

## **Instructions for Sustainability Worksheets**

This workbook accompanies SPRC's guide "Sustaining the Legacy of Your Suicide Prevention Efforts: A Guide to Getting Started With Sustainability Planning."

The workbook contains 7 worksheets:

1. The Big Picture
2. Deciding What Needs More Work from Your Site (and What Is Finished)
3. Prioritizing Your Work
  - 4a. Addressing High Priority Outcome Gaps
  - 4b. Logic Model Template (Optional)
- 5a. Sustainability Action Plan, Part 1
- 5b. Sustainability Action Plan, Part 2

The SPRC guide will teach you how to use these worksheets. You can also look at examples from other grant sites on the SPRC Private Pages, here:

Use the tabs at the bottom of this file to access each worksheet.

Sustaining Suicide Prevention Work: The Big Picture			Your Site: _____		
Objective	Key Area or Sub-Objective (If Applicable)	Was the objective successful?  How do you know?  What impact did it have?  What do your data or other impact measures tell you?	What challenges changed the objective or prevented its success?  Did you modify your approach?  Did you make any progress on your modified approach?	Which parts of this objective's work have momentum?  What has helped it move forward?  Whose support has been key?	What big picture, long-term outcome are you trying to change with this objective?  <i>(For example, "Increasing X protective factor." Or "Decreasing Y risk factor.")</i>
Objective 1:					
Objective 2:					
Objective 3:					
Objective 4:					
Objective 5:					

Sustaining Suicide Prevention Work: The Big Picture		Your Site:			
Objective	Key Area or Sub-Objective (If Applicable)	Was the objective successful? How do you know?  What impact did it have?  What do your data or other impact measures tell you?	What challenges changed the objective or prevented its success?  Did you modify your approach?  Did you make any progress on your modified approach?	Which parts of this objective's work have momentum?  What has helped it move forward?  Whose support has been key?	What big picture, long-term outcome are you trying to change with this objective?  <i>(For example, "Increasing X protective factor." Or "Decreasing Y risk factor.")</i>
Objective 1: Increase the amount of training to students, faculty and staff on mental health promotion and suicide prevention, including suicide warning signs and risk factors.	1.1 Conduct QPR trainings				Increase identification and referral of students at risk.
Objective 2: Establish Native community awareness events for suicide prevention; establish measurable improvements to community development and infrastructure in addressing suicide.	2.1 Native community awareness events				The goal is to encourage help seeking and increase the number of individuals who do seek help whether it is through the Life line, family members, faith leaders etc.
	2.2 Build infrastructure				
Objective 3: Develop and implement suicide prevention screening programs for primary health care providers.					Identify and refer individuals at risk. Stigma about mental health issues drives many people to seek help from their doctor before going to a counselor. Therefore we want to equip health care providers to recognize mental health and suicide risk and help them to make better referrals for care.
Objective 4: Develop and implement a text message program in Clark and Washoe counties to increase teen awareness and help-seeking behavior. (Text Today program)					Increase help-seeking behaviors.
Objective 5:					

**Deciding What Needs More Work from Your Site (and What Is Finished)**

Objective	Key Area or Sub-Objective (If Applicable)	Is this objective embedded in ongoing non-GLS funded efforts, institutionalized, or otherwise sustained? Yes____ No____  - If yes, explain how. No further work is needed from site. (Take off the list). - If no, complete the next column.	Is this objective: 1. Achieved but still needs help/ work to sustain?  OR 2. Not yet achieved?
Objective 1:			
Objective 2:			
Objective 3:			
Objective 4:			

**Deciding What Needs More Work from Your Site (and What Is Finished)**

Objective	Key Area or Sub-Objective (If Applicable)	Is this objective embedded in ongoing non-GLS funded efforts, institutionalized, or otherwise sustained? Yes ___ No ___  - If yes, explain how. No further work is needed from site. (Take off the list). - If no, complete the next column.	Is this objective: <b>1. Achieved but still needs help/ work to sustain?</b>  <b>OR</b> <b>2. Not yet achieved?</b>
Objective 1: Increase the amount of training to students, faculty and staff on mental health promotion and suicide prevention, including suicide warning signs and risk factors.		No.	Achieved increased QPR trainings but want to continue to offer trainings and further target students and faculty, which is not yet sustained.
Objective 2: Establish Native community awareness events for suicide prevention; establish measurable improvements to community development and infrastructure in addressing suicide.	2.1 Native community awareness events	No.	Achieved but needs help to sustain. A Dance for Life Pow Wow is held each year along with a 3 on 3 tournament, but these are supported solely by program funds. RIS would likely continue to host awareness activities.
Objective 3: Develop and implement suicide prevention screening programs for primary health care providers.		No.	Not yet achieved. This effort lacked community support and never took off.
Objective 4: Develop and implement a text message program in Clark and Washoe counties to increase teen awareness and help-seeking behavior. (Text Today program)		Yes, Crisis Call Center has written funding for this project into their other grants. OSP continues to support the outreach/marketing of this but it is already integrated into our existing activities in line with the Nevada Suicide Prevention Plan objectives and requires minimal effort on our part.	

## Prioritizing Your Work

<p><b>Make sure to meet with stakeholders, partners, and team members to complete this worksheet and the next two.</b></p>		<p><b>Potential criteria for determining high/low priorities:</b>  <b>A. Easy to Implement</b>  <b>B. Effective/ Positive Evaluation Results</b>  <b>C. Fills Essential Gap in Services or Infrastructure</b>  <b>D. Has Community Support</b>  <b>E. Has Ongoing Funding</b>  <b>F. Has Support of People Who Influence Implementation</b>  <b>G. Strong Partner Is Identified</b>  <b>H. Other: _____</b></p>	
Objectives	What big picture, long-term outcome are you trying to change with each objective below? <i>(From Big Picture worksheet, last column)</i>	Is this objective a high or low priority to continue in order to accomplish the related long-term outcome? Why?	If this a low priority objective, are you addressing the outcome sufficiently in other ways? If no, put the outcome onto the "Addressing High Priority Outcome Gaps" sheet to create a new objective.
Objective 1:			
Objective 2:			
Objective 3:			
Objective 4:			

## Prioritizing Your Work

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Objective 1: Increase the amount of training to students, faculty and staff on mental health promotion and suicide prevention, including suicide warning signs and risk factors.	Increase identification and referral of students at risk.	This objective is ranked as <b>highly important</b> because of RA's, students and faculty/staff high level of contact with students. Will likely not need as many trainings as all Student Affairs staff are now trained.	N/A
Objective 2: Establish Native community awareness events for suicide prevention; establish measurable improvements to community development and infrastructure in addressing suicide.	The goal is to encourage help seeking and increase the number of individuals who do seek help whether it is through the Life line, family members, faith leaders etc.	Again, this is <b>high priority</b> due to the promoting help seeking and reducing the stigma of shame often times associated.  The goal has been achieved up to this point, but if KTSP were to close the events would likely not continue.	N/A
Objective 3. Screening for primary health care	Identify and refer individuals at risk.	<b>Low priority</b> due to the challenges faced with limited ways for OSP to improve the situation. OSP will not have the resources to devote to this at a higher priority. Effort will be shifted to build relationships with stakeholders, through the networking efforts that are a core role for OSP (see Objective 7).	No.
Objective 4:			

## Addressing High Priority Outcome Gaps

*Decide what outcome gaps exist in your area and if and how to address them. To do this, refer to your planning documents, such as a state plan, tribal or organizational vision document, or campus division goals (e.g., Student Affairs goals). You may want to use the logic model template below to decide how to address these. Your Prevention Specialist can help.*

	Place the outcome in this column	Why focus on this outcome? Is it a priority?	New SMART Objective(s) to address this outcome (Optional: See template below to help create objective(s).)
<b>Outcome that needs more effective objectives</b>	1.		
	2.		
<b>Additional outcomes that are not being adequately addressed that your group has the capacity to work on</b>	1.		
	2.		



# Optional: Logic model template\* to address high priority gaps in OUTCOMES that your site is able to work on

{Insert overall program goal that is reflected in the Logic

Process Components			Outcome Components		
			<i>a state plan, tribal or organizational vision document, or campus division goals (e.g., Student Affairs goals)</i>	<i>"Increasing X protective factor"</i> <i>"Decreasing Y risk factor"</i>	
INPUTS	STRATEGIES/ ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG-TERM OUTCOMES
		I I	I I	I I	I I
		Data Sources to document	Data Sources to document	Data Sources to document	Data Sources to document accomplishments:

**GOAL**  
{Insert overall program goal if not stated above}

\* Adapted from Logic Model Basics Evaluation Brief, Dec 2008, available at: <http://www.cdc.gov/HealthyYouth/evaluation/pdf/brief2.pdf>

## Addressing High Priority Outcome Gaps

*Decide what outcome gaps exist in your area and if and how to address them. To do this, refer to your planning documents, such as a state plan, tribal or organizational vision document, or campus division goals (e.g., Student Affairs goals). You may want to use the logic model template below to decide how to address these. Your Prevention Specialist can help.*

	Place the outcome in this column	Why focus on this outcome? Is it a priority?	New SMART Objective(s) to address this outcome (Optional: See template below to help create objective(s).)
<b>Outcome that needs more effective objectives</b>	Identify and refer individuals at risk.	Even though the screenings via primary care did not gain much traction, OSP will still look for opportunities to improve the possibilities here since physicians are an important avenue for identifying youth at risk. For example, we will try to building a relationship with the medical school to address the issue very early on. There is a person from the University of Nevada School of Medicine (UNSOM) on the Service Members, Veterans, and their Families (SMVF) Mental Health Task Force who could be a bridge. This is a good angle to leverage.	Establish a committee to explore creating curriculum changes at the UNSOM related to suicide prevention with SMVF by Sept. 30, 2013.
	2.		
<b>Additional outcomes that are not being adequately addressed that your group has the capacity to work on</b>	1. Restrict access to lethal means	Firearms account for over 70% of the suicides in our state.	By Sept. 30, 2013, recruit 1 pilot gun shop owner in Springfield County to implement NH's model gun shop owner's project.
	2.		

**Optional: Logic model template\* to address high priority gaps in OUTCOMES that your site is able to work on**

{Insert overall program goal that is reflected in the Logic Model below}

Process Components			Outcome Components		
			Refer to your planning documents, such as a state plan, tribal or organizational vision document, or campus division goals (e.g., Student Affairs goals)		For example: "Increasing X protective factor" "Decreasing Y risk factor"
INPUTS	STRATEGIES/ ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	INTERMEDIATE OUTCOMES	LONG-TERM OUTCOMES
		I I	I I	I I	I I
		Data Sources to document accomplishments:	Data Sources to document accomplishments:	Data Sources to document accomplishments:	Data Sources to document accomplishments:

**GOAL**  
{Insert overall program goal if not stated above}

\* Adapted from Logic Model Basics Evaluation Brief, Dec 2008, available at: <http://www.cdc.gov/HealthyYouth/evaluation/pdf/brief2.pdf>

**[Site Name]'s Sustainability Action Plan, Part 1**

**Part 1: High priority objectives to set up for sustainability *(From Prioritizing worksheet)***

<b>Objective #:</b>				
<b>What is needed for sustainability (resources, tools, partners)?</b>				
	<b>How to Gain/ Maintain Resources and Tools</b>	<b>How to Leverage Existing Partners/ Which New Ones to Approach</b>	<b>Who to Keep Informed, How</b>	<b>Other (e.g. Potential Barriers, Anticipated Outcomes)</b>
<b>What strategies will you use?</b>				
<b>Action Steps to Set Up Objective for Sustainability</b>	<b>Lead/ Responsibility</b>	<b>Team Members/ Others Involved</b>	<b>Timeline (Begin By, Complete By)</b>	<b>Notes</b>

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<b>What strategies will you use?</b>				
<b>Action Steps to Set Up Objective for Sustainability</b>	<b>Lead/ Responsibility</b>	<b>Team Members/ Others Involved</b>	<b>Timeline (Begin By, Complete By)</b>	<b>Notes</b>

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**[Site Name]'s Sustainability Action Plan, Part 1**

**Part 1: High priority objectives to set up for sustainability (*From Prioritizing worksheet*)**

<b>Objective #1:</b>	<b>Increase the amount of training to students, faculty and staff on mental health promotion and suicide prevention, including suicide warning signs and risk factors.</b>			
<b>What is needed for sustainability (resources, tools, partners)?</b>	QPR trainer recertification, \$ for recertification, buy-in from staff for trainings, additional ways to reach students for training			
	<b>How to Gain/ Maintain Resources and Tools</b>	<b>How to Leverage Existing Partners/ Which New Ones to Approach</b>	<b>Who to Keep Informed, How</b>	<b>Other (e.g. Potential Barriers, Anticipated Outcomes)</b>
<b>What strategies will you use?</b>	Get a policy put in place for mandatory QPR training of new Student Affairs employees. Offer training as part of classes (freshman orientation, psychology?) to reach students.	Focus on Student Affairs and Residence Life staff as priority people to train. Freshman orientation committee, psychology professors.	HR, Housing and Residence Life staff, current QPR trainers, current faculty and staff champions	
<b>Action Steps to Set Up Objective for Sustainability</b>	<b>Lead/ Responsibility</b>	<b>Team Members/ Others Involved</b>	<b>Timeline (Begin By, Complete By)</b>	<b>Notes</b>
Check with HR to see if this can be part of new employee orientation	Co-PI		Spring 2013-March 2014	
Obtain QPR recertification for four staff: two LMHCs and two Housing & Residence Life staff.	Co-PI	2nd LMHC, 2 H&RL staff	In September 2014	
committee to try to get QPR included in orientation	Co-PI	Student assistant	April 2013 for Fall orientation 2013	Student assistant can present current student POV



**[Site Name]'s Sustainability Action Plan, Part 2**

**Part 2: New SMART Objectives to achieve high priority outcomes *(from Addressing Gaps worksheet)***

<b>Objective #:</b>				
<b>What is needed (resources, tools, partners)?</b>				
	<b>How to Gain/ Maintain Resources and Tools</b>	<b>How to Leverage Existing Partners/ Which New Ones to Approach</b>	<b>Who to Keep Informed, How</b>	<b>Other (e.g. Potential Barriers, Anticipated Outcomes)</b>
<b>What strategies will you use?</b>				
<b>Action Steps to Achieve Objective</b>	<b>Lead/ Responsibility</b>	<b>Team Members /Others Involved</b>	<b>Timeline (Begin By, Complete By)</b>	<b>Notes</b>

**Part 2: New SMART Objectives to achieve high priority outcomes (from Addressing Gaps worksheet)**

<b>Objective #:</b>				
<b>What is needed (resources, tools, partners)?</b>				
	<b>How to Gain/ Maintain Resources and Tools</b>	<b>How to Leverage Existing Partners/ Which New Ones to Approach</b>	<b>Who to Keep Informed, How</b>	<b>Other (e.g. Potential Barriers, Anticipated Outcomes)</b>
<b>What strategies will you use?</b>				
<b>Action Steps to Achieve Objective</b>	<b>Lead/ Responsibility</b>	<b>Team Members /Others Involved</b>	<b>Timeline (Begin By, Complete By)</b>	<b>Notes</b>

**Part 2: New SMART Objectives to achieve high priority outcomes (from Addressing Gaps worksheet)**

<b>Objective #:</b>				
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	<b>How to Gain/ Maintain Resources and Tools</b>	<b>How to Leverage Existing Partners/ Which New Ones to Approach</b>	<b>Who to Keep Informed, How</b>	<b>Other (e.g. Potential Barriers, Anticipated Outcomes)</b>
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