



SOUTH CAROLINA  
CAMPAIGN to  
**PREVENT  
TEEN  
PREGNANCY**

**Healthy Youth. Bright Futures. Strong Communities.**

# **Taming the Monster: Developing Tangible Sustainability Plans**

**Lesley Craft, MPH, CHES  
Mary Prince, PhD, MPH**

Third Annual Teen Pregnancy Prevention Grantee Conference:  
Ready, Set, Sustain: Continuing Our Success  
May 20-22, 2013, National Harbor, MD.

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# About Us



## Our Mission

As a 501(c)(3) non profit organization, we are committed to improving the health and economic well being of individuals, communities, and the state of South Carolina by preventing teen pregnancy.

## Our Approach

- Communication with target market
- Customization of approaches
- Capacity building at all levels of a community
- Commitment to research and evaluation and a long-term investment



# We Believe



- the prevention of teen pregnancy is in the best interest of adolescents, their families and their communities;
- parents should be equipped to be the primary educators of their children about love, sex and relationships;
- **the most effective health and sexuality education is age-appropriate and medically accurate, emphasizes abstinence and provides information about contraception;**
- **the use of research proven curricula and programs will reduce teen pregnancy;**
- in partnering with all sectors of the community to implement effective strategies to reduce teen pregnancy;
- young men and women should be respected for their unique traits and characteristics and empowered to take control of their reproductive health and wellness;
- in maintaining a staff and board of directors that is talented, diverse and representative of the populations we serve.



# Our Goals



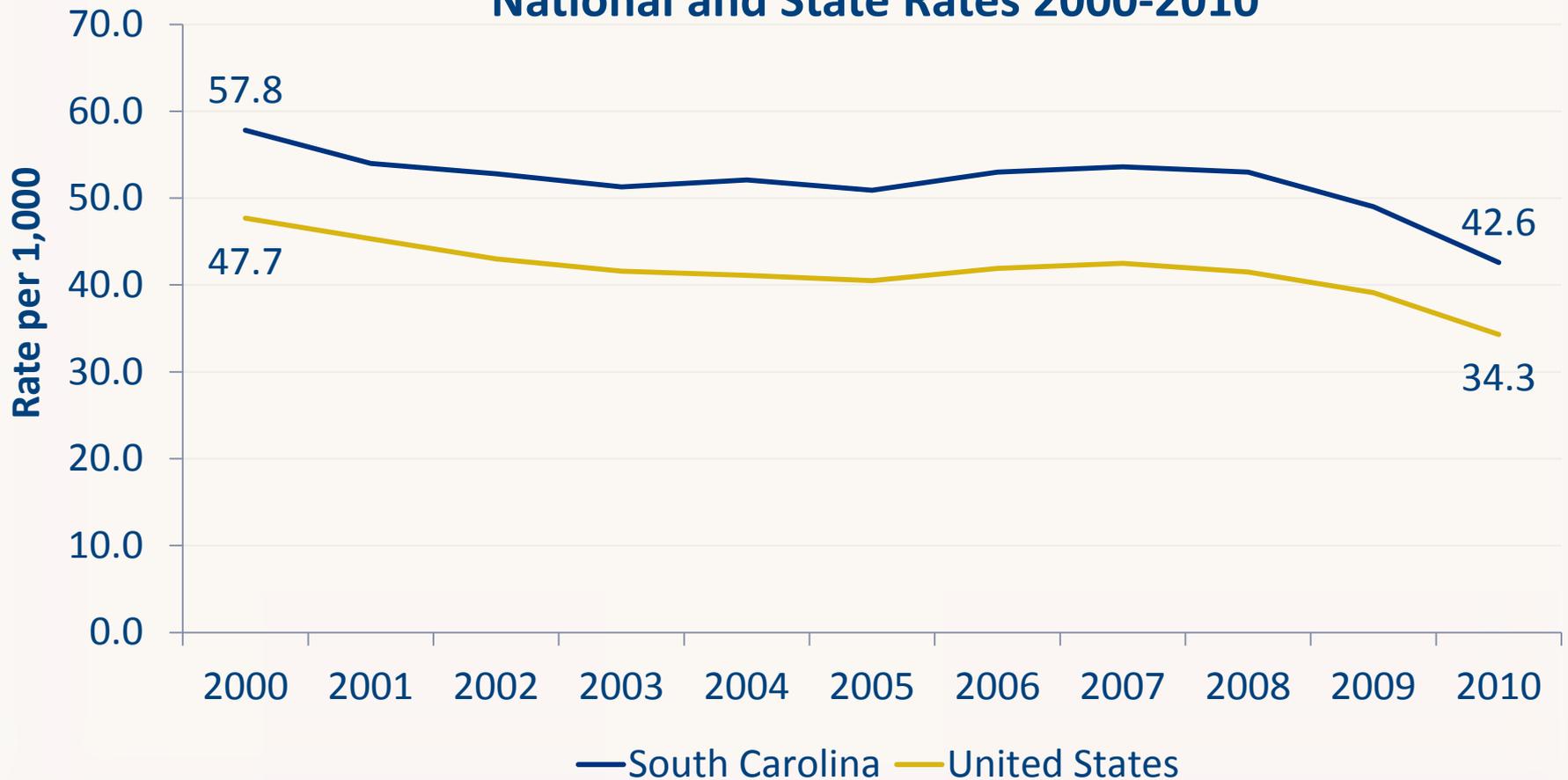
- **High quality teen pregnancy prevention programs and services are available to SC youth.**
- High priority youth have access to teen pregnancy prevention services tailored to their unique needs.
- **Public schools are delivering age-appropriate, science-based teen pregnancy prevention programs.**
- Young people who are sexually active have access to condoms and other forms of contraception.
- Parents and trusted adults are having open and honest conversations with their children about love, sex and relationships.



# Teen Birth Rates



## Birth Rates Among 15-19 Year Olds National and State Rates 2000-2010



Data Source: SC DHEC, Public Health Information and Statistics

# Learning Objectives



- Identify at least three factors that influence the sustainability of programs
- Identify at least three barriers to sustaining a program and at least one activity to address each barrier
- Develop three strategies to sustaining a program

# Project Overview



- Office of Adolescent Health
- \$1.5M per year over 5 years
- Replicate middle school EBP, *It's Your Game, Keep it Real!*
- 24 middle schools across South Carolina
  - 12 Intervention
  - 12 Delayed Intervention
- ETR Associates, outside evaluators



# Sustainability



**Goal II** of the “Keep It Real South Carolina: Reducing Teen Pregnancy among Middle School Youth” project is to ***increase the number of middle schools in South Carolina that institutionalize the IYG program.***

# Sustain! Sustain! Sustain!



- Huge pressure to sustain programming
- But why?
  - Programming → Reduces teen pregnancy
  - Additional reasons
    - \$
    - Resources
    - Time
    - Effort
    - Support networks
    - Laws, policies
    - Working infrastructure
    - Successful implementation process<sup>1-8</sup>

# The Fairy Tale



..... And then they sustained the program  
and everyone lived happily ever after.

*The End.*

# The Reality



- Programs may not be sustained for many reasons:
  - Funding
  - Resources
  - Time
  - Interest
  - Competing priorities
  - Support<sup>1-8</sup>

# The Sustainability Monster



- Sustainability planning is often seen as obscure and ambiguous
  - Few guidelines exist for planning
  - Even fewer tangible sustainability activities exist for use in large implementation projects
  - Lack of common terminology
    - Unclear communication and expectations

# Sustainability Strategy



- Literature reviews
- Conceptual models
- Logic models
- Strategic planning
- Workplans
- Data collection
- Process evaluation

*Make  
sustainability planning  
as tangible as  
implementation planning*

# Conceptualization

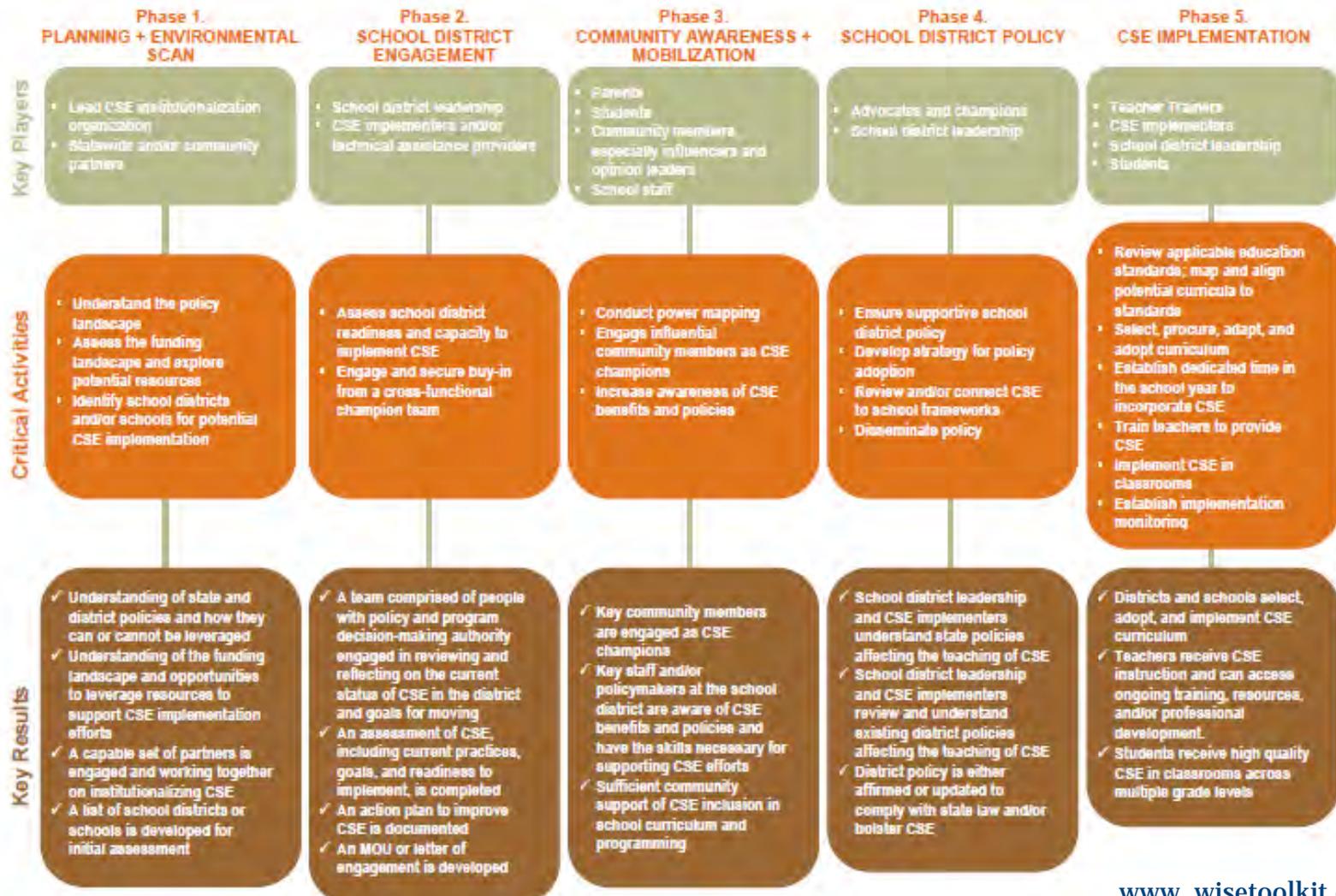
- Institutionalization
- Continuation
- Routinization
- Saturation
- Standardization
- Resiliency
- Durability
- Stability
- Persistence
- Maintenance<sup>1-8</sup>

***What are we really talking about?***

***What does it look like?***

***How do we influence it?***

# Process to Implement



# Implementation Success



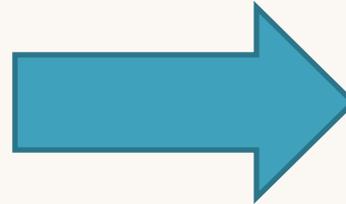
- Facilitation Process
- Resources
- School-Based Leadership
- Implementer Characteristics
- External Environment
- External Leadership
- Compatible
- Innovation Characteristics<sup>10-12</sup>

# Sustainability as an Outcome



## **Short Term Outcome**

IYG is  
Implemented  
with Fidelity  
in the Schools



## **Long Term Outcome**

IYG is Sustained  
in the Schools

# Influencers



- Laws, policies
- Program champion
- Implementer characteristics
- Quality of implementation
- Program effectiveness
- Stakeholder ownership
- Resources
- School-based leadership
- External environment
- Compatibility<sup>1-8</sup>

# Sustainability Planning



Sustainability planning model: infrastructure capacity-building

Infrastructure capacity-building

Goal 1: continue to build, support and strengthen infrastructure capacity (organizational, community, state, or federal) to ensure an adaptive prevention system

Capacity-building factors	Capacity-building objectives	Capacity-building actions
Structures, and formal linkages to sustain the innovation	1.1: Strengthen and/or maintain structures and formal linkages to sustain the innovation	<p>Assess structure and formal linkages to sustain the innovation</p> <p>Plan strategically for building and/or maintain structures and formal linkages to support the innovation</p> <p>Implement, evaluate and reassess and reassess and modify, if necessary, plan for strengthening structure and formal linkages to support the innovation</p> <p>Create and/or maintain structures and formal linkages to support the innovation</p>
Champion roles and leadership actions to sustain the innovation	1.2: Strengthen and/or maintain champion roles and leadership actions to sustain the innovation	<p>Assess existing champion (those who have power and act as advocates for the functional area related to the innovation) roles and leadership actions that can sustain the innovation</p> <p>Plan strategically to strengthen and/or maintain leadership actions and champion roles to support the innovation</p> <p>Implement, evaluate and reassess and reassess and modify, if necessary, a plan to sustain the</p>

(Johnson, Hays, Center, & Daley, 2004)

# What to do

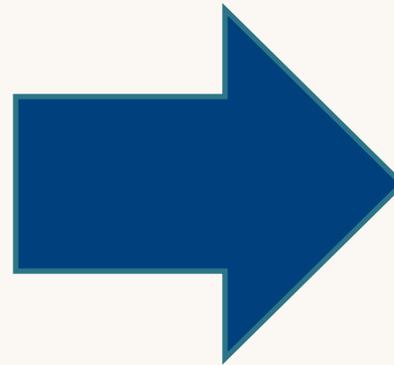


1. Plan for everything possible.
2. Address everything possible.
3. Start yesterday.

# Implementation Success



1. Facilitation process
2. Resources
3. School-based leadership
4. Implementer characteristics
5. External environment
6. External leadership
7. Compatibility
8. Innovation characteristics<sup>8-10</sup>



**Capacity**

# Data Collection



- **Real Time Uses**
  - Provide contextual information
  - Determine current needs, barriers, challenges, & successes
- **Future Planning Uses**
  - Determine individual needs and barriers to sustain the program
  - Develop strategies and activities to influence the likelihood of sustaining
- **Mixed-methods**
  - Surveys
  - Interviews

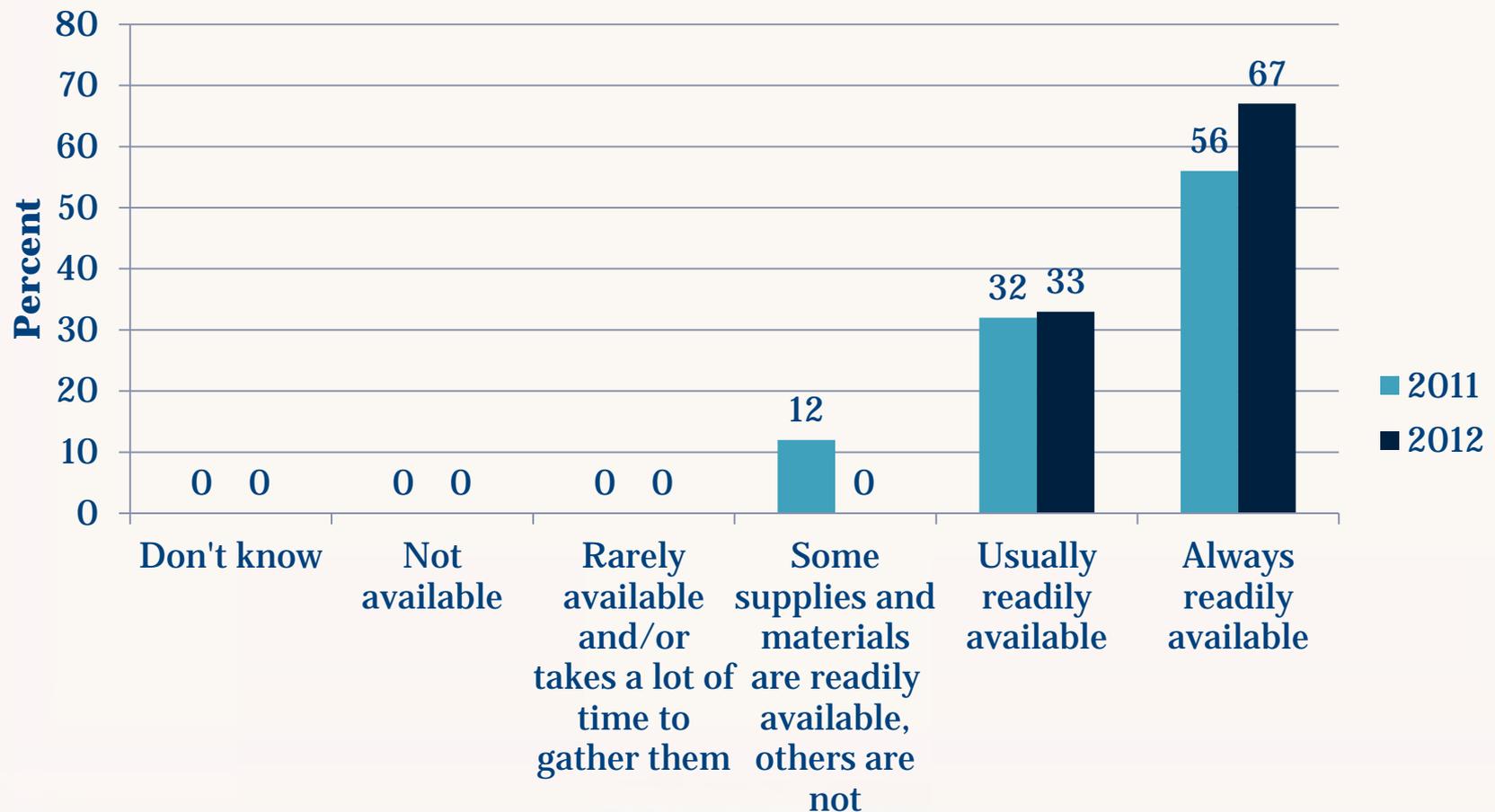
# Survey Overview



- Purpose: Gain information regarding factors related to implementation success also predicted to be related to program sustainability
- Fall 2011
  - Survey Participants (n=25)
  - Intervention Schools (n=12)
    - Site Coordinators (n=10)
    - Program Facilitators (n=15)
- Fall 2012
  - Survey Participants (n=30)
  - Intervention Schools (n=13)
    - Site Coordinators (n=12)
    - Program Facilitators (n=18)

# Example Questions

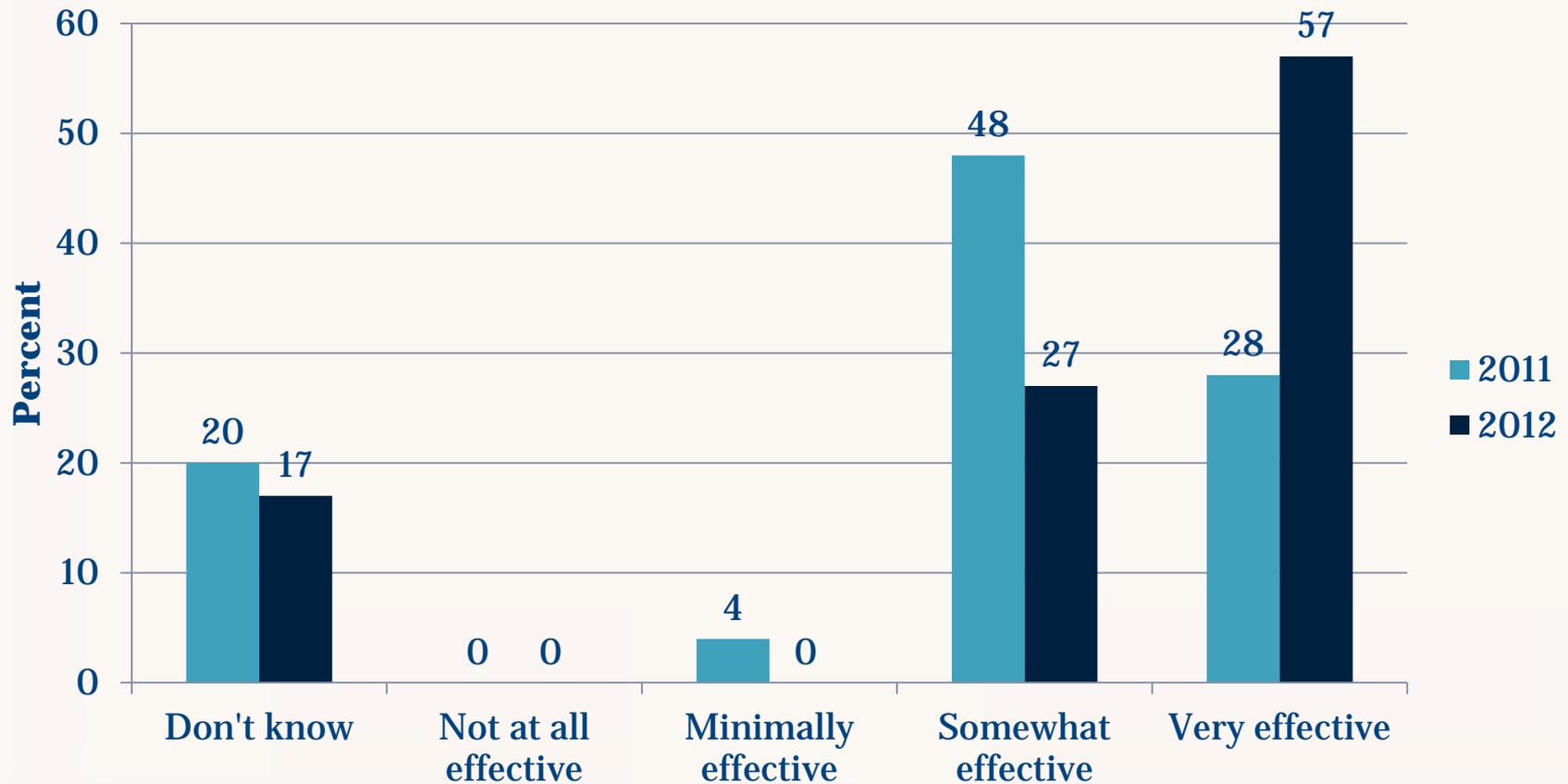
**For the current year, how available are the supplies and materials that are needed for implementing *IYG*?**



# Example Questions



How effective do you think the *IYG* program is in preventing teen pregnancy?



# Individual School Results



- Meetings with Technical Assistant Liaisons
  - Highlights and Red Flags
  - Reactions to Results
  - Possible Explanations
  - Contextual Background
  - Activities and Action Steps

# Qualitative Interviews



- 11 Semi-Structured Interviews with school leadership
  - Principals, Assistant Principals
- Summer 2012
- To further explore the
  - likelihood
  - potential barriers
  - resources needed for continued implementation of *IYG* after the grant project ends

# Interview Highlights



## **Successes:**

- Prevention efforts are needed
- Want to continue offering the program
- Smooth process; very organized
- Teachers, parents, and youth seemed to like the program
- Very little negative feedback

## **Challenges:**

- Technology problems
- Data collection issues, consent forms
- Meetings scheduled during testing

# Interview Highlights



## **Needs Moving Forward:**

- Trainings
- Outcome/effectiveness data
- Support from the SC Campaign
  - Continued involvement/guidance
  - Increased engagement with school administration
  - Shared information about what other schools are doing
- Resources
  - Help acquiring resources/funds
  - Updated program materials

# Interview Highlights



## **Issues:**

- Many schools don't know:
  - the players involved
  - what they need
  - the exact process of how to continue
- Some districts seem to have more control and some schools seem to act independently of their district
- Sustainability process is going to be different for each school/district in the project

# The Plan



- Start early
- Be as strategic as possible
- Make end goal of sustainability known
- Develop proactive plans to:
  - 1) help schools implement IYG as designed
  - 2) build school capacity to continue implementing IYG with fidelity after the initial grant period
- Track efforts

# Sustainability Plans



- **Creation of SC Campaign Sustainability Plan**
  - Added to the existing Implementation Plan
  - Iterative Process
  - Fluid Document
  
- **School-Specific Sustainability Plans**
  - Tailored to address the individual needs of schools
    - Address self-identified barriers to sustainability
    - Address their needs moving forward

# Informing the Plans



- Qualitative Interviews with School Leaders
- Online Surveys with Program Facilitators and Site Coordinators
- Technical Assistance Notes
- Internal SC Campaign Notes

# Tangible Planning



- Now turn what we learned into actionable steps
- Take each factor or potential barrier and come up with strategies and activities to address them

# Brainstorm Strategies/Activities



- Facilitation Process
  - Offer trainings
    - Effective marketing
    - Training listserv
    - Personal invitations
    - Invitations to school /district administration
    - Easy registration process
    - Low cost/free trainings
    - CEU credit; work with school district to pre-approve
    - Variety of training opportunities
      - in-person trainings; online trainings
    - Coordinate with professional development opportunities

# Initial Sustainability Meetings



## **Brief Overview of Sustainability**

- What does sustainability mean?
- Why sustain?
- What will be sustained?

## **Planning for Sustainability**

- Benefits of starting early
- Overview of the planning process
  - What the SC Campaign is doing/working on now to ensure sustainability
  - How the schools will be involved in their own sustainability planning process

# Planning Documents



- Initial Planning Worksheet
  - Identify key players at the school and/or district to help plan for sustainability
  - Identify key barriers to sustainability
  - Identify potential strategies/processes to address barriers

# Planning Documents, cont.



- Approval Process
  - What are the steps/processes?
- Resource Acquisition
  - How are resources requested/obtained?
- Timeline
  - When should planning start?

# Develop Tools to Share



## IYG Cost Sheet

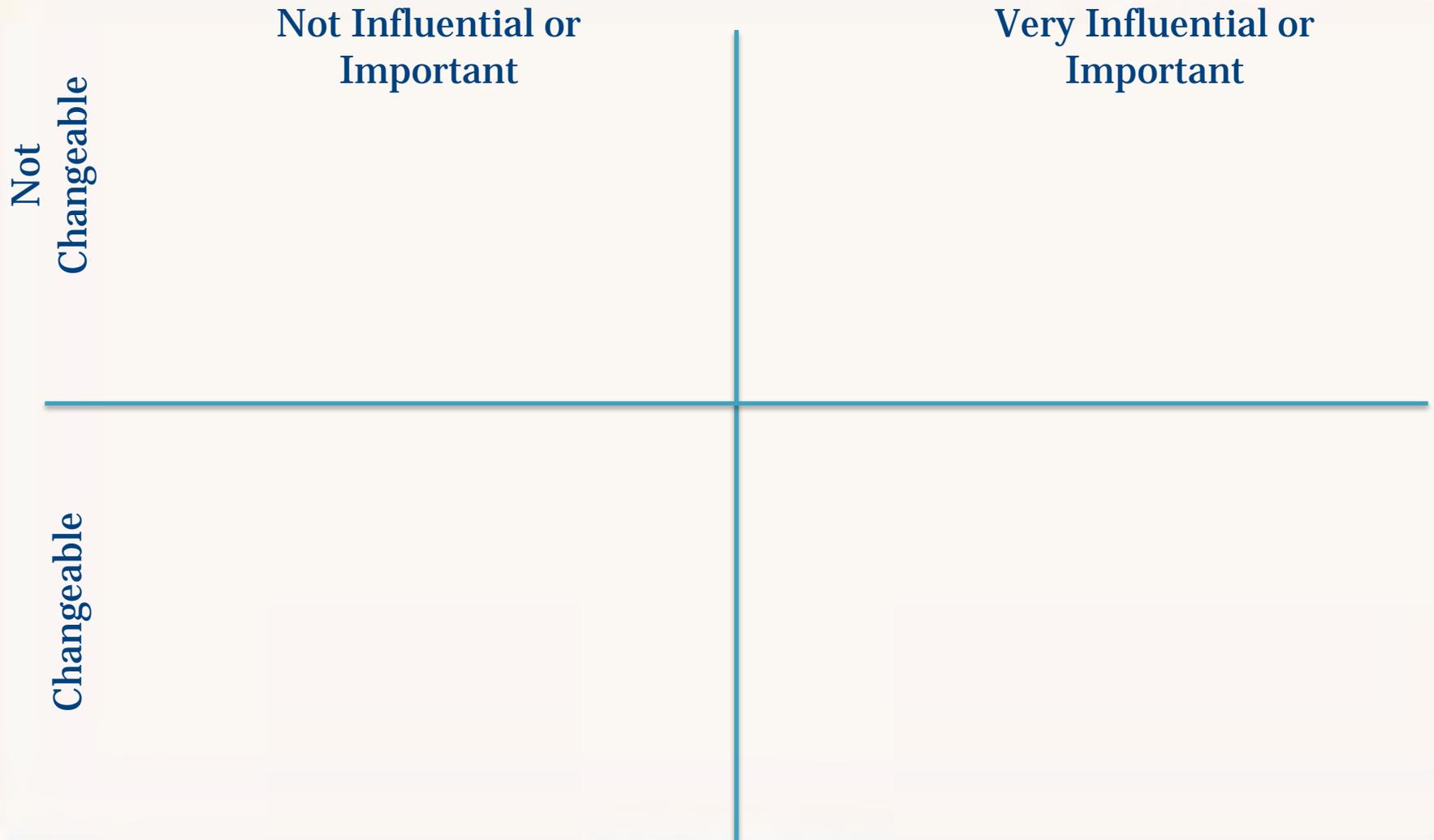
	Price per item	Total for class set (30 students)
<b>CLASSROOM RESOURCES:</b>		
IYG 7th grade curriculum manual (printed and bound at Kinko's)	\$ 40.00	\$ 40.00
IYG 8th grade curriculum manual (printed and bound at Kinko's)	\$ 40.00	\$ 40.00
Class set of 30 IYG 7th grade journals (printed in booklet form at Kinko's)	\$ 1.50	\$ 45.00
Class set of 30 IYG 8th grade journals (printed in booklet form at Kinko's)	\$ 1.50	\$ 45.00
1 easel for classroom activities	\$ 60.00	\$ 60.00
Box of 2 self-stick easel pads	\$ 54.00	\$ 54.00
2 packs of wood pencils	\$ 6.50	\$ 13.00
3 packs of copy paper for classroom activities	\$ 6.00	\$ 18.00
1 pack of colored paper for classroom activities	\$ 12.00	\$ 12.00
30 packs of crayons for classroom activities	\$ 2.00	\$ 60.00
<b>TOTAL CLASSROOM COSTS:</b>	<b>\$ 223.50</b>	<b>\$ 387.00</b>
<b>TECHNOLOGY RESOURCES:</b>		
Class set of 30 reusable computer headphones	\$ 15.00	\$ 450.00
2 packs of Clorox disinfecting wipes for computer headphones	\$ 6.00	\$ 12.00
Class set of 30 laptops	\$ 200.00	\$ 6,000.00
<b>TOTAL TECHNOLOGY COSTS:</b>	<b>\$ 221.00</b>	<b>\$ 6,462.00</b>

# Application



- What are some general strategies that you may use to increase the likelihood of sustaining your program?
  - Identify at least three barriers to sustaining your program.
  - Identify at least one activity to address each barrier.

# Prioritization



# References



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For Additional Information:

**SC Campaign to Prevent Teen  
Pregnancy**

1331 Elmwood Avenue, Suite 140  
Columbia, SC 29201

tel: 803-771-7700

[www.teenpregnancysc.org](http://www.teenpregnancysc.org)

[www.facebook.com/SCCampaign](https://www.facebook.com/SCCampaign)

[www.twitter.com/SCCampaign](https://www.twitter.com/SCCampaign)

**Lesley Craft, MPH, CHES**

[lcraft@teenpregnancysc.org](mailto:lcraft@teenpregnancysc.org)

**Mary Prince, PhD, MPH**

[mprince@teenpregnancysc.org](mailto:mprince@teenpregnancysc.org)