Project Planning Strategy

How to use ANA Western Region's Workbook for

Project Planning and Development

By using this template and completing the following prompts, you will have created a strategy that will help you to move forward in your project planning process.

Work through each section in this workbook to involve your community in an effective planning process and develop a project that they wish to see succeed. As you progress, you will help to build a planning team and community capacity to complete the activities and numbered document pages. Remove the activity pages to display your final plan. Then come back to this plan and make revisions as the team learns more about potential project design options. It is a working document as you and your steering committee pursue a final project idea.

Instructions: Activities are included to help you and your team brainstorm before completing each numbered section. Conceptualize strong community connections to use in the process before developing the Products of the Planning Process (project design elements, like the community's conditions and desired solutions).

Do not produce design elements until you involve the community in a planning process!

1. **Tribal and/or Organizational Background** – Provide information about your organization and the values and aspirations of your organization.
2. **Community Connections** – First, describe the community, including its location, demographics, and other defining features. Then inventory the community subsets (elders, youth, single parent families, etc.) in your overall population. Finally, describe the people and partners you can tap into as you move forward.
3. **Community Engagement Outreach Plan** – Consider how to build rapport and recruit community members to secure their input. Then draft a plan to move forward using methods of community engagement.
4. **Steering Committee** – After you've conducted outreach, note which community members are responsive, are representative of the community, and can commit to ongoing meetings while contributing to the planning process. Work together to identify a clear mission for the committee as well as a time, date and location for meeting. The frequency may differ depending on workload, but plan to meet weekly in the beginning and at least quarterly once project implementation begins.
5. **Steering Committee Membership & Plan of Operation** - This is a template that you can revise to fit more closely with your project planning process. The intent of the document is to ensure that all steering committee members are on the same page moving forward and to formalize their participation in project planning.

STOP! Do you have a steering committee established? Get a committee together before progressing.

6. **Surveys** – Surveys can be used to collect input on many different topics. As a team, identify the information you need to collect, the survey methods you intend to use, and record the results of your efforts.
7. **Community Meetings** – With your steering committee, work to identify existing meetings that you can tap into to gather a variety of community input. If there are no existing meetings, plan to host your own.
8. **Focus Groups** – Focus groups delve deeper into one specific topic that resulted from your general community information gathering. Identify who will participate and plan for an in-depth discussion.
9. **Key Informant Interviews** – Plan to speak one-on-one with community members who have personal experience with the issues you've uncovered. Identify who you will speak with and how you intend to encourage them to open up.
10. **Secondary Sources/Annotated Bibliography** – Your primary research will result in several claims being made about the personal experiences of community members. Support these claims with secondary sources.

The Community Readiness Assessment Activity does not include a numbered section. Please see the notes.

11. **Next Steps** – reflect on the process thus far, follow up on any incomplete activities, and identify next steps before you move on to identifying the project design elements outlined in ANA's PPD Manual.

1. Tribal and/or Organizational Background

Date:

Name:

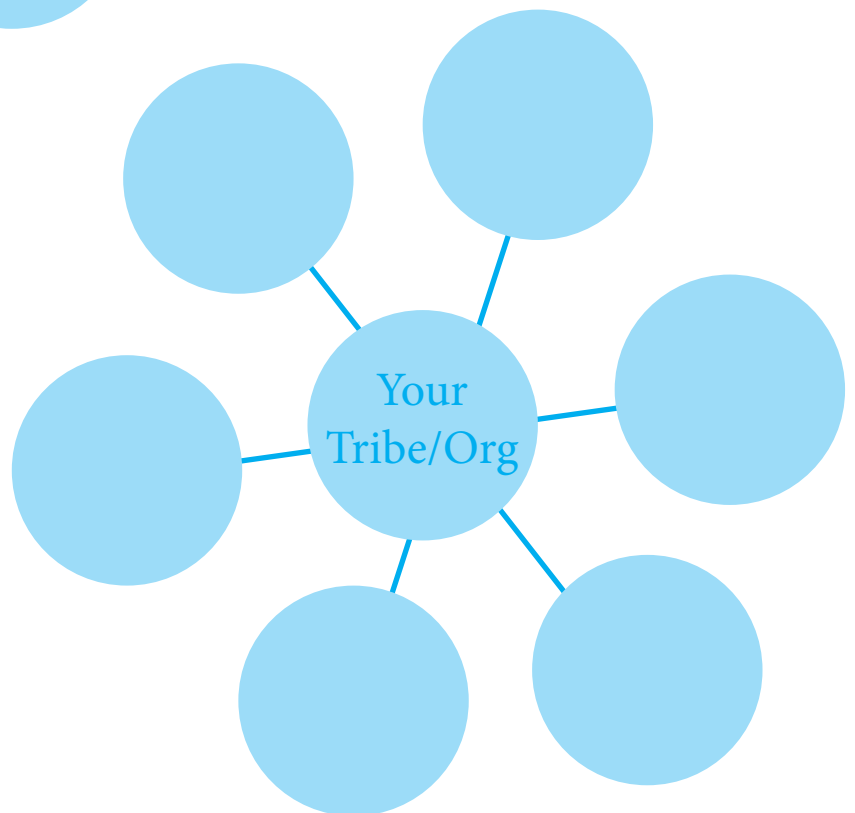Address:

Contact:

Mission Statement:

Vision Statement:

Contemporary and/or Traditional Values:

Activity - Community Connection Mapping

Fill in the map below, expand on it, or use a separate piece of paper to get all of your connections down. Consider who you know, who they know, and who is missing. Ask yourself if you have representatives from every area of the community, including: elders, youth, staff, professionals, veterans, business owners, artisans, language speakers, and other knowledge holders. Also include partners and existing programs, such as: Head Start, TANF, IHS, tribal colleges, local businesses or nonprofits, libraries, or any other existing program or service.
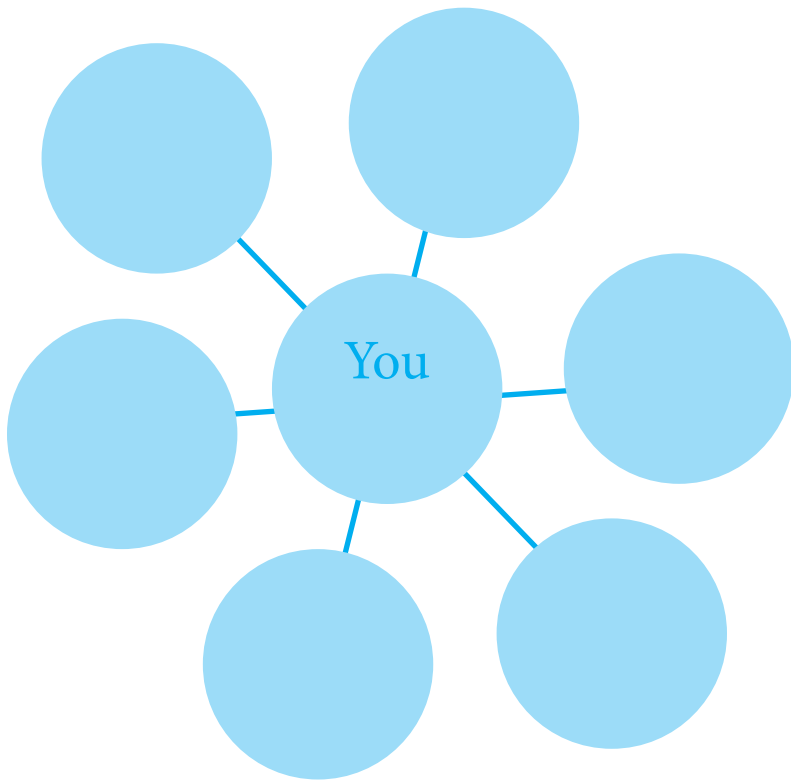
You

Your Tribe/Org

2. Community Connections

Description of Community (including size, location, demographics, etc.):

Potential People and Partners:

Name	Affiliation	Skill/Expertise	Contact	Potential Contribution
Ex: Mrs. Begay	Elder, Veteran	First Language Speaker	(123) 456-7890	Steering Committee Member
Ex: Head Start	Youth, Teachers	Classroom Curriculum	(987) 654-3210	Youth Survey Respondents

Activity – Community Outreach

Consider how you will network with those people and partners as well as build a rapport with new connections. Identify the methods you can use to engage with each and every individual, such as through upcoming events, personal introductions, word-of-mouth, mail, newsletters, public media announcements, and so on.

Use this space to think through your methods and what will be needed to accomplish these methods. Answer the following Yes and No questions.	YES	NO
1. Does your community have a community calendar of events (virtual or in-person)?		
If yes, what events can you attend or speak at to garner community interest:		
2. Does your community have a radio and/or television station?		
If yes, what will you need to do to tap into this media to recruit others to join a conversation:		
3. Does your community/organization have a newsletter, website, or other publication?		
If yes, how will you advertise your interest in bringing the community to the table:		
4. Do you or your community/organization have social media accounts?		
If yes, who is your audience and how will you engage them in the conversation:		
5. Do you have personal connections with a network of their own?		
If yes, who will you reach out to, how will you do so, and what is needed to encourage them to introduce you to their network:		
6. Will you need other types of outreach?		
If yes, what will you consider and how will you use it:		
Now prioritize these methods and, on the next page, consider what you tap into first		

3. Community Engagement Outreach Plan

Our prioritized outreach methods include:

Type	Key Staff	Message	Goal	Timeline
Ex: Council Mtg.	Program Mgr.	Announce intent to collect community input	Council Approval and Support	Dec. 10th
Ex: Facebook	Media Tech	Announce planning and follow up with people liking the post	At least 15 likes with individual names	Now – Nov 30th

Results of our outreach (full record held in secure _____):

Individual	Affiliation	Availability	Assignment
Ex: Mrs. Begay	Elder, Veteran	Only available on weekends	Virtual Steering Committee Member
Ex: Johnny Cash	Youth	During after school program	Survey Respondent, future volunteer

Activity – Steering Committee

A steering committee is crucial to ensuring that you maintain community input throughout your planning process. Your steering committee will be composed of representatives of the larger population, will have their own network to tap into, and will be responsible for completing assigned planning tasks. You'll need to select someone responsible who also has the availability and capability to contribute to the project planning process.

Make use of those you identified above to begin structuring a well-rounded committee. List those you know who could represent these community areas or think of your own most relevant areas (overlap is okay, but be sure to have a variety from each area):
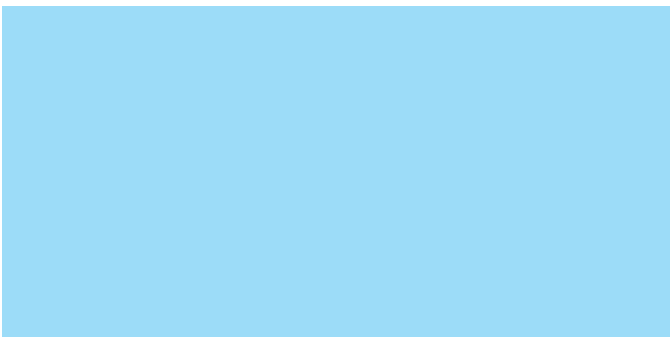
STAFF:

ELDERS:

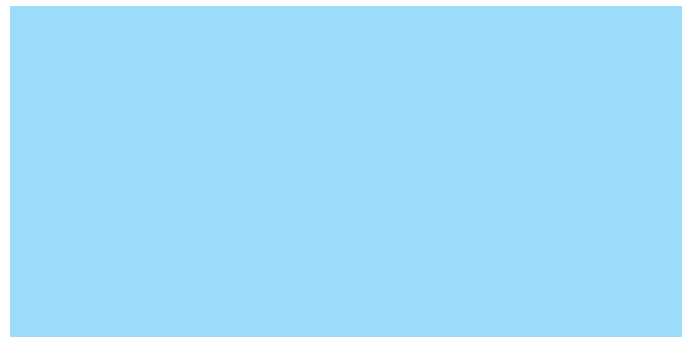YOUTH (or PARENT REPRESENTATIVES):

BUSINESS OWNERS:

LANGUAGE SPEAKERS:

CULTURAL KNOWLEDGE HOLDERS:

Remove this page from the final draft of your Project Planning Strategy!

FUNCTIONAL LEADERS:

ACTIVE VOLUNTEERS:

VETERANS:

ARTISANS:

COLLEGE STUDENTS/RECENT GRADS:

HOMEOWNERS:

PARTNER ORGANIZATIONS:

OTHER IDENTIFIED AREA(S):

NOTE: A steering committee should be large enough to capture a snapshot of community interests, but still be small enough manage. The next step is to narrow this list to just 8-10 people who can commit to participating.

4. Steering Committee

Steering Committee Roster – Confirmed Members:

Individual	Affiliation	Contact Information	Committee Task Group/Assignments
Ex: Mrs. Begay	Elder, Veteran	(123) 456 -7890 elder@gmail.com	Minutes Keeper, Key Informant Interviews

Steering Committee Mission Statement:

Meeting Information:

Day/Date	Time	Location
Ex: First Saturday of each month	11am – 1pm	ZOOM Meeting: https://zoom.us/joinlink

5. Steering Committee Membership & Plan of Operation

I. Responsibilities
The Steering Committee's initial work will be to assist in community-based planning activities that:
• Determine what long-term goal the project will address;
• Define what barriers stand between the community and that long-term goal; and
• Describe the project goal—the positive change the community would like to see that reduces the barrier and moves the community towards long-term goal accomplishment.

Members will receive an orientation on components of project planning and development. The initial orientation will focus on the three elements of project planning listed above. Members will discuss different tools used to involve the community in these initial components of project development. Tools covered in this orientation will include:
• Surveys;
• Community meetings;
• Focus groups; and
• Key informant interviews.

This orientation will be a hands-on experience for committee members. Orientation on surveys, for example, will include a discussion about open-ended and close-ended questions and the purposes of those different survey questions. The orientation will explain how surveys and community meetings often are used to get information on long-term goal priorities for the community and conditions that the community sees as barriers to reaching that priority long-term goal. A similar orientation will be provided for each of the other planning tools listed above.

Steering committee members will learn about existing comprehensive plans, strategic plans. Integrated resource management plans and other resources that could be useful in project development. The presentations on all of these project planning and development concepts will be done in a clear, non-technical manner.

Members will be asked to commit up to two hours a week for steering committee work that carries out planning and development activities. After their orientation is completed, Committee members will assist in developing these planning tools and use them to explore what priorities the community segment they represent wants to see in a project design. This work will involve meeting with constituents (members of the community they represent) and getting information on priority goals and barriers to those goals experienced by that segment of the community. Information gathered by committee members will be used in developing surveys, structuring community meetings and refining long-term goal priorities. The information also will be helpful in defining barriers and conceptualizing a project goal.

In addition to bringing information from their constituents to the Committee for use in project planning, members will spend time sharing information with their communities about how their suggestions and recommendations are being used in selection of a long-term goal, definition of a barrier and creation of a project goal.

The committee will have less involvement in project workplan development. Such workplan components as project objectives and activities will be shared with the Committee; but such project elements as analysis of organizational capabilities usually will not need Committee assessment.

II. Membership

In the Project Planning and Development phase of a project's lifetime, Steering Committee membership will include the following constituencies:

- Members of the community;
- Community leaders (elected officials or governing board members);
- Mid or upper-management staff and planning staff; and/or
- Partner organizations that have a current, ongoing relationship with us.

Members are to be made aware that the committee is an egalitarian organization. The staff or community leader representative may be the Committee member who conducts meetings, but that member is a facilitator, not a Committee chairperson.

III. Project Implementation Phase

The Steering Committee will also play an important part in project implementation: it will serve as a conduit between the community that is the project beneficiaries and the staff who are engaged in project implementation and administration. Steering committee members will receive an orientation on the project workplan, including outcomes, outputs and key timeframes in project operations. The Committee will receive regular reports on project activities and accomplishments. Recommendations on problem solving and increasing effectiveness also are functions that the Committee will play in overseeing project implementation.

The Committee will be particularly useful in helping to resolve problems that are encountered in project implementation. The Committee will assist in creating corrective action strategies to resolve implementation difficulties for which no contingency plans were developed or, although developed, are ineffectual.

The time commitment for Committee members will remain the same as in the project planning phase — up to two hours per week. Committee members expenses (mileage, child care, meals, lodging) will be covered in both the planning and implementation components of project. Committee members will be honored at our annual Recognition Ceremony.

The Committee will get reports, on at least a monthly basis, that compare planned accomplishment with actual accomplishments for the current period. Problems experienced in project implementation will be reported and proposed corrective actions will be described in the report. Committee members may share the that information with their constituents and share suggestions for operation improvement with staff.

IV. New Members

The membership of the Committee will change in the project implementation phase. Members of the beneficiary population and project partners that were added to the operation as a result of the planning process are the newcomers that will be added to the Committee.

V. Agreement

All participating members will receive a copy of this plan at the start of their membership. Upon receipt of the plan, they will have the opportunity to ask questions for clarification and suggest revisions to the plan. After proposed revisions are addressed, they will agree to function according to the expectations laid out above. If they cannot fulfill these expectations, they will communicate this to the committee and will be relieved of their duty or reassigned new tasks, as needed. If they are unable to commit or unable to follow through on any of their assigned responsibilities, the member agrees to communicate this with the committee and leave their role as committee member.

_____   _____

Signature   Date

Activity – Surveys

Surveys offer a straightforward, standardized, and often anonymous method for community members to provide their input. These can be paper surveys or electronic. They can be conducted in-person, over-the-phone, by mail, or by email. Questions can include closed-ended questions that limit responses to multiple choice or yes/no answers or open-ended questions that allow survey respondents to fill in the blank and get creative. There is no limit to the type or number of questions, but we do have a few tips. First, people are often bombarded with surveys for one thing or another, so consider when you might use one and when another planning method might work better. Additionally, you will likely want to keep initial surveys to a short 10 questions or less to start. That way, survey takers don't feel overwhelmed. Ask them if they are interested in a follow up survey that could be longer in length. And be sure your questions are to the point without leading the survey taker to respond in a certain way – for the most honest input, keep your questions unbiased.

Before you develop a survey, WORK WITH YOUR STEERING COMMITTEE to determine the following:	YES	NO
1. What does the committee hope to learn from this survey?		
2. What information does the committee need to collect from community respondents in order to learn this?		
3. Should respondents remain anonymous?		
a. If yes, what tool will the committee use to collect this information? b. If no, how will the committee encourage honest and open opinions?		
4. Is there a target audience, and is it a sub-set of the general community?		
a. Describe their demographics:		
5. How will the committee reach the target audience and encourage them to respond (ex. incentives)?		

6. How many people will the committee engage, and how many responses do you need to decently represent this target audience?

7. How long will it take to conduct this survey (note: include time for delivery, response, and return)?

8. Which committee member(s) will compile the survey results and how (ex. automatically generated by survey monkey, manually in a spreadsheet based on surveys returned to a drop box location)?

9. Which committee member(s) will be responsible for analyzing the results?

10. How will the results be used?

On the next page, you will prioritize the above responses to plan your surveys. Then, summarize the collected data.

6. Surveys Plan

Our prioritized surveys include:

Audience	Key Staff	Research Aim	Survey Type/Size	Timeline
Ex: High Schoolers	Steering Com. Member (Teacher at the School)	Biggest risk factors to youth in our high school?	-Anonymous in-class paper surveys -200 youth (~100 responses)	Sept 1 – Oct 15
Ex: Parents	Steering Com. Member (Parent of 18-yr old)	Biggest risk factors to your high school-aged child?	-Anonymous electronic survey -115 parents (~50 responses)	Sept 1 – Oct 15

Summary of data collected (full record held in secure _____):

Survey	Date	Summary of Results	Follow Up Tasks
Ex: High Schoolers	Oct 15	-153 of 200 students responded -85% of responses mentioned student concerns for safe spaces after school	-Attend community meetings to talk to students directly about safe spaces

Activity – Community Meetings

Community meetings are an easy way to gather community input, quickly. And piggybacking on an existing event is one of the best ways to do this. These may be formal gatherings such as tribal council meetings, or informal ones like potlucks or celebrations. They may be held in-person or virtually. But if there are no events, you will need to put in additional effort to host one yourselves.

You can also conduct your research formally or informally in these settings. Determine with your steering committee if you need to be formally added to a meeting agenda. If so, you may need to reach out to your tribal administrator or board secretary well in advance of the meeting. Or, you can informally poll event attendees by asking questions and encouraging discussion. No matter your method, be sure to take detailed notes on the concerns raised that can be shared with and analyzed by the steering committee.

Finally, come to consensus with your steering committee on the information you need to discover at these meetings. In the early stages of project planning, you may be looking for an overall understanding of challenges faced by your community. Then you may want to conduct a community readiness assessment. And later, when you've narrowed the scope of your project to top priority ideas, you'll need to go back to the community and discover their preferred solutions. For now, consider the following planning steps before you begin your process.

WORKING WITH YOUR STEERING COMMITTEE, think about the community events that you identified in a previous section of this workbook:	YES	NO
1. Does the community have existing events already scheduled?		
A. If Yes, what community events will the committee attend or speak at (including dates and times)? a1. How will the committee make this happen (ex. request time in the agenda, host a booth, bring a dish to share)?		
B. If No, what event will the committee need to host on their own (including types, dates, and times)? b1. What will the committee need to do to make this happen (ex. reserve a meeting space, borrow a friend's kitchen)? b2. How will the committee encourage attendance and participation (ex. outreach methods, incentives)?		
2. How will the committee capture the variety of community input being shared?		

7. Community Meetings Plan

Our prioritized meetings include:

Type	Key Staff	Research Aim	Timeline
Ex: Family gathering	5 steering committee members	What long-term community goals exist in our community?	April 4th
Ex: Powwow	2 steering committee members	Do attendees know about rising crime rates and the services the Tribe currently provides?	May 15th

Summary of collected data (full record held in secure _____):

Individual	Event	Date	Testimony/Insight	Contact
Ex: Anita Berry	Powwow	May 15th	Didn't know crime rates were so high. Thought the Police Dept. had an at-risk youth program.	(222) 555 - 0000

Summary of data collected, continued (full record held in secure _____):

Individual	Event	Date	Testimony/Insight	Contact
Ex: Anita Berry	Powwow	May 15th	Didn't know crime rates were so high. Thought the Police Dept. had an at-risk youth program.	(222) 555 - 0000

Activity – Focus Groups

A focus group is comprised of a small number of community members who represent the larger target audience. They should be those people who have personal experience with the issues they are coming together to discuss. Focus group participants should not include your steering committee members. Where community meetings and surveys aim to generate consensus, a focus group can be used to pick specific issues apart and identify differences of opinions. Unbiased and open-ended questions leave room for discussion. However, you may need to plan an ice breaker, anonymous polling, or other introduction to get the conversation started.

WORKING WITH YOUR STEERING COMMITTEE, consider the following:
1. What specific issue, topic, or concern will the committee delve into through the use of a focus group?
2. What outreach methods will the committee use to identify community representatives who also have first hand experience with that issue and are willing to join a focus group?
3. How will the committee recruit and engage participants (ex: food, incentives, or accommodations like childcare)?
4. Where will the committee host the focus group? And how much time is needed to generate a discussion?
5. How will the committee get the conversation flowing?
a. What ice breaker is needed to allow others to feel comfortable sharing their opinions?
b. What ground rules will the committee establish to ensure everyone's opinions are voiced, heard and respected?
c. What questions will the committee ask in order to pick apart the topic at hand?

8. Focus Group Plan

Our prioritized focus groups include:

Audience	Key Staff	Research Aim	Type/Size/Duration	Date
Ex: High Schoolers	Steering Com. Member (Teacher at the School)	What would youth like to see in an after-school safe space?	-Zoom Gathering w/ Prize Drawing -16 youth: 2 different groups of 8 -2 Hours: 1 morning, 1 afternoon	Nov 1

Summary of data collected (full record held in secure _____):

Survey	Date	Summary of Results	Follow Up Tasks
Ex: High Schoolers	Nov 1	-3 students felt afraid to walk home alone after school -5 students wanted to learn a business-related skill -All 16 students wanted homework help	-Interview teachers to determine willingness, interest, and insight into students

Activity – Key Informant Interviews

Those who are affected by the issues your community faces are considered Key Informants. They can inform you of what every day life is like while dealing with that issue. They can provide insight that you may not have considered before. This will be crucial to designing a project that fits the needs of the community and the very people who are expected to participate in the project. They also build trust and rapport with those future participants. But getting someone to speak openly about what very well may be a sensitive topic is no easy task. Work with your steering committee to plan best practices that suit the culture of the community.

WORKING WITH YOUR STEERING COMMITTEE, consider the following:
1. What specific issue, topic, or concern will the committee ask a Key Informant to provide insight on?
2. What outreach methods will the committee use to identify community representatives who also have firsthand experience with that issue and are willing to speak openly with the committee, one-on-one?
3. How will the committee recruit and engage participants (ex: reassurances, anonymity, incentives)?
4. How will the committee speak with them (in-person, by phone, by email)? And how much time will be planned for?
5. How will the committee build rapport and encourage the participant to open up?
6. What questions will the committee ask to get started (then, allow for the converstation to flow naturally)?

9. Key Informant Interview Plan

Our prioritized key informants include:

Audience	Key Staff	Research Aim	Type/ Duration	Date
Ex: Mr. Echohawk (Teacher)	Steering Committee Member (Elder)	What homework do youth struggle with and why?	-Phone Call, at least 1 hour	Nov 10
Ex: Johnny Cash (High schooler)	Steering Com. Member (Business Owner)	What interests you about learning business skills?	-Meeting in person, 1 hour	Nov 15

Summary of data collected (full record held in secure _____):

Survey	Date	Summary of Results	Follow Up Tasks
Ex: Mr. Echohawk	Nov 10	-Students can't grasp concepts at the pace the school expects them to, and classes are only 50 minutes long -Testing is stressful, youth do better in group projects	-Research local and regional secondary data to support claims

Activity – Secondary Sources

Once the steering committee has collected, compiled and analyzed the results of their primary research (meeting minutes, survey results, focus group discussions, and interview testimonies); begin supporting the claims being made by making observations at the local, regional, and state level. You can tap into existing research and studies conducted by other Tribal agencies, such as IHS or TANF, by colleges or libraries, and by state agencies or other parties of interest. The types of claims being made by your community (such as high crime rates or poor housing quality) will help to determine where to look for supporting data. You can also use this information to make comparisons between your community and other similar communities.

WORKING WITH YOUR STEERING COMMITTEE, consider the following:
1. What claims have been made by your community about issues, topics of interest, or concerns?
2. What secondary resources may hold more information regarding these claims?
3. How will the committee obtain infromation from these secondary sources (ex. gain permission from TANF to review records)?
4. Which committee member(s) is responsible for conducting this research?

10. Annotated Bibliography

Our secondary sources:

Source	Citation	Annotation	Page Number
Ex: JStor – Online Database	Smith, Jane. "The Article About Education in This Specific Region." *An Important Journal* 12.1 (2017).	Students in ABC community who work together learn more quickly and are XX times more likely to attend post-graduate education compared with their counterparts in XYZ county up the road. This demonstrates that groupwork is an important aspect of ABC culture. However, schools across the region are less likely to emphasize team work over performance on standardized tests in XX % of classrooms due to increased demands on time.	112-113

Activity – Community Readiness

The data collected thus far will be extremely useful in planning a project that the community wants and needs. But is the community ready to address the issues you've identified throughout this planning process? It is one thing to recognize that an issue exists. It is wholly another to be ready, willing and able to make significant changes. Like the old adage, "You can lead a horse to water, but you can't make it drink." The scope of project is dependent upon your community's stage of readiness. Your steering committee may recognize that there are high rates of crime, and the youth may say that they need safe spaces after school. But if parents aren't aware of how their children feel, then they may not support their kids' participation. Parent's may even be in denial. As a project planner, you need to gauge the receptiveness of the community to implement a community-based project, or there may be very little interest at all. A project without community support will not succeed!

NOTE: The following is based on more extensive "Community Readiness for Community Change" training materials developed by the Tri-Ethnic Center for Prevention Research at Colorado State University. In this Community Readiness Model, the steps taken to assess community readiness are:

1. Identify and clearly define your issue.
2. Identify and clearly define and delineate your community.
3. Prepare your interview questions.
4. Choose your key respondents.
5. Conduct and transcribe your interviews.
6. Score the interviews.
7. Calculate your average dimension scores.

Much of this is similar to the planning process you have worked through, thus far. However, the questions posed to community members will be more pointed and ask for more specific examples – avoiding personal opinions as much as possible. Responses will be recorded and scored to determine where in the following Model the community falls. The community may be anywhere on this spectrum, moving up or down as time goes on:

Community Ownership – Most community members have detailed knowledge of the issue and existing resources. They are actively involved, as is leadership. Funding is secured and efforts are ongoing.

Expansion/Confirmation – Most community members have knowledge and are supportive. Leadership plays a role, and a considerable portion of the budget is allocated to the effort. Funding is likely ongoing.

Stabilization – Most community members have more than basic knowledge and the attitude is "We have taken responsibility" for the issue. Leadership is working on viability and funding has been allocated.

Initiation – Most community members have at least basic knowledge and the attitude is "This is our responsibility." Leadership is working on planning and resources are being obtained.

Preparation – Most community members have heard about the issue and local efforts, and they are concerned. Leadership is working to develop new efforts. Some funding and resources are identified.

Preplanning – Some community members have heard about the issue, but little is known. Leadership has acknowledged that there is a concern. There are limited resources available or identified.

Vague Awareness – Few community members have heard of the issue. There is little leadership action.

Denial/Resistance – The community believes this is not an issue and does not support diverting resources.

No Awareness – There is no knowledge in the community, and leadership has no concerns.

Remove this page from the final draft of your Project Planning Strategy!

Example: Let's see what this may look like for a community experiencing high rates of crime and at-risk youth.

Stage	Leadership	Parents	Youth
No Awareness	"Kids will be kids."	"My child is fine."	"It is what it is."
Denial/Resistance	"There's nothing we can do."	"My child isn't the problem."	"Everyone else is doing it."
Vague Awareness	"Something should probably be done, but what?"	"Someone should fix this."	"What else is there to do?"
Preplanning	"This is important."	"What can I do?"	"I want other options."
Preparation	"I'll meet with funders."	"I'll bring this to leadership."	"I'll tell the teacher."
Initiation	"This is our responsibility."	"I'm going to address this."	"Let's do something else."
Stabilization	"We've taken responsibility."	"This is my problem."	"I'm changing my ways."
Expansion/Confirmation	"How well are current programs working?"	"How can I make this better?"	"What are my goals?"
Community Ownership	"This program is an important part of our community."	"I'm an active participant."	"I have a vision of something better."

It is your job to discover the community's current stage and make accommodations in your project plan. Slow down and focus on raising community awareness before you consider setting up a project worksite. Or, take stock of current efforts before reinventing the wheel. Gather insight from your community members to answer the following questions taken directly from Colorado State University:

1. How much does the community know about the issue?

2. How much does the community know about the current programs and activities?

3. What is leadership's attitude toward addressing the issue?

4. What is the community's attitude toward addressing the issue?

5. What are the resources that are being used or could be used to address the issue?

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

NOTE: There is no working document for this step. Please refer to the handbook for more guidance.

Activity – Next Steps

Congratulations! At this point in the planning process, you have:

1. Affirmed your entity's mission, vision and values on which to align your process.
2. Described your community and the people you intend to network with.
3. Determined the best outreach methods for networking with those people.
4. Connected with them personally, and then recruited, established, and hosted your steering committee.
5. Worked with your steering committee to plan for information gathering through the use of:

   a. Surveys
   b. Community Meetings

   c. Focus Groups
   d. Key Informant Interviews

6. Begun collecting and recording information as you research the needs and wants of your community.
7. Begun to analyze the results of your research and prioritize common concerns.
8. Researched secondary sources to shed additional light on these common concerns.
9. And finally, taken this information back to the community to discover their readiness to address it.

Now that you have a solid understanding of your community; you, your steering committee, and the community (through the use of more meetings, surveys, groups and interviews) can begin to identify the Products of the Planning Process – design elements that ANA recommends you develop as the foundation of the project, itself. The ANA Project Planning and Development Manual walks your steering committee through the identification of these design elements, including: Long-term Community Goal, Current Community Condition, Project Goal, Objectives, and so on.

WORKING WITH YOUR STEERING COMMITTEE, consider the following:
1. What major themes were identified during the planning process?
2. Did any topics arise that need further community input before you begin designing the project?
3. Did you or do you need to revise your definition of the community/target audience?
4. How will you prioritize the issues, topics, or concerns in order to address just one through a project?
5. How will you avoid "reinventing the wheel" and make use of existing programs, services or resources?
6. What organizational capacity, staff structure, and expertise should you be building right now in preparation?
7. In what ways can/will you improve upon the process itself to make collecting community input easier?

NOTE: Come back to this process again and again as you begin working on ANA PPD Manual design elements.

11. Next Steps

Action Required	Person Responsible	Start and End Dates	Comments
Ex. Deliver research results to Tribal Council	Steering Committee Secretary	Jan 15	Contact Tribal Secretary by Dec 12 to get on agenda