Final Project:

Georgia Trainer Professional Development Project

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Presented in Partial Fulfillment

For LT8150

Georgia State University

To

Dr. Michael Law

By

Terrie Buckner
Abstract

Early Care and Education (ECE), often referred to as Child Care or Daycare, is a highly regulated field in Georgia, licensed by the Department of Early Care and Learning (DECAL), Bright from the Start. Along with 43 other controlled areas, the state regulates ongoing training or continuing education hours that early care and education providers and administrators must obtain annually. Currently, all child care providers and program administrators in Georgia are required to complete ten clock hours of state approved training yearly. That training can be obtained in a variety of ways and from a variety of sources, however, those sources and the training itself must be approved by the Department through its training approval system.

Georgia Training Approval is a project managed on behalf of Bright from the Start through contracted services with The University of Georgia, Center for Continuing Education. This training approval system is funded by Bright from the Start with Federal Child Care and Development funds. State and government institutions and agencies, colleges and universities can apply to offer training for child care licensing credit through the training approval system. In addition, individuals who wish to provide training for child care licensing credit may be approved by the training approval system. These individual trainers must renew their approval every three to five years, depending on their level of approval through the system. To do so, there are several requirements, one of which is obtaining from 50 to 70 hours of continuing education, again depending on their level of approval. A portion of that ongoing professional development is required to be related to adult education and/or adult learning. However, there are few relevant accessible and affordable options available for the trainers to obtain training these content areas.
A supporter of the Georgia Child Care Training Network has provided $10,000 in seed money to help get the effort off the ground. It is hoped that additional funding can be obtained to continue and build this into a self-sustaining effort that provides a variety of professional development events that can help trainers upgrade their knowledge, remain current in trends related to adult education and learning, and meet renewal requirements. This project intends to provide relevant affordable and accessible on-line training focused on the unique needs of those in the field with an eye toward building self-sustaining professional development for the trainers in the field.
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**Project Introduction**

Ongoing professional development is an important aspect of all professions. It is the way that professional practitioners keep current on trends and learn new information in their field. Professional development is a strategy that the field of education uses to ensure that practitioners continue to strengthen their practice throughout their career. Not only do professional development efforts improve worker performance, but in educational settings including preschool, research tells us that the outcomes of effective professional development efforts improve teacher-child interactions and can improve children’s school readiness (Mashburn et al., 2008).

Early Care and Education (ECE), often referred to as Child Care or Daycare, is regulated and licensed in the state of Georgia by the Department of Early Care and Learning (DECAL), Bright from the Start. Along with 43 other controlled areas, the state regulates ongoing training or continuing education hours that early care and education providers and administrators must obtain annually. Currently, all child care providers and program administrators in Georgia are required to complete ten clock hours of state approved training yearly. That training can be obtained in a variety of ways and from a variety of sources, however, those sources and the training itself must be approved by the Department through its training approval system.

The quality of the training provided is probably as varied as the cadre of agencies, institutions, organizations, private trainers, and contractors who make it available. There are more than 1,000 independent trainers in the state of Georgia who offer both face-to-face and online training opportunities. Beyond an every five-year approval of their instructional plans, there is no oversight regarding fidelity to the approved plans or quality of the actual offerings, content, audience appropriateness, or time actually spent in the training. There is no pass or fail
in these offerings that are often termed “community based training.” Participants are awarded certificates of participation if they sit through the classes, or in some cases sleep through the classes. Because community based training plays an integral role in professional development for this audience of child care administrators, care providers, and teachers, it is essential that those who develop and provide it are knowledgeable about all aspects of instructional design, early care and education, and principles of adult learning and education. Yet, that is hardly the case. In this field, there are only a handful of professional trainers and many who offer training part-time or on the side to supplement their full time salaries in other areas. Although when applying for approval, trainers must document at least 40 hours of training or education in adult learning and education principles, this requirement can be met with documentation of a college speech course. More than likely this course does not include content on how adults learn best or program design for adult learners. The results of this is a varying range of quality and effectiveness for community based training for the field.

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Specialty, Beginner, Intermediate, or Advanced. To renew and maintain approval, training providers must meet a number of requirements, one of which is obtaining from 50 to 70 hours of continuing education professional development every three to five years depending on their level of approval. A portion of that ongoing professional development is required to be related to adult education and/or adult learning and program planning for adult audiences. However, there are few relevant, accessible, and affordable training offerings available for them to pursue in those areas.

A supporter of the Georgia Child Care Training Network, a non-profit trainer advocacy group, has provided $10,000 in seed money to help launch an online training effort that can provide professional development offerings in the areas of program planning, adult learning and education for the trainers. It is hoped that additional funding can be obtained in the future to continue the project and to eventually build it into a self-sustaining program that can provide a variety of professional development events that can help trainers upgrade their knowledge, remain current in trends related to adult education and learning, and meet renewal requirements. This project intends to provide three high quality, relevant, affordable and accessible on-line trainings focused on the unique needs of trainers and program developers in the field of Early Care and Education. These trainings will cover topics related to adult learning, education and program development with an eye toward building self-sustaining professional development program for the trainers who work with administrators and providers in the field.
Scoping Process

This paper describes a planning process that could be used to manage this project.

Author of Effective Project Management, Robert K. Wysocki (2014) identifies five process groups that are considered the “building blocks of every PMLC” (p. 66), listing the following:

- Scoping process Group
- Planning Process Group
- Launching Process Group
- Monitoring and Controlling Process Group
- Closing Process Group

The narrative that follows is presented in segments, each describing one of Wysocki’s five process groups. Each segment will provide a description of the group’s work to be accomplished and sample documents to be used in completing the tasks. The budget for this project is minimal because it is being managed by a non-profit entity relying on $10,000 seed money, in-kind donations and a number of skilled volunteer workers. The implications of this will be discussed later in the narrative.

Inherent in each process group are a variety of core knowledge areas that must be monitored and considered when problem solving and making decisions about the project. Wysocki lists ten areas of knowledge and describes them as follows:

- Integration Management – A collection of processes that ensure the various elements of a project are properly coordinated to meet or exceed stakeholder needs.
- Scope Management – The controlling and monitoring processes concerned with managing scope creep, documentation of efforts, changes and who approved or deferred, audit of deliverables and outcomes against the original plan.
- Time Management – This multi-faceted area of knowledge includes a planning process that estimates time needed to complete a task, sequencing activities, controlling and monitoring processes, tracking and reporting progress, adjusting timing to address changes in the project plan and auditing time target estimates comparing them to actual time used which is helpful for future planning.
- Cost Management – Knowledge in this area includes planning, monitoring and controlling of the project budget to ensure timely completion and delivery of products
at or under budget. This may include shifting of funds within the budget as needed to accommodate authorized plan changes.

- **Quality Management** – Most often the focus on quality is related to the deliverable or product and if it meets the required physical or performance objectives agreed upon in the plan. In addition, the product or service will be evaluated to determine its fit for use, if it meets the client’s requirements, and whether it is delivered on time, within budget, and according to specifications.
- **Human Resource Management** – Wysocki believes this includes aligning people’s interests and developmental needs to project assignments to gain a stronger commitment from the individual. It also involves motivating team members to excel in all they do for the project.
- **Communications Management** – Good communication management is a necessity in project management. A solid plan must be in place, monitored, and maintained with stakeholders to ensure they understand the project and how their own needs will be met.
- **Risk Management** – Risks are considered any future event that may happen “with some probability and results in a change, either positive or negative” (p. 74). Risk management includes identifying potential risks, probability of loss resulting from the risk, what it may cost, how it might affect the project, possible ways to reduce the risk, and possible alternatives and their risks.
- **Procurement Management** – This area includes the overall management of the procurement process, or of obtaining required hardware, software, services, and supplies for the project.
- **Stakeholder Management** – Stakeholders are identified as “anyone who affects or may be affected by the project or its deliverables” (p. 98). This area covers stakeholder identification and the planning, management, and control of stakeholders that may include sponsors, clients, customers, business processes engineers, resource managers, project managers, and business analyst.

These ten knowledge areas are intertwined between and amongst the various Process Groups previously mentioned. Some knowledge areas are more prevalent than others in certain groups, however it is prudent that Project Managers and team leaders be aware of each knowledge area and monitor as necessary.

Fact finding or defining the scope of a project is an exercise in documenting and gaining agreement about what needs to be done and how (Newton, 2015). Wysocki (2014) identifies six tasks to be completed during the scoping process. He lists the following:
• Identifying stakeholders
• Recruiting the project manager
• Eliciting the true needs and high-level requirements of the client
• Documenting the client’s needs
• Writing a one-page description of the project
• Gaining senior management approval to plan the project (p. 67)

Scoping, or defining what is needed is the first step in setting project goals and objectives, deliverables, a project timeline, and allocating a project’s resources. This process, once completed, provides a roadmap for allocating tasks to deliver the product on time and within budget. To define the scope of a project it is first necessary to establish the project’s goals and objectives. Objectives come in many forms which may include the creation of a new service, development of a new program, installation of new software, revision or updating of an existing program, as well as any number of other products. This is often the outcome of the conduction of a Conditions of Satisfaction (COS) session, Wysocki describes this as “a structured conversation between the client (the requestor) and the likely project manager (provider)” (p. 107). Because this is a small project, the COS session should work well enough to develop a Project Overview Statement (POS),

While creating the POS a number of items will be negotiated and agreed upon including the stakeholders, project goals and objectives, and assumptions, risks, and obstacles. Following creation of the POS, a scoping meeting will be planned. The outcome of scoping a project should be a detailed statement agreed upon among the project team, sponsor, and key stakeholders. It represents a common understanding of the project for the purpose of facilitating communication among stakeholders and for setting authority and limits for the project manager and the team. The scope statement includes relating the project to the objectives, while defining the boundaries of the project in multiple dimensions including approach, deliverables,
milestones, and budget. Following are brief descriptions and examples of documents often created at the beginning of the Scoping Process.

**Project Charter**

Project charters are central documents that define and authorize basic information about a project and is used to authorize the project. Simply put, a project charter provides a view of what you are going to do, how you are going to do it, and who is going to be involved in doing it. Not only is it crucial that the charter establishes basic information, but it also reflects the stakeholders’ common vision. Charters are typically created early in the project lifecycle, and usually created as a collaborative effort between the project team and stakeholders. It is signed off on by the program sponsor. The charter for this project begins on the next page.
Project Charter

Georgia Trainer Professional Development Project

**Background:** Georgia requires Early Care and Education Trainers to complete between 50 and 70 hours of professional development training, every three to five years to renew their training approval. The training is to be task related which includes not only content, but also related to adult learning, education, and/or program planning. There are plenty of opportunities to pursue content areas, but very few affordable and accessible opportunities in the areas of adult learning, education and program planning.

**Project Goal:**

The goal of this project is to provide three one hour on-line asynchronous trainings addressing topics of interest related to adult education or adult learning that can be used to meet Georgia Training Approval renewal requirements for state approved trainers.

**Objectives:**

1. Create a prioritized list of proposed relevant topics.
2. Determine development protocols
3. Design, develop, and launch three 1 hour asynchronous trainings on topics related to adult learning, adult education, or program planning to be hosted on State Technical College web site
4. Submit three trainings and gain approval through the Georgia Training Approval System
5. A minimum of 80% of learners score 80% or above on the end of course knowledge assessment
6. The trainings receive a positive end of course evaluation related to effectiveness, relevance, and usefulness of material
7. Independent evaluation and provision of recommendations for moving the training effort toward becoming self-sustaining.

**Deliverables**

- Prioritized list of possible topics for training development
- Three one hour state approved asynchronous trainings related to adult learning, education, or program planning that are designed, developed and offered with a minimum of twenty participants each
- Report describing summative evaluation data of courses and providing recommendations for future refinement of the program and for making this this program self-sufficient

**Key Stakeholders**

- Trainers approved through Georgia Training Approval System
- Learners trained by Georgia Training Approval System’s trainers
- Georgia Child Care Training Network
- Georgia Training Approval System
- Pro-Solutions Training, Inc.
- Care Solutions, Inc.
- State Technical College & State University
Project Milestones

<table>
<thead>
<tr>
<th>Project Milestones</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Start-up - Joint Project Planning Session</td>
<td>01/04/2017</td>
</tr>
<tr>
<td>Kick-off Meeting</td>
<td>01/16/2017</td>
</tr>
<tr>
<td>Courses A, B, C piloted</td>
<td>02/10/2017</td>
</tr>
<tr>
<td>Courses A, B, C, submitted for approval through agency</td>
<td>02/15/2017</td>
</tr>
<tr>
<td>Courses A, B, C receive final approval from approval agency</td>
<td>02/24/2017</td>
</tr>
<tr>
<td>Course A, B, C published and launched</td>
<td>03/06/2017</td>
</tr>
<tr>
<td>All data collected from courses, analysis begins</td>
<td>04/17/2017</td>
</tr>
<tr>
<td>Evaluation report received by Project Manager</td>
<td>05/10/2017</td>
</tr>
<tr>
<td>End of project celebratory event</td>
<td>05/12/2017</td>
</tr>
<tr>
<td>Final report written and distributed to stakeholders</td>
<td>05/19/2017</td>
</tr>
<tr>
<td>Project Completion - Sign-off</td>
<td>05/31/2017</td>
</tr>
</tbody>
</table>

Project Budget

$10,000.

Risks, Constraints, and Dependencies

Risk Assessment

The following risks have been identified and planned for:
- Relying on much volunteer labor and there may be attrition
- Georgia Training Approval may not approve the training
- Learner interest may not be as high as expected
- There may not be additional funding interest to further support the program
- Technical difficulties
- Budget may not be adequate for three trainings

Constraints

- Limited funding of $10,000 requires lean planning including seeking in-kind space for meetings, sponsors and anything beyond minimal refreshments and give-aways along with creative recruiting of volunteers to work on the project.
- Volunteer workers may not always be the most qualified person for the position, but the most available person for the position. Team leaders will need to monitor volunteer workers closely and provide as much coaching and support as necessary to keep the project timeline and quality compliant.
- The dependence of volunteer workers brings with it the possibility of attrition if they cannot continue to devote the time necessary to complete the job, a change in employment, or other commitments. It will be necessary to cross train volunteers so that any changes that must be made can result in smooth transitions. Some positions may be time sensitive over the life of the project and therefore, can be eliminated at a point and the volunteer moved on to the next stage.
Dependency Linkages

1. Impacts

In-kind donations of meeting space, simple meeting refreshments, and three luncheons will be sought for the Joint Project Planning Session, Kick-off meeting, and Celebratory closing event. Should these not be obtained the events will be minimally funded through the project funding.

2. Measures of Project Success

- A list of useful and realistic topics for training is generated and prioritized
- Three topics can be adequately developed and offered as an online training, each with at least 20 participants completing the course and evaluation.
- Data is gathered and analyzed from each course, a report of these data is generated and provides recommendations for future courses to be developed and for potentially making this a self-sustaining endeavor.
- A final project report is generated and provided to stakeholders.

3. Assumptions

- An adequate number of skilled volunteers can be recruited to complete the project
- There is enough interest and need among trainers to support the endeavor.
- In-kind donations and sponsorship will be obtained that can enhance the program’s meager resources
- Support and attention will be provided to sponsors, donors, and the volunteers who support the project

Approval Signatures

________________________  ______________________________  ______________________________
[Name], Project Client      [Name], Project Sponsor    [Name], Project Manager
Project Overview Statement

Problem
Early Care and Education (ECE), often referred to as Child Care or Daycare, is a highly regulated field in Georgia, licensed by the Department of Early Care and Learning (DECAL), Bright from the Start. Along with 43 other controlled areas, the state regulates ongoing training or continuing education hours that early care and education providers and administrators must obtain annually. Currently, all child care providers and program administrators in Georgia are required to complete ten clock hours of state approved training yearly. That training can be obtained in a variety of ways and from a variety of sources, however, those sources and the training itself must be approved by the Department through its training approval system.

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A supporter of the Georgia Child Care Training Network has provided $10,000 in seed money to help get the effort off the ground. It is hoped that additional funding can be obtained to continue and build this into a self-sustaining effort that provides a variety of professional development events that can help trainers upgrade their knowledge, remain current in trends related to adult education and learning, and meet renewal requirements. This project intends to provide relevant affordable and accessible on-line training focused on the unique needs of those in the field with an eye toward building self-sustaining professional development for the trainers in the field.

Stakeholders
- Trainers approved through Georgia Training Approval System
- Learners trained by Georgia Training Approval System’s trainers
- Georgia Child Care Training Network
- Georgia Training Approval System
- Pro-Solutions Training, Inc.
- Care Solutions, Inc.
- State Technical College & State University

Goals
The goal of this project is to provide three one hour on-line asynchronous trainings addressing topics of interest related to adult education or adult learning that can be used to meet Georgia Training Approval renewal requirements for state approved trainers.

Objectives
• Create a prioritized list of proposed relevant topics.
• Determine development protocols
• Design, develop, and launch three 1 hour asynchronous trainings on topics related to adult learning and/or adult education to be hosted on State Technical College web site
• Submit trainings and gain approval through the Georgia Training Approval System
• A minimum of 80% of learners score 80% or above on the end of course knowledge assessment
• The trainings receive a positive end of course evaluation related to effectiveness, relevance, and usefulness of material
• Independent evaluation and provision of recommendations for moving the training effort toward becoming self-sustaining.

Success Criteria

Improving Georgia’s state approved Early Care and Education trainers’ access to affordable and accessible professional development offerings related to adult learning, adult education and program planning.

Resources

$10,000 seed money
Pro Solutions Training, Inc. graphics & instructional design support (80 hours)
State Technical College, in-kind web hosting, meeting space
State University in-kind access to SMEs
Various Child Care Training Network volunteers

Assumptions, Risks, Obstacles

• Relying on much volunteer labor and there may be attrition
• Georgia Training Approval may not approve the training
• Learner interest may not be as high as expected
• There may not be additional funding interest
• Technical difficulties
• Budget may not be adequate for three trainings

Prepared by

Date
Scope Statement

A project scope statement is an essential element of any project. It is a written confirmation of what service or product the project intends to produce. This document has been agreed upon by both the client and the project team and is executed prior to actual project work beginning. A scope statement for this project is provided on the following pages.
Expanded Scope Statement: Georgia Trainer Professional Development Project

A. Executive Summary

Early Care and Education (ECE), often referred to as Child Care or Daycare, is a highly regulated field in Georgia, licensed by the Department of Early Care and Learning (DECAL), Bright from the Start. Along with 43 other controlled areas, the state regulates ongoing training or continuing education hours that early care and education providers and administrators must obtain annually. Currently, all child care providers and program administrators in Georgia are required to complete ten clock hours of state approved training yearly. That training can be obtained in a variety of ways and from a variety of sources, however, those sources and the training itself must be approved by the Department through its training approval system.

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A supporter of the Georgia Child Care Training Network has provided $10,000 in seed money to help get the effort off the ground. It is hoped that additional funding can be obtained to continue and build this into a self-sustaining effort that provides a variety of professional development events that can help trainers upgrade their knowledge, remain current in trends related to adult education and learning, and meet renewal requirements. This project intends to provide relevant affordable and accessible on-line training focused on the unique needs of those in the field with an eye toward building self-sustaining professional development for the trainers in the field.

B. Project Objectives

- Create a prioritized list of proposed relevant topics.
- Determine development protocols for training
- Design, develop, and launch three 1 hour asynchronous trainings on topics related to adult learning and/or adult education to be hosted on State Technical College web site
- Submit trainings and gain approval through the Georgia Training Approval System
- A minimum of 80% of learners score 80% or above on the end of course knowledge assessment
- The trainings receive a positive end of course evaluation related to effectiveness, relevance, and usefulness of material
- Independent course evaluation and provision of recommendations for moving the training effort toward becoming self-sustaining.
C. Deliverables

- Prioritized list of possible topics for training development
- Three one hour state approved asynchronous trainings related to adult learning, education, or program planning that are designed, developed and offered with a minimum of twenty participants each. Courses to be published online.
- Report describing summative evaluation data of courses and providing recommendations for future refinement of the programs and for making this program self-sufficient.

C. Project Description

Scope

This project includes:

The development and launch of three state approved on-line asynchronous courses related to adult learning, adult education or program planning that can be accessed by Georgia approved Early Care and Education trainers. Evaluation of the trainings and their audience acceptance, effectiveness, relevance, and the usefulness of the content. Provide recommendations for developing and maintaining a similar series of self-sustaining trainings that can support ECE trainers in obtaining required state approved professional development hours in adult learning and education.

This project does not include:

Course development and support beyond the closing of this particular project.

Completion Criteria

This project will begin, January 1, 2017 with a completion date of May 31, 2017.

The following items will be completed and delivered during the above time span:

- A prioritized list of topics that would be of interest and helpful to support approved trainers’ professional development in the area of program planning in the fields of adult education and adult learning.
- The design, development, implementation of three one-hour asynchronous training sessions as described above that are published and offered online with a minimum of 20 participants each.
- A final report that provides evaluation and analysis data from the three trainings offered above and includes recommendations for future refinement of the programs and for making this program self-sufficient.
Risk Assessment

The following risks have been identified and planned for:

- Relying on much volunteer labor and there may be attrition
- Georgia Training Approval may not approve the training
- Learner interest may not be as high as expected
- There may not be additional funding interest to further support the program
- Technical difficulties
- Budget may not be adequate for three trainings

Constraints

- Limited funding of $10,000 requires lean planning including seeking in-kind space for meetings, sponsors and anything beyond minimal refreshments and give-aways along with creative recruiting of volunteers to work on the project.
- Volunteer workers may not always be the most qualified person for the position, but the most available person for the position. Team leaders will need to monitor volunteer workers closely and provide as much coaching and support as necessary to keep the project timeline and quality compliant.
- The dependence of volunteer workers brings with it the possibility of attrition if they cannot continue to devote the time necessary to complete the job, a change in employment, or other commitments. It will be necessary to cross train volunteers so that any changes that must be made can result in smooth transitions. Some positions may be time sensitive over the life of the project and therefore, can be eliminated at a point and the volunteer moved on to the next stage.

Dependency Linkages

Impacts

In-kind donations of meeting space, simple meeting refreshments, and three luncheons will be sought for the Joint Project Planning Session, Kick-off meeting, and Celebratory closing event. Should these not be obtained the events will be minimally funded through the project funding.

Measures of Project Success

- A list of useful and realistic topics for training is generated and prioritized
- Three topics can be adequately developed and offered as an online training, each with at least 20 participants completing the course and evaluation.
- Data is gathered and analyzed from each course, a report of these data is generated and provides recommendations for future courses to be developed and for potentially making this a self-sustaining endeavor.
- A final project report is generated and provided to stakeholders.
**Assumptions**

- An adequate number of skilled volunteers can be recruited to complete the project
- There is enough interest and need among trainers to support the endeavor.
- In-kind donations and sponsorship will be obtained that can enhance the program’s meager resources
- Support and attention will be provided to sponsors, donors, and volunteers

**Roles and Stakeholders**

The following role definitions are being applied to the resources assigned to this project:

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Owner:</strong></td>
<td>Provides policy definition to the Project team. Resolves all policy issues with the appropriate policy owners in order to provide a clear, decisive definition. Makes final decisions and resolves conflicts or issues regarding project expectations across organizational and functional areas. The project owner and the project manager have a direct link for all communication. The project manager will work directly with the project owner on all policy clarification.</td>
</tr>
<tr>
<td><strong>Project Manager</strong></td>
<td>Provides overall management to the project. Accountable for developing and managing the work plan, securing appropriate resources and delegating the work and insuring successful completion of the project. All project team members report to the project manager. Handles all project administrative duties, interfaces to project sponsors and owner and has overall accountability for the project.</td>
</tr>
<tr>
<td><strong>Steering Committee</strong></td>
<td>Committee includes stakeholder representation and provides assistance in resolving issues that arise beyond the project manager’s jurisdiction. Monitor project progress and provide necessary tools and support when milestones are in jeopardy.</td>
</tr>
<tr>
<td><strong>Stakeholders</strong></td>
<td>Key provider of requirements and recipient of project deliverables and associated benefits. Deliverables will directly enhance the stakeholders’ business processes and environment. The stakeholders for this project will include funder, donors, contracted service providers in-kind service representatives and end users of services.</td>
</tr>
<tr>
<td><strong>Team Member</strong></td>
<td>Volunteer working project team member who carries out a work assignment that includes collaborating with teams to develop high level process designs and modeling, understanding of best practices in the field.</td>
</tr>
</tbody>
</table>
Stakeholders

<table>
<thead>
<tr>
<th>Position</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia Child Care Training Network</td>
<td>Project Owner</td>
</tr>
<tr>
<td>Dr. Terrie Buckner</td>
<td>Project Manager</td>
</tr>
<tr>
<td>Representatives from the following:</td>
<td>Steering Committee Members</td>
</tr>
<tr>
<td>• Georgia Child Care Training Network</td>
<td></td>
</tr>
<tr>
<td>• Pro Solutions Training, Inc.</td>
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</tr>
<tr>
<td>• Georgia Training Approval System</td>
<td></td>
</tr>
<tr>
<td>• Funder</td>
<td></td>
</tr>
<tr>
<td>• Representative Trainer</td>
<td></td>
</tr>
<tr>
<td>• Project Manager</td>
<td></td>
</tr>
<tr>
<td>• State Technical College</td>
<td></td>
</tr>
<tr>
<td>• State University</td>
<td></td>
</tr>
<tr>
<td>6-7 volunteer trainers and various stakeholder organization representatives to manage the work for the project</td>
<td>Team Members</td>
</tr>
</tbody>
</table>

Project Estimates

Estimated Schedule

<table>
<thead>
<tr>
<th>Project Milestones</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Start-up - Joint Project Planning Session</td>
<td>01/04/2017</td>
</tr>
<tr>
<td>Kick-off Meeting</td>
<td>01/16/2017</td>
</tr>
<tr>
<td>Courses A, B, C piloted</td>
<td>02/10/2017</td>
</tr>
<tr>
<td>Courses A, B, C, submitted for approval through agency</td>
<td>02/15/2017</td>
</tr>
<tr>
<td>Courses A, B, C receive final approval from approval agency</td>
<td>02/24/2017</td>
</tr>
<tr>
<td>Course A, B, C published and launched</td>
<td>03/06/2017</td>
</tr>
<tr>
<td>All data collected from courses, analysis begins</td>
<td>04/17/2017</td>
</tr>
<tr>
<td>Evaluation report received by Project Manager</td>
<td>05/10/2017</td>
</tr>
<tr>
<td>End of project celebratory event</td>
<td>05/12/2017</td>
</tr>
<tr>
<td>Final report written and distributed to stakeholders</td>
<td>05/19/2017</td>
</tr>
<tr>
<td>Project Completion - Sign-off</td>
<td>05/31/2017</td>
</tr>
</tbody>
</table>
Resource Requirements – Team and Support Resources

The following personnel resources are required to complete this project:

<table>
<thead>
<tr>
<th>Personnel Resource Types</th>
<th>Quantity</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Manager</td>
<td>1</td>
<td>Volunteer</td>
</tr>
<tr>
<td>Program Design and Development Team Leader</td>
<td>1</td>
<td>Volunteer</td>
</tr>
<tr>
<td>Program Designer/Developer</td>
<td>1</td>
<td>In-Kind</td>
</tr>
<tr>
<td>Program Designer/Developer</td>
<td>2</td>
<td>Volunteer</td>
</tr>
<tr>
<td>Graphics Designer</td>
<td>1</td>
<td>In-Kind</td>
</tr>
<tr>
<td>Event Manager</td>
<td>1</td>
<td>Volunteers</td>
</tr>
<tr>
<td>Evaluator</td>
<td>1</td>
<td>Contracted</td>
</tr>
</tbody>
</table>

**Total Personnel Resources**

Project Controls

Typical project controls are Steering Committee Meetings, Monthly Status Reports, Risk Management assessment and mitigation planning and monitoring, Issue Management, Change Management, and Communication Management.

**Steering Committee Meetings**

- Joint Project Planning Session – first week of project
- Continued email communication to update throughout project

**Monthly Status Reports**

- To project director from team leader
- To stakeholders from Project Manager

**Risk Management.**

<table>
<thead>
<tr>
<th>Risk</th>
<th>Preventative Actions</th>
<th>Prescriptive Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reliance on much volunteer labor and there may be attrition.</td>
<td>• Ensure all volunteer personnel understand position and requested commitment for life of project.</td>
<td>• Extend a volunteer’s job scope to cover additional tasks as necessary. Recruit and train another volunteer. Reassign another volunteer</td>
</tr>
<tr>
<td></td>
<td>• Ensure volunteers in key positions have a well-rounded set of program development, and management skills.</td>
<td></td>
</tr>
<tr>
<td>Risk</td>
<td>Preventative Actions</td>
<td>Prescriptive Actions</td>
</tr>
<tr>
<td>------</td>
<td>----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>• Gain commitments for more volunteers than initially needed and schedule for short periods on tasks that would allow reassignment of volunteer if necessary</td>
<td>• Revise to comply with sited deferral reasons.</td>
<td></td>
</tr>
<tr>
<td>• Georgia Training Approval may not approve the training.</td>
<td>• Review approval criteria with designers and developers. • Submit training for approval two weeks prior to launch date to allow time for editing if necessary. • Avoid submitting around state holidays.</td>
<td>• Request team leader to review revisions. • Resubmit training for approval within 2 days of receiving deferral notice.</td>
</tr>
<tr>
<td>• Learner interest may not be as high as expected</td>
<td>• Event Manager will send successive email invitations to all state approved trainers prior to launch dates. • Ensure they are aware there is no cost involved at this time.</td>
<td>• Event Manager will individually recruit state approved trainers via personal phone calls and email.</td>
</tr>
<tr>
<td>• There may not be additional funding interest to further support the program</td>
<td>• Beginning with the Joint Project Planning Session, the Project Manager and Event Manager will coordinate efforts to pursue sponsorship and funding needed for given events. • Project Manager and Event Manager will coordinate efforts to contact potential donors and sponsors with given events and approximate amounts needed and how they will be recognized for doing so.</td>
<td>• This project has a minimalist budget, just covering necessities. If additional sponsorship or donations cannot be raise, it will proceed, but will be void of any enhanced products or services.</td>
</tr>
<tr>
<td>• Technical difficulties</td>
<td>• Involve the State University technical representative in all decisions involving technology.</td>
<td>• Call on State University technical representative to help solve technical problems.</td>
</tr>
<tr>
<td>• Budget may not be adequate for three trainings</td>
<td>• Ensure additional volunteers with the knowledge and skills are available to complete tasks as needed. • Monitor budget closely. • Make adjustments to budgets as necessary. Gain written commitments for services and sponsorships at onset of planning</td>
<td>• Realign budget • Seek additional emergency support • Rely on existing Team Leaders and Project Manager to complete the project. • Manage a bare-bones budget.</td>
</tr>
</tbody>
</table>
Issue Management

- Project-related issues will be tracked, prioritized, assigned, resolved, and communicated in accordance with the Project Management Procedures:
  - Issue descriptions, owners, resolution and status will be maintained on an issues database in a standard format.
  - Issues will be addressed with the Project Owner and communicated in the project status report.

Change Management

- The change control procedures to be followed will be consistent with the project management procedures and consist of the following processes:
  - A Change Control database will be established by the project manager to track all changes associated with the project effort.
  - All Change Requests will be assessed to determine possible alternatives and costs.
  - Change Requests will be reviewed and approved by the project owner.
  - The effects of approved Change Requests on the scope and schedule of the project will be reflected in updates to the project plan.
  - The Change Control database will be updated to reflect current status of Change Requests.

Communication Management

- The Project Manager presents the project status to the Project Owner on a weekly basis; however, ad hoc meetings will be established at the project manager’s discretion as issues or change control items arise.
  - The project manager provides a written status report to the Project Owner on a monthly basis and distributes the project team meeting minutes. The Project Owner will be notified via email on all urgent issues. Issue notification will include time constraints, and impacts, which will identify the urgency of the request for service.
  - The project team will have weekly update/status meetings to review completed tasks and determine current work priorities. Minutes will be produced from all meetings.
  - The project manager will provide the project sponsors with project team minutes and steering committee status reports.
  - A project collaborate web site will be established on the Internet to provide access to the project documentation by geographically dispersed project members.

F. Authorizations

The Scope Statement will be approved by:

The Project Manager

The Project Owner
Project Changes will be approved by:
The Project Owner

Project deliverables will be approved/accepted by:
The Project Owner
The key Stakeholders

Scope Statement Approval Form/Signatures

Scope Statement Approval Form

Project Name: Georgia Trainer Professional Development Project

I have reviewed the information contained in this Scope Statement and agree.

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Another important decision to be made during this phase is that of choosing a PMLC model. It is important to determine the best project management approach for any given project. Wysocki (2014) has developed a five model continuum. Divided into four quadrants, the five models are ordered on the basis of their clarity of goals and solutions. During initial planning for a project, the PM must determine the best approach to manage and evaluate the project, taking into account what the PM has learned about the project and consider each approach’s strengths and challenges.

This project has both a clearly defined goal and solution. The goal is to provide affordable and accessible State approved professional development in the areas of adult learning, education, and/or program planning for Georgia’s Early Care and Education trainers. The solution is to use $10,000 in seed money to develop three one hour online asynchronous training courses on the above topics, make them available to end-users, evaluate them, and provide recommendations for future training programs to become self-sustaining. Because there are both a clear goal and clear solution, there are two approaches that have been considered. Both approaches fall into Wysocki’s “Quadrant 1: Typical Project Management-Linear and Incremental.”

The Typical Project Management (TPM) approach is based on the project having clearly defined goals and solutions with relatively low risk and low-complexity. The first approach in Wysocki’s project management life cycle (PMLC) is the linear model. Projects that fall into this category are fairly straightforward and considered stable with few scope change requests. Often based on standards and specifications and launched with experienced and skilled project teams, linear projects typically can be completed within a brief time frame. Discussing the linear model,
Wysocki states it is the “simplest TPM approach” (p.45). Straightforward with no looping back to consider knowledge gained. Scope changes in this model can easily add confusion and disrupt schedules and budgets. Linear projects can be planned with financial, time and, resource estimates because they are so straight forward and simple. However, streamlined change approval planning is necessary to safeguard against schedule and budget creep. Simply put, linear plans do not accommodate scope changes well.

The second TPM model Wysocki describes is the Incremental model. Incremental planning is similar to the linear approach, however the incremental approach releases deliverable components as they are completed. Taking advantage of learning that becomes evident during or following the previous component launch, incremental planning includes loops back to launching the next component to improve the subsequent releases. In other words, incremental approaches allow for and actually plan for scope changes to improve the project. Incremental models often take longer to complete than linear models due to their deliverables being released in increments and the possibility of extensive re-planning time.
For the Georgia Early Care and Education Trainer Project described above, the linear TPM approach makes the most sense for the following reasons:

1. It is a simple project, three trainings are to be developed and delivered on given topics that must be approved through an approval system using a set of known standards. The project’s evaluation process is to generate recommendations for the possibility of a self-sustaining training program in the future for this audience.

2. There is a very limited budget of $10,000, so the project cannot sustain budget creep, there are no additional resources known to be available for scope changes.

3. Because of the limited budget, this project will be dependent on a number of skilled and knowledgeable volunteers. Due to the nature of volunteer staffing attrition rates, it is beneficial to make scheduled tasks short-term. In addition there is very little leeway for scope changes that would increase schedules and financial needs of the project. Very lean budgeting will demand the project be seeking additional in-kind donations as enhancements to the bare bones budget in the form of supplementing meeting refreshments and tokens of appreciation for those who have volunteered to work on the project.

For these reasons, the linear approach has been chosen for managing this project.
Planning Process

Completing the Scoping Process, the project moves to the Planning Process phase. The Joint Project Planning Session (JPPS) is an event that includes the Project Manager, core project team, and additional stakeholders as necessary. Using information and elements developed during the scoping process, the participants in the JPPS refine and revise activities to create more precise approximation of resource needs during the planning process. Wysocki describes the deliverables from the Planning Process phase to include the following:

- Work Breakdown Structure – a graphic or outline describing all the work necessary to complete the project
- Estimates of activity duration – A schedule developed from estimates of activity duration of each activity.
- Resource requirements – Estimates of the resources needed to complete the work, that may include people, skills, equipment, and facilities
- Project Network Schedule – This is a plan detailing the order and sequence of activities to ensure smooth transition from one activity to the next.
- Activity schedule – A sequenced description of the beginning and end of each activity
- Resource assignments - A plan for how resources will be assigned and utilized in completing the activities
- Project notebook – A plan for who and how documentation will be collected and archived.

Work Breakdown Structure

The Work Breakdown Structure (WBS) is a document that provides a view into the project that shows the work the project will encompass. It is a tool that helps communicate the work and processes involved in completing the project. The PM and project team use the WBS to develop and project the schedule, resource requirements and costs. A WBS is arranged in a hierarchy and constructed to allow for clear and logical groupings. It should represent the work identified in the approved POS.
Work Breakdown Structure (WBS)
Georgia Trainer Professional Development Project

1. Project Management
   1.1. Joint Project Planning Session (JPPS)
      1.1.1. Steering committee plus at least 3-5 end-users
      1.1.2. Identify and describe current resources
      1.1.3. Identify and describe additional potential financial sponsors and donors
      1.1.4. Identify and create a list of possible topics to be developed
         1.1.4.1. Prioritize list of topics
         1.1.4.2. Identify potential SMEs
      1.1.5. Identify committed resources
      1.1.6. Identify needed resources and who owns resource development
      1.1.7. Identify and appoint team leadership
      1.1.8. Determine additional volunteers needed and possible contractors
      1.1.9. Determine kick-off meeting date
   1.2. Kick-off meeting
      1.2.1. Include Team Members, Project Funder, Volunteers
      1.2.2. Introduce project and project plan
      1.2.3. Introduce team leaders and teams
      1.2.4. Determine needed collateral materials
   1.3. Implement Communication Plan
      1.3.1. Funder – monthly reports via meetings and online reviews
      1.3.2. GCN- Monthly reports via email and meetings and online reviews
      1.3.3. Project Manager – Continual via email and monthly meetings
      1.3.4. Volunteers – Continual via email and monthly meetings
      1.3.5. Outside Contractors via e-mail as needed
   1.4. Manage Budget
      1.4.1. Review, approve and submit invoices for payment
      1.4.2. Seek additional funding sources
         1.4.2.1. Meeting refreshments
         1.4.2.2. Celebratory luncheon
         1.4.2.3. Project give-a-ways (e.g. tote bags, t-shirts, mugs, etc.)
      1.4.3. Seek additional in-kind donations
         1.4.3.1. Meeting space
         1.4.3.2. Copying/printing
         1.4.3.3. Training host sites
      1.4.4. Monitor spending
      1.4.5. Project needs for program self-sufficiency
   1.5. Progress monitoring
   1.6. Maintain project journal and documentation
   1.7. Write final report and deliver to stakeholders
   1.8. Facilitate sign-off on project

2. Program Planning
2.1. Analyze
   2.1.1. Using prioritized list, determine topics for three one-hour training sessions
   2.1.2. Develop protocols and style guide for courses
   2.1.3. Determine program developers and assign topic courses A, B, C begin development
      2.1.3.1. Identify SME
      2.1.3.1.1. Developers meet with SME

2.2. Design
   2.2.1. Develop goals and objectives
   2.2.2. Develop course outlines
   2.2.3. Obtain approval

2.3. Develop
   2.3.1. Develop course content A, B, C
   2.3.2. Create story boards and/or course outlines
      2.3.2.1. Email to team with one week comment period
   2.3.3. Make needed revisions
   2.3.4. Gain project manager’s approval
   2.3.5. Create any needed visual aids and graphic for projects A, B, C
   2.3.6. Create needed collateral materials, projects A, B, C
   2.3.7. Create end-of-course knowledge assessments
   2.3.8. Create summative course evaluations
      2.3.8.1. Course emailed to team and SME for review with one week comment period
   2.3.9. Project manager review
      2.3.9.1. Gain project manager’s approval
   2.3.10. Make needed revisions
   2.3.11. Courses piloted at monthly team meeting
   2.3.12. Make final revisions
   2.3.13. Course and all collateral materials submitted to Georgia Training Approval System for approval
   2.3.14. Course approval numbers obtained

2.4. Implementation
   2.4.1. Courses A, B, C published online

2.5. Evaluation – contracted services
   2.5.1. Data collection
   2.5.2. Data analysis
   2.5.3. Report

3. Event Management
3.1. JPPS, Kick-off event, End of Project Celebration
   3.1.1. Secure facility
   3.1.2. Arrange for meeting refreshments
   3.1.3. Plan agenda
   3.1.4. Ensure appropriate demonstration equipment is available
   3.1.5. Ensure appropriate audio-visual equipment is available
   3.1.6. Ensure adequate printed materials are prepared and available
   3.1.7. Arrange for any special needs
3.1.8. Handle on-site issues
3.2. Monthly team meetings (4)
   3.2.1. Secure facility
   3.2.2. Course piloting events A, B, C
      3.2.2.1. Ensure appropriate demonstration equipment is available
      3.2.2.2. Ensure appropriate audio-visual equipment is available
      3.2.2.3. Ensure adequate printed materials are prepared and available
3.3. Marketing – Courses A, B, C
   3.3.1. Obtain trainer email lists
   3.3.2. Distribute invitations to take courses A, B, C at no cost for certificate credit
   3.3.3. Manage course registration
   3.3.4. Ensure appropriate technology is available and working
   3.3.5. Ensure collateral materials are available for download
   3.3.6. Make arrangements for any special needs
   3.3.7. Be available as support and manage technical issues if necessary for asynchronous sessions
   3.3.8. Ensure certificates documenting participation are distributed to participants
3.4. Celebratory closing event
   3.4.1. Secure facility
   3.4.2. Arrange for meeting refreshments
   3.4.3. Plan agenda
   3.4.4. Secure gratuitous giveaways for all management and leadership, sponsors, etc.
   3.4.5. Distribute invitations
   3.4.6. Manage registrations
   3.4.7. Ensure appropriate audio-visual equipment available and in working order
   3.4.8. Handle on-site issues

**Project Budget**

This project is somewhat different in respect to budgeting, as there is only $10,000 in seed money provided. All of the labor, with the exception of independent evaluation, is being managed by volunteers and in-kind resources volunteered by several organizations, a Technical College and one state affiliated university. The majority of the financial resources are being used to contract with an organization that has expertise in evaluation and has provided a reduced rate for services, and for refreshments at the monthly team meetings, modest lunches and gifts of appreciation at the Kick–Off and Project Closing events. Meeting space has been donated along with hosting of the trainings and technical support. We will make an effort to find sponsors for the luncheons which would allow us to provide a little nicer lunch and perhaps nicer gifts of
appreciation for those who have sponsored and volunteered with the project. However, the funding appears adequate for modest, no frills events. The budget follows.

### Project Budget

<table>
<thead>
<tr>
<th>WBS</th>
<th>Task</th>
<th>Labor</th>
<th>Materials</th>
<th>Fixed Costs</th>
<th>Budget</th>
<th>Actual</th>
<th>Under(Over)</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Project Management</td>
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<td></td>
<td>$100.00</td>
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<td>$100.00</td>
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<td>JPPS - PM</td>
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<td>$0.00</td>
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<td>Kick-Off Mng</td>
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<td>Communication Plan</td>
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<td>1.5</td>
<td>Monitor Progress</td>
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<tr>
<td>1.6</td>
<td>Proj. Notebook/Journal</td>
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<td>$25.00</td>
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<tr>
<td>1.7</td>
<td>Write Final Report</td>
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<td>1.8</td>
<td>Facilitate sign-off</td>
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<td>2</td>
<td>Design/Development</td>
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<td>2.1</td>
<td>Determine training topics</td>
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<td>2.2</td>
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<td>$0.00</td>
<td>$0.00</td>
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<tr>
<td>2.3</td>
<td>Assign topics development of programs</td>
<td>129.0</td>
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<td>$0.00</td>
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<td>2.4</td>
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<td>3</td>
<td>Event Management</td>
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<td>JPPS - PM</td>
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<td>Monthly Meetings (4)</td>
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<td>800.00</td>
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<td>Closing event</td>
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<td>$4,500.00</td>
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<td>$4,500.00</td>
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<tr>
<td>4.1</td>
<td>Contracted Evaluation Services - formative and summative, recommendations</td>
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<td></td>
<td>$4,500.00</td>
<td>4,500.00</td>
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<td>Mileage reimbursement</td>
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<td>500.00</td>
<td>500.00</td>
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</table>
Monitoring and Controlling Process

The following tools and instruments will be used in monitoring and controlling the project to ensure that it is being managed and executed according to the project plan.

<table>
<thead>
<tr>
<th>Communication Type</th>
<th>Objective of Communication</th>
<th>Medium</th>
<th>Frequency</th>
<th>Audience</th>
<th>Owner</th>
<th>Deliverable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kick-off Meeting</td>
<td>Introduce project team and project. Review project objectives and management approach. Build momentum.</td>
<td>Face to face</td>
<td>One time</td>
<td>Project Owner Stakeholders Project team</td>
<td>PM</td>
<td>Agenda Meeting minutes</td>
</tr>
<tr>
<td>Team Meetings</td>
<td>Review status of project with team</td>
<td>Face to face</td>
<td>Monthly</td>
<td>Project Team</td>
<td>PM</td>
<td>Agenda Meeting minutes</td>
</tr>
<tr>
<td>Monthly Project Status Meeting</td>
<td>Report on status of the project to management</td>
<td>Face to face/coference call</td>
<td>Monthly</td>
<td>Project Owner</td>
<td>PM</td>
<td>Agenda Meeting minutes</td>
</tr>
<tr>
<td>Project Status Reports</td>
<td>Report the status of the project activities, progress, costs and issues</td>
<td>Email</td>
<td>Weekly</td>
<td>Project Owner</td>
<td>PM</td>
<td>Project Status Report</td>
</tr>
<tr>
<td>Closing Meeting</td>
<td>Post implementation review, identify achievements &amp; milestones, Communicate success to stakeholders, offer gratitude to team members</td>
<td>Face to face</td>
<td>One time</td>
<td>Project owner Stakeholders Project team</td>
<td>PM</td>
<td>Data collected</td>
</tr>
</tbody>
</table>
Project Gantt Chart

Deliverables and Milestones Tracking

<table>
<thead>
<tr>
<th>Milestone</th>
<th>WBS</th>
<th>Planned</th>
<th>Forecasted</th>
<th>Actual</th>
<th>Status</th>
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</thead>
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</table>

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>WBS</th>
<th>Planned</th>
<th>Forecasted</th>
<th>Actual</th>
<th>Status</th>
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</table>
## Project Issues Log

<table>
<thead>
<tr>
<th>#</th>
<th>Issue</th>
<th>Date</th>
<th>Owner</th>
<th>Priority</th>
<th>Risk</th>
<th>Progress/Resolution</th>
</tr>
</thead>
<tbody>
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Closing Process

Closing a project consists of processes to formally close the project. Once completed, the PM has documentation that the deliverables have been accepted, a post implementation review has been completed, lessons learned have been documented and archived. The following will be used to close out this project:

Lessons Learned Documentation

<table>
<thead>
<tr>
<th>Category</th>
<th>Issue</th>
<th>Problem/Success</th>
<th>Impact</th>
<th>Recommendation</th>
</tr>
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Project Acceptance

This document establishes formal acceptance of all the deliverables for the Georgia Trainer Professional Development Project. The project has met all the acceptance criteria as defined in the requirements document and project scope statement. A project audit has been performed to verify that all deliverables meet performance and product requirements. Additionally a product evaluation has been performed and determined that all products meet the quality and functional requirements defined within this project.

The Project Manager is authorized to continue with the formal close out of this project. The closeout process will include a post-project review, documentation of lessons learned, release of the Project Team, close out all procurements and archive all relevant project documents. Once the closing process is completed the Project Owner will be notified and the Project Manager will then be released from the project.

Sponsor Acceptance

Approved by the Project Sponsor:

________________________________________  Date: _______
(ProjectOwner)
References


Appendix A

<table>
<thead>
<tr>
<th>Specialty Trainer</th>
<th>Trainer I</th>
<th>Trainer II</th>
<th>Trainer III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Requirements</strong></td>
<td>1. Trainer Orientation</td>
<td>1. Bachelor’s degree in Early Childhood Education or Child Development OR 2. Bachelor’s degree with 225 clock hours of ECE/CD-related coursework</td>
<td>1. Bachelor’s degree in Early Childhood Education or Child Development OR 2. Bachelor’s degree with 225 clock hours of ECE/CD-related coursework</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>2. Two professional letters of recommendation (dated &amp; written within previous 6 months)</td>
<td>1. Bachelor’s degree in Early Childhood Education or Child Development OR 2. Bachelor’s degree with 225 clock hours of ECE/CD-related coursework</td>
<td>1. Bachelor’s degree in Early Childhood Education or Child Development OR 2. Bachelor’s degree with 225 clock hours of ECE/CD-related coursework</td>
</tr>
<tr>
<td><strong>Training for Trainers (TFT)</strong></td>
<td>1. Training for Trainers I, 40 hours AND 2. TFT II, 20 hours</td>
<td>Training for Trainers I, 40 hours AND 2. TFT II, 20 hours</td>
<td>Training for Trainers I, 40 hours AND 2. TFT II, 20 hours AND 3. TFT III, 20 hours</td>
</tr>
<tr>
<td><strong>Experience</strong></td>
<td>N/A</td>
<td>1. Training for Trainers I, 40 hours AND 2. TFT II, 20 hours</td>
<td>3 years of early care and education experience as documented on a résumé</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>Provided professional development for adults for at least 30 hours</td>
</tr>
</tbody>
</table>

Figure 1 *("Georgia Training Approval Reference Guide," 2015)