



**RESOURCE GUIDE FOR
BUILDING SUSTAINABLE PROGRAMS**
Revised 2019



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SECTION I: UNDERSTANDING THE SUSTAINABILITY RESOURCE GUIDE

INTRODUCTION

An important step toward improving the health and well-being of adolescents and enabling them to become healthy, productive adults is to sustain programs that reduce their health risks and promote their positive development¹. Meaningfully and consistently supporting young people, however, requires planning, leadership, and collaboration to facilitate sustainable impacts in adolescent health promotion and disease prevention. The U.S. Department of Health and Human Services, Office of Population Affairs (OPA) provides a collection of resources to help their grantees with planning to achieve sustainable impact. These resources include:

- [The OAH Framework for Program Sustainability \(revised November 2017\)](#). This document describes the eight pillars for sustaining the components and outcomes of programs and services, in whole or in part. The framework describes eight factors that will facilitate grantees' formulation of their own concepts of sustainability and determine their sustainability planning goals.
- [The Sustainability Planning Guide \(revised November 2017\)](#). This template is designed to be used in conjunction with the OAH Framework for Program Sustainability to create an action strategy that agencies can use to build sustained capacity. It includes recommended steps, a timeline, and clear lines of accountability for each step.
- The [Resource Guide for Building Sustainability Programs](#) (this document). This guide includes practical tips and activities that will help grantees develop a long-term sustainability plan. There is a section for each of the eight sustainability factors in the OAH Framework for Program Sustainability, including Activity Guides to assist grantees in formulating their sustainability plans. A Sustainability Assessment Tool with instructions for scoring is included as an appendix along with a list of additional resources on sustainability.

¹ Guinosso, S. & Elnicki, J. (2013). *Beyond the Finish Line: Planning for Sustainability*. Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, You and Families, Family and Youth Services Bureau, Adolescent Pregnancy Prevention Division.

ACHIEVING SUSTAINABILITY

“Sustainability is...about creating and building momentum to maintain community-wide change by organizing and maximizing community assets and resources. It means institutionalizing policies and practices within communities and organizations. From the outset, sustainability requires an approach that emphasizes the development of a network of community practitioners who understand and can lead a [public health movement]. It also means involving a multiplicity of stakeholders who can develop long-term buy-in and support throughout the community for a coalition’s efforts. These factors are crucial to ensuring lasting change and making a difference in people’s lives.”²

ABOUT THIS GUIDE

This guide provides direction for creating a sustainability plan specifically for programs and services aimed at improving adolescent health. It contains guidance but also activities and additional resources for grantees to keep on hand as they begin their sustainability planning. In addition, key strategies and lessons learned from studies of sustainability among former grantees are infused throughout the guide to assist with sustainability planning.

Grantees can interpret and modify this guide to meet their unique program needs, their own stage of implementation, and their position within the community.

This guide includes specific processes and Seeds to Success to help grantees identify their sustainability planning goals, strategize, and begin to develop and implement their sustainability plans. It is recommended that this guide be used after grantees have read through the updated [Framework](#) and reviewed and completed the Assessment Tool in Appendix A.

HOW TO USE THIS GUIDE

This resource offers activity guides and exercises for each sustainability factor to help grantees strategize and begin to create their sustainability plan. Grantees in the early stages of sustainability planning may use this guide from start to finish, proceeding through each sustainability factor in the order in which they appear in the Resource Guide. However, grantees that have already begun to plan for sustainability may find it useful to review all the factors and to locate the sections and activities for factors where they need the most support.

“Make sustainability planning as tangible as implementation planning.”³

Before delving into this resource guide, grantees are encouraged to read and complete the [Sustainability Assessment Tool \(Appendix A\)](#), to evaluate their current sustainability efforts. Completing the Assessment first will help grantees identify those areas where they may need to focus more attention and resources.

This guide and accompanying resources offer a deeper understanding of the key factors that will help grantees achieve sustainable impact. The guide is structured around the OAH Framework for Program Sustainability (Figure I-1), the eight sustainability factors (Figure I-2) and the Seeds to Success for each factor (Figure I-3). Section II of the guide provides guidance, activities, and resources for each of the eight sustainability factors and their Seeds to Success. While the sections of the guide are presented in the order shown in Figure I-2, it is important to keep in mind that sustainability planning is a fluid process.

² Batan, M., Butterfoss, F.D., Jaffe, A., & LaPier, T. A sustainability planning guide for healthy communities. Washington, DC: Centers for Disease Control and Prevention. Available at https://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/pdf/sustainability_guide.pdf

³ Craft, L. & Prince, M. (2013). Taming the monster: Developing tangible sustainability plans. A presentation for the U.S. Department of Health and Human Services, Office of Adolescent Health: Washington, DC.

FIGURE I-1. OAH’S FRAMEWORK FOR PROGRAM SUSTAINABILITY



FIGURE I-2. EIGHT SUSTAINABILITY FACTORS

Stragtegrize: Create an Action Strategy
Assess: the Environment
Lead: Identify, Engage, and Develop Leaders
Evolve: Remain Flexible and Evolve
Communicate: Communicate with Stakeholders
Integrate: Integrate Program Services into Local Infrastructures
Partner: Build Strategic Partnerships and Mobilize the Community
Diversify: Secure Diverse Financial Opportunities

FIGURE I-3. EIGHT SUSTAINABILITY FACTORS AND THEIR SEEDS TO SUCCESS

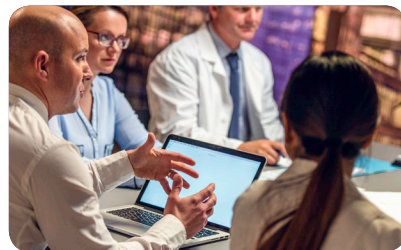




SECTION II: DEVELOPING A SUSTAINABILITY PLAN

This section will help grantees work through the eight sustainability factors as a part of their sustainability planning process. For each sustainability factor, the guide includes detailed information, numerous activities, and resources to help grantees address the Seeds to Success associated with each factor.

Grantees can interpret, tailor, and incorporate one, some, or all of these factors, activity guides, and exercises into developing their own unique sustainability plan. The activity guides associated with each factor are meant to spark grantees' thinking about sustainability. How grantees complete them, whether as part of a group effort, individually, or with guidance from outside strategic partners, will depend on who they believe needs to participate in brainstorming about developing their sustainability plan. Information gathered from completing these activity guides can then be used to fill in the [Sustainability Planning Guide](#).





SUSTAINABILITY FACTOR: CREATE AN ACTION STRATEGY (STRATEGIZE)

Sustainability is often the last stage to be discussed during program planning. Researchers warn that this delay can lead to the implementation of programs/services that do not anticipate the long-term environment in which they operate. Creating an action strategy to plan for sustainability early in the life of a program (or when applying for funding) with leadership, staff, partners, and stakeholders can increase a program’s chances for long-term sustainability. The Seeds to Success for *Create an Action Strategy* are included in Figure II-1.

**FIGURE II-1.
STRATEGIZE: SEEDS TO
SUCCESS**

- Start planning early
- Create a shared vision with partners and community leaders
- Define sustainability for your program
- Incorporate sustainability activities into daily program operations
- Create a sustainability plan
- Incorporate measures of success into your sustainability plan

LEARNING OBJECTIVE

Upon reviewing the information and completing the activities for this factor, (see Figure II-2), grantees will be able to address their Seeds to Success and create an action strategy for sustainability.

SEEDS TO SUCCESS

START PLANNING EARLY

Sustainability planning should be considered from the start and woven into the larger program work plan. Begin by determining who should help define sustainability and create the sustainability plan. This may include the leadership team of the organization, its financial officer, communications staff and program implementation staff. As discussed in the next section, it may also include outside strategic partners and community leaders with whom creating a shared vision and mission for programs and services will increase the likelihood of sustainability. This team can then help define sustainability and determine what the program’s or service’s goals are and what activities to sustain.

Lessons learned from TPP and PAF grantees indicate that one of the key strategies to achieve sustainability is to “plan ahead so the program can be implemented both during and after the grant period.” One TPP grantee commented, “sustainability planning and action planning should’ve taken place much earlier... When you get a five-year grant, year five seems like it’s far off, but it comes very fast.” Early planning was particularly essential for figuring out how to sustain more intensive programs.⁴ Ongoing discussions of sustainability can occur in tandem with overall program planning at regular staff, board, or leadership meetings. Failure to incorporate sustainability discussions into regular program operations can lead to activities that do not reflect long-term priorities.⁵

CREATE A SHARED VISION WITH PARTNERS AND COMMUNITY LEADERS

(ACTIVITY GUIDE 1)

Creating a shared understanding with partners of what sustainability means will make planning for it easier. Lessons learned from TPP and PAF grantees include the following: “Grantees that worked with

**FIGURE II-2.
STRATEGIZE:
ACTIVITY GUIDES**

- Activity 1: Sustainability Vision Clarification
- Activity 2: Defining Sustainability for your Partnership
- Activity 3: Developing a Sustainability Plan (Sustainability Planning Guide)
- Activity 4: Measuring Success of your Program or Service
- Activity 5: Wrapping Up— Identifying Additional Needs and Planning Next Steps

4 Alamillo, J., Asheer, S., Keating, B., & Knab, J. (2018). Sustaining teen pregnancy programs. Lessons learned from former OPA grantees. Available at: https://www.hhs.gov/ash/oah/sites/default/files/sustainability_study_tpp_summary_brief.pdf

5 Pluye, P., Potvin, L., Denis, J. L., Pelletier, J., & Mannoni, C. (2005). Program sustainability begins with the first events. *Evaluation and Program Planning*, 28, 123-137.

their implementation partners to develop sustainability plans were more likely to sustain after the federal grant period.”⁶

In the absence of a clearly articulated vision, achieving outcomes or sustaining partnerships will be difficult in the long term.⁷ Defining a shared vision can be a part of a grantee’s core efforts. In planning, consider answering the following questions:⁸

- With the help of partners and community leaders, what does the grantee want to achieve from its program or services?
- Do partners share the grantee’s vision for the program or service?
- What are the shared vision and goals?
- What are the shared immediate and intermediate outcomes that the grantee expects from the program?
- What resources or support can partners offer to create and implement the shared vision?



Engaging partners and key stakeholders in answering these questions can be an effective strategy for facilitating sustainability. The collective perspective is useful in maintaining long-term focus; and, in engaging partners early, grantees may be able to secure a greater level of commitment to their efforts.⁹ After completion of Activity Guide 1, store the information where it can be accessed for use in completing activities for a related sustainability factor, *PARTNER*, where this activity appears as [Activity Guide 6](#).

DEFINE SUSTAINABILITY FOR YOUR PROGRAM

(ACTIVITY GUIDE 2)

What does sustainability mean? Sustainability can mean different things in different contexts. To some, it is simply a continuity of services—the ability to carry on program services through funding and resource shifts or losses.¹⁰ To others, sustainability can mean institutionalizing services; adapting to constant changes in technology, policies, and funding streams; creating a legacy; and/or sharing positive outcomes to get local buy-in. Therefore, it is important for grantees to define specifically what sustainability means for their program/service and the key factors and stakeholders that will be involved in the effort. Grantees should consider the questions in Figure II-3 to better define what sustainability means for their programs and services.¹¹

Activity Guide 2 also provides a means by which grantees can define what sustainability means to their programs/services.

FIGURE II-3. DEFINING SUSTAINABILITY AND SETTING GOALS

- What does sustainability mean for grantees’ programs or services?
- What services or programs are priorities to sustain?
- How can these programs and services be sustained and evolve over time?
- What actions need to be taken to sustain these programs or services? In what contexts will these programs and services be sustained?

INCORPORATE SUSTAINABILITY ACTIVITIES INTO DAILY PROGRAM OPERATIONS

Embedding sustainability activities into daily program operations and program or service work plans will play a significant role in helping grantees include sustainability conversations and efforts in their regular practices.

If grantees are in the development stage, they are well-positioned to embed sustainability planning into their core program activities. As grantees develop their services, staffing, and financial plans, they can incorporate sustainability activities

⁶ Alamillo, J., Asheer, S., Keating, B., & Knab, J. (2018, February).

⁷ Friedman, A. & Wicklund, K. (2006). Allies Against Asthma: A midstream comment on sustainability. *Health Promotion Practice*, 7(2), 140s-148s.

⁸ Georgia Health Policy Center & Georgia State University. The dynamics of sustainability: A primer for rural health organizations. Health Resources & Services Administration Office of Rural Health Policy. Available at <http://www.ruralhealthlink.org/Portals/0/Resources/Sustainability%20Primer%20for%20Rural%20Health%20Organizations.pdf>

⁹ Wolff, T. (2010). Tools for Sustainability. *Global Journal for Community Psychology Practice*, 1(1), 40-57. <http://www.gjcpp.org/pdfs/2009-0017-Final%20Version-011410.pdf>

¹⁰ Johnson, K., Hays, C., Center, H., & Daley, C. (2004). Building capacity and sustainable prevention innovations: A sustainability planning model. *Evaluation and Program Planning*, 27(2), 135-149.

¹¹ Ibid.

into their program design and budgetary outlays. They can designate team members to lead their sustainability efforts and institutionalize an emphasis on funding diversification. At this stage, grantees can also build into their infrastructure regular efforts to identify and apply for alternative funding sources, as well as address staff development needs necessary to perform those functions. However, it is recognized that this is a challenge for some grantees that might not have staff or other organizational capacity to take on these sustainability activities. To overcome this challenge, consider partnering with organizations in your network early in the program, to begin joint sustainability planning, look for opportunities to diversify funding, and collaborate on related initiatives that might lead to sustained programs/services, participant outcomes, or enhanced delivery systems.

Sustainability planning can also be introduced into the core program activities of more seasoned grantees. This can be achieved in a number of ways, such as incorporating sustainability discussions into regular organizational meetings or designating a team of staff members to focus specifically on sustaining core intervention services or programs.

Regardless of the stage of implementation, grantees can consider exploring:

- Which staff members or partner organizations should be included in the sustainability planning efforts?
- How can sustainability discussions be incorporated into regularly scheduled staff meetings?
- How can sustainability be included as a core part of staff's and partners' roles and responsibilities?
- From where can they allocate resources to support sustainability planning and outreach?
- Can or should sustainability planning be a budgeted activity?

CREATE A SUSTAINABILITY PLAN

(ACTIVITY GUIDE 3)

A sustainability plan should be actionable, achievable, and include a strategy for monitoring successes and identifying challenges. A sustainability plan can serve as a roadmap that outlines how a program will operate, how it will meet its needs, and what direction it will take.¹² Figure II-4 highlights some of the key components required to build an effective sustainability plan.

Think about how the program's sustainability plan will incorporate the sustainability factors discussed in this guide:

- What is important to assess about the internal and external environment in which the grantee is working?
- How can programs and services adapt to changing needs?
- What is needed to secure community and partner support?
- How can grantees integrate their programs and services into other community organizations?
- Who would be an essential member of a leadership team?
- Who are key partners and stakeholders to include in sustainability planning efforts?
- How will they identify and secure diverse financial opportunities?

[Activity Guide 3](#) includes the [Sustainability Planning Guide](#) which is also available on the OPA website. In conjunction with the OAH Framework for Program Sustainability, grantees should use the template to create an action strategy, with steps, a timeline, and clear lines of accountability that their agency and sites can implement to build sustainability capacity now and in the future.

FIGURE II-4. COMPONENTS OF AN EFFECTIVE SUSTAINABILITY PLAN

- Goals and objectives;
- Description of services that will best address the needs of the community and the activities needed to achieve sustainability;
- Timelines for implementing activities and achieving the goals
- Names of person(s) responsible and resources needed to accomplish goals; and
- Measures of success and outcomes expected

¹² Whitfield, J. (2012). Preparing for sustainability. Presentation at "Expanding Our Experience and Expertise: Implementing Effective Teenage Pregnancy Prevention Programs" Conference. Baltimore, MD.

INCORPORATE MEASURES OF SUCCESS INTO YOUR SUSTAINABILITY PLAN (ACTIVITY GUIDE 4)

As grantees explore the sustainability factors, Seeds to Success, and activities in this guide, it is important to determine whether the program or service has been successfully sustained. As grantees develop sustainability plans, alignment between their definition of sustainability and their specific Seeds to Success in the plan is essential. Grantees can refer to the measures of success they develop (see Activity Guide 4) to ensure that steps they have chosen help reach those goals. In assessing whether the sustainability plan adequately addresses the success measures, grantees should consider:

- Do the goals and objectives in the sustainability plans match their concept of what it means to successfully sustain their work?
- Are the programs or services discussed in their sustainability plans those that will help their organizations and beneficiaries achieve success, as they have defined it?

How each grantee defines success for its program or service will vary significantly. Some may measure their success by the diversity of their funding streams, while others will measure it by the participant outcomes or the effectiveness of community coalitions they lead. Many will focus on whether they are able to maintain their current services or programs after the federal funding cycle has ended. The extent to which an organization is able to institutionalize various aspects of the program or service (e.g., new or strengthened collaborations with partners) into its existing structures is also a measure of success. Many will also have some combination of success indicators that relate to each of the sustainability factors outlined in this guide. Figure II-5 provides a sampling of success measures grantees may consider.

Grantees may want to think about which, if any, of the sample success measures in Figure II-5 apply to their program or service. Grantees may want to refer to their program logic model and use Activity Guide 4 to help them identify their organization's measures of success and concept of sustainability.

FIGURE II-5. POSSIBLE MEASURES OF SUCCESS

- Partners provide in-kind services and resources.
- Key staff positions are integrated into partner agencies' core services.
- Programs or services are an essential part of the larger organization or partnering agencies.
- Numerous outside strategic partners have been secured.
- The community seeks out and supports programs or services.
- Numbers of program or service participants increase each year.
- Programs and services are actively participating in community events, coalitions, and work groups.
- Sound policies and procedures that support programs or services have been created.
- Partners integrate policies and procedures into their respective organizations.
- New relationships are fostered or existing.
- Programs or services have led to increased capacity and/or training opportunities.
- Programs or services have changed public awareness and perceptions about adolescent health.
- Aspects of the programs' or services' approaches have been adopted by other organizations.
- Programs or services continue as they are beyond the federal funding cycle.
- Revenue-generating strategies are in place.
- Additional funding to assist in sustaining programs or services has been secured.
- There is a broad base of funding.

WRAPPING UP (ACTIVITY GUIDE 5)

As you finish working through the Seeds to Success for this sustainability factor, use Activity Guide 5 to identify any additional needs you have related to this factor and your next steps for moving forward.

STRATEGIZE | ACTIVITY GUIDE 1: SUSTAINABILITY VISION CLARIFICATION¹³

Instructions. This activity is intended to help grantees clarify their vision of sustainability. It will also help grantees consider general strategies for ultimately accomplishing the vision. The activity should be done with the participation of all grantee staff working directly on the federally funded project. After completion of this Activity Guide, store the information where it can be accessed for use in completing activities for a related sustainability factor, *PARTNER*, where this guide appears as [Activity Guide 6](#).

Distribute copies of the worksheet to grantee staff.

- 1) Instruct staff to complete the worksheet on their own, drawing upon their personal knowledge and experience with the project.
- 2) As a group, aggregate responses for each of the items in the worksheet on a whiteboard or flipchart paper making comprehensive lists of all responses to all items. Indicate the duplicate responses and the number of times each was mentioned by individual staff. (Alternatively, if meeting as a group, staff can write responses on sticky notes—one response per sticky—and then place them with the corresponding item on the whiteboard or flipchart paper.)
- 3) As a group, analyze and interpret the data for your project. The following information may be helpful for this process:
 - a) Item #1: Responses may provide unique benchmarks to assess progress toward achieving sustainability.
 - b) Item #2: Responses help segment and clarify the individual components of grantees' programs and services. This is valuable because it helps staff see how the whole of the project comprises specific, unique components—some of which may be able to stand alone if needed. As a group, come to general agreement regarding the various components of the project.
 - c) Items #3 and #4: Achieve group consensus on each of these items. Efforts to focus down and refine these items will provide a clearer vision of what sustainability looks like for a grantee's project. Therefore, it is important to help the group to focus down to only three most important components and a single most important component.
 - d) Item #5: Responses to this item will help grantees identify a variety of strategies to move toward sustainability within each of the categories. Each of the three categories represent efforts grantees need to make to achieve sustainability:
 - i) Finances and funding: Beyond fundraising to replace dollars, this category includes cutting, controlling, or sharing costs.
 - ii) Infrastructure and structure: Sustainability can be achieved for some programs or services by modifying them.
 - iii) Community engagement and mobilization: There is an established link between these and success in sustainability.¹⁴ Responses here should generate ideas and strategies.

¹³ This activity was developed by and adapted from: Klaus, T. W., and Johnson, E. E. (2008; revised 2017). *Becoming Indispensable: Program Sustainability Training*, Available from the author at: info@tenaciouschange.us

¹⁴ Klaus, T. W., and Saunders, E. (2016). Using collective impact in support of communitywide teen pregnancy prevention initiatives. *Community Development*, 47(2). 241-258.

STRATEGIZE | ACTIVITY GUIDE 1: SUSTAINABILITY VISION CLARIFICATION (CONTINUED)

WORKSHEET (Upon completion, store this information where it can be accessed for later use in the *PARTNER* section ([see *PARTNER* section, Activity Guide 6]).

1) I/We will know our programs or services are becoming sustainable when...	
2) The core components of our programs or services are...	
3) The three core components most important to sustain are...	
4) When funding ends, the single most important component we must protect at all cost is...	
5) To achieve sustainability by the end of the funding cycle, what more can we be doing now regarding:	
i) Finances and funding	
ii) Infrastructure and structure	
iii) Community engagement and mobilization	

STRATEGIZE | ACTIVITY GUIDE 2: DEFINING SUSTAINABILITY FOR YOUR PARTNERSHIP

Instructions: Use the following questions to guide discussions with internal and external partners about what “sustainability” means for your programs/services. Store the information in a place where it can be accessed regularly for use in other activities in this factor as well as other factors throughout this guide.

<p>1) Convene groups of internal and external partners to discuss the following questions. Individual discussions can also be used and integrated with the group discussions to eventually form your definition.</p>	
<p>▶ What does sustainability mean for grantees’ programs or services?</p>	
<p>▶ What services or programs are priorities to sustain?</p>	
<p>▶ How can these programs and services be sustained and evolve over time?</p>	
<p>▶ What actions need to be taken to sustain these programs or services? In what contexts will these programs and services be sustained?</p>	
<p>2) After discussions with several of your internal and external partners, write your working definition of “sustainability” here. Feel free to revisit your definition and refine it as implementation and evaluation occur.</p> <p>Sustainability for our partnership means:</p>	

STRATEGIZE | ACTIVITY GUIDE 3: DEVELOPING A SUSTAINABILITY PLAN (SUSTAINABILITY PLANNING GUIDE)¹⁵

Instructions: *Follow the steps in the guide, in conjunction with the [OAH Framework for Program Sustainability](#), or develop a program- or services-specific template. The goal is to create an action strategy, with steps, a timeline, and clear lines of accountability that the grantee agency and partners can implement to build sustainability capacity now and in the future. A copy of the guide is included here for grantees' use.*

FOR FURTHER CONSIDERATION

A number of additional templates are available. Grantees may want to explore and determine if the following additional resources may help supplement the information in this guide. This is just a small sample of additional resources available. Grantees may have their own tools or know of others and should feel free to use them to supplement this guide, as appropriate.

For additional guidance on developing a sustainability plan and sustainability plan samples, consider reviewing the following resources:

- [Toolkit for Program Sustainability, Capacity Building, and Volunteer Recruitment/Management](#), a resource by the Corporation for National and Community Service.
- [Sustaining Grassroots Community-Based Programs: A Toolkit for Community- and Faith-Based Service Providers](#), a resource by the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration.
- [A Sustainability Planning Guide for Healthy Communities](#), a resource by the Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Division of Adult and Community Health.
- [The Road to Sustainability: Sustainability Workbook](#), a resource from the After School Alliance.
- [The Sustainability Planning Workbook](#), a resource by the Finance Project.
- [Resources List](#)

¹⁵ This Sustainability Planning Guide was adapted by the Office of Population Affairs from the [TPP LEAD Collaborative](#) and the [University of Massachusetts Donahue Institute](#).

SUSTAINABILITY PLANNING GUIDE

Follow these steps, in conjunction with the **OAH Framework for Program Sustainability**, or develop your own template. The goal is to create an action strategy, with steps, a timeline, and clear lines of accountability – that your agency and your sites can implement to build sustainability capacity now and in the future.

Pre-Planning Steps:	Person(s) Responsible?	Completed?
1. Assemble an internal leadership team to serve on a Sustainability Planning Committee		<input type="checkbox"/>
2. Recruit community champions, State/Tribal, Local, and Expectant and Parenting Advisory Group members to also serve on the Sustainability Planning Committee		<input type="checkbox"/>
3. Review the OAH Sustainability Framework and the OAH Factors to Program Sustainability		<input type="checkbox"/>
4. Assess the Environment (internal/external capacity; sub-awardee capacity; partner agencies)		<input type="checkbox"/>
Planning Steps:	Person(s) Responsible?	Completed?
1. Establish a shared vision for sustainability		<input type="checkbox"/>
2. Integrate environmental assessment findings from pre-planning		<input type="checkbox"/>
3. Prioritize what to sustain [DETAILS BELOW]		<input type="checkbox"/>
4. Establish budget/resources needed		<input type="checkbox"/>
5. Understand and identify feasibility of different fundraising strategies <ul style="list-style-type: none"> • UMDI LEAD Fundraising Strategies Pros and Cons 		<input type="checkbox"/>
6. Identify the goals and action steps; draft a Sustainability Plan [DETAILS BELOW] <ul style="list-style-type: none"> • Does your Sustainability Plan align with your vision? 		<input type="checkbox"/>

Identify the Sustainability Goals and Action Steps (Sustainability Planning Step 6)

The following is one example of a planning template that grantees may follow. Grantees are welcome to create and use their own version of a template. Once created, grantees should upload their sustainability plan(s) to their MAX.gov Grantee Folder.

To complete the planning chart (next page), begin by identifying the sustainability goals and methods. Plans typically have between 3-10 Sustainability Goals, sometimes more or less, but more important than quantity is to create goals that reflect what your team envisions.

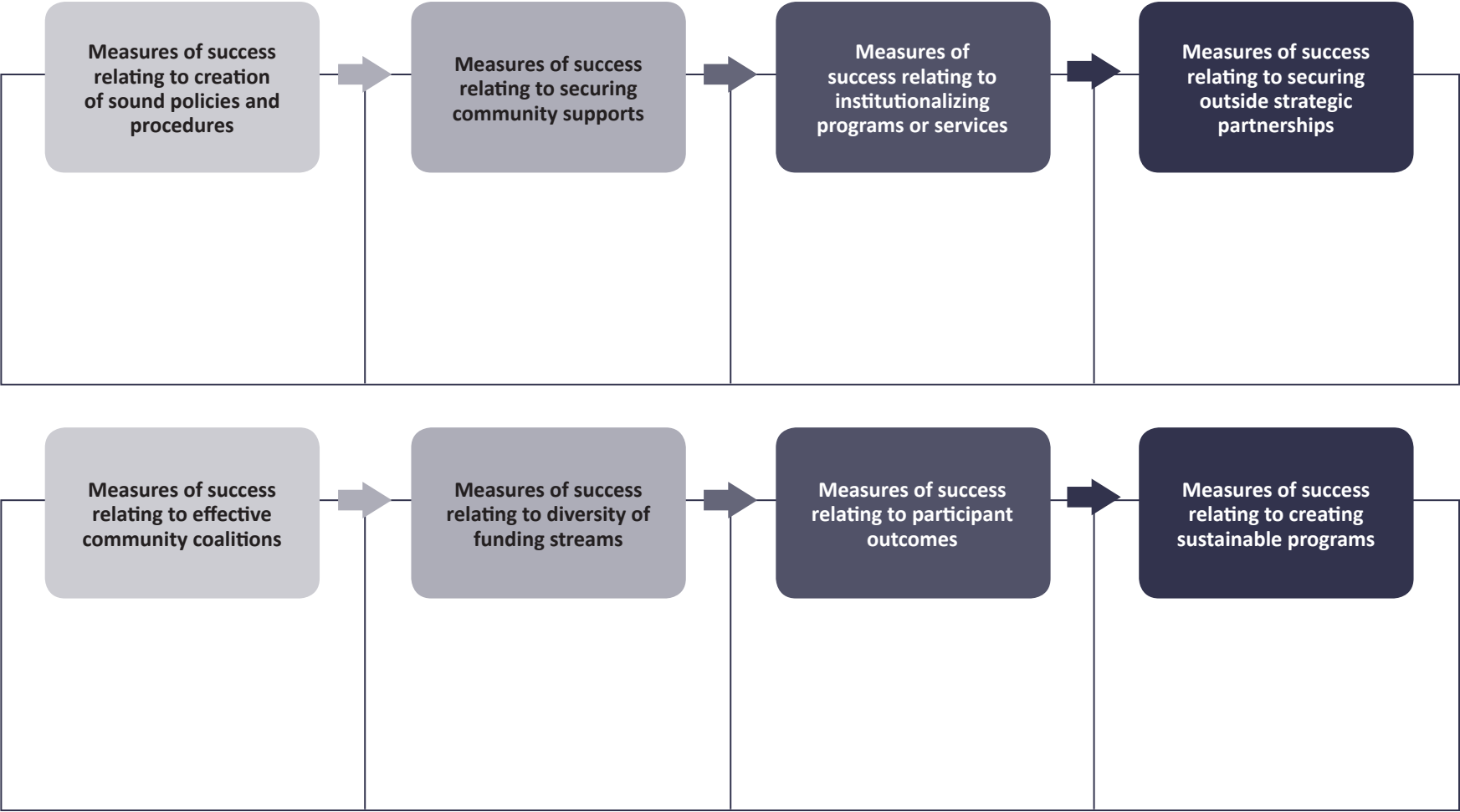
- Programming
 - Community mobilization
 - Income diversification
 - Dollar amount to be raised
 - In-kind support
 - Training models
 - Partnerships
 - Infrastructure/personnel
 - Communications/dissemination
 - And more...
- **Sustainability Goal.** One to two sentences describing a change your team wants to see happen in order to build capacity in a key area. Create different charts for each Sustainability Goal. Often, sustainability goals focus on: Ideally, the goal(s) will be SMART (Specific, Measurable, Attainable, Relevant, Time bound). The following are two examples of a sustainability goal:
 - Example #1: *By June 30, 2018, at least one implementation site will have at least one other source of funding.*
 - Example #2: *By June 30, 2018, identify and establish relationships with 50 organizations at the state/tribe level who can describe and advocate for the program.*
 - **Sustainability Method.** A phrase or a sentence identifying a principal method to be used to achieve the goal. A goal may have one or more methods. For example, the goal in Example #1, above, could have one method (i.e. foundation funding), or more (i.e. fee-for-service model, state-level funds, etc.). Likewise, the goal in Example #2, above, could require one method (i.e. 1:1 engagements/regular meetings) or several (i.e. state-level summit meetings; Listserv or online community forums).
 - **Action Steps:** Activity, Person/Group Responsible, Timeline, and Resources Needed. For each primary activity, identify corresponding secondary activities; individual or group responsible; timeline; and capacity building assistance (CBA) needed to support the group's work in that area. The "Progress Update" column enables teams to monitor work on each action step over time.
 - **Align with OPA Factors for Program Sustainability.** The factors for program sustainability have demonstrated to lead to sustainability through on-the-ground experience and research. Please align your plan with the factors:
 - **STRATEGIZE** | Create an Action Strategy
 - **ASSESS** | Assess the Environment
 - **LEAD** | Identify, Engage, and Develop Leaders
 - **EVOLVE** | Remain Flexible and Evolve
 - **COMMUNICATE** | Communicate with Stakeholders
 - **INTEGRATE** | Integrate Program Services into Local Infrastructures
 - **PARTNER** | Create Strategic Partnerships and Mobilize the Community
 - **DIVERSIFY** | Diversify Financial Opportunities
 - **Sustainability Plan.** Once completed, the categories listed above comprise the sustainability plan. Depending on the sustainability goal, you will need one or more activities. Keep in mind that the more detailed the action steps, the easier it will be to complete them as well as determine where efforts may be falling short so you can devise an alternative plan if necessary. Finally, your sustainability plan is almost certain to be longer than one page – make additional copies of the planning template on the next page, as needed. You may want to create a State/Tribal level plan and separate implementation site plan.

Sustainability Goal #1:	[e.g. service sustained; income diversification; amount to be raised; in-kind support; organizational infrastructure strengthened; partnership established; training delivered; etc.]
Sustainability Method(s):	[Method(s) used to achieve sustainability goal]

Primary Activity	Secondary Activities/Deliverables	Alignment with OPA Factors for Program Sustainability	Person/Group Responsible	Timeline	Resources and/or individual T/A Needed	Progress Update
1.	a.					
	b.					
	c.					
2.	a.					
	b.					
	c.					

STRATEGIZE | ACTIVITY GUIDE 4: MEASURING SUCCESS OF YOUR PROGRAM OR SERVICE

Instructions: Complete this activity to help identify the indicators or measures to be used to determine whether a program or service has been successfully sustained. The areas listed below refer to many of the factors of sustainability discussed in this guide, but also allow for the measures of success to be considered more expansively. Refer to the examples in [Figure II-5 Measures of Success](#) to help guide the thinking or approach to this activity. Activities throughout the guide will help build the sustainability plan and ensure it meshes with the success measures identified in this activity. Some may find it useful to complete this exercise before going through each section of this guide to help identify goals and objectives in planning for sustainability. Others may prefer to complete this exercise later in the process. It will be up to each grantee to determine when it makes sense for them to complete this activity—at start up, during full implementation, or near the end of their funding cycle.



STRATEGIZE | ACTIVITY GUIDE 5: WRAPPING UP—IDENTIFYING ADDITIONAL NEEDS AND PLANNING NEXT STEPS

IDENTIFYING ADDITIONAL NEEDS

Instructions: Now that these exercises have been completed, take a moment to write down any challenges experienced in completing these activities and any additional resources that might be needed to address these challenges.

PLANNING YOUR NEXT STEPS

Instructions: Write down three things the grantee’s team can do right now with the information gathered during these activities to plan for sustainability. Be sure to include who is responsible, a time frame for accomplishing the task, and any metrics for assessing successful completion.

What challenges did you face in completing the activities in this section?	1.
What resources would be useful to help you better address these challenges?	2.
	3.



SUSTAINABILITY FACTOR: ASSESS THE ENVIRONMENT (ASSESS)

Assessing the internal and external environments in which programs or services operate is critical to sustainability planning. Internal assessments can help grantees understand the strengths and weaknesses of their organization's staffing, management, and infrastructure. External assessments can include looking at the impact of community-level factors such as local demographics and existing adolescent health activities, the financial environment for current and future funding, and the policy environment. Performing these environmental assessments can occur at any time—whether a grantee is at start up, during full implementation, or in the final stages of a particular funding cycle. The assessment approach the grantee chooses to take may relate to its existing resources, staff availability, and understanding of their program's/service's current and future sustainability needs. The Seeds to Success for *Assess the Environment* are included in Figure II-6.

FIGURE II-6. ASSESS: SEEDS TO SUCCESS

- Assess the internal and external environments
- Consider the organizational, financial, and policy environments at the local, state, and national levels
- Embed continuous assessments throughout the life of the program or service
- Use the information gathered to decide what should be sustained

LEARNING OBJECTIVE

Upon reviewing the information and completing the activities for this factor (see Figure II-7), grantees will be able to address the Seeds to Success and conduct an environmental assessment to inform their sustainability planning.

SEEDS TO SUCCESS

ASSESS THE INTERNAL AND EXTERNAL ENVIRONMENT (ACTIVITY GUIDES 1 AND 2)

It is critical to continuously assess the internal and external environments in which programs/services operate. Grantees should use Activity Guide 1 to explore internal organizational issues, which include factors within one's own organization, between the program/service unit and the larger organization, or between it and other units. Some issues to consider during an internal assessment are:

- Does the larger organization share the program/service vision and goals?
- Is the program/service embedded within the organization or standing alone without a clear tie to the existing structures (i.e., is the program positioned for institutionalization)?
- Does the leadership of the larger organization understand and support the programs or services?
- Are the programs or services a core function of the larger organization?
- Are the programs or services a part of the larger organization's strategic plan?
- How does the program or service coordinate with other divisions or units within the organization?

For the external environment, grantees should use Activity Guide 2 to assess community needs, resources, and relationships with other organizations; and the grantee organization's role in meeting community needs or sharing resources. When grantees look at their community's needs, they may consider the services or programs they offer in relationship to their clients' and outside organizations' needs and services. They may consider:

FIGURE II-7. ASSESS: ACTIVITY GUIDES

- Activity 1: Assessing Your Organization
- Activity 2: Assessing Community Needs
- Activity 3: Assessing Organizational Relationships
- Activity 4: Assessing Your Program's or Service's Current Funding, Financing, and In-kind Resources
- Activity 5: Understanding the Policy Environment
- Activity 6: Wrapping Up—Identifying Additional Needs and Planning Next Steps

- The community's needs with respect to adolescent health, teen pregnancy, and teen parenting programs and services;
- The urgency of those needs;
- The evidence or data used to assess community needs;
- The services, supports, or resources they offer to support these needs;
- The evidence or data they have to support their approach to meeting community needs;
- Whether other community organizations offer similar services; and
- What makes their programs or services unique?
- Does the program/service have a unique position/standing in the community or are there too many other similar programs/services?
- What are the perspectives of the teens and their families about their needs and how well they are being addressed?
- How do the participants perceive the program/service?
- Are the participants' and community members' views incorporated into their approaches?



CONSIDER THE ORGANIZATIONAL, FINANCIAL, AND POLICY ENVIRONMENTS AT THE LOCAL, STATE, AND NATIONAL LEVELS

Conducting sustainability assessments of a program's/service's greatest areas of concern helps grantees understand the necessary ingredients for creating a sustainability plan that fully acknowledges and addresses the current organizational, financial, and policy environments. Some assessments will require collecting information at multiple levels (local, state, and national) to explore relationships with other organizations and funders that might have implications for sustaining local programs or services. When thinking about which areas of focus for a sustainability assessment, grantees should focus on the following related to each of these environments.

ORGANIZATIONAL ENVIRONMENT

(ACTIVITY GUIDE 3)

When grantees look at the organizational environment (i.e. relations to other organizations), they should consider:

- What makes your program/service unique?
- What makes other organizations' programs/services unique?
- Are there opportunities to leverage resources between organizations?

FINANCIAL ENVIRONMENT

(ACTIVITY GUIDE 4)

Grantees can examine their current financial environment using Activity Guide 4 to identify:

- Current funding streams and determine the breadth of their funding sources;
- Areas where current funding may change, including funding that may be lost, cut, or increased soon or in the future; and

- Current or prospective partners or sources of funding and assess the strength of their relationship with:
- National, state, and local government funders;
- National, state, and local foundations that have funding priority areas in adolescent health and/or expectant and parenting teens;
- External partner organizations that may be appropriate with which to seek out joint funding opportunities;
- Internal and external program champions who can help identify and capture future funding opportunities; and
- Corporate or other stakeholders who may be able to offer funding, staffing, or other in-kind supports.

Grantees should review strategies discussed later in *Section II: Developing a Sustainability Plan - Sustainability Factor: Secure Diverse Financial Opportunities (DIVERSIFY)* to further explore current or prospective funding relationships.

POLICY ENVIRONMENT

(ACTIVITY GUIDE 5)

When grantees look at the policy environment in which they operate, they should consider:

- How the current policy environment affects their program's or service's financial health;
- How the current policy environment affects their capacity to deliver services or programs;
- Whether there are policy changes on the horizon that may impact their financial stability or service/program delivery system; and
- Whether they have or need individual or organizational allies in national, state, or local policy spheres and the extent to which they need these relationships to support program or service goals.

These various assessments will allow grantees to establish their niche within the community while also understanding what else exists or could exist in the community. Assessments of both the internal and external environment are, therefore, essential and can inform decisions about necessary factors in the internal and external environments needed to achieve sustainable impacts of a program or service.

EMBED CONTINUOUS ASSESSMENTS THROUGHOUT THE LIFE OF THE PROGRAM OR SERVICE

How grantees choose to incorporate assessments into their regular practice depends on their interests, resources, and sustainability plans. For some, this may mean including discussions at regularly scheduled staff, leadership, or board meetings to assess the community, organizational, financial, and policy environments. For others, this may be a part of an annual retreat or an early step of a systematic sustainability planning process. In other cases, grantees may choose to identify appropriate staff members to participate in *ad hoc* workgroups that focus their time-limited efforts on conducting an environmental assessment. Grantees may conduct a formal strengths, weaknesses, opportunities, and threats (SWOT) analysis. There are several resources available to assist SWOT efforts, including resources from the University of Kansas Community Toolbox¹⁶ among many others. By assessing strengths and weaknesses within the context of the community in which the program or service functions, grantees will begin to be able to pinpoint those areas where a scan of the current environment may be beneficial.

Regardless of the approach each grantee chooses, they should look at this effort as a continuous occurrence. As the organizational, financial, and political environments of community's change, so do the community demographics, norms, and service delivery needs. Grantees can regularly consider how they continue to fit into the larger picture and whether their programs and services remain relevant, useful, culturally responsive, and supported. In considering the topical areas

¹⁶ University of Kansas. (2013). SWOT Analysis: Strengths, Weaknesses, Opportunities, and Threats. In the Community toolbox (Section 14). Retrieved from <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/swot-analysis/main>

that should be the focus of ongoing assessment, always be cognizant of the purpose, namely, to identify existing as well as new relationships and structures that can support the program’s or service’s short- and long-term sustainability capacities and needs. Suggestions for responding to changing environments are offered in [Section II: Developing a Sustainability Plan - Sustainability Factor: Remain Flexible and Evolve \(EVOLVE\)](#).

USE THE INFORMATION GATHERED TO DECIDE WHAT SHOULD BE SUSTAINED

Once grantees have completed their assessment, they should decide how they want to use the information gathered in their larger sustainability planning efforts. In some instances, grantees may write up short informal reports that can be reviewed and commented on by their leadership or board members. In others, information gathered may become embedded into program or service implementation designs, marketing, outreach, and funding capture efforts. Whether grantees conduct formal or informal environmental assessments, they may use the information gathered to help:

- Analyze the interrelationships between their programs and services, their partners, and the financial and political environments;
- Explore how these relationships may positively or negatively affect one another; and
- Identify recommended areas of focus for sustainability planning.

For the latter consideration, grantees might refer to Figure II-8 that includes examples from the Teen Pregnancy Prevention (TPP) Program and Pregnancy Assistance Fund (PAF) sustainability studies and the decisions grantees made to sustain their programs/services in full, in part, or through expansion. Activity Guide 5 can be used by grantees to identify additional needs and plan next steps to create their assessment strategy.

WRAPPING UP

(ACTIVITY GUIDE 6)

As you finish working through the Seeds to Success for this sustainability factor, use Activity Guide 5 to identify any additional needs you have related to this factor and your next steps for moving forward.

FIGURE II-8. ASSESS: EXAMPLES OF SUSTAINABILITY DECISIONS FROM TPP GRANTEES

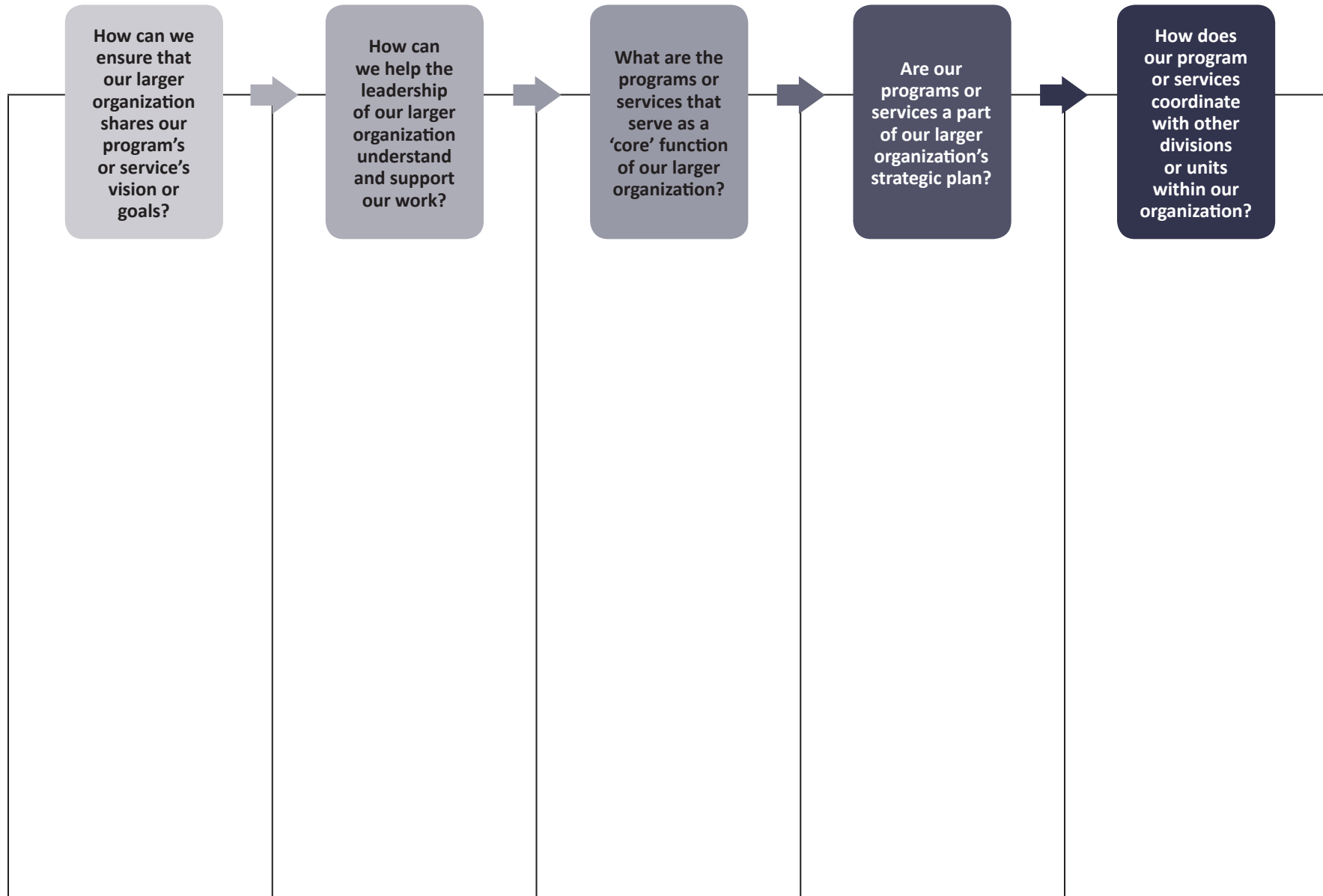
“Among former OPA TPP grantees that sustained their programs or services:

- 15 scaled-back the scope of their programs, eliminating some program components and/or serving fewer youth, to continue at a lower level of funding;
- 10 scaled-up the scope of their programs, adding new components and/or serving more youth, after their grant ended;
- 10 changed the target population that they served; and
- 11 changed the setting where their programs were implemented.”¹⁷

¹⁷ Alamillo, J., Asheer, S., Keating, B., & Knab, J. (2018, February). *Sustaining programs for teenage pregnancy prevention: Lessons learned from former OPA grantees*. Brief submitted to the U.S. Department of Health and Human Services, Office of Adolescent Health. Washington, DC: Mathematica Policy Research.

ASSESS | ACTIVITY GUIDE 1: ASSESSING YOUR ORGANIZATION

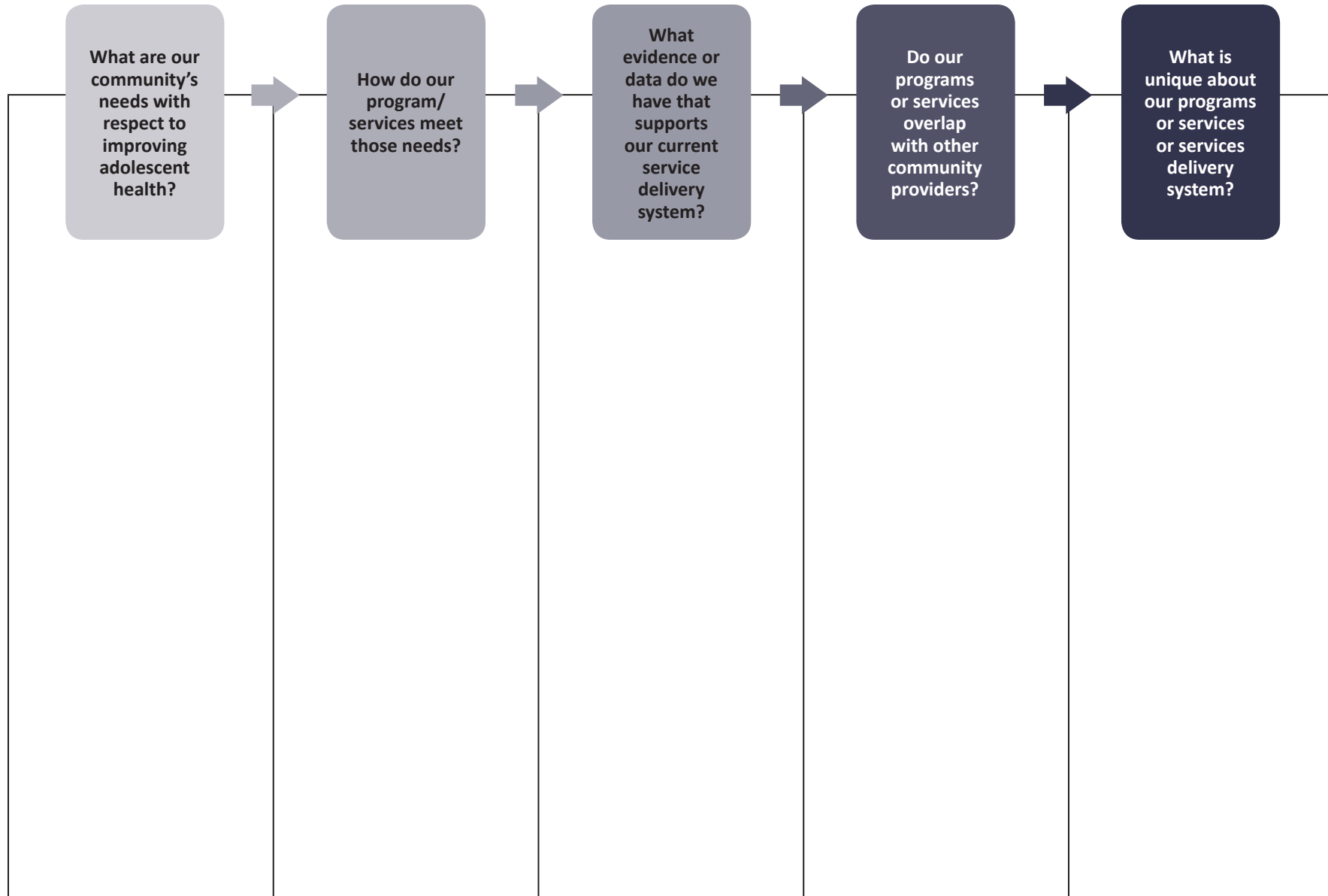
Instructions: Use the spaces provided to begin exploring your organizational environment.



ASSESS | ACTIVITY GUIDE 2: ASSESSING COMMUNITY NEEDS

Instructions: Use the space provided to begin exploring your community's needs and the role your program or services play in meeting those needs.

COMMUNITY SERVICE NEEDS



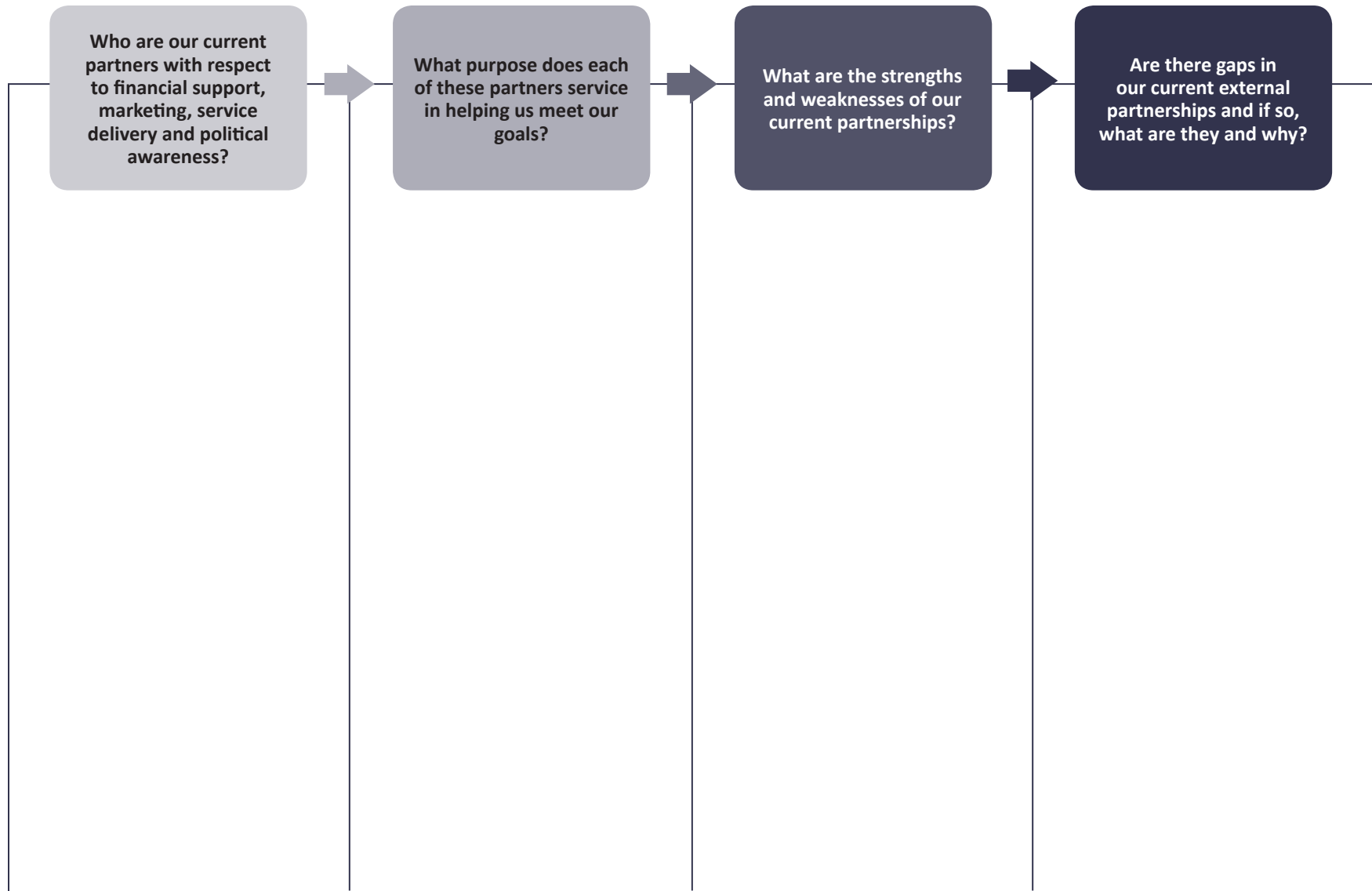
ASSESS | ACTIVITY GUIDE 2: ASSESSING COMMUNITY NEEDS (CONTINUED)

ASPECTS TO ASSESS	STATUS IN YOUR COMMUNITY
Community environment	
What are our programs'/services' strengths and weaknesses?	
What makes our programs or services unique?	
What programs or individuals do we work with on a regular basis?	
What is our relationship like with each of those stakeholders?	
How can that relationship be improved or altered to support program goals?	
How do our service recipients/program participants view our services?	
What makes other organizations' programs/services unique?	
What are the gaps in service delivery to the target populations in our community?	
What changes in community demographics or needs may affect what services or programs we offer and to whom?	
What evidence or data are available to support our approach to meeting community needs?	

ASSESS | ACTIVITY GUIDE 3: ASSESSING ORGANIZATIONAL RELATIONSHIPS

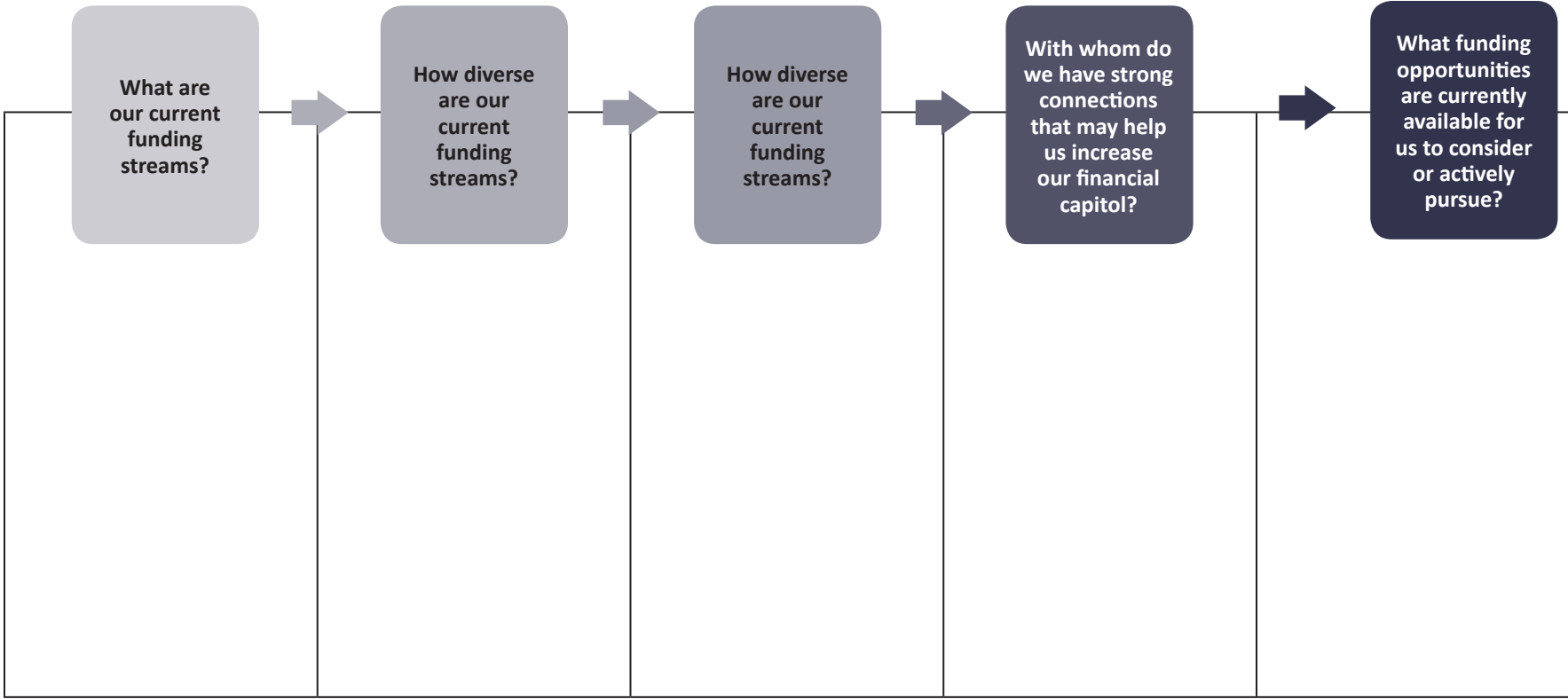
Instructions: Use the space provided to assess the level and quality of your program's current relationships.

COMMUNITY RELATIONSHIPS



ASSESS | ACTIVITY GUIDE 4: ASSESSING YOUR PROGRAM’S OR SERVICE’S CURRENT FUNDING, FINANCING, AND IN-KIND RESOURCES

Instructions: Use the space provided to begin thinking about your program or service’s current financial state and the financial environment in which you are working. You may want to review the boxes below for additional considerations. Remember that in-kind supports and resources are financial assets!



FOR FURTHER CONSIDERATION

The purpose of this discussion is for you to identify your current funding levels, how those may change in the near future, and what relationships you hold that may help you financially sustain. When thinking about current financial relationships, consider your supports from:

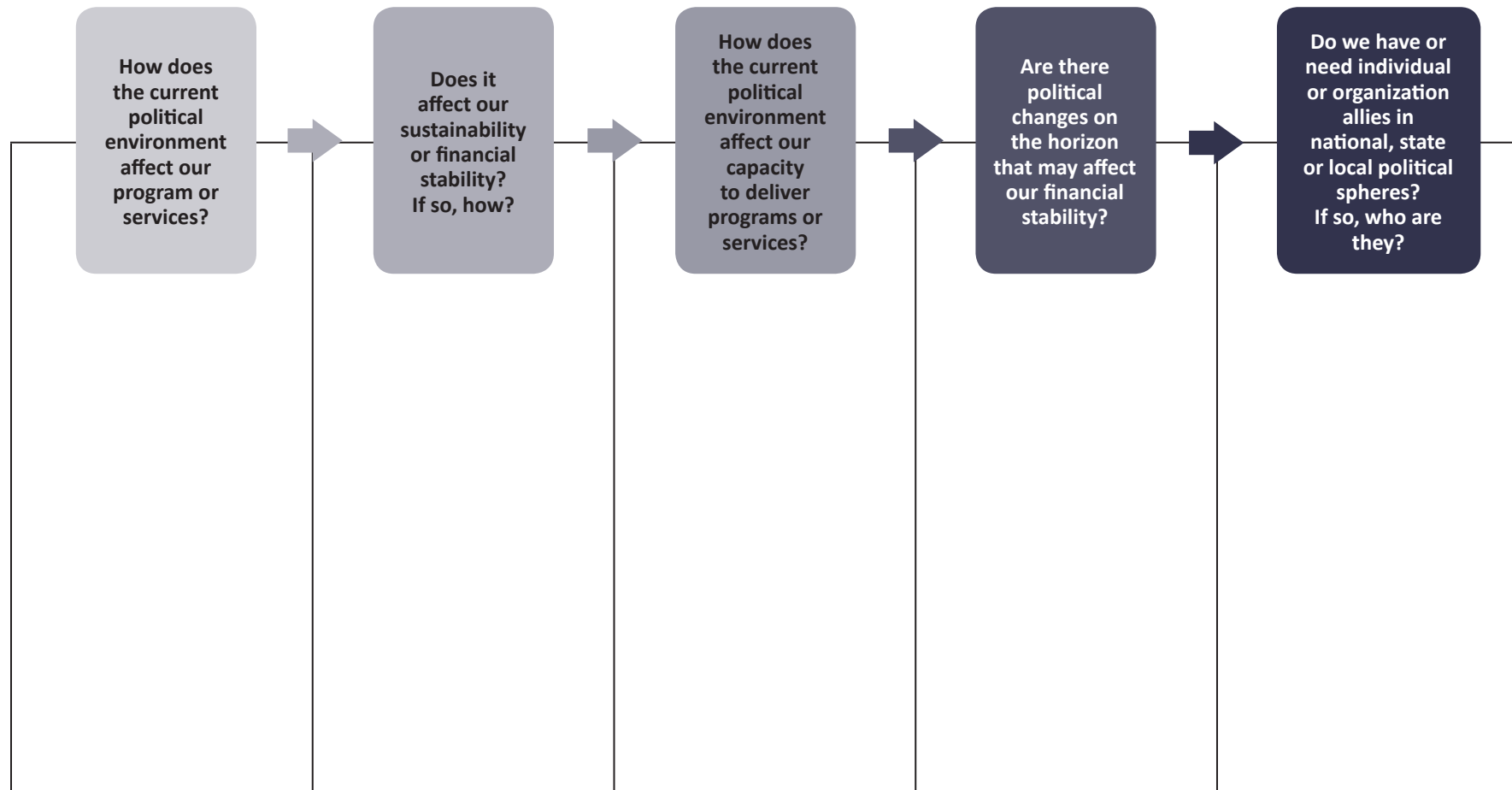
- National, state and local government funders;
- National, state and local private foundations that have funding priority areas in adolescent health, expectant and parenting teens;
- External partner organizations that you may work with on joint funding opportunities;
- Internal and external program champions who have helped you identify and capture funding opportunities;
- Corporate or other stakeholders who have provided funding, staffing, or other in-kind supports; and
- Social impact investment and entrepreneurial efforts undertaken.

ASSESS | ACTIVITY GUIDE 4: ASSESSING YOUR PROGRAM'S OR SERVICE'S CURRENT FUNDING, FINANCING, AND IN-KIND RESOURCES (CONTINUED)

ASPECTS TO ASSESS	STATUS IN YOUR COMMUNITY
Financial environment:	
What current funding streams do we have (what is the breadth of our funding sources)?	
What are the areas where current funding may change, including funding that may be lost, cut, or increased soon or in the future?	
Do we have current or prospective partners or sources of funding? What are the strengths of our relationships with these partners? (assess for each type below)	
National, state and local government funders	
National, state and local foundations that have funding priority areas in adolescent health and/or expectant and parenting teens	
External partner organizations that may be appropriate with which to seek out joint funding opportunities	
Internal and external program champions who can help identify and capture future funding opportunities	
Corporate or other stakeholders who may be able to offer funding, staffing or other in-kind supports	

ASSESS | ACTIVITY GUIDE 5: UNDERSTANDING THE POLICY ENVIRONMENT

Instructions: Use the space provided to begin thinking about the political environment in which you are working and the impact it may have on your programs or services.



FOR FURTHER CONSIDERATION

The purpose of this discussion is for you to assess the current political environment and how it affects your overall viability and stature in the community. Consider:

- How current political ties support program or service goals.
- How national, state or local political ties could help sustain the program or services both in the short and long-term.
- What, if any, negatives would be associated with having political ties that support our work and our mission?

ASSESS | ACTIVITY GUIDE 5: UNDERSTANDING THE POLICY ENVIRONMENT (CONTINUED)

ASPECTS TO ASSESS	STATUS IN YOUR COMMUNITY
Policy environment:	
How does the current policy environment affect our programs'/ services' financial health?	
How does the current policy environment affect our capacity to deliver services or programs?	
Are there policy changes on the horizon that may impact our financial stability or service/program delivery system?	
Do we have or need individual or organizational allies in national, state, or local policy spheres? To what extent do we need these relationships to support our program/ service goals?	

ASSESS | ACTIVITY GUIDE 6: WRAPPING UP—IDENTIFYING ADDITIONAL NEEDS AND PLANNING NEXT STEPS

IDENTIFYING ADDITIONAL NEEDS

Instructions: Now that these exercises have been completed, take a moment to write down any challenges experienced in completing these activities and any additional resources that might be needed to address these challenges.

PLANNING YOUR NEXT STEPS

Instructions: Write down three things the grantee’s team can do right now with the information gathered during these activities to plan for sustainability. Be sure to include who is responsible, a time frame for accomplishing the task, and any metrics for assessing successful completion.

What challenges did you face in completing the activities in this section?	1.
What resources would be useful to help you better address these challenges?	2.
	3.



SUSTAINABILITY FACTOR: IDENTIFY, ENGAGE, AND DEVELOP LEADERS (LEAD)

Identifying members of the leadership team from within the organization, but also external champions who can help provide leadership to assist the organization in moving toward its long-term sustainability goals is critical to sustainability. Building a leadership team, rather than identifying a single leader can sustain successes during transition and help the organization find alternative funders and maintain connections with critical external partners. Strong external leaders can help the organization champion the program/service and organization's mission, while creating a larger network of supporters.

Each grantee will require different leadership skill sets to achieve sustainability. The approach chosen will relate to the strength of its existing leadership team, as well as staff availability, training, and support resources. When assessing and identifying the teams, consider the following Seeds to Success. These are meant to spark thinking about who a grantee's champions and leaders are and how they can effectively support the program's or service's long-term sustainability. The Seeds to Success for *Identify, Engage, and Develop Leaders* are included in Figure II-9.

FIGURE II-9. LEAD: SEEDS TO SUCCESS

- Identify strong internal leaders
- Keep organizational and senior leaders engaged through strategic updates
- Identify external community champions
- Promote leadership development and shared leadership opportunities

LEARNING OBJECTIVE

Upon reviewing the information and completing the activities for this factor (Figure II-10), grantees will be able to address the Seeds to Success and identify, engage, and develop leaders to support sustainability.

SEEDS TO SUCCESS

IDENTIFY STRONG INTERNAL LEADERS (ACTIVITY GUIDE 1)

Successful leadership teams share responsibilities and roles when leading a program or service. This creates a sense of shared ownership and allows for continuity when individuals transition out of leadership roles. Use Activity Guide 1 to identify and assess members of the leadership team. When assessing the current leadership team, grantees may think about what they already have and what they need to support their sustainability efforts. Do they have one or more internal leaders who:

- Can articulate the program's or service's mission, vision, and goals to potential funders, external partners, civic leaders, and community members?
- Can manage the day-to-day operations of the program or service, including budgets and staff resources?
- Have strong knowledge of the program's or service's work, the research and data supporting the approach, and how the work meets the community's needs?
- Stay connected to the diverse community groups and agencies the grantee wants to be a part of?
- Can identify new opportunities and help develop and modify approaches and goals as community needs change?
- Can actualize and operationalize new approaches or ideas that meet community needs?
- Can identify best practices and establish standards in relevant areas of the grantee's work to help improve outcomes?
- Can offer adequate training and support to develop and sustain the areas just listed?

FIGURE II-10. LEAD: ACTIVITY GUIDES

- Activity 1: Identifying Internal Members for the Leadership Team
- Activity 2: Identifying External Champions
- Activity 3: Promoting Leadership Development
- Activity 4: Wrapping Up—Identifying Additional Needs and Planning Next Steps

WHAT DO LEADERS DO?

- Leaders establish goals and develop clear and realistic plans for development, implementation, and evaluation. They also:
- Clearly establish the project’s vision;
- Inspire others to create and achieve a shared mission;
- Develop and follow a realistic project plan;
- Understand the relationship between short-term activities and long-term impacts;
- Exert influence in leveraging support and resources;
- Plan for sustaining the project;
- Identify alternative (and multiple) strategies for project survival.²⁰

Leadership team members do not always have to be executive-level program staff. Leadership team members can also include individuals from various professional levels within the organization.¹⁸ Diversity in culture, age, professional background, and experience provides an important mix of ideas and perspectives that can benefit the program’s or service’s approach and relationship with the community and its external partners and champions.¹⁹



KEEP ORGANIZATIONAL AND SENIOR LEADERS ENGAGED THROUGH STRATEGIC UPDATES

Leadership of the larger organization within which the grantee’s programs or services are offered should be frequently engaged to maintain their commitment and understanding of the grantee’s work. This can be accomplished by regularly inviting organizational leadership to staff meetings and sharing with them promotional materials, as well as

evaluation and data results. It also can be accomplished by making sure organizational leadership is aware of community events grantees participate in and spearhead, inviting them to participate and, in some instances, having them speak about the program’s or service’s contributions to the community. Seeking out leadership’s thoughts and guidance on particular issues or challenges is another way to keep leaders invested in the work and feel ownership over successes.

IDENTIFY EXTERNAL COMMUNITY CHAMPIONS (ACTIVITY GUIDE 2)

An important component to a program’s leadership team is its network of champions who are outside the organization and program. In successful collaborations, leadership roles and responsibilities are distributed among all partners to foster a spirit of shared ownership and group cohesiveness.²¹ Grantees could use Activity Guide 2 to identify community champions. Cultivating these community champions can help build name recognition and support a grantee’s work in the community. It can also help improve external partnerships, reveal funding sources, and share a grantee’s message and goals with key leaders, community advocates, and community and government-based service providers. Grantees may look back at the environmental assessment from *Section II: Developing a Sustainability Plan – Sustainability Factor: Assess the Environment (ASSESS)* and determine which external partners (see Figure II-12 for types) could be a champion for their program or service and specifically consider the questions in Figure II-11. A diverse pool of community champions might include any of the following:

- Business leaders;
- Civic leaders;

FIGURE II-11. QUESTIONS TO CONSIDER IN IDENTIFYING COMMUNITY CHAMPIONS

- Who are the current external champions and what aspects of the program or service can they promote to the community?
- Are there areas of their programs or services that are not being adequately promoted to the community?
- Can current external relationships identify champions who can promote the grant?
- Does the program have a diverse pool of community champions?

18 Crocker, J. (2012). Financing and sustainability strategies for teen pregnancy prevention programs. Presentation at “Expanding Our Experience and Expertise: Implementing Effective Teenage Pregnancy Prevention Programs” Conference. Baltimore, MD. http://www.hhs.gov/ash/oah/oahinitiatives/ta/experience_expertise_crocker.pdf
 19 Johnson, K., Fisher, D., Wandersman, A., & Collins, D. (2009). A Sustainability Toolkit for Prevention: Using Getting to Outcomes. Available at: http://www.ncspfsig.org/Project_Docs/Toolkit%201-15-09cjb.pdf
 20 Adapted from Marek, LI. (2011) and Community Health Systems Development
 21 National Center for Community Education & Afterschool Alliance. *The road to sustainability: Sustainability workbook*. Available at: <http://www.afterschoolalliance.org/documents/Toolbox/RoadtoSustainability.pdf>

- Faith-based leaders;
- Community or government-based organizations working with the same populations;
- Philanthropists; and/or
- Current or former program participants, including youth and parents

PROMOTE LEADERSHIP DEVELOPMENT AND SHARED LEADERSHIP OPPORTUNITIES

(ACTIVITY GUIDE 3)

Most leaders are not born, they are made. An important aspect to building strong leaders is providing its individual members with the training and support they need to fully realize their leadership potential and enhance the strengths and skills they already have. Helping leaders learn new skills, develop their capabilities, and grow their knowledge benefits a grantee's programs or services overall, and helps motivate leaders to sustain their participation.²² Activity Guides 3 and 4 could be used to develop plans to support internal and external leaders through leadership development activities and identifying ways to address additional leadership needs. Having strong external partnerships also creates opportunities for peer-to-peer learning between program leadership, external champions, and other external collaborators and partners. By conducting cross-training events with partners on different aspects of leadership development, grantees also create opportunities to build stronger relationships with outside leaders and potential program champions. When planning leadership development, grantees may think about:

- Determining what leadership skills trainings may be useful to leadership team members and whether those trainings can be offered in-house or through a community training or conference event;
- Assessing the value of an organization's capacity to create mentoring relationships for leadership team members to learn from each other; and
- Identifying opportunities to build relationships with potential community champions through cross-training, peer-to-peer learning, or information sharing forums.

WRAPPING UP

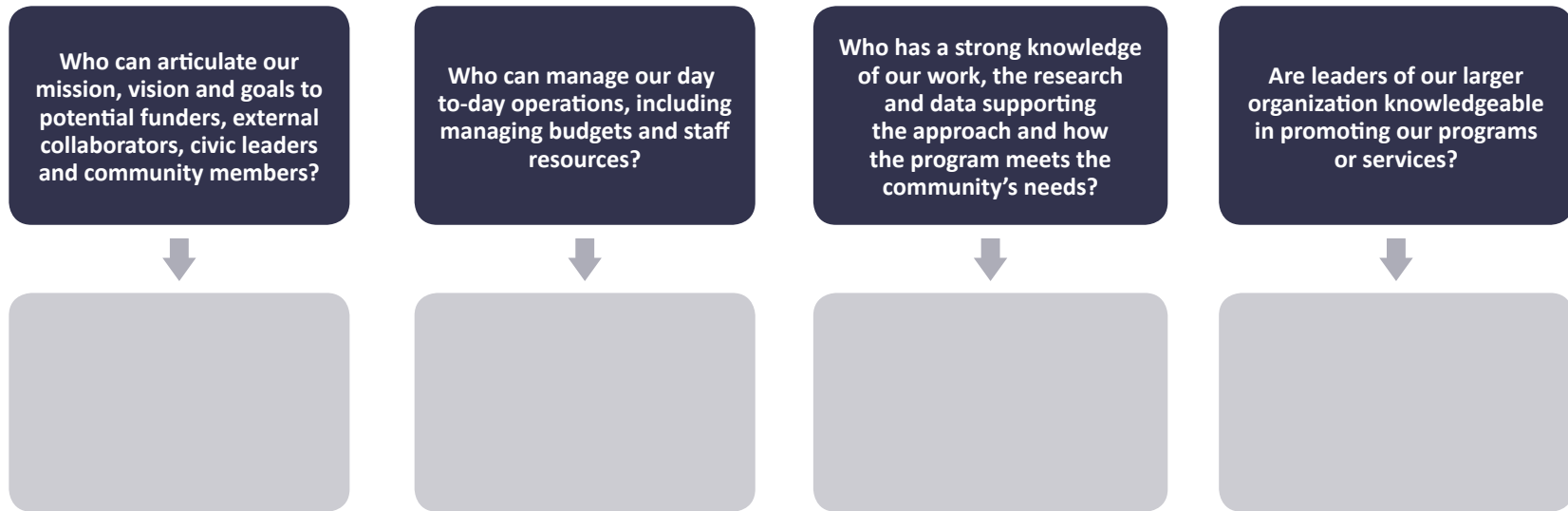
(ACTIVITY GUIDE 4)

As you finish working through the Seeds to Success for this sustainability factor, use Activity Guide 4 to identify any additional needs you have related to this factor and your next steps for moving forward.

²² Batan, M., Butterfoss, F. D., Jaffe, A., & LaPier, T. *A sustainability planning guide for healthy communities*. Centers for Disease Control and Prevention: Washington, DC. Available at https://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/pdf/sustainability_guide.pdf

LEAD | ACTIVITY GUIDE 1: IDENTIFYING INTERNAL MEMBERS FOR THE LEADERSHIP TEAM

Instructions: Use the following chart to identify members for your leadership team and their strengths.

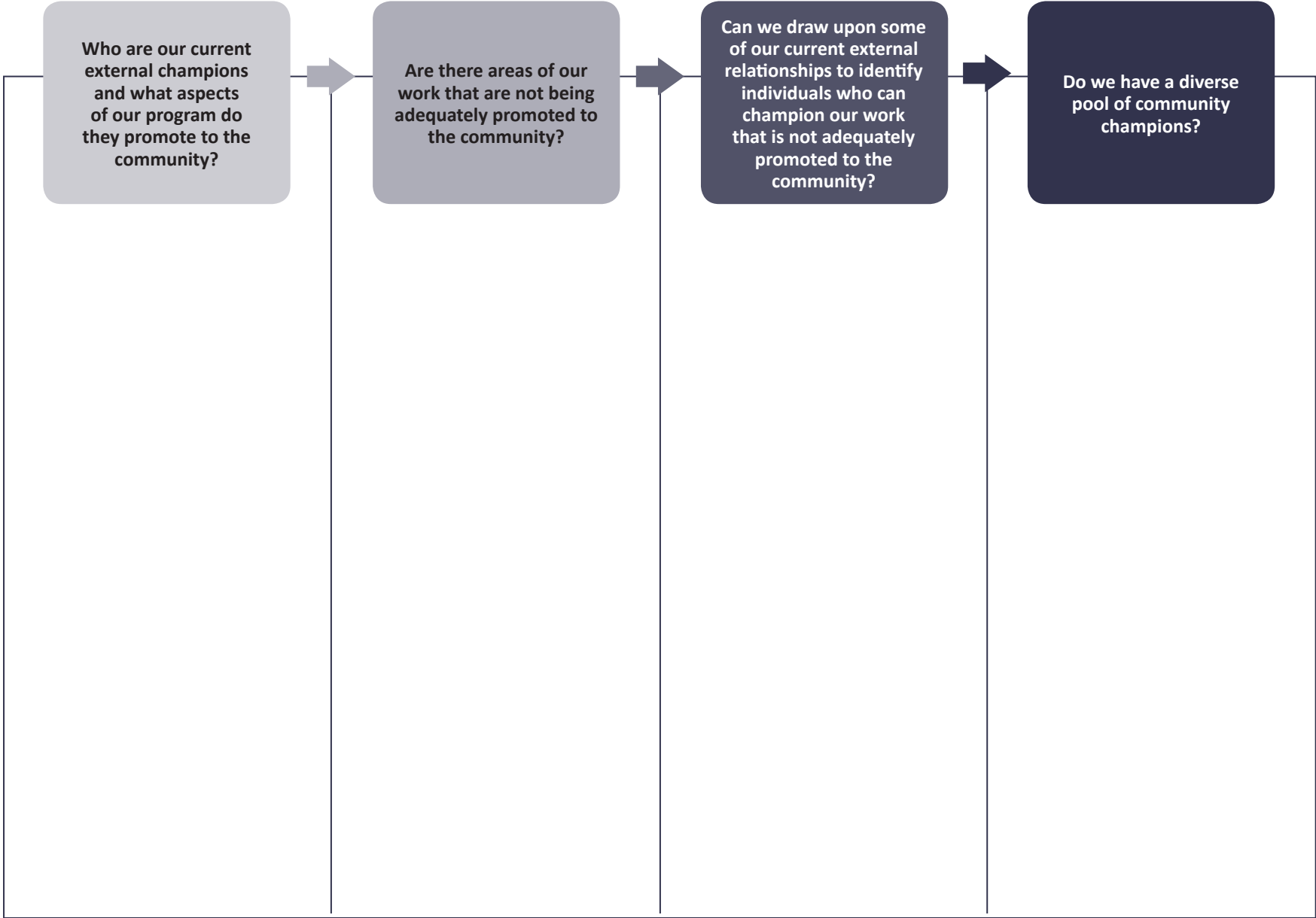


Instructions: Use the following chart to identify any gaps in your leadership capacities. Answer the questions with staff that already have the skills and knowledge needed within each area.



LEAD | ACTIVITY GUIDE 2: IDENTIFYING EXTERNAL CHAMPIONS

Instructions: Use the following space to identify your current and potential external champions.



LEAD | ACTIVITY GUIDE 4: WRAPPING UP—IDENTIFYING ADDITIONAL NEEDS AND PLANNING NEXT STEPS

IDENTIFYING ADDITIONAL NEEDS

Instructions: Now that these exercises have been completed, take a moment to write down any challenges experienced in completing these activities and any additional resources that might be needed to address these challenges.

PLANNING YOUR NEXT STEPS

Instructions: Write down three things the grantee’s team can do right now with the information gathered during these activities to plan for sustainability. Be sure to include who is responsible, a time frame for accomplishing the task, and any metrics for assessing successful completion.

What challenges did you face in completing the activities in this section?	1.
What resources would be useful to help you better address these challenges?	2.
	3.



SUSTAINABILITY FACTOR: REMAIN FLEXIBLE AND EVOLVE (EVOLVE)

Achieving and maintaining sustainability is an ongoing process. Grantees need the ability to be flexible to ensure effectiveness in their programs and services. Accordingly, it is imperative to be flexible and evolve with a changing climate and remain open to new opportunities. Through such flexibility, organizations can readily embrace change and create environments in which new interventions, programs, and services can thrive.²³

How each grantee evolves as its programs and services respond to changing environments will differ, depending largely on community needs, financial and policy landscapes, and the grantee's access to supportive resources. Grantees can regularly assess these environments (see *Section II: ASSESS*) and be prepared when opportunities come to implement innovative programs and services to meet new community priorities. The Seeds to Success for **Remain Flexible and Evolve** are included in Figure II-12.

FIGURE II-12. EVOLVE: SEEDS TO SUCCESS

- Match services offered to community needs and reframe work to new priorities
- Plan in advance for staff and leadership changes
- Be innovative and find new opportunities; when they come, be prepared
- Speak with others to learn about trends

LEARNING OBJECTIVE

Upon reviewing the information and completing the activities for this factor (See Figure II-13), grantees will be able to address the Seeds to Success and remain flexible and evolve to remain sustainable.

SEEDS TO SUCCESS

MATCH SERVICES OFFERED TO COMMUNITY NEEDS AND REFRAME WORK TO NEW PRIORITIES

(ACTIVITY GUIDE 1)

Adolescent health programs and services are not implemented practices in static, constant environments. Programs and services must be dynamic and flexible enough to adapt to

new conditions and changes in needs and priorities, funding, and leadership.²⁴

Specifically, grantees can use Activity Guide 1 to consider the questions in Figure II-14.

In assessing the effectiveness of programs and services and determining changes that should be made, grantees must strike a delicate balance between adaptation to changing needs and fidelity to a proven approach. Being aware of and responsive to environmental changes can create opportunities for appropriately modifying programs and services while remaining true to the core principles of their approach. Figure II-15 displays lessons learned from OPA TPP and PAF grantees that sustained their programs/services in the face of changing financial environments.

FIGURE II-13. EVOLVE: ACTIVITY GUIDES

- Activity 1: Evaluating Outcomes to Determine Need for Service Adaptation
- Activity 2: Creating Opportunities to Incorporate Innovation and Promising Practices
- Activity 3: Wrapping Up—Identifying Additional Needs and Planning Next Steps

PLAN IN ADVANCE FOR STAFF AND LEADERSHIP CHANGES

When planning for sustainability in the long term, consider that staff hired just for the grant often make plans to leave before the end of the grant or might not continue in their roles when the project is sustained beyond initial funding. In addition, there is often turnover in individuals who are staff or in leadership roles at the grantee or partner organizations

²³ Ibid.

²⁴ Gruen, R. L., Elliott, J. H., Nolan, M. L., Lawton, P. D., Parkhill, A., McLaren, C. J., & Lavis, J. N. (2008). Sustainability science: An integrated approach for health-programme planning. *The Lancet*, 372:1579-1589.

FIGURE II-14. QUESTIONS TO CONSIDER IN MATCHING SERVICES TO COMMUNITY NEEDS

- Are there high-need areas in the community they serve, and how are they changing, economically, socially, demographically?
- How do these changes affect the programs and services grantees offer with respect to the manner, location, and type of service/program offered?
- What are grantees doing to respond to these changes? What do they need to do?
- Is there new research and/or evaluation data or information that identifies new approaches they can or should use?

(e.g., community champions). Therefore, it is important to plan for this turnover and to mitigate its negative effects. In the TPP sustainability lessons learned study, it was found that grantees planned for such changes by encouraging key supporters [champions] to discuss their endorsement of the program before they left positions they held. Whenever there is turnover in leadership, grantees should provide training to new leaders, replace exiting champions with new external champions, and update the activity guides in [Section II-Developing a Sustainability Plan: Sustainability Factor: Identify, Engage, and Develop Leaders](#). Think flexibly about resource needs and consider creative options to complete the work. For example, volunteers and interns might offer fresh perspectives and new energy. Consider shared roles or positions among grantee and partner staff to fulfill the roles and responsibilities of an existing staff member who was full time. Review your budget line items with funders and agency heads to determine whether you can move line items or use overhead to attract individuals into leadership roles when unexpected vacancies arise.



BE INNOVATIVE AND FIND NEW OPPORTUNITIES; WHEN THEY COME, BE PREPARED (ACTIVITY GUIDE 2)

Addressing adolescent health needs requires innovative and comprehensive solutions. Grantees can regularly seek out innovative policies, interventions, and services that successfully address similar community needs, and explore opportunities for incorporating new elements into their service/program delivery system (See Figure II.5). PAF grantees in the sustainability study reported that use of evidence-based interventions (EBIs) resulted in “greater rewards of sustainability than other interventions.” For example, two grantees secured additional federal funding because of their selection of EBIs. One grantee that worked with tribal communities reported that use of the EBI which fit the needs of tribal communities helped the grantee “gain buy-in with local stakeholders.” Grantees can use Activity Guide 2 to identify these new and/or promising practices by utilizing their network of partners and engaging with similar organizations in other locales. In learning about other programs and services, grantees may explore:

- Whether their design, approach, or intervention is evidence-based or evidence-informed and appropriately targeted at improving adolescent health and addressing community needs; and
- Whether their program or services have processes in place to identify and incorporate new research findings and knowledge into their work.

FIGURE II-15. LESSONS LEARNED FROM THE TPP AND PAF SUSTAINABILITY STUDIES

- “One former TPP grantee, facing a poor financial outlook, adopted the strategy of scaling back non-essential components. The Teen Outreach Program (TOP)—a nine-month program consisting of weekly group lessons and 20 hours of community service—decided to serve fewer students and discontinue optional components, such as field trips and community service retreats, after the end of its TPP grant.”
- PAF grantees “stressed that joining a coalition enabled them to collaborate rather than compete with other organizations to look for and avail funding opportunities.”²⁵

25 Alamillo, J., Asheer, S., Keating, B., & Knab, J. (2018, February).

To improve programs and services more broadly, grantees may wish to consider adopting a process for identifying their own best practices. Doing so may also create opportunities to exchange information with similar programs, which can help to better address adolescent health needs more widely. Grantees may want to collect the following to track their own best practices:

- Participant success stories;
- Positive outcomes achieved from their programs or services;
- Administrative, programmatic, or service delivery practices that increase the likelihood of sustainability; and
- How these practices were applied in different settings, and how they were adapted accordingly.

After identifying best practices, consider sharing lessons learned, tips, and/or suggestions with other similar programs and/or the community at-large.

The TPP sustainability study found that “former grantees that carefully considered their potential implementation contexts before choosing or developing a program were more likely to continue operating after the federal grant period, than former grantees that only focused on their immediate implementation needs. One strategy former TPP grantees used was to select a flexible program model that could be delivered in several different settings. Grantees found that building flexibility into their curriculum, so it could be implemented across a variety of settings made it more appealing to potential users.”²⁶

SPEAK WITH OTHERS TO LEARN ABOUT TRENDS

(ACTIVITY GUIDES 1 AND 2)

Evidence from the study of sustainability among former TPP grantees indicates that regular communication with key stakeholders in the community or other grantees is also an effective sustainability strategy. Grantees are encouraged to speak to their network of partners on a regular basis to intentionally identify innovative practices and emerging trends in adolescent health (e.g., evidence-informed practices and programs, use of technologies, etc.). Grantees can speak to those stakeholders identified in activities implemented using Activity Guides 1 and 2 as well as refer to activities in [*Section II. Developing a Sustainability Plan – Sustainability Factor: Communicate with Stakeholders \(COMMUNICATE\)*](#). Grantees can also speak to technical assistance providers who are also good sources of information about trends in services and programs for various adolescent populations.

WRAPPING UP

(ACTIVITY GUIDE 3)

As you finish working through the Seeds to Success for this sustainability factor, use Activity Guide 3 to identify any additional needs you have related to this factor and your next steps for moving forward.

²⁶ Ibid.

EVOLVE | ACTIVITY GUIDE 1: EVALUATING OUTCOMES TO DETERMINE NEED FOR SERVICE ADAPTATION²⁷

Instructions: Using the activities from *Section II: Developing a Sustainability Plan - Sustainability Factor: Assess the Environment (Assess)*, fill in the table below to see where modifications may need to be made to your program or service. Place an asterisk by entries that need modification and discuss with partners.

Objective	Activity	Actual outcome	Relevance to community	Stakeholders to engage

²⁷ Adapted from: Batan, M., Butterfoss, F.D., Jaffe, A., & LaPier, T. *A sustainability planning guide for healthy communities*. Centers for Disease Control and Prevention: Washington, DC. Available at https://www.cdc.gov/nccdp/dch/programs/healthycommunitiesprogram/pdf/sustainability_guide.pdf

EVOLVE | ACTIVITY GUIDE 2: CREATING OPPORTUNITIES TO INCORPORATE INNOVATION AND PROMISING PRACTICES

Instructions: Using existing knowledge or conducting new outside research, grantees can use the activity below to capture promising practices and innovations from the field as well as contributions their program or service makes in the field. Write down **who** is contributing **what** promising practice or innovation and **how** it might be implemented in the program or service. Additionally, write down **what** the program or service might be doing and any tips for **how** it could be implemented elsewhere. (Note: This activity might also be useful in *Section II: Developing a Sustainability Plan – Sustainability Factor: Integrate Program Services into Local Infrastructures [INTEGRATE]*).

Who What How



What How

EVOLVE | ACTIVITY GUIDE 3: WRAPPING UP—IDENTIFYING ADDITIONAL NEEDS AND PLANNING NEXT STEPS

IDENTIFYING ADDITIONAL NEEDS

Instructions: Now that these exercises have been completed, take a moment to write down any challenges experienced in completing these activities and any additional resources that might be needed to address these challenges.

PLANNING YOUR NEXT STEPS

Instructions: Write down three things the grantee’s team can do right now with the information gathered during these activities to plan for sustainability. Be sure to include who is responsible, a time frame for accomplishing the task, and any metrics for assessing successful completion.

What challenges did you face in completing the activities in this section?	1.
What resources would be useful to help you better address these challenges?	2.
	3.



SUSTAINABILITY FACTOR: COMMUNICATE WITH YOUR STAKEHOLDERS (COMMUNICATE)

A deliberate, tailored, and well-planned communication approach that leverages community assets and partnerships is critical to successful program implementation. Each grantee's approach and the resources and time devoted to strategic communications, marketing, and outreach will vary. However, an effective communication strategy clearly should articulate the program's or service's mission, goals, and successes in a way that resonates with the audience.

The Seeds to Success for *Communicate with Your Stakeholders* are included in Figure II-16. These seeds are meant to help grantees think creatively about how they communicate their successes to garner community support and encourage them to incorporate outreach discussions into their sustainability planning.

FIGURE II-16. COMMUNICATE: SEEDS TO SUCCESS

- Formulate a communication approach and message
- Collect and share stories regularly
- Promote the program and its services
- Create an online presence
- Encourage program leaders, strategic partners, and community champions to share the message

LEARNING OBJECTIVE

Upon reviewing the information and completing the activities for this factor (Figure II-17), grantees will be able to address the Seeds to Success and communicate with stakeholders for sustainability.

SEEDS TO SUCCESS

FORMULATE A COMMUNICATION APPROACH AND MESSAGE

(ACTIVITY GUIDES 1 AND 2)

Program outreach occurs any time a staff member or supporter speaks about the program or services a grantee offers. Grantees can help ensure the

information shared about their work is accurate, consistent, and supports their sustainability efforts, if they take time to identify and train their messengers on an integrated and ongoing communications strategy. Grantees can use Activity Guide 1 to formulate a communication approach with a consistent message.

As discussed in more detail in the [Collaboration Toolkit](#), community outreach is not always about having a fancy brochure or annual report.²⁸ Instead, it is about being able to clearly articulate the program's or service's mission, goals, and successes to distinct target audiences in ways that connect the audience to the program's or service's values and approach, while also using a variety of marketing activities to share a story (see [Program Marketing is Social Marketing](#) for a list of key elements needed for effective marketing, and Figure II-18 for a sample of marketing activities).²⁹ Additional training materials and resources that may be helpful can be found on the [OPA Teen Pregnancy Prevention Grantees Training Materials & Resources website](#) hosted by Youth Catalytics, a former OAH grantee. Done well, these communications can create new external collaborators and increase awareness and support for the program's or service's mission.

FIGURE II-17. COMMUNICATE: ACTIVITY GUIDES

- Activity 1: Formulating a Communication Approach and Message
- Activity 2: Planner Worksheet
- Activity 3: Social Media Strategy Template
- Activity 4: Creating Your Audience Profile to Promote Your Organization's Services/ Brand
- Activity 5: Wrapping Up— Identifying Additional Needs and Planning Next Steps

²⁸ U.S. Department of Health and Human Services, Office of Adolescent Health. *The Collaboration Toolkit*. Available at: <http://www.hhs.gov/ash/oah/resources-and-publications/learning/coll-tk/index.html>

²⁹ For an example of how a program identifies your key message, targets your key audiences, and then tailors the message to this audience, see Rodriguez, M. & Conklin, K. (2012) Program marketing from A to generation Z: Making the sale to all your stakeholders.

FIGURE II-18: THE DELIVERY: POSSIBLE PROGRAM MARKETING ACTIVITIES³⁰**Information and referral**

Information and referral hotline
Counseling hotline
Clearinghouse

Community mobilization

Endorsements, testimonials, involvement by opinion leaders
Coalition building

Online presence

Website
Social media
Online paid advertising
Mobile apps
Email marketing

Small group interventions

Peer- or non-peer led
Community, school, and work settings
Single sessions or multiple sessions over several weeks
Lectures
Panel discussions
Testimonials from peers/survivors
Video presentations
Live theater
Events (such as health fairs)

One-on-one interventions

Peer- or non-peer led
Street outreach
Crowd or clique-based research
Event-based outreach
Counseling and referral
Other one-on-one interventions offered in community centers or other settings

When reaching out to the community, grantees may consider:³¹

- **The purpose.** What do they hope to accomplish through their communications strategy? If there are multiple goals, distinct approaches may be required.
- **The audience.** Who is their audience, what are they interested in, and what are the best ways to reach them?
- **The message.** What will be the content of the message? What emotion or experience from the audience do they hope to evoke (i.e., educational, persuasive, inspirational)?
- **The delivery.** What medium do they use to deliver the message (e.g., written, in person, video, phone, social media, etc.) and is that the appropriate medium for the audience?
- **The relevance.** Is the message relevant to the community's needs and interests? Does the message and delivery change when new issues or needs arise?

COLLECT AND SHARE STORIES REGULARLY**(ACTIVITY GUIDES 2 AND 3)**

There are many ways grantees can engage their participants and partners to collect and share stories regularly to market their successes such as:

- Asking participants to accompany staff to community events where participants are spokespersons to share stories about how the program or service has positively affected their lives;
- Integrate program or service evaluation data with such emotional storytelling to support program or service outcomes;
- Asking partners to share with their networks written products or materials the program or service has developed at least quarterly and that include stories of participants' experiences or program/service outcomes;
- Coordinating with partners to market to the community new services or programs offered;
- Seeking opportunities to conduct trainings or learning sessions for partner organizations where participants' voices are included to inform partners and their target audiences about the program's or service's offerings for the community and successes;

³⁰ Rodriguez, M. & Conklin, K. (2012)

³¹ U.S. Department of Health and Human Services, Office of Adolescent Health. The Collaboration Toolkit. Available at: <http://www.hhs.gov/ash/oah/resources-and-publications/learning/coll-tk/index.html>

- Having staff or participants share their stories with workgroups or coalitions to address relevant issues affecting the populations served; and
- Finding opportunities to co-present at workgroups, conferences, and symposia with partner organizations to share stories of utility and success of the program's or service's work.

Grantees can also use Activity Guide 3 to develop a social media strategy to collect and regularly share stories.

PROMOTE THE PROGRAM AND ITS SERVICES

(ACTIVITY GUIDE 4)

By promoting their programs and services, grantees can increase community awareness of the issues relevant to their work and demonstrate their value to the public and to program participants. Program or service promotion can also become a regular part of their day-to-day business, whether attending a community meeting, meeting with a potential partner or revamping their website. Promotions may take many forms—ranging from a quick conversation about program or service successes with an outside organization to a large-scale, well-planned media campaign. Grantees can use Activity Guide 4 to generate an audience profile to promote their programs/services. When grantees promote their programs and services, in addition to having a clear and appropriate message or pitch, as discussed earlier, they may also consider:

- Using data or evaluation results to prepare dissemination products that tell the program's/service's stories and demonstrate successes, where possible;
- Educating stakeholders and other critical decision makers who may affect their work, by phone, email, letter, and in-person meetings;
- Using their supporters and external champions to share their story;
- Maintaining a continuum of regular activities that promote their work, such as those discussed in Figure II-18;
- Participating in public awareness events that offer easy opportunities for them to promote their work; and
- Joining relevant coalitions, working groups, and/or local committees that address issues relevant to their program and services and may offer opportunities for them to showcase their work, while also creating new partnerships and learning about other community programs.

Grantees' lessons learned during the TPP and PAF sustainability studies offer additional ideas and are displayed in Figure II-19.

FIGURE II-19. COMMUNICATE: LESSONS LEARNED FROM TPP AND PAF SUSTAINABILITY STUDIES

- *Develop scripts for staff and partners to use when discussing sensitive topics (e.g., sexual education) with community groups to facilitate these conversations.*
- *Meet regularly with local elected officials (e.g., school boards, government representatives) to develop trust.*
- *Use participants' stories to demonstrate the successes and benefits of programs/services.³²*

³² Alamillo, J., Asheer, S., Keating, B., & Knab, J. (2018, February).

CREATE AN ONLINE PRESENCE (ACTIVITY GUIDES 3 AND 4)

By creating an online presence, grantees can promote their programs and services 24/7 to an audience that searches for health-related information online. Having an online presence goes beyond a website or a social media page. It is about strategizing to make sure all the elements of creating an online presence complement each other. Grantees can use Activity Guides 3 and 4 as a roadmap to develop their online presence.



Social media is just one aspect of a larger system. Here are the platforms grantees should concentrate on to create an effective online presence:

- **Website** – Having a dynamic website with relevant information for a specific audience is key. The website should be well-designed and informative. It is the hub for content. Audiences want to know that the organization is knowledgeable and trustworthy, and, therefore, creating health-relevant content should be part of the overall online communication strategy. Based on the needs of its target audience, the website should not be just a list of services the program offers but should include education about how a program makes an impact on its audience. Grantees should consider including articles, blog posts, and videos about how services are provided and making a difference in their community.
- **Digital Marketing Campaign** – The purpose of the campaign is to create a series of actions that are going to help an organization promote a program or specific service using paid advertisements. Here are ways grantees can build their digital marketing campaign:
 - * Audience – Grantees need to consider their people—not only who their audiences are, but also how the audiences communicate. If the audiences are online, which specific channel(s) are they using? Do they communicate and interact largely offline? If they serve a broad range of people (for example, both teenagers and parents), consider how each audience provides and receives information.
 - * Campaign goals – Specific objectives need to be stated and grantees need to think through how each objective will be measured. Be sure to state just one specific activity or outcome for each objective and the time frame within which it will be achieved. Some examples of objectives could be:
 - By the end of each quarter, 50 adolescents will complete an online survey about their interest in adolescent health topics.
 - By the end of each month of program implementation, 100 parents will sign up to receive the program’s guide on “How to Talk to Your Children about Sex.”
- **Call-to-Action** – For people to take action, they need to have a reason. For example, if grantees want their audiences to provide data, such as email addresses, they need to get something in return. The incentive can be useful, informative, engaging, or entertaining. To make the content effective to achieve program goals, grantees need to tie the content to increasing program awareness. This might include, for example, a downloadable guide on an adolescent health program or service, a fact sheet, or a call-to-action (e.g., “Get Tested” or “Share Your Story”).
- **Landing Page** – A landing page is a one-page site and is one of the most important pieces to a campaign. This is where people go once they click on an online ad. This will allow grantees to request their visitors’ data and that they sign up to execute the call-to-action. A social media marketing campaign can drive traffic to the landing page, but it is up to the landing page to convert the target audience into active participants.
- **Social Media** – A Facebook page (on its own) is not a sufficient online presence. People tend to spend considerable time on different social platforms; therefore, it makes sense to be active on more than one social media channel to reach audiences with diverse interests.

Social media accounts are not about selling a specific service or program, rather they are about creating brand/program awareness and educating your audience. They also can serve as a vehicle to send traffic to a website.

The primary focus of creating a social media presence is about building communities. Grantees have the opportunity to present and share their participant stories. Grantees can also engage with their audiences by answering questions or concerns that these audiences might have.

Before creating or managing a social media presence, grantees need to create a social media strategy that indicates what they want to accomplish by having a presence on one or more social platforms. A social media strategy that is aligned with the goals and objectives of a program will be more effective than just creating posts that produce limited engagement or nonspecific results.

There are three general goals that need to be part of grantees' social media strategy:

- Brand or program awareness
- Community growth and engagement
- Participant recruitment

Having a strategy will allow grantees to understand:

- Where they are
- Where they want to be
- How to get there efficiently

Grantees need to have an effective measurable social media approach that aligns with their overall program objectives. This means understanding their core program objectives and service priorities first and then (and only then) should grantees create a social media measurement strategy that is going to allow them to track these objectives.

The elements that need be part of a social media strategy are:

- Establishing goals and objectives
 - Determining the audience that needs to be reached and the messages that need to be created
 - Selecting the staff or group of people that will be implementing the plan and defining their roles
 - Measuring how well the content is reaching and engaging the target audience
- **Online Paid Advertising** – Paid advertising is about paying for space for messages to be displayed in front of the target audience. It can be powerful when grantees need results fast, because ads are prioritized based on searches and interests of a specific audience. Paid advertisements can be displayed on search engine results such as Google, social media platforms, websites, and mobile apps, and come in a variety of forms, such as text-based, image-based, and video-based advertisements. One type of paid advertising might include a digital marketing campaign.
 - **Email Marketing** – A sign of having a strong online presence is using websites and social media as tools to collect email addresses from the target audience. In the case of health-related information, grantees can use their online presence to collect email addresses from parents, mentors, and partners to maximize their reach but also to maximize the influence of their messages to adolescents. Parents, mentors, and advocates can have a tremendous influence on young adults when talking about subjects such as teen pregnancy prevention, healthy relationships, or adolescent development. A healthy database of emails needs to be part of the overall online communication strategy to engage diverse audiences and maintain their interest.

ENCOURAGE PROGRAM LEADERS, STRATEGIC PARTNERS, AND COMMUNITY CHAMPIONS TO SHARE THE MESSAGE

(ACTIVITY GUIDES 2, 3, AND 4)

Program staff, leaders, external partners, and champions at all levels can bring unique skills and perspectives that can enhance a community outreach effort. PAF grantees in the OAH Sustainability study reported that “gaining the buy-in of people who were likely to benefit from the program and other key decision makers helped grantees develop a network of engaged supporters.” Activities in *Section II: Developing a Sustainability Plan – Sustainability Factor: Create Strategic Partnerships and Mobilize the Community (PARTNER)* and *Sustainability Factor: Identify, Engage, and Develop Leaders (LEAD)* focus on helping grantees identify external champions who can support their sustainability efforts. These champions can also be used to carry the program’s or service’s message to different sectors of the community. When considering how and when to use external champions in outreach efforts, think about:

- Identifying the sectors that each champion represents and the messages that will best resonate with their networks;
- Determining each champion’s communication strengths and tailoring the delivery of the message to their capacities; and
- Ensuring communication efforts are ongoing and change when community needs or interests change.

Community champions can participate in a range of outreach efforts to raise awareness and garner more support for grantees’ programs and services, including:

- Making a phone call to key decision makers or community leaders;
- Speaking at a conference or symposium;
- Writing a letter of support to a potential funder;
- Signing a petition;
- Assisting with media outreach;
- Emailing networks about program successes;
- Contributing to program newsletters or press releases;
- Supporting the program through social media, such as tweets or Facebook mentions; and
- Sharing information about the program over relevant Listservs.

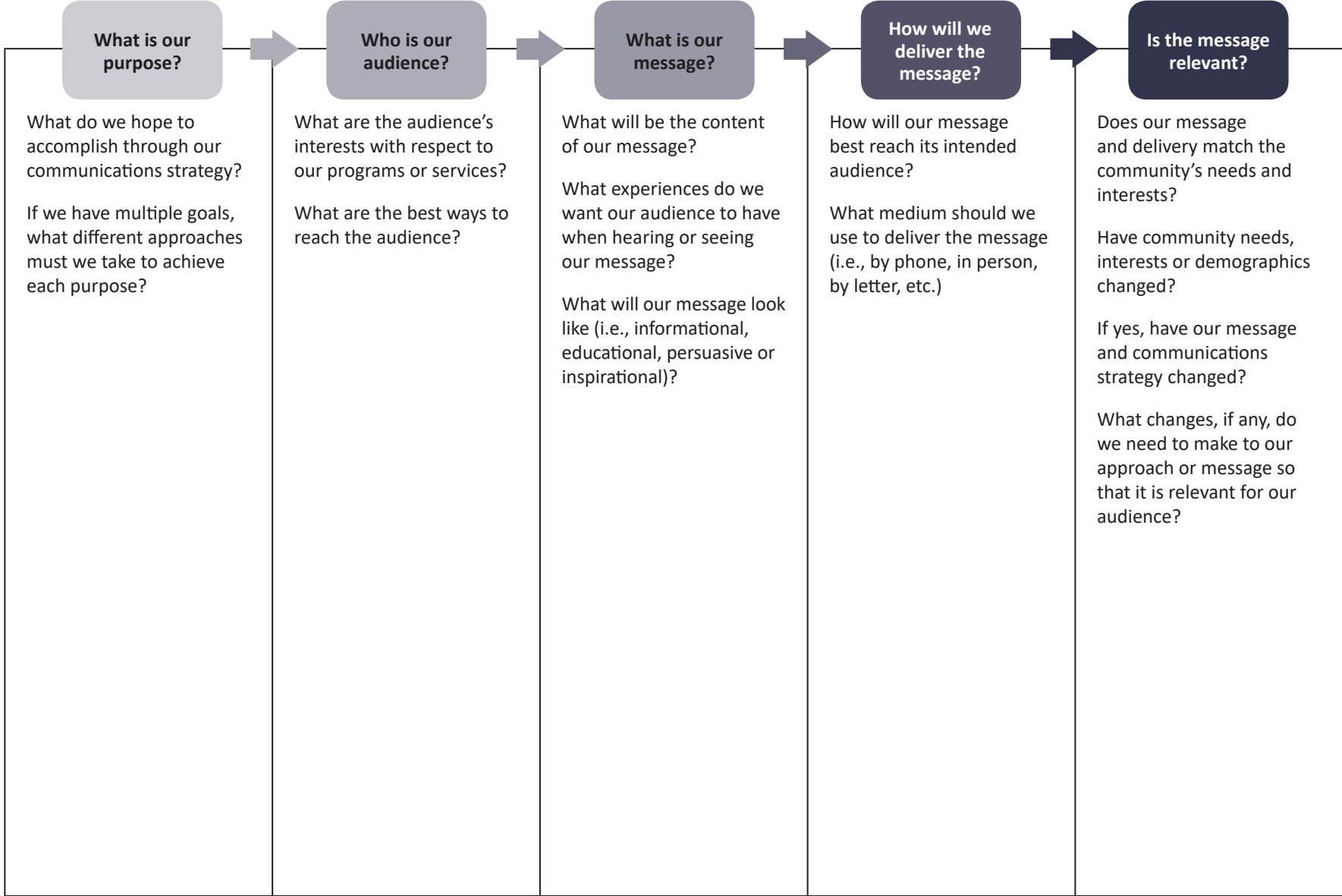
WRAPPING UP

(ACTIVITY GUIDE 5)

As you finish working through the Seeds to Success for this sustainability factor, use Activity Guide 5 to identify any additional needs you have related to this factor and your next steps for moving forward.

COMMUNICATE | ACTIVITY GUIDE 1: FORMULATING A COMMUNICATION APPROACH AND MESSAGE

Instructions: Use the following chart to develop a communication strategy and message that will speak to the community, garner its support and ultimately help sustain your work.



COMMUNICATE | ACTIVITY GUIDE 2: STORYTELLING PLANNER WORKSHEET

STEP 1: GROUND YOUR STORY IN YOUR COMMUNICATION STRATEGY.

What communication objective will this story support?

Who is the audience?

What messages will your story reinforce?

Who should tell your story to connect with your audience?

What is the purpose of the story?

- Simplify the complex
- Build an emotional connection
- Build credibility
- Other

STEP 2: BUILD YOUR STORY.

What type of story will fulfill that purpose?

CHARACTERS

Who or what is the hero? Is the hero a person? If not, what is it? What is the hero's name? Describe the hero with vivid details.

Who or what is the villain (or challenge to overcome)? Is the villain a person? Is it a problem? Name the villain. Describe the villain or the problem in detail.

COMMUNICATE | ACTIVITY GUIDE 2: STORYTELLING PLANNER WORKSHEET (CONTINUED)

PLOT

- ___ Nature of Our Challenge
- ___ How We Got Started
- ___ Performance
- ___ Where We're Going
- ___ Emblematic Success
- ___ Striving to Improve

Where is the conflict? Why are the hero and villain in conflict? What obstacles must the hero overcome? What's at stake for the hero?

What developments carry the story from beginning to end? Share details of steps along the way.

Summarize the story in one sentence that includes the big lesson.

STRUCTURE

Once upon a time... (How does the story capture the audience's attention? Introduce the hero? Set the scene?)

And then what happened? (How does the conflict build?)

And what finally happened to resolve the conflict?

Why does it matter? (What is the result? Link it to your call to action.)

COMMUNICATE | ACTIVITY GUIDE 2: STORYTELLING PLANNER WORKSHEET (CONTINUED)

STEP 3: CONDUCT A FINAL CHECK.

How many elements of good storytelling does your story have?

- Attention-getting beginning
- Hero your audience can relate to and respect
- Villain that represents a real problem you are trying to solve
- Vivid details that bring the story to life
- Evokes a specific emotion
- Conflict that creates tension
- One clear plot line
- A surprise or unexpected twist
- Does not hide or gloss over critical moments
- Ending where conflict is resolved
- A central lesson
- No soul-killing jargon
- Brevity (You can tell it in three minutes or less.)
- Repeatable (Will other messengers be able to retell it?)

STEP 4: PRACTICE TELLING YOUR STORY.



COMMUNICATE | ACTIVITY GUIDE 3: SOCIAL MEDIA STRATEGY TEMPLATE

Use this form to help you think through your organization or program’s social media strategy, by focusing on:

1) GOALS

What do you want to accomplish?

Are you trying to recruit participants? Create an on-site engagement? Develop a sense of community? Have people register to attend an event?

OBJECTIVES

STRATEGIES

TOOL(S)

2) YOUR AUDIENCE

Who do you want to reach with your social media efforts to meet your objective?

What does your audience know or believe about your program?

What key points do you want to make with your audience?

Where can your audience be found online? What social media platforms are they already using?

What additional research do you need to do to learn about your audience’s online behavior?

COMMUNICATE | ACTIVITY GUIDE 3: SOCIAL MEDIA STRATEGY TEMPLATE (CONTINUED)

3) CAPACITY

Who will implement your program’s social media strategy?

How many hours per week can you allocate to your program’s social media marketing efforts?

Do you need any outside expertise to help implement your strategy?

Who will be creating content updates and monitoring any social media channels being used?

4) MEASUREMENT – TRACK, MEASURE AND ADJUST

How often do you want to measure data? Daily, weekly, monthly, etc.

Who will be responsible for looking at the social media marketing results? This task can fall to multiple people.

When collecting data and measuring your social media strategy keep in mind the following:

- Do pictures, videos or links perform better?
- Are your core topics interesting and relevant to your audience?
- Are you achieving the desired objectives based on how your audience is responding to your posts?

COMMUNICATE | ACTIVITY GUIDE 4: CREATING YOUR AUDIENCE PROFILE TO PROMOTE YOUR ORGANIZATION'S SERVICES/BRAND

<p>Who are they?</p> <ol style="list-style-type: none"> 1) Who is your audience? Is it male or female? 2) What age group do they fall in? 3) What level of education do they have? 4) Are they in a relationship? 5) Where is your audience located? 	<p>What are the key messages you want to communicate to your audience?</p>
<p>Values and Beliefs – What do they stand for?</p> <ul style="list-style-type: none"> • List their passions and interests. • What are their goals and aspirations in life? • What motivates them to share information online? What does a post need to have for them to feel compelled to share it? 	<p>What are their struggles and challenges?</p> <p>(Knowing this will help you create content and ads to compel your audience to action)</p>
<p>Online Behaviors</p> <ul style="list-style-type: none"> • Top 5 mobile apps they use • Top 5 social media sites they use • Top 5 websites they use to get health-related information (where do they go in the internet to find information about health or health-related topics?) 	<p>What are their objections?</p> <p>Why hasn't your audience been looking or taking advantage of your program? and What negative perceptions do they have about your services? These objections need to be addressed in the promotion and marketing of your program.</p>
<p>What value do they get from your organization or program? Why should they care about your organization/program? What's unique about you?</p>	

COMMUNICATE | ACTIVITY GUIDE 5: WRAPPING UP—IDENTIFYING ADDITIONAL NEEDS AND PLANNING NEXT STEPS

IDENTIFYING ADDITIONAL NEEDS

Instructions: Now that these exercises have been completed, take a moment to write down any challenges experienced in completing these activities and any additional resources that might be needed to address these challenges.

PLANNING YOUR NEXT STEPS

Instructions: Write down three things the grantee’s team can do right now with the information gathered during these activities to plan for sustainability. Be sure to include who is responsible, a time frame for accomplishing the task, and any metrics for assessing successful completion.

What challenges did you face in completing the activities in this section?	1.
What resources would be useful to help you better address these challenges?	2.
	3.



SUSTAINABILITY FACTOR: INTEGRATE PROGRAM SERVICES INTO LOCAL INFRASTRUCTURES (INTEGRATE)

Grantees are encouraged to start planning early to identify which aspects of their programs they would like to continue beyond federal funding, and use evaluation findings to hone in on those components that seem most tied to the intended outcomes. Grantees can explore opportunities to make activities, services, and programs integral parts of the community and regular activities of a partner organization to ensure their longevity. Grantees should examine the policies, practices, and structures through which programs and services are offered, and consider opportunities to embed them within partner organizations or agencies. This practice can increase viability and help move toward replicating practices, programs, and services that can be easily adopted.³³ The Seeds to Success for *Integrate Program Services into Local Infrastructures* are included in Figure II-20.

**FIGURE II-20.
INTEGRATE: SEEDS TO SUCCESS**

- Determine which program components could be integrated into other settings
- Streamline service delivery, policies, and practices
- Integrate programs, services, and practices into the broader community fabric

LEARNING OBJECTIVE

Upon reviewing the information and completing the activities for this factor (Figure II-21), grantees will be able to address the Seeds to Success and integrate program services into local infrastructures for sustainability.

SEEDS TO SUCCESS

DETERMINE WHICH PROGRAM COMPONENTS COULD BE INTEGRATED INTO OTHER SETTINGS (ACTIVITY GUIDE 1)

Evidence from the study of sustainability among former TPP grantees found that one of the key strategies to achieve sustainability is to “integrate the program into local institutions such as schools and community-based organizations.”³⁴ Each grantee is likely to identify unique ways to deliver their programs and services more effectively. Similarly, each grantee will work with their own community differently to explore opportunities to integrate their services or programs into the larger health education and health promotion infrastructure. Their approach will largely depend on the relationships they have developed and the roles and responsibilities of their respective partners. It is important for grantees to understand that the program or service does not necessarily have to reside in their organizational setting, in its entirety or partially, beyond the funding. Instead, grantees might plan to integrate the program or service into other local settings, as appropriate. Activity Guide 1 could be used to assist grantees with identifying which components to sustain and a potential setting into which to integrate the sustained program/service. Information generated with the Activity Guide 1 should be used in discussions with internal and external partners to indicate which aspects of the program or service to sustain in full or partially, which components need to be eliminated or added, or which recipient populations to serve in the future.

**FIGURE II-21.
INTEGRATE: ACTIVITY GUIDES**

- Activity 1: Assessing the Integration of Programs Services
- Activity 2: Wrapping Up—Identifying Additional Needs and Planning Next Steps

STREAMLINE SERVICE DELIVERY, POLICIES, AND PRACTICES (ACTIVITY GUIDE 1)

The elimination of unnecessary steps and the adoption of modern techniques yield streamlined management systems. Assessing gaps and identifying opportunities to increase efficiency are important to driving streamlined service delivery.

³³ Wolff, T. (2010).

³⁴ Alamillo, J., Asheer, S., Keating, B., & Knab, J. (2018, February).

**FIGURE II-22.
QUESTIONS TO CONSIDER
AS PART OF AN INITIAL
ASSESSMENT TO
STREAMLINE**

- Are current activities, resources, and team roles clearly defined?
- Is the “status quo” functioning optimally?
- Are there any redundancies in activities, resources, and/or team roles? If so, are there clear opportunities to either consolidate or intentionally make distinctions among them?
- Are there activities that are not being executed optimally?

Aside from increased efficiency, streamlined programming or service delivery increases the chance for longevity.

Streamlining activities is a multistep, iterative, and ongoing process that should begin with a careful assessment of services, policies, and practices. Following a detailed assessment, areas for optimization can be more clearly identified, and strategies for resolution can be proposed. As part of an initial assessment, grantees may want to consider several key questions, including those in Figure II-22.

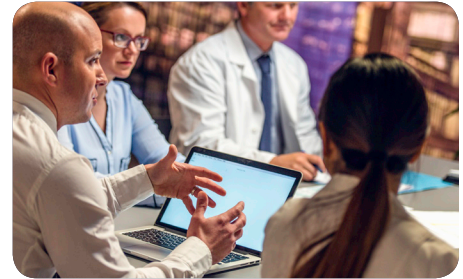
This process can be difficult in that many services, practices, and policies may be long-standing at a grantee organization, and evaluation of existing standard operating procedures can cause concern about availability of resources or changes in programmatic direction. These concerns can be mitigated largely by a transparent and efficient process that emphasizes the goal of reducing inefficiencies and enhancing service provision and internal functions. Additionally, grantees could avoid conducting this process in a vacuum by including members of the leadership team formed in executing the activities for

the *LEAD* factor. By doing so, grantees are more likely to adopt streamlining efforts that will reflect community-wide needs and help to foster internal and external alignment moving forward.

A well-done streamlining process should lead to identification of overlaps and redundancies in grantee and partner activities. It may also highlight gaps in areas that need to be filled, as well as allow for conversations aimed at aligning and leveraging the proper resources with the right activity. Sometimes, the needed solutions appear readily, and can be accomplished with minimal effort. For example, a grantee may find that information is being captured from clients in duplicate (unintentionally) as part of separate established procedures. A solution to this may be to simply retain that portion within one procedural element or setting—whichever is deemed more appropriate (i.e., as part of an initial client form versus forms used later in engagement)—and remove it from another. In the case of redundant programs/services across settings, grantees could use Activity Guide 1 to determine whether activities like information or data sharing might result in better coordination of services/programs and a higher quality experience for clients or participants. While seemingly minor, changes like these can help streamline data capture and entry processes, reduce errors, and prevent fatigue or frustration for clients/participants.

Grantees should evaluate each redundancy—regardless of how minor—and determine whether a change should be, and can be, made. For issues that are more complex, grantees should remain open to the possibility that adopting new or heavily revised services, policies, and/or practices may be helpful. In these instances, grantees may consider external resources and templates to guide their approach. In looking to external sources to identify promising solutions for streamlining their service delivery, policies, or practices grantees may consider the questions in Figure II-23.

Ultimately, grantees that are able to honestly and thoroughly evaluate all of their functions, with the goal of operating at maximal efficiency, will be well-positioned to move forward while withstanding the frequent and uncertain challenges of fluctuating needs, resources, and opportunities.



**FIGURE II-23.
QUESTIONS TO
CONSIDER IN IDENTIFYING
PROMISING SOLUTIONS TO
STREAMLINING**

- How do their policies and procedures promote their core principles, values, and mission and address community needs?
- How do their programs or services align with their outlined policies and procedures?
- How have they built staff capacity to implement their programs or services, utilizing their outlined policies and procedures?

INTEGRATE PROGRAMS, SERVICES, AND PRACTICES INTO THE BROADER COMMUNITY FABRIC

(ACTIVITY GUIDE 1)

Successful programs or services are ones that not only can adapt to changing environments but become so integrated into the local Infrastructure that they provide long-term benefits to all relevant stakeholders—from partners to program participants.³⁵ Figure II-24 includes evidence from the TPP Sustainability Study³⁶ and provides examples of how grantees integrated programs partially or in full into the community.

FIGURE II-24. LESSONS LEARNED FROM THE TPP SUSTAINABILITY STUDY: INTEGRATING PROGRAMS INTO THE COMMUNITY

- Creating implementation partnerships with community-based organizations (CBOs) allowed grantees to more easily approach those CBOs about delivering elements of the TPP program.
- Working with local businesses and nonprofits to continue offering youth development and community service opportunities to the target population.
- Aligning programs with state standards might be critically important for grantees interested in sustaining their programs/services in schools (e.g., aligning curricula with state education requirements).

Integrating efforts into the community requires linkages with other programs and services that address a grantee’s target populations’ needs. The more successful grantees are at creating linkages in the community, the greater their chances for integrating their programs and services and facilitating long-term sustainability.³⁷ When coordinating discussions about streamlining practices and integrating them into the local Infrastructure, grantees are encouraged to think broadly and creatively about accomplishing this. The questions in Figure II-25 can be used to guide these discussions.

FIGURE II-25. QUESTIONS TO CONSIDER IN DISCUSSIONS WITH EXTERNAL PARTNERS ABOUT STREAMLINING AND INTEGRATING PROGRAMS AND SERVICES INTO THE COMMUNITY

- How are their programs or services being utilized within their community?
- What opportunities are available to better infuse their programs or services into established organizations, such as school systems, community health promotion programs, etc.?
- What key linkages are needed to increase the relevance of their programs or services to the communities they serve?
- How can resources, such as supplies, materials, and equipment, from larger community efforts, be leveraged to continue implementing programs or services?
- What resources would be needed to sustain the program as an integrated part of the community’s fabric?
- Are there policy changes that would be needed to facilitate streamlining or the integration of the program/service into the community?
- To what extent have existing interorganizational ties moved toward joint sustainability planning or resource sharing to sustain the program/service or integrate it into other community settings?

WRAPPING UP

(ACTIVITY GUIDE 2)

As you finish working through the Seeds to Success for this sustainability factor, use Activity Guide 2 to identify any additional needs you have related to this factor and your next steps for moving forward.

³⁵ Johnson, K., Fisher, D., Wandersman, A., & Collins, D. (2009).

³⁶ Alamillo, J., Asheer, S., Keating, B., & Knab, J. (2018, February).

³⁷ Ibid.

INTEGRATE | ACTIVITY GUIDE 1: ASSESSING THE INTEGRATION OF PROGRAM SERVICES

Instructions: Answer the first set of questions to determine how to better streamline service delivery and policy. Answer the second set of questions to better determine how well services or programs are integrated into the community fabric. Use the answers to discuss with the leadership team and community partners ways in which the work might be better streamlined or integrated into the local infrastructure.

Streamlining Service Delivery and Policy	
How are your programs or services being utilized within your community?	
What opportunities are available to better infuse your programs or services into established organizations, such as school systems, community health promotion programs, etc.?	
What key linkages are needed to increase the relevance of your programs or services to the communities you serve?	
How can you leverage resources, such as supplies, materials, and equipment, from larger community efforts to continue implementing your program or services?	

INTEGRATE | ACTIVITY GUIDE 1: ASSESSING THE INTEGRATION OF PROGRAM SERVICES (CONTINUED)

Instructions: Answer the first set of questions to determine how to better streamline service delivery and policy. Answer the second set of questions to better determine how well services or programs are integrated into the community fabric. Use the answers to discuss with the leadership team and community partners ways in which the work might be better streamlined or integrated into the local infrastructure.

Integrating Programs and Services into Community Fabric	
What resources would be needed to sustain the program as an integrated part of the community's fabric?	
Are there policy changes that would be needed to facilitate streamlining or the integration of the program/ service into the community?	
To what extent have existing interorganizational ties moved toward joint sustainability planning or resource sharing to sustain the program/ service or integrate it into other community settings?	

INTEGRATE | ACTIVITY GUIDE 2: WRAPPING UP—IDENTIFYING ADDITIONAL NEEDS AND PLANNING NEXT STEPS

IDENTIFYING ADDITIONAL NEEDS

Instructions: Now that these exercises have been completed, take a moment to write down any challenges experienced in completing these activities and any additional resources that might be needed to address these challenges.

PLANNING YOUR NEXT STEPS

Instructions: Write down three things the grantee’s team can do right now with the information gathered during these activities to plan for sustainability. Be sure to include who is responsible, a time frame for accomplishing the task, and any metrics for assessing successful completion.

What challenges did you face in completing the activities in this section?	1.
What resources would be useful to help you better address these challenges?	2.
	3.



SUSTAINABILITY FACTOR: CREATE STRATEGIC PARTNERSHIPS AND MOBILIZE THE COMMUNITY (PARTNER)

Most sustainable programs are successful in doing two key tasks in their communities: building diverse strategic partnerships and mobilizing them in support of their program. Through community mobilization a grantee gives the larger community an opportunity to learn about its program, understand the program’s value, view it as indispensable to the community, and step up to support it when it is at risk. Through community mobilization the program becomes better known and more trusted and respected in the community. Finally, it opens doors to opportunities and resources for sustainability that might not have otherwise been known or available.

Strategic partnerships and community mobilization will look different for each grantee. Each grantee will have a different process for establishing strategic partnerships and mobilizing the community, depending on available staffing and resources. Each will have different types of partners in their community, depending on how and to whom their programs and services are delivered. The Seeds to Success can inform and guide grantees in their efforts to build strategic partnerships and effectively mobilize the community in support of their programs and services. The Seeds to Success for **Create Strategic Partnerships and Mobilize the Community** are included in Figure II-26.

**FIGURE II-26.
PARTNER: SEEDS TO SUCCESS**

- Develop strategic partnerships
- Assess existing partnerships continuously
- Establish a shared vision and commitment to sustainability
- Engage partners to help market program successes

LEARNING OBJECTIVE

Upon reviewing the information and completing the activities for this factor (Figure II-27), grantees will be able to address the Seeds to Success to create strategic partnerships and mobilize the community for sustainability.

SEEDS TO SUCCESS

DEVELOP STRATEGIC PARTNERSHIPS (ACTIVITY GUIDES 1, 2, AND 3)

**FIGURE II-27.
PARTNER: ACTIVITY GUIDES**

- Activity 1: Mapping Organizational Networks
- Activity 2: Mapping Individual Networks
- Activity 3: Assessing Potential Partners
- Activity 4: Partnership S.O.A.R. Assessment
- Activity 5: Partner Program Sustainability Assessment and Checklist
- Activity 6: Sustainability Vision Clarification
- Activity 7: Partnership MOU Sample and Template
- Activity 8: Wrapping Up—Identifying Additional Needs and Planning Next Steps

Strategic partnerships are mutually beneficial relationships formed with others to work toward a common goal. In genuine strategic partnerships everyone benefits. **All members** of a strategic partnership benefit because they are working together on a common community concern and can share in its ultimate success. **Individual members** of strategic partnerships benefit because their program or service can garner sustainable support and, in the end, take credit for its part in success achieved. The **community benefits** because the odds for success increase when the community comes together in partnership to solve its most challenging issues. Figure II-28 provides an example from the PAF Sustainability Study.

For many grantees, there are both **internal** and **external** strategic partnerships which need tending. “Internal” refers to partnerships **within** a grantee organization. “External” refers to partnerships **between** the grantee organization and others (both individuals and groups) in the community.

In large grantee organizations, internal strategic partnerships can be just as important as external strategic partnerships. It is easy for individual programs or services to be one of many; and, therefore, overlooked by organization leaders. Strategic partnerships between and among divisions and departments and with key leaders in the organization can be essential to the sustainability of a program.

**FIGURE II-28.
PARTNER: LESSONS LEARNED
FROM PAF GRANTEES**

One PAF grantee found that as partner organizations and their staff became more involved with the program, a stronger personal connection to the program developed. In turn, the partner organizations became champions in the community, helping the grantee obtain additional funding after the PAF grant ended.³⁸

Unless it is well known and understood as an asset by the organization's leadership, a program is at risk of downsizing, or even elimination, when funding becomes tight. Grantees in larger organizations can look for internal partnerships:

- Within their division or department to share staffing, resources, services, and expertise
- Through similar cross divisional or departmental collaboration to share the burden of time and expense for all
- With individual leaders who are willing to champion the grantee's programs throughout the organization and to other leaders

It is important for grantees to also have external strategic partnerships throughout the community. These partnerships should not be limited to other public agencies and nonprofit organizations. There are many others in a community with whom it is important to have a mutually beneficial relationship. See Figure II-29 for examples of potential strategic partners that can be found in most communities.

Any of these with a shared interest in the success of a grantee's program or services is a potential strategic partner. They benefit from the grantee's success. The grantee benefits because a strategic partner is a potential important source of support, training, resources, and even staffing. Partners can also provide meaningful opportunities for cross-training, peer-to-peer learning, and possible joint financial ventures or supporters when the grantee seeks new or additional funding. External strategic partners can also be a link to larger community networks that can help disseminate grantee programs and services, reach new audiences and clients, and access new and additional funding and resources. External strategic partnerships can also help grantees assess changing community needs and modify or tailor their programs and services to meet those needs.

There are different types of strategic partnerships (see Figure II-29). Some are more informal and may focus on information sharing and cooperation. Others are more formal and may include resource sharing and collaboration requiring written agreements. Some are short-term focused on narrow task and others are long-term seeking to achieve broader goals. Regardless of how informal or formal, short or long, all are important for the grantee to establish, maintain, and nurture. The key to making any strategic partnership work is mutuality. Both the grantee and their strategic partners need to benefit from the relationship.

Diverse strategic partnership can stretch a grantee's reach (see Figure II-30 for how they might be useful). The backgrounds and competencies of diverse strategic partners can increase the knowledge base from which a program or service can draw. Forging new strategic partnerships takes time and effort. **It starts with intentionally making connections and building relationships.**

To identify new partnerships, grantees can review the environmental assessment conducted as part of the *ASSESS* factor for program sustainability. The review should focus on missing partners and gaps in current partnerships. Activity Guide 1 (Mapping Organizational Networks), Activity Guide 2 (Mapping Individual Networks), and Activity Guide 3 (Assessing Potential Partners) are tools designed to help grantees identify potential new partnerships and define the best fit and nature of the relationship. Grantees need to honestly discuss why certain types of partners might be missing and whether adding additional partners could help with sustainability. The discussion could also:

**FIGURE II-29.
TYPES OF EXTERNAL
PARTNERS**

- Respected individual community grassroots leaders
- Neighborhood associations
- Faith-based organizations and their leaders
- Public and/or private school systems
- Community-based providers offering adolescent health services
- Community-based social service, public health, and education providers serving the same population through different programs and services
- Policymakers
- Business and community leaders
- Youth or parent-run advocacy groups
- Other relevant advocacy organizations

³⁸ Asheer, S., Alamillo, J., Keating, B., & Knab, J. (May 2017). Sustaining programs for expectant and parenting teens: Lessons learned from former Pregnancy Assistance Fund grantees. Washington, DC: Office of Adolescent Health. Retrieved from <https://www.hhs.gov/ash/oah/sites/default/files/paf-brief-sustainability-study.pdf>

FIGURE II-30. COALITIONS CAN BE USEFUL PARTNERSHIPS

A coalition is a diverse group of people and/or organizations working toward a specific purpose. Being a part of community coalitions gives organizations the opportunity to have other entities champion their successes. They can also:

- Give organizations a platform to build community support;
- Increase organizations' knowledge about other community efforts;
- Limit duplication of services;
- Improve trust and relationships between community partners;
- Promote shared policy and practice reforms that can sustain change in larger systems of care; and
- Help identify potential funders.³⁹

- Identify the skills and resources new strategic partners could bring to help realize sustainability goals.
- Establish goals and objectives for new strategic partnerships.
- Brainstorm how to move key informal relationships to formal strategic partnerships that could help sustain the program.



Grantees can incorporate partnership building into the everyday work of staff and board members. It includes a range of activities that allow staff and other organizational leaders to meet and interact with potential strategic partners. These include:

- Participating in relevant coalitions and working groups.
- Tabling (exhibiting) or speaking at local conferences, symposia, neighborhood association meetings, faith community classes or services, school organizations, or other community events.
- Participating in cross-training events with other adolescent health providers.
- Building relationships with others in the community—both professionals and other interested or concerned people.
- Meeting with local civic leaders to discuss emerging or important issues relating to adolescent health.

ASSESS EXISTING PARTNERSHIPS CONTINUOUSLY

(ACTIVITY GUIDES 4 AND 5)

For any strategic partnership to grow healthy and strong, it needs to be continuously tended. The tending process includes regular assessment. Minimally, strategic partnerships need to be assessed regarding the **nature and quality of the relationship** with the grantee and **capacity building needs**. Whether a strategic partner is internal or external, these assessments are important for each.

Regular assessment of existing strategic partnerships helps grantees:

- More clearly define relationships as:
 - Informal, short term without clearly defined missions or structures.
 - More formal but related to a specific goal, project, or effort.
 - Very formal and long term with shared goals and commitments.⁴⁰
- Brainstorm how to elevate and formalize current informal relationships to help sustain the program or service.
- Understand more clearly the current strengths and weaknesses of their existing partnerships.
- Identify the skills and resources each partnership can bring to help realize one or several of their sustainability goals.

³⁹ Batan, M., Butterfoss, F.D., Jaffe, A., & LaPier, T. A sustainability planning guide for healthy communities. Centers for Disease Control and Prevention: Washington, DC. Available at https://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/pdf/sustainability_guide.pdf

⁴⁰ National Center for Community Education & Afterschool Alliance. The Road to Sustainability: Sustainability Workbook. Available at: <http://www.afterschoolalliance.org/documents/Toolbox/RoadtoSustainability.pdf>

- Identify ways to enhance the relationship and add value to the work of each strategic partner, including through program implementation capacity building. (See Figure II-31 for an example from the TPP Sustainability Study.)
- Spot opportunities for new strategic partnerships.
- Identify goals and objectives for each new partnership.
- Determine when to let a partner go which can happen when missions/visions change, and the program's/services' goals no longer align.

Activity Guide 4 (Partnership S.O.A.R. Assessment) can be used individually or together as a group to assess the quality of existing partnerships using an assets/strengths-based lens.

Evidence from an OPA study of sustainability among former grantees also revealed the following key strategy: “start building the capacity of implementing agencies early in the grant period. Train staff at partner organizations to deliver the program, offer training-of-trainer opportunities, and lead regular discussions about sustainability in order to build partners’ capacity to continue your program.”⁴¹ To more clearly identify program sustainability capacity building needs of implementing partners, grantees can use Activity Guide 5 (Partner Program Sustainability Assessment and Checklist) as a self-assessment tool along with the results of their formal assessment with the tool in [Appendix A](#).

FIGURE II-31.

PARTNER: TPP GRANTEE'S LESSONS LEARNED ON SUSTAINABILITY

A TPP grantee in Hawaii worked with partners to adapt curriculum videos to fit better the racial, ethnic, and cultural backgrounds of program participants. The new videos used local actors in familiar settings and relatable storylines for Hawaii youth. The strategic partners helped create the videos and ensure they were used across all program sites.⁴²

ESTABLISH A SHARED VISION AND COMMITMENT TO SUSTAINABILITY (ACTIVITY GUIDES 6 AND 7)

A shared vision and commitment to sustainability are important for grantees to have with each strategic partner. They are most important when establishing a formal strategic partnership, which involves the exchange of funds and resources as well as close collaboration. However, grantees will find it easier to establish a shared vision and commitment to sustainability with partners, if they are first clear on their own. Activity Guide 6 (Sustainability Vision Clarification) can help grantees achieve this clarity.

Once grantees are clear on their own vision and commitment to sustainability, it is important to also consider what aspects of the vision and commitment are negotiable. In the process of establishing strategic partnerships it is important for grantees to communicate the negotiables and non-negotiables clearly and respectfully. For example, if a nonnegotiable aspect of a grantee’s vision and commitment to sustainability is that the program needs to remain solely within the grantee organization and delivered by grantee staff, this should be communicated to potential strategic partners. This clarity can help the grantee and partner avoid the difficulty of misunderstanding in the future.

Creating a formal strategic partnership requires open and honest communication on several items that can impact the partnership’s success and effectiveness.⁴³

- A shared plan of action. Partner organizations should take time to define their vision and mission for the partnership and outline the goals they hope to accomplish together. By doing so, the partners will have taken their first step toward designing a realistic and useful plan for collaboration.
- Shared leadership and responsibilities. Both partner organizations should have a sense of shared ownership over the goals and mission of the partnership. When creating a partnership plan, the partners should delineate duties between them, utilizing each partner’s strengths and capacities.

41 Alamillo, J., Asheer, S., Keating, B., & Knab, J. (2018, February).

42 Source: Alamillo, J., Asheer, S., Keating, B., & Knab, J. (February 2018). Sustaining teen pregnancy prevention programs: Lessons learned from former OPA grantees. Washington, DC: Office of Adolescent Health. Retrieved from https://www.hhs.gov/ash/oah/sites/default/files/sustainability_study_tpp_summary_brief.pdf

43 National Center for Community Education & Afterschool Alliance. The Road to Sustainability: Sustainability Workbook. Available at: <http://www.afterschoolliaison.org/documents/Toolbox/RoadtoSustainability.pdf>

- Clearly defined roles. The partnership plan should clearly state what each partner is expected to do and how and rely upon each partner’s strengths and abilities to delineate duties.

Writing a Memorandum of Understanding (MOU) is an important step in creating a formal strategic partnership. The act of writing the MOU helps the grantee and strategic partners think through, negotiate, and agree upon the core elements of the partnership. Grantees unfamiliar with strategic partnership MOUs (or needing to update an existing MOU) can use Activity Guide 7 (Partnership MOU Sample and Template) for guidance. This is a generic sample. It needs to be tailored and edited to fit specific partnerships. Before finalizing any MOU, grantees should consult their organization’s legal counsel for guidance and advice.

Finally, grantees need to have a regular check-in with their partner organizations. These can be informal meetings to gauge progress, hear of partner successes and concerns, or identify issues or challenges they may be facing. These regular and informal contacts can help strengthen and solidify the relationship.

ENGAGE PARTNERS TO HELP MARKET PROGRAM SUCCESSES

From the perspective of the grantee, strategic partnerships have three important benefits:

- 1) They help the grantee accomplish the goals of the project and achieve the desired outcomes.
- 2) They can help the grantee provide the program and services to a large population over a wider geographic area.
- 3) They help the grantee sustain the program by increasing its profile and perceived value through marketing and community mobilization.

The section on the *COMMUNICATE* factor includes activities to develop a communication plan for how community champions could be helpful in marketing programs/services and sharing stories and successes (see *COMMUNICATE*, Activity Guide 2 and training materials on the OPA website for [Messages that Matter: Storytelling and Communicating for Impact](#)).

LEVERAGE PARTNER RESOURCES

Community mobilization is one important way grantees can leverage external strategic partnerships as resources. Former TPP grantees found engaging the community before and during the grant helped them sustain it at the end of the grant cycle (see lessons learned in Figure II-32 and strategies used in Figure II-33). Once grantees have identified those external organizations and others with which they want to partner and are clear about the goals they hope to achieve through partnerships, they can:

- Identify messengers from among their partners to help reach out to existing or new potential partners. In identifying which individuals will conduct outreach activities, grantees should consider the individual’s knowledge of its program or services, its mission, and values and role in the community, as well as the messenger’s existing relationships with potential community partners.

FIGURE II-32.

TPP GRANTEE’S LESSONS LEARNED: COMMUNITY MOBILIZATION

Five lessons learned on community mobilization from the South Carolina campaign, Fact Forward:

1. **Relationships Matter:** Without relationships there is not mobilization. Without mobilization there is no sustainability.
2. **Meet People Where They Are:** Sustainability is a process. It means different things for different people, agencies, and communities.
3. **Create Meaningful Interaction:** Community groups should intersect, the youth voice should be “on par” with the adult voice, and members of partner agencies need to get to know one another on a personal level.
4. **Lead from Behind:** Our role is NOT to be the only voice on the issue in the community—sustainability requires others to use their voice.
5. **What Are We Sustaining?** We cannot sustain programs “dollar for dollar” and our work cannot begin in the final year of funding.⁴⁴

⁴⁴ Alton, F. (n.d.). Transforming communities: Mobilizing for long term sustainability. Columbia, SC: South Carolina Campaign to Prevent Teen Pregnancy. Retrieved from https://www.hhs.gov/ash/oah/sites/default/files/ash/oah-initiatives/assets/tpp-grantee-orientation/sc_campaign_community_mobilization.pdf

**FIGURE II-33.
TPP GRANTEE'S LESSONS
LEARNED: LEVERAGING
RESOURCES (STRATEGIES
USED)**

- Holding town hall meetings for community input prior to writing the grant application
- Offering open houses to parents and community members to answer questions and provide information about the program
- Mobilizing program participants, parents, and staff raise awareness in the community⁴⁶

- Provide their messengers with the resources necessary to communicate the importance of the program's or service's work and how potential new partnerships can help meet organization or group needs, as it meets community needs and sustains efforts in the long term (see COMMUNICATE for more resources; and training materials on the OPA website for *Messages that Matter: Storytelling and Communicating for Impact*).
- Create and use an outreach strategy and message that:
 - Is consistent and at the same time adaptable to the audience;
 - Is clear about its purposes, who its audiences are, and what matters to those audiences;
 - Clearly states the program's or service's goals and mission;
 - Aligns with larger marketing and outreach strategies and messages; and
- Focus on furthering the program's or service's mission in the community and increasing community awareness of its successes.⁴⁵ (For additional resources, see information on utilizing community champions to promote your programs/services in COMMUNICATE, Activity Guide 2 and training materials on the OPA website for *Messages that Matter: Storytelling and Communicating for Impact*).

In addition to having strategic partners participate in community mobilization and promotion of program or service successes in the community, there are other ways in which the partnership may be of benefit, including:

- Sharing or exchanging in-kind resources or supports with strategic partners in the form of staff time and expertise, donations, or facilities or space for events or trainings;
- Collaborative opportunities to identify and seek out joint funding strategies;
- Asking strategic partners to help build relationships with potential funders;
- Expanding grantees' networks of community supporters through the relationships the strategic partner has in the community; and
- Helping grantees identify and recruit program or service participants as the partner organization works with them in some compatible or related capacity.

WRAPPING UP (ACTIVITY GUIDE 8)

As you finish working through the Seeds to Success for this sustainability factor, use Activity Guide 8 to identify any additional needs you have related to this factor and your next steps for moving forward.

⁴⁵ U.S. Department of Health and Human Services, Office of Adolescent Health. Collaboration Toolkit. Available at: <https://www.hhs.gov/ash/oah/resources-and-training/online-learning-modules/collaboration-toolkit/index.html>

⁴⁶ Source: Alamillo, J., Asheer, S., Keating, B., & Knab, J. (February 2018). Sustaining teen pregnancy prevention programs: Lessons learned from former OPA grantees. Washington, DC: Office of Adolescent Health. Retrieved from https://www.hhs.gov/ash/oah/sites/default/files/sustainability_study_tpp_summary_brief.pdf

PARTNER | ACTIVITY GUIDE 1: MAPPING ORGANIZATIONAL NETWORKS⁴⁷

INSTRUCTIONS

This exercise can be performed by key program staff, leadership, and board members. The intent of the exercise is to examine where **current partnerships** lie and consider their strengths and weaknesses. This activity can be used to map both internal and external partners.

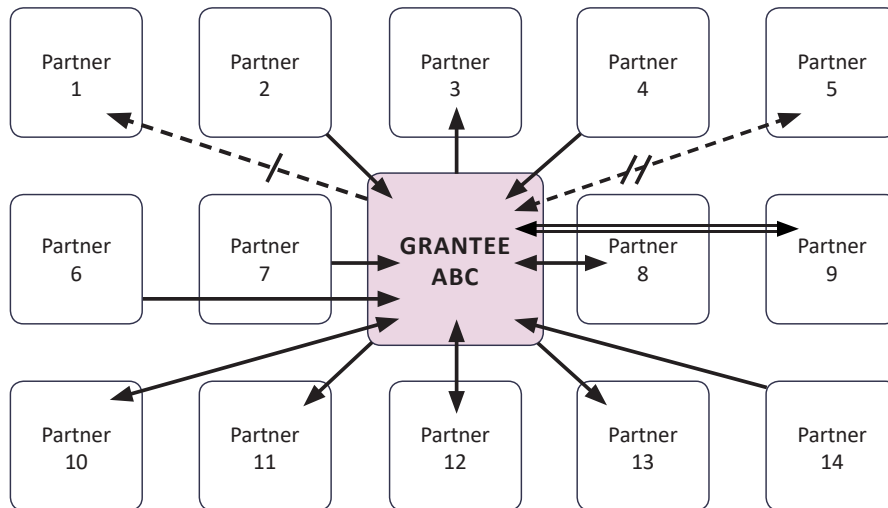
- 1) Use a whiteboard or flipchart sheet for this activity. (If only one or two people are doing this activity, the template on the next page can be used.)
- 2) In the middle of the space, write the grantee organization’s name.
- 3) Write names of current partners on sticky notes (one per sticky) and place them around the grantee’s name.
- 4) Reflect on each partnership and assess its strength and weakness. Consider, for example:
 - a) Which relationships are informal, short term without clearly defined missions or structure; based on a more formal arrangement and related to just a specific goal or effort; and more formal and long term with shared goals and commitments?
 - b) The skills and resources each organization brings to help realize one or several of the program’s sustainability goals.
 - c) The goals and objectives for each partnership.
- 5) Record the assessment for each partnership, drawing a line from the grantee organization to each partner sticky as indicated below: Use a **dotted or dashed line** to indicate a weak relationship. If it is weak because it is a stressed relationship, use a single **slash (/)** on the line. If it is weak because it is a broken relationship, use a **double slash (//)** on the line. Make a notation about the issue or situation causing the stress or break.

Use a **single solid line** to indicate a solid relationship.

Use a **double solid line** to indicate a particularly strong relationship. (Partner 9; also resources shared in both directions)

Use **arrows** at the end of lines to indicate the direction of support and resources shared.

If the support and resources flow in both directions, use a line with an arrow at both ends. Below is a sample completed worksheet and key.



PARTNER: ACTIVITY GUIDE 1 - SAMPLE MAPPING OF ORGANIZATIONAL NETWORKS

KEY:	Single slash (/) on the line = weak/stressed relationship (Partner 1)	Single solid lines = solid relationships (most of those depicted, except 1 and 5).	Single arrows pointing into Grantee box = Partner provides resources but not Grantee ((2, 4, 6, 7 and 14).	Single arrow pointing into Partner box = Grantee provides resources but not Partner (1, 3, 11 and 13).	Arrows on both ends. Support and resources flow in both directions (5, 8, 9, 10 and 12).
Dotted or dashed line = weak relationship between Grantee and Partners 1 and 5.	Double slash (//) on the line = weak/broken relationship. (Partner 5).	Double solid lines = particularly strong relationship (Partner 9).			

⁴⁷ This activity is adapted from: National Center for Community Education & Afterschool Alliance. *The Road to Sustainability: Sustainability Workbook*. Available at: <http://www.afterschoolalliance.org/documents/Toolbox/RoadtoSustainability.pdf>

PARTNER | ACTIVITY GUIDE 1: MAPPING ORGANIZATIONAL NETWORKS⁴⁷ (CONTINUED)

WORKSHEET

47 This activity is adapted from: National Center for Community Education & Afterschool Alliance. *The Road to Sustainability: Sustainability Workbook*. Available at: <http://www.afterschoolalliance.org/documents/Toolbox/RoadtoSustainability.pdf>

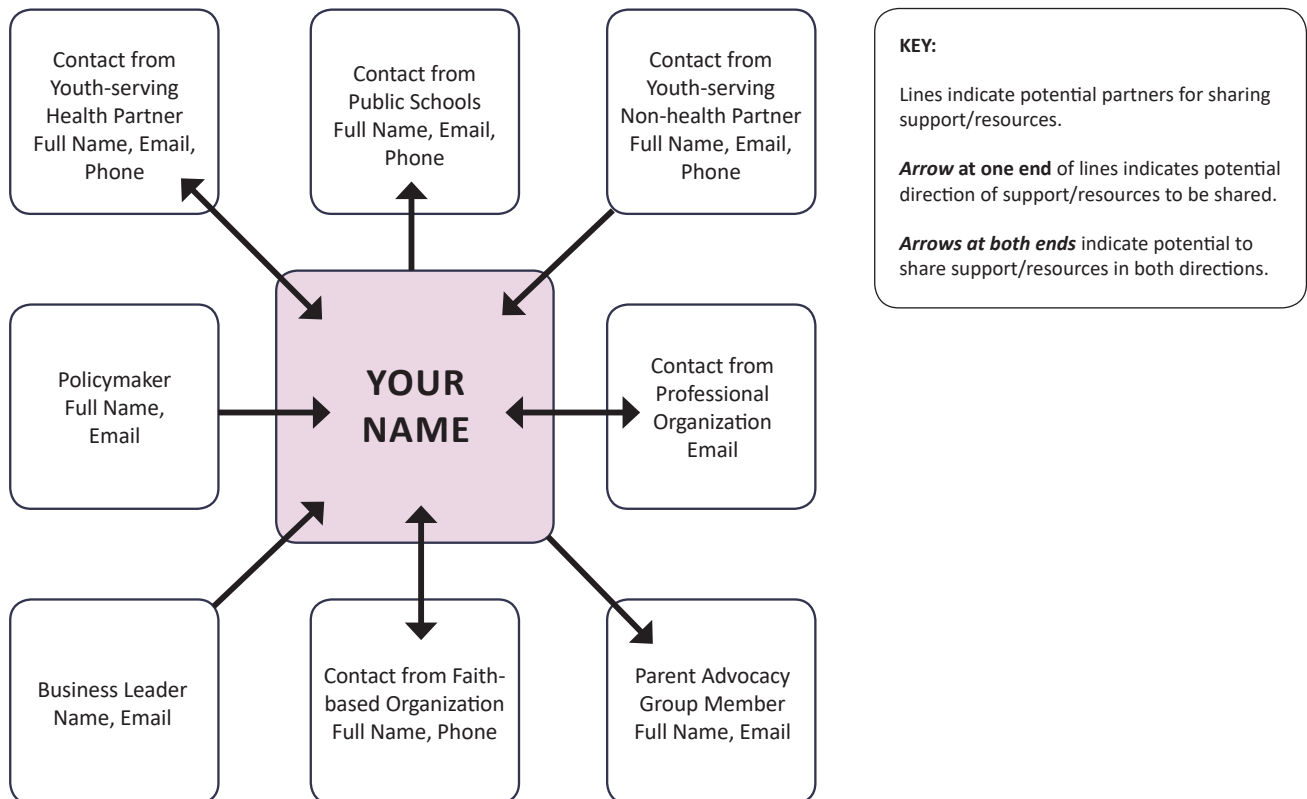
PARTNER | ACTIVITY GUIDE 2: MAPPING INDIVIDUAL NETWORKS⁴⁷

INSTRUCTIONS

This exercise is intended for use by individuals to identify, from personal and professional networks, useful contacts a grantee can leverage when seeking **new strategic partnerships**.

- 1) Each person receives a copy of the worksheet on the next page and puts their name in the darkened middle square.
- 2) In the surrounding squares, each person writes the name of an individual they know personally from a potential partner organization or group. **Only people they know well enough to call, text, or email directly should be listed.** In fact, individuals should also be listed with their phone number and/or email address. Included should be a range of connections because new partners can come from many different parts of the community (see Figure II-29).
- 3) Individuals completing the map use lines and arrows to connect themselves (name in the middle square) with each person listed in the other squares. The lines indicate potential partners for sharing support and resources. Use **arrows** → at the end of lines to indicate the direction of support and resources shared. If support and resources could be shared in both directions, use a line with an arrow at both ends. A sample completed worksheet appears below.

**SAMPLE MAPPING OF INDIVIDUAL NETWORKS
(PARTNER: ACTIVITY GUIDE 2 WORKSHEET)**



PARTNER: ACTIVITY GUIDE 2 - SAMPLE MAPPING OF INDIVIDUAL NETWORKS

Use Activity Guide 1 and Activity Guide 2 to inform Activity Guide 3.

⁴⁷ This activity is adapted from: National Center for Community Education & Afterschool Alliance. *The Road to Sustainability: Sustainability Workbook*. Available at: <http://www.afterschoolalliance.org/documents/Toolbox/RoadtoSustainability.pdf>

PARTNER | ACTIVITY GUIDE 2: MAPPING INDIVIDUAL NETWORKS⁴⁷ (CONTINUED)

WORKSHEET

⁴⁷ This activity is adapted from: National Center for Community Education & Afterschool Alliance. *The Road to Sustainability: Sustainability Workbook*. Available at: <http://www.afterschoolalliance.org/documents/Toolbox/RoadtoSustainability.pdf>

PARTNER | ACTIVITY GUIDE 3: ASSESSING POTENTIAL PARTNERS⁴⁸

INSTRUCTIONS

This activity is intended to help grantees assess potential partnerships and re-assess current partnerships.

- 1) To complete this activity, use the handout on the next page, duplicating additional handouts as needed. For a group, replicate the handout on a whiteboard or flipchart paper.
- 2) Write the name of the grantee organization and date of the activity on the line above the table.
- 3) In the first column of the table, list each current or potential partner identified in Activity 1, Activity 2, or in the process of conducting this activity.
- 4) For each current or potential partner listed, respond across its row to the column headings.

When completed, this table will provide the grantee with more useful information to help determine whether and how a partnership can be explored.

Example:

Name of Potential or Current Partner (with contact name & info)	Partner Role in Community	Resources/Support Available from Partner to Grantee	Resources/Support Grantee can Provide to Partner	Action Steps Needed to Explore, Initiate or Strengthen Partnership	Who is Best Positioned for First Contact?	Other Things to Consider when Reaching Out
Midvale Community Schools Roberto Vargas, Supt. 555-444-3333 rvargas@midvaleusd.org	Public unified school district that has been welcoming to outside groups to provide prevention education on various subjects.	Access to program participants; Access to parents; Occasional use of facilities for training (in-kind)	Enhancement of health curriculum; Training for educators and counselors	Set up an appointment with Supt. Vargas to explain program and discuss partnership potential.	Robyn Castillo, Grantee Org CEO and Julie Gershwin, Project Director	Midvale has a large population of students with Spanish as their first language; Program may need to also be available in Spanish.
Midvale Midwifery Services LeKeisha Stone, CEO 555-333-4444 lekeisha@midmid.org	Provides prenatal care, birthing assistance and postpartum support to women. Has been welcoming to teen and young mothers.	Referral site for teen and young women experiencing unplanned pregnancy; Referrals from MidMid for Grantee services.	On-site program delivery; Training for MidMid staff to become program educators; Support and training in provide youth-friendly environment and services.	Robyn Castillo (CEO) knows LeKeisha very well socially. Will ask Robyn to do an introduction to LeKeisha for Grantee services director, Maria Gonzalez and Julie G., Project Director	Robyn (introduction), and Maria G. and Julie G.	Midvale is welcoming to teen and young moms but has limited experience. We can help build their capacity to serve this population better in exchange for program opportunities.

PARTNER | ACTIVITY GUIDE 3: ASSESSING POTENTIAL PARTNERS⁴⁸ (CONTINUED)

WORKSHEET

Name of Grantee Organization: _____ Today's Date: _____

Name of Potential or Current Partner (with contact name & info)	Partner Role in Community	Resources/Support Available from Partner to Grantee	Resources/Support Grantee can Provide to Partner	Action Steps Needed to Explore, Initiate or Strengthen Partnership	Who is Best Positioned for First Contact?	Other Things to Consider when Reaching Out

⁴⁸ This activity is adapted from: National Center for Community Education & Afterschool Alliance. *The Road to Sustainability: Sustainability Workbook*. Available at: <http://www.afterschoolalliance.org/documents/Toolbox/RoadtoSustainability.pdf>

PARTNER | ACTIVITY GUIDE 4: PARTNERSHIP S.O.A.R. ASSESSMENT⁴⁹

INSTRUCTIONS

This activity is an appreciative (asset-based) approach to quickly assessing the quality of relationships between grantees and individual partners. The assessment can be conducted by a grantee about a current partner or it can be conducted with a current partner about the partnership relationship. The latter, however, is more likely to contribute to strengthening the partnership. In this way, it can be used as a means of checking in with partners each year to learn about existing strengths in the relationship and to identify additional ways to strengthen it.

- 1) Two assessment worksheets have been provided (see pages 73-74). The first is an **Initial Assessment** for first-time use with partners. The second is an **Annual Check-in Assessment** that can be used in subsequent years of partnership.
- 2) The worksheets are intended to be completed individually, then reviewed and discussed in a group to share strengths and insights that emerge from the process.
- 3) Ask individuals to give responses to the questions in each quadrant using one of the methods below:
 - a) Method A: Ask individuals to write responses to the questions in each of the boxes on the worksheet then share them with the group.
 - b) Method B: Replicate the quadrants on a whiteboard or flipchart pages, then ask participants to use sticky notes to respond to each question (one sticky note for each response) and place it in the appropriate quadrant.
- 4) Whichever method is used, it should generate a conversation about the strengths, opportunities, aspirations, and results (S.O.A.R.) of the partnership. The conversation should highlight important areas of focus to strengthen the partnership and make progress toward program sustainability. Allow time in this step to get consensus on the priorities for making a stronger partnership and moving toward program sustainability.
- 5) Remember, though the overall approach of this exercise is appreciative or asset-based, the “opposite” of the responses given sometimes indicate areas of improvement. For example, a response under “aspirations” that says, “I’d like us to hold more funder briefings” suggests the group may have been weak in holding these kinds of meetings in the past year. ***This underscores the value of an appreciative approach: it allows individuals to identify weaknesses by offering solutions to problems they see, rather than just complaining about them.***

In planning for the future, it is more important to amplify, extend or build upon what is already working well rather than trying to fix things that are broken; with the exception, of course, if that which is broken is illegal, unethical, or puts people in danger.

Use the results of this assessment to inform planning for future actions.

⁴⁹ This activity is adapted from: The Program Sustainability Quick CQI activity, copyright 2014 by Thomas W. Klaus. Available from the author at: info@tenaciouschange.us

PARTNER | ACTIVITY GUIDE 4: PARTNERSHIP S.O.A.R. ASSESSMENT (CONTINUED)

WORKSHEET – INITIAL ASSESSMENT

Strengths: Thinking about our partnership to date, what has been your **best experience**? What made this experience better than others?

Opportunities: What opportunities for sustaining our programs or services do you see appearing as a result of our partnership?

Aspirations: With regard to sustaining our programs or services, what would you most like to see our partnership **do more of** in the next few months?

Results: Thinking about our partnership to date, what are the successes we've had that make you **most proud**?

PARTNER | ACTIVITY GUIDE 4: PARTNERSHIP S.O.A.R. ASSESSMENT (CONTINUED)

WORKSHEET – ANNUAL CHECK-IN ASSESSMENT

<p>Strengths: During the past year of our partnership, what has been your best experience? What made this one better than other good experiences?</p>	<p>Opportunities: Over this past year, what new opportunities for sustaining our programs or services have been appearing as a result of our partnership?</p>
<p>Aspirations: Reflecting on our past year of working together to sustain our programs and services, what would you most like to see our partnership do more of in the coming year?</p>	<p>Results: Thinking about successes our partnership has had in the past year of moving our programs and service toward long term sustainability, which have made you the proudest?</p>

PARTNER | ACTIVITY GUIDE 5: PARTNER PROGRAM SUSTAINABILITY ASSESSMENT AND CHECKLIST

INSTRUCTIONS

This activity is intended for grantee partners as a self-assessment of their sustainability needs. It is designed to help partners consider ways they can be working with the grantee more closely. It will also help them identify needs which the grantee can address.

- 1) Make copies of this assessment available to partners.
- 2) Emphasize that it is a self-assessment for the private use of the partner. ***Grantees should not compel partners to either use this assessment or provide a completed copy to the grantee.***
- 3) Encourage partners to use it to assess and monitor their partnership work on the federally funded project.
- 4) Invite partners to discuss, if they wish, the findings of the assessment with the grantee. It is important for partners to feel that it is safe to discuss findings with the grantee, particularly if the grantee is also providing a financial stipend or support. To create a safe environment for the grantee:
 - a) Emphasize they need only discuss selected items and not the whole assessment.
 - b) Assure them that any discussion will be undertaken in a spirit of support and collaboration, not condemnation.

INTERPRETING ASSESSMENT SCORE

A perfect score for this assessment is 72. Early in a partnership with the grantee, 1s and 2s are likely to dominate, and the score may not rise much above 36. However, as the partnership grows and the project progresses, the total score should move well beyond 36. By this time, 3s and 4s should dominate, and the scores should be in the 50s and 60s. Problems in the partnership are indicated if most responses are 0s or the total score does not begin to rise beyond 40 after the first year of the partnership. If this happens, it may be necessary to consider whether the partnership is a good fit.

USING THIS WORKSHEET

Consider using this assessment every 12 months to track progress in the partnership. Upon completion, review each item that is scored below 3. Note at least one thing you can do more of to make solid progress on it. In some cases, it may be necessary to consult with, and receive assistance, from the grantee. Remember, the grantee, as your partner, is there to help. Success in the project is more achievable when every partner is successful. To be sure, the grantee is committed to your success!



PARTNER | ACTIVITY GUIDE 5: PARTNER PROGRAM SUSTAINABILITY ASSESSMENT AND CHECKLIST (CONTINUED)

WORKSHEET

Use this worksheet along with your results from the [Sustainability Assessment Tool \(Appendix A\)](#) and the [Activity Guides in the ASSESS factor](#) if you want to better understand where you can improve your partner relationships for sustainability planning purposes. Read each item and indicate its status in your project using this following scale: 0 = Not Applicable; 1 = Have not begun; 2 = In planning; 3 = Have begun; 4 = Have made solid progress

Item	Assessment					Notes
We are working in close partnership with the grantee to achieve the goals of its Federally funded programs or services.	0	1	2	3	4	
We have a sustainability plan for the programs or services we are providing for the grantee's Federally funded project.	0	1	2	3	4	
We regularly assess how well our organization or group works <u>together</u> as a team.	0	1	2	3	4	
We regularly assess how well our organization or group <u>works in partnership</u> with the grantee.	0	1	2	3	4	
The leadership of our organization or group is strongly supportive of our partnership with the grantee.	0	1	2	3	4	
We have multiple staff members who are trained to <u>facilitate the educational programs</u> we are providing to the grantee.	0	1	2	3	4	
We are <u>skilled at making referrals</u> to other partners in the grantee's project for programs or services we do not provide.	0	1	2	3	4	
We <u>regularly make referrals</u> to other partners in the grantee's project for programs or services we do not provide.	0	1	2	3	4	
We continuously <u>evaluate our performance</u> in delivering programs and services on behalf of the grantee's project.	0	1	2	3	4	
We continuously <u>evaluate progress toward outcomes</u> in the programs and services we provide to the grantee's project.	0	1	2	3	4	
We regularly share all project evaluation results with the grantee.	0	1	2	3	4	
We regularly assist the grantee in raising community awareness about their Federally funded programs and services.	0	1	2	3	4	
We regularly introduce the grantee to other potential strategic partners in the community.	0	1	2	3	4	
We regularly <u>take stock of training needs</u> of our staff to continue delivering high-quality programs or services for the grantee.	0	1	2	3	4	
We regularly <u>request training</u> from the grantee to ensure continuous delivery of high-quality project programs or services.	0	1	2	3	4	
We continuously communicate with the grantee about the status of our work on the project.	0	1	2	3	4	
We regularly discuss sustainability issues with the grantee.	0	1	2	3	4	
	Total Each Column:					
	Total All Columns:					What was your score?

PARTNER | ACTIVITY GUIDE 6: SUSTAINABILITY VISION CLARIFICATION⁵⁰

INSTRUCTIONS

Before completing this activity, refer back to *STRATEGIZE Activity Guide 1* (which is the same worksheet here) and *STRATEGIZE Activity Guide 2 (Defining Sustainability for Your Partnership)*. This activity is intended to help grantees clarify their vision of sustainability. It will also help grantees consider general strategies for ultimately accomplishing the vision. The activity should be done with the participation of all grantee staff working directly on the federally funded project.

- 1) Distribute copies of the worksheet to grantee staff.
- 2) Instruct staff to complete the worksheet on their own, drawing upon their personal knowledge and experience with the project.
- 3) As a group, aggregate responses for each of the items in the worksheet on a whiteboard or flipchart paper making comprehensive lists of all responses to all items. Indicate the duplicate responses and the number of times each was mentioned by individual staff. (Alternatively, if meeting as a group, staff can write responses on sticky notes—one response per sticky—and then place them with the corresponding item on the whiteboard or flipchart paper.)
- 4) As a group, analyze and interpret the data for your project. The following information may be helpful for this process:
 - a) Item #1: Responses may provide unique benchmarks to assess progress toward achieving sustainability.
 - b) Item #2: Responses help segment and clarify the individual components of grantees' programs and services. This is valuable because it helps staff see how the whole of the project comprises specific, unique components—some of which may be able to stand alone if needed. As a group, come to general agreement regarding the various components of the project.
 - c) Items #3 and #4: Achieve group consensus on each of these items. Efforts to focus down and refine these items will provide a clearer vision of what sustainability looks like for a grantee's project. Therefore, it is important to help the group to focus down to only three most important components and a single most important component, respectively.
 - d) Item #5: Responses to this item will help grantees identify a variety of strategies to move toward sustainability within each of the categories. Each of the three categories represent efforts grantees need to make to achieve sustainability:
 - i) Finances and funding: Beyond fundraising to replace dollars, this category includes cutting, controlling, or sharing costs.
 - ii) Infrastructure and structure: Sustainability can be achieved for some programs or services by modifying them.
 - iii) Community engagement and mobilization: There is an established link between these and success in sustainability.⁵¹ Responses here should generate ideas and strategies.

In addition, compare responses in this Activity Guide to those you collected during *STRATEGIZE* (Activity Guide 1 to determine where adjustments are needed in your vision statement (s) and strategies.

⁵⁰ This activity was developed by and adapted from: Klaus, T. W., and Johnson, E. E. (2008; revised 2017). *Becoming Indispensable: Program Sustainability Training*, Available from the author at: info@tenaciouschange.us

⁵¹ Klaus, T. W., and Saunders, E. (2016). Using collective impact in support of communitywide teen pregnancy prevention initiatives. *Community Development*, 47(2). 241-258.

PARTNER | ACTIVITY GUIDE 6: SUSTAINABILITY VISION CLARIFICATION (CONTINUED)

WORKSHEET

1. I/We will know our programs or services are becoming sustainable when...	
2. The core components of our programs or services are...	
3. The three core components it is most important to sustain are...	
4. When funding ends, the single most important component we must protect at all cost is...	
5. To achieve sustainability by the end of the funding cycle, what more can we be doing now regarding:	
a. Finances and funding	
b. Infrastructure and structure	
c. Community engagement and mobilization	

PARTNER | ACTIVITY GUIDE 7: PARTNERSHIP MOU SAMPLE AND TEMPLATE

INSTRUCTIONS

This Activity Guide includes a GENERIC sample and template for a partnership MOU guidance. Grantees can use this as a guide to build individual partnership agreements. It requires careful editing and tailoring to each partnership a grantee establishes. Some items may not be relevant, and others may need to be added. If used as a guide, this MOU should be edited and tailored **UNDER ADVICE AND GUIDANCE OF GRANTEE LEGAL COUNSEL**. The provision of this sample and template does not imply nor is it intended to provide legal advice or guidance.

PARTNERSHIP MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) outlines the partnership agreement between GRANTEE, ADDRESS, CITY, STATE, ZIP and PARTNER ORGANIZATION, ADDRESS, CITY, STATE, ZIP.

1) Purpose of the Partnership

GRANTEE and PARTNER ORGANIZATION have agreed to work together to PRIMARY PURPOSE OF THE PARTNERSHIP, INCLUDING MISSION AND GOALS OF THE PARTNERSHIP. This MOU describes their understandings and commitments to this collaborative partnership.

2) Scope and Duration

GRANTEE and PARTNER ORGANIZATION will work together to DESCRIBE THE COLLABORATIVE EFFORT. This MOU will guide the collaboration for the period beginning START DATE and ending END DATE. The scope and duration of the collaboration may be amended and/or extended through joint agreement of GRANTEE and PARTNER ORGANIZATION to amendments to this MOU.

3) Activities, Objectives, and Outcomes of the Partnership

The objectives and expected outcomes partnership activities are:

- a) DESCRIBE PARTNERSHIP ACTIVITY, OBJECTIVE, AND EXPECTED OUTCOME WITH AS MUCH SPECIFICITY AS POSSIBLE.
- b) DESCRIBE PARTNERSHIP ACTIVITY, OBJECTIVE, AND EXPECTED OUTCOME WITH AS MUCH SPECIFICITY AS POSSIBLE.
- c) ETC.

4) Decision-making Structure and Authority

DESCRIBE WHO WILL BE MAKING DECISIONS FOR THE PARTNERSHIP, HOW DECISIONS WILL BE MADE, AND WHAT DECISIONS (TYPE OF DECISIONS) THAT WILL BE MADE TOGETHER AND SEPARATELY.

EXAMPLE:

GRANTEE and PARTNER ORGANIZATION will collaborate to make decisions together regarding partnership activities described in this MOU. Decisions will be made by mutual agreement using consensus. However, grant funder guidance, orders, and/or directives will take precedence when they contradict partnership decisions.

5) Legal and Financial Structure

EXAMPLE:

The GRANTEE is the sole recipient of a funding award for this collaborative partnership from FEDERAL OR STATE AGENCY OR NAME OF FUNDER. As such, it is bound by the terms of the award contract. The GRANTEE, therefore, is responsible to provide leadership to this collaborative partnership and is accountable to the funder to achieve the goals of the grant funding and to abide by the terms of the award contract as well as guidance, orders, and/or directives from the funder during the term of the award funding.

PARTNER | ACTIVITY GUIDE 7: PARTNERSHIP MOU SAMPLE AND TEMPLATE (CONTINUED)

As the sole recipient, the GRANTEE will serve as the lead agency for the purpose of receiving and managing funding for the award and its collaborative partnership activities. If the PARTNER ORGANIZATION receives funding to conduct partnership activities, the GRANTEE will communicate the expected deliverables. Partners will collaboratively identify and agree to the activities related to the deliverables and create a workplan to achieve them within a time frame that satisfies the terms of the award contract.

GRANTEE and PARTNER ORGANIZATION will assign employees of their respective organizations to carry out the work of the collaborative partnership. Each employee assigned to work with the partnership will continue to function as an employee of their organization. While GRANTEE and PARTNER ORGANIZATION will retain authority for hiring, performance review, and termination for each of their employees, each partner organization agrees to seek feedback from the other regarding selection and evaluation of staff assigned to collaborative partnership activities. GRANTEE and PARTNER ORGANIZATION will provide supervision for both staff and volunteers which they assigned to collaborative activities.

GRANTEE and PARTNER ORGANIZATION will each retain responsibility and liability for the actions of their staff and volunteers.

6) Points of Contact for MOU

The points of contact are responsible for initiating and receiving official communication on behalf of their respective organizations via phone, text, email, USPS, or other means regarding this collaborative partnership and its activities:

a) GRANTEE

Name: _____

Organization: _____

Address: _____

City: _____ State: _____ Zip: _____

Work Phone: _____

Mobile Phone/Text: _____

Email: _____

b) PARTNER ORGANIZATION

Name: _____

Organization: _____

Address: _____

City: _____ State: _____ Zip: _____

Work Phone: _____

Mobile Phone/Text: _____

Email: _____

PARTNER | ACTIVITY GUIDE 7: PARTNERSHIP MOU SAMPLE AND TEMPLATE (CONTINUED)

7) Resource Commitment to the Collaborative Partnership

Each partner organization has agreed to commit resources to the collaborative partnership. Both partners will contribute:

- a) The time and effort required for consistent representation and participation by the organization in timely decision making.
- b) Careful attention to risk assessment and risk mitigation including maintaining appropriate insurance coverage and ensuring appropriate supervision for staff, and volunteers, and use of facilities and equipment contributed to the collaborative partnership.
- c) The resources of their organization required to ensure fulfillment of specific commitments described below.

Specifically, each organization agrees to provide the resources described below:

- a) GRANTEE
 - i) RESOURCE
 - ii) RESOURCE
 - iii) ETC.
- b) PARTNER ORGANIZATION
 - i) RESOURCE
 - ii) RESOURCE
 - iii) ETC.

8) Risk Management

GRANTEE and PARTNER ORGANIZATION will independently conduct a risk assessment for the work to be carried out in the partnership. They will update each other on the results of the assessment and provide information on steps taken to mitigate risk, if such is indicated by the assessment.

Each partner organization will consult with its insurance carriers to determine the extent to which the organization's insurance coverage will provide adequate protection for potential damages that may arise through participation in the collaborative partnership. Each participating organization will seek additional insurance coverage if needed to mitigate its own risks and to protect the other organizations participating in the collaborative.

The risk assessment will include, at a minimum, consideration of risks relating to serving program participants, facilities and equipment, employment, volunteers, financial management, and compliance with funder requirements and applicable law and regulation.

9) Accountability Process and Problem Solving

GRANTEE and PARTNER ORGANIZATION will meet monthly by phone, video conference, or in person to jointly evaluate the partnership, assess progress toward partnership and funding award goals, and identify issues and concerns. Partners are committed to open communication with each other regarding the strengths and limitations of the collaborative partnership. Further, they are committed to work together to address weaknesses and to improve outcomes.

PARTNER | ACTIVITY GUIDE 7: PARTNERSHIP MOU SAMPLE AND TEMPLATE (CONTINUED)

10) Termination of MOU

The MOU is automatically terminated upon its end date, the end date of the funding award, or termination of the award by the funder—whichever comes first. In addition, each partner retains the right to withdraw from the partnership upon giving the other at least 30 days written notice of its decision to withdraw. The withdrawal of either partner from the agreement shall result in the termination of the MOU.

11) Amendments

This MOU may be extended or amended only through mutual agreement by GRANTEE and PARTNER ORGANIZATION. The decision to amend or extend the MOU and language describing the agreed upon changes, shall be documented in writing, including the date of the amendment/extension, and signatures of authorized signatories for each partner organization.

This Memorandum of Understanding is unanimously agreed to and adopted by representatives of GRANTEE and PARTNER ORGANIZATION on DATE. The signature of an authorized signatory of each organization below represents the full commitment of their organization to participate actively in the collaborative partnership and implement fully all elements of this agreement.

Authorized Signatory for PARTNER ORGANIZATION

Name (Printed): _____

Signature: _____

Title: _____

Date: _____

Authorized Signatory for GRANTEE

Name (Printed): _____

Signature: _____

Title: _____

Date: _____

PARTNER | ACTIVITY GUIDE 8: WRAPPING UP—IDENTIFYING ADDITIONAL NEEDS AND PLANNING NEXT STEPS

IDENTIFYING ADDITIONAL NEEDS

Instructions: Now that these exercises have been completed, take a moment to write down any challenges experienced in completing these activities and any additional resources that might be needed to address these challenges.

PLANNING YOUR NEXT STEPS

Instructions: Write down three things the grantee’s team can do right now with the information gathered during these activities to plan for sustainability. Be sure to include who is responsible, a time frame for accomplishing the task, and any metrics for assessing successful completion.

What challenges did you face in completing the activities in this section?	1.
What resources would be useful to help you better address these challenges?	2.
	3.



SUSTAINABILITY FACTOR: SECURE DIVERSE FINANCIAL OPPORTUNITIES (DIVERSIFY)

Securing diverse funding streams is essential to establishing long-term sustainability and achieving successful programs and services. Relying on a single funding source may be workable in the short term, but often cannot sustain a program or service for a long time. Continuously explore diverse funding opportunities and secure a variety of funding streams when possible. Ideally, grantees should consider funding beyond the grant during their application process, and identify a member of the leadership team to lead these activities.

This section builds upon *Section II: Developing a Sustainability Plan – Sustainability Factor: Assess the Environment (ASSESS)* and that section can help grantees in determining what funding streams or financial structures will work best for their programs or services. The Seeds to Success are included in Figure II-34.

FIGURE II-34. DIVERSIFY: SEEDS TO SUCCESS

- Review the program budget to identify core activities and services
- Identify and pursue alternative funding opportunities
- Create a sustainability planning budgetary line item
- Determine what program components could become fee-for-service
- Build fundraising and grant-writing capacity

LEARNING OBJECTIVE

Upon reviewing the Seeds to Success for this factor and completing the associated activities (see Figure II-35), grantees will progress through the Seeds to Success and learn the importance of developing a carefully thought out strategy for addressing funding beyond their initial grant.

SEEDS TO SUCCESS

Each grantee's approach to diversifying its funding sources will be unique. This section will help grantees explore how sustainability planning and budgeting can be embedded into core program activities, as well as offer tools to help grantees identify potential funders and an action plan to seek alternative funding sources.

To begin, look at information gained by working through previous sections of this guide (particularly *Section II: Developing a Sustainability Plan – Sustainability Factors: ASSESS, INTEGRATE, COMMUNICATE, and PARTNER*) to understand local community needs and the financial environment in which the program operates.

FIGURE II-35. DIVERSIFY: ACTIVITY GUIDES

- Activity 1: Reviewing Your Program Budget
- Activity 2: Identifying and Seeking Funding
- Activity 3: Develop a Strategy for Securing Funding Opportunities
- Activity 4: Wrapping Up—Identifying Additional Needs and Planning Next Steps

REVIEW THE PROGRAM BUDGET TO IDENTIFY CORE ACTIVITIES AND SERVICES (ACTIVITY GUIDE 1)

A deep understanding of the community's need is required to determine what core programs or services are provided to meet this need. Look back at the information gathered in *Section II: Developing a Sustainability Plan – Sustainability Factor: Assess the Environment (ASSESS)* regarding the community environment before moving forward with the suggested budgetary analysis in this section. Using what was learned from that assessment, grantees can align their core services with community needs and ultimately with each line item in their budget. By exploring the minimum activities or services required to meet the needs of the community, grantees will gain a better perspective on what aspects of their services are essential and at what scale those services are needed. Explore the questions in Figure II-36.

FIGURE II-36. QUESTIONS TO EXPLORE TO IDENTIFY MINIMUM SERVICES OR ACTIVITIES NEEDED BY THE COMMUNITY

- What services are currently being provided?
- What are the current costs of implementing the current services and programs?
- What components of these services are absolutely necessary to address the community's needs and fulfill the program's or service's mission?
- What resources are required to implement those essential programs or services identified through this exercise (e.g., curriculum, staff, trainings, other resources)?
- What are the cost differentials between current service delivery and services deemed essential?
- What changes can or should be made to the funding of certain programs or services to plan for sustainability?

Once these issues have been addressed, walk through each line of the program's or service's budget and answer the following questions:

- Is this expense essential to provide the program's or service's core activities or interventions?
- Is this expense scaled correctly?

Once grantees understand the funding environment and have identified potential opportunities, they may develop a strategy to seek out and obtain new funding. Specifically, grantees may consider the previous sections (*ASSESS*, *INTEGRATE*, *COMMUNICATE*, and *PARTNER*) to determine which funding opportunities or financing models most appropriately fit their program or service needs. It is likely that multiple options are viable and even critical for securing stable financing and ensuring program sustainability. To develop a successful strategy, grantees may:

- Conduct regular budgetary reviews;
- Determine their goals for securing alternative funding;
- Identify the tasks needed to accomplish those goals;
- Assign a staff person to be responsible for implementing each task; and
- Identify or refine success metrics, a time frame, and the resources needed to accomplish each goal.

WHAT IS A SOCIAL ENTERPRISE BUSINESS MODEL?

Social enterprise addresses a social need and serves the common good through products or services. Social enterprise uses business solutions to address social problems. Social enterprises use earned revenue strategies to gain profits and reinvest these profits into the social service delivery system.⁵²

IDENTIFY AND PURSUE FUNDING OPPORTUNITIES (ACTIVITY GUIDE 2)

In *Section II: Developing a Sustainability Plan - Sustainability Factor: Assess the Environment (ASSESS)*, grantees had an opportunity to explore the financial environment in which they work. Using the activities from that section, grantees may reflect on this financial environment and:

- Consider the impact their programs or services have in meeting community needs and their capacity to sustain services in the long term;
- Identify funding opportunities through organizations that support services to their current target population, such as local community organizations seeking to bolster services to their adolescent populations, or with missions that specifically address adolescent health, pregnancy prevention, supporting expectant or parenting teens, or other related social issues;

⁵² For examples of social enterprise business models, visit: <https://www.se-alliance.org/social-enterprise-examples> Social Enterprise Alliance. (2013). What is social enterprise?

- Strategize how to identify and secure funding from organizations that work in or finance related work, such as regionally based organizations, community or national foundations;
- Identify internal and external supporters who can help promote their program and services to potential funders;
- Consider innovative funding alternatives to grant or foundation funding, such as social enterprise business models or impact investing (see the sidebars for more information); and
- Consider alternative financing opportunities, such as in-kind support, endowments, outsourcing select services, moving services under another community organization, or using a fee-for-service model.



WHAT IS IMPACT INVESTING?

Impact investments are a financial strategy whereby investments are made with the intention of generating measurable social impact plus a financial return. Investors are often rooted in the social issues in which they are investing and seek to place capital in nonprofits and businesses to harness the power of enterprise. According to the Global Impact Investing Network, the impact investing industry has the potential to place significant amounts of money in market-based solutions to address the world's most pressing challenges.⁵³

CREATE A SUSTAINABILITY PLANNING BUDGETARY LINE ITEM

(ACTIVITY GUIDE 3)

Grantees should consider adding sustainability planning to their core budget. Creating a budgetary line item devoted to sustainability planning can aid in elevating its status and importance across one's program and services. Grantees will be better able to track and monitor their sustainability planning as it relates to their entire program or service funding. Grantees should also consider identifying a person within the organization to be responsible for sustainability planning and include their time in the budgetary line item.

DETERMINE WHAT PROGRAM COMPONENTS CAN BECOME FEE-FOR-SERVICES

(ACTIVITY GUIDE 3)

To provide a funding stream for sustainable components of the program/service, grantees should look at the programs/services offered and explore which, if any, could be offered as fee-for-service. As part of ongoing assessment activities,

grantees should explore whether the target audiences for those services would be willing and able to pay for those services through a fee-for-service model. For example, grantees might start to charge a small fee per-person to attend trainings that are open to professionals in the community. For each of the potential activities for which a fee might be charged, develop a list of potential audiences, identify similar activities already offered in the community and the range of fees requested by those services, and use this information to develop a fee-for-service model.

BUILD FUNDRAISING AND GRANT-WRITING CAPACITY

(ACTIVITY GUIDE 3)

Ensuring that a grantee's team has the knowledge and skills to fundraise for its programs or services is critical. Organizations wishing to build their staff capacity may see the benefit of devoting resources outside of their federal grant to it. Building this professional acumen requires grantees to explore the following questions:

- What fundraising skills trainings may be useful to their team and can these trainings be offered in-house or through a community training or conference event?
- Are there internal mentors that can teach grant-writing or fundraising techniques?

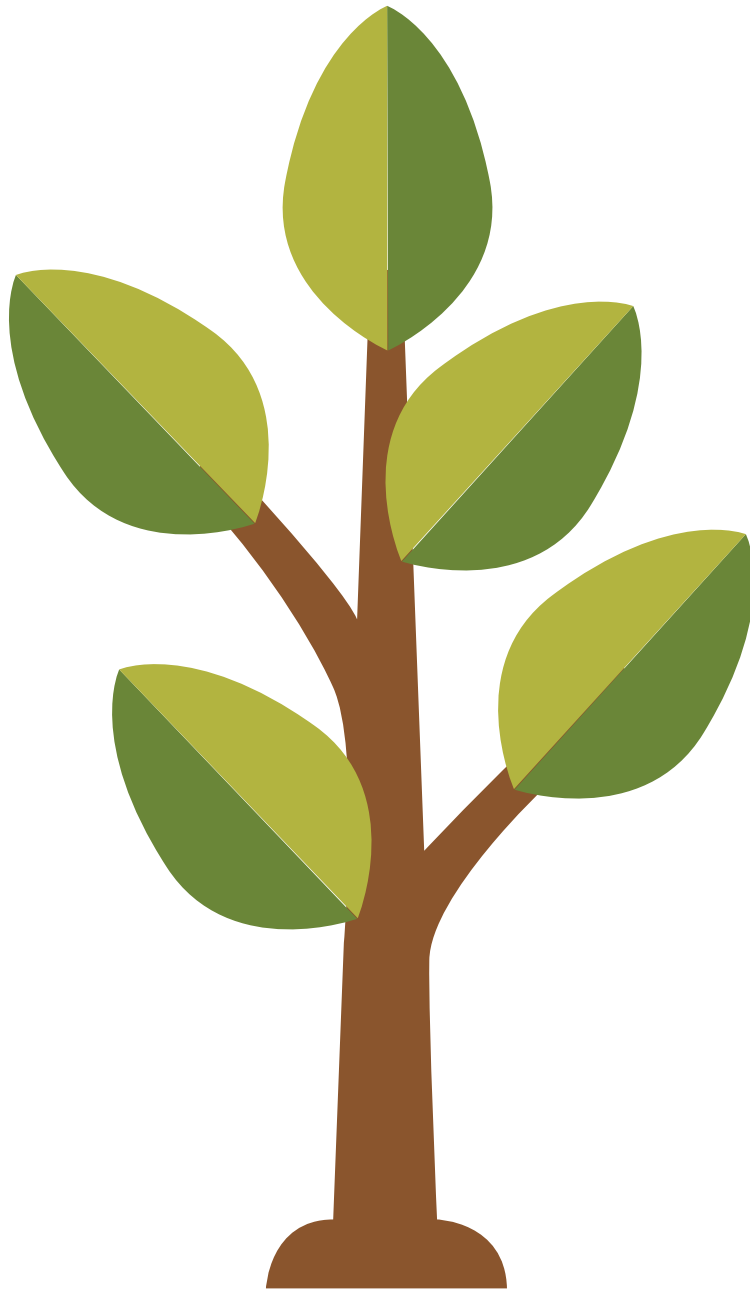
⁵³ The Global Impact Investing Network. (2013). What is impact investing?

- What opportunities are available for increasing their fundraising and grant-writing capacity through cross-training, peer-to-peer learning, or information sharing forums by utilizing their relationships with partners?

WRAPPING UP

(ACTIVITY GUIDE 4)

As you finish working through the Seeds to Success for this sustainability factor, use Activity Guide 4 to identify any additional needs you have related to this factor and your next steps for moving forward.



DIVERSIFY | ACTIVITY GUIDE 1. REVIEWING YOUR PROGRAM BUDGET

Instructions: Building on the assessments performed in *Section II: Developing a Sustainability Plan – Sustainability Factor: Assess the Environment (ASSESS)*, use this activity to explore how the budget aligns with programs/services. Performing this exercise will help identify which line items in the budget are critical to supporting core activities and which are less necessary for short- or long-term sustainability.

MEETING COMMUNITY NEEDS

What services are absolutely necessary to address our community’s needs?

What services and activities do we currently promote?

Of those provided, what services and activities are critical for meeting the needs of our community and for implementing our programs?

What ancillary or internal program supports do we need to offer these services?

DIVERSIFY | ACTIVITY GUIDE 1. REVIEWING YOUR PROGRAM BUDGET (CONTINUED)

UNDERSTANDING BUDGETARY NEEDS

What are our programs or services costs for implementing our program or intervention?

How would our costs change by implementing only the essential programs or services? Would our costs be different?

What financial resources are required to implement activities that would meet the community's core needs?

Once you have completed the assessment of your services and financial requirements, take out your program/service budget and assess each individual line. Answer each of the questions for each line of your budget:



How does this expense directly address the core community need?

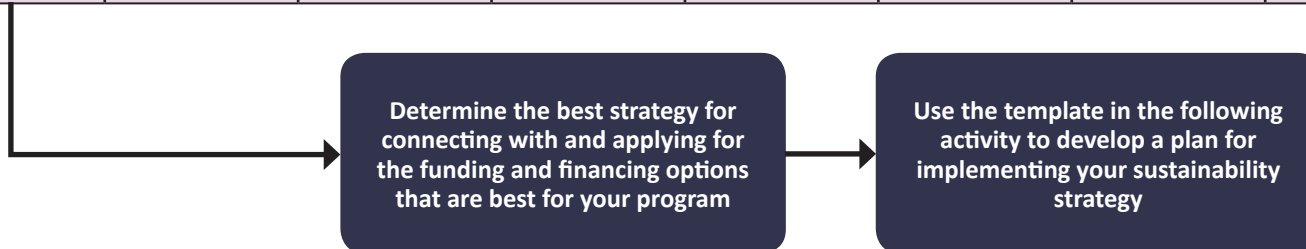
Is this expense essential in providing the core activities, services, or intervention?

DIVERSIFY | ACTIVITY GUIDE 2. IDENTIFYING AND SEEKING FUNDING

Instructions: Use the following path to begin identifying potential funding and financing opportunities. This activity should help you explore where you can begin looking for funding opportunities. In the following activity, you will develop a plan for how to reach out to the organizations and individuals you identify in this activity.



FUNDING SOURCE	CONTACT INFORMATION	PROGRAM, SERVICE, OR ACTIVITY	REQUEST	GIVING CYCLE	ASSIGNED TO	PERSONALIZED APPEAL	STATUS	RESULTS
Name of organization, individual, corporation, foundation, or government entity	Name of contact person, address, phone, and email for applications and questions	What you are asking them to fund	Amount of your request or the specific in-kind service you are requesting	Date the application is due, dates awards are given, dates any reports or following one due	The lead person of your team assigned to manage this opportunity	Message should emphasize the services that you provide that have the greatest appeal to each opportunity	Stage in the funding process with this funder (to be updated periodically)	Whether the support was received and what you learned from the process



DIVERSIFY | ACTIVITY GUIDE 3. DEVELOPING A STRATEGY FOR SECURING FUNDING OPPORTUNITIES

Instructions: Use this template to develop a plan for reaching out to the organizations and individuals you identified in the previous activity.

Goal Identify your goal	Activity/Task Identify the activities or tasks required to achieve the goal	Person Responsible Identify the person responsible for completing the activity or task	Timeframe Identify the timeframe that each activity or task should be completed within	Resources Identify the resources needed to complete each activity or task

DIVERSIFY | ACTIVITY GUIDE 4. WRAPPING UP—IDENTIFYING ADDITIONAL NEEDS AND PLANNING NEXT STEPS

IDENTIFYING ADDITIONAL NEEDS

Instructions: Now that these exercises have been completed, take a moment to write down any challenges experienced in completing these activities and any additional resources that might be needed to address these challenges.

PLANNING YOUR NEXT STEPS

Instructions: Write down three things the grantee’s team can do right now with the information gathered during these activities to plan for sustainability. Be sure to include who is responsible, a time frame for accomplishing the task, and any metrics for assessing successful completion.

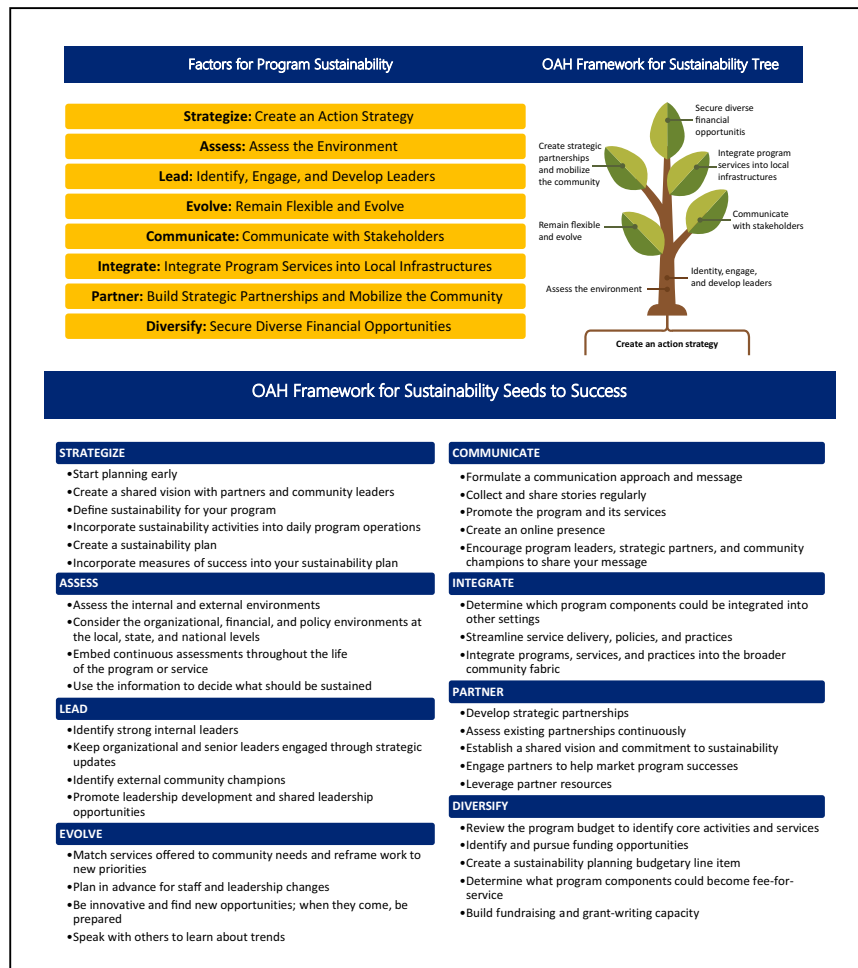
What challenges did you face in completing the activities in this section?	1.
What resources would be useful to help you better address these challenges?	2.
	3.



Each factor discussed in this guide is supported by existing literature and research on the sustainability of social welfare and health programs, as well as on-the-ground experiences of TPP and PAF grantees and other federal sustainability frameworks. While this guide is not meant to provide a list of all factors necessary for every program or service to succeed, it does aim to identify common challenges and issues grantees might face as they explore their own needs and capacities in building sustainable programs.

The purpose of this guide, combined with OPA’s accompanying sustainability resources (see the [OPA website](#) and Appendix B), is to help OPA grantees effectively leverage their resources to facilitate the continuation of their programs or services, leading to long-lasting improvements in the health and well-being of adolescents. This guide provides practical and actionable steps by which grantees can begin planning for sustainability and infuse sustainability conversations and activities into their day-to-day work. Grantees should use all of the materials in the OPA Sustainability Resources collection as flexible, modular tools that can be adjusted to meet their program’s/service’s needs. Figure III-1 is replicated from the [OAH 2017 Framework for Program Sustainability](#) document as an overview of what has been presented in this guide. Grantees are reminded that factors do not have to be addressed in a particular order although it is recommended that ASSESS occurs at some level/time even prior to applying for funding.

FIGURE III-1. SUMMARY OF THE OAH FRAMEWORK FOR PROGRAM SUSTAINABILITY (2017)



From: <https://www.hhs.gov/ash/oah/resources-and-training/tpp-and-paf-resources/community-mobilization-and-sustainability/index.html#sustainability>

APPENDIX A. OPA SUSTAINABILITY ASSESSMENT TOOL

OFFICE OF POPULATION AFFAIRS (OPA)

OPA SUSTAINABILITY ASSESSMENT TOOL

The OPA Sustainability Assessment Tool (OPA-SAT) was adapted from the University of Washington in St. Louis’s Program Sustainability Assessment Tool (PSAT). The PSAT is a copyrighted instrument of Washington University in St Louis, MO. All rights reserved. Their work was licensed under a Creative Commons Attribution-NonCommercial-ShareAlike License. After modification, the Washington University in St Louis, Center for Public Health Systems Science was notified of this modification on August 13, 2019 by OPA’s TA contractor. By using the OPA Sustainability Assessment Tool, you understand and agree that the U.S. Department of Health and Human Services, Office of Population Affairs, and its contractor bear no responsibility to you or any third party for the consequences of your use of the tool. For more information, see the original PSAT website at: <http://www.sustaintool.org>.

Instructions for Completion. This form can be completed by a single individual through coordination with other staff and partners or completed by multiple individuals and then averaged across individuals for a single program/service score.

For each of the following items, you will rate your program’s progress on the Seeds to Success within each of the sustainability factors in the [OAH Sustainability Framework](#). There are 46 items that correspond to the information you read about for each factor and its Seeds to Success. Please respond to as many items as possible. If you truly feel you are not able to answer an item, you may select “NA.” **For each statement, circle the number that best indicates the extent to which your program has or does the following things.** After you complete all items, use the *OPA-SAT Scoring and Interpretation Worksheet* to compile the ratings for your program/service. Then, use the information to develop or refine the Action Strategy your team developed in the *STRATEGIZE* factor and other relevant factors.

To what extent has or does your program/service do the following:

STRATEGIZE	To little or no extent							To a very great extent	Not able to answer
1. Start planning early	1	2	3	4	5	6	7	NA	
2. Create a shared vision with partners and community leaders	1	2	3	4	5	6	7	NA	
3. Define sustainability for your program	1	2	3	4	5	6	7	NA	
4. Incorporate sustainability activities into daily program operations	1	2	3	4	5	6	7	NA	
5. Create a sustainability plan	1	2	3	4	5	6	7	NA	
6. Incorporate measures of success into your sustainability plan	1	2	3	4	5	6	7	NA	
ASSESS	To little or no extent							To a very great extent	Not able to answer
1. Assess <u>internal</u> organizational environments	1	2	3	4	5	6	7	NA	
2. Assess <u>external</u> organizational environments	1	2	3	4	5	6	7	NA	
3. Assess <u>financial</u> environments	1	2	3	4	5	6	7	NA	
4. Assess <u>policy</u> environments	1	2	3	4	5	6	7	NA	
5. Assess community needs and assets	1	2	3	4	5	6	7	NA	
6. Consider the above assessments at the <u>local, state, and national</u> levels	1	2	3	4	5	6	7	NA	
7. Embed continuous assessments throughout the life of the program or service	1	2	3	4	5	6	7	NA	
8. Use the information to decide what should be sustained	1	2	3	4	5	6	7	NA	
LEAD	To little or no extent							To a very great extent	Not able to answer
1. Identify strong internal leaders	1	2	3	4	5	6	7	NA	
2. Keep organizational and senior leaders engaged through strategic updates	1	2	3	4	5	6	7	NA	
3. Identify external community champions	1	2	3	4	5	6	7	NA	
4. Promote leadership development and shared leadership opportunities	1	2	3	4	5	6	7	NA	

EVOLVE	To little or no extent							To a very great extent	Not able to answer
1. Match services offered to community needs	1	2	3	4	5	6	7	NA	
2. Reframe work to new priorities	1	2	3	4	5	6	7	NA	
3. Plan in advance for staff changes	1	2	3	4	5	6	7	NA	
4. Plan in advance for leadership changes	1	2	3	4	5	6	7	NA	
5. Be innovative and find new opportunities	1	2	3	4	5	6	7	NA	
6. Be prepared when new opportunities come	1	2	3	4	5	6	7	NA	
7. Speak with others to learn about trends	1	2	3	4	5	6	7	NA	
COMMUNICATE	To little or no extent							To a very great extent	Not able to answer
1. Formulate a communications <u>approach</u>	1	2	3	4	5	6	7	NA	
2. Formulate a communications <u>message</u>	1	2	3	4	5	6	7	NA	
3. Collect and share stories regularly	1	2	3	4	5	6	7	NA	
4. Promote the program and its services	1	2	3	4	5	6	7	NA	
5. Create an online presence	1	2	3	4	5	6	7	NA	
6. Encourage program leaders, strategic partners, and community champions to share the message	1	2	3	4	5	6	7	NA	
INTEGRATE	To little or no extent							To a very great extent	Not able to answer
1. Determine which program components could be integrated into other settings	1	2	3	4	5	6	7	NA	
2. Streamline service delivery, policies, and practices	1	2	3	4	5	6	7	NA	
3. Integrate programs, services, and practices into the broader community fabric	1	2	3	4	5	6	7	NA	
PARTNER	To little or no extent							To a very great extent	Not able to answer
1. Develop strategic partnerships	1	2	3	4	5	6	7	NA	
2. Assess existing partnerships continuously	1	2	3	4	5	6	7	NA	
3. Establish a shared vision and commitment to sustainability	1	2	3	4	5	6	7	NA	
4. Engage partners to help market program successes	1	2	3	4	5	6	7	NA	
5. Leverage partner resources	1	2	3	4	5	6	7	NA	
DIVERSIFY	To little or no extent							To a very great extent	Not able to answer
1. Review the program budget to identify core activities and services	1	2	3	4	5	6	7	NA	
2. Identify funding opportunities	1	2	3	4	5	6	7	NA	
3. Pursue funding opportunities								NA	
4. Create a sustainability planning budgetary line item	1	2	3	4	5	6	7	NA	
5. Determine what program components could become fee-for-service	1	2	3	4	5	6	7	NA	
6. Build capacity for fundraising	1	2	3	4	5	6	7	NA	
7. Build capacity for grant writing	1	2	3	4	5	6	7	NA	

SCORING AND INTERPRETATION

Scoring Instructions. Once you have completed the *OPA Sustainability Assessment Tool*, transfer your responses for each “Seed” to this worksheet to calculate your Factor Scores (the average score for each factor). Please record the score for each item (i.e., 1-7) or write “NA” if you were not able to answer. [Note: These scoring instructions are for an individual conducting the assessment. If each member of a group completes an assessment, average the individual item ratings for the “Seeds” first and use those average “Seed” scores to transfer to the corresponding rows on the Scoring Worksheet.]

PART I. FACTOR SUSTAINABILITY SCORES
 Use the Scoring Worksheet to transfer your scores from the OPA-SAT and calculate as follows:

- A) Place the score for each “Seed” in column A.
- B) Add up your ratings for the items within each factor and put the total in column B.
- C) Count the number of “Seeds” in the factor that were scored (exclude “Seeds with “NA” in the count). Place that number in column C.
- D) Divide column B (the total factor score) by column C (the number of “Seeds” scores). Place the result in column D, which is the Factor Sustainability Score.

PART II. OVERALL SUSTAINABILITY SCORE
 Use the Factor Scores calculated above to calculate the Overall Sustainability Score:

- 1) For each factor, place the average score in the row for its factor.
- 2) Sum the average Factor Scores and divide by 8 (or if a factor is missing, divide by the number of factors for which there are averages). The resulting average is the Overall Program Sustainability Score.

INTERPRETING THE RESULTS

For both the Average Factor Scores and the Overall Sustainability Score, scores should be interpreted using the same 7-point index used to generate the initial scores for each “Seed” rating:

1= Program has this to no extent 7=Program has this to full extent NA = not able to answer

There is no minimum rating or score at which sustainability is guaranteed. However, lower scores (below the middle range, under 4) indicate that there might be areas for improvement in developing the action strategy. Even when a higher score is achieved, you may want to periodically conduct a sustainability assessment to ensure that you are maintaining or increasing your score, or that some areas have not slipped to lower scores.

SCORING WORKSHEET

PART I. AVERAGE FACTOR SCORES

SUSTAINABILITY FACTOR AND SEEDS TO SUCCESS	(A) Ratings	(B) Sum of all Ratings	(C) No. of Ratings	(D) Factor Average B/C
STRATEGIZE	A	B	C	D
1. Start planning early				
2. Create a shared vision with partners and community leaders				
3. Define sustainability for your program				
4. Incorporate sustainability activities into daily program operations				
5. Create a sustainability plan				
6. Incorporate measures of success into your sustainability plan				
ASSESS	A	B	C	D
1. Assess <u>internal</u> organizational environments				
2. Assess <u>external</u> organizational environments				
3. Assess <u>financial</u> environments				
4. Assess <u>policy</u> environments				
5. Assess community needs and assets				
6. Consider the above assessments at the <u>local, state, and national</u> levels				
7. Embed continuous assessments throughout the life of the program or service				
8. Use the information to decide what should be sustained				

SUSTAINABILITY FACTOR AND SEEDS TO SUCCESS	(A) Ratings	(B) Sum of all Ratings	(C) No. of Ratings	(D) Factor Average B/C
LEAD	A	B	C	D
1. Identify strong internal leaders				
2. Keep organizational and senior leaders engaged through strategic updates				
3. Identify external community champions				
4. Promote leadership development and shared leadership opportunities				
EVOLVE	A	B	C	D
1. Match services offered to community needs				
2. Reframe work to new priorities				
3. Plan in advance for staff changes				
4. Plan in advance for leadership changes				
5. Be innovative and find new opportunities				
6. Be prepared when new opportunities come				
7. Speak with others to learn about trends				
COMMUNICATE	A	B	C	D
1. Formulate a communications <u>approach</u>				
2. Formulate a communications <u>message</u>				
3. Collect and share stories regularly				
4. Promote the program and its services				
5. Create an online presence				
6. Encourage program leaders, strategic partners, and community champions to share the message				
INTEGRATE	A	B	C	D
1. Determine which program components could be integrated into other settings				
2. Streamline service delivery, policies, and practices				
3. Integrate programs, services, and practices into the broader community fabric				
PARTNER	A	B	C	D
1. Develop strategic partnerships				
2. Assess existing partnerships continuously				
3. Establish a shared vision and commitment to sustainability				
4. Engage partners to help market program successes				
5. Leverage partner resources				
DIVERSIFY	A	B	C	D
1. Review the program budget to identify core activities and services				
2. Identify funding opportunities				
3. Pursue funding opportunities				
4. Create a sustainability planning budgetary line item				
5. Determine what program components could become fee-for-service				
6. Build capacity for fundraising				
7. Build capacity for grant writing				

PART II. OVERALL SUSTAINABILITY SCORE

Factors for Program Sustainability	Factor Average Scores (Col. D above)
<i>STRATEGIZE: Create an Action Strategy</i>	
<i>ASSESS: Assess the Environment</i>	
<i>LEAD: Identify, Engage, and Develop Leaders</i>	
<i>EVOLVE: Remain Flexible and Evolve</i>	
<i>COMMUNICATE: Communicate with Stakeholders</i>	
<i>INTEGRATE: Integrate Program Services into Local Infrastructures</i>	
<i>PARTNER: Build Strategic Partnerships and Mobilize the Community</i>	
<i>DIVERSIFY: Secure Diverse Financial Opportunities</i>	
OVERALL SUSTAINABILITY SCORE (Average across factors—SUM FACTOR SCORES AND DIVIDE BY 8 or number of factors for which there is an average score.)	

INTERPRETING INDIVIDUAL “SEED” RATINGS AND AVERAGE FACTOR SCORES

The “Seed” ratings refer to the individual items within each Factor. The “Factor” scores refer to the average score across all ratings for the “Seeds” in that Factor. These results can be used to identify Seeds to Success that need more attention from your organization or partnership. They also provide some sense of how well the Factor to which these Seeds are related has been addressed. In either case, refer back to the corresponding Factor section as well as relevant Activity Guides to develop or refine your strategies, as suggested by the individual Seed rating or Factor average.

INTERPRETING THE OVERALL SUSTAINABILITY SCORE

This summary score is the average across all Factor Scores. It provides some sense of how well the overall action strategy is being implemented. Periodic re-assessments will point out areas where the program/service and its partnership might need to revisit some Factors. Use the average Factor scores and individual “Seed” ratings to determine areas for improvement that might be affecting the overall score. Use the information in the relevant Factor sections and Activity Guides to revise strategies and monitor progress on those Seeds or Factors.

NEXT STEPS

Use your summary worksheet scores as a guide to identify where improvements are needed. Each of the items (rows on the form) corresponds to a Seed to Success. So, it should be easy to consult that section of the Resource Guide for information to assist in improving your rating for particular Seeds. In the case of lower Factor Scores, revisit that Factor’s entire section in the Resource Guide and re-do/revise data and information using the Activity Guides in that section. It is recommended that you quickly address those things that are easily modifiable, and consult with partners, community champions and other stakeholders on revising strategies for the more difficult items. On at least an annual basis, conduct the sustainability assessment and compare results to the previous year to monitor your progress.

For more information on how other programs and initiatives have used similar sustainability assessment tools adapted from the original PSAT, go to the tool’s website at Washington University in St. Louis, Center for Public Health Systems Science at <http://www.sustaintool.org>. Also, visit the [TPP and PAF Online Resource Center](#) for additional sustainability resources.

APPENDIX B. RESOURCES LIST

The following resources appear throughout this guide and have been compiled here for convenience.

The OAH Framework for Program Sustainability (revised November 2017).

Available at: <https://www.hhs.gov/ash/oah/sites/default/files/oah-framework-for-program-sustainability-508-compliant.pdf>

Teen Pregnancy Prevention (TPP) and Pregnancy Assistance Fund (PAF) Resource Center.

U.S. Department of Health and Human Services, Office of Population Affairs, Office of Adolescent Health, Teen Pregnancy Prevention (TPP) and Pregnancy Assistance Fund (PAF) Resources. Available at: <https://www.hhs.gov/ash/oah/resources-and-training/tpp-and-paf-resources/index.html>

The Collaboration Toolkit.

U.S. Department of Health and Human Services, Office of Population Affairs, Office of Adolescent Health. Available at: <http://www.hhs.gov/ash/oah/resources-and-publications/learning/coll-tk/index.html>

The Sustainability Planning Template (revised November 2017).

A resource in the *Sustainability Planning Guide*, adapted by the Office of Adolescent Health from the [TPP LEAD Collaborative](#) and the [University of Massachusetts Donahue Institute](#). Available at: <https://www.hhs.gov/ash/oah/sites/default/files/sustainability-planning-template-508-compliant.docx>

Sustaining Teen Pregnancy Programs. Lessons Learned from Former OAH Grantees.

J. Alamillo, S. Asheer, B. Keating and J. Knab. (February 2018). Available at: https://www.hhs.gov/ash/oah/sites/default/files/sustainability_study_tpp_summary_brief.pdf

Sustaining Programs for Expectant and Parenting Teens: Lessons Learned from Former Pregnancy Assistance Fund Grantees

S. Asheer, J. Alamillo, B. Keating, and J. Knab. (May 2017). Available at: <https://www.hhs.gov/ash/oah/sites/default/files/paf-brief-sustainability-study.pdf>

Messages that Matter: Storytelling and Communicating for Impact.

Youth Catalytics. Available at https://www.youthcatalytics.org/services/training/oah_tpp_comms_resources/

Financing and Sustainability Strategies for Teen Pregnancy Prevention Programs.

Presentation by J. Crocker (2012) at “Expanding Our Experience and Expertise: Implementing Effective Teenage Pregnancy Prevention Programs” Conference. Baltimore, MD. Available at: http://www.hhs.gov/ash/oah/oahinitiatives/ta/experience_expertise_crocker.pdf

Transforming Communities: Mobilizing for Long-term Sustainability.

Columbia, SC: South Carolina Campaign to Prevent Teen Pregnancy. Available at: https://www.hhs.gov/ash/oah/sites/default/files/ash/oah/oah-initiatives/assets/tpp-grantee-orientation/sc_campaign_community_mobilization.pdf

The Program Sustainability Assessment Tool (PSAT): Find Planning Resources.

This tool was adapted from the original Program Sustainability Assessment Tool (PSAT), licensed under the Creative Commons Attribution-Non Commercial-Share-Alike license. Washington University in St. Louis is the original creator of the tool.

Home website of the PSAT available at: <https://www.sustaintool.org/resources/>

A Sustainability Planning Guide for Healthy Communities

A resource by the U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Division of Adult and Community Health. Available at: https://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/pdf/sustainability_guide.pdf

Becoming Indispensable: Program Sustainability Training

Available from the authors T. W. Klaus and E. E. Johnson at: info@tenaciouschange.us

The Dynamics of Sustainability: A Primer for Rural Health Organizations

Georgia Health Policy Center and Georgia State University. U.S. Department of Health and Human Services, Health Resources and Services Administration, Office of Rural Health Policy. Available at: <http://www.ruralhealthlink.org/Portals/0/Resources/Sustainability%20Primer%20for%20Rural%20Health%20Organizations.pdf>

The Road to Sustainability: Sustainability Workbook

National Center for Community Education & Afterschool Alliance. Available at: <http://www.afterschoolalliance.org/documents/Toolbox/RoadtoSustainability.pdf>

The Sustainability Planning Workbook, Building for the Future

A resource by the Finance Project. Available at: http://s3.amazonaws.com/uww.assets/site/out_of_school_time/OST_Sustainability_workbook_brochure_finance_project.pdf

The Program Sustainability Quick CQI Activity

Copyright 2014 by Thomas W. Klaus. Available from the author at: info@tenaciouschange.us

Toolkit for Program Sustainability, Capacity Building, and Volunteer Recruitment/Management

A resource by the Corporation for National and Community Service. Available at: https://www.womenshealth.gov/files/documents/sustainability_toolkit_appb.pdf

Sustaining Grassroots Community-Based Programs: A Toolkit for Community and Faith-Based Service Providers

A resource by the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Administration. Available at: <https://sites.ed.gov/aapi/files/2014/03/SAMHSA-Toolkit.pdf>

SWOT Analysis: Strengths, Weaknesses, Opportunities, and Threats.

In the Community Toolbox (Section 14) from University of Kansas. Available at: <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/swot-analysis/main>

A Sustainability Toolkit for Prevention: Using Getting to Outcomes.

K. Johnson, D. Fisher, A. Wandersman, & D. Collins. (2009). Available at: https://www.ncspfsig.org/Project_Docs/Toolkit%201-15-09cjb.pdf

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On June 10, 2019, the Office of Adolescent Health was merged with the Office of Population Affairs (OPA) within the HHS Office of the Assistant Secretary for Health. OPA promotes the health of individuals across the reproductive lifespan through innovative, evidence-based adolescent health and family planning programs, services, strategic partnerships, evaluation, and research. OPA administers the Title X family planning program, the Teen Pregnancy Prevention program, the Pregnancy Assistance Fund program, and the Embryo Adoption Awareness program. The Office of Population Affairs (OPA) would like to thank the OPA staff and contractor staff from ICF International and Child Trends who were instrumental in developing the 2014 framework and original resource guide. OPA would also like to thank The MayaTech Corporation for the refresh of this Resource Guide to accompany the updated (2017) framework.

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