Taming the Monster:
Developing Tangible Sustainability Plans

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Ready, Set, Sustain: Continuing Our Success
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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.
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
IYG Curriculum

• Comprehensive risk-reduction curriculum
• Designed to delay the initiation of sexual activity
  • Classroom and computer-based strategies
  • Twelve 50-minute sessions in the 7th grade
  • Twelve 50-minute sessions delivered in the 8th grade
**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.*
• 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\textsuperscript{1-8}
…… 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

\(^{1-8}\)
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\textsuperscript{1-8}

What are we really talking about?

What does it look like?

How do we influence it?
Process to Implement

Phase 1. PLANNING + ENVIRONMENTAL SCAN
- Lead CSE institutionalization organization
- Stakeholders and community partners

Key Players
- Key Players
- Parents
- Students
- Community members, especially influencers and opinion leaders
- School staff

Critical Activities
- Understand the policy landscape
- Assess the funding landscape and explore potential resources
- Identify school districts and/or schools for potential CSE implementation
- School district leadership
- CSE implementers and/or technical assistance providers

Key Results
- Understanding of state and district policies and how they can or cannot be leveraged
- Understanding of the funding landscape and opportunities to leverage resources to support CSE implementation efforts
- A capable set of partners is engaged and working together on institutionalizing CSE
- A list of school districts or schools is developed for initial assessment

Phase 2. SCHOOL DISTRICT ENGAGEMENT
- Assess school district readiness and capacity to implement CSE
- Engage and secure buy-in from a cross-functional champion team

Key Players
- Parents
- Students
- Community members, especially influencers and opinion leaders
- School staff

Critical Activities
- Conduct power mapping
- Engage influential community members as CSE champions
- Increase awareness of CSE benefits and policies

Key Results
- A team comprised of people with policy and program decision-making authority engaged in reviewing and reflecting on the current status of CSE in the district and goals for moving forward
- An assessment of CSE, including current practices, goals, and readiness to implement, is completed
- An action plan to improve CSE is documented
- An MOU or letter of engagement is developed

Phase 3. COMMUNITY AWARENESS + MOBILIZATION
- Ensure supportive school district policy
- Develop strategy for policy adoption
- Review and/or connect CSE to school frameworks
- Disseminate policy

Key Players
- Advocates and champions
- School district leadership

Critical Activities
- Review applicable education standards, map and align potential curricula to standards
- Select, procure, adapt, and adopt curriculum
- Establish dedicated time in the school year to incorporate CSE
- Train teachers to provide CSE
- Implement CSE in classrooms
- Establish implementation monitoring

Key Results
- Districts and schools select, adopt, and implement CSE curriculum
- Teachers receive CSE instruction and can access ongoing training, resources, and/or professional development
- Students receive high quality CSE in classrooms across multiple grade levels

Phase 4. SCHOOL DISTRICT POLICY
- School district leadership
- CSE implementers
- School district leadership
- Students

Critical Activities
- School district leadership and CSE implementers understand state policies affecting the teaching of CSE
- School district leadership and CSE implementers review and understand existing district policies affecting the teaching of CSE
- District policy is either affirmed or updated to comply with state law and/or federal CSE

Key Results
- Key community members are engaged as CSE champions
- Key staff and/or policymakers at the school district are aware of CSE benefits and policies and have the skills necessary for supporting CSE efforts
- Sufficient community support of CSE inclusion in school curriculum and programming

www.wisetoolkit.com
Implementation Success

- Facilitation Process
- Resources
- School-Based Leadership
- Implementer Characteristics
- External Environment
- External Leadership
- Compatible
- Innovation Characteristics\textsuperscript{10-12}
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$^{1-8}$
## Sustainability Planning

**Infrastruture capacity-building**

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

<table>
<thead>
<tr>
<th>Capacity-building factors</th>
<th>Capacity-building objectives</th>
<th>Capacity-building actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structures, and formal linkages to sustain the innovation</td>
<td>1.1: Strengthen and/or maintain structures and formal linkages to sustain the innovation</td>
<td>Assess structure and formal linkages to sustain the innovation. Plan strategically for building and/or maintain structures and formal linkages to support the innovation. Implement, evaluate and reassess and modify, if necessary, plan for strengthening structure and formal linkages to support the innovation. Create and/or maintain structures and formal linkages to support the innovation.</td>
</tr>
<tr>
<td>Champion roles and leadership actions to sustain the innovation</td>
<td>1.2: Strengthen and/or maintain champion roles and leadership actions to sustain the innovation</td>
<td>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. Plan strategically to strengthen and/or maintain leadership actions and champion roles to support the innovation. Implement, evaluate and reassess and modify, if necessary, a plan to sustain the innovation.</td>
</tr>
</tbody>
</table>

(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

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?

<table>
<thead>
<tr>
<th>Response</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't know</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not available</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Rarely available and/or takes a lot of time to</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>gather them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some supplies and materials are readily available,</td>
<td>32</td>
<td>33</td>
</tr>
<tr>
<td>others are not</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Usually readily available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always readily available</td>
<td>56</td>
<td>67</td>
</tr>
</tbody>
</table>
How effective do you think the IYG program is in preventing teen pregnancy?

<table>
<thead>
<tr>
<th>Response</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't know</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>Not at all effective</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Minimally effective</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Somewhat effective</td>
<td>48</td>
<td>27</td>
</tr>
<tr>
<td>Very effective</td>
<td>57</td>
<td>28</td>
</tr>
</tbody>
</table>
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
• Approval Process
  – What are the steps/processes?
• Resource Acquisition
  – How are resources requested/obtained?
• Timeline
  – When should planning start?
Develop Tools to Share

### IVG Cost Sheet

<table>
<thead>
<tr>
<th>Classroom Resources</th>
<th>Price per item</th>
<th>Total for class set (30 students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IVG 7th grade curriculum manual (printed and bound at Kinko's)</td>
<td>$40.00</td>
<td>$40.00</td>
</tr>
<tr>
<td>IVG 8th grade curriculum manual (printed and bound at Kinko's)</td>
<td>$40.00</td>
<td>$40.00</td>
</tr>
<tr>
<td>Class set of 30 IVG 7th grade journals (printed in booklet form at Kinko's)</td>
<td>$1.50</td>
<td>$45.00</td>
</tr>
<tr>
<td>Class set of 30 IVG 8th grade journals (printed in booklet form at Kinko's)</td>
<td>$1.50</td>
<td>$45.00</td>
</tr>
<tr>
<td>1 easel for classroom activities</td>
<td>$60.00</td>
<td>$60.00</td>
</tr>
<tr>
<td>Box of 2 self-stick easel pads</td>
<td>$54.00</td>
<td>$54.00</td>
</tr>
<tr>
<td>2 packs of wood pencils</td>
<td>$6.50</td>
<td>$13.00</td>
</tr>
<tr>
<td>3 packs of copy paper for classroom activities</td>
<td>$6.00</td>
<td>$18.00</td>
</tr>
<tr>
<td>1 pack of colored paper for classroom activities</td>
<td>$12.00</td>
<td>$12.00</td>
</tr>
<tr>
<td>30 packs of crayons for classroom activities</td>
<td>$2.00</td>
<td>$60.00</td>
</tr>
</tbody>
</table>

**TOTAL CLASSROOM COSTS:** $223.50 $387.00

### Technology Resources

<table>
<thead>
<tr>
<th>Technology Resources</th>
<th>Price per item</th>
<th>Total for class set (30 students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class set of 30 reusable computer headphones</td>
<td>$15.00</td>
<td>$450.00</td>
</tr>
<tr>
<td>2 packs of Clorox disinfecting wipes for computer headphones</td>
<td>$6.00</td>
<td>$12.00</td>
</tr>
<tr>
<td>Class set of 30 laptops</td>
<td>$200.00</td>
<td>$6,000.00</td>
</tr>
</tbody>
</table>

**TOTAL TECHNOLOGY COSTS:** $221.00 $6,462.00
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.
References
