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Home --> Resources & Publications --> Leaving a Legacy

Leaving a Legacy: Our vision
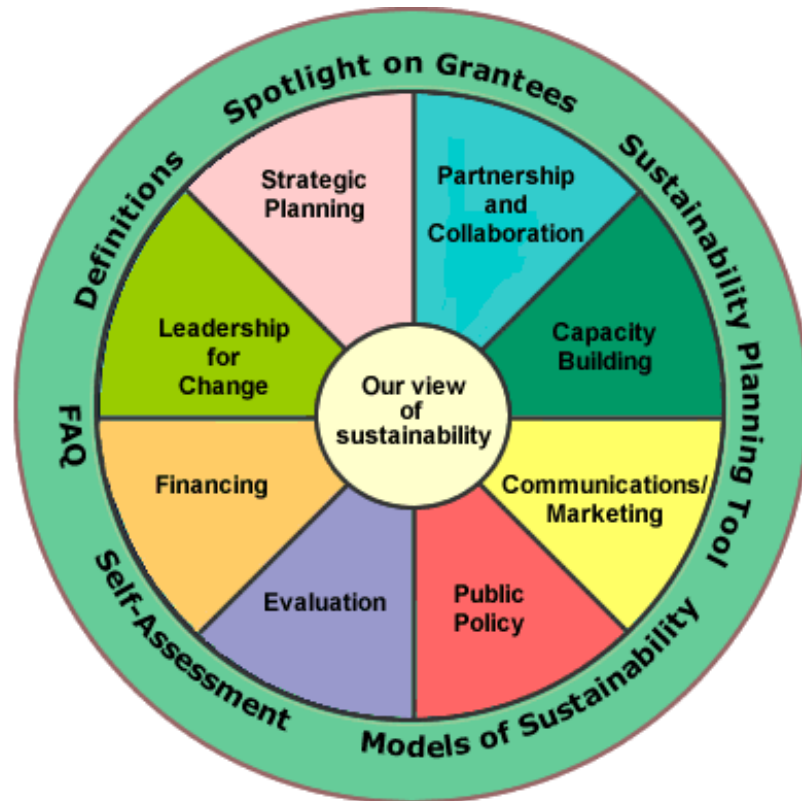
The enduring work of the Center and its 180 grantees is testament to our vision: together, we can sustain our work, even when grant funding ends. Promoting mental health and preventing youth violence demands that we take the long view-continuously building the support of broad constituencies including parents, mental health providers, schools, juvenile justice, and businesses.

The Center is committed to helping grantees leave a legacy by working with them to enhance community collaborations and partnerships, develop staff capacity to implement evidence based programs and lead change, and deepen their understanding of various strategies to sustain their programs. Our philosophy is to work with leaders, promoting change within a frame of respect and celebration of differences. In the process, we learn from grantees' innovative and creative approaches in their communities and work to connect grantees so that they can learn from each other. Specifically, we focus on eight key areas:

- relationships among community entities such as agencies, coalitions, schools, and parent groups, and between individuals
- community awareness of mental health or youth violence issues
- leadership across and within systems

- policies and procedures
- the use of evaluation data in decision making
- staff competencies and expertise and other program capacities
- the use of strategic planning approaches
- funding streams

Many equate sustainability with finding continuing funding for services developed through a grant. However, a broader view of sustainability entails using various strategies, represented in the wheel below, to maintain the elements of your program that are responsible for its positive outcomes. Embracing this more complex and comprehensive view can help you sustain program elements and outcomes, whether or not you receive additional funding.

Sustainability is a dynamic process. At various points within the grant period, your strategy will change, depending on where you are within your grant period, where you are in thinking through sustainability goals and plans, and what goals you have set.

How can I use this Leaving a Legacy Wheel?

Through this website, the Center will provide the tools, strategies and techniques that will support grantees to lead change in their systems and communities through achieving program goals and objectives.

Click on the words within the outer wheel to find:

- Definitions of sustainability
- Models of sustainability
- FAQ's
- A self assessment of your program's progress towards sustainability
- Examples of grantee approaches to sustainability

Click within the wheel to explore different strategies for sustainability.

Click on **Our View of Sustainability** *to read more about the National Center 's view of sustainability.*

Our View of Sustainability

Partnership and Collaboration
Capacity Building
Communications/Marketing
Public Policy
Evaluation
Financing
Leadership for Change
Strategic Planning

Spotlight on Grantees
Sustainability Planning Tool
Models of Sustainability
Self-Assessement
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Home --> Resources & Publications --> Leaving a Legacy --> Strategic Planning

Strategic Planning

Strategic planning is a key leadership skill that lets you achieve desired outcomes by connecting the needs of your target population with program activities. This entails identifying what program activities will promote systemic change supporting your positive outcomes over time. Being able to make a strategic plan involves knowing how to formally identify the needs you want to address (e.g, demonstrating what level of need exists in your community for infant mental health services so that abused or neglected preschoolers do not develop behavioral problems), showing how existing services are inadequate, and explaining how the implementation of your program will provide the needed services and achieve the desired goals. Many models of strategic planning exist, and some are be better suited to your circumstances than others; but they should all include needs assessment, resource mapping, program goals and objectives, and timelines for program implementation.

How can strategic planning help to sustain program activities? Involving key stakeholders in strategic planning early in your project's life can help sustainability strategies emerge and take hold before grant funding expires. For example, a strategic planning process will help to identify the goals and objectives that your project and your partner's programs share, and point out opportunities where programs can work together and share functions. Strategic planning with a broad stakeholder group can also help embed your project's goals and activities in the community's long-range work, helping to make other potential supporters such as policy makers or local legislators aware of your project. Finally, strategic planning can help identify ways the whole group's resources can support your project.

For an example of how grantees have used Strategic Planning as a sustainability tool, read this **Grantees at Work** story:

- The Importance of Stakeholder Involvement

Click on any of these listings for more information:

- Conducting a needs assessment and understanding community context
- Resource Mapping
- Developing a strategic plan
- Choosing models of strategic plans

Conducting a needs assessment and understanding community context

Assessing local needs and assets in your school and community (word document)
http://library.promoteprevent.org/item.php?id=118703

Getting to outcomes 2004: Promoting accountability through methods and tools for planning, implementation, and evaluation (planning manual)
http://library.promoteprevent.org/item.php?id=118632&catid=116376

Resource Mapping

Strategic Planning (in non-profit or for profit organizations) The Management Assistance Program for Nonprofits
http://www.managementhelp.org/plan_dec/str_plan/str_plan.htm

Developing a strategic plan

Designing programs to meet your desired results (word document)
http://library.promoteprevent.org/item.php?id=118704&catid=116389

Getting to outcomes 2004: Promoting accountability through methods and tools for planning, implementation, and evaluation (planning manual)
http://library.promoteprevent.org/item.php?id=118632&catid=116376

New initiatives: Considerations related to planning, implementing, sustaining, and going-to-scale
http://library.promoteprevent.org/item.php?id=118688&catid=116390

Strategic Planning in Smaller Non-Profit Organizations: A Practical Guide for the Process
http://www.wmich.edu/nonprofit/guide7.htm

Choosing models of strategic plans

2003 Community Health Summit Toolkit: Program Planning and Fundraising
www.aecf.org/publications/data/final_program.pdf

Strategic planning FAQs http://www4.compasspoint.org/p.asp?
WebPage_ID=758
&Profile_ID=128170

Logic Model Development Guide http://www.wkkf.org/Knowledgebase/Pubs/
ResourceOverview.as
px?CID=281&ID=3669

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Home --> Resources & Publications --> Leaving a Legacy --> Partnership and Collaboration

Partnership and Collaboration

Partnerships or collaborations among agencies or programs are most effective when connections are established early in a project and cultivated throughout its life cycle. Strong partnerships involve others who are interested in the goals of your project, those who are best situated for effectiveness, groups that are affected by the problems you are addressing, and those who are essential players. Leadership of a collaborative partnership involves clarifying roles, running meetings, and in general having or developing a model of how to work together towards your goals.

How can partnerships and collaboration be used to sustain your program? Here's an example: Delivering mental health services to children and youth in preschool or school settings usually involves a partnership between the school setting and a mental health provider. If your partnership has the goal of sustaining these services beyond grant funding, you can work together to create a service delivery system that is sustainable. Working together, school settings and mental health providers can often figure out how to maintain services through establishing revenue streams such as third party payments or local mental health funding. Through an active collaboration, both sides can see how small changes in how services are delivered may make such sustainability possible. Having a partnership where both parties share the goal of sustainable services makes that more likely.

For examples of how grantees have used Partnerships & Collaborations as sustainability tools, read these **Grantees at Work** stories:

- Using a Survey to Promote Collaboration, Solve Problems, and Sustain Your Program Activities
- PATHS to Success
- Collaborating for Impact
- Creating a Cohesive Implementation Team

Click on any of these listings for more information:

- Identifying strategic partners
- Managing partner roles and expectations
- Continuing partnerships/coalitions beyond funding
- Identifying models of effective partnerships
- Using tools for coalition building and coalition evaluation

Identifying strategic partners

Strategy and Competition Books
http://www.meansbusiness.com/cc.asp?L1Guid=E1BFBAF0DB8F11D1B7781C6C07C10000&Lstart=1&L1=7

Strategies for capacity building activities

http://www.nationalserviceresources.org/filemanager/download/online/
sustainability_strategies.pdf

Engaging all leaders *(Chart)*
http://www.ciconline.com

Managing partner roles and expectations

The Collaboration Challenge: How nonprofits and businesses succeed
through strategic alliances
http://media.wiley.com/product_data/excerpt/06/
07879522/0787952206.pdf

Joint fundraising: Promises and Pitfalls for Coalitions
http://mosaica.coure-tech.com/resources/jfundr.pdf

Continuing partnerships/coalitions beyond funding

Sustainability of community coalitions: an evaluation of communities that
care. *(Report)*
http://www.springerlink.com/(fiihka55itdesvba3ebogb45)/app/home/
contribution.asp?referrer=parent&backto=searcharticlesresults,3,945;

Coalition Sustainability: Long term successes and lessons learned . *(Article)*
http://www.joe.org/joe/2002february/a2.html

Maintain coalitions and partnerships *(Toolkit)*
http://ctb.ku.edu/tools/coalitions/expand/index.jsp

Success and Sustainability of Effective Coalitions
http://www.state.vt.us/adap/NOVTRAININGCOALITIONS.doc

CADCA teleconference: Sustaining: The future of Community Coalitions.
Ncadi. *(Webcast)*
http://ncadi.samhsa.gov/multimedia/mediaDetails.aspx?ID=104

Identifying models of effective partnerships

Sustaining school-community partnerships to enhance outcomes for children
and youth . Adleman, H., Taylor, L. *(Report)*
http://smhp.psych.ucla.edu/pdfdocs/sustaining.pdf

Prevention Works through Community Partnerships Findings from SAMHSA /
CSAP's National Evaluation *(Monograph)*
http://www.health.org/govstudy/ms666/findings.aspx

Ensuring a Positive Future for Children and Youth: Bridging the Work of
Educators and Community Builders
http://www.rockfound.org/Library/Education_Reform_and_the_
Community._By_Martin_Blank,_Jeanne_Jehl_and_Barbara_McCloud,
_Institute_for_Educational_Leadership.pdf

Using tools for coalition building and coalition evaluation

Child Survival Technical Support. *Sustaining Child Survival: Many roads to
chose, but do we have a map? (Report*)
http://www.childsurvival.com/documents/CSTS/csts_new.pdf

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Home --> Resources & Publications --> Leaving a Legacy --> Capacity Building

Capacity Building

Staff of programs that receive grant funding often need to build their own capacity in one or more areas to ensure the project's outcomes over time Staff can need training in a variety of areas, such as conducting elements of an evidence-based practice being implemented, building agency infrastructure, creating or revising policies and procedures, or adapting programs to address specific cultural needs. For example, a program's continued success may depend as much on an efficient referral system that notifies students of services as it does on the innovative intervention that staff have been trained to implement.

How can capacity building build program sustainability? Implementing evidence-based interventions involve building staff capacity to conduct parent training groups, using learning activities with students, following protocols for service delivery, and other such direct service activities. The way training is designed to build staff capacity has the potential to sustain such interventions. For instance, if staff receives both provider and training of trainer levels of curricula, they will be prepared to train new employees as the original staff leaves their positions over time. Similarly, if supervisors and administrators are involved in training, they will be able to provide supervision and administrative support to keep the implementation going after grant funds expire.

Click on any of these listings for more information:

- Offering staff training and development
- Building infrastructure
- Developing procedures and policies
- Implementing evidence based practices
- Adapting your evolving program

Offering staff training and development

Sustaining Interventions in Community Systems: On the Relationship Between Researchers and Communities *(Journal Article)* - full text not available
http://library.promoteprevent.org/item.php?id=118554&catid=116366

Building infrastructure

New Initiatives: Considerations Related to Planning, Implementing, Sustaining, and Going to Scale * *(Report)*
http://library.promoteprevent.org/item.php?id=118688&catid=116390

Our Model of Practice: Building Capacity for Community and Systems Change *(Toolkit)*
http://ctb.ku.edu/tools/en/section_1002.htm

Ontario Prevention Clearinghouse *(Website)*
http://library.promoteprevent.org/item.php?id=118569&catid=116365

Developing procedures and policies

Promoting Sustainability of Community Health Initiatives: An Empirical Case Study *(Case-Study)* - full text not available
http://library.promoteprevent.org/item.php?id=118664&catid=116365

Our Model of Practice: Building Capacity for Community and Systems Change *(Toolkit)*
http://ctb.ukans.edu/tools/en/section_1002.htm

Ontario Prevention Clearinghouse *(Website)*
http://library.promoteprevent.org/item.php?id=118569&catid=116365

Thinking Broadly: Financing Strategies for Comprehensive Child and Family Initiatives *(Guide/Publication)*
http://www.financeproject.org/Publications/ThinkingBroadly.pdf

Strategies for Capacity-Building Activities *(Guide)* http://www.
nationalserviceresources.org/filemanager/
download/online/sustainability_strategies.pdf

Implementing evidence based practices

Promoting Sustainability of Community Health Initiatives: An Empirical Case Study *(Case-Study)*
http://library.promoteprevent.org/item.php?id=118664&catid=116365

Child Survival Technical Support. *Sustaining Child Survival: Many roads to chose, but do we have a map? (Report*)
http://www.childsurvival.com/documents/CSTS/csts_new.pdf

Implementing Prevention Programs in High-Risk Environments: Applications of the Resiliency Paradigm *(Journal Article)* - full text not available
http://library.promoteprevent.org/item.php?id=118588&catid=116365

Planning, Selecting, Implementing, and Evaluating Evidence-Based Interventions and Programs *(Paper)*
http://abi.ed.asu.edu/resources/ideas/selecting_interventions.pdf

Child Trends "What Works" series *(Website)*
http://www.childtrendsdatabank.org/WhatWorks/6Educational
Attainmentww.cfm

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Home --> Resources & Publications --> Leaving a Legacy --> Spotlight on Grantees

Spotlight on Grantees

Using a Survey to Promote Collaboration, Solve Problems, and Sustain Your Program Activities
Willa Farrell, Project Director
Hyde Park, Vermont
SS/HS grantee

Building relationships with policymakers
JoAnne Pedro-Carroll, Project Director, Children's Institute
Rochester, NY
TCE Grantee

Using the Media to Generate Program Support
Carol Lee, Project Director
Russellville, Arkansas
SS/HS grantee

PATHS to Success
Lynn Páscoa, Hope Project Director (TCE grantee), Dauphin County Mental Health/Mental Retardation Program
Mavis Kelley, Safe Schools/Healthy Students Project Director, Harrisburg School District
Harrisburg, Pennsylvania
TCE & SS/HS grantees

Art or Magic? Creating Community Awareness
Children's Village
Yakima, WA
TCE grantee

Fee-for-service: One grantee's roadmap for sustainability
Annette Klinefelter
Girls Initiative Network, Portland, Oregon
YVPP Grantee

Collaborating for Impact
Liza Andrew-Miller, David White, Graham Harriman, Multnomah and Washington Counties, Oregon
TCE grantees

The Importance of Stakeholder Involvement
Patricia Chavez Anaya, Esperanza del Pueblo - Oklahoma City, OK
Youth Violence Prevention Program

Creating a Cohesive Implementation Team
Kelli Hoekstra, program manager, Puget Sound Educational Service District - Fife, WA
SS/HS grantee

Expanding your program's reach by engaging policy makers
and partnering with community resources

The Violence Intervention and Prevention Project (VIP), a program of L.U.K. Crisis Center, Inc.
Youth Violence Prevention grantee

The Art of Salesmanship

Edgewood Center for Children/Families - San Francisco, California
Youth Violence Prevention Program Grantee

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Sustainability Definitions

Leadership

Leadership roles can be held by individuals or groups, which take primary responsibility to create change by guiding/facilitating the process towards intended outcomes. This role might be filled by a project director, members of an advisory group, or other partners.

Evaluation

Evaluation is a process that assesses the effectiveness of a program in achieving its goals and/or objectives. Evaluation produces data that can be used for sustainability efforts as well as program improvement.

Capacity-Building

Capacity-building entails identifying and creating resources that will enable continued delivery of activities and/or services (e.g., implementing a third-party billing system or a train-the-trainer program, expanding staff and leadership skills, instituting new ways to approach decision-making).

Financing

Funding for people, programs, and processes may come from foundation grants, business or corporate contributions, revenue or fee development, or tapping into local, state or federal funding.

Partnerships and Collaboration

Individuals and groups that reflect the community can work jointly towards a shared vision.

Public Policy

Federal, state, and local regulations and directives can have a powerful impact on program activities and efforts to support or sustain them.

Communications/Marketing

Communication/marketing strategies targeting participants, community members, stakeholders, and decision-makers provide key information about the program's services and impact

Strategic Planning

Long range planning involves linking identified goals and objectives that are based on assessed needs to action plans that are regularly reviewed and adjusted. A strategic plan is a "roadmap" of long- and short-range strategies, activities, and timelines.

Self-Assessment

A set of questions about the eight sustainability strategies that will help you assess where you need to focus sustainability work.

Sustainability

A quality of programs and projects; characteristics of how a program is implemented that assures the ongoing support of program goals and achievement of program outcomes.

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Leaving a Legacy Planning Worksheet

The Leaving a Legacy Planning Worksheet describes a six-step process to create an action plan to sustain your grant project's work. These steps are:

1. Identifying the programs and activities that have been most effective in producing positive outcomes supporting your project's goals
2. Determining which of these effective programs and activities are not supported beyond the end of the Federal grant and will stop (and stop producing positive outcomes) unless action is taken to sustain them
3. Prioritizing those effective programs and activities that are not yet sustained
4. Understanding the functions of these programs and activities
5. Identifying strategies that can sustain these functions (and thus the positive outcomes of your effective programs and activities)
6. Identifying action steps for implementing these sustainability strategies

Click below for

- Instructions for using the Legacy Planning Worksheet Word PDF
- Leaving a Legacy Planning Worksheet (blank) Word PDF
- Sample Leaving a Legacy Planning Worksheet (completed for a fictional grant project as an example of how the Worksheet should be used) Word PDF

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Communications/Marketing

Using communications and marketing skills to inform others about your program's goals and successes is a key way to create and maintain a base of support for your program. Linking your communications plan to your overall strategic plan can help you reach your long-term goals. Successful marketing/communications initiatives engage program participants and key community members, stakeholders and decision-makers. Their involvement may lead to partnerships and collaborations, funding, and other contributions to your goals.

How can communications and marketing be used to sustain your program? Developing an adaptable presentation about the problems your program targets and how its results are diminishing or eliminating those problems can help you make the most of opportunities to publicize your program and gain support and partnerships. Using a social marketing campaign to reach your target audience may also help to sustain your program by making your approach or intervention part of the community's norms and traditions.

For examples of how grantees have used Communications as a sustainability tool, read these **Grantees at Work** stories:

- Art or Magic: Creating Community Awareness
- Using the Media to Generate Program Support

Click on any of these listings for more information:

- Introducing communications and social marketing
- Creating a communications plan
- Identifying your audience/s
- Developing your message
- Choosing strategies for reaching your audience

Introducing communications and social marketing

The 3 Most Effective Nonprofit Marketing Tools *(Article)*
http://www.help4nonprofits.com/NP_Mktg_3EffectiveTools_Article.htm

Social marketing and institutionalization of the initiative *(Toolkit)*
http://ctb.ku.edu/tools/en/part_M.htm

Your NonProfit Is Not a Business *So Why Do Your Marketing Like One?* *(Article)*
http://www.help4nonprofits.com/NP_Mktg_NotBusiness_Article.htm

What is Social Marketing? *(Website)*
http://www.social-marketing.com/Whatis.html

Keeping It All Together: Ideas for Sustaining Your Initiative *(Website)*
http://www.mentalhealth.org/publications/allpubs/SVP-0063/action_pamphlet_5/default.asp

Sustaining Community based initiatives *(Module/Guidebook)*
http://www.wkkf.org/Pubs/CustomPubs/SusComBasedInits/SusComBasedInits.asp

Successful marketing for nonprofit organizations McLeish, Barry J (1995) John Wiley & Sons. - full text not available
http://library.promoteprevent.org/item.php?id=118838&catid=116372

Marketing workbook for nonprofit organizations Stern, Gary J. (1990) Amherst H Wilder Foundation. - full text not available
http://library.promoteprevent.org/item.php?id=118839&catid=116372

Creating a communications plan

Building NGO/CBO capacity for organizational outreach: Management and training design tools *(Guidebook)*
http://library.promoteprevent.org/item.php?id=118566&catid=116078

Now hear this: The nine laws of successful advocacy communications. - With words of wisdom from more than 25 leading experts *(Report/paper)*
http://library.promoteprevent.org/item.php?id=118717&catid=116372

Sustaining the benefits: a field guide for sustaining reproductive and child health services *(Manual)*
http://www.cedpa.org/publications/sustainingthebenefits/sustainingthebenefits_all.pdf

Identifying your audience/s

Building business support for school health programs: An action guide *(Guide)* - full text not available
http://library.promoteprevent.org/item.php?id=118601&catid=116374

Developing your message

Measuring community success and sustainability: An interactive workbook. (RRD 180). Ames , IA : North Central Regional Center for Rural Development Kinsley, M., Luther, V., Wall, M.,Odell,S.,Ratner .S & Topolsky, J. (1999) *(Article)*
http://library.promoteprevent.org/item.php?id=118537&catid=116366

Funding Sources: Cost benefits of substance abuse prevention *(Website)*
http://www.northeastcapt.org/PRODUCTS/faq/faq77.html

How to communicate evaluation findings *(Guidebook)* - full text not available
http://library.promoteprevent.org/item.php?id=118772&catid=116088

How to Tell and Sell Your Story: Part2. A Guide to Developing Effective Messages and Good Stories about Your Work *(Manual)*
http://library.promoteprevent.org/item.php?id=118716

Communicating with Policy Makers - *Defining Who You Are? (Guide)*
http://www.wkkf.org/Pubs/CustomPubs/SusComBasedInits/sustaining-2/Sustaining-two-2.pdf

Choosing strategies for reaching your audience

The failure of success: Challenges of disseminating effective substance abuse prevention programs. Backer, T. E. (2000) Journal of Community Psychology, 28 (3) *- full text not available*
http://library.promoteprevent.org/item.php?id=118615&catid=116081

Funding a full continuum of mental health promotion and intervention programs in the schools *(Report)* *- full text not available*
http://library.promoteprevent.org/item.php?id=118549&catid=116373

How to Tell and Sell Your Story: Part 1. A Guide to Media for Community Groups and Other Non-profits *(Manual)*
http://library.promoteprevent.org/browse.php?catid=116101

Generating family-school partnerships through social marketing *(Report/ paper)*
http://library.promoteprevent.org/item.php?id=118828&catid=116496

Developing and Sustaining Prevention Programs in Tough Times *(Website)*
http://nccanch.acf.hhs.gov/topics/prevention/develop/index.cfm

Keeping It All Together: Ideas For Sustaining Your Initiative *(Website)*
http://www.mentalhealth.org/publications/allpubs/SVP-0063/action_pamphlet_5/default.asp

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Our view of sustainability: Making it happen

Projects across the country vary in myriad ways, but all strive toward a shared goal: sustaining their work beyond the initial grant period. Grantees all over the country have found successful strategies to continue their work meet their goals and marshal their resources.

The materials we offer here are culled from their experience and expertise and are designed to be used by project directors or staff members who are perplexed about where to begin or overwhelmed by the array of frameworks, toolkits and other materials currently available. We offer here a comprehensive overview of sustainability strategies and resources within a framework that helps you create and develop your own sustainability work plan.

Planning for program sustainability from the beginning of the grant enhances your chances of success, and visionary leadership will draw collaborators together to meet their common goals. Sustaining a program requires action and creativity in one or more of 8 possible realms, which are represented in our "wheel":

  Leadership
  Strategic Planning
  Partnership and Collaboration
  Capacity Building
  Communications/Marketing
  Public Policy
  Evaluation
  Financing

For each of these strategies, we offer numerous resources including planning guides, toolkits, and journal articles for in-depth information to help you tailor each type of sustainability strategy to your circumstances.

We believe that sustainability starts with knowing your overarching goals, seeing which of your program elements are achieving those goals, and being creative about how to keep those elements at play within your community. If the program you implemented achieves the outcomes you were after and is a good fit for the needs of your stakeholders, your long-term sustainability plan may involve maintaining several program elements. If one or two program elements produced measurable positive results but others did not, your plan may focus on those elements only.

The wheel can be used in multiple ways. Clicking on the words within the wheel will take you to a brief explanation of each strategy linked with in-depth resources in each area. Clicking on the words in the outer rim will take you to common questions and answers about sustainability, definitions of terms, a comparison of leading sustainability frameworks, and examples of grantee successes.

If you are a **beginner** , try using the wheel like this:

- Take the self assessment (which surveys activities within each strategy)
- Explore the definitions to clarify terms
- Read Spotlight on Grantees for illustrations of sustainability
- Explore sections on the wheel to consider what strategies might work for you

If you are **moderately experienced** , try this:

- Take the self assessment
- Read the FAQs
- Start with wheel sections you are most familiar with
- Explore wheel sections you have not considered using

If you are **very experienced** , try this:

- Look at Models of Sustainability to see a comparison of major models in the field
- Choose the appropriate wheel section(s) to further develop your sustainability plan
- Choose other wheel sections to see if you might add strategies to your current efforts

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Leadership for Change

Achieving lasting, systemic change requires leaders with vision, group skills, and knowledge of how to promote change within systems and communities. Leaders with vision can articulate problems and describe potential solutions in language that appeals to a broad base of stakeholders. Leaders not only provide vision, but must also be able to guide decision making and program implementation. Individuals or coalitions in a leadership role must be able to select and prioritize the changes that will produce positive, lasting outcomes and to plan for those changes throughout the grant period.

How can leadership be a sustainability strategy? The positive outcomes a project achieves can be sustained when leaders identify infrastructure changes that institutionalize practices such as evidence-based curricula, or new screening procedures used by teachers. Leadership can provide a vision of how the project's outcomes have a place within other community initiatives. Leaders can also target larger systems within the community, such as policy-making groups or government units that have the power to support the project's activities over the long term.

Click on any of these listings for more information:

- Understanding the change process
- Being a change agent
- Aiming for systemic change
- Defining your vision
- Developing a leadership styles
- Leading decision making

Understanding the change process

Toward a grounded theory of sustainability in social service organizations: A systems point of view (journal article) full text not available
http://library.promoteprevent.org/item.php?id=118837&catid=116382

Changing the larger environment: Critical components http://library.promoteprevent.org/item.php?id=118592&catid=116382

The Human Side of Change: A Practical Guide to Organizational Redesign, Galpin, Timothy J., San Francisco , CA : Jossey-Bass, Inc., 1996. (book) - full text not available
http://library.promoteprevent.org/item.php?id=118829&catid=116382

Being a change agent

Maximizing school and Community Support (website) http://www.northeastcapt.org/PRODUCTS/faq/faq36.html

Building business support for school health programs: An action guide
http://library.promoteprevent.org/item.php?id=118601&catid=116374

Organization facilitators: A change agent for systemic school and community changes (guidebook) http://library.promoteprevent.org/item.php?id=118641&catid=116382

Sustaining school-community partnerships to enhance outcomes for children and youth: A guidebook and tool kit http://library.promoteprevent.org/item.php?id=118702&catid=116383

The Change Agent's Guide. Havelock , R.G. & Zlotolow, S., (1995). Educational Technology Publications, Inc (book) - full text not available
http://library.promoteprevent.org/item.php?id=118819&catid=116382

Aiming for systemic change

Diffusion of innovation Rogers , E. M . (1995) (4th Ed.). New York : Free Press (book) - full text not available
http://library.promoteprevent.org/item.php?id=118817&catid=116382

Toward a grounded theory of sustainability in social service organizations: A systems point of view (journal article) full text not available
http://library.promoteprevent.org/item.php?id=118837&catid=116382

The Fifth Discipline: The Art and Practice of the Learning Organization, Senge, Peter , New York , NY: Doubleday, 1990. (book) - full text not available
http://library.promoteprevent.org/item.php?id=118832&catid=116382

Enlightened Leadership: Getting to the Heart of Change, Oakley, Ed and Doug Krug, New York , NY : Simon and Schuster, 1991. (book) - full text not available
http://library.promoteprevent.org/item.php?id=118833&catid=116382

Defining your vision

Sustaining Comprehensive Community Initiatives: Key Elements for Success (guide) http://library.promoteprevent.org/item.php?id=118557&catid=116379

Toward a grounded theory of sustainability in social service organizations: A systems point of view (journal article) full text not available
http://library.promoteprevent.org/item.php?id=118837&catid=116382

Developing a leadership style

Building NGO/CBO capacity for organizational outreach: Management and training design tools http://library.promoteprevent.org/item.php?id=118566&catid=116387

Community Mobilization for Prevention (CMP) full text not available http://library.promoteprevent.org/item.php?id=118568&catid=116382

Building organizational collaborations http://crs.uvm.edu/nnco/

Leading Change, Kotter, John P, Boston, MA: Harvard Business School Press, 1996. (book) - full text not available
http://library.promoteprevent.org/item.php?id=118831&catid=116382

Leading decision making

Leading Minds: An Anatomy of Leadership, Gardner, Howard with Emma Laskin, New York, NY: BasicBooks, 1995. (book)

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Many people equate sustainability with obtaining additional program funding. Although money may be required to sustain your program's positive outcomes, it is possible to sustain outcomes without any funding beyond the original grant, or with far less funding than the original grant provided. Financial planning will enable you to identify what resources you need to sustain program outcomes.

How can finance strategies other than grant funding sustain your program? Grant funding may give you the chance to demonstrate your program's worth to local funders such as private foundations or county boards, or the time to create third party payment mechanisms for a service. Non-profits are using an increasing array of revenue-generating, fund raising strategies to support previously grant funded programs.

For examples of how grantees have used Financing as a sustainability tool, read these **Grantees at Work** stories:

- Fee-for-Service: One Grantee's Roadmap for Sustainability
- The Art of Salesmanship

Click on any of these listings for more information:

- Understanding funding streams (local, state, federal)
- Securing foundation grants
- Connecting with businesses
- Developing sources of revenue
- Leveraging resources
- Creating a financial plan

Understanding funding streams (local, state, federal)

2003 state-by-state Medicaid fact sheets
Fact sheet http://www.kff.org/mfs/index.jsp

Channing Bete Company *(Website)*
http://channingbete.com/

Federal activities addressing violence in schools *(Website)*
http://library.promoteprevent.org/item.php?id=118564

Financing mental health for children and adolescents *(Report)*
http://library.promoteprevent.org/item.php?id=118805&catid=116377

Forecast of funding opportunities under the Department of Education discretionary grant programs for fiscal year (FY) 2003 *(Website)*

http://library.promoteprevent.org/item.php?id=118672&catid=116377

Funding opportunities *(Website)*
http://www.nimh.nih.gov

Grants.gov *(Website)*
www.grants.gov

Guide to education programs *(Website)*
http://library.promoteprevent.org/item.php?id=118543&catid=116377

Information on federal funding for youth-focused mental health and violence prevention programming *(YVPP Teleconference, 10/26/04)*
http://www.promoteprevent.org/documents/Funding sources for YVP grantees 10-26-04.doc

Medicaid and school-based health centers *(Website)*
http://www.nasbhc.org/APP/Medicaid%20and%20SBHCs%20fact%20sheet.pdf

Research and Funding *(Website)*
http://library.promoteprevent.org/item.php?id=118694&catid=116377

Office of Juvenile Justice and Delinquency Prevention: Funding *(Website)*
http://library.promoteprevent.org/item.php?id=118542&catid=116377

Research grants and funding opportunities *(Website)*
http://library.promoteprevent.org/item.php?id=118680&catid=116377

Securing foundation grants

Associated Grant Makers *(Website)*
http://www.agmconnect.org/

Channing Bete Company *(Website)*
http://channingbete.com/

Foundation Center *(Website)*
http://library.promoteprevent.org/item.php?id=118686&catid=116377

Funding Sources: Foundations *(Website)*
http://www.northeastcapt.org/PRODUCTS/faq/faq7.html

Grant guide *(Website)*
http://www.nc4hc.org/grants_welcome.htm

Grant Proposal.com *(Website)*
http://www.grantproposal.com/

GuideStar *(Database)*
http://library.promoteprevent.org/item.php?id=118673&catid=116377

Thomas B. Fordham Foundation website *(Website)*
http://library.promoteprevent.org/item.php?id=118675&catid=116377

U.S. Department of Education: Grants and contracts *(Website)*
http://library.promoteprevent.org/item.php?id=118653&catid=116377

Connecting with businesses

Channing Bete Company *(Website)*
http://channingbete.com/

The Collaboration Challenge: How nonprofits and businesses succeed through strategic alliances
http://media.wiley.com/product_data/excerpt/06/07879522/0787952206.pdf

Developing sources of revenue

Channing Bete Company *(Website)*
http://channingbete.com/

Funding Sources: Distance Learning Courses *(Website)*
http://www.northeastcapt.org/PRODUCTS/faq/faq54.html

Creating Dedicated Local Revenue Sources for Out-of-School Time Initiatives *(Guidebook)*
http://library.promoteprevent.org/item.php?id=118690&catid=116368

True Sustainability: A New Model to Aid Nonprofits in Developing Self-Sustaining Revenue Streams *(Article)*
http://www.guidestar.org/news/features/sustainability.jsp

Leveraging resources

Finding Funding for injury and violence prevention: An overview *(Report)*
http://notes.edc.org/HHD/CSN/csnpubs.nsf/0/07f12e066bff841c85257091005d9058/$FILE/FUNDING.pdf

Funding a full continuum of mental health promotion and intervention programs in the schools *(Report) - full text not available*
http://library.promoteprevent.org/item.php?id=118549&catid=116373

Healthy Youth Funding Database *(Website)*
http://library.promoteprevent.org/item.php?id=118684&catid=116377

Thinking Broadly: Financing Strategies for Comprehensive Child and Family Initiatives). 2002. *(Guide/Publication)*
http://www.financeproject.org/Publications/ThinkingBroadly.pdf

Creating a financial plan

The Finance Project. Profiles of successful financing strategies. *(Toolkit)*
http://www.financeproject.org/irc/ost/profiles.asp

The Finance Project. Cost worksheet for out-of-school time and community school initiative *(Worksheet)*
http://www.financeproject.org/costworksheet.pdf

The Finance Project. Thinking broadly: Financing strategies for comprehensive child and family initiatives *(Guidebook)*
http://www.financeproject.org/Publications/ThinkingBroadly.pdf

The Finance Project. Sustaining comprehensive community initiatives: Key elements for success *(Report)*

http://www.financeproject.org/Publications/sustaining.pdf

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Evaluation

Measuring a program's effectiveness, required by most funders, is a key strategy for improving your program, keeping it on track, and marketing it to partners and other potential supporters. Clear presentation of your evaluation data and findings to the varied groups your project serves or works with will be most useful to you for sustainability.

How can evaluation be used for sustainability? Policy makers or stakeholders need to know what problem your program is solving, and what evidence you have that it is working. Presenting key findings from your evaluation can gain you support including funding. Knowing what different stakeholders care about can help you decide what to present. For example, showing a school principal that your program has reduced numbers of days that students are truant translates directly into dollars saved for his or her school, so this is a key finding for a principal.

Click on any of these listings for more information:

- Selecting and effectively working with your evaluator
- Designing evaluations with sustainability in mind
- Qualitative vs. quantitative evaluation methods
- Using evaluation for decision making
- Packaging your data for sustainability

Selecting and effectively working with your evaluator

Are You Making Progress: Increasing Accountability through Evaluation
http://library.promoteprevent.org/item.php?id=118786&catid=116375

Choosing Evaluators *(Community Toolbox)* http://ctb.ku.edu/tools/en/section_1351.htm

Working Well with Evaluation Consultants http://library.promoteprevent.org/item.php?id=118784&catid=116375

Sustaining Interventions in Community Systems: On the relationship between researchers and communities. Altman, D.G. (1995) Health Psychology, 14 (6), 526-536 - full text not available
http://library.promoteprevent.org/item.php?id=118554

Designing evaluations with sustainability in mind

Are You Making Progress: Increasing Accountability through Evaluation *(Online Course)* http://library.promoteprevent.org/item.php?id=118786&catid=116375

Evaluation's Role in Supporting Initiative Sustainability http://library.promoteprevent.org/item.php?id=118677&catid=116375

Evaluation *(Toolkit)*
http://library.promoteprevent.org/item.php?id=118662&catid=116375

Getting to Outcomes: Promoting Accountability through Methods and Tools for Planning, Implementing, and Evaluation
http://library.promoteprevent.org/item.php?id=118632&catid=116376

Sustaining Interventions in Community Systems: On the relationship between researchers and communities. Altman, D.G. (1995) Health Psychology, 14 (6), 526-536 (abstract)
http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&list_uids=8565927&dopt=Abstract

Qualitative vs. quantitative evaluation methods

Measuring Community Success and Sustainability: An Interactive Workbook
http://library.promoteprevent.org/item.php?id=118537&catid=116366

Measuring and Using Results
http://library.promoteprevent.org/item.php?id=118576&catid=116375

Using Evaluation Data to Manage, Improve, Market, and Sustain Children's Services *(Report)* http://library.promoteprevent.org/item.php?id=118540&catid=116375

Measuring and Using Results *(Website)* http://library.promoteprevent.org/item.php?id=118576&catid=116375

Getting to Outcomes: Promoting Accountability through Methods and Tools for Planning, Implementing, and Evaluation *(Report/Manual)* http://library.promoteprevent.org/item.php?id=118632&catid=116376

Beyond Data *(Website)*
http://library.promoteprevent.org/item.php?id=118825&catid=116375

Using evaluation for decision making

Using Evaluation Data to Manage, Improve, Market, and Sustain Children's Services *(Report)* http://library.promoteprevent.org/item.php?id=118540&catid=116375

Measuring and Using Results *(Website)* http://library.promoteprevent.org/item.php?id=118576&catid=116375

Getting to Outcomes: Promoting Accountability through Methods and Tools for Planning, Implementing, and Evaluation *(Report/Manual)* http://library.promoteprevent.org/item.php?id=118632&catid=116376

Packaging your data for sustainability

Using Evaluation Data to Manage, Improve, Market, and Sustain Children's Services *(Report)* http://library.promoteprevent.org/item.php?id=118540&catid=116375

Getting to Outcomes: Promoting Accountability through Methods and Tools for Planning, Implementing, and Evaluation *(Report/Manual)* http://library.promoteprevent.org/item.php?id=118632&catid=116376

Using Data in Discussions of Sustainability: Some thoughts from a mid-point LSC *(Online Discussion)* http://sustainability2002.terc.edu/invoke.cfm/page/63

Beyond Data *(Website)* http://library.promoteprevent.org/item.php?id=118825&catid=116375

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Public Policy

Every community and state has a variety of formal groups that define priorities for mental health services, as well as local legislators and elected officials, influential community members and others who influence what kinds of programs get funded, and what needs are prioritized. Those groups and individuals can play an important role in sustaining the positive outcomes of your project if you understand their priorities and involve them effectively with your program.

How can policy be used to sustain your program? If your initiative involved training teachers in an evidence-based curriculum, then making it policy that certain grades or other groupings of students must complete that curriculum will help to sustain it. If you trained staff to screen preschoolers for developmentally appropriate social and emotional skills, then mandating through agency policy that children are administered that screen at ages 2 and 4 will help ensure that this practice continues.

For examples of how grantees have used Public Policy as a sustainability tool, read these **Grantees at Work** stories:

- Building Relationships with Policymakers
- Expanding Your Program's Reach by Engaging Policymakers and Partnerships with Community Resources

Click on any of these listings for more information:

- Understanding the policy process
- Connecting to policy makers including legislators
- Understanding policy makers' priorities
- Marketing to policy makers

Understanding the policy process

Technical Assistance Sampler on Thinking About and Accessing Policy Related to Addressing Barriers to Learning. Center for Mental Health in Schools *(Guide)* http://library.promoteprevent.org/item.php?id=118729

Institutionalizing community-based prevention through policy change Pentz, M. A. (2000). Journal of Community Psychology, 28, 257-270. *(Journal)* - full text not available http://library.promoteprevent.org/item.php?id=118587&catid=116385

Analysis of the definitions of mental illness used in state parity laws. *(report)* http://library.promoteprevent.org/item.php?id=118573

Connecting to policy makers including legislators

2003 state-by-state Medicaid fact sheets *(Fact Sheet)*
http://www.kff.org/mfs/index.jsp

Building NGO/CBO capacity for organizational outreach: Management and training design tools *(Manual)*
http://library.promoteprevent.org/item.php?id=118566&catid=116387

National Dropout Prevention Center/Network *(Website)*
http://library.promoteprevent.org/item.php?id=118603

Healthy schools: State-level school health policies
http://www.nasbe.org/HealthySchools/States/State_Policy.asp

Teaming up: Using the IDEA and Medicaid to secure comprehensive mental health services for children and youth *(Report)*
http://library.promoteprevent.org/item.php?id=118620&catid=116380

Understanding policy makers' priorities

Special analysis: Child welfare managed care reform initiatives. Schulzinger, R., McCarthy, J., de la Cruz Irvine, M., Meyers, J., & Vincent, P. (1999). Georgetown , MD : Georgetown University Child Development Center *(Report)* - full text not available
http://library.promoteprevent.org/item.php?id=118600&catid=116385

Federal activities addressing violence in schools *(Website)*
http://www.safeyouth.org/scripts/school/index.asp

Health Care Reform Tracking Project: Tracking state managed care reforms as they affect children and adolescents with behavioral health disorders and their families. - 1999 impact analysis *(Report)*
http://rtckids.fmhi.usf.edu/rtcpubs/hctrking/pubs/99pubs/99Impact AnalysisExecSumSA.pdf

Practical guide for crisis response in our schools, A comprehensive School Crisis Response Plan *(Website)*
http://www.schoolcrisisresponse.com/

Marketing to policy makers

Accessing Medicaid's child mental health services: The experience of parents in two states. Semansky R., Koyanagi C. (2003) Psychiatric Services. 54(4): 475-476 *(Journal)* - full text not available
http://library.promoteprevent.org/item.php?id=118567&catid=116385

Financing mental health for children and adolescents *(Report)*
http://library.promoteprevent.org/item.php?id=118805&catid=116377

Funding Sources: Cost benefits of substance abuse prevention *(Website)*
http://www.northeastcapt.org/PRODUCTS/faq/faq77.html

Creating dedicated local revenue sources for out of school time initiatives (Report)
http://library.promoteprevent.org/item.php?id=118690

Informing policy makers

Making the right choices: Reforming Medicaid to improve outcomes for

people who need mental health care *(Report)*
http://library.promoteprevent.org/item.php?id=118623&catid=116380

Guide to practice: Policymakers' guide to restructuring student support resources to address barriers to learning *(Guide)*
http://smhp.psych.ucla.edu/pdfdocs/policymakers/restrucguide.pdf

New directions in enhancing educational results: Policymakers' guide to restructuring student support resources to better address barriers to learning.
http://library.promoteprevent.org/item.php?id=118728&catid=116385

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Self - Assessment Questions for Web

The following questions prompt exploration of the key concepts concerning strategies for sustainability. By considering the questions below, you can determine whether you want to read more in the related Web section. This exploration is designed to lead you to a larger context for your sustainability plan.

Leadership:

- Has the leadership's vision for your project clarified which elements of your project are most important to sustain?
- Do you have an understanding of the role of a change agent?
- Do you have an understanding of how change happens in an organization/ community?
- Have you included the goal of systemic change as you thought about what elements of your project you want to sustain?
- Do you know which decision-makers in your community should be involved as you decide which elements of the project you will sustain?

Strategic Planning:

- Have you created a strategic plan to sustain various elements of your project?
- Have you considered some key aspects of your community-for example, the political context of the kind of work your program does and a map of its existing resources-as you have thought about what elements of your project you want to sustain?
- Do you have the tools/skills you need for strategic planning?

Partnership and Collaboration:

- Have you considered how your strategic partners and collaborations might assist you in sustaining your project?
- Are there potential partners that you should consider as you think about sustaining your project?
- Have you considered what benefits your partners will accrue by remaining in the partnership as you sustain your project?

Capacity Building:

- Have you developed internal mechanisms and support (e.g. infrastructure; policies, or procedures) for your project either within its home organization or your partners that will help sustain it?
- Have you trained staff or partners to use skills that will achieve your program's intended outcomes?
- Have you thought how you should change your program to adapt to changing conditions in order to sustain it?

Communications/Marketing:

- Have you developed a clear, consistent message about the importance of your program's goals and its success in reaching them that will help sustain your program?
- Have you identified which audiences you need to reach to sustain your program?
- Have you considered what strategies you might use to market your project in order to sustain it?

Public Policy:

- Have you considered which policy-makers may be able to influence the sustainability of your program?
- Do you know how to determine policy-maker's priorities?
- Have you considered these policy-makers' priorities in sustaining your program?
- Have you created plans to communicate, involve and educate policy-makers about your grant objectives in order to sustain the program?

Evaluation:

- Have you designed your evaluation with sustainability in mind?
- Have you considered how to best select and present your evaluation data to enhance sustainability efforts?
- Have you used your evaluation to make mid-course corrections to change the direction of the grant?

Financing:

- Have you considered fee or revenue development in increasing funds to sustain your project?
- Have you made contacts with businesses or foundations that can help you sustain your project?
- Have you considered leveraging existing resources (e.g.,) to sustain your project?
- Have you sought out other community-based organizations with similar missions/ visions in order to consolidate community's resources?
- Do you have an understanding of financial planning?

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Models of Sustainability

Programs around the country have developed models or resources to enhance sustainability. Here, we introduce five that offer valuable lessons and ideas for all of our programs.

The Finance Project is a 10-year-old nonprofit located in Washington , D.C. , that aims to support decision making that produces good results for children, families and communities. Their model for sustainability features eight topic areas critical to securing a stable base of fiscal and non-fiscal resources: vision, results orientation, strategic financing, adaptability, broad-based community support, key champions, strong internal systems, and a sustainability plan. READ MORE

The University of Kansas Community Toolbox is an on-line collection of over 200 tools on topics relevant to promoting community health and development. It focuses on creating change and developing competency in six broad areas: understanding community context; collaborative planning, developing leadership and enhancing participation; community action and intervention; evaluating community initiatives; and promoting and sustaining the initiative. READ MORE

Howard Adelman and Linda Taylor of the Center for Mental Health in Schools at UCLA have developed a model of sustainability for initiatives that aim to increase mental health services in school settings. Their model can also be applied to many other kinds of community initiatives. The model focuses on sustaining specific 'valued functions' and collaborations established through a program by achieving systemic change in an organization. Their action model consists of steps to argue for and achieve sustainability of program elements. READ MORE

The Action Center is a technical assistance center for Safe Schools/Healthy Students grantees from 1999 and 2000. Working from the Adelman/Taylor model the Action Center created a Toolkit with exercises to help grantees think through areas and concepts of sustainability with their staff or advisory board members. Tools address vision, financing, evaluation, capacity building, communications and marketing, partnerships/collaboration, and strategic planning. READ MORE

The Center for Civic Partnerships is part of the Public Health Institute that focuses on community-based health improvement, leadership, policy development and public health. The Center's services emphasize participatory governance and a systems approach to healthier communities. Their product, *The Sustainability Toolkit: 10 Steps to Maintaining Your Community Improvements* outlines this approach to sustaining community initiatives: create a shared understanding of sustainability; position your efforts to increase sustainability; create a plan to work through the process; look at the current picture and pending items; develop criteria to help determine what to continue; decide what to continue and prioritize; create options for maintaining your priority plans; develop and implement a sustainability plan; evaluate your outcomes and revise as needed. READ MORE

Back to the Legacy Wheel

SEARCH:

National Center for Mental Health Promotion and Youth Violence Prevention

Technical Assistance Contacts

- Targeted Capacity Expansion (TCE)
- Youth Violence Prevention Program (YVPP)
- Safe Schools/Healthy Students (SS/HS)
- Grantee Locator

Resources | **Grantees at Work** | **Events** | **Publications** | **Online Discussions**

Publications

- Center Briefs
- E-Newsletters
- SS/HS Evaluation Monograph

Publications

Home --> Publications

These publications were created by Center staff to address a wide range of issues and needs of the grantees.

Center Briefs

Center Briefs are short publications relevant to the work of grantees on topics including bullying, risk and protective factors, and key prevention strategies.

E-Newsletters

This archive of the Center's E-Newsletters is arranged by date, with the latest newsletter.

SS/HS Evaluation Monograph

The Safe Schools/Healthy Students Evaluation Monograph features outcomes and lessons learned from the local evaluations of 13 selected 1999 SS/HS Grantees.

Evidence-Based Intervention Fact Sheets

These Fact Sheets provide overviews of EBIs most commonly used by National Center Grantees.

SAMHSA Model Programs

The programs featured on this website (http://modelprograms.samhsa.gov/template.cfm?page=default) have been tested in communities, schools, social service organizations, and workplaces and have provided solid proof that they have prevented or reduced substance abuse and other related high-risk behaviors. Programs included have been reviewed by the Substance Abuse and Mental Health Services Administration's National Registry of Effective Programs.

SEARCH:

National Center for Mental Health Promotion and Youth Violence Prevention

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The National Center for Mental Health Promotion and Youth Violence Prevention provides technical assistance and training to 115 school districts and communities that receive grants from the Substance Abuse and Mental Health Services Administration (SAMHSA) of the U.S. Department of Health and Human Services.

Grantee Toolkit
- Legacy Wheel
- SAMHSA Model Programs
- Resource Pages
- Communication Toolkit
- Virtual Library

What's New?

Upcoming Second Step Teleconference
On December 7, 2006 the National Center will host a teleconference on Second Step, an evidence-based, classroom-centered program that teaches children ages 4–14 social-emotional skills to reduce impulsive and aggressive behavior and to increase their level of social competence. The teleconference will provide information about Second Step, identify challenges and concerns of implementation, and provide a networking opportunity for grantees. For more information on Second Step, please read our program fact sheet at http://www.promoteprevent.org/documents/EBI/Second%20Step.pdf. For more information about the teleconference, please e-mail promotepreventinfo@edc.org.

Preparing and Responding to Crises in Schools
Recent media reports of school violence across the country underscore the importance of having a solid school safety and response plan in place. Although we may not prevent individuals from making threats to hurt others or to attempt suicide, we certainly can have systems in place to provide a caring and nurturing climate for all students in schools, structures to build social and emotional learning, and screening for and recognition of signals of risk. Heightened awareness and collective efforts among the schools and the community can provide positive supports and interventions for students in need. A comprehensive system of safety and crisis preparedness can avert tragedy.

The resource page Preparing and Responding to Crises in Schools provides a comprehensive listing of resources from how to create a safety/response plan to how to talk about traumatic events.

The National Association of School Psychologists also has a comprehensive collection of crisis resources at http://www.nasponline.org/NEAT/crisismain.html including the most recently added Tips for School Administrators for Reinforcing School Safety.

Mentoring Resource Guide
Need information about mentoring programs? We have expanded the resource section on our Web site to include a Mentoring Resource Guide. This page includes an annotated list of useful Web sites, organizations, and publications.

Social and Emotional Learning Center Brief
The National Center in partnership with the Collaborative for Academic, Social, and Emotional Learning (CASEL) has released a new prevention brief on the benefits of implementing Social and Emotional Learning (SEL) evidence-based programs in schools. SEL is the process by which children and young people acquire and develop skills that support learning, positive behavior, and constructive social relationships.

SS/HS National Evaluation Resources

SS/HS Evaluation Workshop Conference Materials

Evidence-Based Intervention Fact Sheets

SUICIDE PREVENTION 1-800-273-TALK www.suicidepreventionlifeline.org

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Resources

Resources

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Resource Pages

Each Resource Page contains links to selected publications, websites, online events, and other resources that were selected for their value to grantees. Each Resource Page focuses on a specific activity (such as funding, evaluation, or social marketing) or issue (such as mental health, suicide, or gangs).

SAMHSA Model Programs

The programs featured on this website (http://modelprograms.samhsa.gov/template.cfm?page=default) have been tested in communities, schools, social service organizations, and workplaces and have provided solid proof that they have prevented or reduced substance abuse and other related high-risk behaviors. Programs included have been reviewed by the Substance Abuse and Mental Health Services Administration's National Registry of Effective Programs.

Leaving a Legacy Wheel

The Leaving a Legacy Wheel focuses on strategies and resources for sustainability.

Technical Partners

The Center's expertise is enhanced by a valuable group of technical partner organizations with expertise in promoting mental health and preventing violence and substance abuse as well as in important issues such as cultural competence and human development. The websites of these organizations include valuable publications and resources.

Safe Schools/Healthy Students (SS/HS) National Evaluation

The 2005 Safe Schools/Healthy Students grant sites are participants in a cross site National Evaluation being conducted by MANILA Consulting Group, Inc., and its partners RMC Research Corporation and Battelle Centers for Public Health Research and Evaluation. For more information about this effort and the National Evaluation Team (NET), click here.

Communications Toolkit

Communication strategies are an important element in a program's implementation or sustainability plan. A step-by-step communications planning process is outlined in the tools in this section. If you'd like more information about communications or how the communications toolkit fits in with your program, please contact your Technical Assistance Specialist.

Grant Opportunities

This list, updated weekly, contains summaries of public and private-sector grant opportunities that may be of interest to SAMSHA grantees.

Safe Schools/Healthy Students

The Safe Schools/Healthy Students website (http://www.sshs.samhsa.gov/] included contains resources and information for grantees of the Safe Schools/Healthy Students (SS/HS) Initiative. The website includes news and announcements, information and resources that can be used to apply for a SS/HS grant, and resources to administer SS/SH grants.

Virtual Library

The Virtual Library is a searchable database of materials selected and reviewed by Center staff. The Virtual Library includes citations to government documents, reports, curricula, research articles, presentations, websites, and other resources. Most print materials referenced in the

Virtual Library are available for download.

Conference Materials
This section provides access to selected materials from Center events, including the 2004 National Conference. These materials include PowerPoint presentations and conference summaries.

SEARCH: