

Grantee Panel Presentation: Elizabeth Gardner, Minnesota, March 5, 2014

Well, Good Morning most of my comments today are actually retrospective. I am just going to share some of the insights that in some of our experiences with program sustainability from phase 1. We are still ramping up our program sustainability efforts now in this new grand period, the new grand cycle so let me just start, and show you the disclaimer. So, when I talk about lessons learned about program sustainability I just want to let you know that these are primarily the experiences I am sharing relate to the work that again that we did during their first cycle primarily in 2012 and 2013 knowing that moving forward we still have quite a bit of work as I look at our project director Katie Lindy from Minnesota who is in the audience today. So we were category 1 thunder or a grantee and as mentioned yesterday in our small group exercise we are working with institutions of higher education. Just a quick recap of the program goals:

Goal Number 1 is that expectant and parenting teens, women and fathers accomplish their post secondary education goals and when we talk about teens and women and fathers what we wanted to do was primarily target our services to people between the ages of 18 and 35. No of course we will not turn away a student who is 36 years old at one of our institutions of higher Ed, but that's primarily who were going to be serving in this grand cycle. When we originally wrote the grant application going back three years ago, we thought we primarily will be serving 18 to 24 year olds and what we learned is in our community and technical college system in Minnesota, there are a lot of what I would say working adults, parents who were in their late 20s and early 30s people. 30% actually are the people that we served in the pilot project were teen parents and we learned that they took a couple of years off after high school and are now returning to school. So anyway that's a little bit about the age range, and then our second goal is that expected and parenting teens, women and fathers maintain positive health and wellbeing for themselves and their children and just so you know that when we talk about the children of these students we have not put an age limit on that as well so if you are 28 years old and if you have a 10-year-old we are still going to go ahead at these colleges and institutions and welcome that 10-year-old into the activities and programming at those institutions, so just to make that clear. The third goal it really seems to actually resonate with some of the key themes of Christian's presentation and that is the institutions capacity for serving expected and parenting teens, women and fathers will be increased. You know I maybe should have said a minute ago when we talked about institutions we are talking about community and technical colleges, two year colleges and then we are also talking about four year colleges and universities, so we are working with nine of those institutions right now. The goal 3 institutions capacity we added that in this current grand cycle because we wanted to be very strategic about what policies or procedures or systems would be changing at these colleges and universities as a result of the intervention and as a result of the funding. So you know in retrospective thing this was a little bit of sustainability planning is to

think about the strategy behind these goals which you know is pristine set of goals become part of your action strategy and then to think about you know after everything is said and done how will those institutions look different from a physical stand point will they have lactation rooms set up, will they have a student parent center space available for pregnant and parent teen students to do some home work or to have some social time together and then from the organizational perspective how will they look different, are they going to have a policy in place that allows an excuse absence from school if their child is sick. Is there going to be a policy, organizational policy that allows the student to bring a child to class if the child is sick and if the parent can't find emergency day care? So that's what we are talking about in some examples for that goal number 3. All right, I took a much more kind of global approach in trying to summarize some of our program sustainability activities, I am not even sure I really like the header that I typed on this and just share my insecurities and it says obviously you can read a program sustainability required input from all and really what I was trying to say here is that obviously the Federal Government, Minnesota Department of Health and the institutions of higher Ed we all have a vested interest in program sustainability, so we all have an interest in getting over here and when I talk about, you know requiring input from all we have to be supportive of one another's respective roles. So what we are talking about here is the office of adolescent health giving us resources and technical assistance that flows down to the Department of Health and then what we try to do at the MDH level is of course share those resources and expertise with the institutions of higher Ed and really probably what I want to talk to you the most of all today is how the colleges and universities position themselves to secure additional funds and some of the steps that they took in order to move towards program sustainability. So this side here builds on you know the concept I was just talking about how everybody has a role to play and what I wanted to just obviously kind of repeat from what I just said is that when the office of adolescent health, they provided technical assistance work shops as Christine mentioned, there was one focused on strategic communications and then there was one focused on program sustainability and then they were also communicating with us as grantees as frequently as possible about the status of the funding flowing from a public health law and health care reform legislation. So kind of having that big picture communication coming from them to have that guidance coming from them we took that advice and encouragement and those resources very seriously at the State level and tried to use those resources to digest and figure out what our role would be at the Department of Health. I think that's one of the key messages I am not quite sure which factor, it fits into, maybe it's the factor developing and action strategy or developing your action framework, but that's one of the key lessons that I think I have learned is that we had to really figure out at the MDH level what our role would be in the pursuit of finding alternative funding. And once I think we figure that out and try to figure out how we would support the nine colleges and universities that actually helped us move towards program sustainability not that we achieved it, but I am happy to say that out of 9 of the colleges and universities we are funding, three of them were able to find some alternative funding sources that

were used to augment their program services, and when I was talking with some of our colleagues at the Health Department and upper management and I was telling them about the work that the grantees did, they were very impressed and they said that its hard during the pilot process in the pilot phase for sub grantees or grantees to secure additional funds. So I will share the names of those three colleges but clearly I am very proud of them and just because three were successful in securing some additional funds. I would go on record of saying that I think all nine of them took steps towards being strategic and proving their communications so even though the other six did not secure additional funds. I think that they too are on their way to be in better position to secure additional funds in the future. So back here to this slide so again MDH's role (inaudible) with the pursuit of alternative funds. I think a key component of our sustainability planning efforts in the pilot phase and even now is having obviously a very real buzz evaluation plan. Our program evaluator is an epidemiologist by training Rose Kim and she has frequently told the grantees, I just want to remind you that these data and the data analysis and the information we share back with you, you use that, you use that to inform your stakeholders of what your work is. So from the very beginning we have been very clear that the evaluation products, the data that were collected, they are not MDH's but there are, and that that we wanted to really build their capacity to understand those data. So that when we have a webinar and we share the results that it is and just a bunch of slides that we give them or a bunch of talking points for them to walk away with to share with their internal stakeholders but they really have is (inaudible) understanding as possible about those data. And the last thing I would just say about the data or the data is that when Rose designed the evaluation frame work she made sure it was participatory in nature so that it wasn't just MDH trying to interpret the office of adolescent heath requirements for evaluation and that she really took the time to conduct phone calls and meetings with the institutions of higher Ed to talk about what they wanted the evaluation process and which indicators would be helpful to them as they were going to turn around and go back and tell the story about this program to their stakeholders. So it's nor only a good evaluation design, it's not only making sure they understand what those data mean but it is also again making sure that evaluation process is participatory in nature and that they have some buy in and what the indicators are and what they mean. Then I will clearly admit it, I just told that strategic communication speaker for those of you who will remember Marcie, I think it's Marcie McCoy Roth, she gave a presentation was that out in Portland maybe last summer in July of 2012, thank you. And for those of you who aren't familiar with Marcie, I think she was with Child Trends at that point and she now has her own consulting company but what a phenomenal speaker and I just was so impressed with how she was able to help me think through how do you write an elevator speech and because I am over the age of 40, Elizabeth how would you write a tweet. You know so those were really good practical hands on activities and I knew our grantees would benefit by having some one like Marcie come in and again how build their skills about strategic communications and I looked and I think yesterday we talked about it I think it's factor number 4 securing community support. I think yesterday, sorry one of our speakers said that a lot of the

communication activities come under that factor number 4, so I just swipe that speaker made arrangements for her and the grantees still love to tease me because yes only Elizabeth Gardiner would host a training on election day, so on November 6, 2012 we had Marcie come in and we pulled all of our grantees together and spent almost a whole day on this. So I can only hope now that we will continue to see the benefits of having that type of training in that type of capacity building. Alright institutions of higher Ed, okay so again they communicate strategically with their internal decision makers, so the provost and the deans. One of the things that we learned is that the colleges and universities were not going to be able to institutionalize or absorb the cost of hosting these student parents' centers in the institutions budgets. So colleges and universities of course they are faced with the demands that we face in public health and in the County level and the State level shrinking budget increasing, so anyways, so they weren't able to institutionalize the programs and so they really needed to be thinking about how they could make the case to the provost and deans to go out and secure additional funding to get their buy in. They also were very thoughtful about which services could be funded by OAH and MDH if we were to be refunded which we were and which services they would like to augment. Things that we cannot pay for according to the OMB regulations and then they were also very thoughtful about their external partners and stakeholders, foundations other programs with similar objectives. I think they collaborated beautifully with other programs and offices and divisions within their institutions of higher Ed. So they looked very closely for those schools that have a health care facility or health care clinic on site or they tried to collaborate with their advancement offices which do fund raising for other activities at the colleges so they did a nice job with that as well. So this is in summary just trying to overcome some of the challenges and when we think about replication these were the colleges, you can see their names there that successfully secured additional funding and I just tried to summarize when I thought were some of the key activities planning which was obviously back to number 1 creative strategy action partnerships which is I believe number 7 student parent staff, we visited the relationship with funders whether that would be a foundation that they had worked with previously and some of them even did what I call prospect research. When they went out they tried to strategically find new partners to work with new foundations based on the work that they had done and then again I just mentioned they really tried to collaborate with other programs and services housed within their college and then strategic communications again going back to factor number 4 writing tweets, writing press releases and really extending a lot of invitations to decision makers. This was really important in their work was inviting the decision makers to attend special events so when there was an orientation or an open house at the student parent center for pregnant and parenting students they invited those deans and provost, they invited those people from foundations to come and to see the work hands on. So I think those were the primary things I wanted to cover...