

Project Planning and Development



The photos on the front cover are pictures from funded ANA projects.

From the top right and moving down:

- SouthEast Alaska Regional Health Consortium
- Hawai'i Alliance for Community-Based Economic Development
- Oglala Lakota College
- Confederated Tribes of Siletz Indians

Boozhoo. Aloha. Bezon. Ta na á née see. Qağaasakung. Dagot’ee. Nayaafabaa. Mique wush. Khahowya. O-si-yo.

Welcome to the Administration for Native Americans (ANA) Project Planning and Development Training. We are glad you are here. ANA’s mission, our driving force, is to fund community-developed projects that are sustainable and successful. We do that through two principle initiatives: we fund projects that meet the community’s long-range goals and are, therefore, wanted by the community, and we try to fund projects that will have a positive impact on the community. ANA has found, through evaluating our projects and talking with our grantees and applicants, that projects are more likely to be successful and sustainable if they are developed and planned by the community as part of a long-range community strategy. This training will provide you with tools to explore long-range planning strategies, define the problems standing between the community and its long-range goals, and build your capacity to design community-based solutions for those problems.

During this training, you will engage in a project planning and development process that:

- is based on long-range community goals;
- defines specific conditions/problems in the community that stand between the community and its long-range goals;
- establishes a project goal that, when accomplished, will reduce or eliminate the defined problem and move the community toward long-range goal accomplishment;
- creates a project approach built around specific, measurable, achievable, result-oriented, and time-framed objectives to accomplish the project goal; and
- designs an evaluation process and sustainability strategy for measuring project outcomes and continuing those outcomes after the end of the project’s funding period.

When designing a fundable project, 80% of the work should go into project planning and development and only 20% should go towards writing the application. This training concentrates on how to do that 80%, focusing only on the project planning and development steps involved prior to writing an application without getting into how to write an application or apply for funding.

ANA also offers Pre-Application: Application Development Training. We recommend taking the project planning and development training prior to attending the Pre-Application: Application Development Training, as it will enable you to build the application you will use to submit your project idea for funding consideration. Table 1 shows the differences between our Project Planning and Development Trainings and Pre-Application: Application Development Training.

In Project Planning and Development, you will learn:	In Pre-Application: Application Development, you will learn:
Community-based planning processes and tools	Tips on writing an ANA application in response to an ANA Funding Opportunity Announcement
How to define long-range community goals, document problems that stand between the community and those goals, and identify assets that can be used to resolve those problems	How to complete Federal forms and packaging the application
How to build a project work plan with outcome-based objectives	Guidance on how to apply through Grants.gov
To develop sustainability plans and budgets	The process of reviewing applications for funding

Table 1 Training content

The development process covered in this training can be used in preparing projects that may be submitted to a variety of public or private funders, including ANA. We hope that you will use the information from this training to engage in community-based planning that will create a well-designed project. You will then be able to fit your project concept into an ANA, or other funder, specific application format knowing that your chances for success are enhanced because the project was well crafted.

Throughout this manual, “tribes” refers to federally recognized and non-federally recognized tribes, while “organizations” denotes native non-profit organizations. “Native Americans,” as used in this manual, includes American Indians, Alaska Natives, Native Hawaiians, Native Samoans, and the Native peoples of Guam and the Northern Mariana Islands.

Thank you for attending this training or downloading this manual. We think there is a lot of great information in here on how to plan and develop a successful and sustainable community project. If, during the training or in reading this manual, you come across anything you think we should revise, please let us know.

Yawłkó. Miigwech. Gunalchéesh. Fa’afetai. Nia:wen.

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About the Administration for Native Americans (ANA)

In January 1964, President Lyndon B. Johnson declared the War on Poverty, developing a collection of ideals that included the foundation for ANA. President Johnson made a call to action, asking communities to prepare “long-range plans for the attack on poverty.” Eight months later, the Economic Opportunity Act was signed into law and, shortly thereafter, the Office of Economic Opportunity (OEO) began awarding grants.

Early in the 1970s, the OEO was terminated, but many of its War-on-Poverty concepts became the basis for ANA. Established in 1974 through the Native American Programs Act (NAPA), this new agency also embraced the goal of Native American self-determination which was first endorsed by President Johnson in 1968 and later by President Richard Nixon.

Today, ANA is housed in the U.S. Department of Health and Human Services, Administration for Children and Families, and serves all Native Americans, including federally recognized tribes, American Indian and Alaska Native organizations, Native Hawaiian organizations, and Native populations throughout the Pacific Basin. ANA’s mission is to promote Native American self-sufficiency with a philosophy based on the following core beliefs:

- A native community is self-sufficient when it can generate and control the resources necessary to meet its social and economic goals and its members’ needs.
- The responsibility for achieving self-sufficiency resides with native governing bodies and local leadership.
- Progress towards self-sufficiency is based on efforts to plan and direct resources in a comprehensive manner consistent with long-range goals.

ANA promotes self-sufficiency for Native Americans by providing discretionary grant funding for community-based projects and training and technical assistance to eligible tribes and native organizations in three program areas: Social and Economic Development Strategies, Native Languages, and Environmental Regulatory Enhancement.

Social and Economic Development Strategies (SEDS) grants support locally determined projects designed to reduce or eliminate community problems and achieve community goals. This approach to promoting self-sufficiency encourages communities to shift away from programs that result in dependency on services and move toward projects that increase community and individual productivity through community development. SEDS grants fund social and economic development projects for on- and off-reservation native communities and provide federal support for self-determination and self-governance among Native American people. ANA also offers a special initiative using SEDS funding: Sustainable Employment and Economic Development Strategies (SEEDS).

SEEDS funding is to promote job growth and business development in Native communities which are experiencing challenging economic conditions. In an effort to reduce both unemployment and underemployment and stimulate local economies, four key priorities that ANA will pursue through the SEEDS initiative are:

1. the creation of sustainable employment opportunities;
2. the establishment of professional training and skill development to increase participants' employability and earning potential;
3. the creation and development of small businesses and entrepreneurial activities; and,
4. a demonstrated strategy and commitment to keeping the jobs and revenues generated by project activities within the Native communities being served.

Native Language grants provide opportunities to assess, plan, develop, and implement projects to ensure the survival and continuing vitality of native languages. ANA believes language revitalization and continuation are two of the first steps to be taken in preserving and strengthening a community's culture. Use of native language builds identity and encourages communities to move toward social unity and self-sufficiency. There are two funding announcements in this area: Preservation and Maintenance (PM) and Esther Martinez Immersion (EMI). The PM grants provide assistance to Native Americans in ensuring the survival and continuing vitality of Native American languages. The EMI grant is designed to preserve Native American languages through Native American language nests and Native American language survival schools.

Environmental Regulatory Enhancement (ERE) grants provide tribes with resources to develop legal, technical, and organizational capacities for protecting their natural environments. Environmental Regulatory Enhancement projects focus on environmental programs in a manner consistent with tribal culture for Native American communities. The links between tribal sovereignty, organizational capacity, and environmental protection are central components of the Environmental Regulatory Enhancement program.

The mission of ANA is substantial, but our resources are limited. ANA does not have the budget to fund all deserving projects, and funds short term projects rather than programs. Therefore, it is imperative for communities to think about and develop sustainability strategies for their projects when planning and developing their programs. Community-developed projects are more likely to succeed and have lasting impacts when community members are involved in building them. The tools presented in this manual will help you develop a project for ANA funding, as well as provide you with alternative sources of funding.

The Importance of Community Development

Community development is broadly defined as the practice of improving communities. Community development is often used when discussing community economic development: the process of bringing more business and investment into a community. But community development can also refer to any project or program that works to improve your community, from indigenous food production to teaching native language classes or mapping out the community’s cultural resources. ANA funds projects that result in community development.

ANA believes that involving community members in community development leads to lasting and positive change and is a key factor in designing and implementing a successful project. ANA’s mission and history supports community development as the path towards Native American communities achieving self-sufficiency, cultural preservation, and self-determination.

This training focuses on engaging the community in community development and project planning processes. Project planning involves a series of steps that determine how to achieve a particular community/organizational goal or set of related goals. The planning and development process should occur well before you write your application and submit it for funding. In fact, the planning process should be concluded well before it’s time to write the proposal.

Community-based planning is used to:

- identify specific community problems that stand in the way of meeting long-range community goals;
- understand the capacity of the community, your organization, and any potential partners to implement a project;
- create measurable, beneficial outcomes and impacts to the community that result from the project’s implementation; and determine the level of resources or funding necessary to implement the project.

Project planning helps us to:	Project planning helps us to eliminate:
Think ahead and prepare for the future	Poor project design
Clarify goals and long-term priorities	Overambitious projects
Identify issues that will need to be addressed to achieve those goals	Unsustainable projects
Choose between options for project design	Poorly defined problem statements
Assess a project’s feasibility and whether it will lead to measurable, positive change	Unstructured project work plans
Evaluate project effectiveness and make the best use of resources	Projects with little or no support from or benefit for the community
Create a sustainable set of project results and benefits	

Table 2 The benefits of project planning

ANA promotes local decision-making in achieving community self-sufficiency. Community involvement is central to both the strategic planning and project planning that occurs before the development of an ANA grant application.

The process of planning and managing projects follows a logical, continuous cycle. Each phase of the project leads to the next.

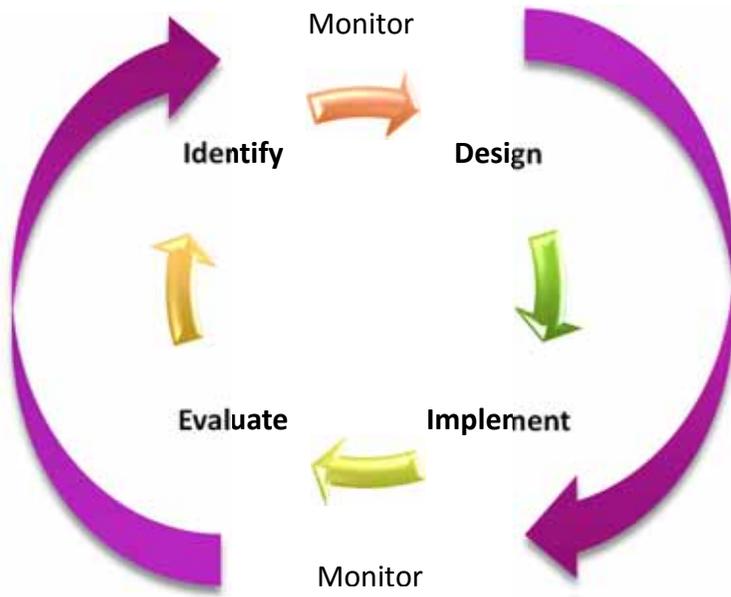


Figure 1 Planning Cycle

- The **identify** stage includes a community assessment process to determine the problems impacting the community and to identify community assets that could be used to address the problem.
- The **design** phase includes the actual planning and design of a project.
- The **implement** stage refers to the implementation of the project, whether it is a single-year or multi-year implementation period and how it will take place.
- The **evaluation** of the project's results occurs during and after a project to determine whether the project's goal and objectives were achieved. The evaluation process then leads to the identification of additional or persisting problems, and the cycle begins again.
- Project **monitoring** occurs throughout all stages of project operation. Monitoring results in formative project evaluation that keeps the project's planning, design, and implementation activities on track.

Initiating the Planning Process

Project planning often begins with the formation of a local project planning or steering committee. Whenever possible, tribes and organizations should use a team approach, which involves staff, community members, and community or organizational leadership, to plan new projects. The

committee members play an important role in keeping the project planning process on track while also ensuring that everyone has the opportunity to participate. The committee can organize meetings, conduct surveys, gather and analyze information, and meet with other agencies and organizations. This team will develop the project plan and use it to write the different parts of the application. Generally, you want to spend approximately 80% of your time planning your project and 20% of your time writing and packaging the grant application.

Perhaps one of the most daunting aspects of project planning is ensuring community involvement because it requires the knowledge and skills necessary to set up, conduct, and facilitate effective planning sessions. Public meetings should be held regularly throughout the planning process. Properly facilitated meetings provide a great way to gather traditional, cultural, and local knowledge. They also serve as a means to receive input on potential project goals, objectives, and activities in order to determine ways to best prioritize them.

Sometimes the community engaged in project planning is a subset of the overall community. The community subset might be the community elders, local school student population, Tribal Temporary Assistance for Needy Families (TANF) recipients, or any of the definable sub-populations found in your community. A community composed of a school's parent association members, for example, may develop a long-range goal that envisions a community where all children graduate from high school, a large percentage of graduates go on to some form of higher education, and funding is available to assist students to attend their postsecondary school of choice.

Using the Community Process

An inclusive planning process will support community buy-in and help build unity around the project. To assist you in this process, **Appendix B** includes different community involvement strategies to use in the project planning process. **Appendix D** includes some sample forms and ideas for meetings.

To maximize results of the community planning process:

- **Keep records.** It is important to document your public process, as these documents provide a record of concerns, positions, and decisions that can be included in your application to document your community-based planning process. See **Appendix D** for sample forms.
- **Use what already exists.** A strategy for increasing the level of community participation in your planning activities is to think of groups that already exist and meet in the community, such as cultural, school and parent, artisan, elder and youth groups. Many communities also have organized public meetings that are part of their governance activities. Attending these pre-established meetings and informally collecting information from them can build community involvement in project design.
- **Choose wisely.** Meeting with people who are knowledgeable about the community, such as elders and community leaders, is an effective way to collect valuable information. These people are functional leaders and can also help in connecting with and encouraging the involvement of others.

Getting the Word Out on Community Meetings

Ensuring that a maximum number of people know about the meeting can be a challenge. Here are some approaches that might be helpful:

- Create colorful and interesting flyers and post them everywhere (at the post office, tribal offices, stores, schools, clinics, laundromats, churches, etc.). The flyer should briefly and clearly state the purpose of the meeting and why it is important to attend. Be sure to indicate the meeting start and end times.
- Ask local media (radio, television, and newspapers) to run free notices or public service announcements.
- Insert meeting notices in any public calendars that are maintained in your community. Don't forget social media (Facebook) and websites.
- Elicit the help of community organizations to notify their members. Inviting them to become active participants right from the start is a good way to initiate the collaborative process.
- Issue personal invitations to community leaders, elders, and any individuals with a stake in the issues that may be discussed.

Boosting Attendance

It is often difficult to motivate people to leave home and attend a meeting, especially when the meeting is devoted to broad issues of community visioning and planning. Some ways to maximize attendance include:

- Providing free childcare during the meeting;
- Offering door prizes that require the winner to be present;
- Offering free refreshments or organizing a potluck supper;
- Making sure there are no scheduling conflicts with other community events, or, conversely, holding your meeting in conjunction with other local events;
- Choosing the most convenient and appealing venue;
- Providing translation services if English is not the first language of all of the community members; and
- Providing local entertainment at the conclusion of the meeting.

Additional tools on running a meeting and boosting attendance are in **Appendix B**.

Developing Community Priorities

Building consensus in a community planning meeting can be difficult, but there are techniques to help move the process forward:

- Similar issues can be consolidated. Work with meeting participants to cluster related thoughts into logical groupings (i.e., health, public safety, culture, etc.).
- Build consensus or agreement. One effective method is to write all of the group's suggestions on flip chart pages, then give each participant three sticky dots. Participants place dots next to the ideas they consider most important, and the ideas that receive the most dots become the group's top priorities.
- Follow up focus group work with a community survey in which participants are asked to choose their priorities from priority areas developed through the focus group's work. This method is much more time consuming and labor intensive, but has the benefit of increasing community awareness of and involvement in the planning process.

Additional planning processes are in **Appendix B**.

Focus Groups

Invite representatives from the community and partnering organizations who will benefit from your project idea to a gathering. The individuals invited should, at a minimum, include project beneficiaries, tribal council or organizational board members, elders, and other interested partners who will benefit from or assist with the project. Establish three to five questions to help clarify what community problem your project would address and seek input on how to develop strategies to resolve that problem or set of problems. Carefully record group and individual responses and ask follow-up questions that help clarify the problem area that the group is addressing. With the group's permission, record (audio or video) the session and summarize key findings. Be sure to include a discussion on what type of problem resolution and positive impacts the group members anticipate this project should have on the community.

Activity 1 – Focus Groups

Focus groups are a tool to discovering community concerns and recommended solutions. For this activity, get into groups of about five people, pretend you are all part of the same community, and discuss the following questions:

What are the current challenges in your community?

What are the current challenges in your community?

What are the three most significant challenges within your community?

What are the three most significant challenges within your community?

Project Development Steps

Project development begins by building an understanding of what the community wants to accomplish in a range of dimensions (i.e., health care, household incomes, or educational opportunities) as a long-range goal. Next, you will need to identify resources and assets that are available to your community. This is followed by defining barriers to achieving the selected long-range goal which we also refer to as “current conditions” or “problem areas”. Once these are identified, you can work through the project design process using the existing resources as foundations to support a viable project approach for resolving the defined problem. The project design process ensures that the project concept comes from the community and relates to the community’s identified long-range goal.



Identify the Long-Range Community Goals

Long-Range Community Goals are created by community members during various types of planning meetings. These long-range goals express the current ideals of what a perfect community would be to the community members. This vision of an ideal community grows and changes over time as goals are achieved and new priorities are identified, as well as when community members participating in the process change. A simple understanding of this process would be to ask: If you could snap your fingers and create the perfect community, what would it look like? What would its characteristics be? What kinds of opportunities would be available for achieving stability and self-sufficiency? What resources would be available for the members of the community?

Comprehensive Planning

Comprehensive planning involves completing a community-wide assessment to engage the community in identifying and prioritizing all long-range goals and the community problems preventing the achievement of those goals. Comprehensive plans usually require at least a year to complete, and are long-term, covering a five- to ten-year time span.

Strategic Planning

This process is used when a community or organization already has a comprehensive plan or an established set of long-range goals and is ready to move forward. The product of strategic planning, often simply called the “strategic plan,” builds on identified long-range goals by designing projects related to one or more of these goals. A strategic plan generally takes several months to complete and is structured to be accomplished in a 1- to 2-year timespan. It provides details that are used to develop projects that will reduce or eliminate problems standing between the community and a high priority long-range goal.

What if your tribe or organization does not have a comprehensive and strategic plan?

Comprehensive and strategic planning are time-consuming processes. They are built on a community-wide assessment to establish long term goals and benchmarks for measuring progress toward their achievement. If your tribe or organization does not have a comprehensive or strategic plan, there are alternative ways of engaging the community in goal setting and project planning. Some methods are community meetings, surveys, focus groups which will document community involvement and capture community needs and aspirations.

Documentation

Be sure to document how the community was involved in the long-range goal development, as well as in developing a project that will help achieve a long-range goal. Examples of documentation can include the following:

- a summary of a community comprehensive or strategic plan and documentation on the community involvement in its creation and/or assessment;
- minutes and/or sign-in sheets from Tribal Council, Board meeting or public hearings; and
- community meeting minutes and/or sign-in sheets.

Minutes of past general council meetings or community meetings that document the community's perception of long-range goals and problems can be used to show that your project has a history of community focus and concern. This historical documentation of long-range goals, community problems, and the project designed to address those problems should be supplemented by community assessments documenting current community conditions and concerns. Methods for such assessments of current conditions could include focus groups, a nominal group process, and survey research.

When you choose a process that involves the community in planning and a method for documenting the planning, you are ready to begin project development. Below is an example of a long-range community goal. We will be using this example throughout the manual to illustrate the key components of community planning.

LONG-RANGE COMMUNITY GOAL: All employable community members ages 25-50 will be able to access living wage permanent jobs.

Activity 2 – Community Goals and Project Ideas

The community’s long-range goals are the foundation for all projects. The following exercise will help you define long-term goals that provide a framework for project development.

Describe the community’s long-range goal(s) that will provide the framework for this project’s development:

Where can your community long-range goals be found? (e.g. Comprehensive plan, Tribal strategic plan, mission statement, etc.)

Conduct a Community Assessment to Identify the Problem

A well-designed project is based on the effective identification and analysis of current negative, measurable community conditions or problems preventing the community from achieving high priority long-range goals. Using a community-based assessment process is the starting point for identifying the specific community conditions or problems to be addressed through the project.

Before beginning a community assessment, think about the problem or condition you are trying to define, potential sources for each piece of information related to that problem, and the means of gathering that information. Table 3 is an example of how to keep track of that information. Table 3 identifies the problem that the community wants to define (barriers to single adult parents obtaining employment), the sources of information (tribal and community job center) and how information will be collected (phone calls and emails).

Condition to determine/define	Source of information	Means of gathering information	Comments
Identify barriers that prevent single adult parents from obtaining employment	Contact tribal and community job center	Phone calls and emails to obtain unemployment data and current barriers	Interview community leaders to determine their perspectives. Get data on barriers from other Native/non-Native communities

Table 3 Pre-assessment information gathering

When planning and conducting a community assessment, focus on:

- What conditions are being assessed?
- Why are the conditions being assessed?
- What population do the adverse conditions impact?

Your community assessment will define and describe current problems or existing negative conditions in the community that have to change—or be overcome—in order to achieve community-defined, long-range goals.

Below is an example of a problem statement:

PROBLEM STATEMENT: *The unemployment rate of the 75 adult single parents in our community is 75%, and has been at or above that rate for over two years because their job skills and experience do not match current job requirements.*

The problem statement should include a clear, concise, and measurable description of the nature, scope, and severity of the negative condition(s) that the project will address.

In presenting and discussing your problem statement, there are some things to keep in mind:

- The specific condition to be addressed must have a clearly documented relationship to your tribe, community, or organization's mission, purpose, and long-term goals.
- Always document how the community defined the problem, and include supporting information, such as data or studies to support the community's definition of the problem.
- The specific condition you identify should be within your tribe's or organization's capacity to address using available resources.
- Provide information on the problem's increase over time, if applicable.
- Always provide a baseline population number if you reference percentages in the problem statement.

Activity 3 – Problems List

List the problems in your community

List your most severe community problems

Activity 4 – Community Problems Questionnaire

This exercise will help you clearly define the community condition(s)/problems your project will be addressing. Answer the questions below about your community.

Community Problems Questionnaire

WHAT is the problem impacting the community?

WHERE is the geographic location of the community impacted by the problem?

WHO in the community is impacted by the problem?

WHAT evidence do you have to show this is a problem?

WHY does this problem occur?

HOW was the community involved in defining the problem?

WHAT role does your tribe or organization have in addressing the problem?

Using a Problem Tree

A well-known activity for determining your community's problem/specific condition to be addressed is the problem tree. Problem tree analysis is useful in many forms of project planning. Problem tree analysis (also called "situational analysis" or "problem analysis") helps to find solutions to an identified condition/problem in the community by mapping out its causes and effects. A problem tree seeks to answer the question of "why" something is happening in a community, truly getting to the root cause of a problem and, thereby, making it easier to develop solutions.

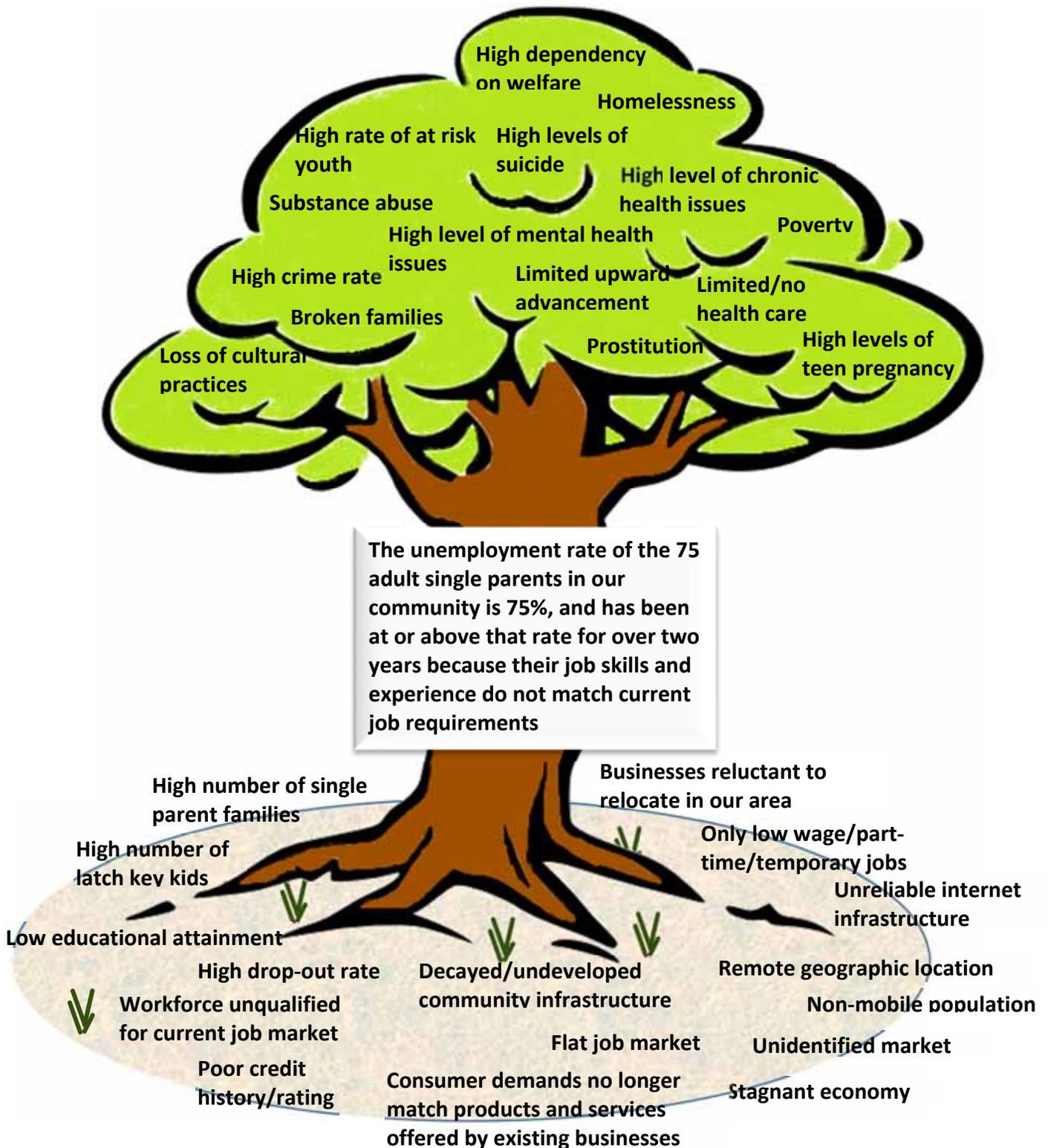
Problem trees are useful because they:

- break down a problem into manageable and definable chunks. This allows for a clearer prioritization of negative community conditions and helps shape and focus project objectives as a result;
- provide more understanding of the problem and its causes. This is often the first step in finding win-win solutions;
- help establish whether or not further information, evidence, or resources are needed to make a strong case or build a convincing solution; and
- enable discussions and analysis that often helps build a shared sense of understanding of the problem, the project's purpose, and the action required to implement the project and address the problem.

Completing a problem tree analysis can help determine solutions to identified problems by mapping out causes and effects. In a problem tree, the trunk represents the problem, the roots are the causes of the problem, and the branches are the consequences of that problem.

Turn to the next page for a sample problem tree.

Problem Tree Example



Activity 5 – Problem Tree

Choose one of the problems you identified in the earlier activity and follow the steps below to complete this activity.

1. Discuss and agree on which problem to analyze based on those identified in the previous activity. Write the problem in the center of a flip chart. This becomes the “trunk” of the tree.
2. As a group, identify the causes of the problem. Place them on the flipchart as the “roots” of the tree.
3. Identify the consequences of the problem. These become the “branches” of the tree.
4. Next, cluster the causes and consequences into groups focusing on similar themes.
5. Then, review your problem tree and discuss its design within your group. The causes and consequences can be shifted and rearranged, including sub-branches and roots. The group may also choose to arrange these items according to priority or importance in the community.
6. Record related ideas and points on a separate sheet of paper as they are brought up during the discussion. These ideas could include solutions, concerns, or decisions.

Some questions to consider during your problem tree discussion:

1. Does this tree accurately describe and define all economic, political, and socio-cultural dimensions of the problem?
2. Which causes and consequences of the problem are getting better, which are getting worse, and which are staying the same?
3. What are the most serious consequences?
4. Which are of the most concern?
5. What considerations are important to address in developing a solution?
6. Which causes are the easiest and which are the most difficult to address?
7. What possible solutions might there be?
8. What decisions were made and what actions were agreed upon during the discussion?

Activity 6 – Write Your Problem Statement

Based on the activities above, develop your problem statement.

What primary current community condition will the project address?

Write a problem statement that describes the current measurable community condition that your project will address. (Hint: Refer to the example problem statement on page 13.)

Determine the Project Goal

The project goal is a basic description of the purpose of the project. The project goal statement can describe a reduction or resolution of the specific condition/problem you identified earlier, or an increased capacity to resolve the condition. The goal statement represents the new condition that will be in place as a result of the project's successful completion.

The project goal should relate to one or more of the community's long-range goals. The statement should be brief and to the point, as well as realistic. Your goal determines the scope of your project, so do not state that your project will accomplish more than it possibly can.

Here is an example of a project goal, based on a long-range community goal and a problem statement:

LONG-RANGE COMMUNITY GOAL: All adult community members, ages 25-50, will be able to access living wage permanent jobs.

PROBLEM STATEMENT: The unemployment rate of the 75 adult single parents in our community is 75%, and has been at or above 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 single parents in our community.

Activity 7 – Determine the Project Goal

Fill out the information requested below.

Describe your project idea:

Describe your intended target community:

Enter the problem statement you developed in the earlier activity:

Explain how the project fits within and addresses one or more of the community's long-range goals:

Considering the four previous responses, write a project goal statement:

Assess Available Resources and Assets

Use the community assessment tools for identifying problems impacting the community to also inventory resources that could be used to resolve those problems. Existing resources and assets should be the foundation of project development. This analysis should include the resources found within the community and your organization, as well as resources available from surrounding communities and partner organizations. Focus on the following five areas of exploration to identify existing resources and assets to use in project development.

Who helps identify the human resources within the community that have the knowledge, skills, experience, credentials, and enthusiasm to implement the project strategy. Consider all existing staff and volunteers in your organization and other potential partner organizations. Answering this question will help you understand the existing “human capital” capacity of the community and organizations to use in your project design. Remember others in the community who are respected and valued for their ideals and values: elders, aunties, grandmothers, uncles, etc.

What refers to the supplies, equipment, and materials required for the project. Are there resources available in the internal or surrounding community that could be used as material, supplies, and equipment for your project design?

Where refers to available facilities where project activities could take place. Based on the project concept, are there available spaces and places where the project can be housed? Does the project need an office, garage, library, computer lab, classroom, gymnasium, or outdoor activity areas?

When tends to address the scheduling of available resources. “When” is an important planning consideration of the proposed project as illustrated by the following examples:

- the rehabilitation or remodeling of a structure, as this process may involve strict timeframes;
- access to equipment, if the use of the equipment is important to the sequencing of project activities;
- any agricultural activities, as these revolve around the planting season, weather, etc.;
- timeframes associated with subsistence communities and their cycles of resource acquisition;
- any projects involving academic institutions which are only in session during the academic year;
- any scheduling that depends on receiving approval from the Tribal Council.

Why seeks to confirm that the identified resource requirements are directly related and necessary to the project design concept. The purpose of identifying potential project assets is not to create a general asset inventory, but to determine what resources are essential to any planned activities, and then to determine whether or not those resources currently exist within the community.

The next step in this resource analysis looks beyond the immediate community for assets to use in the project. Who and where are the potential partners with a shared interest in your community and the problem that the project will address? What collaborations can be developed with these partners? What expertise and resources do the partners possess? How will the project benefit potential partners, as well as your community or organization?

In designing new projects and programs, strong partnerships and the resources you have leveraged from those partnerships and the community are two indicators that a project has resulted from an effective internal and external community-based planning process. Committed partnerships and leveraged resources can be critical components in project operation and sustainability.

In addition, the following questions should be answered to avoid duplication of services and determine the best utilization of resources:

1. Who is currently addressing problems or problem components that are the focus of your potential project? How well are they doing? Could they be partners in your project?
2. What resources can be leveraged on a long-term basis to sustain the project or project benefits?

ANA defines partnerships as “agreements between two or more parties that will support the development and implementation of the proposed project. Partnerships include other community-based organizations or associations, tribes, federal and state agencies, and private or non-profit organizations.” Partnerships can be internal departments or programs within your organization, or external with other organizations. Strong partnerships are reciprocal. Partners and your tribe or organization should have a mutual interest in the project’s success.

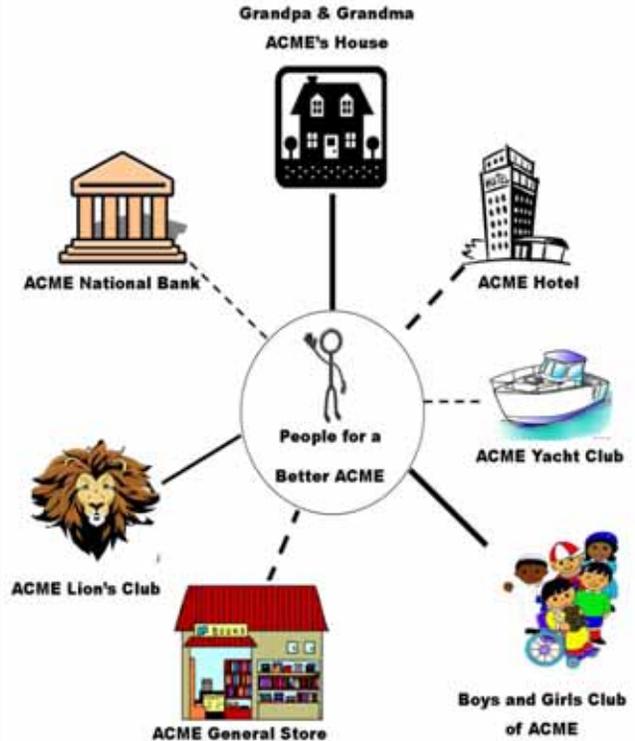
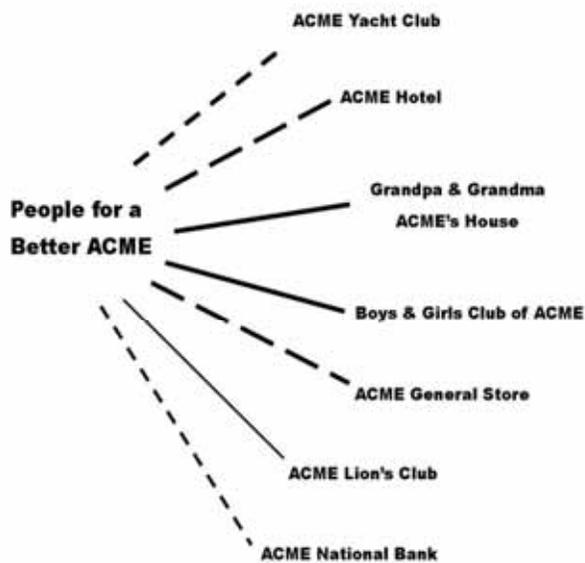
Community Maps

Community maps are used to display the location of resources that can be used in the project’s design and development.

Community maps can:

- provide a framework for discussing the location of resources;
- highlight resources of importance;
- analyze current access to a resource;
- raise awareness of existing resources; and
- create a visual representation of potential resources that can be understood by all (i.e., community members, agency representatives, and funders).

Community Asset Map Example



Activity 8 – Community Asset Mapping

Materials needed: Easel Size Paper (2 sheets for each group), Markers (Black, Red, Blue, and Orange), Masking tape

- 1) Gather into small groups of 4-5 people.
 - a) Begin to visualize the community assets and the connections between organizations, individuals, and resources within and outside the community for collaborative partnerships that could strengthen project development and the project's operation.
 - b) Using information from the community, identify possible gaps in the organization's project development and operational capacity and write them down on one of the sheets of paper.
 - i) Examples of gaps might be:
 - (1) No, or limited, expertise in specific functional areas (project evaluation or developing procurement policies, for example).
 - (2) No, or limited, experience in designing and operating a project that is supposed to generate revenue to sustain itself.

- (3) No, or limited, experience in designing and managing a project that addresses a major community problem.
- 2) Brainstorm organizations, individuals, and any other resources that exist within the community that could/would assist in closing those gaps.
 - a) Write down organizations, individuals, and any resources that exist within the community that could/ or would assist in closing those gaps.
 - b) Identify the organization you represent in the middle of the paper.
 - c) Display the organizations, individuals, and other resources identified around your organization.
 - d) List the resources, expertise, or other assets that each of those entities could provide.
 - e) Indicate if the potential partnership would focus on planning, operational, or other areas of collaborative assistance.
 - 3) After all the organizations, individuals, and other resources have been identified begin to assess the connections all of the organizations, individuals, and other resources have to the project and to each other. Additionally, assess your own organization's probable current working relationships with those entities.
 - a) Visually show the connections by using the different colored markers:
 - i) Solid Black Line/ Thick Solid Line —indicates a strong working relationship.
 - ii) Dashed Red Line/ Dashed Line—indicates a working relationship that is intermittent, and only occurs given certain situations, i.e. community events, meetings, etc.
 - iii) Dashed Blue Line/ Thin Dashed Line —indicates a very weak working relationship, i.e. they have done projects previously, but have not worked with each other for some time.
 - iv) Solid Orange Line/ Thin Solid Line—indicates an organization, individual, or resource that you think should do future collaborations.
 - v) No Line—indicates no working relationship at all.
 - 4) Once you have determined the resources available to your project assigning a dollar value will be necessary. These dollar values will be used later as you begin to build your budget to determine the Federal Share, Non-Federal Share and Leveraged Resources the project needs and has available.

Activity 9 – Assess Available Resources

Assign a dollar value to the resources you listed on your asset map.

Resource	Dollar Value (\$)

Develop Project Approach

In creating the most promising project approach for solving the problem identified by the community and achieving the project's goal, consider the following suggestions:

- Research similar projects other tribes or organizations have completed and build off of them. Use their best practices and your knowledge of your community to guide you in selecting an approach.
- Review strategies which worked for your tribe or organization when completing other projects, especially those projects that are similar to this one.
- Ensure your approach is in-line with the resources you have available, or anticipate having available, for project implementation.
- Design the strategy so that its activities, tasks, and phases build incrementally to establish a clear path for achieving your goal.

S.M.A.R.T. Project Objectives

Now that you have begun to think about how you are going to implement your project, you can begin developing project objectives. An objective describes a “short-term outcome” to be achieved within the proposed project period. Outcomes are measurable positive changes that reduce or eliminate the problem on which the project focuses and accomplish the project goal. Completion of objectives must result in specific, measurable outcomes that benefit the community and directly contribute to the achievement of the stated project goal.

Both the community and ANA want a clear picture of what will be accomplished by the project, how it will be accomplished, and how you will know when you have accomplished it. A project should have one goal, but there can be several objectives to achieve that goal. Many funders determine the number of objectives they want in their proposals; others leave this up to the applicant. ANA allows no more than three objectives per project. For multi-year grants, this can mean having one objective each year or up to three objectives running throughout the project period.

The clearer, more concise, and more specific your objectives are, the easier it will be to implement your project and the easier it will be for a funder to understand your project approach. Use the S.M.A.R.T. objective standards, outlined below, in crafting project objectives.

S.M.A.R.T. objectives have the following characteristics:

SPECIFIC—an objective must describe a specific outcome; and the outcomes described in the objectives should achieve your project goal.

MEASURABLE—the objective statement must include measurable outcomes and describe measurable changes in community conditions (including social, cultural, environmental, economic, and governance conditions).

ACHIEVABLE—the objective must be realistic and attainable, something you can expect to achieve given your available resources, timeframe allotted to complete the project, and project strategy.

RELEVANT AND RESULTS-ORIENTED—your objective should address your project goal and one or more long-term goals of your tribe/organization. The objective should also be results-oriented, meaning that it focuses on the outcomes of the project.

TIME-BOUND—the objective statement should include a specific time period for its accomplishment.

Steps to a S.M.A.R.T. Objective

The process outlined below illustrates the steps that must be taken to write a S.M.A.R.T. objective. First each project objective must relate to the problem statement.

PROBLEM STATEMENT: The unemployment rate of the 75 adult single parents in our community is 75%, and has been at or above that rate for over two years because adult job skills and experience don't match the job market.

Here are the steps you can take to conceptualize and create a S.M.A.R.T. objective that addresses that problem:

INITIAL OBJECTIVE 1: Expand our center to include a job skills training.

Step 1 – Making Objective 1 Specific

Objectives should be **Specific** in describing the results.

- Describe the action – use action words and avoid jargon.
- What are we going to do, with or for whom?
- Why is this important to do?
- What needs to happen?
- Will this step take us to the desired results?

Step 1 Revision: Expand our Job Center with a job skills training program **for single parents.**

Step 2 – Making Objective 1 Measurable

Document how you will **Measure** the objective’s achievement or progress.

- How will you know if you’ve achieved it?
- Including a variety of measures will make your measures more reliable.

Step 2 Revision: Expand our Job Center **to assist 80% of the unemployed single parents (45 of the 56 unemployed single parents)** in our community with job skills training.

Step 3 – Making Objective 1 Achievable and Relevant

Ensure this can be **Achieved** with the time and resources available.

- What is available for this – staff, time, skills and money?
- Has this been done before?
- Have limitations been assessed?

Ensure the objective is **Relevant** to your project.

- Will the objective help you achieve the project goal?
- Is this what the project and community needs?

It may be something you want to work on, but not what the project needs to achieve the project goal.

Step 3 Revision: Expand our Job Center to assist 80% of the unemployed single parents (45) at or below the poverty level in our community with job skills training **using the DOL program materials with cultural modifications and place 30 participants in permanent, living wage jobs.**

Step 4 – Making Objective 1 Time-bound

Make sure it's **Time-bound** with a deadline.

- Know the timeframe this objective needs to be accomplished in.
- Provide an overall timeframe to create deadlines for each activity.

Step 4 Revision: Expand our Job Center to assist 80% of the unemployed single parents (45) in our community with job skills training using the DOL program materials with cultural modifications and place 30 participants in permanent, living wage jobs **by the end of 36 months.**

To get a better understanding of the S.M.A.R.T objective format, here is how each portion of the acronym is included in the sample objective:

SPECIFIC—30 of the 45 single parents receiving job skills training using culturally modified DOL program materials will be employed: a beneficial change in the community (an outcome) and a reduction in a negative community condition.

MEASURABLE—45 single parents trained and 30 employed describes a measurable number of individuals that will benefit from the project.

ACHIEVABLE—Show in the project approach that it is feasible to train 45 single parents and find employment for 30 in 3 years. Your narrative will explain how this can be achieved. Do not be overly ambitious in your projections.

RELEVANT—The objective is relative to and will help resolve the problem statement. It is relevant to the community's long-range employment goal: All employable community members ages 25-50 will be able to access living wage permanent jobs.

TIME-BOUND— "By the end of 36 months" clearly states the time frame this objective will be completed.

Activity 11 – S.M.A.R.T. Objective?

Which of the following are S.M.A.R.T. objectives? (Check those that apply.)

Two teachers will have been trained.

During the 12-month project period, the Native American Center will train individuals to become data input operators through our new computer training center with 15 being certified each quarter for a total of 60 for the project year, with a minimum of 30 being hired at local data centers in our region.

By the 6th month of our language planning project, curriculum materials for K–3 will be developed in the areas of reading and math in the Ojibwe language, as measured by the development of 20 new curriculum items in each category.

By the end of the project, a Healthy Marriage Program will have been developed.

During the first project year, the Ojibwe Tribe will have trained a total of six elders on the proper classroom procedure requirements for state teaching certification, with a minimum of four receiving certifications and being placed in Tribal classrooms.

A training workshop will be held for 50 people.

Activity 12 – Goal, Objective or Activity?

It can sometimes be difficult to distinguish between the project goal, objectives, and activities. The following examples will help you recognize the differences. If a statement below is a Goal, write **G** next to the statement; if it is an Objective, write **O**; and if it is an Activity, write **A**.

Project 1: Language

___ Increase the teaching materials required for summer language camps by developing 24 workbooks by the end of year one.

___ Meet with elder consultants and the elder's resource council to identify 20 key terms and 4 phrases.

___ By the 12th month, project staff will increase teacher effectiveness by providing 520 hours of teacher training in 12 specific areas.

___ Increase the tribal members' proficiency of the Cree language.

Project 2: Economic Development

___ Set up six 33-hour business development courses.

___ By the end of the 12th month, stabilize and expand at least 25 existing American Indian businesses in new areas.

___ Expand the National Indian Business Development Fund's (NIBDF) service area outside of Phoenix into a five-state area to implement a culturally appropriate training model of business development services.

___ Train a minimum of 100 new American Indian entrepreneurs.

Project 3: Environment

___ Develop a site placement plan and data collection rotation schedule for all necessary sites in the Shady Forest.

___ Train staff on how to update the website with articles, graphics, and information.

___ Develop the organizational capacity of the Tribe to effectively and efficiently meet the environmental and biological monitoring and reporting requirements of the Shady Forest Act to ensure economically viable and environmentally responsible management of the Shady Forest.

___ By the end of project year one, develop and deploy a community outreach program targeting community members, other forest landowners, and partners.

Activity 13 – Establish Project Objectives

Draft a project objective for your project

After you have drafted your objective, answer the following questions:

Status of Your Objective	Yes	No
Is the objective Specific?	<input type="checkbox"/>	<input type="checkbox"/>
Is the objective Measurable?	<input type="checkbox"/>	<input type="checkbox"/>
Is the objective Achievable?	<input type="checkbox"/>	<input type="checkbox"/>
Is the objective Relevant?	<input type="checkbox"/>	<input type="checkbox"/>
Is the objective Results-oriented?	<input type="checkbox"/>	<input type="checkbox"/>
Is the objective Time-bound?	<input type="checkbox"/>	<input type="checkbox"/>

If you answered “no” to any of the above questions, revise your objective accordingly.

Develop an Objective Work Plan (OWP)

The Objective Work Plan (OWP) is ANA’s format applicants must use to describe how (through what key activities), when (within what time frames), and by whom (assignment of responsibility) project objectives will be accomplished. This format acts as a stand-alone plan for the project which can be used by staff and managers to monitor and evaluate the project’s progress. The project goal, the problem statement the project addresses, and the expected results and benefits are also described on the OWP.

The basic elements to building the OWP are provided in the example below. Often it is helpful to develop the OWP and then write the overall narrative description.

Project Title: Sustainable Single Parent Project

Project Goal: Decrease the unemployment rate of single parents in our community.

Problem Statement: The unemployment rate of the 75 adult single parents in our community is 75%, and has been at or above that rate for over two years because their job skills and experience do not match current job requirements.

Objective 1: Expand our Job Center to assist 80% of the unemployed single parents (45) in our community with job skills training using the DOL program materials with cultural modifications and place 30 participants by the end of 36 months.

Activities	Person Responsible	Begin	End
Office Set-up	Executive Director	9/30/16	11/30/16
Hire Staff	Executive Director	11/1/16	12/30/16
Meet with partners to revise employment training curriculum	Project Manager	1/3/17	1/15/17
Outreach booth at job fair	Project Manager	1/3/17	1/15/17
Recruit/Enroll 50 participants	Project Manager /Coordinator	2/1/17	2/15/17
Implement “Build Your Potential” “Increase Job Training Skills” and “Workforce Development” modules	Project Coordinator	3/15/17	9/25/17
Evaluate participant progress (one-to-one)	Project Coordinator	9/20/17	9/29/17

Table 4 Example of Key Activities

Activity 15 – Develop an Objective Work Plan

For this activity, fill out the OWP using the information developed in the previous activities. Insert your objective into the OWP form included in your training materials.

Develop activities to accompany your objectives. Sequence each objective’s activities in the order in which they will be initiated by placing a number in front of each activity (1, 2, 3, etc.). Assign a timeframe for each activity. Be sure to allow enough time for each activity. It is better to overestimate than underestimate time required!

Objective Work Plan (OWP)	
Project Title:	
Project Goal:	
Project Year:	
Objective # __:	
Problem Statement:	
Results and Benefits Expected:	Criteria for Evaluating:

Activities	Position(s) Performing the Activity		Time Period Mm/dd/yy	
	Lead	Other Support	Begin	End
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

Project Evaluation Plan

A project evaluation measures the effectiveness and efficiency of a project, and determines the level of achievement of the project objectives. Findings from an evaluation will also help a tribe or organization plan for the future, as it can identify additional or unresolved conditions remaining to be dealt with.

The evaluation plan measures positive changes created by the project that:

- Reduce or eliminate an identified problem
- Move the community toward long-range goal accomplishment
- Accomplish a project goal

The discussion of the project evaluation in your project narrative should include the following elements:

- What data will be collected?
- What tools will be used to collect and track the data?
- How will the data be evaluated to determine a change in the identified problem?
- Who will receive the data and how will it be used in future planning?

There are three measurables to consider when designing your evaluation plan to assess how effectively the project addressed the problem that was the project focus and achieved its objectives.

Short-term outcomes (benefits) are completed during the project period. They describe the change created by project activities and should be accompanied by benchmarks that measure progress in their accomplishment. Short-term outcomes are described in the project's S.M.A.R.T. objectives.

Outputs (results) are direct, measurable products of the project. They form the foundation for creating outcomes and are the framework of the project's budget. Outputs include such products as the number of people served, number of workshops provided, number of curriculum units developed and number of regulations developed and implemented. Outputs are often components of a project's S.M.A.R.T. objectives.

Impact Indicators are long term outcomes. Impact Indicators assess how effectively the project addressed the problem that was the project focus and achieved its objectives.

Evaluating Outcomes and Outputs

The project is likely to have several objectives to evaluate and several different methods of evaluation might be needed. It is helpful to ask:

- What methods will be used to measure the results (outputs) and benefits (short-term outcomes) that are accomplished through project implementation?

- What records will be maintained to track progress made in accomplishing those outputs and outcomes?

For example, for Objective 1:

Expand our Job Center to assist 80% of the unemployed single parents (45) in our community with job skills training using the DOL program materials with cultural modifications and place 30 participants in permanent, living wage jobs by the end of 36 months.

Results and Benefits	Criteria for Evaluating
30 single parents placed in long term, living wage jobs	Spreadsheet to track placement, employers and wages
20 DOL training modules modified	New curriculum in electronic format
45 single parents participating in training program	Attendance records tracking participant completed training modules

Determining and Tracking Impact Indicators

Long term outcomes (impacts) occur after the project period completion. They are part of the project sustainability strategy and continue to help move the community toward long-range goal accomplishment. In designing the evaluation plan for an ANA project, the impact indicator(s) track data during the following points in time:

Pre-grant status: baseline information prior to grant implementation.

End of grant target: information on the impact indicator at the end of the project period.

Three-year target: a realistic projected outcome three years after the grant project period has ended.

The impact indicator chosen for our example is to decrease the Tribe’s single parent unemployment rate. A baseline number (pre-grant status) will need to be determined along with an anticipated number to be achieved at the end of the project (end of grant status). You will also need to provide a projection of the measurement three years after the project has been concluded. And lastly, you will need to provide a description of how you collect the data.

Below is an example of the impact indicator chart required for an ANA application:

Impact Indicator	Pre-Grant Status (Baseline)	End of Grant Status	3 Years after End of Grant	Means of Measurement
Decrease in the Tribe’s Single Parent Unemployment Rate	75% (56 people unemployed)	35% (26 people unemployed)	12% (9 people unemployed)	Number of single parents with jobs as documented by participant interviews, surveys, and other follow-up contacts

PRE-GRANT STATUS: The community has a single parent unemployment rate of 75%.

END-OF-GRANT TARGET: The community projects to decrease the single parent unemployment rate by 40 percentage points over the life of the project. The end of grant target would be 35% as a result of the project.

3 YEARS AFTER END OF GRANT: The community projects an additional 5 or 6 people/year gaining employment, resulting in the decrease in the single parent unemployment rate down to 12%.

MEANS OF MEASUREMENT: The community will conduct follow up interviews with participants to collect data and track their progress through training and job placement.

Monitoring and Reporting

In addition to evaluating the final project results (outputs) and benefits (outcomes), you should also regularly monitor and evaluate the project’s progress in carrying out work plan activities, completing project objectives, and staying within the approved project budget. This “process evaluation” determines whether or not the project is being conducted in a manner consistent with the proposed work plan and whether or not the project activities will contribute to the success of the project. Project monitoring often leads to adjustments in operation or corrective actions to ensure that planned outcomes are achieved. Adjustments are a normal part of project implementation as minor changes to the activities or timeframes occur. This part of the evaluation plan helps ensure effective implementation of activities and completion of objectives. It is also the basis of the regular progress reports that will be prepared for your organization and the project’s funder.

Activity 16 – Identify Expected Outputs and Outcomes

List a measurable positive change that will be created by your project during the lifetime of the project. (Outcome)

List a measurable positive change that will occur or continue to occur after the completion of the project. (Impact)

List three products that will be the result of project operations. (Outputs)

Activity 17 – Monitoring and Evaluation Matrix

This matrix will help you design your project's evaluation plan. Answer the questions presented in the top row by filling in the boxes using your identified impact indicators, and your identified results and benefits. Lastly put these answers into a narrative format to fully explain the plan you are designing to the funder.

The second row in the matrix below provides an example using the Impact Indicator provided previously.

Impact Indicator, Result or Benefit	What records/ data need to be collected	Who will collect the data	How often/when will the data be collected	How will the data be used	Who will use the data	How will this change affect your community
(Sample Impact Indicator) Decrease in the Tribe's Single Parent Unemployment Rate	Number of single parents with jobs as documented by participant interviews surveys and other follow-up contacts	Job Placement Specialist	Monthly	Track pathways, challenges and successes for obtaining employment	Project Director	Increase employment within the Tribe & decrease dependency on Tribal resources
(Benefit 1)						
(Result 1)						

Organizational Capacity and Staffing

“Achievable” is a key component of a S.M.A.R.T. objective. It also is an important consideration in project design that you have the capacity to successfully carry out the project that you develop. An assessment of those capabilities will include a discussion of:

- your organization’s experience;
- the staffing plan that will be used to manage the project, and;
- gaps in expertise where consultant(s) or third party specialized assistance may be necessary.

To begin the organizational assessment, we can start by looking at the project and financial management structures you have in place. Review the administrative structure and the systems used by your organization to track project financial and programmatic components. Ensure your tribe or organization has the capacity to administer and implement a project of the scope and focus being developed. Determine where in the organizational structure the project would be located. Map out the project location through an organizational chart. Determine how it fits into the organizational structure and its relationship(s) to existing programs and projects.

Activity 18 – Identify Staffing Expertise and Gaps

Program Administration Requirements	Current expertise to implement project?	Program Management Staffing Plan Outline

Financial Administration Requirements	Current expertise to implement project?	Fiscal Management Staffing Plan Outline

If this analysis raises concerns that the project would require administrative or management capabilities that are not part of your organization’s operational background, explore strategies for acquiring those capabilities. Acquiring capabilities can be accomplished in several ways:

- Bringing in staff with appropriate experience;
- Incorporating training into the project to upgrade the skills within your organization;
- Creating partnerships to access needed expertise;
- Securing consultants to provide required technical skill sets.

Partnerships

Partners are entities that are invested in the success of your project. Internal partners (from your organization) and external partners (from other organizations) are valuable resources in project planning and implementation. External partners can bring experience, expertise and resources to the project that fill gaps in your organization’s project management history. Effective partnerships benefit all parties—you and your project as well as the partners and their own program operations. Strong, sustained partnerships can be a valuable part of project planning, implementation, management, and sustainability.

Leveraged Resources

Leveraged resources often come from partners. These can expand project operation and be used to continue project benefits when start-up funding has ended. Leveraged resources are funds, goods and services that your organization and community or partner organizations provide to enhance and sustain project operation. Leveraged resources can be federal or non-federal. In many applications, including for ANA, you will describe the leveraged resource contributions in the narrative discussion of the project approach and sustainability, never in the project budget.

Consultants

Consultants can fill expertise gaps and help build organizational capacity. If a consultant is required, develop a Request for Qualifications (RFQ) statement that reflects the specific performance expectations and assistance needed from a consultant. Use the RFQ to develop an inventory of potential consultants that you could use to solicit proposals for assisting with the project. Depending on the level of their organizational capacity, some tribes and organizations move directly into a Request for Proposals (RFP) process in selecting consultants. Engage in a selection process that ensures consultants are able to carry out the responsibilities that are detailed in an RFP. (An added benefit to the RFP process is obtaining a cost quote in the response to your RFP to help with budgeting.) Your project approach and organizational capacity discussion should clearly describe the consultant’s responsibilities, how consultants will receive direction and identify who will supervise from your organization.

Activity 19 – Internal and External Partnerships

List Partners from Your Organization that will Support the Project	Describe the Leveraged Resources Provided by the Partner and its Estimated Dollar Value

List Partners from Outside Your Organization that will Support the Project	Describe the Leveraged Resources Provided by the Partner and its Estimated Dollar Value

Identify Potential Challenges

A contingency plan is an alternative solution which allows the organization to respond quickly to a potential problem, allowing the project to move forward in a timely manner. Every project can experience challenges that will impede progress and prevent or delay successful completion. As part of the project design process, develop contingency plans to prepare for potential challenges that may cause your project to start late, fall behind schedule, or run over budget. By identifying potential challenges and planning ahead, you will be more likely to overcome challenges with minimal disruption to your project. Identifying potential challenges and developing a contingency plan should be done by a team that includes project stakeholders.

Activities, Challenges, and Risks

The first step in preparing a contingency plan is to review your project activities and identify the ones where there is potential to delay implementation of your project, such as filling or retaining key staff positions, leveraging contributions from project partners, meeting licensing requirements, and levels of participant enrollment in workshops. After identifying these activities, describe the challenges that could occur. Finally, determine the potential risk that the challenge will pose to the successful implementation and completion of your project.

Develop a Contingency Plan

Identify project activities that might cause a delay in meeting project deadlines and successful completion of your project objectives and goal, then develop an alternative solution.

Activity: Key personnel will be hired within two months.

Challenge: An individual with all qualifications for a key position was identified in the application but may decline the position by the time funding is awarded.

Contingency Plan: Identify a current staff member with qualifications that will keep the project going until the position is filled.

Activity: In year one, recruit 19 unemployed single parents for job skills training by the 4th month.

Challenge: The total number of participants expected is less than 19, for example only 10 single parents apply.

Contingency Plan: Enhance recruitment methods for years two and three to ensure getting the initial 19 participants projected and a total of 9 more over the next two years to meet project targets.

Hint:

A contingency plan does not involve everyday standard operating practices. For example, if your organization always orders supplies early because you typically experience shipping delays, this is a standard practice and not a contingency plan resolving an activity's potential problem which would delay objectives or goal.

To assist in identifying potential challenges, below is a list of the most common challenges faced by grantees during project implementation. Review and determine whether or not your project strategy is related to these challenges.

Challenges

- Late start
- Hiring delays
- Staff turnover
- Key partnership falls through
- Weather and travel-related issues
- Lack of expertise
- Low recruitment numbers
- Underestimated personnel needs
- Lack of community support during implementation

For some recommended best practices to address those challenges, please see **Appendix E**.

Activity 20 – Challenges

For the next activity, read the two challenges that could happen during the implementation of your project and develop a contingency plan.

Challenge: Your project design includes a person with all the requisite qualifications to be the project director who will, dependent on funding, accept the job. After the project is funded, the person listed is unable to take this position. What contingency would you have in place to ensure that the project proceeds?

Strategy to Keep Project on Track:

Challenge: Your planned project budget is based, in part, on the commitment from an organization that promised to assist with the non-federal share of the budget by providing space and personnel to help you in completing the project. After notification of award, the organization finds out it cannot provide the space needed for the project's operation. What contingency plan would you have in place to ensure that the project proceeds?

Strategy to Keep Project on Track:

List three other assumptions or critical issues you can think of that could result in project delays or in not achieving planned results. Include how you would overcome them.

Develop a Sustainability Strategy

A sustainable project is one that continues to provide benefits to the community after completion of the project. Sustainable, as used by ANA and other funders, is usually defined as:

- the continued benefits for individuals or the community after the initial program funding ends through capacities built during the project period;
- the continuation of program activities within an organization, often termed “institutionalization” or “routinization”;
- the continued capacity of a community or organization to continue program activities and benefits through leveraged resources; or the continuation of those activities using revenues generated by the project.

Sustainability does not mean that a project will continue on in its initial, start-up form. Project benefits/outcomes are usually a focus of a sustainability plan. An effective sustainability strategy should be built into the project design and create a set of operational results and benefits that become a norm for the community or the organization. Developing your project using the steps described in this training will help ensure that your project will provide sustained community or organizational results and benefits.

Sustainability is as much a result of the process used in project development as it is the project’s design. Earlier, we looked at the importance of community-based planning in designing a project. If members of the community are engaged in defining the long-range goal(s) of that community, identifying the conditions standing between the community and those long-range goal(s), and designing project(s) that will reduce or eliminate those problems, the community will have ownership of the project, benefit from the project, and support sustaining the project. Ongoing, active community support is one of the most important underpinnings of sustained results and benefits.

A description could focus on the first sustainability strategy listed above (continued benefits for individuals or the community after the program’s initial funding ends through capacities built during the project period). If this is a major strategy component, discuss how the measurable, positive changes created by the project will establish norms in the community, or capacities in the community or organization, that will continue to generate outcomes after the project period ends.

If the sustainability strategy involves the institutionalization of program activities, describe how you plan to incorporate key elements of the project into the ongoing operation of your organization. Provide details on how those project elements will be incorporated into your organization’s existing scope of work. Discuss how the project fits within your organization’s mission and procedures, as well as the extent to which the program can be modified to adapt to your organization. That discussion should include an analysis of how the staffing and services or supplies for continued program or program elements will be absorbed into existing operations.

If partnerships and leveraged resources are key components of the sustainability strategy, document how external partners have the capacity and commitment to support sustaining the project's elements, as well as the expertise needed for carrying out those facets of sustainability.

If revenue generation is part of the sustainability strategy, provide information that documents the potential market for the goods or services that the project will produce. Will sliding scale fees be charged? Will you provide contracted services for another entity? How will you establish fee structures? What level of revenue will you generate? Provide sufficient details to show that you have researched the feasibility of this strategy.

If securing additional grant dollars is part of your sustainability strategy, list potential sources that will be targeted. Some resources for finding potential grant funding sources are:

- ACF Tribal Resources Guide
- <https://www.cfda.gov>
- <http://www.grants.gov>
- ANA National Resource Directory
- Federal and state agency websites

Be specific about what grant resources will be part of your sustainability plan. Do not simply state that future funding will come from "a variety of sources, including other federal funds." Your plan should indicate that you have researched potential sources and have specific ideas in mind.

Finally, keep in mind that a firm, long-term commitment of leveraged funds can be a very effective strategy on which to build a project sustainability plan. For example, applications for projects that focus on drafting environmental codes often indicate that the project will be completed at the end of ANA's funding and will not need to be sustained. Instead, the applicant should include a sustainability plan that describes how those codes will be used to further benefit the community through ongoing tribal court and natural resources staff operations—a long-term commitment of leveraged resources.

Activity 21 – Develop a General Sustainability Strategy

Using the ideas you've developed throughout this training, think about and answer the following questions:

What project activities do you plan to continue and how will they be implemented?

How will the project's benefits continue in the community?

What project resources can we continue to count on for sustainability of activities and/or benefits listed above?

What additional resources do we need to sustain program activities and benefits?

Activity 22 – Gathering Ideas

Brainstorm a list of possible ways for continuing the project and/or its benefits after the completion of the initial funding source.

Programmatic sustainability	Financial sustainability

Develop a Project Cost Estimate

The project budget is a program and fiscal document, reflecting the costs necessary to perform the activities of the project. The budget is the dollar expression of the project being proposed. It must be reasonable and tie in to the project's objectives and work plan.

The budget should not be prepared until the tribe's or organization's project plans have been developed. Without a clearly detailed project approach in place, projections of project costs cannot be made. Approval of the budget should be regarded as a commitment and contractual obligation on the part of the governing body and the administration to implement the work plan that is financed by the budget.

Budgeting is the method by which a tribe or organization determines costs needed to carry out the project goals and objectives. Budgeting is not just a matter of estimating project costs. It involves considering such factors as:

Available Resources: Analysis of available resources involves an identification of what resources are available as cash or in-kind contributions. This includes an assessment of human, equipment, supplies, facilities, and financial resources. Start the budgeting process by assessing resources that you and your partners can provide to support the work plan.

Regulations: The budgeting process must assess the impact that funder regulations will have on the allocation of resources to the various line items and allowable uses of funds. If this is not done, the tribe or organization may not be considered for funding or will need to engage in substantial re-budgeting exercises in order to comply with funder financial policies.

Cost Estimates: The tribe or organization will need to show that cost of labor, materials, equipment, and other items listed in the budget are reasonable and necessary for carrying out the project work plan. Equipment and contract services require detailed cost justification in the budget presentation. Provide a budget narrative that explains the costs for each line item including how the costs were derived.

When planning the budget, answer the following questions:

- What staff time does the project require?
- Will consultants be needed for the project?
- If so, what impact will qualifications have on the budget?
- What travel is necessary to perform all activities?
- Will equipment be needed to perform the scope of work?
- What supplies will the project need?
- What other costs will be incurred to complete all of the project's activities?

Once the resources necessary to carry out your proposed project have been determined, it is time to begin researching and gathering the cost estimates for these resources. Tribes or organizations that have an accounting or purchasing department can work together to gather the required information. It is important that good documentation is kept during this process. This documentation will be needed when writing the budget justification and may be required in the proposal.

Non-Federal Share (NFS)

The federal share is the resources for the project that are being requested from the funding agency. The non-federal share (NFS) is the grantee's resources used to support the project and can include cash, donated goods, or donated services. These resources cannot include other federal funds unless the legislation authorizing the funds specifically states that it can be used as NFS for other federal awards. You will need to identify each of your resources that will be used for NFS, describe the rationale used to assign a dollar value to the service or goods that will be used as in-kind NFS, and provide a description of the documentation you will collect and maintain to verify receipt and use of NFS. For an ANA application, you will also need to provide line item budgets for each year of your project, identifying the Federal Request and the Non-Federal Share. Additionally, ANA requires applicants to commit 20% of the Total Project Costs for each year of the project.

Budget Class Categories

Although budget formats and requirements differ among funding agencies, the following ANA budget format is also standard for the development of most federal budgets.

Personnel

List all full- and part-time staff in the proposed project, the number of hours they will work on the project, and their hourly rates. Identify each position working on the project as a percentage of the full-time equivalent (FTE). The hours listed in the budget must be reasonable. The federal government uses 2080 hours as the equivalent of one FTE; however, if the tribe or organization uses a different definition, it must be identified in the budget justification section.

Fringe Benefits

List each of the fringe benefits the staff will receive and the dollar cost of each benefit. The fringe benefit category will include both mandatory payroll taxes and tribal or organizational employee benefits. Examples of mandatory payroll taxes include FICA and Medicare. Examples of employee benefits include health and life insurance and retirement plans.

Travel

Only out-of-area travel for project staff is calculated in this budget category. Local and Consultant travel will be included in the "Other" category (see below). In the budget, identify each of the out-of-area trips planned, as well as the cost of airfare, ground transportation, lodging, and meals for each planned trip.

Use your own organization's travel policies to determine costs. If those aren't developed, the General Services Administration website is a good reference for determining federal travel rates: <http://www.gsa.gov/portal/category/21287>

Equipment

List all of the equipment items to be purchased. ANA defines equipment as an item costing more than \$5,000 and with a useful lifetime of more than one year.

Supplies

List all supplies, such as paper clips, paper, pens, and pencils. If there are unusual needs for project supplies, such as training supplies, use a separate line item for each category of supplies and their amounts.

Contractual

If the project plans to contract with a company or individual to perform work for the project, the cost of the contract should be included under the "contractual" category. The scope of work should be included as an attachment to the application. Under 45 CFR Part 75 "Contract means a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a Federal award." Typically for a contract you should have the following: 1) the name of the company/individual you are contracting, 2) the scope of work of the contract and 3) the exact dollar amount of the contract.

Other

Additional costs of the project should be included in the "other" category. Examples of other costs include:

Facilities used: In this section, list all of the facilities that will be used during the project. Rent must be comparable to prevailing rents in the geographic area in which the facility is located. In addition to the actual rent, include the cost of utilities, maintenance services, and minor renovations if they are absolutely essential to your project.

Telephone: Telephone should include the cost of basic services if they are not provided through indirect costs (see explanation below), and all planned long-distance usage.

Postage: Include the projected mailings, purpose, and cost.

Copying and printing: Provide information on the materials to be copied and/or printed, as well as the projected cost by product.

Professional services: List the personal services contracts (consultants) that are anticipated during the project. It is important to include their projected number of work days and their cost per day. Include a scope of work, or RFP, as an attachment to the application. A consultant refers to "personal services," or the use of a person's unique, special, or unusual talent which cannot be performed exactly the same by another. Examples include an artist (e.g. a woodcarver) or cultural practitioner.

Local travel: Provide information on the planned local travel, purpose of the travel, and cost of travel. All travel that does not require per diem is considered local travel. The tribe or organization’s finance department can provide information on what travel qualifies for per diem.

Any other items that do not logically fit elsewhere in the budget.

Indirect Costs

Indirect costs are costs an organization incurs for common, or joint, objectives that cannot be readily and specifically identified with a particular grant project or other institutional activity.

If an indirect cost is to be charged, the tribe or organization must provide a copy of its current negotiated indirect cost rate agreement from the cognizant agency. A current copy is defined as one that encompasses the project period or a portion of the project period. A new indirect cost rate agreement will be required if the one submitted with the grant will expire during the project period. If the organization has a provisional rate, the indirect cost final rate will have to be submitted prior to the close-out of the grant. The tribe or organization’s finance department can provide information on how the rate is to be applied and how the costs are to be paid with indirect funds. If no IDC rate has been negotiated for your organization, you have 2 options: 1) you could build in the IDCs (e.g., bookkeeping, office space, audit and janitorial) as direct costs under the “Other” line item or 2) you could use the 10% De Minimis rate.

If you use the De Minimis rate, be sure to state what administrative costs will be covered by the rate. ANA has to know that you are not charging them in the direct cost for things you will pay for in the De Minimis rate.

Again, the budget is the financial expression of the project’s scope of work. It is important that all costs be associated with the activities required to meet the project’s objectives.

Activity 23 – Identify the Financial Needs

Write down your project objectives

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)

Are there any special supplies that will be needed?

Supply	Purpose	Quantity needed	Estimated cost

What are some of the project-specific needs for your project?

Other Needs	Purpose	Quantity	Estimated cost

Activity 24 – 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 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.

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			
Grantee Meeting - Mandatory each year			
Training Location 1			
Travel Total			
Equipment			
Equipment Total			
Supplies			
Supplies Total			

Contractual			
Contractual Total			
Other			
Office Space			
Local Travel			
Consultant			
Consultant Travel			
Other Total			
Budget Subtotal:			
Indirect Costs/Indirect Rate:			
Budget Total:			

Budget Justification for Year ____ (create justification for each year)

Category	Federal Share	Non-Federal Share (20% Total Project Cost)	Justification
Personnel			
Personnel Total			
Fringe Benefits			
FICA __%			Social Security / Medicare
FUTA __%			Federal Unemployment Tax
SUTA __%			State Unemployment Tax
Retirement __%			Retirement program contribution for all FT/PT eligible employees
Worker's Comp - varies			Workman's Compensation Insurance
Health Insurance __%			Health / Dental/ Vision benefits contribution for all FT/PT eligible employees

Other				
Fringe Total				
Travel.				
ANA Post Award Training - Mandatory Year One Only			Cost (x) Per Person Airfare Lodging M&IE	Parking Mileage Taxi/Shuttle
ANA Grantee Meeting - Mandatory each year			Cost (x) Per Person Airfare Lodging M&IE	Parking Mileage Taxi/Shuttle
Training Location 1			Cost (x) Per Person Airfare Lodging M&IE	Parking Mileage Taxi/Shuttle
			Cost (x) Per Person Airfare Lodging M&IE	Parking Mileage Taxi/Shuttle
			Cost (x) Per Person Airfare Lodging M&IE	Parking Mileage Taxi/Shuttle

Travel Total			
Equipment			
Equipment Total			
Supplies			
Supplies Total			
Contractual			
Contractual Total			
Other			
Consultant			Basic Scope & Cost per unit
Consultant Travel			Cost (x) Per Person Parking Airfare Mileage

			Lodging M&IE	Taxi/Shuttle
Local Travel			Cost (x) Per Person Mileage Taxi/Shuttle	Parking
Other Total				
Budget Subtotal				
IDC			IDC Rate or 10% de Minimus rate per 45 CFR Part 75	
Budget Total				

In Summary

Congratulations! Now that you have some tools you can identify your long-range goals; conduct a community assessment to identify the problem to be addressed; assess your available resources and assets; determine the project goal; select a project approach and strategy; develop project objectives; identify potential challenges; and create a plan to work through those challenges. You looked at how to develop a project evaluation, OWP, sustainability strategy, and cost estimate. We hope that you are ready to go back to your community and plan and develop a project.

ANA seeks to fund projects that are community-designed and implemented, and the process we have covered in this training will help you assess your community problems and work with the community and partners to create solutions to those problems. Keep in mind that there are many funding sources within the federal, tribal, state, and local governments, as well as the private sector (i.e., foundations, corporate donors, charitable organizations, etc.) that fund a myriad of issues faced by Native Americans. One of the most crucial planning decisions that must be made once a specific project is identified is which funding agency best suits your project's specific needs.

Other federal agencies may be a better source than ANA for the project you are proposing. Always base your decision on the specific problem you are addressing and write your grant application so that the problem can be eliminated or alleviated through the requested funding. Then determine if ANA or some other agency would be a most viable source to request funding from.

ANA has a National Resource Directory that lists a variety of federal and nonfederal funding sources. This is an excellent guide to help you identify a good match for your project. The resource guide can be found at <http://www.anaresourcedirectory.org>.

Closing Activity – Next Steps

Thank you for participating in this training and reading the manual. Before you apply these processes and tools in your community, spend a few minutes reflecting on what you've learned.

Next Steps
How will you use this information in your community?

Do you anticipate any resistance to moving through with the project development steps?

What is the first thing you are going to do when you get back to your community?

Tools to Help You in the Community Planning and Project Development Process

Appendix A: Glossary of Terms

Activities: The smallest units of work in a project, also often called “tasks.” Associated with an objective, activities provide a logical sequence of measurable milestones that move the project closer to attaining that objective. Activities have a definite duration, are related to other activities in the project, involve resource consumption, and have an associated cost.

Budget Justification: A narrative that provides information to ANA which validates that each expense is necessary and reasonable. The budget justification will explain how the cost was calculated and provide additional information about each expense.

Community Assessment: A systematic process to acquire an accurate, thorough picture of the strengths and weaknesses of a community. This process is utilized to help identify and prioritize goals, develop a plan for achieving those goals, and allocate funds and resources for undertaking the plan. A community assessment can be conducted to identify problem(s), define which condition a project will address, and identify resources that can be used in the project to reduce or eliminate the problem.

Community Involvement: How the community participated in the development of the proposed project and how the community will be involved during the project implementation and after the project is completed. Evidence of community involvement can include, but is not limited to, certified petitions, public meeting minutes, surveys, needs assessments, newsletters, special meetings, public council meetings, public committee meetings, public hearings, and annual meetings with representatives from the community.

Community-Based Projects: Projects designed and developed in the community, by the community. Community-based projects involve tapping into local needs, understanding and building on the strengths of existing institutions and resources, and defining the changes needed to support community action. They reflect the cultural values; collective vision; and long-range governance, social, and economic development goals of native communities.

Comprehensive Plan: A document developed by the community that lists the community’s long-range goals. The plan should include benchmarks that measure progress towards achieving those goals. Comprehensive plans usually require at least a year to complete and cover a five- to ten-year time span.

Contingency Plan: A plan that identifies specific actions to be taken in the event a specific challenge arises. The contingency plan should ensure that the project will be successfully completed within the proposed funding timeframe. A contingency plan is not to pre-empt challenges, but rather to address challenges if they arise.

Evaluation: Involves assessing the strengths and weaknesses of programs, policies, personnel, products, and organizations to improve their efficiency and effectiveness. Project evaluation measures the efficiency and effectiveness of a project and determines the level of achievement of the project objectives.

Evaluation Plan: Describes the process and provides the tools to measure progress in implementing the project and to assess how effectively the project addressed problems and achieved its objectives.

Goal: The specific result or purpose expected from the project. The project goal specifies what will be accomplished over the entire project period and should directly relate to the problem statement and community goal. The goal is achieved through the project objectives and activities.

Grant: A legally binding agreement between the government and the grantee authorizing the transfer of government funds to the grantee in order to facilitate the execution of a project.

Impact: The change in the physical, economic, social, financial, governmental, institutional, behavioral, native language or cultural conditions in a community as a result of the ANA-funded project.

Indirect Costs: Costs an organization incurs for common or joint objectives that cannot be readily and specifically identified with a particular grant project or other institutional activity.

Leveraged Resources: The non-ANA resources, expressed as a dollar figure, acquired during the project period that support the project and exceed the 20 percent match required for ANA grants. Such resources may include any natural, financial, and physical resources available within the tribe, organization, or community to assist in the successful completion of the project. An example would be an organization that agrees to provide a supportive action, product, service, human, or financial contribution that will add to the potential success of the project.

Line Item Budget: The dollar expression of the project being proposed. The line item budget must be reasonable and tied to the project objectives and work plan. It is an estimate of anticipated project expenses.

Local Decision Making: Involves the active participation of the community in making decisions which have an effect on their well-being. It is to the community's benefit to collaborate in setting goals, in organizing themselves, and mobilizing the resources to achieve these goals. Local decision-making is important because it allows decisions to be made by people who know the areas, people, and groups the decisions will affect.

Objective Work Plan (OWP): The ANA form that documents the project plan the applicant will use to achieve the objectives and produce the results and benefits expected for each objective. The OWP provides a project goal statement, objectives, and detailed activities proposed for the project and how, when, where, and by whom the activities will be carried out. ANA will require separate OWPs per objective for each budget period of the project. The form is found at:
<http://www.acf.hhs.gov/programs/ana/resource/objective-work-plan>

Objectives: Specific outcomes or results to be achieved within the proposed project period. Completion of objectives must result in specific, measurable outcomes that would benefit the community and directly contribute to the achievement of the stated project goals.

Outcomes: Measurable, beneficial changes that can be observed as a result of the project's successful completion. Examples of outcomes could be:

- Increases in household income
- Increases in rates of home ownership
- Increases in rates of employment

Outputs: Outputs are the direct products of a program’s activities. Outputs are usually measured in terms of the volume of work accomplished, such as:

- The number of low-income households served
- The number of workshops held
- The number of people completing classes

Problem Statement: A clear, concise, and precise description of the nature, scope, and severity of a problem. A problem statement typically identifies the specific physical, economic, social, financial, governmental, institutional, behavioral, native language or cultural challenges of the community. The problem statement describes the community condition that the proposed project will address.

Project: A large or major undertaking that has a start and end date, is designed to achieve a goal by completing objectives and activities, and includes a budget.

Project Approach or Strategy: The direction the project will take in order to successfully achieve its goal and objectives.

Project Goal Statement: Clearly describes how the project relates to one or more of the community’s long-range goals. The statement should be brief and to the point, as well as realistic. The goal determines the scope of the project.

Project Planning: The process of developing a project from determining the needs and problems to creating activities and writing a budget. Project planning involves a series of steps that determine how to achieve a particular community or organizational goal or set of related goals.

Project Planning Committee: The team identified to develop a project plan and write the different parts of the application. Ideally, the committee should have a representative from all aspects of leadership in the community, and can also include people who are committed to a healthy future for the community. The committee may also include a grant writer or consultant.

Public Process: The way in which a community or organization involves its members in the decision-making process. This can include gatherings, interviews, public meetings, and surveys.

Results and Benefits: Measurement descriptions used to track the progress of accomplishing an individual objective. The results and benefits must directly relate to the objective and the activities outlined in the OWP and include target numbers used to track the project’s quarterly progress.

Stakeholder: A stakeholder (or interest group) is someone who has something to lose or gain through the outcomes of a project.

Strategic Plan: Builds on pre-established long-range goals by designing projects related to one or more of these goals. These projects are viewed as “high priority” and will therefore be pursued within the next two to three years. A strategic plan generally takes at least a year to complete.

Sustainability Plan: A narrative description of how a project and its benefits will continue after grant funding is complete.

Sustainable Project: A sustainable project is an ongoing program or service that can be maintained without additional ANA funds.

Total Project Cost: In a project budget, the sum of the federal request amount and the applicant match.

Appendix B: Some Additional Planning Processes to Consider

Stakeholder Analysis

A stakeholder (or interest group) is someone who has something to lose or gain through the outcomes of a project. In project planning, it is very beneficial to not only involve all stakeholders, but to also identify and analyze their needs and concerns.

An easy way to conduct a stakeholder analysis involves first identifying all project stakeholders, be they tribal members, tribal departments, state or federal agencies, specific social groups, or a governing board. Again, stakeholders include anyone potentially influenced by the project.

Once you have identified all stakeholders, you can begin placing them in the following chart:

Stakeholder Analysis	
Keep Satisfied	Engage Closely and Influence Activity
Monitor (minimum effort)	Keep Informed

Stakeholders with high influence and high interest are those who you want to ensure you fully engage and bring on board. Stakeholders with high interest but low influence need to be kept informed of the project's progress and could be used for gaining interest from other groups to support the project. Those with high influence but low interest should also be kept informed and could potentially serve as high-profile patrons and supporters for your project.

The final step of a stakeholder analysis involves developing a strategy for how best to involve different stakeholders or groups in your project. This can involve designing specific methods of presenting the

project to each group that will spark their interest and lead to their support. The stakeholder process can also help you identify partnership opportunities for your project.

Community Scales

The development of a scale framework can help project stakeholders to analyze and describe different dimensions and conditions of their community. The development process can be utilized as a community assessment, planning, and/or evaluation tool. The framework helps to assess the current conditions in a defined community according to pre-defined “threshold levels” of functioning: thriving, safe, stable, vulnerable, and in-crisis. When completed, the framework will outline where the capacity currently lies and where it should ideally be.

To use the community scale process, follow these basic steps:

1. Pre-fill each row heading with the threshold levels along the left side of the framework table.
2. Have stakeholders identify the analysis dimensions. Place these along the top of the framework columns.
3. Through discussions, public meetings, focus groups, and other preferred methods of feedback procurement, community stakeholders will define each specific threshold on the scale.
4. Once the community stakeholders have an outline of the levels of each dimension, members will discuss and identify where on the scale each dimension lies.
5. The completed framework can then be used to develop strategies for improving struggling dimensions or to focus on and use the strengths of successful dimensions.

Below is an example of a scale framework for a language project. From this framework the community can then determine where each dimension currently falls on the scale. As an example, the current level of each dimension is underlined:

Scale Frame Work Example				
	Language endangerment	Learning opportunities	Inter-departmental communication and support for language program	Partnerships
Thriving	Daily usage by over 80% of tribal community	Many varied opportunities available to all tribal members	Proactive and comprehensive	Proactive
Safe	Growing community with speakers of all generations	Limited type of opportunities available to all tribal members	Comprehensive	Cooperative
Stable	Small but semi-stable speaking community	Numerous types of opportunities	Consistent and useful	Willing

Scale Frame Work Example				
		available to select tribal members		
Vulnerable	Youngest speakers all over 60, no children speak language	Limited opportunities only available to select tribal members	Sporadic and insufficient	Disinterested
In-Crisis	No speakers	No opportunities available	Nonproductive	Hostile

Nominal Group Process

For large group settings, form groups of five to eight participants, encouraging the participants to form groups with people they do not know well. Assign a facilitator and a recorder for each group. The facilitator gives the participants a written statement of the problem the intended project will be addressing, such as, “The most important problems faced by our community in the past three years are...” Participants silently write down their ideas about problem areas addressed above on index cards without discussion with others in the group. Give the group about five to ten minutes to complete the exercise.

Each group then discusses their own ideas. The recorder writes down all comments on a flip chart for the entire group to see. After all ideas have been recorded, encourage each group to discuss the ideas listed on the flip charts. The group clarifies, compares, discusses, and approves all ideas. Agreement or disagreement with ideas may be encouraged but should be controlled by the facilitator to ensure that a heated debate does not develop. Each group then needs to choose its top five priority areas through a group voting process. Next, each group facilitator reports the group’s priorities to the entire meeting. The entire population votes to determine the top five problem priorities that could or should be addressed. Discussion continues on methods to reduce or eliminate these problems and becomes the basis for the tribe’s/organization’s project. Solutions are suggested and community impacts discussed.

Advantages of nominal group process include:

- Interaction
- Low cost
- Identifies key stakeholder groups
- Engages a cross section of interests
- Clarifies needs
- Suggests solutions
- Introduces possible impacts

Disadvantages of nominal group process include:

- Not a random sampling

- Not easily replicated
- Difficulty in guiding conversations
- Difficult to record all comments accurately
- May not represent the interests of all members of a group

Survey Research

Surveys provide a strategy and process for developing a uniform set of questions to be asked of a group of people. Answers to these questions help community leaders understand the range of opinions on topics central to the future of the community. Surveys can be either open-ended questions (“Choose the three most serious problems facing our community today”) or closed-ended questions (“Choose the three most serious problems facing our community today from the following list of problems”). It is recommended that surveys include both open- and closed-ended questions to the individuals taking the surveys so individual input is considered.

Advantages of survey research are:

- Can be distributed to a random sampling of the community
- Results are statistically more reliable than other processes
- Areas of high and low community support can be easily determined
- Relatively low costs for implementation
- Gives guidance to best action to take

Disadvantages of survey research are:

- Difficulty in getting returns of surveys
- Community members may resent surveys
- Wording of questions needs to be carefully reviewed to ensure clarity

Strength, Weakness, Opportunities, and Threats (SWOT) Analysis

One strategic planning tool that many communities use is called a SWOT analysis. Internal conditions that stand in the way of reaching the community’s vision may be seen as weaknesses in community conditions. External factors that negatively impact the community are defined as threats to the community’s ability to achieve that vision. Strengths are the internal resources available to the community that can be used to move toward vision accomplishment. Opportunities are the external resources and partnerships that the community could access in strategies to resolve the problem.

In conducting a SWOT analysis, a facilitator can lead participants through four brainstorming exercises. For example, for a particular project your organization may brainstorm to determine:

- What are the strengths of your organization that may help you to address the challenge(s) at hand?
- What are the weaknesses of your organization that may prevent you from addressing the challenge or may increase the level of challenge facing you?
- What are the opportunities your organization may have available that may contribute to addressing the challenge?
- What are the threats facing your organization that could prevent you from addressing the challenge at hand or threaten the stability of your organization?

Your identified weaknesses and threats help you to “identify the challenges.” Your identified strengths and opportunities help you to “assess available resources,” both internal and external to your organization.

Depending on the participants in a SWOT analysis, the process could involve a focus group or nominal group process planning initiative. It might evolve into a steering committee, as well. The community members and staff who are supporting the community in their planning efforts should be thinking about how to broaden community involvement in the planning process. Staff may be tasked with designing a survey to secure information from a wider sampling of the community on problems impacting students. Students themselves could be part of that process.

Staff will want to pull together information from existing community plans, policy documents and other, earlier statements from the community on problems impacting tribal youth and community concerns in that area. These statements will document the issues identified as current priority problems that have been impacting the community and a particular component of the community such as tribal youth for an extended period of time.

To identify problems, think analytically about the current situation and the vision for the future—what stands between where the community is now and where it wants to be? Your community development “projects” ultimately will describe an approach or strategy for overcoming the identified problems—projects are the plans or proposals for eliminating the problems that are preventing a community from moving toward achieving its identified need and ultimately, its vision. Thus, a well-developed project begins with a thorough analysis of the problems.

Tips on Conducting a Meeting

Preparing the Meeting Room

There are several important logistical considerations when organizing a community planning meeting:

Room Arrangement: What is the best use of the available space and what arrangement will encourage the most community participation?

Acoustics: How well does sound travel in the meeting space? What impact will participant noise have on the ability to hear? Is a sound system necessary or desirable? Be sure to take into consideration the fact that even the most soft-spoken participant needs to be heard by everyone present.

Visual Aids: If visual aids are to be used during the meeting, it is important to write large and with colored markers, so that your materials are visible from all parts of the room.

Facilitation Skills

An effective meeting facilitator:

- leads in a determined but respectful manner.
- focuses by not losing sight of the group's purposes and goals.
- stimulates by encouraging constructive dialogue between group members.
- supports by eliciting opinions from quiet members of the group and encouraging the suggestion of new ideas.
- participates by promoting new discussion when the group is interacting poorly or off-task.
- builds a team by encouraging collaboration among participants and with potential community partners.
- regulates by maintaining order and setting ground rules (i.e. only one person may speak at a time, no one will be allowed to dominate the meeting, etc.) that discourage unproductive behavior.
- protects by ensuring that no one is denigrated for his/her comments.
- solves problems by controlling difficult people and diffusing tension promptly.
- encourages feedback by promoting fair evaluation of each point raised.
- has at least one support person to handle clerical chores (taking notes, ensuring that the sign-in sheet is completed) and help with any audio-visual equipment.
- gets the job done by adhering to meeting schedules that ensure completion of the agenda.
- keeps the momentum going by announcing the date and time of the next meeting prior to adjournment and by regularly distributing progress reports throughout the community.

Appendix C: Crafting Long-range Goals

Version 1: Detailed Statement

Urban Indian Center Example:

We envision our center as the metropolitan area's central resource for comprehensive culturally appropriate services and preservation of Native American traditions for urban American Indians that provides a welcoming environment.

A Connection...

- We work to assist families to adjust to metropolitan living
- We work to assist families in maintaining their cultural ties to their home communities
- We strive to build bonds of understanding and communication between Indians and non-Indians in the metropolitan area

Keeping Our Heritage Alive...

- We provide comprehensive culturally appropriate services (health, education, and social services) to our community members to promote and maintain general welfare
- We provide programs that foster the economic and educational advancement of Indian people
- We provide adult and youth programs to sustain cultural, artistic, and vocational pursuits and to perpetuate Indian cultural values

Version 2: Simple Statement

Another type of long-range goal statement can be quite short; almost simplistic in its view of the future. It answers the question, "What would a perfect world look like, where our organization was no longer needed?"

For example:

- All our Hawaiian keiki (kids) grow up speaking the Hawaiian language fluently in every home, workplace, and community event.
- Every home in American Samoa will be energy efficient.

Neither of these types is particularly better or worse than the other; merely different approaches to envisioning the difference that your organization or your efforts can make leaving the world a better place because you were here. Your organization must determine which approach is better suited to your organization and the people you serve.

Below is a listing of some more sample goal statements:

GOAL: HEALTHCARE

To continue the development of a Health Care Program, while considering all factors involved, that will ensure each tribal member receives proper and high quality health care.

GOAL: COMMUNITY FACILITIES

To provide the improvement of existing, or development of future, community facilities.

GOAL: EDUCATION

To provide lifelong learning opportunities, formal and informal for tribal members.

GOAL: HERITAGE

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

GOAL: HOUSING

To ensure standard housing for tribal members.

GOAL: NATURAL RESOURCES

To protect, acquire, and develop, Tribal natural resources.

GOAL: RECREATION

To further develop recreational activities for tribal members.

GOAL: SERVICE EXPANSION

To expand services to all tribal members, regardless of residency.

GOAL: COMMUNICATIONS

To constantly seek methods to improve communications.

GOAL: INDIVIDUAL BUSINESS DEVELOPMENT

To provide assistance to individual tribal members in their pursuit of business development, including, start-up, expansion, retention, and recruitment.

GOAL: EMPLOYABILITY

To increase the employment levels, as well as the employability of tribal members.

GOAL: DRUG AND ALCOHOL

To develop a drug and alcohol facility and program focusing on both rehabilitation and prevention for the Abiqua Tribe.

GOAL: ECONOMIC

To improve the overall economic viability of the Abiqua Tribe.

GOAL: LAND

To increase and develop the Abiqua Tribal Land Base.

Appendix D: Sample Forms for Community Involvement

Sample Meeting Invitation Form

Sample meeting invitation form, adapted from Selkregg's Community Strategic Plan Guide and Form (p. 13):

INVITATION TO PLAN OUR FUTURE

We are making a plan for our community. Come and help. The plan will be based on our common values.

This meeting is an opportunity to help create a picture of what you would like to see when you look out the window of your home, and what kind of a place you want our community to be many years down the road.

Please come, share your thoughts, listen. Help make our future.

Date: _____

Time: _____

Place: _____

Sample Public Process Recording Form

Sample public process recording form, adapted from Selkregg's Community Strategic Plan Guide and Form, (Form #22):

Provide a record of your public process below. Use one of these forms for every meeting, interview or survey you complete.

Type of public process (circle one):

Meeting Interview Survey Other _____

Date: _____

Location: _____

Topic: _____

People in attendance:

For meetings, attach a sheet with the names of all people attending.

For interviews, record the name of the person below.

For surveys, write the number of people surveyed below.

Summary: Include a brief summary of the key outcomes below.

Blank Chart for Community Assessment

Information Required	Source of Information	Means of Gathering Information	Comments

Appendix E: Successful Project Strategies

ANA seeks to fund community development projects that reflect the cultural values, collective vision, and long-range development goals of native communities. ANA supports this approach because community involvement in both the planning and implementation phases is a key factor in achieving project success. In addition to strong community involvement in the planning and implementation of a project, successful projects share many common characteristics. During impact visits, grantees are provided an opportunity to share with ANA the best practices learned during the implementation of their project. No categories or lists are provided by ANA, rather grantees simply give open comments on what useful information and effective techniques were utilized that may be of use to other grantees implementing similar types of projects. The seven most frequent best practice suggestions from grantees are:

- Form Partnerships and Collaborations
- Ensure Community Support Throughout
- Market / Share Project Successes with Community
- Project Activities Should Be Culturally Appropriate
- Project / Staff Flexibility is Key
- Hire Motivated and Competent Staff
- Have Organized / Standardized Record-keeping

To expand the best practices and challenges noted above, quotes from ANA grantees regarding their best practices and challenges are below, broken down by project stage and then by program area. The following information is not necessarily the views of ANA, but grantee-provided information.

Grantees' Best Practices: Advice from Previous Grantees

Planning a Project for Your Community

Write your own grant so you know how to accomplish your objectives.

Have a personal and shared commitment to the project purpose.

Do very thoughtful contingency planning before the project.

Get the community involved before the project starts.

Include the department/project director you are writing the grant for in the planning.

Managing Your ANA Project

Take care to create a realistic and achievable OWP.

Keep your objectives doable and focused.

Follow the work plan as a roadmap for the project.

Keep track of in-kind on a quarterly basis.

Make visual guidelines (“Gantt” charts).

Do not wait until the last minute to update documents.

Keep a well-organized grant tracking sheet covering what needs to be submitted and when.

Community Involvement

Be familiar with on-going community issues.

Have deep conversations with people about what you are doing. Really communicate with them and they will respond with action. This will give your project momentum.

Ensure you have face time with people, not just emails and phone calls.

Offer food and personal invitations to bring people to meetings.

Use a community hiring process (i.e. meetings to inform community of hiring process).

Allow the community to shape the project to ensure buy-in.

Don't underestimate the time needed for communication.

Develop real relationships with your communities - not just superficial relationships to expedite your needs.

Be flexible and accommodate participants' schedules.

Follow up with what you say you will do.

Be credible and reliable.

Keep community members in the loop with project progress

Partnerships

Form necessary partnerships prior to proposal submission.

Reach out to different partners, not only to the obvious ones.

Seek mentorship from state partners.

Continue to educate your partners about the progress of the project.

Get as many partners as possible and keep in close communication with them.

Work with the Native community as partners; it is important for them to own the project and contribute towards its success.

Elder Involvement

Listen to your Elders. The life people used to live was so much harder. So do not complain; learn from their experience to surmount all the problems you might face.

Hold an honoring ceremony for Elders; recognize and appreciate the gifts they've given you.

Working with Consultants

Conduct research before hiring consultants.

Do as much as possible yourself to avoid high cost of outside expertise.

Train community members to be your experts so you do not have to rely on (and pay) outside consultants.

Work with consultants that understand your community.

Choose a consultant you are familiar with.

Managing Talent

Praise employees for a job well done. You have to keep employees motivated and appreciated.

Hire competent and committed staff.

Make sure all staff provide materials and training for transition so that if someone leaves, the new person will be prepared.

Have a director that is dedicated to the administrative side of project implementation (rather than just the programmatic side).

Attitude

Do not give up; do not quit too soon!

Respond to the needs and desires of the community without feeling like you had to predict everything at the beginning of the project.

Be flexible by always looking to the future to adjust the project as it moves forward.

Do not be discouraged by project challenges.

Grantees' Best Practices by ANA Program Area

SOCIAL AND ECONOMIC DEVELOPMENT STRATEGIES (SEDS)

SOCIAL DEVELOPMENT

Cultural Preservation

Promote and celebrate the elders to make them proud. Be sure to thank and recognize everyone who participated.

Develop a monthly newsletter to notify the public regarding the project.

Have people with a clear understanding of tribal history and traditions take the lead on the project.

Market your project to increase participation.

Procure community feedback on project progress and respond to it.

Determine staff responsibilities and develop an organizational chart.

Educate your staff and involve them in grant proposal writing.

Delegate responsibilities and get volunteers involved.

Youth Development

Use structures from other programs, such as the Boys and Girls Clubs; don't reinvent the wheel.

Design school programs to be flexible and adaptable.

Ensure there is community involvement in your grant and follow their lead. Let them guide your project, which will mean that it is in line with what the community wants and needs.

Encourage collaboration between tribal departments.

Make use of strong adult advisors.

Get refreshments, through donations, if possible.

Record the process and achievements of your project in a well-designed monograph. It will help you to educate others about your work and will serve as a marketing tool for future efforts.

Ensure that there is a place in the community for youth to meet.

Maintain consistent communication with parents to keep them involved with their children. Form a bond of trust with the families of those involved in the program. Keep them involved and cognizant of program activities.

Education Development

Know your community and how it works.

Give credit where credit is due.

Conduct outreach through the media.

Provide computer access and learning skills on a full-time basis.

Work with partners.

The living classroom is a great idea and should be found everywhere.

Rely on the community for not only getting the project ideas, but developing the project idea - they're the best source for understanding what you want to get done and will lead to long-term sustainability. Work together to identify the need - then you won't have to deal with lack of volunteer commitment or community involvement.

Work with community partners to strengthen the student support network and broaden the impact.

ECONOMIC DEVELOPMENT

Business Development

Be wary of working with multiple communities.

Know your project well.

Ensure good customer service.

Be a person; don't be focused on the money.

Have a long-term vision.

Work with people who have real life business experience (i.e. they have owned their own business); they will already know many important business lessons that you can avoid learning the hard way.

Network within the industry you're working in (i.e. fishing, technology).

Work on the entrepreneurial level with partners, rather than government to government.

Giving one-on-one technical assistance is more effective than technical assistance in a classroom setting.

Hire someone with expertise in the business development field. Collaborate with a partner who has done a similar project and base your project off of that.

Design the project to keep the local money in the area and reach out to expertise available on the local reservation. Switch from debt financing to investment financing.

Understand all the contracts and conditions.

Develop an Advisory Council to keep partners and contractors on task.

General Small Business Recommendations:

Most businesses are seasonal and must diversify to stay afloat.

Businesses need up-to-date marketing information to stay competitive.

Tourism activities must be market-driven and carefully priced.

For marketing: rely on strong social ties and word of mouth.

There is a general need for small businessperson hospitality training.

Partnerships with off-reservation businesses help expand marketing opportunities, potentially increasing income for reservation-based small-business owners.

Don't duplicate services already available. Partner with them and fill a noticeable gap in services.

Agricultural Recommendations:

Don't spend too much money buying ready-made greenhouses. You can make a greenhouse cheaply with PVC piping and tarps.

Staffing: select staff that already knows commerce, is familiar with the key lending institutions, knows Small Business Administration (SBA) groups; knows the banks and private foundations and has social and tribal connections.

If your organization provides trainings:

Track the trainings you give efficiently enough to put the data into a useful database later.

It is important for Native Americans to teach culturally-focused business curriculum.

Projects to set up real estate agency:

Make sure you have a real estate broker before implementing the project.

Start financial literacy early with the youth. They will keep the lessons with them and learn to become self-sufficient.

Keep it simple. Don't get elaborate.

Focus on one thing, don't spread yourself too thin.

Organizational Capacity Building

Collaboration between different organizations reduces competition for future grant money as all can submit one proposal.

Charge fees to avoid training "no-shows". Charging a nominal fee to register for trainings will encourage participant attendance.

Use native trainers whenever possible.

Use local consultants for local work.

Build the capacity of your project partners throughout your project.

Boys and Girls Club of America has a guide with steps to follow for success.

Find resources that are already established and tap into them as much as possible. Share your experiences and documentation to ensure an ongoing partnership.

Develop an interactive website to share ideas.

Develop an internship program or find existing organizations to work with underserved communities.

Enhance transparency to ensure credibility.

Use elders as a resource for teaching, and never compromise their trust.

Electronic database systems (and IT in general) are underused by tribes: planning and developing a good system to warehouse project data is important.

Visit with other tribes to learn their best practices.

Community Strategic Planning

Make sure you have a good rapport with your tribal business committee throughout the life of the project.

The Army Corps of Engineers is a good source for design and engineering assistance.

Train community members to be your experts so you don't have to rely on (and pay) outside consultants once the project ends.

Create an atmosphere of communication and collaboration by including the community in the implementation process.

Maintain humility in conversations with community members and continue to strive to serve the community rather than impose ideas upon the community.

Job Training

Job training sessions should focus on serving all types of customers, but the training delivery should be culturally appropriate for native people.

Always track the project's progress.

Celebrate successes!

Develop partnerships with fellow service providers.

Be willing to partner with non-native agencies in order to broaden scope of support services.

Market your program by going to community meetings.

Don't forget to emphasize "soft skills."

Emergency Response Activities

Hire qualified staff.

Form necessary partnerships prior to proposal submission.

Attend ANA post-award training.

Conduct research prior to proposal submission to ensure all contingencies are covered and all project components are in place.

GOVERNANCE

Tribal Courts

Ensure tribal support and stable leadership.

Identify and collaborate with key partners in a similar service area. Follow-up on the collaboration by positioning your entity as a critical player within your service area. Capitalize upon the services, knowledge and skills that your staff possesses and no other entity does.

Develop your own capacity to eliminate the need to rely on others for assistance.

Codes and Ordinances

Don't reinvent the wheel.

Be creative to make legal issues more entertaining / accessible for participants. Use cartoons, stories, jokes, etc.

Don't send out too much written material at a time to your committee members (they won't read it). Send out summaries instead, so they can focus on the main points of your upcoming meetings.

If you are a lawyer or legal expert, be honest with code committee members when you don't know something – don't pretend you know everything.

Information Management

Thoroughly understand your business and technological requirements prior to submitting an application.

Understand your staff's technical skill sets.

Hire a good technical project manager, rather than a manager with limited technical knowledge.

You can get your tribal council to agree to IT projects if you use layman's terms, and explain pros and cons, and future benefits.

Tribal Government Program Enhancement

Trainings should be adapted to suit native people's needs and should be culturally relevant.

Include the financial staff in project planning.

FAMILY PRESERVATION

Strengthening Family Relationship Skills

Don't create programs that isolate family members from one another. Design your activities to keep families together.

Create programs around parents' time schedules. This reduces logistical challenges (i.e. parents finding baby-sitters when they have to attend an activity) and engenders positive family relationships.

Don't "bribe" parents by giving them gifts to ensure their involvement. That is a short-term solution and is not sustainable for the program.

Organizations that work with domestic violence issues:

- Enforce an abstinence policy (drug and alcohol use) with staff to engender trust from the community.
- Confidentiality is paramount.
- Use native culture and language in treatments because it helps clients reclaim their identity.

Collaborate with other area service providers that complement the services you provide.

Demonstrate how your portfolio of services fills a need in the community and shore up support from partners.

Seek out personnel who have a passion for service work and have a history of devotion and experience in their field.

The project trainings were included in the tribal incentives program for the first two project years, which formed a guaranteed audience.

Train staff in case management skills.

Provide cultural training for non-native staff.

Leverage any available resources in your area to complement the pool of available family services.

Provide incentives to project participants.

Evaluate workshops and make adjustments based on the feedback.

Utilize videoconferencing and Skype to overcome distances and to stay connected.

Be sure to put aside some time to allow for trust to be built with the target communities.

Offering childcare for participants really helped - otherwise they wouldn't have been able to attend classes.

Manage partner relationships well and with care: you should recognize partners with letters and cards. You should go to lunch with them, visit them. Talk to them when you don't even want anything from them!

Be inclusive - include all ages in the workshops.

Hire qualified, passionate staff.

Incorporate traditional native practices into the program. Native youth and couples respond well to a program geared specifically towards them.

Family Violence Prevention

Incorporate cultural traditions into a treatment program.

Concentrate on increasing the health of a community. Don't be discouraged by a lack of immediate results. These types of programs are a long-term solution.

Foster Parenting

Have procedures in a manual to improve quality and continuity of your foster parent training program.

Must have a strong parenting behavioral program that is culturally appropriate.

Have good incentives for foster parents (general level of remuneration and small money gifts).

Hold trainings at casinos because they are nice places for foster parents to meet.

Use evidence-based training programs (those with research supporting them) and tailor them to meet your cultural concepts.

Have strict requirements for foster parent qualifications.

Parenting program needs to focus on skill development – hands on (practices and roll playing): focus on doing rather than studying.

Curriculum Development

Bring traditional teachings into modern life.

LANGUAGE

Staffing and Working with Consultants

Even if a person is a good speaker, they might not be a good teacher, so it is important to recruit people with good teaching skills or else teach them to teach if they can learn and are motivated.

Hire a linguist—this is very important for language projects.

Pay consultants by the deliverable. Clearly define duties beforehand in the contract/scope of work.

Language Learning Methods

It can be very difficult to select the best language learners and teachers, so it's good to have direct, face-to-face experience with individuals. Use an internship program to identify and try out candidates.

Shoot for immersion programming rather than just classes if you want to revitalize the language.

Immersion requires being very adamant to not speak English. Don't be afraid of losing the English!

Explore using Accelerated Learning Acquisition, Total Physical Response (TPR), and Master-Apprentice.

Don't be afraid of empty pages—don't over-instruct. Always think from the learner's perspective.

Use creative incentive items, like giving away bracelets with words on them, to encourage younger learners.

Never exclude kids, even if they're of different abilities or different tribes. Have them help each other.

Encourage learners to speak the language, even if it's not correct or completely accurate. A lot of people have hang-ups because they are worried about having the wrong accent. Reinforce that "this is our language;" speak it and be comfortable with it.

Classes can be more enjoyable by incorporating language learning with learning of traditional activities, such as cooking demonstrations, carving, or dances.

Using Media

One young man, prior to the project, used old recordings to learn the language. The Elders saw this, respected his success, and became more willing to be recorded.

Plan for a back-up of electronic files.

Use teams of two to record, and have multiple levels of review for the recordings to make sure the highest possible quality of recordings are preserved.

Hire a media person who can develop recordings and online and visual tools. It takes a lot of time for filming and editing.

Use YouTube or another video sharing program to reach a large audience. A lot of viewers sign up for the channel, and comment on wanting more.

Conducting Language Surveys

Have good up-front communication with the target community about the survey, such as its purpose and what is required.

Use focus groups to develop and test survey questions.

Involve youth in language surveys; engage youth in documentation process.

Go house to house to collect data. Be persistent in getting surveys completed.

ENVIRONMENT

Project Planning and Preparation

Conduct thorough planning and research, and hold a lot of meetings, before the project begins.

Keep your objectives doable and focused.

Set aside a month at the beginning of the project to get your bearings, give yourself time to learn about your project before starting, and review other comparable plans.

Have documentation forms pre-made and readily available.

Get information from other grantees who have done similar projects; call or talk to other people and take advantage of the ANA grantee meeting.

Community Involvement

Consult the community before implementing anything; leave preconceived notions of how you think things should be done at the door, and allow the community to shape the project to ensure buy-in.

Develop real relationships with your communities, not just superficial relationships to expedite your needs.

Work with kids to ensure positive attitude changes are maintained in the next generation.

Use environmental community surveys to put pressure on tribal members to act on concerns they have.

Project Management

Keep grant files organized, with both paper and electronic copies of all documents used and developed.

Keep track of in-kind on a quarterly basis.

Establish timelines and stay on top of time management by regularly reviewing the Objective Work Plan.

Have separate administrative staff and finance staff to stay organized with reporting and project management; have a director that is dedicated to the programmatic side.

Maintain a feeling of flexibility, so if a side task comes up that seems really worthwhile you can adjust the work plan along the way.

Submit things that need to be reviewed by the Tribal Council early to allow time for it to be approved.

Stay on top of data collection, entry, and organization; data management is the big one.

Partnerships

Maintain coordination with partners consistently throughout the project, and don't be afraid to really utilize them.

Good environmental partnerships include universities, state archeologists, state historic preservation offices, and local historical societies.

Building Staff Capacity

Build staff capacity through training and by finding committed, culturally knowledgeable staff.

Make visual guidelines for field crews. If using GIS, it is very important that the staff take at least a one-day GIS training. In order to deal with staff turnover, make sure that all staff provide materials and training for transition so that if someone leaves, the new person will be prepared.

Cultural, Traditional, and Scientific Knowledge

Use a GIS system to manage spatial data, and connect your database to a spatial component.

Tie the environmental work to cultural effort and events.

Utilize local resources and knowledge; it's the best thing you can do.

Responding to Challenges

Review progress as you go to make revisions as necessary in response to challenges.

Continue different trainings and learning along the way.

Establish an evaluation team that meets quarterly, asks the project director about challenges, and works together to address those as they come up.

Use a multi-pronged approach to completing the project plan.

Communication

Ensure you have face time with people, not just emails and phone calls.

Develop easily accessible contact/communication lists and establish a clear communication plan prior to the project.

Don't underestimate the time needed for communication (estimate 2.5 times more time than you actually think things will take, in order to take communication into account).

Prevent barriers between departments and keep communication open.

Grantee Suggestions on Preventing and Overcoming Challenges

Staff Turnover

Provide competitive salaries and benefits.

Provide effective staff training.

Provide culturally appropriate job training.

Hire the right person for the job.

Clearly define the roles and responsibilities of each position.

Hire qualified people with expertise in the position.

Provide cross training for staff in the event staff turnover occurs.

If a staff person leaves, consider bringing on a consultant or contractor to temporarily fill the vacant position. Doing so will continue a project's progress and, if applicable, utilize allocated federal funds for the vacated position.

Late Start

Research your tribe's hiring procedures during the project planning stage. Some tribes require a position to be open for at least 45 days before a hiring decision may be made.

Familiarize yourself with the project and OWP so you can hit the ground running.

Begin marketing the project as soon as possible to make people aware of it.

Maintain communication with ANA to avoid or manage any delays in start-up processes.

Scope Too Ambitious

Use the OWP as a guide and step-by-step means of implementing your project.

Focus on accomplishing one thing at a time – break the project down into manageable pieces.

Recruit volunteers to help out with the project's implementation.

Delegate work evenly amongst project staff and according to areas of expertise.

Collaborate with your partners to see if you can lessen your workload – sometimes a partner may already be implementing similar activities and you can simply work with them rather than reinventing the wheel – this will ensure there is no duplication of effort.

Use all resources available to you.

Geographic Isolation / Travel

Plan ahead – complete activities with the weather/seasons in mind.

Use local resources (consultants, volunteers, etc.).

Provide incentives such as gas cards if you are having difficulties with participation due to travel distances.

Provide transportation to project participants.

Lack of Expertise

Research other resources who may be able to provide staff training or volunteer to work on the project.

Take the time to train your staff, it will save you time in the long run.

Cross-train your staff with other departments or agencies.

Utilize your partnerships for capacity-building.

Challenges with ANA Processes

Maintain contact with your program specialist.

Contact your program specialist as soon as you begin experiencing any difficulties.

Be patient and anticipate that ANA processes can take a long time (the average grant action takes 3 months).

Work on what you can while waiting for confirmation.

Underestimated Project Cost

Leverage as many resources as you can through partnerships and available resources.

See if there is another department, organization, or partner willing to share costs.

Market your project as much as possible, which will help attract leveraged resources and project support – remember, word of mouth is free!

Underestimated Personnel Needs

Find volunteers to work on your project.

Use summer interns and students.

Delegate project tasks as evenly as possible amongst your staff and maintain open communication to ensure your staff can handle the extra workload.

Collaborate with your partners to see if you can lessen your workload – sometimes a partner may already be implementing similar activities and you can simply work with them rather than reinventing the wheel – this will ensure there is no duplication of effort.

Build a partnership with the Americorps, as they provide volunteers to fit an organization's needs.

Partnership Fell Through

Immediately begin research for finding a replacement based on what that partner was bringing to the project.

Use existing resources to make up for the loss.

Look at alternative options for implementing your project without changing the project scope.

Plan ahead and do not design a project that relies heavily on one specific partnership.

Lack of Community Support

Rely on the community to help develop the project idea – involving people in the planning process will lead to their participation in the project's implementation.

Provide incentives for meetings, trainings, and workshops.

Create an atmosphere of communication and collaboration with the community.

Market your project as much as possible, especially at social events.

Conduct active marketing techniques such as face-to-face visits, phone calls, community meetings, etc.

Hiring Delays

Provide competitive salaries and benefits.

Begin marketing the project as soon and as much as possible to increase awareness.

Have other staff fill in during the hiring process.

If possible, work on other aspects of the project while waiting for new hires.

Seek advice and support from your governing board or council.

If you will be hiring project staff with very specific qualifications, research the local talent pool to see if candidates exist.

Research your tribe's hiring procedures during the project planning stage. Some tribes require a position to be open for at least 45 days before a hiring decision may be made.

Appendix F: Bibliography

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