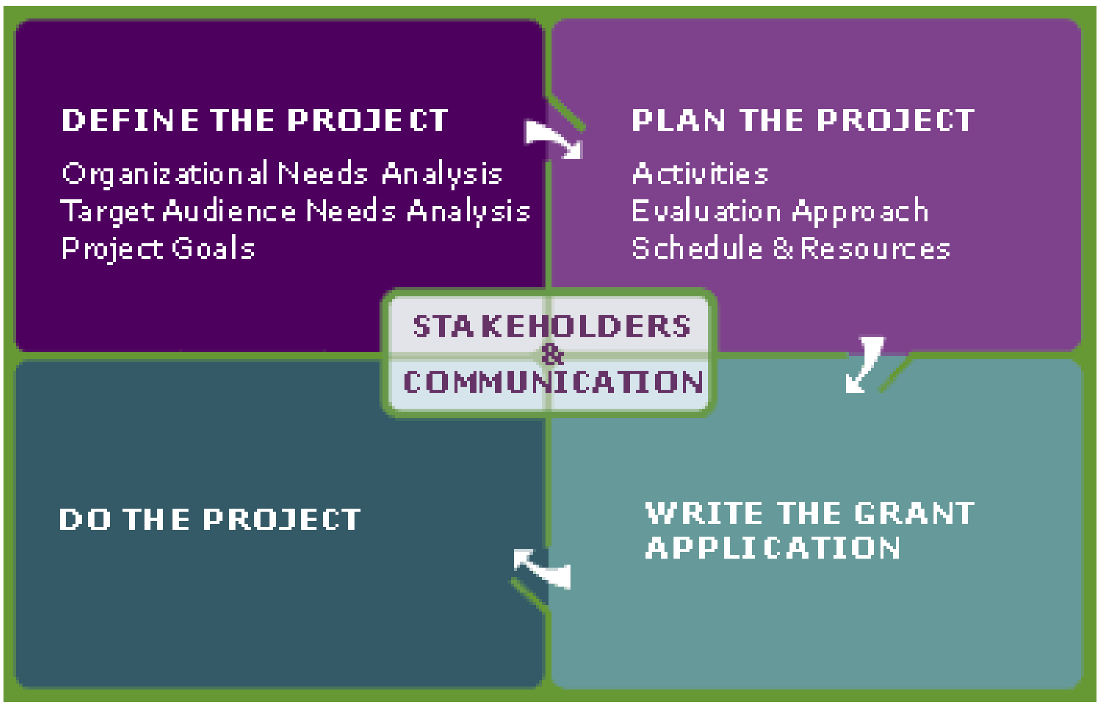
Project Planning Workbook



Taken from *Project Planning for National Leadership Grants: A Tutorial*
Institute of Museum and Library Services

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Define the Project

In this initial phase you will build the framework, or **scope**, of your project, including:

- **why** you are undertaking the project
- **for whom** you are undertaking the project
- **what** you want the project to achieve
- **how** you will achieve it
- **when** you will achieve it

To develop the **scope**, you need to take certain foundation-building steps, i.e., analyzing the needs of your organization and the target audience(s) and formulating the project goals. These steps will help ensure the following:

- Your project will meet the needs of at least one of your organization's audiences.
- Your project is in line with your organization's goals and priorities.
- You can make a good case for your project to stakeholders who can provide support.
- Your project will be focused on what you can accomplish within a certain period of time.
- You have a starting point for measuring the success of your project.

For analyzing the needs of your organization and of your target audience, you will be able to perform the following tasks:

- identify and analyze the gap between the result you want to achieve and the current condition of the audience(s), product(s), or service(s)
- analyze and select solutions to close the gap and achieve the desired result

In the last unit in this phase, you will develop specific goals for your project solution. These goals are the starting point for planning the project's activities and the evaluation approach in the phase **Plan the Project**.

Within each unit you will find examples, exercises, and templates to reinforce the concepts and best practices.

Stakeholders and Communication

Before you begin a new phase or activity, develop a preliminary strategy for involving and communicating with your stakeholders. You will be refining this strategy throughout the different project phases — **Define the Project, Plan the Project, Write the Grant Application, and Do the Project**.

We define **stakeholders** as any individual, group, or organization that influences your project or is affected by it. They can be external to your organization, e.g., partners, boards, grant-making organizations, consultants, target audiences or users, professional associations, and the media. They can also be internal to your organization, e.g., management, project team members, and other staff.

Think about their interests and whether they are likely to be strong advocates, lukewarm supporters, or non-supporters of the project. Then consider how you will involve them in the project and obtain and maintain their support.

Consider what kind of roles your stakeholders will play in all the phases, such as:

- resource provider
- decision maker
- adviser or provider of feedback
- performer of specific project tasks, e.g., needs analysis, design and development, administration, or evaluation
- provider of standards or rules and regulations to follow
- promoter of the project
- user or beneficiary of the project's results

The number of stakeholders you identify and the roles they play will depend on the size and complexity of your project.

An effective way of involving your stakeholders is to include individuals or representatives of key groups on your project team. The key to successful completion of a project is to have a core team of stakeholders who will participate in all phases of your project. Consider including the following types of people:

- **project director**, who is the main person responsible for the performance of the project and the main point of contact with the funding organization, e.g. IMLS; coordinates all project tasks and promotes good relationships and communications among all team members; on larger projects, could be assisted by project coordinators or managers
- **task performers**, who report to the project director and who are responsible for performing the project work
- **project sponsor**, who mobilizes and maintains support for the project from the internal organization(s) that are responsible for planning and doing the project; usually a representative of senior management

- **representatives of key stakeholder groups**, e.g., partners, staff and users, who contribute their perspectives on project issues
- **subject matter experts**, who provide specialized expertise at various phases or steps of the project

If appropriate to the size and complexity of your project, plan to form a **Steering or Advisory Committee** of key decision makers to provide guidance and approval for your project's products and services.

You may also need to add new members to the core team, or form sub-teams, to perform tasks during different project phases or activities, e.g. evaluation and implementation.

Plan to clarify and document roles and responsibilities of the team members. Establish regular meeting times for your team(s) and be prepared to call ad hoc meetings as necessary.

Once the project goals have been formulated in the phase **Define the Project**, think of ways to reinforce them throughout all the phases. For example, before you begin the **Do the Project** phase, consider conducting an opening or "kickoff" event to communicate about the project goals to all of your key stakeholder groups.

Develop a **communication strategy** to keep your stakeholders engaged throughout all your project's phases. It can be used to publicize your project's efforts and successes and to secure and leverage additional funding and resources.

In developing your communication strategy in all phases, consider the following:

- **what**: the customized message that each stakeholder should receive about your project's progress
- **who**: the most appropriate individual, group or organization to deliver your message
- **how**: the most appropriate channel to use (e.g. face-to-face, telephone, voicemail, e-mail, letter, video, Web page, conference call) to deliver your message
- **when**: the most appropriate timing for delivering your message and how often to deliver it
- **feedback**: the most appropriate mechanism to receive feedback on your message

Make sure that you have a method in place to update and refine your communication strategy as the project progresses.

Organizational Needs Analysis

In this unit, you will start the process of building your project idea. You want to make sure that your project supports your organization's mission, its audiences' needs, and its goals. We will use the following definitions for these key terms:

- **organization**: the entity or collaborating entities that will plan and do the project; the entity could be departments or divisions within a larger institution
- **mission**: the overall purpose of the organization
- **audiences**: the individuals, groups, or institutions for which the organization's products or services are provided; examples include library patrons, museum visitors, other libraries, museums, or partner institutions
- **goals**: broad results the organization wants to achieve for its audiences

Connecting your project with the organization's role will help you acquire and maintain the necessary support for implementing and sustaining the results of the project. You will need the commitment of decision makers who allocate personnel, material, and financial resources to projects.

One effective way to ensure the link between your organization and your project is to conduct an analysis of the organization's needs. By **needs analysis**, we mean the systematic process of identifying the gap between what you want to achieve for your audience (or product or service), on the one hand, and the current state (of the audience, product or service), on the other, and determining appropriate solutions to close the gap.

At the end of this unit, you will be able to perform the following tasks:

- determine the types of data you want to collect about one or more of your organization's audiences, products or services, including the gap between the result you want to achieve and the current state or condition
- collect and analyze the data
- select the most appropriate solution(s) to close the gap

In the next unit, you will take the results of these tasks and identify the audience you want to focus on in your project, that is, the **target audience**. You will repeat this sequence of tasks at the target audience level.

Make sure that your needs analysis is regularly updated. The organization's environment and its audiences' needs will inevitably change over time. This situation means that you need to take into account the many political, economic, competitive, social, technological, demographic, and legal forces that can affect the organization's audiences and its other stakeholders. In addition to analyzing the external environment, it is important to understand the organization's internal environment--the resources and capacities the organization brings to the work of its mission.

Task: Determine types of data

In conducting your needs analysis at the organizational level, at a minimum you should collect data about the following:

- the result you want to achieve for one or more of your organization's audiences, products or services
- the current state or condition of the audience, product or service
- the gap between the desired result and the current state, the importance of the gap, and the cause(s) of the gap
- the wants (wishes, desires, and preferences) and characteristics (attributes and abilities) of the audience(s), which will be discussed in more detail in the task **Determine types of data** in the **Target audience needs analysis** unit

This approach will enable you to select the best possible solution or combination of solutions to close the gap.

Desired Result

Think about what you would like to achieve for one or more of your organization's audiences, products or services. What are your reasons for wanting to achieve that result? Reflect on your past experiences and your assumptions. Find out detailed information by conducting formal research or informal research, using sources within your organization, as well as external sources. Informal research is covered in more detail in the task **Collect and analyze data** in the **Target audience needs analysis** unit.

The desired result at the organizational level may be large in scope and apply to a broad audience. It can be expressed as an **outcome**—a change or gain in knowledge, skills, attitudes, behaviors, status, or life condition. Refer to the examples in the table below.

Type of Outcome	Definition	Example
Knowledge	What someone knows	Students will increase their knowledge and understanding of West Dakota's history.
Skill	What someone can do	Students and teachers will be able to search a database of digitized objects.
Attitude	What someone feels or thinks about something	Students will demonstrate increased interest in science.

Behavior	How someone acts	High school social studies teachers will find, analyze, and use digitized primary source materials in their lesson plans.
Status	Someone's social or professional condition	The number of high school graduates in the community will increase.
Life condition	Someone's physical condition	The rate of depression will decline among senior citizens who learn to use e-mail to communicate with family and friends.

The desired result can also focus on the organization's products and services for the benefits of its audiences. It can be expressed as an **output**, that is, as an amount, level of quality, or volume of use of a product or service. For example, in the West Dakota State Library & Archives Keeping Our Heritage Project, the desired result is that physical collections in West Dakota's small libraries, archives, and museums will be restored and protected from further deterioration so that audiences will be able to see and use them to further their educational and/or leisure-time interests.

Make sure the desired result is:

- appropriate to the organization's mission
- acceptable to key stakeholders
- achievable within a certain time period that can be broadly defined, e.g., three to five years

Take into account the resources (personnel, material and financial) that your organization will potentially have available from internal sources, as well as from external sources, such as partner organizations and grant-making institutions.

Current State

You will also want to collect detailed data about the current state of your audience's skills, knowledge, attitudes, behavior, status, or life condition, or of your organization's products or services. This information will enable you to compare the current state with the results you want to achieve. The more precisely you can describe the current state, the better equipped you will be to select appropriate solutions.

Gap

The next component of a needs analysis is to examine the gap between the result you want to achieve, on the one hand, and the current state or condition of the audience, product or service, on the other. Look at both the importance of the gap and its cause(s).

Determine the importance of the gap by asking these questions:

- How large is the gap?
- If the organization succeeds in closing the gap, what difference will it make?
- What will the consequences be if the gap is not closed?

If you decide that the gap is significant, ask these questions:

- Can your organization attempt to close the gap alone, or should it consider selecting partner organizations to help close it?
- Are other organizations addressing the gap?
- If so, are they addressing it adequately?
- Can your organization complement what other organizations are doing?

If the need is not significant in either the short or the long term, or if it is being adequately met by other organizations, it might not be worth your organization's efforts.

Identify the cause(s) of the gap. Make sure that you (and your stakeholders) carefully document and analyze the potentially multiple causes of the needs that have been identified. A need can arise from the following:

- **changes or opportunities in the organization's environment**: Examples include the introduction of new funding sources, community awareness, new technologies, processes or approaches, demographic changes, political or economic changes, and budget increases or reductions.

- **problems or deficiencies**: These may be related to the organization's audiences, e.g., lack of audience satisfaction with or access to key products and services, or a lack or decline in skills and knowledge that the audience needs. Other problems or deficiencies can be found within the organization, e.g., its structure, internal processes, human resource practices, equipment, or technology. If these dimensions are changed or improved, the organization will be able to serve its audiences better.

Task: Collect and analyze data

Once you have decided on the types of data that you need to have about your organization's audience or its products or services, determine how you are going to collect and analyze this information. The following list represents a wide range of possibilities:

- **Reflect on and document your experiences.**
- **Document your assumptions,** that is, the propositions or principles which you suppose are true or that you take for granted.
- **Consult your organization's strategic plan,** including its mission, needs analysis, goals, programs, resources.

- **Conduct or cite informal research,** which involves the use of procedures that can be documented to collect, analyze, and interpret data and draw conclusions with enough confidence and credibility to serve the purposes of project management.
- **Conduct or cite formal research,** which involves the use of systematic procedures recognized by a community of scholars for collecting, analyzing, and interpreting data for some purpose. Formal research enables you to draw tentative conclusions about cause-and-effect relationships among phenomena, e.g., your project's services and benefits to the target audience, and about the effectiveness of one approach or project in comparison to another one.

Your choice of one or a combination of these approaches depends on the size and complexity of your project, the availability of resources, and the expectations of your stakeholders. Be sure to provide evidence from any one or a combination of these possibilities to support each component of your needs analysis, including the desired result, the current state, and the gap analysis. You will be able to make a stronger case to your stakeholders, enabling you to obtain the necessary support for your project.

Data sources and data analysis for informal research will be discussed in more detail in the task **Collect and analyze data** in the **Target audience needs analysis** unit.

Template: Organizational needs analysis

Desired result
What is the result you want to achieve for one or more of your organization's audiences, products or services?
Current state
What is the current state of the audience(s), product(s) or service(s)? What are your assumptions or evidence?
Gap
How important is the gap between the desired result and current state (in terms of size, organizational priorities, consequences of not closing it, benefits of closing it)? *What is the cause(s) of the gap between the desired result and the current state? How do you know?*
Solution(s)
What is the best solution(s) to close the gap? How do you know?

Target Audience Needs Analysis

At this point in developing your project's scope, you have decided on a solution(s) to close the gap identified in relation to your organization's audiences, products, or services. Now you will examine the audience that will be the focus of your project. These individuals, groups, or organizations will be referred to as your project's **target audience**.

We recommend performing the same sequence of tasks for the target audience that you carried out in the previous unit at the organizational level. The details of these needs analysis tasks will differ because you are performing them in a narrower context.

At the end of this unit, you will be able to:

- identify the target audience for your project
- determine the types of data you need to collect about your target audience, including the gap between the desired result and the current state
- collect and analyze the data, using informal research
- select the most appropriate solution(s) to close the gap

Once you perform these tasks, you will have the basis for formulating the project goals.

Your project environment and your target audience's needs will change as the project develops. Moreover, the implementation of your project will have an impact on the needs of the target audience and the various stakeholders. Establish a system for keeping your needs analysis updated. Decide how it will be updated and how often, and who will be responsible for this task.

Task: Identify target audience

Think about the individuals, groups, or organizations you're considering as the focus of your project, that is, your **target audience**. You can choose to concentrate on one of your organization's audiences, e.g., staff and volunteers in the state's small museums, libraries and archives, or a small group representing a larger audience, e.g., 10th grade social studies teachers in one of West Dakota's regions.

Your project may have more than one target audience, for example:

- **immediate beneficiaries**: target audience(s) that will experience the project's benefits in the earliest stages of its implementation, and whose involvement may be necessary to ensure that the organization's desired results are fulfilled
- **intermediate beneficiaries**: the target audience(s) that will experience the project's benefits within one to two years of its implementation
- **long-term beneficiaries**: the target audience(s) that will experience the project's benefits after its completion

This distinction is important because the needs, wants, and characteristics of any two target audiences will likely differ. The immediate beneficiaries could be the main focus of your project. If at all possible, analyze the needs of the long-term beneficiaries, too.

In the Images of the West Dakota Territory project the needs of two target audiences are analyzed. The school teachers are the immediate beneficiaries of training in incorporating digitized materials in their lesson plans, and their students are the intermediate and long-term beneficiaries of improved teaching methods.

An understanding of the needs of the longer-term beneficiaries can help you decide on the specific solutions to use in addressing the immediate beneficiaries' needs.

Task: Determine types of data

Collect the following types of data about the target audience or audiences you identified in the previous task:

- the result you want to achieve for your target audience or for the products and services you will provide for them
- the current state or condition of the target audience or of the products and services
- the gap between the desired result and the current state, the importance of the gap and the cause(s)
- wants (wishes or desires of the target audience)
- characteristics (attributes and abilities of the target audience)

This will enable you to select the best possible solution or combination of solutions to close the gap.

Desired Result

Think about the result you want to achieve for the target audience identified in the previous task. Desired results for the target audience can be expressed as **outcomes** and/or **outputs**.

As you learned in the previous unit, an **outcome** refers to changes or gains in knowledge, skills, attitudes, behaviors, status, or life condition that you would like the target audience to achieve. For example, the desired result for the target audience in the Keeping Our Heritage project is that staff and volunteers in West Dakota's small libraries, museums, and archives will demonstrate basic skills and knowledge in physical care of collections procedures.

An **output** is a measure of the amount, quality, or volume of use of the service or product that you want the project to achieve. The desired output is typically expressed in numbers, e.g., number of visitors to an exhibit or a web page, participants in a workshop, certificates or continuing education units earned. It may also include a quality statement, such as an existing or a new standard or expectation for the product or service, e.g. providing a database of digitized primary sources meeting technical standards and user requirements.

Keep in mind that an **output** describes an opportunity provided by the project for its audiences. Unlike an **outcome**, it does not tell how an audience will be affected by a change or gain.

Current State

If the solution you selected in the organizational needs analysis focuses on providing a new or improved product or service for your target audience, i.e. a desired **output**, gather information on the current state of the products and services available to that target audience(s). If the solution you selected addresses a desired **outcome**, collect data on the target audience's current knowledge, skills attitude, behaviors, status, or life condition.

Describe the current state of your target audience or of the product or service as specifically as you can. This will enable you to determine the causes of the gap between the desired result and the current state and to find the best solution to close it. It will also serve as a baseline to measure the extent to which you have achieved the desired result for your target audience(s).

Gap

Examine the gap between the result you want to achieve and the actual condition of the target audience, or of the products and services available to them.

Determine the importance of the gap by asking these questions:

- How large is the gap?
- If the gap is closed, what difference will it make?
- What will the consequences be if the gap is not closed?

Identify the cause(s) of the gap. Make sure that you (and your stakeholders) carefully document and analyze the potentially multiple causes of the needs that have been identified.

Wants

In order to select the most appropriate solution or combination of solutions to close the gap, find out about the target audience's wants. We define **wants** as wishes, desires, or preferences. For example:

- What is the target audience's level of interest in or motivation for participating in the project or using the product or service?
- What are their preferences with regard to duration, location, and timing of various solutions?
- What are their preferred ways to give and receive information?

Characteristics

Obtain information about other relevant target audience characteristics. We define **characteristics** as attributes or abilities of the target audience that are important to take into account in selecting the best solution to meet their needs, such as:

- estimated number of people who comprise the target audience
- differences between the target audience and the broader population your organization serves
- similarities between the target audience and the populations that comparable organizations serve
- geographical location(s) of the target audience
- language skills
- disabilities
- education level

Task: Collect and analyze data

After you have decided on the types of data to collect about the target audience, select the most appropriate approach(s) to collect the data. Draw on one or more of the following:

- your experiences or those of your colleagues
- your assumptions
- informal research
- formal research

If you decide to conduct **informal research**, consider using one or a combination of the following sources:

- written questionnaires or surveys
- knowledge or performance assessments
- structured observations
- focus groups
- telephone interviews

The **Matrix of common needs analysis and evaluation sources** summarizes the purpose, requirements, advantages, and disadvantages of each of these data sources.

Determine which group or subgroup to which you will apply these sources, i.e., your **"applied to"** group or **sample**. This could include one or a combination of the following:

- target audience representatives
- other users or beneficiaries of the organization's products or services
- stakeholders who interact with the target audience, e.g., staff members, teachers, Board members
- subject matter experts

- resource providers

If appropriate, collect evidence about your target audience's skills, knowledge, attitudes, behaviors, status, and life condition from **documents**, e.g., test results, attendance and progress reports, journals, and logs.

In selecting the best combination of sources to use in collecting data about your target audience, think about the characteristics of your situation, e g., the size of your sample, the willingness of your sample to participate in the data collection effort, the depth and breadth of information you require regarding their needs, and the resources (material, human, and financial) available to you to conduct the analysis. Use the **Matrix of common needs analysis and evaluation sources** to help you select the best tools to use for your particular situation.

Keep in mind that using more than one source and more than one "applied to" group in your data collection effort will give you a more accurate picture of your target audience's needs.

How to analyze the data

Decide how you will organize, process, and present the information you collected. If you are conducting informal research, organize your findings in numerical and/or narrative form, depending on the nature of the data you collected from your sources.

Organize your findings in numerical form. Several simple calculations that are the most useful and can be easily computed by a spreadsheet application are listed and described in the table below:

Calculation	Description
Percentage	Given rate or proportion in every hundred
Frequency	A count of the number of times a response is given, a score is attained, a category of data is mentioned, or a behavior occurs; enables you to see where responses or behaviors tend to cluster and the amount of disagreement among respondents; can be expressed as a percentage
Mean (average)	The sum of numerical responses, divided by the number of responses; enables you to compare responses of different groups but can be pulled toward the extreme score
Mode	The most frequently occurring number
Median	The middle number in a series of numbers; because it is unaffected by the value of the scores, it is useful when you have atypically large or small scores
Range	The difference between the highest and lowest scores in a distribution

You can use these calculations to organize information that can be assigned a numerical value. Examples include surveys with Likert scales, tests with forced-choice questions, or structured observations with checklists indicating the number of times (the frequency) participants use a certain behavior.

Organize your findings in narrative form. Data from open-ended responses can be typed verbatim into a table and then categorized based on themes. You can also combine this approach with the numerical analysis by assigning each response to a category and calculating the frequency, or the number of times, each category is mentioned.

What does the data tell you about the target audience's needs, wants, and characteristics? Do a reality check with key stakeholders. Think about the best way to present your findings to each of your stakeholders and to obtain their feedback. Your findings will be the most important factor to consider in analyzing and selecting the best solution to meet the target audience's needs.

Task: Analyze and select solution

Consider the results you hope to achieve for your target audience. Think of possible solutions that will close the gap between the desired result and the current state of the target audience and address relevant wants and characteristics. Compare the solutions you have selected on the basis of other predetermined criteria, e.g., benefits, costs, and risks.

Benefits

Benefits are advantages that a project solution could bring to your stakeholders. For each potential solution, consider both short-term and long-term benefits at different levels, for example:

- target audiences
- organizations
- museum and library fields

For target audiences, benefits can be expressed in terms of improvements or gains in skills, knowledge, attitudes, behaviors, status, or life condition. For organizations, benefits can include increased revenues, cost savings, improved productivity, improved quality of products or services, or better personnel performance.

Costs

Estimate roughly how much the solution will cost in terms of personnel (both permanent and temporary), equipment, materials, and services (e.g., supplies, advertising, facilities). Consider also the costs of not doing or of delaying the provision of new or improved products or services if the solution is undertaken.

Conduct a **cost-benefit analysis** by comparing the desired results of each potential solution with the expenses of planning and doing it. This can be done informally. For example, divide a page into two columns; label one "pros" and the other "cons." A more formal comparison can be done by assigning numerical values to the anticipated benefits and comparing them to estimated costs.

Risks

Risks are events or conditions related to the project participants, the organization, or the external environment that could have an impact on your project. Risks include both threats to the implementation of the project's solutions and opportunities to improve on the implementation of the solution.

Conduct a **risk analysis** by identifying potential risks of each solution. Decide on the likelihood and the degree of impact of each risk, and select strategies to eliminate or manage it. Consider if the benefits of the project outweigh the risks you have identified. **Keep in mind that regardless of which solution you choose, you will need to be prepared to manage the risks you have identified, as well as unanticipated risks, throughout the project.**

Other Factors

Other questions to consider in selecting a solution are:

- What relevant work has already been done, if any, to address these needs, and what were the results?
- Has the work already been done for this target audience in this type of institution?
- What (else) should be done to address the target audience(s) needs?
- What existing or emerging standards or best practices can be used?

At this point, it is appropriate to examine the criteria of potential funding sources for your project to determine which funding program's requirements and priorities match your target audience's needs. If there is not a good match, consider researching other sources of funding.

For example, for an IMLS National Leadership Grant consider these criteria when matching your solutions to the funding guidelines:

- Will the proposed solution have a far-reaching impact through results or products that benefit multiple institutions and constituencies?
- Will the proposed solution result in workable models that have the potential for successful, wide-scale adaptation by institutions of similar size, discipline or resources, or will it produce wide reaching results?

Refer to the priorities in "Categories of Funding" in section 2 of the *NLG Guidelines* and the Application Evaluation Criteria, e.g. **"National Impact, "Adaptability,"** and **"Design,"** in section 3 of the *Guidelines* (http://www.imls.gov/grants/appl/index.htm#nlgl)

Now you are ready to select the best possible solution or combination of solutions to close the gap you identified in the previous tasks. You have considered the wants and characteristics of your target audience, as well as benefits, costs, risks, and other relevant factors. Figure out the best way to communicate your recommended solution to the appropriate stakeholders and obtain their feedback.

For additional information on the topics in this unit, refer to the **examples** on the next pages and the **Selected Resources**.

Template: Target audience needs analysis

Refer back to the solution(s) you developed for the template "Organizational needs analysis."

Target Audience(s)
Who is the target audience(s) for your project? **Immediate beneficiaries** (will benefit in the first year of the proposed project's implementation):   **Intermediate beneficiaries** (will benefit within one to two years of the project's implementation):   **Long-term beneficiaries** (will benefit after the conclusion of the proposed project):
Desired result
What is the result you want to achieve for the project's target audience(s)?
Current state
What is the current state of the project's target audience(s) or of the product(s) or service(s) your organization provides for the target audience? What are your assumptions or evidence?
Gap
What is the cause(s) of the gap between the desired result and the current state? How do you know?

<table>
<tr><th colspan="2">Solution(s)</th></tr>
<tr><td colspan="2">What is the best solution(s) to close the gap and achieve the desired result? How do you know?</td></tr>
<tr><th colspan="2">Benefits</th></tr>
<tr><td colspan="2">What are the benefits of the proposed solution(s)?</td></tr>
<tr><th colspan="2">Costs</th></tr>
<tr><td colspan="2">What are the approximate costs of the proposed solution(s)?</td></tr>
<tr><th colspan="2">Risks</th></tr>
<tr><td>What are the risks of the proposed solution(s)?</td><td>What strategies can you use to eliminate or manage the risks?</td></tr>
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Example: Museums in the Community

West Dakota Riverland History Museum 'Community Connections'

Museums in the Community

West Dakota Riverland History Museum 'Community Connections'

The West Dakota Riverland History Museum (WDRHM) collects and exhibits materials about the people and places of this major city along the Dakota River and its surrounding counties. Many European immigrants settled in this region in the 19th-century, and the area is now experiencing a new influx of immigrants, including refugees from Eastern Europe, Latin America, and Africa. In partnership with the Riverland ESL Council, the museum is applying for a National Leadership Grant to help new immigrants build community connections. At the same time, it will help long-time residents recognize commonalities between their culture(s) and those of immigrants.

Target Audience Needs Analysis

Solution (Organizational needs analysis): We plan to team nine key representatives, who will be called "Community Consultants" (CCs), from the immigrant communities with long-time museum volunteers, in order to develop bi-lingual information about photographs and recipes of cultural traditions.

Target Audience(s)

Who is the target audience(s) for your project?

Immediate beneficiaries (will benefit in the first year of the proposed project's implementation): Nine key representatives from the target immigrant communities (Eastern Europe, South America, and Africa); museum staff and volunteers

Intermediate beneficiaries (will benefit within one to two years of the project's implementation): Event and exhibit visitors (Riverland residents in general)

Long-term beneficiaries (will benefit after the conclusion of the proposed project): Riverland residents in general

Desired result

What is the result you want to achieve for one or more of your organization's audiences, products or services?

Our goals are to:

- Build English-language and intercultural communication skills for community consultants (CCs)
- Build a sense of place in the community and RHM for community consultants

- Build networks between community consultants and longer-term volunteers
- Create a corps of diverse potential volunteers for the museum
- Increase staff comfort and skill in working with diverse visitors and volunteers
- Increase use of the museum by recent immigrants
- Increase participants' knowledge of other cultures in the community
- Increase mutual knowledge among members of the diverse communities

Current State

What is the current state of the audience(s), product(s) or service(s)? What are your assumptions or evidence?

Riverland is experiencing stresses as its new immigrant communities grow. New immigrants do not see themselves as included in the museum or collections. Many museum staff and volunteers say they are more comfortable working with visitors who are familiar to them. RHM has an opportunity and a responsibility to help new immigrants integrate into Riverland culture by establishing collections that reflect them.

Gap

How important is the gap between the desired result and current state (in terms of size, organizational priorities, consequences of not closing it, benefits of closing it)?

The basis for these results and solutions is the information gathered from our communities.

- Residents of the Riverland community are unfamiliar with each others' cultural norms and traditions. There is a sense of invalidation or non-inclusion by other or surrounding cultures. There is a tendency for new immigrants to remain within their cultural group and to recreate their "home" culture. Finally, English-language and other cross-cultural communication skills are basic needs within new immigrant communities.
- The museum is not perceived as representing the full range of community cultures, or as being welcoming or open to change. There is desire for exhibits that reflect new cultural contributions, a desire for dual-language labels, and a need for museum staff or volunteers who represent community diversity.
- There is a deep desire that immigrant communities' cultures be recognized as worthy of inclusion in our museum collections. Our institutional resources are inadequate to support systematic collecting in these areas. In addition, artifacts that are held by these new immigrant communities remain family treasures, and are unavailable to the collections.

Solution(s)

What is the best solution(s) to close the gap? How do you know?

- The museum wants to document the cultures and experience of recent immigrants.

We will invite our new immigrant communities to contribute recent or historic wedding and celebration photographs, which we will scan, reproduce, catalog, and use in an online resource and an exhibit. Original photographs will be returned to their owners. Owners will provide releases and basic cataloging information, including the cultural traditions represented. This photograph collection will be promoted to the public library, K-12 teachers, and social science and language faculty at local institutions of higher learning.

- A summer weekend event patterned on the Smithsonian folklife festivals will focus on wedding and celebration customs and celebration food of the (multiple) cultures of the major immigrant groups in the region.
- Consultants from these communities, identified with the help of community leaders, will be teamed with long-time museum volunteers. They will help the museum staff to develop bilingual catalog entries and labels for the photograph collection, recipes, and exhibit. These "expert informants" will receive monetary compensation along with public recognition in the exhibit.
- Two half-day workshops on cultural analysis will be held for the community consultants and volunteer contributors. One half-day workshop will be held for contributors to the folklife event. These will include information about cultural norms and etiquette, basic communication strategies for and to ESL learners, and facilitation skills.
- Each "team" will seek input from others in their communities, and to identify parallels or connections between their own cultural traditions that can be highlighted in the summer event. A complementary exhibit will use the new photograph collection and bilingual labels.
- Recipes for celebration dishes will be solicited in parallel with the photographs. A companion recipe collection will be produced in print and online. The primary local newspaper has also agreed to regularly publish these recipes in its culture pages.

Benefits

What are the benefits of the proposed solution(s)?

- Community consultants (CCs) will improve English-language and intercultural communication skills.
- Community consultants will have a greater sense of place in the community and RHM.
- Community consultants and longer-term volunteers will build personal relationships.
- Staff and docents (longer-term volunteers) will increase comfort and skill in working with diverse visitors and volunteers.
- New immigrants will see personal value in volunteering at the museum.
- Recent immigrants increase their use of the museum.
- Participants will have increased knowledge of other cultures in the community.
- Members of the diverse communities will increase mutual knowledge.

Costs
What are the approximate costs of the proposed solution(s)?

- Staff time to: initiate and manage collecting and cataloging photos, catalog recipes, develop the online collection, print the photographs for preservation and exhibition, house the printed photos, manage the workshops, design and mount the exhibit, manage the events, manage the community contributions processes, create the cookbook, publicize the efforts, evaluate, including recruiting, training and supporting the people from each community who will be contributors--approximately 6,000 staff hours (2 FTE for 2 years), average $35,000/pa plus 25% benefits: $175,000
- Equipment and supplies for the photo collection and exhibit, including scanning, printing, storing, labels, framing: $10,000.
- Compensation for Community Consultants (CCs)--(9@$1,000): $9,000.
- Translators for catalog and label verification--200 hours @$75: $15,000.
- Data entry for photo and recipe catalogs and evaluation--600 hours @$10: $6,000
- Consultant instructor for 3 workshops: $3,000
- Postage and printing: $8,000
- Supplies, equipment, and security for summer event: $15,000

Estimated total: $241,000

Risks	Strategies
What are the risks of the proposed solution(s)?	*What strategies can you use to eliminate or manage the risks?*
If the museum is not seen as credible, useful, or accessible by immigrant communities, they may not be willing to contribute photos or participate.	• Work with key members of each of the communities to establish trust, gain buy-in, and recruit contributors; solicit partnerships with organizations that represent target communities. • Plan to solicit, borrow, and return photographs after church or other target community events, providing envelopes and owner identification procedures. • Carefully plan and conduct recruitment and training; including sensitivity training for staff about the different cultural groups. • Maintain our good relations with influential contacts in each community and ask for continuing input and feedback.
Much of the project's success depends on	• Selection, teaming, and soliciting

the Community Consultants.	ongoing participant feedback are important. • Plan to interview and consult references in hiring an employee. • Make sure that a museum staff member with exceptional "people" skills has senior responsibility for the project. • Develop an agreement for participant consultants and follow each culture's accepted practices to confirm it. • Develop and implement mentoring and feedback processes.
Community Consultants (CCs) and volunteer teammates may have schedule constraints (childcare, work).	• Be prepared to offer flexible work times and locations, including extended museum hours as needed.
The expectation is that the contributors will learn the skills necessary to analyze photographs and recipes. If they do not receive adequate instruction and support, they may not deliver the quality that the museum hopes for.	• Train staff and volunteers, select participants carefully, provide compensation in segments based on task completion, and provide good monitoring and supervision. • Be prepared to use additional staff time for the analysis.

Example: Preservation or Digitization

West Dakota State University Libraries 'Images of West Dakota'

Preservation or Digitization
West Dakota State University Libraries 'Images of West Dakota'

The West Dakota State University Library is applying for a National Leadership Grant to digitize an important collection of materials from the West Dakota Territory, 1830-1880, before statehood was achieved. One special component of the project focuses on enabling high school teachers and students to use the West Dakota Territory digitized materials to strengthen the required 10th grade state history unit. The Digitization Team will work with its partners in the Social Studies Departments in the two local school districts in the West Dakota capital area.

Target Audience Needs Analysis

Solution (organizational needs analysis): The best solution to help increase high school students' interest in and knowledge of West Dakota history is to instruct teachers in the use of digitized materials in the classroom.

Target Audience(s)

Who is the target audience(s) for the project?

- **Immediate beneficiaries**: 10th grade social studies teachers in West Dakota's Capital region
- **Intermediate to long-term beneficiaries**: Students of 10th grade social studies teachers in West Dakota's Capital region

Desired result

What is the result you want to achieve for the project's target audience(s)?

- Tenth grade social studies teachers will be able to incorporate primary source digitized materials in their curricula plans for the required 10th grade state history units.
- Students of the 10th grade social studies teachers will have the ability to use primary source materials for historical research assignments.

Current state

What is the current state of your project's target audience(s), product(s), or service(s)?

Social studies teachers

- One finding of several focus groups with West Dakota's social studies teachers is that many lack knowledge of the state's digital primary source materials, the skills to use them in their teaching, and the skills to strengthen students' level of information literacy. However, they expressed interest in learning about digital resource materials and how to use them.

High school students

- Many students appear to lack interest in history and the knowledge and skills to use online resources for history research.

Gap

What is the best solution or combination of solutions to close the gap and achieve the desired result?

One possible cause is that traditional methods used to teach high school history are not effective in motivating students and increasing their history knowledge.

Solution(s)

What is the best solution(s) to close the gap and achieve the desired result?

- West Dakota Territory materials (1830-1880) will be selected and digitized, and then made available via the WD State University Library Web site. A State Department of Education specialist will be consulted about the kinds of materials that might be useful for teaching the standardized curriculum.
- In collaboration with the State Department of Education, the Libraries' Digitization Team will conduct two 3-day workshops for 10th grade social studies teachers in two Capital area school districts; the workshops will be scheduled in the summer when it is most convenient for them to participate.
- A web-based conference board will be set up so that teachers can share the curriculum plans and discuss how their work with the students is going.
- Participating teachers will require students to conduct a state-history research project of personal interest, using the WDSU digital collection as one resource. Such a research report is a required part of the 10th-grade West Dakota state history unit.
- The State Department of Education views this project as a pilot that they hope will be expanded throughout the state.

Benefits

What is the cause of the gap between the desired result and the current state?

- Students and teachers will have strengthened academic skills, e.g., information literacy, research tools, history knowledge.

Costs

What are the approximate costs of the proposed solutions?

Costs include:

- Setting up and conducting teacher workshops
- Hiring a curriculum specialist to help design the workshop and to serve as a resource person during each session
- Setting up and managing the web-based conference board

Risks	Strategies
What are some of the risks of the proposed solution(s)?	*What are strategies for eliminating or managing each of the risks?*
Teachers who complete the workshop training may not be able to transfer their learning into classroom practice.	Provide informational program for school administrators to encourage them to provide support for new teaching method.
Students may be unable or unwilling to use the digitized primary source materials in their research projects.	Encourage teachers to use the web-based conference board to share possible solutions.
Evaluative information we get from the project is not compelling enough to expand the project throughout the state.	Improve aspects of the project based on the results of the evaluation

Project Goals

At this point, you have selected the best solution(s) to close the gap between the result you want to achieve and the current condition of your target audience or of the products or services your organization offers. Now you are ready to formulate specific goals for your project based on the solution(s).

Goals describe the desired outcome, product or service that you want to achieve for the target audience(s). They serve as the compass guiding the direction of your project. Check them frequently to make sure that the project is accomplishing the intended results and that it is closing the gap you documented in the previous unit **Target audience needs analysis**.

Goals also help define the scope of what you can accomplish within the proposed period of time of your project. In other words, your project will not be addressing outcomes, products, or services that do not support those goals.

At the end of this unit, you will be able to:

- formulate goals enabling you to achieve the desired result for your target audience(s)

This is the last task you will undertake before starting the project planning process. Based on the goals that you have formulated, you will plan the project's activities and evaluation approach in the next units.

Task: Formulate project goals

Start with the desired result and the current state of your project's target audience(s), product(s) or service(s) that you documented in the last task, and the solution you selected to close the gap between the desired result and the current state. In collaboration with the appropriate stakeholders, develop specific goal statements that are necessary for you to achieve the desired result within a certain period of time, e.g., the period of a grant award.

Goals should be observable or measurable so that you will know how close you have come to attaining that result. Express your project goals as specific **outputs** and, if applicable, specific **outcomes**. It is important to distinguish between outcomes and outputs, because each uses different evaluation methods, as we will see in the unit **Evaluation approach**.

All projects will have at least one goal expressed as an **output**, i.e., a measure of the amount, quality, or volume of use of your project's products or services that is necessary to close the gap and achieve the desired result.

If the desired result is a change or gain in the target audience's skills, knowledge, attitudes, behaviors, status, or life condition, then your project will also have at least one goal expressed as an **outcome**. State the outcome as a measurable behavior or condition so that target audience(s) can demonstrate it or report on it.

For example, the desired result of the West Dakota Keeping Our Heritage project is that staff and volunteers will acquire basic skills and knowledge in conservation/collection care procedures. One **output** that is necessary to achieve the result is: The project will provide two workshops and a e-mail list for a significant number of staff and volunteers in the state's small museums, libraries, and archives. The output includes a desired amount of services (two workshops and a e-mail list) and a desired volume of use of those services (significant number of staff and volunteers). One **outcome** that is necessary to achieve the result is: Project participants will be able to demonstrate appropriate application of basic physical collection care procedures-a skill.

These goals will be the basis for defining the project's activities and developing the evaluation approach in the **Plan the Project** phase. You will select the key project goals that you want to measure and track to determine the success of your project.

For additional information on the topics in this unit, refer to the **examples** on the next pages and the **Selected Resources**.

Example: Preservation or Digitization

West Dakota State University Libraries 'Images of West Dakota'

Project Goals

Desired result for the target audience(s):

- West Dakota Capital area 10th grade social studies teachers will be able to instruct their students in using WD Territories' digital collections.
- West Dakota's Capital area 10th grade social studies students will be able to use digital primary source materials in their required history research projects.

Outputs

What amount, quality, or volume of use of products or services are necessary to close the gap and achieve the desired result?

- Approximately 2,000 digitized objects meeting pre-determined requirements will be made available online.
- A 3-day workshop on how to use digital primary source materials in the classroom will be conducted.
- All 10th grade social studies teachers in the WD capital region will participate.

Outcomes (if applicable)

What changes or gains in the target audience(s) knowledge, skills, attitudes, behaviors, status, or life condition are necessary to achieve the desired result?

- WD Capital area 10th grade social studies teachers will be able to demonstrate skill in searching, importing, using and citing digitized materials from the WD Territories digital collection.
- WD Capital area 10th grade social studies teachers will include instruction for using WD Territories' digital collection in their lesson plans.
- 10th grade social students will be able to use primary source materials in their required history research projects.
- A web-conference board will be provided for the teachers to share ideas about curriculum plans.

Example: Museums in the Community

West Dakota Riverland History Museum 'Community Connections'

Desired result for target audience(s):

- Build English-language and intercultural communication skills for community consultants (CCs)
- Build a sense of place in the community and RHM for community consultants
- Build networks between community consultants and longer-term volunteers
- Create a corps of diverse potential volunteers for the museum
- Increase staff comfort and skill in working with diverse visitors and volunteers
- Increase use of the museum by recent immigrants

Project Goals

Outputs

What amount, quality, and/or volume of use of your project's products or services are necessary to close the gap and achieve the desired result?

- 900 photographs will be collected, cataloged, digitized, mounted online, printed, and stored
- 9 recent immigrants will be recruited and trained to provide analysis of photographs and recipes
- 3,000 visitors will attend one summer event
- Museum visits to exhibits or events other than this project 's by members of the target immigrant communities will increase by 20% by the end of year 2
- 150 photos will be labeled and exhibited
- 100 recipes will be collected, cataloged, and scanned

Outcomes

What changes or gains in your target audience's knowledge, skills, attitudes, behavior, status, or life condition are necessary to close the gap and achieve the desired result?

- Community Consultants improve English-language skills.
- Community Consultants have a greater sense of place in the community.
- Community Consultants have a greater sense of place in the museum.
- Community Consultants and longer-term volunteers build personal relationships.
- Staff and docents (longer-term volunteers) increase comfort and skill in working with diverse visitors.
- Community Consultants and longer-term volunteers build personal relationships.

- Recent immigrants increase their use of the museum.

Template: Project goals

Refer back to the desired result, the gap, and the solution(s) you developed for the template "Target audience needs analysis."

Outputs
What amount, quality, and/or volume of use of your project's products or services are necessary to close the gap and achieve the desired result?
Outcomes
What changes or gains in your target audience's knowledge, skills, attitudes, behavior, status, or life condition are necessary to close the gap and achieve the desired result?

Reality Check

Before you move on to the next units on Project Planning, check to make sure you can answer "yes" to the following questions:

✓Will the project goals achieve the desired result for your target audience(s)?

✓If you achieve the project goals, will you solve an important problem or take advantage of an important opportunity that will benefit your target audience(s)?

✓Will the project goals help you attain the desired result you identified for your organization's audience(s), product(s), or service(s)?

✓Are the project goals achievable, given the opportunities and constraints your organization may face in the near future?

✓Do the key stakeholders support the decisions that have been made?

If the answer to these questions is "yes," you are ready to move on to the next phase **Plan the Project**.

If the answer to any of these questions is "no," go back to the tasks in this unit and reconsider the decisions you have made to see if you need to make adjustments.

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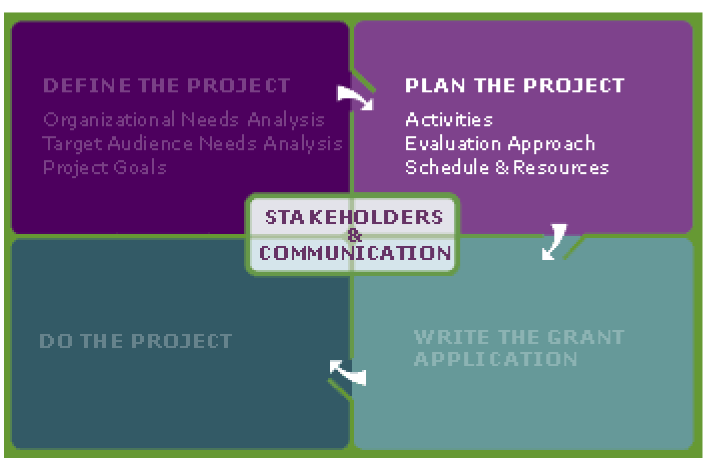
Plan the Project



In the first phase, **Define the Project**, you (and your stakeholders) analyzed the needs of your organization and your target audience and decided on appropriate solutions. You also articulated the project goals, which will guide you in the next phases of your project -- planning the project and writing the grant application.

In this phase, you will develop the components of your project plan-activities, the evaluation approach, the schedule, and the resources -- that will be the basis for your grant application.

You will be able to perform the following tasks:

- plan activities that will help you develop and implement your project's solution
- develop an evaluation approach to determine whether your project's goals are being met
- create a schedule based on the activities and the evaluation approach
- identify and assign appropriate personnel and material resources
- develop a budget for your project
- decide on appropriate sources of funding and in-kind contributions to close any resource "gaps"

Within each unit you will find examples, exercises, and templates to reinforce the concepts and best practices.

Stakeholders and Communication

Before you begin a new phase or activity, develop a preliminary strategy for involving and communicating with your stakeholders. You will be refining this strategy throughout the different project phases — **Define the Project, Plan the Project, Write the Grant Application, and Do the Project**.

We define **stakeholders** as any individual, group, or organization that influences your project or is affected by it. They can be external to your organization, e.g., partners, boards, grant-making organizations, consultants, target audiences or users, professional associations, and the media. They can also be internal to your organization, e.g., management, project team members, and other staff.

Think about their interests and whether they are likely to be strong advocates, lukewarm supporters, or non-supporters of the project. Then consider how you will involve them in the project and obtain and maintain their support.

Consider what kind of roles your stakeholders will play in all the phases, such as:

- resource provider
- decision maker
- adviser or provider of feedback
- performer of specific project tasks, e.g., needs analysis, design and development, administration, or evaluation
- provider of standards or rules and regulations to follow
- promoter of the project
- user or beneficiary of the project’s results

The number of stakeholders you identify and the roles they play will depend on the size and complexity of your project.

An effective way of involving your stakeholders is to include individuals or representatives of key groups on your project team. The key to successful completion of a project is to have a core team of stakeholders who will participate in all phases of your project. Consider including the following types of people:

- **project director**, who is the main person responsible for the performance of the project and the main point of contact with the funding organization, e.g. IMLS; coordinates all project tasks and promotes good relationships and communications among all team members; on larger projects, could be assisted by project coordinators or managers
- **task performers**, who report to the project director and who are responsible for performing the project work
- **project sponsor**, who mobilizes and maintains support for the project from the internal organization(s) that are responsible for planning and doing the project; usually a representative of senior management
- **representatives of key stakeholder groups**, e.g., partners, staff and users, who contribute their perspectives on project issues
- **subject matter experts**, who provide specialized expertise at various phases or steps of the project

If appropriate to the size and complexity of your project, plan to form a **Steering or Advisory Committee** of key decision makers to provide guidance and approval for your project's products and services.

You may also need to add new members to the core team, or form sub-teams, to perform tasks during different project phases or activities, e.g. evaluation and implementation.

Plan to clarify and document roles and responsibilities of the team members. Establish regular meeting times for your team(s) and be prepared to call ad hoc meetings as necessary.

Once the project goals have been formulated in the phase **Define the Project**, think of ways to reinforce them throughout all the phases. For example, before you begin the **Do the Project** phase, consider conducting an opening or "kickoff" event to communicate about the project goals to all of your key stakeholder groups.

Develop a **communication strategy** to keep your stakeholders engaged throughout all your project's phases. It can be used to publicize your project's efforts and successes and to secure and leverage additional funding and resources.

In developing your communication strategy in all phases, consider the following:

- **what**: the customized message that each stakeholder should receive about your project's progress
- **who**: the most appropriate individual, group or organization to deliver your message

- **how**: the most appropriate channel to use (e.g. face-to-face, telephone, voicemail, e-mail, letter, video, Web page, conference call) to deliver your message
- **when**: the most appropriate timing for delivering your message and how often to deliver it
- **feedback**: the most appropriate mechanism to receive feedback on your message

Make sure that you have a method in place to update and refine your communication strategy as the project progresses.

Activities

In the **Define the Project** phase of this tutorial, you completed the foundation-building tasks of your project. These tasks included the formulation of the project goals on the basis of the solutions you selected to meet your target audience's needs.

Now you are ready to begin the phase **Plan the Project**, which will be the main part of your grant application. The first step is to develop a plan for the activities that will enable you to achieve the project goals.

These activities will be an important part of your **Evaluation approach** in the next unit. In the unit **Schedule and resources**, you will expand the outline of your activities outline into specific time frames and milestones, as well as determine the resources that will be needed to accomplish the work.

At the end of this unit, you will be able to define the following activities in your plan:

- requirements
- design and development
- testing
- implementation
- evaluation (to be covered in more detail in the next unit)
- sustainability

The activities in the above list reflect the typical life cycle of a project. You will begin by planning the requirements of the project solution you developed in the previous phase and end with planning the activities enabling you to sustain your project's results. If your project has two or more distinct components, you may want to divide it into phases and repeat the activities in the life cycle for each phase. For example, the West Dakota Keeping Our Heritage project has one phase for developing and implementing training on physical collection care procedures and another phase for developing and implementing the e-mail list.

Your project will have a greater likelihood of success if you carefully plan for and do all of these types of activities. Keep in mind that a flaw in any link in this chain of activities can affect the final result of the project.

It is impossible to plan for every detail of your project, especially if the project represents a completely new undertaking for your organization. Build a reasonable amount of flexibility into your planning decisions.

Also, strive to maintain a sensible balance between time and resources dedicated to planning these activities, on the one hand, and to doing them, on the other. An excessive amount of time dedicated to planning can result in unnecessary costs and delays. At the same time, too little time spent in planning can give rise to the same types of problems when you actually carry out the project.

Task: Plan requirements activities

Before you design and develop your solution, plan to collect information about requirements you should incorporate. Requirements could include technical or content standards you need to meet, organizational policies or procedures you need to incorporate, or characteristics that will make your solution attractive and usable to your target audience.

Refer to the data you collected in the unit **Target audience needs analysis**. If necessary, plan to obtain additional data about your solution from the appropriate sources and about target audience's needs, wants or characteristics in relation to that solution. For example, in the Images of the West Dakota Territory project, one of the solutions is to digitize 2,000 items. The project will determine what the digitized items need to include to meet the state's standards of learning, the international standards for digitization, and the teachers' and students' requirements for easy accessibility.

This task is also useful in refining the scope of the project, that is, what the solution you selected will do for the target audience and what it will not do.

Some of the challenges you should plan for in developing requirements based on your target audience's needs are:

- The target audience's needs are constantly changing.
- The target audience may not be able to express what their needs are.
- The target audience may suggest a solution to their needs before they have thought it through carefully.
- You may have a preconceived idea of what the target audience's needs are that does not match their perceptions.
- There may be a number of groups or individuals within your target audience with differing needs or requirements.

To address these challenges, think about using one or a combination of the data sources described in the **Matrix of common needs analysis and evaluation sources**, e.g., surveys, focus groups, observation, documents analysis. As you design and develop your project plan and set up testing activities, build in opportunities for validating the needs of your target audience and for defining product or service requirements on an ongoing basis. Gather feedback from target audience representatives and from other stakeholders. This could be a user group enlisted to test prototypes or to give feedback on a Web site, or guides that you are developing.

Matrix of common needs analysis and evaluation data sources

Tool	Purpose	Requirements	Advantages	Disadvantages
Questionnaires and Surveys	To collect standardized data from a large number of participants	• Construction of survey • Explicit verbal and/or written instructions • If not proctored, follow-up contact to increase return rate	• Paper, scannable forms, CBT embedded surveys, e-mail, intranet, or Internet can be used • Variety of response alternatives can be used (Likert-type scales, multiple choice, open-ended) • Questions can be direct or indirect, general or specific • Easy and efficient to administer	• If not proctored, participants cannot ask for clarification or instructions • Participants may choose more than one response or give invalid responses • Open-ended responses may be grammatically incorrect or ambiguous • Participants may skip items • Response rate may be low, if not proctored

Task: Plan design and development activities

Consider assembling a special team to design and develop your solution, including the project manager, technical or subject matter experts, and target audience representatives. Specify how this team will work collaboratively with stakeholders to design and develop the solution, e.g., through working groups.

Design Activities

Start with the requirements you developed in the previous task. Imagine what the products and/or services of your solution will look like. Create a design or outline that describes it clearly and succinctly. This outline can serve as a tool for getting approval from key stakeholders before you begin the time-consuming process of developing the product or service. It specifies what the fully developed solution will look like and what it will do. For example, a workshop design includes specific learning objectives, an evaluation plan, a content outline, description of learning methods, and proposed duration. On the basis of this design, training materials can be developed.

Development Activities

The design is the basis for the full-fledged development of the product or service. The development activities set out the various steps that are needed to bring the project solution to fruition. Prepare an outline of all of the steps, including their sequences, and how they interrelate. Your project may involve the development of different components requiring various kinds of expertise, e.g., the technical and content sides of a digitization project or the instructional design piece and the technical content of a training program. If this is the case, provide for integration of the components from the beginning of the development process.

Make sure that you take into account applicable federal or state regulations and standards. To the extent that you are able, plan to draw on "best practices" in the technical or content area that you are addressing. Consult the appropriate state or national associations for information on best practices.

Refer to the Application Evaluation Criterion Design in Section 3 of the NLG Guidelines (http://www.imls.gov/grants/appl/index.htm#nlgl)

Task: Plan testing activities

Build appropriate testing activities into the plan. As the products and services are being developed, how will you make sure they work effectively and will meet the needs of the target audience? Arranging for and conducting testing can be time-consuming, but it is very effective in making sure that what you are developing works and does what it is supposed to do.

Consider conducting a **pilot** or "dry run" on a selected group of target audience members, subject matter experts, and other interested stakeholders. Make sure that your target audience members are as representative as possible of the range of audiences that will eventually use your product or service. Also, plan to conduct the pilot in an environment which replicates as closely as possible the actual one in which the product or service will be used.

If it fits your solution, try **rapid prototyping**, which involves working closely with selected representatives of the target audience to create and update drafts or models on which subsequent versions will be based. The target audience's needs and wants are refined in response to an evolving "draft" of the solution. In this way, you can test key assumptions that, in the normal cycle of events, would not surface until a later moment when change is difficult and very expensive. Prototypes can also be used in the design and development activities of your plan.

If you use rapid prototyping, plan to do the following:

- Establish a mechanism to control the number of iterations that will be considered before the prototype is complete and acceptable to your target audience.
- Arrange to collect feedback from the participants frequently in the course of rolling out the prototype of the product or service.
- Use a checklist of criteria for the participants to evaluate the prototype. This checklist should be based on the requirements that you developed in the first task of this unit.

Task: Plan implementation activities

Plan the activities that you will perform to deliver the product or service to the target audience. Publicizing a workshop on conservation procedures, registering participants for the workshop, and actually conducting the workshop are all examples of implementation activities.

Obtaining approval

Before the finalized product or service is delivered to the target audience, make sure that you have a plan for approval by the appropriate stakeholders. This may take the form of a formal "sign off" by the project's executive sponsor or the organization's senior management representative.

Solution roll-out

Before the roll-out of the project solution, consider assembling a team to guide the implementation activities. This team could have different membership from that of your design and development team. It should include representatives of the users of the project's products and services, staff members who will be working with the users (if applicable), and those who will be responsible for maintaining and enhancing the products and services.

Consider arranging for important support services, such as:

- publicizing the product or service
- inviting and registering participants
- obtaining and preparing materials, equipment and facility
- training instructors
- completing paperwork
- technical support

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Task: Plan monitoring and evaluation activities

Monitoring and evaluation are two closely related concepts. **Monitoring** involves the continual tracking of the performance of the project in relation to the plan and determining corrective steps necessary to improve performance. **Evaluation** involves periodic stock-taking to determine the extent to which the project is meeting its goals. If the evaluation results are negative or lag behind expectations, the entire project plan may need to be reviewed.

Monitoring activities are typically performed by the project director or manager throughout the **Do the Project** phase. Monitoring focuses on specific elements, e.g., deadlines, milestones, budget, that you will develop in the unit **Schedule and resources** plan.

- Decide what types of monitoring activities will be performed and who will be involved, e.g., face-to-face status review meetings with the project team and appropriate stakeholders, site visits, and/or written reports.
- Decide when and how often the elements of the plan will be monitored. Remember: Monitoring should not be limited to periodic stock-taking.
- Plan to keep the appropriate stakeholders informed if you need to take corrective actions to improve the performance of your project.

Evaluation activities could be performed by the project director, team member(s) and/or one or more specialists, depending on the size or complexity of your project. These activities are based on the plan you will develop in the unit **Evaluation approach**. They can take place periodically during the phase **Do the Project**, as well as at the end of the project. For example, collecting and analyzing data about participants' performance in a training program through a survey, interviews, and/or test scores, and drawing conclusions about the extent to which the program met its goals are evaluation activities.

Grant-making organizations, e.g., IMLS, will typically require interim reporting on project results, as well as a final end-of-project report. Other stakeholders, e.g., your organization's senior management, Boards, partners, will also be interested in the performance of your project. Find out about these stakeholders' requirements and preferred methods of communication, and build them into your activities plan. Consider also gathering feedback from key stakeholders through a face-to-face meeting or through written forms of communication before finalizing your evaluation report(s).

Task: Plan sustainability activities

Plan activities that will help sustain the results of a successful project. These activities will enable the project's benefits to extend beyond the period of a grant or of the "official" close-out of the project. They include preparing the organization for enhancing and maintaining the project's products and services and developing a plan to disseminate the results of the project.

Preparing the organization

New products and services inevitably have an impact on the organization that will offer them. Make sure that the organization has a sound plan for integrating and maintaining the product or service as a regular offering, and that it has the necessary infrastructure to support it after the grant period.

Consider incorporating the following ways into your project plan to ensure that the project's benefits will continue beyond the grant period:

- **Develop ongoing organizational support** for the product or service at all levels of the organization, including:
    - managers in charge of allocating resources
    - staff who will be using the product or service
    - staff who will be assisting others in using it
    - staff who will be in charge of maintaining and upgrading it

  Make sure that these stakeholders are involved throughout the project life cycle. Encourage "champions" within the organization who can promote the product or service throughout the organization.

- **Develop organizational expertise and capacity** in the areas of the organization where the project's product or service will have the biggest impact, e.g., leadership, staff, audiences, internal processes.

  Formulate ways of developing the organization's capacity in those areas. For example, plan a training or mentoring program that will enable new skills and knowledge for the leadership and for staff to be spread throughout the organization.

- **Provide adequate personnel, material and financial resources** to maintain the product or service, and to do upgrades or enhancements. Consider leveraging existing resources, both internal and external to the organization, to expand the program to larger audiences. For the purposes of your NLG application, include these post-project costs as part of your sustainability plan.

Refer to the Application Evaluation Criterion **Sustainability** in section 3 of the NLG Guidelines.

Disseminating the project results

Develop a plan to provide broad access to project findings so that other institutions or individuals can learn about your project and perhaps apply the findings in their own settings. Specify in your plan:

- **the audiences you want to reach**
- **the message you want to convey to each group about the project results**
  Remember that your message may need to be tailored to the specific needs of different

audiences. Make sure that it is clear and understandable to the variety of stakeholder groups.

- **the appropriate methods for delivering the message**, and how you can arrange for feedback and information sharing. Depending on the situation of your organization and the nature of your project, consider establishing a Web site to report on the project progress and results, presenting the results at professional conferences and publications, developing training materials and programs, and/or issuing press releases and brochures.

Plan to explore the possibility of creating and documenting workable models of your project that can be successfully adapted for use by other organizations or other stakeholders. For example, the **Images of the West Dakota Territory project** plans to expand instruction in the use of digitized primary source materials to other states. Your plan should provide for demonstrating that all or some of the components of the model can be applied in other settings.

Refer to the Application Evaluation Criteria **Dissemination** and **Adaptability** in section 3 of the NLG Guidelines.

For additional information on the topics in this unit, refer to the examples on the next pages and to the **Selected Resources**.

West Dakota State University Libraries 'Images of the West Dakota Territory'

Outputs:

- Approximately 2,000 digitized objects meeting pre-determined requirements will be made available online.
- A 3-day workshop on how to use digital primary source materials in the classroom will be conducted and repeated once.
- All 10th grade social studies teachers in the WD Capital region will participate.
- A Web conference board will be provided for the teachers to share ideas about curriculum plans.

Outcomes:

- WD Capital area 10th grade social studies teachers will be able to demonstrate skill in searching, importing, using and citing digitized materials from the WD Territories digital collection.
- WD Capital area 10th grade social studies teachers will include instruction for using WD Territories' digital collection in their lesson plans.
- 10th grade social students will be able to correctly use digital primary source materials in their required history research projects.

Requirements Select appropriate materials for digitization based on West Dakota's standards of learning for social studies, technical standards, and teachers' and students' needs for easy accessibility
Design/Development Prepare and scan materials

Develop metadata and link to image records
Organize images
Implementation Place on the University Libraries' Web site, including search engine and user guide
Requirements Validate 10th grade social studies teachers' needs with regard to the proposed workshop
Design/Development Design and develop materials for workshop to instruct 10th grade Capital area social studies teachers in incorporating digitized materials in their curriculum plans
Testing Test the components of the workshop plan with several interested high school teachers
Implementation Prepare and disseminate information about the workshop
Arrange for facilities
Register participants
Deliver a 3-day workshop two times for 10th grade social studies teachers

Requirements Determine participant needs with regard to a Web-based conference board
Design/Development Design a prototype based on participant needs
Validate the prototype
Develop the conference board
Testing and Refinement Prepare the test server
Identify the testing group
Collect and incorporate participant feedback
Implementation Prepare actual server
Upload Web conference board
Obtain stakeholder approval
Sustainability Manage conference board to provide further support and instruction for social studies teachers

Evaluation Assess teacher's curriculum plans
Reporting and Dissemination Submit report on total number of student history research projects incorporating digital primary source materials and on the results of other evaluation data collection activities
Disseminate results of project to appropriate stakeholders
Sustainability If the project is successful, it will be expanded to other areas in the state

Example: Museums in the Community

West Dakota Riverland History Museum 'Community Connections'

Project Activities Plan

Outputs:

- Approximately 900 photographs will be collected, cataloged, digitized, mounted online, printed, and stored.
- Approximately 100 recipes will be collected, cataloged, and scanned.
- Nine recent immigrants will be recruited and trained to provide analysis of photographs and recipes.

Outcomes:

- Community Consultants improve English-language skills.
- Community Consultants and longer-term volunteers build personal relationships.

Phase 1: Recruit and train Community Consultants (CCs) and teams

Type of Activity	Examples
Requirements	• Develop "job description" for the role • Identify informants in the immigrant communities who are willing to promote the project and suggest strategies for contacting and communicating with those communities
Design/Development	• Hire training consultant • Design workshops
Testing	• Review job description and agreement with community advisors/informants
Monitoring	• Project director will maintain contacts with key community advisors, hold weekly meetings with project staff; monitor recruitment and training; verify quality of catalog and interpretive data; translators will verify quality of bilingual

	catalog elements.
Sustainability	• Project director will develop strategies for building volunteer and staff presence of new immigrant communities.

Phase 2: Photograph and recipe collections

Type of Activity	Examples
Requirements	• Confirm size of collections to be collected, digitized and manage; determine standards to be used
Design/Development	• Identify informants in the immigrant communities who are willing to promote the project and suggestion strategies for contacting and communicating with those communities • Develop written criteria for photographs and recipes to be included; choose metadata conventions; design templates for the catalog data; design a work process for the capture, reproduction, and cataloging of photos and recipes; develop quality-control checklists; acquire equipment and supplies; design cookbook; choose printer for cookbook.
Testing	• Each team will catalog and interpret five sample photographs with close staff participation to assure quality and comparability of information and usability of templates and checklists. • Project director and translators will confirm quality and identify need for process changes.
Implementation	• Gather and select photos and recipes; get releases signed; scan; print; catalog; validate image quality or rescan; enter data as needed; store hard copies; translate catalog information (English or other), validate translation; return originals to owners • Design cookbook; produce digital paste-up and provide to printer; have cookbooks delivered to museum
Monitoring	• Museum staff will review each catalog entry, recipe image, and photograph, using a checklist for completeness and quality indicators • Project director will review progress against production

		schedule monthly.
Evaluation		• Develop tools for assessing participants' progress based on pre-determined criteria • Perform assessments; analyze data and draw conclusions
Sustainability		• Collections manager will develop and implement storage and maintenance procedures for the hard copies and the digital records.
Dissemination		• Analyze project experience and evaluation findings to help other institutions replicate this project in their own contexts, and to strengthen the products and outcomes of such a project. • Provide a "best practices" resource on its Web site, and will promote that resource through presentations at regional and national museum professional meetings

Template: Project activities plan

Refer back to the outputs and outcomes you developed for the template "Project goals."

In the table below, list all the activities that need to be carried out to accomplish your project goals. Fill in only those spaces that apply to your project. In other words, your project may have only one phase, or it may have more than two and you will need to create additional spaces. If a type of activity, e.g., "testing," does not apply to your project, leave the space next to it blank.

Phase/ Type of Activity	Your Project's Activities
Phase 1:	
Requirements	
Design/ Development	
Testing	

Implementation	
Evaluation	
Dissemination	

Evaluation Approach

Evaluation is critical to help you understand and communicate the extent to which your project has met its goals. In this unit, you will choose an approach to evaluation based on the goals and activities you formulated in the previous units.

Evaluation activities, e.g., conducting surveys, interviews, instructor assessments, should be part of the project **schedule**, which you will develop in the next unit. The timing and frequency for collecting data will be chosen to help you use evaluation to track progress toward achieving your targets. The results of the evaluation process will help you and your stakeholders make decisions about the project during implementation and at the conclusion of the project., e.g. whether to continue, modify, or discontinue it.

This unit includes two approaches to evaluation: **output based** and **outcome based**.

As you learned in previous units, **outputs** are measures of the amount, quality, and/or volume of use of products and services. All evaluation needs to include outputs, because all project reports should describe productivity and products. Keep in mind that this approach documents the products and services provided, but it does not show what personal benefits to audiences resulted.

Outcomes are desired changes or gains in the audience's knowledge, skills, attitudes, behaviors, status, or life condition. If your project has a goal related to education or training, use an **outcome based approach** to report the extent to which your target audience grew in the ways the project hoped.

At the end of this unit, you will be able to perform the following tasks for your project:

- develop an **output based evaluation approach**, including measures, sources of data, and targets
- develop an **outcome based evaluation approach**, if appropriate, including indicators, data sources, and targets

Task: Plan output based approach

We agreed that all projects should have outputs and report them. Use the approach described in this section to help document the extent to which the amount, quality, and/or volume of use of products and services have met your project goals.

Include the following components in your **output based approach**:

- **output measure**: a measurable unit you will use to show progress toward achieving the desired output
- **data source**: instruments, records, or other resources you will use to provide information about your project outputs

- **data collection interval**: at what points in time and how frequently you will collect or assess information about your project outputs
- **target**: a measurable level of quantity, quality, or volume of use you can and should achieve within a certain time period

Each of these components will be explained in more detail below.

Choose output measures

Use the output statements that you developed for your goals as the basis for choosing your output measures. Begin your measure with the phrase "the number and/or the percentage of…", e.g., "the number and/or percentage of students who will log on each month." At this point, use the phrase as a place holder. Don't try to specify the exact number or percentage. In choosing targets, you will specify the actual quantity or percentage for the final project outputs. Use both number and percentage for clarity.

Then, answer the following questions:

- What **measurable units** will show the extent to which you are making progress towards achieving the total output you hope to achieve? Examples include number of workshop participants, titles made available, certificates awarded, and number or percent of items digitized.
- Do you need to include **quality control** standards for products, e.g., number of digitized objects that meet technical standards, or **desired characteristics** of your project's target audience, e.g., number of workshop participants who meet eligibility requirements? Consider what kind of information will be important for your stakeholders to understand about the project's accomplishments.

Select data sources

Select appropriate data instruments or records that can provide you with information about the units you plan to measure. Look for sources that routinely record this information for project management purposes or for someone else's needs. In other words, avoid creating a special record when you don't have to. Sources could include demographic statistics, state, county and/or local school records, computer logs, or training program attendance records.

Decide on data collection intervals

Decide on the appropriate timing (when) and intervals (how often, e.g., quarterly, annually) for gathering and analyzing data for each output measure. This will be the basis for creating **milestones** in the next unit, **Schedule and resources**. Milestones will help you periodically check to see if you are on track for achieving the desired output target.

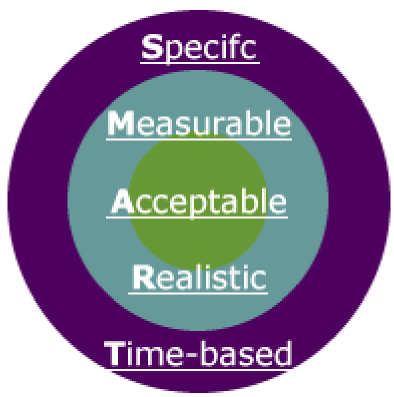
Select targets for outputs

The target is the amount or the level of quality of the output that you (and your stakeholders) feel the project can and should reach. You can formulate more than one target for each of your outputs. But remember that you do not have to evaluate every result you expect to achieve. Choose to measure those aspects of your project that will be of the most interest to you and your stakeholders.

Make sure that the target includes a **specific measure** of the amount and/or quality to be achieved for the units you will track, and a **time frame** for reaching the desired amount or quality. For example, at the end of the project (the time frame), at least 200 parents and caregivers (amount) will have attended at least 5 of the 8 sessions (amount) in the Born to Read workshop series.

The target should be ambitious, but achievable with a good effort. Consider the characteristics and needs of the target audience, the goals and expectations of other key stakeholders, the resources available, and the organization's historical experience.

In summary, ideally your output target should be **SMART**.



Task: Plan outcome based approach

If you developed **outcome** statements for your goals, use the approach described in this section to help document the extent to which your project benefited individuals by contributing to new or changed knowledge, skills, attitudes, or behaviors, or other human characteristics or conditions.

Include the following components in your **outcome based approach**:

- **indicator**: a measurable, observable sign that shows that a desired outcome was achieved; what you hope to see or know about the target audience
- **applied to group**: the target audience or part of that group for whom you will measure the indicators

- **data source**: a method, instrument, or existing record that documents the indicators you have chosen
- **data collection interval**: at what points in time and how frequently you will collect or assess information about your project outcomes
- **target**: a measurable amount of success you hope to achieve within a certain time frame.

Each of these components will be explained in more detail below.

Keep in mind that outcome based evaluation is not formal research.

- It does not attempt to show a cause-and-effect relationship between your project's services and benefits to the project's target audiences.
- It is not intended to "prove" that your project is effective, or to compare one project to a similar project elsewhere.
- Instead, it shows whether a project has achieved its intended results with enough confidence and credibility to serve the purposes of project management.

Of course, if your project intends to demonstrate cause and effect or to make the case for one model or intervention over another, it will need to use the rigorous criteria appropriate to formal research.

Choose indicators

Start with the outcome statements that you developed for your goals. Then answer the question: What observable evidence of accomplishments, changes or gains can I use to show that the project has achieved the desired outcome?

Define each indicator as clearly and specifically as possible. Easy-to-measure indicators have three elements:

- **who**: the part of the target audience that participates, or uses your product, that you hope will experience the intended outcome. Most indicators begin with the phrase "the number and percent of ___ who..." (fill in the target audience for your outcome). You can use "the number and percent of ___" as a place keeper or you can fill in provisional numbers. You will choose or refine the numbers later in this task. Use both number and percent to make results clear. For instance, 50% of 2 would be very different from 50% of 1,500.
- **what**: a concrete, observable, measurable sign of the outcome. Choose something you can know or see directly through objective evidence, e.g., choose something your target audience could "demonstrate," "produce," or "report." Avoid terms like "know," "be aware," or "understand," which can require subjective interpretation.
- **how much**: the amount or quality of the chosen sign that represents success for your project, e.g., "at least three documents in a bibliography," "for at least 10 minutes every day," "one page with no errors," "to at least a rating of 'good' on the docents' rating scale"

A measurable indicator includes enough detail that someone unrelated to the project could recognize that the desired outcome occurred or did not occur for any individual in the target audience.

Select "applied to" group

You may not want or need to know whether all participants or users experienced the outcome. It may be enough to know that only a part of them did. You could decide to collect information about the following:

- a sample of participants, e.g., a representative sub-group of all teachers participating in a series of workshop
- a group of participants in one particular time period, e.g., all children in one week of a summer reading program
- a group of participants who meet a "sorting" criterion such as frequency of use or completion of an activity, e.g., parents and caregivers attending at least five sessions of the Born to Read workshop series.

In making this decision, take into account the size of your project, the number of people you hope to reach, and the resources you have for developing the evaluation approach.

Choose data sources

Decide what approaches, instruments, or records you will use to collect information about the indicator. These can include:

- existing records
- surveys
- interviews
- test scores
- professional assessments
- observation checklists

In selecting appropriate data source(s), consider the same factors you did in the unit **Target audience needs analysis**, e.g., the size of the "applied to" group, the willingness of the group members to participate, depth and breadth of information needed, confidentiality requirements, and availability of resources. In addition, consider whether the outcome is a skill, knowledge, attitude, behavior, status, or life condition. Use the **Matrix of common needs analysis and evaluation sources** to select the appropriate tools.

Determine data collection intervals

Decide on the appropriate timing and the frequency for collecting data about each indicator. For example, will you collect information periodically during a series of workshops, after the participants have completed assignments, and/or after the participants have had a chance to use the skills they have learned?

Periodic checks serve as a strategy for monitoring and will tell you if you are on track for achieving your desired targets. They will let you make any needed corrections to your plan early on in the project, when it's easier to get things back on track.

Choose targets for outcomes

Your target is the measurable amount of success that you believe your project can and should achieve for its target audience within a certain time frame, e.g., the period of a grant.

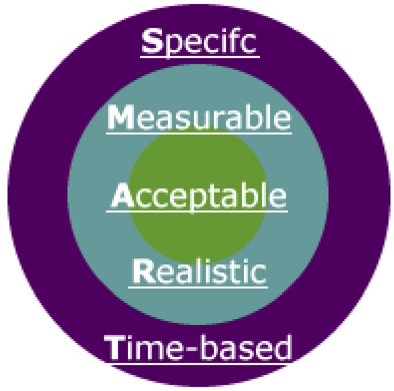
In choosing your targets, begin by estimating the number of individuals in your "applied to" group, e.g., 200 parents and caregivers of infants and toddlers will attend at least 5 of the 8 sessions in the "Born to Read" workshop series.

Then decide how many of these individuals you hope will get the benefit or result specified in the indicator within the time frame. Express this as a number or a percentage of the total number of individuals in your "applied to" group. For example, at the end of the 2-year project, 100 out of 200, or 50%, of the parents and caregivers in the "applied to group" will read to their infants and toddlers for 15 minutes at least five times a week.

You can formulate more than one target for each of your **outcomes**. But remember that you do not have to evaluate every result you expect to achieve. Choose to measure those aspects of your project that will be of the most interest to you and your stakeholders.

Select a target that is ambitious but achievable with a good effort. If possible, collect information about your target audience's knowledge, skills, attitudes, behaviors, characteristics, etc., before they participate. (These data may be available from the target audience analysis you conducted in the **Define the Project** phase.) Take into account the goals and expectations of key stakeholders, the resources available, and your organization's historical experience.

In summary, make sure that your targets are **SMART**:



For additional information on the topics in this unit, refer to the following:

- **examples** on the next pages
- Application Evaluation Criteria **Project Evaluation** in section 3 of the *NLG Guidelines* (http://www.imls.gov/grants/appl/index.htm#nlgl).
- IMLS resources on **Outcome Based Evaluation** (http://www.imls.gov/grants/current/crnt_obe.htm)
- **Selected Resources**

Example: Preservation or Digitization

West Dakota State University 'Images of the WD Territory'

Evaluation Approach

Output #1 (from Project Goals)			
Approximately 2,000 digitized items meeting pre-determined requirements will be made available online.			
Output Measures	**Data Sources**	**When/how often**	**Target**
What measurable units will you use to show progress toward achieving the desired output?	*What instruments or records will you use to collect data on the benchmark?*	*When and how often will you collect data for each output measure?*	*What level of quantity or quality can you achieve within a certain time period?*
# and % of digitized items that meet standards of learning requirements and technical standards for digitization	Test the digitized items against standards of learning and technical requirements	As each item is digitized	Year 1: 1,600 or 80% will meet the requirements and standards Year 2: 2,000 or 100% will meet the requirements and standards

Output #2 (from Project Goals)			
All 10th-grade social studies teachers in the WD Capital region will participate in workshops to learn to use digital primary source materials in the classroom.			
Output Measures	**Data Sources**	**When/how often**	**Target**
# and % of teachers who attend one of the broadcast workshops and the final "hands-on" workshops	Workshop attendance sheets	At each workshop session	24 or 100% of teachers

Outcome #1 (from Project Goals)				
Social studies teachers will demonstrate skill in searching, importing, using, and citing digitized materials from the West Dakota Territories digital collection.				
Indicators	**Applied to Group**	**Data Sources**	**When**	**Target**
What measures will you use to show that the desired outcome has	*What group(s) will you measure to*	*What approaches, instruments or*	*When and how often will you*	*What level of quality can you*

been achieved?	*show progress(all or a sub-group)?*	*records will you use to collect data on the indicator?*	*collect data for each indicator?*	*achieve within a certain time period?*
# and % of 10th-grade social studies teachers who can search the West Dakota (WD) digital document collection; locate at least 3 documents pertinent to a subject they choose; capture those documents to use in applications or in printed form; and incorporate them logically into a lesson plan.	All social studies teachers who complete the 3-day workshop	Instructor assessment of 10-15 minute presentations representative of classroom lessons on history	Once, at the end of the 3-day workshop	19 tenth-grade social studies teachers (79%)

Outcome #2 (from Project Goals)

All 10th-grade social studies teachers in the WD Capital region will include instruction for using the WD Territories digital collection in their new curriculum

Indicators	Applied to Group	Data Sources	When	Target
# and % of 10th-grade social studies teachers who create a lesson plan that includes searching the WD digital resource, locating primary source materials pertinent to a topic, interpreting them, including them in a report, and citing different types (e.g., letter, public record)	All social studies teachers who complete the 3-day workshop	Instructor assessment of teachers' lesson plans	Once, within two weeks of completion of the workshop	18 tenth-grade teachers (75%)

Outcome #3 (from Project Goals)

10th-grade high school students will correctly use digital primary sources in their West Dakota history research projects.

Indicators	Applied to Group	Data Sources	When	Target
# and % of 10th-grade social studies students, who submit history	All 10th-grade social studies students in the	Social studies teachers' assessment	Once, at the end of the West Dakota	400 (40%) of Capital area 10th-

research projects that include at least one digital primary source, interpret it and use it logically to make a point, and cite it correctly.	six Capital area high schools	reports for students' research projects	history unit in the spring of 2004	graders will meet the criteria of the indicator (see column 1)

Example: Museums in the Commmunity

West Dakota Riverland History Museum 'Community Connections'

Evaluation Approach

Output #1 (from Project Goals)			
Approximately 900 photographs will be collected, cataloged, digitized, mounted online, printed, and stored.			
Output Measures	**Data Sources**	**When/how often**	**Target**
What measurable units will you use to show progress toward achieving the desired output?	*What instruments or records will you use to collect data on the output measure?*	*When and how often will you collect data for each output measure?*	*What level of quantity or quality can you achieve within a certain time period?*
# photographs collected, cataloged, digitized, mounted online, printed, and stored	Project progress records	Continuously; progress will be monitored weekly until project end	900 photographs by month 14

Output #2 (from Project Goals)			
Nine recent immigrants will be recruited and trained to provide analysis of photographs and recipes.			
Output Measures	**Data Sources**	**When/how often**	**Target**
# Community Consultants (CCs) from recent immigrant communities recruited and trained	Project records; informal, brief interviews with staff, volunteers, and CCs	Continuously until all contributors are recruited and trained; as project teams work together, aim for weekly.	9 CCs; 3 from each major immigrant community

Outcome #1 (from Project Goals)				
Community Consultants improve English-language skills.				
Indicators	**Applied to Group**	**Data Sources**	**When**	**Target**
What measures will you use to show that you have achieved the outcome?	*What group(s) will you measure to show progress (all or a*	*What approaches, instruments, or records will you use to collect data on the indicator?*	*When and how often will you collect data for each indicator?*	*What level of quality can you achieve within a certain time*

	sub-group)?			period?
Indicator 1: #/% of CCs who report that their English language skills have improved at least 1 point in at least 3 categories of a 5-point Likert scale for 6 characteristics of spoken English	All CCs	Self-assessment survey	At completion of photo project, and at project month 21.	100% by month 21
Indicator 2: #/% of CC's whose English language skills have improved at least 1 point in at least 3 categories of a 5-point Likert scale for 6 characteristics of spoken English	All CCs	Project director or team partner assessment, based on recruitment, photo project, and month 21 interviews by project director or on assessment by team partner of progress over the course of the project	At completion of photo project, and at project month 21.	100% by month 21

Outcome #2 (from Project Goals)

Community Consultants and longer-term volunteers build personal relationships.

Indicators	Applied to Group	Data Sources	When	Target
Indicator 1: #/% of CCs and project volunteers and staff who have spoken by phone to another project participant outside their own community on subjects other than the project at least once in the previous month	All CCs, volunteers, and project staff	Self assessment surveys	At completion of photo collection; and at month 21	75% by month 21

Exercise: Apply Outcome-Based Evaluation Knowledge

Try out your knowledge of the different components of an outcome based evaluation plan. Choose the best answer in the following multiple choice questions.

1. You have chosen the outcome *"Professional staff will increase their knowledge of preservation."* Which of the following indicator statements best supports this?

a The # and % of program completers who can demonstrate 3 preservation techniques.

(b) The # and % of program completers who know preservation techniques.

(c) The # and % of program completers who know 3 preservation techniques.

(d) The # and % of program completers who learn 3 preservation techniques.

2. You have identified the following outcome for your Born to Read program. *"Parents and caregivers demonstrate that they understand the importance of reading to their children."* Which indicator might best measure the achievement of this outcome for participants?

(a) The # and % of parents/caregivers who report reading magazines regularly

(b) The # and % of parents/caregivers who increase their score on the Reading Survey

(c) The # and % of parents/caregivers who log at least 15 minutes of reading time with their child/children daily

(d) The # and % of parents/caregivers who obtain a library card

3. You have selected the following indicator for your NLG project application: *"the # and % of 10th grade social studies teachers who can logically incorporate at least three documents from the West Dakota digital document collection into a lesson plan."* Which of the following is the best source for you to use to collect information about this indicator?

(a) Individual interviews with the teachers

(b) Instructor assessment of the teachers□ lesson plans

(c) Multiple choice knowledge test of teachers□ learning

(d) List of teachers who submitted lesson plans

4. You want to show that your middle-school Saturday "Amazing Science" program series probably generated some student interest in science, and you can only afford to survey one group. Which one of the following would be likely to give you the most useful information?

(a) All middle school students who visit the museum/library in one month

(b) Middle school students who participate in 1 out of 6 Saturday sessions.

ⓒ Middle school students who participate in all Saturday sessions

ⓓ All middle school students who participate in the annual state science fair.

Template: Evaluation approach

Develop an evaluation approach for your project's outputs and, if applicable, its outcomes. You may have more than one output or outcome. You may also have more than two output measures for each output or more than two indicators for each outcome. Create additional spaces if needed.

Output #1			
List one output you developed for the template "Project goals."			
Output Measures	**Data Sources**	**When/how often**	**Target**
What measurable units will you use to show progress toward achieving the output?	*What instruments or records will you use to collect data on the output measure?*	*When and how often will you collect data for each output measure?*	*What level of quantity or quality can you achieve within a certain time period?*
Output #2			
List one output you developed for the template "Project goals."			
Output Measures	**Data Sources**	**When/how often**	**Target**

Outcome #1				
List one outcome you developed for the template "Project goals."				
Indicators	**Applied to Group**	**Data Sources**	**When**	**Target**
What measures will you use to show that you have achieved the outcome?	*What group(s) will you measure to show progress (all or a sub-group)?*	*What approaches, instruments, or records will you use to collect data on the indicator?*	*When and how often will you collect data for each indicator?*	*What level of quality can you achieve within a certain time period?*
Outcome #2				
List one outcome you developed for the template "Project goals."				
Indicators	**Applied to Group**	**Data Sources**	**When**	**Target**

Schedule and Resources

In the previous unit, you chose targets that will help you track progress toward achieving your project goals. In this unit, you will develop three other components of your plan to monitor in the **Do the Project** phase. These are:

- schedule
- resource allocation
- budget

Using the activities plan and the evaluation approach you developed in the previous units, you will create a **schedule** for your project, including the following:

- duration and start and finish dates of each of the activities
- relationships among the activities
- milestones or markers that show accomplishment of logically related activities, interim targets, and targets

Then you will identify and assign the following types of **resources** to each of the activities in your schedule:

- personnel (e.g., permanent staff, temporary staff and consultants)
- materials, equipment, supplies, and special services (e.g., telecommunications)
- support services (e.g., photocopying)

Finally, you will develop a **budget**, which includes costs associated with each of your project's activities. The budget will be the basis for analyzing gaps between your funding needs and available sources.

In this way, the targets in your evaluation approach, your project schedule, the allocation of personnel, materials, and services, and your budget will be integrated. This will make the task of monitoring your project plan much easier and more effective.

Task: Develop the schedule

Developing a reasonable schedule for accomplishing your project's activities will help you stay on track and accomplish your targets within the established time period.

Milestones vs. Activities

Milestones are different from activities. Resources--that is, time, people, materials, and money--can be allocated to activities, but not to milestones. Milestones are signposts that show accomplishment of logically related activities, e.g., needs refinement, design and development, and testing. More important, they indicate achievement of interim targets, and ultimately, of the output and outcome targets that you established in the unit **Evaluation approach**. For example, "select and prepare materials for digitization" is an example of an **activity**; "2000 images will be accessible on-line" is an example of a **milestone**.

As "mini-targets," milestones will help you determine whether you are on track to achieving your targets. In this way, you will be alerted to aspects of your plan that you can do something about at an early stage and get back on track to achieve your targets. If you are reaching your milestones, you will plan ways to maintain the desired target audience behaviors or the desired quantity or quality of products and services.

The project schedule

To create the project schedule, define your project's start and end dates. Then determine the milestones. Assign a tentative deadline for achieving each of the milestones. You may have to adjust the deadlines after determining the duration of activities. Of course, take into account any required deadlines for achieving certain activities.

Estimate the duration of each of the activities. This will depend on many factors, such as:

- Are the desired personnel, material resources and funds available at a given time?
- How fast can the personnel perform a given activity?
- What technology capabilities or capacity must be developed?
- Are there other ongoing tasks or projects in the organization that have to be taken into consideration?

Identify sources of information about how long similar tasks typically take. Consider contacting other institutions that have done similar projects. If this type of information is not available, be sure to build in additional time to allow for unanticipated delays.

Think about the relationships among the activities. Some activities have to be completed before others can start. For example, staff will have to be hired, equipment purchased and the kick-off meeting held with appropriate stakeholders before the project gets underway. It is important to be aware of these relationships because if the first task is delayed, the second one will not be able to start on time. This situation can affect the entire project schedule.

Some activities can be undertaken in parallel. Other activities can overlap for certain periods of time. For example, staff can prepare and submit required paperwork at the same time that specialists are developing the project's products or services. These situations allow you to save time and to move ahead in your schedule.

The **examples** at the end of this unit illustrate two ways to present your project schedule:

- List activities with start and end dates in a table.
- Show graphically the duration of activities and their relationships in a Gantt or bar chart.

Finally, keep in mind that milestones, activities, and duration are intertwined with resource allocation and costs. The process of developing them is iterative, not linear.

Task: Identify and allocate resources

Determine the resources you need to accomplish your activities and reach your milestones in these areas:

- **personnel**, including number and desired qualifications, staff as well as consultants
- **materials and services**, including facilities, equipment and supplies, and outsourced support services

The **examples** at the end of this unit illustrate the allocation of personnel and material resources to activities.

Personnel

Depending on the size and scope of your project, key personnel or roles can include:

- **project director**, who is the main person responsible for the performance of the project and the main point of contact with the funding organization, e.g., IMLS; on larger projects, this person could be assisted by project coordinators or managers
- **task performers**, who report to the project director and who are responsible for completing the project work
- **subject matter experts**, who provide specialized expertise at various phases or steps of the project planning and implementation process--they may be consultants or permanent staff of the organization
- **administrative and technical personnel**, who perform project support functions

In deciding on personnel for your project, include not only those who have the necessary balance of skills, knowledge and experience to perform the tasks, but also those who are committed to accomplishing the work. Determine also if the individuals or groups will be available in the necessary time frames.

Refer to the Application Evaluation Criterion **Management Plan and Personnel** in Section 3 of the *NLG Guidelines* (http://www.imls.gov/grants/appl/index.htm#nlgl).

For specialized activities, such as needs analysis or evaluation, decide whether you will use an internal or an external consultant, or have external consultants train existing staff to perform the activities. If you use external consultants, decide on the criteria and the approach you will use for selecting them and the role that each will play in the project.

Materials and services

Make sure that the required materials and services enabling each activity to be performed are clearly identified. This will help you to estimate the costs to account for in your budget. Also, if you use outsourced services, be sure to decide on the criteria and the approach (e.g., collecting bids) you will use to select them.

Task: Develop the budget

In developing your project budget, estimate two types of costs:

- **direct costs**, which are associated with the specific activities you developed in the previous section. These include personnel, materials and services.
- **indirect costs**, which relate to the project but which cannot be directly tied to project activities. Examples include energy costs, rent and insurance.

For **direct costs**, start with the list of activities you developed in the previous section to achieve your milestones. Ask yourself the following questions:

- What personnel and materials and services will I need to accomplish each of the activities?
- What is the total cost for each activity?

The **examples** at the end of this unit illustrate the personnel and material costs associated with a specific activity and duration. This approach is a useful way to track the accomplishment of activities according to a certain schedule and within a specified budget.

As for **indirect costs**, your organization may have practices related to allocating these expenses to projects. In addition, potential funding sources, e.g., IMLS, have specific requirements. Refer to section 4 in the *NLG Guidelines* (http://www.imls.gov/grants/appl/index.htm#nlgl).

Also consider also post-project costs. The direct and indirect expenses of operating and maintaining the product or service after the project is completed may be substantial. For each element, estimate costs over a certain period of time in the future. Examples of costs to sustain your project's results include:

- training instructors to teach the new skills and knowledge to external or internal target audiences
- salaries, materials, and indirect costs associated with operations
- upgrades (enhancements)
- maintenance and preventive maintenance, especially related to technology applications

For the purposes of your NLG application, post-project costs should not be part of the budget. Include them as part of your sustainability plan.

In making cost estimates, think about some of the same factors you considered in estimating the duration of project activities, e.g., your organization's or other organizations' experiences with similar projects, and the likelihood of unanticipated events resulting in additional costs. Consult the **risk analysis** you conducted in the task **Analyze and select solution** in the unit **Target audience needs analysis**.

Finally, make sure that your cost estimates meet the following criteria:

- They are reasonable.
- They are necessary to support your project's goals.
- They are auditable.
- They are allowable in terms of cost principles of potential funding organizations.

The table below suggests strategies to improve your ability to estimate your project schedule and costs.

Causes of poor cost and time of estimation	Strategies
1. Lack of experience in estimating cost and duration of particular activity	• Draw on organization's experience with similar tasks • Draw on expertise of others; get estimates from multiple sources, including similar projects at other institutions • Develop explicit methods and procedures for cost and schedule estimates
2. Technical glitches	• Employ thorough planning and good quality management practices • Assume the worst in making estimates
3. Changes to the project plan (resulting from changing conditions in the external environment, technical problems, changes in project requirements by the audience, staff's desire to make improvements, etc.)	• Conduct a risk assessment that identifies the overall stability of the project environment • Put change management procedures in place
4. Psychological factors (e.g., blind optimism about project's prospects)	• Place skeptics on the cost estimating team; no individual estimate should be permitted to go unchallenged
5. Political pressures (e.g., getting support for projects)	• Establish project selection procedures at the organization level

Task: Identify sources of funding

Now you have a good idea of the personnel, material and financial resources you need to accomplish your activities. Conduct an analysis of the funding and resources that are available to you. Then decide what you will need to obtain from other sources to close any gaps. Consider funding sources that have grant award programs, e.g., IMLS, and partner organizations.

The key question to ask when considering application to a **grant-making organization** is:

> **Do the requirements and priorities of the funding source support the purpose, audience needs, and goals of your project and of your organization?**

If you based your project design decisions solely on the requirements of the potential funding source, you risk not meeting the needs of your organization and your project's target audiences, as well as the goals and targets you have established on the basis of those needs. In other words, if there is not a good "match," you should seek support from other sources.

Partner organizations can supply in-kind contributions of staff time, expertise, facilities and equipment, as well as money. In selecting partners, make sure that the missions, audience needs and goals of the organizations or departments are compatible. Consider the types of human, material and financial resources that will enable you to meet the project goals, as well as funding source requirements.

Refer to the Application Evaluation Criterion **Contributions** in section 3 of the *NLG Guidelines*(http://www.imls.gov/grants/appl/index.htm#nlgl).

For additional information on the topics in this unit, refer to the **examples** on the next pages and the **Selected Resources**.

Example: Preservation or Digitization

Activity	Duration	Personnel and Material Resources	Cost
WDSU Preservation and Digitization	**445 days**		**$407,520.0**
Phase 1: Digitization of primary source objects	**190 days**		**$152,000.0**
Select appropriate materials	2 mon:	Specialists	$32,000.0
Prepare and scan materials	3 mon:	Specialists,Scanning Equipment[1],Data Storage		$48,000.0
Develop metadata and link to image records	3 mon:	Specialists	$48,000.0
Organize images	1 mor	Specialists	$16,000.0
Place on the University Libraries' Web site	2 wks	Specialists	$8,000.0
All materials accessible online	0 days		$0.0
Phase 2: Teacher Workshop	**81 days**		**$87,200.0**
Validate 10th grade social studies teachers' needs	1 wk	Project Team	$4,000.0
Design and develop materials for workshop	2 mon:	Specialists,Curriculum Specialist[50%]	$48,000.0
Test the components of the workshop plan	2 wks	Instructors,Teachers	$14,400.0
Prepare and disseminate information	2 wks	Specialists	$8,000.0
Arrange for facilities	1 wk	Project Team	$4,000.0
Register participants	1 wk	Instructors	$4,000.0
Deliver 1st 3-day workshop	3 days	Instructors	$2,400.0
Deliver 2nd 3-day workshop	3 days	Instructors	$2,400.0
79% of the 24 teachers demonstrate the ability to incorporate 3 digital documents into their lesson plans	0 days		$0.0
Phase 3: Web Conference Board	**140 days**		**$144,000.0**
Determine participant needs	2 wks	Instructors,Specialists	$16,000.0
Design a prototype	1 mor	Specialists,Digitization Team	$24,000.0
Validate the prototype	1 wk	Project Team,Specialists	$8,000.0
Develop the conference board	3 mon:	Specialists	$48,000.0
Prepare the test server	1 wk	Specialists	$4,000.0
Identify the testing group	1 wk	Project Team	$4,000.0
Conduct tests	2 wks	Curriculum Specialist,Instructors	$16,000.0
Collect and incorporate participant feedback	2 wks	Specialists	$8,000.0
Prepare actual server	1 wk	Specialists	$4,000.0
Upload Web conference board	1 wk	Specialists	$4,000.0
Obtain stakeholder approval	1 wk	Specialists,Project Team	$8,000.0
Web conference board approved	0 days		$0.0
Phase 4: Classroom Delivery and Evaluation	**34 days**		**$24,320.0**
Draft curriculum plans	5 days	Teachers	$3,200.0
Assess curriculum plans	1 day	Project Team	$800.0
75% of the 24 teachers should incorporate efficient use of WD digital resources in their lesson plans	0 days		$0.0
Produce teaching materials	5 days	Teachers	$3,200.0
Teach 10th grade social studies classess	5 days	Teachers	$3,200.0
Assess student's research projects	1 day	Teachers	$640.0
40% of Capital Area 10th graders incorporate digitization in their research projects	0 days		$0.0
Compile student performance report	2 days	Teachers	$1,280.0
Submit report	1 wk	Project Team	$4,000.0
Disseminate results of project	2 wks	Project Team	$8,000.0
Results disseminated to appropriate stakeholders	0 days		$0.0

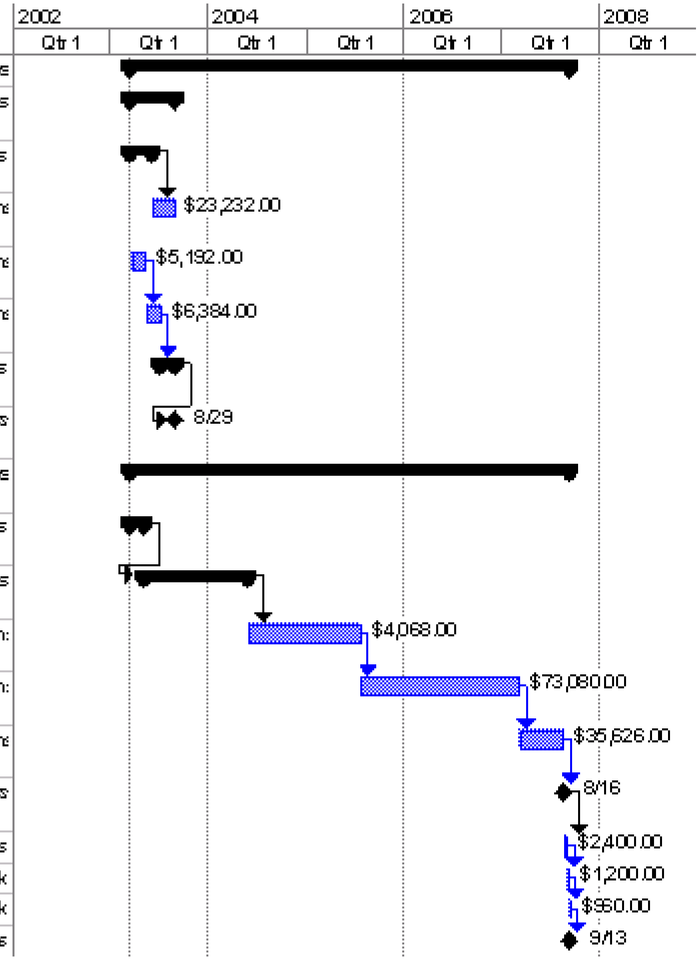
Example: Museums in the Commmunity

West Dakota Riverland History Museum 'Community Connections'

Activity	Duration	Personnel and Material Resources	Cost
West Dakota Riverland History Museum 'Community Connection'	1175.25 days		$247,738.0(
Phase 1: Recruit and train Community Consultants (CCs) and teams	122 days		$56,384.0(
Develop "job description" for the role	60 days	Project Director [20%],Volunteer Coordinator[60%],Exhibit Staff [10%],Assistant	$10,248.0(
Iinterview and select Community Consultants	3 mons	Volunteer Coordinator[40%],Project Director[30%],Assistant Director[20%],Personnel Staff[10%],CC honorarium[10%]	$23,232.0(
Hire training consultant, design workshops.	2 mons	Education Staff[20%],Volunteer Coordinator[20%],Project Director[10%],Assistant Director[20%],Consultant	$5,192.0(
Conduct Workshop 1 and 2	2 mons	Volunteer Coordinator[40%],Curatorial Staff[50%],Project Director[10%]	$6,384.0(
Pilot analysis and cataloging	40 days	Volunteer Coordinator [30%],Curatorial Staff [50%],Project Director [20%],Translator[20%]	$11,328.0(
9 Community Consultants recruited; 12 volunteers and staff teamed and trained	*0 days*		*$0.0C*
Phase 2: Acquire and process photos and recipes	1175.25 days		$191,354.0(
Develop written criteria for photographs and recipes to be included	35 days	Project Director [10%],Assistant Director [10%],Curatorial Staff [40%],IR Staff [40%],Scanner [1],Supplies [1]	$11,356.0(
Gather and select photos and recipes	280 days	Curatorial Staff [30%],IR Staff [30%],Project Director [5%],Collection	$62,664.0(
Manage volunteer/Community Consultant cataloging effort	15 mons	Project Director[3%],Volunteer Coordinator[5%]	$4,068.0(
Implement storage and maintenance procedures for the hard copies and the digital record	21 mons	IR Staff[50%],Collection Manager[50%]	$73,080.0(
Design and produce cookbook	6 mons	Curatorial Staff[40%],Exhibit Staff[40%],Translator[20%],Production[1]	$35,626.0(
Cookbook is ready for sale and distribution	*0 days*		*$0.0C*
Develop assessment tools	2 wks	Consultant	$2,400.0(
Conduct self assessment survey	1 wk	Consultant	$1,200.0(
Conduct progress interviews	1 wk	Project Director	$960.0(
100% of participants show improvement according to predetermined criteria	*0 days*		*$0.0C*

(milestones shown in italics)

Activity	Duration
West Dakota Riverland History Museum 'Community Connection'	1175.25 days
Phase 1: Recruit and train Community Consultants (CCs) and teams	122 days
Develop "job description" for the role	60 days
Iinterview and select Community Consultants	3 mons
Hire training consultant, design workshops.	2 mons
Conduct Workshop 1 and 2	2 mons
Pilot analysis and cataloging	40 days
9 Community Consultants recruited; 12 volunteers and staff teamed and trained	*0 days*
Phase 2: Acquire and process photos and recipes	1175.25 days
Develop written criteria for photographs and recipes to be included	35 days
Gather and select photos and recipes	280 days
Manage volunteer/Community Consultant cataloging effort	15 mons
Implement storage and maintenance procedures for the hard copies and the digital record	21 mons
Design and produce cookbook	6 mons
Cookbook is ready for sale and distribution	*0 days*
Develop assessment tools	2 wks
Conduct self assessment survey	1 wk
Conduct progress interviews	1 wk
100% of participants show improvement according to predetermined criteria	0 days



Template: Schedule and resource plan

Complete the blank spaces in the table below in the following order:

- Enter the name of the project phase you developed for the template "Activities" and the start and end date for that phase. (Add spaces if your project has more than one phase.) Do not enter anything in the spaces for Personnel and Material Resources and Costs.
- Enter the targets or milestones you developed for the template "Evaluation approach" and assign a tentative date for achieving each of the targets or milestones. Do not enter anything in the space for Personnel and Material Resources and Costs. Remember that there are no personnel or material resources or costs associated with a milestone or target.
- Enter the activities you developed for the template "Activities" that will enable you to reach each of the milestones or targets.
- Estimate the start and end dates, the personnel and material resources and the costs for each activity.

Phase/Activities Milestones/Targets	Start date/ End date	Personnel and Material Resources	Costs
Phase I:		**n/a**	**n/a**
Activity 1:			
Activity 2:			
Activity 3:			
Activity 4:			
Milestone(s)/target(s):		**n/a**	**n/a**
Activity 5:			
Activity 6:			
Activity 7:			

Phase/Activities Milestones/Targets	Start date/ End date	Personnel and Material Resources	Costs
Activity 8:			
Milestone(s)/target(s):		**n/a**	**n/a**
Phase II:		**n/a**	**n/a**
Activity 9:			
Activity 10:			
Activity 11:			
Activity 12:			
Milestone(s)/target(s):		**n/a**	**n/a**
Activity 13:			
Activity 14:			
Activity 15:			
Activity 16:			
Milestone(s)/target(s)		**n/a**	**n/a**

Reality Check

The next step in the process is to write the grant application. Before moving on (if you have completed the exercises and templates):

Review the decisions that you and the stakeholders have made thus far.

✓Is each of the plans manageable, given the opportunities and constraints your organization could face in the near future?

Activities plan?
Evaluation approach?
Schedule and resource plan?

✓Do the plans support the project goals?

✓Will the plans help you track your project's progress as effectively and efficiently as possible?

✓Do the key stakeholders support the decisions that have been made?

If the answers are yes, then you are ready to move onto the next phase, **Write the Grant Application**.

If the answer to any of these questions is "no," you will need to make adjustments to your plan, i.e., the goals, activities, targets, schedule and/or anticipated resources

Write the Grant Application

In **Define the Project** and **Plan the Project**, you developed the components of your project plan, including the identification of appropriate funding sources. Now you have the framework and the content elements to write your grant application.

The next step is to put the pieces together in a form that meets the requirements of the NLG program application. You will refine the content and write your grant application using a compelling style.

Keep in mind that some of the information you learned in the **Stakeholders and communication** segment applies to this phase as well. For example, involve your stakeholders, as appropriate, in reviewing and commenting on drafts of your application.

For this section of the tutorial you will need the NLG application guidelines and forms. They are available on the IMLS Web site at: http://www.imls.gov/grants/appl/index.htm#nlgl

You can request a paper copy by contacting IMLS via e-mail (imlsinfo@imls.gov) or by calling (202) 606-8536.

Twelve Tips for Writing a Competitive IMLS NLG Application

1. **Do your homework about IMLS and the NLG:**

- Read the current NLG Guidelines and sample narratives.
- Read the information provided to grant reviewers: http://www.imls.gov/grants/review/index.htm.
- Volunteer to be a grant reviewer.
- Subscribe to Primary Source (IMLS' free monthly e-newsletter): http://www.imls.gov/utility/subscribe.asp.
- Read other IMLS publications

  Make sure that there is a good match between the components of the project plan you developed and the NLG categories of funding, priorities, and evaluation criteria.

2. **Answer the questions the NLG guidelines ask.** Do not answer questions that aren't asked or include information that's not directly relevant.

3. **Be simple, succinct and specific.** Use short, active words ("now" is better than "at the present time"). Avoid the passive sentence structure ("technology experts from XYZ firm will provide instruction enabling students to use databases" is better than "students will be taught to use a variety of computer programs.")

4. **Write for the expected reviewers,** not your project partners. If you're writing for a technical project, use language non-experts can understand. Avoid jargon.

5. **Follow the NLG guidelines.** All the guidelines. Exactly. Check your application package against the guidelines before you mail it.

6. **Check your budget figures.** Make sure your arithmetic is correct and all expenses are included.

7. **Proofread.** Spell check. Leave time to have someone outside the project read the application, and time to incorporate their suggestions.

8. **Be realistic.** Don't promise more than you can accomplish or produce.

9. **Don't stop at product or process.** Describe the concrete results you expect when people use your product, service, or process.

10. **Identify a clear target audience** and know their characteristics. Describe how your product, service, or process will fit the target audience.

11. **Meet the mailing deadline**. Mail to IMLS' correct, full address. Use a mailing/shipping method that provides documentation of the date and keep your receipt. **Do not mail your application through the US Postal Service** because of mail delays due to irradiation of Federal mail.

12. **Ask IMLS for help.** The Program Officers for each of the IMLS grant programs are listed with e-mail addresses and phone numbers in the application packet that is available online at the IMLS Web site: http://www.imls.gov/grants/appl/index.htm.

For more information about writing grant applications, refer to the Write the Grant Application section of the **Selected Resources**. One of the resources you will find there is the Foundation Center's free online tutorial: Proposal Writing Short Course (http://www.fdncenter.org/learn/shortcourse/prop1.html).

NLG application review process

Submitting your application is not the end of your involvement in the grant-making process. IMLS staff will determine whether an applicant is eligible and whether the application is complete. All eligible and complete applications will be competitively reviewed by individual field review and/or panel review. Refer to "Application Review and Evaluation" in section 3 of the current *NLG Guidelines*, which can be accessed from the IMLS Web site: http://www.imls.gov/grants/appl/index.htm.

If your hard work results in a grant:

First, hearty congratulations! National Leadership Grants are very competitive, so receiving one is something for which you and your institution should be very proud.

Soon after the awards are announced, IMLS sends out a packet to all of the institutions whose applications have been funded. To get an idea of what that includes, go to the Current Grantee Resources page on the IMLS Web site: http://www.imls.gov/grants/current/index.htm.

The contents of the packet vary by NLG program. Here are some items that may also be included:

- copies of the reviewers'/panelists' comments about the application
- guidance on doing the interim and final performance reports
- contact information for the IMLS Program Officer under which program your application has been funded.

Now you are ready to carry out the next phase in the diagram, **Do the Project!**

And if you are not successful with your NLG application:

Remember that an unsuccessful application is not the end of the process either.

When the funded National Leadership Grants are announced, a packet of information is also sent out to the institutions that were not successful in the grant competition. That packet will include copies of comments made by the reviewers and/or panelists, a valuable source of feedback. You may also want to contact the IMLS Program Officer to ask for feedback or clarification about your application. Contact information for the appropriate Program Officer is generally included in the packet.

Do the Project

If your application is approved and you obtain the necessary resources, e.g., an IMLS grant award, you will carry out the activities you planned in the previous phases and file project reports as specified for the funding category. You will evaluate the extent to which the project goals are being met, and you will monitor your project budget, schedule, and resources. At the conclusion of the project, you will decide on the next steps to take. If the project is successful, you will implement the plan you developed in the **Activities** unit to **sustain** your project's results.

Even though this phase is not covered in detail in this tutorial, keep it in mind as you plan your project and write your application.

- Carry out the **activities** that you developed during the **Plan the Project** phase: requirements, design and development, testing, and implementation, monitoring and evaluation, and sustainability.
- National Leadership Grants have specific grant periods, with start and end dates stated in the grant award notice. Your project activities should fit both the amount of time (usually two to three years) and the start and end dates appropriate to the NLG category of funding. The same situation may be true of other funding programs.
- Make sure that all stakeholders are appropriately informed about the project's activities. Consult and update the strategy you developed in **Stakeholders and communication**.
- Ensure that the activities are helping you achieve the targets you selected in the unit **Evaluation approach**.
- Confirm that all required personnel, material and financial resources have been allocated to their respective activities and that they are available when needed.
- Check to make sure that the risk strategies you developed in the unit **Target audience needs analysis** are implemented if needed. If unanticipated risks arise, develop other appropriate strategies.

Monitoring and evaluation

As you implement your project, you will also be continually tracking its progress through your **monitoring activities** and periodically measuring the extent to which the project is achieving its goals through your **evaluation activities**. You will use the **Schedule and resource** plan and the **Evaluation approach** you developed in the **Plan the Project** phase.

Monitoring

During this phase, you (or the project director or manager) will keep track on a regular basis of the deadlines and the milestones ("mini-targets") in the project schedule, as well as the project's human and material resources, and its budget.

- If deadlines or milestones are not met, or if you exceed the budget, identify the causes and take appropriate corrective actions. If you are significantly under your budget, check to see that you are undertaking all the activities you had planned.
- If you are making your deadlines and milestones, and you are staying within your budget, think of ways to sustain or reinforce what you are doing that seems to be working.

Make sure that you keep your project stakeholders appropriately informed (e.g., through regular project status reports) of the results of the regular monitoring of your project's plans.

Evaluation

In addition to carrying out these monitoring activities, you (or the project director and/or persons assigned to evaluate the project) will periodically collect and analyze data to measure the extent to which the project has achieved its goals, based on the **Evaluation approach**. Compare the results of your analysis with the targets you selected. If your project does not meet one or more of the targets, collaborate with the appropriate stakeholders on what steps should be taken. One possible step is to review the entire project plan.

Your **evaluation activities** plan also included meeting formal or informal requirements for reporting on your project's performance to grant-making institutions, e.g. IMLS, as well as to other stakeholders. The final report, which should reflect input from key stakeholders, typically includes:

- review of the project's goals
- data collected from the project's evaluation approach
- interpretation of the data
- "lessons learned"
- recommendations for improving future projects

As you carry out your plan, keep in mind your stakeholders' requirements for the types of information they want to receive about the project's performance, how they want to receive it (e.g., format), and the timing (e.g., deadlines) for receiving it.

Sustainability

The results of your evaluation will determine how you will move on after the grant period is over.

If your project has successfully met its targets, you will want to **sustain** and **disseminate** those results after the conclusion of the project. In the **Activities** unit of the **Plan the Project** phase, you developed a plan for accomplishing this important activity.

If the project does not meet its targets within the grant, you (and your stakeholders) could consider modifying components of the project so that you will be able to achieve your targets after the grant period is over. If the needs and wants of your organization, your target audience, or other stakeholders have changed, you may need to go back and modify your goals. Consider starting a new phase of the project or a new project based on the previous one.

As you prepare your final report on the grant project, IMLS will want to know about the project's successes, as well as targets that were not met and why. This information can help other organizations learn from your experiences.

References

Define the Project (Needs Analysis and Goals)

Allison, Michael, and Jude Kaye. *Strategic Planning for Nonprofit Organizations: A Practical Guide and Workbook*. New York: John Wiley & Sons, Inc., 1997.

This comprehensive book and disk set shows you how to create and implement an effective strategic plan using a simple, seven-phase process that covers everything from defining your mission and setting your course to initiating, monitoring, and streamlining your plan.

Kramlinger, Thomas, and Ron Zemke. *Figuring Things Out: A Trainer's Guide to Needs and Task Analysis*. Reading, Mass.: Perseus Books, 1982.

This book describes a system to help determine the idealized vision of the organization, pinpoint the right human resource problem, find the primary cause, and suggest solutions. A complete how-to and when-to handbook on needs and task analysis, including advice on how to match needs assessment techniques and problems, and guidance for good communication at every step of the needs assessment process.

McNamara, Carter. "Strategic Planning (in nonprofit or for-profit organizations)." *http://www.mapfornonprofits.org/* (November 21, 2002)

This Web-site includes information and resources about preparing the strategic plan, conducting an analysis of the organization's environment, establishing a strategic direction, and monitoring and evaluating the plan. It also includes an e-learning module on developing the strategic plan.

Nelson, Sandra. *The New Planning for Results: A Streamlined Approach*. Chicago: American Library Association, 2001.

This resource is an all-in-one guide with the essential steps for drafting a forward-looking plan for any public library, regardless of organizational structure or size. It enables libraries to respond quickly to rapidly changing environments via:

- A four month timeline and twelve concise tasks to help with planning
- Sample forms and resources to organize, explain, and implement the planning process

Rossett, Allison. *First Things Fast: A Handbook for Performance Analysis*. San Francisco: Jossey-Bass/Pfieffer, 1999.

This book contains job aids, design templates, and examples along with tips on accelerating analysis, using technology, overcoming organizational obstacles, communicating with experts, customers and colleagues, and presenting results.

Watkins, Ryan, Douglas Leigh, William Platt, and Roger Kaufman. "Needs Assessment- a Digest, Review, and Comparison of Needs Assessment Literature." *Performance Improvement* (September 1998): 40-53.

This article integrates the major literature in an effort to review and compare many models and case studies that relate to needs assessment. Suggests that the major factors to consider in selecting an appropriate needs assessment model are the organization's audiences (both internal and external), the types of results that will be addressed, the organization's processes, and the criteria by which the findings will be evaluated.

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This practical handbook provides step-by-step instruction in how to conduct a needs analysis.

Plan and Do the Project

DeWeaver, Mary F., and Lori C. Gillespie. *Real-World Project Management: New approaches for Adapting to Change and Uncertainty*. New York: Quality Resources, 1997.
This resource offers a simple, iterative spiral model for contemporary project management. The book's fresh approach takes into account the reality of constant change in such project factors as funding, sponsorship, technology, competitive situation, and regulation.

Frame, J.Davidson. *Managing Projects in Organizations: How to Make the Best Use of Time, Techniques, and People*. Rev. ed. San Francisco: Jossey Bass Publishers, 1995.
This book presents a practical, flexible approach to managing projects, with a special emphasis on avoiding pitfalls and making things happen. It offers tools to help identify customer needs, define project requirements, and enhance planning and control. It also provides advice on overcoming problems at the organizational level as well as the team and individual levels, providing pointers on managing personnel, and selecting the best team structure.

Project Management: Tools for an age of rapid change, complexity, and other business realities. 2d ed. San Francisco: Jossey-Bass Publishers, 2002.
The author provides a practical toolkit for today's project manager, offering strategies for identifying customers and maximizing their satisfaction; techniques to help managers evaluate and select products, personnel, and vendors; an easy-to-understand risk management process that really works; a user-friendly method of project evaluation that helps managers gauge progress; and a team management checklist.

McNamara, Carter. "Basic Guide to Nonprofit Program Design and Marketing." *http://www.managementhelp.org* (November 21, 2002)
This site includes brief information and resources on preparing and planning your program and services, including market analysis, promotions, service delivery, measuring success, and resourcing and budgeting. It also includes a free on-line learning module for leaders, managers, consultants, and volunteers who serve nonprofit organizations.

"Project Management." *http://www.managementhelp.org* (November 21, 2002)
This site was developed as part of the Free Management Library, a joint effort between the Management Assistance Program for nonprofits and Authenticity LLC. "Project Management" includes articles including various perspectives on project management,

information on team building and group leadership, and resources and related links on project management topics.

Project Management Institute. *A Guide to the Project Management Body of Knowledge (PMBOK Guide)*. 2000 ed. Newtown Square, Pa.: Project Management Institute, 2000.
This document identifies and describes the knowledge and practices that are applicable to most projects most of the time and that are generally considered valuable and useful. It also provides a common vocabulary within the profession and the practice for talking and writing about project management. See also *http://www.pmi.org*

Evaluation

Administration on Children, Youth, and Families, Department of Health and Human Services. n.d. *The Program Manager's Guide to Evaluation*. Washington, D.C.: DHHS.
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Bond, Sally L., Sally E. Boyd, and Kathleen A. Rapp. *Taking Stock: A Practical Guide to Evaluating Your Own Programs*. Chapel Hill, N.C.: Horizon Research, Inc., 1997.
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Even though it is geared toward technical training, this resource has useful material for evaluating other types of training and education projects. It includes a concise description of common evaluation tools, sources of information, data interpretation techniques, and a list of references and resources.

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This guidebook offers an approach to defining and verifying results that will increase your ability to profile and communicate accomplishment. It can be used by an array of service providers.

Write the Grant Application

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This manual helps the reader identify the best sources of funds, develop a systematic approach, write tailored proposals, and deal with government, foundations, and corporate funders.

Burke, Jim, and Carol Ann Prater. *I'll Grant You That: A Step-by-Step Guide to Finding Funds, Designing Winning Projects, and Writing Powerful Grant Proposals*. Portsmouth, N.H.: Heinemann, 2000.
This resource is part book, part CD-ROM, and part website. It walks the reader through a step by step process for writing a successful proposal. It provides a series of workshops in those areas with which the reader need a little help, including writing, organizing, presenting and being creative.

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"Proposal writing short course." *http://www.fdncenter.org/learn/shortcourse/prop1.html* (November 21, 2002)
The subject of this short course is proposal writing. But the proposal does not stand alone. It must be part of a process of planning and of research on, outreach to, and cultivation of potential foundation and corporate donors.

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This book will help both the novice and seasoned grant seekers improve the quality, presentation, and eventual outcome of their proposals. Each of the techniques presented has been extensively field tested.

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This book includes step-by-step guidance, insider tips, and tools needed to create the kind of budgets and financial plans that win grants. It also includes a computer disk containing the full range of budget forms accepted by federal agencies in Word for Windows format.