



Northeast & Caribbean (HHS Region 2)

PTTC

Prevention Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Strategies for Prevention Sustainability



Sustainability Planning Tool



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Disclaimer

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About the Northeast and Caribbean PTTC

The Northeast & Caribbean Prevention Technology Transfer Center, administered through the Center for Prevention Science located in the Rutgers University School of Social Work, serves prevention professionals working in New Jersey, New York, Puerto Rico, and the U.S. Virgin Islands. Its purpose is to strengthen the substance misuse prevention workforce through the provision of technology transfer activities, including the delivery of multifaceted training and intensive technical assistance to improve knowledge and skills in prevention science and evidence-based prevention practices.

To learn more, visit our website:

<https://pttcnetwork.org/centers/northeast-caribbean-pttc/home>



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Introduction

Effective prevention practices just don't sustain themselves. To produce and maintain positive substance misuse prevention outcomes, communities and organizations need to sustain the prevention practices responsible for those outcomes. These include implementing:



1) Effective strategic planning processes



2) Interventions that work

To figure out what to sustain, we need to gather detailed information and look critically at both our processes and interventions to make sound sustainability decisions.

Your community's **strategic planning processes** include the many different decisions and connections you have made (and will continue to make) to move your prevention efforts forward (for example, collecting and analyzing needs assessment data, conducting outreach to new partners, developing your action plan, etc.).

Interventions include all the prevention programs, strategies and services you've put in place to address your community's priority substance use problems.

To determine which interventions to sustain, you need to consider:

How effective each intervention has been in meeting its stated outcomes

The amount of internal capacity your organization or community has

How much support exists for the intervention

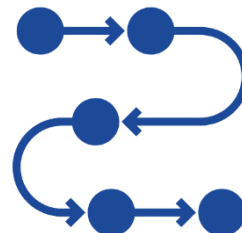
As you decide which processes to sustain, figure out which processes worked well, which did not, and whether there are any new processes that need to be implemented. Work with your coalition or task force members to take stock of your current efforts and determine which interventions are working for you, meaning are producing positive outcomes relating to your priority substance misuse programs. Then, once you've identified the most effective processes and interventions you are currently implementing, you can then begin the process of planning to sustain them.



Five-step Sustainability Planning Process

Once you've determined which of your current prevention processes and interventions to sustain, follow this five-step process to develop your sustainability plan and see it through.

1. Determine your sustainability goal(s) and approach
2. Identify resources needed to reach your goal(s)
3. Identify partners that can help you
4. Develop your pitch for their support
5. Monitor progress/success over time



This process is designed to help communities move from understanding to action, and to identify and secure the resources needed to maintain positive prevention outcomes beyond current funding. But, before you begin an intentional and ongoing process, sustainability planning is most effective when undertaken by a sustainability planning team. This team should include individuals with expertise in a variety of areas including prevention science, research, budgeting, fundraising and communication, and should have a solid and shared understanding of what sustainability means, including:

- How sustainability is defined
- Different sustainability approaches
- Factors that contribute to success

Step 1. Determine your sustainability goal(s) and approach

Setting Sustainability Goals

With your sustainability planning team assembled and your shared understanding of sustainability, you will be ready to use everything you have learned about your community's prevention processes and interventions to set goals.



But, wait! Which of my prevention interventions and processes should I write goals for?

You want to write sustainability goals for processes and interventions that are serving you well, but that are not firmly established in your community (e.g., there is not currently a stable community partner organization that is responsible for the continuation of each intervention or process). You don't need to focus your sustainability efforts on interventions and processes that already have that level of community support, with partners actively taking responsibility for their ongoing success (or, ready



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to take responsibility when the need arises). However, formalizing this type of arrangement with partner organizations, if not already formalized through written agreements (such as a Memorandum of Agreement/Understanding), ensures that the interventions or processes in question will continue regardless of changes of leadership, circumstance, etc. Devote your effort and energy to creating sustainability goals around prevention practices that are producing the outcomes you want to sustain *and* that do not currently have the community or organizational support behind them to continue without your help.

Sound sustainability goals share a set of common characteristics:



They are data informed. Each of your goals should be based on objective data about what's working well in and for your community not on personal assumptions, opinions, or preferences. By engaging in a systematic and critical examination of prevention practices, you will be able to support every sustainability decision you make with data.



They are realistic. Your goals need to reflect what your community can reasonably hope to accomplish. It is best to set no more than two or three goals in total; even just a few goals will give you and your prevention partners plenty of work to do!



They are shared. Make sure your full prevention task force and any other key community partners approve the goals. Their early buy-in will help to ensure that your planning team has the help and support it needs when working to achieve these goals later on.

In addition to all of the above, sustainability goals should be as specific as possible. That way, you will know without doubt you have been successful when you reach your stated goals. Here are some examples of sustainability goals that specify what exactly will be achieved.

Goal: Continue to strengthen the coalition

- GOOD - Provide capacity building training for coalition members
- BETTER - Provide 10-12 capacity-building opportunities each year
- BEST - Provide at least 3 capacity-building activities each year

Goal: Continue the school-based program

- GOOD - Middle school program is delivered every year
- BETTER - School district plans to deliver middle school program
- BEST - School district includes program in middle school core curriculum



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Goal: Continue Responsible Beverage Server Training (RBST)

- GOOD - RBST is delivered throughout the county
- BETTER - RBST training is delivered 6 times each year throughout the county
- BEST - RBST facilitators deliver training at least 2 times in 3 locations each year



Using the examples above as a model, draft your sustainability goals using
Tool 1: Setting Sustainability Goals.

Selecting Your Sustainability Approach(es)

For each goal you have articulated, you will need to develop an approach to meet it. There are many different ways to think about and pursue sustainability - will you seek grant funding or try to develop other monetary resources to sustain your chosen intervention or process? Will you find another organization to take the intervention or process on as part of their action plan? An important point to consider is that sustainability is not just about money – securing new funding or writing for grants – and there may be multiple sustainability approaches appropriate and effective for sustaining one of your prevention practices.

The P.E.A.R.S. model introduces several avenues prevention practitioners can explore to reach their sustainability goals, with each letter in the acronym standing for a different approach.



P

Pass off the selected prevention practice to another organization with the ability to embed it into its normal operations, or **develop a policy** that institutionalizes the practice (in either your organization or a partner organization) so that it is implemented as designed and is reinforced by organizational mandates.



E

Earn money from implementing the practice. For example, consider charging a small fee to attend an event hosted by your organization.



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A

Ask for money to support the practice. This approach represents traditional types of fundraising, including grant writing and making donation appeals.



R

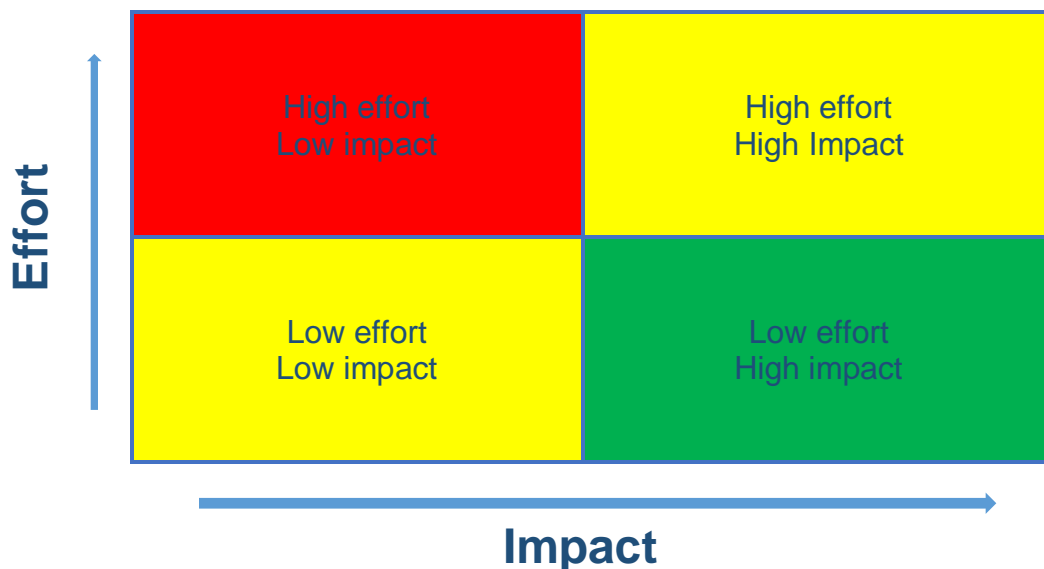
Reconfigure how the practice is implemented, or change the intervention or process in such a way that facilitates sustaining it. For example, an organization that hosts an annual award ceremony for community partners and typically provides dinner at the event could reconfigure to a potluck style event, so everyone contributes.



S

Share the practice with another organization. For example, if your organization funds a youth survey for your community, you could share this initiative with the local PTA so they fund the survey costs every other year.

You will need to choose an appropriate approach or approaches for any prevention practice for which you've defined a sustainability goal. You may determine that you want to pursue more than one sustainability approach for each goal. Some approaches have a greater likelihood of success in the short-term (like, asking for or earning money) and others are more likely to result in long-term gains (like, passing practices on to other organizations or creating policies to sustain them). As you think through which of the above approaches you'd like to explore, consider the effort for the impact.



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- Sustainability approaches that would require a lot of effort with minimal impact – we want to avoid those! Who wants to do a lot of work for not much of a return?
- Sustainability approaches that require low effort but also will have low impact should be implemented with caution – you might not have to devote much time or energy but you won't likely see many positive results, either.
- Sustainability approaches that are high effort and high impact should also be treated with caution – yes, you'll see positive outcomes but the investment of time and energy might be too great to be worthwhile.
- Sustainability approaches that are low effort and high impact – this is the sweet spot! As you explore different approaches, see if you can identify any that are easier to implement with a high expected yield for the effort.



Using the P.E.A.R.S. model, brainstorm potential sustainability approaches for your draft goals, considering both the amount of effort each will involve and the expected impact of those efforts, using

Tool 2: Selecting Your Sustainability Approach.



Step 2. Identify resources needed to reach your goals

The next step in this process is to narrow in on the **type** and **amount** of resources you will need to secure in order to sustain your selected practices. To do this, you'll first need to document the projected costs of each resource so that you'll be able to obtain exactly what you need to sustain each practice. The trick is to focus on the minimum needed to achieve sustainability goals. If you budget too high, you may compromise your ability to secure the resource you need but, if you budget too low, you might compromise your ability to effectively get the work done.

To identify needed resources, **start by writing objectives for each of your sustainability goals.**

It can be helpful to break your sustainability goals down further into objectives that describe concrete milestones that must be accomplished and the resources need to achieve each goal.

Take this example of a goal from the section above:

- **Goal** - School district includes program in middle school core curriculum

What might be some of the objectives that go along with this goal? Hint: Objectives should be *essential* (address only activities that are fundamental to achieving the goal), *specific* (include clear language and concrete, measurable details such as numbers and time frames), and *realistic* (reasonable and achievable).

Here are some sample objectives for this goal:



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- Provide monthly coaching and annual training for facilitators.
- Monitor and enhance fidelity at all four middle schools every school year.
- Deliver the program to at least 80% of middle schoolers at all four schools every year.



Begin drafting objectives for your sustainability goals using **Tool 3. Identifying Needed Resources.**

Next, **identify the personnel and non-personnel-related resources** that you will need.

Personnel includes all of the people who will do the work required to meet objectives, such as staff and consultants.

Non-personnel includes everything people will need to do the work well, such as professional development, supplies, and meeting space.

Think about the specific resources that your objectives will incur. In the example above, what will you need to secure in order to provide the monthly coaching and annual training for program facilitators? Will you have to hire a professional coach or trainer? Will you have to pay for a training space, or provide lunch for the participants? Identify all the resources you will need that are tied to your specific goals and objectives. Then, think about the overarching resources that will be required across all goals. These shared personnel and non-personnel resources generally fall into the following categories:

- Evaluation (e.g., evaluation consultant, data collection tools, data analysis)
- Administration (e.g., administrative support, office equipment/supplies)
- Fundraising (e.g., grant writer, annual donation appeal effort)



Take stock of all of the personnel and non-personnel resources that you will need using **Tool 3: Identifying Needed Resources.**

Then, **document the costs** associated with all of the resources you identified.

You need to know what each resource will cost you so that you'll know what to ask for from a potential sustainability partner. Work with someone with experience developing and managing budgets to determine how much of each resource you'll need. Remember, don't dream big - focus on the minimum needed to achieve sustainability goals.



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Getting our numbers right may require research, phone calls or meetings but accuracy will mean a lot when we start asking people for money.

This resource analysis will help you develop a projected budget that outlines what it will take to sustain your priorities.

Be sure to consider the following as you complete this process:

- Adjust for quantity – Costs may vary depending on how much of each resource is needed. For example, if you increase a staff role from part- to full-time, you'll have to budget more for wages and add benefits but, if you decide to print more posters, we may get a bulk rate that reduces our cost per item.
- Account for inflation – Most costs tend to increase over time. For prevention practices that are already up and running, you can't just plug in the same numbers you used in the past. People often raise their prices from year to year. We also need to consider cost-of-living increases for prevention staff.
- Factor in zero-cost options – Many valuable resources can be secured at no cost. For example, there's no need to budget for a conference room rental fee if our task force can continue to meet for free at the public library.

Record all your resource requirements and projected costs in a sustainability budget. Rather than start from scratch, try to adapt your existing organizational budget. To bring this existing budget in line with your sustainability goals, you may need to add some line items to accommodate any new required resources.



Cost out the resources you'll need using
Tool 3. Identifying Needed Resources.

From here, you'll be ready to begin thinking about who you can enlist to help you reach your sustainability goals!



Step 3. Identify partners that can help you

Brainstorming Partners

Figuring out who can help you sustain the positive prevention outcomes that you are achieving – through your effective strategic planning processes and interventions that work – is critical for sustainability success. Think about the different organizations in your professional orbit. Your prevention agency probably has existing relationships with many partners in your community. Some represent different sectors of the community (e.g., parents, youth serving organizations, media, law enforcement, etc.), some represent different skill sets you might need (e.g., communication experts, fiscal managers, etc.) and others might have the relationships and connections to help you



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get what you need (e.g., elected officials, community leaders, champions passionate about your work, etc.)

Developing and maintaining strategic partnerships are key for a strong sustainability plan. Time spent deepening relationships with key partners will serve you well when it comes time to engage them in your sustainability efforts. Some ways to strengthen your partnerships include:



Prioritize a team approach: Help partners see themselves as a member of your organization’s inner circle and as essential to your work. They’ll be more likely to want to help you sustain your efforts if they are directly involved in them.




Enhance your focus on capacity building: Provide partners with ample opportunities to build their understanding of effective prevention practices and the need for involvement from multiple community sectors. That way, they’ll be able to see themselves as essential to your work.




Identify benefits of and resolve barriers to partner engagement: How can you make it easier for partners to be involved in your efforts? What do they stand to gain from their participation? Having ready answers to these questions will help you make the case for their involvement and remove any obstacles that stand in their path.



Leverage the assets, resources and perspectives of key stakeholders: Partners bring a lot more than funding to the table. Access to other stakeholders, information, lived experience, time and energy are all important resources, too. Be expansive in your thinking about what partners can bring to your table.

 **Use Tool 4. Identify Partners that can Help You** to brainstorm a list of potential organizations and stakeholders to engage in your sustainability efforts.

Keep these tips in mind as you develop a list of organizational partners to reach out to, as shown in this example 

Existing Partners	Potential Partners
<p><i>Schools</i> <i>Police department</i> <i>Health department</i> <i>Mayor’s office</i> <i>Mental health clinic</i></p>	<p><i>Youth Center</i> <i>Community services agency</i> <i>Health center</i></p>



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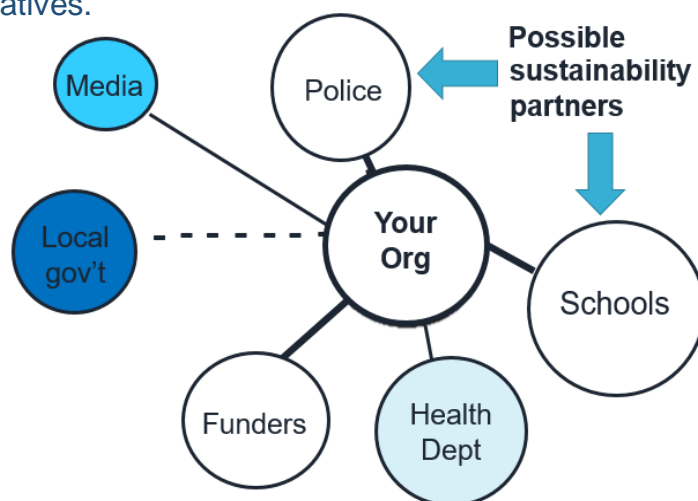
Conduct a Partnership Analysis

With your list of potential partners in hand, you'll next want to create a collaboration map. A collaboration map is a tool to graphically depict an organization's relationships with key stakeholders and other entities within your community. It can help create a shared understanding of these stakeholders are, the strength of their partnerships with your organization and, based on this information, can help you determine where to allocate time and effort to develop relationships in support of your sustainability goals.

Create your map according to the following guidelines:

- **Proximity:** Place organizations that you interact with most frequently nearest to your organization.
- **Line:** Increase the thickness of the connecting line between your organization and partners' organizations to indicate the strength of your collaborative relationships. Use a dotted line to reflect more tenuous connections.
- **Size:** Draw larger circles to represent organizations with whom you have multiple collaborative efforts in place and smaller circles for organizations that you collaborate with on one or a few initiatives.
- **Shading:** Color in circles to reflect where your relationships with partner organizations need attention.

In the example below, the organization has distant and tenuous relationships with local governmental organizations and media partners, as indicated by the proximity and shading of the circles. The organization has a strong relationship with its funders as evidenced by the thickness of the line connecting the circles, and interacts and collaborates often with the local health department but does not have a particularly close relationship represented by the shading and thin line connecting the circles. The police department and schools are the two clear potential partners in sustainability, as the map shows frequent, close and successful collaboration between these partners on many different initiatives.



Use Tool 4. Identify Partners that can Help You
to create your own collaboration map.



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Assess Your Current and Potential Partnerships

Using the list of current and potential partners you generated and your collaboration map, select 3-4 prevention partners with whom you have or would like to develop a close relationship. Answer the following questions to accurately assess the likelihood of leveraging that relationship in the interest of your sustainability goals.

- Are you currently collaborating with this partner? If so, how?
- How is the collaboration going? Is it effective? Is it relevant?
- What kinds of prevention resources are you currently sharing?
- What additional resource gap(s) could this partner fill?
- What is the benefit to this partner in collaborating with you?



Use Tool 4. Identify Partners that can Help You to record your answers.



Step 4. Develop your pitch for their support

There comes a time in every budding relationship where you will need to make the ask--that is, request a commitment from a potential partner to do something. When it comes to sustainability, it is never too early to enlist the right partners in your effort and, to do this, you need to develop a compelling argument, or “elevator pitch,” for why they should say yes. And, while not every ask will be made within the confines of an elevator, the term “elevator pitch” reminds us that these requests should be intentional and succinct, as if the elevator doors could open up at any moment and your prospective partner will walk away with or without the information you want them to have. When it is time to bring it home by making your ask, you’ll need to plan out your approach. Below is a step-by-step process for doing just that.



The first step in this process is to **identify initial contacts at your partner organization** who:

- have the knowledge and the insight we need to determine whether and how to proceed with the “ask”
- share our priorities and be willing to talk with us about our initiative
- can facilitate the request process such as by connecting us to decision makers



Then, you need to **determine who will talk to this contact(s)** based on who within your group has existing relationships with them. Also, consider who has familiarity with the contact’s setting, a level of comfort meeting and talking to new people, and the level of skill communicating about prevention and sustainability efforts.



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The next step is to **develop your talking points**. Everyone responsible for talking to initial contacts will benefit from a set of talking points to guide and support their conversations. These include an introduction to describe who we are, what we want to accomplish and why, the need or the specific support we hope to receive, fit of the potential supporter/partner and next steps (if a good fit, identify the most appropriate and effective way to make a formal request for support).



Then, **hold your exploratory conversations**. These will take place in different ways and places depending on your contacts' preferences and schedules. Once you've had the conversation, be sure to record and share your findings with your team members. Meet to discuss what has been learned from exploratory conversations. For example, did you get in touch with the contact or were they unavailable? Could you identify another contact? Did you find that your potential 'ask' was not a good fit for your prospective partners or that the timing was off? Or, did you learn it was a good fit and you identified some concrete next step?



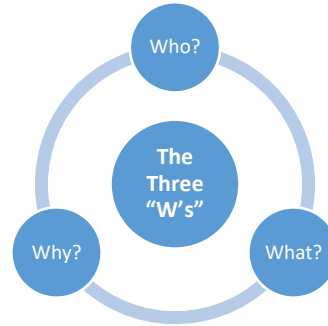
From here, it is **time to start preparing our formal requests!** The same process applies for preparing for these conversations. Use what you learned from the exploratory conversations to determine how and to whom to make our formal requests:

- **Identify a Lead for Each Ask** – Once we know how to make these requests, we'll need to identify the right people to move them forward. You want to think about the strengths needed for each ask (e.g. creating group presentations, formal letters, grant proposals) and to recruit people whose skills and abilities are a good match for each task. You also want to think about availability since it requires work and some tasks have pressing deadlines, so you need to recruit people with enough time to see task through from start to finish. And, each ask needs to be completed with the highest attention to quality, so we want to recruit people we can count on to complete their tasks well.
- **Prepare and make each 'ask'** – Our leads will be responsible for pulling together and delivering compelling requests for support. You'll want to:
 - Review all requirements such as deadlines, page limits and content expectations
 - Get help from people with relevant skills to complete the work well and on time,
 - Gather information to help build a compelling case, such as evidence of our effort's effectiveness and potential benefits for the audience for participating with us
 - Develop materials like written letters/proposals and presentation.



When your ask involves a formal pitch presentation or conversation, your pitch should include the following elements:

- **Who** are you and who do you represent?
- **What** do you or your organization do?
- **Why** do you do this work? What need are you serving?



These aren't throw-aways! It is difficult to talk about what we do in prevention. Take time to find ways to articulate clearly, succinctly and compellingly about your work. Also, be sure to include:

- Your sustainability **goal**
- A **compelling reason** why your partners care about your sustainability goals and agree to help you
- Any **additional information** they might need to make their decision, including the benefits of collaborating and how to resolve any barriers to collaboration
- The specific **action(s)** you'd like them to take

Here's an example elevator pitch made by a prevention task force chair to a business community leader and local restaurant owner who already collaborates with the task force.

<p><i>“As the leader of the Everytown Substance Abuse Task Force, I take my responsibility for promoting the task force’s mission to reduce high rates of alcohol use among youth in our community very seriously. As you may know these rates are particularly alarming for young people who work afterschool or weekend jobs in the hotels and restaurants in town, where access to alcohol is easy and use during work hours is common.”</i></p>	<p style="text-align: center;">The Three Ws</p> <p>The task force chair clearly defines who she is, the purpose of the coalition, and the link between youth alcohol use and working in the service industry.</p>
<p><i>“We work to prevent this access to alcohol by educating business owners and managers like yourself about the dangers of youth alcohol use and how to prevent it in the work place and want to ensure these trainings remain available to service industry leaders in our community.”</i></p>	<p style="text-align: center;">Sustainability goal</p> <p>The task force chair describes the sustainability goal that has been developed, namely to continue training service industry leaders about youth alcohol use prevention.</p>
<p><i>“You are connected to many other business leaders in the community through your role as rotary club president. So, you can help us reach the individuals we want to engage. Protecting our youth really is</i></p>	<p style="text-align: center;">Compelling reason to care</p> <p>The task force chair argues that it is everyone’s responsibility to protect</p>




<p><i>everyone’s responsibility and we need people like you in positions of influence to set the standard for others in the community.”</i></p>	<p>and provide youth with a healthy environment in which to grow and learn.</p>
<p><i>“I know that as a business owner, you have limited time to dedicate to programs like ours. But, I think that engaging in this work could prove good for business, by reducing staff turnover as well as alcohol-related incidents and injuries at your places of business.”</i></p>	<p>Additional explanation</p> <p>The task force chair recognizes that the business leader has competing demands on her time as a barrier to working together, but also communicates the benefits of partnership – less staff turnover and fewer alcohol-related issues in the workplace.</p>
<p><i>“Would you be willing to partner with us to provide annual trainings on preventing youth alcohol use to members of the rotary club? We can help coordinate the logistics this year so you see what is involved, and can provide you with a list of trainers in case the coalition is unable to deliver the training. What do you think? “</i></p>	<p>Call to action</p> <p>The task force chair provides a clear request to the business leader – to take on conducting annual prevention trainings – and offers to provide her with support as they work together to transition responsibility.</p>

Be sure to consider the following questions as you develop your pitch statement:

- Is your pitch sensitive to your potential partner’s needs, values, and priorities?
- Does your pitch contain jargon or words that are difficult to understand?
- Does your pitch take into account recent political, social, or economic events?

Record results and next steps – And, finally, as we make each ask, we’ll want to document which are granted, which are denied and which require follow-up.



Use Tool 5: Developing Your Sustainability Outreach Approach to prepare for making the “ask” with your partners and to record key decisions and progress moving forward.

 **Step 5. Monitoring success/progress over time**

Once you’ve made your ‘asks’– some successful and some still works-in-progress – it’s time to monitor the progress of your ongoing sustainability efforts.



Monitoring helps us:

- Uncover and address any sustainability challenges before they become roadblocks.
- Ensure accountability so we can make sure everyone is completing their work well and on time.
- Find areas of overlap with other organizations and new opportunities for collaboration and synergy.
- Track which requests for resources and revenue are granted, which are denied and which require follow-up.
- Capture lessons learned to strengthen our intuitional memory and help us continue to make progress over time.

Some ways to monitor progress include:



- Identifying someone to oversee the plan implementation and track progress.
- Convening regular conference calls and/or in-person meetings with all task leads.
- Posting the plan online so everyone involved can share new information as it comes in.
- Establishing a virtual calendar that sends out reminders of upcoming deadlines.
- Checking in directly with task leads as deadlines approach.

Regular updates will **help the team** see **sustainability** as **integral to everything** it does, **stay invested** in the future of effective prevention practices, **appreciate the concrete results** achieved through your **collective efforts**, and **identify opportunities** to jump in with information, insight and support.

Monitoring ensures your sustainability plan reflects changing needs and opportunities. There may be sustainability setbacks when requests for essential resources or revenue prove unsuccessful and your team will need to identify a new course of action. There may also be new opportunities when potential sources of support emerge that can help meet existing needs that the team may want to incorporate into the plan.

For example, if a federal agency announces an RFP specific to your prevention priority, you might decide to apply for another grant. Priorities may shift as you continue to walk through your broader strategic planning process and so, by monitoring, your sustainability plan will become a living and dynamic document.

And, finally, monitoring progress anticipates the time and hard work to achieve our sustainability goals and reminds us to celebrate our successes along the way. People are excited to be part

As you monitor, be sure to **provide updates** to keep your full prevention task force informed of your progress.



of the important work of sustainability but you need to make a concerted effort to maintain current levels of energy, involvement and momentum over time.

Celebrating success is one important way to do this. Each time a piece of work is completed or a new source of support is secured, make sure to acknowledge it. Celebrating success both large and small will help people stay engaged and positive as you continue on our journey. It's also important to recognize our progress because success breeds success. Each time we secure a new source of support it shows that someone believes in us enough to invest in us and we can leverage and build on this support to bring new supporters to the table.



See the **Sustainability Checklist Tool** to take a sustainability self-assessment.

Conclusion

As explained in this toolkit, effective prevention practices don't simply sustain themselves and require an intentional plan to continue our effective strategic planning processes and interventions that work. To produce and maintain positive substance misuse prevention outcomes, communities and organizations need to sustain the prevention practices responsible for those outcomes.

The five-step process outlined in this toolkit is designed to help communities move from understanding to action, and to identify and secure the resources needed to maintain positive prevention outcomes beyond current funding.

As you embark on your journey to making an intentional effort to sustain your prevention best practices, check out these other resources, as well:

1. Toolkit #16 Sustaining the Work or Initiative, from Community Toolbox:
<https://ctb.ku.edu/en/sustaining-work-or-initiative>
2. Sustainability Primer: Fostering Long-Term Change to Create Drug-Free Communities from Community Anti-Drug Coalitions of America (CADCA):
<https://www.cadca.org/resources/sustainability-primer-fostering-long-term-change-create-drug-free-communities>
3. Bringing the Future Into Focus: A Step-by-Step Sustainability Planning Workbook, from Community Health Systems Development:
<https://www.ruralhealthinfo.org/sustainability/pdf/bringing-the-future-into-focus-sustainability-planning-workbook.pdf>
4. A Sustainability Planning Guide for Healthy Communities, from the Center for Disease Control (CDC):
https://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/pdf/sustainability_guide.pdf
5. Program Sustainability Assessment Tool, from the Center for Public Health Systems Science / Washington University in St. Louis: <https://www.sustaintool.org/>



Northeast & Caribbean (HHS Region 2)

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