

# *Planning for Sustainability*

*A NCSSLE Online Learning Event*

**National Center on Safe Supportive Learning Environments**

**April 21, 2016**





# Planning for Sustainability

*A Project Prevent and  
Elementary and Secondary School Counseling Grantees  
Online Learning Event*

**Please introduce yourselves by providing the following information:**

- In the chat box: Your name, role, and school district



- **This is a “Listen-Only” online event.**
- **Opportunities to participate include:**
  - Polling questions
  - The chat box
- **Shared materials will be emailed and posted online after the event is over.**

If you are having any audio or other issues, please contact [ncssle@air.org](mailto:ncssle@air.org) and we will be happy to assist you.

# Polling Question 1



- **Which grant program are you representing today?**
  - Elementary and Secondary School Counseling
  - Project Prevent
  - Both

# Polling Question 2



- **How many years of funding remain in your grant-funded work with the program(s) just identified?**
  - 3
  - 2
  - 1



**As a result of attending today's OLE, participants will be able to:**

- **Describe the fundamental principles, visions, and processes for planning sustainability efforts.**
- **Discuss ways to gather and utilize data to “build the case” for sustaining program achievements.**
- **Explain how to communicate with organizational leaders and other stakeholders through a sustainability action plan.**



**1**

**Planning for Sustainability: An Overview**

**2**

**Communicating to Key Stakeholders**

**3**

**Planning for Sustainability: The Process**

**4**

**The Sustainability Worksheet: Guiding Your Way**



- **What do you hope to gain from this OLE session on planning for sustainability?**

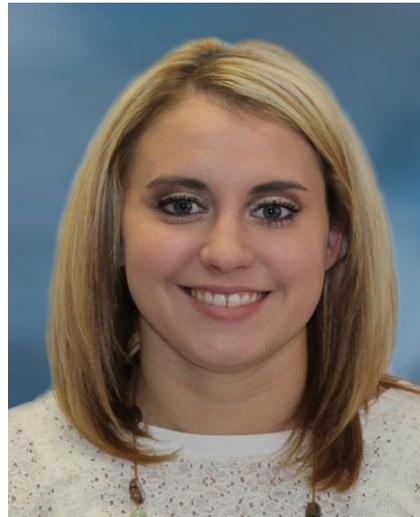


## Planning for Sustainability

Sandy Williamson  
Director, NCSSLE



P2 Grantee:  
*Shelley Duke*



ESSC Grantee:  
Scott Lindstrom





- **There is no standard approach for defining or conceptualizing sustainability.**
- **Sustainability can simply be a continuity of a program or services – the ability to carry on program services through funding and resource shifts or losses.**
- **Or sustainability is about institutionalizing services or the continuation of activities and impacts; creating a legacy, including continuing organizational ideals, principles, and beliefs; upholding existing relationships; and/or maintaining consistent outcomes.**



- **Building Sustainable Programs:  
The Framework**

[http://www.hhs.gov/ash/oah/snippets/508%20documents/creating\\_sustainableimpacts\\_framework.pdf](http://www.hhs.gov/ash/oah/snippets/508%20documents/creating_sustainableimpacts_framework.pdf)

- **Building Sustainable Programs:  
The Resource Guide**

<http://www.hhs.gov/ash/oah/oah-initiatives/assets/sustainability-resource-guide.pdf>



# Eight Key Sustainability Factors



**There are 8 key factors that influence whether a service, program or its activities and benefits will be sustained over time:**

- 1. Create an action strategy**
- 2. Assess the environment**
- 3. Be adaptable**
- 4. Secure community support**
- 5. Integrate program services into community infrastructures**
- 6. Build a leadership team**
- 7. Create strategic partnerships**
- 8. Secure diverse financial opportunities**

Citation: 4

# 1. Create an Action Strategy



- **Research suggests that including sustainability planning early in program planning stages helped programs better coordinate sustainability planning into their future efforts.**
- **Sustainability is often the last stage to be discussed in program planning; this can lead to the implementation of services that do not anticipate the long-term environment in which they operate.**

## 2. Assess the Environment



- **Analyzing a school-based prevention program, a 2006 study noted the program had difficulty in its first year moving from implementation to stabilization in five target schools.**
  
- **Researchers recommended that the project assess community readiness for the program by considering key stakeholder perspectives, which included parents, teachers, and principals. A comprehensive community readiness assessment would have helped lay the foundation for a viable sustainability plan.**

# 3. Be Adaptable



- **The ability to adapt and improve to ensure effectiveness was a core feature for sustainability.**
- **Needs within the school and community change.**
- **Financial and political landscapes can change.**
- **Balance between adaptation in light of changing needs and fidelity to a proven approach can be challenging.**

Citation: 9

## 4. Secure Community Support



- **A well-planned communication approach is critical for leveraging community assets and partnerships that can help sustain successful implementation.**
- **Using multiple stakeholders and sharing stories that describe the impact of a program/effort can help garner support for the programs.**
- **Community collaboration can be instrumental in a programs' success and the decision to maintain them.**

# 5. Integrate Programs and Services into Local Infrastructures



- **Sustainable programs adopt efficient practices (during the grant period).**
- **Streamlining management systems, hiring and training additional staff, training “trainers” and developing program materials enabled programs to continue services.**
- **Examining the policies, practices, and structures through which programs and services are offered can help sustain and replicate efforts.**
- **It is important to consider how to embed the policies, practices and structures within your organization or partnering agencies.**

## 6. Build a Team of Leaders



- **Secure and support dedicated and competent leadership for the team.**
- **Sustained programs have leaders that fight to maintain the program.**
- **Recognize that leaders can be advocates, resources, or barriers.**
- **Building a leadership team, verses a single leader, can help bolster successes even during staff turnover.**
- **Ensure a clear vision is provided for the team.**

Citation: 8

# 7. Create Strategic Partnerships



- **Work with external agencies and advocate with strategic partners with an interest in the issues addressed by the program.**
- **Building effective partnerships can help programs and services achieve sustainability.**
- **Strategic partnerships may increase program and service capacity, help the program become more efficient in service delivery, and decrease the likelihood of duplicated efforts.**
- **Strategic external partnerships can also help grantees:**
  - ✓ learn important lessons about implementation, community readiness, and needs.
  - ✓ gain more exposure to target audiences, and secure additional resources.

Citations: 3, 8

## 8. Secure Diverse Financial Opportunities



- **Understand that diversity of funding is the most significant financial factor in predicting sustainability.**
- **Understand the local funding environment to infuse adequate sustainability planning.**
- **Incorporate sustainability activities and planning into their overall program and service funding plans.**
- **Create a budgetary line item to address sustainability planning.**



- **Be intentional about what it takes to sustain your work.**
- **Involve more champions/stakeholders in your efforts.**
- **Update your sustainability plan regularly.**
- **Build necessary capacities, especially during the last year.**
- **Strengthen those things that are working.**
- **Strengthen organizational structures.**
- **Make sure your key practices are now routine.**

# Questions You Should Be Asking Yourself



- 1. What were your original goals when you started?**
- 2. What have your outcomes been?**
- 3. What are the big take-aways from your work so far?**
- 4. What's working and going well?**
- 5. What are the continuing big challenges?**
- 6. As you begin to look at the upcoming year, what do you see as your major focus areas?**

# As You Think Ahead to Sustaining Your Work



- **How will you transition your work as your grant work progresses?**
- **How do you continue to integrate your work?**
- **In the short term, what will you need to do in the next 3-4 months?**
- **In the long term, what will you need to do in the next 9-12 months?**
- **Who will own the work that needs to be sustained?**



- **How would you describe your current sustainability planning efforts for the grant program(s) you are representing today?**
  - Fully developed, complete
  - Further developed, not complete
  - Initial phase of development
  - Not yet developed

# Polling Question 5



- **What elements or characteristics of your program influenced your answer in Polling Question 4?**



# Questions?



- 1. Think like a (social) marketer**
- 2. Stay strategic**
- 3. Appeal to both hearts and minds**
- 4. Pick the low-hanging fruit first**

# Resources for Communication



- The CDC Clear Communication Index (Index) is a research-based tool to help you develop and assess public communication materials.
- The Index has 4 introductory questions and 20 scored items drawn from scientific literature in communication and related disciplines.
- The items represent the most important characteristics that enhance and aid people's understanding of information.

www.cdc.gov/ccindex/widget.html

Intro Questions

Part A: Core

Part B: Behavior

Part C: Numbers

Part D: Risk

Final Score

Intro Q1 Q2 Q3 Q4

Welcome to the CDC Clear Communication Index

The CDC Clear Communication Index is a research-based tool to plan and assess public communication materials. It includes 4 open-ended questions, and 20 scored items grouped into 4 parts.

At the end, the material will get a final score and explanation. You will get more information about each part and how to score once you begin.

Fill in the information below to start:

Name of Material

Type in the name of the material.  
Example: Cancer fact sheet

Material Type

Print and web

Print and web

Facebook

Written scripts, such as podcasts and call center responses

Infographics

1-3 Sentence messages such as tweets

About Share

Next

<http://www.cdc.gov/ccindex/>

# Tip: Appeal to Both Hearts and Minds



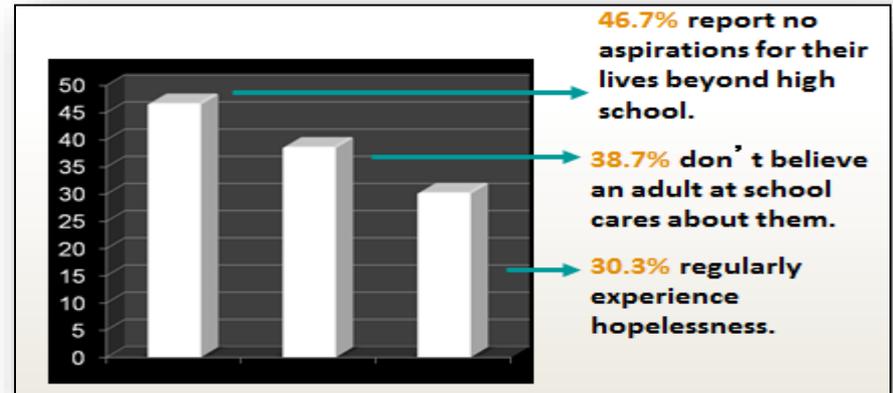
## Heart = Stories

Stories leave audiences moved but without a sense of direction.



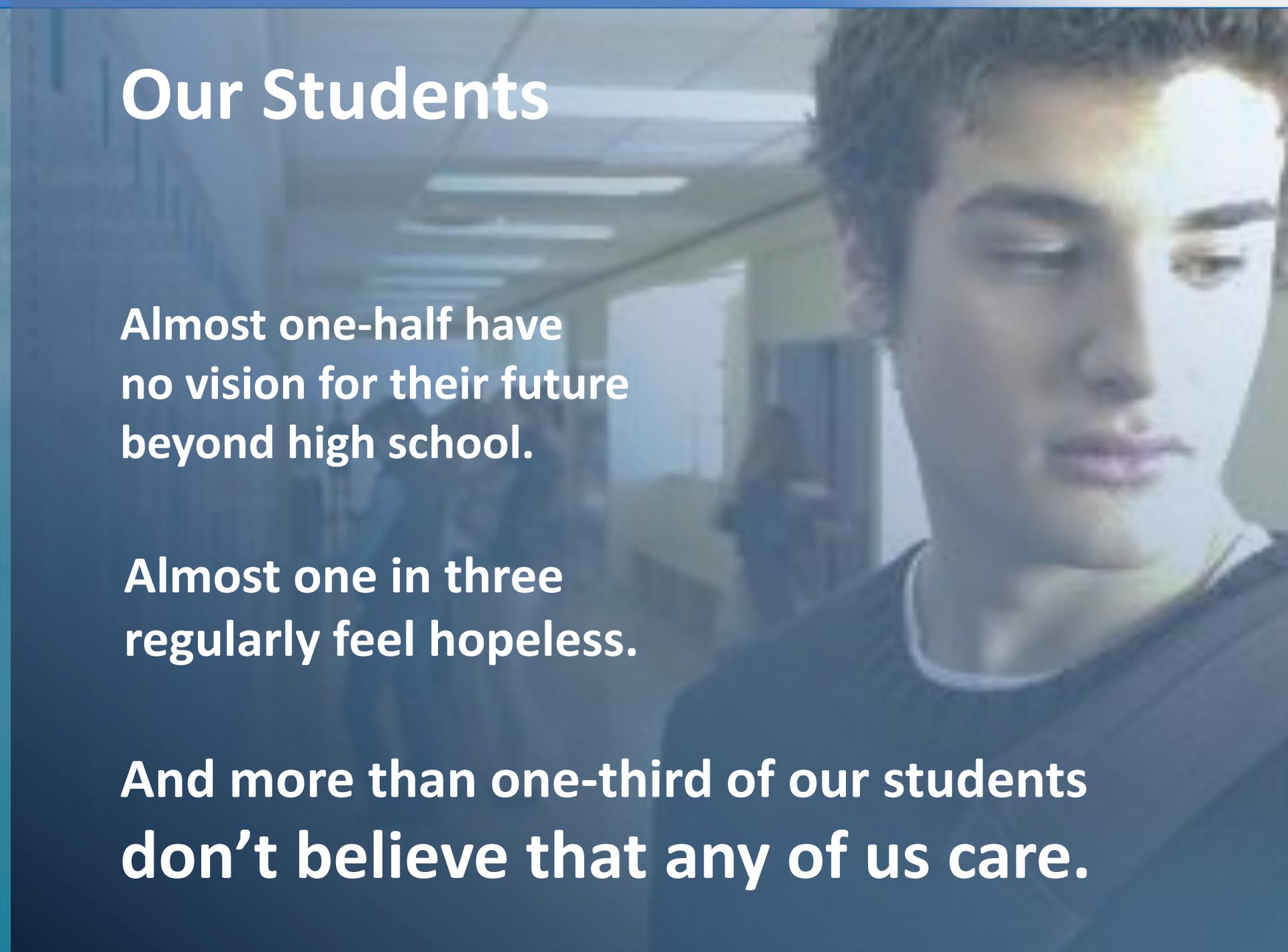
## Mind = Data

Data/numbers are abstractions that rarely persuade audiences to act.



**Stories + data =  
“I get it now. How can I help?”**

# **Our Students**

A young man with dark, curly hair is shown in a close-up, looking down and to the right with a somber expression. He is wearing a dark-colored t-shirt. The background is a blurred school hallway with fluorescent lights on the ceiling and other students in the distance. The overall tone is blue and somewhat desaturated, contributing to a somber atmosphere.

**Almost one-half have  
no vision for their future  
beyond high school.**

**Almost one in three  
regularly feel hopeless.**

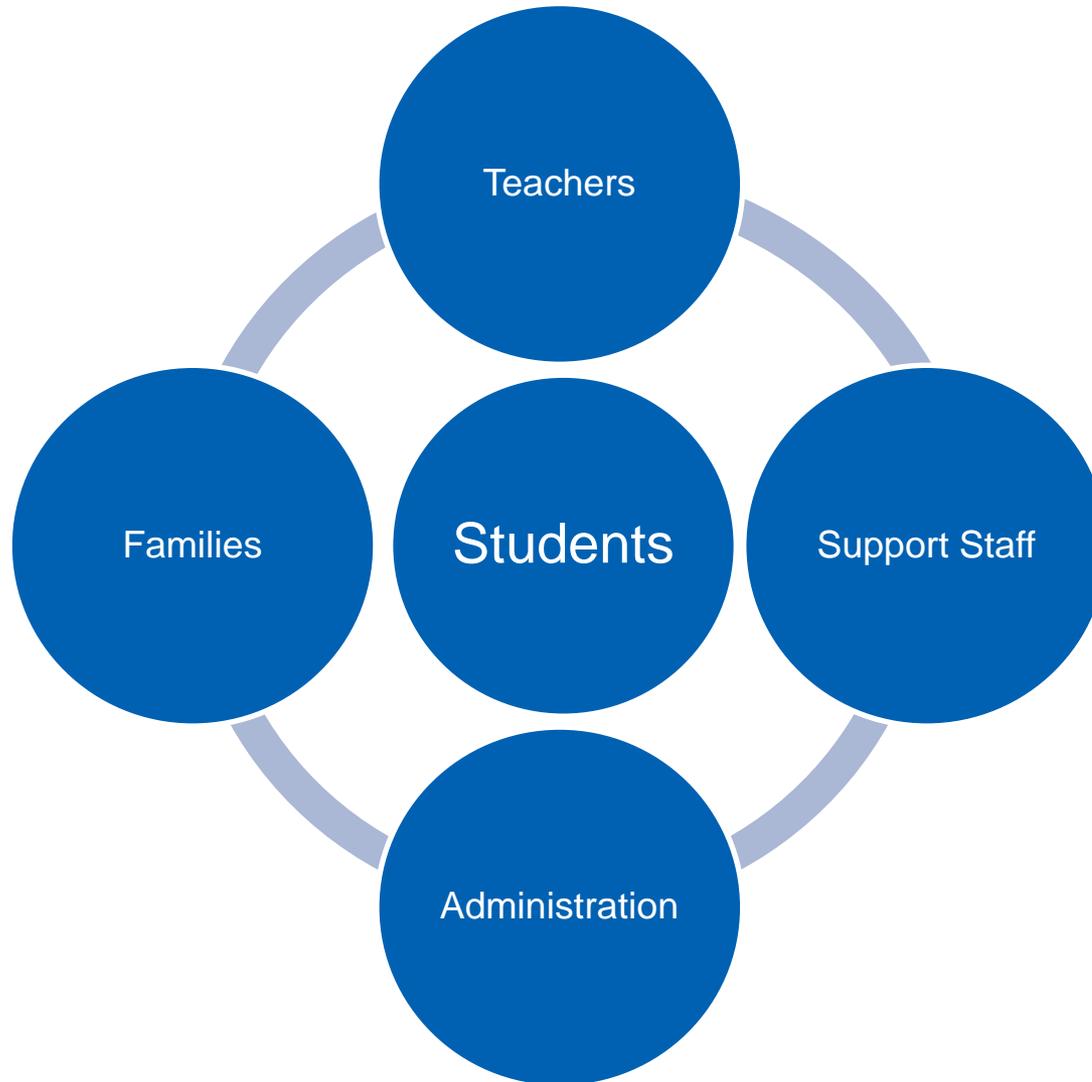
**And more than one-third of our students  
don't believe that any of us care.**

In 2007, **5.8 percent** of students nationwide ages 12-18 reported avoiding school activities or one or more places in school because they thought someone might attack or harm them.



**Enough children to fill 450,000 school buses.  
(That's 3,409 miles of buses.  
And that more than stretches from coast to coast.)**

# Sustainability Planning (Months Prior to the End of the Funding Cycle)





- **Who has been a key champion for your work?**
- **What activities or key stakeholders have been important in integrating this initiative, its goals and outcomes with existing frameworks within schools?**
- **How have you communicated the benefits of your programs/staff to date?**
- **Who are the key audiences that need to understand what you are doing and its impact?**
- **How have you connected the work you are doing with the greater focus on connecting initiative results to student academic outcomes?**



- **Determine what programs/activities are in place to support students, school staff and families; identify their functions and how well they are working.**
- **Identify any potential gaps/determine what remains to be done.**
- **Decide how to communicate with any agency (partners) the benefits from their involvement or partnership with initiative.**
- **Plan strategies to sustain successful programs and develop a sustainability action plan.**



- **Determine:**
  - Key successful programs that already will be sustained,
  - Key successful programs that need a strategy to sustain, and
  - Programs that you do not want to sustain.
- **Develop sustainability action plan.**

**Safe Supportive Learning**  
Engagement | Safety | Environment

Programs and Practices  
Sustainability Planning Worksheet

**Part I. Identify programs and practices to sustain.**

1. List your evidence-based programs/practices.

Examples:

- Universal prevention interventions (e.g., PATHS, Second Step, TGFD)
- Universal bullying interventions (e.g., Olweus)
- Whole school approaches to climate or behavior (e.g., PBIS) models (e.g., FFT)
- Violence prevention for at risk students (e.g., Aggression Replacement Training) Mental health treatment
- After School Programs
- Individual or small group counseling

2. Consider what you can "take off the table."

Consider:

- Were any program/activities completed during grant-funded period that you will no longer be implementing?
- Do any already have sustainability plans, e.g. schools or other partners have agreed to continue implementing?
- Have any been deemed ineffective or not a good fit for the community/target audience/organization's culture?
- Do you have any efforts that are/will be institutionalized?

3. List the remaining programs/practices.



## **STEP ONE: Identify Programs and Activities to Sustain.**

List your evidence based programs/activities.

### EXAMPLE:

- Universal bullying interventions (e.g., Olweus)
- Whole school approaches to climate or behavior (e.g., PBIS)
- After School Programs

#### 1. List your evidence-based programs/practices.

*Examples:*

- Universal prevention interventions (e.g., PATHS, Second Step, TGFD)
- Universal bullying interventions (e.g. Olweus)
- Whole school approaches to climate or behavior (e.g., PBIS)
- Violence prevention for at risk students(e.g. Aggression Replacement Training) Mental health treatment models (e.g., FFT)
- After School Programs
- Individual or small group counseling



## **STEP TWO: Determine What You Can “Take off the Table.”**

Look over your list of evidence-based programs and practices and determine:

- Were any program/activities completed during the grant-funded period that you will no longer be implementing?
- Do any already have sustainability plans (e.g., schools or other partners have agreed to continue implementation?)
- Have any been deemed ineffective or not a good fit for the community/target audience/organization’s culture?
- Do you have any efforts that are/will be institutionalized?

### 2. Consider what you can “take off the table.”

*Consider:*

- *Were any program/activities completed during grant-funded period that you will no longer be implementing?*
- *Do any already have sustainability plans, e.g. schools or other partners have agreed to continue implementing?*
- *Have any been deemed ineffective or not a good fit for the community/target audience/organization’s culture?*
- *Do you have any efforts that are/will be institutionalized?*



## **STEPS THREE AND FOUR: List and Prioritize the Remaining Activities.**

Work with your school team and community partners to prioritize your list. Consider:

- Which programs/activities have proven to be most effective?
- Which are producing outcomes that support the mission and goals of the initiative?
- What other criteria might your partnership apply to prioritize programs for sustainability?



## **STEPS THREE AND FOUR: List and Prioritize the Remaining Activities. (continued)**

3. List the remaining programs/practices.

4. Work with your project team and community partners to prioritize your list.

*Consider:*

- *Which programs/activities have proven to be most effective?*
- *Which are producing outcomes that support the mission and goals of the initiative?*
- *What other criteria might your partnership apply to prioritize programs for sustainability?*

- 1.
- 2.
- 3.
- 4.
- 5.



## **STEP FIVE: Deconstruct your Programs and Activities into Functions.**

List the functions and activities of each program.

Prioritized Program/Activity	Functions:
Example: Afterschool Program	PROMOTION
	REGISTRATION
	SPACE/FACILITES
	SUPPLIES/MATERIALS
	STAFFING
	SNACK



## **STEP FIVE: Deconstruct your Programs and Activities into Functions.** **(continued)**

5. Deconstruct each prioritized program and practice into functions.

<b>Prioritized program/ practice 1:</b> Example: <i>Afterschool Program</i>	Functions
	<i>Promotion/PR</i>
	<i>Registration</i>
	<i>Space/Facilities</i>
	<i>Supplies &amp; Materials</i>
	<i>Staffing: Coordination, Instructors</i>
	<i>Snack</i>

<b>Prioritized program/ practice 2:</b> Example: <i>Second Step</i>	Functions
	<i>Training new staff/boosters for continuing staff</i>
	<i>Providing materials needed for intervention</i>
	<i>Collecting process data on implementation</i>
	<i>Coaching Teachers</i>



## **STEP SIX: Use the List of Prioritized Programs and Practices and Their Functions to Create your Sustainability Action Plan.**

Consider sustainability strategies and prospects for institutionalizing for those EBPs/activities still on the table:

- Universal bullying interventions (e.g., Olweus)
- Whole school approaches to climate or behavior (e.g., PBIS)
- Afterschool Programs



## **STEP SIX: Use the List of Prioritized EBPs/Activities and their Functions to Create your Sustainability Action Plan. (continued)**

6. Complete the following chart for each priority program and practice to develop a sustainability action plan.

**Prioritized program/practice 1:** Example: *Afterschool Program*

Function	Sustainable Strategies	Prospects for Institutionalizing via Systems Change
<i>Promotion/PR</i>	<i>Partnership: all partners will include information in existing communities</i>	<i>Good: included in post-grant MOA</i>
<i>Registration</i>	<i>Partnership: city will handle registration</i>	<i>Good: city council approved assuming registration process in NCE and beyond</i>
<i>Space/Facilities</i>	<i>Leadership: shared vision and commitment of schools, YMCA, cities</i>	<i>Fair: Need to complete neighborhood needs/building capacity study</i>
<i>Supplies &amp; Materials</i>	<i>Leadership/Partnership/Finance: Lions, Rotary, Kiwanis, building PTAs/PTOs Local Target "Take Charge of Education/Red Card" funding</i>	<i>N/A</i>
<i>Staffing: Coordination, Instructors</i>	<i>Finance: sliding scale fee-for-service; donations for scholarships; Americorps volunteers Evaluation: outcome data on students participating in afterschool Communications: generate sufficient interest in population willing/able to pay for services, donate to scholarship fund</i>	<i>Good: fee-for service &amp; Americorps Fair: scholarship program--- need to address policies for soliciting funds; possible need for establishing 501(c)3</i>
<i>Snack</i>	<i>Finance: USDA Afterschool Snack Program: <a href="http://www.fns.usda.gov/cnd/Afterschool/">http://www.fns.usda.gov/cnd/Afterschool/</a></i>	<i>N/A</i>



## Grant Sustainability Tool: Sustainability Assessment and Planning Tool for District Teams



### Grant Sustainability Tool Sustainability Assessment and Planning Tool for District Teams

Goal 1: Strengthen initiative characteristics.					
<b>Activities to consider related to this goal area:</b>		<input type="checkbox"/> Developed overarching vision, goals, objectives, desired outcomes, action steps and guidelines for the proposed initiative. <input type="checkbox"/> Developed plans to sustain the initiative beyond initial launch. <input type="checkbox"/> Developed a logic model (a.k.a. theory of change) and list of indicators. <input type="checkbox"/> Developed school team(s), comprised of LEA/school leadership, student support personnel, teaching staff representatives, families, and students.			
Goal 1 Action Item	Priority	Mark of Success	Action Steps 3-4 Months	Action Steps 12-18 Months	Resources Needed
1. Align initiative with needs of schools. Person responsible:	<input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low Because:				
How well does the initiative meet intended recipients' needs for service?					
2. Ensure compatibility of initiative with district's strategic plan OR school's improvement plan. Person responsible:	<input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low Because:				
Does the school district as a whole see that the initiative benefits them?					



# Questions?

# Next Grantee Events



Date	Events
April 22	P2 Art Supplement Webinar
April 25	P2/ESSC Office Hours on Evidence Based Programs 3 & 4: CBITS and Check and Connect
May 10	P2/ESSC Office Hours on Evidence Based Programs 5 & 6: Gang Resistance Education & Olweus Bullying
May 25	P2/ESSC Online Learning Event on Trauma-Informed Practice
May 31	P2 Community of Practice

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