

Step 10

Sustainability

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Focus question

If our program is successful, how will we sustain it?

Step 10 Sustainability is aimed at helping you perpetuate your successes. If you are reaching your primary goal of helping teenagers avoid pregnancy and other adverse outcomes from unprotected sexual activity, then your program is getting positive results. Those positive results are worth sustaining for the benefit of the young people as well as others in your community who have a vested interest in your work.

Unfortunately, even successful programs can end prematurely due to funding cuts or shrinking resources or changes in priorities among decision makers. Although success at meeting goals and the ability to secure ongoing support and funding are both important, sustaining prevention strategies and programs involves more than money. Building the sustainability of your work involves an

intentional effort to identify and integrate important aspects of your work into the day-to-day operations of your organization as well as provide long-term benefits to the whole spectrum of stakeholders (Johnson et al., 2009). At the same time, building sustainability involves making some potentially difficult choices about what *not* to maintain since not every strategy or program that is implemented should be kept going, especially if it isn't working or if resources become more limited.

Your conversations about sustainability should start with two important questions:

What is working that should be sustained?

How do we sustain elements that merit continuation?

While the field of sustainability research is still emerging, a core set of ideas and actions that you can use to develop your sustainability efforts has emerged. Fortunately, a lot of the work you have already done in the PSBA-GTO-TPP process is grounded in what we are learning about how to build strong sustainability efforts. While much has been written about sustaining coalitions and organizations, this step emphasizes what is known about sustaining *evidence-based programs*. The step provides guidance on:

- Key factors that define sustainability
- How to recognize what you have already done to build and promote sustainability
- What next strategic actions can you take to further strengthen your work

Materials

You've probably compiled all of the materials in your 3-ring binder that you'll need to conduct a sustainability review. In addition to all of the worksheets, tools, information, research, and results you've gathered, the following will be especially useful:

- Any notes or thoughts you gathered when discussing the **Considerations in Advance of the PSBA-GTO-TPP Process** tip sheet found on page xiii of the Introduction.
- Notes gathered as you worked through the **Lessons Learned** tool throughout the PSBA-GTO-TPP process.

- Your **CQI Review** from Step 9.

Step 10 checklist

Upon completing Step 10, your organization will consider a plan for upcoming action. In so doing, you will:

- Identify and assess work you've already done that contributes to sustainability
- Consider a simple, strategic plan for your next actions
- Earmark strategies for gradual financial self-sufficiency
- Recognize and recruit program champions



FYN takes on Step 10

Step 10 – Since the evaluation results showed that *Making Proud Choices!* did have some of the desired results, and CQI showed ways to improve program performance, the FYN work group decided it did want to continue implementing MPC. FYN still also had a longer-term vision of expanding MPC or implementing another program to other middle school grade levels. While funds remained from the state grant to implement MPC for a second year, FYN wanted to find ways to support MPC beyond that second year while also looking at finding the resources to expand teen pregnancy prevention to other grades.

A subcommittee of the FYN work group met to discuss possible next steps on sustainability. Using some of what had been learned in the PSBA-GTO-TPP process from notes compiled in the **Lessons Learned** tool, they considered:

- Developing an intentional sustainability plan with a set of goals and action steps. The subcommittee talked about applying a mini-GTO process to planning for sustainability.

- A communications plan for sharing knowledge about what was learned in the PSBA-GTO-TPP process to better inform current and future program supporters about the work and good planning that had gone into successful implementation of the program. The subcommittee thought if more people learned more about the needs for as well as strengths and benefits of the program, they could increase support and thus, program sustainability.
- Using the sustainability planning process and communications to connect with key people and partners so they could learn about program benefits and value those benefits. This includes people internal and external to the implementing program.
- How to institutionalize MPC into FYN

After some discussion, the subcommittee recommended to the FYN work group that time should be devoted to developing a more intentional sustainability plan for MPC. FYN staff also suggested that sustainability planning would benefit the entire organization, so the work group planned to have a daylong retreat to map out sustainability plans

At the beginning of its second year, MPC seamlessly merged with other extra-curricular activities at the middle school. FYN's program director credited the ease to an emphasis on awareness in the first year of the program. FYN spent time building more stakeholder ownership within its own agency, aligning the use of MPC more with FYN's substance abuse prevention emphasis as well as increasing the connections and relationships with other violence prevention programs and agencies in the community.

Reasons for building and promoting sustainability

Providers can achieve a “Perfect 10” with their program planning, implementation, and evaluation and still not achieve long-term sustainability. Public and private sector leadership changes often bring changes in interests and priorities. Funding sources change their focus or end totally.

The review you undertake with the intent to sustain your program will be unique to your organization, community and program participants, but the first question you should consider is the same for everyone:

Should the program we delivered be sustained?

Also, to help you think about whether your program is worth sustaining, ask yourself:

Does the program continue to address needs in the community?

Has the program been shown to be effective, or does it have the potential to be effective with feasible improvements?

If the answer to any of the questions is no, then it may be better to develop a different program rather than sustain the current one. This doesn't mean you shouldn't continue your efforts to prevent teen pregnancy and HIV/STI. Look for ways to strengthen your efforts as you rework your approach. If your program was not an evidence-based program, and it is not delivering solid results, now is the time to reconsider that decision. You may need to return to Step 3 Best Practices and revisit the process of selecting a more suitable EBP. It is also possible that you used an EBP but it did not have all the desired outcomes for the population(s) you serve. Reconsidering other program options is not a sign of failure—it is a sign of quality improvement and commitment to successful prevention.

If the programs or strategies you implemented were successful, working to sustain these successes provides a wealth of important benefits to youth, your organization, and the many stakeholders involved in your efforts. The sustainability process can enhance the overall effectiveness of your work through:

- Better connection of vision, planning, and outcomes
- Maximized use of available resources

- Development and strengthening of relationships in all parts of the community that you need to sustain your work
- Increased relevance of your work by involving more people from the community more deeply, and creating more opportunities for participation, collaboration, and resource sharing
- Clearer distinctions between the activities that should be sustained from those that should not
- Better capacity building and stronger organizational structures to support your work



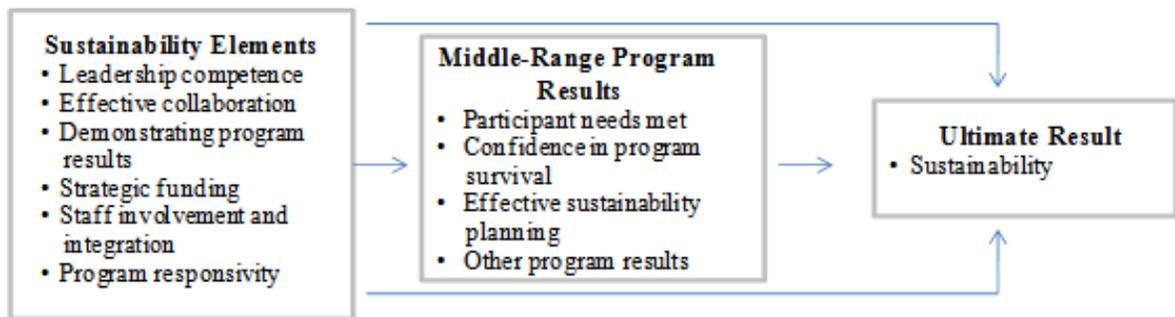
Key point

Intentionally identifying what you want to sustain and then building the capacity to maintain what is working can be used any number of ways to increase the visibility of your work. Sharing your sustainability plans can broaden your outreach, help more deeply root your efforts and successes within the community, and help promote needed and positive change.

The sustainability-building process is not about achieving a status quo, but rather, is more about keeping your fingers on the pulse of changing community needs and responding to it. Sustainability involves finding clear, fresh ways to talk about the importance of investing in the health and wellbeing of adolescents, including effective teen pregnancy prevention programs and efforts. It also involves empowering and engaging youth themselves. They find their own voice to articulate their health needs and support for the types of programs that you provide.

Information to get you started

In recent years, several organizations and a number of researchers have undertaken the study of what constitutes sustainability in programs, organizations, and prevention systems. The Office of Health Policy in the Department of Health & Human Services (HHS) published a review of the scientific literature in 2010 (updated in 2011), which summarized current sustainability definitions and measures and presented a conceptual framework for assessing the sustainability of community coalitions once federal funding expires. While the review emphasized the sustainability of community coalitions, it also cited an investigation into the sustainability of community-based programs by Mancini and Marek that identified seven sustainability elements, shown in the diagram below (Mancini and Marek, 2004), as linking to program results, and together leading to sustainability.



The HHS report goes on to describe how these and other elements of other sustainability models can contribute to building the longevity of programs and coalitions if intentionally applied through *planning* for sustainability. Currently, drug and alcohol prevention coalitions in Tennessee, for example, are applying a multi-step planning process to their work using a GTO-based sustainability toolkit, *A Sustainability Toolkit for Prevention Using Getting To Outcomes™* (<http://www.jrsa.org/njiec/tk-sustainability-sp/sustainabilitytoolkitgettingtooutcomes.pdf>). Those coalitions are finding that developing a strategic plan for sustainability, including the development of goals and outcomes for sustainability, building capacity and assessing their progress – much in the same way you have applied the PSBA-GTO-TPP process to your prevention program – can provide a clear and manageable road map for keeping successful prevention efforts going.

While there are benefits to developing a strategic plan for sustainability, this step will not engage you deeply in the details of such a process. Rather, we will

highlight the important elements identified in sustainability literature that you have already accomplished and suggest, through the use of your existing materials and a **Sustainability Review** tool included in this step, how to summarize possible next actions for your own work. We leave it to you to decide how much further you wish to engage in a sustainability planning process once you have read through this step and completed your Sustainability Review.



Online resource

Literature Review: Developing a Conceptual Framework to Assess the Sustainability of Community Coalitions Post Federal Funding, by National Opinion Research Center for the U.S. Department of Health and Human Services

http://aspe.hhs.gov/health/reports/2010/sustainlit/report.shtml#_Toc266173597

What do we Know about Sustainability?

Our view of sustainability is based largely on work done by Johnson, Hays, Center, & Daley in 2004 summarizing their substantial review of the available literature, leading to a sustainability planning model. The Johnson et al. article then formed the basis for the development of a toolkit on *Sustainability for Prevention Using Getting To Outcomes* currently being field tested by drug and alcohol prevention coalitions in Tennessee. Many of the conclusions reached by Johnson et al. dovetail with those found in the previously mentioned HHS report.

Adapting Johnson et al. to our context, we define sustainability as *the process of building and ensuring adaptive prevention strategies, programs, and organizations, all with the on-going capacity to prevent teen pregnancy* (2009). The use of the term “adaptive” is key here. As previously mentioned, sustainability is not about achieving some sort of status quo, but rather, about understanding the ongoing, changeable nature of your community and being able to adapt your work to it as needed to sustain your efforts. Being adaptive to changing conditions around you will help you keep your work relevant and thus, increase your sustainability chances.

Based, in part, on the work of Johnson et al., we find several important ideas are foundational to our view of sustainability:

Sustainability is about strategic focus. It’s not possible or even desirable to try and do everything at once. We want you to continue building on your current successes while learning to recognize opportunities to further build and promote sustainability. This may mean making some decisions about which elements of sustainability are critical to start with and which ones can wait until later. For example, you may need to concentrate first on better data collection and resource development while deciding to work on strengthening collaborations later. It is entirely possible, however, that it’s strategic for you to focus on strengthening collaborations first as a way to develop better data and new resources.

It’s important that you remain flexible enough to respond to opportunities as they arise without losing sight of the bigger picture of what you are trying to do. As in other parts of the work you have done, this will probably involve

some tension as you work to achieve balance. *The guidance in this step will help you see where to be strategic in your focus.*

There are different levels of sustainability. Although we encourage you to focus first on sustaining your teen pregnancy prevention programs, you may also be considering ways to build and support the capacity of your organization, other partner organizations, as well as the community you are working with. Working on all these levels adds up to the larger context of a prevention system that you're building in which to do your work. *The guidance in this step will help you look at ways to bolster the sustainability of different levels of this system on which you can have a direct impact.*

There are different stages of sustainability. Sustainability isn't really something that can be achieved, but it is something that can be built and promoted over time. We envision you working on maintaining some of the elements you have in place, and then maintaining those areas while moving into building sustainability in new areas as resources and capacity allow. For example, you may have several champions who are currently key to your work, but you know eventually you will have to find new champions to take their place. Your ultimate goal may be to eventually develop a policy for recruiting, training, and supporting prevention champions. *The guidance in this step will help you think about ways to stage and grow your sustainability activities in ways that fit with your current capacities.*

It's important to continue making time to reflect and celebrate! Sustainability is about making sure that your successes continue, which means that individuals and communities will keep benefitting from your prevention efforts. It's important to acknowledge each of the many successes along the way and those yet to come. Sustaining what is working will make everyone's job easier!

The work you have done thus far in the PSBA-GTO-TPP process should be clearly pointing you in the direction of programs worth continuing. Next we examine two important areas identified in the literature to help bolster those successes -- key program elements that aide sustainability on which to concentrate and how to routinize certain practices to deepen your work.

Program characteristics important to sustainability

Research shows that strengthening or increasing the following general characteristics of any program contribute to sustainability (Johnson et al 2004):

- The program aligns with the needs of participants.

- The program is compatible with the implementing organizations.
- There are relationships among key stakeholders.
- The program has been shown to achieve stated goals and outcomes.
- The program has stakeholder ownership.

These align very closely the steps in PSBA-GTO-TPP so you can see that the process itself helps you to stay on course for long-term sustainability of successful efforts. Next we walk through each of these and link it back to the steps in the manual to further show how it all connects and builds toward sustainable programming.

Alignment with participant needs

Starting in Step 1, you began a process of determining whether or not the program you planned to use would meet the needs of the potential participants. This process continued through Steps 3, 4, and 5 as you assessed the evidence base, fit, and capacities related to your chosen EBPs. If your work was impactful, your evaluation data in Steps 7 and 8 provided further proof of alignment between the program and your participants. Confirming and strengthening the alignment of your priority needs with your specific program and prevention activities ensures that activities are indeed targeting the needs of your participants.



It's well-known

Studies suggest that, regardless of your organization's capacity to support the continued implementation of a program, it will not be sustainable unless it meets the needs of your participants (Johnson et al., 2004).

Compatibility with implementing organizations

Even as far back as the Introduction to this guide, you were thinking about the internal supports for your work as well as the community context in which you would be working and who your key partners would be. In addition to program alignment with participants, the EBP you choose to use must also fit well with the organization charged with implementing it. In Step 3, you spent time reviewing potential EBPs based on evidence. In Step 4 you looked at fit, in part, for your organization and in Step 5, you examined your capacity needs to make sure the work could fit in your organization and that you could fully implement the EPBs being considered.

Implementing organizations are more likely to adopt and use a program if they perceive that it will benefit them. This means not only board and management support for a program, but staff engagement with it as well. Organizations examined in the sustainability literature also rate compatibility higher if the program doesn't conflict with work already being done and if it is believed to fit with organizational values.



It's a fact

Simplicity of implementation, compatibility with participants and staff, and perceived benefit for a variety of stakeholders can all enhance program sustainability (Johnson et al., 2004).

Relationships among key stakeholders

Your work on developing and maintaining positive, trusting relationships among participants, staff, administrators, funders, and other stakeholders began in the earliest stages of your PSBA-GTO-TPP work and has been crucial to your success all the way through the process. Research supports this needed focus on relationships as an important ingredient for the sustainability of your work. It is important to establish and maintain positive relationships among organizational decision makers, strategy implementers, and evaluators. Those successful in building sustainability seek to enhance relationships by increasing several key aspects: everyone's ability to collaborate, the level of trust present among stakeholders, success in ongoing communications, and maintaining everyone's enthusiasm and support for the chosen EBPs. Depending on the history of your organization and the level of community stakeholder involvement in teen pregnancy prevention, efforts to mobilize your community leaders around adolescent health, including the prevention of teen pregnancy, may be an important step toward sustained community response to the issue. Fully participating or even creating a community action team or group could be a critical current or future need to maintain momentum and support for collective action. Consider

<http://www.cdc.gov/stopsyphilis/toolkit/Community/CommunityGuide.pdf>
resource for ideas about how to develop a community mobilization strategy and effort if this may be a key to sustaining your work and that of others.

Success at achieving stated goals and outcomes

Clearly, programs are more likely to be sustained—and should be—if they are able to achieve their stated goals and outcomes. Evaluations and assessments

have helped you find out if your chosen programs were successful. Your preliminary review of EBPs in Step 3 helped narrow your choices to those programs that already had demonstrated success. In Steps 7 and 8 you gathered your own process and outcome results, and then in Step 9 you applied a continuous quality improvement process to further strengthen your program's potential for success. All of the information you have gathered thus far contributes toward your understanding of the chosen prevention program's success in helping you achieve the goals and outcomes originally developed in Step 2.

A key to sustainability of a program or effort is demonstrating its worth. If your data support your program's effectiveness, this can drive motivation to sustain it among funders and decision-makers in your community. Sharing your data is a key way to inform others of the successes you are having and to open dialogue about how to sustain this success. Newsletters, partner communications, presentations in the community and in state, regional, or national gatherings, and publication of your success are important strategies to consider in getting the word out.

If your data do not support it or if you did not gather outcome data about the program, this is a much harder position to advocate from. You should seek to sustain programs that show desired outcomes and aim to further refine approaches or consider new ones if data do not support their effectiveness.

Stakeholders have ownership

Across the breadth on your work, the term "stakeholder" has come to include many different types of people and organizations. You started gathering stakeholders during the initial stages of your work. Continued inclusion and support of stakeholders has been an important foundational activity all the way through the process.

Stakeholder ownership is important on a number of levels. People are more likely to participate in something if they feel personally committed to it. Part of your job has been to strengthen a sense of program ownership among diverse stakeholders. Doing so helps secure ongoing stakeholder commitment to helping you sustain your successes once those successes have been demonstrated through your evaluation results. This process might involve facilitating more active involvement and sense of ownership among current stakeholders while recruiting new ones who may be crucial to your sustainability plans. This can be accomplished through the engagement of an active community advocacy or

mobilization group such as a coalition, network, or other stakeholder group that you either join, already participate in, or need to consider developing to further the support for sustained action to prevent teen pregnancy.

With the incredible strides reducing teen births over the last two decades, it is important to continually demonstrate the need, value, and importance of continuing these declines. It may also be important to think more holistically about adolescent health where sexual and reproductive health is an important piece of the work. Broadening and connecting to adolescent health stakeholders will add supporters and increase sustainability options as state and national priorities wax and wane over time. Having your footprint in many sectors can be a winning strategy for maintaining a focus on teen pregnancy prevention and for sustaining important programs that have shown success in helping to reduce teen births in your community.

Institutionalization of practices important to sustainability

Another important area identified in the current research on sustainability talks about the importance of routinizing or operationalizing certain elements of your prevention work. Some researchers refer to this generally as *institutionalization*. Programs have a better chance of being sustained if they become a routine part of day-to-day operations. Johnson et al. (2009) summarize the research into ten institutionalization practices. We've adapted these ten practices to fit the PSBA-GTO-TPP context.



It's a fact

Research done by others, such as Hawe (1997), Goodman/Steckler (1989) and by Pluye et al. (2004) (which is based on work originally done by R.K. Yin), suggests a critical set of practices that involve institutionalizing funding strategies, personnel and staff activities, supplies, training, and organizational governance.

1. Key activities associated with implementing and evaluating the program have been integrated into job descriptions, requirements, and staff assessments.

The more a program becomes a routine way of doing business, the more likely it will live on in the organization even when staff and leadership inevitably come and go. This could mean ensuring that prevention principles associated with your work are embedded in job descriptions and become part of ongoing performance requirements.

2. Key staff and leaders responsible for program implementation and evaluation have been retained.

Essential to sustainability are staff and administrative leaders who:

- Seek to understand useful new innovations in programs and then foster integration of them into your work
- Support and facilitate those who must implement programs to assume leadership roles in planning, implementing, and using them
- Develop broader partnerships to reduce barriers and resolve problems that might inhibit institutionalization

Once staff members become experienced in the programs they are using, promoting them into higher positions can enhance sustainability. They take their knowledge and experience with them and move into positions that allow them to link different interests for continued support of successful programs.



It's a fact

Studies have found that top management support is a primary factor in sustaining programs (Johnson et al., 2004).

3. Supplies, materials, space, and equipment needed to continue implementing and evaluating the program are available.

Resources to support interventions mean more than money. Without computers, paper, books, art supplies or many other kinds of supplies and equipment, programs cannot be sustained. Curricula, videos and other materials may need updating from time to time. Certain activities may require comfortable open space for role-plays. Software needed for ongoing evaluation and record keeping will also need to be updated to keep your program work current.

4. Staff training and continuing education needs associated with implementing and evaluating the program have been incorporated into ongoing operations.

If staff members are not specifically trained to implement and support a program, their chances of success and sustainability can be compromised. A teaching staff may have access to a recognized EBP curriculum, but without good, in-service training from experts on its use, the program will eventually fail.

Trainings can also serve to diffuse knowledge throughout the organization using the program. If only people who are funded to implement a program are trained to use it, then their knowledge might be lost if they leave when funding ends. On-going training also helps to keep more people invested in the program.

Ongoing training ensures that new staff are exposed to information and activities needed to continue successful programs or that existing staff learn updated information. Training has been found to cut staff turnover and when personnel remain on the job, they can continue to implement important programs while training others and forming a constituency to support the longevity of successful programs.

5. The skills needed to implement and evaluate the program have become part of the (organization's/profession's) standards.

If the implementation of a program offers staff members a chance to advance personally or professionally, then they are more likely to promote its institutionalization. Skills training can also boost competency, energy, and enthusiasm, which can have a positive effect on program performance.

6. The program is integrated into manuals, procedures, and regulations of the implementing organization or implementation site.

Organizational memory is an important component to achieving institutionalization. You can establish this memory through written materials such as the report documents and administrative manuals. Such documentation will help to ensure that the necessary knowledge of activities such as needs assessments or EBP selection and implementation are well-documented and available to new and existing staff over time. The 3-ring binder in which you have collected all the materials produced during the PSBA-GTO-TPP process is a good example of documenting organizational memory.

Similarly, policies and procedures help ensure that a successful program remains part of your routine practice, even after staff or top management who may have advocated for it leave the organization. A Finance Project brief on *Sustaining Comprehensive Community Initiatives* (<https://www.center-school.org/fssr/documents/sustaining.pdf>) describes the development of strong internal systems that establish policies and procedures based on generally accepted standards and best practices as key to sustainability. Recommended policies and procedures include:

- Accounting and auditing procedures

- Procurement and personnel procedures
- Information systems
- Governance structures and management systems
- Communications processes to ensure staff, management, and board members are kept up-to-date on financial and administrative affairs as well as alerted to emerging concerns

Data and information from these suggested policies and procedures could help provide some of the information needed to inform the next two institutionalization practices.

7. An implementation monitoring process has been integrated into the program's on-going process evaluation activities.

You have established process and outcome evaluation practices as well as an on-going CQI review process as you proceeded through the PSBA-GTO-TPP steps. Now those practices and reviews should become more routine.

8. On-going outcome evaluation activities have been established and maintained.

Consistent, high quality implementation and evaluation of your work go hand-in-hand and boost your chances of achieving sustainability. Setting up a simple system for monitoring and documenting how well your work is put into practice and gathering ongoing evaluation data on your effectiveness are both important to your sustainability plans. Monitoring coupled with a regular cycle of CQI review can help you stay on top of changes you might need to make to continually strengthen your efforts. Coupled with ongoing evaluation, these important practices help you achieve sustainability while demonstrating to your partners and stakeholders that you are responsibly meeting your goals.

9. The program is supported by continuous soft or hard money.

AND

10. The program has survived annual budget and grant cycles.

These two funding practices also go hand-in-hand. Clearly, evidence-based programs cannot be sustained without money, but continuous grants and funding sources are hard to find. We all face the constant question of how to maintain funding for successful programs. Sadly, even when good programs are successful, changing financial circumstances and political environments sometimes prevent them from continuing. This is one reason why diversified

funding of your work is so important—keeping your work solvent and enabling you to pivot to other funding to keep your programs going even when some resources disappear.

Once you have determined programs that are working and should be sustained, The Finance Project recommends adopting what it calls a “strategic financing orientation” which emphasizes diversification of funding.” This means stakeholders consider a diversified portfolio of funding options aligned with specific purposes and seek to sustain core program components with various sources of support. In its brief on *Sustaining Comprehensive Community Initiatives*, The Finance Project suggests, for example, that capital financing, service subsidies, staff support, management infrastructure, and evaluation might all need to be supported by different funding sources. Developing multiple funding sources will help build a strong budget as well as help provide protection against funders’ changing fiscal priorities.

Assess sustainability and determine next steps

Going through the multi-step PSBA-GTO-TPP process has helped you collect important data used to plan, implement, and then evaluate the results of your program. You've also gathered information to describe the benefits and value of your work. Your CQI review helped you examine your results and make improvements to the program. Now you want to look back over all that you have done with an eye toward what it will take to sustain your teen pregnancy prevention program over time—both those inner-organizational actions and the stakeholder supports outside your organization. A sustainability review will help you get more concrete about what it might take to secure and maintain resources and build capacity for the future.

Using what you have already done as a foundation, sustainability reviews are about working strategically from your existing strengths and successes to determine what your next steps will be to continue building and promoting sustainability. The basis of your sustainability plans may simply be to confirm and keep doing the good work you are already doing, concentrating on maintaining what you have established so far. However, it is likely there are always ways to improve your position and chances for continuing to offer successful programs and services to prevent teen pregnancy.

Reviewing the foregoing information on important sustainability practices can help guide you in choosing the most logical new directions for sustaining your work based on current resources and capacities. For example, you may decide to concentrate your efforts on developing new resources to support your EBP, using your vision, logic model, and evaluation results to continue telling your story. Or you may decide to engage in or create a community action group to help mobilize interest, momentum among community leaders, and leverage multiple avenues for organizational, fiscal, and programmatic support. The action plan will be unique to your organizational needs and reflective of your community needs and resources on this issue.

Preparation

We recommend forming a small work group or subcommittee specifically committed to doing your sustainability review. You will probably want to include some of the people responsible for implementing and evaluating your program in this work group to provide valuable, practical information about how things went as well as continuity in your process.

Most, if not all, the information and data you have collected to date informs your sustainability planning. It will be up to you to choose which materials you think will be most valuable to your review. We suggest using the completed **Lessons Learned** tool you've worked on throughout the process to provide potential insights, particularly when married with the CQI review you completed in Step 9.

One possible angle to take in your sustainability discussions – applying the PSBA-GTO-TPP questions in a sustainability context. Here are the questions adapted for our context from the *Sustainability for Prevention Using Getting To Outcomes Toolkit*:

1. What are our needs and resources for sustainability?
2. What are our goals and outcomes for sustainability?
3. What best practices can be used to build sustainability?
4. How do these best practices for sustainability fit with our work?
5. What capacities do we need to build sustainability?
6. What is our plan for sustainability?
7. How will the implementation of our sustainability plan be assessed?
8. How will we know if our sustainability plan worked?
9. How can the sustainability process be continuously improved over time?

Remember – we are not necessarily suggesting that you undertake a long and detailed planning process here. How much work you decide to do will depend on your current level of resources and capacity. The questions and tools suggested may form a useful starting point for conversation and planning a thoughtful approach that may involve staggered or sequential action to help build the groundwork for sustained success.



Tool

Use the **Sustainability Review** tool located on the CDC Teen Pregnancy website to guide your review and capture your findings. Start with documenting what you have already done and then looking at where there might be gaps. The review tool prompts you to determine possible actions and prioritize them.

Complete your review

It may take more than one session to complete the sustainability review. Depending on how much advance preparation you've done, you might be able to complete your review in a long meeting, or you might want to use several meetings or even a day-long retreat to digest everything.

However you decide to conduct your review, be sure to take time to celebrate all that you have accomplished!



Save it

Keep your **Sustainability Review** with all your other saved materials.

Applying Step 10 when you already have a program

If you have been delivering a program for some time now, assessing sustainability is very important and valuable, no matter how many times you have implemented the program. Gather all the information you have available and work with your staff to conduct a sustainability review using the tools provided.

Building and promoting sustainability of a successful program can contribute to the support your organization over time, but sustaining your organization as a whole will require a sustainability plan with its own set of goals and outcomes.



Tip sheets

Two documents in the *Facilitator's Resources* folder on the CD that accompanies this manual may help you examine the potential for sustainability of your organization:

Characteristics of Highly Effective State Teen Pregnancy Prevention Organizations

Taking the Measure of Your Organization's Capacity
