



LUNCH

“To win is not important. To be successful is not even important. How to plan and prepare is crucial. When you plan very well and prepare very well, then success can come on the way. Then winning can come on your way.”

Eliud Kipchoge

Sustaining And Scaling

Getting Better and Bigger!



Growing Together: Building Sustainable Literacy Practices

March 6–7, 2023 • Washington, DC

Scaling: More than MORE

Four interrelated dimensions:

- Endurance over time (**Sustainability**)
- Expanding a change idea to multiple settings (Spread)
- Knowledge and authority internalized to the organization (Ownership)
- Consequential change for teachers and students (Depth)

Coburn, C., 2013

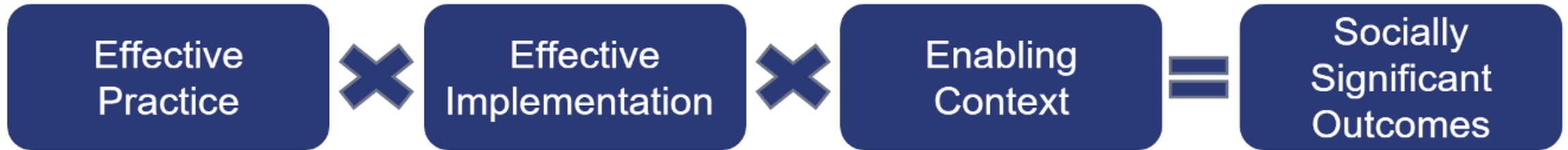
I wonder...

Which of these 4 scaling constructs have you focused on?

What lead to the success of that construct?

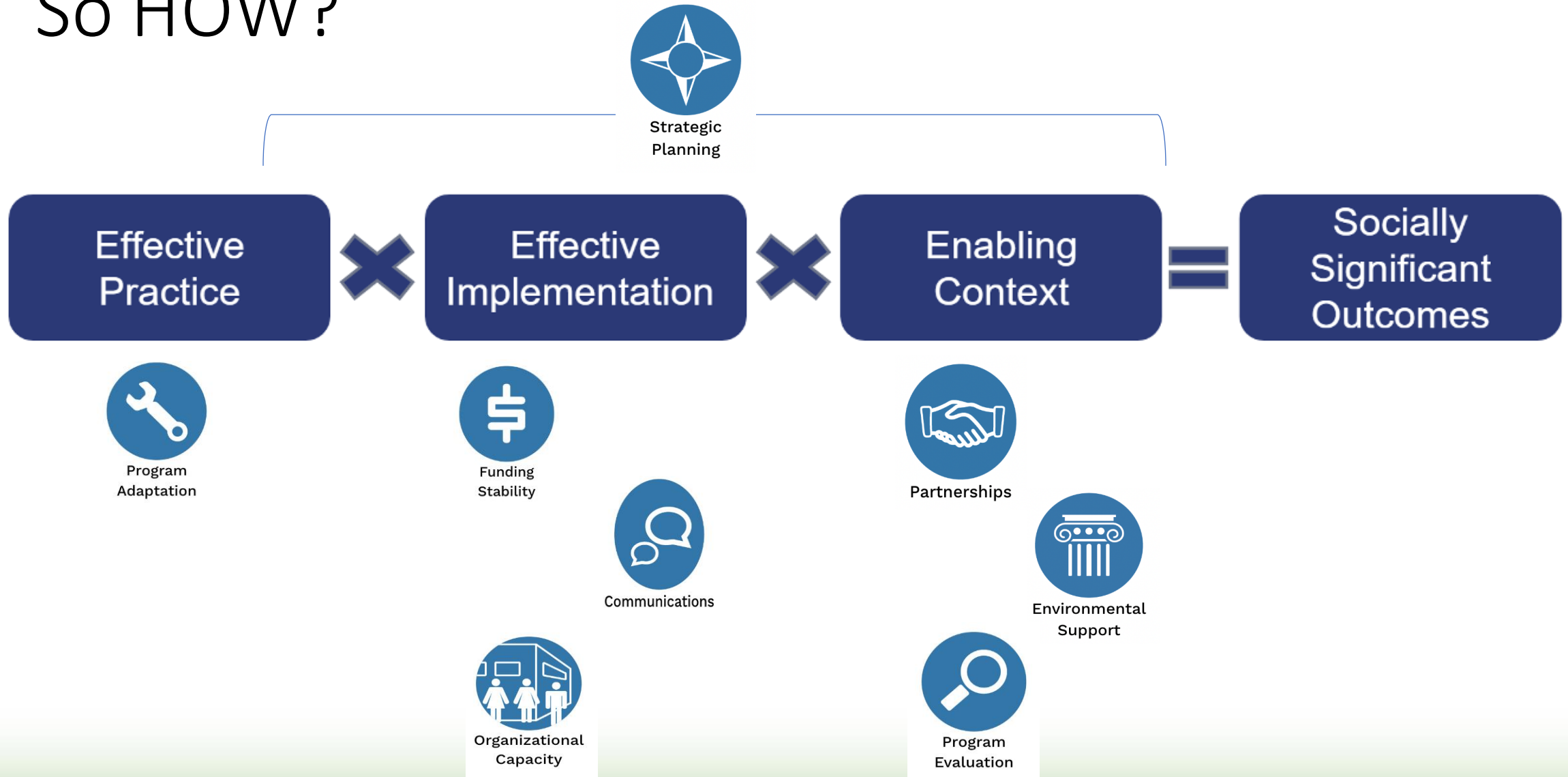


Sustainability Linked to Strong Implementation



PSAT Program Sustainability Assessment Tool

So HOW?



A Planning Template: Part 2

PART 2: Planning Sustainability

When viewing sustainability as dynamic and attended to *from the beginning* of strong implementation efforts, much of the focus is on deepening key areas of implementation known to impact sustainability. *You may not need to plan for every domain. ONLY plan for those areas that are needed!*



Effective Practices and Programs: Are they Usable?

Program Adaptation: Taking actions that adapt your program to ensure its ongoing effectiveness and usability.

Sustainability Objective: [Write an objective that will enable you to increase sustainability capacity in this domain in a way that is important for your program. The objective should be Specific, Measurable, Attainable, Realistic, and Time Bound (SMART). You may need more than one objective per domain.]

Steps to achieve objectives: [Be very specific and include important sub-steps. Anyone should be able to pick up this document and understand what needs to happen in order to reach your objective.]	Who will do the work? [For every task, there needs to be a responsible party/parties. Who will ultimately ensure the work gets finished?]	What does success look like? [What metrics will you use to track progress on the completion of each step? How will you know it's time to move on to the next step?]	What non- financial resources are needed for this step? Where will they come from?	Due date [In the appropriate quarter, enter a specific date by which the activity must be completed.]			
				Q1	Q2	Q3	Q4
1.							
2.							



Team Discussion

- Review PART 2 of the Sustainability Plan Template
- Explore the resources
- Begin to work on PART 2 of the Sustainability Plan Template
- How might this plan inform future grant writing?

Spread: Are you ready? Is it CORRECT?

Attribute	Example question
Credibility	How sound is the evidence? Are you getting 'good' data?
Observability	How observable are results? Do you have sites people can visit from a pilot or transformation zone?
Relevance	Does the innovation address a felt need, persistent problem, or policy priority?
Relative advantage	Does the innovation have relative advantage over existing practices? Does it get better results? Is it easier to do?
Ease of transfer/ installation	What is the degree of change, and is there potential for conflict?
Compatibility	Is the innovation compatible with current services, and what local adaptations will be required? How does this align with other initiatives?
Testability	Can the innovation be tested in stages without fully adopting?

Ownership: Who owns the initiative?

IF we want districts, schools and teachers to have the capacity to sustain, spread and deepen implementation themselves, **THEN** state and regional agencies must...

- Transition to supporting local providers of professional learning and coaching
- Transition to long term, sustainable funding and supporting districts to do the same
- Transition to supporting primary decision makers at the local level in order to keep the initiative going when new situations, priorities and initiatives arise

Depth

Away from just changes in materials, curricula, classroom organization, activities/procedures

Towards changes in teacher beliefs, including how students learn, the nature of subject matter, expectations for all students and what constitutes effective instruction

A Planning Template: Part 3

Part 3: Are you ready to SCALE?

You have demonstrations of sustainable implementation.

You are ready to spread:

Attribute	Example question	IF YES - Evidence	IF NO – Actions (Include Who? And By When?)
Credibility	How sound is the evidence? Are you getting 'good' data?		
Observability	How observable are results? Do you have sites people can visit from a pilot or transformation zone?		
Relevance	Does the innovation address a felt need, persistent problem, or		



Team Discussion

- Review PART 3 of the Sustainability Plan Template
- Explore the resources
- Begin to work on PART 3 of the Sustainability Plan Template
- How might this plan inform future grant writing?

Resources

- Chambers, D.A., Glasgow, R.E. & Stange, K.C. The dynamic sustainability framework: addressing the paradox of sustainment amid ongoing change. *Implementation Sci* 8, 117 (2013). <https://doi.org/10.1186/1748-5908-8-117>
- Coburn, C. E. (2003). Rethinking Scale: Moving Beyond Numbers to Deep and Lasting Change. *Educational Researcher*, 32(6), 3–12. <https://doi.org/10.3102/0013189X032006003>
- Luke, DA, Calhoun, A, Robichaux, C, Elliott, MB, Moreland-Russell, S. (2014). The Program Sustainability Assessment Tool: A new instrument for public health programs. *Preventing Chronic Disease*, 11:130184.
- Moore, J.E., Mascarenhas, A., Bain, J. *et al.* Developing a comprehensive definition of sustainability. *Implementation Sci* **12**, 110 (2017). <https://doi.org/10.1186/s13012-017-0637-1>
- World Health Organization & ExpandNet. (2010). Nine steps for developing a scaling-up strategy. World Health Organization. <https://apps.who.int/iris/handle/10665/44432>

Feedback Poll - Sophia Farmer

