



2024

Project Planning & Development Training

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



PPD Training (2024)



Planning and developing a community-led project



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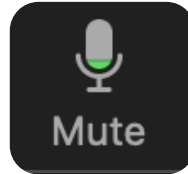




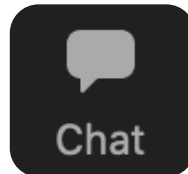
PPD Materials

- ▶ 2024 PPD Manual
- ▶ PPD Tool Kit
- ▶ Activities
- ▶ Templates
- ▶ Slide Deck pdf

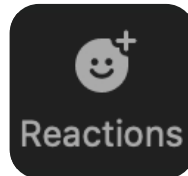
Using Zoom Features



To toggle mute on and off, click the microphone icon



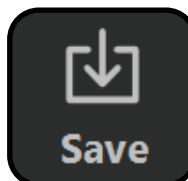
Click on the “Chat” icon, in the drop-down menu, select “Everyone” or the person you want to send a chat



Click on the “Participants” icon, this opens a window where you can choose a nonverbal reaction



Click on the “Annotate” icon to open a toolbar and select the tool you want to make notes or participate in the activity



Use the “Save” icon on the annotate toolbar to save group notes

PPD TRAINING GOAL

To learn how to engage your community to develop a successful, sustainable, and fundable community-led project.

PPD Learning Objectives

- ▶ Understand project terms
- ▶ Build a work plan and approach
- ▶ Develop an evaluation plan
- ▶ Develop a sustainability plan
- ▶ Prepare contingency plans
- ▶ Build a project budget

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 Funding Opportunity 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 |



What to Expect

- ▶ Hands-on exercises
- ▶ Discussions and sharing
- ▶ Open and direct feedback from one another and trainers
- ▶ Fun!

Ground Rules

- Be respectful
- Mute when listening
- Take breaks as needed
- Question during presentation?
Type in chat box
- Question during activity? Ask
away!

- ▶ Reflect
- ▶ Is there anything to add?
- ▶ If you experience connectivity issues,
try logging out and joining again.
- ▶ If it continues, please contact
Hope Rausis: hrausis@mn-e.com



Introductions

- ▶ Your name(s)
- ▶ Which Tribe and/or Org. you're with
- ▶ Your favorite native food



Designing a community-led project

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.



Homework

BEFORE YOU BEGIN: Establish a Planning process for your community

- ▶ Tribal and/or Organizational Background
- ▶ Community Connections
- ▶ Community Engagement Outreach Plan
- ▶ Steering Committee
- ▶ Steering Committee Membership & Plan of Operation



Planning process for your community

- ▶ Do you have a steering committee established?
- ▶ Get a committee together before progressing.



CHAPTER 1

Community-Led Planning



Why is Community-Led Planning Important?

- ▶ Long lasting positive change
- ▶ Prioritizes community input from start to finish
- ▶ Community ownership over project outcomes
 - Ownership > Buy-in
- ▶ Allows community to self-identify goals, barriers, and best approach
 - Native-designed, Native-led approach
- ▶ Community tools and assets
- ▶ Accountability

What does “community” mean for your project?

Defining “Community”

- ▶ “Community” can be broadly defined as:
 - A Tribe
 - Geographical Area
 - Nationality of People
 - Organization
- ▶ Subset of a larger population
 - Elders / Youth
 - Veterans
 - Cultural practitioners
 - Specific Demographic

Defining “Community”

- ▶ Who will your project effect?
 - Directly vs. Indirectly
- ▶ Staff as community
- ▶ Target audience may be fluid at this point
 - Definition should be clear to project development team, funder reading your application/proposal



Vision & Mission Statement

- ▶ Different from community-identified goals
- ▶ Vision statement is aspirational
- ▶ Mission describes how your organization plans on achieving the vision
- ▶ Easily accessible in organization documents or website



Example: Vision statement

“To create economic opportunities for all members of our Tribe.”



Example: Mission Statement

“To provide effective and excellent resources and services to all members of our Tribe, and do so in a manner that honors our ancestors and aligns with our cultural heritage.”

Activity: Use the Annotate Toolbar to draw 2 items that remind you of your community

Close your eyes and take about 20-30 seconds to think of your community in the state it is in today. Now, draw what you saw, including strengths and challenges in your community. If you serve children, you might draw children, their parents, their teachers, etc. Or, if you serve adults, you might draw individuals, their families, their jobs, and their roles in the community.

In 2-4 sentences, summarize your drawing.

Activity #1

Draw your community

- ▶ Close your eyes
- ▶ Think of your community as they are today. Draw what you saw.
 - ▷ Strengths, challenges, demographics, roles in community
- ▶ In 2-4 sentences, summarize your drawing



CHAPTER 2

Community Consultation and Engagement

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

How do you get the community involved?

Community Consultation & Engagement

- ▶ Keep records
- ▶ Use what resources already exists
 - Human (Facilitators, existing groups, etc.)
 - Venue spaces
- ▶ Choose to engage with knowledgeable members of your community
 - Elders
 - Community leaders
 - Functional leaders

Form a Project Planning Committee



- ▶ Community leaders and visionaries
- ▶ Elders
- ▶ Youth
- ▶ Tribal/Organizational leaders (internal network)
- ▶ Community organizers
- ▶ Functional leaders
- ▶ Financially savvy community members
- ▶ Stakeholders

Functions of a Planning Committee

- ▶ Coordinate the community-based planning techniques
 - Meetings
 - Surveys
 - Focus Groups
 - Interview
- ▶ Conduit for relaying information to the community
- ▶ Disseminate, collect, and review community feedback and input
- ▶ Be sure to document EVERYTHING!

What kinds of engagement methods are there?

Methods of Engagement

- ▶ What works best for your community?
- ▶ Document/information collection
- ▶ Consent in non-anonymous methods
 - Interviews
- ▶ Always be ready to share results with your community!

Methods of Engagement

- ▶ Decide which methods work best for your community
 - Age
 - Access to technology
 - Cultural nuances
- ▶ Document/Information to collect
 - Attendee lists/sign-in sheets
 - Demographic information
 - Polling Questions and results
 - Meeting minutes

Community Meetings



- ▶ Formal (anything with an agenda)
 - Tribal council meetings
 - Neighborhood board meetings
- ▶ Informal
 - Potluck
 - Celebration
 - Informal gatherings
- ▶ Always go with what works best for your community
 - Face to face
 - Virtual

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?

Surveys



- ▶ Standardized, anonymous method for gathering input
- ▶ Can be easily disseminated, returned, and documented
- ▶ Always choose open ended questions
 - Community should self-identify priorities
- ▶ Suggest no more than 10 questions to start
 - Keep it simple
- ▶ Always include explanation of how responses will be analyzed/used
- ▶ Choose the right media
 - Hard Copy / Electronic / Phone

| Type of Question | Example Question | Example Responses |
|------------------|---|---|
| Yes/No Question | Are you currently employed? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Multiple Choice | Our community meeting resulted in the following six preferred solutions. Which solution would you most like to see implemented? | <input type="checkbox"/> Low-Cost Childcare <input type="checkbox"/> Low-Cost Transportation <input type="checkbox"/> College Scholarships <input type="checkbox"/> On0The-Job Training Opportunities <input type="checkbox"/> Job Placement Services |
| Scales | On a scale of 1 to 5, how likely are you to attend a 6-month Job Training Program? | <input type="checkbox"/> (1) Not Likely At All <input type="checkbox"/> (2) Unlikely <input type="checkbox"/> (3) Neutral <input type="checkbox"/> (4) Likely <input type="checkbox"/> (5) Highly Likely |
| Ranking | Please rank these job-related concerns from 1 (most concerning) to 5 (least concerning). | <input type="checkbox"/> Fear of Failure <input type="checkbox"/> Lack of Skills <input type="checkbox"/> Time Management <input type="checkbox"/> Confidence <input type="checkbox"/> Other: Input your own |
| Short Answer | What do you hope to gain by participating in a job-training program? | Fill in the blank: |

Focus Groups



- ▶ Keep it small; 6-8 people is suggested
- ▶ Diverse representation of your community-at-large
- ▶ External to your planning committee
- ▶ One facilitator and one note-taker per group
- ▶ Participants should talk more than facilitator(s)

ĒKĪ LMĪ MĻ

- ▶ 1-on-1
 - In-person
 - Virtual
 - Phone
- ▶ Planning committee should identify interviewees
- ▶ Seeking further insight on survey results
- ▶ Seeking specific feedback/discussion
- ▶ Set question list or fluid discussion
- ▶ Consider recording interview and transcribing later
 - Ask for consent



EMAIL JAZZ III



- ▶ Choose platform most appropriate for your community
 - Consider subsets and what they use most/least
- ▶ Great for disseminating information/surveys
- ▶ Be aware that the audience will be broad
 - Can be difficult to guarantee/verify someone is a member of your community
- ▶ Keep track of comments on posts
- ▶ Clicks, Views, Likes
- ▶ Engagement levels

What do you do with the feedback you've collected?

Feedback Analysis

- ▶ Analyze feedback
 - Most common priorities/issues
 - Least common priorities/issues
 - Trends amongst different engagement methods
 - Take note of demographic trends
- ▶ Report feedback back to your community
 - How will you disseminate this data?
 - Follow up discussions needed?
- ▶ Let the data guide your project planning process



Stages of Community Readiness*



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

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.

ACTIVITY: How will you use feedback from each?

| MEETINGS | SURVEYS | FOCUS GROUPS | INTERVIEWS |
|----------|---------|--------------|------------|
| | | | |

Using the feedback you collected, draw the ideal state your COMMUNITY has said they want to be in:

Summarize what you drew in 1-2 sentences:

Compare this drawing to the one you did in Activity 1. Are they the same? What are the similarities? What are the differences?

Activity #2

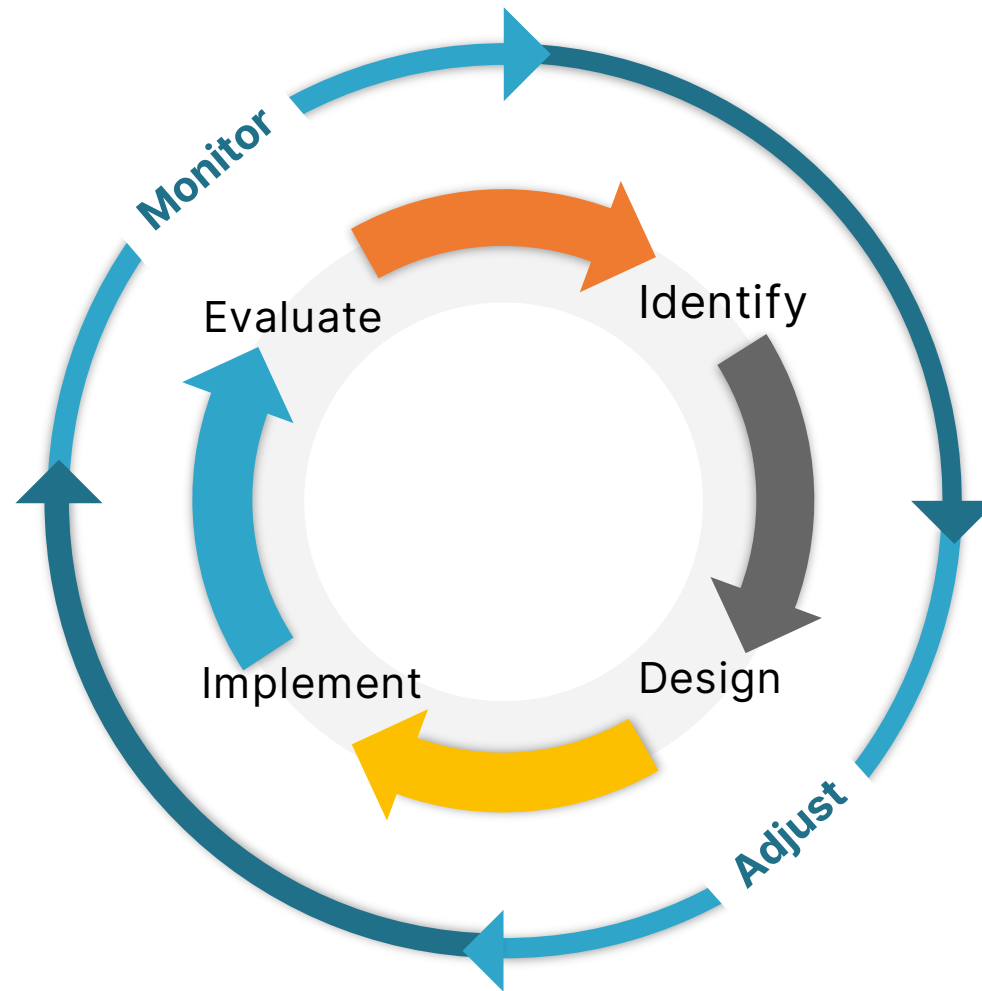
Draw your community's ideal state

- ▶ Draw the ideal state your community wants to be in
- ▶ Summarize what you drew in 1-2 sentences
- ▶ Compare this drawing to the first activity
 - Similarities?
 - Differences?

Questions?



The Project Cycle





▶ Your destination!



CHAPTER 3

Long-Term Community Goal

What is a long-term community goal and why do you need one before project planning?

Long-Term Community Goal

- ▶ Vision of an ideal community
- ▶ Involves community-wide input
- ▶ Describes just one facet of the community



Where Can I Find Our Long-Term Community Goal?

- ▶ Comprehensive Plans
 - Involves completing a community-wide assessment
 - Identifies and prioritizes long-term goals and benchmarks to measure progress
 - Covers 5-20 years
- ▶ Strategic Plans
 - Ready to address identified long-term goals
 - Provides details used to develop projects that address current barriers
 - Structured to accomplish in 2-5 years
- ▶ Need to Develop?
 - Use community information from community engagement activities



Example: Long-Term Community Goal

All employable community members, ages 18-50, will be able to access living wage permanent jobs.



Example: Long-Term Community Goal

SEDS

To maintain and preserve the history, heritage, cultural and spiritual beliefs of our Tribe and to pass them on to the future generations.

ERE

Every home in our community will be safe and energy efficient.

LANGUAGE

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

ACTIVITY: All on the Wall

1.) Do you already have existing long-term goals? If so, complete the next 2 statements. If not, move to #2 below.

Identify where you found the goals documented (e.g., strategic plan, vision statement, survey results, etc.).

If more than one exists, describe how you and your planning committee will select just one (1) to address through the development of a project. What is it?

2.) Do you need to engage your community to establish a long-term community goal?

Using an engagement method, such as a small group process activity like All on the Wall (see Appendix C), list the top three (3) long-term goals your community identified:

Identify the one (1) long-term goal that was selected by the community and is most appropriate for your organization to address:

How will you document your community's consensus (e.g., meeting minutes, focus group notes, survey results, etc.)?

Long-Term Community Goal

Something here

- ▶ COMPLETE THE ACTIVITY STEPS
 - Similarities?
 - Differences?



CHAPTER 4

Identify the Barrier to Overcome



▶ A major road block!

What is preventing you from achieving your long-term community goal?

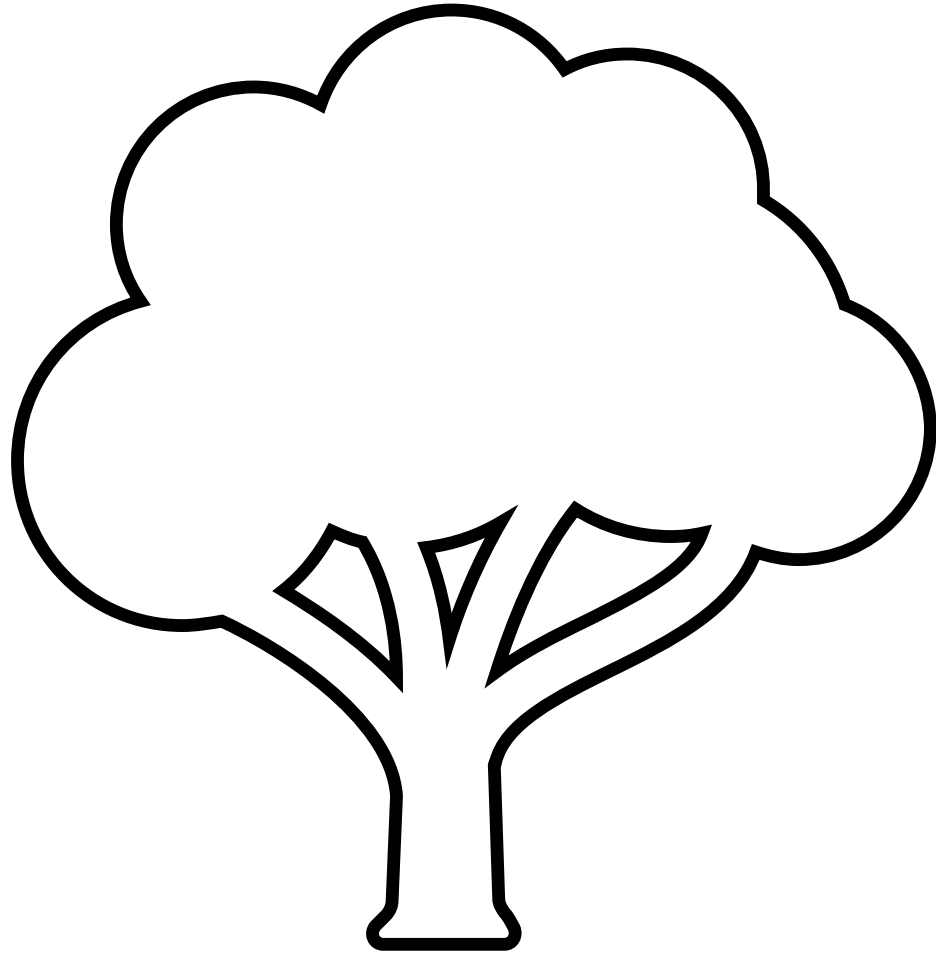
Identify Barriers



- ▶ Community engagement - seek out community input to identify barriers
- ▶ Narrow down to one specific problem
- ▶ Forms the foundation of a project

What is your primary barrier?

ACTIVITY: Needs Tree



ACTIVITY: Identify Conditions

Community Identified
Concerns

Prioritized Condition of
Highest Concern

Secondary Sources

Means of Gathering
Documentation

Find Evidence to Support the Barrier



- ▶ Gather potential sources of information to verify the community's priority concern
- ▶ Establish a baseline for the barrier by collecting reliable data and evidence
 - Defines the “before” state of the project to be compared later with the end of the project
- ▶ Be efficient by using pre-existing data if available
- ▶ Secondary sources: community needs assessments, census reports, landscape analyses, oral history transcripts, etc.

Define the Barrier Statement

To create a single statement about the barrier:

- ▶ Validate the scope of the baseline condition with data or evidence
- ▶ Define the population that the barrier impacts
- ▶ Provide an analysis of root causes contributing to the barrier

Example Statement

The unemployment rate of the 83 youth, ages 18-25 in our community, is 75% and has been at or about that rate for over two years because their job skills and experience do not match current job requirements.

More Than a “Lack Of” or “Need For” Something

“Lack of” or “need for” a thing suggests what you think is the solution rather than describing the problem that a solution would solve.

| FLAWED PROBLEM STATEMENT | INSTEAD, ASK YOURSELF... | IMPROVED PROBLEM STATEMENT |
|---|--|--|
| There is a lack of jobs in our community. | What problem would more jobs solve? | Our community has a 45% unemployment rate. |
| We do not have enough speakers and we need more language classes. | What problem would more speakers solve? More classes? What is the urgency? | With only three first language speakers and one community language class, our language is at a high risk of being lost. |
| We need an Elder’s center. | What problem would having an Elder’s center solve? | 60% of Elders in our community are experiencing isolation. |

1. Write the Long-Term Community Goal that was identified in the previous activity here:

2. List the barriers, gaps, or challenges that stand in the way of reaching the Long-Term Community Goal. Then rank them.

| Rank | Condition |
|------|-----------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

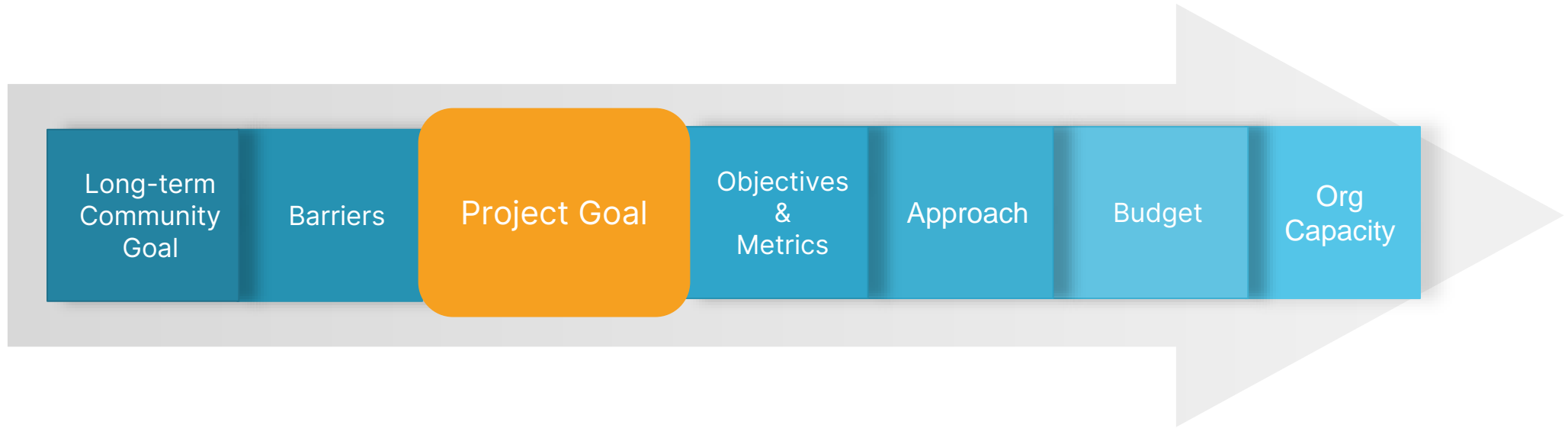
Identifying the Barriers to Address

- ▶ To replace the image on the left...
- ▶ In Adobe:
 - ▷ Find worksheet in Manual or Toolkit
 - ▷ Organize Pages > click pg > Extract
 - ▷ Makes a new PDF of your worksheet
 - ▷ File > Export To > Image > JPEG
- ▶ In PPT: right-click this img > Change Picture



CHAPTER 5

Determine the Project Goal



- ▶ The vehicle you'll use to overcome the road block!

**How will your project get you past your
primary barrier?**

How will your project get you past your barrier?

- ▶ Goal of your project is to reduce, improve, or eliminate the barrier.
- ▶ Inverse of the problem statement.
- ▶ Describes the purpose of the project.



What is your project goal?

Determine a Project Goal

- ▶ Conversations with the community can generate a range of solutions to the identified barrier.
- ▶ Prioritize the community's suggested solutions and determine which are the highest priority, most feasible, and of most interest.
- ▶ Represents the improved situation that will be achieved as a result of the project's successful completion.



Example: Project Goal

Long-Term Community Goal

All employable community members, ages 18-50, will be able to access living wage permanent jobs.

Primary Barrier

The unemployment rate of the 83 youth, ages 18-25 in our community, is 75% and has been at or about that rate for over two years because their job skills and experience do not match current job requirements.

PROJECT GOAL

Decrease the unemployment rate of Native youth ages 18-25 in our community.

ACTIVITY: Determining a Project Goal

Write the barrier, gap or challenge you chose to address in the previous activity here.

| |
|--|
| |
|--|

What is the proposed solution?

| |
|--|
| |
|--|

Flip the problem and incorporate the solution. This will be your Project Goal.

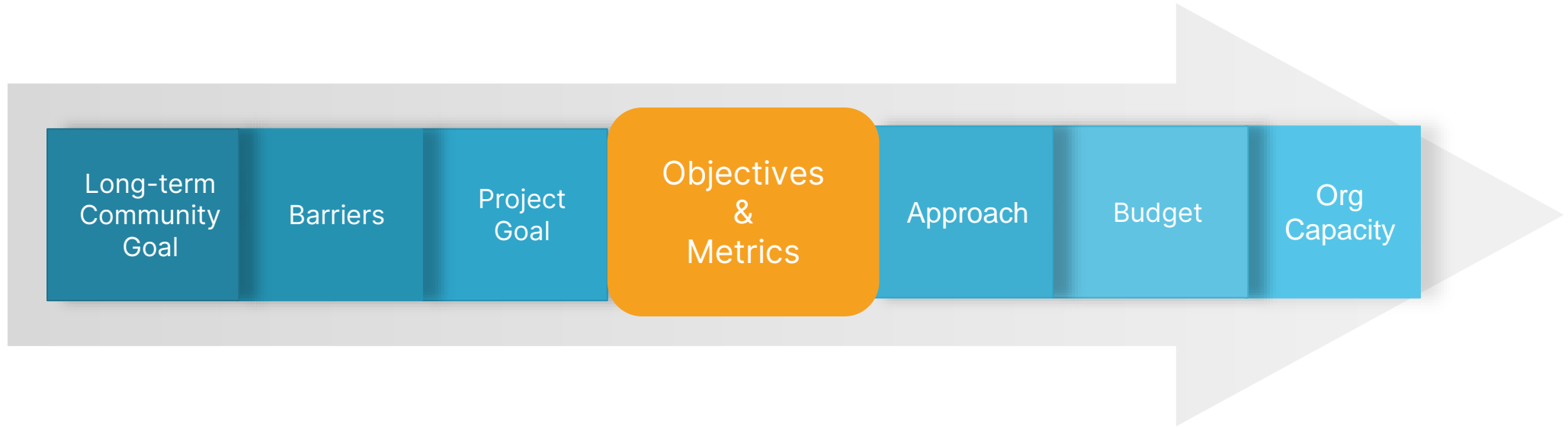
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Determine the Project Goal



CHAPTER 6

Define Objectives



- ▶ The directions and mile markers!

How can you make achieving your project goal more manageable?

- ▶ Objectives

- Measurable achievements that show progress toward reaching the project goal.
- While the project will have just one goal, there can be several objectives working towards achieving that goal.
- The overarching method you will use to achieve the project goal.



Questions to consider before you begin

- ▶ What needs to be changed?
- ▶ Who in your community will experience this change?
- ▶ How do you intend to achieve this?
- ▶ How much change do you need for it to be meaningful/achievable in the given timeframe?
- ▶ What's the time frame?

Guiding Questions to Draft an Objective

Table 5: Guiding Questions to Draft an Objective

| Question | Manual Example |
|--|--|
| What needs to be changed? | Reduce unemployment rate of Native youth |
| Who in your community will experience this change? | Native Youth aged 18-25 |
| How do you intend to achieve this? | Provide training and job placement assistance |
| How much change do you need for it to be meaningful/achievable in the given timeframe? | Training 20 youth and placing them in jobs will realistically reduce unemployment rate for their age group |

ACTIVITY: Brainstorm Manageable Steps towards the Project Goal

**What are SMART Objectives?
What are TTIP Objectives?**

SMART Objectives

- ▶ Specific: What will be done? What strategies will be used?
- ▶ Measurable: What metrics will you use to measure progress? How much or how many are you targeting?
- ▶ Achievable: Can it be accomplished within the timeframe and with the given resources?
- ▶ Relevant: Will achievement be relevant to advancing the population toward the project goal?
- ▶ Timebound: By when will this objective be accomplished?

SMART Sample SMART Objective

(TIMEBOUND)

(RELEVANT)

(ACHIEVABLE)

By the end of 36 months, the Turtle Island Tribe will reduce the unemployment rate of Native Youth by 50% by providing job training and job placement assistance.

(MEASURABLE)

(SPECIFIC)

** Be aware of slight variations of the SMART acronym. Be sure to adjust to the format required by the agency from whom you're seeking funding.*

| Question | Answer |
|--|--------|
| What needs to be changed? | |
| Who in your community will experience this change? | |
| How do you intend to achieve this? | |
| How much change do you need for it to be meaningful/achievable in the given timeframe? | |
| What's the time frame? | |

Using the SMART format, combine the above answers to write a single-sentence project objective.

| Is your objective: | Answer: Yes or No |
|--|-------------------|
| Specific, with results described? | |
| Measurable, with a metric and target? | |
| Achievable with the time, resources, and capacity available? | |
| Relevant to the service population? | |
| Timebound, with a deadline? | |

If your objective does not fit the SMART format, go back and revise it!

Draft an Objective

- ▶ Writing a SMART compliant Objective
- ▶ Use the worksheet to organize and create a well thought and specific SMART Objective
- ▶ Read the Question and give answer in blank space
- ▶ Using the SMART framework create a single sentence project objective
- ▶ Use the SMART framework to check your objective statement
- ▶ Refine until it fits the format



CHAPTER 7

Metrics of Success

Why is an evaluation process important?

Evaluation tells you:

- ▶ If you're on target
- ▶ If you're making an impact
- ▶ If improvements are needed
- ▶ And what improvements to make!

How will you measure progress in achieving your objective?

OUTCOME

1. Changes
2. Community Level
3. Observed after Implementation
4. Include:
 - Awareness
 - Knowledge
 - Attitude
 - Behavior
 - Skills

VS

1. Products or Services
2. Project Level
3. Result from Project Activities
4. Frequently Include Numbers of Things:
 - # of People
 - # of Items Produced
 - # of Services Provided
 - # of Hours
 - # of....

OUTPUT

There are several factors you will need to consider before proceeding:

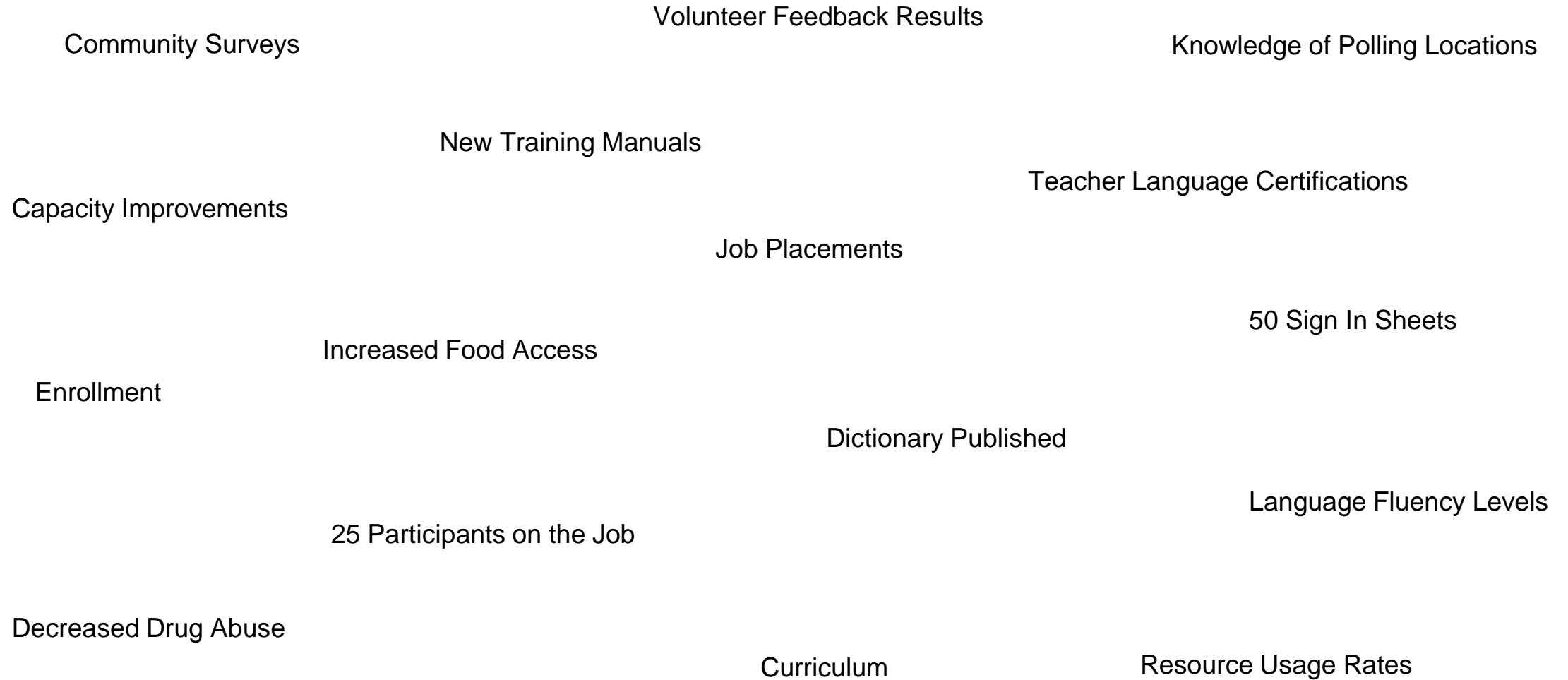
- ▶ What is your timeline?
- ▶ What personnel, software, tools, or training will be needed?
- ▶ What data will need to be tracked and how often?
- ▶ What is the best method(s) to develop evaluation criteria?

How will you measure progress of your objectives?



- ▶ Different measurement tools available
- ▶ Self-assessments and proficiency
- ▶ The use of scales to gain insight
- ▶ Site visits collect observations and testimonies
- ▶ Observed change

ACTIVITY: Which Is Which? How would you measure/track?



Examples of Outcomes

- ▶ Intended Change

- Increased employment

- ▶ Possible Tracking Method

- Participant employment records

- ▶ Intended Change

- Decreased truancy

- ▶ Possible Tracking Method:

- Graduation Rates

GREY AREA: Capacity Building Projects!

- ▶ Policies
- ▶ Procedures
- ▶ Codes
- ▶ Certifications
- ▶ Strategic Plans, etc!

Develop a Plan for Your Project

- ▶ Measuring effectiveness and efficiency
- ▶ The evaluation of project objectives.
- ▶ Findings from an evaluation
- ▶ Addressing unresolved barriers

How will you measure progress of your objectives?

- ▶ Project impact made towards your objectives.
- ▶ Tracking relevant and necessary products or services
- ▶ Positively benefitting your population(s)
- ▶ Referring to your grant requirements or internal policies
- ▶ Developing a habit of data collection

ACTIVITY: Draft Your Own

Outputs

Outcomes

Primary Outcome

Capacity to Conduct Ongoing Evaluation

Equally important to the evaluation itself is your ability to administer it throughout the life cycle of your grant.

- ▶ Monitor and evaluate the project's progress
- ▶ Referenced in your policy and procedure manual
- ▶ Capacity
- ▶ External agencies

ACTIVITY: 6 Ws of Ongoing Monitoring and Evaluation

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

ACTIVITY 8 – Creating an Evaluation Plan

| |
|---|
| Who will be responsible for leading the project evaluation, and who will be supporting the process <i>(project staff, managers, volunteers, consultants, etc.)?</i> |
| |
| What information will you be evaluating <i>(attendance, project completion, hours of instruction, etc.)?</i> |
| |
| How often will you need to conduct an evaluation <i>(monthly, quarterly, annually, etc.)?</i> |
| |
| Why are you performing the evaluation <i>(grant requirement, monitoring, improvement, etc.)?</i> |
| |
| What will you use as an evaluation tool? |
| |
| Where will evaluation take place? Where will data be kept? |

Activity #8

- ▶ Who will be responsible?
- ▶ What information will you be evaluating?
- ▶ How often will you need to conduct an evaluation ?
- ▶ Why are you performing the evaluation?
- ▶ What type of evaluation?
- ▶ Where will evaluation happen?
- ▶ Where will data be kept?

Questions?





CHAPTER 8

Approach: Project Work Plan and Activities



▶ The roads you drive!

Project approach that fits community needs

- ▶ Native-led approaches and practices
- ▶ Community knowledge
- ▶ Research similar projects
- ▶ Best practices and materials
- ▶ Scope specificity

Project approach that fits community needs (cont.)

- ▶ What can be accomplished in the project timeframe?
- ▶ What resources do you have and what will you need?
- ▶ Make each step achievable, building incrementally.
- ▶ Avoid being “trendy” and adapt only what works.
- ▶ Consider what funding is right for your project.
 - NOTE: Don’t change the project to fit with just any funding

Brainstorm Approach



- ▶ Work with your planning committee to brainstorm.
- ▶ Engage the community and use their feedback to understand solutions they want to see.
- ▶ Take approach back to the community to be sure you've interpreted their input correctly.
- ▶ If they feel you are off base, go back to the drawing board.

SWOT

- ▶ **Internal Strengths:** Organization already has in order to help complete the project
 - ▷ Examples: Fluent speakers, office space, partnerships within tribal/organizational departments, or financial, personnel and procurement policies in place, etc.
- ▶ **Internal Weakness:** Organization experiences that might prevent project completion
 - ▷ Examples: staff not experienced, Isolation of community, no policies and procedures in place for financial oversight and personnel oversight, etc.
- ▶ **External Opportunities:** Partner, Tribe or community-at-large contribution to the project
 - ▷ Examples: partners doing similar work, government agencies with staff expertise, local colleges and universities with resources available, etc.
- ▶ **External Threats:** Competitors or Uncontrolled Events that interrupt project completion
 - ▷ Examples of threats: natural disasters including floods, wildfires, drought and pandemics.

ACTIVITY: SWOT

Internal Strengths

Internal Weaknesses

External Opportunities

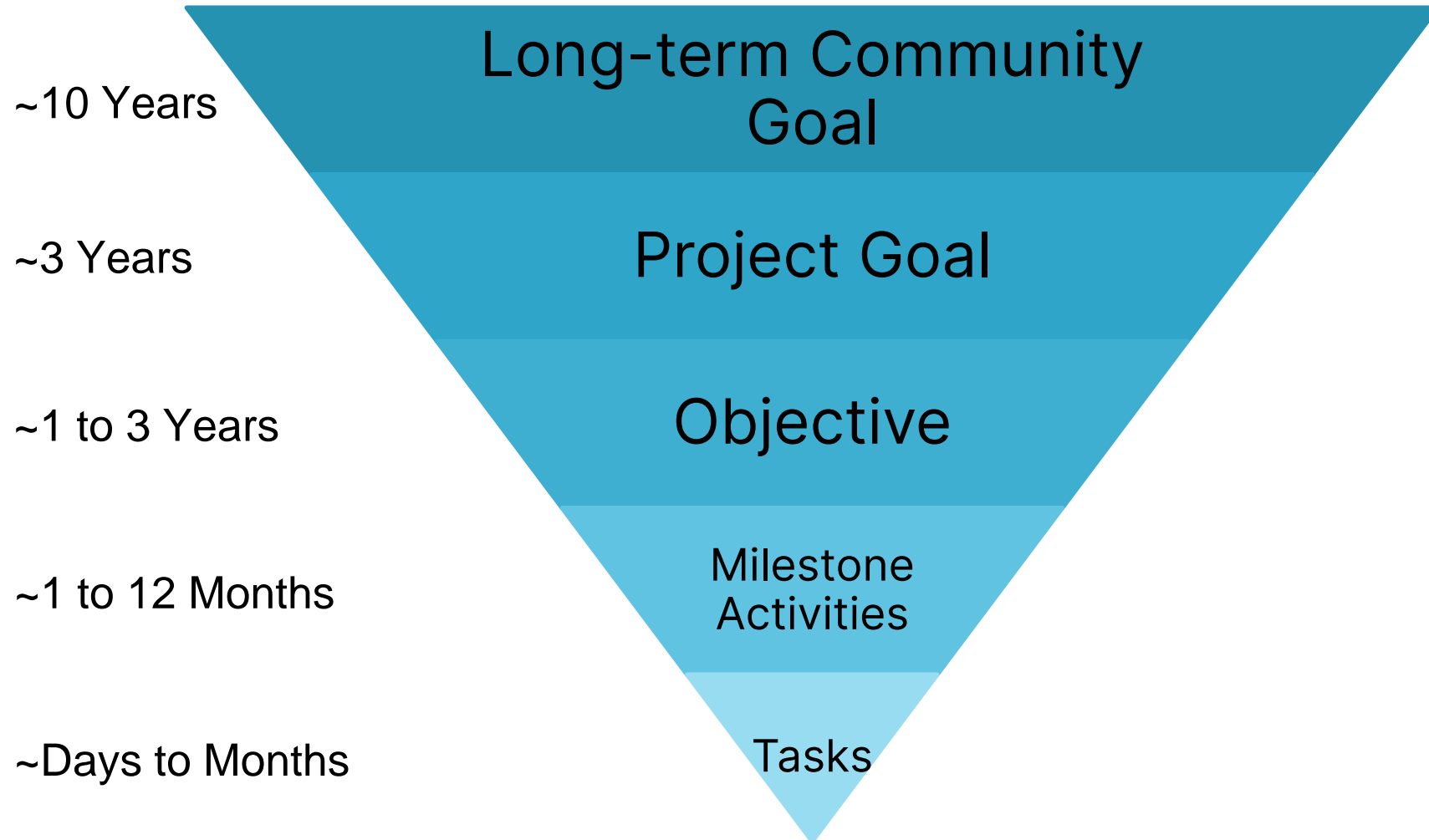
External Threats

Fleshing out activities

- ▶ Consider the activities that will lead, incrementally, to each objective.
- ▶ Include:
 - Start-up activities to launch the project
 - Mid-level activities such as day-to-day tasks completed during project
 - Next steps for incorporating ongoing feedback from evaluations

ACTIVITY: Practice Brainstorming Activities

A Broader Picture



Developing a Work plan?

Here is a breakdown of what to include in the work plan:

- ▶ Activities
- ▶ Start and End Dates
- ▶ Project Staff

| Project Title: | | | |
|----------------|--------------------|------------|----------|
| Project Goal: | | | |
| Objective: | | | |
| Activity | Who's responsible? | Start Date | End Date |
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |

Activity #10

- ▶ For this activity, fill out the blank work plan below. Insert the Project Title, Project Goal, and Objective into the form; you should have these on-hand from your work in previous sections.
- ▶ Develop activities to accompany your objectives. Next to each activity include the Project Staff. Organize each of the activities in the order in which they will be initiated, using Start Dates.
- ▶ Next determine the timeframe necessary to complete the activity and give it an End Date.



CHAPTER 9

Identifying Resources and Partnerships

Where will you get the resources to implement your project?

- ▶ Assess what approach you intend to take
- ▶ Identify the resources that approach will need
- ▶ Note if:
 - You have those resources internally or externally
 - If you have partners with those resources
 - If you need to find funding to obtain those resources

Look at your plan and ask these questions...

- ▶ Who?
- ▶ What?
- ▶ Where?
- ▶ When?
- ▶ Why?
- ▶ How?

Resources and partnerships might include:



- ▶ Volunteers
- ▶ Subject matter experts
- ▶ Elders
- ▶ Licenses and permits
- ▶ Technicians
- ▶ Administrative assistance
- ▶ Legal/financial expertise

How can Asset Mapping help you?

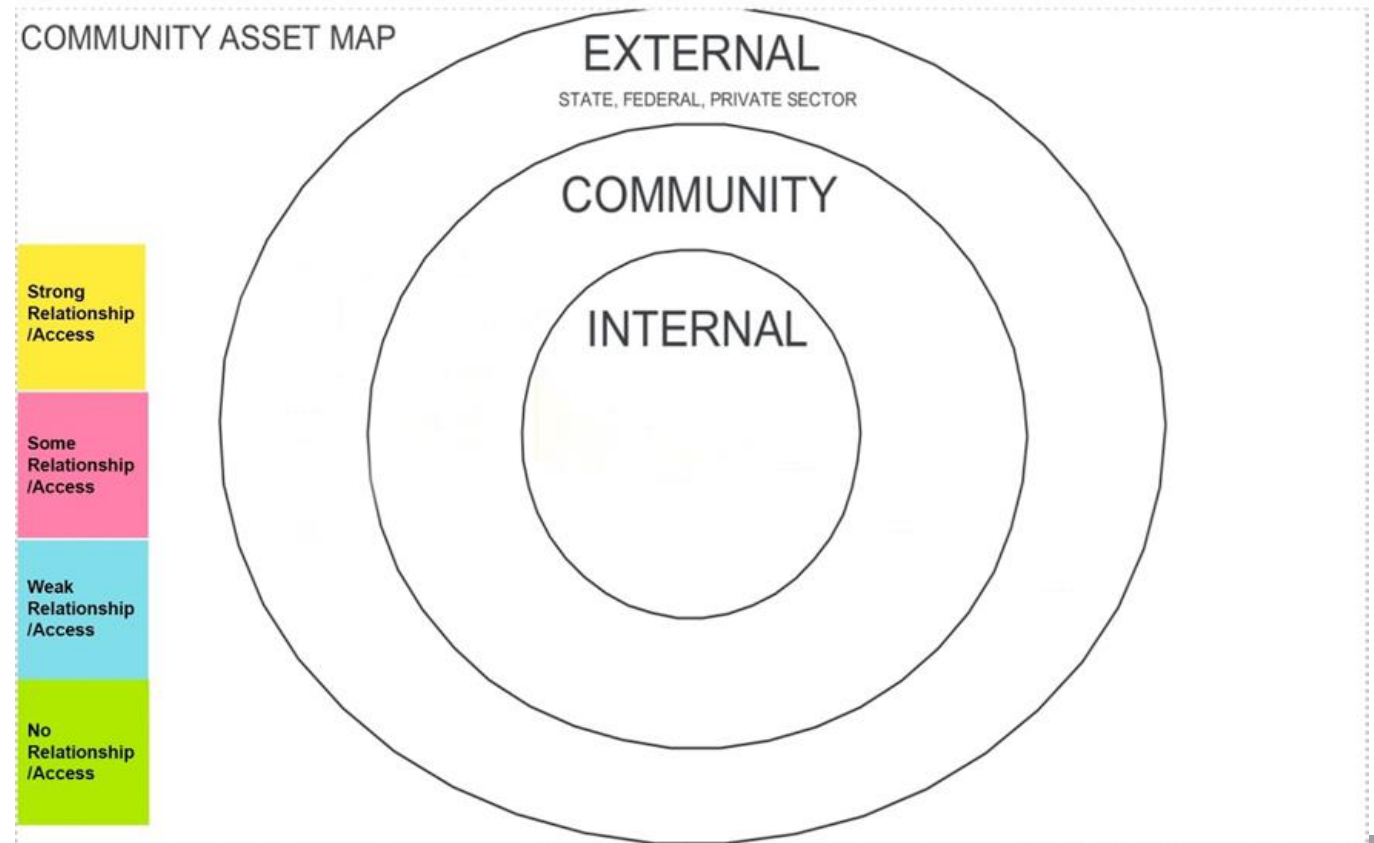


Mapping Your Assets

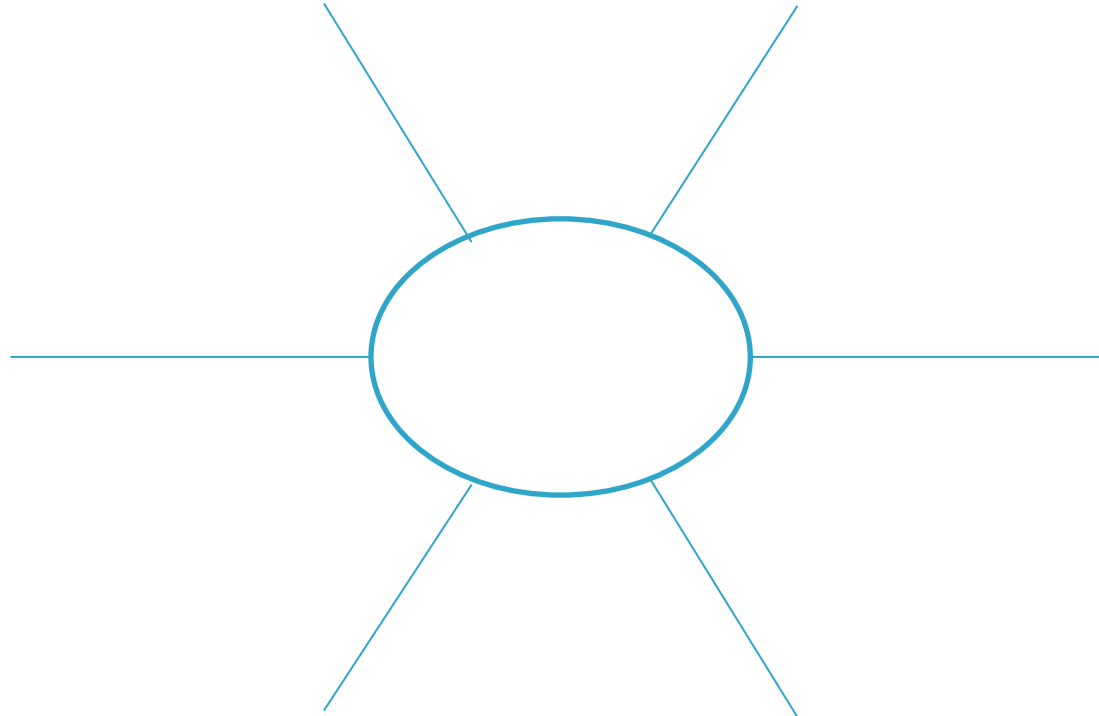
- ▶ Every community is rich in resources and assets
- ▶ Asset mapping documents a community's existing resources
- ▶ Builds new connections within your service area
 - Develops a reference tool that can address local challenges
 - Builds potential for community partnerships in moving toward a unified long-term vision

Asset Mapping

- ▶ **Yellow** means “Strong Relationships/Access” — Ready to tag in at a moment’s notice, already committed to the project.
- ▶ **Pink** means “Some Relationship/Access” — Highly likely to sign a letter of commitment after a conversation about specifics.
- ▶ **Blue** means “Weak Relationship/Access” — You might need to strengthen your relationship and build trust before asking for commitments.
- ▶ **Green** means “No Relationship/Access” — We know they exist but haven’t met anyone there yet. It will take lots of time to build the relationship and trust, so if the grant deadline is right around the corner, it may be worth looking for an alternative partner.



ACTIVITY: Asset Mapping





Activating Relationships

- ▶ You've mapped your community assets
- ▶ Activate those partners
- ▶ How strong is your relationship with a potential partner?
- ▶ Consider the asset map

Securing Partners

- ▶ Letters of Support
- ▶ Letters of Commitment
- ▶ Agreements
- ▶ Contracts



Securing Partners (cont.)

- ▶ The final type of documentation is a contract
- ▶ Legally binding partnership and typically involves the transfer of funds
- ▶ Contracts are further discussed in the Budget section of the manual, but for now, are not needed in the planning phase of project development

Challenges and Contingency Planning

- ▶ What could prevent the project from moving forward in a timely manner and
 - Develop potential solutions
- ▶ Contingency plan
 - Identify activities that may run into trouble during the implementation phase of the project
- ▶ Different from your tribe or organization's standard operating procedures

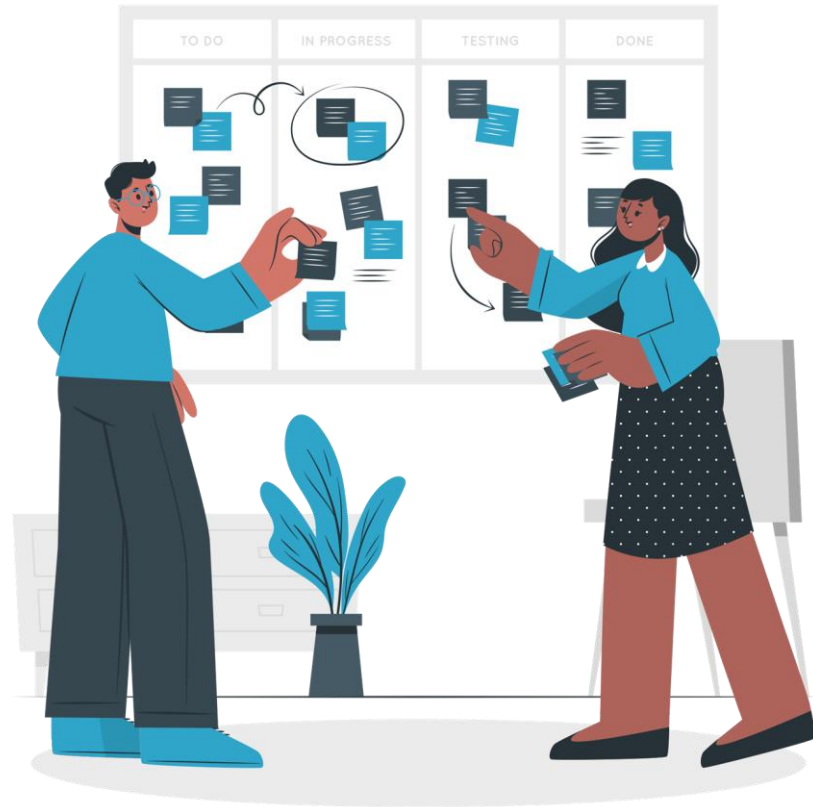


Illustration by Freepik Stories

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 - Poll

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.



CHAPTER 10

Developing a Project Budget



▶ The fuel you'll need!

Budget Concepts

- ▶ Determining costs
- ▶ Cost estimates
- ▶ Saving estimates
- ▶ Line-item budget vs. Budget justification
- ▶ Matching funds
- ▶ Budget categories
- ▶ Additional categories



Keep in mind

- ▶ The accountant, business office is your friend!

How to Determine Costs for your Project

Ask yourself:

- ▶ Who? Staff, Community Members, Partners, Consultants, etc.
- ▶ What? Equipment, Supplies, etc.
- ▶ Where? Travel, Office Space, etc.
- ▶ When? During start-up or annually, Salary or Hourly, etc.
- ▶ Why? Justify the costs using your approach and actual cost estimates



Line-item Budget vs. Budget Justification

- ▶ Comparison
- ▶ Cost Categories
- ▶ Standardized Template



Cost Estimates

- ▶ Project Scope
- ▶ Project Time-frame
- ▶ Reasonable Costs
- ▶ Price Quotes
 - Professional Quote
 - Fair Market Value
 - Procurement Practices
 - Historical Basis

Categorizing Your Budget Costs

- ▶ Personnel
- ▶ Fringe Benefits
- ▶ Travel
- ▶ Equipment vs. Supplies
- ▶ Other Category
- ▶ Contractual
- ▶ Indirect

ACTIVITY: Assets vs Funding

Resources You Have

Partner Resources

ANA Funding Requests

Value/Cost

Matching Funds

- ▶ What is it?
- ▶ Sources
- ▶ Exceptions
- ▶ Discretionary Funds
- ▶ Match Percentage Request



Additional Information

- ▶ No Accounting Office or Bookkeeper?
- ▶ Office of Budget Management (OMB) Principles

ACTIVITY 13 – The Budget

Thinking about your project approach, work plan, and cost estimates, develop a line-item budget and a narrative budget justification that explains 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. Feel free to change anything that is not relevant to your projected budget.

| Line-Item Budget for Year (Create a budget for each year) | | | |
|---|--------------|---------------|-------|
| Category | Funder Share | Match – ____% | 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 | | | |
| Conference 1 | | | |
| Conference 2 | | | |
| Training Location 1 | | | |
| Travel Total | | | |
| Equipment | | | |
| | | | |
| | | | |
| Equipment Total | | | |

Activity #13

The Budget

- ▶ Line-Item Budget
- ▶ Narrative Justification
- ▶ Reasonable / Relevant / Justified



CHAPTER 11

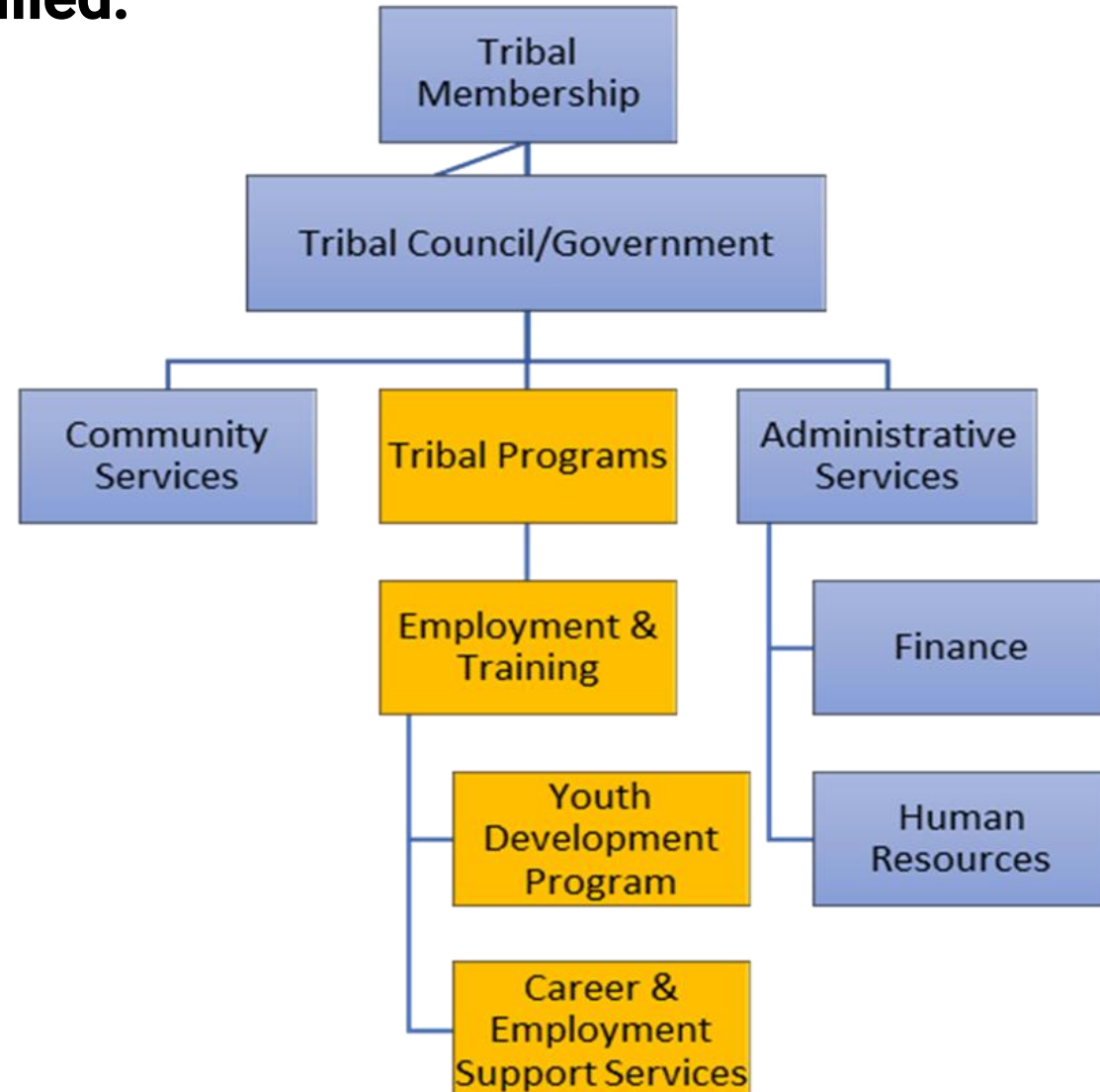
Organizational Capacity



▶ Your driving skills!

Do you have the capacity to manage outside funding?

Understand your organizational structure and identify gaps/vacancies that need to be filled:





What Organizational Experience Does Your Tribe or Organization Have?

- ▶ Organizational History
- ▶ Standard Language
- ▶ Financial Management
- ▶ Financial Management Systems
- ▶ Self-Assessment

ACTIVITY: Conduct a Self Assessment - Poll

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?

Fund Accounting



- ▶ What is it?
- ▶ Standard Language
- ▶ Financial Management
- ▶ Financial Management Systems
- ▶ Self-Assessment

How do you ensure you are following the rules and are in compliance?

- ▶ Internal Policies & Procedures
- ▶ Administrative Oversight
- ▶ Administrative Rules & Regulations
- ▶ Title 2 Regulations
- ▶ 45 CFR Part 75



What Policies and Procedures does your Tribe or Organization have?

- ▶ Financial
- ▶ Human Resources (Personnel/Employee)
- ▶ Operational Policies & Procedures



Sustainability

- ▶ Community Support
- ▶ Routinization
- ▶ Partnerships
- ▶ Program Income
- ▶ Programmatic Funding
- ▶ Increased Capacity

ACTIVITY: How might you do each?

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

ACTIVITY 14 – Develop Your Sustainability Strategy

What outcomes and activities of your project will be sustained? Create bullet points identifying possible sustainability components or strategies. This can be the start to your new sustainability strategy.

| Method | Outcomes or Activities Sustained |
|------------------------------------|----------------------------------|
| Institutionalization | |
| Internal and Partnership Resources | |
| Program Income | |
| Programmatic Funding | |
| Increased Capacity | |

Activity #14

Develop Your Sustainability Strategy

- ▶ What outcomes and activities of your project will be sustained?
- ▶ Create bullet points identifying possible sustainability components or strategies.



CHAPTER 12

Next Steps: How to find the right funders for your project?

How do you find the right partners for your project?



Searching for Funding

- ▶ Announcements
- ▶ Mission alignment
- ▶ Small grant opportunities
- ▶ Philanthropic, Federal & State

How To Read a Funding Announcement

- ▶ Eligibility
- ▶ Administrative Policies
- ▶ Award Information
- ▶ Review Criteria
- ▶ *Read in its entirety!*



Gearing up for Federal Funding

- ▶ Grants.gov
- ▶ Sam.gov
- ▶ 501(c)(3)
- ▶ Checklists

Could you use ANA funding?

ANA Funding Opportunities



Illustration by Freepik Stories

Social and Economic Development Strategies (SEDS)

- ▶ \$100k - \$400k annually (2020)
- ▶ 12-, 24-, or 36-month project periods
- ▶ Promotes social wellbeing, perpetuation of culture, and economic self-sufficiency

ANA Funding Opportunities

SEDS-Alaska (SEDS-AK)

- ▶ \$50 – \$200k annually (2020)
- ▶ 12-, 24-, or 36-month project periods
- ▶ Designed to provide targeted support for Village-specific projects to improve and strengthen the administrative and management capacity of Alaska Native Village governments.

ANA Funding Opportunities



Illustration by Freepik Stories

Native Language Preservation & Maintenance (P&M)

- ▶ \$100k – \$300k annually (2020)
- ▶ 12-, 24-, or 36-month project periods
- ▶ Supports the continued use and vitality of Native languages, including increasing fluency, developing curricula, and teacher certification.

ANA Funding Opportunities

Native Language Esther Martinez Immersion (EMI)

- ▶ \$100k – \$300k annually (2020)
- ▶ 33-, 45-, or 57-month project periods
- ▶ Supports the ability of Native Language survival schools and language nests to conduct language immersion instruction.



Illustration by Freepik Stories

ANA Funding Opportunities



Environmental Regulatory Enhancement (ERE)

- ▶ \$100K – \$300 annually (2020)
- ▶ 12-, 24-, or 36-month project periods
- ▶ Supports planning, developing, and implementing programs designed to improve the capability of tribal governing bodies to regulate environmental quality pursuant of federal and tribal laws



Western Region

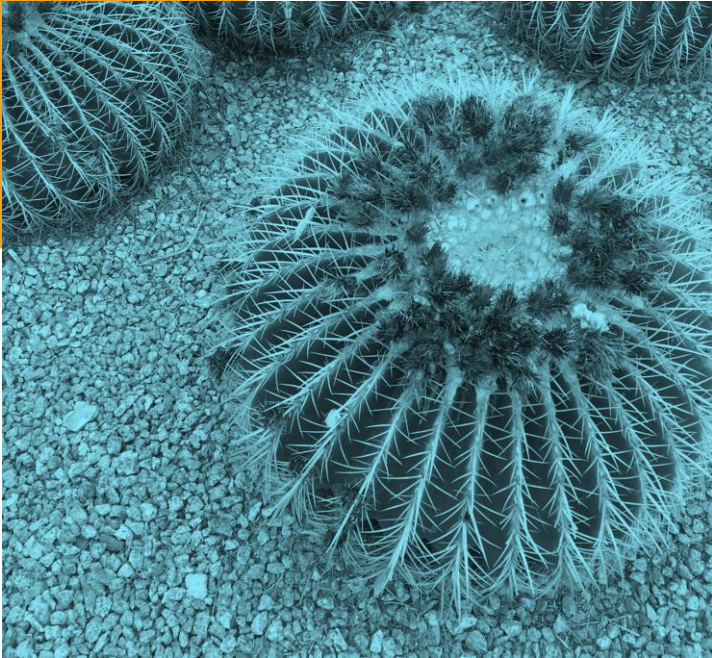
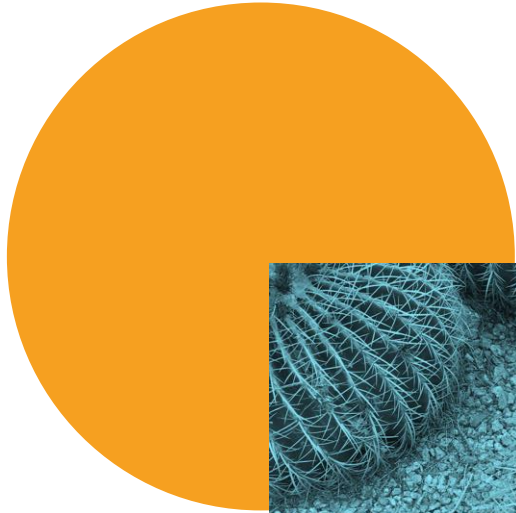
Training & Technical Assistance Center

A Resource of the Administration for Native Americans

About the Western TTA Center

Free training and technical
assistance

- ▶ www.anawestern.org
- ▶ 855-890-5299
- ▶ anawestern@mn-e.com



▶ acf.hhs.gov/ana

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!



“Ampi Yuci Caliakiciki.”
“It is time to work with the people.”
Yup'ik Elders from Chefnak, Alaska

**“We do not want riches, but we do want
to train our children right.”**

Redcloud

**“I have seen that in any great undertaking,
it is not enough for a man to depend simply
upon himself.”**

Lone Man