



Keep *the* Lights On

A Comprehensive Sustainability
Planning Toolkit



2016



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Keeping kids:

safe, inspired, engaged & connected

2016

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Program Name: _____ **Target Population:** _____
 (i.e. grade(s) served, # of participants)

Start your sustainability conversation by reviewing the goals your program goals and performance measures. Enter each program goal individually in the rows in the first column of this tool. In the second column, list the performance metrics or targets you measure to determine the program's progress in meeting the goals. Finally, align the activities you offer to the program goals. If you offer an activity that you cannot align to a program goal, list it on the bottom of the tool.

Program Goals <i>(From Grant Proposal)</i>	Performance Measures <i>(From Grant Proposal)</i>	Activities <i>(What are you doing every day in your program to achieve your goals?)</i>
1.		a. b. c.
2.		a. b. c.
3.		a. b. c.

Program Name: _____

This tool is used to facilitate a conversation among program leadership, staff and stakeholders to determine which program activities should be sustained, which should be ended and what should be added to meet program goals and performance measures.

Activities	Next Steps
<p>1) What activities do you need to sustain?</p> <ul style="list-style-type: none"> • Linked to/support achievement of district plan goals • Performance measures indicate success towards meeting the district or agency plan • Meet an identified community/school need 	<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>
<p>2) What activities should you <u>not</u> sustain?</p> <ul style="list-style-type: none"> • Didn't work/no evidence of success • The program staff lacks the expertise/knowledge • The strategy relied on a partner no longer engaged 	<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>
<p>3) What activities would you like to add?</p> <ul style="list-style-type: none"> • What have participants requested? • What needs have been identified by school leaders? • What opportunities have arisen from new partnerships? 	<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>

Program Name: _____

This tool is designed to help you make data-driven decisions regarding which program activities you will sustain, and which you should cut. Complete the tool by identifying specific activities your program offers to meet the program goals outlined in your 21st CCLC grant proposal. Provide quantitative (improved grades, attendance, homework completion) and qualitative (student surveys, parent comments) that support decision-making to sustain, add, or cut activities.

Program Goal 1 (from grant proposal)		
Activities (Existing and New)	Available Data	Sustain? Cut?

Program Goal 2 (from grant proposal)		
Activities (Existing and New)	Available Data	Sustain? Cut?

Program Goal 3 (from grant proposal)		
Activities (Existing and New)	Available Data	Sustain? Cut?

Program Name: _____ Target Population: _____

School Year Summer (check all that apply)

(i.e. grade(s) served, # of participants)

Identify all program costs based on anticipated enrollment and hours/weeks of service. Cost elements at the top of the chart (staff salaries, fringe benefits, snack and transportation) are standard for all 21st CCLC programs in Ohio. Activity level costs will vary based on the specific activities you identified on **Analyze Tool #1**. Not all costs will be constant across the three years of the grant. It is likely that staff salaries, fringe and transportation will increase over time. Some activities may be one-time or offered alternate years. Add additional Activity rows as necessary to accommodate multiple activities.

	Year 1	Year 2	Year 3
Staff Salaries			
Fringe			
Snack			
Transportation			
SUBTOTAL			
Activity A:			
Purchased Services:			
Supplies:			
Other:			
SUBTOTAL			
Activity B:			
Purchased Services:			
Supplies:			
Other:			
SUBTOTAL			
TOTAL			

Note: purchased services = contracted staff (SME) and transport

Program Name: _____ Year: 1 2 3 (check appropriate year)

Now that you have a good estimate of total program costs, its time to map the resources available to pay for them. In the chart below, identify the resources in hand to pay for the activities you plan to sustain. Your program may have targeted or dedicated funding that supports particular activities. Be sure to note these dedicated funding streams in the appropriate rows below.

Major Activities	Total Cost	Available Resources	Surplus/Gap
Salaries and Fringe		a. b.	
Snack		a. b.	
Transportation		a. b.	
Activity A		a. b.	
Activity B		a. b.	

Program Name: _____

This tool offers some ideas regarding strategies to cut costs. Use the categories and ideas below as prompts during your next review of budget expenditures and actuals.

Budget Categories	Potential Cost Savings
<p>Staff Salaries</p> <hr/> <ul style="list-style-type: none"> • Does actual enrollment meet projected enrollment? • Can professional development or training costs be shared with other entities? • Can specialized staff be shared across multiple programs? 	
<p>Administration</p> <hr/> <ul style="list-style-type: none"> • Can data entry or other administrative duties be shared among staff, or done by staff at a host program or school? • Does your program receive grants from multiple funders? Will funders agree to the submission of a common grant report? 	
<p>Snack/Meals</p> <hr/> <ul style="list-style-type: none"> • Is your program taking advantage of federal reimbursement opportunities for snacks and meals? • Are you able to negotiate bulk or frequent purchasing discounts with vendors? Can you partner with additional programs to achieve a greater discount? 	
<p>Transportation</p> <hr/> <ul style="list-style-type: none"> • Are there opportunities to consolidate routes or share costs by partnering with other activities? 	
<p>Purchased Services/Contractual Staff or Programs</p> <hr/> <ul style="list-style-type: none"> • Are you paying fair, market rates for contracted staff or programs? • Can you cost share with the school or another program? • Are there grant or philanthropic funds available to pay for the services/staff? 	
<p>Supplies</p> <hr/> <ul style="list-style-type: none"> • Are you taking advantage of bulk purchasing discounts? • Does your school system or community have a bulk office and art supplies donation center that you have access to? • Have you used your school or organization's tax ID card for sales tax exemption (if allowable)? • Have you considered online crowd sourced fundraising such as Donor's Choose, Adopt a Classroom or Go Fund Me to underwrite a large purchase or unique project? 	
<p>Other</p> <hr/>	

Program Name: _____

Use this tool to help brainstorm new sources of revenue. Think broadly and boldly to identify diverse potential revenue sources including related and non-related business income, sources for donations, possible grants and philanthropic investment and state and federal funding sources.

Revenue Source	Amount	Related Activity	Timing (Year 1, Year 2, Year 3)	Priority Level (High, Medium, Low)	Notes

Program Name: _____

Identify existing and potential partners you can leverage to cut costs or increase program revenue. Consider the compelling case you will make in favor of partnership and provide details in the **Give and Get** columns. Include ideas about who and how best to engage partners in the **Grow, Maintain, Shrink** column.

Partner	Activity Supported by Partner	Resources Provided by Partner	What does each partner gain from the relationship?		Grow? Maintain? Shrink?
			Give	Get	

Program Name: _____

Review the good thinking and brainstorming you've done and identify a mix of sustainability strategies to help you meet each resource gap identified on Analyze Tool #3. Try to identify at least two sustainability strategies for each gap.

Gap #1		
Sustainability Strategy #1: Revenue Generation	Sustainability Strategy #2: Cost Savings	Sustainability Strategy #3: Leveraging Partnerships
Gap #2		
Sustainability Strategy #1: Revenue Generation	Sustainability Strategy #2: Cost Savings	Sustainability Strategy #3: Leveraging Partnerships
Gap #3		
Sustainability Strategy #1: Revenue Generation	Sustainability Strategy #2: Cost Savings	Sustainability Strategy #3: Leveraging Partnerships

Program Name: _____ Program Demographics: _____

Refer back to the sustainability strategies you brainstormed on **Strategize Tool #4**. Discuss pros and cons of each strategy to determine short term, medium term and long term strategies to pursue.

	Sustainability Strategies	Pros/Cons	Priority Level (High, Medium, Low)
Staff Salaries			
Fringe			
Snack			
Transportation			

	Sustainability Strategies	Pros/Cons	Priority Level (High, Medium, Low)
Activity A: Purchased Services Supplies Other			
Activity B: Purchased Services Supplies Other			
Activity C: Purchased Services Supplies Other			
Activity D: Purchased Services Supplies Other			

Program Name: _____

Use this tool to create an action plan for implementing the sustainability strategies you prioritized on Execute Tool #1. Be sure to identify a staff or board member accountable for implementing each strategy.

Staff Salaries and Fringe Sustainability Strategy		
Steps This Year	Steps Next Year	Long Term
Owner:	Owner:	Owner:
Snack Sustainability Strategy		
Steps This Year	Steps Next Year	Long Term
Owner:	Owner:	Owner:
Transportation Sustainability Strategy		
Steps This Year	Steps Next Year	Long Term
Owner:	Owner:	Owner:

Activity A Sustainability Strategy		
Steps This Year	Steps Next Year	Long Term
Owner:	Owner:	Owner:

Activity B Sustainability Strategy		
Steps This Year	Steps Next Year	Long Term
Owner:	Owner:	Owner:

Activity C Sustainability Strategy		
Steps This Year	Steps Next Year	Long Term
Owner:	Owner:	Owner:

Program Name: _____

Sustainability Strategies implemented during _____ to _____
 (Month & Year) (Month & Year)

Use this reporting tool to track progress implementing specific sustainability strategy. Ask strategy owners to complete this tool in advance of status report meetings. Aim to have progress report meetings every six months.

Sustainability Strategy	Results <i>(\$ generated, program and student outcomes)</i>	Next Steps <i>(Continue Strategy? Augment? Discontinue?)</i>	Owner

Sustainability Focus for the Next Six Months

Program Name: _____

Year: 1 2 3 (check the grant year you are planning for)

Use this tool to track progress on the sustainability strategies to be implemented during a specific program year.

Sustainability Strategy	Point person around the activity?	When will the strategy be implemented? <i>(anticipated)</i>	Actual date completed

Trainer Bios:

Annette Hank is an Education Program Specialist at Action for Children. With a primary After School focus, she provides training and technical assistance in program quality improvement. She brings twenty plus years of experience and an elementary teacher and an Education Director of the Urban Concern after school and mentoring programs to her position.

Brandi Slaughter is the Interim Chief Executive Officer at Voices for Ohio's Children. Much of her career, Brandi's work has focused on developing and implementing policy that impacts children and families. At Voices, Brandi continues to improve the well-being of those that society often neglects. She empowers youth and child advocates across the state with training and tools for effective advocacy. Her policy expertise includes juvenile justice, child welfare, after-school/out-of-school time, and youth development.

Brenda Degori is an Ohio native who lived and taught secondary students (grades 7-12) in Maryland for 30+ years. I also was the International Baccalaureate Coordinator within my assigned high school and taught IB English. Since retirement I taught Composition I at Washington State Community College and belong to various volunteer groups in the community. I continue working with the IB Program as a grader for IB exams. I am a new hire for COAD in a part-time position as a Special Projects Coordinator.

Brittany Jackson is a Technical Assistance Specialist and former teacher with a Masters of Arts in Teaching from Christian Brothers University. She began her career in 2008 when she was accepted as a Memphis Corps Member through Teach for America. Since then, Brittany has been dedicated her mission of closing the Achievement Gap through her work with childcare and after school programs.

Faith A. McGlown is a Toledo, Ohio native and currently the Program Director for College & Career Coach and Success Mentors, both are Partner In Education of Toledo programs, providing intervention in the 'Cradle to Career' pathway for middle schoolers. Faith previously served as a Program Director at the YMCA & JCC of Toledo, Kids Unlimited, and the Children's Defense Fund Freedom Schools in Toledo. She obtained a Master's Degree in Educational Administration and Supervision focusing on creating out-of-school enrichment programs in high-needs, low-resourced urban communities from the University of Toledo. In addition, Faith holds a Bachelor of Arts Degree in Organizational Communication, also from the University of Toledo. She has one son—a senior at the University of Toledo majoring in Cultural Anthropology.

Mary Jo Sabetta has worked with children with and without disabilities and their families for over 30 years. Recently, she completed a 2 ½ year grant funded project, as a CPDS Coordinator (Comprehensive Professional Development Specialist) for OCCRRA (Ohio Child Care Resource and Referral Association). There she provided face to face and facilitated webinar training and coaching to participants from ODE and ODJFS early care and education programs. Prior to that position, she was employed by the local resource and referral agency, COAD. For over five years, she provided face to face training and technical assistance to infant/toddler and school age programs. Retired from the Summit County Board of Developmental Disabilities as the Director of Children's Services, Steering Committee and school principal, she has worked as a preschool teacher, children's librarian, childcare director and grant writer.

Nancy Baxter is currently serving as consultant on the MyCom Network Intermediary Team in Cuyahoga County. (MyCom is a network of people, organizations, businesses and agencies who believe that youth development is a direct path to healthy, safe communities for everyone.) Before her recent retirement, Nancy served for seven years as Youth Development Director for Bellaire-Puritas Development Corporation, Lead Agency for the West Park MyCom Neighborhood. In that capacity, she was also Coordinator for West Park MyCom, helping to research and network with community groups and agencies to offer quality classes and positive programs to youth of all ages. Nancy's 50 plus years of experience has included classroom teaching and subbing in grades K-12, designing "phys ed" classes for a pre-school program, directing an after school program, leading conflict management classes at a juvenile detention facility, and serving for many years as a professional Youth and Education Minister in churches in three states. Her life has also been greatly enriched by family, friends, travel, music, reading, and "the great outdoors".

Sommer Clayborne currently serves as the Afterschool Alliance (ASA) Coordinator of Northwest Ohio. The ASA, administered through Partners In education, supports and fosters effective collaborations with over 200 out of school time organizations located across the Northwest Ohio region. Prior to this role she worked as a Site Director for a 21st Century Learning and YUSA Achievement Gap program in the Toledo Public School district. She graduated with a Bachelor's degree in Education from Bowling Green State University. Sommer previously worked as Child Care Director servicing preschool through 6th grade students in Maumee/Monclova, OH and Whiteford, MI. She was an Intervention Specialist at a charter school for children with Autism which now she continues to serve as a Board of Directors member. She will continue to support at risk students, teachers and the community through the development and implementation of high quality and effective resources.

Stacey Gepperth is an Out of School Time Specialist for Starting Point in Cleveland, Ohio. She provides technical assistance to OST grantees, facilitates quarterly OST Provider Network Meetings, and works to support programs in meeting grant requirements. Stacey earned her Master of Arts degree in Education at Miami University. She has three current Ohio teaching licenses in the areas of: Elementary Education (1- 8); Mild to Moderate - Intervention Specialist (K-12); and Visual Art (K-12). She enjoys helping others and sharing her passion for lifelong learning.

Todd Moore serves as Education & Outreach Director for Trinity Debt Management, Cincinnati, Ohio, has 10 years experience working with the Cincinnati Public Schools, 21 Century Community Learning Centers. He has extensive experience in fundraising, program development, sustainability, and evaluation. He serves as a consultant to nonprofit organizations to develop innovative programming and improve program implementation and works to help organizations and public schools raise funds for literacy, mentoring, technology, youth development and parental engagement programs. In Cincinnati, Ohio, he wrote and was awarded an Ohio Department of Education's, 21 Century Community Learning Centers grant and has raised over \$3 Million to help disadvantaged students improve academically.



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