

Sustainability Planning

Sustainability planning process: I. Identifying programs and activities to sustain

1. List your evidence based programs/activities:

Examples:

Multi goal universal prevention interventions (e.g., PATHS, Second Step)

ATOD universal prevention interventions (e.g., Too Good for Drugs)

Violence prevention universal interventions (e.g., Too Good for Violence)

Universal bullying interventions (e.g. Olweus)

Whole school approaches to climate or behavior (e.g., PBIS)

Violence prevention for at risk students (e.g. Aggression Replacement Training)

Mental health treatment models (e.g., FFT)

After School Programs

2. Consider what you can “take off the table:”

- *Were any program/activities completed during grant-funded period that you will no longer be implementing?*
- *Do any already have sustainability plans, e.g. schools or other partners have agreed to continue implementing?*
- *Have any been deemed ineffective or not a good fit for the community/target audience/organization’s culture?*
- *Do you have any efforts that are/will be institutionalized?*

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3. List the remaining programs/activities:

4. Work with your school climate team and community partners to prioritize your list. Consider:

- Which programs/activities have proven to be most effective?
- Which are producing outcomes that support the mission and goals of the initiative?
- What other criteria might your partnership apply to prioritize programs for sustainability?

- 1.
- 2.
- 3.
- 4.
- 5.

5. Use these prioritized programs and activities to complete Part II of the Sustainability planning process:
Deconstructing your programs and activities into functions

Sustainability planning process worksheet: II. Deconstructing your programs and activities into functions

Prioritized program/activity: Example: <i>PBIS</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="padding: 2px;">Functions:</th> </tr> <tr><td style="padding: 2px;"><i>Staff training</i></td></tr> <tr><td style="padding: 2px;"><i>Building level committees</i></td></tr> <tr><td style="padding: 2px;"><i>Data collection</i></td></tr> <tr><td style="padding: 2px;"><i>Student involvement</i></td></tr> <tr><td style="padding: 2px;"><i>School wide approach</i></td></tr> <tr><td style="padding: 2px;"> </td></tr> <tr><td style="padding: 2px;"> </td></tr> </table>	Functions:	<i>Staff training</i>	<i>Building level committees</i>	<i>Data collection</i>	<i>Student involvement</i>	<i>School wide approach</i>		
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Prioritized program/activity: Example: <i>Second Step</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="padding: 2px;">Functions:</th> </tr> <tr><td style="padding: 2px;"><i>Training new staff/boosters for continuing staff</i></td></tr> <tr><td style="padding: 2px;"><i>Providing materials needed for intervention</i></td></tr> <tr><td style="padding: 2px;"><i>Collecting process data on implementation</i></td></tr> <tr><td style="padding: 2px;"><i>Coaching Teachers</i></td></tr> <tr><td style="padding: 2px;"><i>Collecting outcome data of interest</i></td></tr> </table>	Functions:	<i>Training new staff/boosters for continuing staff</i>	<i>Providing materials needed for intervention</i>	<i>Collecting process data on implementation</i>	<i>Coaching Teachers</i>	<i>Collecting outcome data of interest</i>
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Use these programs and their functions to complete Part III of the Sustainability planning process:
Creating your sustainability action plan

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Sustainability planning process worksheet: III. Creating your sustainability action plan

Program/Activity: <i>Afterschool Program</i>		
Function	Sustainability Strategies	Prospects for institutionalizing? (Sustaining via Systems Change)
<i>Promotion/PR</i>	<i>Partnership: all partners will include information in existing communiqués</i>	<i>Good: included in post-grant MOA</i>
<i>Registration</i>	<i>Partnership: city will handle registration</i>	<i>Good: city council approved assuming registration process in NCE and beyond</i>
<i>Space/Facilities</i>	<i>Leadership: shared vision and commitment of schools, YMCA, cities</i>	<i>Fair: need to complete neighborhood needs/building capacity study</i>
<i>Supplies & Materials</i>	<i>Leadership/Partnership/Finance: Lions, Rotary, Kiwanis, building PTAs/PTOs, local Target "Take Charge of Education/Red Card" funding</i>	<i>N/A</i>
<i>Staffing: Coordination, Instructors</i>	<i>Finance: sliding scale fee-for-service; donations for scholarships; Americorps volunteers Evaluation: outcome data on students participating in afterschool Communications: generate sufficient interest in population willing/able to pay for services, donate to scholarship fund</i>	<i>Good: fee-for service & Americorps Fair: scholarship program--- need to address policies for soliciting funds; possible need for establishing 501(c)3</i>
<i>Snack</i>	<i>Finance: USDA Afterschool Snack Program: http://www.fns.usda.gov/cnd/Afterschool/</i>	<i>N/A</i>