

PROJECT PLANNING MANUAL

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INTRODUCTION

Mill Neck International (MNI) believes that Deaf people around the world have capabilities, skills and resources that can be strengthened with assistance from the right partners. With support, Deaf people can achieve their human rights to access effective communication and education for living and sustaining independent, productive and meaningful lives.

This Project Planning Manual is a way for us to support you, our partners, to plan and successfully carry out your projects. The goal of this manual is to help you be sure that your plans are the best fit for your community and your resources. We also hope this process helps strengthen your organization to continue to be successful in the future.

The ultimate goal of MNI and our partners is to increase opportunities to empower Deaf people around the world through project funding and support. We encourage you to use this manual to create a strong project proposal while filling out our MNI Project Funding Application. If you already have a project proposal, you can check the sections in this manual to make sure all the information you need is in your Application.

Thank you for your interest in working with MNI and we wish you the best of luck!



AN IDEA CAN BECOME A PLAN

Many communities around the world isolate Deaf people. Sometimes they are not taught or encouraged to use sign language. Maybe they do not have Deaf schools. Some families do not know how to communicate with their Deaf members. Deaf people may feel hopeless about their situation.

When Deaf people come together in social groups or at school, they start to ask each other important questions:

- ② I need a job. How do I get a job?
- ② I want to go to the doctor by myself with an interpreter. My father always comes with me. I want privacy.
- ② There is only one school I can go to and the teachers don't try to help me. Why can't I go to another better school?

Everywhere around the world, Deaf people come together because they understand each other:

- ✓ Deaf people have the same experiences
- ✓ Deaf people have the same interests
- ✓ Deaf people have many of the same goals to improve the Deaf community

When they share their stories, the Deaf community can come up with new ideas and feel inspired to do something about their problems. They may ask for help from their local Deaf Association or another group or organization to help them start organizing and making a plan for the future.





Participation is important for a community when creating projects to solve problems. It empowers Deaf individuals and groups to be part of the planning process. When Deaf people participate in planning the project, they feel more positive about the project. They feel more confident and stronger. Deaf people feel empowered, which means they feel they are able to do something good for themselves.

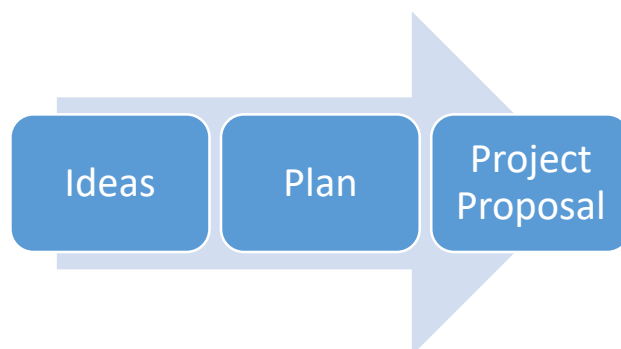
When Deaf people come together and discuss how to solve their problems or make life better for Deaf people, they may have ideas like:

- ✓ A training event or conference for Deaf people to gain new skills for employment
- ✓ Creating a new partnership with a local community program to include Deaf people
- ✓ Forming a committee of Deaf people who will work with the Ministry of Education to improve their education laws and policies for Deaf children



When you make plans for your project, be sure to involve the whole group in making decisions. Follow the steps in this manual to help you make your ideas into a plan for a **project proposal** so you can apply for funding and support from MNI and other organizations.

A project proposal is the plan for how you will do a project. It has many parts that you will learn about in this manual.



PLANNING FOR SUCCESS

A successful project is built on:

- ✓ Great ideas that meet real needs
- ✓ Goals that can be achieved
- ✓ The right people and resources to do the project
- ✓ Participation and commitment in decision making
- ✓ Excellent management
- ✓ Plans for future

If your group is not a registered organization with your government, it is important that you register or join an organization that is already registered. You must be registered to get funding and support from MNI and many other local and international funders.

When you begin to plan your project, start with a team of 2-4 persons. You can start your planning with discussions at your monthly organization meeting or during committee meetings. Find people with different kinds of skills like organizing or budgeting. Invite someone who already has experience with local or international projects to help you develop or write your proposal.

Your team will need to answer several important questions:

- ② Why are you planning the project?
- ② Who should be involved in planning the project?
- ② What is the project?
- ② What do you hope to achieve with the project?
- ② Who will benefit from the project?
- ② Where will the project take place?
- ② When will the project happen?

When your team finishes answering these questions, you are ready for formal planning. It is a good idea to set aside a whole day or weekend focused on planning your project. This is called a **Project Planning Workshop**.

If you already have a project idea, continue with this manual and start your project proposal. If you need to go through the process to develop a project idea, see the *Project Planning Workshop* manual.


Deaf women and Deaf people with other disabilities should be involved with planning the project.


It is a good idea to finish your project proposal before you fill out the MNI Project Funding Application. This manual can help guide you through all the steps and to make sure you have all the information you need before you fill out the application.

PROJECT PROPOSAL

To help Deaf organizations and Deaf people worldwide become stronger, MNI will support these project areas:

Project Areas

- 
- | | |
|---|--|
| <input type="checkbox"/> Child development | <input type="checkbox"/> Parent education |
| <input type="checkbox"/> College/university training | <input type="checkbox"/> Research |
| <input type="checkbox"/> Data collection within the Deaf community | <input type="checkbox"/> Sign language education |
| <input type="checkbox"/> Deaf awareness | <input type="checkbox"/> Social enterprise |
| <input type="checkbox"/> Deaf education training | <input type="checkbox"/> Technology training |
| <input type="checkbox"/> Employment | <input type="checkbox"/> Transition skills & daily living skills |
| <input type="checkbox"/> Health education | <input type="checkbox"/> Women in development |
| <input type="checkbox"/> Interpreter training | <input type="checkbox"/> Vocational training |
| <input type="checkbox"/> Inter-regional cooperation and development | <input type="checkbox"/> Youth development |
- ☐ Inter-regional cooperation and development



MNI will **not** accept applications for 1.) Giving out free hearing aids or other devices; 2.) Emergency aid; 3.) Making a sign language dictionary; and 4.) Programs focusing on building or construction. If you have a religious project, our sister organization, Lutheran Friends of the Deaf, will review your application.

Check the Project Area(s) you will work on in your project. Sometimes this will become clearer as you plan your project. The Project Area(s) may also change as you continue to discuss your community's needs and design your project activities.

Developing and carrying out a project tends to have three phases: **Pre-Planning**, **Project Activities/Events** and **Follow Up**.

1. Pre-Planning

- Make sure your organization is registered with your government or the organization you work with is a registered organization.
- Research the issues or problems the project will improve or solve. Be ready to describe the problem. Collect data and numbers to show the problem more clearly. For example: only 4 out of 17 deaf children in our village go to school.

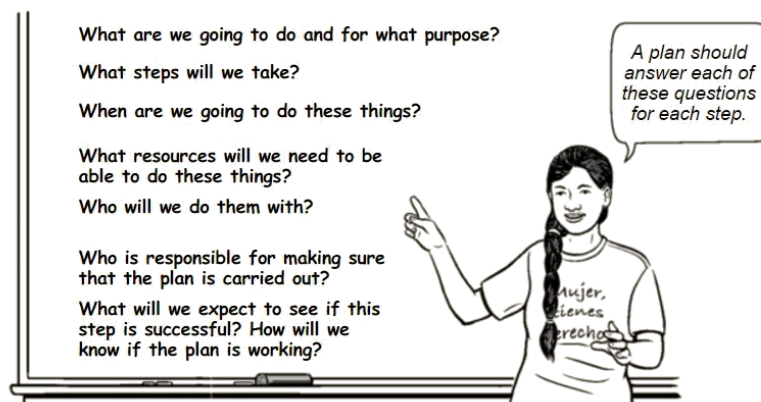
- Think of the people who will benefit from this project, then contact the people from this group you want to be part of project activities. Have the people who will benefit from the project help with the planning.
- Reserve meeting locations, equipment, office or training areas for the Project Planning Workshop.
- Complete a project proposal and search for funding.
- Get your organization ready for the project with board meetings, meetings with partners, hiring staff, etc.

2. Project Activities or Events

- Get funding for project activities/events.
- Hire workers and find volunteers for project activities/events.
- Host activities or events such as:
 - A training program
 - A special event or conference
 - Services (finding work, teaching sign language, etc.)
 - Making a new product or starting a business to sell products

3. Follow Up

- Monitoring and evaluation.
 - Observe activities/events for success
 - Discuss with people at the activities/events who benefit from the project and record their feedback
 - Compare the results against your original goals
- Project activities become a part of the regular program.
- Report to funders (MNI) and organization board about the success and challenges of the project.



A project proposal will explain why, where, when and how the project will happen. There are 6 basic parts in your project plan:

- ✓ Work Plan
- ✓ Timeline
- ✓ Budget
- ✓ Management Structure
- ✓ Monitoring & Evaluation
- ✓ Sustainability Plan

Work Plan:

step by step plan with goals and objectives
how to manage a successful project

Timeline:

schedule of everything that will happen during the project, including activities and events

Budget:

how much your project will cost and what you will pay for (staff, materials, transportation, and more)

Management Structure:

roles and responsibilities of different people and groups in the organization and project work

Monitoring & Evaluation:

watching and checking what happens during a project to make sure the goals are achieved

Sustainability Plan:

ideas how to continue activities after the project ends or funding is finished; include project activities in the regular program



INTRODUCING THE ANTARCTICA NATIONAL ASSOCIATION OF THE DEAF (ANAD) *



ANAD was founded in 2010 with the mission of increasing employment among Deaf, Hard of Hearing, DeafBlind and DeafDisabled (DHHDBDD) individuals so they are able to lead productive and independent lives in Antarctica.

ANAD's office is located on Ross Island and has three staff members: a Program Director, Project Coordinator and Financial Secretary. ANAD also has a Board with a President, Vice President, Secretary and Treasurer, and several committees with volunteers working with DHHDBDD people all over the continent.

ANAD is planning a new project that branches out training activities on six (6) islands teaching DHHDBDD individuals new skills so they can get a job in their local communities.

** This is a fictional association that will be used as an example in this manual.*

You won't find ANAD on Facebook!

First, you will need to answer a few questions.

1. Who are you?

When developing your project proposal, include information about your organization. Explain what you do, the different activities you are doing now and the activities and projects you have done in the past. You will need to convince the funder (MNI) that your organization will help with the development of your community. You must prove to the funder you can manage the resources and be successful to meet your goals. Tell stories of your past activities and any success you've had. If you have evaluations of your past projects, share them with the funder.

You can use information you already have in your organization's motto, mission, vision, and activities to support your application. For example, ANAD would include:

- Job skills training
- Job coaching
- High school transition to workplace
- Vocational training (fishing, construction, drilling)
- Deaf Awareness training for employers



Antarctica National Association of the Deaf (ANAD) was founded in 2010 with the mission of increasing employment among Deaf, Hard of Hearing, DeafBlind and DeafDisabled (DHHDBDD) individuals so they are able to lead productive and independent lives in Antarctica.

In the past seven (7) years, ANAD's Program Director has established several employment programs for DHHDBDD people: job skills training, job coaching, high school transition to workplace, vocational training (fishing, construction, drilling), and Deaf Awareness training for employers.

Although progress on Ross Island has been very successful, services need to be improved on the other six (6) islands in Antarctica. The ANAD Project Coordinator is seeking funding and partnership in branching out employment training to all islands in Antarctica so that all DHHDBDD people can have meaningful lives as equal citizens.

2. Who are the partners working with you?

Your proposal is stronger if you involve other organizations, the government or businesses in your projects. Funders, like MNI, want to see partners because it means:

- ✓ Your community supports your organization and your project
- ✓ If your group lacks some skills (for example: bookkeeping), you can ask for help from other groups and organizations
- ✓ You have more experience and understand how projects work and can become successful



Antarctica National Association of the Deaf (ANAD) partnered with the Antarctica Department of Employment and Economic Development in providing services and resources to DHHDBDD people on Ross Island. Their branch offices on each smaller island have committed their partnership with this employment project by providing office space and materials, space for training and a small amount of funding for the project. The Antarctica Vocational Training Center on Ice Island will offer their large space for ANAD training sessions.

3. Why do you need this project? What do you hope to achieve?

What is the problem and how are going to solve it? There are many different ways to get your answers:

- ✓ Organize an open community discussion group
- ✓ Organize a focus group of persons who share similar interests
- ✓ Use a survey to collect and record information
- ✓ Learn more by researching on the internet, reading or talking to different people in the community

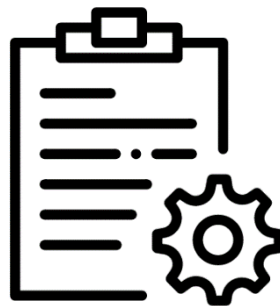
A focus group is a group of people who will benefit from the project gathered together to share ideas, opinions or solutions. One to two people lead the discussion.



Antarctica National Association of the Deaf (ANAD) sent a group to collect information about services for DHHDBDD people on six (6) islands. They found that there are services for DHHDBDD individuals during the school years but once they graduate, almost no training or activities are offered to them to obtain employment.

Many DHHDBDD people were leaving their homes for Ross Island to find a job where there are more services and interpreters available for them. Each island has a local training center but the staff members are not sure how to include DHHDBDD people in their services and training programs. Most importantly, the group found that many DHHDBDD people wanted the option of staying and working on their home island close to family and friends. *[Why the project is needed]*

ANAD has several employment programs that have shown success on Ross Island for the past five (5) years. They have worked with 250 DHHDBDD individuals with an 87% job placement rate. The Project Coordinator has programming experience: hiring people to provide job skills training to DHHDBDD individuals using Antarctica Sign Language (AnSL), providing interpreters for vocational training at the local center, and visiting different places of employment to provide Deaf Awareness training. ANAD is able to duplicate their services on each island on a smaller scale by hiring graduates of their training programs to lead the new programs for DHHDBDD people. The goal is for DHHDBDD people to learn employable skills and find a job to live independent and productive lives wherever they choose. *[How the project will help]*



Who are you?

Why do you need this project?

Who are the partners working with you?

Why do you need this project?

Who are the partners working with you?

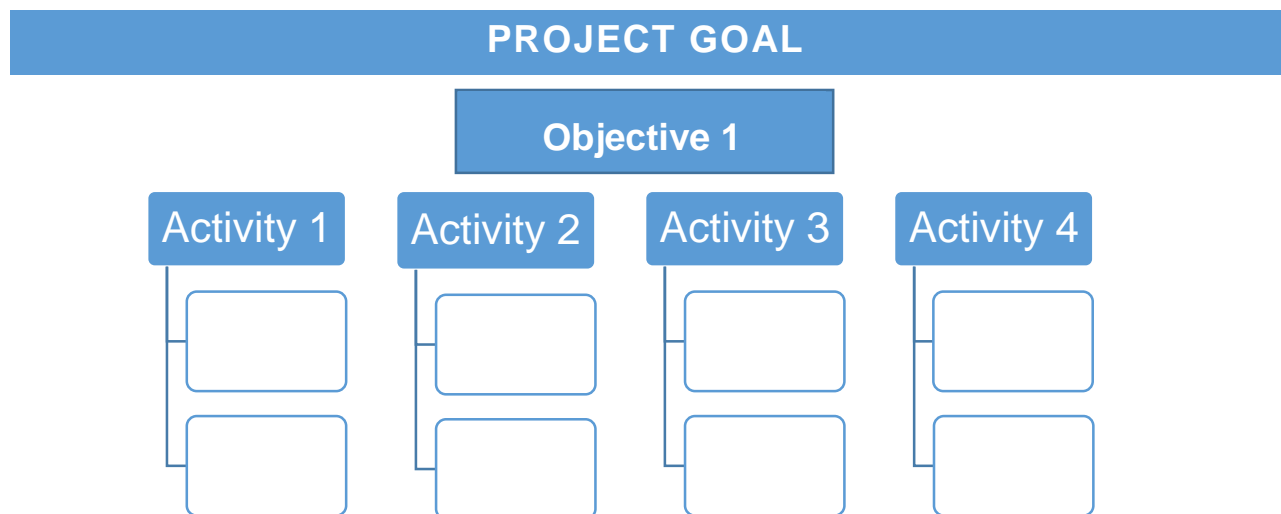
WHEN YOU COMPLETE THIS SECTION,
FILL OUT **2. BACKGROUND INFORMATION** IN THE APPLICATION.

WORK PLAN

When you plan your project, you will have **goals** for both during the project and for the long term in the future.

<input checked="" type="checkbox"/>	What will happen during the project?
<input checked="" type="checkbox"/>	How will the project be carried out (approach, methodology, strategy)?
<input checked="" type="checkbox"/>	When will it happen (the project timeframe)?
<input checked="" type="checkbox"/>	Who is responsible and who will do the work?
<input checked="" type="checkbox"/>	For how many, or how much (measurability)?
<input checked="" type="checkbox"/>	With what result, outcome, or benefit (why is the activity being done)?

Objectives are the short-term goals with **activities** that you need to do step-by-step until you achieve your project goal. You also want to decide what **results** you want to see when you reach your goals and objectives. Think about your project ideas and fill in the chart below to help you make a Work Plan. Writing goals and objectives can be confusing when you do it for the first time. See the **Project Planning Workshop** manual to help develop goals and objectives that will help you achieve what needs to be improved or changed as a result of your project.





PROJECT GOAL:

More Deaf people employed in Antarctica.

Objective 1:

Employ Deaf people in construction.

Activity 1

Find a DHHDBDD person who is skilled in construction

Train them how to become a Trainer for the project

Activity 2

Train 5 DHHDBDD individuals who want to work

Practice job skills (interview, work etiquette, etc.)

Activity 3

Meet with companies who are looking for more workers

Provide Deaf Awareness training

Activity 4

Connect companies with Deaf workers

Provide interpreting services for a job interview

If hired, provide interpreters for meetings and orientation



You can use different kinds of charts to help plan your project goal. For example:

PROJECT GOAL:			
OBJECTIVE 1		OBJECTIVE 2	
ACTIVITY 1		ACTIVITY 1	
RESULT 2		RESULT 1	
ACTIVITY 2		ACTIVITY 2	
RESULT 2		RESULT 2	

In your work plan, you will need to decide who your **stakeholders** and **benefactors** are.

Stakeholders include all individuals and groups who have an interest in the project. The list may include other community organizations, government or city officials, business persons or media. Use the following chart to help you decide who to include and how to include them (their role):

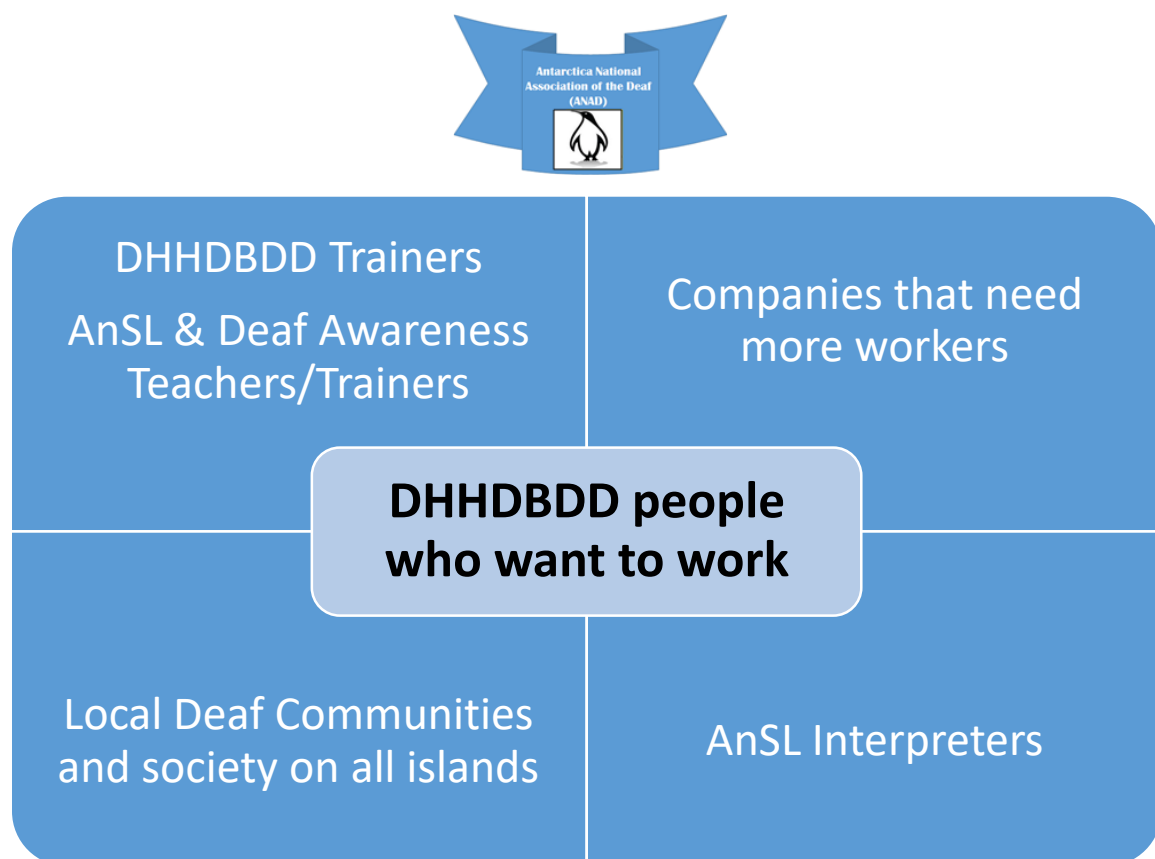


Stakeholder Group	Interest	Role in Planning	Who to include/inform
Deaf people 1. Antarctica National Association of the Deaf 2.	1. More Deaf people working 2.	1. Planning and managing employment project 2.	1. Include Association board members and committees 2.
Advisors 1. Department of Employment and Economic Development 2.	1. Meet employment goals 2.	1. Assist in funding and resources 2.	1. Include program officers working on ANAD project 2.
Service Providers 1. Employment Training Centers 2.	1. Future workers; incorporation of project into programming 2.	1. Sharing information, resources and outreach 2.	1. Partner with Director at centers 2.

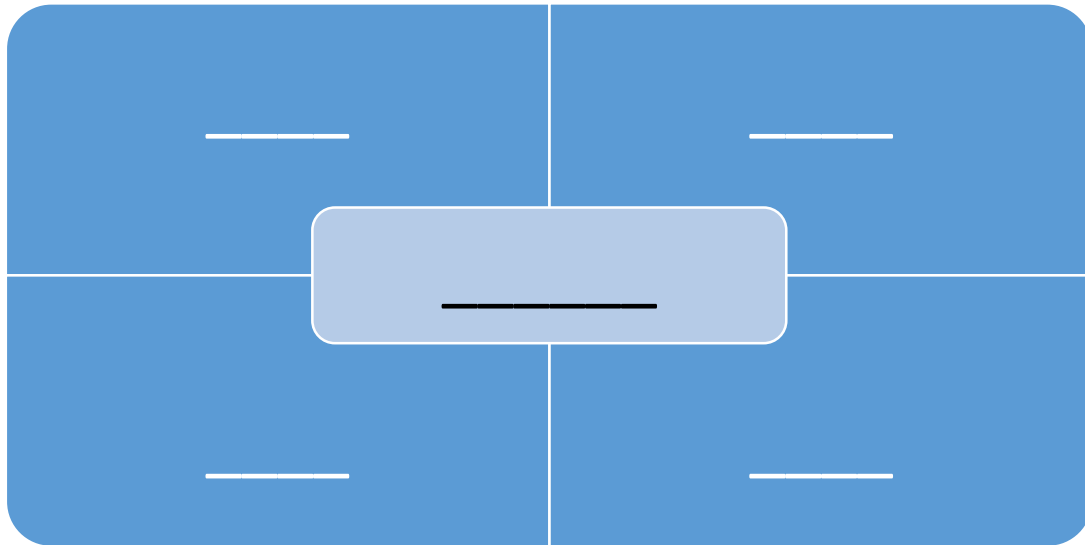
Brainstorm a list of who should be involved in project planning.

Stakeholder Group	Interest	Role in Planning	Who to include/inform

Beneficiaries are people who benefit from the project. They should also participate in the project planning or work. People around the beneficiaries may be indirectly affected, too (family members, for example).



Think about who will benefit from your project.



In the MNI Project Funding Application, you are expected to complete up to two (2) pages for your project summary, including the goal and location of your project. Choose one chart to fill out and show your goals and objectives. You can practice using the chart on page 40 of this manual before completing the application.



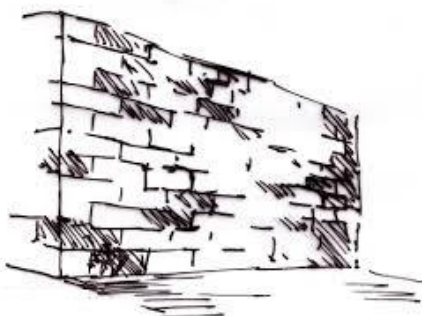
WHEN YOU COMPLETE THIS SECTION,
FILL OUT **3. PROJECT SUMMARY** IN THE APPLICATION.

GENDER AND DISABILITY GAP

Often, when people come together to make plans for project activities or host events in the Deaf community, two groups of people are not included: 1.) Deaf women and girls, and 2.) Deaf people with other disabilities.

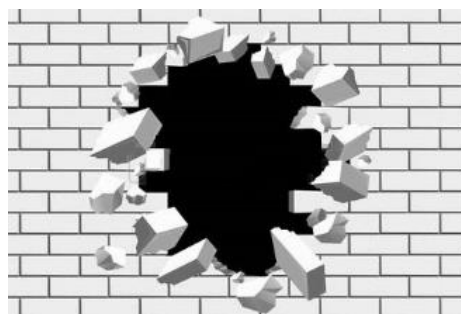


Their exclusion may happen for many different reasons. For example, if childcare is not offered, mothers of young children can't attend meetings. If DeafBlind interpreting is not offered during meetings, DeafBlind people can't go. Deaf people who have a hard time reading may not understand the flyers when the association announces their meetings or activities and not go.



MNI wants to see your organization or project trying to include these two groups of people. Think about what you can do to help Deaf women/girls and Deaf people with disabilities feel welcome when you are planning your projects or how you can reach out to them and invite them to your events. Make a list of **barriers** or reasons why they are not included.

List possible **solutions** how to help make sure they can be involved in the project and events. **Solutions** are ideas how you can remove the barriers or solve a problem to help make things better.





Barrier or problem	Solution
Mothers do not attend meetings or events at ANAD because they have young children.	Inform parents that there will be volunteers taking care of the children during the meeting or event.
DeafBlind people do not feel welcome and do not have information access.	Have DeafBlind interpreters at the meetings or events.
Many employers do not know how to work with a person who is Deaf and/or has disabilities.	Deaf Awareness training for employers and making connections so they are open to hiring DHHDBDD people.

Think about your project and make sure you are including Deaf women/girls and Deaf people with disabilities. List different barriers or problems that may limit participation in your project. Then think of solutions to solve the problems. You want everyone welcomed and included in project activities.

Barrier or problem	Solution

You have one page to explain your plan for gender and disability gap in your project proposal. Go to page 9 in the application.

WHEN YOU COMPLETE THIS SECTION,
FILL OUT **4. GENDER GAP / DISABILITY GAP** IN THE APPLICATION.

TIMELINE

A **timeline** is the schedule of when everything will happen during the project, including activities and events. The timeline of your project does not have to follow a current calendar but lists the number of months required for each part of your project activities.

Before you set your timeline, check any important dates that might affect your project like:

- ② Funding deadlines and funding periods (maximum time limits for projects)
- ② National or religious holidays or other events
- ② National Deaf events and the International Week of the Deaf
- ② National or international disability days

Also think about other things that can take longer than expected, like sharing information with people in the rural areas or transportation delays during the rainy season. It is better to add more time to your timeline than to put too little time. You don't want to hurry to finish everything before the deadline and make mistakes!

To develop the timeline, use your work plan. Decide how long each activity will last and when it should happen. Decide when the project will finish.

One way you can figure out the project activities and how long they will last is to use a chart. For each activity, you can mark an X in the month(s) it will take place. See an example below.

Sometimes it helps when you are planning a training session or event to create your timeline going backwards in time. Start with the date(s) of the session or event, and then list what needs to happen leading up to that date(s).

Go to page 44 of this manual if you want to fill out a chart for your project before you do the application.





ACTIVITY	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
1. Contact partners on all islands: DEED, employment training centers, vocational training centers	X	X				
2. Confirm use of vocational training center and resources on Ice Island for Phase 1	X	X	X			
3. Train DHHDBDD person to become a trainer in construction			X	X		
4. Develop a curriculum with Trainer			X	X	X	
5. Create application process and recruit trainees on Ice Island				X	X	X
ACTIVITY	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
6. Mid-program evaluation and review; changes made if needed	X					
7. Contact construction companies on each island to introduce them to the employment program and potential employees (Ice Island)	X	X				
8. Confirm trainees for Phase 1: Ice Island	X					
9. Training program in session		X	X	X		
10. Provide Deaf Awareness training for employers			X	X		
11. Prepare DHHDBDD trainees for employment (job skills, interviewing skills, etc.)				X	X	
12. Job placements					X	X
13. Final evaluation; reporting; continuation of training program on other islands						X

WHEN YOU COMPLETE THIS SECTION,
FILL OUT **5. TIMELINE** IN THE APPLICATION.

BUDGET

When you plan your **budget**, you must think about the different resources and all the things you need to do your project. Your project's costs will include:

- Project personnel
- Materials and supplies
- Equipment
- Travel and accommodations
- Communication costs
- Documentation
- Disability accommodations
- Administrative costs (rent, utilities, staff)
- Miscellaneous



If you include work performed by your staff members who are already paid, and other volunteer work, that is called an *in-kind contribution*. You do not include in-kind contributions in the costs for the project.

MNI requires your organization to contribute at least 10% of the total project cost in cash or in equivalent value of material or human resources. Please add that in your budget so we know how you plan on contributing your 10% of the project cost.

Some examples of how your organization can contribute 10% to the project:

- a. Pay for the space where the project happens
- b. Give the participants bus tickets to attend the project
- c. Instead of paying cooks to prepare snacks or meals, ask family members of the beneficiaries to cook
- d. Ask stakeholders to donate the materials needed for the project

Once you have your goals and objectives, you can use the chart below to help you figure out how much everything will cost. This will help you make the final budget for your application.

MNI and many other funders will only fund direct administrative costs of the project, not general office expenses. You need to guess how much time your staff will take to do office work such as copying and mailing.

BUDGET WORKSHEET

Budget Item	Breakdown of cost	Why is it needed? Which goal(s) and objective(s) does it support?



Description	2018 Budget (USD)
1. Direct labor (e.g. salaries, wages etc.)	\$7,500.00
1a. Project Coordinator	\$5,000.00
1b. Full-time instructor/trainer	\$2,500.00
2. Travel and Per diem	\$5,000.00
2a. Inter-island travel for employees	\$2,500.00
2b. Per diem for employees on islands	\$2,500.00
3. Equipment and supplies	\$3,500.00
3a. Maintenance costs	\$500.00
3b. Curriculum & materials for training	\$3,000.00
3c. Office supplies	\$500.00
4. Program Activities	\$1,500.00
4a. Advertisement and recruitment for trainees	\$1,000.00
4b. Miscellaneous expenses for collaboration with project partners on all islands	\$500.00
5. Other Direct Costs (rent, utilities, communication, interpreters etc)	\$8,000.00
5a. Rent (classrooms and office space)	\$5,000.00
5b. Utilities	\$1,000.00

5c. High speed internet service / telephone	\$1,000.00
5d. Interpreting services	\$1,000.00
TOTAL	\$25,500.00
Note: ANAD contributes 50% of salary for Project Coordinator and 90% of rental expenses through partners (training centers, vocational training centers, DEED sites on each island) for a total of 11% of the total project cost contributed by ANAD.	

Financial management is very important for an organization while doing projects. Financial management means that the money is managed daily or weekly, tracking all the money you get from the bank to pay for project costs. You also have to carefully record all the money you get that goes into the bank. It is important to always know where the money is, and not to run out of money! In your project proposal, describe what steps you will take to manage the finances. Who will be responsible for the funds? Where will the funds be kept (provide full information about the bank)? How will your finances be monitored and reported? Do you have an outside accountant or auditor? Remember, Mill Neck requires that your organization has a separate bank account for Mill Neck funds for your project.

While you are doing your project, there are a few things you can do to make sure your project money is being well managed. See the **Project Financial Management Guidelines** on page 45 of this manual. There is also a blank budget table you can fill out before completing the application.

If your organization already has financial reports or balance sheets from last year, include a copy in your application.

WHEN YOU COMPLETE THIS SECTION,
FILL OUT **6. BUDGET** IN THE APPLICATION.

MANAGEMENT STRUCTURE

Most organizations and groups choose members to have different responsibilities such as chairperson or president, vice president, treasurer and secretary. Maybe your organization also has staff members working or you have a partner organization that has staff working for your organization. Maybe you only have volunteers. Whoever you have in your organization, you should have 1.) project team or staff, and 2.) a board.

Sometimes there are problems between the staff and board members so it is important for everyone to know what they are doing, what their roles and tasks are.

The responsibilities of the board usually include:

- 1) Hire, fire and evaluate the executive director
- 2) Decide the vision of the organization
- 3) Set organization policies to follow
- 4) Speak to government officials and in public representing the organization
- 5) Have the final responsibility for legal and financial operations of the organization

Responsibilities for the organization staff members usually include the following:

- 1) The executive director is in charge of hiring, firing and supervising other staff and volunteers
- 2) Follow the vision and mission, and policies that the board made for the organization
- 3) Report to the board for help with work plan and policies
- 4) Take charge of day-to-day operations, including finances

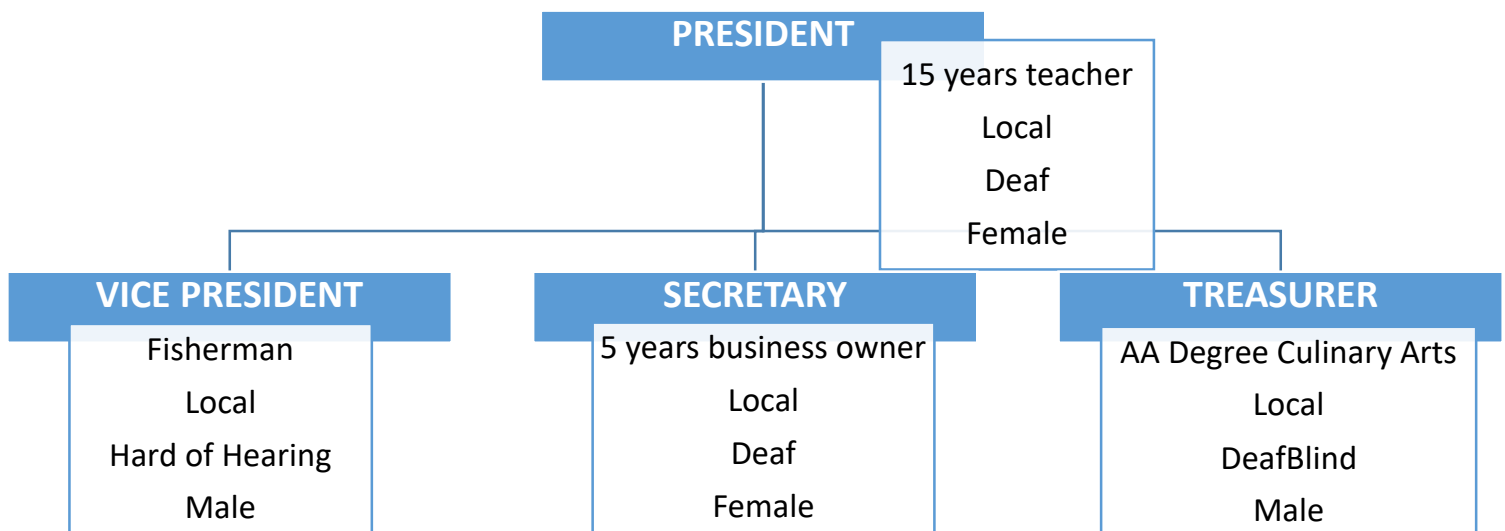
Some projects have more complicated organizational and **management structure** that includes other roles like a project committee, a project advisory board, special committees of the organization board and special groups of staff members. An organizational chart can help you figure out the roles of each person working in your organization and/or projects. The chart will help everyone understand their role and responsibility within the organization during the project.

Number 7 in the application requires that you fill out a chart showing who is working on your project:

- Role or position
- Experience and qualifications
- Local or international
- Deaf or have a disability
- Male or female

It is encouraged for your project to have Deaf people in important or top positions. The organization board also needs to include Deaf individuals; add the requirement in your bylaws.

See an example below and fill out your own on page 47 of this manual.

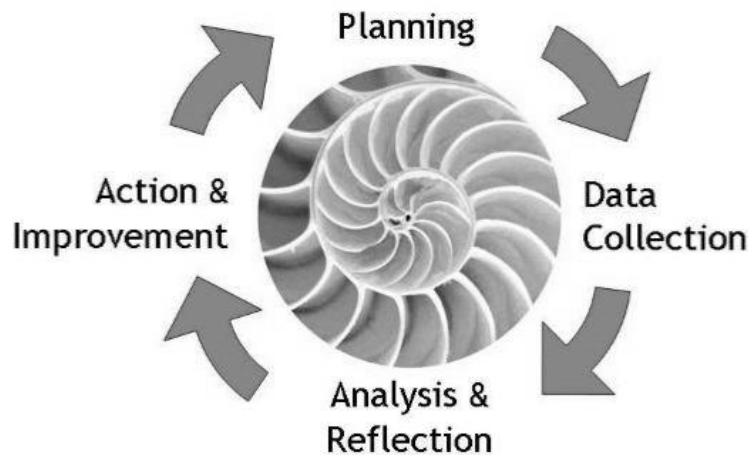


WHEN YOU COMPLETE THIS SECTION,
FILL OUT **7. PERSONNEL** IN THE APPLICATION.

MONITORING & EVALUATION

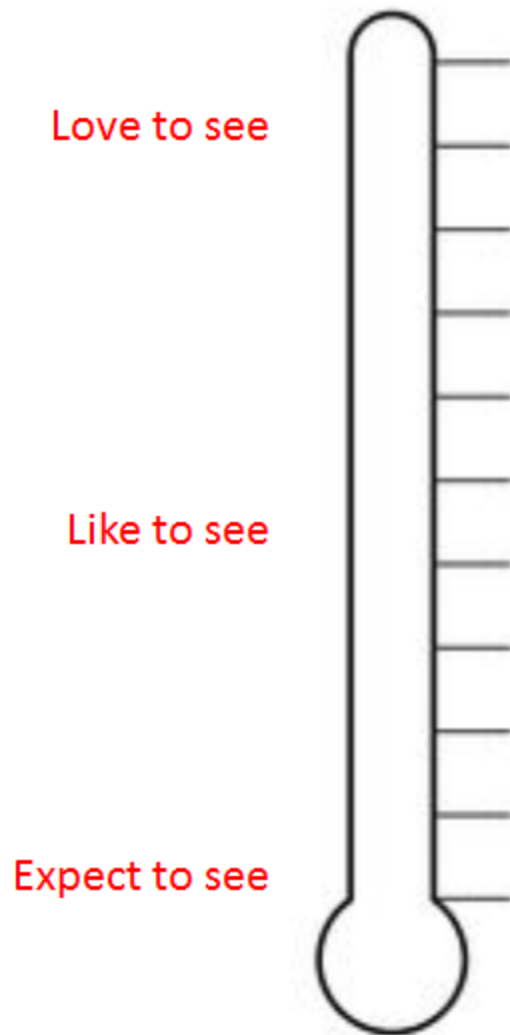
A Bookkeeper must check the costs of a project and compare them with the budget or planned costs before the project, during the project and when the project ends. A Project Manager also needs to watch all the activities happening at the beginning, during the project. This is called **monitoring**. At the end of the project, a comparison of the original budget and actual costs, goals and the final outcome(s) of the project is called an **evaluation**.

By checking (monitoring) the progress throughout the project, the project manager will know if everything is going smoothly and be prepared if something goes wrong. Your organization should make changes or try to solve the problem before it is too late. With your work plan and timeline, you can make sure that you are following the plan and finishing everything on time. Sometimes the result is not what you expected and something goes wrong in the middle of an activity. Only with careful monitoring will you keep your project following the timeline so you can reach your goals.



Expected results or outcomes are what you want to see happen after the project is finished. You want to see positive changes in **behavior**, **relationships** and **actions** using the goals you wrote in the Work Plan. Think about the results you want to see after your project finishes.

There are three levels: what you expect to see happen, what you would like to happen and what you would love to happen.



Look at the bottom of this thermometer. What is the very minimum you expect to see happen with your project? What kind of behavior should change?

For example: we expect more DHHDBDD people to get jobs on their home island. Next, what would you like to see? Maybe ANAD would like to see 80% of Deaf people find jobs!

The big dream is about what you would love to see happen. In Antarctica, we would love to see all islands have the same program and all DHHDBDD people find jobs anywhere they want!

You can use this thermometer for all three: behavior, relationships and actions. In the MNI Funding/Support Application, you will choose one area and fill out the thermometer to show the changes you want to see happen with your project.

Monitoring

Once you decide what you want to see happen:

- ✓ Watch and check again and again throughout the project
- ✓ Monitor the project using your Work Plan
- ✓ Follow the project Timeline with expected dates when you want to see the changes happen during your project

You will need to decide how you will find out if the changes did happen. Maybe you will interview someone who was involved in the project, count how many people attend your training or ask someone to teach someone new what they have learned from the project.

Evaluation

Monitoring progress will also help you do the final evaluation after the project is finished.

- ✓ Review the whole project and see if the activities followed the Timeline
- ✓ Check to see if you finished all your goals in the Work Plan
- ✓ Think about why some areas of the project were very good when others were not
- ✓ Think about what could be done differently next time

Even though the evaluation happens after the project is finished, you will need to think about how you will evaluate at the beginning when you are planning your project. You should think about who you will work with and how they will show you that the project was successful. One idea is to ask the same questions at the beginning and end of your project to compare the answers and see if there were any changes.

When you collect all the information, a final evaluation report should have information about the strengths and weaknesses of the project. It should show the success but also include some suggestions how the project activities can be better for the future. Having people outside of the project to help evaluate the project can help make the final evaluation stronger.

For the funding application, you need to write one page about your goals for changes in behavior, relationships and actions that show your project has been successful. You can write down ideas and practice using the thermometer on page 48 of this manual.

WHEN YOU COMPLETE THIS SECTION,
FILL OUT **8. MONITORING & EVALUATION** IN THE APPLICATION.

SUSTAINABILITY PLAN

You will need to plan how your organization will continue the project activities after funding ends in the future.

- ✓ If your project is successful, the activities should become a regular part of your organization's work.
- ✓ If the project was a one-time training event, the event will be over but the training can happen again in the future with the same organization or with another partner.

If the activities are still a part of an organization's work 1 to 2 years after the project's end, it is called **sustainability**.

We would like to see your new skills training or other positive changes in the Deaf community continue after we are finished working together. We want you to plan how the project will become sustainable and self-supporting in the future.

You can use the following **Sustainability Checklist** to answer questions about the future of your organization and project plan.

Sustainability Checklist

Organizational sustainability

- ② Are the responsibilities clear in your organization, and with your partners and other groups?
- ② Did you include stakeholders and benefactors in the planning, decision-making and progress of the project?
- ② Does the project include the interest and skills of the participants and other stakeholders who will want to continue the activities?
- ② Is the long-term management plan good?

Finances

- ② Does your organization plan for long-term costs of the project or program?
- ② What are the other ways to fund your project/program for the long term after the current funding ends?
- ② Do you have a project or activities that will be self-sustaining after our funding ends?

Technology

- ② Are local technology and equipment being used?
- ② Does the project use the skills and people in the local area?
- ② Is there any training required and has it been included in the work plan?
- ② Is there any important technology, equipment or skills not available within the local Deaf community that must be shared for long term?

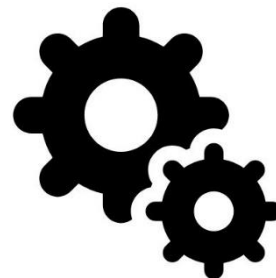
Risks

- ② Are there any organizations or people who do not want the project to be successful? What can you do about that?
- ② Are there any laws or policies that may stop the project from becoming successful?

In the application, you are asked to describe the steps you will take to make sure your project is sustainable.

- What are your long-term plans for continuing the work after the project ends?
- How will you use the results and resources developed during the project?
- What other financial resources do you have that can help you continue activities after MNI funding is finished?

See a sample Sustainability Plan below and practice writing your own; the application requires one page for this section.





The Sustainability Plan for Project Blizzard includes the goal of duplicating a successful employment training program for Deaf, Hard of Hearing, DeafBlind and DeafDisabled (DHHDBDD) people on all 7 islands in Antarctica. The Antarctica National Association of the Deaf (ANAD) has been developing partnerships and training on Ross Island for several years; this needs to be expanded to relationships with the local Department of Employment and Economic Development (DEED) and training centers on all islands that will provide location, materials and human capacity for future programming.

Organizational Sustainability

ANAD has clear and stable structure that includes an active board and three full-time employees that follows the organization by-laws and policy/procedures. Prior to the design of this project, data was collected from DHHDBDD people on all 7 islands in Antarctica to find out what they wanted in relation to employment. ANAD also involved their partner agencies such as DEED and Vocational Training Centers to determine their interest in working with ANAD and DHHDBDD people on all islands.

Finances

Through developing relationships and expanding their network, ANAD plans on obtaining funding through DEED and Vocational Training Centers after project funding is complete. Fee-based services and employer fees are additional options for generating funds to continue the employment program as self-sustaining.

Technology

All training locations and materials used in this project are part of the network and partnerships between ANAD and DEED/training centers. Trainers in the project are DHHDBDD individuals from the community that are already involved in the project and will maintain their involvement to expand the training program to all islands. Once training is secured on all islands, local trainers will be used and they will work at the already existing training centers training new DHHDBDD individuals for employment.

Risks

The overall attitude of society toward DHHDBDD people will cause some challenges in completing this project, specifically in the hiring and placement of DHHDBDD workers. Deaf awareness training at the workplace, along with workshops for employers, will reduce this risk and encourage a positive view about hiring DHHDBDD workers.

[illegible]

WHEN YOU COMPLETE THIS SECTION,
FILL OUT **9. SUSTAINABILITY** IN THE APPLICATION.

FINALIZING THE PROJECT PROPOSAL

Now that you know everything about your project, it is time to write the cover letter for the application. You are asked to write a one-page cover letter on letterhead signed by the President, Director or most senior program staff person responsible for the grant activity.

The cover letter should include:

- Name of the organization and project
- Cost of project
- Time period of project
- The reason for the project
- How your proposal fits with the MNI mission and priorities
- Contact person's name, position and email address/number

ANTARCTICA NATIONAL ASSOCIATION OF THE DEAF



September 25, 2017

RE: 2018 Funding & Support Application

Antarctica National Association of the Deaf (ANAD) was founded in 2010 with the mission of increasing employment among Deaf, Hard of Hearing, DeafBlind and DeafDisabled (DHHDBDD) individuals so they are able to lead productive and independent lives in Antarctica. ANAD has provided employment training and job placement for DHHDBDD people on Ross Island and is branching out to provide the same services on all islands in Antarctica.

Phase I of the Project Blizzard includes setting up training of DHHDBDD workers in the field of construction on Ice Island, as well as networking and awareness training on all islands in preparation for expansion of these services to all islands. Phase I has a budget of \$25,500.00 and is expected to run for 12 months from January 2018 to January 2019.

Currently, there are no employment services for DHHDBDD individuals on six (6) islands outside of Ross Island in Antarctica. Data collected from local communities on all islands found that DHHDBDD individuals wanted to learn new skills and become employed, remaining on their local islands (or having the option) instead of migrating to Ross Island seeking employment.

Project Blizzard aligns perfectly with the mission of Mill Neck International as it will provide increased opportunities and empowerment for DHHDBDD individuals in Antarctica to become independent and lead productive and meaningful lives.

Thank you for your time reviewing our project application and we are hopeful to work with Mill Neck International.

Sincerely,

Benjamín Iceberg

Benjamin Iceberg, Project Coordinator

111-222-3333

project@anad.org

www.ANAD.org

WHEN YOU COMPLETE THIS SECTION,
ADD THE COVER LETTER AT THE BEGINNING OF YOUR APPLICATION.

PROJECT REVIEW

Now that you have completed all sections and practiced filling out different charts, review all your information once more before you finish the funding application.

- ✓ Ask the people involved in the project planning to read the information and application and share their opinion.
- ✓ Ask someone outside of the organization with project experience to review your application and give you feedback.
- ✓ Find someone with a business background to study the project plan and someone else to edit the writing.

The goal of including people outside of the organization is to have them help you make sure that the project has everything it needs and you will be able to do everything and finish on time. If you have any questions about the funding application, contact us at funding@millneckinternational.org.

Please make sure that all contact information such as names and addresses are right, clear and spelled correctly so we can easily contact you. If we do contact you, please respond quickly. That shows Mill Neck that you will be a good partner.

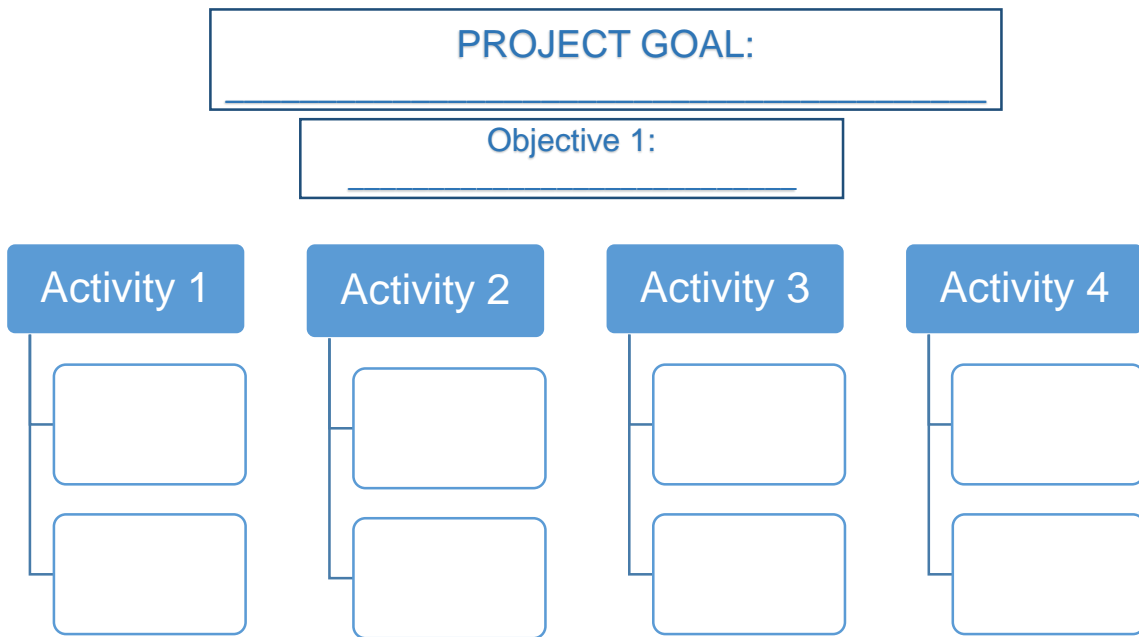
Make sure you completed all the charts and tables in the application. Don't forget to add the extra pages to the 11-page limit: cover letter, budget forms and a letter of cooperation if partnering with a Deaf organization/association.

Send your application to funding@millneckinternational.org – best of luck!



SUPPLEMENTAL FORMS

PROJECT GOALS



PROJECT GOAL:

OBJECTIVE 1		OBJECTIVE 2	
ACTIVITY 1		ACTIVITY 1	
RESULT 2		RESULT 1	
ACTIVITY 2		ACTIVITY 2	
RESULT 2		RESULT 2	

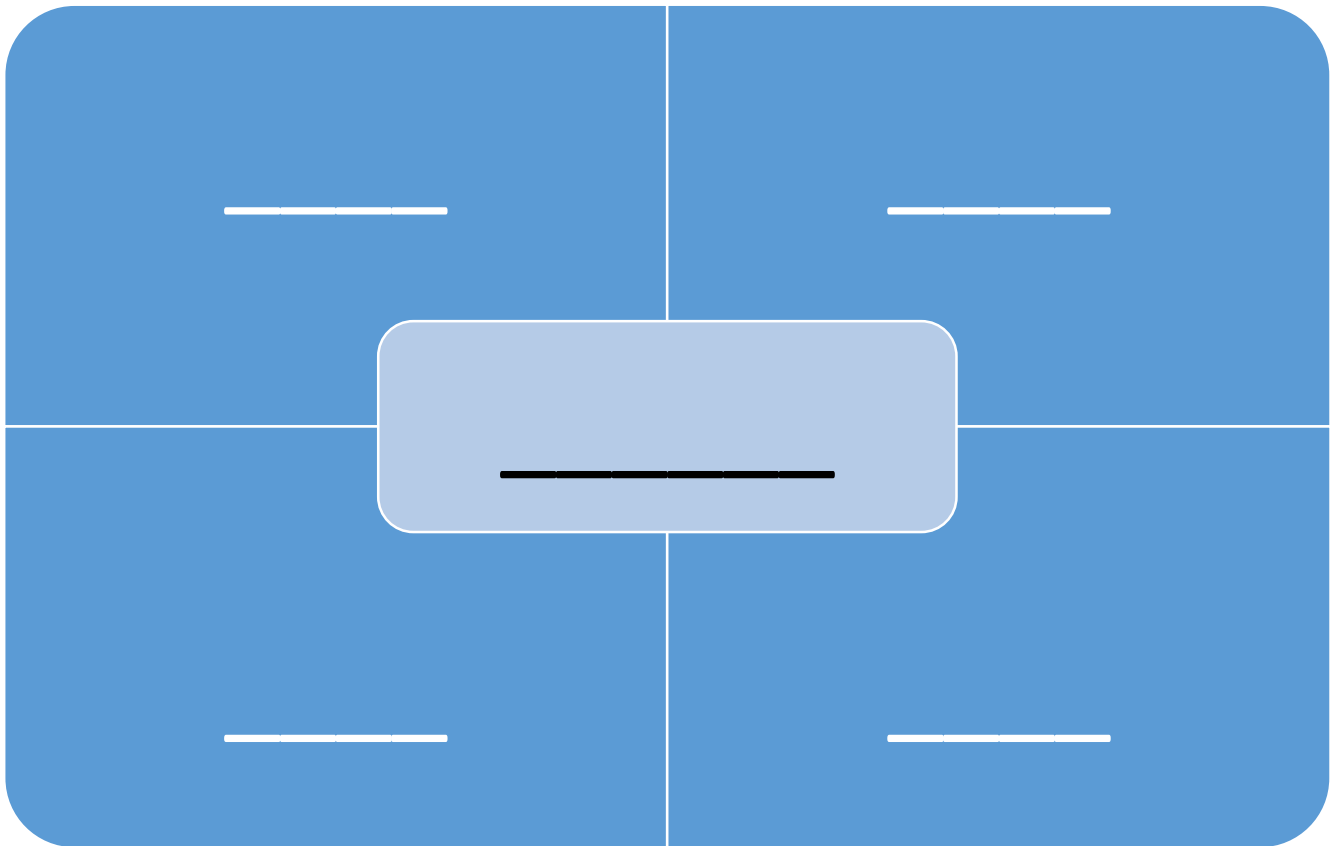
PROJECT GOAL:

OBJECTIVE 1		ACTIVITY 1.1		RESULT 1.1	
		ACTIVITY 1.2		RESULT 1.2	
OBJECTIVE 2		ACTIVITY 2.1		RESULT 2.1	
		ACTIVITY 2.2		RESULT 2.2	
OBJECTIVE 3		ACTIVITY 3.1		RESULT 3.1	
		ACTIVITY 3.2		RESULT 3.2	

STAKEHOLDERS

Stakeholder Group	Interest	Role in Planning	Who to include/inform

BENEFACTORS



BARRIERS

Barrier or problem	Solution

TIMELINE

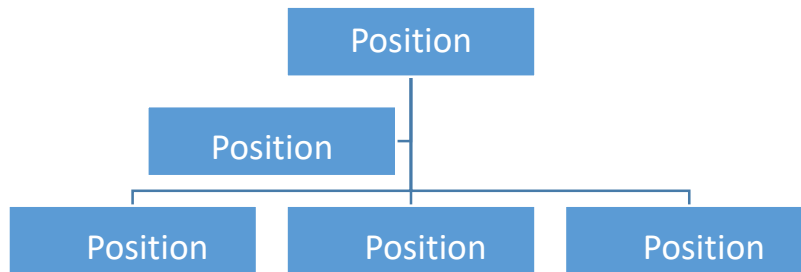
Activity	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
1.												
2.												
3.												
4.												

PROJECT FINANCIAL MANAGEMENT GUIDELINES & BUDGET TABLE

1. One person should be in charge of the checkbook and the bookkeeping. Make sure that person knows the project budget very well and how much money is in each area of the budget (materials, communication, transportation, etc.). They need to make sure that they don't reach the budget limit before the project is finished. Have an assistant or co-signer work with the person responsible for the project budget.
2. If the project director and their co-signer are the bookkeepers, have the treasurer become responsible for monitoring the cash flow. The people involved directly with the cash should have a supervisor.
3. Use only your organization's bank account for receiving funds and for spending the money. Have two people's signature on every check. Sometimes an organization will have a third "signing authority" in case one of the two regular people is away.
4. Track your expenses and receipts on a weekly and monthly basis. Use a receipt book for noting all payments. Enter these and the amounts of other payments into a ledger. When you receive your monthly statement from the bank, make sure that what you have noted in the ledger matches the report from the bank account.
5. Have a certain amount of cash in the office, sometimes called "petty cash." Be sure to track this money as "miscellaneous office costs" in your ledger, and keep receipts.
6. For reporting purposes, note the official rate of exchange when you received your grant. Take note also of how that rate changed during the period of the project. The loss of exchange is itself considered a project cost. Budget and report on your project in US dollars.
7. For unforeseen costs, like exchange rate loss, budget a "contingency fund." Budget approximately 10% of your total budget for the unknown.
8. Budget for an auditor if possible. Sometimes it is not possible because of the cost. You can ask someone outside of your organization to review your finances at the end of the year, make sure they are in order and help prepare a summary report.

Description	Budget (USD)
1. Direct labor (e.g. salaries, wages etc.)	
1a.	
1b.	
2. Travel and Per diem	
2a.	
2b.	
3. Equipment and supplies	
3a.	
3b.	
4. Program Activities	
4a.	
4b.	
5. Other Direct Costs (e.g. rent, utilities, communication, interpreters etc.)	
5a.	
5b.	
Total	

ORGANIZATIONAL/MANAGEMENT CHART

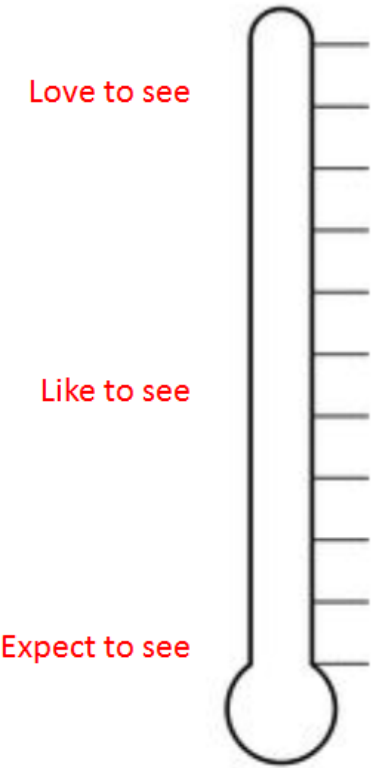
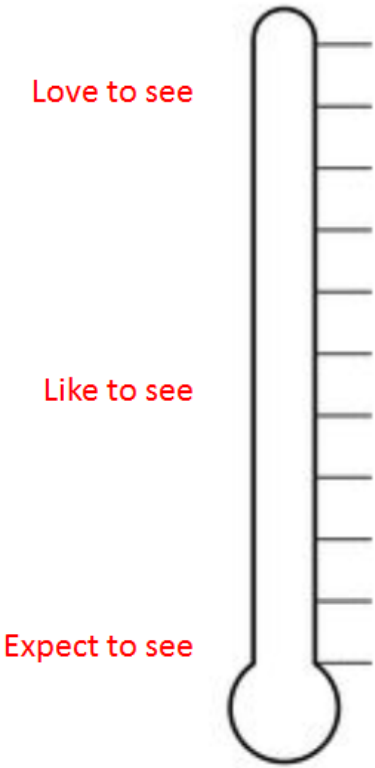


MONITORING & EVALUATION

BEHAVIOR

RELATIONSHIPS

ACTIONS



WORD LIST

Activity: action taken in a project to move from plans and objectives to results

Barrier: something that is stopping or blocking you from doing something

Beneficiaries: those who will benefit from the project directly (for example, trainees) and indirectly (trainees' families)

Budget: how much your project costs; breakdown list of expected costs

Commitment: promise or pledge to work and stay involved

Empower: strengthen the sense of personal control and potential to determine one's own future (power from within, not over others)

Evaluation: a critical review of the project, including measurements of the results. Evaluators consider what happened, why it happened that way, and what might be done differently next time.

Finances: money; cash flow

Financial Management: how to manage money and how to follow a project budget

Focus group: gathering to get the opinions of a group of persons who share similar interests or experiences

Gender: groups of people who identify themselves as female, male, third gender, etc.

Goals: the aim for something to happen or be achieved

In-kind: budgetary term to describe items or services that have been donated yet still have a financial value for the project

Management: roles and responsibilities of different people and groups in an organization and project work

Monitoring: periodic checking of actual project progress versus expected progress

Objectives: steps to achieve a goal

Participation: someone is part of something or a group; sharing

Project: a planned activity designed to meet clearly defined objectives with described resource in a specific time period

Project Goal: the results you want to see after the project; aim; purpose

Project Planning Workshop: time for people to come together to come up with a project idea and plan the project

Project Proposal: the plan for how you will do a project, including a budget, timeline, etc.

Resources: the personnel, materials, services, travel and other items needed for the project to take place

Results: what happens at the end or because of the project; changes and improvements

Stakeholders: groups and organizations who have an interest in the project

Success: when the goal is achieved

Sustainability: continue the activities and keep on improving over time (after the project ends)

Survey: asking the same questions for different people or groups to get information (can be online or on paper)

Timeline: Schedule of everything that will happen during the project, including activities and events

Work Plan: step by step plan with goals and objectives how to manage a successful project