TOOLKIT

WE ARE ONE

ANA T/TA CENTERS

2020

Project Planning and Development

Developed by the ANA Regional T/TA Centers

Western Region • Eastern Region • Pacific Region • Alaska Region

(10.20.20)

Introduction to the Project Planning and Development Toolkit

The Project Planning and Development (PPD) Toolkit is a collection of both Activities and Resources designed to compliment the ANA Project Planning and Development Manual as well as as organizations spearheading project planning and development in their communities for community-based projects.

Chapters 1-15 of the Toolkit are designed to correspond directly with the similarly titled Chapters 1-15 of the PPD Manual. Chapter 16 of the Toolkit provides activities and resources for business planning in Native communities. Chapter 17 provides a complete synopsis of successful project strategies as reported by past ANA grant recipients.

Each chapter of the Toolkit has an overview which summarizes each Activity and each Resource provided in that chapter. Activities for each chapter are numbered sequentially (2.1, 2.2, ...) as are resources (2.1, 2.2, ...).

The following table provides a cross-reference guide showing which activities and resources in the Toolkit align with which sections in the PPD Manual. This is intended to assist trainers as they prepare their training plan for each Project Planning and Development training they deliver.

PPD MANUAL & PPD TOOLKIT CROSS-REFERENCE GUIDE

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PPD MANUAL & PPD TOOLKIT CROSS-REFERENCE GUIDE

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CHAPTER 1

Project Planning and Community Development

Activities		Description	Page
1.1	**Effects of Project Planning in Community Development**	An exercise to understand the connection between the project planning process and community development and long term effects of the inclusion of the community in the overall project.	6
1.2	**Describe Your Organization**	Analyze the purpose of your organization and how you might communicate it to others in various contexts.	7
1.3	**Auditing Existing Social Media Accounts**	Audit some of your existing social media accounts and assess qualitative aspects of each platform.	8
1.4	**Filling Out New Profiles**	Organize pertinent information for different social media organization profiles.	9

Resources		Description	Page
1.1	**Social Media Toolkit**	A guide to developing and implementing an outreach and marketing plan for your project and/or program, utilizing best practices for using a wide array of social media.	10

Activity 1.1
Effects of Project Planning in Community Development

Project planning is an essential part of community development. Projects are focused on addressing a barrier that is preventing the community from achieving its long-term goal. When the project is successfully completed the community moves closer toward addressing its long-term goal and stronger overall community development.

ACTIVITY GOAL:

To understand the connection between the project planning process and community development and long-term effects of the inclusion of the community in the overall project. To create a plan of inclusion of community involvement within the project planning process.

Number of Participant:	Up to 50
Small Group Activity:	Yes
Large Group Activity:	Yes
Time Needed:	45-90 minutes (determined by the number of participants)
Materials Needed:	Tables, chairs, newsprint, markers

ACTIVITY DESCRIPTION:

- Facilitator begins by describing the activity, facilitator points out that project which include the community are often more successful and have much greater long term impact.
- Facilitator introduces a slide that shows the difference between community planned projects and projects that are solely planned by the implementing organization.
- Facilitator then shows a slide that shows the positive effects of community partnerships with the continuation of projects or various aspects of projects after ANA funding is done.
- (Facilitator can also include a regional specific slide that shows examples of projects that have successfully continued after ANA funding has ended)
- Facilitator then divides up the participants in organizational groups (those who may be singular representatives of their organizations are encouraged to join another group or to work by themselves if desired) and poses the question “When looking over the planning process, what is your organization’s plan in including the community within the project planning process?”
- Facilitator asks the groups to spend some time to discuss and write down a plan that includes the community in significant ways in the project planning process.
- After sufficient time (this would be determined by the number of participants and organizations) groups are asked to give a short report out of their plan.
- Facilitator wraps up the activity by acknowledging examples that have been shared and encouraging the continuation of further developing community partnerships with the understanding of the overall positive long term effects in the community

Activity 1.2
Describe Your Organization

This guided set of questions is designed to help you analyze the purpose of your organization and how you might communicate it to others in various contexts, allowing you to quickly and succinctly represent yourself in short-form social media profiles and posts. Take a minute or two to discuss each question with your partner. Fill each box with your answer. Note related ideas that may arise. See Section 1 for details.

Write out your full mission statement here. While this statement does guide the charitable purpose of your organization, consider how well it works naturally in conversation.

You bump into a friend who you haven't seen since childhood. How do you quickly explain to him/her what your organization does?

List some of your organization's strengths / core competencies:

- ________________
- ________________
- ________________
- ________________
- ________________
- ________________
- ________________

In one word, what is your organization's essence? Ex: Disney=Magic, Volvo=Safety, Apple=Innovation

In 120 characters or less, write the social media description for your organizations. This description will be your default "About Us" paragraph to populate your social media profiles. Incorporate information from the boxes above. Keep it human and conversational. Remember that spaces and punctuations count as characters.

— —
— —
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Activity 1.3
Auditing Existing Social Media Accounts

Use this worksheet to audit some of your existing social media accounts. Record basic information — including usernames and passwords — and then assess qualitative aspects of each platform, up to 3 per worksheet (copy or print more if needed).

Social Media Platform #1:		Date Assessed:
Name:	Strengths:	Communities Represented:
URL:		
Last Activity Date:		
# Followers/Fans:	Weaknesses:	Connected Partner Pages:
Acct Administrator(s):		
Passwords?		

Social Media Platform #2:		Date Assessed:
Name:	Strengths:	Communities Represented:
URL:		
Last Activity Date:		
# Followers/Fans:	Weaknesses:	Connected Partner Pages:
Acct Administrator(s):		
Passwords?		

Social Media Platform #3:		Date Assessed:
Name:	Strengths:	Communities Represented:
URL:		
Last Activity Date:		
# Followers/Fans:	Weaknesses:	Connected Partner Pages:
Acct Administrator(s):		
Passwords?		

Activity 1.4
Filling Out New Profiles

This checklist will point you to information from previous worksheets, as well as general best practices, that you can use to fill out your new profiles. Ensure that each social media profile is filled out thoroughly to optimize searchability using information that makes your organization's value proposition consistent across platforms. If you need extra space, write on the other side of the paper, or start a new document.

Social Media Platform:	Date Established:

ACCOUNT:

____ Administrators chosen and connected to account? Who? ____________________

____ Account username chosen and secured? If org name is taken, be creative or file dispute with social media company.

____ Strong password chosen? Best option: Random generated password, stored in print.

____ Which email account did you use to register? ____________________

VISUALS:

____ Profile pic added? Use logo or representative image.

____ Cover photo added? Choose an image that brings your mission to life.

____ All images at optimal sizes? Consult social media help documentation for details.

____ Images consistent with accounts on other social media platforms?

____ Created at least one photo gallery? If applicable.

TEXT:

____ Bio paragraph filled out? Start with what you wrote in Activity 1.2

____ Profile information filled out? Add details, fill out thoroughly.

____ Does profile reflect organization's "personality?" (Activity 1.2)

____ Have you made a value proposition to visitor?
Potential followers will ask "What's in it for me?"

____ Have you used keywords tailored to your audience? Consider words/phrases they might search for.

____ No typos or grammatical errors?

Platform-specific considerations:
____ Other: ____

____ Other: ____

____ Other: ____

Resource 1.1
ANA Social Media Toolkit

Description	A guide to developing and implementing an outreach and marketing plan for your project and/or program, utilizing best practices for using a wide array of social media.
File Type	Toolkit Booklet (PDF)
Link	Administration for Native Americans Resource Library https://www.acf.hhs.gov/ana/resource-library Search the resource library for the Social Media Toolkit

CHAPTER 2

Conducting Community Assessments

Activities		Description	Page
2.1	**Planning Steps for A Community Assessment**	An exercise to map the planning steps for a community assessment using the following sections: identifying community, identifying strategy, goal(s) of assessment, tasks and timelines, data collection, and evaluation.	**12-13**
2.2	**Addressing Community Input in Project Approach**	An activity to explore how the project can effectively reach goals, what methods of implementation would be the most effect, when the project is completed how can participants recreate some of the learnings within the community and/or families to ensure that the project has long lasting positive effects on the overall community.	**14**
2.3	**Outreach and Community Engagement**	An exercise to increase the understanding of the community and to realize the needs of the participants in which the project is focused on.	**15**

Resources		Description	Page
2.1	**Additional Planning Processes**	A resource which provides multiple examples of how to identify and analyze the needs of the stakeholders	**16-26**
2.2	**Sample Community Planning Forms**	A sample form that is taken from Selkgregg's Community Strategic Plan Guide & Form which provides examples of how to create a meeting invitation and how to sample the public process records.	**27**
2.3	**Focus Groups Facilitation Guide**	A template which outlines the facilitators process to document the eight dimensions of a community planning.	**28-30**

Activity 2.1
Planning Steps for a Community Assessment

IDENTIFY COMMUNITY
Define your community:

Make a list of the participants you will invite:

IDENTIFY STRATEGY

Strategy/strategies to be used for your assessment, check all that apply:

- ☐ Community Meeting with Facilitator
- ☐ Focus Groups
- ☐ Surveys
- ☐ Other________________

GOAL(S) OF ASSESSMENT

What do you hope to achieve with the assessment?
(ex: community involvement in the development of the project, determining LTCG, CCC)

What data do you need to collect?
(ex: basic demographics, community priorities, com- munity input on approach)

What is the Participation Target?
(ex: out of a community of 500 adult members, goal is a 10% participation rate)

TASKS & TIMELINES

Brainstorm all the tasks that will be necessary to conduct the Assessment, determine due dates and assign to Individual(s) who will be responsible for completing them.

Task	Date Due	Person(s) Responsible
Securing Venue	______________	______________
Refreshments & Supplies	______________	______________
Invitations & Advertising	______________	______________
Facilitation	______________	______________
Note taking	______________	______________
Developing Survey Tool	______________	______________
Compiling of Data	______________	______________
Writing Summary of Meeting	______________	______________

DATA COLLECTION

As a group, come to consensus on how the data will be collected.
(ex: questions and tools during Focus Group Meeting; on-line survey; surveys passed out during community meetings, combination, etc)

Discuss survey protocol so that you can ensure the integrity of the data.

Discuss a contingency plan should participation be lower than expected.

EVALUATION

Did you achieve the goal(s) you set in the beginning?

Did you reach your target number of participants?

What were the lessons learned? Best Practices?

Activity 2.2
Addressing Community Input in Project Approach

In developing a project approach, there are many things to consider: how can the project effectively reach the goals, what methods of implementation would be most effective, how can participants recreate some of the learnings within the community and/or families to ensure that the project has long-lasting positive effects on the overall community.

Area of Focus:	Community Input in Project Approach
Activity Goal:	To understand the various learning styles that are effective with community participants.
Number of Participant:	Up to 50
Small Group Activity:	Yes
Large Group Activity:	Yes
Time Needed:	45-90 minutes (determined by the number of participants)
Materials Needed:	Tables, chairs, newsprint, markers, internet, computer

Activity Description:

- Facilitator introduces activity by addressing the importance of including various learning styles within the development of the project approach. With the inclusion of these learning styles the activities in the project will have a wider reach and more impact with the participants

- Facilitator then instructs participants to either access the website questionnaire or look at the hand out questionnaire and answer all the questions. (here is the public website of both the online questionnaire and the printed form) and look at the results:
  - https://thinktank.arizona.edu/sites/thinktank.arizona.edu/files/website-documents/Learning Styles Assessment and Scoring.pdf
  - http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml

- Facilitator then divides the participants, or let them self-select, into groups and discuss the results.

- The facilitator gives the definitions and examples of the various learning styles, either by power-point slide or via website access.
  - http://www.educationplanner.org/students/self-assessments/learning-styles-styles.shtml

- Facilitator then asks “what kind of activities would most attract you to participate in a project?” (This can be done in a large group as a popcorn type of response or in group).

- Facilitator closes out activity by thanking the participants and connecting the activities of a project with the community/participant learning styles.

Activity 2.3
Outreach and Community Engagement

One of the first aspects in creating a positive partnership with communities is the ablility to access various aspects of the community. This is necessary in order to have a better understanding of the community and to realize the participant needs in which the project is focused. Accessing communities may seem easy, but to do so in a positive fashion, without bringing in pre-concived ideas as to what the community's needs are, may be more difficult. If done in a respectful manner, this can lead to a long, positive relationship with the community and organization serving it.

Area of Focus:	Outreach and Community Engagement
Activity Goal:	To Identify Community Leaders
Number of Participant:	Up to 50
Small Group Activity:	Yes
Large Group Activity:	Yes
Time Needed:	45-90 minutes (determined by the number of participants)
Materials Needed:	Tables, chairs, newsprint, markers

Activity Description:

- Facilitator introduces activity outlining the need to understand the community better and identify all aspects of leadership within that community. This will afford the potential of reaching out to community leaders that may previously not been considered and/or brought to the table in the project planning phase.
- Facilitator then instructs the participants to work in table groups (they can self select or be gathered in organizational groupings according to the group dynamics of the participants)
- In their group the facilitator instructs them to create a list of all forms of leadership that they have encountered within their community, understanding that leadership may take various forms in different communities.
- *If the facilitator sees that some groups are just focusing on certain models of leadership, remind the large group to try and include all aspects of leadership such as cultural, professional, community organizers, political, leaders within institutions, practitioners etc.
- After the list is compiled facilitator then instructs them to list names of people that they know of in the community that fulfill those roles in the community. If there are roles that the participants do not know who are in that capacity then instruct them to list names of people who may know.
- Upon completion of of this, the facilitator instructs the group to create a short plan in which to access the leaders and how they can help within the planning of a project. This may be done via meeting, attending cultural event organized by the community leader, formal letter of introduction, or any other method that would be condusive to having participation by these identified leaders.
- At the conclusion of the activity, each group will have an opportunity to report out to the larger group, their lists and plan.
- Facilitator then thanks them for their participation and wraps up the activity as needed.

Resource 2.1
Additional Planning Processes

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 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 & influence activity**
High Influence		
	Monitor (minimum effort)	**Keep informed**
Low Influence		
	Low Interest	**High Interest**

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.

STAKEHOLDER ANALYSIS (CONT.)

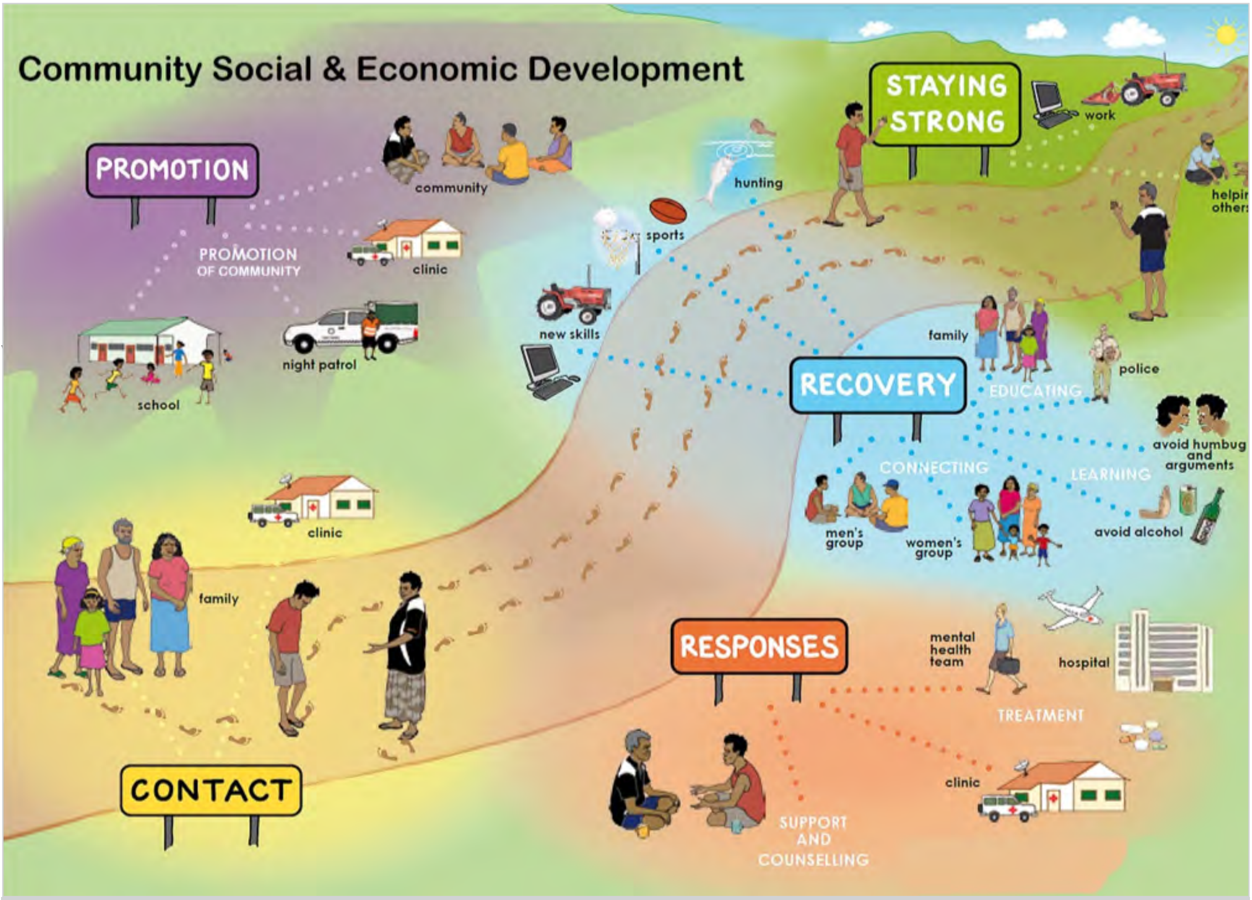
Community Social & Economic Development
PROMOTION
community
PROMOTION OF COMMUNITY
clinic
school
night patrol
hunting
sports
new skills
STAYING STRONG
work
helpi
other
family
RECOVERY
EDUCATING
police
avoid humbug and arguments
CONNECTING
LEARNING
men's group
women's group
avoid alcohol
clinic
family
CONTACT
RESPONSES
mental health team
hospital
TREATMENT
clinic
SUPPORT AND COUNSELLING

Figure 2A: Community Social & Economic Development Diagram

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 available to select tribal members	Consistent and useful	Willing
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 condition the intended project will be addressing, such as, "The most important conditions faced by our community in the past three years are…." Participants silently write down their ideas about the conditions 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 consensus process. Next, each group facilitator reports the group's priorities to the entire meeting.

The entire population votes to determine the top five priorities that could or should be addressed. Discussion focuses on methods to address these conditions 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
- Seeks consensus on issues or 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

ALL ON THE WALL GROUP ACTIVITY & PROCESS

A facilitator can do this as a large group activity; as a more focused small group activity if participants have a concept in mind; or a combination of both. Allow for enough time, approximately 45 minutes to 60 minutes depending on the number of participants. The recommended participation size is between 10 and 50, and the group should be made up of a cross-section of the representative community.

The goal of the activity is to brainstorm, identify and prioritize the topic at hand. This works well in the project planning process to identify long-term community goals, current community conditions, barriers existing within the community, and the project goal.

The materials you will need are: post-it notes, pens/pencils, wall space, poster paper, and any other collaborative tool you like (markers, stickers, etc.

Process:

1. The facilitator introduces the All on the Wall activity by bringing to attention the post-it note pads that they've arranged on the table.
2. The facilitator tells participants to consider a specific topic, such as long-term community goals that exist in the community.
3. The participants generate ideas or thoughts about the topic and write one thought or idea down on a single post-it note. Each note gets one idea. The participants can write as many notes as necessary to identify all of their ideas relating to the facilitator's topic.
4. The participants post all notes to the wall, and they will see that some of their own notes are similar to other participants' notes.
5. The facilitator asks the participants for guidance in grouping these similar notes together and moves each grouping to a separate poster paper.
6. The participants are then asked how the groupings relate to the facilitator's topic. The facilitator will take notes next to each grouping on the poster paper.
7. The facilitator then asks the participants to rank the groupings based on priority. Stickers can be used to anonymously vote. The grouping with the most stickers is considered the highest priority.
8. The facilitator then focuses on the groupings ranked as the highest priority.
9. The participants must then rank the ideas and thoughts within the highest priority grouping. Again, stickers can be used to vote on individual ideas or thoughts. (Keep in mind that the post-it notes contain similar ideas, so the voting could be split based on semantics. Two or three top choices may appear).
10. Once the highest priority thoughts or ideas are identified, the facilitator asks the participants which of the top choices should be examined.
11. Further thoughts and ideas are collected on the top choice, and the voting process is repeated until the participants can whittle their ideas down and gain a consensus.

Here are some sample questions to help facilitate this activity:

1. What are the ideal conditions you'd like to see your community reach within the next 5 or 10 years?
2. Which of those ideal conditions is the Long-term Goal to use in the project you will be planning?
3. What barriers are standing in the way of reaching that Long-term Goal?
4. Which of those barriers will you address in this planned project?

ALL ON THE WALL GROUP ACTIVITY & PROCESS (CONT.)

Example:

- Participants write several post-it notes containing ideas of their community's long-term goals. Some people write down education ideas, some write down housing ideas, and some write down employment ideas.
- The facilitator discusses the similar ideas and groups them on the poster paper by over-arching thoughts: Education, Housing, Employment.
- The participants vote and decide that Employment is the biggest priority of the three long-term goals. The facilitator asks participants to identify the current community condition related to Employment and to add more thoughts and ideas to the board.
- The participants then discuss all of the thoughts that fill this Employment idea board. Some notes say that there are not enough jobs in the community, some notes say that they want recent graduates to have on-the-job training opportunities, and some notes say that there are several single parents who are unemployed in the community.
- The participants then vote on the highest priority current community conditions to identify the barrier they hope to address with a project plan.
- Once the top choice(s) is established, the facilitator asks participants to write down what outcomes will be achieved when the high priority community condition is successfully addressed.
- Another round of voting takes place based on these new ideas. In the end, the participants have identified the basis for developing their project, starting with the current community condition statement. From there, participants can identify project goals, objectives, and outcomes to be achieved.
- The facilitator ends this activity stating that these post-its will remain on the wall as a reference for the rest of the discussion and planning process. The participants use their idea boards as a guide when completing the rest of the manual activities.

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 conditions facing our community today") or closed-ended questions ("Choose the three most serious conditions facing our community today from the following list of conditions"). It is recommended that surveys include both open- and closed-ended questions to the individuals taking the surveys so individual input is considered.

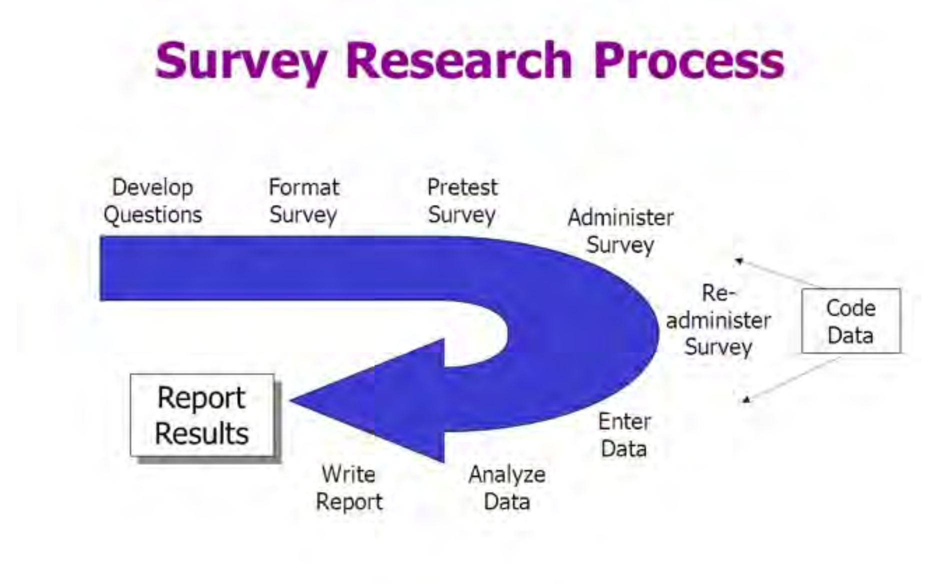
Survey Research Process
Develop Questions
Format Survey
Pretest Survey
Administer Survey
Re-administer Survey
Code Data
Enter Data
Analyze Data
Write Report
Report Results

Figure 2B: Survey Research Process Diagram

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 on best action to take.

Disadvantages of survey research are:

- No guarantee surveys will be returned.
- 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 address the condition.

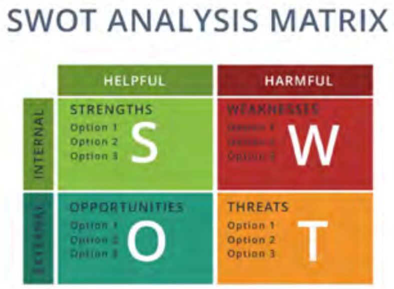

Figure 2C: SWOT - Strenth, Weekness, Opportunities, and Threats Diagram

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 conditions 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 conditions impacting tribal youth and community concerns in that area. These statements will document the issues identified as current priorities 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 conditions, 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 conditions—projects are the plans or proposals for addressing the conditions 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 conditions.

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.

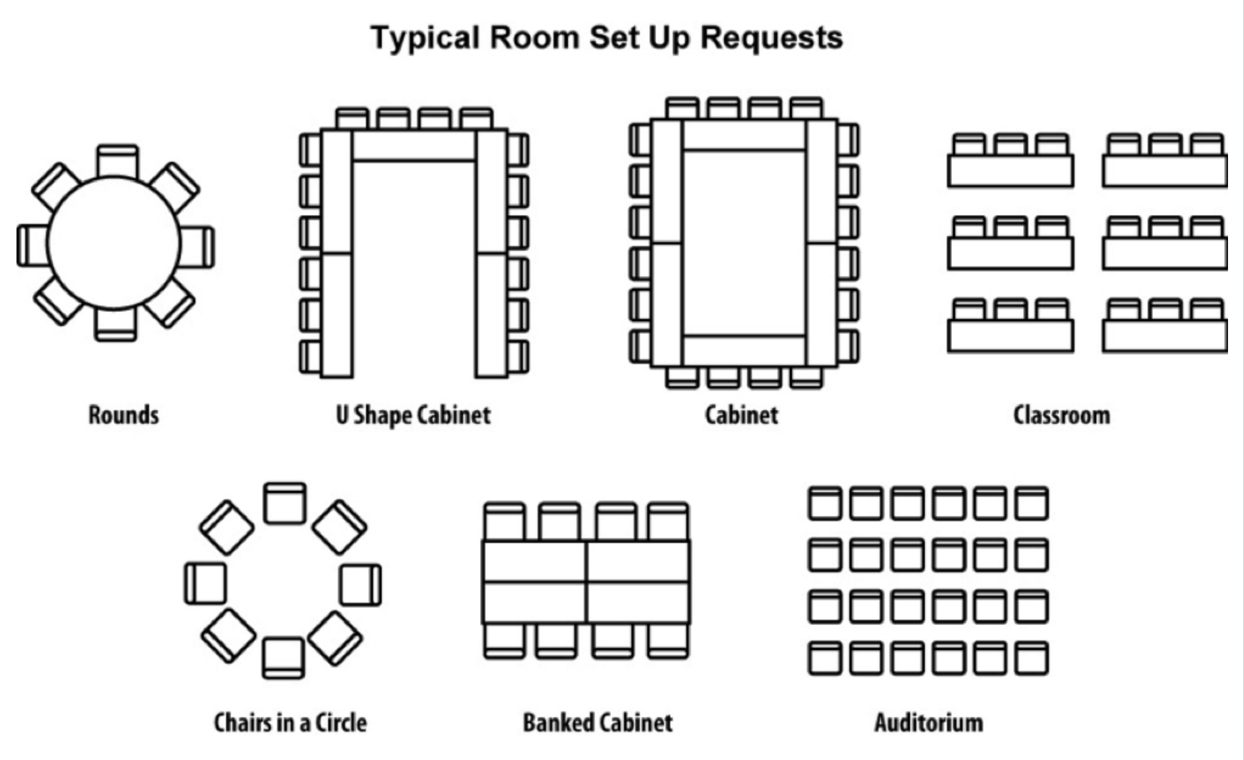
Typical Room Set Up Requests
Rounds
U Shape Cabinet
Cabinet
Classroom
Chairs in a Circle
Banked Cabinet
Auditorium

Figure 2D: Typical Room Set Up Requests Graphic

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.
- Begin the meeting with a check in of participants.
- Project planning exercise.
- Stimulates by encouraging constructive dialogue between group members by focusing on task and process issues within the group.
- 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.
- Addresses conditions 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.

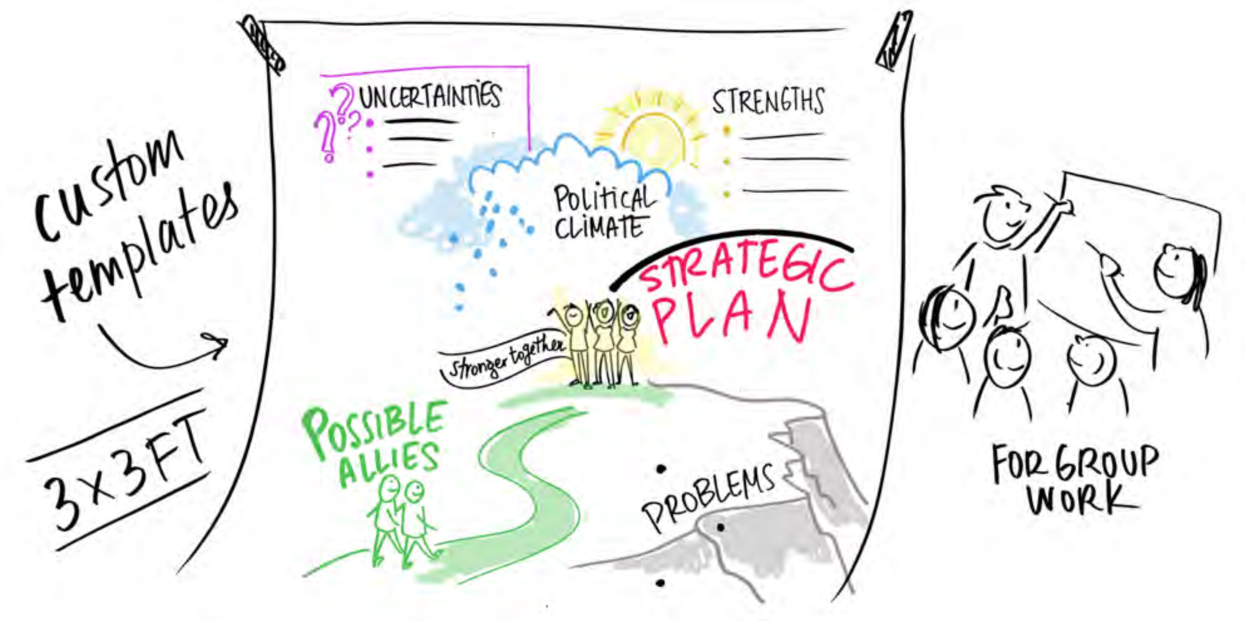

Figure 2E: Graphic of Facilitation

Resource 2.2
Sample Community Planning Forms

SAMPLE MEETING INVITATION FORM

Sample form, adapted from Selkgregg's Community Strategic Plan Guide & 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 Selkgregg'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)

Resource 2.3
Focus Groups Facilitation Guide

[NAME OF COMMUCOMMUNITY] PLANNING WORKGROUP SESSIONS

As part of the community planning process, we will be holding focus group sessions on eight dimensions of planning: **Natural Resources/Environment; Health, Human Services & Public Safety; Culture & Tradition; Capacity; Economy; Housing; Community Facilities and Infrastructure; and Land Use.** The definition of each planning dimension follows:

1. **Natural Resources/Environment –** please note, discussion of sanitation services should be handled in the Public Works focus group; the natural ecological setting of a community, including vegetation, water, animals, subsistence, air quality, and surrounding natural features
2. **Health, Human Services & Public Safety –** health services, social services, and the provision of public safety
3. **Culture & Tradition –** cultural preservation, arts & crafts
4. **Capacity –** skills and capabilities of the local labor force; all phases of education, from early childhood, through to adult education & training
5. **Economy** - economic development
6. **Housing –** safe, affordable housing
7. **Community Facilities & Infrastructure** - capital projects (community buildings, public works, public facilities, infrastructure, airport, transportation) as well as the provision of essential "municipal" services
8. **Land Use –** identification of development zones: residential, commercial, industrial, recreational, subsistence/off-limits, community facilities within the village core areas, and location of preferred sites for future known projects (like Post Office, Church, etc.)

The purpose of the focus groups will be to identify where [Insert Name of Community] stands in terms of each planning dimension (current status), brainstorm issues/needs, categorize those needs into common areas, rank and prioritize those needs in terms of short-term (needing to be addressed within 0 – 5 years), mid-term (needing to be addressed within 6 – 10 years), and long-term (needing to be addressed within 11 – 20 years). Once that is completed the focus groups will identify 3 or more solutions or strategies to address the top three needs.

As facilitator, you will be responsible for signing up people to participate in your focus group, you will facilitate the discussions and brainstorming, lead the creating of the categories of ideas, conduct the prioritization exercise, and guide the development of objectives to address those needs. Since most of the facilitators are also program directors, you will also be responsible, after the focus group meeting, for following up with a list of implementation activities to achieve the objectives identified in the session.

FOCUS GROUP MEETING INSTRUCTIONS:

Each facilitator will be equipped with markers, small blank post-its for **needs**, small blank post-its for **solutions**, small blank post-its for **group names** to cluster needs and solutions into common groups, and **voting stickers** to prioritize the ***top needs*** (please limit 1 idea, need, or objective for each post-it). You will need a clean wall for a workspace. You will also have the agenda pre-listed on a flip chart sheet.

Each focus group meeting will last approximately 2 hours

Resource 2.3 - Focus Groups Facilitation Guide

Schedule	Item	Description	Objective	Points to Cover
5 Min	**Introduction**	A brief introduction of the focus group agenda, how we will work, and time allotted	Everyone will be able to follow instructions and can identify the focus group topic	• Thank them for taking the time to attend • Provide the Focus Group Dimension Title (no details yet) • Review the Agenda (On flip chart sheet) • Explain your role as a facilitator and the consultant's role • Explain what will be done with the results of the focus groups. ◦ Create a community development plan that will help prioritize work in the community
20 min	**Values**	The facilitator will lead a brainstorming activity to get identify what the participants value about [Insert Name of Community]	Participants create a list of values by describing what makes [Insert Name of Community] a great place to live. Participants create a list of values that will help focus the work in the focus group in identifying issues and priorities	• Intro this segment by asking the focus group members to think about what makes [Insert Name of Community] special to them. • Ask them to write down their thoughts on post-its. ONLY ONE thought per post-it. • Ask them to pass the post-it to you when they are done. Post these on the wall to one side. • Sample explanation and closing: "Values reflect what we care about as a community and made us who we are. They represent the culture of [Insert Name of Community] ." • Let's keep these in mind as we make decisions today and work together."
15 min	**Current Status**	The facilitator/Director will provide the definition of the specific planning dimension as well as describe the current state of the dimension	Participants have a shared understanding of where [Insert Name of Community] stands in relation to the specific planning dimension and services currently being provided to address it	• As needed introduce yourself and department • Provide overview of the work currently being done or not done in this dimension • Allow for a few questions • Participants may begin to voice concerns about the dimension at this point. Let them know that in the next part of the workshop, they have a chance to talk more about the concerns
30 min	**Needs/Issues Brainstorming & Clustering**	The facilitator will lead a brainstorming activity to get participants to identify needs/issues that are related to this dimension	5 or more groups of related needs or issues specific to the dimension are identified by the participants.	• Ask participants write down one issue/concern per post-it that they think should be addressed within the next 20 years. Encourage them to try to come up with 3 each. • Ask them to be specific. • As they finish writing the post-it, take it, read it aloud and post it on the wall – random locations. Duplicate post-its are great. It reinforces that there is an issue. • Ask clarifying questions as you post these to the wall to ensure it is understood. Add notes to the post it. • Once the brainstorming slows, ask the participants to come up to the wall and place the post-its into categories and to determine a name for each category. • Ask if any other issues or needs came to mind and allow them 1 – 2 minutes to add to the categories.

Schedule	Item	Description	Objective	Points to Cover

25 min	**Prioritization**	The facilitator will lead the focus group in a "multi-vote" activity to determine for each category if it is a short-term (ST), mid-term (MT), or a long-term (LT) need.	Participants determine the Prioritization of the needs in terms of short-term (needing to be addressed within 0 – 5 years), mid-term (needing to be addressed within 6 – 10 years), and long-term (needing to be addressed within 11 – 20 years) for each category.	• Ask for a showing of hands for each category – how many think the category is ST / MD/ LT.
				• If there is a mixed response for a category, allow a few minutes for participants to do a little "lobbying" on how the categories might be prioritized.
				• Some categories may all have same response – you can still ask why they think it is ST, MT or LT.
				• Other Q's to ask:
				  ◦ "What might be the risks if this is not attended to for over 5 years."
				  ◦ "Who is at risk?"
				• Each participant will "vote" by placing one sticker on each category. The stickers are pre-labeled as: ST: 1 – 5, or MT: 6 – 10, or LT: 11 – 20. Only one sticker per category, although a participant does not have to put a sticker on a cluster if they do not think it is a priority at all.
				• Tally up the votes for each category to determine how the focus group has prioritized by years
				• The facilitator then writes in ST, or MT or LT on the post-it that contains the category title.

25 min	**Solutions Identification**	The facilitator will lead the participants in a brainstorming activity to identify solutions for each category.	Participants will identify and prioritize the top solutions/objectives to the top needs/issues	• Ask participants write down one solution per post-it that they think would address the category. • Each participant is allowed to post up to three solutions for each category, one solution per post-it • As they finish writing the post-it, take it, read it aloud and post it on the category. Duplicate post-its are great. It reinforces that the solution is a worthy one! • Depending on the energy, the facilitator can scribe their solutions onto post-its and place them on the categories. • The group may get caught up in discussion on one specific solution. Let it go for a few minutes, but then ask them to move their energy to another category.
Post Focus -group	**Activities**	The facilitators will complete basic problem statements for each of the top priority issues	Activities will be identified to implement the solutions	This work will be done as soon after the focus group meetings as possible while the information is still fresh.

CHAPTER 3

Long-Term Community Goals

Activities		Description	Page
3.1	**Identifying the Long Term Goal**	An exercise to learn where to find an organization's long-term goal and narrowing the goal to address current community or organizational priorities.	**32-33**

Resources		Description	Page
3.1	**Crafting Long-term Goals**	A resource with examples of how to draft a specific and detailed long-term goal statement.	**34-36**

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

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

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

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

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

Select (1) of the above Long-term goals from the list above that represents a priority area for which your organization, program or department is planning to address:

Referencing the source document that identified your priority Long-term goal above: how was the community your organization serves involved in identifying the Long-term goal? **Hint: You will want to demonstrate strong community input into the Long-term goal that you hope to address with your project.**

Resource 3.1
Crafting Long-term Goal Statements

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.

Wolakota
Land & Environment
Culture & Language
Way of Life & Development

Figure 3A: Pictures of Projects

VERSION 2: SIMPLE STATEMENT

Another type of long-term 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.

Pacific Ocean
Hawaiian Islands
N
©1997 MAGELLAN Geographix

Figure 3B: Pictures of Projects

Below is a listing of some more sample goal statements:

SAMPLE GOAL STATEMENTS

Goal	Statement
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.
Community Facilities	To provide the improvement of existing, or development of future, community facilities.
Education	To provide lifelong learning opportunities, formal and informal for tribal members.
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.
Housing	To ensure standard housing for tribal members.
Natural Resources	To protect, acquire, and develop, Tribal natural resources.
Recreation	To further develop recreational activities for tribal members.
Service Expansion	To expand services to all tribal members, regardless of residency.
Communications	To constantly seek methods to improve communications.
Individual Business Development	To provide assistance to individual tribal members in their pursuit of business development, including, start-up, expansion, retention, and recruitment.
Employability	To increase the employment levels, as well as the employability of tribal members.
Drug and Alcohol	To develop a drug and alcohol facility and program focusing on both rehabilitation and prevention for the Abiqua Tribe.
Economic	To improve the overall economic viability of the Abiqua Tribe.
Land	To increase and develop the Abiqua Tribal Land Base.

CHAPTER 4

The Community Condition

Activities		Description	Page
4.1	**Current Community Condition**	An activity to brainstorm and prioritize the current community condition(s).	**38**
4.2	**Community Conditions Questionnaire**	An exercise to help document the evidence to support the identified community condition(s).	**39**
4.3	**All on the Wall Activity**	An activity to identify Current Community Conditions that are barriers to the community reaching their Long Term Community Goal.	**40**
4.4	**Problem Tree Activity**	Although ANA no longer uses the term "Problem Statement, many funding agencies still do. This activity is included to address non-ANA funding sources.	**41**
4.5	**Create a Problem Statement**	Although ANA no longer uses the term "Problem Statement", this activity can be used to develop a problem statement for funding sources that still use that paradigm.	**42**

Resources		Description	Page
4.1	**Additional Planning Processes**	A resource that breaks down the 'dos and don'ts' of creating a community condition statement.	**43**
4.2	**Sample Community Planning Forms**	A resource that breaks down the 'dos and don'ts' of creating a community condition statement for language preservation projects	**44**

Activity 4.1
Current Community Condition

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

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

Rank	Condition

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

- Describes the actual condition, instead of what the community is lacking
- Provides baseline information that will be improved, reduced or eliminated by the proposed project

Activity 4.2
Community Conditions Questionnaire

This exercise will help you support the Current Community Condition identified in the previous activity your project will be addressing. Answer the questions below about your community.

COMMUNITY CONDITIONS QUESTIONNAIRE
What community members are impacted by the condition(s)?
What evidence do you have to show this condition is a barrier to achieving a long-term community goal?
What created this condition?
What data and information will be used in defining the condition? Where can this data be found?
What responsibility does your tribe or organization have for addressing the condition?

Activity 4.3
All on the Wall Activity

Facilitator can do this as a large group activity or, if participants have a possible project, as a more focused small group activity or a combination of both.

Time:	45 – 60 mins (depending of participant numbers)
Participants:	15-50
Activity Goal:	This activity will identify Current Community Conditions that are barriers to the community reaching their Long Term Community Goal. However, this activity can be adapted to identify and prioritize a variety of concepts such as long term community goal, challenges and/or outcomes.
Materials:	Post-it, pens/pencils, wall space, poster paper, stickers

Process:

- Facilitator introduces the activity by bringing to attention the post-it pads on the tables.
- Facilitator begins by reviewing definitions for Long Term Community Goal (LTCG) and Current Community Condition.
- Facilitator and group decide on the LTCG to be used for this exercise. This can be brainstormed and agreed upon by the group or by using one provided by one of the participants.
- Facilitator tells participants to think about challenges or community conditions that are preventing the community from reaching the LTCG. Have participants write down one challenge or community condition for each post-it, they can write as many post-its necessary to identify all of the challenges or community conditions.
- When participants are done, they will place all of their post-it on a wall.
- After everyone is done, facilitator reviews at the post-its and while asking the participant audience for guidance, starts to group the challenges or community conditions into like groups. The facilitator is engaging the participants during the entire process so the participants are aware of all of the options the group brought forward.
- Facilitator then identifies each group and asks the group which of these groupings should be prioritized. To achieve this, each participant will vote for their top 3 conditions by either using a marker to “X” or placing a sticker on the post its with their choices.
- The facilitator will review the current conditions with the most votes and discuss with the group. Facilitator guides the group to come to consensus on one current community condition.

Activity 4.4
Problem Tree Activity

In your Problem Tree graphic organizer, start by writing the problem at the center of the tree, and then look at the causes and effects of an issue. Keep digging to go deeper on the issue to find its supporting and root causes.

LEAVES/BRANCHES: EFFECTS

These are the results created by the problem. At first, this part of the issue appears easy to tackle, but when leaves and branches are trimmed, they grow back quickly. Consider the multilayered effects, or “effects of effects,” that can arise when a problem goes un- addressed. Always ask: “Then what happens?”

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TRUNK: PROBLEM

This is the key issue that is being studied. Because it is not as apparent as the leaves, the core problem itself sometimes takes a little longer to identify.

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ROOTS: CAUSES

These are the situations or factors that have led to the problem. When exploring the root causes of a problem, ask your- self: “Why does this problem exist?” Dig deeper to consider the “causes of causes” - the multiple layers of factors that contribute to a problem

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Activity 4.5
Create a Problem Statement

WHAT IS THE NEED IN YOUR COMMUNITY?

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WHAT WILL BE SOLVED BY ELIMINATING THE NEED LISTED ABOVE?

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____

WRITE THE PROBLEM STATEMENT.

____

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Resource 4.1
Creating a Community Condition Statement

DONT’S

Do not use the terms “lack of” or “need for”.

Lack of statement example:
“There are a lack of jobs and housing in our community.”

This represents what is **not** in the community .
This is a potential solution, **not** the problem.

DO’S

Do discuss the existing problem.

To get to the existing problem:
We go from a lack of (need for) to looking at what is going on in the community that would be solved by creating the following:

More **jobs** (solves ’Unemployment’ problem)
or
More **housing** (solves ‘Homeless Rate’ problem)

THE COMMUNITY CONDITION STATEMENT THEN BECOMES:

“Our community has a 45% unemployment rate and 35% homeless rate.”

Resource 4.2
Creating a Community Condition Statement - Language

DONT’S

Do not use the terms “lack of” or “need for”.

Lack of statement example:
“We don’t have enough speakers and we need more language classes in our community.”

This represents what is **not** in the community .
This is a potential solution, **not** the condition.

DO’S

Do discuss the existing problem.

To get to the existing problem:
We go from a lack of (need for) to looking at what is going on in the community that would be solved by creating:

More **speakers** (solves ‘High Language Loss’ problem)
or
More **classes** (solves ‘Low Accessibility’ problem)

THE COMMUNITY CONDITION STATEMENT THEN BECOMES:

“With only 3 first language speakers and one community language class, our language is at a high risk of being lost.”

CHAPTER 5

The Project Goal

Activities		Description	Page
5.1	**Determine the Project Goal**	An exercise to determine a proper Project Goal that aligns with the current community condition and the Long-Term goal.	**46**
5.2	**Project Goal Matching Activity**	An exercise to practice 'matching' the goal statement with the most relevant condition.	**47**
5.3	**Three Steps to Developing a Project Goal**	An Exercise to walk an organization through the process of developing a project goal based on a priority long-term goal and community condition.	**48-49**

Activity 5.1
Determine the Project Goal

Write the long-term goal you have identified here:

Write the specific community condition you have identified here:

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

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

Write the project goal:

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

Activity 5.2
Project Goal Matching

Match the Goal Statement to the most relevant Condition / Problem Statements by writing the corresponding number on the spaces in the column on the right. Not all statements have a good match.

Hint: The Project Goal is “What” will be accomplished by the project end.

PROBLEM / CONDITION STATEMENTS

1. Our language is in danger of extinction with only 6 first language speakers.
2. Tribal government has limited capacity to address current and future economic growth needs.
3. The fluency rate of youth ages 3-5 is less than 7%.
4. Our water is in danger of contamination from a new upstream mining operation.
5. Of our 85 elders 82% are isolated by their current health and financial status.

PROJECT GOAL STATEMENTS

______ Establish a water quality monitoring program.

______ Create a language nest to increase language use in the youth.

______ Create curriculum for a Master Apprentice Program.

______ Establish in-home care program.

______ Strengthen tribal governance, planning, and financial management processes and procedures.

Activity 5.3
Three Steps to Developing a Project Goal

The following activity is designed to help you develop a project goal that will move your community closer to realizing their vision by eliminating or reducing challenges (community conditions) that stand in the way.

Complete each of the steps below:

Step 1 – Identify an existing Long-Term Goal Your Long-Term Goal should be from your organizations planning documents that is a current priority and that your organization is poised to work on.

Step 2 – Identify the Problem/Condition List all of the problems/challenges getting in the way of reaching your community's Long-Term goal here:
Example: High unemployment rates, high cost of shipping, low graduation rates, etc.

Decide which ONE problem/condition listed above can be addressed through a project and write it here:

Step 3 – Develop the Project Goal Based on the problem/condition you choose to address, describe the anticipated improved condition that will result from successfully completing a project:
Example: There will be more jobs and employment opportunities for those in our community.
Now develop the project goal by using the description above. State exactly what the project will accomplish and communicate an expected outcome.

Hints:
Include action words like "decrease", "deliver", "develop", "establish", "improve", "increase", "produce", "provide", etc.

Your project goal will communicate to staff, participants, and funders of the primary outcome the project is ultimately designed to accomplish in the community.

Example: increase employment, decrease costs for food, increase graduation rates

CHAPTER 6

Project Objectives

Activities		Description	Page
6.1	**Writing TTIP Compliant Objectives**	An exercise that practices writing Objectives that follow the TTIP formula while knowing how to properly identify each of the required elements; Timeline, Target, Indicator, Population.	**51-52**
6.2	**How to Write a TTIP Objective**	An exercise that practices writing Objectives that follow the TTIP formula while knowing how to properly identify each of the required elements; Timeline, Target, Indicator, Population.	**53**
6.3	**How to Write a SMART Objective**	Although ANA no longer mandates the use of the SMART objective format, many funding agencies still use this approach, and SMART objectives can be written to be TTIP Compliant, something that has been pointed out in ANA's Monitoring Policy.	**54-55**

Resources		Description	Page
6.1	**SMART vs. TTIP Objectives**	This is a useful guide to understanding the differences between a SMART objective and one that is written to be TTIP (Time-bound, Target, Indicator, Population)	**56**
6.2	**SMART Examples**	This resources gives examples on good SMART objectives.	**57**
6.3	**TIPP Examples**	This resources gives examples on good TTIP objectives.	**58**

Activity 6.1
Writing TTIP Compliant Objectives

SAMPLE OBJECTIVE

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

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

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

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

Identify the missing TTIP components from the objectives below.

> **Timeline:** a time by which the objective will be achieved
> **Target:** a measurement for the intended amount of change
> **Indicator:** a measurable sign that something has been done or been achieved
> **Population:** a specific group on which the program is intending to focus
>
> Two teachers will increase their language proficiency to the Mid Advanced level.
> ___ Timeline ___ Target ___ Indicator ___ Population
>
> Sixty community members will increase their computer skills by the end of 12 months.
> ___ Timeline ___ Target ___ Indicator ___ Population
>
> By the end of the 24th month, four youth council members will increase their leadership skills.
> ___ Timeline ___ Target ___ Indicator ___ Population
>
> By the 24th month of our language project, our Ojibwe language curriculum materials for grades K–3 will be increased by 12 units.
> ___ Timeline ___ Target ___ Indicator ___ Population

Using the TTIP format, draft one of your project objectives.

Does your objective have:	**Answer: Yes or No**
A Timeline, describing when your objective will be achieved	
A Target, measuring a specific level of change, created by the objective, in an indicator	
An Indicator, describing what is changed is by the objective's implementation	
A Population, that benefits from the measured positive change (target) in the current condition (indicator) that is the project focus	

If your objective does not fit the TTIP format, go back and revise it.

Activity 6.2
How to Write a TTIP Objective

Below is a simple format to use when developing project objectives which will align with the TTIP format (comprised of the following elements: Time, Target, Indicator, Population).

> By__________ (When = Timeline) ___________ (Who = Population) will increase/decrease ___________ (What = Indicator) by/to __________ (How Much = Target).
>
> **Timeline**
> - When this will be accomplished
>
> **Population**
> - Who the specific group this objective focuses on
>
> **Indicator**
> - What will be changed – improved, decreased, increased, lessened
>
> **Target**
> - How much will the Indicator change by

ACTIVITY

1. **Using the formula above label the TTIP components in the objective sentences below.**

   A. By 24 months (_________) youth ages 7-12 (_________) will increase their language proficiency (_________) by 15% to the Intermediate Level (_________).

   B. Eight local business owners (_________) will increase annual profits (_________) by 15% (_________) at the end of 36 months (_________).

   C. By the end of the 24th month (_________), Northern Tribe community members (_________) will have increased their knowledge of healthy diets (_________) by 35% (_________).

   D. At the end of 36 months (_________) there will be a 35% decrease (_________) in recyclable materials (_________) in the community's landfill (_________).

2. **Now write and label your own project objective in the space provided using the basic TTIP format.**

   By__________ (When = Timeline) ___________ (Who = Population) will increase/decrease ___________ (What = Indicator) by/to __________(How Much = Target).

Activity 6.3
How to Write a SMART Objective

Below is a simple format to use when developing project objectives which will align with the SMART format.

> By __________ (When = Timeline) _____________ (What = Specific) _________________________(How Many = Measurable) ___________ (How to = Achievable) _______________ (Why = Relevant).
>
> **Smart**
> - What exactly will be done, with or for whom
> - What strategies will be used
>
> **Measurable**
> - How much
> - How many
>
> **Achievable**
> - How it will be accomplished within timeframe and with the given resources
>
> **Relevant**
> - Why doing this will reach the project goal
>
> **Timeframe**
> - When this will be accomplished

ACTIVITY

1. **Using the formula above label the SMART components in the objective sentences below.**

   A. By 24 months 65 youth (ages 7-12) will increase their language proficiency in Yupik from the High Novice Level to the Low Intermediate Level.

Specific	
Measurable	
Achievable (Yes/No)	
Relevant (Yes/No)	
Timeline	

B. Eight Honolulu indigenous business owners will attend 25 workshops to revise their business and marketing plans by the end of 36 months.

Specific	
Measurable	
Achievable (Yes/No)	
Relevant (Yes/No)	
Timeline	

C. By the end of the 24th month, Northern Tribe community members will have increased their knowledge of healthy diets by 35%.

Specific	
Measurable	
Achievable (Yes/No)	
Relevant (Yes/No)	
Timeline	

D. At the end of 36 months the Kalispell Tribal Council will create a recycle program to decrease in recyclable materials in the community's landfill by 35%.

Specific	
Measurable	
Achievable (Yes/No)	
Relevant (Yes/No)	
Timeline	

2. **Now write and label your own project objective in the space provided using the SMART format.**

Resources 6.1
Objectives—SMART vs TTIP

Specific
Measurable
Achievable
Relevant
Time-bound

Expand our Job Center to assist 80% (measurable) of the unemployed single parents (specific) in our community with culturally modified DOL job skills training and place 30 (measurable) participants in permanent, living wage jobs (achievable and relevant) by the end of 36 months (time-bound)

Timeline
Target
Indicator
Population

By the end of 24 months (timeline), single parent participants (population) will increase their marketable job skills (indicator) by 60% (target).

By the end of 36 months (timeline) reduce unemployment (indicator) of single parent participants (population) by 60% (target).

Resources 6.2
SMART Examples

- By the end of year 2, the Tribe will implement an Elders' Pilot program that will deliver 1000 hours of social, health, spiritual wellness support to all eligible tribal members age 60 and above.

- Our tribe's Boys and Girls Club will provide daily native language classes through the afterschool program, increasing participants' language proficiency an average 2 levels on our language scale by the end of year 3.

- By the end of year 3, 75 Northern Tribal members will complete "Healthy Living-Mind, Body, Spirit" programming and improve 6 health indicators by at least 15%.

- By the end of 36 months, the Seaside Alaskan Village community will develop and implement a recycling program, decreasing amount taken to landfills by 35%.

- 20 Northern Tribe's Native aspiring business entrepreneurs will participate and certify in a culturally-modified small business development course, secure seed funding and start up 10 micro or small businesses by the end of the project period.

- By the end of year 2, 20 adult community members, aged 25-40, will complete and certify in heavy equipment training and 10 will secure full time employment.

- By the end of year 3, Tribal High School at-risk students will participate in an afterschool tutoring program, increasing graduation rates by 15%.

- By the end of the first year, the Great Rivers Tribe will develop, codify and implement Hunting and Fishing Regulations to address the newly acquired wetlands.

Resources 6.3
TTIP Examples

- By the end of the project’s 24th month (timeline) elders age 70 and above (population) will receive 1000 hours (target) of social wellness support (indicator).
- By 24 months (timeline) youth ages 7-12 (population) will increase their language proficiency (indicator) by 4 proficiency levels (target).
- Eight local Native business owners (population) will increase net profits (indicator) by 15% (target) at the end of the 36 months (timeline).
- By the end of the 24th month (timeline) Northern Tribe community members (population) will have increased their knowledge of healthy diets (indicator) by 35% (target).
- At the end of 36 months (timeline) there will be a 35% (target) decrease in recyclable materials (indicator) in the Seaside Alaskan Village community’s landfill (population).
- By the end of the project’s 12 month (timeline) elders in our intergenerational Culture Companion Project (population) will increase 2 levels (target) on our Elders Wellbeing Scale (indicator).
- By the end of the project’s 36th month (timeline) community members (population) will secure start-up funds and start up 11 (target) Micro- or small business operations (indicator)
- By the end of the project’s 24th month (timeline) unemployed community members (population) will complete heavy equipment training and 10 (target) will be employed (indicator).
- By the end of the project’s 36th month (timeline) Abiqua Tribal High School students (population) will increase graduation rates (indicator) by 15% (target).
- By the end of the project’s 12th month (timeline) the Great Rivers Tribe (population) will update and submit the Hunting and Fishing Code (indicator) to include the newly acquired wetlands (target).

CHAPTER 7

Identifying Project Outcomes and Outputs

Activities		Description	Page
7.1	**Identifying your Outcomes**	An activity to determine your outcomes of your Objective while making a logical connection between Project Goal and the Objective.	59
7.2	**Outcome Samples**	An activity to practice making a relationship between the objective and the outcome with multiple examples provided.	60-61

Activity 7.1
Identifying your Outcomes

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

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

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

Activity 7.2
Outcome Samples

ANA describes **outcomes** as measurable changes that result from the project which can occur at the beneficiary, staff, governmental/organizational or community level.
The **indicator** is used to show measurable progress in achieving outcomes.
Outcomes are directly related to achieving the objectives.

Below are several examples to show this relationship:

Objective: By 24 months youth ages 7-12 will ***increase their language proficiency*** by 15% to the Low Intermediate Level

Outcome	Indicator
Proficiency of the language in the community will rise	Increase language proficiency to Low Intermediate

Objective: Eight local business owners ***will increase annual profits*** by 15% at the end of 36 months.

Outcome	Indicator
Community business will become economically stable year round	Increase in annual business profits

Objective: By the end of the 24th month Northern Tribe community members will have ***increased their knowledge of healthy diets*** by 35%.

Outcome	Indicator
Healthy eating habits will increase in the community	Increase knowledge of healthy diets

Objective: At the end of 36 months there will be a 35% ***decrease in recyclable materials in the community's landfill.***

Outcome	Indicator
The community will engage in a recycling program	Decrease of recyclable materials into the landfill

ACTIVITY

Match each Indicator to the best corresponding Outcome.

INDICATORS	OUTCOMES
Reduce unemployment	Decrease community suicide rates.
Increase youth leadership	Increase fluency in the community.
Expand household recycling	Increase high school graduation rates.
Raise cultural awareness	Decrease solid waste in the landfill.
Increase language proficiency levels	Increase economic sustainability in households.

CHAPTER 8

Project Evaluation

Activities		Description	Page
8.1	**Outcome Tracker Form Activity**	Data table exercise to track a projects outcomes.	**64**
8.2	**Evaluation Planning**	Data table exercise for evaluating a project.	**65**

Resources		Description	Page
8.1	**Outcome Tracker Samples**	Sample of the exercise to track a projects outcomes.	**66-67**

Activity 8.1
Outcome Tracker Form Activity

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

Activity 8.2
Evaluation Planning

DRAFTING AN EVALUATION PLAN

To build your evaluation plan and its narrative use the following table to describe the who, when, and how the project will collect, manage and analyze data. Be sure to include ALL the data variables for the project in this chart.

Note: For TTIP Objectives – Data variable from each objective's indicator will need to be addressed at a minimum for the data being collected. SMART Objectives will have other data embedded in the objective to be collected. Additionally, the funder may request the project track specific data in the funding application – or the project may state there will be other data collected.

Data Variables **increase in:** knowledge, language proficiency, job skills **decrease in:** unemployment rate, sedentary activity, solid waste	**Collected** test results, attendance, hours of instruction	**Who Collects** project staff, teachers, consultants, managers, volunteers	**When is it Collected** each class, quarterly, annually, bi-annual, monthly	**How it is Managed** tools, processes, systems, storage	**How is it Analyzed/Used** future funding, improvement, monitoring

Resource 8.1
Outcome Tracker Samples

OUTCOME TRACKER						
Project Goal: *Increase youth's Yupik proficiency in our community*						
Objective: *By 24 months youth ages 7-12 (65) will increase their language proficiency by 15% to the Low Intermediate Level*						
Outcome	**Indicator**	**Means of Measurement**	**Baseline**	**Project Year 1**	**End of Project**	**3 Years Post-Project**
Proficiency in the Yupik language in the community will rise	*Increase language proficiency to Low Intermediate*	*Quarterly Pre & Post Tests*	*65% High Novice* *35% Mid Novice*	*50% Low Intermediate* *50% High Novice*	*90% Low Intermediate*	*30% Mid Intermediate* *60% High Intermediate*
Outputs: *65 youth in attendance* *40 language classes @ 2 hours per class = 80 hours of language instruction*						

OUTCOME TRACKER							
Project Goal: *Local business owners operate year-round*							
Objective: *Eight local business owners will increase annual profits by 15% at the end of 36 months*							
Outcome	**Indicator**	**Means of Measurement**	**Baseline**	**Project Year 1**	**Project Year 2**	**End of Project**	**3 Years Post-Project**
Community business will become economically stable year round	*Increase in annual business profits*	*Quarterly profit statements*	*Earning 75% of needed profit to be in business all year*	*Earning 80% of needed profit to be in business all year*	*Earning 85% of needed profit to be in business all year*	*Earning 90% of needed profit to be in business all year*	*Earning 95% of needed profit to be in business all year*
Outputs: *3 social media classes, 3 advertising classes, 2 web development classes, develop e-commerce sites for each 8 businesses, 6 business planning classes, 3 financial management classes, 15 SBA webinars, 200 hours of individual business coaching sessions for each business owner*							

OUTCOME TRACKER

Project Goal: *Northern Tribe will create and pilot a community nutrition program*

Objective: *By the end of the 24th month Northern Tribe community members will have* increased their knowledge of healthy diets *by 45%*.

Outcome	Indicator	Means of Measurement	Baseline	Project Year 1	Project Year 2	End of Project	3 Years Post-Project
Healthy eating habits will increase in the community	*Increase knowledge of healthy diets*	*Pre-Post Tests*	*TBD*	*35 people increase 45%*	*35 people increase 45%*	*35 people increase 45%*	*60 people increase 45%*

Outputs:

105 (out of 225) people will complete all 7 courses - Course 1:Basic Nutrition, Course 2: Healthy Cooking, Course 3:Meal Planning, Course 4: Healthy Fats2, Course 5: Vitamins, Course 6: Minerals & Calories, Course 7: Exercise, Sugars and Sodium

OUTCOME TRACKER

Project Goal: *Implement a community-wide household recycling program*

Objective: *At the end of 36 months there will be a 35% decrease in recyclable materials in the community's landfill*

Outcome	Indicator	Means of Measurement	Baseline	Project Year 1	Project Year 2	End of Project	3 Years Post-Project
The community will engage in a recycling program	*Decrease of recyclable materials into the landfill*	*Weigh collected household materials bi-weekly*	*0 lbs*	*200 lbs of recyclable materials*	*770 lbs of recyclable materials*	*1000 lbs of recyclable materials*	*1500 of recyclable materials*

Outputs:

Policies and Procedures, Recycling Plan, Community Education Classes, Community Outreach Program, Website, 3 new workers

CHAPTER 9

Objective Work Plan & Other Project Planning Tools

Activities		Description	Page
9.1	**Develop an Objective Work Plan**	An OWP template to practice developing activities and milestones to serve as a roadmap for the project.	**70-71**

Resources		Description	Page
9.1	**Objective Work Plan Sample**	A completed OWP using a hypothetical project to demonstrate how a project's activities and milestones should be put in a sequential order.	**72**
9.2	**Sample Project GANTT Chart**	A GANTT chart built using the 'Sample Complete ANA OWP' to demonstrate how the project's timeline should progress.	**73**

Activity 9.1
Develop an Objective Work Plan

Use this template to develop the Objective Work Plan for the project. Each Objective and Each Project Year should have its own work plan. Activities should be sequential using the Start Date. Project Staff should include both Lead and Support personnel.
Note: Depending on the funder Administrative Activities may be grouped and listed at the end of the project completion activities; always check the funding packet instructions. Additionally – depending on your funder, you may need to use this form as your working draft and transfer all the information into a ***Grants.gov form in Application Packet online***.
Project Title:

Project Goal:

Project Year: 1

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

	Objective 1:				
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					

Resource 9.1
Objective Work Plan Sample

Use grants.gov form in Application Packet online.

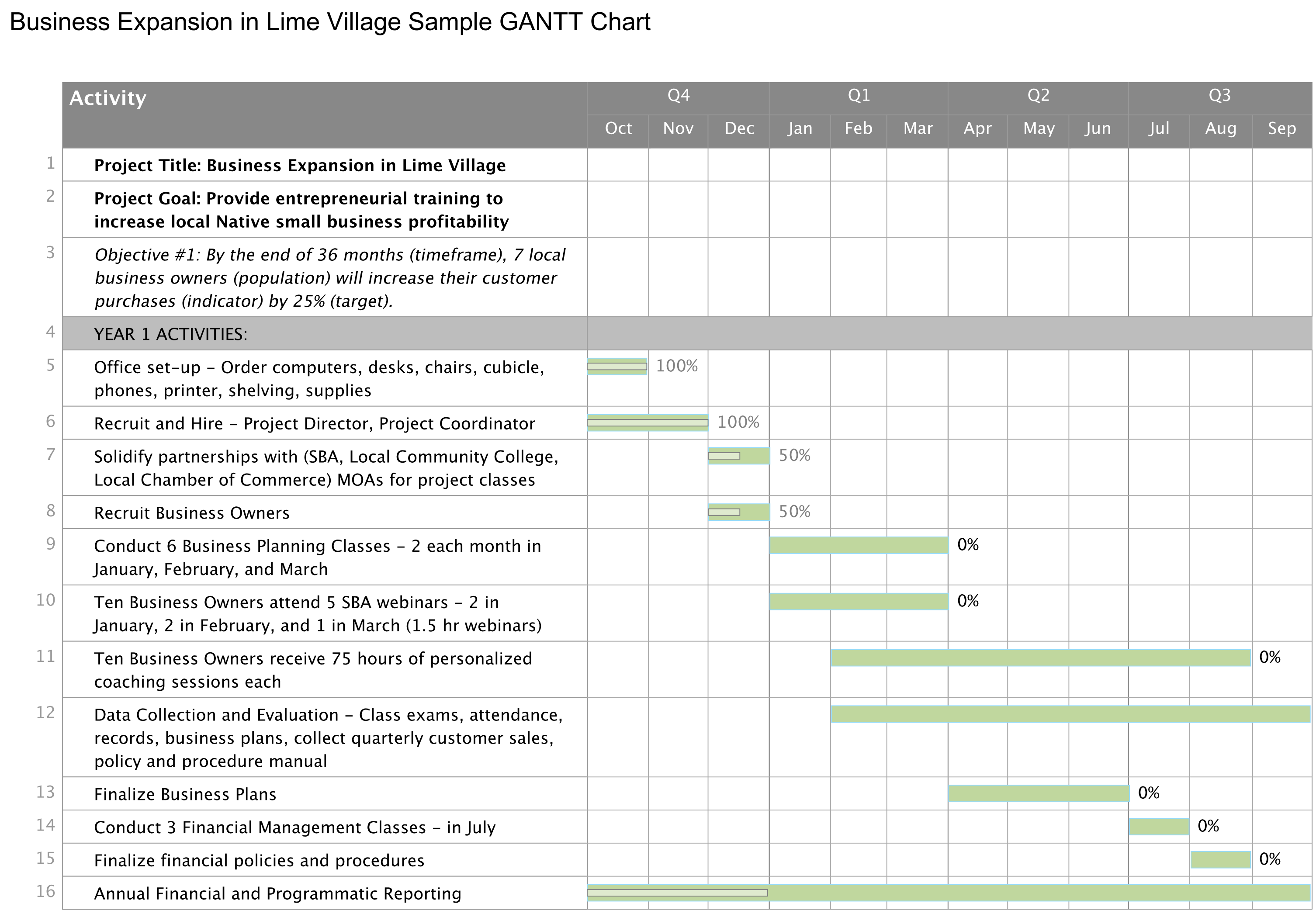
Project Title: Business Expansion in Lime Village

Project Goal: Provide entrepreneurial training to increase local Native small business profitability.

Project Year: 1

	Objective 1: ***By the end of 36 months (timeline), 7 local business owners (population) will increase their customer purchases (indicator) by 25% (target).***				
	Outcome: ***Community businesses will become economically stable year round.***				
	Activities	**Outputs**	**Project Staff**	**Start Date**	**End Date**
1	*Office Set-Up; Order computers, desks, chairs, cubicle, phones, printer, shelving, supplies*	*Office space for new project hires*	*Executive Director & Staff Admin*	*9/30/20*	*10/30/20*
2	*Recruit and Hire – Project Director and Project Coordinator*	*2 new staff hires*	*Executive Director & Staff Admin*	*9/30/20*	*11/30/20*
3	*Solidify partnerships with (SBA, Local Community College, Local Chamber of Commerce) MOAs for project classes*	*3 MOAs*	*Project Director & Coordinator*	*12/01/20*	*12/31/20*
4	*Recruit Business Owners*	*10 Business Owner Participants*	*Project Director & Coordinator*	*12/01/20*	*12/31/20*
5	*Conduct 6 Business Planning Classes – 2 each month in January, February, and March*	*24 hours of instruction*	*Business Department Staff/ Project Coordinator*	*01/01/21*	*03/31/21*
6	*Ten Business Owners attend 5 SBA webinars – 2 in January, 2 in February and 1 in March (1.5 hr webinars)*	*7.5 hours of instruction*	*SBA/Project Coordinator*	*01/01/21*	*03/31/21*
7	*Ten Business Owners receive 75 hours of personalized coaching sessions each.*	*750 hours of Personalized Development*	*Business Department Staff / Project Coordinator*	*02/01/21*	*08/30/21*
8	*Data Collection and Evaluation – Class exams, attendance records, business plans, collect quarterly customer sales, policy and procedure manual*	*Spreadsheets of plans, attendance hours, P&Ps, sales records*	*Project Director*	*02/01/21*	*09/29/21*
9	*Finalize Business Plans*	*10 Individualized Business Plans*	*Business Department Staff*	*04/01/21*	*06/30/21*
10	*Conduct 3 Financial Management Classes –in July*	*12 hours of instruction*	*Business Department Staff/ Project Coordinator*	*07/01/21*	*07/31/21*
11	*Finalize financial polices and procedures.*	*10 individualized updated policies and procedures*	*Business Department Staff/ Project Coordinator*	*08/01/21*	*08/30/21*
12	*Annual Financial and Programmatic Reporting*	*Cash Transaction Report, SF 425, OPR, ADR*	*Project Director & Financial Staff*	*09/30/20*	*09/29/21*
13	*Attend Post Award Training and Annual Grantee Meeting*	*Personnel Trained*	*Project Director & Financial Staff/2 - Project Staff*	*10/01/20*	*08/30/21*

Resource 9.2
Sample Project GANTT Chart



Business Expansion in Lime Village Sample GANTT Chart

	Activity	Q4			Q1			Q2			Q3		
		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
1	**Project Title: Business Expansion in Lime Village**												
2	**Project Goal: Provide entrepreneurial training to increase local Native small business profitability**												
3	*Objective #1: By the end of 36 months (timeframe), 7 local business owners (population) will increase their customer purchases (indicator) by 25% (target).*												
4	YEAR 1 ACTIVITIES:												
5	Office set-up – Order computers, desks, chairs, cubicle, phones, printer, shelving, supplies	🟩	100%										
6	Recruit and Hire – Project Director, Project Coordinator	🟩	🟩	100%									
7	Solidify partnerships with (SBA, Local Community College, Local Chamber of Commerce) MOAs for project classes			🟩	50%								
8	Recruit Business Owners			🟩	50%								
9	Conduct 6 Business Planning Classes – 2 each month in January, February, and March				🟩	🟩	🟩	0%					
10	Ten Business Owners attend 5 SBA webinars – 2 in January, 2 in February, and 1 in March (1.5 hr webinars)				🟩	🟩	🟩	0%					
11	Ten Business Owners receive 75 hours of personalized coaching sessions each					🟩	🟩	🟩	🟩	🟩	🟩	🟩	0%
12	Data Collection and Evaluation – Class exams, attendance, records, business plans, collect quarterly customer sales, policy and procedure manual					🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩
13	Finalize Business Plans							🟩	🟩	🟩	0%		
14	Conduct 3 Financial Management Classes – in July										🟩	0%	
15	Finalize financial policies and procedures											🟩	0%
16	Annual Financial and Programmatic Reporting	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩

Figure 9A: Example GANTT Chart

CHAPTER 10

Resources and Partnerships

Activities		Description	Page
10.1	**Determine your Internal & External Resources**	An exercise to identify internal and external resources that can be utilized for the project.	**75-76**
10.2	**Asset Mapping**	An exercise to practice mapping out the location of resources to be used in the projects design and development.	**77-78**
10.3	**Writing a Memorandum of Understanding**	An exercise to help all parties think through the future agreement and demonstrate to ANA that required resources are in place to complete your project.	**79-80**

Resources		Description	Page
10.1	**Sample Tribal & School District Culture & History Project MOA**	A sample MOA document/template outlining a relationship between a Tribe and a school district.	**81-83**
10.2	**MOA Form Sample for Tribal Youth Program**	A sample MOU document/template outlining a relationship between a Tribal Youth program and an partnership.	**84**
10.3	**Intertribal Agreement Template**	A sample agreement document that outlines a relationship between two tribal organizations who intend to share staff and resources.	**85**

Activity 10.1
Determine Your Internal & External Resources

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

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

2. List resources available outside your organization, village or community (external resources) that will support project implementation, operation and sustainability.

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

Activity 10.2
Asset Mapping

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

Community asset 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.**
- **create a visual representation of potential resources that can be understood by all (i.e., community members, agency representatives, and funders).**

Asset Maps
To create your own asset map, you will need: Easel Size Paper (2 sheets for each group), Markers (Black, Red, Blue, and Orange), Masking tape.

The steps to creating an asset map are as follows:

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 condition.
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 10.3
Writing a Memorandum of Understanding

Purpose: A MOU will provide you and your partners with an agreement that outlines the parties involved and their expected contributions. This process will help all parties think through the future agreement and demonstrate to ANA that required resources are in place to complete your project. These agreements can take weeks, or even months to develop, which is the reason it is important to start developing them in the planning stages of your project. A MOU is very different than a general support letter. While a MOU is not a legally binding document, it does carry more weight than a letter of support.

Here are steps to crafting a MOU.

STEP 1:
Provide current contact information for each party.

Example:

> **Memorandum of Understanding between:**
> Native Youth of Nebraska (NYN)
> 100 Indian Way, Plains, NE
> Contact Person: George Arrow, Executive Director
> (123) 456-7890, garrow@nyn.com
>
> **And**
>
> Tribal Technical College (TTC)
> 500 College Street, Broken Bow, NE
> Contact Person: Jane Eagle, Outreach Coordinator
> (456) 789-0123, jeagle@tribalcollege.com

Identify your partnering organization and provide current contact information.

STEP 2:
Provide background on the name of the parties involved and the project they intend to work on together.

Example:

> The Tribal Technical College is grateful for its years of partnership with Native Youth of NE. We are proud to share our support of their ILEAD application submitted to the Administration for Native Americans to improve the skills and employability of the native youth in their community.
>
> Our partnership is in its third year and continues to be an invaluable component for both our organizations. The proposed project includes a training component that is tailored to the needs of the NYN and necessary to improve student outcomes graduating from high school and increase readiness for college and career. The curriculum will be designed to increase leadership skills, strengthen cultural self-identity and improve graduation rates among native youth.

Describe relationship between you and partnering organization.

How is the proposed project mutually beneficial to both entities?

STEP 3:

Describe the specific contributions that the partner will contribute and any timelines, if necessary.

Example:

> Based on input received from NYN, supported by their local school district, youth advocates and the community's youth leadership group, both parties, the NYN and TTC, agree develop an after school Youth programming and community-wide initiatives. It is agreed that TTC will offer their college readiness course to all participants of the project once a year for the duration of the 3-year project. The course can be held on campus or a site on-reserve designated by the project coordinators.
>
> Being that this initiative fits well with the TTC's Community Outreach goals, the cost of the training will be waived for all project students. The cost for the course is $1,500/student and the cost of required books is $50/student, which will also be waived. The total contribution by the TTC is $46,500 based on the anticipated enrollment of 10 students/year.
> v
>
> **List the resource(s), specific details and monetary value this partner will contribute the project:**

Resource	Details (frequency, # of units, timelines, etc)	Dollar Value

STEP 4:

> ***Fill in rest of text as appropriate.***
>
> ***Ensure that the MOU is printed on letterhead, dated, and signed by contributing partner.***
>
> ***You will need to include this MOU in your final ANA application as documentation for Non-Federal Share or leveraged resources.***

Resource 10.1
Sample Tribal & School District Culture & History Project MOA

TRIBAL HISTORY AND CULTURE PROJECT

SAMPLE MEMORANDUM OF AGREEMENT (MOA)

A Memorandum of Agreement is a document that describes how two or more parties will work together to accomplish an agreed-upon goal or objective. The purpose of a MOA is to set forth a clear understanding of the parameters of the project and the responsibilities of each of the participating parties.

This sample can be used as a starting point for crafting a Memorandum of Agreement between a School District and a Tribe regarding the establishment of a government-to-government relationship and the development of Tribal history and culture curricula. Because the MOA is a legally binding document, districts are encouraged to have their legal counsel review the final document before it is signed.

Memorandum of Agreement (MOA)

between

The ___________________ School District Board of Directors

and

The ___________________ Nation Tribal Council

This historic MEMORANDUM OF AGREEMENT between the __________________ School District, represented by its Board of Directors, and the Tribal Nation of __________________ , represented by the __________________ Tribal Council and its member organizations, recognizes the importance of establishing a government-to-government relationship that fosters mutual understanding, shared responsibilities and a commitment to working together for the improvement of student learning.

This agreement recognizes the importance of developing curricula that relates the history, culture and government of Pacific Northwest Indian Tribes, especially that of the _______________Tribal nation, for all students in the district. It also recognizes that improvements are needed in the education of Indian youth to strengthen their academic achievement and enhance life opportunities, and that the education of Indian children can be advanced by providing curricula that includes Tribal experiences and perspectives.

I. INTENT

THIS AGREEMENT is hereby made and entered into by the __________________ School District Board of Directors, hereinafter referred to as the District, and the _________________ Tribal Council, hereinafter referred to as the Tribe, who will collaborate to establish curricula on Tribal history, culture and government in the District.

II. SCOPE OF AGREEMENT

THIS AGREEMENT is intended to establish Tribal curricula for use in schools under the oversight of the __________________ School District Board of Directors.

III. DATE AND TERM

THIS AGREEMENT will become effective upon signing by all parties and will commence at the start of the 201__-201__ school year. The Agreement shall be reviewed annually by the parties to determine its continuation and/or need for modification.

PARTIES' MUTUAL RESPONSIBILITIES

- Work cooperatively to ensure appropriate, efficient communication in support of the objectives of this agreement.
- Ensure consistent attendance by District/Tribal representatives at all meetings and functions related to accomplishing the objectives of this agreement.
- Regularly share information about students' successes and barriers to success with the intent to improve programs and ensure high school completion by students served by these programs.
- Schedule annually a joint meeting of the District Board of Directors and Tribal Council to confer on the academic progress of Indian students and review the status of programs related to Tribal curricula.
- Work jointly to create a program of classroom and community cultural exchanges and celebrations.

___________________ SCHOOL DISTRICT'S RESPONSIBILITIES

- Convene an Instructional Review Committee (IRC) for the purpose of recommending curricula that incorporates Tribal history, culture and government for use in the District's schools.
- Ensure the IRC includes appropriate representation from the Tribe.
- Ensure the IRC considers curricula that incorporates information specifically related to the history, culture and government of the Tribe.
- Provide use of facilities and staff support necessary for the implementation of curricula on Tribal history, culture and government.
- Explore potential sources of funding or other resources for development and implementation of Tribal curricula.
- Use due diligence in reviewing the recommendations of the IRC and identifying the appropriate curricula.
- Identify the appropriate curricula and establish, in consultation with the Tribe, an implementation strategy.
- Provide staff training and instructional materials related to the identified curricula.
- Regularly monitor progress on implementation of the identified curricula.
- Provide information to parents, students and the community regarding the implementation of the Tribal curricula.
- The in-kind and/or cash equivalent of these contributions is equal to $_______________________________ _____________________ (be sure to provide details as how you arrived at that valuation)

____________________ TRIBAL COUNCIL'S RESPONSIBILITIES

- Identify appropriate representatives of the Tribe to serve on the Instructional Review Committee convened by the District to recommend curricula on Tribal history, culture and government.
- Provide information regarding the Tribe's culture, history and government that may be useful in enhancing the District's Tribal curricula.
- Facilitate participation by Tribal elders in sharing perspectives and history that may be useful in enhancing the District's Tribal curricula.
- Assist in identifying and accessing potential sources of funding or other resources to support the development and implementation of Tribal curricula.
- Encourage community and family supports that will assist students in benefitting from the Tribal curricula.
- Assist in promoting Tribal member awareness of and support for the Tribal curricula project.
- Encourage Tribal member participation in cultural exchanges organized under this agreement.

Signed, this ___________ day of _____________, 201__, by:

FOR THE ___________________ SCHOOL DISTRICT BOARD OF DIRECTORS:

____

Chair/President

____

School Director

____

School Director

____

School Director

____

School Director

FOR THE ___________________ TRIBAL COUNCIL:

____

Chair/President

____

Council Member

____

Council Member

____

Council Member

____

Council Member

ATTEST:

____

Superintendent/Board Secretary

Resource 10.2

MOA Form Sample for Tribal Youth Program

Sample Memorandum of Understanding

Between the

____Party #1____Tribal Youth Program and____Party #2____

As an active organizational member of the local community, **Party #2** fully approves of the____ **Party #1**____Tribal Youth Program, and supports its application to the U.S. Office of Juvenile Justice and Delinquency Prevention and other funders for a grant to (prevent/reduce substance use).

____Party #2____supports the Mission and Vision statements of the Tribal Youth Program (TYP), which follow:

The **mission** of the TYP is to: ________.

The TYP **vision** is to: ________.

____Party #2____agrees to contribute to the work of the**____Party #1____**Tribal Youth Program for the period (specify duration of the agreement) by: (Sample items listed)

1. Participating in monthly TYP meetings for overall planning, program development and evaluation of the TYP's work and effectiveness.

2. Providing leadership, as appropriate, for specific strategy or implementation work related to the TYP. For example, leading a dance group, teaching crafts, etc.

3. Participating in public information/education regarding the TYP's mission and activities.

4. Providing use of a meeting room/gymnasium/office machinery/vans/canoes/other (be specific) at these times/for theses purposes/within these limits: (be as specific as possible)

5. Partnering by sharing a staff position to be financed 50% by each**____Party #1____**and **Party #2__**, (see Memorandum of Agreement regarding this job position.)

6. The total in-kind and/or cash value of these contributions is $____________________________ ________________________ (Describe exactly how you arrived at this total dollar value and your justifications for the expenses used).

In return,**____Party #1____** agrees to contribute to the work of the **____Party #2____** by: (Sample items listed)

1. See examples above

Note: There may be other legal documents necessary when data and money are exchanged. If so, note those here.

____
Executive Director/Representative
Party #2

Date ____________________

____
Executive Director/Representative
Party #1

Date ____________________

Resource 10.3
Intertribal Agreement Template

INTER-TRIBAL AGREEMENT
between the
<TRIBAL GOVERNMENT #1>
and the
<TRIBAL GOVERNMENT #2>
on the
SHARING OF TRIBAL STAFF AND EQUIPMENT
for the
<GRANT/PROJECT>

WHEREAS the **<FULL NAME OF TRIBE #1> (SHORT NAME OF TRIBE #1)** and the **<FULL NAME OF TRIBE #2> (SHORT NAME OF TRIBE #2)** have historically benefitted from cooperating in areas of mutual interest; and

WHEREAS the **TRIBE #1** and the **TRIBE #2** have identified a mutual need for the following services and activities

1. PROJECT ELEMENT #1;
2. PROJECT ELEMENT #2
3. PROJECT ELEMENT #3; and

WHEREAS the **<GRANT/PROJECT>** program funds such projects as part of their mission;

THEREFORE the **<FULL NAME OF TRIBE #1>** and the **<FULL NAME OF TRIBE #2>** hereby agree to cooperate on a joint application to the <GRANT/PROJECT> program; and

FURTHER, the **<FULL NAME OF TRIBE #1>** and the **<FULL NAME OF TRIBE #2>** hereby agree to sharing of staff and resources as follows:

TRIBE #1 program staff will:

1. Provide overall project and financial management services for the **<GRANT/PROJECT>** project;
2.

TRIBE #2 program staff will:

1.

Program staff from both Tribes shall track and code hours worked and equipment used on individual timesheets and equipment logs, and will provide that information to **TRIBE #1** as grant manager on a quarterly basis.

This agreement is enacted on the approval of both Tribes below, and will remain in effect through the end of the **<GRANT/PROJECT>** project. This agreement may be cancelled by either Tribe with 30 days written notice and reimbursement for any outstanding work.

For the **TRIBE #1**:	For the **TRIBE #2**:
______________________	______________________
NAME, OFFICE Date	NAME, OFFICE Date

CHAPTER 11

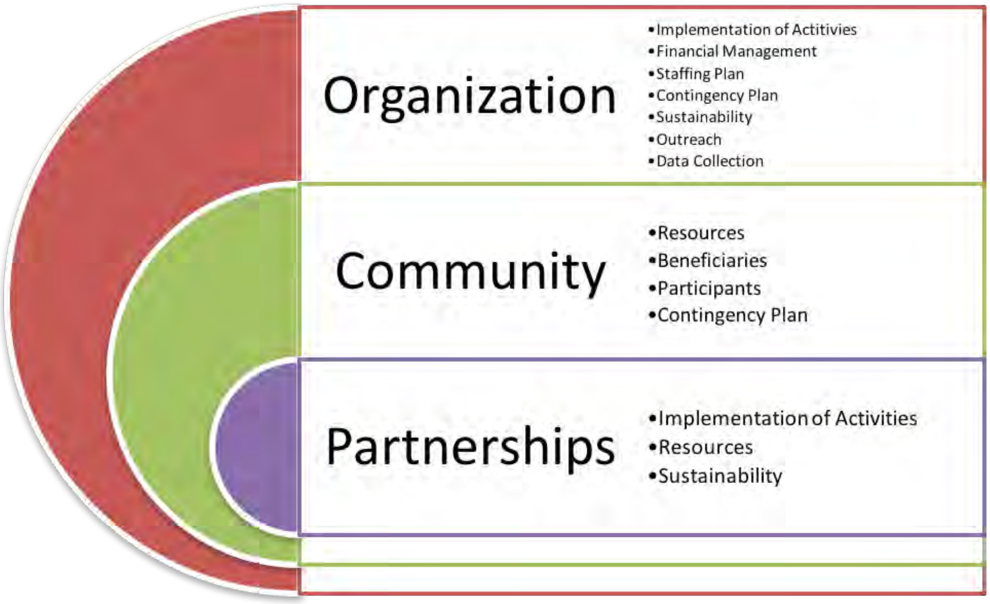
The Project Approach

Activities		Description	Page
11.1	**Elements to a Strong Project Approach**	An exercise to practice writing the main components of a project approach and ensuring that each of the main categories is addressed.	**87**
11.2	**Project Approach Mind Mapping**	An activity to develop and assess your ideas visually.	**88**

Activity 11.1
Elements to a Strong Project Approach

Use the three main categories to write a brief abstract about the overall project design strategy. When you write the full narrative approach of your project, enhance each of these three main categories in greater detail.

**** The bulleted items are some of the required topics to cover in the narrative for an ANA application**



Organization

- Implementation of Actitivies
- Financial Management
- Staffing Plan
- Contingency Plan
- Sustainability
- Outreach
- Data Collection

Community

- Resources
- Beneficiaries
- Participants
- Contingency Plan

Partnerships

- Implementation of Activities
- Resources
- Sustainability

Figure 11A: Graphic of Elements of a Strong Project

Activity 11.2
Project Approach Mind Mapping

To assist in the Approach development process, you can use Mind Mapping to brainstorm key features of a project idea. Mind Mapping is a great tool to develop and assess your ideas visually. See the example below.

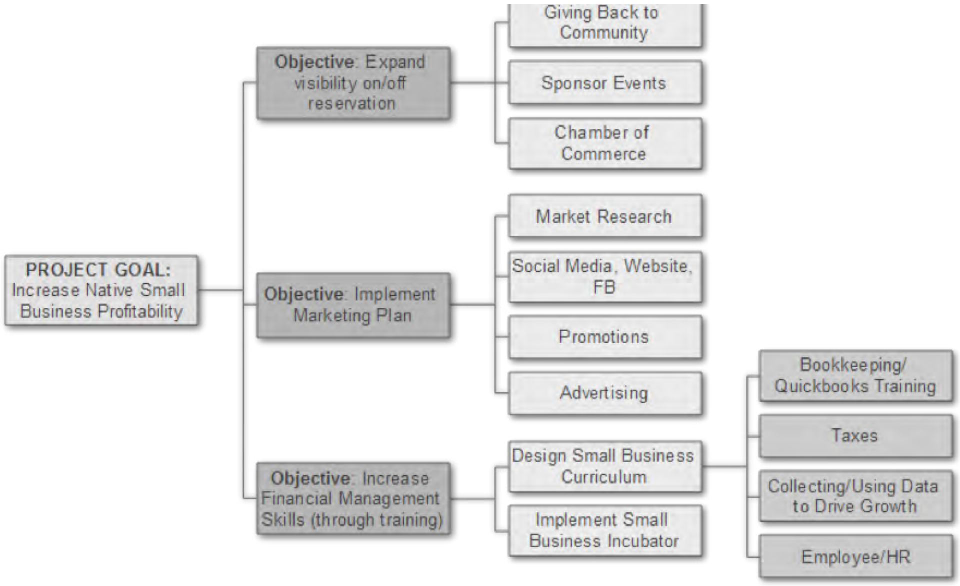

PROJECT GOAL: Increase Native Small Business Profitability
Objective: Expand visibility on/off reservation
Giving Back to Community
Sponsor Events
Chamber of Commerce
Objective: Implement Marketing Plan
Market Research
Social Media, Website, FB
Promotions
Advertising
Objective: Increase Financial Management Skills (through training)
Design Small Business Curriculum
Implement Small Business Incubator
Bookkeeping/ Quickbooks Training
Taxes
Collecting/Using Data to Drive Growth
Employee/HR

Figure 11B: Mind Mapping Graphic

Materials: Large blank surface such as a sheet of flip chart paper or whiteboard, and multi-colored markers or a wall surface and post-its of different colors and sizes.

Directions:

1. Start with your Project Goal that was decided on earlier and place in the center of your workspace. (This is the peach colored square in the example above.)
2. If you haven't already established your project objectives, brainstorm with your work group key concepts that will enable you to achieve the project goal and place around the center box.
3. Once the objectives are entered, brainstorm the activities and/or outputs you will need to achieve them.
4. Continue to add and subtract ideas, getting into more detail if necessary, all the while making connections to structure and organize. This is meant to be a very fluid process, adding more detail as necessary in some areas while removing ideas that aren't high priority or achievable during your project. Use arrows, subcategories, color coding until you have a basic outline of the project.
5. Refer back to your Long Term Community Goal, Current Community Condition, Objective(s), and Outcomes. Fine tune and edit to ensure a logical connection between the elements.

CHAPTER 12

Organizational Capacity & Staffing

Activities		Description	Page
12.1	**Conduct an Organizational Capacity Analysis**	An example of how to conduct an organizational capacity analysis.	**90**

Resources		Description	Page
12.1	**Sample Organizational Charts**	An example of an organizational charts.	**91-92**
12.2	**Sample Position Descriptions**	A resource of sample job descriptions.	**93-96**
12.3	**Recruitment & Retention Strategies**	An example of how to hire and keep employees.	**97**
12.4	**Internal Community Capacity Self-Assessment Tool**	An example of an initial or preliminary organizational assessment.	**98-99**
12.5	**Community Self-Assessment Questionnaire**	Example of an extensive organizational assessment.	**100-105**

Activity 12.1
Conduct an Organizational Capacity Analysis

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

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

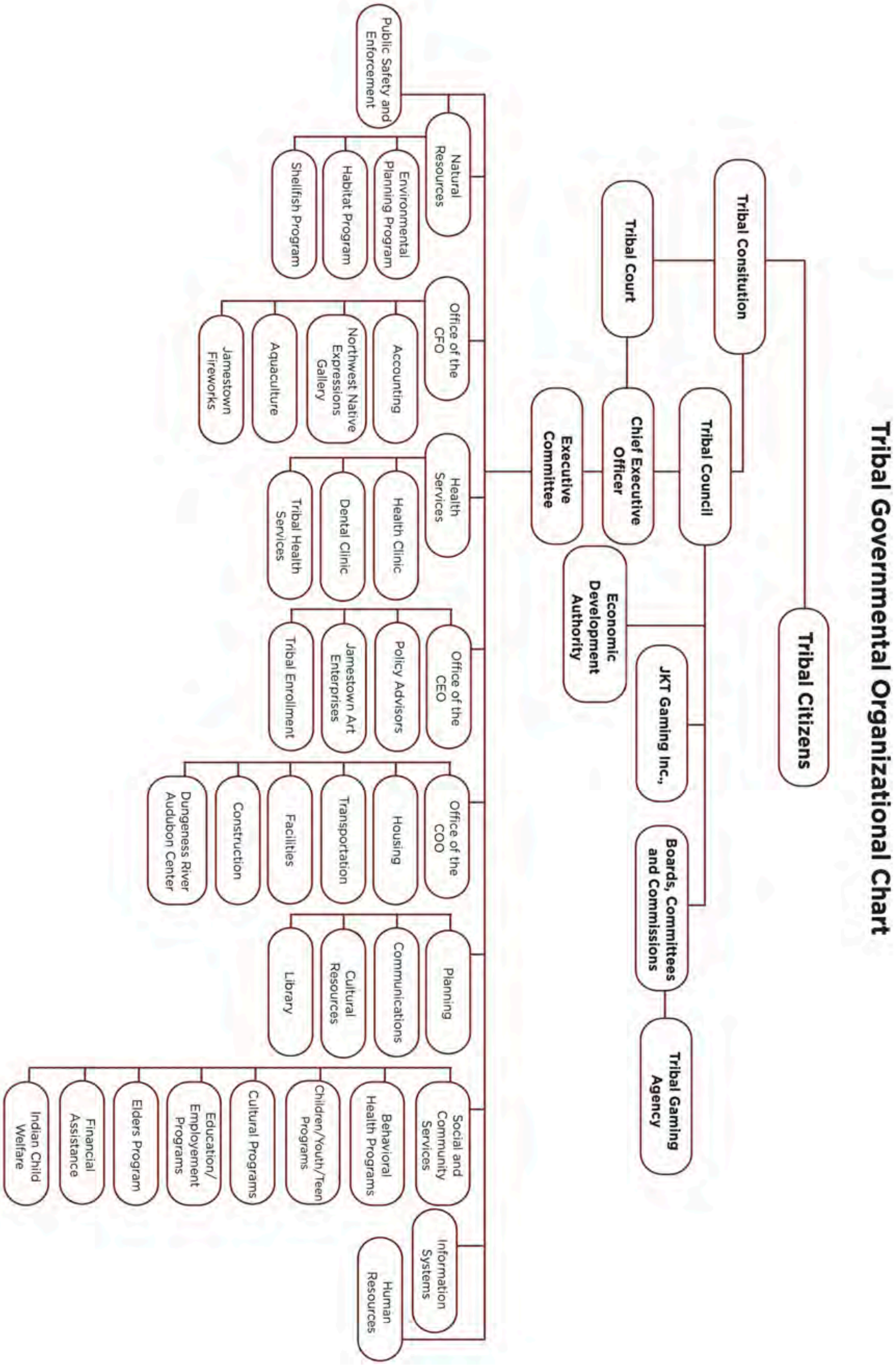
For the Project-Specific Expertise, consider the subject matter expertise required to complete the project, such as a Linguist, Language Teachers, Environmental Technician. Then, assess if you have those skills on your staff or will need to hire, contract with a consultant, or train internally, etc.

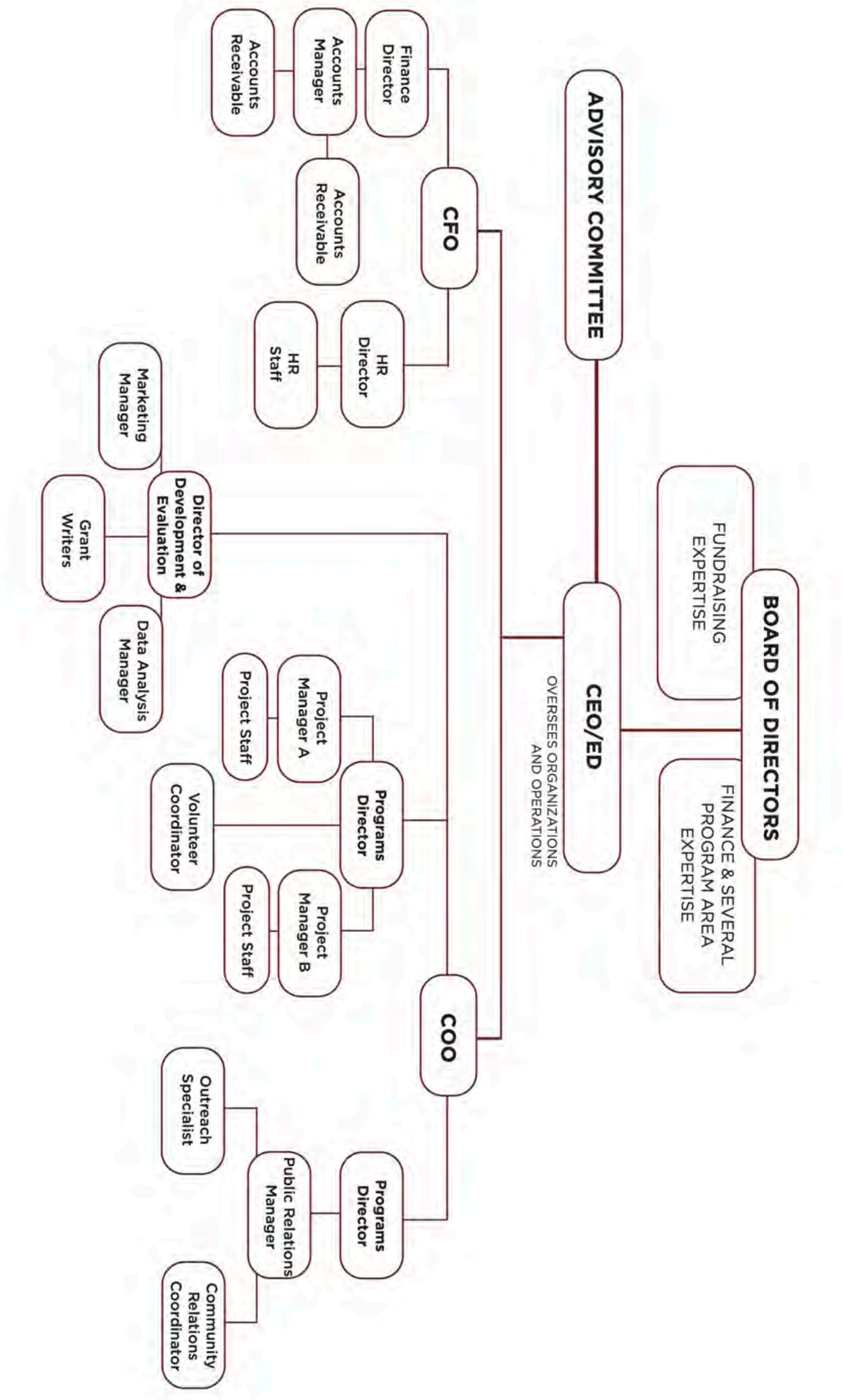
Organizational Structures	Updates/Changes Needed

Financial Structures	Updates/Changes Needed

Project-Specific Expertise	Staff/Consultant

Resource 12.1
Sample Organizational Charts


Tribal Governmental Organizational Chart
Tribal Citizens
Tribal Consitution
Tribal Court
Tribal Council
Chief Executive Officer
Executive Committee
Economic Development Authority
JKT Gaming Inc.,
Boards, Committees and Commissions
Tribal Gaming Agency
Public Safety and Enforcement
Natural Resources
Environmental Planning Program
Habitat Program
Shellfish Program
Office of the CFO
Accounting
Northwest Native Expressions Gallery
Aquaculture
Jamestown Fireworks
Health Services
Health Clinic
Dental Clinic
Tribal Health Services
Office of the CEO
Policy Advisors
Jamestown Art Enterprises
Tribal Enrollment
Office of the COO
Housing
Transportation
Facilities
Construction
Dungeness River Audubon Center
Planning
Communications
Cultural Resources
Library
Social and Community Services
Behavioral Health Programs
Children/Youth/Teen Programs
Cultural Programs
Education/ Employement Programs
Elders Program
Financial Assistance
Indian Child Welfare
Information Systems
Human Resources


BOARD OF DIRECTORS
FUNDRAISING EXPERTISE
FINANCE & SEVERAL PROGRAM AREA EXPERTISE
ADVISORY COMMITTEE
CEO/ED
OVERSEES ORGANIZATIONS AND OPERATIONS
CFO
Finance Director
Accounts Manager
Accounts Receivable
Accounts Receivable
HR Director
HR Staff
Director of Development & Evaluation
Marketing Manager
Grant Writers
Data Analysis Manager
Programs Director
Project Manager A
Project Staff
Volunteer Coordinator
Project Manager B
Project Staff
COO
Programs Director
Public Relations Manager
Outreach Specialist
Community Relations Coordinator

Resource 12.2
Sample Position Descriptions for Program Management

The following are a collection of some generic job descriptions for the typical positions hired under an Administration for Native Americans project. These job descriptions are meant to be used as a guide for what types of things should be included in a job description. Factors such as educational requirements, years of experience and other qualification factors should be included in a job description to allow potential applicants what type of candidate organizations are seeking to hire.

These examples can be integrated with each organizations own requirements to find candidates. Always refer to your internal Policies about hiring requirements.

PROJECT MANAGER JOB RESPONSIBILITIES:

Accomplishes project objectives by planning and evaluating project activities.

PROJECT MANAGER JOB DUTIES:

- Managing and supporting the grants requirement and implementation for the organization
- Identify and develop strategies to optimize the grants administration process
- Perform relevant research to identify available grant opportunities and evaluate the results
- Directly involve in grant writing by coordinating with grant writers or coordinators
- Oversee if the grants are implemented according to the operational and financial needs of the organization
- Keep the relevant staff informed about upcoming deadlines and deliverables, thereby ensuring smooth completion of work responsibilities
- Oversee if other grant staff (coordinators, writers and administrators) is complying with their job responsibilities
- Oversee the job of invoicing, accounting, reporting, and other administrative functions to ensure successful execution of grant process
- Prepare financial or budget plans and allocation along with the planning and finance department in accordance with each requirement
- Analyze the budget trends and make recommendations for cost control and reduction for various grants
- Provide detailed reports to the funders and the board of directors with respect to the organization’s progress
- Monitor paperwork and other related documents connected with grant-funded programs
- Maintain records of all payments and receivables and prepare monthly records for all grant related activities
- Provide training to the new staff on grants management and reporting requirements

PROJECT MANAGER SKILLS AND QUALIFICATIONS:

Developing Budgets, Coaching, Supervision, Staffing, Project Management, Management Proficiency, Process Improvement, Tracking Budget Expenses, Self-Development, Planning, Performance Management, Inventory Control, Verbal Communication

PROJECT COORDINATOR JOB RESPONSIBILITIES:

Accomplishes department objectives by meeting work and cost standards; providing work direction to staff.

PROJECT COORDINATOR JOB DUTIES:

- Accomplishes work requirements by orienting, training, assigning, scheduling, and coaching employees.
- Meets work standards by following production, productivity, quality, and customer-service standards; resolving operational problems; identifying work process improvements.
- Meets cost standards by monitoring expenses; implementing cost-saving actions.
- Updates job knowledge by participating in educational opportunities; reading professional publications.
- Enhances department and organization reputation by accepting ownership for accomplishing new and different requests; exploring opportunities to add value to job accomplishments.

PROJECT COORDINATOR SKILLS AND QUALIFICATIONS:

Performance Management, Project Management, Foster Teamwork, Supervision, Quality Management, Tracking Budget Expenses, Results Driven, Delegation, Time Management, Proactive, Staffing

BOOKKEEPER JOB RESPONSIBILITIES:

A Bookkeeper maintains records of financial transactions by establishing accounts; posting transactions; ensure legal requirements compliance.

BOOKKEEPER JOB DUTIES:

- Develops system to account for financial transactions by establishing a chart of accounts; defining bookkeeping policies and procedures.
- Maintains subsidiary accounts by verifying, allocating, and posting transactions.
- Balances subsidiary accounts by reconciling entries.
- Maintains general ledger by transferring subsidiary account summaries.
- Balances general ledger by preparing a trial balance; reconciling entries.
- Maintains historical records by filing documents.
- Prepares financial reports by collecting, analyzing, and summarizing account information and trends.
- Complies with federal, state, and local legal requirements by studying requirements; enforcing adherence to requirements; filing reports; advising management on needed actions.
- Contributes to team effort by accomplishing related results as needed.

BOOKKEEPER SKILLS AND QUALIFICATIONS:

Developing Standards, Analyzing Information , Dealing with Complexity, Reporting Research Results, Data Entry Skills, Accounting, SFAS Rules, Attention to Detail, Confidentiality, Thoroughness

ADMINISTRATIVE ASSISTANT JOB RESPONSIBILITIES:

Provides office services by implementing administrative systems, procedures, and policies, and monitoring administrative projects.

ADMINISTRATIVE ASSISTANT JOB DUTIES:

- Maintains workflow by studying methods; implementing cost reductions; and developing reporting procedures.
- Creates and revises systems and procedures by analyzing operating practices, record keeping systems, forms control, office layout, and budgetary and personnel requirements; implementing changes.
- Develops administrative staff by providing information, educational opportunities, and experiential growth opportunities.
- Resolves administrative problems by coordinating preparation of reports, analyzing data, and identifying solutions.
- Ensures operation of equipment by completing preventive maintenance requirements; calling for repairs; maintaining equipment inventories; evaluating new equipment and techniques.
- Provides information by answering questions and requests.
- Maintains supplies inventory by checking stock to determine inventory level; anticipating needed supplies; placing and expediting orders for supplies; verifying receipt of supplies.
- Completes operational requirements by scheduling and assigning administrative projects; expediting work results.
- Maintains professional and technical knowledge by attending educational workshops; reviewing professional publications; establishing personal networks; participating in professional societies.
- Contributes to team effort by accomplishing related results as needed.

ADMINISTRATIVE ASSISTANT SKILLS AND QUALIFICATIONS:

Reporting Skills, Administrative Writing Skills, Microsoft Office Skills, Managing Processes, Organization, Analyzing Information , Professionalism, Problem Solving, Supply Management, Inventory Control, Verbal Communication

Resource 12.3
Recruitment Strategies

ANA provides resources on the ANA Resources page that will help to develop a more thorough plan to address the recruitment and retention of qualified individuals to be a part of your organizations project.

Most common project challenges identified by grantees include:

- Staff Turnover
- Late Start
- Underestimated Personnel Needs
- Hiring Delays

The following questions can be used to explore what resources are available and needed for the project:

Staffing Plan – A well-developed staffing plan identifies the roles and responsibilities of each individual associated with the project so that it is clear

Hiring Practices – Each organization has their own written policies of how the recruitment and selection process should be done – but how well is that known to applicants? How does the organization's values play into the selection of candidates? Is there a "Native Preference" policy at your organization and what does that mean?

Job Descriptions – A properly written job description should ensure that potential applicants understand their roles while helping to attract the right candidates. A job description should outline performance expectations, education and experience, major duties of the position and identify what the minimum competency requirements that is necessary to be considered for the position.

Sufficient Qualifications – Does the qualifications of the candidate meet the level of skills outlined in the job description? Will the individual have the ability to perform all duties required, or, is there ample time allowed to bring their skill set up to the required levels? Successful projects tend to hire individuals based upon their qualifications.

RETENTION STRATEGIES

ANA has noticed trends that can slow the implementation of projects. 4 of the top 11 most common challenges grantees face are due to issues relating to staff. An organization spends time and money to hire staff, retaining that individual is key to avoid delays in the implementation of your project.

Here are some recommendations from some previously funded projects to help retain the individuals that was hired:

- Hire the right people - Retainable employees show a clear commitment to contribute their best skills and best efforts to your organization in the long term.
- Track levels of retention/turnover-This allows you and your employees to know where problems are so you can solve them. Having an employee satisfaction survey, and acting on it, can decrease turnover.
- Train managers in good communication skills-Evaluation of performance begins with clear, measurable expectations that both manager and employee agree to track. Giving managers better skill in offering (sometimes sensitive) feedback is crucial.
- Offer employees a career path and a career development plan-This will allow your employees to have a better long-term vision of their evolving role inside the company. It will also allow the organization to show its commitment to developing its talent which benefits the organization and the employee.
- Have a recognition program that celebrates employees -It's not just the high achievers that deserve recognition, but anyone who goes above the call of duty. You create a culture where everyone wants to be a good example. This is also a culture that retains people.
- Customize benefits and work expectations for employees - This will take some time and effort because it requires the organization to understand the particular needs of their employees.

Resource 12.4
Internal Capacity Self-Assessment Tool

		Yes	No	Comments
Program Data Collection				
1	Does the project have a data collection plan that includes: tools and strategies for collecting data, the people responsible for data collection, collection frequency, and data storage procedures			
2	Does the project track the number of participants?			
3	Does the project track the frequency of participation by each participant?			
4	Does the project track indicators to measure the results expected detailed in the project workplan?			
5	Does the project have a system to measure the benefits expected detailed in the project workplan?			
6	Does the project have specific staff responsible for tracking the data?			
7	Does the project have a staff person assigned to aggregate the data?			
8	Does the project have a staff person assigned to analyze the data?			
9	Does the project have a staff person assigned to prepare reports on the information			
10	Does the project have specific standardized information to be collected on each participant?			
11	If personal information is collected, does the organization secure consents prior to the collection of the information?			
12	Does the project have a system for ensuring that personal participant information is kept confidential and secure?			
	Does the project use a computerized system to track participation in the project and other project activities?			
Partnerships				
1	Does the project have a system for managing partnerships?			
2	Does the project have a partnership plan that includes: identifying potential partners, recruiting partners, establishing a partnership agreement, and evaluating partnerships?			
3	Has the project performed an assessment of community organizations to identify potential partners?			
4	Does the project have a system for documenting resources contributed to the project by partners?			

Staff Management				
1	Does the Tribe, organization, or educational institution have written personnel policies?			
2	Were all staff oriented on the project goal, objectives, and activities and the role they play in completing each of the activities?			
3	Do the staff job description responsibilities align with the project activities?			
Non Federal Share				
1	Does the project have a written procedure for documenting in-kind goods and services contributions to the project?			
2	Have all project staff been trained on the procedure for documenting in-kind goods and services given to the project?			
3	Is the value of in-kind goods and services recorded in the accounting records monthly or quarterly?			
4	Does the project have a system for ensuring that the required non federal share is secured?			
Financial Management				
1	Does the Tribe, organization, or educational institution have written financial policies and procedures?			
2	Does the Tribe, organization, or educational institution have a computerized bookkeeping system?			
3	Are cash balances reconciled monthly?			
4	Are the financial procedures followed?			
5	Are the project funds tracked separately from other funds?			
6	Are all financial transactions recorded in a systematic way?			
7	Is there segregation between the individuals who receive the funds, record the funds, and authorize expenditure of funds?			
8	Is there segregation between the individuals who authorize the expenditure, prepare the check, and sign the checks?			
9	Is there a review of expenditures to ensure that the costs are allowable and allocable to the project?			
10	If the organization is subject to Federal Single Audit, are all audits completed within the nine months following the close of the corporate year?			
11	Are financial reports prepared on a periodic basis?			
Reporting				
1	Are financial reports submitted to the funding source in a timely manner?			
2	Are program reports submitted to the funding source in a timely manner?			
3	Are program and financial reports submitted to the governing body on a periodic basis?			
4	Are reports provided to community members and partners on a periodic basis?			

Resource 12.5
Community Self-Assessment Questionnaire

The Community Capacity Self-Assessment Tool is intended as a "homework assignment" to be completed following the Project Planning and Development (PPD) workshop, and prior to developing a project application. The purpose of the tool is to assist in assessing an organization's readiness and ability to administer and successfully complete an ANA project.

The tool addresses six areas:

- Local Capacity
- General Organization Management
- Administration
- Personnel Management
- Financial Management/Accounting
- Procurement Procedures

Attendee FAQ's:

Q ***How do I complete the tool?***

A The first step is to talk to your organization's chief administrator to get permission to proceed. Most likely, you will need to consult several different people to answer all the questions, and your administrator will be able to point you in the right directions. When gathering information it is important to explain the purpose of your questions and to assure staff that the information will not be used in any manner except to help secure funding for tribal/community projects.

Q ***What will the tool results tell me?***

A The results will help you determine your organization's readiness to develop and submit a project proposal. Establishing that your community has the capacity to effectively administer a major project is a crucial component of a successful grant application. The information gathered can also be used to highlight any issues that need to be brought to the attention of administration for corrective action.

Q ***How else can I use the completed tool?***

A The information gathered in the Community Capacity Self-Assessment Tool will be extremely helpful if you seek technical assistance from an ANA regional training center at any point during your application process.

Resource 12.5 - Community Self-Assessment Questionnaire

Thank you for participating in ANA's Project Planning and Development Training!

This document is designed to help you assess the readiness of your tribe or organization to begin the application process. Answering the questions below as completely as possible will enable you to determine the management, administrative and financial capabilities of your tribe/organization.

We encourage you to share whatever information you gather in this document with your ANA Training/Technical Assistance (T/TA) provider. ANA is committed to promoting community sustainability and to building skills using local talent. Your answers will help ANA determine how we can best help you produce successful ANA grant applications.

LOCAL CAPACITY

1. Does your tribe or organization have someone on staff assigned to write grants? __ Y __ N

   Has that person ever written a successful grant application? __ Y __ N

2. Who in your organization searches for new funding opportunities?

   ____

Comments:

GENERAL ORGANIZATION MANAGEMENT

1. What is the authority by which your organization can receive federal funding?

   __ Federally recognized tribe __ Nonprofit 501(c)(3) __ Tribal college

   __ Other (Identify): ____

2. Does your organization use policies and procedures* in any of the following categories?
   - Administration __ Y __ N
   - Finance __ Y __ N
   - Council or board membership __ Y __ N
   - Personnel __ Y __ N
   - Procurement __ Y __ N
   - Property __ Y __ N

   *Note: Some of these categories may be combined into one document. If so, please check both categories.

3. How do the tribal council and/or program directors reach out to your communities?

   __ Fliers __ Notices on bulletin boards __ Newspaper announcements/articles

   __ Community access television __ Other: ____________________________________

4. Are all council or board positions currently filled? __ Y __ N

   If No, please explain: ____

5. Frequency of council or board meetings: ____________________________________

6. Are all meetings adequately announced and open to the public? __ Y __ N

7. What methods are used to keep the membership informed of what is going on with the tribal council and within the communities?

8. What are the most successful methods of communication within your community?

9. Is there a system in place to document council or board decisions? __ Y __ N

10. Is there someone designated to enter into funding agreements on behalf of your tribe/organization? ___ Y ___ N

    If yes identify the staff, council or board position: ____________________
    Comments:

ADMINISTRATION

1. The direction for your organization is set by:

   __ A few senior leaders/council __ Community members

   __ Both of the above

   __ Other: ____

2. Is funding pursued based on availability of funds or priority of identified needs?

   __ Availability of funds

   __ Priority of identified needs

   __ Both of the above

3. Please provide a brief description of the council or board's prior experience in administering a project. Include information regarding type of project, project budget and final cost, timelines, construction approach (contract, force account), and satisfaction level with completed project:

4. Has your governing board conducted and completed a strategic or community plan? __ Y __ N

   If Yes, when? ________________

   Is staff in place to implement the plan? __ Y __ N

   Has the plan been modified? __ Y __ N

   If Yes, when? ________________

   If Yes, briefly indicate what was changed and why:

5. Describe the process your organization uses to identify and prioritize community needs:

6. Is a system in place to process and file grant-related project information? __ Y __ N

7. Is there a records-retention plan in use? __ Y __ N

Comments:

PERSONNEL MANAGEMENT

1. Are there written job descriptions for all positions? __ Y __ N

2. Do you have an organizational chart? __ Y __ N

3. Do you have personnel policies and procedures in effect in the following areas?
   - Hiring process __ Y __ N
   - Evaluation process __ Y __ N
   - Disciplinary process __ Y __ N

4. Is there a separate file folder for each employee, containing personnel-related (non-payroll information? __ Y __ N

Comments:

FINANCIAL/ACCOUNTING

1. Are there financial policies and procedures or an accounting manual that clearly defines the bookkeeping processes in use? __ Y __ N

2. The financial processes in use include the following:
   - Processing of accounts receivable and payable __ Y __ N
   - General ledger entries __ Y __ N
   - Payroll __ Y __ N

3. Do the financial processes produce accurate and current financial results of the organization, including financial reports? __ Y __ N

4. Are monthly financial statements produced? __ Y __ N

5. Does the organization's council or board regularly review current financial data? __ Y __ N

   If Yes, does the reviewed data accurately portray the organization's financial status in a manner that clearly allows for comparison between budgets and actual expenditures and revenue? __ Y __ N

6. Do the financial processes in place provide effective control over and accountability for all funds, property and other assets, including methods to ensure such assets are used solely for authorized purposes? __ Y __ N

7. Can the financial processes rectify any problems that may occur in project budgets and program plans? __ Y __ N

8. Is your organization current on filing all state and federal tax reports? __ Y __ N

9. Is your organization current on making state and federal tax deposits? __ Y __ N

10. Is there a current chart of accounts? __ Y __ N

11. Are bank statements reconciled monthly by someone other than a check signer? __ Y __ N

12. Has your organization developed and does it follow a payroll process, including timecards, payroll files for each employee, and other necessary documentation? __ Y __ N

13. Does your organization maintain source documentation to support financial data entries (i.e. vendor files)? __ Y __ N

14. Is there a current audit or yearly financial review? __ Y __ N

15. Did you have any significant or material findings on your last audit? __ Y __ N

    If so, were they addressed? __ Y __ N

16. Are there written procedures in use for drawing grant funds and issuing payments? __ Y __ N

17. Are there written procedures in use for tracking and verifying cost match, cost share, and/or in-kind contributions as applicable by funding sources? __ Y __ N

Comments:

PROCUREMENT

1. Are there written procurement policies and procedures in use that meet state and federal requirements? __ Y __ N

   If Yes, do these procurement policies and procedures include:

   - Purchasing processes __ Y __ N
   - Purchasing methods __ Y __ N
   - Internal controls for payment of goods or services __ Y __ N

2. How does your tribe/organization determine pay rates for new positions?

   __ Established salary scale

   __ Based on required qualifications, experience and education

   __ Determined when advertising for the position

   __ Uses appropriate labor rates for the position for our geographic area based on Department of Labor statistics

3. Has your staff received training in the implementation of the procurement policies and procedures? __ Y __ N

4. Our policy is that purchases of over $ _________ must be approved by the board or council.

5. Is a purchase order and check request system in use? __ Y __ N

Comments:

CHAPTER 13

Contingency Planning

Activities		Description	Page
13.1	**Select the Best Contingency Plan**	Exercise with examples identifying sections within Plan A for a Plan B in case Plan A is unsuccessful.	**107**
13.2	**Draft a Contingency Plan**	Exercise to create a Plan B in case Plan A doesn’t work.	**108**

Activity 13.1
Select the Best Contingency Plan

Below are contingency plans for potential challenges for five project activities which can affect several areas of a project. Select the contingency plan options which are most likely to avert project delays – they are not all good plans.

Hint: A contingency plan does not involve standard operating procedures

A. Staffing	
Activity	*Hire new teacher for workshops.*
Challenge	*Hiring delay because we do not get good candidates.*
Contingency	*We will begin recruiting outside our community.*
B. Consultant	
Activity	*Hire New Ideals Consulting to provide data analysis.*
Challenge	*Consultant is not available at time of funding.*
Contingency	*There are two other consulting firms that offer this service in our area. We will contact them for availability. We have confirmed their fees are similar.*
C. Participants	
Activity	*Train 75 participants in bi-weekly community language classes.*
Challenge	*Recruitment numbers are far less than the anticipated 75 people.*
Contingency	*We will extend the recruitment plan to include partners that serve the same target population.*
D. Other	
Activity	*Training on MS Office – 7 participants*
Challenge	*In-person gatherings are not allowed due to a global pandemic.*
Contingency	*We will deliver training on a virtual platform.*
E. Partnership	
Activity	*Conduct 150 hours of healthy eating training in the Indian Health Board conference room.*
Challenge	*At the time of funding the partner has booked the conference room to another organization.*
Contingency	*We know that the school cafeteria is available in the evenings and weekends. The school has stated they would provide this as an in-kind match for the project.*

Activity 13.2
Draft a Contingency Plan

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

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

CHAPTER 14

Sustainability Planning

Activities		Description	Page
14.1	**Brainstorming Sustainability Strategies**	Exercise to create a strategy for business systems, new resources	**110**

Resources		Description	Page
14.1	**ANA Sustainability Toolkit**	This toolkit is about "sustainability" of projects and project elements that are valuable to communities. It includes a number of resources to support you in your design, implementation, and management of sustainability activities.	**111**

Activity 14.1
Brainstorming Sustainability Strategies

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

Use one of these brainstorming sheets for each project outcome.

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

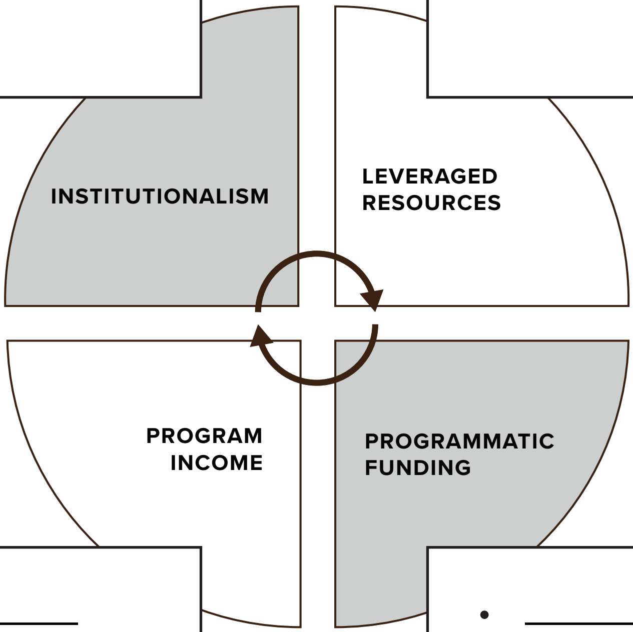
You may not have a strategy for every category.

Project Outcome: ____

Outputs: ____

- ______________________

- ______________________


INSTITUTIONALISM
LEVERAGED RESOURCES
PROGRAM INCOME
PROGRAMMATIC FUNDING

- ______________________

- ______________________

Resource 14.2
ANA Sustainability Toolkit

Description	This toolkit is about "sustainability" of projects and project elements that are valuable to communities. It includes a number of resources to support you in your design, implementation, and management of sustainability activities.
File Type	Document (PDF)
Link	**Administration for Children and Families** **Part 1/2** https://www.acf.hhs.gov/sites/default/files/ana/sustainability_toolkit_508_compliant.pdf **Part 2/2** https://www.acf.hhs.gov/sites/default/files/ana/sustainability_toolkit_508_compliant_part_2_of_2_0.pdf

CHAPTER 15

Project Cost Estimates

Activities		Description	Page
15.1	**Identifying Financial Needs**	Exercise to identify ANA project needs for the initial creation of a budget.	**113-114**
15.2	**Develop the Budget**	Exercise to create a full ANA budget narrative.	**115-118**

Activity 15.1
Identify the Financial Needs

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

Write down your project objective:

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

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

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

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

Are there any special supplies that will be needed?

Supply	Purpose	Quantity Needed	Estimated Cost

What are some of the project-specific cost areas for your project?

Other Cost Areas	Purpose	Quantity	Estimated Cost

Activity 15.2
Develop The Budget

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

Line Item Budget for Year ____ (create budget for each year)			
Category	**Federal Share**	**Non-Federal Share (20% Total Project Cost)**	**Total**
Personnel			
Project Director			
Admin. Asst.			
Personnel 1			
Personnel Total			
Fringe Benefits			
FICA			
Unemployment Tax (FUTA)			
State Unemployment Tax (SUTA)			
Retirement			
Worker’s Comp - varies			
Health Insurance			
Fringe Total			
Travel			
Post Award Training - Mandatory Year One Only			
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			
Consultant Travel			
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 Airfare Lodging M&IE Parking Mileage Taxi/Shuttle
Local Travel			Cost (x) Per Person Mileage Parking
Other Total			
Budget Subtotal			
IDC			IDC Rate or 10% de Minimus rate per 45 CFR Part 75
Budget Total			

CHAPTER 16

Business Planning

Resources		Description	Page
16.1	**Business Plan Basics**	Excerpt from Strategic Plan template that addresses the types of questions to ask when considering starting a small business	**120-125**
16.2	**SBA Outline for a Business Plan**	Basic outline of a traditional business plan.	**126-128**
16.3	**ANA Economic Development Guides**	ANA's comprehensive guides to addressing feasibility, marketing, and business plan for Indian Business Owners and Tribal enterprises.	**129**
16.4	**Other Online Resources for Business Planning**	Resource information and links to business planning.	**130-133**

Resource 16.1
Business Plan Basics

BUSINESS PLAN BASICS
Community Comprehensive Planning Guidebook

A User-Friendly Guide to Planning the Future of Your Community

Prepared as part of the Bristol Bay Community Planning Project Funded by USDA Rural Development

Final Edition: October 2005

What makes a successful business venture

Products & People/Markets/Price & Operations/Attitude

Use these worksheets to help assess if your business idea is feasible

OVERVIEW

Give a short description of your business venture:

Briefly put into words the personal, village or regional resources that will contribute to your venture's success:

Land

People

Financial

Other

A successful business involves:

Personal Dedication/Team Effort/Knowing your Competition

PRODUCT &PEOPLE

What products or services will you offer?

Who else is offering this product or service in your region or statewide? In other words, who will be your competition?

How does the quality of your products or services compare to similar ones? In other words, what is your competitive edge?

What seasonal constraints, if any, will restrict your venture?

Who will create the product or provide the service?

Will running your business be a full or part-time job?

How many other people will you employ, either directly (for example, by hiring them as a staff person) or indirectly (for example, by purchasing a product from them for resale)?

Who will you hire or contract with? What will be fair compensation for their work?

How much do you expect to pay yourself?

If you will be selling a product, who will create the product?

How much will it cost you to purchase it from them?

A successful business means knowing:

Demand for Product/Your Customers/Your Partners/Connect Product to Customers

MARKETS

Where will your customers come from? The local area, region, state and/or out-of-state?

What is the demand for your product or service? What steps have you taken to figure this out?

What kind of customer will be interested in your venture? List words that describe them.

How will you reach these customers? List five means by which you will advertise your product or service.

Do you have a dependable Internet connection? Will you use the Internet to either publicize or sell your product or service?

Who will you partner with to promote your venture?

Will you need assistance from another entity, such as a booking agent or wholesaler, with filling or taking orders?

Is your product or service only available in your local area, or will it be transported to your customers? For example, a general store or a bed & breakfast will sell goods primarily in your local area. A value-added salmon processing factory will transport goods to your customers, wherever their location.

If your product or service will be transported, how will you get it to your customers? Will this add a significant cost? How reliable is the transportation? How often will you have to ship?

A successful business involves:

Price Product to fit Market/Accurate costs/Knowing your break-even

PRICE & OPERATIONS

Will you need to purchase equipment or upgrade a facility in order to start your business?
If so, what will these start-up costs total? $ ____________

How will you pay for the start-up costs of your venture? Will you approach a bank or other lending entity for a loan, or use personal savings?

What will it cost you per year or season to operate your venture?
You should include all operating costs such as:

Personnel	$ ___________
Fuel	$ ___________
Transportation	$ ___________
Utilities	$ ___________
Insurance	$ ___________
Food	$ ___________
Equipment	$ ___________
Other	$ ___________

Estimate your operating costs and expenses per year or season: $ ___________

How much of your product or service will you be able to offer per year/season?

How much will your customers be willing to pay for your product or service? $ ___________

**If you are considering a business with many products, such as a general store, you can estimate prices for a handful! of items.*

Is your price comparable to your competition's prices?

How have you arrived at the right price?

Estimate your revenues for a year of operation: $ ___________

Will your venture break even? If not in the first year, how many years do you estimate it will take to break even?

Subtract yearly revenues from expenses. $ ___________

Will your business make a profit?
How much more will you need to earn annually to make a profit? $ ___________

A successful business depends on:

Motivation/Perseverance/Attitude and Passion

ATTITUDE

Does your venture fit with community priorities? Will others in your community welcome and support your business venture?

How long do you imagine persevering with your venture, even if you do not turn a profit?

What motivates your business venture? (e.g. profit, community benefits, cultural benefits, etc.)

ACTION

If, after answering these questions, you feel like your business venture is feasible, assistance with start-up financing and business planning is available. See the *Business Funding and Technical Assistance Resources* appendix for a list of resources and websites, including information on small business loan programs.

Resource 16.2
SBA Outline for a Business Plan

SBA OUTLINE FOR A BUSINESS PLAN

***This example business plan is provided by the Small Business Administration.
Get help starting and running your small business at SBA.gov***

Business Plan:

EXECUTIVE SUMMARY

Product
Services to small- and medium-sized companies. Services include office management and business process re-engineering to improve efficiency and reduce administrative costs.

Customers
The target audience

Future of the Company
Offer services, including facilitation and requirements analysis in the future.

COMPANY DESCRIPTION

Mission Statement

Principal Members

- owner, primary consultant
- business manager
- accounts

Legal Structure

- Sole Proprietorship
- Partnership
- Limited Liability Company
- C Corporation
- S Corporation

MARKET RESEARCH

Industry

- Detailed Description of Customers
- Company Advantages
- Regulations

SERVICE LINE

Product/Service
Services Include:

- Business Process Re-engineering Analysis
- Office Management Analysis
- On-Site Office Management Services
- Business Process Re-engineering Facilitation
- Analytics
- Change Management
- Customer Relationship Management
- Financial Performance
- Operations Improvement
- Risk Management

Pricing Structure
Offer its services at an hourly rate using the following labor categories and rates:

- Principal, $150
- Account Executive, $140
- Project Manager, $135
- Project Coordinator, $100
- Business Analyst, $90
- Process Analyst, $90
- Financial Analyst, $85
- Technologist, $75

Product Lifecycle
All services are ready to be offered to clients, pending approval of contracts.

Intellectual Property Rights
File for protection of our proprietary processes and other intellectual property, such as your logo. Also register your domain name and parked relevant social media accounts for future use and to prevent the likelihood of someone impersonating your company.

Research and Development
The company is planning to conduct the following research and development:

- Create a custom solution that helps better track each process
- Determine the need to potential customers
- Find trends

MARKETING & SALES

Growth Strategy
Communicate with the Customer
How to Sell

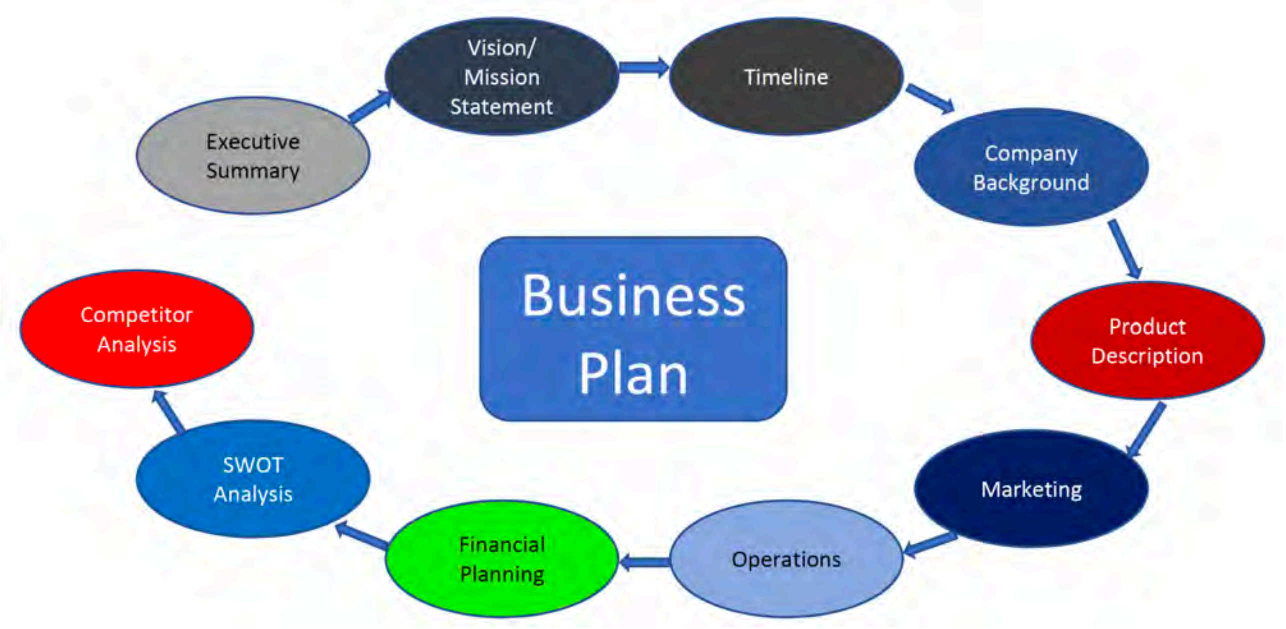


Figure 16A: Business Plan Workflow Graphic

SEVEN STEPS TO DEVELOP A THIRTY-SECOND ELEVATOR SPEECH

1. MARKET ANALYSIS: Here, show in your Business Plan that you a) know your business or industry. Then, b) what does the competition tell you about your 'market share' of the money you will make in your business over the next year or three years. Look at the competition; look at the total market in the area from which you will draw your customers; then come up with a percentage and/or a dollar figure for the money you will capture in your market area;

2. PROFIT & LOSS (INCOME) STATEMENT: Use IRS Schedule C as a guide in formatting your Profit & Loss Statement; It will be easier to prepare your taxes and keep records in accordance with the categories. Don't worry now about such items as 'Cost of Goods Sold.' Just put in your gross income; then subtract your expenses (including wages and owner's draw). At the bottom of the column you will have gross net profit. That is your net before any taxes. You will do a month-to-month statement for the first year, and quarter-to-quarter for years two and three.

3. CASH-FLOW STATEMENT: Use the same format as the Profit & Loss Statement. Just put the Opening Balance at the top of the column (on a month-to-month statement); at the bottom, your Closing Balance will be the net profit for the first year. Take that figure and put it on top of the second column as the Opening Balance. Do this for all twelve months. It is a simple way to do it.

4. BREAK-EVEN ANALYSIS: Don't worry too much about this. You have to estimate how much income from your sales of goods/services you must have to break even. Even if you cannot do formulas; you can estimate it and that will be your initial break-even analysis.

5. MANAGEMENT & ORGANIZATION: Briefly describe how your business is organized (e.g. Sole Proprietorship; Corporation). Tell your prospective lenders a little about how many employees, if any, and your strategy for success.

6. CAPITALIZATION PLAN: Obtaining a Business Loan or Capitalization to Start the Business is typically, the Start-Up Costs minus the money you are putting into the business (20-33%) is the total loan request.

7. Craft these into a six-sentence paragraph to pitch to prospective lenders/investors

Resource 16.3
ANA Economic Development Guides

Published: January 1, 2006

Link to Resource:

http://aiebc.org/-/wp-content/uploads/2012/07/Indian-Business-Owners-Guide.pdf

Audience:	Social and Economic Development Strategies (SEDS)
Topics:	Applicant Resources, Best Practices, Economic Development, Grantee Resources, Training and Technical Assistance
Types:	Guide
Tags:	Business Plan, Economic Development, Feasibility Study

Economic development for tribal governments and native people is critically important. The development of independent, tribally-owned businesses is an inherent part of cultural survival, and tribes have grown stronger through these efforts. ANA, in partnership with ACKCO, developed three Indian Business Guides for social entrepreneurs, tribal enterprises, and Indian business owners; each provides a step-by-step process for individuals and tribes interested in business development.

Suzanne Burcell, author of the guides and member of the Karuk Tribe of California, has over 25 years of experience assisting tribes, Indian entrepreneurs, and a variety of state organizations with business development. The Indian Business Guides provide clear, relevant, and culturally competent guidelines to successfully research, develop, secure funding, and implement strong businesses.

- Section One, “Developing a Marketing Plan,” helps users learn to target a specific population and to identify aspects of this population to assist with marketing.
- Section Two, “Performing a Preliminary Feasibility Study,” provides the user with background information to help determine the feasibility of his or her proposed business, while going into detail regarding production factors, capitalization requirements, and financial statements. Sample worksheets include statements of cash flows, statement of operations, and risk assessment.
- Section Three, “Preparing a Business Plan,” is an overview of the development process for a business plan. It will assist the user in defining his or her proposed business while laying out the strategy to formulate a plan, method of production, and needs with respect to managing the new business.
- Section Four, “Securing Financing,” compiles information developed in the earlier sections to prepare the user to approach a financial institution and request a business loan. The focus of this section is on the 6 C’s of Success in Business: Character, Capability, Conditions, Cash, Credit, and Collateral.

The Indian Business Guides are free and available online. You may also call or email the ANA Helpdesk at (877) 922-9262 or ANAComments@acf.hhs.gov to request a copy.

Resource 16.4
Other Online Resources for Business Planning

BUSINESS PLAN DEVELOPMENT

To properly evaluate the businesses 'readiness', a business plan may be required as a part of the federal grant application process. If you are unsure, please refer to the Funding Opportunity Announcement (FOA) under the Application Requirements.

The following sites are places that have been created to assist individual(s) and organization(s) with the creation and management of a business:

Administration for Native Americans (ANA) – Established in 1974 through the Native American Programs Act (NAPA), the Administration for Native Americans (ANA) serves all Native Americans, including federally recognized tribes, American Indian and Alaska Native organizations, Native Hawaiian organizations and Native populations throughout the Pacific Basin (including American Samoa, Guam, and the Commonwealth of the Northern Mariana Islands). https://www.acf.hhs.gov/ana/resource-library

Small Business Administration (SBA) – The SBA contains resources that target the start-up, growth and management of a small business. As a resource center, the SBA assists with market research, business plan development (including business plan templates), start-up calculations and operational costs. Additional resources can be found on how to effectively manage your new or existing business. Links to SBA partnerships and special initiatives can be found from the SBA homepage. https://www.sba.gov/

ONABEN – ONABEN is a national 501(c)(3) organization created in 1991 by four Oregon tribes to encourage the development of a private sector on their reservations. ONABEN works to empower Native American, Alaska Natives, Native Hawaiians, Pacific Islanders, and other indigenous individuals and communities. ONABEN's products and services are designed to advance micro-enterprise and small business development, asset-building, and business capitalization strategies. To do this, we not only provide services directly to entrepreneurs, but we also work with universities and colleges, business service centers, Native community development financial institutions, tribal enterprises, tribal departments, and other organizations.

BELOW ARE FEDERAL WEBSITES FOR BUSINESS DEVELOPMENT

1. **1. U.S. Department of Health and Human Services (DHHS)**
   200 Independence Avenue, S.W.
   Washington, D.C. 20201
   Telephone: 202-619-0257
   Toll Free: 877-696-6775
   The department includes more than 300 programs covering a wide spectrum of activities. Some highlights include health and social science research, assuring food and drug safety, improving maternal and infant health, and medical preparedness for emergencies, including potential terrorism.http://www.hhs.gov
   Administration for Native Americans
   https://www.acf.hhs.gov/ana/resource-library
2. **Small Business Administration**
   "SBA Business Guide" https://www.sba.gov/business-guide/10-steps-start-your-business/
3. **Minority Business Development Agency**
   Directory to local offices: https://www.mbda.gov/businesscenters#9/26.1074/-147.7716
4. **4.U.S. Department of Commerce (DOC)**
   Office of Business Liaison
   14th Street and Constitution Avenue, NW Room 5898C
   Washington, DC 20230
   https://www.commerce.gov/
5. **U.S. Department of Agriculture (USDA)**
   12th Street and Independence Avenue, SW Washington, DC 20250
   https://www.usda.gov/
6. **U.S. Department of Labor (DOL)**
   Employment and Training Administration
   Frances Perkins Building
   200 Constitution Avenue, NW
   Washington, DC 20210
   "Government Incentives & Assistance"
   Learn about the government programs to help your business. The programs below are available to help you reduce costs and/or assist you with your employees.
   https://www.doleta.gov/business/Incentives/

BELOW ARE FEDERAL WEBSITES FOR GRANT FUNDING

1. **GRANTS.GOV**
   Grants.gov allows organizations to electronically find and apply for competitive grants from all federal grant-making agencies. Grants.gov is the single access point for over 900 grant programs offered by 26 Federal grant-making agencies. This site is an excellent "first stop" when looking for grants (not loans) for your business. The site also has downloadable application packages and forms and is updated almost daily.
   https://www.grants.gov/
2. **Minority Business Development Agency**
   Resource Locator: https://www.mbda.gov/tags/grant-competitions
3. **Cooperative State Research, Education, and Extension Service**

The USDA Cooperative State Research, Education, and Extension Service offers a variety of funding opportunities on its website.
https://usdasearch.usda.gov/
search?utf8=%E2%9C%93&affiliate=usda&query=grants&commit=Search

4. **U.S. Department of Health and Human Services (DHHS)**
   200 Independence Avenue, S.W.
   Washington, D.C. 20201
   Telephone: 202-619-0257
   Toll Free: 877-696-6775
   The department includes more than 300 programs covering a wide spectrum of activities. Some highlights include health and social science research, assuring food and drug safety, improving maternal and infant health, and medical preparedness for emergencies, including potential terrorism.
   http://www.hhs.gov
   "Grants and Funding"
   https://www.hhs.gov/grants/index.html

5. **U.S. Department of Commerce (DOC)**
   Office of Business Liaison
   14th Street and Constitution Avenue, NW Room 5898C
   Washington, DC 20230
   DOC's Business Assistance Center provides listings of business opportunities available in the federal government. This service also will refer businesses to different programs and services in the DOC and other federal agencies.
   https://www.commerce.gov/page/grant-and-contract-opportunities-commerce

6. **U.S. Department of Commerce**
   Economic Development Administration (EDA) 14th Street & Constitution Ave., N.W. Washington, DC 20230
   The Economic Development Administration (EDA) provides grants for infrastructure development, local capacity building, and business development to help communities alleviate conditions of substantial and persistent unemployment and underemployment in economically distressed areas and regions.

   "Funding Opportunities" https://www.eda.gov/funding-opportunities/

7. **U.S. Department of Energy**
   Weatherization and Intergovernmental Program Tribal Energy Program
   The Tribal Energy Program solicits, awards, administers, and manages financial assistance agreements for renewable energy and energy efficiency on Tribal lands. For a general overview of the financial assistance process and a guide to obtaining financial assistance through the U.S. Department of Energy, visit
   https://www.energy.gov/energy-economy/funding-financing

8. **U.S. Department of Housing and Urban Development (HUD)**
   Office of Community Planning and Development
   451 7th Street S.W.,
   Washington, DC 20410
   Telephone: 202-708-1112
   TTY: 202-708-1455
   "Economic Development Programs"
   This site provides a summary of the various programs and initiatives in the Office of Economic Development and links to related federal economic development programs.
   https://www.hud.gov/program_offices/spm/gmomgmt/grantsinfo

9. **U.S. Department of Treasury (DOT)**
   Community Development Financial Institution (CDFI) Fund
   601 13th Street, NW Suite 200, South
   Washington, DC 20005
   Telephone: 202-622-8662
   Fax: 202-622-7754
   The CDFI Fund provides relatively small infusions of capital to institutions that serve distressed communities and low-income individuals. The Fund's activities leverage private-sector investments from banks, foundations, and other funding sources. Since the Fund's creation, it has made more than $534 million in awards to community development organizations and financial institutions.
   https://www.cdfifund.gov/

10. **U.S. Environmental Protection Agency (EPA)**
    Ariel Rios Building
    1200 Pennsylvania Avenue, N.W. Washington, DC 20460
    Telephone: 202-272-0167
    In recent years, between 40 and 50 percent of EPA's enacted budgets have provided direct support through grants to environmental programs. EPA grants to states, non-profits and educational institutions support high-quality research that will improve the scientific basis for decisions on national environmental issues and help EPA achieve its goals.
    https://www.epa.gov/ogd/

BELOW ARE FEDERAL WEBSITES FOR BUSINESS LOANS

1. **Small Business Administration**
   "Applying for a Loan" https://www.sba.gov/funding-programs/loans

2. **Farm Service Agency Online**
   The USDA FSA makes direct and guaranteed farm ownership (FO) and operating loans (OL) to family-size farmers and ranchers who cannot obtain commercial credit from a bank, Farm Credit System institution, or other lender. FSA loans can be used to purchase land, livestock, equipment, feed, seed, and supplies.
   https://www.fsa.usda.gov/

3. **Cooperative State Research, Education, and Extension Service**
   The USDA Cooperative State Research, Education, and Extension Service offers a variety of funding opportunities on its website. https://www.rd.usda.gov/programs-services/all-programs/cooperative-programs

CHAPTER 17

Successful Project Strategies

Resources		Description	Page
17.1	**Successful Project Strategies**	ANA best practices guide to project strategies.	**135-147**

Resource 17.1
Successful Project Strategies

ANA seeks to fund community development projects that reflect the cultural values, collective vision, and long-term 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 conditions 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 should 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 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 on 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 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 applying.
- 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 must 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 adjust 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 is 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 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 archaeologists, 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. 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 complete 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 think things will take, 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 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 – 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 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.

WE ARE ONE

ANA T/TA CENTERS

ANA Help Desk

http://www.acf.hhs.gov/ana
Toll free: 1.877.922.9262

Western Region

http://www.anawestern.org
Toll free: **1.855.890.5299**

Eastern Region

http://www.anaeastern.org
Toll free: **1.888.221.9686**

Pacific Region

http://www.anapacificbasin.org
Toll free: **1.844.944.9544**

Alaska Region

http://www.anaalaska.org
Toll free: **1.800.948.3158**