Bridging the Digital Divide Project Management Plan

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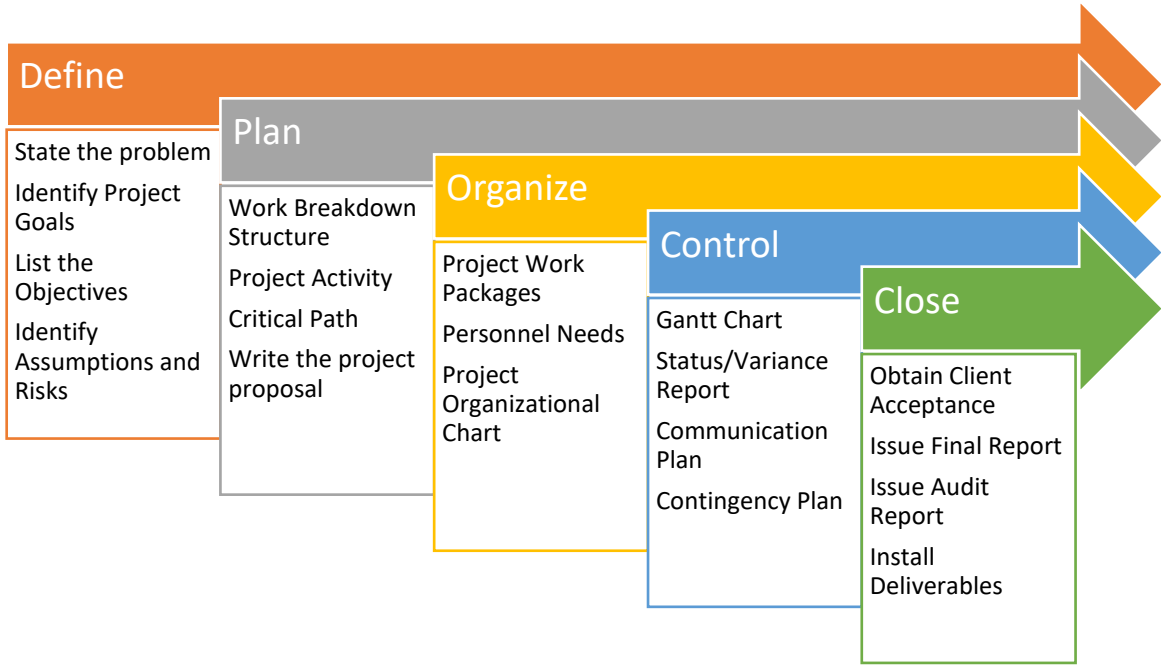
Executive Summary

This project management report details a well-developed professional development plan to assist the Innovative Future Middle School administrator to implement the program aimed at improving the teachers' proficiency in educational technology. The plan focuses on a structured approach to include targeted training sessions, integration of instructional design principles, and the use of multimedia tools to support the unique training and learning needs. This plan provides a clear roadmap to empower educators to effectively incorporate the digital tools into their teaching practices to foster a more innovative and engaging learning environment. The project is broken down into the following phases depicted in the chart below where key deliverables and responsibilities are outlined to ensure successful implementation.



Additional Request

Currently, the client has requested a change to the project management plan to incorporate the following:

1. On 4 March 2025, the client requested the use of multi-media training to be incorporated into the professional development instructional training plan. As this request is minimal, no additional training is required and there is no impact on the budget. The client has already purchased and provided the necessary equipment and will provide additional support to facilitate this need.

2. On 26 March 2025, the client requested an additional change that will reduce the project duration by 20%. Our group has developed two courses of action (COA) to facilitate the client's request. Additional information is provided in Appendix A.

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Define

According to Weiss and Wysocki (1992), the define phase is the initial phase of the five-step project management. The focus on this phase is to develop the information for the problem/opportunity that is occurring, define the overall project goals, the objectives for the project management plan, develop its criteria for successful implementation, and any assumptions or risks that can occur during the project's timeline. The define phase plays a crucial part in the project management plan as it lays the foundation for the overall project in accordance with the organizational needs. Clarifying the needs of the define phase will give the organization an idea to determine whether they would like to proceed with the project and how to allocate the resources effectively.

Project Problem/Opportunity

Integrating educational technology in K-12 classrooms can enhance teaching effectiveness and student learning outcomes. However, at Innovative Future Middle School (IFMS), teachers struggle to use a variety of technologies effectively and efficiently in their instruction. While the school district fosters a supportive environment and included teachers in the technology purchasing decision, many teachers still struggle in three critical areas: incorporating technology into daily lessons, operating new digital tools, and adapting instruction and assessments using digital resources. These challenges limit student engagement and hinder the full potential of a combined curriculum with technology integration. To address the gap, the district will fund a structured professional development (PD) initiative. This PD will be an opportunity to implement a comprehensive multiphase program over the next two years. The PD implementation plan will allow teachers to attend intensive summer sessions, monthly training and have firsthand experience with educational technology to bolster the use within the classrooms.

Project Goals

The primary goal of this project is to develop and implement a two-year structured professional development program beginning in the summer of 2025 to equip IFMS teachers with the necessary knowledge, skills, and tools to effectively integrate the technology into the structured curriculum. This will be accomplished through four steps:

1. The design, development, and implementation of a fully supportive PD program.
2. Creation of instructional materials, content, and hands-on training.
3. Continuation of training and additional support for teachers.
4. Evaluation and refinement of the PD program stemming from the feedback and data collection through the implementation process.

Project Objectives

To meet the intended outcomes, the project will be guided by the following measurable objectives:

1. Develop Professional Development Content.

2. Deliver Appropriate Training and Support with focus on the following: incorporating technology into daily lessons, operating new digital tools, and adapting instruction and assessments using digital resources.
3. Enable and Enhance Teacher Knowledge in Technology Usage.
4. Continuous Implementation of Technology Usage.
5. Monitor and Evaluate the PD Program Effectiveness.
6. Provide Support for Mentorship.

Success Criteria

The following measurable criteria outcomes will be the basis for success throughout the project timeline. The overall project must be delivered on schedule, withing the allocated budget, and must conform to the design specifications with room for flexibility. These criteria will focus on efficiency, quality, and foster a seamless execution of the project from inception to implementation, and completion.

1. Project Management Activities
2. Instructional Materials Development
3. Instructional Materials are delivered on time
4. Teacher Proficiency and Engagement
5. Instructional Implementation
6. Completion of PD Schedule
7. Multi-media training technology is integrated into all classrooms

Assumptions and Risks

The successful execution of this professional development initiative depends on several key assumptions and risks. One first assumption is that the pre-planned PD program sessions will be conducted without significant interruptions. However, external factors such as adverse weather may cause significant disruptions which can cause a delay in the training process. To mitigate these risks, virtual training will serve as an alternative to continuing with the current schedule. Another assumption is that all teachers will be present and actively participate during the scheduled training; however, personal, and professional responsibilities may hinder some teachers' participation. To address this risk, creating a schedule structured around crucial academic activities such as mandatory state testing will allow for maximum participation. Additionally, the various levels of technological proficiency among the teachers are another critical issue. As some teachers will be more proficient and quickly adopt and implement these new tools, others may need additional training. To accommodate the additional training with these differences, the PD training program will offer mentorship to those teachers that are not adapting quickly to the instructional strategies by pairing them with experienced technology specialists. Another unforeseeable issue that may arise is the potential for delays due to environmental catastrophes such as a pandemic outbreak like COVID, government shut-downs, recessions, and potential governmental lay-offs. Lastly, resistance to technology implementation is another risk that may arise. Some teachers may feel overwhelmed and reluctant to integrate innovative technology into the curriculum. To overcome this challenge, one key aspect of the PD training session will focus on the benefits of technology integration through real-world scenarios,

and peer collaboration to build adherence to the implementation of innovative technology, thus building confidence and motivation. Overall, identifying these assumptions and risks will ensure that the project can remain feasible and flexible and ensure that the teachers will receive the necessary training and support for technology integration and minimize any disruptions.

Plan

Effective project management hinges on a well-structured plan that outlines key activities, dependencies, and resource allocation. According to Weiss and Wysocki (1992), the Plan phase is essential for defining project scope, organizing work efforts, and ensuring alignment with overall objectives. The Plan phase serves as the backbone of the project, ensuring that each step aligns with its objectives and leads to a successful outcome. This phase includes identifying project activities, developing a structured Work Breakdown Structure (WBS), estimating required time, cost, and resources, sequencing tasks based on dependencies, defining the Critical Path, and ensuring all planned efforts align with the project's objectives as established in the Define phase. A well-executed plan minimizes disruptions, maintains momentum, and ensures that resources are allocated efficiently throughout the project's duration.

Work Breakdown Structures

This project will be executed in structured phases with clearly defined deliverables and milestones. The WBS is designed to manage project scope effectively and ensure alignment with the two-year implementation timeline. The project begins with Project Management and Planning, which establishes project scope, objectives, a structured timeline, and personnel assignments. Design and Development, occurring the first year, includes research and curriculum mapping, content development using the new multimedia software provided by the district, creating of instructional materials, and pilot testing with initial feedback collection. The Implementation and Training will consist of summer professional development sessions and ongoing monthly training, incorporating hands-on practice with the new multimedia software. The final Evaluation and Refinement will ensure continuous data collection on training effectiveness, adjustments to PD content based on teacher feedback, and the development of a final report with recommendations for sustainability.

Activity Number	Activity Description	Sequence Relationships		Estimated Time/Start	
		Before	After	Weeks	Period
0.0	**Bridging the Digital Divide**	None	None	None	
1.0	**Project Management and Planning**	None	None	None	
1.1	Develop project charter	1.2	None	1.00	
1.2	Define scope, goals, and objectives	1.3	1.1	1.00	
1.3	Identify assumptions and risk	1.4	1.2	1.00	
1.4	Create schedule and milestones	1.5	1.3	1.00	
1.5	Approve budget and resource allocation	2.1	1.4	1.00	

Project Activities Estimates

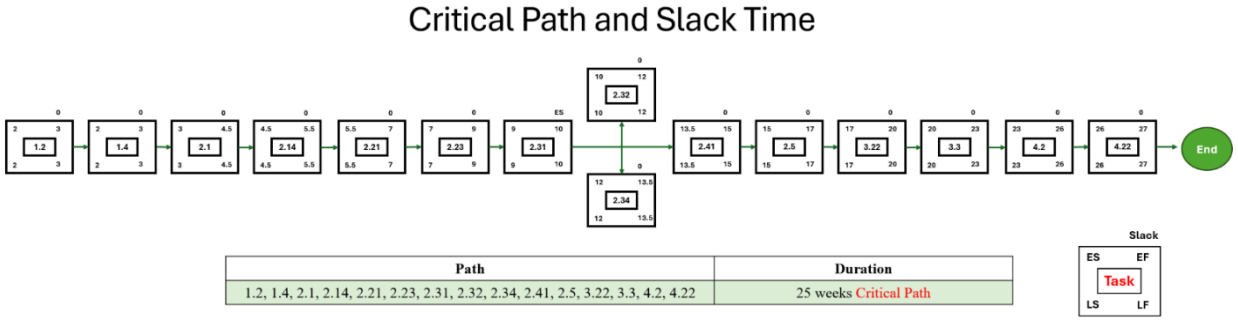
To ensure successful execution, the project team will strategically allocate time and resources, ensuring that each phase transitions smoothly into the next without unnecessary delays. The Project Management and Planning will span six weeks, followed by eighteen weeks for Content Development, six weeks for Pilot Testing and Review, and eight weeks for Summer Training Implementation. Throughout the academic year, twenty Ongoing PD sessions will be conducted

per year. The final Evaluation and Refinement will take approximately eight weeks. Because the project spans two years, activities will be scheduled with intentional overlap where beneficial, balancing efficiency with the need for high-quality content development and implementation.

Activity Number	Activity Description	Sequence Relationships		Estimated Time/Start	
		Before	After	Weeks	Period
0.0	**Bridging the Digital Divide**	None	None	None	
1.0	**Project Management and Planning**	None	None	None	
1.1	Develop project charter	1.2	None	1.00	
1.2	Define scope, goals, and objectives	1.3	1.1	1.00	
1.3	Identify assumptions and risk	1.4	1.2	1.00	
1.4	Create schedule and milestones	1.5	1.3	1.00	
1.5	Approve budget and resource allocation	2.1	1.4	1.00	
2.0	**Instructional Design and Development**	None	None	None	

Critical Path

Our team utilized the Weiss & Wysocki (1992) methodology to determine the sequence of activities and identify the critical path, which is the longest chain of dependent tasks that defines the project's minimum completion time. Any delay along this path directly affects the project's overall timeline, making it essential to monitor and manage these activities closely. The Critical Path, spanning over 25 weeks, plays a crucial role in the project's success by ensuring that all essential tasks are completed on time, particularly those involving the integration of the new district provided multimedia software. Managing scheduling constraints and addressing key dependencies early in the process allows for smoother implementation, minimizes disruptions, and helps maintain project momentum. The network diagram maps our critical activities, assigning each an Earliest Start (ES), Earliest Finish (EF), Latest Start (LS), and Latest Finish (LF) to track scheduling. These tasks have zero slack, meaning any delay directly impacts the project timeline.



While the Gantt Chart itself is not finalized until the Control phase, the foundational inputs necessary for its development are created during this Plan phase. These inputs include the WBS, activity sequencing, time estimates, and identification of dependencies, all of which inform the structure of the Gantt chart. Once finalized, the Gantt chart will serve as a vital management tool for tracking project progress, maintaining timelines, and supporting ongoing decision-making during implementation.

Project Proposal

This project serves as the foundation for implementing an instructional solution that enhances teachers' proficiency in educational technology. This proposal outlines the need for the project, the structure of PD sessions, decision-making tools, management control mechanisms, and key performance indicators.

Project Name

Bridging the Digital Divide

Activity

The project consists of key activities designed to ensure the successful implementation of professional development for teachers. These activities follow a structured sequence, beginning with the project scope and developing instructional content, followed by trainer preparation, implementation of training sessions, and continuous monitoring and evaluation. Each activity is aligned with the overall project objectives, ensuring a smooth transition from planning to execution. The table below provides an overview of the major project activities.

Name	Description
Project Management and Planning	Establish project objectives, define the scope, and secure resources.
Instructional Design and Development	Developing training materials and integrating the new district-provided multimedia software.
Training and Implementation	Delivering professional development sessions, including summer and ongoing monthly training.
Monitor and Control	
Project Closeout and Evaluation	Assessing training effectiveness and making improvements based on feedback.

Schedule

To ensure timely execution, the project follows a detailed schedule outlining each major phase's start and end dates. The timeline accommodates content development, training, and evaluation, ensuring that professional development activities are effectively implemented while allowing flexibility for adjustments based on feedback and unforeseen challenges. The table below outlines the key activities.

Major Activity	Weeks
Project Management and Planning 1.0	5 weeks
Instructional Design and Development 2.0	31.5 weeks
Training and Implementation 3.0	14 weeks
Monitoring and Control 4.0	11 weeks
Project Closeout and Evaluation 5.0	9 weeks

Budget

The budget follows a structured and strategic approach to ensure that all resources, labor, and material costs are accounted for efficiently. It is designed to support the project's development, implementation, and sustainability without exceeding district funding constraints. The following principles were used to ensure the accuracy and effectiveness of cost estimation:

- Experts and experienced personnel were consulted in estimating and reviewing each activity's budget to ensure realistic projections.
- All cost categories have been estimated for each activity, including labor, equipment, travel, supplies, training materials, and software licensing.
- Internal resources costs were estimated first to optimize district funding before determining a need for external resources or consultants.
- Cost estimates are realistic and conservative.

Category	**Estimated Cost**	**Notes**
Instructional Material Development	$50,000	Includes curriculum design, multimedia content, and training guides.
Trainer and Facilitator Salaries	$80,000	Compensation for trainers conducting PD sessions.
Technology and Equipment Support	$20,000	Covers additional hardware, set up, and support.
Travel and Accommodation	$15,000	Travel costs for trainers and facilitators (if needed).
Evaluation and Continuous Improvement	$25,000	Includes assessment tools, feedback analysis, and iterative improvements.
Project Management and Coordination	$35,000	Covers project oversight, stakeholder coordination, and reporting.
Contingency Fund (10%)	$22, 500	Covers unforeseen expenses and adjustments.
Total Estimated Budget	**$247,500**	Adjusted for cost savings from district-provided resources.

Organize

According to Weiss and Wysocki (1992), the Organize phase of a Project Management Process (PMP) is the stage where project planning and structuring take place to ensure effective execution. This phase involves establishing a project framework, defining roles and responsibilities, allocating resources, and developing a detailed schedule. The goal is to create a structured plan that aligns with project objectives and stakeholder expectations.

Personnel Needs

The K-12 Technology Management project needs a diverse team. This will include the Project Manager, Instructional Designers, Training Specialists, Education Content Team, IT Team, and the Program Evaluation Team. The Project Manager will have 5+ years of project management

experience. The Instructional Designers will also have 5+ years with at least 3 years of eLearning experience with strong skills in multimedia development, incorporating videos, animations, and interactive content to enhance learning experiences. The Training Specialists and evaluators will both have 3 years of experience in their respective fields. Finally, the District Multi-Media Team, a later addition to the project, will conduct initial training of the multi-media platform to be utilized. Below are examples of two positions and a full list of the required criteria expected of each.

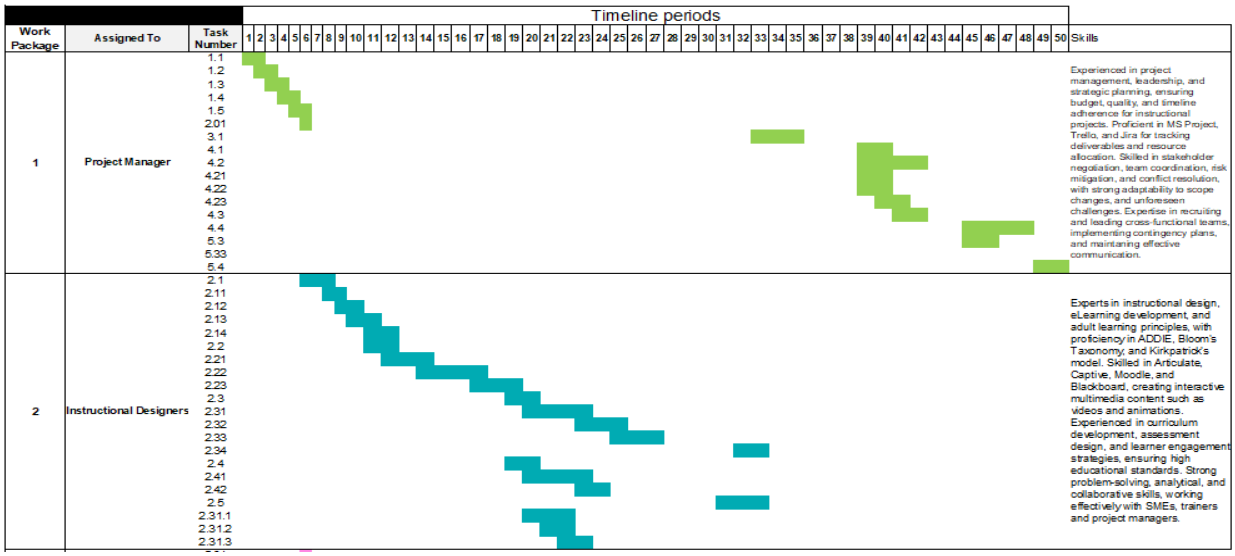
Job Title	Criteria
Program Manager	• 5+ years experience in project management, leading instructional or educational projects with a focus on budgeting, quality standards, and time management. • 4-6 years experience in leadership and strategic planning, ensuring smooth execution of multi-phase projects. • Strong proficiency in project management software (MS Project, Trello, Jira) for tracking deliverables and resource allocation. • Exceptional interpersonal skills, including stakeholder negotiation, team coordination, conflict resolution, and effective communication (written & verbal). • Ability to identify and mitigate risks, resolve project roadblocks, and implement contingency plans. • Experience in recruiting, interviewing, and assembling cross-functional teams. • Highly adaptable and flexible in responding to project scope changes and unforeseen challenges.
Instructional Designers	• 5+ years experience in designing and developing instructional materials, digital courses, and blended learning programs. • Expertise in instructional design models such as ADDIE, Bloom's Taxonomy, and Kirkpatrick's Model. • 3-5 years experience working with eLearning tools such as Articulate, Captivate, Moodle, or Blackboard. • Strong skills in multimedia development, incorporating videos, animations, and interactive content to enhance learning experiences. • Experience in creating and assessing learning objectives, knowledge checks, and competency-based assessments. • Deep understanding of adult learning principles and learner engagement strategies. • Strong analytical and problem-solving skills, ensuring instructional content meets high educational standards. • Highly collaborative, with a strong ability to work alongside SMEs, trainers, and project managers.

Project Organizational Chart

The Project Organizational Chart identifies who and how team members will work and interact with each other. Furthermore, it gives each team member a reference of how their workflow should operate. The Project Organizational Chart acts as a guide when assigning work packages and provides all stakeholders with a clear picture of how the team should function within the scope of the project. The Project Manager can be found in the center of this organizational chart. This is important to understand as they are not only overseeing much of the team, but they are also connected with the School Liaison and the Education Executives who are the clients for the project. Below the Project Manager we have the Instructional Design Leads, Educational Content Lead, the IT Director, and Program Evaluation Leads. The Instructional Design Team answers directly to the Instructional Design Lead. The Educational Content Team answers directly to the Educational Content Lead. The helpdesk and IT Experts will answer to the IT Director, and finally the Compliance and Privacy Officers as well as the Data Specialists will answer directly to the Program Evaluation Lead.

Project Work Packages

The work package is designed to leverage each team member's skills efficiently. Tasks requiring similar expertise are grouped, with personnel organized under six project objectives. Specific individuals are accountable for project completion, as designated by the project manager. The project follows a structured timeline to ensure timely execution. The development phase spans 18 weeks, focusing on content creation. The implementation phase includes 8 weeks of summer training, followed by monthly workshops over 28 weeks. The final evaluation phase assesses the program's effectiveness and makes refinements over 8 weeks. The total project duration is 54 weeks, ensuring some activities overlap for maximum efficiency. Available resources include the Project Manager, ID Team, IT Team, Content Team and Data Team. See the chart below for an example of the project work packages.



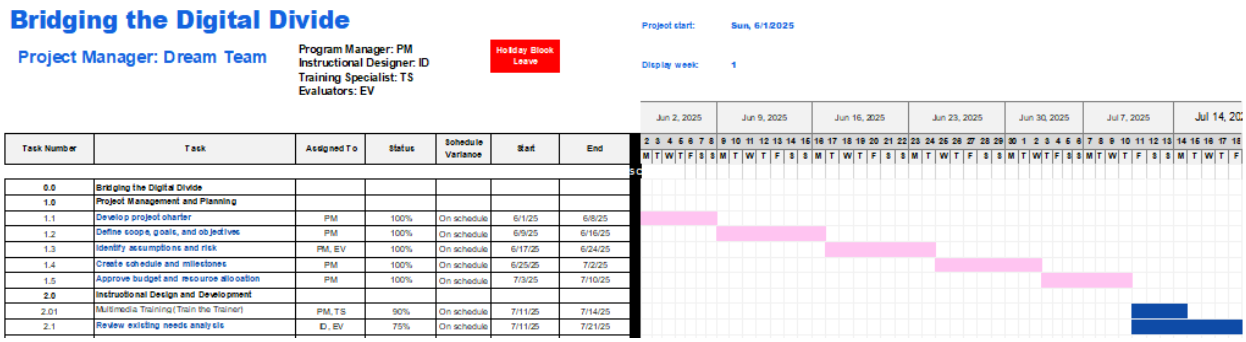
Control

Weiss and Wysocki (1992) define the Control Phase as the process of monitoring and measuring project performance against the established plan. This phase involves tracking progress, identifying variances from the project baseline, and taking corrective actions when necessary to ensure that project objectives are met within the defined scope, time, and cost constraints.

Gantt Chart

The Gantt chart provides a visual timeline of the project, mapping out each phase, key tasks, dependencies, and their duration. For this project, the Gantt chart reflects the two-year timeline, starting with the content development and instructional design in Year 1 and training and implementation and evaluation in Year 2. Key milestones include the completion of instructional materials, summer training sessions, and the rollout of monthly professional development workshops. Dependencies between tasks, such as completing technology guides before training sessions begin, are clearly indicated to prevent delays and maintain project momentum. It also

serves as a tracking tool to ensure that each deliverable aligns with the established critical path, allowing the project manager to identify bottlenecks, allocate resources efficiently, and adjust schedules if necessary.



Bridging the Digital Divide

Project Manager: Dream Team

Program Manager: PM
Instructional Designer: ID
Training Specialist: TS
Evaluators: EV

Holiday Block Leave

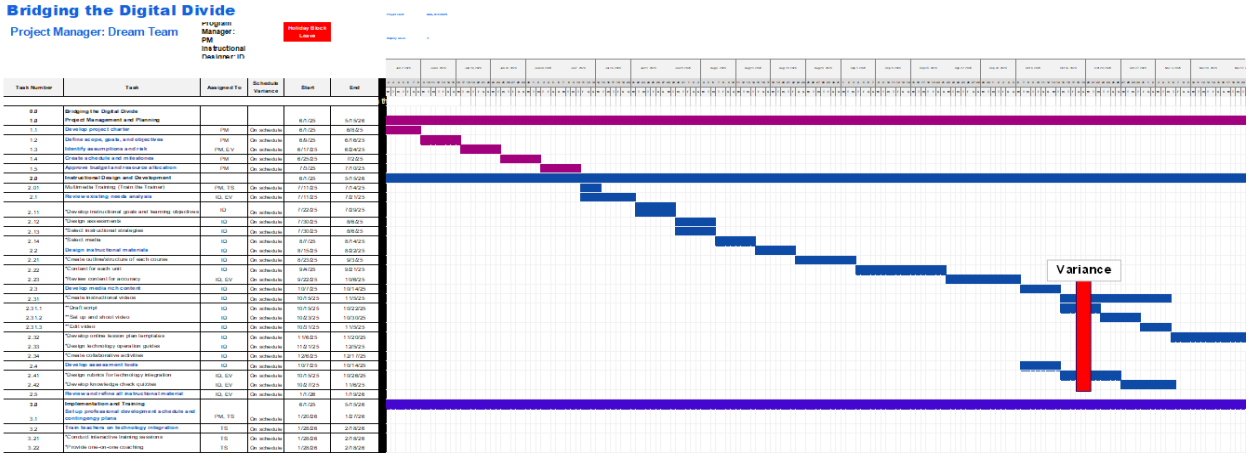
Project start: Sun, 6/1/2025

Display week: 1

Task Number	Task	Assigned To	Status	Schedule Variance	Start	End
0.0	Bridging the Digital Divide					
1.0	Project Management and Planning					
1.1	Develop project charter	PM	100%	On schedule	6/1/25	6/8/25
1.2	Define scope, goals, and objectives	PM	100%	On schedule	6/9/25	6/16/25
1.3	Identify assumptions and risk	PM, EV	100%	On schedule	6/17/25	6/24/25
1.4	Create schedule and milestones	PM	100%	On schedule	6/25/25	7/2/25
1.5	Approve budget and resource allocation	PM	100%	On schedule	7/3/25	7/10/25
2.0	Instructional Design and Development					
2.01	Multimedia Training (Train the Trainer)	PM, TS	90%	On schedule	7/11/25	7/14/25
2.1	Review existing needs analysis	ID, EV	75%	On schedule	7/11/25	7/21/25

Status/Variance Report

The status/variance report is a critical tool for tracking deviations from the project baseline and ensuring that corrective measures are taken promptly. The report will be used across all project activities to monitor discrepancies in schedule, budget, resource allocation, and task competition. The Gantt chart will serve as the primary reference for tracking schedule variances, allowing the project manager to identify delayed milestones or bottlenecks. Any variance exceeding a 10% threshold will trigger an in-depth analysis and corrective action plan, such as reallocating resources, adjusting training schedules, or modifying dependencies. To maintain transparency, team leaders will submit variance reports weekly, and the client will receive a final status report at project completion. This structured approach ensures early detection of risks, allowing the project to remain aligned with its objectives, timeline, and budget constraints.



Communication Plan

An effective communication plan is essential to align stakeholders, provide project updates, and ensure smooth coordination across teams. Regular status meetings, progress reports, and collaborative platforms will facilitate transparent communication between all stakeholders.

A project orientation will be conducted during week one. A midway review will be scheduled during week 27. The final review will be scheduled for a time to be determined, not later than week 54. The team will engage in the following recurring communication touchpoints.

1. Daily stand up conducted in a hybrid setting.
2. Weekly status report submitted by each team lead by close of business Thursday.
3. Biweekly virtual collaboration. Topics will be identified on Tuesday allowing appropriate attendees to prepare and execute on Thursday.
4. Monthly team lead meetings. These will be conducted in person on the first Wednesday of each month. Venues to be announced.

Schedule Resolution

Step 1: Identify Scheduling Issue
To identify the scheduling issue, the team will review progress against the baseline schedule. From there, the team will identify potential bottlenecks or missed milestones that will be arbitrated by the project manager.

Step 2: Analyze Root Cause
Next, to analyze the root cause, the team will assess whether the delays are due to scope changes, resource limitations, or external dependencies. They will utilize a cause-and-effect analysis if necessary.

Step 3: Evaluate Impact
Next, the team will determine the overall impact on project deadlines and assess how the issue may affect dependencies and critical path activities.

Step 4: Develop Resolution Strategies
Once the impact has been evaluated, resources will be optimized to bring additional team members in as needed. Task prioritization would focus on critical tasks and deprioritize nonessential work. schedule compression could include anything from fast tracking all the way to crashing or scope adjustment as needed.

Step 5: Implement and Monitor Adjustments
As needed, the team would then implement and monitor adjustments by updating the project schedule and project management system, monitoring progress against the revised timeline, and communicate changes to stakeholders and other team members.

Step 6: Document Lessons Learned
It is imperative that the team then document lessons learned by capturing insights into future project planning and maintaining records of scheduled deviations and resolutions for continuous improvement.

6. Tools & Techniques for Schedule Resolution
The team would utilize various tools and techniques for schedule resolution to include MS Project, Primavera, or additional risk matrices. collaboration tools such as Microsoft Teams and google drive would be utilized for collaboration.

7. Escalation Procedures
Minor Delays (<5% of project timeline): Resolved by the project manager with minor adjustments.
Moderate Delays (5-15% of project timeline): Requires approval from key stakeholders.
Major Delays (>15% of project timeline): Escalation to senior management for potential re-scoping or budget adjustments.

Contingency Plan

The team will introduce a contingency plan which will provide a proactive strategy outlining alternative actions if disruptions or unexpected risks impact in projects timeline. These key points will include risk and contingency strategies, response, and recovery. As well as a post incident review. Below is a brief example. Of risk categories with potential issues, impacts and what contingency plan may be implemented.

Risk Category	Potential Issue	Impact	Contingency Plan
Resource Availability	Key team members leave the project.	Project delays, knowledge gaps.	Cross-train employees, maintain updated documentation, and have backup personnel identified.
Scope Creep	Additional features requested beyond initial requirements.	Increased workload, timeline extension.	Implement strict change control processes and require stakeholder approval for changes.

Close

The close phase is the final phase of the 5-step project management plan process. During this phase, the deliverables are the final report and audit report. According to Weiss and Wysocki (1992), another objective of the close phase includes obtaining the client's approval to proceed with the project.

Summary of Project Phases

Closing the project is a critical step and each phase should be documented properly to ensure that the client is aware of each phase and the required documentation is presented in a clear and concise manner. The key deliverables of each phase are listed below.

Define: Project goals, Objectives, Preliminary Resources, Assumptions and Risks
Plan: Project Activities, Work Breakdown Structure, Critical Path, Project Proposal
Organize: Work Package Description, personnel needs, recruitment of the project management team, work packages
Control: Variance reports, Status reports, Establishing control tools

Close: Final report, Client Acceptance, Audit Report

Final Report

The final report is a detailed compilation of all the information pertaining to the project, effectively capturing the history and progress of the project. It is a complete review and analysis of the important components essential to the overall success of the project, post-implementation performance, and future viability. As described by Weiss and Wysocki (1992), the report includes a critical analysis of the project's design, organization, and administrative processes, and the techniques used to achieve the desired results. It also includes a diagnosis of the project's strengths and weaknesses, identifying areas of best practice and areas for improvement. After final client approval and sign-off, the completed report will be distributed to everyone involved. The project manager will then initiate the first steps to transition from closing the project into the next project phase.

Client Sign-off Procedures

The client sign-off is a crucial part of the project close phase as it serves as a formal acknowledgement that all the project requirements have been met. The professional development initiative for Innovative Future Middle School client will sign off will involve a final review meeting with the school leadership, and any other key stakeholders where the project management plan team will present the final deliverables, and any feedback summaries generated. Upon approval, the client will sign a formal acceptance letter which will signify that they have approved the plan and signifies project completion. Sample client sign-off checklist located in Appendix C.

Post Project Audit/Debrief

During this part of the close phase, the post project audit evaluates the overall success of the project, lessons learned and will highlight the areas needed for improvement. According to Weiss and Wysocki (1992) there are guiding questions designed to evaluate client satisfaction and project performance: Was the project goal achieved? Was the work completed on time? Did the project stay within budget? Were the deliverables aligned with the agreed-upon specifications? And finally, was the client satisfied with the overall results? The goal behind these questions is to obtain valuable insights to determine the effectiveness of the plan and the overall quality of the execution of the project.

Termination Logistics

Project termination logistics are essential processes and activities needed for the official closure of a project. Termination needs to be thoughtfully planned and executed to facilitate seamless transition and closure. Most important things in termination logistics include the delivery of all project deliverables, performing extensive performance appraisals, and completion of all administrative tasks such as release of the team members and closure of the contract. Project managers are also required to oversee the reassignment of resources, particularly human resources, for their optimal utilization within the organization. According to Weiss and Wysocki

(1992), a critical component of this phase is the post-project review or "lessons learned" session that elicits valuable feedback from stakeholders and project team members for enhancing the performance of future projects. Successful termination logistics also require formal closure processes, such as shutting down financial accounts, securing approvals, and holding a final review meeting to guarantee that all obligations have been fulfilled. Project managers also need to ensure adequate documentation of the project's terminated status, such as updates to show its final status and maintenance of essential project documents. By methodically tackling these termination logistics, organizations not only effectively shut down current projects but also set the stage for better performance in future projects.

Issues in Project Management

According to Weiss and Wysocki (1992), project management is not a fluid process, and issues can arise that will alter the intended goals and plans for the project. Below highlights common issues that clients may encounter in many projects and suggested tools that can help mitigate these issues effectively.

Scope Creep

Scope creep is a challenge that impacts the project success if not closely monitored and occurs when the project's scope goes beyond the original plans due to changes made with the timeline, resources and budget, and any additional features requested by the client. Scope creep creates tension between both parties and eventually leads to mistrust. To manage this process, project managers should ensure that they continue to monitor the project's boundaries, constantly communicate with the client, create clear and detailed initial scope definition, and inform the client on the potential impacts of changing the project's overall goal.

Technology Issues

Technology issues are another crucial element that can wreak havoc in the project management planning process. These issues stem from the rapid rise of technological advancements that leads to compatibility issues, and technology integration. The implementation of new software can also be challenging due to lack of familiarity with the new software platform and its inner workings. When addressing these issues, project managers must be able to bridge the gap to ensure that all parties are aligned and working towards the intended goal.

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Graphics produced by Excel, Word and Canva

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Appendix A

Change Request

On 26 March 2025, the client requested a second change to the completed project. The client requested that the project length be reduced by 20%. This would have an impact on the number of weeks available for the proposed professional development. Our group decided on the following courses of action (COA) to mitigate the impact due to this change request. The updated project activity is shown in Appendix B to denote the change request.

COA 1

Due to the acceleration of the project by 20%, our first COA is to reallocate time-based resources by implementing a 24-hour operational cycle to maintain project quality and account for the lost time. This approach ensures that there is continuous progress across all phases without compromising the quality of the project. The plan involves organizing personnel into staggered shifts, which will allow the project to advance around the clock while maintaining manageable workloads. By optimizing the team's availability and continuous coverage, this approach compensates for the reduced timeline and helps preserve critical milestones, Additionally, this method allows for additional flexibility in task assignments and promotes consistent oversight to ensure that the key deliverables remain on track despite the compressed schedule.

- **Cost:** No additional costs to the program. Costs initially allocated for the original timeline with be redirected to support the implementation of staggered shifts and potential overtime, if needed.

COA 2

The second COA focuses on overlapping tasks during the implementation and training phases which will reduce the schedule by the requested 20% without the need for additional funding. Combining interactive training sessions and implementation of a train-the-trainer model would streamline the process and minimize downtime. This approach will allow selected participants to receive intensive training at the beginning of the program, enabling them to serve as master trainers who can then conduct training sessions for their peers. This method will maintain instructional integrity and will empower the client organization to continue training beyond the project's end date.

- **Cost:** This COA remains cost neutral. By overlapping training and implementations tasks, the project eliminates the need for extended training periods thus reducing the total hours required for additional training and facilitators. Additionally, the train-the-trainer model will utilize internal personnel to facilitate training and reduce any associated costs. Funds already allocated for this project will be redirected to support the development of high-quality training and intensive training for the master trainers.

Appendix B

Project Activity

Project Activity	PROJECT NAME: Bridging the Digital Divide	PROJECT MANAGER:			
Activity Number	Activity Description	Sequence Relationships		Estimated Time/Start	
		Before	After	Weeks	Change Request
0	Bridging the Digital Divide	None	None		
1	Project Management and Planning	None	None	5	3.5
1.1	Develop project charter	1.2	None	1	0.5
1.2	Define scope, goals, and objectives	1.3	1.1	1	1
1.3	Identify assumptions and risk	1.4	1.2	1	0.5
1.4	Create schedule and milestones	1.5	1.3	1	1
1.5	Approve budget and resource allocation	2.1	1.4	1	0.5
2	Instructional Design and Development	None	None	27	24
2.01	Multimedia Training (Train the Trainer)	2.2	1.5	0.5	0.5
2.1	Review existing needs analysis	3.1	1.5	4	3.5
2.11	*Develop instructional goals and learning objectives	2.12	1.5	1	0.5
2.12	*Design assessments	2.13	2.12	1	1
2.13	*Select instructional strategies	2.14	2.12	1	1
2.14	*Select media	2.2	2.13	1	1
2.2	Design instructional materials	2.4	2.14	6	5.5
2.21	*Create outline/structure of each course	2.4	2.14	1.5	1.5
2.22	*Content for each unit	2.4	2.21	2.5	2
2.23	*Review content for accuracy	2.4	2.22	2	2
2.3	Develop media rich content	2.4	2.14	11.5	10.25
2.31	*Create instructional videos	2.4	2.14	3	3
2.31.1	**Draft script	2.4	2.31	1	0.5
2.31.2	**Set up and shoot video	2.4	2.31.1	1	0.75
2.31.3	**Edit video	2.4	2.31.2	1	1
2.32	*Develop online lesson plan templates	2.4	2.31.3	2	2
2.33	*Design technology operation guides	2.4	2.32	2	1.5
2.34	*Create collaborative activities	2.4	2.33	1.5	1.5
2.4	Develop assessment tools	2.5	2.34	3	2.25
2.41	*Design rubrics for technology integration	2.5	2.4	1.5	1.5
2.42	*Develop knowledge check quizzes	2.5	2.41	1.5	0.75
2.5	Review and refine all instructional material	3.1	2.42	2	2
3	Implementation and Training	None	None	11	6.5
3.1	Set up professional development schedule and contingengy plans	3.2	2.5	1	0.5
3.2	Train teachers on technology integration	3.21	3.1	9	5
3.21	*Conduct interactive training sessions	3.22	3.2	3	2
3.22	*Provide one-on-one coaching	3.23	3.21	3	3
3.23	*Facilate peer collaboration exercises	3.3	3.22	3	0
3.3	Provide technical support and Q&A	5.1	3.23	1	1
4	Monitoring and Control	None	None	8	7.5
4.1	Conduct periodic status meetings	5.1	1.5	1	1
4.2	Track project progress (Gantt chart, variance reports)	5.1	1.5	3	2.5
4.21	*Update project status bi-weekly	5.1	1.5	1	1
4.22	*Document variance reports	5.1	1.5	1	1
4.23	*Adjust timelines based on project needs	5.1	1.5	1	0.5
4.3	Address scheduling conflicts or scope changes	5.1	1.5	1	1
4.4	Implement quality control measures	5.1	1.5	3	3
5	Project Closeout and Evaluation	None	None	8	7
5.1	Conduct post-training surveys and data collection	5.2	4.4	2	2
5.2	Analyze feedback and identify improvements	5.3	5.1	2	2
5.3	Present final report and lessons learned	5.31	5.2	3	2
5.31	*Gather feedback from administrators	5.32	5.3	1	0.5
5.32	*Finalize deliverable acceptance forms	5.33	5.31	1	0.5
5.33	*Secure official approval documentation	5.4	5.32	1	1
5.4	Obtain client sign-off	None	5.33	1	1
Approved By	Date		Total	51	41
Sheet					

Appendix C

Project Sign-Off Checklist

Project Sign-Off Checklist
Project Title: Bridging the Digital Divide
Client/Stakeholder:
Project Manager:
Date:

Deliverables Confirmation

Deliverable	Description	Completed	Approved by Client
Final PD Curriculum	Professional development course content and instructional materials	☐	☐
Tech Integration Toolkit	Resource guide for tech-enhanced teaching strategies	☐	☐
Evaluation Plan	Pre/post assessment tools, surveys, and feedback forms	☐	☐
Final Presentation	Slide deck with summary of goals, outcomes, and analytics	☐	☐
Project Report	Full documentation of process, implementation, and results	☐	☐

Client Acceptance Criteria

Criteria	Met? (☑/☐)	Notes
Project meets instructional design objectives	☐	
Deliverables are high quality and align with goals	☐	
Stakeholder expectations have been met	☐	
All phases of the project were completed on schedule	☐	
Issues and changes were documented and resolved	☐	

Post-Project Review Acknowledgment

- ☐ All project files and documentation have been archived.
- ☐ Final debrief meeting conducted with the team.
- ☐ Client received a final project report.
- ☐ Lessons learned documented and shared.

Sign-Off Section

Role	Name	Signature	Date
Project Manager			
Client Representative			
Team Lead (Optional)			