaining reasons and methods*

Activity 9.1 Develop an Objective Work Plan

Use this template to develop the Objective Work Plan for the project. Each Objective and Each Project Year should have its own work plan. Activities should be sequential using the Start Date. Project Staff should include both Lead and Support personnel.

Note: Depending on the funder Administrative Activities may be grouped and listed at the end of the project completion activities; always check the funding packet instructions. Additionally – depending on your funder, you may need to use this form as your working draft and transfer all the information into a [Grants.gov](https://www.grants.gov) form in *Application Packet online*.

Project Title:

Project Goal:

Project Year: 1

Objective 1:					
Outcome:					
	Activities	Outputs	Project Staff	Start Date	End Date
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					



- ▶ Is used to understand:
 - ▶ How successful your project design is
 - ▶ How successful your project implementation is
 - ▶ How successful the project is
- ▶ Is then analyzed and used to revise plans and strategies

Evaluation

- ▶ Consider the 6 Ws in the context of monitoring and evaluation
 - ▷ Who will monitor your design, your implementation, and the project itself?
 - ▷ What kind of data will they monitor? Identify the benchmarks that – if reached – will prove you've been successful.
 - ▷ Where will you keep the data you are collecting?
 - ▷ When will you track this data? Monthly? Quarterly? Annually?
 - ▷ How will you collect this data? Do you need survey tools? Storage space?
 - ▷ Why will you need this? Will you make improvements to the project?

ACTIVITY: 6 Ws of Ongoing Monitoring and Evaluation

Goal:	
Objective:	
Outputs:	
Outcome:	
What?	
Who?	
Where?	
When?	
How?	
Why?	



Example: Evaluation

SEDS

Who: Archives Assistant
What: A/V Recordings
Where: Tribal Archives
When: Varies, Elder Dependant
How: Interviews, testimonies, transcription, and A/V equipment
Why: To collect prolific historical data on our heritage

ERE

Who: Land Use Evaluator
What: GIS Mapping Data
Where: Held in GIS Database
When: Within the first 9 months
How: Garden Volunteers, Steering Committee Review
Why: To understand wetland ecology

P&M

Who: Language Mentor
What: Teacher Training Progress
Where: Student Portfolios
When: Each Semester
How: Mid- and End of Semester Exams, Oral Presentations
Why: To ensure teacher trainees are advancing on schedule

Activity 8.1

- *Outcome Tracker Form Activity*
- *PPD Toolkit Pg. 62*
- *Now that you have a clearer idea of your whole project, go back and complete activity 8*
- *Then, jot down some notes on how you will use the tracker or other tools to monitor project progress*

Activity 8.1 Outcome Tracker Form Activity

OUTCOME TRACKER		Outcome	Indicator	Means of Measurement	Baseline	Project Year 1	Project Year 2	End of Project	3 Years Post-Project
Project Goal:									
Current Community Condition:									
Objective:									
Outputs:									



Contingencies describe:

- ▶ An alternative course of action in response to an event that stops project progress
- ▶ A “plan B” or set of strategies to overcome any problem based on a review of Milestone Activities that could present a critical issue
- ▶ Should not address ongoing, logistical, or supply chain functions of your Tribe/Organization (these should already have built in contingencies)

Contingency Planning

- ▶ Involve everyone in brainstorming
- ▶ Look from multiple angles
- ▶ Identify solutions (not just the problems)
 - ▷ What practices can you put in place to mitigate problems before they arise?
 - ▷ What issues are out of your control, that will still need solutions?



Contingencies to consider



- ▶ Staff turnover
- ▶ Participant turnover
- ▶ Loss of partnerships
- ▶ Loss of project site
- ▶ National disasters (ex: fires, flooding)
- ▶ Public health crises
- ▶ Travel
- ▶ ...

ACTIVITY: Consider the Alternatives

The community is located in a rural area, 65 miles from the nearest town. It is difficult to keep and maintain staff. As part of our Plan, we will provide new hires with on-the-job training and competitive wages.

- ▶ A. To address staff turnover, we have already planned to provide training and competitive wages. Therefore, we do not need a contingency plan.
- ▶ B. Staff turnover may still occur; therefore, we will maintain a portfolio of qualified applicants to recruit for a second interview. We will also partner with our transportation department to provide fuel compensation, if necessary.



Example: Contingency Plans

SEDS

Risk: The project relies on our elder population and due to their age, they are at risk of becoming ill.

Contingency: If an elder is unable or unwilling to participate due to illness, we will approach one of the additional elders within our community in order to capture our heritage to the best of our ability.

ERE

Risk: Heavy rain in the Spring may prevent GIS mapping from being completed.

Contingency: GIS mapping will begin in the Fall and focus on the most critical acreage. Mapping should conclude in March, but if mapping cannot be completed before rainy season, critical mapping will enable us to scale results and make informed estimates.

P&M

Risk: Language learning and teacher certification requires dedication and participants may drop out.

Contingency: In addition to furthering their career - a major benefit, Teacher Trainees will receive a participant incentive each semester they pass. This incentive will include a community recognition ceremony and a \$100 gift card of their choice, totaling \$600 by the end of their coursework.

Activity 13.2

- *Draft A Contingency Plan*
- *PPD Toolkit Pg. 105*
- *Draft a contingency plan for each typical problem area*
- *Then, consider an additional issue your project may face*

Activity 13.2 Draft a Contingency Plan

Now create a contingency plan for your project. Remember to address each of the main areas of concern: project implementation, staffing, partnerships and participants.

A. Staffing	
Activity	
Challenge	
Contingency	
B. Consultant	
Activity	
Challenge	
Contingency	
C. Participants	
Activity	
Challenge	
Contingency	
D. Other	
Activity	
Challenge	
Contingency	
E. Partnership	
Activity	
Challenge	
Contingency	

Next Steps...

Homework

Assignment

- The workbook will help you to develop a planning strategy for your project.
- Consider who you and your community are, identify community connections, reach out to those connections and establish a steering committee.



RECAP OF KEY TERMS

Outputs: Tangible products or services resulting from completing an activity. They are often measured by “Numbers of” something.

Outcomes: Positive, measurable changes resulting from successfully achieving the objective. Described by the Indicator (what change) and the Target (how much change).

Approach: The approach describes the method you will use to implement your project.

Objective Work Plan : The OWP is a tool that outlines your approach. Acts as the blueprint for a project. Stands alone, mirroring the approach without duplicating it.

Contingency Plan: An alternative course of action in response to an event that stops project progress. A “plan B” or set of strategies to overcome any problem. Should not address ongoing, logistical, or supply chain functions of your Tribe/Organization.

Evaluation Plan: Is used to understand the success of the project as whole including project design, project implementation, and it is used to revise plans and strategies.



The Project Design Process



Organizational Capacity describes:

- ▶ The ability of your Tribe/Organization to complete the activities in your Approach and OWP
- ▶ Your ability to provide fiscal and programmatic oversight
- ▶ The experts, partners, and/or consultants you may need to engage to fill gaps

Organizational Capacity

- ▶ Assess Financial Management:
 - ▷ Who has finance experience?
 - ▷ What expertise level and ability is needed to meet the CFR (code of federal regulations)?
- ▶ Assess your programmatic ability to manage the project by:
 - ▷ Who has program management experience?
 - ▷ Who has the expertise to complete all activities AND required reporting?
- ▶ Identify who you still need:
 - ▷ With whom can you partner, consult, or contract?
 - ▷ Maintain a close relationship with Tribal Leaders
- ▶ Once you know WHO is available, decide WHAT their role will be

POLLING ACTIVITY: Conduct a Self Assessment

Financial Self Assessment:

1. Does the Tribe, organization, or educational institution have written financial policies?
2. Are all financial transactions recorded in a systematic way?

Programmatic Self Assessment:

1. Do the staff job description responsibilities align with the project activities?
2. Are program reports submitted to the funding agency in a timely manner?



Example: Organizational Capacity

SEDS

Financial: Financial Policies and Procedures, Experience with past grants management, External Auditor

Programmatic: Tribal Archivist, Partnership with State Archive

ERE

Financial: Tribal Finance Office, Adherence with 45 CFR part 75

Programmatic: PI/PD with 15 years' experience, success of past projects of a similar scope

P&M

Financial: Hired Accountant, Bookkeeping in line with GAAP

Programmatic: Language School Principal and fluent language speaker, accredited teacher certificate program

Activity 12.1

- **Conduct An Organizational Capacity Analysis**
- **PPD Toolkit Pg. 87**
- **Consider your Organizational and Financial Structures**
- **Then determine if updates or changes are needed to both**

Activity 12.1

Conduct an Organizational Capacity Analysis

Go back to your organization and conduct an assessment to analyze and evaluate the organizational and financial management structures you have in place; focus on any gaps.

Examples to Consider: Data Collection, Policies and Procedures (i.e.: hiring, purchasing, work related travel, separation of duties, records retention), Program Management Systems.

For the Project-Specific Expertise, consider the subject matter expertise required to complete the project, such as a Linguist, Language Teachers, Environmental Technician. Then, assess if you have those skills on your staff or will need to hire, contract with a consultant, or train internally, etc.

Organizational Structures	Updates/Changes Needed

Financial Structures	Updates/Changes Needed

Project-Specific Expertise	Staff/Consultant



Sustainability:

- ▶ Is a means to maintain project outcomes and activities beyond the funding period
- ▶ Can (and should!) be done through a variety of ways:
 - ▶ Routinization/Increased Capacity
 - ▶ Partners/Leveraged Resources
 - ▶ Program Income
 - ▶ Seeking Additional Funding

Sustainability Planning

- ▶ What aspects of the project does the community absolutely need to maintain? What do they want to maintain?
 - ▷ Outcomes (changes)
 - ▷ Outputs (products)
 - ▷ Activities
- ▶ Can you partner with anyone?
- ▶ Can you sell anything for a profit?
- ▶ Don't just seek more funding!

ACTIVITY: How might you do each?

Objective:	
Routinization:	
Increased Capacity:	
Partnerships:	
Leveraged Resources:	
Program Income:	



Example: Sustainability Plans

SEDS

Our heritage will be permanently preserved in the Tribal Archive and will become a routine part of their data backup and preservation practices. Access to the archives is available to any community member by appointment.

ERE

The policies produced by Objective 1 will become a routine part of the Land Use Department. A continued partnership with the Community Garden will ensure that volunteers are monitoring the restored wetland for recurring invasive species.

P&M

Teacher Trainee Certification will enable second language speakers to become Immersion teachers, teaching core curriculum in the Abaqua Tribal School. These teachers will work to inspire future generations of second language learners.

Activity 14.1

- **Brainstorming Sustainability Strategies**
- **PPD Toolkit Pg. 108**
- **Develop the method you'll use for sustaining your project and outcomes**
- **Consider the methods and use a variety!**

Activity 14.1 Brainstorming Sustainability Strategies

Brainstorm sustainability ideas for the project's outcomes and outputs using the categories below.

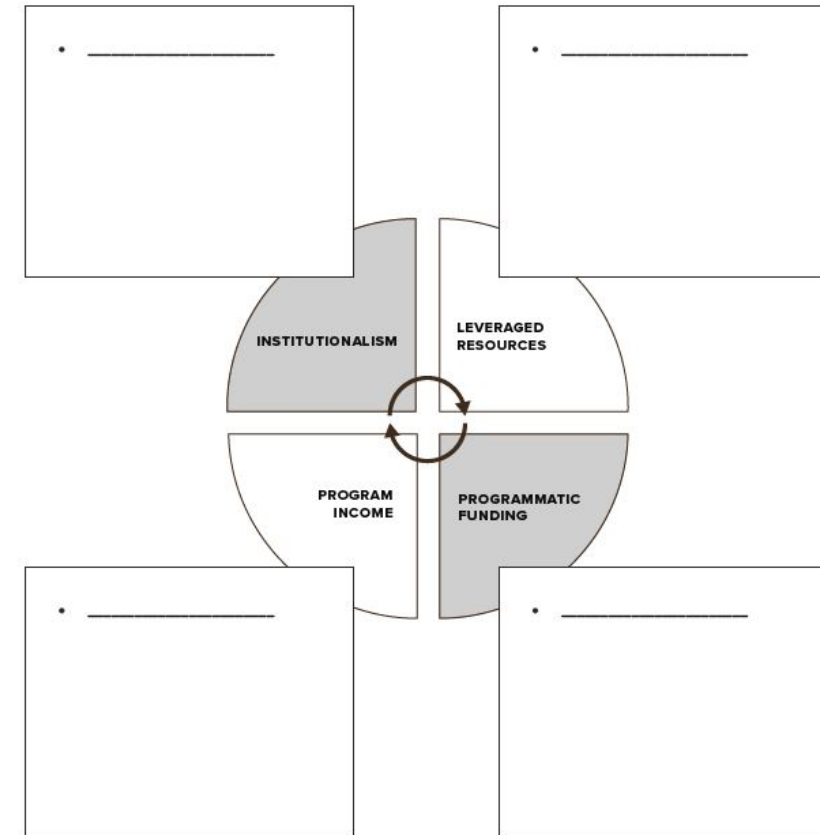
Use one of these brainstorming sheets for each project outcome.

1. Brainstorm possible strategies to sustain the outcome under each sustainability category.
2. Brainstorm possible strategies to sustain the project's outputs under each category.

You may not have a strategy for every category.

Project Outcome: _____

Outputs: _____





Budget:

- ▶ Sets parameters on what can and cannot be done within a project design
- ▶ Should begin with partnerships and leveraged resources
- ▶ Should rely on grant funding only as needed

Budget

- ▶ Consider:
 - ▷ What staff time and compensation is required?
 - ▷ Will consultants be needed?
 - ▷ If so, what impact will qualifications have on the budget?
 - ▷ What travel is needed?
 - ▷ Will equipment be needed?
 - ▷ What supplies will the project need?
 - ▷ What other costs will be incurred?

ACTIVITY: Assets vs Funding

Resources You Have

Partner Resources

ANA Funding Requests

Value/Cost



Example: Budget

SEDS

<u>Resources We Have:</u>	<u>Value:</u>
Tribal Archive (\$10,000/yr)	\$10,000
Cultural Officer (.10FTE @ \$30/hr)	\$ 6,240
 <u>Partner Resources:</u>	
College Archivist (200hr @ \$47/hr)	\$ 9,400
 <u>Needed:</u>	
Fulltime PI/PD (\$30/hr)	\$62,400

ERE

<u>Resources We Have:</u>	<u>Value:</u>
Office Space (\$800/mo)	\$ 9,600
Wetland Specialist (\$29/hr)	\$60,320
 <u>Partner Resources:</u>	
Garden Volunteers (5 @ \$21/hr)	\$54,600
 <u>Needed:</u>	
GIS Software (\$300/Machine)	\$ 600

P&M

<u>Resources We Have:</u>	<u>Value:</u>
Teachers (6 @ \$24/hr)	\$299,520
Admin Assistant (\$29/hr)	\$ 60,320
 <u>Partner Resources:</u>	
3 Fluent Sp. (30hrs @ \$64/hr)	\$ 5,760
 <u>Needed:</u>	
State Certification (\$8,000/cert)	\$ 24,000

Activity 15.1

- *Identify Financial Needs*
- *PPD Toolkit Pg. 109 - 110*
- *Identify your financial needs*

Activity 15.1 Identify the Financial Needs

Using the OWP you created in the previous activities, fill out the following charts to help determine your financial needs.

Write down your project objective:

--

What staff will you need to accomplish the project as designed?

Position	Responsibilities	Percentage of time dedicated to project (e.g., 100%, 50%?)	Estimated cost (base this on their current salaries)

What out-of-area travel do you anticipate needing for this project?

Travel Destination	Purpose of the travel	Anticipated number of days	Estimated cost (use the GSA's travel rates or your organization's travel rates)

Activity 15.2

- *Develop The Budget*
- *PPD Toolkit Pg. 111 - 112*
- *Complete the budget, noting those people, services and supplies that can be contributed through partnerships and leveraged resources*

Activity 15.2 Develop The Budget

Thinking about your project approach, Objective Work Plan, and the cost estimate, develop a line-item budget and a narrative budget justification which explain how estimated costs relate to the project approach. This is a good exercise to ensure that your budget costs are reasonable, relevant, and justified in supporting the project approach.

Line Item Budget for Year ____ (create budget for each year)			
Category	Federal Share	Non-Federal Share (20% Total Project Cost)	Total
Personnel			
Project Director			
Admin. Asst.			
Personnel 1			
Personnel Total			
Fringe Benefits			
FICA			
Unemployment Tax (FUTA)			
State Unemployment Tax (SUTA)			
Retirement			
Worker's Comp - varies			
Health Insurance			
Fringe Total			
Travel			
Post Award Training - Mandatory Year One Only			
Recipient Meeting - Mandatory each year			
Training Location 1			
Travel Total			
Equipment			
Equipment Total			
Supplies			

Fun Activity



Next Steps... Homework Assignment

- The workbook will help you to develop a planning strategy for your project.
- Consider who you and your community are, identify community connections, reach out to those connections and establish a steering committee.



A wide-angle photograph of a deep canyon with layered rock formations and sparse evergreen trees. The image is overlaid with a semi-transparent blue filter. A horizontal teal bar is positioned above the text. The text "Now what?" is centered in a white, bold, sans-serif font.

Now what?

Western TTA Center

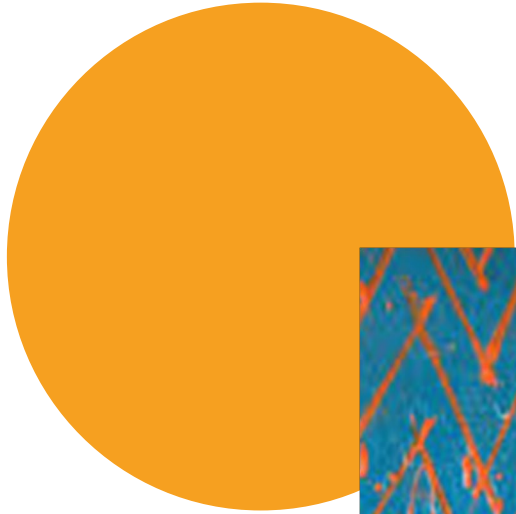
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R



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