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**EARLY CHILDHOOD COMPREHENSIVE SYSTEMS  
SUSTAINABILITY GUIDE AND SELF-ASSESSMENT TOOL**

U.S. Department of Health and Human Services (HHS), Health Resources and Services Administration

Maternal and Child Health

National Institute for Child Health Quality

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## ECCS CoIIN Sustainability Guide and Self-Assessment Tool

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### ECCS CoIIN Sustainability Guide

In 2016, the U.S. Health Resources and Services Administration, Maternal and Child Health Bureau (HRSA/MCHB) launched an effort to identify ways to improve early childhood systems, resources, and coordination across sectors so that all children can achieve optimal and equitable early childhood developmental health outcomes. This led to the Early Childhood Comprehensive Systems Collaborative Improvement and Innovation Network (ECCS CoIIN) grant program.

The ECCS CoIIN is a multiyear initiative that informs and contributes to a national effort to improve early childhood systems, as well as advances state and local early childhood system coordination efforts. Twelve states and their 28 communities are participating in the ECCS CoIIN, led by the National Institute for Children’s Health Quality (NICHQ) and their partners. Using NICHQ’s change management approach, which leverages collaboration, innovation and quality improvement methodology, these states and their communities are implementing a series of evidence-based solutions and using data to track results.

The overall aim of the ECCS CoIIN is that within 60 months, participating communities will show a 25 percent increase from baseline in age appropriate developmental skills among their communities’ 3-year-old children.

One of the secondary aims of the ECCS CoIIN is to:

*e) test innovative EC systems change ideas, develop spread strategies, and adopt new EC policies for sustaining the systems developed during this project that improve children’s developmental health and family well-being.*

ECCS CoIIN grantees facilitate positive changes in early childhood practices and systems. Sustaining these changes can be challenging. Sustainability demands attention to multiple factors and requires action in multiple domains. Such complexity can be simplified by sustainability planning via an organizing framework. The ECCS CoIIN Coordinating Center Team has created a Sustainability Guide, based on the Collective Impact framework, to help grantees intentionally plan for maintaining practices and policies created by the ECCS CoIIN work. The guide includes a self-assessment tool and a sample sustainability plan template. Examples of other sustainability tools and links to other resources on sustainability planning are also included. Guidance for ECCS CoIIN grantees makes it clear that planning for sustainability should begin very early in the project. ECCS CoIIN grantees can help sustain activities by building upon each of the Collective Impact elements and their components, even if additional funding is limited or unavailable.

The self-assessment tool is a guide to help states and communities discuss and think about some of the elements involved in the ECCS CoIIN and determine next steps for sustaining the work.

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### **Why Is Sustainability Important?**

ECCS CoIIN leaders and other stakeholders understand the importance of coordinating and linking health, social services, and other resources that will improve the overall well-being of children and families. Due to the ever-changing financial landscape and increased competition for resources, grantees need to ensure that they work in partnership to identify and address challenges so that their resulting initiatives can have lasting and continuous impact. Sustainability is not just about funding. It's also about creating and building momentum to maintain community-wide change by organizing and maximizing community assets and resources. It means institutionalizing policies and practices within communities and organizations. It also means involving a multitude of interested parties who can develop long-term buy-in and support for ECCS CoIIN efforts (Batan, Butterfoss, Jaffe, & LaPier, n.d.).

### **Why Develop a Sustainability Plan?**

The ECCS CoIIN is a complex project with multiple stakeholders, agencies, and organizations. It is critical to begin having conversations with stakeholders early in the grant cycle in order to develop a plan and build sustainability efforts. Making sustainability a priority and planning for it can help grantees define critical short- and long-term strategies; develop messages to attract and make the best use of human, financial, and in-kind resources; and obtain input and buy-in from partner agencies, organizations, and key stakeholders.

Intentional planning for sustainability will also help grantees define their work and their level of commitment. Aligning services with community needs and creating a strategy for adapting to changing needs will help grantees achieve longevity. Sustainability

planning is a process that takes time and resources. It is essential to the place-based community(ies) and it is more cost effective to sustain the important components of programs and services now, rather than letting them end and recreating them later (Batan, Butterfoss, Jaffe, & LaPier, n.d.).

The ECCS CoIIN Sustainability Self-Assessment Tool can be used to involve key stakeholders in sustainability planning; organize the planning process; and gather useful data about the current status of the early childhood environment, infrastructure, resources, and shared mission. Key stakeholders can use the results to identify priorities and to create a sustainability plan with concrete strategies, timelines, responsibilities, and outcomes.

### **What is the Collective Impact Framework?**

Collective Impact is the commitment of a group of individuals from different sectors to a common agenda for solving a complex social or environmental problem. Here is a summary of Collective Impact by FSG, a nonprofit social impact consulting firm that has pioneered the model.

(Retrieved from <https://www.collectiveimpactforum.org/what-collective-impact>, April 21, 2020).

In order to create lasting solutions to social problems on a large-scale, organizations—including those in government, social services, and the business sector—need to coordinate their efforts and work together around a clearly defined goal.

Collective Impact is a significant shift from the social sector's current paradigm of "isolated impact," because the underlying premise of Collective Impact is that no single organization can create large-scale, lasting social change alone. Systemic social

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problems cannot be solved by simply scaling or replicating one organization or program; there is no "silver bullet" solution to these problems. Strong organizations are necessary but not sufficient for large-scale social change.

Collective Impact is best employed for problems that are complex and systemic, such as developmental health promotion and screening, rather than problems that are technical in nature. Collective Impact is more rigorous and specific than collaboration among organizations.

### **The Five Conditions of Collective Impact**

There are five conditions that, together, lead to meaningful results from Collective Impact:

1. **Common Agenda:** All participants have a shared vision for change including a common understanding of the problem and a joint approach to solving it through agreed upon actions.
2. **Mutually Reinforcing Activities:** Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.
3. **Shared Measurement:** Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.
4. **Backbone Organization:** Creating and managing collective impact requires a separate organization(s) with staff and a specific set of skills to serve as the backbone for the entire

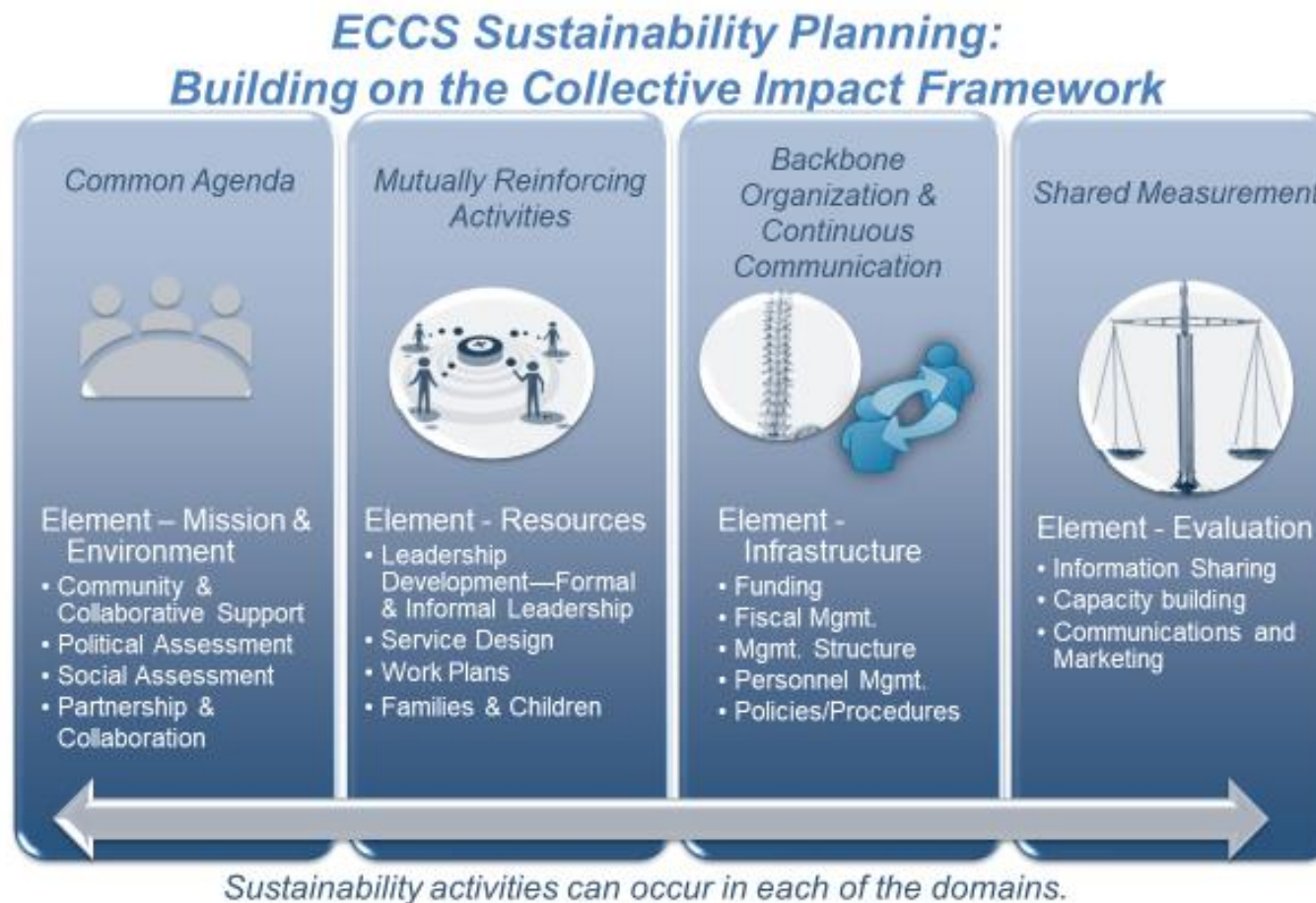
initiative and coordinate participating organizations and agencies.

5. **Continuous Communication:** Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and appreciate common motivation.

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The following Figure 1. Includes each of the five conditions of Collective Impact and the elements / sub-elements/ components of sustainability planning of the self-assessment. ECCS CoLIN grantees can help sustain activities by building upon each of the elements and their components, even if additional funding is limited or not available.

Figure 1.



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### **How to Use the Sustainability Self-Assessment Tool**

We know that planning to sustain the many activities implemented through ECCS can be a daunting task. This document provides a tool to consider as you begin to determine what activities will be sustained and develop a sustainability plan. We encourage you to consider including a wide variety of stakeholders in the process, including the ECCS leadership. You may want to involve an outside consultant (perhaps someone from a partner agency) to facilitate the meeting, so that the ECCS leadership can participate in the process rather than trying to facilitate the meeting as well.

One way to use this tool is for each PBC to identify with their partners what activities they want to prioritize for sustainability; and, then bring together state and place-based community advisory committees to hear progress/updates on activities, then use a nominal or other ranking process to determine which activities to continue beyond the life of the grant.

Other methods to consider for use of this tool include:

1. The Advisory Council(s) could complete all or some of the elements as a group process to set priorities.
2. The tool could be sent out to a large group of stakeholders and results compiled by key staff or,
3. The tool could be used by key staff on an annual basis to create and update a sustainability plan to share with stakeholders.

The guide describes the elements of sustainability, along with specific tasks for each element. Key stakeholders should rank

progress on each of the tasks according to a five-point scale that assesses whether there have been efforts or activities in this area:

1 = Have not started this task

2 = Have started initial conceptual and planning work

3 = Have begun to implement this task

4 = Have made solid progress in implementing this task

5 = Have made sufficient progress in completing this task

Please note that the term “project” is used throughout the document to denote ECCS CoIIN key staff and effort.

After reviewing the overall results for the elements of sustainability, stakeholders can then prioritize which elements and/or sub-elements need attention in sustainability planning by marking an “X” in the “priority” column or indicating priority as “high, medium or low”.

The self-assessment tool is not a road map; it does not tell a grantee where to start or what to do next. The grantee will need to determine where to focus sustainability planning efforts based on priority rankings and resources. Once the self-assessment tool has been completed by the grantee (with input from providers, families, partners, advisors, etc.), the information can be used to inform the sustainability plan. A sustainability plan can be developed based on the tool and the priorities determined by the stakeholders

See “Sample Sustainability Planning Tools and Templates” document for resources.



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### Key Terms and Acronyms

(Note - terms and definitions from the Early Comprehensive Childhood Systems Impact (ECCS Impact): Funding Opportunity Number: HRSA-16-047; Catalog of Federal Domestic Assistance (CFDA) No. 93.110 (Fiscal Year 2016))

- **Children’s developmental health:** children’s developmental health includes developmental health surveillance, screening, referral if necessary, and follow up to ensure linkages and early intervention services for children birth through kindergarten entry.
- **Collaborative Improvement and Innovation Network (CoIIN):** a group of self-motivated people (or organizations) with a collective vision, enabled by the Web to collaborate in achieving a common goal by sharing ideas, information, and work together as virtual ‘teams’, around a common aim, applying quality improvement methods. The CoIIN provides a platform and methodology for collaborative learning and quality improvement toward common goals and benchmarks using rapid cycles of change, to spread and scale policy and program innovation which in turn accelerates improvement in strategies that contribute to desired outcomes. Key features include collaborative learning, common benchmarks, coordinated strategies, rapid test cycles, and real-time data to drive real-time improvement.
- **Collective impact:** organizations from different sectors agree to solve a specific social problem using a common agenda, aligning their efforts, and using common measures of success (<http://www.fsg.org/approach-areas/collective-impact>).
- **ECCS ([Early Childhood Comprehensive Systems](#)) CoIIN:** A program of the U.S. Department of Health and Human Services (HHS) Health Resources and Services Administration Maternal and Child Health Bureau. ECCS is an organized, purposeful group that consists of interrelated and interdependent partners representing health, mental health, social services, families and caregivers, and early childhood education to develop seamless systems of care for children from birth to kindergarten entry. These systems help children grow up healthy and ready to learn by addressing their physical, emotional, and social health in a broad-based and coordinated way.
- \*\* **ECCS CoIIN leaders:** For purposes of completing the sustainability toolkit, ECCS CoIIN leaders are defined as the key ECCS CoIIN staff and additional key staff identified by the grantee (\*\* indicates definition specific to this document)
- **Family well-being:** includes the prevention, screening, referral, and follow-up of services related to maternal depression and trauma-informed care.



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- **MIECHV (Maternal, Infant, and Early Childhood Home Visiting)**: A program designed to (a) strengthen and improve the programs and activities carried out under Title V, (b) improve coordination of services for at-risk communities, and (c) identify and provide comprehensive services to improve outcomes for families who reside in at-risk communities.
- **Place-based community**: social unit of any size that shares common values and are bound together because of where they reside, work, visit or otherwise spend a continuous portion of their time. Work around place-based communities in this funding opportunity centers around intentional efforts to build, sustain, and operationalize community capacity in improving systems around children’s developmental health and family well-being.
- **Stakeholder**: An individual, organization, constituent group, or other entity that has an interest in and will be affected by a proposed grant project. For sustainability planning, stakeholders might include partner agency staff and leaders, advisory council members (from the list below), parents who have received services, philanthropic foundation staff, and elected officials.
- **State Advisory Team**: ECCS grantees must partner with a State Advisory Team that provides leadership in implementing the policies and practices necessary to carry out systems work in their respective state organizations and recommends state-wide system change as a result of the ECCS CoIIN results. Key leaders represented on the state Advisory Team should include representatives from:
  - The Governor’s Office.
  - Maternal, Infant and Early Childhood Home Visiting Program.
  - Early Childhood Advisory Council/System.
  - Title V leadership.
  - Family engagement leadership (examples might be Family Voices, Strengthening families, etc.).
  - Public and private primary health care (examples might include the state/territory’s Medicaid/Children’s Health Insurance program or the person responsible for Medicaid Early Periodic Screening, Diagnosis, and Treatment Program; the state/territory’s primary health care, medical home, and safety net provider organizations such as American Academy of Pediatrics; American Academy of Family Physicians, Pediatric nurse practitioners; HRSA-funded health centers, Part C, state/territory Children with Special Health Needs Division);
  - Mental health service providers (examples might be the state/territory’s Division of Mental Health; Project Launch grantee).
  - Early childhood education representatives (examples might include state/territory Department of Early Learning; Child Care Administrator; state/territory early childhood educators association (Head Start/Association for the Education of Young Children; Family Child Care Association); School Pre-K organization; and
  - Designated leader(s) from each selected place-based community.





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- Other desirable state/territory partners strongly recommended but not required include trauma informed care10 networks, The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), housing, public-private early childhood partnerships, and businesses that support children’s developmental health and family well-being.
- **Sustainability:** Ability to continue a program or practice after HHS funding ends. Sustaining a program requires action and creativity in multiple domains, such as leadership, strategic planning, partnership and collaboration, capacity building, communications and marketing, policy/procedures, evaluation, and financing.

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### Elements of Sustainability and Key Tasks by the Five Conditions of Collective Impact

COMMON AGENDA								
Element: Mission							Priority	
Mission means the purpose, aim, or objective of the effort and includes the following: aligned mandates, cultural integrity, outcomes, and shared vision.								
General Assessment	1	2	3	4	5	Comments		
1. The project has a strength-based mission and/or vision statement for the ECCS ColIN.								
2. The project communicated the mission and vision to individuals within the ECCS ColIN community as well as to those external to the community.								
3. The project has a critical mass of stakeholders who understand the ECCS ColIN vision and who can move forward in a consistent spirit of cooperation and support.								
<b>Who was involved in completing this element?</b>								
Social Assessment	1	2	3	4	5	Comments	Priority	
1. The ECCS ColIN partners (e.g., key staff, ECCS Advisory Council members, other partners) agree on a set of values/beliefs about the health needs of children and families in the community of interest.								
2. The place-based community(ies) is using a strengths-based model that helps address the needs.								

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3. The project has identified agencies/organizations it works with toward solutions within the community (including parents) or outside of the community.							
4. The project is aware of and responsive to the cultural aspects of the community of interest.							
<b>Who was involved in completing this sub-element?</b>							
<b>Political Assessment</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments</b>	<b>Priority</b>
1. The project leaders are aware of the political leaders that need to be informed of the ECCS CoIIN at the state, local and/or community level.							
2. The ECCS CoIIN leaders are familiar with the internal and external decision-making processes that can impact the success of the program.							
3. The ECCS CoIIN leaders build relationships with key stakeholders and share information about successes/challenges that can inform replication, spread and sustainability.							
<b>Who was involved in completing this sub-element?</b>							
<b>Element: Environment</b>							
Environment means setting, situation, location, atmosphere, and background and includes local economy, political will, social supports, and workspace.							
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments</b>	<b>Priority</b>

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1. The project has assessed how the state and community’s economic situation impacts the overall goals of strengthening children and families.							
2. The project has determined how the ECCS CoIIN budget will assist with any unique geographic demands (e.g., weather, geographic distance between service sites).							
3. The project is partnering with other early childhood efforts and determining how they can connect to, impact, coordinate with, and leverage ECCS CoIIN efforts (e.g., MIECHV, Preschool Development Grant Birth to Five, Infant-Early Childhood Mental Health Association, and Children’s Cabinet or Early Childhood Advisory Council efforts).							
<b>Who was involved in completing this sub-element?</b>							
<b>Community and Collaborative Support</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments</b>	<b>Priority</b>
1. The project approach effectively builds authentic parent engagement and support in ECCS CoIIN.							
2. Families are involved in the planning and the decision-making process for ECCS CoIIN activities.							
3. The project has developed <i>new</i> alliances with child-serving providers outside of the usual contacts—for example, libraries, housing, religious groups—to help change systems for the betterment of the children in the community of interest.							
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MUTUALLY REINFORCING ACTIVITIES							
Element: Resources							
Resources mean goods, sources, funds, assets, and human capital and include the following: family voice, trained staff, strong coalitions, and sustainable funding.							
	1	2	3	4	5	Comments	Priority
1. The project has developed a legacy of people who understand the ECCS CoIIN work and who are willing to help carry the banner of system reform and strengths-based work.							
2. The project has a plan to prevent burnout in ECCS CoIIN leaders, stakeholders, and staff.							
3. Family members involved with the ECCS CoIIN are contributors to the program, have clear and valued roles, and provide a decision-making voice within the project.							
4. The written materials about the project reflect the strengths-based model, reflect the progress the project is making, and help people understand what they can do to help.							
5. The project's decision-making process for allocating its resources matches the goals of the program.							
6. The project is aware of all existing funding sources, including specific budget shortfall areas that may be experienced or are anticipating experiencing.							
7. There is a balance between hard funds (long term/stable) and soft funds (short term/vulnerable) to meet program goals.							

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8. The project has a plan for use of volunteers and other potential revenue sources that could be used to meet any funding requirements (as applicable).							
9. The project is able to fully identify and explore all external funding resources that could be tapped for support. If not, the program has identified specific barriers.							
10. The project is documenting challenges/successes and identifying policy/practice changes that are needed (at the organization, community and state level—policy with a big P and little p).							
11. The project is identifying partners' areas of influence (how can everyone serve as an ambassador for ECCS).							
<b>Who was involved in completing this sub-element?</b>							
<b>Leadership Development</b>							
<b>Formal Leadership</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments</b>	<b>Priority</b>
1. The project has a plan to ensure active involvement in the ECCS Advisory Council from a broad spectrum of stakeholders.							
2. The project has provided the ECCS Advisory Council members with enough information about the ECCS CoIIN work to serve as community facilitators/supporters, particularly the efforts in the place-based community(ies) to inform state-level infrastructure, policies, practices, and spread of the work.							
3. The project has established relationships with key agency or department heads (e.g., county, state, federal, private).							

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4. The role of the ECCS Advisory Council in promoting early childhood health and wellness will be sustained after the ECCS CoIIN, for example, through expanding membership and members who join or belong to existing councils or workgroups.							
<b>Who was involved in completing this sub-element?</b>							
<b>Informal Leadership</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments</b>	<b>Priority</b>
1. The project has identified champions who can advocate for ECCS.							
2. The project is aware of available resources for support and training in the area of parent empowerment and ways to increase the parent “voice.”							
3. The project has recruited, trained, and empowered advocates (including families and community members).							
<b>Who was involved in completing this sub-element?</b>							
<b>Action—Goals, Objectives, and Work Plans</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments</b>	<b>Priority</b>
1. The project has a plan in place to assure that all staff (including new staff) understand the project’s AIM, work plan goals and objectives, and their areas of responsibility for progress. (The plan should include meeting periodically to review progress toward program goals and to celebrate accomplishments.)							
2. There is a feedback loop in place, where goals and objectives are updated based on evaluation data, community input, and family input.							

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<b>Who was involved in completing this sub-element?</b>							
<b>Service Design</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments</b>	<b>Priority</b>
1. The project revisits the proposed service design, work plan and updates, if necessary.							
2. The service design reflects community strengths and ECCS CoIIN principles.							
3. The service design (cultural and conventional aspects) reflects family-focused, child-centered, individualized care and strength-focused community building.							
4. Families continue to participate in the service design development.							
<b>Who was involved in completing this sub-element?</b>							
<b>SHARED MEASUREMENT</b>							
ECCS incorporates processes to establish and track performance and process measures. State and local leaders use the information for quality improvement efforts.							
<b>Evaluation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments</b>	<b>Priority</b>
1. The project ensures that confidential evaluation data remain protected.							
2. The project has processes to look at evaluation data for quality improvement.							

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3. All staff members participate in discussions to use evaluation data as a way to guide quality improvements.							
4. The project tracks and evaluates its process of development.							
5. The project has a consumer satisfaction survey or other ways to seek feedback from constituents.							
6. The project has a process for sharing evaluation data to make the case for sustainability, expansion and replication of efforts.							
<b>Who was involved in completing this sub-element?</b>							
<b>BACKBONE ORGANIZATION &amp; CONTINUOUS COMMUNICATION</b>							
<b>Element: Infrastructure</b>							
Infrastructure means organization, structure, foundation, and groundwork and includes policies, management leaders, practice standards, and planning processes.							
<b>Funding</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments</b>	<b>Priority</b>
1. ECCS ColIN leaders know how much funding is needed to sustain their work.							
2. ECCS ColIN leaders have identified the types of financial resources necessary to sustain their work, such as: <ul style="list-style-type: none"> <li>• discrete sources of public funds (e.g., one-time, ongoing);</li> <li>• discrete sources of private funds; and</li> <li>• services are embedded within a system or process with an ongoing source of funding (e.g., insurance reimbursement).</li> </ul>							

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3. ECCS CoIIN leaders have identified and are pursuing ways to ensure the most efficient use of existing funds (e.g., gaining economies of scale).							
4. ECCS CoIIN leaders have identified and are pursuing ways to support the redirection or reallocation of funds (e.g., using funds freed up through improved outcomes).							
5. ECCS CoIIN leaders have identified and are pursuing ways to increase the flexibility of existing funding streams (e.g., through pooling funds across agencies and program lines or improving coordination of existing funding streams).							
6. The initiative's leaders have identified relevant federal funding sources (e.g., Medicaid, other federal entitlements, block grants, and discretionary programs) and are taking steps to access these sources.							
7. The initiative's leaders have built public-private partnerships to leverage private-sector funding, create leadership, and garner technical expertise in support of their work (e.g., partnerships with private insurance).							
8. The initiative's leaders have investigated ways to generate new revenue that the initiative can control (e.g., local fundraisers and grants from public- and private-sector sources).							
9. The initiative's leaders have identified and are pursuing ways to support the creation of new sources of public funds (e.g., general revenue, expansion or creation of new taxes, and earmarked fees).							
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Fiscal Management	1	2	3	4	5	Comments	Priority
1. The fiscal staff has received a thorough orientation to funding sources' rules and expectations related to budget development, budget management, and budget revision.							
2. The project has a process for monitoring contract deliverables with key program staff, which easily feeds into required reports. The fiscal staff adheres to standard accounting principles and ensures adequate fiscal controls.							
3. Policies and operating procedures are in place for the areas of a) communications; b) fiscal; c) personnel, and d) program.							
4. The project has identified specific areas of policies or procedures that may need to be modified.							
<b>Who was involved in completing this sub-element?</b>							
Management Structure	1	2	3	4	5	Comments	Priority
1. The governing bodies (e.g., council members) received an orientation to the ECCS CoIIN work.							
2. The organizational chart includes a clear decision-making and management process.							
3. The organizational chart reflects cultural strengths and appropriate ECCS CoIIN principles (e.g., system change advocates, consultation, and parent/family roles).							

1 = Have not started this task 2 = Have started initial conceptual and planning work 3 = Have begun to implement this task

4 = Have made solid progress in implementing this task 5 = Have made sufficient progress in completing this task

- Priority ranking to occur after reviewing the overall results, then prioritize which elements and/or sub-elements that need attention in sustainability planning by marking an "X" in the "priority" column or indicating priority as "high, medium or low".

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<b>Who was involved in completing this sub-element?</b>							
<b>Staffing and Personnel Management</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments</b>	<b>Priority</b>
1. Staff recruitment efforts focus on skills needed for ECCS CoIIN work in addition to building community-will skills.							
2. Job descriptions reflect the project’s values and principles, both in title and duties.							
<b>Who was involved in completing this sub-element?</b>							
<b>Continuous Communication</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments</b>	<b>Priority</b>
1. The project has developed a plan for ongoing communication with stakeholders, parents, partner organizations/agencies and the community.							
2. The project has a plan for sharing information, results and activities.							
<b>Who was involved in completing this sub-element?</b>							

1 = Have not started this task 2 = Have started initial conceptual and planning work 3 = Have begun to implement this task

4 = Have made solid progress in implementing this task 5 = Have made sufficient progress in completing this task

- Priority ranking to occur after reviewing the overall results, then prioritize which elements and/or sub-elements that need attention in sustainability planning by marking an “X” in the “priority” column or indicating priority as “high, medium or low”.

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Please mark where your partner agencies, and/ or advisory council members are on the Collaboration Spectrum related to Collective Impact:

<b>Governance and Infrastructure</b>			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments</b>	<b>Priority</b>
<b>Collaboration Spectrum</b> *From the <i>Tamarack Institute</i>									
Compete (competition for clients, resources, partners, public attention)	Co-exist (no systematic connection between agencies)	Communicate (interagency information sharing (e.g., networking))	Cooperate (as needed, often informal, interaction on discrete activities or projects)	Coordinate (organizations systematically adjust and align work with each other for greater outcomes)	Collaborate (longer term interaction based on shared mission, goals, shared decision-makers and resources)	Integrate (fully integrated programs, planning and funding)			

1. Discuss your rating on the spectrum – why you selected the rating.
2. What strategies or activities do you have planned for moving along the spectrum?

1 = Have not started this task 2 = Have started initial conceptual and planning work 3 = Have begun to implement this task  
 4 = Have made solid progress in implementing this task 5 = Have made sufficient progress in completing this task

- Priority ranking to occur after reviewing the overall results, then prioritize which elements and/or sub-elements that need attention in sustainability planning by marking an “X” in the “priority” column or indicating priority as “high, medium or low”.

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<b>Sustainability Plan</b>							
The sustainability plan includes the following elements (see Sample Sustainability Resources documents):							
	1	2	3	4	5	Comments	
Clear priorities, including financing strategies, support from partner agencies for certain activities or other efforts to continue the work							
Steps to be accomplished toward each financing priority area							
Timelines for each task							
Key leader roles and responsibilities							
Detailed benchmarks to monitor progress toward long-term sustainability							

The planning group could prioritize the results based on impact and effort, where responses from the self-assessment are organized into categories:

- 1) easy to do and yields a big improvement
- 2) easy to do but yields a small improvement
- 3) difficult to do but yields a big improvement; and
- 4) difficult to do but yields small improvement.

This is one way to sort results from the tool, rank them, and create an action-oriented sustainability plan for top ranked items.



## ECCS CoIIN Sustainability Guide and Self-Assessment Tool

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### References

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