

IMMERSION TOUR FOR LOCAL NATIVE ALASKA STUDENTS

By

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MASTER OF SCIENCE

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Abstract

Recent initiatives by the Department of Defense directed greater outreach to local Native Alaska students due to lack of representation. To bridge this gap, the "Immersion Tour for Local Native Alaska Students" is an impactful initiative aimed at providing a unique educational experience to underserved students residing in remote areas of Alaska. This project serves as a vital component of Air Force outreach, fostering connections with local communities and inspiring the next generation of leaders.

The primary objective of this project is to expose students from remote Alaskan villages, often referred to as "the bush," to opportunities and career paths they may not have access to otherwise. By doing so, it not only enriches their educational journey but also empowers them to envision a brighter future for themselves and their communities. This will be a one day execution event for the immersion tour on Joint Base Elmendorf Richardson, Alaska. Additionally, this project aims to permanently set up an office or set up as a function of an office to carry out this endeavor so this effort may continue as part of the organization.

In summary, the "Immersion Tour for Local Native Alaska Students" is a project with a far-reaching impact, designed to bridge educational gaps, foster community connections, and inspire future leaders within the Alaska Air National Guard. It underscores the Air Force's commitment to outreach and engagement while offering students the chance to explore a world of possibilities.

This project successfully resulted in 28 students enjoying a military base immersion tour and in creating a repository of best practices for future tours to use for continuously improved processes. This repository will be used as the basis for turnover to a future office for primary responsibility in supporting outreach tours.

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Glossary

- 1. Immersion Tour:** A guided and hands-on experience designed to provide participants with in-depth exposure to various aspects of the Alaska Air National Guard, including career fields, facilities, and day-to-day operations.
- 2. Stakeholder:** Individuals, groups, or entities that have an interest in or are affected by the outcomes of the "Immersion Tour for Local Native Alaska Students."
- 3. Air Force Outreach:** A strategic initiative by the United States Air Force to connect with and engage communities, in this context, specifically targeting local native Alaska students.
- 4. Remote Alaskan Villages (the bush):** Geographically isolated communities in Alaska, often lacking access to mainstream educational and career opportunities.
- 5. Alaska Air National Guard:** A component of the United States Air National Guard responsible for air defense, search and rescue, and disaster response in the state of Alaska.
- 6. Tech Training:** Specialized technical training provided to individuals pursuing roles in the Alaska Air National Guard, equipping them with skills in various technological fields.
- 7. Aviation Management:** The administration and coordination of activities related to aviation, encompassing areas such as air traffic control, airport management, and aviation safety.
- 8. HVAC:** Heating, Ventilation, and Air Conditioning; a technology used to maintain indoor environmental comfort.
- 9. Fabrication:** The process of constructing, assembling, or creating structures, components, or products through various materials and techniques.
- 10. Risk Management Plan:** A document outlining strategies for identifying, assessing, and mitigating risks associated with the "Immersion Tour for Local Native Alaska Students."
- 11. Change Order Process:** A systematic procedure for proposing, evaluating, and implementing changes to the project scope, timeline, or other relevant aspects.
- 12. Volunteer Basis:** Involvement in the project without financial compensation; individuals contribute their time and skills voluntarily.

13. Mitigation: The act of reducing the severity or impact of a risk.

14. Contingency Planning: The development of alternative plans or actions to address unforeseen events or changes in project circumstances.

15. RAG Status: A system using colors (Red, Amber, Green) to indicate the status of risks or project elements, providing a quick visual assessment.

16. Scope Change Risk: The potential for alterations in the project's defined boundaries, leading to impacts on timelines and resource allocation.

17. Logistical Challenges: Issues related to the planning, coordination, and execution of the project, including transportation and accommodation problems.

18. Resource Allocation: The process of assigning and utilizing resources, including time, budget, and personnel, effectively to meet project objectives.

19. Temporary Duty (TDY): This is an additional duty that typically involves traveling outside a military member's normal duty station.

Scope Statement

Description

The Immersion Tour for Local Native Alaska Students is a transformative initiative led by Major Kyle Vanasse in collaboration with the 176 Wing of the Alaska Air National Guard. This visionary project provides a unique and potential life-changing educational experience to underserved students residing in the remote regions of Alaska. More than just an educational endeavor, this project serves as a crucial component of Air Force outreach, fostering deep connections with local communities and inspiring the next generation of leaders. The primary objective of this project is to expose students from remote Alaskan villages to opportunities and career paths that might otherwise remain out of reach. This will be accomplished by a one-day base tour and this project serves to set up a permanent function under a current base office to set up quarterly/semi-annual tours for consistent base outreach.

Acceptance Criteria

1. A schedule that occupies the students from 0900-1600
2. All guests are approved by security for base access
3. A complete map showing all tour locations
4. A complete master schedule of events

Deliverables

1. Approved base Entry Access List
2. Map of Tour Locations
3. Master Schedule of Events
4. Tour Day Execution
5. An office accepting/owning Office of Primary Responsibility for future outreach events

Exclusions

1. This project is not an 'all schools' included project
2. This project is not intended to recruit as its primary purpose
3. This project will not test anyone for potential military service

Constraints

1. This event is one day only and the students are only available 0900-1600
2. This event must be completed in April 2024 for closeout by Spring 2024 Semester's end

Assumptions

- The students want to and are willing to tour base/military facilities
- Members of the base community are enthusiastic about showing off what they do

Background

These high school students from the bush come from strong family ties, yet the formal school environment in which they learn is not as financially well off or empowered to engage in out of school trips to the extent that the Anchorage School district can. Research has shown that school tour benefits for less advantaged students are generally two to three times larger than that of average advantaged students (Jay P. Greene, 2014).

The sponsor of this project is the military representative to the state school board. When the board had approached him and communicated dissatisfaction with many schools reaching out to the base to request tours for enriched learning and immersion – the schools were met with no call backs. That’s where the sponsor recognized an opportunity to improve this relationship as good stewards of public trust in the military and to align strategic objectives to improved outreach with the Alaskan Bush.

Previous studies show that there is great benefit to school tours and most teachers agree and see the benefits of such trips; however, not all schools or teachers agree so there may be some attitudes concerning resistance to the idea (Serrano-Pastor & Miralles-Martínez, 2021). Regardless of the dissent, education via for the educators is an excellent way to improve the attitudes towards tours.

Minimal formal research will be conducted as the scope of this project isn’t to convince schools or students to take part in such a tour as that has already been decided by a willing school with willing students. The organic research conducted will be on attitudes concerning previous visits and towards certain activities to maximize engagement and therefore enjoyment of the experience. This experience may go on to build communication skills and people networks (Hillier, 2021).

Research Methods and Approach

The primary research method for this project will be survey-based. Surveys are an effective way to gather information and insights from the target audience. The survey will be designed to

match the interests of the students with the offerings of the Air National Guard. Secondary research sources will be via university resources for electronic documents.

Research

The primary sources used will be personal experiences in similar projects, the students, the host units, Air National Guard, Public Affairs, and the State of Alaska School Board of Education.

Other sources will include surveys to gauge the general interests of the students for refinement of plan.

29 students were surveyed via SurveyMonkey.com through five questions. Three questions were single choice and two were open ended. The average time to complete the survey was 3 minutes and 43 seconds. They were surveyed from their school premises with access to personal laptops. This survey was not required as a condition for joining the base tour and nor were there any time constraints on the survey or number of students needed.

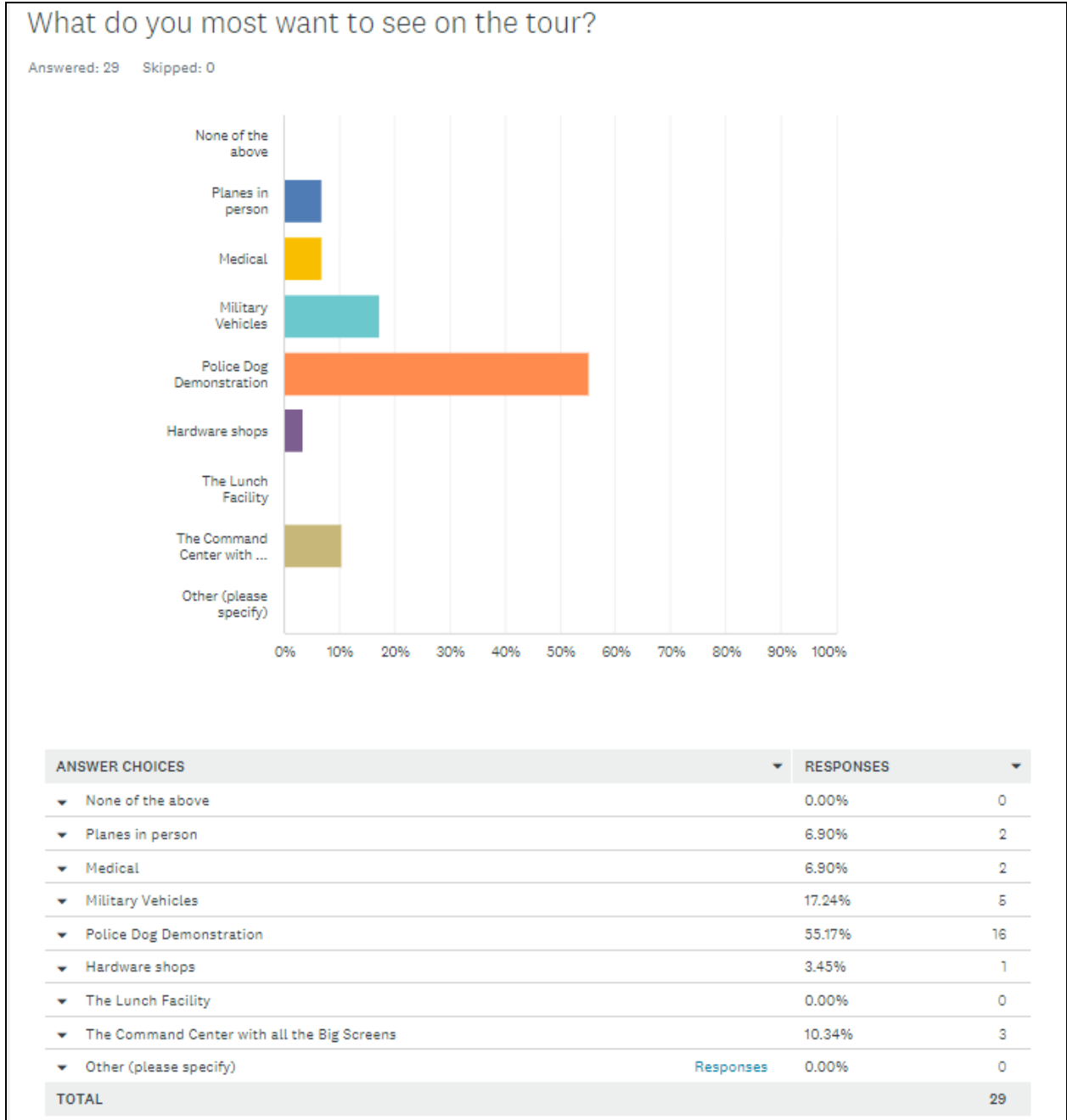


Figure 1: Survey Question 1

Analysis of ‘What do you most want to see on the tour?’ The students overwhelmingly want to see a police dog demonstration. This question was asked with one possible answer and not multiple. What this question lacks is information on what students’ second priority would be to see on the tour. I will be sure to manage my weight of effort in procuring this tour for the students.

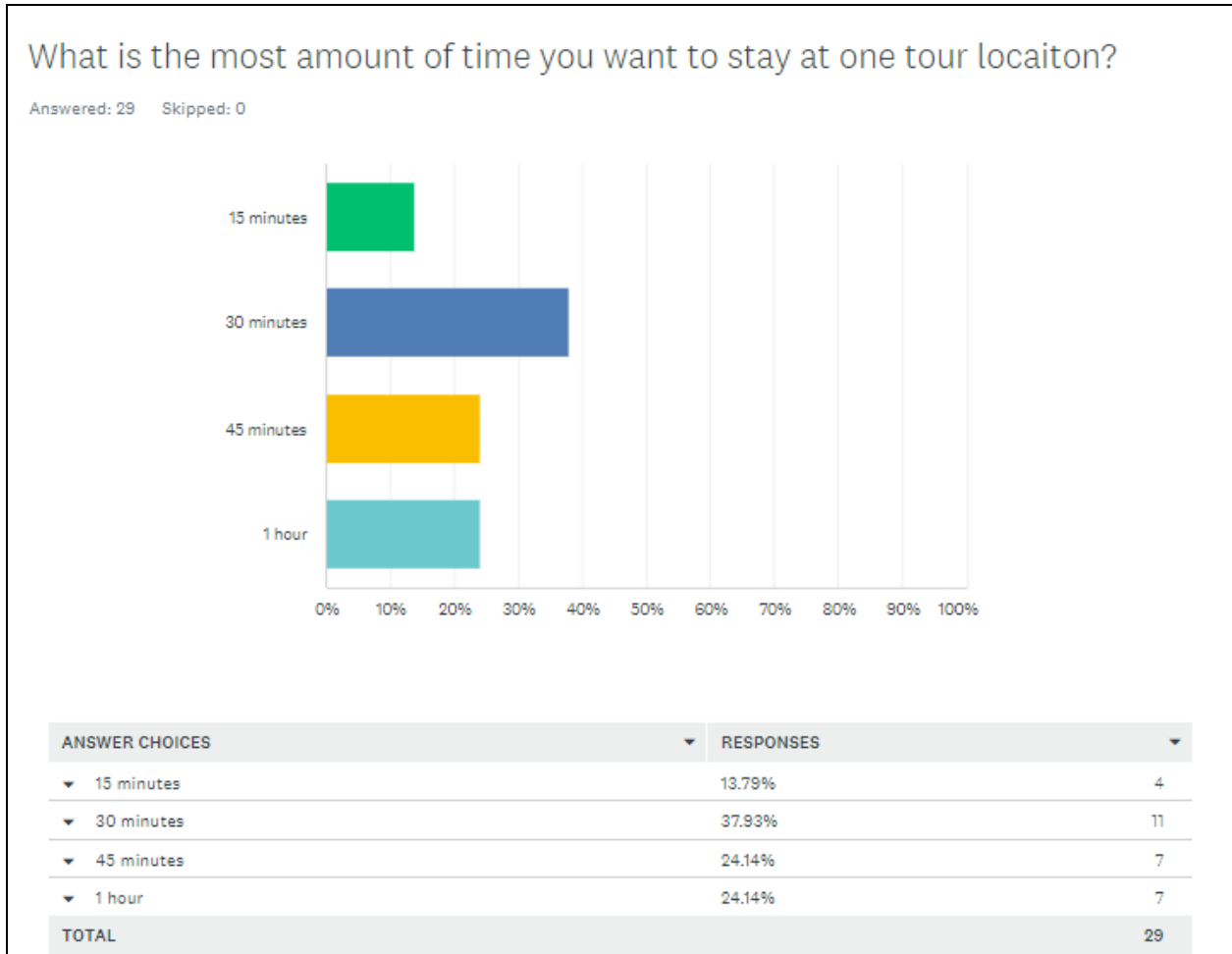


Figure 2: Survey Question 2

Analysis of ‘What is the most amount of time you want to stay at one tour location?’

Students appear to prefer 30 minutes at a tour location. Typically, when a planned tour has multiple parts and or a stronger engagement, I would lengthen the time to fit the expected interest of the students. I will plan not to hold students to longer than an hour should the interest not be as engaging.

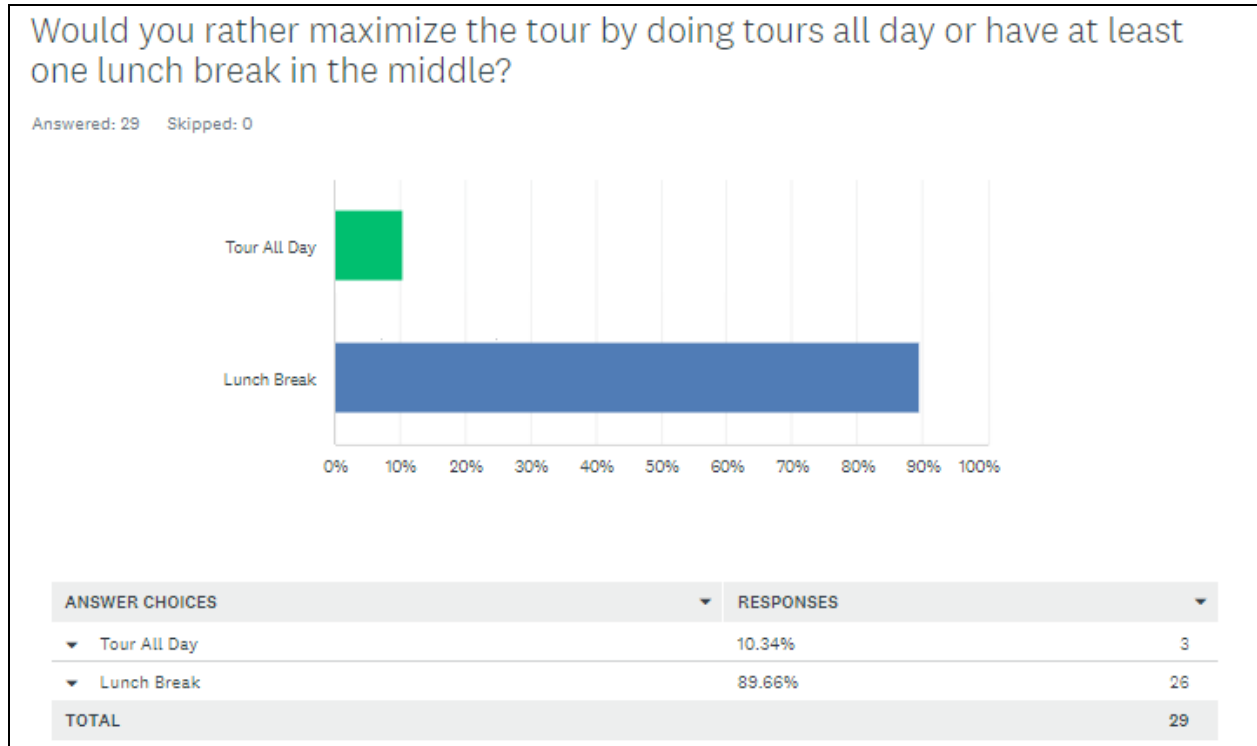


Figure 3: Survey Question 3

Analysis of ‘Would you rather maximize the tour by doing tours all day or have at least one lunch break in the middle?’ The data shows that students prefer to take a break and slow down a little for the day by having lunch. In previous tours the students have ate at the dinning facility twice and once two on the bus to meet another deadline. Further analysis from open-ended questions shows that students prefer to spend more time eating.

The other two open ended questions asked were, “What was your favorite part about the last tour? If you haven't been on a tour yet just put N/A for 'not applicable” and “If you've been on the tour before, what are some things you did not like? If you haven't been on a tour yet just put N/A for 'not applicable.” There was no specific trend data with these; however, I did receive 16 N/As indicating that 16 of 29 students had not previously been on these tours. Other minor correlations were wanting more time for lunch, less cold, a fondness for seeing the jets and military vehicles.

Outcomes/Recommendations

After surveying 29 students, the data shows that they prefer the dog demonstration, want to spend no more than 30 minutes at a place, and keep lunch in the schedule. Taking this information into consideration, the project will adjust weight of effort to prioritize the dog demonstration, and factor in lunch and longer times. Despite the responses from the students showing they don't want to spend 30 or more minutes at a location, the tour will likely continue with 45-60 minute tours. This is based on experience in observations on previous tours that when the interest and engagement are high – the students appear to continue to stay focused on that specific part of the tour (Benefits, 2024). Further, other data from open-ended questions show that more than half the students surveyed have not previously been on these tours. This indicates that they may not be anticipating how much they may enjoy a location and desire to stay and take it all in when compared to other students that have and want to stay engaged as long as they are able to.

Based on the Immersion Tour Research Results, the preliminary conclusions can be drawn as follows below:

Preference for police dog demonstration: The survey results indicate a strong preference among the surveyed students for a police dog demonstration as the top attraction on the tour. This insight suggests that efforts should be prioritized to include this activity in the itinerary. As such this activity has been locked in.

Duration of tour stops: Most students expressed a preference for spending no more than 30 minutes at each tour location. However, it is noted that despite this preference, longer tour durations (45-60 minutes) are still beneficial, especially if the interest and engagement are high. Previous observations suggest that students may be willing to extend their stay at certain locations, particularly if they find them engaging. This observation has been noted in the jet tours and any other where the students are hands on and/or are talking directly to the experts who perform the 'awesome' job that is being observed.

Preference for lunch breaks: The survey reveals that students prefer to have at least one lunch break during the tour day, indicating a desire to slow down and take a break from continuous touring activities. This preference should be taken into consideration when planning the itinerary.

Mixed feedback on previous tours: Feedback from open-ended questions showed a mixed response regarding favorite aspects of previous tours and areas for improvement. Notably, a significant portion of surveyed students had not previously been on such tours, suggesting that their expectations and preferences may differ from those with prior experience.

A potential issue will be reluctance for an office or office workers to accept yet another additional duty for maintaining the responsibility to continuously provide immersion tours for the Alaska National Guard. While this endeavor has top level support, the actual people doing the work may not prioritize this to the level that this project is currently being prioritized.

In summary, while the preliminary conclusions suggest prioritizing the police dog demonstration and incorporating lunch breaks into the itinerary, there remains a need for flexibility in tour duration based on observed engagement levels. Additionally, the diverse feedback highlights the importance of considering the varied expectations and experiences of the surveyed students when planning future tours. Further refinement and validation of these conclusions may be necessary as the project progresses.

Key Words

Terms used: school/student tours, outreach, military tours, and hands on learning.

Work Breakdown Schedule

This is a hierarchical representation of the tasks and activities involved in this project. See Appendix.

Project Schedule Management Plan

This is a document that outlines how the project schedule will be developed, monitored, and controlled throughout the life of the project. It is a crucial component of the overall project management plan and provides a roadmap for ensuring that the project is completed on time.

See appendix for plan.

Stakeholder Management Plan

The Stakeholder Management Plan for the "Immersion Tour for Local Native Alaska Students" serves as a strategic guide outlining the systematic and proactive approach to identify, engage, and manage stakeholders throughout the project lifecycle. The purpose of this plan is multi-faceted and critical to the overall success of the project.

See appendix for plan.

Communications Management Plan

A Communications Management Plan outlines how communication will be planned, executed, and monitored throughout the Immersion Tour for Local Native Alaska Students project. Effective communication is essential for keeping all stakeholders informed and engaged in the project.

See appendix for plan.

Budget Management Plan

This project is run on a volunteer basis only in regard to hosting and any supplied products. There is zero formal budget for this plan and finances are not required.

Risk Management Plan

The objective of the Risk Management Plan is to identify potential risks, assess their impact and probability, and establish strategies to mitigate or respond to these risks. The goal is to proactively manage risks to ensure the successful execution of the "Immersion Tour for Local Native Alaska Students."

See appendix for risk register, mitigations, and contingencies.

Baseline Risk response Strategies below:

1. Acceptance:

- *Description:* Accept the risk without taking specific actions.
- *Applicability:* Low-impact, low-likelihood risks.

2. Mitigation:

- *Description:* Implement actions to reduce the probability or impact of the risk.
- *Applicability:* Risks with moderate impact or likelihood.

3. Contingency Planning:

- *Description:* Develop specific plans to respond if the risk materializes.
- *Applicability:* Risks with high impact or likelihood.

4. Transference:

- *Description:* Transfer the risk to a third party, such as insurance or contractual agreements.
- *Applicability:* Risks that can be transferred effectively.

Risk Monitoring and Reporting:

1. Regular Monitoring:

- Establish regular risk review meetings to assess the status of identified risks.
- Update risk registers and communicate changes to relevant stakeholders.

2. Reporting:

- Prepare regular risk reports for project leadership.
- Utilize a red-amber-green (RAG) status to communicate the severity of each risk.

Risk Owner:

- Project Lead

Review and Update:

- Regularly review and update the Risk Management Plan throughout the project lifecycle, especially before significant project milestones.

See appendix for plan.

Quality Management Plan

This plan outlines how the quality of the Immersion Tour for Local Native Alaska Students project will be planned, monitored, and controlled. Quality is crucial to ensure that the project meets its objectives and delivers value to stakeholders.

See appendix for plan.

Procurement Management Plan

This plan outlines how the procurement process for soliciting tour hosts for the Immersion Tour for Local Native Alaska Students project will be managed, ensuring that the selection of hosts aligns with project goals and objectives.

See appendix for plan.

Integration Management Plan

This plan outlines how the various components and processes of the Immersion Tour for Local Native Alaska Students project will be coordinated, unified, and managed to ensure that the project's objectives are met successfully. Integration management encompasses the coordination of project activities, communication, and the harmonization of various project elements.

See appendix for plan.

Final Deliverables

1. Approved base Entry Access List
2. Map of Tour Locations
3. Master Schedule of Events
4. Tour Day Execution
5. An office accepting/owning Office of Primary Responsibility for future outreach events

Deliverables 1-4 have been met. Deliverable 5 was not met due to some resistance to the concepts of pushing work/project onto other offices and organizational scheduling issues. As a measure of attempts to meet this deliverable, the products, best practices, and results will be held

electronically by the project manager in a shared electronic location until this outreach endeavor can be held by a formal office. See deliverables for execution day products.

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Appendix

Attachment 1: Charter

Project Charter: Immersion Tour for Local Native Alaska Students

Project Lead: Major Kyle Vanasse

Project Date: Late April 2024

Scope:

The "Immersion Tour for Local Native Alaska Students" is a project aimed at providing underserved students from remote areas of Alaska with a unique educational experience. Major Kyle Vanasse will have full authority to create timelines, direct, request, allocate volunteers, and pursue and commit to any avenue for tour ideas/locations. The scope of the project includes:

Tour Planning: Major Vanasse will lead the planning and execution of an immersive tour for local native Alaska students. This includes the selection of tour locations and the development of a detailed itinerary.

Student Engagement: The project will engage with local students, particularly those from remote Alaskan villages, to provide them with exposure to a diverse range of career fields available within the Alaska Air National Guard.

Educational Impact: The project aims to enrich the educational journey of participating students by offering them hands-on experiences in career fields such as aviation management, piloting, maintenance, HVAC, civil engineering, fabrication, medical, fire/rescue, and more.

Community Development: Emphasis will be placed on the long-term benefits of students pursuing roles within the Alaska Air National Guard. They will receive world-class technical training, which can contribute to the development and well-being of their communities.

Air Force Outreach: The project serves as a crucial measure for Air Force outreach, fostering connections with local communities and inspiring the next generation of leaders.

Mutual Benefit: The initiative is designed to benefit all stakeholders involved, including the students, the Air Force, and local communities.

Budget:

No monetary budget will be formally allocated for this project as it will be conducted on a volunteer basis. Major Kyle Vanasse and volunteers will contribute their time, effort, and resources voluntarily to ensure the success of the project. Other USAF programs will be inquired into as to what donations can be made for providing lunch.

Approval:

This project charter is approved by:

JAMES W. FOWLEY, Lt Col, AKANG
Commander, 176 Air Defense Squadron

Upon approval, Major Kyle Vanasse will proceed with the planning and execution of the "Immersion Tour for Local Native Alaska Students," with the aim of providing a meaningful educational experience for the students and fostering positive connections between the Air Force and the local community.

Attachment 1a: Letter of Support from Project Sponsor



DEPARTMENT OF THE AIR FORCE 176TH DEFENSE SQUADRON (PACAF) JOINT BASE ELMENDORF-RICHARDSON ALASKA

25 October 2023

MEMORANDUM FOR UNIVERSITY OF ALASKA ANCHORAGE MASTER OF SCIENCE IN PROJECT MANAGEMENT BOARD

FROM: 176 ADS/CC

SUBJECT: Letter of Support for Major Kyle Vanasse

1. I am writing to express my wholehearted support for the outstanding initiative spearheaded by Major Kyle Vanasse, who is overseeing the important project aimed at hosting an immersion tour for local native Alaska students. I have had the privilege of working closely with Major Vanasse and have witnessed his unwavering commitment and dedication to his work on similar projects.
2. The project, under Major Vanasse's capable leadership, is being conducted in collaboration with the 176 Wing, and its primary objective is to provide a unique and invaluable educational experience for local native Alaska students, particularly those residing in remote areas. These students often lack access to opportunities that would expose them to a wide range of career possibilities and technological advancements. Major Vanasse's initiative not only addresses this educational gap but also serves as a crucial measure of Air Force outreach to connect with and inspire these promising young individuals.
3. One of the significant benefits of this project is that it offers these students a glimpse into the diverse career fields available within the Alaska Air National Guard. Through meticulously planned on-base tours, they will have the opportunity to explore various career paths, including aviation management, piloting, maintenance, HVAC, civil engineering, fabrication, medical, fire/rescue, and many others. This exposure can be transformative for these students, igniting their passion for careers in fields they may not have considered before.
4. Moreover, Kyle's project has the potential to yield long-lasting benefits for both the students and our community as a whole. By inspiring and educating these young minds, we not only contribute to their personal growth but also lay the foundation for a future workforce that can contribute to the well-being and development of their villages and the nation at large. The skills and knowledge gained through the Alaska Air National Guard can be harnessed to not only defend our nation but also to bring expertise and experiences back to their communities, thereby fostering growth and progress for all involved.
5. In conclusion, I wholeheartedly support Major Kyle Vanasse's endeavor to provide these local native Alaska students with a life-changing opportunity to explore career possibilities and gain exposure to the incredible work done by the Alaska Air National Guard. His dedication, leadership, and vision for this project are commendable, and I have every confidence that it will be a resounding success. Please feel free to reach out if you require any further information or assistance regarding this project. I look forward to witnessing the positive impact it will undoubtedly have on our community and the lives of the students involved.

FOWLEY, JAMES W. Digitally signed by
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JAMES W. FOWLEY, Lt Col, AKANG
Commander

"Arctic Guardians"

Attachment 2: WBS

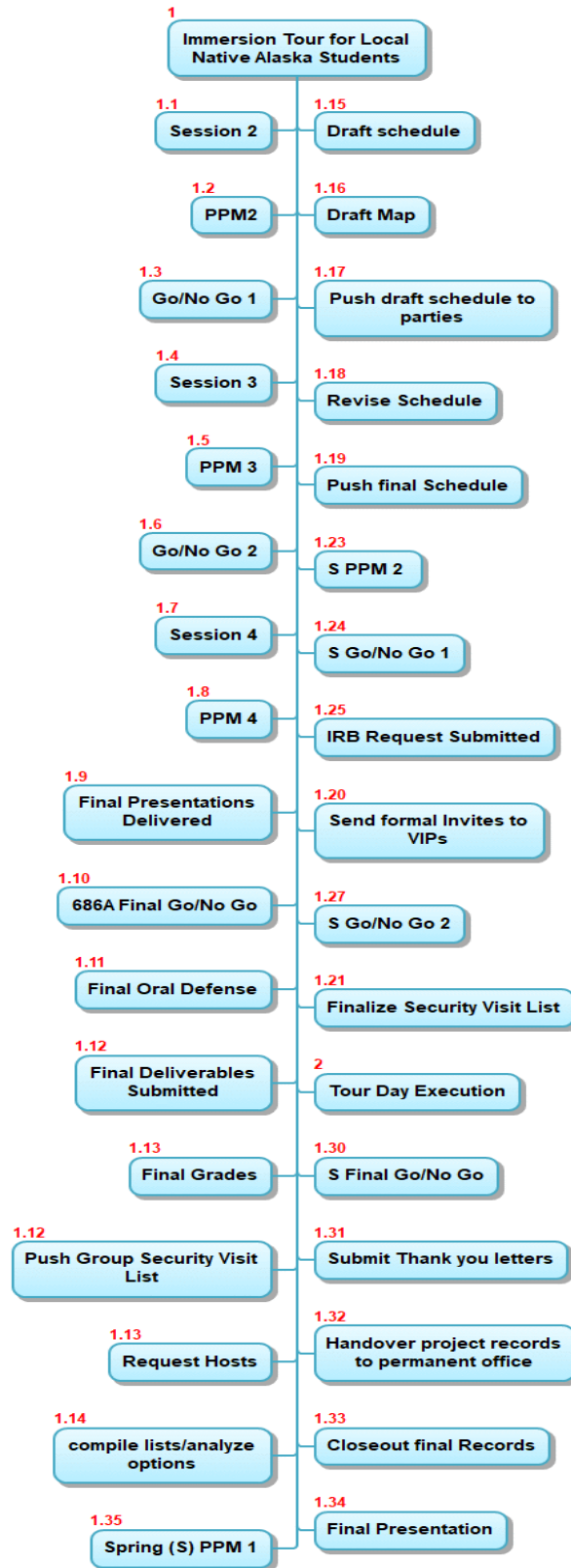


Figure 4: WBS for Immersion Tour Project

Attachment 3: Project Schedule

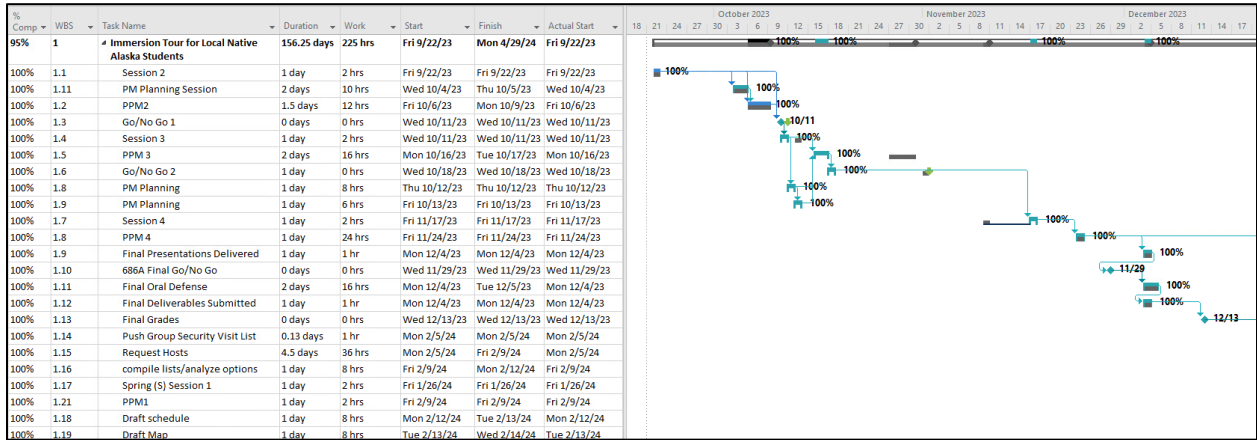


Figure 5: Tracking Gantt Chart 1

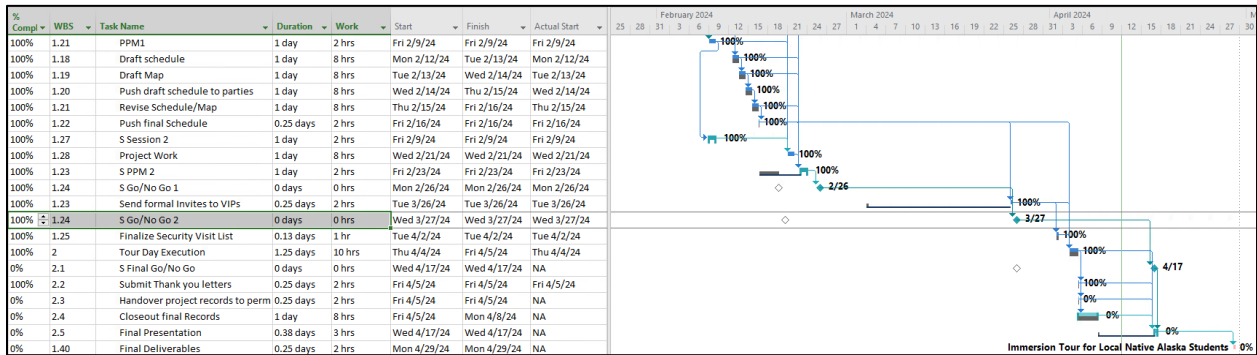


Figure 6: Tracking Gantt Chart 2

Attachment 4: Requirements Traceability Matrix

Base Immersion REQUIREMENTS TRACEABILITY MATRIX CAO 12 Apr 2024							
ID	WBS	Requirement	Originator	Source	Priority	Verification Status	Remarks
1	1.19	Finalized Schedule	PM	PM	YES	2-Apr-24	
2	1.19	Finalized Map	PM	PM	No	2-Apr-24	
2.1	1.19	All Hosts informed of finalized plans	PM	PM	YES	2-Apr-24	
3	2	EAL Approved	PM	Security Forces	Yes	2-Apr-24	Highest Priority
4	1.13	Approval from all Host Units to Participate	PM	PM	Yes	2-Apr-24	
5	2	Airfield Ops Brief	PM	PM	No		Not required
6	2	HQ EAL approval	PM	Security Forces	Yes	27-Mar-24	
7	1.19	PA Informed of execution	PM	PM	No	20-Feb-24	
8	1.19	Recruiting Informed	PM	PM	No	1-Mar-24	
9							
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18							

Figure 7: RTM

Attachment 5: Risk Register

Project		Base Immersion for Students								
Project manager		Kyle Vanasse								
ID	Risk Title	Risk Description	Probability	Impact	Detectability	Importance	Category	Trigger Event/Indicator	Risk Response and Description	
1	Base Access	Base access isn't complete for students	1.5	5	3	45	ACCESS	Email/phone contact with base access office a week and day prior to event execution	Submit request for access letter two weeks prior to event execution	
2	Host Unit Cancellation	A unit cancels for known or unknown reasons leading up to execution or during execution	1	4	2	16		Notification by host reachout or by quality control phase gates updates	Confirm and hard schedule with units and personnel and dry run execution plans to ensure follow through	
3	Bus Late to Base	School bus is delayed to arrive to base for tour	2	3	1	12		Contracted call notification from School	Briefed plan for day and understanding that will eat into first event (aircraft taking off)	
4	Student sick	A student planning to go is sick	1	1	1	2		Notification by host chaparone	If notified prior to departure, then student will remain at school.	
5	Student Behavior	Student displays unacceptable behavior	1	2	3	12		By observation during execution	Brief prior to execution behavior expectations	
6	Delayed Execution Day timeline	A tour runs long at one host, delaying timeline for remainder of day	3	2	3	36		Tour group begins to be late at hitting movement timings	Plan out and dry run timings for location to location, walking from host to bus, and set appropriate verbal notices to hosts and tour group to prepare to move	
7	Hosts not Committing	Hosts have not reached back out to confirm that they are willing to host a tour	2	3	3	36		Not having 5+ hosts committed by months out from execution	Will mitigate by re-reaching out to potential hosts.	
8	School Buss Not Available	School bus breaks down on the way or isn't available prior to event	1	5	3	30		Notification that bus broke down and is unavailable	School flexes to its two additional busses	
9	Pop UP TDYs	Short Notice Tasking requiring out of state work for a period of time	2	2	2	16		Notification of TDY	Mitigate by seeing if others can take it, otherwise accept	
10	Delayed Schedule	Tasks have not been completed	2	2	1	8		Scheduled dates for tasks not accomplished on time	Mitigate by forward looking and time blocking work to be accomplished	
11	Competing Tasks	Higher Priority Tasks interfere with project task completion	3	2	1	12		Scheduled project tasks put on hold for higher priority work tasks	Mitigate by working around daily tasks via time blocking if able.	

Figure 8: Risk Register 1

ID	Contingency Plan	Owner	Status	Date Updated	Date to Review
1	Contact base access managers to ask for prioritized evaluation of letter and approval for access - otherwise terminate project	PM		24-Nov-23	
2	Flex to backup tours to bring students to (base fitness center and/or static displays)	PM		24-Nov-23	
3	Accept and continue with plan	PM		24-Nov-23	
4	IF notified during execution then student will remain on bus	PM		24-Nov-23	
5	If observed during execution: first direct to stop and ask whats going on, if no response, direct to move away from area, if no response, direct to bus, if no response, inform security forces to remove	PM		24-Nov-23	
6	Have pre-adjusted timings and pre-briefed hosts on what to cut out for adjusted short tours to get back on timeline	PM		24-Nov-23	
7	Then will reach out one by one and in person for in person committals	PM		24-Nov-23	
8	Execute pre-planned contract with Logistics Readiness Squadron to use their 50 PAX bus and pickup students to continue tour	PM		24-Nov-23	
9	Prior to trip think tank on what I will need to execute planing and execution from out of state and bring those. Additionally have stand in for in person POC.	PM		9-Feb-24	
10	If slack available, accept and prioritize as reasonable. If not slack, prioritize and accomplish right away.	PM		23-Feb-24	
11	Accept and work as able.	PM		23-Feb-24	

Figure 9: Risk Register 2

Attachment 5a Rolling Risk Response Implementation Tracker

Date: 25 Jan 2024 – 8 Feb 2024

Risk Response ID: 9 Pop Up TDYs:

Risk Description: Short notice tasking requiring out-of-state work for a period.

Risk Response:

Trigger Event/Indicator: Notification of TDY.

Risk Response and Description: Mitigate by seeing if others can take over the responsibilities; otherwise, accept the tasking.

Contingency Plan: Prior to the trip, identify tasks that can be managed remotely. Bring necessary equipment and resources to execute planning and execution from an out-of-state location. Have a stand-in for an in-person point of contact.

Synopsis: A pop up, short notice TDY was tasked to me in mid-January. What resulted was the realization of risk that had not been accounted for. The result was to accept the risk and go on the TDY and work remotely for that period.

Date: 21 Feb 2024

Risk Response ID: 10 Delayed Schedule

Risk Description: tasks have not been completed on time.

Risk Response:

Trigger Event/Indicator: Scheduled dates for tasks not accomplished on time

Risk Response and Description: Mitigate by forward looking and time blocking work to be accomplished.

Contingency Plan: If slack available, accept and prioritize as reasonable. If not slack, prioritize and accomplish right away.

Synopsis: A pop up, short notice TDY and a string of night shifts have set my timeline off. Built slack into the schedule have allowed me to accept and continue.

Attachment 6: Change Management Plan

The Change Order Process for the "Immersion Tour for Local Native Alaska Students" is established to address modifications, alterations, or additions to the original project scope, timeline, or any other relevant aspects. This process ensures that changes are thoroughly evaluated, approved, and documented to maintain transparency and accountability.

Initiation:

Identification of Change: Any team member, including Major Kyle Vanasse, may identify the need for a change to the project. This could be related to the scope, timeline, resources, or any other project element.

Change Request Format: The initiator must complete a Change Request. This can be through email, text, or phone call. The communication will detail the proposed changes, reasons for the change, potential impacts on the project, and any necessary supporting documentation. Should this be through phone, PM will send explicit email to summarize change request.

Review and Analysis:

Project Lead Evaluation: Major Kyle Vanasse, as the project lead, will review the Change Request Form to assess the feasibility, impact, and implications of the proposed change on the project objectives.

Impact Assessment: Major Vanasse will conduct an impact assessment to determine the effects of the proposed change on the project's scope, timeline, budget, and resources.

Approval Process:

Approval Authority: Based on the impact assessment, the Change Request Form will be submitted to the approval authority, which may include project stakeholders or organizational leadership.

Approval/Rejection Decision: The approval authority will review the Change Request Form and make a decision to approve, reject, or request further clarification. The decision will be communicated to Major Kyle Vanasse and the project team.

Implementation:

Documentation: If the change is approved, Major Kyle Vanasse will update the project documentation, including the project plan, budget, and any other relevant documents, to reflect the approved changes.

Communication: The project team, stakeholders, and any relevant parties will be informed of the approved changes, along with an explanation of how it may impact the project.

Ongoing Assessment: Major Kyle Vanasse and the project team will continually monitor the effects of the approved changes on the project and make adjustments as necessary.

Closure:

Final Documentation: At the conclusion of the project, a final documentation review will be conducted to ensure that all changes, approvals, and related communications are accurately recorded.

Attachment 6a: Change Management Request Template

Change Request Form: Immersion Tour for Local Native Alaska Students

Project Details:

- **Project Name:** Immersion Tour for Local Native Alaska Students
- **Project Lead:** Major Kyle Vanasse
- **Change Request Number:** [Auto-generated]

Change Request Information:

- **Date of Change Request:** [Date]
- **Requested By:** [Name of Initiator]
- **Initiator's Position/Role:** [Initiator's Title]
- **Description of Change:**
 - **Scope:** [Describe the proposed change in detail, including what needs to be added, modified, or removed.]
 - **Reason for Change:** [Provide a clear and concise explanation of why this change is necessary.]
 - **Impact on Project Objectives:** [Specify how the proposed change may impact the overall project objectives.]

Analysis and Assessment: Project Lead Evaluation:

- **Feasibility Assessment:** [Provide an assessment of the feasibility of implementing the proposed change.]
- **Impact on Timeline:** [Examine how the change may affect the project timeline.]
- **Budget Implications:** [Detail any potential budgetary impacts resulting from the change.]
- **Resource Considerations:** [Identify any changes to resources, including personnel or equipment.]
- **Recommendation:**
 - **Approval:** [Recommend whether the change should be approved or rejected. Provide reasoning.]
 - **Mitigation Plan:** [If applicable, suggest any measures to mitigate potential negative impacts of the change.]

Approval Authority: Approval/Rejection Decision:

- **Decision:** [Approve / Reject]
- **Comments/Notes:** [Provide any additional comments or clarifications.]
- **Date of Approval/Rejection:** [Date]

Implementation: Implementation Plan:

- **Steps for Implementation:** [List the steps required to implement the approved change.]
- **Communication Plan:** [Outline how the approved change will be communicated to the project team, stakeholders, and any other relevant parties.]

Monitoring and Closure:

- **Monitoring Plan: - Ongoing Assessment:** [Describe how the impact of the change will be monitored throughout the project.]
- **Closure Documentation:**
- **Final Documentation Review:** [Outline the process for finalizing project documentation to reflect the approved changes.]

Signatures:

- *Major Kyle Vanasse* (Project Lead) Date: [Date]
- *[Your Name]* Date: [Date] (Your Title)
- *[Other Approver's Name]* Date: [Date] (Other Approver's Title)
- *[Your Company/Organization]* Date: [Date]

Note: Ensure that all relevant stakeholders are informed of the change request and its status throughout the process.

Attachment 6b: Change Log

Immersion Tour Change Log						
	Date	Tracking Number	Requestor	Approval status	Distributed	Notes
1						
2	22-Mar					No formal changes to scope, schedule, or costs as of this date
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						

Figure 10: Change Log

No outside, formal requests for changes were made to any draft or finalized documents. Internal changes made to PMP documents were changes not necessitating formal changes to draft documents.

Attachment 7: Schedule Management Plan

1. Project Schedule Development:

- **Objective:** To create a detailed project schedule that encompasses all tasks and activities.
- **Responsibilities:**
 - The Project Manager is responsible for overseeing schedule development.
 - Project team members will provide task duration estimates.
- **Process:**
 - Identify all project tasks and activities from the Work Breakdown Structure.
 - Sequence the tasks in the order they need to be executed.
 - Assign realistic durations to each task.
 - Establish task dependencies.
 - Create a project schedule using appropriate project management software.
- **Milestones:**
 - Completion of the initial project schedule within 4 April 2024

2. Schedule Monitoring and Control:

- **Objective:** To regularly track project progress against the established schedule and adjust as needed.
- **Responsibilities:**
 - The Project Manager is responsible for schedule monitoring and control.
 - Team members are responsible for reporting on task progress.
- **Process:**
 - Regularly compare actual progress to the planned schedule.
 - Identify variances or deviations from the plan.
 - Analyze the causes of delays or advances.
 - Document and report any changes to the schedule.
 - Ensure that all stakeholders are informed of schedule changes.
- **Milestones:**
 - Regular schedule review meetings will occur at [Specify Frequency].

3. Resource Allocation:

- **Objective:** To ensure that resources (both human and material) are available as needed to support the project schedule.
- **Responsibilities:**
 - The Project Manager is responsible for resource allocation.
 - Team members are responsible for providing resource requirements.
- **Process:**
 - Identify the resources required for each task.
 - Ensure that resources are available and allocated in a timely manner.
- **Milestones:**
 - Resources allocated according to the schedule at the beginning of each phase.

4. Schedule Baseline:

- **Objective:** To establish a baseline schedule that represents the project plan.
- **Responsibilities:**
 - The Project Manager is responsible for defining the schedule baseline.
- **Process:**
 - Once the initial schedule is approved, it becomes the schedule baseline.
 - Any changes to the schedule must be approved and documented as baseline changes.
- **Milestones:**
 - The schedule baseline is established upon project approval.

5. Reporting and Communication:

- **Objective:** To ensure that all stakeholders are kept informed about schedule progress and changes.
- **Responsibilities:**
 - The Project Manager is responsible for communication.
 - Team members must report on their task progress.
- **Process:**
 - Regularly distribute project schedule reports to stakeholders.
 - Clearly communicate any schedule changes, their reasons, and potential impacts.

- **Milestones:**
 - Regular communication and reporting occur as per the project communication plan.

6. Schedule Constraints and Risks:

- **Objective:** To identify potential schedule constraints and risks and develop mitigation plans.
- **Responsibilities:**
 - The Project Manager is responsible for risk identification and mitigation.
- **Process:**
 - Regularly review potential schedule constraints and risks.
 - Develop and implement mitigation plans for identified risks.
- **Milestones:**
 - Risk mitigation plans in place before potential issues impact the schedule.

The Schedule Management Plan for the Immersion Tour for Local Native Alaska Students project is critical for ensuring that the project stays on track, is completed on time, and meets its educational and community outreach goals. It provides a structured approach to schedule development, monitoring, and control, helping to proactively address any schedule-related issues that may arise during the project's execution.

Attachment 8: Stakeholder Management Plan

The Stakeholder Management Plan for the "Immersion Tour for Local Native Alaska Students" serves as a strategic guide outlining the systematic and proactive approach to identify, engage, and manage stakeholders throughout the project lifecycle. The purpose of this plan is multi-faceted and critical to the overall success of the project:

1. Identification and Understanding:

- *Purpose:* To systematically identify and understand all individuals, groups, or entities that may have an impact on or be impacted by the project.
- *Objective:* Ensure a comprehensive awareness of stakeholders to anticipate their needs, expectations, and potential influence on the project.

2. Effective Communication:

- *Purpose:* To establish clear and efficient lines of communication with stakeholders at all levels of the project.
- *Objective:* Foster transparent and open communication channels, enabling the exchange of information, feedback, and updates, thereby ensuring that stakeholders remain informed and engaged.

3. Expectation Management:

- *Purpose:* To manage and align stakeholder expectations regarding project outcomes, timelines, and deliverables.
- *Objective:* Clearly define and communicate project goals, risks, and potential changes to mitigate misunderstandings and maintain positive stakeholder relationships.

4. Mitigation of Risks and Issues:

- *Purpose:* To proactively identify potential issues and risks related to stakeholder engagement and develop strategies to mitigate them.
- *Objective:* Anticipate and address challenges that may arise from differing stakeholder priorities, ensuring the project progresses smoothly.

5. Maximizing Stakeholder Support:

- *Purpose:* To build and maintain stakeholder support for the project throughout its lifecycle.

- *Objective:* Foster positive relationships by understanding stakeholder interests, addressing concerns, and actively involving them in key decision-making processes.

6. Resource Allocation and Utilization:

- *Purpose:* To optimize the allocation and utilization of resources, including time, budget, and personnel.
- *Objective:* Ensure that resources are directed toward stakeholder engagement efforts that provide the greatest impact on project success.

7. Adaptability to Change:

- *Purpose:* To facilitate a structured approach to handling changes in stakeholder needs, priorities, or expectations.
- *Objective:* Enable the project team to adapt swiftly to changing stakeholder dynamics and ensure that the project remains aligned with stakeholder interests.

8. Sustaining Positive Project Reputation:

- *Purpose:* To maintain a positive project image and reputation among stakeholders.
- *Objective:* Uphold the project's integrity, reliability, and commitment to stakeholder needs, enhancing the likelihood of continued support and collaboration.

9. Project Success:

- *Purpose:* To contribute significantly to the overall success of the "Immersion Tour for Local Native Alaska Students."
- *Objective:* Create an environment that fosters stakeholder collaboration, ensuring that the project meets its objectives and delivers lasting value to both the stakeholders and the community.

In summary, the Stakeholder Management Plan is a dynamic tool designed to proactively engage, communicate with, and effectively manage the expectations of stakeholders, thereby enhancing the likelihood of project success and positive outcomes for all involved parties.

Attachment 8a: Assessment of Stakeholders

Stakeholder Identification and Information:

Immersion Tour Interest/Power Grid							
Name	Interest	Power	Total	Allegiance	Int/Ext	Role	Key Player
Lt Col Fowley, Sponsor	0.8	0.9	0.72	Pos	I	Sponsor	Yes
Theresa, Kusilvak Career Academy	0.8	0.8	0.64	Pos	E	School Rep	Yes
School Students	0.5	0.2	0.1	Pos	E	Supported party	Yes
Public Affairs Rep	0.7	0.1	0.07	Pos	I	Support	N
Local Public	0.3	0.1	0.03	Pos	E	Observers	N
Tour Hosts, various	0.6	0.7	0.42	Pos	I	Primary Support	N
Security Force	0.3	0.7	0.21	Neu	I	Primary Support	Yes
Home Villages	0.3	0.1	0.03	Pos	E	Observers	N
United States Air Force	0.6	1	0.6	Pos	I	Observers	N
Staff Project Office	0.7	0.5	0.35	Pos	I	Observer/Future Proj Office	N
Red Font = Neg Allegiance							
Black Font = Neutral Allegiance							
Green Font = Postive Allegiance							
<u>Underline = External</u>							

Figure 11: Power Interest Grid

Stakeholder Expectations. The desired outcome from each stake holder is to communicate in clear, measurable expectations and restrictions given for project concerns and criteria.

Communications Plan. the primary means of communication will be, A) in person, B) by phone, and C) by email. In person meetings will be set to break the ice and put names to faces. Phone will be primary for quick inquires and confirmations. Email will serve as the same as phone except it will serve as a record.

Engagement Strategy. The primary means for handling each stakeholder's concerns will be through effective communication via clear expectations. This will be achieved by asking, clarifying, and restating expectations from both parties at any point of contact.

Assessment and Updates: Stakeholder analysis will be revisited every month by the 1st and at every significant event, addition of a new stakeholder, or changing behavior that would warrant updates.

Distribution: By request from project board and/or project sponsor

Attachment 8b: Advisory Committee Contract

Expectations for PM 686A and 686B Capstone Project Advising Student

Name: Kyle Vanasse PM 686A **or PM 686B** (Circle one) Semester: Spring 24

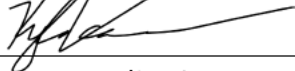
Area of Responsibility	Student	Primary Advisor (1 person)	Committee Members (2 people)	Instructor of Record (IOR) and Admin Staff
Project Management	PRIMARY OWNER	Coaching, feedback and assessment	Coaching, feedback and assessment input	
Communication and Stakeholder Management	<ul style="list-style-type: none"> • Clear description of project • Proactive selection of Advisor and Committee members • Demonstrate effective communication and stakeholder management by determining and coordinating necessary and agreed modes and setting expectations for timing, and emphasis or tailoring of feedback and communication across with PA and committee (and other stakeholders) • Provide regular status reports as agreed with PA and committee • Identify and resolve communication issues • Identify, balance and resolve 	<ul style="list-style-type: none"> • Email confirmation of agreement to serve • Availability as agreed 	<ul style="list-style-type: none"> • Email confirmation of agreement to serve • Availability as agreed 	<ul style="list-style-type: none"> • Faculty specialties matrix • Session Lectures • Syllabus • Blackboard materials • Announcements • AV set up • Final presentation schedule and logistics • Student and committee support as requested • Adjunct Faculty appointment letters • Escalation path

	<p>contradictory inputs</p> <ul style="list-style-type: none"> • Discuss and get signatures for “Expectations” from student, advisor and committee members and submit to PM office. 			
Project Deliverables	<ul style="list-style-type: none"> • Complete work per syllabus • Incorporate feedback from PA, committee and stakeholders 			
Feedback	<ul style="list-style-type: none"> • Determine type, timing and format of feedback from PA and committee • Solicit, coordinate and integrate feedback from stakeholders, PA and committee for PPMs and final project deliverables • Identify, balance and resolve contradictory inputs 	Provide agreed feedback on timely basis	Provide agreed feedback on timely basis	
Final Presentation	<ul style="list-style-type: none"> • Prepare • Present 	<ul style="list-style-type: none"> • Attend • Provide Feedback 	<ul style="list-style-type: none"> • Attend • Provide Feedback 	<ul style="list-style-type: none"> • Coordinate schedule and logistics
Assessment and Grading		<ul style="list-style-type: none"> • Coordinate input from committee for 4 PPMs and final 	Provide input to primary advisor for: 4 PPMs Final deliverables	<ul style="list-style-type: none"> • Input 4 PPMs and final deliverables scores to Blackboard

		<p>project deliverables</p> <ul style="list-style-type: none"> • Assignment of PPM scores • Provide scores to IOR • Go/No checkpoint recommendation • Assign final grade 	Go/No checkpoints	<ul style="list-style-type: none"> • Ensure consistency across students • Communicate go/no-go decisions to students • Input final grade to UA Online
Administrative Documents	<ul style="list-style-type: none"> • GSP preparation and submission to PM Office • Signed Expectations agreement • IRB submittal (686A) • Apply for graduation (686B) • RSVP for Hooding and commencement (686B) 			<ul style="list-style-type: none"> • Graduate Studies Plan (GSP signatures and processing) • Include signed "Expectations" form in student file. • DF paperwork and annual progress report for students • Graduation Audit • Graduation Requirement Report (GRR) • Archive final project deliverables

Student is responsible for obtaining the following signatures and submitting completed form to PM office to include in student file.

I understand and agree to the expectations described above:

Student Signature:  Date: 7 Feb 2024

Advisor Signature: LuAnn Picard  Date: 09/02/2024

Committee Member: Nassim Bhair  Date: 09/02/2024

Committee Member: Brian Odowd  Date: 08/02/2024



Attachment 9: Communication Management Plan

1. Introduction

- **Project Overview:** See abstract.

2. Stakeholder Analysis

- **Identified Stakeholders:** See stakeholder management plan.
- **Communication Needs and Expectations:** Specify the information needs and expectations of each stakeholder group.

3. Communication Objectives

- **Objective 1:** Ensure all stakeholders are well-informed about the project's goals and activities.
- **Objective 2:** Establish regular, transparent communication channels to address questions and concerns.
- **Objective 3:** Keep stakeholders engaged and motivated throughout the project's lifecycle.

4. Communication Methods

- **Meetings:** Regularly scheduled team and stakeholder meetings for updates and feedback.
- **Email:** Primary communication channel for routine updates and sharing documents.
- **Phone and Messaging:** Provide contact information for urgent or immediate communication.
- **Surveys and Feedback:** Periodically gather input from stakeholders to assess project progress and satisfaction.
- **Social Media:** Deferred to Air Force Public Affairs.
- **Public Announcements:** Deferred to Air Force Public Affairs.

5. Communication Responsibilities

- **Project Manager:** Responsible for overall project communication and coordination.
- **Project Team Members:** Provide updates on their specific tasks and activities.
- **Stakeholder Groups:** Engage actively in providing feedback and communicating their needs.

6. Communication Schedule

- **Meeting Schedule:** Establish a regular meeting schedule for project updates and discussions (e.g., bi-weekly team meetings, monthly stakeholder meetings).
- **Reporting Schedule:** Define when and how project reports, status updates, and other deliverables will be shared.

7. Escalation Procedures

- Specify procedures for addressing and escalating any major issues, concerns, or disputes that may arise.

8. Communication Templates

- Develop standardized templates for project reports, status updates, and other common communications.

9. Issue Resolution and Change Control

- Outline processes for resolving communication-related issues and for managing changes to the communication plan itself.

10. Monitoring and Feedback

- Describe how stakeholders' feedback will be collected and analyzed to assess the effectiveness of communication efforts.
- Detail how feedback will be integrated into project decision-making.

11. Glossary

- Include a glossary of terms and acronyms used in project communications for clarity and consistency.

12. Document Control

- Implement a document control system to manage project communication materials and ensure version control.

13. Review and Approval

- Specify the process for reviewing and gaining approval for communication materials before dissemination.

The Communications Management Plan for the Immersion Tour for Local Native Alaska Students project is an essential tool to ensure that information flows effectively, stakeholders are engaged, and the project stays on course to achieve its educational and community outreach objectives.

Attachment 10: Quality Management Plan

1. Quality Objectives

- **Objective 1:** Ensure the educational content and tour experiences meet high-quality standards.
- **Objective 2:** Minimize deviations from the project's schedule and budget.
- **Objective 3:** Continuously improve project processes and outcomes.

2. Quality Standards and Metrics

- **Educational Content:** Define the quality standards for educational content, ensuring it is accurate, engaging, and informative.
- **Tour Experiences:** Establish criteria for evaluating the quality of tour experiences, including safety and educational value.
- **Schedule and Budget:** Define metrics to measure adherence to the project schedule and budget.
- **Customer Satisfaction:** Implement a feedback mechanism to measure stakeholder satisfaction and make improvements based on feedback.

3. Quality Roles and Responsibilities

- **Project Manager:** Responsible for overall project quality.
- **Quality Assurance Team:** Ensure adherence to quality standards and conduct regular reviews.
- **Project Team Members:** Responsible for delivering work that meets established quality criteria.
- **Stakeholders:** Provide feedback and report issues related to quality.

4. Quality Planning

- **Educational Content:** Develop a plan for designing and reviewing educational content to meet quality standards.
- **Tour Experiences:** Plan for safety protocols and educational value assessment during tours.

- **Schedule and Budget Control:** Implement processes to monitor schedule and budget adherence.

5. Quality Assurance

- **Educational Content:** Regularly review educational materials and ensure they meet quality standards.
- **Tour Experiences:** Conduct inspections and safety checks for tour locations and experiences.
- **Schedule and Budget Control:** Continuously monitor project performance against the schedule and budget.
- **Customer Feedback:** Regularly gather and assess feedback from stakeholders to identify quality issues.

6. Quality Control

- **Issue Resolution:** Establish procedures for addressing and resolving quality-related issues promptly.
- **Change Control:** Define processes for managing changes to the project that may impact quality.

7. Continuous Improvement

- Develop a process for identifying areas for improvement and implementing changes based on lessons learned and feedback.

8. Quality Documentation

- Implement a documentation system to capture quality standards, metrics, issues, and corrective actions.

9. Audits and Reviews

- Schedule periodic quality audits and reviews to assess adherence to quality standards.

10. Training and Development

- Identify training needs for project team members to ensure they have the knowledge and skills to meet quality standards.

11. Reporting and Communication

- Develop a communication plan to ensure that quality-related information is shared with stakeholders as necessary.

12. Glossary

- Include a glossary of terms and acronyms related to project quality to ensure clarity and consistency.

13. Review and Approval

- Specify the process for reviewing and gaining approval for quality-related documents and actions.

The Quality Management Plan for the Immersion Tour for Local Native Alaska Students project is essential for maintaining high standards, minimizing project risks, and continuously improving the project's outcomes. It ensures that quality is an integral part of the project's planning, execution, and control processes.

Attachment 11: Procurement Management Plan

1. Introduction

- **Project Overview:** See abstract. Tour hosts are critical to the success of this project.

2. Procurement Objectives

- **Objective 1:** Identify and select qualified tour hosts who can provide valuable experiences to students.
- **Objective 2:** Ensure that tour hosts are aligned with the project's mission of community outreach and educational enrichment.

3. Procurement Strategy

- **Source Selection:** Define the approach for identifying and selecting tour hosts. Options may include reaching out to local organizations, businesses, or military units. Primarily done so through email and established relationships.
- **Evaluation Criteria:** Specify the criteria for evaluating potential tour hosts, which may include their ability to provide engaging educational content and their commitment to safety and community engagement.
- **Outreach Plan:** Describe the methods for reaching out to potential hosts, such as direct contact, official requests, or partnerships with local organizations.
- **Host Qualification:** Outline the qualifications and requirements that tour hosts must meet to be considered for selection.
- **Selection Committee:** Identify the members of the selection committee responsible for reviewing and assessing host proposals.

4. Procurement Roles and Responsibilities

- **Project Manager:** Responsible for overall procurement management selection.
- **Legal and Compliance:** Ensure that all procurement activities adhere to relevant laws and regulations.

5. Procurement Schedule

- Create a timeline that outlines key procurement milestones, from the release of the solicitation to the selection of tour hosts.

6. Evaluation and Selection Process

- **Solicitation Release:** Specify how the solicitation will be distributed, including any formal bid or proposal requests.
- **Proposal Review:** Describe how host proposals will be evaluated based on the established criteria.

7. Contract and Agreements

- Define the contract or agreement terms to be established with tour hosts, including responsibilities, obligations, and any compensation arrangements.

8. Risk Management

- Identify potential risks associated with the procurement process and develop mitigation strategies.

9. Reporting and Documentation

- Document all stages of the procurement process, from solicitation release to vendor selection, and maintain records for auditing purposes.

10. Communication and Stakeholder Engagement

- Develop a communication plan to keep stakeholders informed about the procurement process, decisions, and outcomes.

11. Review and Approval

- Specify the process for reviewing and approving procurement-related documents and actions.

The Procurement Management Plan for soliciting tour hosts for the Immersion Tour for Local Native Alaska Students project is essential for ensuring that the selection process is transparent, fair, and aligned with the project's goals. It also helps in identifying qualified hosts who can provide meaningful educational experiences to the students and contribute to the success of the project.

Attachment 12: Integration Management Plan

1. Introduction

- **Project Overview:** Provide an overview of the Immersion Tour project and the significance of integration management in achieving project goals.

2. Integration Objectives

- **Objective 1:** Ensure that all project activities, including educational content, tour logistics, communication, procurement, and quality assurance, are effectively aligned with the project's objectives.
- **Objective 2:** Facilitate the seamless flow of information and activities across project components to enhance overall project efficiency.

3. Integration Approach

- **Project Coordination:** Describe how project activities will be coordinated to ensure alignment with the project's overall goals.
- **Interdependencies:** Identify the interdependencies between project components, such as how procurement activities impact tour logistics.
- **Change Control:** Define processes for managing changes that may impact the integration of project components.

4. Integration Roles and Responsibilities

- **Project Manager:** Responsible for overseeing and managing the integration of project components.
- **Project Team Members:** Collaborate to ensure that their specific tasks and activities are integrated into the overall project plan.
- **Stakeholders:** Engage actively in providing feedback and communication to maintain project integration.

5. Integration Tools and Techniques

- **Project Management Software:** Utilize project management software to facilitate planning, scheduling, and communication among team members.

- **Change Control Procedures:** Implement formal change control processes to manage modifications to project components.
- **Integrated Documentation:** Maintain integrated project documentation that links project components and provides a holistic view of the project's status.

6. Integration Processes

- **Project Planning and Coordination:** Describe the processes for aligning project components during the planning phase to ensure that they contribute to the overall project objectives.
- **Information Sharing:** Establish procedures for sharing information and project updates across all project teams.
- **Change Control:** Detail how changes that may affect project components will be identified, assessed, and integrated into the project plan.

7. Integration Schedule

- Develop a timeline that identifies key integration milestones, including regular integration meetings or reviews.

8. Risk Management

- Identify potential integration-related risks and develop mitigation strategies.

9. Reporting and Communication

- Develop a communication plan that ensures all stakeholders are informed about integration processes, changes, and outcomes.

10. Quality Management Integration

- Explain how quality management processes will be integrated into the overall project to maintain quality standards across all components.

11. Documentation and Knowledge Management

- Implement a system for managing integrated project documentation and ensuring knowledge sharing among project teams.

12. Lessons Learned and Continuous Improvement

- Create a process for capturing and implementing lessons learned from project integration.

13. Review and Approval

- Specify the process for reviewing and gaining approval for integrated project documents and actions.

The Integration Management Plan for the tour is crucial for ensuring that all project components work together cohesively to achieve project objectives. It promotes alignment, communication, and coordination among different aspects of the project, ultimately contributing to its success.

Attachment 13: Master Schedule of Events and Contact List

Master Schedule of Events for 4 April 2024

Schedule

0845 Boniface Gate show and Maj Vanasse pickup

TX

0855 - 0930 C-17 Tour

0935 - 1015 H-60 Tour

1020 - 1100 C-130 Tour

TX

1115 - 1130 EOR Take Offs

TX

1135 - 1240 Lunch (1030-1330 Hours)

TX

1245 – 1320 176 Logistics (Vehicle MX)

TX

1330 - 1430 DOG Demo

TX 1430 Students Depart Base

TX = Transition via vehicle to next location

Backup Visits

Elmendorf Gym: N/N drop in

POC Contact List

Maj 'PUNCH' Vanasse, KCA School Tour PROJO

W: 552-XXXX, C: 907-360-XXXX

Maj Brian Buschelman, 176 AMXS/DO

W: 551-XXXX, C: 405-476-XXXX

Capt Devon Rousseau, 703 AMXS/MXAW

W: 907-551-XXXX, C:

TSgt Deanna Kelly, 673 FSF/FSVF

W: 907-552-XXXX

MSgt Anthony Ceilia, 176 LRS Shirt

C:907-350-XXXX

Mr. Robert Black, 673 SFS Kennel Master

W: 907-580-XXXX

Attachment 14: JBER Tour Map



Figure 12: Tour Map