



**SUSTAINABILITY TOOLKIT
FOR
INDIAN COMMUNITIES**



**PREPARED BY
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SUSTAINABILITY TOOLKIT FOR INDIAN COMMUNITIES



1. TOPIC SUMMARY

INTRODUCTION

Program sustainability is a challenge for any community, but for American Indian and Alaskan Native communities, the challenges can be greater for several reasons. Indian tribes often do not have the tax base or income that other governments have to finance program activities. Limited economic development on many Indian reservations and Alaskan Native villages limits options available in non-Indian communities. Because the need for adequate services is so immense, many tribal planners succumb to the pressure to implement programs as quickly or expediently as possible. Often program planners become so involved in the present they overlook the need to plan for future program sustainability. How a program will continue after the first round of funding is often a secondary concern.

By taking some of the proactive strategies outlined in this toolkit, tribal programs can ensure continuation after funding from initial sources stop. Once a program has proven its success to the community and demonstrates that it is fulfilling an important need, tribal leaders and administrators must work diligently to find resources to sustain or grow programs. In recent years different federal, state and private agencies have included American Indian and Alaskan Natives in their funding plans. Tribes are becoming more successful in locating foundation funding to continue existing efforts. Sometimes tribal funding can replace federal or private funding to support continuation. In other instances, new federal or state sources can be tapped to maintain an existing program. However, simply looking for or planning for funds to continue a program does not constitute sustainability. Options become more apparent when sustainability is seen as beyond getting more money; and, there is flexibility in adapting the program with changing needs and funding priorities.

UNDERSTANDING SUSTAINABILITY

According to the Webster Ninth New Collegiate Dictionary, the word *sustain* comes from two Latin words, *sus* meaning up and *tenere* which means to hold. One meaning of *ability* is the capacity to do something or perform successfully. The combined words describe what programs must do to sustain themselves. Hence sustainability is the capacity of programs to uphold and maintain necessary resources for successful continuation. It is about maintaining and continuing program services over a long time period and having the needed services become a permanent part of community resources.



Sustainability means that your hard work has long-term value to your community and you are not starting over again with the next grant.

Continued funding is often the measure of sustainability, but it is not just about finding more money. Sustainability includes many factors such as establishing collaborative and advocacy relationships with other agencies and programs, providing a specific service that is needed and not provided by others, identifying multiple funding sources, and having the program perceived as a community resource. It also is based on the program being part of an ever changing and evolving community system, which means that a program may not continue intact. It often means that over time, successful components of the program are supported and enhanced and less successful components are dropped. For services to continue, a program may be merged with a different, but compatible program.

A program vision helps us to understand how the program improves individual and community well-being and what to do to keep the services or systems going. A program vision helps us to check that the following structural elements exist in our program:

- ✓ *Guidance:* Leadership, mentoring, management and governance.
- ✓ *Structure:* Policies, procedures, and protocols; roles and responsibilities; standards; and a program framework.
- ✓ *Support:* Affirmation, processes, education, training, and feedback.
- ✓ *Diversion:* Innovation, creativity, rewards and enjoyment.

A vision of what a program should provide helps to clarify what sustainability efforts should occur from the time the program is a concept, as it starts, as it exists, and as it continues.

Creating a program vision reflects a change in the way programs are conceptualized and designed. Generally we look at programs as implementing a plan of action for a certain period of time, usually the length of the funding cycle. Sustainability requires that we look at a program as creating an ongoing *transformational process* in the community that over time, addresses different participant and community interests and needs. This view of program development requires certain environmental requirements, such as the ones below:

- One: That program managers be willing to make structural and programmatic changes that move resources from lower to higher productivity.
- Two: That governance is competent, demands accountability and insures the accessibility of information.



Three: Three, that there is some economic growth to support program income and community capital.

In addition to the program vision and new ways of looking at program planning, sustainability involves accepting, and even embracing change. Change is often threatening to people and institutions, but it is inevitable and ongoing. Sustainability involves adapting to changing environments while delivering needed services to the community over a long process of change. Accepting change as a natural force in the life of a program requires a perspective not premised on fear or threat when change looms on the horizon. Such a perspective understands that change is a process, that there are no endings, only new beginnings, and to expect the unexpected. To influence the speed and direction of change, one must be acutely aware that knowledge is power and that social marketing and salesmanship are important program tasks.

PLANNING FOR SUSTAINABILITY

A sustainability plan is key to insuring ongoing service delivery beginning at the conceptual stages and becoming part of the initial program design. The goal of a sustainability plan is fourfold.

- First: The plan must address community integration strategies so that the program is not only accepted by the community, but also is well used by the community.
- Second: The plan should identify community involvement strategies to institutionalize the program into local systems so it becomes an indispensable part of a larger network of services and resources. Thus, creating a niche for your program and increasing the program's community value.
- Third: The plan ought to extend program relationships by developing new partnerships and enhancing existing relationships.
- Fourth: The plan should describe strategies for program evolution using evaluation methods that identify the appropriate points at which the program should diversify or specialize, grow or maintain its size, absorb or be absorbed.

The following objectives help to achieve program sustainability.

Create a Niche—A niche is defined by Webster's Ninth New Collegiate Dictionary as a place, employment or activity [where] a person or thing is best fitted, or as the ecological role of an organism in a community. When applied to program development, a niche is a place within the community that a program provides needed services, without



being duplicative. The objective is to build a program that is innovative and flexible in providing services to meet current needs or wants. Additionally, the program should provide services, training and expertise not available anywhere else in the community. By having a niche, competition for clients is limited and duplication of services is limited or non-existent.

Identifying a program niche is sometimes not immediately evident. A needs assessment can help to identify a program niche. The purpose of a needs assessment is to generate information for program planning, development, identifying gaps, developing improvements and to facilitate community input into the service delivery system. Needs assessments help to:

- Identify the most pressing community needs,
- Provide information on the extent and nature of those needs and create baseline data,
- Identify resources available to meet those needs,
- Involve many people and organizations in the planning process, and
- Tell you about the status of your community now!

Once you understand the needs, resource mapping can assist you by identifying all the resources available in the community to address the program. Resource mapping can be based on several dimensions or criteria, such as

- ✓ Access: using the appropriate language for the target population, knowledge of available resources, affordability, geographic location of programs and resources.
- ✓ Quantity: meager or plentiful services or resources available, e.g., one therapist for every 25 youth.
- ✓ Type of service or intervention.
- ✓ Quality: cultural competence or trained and experienced providers.

Build program visibility! The main objective is to build program visibility within the first year of operation to support community integration, program acceptance and use. How well your program is known and used is the basis for program visibility.

To get the program to be well known and well used involves using social marketing strategies to promote the program. This can be done through outreach meetings with youth, parents, senior citizen groups, and employing various media strategies.

Examples of Media Strategies

- Opinion/Editorial pieces in newspapers
- Letters to the editor
- Events that draw media coverage
- Appearances on broadcast news or issues programs
- Newspaper articles
- Public Service Announcements
- Tribal or community newsletters



Making quality assurance a priority to ensure the best possible programmatic outcomes can occur through regular training of staff, conducting regular and unscheduled program reviews. Program results can be promoted using different venues, such as the media, newsletters, and open house events. Develop program leadership to meet future needs by establishing comprehensive multiyear plans that are shared with other tribal programs, and endorsed by the tribal government.

Cultivate community involvement! The objective is to involve people from all parts of the community to reinforce program visibility and make the program a valuable community asset within the first year of operation. This supports development of program relationships and partnerships with other tribal programs and the community.

Proactive programs create opportunities for community participation, collaboration and resource sharing; and to see the community as a resource, rather than just a consumer. An involved community becomes more informed and educated about youth needs and issues, problems or systems change efforts of the program. Open communication with the community is easier when they are actively involved. Community involvement provides opportunities for training and leadership. Some strategies include:

- ☞ Community education forums for youth, parents, and general public.
- ☞ Consultation with established youth, parent or elder groups.
- ☞ Recruitment of youth, parents, elders and other citizens on planning boards or advisory committees.

Create a diverse funding base! This objective should begin in the same year that initial funding is obtained to ensure that long-term financial support exists for the program. Having a diverse funding base means seeking financial support from multiple sources and levels of government, private businesses and foundations. This could also include other forms of generating revenue to pay for operating costs, such as user fees, fundraising events, or payment for services, etc. This includes strategies to have different components of a program funded from various sources, while keeping the program cohesive. Diversified funding reduces reliance on a sole funding source or type. It is the programmatic analogy of “*not keeping your eggs in one basket*” (See Section 3 for a list of resources).

Systems change! Sustainability includes promoting systems change to improve the existing community structure, not just delivering a service. Systems change is an important, but difficult step. If not done correctly, systems change can backfire and program leadership can be seen as upsetting the status quo.

Systems change involves educating people on how the current system works and why change is needed. Changes that are proposed need to be realistic and the benefits of



the change should be apparent and wanted by the tribal community. It is important to start with small changes on different levels rather than a major change in one area. For example, developing an entire juvenile code is a major undertaking that requires extensive time and resources to design, develop, and draft a code for review, approval and enactment by a tribe. While it is an important long-term goal, a tribal community can achieve completion of an entire juvenile code by dividing the process into components achievable through focused, short-term goals and stages of completion. Phase I could focus on planning and include stand-alone components such as document reviews, policy research, and obtaining community input. Phase II could have components focusing on drafting various sections, policy review and revision, and conducting public hearings on code drafts. Finally, Phase III could focus on strategies for passage of the code, design of policies and procedures to implement the code. By breaking the process into manageable and doable components momentum for achieving the overall goal continues until it is completed.

CREATING A SUSTAINABILITY PLAN

The most important sustainability strategy is to design and develop a *sustainability plan* to implement alongside the program plan. This means applying planning principles to decide on the approach, method, and strategy and formulating them into a sustainability plan.

For review:

The approach is the thought, value or philosophy directing the method. An example of an approach is having people pay for services; an opposite approach is provision of services at no cost. Each approach requires various methods.

The method identifies how to implement the approach. In the payment for services approach, some methods could be charging user fees, requiring recipients to raise funds to support operations, such as bake sales or raffles, and so on. Methods for no cost service provision would be grant writing by the program to obtain small to large amounts of funding to support operations. These methods require different strategies to implement the methods.

Strategies identify how to use methods and approaches. The plan should demonstrate *reflection* of problems, needs or issues and *projection* of actions to take. The plan should answer the basic questions in the above text box and explain attainment and ways to sustain the activity and funding. For example, the approach to charge for services by imposing user fees may require several strategies to implement, such as charging fees on a sliding scale based on income or having flat fees, having payment plans, or membership levels, etc. The grant writing methods may have various strategies for

<p>Reflection and Projection Why – What is the vision or mission What – Goals & objectives How – Strategies & evaluation</p> <p>Attain and Sustain Who – Partners & target population Where – Scope & accessibility When – Intensity & duration</p>



applying to different funding groups—federal, private industries, and private and public foundations and individual donors.

The following aspects and activities are important complementing components to include in your sustainability plan.

Examine the Program Structure—As mentioned above, the elements of every program include guidance, structure, support and diversion. An important sustainability component is review of the program structure on a regular basis—daily, weekly or monthly—to address program gaps, issues or problems while they are manageable. Keeping a pulse on how well the structure is working every day helps the program to thrive. While this is similar to program evaluation, this aspect focuses on strengthening structural elements of the program, and program evaluation focuses on the results and outcomes of program efforts.

The four elemental structures—guidance, structure, support and diversion—identify areas the sustainability plan should include approaches, methods and strategies. It is important to ask, what your staff will need to know or do to sustain each elemental area to have a lasting program.

Program Evaluation—Collection of relevant program data supports ongoing evaluation of program efforts and strategies. In the day-to-day operation of a program it is easy to overlook the importance of data collection, analysis and reporting. Regular program evaluation and assessment often spurs interest and support for a program, especially when you start to look for continuation funds. An assessment should help you decide the future of your program and whether to continue, expand, modify or close it.

Program evaluations are helpful in the following ways:

- ➔ Validate successes!
- ➔ Market successful results and benefits to the target group and community.
- ➔ Evaluation results could enhance applications for future funding.
- ➔ Identify program strengths and weaknesses.
- ➔ Spot problem areas and suggest solutions.
- ➔ Provide information on met and unmet needs.
- ➔ Show current and potential funders what the program does and how it is working.
- ➔ Win support from policy makers, public, etc
- ➔ Share knowledge and responsibilities.
- ➔ Improve the program.



Include a Process for Tracking Spillover Effects—There are times when a program has an impact on the community beyond foreseeable benefits to recipients of direct services. Sometimes the benefits of a program ripple through a community having positive, but unintended, impacts in diverse areas. For example, a tribal court operating a youth court may need the cooperation of other tribal, county and/or state juvenile justice systems and schools for the program to reach targeted Indian youth. An intergovernmental agreement enables other jurisdictions to participate, which enables the youth court to develop interagency agreements, or memorandum of agreements with county and state agencies. The need for the youth court to reach all eligible tribal youth becomes a catalyst for developing tribal-state relationships to address Indian youth needs that may not have existed before. To capitalize on spillover effects, a sustainability plan should include strategies to document and track indirect impacts and effects to increase program value, and for promotional and marketing purposes.

IF NOT JUST MORE MONEY, WHAT ELSE DOES SUSTAINABILITY INVOLVE

A plan that addresses the above goals and objectives will go a long way to ensuring program sustainability. However, there are a few more concepts that are important to understanding when planning for sustainability.

Sustaining Program Support—Sustainability is not possible without support for the program. Gaining that support may be the most important task in any sustainability effort. Support for a program relies on relationships the program has with its clients, internally within the program, with tribal and project administration, with the community at large and with the funding agencies. The basis for that support is developing and maintaining sustainable relationships built on and thriving on trust, communication, reciprocity and commitment. If any of these elements are missing, relationships become tenuous and the result may be a loss of support. Each of these different relationships requires different approaches and priorities. For example:

- ☞ Client support is gained through provision of user-friendly services, good services and empowering the client through meaningful involvement.
- ☞ Internal support is gained through staff development, team building, comprehensive planning and evaluation and program flexibility.
- ☞ Support from policy makers and administrators is gained by sharing the program's vision, mission, goals and outcomes with administrative staffs and tribal leadership.
- ☞ Documentation and data gain support by providing evidence of program success to everyone—the target population, tribal leadership, the community, funding agencies, and other appropriate audiences.
- ☞ Social marketing becomes important in conveying the image the program wants the community to have. This involves strategies to make known the important



issues, problems and services the program provides to the target population and how program efforts benefit the community. For example, marketing the positive results of a youth diversion program to tribal court and law enforcement agencies, would encourage the use of diversion as a confinement alternative. One could market the cost savings and benefits of employing early intervention strategies to the cost of confinement and preventing further penetration of young people into the juvenile justice and correctional system.

- ☞ There is more to developing community support than promoting an image. The program must meet the needs for which it was designed and the community needs to feel that they are an integral part of the program's processes—not just consumers or recipients of the services offered.
- ☞ For the funding agencies, support is easier to get if the program is stable and capable. Having established and effective policies and protocols that are followed helps to build program credibility and reliability. In addition, documentation and accountability are necessary components to gain support from funding agencies.
- ☞ Sustainable relationships need to be cultivated with other agencies that interact with the program. The same principles of trust, communication, reciprocity and commitment are also necessary to maintain relationships with other agencies.

In conclusion, sustainability is best achieved through program development that includes a long-term focus, provides for ongoing structural review, program evaluation, has and follows consistent policies, produces reliable data and has tribal leadership and community interest and support.



2. ARTICLES

A. SELECTED ARTICLES

The National Criminal Justice Reference Service (NCJRS), created in 1972, is a Federal information clearinghouse on criminal justice, juvenile justice, and drug policy. NCJRS resources are specifically designed to provide critical reference information to policymakers, law enforcement officers, criminal and juvenile justice practitioners, educators, community leaders, and the general public. NCJRS operates on behalf of the U.S. Department of Justice's Office of Justice Programs (OJP) and the White House Office of National Drug Control Policy. OJP consists of five bureaus—the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, the Bureau of Justice Statistics, the Bureau of Justice Assistance, and the Office for Victims of Crime, as well as seven program offices. The following materials are available through the NCJRS Library as well as through the address identified with each publication. The material is available online at www.ncjrs.org.

Kaufman, M., (2002) *Building Sustainability in Demonstration Projects for Children, Youth, and Families*

NCJ Number: 193889

US Dept of Justice, Office of Juvenile Justice and Delinquency Prevention

Grant No.: 99-JS-FX-0004

Annotation: This toolkit is designed to provide ideas and linkages to other resources that will enable demonstration sites to build on their success and sustain effective efforts beyond the life of the grant.

Abstract: The kit first discusses the meaning and importance of sustainability for a demonstration project. It advises that "sustainability" results in the institutionalization of a program, as it systematically continues as part of an overall service system to expand and intensify services to citizens. In discussing steps to build sustainability for a project, the kit advises that project staff and stakeholders should begin planning for sustainability from the day the project is funded, systematically identifying common goals and routinely measuring progress toward sustainability for all project activities. The kit provides instruction on who should participate in sustainability planning and implementation, followed by an outline of steps for building understanding and a common view of the long-term impact and structure for the program. Building the sustainability plan and promoting its acceptance are also discussed. A section on the benefits and challenges of sustainability focuses on fiscal strategies to build sustainability and the building of support for financial reform. The concluding section emphasizes the importance of using evaluation data to document the benefits of the demonstration project as the basis for its continuation as a permanent part of services for the community.



Available through: Institute for Educational Leadership • 1001 Connecticut Avenue
Suite 310 • Washington, DC • 20036

Betsy B., G. Partee, B. Kaufmann, & J. Wills (2000) *Looking Forward: School-to-Work Principles and Strategies for Sustainability*

NCJ Number: 185977

Supported by Ford Motor Co, George Gund Foundation, Joseph and May Winston Foundation

Annotation: This report examines the school-to-work initiative and strategies for sustainability.

Abstract: This report grew out of concerns about the future of the many promising initiatives, partnerships, and reforms supported by the School to Work Opportunities Act of 1994 (STWOA) and the need to maintain the momentum of this investment after Federal legislation ended on October 1, 2001. STWOA is a systems-building strategy designed to support and extend State and local education reform as well as workforce and economic development efforts. Other than STWOA, there are few mechanisms to support comprehensive and coordinated opportunities for youth that span schools, workplaces, and post-secondary institutions. What is missing is a strategy that considers a number of Federal funding streams and national initiatives and that provides guidance to States and localities in supporting school-to-work programming for young people. The report suggests strategies that involve local institutions; State governors, legislatures, and boards of education; the U.S. Department of Education; the U.S. Department of Labor; the National Skill Standards Board; national and regional organizations; and employer associations. Notes, tables, and a bibliography are included.

Available through: American Youth Policy Forum • 1836 Jefferson Place, N. W. • Washington, DC • 20036-2505

McCann T., B W Young, & D. Hutten (1995) *Healthy Start Initiative: A Community-Driven Approach to Infant Mortality Reduction; Volume III, Sustainability*

NCJ Number: 164005

US Dept of Health and Human Services Public Health Service, Maternal and Child Health Bureau, Contract No.: MCU-117007, Publication No.: ISBN 1-57285-024-8

Annotation: Guidance for sustaining Healthy Start projects to reduce infant mortality focuses on capitalizing on change in Healthy Start's environment, the evaluation of impact, and linking with stakeholders to build bridges to resources.

Abstract: The Healthy Start Initiative is a national 5-year demonstration program that identifies broad ranges of community-driven, systems development approaches to reduce infant mortality and improve the health and well-being of women, infants, children, and



families. This volume addresses the "sustainability" of such projects. "Sustainability" is a term used to describe efforts by the projects to continue the successful strategies that only recently have progressed from early implementation toward a model of success. First, sustainability requires that Healthy Start sites, like all community programs, be grounded in their environments while creatively recognizing opportunity in change. Assessing the environment is a crucial first step in planning for the future. Healthy Start sites must continually scan their environments for paths to a well-funded future, a future in which the community continues to become stronger while adapting to fit into new systems and new needs. Each of the 22 sites has unique structures and processes, and each has taken a different journey in applying a basic philosophy and goal. Evaluations of the impact of each project must be told to their communities so they will be valued by the communities and continue support for the project. Healthy Start communities include many stakeholders, public and private. Building on reliable evaluations, Healthy Start sites need to tell new partners the stories that show how their interests are served in the project. Different stakeholders will have different issues, and projects must customize their message to make stakeholders partners.

Available through: National Institute of Justice/NCJRS • Paper Reproduction Sales • Box 6000 Department F • Rockville, MD • 20849 and the National Maternal and Child Health Clearinghouse • 8201 Greensboro Drive Suite 600 • McLean, VA • 22102

Laken, M P. & E Hutchins (1995) *Building and Sustaining Systems of Care for Substance Using Pregnant Women and Their Infants: Lessons Learned*

NCJ Number: 159723

US Dept of Health and Human Services, Bureau of Maternal and Child Health and Resources Development Contract No.: ISBN 1-57285-021-3

Annotation: Based on the experience of 12 of 147 federally funded, community-based demonstration projects targeting drug-using pregnant and postpartum women and their infants (PPWI), this monograph highlights lessons learned regarding three topics: case management, building systems of care, and sustainability.

Abstract: The article discusses analysis, which revealed that most programs used case management as a crucial strategy for meeting and coordinating information, services, and resources required to meet the complex needs of drug-using women and their families. Grantees noted that while case management offers flexibility and a personalized approach, it requires structure, expertise, and management. Case management had pejorative connotations for some women. All 12 projects began with available services such as prenatal care or drug treatment and used momentum from perceived crises to build systems and coalitions. Coalitions were crucial to establishing relationships, bringing in local participants, changing attitudes, and reducing isolation. Many projects used grant funds to develop systems of care by sharing funds, staff, or space or by cosponsoring events with other related programs. Projects that survived beyond their grant periods used seven sustainability strategies, including building sustainability into their projects from the beginning, providing a unique service or



training, and obtaining small grants from local foundations and other sources while awaiting more stable and substantial support. Chart, list of focus group participants, and 39 references are included.

Available through: National Maternal and Child Health Clearinghouse • 8201 Greensboro Drive • Suite 600 • McLean, VA • 22102

Carnegie Council on Adolescent Development (1994) *Consultation on After School Programs*

NCJ Number: 153304

Annotation: A meeting organized by the Carnegie Council on Adolescent Development in April 1994 focused on central issues in the development, sustainability, and effectiveness of after school programs for youth and on identifying strategies to promote effective programs.

Abstract: Participants determined that effective programs are based on research on early adolescent development as well as an assessment of community needs and existing services, emphasize social relationships, encourage parent involvement, are developed for and by youth, are fun and flexible, are culturally relevant, and are linked to activities that involve adolescent interests. Programs should also provide food, have clear rules for membership, be safe and accessible to all youth, provide linkages to schools, and offer a wide array of services. To promote these programs, the federal Government should support planning and coordination of community-based youth development programs, stimulate partnerships among state and local agencies and among local programs, reduce financial barriers to program development, support multiple-year funding, require active youth involvement in program development and implementation, work toward attracting private funds, and contribute to operating costs. Appended descriptions of programs sponsored by federal agencies, list and descriptions of resource organizations, and list of meeting participants are included.

Available through: Carnegie Council on Adolescent Development • 11 Dupont Circle NW • Washington, DC • 20036

B. ADDITIONAL PUBLICATIONS AND REFERENCES

Chino, M. (2002) *Program Sustainability: Developing Strategies for Maintaining Programs Over the Long-Term*, for the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, Albuquerque: American Indian Development Associates

Connell, J. P. & A. C. Kubisch (1999) *Apply a Theory of Change Approach to the Evaluation of Comprehensive Community Initiatives: Progress, Prospects, and Problems*, in New Approaches to Evaluating Community Initiatives, Volume 2: Theory,



Measurement and Analysis Ed. K. Fulbright-Anderson, J.P. Connell & A. C. Kubisch. New York: Aspen Institute.

Cornell, S. & J. P. Kalt (2000) *Where is the Glue? Institutional and Cultural Foundations of American Indian Economic Development*, The Journal of Socio-Economics 29:443-470.

Evaluation Forum (2000) *Outcomes for Success*, Seattle, WA.

Giffin, M, A. Rosenblatt, N. Mills, & M.Friedman (1998) *Capturing Cash for Kids: A Workbook for Reinvesting in Community Based Prevention Approaches for Children and Families*, Sacramento: The Foundation Consortium

Hahn, A. (1998) *A Guide for Grant Makers on the Long-term Dividends of Philanthropic Initiatives in Support of Families and Neighborhoods*, Waltham: Heller School for Social Policy and Management, Brandeis University

Melton, A. P. and M. Chino (2000) *Strategies for Preparing a Successful Grant Application*, for the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, *Albuquerque*: American Indian Development Associates

Menashi, D. (1997) *Making Public/Private Collaboration Productive: Lessons for Creating Social Capital*, Ph.D. dissertation, Cambridge: Harvard University.

Rockefeller Foundation (1997) *Stories of Renewal: Community Building and the Future of Urban America*, New York: Rockefeller Foundation



3. WEB BASED RESOURCES

The World Wide Web contains large amounts of information on program sustainability. The following websites and web pages are just a few that address program sustainability. In addition to the information on the sites and pages, many contain links to even more resources.

- 1) After School Alliance
http://www.afterschoolalliance.org/prog_sustain.cfm
- 2) Province of Alberta - Persons with Developmental Disabilities: Framework for Sustainability. This is a PDF file.
http://www3.gov.ab.ca/pdd/docs/ed/framework_sustainability.pdf
- 3) University of Toronto – Sustainability in Health Promotion
<http://www.utoronto.ca/chp/chp/sustainability.html>
- 4) National Center for Community Education
<http://www.nccenet.org>
- 5) Conference Reports and Internet Services PDF file
<http://www.conferencereports.com/innovations/session/policydecisions.pdf>
- 6) National Council of Voluntary Organizations – United Kingdom
<http://www.ncvo-vol.org.uk/main/about/>
- 7) The Finance Project
<http://www.financeproject.org/ostplanning.htm>
- 8) The National Clearinghouse for Alcohol and Drug Information
www.health.org/research/res-brf/research2.asp
- 9) ETR Associates, The Resource Connection, Volume 4, Number 2
<http://www.etr.org/nsrc/rcv4n2/rcv4n2toc.html#contents>
- 10) Canadian Arts and Heritage Sustainability Program
http://www.pch.gc.ca/arts/pcapc_cahsp/index_e.cfm
- 11) The International Youth Foundation
<http://www.iyfnet.org/document.cfm/26/general/53>
- 12) The Northwest Regional Educational Laboratory, National Mentoring Center
<http://www.nwrel.org/mentoring/index.html>