**Sustainability factors**

We present these in three categories, similar to those defined by Shediac-Rizkallah & Bone (1998) but informed by the full reference list that appears at the end of this document:

1. Programme Factors
2. Organisation Factors
3. External Factors

**Programme Factors**

* **Programme Selection and Fit**
  + Is the programme evidence based?
  + Does the programme meet an identified need?
  + Does the programme fit with the organisation’s culture and values?
  + Has the rationale for the programme been shared across the organisation?
* **Programme Adaptability and Fidelity**
  + Is the programme adaptable to the local context?
    - Is it known which elements of the programme are core elements, and which can be modified? Are these principles shared with local implementers?
  + Is there evaluation of the fidelity with which the programme is implemented?
    - e.g., dosage (number of sessions), session content, competence
  + Are local programme adaptations monitored and evaluated?
* **Effectiveness** 
  + Is data collected at a quantitative and qualitative levels?
  + Is there regular sharing of progress within the organisation and with external stakeholders?
  + Does the programme continue to meet changing student/client and organisational needs?
* **Growth**
  + Is there cross-curricular reinforcement (school settings)or cross-programme integration?
  + Are active steps being taken to grow the programme within the organisation or across locations within a broader system?

**Organisation Factors**

* **Leadership – is the initiative a visible priority?** 
  + Is a key administrator actively involved?
  + Is the programme emphasised as an intended long-term commitment?
  + Is the programme embedded in policy, including a plan for sustainability?
    - e.g., are ongoing internal resources committed?
  + Are there clear expectations of staff in regard to the programme?
  + Does the leader make references to the programme in organisational interactions such as meetings, newsletters, casual conversations?
* **Staff**
  + **Drivers**
    - Who are the drivers?
      * If there a single “champion”, is there a succession plan?
    - Is involvement documented in position descriptions and reflected in workload allocation?
  + **Professional Education – All staff**
    - Are all staff broadly familiar with the programme?
    - Are all staff aware of short- and long-term goals?
    - Are staff able to use a common language to model key ideas (eg., to students in a school setting, or clients in a health setting)?
  + **Professional Education – Staff delivering the programme**
    - Is there support and allocation of time for initial training?
    - Is refresher training/new staff training planned?
    - Is there an ongoing connection to programme developers (support, feedback, updated curricula)?
    - Is in-house training possible over the longer term?
* **Students/Clients** 
  + Are students/clients aware of the initiative?
  + Are student/community leaders involved?

**External Factors**

* **Which external stakeholders are or should be involved or informed about the programme?**
  + e.g., Policymakers, Governing Boards, parents (school programmes), participant advocate groups (health programmes)
* **What new relationships can be fostered?**
  + e.g., Other institutions utilising the same programme, ongoing relationships with programme developers
* **Does external funding extend beyond initial implementation to allow for long term traction?**
* **What long-term funding plans are in place if initial funding is short-term?**
* **Does the programme continue to align with changing external political influences?**
* **What public advocacy/lobbying of the programme’s success is being undertaken to demonstrate the value of the program to external decision-makers/funders?**

**References**

*For those references in bold, a summary of this article appears in our annotated bibliography for further reading*

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