



Creating Your Sustainability Plan

Use this tool to create your comprehensive sustainability plan. Ideally, planning will begin as you write your initial grant proposal, but wherever you are in the grant cycle, it is time to plan for sustainability. By carefully examining the resources you have and the ones you will need to continue your program, a sound plan will help to sustain your program beyond the 21st CCLC funding period.

Before you create your plan, identify your program’s key elements and the ways in which they contribute to the program’s overall strength. Determine which elements are essential, which parts are great but not integral, and which areas you’d like to expand if additional funding is secured. You may find it helpful to use a logic model to do this. Use the Y4Y logic model tool, available at <https://y4y.ed.gov/tools/summer-learning-logic-model>. These questions can help you focus on your program’s key elements and essentials.

Key Questions for Initial Sustainability Planning

How many students do you currently serve?

How many family members do you currently serve?

What are your program’s vision, mission and goals?

What are the main components of your program?

What program elements are solely funded by 21st CCLC? *(staff salaries and benefits, recreational materials, curricular materials, etc.)*

What parts of your program can be sustained without 21st CCLC funding? *(snacks supplied by the USDA program, pencils supplied by the school, in-kind craft donations, etc.)*





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Which partnerships can potentially assist you in sustaining your program? (*recreational partner is part of a national organization and may be a source of funding, etc.*)

Who will be on your sustainability planning team? Consider which staff, partners, planning team members and volunteers have relevant expertise.

Building a Sustainability Plan

Once you have answered some of the introductory questions, identify team members to help you plan. Start with your program planning team but think about engaging other stakeholders specifically for your sustainability planning team. Consider who is vested in the success and continuation of your program, such as community partners, families, key district personnel, and others who are passionate about your program.

Sustainability Planning Team Membership Roster

Member	Organization	Role

Once you form your sustainability team, start to meet and begin building a sustainability plan. Here are four basic steps your team can use.

Step 1: Sustainability Goals <i>What are you trying to achieve?</i>	Indicate your program’s priority areas and establish sustainability goals.
Step 2: Financial Plan <i>How will you allocate funding to achieve your goals?</i>	Look at your resources and how they should be allocated to sustain your program.
Step 3: Capacity Building <i>How will you leverage resources to fill funding gaps for sustainability?</i>	Determine how to leverage partnerships and other resources to support and sustain your program.
Step 4: Long Range Strategic Planning <i>What will you do each year to build your program and your sustainability?</i>	Create a plan for implementation and success that extends throughout and beyond your grant cycle.

Be sure to assign action items to each team member and regularly review progress toward goals during future meetings.





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Step 1: Sustainability Goals

Everyone on your sustainability team should share the same vision and agree on what you are trying to sustain. Work together to determine what the key elements of your current program are, which pieces are vital to sustain, and which pieces you would like to sustain but could continue without. It can be overwhelming to think about how to sustain a large, multifaceted program, so break it into components and approach each component individually. Use these key questions to start the conversation with your team. Be sure to take time to address important action steps that result from these conversations.

Key Questions
What is your vision for your program?
What are the key elements of your program?
What must you sustain for your program to be viable?
Ideally, what would you like to sustain?
What sustainability SMART goals do you want to establish?
How will you measure progress toward a viable plan?

Action Steps

What	By Whom	When
Review vision and goals w/ school day admin	Program Director	By next Wednesday

Notes





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Step 2: Financial Plan

Now that you know exactly what you want to sustain, calculate how much funding you need. To understand program costs, look across multiple years (if available) to get the clearest picture of expenses. Also, include expenses such as personnel benefits, facility fees and training, not just payroll and supplies. Once you have the full program cost, break out the costs for key components. Remember, you are creating a plan to address each component, so you need to know exactly what you need to sustain each component. At the same time, document any additional monetary or in-kind resources and determine whether this support will continue after your grant funding ends.

Work with your sustainability team and budget office to answer the key questions below. You may want to go back to your original sustainability goals and include some of the financial information. When you finish, be sure to take time to plan action steps.

Key Questions
How much does your program cost?
How much does each key component of your program cost?
How much will it cost to accomplish your sustainability goals?
What resources do you currently have?
What additional resources do you need?
How do you access those funding sources?

Action

What	By Whom	When
Review funding gaps with sustainability team	Program Director	Next sustainability team meeting

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Step 3: Capacity Building

Now you can determine how best to accomplish sustainability. No one strategy or method will solve the complex puzzle of sustainability, so your team will need to determine the best combination of strategies to achieve your goals. In this step, you will begin exploring funding options, community support and champions, and your organizational capacity. Make this an ongoing activity as you determine the building blocks of your sustainability plan. Think about each program component and consider which strategy would work best to sustain it. For example, if a key component of your program is soccer, which costs \$1,750 a year, which partners, champions or funding sources could help? The local soccer league might not be interested if you approach them about sustaining your full program, but if you talk to them about your soccer component, they may help with in-kind instructors and supplies, or even a financial commitment.

Use the next key questions to begin targeting each component individually. Use the strengths, weaknesses, opportunities and threats (SWOT) analysis to ensure you explore all angles and possible hurdles to success. Be sure to take time to document your next action steps, as they will be vital to your sustainability success.

Key Questions
What resources related to community support, key champions and organizational capacity do you need to accomplish your sustainability goals?
What resources do you already have?
What funding sources exist that match your program or one of its components? <i>Consider federal funding, state funding, local funding, private foundations and organizations, and in-kind contributions.</i>
What are your program’s strengths, weaknesses, opportunities and threats? <i>Internal</i> Strengths: Weaknesses: <i>External</i> Opportunities: Threats:
How can you build organizational capacity to leverage and address these?





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Action

What	By Whom	When
Reach out to the recreation partner	Site Coordinator	By the end of the week

Notes

You can also use this funding matrix to plan how to approach and secure funding and partnerships for sustainability.

Funding Source or Partner	Funding Category <i>(federal, local, private, etc..)</i>	Their Mission	Needs/Component Filled <i>(by the funding or collaboration)</i>	Actions to Take	Who Is Responsible?
Local soccer league	In-kind contribution	To inspire and increase participation in soccer	Soccer: instructors and supplies	Set up site visit	Bob





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Step 4: Long-Range Strategic Planning

To achieve program sustainability, look at your program with a long-range lens. Think about what you will need to do throughout your grant cycle to set your program up for success, and what you will need to do beyond the grant cycle to ensure continued success. Approach each year with a planning focus to make progress and stay on track for sustainability.

As you launch your first program year, focus on planning. You will spend much of your time developing your high-quality program. At the same time, work with your sustainability planning team to research available funding sources, map your assets, and begin your plan for the next five years. The second year, focus on building relationships with the community and your partners to ensure that they buy into your program vision and mission. Start building relationships by highlighting the many ways your program benefits the community, and drawing connections between other organizations' visions and your vision. This is a great time to recruit community members and partners onto your sustainability planning team. In year three, move toward connecting with new funding sources as you prepare for possible future funding reductions. Your sustainability team will be an integral part of year three work, and you may want to identify a subcommittee that can focus solely on identifying and securing new funds.

In years four and five, many programs experience funding reductions. To maintain your established level of programming, you will want to make up for the reductions. In year four, determine where you can make cuts without greatly disrupting programming, and know which additional or increased funding sources you have available. Your sustainability team should begin applying for funds or approaching new funding sources. If you are a school district, or you partner with a school district, discuss how to leverage district funding sources. This is a perfect time to build new, mutually beneficial partner relationships. Year five brings the focus fully onto continuation, as you typically have your largest funding reduction and prepare for the end of your grant. You will need to formalize agreements with partners and any available local supports, and line up all additional funding opportunities. If you can apply for a new 21st CCLC or other grant, this is the time to do so. Your team should finalize the sustainability plan, which includes determining what program components can be sustained at this time.

As you close year five and enter year six, you will begin to implement your sustainability plan. Ideally, strong partnerships, leveraged local funds, and new grants and other funding sources will cover the budget for your sustained 21st CCLC program. Remember — even though you made it to year six successfully, you can't stop planning. Your sustainability plan should be an ongoing, working document that always looks five years ahead. Maintain planning momentum and keep your program sustained!

The following chart can help you begin planning. With your program team, consider which program components are currently funded with 21st CCLC funds and by other sources (including in-kind), which are not funded/need funding, and which strategies or funding sources could help. In years one through three, few components may need funding, but as you look toward the final grant years, some components may not be covered by 21st CCLC funds. Note your planning focus in the strategy column for each year, and determine the best strategies to accomplish your sustainability planning goals.



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Grant Year 21 st CCLC Funding Amount	Grant Funded Infrastructure, Program Components	Other (non-21 st CCLC) Funded Infrastructure, Program Components	Program Components in Need of Funding	Strategies and Potential Sources
Year 1 – 100% \$150,000	<ul style="list-style-type: none"> • Full-time program director, 3 full-time site coordinators • 6 part-time teachers, 4 part-time youth workers • 15 hours of staff training per year • 15 hours per week, 5 days per week, 30 weeks per year of afterschool programming • External evaluator 	<ul style="list-style-type: none"> • \$25,000 from district: building and equipment use • \$10,000 from USDA: snacks • \$10,000 from recreation partner: in-kind personnel and supplies 		Focus: Planning <ul style="list-style-type: none"> • Review current partnership agreements • Conduct comprehensive needs assessment • Complete asset mapping • Identify potential new funding sources
Year 2 – 100% \$150,000				Focus: Community/partner buy-in
Year 3 – 100% \$150,000				Focus: Connecting to funding sources
Year 4 – 75% \$112,500			• Need additional \$37,500 in funding	Focus: Change
Year 5 – 50% \$75,000			• Need additional \$75,000 in funding	Focus: Continuation
Year 6 – 0% TBD			• Need \$150,000 in funding	Focus: Implement sustainability plan

