

Tip 1: First Steps Toward Sustainability

How do we begin exploring ways to sustain our Healthy Tomorrows program beyond the 5 years of the grant?

Assess

Where you are in the grant life cycle

- How much time do you have to develop and implement your plan?
- Are you in your first year of the grant, the fifth year of the grant, or somewhere in between? The approach and timeline will vary based on where you are in the grant cycle.

Your impact and results

- What high-impact results is the program producing?
- How are you documenting the results from the program?

Determine

Program scale and scope you plan to sustain

- What aspects or elements of the program do you want to continue?
- If you were starting a new program, based on all that you learned during this grant, what would you do differently?
- What is the unit cost of service for the project?

Sustainability plan and approach

- What is the best way to approach this planning process with the time and resources you currently have?
- What is the timeline that will best serve you?

Decide

What you need to sustain your program

Assets and resources

- What resources does your project currently have?
- What resources will you need? This includes staffing, facilities, partnerships, clients, and funding.

Options and scenarios

- What options exist to unbundle or repackage program elements (eg, standalone services, various program packages)?
- Should you develop various sustainability scenarios for how your program continues (eg, 1. continuing fully funded; 2. options for limited programs and services; 3. options for expanded programs, services, or locations)?

Identify

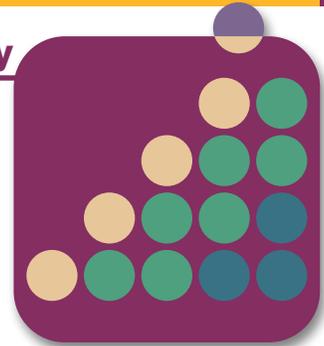
Who is on your team (or who you want/need on your team)

Current team members

- What staff members have knowledge, skills, or connections to help you in your planning?
- Are there people from the advisory board, members of the community, program participants or family members, or partners who are vested in seeing your program continue?

Champions and advocates

- What community leaders are passionate about the issues your Healthy Tomorrows program addresses and the results you produce?
- How can you mobilize champions to make introductions to others in their spheres of influence and help engage new advocates and supporters?
- Who are the internal champions and advocates you need to help your program gain respect and garner vital resources so that it remains a visible and vital part of the organization's mission?



The full set of tip sheets in the *Strategies for Sustaining Successful Community-based Programs* series includes

 [Tip 1: First Steps Toward Sustainability](#)

 [Tip 2: Engaging Community Partners](#)

 [Tip 3: Finding Funding for Your Program](#)

 [Tip 4: Engaging the Advisory Board](#)



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Tip 2: Engaging Community Partners

As a Healthy Tomorrows (HT) grantee, you know the vital role community partners play in the development of your program and the delivery of your services. Have you considered that the same partners might also be key players in the sustainability of your HT program?

What partners are most enthusiastic about your Healthy Tomorrows (HT) program?

Ask team members to share their ideas. If you have multiple enthusiastic partners, apply these questions to all of them and see what you learn.

Importance of Partnership

Do you know why partners are enthusiastic about your HT program?

How do you connect with and advance their mission?

Why is this partnership important to *their* organization?

Possible insights or outcomes

- New insights on the value of your HT program
- Increased understanding of how your program benefits your partners
- Enhanced awareness of the win-win nature of your HT program

Impact of Partnership

What does this partnership make possible that might not otherwise happen, or at least not at the scale that it is currently happening?

What are the effects of this partnership (eg, staffing, reach, financial)?

Possible insights or outcomes

- Increased awareness of the power of partnerships
- Options for enhancing the sustainability of your HT program
- Insights into the value of your program and how to present that value to prospective partners

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Possibilities Through Partnership

What else is possible through this partnership?

What lessons have you learned from your current partnerships that might inform your approach to new partners?

How can you better package and present the value of participating as a partner in your HT program?

Possible insights or outcomes

- Discover opportunities to access new locations for service delivery.
- Identify opportunities for cost-sharing, in-kind, or even fee-for-service arrangements.
- Increase opportunities for additional funding from current funders or new funding opportunities through increased clout and credibility.

Sustaining the Partnership

Who are the key players in the partnership?

What roles do they play in your HT program?

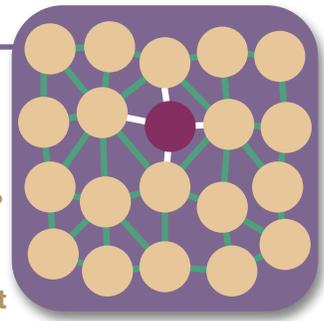
Are these partnerships documented through written agreements?

Possible insights or outcomes

- Elevating the awareness and understanding of the partnerships
- Enhancing the effectiveness of how the partnerships function
- Sustaining the partnerships through personnel transitions and organizational changes

Resources

Sample Memorandum of Understanding Template (Word): [Download from the Centers for Disease Control and Prevention](#) and complete to document your partnership relationships and agreements.

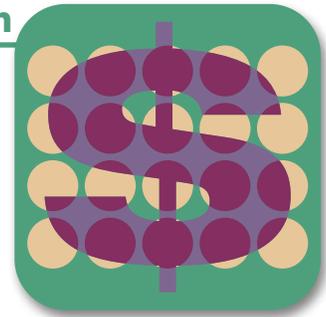


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Tip 3: Finding Funding for Your Program



Funding for your Healthy Tomorrows (HT) program may come through one or more of the following sources:

● Other grant funding (eg, foundations, corporations)	● Contracts or subcontracts
● Private pay	● Third-party payers
● Fee-for-service programs	● Corporate social responsibility
● Philanthropic giving (individuals or companies)	● Social entrepreneurship
● Crowdfunding	● Service clubs (eg, Rotary, Junior League)
● Fund-raising (special events)	● In-kind

Capacity

Which funding sources has your organization found success with when supporting other programs?

- What type(s) of funding did you access and for what specific service(s)?
- What (and who) was involved in accessing those resources?

When considering funding sources, assess your current capacity and capabilities in the following areas:

- Staffing and administration
- Systems and structures
- Relationships (connections)

For example, to succeed with philanthropic giving requires staff time for donor research, prospecting, development, and follow-up. It's advisable to use donor management software to track your donors, provide receipts for their gifts, and manage follow-up. The most successful campaigns use peers reaching peers. Each category of funding has its own unique requirements, ensuring your organization has capacity and capabilities that will aid your success.

Relationships

What philanthropic individuals and organizations do you have access to through your existing relational networks (eg, advisory board, staff)?

Who on your team (eg, staff, partners, advisory board) has skills and experience to help you succeed with one or more of these avenues of funding for your Healthy Tomorrows program?

Peers can play a vital role in making introductions and enhancing your organization's credibility as you embark on philanthropic endeavors. Invest time to identify your points of access to philanthropic individuals and organizations through your network of friends, fans, and funders.

Opportunities

You may access funding for your HT program through a myriad of funding opportunities. These may include contracting (or subcontracting) one or more of your HT services to other agencies or organizations, using insurance payments (Medicaid or Children's Health

Insurance Program reimbursement cannot be used to meet the nonfederal match requirement for HT in years 2–5), engaging other third-party payers, or even accessing community goodwill and support. Consider the following questions to get you started:

- Are there agencies or organizations in your community looking to contract or subcontract with organizations like yours to access the services you provide or the populations you serve?
- What program components could be offered as fee-for-service programs?
- What service clubs or civic organizations in your community are interested in the causes, communities, or clients served by your HT program?
- Are there aspects or elements of your program that could be marketed to other organizations (social entrepreneurship)?
- Does your organization have a development office that encourages philanthropic giving to your HT program?
- Are there opportunities to engage in crowdfunding activities in your community?

The national HT Program staff can help identify existing grantees who are succeeding in these areas and possibly facilitate peer-to-peer sharing of information and best practices.

Partnerships

Many HT programs are actively engaged in partnership efforts. Some of these programs are finding greater success in accessing funding or getting funded at higher levels as a result of their collaboration rather than relying on a single provider.

- Which funders will view your collaborative efforts as worthwhile projects and invest or invest at a greater level as a result of your collaborative work?
- How can you combine with current (or potential) partners to provide a more comprehensive outcome to funders in your community?

Tip 3: Finding Funding for Your Program

Resources

Giving Days are specific days on which people are challenged to see how much money can be raised for philanthropic causes in one day. The Council on Foundations has a page on [Giving Days](#) with an interactive map listing Giving Days across the country. #GivingTuesday is a global movement to encourage a philanthropic alternative to Black Friday.

[A Consumers Guide to Donor Management Systems](#), available from Idealware, provides independent reviews and comparisons of features and benefits of the major donor management software options.

The US Department of Agriculture provides [A Guide to Funding Resources](#) that contains good information and links to helpful resources.

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Tip 4: Engaging the Advisory Board

According to the terms and conditions of the Healthy Tomorrows (HT) grant, your program “must have a community-based Advisory Board for the life of the project.” From that perspective, it’s possible to think of the advisory board simply as “one more thing” you must do to satisfy the requirements of the HT grant. If that is your approach, don’t be surprised if you find the advisory board a source of frustration, with boring meetings and sporadic attendance. However, if you realize that the advisory board is (or can be) a source of energy, enthusiasm, and ideas for your HT program, you are on your way to success and sustainability beyond the life of the grant.

Structuring Your Advisory Board

What skills, talents, abilities, and experiences do you need on your advisory board?

What is the most effective structure and format? Who leads it? Who supports it?

What is your process for encouraging and recruiting participation on the advisory board?

Insights and ideas

- Consider what you need from your advisory board. You might have partners, providers, and families convene around technical aspects of the work.
- Explore options for the best time and place to meet. **Hint:** If you seek to involve families or community members as part of your advisory board, it may be necessary to meet in the evenings.

Sustaining the Work of Your Program

When working with advisory board members, how do you gather best practices or innovative ideas?

Insights and ideas

- Advisory board members can be great advocates for sharing innovative insights and best practices established or validated through your HT program so they become standard practices in your field of focus. Advocates also may want to further evaluate these insights and best practices so that they become evidence based.
- Using your HT grant to document and disseminate best practices ensures that practices continue beyond the 5 years of HT funding.

Sustaining Support for Your Program

What tasks does your advisory board undertake to generate awareness, understanding, and appreciation for your HT program?

Does your advisory board help make inroads into the community so new clients enroll in your programs and services?

Does your advisory board collect or share success stories to garner community support for your HT program?

Insights and ideas

- Program beneficiaries and family members may be some of your most passionate advocates and champions—especially in encouraging other community members to “give the program a try.”
- Begin nurturing parental involvement early in the grant cycle and find easy, nonthreatening first steps to invite their involvement.
- Develop tools and resources that make it easy for advisory board members to share key messages about your HT program.

Sustaining Investment for Your Program

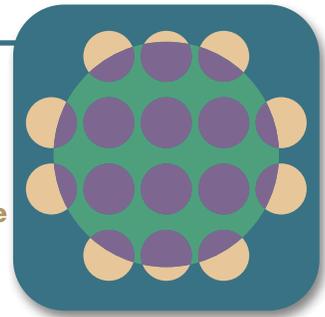
When working with advisory board members, how do you encourage them to serve as advocates and invest in your HT program?

What skills and resources do they need to be effective in asking for financial or in-kind support for your HT program?

How do you engage them in resource development/fundraising activities?

Insights and ideas

- Identify simple ways for advisory board members to get involved in resource development for your HT program. Among these are letter-writing campaigns, lunch-and-learn sessions, house parties, and social media campaigns.
- Engage advisory board members in mining, mapping, and mobilizing their community connections to discover what individuals, companies, and philanthropic organizations you have access to through your advisory board members.
- Develop fun campaigns that raise funds for your HT program. Explore a variety of ideas that are low risk with potential high reward and return on investment.



Tip 4: Engaging the Advisory Board

Resources

Advisory Councils by Nancy R. Axelrod; available from [BoardSource](#)

Program Advisory Committee Tool Kit, including, eg, Sample Letter of Invitation to Join Program Advisory Committee and Sample Agenda for First Program Advisory Committee; provided by the [Michigan Department of Education](#)

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