

## SUSTAINABILITY SELF-ASSESSMENT<sup>1</sup>

	What Sustainability-Promoting Steps Have We Taken So Far?	Thinking About It	Taking Action	Completed/Ongoing	Does Not Apply	Comments
	<b>LEADERSHIP</b>					
1	Educators, administrators, base personnel and families understand their roles in ensuring the sustainability of the project vision and services beyond the life of the project.					
2	Educators, administrators, base personnel and families engage in conversations about their legacy when project grant funds end.					
3	Project leaders and administrators prioritize project activities that merit continuation through ongoing implementation and training, replication, and/or scalability (spread) to other academic areas, grades, or schools.					

<sup>1</sup> This self-assessment was adapted from Project LAUNCH, a national initiative funded by the federal Substance Abuse and Mental Health Services Administration (SAMHSA) to assist communities in increasing the quality and availability of evidence-based programs; improve collaboration among child-serving organizations; and integrate physical and behavioral health services and supports for children and their families. More information about the project and a copy of the original tool is available on the Project LAUNCH Web site (<http://projectlaunch.promoteprevent.org/implementation/sustainability>).



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4	Project leaders and administrators have developed a plan or multiple plans that address all aspects of sustainability, including policy change and funding, service delivery, and communication strategies.					
5	Sustainability plans reflect local, state, and national educational goals.					
	<b>POLICY CHANGE AND FUNDING</b>					
6	Project leaders identify, engage with, and educate knowledgeable stakeholders, business sector allies, and government champions to develop strategies for accomplishing selected goals.					
7	Project leaders obtain access to expertise about state and federal funding streams by including fiscal experts as consultants.					



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8	Project leaders share success stories and impact data with legislators and decision-makers in efforts to change regulations and policy related to such areas as (1) credit transfer and recovery, (2) funding for professional development (to include onsite coaching and mentoring), and (3) data-driven instruction.					
9	Project leaders engage with state and military leaders to maximize federal dollars through: <ul style="list-style-type: none"><li>• Utilizing multiple funding streams</li><li>• Identifying untapped income sources, including unused or potential federal match and new income sources</li></ul>					
10	Project leaders continually monitor opportunities to retain and expand services through emerging federal initiatives					



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11	Project leaders explore interest of state and local foundations and/or promote public-private partnerships to support the continuation and expansion of services at the end of the grant period.					
	<b>COMMUNICATION STRATEGIES</b>					
12	Project leaders garner broad support for sustainability plans by eliciting feedback and buy-in from teachers, administrators, military liaisons, family organizations, community advocates, business community, state and local decision-makers, legislators, and other stakeholders.					
13	Project leaders prepare staff, families, and partners to act as ambassadors of project. This may include providing training, talking points, and other resources.					
14	Project leaders assign staff or family members as liaisons to key <b>state-level</b> groups and individuals, such as: <ul style="list-style-type: none"> <li>• State legislators with interest in education and/or military family issues</li> <li>• Foundations or business leaders in the state with interest in education issues</li> <li>• Military family advocacy groups</li> </ul>					



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15	<p>Project leaders assign staff or family members as liaisons to key <i>local-level</i> groups and individuals, such as:</p> <ul style="list-style-type: none"> <li>• Coalitions of school superintendents, early childhood coordinators, and/or local public school principals</li> <li>• Parent-Teacher groups or associations</li> <li>• Community foundations associations</li> <li>• Military family support groups</li> </ul>					
16	<p>Project staff reviews project materials and data, and grantee information on the ETAC website to identify language that can be adapted for the project’s systems-building and sustainability messages.</p>					
17	<p>Sustainability messages and materials incorporate evaluation information, including demand for services, evaluation impact and outcome data, data from cost-benefit analyses, consumer satisfaction surveys, and feedback from community partners.</p>					
18	<p>Project staff highlights achievements and lessons learned through a variety of channels, including family stories, newspaper or journal articles, conference presentations, social media, websites, and/or testimony before state legislative committees.</p>					



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19	Leadership related to military student needs beyond the grant period is planned for by maintaining the project planning group or ensuring that other planning groups incorporate project goals into their own agendas.					

Based on our responses to the items above:

1. Which items are the most urgent?
2. What other sustainability indicators are important for our project?
3. What action steps will the leadership team take to address these items?
4. How much time do we need for each action step?