STATEMENT OF WORK

(Speaker's Bureau Presentations)

Issued To: Britt McGrath, Matt Mega

Tahoma Audubon Society

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PROJECT OVERVIEW

The purpose of the project is to fulfill the Tahoma Audubon's need for a structured, methodological, and consistent approach to its education outreach to those that are not able to attend classes at the Audubon classroom location. The Audubon also wants to create consistent branding that reflects their history, and mission statement.

The Audubon wants to create three educator trainings that include the pedagogical methods, mandatory content, branding, and supplemental tools for three subjects. The audience is volunteer educators who will provide the outreach to the public on these topics: Native Plants, Backyard Birding, Gardening for Wildlife. These workshops will be also be repurposed to support future topics, and onboarding of future volunteer educators.

BACKGROUND INFORMATION

The Speakers Bureau Presentations (trainings) are being designed for volunteer educators. This is a 'train the trainer' module that focuses on fine tuning how and what information is taught. These volunteer educators hold topic classes on-site at local nursing homes. They educate on the local wildlife and environment and share their subject matter expertise and passion. The problem is that each educator brings their own approach, methodology and subject matter knowledge to the public. This has created an inconsistency in what the public learns, how they learn it, and how the Audubon Society is represented. Implementing this project will give the Audubon confidence in how their mission is carried out, a consistent approach with the retirement community, and, a consistent learning experience and information provided to the public community. Ultimately this leads to better understand and nurture the local wildlife and environment.

This project is could be considered related to the Volunteer Naturalist Training, however the scope of the objectives, and target audience are different.

CURRENT ENVIRONMENT

Per their website, https://www.tahomaaudubon.org, "The Tahoma Audubon Society was chartered in 1969. The Tahoma Audubon Society advocates for the protection of wildlife and promotes conservation through education and activities that enrich its member's experiences in and with the natural world." The society's objective in this project is to define a consistent procedure and approach to how the volunteer affiliates educate citizens in retirement homes to enrich their experience with nature and local wildlife. The volunteer educators are retired individuals, with a specific subject matter expertise that have volunteered their time to share their knowledge of specific environmental topics with others.

The current technology used includes internet, website, personal computer, projector screen to cast from the personal computer (PC), online collaboration tools and cloud repositories. Constraints for the project could include limited manpower (instructors, facilitators) and scheduling and sharing availability of the on-site classroom space.

SCOPE OF WORK

The project work entails creating three digital trainings (also known as the Speaker's Bureau Presentations), each targeted at volunteer educators teaching one of three subjects: Native Plants, Backyard Birding, and Gardening for Wildlife. The scope of the training project is to train volunteer educators on specific information that must be covered in the public outreach classes that the learners must come away with, best practice and procedures on how to present the course material, and, share the Audubon mission and history. This will be done through a digital presentation at the Audubon classroom location in Tacoma.

The learning designer will create digital support materials to use during the workshop, and post workshop:

• Facilitator Guides

• Participant Guides

• Power Point slides or other digital presentation with leader notes

• Job aids/handouts for each training. Includes:

o Three procedural reference documents (one for each class Native Plants,

Backyard Birding, and Gardening for Wildlife) for volunteer educators to use as a reference post class. o Three reference documents that list all the information that must be included in

public outreach classes.

All material will be made accessible online via Google docs. The learning designer will consider incorporating any digital or printed material already created by the Audubon Society to use as job aids, or handouts etc. as appropriate. The designer will not create new teaching, marketing or branding material that will be disseminated in the public outreach classes. However, that could be considered in a follow up project.

Each workshop will include three objectives. Each will include one learning objective that focuses on the brief history and mission of the Tahoma Audubon Society, and important facts. The second objective will be procedural and cover how the subject matter must be taught. Finally, the third objective will focus on specific information that each educator must include in their public outreach class. (One of three subjects: Native Plants, Backyard Birding, and Gardening for Wildlife. The learning designer will consult with the mentor, Britt McGrath on what content must be included in each, and research further as needed with SMEs and online

sources, and any print or digital material shared by Britt.

User persona (student of this training): Volunteer Educator of public outreach classes in retirement communities, retired, subject matter expert in one of the three topics covered, Audubon affiliate, lives near or driving distance to Tahoma Audubon, has an interest or passion for the environment local wildlife, 55+ years of age, volunteer

PROJECT DELIVERABLES

This is a list and description of all project deliverables including products, process documents, services as well as course required assignments that do not pertain to the client/mentor. Any deliverables requiring mentor review are noted as such and may state "approval required". Any deliverables that are for course purposes only are noted in the description and with an "N/A".

MILESTONE PURPOSE / DESCRIPTION REQUIRES

MENTOR REVIEW

ESTIMATED DELIVERY DATE Progress Report 1 Course Required Reflection Assignment:

Document progress at the end of each Unit

N/A August 29

Statement of Work (SoW)

The SoW defines this project's scope, budget, and timelines.

Approval required

September 5

Progress Report 2 Course Required Reflection Assignment:

Document progress at the end of each Unit

N/A September 12

Detailed Design Document

This is the project plan and outlines the objectives, instructional activities and assessment items to be included in the final training product.

Approval required

September 19

Front End Analysis Course Required; (define the problem,

factors that contribute to that problem, and how the problem impacts the organization and its stakeholders)

N/A September 19

Progress Report 3 Course Required Reflection Assignment:

Document progress at the end of each Unit

N/A September 26

Storyboards The storyboard will be a visual

representation of the design documents and include a completed script. The storyboard presents the textual and graphical content for the training; including all text and graphics, navigational instruction and user instruction with notes on placement, style, etc.

Approval required

October 3

Literature Review Course Required; Research N/A October 10 Progress Report 4 Course Required Reflection Assignment:

Document progress at the end of each Unit

N/A October 10

Progress Report 5 Course Required Reflection Assignment:

Document progress at the end of each Unit

N/A October 24

Functional Prototype

Course Required N/A November 7

Progress Report 6 Course Required Reflection Assignment:

Document progress at the end of each Unit

N/A November 7

Beta Training Modules

Beta review provides the opportunity to validate and verify Alpha fixes. The Beta review typically results in a few final text changes, but no additional design or functionality is included in the scope of this review. Signing off on Beta means that the course is "locked down" and ready for integration.

Approval required

November 7

Level 1 Assessment

Level 1 assessment determines user perception and attitude toward a program or product. Given before and after the training at completion.

N/A November 12

Level 2 Assessment

Level 2 assessments serve to validate the objectives of a program or product has been mastered. Survey given during the training at completion or during the beta testing.

N/A November 12

Level 3 Assessment

Level 3 evaluations measure how well users transferred what they learned in training to their performance on the job versus existing baseline data. Given post implementation- when volunteer educators teach their classes. Could be observation or survey disseminated to the public (students of trainees).

N/A November 12

Instructor-Led Training Material (ILT)

Materials to be developed for ILT include: Participant Guides Facilitator Guides Power Point

slides with leader notes

November 12

Job Aids Job Aids are the print or digital material to

support the volunteer educators. These can be print-based or saved in the cloud (Google Docs.) for performance support.

Approval required

November 12

Implementation & Pilot Test

The Beta Training Modules Beta version of the materials is implemented with a small group of volunteer educators (end-users)

Approval required

November 14-28

and data are collected from Level 1, 2, 3 assessments. Formative Evaluation

Course Required N/A November 14

Alpha Training Modules

The Alpha review provides an opportunity to review the look, feel, and functionality of the training. Interactivity types and their associated functionality are initially introduced to reviewers during Alpha. The Alpha stage may present layout, graphics, interactivity, and assessments for review and feedback. Any changes needed MUST be noted at this time. If signed off without changes, then the look, feel, and functionality of the training is "locked down."

Approval required

November 15

Progress Report 7 Course Required Reflection Assignment:

Document progress at the end of each Unit

N/A November 21

Progress Report 8 Course Required Reflection Assignment:

Document progress at the end of each Unit

N/A November 30

Final Instructional Materials

The final instructional materials incorporate revisions based on the pilot test. Client/mentor sign off signifies final training is ready to "GO LIVE."

Approval required

November 30, 2018

MILESTONES

Timeline for all high-level deliverables associated with the project, as it pertains to the client/mentor.

Pilot Job Aids,

Alpha

Test ILTs suport material

11/14 - 11- 28 SoW 9/5

Beta

Training Approve 11/12

11/15 Detailed Design Doc. 9/19

Story board 10/3

Training, Fixes 11/7

GO LIVE 11/30

RESOURCE REQUIREMENTS

All the resources needed for this training are listed here.

Hardware:

• A laptop or personal computer

• Printer

• Cell phone or phone

• Digital Screen

Office Supplies

• Poster board

• Pens / Pencils (enough for each volunteer educator)

• Sticky notes

• Printer paper

Training Environment:

• Good lighting

• Internet (and wi-fi)

• Chairs (about 15)

• Tables (enough for chairs)

• Check for room availability

Software:

• MS PowerPoint

• Google Suite

• Digital images, access to free sites

Also, the Instructional Designer will be using her automobile for traveling to/from meetings in Tacoma.

PROJECT BUDGET

This is the projected budget for the sake of academic purposes only. It is not financially contractual to the mentor. The Instructional Designer will be completing all the work and acting as project manager. This budget is for three workshops.

EXPENSE HOURS COST TOTAL Mileage $3.50/gal X 100 miles 350. Office Supplies 50. 50. Analysis 20 50. 1000. Design 60 50. 3000. Development 40 50. 2000. Implementation 90 50. 4500. Evaluation 40 50. 2000. Total: $12500.

PROJECT RISKS

One of the perceived risks of this project is regarding the time for the training. One hour may not be enough time to cover the material in a way that is helpful to the students and it may be necessary to take a break. Also, a known risk is that since the sun sets early in fall/winter here, learners may be hesitant to attend the course in the evening when it may be difficult to drive.

COMPLETION CRITERIA

The project will be considered complete when three learning modules (Native Plants, Backyard Birding, and Gardening for Wildlife) are approved to "go live" by the mentor client and stakeholders. This includes a job aid procedure document for each module, supplemental course materials, and ILT material.

POINTS OF CONTACT

Contact information for all individuals involved in the project.

ROLE NAME TELEPHONE EMAIL Client/Project Owner Britt McGrath 253-565-9278 bmcgrath@tahomaaudubon.org Project Manager Erika

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Subject matter Expert Britt McGrath 253-565-9278 bmcgrath@tahomaaudubon.org Evaluator TBD Stakeholder: Executive Director Tahoma Audubon

Matt Mega (253) 565-9278 mmega@tahomaaudubon.org

ACCEPTANCE

By signing below, we agree to the terms outlined in this Statement of Work.

MENTOR

Printed Name: Britt McGrath Date: Sept. 5, 2018

Signature:

STUDENT

Printed Name: Erika Camardella Date: Sept. 5, 2018

Signature: