

Opening & Introductions

➤ **Welcome and Meet the Presenters:**

- Ebony Ross, MA, Associate Director, Adolescent Sexual Health, Advocates for Youth
- Samantha Shinberg, Program Associate, Adolescent Sexual Health, Advocates for Youth
- Tom Klaus, PhD (Cand), Principal and Senior Consultant, NonProfit GP

➤ **Today's Objectives:**

As a result of attending today's training you will be able to:

- Define "sustainability" for your program
- Describe the key components of an evidence-based sustainability model page
- Apply the evidence-based sustainability model to begin to develop a program sustainability action plan
- Define next steps for continuing work on your program sustainability action plan

➤ **Group Agreements:**

- Take care of yourself
- Listen actively and thoughtfully
- Clarify when necessary
- Speak openly, honestly, and respectfully
- Use "I" statements – own your ideas and opinions
- Speak up so others can hear
- Assume good intentions
- Be fully present (minimize distractions – turn off cell phones, no side conversations, etc.)
- Other?

Learning Activity I: Defining and Moving Toward Program Sustainability

➤ **Taking Stock – SOAR-ing to a Clear View**

- With 4 other people near you, use the SOAR worksheet (below) to discuss your program.
- Please follow the directions on the SOAR sheet.

➤ **Large Group Debrief**

- Upon completion of the small group SOAR activity, there will be a short large group debrief of the activity

Worksheet: Taking Stock by SOAR-ing

Instructions:

- This activity is designed to help you identify the strengths, opportunities, aspirations and results (SOAR) of your program.
- First, identify a group facilitator to lead a small group discussion on the responses brainstorming process in answering the questions in each of the squares below.
- Second, each person should briefly write a response to each question in the space below it in the corresponding square. Don't over think the questions, just respond and write them in the appropriate squares.
- Third, facilitator asks person whose birthday is first after today's date to share the strengths identified for their program. Moving to the person's left, each person shares their program's strengths, and then each shares their program's opportunities, aspirations, and results.

<p>Strengths: What are the best things about our program?</p>	<p>Opportunities: What possibilities are opening up for our program in the short term (through September, 2015)?</p>
<p>Aspirations: Describe what will be happening with your program in 2025. What are the best things that could happen that could keep it strong and thriving through then?</p>	<p>Results: What are the results we beginning to see that are benefiting young people in the community?</p>

- Finally, once each person has shared their responses, the facilitator leads a discussion of these debrief questions in preparation for the large group debrief:
 - ✓ What insights do you have about your program after doing this exercise?
 - ✓ What role does this kind of activity have in planning for sustainability?

➤ ***Seeing Sustainability When It Happens***

- In the same small group, select a different facilitator who will lead a brainstorming discussion on a sentence completion statement and a question:
 - ✓ “I will know my program is becoming sustainable when...”
 - ✓ Sustainability is EVERYBODY'S job: What can I do to build my program’s sustainability?
- Select a recorder and reporter for you group.
- The recorder writes each statement or question at the top of a single flipchart page and captures the consensus ideas of the group under each statement or question or appropriate, as illustrated below.

“I will know my program is becoming sustainable when...”

Sustainability is EVERYBODY's job: What can I do to build my program's sustainability?

- The reporter needs to be prepared to briefly report out to the larger group.

- ***Large group report out and debrief***
- ***Key Indicators that My Program is Becoming Sustainable – Handout***
- ***Ten Things Staff can do to Build Program Sustainability - Handout***

Handout – Key Indicators that My Program is Becoming Sustainable

- ✓ Funders begin to contact us with funding opportunities.
- ✓ Funding comes from a variety of reliable sources.
- ✓ Services are so effective and well known that we could charge for them (if we wanted to).
- ✓ The community trusts the program and diverse groups within the community seek our services.
- ✓ The number of participants or clients grows each year.
- ✓ The program has name recognition in the community.
- ✓ The program has community-wide visibility, credibility, and trust.
- ✓ The media reaches out to us as the expert on the issue.
- ✓ The program is considered a “core” program within the organization.
- ✓ Through ongoing evaluation, our program consistently reports positive results and outcomes.
- ✓ Staff continues to improve the program based on evaluation and the needs of the target audience.
- ✓ The program is fully staffed, recruitment is easy, and staff turnover is low.
- ✓ The program has broad support within the community we serve, including a few key “champions.”
- ✓ The program has such consistent, positive results that others begin replicating it.
- ✓ The program serves as a “model” in other community efforts.
- ✓ Others turn to program staff for training, mentoring, and “expert” advice.
- ✓ Program staff manages the program’s funding responsibly and thoughtfully with an eye toward sustainability.
- ✓ Program staff has created and are implementing a sustainability plan in collaboration with organizational leaders.
- ✓ Other: _____

Handout – Ten Things Staff Can Do to Build Program Sustainability

- 1) **Evaluate for Outcomes!** Outcome evaluation is the driving force behind much funding today. This means that you must be prepared to demonstrate that your program results in very clear outcomes – typically, behavior changes among the program participants. Therefore, outcome evaluation is at the very top of this list and needs to be at the top of yours!
- 2) **Publish! Publish! Publish!** Put articles in program or organization newsletters, website, professional journals, magazines, newspapers, blogs, Tweets – anywhere you can that keeps your program before the public, stakeholders and funders.
- 3) **Stay aware and be alert!** Keep your eyes and ears open to funders both at work and off-hours. At work, scan articles, search the web, and read other organization’s annual reports and newsletters for possible funder leads. Off-hours, keep your eyes and ears open during social occasions and in daily interactions with people. You never know who you will meet or who you know.
- 4) **Be creative!** Create posters, brochures, postcards, palm cards, handouts, flyers, blogs, websites, and displays that tell your program’s story.
- 5) **Stand and deliver!** Present your program to whoever will listen. Begin with a basic “stock” presentation (what, why, how, and who) that you can deliver to your own board of directors or staff, and even to others in professional conferences, community meetings, and media appearance.
- 6) **Network!** Join community organizations and service groups, get on their committees, and look for opportunities to build a network with folks who are interested in your program and can help you move it toward sustainability.
- 7) **Play nice!** Collaborate with others as a means to not only do good things for your community but to also provide an opportunity for others to get to know you and your program. Above all else, build a reputation as one who plays well with others.
- 8) **Be kind to “in-kind”!** Not all contributions to your program have to be financial. Look for in-kind contributions as well. Draw up a list of your program needs that could be met through in-kind contributions (e.g., Need pencils and index cards? Talk to your local office supply or large department store). In-kind contributions aren’t cash BUT they can offset expenses in your budget that frees up cash for other things.
- 9) **Ask! Ask! Ask!** Always have an “ask” ready anytime the opportunity arises. When you speak to a group, tell them what you need and ask them to help. When a personal conversation results in the other asking, “How can I help?” be prepared with an answer and ask them for what you need.
- 10) **Don’t forget the overhead!** Place a priority on receiving funding that allows overhead (e.g., indirect, administration, etc.) to be included in the budget. Funders love to fund program but few like to pay for the lights, heat, rent, computers, copy machines, support staff, etc. that are needed to run a program. Therefore, try to find funding sources that allow overhead to be included in your funding request.

Learning Activity II: Putting It All Together and Taking the First Steps Toward Sustainability

Key Components of an Evidence-based Sustainability Model: Five Sustainability Actions (Handout)

- Johnson, K., Hays, C., Center, H., & Daley, C. (2004). Building capacity and sustainable prevention innovations: A sustainability planning model. *Evaluation and Program Planning*, 27, 135-149.

Assessment Task: Assess organizational infrastructure and readiness to sustain the program

- Guiding questions:
 - ✓ Does our organization have the capacity to sustain the program?
 - ✓ Does our organization have the will to sustain the program?

Development Task: Create a sustainability plan

- Guiding questions:
 - ✓ What are we trying to sustain? (Goal)
 - ✓ How will we know we're being successful? (Objectives and benchmarks)
 - ✓ What needs to be done (by whom and when) to attain the objectives? (Actions)

Implementation Task: Execute the sustainability plan

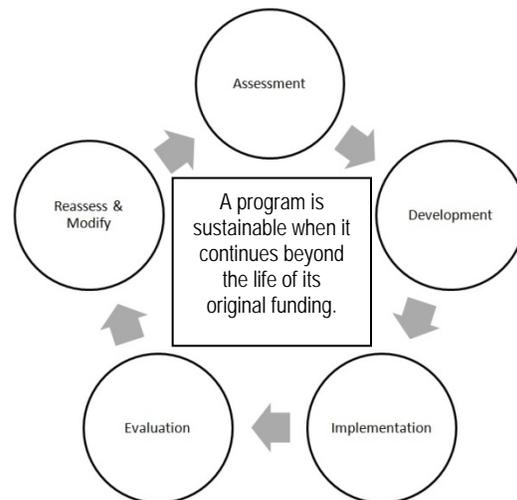
- Guiding questions:
 - ✓ Are the right people taking the right action in the right way at the right time?
 - ✓ How can we support their work?

Evaluation Task: Assess progress on the plan

- Guiding questions:
 - ✓ What have been the results of our sustainability work?
 - ✓ What do we need to do more of?
 - ✓ What do we need to do differently?

Reassess and Modify Task: Change the plan and strategies to increase likelihood of success

- Key question:
 - ✓ What is our updated plan?

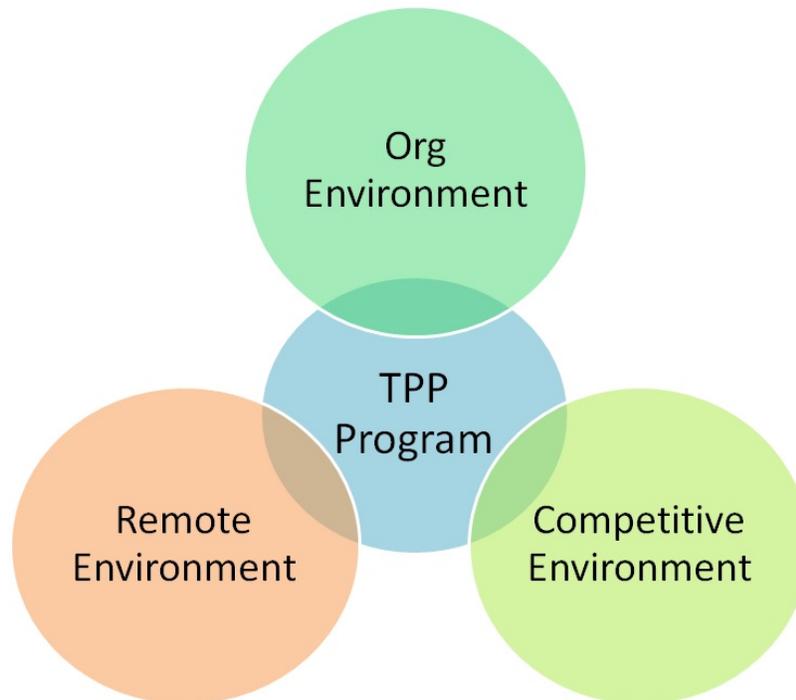


Exercise - Sustainability Action Strategy

Sustainability Issue	Example	Your Program
TPP Program Grantee:	Central City Teen Pregnancy Prevention Alliance (CCTPPA)	
Sustainability Goal/Vision: <i>Clearly state what you are trying to sustain in as much detail as necessary?</i>	Ongoing implementation of <i>Reducing the Risk</i> in 1) at least 50% of Central City schools currently using it and 2) in all Central City community-based organizations (CBOs) currently using it.	
Collaboration Strategy: <i>Who do you need to work with to achieve sustainability?</i>	Program personnel and leadership of current implementation site partners; school boards and CBO board of directors; local funders; youth and parents benefiting from programs.	
Leadership Strategy: <i>Who will take the lead? What roles and responsibility will each partner have? How will decisions be made?</i>	1) CCTPPA Executive Director and board members promote program to CBO ED's, school administrators, their boards, and funders. 2) CCTPPA staff work directly with site partners, youth and parents. 3) CCTPPA convene a task force of stakeholder vested in sustaining the program.	
Communication Strategy: <i>What do you need to communicate, to whom, how, and when?</i>	1) Reports to the community on program results successes via news media. 2) Invite partners and key community stakeholders to regular "coffee update" event that highlights progress. 3) Release "human interest" stories through various media (news and social). 4) Keep stakeholders up to date in through continuous, regular communication.	
Institutionalization Strategy: <i>Which implementation partners are already thinking and doing institutionalization? How do you help others move that direction? How do you support institutionalization?</i>	Meet with current implementation partners to assess level of institutionalization and determine needs for sustaining and institutionalization.	
Fundraising Strategy: <i>How much do you need to raise? Where are the "best bets" in funding? How do you need to apply or approach the funder? When do you need to approach them? Who needs to approach them?</i>	Minimum of \$115,000 per year needed to achieve goal above. "Best bets" for funding are local United Way and Central City Community Foundation. UW application annual; Rolling application for CCCF. Executive Director and grant writers to take lead. CCTPPA project coordinator to assist with grant writing.	

Handout - Three Environmental Factors that Impact Sustainability

- Sustainability is never certain. Rarely does a program attain it with complete security.
- The environment in which a program operates presents at least 3 variables that can make sustainability either more challenging or more likely.



Organizational Environment: The support a program has within the organization that sponsors or houses it.

Competitive Environment: Other organizations or programs, whether established or new, that provide the same or similar services, or a "better" way to do it.

Remote Environment: The economic, socio-cultural, political, technological, and natural conditions that occur or change.

- **Two Question Neighbor Nudge:** 1) *Turn to the person next to you and share one change from any one of these three environments in the past year that has impacted your program either positively or negatively.* 2) *How did you respond to the change?*

Exercise - Best Practices for Institutionalizing a Program

Small Group Activity

- Count off by 10s. Join others with your number in one of 10 small groups.
- Identify a facilitator.
- Review the following institutionalization best practices.
- Institutionalization is the process of making a program a "core" component of an organization which can survive budget cuts and becomes seen as an indispensable part of the organization's work in the community.
 - Johnson, K., Fisher, D., Wandersman, A., & Collins, D. (2009) A sustainability toolkit for prevention: Using Getting to Outcomes. Retrieved from North Carolina SPF-SIG website: http://www.ncspfsg.org/Project_Docs/Primer%201-15-09cjb.pdf
 - I. Key activities associated with implementing and evaluating the program have been integrated into job descriptions, requirements, and staff assessments.
 - II. Key staff and leaders responsible for program implementation and evaluation have been retained.
 - III. Supplies, materials, space, and equipment needed to continue implementing and evaluating the program are available.
 - IV. Staff training and continuing education needs associated with implementing and evaluating the program has been incorporated into ongoing operations.
 - V. The skills needed to implement and evaluate the program have become part of the (organization's/profession's) standards.
 - VI. The program is integrated into manuals, procedures, regulations of the implementing organization or implementation site.
 - VII. An implementation monitoring process has been integrated into the programs ongoing process evaluation activities.
 - VIII. On-going outcome evaluation activities have been established and maintained.
 - IX. The program is supported by continuous soft or hard money.
 - X. The program has survived annual budget and grant cycles.
- Facilitator will lead a brainstorm discussion on the following question related to the best practice assigned to your group. Answer it as if you are part of the Central City Teen Pregnancy Prevention Alliance:
 - Your best practice presents a challenge and/or opportunity to *Reducing the Risk's* sustainability at the Central City TPP Alliance. How would you either begin to do this best practice or strengthen it for your program?

Handout - Program Sustainability Action Plan

Best Practice	Goals & Objectives	Activities	Assignments	Next Steps
1. Key implementation and evaluation activities integrated into job descriptions, requirements, and staff assessments.				
2. Key staff and leaders responsible for program implementation and evaluation have been retained.				
3. Supplies, materials, space, and equipment needed to continue implementing and evaluating the program are available.				
4. Staff training and continuing education associated with implementing & evaluating program incorporated into ongoing operations.				
5. The skills needed to implement and evaluate the program have become part of the organization's standards.				
6. The program is integrated into manuals, procedures, regulations of the organization or implementation site.				
7. An implementation monitoring process has been integrated into the programs ongoing process evaluation activities.				
8. On-going outcome evaluation activities have been established and maintained.				
9. The program is supported by continuous soft or hard money.				
10. The program has survived annual budget and grant cycles.				

Handout - Checklist for Program Sustainability

The following **factors** need to be considered in terms of creating the atmosphere and resources to sustain the program.

➤ **Administrative**

- We have a memorandum of agreement (MOA) with the director or leader (could be ED, principal, clinic director) of the program site.
- The site's decision makers (ED, clinic director, principal, superintendent, board, etc.) have expressed support for starting and maintaining the program.

➤ **Program Facilitator/Teacher Training and Retention**

- We have a plan (or plans) for recruiting, orienting, training, monitoring, and evaluating program providers.
- We have a plan for providing continuing education for program providers.
- We have funds for training, continuing education, and support activities, including funds to support substitutes when needed.
- We have trainers of educators and support staff.

➤ **Public Relations/Outreach/Building Community Support**

- We have a database for disseminating program information to the public, media, stakeholders, decision makers, and funders.
- We have a general strategy for educating the community about our program.
- We publish an annual report that includes information about our program.
- We have a program brochure and promotional materials that we regularly distribute to the public.
- We regularly reach out to stakeholders, decision makers, funders, and the media with invitations to learn more and to attend public events.
- We provide regular updates on the program to leaders of the organization's hosting our programs.

➤ **Program Evaluation**

- We are implementing an evidence-based program with fidelity.
- We have an evaluator for our program.
- We have a data collection system for our programs that has been designed by our evaluator.

➤ **Funding**

- We have a fund development plan that includes a strategy for diversifying our funding.
- We are motivated to secure funding.
- We have a person responsible for fund development.

Closing - Becoming Indispensable Four Corners Evaluation

<p>One thing I will do to <i>keep the issue of teen pregnancy before my community</i> is...</p>	<p>Two ways <i>I can contribute to my program's sustainability</i> are by...</p>
<p>A <i>new idea I got today and plan to try</i> is...</p>	<p>In order to have a viable sustainability plan <i>I need...</i></p>