

# *Planning for Sustainability*

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Safe and Supportive Schools  
Engagement | Safety | Environment

## Aspects of Sustainability Planning



- **Shared vision in place with clearly articulated goals, objectives and outcomes**
- **Capacity building**: training, administrative support, a process for measuring fidelity and evaluating impact
- **Keep what's working!**
- **Marketing to create and maintain a base of support**
- **Develop a sustainability plan asap in process and make it routine part of ongoing discussions**

■ **Celebrate the success!**



# Beyond Funding: A Broader View Sustainability

- Leadership
- Evaluation
- Partnership and Collaboration
- Implementation
- Communications
- Financing

*\*Leaving a Legacy from [promoteprevent.org](http://promoteprevent.org)*

# Background of the Planning Tool



- **3yr Grants awarded to districts/county collaboratives**
- **Changed to 4 yr grants, with year 1, planning year**
- **History of little or no sustainability**
- **Added supports and TA for projects to focus on sustainability early in process**
- **Community collaboratives begin to add Sustainability planning as a standing item on agendas; became part of all TA activities**
- **Communications and Marketing became part of the initiatives in a more focused way**



## Purpose of Planning Process

- **To determine what programs/activities are in place to serve children (at the universal, selected, and targeted levels); identify their functions and how well they are working.**
- **To identify any potential gaps/determine what remains to be done;**
- **To determine how to communicate with each agency (partners) the benefits from its involvement or partnership with initiative; and**
- **To plan strategies to sustain successful programs and develop a sustainability action plan.**

# Sustainability Chart



- **What have we accomplished?**
- **What data do we still need to collect?**
- **Based on what we know now, what are our priorities to sustain (including pros and cons)?**
- **What are the funding streams for each program/activity?**



- **Sustainability Plan**
  - Determine key successful programs that already will be sustained
  - Determine key successful programs that need a strategy to sustain
  - Determine programs that you do not want to sustain
- **Develop sustainability action plan**

# The Sustainability Worksheet



## **STEP ONE: Identify Programs and Activities to Sustain**

*List your evidence based programs/activities.*

**EXAMPLE:**

- Universal bullying interventions*
- Whole school approaches to climate or behavior*
- After School Programs*



# The Sustainability Worksheet



## **STEP TWO: Determine What You Can “Take off the Table”**

*Look over your list of evidence based programs/activities and determine:*

- Were any program/activities completed during the 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 implementation?)*
- 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?*



## STEPS THREE AND FOUR: List and Prioritize the Remaining Activities

*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?*

*\* This process will also highlight those other programs within the school that may not be effective....teams become better consumers of programs...*

# The Sustainability Worksheet



## STEP FIVE: Deconstruct your Programs and Activities into Functions

*List the functions and activities of each program.*

Prioritized Program/Activity	Functions:
Example: Afterschool Program	PROMOTION
	REGISTRATION
	SPACE/FACILITES
	SUPPLIES/MATERIALS
	STAFFING
	SNACK

# The Sustainability Worksheet



## **STEP SIX: Use the List of Prioritized EBPs/Activities and their Functions to Create your Sustainability Plan.**

*Consider sustainability strategies and prospects for institutionalizing those EBPs/activities still on the table:*

- ✓ Universal bullying interventions
- ✓ Whole school approaches to climate or behavior
- ✓ After School Programs



## **STEP SEVEN: Use the List of Prioritized EBPs/ Activities and their Functions to Create your Sustainability Plan.**

EXAMPLE FOR AFTERSCHOOL PROGRAMS:

### **Promotion/PR**

- Partnership – All partners will be involved in future meetings/communications

### **Registration**

- Partnership – City will handle registration

### **Space/ Facilities**

- Shared vision and commitment of schools/vision/YMCA/cities

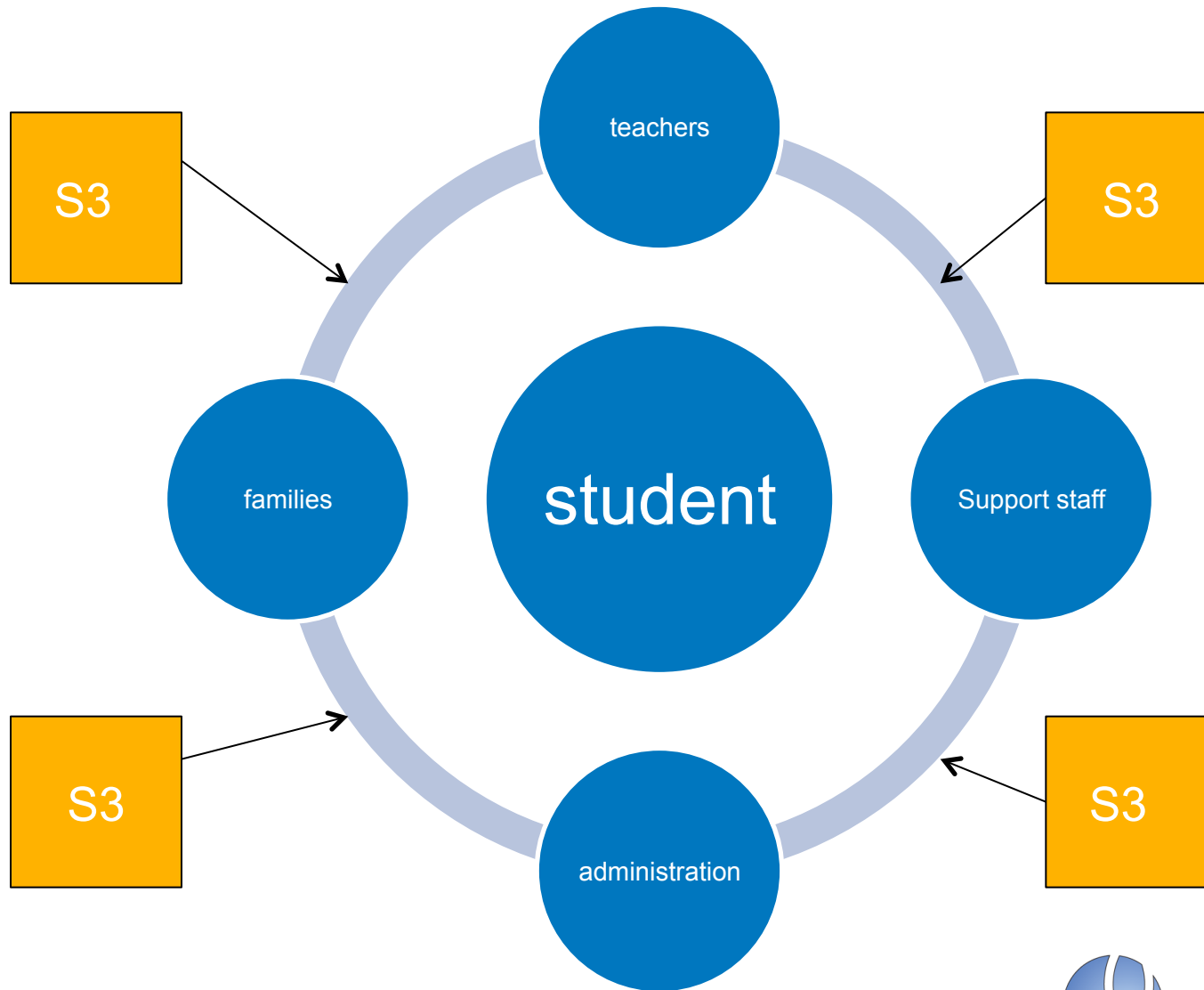
### **Supplies and Material**

- Leadership/Partnership/Finance – Lions, Rotary Club, Kiwanis, PTOs, Local Target will donate supplies

### **Staffing**

- Finance: Sliding scale fee for service, Scholarship donations, AmeriCorps volunteers
- Evaluation: Outcome data on students participating in afterschool programs
- Communications: Generate sufficient interest in population who are willing/able to pay for services

# Sustainability Planning (12-18 months before end of funding cycle)



## Activity #1



# Key Role in State and District Infrastructure

**Take 5-10 minutes and review the worksheet . Consider YOUR role in this initiative. What functions do you provide specifically that would end once the funding ends? Begin to think about who will perform those functions once can not.**

## Activity #2



- **Hopefully, you are sitting with your school teams.....**
- **Take about 10-15 minutes and work through the **sustainability planning tool**. Get as far as you can....**
- **Someone please record notes of your discussions on one of the forms to take back to your districts or state offices for continued discussions.**





# Questions?