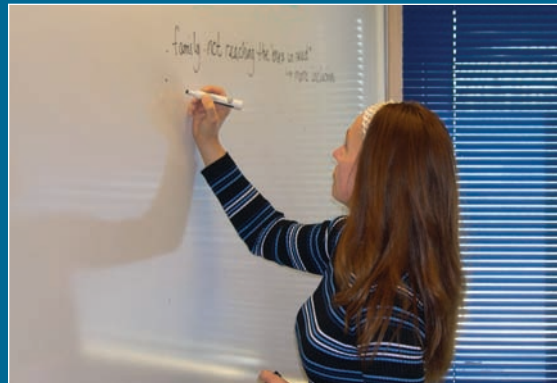
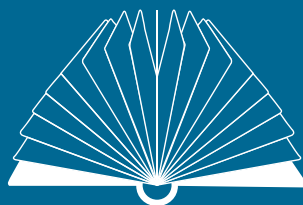


Tools for Community Building Workbook



A Guide to Help People
Plan Projects in Their Community



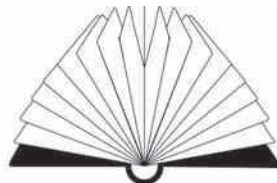
NWT Literacy Council

Tools for Community Building



A Guide to Help People Plan
Projects in Their Community

Developed by the
.....NWT Literacy Council



NWT Literacy Council

Acknowledgements

Funding for this publication was provided by the Public Health Agency of Canada with the support of Health Canada's Northern Region.



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Public Health
Agency of Canada

Agence de la santé
publique du Canada

The opinions expressed in this publication are those of the authors and do not necessarily reflect the official views of the Public Health Agency of Canada or Health Canada.

Lisa Campbell did the research and writing for the Starting Your Project section of this manual. Mary McCreadie developed the Proposal Writing section. The other sections were modified from the first edition of the *Tools for Community Building Workbook*.

Contact the NWT or Nunavut Literacy Councils to get copies of this resource.

NWT Literacy Council



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Introduction



Introduction

This section includes:

Overview of Manual

- What is this workbook about?
- Who is this workbook for?
- How was it developed?
- How can I use this workbook?

More Information

- Where can I get more help?
- Where can I find more information?

Watch for these symbols:

We use the symbols below throughout the workbook to help readers understand and use the information.



Look for this symbol for words to know for each section.



Look for this symbol for more information on each topic.



Look for this symbol for activities you can do.



Look for this symbol for worksheets you can copy and fill in.

Although there are many literacy examples used in this manual, this resource is meant to be used for projects of any kind.

Overview of Manual

What is this workbook about?

The *Tools for Community Building Workbook* provides a clear guide to help people plan community-based projects. It is a step-by-step guide to support community development.

This workbook can help you if you want to:

- Work together with others to make your community stronger.
- Plan a local community development project.
- Write a proposal to support your project.
- Develop a communication strategy for your project.
- Write an evaluation report at the end of your project.

Project Planning Section

Successful project planning involves meeting and working with people in your community, assessing community needs and making a plan to make things better. It is important to get as many people as possible involved in this process. This section will give you ideas for bringing people together to talk about your community and provide you with a step-by-step guide to planning for a project.

Proposal Writing Section

Successful proposal writing involves planning, searching for information and resources, writing, submitting your proposal to a funder and following-up.

The Proposal Writing section has all the information that community groups need to write a funding proposal. However, we encourage you to carefully read the guidelines for each funding program.

Starting Your Project Section

The Starting Your Project section provides information to help groups and organizations get off to a good start with their project. It covers working with people, developing a communication plan and an evaluation plan, and report writing.

Samples

This section has three proposal samples. Each proposal is accompanied by a cover letter and a support letter. You can find more samples on our *Tools for Community Building* website at <http://www.toolsforcommunitybuilding.ca/>.

Who is this workbook for?

This workbook was developed for people in the NWT and Nunavut who are interested in working together to make their community a better place. These people may include:

- Parents, young people, elders
- Community workers
- Volunteers
- Community leaders
- Anyone who wants to work with others to develop new programs

How was it developed?

In 2001, the NWT and Nunavut Literacy Councils did a three-day workshop in Uluhakkok (Holman), Fort Providence, Gjoa Haven and Kimmirut. The workshop invited participants to:

- Think about literacy in their communities.
- Create a plan for a local literacy activity.
- Write a proposal to support their plan.

We developed the first *Tools for Community Building Workbook* using the information we gained from these workshops.

For this new workbook we revised both the Project Planning and Proposal Writing sections. A new section called Starting Your Project provides information on working with staff, developing a communication strategy, doing an evaluation and writing a report.

We took out the section Community, Literacy and Culture to make the workbook suitable for planning any type of community-based project.

How can I use this workbook?

We suggest you get a group of interested people together to work through the different sections. That way others will support the project plan and there will be more people to share the work. Working with other people to plan a project is a great way to get community buy-in. The last section, Starting Your Project, will help you carry out your project once it is funded.

More Information

Where can I get more help?

The NWT and Nunavut Literacy Councils can help you plan and write a proposal for your project. They offer workshops in project planning and proposal writing as well as a variety of literacy and family literacy workshops.

Contact the NWT or Nunavut Literacy Councils for more copies of this resource or for help with your project. You can also download a copy of the *Tools for Community Building Workbook* from the NWT and Nunavut Councils websites.

Where can I find more information?

You can find more information on the *Tools for Community Building* website at <http://www.toolsforcommunitybuilding.ca/>. You can download the workbook from the website. You can also download sample proposals, cover letters and support letters. We will continue to add new samples to the website.

NWT Literacy Council



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Nunavut Literacy Council



Phone: 867-983-2678 Cambridge Bay OR 867-645-5506 in Rankin Inlet
Call collect if necessary.

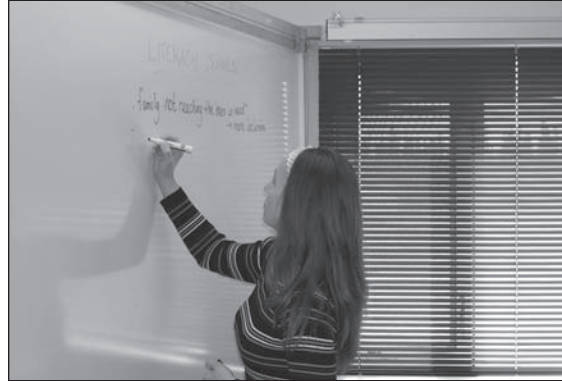


Email: kimcr@qiniq.com OR literacy@qiniq.com

Website: <http://www.nunavutliteracy.ca>



Project Planning



Project Planning

This section includes:

- Words to Know
- A Community Development Approach
- About Planning
- Thinking About Your Project
- Seven Steps to Planning
- Reflection

Watch for these symbols:



Look for this symbol for words to know for each section.



Look for this symbol for more information on each topic.



Look for this symbol for activities you can do.



Look for this symbol for worksheets you can copy and fill in.



Words to Know

Here are some definitions that will help you understand this section better.

Community development happens when people come together to take action around common issues.

A **community development approach** recognizes that the power of a community rests with the people of the community and not just with its leaders.

Capacity building is about building the skills of local people so they can develop and deliver community programs.

Planning is the process you go through to get a project going. Planning should help you decide on activities, roles and responsibilities, time and cost estimates, and outcomes. It is the process of identifying the means, resources and actions necessary to accomplish an objective.

A community **vision** describes what the community hopes for and values. It is an ideal picture of the future.

Assets are the good things people or communities already have. They can be obvious like a community centre. They can also be things that are not so obvious like a parent who is willing to help out in the community school.

The **project goal** is a broad statement about the purpose of your project. A project goal is supported by up to three objectives.

Objectives describe the ways in which you will carry out your project goal. You will be able to use these objectives throughout your project to see how well you are doing in reaching your project's goal.



A **work plan** gives details about each activity for each objective. Your project may have one, two or three objectives. And each objective has one or more activities. The work plan answers these questions:

- What resources will you need?
- What activities have you planned?
- What is the timeline for each activity?
- What is the product from each activity?
- Who is responsible for the activity?
- What is the result for each objective?

Evaluation is a planning term for finding out how things are going and making decisions about what to do next. Evaluations serve as a tool for reviewing your project. Evaluation enables you to learn from experience so that you can do a better job next time. It also shows your funder what you did and how successful your project was.

The **evaluation plan** shows how you plan to collect and analyze information while the project is operating.

Outcomes are changes, results, impacts or consequences of the project activities. Outcomes represent the impact that a project has on people, programs or institutions.

Qualitative evaluation is an assessment process that answers the question, "How *well* did we do?"

Quantitative evaluation is an assessment process that answers the question, "How *much* did we do?"

Implementation is the phase in the project when you begin your activities. Your activities should help you reach your objectives.



A Community Development Approach

Community development happens when people come together to take action around common issues. A community development approach recognizes that the power of a community rests with the people of the community and not just with its leaders. It is a process that builds on the existing strengths of the community and involves local people in designing and making change, and learning from it. The most important outcome of community development is a better quality of life.

Community development ...

- Is a long-term process.
- Is started and supported by community members.
- Involves information sharing and good planning.
- Benefits the community and its residents.
- Is supported by many community organizations and groups.
- Creates local ownership, shared solutions and responsibility, and strong local networks.

Ways to go about community development

Below are several examples of community development strategies. You may know of other examples from your community.

- *Speaking out* about important issues like the need for a shelter or for Aboriginal language programs.
- *Organizing people* to take on a task like a community feast, clean-up or spring carnival.
- *Providing a service* that the community needs like a literacy program, youth centre or arena.

Capacity building

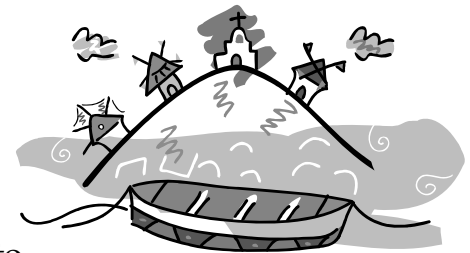
You can build capacity of people through community workshops and training. Capacity building raises people's knowledge, awareness and skills. It helps them to understand and take part in decision-making, communicate better with others and feel confident in their own abilities.

Capacity building can happen through change and learning. Here are some examples:

- Find out how much you already know about a topic.
- Discover a new piece of information.
- Try out a new skill like planning, organizing, public speaking or record keeping.
- Think in different ways.
- Learn how to take risks and do things you have not done before.

Working in small northern communities

Working in a small northern community is much different than working in an urban centre. Everyone knows everyone in a small community, so it is important to invite as many people as possible to be part of the planning stage. People who are involved from the beginning will more likely take ownership of a project.



If you are new to a community and want to plan a project make sure you get local people involved. Get feedback and support for your project idea from local people before starting your project. Ask a local person to help you organize and plan a community meeting. Ask a local person to co-facilitate with you. Sharing the facilitation and the lead on the project will make your project planning more effective.

Are you working in a community in which English is a second language? If so, you should consider holding the workshop in the language of the community or

offering simultaneous interpretation. It is important that Elders and people who are unilingual speakers have an opportunity to participate in the planning of a community project. Too often people are unable to attend workshops because they are not proficient in English.

Example from Nunavut

The Nunavut Literacy Council has facilitated many successful training workshops in communities across Nunavut. We attribute the success of our workshops and positive feedback we receive from participants to the following:

- All workshops are free and open to all community members.
- We ask a local person to help us advertise and organize the workshop.
- We advertise in both the Inuit language and English.
- Our workshops are facilitated bilingually and with simultaneous interpretation.
- All of our handouts are available in the Inuit language and English.
- We work from the point of view that the most important knowledge rests with the local community members and that their contribution is essential to a successful workshop.
- We develop our workshop with the intention to share information. We share information and resources with participants and they share their knowledge and experience with us.
- We make a special effort to invite elders to workshops. When appropriate, we ask an elder to contribute to a workshop by leading a discussion. We give elders an honorarium for their participation.
- We try to provide country food and make tea and coffee with lake ice.
- We ask participants to complete evaluations at the end of each day. We share this feedback with participants.
- We constantly revise our workshop based on new or better information, feedback from participants or our own observations.

 **About Planning****Why do we plan?**

Planning is a key part of any community development project or activity. Good community-based planning creates opportunities for working together and results in activities that benefit the whole community.

To be effective, a community-based planning process should:

- Involve community people, groups and organizations in the design of local activities from the beginning.
- Make sure that people with different abilities and literacy levels are able to participate in the design of the project.
- Consider how to make the best use of community strengths and resources.
- Respond to local needs and interests.
- Build in ways to review how project activities are going and make changes as needed.
- Include opportunities for local people to develop their skills, knowledge and experience.
- Raise awareness about what is being planned.
- Increase the sense of local ownership.
- Lead to shared responsibility, increased local partnerships and relationships.

Planning your session

Three critical things to planning

1. *Know the community*

Before you begin to plan your project, you should familiarize yourself with all the local programs in the community. What organizations are already active in the area? What services are already being provided? Which needs are going unmet? This information will help you avoid duplicating services and ensure that your program is filling a critical gap.

2. *Know your resources*

You should also familiarize yourself with sources of funding and support, which can be found at the local, regional and national levels.

3. *Build partnerships*

Community-based organizations are more likely to experience success if they work together. Partnerships allow organizations to learn from each others, increase program efficiency and improve the quality of services provided.

Before your planning session

1. *Identify a need in the community.* What issue does the community need to address? Are young people dropping out of school? Are young people losing their culture and language? Talk to local people and find out what they think the community needs most.
2. *Ask people to come to a meeting to discuss their ideas.* Make sure you ask lots of different people to the meeting. Remember that local projects and community development affect everyone!

3. *Find a facilitator for the meeting.* If possible, find a local person who has some skills at facilitating a meeting.
4. *Find a space to hold the meeting.* Find a space where people will feel comfortable. Some people may not feel comfortable at the school or local training centre. Be sensitive to people's feelings.
5. *Create an agenda and give it to people before the meeting.* Use the guide in this section to help you plan for your meeting. Create an agenda for the meeting using your plans.
6. *Make food and coffee for the meeting.* People appreciate country food snacks.

At your planning session

1. *Talk about different options.* Give everyone a chance to talk about what they envision for their community. You may already have an idea of the issue that the community needs to address. Now is the time to think of a specific project that will help to address this specific issue.
2. *Follow the planning guide.* Use this guide to help you plan for your project.
3. *Write your ideas down.* Make sure that you write all your project ideas down on flip chart paper during the meeting.
4. *Make sure everyone has the chance to share.* Too often two or three people dominate a meeting or workshop. Try to get everyone involved in the discussions and brainstorming. Try doing some small group work to encourage reluctant speakers.
5. *Start an outline for your proposal.* Get at least your goal, objectives and work plan complete by the end of the session.

Project Planning

6. *Ask for help.* Ask participants if anyone is interested in forming a working group to continue to work on the proposal and project idea.

After your planning session

1. *Pitch your project idea to a funder.* Make sure you pitch your idea to a funder before you go ahead with the writing of your proposal. It may save you a lot of time and energy.
2. *Complete the proposal.* Use the Proposal Writing Section to help you write your proposal.
3. *Meet with the working group.* Have regular meetings with the working group to keep the momentum going.

Who could you invite?

There is no limit to who you can invite to your planning meeting. Encourage different organizations and community members to attend. It is important to have a variety of people at the meeting:

- Elders
- Teachers
- Family literacy coordinator
- Adult educator
- Youth coordinator
- Health care workers
- Community health representative
- Language coordinator
- Adult learners
- Employees of the hamlet or band
- Chief
- Mayor
- Aboriginal Head Start workers
- Daycare workers
- CPNP coordinator
- Justice workers

Community planning example

Seven years ago, a group of community members in Fort Providence identified that they needed more parents involved in their children’s learning. They asked the NWT Literacy Council to facilitate a discussion on literacy and family literacy. Fifteen people came to the meeting from the school, daycare, adult education program and the hamlet.

The group talked about literacy and family literacy. They decided they wanted to have a family literacy coordinator for the community. They came up with a plan and identified funding from the Healthy Children Initiative for the project. They developed a proposal and were successful in getting funding. For seven years Fort Providence has had a family literacy coordinator for their community. She coordinates literacy events and programs for families, parents and children. It has been an extremely successful initiative.



A family literacy night in Fort Providence in 2005.



Meeting Checklist

Before the meeting	Yes	Some what	No
Do people understand why they are being invited? Do they know about the purpose of the meeting, why it is happening and what it hopes to do?			
Have people had the chance to see and comment on the agenda?			
Do you have a plan for accommodating language differences?			
Does the agenda include enough time for discussion and decision-making?			
Have you prepared printed materials of important information? Are they easy to read? Are they in different languages?			
Is the meeting location easy to get to? Is it quiet and well lit? Does the seating allow people to talk to one another and see the flip chart?			

Once the meeting starts	Yes	Some what	No
Do people understand the purpose of the meeting?			
Do they agree to the agenda?			
Do they know what decisions they can make and what items they can take action on?			
Have they had the opportunity to say who they are and why they came?			
Has the group been able to make agreements about how they will listen and communicate?			
Has the group made decisions about how they will identify and solve problems?			
Has the group been able to plan for how they will work through conflicts?			

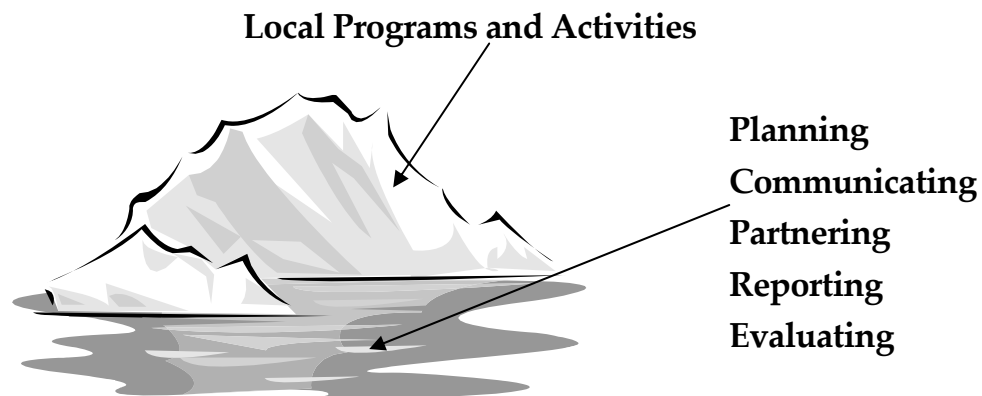
After the meeting	Yes	Some what	No
Did the chair or facilitator do these things?			
Create a safe atmosphere?			
Create space for everyone to ask questions and comment on each topic before moving on?			
Keep the meeting on track?			
Make sure things are clear and suggest changes as needed?			
Share leadership, tasks and actions with other group members?			

Thinking About Your Project

The next few pages will help you to start thinking about planning and what the needs of the community are.

The planning iceberg

You can compare a project to an iceberg. Think of a project you know about in your community. What do you know about it? You usually just see the activities of the project. For example, you may attend a family literacy night or see a family literacy poster up in the community. These things are visible – just like the tip of an iceberg.



What we sometimes take for granted, or don't see, are all the activities and resources that go into making a program or project happen. For example: planning, communicating, partnering, reporting and evaluating.

Can you think of others?



Activity # 1: Projects you have known and loved

Take a moment to think about programs or projects in your community. Does any program or project stand out?

- Why was it important and what was its purpose?
- Why did you choose this project instead of another?
- How were decisions made?
- What resources (people, money, materials, equipment, etc.) were needed?
- What was the project expected to do?
- Was the project successful or not?
- What issues came up during the project?
- What made it good?
- Is there anything that frustrates you about it?
- How could the project have been different or made better?

What you like and what frustrates you are useful to think about when you're getting ready to plan a project. These things will have a lot to do with how well your project goes.



Projects You Have Known and Loved Worksheet

Here's an opportunity to think and talk about **your own** experiences with projects.

What went well?	What was frustrating?	How could it be better?
Example The project had clear goals.	Example Those who did not agree kept quiet.	Example People speak up when they do not agree.



Some project planning success factors

Here are some factors that usually help to make project planning more effective.

- A shared vision
- Effective leadership
- A shared sense of commitment to the issue
- Enough resources – people, money, time, equipment, materials and other supports
- A realistic picture of the current situation
- Community support
- Political support
- A process that includes others
- A sense of teamwork
- The time to work through the planning stage
- A plan that builds on past accomplishments and efforts
- A way to evaluate their work

Are there any items from your worksheet that you would add to this list? Is there anything on this list that you didn't talk about?

Many ways to plan

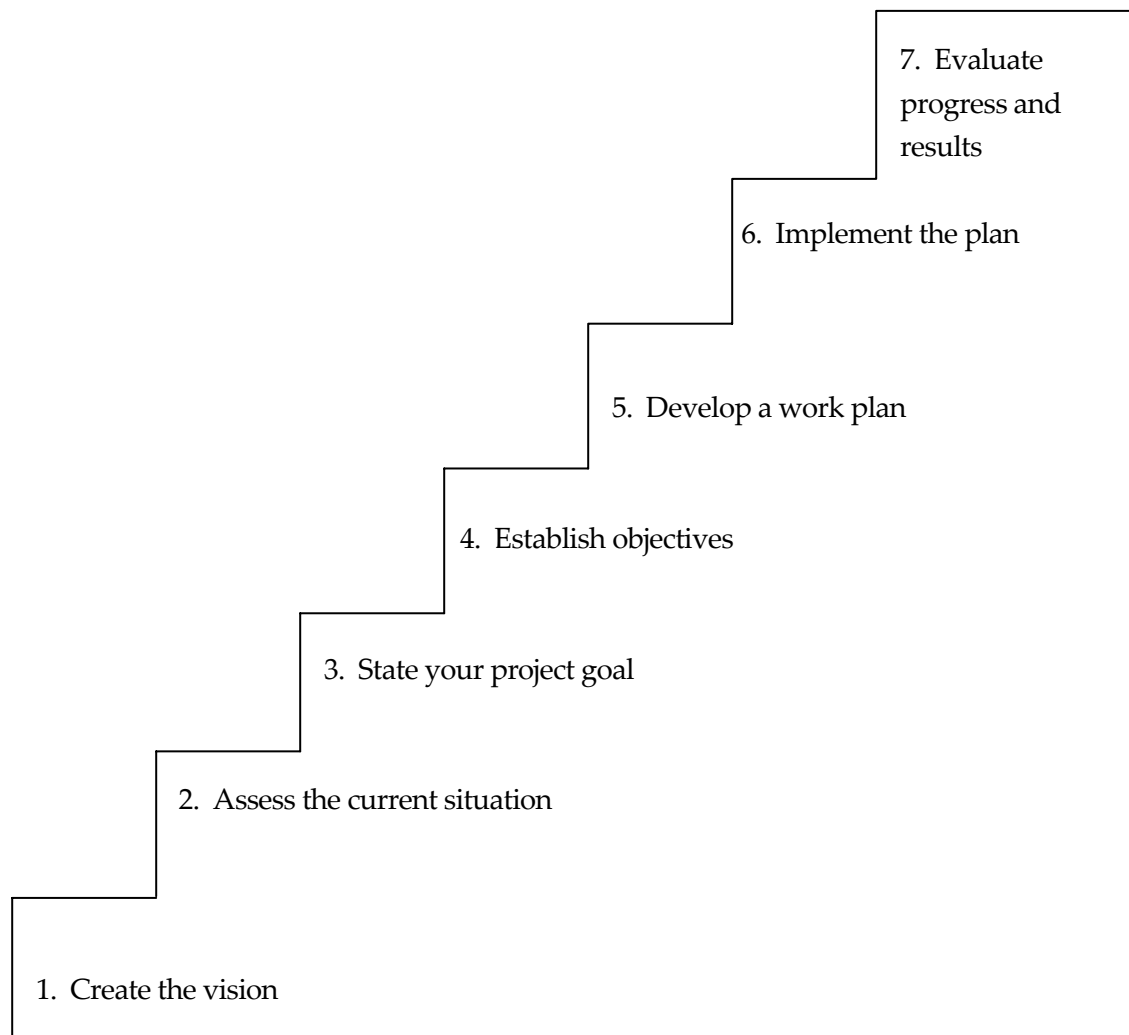
Just like getting ready to go out on the land, good project planning usually takes a lot of talking and preparation.

There are many different ways to plan. The planning methods you choose will depend on:

- Who is involved.
- How well you know each other.
- If you have worked together before.
- If you agree on what you want to do.
- If you know the direction the project will take.

Seven Steps to Planning

The last few pages gave you a chance to learn about planning from your own experience. This next part uses a step-by-step approach to project planning. It is intended to help you and your group create a plan for community-based activities or projects. We have used *literacy* as an example to demonstrate the process of using the steps. This step-by-step planning process can work with any issue or topic.





Activity # 2: Getting started activity

Before we start Step 1 take a few minutes with a partner to think and talk about your community and literacy. Finish each statement with a few words or a simple picture and talk to each other about what comes to mind.

- Something about my community that I am **proud of** is...
- A **strength or quality** of my community is...
- A **fear** I have about my community...
- My **wish or hope** about this for the future would be...



Step 1: Create the vision

A community **vision** describes what the community hopes for and values. It is an ideal picture of the future.

Some people and organizations have a vision of a better future and they use it as a guide for what they do.

Some people might think that imagining a better future is foolish and not very practical. It may feel a bit foolish at first, but a vision is practical because it guides you and helps you on the right path while you create a plan.

Project Planning



Activity # 3: Create your vision

1. Take a few minutes on your own. Use drawings or words to describe this ideal future.

Imagine your community sometime in the future.

- What is it like?
- What literacy and learning activities are happening?
- What else can you see, hear, feel, touch, taste?

2. Now share your work with the others in your group.

- What's the same?
- What's different?

3. When you hear each other's ideas do other things come to mind? You will probably agree on some things and not on others. That's okay. Try creating a shared vision using the words and images that you do agree on.

Example: Vision

This vision includes cultural literacy programs, more cultural resources, lots of \$\$, a cultural resource centre, and cultural values instilled and shared with families.





Step 2: Assess the current situation

Now that you've had a chance to imagine the future, let's think about your community today (the current situation). The next three activities will help you understand the current situation around literacy in your community.

1. Community map
2. Community assets
3. Community challenges

1. Community map

A community map gives you a picture of some of the supports and resources that exist in your community. It can include things like:

- Groups, organizations, services and businesses.
- People, their gifts, attitudes and beliefs.
- Events and activities.
- Culture and traditions.
- The land and location of special places.
- Pressures from the outside.
- Hot spots or areas of big change.

Project Planning



Activity # 4: Community map

1. Take a few minutes to think about all the resources in your community.
2. Draw a map on flip chart paper. You can use the blank community map on the next page or you can draw a picture of your community.
3. Write down all the resources in your community that could potentially support your literacy project.

Example: Hay River





Community Map



2. Community assets

Does anything stand out for you about your community map?

Some people are surprised to see just how much their communities have to offer. Community maps are sometimes called “asset maps.”

Assets are the good things people or communities already have. They can be obvious like a community centre. They can also be things that are not so obvious like a parent who is willing to help out in the community school.



Activity # 5: Community assets

Look at the chart on the next page. Take a few minutes to make a list of the assets in your community. Assets can be people, attitudes, activities, organizations, groups or things that help to make your community a healthier, happier place to live. Then write down what each asset has to offer a literacy project.

Are there any people, groups or organizations on your community assets chart that might be interested in working with you?

- Who are they?
- Why might they be interested?
- What interests or goals might you have in common?
- What possible risks (things you could lose) might you face in working with them?
- What are some of the benefits (things that help you) of working with them?



Community Assets

Who and what are the assets?	What do they have to offer?
Organizations	
Groups	
Businesses	
People	
Attitudes	

3. Community challenges

What are some of the challenges around literacy that you see in your community? For example, your community may not have an adult literacy program or youth are dropping out of school. In some communities lack of Aboriginal language resources is a huge issue.



Activity # 6: Community challenges

1. Brainstorm all the literacy issues and challenges that your community faces. This list will help you identify the issues that your project may need to address. Remember you can do this with any topic or any issue.
2. Prioritize your list. Mark down the top three issues in your community. Make sure everyone agrees on the top three issues. It may take some time to reach a consensus. Consensus means everyone agrees. Make sure everyone gets a chance to talk.
3. Refer back to your vision. Does your vision deal with the top three literacy challenges in your community? If so, you now have some ideas for a project!
4. Refer back to your assets sheet. Can you see any potential partners for your idea?



Steps 3 and 4: State your project goal and establish objectives

If you think of the community vision as a place you want to live in someday, then a project goal is one of many possible pathways to get there.

Writing the goal and objectives can be tricky. Your project goal is a broad statement about the purpose of your project. A project goal is supported by up to three objectives. Objectives describe the ways in which you will carry out your project goal. You will be able to use these objectives throughout your project to see how well you are doing in reaching your project's goal.

Make sure you write in the active tense. For example, these project goals are written in the active tense:

- Parents **read** more and do more literacy related activities with their children.
- Educators **promote** health-related topics in their program.

The objectives for the above goals could be:

Goal: Parents read more and do more literacy related activities with their children.

Objectives:

1. Promote family literacy in the community.
2. Teach parents new ways to help their children's literacy development.
3. Work with individual families to support literacy development in the home.

Project Planning

Goal: Educators promote health-related topics in their program

Objectives:

1. Teach educators the importance of teaching and promoting health-related topics.
2. Educators use new health resources in their program.

More examples

Imagine that your vision includes the importance of children and families and tradition. Here are two examples of two possible project goals and objectives.

Goal: Families in our community use their language and traditions more at home.

Objectives:

1. Promote the importance of parents passing their language and traditional skills to their children.
2. Teach families new skills to use their language at home.
3. Show families how to prepare traditional foods.

Goal: Youth know more about their culture and traditions.

Objectives:

1. Youth experience on-the-land activities.
2. Youth learn traditional stories from elders.



Activity # 7: Choose a project and develop a goal and several objectives

1. What are your ideas for projects? You should have some good ideas from your vision and current situation. Take a few minutes to discuss your ideas.
2. Pick one project idea that you think you can do. Here are some questions that may help you to choose.
 - How does this project make use of the assets in the community?
 - What could get in the way of doing this project?
 - How much additional support will it require?
 - How easy will it be to do this project?

Sometimes it is best to start with something that you know will be successful. This will help to build your confidence and your credibility (the way others see you) in the community.

Read the example project on the next page. And use the handout on the following page to fill in your goal and objectives.

Example project

Ulukhaktok (Holman) decided they wanted to have a family literacy program in their community. They felt that it was important that parents take an active role in supporting their children's literacy development. They recognized that some parents might not know how to support their children with reading, writing and other literacy related activities.

They decided to start with the *1-2-3 Rhyme With Me* program. They meet once a week to share rhymes, stories and songs. Everyone contributes to the program by sharing their stories and ideas. They do it in both English and Inuinnaqtun. The program is a huge success. Each week at least 12 families participate in the program. Youth and elders also participate.

After the success of this program, the community decided that they needed more family literacy programs. For the past several years, Ulukhaktok has had a family literacy coordinator who organizes events for families throughout the week. The coordinator hosts a variety of programs like *Books and Bannock*, traditional sewing program with elders and *Books in the Home*.



Participants learn how to facilitate a *1-2-3 Rhyme With Me* Program.



Project Goal and Objectives Worksheet

Your Project Goal:

Objectives:

1.

2.

3.



Steps 5: Develop a work plan

A work plan gives details about each activity for each objective. Your project may have one, two or three objectives. And each objective has one or more activities. The work plan answers these questions.

- What resources will you need?
- What activities have you planned?
- What is the timeline for each activity?
- What is the product for each activity?
- Who is responsible for the activity?
- What is the result for each objective?



Activity # 8: Develop a work plan

1. Use the sample and the blank template in this section and answer the questions below to help develop a work plan for your project.
 - What resources do you need for each activity? For example, space, staff or contractors, equipment, training or other things. Make notes about what resources cost money and how much, and what resources can be donated. This helps develop the budget details later.
 - How long will each activity take? When will each activity start and finish?
 - Who is responsible to carry out each activity? For example, board members, staff, contract workers, volunteers or others.
 - What products do you expect to produce with each activity? The products are the tangible things from the project. A product can be information, a resource, Public Service Announcements (PSAs) on the radio, posters in the community, etc.
 - What results do you expect at the end of the project? Results are the overall outcome of your objectives. It is a broad statement that summarizes each objective.

Example

On the next page is a work plan for a family literacy project. Below is the goal for the project and the objectives.

Goal: Parents read more and do more literacy related activities with their children.

Objectives:

1. Promote family literacy in the community.
2. Teach parents new ways to help their children's literacy development.
3. Work with individual families to support their children's literacy development in the home.

Following the example is a blank worksheet your group can use for your project.

Work Plan		Project name: Family Literacy Project		
Objective 1: Promote family literacy in the community.				
Resources	Activities and timelines	Products	Who is responsible?	Results
Family Literacy Coordinator	Develop family literacy public service announcements to air on local radio stations. Completed by November and aired in December and January.	<ul style="list-style-type: none"> PSAs play on the radio 	Family Literacy Coordinator	Families understand that reading and doing literacy related activities are important.
Family Literacy Coordinator, space for workshop, food, materials	Develop and deliver a workshop to parents about the importance of doing literacy related activities with their children at home. Developed by September. Delivered in October.	<ul style="list-style-type: none"> Workshop 	Family Literacy Coordinator	

Work Plan		Project name: Family Literacy Project		
Objective 2: Teach parents new ways to help their children’s literacy development.				
Resources	Activities and timelines	Products	Who is responsible?	Results
Family Literacy Coordinator, food, space, materials	Develop and deliver a series of workshops that show parents how to help their children at home with reading and other literacy related activities. Developed by October. Deliver workshops once a month from November to March.	<ul style="list-style-type: none"> Workshops, materials for workshops 	Family Literacy Coordinator	Parents have new tools and ideas to help them with their children’s literacy development.
Family literacy coordinator, printing costs	Develop and distribute a leaflet about family literacy and things parents can do at home to support their children’s literacy development. Developed by November. Mailed out in January for Family Literacy Day (January 27).	<ul style="list-style-type: none"> Leaflet about family literacy 	Family Literacy Coordinator	

Work Plan		Project name: Family Literacy Project		
Objective 3: Work with individual families to support literacy development in the home.				
Resources	Activities and timelines	Products	Who is responsible?	Results
Family Literacy Coordinator, materials	Develop and deliver a home-based family literacy program to families. November to March.	<ul style="list-style-type: none"> Workshop, materials for workshop 	Family Literacy Coordinator	Parents have new ideas to help them support their children's literacy development in the home.
Family Literacy Coordinator, printing costs	Develop and distribute family literacy activities to specific families in the community. Show families how to use the materials. Developed by November. Distributed in January and February.	<ul style="list-style-type: none"> Leaflet about family literacy 	Family Literacy Coordinator	

Work Plan		Project name:		
Objective:				
Resources	Activities and timelines	Products	Who is responsible?	Results

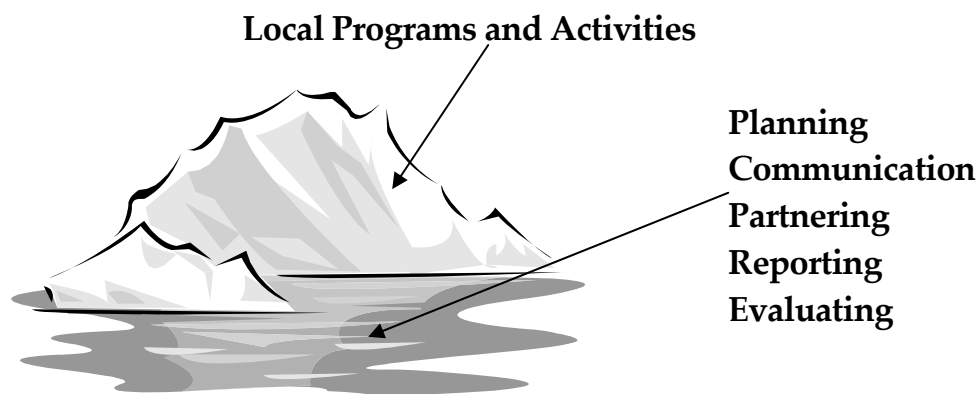


Step 6: Implement the plan

Congratulations!

Now you have a project goal, some objectives and a work plan. The Proposals Section of this workbook will help you to take the work you have done so far and write a proposal for your project.

You have done a lot of work below the surface of your planning iceberg.



When you have everything you need to carry out your project you will be at the tip of the planning iceberg! The part that everyone else sees!

Things to consider

There will be a number of things to pay attention to as you **implement** (carry out) your project like...

- Keeping your project group strong
- Keeping track of how the project is going
- Negotiating and working through conflicts
- Making change in mid-stream

Can you think of others?



Step 7: Evaluate progress and results¹

What do you think about when you hear the word evaluation?

What's that?

Ugh!

No time!

When do you do it?

We do that already.

Evaluation plan

The evaluation plan shows how you plan to collect and analyze information while the project is operating. The information helps you know what to change during the project to help you reach your project goal. You also use the information to answer evaluation questions at the end of the project. The Starting Your Project has an in-depth evaluation section that includes a step-by-step evaluation plan.

People evaluate projects and programs to:

- Develop and improve what they are doing.
- Know when to make changes.
- Figure out what success looks like and share this information with others.
- Celebrate success and learning from valuable mistakes.
- Show results to supporters and increase the chances of getting more support in the future.

¹ What is Project Evaluation, Government of Ontario, http://www.reddi.gov.on.ca/track_what.htm

Why is project evaluation important?

Evaluating project results helps to provide answers to key questions like:

- What progress has been made?
- Were the desired outcomes achieved? Why?
- Are there ways that project activities can be refined to achieve better outcomes?
- Do the project results justify the project inputs?

Why do we sometimes avoid evaluation?

It is still fairly common for people to carry out projects and activities without doing the kind of evaluation they need to do. Here are some of the reasons that people give for not doing evaluation:

- Limited time
- Not enough money
- Not sure how to do it
- Don't see it as being important

People who do not evaluate are missing out on the opportunity to learn from their experience. Mistakes are expensive so why waste them!

Some simple ways to do evaluation

There are all kinds of ways to evaluate a project. A small, effective evaluation is always better than no evaluation at all. Right from the beginning, encourage everyone to think about the project and make change when needed.

Here are a few simple examples.

- Ask workshop participants for their feedback about a workshop. Make the feedback session part of the workshop agenda. Relate the feedback to the purpose of the workshop.
- Find out how things are going in a project by talking regularly to people who are taking part in the project. Always be open to hearing what they have to say. Keep notes or ask if you can use a tape recorder.
- Hold a check-in meeting and make sure that people feel comfortable enough to speak up. Put the main points on flip chart paper so the group can see their words and so you have a record for later.
- Talk to other people in the community who may not be part of your project, but who may be in a position to see changes that are happening as a result of your project.
- Collect stories about what it was like to take part in the project or about something good that happened as a result of the project. Record them in writing or use a video or audio tape.
- Ask permission to keep a confidential record (no names attached) of people's stories and comments. Ask if you can share some of these stories and comments with funders or others who support the project.

What are the challenges in monitoring and evaluating?

- Getting the commitment to do it
- Establishing an evaluation framework at the beginning of the project
- Identifying realistic quantitative and qualitative indicators
- Finding the time to do it and sticking to it
- Getting feedback from your stakeholders
- Reporting back to your stakeholders



Activity # 9: Develop your evaluation plan


In your planning stage you identified the outcomes for your project. These will help you measure the success of your project. Read the information below and review the sample evaluation plan and then use the blank form to fill out an evaluation plan for your project.

Answer the questions below to help develop an evaluation plan.

- What results do you expect from each project objective? These come directly from the work plan.
- What indicators will you use to measure the results? “Indicator” is a general term for the information you gather to measure the project results.
- How will you gather the information? For example, from interviews, project records or other ways.
- When will you gather the information?
- Who will provide information? Who will collect it? Who will write the evaluation reports?
- How will you share the results of the evaluation? This is sometimes called dissemination.

People need time and certain skills to do a good evaluation. Consider including money in the budget to carry out the evaluation and write the reports, and/or for training about evaluation.

Sample Evaluation Plan		Project name: Family Literacy Project	
	Results (from work plan)	Indicators and data to measure results	Sources of data
<p>Objective 1</p> <ul style="list-style-type: none"> • Workshop • PSAs 	<p>Families understand that reading and doing literacy related activities is important.</p>	<ul style="list-style-type: none"> • Number of times the PSA plays on the radio • Number of parents who attend the information session • Workshop evaluations • Workshop materials that parents receive 	<ul style="list-style-type: none"> • Workshop attendance and evaluations. • Feedback from parents. • Feedback from teachers, partners, etc. • Project records and financial reports.
<p>Objective 2</p> <ul style="list-style-type: none"> • Workshop • Leaflet 	<p>Parents have new tools and ideas to help them with their children's literacy development.</p>	<ul style="list-style-type: none"> • Number of families that attend the family literacy workshops • Workshop evaluations • Family literacy leaflet produced • Number of leaflets mailed • Workshop material that families receive 	
<p>Objective 3</p> <ul style="list-style-type: none"> ▪ Home-based family literacy ▪ Resources 	<p>Parents have new ideas to help them support their children's literacy development in the home.</p>	<ul style="list-style-type: none"> • Number of families who participate in program • Number of resources produced and distributed • Parent evaluations 	

 Blank Evaluation Plan	Project name:		
	Results (from work plan)	Indicators and data to measure results	Sources of data
Objective 1			
Objective 2			

Reflection

Congratulations! You have completed the Project Planning section. As you can see, planning for a project takes a lot of work. Working with others to develop a project plan that will help your community can be very rewarding. And sometimes it can be frustrating too. It is always a good idea to get feedback from participants at a meeting or workshop. Use the questions below to get feedback. You can have a group discussion or you can photocopy this page and people can answer the questions individually.



When did you feel most successful? Least successful?

What surprised you?

What new things did you learn from each other or from the experience?

What skills and resources do you have in your group?

What questions do you have?

What things do you want or need to learn more about?

Proposal Writing



Proposal Writing Section

This section includes:

- Words to Know
- Information to Help You Before You Start Your Proposal
- Ten Steps to Writing a Proposal
- Proposal Review

Watch for these symbols:



Look for this symbol for words to know for each section.



Look for this symbol for more information on each topic.



Look for this symbol for activities you can do.



Look for this symbol for worksheets you can copy and fill in.



Words to Know

Here are some definitions that will help you understand this section better.

Funders are organizations or government bodies that give you money for a project.

Proposals are a written request for funding for a project. Proposals usually outline why the grant is needed, the purpose it will serve, the plan for meeting the need, the amount of money needed and background about the applicant.

A **partnership** is a relationship of two or more groups that have defined roles, responsibilities and financial contributions to a project. Partners provide money and/or in-kind contributions that reflect a commitment to the success of the project.

The **needs assessment** shows the funder the need for your project for your community. It answers the questions:

- Why is this project needed?
- What issues will it address in the community?

Your **project goal** is a broad statement about the purpose of your project. A project goal is supported by up to three objectives.

Objectives describe the ways in which you will carry out your project goal. You will be able to use these objectives throughout your project to see how well you are doing in reaching your project's goal.

A **work plan** gives details about each activity for each objective. Your project may have one, two or three objectives. And each objective has one or more activities. The work plan answers these questions:

- What resources will you need?
- What activities have you planned?
- What is the timeline for each activity?
- What is the product for each activity?
- Who is responsible for the activity?



- What is the result for each objective?

Activities are things that you will do in your project. For example: a workshop or play.

Evaluation is a planning term for finding out how things are going and making decisions about what to do next. Evaluations serve as a tool for reviewing your project. Evaluation enables you to learn from experience so that you can do a better job next time. It also shows your funder what you did and how successful your project was.

The **evaluation plan** shows how you plan to collect and analyze information while the project is operating.

Outcomes are changes, results, impacts or consequences of the project activity. Outcomes represent the impact that a project has on people, programs or institutions.

Outcomes and **results** of a project are similar. The outcome or result of a project is the change that has happened. For example, the outcome or result of a family literacy project might be more parents reading to their children.

Products are tangible or intangible objects produced as a result of your project. A product could be a workshop, a family literacy flyer or the number of people trained in a training workshop.

The **budget** shows how you plan to spend the money you are given for your project. The budget shows all contributions to the project including in-kind contributions. The budget should be itemized to show all your expenses.

In-kind contributions are resources other than money given to a project. Some in-kind contributions could be books, space, staff time, prizes, food, etc.



Information to Help You Get Started

Who are the funders?

Government

There are three levels of government:

- Local or municipal (for your community or region)
- Territorial or provincial (for your territory or province)
- Federal (for the whole country)

Each level of government has its own plans, ideas or priorities for what they want to do. As a way to meet these priorities, governments sometimes make funding available to support groups and organizations. This is done through government departments that are responsible for different areas of work like health, education and social services.

Businesses

Businesses will sometimes support community projects. They usually do this because they ...

- See themselves as members of the community.
- Want to have a good image in the community.
- Would like the community to be more aware of what they offer.
- Want people to keep on buying or buy more from them.

Before you ask a business for money or other support for your project, think about how they might benefit from your project.

Foundations

Foundations are one way that wealthy families put some of their profits back into the community. Families receive a tax benefit when they do this. Each foundation has an area of interest. For example, some support literacy, others support culture, etc. Sometimes an organization must have a charitable number in order to receive money from a foundation.



Where can you find out about funders?

- Internet search
- Government agencies
- Library
- Talk to other groups who have been funded for projects
- Talk to experts in the field

What should you do before you start writing?

You need to find out about different funding opportunities in your community and/or territory. It is important to remember that just as every community is different, so too are funders.

1. Define your project

Decide on what your community needs. Go through the Project Planning section in this book with other people in your community. Decide on the purpose of your project. Determine the broad project goal, then identify the specific objectives that define how you will focus the work to accomplish those goals.

Goal: Parents participate more at school.

Objective 1: Promote and recruit parent volunteer.

Objective 2: Hold family and community events at the school.

Objective 3: Train parents to be literacy tutors.

2. Identify the right funding sources

Do not limit your funding search to one source. Look for a match between your project and the funding goals and objectives of the funding agency. Call the funding agency and request the proposal guidelines.

Also ask them:

- For a list of projects previously funded.
- About the maximum amount of funds available per project.

- Who can apply for funding.
- How long the funding lasts.

3. Communication with the funder

Think of the funder as a resource. Identify a project officer who you can talk to. Some funders offer help in writing proposals, others do not. Ask for help, including a review of proposal drafts. Ask about how they review proposals and how decisions are made. Ask about the budget. Are matching funds required? Do they accept in-kind funding? What counts as in-kind funding? When will you get the money if you get funded? Remember, the contacts you make may prove invaluable.

4. Proposal guidelines

Read the guidelines carefully. Then, read them again. Ask the funder to clarify your questions. Guidelines usually answer these questions:

- What are the funding goals and priorities?
- Who can apply?
- What do groups have to do to apply?
- When is the deadline to apply?
- How long is the funding for?
- When do groups find out if they get the funding?
- How much money can a group apply for?
- What things does the funding program pay for?
- What things does the funding program not pay for?
- Who should you contact?

Sometimes funders just want a letter of intent at first. They want to review your idea before you write your proposal. This will save you lots of time and energy if the funder rejects your idea. Or the funder may have some suggestions to improve your project idea before you write your proposal.

5. Talk to people

- Talk to other groups that got funding from the funding agency you are applying to. They did something right.

- Talk to other community groups that this project might help. Ask for their support.
- Talk to the funder about your idea. Make sure it fits their funding guidelines.

What are the steps in the writing process?

It takes a lot of work to develop a proposal to make it ready to send to a funder.

Are you are a person who...

Writes well?

Does not like to write?

Is new to writing?

On the next page you will find an overview to the writing process that may help you as you work with others to put your proposal together.

If you have already worked through the first part of the planning workbook then you have done your “pre-writing” activities.

Remember... although this looks like a step-by-step process, you may actually go through these activities several times before you get your final copy.

Parts of the writing process

Pre-writing

- Choose a topic.
- Get your ideas on paper.

Drafting

- Write your first draft.

Revising

- Think and talk about what you have written.
- Share your draft with others.
- Add, take away, change and re-arrange your words and sentences.
- Check your spelling, punctuation and grammar.

Publishing

- Produce and print your final copy.

What writing style is best?

- Use clear language and easy-to-read sentences.
- Avoid jargon (words that only some people know).
- Explain acronyms (for example, NWTLC, HRDC).
- Write as you would to the general public.
- Be honest and positive.
- Support your comments with examples.
- Sound committed to your goals.

What can you do after you send in your proposal?

- Call to make sure the funder received your proposal.
- Wait three or four weeks and then call your contact at the funding agency to ask about the status of your proposal.
- If your proposal is turned down, find out why.



Ten Steps to Writing a Proposal

This section tells you how to write a funding proposal. We have outlined ten steps to writing an effective proposal. They are:

- Step 1: Develop a project goal and objectives
- Step 2: Identify activities
- Step 3: Develop a work plan
- Step 4: Develop a budget
- Step 5: Develop an evaluation plan
- Step 6: Complete the proposal
- Step 7: Fill out the application form (if there is one)
- Step 8: Write a cover letter
- Step 9: Get letters of support
- Step 10: Put it all together

Take the time you need. It's normal for people to go through the first five steps more than once before they agree on the final objectives, activities, work plan, budget and evaluation plan.

For each step we provide an example from a sample project.



Step 1: Develop a project goal and objectives

To start to develop a project, first think about the needs of your community. Discuss these questions with your group:

- What issue do we want to address in our community?
- How do we know this is an issue in our community? What evidence do we have?
- What do people already know about this issue?
- What do we want to change about this issue in our community?
- Who is the target group for the project?
- What kind of project can our group carry out that will work best in our community and have the greatest impact on the target group and the issue?
- Why is our group the best group to carry out the project? What experience do we have to help make the project a success?
- What other groups or agencies in our community can we work with as partners for the project?
- Does our project idea fit with the objectives of the funding program we want to apply to?

Review the funding program information to make sure your project fits with the program's objectives.

Writing tip

Writing the goal and objectives can be tricky. Your project goal is a broad statement about the purpose of your project. A project goal is supported by several objectives (up to three). Objectives describe the ways in which you will carry out your project goal. Make sure you write in the active tense.

For example:



- Parents **read** more and do more literacy related activities with their children.
- Educators **promote** health-related topics in their program.
- Youth **make** good decisions about body piercing and self-tattooing.

Remember – as you work through steps two, three, four and five – activities, work plan, budget and evaluation plan – you may come back and change some things from Step 1. This is a normal way to move forward as you develop a project proposal.

By the end of Step 1 you should write down the following:

- A name for the project.
- The goal – a statement of what you want to achieve; the end result.
- The objectives – the steps you take during this project to reach the goal (up to three).
- The target group for the project.
- The reasons why the community needs this project.
- The reasons why your group is the right group to sponsor and carry out the project.
- Potential partners for the project.
- How the project meets the objectives of the funding program.

A note about partnerships

Funders usually want projects to have partnerships with other community groups. Describe the role of your partners: why they are involved and what each partner will contribute to the project. Be sure to work out details of arrangements with partners before completing your proposal.

Go to the Starting Your Project section for more information on partnerships

Sample Project
Name: Youth Health Awareness Project
Goal: Youth make good decisions about body piercing and self-tattooing.
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Provide information to youth about the prevention of HIV/AIDS and hepatitis C. 2. Raise awareness of how being infected with HIV/AIDS or hepatitis C affects people's lives.
Target group: Youth aged 13 to 15 from across the region.
Need for the project: In the past few years youth have started to pierce their own body parts and tattoo themselves. We have no professionals in our community to provide these services. Youth need good information appropriate to our culture and geography about the risks involved with these activities and how to do them safely. Youth also need to better understand the consequences of risky behaviour.
Sponsor group: Community Interagency Committee
Potential partners: Community school and health centre.
Role of partners: The school will host the workshop and help recruit participants; the health centre will provide support and workshop assistance. Both these partners see how this project benefits their organization and the community.



Step 2: Identify activities

Activities describe what you plan to do to achieve each project objective.

Answer these questions to help identify effective activities for each objective:

- What worked well in the past?
- What didn't work so well in the past?
- What resources do we have? What are our strengths?
- What values does the target group have?
- What benefits can the project offer the target group?
- What activities, language and tone appeal to the target group? What will encourage people to participate?

Writing tip



Each objective has at least one activity and no more than three. Make sure you are clear and concise about your activities. For example:

- Distribute books to all families in the communities who have children ages birth to six years of age.
- Hold a family literacy program that teaches parents about reading to their children.
- Develop public service announcements about the importance of reading and doing literacy activities with your children.

Remember – you may go through this more than once before you agree on exactly what activities you want to do for each objective.

Proposal Writing

By the end of Step 2 you should write down the following:

- The activities you plan to carry out for each objective.
- How many activities you plan to carry out for each objective.

Sample Project
Name: Youth health awareness project
Goal: Youth make good decisions about body piercing and self-tattooing.
Objective 1: Provide information to youth about the prevention of HIV/AIDS and hepatitis C. Activities: <ul style="list-style-type: none">i) Hold a regional workshop about the health risks of self-piercing and self-tattooing.ii) Develop public service announcements to help prevent HIV/AIDS and hepatitis C.
Objective 2: Raise awareness of how being infected with HIV/AIDS or hepatitis C affects people's lives. Activities: <ul style="list-style-type: none">i) Develop and distribute a learning resource.ii) Write and perform a community play.



Step 3: Develop a work plan

A work plan gives details about each activity for each objective. Your project may have one, two or three objectives. And each objective has one or more activities.

The sample project work plan has two objectives and each objective has two activities. Use the sample and the blank template in this section and answer the questions below to help develop a work plan.

- What resources do you need for each activity? For example space, staff or contractors, equipment, training or other things. Make notes about what resources cost money and how much, and what resources can be donated. This helps develop the budget details later.
- How long will each activity take? When will each activity start and finish?
- Who is responsible to carry out each activity? For example, board members, staff, contract workers, volunteers or others.
- What products do you expect to produce with each activity? The products are the tangible things from the project. A product can be information, a resource, PSAs on the radio, posters in the community, etc.
- What results do you expect at the end of the project? Results are the overall outcome of your objective. It is a broad statement that summarizes each objective.
- What is the overall budget and what funding program supports what activities? This information comes from the budget that you develop during Step 4.



Writing tip

You need to plan out each activity. This may take some time to do. Be specific about your plans. You will need to tell the funder what resources you will need, who will be responsible for the activities and the expected outcomes of the activities.

Remember – you may go through this more than once before you agree on exactly what resources you need, who will be responsible for each activity and the expected outcomes.

By the end of Step 3 you should write down the following:

- A complete work plan for each objective.

Sample Project Work Plan		Project name: Youth Health Awareness Project		
Objective 1: Provide information to youth about the prevention of HIV/AIDS and hepatitis C.				
Resources	Activities and timelines	Products	Who is responsible?	Results
Coordinator, travel, food and accommodation for workshop participants, space, supplies, food, equipment	Hold a regional workshop to teach youth safe practices for self piercing and tattooing. Develop workshop and resources from April to September. Hold workshops in September and October.	<ul style="list-style-type: none"> Workshop for 25 youth. Handouts for youth at workshop. 	Committee hires coordinator. Coordinator works with the Committee to develop and carry out the workshop.	More youth know more about how to help prevent the spread of new infections of HIV and hepatitis C.
Youth, coordinator to oversee their work, recording equipment to test the PSAs	Develop public service announcements (PSAs) for youth: one to help prevent HIV/AIDS, one to help prevent hepatitis C. Develop and test PSAs from November to December. Play PSAs from January to March.	<ul style="list-style-type: none"> PSAs developed by youth run three times a week on the local radio station. 	Committee hires coordinator. The coordinator works with youth in the school.	

Sample Project		Project name: Youth Health Awareness Project		
Objective 2: Raise awareness of how being infected with HIV/AIDS or hepatitis C affects people's lives.				
Resources	Activities and timelines	Products	Who is responsible?	Results
Contractor, school, teachers, students, copying and printing	Develop and distribute a learning resource for youth and teachers, to explore stories about people infected with HIV/AIDS and hep C. Develop the learning resource from November to January. Test the resource in February Revise, print and distribute in March.	<ul style="list-style-type: none"> Teachers and students have an effective resource. 	Interagency Committee hires contractor and finds the teacher and students to test the resource.	Youth better understand what life is like for people infected with HIV/AIDS and hepatitis C.
Local theatre group, youth, theatre props and resources	Develop and perform a community play. Develop the play in November and December. Workshop the play in January. Do the performance in March.	<ul style="list-style-type: none"> Youth have a script for a play. Play developed and delivered to community. 	Interagency Committee and school work with theatre group.	

Blank Work Sheet		Project name:		
Objective 1:				
Resources	Activities and timelines	Products Who	is responsible?	Results



Step 4: Develop a budget

The budget gives details about the project's expenses and revenue. For each activity it shows:

- How much money you need and where you plan to spend it.
- What in-kind support you have for your activity. In-kind support means resources and support given to the project from community groups, agencies or businesses. For example, the local store might give you food for your workshop. This is considered in-kind support. Or the local school might give you space to hold your workshop. This is also considered in-kind support.
- What additional funding you have for your activity.

The budget on page 78 shows the expenses for the sample project. Use the sample budget and the blank template and answer the questions below to help develop a budget for your project.

- For each activity, what things do you need to pay for? Use the categories in the sample budget and the blank template. You might have to make up your own budget sheet to match the funding program's guidelines.
- What things do you get from in-kind support? For example, someone donates office space, a computer or other things.
- What other funding sources contribute to the project, if any? How much and what is the money for?
- How much total funding do you need?

Often funders will outline what they will and will not fund in their guidelines. Make sure you follow the funders budget guidelines as it will increase your chance of getting funded for your project.





Writing tip

Make sure your budget adds up. Check your budget several times to make sure the numbers are correct. Funders like to see that you have support from other sources. Make sure you include all the in-kind support and other funding sources you have for your project.

Remember – ask for free things from people, agencies and businesses in your community. You will be amazed what you get! List these things as in-kind support in your budget.

By the end of Step 4 you should have the following:

- A budget that clearly shows how you plan to spend the money.
- A budget that shows what in-kind support you are getting for your project.
- A budget that shows what other funders are contributing to the project.

Sample Budget

Budget item	Amount requested	Other revenue (cash)	In-kind support	Total
Wages for personnel				
One coordinator for workshop/PSAs at \$400 per day for 30 days	\$12,000			\$12,000
Four facilitators at \$400 per day for 2 days	\$3,200			\$3,200
One resource contractor at \$400 per day for 25 days	\$10,000			\$10,000
Community theatre group support (theatre space \$100/day X 5 days)			\$500	\$500
Travel and accommodations				
15 workshop participants (\$1,500 each x 5 from each community)	\$22,500			\$22,500
Lunch for 20 @ \$22.50 per person for 2 days	\$900			\$900

Materials				
Paper, flip charts, overheads, other workshop supplies	\$1,000		\$1,000 (school)	\$2,000
Photocopying (material for workshop and photocopy resource)	\$1,400			\$1,400
Rent and utilities				
\$500 per day for 2 days	\$1,000			\$1,000
Space for community play	\$2,000			\$2,000
Evaluation				
Evaluation and report for regional workshop, PSAs, learning resource and community play	\$8,000			\$8,000
Mail out	\$500			\$500
Total	\$62,500		\$1,500	\$64,000

 **Blank Budget**

Budget item	Amount requested	Other revenue (cash)	In-kind support	Total



Step 5: Develop an evaluation plan


The evaluation plan shows how you plan to collect and analyze information while the project is operating. The information helps you know what to change during the project to help you reach your project goal. You also use the information to answer evaluation questions at the end of the project.

We provide a sample “tools to measure results” for the sample project. We also provide a list of basic evaluation questions. Use the sample tools and blank template on the next two pages and answer the questions below to help develop an evaluation plan.

- What results do you expect from each project objective? These come directly from the work plan.
- What indicators will you use to measure the results? “Indicator” is a general term for the information you gather to measure the project results.
- How will you gather the information? For example, from interviews, project records or other ways.
- When will you gather the information?
- Who will provide information? Who will collect it? Who will write the evaluation reports?
- How will you share the results of the evaluation? This is sometimes called “dissemination.”

People need time and certain skills to do a good evaluation. Consider including money in the budget to carry out the evaluation and write the reports, and/or for training about evaluation.

Sample – tools to measure the results of the project		Project name: Youth Health Awareness Project	
	Results (from work plan)	Indicators and data to measure results	Sources of data
<p>Objective 1</p> <ul style="list-style-type: none"> • Workshop • PSAs 	<p>More youth know more about how to help prevent the spread of new infections of HIV and hepatitis C.</p>	<ul style="list-style-type: none"> • Number of youth that attend the workshop • Workshop evaluations • Workshop resources that youth receive • Number of times PSAs play • Number of youth that help write PSAs 	<ul style="list-style-type: none"> • Workshop attendance and evaluations • Feedback from youth • Feedback from teachers, contractors, board and partners • Project records and financial reports
<p>Objective 2</p> <ul style="list-style-type: none"> • Learning resource • Community play 	<p>Youth better understand what life is like for people infected with HIV/AIDS and hepatitis C.</p>	<ul style="list-style-type: none"> • Number of teachers that receive the resource and use it • Number of students that participate • Number of youth that participate in creating the play; how much time they spend at it • Number of people that attend performances 	

 Blank Evaluation Plan		Project name:	
		Results (from work plan)	Indicators and data to measure results
Objective 1			
Objective 2			

Basic evaluation questions

1. Did we do what we said we would do?
 - Did the project complete the activities?
 - Did each activity produce the results we expected? How do we know?
 - Did the project achieve the objective? How do we know?
 - Did the project follow the budget? Why or why not?
2. What did we learn about what worked and what didn't work?
 - In general, what things went well? What could we do differently?
 - Did the activities meet the needs of the target group? Why or why not?
3. What difference did it make that we did this work?
 - Did the target group participate? Why or why not?
4. How do we plan to use information from the evaluation to keep learning?

Writing tip

There are many different ways to evaluate a project. Make sure that your evaluation is manageable. Make sure you can collect the data that you say you will.



Remember – evaluations help you improve what you are doing and help you make changes when needed. You can show your funders that your program is successful through your evaluation process. Or you can show your funder that you did not achieve all the results you expected and why.

By the end of Step 5 you should have:

- Indicators and data to measure project results for each objective.
- Information about when to collect data, from where and who will do it.
- Evaluation questions to answer at the end of the project.
- Decided who writes the reports; how you plan to share the project results.



Step 6: Complete the proposal

To complete the proposal you need to write:

1. A project description.
2. A description of your group.
3. A project summary.

1. Project description

The project description usually takes about two to three pages. To help write the project description, answer these questions:

- What issues and needs does the project deal with?
- How do you know this issue is important to your community? What evidence do you have?
- What is the goal of the project?
- What are the project's objectives?
- Who is the target group for the project? How did these people help design and develop the project? How will they help carry out and evaluate the project?
- What activities do you plan to carry out to achieve the objectives?
- What results do you expect from the project?
- Are other partners involved in the project? If yes, who are the partners and what is their role with the project? How will each partner contribute to the project?

2. Description of your organization

The description of your organization should be a half page to one page long. To help write the description of your organization, answer these questions:

- What is your group's vision and goals?
- What programs or services does your group provide?
- Why is your group the best group to sponsor this project? What skills do you have? Why are you interested in this issue? What similar project, if any, have you done successfully in the past?

Proposal Writing

- What is the board and staff structure of your group?
- Will you receive other funding for this project? How much and from where?

3. Project summary

The project summary should be around one page long. To write the project summary complete the following sentences.

- The mandate of the organization is...
- The partners with whom the organization will work on this project are...
- The objectives of the project are...
- The activities the organization will undertake to meet the objectives are...
- The expected results of the project are ...
- The tools that will be used to measure the results of the project include...
- The project will produce...
- The project results will be disseminated by...

Writing tip



This section has a lot of writing involved. Remember to follow the writing process outlined in the beginning of this section. It may take you several times to get it right. Ask someone to edit your writing.

Remember – you only have to write out the description of your organization once. You can use it for all the proposals that you write.

By the end of Step 6 you should have:

- A two to three page project description.
- A half to one page description of your organization.
- A one page summary of your project.



Step 7: Write a cover letter

Write a cover letter to the funding agency from your organization. In the letter explain that you agree to sponsor the project and why you want to sponsor it. An authorized person from your group needs to sign the letter.

The letter should include information about your organization and a brief overview of the project and why it is needed. See a sample sponsor's letter on the next page.

Writing tip



Use your summary to help you write your cover letter. Your letter should only be one page and should give the funder a good idea about what your project is, why it is important and why your organization is applying for funds.

Remember – write in plain language. Use clear and concise wording in your letter.

By the end of Step 7 you should have:

- A sponsor's letter signed by an authorized person from your group

Proposal Writing

Sample cover letter: written on Community Interagency Committee letterhead that shows mailing address, phone and email.

Population Health Team, Northern Region, Health Canada
60 Queen Street, Suite 1400
Ottawa, ON K1A 0K9

September 23, 2008

To whom this concerns:

Please accept our proposal and application form for the Youth Health Awareness Project. We need a total of \$62,500 funding: \$31,250 from the AIDS Community Action Program and \$31,250 from the Hepatitis C Program. This is an important project for our community and for the many youth that live here.

In the past, we've sponsored youth projects related to safe sex, how to use condoms and why it's important to help prevent HIV/AIDS. In recent years, many youth have started piercing their own body parts and tattooing themselves. We have no professionals in our community to provide this service. The youth urgently need an opportunity to learn about the risks involved with these activities and how to do them safely. Youth need to better understand the consequences of this risky behaviour.

The Community Interagency Committee is the sponsor of this worthy project. As you will see in our proposal and application form, we have the knowledge and experience to successfully carry out this project.

We've attached a letter of support from our project partner, the local school. We urge you to approve the funding for this important project. Please contact me if you need more information.

Sincerely,

Chair, Community Interagency Committee



Step 8: Get letters of support

You may need letters of support from community groups or organizations that support your project. Many funders require that you have three letters of support to go with your proposal. Letters of support should show that the person or group that writes the letter really understands the project and why they support your project and your group.

If other groups participate as partners in the project, you need a letter from each group that describes their role in the project and their commitment to participate as a partner.

Writing tip

Write a sample support letter and give it to organizations to look at before they write a letter for you. This will help them include the right information in their letter.



Remember – it takes time for people and organizations to get back to you. Make sure you give them time to write the letters of support.

By the end of Step 8 you should have:

- A letter from each project partner, if you have any.
- Letters of support, if needed or appropriate.

Sample letter of support: written on school letterhead that shows the mailing address, phone and email.

Population Health Team, Northern Region, Health Canada
60 Queen Street, Suite 1400
Ottawa, ON K1A 0K9

September 23 2008

To whom this concerns:

On behalf of the local school, I am writing to lend our strong support as a partner to the Interagency Committee's proposal for the Youth Health Awareness Project.

The school believes the youth of our community must have a clear understanding of risks related to HIV/AIDS and hepatitis C. We see this project as an important step to help prevent more infections and to increase understanding for people infected with the HIV or hepatitis C virus.

As a project partner our students and teachers are directly involved in all project activities: the workshop, the public service announcements, the learning resource and the community play. We strongly believe that these activities will be very effective to achieve the project objectives and the overall goal of the Youth Health Awareness Project. I think you will agree that this project contributes to the overall objectives of the two federal funding programs: the AIDS Community Action Program and the Hepatitis C Program.

We urge you to approve the funding for this important project. Please contact me if you need more information.

Sincerely,

School Principal



Step 9: Fill out the application form

You might have to fill out an application form for the funding program. Use the information from the work you did during the first seven steps to help fill out the application form.

Someone from your group who has authority might have to sign the application form.

Writing tip



Fill out the form with neat printing. You want to make sure that the funding agency can read what you have written.

By the end of Step 9 you should have:

- Filled out all parts of the application form.
- Signed the application form – an authorized person from your group.



Step 10: Put it all together

If you have followed the steps in this guide you have now written a proposal. Now it is time to put it all together. The guide was written to help you plan and write a proposal. However, you will need to change the order before you hand it in. Arrange your proposal like this:

1. Name of Project
2. Goal of Project
3. Sponsor Group
4. Project Summary (include objectives here)
5. Project Description
6. Description of Your Organization
7. Need for Project
8. Potential Partners and Role of Partners
9. Work Plan
10. Evaluation Plan
11. Budget

Find out how many copies of your proposal your funder wants. Review the guidelines again to make sure you have included all the information the funder wants. Put it all together and mail your proposal to the funding agency. Make sure you send it out before the deadline.

By the end of Step 10 you should have:

- Rearranged your proposal.
- Made copies of your proposal, cover letter and support letters.
- Mailed your proposal package to the funding agency.



Checklist

Check to make sure you have everything you need for your proposal.

- Summary of the project (see Step 1 and Step 6)
- Description of the project (see Step 1 and Step 6)
- Description of your organization (see Step 1 and Step 6)
- Work plan and budget (see Step 3 and Step 4)
- Evaluation plan (see Step 5)
- Cover letter from your organization (see Step 7)
- Letters from your partners and letters of support (see Step 8)
- Application form (if needed) signed by an authorized person in your organization (see Step 9)

Proposal Reviews

Once a funding agency receives all the proposals they review them. Here are the criteria or standards they may consider when they review the proposals:

- Is the project feasible, practical, realistic, useful?
- Does the group applying for funding have the capacity to carry out the project?
- Does the proposal include evidence to show a need for the project?
- Are the goal and objectives reasonable?
- Are the activities realistic?
- Can the results be measured?
- Is the budget realistic?
- Are partners involved?

Here is an outline of a potential review process by a funding agency:

1. They check to make sure each proposal has all the information they need. If something is missing, they contact the group and ask for the missing parts or they may deny your request.
2. They check to make sure the project meets the objectives of their funding program(s).
3. A review committee screens and evaluates all proposals.
4. The review committee gives recommendations.
5. Someone writes to the group to tell them if they get the funding or not.

Starting Your Project



Starting Your Project

This section includes:

- Words to Know
- Working with People
- Communication Plan
- Evaluation
- Report Writing

Watch for these symbols:



Look for this symbol for words to know for each section.



Look for this symbol for more information on each topic.



Look for this symbol for activities you can do.



Look for this symbol for worksheets you can copy and fill in.

Words to Know

Here are some definitions that will help you understand this section better.

A **partnership** is a relationship of two or more groups that have defined roles, responsibilities and financial contributions to a project. Partners provide money and/or in-kind contributions that reflect a commitment to the success of the project.

Conflict is when two or more people have a disagreement.

Funders are organizations or government bodies that give you money for a project.

A **communication** plan is a step-by-step guide to providing information about your project to people in the community, your funder and your partners. A communication plan provides different information to different groups.

Messages are things you want to say about your project to the funder, community and other target audiences.

The **target audience** is the primary group of people that something, usually an advertising campaign, is aimed at appealing to. A target audience can be people of a certain age group, gender, marital status, etc. (examples: teenagers, females, single people).

Your project **goal** is a broad statement about the purpose of your project. A project goal is supported by up to three objectives.

Objectives describe the ways in which you will carry out your project goal. You will be able to use these objectives throughout your project to see how well you are doing in reaching your project's goal.

Stakeholders are people, groups or organizations who can have an influence on or will be influenced by the project or its outcomes.

Outcomes and results of a project are similar. The outcome or result of a project is the change that has happened. For example, the outcome or result of a family literacy project might be more parents reading to their children.

Products are tangible or intangible objects produced as a result of your project. A product could be a workshop, a family literacy flyer or the number of people trained in a training workshop.

The **impact** is the long-term outcome or result of a project. If more families are reading to their children, the long-term result may be that children are better equipped for school or that literacy levels increase in the community.

Evaluation is a planning term for finding out how things are going and making decisions about what to do next. Evaluations serve as a tool for reviewing your project. Evaluation enables you to learn from experience so that you can do a better job next time. It also shows your funder what you did and how successful your project was.

The **evaluation plan** shows how you plan to collect and analyze information while the project is operating.

A **formative evaluation** is ongoing and starts early in the project. It is used to monitor activities to make sure a project is running smoothly. Formative evaluations help you monitor your project and make changes during your project.

A **summative evaluation** is an overall assessment of the project's effectiveness and achievements. It shows whether the project did what it was supposed to do. It also provides information for future planning.

Evaluation questions are questions you need to answer to help you understand the impact, effectiveness and achievements your project has had.

Starting Your Project

Evaluation tools help you gather the information you need to answer your evaluation questions. Some examples of tools are surveys, questionnaires and interviews.

Evaluation indicators are measurable factors or evidence that show the extent of the project's progress, success or achievements. Indicators can be quantitative, such as the number of participants, number of hits on your website, and rate or rank of opinions. They can also be qualitative, such as positive or negative feedback, problems or comments.

Open-ended questions ask people to answer in their own words. For example: Why did you attend the family literacy program? The information gathered from open-ended questions is considered qualitative information.

Closed questions ask people to select an answer from a list. For example: Which of the following is the main reason you attended the family literacy program? The information gathered provides quantitative data.

A **report** is a written document of your project. It provides funders and other stakeholders with information about the success of your project and any recommendations for future projects.

A **dissemination plan** provides specific details on how you will distribute and share information or knowledge gained from a project. Project dissemination can occur through presentations, conferences, publications and websites.

Lessons learned are a set of statements captured after completing a project or a portion of a project. The statements describe what did or did not work well and recommendations for future projects. Capturing and sharing the lessons learned is an important part of improving your project and showing your stakeholders your accountability.

 **Working with People**

Any project requires that you work with many different people. And sometimes working with people can be difficult. This section talks about working with your:

1. Partners
2. Staff
3. Funders

1. Partners²

A partnership is formed when people with different backgrounds, ideas, skills and resources agree to work together to reach a common goal. Partnerships usually form when groups of people have a common cause or a common need. Most community projects require partnerships. Community partners form a vision for the future of their community.

To reach their vision, the partners agree to share:

- The work.
- The decision-making.
- The resources.
- The problems that may happen along the way.
- The good that comes from working together.

Community-based partnerships are formed based on a common cause or in response to a need.

² From *Tea you could trot a mouse on: The elements of Community-based Economic Development*, by Barbara J. Parker, Wee Society, Hubbards, Nova Scotia, 2001, pages 238-267.

Starting Your Project

Community-based partnerships:

- Are formed by community members for the community.
- Are formed by people who want change for their community.
- Keep the power and decision-making in the community.
- Support local products and services.
- Bring together a number of community goals, including social goals economic goals, environmental goals and cultural goals.

Why form a partnership?

Partnerships are formed for many different reasons. People create partnerships to:

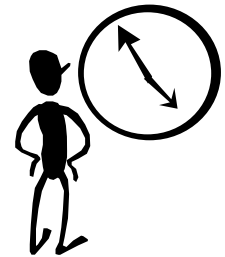
- *Bring different people together.*
Partners from different groups can bring different ideas and views to the table.
- *Get inspired.*
Partners can bring new ideas and enthusiasm to the project.
- *Lighten the workload.*
Partners share the work and the responsibility.
- *Save resources.*
Partnerships can save money by sharing things like equipment and materials.
- *Build on success.*
The more people involved in the project, the more ideas and better chance of success.
- *Give attention and strength to an issue or need.*
Partnerships can give people a united voice which is often heard more than a single voice.



What can go wrong?

Whenever people work together, problems arise. Partnerships can also:

- *Make more work.*
If the partnership is not going well, people can end up spending more time talking about the partnership than working towards their goal.
- *Take more time.*
It can take longer to make decisions in a partnership.
- *Cause stress.*
Some people get stuck in their own ways of thinking and working.
- *Seem unfair.*
There has to be a balance of power in a partnership. If one partner has more power than the others, the relationship can seem unfair.



On the next page is a story about working together for a common goal.

Partnerships - A Story

Mary is a single mother of two children, under the age of 5. She lives in a northern community and goes to school full-time. Her sister, Margaret, looks after her children while she is at school. Margaret has three children of her own: Joyce, the oldest, goes to school; Delphine is three; and Peter is still in diapers.

One morning, Mary arrives at Margaret's house and finds her in bed with the flu. Mary gets Joyce off to school and calls her Mom to see if she can look after the other four children. Her Mom is almost 80, and it seems unfair to ask her, but what choice does she have?



She arrives at school two hours late and misses an important workshop. Her teacher suggests that she find an alternative babysitter for when there is an emergency. Mary still has to figure out what to do for the rest of the week.

One night each month, Mary meets with a group of women called "Community Women Take Action." They have worked on several successful projects like the youth and elder project and the family literacy night. The next time the group meets, Mary talks about her issue with childcare. Many of the women in the group have been in the same situation. Their community really needs an affordable daycare. They know that starting a daycare is a big project that they can't do alone. They will need partners.

Seven key elements to building a partnership³

Building a partnership is a process. In order for a partnership to be successful certain things must be put into place.

1. *The members*

A good partnership brings together the right mix of people with the right skills and attitudes. You need a wide range of people and/or organizations to be involved in a partnership.



Will you need someone who is a good fundraiser?
Will you need someone who is good with numbers?

2. *The vision*

People come together because they have a common goal or a vision for their community. A vision is a statement about the future. A group of community members must have a shared vision in order to work toward a common goal.



3. *The plan*

What are your goals, objectives and actions for your project?

4. *The structure*

Partnerships need guidelines to give them shape. The members need to know how they will work together. Guidelines help to define who will do what and how:

- To keep records
- To make decisions
- To call meetings
- To run meetings

³ From *Tea you could trot a mouse on: The elements of Community-based Economic Development*, by Barbara J. Parker, Wee Society, Hubbards, Nova Scotia, 2001, pages 250-266.

Starting Your Project

- To manage money
- To solve problems
- To settle conflicts

5. *The resources*

What do you have and what do you need? Partnerships need resources in order to meet and work together. There are four kinds of resources:

- People (people give their time, skills and abilities)
- In-kind (free space, supplies, equipment)
- Environment (funding options, community interest)
- Money (hard cash)

6. *The communication*

Good partnerships depend on open and clear communication. Groups made up of people from diverse backgrounds need to take special care communicating.

7. *The evaluation*

Successful partnerships involve a plan to evaluate both the partnership and the project. On-going evaluation means that small problems do not turn into large issues.

2. Staff

In this section we cover:

- Hiring staff
- Ongoing support
- Understanding conflict
- Learned responses to conflict
- Working through conflict

Before you can start your project you will need to hire staff. Working with staff can be rewarding, challenging and sometimes difficult.



Activity: Think about a project that you have worked on before.

- What kinds of staffing issues have you experienced?
- How did you or your manager deal with them?
- What would you do differently?
- What ideas would you give your manager?

Hiring staff

Once you receive funding for your project, you will need to hire staff. You may need a manager for the program as well as staff to carry out the activities. If the project is really small, you may only need one staff member who reports to a board. For example, the Family Literacy Coordinator in Fort Providence reports to the District Education Authority.

Finding qualified staff in small northern communities can be difficult. People may not have the skills and education needed to do the job. If you hire someone with limited skills, you will need to help them develop and deliver the program and services. Often, people are hired and then do not get the support they need to be successful in their job. Hiring people that don't have the skills and not supporting them sets them up for failure.

Ongoing support

Once you have hired your staff, make sure you support them in their work. Have weekly meetings to discuss how the project is coming along. This will help to deal with problems as they arise. This helps create an opportunity to give your staff feedback on a regular basis.

Follow the process below for your weekly meetings.

1. Have meetings once a week to discuss the project and to give feedback to and get feedback from staff.
2. First, check with staff about how they feel about the project. Are they having any problems? Do they need more support or training? Are things at home interfering with work?
3. Give your feedback about the project. Make sure you stick to the facts. For example, you could say I noticed that only three families came to the last family literacy night. Why do you think that is? How can we get more families interested in participating?
4. If necessary, request changes. If there is a problem, request that staff make a change to deal with the problem. For example, if they are having problems with attendance, ask them to do more promotion or different kinds of promotion for the program.
5. Ask staff what support they need.

You can use this process for all issues with your project. For example, a staff member may be late or not showing up for work. Follow these steps:

1. Request a meeting.
2. Ask the staff member how they feel they are doing at work. Give them a chance to talk about the issue.
3. Give them your feedback. For example, "I noticed that you were late three times and you didn't come to work one day last week."
4. Request a change. Ask them to come to work on time and call when they will not be there.
5. Ask them what support they need to make the change needed.

Understanding conflict⁴

Conflict itself is not a problem. Conflict that is not resolved is a problem.



Activity: Think about a time that you had conflict at work.

- What was it about?
- How did you resolve it?
- How did it make you feel?

When people work together there is conflict. It is not uncommon for a minor conflict to escalate into a major crisis without even those involved noticing the signs along the way. People often ignore the early signs of conflict as they do not seem important. People like to avoid conflict, but this often makes situations worse.

⁴ *Understanding Conflict*, Learn Peace, http://www.ppu.org.uk/learn/conflict/st_conflict.html

Starting Your Project

The first step in the art of resolving conflict is to look for conflict clues. If you learn to recognize the early clues you can often save a situation from escalating into something more serious and difficult to manage.

The first clue is discomfort. Discomfort is the intuitive feeling that something is wrong, even though you may not be able to put your finger on it. It is important to pay attention to these feelings. Ask yourself, what is bothering me and what can I do about it?

A minor conflict is another clue. Something minor happens that leaves you feeling upset or irritated for a while. Often these incidents seem so minor it feels unreasonable to make a fuss, and it is soon forgotten. At least it appears to be. These little incidents, however, often keep simmering at an unconscious level and the next time something similar happens, the level of irritation increases.

Examples include:

- The person who is always borrowing something and never returns it without being reminded. The level of irritation increases with each incident until he/she borrows something that is needed urgently and cannot be found.
- The member of the family or household who is almost always out when it is their turn to cook or wash up.
- The person who constantly uses up the last of the milk, but never buys a new carton.

Misunderstanding is the next level of conflict. Sometimes people make assumptions that are not true. Sometimes these misunderstandings arise because the situation raises a sensitive issue and people respond based on their feelings.

Tension is another obvious clue. Your own tension distorts your view of another person and of what they do. The relationship can become very negative and almost any incident can cause a significant rift.

A person may walk out of a job or relationship over an unresolved conflict. A crisis can lead to heated arguments or abusive behaviour. People are overwhelmed by their feelings and can no longer behave or think rationally.

Crises usually only occur because people have ignored or been unaware of the earlier signs of conflict. Never regard something as too minor to deal with at the time it occurs. Early handling or management of minor issues will save much time and energy resolving them in the future, if they escalate into something more serious.

Learned responses to conflict⁵

Many people have not learned how to deal with conflict in constructive ways. For many, experiences of dealing with conflict have been:

- To avoid or withdraw.
- To get angry or use verbal or physical aggression.
- To use emotional blackmail.
- To use inappropriate use of power.
- To be passive aggressive.
- To compromise and give in.

Given that our experiences of conflict have often been unpleasant, it is not surprising that most of us do not feel comfortable when faced with conflict in business or in the workplace.

⁵ From *Tea you could trot a mouse on: The elements of Community-based Economic Development*, by Barbara J. Parker, Wee Society, Hubbards, Nova Scotia, 2001.

Working through conflict

Sometimes we get attached to our ideas, our opinions and our ways of doing things. Because we've done things our way for a long time, we begin to think that our way is the only way. Conflict resolution tools are ways of helping people to think and act in new ways.

1. *Think win/win* – Instead of thinking: I want my side to win. Think: How can both sides win? When we look for “right” and “wrong” we can miss the answers that could work for both sides. The first step to resolving conflict is to stop thinking in terms of right and wrong, winners and losers. Think instead about finding an answer that is fair for both sides.
2. *Stay focused on the problem* – Don't attack the person. Tackle the problem. Never say anything that attacks or hurts another person. This will only create new problems.
3. *Get to the heart of the matter* – Ask direct questions. Be an active listener. Ask direct questions to find out what needs must be met. Ask direct questions to find out the facts behind the conflict. Repeat back what you've understood in your own words, to be sure that you've understood and that everyone agrees on the facts. Use your listening skills!
4. *Ask questions* – What are my needs? What are your needs? It is important to recognize your own needs and be able to tell others what the needs are. You also need to ask others what they need in order to find the right solution to resolve the conflict.
5. *Be open to change* – Don't get stuck on one answer. Each individual or group involved in a conflict must be willing to listen closely to what the other is saying. Both sides must be willing to change their position based on what they hear. If one side is unwilling to change, the conflict cannot be resolved.
6. *Be creative* – Think outside the box. Be willing to give what might seem like a strange idea a chance. Be willing to take a risk. Be willing to take a chance, and to fall. Keep your sense of humour.

7. *Keep the peace* – Ease strong emotions. People involved in conflict get very emotional. People might even yell. People yell when they feel that they haven't been heard or understood. People also yell to communicate anger. Anger, though, doesn't solve the conflict. If someone directs their anger at you, recognize it and say so. "I know that you're feeling angry about this." Once you have acknowledged what they are feeling, they won't need to express it as much. Keep your voice calm when you speak and don't shout. Speak in a regular tone so that they must be quiet in order to hear you.

3. Funders

Maintaining a good relationship with your funder is very important.

Think about the relationship from the funder's point of view. If it was your money you were handing over, what would you expect in return?

- To be kept in touch with progress?
- To be told if there are problems?
- To hear about progress made in the longer term?
- To be invited to the occasional event or Annual General Meeting?

Different funders vary in how they expect you to report formally – and obviously, making sure you meet their criteria in full is vital to establishing a good relationship. A lot of charitable funders and donors do not ask for much in the way of formal reports. However, keeping in touch can make a real difference to their perception of the group, and their willingness to fund again in the future.

Many successful groups set up a system or file to help them to keep track of who has funded what, when the funding was received and when they were last in touch. This helps to identify who might be interested in news about the group, or about particular activities the group is involved in doing.

For example, if a funder or donor has contributed to the cost of taking a group of young people out on-the-land, you might consider writing thank you notes to the funder that include photographs of the trip. This is a simple way of ensuring that the funder or donor knows that their gift has been appreciated and well used.

Many funders say that they often do not get a thank you. Remember, funders are people too!



Communication Plan⁶

What is a communication plan?

A communication plan provides a step-by-step guide to providing information about your project to people in the community, your funder and your partners. A communication plan provides different information to different groups.

A communication plan is a written document that describes:

- What you want to communicate to targeted audiences.
- How and when you will communicate these messages.
- How you will know that you have been successful with your messages.

Why do you need a communication plan?

A communication plan helps to keep everyone informed of what you are doing in your project. For example, community members need to know about the project so they can plan to attend any activities that are planned. Also, funders need to know how well the project is going and what problems have arisen.

It's difficult to do this well without a plan. Your communication plan doesn't have to be complex. In fact, the best strategies are often the simplest ones.

Perhaps the most important thing to remember when writing a communication plan is to have fun and be creative. When you're enthusiastic about your project, it's easier to get other people interested as well.

⁶ This section has been adapted from *How to write a communications plan*, International Model Forest Network http://www.idrc.ca/en/ev-48400-201-1-DO_TOPIC.html



Activity: Develop a communication plan

Work with your group to develop a basic communication plan for your project. Follow the steps below.

1. Background: Where are you now?

Start by thinking about how you are communicating now. Are you saying what you want to say, to the people you want to say it to? By taking some time to think about the current situation, you'll be ready for the next step — setting some objectives.

2. Objectives: What do you want to accomplish?

Why do you want to communicate with people? Is it to raise the profile of your project with decision-makers in your community? To get people interested in supporting your project? Or to encourage local people to participate in activities you are delivering?

Of course you can't do everything, so try to keep your objectives realistic. The best communications plans have no more than three to four objectives.

3. Messages: What do you want to say?

The best messages are short and simple. Using a family literacy project as an example, you might have these messages:

- Literacy is for everyone.
- Parents are the first and most important teachers of their children.
- Family literacy is fun and for everyone.

4. Target audiences: Who do you want to say it to?

You may want to communicate with many different audiences, including:

- Policy-makers (local, territorial or national)
- Like-minded organizations
- The media
- Community people



- Families
- Teachers
- Community groups

5. Approach and activities: How will you get your message out?

Everything you've done so far is preparation for this part of the plan – where you set out how you're going to achieve your objectives. Don't forget to keep your messages, audiences and strategic considerations in mind. Start by deciding on your **approach**, then make a list of **activities** that support it. For example, if your objective is to raise the profile of literacy among decision-makers in your community, your approach could be to share your successes with them through a newsletter.

6. What is your budget for your communication plan?

Make sure that you budget some money for your plan. You can include a budget line item in your proposal. You will need money for advertising, newsletters, posters, brochures, etc.



Communication Plan Worksheet

Background: Where are you now?

Write down how you communicate your messages now.

Objectives: What do you want to accomplish?

What are your objectives for communicating? For example, a literacy project might want to:

- Inform local people about literacy programs in their community.
- Persuade local government that literacy is an issue in the community that needs to be addressed.
- Encourage parents to be involved with their children's literacy development.

Write down your objectives for your communication plan.

- 1.
- 2.
- 3.
- 4.

Messages: What do you want to say?

What messages do you want people to hear? What do you want to say about the issue or project? For example, for a literacy project, you might want to convey these messages:

- Everyone has the right to an education.
- Literacy is for everyday living.
- Everyone is a lifelong learner.
- Parents are children's first and most important teachers.

Write down the messages for your project.

- 1.
- 2.
- 3.
- 4.
- 5.

Target audiences: Who do you want to say it to?

You may need to communicate your messages to many different audiences. List your target audiences.

Starting Your Project

Your approach and activities: How will you get your message out?

Write down your **objective** and then decide on your **approach**. Then make a list of **activities** that support it. Below is an example for a literacy program.

Objective	Approach	Activities
Inform local people about literacy programs in their community	Use the newspaper, radio stations, posters and invitations	<ul style="list-style-type: none"> • Make posters for activities for NWT Literacy Week and National Family Literacy Day • Put ads on the radio for National Family Literacy Day • Develop a brochure about all the literacy programs in our community
Persuade local government that literacy is an issue in the community that needs to be addressed	Talk to people, hold meetings and give information to the local government	<ul style="list-style-type: none"> • Hold a meeting about literacy with community members and local government • Develop a brochure about the literacy levels in the NWT and our community and give to local leadership
Encourage parents to be involved with their children's literacy development	Flyer, information sessions, workshops	<ul style="list-style-type: none"> • Develop an interactive flyer about family literacy for parents and caregivers • Hold a workshop and/or information workshop on brain development and family literacy



Fill in the chart

Objective Approach		Activities

Starting Your Project

Budget: How much money do you need to get your message out?

Look through your plan and decide what activities will cost money. The example literacy project will need money for the following:

- Posters
- Advertisements on the radio
- Two brochures
- Space for meetings
- Snacks for meetings
- Interactive flyer
- Postage

 **Evaluation⁷**

We have already touched on evaluation in the Project Planning section in this manual. This section will provide a more in-depth overview of evaluation.

Evaluation is an important tool that your organization can use to show that it is accountable, to improve programs and to better access funding in the future. Project evaluation helps you understand the progress, success and effectiveness of a project.

You can use the results of a project evaluation to:

- Identify ways to improve your project activities.
- Make changes to your project plan.
- Prepare project reports.
- Plan for long-term projects.
- Demonstrate your organization's ability to develop and deliver projects.
- Learn more about the strengths and weaknesses of the project.

This section will cover:

1. Develop an evaluation plan
2. Evaluation tools
3. Sharing your results

⁷ This section has been adapted from *Project Evaluation Guide for Nonprofit Organizations: Fundamental Methods and Steps for Conducting Project Evaluation*, written by Fataheh Zarinpoush for Canada Volunteerism Initiative, Imagine Canada, 2006.



1. Develop an evaluation plan

Follow the nine steps below to develop an evaluation plan. You can fill in the handout following the steps.

Step 1: State your project goal

Your project goal is a broad statement about the purpose of your project. A project goal is supported by up to three objectives. This information should be in the proposal you wrote for the project.

Step 2: State your project objectives

Objectives describe the ways in which you will carry out your project goal. You will be able to use these objectives throughout your project to see how well you are doing in reaching your project's goal. This information should be in the proposal you wrote for the project.

Step 3: Identify evaluation stakeholders

Stakeholders are the individuals or organizations that have an interest in your project. Prepare a list of stakeholders. Identify potential evaluation participants. Ask them to be part of the evaluation team. Identify potential users of the products and activities of the project.

Step 4: State your project outcomes

The outcomes of a project are the changes that happen. Outcomes are changes or effects that participants or other stakeholders of your project experience as a result of their involvement. Outcomes of your project may appear gradually, therefore it is often helpful to divide them into two stages – immediate and intermediate outcomes. For example, the intermediate outcome or result of a family literacy project might be more parents reading to their children. The immediate outcome might be more parents are aware of the importance of reading to their children.

Step 5: Identify evaluation indicators

Indicators are measurable factors or evidence that show the extent of the project's progress, success or achievements. Indicators can be quantitative, such as the number of participants, number of hits on your website, and rate or rank of opinions. They can also be qualitative, such as positive or negative feedback, problems or comments. You can also use project outputs or deliverables as indicators. For example, if one of your objectives is to provide other agencies with a family literacy tool kit, a complete version of this kit is an output or deliverable that indicates your project's progress.

How do you identify evaluation indicators?

1. Review the project objectives and think of the information and evidence that you need to demonstrate the achievement of each one.
2. Review the evaluation questions and think of the information you need to answer each question.
3. Review the project activities and look for any measurable factor indicating each activity's progress.
4. Review the projected project outcomes and think of the information and evidence that ensure those outcomes occur.
5. Review the project output or deliverables and determine how they can represent the project's progress and achievement.

Here are some examples of indicators.

Quantitative indicators

- Response rate to an advertisement or announcement
- Number of hits on your website
- Number of inquiries
- Participants' level of satisfaction (for example 1 to 4 scale)
- Number of resources used

Starting Your Project

Qualitative indicators

- Types of inquiries
- Feedback on workshops or training
- Reported or observable changes in attitudes, behaviours, skills, knowledge, habits, etc.
- Types of problems or complaints
- Participants' perceptions of the project or services

Products as indicators

- Number of workshops held
- Number of people trained
- Resources developed
- Number of resources distributed
- Website developed
- Training kit or workshop tool

Step 6: Select evaluation types

Selecting an evaluation type provides direction for your evaluation. The two most common types of evaluation are formative and summative. You can do both a formative evaluation and a summative evaluation of a project.

Formative evaluation is an ongoing evaluation that starts early in the project. It is used to monitor activities to make sure a project is running smoothly. Formative evaluations help you monitor your project and make changes during your project. Internal staff can do formative evaluations. An example of a formative evaluation might be asking participants of a workshop to fill in an evaluation half way through the training. The feedback you receive will help you meet the needs of the participants during the rest of the training.

Summative evaluation is an overall assessment of the project's effectiveness and achievements. It shows whether the project did what it was supposed to do. It also provides information for future planning. Someone outside the organization should do this type of evaluation. A summative evaluation might be done through a phone survey or focus groups.

Step 7: Choose evaluation questions

Evaluation questions are the key questions that you need to answer to help you understand the impact, effectiveness and achievements your project has had. You will have different questions for formative and summative evaluations.

Some examples of formative evaluation questions are:

- Are the activities happening as planned?
- Is the project reaching the target audience?
- Is the project reaching the intended number of participants?
- How satisfied are the participants of the project?
- How should we modify the activities to meet the needs of participants?
- What lessons have we learned so far?
- Do activities meet the needs of participants?

Some examples of summative evaluation questions are:

- Did the participants experience any changes in their skills, knowledge, attitudes or behaviours?
- What changes did we expect? What changes actually happened?
- What are the effects of the project on our organization (pride, networking, partners)?
- What could be the long-term impact of this project?
- What could we have done differently to be more effective?
- What lessons have we learned for the future?
- What would we like to continue?

Step 8: Choose evaluation tools

Evaluation tools help you gather the information you need to answer your evaluation questions. You can use both formal or informal ways of gathering information. Formal evaluation tools include focus groups, interviews and survey questionnaires. Informal evaluation tools include observation, informal conversations and site visits. Use the chart on the next page to help you decide on what tools to use.

Starting Your Project

Evaluation Tool	Description	Formal	Informal
Survey	Either a written document or interview with a select group of people	•	
Interview	A set of questions about the project that are asked of a target group	•	
Focus group	Group discussions about the project	•	
Evaluation form	A set of questions for a target group at the end of an activity. For example, you would give out an evaluation form at the end of a workshop	•	
Observation	Notes taken during the project		•
Conversation	Talking to participants about the project		•
Anecdotal information (stories)	Stories about the project described by staff or participants		•

Step 9: Create an evaluation map

Take all the information that you have developed for your evaluation and put it all together in an evaluation map. This map will show you and your funder at a glance how you plan to show success of your project. It will outline all your activities and provide details on your evaluation plan.

Develop an evaluation chart that shows how you will evaluate each objective. The chart should include: objectives, activities, indicators, evaluation questions, evaluation tools and sources of data.

For example:

Objective	Project activities	Indicators/ deliverable	Evaluation questions	Evaluation tools	Sources of data
1					
2					
3					

There is an evaluation chart included in the following evaluation plan worksheet.



Evaluation Plan Worksheet

Follow the template below to create your evaluation plan.

Step 1: State project goal

What is your goal?

Step 2: State project objectives

What are your objectives?

- 1.
- 2.
- 3.

Step 3: Identify evaluation stakeholders

Who are your stakeholders?

Which stakeholder should participate in this evaluation?

Which stakeholders will need information from this evaluation and will see the results?

Step 4: State project outcomes

What outcomes do you expect to achieve during or right after completing your project?

What outcomes do you expect to achieve within three to six months after the completion of your project that you can attribute to the activities of your project?

Starting Your Project

Step 5: Identify evaluation indicators

What are your indicators?

Quantitative

Qualitative

Outputs or Deliverables

Step 6: Select evaluation types

What evaluation type will you use?

Step 7: Choose evaluation questions

What evaluation questions will you use?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Step 8: Choose evaluation tools

What evaluation tools will you use for each question?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Starting Your Project

Step 9: Create an evaluation map

Fill in the chart below with all the information from your evaluation plan. This chart will help you organize and keep track of your information.

Objective	Project activities	Indicators/ deliverables	Evaluation questions	Evaluation tools	Sources of data
1					
2					
3					



2. Evaluation tools

This section covers:

- Focus groups
- Designing questionnaires
- Surveys
- Interviews

Focus groups

What is a focus group?

A focus group is a guided discussion used to explore people's thoughts, feelings and opinions on a specific topic. Usually, focus groups involve six to 12 people who are asked to respond to a series of questions. A focus group usually lasts about two hours. Often groups do several focus groups to get better information about their project. Focus groups help provide information that may otherwise be difficult to get.

When should you use a focus group?

You should use focus groups to evaluate large projects that have run for several years. It is not necessary to use a focus group for small projects.

Designing questionnaires

What is a questionnaire?

A questionnaire is a tool for gathering information from individuals and organizations. You can use it to measure opinions, attitudes, behaviours and perceptions. You can also use it to collect demographic information such as gender, age, etc.

Starting Your Project

Types of questions

Open-ended questions ask people to answer in their own words. For example, why did you attend the family literacy program? The information gathered from open-ended questions is considered qualitative information.

Closed questions ask people to select an answer from a list. For example, which of the following is the main reason you attended the family literacy program? The information gathered provides quantitative data.

Tips for designing a questionnaire

- Questions should be easy to read and understand.
- Questions should explore one piece of information and be related to the project.
- Questionnaires should be organized so that the questions are arranged in a logical order and the first few questions are easy to answer.
- Use both closed and open-ended questions.
- Test your questionnaire on a few people:
 - Make sure it is only 15 minutes long.
 - Make sure that all the questions are easy to understand and answer.

Surveys

Surveys help to study individual opinions, attitudes, behaviours and beliefs by using a set of questions for a small group of people. Surveys use a sample of the target population. Sampling means that you only select some people from the target audience. You would use this kind of evaluation tool if you had a large target audience. For example, you might survey your community to find out if the advertising you used for your program was effective.

Interviews

An interview is a conversation for gathering information. You can do interviews face-to-face or over the telephone. The Internet is also emerging as a tool for interviewing. You use interviews to collect in-depth information on people's opinions, thoughts, experiences and feelings.

How do you do an interview?

- Define your objectives. Identify what you want to achieve and the information you need to gather.
- Choose appropriate people.
- Decide on how many people you will interview.
- Decide on how you will conduct the interview (telephone, face-to-face, Internet).
- Decide on how you will ask people to participate.
- Decided on how you will record the interviews.
- Make a list of questions.
- Decide on who will conduct the interviews.



3. Sharing your results

You should communicate the results of your project to both external and internal stakeholders. Most projects require that you write a report about your project. The next section provides a guide for report writing. You can also share your results through presentations, the media and the Internet.

You can use the results of a project evaluation to:

- Identify ways to improve or change your project activities.
- Facilitate changes in the project plan.
- Prepare project reports.
- Inform internal and external stakeholders about the project.
- Plan for the long-term.
- Learn more about the target population of the project.

Starting Your Project

- Present the worth and value of the project to your stakeholders and the public.
- Plan for other projects.
- Compare projects.
- Be accountable to your funder and other stakeholders.
- Celebrate your success.



Report Writing

You will need to write reports for your funders. Often funders want an interim report and a final report. You usually write an interim report at the mid-point of the project and the final report when you have completed the project. A report provides a record of your project and its results.

Your report should describe for the funder the activities and impact of your project. Refer back to the proposal when you write your report. Make sure you inform the funder of all of your activities, deliverables and outputs in the report. When you report on your project you want the funder to have a good picture of what happened, how it happened and why it was important.



Activity: Write your report

Here are some guidelines for writing a report.

1. Project summary

Provide a brief summary of your project. Use the information from your proposal.

2. Goal and objectives

Describe your goal and objectives. Use the information from your proposal.

3. Activities and results to date for each objective

Describe the activities for each objective and the deliverables for each activity. Refer to your work plan and evaluation plan from your proposal. Set this section up as a chart.

Starting Your Project

Objectives	Activities	Deliverables (what did your project produce)
Objective 1		
Objective 2		

4. **Impact/outcomes (final report)**

Discuss the results of the project. What changed as a result of this project? Are more parents reading to their children? Are people more aware of literacy issues in their community? Was the project worthwhile? Why or why not? What would you do differently if you did this project again?

5. **Lessons learned (final report)**

What would you recommend for your next project? What changes would you make? What would you do the same?

6. **Dissemination plan (final report)**

How will you disseminate the results of your project? Many funding agencies are interested in seeing how their financial support of your project has helped others and how the information is being used. This may include newsletters, workshops, radio broadcasts, presentations, printed handouts, slide shows, training programs, etc.

Samples

This section includes three sample proposals, each with a cover letter and support letter.

1. Family Literacy Promotion, Support and Training

- Cover letter
- Proposal
- Support letter

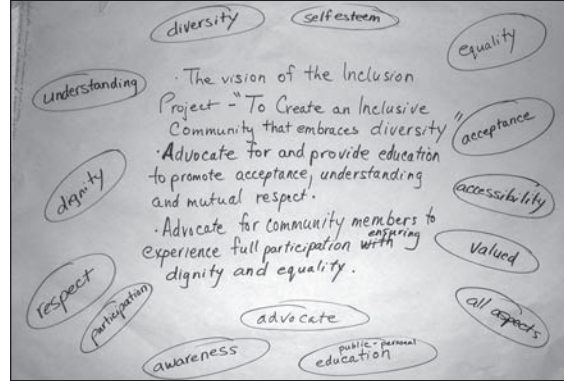
2. Family Literacy Activities

- Cover letter
- Proposal
- Support letter

3. Youth Health Awareness Project

- Cover letter
- Proposal
- Support letter

Samples



Family Literacy Promotion, Support and Training



Submitted to:
Government of the Northwest Territories

Submitted by:
The NWT Literacy Council

Cover Letter

July 2008

Regarding: Family Literacy Promotion, Support and Training Project

Attached is our proposal for you to consider.

The NWT Literacy Council would like to apply for funding to continue our work in family literacy. Through this project, we will promote family literacy in the NWT, develop culturally relevant resources to support family literacy initiatives and provide training to family literacy providers in the NWT. We plan to work with local people who are interested in running family literacy programs or those who can incorporate family literacy into their existing programs.

Literacy is an important part of family life. Family literacy is based on the understanding that young children learn literacy in their families and communities through many social interactions that are enjoyable and invite active participation. Family literacy is a natural part of everyday family life and includes many activities that help to “get things done,” and transmit values, culture and language. Family literacy programs recognize the importance of the parents in the literacy development of their children and try to support families in reading activities.

Building capacity at the community level provides local people with the skills and knowledge to develop and deliver literacy projects. At the end of this project, family literacy providers will have more ideas and training to implement new family literacy programs in their community. Families will have more understanding of what family literacy is and how they can help their children with literacy at home.

The NWT Literacy Council is a territorial wide organization that promotes literacy in all official languages. We hope that our proposal meets the mandate of your funding requirements. Please contact the Literacy Council at 873-9262 if you have any questions or concerns. Thank you for your time and consideration.

Name of Project: Family Literacy Promotion, Support and Training Project

Sponsor Group: NWT Literacy Council

Goal: Family literacy providers in NWT communities develop and deliver a wide-range of family literacy programs.

Project Summary:

The NWT Literacy Council is a territorial, non-government organization with a mandate to promote and support literacy development in all official languages of the NWT. The objectives and activities of this project are:

1. Promote family literacy in the NWT.

- Develop family literacy public service announcements to be aired on local radio stations for Family Literacy Day.
- Develop family literacy posters that encourage families to read, sing, talk and tell stories to their children.

2. Develop culturally relevant resources to support family literacy initiatives in NWT communities.

- Develop a family literacy resource called *Books in the Home*.
- Develop and distribute an annotated list of Aboriginal literature for children.

3. Provide on-going training to family literacy facilitators in the NWT to help them expand their family literacy initiatives.

- Develop and deliver a Family Literacy Learning Symposium for 30 to 40 participants from the NWT.
- Deliver a Family Tutoring workshop in two communities.

The expected results of the project are:

- Families see and hear useful information about family literacy that is relevant to their traditions and culture.

Samples

- More culturally relevant resources will be available for family literacy programs.
- Family literacy providers expand their family literacy programs.

We will measure the outcomes of the project through feedback from family literacy providers and through quantitative analysis of our products and services. The project will produce a family literacy poster, one public service announcement about family literacy, a family literacy resource manual, an annotated list of Aboriginal literature, a Family Literacy Learning Symposium and two *Family Tutoring* workshops.

Project Description:

Through this project, we will promote family literacy in the NWT, develop culturally relevant resources to support family literacy initiatives and provide training to family literacy providers in the NWT. We plan to work with local people who are interested in running family literacy programs or those who can incorporate family literacy into their existing programs.

The activities for this project are:

- Develop PSAs about family literacy for Family Literacy Day. They will air on local radio stations three times a week for eight weeks prior to Family Literacy Day. We will work with family literacy providers to develop the PSAs.
- Develop and distribute family literacy posters for Family Literacy Day. The posters will be culturally relevant to the people in the NWT. They will encourage parents to read, sing, talk and tell stories with their children. Posters will be sent out in early January so they can be put up in communities before Family Literacy Day.
- Develop a family literacy resource called *Books in the Home*. We will develop this resource this year, and train and distribute it next year. The program will provide family literacy providers with ideas and activities to do with families in their community. A similar program is used widely in southern Canada. We

want to develop a unique program that meets the needs of northern families and reflects northern culture.

- Develop and distribute an annotated list of Aboriginal literature for children, youth and adults. We get many requests for titles of Aboriginal books from family literacy providers. This resource will provide an in-depth look at Aboriginal literature. We will distribute the resource to family literacy providers and all schools in the NWT. We will also post it on our website.
- Develop and deliver a four day Family Literacy Learning Symposium to 30 to 40 participants. Training will include a variety of family literacy programs, program planning and early brain development workshops. Participants will have an opportunity to share ideas and learn new programs they can use in their community. The training will include the following:
 - Brain Basics – understanding the workings of our brain
 - Emergent Literacy
 - Intro to Family Literacy
 - *Books in the Home*
 - *1-2-3 Rhyme With Me*
 - Music and Literacy
 - Building Aboriginal Language Skills
 - Family Literacy Nights
 - Program Planning
- Deliver a *Family Tutoring* workshop in two communities in the NWT. The *Family Tutoring* program is a program that supports parents to help their children to learn to read and write. The workshop is three days long. We will deliver the training to people interested in running a program. We will also model a workshop with parents.

At the end of this project, family literacy providers will have more ideas and training to implement new family literacy programs in their community. Families will have more understanding of what family literacy is and how they can help their children with literacy at home.

Description of Organization:

The NWT Literacy Council is a territorial, non-government organization with a mandate to promote and support literacy development in all official languages of the NWT. We do this through training, research, information sharing, resource development and public awareness activities. A large part of our work involves providing information, resources and support to literacy practitioners, teachers, librarians, early childhood educators and other community resource people. Our current services to the literacy field include:

- Resource development in family literacy and community literacy.
- Research on literacy in the NWT and Aboriginal languages literacy.
- Training workshops on community and family literacy; literacy, language and culture; tutor training; instructional techniques and curriculum support; plain language writing; program planning, proposal writing and supports for learners with disabilities and evaluation.
- Community outreach and support.
- Literacy lending library.
- Web site – www.nwt.literacy.ca.
- Electronic conferencing system on North of 60, with links to other literacy conferencing systems.
- Regularly published newsletters distributed widely throughout the NWT and southern Canada.
- Literacy promotion through International Literacy Day, Adult Learners' Week, NWT Literacy Week, PGI Golf Tournament for Literacy, National Family Literacy Day.
- Monitoring and responding to literacy policy on a territorial and national level.

The NWT Literacy Council works with a variety of groups and individuals in our efforts to promote and support literacy development in the NWT. We work directly with family support and early childhood program providers, literacy practitioners and learners, Aurora College, the Government of the NWT, not-for-profit organizations, libraries, Divisional Boards of Education, Aboriginal organizations and other agencies.

Target People and Organizations: Daycare staff, parents, adult educators
Aboriginal Head Start programs, schools and family support centres

Need for the Project:

Approximately 42% of adults aged 16 to 65 have literacy levels below the level they need to function in today's society. This is the same as the Canadian average, but it means four out of ten people face literacy challenges. The gap between the literacy levels of the Aboriginal and non-Aboriginal populations is significant. Approximately 69% of the Aboriginal population has low literacy, compared to 30% of the non-Aboriginal population. One way to break the cycle of low literacy is by promoting family literacy.

Literacy is an important part of family life. Family literacy is based on the understanding that young children learn literacy in their families and communities through many social interactions that are enjoyable and invite active participation. Family literacy is a natural part of everyday family life and includes many activities that help to "get things done," and transmit values, culture and language. Family literacy programs recognize the importance of the parents in the literacy development of their children and try to support families in reading and learning activities. There are many types of family literacy projects:

- storytelling
- reading circles
- parenting sessions
- homework clubs
- book bags for parents and their infants
- rhyming programs

The goals of family literacy programs range from a concern for parent-child interactions that promote school readiness, to broader community development goals that aim to support and strengthen families and communities. Family literacy is a way of looking for long-term solutions to social issues in the north. Family literacy builds creatively on existing services and resources. Through partnerships, communities can provide a fully integrated family literacy model, which includes

Samples

adult education, early childhood education, parenting education and support, and interactive parent-child learning.

This project will provide hands-on training for people interested in running family literacy programs in their community. We hope to build capacity at the community level to develop and deliver family literacy programs.

Work Plan		Project name: Family Literacy Project		
Objective 1 : Promote family literacy in the NWT.				
Resources	Activities and timelines	Products	Who is responsible?	Results
<p>Family Literacy Coordinator, family literacy programs</p>	<p>Develop family literacy public service announcements to air on local radio stations for Family Literacy Day</p> <p>Completed by November and aired in December and January</p>	<ul style="list-style-type: none"> PSAs play on the radio three times per week-eight weeks prior to Family Literacy Day 	<p>Coordinator and Executive Director</p> <p>Coordinator works with family literacy programs in some communities to develop message for PSAs</p>	<p>Families see and hear information about family literacy that is relevant to their traditions and culture.</p>
<p>Coordinator, printing company</p>	<p>Develop a family literacy poster for Family Literacy Day that encourages families to read, sing, talk and tell stories to their children</p> <p>Completed by March 31</p>	<ul style="list-style-type: none"> Family Literacy poster Number of posters printed and distributed 	<p>Coordinator and Executive Director</p> <p>Coordinator works with printing company to develop poster</p>	

Work Plan		Project name: Family Literacy Project		
Objective 2: Develop culturally relevant resources to support family literacy initiatives in all NWT communities.				
Resources	Activities and timelines	Products	Who is responsible?	Results
Resource Coordinator, Family Literacy Coordinator, printing company	<ul style="list-style-type: none"> Develop a family literacy resource called <i>Books in the Home</i> Review with family literacy providers First draft by December., review in January and February and print by March 31	<ul style="list-style-type: none"> A new culturally relevant resource for family literacy providers 	Coordinator and Executive Director Coordinator works with family literacy programs in some communities and works with film company	More culturally relevant resources available for family literacy programs.
Family Literacy Coordinator, printing, family literacy providers	<ul style="list-style-type: none"> Develop and distribute an annotated list of Aboriginal literature for children, youth and adults. Review by family literacy providers Draft by November and completed by March 31	<ul style="list-style-type: none"> An annotated list of Aboriginal books 	Coordinator and Executive Director Coordinator works with printing company to develop poster	

Work Plan		Project name: Family Literacy Project		
Objective 3: Provide on-going training to family literacy providers in the NWT to help them expand their family literacy initiatives.				
Resources	Activities and timelines	Products Who	is responsible?	Results
Family Literacy Coordinator, Resource Coordinator, travel, food and accommodation for workshop, space, supplies, food and equipment	<ul style="list-style-type: none"> Develop and deliver a Family Literacy Training Symposium for 30 to 40 participants from the NWT Develop workshops by October and deliver training in November	<ul style="list-style-type: none"> Family Literacy Training Symposium New workshops Handouts for participants 	Family Literacy Coordinator and Executive Director	Family literacy providers expand their family literacy programs.
Family Literacy Coordinator, travel and accommodations, space, food and workshop supplies	<ul style="list-style-type: none"> Deliver a <i>Family Tutoring</i> workshop in two communities One community in September and another community in January	<ul style="list-style-type: none"> 2 <i>Family Tutoring</i> Workshops Handouts for participants 	Family Literacy Coordinator and Executive Director	

Evaluation		Project name: Family Literacy Project	
	Results (from work plan)	Indicators and data to measure results	Sources of data
<p>Objective 1</p> <ul style="list-style-type: none"> • Posters • PSAs 	<p>Families see and hear information about family literacy that is relevant to their traditions and culture.</p>	<ul style="list-style-type: none"> • Number of time PSAs play • Number of family literacy providers that help write PSAs • Number of posters developed and distributed to communities • Feedback from family literacy providers about promotional material 	<p>Workshop attendance and evaluation forms</p>
<p>Objective 2</p> <ul style="list-style-type: none"> • Family literacy resource • Annotated list of Aboriginal literature 	<p>More culturally relevant resources available for family literacy programs.</p>	<ul style="list-style-type: none"> • Number of family literacy providers that receive the resource • Number of family literacy providers that receive the annotated list of Aboriginal literature • Number of requests we have for both new resources • Feedback from family literacy providers 	<p>Feedback from family literacy providers</p>
<p>Objective 3</p> <ul style="list-style-type: none"> ▪ Family Literacy Learning Symposium ▪ Family Tutoring workshops 	<p>Family literacy providers expand their family literacy programs.</p>	<ul style="list-style-type: none"> • Number of participants at symposium • Number of people who attend the Family Tutoring workshops • Feedback from family literacy providers 	<p>Project records and financial reports</p>

Budget				
Budget item	Amount requested	Other revenue (cash)	In-kind support	Total
Wages for personnel				
Family Literacy Coordinator salary plus benefits and employer costs	\$72,000			
Resource Coordinator 1/3 salary plus benefits and employer costs	\$24,000			
Administrative Assistant 1/2 salary plus benefits and employer costs		\$25,000 HRDSD		
Travel and accommodations				
20 workshop participants from outside of YK – travel and accommodations (\$2,000 each)	\$30,000	\$10,000 HCI		
Lunch and breakfast for 4 days for 45 people	\$10,000			
Travel to 2 communities for 2 people for 3 days each	\$8,000			

Materials					
Paper, flip charts, overheads, other workshop supplies, crafts	\$3,000				\$3,000
Photocopying (material for workshop)	\$1,400				\$1,400
Rent and utilities					
\$500 per day for 4 days	\$2,000				\$2,000
Resource development					
Printing cost of Family Literacy Resource	\$8,000				\$8,000
Photocopy costs for Annotated list of Aboriginal books	\$1,000				\$1,000
Postage costs	\$500				\$500
Poster costs (1,000 posters)	\$6,000				\$6,000
PSA announcements (recording and costs to air them)	\$13,000	\$3,000 (radio stations)			\$10,000
Total	\$178,900	\$25,000	\$3,000	\$3,000	\$206,900

Support Letter

July 15, 2008

Regarding: Support Letter for the Family Literacy Promotion, Support and Training Project

On behalf of our organization I am writing a support letter for the proposed Family Literacy Promotion, Support and Training project that the NWT Literacy Council has developed. This project will be of great benefit to our community. We feel that promoting family literacy is very important. We are also interested in attending the family literacy training that the NWT Literacy Council has proposed. And we are always interested in receiving new tools and resources to support our family literacy work in the community.

Family literacy has provided us with a tool to support families' and children's literacy development in our community. We have noticed remarkable changes in the attitudes of children and families towards learning. Children are better prepared for school and parents are more comfortable helping their children with reading, writing and other skills. We attribute these changes to the family literacy programs that we have been running in our program for the past five years.

We would like to continue to develop new approaches to family literacy. The NWT Literacy Council has been the driving force behind our family literacy programs. The resources they create are culturally appropriate and easy to use and the training they offer is hands-on and relevant.

We would like to see the NWT Literacy Council continue this important work. We hope that you will fund this worthwhile project.

Family Literacy Project



Submitted to:
Margaret Purdy
Community Literacy Program
Education, Culture and Employment

Submitted by:
Transitional Housing Program, YWCA
873-5760
kate@ywcanwt.ca

Cover Letter

July 2008

Regarding: Family Literacy Project

The YWCA Transitional Housing Program would like to apply for funding to deliver a range of family literacy programs to the families that reside in the building. Family literacy is an excellent way to engage parents in their children's learning. At the same time parents increase their interest in their own literacy development.

Literacy is an important part of family life. Family literacy is based on the understanding that young children learn literacy in their families and communities through many social interactions that are enjoyable and invite active participation. Family literacy programs recognize the importance of the parents in the literacy development of their children and try to support families in reading and learning activities. This program will provide parents and caregivers with the tools and skills they need to support their children's literacy development. We will do this by:

- Running weekly family literacy activities
 - Rhyming and storytelling
 - Book sharing
 - Parenting classes
 - Holiday fun activities
- Giving free books and resources to families
- Developing family literacy posters with positive messages
- Developing family books and keepsakes

At the end of this project, parents and caregivers will have more ideas and skills to establish a good home learning environment for their children. Parents and caregivers will also recognize the importance of reading and doing other literacy related activities with their children. Parents will also develop confidence in their ability to support their children and will feel more confident in their own literacy skills.

We hope that our proposal meets the mandate of your funding requirements. Please contact the YWCA Transitional Housing Project at 873-5760 if you have any questions or concerns. Thank you for your time and consideration.

Name of Project: Family Literacy Project

Sponsor group: Transitional Housing Project, YWCA

Goal: Parents read and do literacy related activities more with their children.

Project Summary:

The YWCA Transitional Housing Program would like to apply for funding to deliver a family literacy program to the families that reside in the building. Family literacy is an excellent way to engage parents in their children's learning. At the same time parents increase their interest in their own literacy development. Families will participate in a variety of activities that will enhance their literacy skills.

The objectives are:

1. Provide family literacy workshops for parents and caregivers and children.
 - Provide a 16 week comprehensive family literacy program for residents at the housing program.
 - Run a program once a week for two to three hours.
 - Offer a variety of family literacy programs.
 - Develop family literacy posters to put up around the housing program.
 - Help families develop family books and keepsakes.
 - Encourage children and parents to come to the program together.

2. Promote reading through a book fair.
 - All families in the housing program, whether they attend the family literacy program or not, will receive free books.
 - Free books for both children and adults.
 - Develop posters of people reading from the housing program.

Overview of Proposed Family Literacy Programs

The *1-2-3 Rhyme With Me* program promotes young children's oral language development through the use of rhymes, songs and stories. The program is directed at parents and teaches them the skills they need to enhance their children's oral language development. Good language development at a young age will help children develop good literacy skills in the future.

The *Books in the Home* program is based on the belief that parents are children's first and most important teachers. In this program, parents learn to read and share books with their children in positive and enjoyable ways. The program promotes reading and writing of both parents and children.

Reading circles encourage parents and other community members to help children become enthusiastic and positive about reading. In a reading circle, parents, community members and children meet once a week, for an hour, to share stories and books. The focus is on discussion, and the enjoyment of families reading and talking together. The reading circle is informal, and can be easily integrated into existing programs and services for families.

Special family literacy events that encourage literacy related activities for holidays. These activities will include: storytelling, sewing, crafts, cooking traditional foods, celebrating holidays like Christmas, Valentine's Day, etc.

The expected outcomes of the project are:

- Families see and hear information about family literacy that promotes more positive interactions with their children.
- Parents and caregivers read more to their children at home.
- Parents and caregivers use resources and books in their home with their children.
- Parents have more confidence in their ability to support their child's literacy development and more confidence in their own literacy skills.

We will measure the project through feedback from families and children and through quantitative analysis of our products and services.

Project Description:

This project will promote family literacy at the Transitional Housing Project. It will provide parents and caregivers with the tools and skills they need to support their children's literacy development. We will do this by:

- Running weekly family literacy activities
 - Rhyming and storytelling
 - Book sharing
 - Parenting classes
 - Holiday fun activities
- Giving free books and resources to families
- Developing family literacy posters with positive messages
- Developing family books and keepsakes

At the end of this project, parents and caregivers will have more ideas and skills to establish a good home learning environment for their children. Parents and caregivers will also recognize the importance of reading and doing other literacy related activities with their children. Parents will also develop confidence in their ability to support their children and will feel more confident in their own literacy skills.

Description of Organization:

Mission: The YWCA of Yellowknife exists to increase the well-being and independence of people, particularly women.

The YWCA of Yellowknife is a non-profit charity with a long history of service and program delivery in the North. Established as a community-based association in 1966, the YWCA came to Yellowknife at the invitation of the Commissioner, for the purpose of providing housing. The YWCA is motivated by the mission statement above and supported by a local volunteer board of directors as well as a national and international YWCA network.

The YWCA of Yellowknife offers a wide range of programs and services. These include:

- A housing program which offers both emergency and transitional housing and support services to families who are homeless or are experiencing an inability to access market housing.
- In-home support and outreach programs for adults with disabilities to assist them in remaining in the community and increasing their independence in activities of daily living.
- Licensed care for children and youth after the school day ends and during school breaks.
- A 12-bed shelter for women and children fleeing violence in the home, with counselling support, food, advocacy and access to other resources. This includes a 24-hour 1-800 crisis line.
- Groups for children who have witnessed violence and workshops for teens which help with issues of dating violence.

The YWCA also works in other ways to advance our mission, offering training workshops, community development activities and short-term programs that fulfill special needs.

Target Group: Parents, caregivers, children at the YWCA Transitional Housing Project and Alison MacAteer House (shelter for women fleeing violence)

Need for the Project:

Approximately 42% of adults aged 16 to 65 have literacy levels below the level they need to function in today's society. This is the same as the Canadian average, but it means four out of ten people face literacy challenges, although the gap between the literacy levels of the Aboriginal and non-Aboriginal populations is significant. Approximately 69% of the Aboriginal population has low literacy, compared to 30% of the non-Aboriginal population. One way to break the cycle of low literacy is through the promotion of family literacy.

Literacy is an important part of family life. Family literacy is based on the understanding that young children learn literacy in their families and communities through many social interactions that are enjoyable and invite active participation. Family literacy is a natural part of everyday family life and includes many activities that help to "get things done," and transmit values, culture and language. Family literacy programs recognize the importance of the parents in the literacy development of their children and try to support families in reading activities. There are many types of family literacy projects:

- storytelling
- reading circles
- parenting sessions
- homework clubs
- book bags for parents and their infants
- rhyming programs

The goals of family literacy programs range from a concern for parent-child interactions that promote school readiness, to broader community development goals that aim to support and strengthen families and communities. Family literacy is a way of looking for long-term solutions to social issues in the north. Family literacy builds creatively on existing services and resources. Through partnerships,

communities can provide a fully integrated family literacy model, which includes adult education, early childhood education, parenting education and support, and interactive parent-child learning.

This project will provide resources, workshops and programs for people interested in attending family literacy programs at the Transitional Housing Project. We hope to build parent's confidence and ability to support their children's literacy development.

Work Plan		Project name: Family Literacy Project		
Objective 1: Provide family literacy workshops for parents and caregivers and children.				
Resources	Activities and timelines	Products	Who is responsible?	Results
Family Literacy Coordinator, books, craft materials, space, snacks	<ul style="list-style-type: none"> Develop and deliver a variety of family literacy workshops for 16 weeks To be completed by March 2009	<ul style="list-style-type: none"> Weekly workshops Workshop materials 	Director of Transitional Housing Program, Family Literacy Coordinator	Parents have more confidence in their ability to support their child's literacy development and more confidence in their own literacy skills.
Books, posters, photos, camera, family books	<ul style="list-style-type: none"> Create family literacy posters Families make family books for keepsakes To be completed by March 2009	<ul style="list-style-type: none"> 3 posters Family books 	Director of Transitional Housing Program, Family Literacy Coordinator	

Work Plan		Project name: Family Literacy Project		
Objective 2: Promote reading through book giveaways.				
Resources	Activities and timelines	Products	Who is responsible?	Results
Books – children, baby, adult, etc.	<ul style="list-style-type: none"> Give free books to families in the Transitional Housing Project through book fairs at Thanksgiving, Christmas and Valentine’s Day Completed by February 20, 2009	<ul style="list-style-type: none"> Book fair 	Director of Transitional Housing Program, Family Literacy Coordinator	Parents and caregivers read more to their children at home.
Digital camera, paper, photos, Family Literacy Coordinator	<ul style="list-style-type: none"> Create Reading Posters from people in the program Completed by March 31	<ul style="list-style-type: none"> 10 posters 	Director of Transitional Housing Program, Family Literacy Coordinator	

Evaluation		Project name: Family Literacy Project	
Results (from work plan)		Indicators & data to measure results	Sources of data
<p>Objective 1</p> <ul style="list-style-type: none"> • Workshops • Family literacy posters 	<p>Parents have more confidence in their ability to support their child's literacy development and more confidence in their own literacy skills</p>	<ul style="list-style-type: none"> • Number of workshops • Number of posters • Number of people who attend workshops • Feedback from participants 	<p>Workshop attendance and evaluation forms</p>
<p>Objective 2</p> <ul style="list-style-type: none"> • Free books • Reading posters 	<p>Parents and caregivers read more to their children at home</p>	<ul style="list-style-type: none"> • Number of books given out • Number of people who receive books • Number of posters developed and distributed • Feedback from people who receive books and see posters • Number of people who participate in the book fair 	<p>Feedback from participants</p> <p>Project records and financial reports</p>

Budget				
Budget item	Amount requested	Other revenue (cash)	In-kind support	Total
Wages for personnel				
Family Literacy Coordinator salary (17 weeks at 10 hours a week)	\$6,800			\$8,500
Daycare	\$1,500			\$3,000
Materials				
Paper, crafts, poster paper, family books	\$3,000			\$3,000
Photocopying (material for workshop)			\$500	\$500
Books	\$3000		\$500	\$3,500
Poster costs – printing	\$500			\$500
Rent and utilities				
1.5 day per week for 16 weeks			\$2,400	\$2,400
Hospitality				
Snacks, coffee, prizes	\$2,400			\$2,400
Total	\$17,200		\$3,400	\$20,600

Support Letter

July 15, 2008

Regarding: Support letter for the Family Literacy Project

The NWT Literacy Council is pleased to provide a letter of support for the YWCA Transitional Housing family literacy project.

Literacy is an important part of family life. Parents and family members are children's first and most important teachers. Families lay the foundation for reading and learning long before children enter school and continue to play a really important role in developing positive attitudes towards learning throughout their children's school years. Family literacy programming supports that foundation and offers parents and their children opportunities and the tools to read and learn together.

Community-based family literacy programming can help to break the cycle of low literacy by addressing the literacy skills of both children and parents. The proposed family literacy project will help support parents to develop ideas and skills to create a literacy rich environment in the home.

The NWT Literacy Council has worked with the Transitional Housing program for the past several years and we recognize their level of commitment to providing quality programs and support to low-income families. Our partnership with the Transitional Housing program has included providing training for staff in family literacy, consultation on new family literacy initiatives, program planning and proposal writing support, and funding for family literacy activities.

The YWCA Transitional Housing Program is a valuable partner of the NWT Literacy Council and we are pleased to offer a letter of support for their proposed family literacy project.

Youth Health Awareness Project

HIV/AIDs and Hepatitis C

Submitted to:
Health Canada

Submitted from:
Community Interagency Committee

Cover Letter

September 2008

Regarding: Youth Health Awareness Project

Please accept our proposal and application form for the Youth Health Awareness Project. We need a total of \$62,500 funding: \$31,250 from the AIDS Community Action Program and \$31,250 from the Hepatitis C Program. This is an important project for our community and for the many youth that live here.

In the past, we've sponsored youth projects related to safe sex, how to use condoms and why it's important to help prevent HIV/AIDS. In recent years, many youth have started piercing their own body parts and tattooing themselves. We have no professionals in our community to provide this service. The youth urgently need an opportunity to learn about the risks involved with these activities and how to do them safely. Youth need to better understand the consequences of this risky behaviour.

The Community Interagency Committee is the sponsor of this worthy project. As you will see in our proposal and application form, we have the knowledge and experience to successfully carry out this project.

We've attached a letter of support from our project partner, the local community school. We urge you to approve the funding for this important project. Please contact me if you need further information.

Name: Youth Health Awareness Project

Goal: Youth make good decisions about body piercing and self-tattooing.

Sponsor Group: Community Interagency Committee

Project Summary:

The mandate of our organization is to give information to people in our region that will help them make healthy decisions for themselves and their families. We will be working with the local school and health centre on this project.

The objectives and activities of this project are:

Objective 1: Provide information to youth about the prevention of HIV/AIDS and hepatitis C.

Activities:

- Hold a regional workshop about the health risks of self piercing and self tattooing.
- Develop public service announcements to help prevent HIV/AIDS and hepatitis C.

Objective 2: Raise awareness of how being infected with HIV/AIDS or hepatitis C affects people's lives

Activities:

- Develop and distribute a learning resource.
- Write and perform a community play.

The expected results of this project are:

- More youth will know more about how to help prevent the spread of new infections of HIV and hepatitis C.
- Youth will better understand what life is like for people infected with HIV/AIDS and hepatitis.

Samples

The tools that we will use to measure the results of the project include workshop attendance and evaluations, feedback from youth, teachers, contractor and partners, and project records and financial reports.

The project will produce:

- A resource about HIV/AIDs and hepatitis C.
- A workshop for youth about safe practices for self-tattooing and body piercing.
- A community play about HIV/AIDS and hepatitis C, written and performed by youth.
- PSA announcements written by youth about HIV/AIDS and hepatitis C.

We will disseminate the project results through a written evaluation. It will be given to all stakeholders in the project.

Project Description:

The overall goal of this project will help youth make good decisions about their health. Youth in our region are at risk of contracting HIV and hepatitis C through risky self tattooing and body piercing. Youth do not have an understanding of how HIV and hepatitis C can affect their lives. This project is needed in our region as more and more youth are being diagnosed with HIV and hepatitis C in our communities.

Our target audience is youth between the ages of 13 and 15. Our activities for this project are:

- Hold a regional workshop about the health risks of self-piercing and self-tattooing and to teach safe practices. We will bring in a health worker to deliver this workshop along, with a person who specializes in tattooing and body piercing. The workshop will be one and a half days long and will be open to 25 participants from our community and the region. We will bring in three youth from each community and we will have ten youth from the host community. We will provide travel and accommodation to youth.

- Develop public service announcements to help prevent the spread of HIV/AIDS and hepatitis C. Youth in the community and region who participated in the workshop will write the PSAs. The public service announcements will air on the local radio station. They will air three times a week for ten weeks.
- Create a community play about HIV/AIDS and hepatitis C and the risks of self-tattooing and body piercing. We hope to work with the local community theatre group to develop and deliver this play. Youth will be involved in writing the play, acting in the play and stage managing. This is a great way to engage youth in developing something positive for the community.
- Develop a learning resource for youth and teachers to explore stories about people infected with HIV/AIDS and Hepatitis C. We will give this resource to participants in the workshop and to teachers in the region. The resource will have information, stories and handouts for students. It will provide teachers with a resource they can use immediately in the classroom.

The school will host the workshop and help recruit participants'; the health centre will provide support and workshop assistance. Both these partners see how this project benefits their organization and the community.

The evaluation of the project will provide information on the number of youth that attended the workshop, the number of times the PSAs play on the local radio station and the number of youth who helped to write the PSAs. The evaluation will also include the workshop evaluations and the resource evaluations from both youth and teachers. We will provide information on the number of youth that participate in the community play and how much time they spend developing and producing the play. We hope that the plays will be well-attended and will report on the number of people who attend.

At the end of this project, more youth will know more about how to help prevent the spread of new infections of HIV and hepatitis C. And they will better understand what life is like for people infected with HIV/AIDS and Hepatitis C. This project will promote healthier living for youth in our region. We hope that the workshop, resource, PSA announcements and the community play will promote safe practices around tattoos and body piercing. We also hope that it will provide youth with much needed information about HIV/AIDS and hepatitis C.

Description of Your Organization:

We have made this project up and do not have a description of the organization. Refer to the other example to view a description from an organization.

Need for the Project:

In the past few years youth have started to pierce their own body parts and tattoo themselves. We have no professionals in our community to provide these services. Youth need good information, appropriate to our culture and geography about the risks involved with these activities and how to do them safely. Youth also need to better understand the consequences of risky behaviour.

Potential Partners: Community school and health centre.

The school will host the workshop and help recruit participants, the health centre will provide support and workshop assistance. Both these partners see how this project benefits their organization and the community.

Work Plan		Project name: Youth Health Awareness Project		
Objective 1: Provide information to youth about the prevention of HIV/AIDS and hepatitis C.				
Resources	Activities and timelines	Products	Who is responsible?	Results
Coordinator, travel, food and accommodation for workshop participants, space, supplies, food, equipment	Hold a regional workshop to teach youth safe practices for self piercing and tattooing Develop workshop and resources from April to September Hold workshops in September and October	<ul style="list-style-type: none"> Workshop for 25 youth Handouts for youth at workshop 	Committee hires coordinator Coordinator works with the committee to develop and carry out the workshop	More youth know more about how to help prevent the spread of new infections of HIV and hepatitis C.
Youth, coordinator to oversee their work, recording equipment to test the PSAs	Develop public service announcements (PSAs) for youth: one to help prevent HIV/AIDS, one to help prevent hepatitis C Develop and test PSAs from November to December Play PSAs from January to March	<ul style="list-style-type: none"> PSAs developed by youth run three times a week on the local radio station 	Committee hires coordinator. Coordinator works with youth in the school	

Work Plan		Project name: Youth Health Awareness Project		
Objective 2: Raise awareness of how being infected with HIV/AIDS or hepatitis C affects people's lives.				
Resources	Activities and timelines	Products	Who is responsible?	Results
Contractor, school, teachers, students, copying and printing	Develop and distribute a learning resource for youth and teachers, to explore stories about people infected with HIV/AIDS and hep C Develop the learning resource from November to January. Test the resource in February Revise, print and distribute in March	<ul style="list-style-type: none"> Teachers and students have an effective resource 	Interagency Committee hires contractor and finds the teacher and students to test the resource	Youth better understand what life is like for people infected with HIV/AIDS and hepatitis C.
Local theatre group, youth, theatre props and resources	Develop and perform a community play Develop the play in November and December Workshop the play in January Do the performance in March	<ul style="list-style-type: none"> Youth have a script for a play Play developed and delivered to community 	Interagency Committee and school work with theatre group	

Evaluation		Project name: Youth Health Awareness Project	
Results (from work plan)	Indicators and data to measure results	Sources of data	
<p>Objective 1</p> <ul style="list-style-type: none"> • Workshop • PSAs <p>More youth know more about how to help prevent the spread of new infections of HIV and hepatitis C.</p>	<ul style="list-style-type: none"> • Number of youth that attend the workshop • Workshop evaluations • Workshop resources that youth receive • Number of times PSAs play • Number of youth that help write PSAs 	Workshop attendance and evaluations	Feedback from youth
<p>Objective 2</p> <ul style="list-style-type: none"> • Learning resource • Community play <p>Youth better understand what life is like for people infected with HIV/AIDS and hepatitis C.</p>	<ul style="list-style-type: none"> • Number of teachers that receive the resource and use it. • Number of students in their classes that participate • Number of youth that participate in creating the play. • How much time they spend at it • Number of people that attend performances 	Feedback from teachers, contractors, board and partners	Project records and financial reports

Budget				
Budget item	Amount requested	Other revenue (cash)	In-kind support	Total
Wages for personnel				
One coordinator at \$400 per day for 30 days	\$12,000			\$12,000
Four facilitators at \$ 400 per day for 2 days	\$3,200			\$3,200
One resource contractor at \$400 per day for 25 days	\$10,000			\$10,000
Community theatre group support (theatre space \$100/day X 5 days)			\$500	\$500
Travel and accommodations				
15 workshop participants \$1,500 x 5 from each community	\$22,500			\$22,500
Lunch for 20 @ \$22.50 for 2 days	\$900			\$900
Materials				
Paper, flip charts, overheads, other workshop supplies	\$1,000		\$1,000 (school)	\$2,000

Photocopying (material for workshop and photocopy resource)	\$1,400				\$1,400
Rent and utilities					
\$500 per day for 2 days	\$1,000				\$1,000
Space for community play	\$2,000				\$2,000
Evaluation					
Evaluation and report for regional workshop, PSAs, learning resource and community play	\$8,000				\$8,000
Postage	\$500				\$500
Total	\$62,500			\$1,500	\$64,000