NWX OS OGC RKVL (US)

Moderator: Sabrina Chapple
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8:26 am CT

Coordinator: Welcome and thank you for standing by. At this time all participants are in a

listen-only mode until the question and answer session of today's conference.

At that time you may press star 1 on your touchtone phone to ask a question.

I would like to advise all parties that today's conference is being recorded. If

you have any objections you may disconnect at this time. I would now like to

turn the call over to Mr. Victor Medrano. Thank you, you may begin.

Victor Medrano: Thank you, (Sheila). Good morning and good afternoon everyone and

welcome to the OHS-hosted Creating Sustainable Impacts: A framework for

achieving sustainability for adolescent health programs.

My name is Victor Medrano and I thank you for joining us today for our

Webinar. The Office of Adolescent Health within the Office of the Assistant

Secretary for Health, is pleased to host and present the OHS Sustainability

Framework to strengthen and build your program sustainability efforts.

We are expecting over 100 participants in today's webinar, which is absolutely

fantastic. Those participating today include OAH grantees from our TPP

Replication and Evidence-Based program, our TPP Research and Demonstration program and our Pregnancy Assistance Fund.

The Office of Adolescent Health would like to thank the OAH staff and the OAH grantee workgroup which include the following individuals for their contributions and support. From what I can see there is a slight pause in terms of bringing up the slide that I need showing the individuals who participated in the OAH grantee work group.

Sabrina, can you tell me if that slide is up? I cannot see it. There we go.

We certainly want to acknowledge all of the members of the work group who contributed to this effort. I think what you will find in the - in the framework and the related pieces that will be provided to you extremely valuable in all your work.

The purpose of this webinar is to introduce the OAH Sustainability Framework and further facilitate grantees' sustainability planning and assessment of their needs. This webinar will set the stage and provide the basis for the upcoming PIF and PPP Tier 1 Sustainability workshops. Those attending the workshops have been highly encouraged to participate in this webinar.

In addition to today's webinar and sharing of the framework of the Office of Adolescent Health in developing a practical sustainability resource guide with tools and concrete examples to further assist grantees. This guide will be shared during the March sustainability workshops.

Participation in this webinar will help maximize participation in the upcoming workshops. If you're staff and will be attending the workshop - excuse me - if

your staff was unable to participate in the webinar we hope that you will encourage them to view the webinar slides, the transcript and the materials prior to the workshop.

At the conclusion of this webinar participants will be able to describe OAH Sustainability Framework, list the key factors that contribute to the sustainability, consider how the key factors align with the program sustainability efforts and learn about (unintelligible) sustainability experiences.

I would now like to turn over things to my colleague, Sabrina Chapple.

Sabrina Chapple: Thank you, Victor. And welcome, everybody. Welcome all OAH grantees to today's webinar. My name is Sabrina Chapple and I'm very pleased to be with you. We have a very full agenda today, as you can see. And we'll be on the webinar for approximately about an hour and we do have about 15 minutes slated for questions and answers which will be at the end of today's webinar.

Now as you can see one of the most notable aspects of today's webinar is that you'll get the opportunity to hear from your peers in the field. Their experiences will help highlight those key factors that influence sustainability.

Now let's just address some of the basic logistics of today's webinar to help maximize your participation. At any time you can put questions in our Q&A feature on the webinar located in the upper left hand corner, it says Q&A. Again we'll address all questions and answers at the end of the webinar.

In addition we'll be doing some polling. I'll walk you through that when the time comes. But also currently, at this time, we have a number of documents immediately available for download. Those documents include today's

presentation, an overview of the Office of Adolescent Health, which will give you direct access to the pregnancy assistance fund and TPP resource center and as well we're unveiling the OAH Sustainability Framework.

You are able to download those materials by clicking on three pieces of paper in the upper right hand corner of your screen. You take your cursor, just hover over those three pieces of paper. It should say Handouts. Click on that, check the items you want to download. Press Download and save them to your appropriate folders on your drive. If this does not work for you we will provide you this information an in email following the Webinar.

To ensure that we're meeting your technical assistance needs we ask that you will complete a feedback form. We'll be conducting a live feedback form at the end of the Webinar so please hold tight with us; it will only take five minutes and we appreciate your feedback in advance. Again, holding all questions to the conclusion of today's webinar.

So before I begin I'd like to formally introduce all of our wonderful speakers in order of presentation. Our webinar was opened up by Victor Medrano, our Acting Division Director for Program Development and Operations. Again, I'm Sabrina Chapple and I'm a Project Officer with the Office of Adolescent Health. We have Jennifer Rackliff; she's a manager with ICF International.

And, again, highlighting the great work of our grantees, we have three, we have Estelle Raboni, Project Director, Changing the Odds Program; Shannon Flynn, Director of Research and Evaluation, South Carolina Campaign to Prevent Teen Pregnancy; and Jessica Aufrichtig, she's the Expecting and Parenting Teens Program Coordinator with the New Mexico Public Education Department. So we'd definitely like to welcome them.

Now as always we have national grant programs to prevent teen pregnancy and support pregnant and parenting teens. We definitely recognize we are in a position to play an important role in bringing attention to the issue of sustainability.

Most importantly we focus on providing ongoing guidance, support and technical assistance to strengthen and build your program sustainability efforts.

Before we get into the depths of today's webinar I think it would be amiss for me not to acknowledge four important key points. We recognize grantees are in varying stages of implementation. We have our TPP grantees in their fourth or fifth year of the cooperative agreement. While our PF grantees have just begun and are less than six months into their cooperative agreement.

Grantees are at varying stages of sustainability planning and capacity. We recognize some grantees have been working on this issue from day one and perhaps others have not. In either case planning at any given point in time will benefit the project.

Now one size will fit all; this is not a prescriptive approach. Our framework is foundational from which you can build upon. There are many internal and external factors that may influence whether or not your program activities will be sustained post federal funding.

The factors identified in the framework are not an exhaustive list. As the experts within your community and programs there may be additional factors you should explore.

And lastly, grantee training and technical needs will evolve and change over time. OAH will continue to expand its knowledge base on what works to build sustainable programs.

OAH provides training and TA specifically tailored to your needs. We operate an extensive Website that has a number of adolescent health resources including a number of resources focused on sustainability.

These resources include webinars, tip sheets, e-learning modules, podcasts and other training resources developed by our partners in OAH. We encourage you to visit our Website for more resources and information on this very important topic. And, again, one of those documents that are located in handouts will direct you to the PAF and TPP resource centers.

Now since the launch of the resource center we've conducted a number of sustainability dialogues with our grantees. This has helped us build the OAH Sustainability Framework. And through this process we've explored, you know, how you all have conceptualized or defined sustainability.

To further explore and inform our efforts we've also convened two sustainability work groups, an OAH work group and a grantee work group. Developing an ongoing mechanism for grantee input was critically important given the end users would be grantees and other organizations that provide services to similar populations. The grantees who volunteered for the sustainability work group are diverse and represent both our TPP and PAF grantees.

Now we're going to go ahead and move to an early poll. The poll question is "Have you and your team defined what sustainability means?" You have four

response options. I'm going to now move us to the poll and walk you through the poll.

The poll is presented before you. You have four poll choices. You have 15 seconds to vote. The question is, "Have you and your team defined what sustainability means?" The polls are open. I will close the polls in approximately 5 seconds. The polls will now be closed.

Poll results are shown. As you should be able to see now that approximately - close to half of the participants are in the process of defining or conceptualizing what sustainability means. And we have about 36% that have already done that. I think that's wonderful. Thank you all for your participation in this early poll.

Going to move us back to our presentation. And please note depending on the speed of your computer the transition time back to the presentation between polls may just take a few seconds so we appreciate your patience.

So as you may already know there is not a single definition or concept of sustainability in the literature or in practice. The primary distinction found in the literature really relates to what is being sustained. Some focus on the continuation of the program while others focus on sustaining the partners, the activities, the outcomes and maybe even the impact.

So here the information that I'm presenting before you right now is actually what we've heard from you. And highlighted in the purple I thought were some key terms that we heard from the grantees during the dialogue.

Now for OAH the concept of sustainability is linked to our vision and mission to advance best practices that improve the health and well-being of America's adolescents.

Now we recognize and encourage each grantee must develop its own concept of sustainability. However, OAH offers the following perspective to assist you. Adolescent health programs will be better positioned to achieve sustainable impact when they can: Effectively leverage partnership and resources to continue programs, services and/or strategic activities that result in improvement in the health and well-being of adolescents.

Now we also heard some very moving comments from grantees. One of those was, "But one of the most important differences in sustainability is getting people to change the way they think about the issue. That was a top challenge."

Another one was, "One thing we learned with sustainability is not all communities have the same capacity."

Now based on the findings and the literature existing federal sustainability frameworks, and on the ground experiences from grantees, a framework of sustainability was developed to guide your planning efforts.

In the framework there are a number of factors or enabling characteristics that may influence whether your program or its activities will be sustained over time.

So I know the Reveal the Framework is what everybody is waiting for. I will now hand the presentation over to our next presenter, Jennifer Rackliff.

Jennifer Rackliff: Good morning and afternoon, everyone. Thank you, Sabrina. As Sabrina has mentioned OAH has been working for quite some time on developing and building capacity of their grantees for planning for sustainability. And we've heard from a lot of you about what - about your need for support and what - how you conceptualize sustainability for your programs.

The framework was built around both grantees and grantees' suggestions and thoughts but also around OAH leadership, OAH staff as well as research and other federal resources.

We looked across a number of resources from academic journals and gray literature to all of the - to a lot of HHS - other HHS agency work and programmatic toolkits.

And third all of these resources and your suggestions in OAH leadership we identified a number of key factors that relate to sustainability and particularly to OAH grantees.

As I mentioned we looked to all of these resources by - and utilize the citation network analysis. And what that means is we use the resources that were HHS-identified but also toolkits and resources from grantee suggestions and other programs and organizations doing work around sustainability and look to what they had cited as their references and built a big network of sustainability resources from that.

Utilizing all of these we came up with the framework. And largely our findings included the importance about - the importance around sustainability planning and making it a continuous process that always captures - or always looks to capture the needs of your communities and the people that you serve and your program's mission and goals.

We are highlighting here three very critical steps to really getting the process started and that's, one, starting very early and building a team to start your development strategy and then using that team to really create your larger vision for sustainability for your programs and services.

As I mentioned there's key factors that make up (unintelligible) planning. And OAH has identified eight key factors which we believe will help better position grantees to move towards sustainability. The eight factors are not meant to be explored successively but they can be. And they're a part of a broader framework which helps you to develop a sustainability strategy.

One thing I want to note as we move forward is that each of - each grantee, as Sabrina mentioned, is going to be in a different place in their sustainability planning but also in their program implementation.

So it's important that as you start thinking about sustainability planning for your own program and within your own community that you really adopt these principles and apply them in a way that makes sense for your program and your communities. They should be interpreted in a way that best fits you and your program.

Now I'm going to start with - I actually was going to mention all of the eight. The first one is creating an action strategy. The second is assessing the environment. The third is being adaptable. The fourth is securing community support. The fifth is integrating program services into your community infrastructure. The sixth is building a leadership team. And the seventh is creating strategic partnerships. And the eighth is securing diverse financial opportunities.

I'm going to move right into the first factor and that's creating an action strategy. This is meant to get you thinking about how you achieve your sustainable impact. It's to encourage you to begin thinking about your sustainability planning early and to incorporate sustainability planning into your day to day work.

The researchers suggested that those who start planning early and do it regularly have better - in creating sustainable programs. By actively planning your sustainability you create an environment for better engaging your partners and key stakeholders and better creating an environment for developing a shared vision where you can determine your collective impact that you want to see and that you want - what you would like to sustain.

Finally it's critical for your programs to incorporate measures of success in achieving your sustainable impacts and using these metrics to monitor your successes and identifying challenges as you move forward. The next slide shares a sustainability plan that you will get in some of your sustainability resources in spring of this year.

And now I will introduce Estelle Raboni who will share her program story on the importance of creating a strategy to address sustainability. Estelle.

Estelle Raboni: Yes. Thank you so much, Jennifer. As Jennifer mentioned, my name is Estelle Raboni and I'm also the Project Director of Changing the Odds which is a positive youth development initiative of Morris Heights Health Center in the Bronx and New York City.

Just to give you some background we are replicating the Teen Outreach Program in 12 middle and high schools throughout the Bronx and so we work

very closely with the New York City Department of Education through those schools.

So as I mentioned, you know, we're implementing TOP and through the Bronx. And we are reaching approximately 500 students. We do the program both during the school day and after school.

And the - one of the unique components of our program is that we are integrating the TOP program with our existing school-based health center so we are actually implementing TOP in schools that either have a school-based health center or are slated to have a school-based health centers in the next few months. And that has been very impactful in terms of the impact on the students in getting them access to health services.

So we are in the beginning stages of our sustainability work. And for us the definition of sustainability is really constantly evolving depending on the stakeholders that we are speaking with currently and their feedback and also their level of commitment so it really runs the gamut as far as how committed they are to continuing to have this program within their schools.

Some of our principals really see an incredible impact on the students. And other principals are less committed simply because they have competing resources and competing priorities.

So for us, you know, our definition is really to sustain the implementation of TOP in some shape or form. Of course that definition of sustainability is most likely to change as we move forward but we're just starting our sustainability work. And by the time our grant is over I'm sure we will have a much more consistent definition at that time.

So as I mentioned we're in the early staging for early planning of sustainability. At this point, you know, our main stakeholders our principals. Those are the folks that really make the decisions in their schools. They have the budgets, they control the budgets, they control all the logistics of doing the program in their schools. And so we have been carefully cultivating them throughout this entire process from the very beginning.

So one of the things that we're doing is we're meeting with all of them and assessing what is their perception of the program. Do they like the program? Do they not like the program? How are they seeing impact on their students?

And in that initial assessment we are also coming in with a roster of all the students that have been in the program at their schools. And they themselves can see, by looking at some of these names, definite impact on some of the students and some anecdotal, you know, changes in their students. So they immediately have a reaction to seeing some of those names.

The other pieces to really, you know, bring them into letting them know of what the cost is of the actual program. So up until this point none of our schools have actually provided any kind of funding or any kind of in-kind funding.

And so we really go in there trying to assess what is it that they actually need or feel that they need and then assessing how much it will actually cost. And then at that point we actually developed next steps so very often the conversation goes into the direction of well, you know, we don't have funding but let's identify a teacher in the school and have them trained as a facilitator to implement this program.

Or very positively we have had a conversation of principals the American funds within their school budgets so that we can provide the program and hire our own facilitators and they would be paid through the school's budget.

And that is a little bit more involved in that we actually would have to become an official New York City Department of Education vendor. But that's certainly a possibility and that has been very promising. A few of our principals actually come back saying that they not only want to continue the program but they want to expand it.

And then the other piece of our early planning is that we're trying to come up with a model for sustainability that we actually get to pilot next year which is our last grant funded year.

And the idea for that is to really test how this would look like once all the funding is gone because we feel that in order for us to really make sure that this will work we actually have to test this and we have to pilot with the model will look like so that's our hope next year is that we will actually have a model that we can pilot.

So some of our lessons learned it's really don't assume responses. So initially I was going into conversations with principals just assuming that no one was going to earmark any funding out of their, you know, fairly restrictive budgets to fund our program.

And I was actually really really surprised not only did I get to hear from principals who've raved about the program. And I knew that they were positive about the program but who were willing to not just continue the program as it was currently being implemented in their schools that actually

wanted to expand it to involve more of their students in their schools. So that was very surprising and gratifying for us.

The other piece is recognizing that the cultivation of your stakeholders really works. And we have been cultivating our principals, as I mentioned, from the very beginning when we were initially implementing this program and continuously since then.

So we touch base with them to give them feedback on how the program is going, to touch base with logistics, to let them know about field trips and let them know about that community service hours that the students have completed and the attendance rates and also the data because we are doing a randomized control trial in our schools.

So that constant reporting of your successes is really important in cultivating your stakeholders.

And then the other big piece is that the participants are also our biggest advocates so principals really listen to their students and they also really listen to their teachers. So we do have advocates among our participants and also our teachers who are really closely involved with the program. And principals really listen to them so that's also a really big piece.

The other last thing I would say is in terms of lessons learned is really reminds your stakeholders who your students are. So as I mentioned before when we would go into these principal meetings to tell them, you know, this is where we are with our program, this is where we are with our grant funding let them see who are the very students that are actually in the program.

Because, of course, principals are very very busy. They don't really know what all the students are involved in. And if they see a particular student who they've seen a change in from 9th grade to 12th grade, for instance, you can, you know, make a case for your particular program and that has - we have found that that has been very impactful.

So steps on the road to sustainability; as I mentioned we're on the road to becoming an official New York City Department of Education vendor in order to facilitate schools ability to pay us through their school budget.

We are also reporting to local elected officials with interest in schools and youth particularly local elected officials whose boundaries actually include our schools and soliciting them for discretionary funds because there is some money there that can sustain programming.

And also to develop a business plan for a sustainable program model that is also income generating so perhaps training other schools that are not necessarily in our network at the moment to become facilitators of TOP and to implement TOP in their schools.

And lastly diversifying funding streams so right now we are fully - all of our funding comes actually through the Office of Adolescent Health and we need to diversify some of those funding streams whether it's online fundraising or program income generating or other means.

And lastly that's it. Thank you.

Jennifer Rackliff: Thank you, Estelle. And we'll move right into our next factor, Factor 2, which focuses on the importance of assessing the environment that you're working in.

In order to create a - to successfully create a sustainability strategy integral for your programs to conduct a thorough assessment of the landscape that you're working in and to do this regularly.

At all levels of the implementation scale that you're on, new or seasoned, you should really assess where you lie in the environment that you're working in in a regular - on a regular basis. You should consider exploring your community readiness, the organizational needs, the financial landscape that you're working and the political arena in which you're working.

And then after you have conducted these assessments consider how to best utilize this information and the knowledge that you've gained to best meet the needs of your community and the people that you're serving.

I would like to introduce our second speaker, Shannon Flynn, from South Carolina who will share how important it was for her program to understand the context in which they were working.

Shannon Flynn: Thanks, Jennifer. This is Shannon Flynn. And I'm the Director of Research and Evaluation at the South Carolina Campaign to Prevent Teen Pregnancy. And we are implementing It's Your Game; Keep it Real. And this is a middle-school based program that's being implemented in 24 middle schools across our state.

And we're going to talk today about our experience with implementing the curriculum at the same time that we were trying to assess the environment of where we were.

So first just to think about how we are defining sustainability, we've decided that for us what it means is that implementation continues beyond the life of this grant but we have some qualifiers on that.

We really want to see a high quality implementation and by that we mean the curriculum is being implemented with fidelity and by teachers or facilitators who are trained in the curriculum and comfortable with the material that this curriculum is taking place within a supportive environment.

So for example, the principal is supportive of the program so if a scheduling issue becomes a problem he can facilitate or she can facilitate a solution. Then also ultimately what we hope to see is that It's Your Game: Keep it Real becomes just a regular part of the middle school experience. That every year it's not a decision to do it or to not do it but it's just part of what 7th and 8th graders receive when they take a health or a PE class.

Now we recognize that this is our gold standard. And it may not be possible for every school that we work with but our goal is to try to make this a reality for as many schools as possible.

So taking stock of where we are now we believe that we are seeing a really high quality implementation across our school partners. And this is something we think we have really achieved by focusing on providing technical assistance to our schools, using the process evaluation data that we're collecting to inform that technical assistance and really using that for program improvements.

One of the things that we think is really important is that we have to take care of the high quality implementation first. Because we feel like it would be very difficult to have a conversation with our school partners about sustaining a

program unless that program is really functioning well. So luckily that's where we feel we are now.

And then what we feel is, next, were what we actually is to assess the programmatic environment. And we've, in the course of this - followed many of the principles that are laid out in the OAH framework. We really started this process early and it really is a regular part of our work.

We are routinely checking in at different levels of the school ecosystem so from the students to the teachers, the principals, and then our district leadership and that's something we started really at the beginning of this project and continue to do.

So I'm just going to review a few of the ways that we are doing that. So we have surveys and these are conducted annually. So for our teachers and our site coordinators - and I should mention that our site coordinators are within the middle school, they aren't implementing the curriculum necessarily but they help to provide logistical support, we survey them.

We also survey the students and so we get an opportunity to find out what their experience of the curriculum is and on the teacher's side and site coordinator side if they feel like it's complicated, if they think it's an improvement over what they've been doing before.

And many of these questions were informed by research that was conducted by one of our graduate students to help us identify what was important to ask about the implementation process that might suggest either challenges or facilitators for sustainability.

We also survey the students. And I should mention that like our earlier presenter, we are also part of a randomized controlled trial and we won't actually have outcome data on our curriculum until the end of this project. But we think it's really important to collected data and to share data back throughout this project.

So rather than wait until the very end of the project to let schools know if we think this program is effective or not we really want to share what we can to both improve the program if we need to but also to build support for it.

So we do survey the students after they finish each cycle at the end of seventh grade and at the end of eighth grade in addition to all of our outcome evaluations.

We've also collected qualitative data through interviews and focus groups and meetings. We've actually conducted interviews with our principals. We've had focus groups with parents in each of our districts that are implementing It's Your Game.

We have meetings regularly with the district leaders and with the teachers to try to get a sense of what they think is going well and what they think needs improvement and to get an idea of any challenges that might be out there that could be a hindrance or it could help with sustainability.

Now what we've learned from this luckily is that all of the data suggests that this curriculum is well received, that the students like it, that the teachers feel that it's effective. Parents are very supportive evidence and the schools themselves feel like it's a good fit for their students and for the school.

So now one of the challenges we face is that we've collected a lot of data so we need to really use this data to build support for the program. And we're going to talk about a couple ways we've done that.

What we're looking at now is something that our wonderful communications department put together using data that we collected through this program on It's Your Game.

And this is actually part of the brochure that we developed that we share back with schools because it does show not only what is It's Your Game and what are the components of it but it also speaks to data from the teachers, from the middle school students. And we have data that's sprinkled throughout it that is all based on the program that were conducting now.

In addition to this we also share back the student reaction data, The student survey data, with the schools and with the districts to help them understand how the students are perceiving it.

Something and earlier presenter said is that students themselves can be the biggest advocates. And we definitely found that it's important to share back with the principals and with the teachers what the students think about the program.

And particularly in our experience we have found that the data has all been very positive so it's really important to share that back as we are talking about sustainability.

Now couple of the challenges that we have faced, one is that we found that for us and for our partners sometimes this idea of sustainability can be a little abstract and a little confusing.

So one of the things that we've really focused on in the earlier years of this project is really looking to the literature and to do research about implementation science and what are the things that we need to be paying attention to as it relates to sustainability.

And through that process we've been able to learn a lot and it's also helps to inform quite data we've collected. But then we have some challenges with now making that transition as we move from research to practice.

So what's ahead for this year really is that transition of how do we operationalize sustainability and how do we take all of the data we've been collecting and all of the research we've done and this wonderful framework we now have from OAH and how do we now put that into practice?

So for us this year we are going to be assembling our school sustainability teams. We actually have been talking about sustainability since the very beginning of this project when we recruited our school partners that we're going to make this a much more intentional and intensive process beginning this spring and throughout next year.

So we want to identify the right people within the district and school leadership to start thinking through this process and also defining what sustainability means to them.

We spent a lot of time within our own organization talking about what that means but we really need to pose the question to our school partners what are they looking for in the way of sustainability? What do they want to see happen with It's Your Game: Keep it Real. And throughout the process we will be

continuing to use the data we've collected to build support for continuing It's Your Game: Keep it Real.

So our tips for others is focusing on high-quality first. So before we can really start to transition into thinking about the future and sustainability I think that it's important to make sure that the program itself is meeting the needs of the participants, that it's a good fit all of those things that are going to bleed an organization to want to continue doing the program.

I think that our sharing data has been very very helpful. All of our schools have been very interested in seeing it and I think it is quite reassuring for us and for others to see that it's positive and in an area that may be have some room for growth that's also important for us to share back with the schools and for us to know so we can actually use those data to make some improvements.

We think it's important to assess support and maintain the relationships with the schools. We've also realized that that is not a one-time situation that schools have a lot of turnover on different levels from teachers all the way up to superintendents. And even those who stay in the positions may have to be reminded of why this, one of their hundreds of priorities, is important and remember why it connects back to some of their own larger goals.

And then finally just asked the question, you know, I think it's been hard in some ways to ask explicitly, you know, "Do you want to continue this program once we can no longer directly fund it?" Know it's important to just get it out on the table so we can start making plans and ask people what they would like to see.

So with that I'll back over to Jennifer. Thank you so much.

Jennifer Rackliff: Thank you, Shannon. Into Factor 4, securing community support. And that is - sorry, I think we skipped Factor 3. So we'll get back to that one. We'll move into Factor 4 and look at the importance of getting buy-in from your community and securing that community support.

Getting back community support can take many forms and the can be from creating a formal coalition to building relationships with relevant stakeholders.

It's important to look at the community that you're working in and to develop a message that resonates both with your program and your program's mission and goals but also with the community members that you're serving and the community partners that you have.

You should always remember to utilize your partners and utilize you are community leaders and community champions to share your message. Those are important and key people that can really help showcase the work that you're doing and really advocate for it beyond your grant status.

I am going to next introduce Jessica Aufrichtig from New Mexico who will share a success story from her program that occurred by gaining local support for it.

Jessica Aufrichtig: Thanks Jennifer. Hello everyone. I am the Expectant and Parenting Teens Program Coordinator with the New Mexico Public Education Department. I oversee the New Mexico Pregnancy Assistance Fund grant, Grads Plus, Making Connections for Success.

Grads provides a school-based program for expectant and parenting teens in 26 sites across the state. That includes a for credit grads class, case

management services, home visitation, peer education and on-site child care in school-based health centers at many sites.

Through the PAF grant we have developed a shared case management model that supports the sustainability of Grads and helps to ensure that Grads students have continued access to a continuum of services that support health, well-being, education and self-sufficiency.

One of our most important factors of sustainability has been securing community support in partnerships. It is often these community partnerships with other local organizations who provide services to teen parents that have made the difference in keeping our program.

The Alamogordo Grads program is an example of a site that has been effectively able to leverage community support to save their program. Alamogordo is located in the south-central part of our state. This is a picture of a former Alamogordo Grad student with her son who graduated from high school and is now in college studying to be a teacher.

The Alamogordo Grads program has been a strong program over the past five years serving approximately 400 expectant and parenting teens. However they have experienced - they experienced a drop in enrollment during the last school year due to staff and program changes.

As a result this superintendent for Alamogordo Public Schools and the Board of Education recommended that the Alamogordo Grads program be eliminated for the 2013-2014 school year as part of larger district budget cuts that focused on eliminated programs that did not provide high numbers of enrollment or success.

It has been important for us to use our program leaders and key partnerships to champion our message. And the news was released that the Alamogordo Grads program might be closing a grassroots effort to save the program began with a former Grads teacher, students, school faculty, legislators and community members.

The school administration hosted several meetings and community forums to address concerns about closing the program. School and community partners were notified about the meetings and outcomes through ongoing email communication. Program supporters attended meetings with school administrators, made phone calls and send emails and letters in support of Grads.

Several influential community supporters of Grads came to one large meeting with the superintendent including a public health office director, social service directors and a former state representative. Throughout the meeting a number of organizations testified to the need and importance of the Grads program.

I want to reinforce that message that was mentioned earlier that students can be the biggest advocates. One very effective strategy was for current and former Grads students to share personal testimonies of their experiences with Grads highlighting the positive impact that the program had had on their lives such as providing a support system or a safe haven, preparing them for parenthood and helping them graduate from high school, and college and successfully enter the workforce.

One parent said, "No matter how young we may be we deserve the chance to be the best parents we can be and Grads teaches us how to do that." Members of the Grads advisory committee sent one letter about the importance of Grads

to the superintendent and the school board every day for over a week until a final decision about the program was made.

Each Grads site has a local advisory committee that includes key community stakeholders who promote awareness and advocacy of their local Grads program. Advisory committee members may include school-based health center staff, school nurses, counselors, early childhood programs, mental health providers, university staff and many others.

The superintendent and the school board requested more information about the Grads program and its value in making their decision about closure. The data provided to included the unit value which determines the amount of state funds provided for each New Mexico public school student for programs and services.

The amount received for Grads students was approximately $1 million of additional funding to the school district over six years. Other data included the current number of pregnant and parenting teens in the school district, which was 32 at the time, Grads enrollment data and the services received by Grads students and the impact of those services on student success.

Additional information included Grads rates for student retention, graduation, low birth weight, repeat pregnancies; all well below the national average for Grads students.

Many children of former Grad students were now beginning pre-K and kindergarten. Grads helped promote their school readiness and provided them with opportunities to receive her early childhood intervention services well before they entered school. So not only was Grads serving the Grad student they were also preparing another student.

After several weeks of meetings, presentations and data sharing the superintendent and school board voted to keep Grads. The school administration acknowledged the need to support pregnant and parenting students and was able to see the impact of Grads on overall school enrollment, retention, graduation rates and the overall success of Grad students.

The collaboration among Grads, the school district and community partners was not only instrumental in the program's success but also in the decision to keep the program. The community support for Grads was critical. It made a difference for the school administration to hear from students and from community partners. When the school district saw that other organizations were supporting Grads the program was given more validity.

Grads is also part of the local infrastructure. Over the years community partners have helped provide an array of resources and services that have strengthened the positive impact and effectiveness of the Grads program.

Grads is now offered during four class periods each day and that Grads teacher is able to utilize two class periods to provide hospital and home visits, dropout recruitment and agency linkage for students. The Alamogordo Grads program is the only Grads program in the state where the teacher is able to teach and support Grads students throughout the entire school day.

Thank you.

Jennifer Rackliff: Thank you, Jessica. I appreciate your flexibility and showcasing how flexible this framework is in being able to jump back and forth. I am actually going to go back to Factor 3 and talk for a minute about being adaptable.

This factor, really to help you see the importance of being flexible to meet your community needs and looking to that opportunity to match your services to your community's needs.

As you look at - as you're conducting these assessments of your local environment you know your community's needs are going to change and it's critical to adapt and improve your services to meet these needs.

As you do this you will have to find balance between adapting to these changing needs and the fidelity of your program's approach. While at the same time it's important for you to be open to all the possible options for implementing your programs and delivering your services you want to make sure to maintain your knowledge about emerging trends, research and other approaches that can help you pioneer new and successful efforts in your communities.

Now we'll move back to Factor 5 which is integrating your program services. This relates to the importance of exploring opportunities to make your programs and services an integral part of your regular activities with your community partners and stakeholders as a way to ensure longevity.

When you streamline your programs or policies--processes and policies you can make your work more easily replicated and adopted by your partners and key stakeholders. Integrating efficient and effective program policies and services into the local infrastructure can help facilitate the continuation of your programs and services as well as capitalize on the strengths of your local partners and their commitments.

One example of this might be getting the local school administration to integrate your curriculum into their regular core curriculum, actually as

Jessica was just explaining. And another example might be getting your local or community organization to adopt your resources and implement them in their own programming and services.

Factor 6 focuses on the importance of building a team of leaders. And we've noted that this is a team of leaders because we heard from many of the grantees the importance of being able to continue the knowledge that's built up as a staff changes in and out of your program.

By creating a team of those leaders you keep that programmatic knowledge within that team and you can use that internal knowledge to build the capacity of new people coming into your team.

Research has shown that having a dedicated and competent leadership is a differentiating factor between programs that sustain and those that did not. Building a strong leadership team rather than relying on that single individual helps sustaining planning efforts through staff turnover.

Using both internal and external champions, that is your community partners and key stakeholders, you can work to create a vision that resonates throughout the community engaging these stakeholders and utilize their potential network that might help you in securing funding and additional support.

Additionally it's really important that you continue to cultivate the leadership development and create opportunities to build staff, skills and to champion your cause.

Factor 7 is about the importance of building a strategic - building strategic partnerships and building up your network. Effective partnerships can really

help programs become sustainable and you can utilize your partners to increase your program capacity and secure additional resources.

Your partners can be - can play a critical role in helping you streamline your service delivery which will help you and creates the likelihood - decreased the likelihood of duplicated effort.

You can use your partners to help you focus on what the shared goals and missions are and regularly assess your - and it's important to regularly assess your current partnership purposes to ensure that they're based on advancing your program and services mission and moving you towards long-term sustainability.

One thing I want to point out is that you should consider incorporating a wide range of potential partners to utilize that wider range because you can get a lot of expertise and knowledge from people outside of the traditional wheelhouse of your programs and services.

They have a lot to offer in terms of external knowledge and external ideas that may not be so obvious when you're in the day-to-day work that you do. Finally I want to note the importance of utilizing your partners and networks and reaching out to them to really help you champion your causes.

And Factor 8, our final factor, it's about looking to secure financial opportunities. One, it's important in, as we mentioned in Factor 2 in assessing your environments. One of the environments you want to assess is your financial environment.

Look at what your core services are and allowing those with - align your funding streams with what those core services are. It's important to identify

the scope of the need and establish your funding goals early - as early as possible. And if you are a seasoned program that's been doing this for years you can still look at that and make sure that you're still in line with what your goals and your missions are.

You should determine what streams or financial structures will work to best meet your needs and look at how your external partners can also help you in these ways.

Some examples of some financial funding and financial structures might be in-kind support and resources from your community partners. It might be looking to some of the different ways of financing your programs through outsourcing - providing your services on a fee for fee basis or looking to social impact and impact investments.

You should also consider - you should also utilize, as I mentioned, your key partners and stakeholders and networks as appropriate and looked to nontraditional opportunities like federal or state health entitlements initiatives.

Another way to really integrate your programs and look at alternative sort of financial ways to do so might be through looking at local community funding through established channels like your local education system. And I know that some of our grantees have talked a little bit about how their programs work with their education system.

Now I will turn it over to Sabrina who will administer another poll for us.

Sabrina Chapple: Thanks Jennifer. And thank you all the presenters for sharing their experiences. So now you've gotten the full gamut of those key influential factors that may determine whether your program or activities are sustained

for the long-term. So now we're going to administer a poll into separate components.

The question will be, "Which one of these factors present the biggest challenge for you?" So now I'm going to take us to the pole for the first of two. The polls will be open for 15 - 20 seconds. "Which one of these factors present the biggest challenge for you?"

Again these are the first four of the eight factors. The polls are open. I'll close the polls in about 5 seconds. I will now close the polls. And I will share the results with you.

For those individuals who did participate in this poll we have about 50% that struggle with securing community support. Next in line in terms of these four is actually - may be sitting down, taking the time and actually planning out an action strategy.

We're going to move to the second component of this poll so you'll get to vote again. You have 30 - about 15-20 seconds to vote. This reflects the last four factors that we've discussed. Polls are open. I will close the polls in about 5 seconds. Alright I'm going to close the polls and share the results with you.

Overwhelmingly 70% of those individuals who voted that that's securing diverse financial opportunities was a very big challenge. But we definitely hope that, as we move forward in sharing with you additional resources that may be on our Website as well within the framework, again which you can download right now by clicking on the three pieces of paper in the upper right-hand corner that says Handouts, that you and your team can strategically work around and navigate through these challenges.

I'm transitioning us back to our PowerPoint presentation again. It may just take a moment. I appreciate your patience.

Is another we shared our framework and you're probably wondering okay maybe you do already know what's next for you and your team and maybe you don't, maybe you're just saying okay, now what's next.

So we definitely encourage you to review the framework. Take us back with your team, have a good thorough discussion. If you don't have a team now's a great time to look at your internal and external champions of the program and solicit their input as well as their commitment to helping you sustain your program activities for the long-term.

The did a very quick on the cuff type of sensing about where you may have some strengths and where there might be some opportunities. You may want to dig a little bit deeper after today's webinar in looking at these eight key factors and how your program efforts may or may not be aligned. In addition as I mentioned earlier, that there may be some other factors that you may need to consider.

We encourage you to create and implement a plan. Again you can look on our Website. You can access the Website again by looking - downloading the documents.

For those individuals who are coming to our sustainability workshops both our Pregnancy Assistance Fund and TPP Tier 1 grantees we hope that you are well registered and if you're not please register. Hotels, extensions for rooms to secure your room, - I think PAF grantees have until February 10 and TPP grantees Tier 1 have until February 12. In either case you can file with your project officer and they can further assist you with that effort.

And ultimately we hope that the goal is that you will achieve some level of sustainability and again, you will need to determine what that is. We don't stop there; we want to have your feedback that before we moved to that area I want to thank everyone on today's call. Particularly we'd like to thank and provide contact information for each of our grantees. Thank you, Estelle, for your presentation today and Jessica and would also like to thank Shannon as well.

So now we're going to open up the line for questions and answers. Again we're going to take Q&A, questions from actually the phone line first and then we'll move to questions that are actually on the webinar. If you'd like to submit just click on the Q&A in the upper left-hand corner and type your questions and we will share your questions with the audience and provide you with a response.

So now we're going to open it up for Q&A. (Sheila) could you please assist us with phone lines?

Coordinator: Absolutely. If you would like to ask a question by phone please press star 1, unmute your phone and record your name clearly. If you need to withdraw your question press star 2. Again, to ask a question by phone please press star 1. And we'll take a few moments for the questions to come through; please stand by.

Our first question comes from (Elizabeth Gardner), your line is open.

(Elizabeth Gardner): Good afternoon. Thank you for the wonderful presentation. I'm - I have a specific question about some of the sources and - that you used or found while you were conducting your literature search.

Generally speaking, I'm wondering if you found the articles and the information in the body of literature from public health or if you relied, you know, on other disciplines and industries as well for example, social sciences or any other fields beyond public health or beyond adolescent and teen health?

Jennifer Rackliff: Thank you. This is Jennifer Rackliff and I will take a first crack at that. Thank you for that question. We - largely, I guess I will start with there is a plethora of resources out on sustainability planning. And, as you mentioned, this goes across every possible vein of organizations and social programs that you could imagine.

Because of this we kind of focused our efforts on looking at community health programs and public health programs. So we very much focused on those - on looking at toolkits and resources and research based around sustainability planning for these particular types of programs.

Additionally I will say that some of the toolkits that we did identify were a little bit outside of that scope and work for larger focused on organizations promoting the health and well-being of people in general - the social well-being of communities in general.

And then there was of course the HHS agencies resources that are little bit more expansive than just public and community health. But largely the resources used focused on community and public health and adolescent - and addressing adolescent specifically but there was a few that sort of out-lied of that and largely those were pulled in because they were utilized by programs that related to community and public health and adolescent programs.

(Elizabeth Gardner):   Great. Thank you. And do you have those sources identified somewhere or maybe I missed them in the slides.

Jennifer Rackliff: Yes. If you will go to the top right corner of your screen there...

(Elizabeth Gardner):   Okay.

Jennifer Rackliff: ...three little pages and there's an opportunity to download the resources from the Website. That is the webinar itself, the framework and an OAH information sheet.

(Elizabeth Gardner):   Okay. Okay great.

((Crosstalk))

Jennifer Rackliff: And in our future resources you will also be able to see a more expansive list of resources. The framework at current house the references that were used for developing the framework but future resources will have a larger resource list.

(Elizabeth Gardner):   Excellent thank you.

Coordinator: The next question comes from (Rashida Govan). Your line is open.

(Rashida Govan): Yes, I just wanted to see if you could give some feedback on how you gain additional community support in a landscape that is very much opposed to this body of work around teen pregnancy prevention or any work on reproductive health.

Sabrina Chapple: (Rashida), that's a great question. And what I would like to do is to open the question up to perhaps our grantees who work in this area. I know, Jessica,

you've done extensive work in securing community support, could you may be further elaborate on your experiences?

Estelle Raboni: This is Estelle. I'd be happy to provide some input on that.

Sabrina Chapple: Great. Thank you, Estelle.

Estelle Raboni: Yes. So one of the things that we do is we actually - even though we are obviously funded, you know, through the Office of Adolescent Health, and this is a teen pregnancy prevention initiative we never actually positioned our program as a teen pregnancy prevention program. We actually positioned it as a positive use development program which is less controversial.

I think it also helps in the fact that we're replicating TOP that it's really focused on, you know, not only preventing teen pregnancy but more focused on developing life skills and providing a sense of purpose for young people and really supporting their academic success which we've been able to show in our own data.

So I think it's a matter of positioning it. Now I recognize that for some grantees it might be very difficult because your program is very specifically about, you know, teaching young people, you know, about pregnancy and STDs and that kind of thing.

Then again I would also suggest to really talk about it in that if you could prevent pregnancy you actually help to prevent school dropout. You know, we know from the field that a young person growing up in poverty has three times the risk of becoming pregnant and dropping out of school and that teen pregnancy is a large motivator for school dropout.

And we know that principals are accountable for attendance, they're accountable for graduation and that sort of thing. So I would reframe the way your program is really impacting the kind of things that people in the community are sort of accountable for if that helps.

Jessica Aufrichtig: And along those same lines. This is Jessica Aufrichtig. I think this is an ongoing challenge for us. We hear all the time if you support a program like Grads your actually supporting teen pregnancy and we don't want to do that.

However, you know, there are arguments and can be made of the benefits of supporting teen parents like Estelle mentioned, you know, just the whole issue of dropout, keeping teen parents in school. Students who graduate from high school earn more. Students who attend college earn even more and that that's a benefit to our society.

Also engaging nontraditional partners, they might be faith-based organizations or other partners in the community who may be influential and that can help advocate for your program. I think really getting the support of influential community members is critical in terms of promoting your program.

Sabrina Chapple: Thank you for that question.

Coordinator: The next question comes from (Lynn Faulkner), your line is open.

(Lynn Faulkner): Yes, you spoke a lot about the same ability to resources with the Department of Education and I was just wondering if you could give greater insight into the development of resources in a community center.

Sabrina Chapple: Is that question directed to any one particular presenter?

(Lynn Faulkner): From whoever would like to answer.

Sabrina Chapple: Thank you. Jennifer, would you like to elaborate on that piece or perhaps New Mexico?

Jessica Aufrichtig: I'm sorry, this is Jessica. What was the question again?

(Lynn Faulkner): During the presentation there was, on sustainability they talked a lot about developing resources within the Department of Education or within your school. And our program is run in a community center so I just wanted to see if you could share some insight on how we could do that when we're not working in a school environment.

Jennifer Rackliff: Sure, this is Jennifer. And I will attempt to elaborate on that a little bit. I think that we have seen some of the ways - or some of the ways I've seen sort of in the examples that are from other community health programs is really being able to leverage the services that you provide at your organization and getting other people to buy into them.

So it could be about creating an opportunity for other organizations to piggyback on the services that you're providing or you providing services sort of more directly to organizations outside.

And I'm trying to think of an example off the top of my head of one that I've read. And I'm trying to think of looking at the - maybe I'll use an example of the YMCA with a program that provides support for teams around these areas because it's not - it's sort of an opportunity to look at, I mean, you want to be able to share your resources both - and I'm not sure which side you want the resources or what resources you're specifically talking about so being able to

share your resources both with other organizations conducting similar work but also being able to utilize those networks to put your resources into action.

Can you give me a little bit more specific example of what that might - what your program looks like?

(Lynn Faulkner): Yes, our program provides - it's actually holistic in scope. It's a 7-component program model for teen pregnancy. We do a job club, mental health counseling, family life and sexuality education. We have medical, dental and vision services for those youth who need it and also academic enrichment remediation, sports and art.

Jennifer Rackliff: Okay great. That is actually super helpful. So in thinking about sustainability of those services - those programs and services you could consider shifting some of those services to other people in your network. I will - I can't remember if you said mental health but you said something health related.

So that might be looking to the health options within the community and seeing what kind of support they can provide whether that's in kind support, whether that's housing some of those service within their own organization.

If I think about mental health as a specific example it could be looking to another local mental health provider, a counseling organization that could - instead of keeping that structure within your own organization to continue it into the long term it could be an option to try to house that service within this counseling organization.

So that could be on way to explore utilizing your community networks and creating a sustainable option for your program. And it might be integrating

some of those services in other places where the - where your community might have that work.

Does that answer your question?

(Lynn Faulkner): Yes, thank you.

Jennifer Rackliff: Sure.

Sabrina Chapple: Thank you. We probably need to also address questions that are coming through the webinar. So I'm going to move our Q&A to the webinar questions and I have a couple. And I'm going to address probably this question to Victor Medrano. The question is, "What grant opportunities will be available for teen pregnancy prevention in 2015?"

Victor Medrano: Well as most of you know the - thank you for the question, Sabrina and whoever brought the question forth. We are currently in year four of our teen pregnancy prevention programs and heading into year five. The program - five year cycle will end in August of 2015.

We are certainly anticipating and hoping for continued funding and OAH is moving forward with developing a funding announcement that will be available most likely the first part of next year. However, as always it's based upon the availability of funds. But we will move forward with having an FOA, a Funding Opportunity Announcement available should we be given the go-ahead to provide an additional round of funding.

Sabrina Chapple: Thank you, Victor. I have a question from our webinar platform. And this is actually directed to Jessica. There's two questions. The first question is, "How do you bring a Grads program to a rural conservative community that doesn't

believe they have a pregnancy problem when in reality they have a high rate of teen pregnancy?"

Jessica Aufrichtig: I think that that is definitely a challenge. We do have Grads programs in some conservative communities. Again, I think it's really important to find a local champion or to find key people in the community who would support bringing a Grads program to that community. The local support, again, securing that community support is really critical not only to bringing in the program, planning for the program and implementing the program at every stage. And so that would be my recommendation.

And, again, finding common ground so people, you know, having open dialogues about the need for the program and finding common ground about potential benefits of bringing a program that may go beyond supporting - be related to supporting teen parents but even going beyond that, again in terms of the value of supporting teen parents, keeping them in school, helping them graduate, you know, reducing the dropout rate etcetera. I think it's definitely important to reach out to schools in your effort also.

Sabrina Chapple: Thank you, Jessica. And I do have one more question for you. "Jessica, can you expand on the importance of benefits of having an advisory committee for sustainability?"

Jessica Aufrichtig: Yes, I think it's critical. Well, in New Mexico we have a statewide leadership team with mainly Grads and then major state agencies who have - our key stakeholders in providing support to teen parents.

At the local level it is also critical to have that local advisory committee. And having a diverse advisory committee that really reflects the cultural diversity

of the teen parents served and an advisory committee that meets on a regular basis.

Advisory committees, again, are part of securing that community support, having, you know, members of school staff, community staff and also key organizations that are able to provide support to teen parents whether it be early childhood programs, your workforce partners, university staff, medical providers, behavioral health providers, culturally appropriate providers, Native American home visiting programs, again, that represent the cultural diversity of the teen parents.

And that, you know, the advisory committees can be used to increase awareness of your program and advocate, you know, similar to the example that I presented on Alamogordo when you need them to in terms of speaking to the value of your program.

Sabrina Chapple: Thank you, Jessica. Well we just would like to get your feedback - we are just about out of time. We encourage you to submit more questions to Q&A. We will keep the webinar open for some time. But if I could just get your attention for just another few more moments.

If you could please just take a moment you should be able to have direct access to our feedback form. Again, we won't see your results. Everything is anonymous.

So you should be able currently to just click on the different components of the feedback form whether you strongly agree or strongly disagree and scroll down. You're welcome to put any additional comments or feedback in the webinar and press Done. If you're not able to we will also send you a direct link following today's webinar.

And I will leave this up just for a short period of time to allow you to give us some direct feedback. We greatly appreciate it. And we do use this information to continually improve our webinars. But first and foremost I just want to continually thank our presenters for today, our OAH work group, our grantee work group for just putting great efforts into developing the sustainability framework.

And as noted earlier we are going to be releasing our OAH Sustainability Resource Guide next month so please look for that. We'll ensure that it comes your way. And we do encourage you, again, to download all the great resources that you can get in the upper right hand screen by clicking on Handouts.

Materials will be made available on our Website very shortly in a few days. And you may also follow up with your project officer should you need additional information or were unable to download the resources for today.

So again thank you all your attention and we look forward to providing you and - providing you perhaps with another webinar in the future on this very important topic of sustainability. Thank you for attending.

Coordinator: That concludes today's conference. Thank you for participating. You may disconnect at this time. Speakers, please allow a moment of silence and stand by for your post-conference.

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