Simple Steps:

A workbook to help you plan a Community Literacy Project

Yukon Literacy
Coalition

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For the Yukon Literacy Coalition

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Introduction

The Yukon Literacy Coalition has prepared this workbook to provide a step-by-step guide for how you can plan and carry out family literacy projects in your community.

This workbook includes:
- Information on what "Family Literacy" is and ideas for different activities.
- An overview of seven simple steps for planning a literacy project. There are examples and a few exercises to help you learn more about each step.
- Tips on how to get funding and write effective proposals.
- A blank template which you can use to start drafting a family literacy project for your community.

If you need more information or would like to talk to someone about your idea and how to move forward with a project, please contact the Yukon Literacy Coalition. We are there to help! We would also love your feedback on this workbook.

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I. Family Literacy

WHAT IS FAMILY LITERACY?

Family literacy includes all of the different ways parents, children, and extended family members develop and use literacy skills to accomplish day-to-day tasks and activities, at home and in their community.

Family literacy includes:
- making drawings to share ideas
- writing messages
- keeping records
- making lists
- reading and following directions, or
- sharing stories and ideas through conversation, reading and writing.

Family literacy also includes adults being literacy role models for their children.

> **Importance of oral language**
> Children need to hear the language in order to learn to speak the language. They learn the words from the rhythm of the language – through songs, rhymes or stories.
>
> Storytelling is an important way to teach children about their history, culture and traditions. Storytelling also shows children the rhythm of language.

WHY IS FAMILY LITERACY IMPORTANT?

A child's literacy development starts at birth and is shaped by their experiences at home and with their family. Family literacy has a positive impact on a child's literacy skills and attitude toward learning. This positive experience impacts not only for the child's future success in school, but for their entire lifetime.

Research has shown that children are more likely to have weak literacy skills when their parents suffer from low literacy. Family literacy is a way of breaking this cycle by addressing the needs of parents while helping children build the foundation for strong literacy skills.

FAMILY LITERACY ACTIVITIES

The beauty of family literacy is that it includes so many different activities. Some activities take lots of time and lots of money to organize, others take a few minutes and no money at all.

Five things to ask yourself before you plan a family literacy program?

1. How much time do you have to spend on this project?
Pick a family literacy activity that doesn't take up more time than you can afford to give. Maybe you need to choose a one-time activity, or if you have a couple hours a week, you could choose an activity that takes place once a week. Whatever you do, don't choose an activity that will take up way more time than you have. This just leads to frustration!

2. What is already happening in your community?
If you know what is already going on in your community, you can play your family literacy activity accordingly. Sometimes it's easier to combine a family literacy activity with an existing program. If you have a gym night, or library night, the family literacy activity can be a perfect companion. It's also a good idea to know what's going on to make sure that you get as many kids as possible at your event. Don't plan a family literacy activity the same night as a swim night or a sport activity…you won't get anyone to come out.

3. What are families interested in?
Is your community crazy for Yu-gi-oh cards? Obsessed with Star Wars? Plan an activity that kids are already interested in. It's much easier to find participants if they are already interested in going. An activity that works in Vancouver or Edmonton, might not be right for your community, so make adjustments for your community.

4. *Who else in the community should get involved*?
Talk to the College, the library, the language center, the daycare and anywhere else that might be interested. They might have some good ideas about potential, or they might be able to help out in some way. Find out if they can donate resources, space or even time.

5. What do I want to do?
It's true, you should only plan activities that you want to do. If you choose an activity that is of no interest to you, it's going to be very hard to plan it out. Pick an activity that you feel passionate about, and you'll find the work WAY easier. .

FAMILY LITERACY PROJECT IDEAS

There are hundreds of family literacy activities that you can do in your community. They can be big or small; an ongoing project or a special event. They can be held at a library, a community hall, a soccer field or in someone's home. The most important part of a family literacy activity is that the whole family is included and encouraged to learn together.
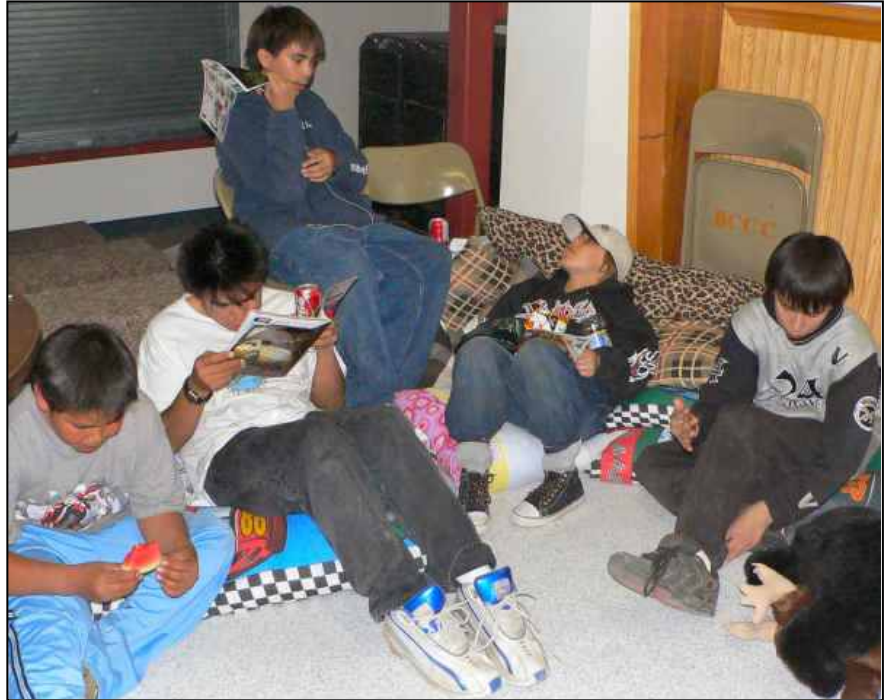
Here are a few ideas for family literacy activities that you can do in your community. For more suggestions visit the Northwest Territories Literacy Council at: http://www.nwt.literacy.ca/famlit/famlit.htm

1-2-3 Rhyme with Me and Parent Child Mother Goose

These two programs are designed for parents and their babies or young children. Both programs teach rhymes, songs and stories to parents and allow parents to spend quality time with their young children. Songs, rhymes and stories are great ways to encourage language development of babies and young children. Rhymes and songs show children the rhythm of language. As children's own speech develops, they join in the chanting of the rhyme. The nursery rhymes and songs can be adapted to your community to make the learning experience more relevant. Parents are often amazed at how quickly a fussy child will calm down with a song.

The program can be run in community halls, libraries or school classrooms. It usually runs once a week for approximately one hour. Information about "1-2-3 Rhyme With Me" and "Parent Child Mother Goose" is available on the web at: http://www.nwt.literacy.ca/famlit/123rhyme/menu.htm and http://www.nald.ca/mothergooseprogram/start.htm .

LINGO BINGO

There is nothing like a game of LINGO BINGO to get the entire community involved in family literacy. This activity is easy, fun and can be adapted to any age group in any community. LINGO BINGO is simply a game of bingo that uses words and pictures instead of numbers. You can make your LINGO BINGO game have a northern theme or use an aboriginal language.

All you need to host a LINGO BINGO night is some blank bingo cards, prizes for winner and some snacks for participants. You can host LINGO BINGO at a school, in a library or a community league. To make sure that this is a real family event, let the children know that they need to a parent to participate.

Reading Circles

In a reading circle, parents, community members and children meet to share stories and books. The focus is on discussion, and the enjoyment of families reading and talking together. Reading circles are a great way to promote reading in the family and community.

Here are some ideas for your reading circle!

- **A reader's picnic**: Pack a lunch and bring your favourite book and read at school with your children.
- **Set up a reading tent** - canvas wall tents work great!
- **Invite a celebrity** to your reading circle: Mayor or Chief, local authors, Fire Fighter, Police Officer etc.
- **Invite elders** to share their stories with the group.
- **Select a theme** for the reading circle. Decorate the room and have the children dress up for the event. For example you could read traditional stories and have children wear traditional clothing.

Community Book Swap

A community book swap can get the community excited about reading. Organize a day where families can bring in their used books and exchange them for something different. You can also set up a reading circle and have a volunteer or elder read to the children. Have draws throughout the event so that families can win literacy prizes. Don't forget to send parents home with information about why family literacy is important and given them some tips on how they can incorporate family literacy into their daily lives.

Literacy Treasure Hunt
Setting up a literacy treasure hunt is a fabulous way to integrate community landmarks and businesses into a literacy event. Write up clues that lead families around the community looking for signs, words or letters. To increase the amount of reading and writing have families create their own treasure hunts and exchange them. Have a few prizes available for everyone who participates or follow it up with a pizza party!

Storysacks and Book Buddies
Storysacks and Book Buddies are both ways of making books a more interactive, family activity. To create Storysacks or Book Buddies find a good children's book and add activities, games, and toys that fit with the theme. Parents and children will be able to read the book then interact with all of the props. Adding a "Parent Cue Card" with suggestions for questions and follow-up of the book will help parents work with their children. Storysacks and Book Buddies can be made by volunteers at a community event or by families at their home. The Storysacks and Book Buddies can be exchanged on a weekly basis through the library or through a family literacy event.
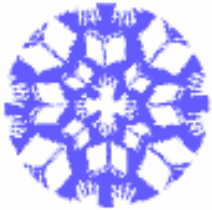
II. Planning a Literacy Project

Everyday we plan things. Most people start planning as soon as they get up in the morning. They might think "First I'll put the coffee on so it brews while I take a shower, then I will dress and eat a quick breakfast as I have to be at a meeting in one hour. When I drive to work, I will take the long way as there is roadwork on the other route." All day this person may come up with a number of small plans to guide them through the day.

So everyone has had experience creating plans!

Other plans might be more complex and cover more time. For example, the first activity in a plan to build a house might be to start saving money to buy land. One of the last in the plan might be to do landscaping and plant flowers. There will be dozens of other activities in between!

A plan to start a small literacy project in your community might be written down on just two or three pages. Or it can be much longer and more complex. It will depend on the size and scope of the project you want to do. Planning two or three family literacy nights at your local library would be a simple project. Planning an eight month program that includes monthly library events for kids, a writing contest at the school, and a community dinner for the awards would take more time and preparation.

WHY SHOULD YOU PLAN?

Taking the time to plan can help you avoid problems and help you spend your money and time in the best possible way. The person who thinks about putting the coffee on while they shower is saving time in their busy morning. Someone who plans their holiday in advance will usually save more money on travel cost than the person who suddenly decides to leave in a few days. A person organizing a literacy

event will want to get as many people out as possible so they will want to plan how, when and where they are going to advertise.

A good plan can also help you raise money to do your project. If you want to write a proposal or grant application for money to help with your project, you should first write up a project plan. It is hard to get money for just an idea – you need to show funders that you have a clear plan for what you want to do.

WHAT IS PROJECT PLANNING?

No matter how big your project is, project planning should answer some basic questions:

- What do we want to achieve?
- How do we get it done?
- How will we know that we did it right?

PLANNING IS AS EASY AS 1-2-3... BUT THE ORDER MAY CHANGE

There are seven basic steps to planning a project. For simple projects, it should be pretty easy to go through them one step at a time. However, if your project is complex and large, you might find yourself jumping about. Not to worry! The steps are guides to help you design a good project. It is important to cover each step but you may find yourself jumping back and forth a bit.

EXERCISE: 7 steps of planning

Instructions: Arrange these 7 steps in the correct order in table

| Monitor and Evaluate | Define Objectives | Define Vision |

| Assess current situation | Implement Plan |

| Develop action plan | Set Priorities and Goal(s) |

Planning questions	How 7 steps fit
What do we want to achieve?	1. _____ 2. _____ 3. _____
How will we get there?	4. _____ 5. _____ 6. _____
How will we know we got there?	7. _____

1. Define vision 2. Assess current situation 3. Set priorities and goals 4. Define objectives 5. Develop action plan 6. Implement Plan 7. Monitor and Evaluate

STEP 1: Define your vision

A Vision:
- Answers the question "What will success look like?"
- Is about the future you hope for.
- Inspires and motivates people to work together.
- Is grand enough to inspire…. but grounded in reality so people can believe it can happen.

Visions usually describe a desired long-term change. A vision might look many years into the future.

However, one small project should also have a vision. What will success for the project look like? What will people be doing differently in the future because the project has succeeded? The answers to these questions can help define the vision for the project.

You can create a good project without having a vision in place. However, if your project isn't something that will help you achieve a vision of a better community, do you really want to spend time putting it together? Without a vision to guide you to where you want to go, you can waste your time wandering about without a clear purpose.

A vision provides you with a sense of direction for your work:

Said Alice, "*Cheshire Puss….would you tell me, please, which way I ought to go from here?*"

"*That depends a good deal on where you want to get to,*" said the Cat.

"*I don't much care where—*" said Alice.

"*Then it doesn't matter which way you go,*" said the Cat.

"*—so long as I get somewhere,*" Alice added as an explanation.

"*Oh, you're sure to do that,*" said the Cat, "*if you only walk long enough.*"

From "Alice in Wonderland"

EXAMPLE: How to write a vision

HINT: A vision is best written in the present tense, as if the vision has been achieved. Put yourself 10 or 20 years in the future and describe the positive things you want to see happening around you.

Batman's possible vision:
People in Gotham City feel safe and walk the streets freely at night. Batman has retired as all the bad guys have been locked up or have given up their life of crime.

A vision inspires:

City of Whitehorse (a small excerpt from the City's vision statementt):
Cultural groups work cooperatively to create a friendly and supportive community and all citizens are provided with a safe, secure and enjoyable living environment.

Martin Luther King, Jr. (a small excerpt of his "I have a dream speech")
I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. (*This is not written in the present tense, but it is a clear and inspiring vision!*)

Do you have any ideas for what you want to include in your vision? Write down a few notes now while you think of it:

_____

_____

_____

EXERCISE: Draw your vision for literacy in your community

To help you identify your vision of family literacy is for your community, you might want to try drawing it! Using a big sheet, lots of coloured markers, and start dreaming about what might be different about literacy in your community in 10 years! Feel free to use words as well as images.

Even if you just want to do a small project, it can be very inspiring to think about how your efforts can work towards a much bigger, positive picture for your community.

Questions *that might help you along:*
- What is happening in different buildings or areas of your community? *(e.g. school, offices, library, outdoors, homes).*
- How are families learning together? How have they changed as a result?
- What literacy and learning activities are people doing that are different from today? What is new and improved? What are the impacts?
- Who is contributing to and leading these changes?

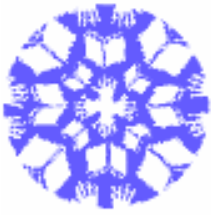> **A good vision is not enough. Visions and plans go hand in hand:**
>
> *A vision without a plan is just a dream.*
> *A plan without a vision is just drudgery.*
> *But a vision <u>with</u> a plan can change the world.*
> Proverb

STEP 2: Assess the current situation

Before deciding how you can achieve your vision of the *future*, you should first make sure you understand enough about where things are at *now*.

The bigger the project, the more time you should spend on this step to make sure you are not reinventing the wheel and have all the information you need to plan a good project.

Here are some of the questions you might want to use help you assess your current situation:

- What are the literacy needs and issues in your community?
- Do you have the information you need about literacy needs in your community? How can you find out more?
- What has worked well in past to address literacy needs and concerns in your community? What lessons can you learn from what has happened in the past?
- Who else is doing work on literacy that you might work with on your project?

Community Assets
To figure out how to get to a better <u>future</u>, you should look at the good things your community already has that you can build on! These good things are called ASSETS *(positive features, benefits, advantages, skills, abilities)*

Think about the good things your community has going for it (e.g. people, Groups/organizations, activities & programs, things (e.g. buildings, environment, services, or facilities), attitudes, skills & abilities.

EXERCISE: Assessing the Situation

What are the <u>family literacy needs</u> of your community? Describe what you think the needs are. Note why you think these are the needs (e.g. your have observed these needs, you have read past research in your community, you have talked to experts or other groups…).

_____

_____

_____

_____

Do you know enough about the needs or are there <u>gaps in your knowledge</u>? What new information might you need to learn before you start planning a project? Who should you talk to to get this information?

_____

_____

_____

What has been <u>done in the past</u> to address these needs by you or others? What worked well? What could have been done differently to improve things?

_____

_____

_____

<u>Who else</u> is working on addressing these same or similar needs? Should they be involved in your project? Do you know what they might be doing now and how it might affect your plans? Should you find out more?

_____

_____

_____

_____

PARTNERSHIPS

Working with others can help you take advantage of more of your community's assets to address your community's needs. Working with others involves forming partnerships

Some reasons to form partnerships:
- Lighten the workload
- Save resources
- Build on success
- Reach more people

There are also some possible risks & costs:
- Partner may not follow through.
- Your reputation is tied to their performance on project.
- Effective partnership takes work.

Maintaining partnerships
- Forming partnerships is just the first step.
- Maintaining partnerships during a project is also important to think about.
- Think about what partnerships are working well in your community. What makes them successful?

> A partnership is a <u>relationship</u> where two or more parties who have similar <u>goals</u> form an <u>agreement</u> to do something together.
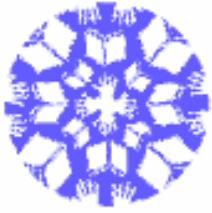
STEP 3: Set Your Project Goal

A goal is a broad statement about what a program or project is aiming to achieve (its purpose). A goal indicates a key step you will be taking towards achieving your vision.

EXAMPLE: Project goals

Let's say Batman's vision is:
> People in Gotham City feel safe and walk the streets freely any time of night and no one locks there car or house doors. Batman is able to retire as all the bad guys have been locked up or have given up their life of crime.

Then one of his project goals might be:
- To reduce violent crime in Gotham City.

A project goal of Dumbledore (the head wizard in Harry Potter books) might be:
- To effectively train young wizards to fight against evil.

A community project goal might be:
- To improve the reading skills of pre-school children.

SELECTING A PROJECT GOAL

To help select your project goal, think about what is important to you and your community. Look back at your vision. What is a key area that you could focus your project on to help you take a step towards your vision? Who and what would you focus on?

Do you want to:
- Target a certain age group or part of the community *(e.g. tots, teens, unemployed people, single parents)*?
- Address a specific topic or concern *(e.g. unemployment, high school drop out rates, family violence, lack of youth programs, need for health education)*?
- Develop a certain skill or ability *(e.g. computer literacy, hunting skills, reading, writing, math)*?

EXAMPLES of what a goal might focus on:

- Building the cultural literacy skills of teens that have been in trouble in the community.
- Increasing the reading skills of pre-school children to prepare them for school.
- Increasing the computer literacy skills of parents for employment purposes.

Is it a goal or an activity?

When you write out your goal statement, ask yourself, "Is this really a purpose, or just an activity?" Your goal should reflect what you really want to achieve, the *purpose* of your project, not the methods you will use to achieve your purpose.

Example: Goal or activity?

"To hold a reading program for pre-school kids and their parents." Is this a goal or an activity?

Why would you want to hold a reading activity? What is the underlying *purpose* of the activity? The reason for doing an activity like a reading program is that it would likely increase the reading skills of pre-school children. So that is really what you are trying to achieve – to increase reading skills of pre-school children.

Organizing a reading program is just one activity you could plan to do to help reach a goal of increasing the reading skills of pre-school children. There may be other ways to reach the same goal (e.g. hold a reading program, give free books to tots, or hold a treasure hunt). Your goal highlights WHY you are doing something. Your activities (your objectives) show HOW you will do it.

Do you have an idea for your project goal? Take a few moments to write down some ideas about the *purpose* of your project. Is this something that will help you achieve your vision?
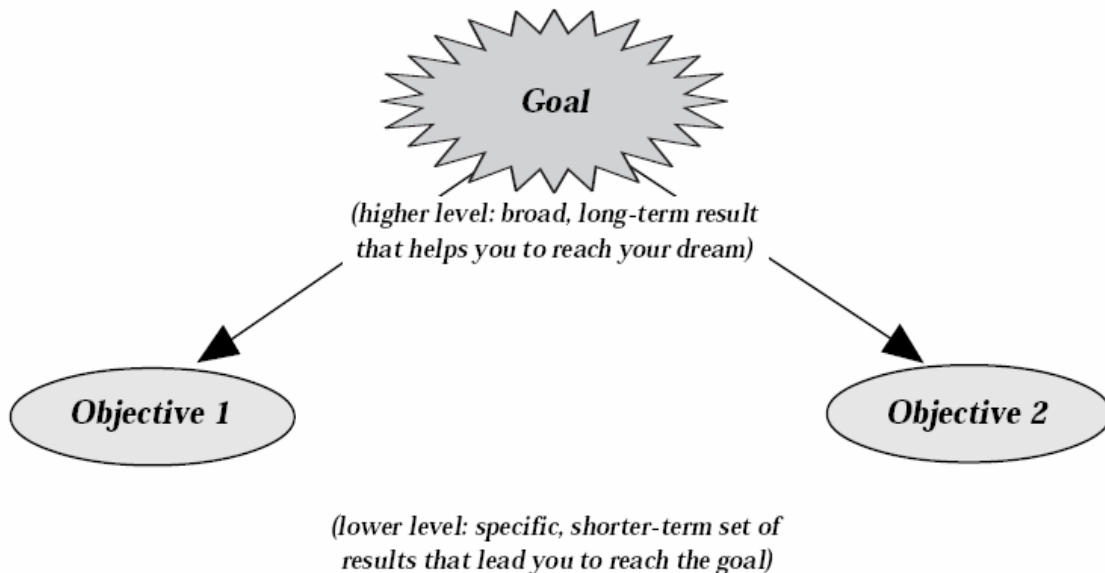
The purpose of my project is to:

_____

_____

STEP 4: Define Objectives

Objectives describe the things you will do to achieve your goal.

If all of the objectives are successfully done, this means you should have achieved your goal. One goal = a number of objectives.

Goal

(higher level: broad, long-term result that helps you to reach your dream)

Objective 1   **Objective 2**

(lower level: specific, shorter-term set of results that lead you to reach the goal)

EXAMPLE of how objectives flow from the goals

If Batman's project goal is:
- To reduce violent crime in Gotham City.

Then his objectives might be to:
- Increase the number of superheros living in Gotham by 100% by the end of the year.
- Double the high-tech crime fighting tools available to police within two years.
- Strengthen the current police force's "bad guys" surveillance system within 2 months so it includes all people convicted in last 6 months.

SMART OBJECTIVES

Objectives should be SMART! The objective needs to be written clearly enough so that you know what you need to do. If well written, it will also help you effectively measure your success after the project is done.

A SMART objective is:
- **<u>S</u>pecific** – it is written very clearly and precisely
- **<u>M</u>easurable** –it includes targets that you are trying to reach *(e.g. number of kids you want to reach, degree of increase in reading ability)*
- **<u>A</u>chievable** – it is something you can achieve *(e.g. you have the skills and resources to do what you do what you say you are going to do)*
- **<u>R</u>ealistic** – it is practical and doable *(e.g. you aren't trying to increase literacy of everyone in the community all at the same time)*
- **<u>T</u>imely** (or timebound) – it includes a timeline for when you will complete the objective *(e.g. "in three months", "by the end of the year")*
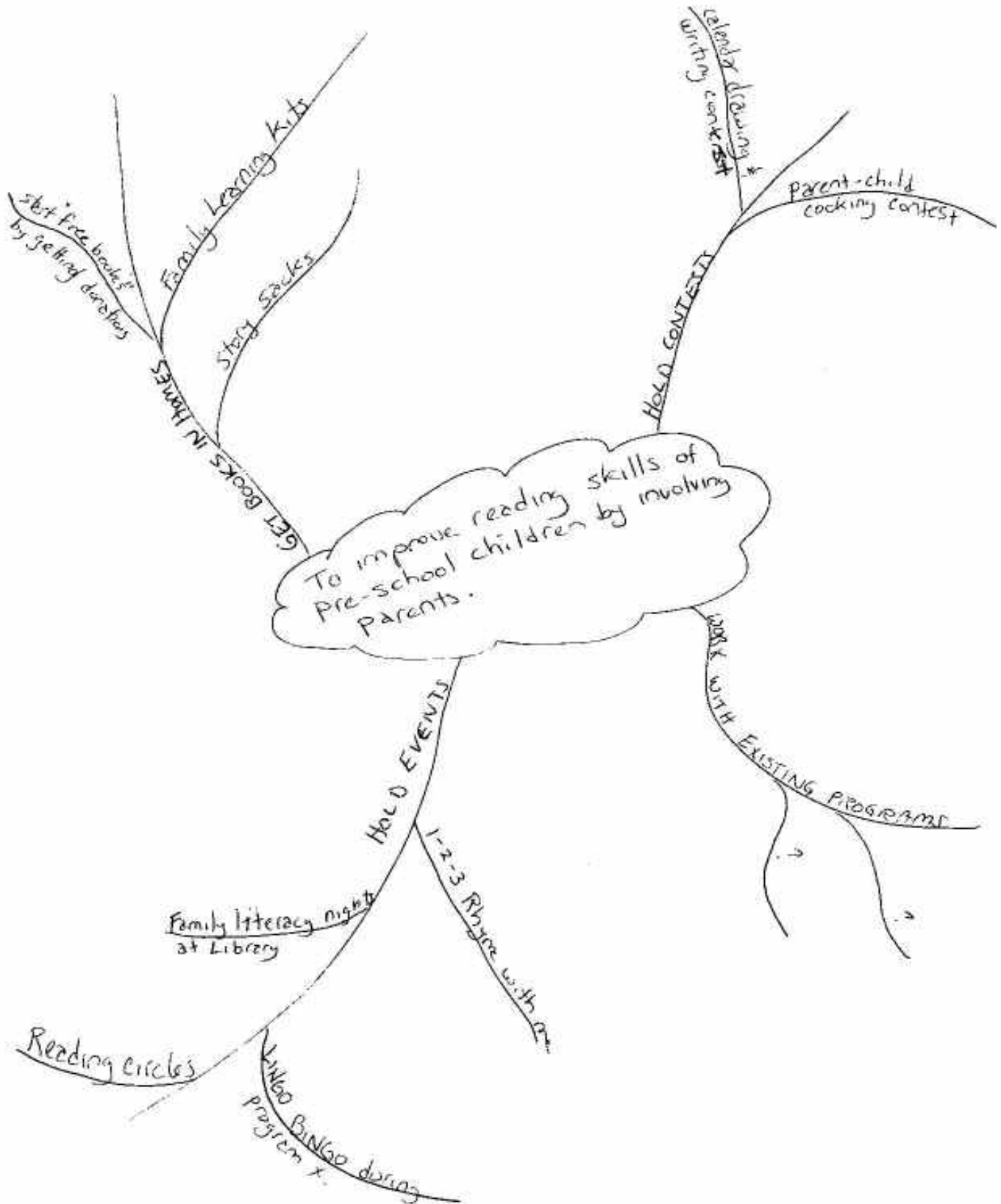
EXAMPLES of SMART objectives
- Improve the cultural knowledge of 10 local teens by 50% in the next year.
- Increase the number of superheros in Gotham by 100% by the end of the year.
- By the end of next year, increase the amount of parent-child reading in homes with pre-school children so reading activities are happening at least one more time a week than before the project.

A good project objective describes what you are trying to change. It helps to use words that describe a direction of change such as increase, decrease, strengthen, or improve. In other words, instead of writing an objective that describes the activity you want to do, focus on writing about the <u>change</u> you are trying to create, the "outcome" you are trying to achieve.

If you follow this pattern, it will help you write an effective objective:

FORMULA	EXAMPLE #1	EXAMPLE #2
verb noting direction of change	*Increase*	*To increase*
area of change	*The number of books in homes*	*The availability of reading materials in our language*
target population	*of local families with pre-school children*	*Aimed at teens*
degree of change	*by 20%*	*10 new books*
time frame	*in next 10 months*	*By the end of the year*

A Mind Map: To help you identify possible objectives and activities for your goal you might want to try a mind map. Below is an example of what a mind map might look like. A blank map is on the next page. Feel free to add new branches on your map. Each new branch can explore one key way you could help achieve your purpose.

To improve reading skills of pre-school children by involving parents.

GET BOOKS IN HOMES
- Start free books? by getting donations
- Family learning kits
- Story sacks

HOLD CONTESTS
- calendar drawing
- writing contest
- Parent-child cooking contest

WORK WITH EXISTING PROGRAMS

HOLD EVENTS
- Family Literacy night at Library
- 1-2-3 Rhyme with me
- Reading circles
- BINGO Program BINGO during

What can you do to achieve your goal?
Write your goal in the middle and list the different
things you can do to achieve that one goal (add
new "arms" as needed). These can become your
objectives.
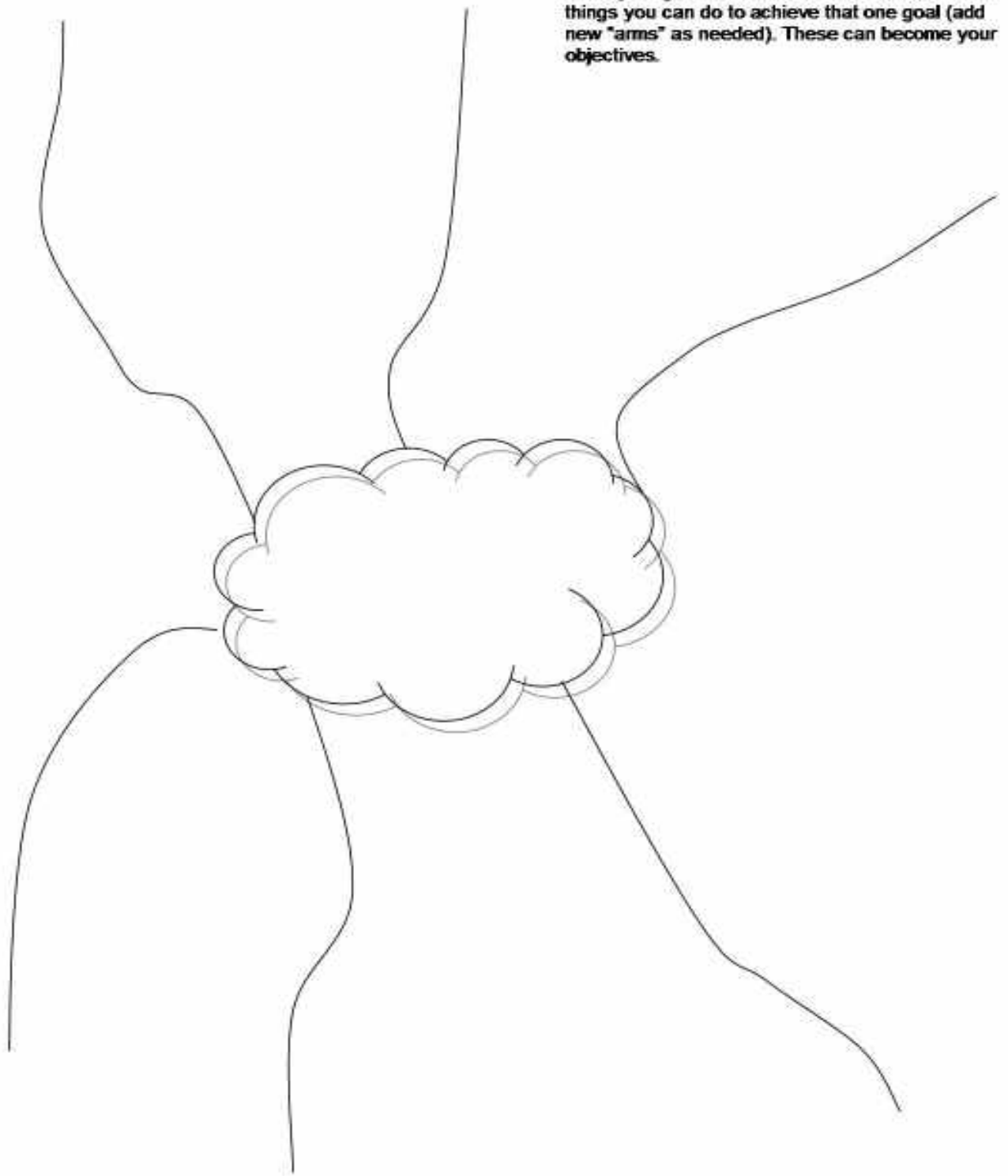
STEP 5: Action Plan

It is time to plan for action! For each objective:
1. What main activities and tasks do you need to do?
2. Who is responsible for each step?
3. What kinds of resources do you need?
4. When will things happen?

Each objective usually requires a number of different activities to be carried out. And each activity can be broken down into a number of tasks to help you track what needs to be done. This level of detail is helpful if you have many people working on a project. It may not be something you need to include in a proposal for funding.

EXAMPLE #1: Writing down activities

GOAL #1: To reduce violent crime in Gotham City.
    Objective #1: Increase the number of superheros living in Gotham by 100% by the end of the year.
        Activity #1: Host a first class meeting and tour of Gotham City for every superhero in the world.
        Activity #2: Work with Gotham real estate agents to develop attractive package for superheroes.

EXAMPLE #2: Writing down activities

GOAL #1: To improve reading skills of pre-school children by involving parents
    Objective #1: Increase the availability of literacy materials in homes with pre-school children by 10-20% in next 10 months.
        Activity #1: Run a "books in the home" program from September to March.
        Activity #2: Host a community kids book swap
        Activity #3: Distribute family literacy kits to every 4 year old child in the community.

    Objective #2: In the next year, increase by 30% the awareness of parents with young children of the importance of, and opportunities for, home-based literacy activities.
        Activity #1: Hold monthly family literacy evenings to demonstrate a range of literacy activities that can be done in the home.
        Activity #2: Distribute literacy information, through the nursing centre, to all new parents.

Your key activities form the basis for your action plan. If many people are working on the project, it may be helpful to break each activity down into tasks, and write down who will do each task, and by when. Also include what things might cost as this will help you build a budget for the project.

EXAMPLE: An Action Plan

Objective #1: Increase the number of superheros living in Gotham by 100% by the end of the year.

Activity	Tasks	Who	What's needed (that cost $)	By When (Deadline)
Activity #1: Host a first class meeting and tour of Gotham City for every superhero in the world.	Develop a mailing list of all superheroes	Robin	Envelopes, Stamps	April 30
	Draft letter inviting Superheroes to meeting and send out.	Batman	--	May 31
	Organize meeting (book room, hire facilitator, arrange food and accommodations)	Alfred	Meeting space, food, hotel rooms, travel costs, facilitator	June 30
	Develop and deliver inspiring presentation on glories of Gotham and cheap real estate prices	Batman	LCD projector rental	Meeting (July 5)
	Follow-up with phone calls	Batman	Long distance charges	August 5

DEVELOP A BUDGET

A budget is a financial plan for your project. Everything in your action plan that requires money should be included in your budget somewhere.

There are two main sections in a budget:
1. Expenses – what you plan on spending
2. Revenues – what money you plan on getting

1. Expenses

There are some typical expenses that you might need to show in a budget:
- Wages
- Benefits
- Travel and accommodation costs
- Materials and supplies
- Consultant or Professional fees (e.g. accountant, legal)
- Equipment
- Training fees
- Administrative costs (including phone, copying, fax, email account)

Some funders will want you to show specific categories so you may have to tailour your budget to their requirements.

It can be helpful to show how you arrived at a total figure for an item. For example, if your total wages are $2000, you may want to show this is for someone being paid $200/day for 10 days.

2. Revenues

The revenue section shows who has, or will be, contributing to your project. This might be money from a funding body, fees you collect for workshops, money raised by donations, or sales of items.

Budgeting hints:

- **TOTAL EXPENSES = TOTAL REVENUES**
  Your revenues should equal your expenses if you want a balanced budget.
- Always double and triple check your figures.
- When applying to one funder, make sure you are clear about how much you are asking them for. But also show the total of all your expenses.
- The funder may want you to present a budget in a certain way. If so, use their format in your application.

In-kind contributions

These are things that have a real value for your project but that you are not paying for. For example, if someone agrees to cook pizzas for free for a reading group night you are hosting, you could estimate what it would cost you if you had to pay for that service. In your budget you can then show that contribution as an "in-kind" contribution.

If your own work is central to the project's implementation and success, but you are already being paid to do this job, you might want to note in the budget the value of the work that you will be contributing. For example, if your work as a project coordinator will be worth about $2000, you could put "project coordination = $2000" in the expenses. Then show $2000 in revenue coming from your employer. This helps show that your organization is making a significant contribution to the project.

EXAMPLE: One way to present a budget

EXPENSE ITEM	RATE	Amount	In-kind?
Wages - Coordinator	$25/hour for 20 hours/week, for 10 weeks	$5000	In-kind (ABC First Nation)
Wages - Assistant	$15/hour for 20 hours/week, for 10 weeks	$3000	
Benefits	@15% of wages	$1200	$750 In-kind (ABC FN)
Travel to workshop	10 participants from 6 communities @ $.42/km (total 2000 km)	$840	
Accommodation and meals	10 people at $75/night for 3 nights 10 people at $25/day for 3 days	$3000	
Materials	20 books @$25 each	$500	
Room rental	2 days @ $200/day	$400	
Administrative costs (phone, fax, email, copying)	15% of total	$2091	
TOTAL EXPENSES		**$13,940**	

REVENUES	Status of request	Amount	
ABC First Nation	Confirmed	$5750	In-kind
Yukon Literacy Council	Confirmed	$500	
Literacy Action Committee	**Requested**	**$5690**	
Community development Fund	Requested	$2000	
TOTAL REVENUES		**$13,940**	

STEP 6: Implementation

So, you've planned a project…. Now its time to do what you said you would do!! This is called implementation. It is the key part of the whole project… but there isn't a lot to say about it!

Implementation involves:
- Following your action plan
- Monitoring the key activities and tasks to make sure you are on track
- Being ready to adapt as needed
- Communicating, communicating and communicating…. (to your community and partners in particular)
- Reporting

Although implementation involves following your action plan, it also means you need to be prepared to change things if you find out that things aren't going to go as planned.

It also means learning from experience.
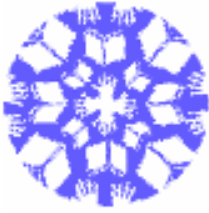
STEP 7: Monitoring and Evaluation

Monitoring means identifying:
- The <u>key</u> components of the project that need to be monitored
- what you will measure or check to monitor each item
- who will monitor each item
- how and when you are going to monitor these items

Monitoring is more than being sure your action plan steps are all done. It involves making sure what you expected to happen, <u>is</u> happening.

For example, it isn't enough to just monitor whether or not you held an event. You will likely want to monitor the number of people that are showing up. If only 2 people show up, you may have completed your activity, but are you really on track?! If what you expected to happen isn't happening, then you need to know that as soon as possible and adapt how you are implementing the project so you can still achieve your objectives.

Monitoring vs. Evaluation – What's the difference?

Monitoring is a management tool that:
- helps us gauge our progress toward meeting our project goals and objectives; and
- concentrates on the short-term performance compared with what we have planned.

Evaluation is an assessment tool that:
- measures the overall results/impact of the project,
- provides data for similar projects in the future.
- is usually done after the work is complete (in a small-scale project) but data can be collected throughout the project and even before it starts.

Monitoring tells us if our project is <u>on</u> track and evaluation tells us if it is the <u>right</u> track.

EXAMPLE Monitoring Plan

What to monitor?	Things and places to check	How?	Who does it	When
Books for project	Books arrival at library	Call to library	Sally	August 31
Adherence to Budget	Budget and Financial reports	Comparative review of documents	Jane	1st of every month
Interest in program	Attendance records	Do head count at each event	Jane	Beginning of each event
Interest in program content	Level of enthusiasm and engagement of participants	Get feedback from Event facilitator on their observations at event	Sally (to talk to facilitators)	Day after each event

Evaluation Methods

There are many tools you can use to evaluate a project:
- Written forms for participants
- Informal verbal feedback
- Interviews
- Personal observations of activities
- Data collection (before, during and after project)
- Product created

Evaluation is about measuring success. It involves:
- Collecting information
- Learning from mistakes and successes
- Learning how you made a difference (measuring your results)
- Making changes in the future

When should evaluation be done?

1. **<u>During</u> the program or project implementation:**
   Mid-term evaluations are helpful for larger, longer-term projects as it is important to determine if you are having the right impacts and are on the right track well before the end of the project so you can adapt as needed.

2. **At the <u>end</u> of the program or project**
   The final evaluation sums up the total picture and determines the overall success of the program. It highlights the lessons learned about what works, and what doesn't. This is a key part of the whole project… but often gets left behind.

There are two main types of evaluation:

1. **Quantitative:** Measuring how many, how often, how good…. It's about numbers!

   ### Example:
   - 4 superheroes moved to Gotham in last 6 months
   - On a scale of 1-10, people ranked the workshop a 7.5 on average.
   - 7 out of 10 participants reported reading to their children at least once a week in the month following the workshop.

2. **Qualitative:** Collecting feelings, impressions, stories… It's <u>not</u> about numbers.

   ### Example:
   - People in Gotham have reported they feel safer than a year ago.
   - The majority of participants noted they enjoyed the workshop and will use the information in their work.
   - The librarian believes that many more children's books have been signed out in the month following the workshop than ever before. *(Note that this last one could become quantitative information if datais collected and compared on the numbers of books signed out pre and post-workshop).*

Evaluation talk often includes the words "outputs" and "outcomes".
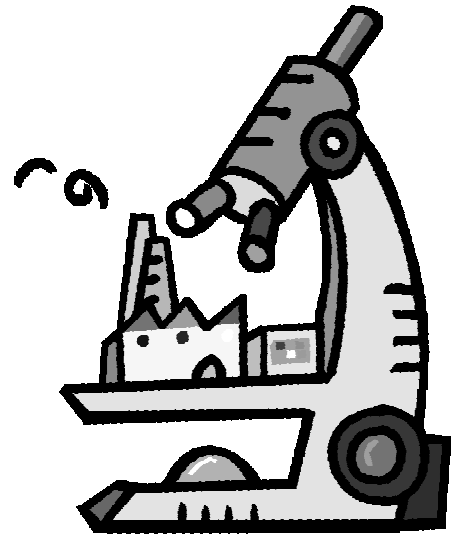
Outputs
This is what you put out!
- 10 people completed the job finding course.

Outcomes
These describe the <u>impact</u> or <u>change</u> the program created:
- 6 out of 10 participants found jobs within 3 months and
- 5 were employed in same position one year later.

It is easier to evaluate your outputs (e.g. how many people attended a reading night at the library) than an outcome (e.g. how many people are reading more as a result of the project). However, funders are more interested in hearing about outcomes as they describe the change your project created. And you should be too as it helps you see how you are achieving your vision!

Planning to evaluate
- To get the complete picture of your success, <u>every</u> objective should be evaluated in some way. *(HINT: A SMART objective tells you what you should be trying to measure and what impact you want to make!)*
- The steps you will take to evaluate your project should show up in your action plan.
- A good project evaluation plan uses a number of different evaluation methods.

**How will you define "success"?**
It is important to think about how you are going to measure "success". What will make you feel you have adequately achieved what you set out to achieve?

For example, if you get 20 parents and tots to read together over 6 months, is that success? What if you only got 4 pairs of parents and tots? In a small community, that might be success while in a larger community, it might not be! You should think about what success means to you.

You should have a <u>realistic</u> target of "success" before your start your project so you can monitor if you are on track and decide after the project is over if you were on the right track. If you don't meet your target, you will likely learn lots about why not!

EXAMPLES of what an evaluation plan might contain

Objective	Measure of success (what will you look for to determine if the objective was achieved)?	How will you measure? (what tools and what sources will be used)	Who will collect and when	Who will analyze
To get 6 new superheroes to move to Gotham by the end of the year.	• 6 self-identified "superheroes" have moved to Gotham. • At least half have bought houses in Gotham (showing intention to stay long term)	1. Questionnaire to mailing list of superheroes 2. Phone survey of real estate agents	Robin to do phone survey and questionnaire at end of year	Robin to prepare report for Batman
To increase the cultural knowledge of 10 local teens by 50% in next year	• At culture camp, teens increase their knowledge of traditional hunting and fishing practices and increase confidence in using them • Teens learn at least 50 new words in their language. • Teens can describe three new stories that reflect their culture that they learned at camp. • Teens are asking more questions by the end of the camp.	1. Pre and post camp questionnaires on cultural practices done by teens. 2. Individual interviews with teens at end of camp 3. interviews with elders after camp 3. daily diary of observations kept by instructors/organizers	Sally to do questionnaires Jane to conduct teen and elder interviews Sally to collect and review daily notes of instructors	Sally and Jane will summarize own material and then meet to assess overall success.
Increase amount of reading in family homes of local families with pre-school children by 20% in next 10 months	• Children report an interest in books and reading • Parents report reading to their kids and can provide examples of times and types of reading • Parents are borrowing or buying more children's books than they have in the past	1. Interviews with children after program 2. pre and post questionnaires filled out by parents 3. Post interviews with parents.	Sally to do kid interviews and questionnaires Jane to do interviews with parents	Sally and Jane will summarize own material and then meet to assess overall success.
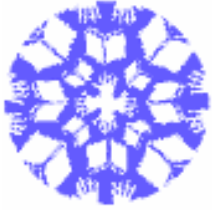
III. Proposal Writing

Without money, many great project plans may never get off the ground.

There are different ways to get funding for a project. For example you could:
- get your employer to pay for the project
- raise money through fundraising activities in your community
- get businesses to contribute money and materials
- apply for grants from different funding bodies

Funding bodies often give out the biggest pots of funding for a project. So in this section, we focus on how to get grant money. The main thing you need to know is how to write an effective grant proposal!

A proposal is a document that:
- Clearly describes a project idea – its purpose, its goals and objectives, the reasons for doing the project.

- Describes the main strategies or activities that will be followed to achieve the project's goals and objectives.

- Links the goals and objectives of the project to the goals and objectives of the funding body.

- Provides a financial picture of how much the project will cost.

- Outlines who else is supporting the project.

- Asks the funding body for a specific amount of money to support the project.

EXERCISE: Proposal writing test

Answer the following questions the best you can.   (Circle) *your answer.*

1. One of the first steps in developing a proposal is to:
    a. Write the cover letter
    b. Read the funding guidelines
    c. Develop a budget
    d. Get letters of support

2. Before you start writing your proposal you should call the funding agency's contact person to:
    a. Ask them questions about their guidelines.
    b. Run your idea by them to see if it fits their guidelines.
    c. Find out if there is anything in particular you should emphasize in the proposal package.
    d. Introduce yourself and your group.
    e. All of the above.

3. It is best to send the same proposal to the different funders you want money from.
    a. True   b. False

4. The funder is not interested in the past experience or expertise your group has in the subject area so don't write about it in your proposal.
    a. True   b. False

5. When writing your proposal, you should use the same language the funder uses in their guidelines.
    a. True   b. False

6. Your budget only needs to show the expenses you are asking that funder to cover.

    a. True   b. False

7. After you have sent in your proposal
    a. You don't need to do anything
    b. You should have a party
    c. You should call to see if they have received it

8. If your proposal is not successful, you should
    a. Find out why
    b. Cry
    c. Assume you didn't fit the guidelines
    d. Stop trying to get the project funded

9. The funder is <u>most</u> interested in:
    a. How much money you are requesting
    b. What your experience in delivering projects is
    c. What impact your project will have related to the funder's goal areas
    d. Who else supports your project

10. The best way to get letters of support for your proposal is to:
    a. Ask as many people as possible
    b. Ask once and hope they'll send you something
    c. Hound the people you have asked
    d. Do a draft of the letter yourself and give it to the targeted agency to adapt, put on their own letterhead, and sign
    e. Use letters you have received that are related to past projects you have done

ANSWERS: 1.b 2.e 3.b 4.b 5.a 6.b 7.c 8.a 9.c 10.d

Before you start writing, do your homework!

Ideally, you should have a clear plan for the project for before you start writing your proposal. However, you don't want to spend loads of time planning the specific details of a project unless you are pretty confident that you will be able to raise the money you need to implement your project goal. So you need to spend some time doing some basic research.

Key research steps
- Find out who might be interested in supporting your project. This includes finding out who might give you money, but also who will give you things like free materials, a free space to use, or free labour.
- Start getting commitments, in writing if possible, from those who will give you free materials or services.
- Contact funding agencies to request information on their program requirements and to determine if your project is something they might fund (and if not, could they recommend someone who might?!).
- Read the guidelines very carefully and make sure you can meet all of their requirements.
  - Does your project fit under their criteria for what types of things they fund?
  - When are the deadlines for applying?
  - What kind of information are they requesting? Can you provide it?
  - Do they have a specific form they want you to use, or an outline of what your proposal should look like?
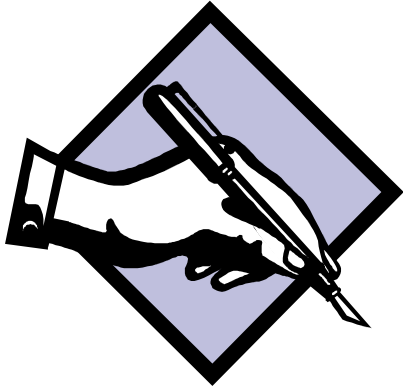
Writing your proposal

What goes in your project proposal may not look exactly like the plan you have developed in advance. The plan, however, will be an important guide for you as you go through the steps of writing a proposal.

If you are applying to two different funders, your two proposals may also look different. Why? It's because each funder may provide different guidelines on what they want to see in your proposal. Some may also have a specific application form. However, much of the content will be the same, even if it is organized differently in one proposal to the next.

All proposals should:

- Clearly describe what you are planning to achieve (your goals and objectives).
- Explain why your project is needed (what need is it going to meet, what problem is it addressing, who will benefit).
- Outline how you are going to achieve it (who, what, where, when and how)
- Describe how your project meets the funder's own goals and objectives (don't assume they will make that link – spell it out for them).
- Reflect your strong belief in the project, and show your passion is based on concrete information and examples.
- Convey how your organization's experience and background will help the project succeed.
- Outline how you will measure your success.

Basic outline

If the funder you are applying to does not have an outline for their proposal, or an application form, here is a basic outline you might want to follow.

- **Purpose of project (**Write 1-2 sentences that clearly explain what your project is going to achieve. Focus more on the impact of the project than the specifics what you will be doing).

- **Overview of project** (1-2 paragraphs at most describing what you will do, for whom and what you are intending to achieve. Clearly express the expected benefits of the project and how that links with the funders own objectives. You can include a final statement in this section about the project's total cost and how much you are requesting from the funder).

- **Background** (Include 1-3 paragraphs explaining the need for the project, other activities or research that support your argument for why this project is needed and your approach is worthwhile. Highlight any input from other stakeholders that has been used to strengthen the design of the project).

- **Goals and objectives** (Outline each goal, and their related objectives).

- **Action plan (**What are the main strategies or activities you will put into place and by when. You do not have to include detailed tasks or who will do each step – just outline the main series of steps that will give the funder confidence you have a logical plan of action. Include your timeline for when things will be done).

- **Experience** (Describe the relevant experience of your organization and the key personnel working on the project and how this experience will help ensure the success of the project).

- **Evaluation plan** (Outline how you intend to determine if your project has had the intended outcomes and impacts, and what you will do with that information).

- **Budget** (Have a clear, accurate budget that shows revenues and expenses. It should show the total cost of the project and the specific amount that you are requesting from the funder receiving the proposal).

> **Tips on writing and formatting**
> - Get to the point. Avoid going overboard on the details or the main purpose and value of your project may get buried.
> - Use simple language. Avoid jargon. Write as if you were addressing the general public.
> - Explain acronyms the first time you use them or don't use them at all (e.g. YLC, LAC, ASAP)
> - Use large or boldface type for headings.
> - Use bulleted lists if you have many points to make.
> - Number your pages and consider including a header on each page that includes your project title and organization name.
> - If there is a lot of writing, use a "serif" typeface. This is a serif typeface (it has little ends on the tips of the letters). This is a "sans serif" typeface and is often harder to read when there is lots of text. Serif type is easier on the eyes which is why books and newspaper use it!
> - Don't worry about fancy packaging – most proposals need to be photocopied so only one person is likely to see your nice binder or folder.
> - Use white paper so it can be easily copied.

Optional items in a proposal:

Cover letter

Not all funders want a cover letter. If they have a clear cover page on the application that asks for contact information, a summary of the project and its purpose, then you likely don't need a cover letter. If you do include one, keep in mind, this will be the first impression of your project – be clear about the project purpose, provide a very brief overview of the project, be positive and upbeat about what it will achieve, and indicate how much you are requesting. Although a cover letter appears first in your package, it should be written last so you can be sure it accurately reflects what your proposal is all about.

Title page

If you have not had to use a funder's own application form, you may want to develop a title page. This should provide the title of the project, the name of the group that is applying for funding, the contact person and all of the contact info (address, phone, fax and email). Include a date as well. You may want to include the name of the fund you are applying to.

Table of contents
If your proposal is long and includes many sections, you might want to include a table of contents.

Resumes
Some funders may want to know more about the skills and experience of the key people who will be implementing the project. This can be provided in a short paragraph in the proposal, but it may be useful to attach the resumes of the key people. If you are unsure if you should include this additional information, ask the funding agency if they would like this level of detail.

Letters of support
Many funders like to see two or three letters of support. These are letters that demonstrate there is a base of support for your proposed project in your community. Typically, these letters come from agencies or groups that have an interest in the same group of people your project is targeting.

These letters should indicate how the group thinks your project will make a difference and why they support your approach. Don't get letters from your friends, elected politicians, or from your employer. Instead, ask people and groups with credible qualifications. Look at it from the funders point of view – who will show them there is a strong base of support for your work?

Other attachments
It is tempting to add lots of information that shows what a great group you are or that demonstrates success of past projects. However, only include things that strongly link to the purpose of your current project – and then only if the funder is open to additional information.

For example, if you are applying for money to continue a program, a newspaper article that talked about the success of the first part of the program would likely be a good thing to include if you had it as it shows impact and community support (provide a copy that is easy to photocopy). So would a letter from someone that says the program made a big positive impact on their lives. But including your own group's newsletter that profiles the same program isn't going to impress the funders. Avoid flooding the funder with information – only include the gems that will stand out.

Proposal Checklist:

Before sending your proposal in, have you:

❑ Checked and made sure everything the funder is asking for has been included (and you haven't added things they have said they don't want)?

❑ Double and triple checked the numbers in your budget to make sure they add up, and that the revenues and expenses balance?

❑ Been very clear about how much money you are asking this funder for?

❑ Had someone proofread your proposal?

❑ Checked with your partners to make sure they are onside and committed? (Do they need to review the proposal before it is sent in?)

❑ Included only background information or materials that directly support the project.

❑ Clearly conveyed your passion and commitment to the project in your proposal.

❑ Clearly linked the project to the goals and objectives of the funder?

IV. Writing your project

Copy the blank pages in this section and use them to help you fill in the key parts of your project design as you go through the workbook. By the time you have finished the workbook, you will have most of your project plan completed! And you will still have blank pages to use for your next project!

Prepared by: _____

Project title: _____

VISION STATEMENT:

_____

_____

_____

_____

_____

_____

CURRENT COMMUNITY NEEDS THAT NEED TO BE ADDRESSED:

_____

_____

_____

_____

PARTNERS TO WORK WITH:

_____

_____

_____

GOALS AND OBJECTIVES

Goal: _____

_____

Objective #__ a):_____

_____

_____

Activity # __: _____

_____

Activity # __: _____

_____

Activity # __: _____

_____

Objective #__ b): _____

_____

_____

Activity # __: _____

_____

Activity # __: _____

_____

ACTION PLANS

Goal: _____

Objective # __: _____

Activity	Tasks	Who	What's needed (resources)	By When (deadline)

MONITORING CHECKLIST

What to monitor?	Things and places to check	How?	Who does it	When

EVALUATION PLAN

Objective	Measure of success (what will you look for to determine if the objective was achieved?	How will you measure? (what tools and sources)	Who will collect and when	Who will analyze

BUDGET

EXPENSE ITEM	RATE	Amount	*In-kind?*
TOTAL EXPENSES			

REVENUES	Status of request	Amount	*In-kind?*
TOTAL REVENUES			