

# Coaching Strategies for Sustaining Programming for At-Risk Children, Youth, and Families

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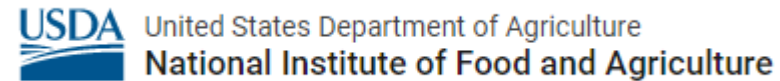
&

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Coordinator of Coaching Model

# CHILDREN, YOUTH, AND FAMILIES AT-RISK (CYFAR)

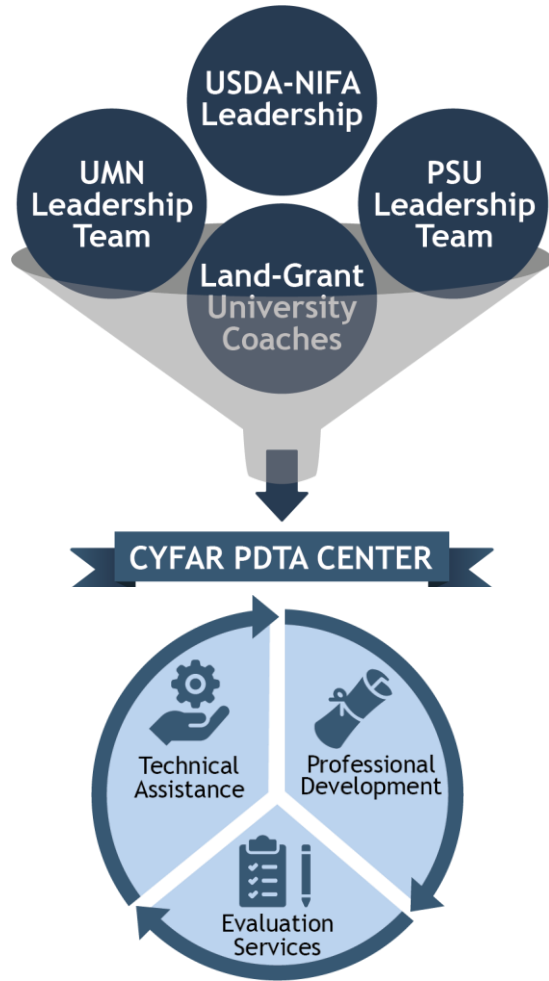
## United States Federal Grant Program



### Mission

marshal resources of the  
Land-Grant University and Cooperative Extension Systems  
to develop and deliver educational programs  
that equip limited resource families and youth  
who are at-risk for not meeting basic human needs  
with the skills they need to lead positive, productive, contributing lives

# CYFAR Professional Development and Technical Assistance Center



## OUR MISSION

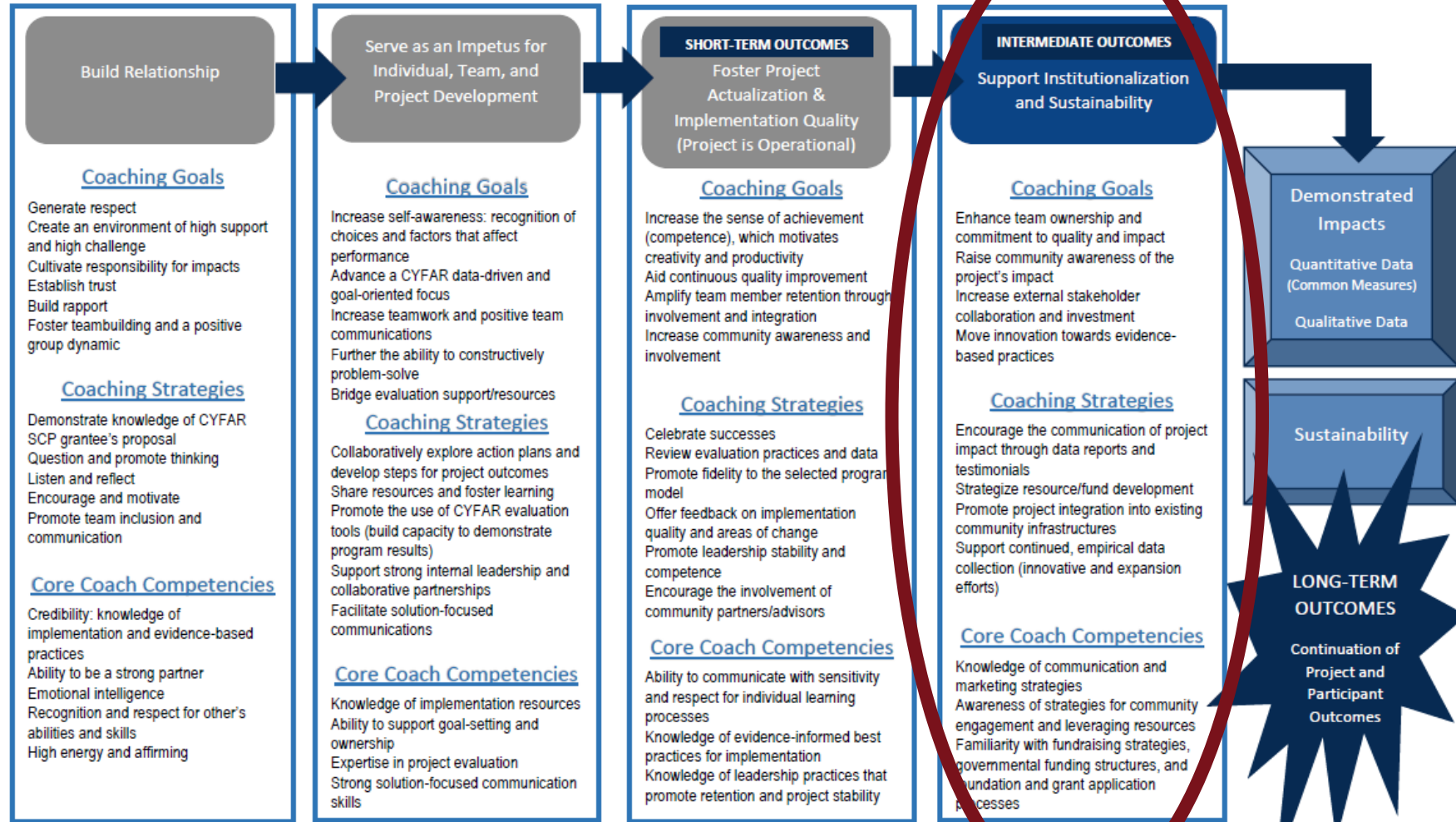
- comprehensive, leading edge support
- build capacity, competency, and connections
- bolster program quality

EVIDENCE OF PROJECTS AND OVERALL INITIATIVE'S IMPACT

PROJECT SUSTAINABILITY

BETTER OUTCOMES FOR CHILDREN, YOUTH, AND FAMILIES

# Coaching Process



↔ The coaching process is fluid and committed to Continuous Quality Improvement (CQI) throughout all of the phases of CYFAR SCP support ↔

# Acknowledgements



**Dr. Lynne M. Borden**  
Principal Investigator

University of Minnesota



**Kimberly J. McCarthy**  
Coaching Model Coordinator

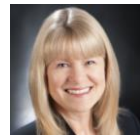
Pennsylvania State University



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Phillip Ealy



Diana Urieta



Autumn Guin



Jennifer Wells-Marshall



# Previous Sustainability Study of CYFAR

*Marek, Mancini, Brock's*



*Factors for  
Program Sustainability*

- Leadership Competence
- Effective Collaboration
- Understanding the Community
- Demonstrating and Disseminating Program Impact
- Strategic Funding
- Staff Involvement and Integration
- Program Responsiveness

More recent research has demonstrated the importance of other factors like implementation quality, participant reach, and infrastructure capacity...

# Sustainability as a Process

“Achieving sustainability means staying on top of the often shifting conditions and situations in which your work takes place as well as periodically reassessing the fit between your program, its goals, and your community’s needs to keep your work relevant...sustainability as an ongoing cyclical change process rather than a one-time sequential stage process.”

Sources: Johnson et al., 2004; Pacific Institute for Research and Evaluation, 2009



# Sustainability Planning



- Requires a dedicated workgroup
- Not separate from overall project efforts
- Fits in the larger context of project work and it supports and expands the work
- For lasting impacts and continued benefits for the target population





# Charting a Successful Plan for Operations



Adapted from the Pacific Institute for Research and Evaluation's *A Sustainability Toolkit for Prevention Using Getting to Outcomes*.

# Projects Targeted in Pilot

Year Projects were Funded	Number of Targeted Projects	States of Targeted Projects	Coaches Involved
2017 (first year)	3	Texas, Nevada, Oklahoma	3
2016 (second year)	4	Ohio/Virginia, Michigan, North & South Carolina, West Virginia	4
2015 (third year)	6	Ohio, Colorado/Hawaii, Minnesota, Virgin Islands, Vermont, Missouri	7

# Year One of Grant Implementation



## CHECK-IN CALL HANDOUTS

Six Worksheets – Every Other Month:

- Infrastructure & Capacity
- Alignment with Community Needs
- Positive Collaborative Relationships
- Quality & Integrity
- Demonstrating Impact
- Community Ownership & Program Champions

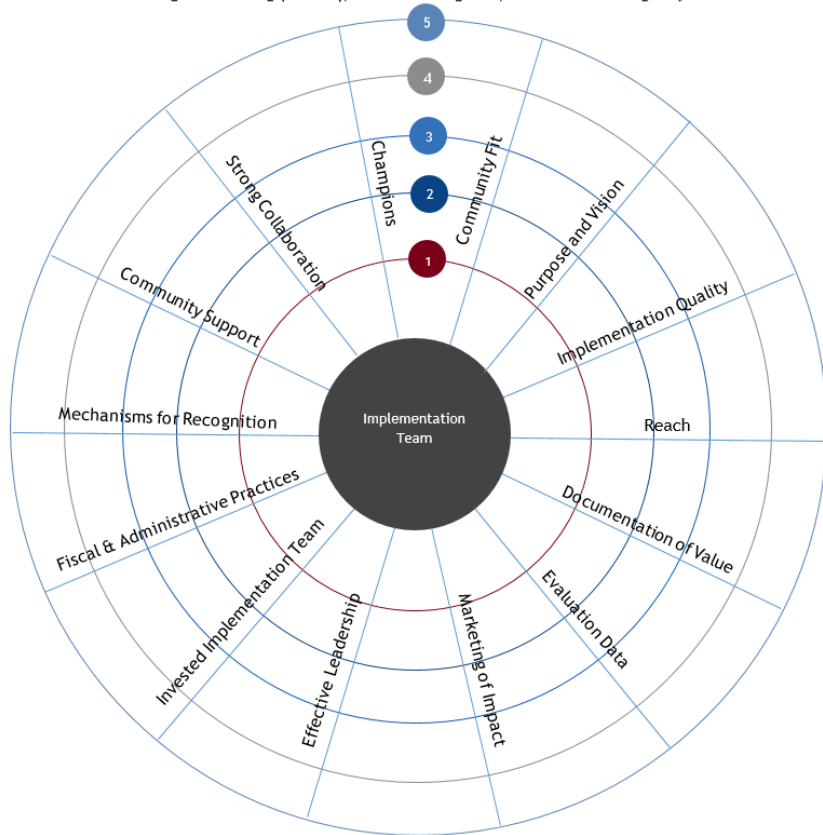
## SITE VISIT RESOURCES

- PowerPoint on Building Capacity & Infrastructure
- Sustainability Introduction Handout

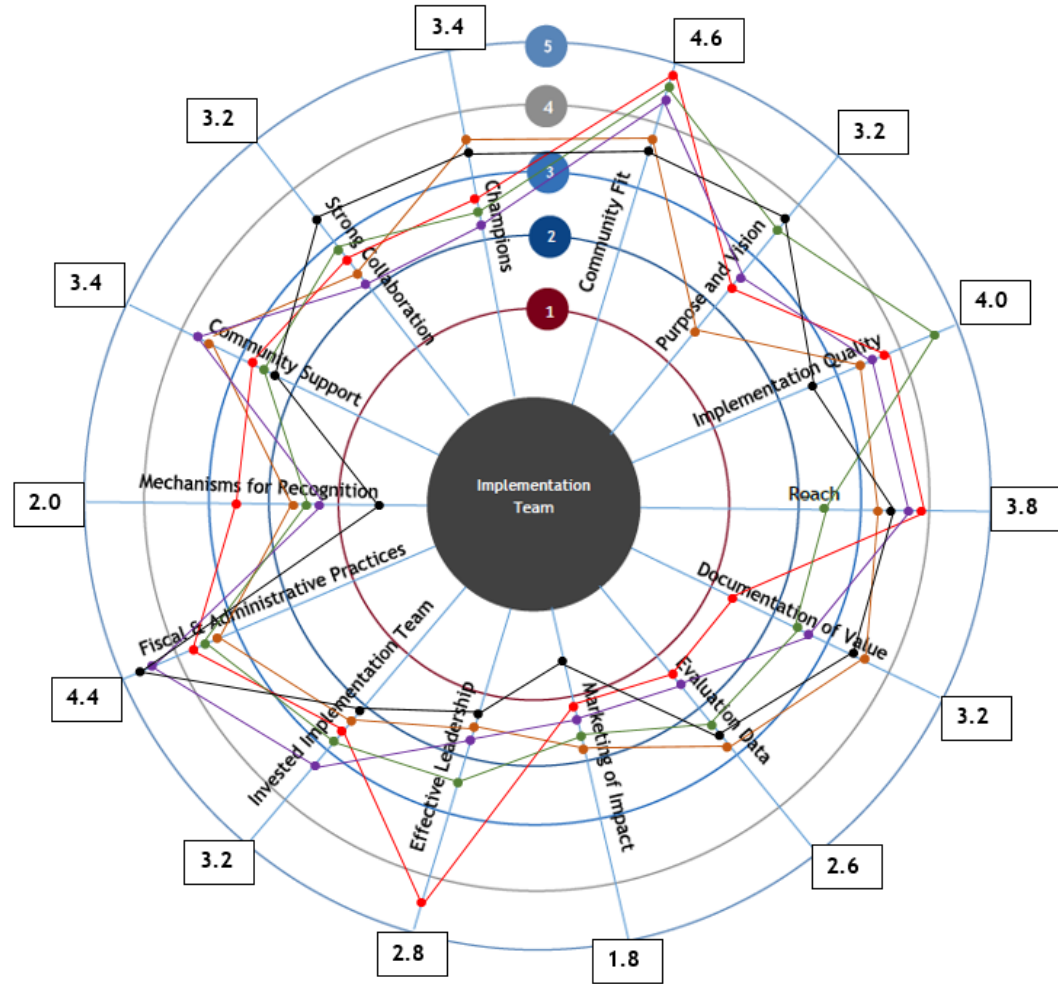
# Year Two of Grant Implementation Spider Web Analysis Tool For Sustainability

Spider Web Analysis Tool

Use this scale to mark an X for each element: 1 = Poor Functioning; 2 = Adequate Functioning; 3 = Average Functioning (Neutral); 4 = Functioning Well; and 5 = Functioning Very Well.



- Spider Web Analysis for Sustainability Tool
- Instructions for the Principal Investigator
- Instructions for the Coach
- Excel Scoring File
- Coach Generated Report for Projects



# Next Steps: Electronic Tool and Study

## Spider Web Analysis Tool for Sustainability

Rate Your CYFAR Project Implementation Team on Each Foundational Element of Sustainability.

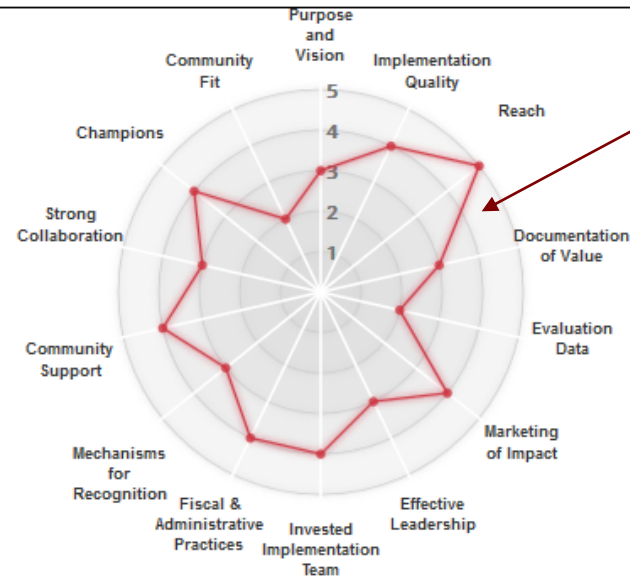
**\*All fields required**

Group: West Virginia/Iowa: PROSPER  
 Location: Downtown  
 Type Your Name:   
 Select Role:

Rate each element from 1 (low) to 5 (high).

Foundational Element	1	2	3	4	5
Purpose and Vision:	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementation Quality:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Reach:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Documentation of Value:	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation Data:	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing of Impact:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Effective Leadership:	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Invested Implementation Team:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Fiscal & Administrative Practices:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Mechanisms for Recognition:	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Support:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Strong Collaboration:	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Champions:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Champions: Enthusiastic Individuals, with strong communication skills, speak about project to educate community members.



Automatic Graph From Survey Form Responses

# Year Three of Grant Implementation



## SITE VISIT RESOURCES

- PowerPoint on Fund Development Strategies
- Fund Development Handout

## CHECK-IN CALLHANDOUTS

Seven Worksheets - Monthly:

- Sustainability Planning Committee
- Four Funding Strategies
- Identifying Stakeholders & Funding Sources
- Case for Funding
- Approaching Donors
- Fundraising Strategies
- Grantwriting



# The Toolkit's Ability to Promote New Thinking and Action



# Lessons Learned – Year One Materials

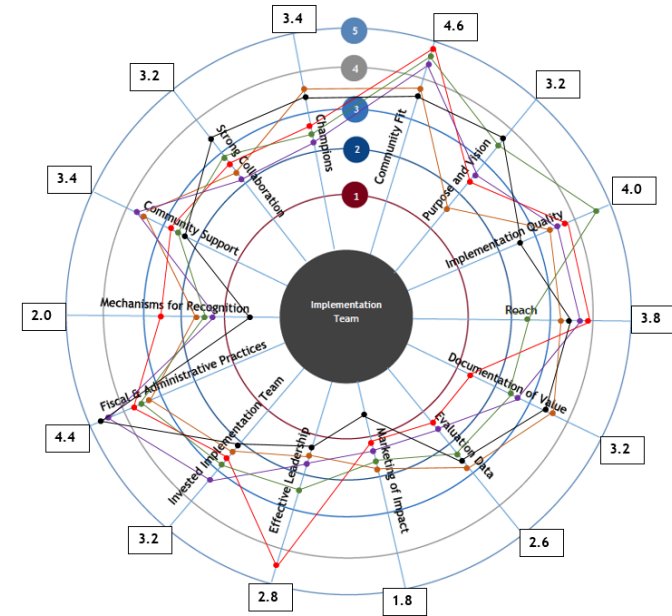
Materials were well received and created “structure” for team discussions that...

- Integrated evaluators into early planning
- Led to an exploration of structuring curriculum for better outcomes
- Prompted delivery quality and fidelity planning
- Allowed for the identification of ways to share data with staff/ external partners
- Promoted a recognition of the need to diversify funding
- Encouraged the building of a collaborative project committee

# Lessons Learned – Year Two Materials

Spider web usage benefited teams by...

- Affording a visual of team dynamics
- Allowing for assessment of and communication with project staff at different site locations
- Motivating the development of a sustainability committee
- Reinforcing the need to communicate impacts to community partners



# Lessons Learned – Year Three Materials

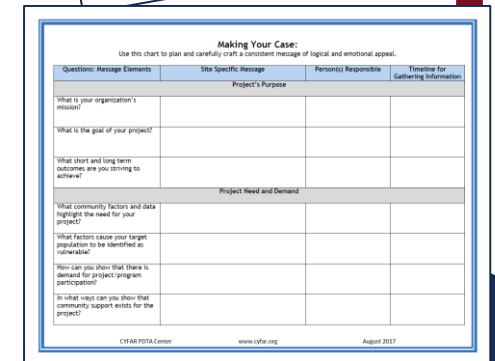
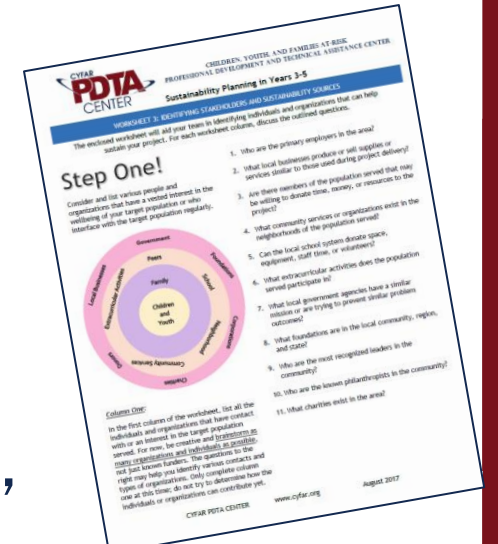
Materials led to planning discussions around...

- Share, Ask, Charge, and Earn diversification strategies
- Site structures for recognition
- Ways to house funds within university systems/policies
- 501 C(3) status

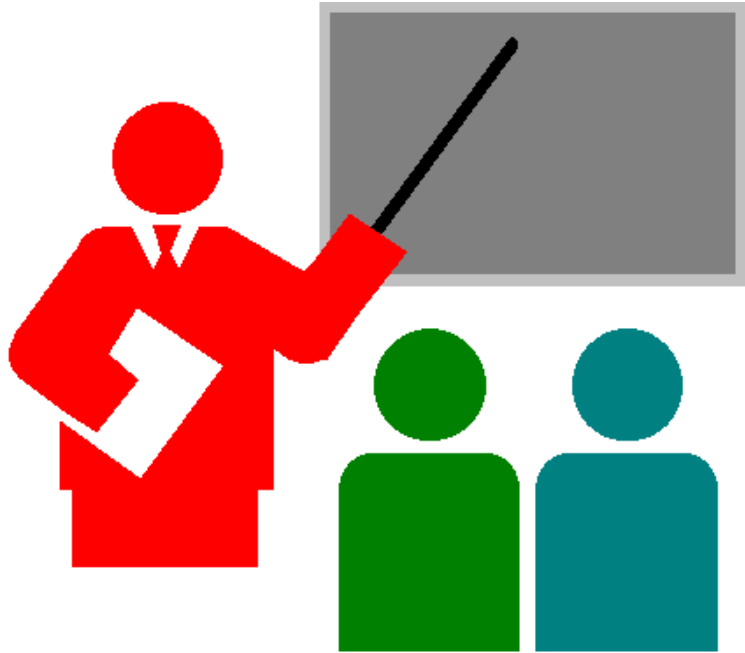


# Next Steps for Print Materials

- Make worksheets easier to complete - fillable pdfs
- Identify ways to simplify the process of collecting/aggregating worksheet responses across teams and project sites (e.g., online worksheets)
- Vary materials by project experience & expertise level
- Provide more guidance on fund development strategies (e.g., strategies to encourage local sites to seek funding from various constituents)
- Highlight successful projects and promising strategies for on-going learning and encouragement of the sites (e.g., case studies and snapshot videos)

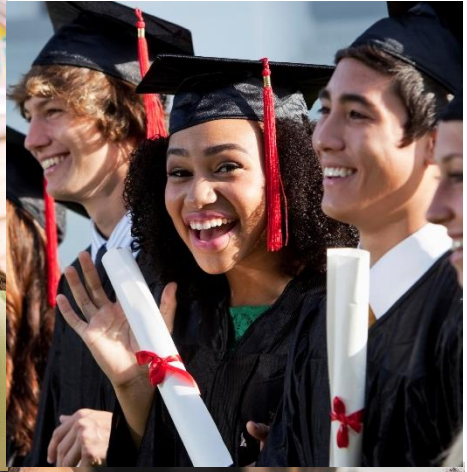


# Next Steps for Coaches and Training



- Monitor usage
- Create facilitator guides for the presentation slides and incorporate more interactive activities
- Train coaches to tailor delivery by project experience/expertise level
- Find ways for coaches to engage the local implementers more in the team planning discussions
- Provide practical applications through project networking calls/activities





**CYFAR**  
**PDTA**  
**CENTER**

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