# S3 Initiative Sustainability Workshop

## Sustainability Assessment and Planning Tool for State S3 Teams

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| Goal 1: Strengthen S3 initiative characteristics | | | | | |
| **Benchmarks to be major areas of focus**  **(check all you selected)** | \_\_\_\_ 1. Developed overarching vision, goals, objectives, desired outcomes, action steps and guidelines for the proposed initiative.  \_\_\_\_ 2. Developed plans to sustain the initiative beyond initial launch.  \_\_\_\_ 4. Developed a logic model (a.k.a. theory of change) and list of indicators.  \_\_\_\_ 7. Developed school climate team(s), comprised of LEA/school leadership, student support personnel, teaching staff representatives, school climate specialists/coaches, families, and students. | | | | |
| Goal 1 Action Item | Priority | Mark of Success | Action Steps 3-4 months | Action Steps 12-18 months | Resources needed |
| * 1. Align initiative with needs of state LEAs.   **Persons responsible:**  How well does the S3 initiative meet intended recipients’ needs for service? | ☐ High ☐ Med ☐ Low  **Because:** | AI 1 example: Michigan Dept of Ed is working to sustain essential S3 grant elements, emphasizing those easily integrated into current activities, not necessarily requiring additional money: (1) coordinated school health teams (admin, teachers, parents, community partners, students, support staff), (2) parent engagement activities stemming from identified needs, using focus groups to improve communication, (3) youth advisory groups, and (4) bullying-free schools and restorative justice programs. |  |  |  |
| * 1. Ensure compatibility of initiative with current state Department of Education goals and priorities.   **Persons responsible:**  Does the Department of Education *as a whole* see that the S3 initiative benefits them? | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |

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| Goal 1 Action Item | Priority | Mark of Success | Action Steps 3-4 months | Action Steps 12-18 months | Resources needed |
| * 1. Stated goals and outcomes of S3 initiative have been achieved.   **Persons responsible:**  Are we achieving an intended success worth sustaining? | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |
| * 1. Build and maintain relationships among key stakeholders.   Key stakeholders examples: state superintendent of schools/commissioner of education, legislators, state board of education  **Persons responsible:**  Are relationships among stakeholders sufficiently strong and supportive to sustain the S3 focus? | ☐ High ☐ Med ☐ Low  **Because:** |  | AI 4 example: Marshall University in West Virginia has been working with the state to expand school mental health, and Don Chapman brokered a deal to extend it to an S3 high school. |  |  |
| * 1. Ensure stakeholder ownership.   **Persons responsible:**   * Are stakeholders committed to the initiative? Who is doing what? * What does school climate mean to the various offices? * Have we reached out to all stakeholder groups and stressed the benefits of launching a school climate initiative? | ☐ High ☐ Med ☐ Low  **Because:** |  | AI 5 example: Data dissemination is one important engagement tool for bringing in parents, students, and staff. |  |  |

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| Goal 2: Strengthen infrastructure | | | | | |
| **Benchmarks to be major areas of focus**  **(check all you selected)** | \_\_\_\_ 2. Developed plans to sustain the initiative beyond initial launch.  \_\_\_\_ 3. Identified the office/department/individual in the state, district, or local administrative structure that will oversee the initiative and the way other offices relate to the work.  \_\_\_\_ 6. Developed a shared understanding among stakeholders (people or groups who cared about school and student issues) regarding the importance of positive school climate, its various dimensions, and best practices in improving school climate.  \_\_\_\_ 11. Developed a plan to engage all stakeholders throughout the various stages of the process to review data and contribute to the process of selecting programmatic intervention(s).  \_\_\_\_ 12. After first data collection only, confirmed the reliability of scales (if new) and revised instrument as was necessary. | | | | |
| Goal 2 Action Item | Priority | Mark of Success | Action Steps 3-4 months | Action Steps 12-18 months | Resources needed |
| * 1. Administrative structures and formal relationships, including: * Sound administrative & fiscal management practices   Administrative practice examples: implementing needs assessments, evidence-based programs and activities, oversight, and program performance evaluations   * Structures helping the initiative manage itself **OR** embed itself effectively in current state efforts * Inter-organizational networks and other linkages that aid cooperation   Network examples: teacher union, administrator associations   * Collaboration among state Dept. of Ed. branches addressing topics central to S3.   **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** | AI 1 example: Iowa schools looked at their own resources as a team so that they knew their capacity at the outset. Teams used a resource mapping format (helpful at all levels), looking at six content areas for learning support and identifying availability according to a three-tier model. |  |  | Does Iowa have:   * Iowa Resource Mapping Tool * Iowa Data Analysis and Implementation Planning Tool |

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| Goal 2 Action Item | Priority | Mark of Success | Action Steps 3-4 months | Action Steps 12-18 months | Resources needed |
| * 1. Champions and leaders supporting the work of the initiative, including: * Administrators from state superintendent to district level   Organization examples: state PTA, teacher union, administrator associations   * Opinion leaders in organizations   Advocate examples: parents, in-state press[?]   * Influential advocates * Decision makers   Decision maker examples: state superintendent, legislators  **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |
| * 1. Adequate resources, including: * Diverse fund streams * Human, physical, technological, and information sources * Staff * Volunteers * Training capability * Technical sources * Needs assessment data for planning purposes * Evaluation data * Marketing and communications resources   **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** | AI 3 example: Iowa suggests evaluating capacity to support the infrastructure for existing or new programs. |  |  |  |

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| Goal 2 Action Item | Priority | Mark of Success | Action Steps 3-4 months | Action Steps 12-18 months | Resources needed |
| Administrative policies and procedures that support initiative work in such areas as:   * Conducting needs assessments * Implementing evidence-based programs/activities * Monitoring and evaluating program performance   Value example: connecting with all stakeholders   * Including values important to the initiative   **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |
| State-level expertise for the following:   * Planning, implementation, and evaluation * Selection and use of evidence-based programs/activities * Training   **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |

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| Goal 3: Routinize key initiative practices | | | | | |
| **Benchmarks to be major areas of focus**  **(check all you selected)** | \_\_\_\_ 2. Developed plans to sustain the initiative beyond initial launch.  \_\_\_\_ 5. Developed a written plan for disseminating a summary of school climate data.  \_\_\_\_ 8. Conducted a series of staff meetings or other orientation activities for all personnel.  \_\_\_\_ 9. Conducted orientation activities for students.  \_\_\_\_10. Conducted orientation activities with additional stakeholders, including families, as well as community members or youth serving organizations that work with students and schools.  \_\_\_\_13. Prepared and disseminated a summary of findings in user-friendly formats to students, staff, families, and community stakeholders.  \_\_\_\_14. Reviewed the summary of findings from the data analysis.  \_\_\_\_15. Conducted and documented an evaluation of whether current programs were satisfactorily addressing current concerns, leading to plans to continue, modify, or replace them based on needs and priorities revealed by the data.  \_\_\_\_16. Planned a process for ensuring fidelity of program implementation or appropriate adaptations.  \_\_\_\_17. Participating schools implemented programs and interventions and fidelity of implementation monitoring.  \_\_\_\_18. Revisited and updated sustainability plans as needed.  \_\_\_\_19. Effectiveness of various elements of the School Climate Initiative were reviewed, including climate surveys, data analysis, reporting and dissemination, and recently added or modified programmatic interventions.  \_\_\_\_20. Prepared annual year-end performance or results reports for funder (if applicable) and community/stakeholders. | | | | |
| Goal 3 Action Item | Priority | Mark of Success | Action Steps 3-4 months | Action Steps 12-18 months | Resources needed |
| * 1. Integrate key activities associated with implementing and evaluating the state initiative into job descriptions, responsibilities, and staff assessments.   **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |

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| Goal 3 Action Item | Priority | Mark of Success | Action Steps 3-4 months | Action Steps 12-18 months | Resources needed |
| * 1. Retain staff and leaders responsible for key initiative tasks **OR** find ways to integrate tasks into other existing initiatives.   **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |
| * 1. Incorporate staff training, technical assistance, and continuing education into ongoing operations, including developing co-training events for leadership pairs/teams.   **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** | AI 3 example: Maryland has implemented a Summer Training Institute bringing together school climate coaches, school climate teams and MDS3 partners (evaluation by JHU, MDE, Sheppard Pratt) to review school specific data, receive information about available EBPs, share information about specific school practices, discuss the MDS3 philosophy, and develop school specific plans. The institute provides vehicles to share lessons learned and conduct sustainability planning. Over the next 3-18 months, they will continue planning for Summer Training event sand identifying needs from participating schools.  AI 3 example: The Hilva, California, school district is working with CA Dept of Ed, writing proposals to local foundations to continue conducting and expanding regional trainings on school climate after S3 ends. Partner, WestEd, is working with them to sustain the website and school climate newsletter. |  |  |  |
| * 1. Make the skills needed to implement and evaluate the initiative part of state-level expectations for LEAs.   **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |

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| Goal 3 Action Item | Priority | Mark of Success | Action Steps 3-4 months | Action Steps 12-18 months | Resources needed |
| * 1. Integrate the initiative into manuals, procedures, and regulations of the Department of Education.   **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |
| * 1. Integrate an implementation monitoring process into the state initiative’s on-going process evaluation activities.   **Persons responsible:**  Have you established and maintained ongoing outcome evaluation activities? | ☐ High ☐ Med ☐ Low  **Because:** | AI 6 example: Maryland collects a fair amount of data showing how school climate specialists spend their time and the degree to which each schools has implemented the EBPs.  AI 6 example: Wisconsin found that ongoing performance monitoring based on program improvement is critical. |  |  |  |
| * 1. Establish and maintain on-going outcome evaluation activities.   **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |

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| **Goal 3 Action Item** | **Priority** | **Mark of Success** | **Action Steps 3-4 months** | **Action Steps 12-18 months** | **Resources needed** |
| * 1. Routinely communicate evaluation data to a variety of audiences in order to garner community support.   Audience examples: school staff, community leaders, parents, students  **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |
| * 1. Ensure the support of the initiative through continuous soft or hard money or put a plan into place to provide funding support.   **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** | AI 9 example: Kansas S3 is partnering with Kansas State University to work with S3 schools to implement and sustain community engagement strategies and to support S3 EBPs. Kansas is also focused on youth leadership and youth development. The state Dept of Ed will award mini-grants to create linkages between schools and community, focused on youth leadership and youth development. |  |  |  |
| * 1. Ensure initiative survival through annual budget and grant cycles.   **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |