



Utah Department of
Health & Human Services
Health Equity

The Embrace Project Study

Sustainability plan

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Acknowledgements

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Sustainability plan summary

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Background

Overview

The Embrace Project Study (Embrace) was a community-based participatory research study conducted by the Utah Department of Health and Human Services (DHHS) Office of Health Equity (OHE) and the University of Utah. Embrace is funded by the U.S. Department of Health and Human Services Office of Minority Health, State Partnership Initiative to Improve Minority Health, from October 2020 through September 2022. This research study aimed to decrease health disparities among women of childbearing age, specifically women who are Native Hawaiian and Pacific Islander, in 2 areas: (1) diabetes and (2) maternal mortality and morbidity. Embrace served areas across Utah's Wasatch Front, including Salt Lake, Weber, Davis, and Utah counties.

In addition, the University of Utah Health's Wellness Bus, a mobile health unit that brings preventive and educational services to people where they work, play, and live, was greatly involved in the implementation of the study. The Wellness Bus (TWB) provides biometric screenings and health coaching sessions in key neighborhoods, and used a curriculum specific to Embrace for study participants. Through this study, TWB expanded its services from only serving Salt Lake County, to include Utah and Weber counties.

For this study, five community-based organizations (CBOs) were contracted for recruitment, enrollment, and retention of study participants. These organizations include the Utah Pacific Islander Health Coalition, National Tongan American Society, Project Success Coalition, Comunidad Materna en Utah, and Utah Muslim Civic League. These five CBOs are the pillars of the project study, as they are connected with their respective communities and have strong trust with their community members.



Definition of sustainability

The Embrace Project Study's definition of sustainability: partners' ongoing capacity and resolve to work together to establish, advance, and maintain strategies that continuously improve health and well-being in a holistic approach by coaching women and their communities through education for all in a culturally responsive manner.¹

Introduction

The Embrace Project Study (Embrace) sustainability plan was created in September 2021 to (1) guide all sustainability efforts by project study staff and partners, and (2) inform an action plan for next steps of the study.

This document is the sustainability work plan. It is a documentation of all sustainability efforts since September 2021 and outlines the decisions, action items, and next steps for the continuation of Embrace. The sustainability work plan is as follows:

- Background of sustainability plan and introduction to sustainability work plan
- Summary of activities taken to execute sustainability plan, which include: meeting dates, decisions made, actions taken, and results achieved
- Two work plans with next action steps for if (1) OHE is awarded year 3 funding or (2) OHE is not awarded year 3 funding

Sustainability plan summary

Embrace's sustainability plan involved a comprehensive review of the strategies, goals, and activities to sustain elements of the project study. The plan was implemented in October 2021 and will continue implementation October 2022 through approximately June 2023.

Embrace's sustainability plan was a multi-organization collaborative effort with the Utah DHHS OHE, the University of Utah Health's Wellness Bus, public health and healthcare researchers from The University of Utah, community-based organizations and community health workers, and the overall communities themselves.

¹ The Centers for Disease Control and Prevention's (CDC) Health Communities Program. Sustainability Planning Guide: https://www.cdc.gov/nccdp/hch/programs/healthycommunitiesprogram/pdf/sustainability_guide.pdf.



Sustainability framework

Embrace applied the Program Sustainability Assessment Tool (PSAT) as its sustainability framework and incorporated inspired elements of the National Forum on Youth Violence Prevention Program's sustainability framework. The PSAT includes eight different domains of sustainability. These eight domains were used for Embrace's sustainability plan to analyze the status of the project, what elements may continue, and where there are gaps in processes and future endeavors. Through each of the eight domains, there are specific criteria which guide the goals for sustainability of Embrace. The criteria were focused on the established PSAT criteria, which Embrace added, and included only what is feasible to sustain the project.

The following steps were taken in the creation of the Embrace sustainability framework. These steps helped to guide the action steps and decision-making process for the creation of the sustainability work plan seen on page 17:

- Step 1: Situational awareness
- Step 2: Criteria
- Step 3: Prioritization
- Step 4: Sustainable strategies
- Step 5: Action and evaluation



Sustainability plan summary

Step 1: Situational awareness

Review and clarifications

During the Embrace team bi-monthly meetings in September 2021, the project study team members including the Utah DHHS OHE, the Wellness Bus, and the University of Utah public health and healthcare researchers discussed and adopted a definition of sustainability. The Embrace definition of sustainability is open and flexible to create a shared vision of sustainability. It is fluid and adaptable to allow adjustments where needed.

Results: On September 15, 2021, the Embrace team decided on The Embrace Project Study definition of sustainability: Partners' ongoing capacity and resolve to work together to establish, advance, and maintain strategies that continuously improve health and well-being in a holistic approach by coaching women and their communities through education for all in a culturally responsive manner.¹

PSAT assessments

During September and October 2021, Embrace team members reviewed and clarified the established vision for sustainability and the sustainability plan. Partners assessed sustainability efforts using the Program Sustainability Assessment Tool (PSAT) assessment. Embrace's sustainability framework, the Program Sustainability Assessment Tool (PSAT), is a validated assessment tool in which programs take a 15-minute survey. From these results, programs can see where they may improve and what is working well. These results can be seen below.

Results: The Embrace team members from the DHHS OHE and the University of Utah Wellness Bus took the PSAT assessment by November 5, 2021, to decide what areas were successful, which areas need improvement, and which areas may not be feasible for the future to maintain sustainability. The results were analyzed in November and December 2021. In December, community health workers with Embrace also took the PSAT assessment, and shared their views of the project study.



Inventory of the project


In November and December 2021, the Utah DHHS OHE conducted an inventory which was reviewed by the Wellness Bus and the University of Utah public health and health care researchers. The project inventory was completed to determine the crucial elements of the project study, as well as to recognize the importance and acknowledge the work of each element of the study.

Results: On December 1, 2021, the Embrace team reviewed and finalized the inventory of the project study. This inventory included 23 ongoing activities of the study, and provided a starting point to assess which could be sustained, adapted, or discontinued for the future of the study. The following is a sample of the inventory completed in December 2021:

There were many different working parts of Embrace. Each component and partner of the project study was vital to the performance and was foundational to the success of the study. Embrace was composed of different team members who had specialized skills and were responsible for different tasks within the study. The following were some of the partners and components of the project study.

The Wellness Bus: The Wellness Bus (TWB) team members provided free biometric health screening and health coaching to all people. TWB served key neighborhoods where chronic disease is prevalent and health disparities affect community members. For Embrace, TWB offered biometric screenings every three months, provided two individual health coaching sessions, and participated in two group health coaching sessions hosted by the Office of Health Equity and a community facilitator.

Community-based organizations: The five community-based organizations (CBOs) were crucial members of the study and the communities they serve. The CBOs were connected with community members, offered support, resource assistance, and solidified community relationships through their reach. Also, the CBOs



employed the community health workers (CHWs) who were key implementers of the study. The contracted CBOs included National Tongan American Society, Utah Pacific Islander Health Coalition, Project Success Coalition, Comunidad Materna en Utah, and Utah Muslim Civic League. CHWs were the heart of Embrace. The CHWs played a vital role in recruitment of women from their communities and retained community members within the study. CHWs were in constant contact with the women in the study. They sent text messages, called, and conducted surveys. The CHWs also scheduled biometric screenings and health coaching sessions.

Individual health coaching sessions: The individual health coaching sessions were offered to all women in the study. Each participant completed two sessions. The first session was 60 minutes in length and the second was 30 minutes. The individual health coaching sessions were provided by the Wellness Bus registered dietitians in Spanish and English.

Group health coaching sessions: The group health coaching sessions were culturally tailored for Native Hawaiian and Pacific Islander culture, traditions, and heritage. These sessions were created with a cultural advisor and were led by a community facilitator. These sessions were only available to women who are Native Hawaiian and Pacific Islander and those who were randomized into the case/intervention (or Ocean) group. Each woman in the case/intervention group received two group health coaching sessions that were each 90 minutes in length.

Support groups for Native Hawaiian and Pacific Islander women: The Office of Health Equity and Child and Family Empowerment Services created support groups for study participants who are Native Hawaiian and Pacific Islander. These support groups would not have been possible without funding from the Utah Pacific Islander Health Coalition partnering with Child and Family Empowerment Services. Further, these support groups were implemented because a portion of women in this community screened high for depression and/or anxiety, but had challenges finding services that were affordable and culturally and linguistically appropriate. Support groups were deemed necessary to provide further mental health support to study participants who chose to attend.



Established sustainability, current picture, and pending items


In December 2021, Embrace team members accounted for sustainable project elements built into the design of the study, and determined which components are sustainable and will continue once the project study is completed. Team members also clarified a current picture of the project study and outlined known pending items that need to be completed or accounted for in the future.

The Embrace Project Study also partnered with Child and Family Empowerment Services to create and implement support groups for women who are Native Hawaiian and Pacific Islander. The support groups began in September 2021 through the remainder of the project study. The support groups were a pathway into Child and Family Empowerment Services' Kaimana Program, a mental health initiative focused on Native Hawaiian and Pacific Islanders in Utah.

Results: On December 15, 2021, Embrace team members outlined the established sustainability, current picture, and pending items of the study. The final document informed Embrace team members on what is being done, what can be done, and helped guide decision-making for the future criteria that will develop and determine the action items of the sustainability implementation.

Embrace accounted for the following activities to promote sustainability in its original study design:

- Create a curriculum for the Wellness Bus to use women from minority groups, including a Spanish curriculum and a curriculum specific to women who are Native Hawaiian and Pacific Islander
- Provide training and education on self-care and mental health to the Wellness Bus registered dietitians
- Evaluate and determine the capacity of each community-based organization involved in the project study and their community health workers

- 
- Provide the Wellness Bus with an evolved health coaching curriculum
 - Create a pathway for community members to learn about and join support groups
 - Share guidance with community-based organizations on caseload amount and amount of time to be directed toward their caseload


Outside factors impacting Embrace

Many outside factors impact project studies, whether it be lack of support, inability to retain participants, or difficulties in accessing technology. The Embrace Project Study faced multiple outside factors which challenged the study and has persevered through these challenges to successfully recruit and retain participants in the project study. The study has multiple areas of support, and has access to technology. There are some factors outside of the control of the team members and the participants; however, these factors continue to be endured.

During January 2022, the Embrace team assessed the outside factors impacting the study. Conversation guides were planned and used during this meeting to discuss various aspects of factors impacting the study. Below are a few examples of what was discussed:

Results: On January 5, 2022, Embrace team members met to discuss the outside factors which impacted Embrace. The outside factors Guide provided guidance and a scope for all elements which impacted the study, and helped gain an understanding for future activities. These are some examples of outside factors:

Throughout Embrace, multiple outside factors affected the study and the participants. Funding for the project impacted the timeline of the study by establishing cohort one and cohort two timelines and dates for their enrollment, biometric screenings, individual health coaching sessions, and group health coaching sessions and surveys. Funding also impacted how much each organization is able to do, how many people each organization is



able to recruit into the study, and the number of community health workers per organization. For the community health workers, funding also impacted how many people each of them could take on per caseload. It was determined that five to seven people per community health worker was the most manageable number without being overwhelming.

The Wellness Bus availability also impacted Embrace. The Wellness Bus has a set schedule, with specific locations and times each week, including a study expansion on Fridays to Utah and Weber counties. The Wellness Bus created the schedule for the individual health coaching sessions when the registered dietitians were available at the bus. Therefore, the schedule frequently changes month to month, depending on their availability.

The COVID-19 pandemic is another large environmental impact that continues to affect the project study. The increase in COVID-19's Delta and Omicron variants has impacted the communities that are of focus in this study, in particular the Native Hawaiian and Pacific Islander and the Black and African American communities. Members of both communities have become ill with COVID-19, or have lost community members to the virus. Thus, study participation has been difficult for community members who are quarantined, isolated, sick, or who suffered the loss of family members and loved ones during the course of the project study. This difficulty is of particular importance to note with the future sustainability, with COVID-19 as a large impact on any future efforts to sustain the project.

Step 2: Criteria and Step 3: Prioritization³


Setting the criteria, summary and review of results, and continuation of efforts

From January to March 2022, Embrace team members selected and created criteria with consideration of the eight domains of the PSAT tailored for the sustainability goals and activities of Embrace. Team members considered the outside factors that have impacted the project study, as well as any gaps missed during the PSAT assessment. They also determined thresholds on criteria decision making. This measurement included efforts such as determination of the number of partnerships created, expansion of environmental support internally and externally, the results of the evaluation of the study, evaluation of organizational capacity, what steps will be taken to adapt the program, how results will be communicated, and how to plan for the future.

Results: The Embrace team members met to discuss the criteria for the sustainability plan and action items. Criteria was developed by asking questions based on the 8 domains of the PSAT. Each domain was given specific considerations in development of each question. The following is a comprehensive list of the project study criteria following the PSAT framework:

Environmental support is vital to the success of a project, as it will be deterred if there is no support from all around, including from internal and external project staff, community members, those affected by the project study, and contributors to the project study.

- PSAT environmental support: a supportive internal and external climate for your program.
- Embrace criteria example: establish an environment of support within and outside of the project study.
- Criteria:
 - Who are the decision makers for this activity? List
 - Do the decision makers support this activity? Yes/no


- 
- PSAT funding stability: establish a consistent financial base for your program
 - Embrace criteria example: create and establish relationships with current and potential funders
 - Criteria:
 - How much financial support does this activity require? List
 - Is there financial support for this activity? Yes/no

The PSAT reiterates the importance of partnerships and their role in sustainability, as partners can be connected to resources and expertise, provide services, and are excellent advocates.

- PSAT partnerships: cultivate connections between your program and its collaborators.
- Embrace criteria example: maintain, create, and expand on relationships with community members, organizations, and any future person interested in the project study
- Criteria:
 - Does this activity further or expand partnerships made through the study?
 - What partnerships are needed for this activity? List
 - Are those partnerships in place to support this?

One tenet of the PSAT is to improve and build the internal capacity of an organization, and it is emphasized through this step.

- PSAT organizational capacity: possess the internal support and resources needed to effectively manage your program
- Embrace criteria example: build internal capacity and support to be available to community members and gain understanding of the lived experiences of community members
- Criteria:
 - How many staff are needed to sustain this activity?
 - Do we have those staff available for this activity?

- 
- What resources are needed to sustain this activity?
 - Are those resources available for this activity?
 - What training is needed to sustain this activity?
 - Is that training available?


Program evaluation is key in any program, since this step assesses the impact and success of the project study on the communities involved.

- PSAT program evaluation: assess your program to inform planning and document results
- Embrace criteria example: assess and revise the project study to determine what has happened, and what can be done better in the future
- Criteria:
 - What did the evaluation show about this activity?
 - Is this activity effective?

Program adaption is the process of revising a project to fit the needs as they come up during the study. This process involves sustaining the parts that are working and leave behind what has not been successful.

- PSAT program adaption: take actions to adapt your program to ensure ongoing effectiveness
- Embrace criteria example: revise and focus the program to ensure what is effective can remain effective
- Criteria:
 - Does this activity need to be adapted to be sustained? Yes/no
 - Can/should we adapt?

Communication for external members is vital for the success and authenticity of the project study. The PSAT describes this as the more people who know about your program and mission, the more likely that individuals are to support your efforts to continue the project.

- 
- PSAT communications: strategic communication with collaborators and the public about your program
 - Embrace criteria example: strategic and efficient communication with internal and external project members, community members and organizations, and people who are interested in the project study
 - Criteria:
 - How could this activity contribute to communications and promotion?
 - Will this activity contribute to communications and promotion?

The PSAT looks to strategic planning as the combination of all sustainability domains into an outcome-oriented plan that ensures the program is well aligned with the larger external and organizational environment.

- PSAT strategic planning: use processes that guide your program's directions, goals, and strategies.
- Embrace criteria example: the culmination of all of the project study's work, actions, goals, and strategies into sustainability
- Criteria:
 - Does this activity contribute to long-term goals?
 - Does this activity contribute to organizational mission?



Step 4: Sustainable strategies

Sustain and evolve strategies

Embrace team members held multiple meetings regarding the sustainability of the project. In these meetings, team members discussed which efforts to continue. Whether activities are: (1) sustained; (2) adapted to best fit after the study is completed; or (3) whether activities should be discontinued.

During this process, each activity listed in the inventory of the project was considered for one of the following categories: sustain, adapt, or discontinue. Each activity's determination was used by a guide developed for the decision-making process. Each activity was discussed in depth, with plans for future continuation decided.

Results: The Embrace Team met to discuss the Prioritize, Strategy, Action, and Evaluation sheet. The team also made decisions on the next action steps to take for sustainability of the project. The Prioritize, Strategy, Action, and Evaluation sheet is the culmination of all the previous steps with (1) the starting point of the PSAT; (2) the complete inventory of the project; (3) established sustainability, current picture, and pending items; (4) outside factors impacting Embrace; (5) the criteria and summary and review of the results; and (6) how the continuation of efforts will play out. Based on these decisions and discussions, the sustainability plan was revised from June 2022 through September 2022 to match with action items and plans for the future of the study.



Step 5: Action and evaluation

Next steps with partners

Embrace team members decided on the next action steps with all partners and how to engage in these activities. These next steps are found below in the work plans.

Results: By September 2022 the work plan was shared with partners and once finalized will be distributed.

Revision of the plan

During September 2022, the sustainability plan was revised to plan out the implementation of the sustainability work plan, activities, responsibilities, partners, and roles within the Embrace team.

Results: This sustainability work plan was created and revised for the implementation of sustainability following completion of the study.

Work plan A

Not dependent on additional funding

1. Sustain

Lead organization(s): The Wellness Bus (TWB)

Activity 1.1	Services will continue in Salt Lake County 4 days a week including biometric screenings, individual health coaching sessions (IHCS), Connect2Health, REDCap, virtual protocol, referrals, etc.
Activity 1.2	Services will continue in Utah County twice a month.
Activity 1.3	Services to Weber County are being assessed; however, capacity for services to continue twice a month will be maintained pending location decisions.

Lead organization(s): DHHS Office of Health Equity (OHE)

Activity 1.4	Hold monthly meetings with the Embrace research team to continue implementation of the sustainability plan until approximately June 2023.
Activity 1.5	Submit at least one (1) manuscript for publication in a peer-reviewed journal as capacity allows.
Activity 1.6	Promote the results of the project study at local and national levels as capacity allows.

2. Adapt

Lead organization(s): The Wellness Bus (TWB)

Activity 2.1	Retain registered dietitian to facilitate collaboration with University of Utah Center for Community Nutrition (UUCCN) for TWB clientele.
Activity 2.2	Incorporate Embrace curricula (1) for racial and ethnic women of childbearing age and (2) for Native Hawaiian and Pacific Islander women of childbearing age into TWB evidence-based resource library. Registered dietitians will use portions of the curricula in ongoing health coaching and nutrition counseling, based on their professional expertise, to meet client needs.
Activity 2.3	As possible within TWB workflow, opt-in self-care text messages may be integrated into REDCap follow-up processes using Twilio.
Activity 2.4	As possible and appropriate with TWB REDCap, implement DHHS OHE electronic database (REDCap) functions and processes.
Activity 2.5	Explore processes for referral to women's health care services clinics.
Activity 2.6	Form a community engagement board with community-based organizations and community health workers to continue collaboration with TWB.

Work plan A (continued)

Not dependent on additional funding

Lead organization(s): Utah Pacific Islander Health Coalition (UPIHC), National Tongan American Society (NTAS), Project Success Coalition (PSC), Utah Muslim Civic League (UMCL), and Comunidad Materna en Utah (CMU)

Activity 2.7	Continue to mobilize community members to access TWB services.
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Lead organization(s): DHHS Office of Health Equity (OHE), Utah Pacific Islander Health Coalition (UPIHC), National Tongan American Society (NTAS), Project Success Coalition (PSC), Utah Muslim Civic League (UMCL), Comunidad Materna en Utah (CMU), and the Wellness Bus (TWB)

Activity 2.8	Meet once per quarter to continue collaboration efforts.
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Lead organization(s): Utah Pacific Islander Health Coalition (UPIHC) and the Wellness Bus (TWB)

Activity 2.9	Implement the Embrace group health coaching session (GHCS) curriculum for the larger Native Hawaiian and Pacific Islander (NHPI) community.
Activity 2.10	Explore collaborations for added support from TWB for community members.

Lead organization(s): Utah Pacific Islander Health Coalition (UPIHC), Child and Family Empowerment Services (CFES), and the Wellness Bus (TWB)

Activity 2.11	Continue the implementation of NHPI support groups, now called the Embrace support groups, which will be open to all community members.
Activity 2.12	Explore collaborations for added support from TWB for community members.

3. Discontinue

Activity 3.1	Study development activities such as creation of the evaluation, materials translations, and how to build support tools, etc.
Activity 3.2	Study recruitment, enrollment, and retention activities.
Activity 3.3	CLAS standards assessments for TWB.
Activity 3.4	External access to TWB calendars and community health workers (CHWs) from community-based organizations (CBOs) scheduling study participants.
Activity 3.5	Contracts with community-based organizations to increase project outreach.

Work plan B

Activities in addition to Work plan A if additional funding secured

Focus Area 1: Adapt the NHPI research study into a more sustainable community-based intervention to address health disparities.

Lead organization(s): DHHS Office of Health Equity (OHE) and the Wellness Bus (TWB)

Activity	Formal partnership between OHE and TWB for intervention development and implementation.
Activity	Based on study results and findings, complete revisions and incorporate updates for the individual health coaching sessions (general and NHPI).
Activity	Adapt and formalize registered dietitian training on Embrace curricula including self-care and NHPI-specific materials.
Activity	TWB to provide services for intervention implementation.

Lead organization(s): DHHS Office of Health Equity (OHE) and NHPI CBO(s)

Activity	Formal partnership between OHE and NHPI CBO(s) for intervention development and implementation.
Activity	Update the Embrace group health coaching session curriculum and training.
Activity	NHPI CBO(s) to recruit and retain program participants.
Activity	NHPI CBO(s) to implement group health coaching sessions.

Focus Area 2: Adapt the NHPI research study into a sustainable community-based intervention to address health disparities tailored to new communities.

Lead organization(s): DHHS Office of Health Equity (OHE) and the Wellness Bus (TWB)

Activity	Formal partnership between OHE and TWB for intervention development and implementation.
Activity	Adapt the individual health coaching sessions for new communities.
Activity	TWB to provide services for intervention implementation.

Lead organization(s): DHHS Office of Health Equity (OHE) and CBO(s)

Activity	Formal partnership between OHE and CBO(s) for intervention development and implementation.
Activity	Adapt the Embrace group health coaching session curriculum and training for new communities.
Activity	CBO(s) to recruit and retain program participants.
Activity	CBO(s) to implement group health coaching sessions.

Work plan B (continued)

Activities in addition to Work plan A if additional funding secured

Focus Area 3: Advance health equity practice in Utah through building and adapting accessible tools to expand knowledge and strength skills.

Lead organization(s): DHHS Office of Health Equity (OHE)

Activity	Update detailed health disparities profiles with most recent and available data.
Activity	Update and publish Embrace materials and tools on an online platform for wider use and adoption including self care sections of the Embrace curricula, the social determinants of health (SDOH) screening and referral, and evaluation tools.
Activity	Create a guide on practices to effectively engage cultural advisors.
Activity	Continue to submit the project study results for publication in peer-reviewed journals as capacity allows.
Activity	Continue to promote the results of the project study at local and national levels as capacity allows through dissemination of findings through manuscripts, social media, and other forms of output.
Activity	Submit application for Best Practice with the Association for Maternal and Child Health Program (AMCHP).



Appendices

The appendices include templates of all tools created throughout the sustainability plan.

Appendix A: Setting the criteria

Appendix B: Inventory of The Embrace Project Study

Appendix C: Established sustainability, current picture, and pending items

Appendix D: Outside factors impacting Embrace conversation guide

Appendix E: Prioritize, strategy, action, and evaluation tracking sheet template



Appendix A

Setting the criteria

Following the Situational Awareness step, team members select and create criteria with consideration of the eight domains of the PSAT tailored for the sustainability goals and activities of the project. During the creation of criteria, outside factors impacting the project study will be considered, as well as evaluating the PSAT for any gaps that may have been missed during the assessment.

In addition, team members will determine thresholds on criteria decision making. This measurement will include efforts such as determination of the number of partnerships created, expansion of environmental support internally and externally, the results of the evaluation of the study, if funding is secured, evaluation of organizational capacity, what steps will be taken to adapt the program, how results will be communicated, and planning for the future.

The PSAT has an established set of criteria, including definitions, resources, and action steps. The creation of criteria for the project will be similar, and will be decided on in [date].

The following are examples of possible project study criteria following the PSAT framework:

Environmental support is vital to the success of a project, as it will be deterred if there is no support from all around including from internal and external project staff, community members, those affected by the project study, and contributors to the project study.

- PSAT environmental support: a supportive internal and external climate for your program.
- Embrace criteria example: establish an environment of support within and outside of the project study.
- Criteria:
 - Who are the decision makers for this activity? List
 - Do the decision makers support this activity? Yes/no

Appendix A (continued)

The PSAT reiterates the importance of partnerships and their role in sustainability, as partners can be connected to resources and expertise, provide services, and are excellent advocates.

- PSAT partnerships: cultivate connections between your program and its collaborators.
- Embrace criteria example: maintain, create, and expand on relationships with community members, organizations, and any future person interested in the project study
- Criteria:
 - Does this activity further or expand partnerships made through the study?
 - What partnerships are needed for this activity? List
 - Are those partnerships in place to support this?

One tenet of the PSAT is to improve and build the internal capacity of an organization, and it is emphasized through this step.

- PSAT organizational capacity: posses the internal support and resources needed to effectively manage your program
- Embrace criteria example: build internal capacity and support to be available to community members and gain understanding of the lived experiences of community members
- Criteria:
 - How many staff are needed to sustain this activity?
 - Do we have those staff available for this activity?
 - What resources are needed to sustain this activity?
 - Are those resources available for this activity?
 - What training is needed to sustain this activity?
 - Is that training available?

Program evaluation is key in any program, as this step assesses the impact and success of the project study on the communities involved.

- PSAT program evaluation: assess your program to inform planning and document results
- Embrace criteria example: assess and revise the project study to determine what has happened, and what can be done better in the future

Appendix A (continued)

- Criteria:
 - What did the evaluation show about this activity?
 - Is this activity effective?

Program adaption is the process of revising a project to fit the needs as they come up during the study. This process is about sustaining the parts that are working and leaving behind what has not been successful.

- PSAT program adaption: take actions that adapt your program to ensure its ongoing effectiveness
- Embrace criteria example: revise and focus the program to ensure what is effective can remain effective
- Criteria:
 - Does this activity need to be adapted to be sustained? Yes/no
 - Can/should we adapt?

Communication for external members is vital for the success and authenticity of the project study. The PSAT describes this as the more people who know about your program and mission, the more likely that individuals are to support your efforts to continue the project.

- PSAT communications: strategic communication with collaborators and the public about your program
- Embrace criteria example: strategic and efficient communication with internal and external project members, community members and organizations, and people who are interested in the project study
- Criteria:
 - How could this activity contribute to communications and promotion?
 - Will this activity contribute to communications and promotion?

The PSAT looks to strategic planning as the combination of all sustainability domains into an outcome-oriented plan that ensures that the program is well aligned with the larger external and organizational environment.

- PSAT strategic planning: use processes that guide your program's directions, goals, and strategies.
- Embrace criteria example: the culmination of all of the project study's



Appendix A (continued)

work, actions, goals, and strategies into sustainability

- Criteria:
 - Does this activity contribute to long-term goals?
 - Does this activity contribute to organizational mission?



Appendix B

Inventory of The Embrace Project Study

The Wellness Bus (personnel)

Original activities

Embrace-specific activities

DHHS (personnel)

Funding source

DHHS REDCap and google shared drives

Study elements

NHPI curriculum

CHW capacity building and support

Mental health activities

Community-based organizations and community health workers

Advisory input (principal investigators and embrace team): (personnel)

Evaluation

Sustainability

Dissemination



Appendix C

Established sustainability, current picture, and pending items

Established sustainability

1. Partnerships
2. Five (5) curriculums
3. Training for the Wellness Bus (TWB) registered dietitians
4. Training, support, technical assistance for community health workers and community-based organizations
5. Awareness of TWB in communities
6. Evaluation
7. Support groups

Current picture

- Examples: Cohort 1
 - Six-month screening complete
- Examples: Cohort 2
 - First individual health coaching session
 - Ocean group health coaching session
 - Three-month biometric screening

Pending items for sustainability (examples)

- Cohort 1: finish up 6-month and 9-month screenings
- Cohort 2: finish enrollment, and all activities following baseline
- Data analysis of cohort 1 and cohort 2



Appendix D

Outside factors impacting Embrace conversation guide

Introduction

Many outside factors impact project studies. The Embrace Project Study faced multiple outside factors which challenged the study, and managed to persevere through these challenges to successfully recruit and retain participants in the project study. This study has multiple arenas of support, and has access to technology. There are some factors that were outside of the control of the team members and the participants; however, these factors continue to be endured, and will be shared below.

Questions for discussion

- What outside factors have impacted or will impact Embrace from your perspective?
- What are the outside factors impact on Embrace?

List of outside factors impacting Embrace: (see next page for table)

Appendix D (continued)

Outside factors	Impacts on program
Funding availability	
COVID-19	
TWB operations	
Weather conditions	
Contracts	
Cultural practices	
Community trust and relationships	
Expense of participating (economic situation and inflation)	
Community representation	
Culture of organizations	
Mental health awareness/social media	

Appendix D (continued)

Outside factors impacting Embrace conversation guide

Questions for discussion:

How can we create and adapt strategies so the project can be sustained within the current environment?

Outside factors	Impacts on program
Funding availability	
COVID-19	
TWB operations	
Weather conditions	
Contracts	
Cultural practices	
Community trust and relationships	
Expense of participating (economic situation and inflation)	
Community representation	
Culture of organizations	
Mental health awareness/social media	
Global/community events	

Appendix E

Prioritize, strategy, action, & evaluation tracking sheet template

Sustainability Report

GROUP

The Embrace Project Study

Submitted by: bnaes@utah.gov
Date: November 15, 2021

Many factors can affect sustainability, such as financial and political climates, organizational characteristics, and elements of evaluation and communication. The **Program Sustainability Assessment Tool (PSAT)** allows stakeholders to rate their programs on the extent to which they have processes and structures in place that will increase the likelihood of sustainability. Assessment results can then be used to identify next steps in building program capacity for sustainability in order to position efforts for long term success.

Interpreting the Results

The table presents the average rating for each sustainability domain based on the responses provided by 7 participants. The remainder of the document presents the average ratings for indicators within each domain. There is no minimum rating that guarantees the sustainability of a program. However, lower ratings do indicate opportunities for improvement that a program may want to focus on when developing a plan for sustainability.

Next Steps

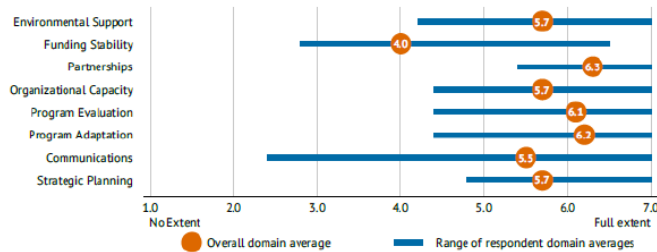
- These results can be used to guide sustainability planning for your program.
- Areas with lower ratings indicate that there is room for improvement.
- Address domains that are most modifiable, quicker to change, and have data available to support the needed changes.
- Develop strategies to tackle the domains that may be more difficult to modify.
- Make plans to assess your program's sustainability on an ongoing basis to monitor program changes as you strive for an ongoing impact.

Here is your sustainability score: **5.6**

Domain	Domain Score
Environmental Support	5.7
Funding Stability	4.0
Partnerships	6.3
Organizational Capacity	5.7
Program Evaluation	6.1
Program Adaptation	6.2
Communications	5.5
Strategic Planning	5.7

1 = program has this to no extent
7 = program has this to the full extent
NA = not able to answer

Average Sustainability Capacity By Domain



For more information about the Program Sustainability Assessment Tool and sustainability planning, visit <https://sustaintool.org/>

SUSTAINABILITY REPORT (GROUP): The Embrace Project Study

November 15, 2021

Environmental Support

- Champions exist who strongly support the program. 5.9
- The program has strong champions with the ability to garner resources. 5.4
- The program has leadership support from within the larger organization. 6.2
- The program has leadership support from outside of the organization. 5.4
- The program has strong public support. 5.5

Partnerships

- Diverse community organizations are invested in the success of the program. 6.3
- Community leaders are involved with the program. 6.3
- Community members are passionately committed to the program. 6.3
- The program communicates with community leaders. 6.6
- The community is engaged in the development of program goals. 5.9

Program Evaluation

- The program has the capacity for quality program evaluation. 6.4
- The program reports short term and intermediate outcomes. 6.6
- Evaluation results inform program planning and implementation. 6.0
- Program evaluation results are used to demonstrate successes to funders and other key stakeholders. 6.2
- The program provides strong evidence to the public that the program works. 5.2

Communications

- The program has communication strategies to secure and maintain public support. 5.0
- Program staff communicate the need for the program to the public. 5.5
- The program is marketed in a way that generates interest. 5.0
- The program increases community awareness of the issue. 6.0
- The program demonstrates its value to the public. 5.8

Funding Stability

- The program exists in a supportive state economic climate. 4.2
- The program implements policies to help ensure sustained funding. 4.0
- The program is funded through a variety of sources. 3.5
- The program has a combination of stable and flexible funding. 4.6
- The program has sustained funding. 3.8

Organizational Capacity

- The program is well integrated into the operations of the organization. 5.7
- Organizational systems are in place to support the various program needs. 5.5
- Leadership effectively articulates the vision of the program to external partners. 6.0
- Leadership efficiently manages staff and other resources. 6.2
- The program has adequate staff to complete the program's goals. 5.3

Program Adaptation

- The program periodically reviews the evidence base. 5.7
- The program adapts strategies as needed. 6.6
- The program adapts to new science. 6.2
- The program proactively adapts to changes in the environment. 6.4
- The program makes decisions about which components are ineffective and should not continue. 6.0

Strategic Planning

- The program plans for future resource needs. 5.3
- The program has a long-term financial plan. 4.4
- The program has a sustainability plan. 6.1
- The program's goals are understood by all stakeholders. 6.4
- The program clearly outlines roles and responsibilities for all stakeholders. 6.4

Results based on responses to the Program Sustainability Assessment Tool, ©2012, Washington University in St. Louis.
For more information about the Program Sustainability Assessment Tool and sustainability planning, visit <https://sustaintool.org/>

Appendix E (continued)

Prioritize, strategy, action, and evaluation tracking sheet template

Guide to decision making

PSAT domain	Question	Follow-up question	Guide to decision making
Environmental Support	Who will be in charge of sustaining this activity? _____ (fill in)	If BLANK, ask: Are we willing to/can we find someone?	If have someone or willing to find someone CHOOSE Sustain or Adapt If no one or unwilling/cannot find someone CHOOSE Discontinue
	Do they have organizational support (buy-in/approval) to sustain this activity? Yes No Other (please explain): _____	If No, ask: Are willing to/can we build organizational support? If Other: Discuss	If yes or willing to build organizational support, CHOOSE Sustain or Adapt If no and unwilling to/cannot build organizational support, CHOOSE Discontinue
	In general, does the current environmental, political, and social climates support this activity? Yes No Other (please explain): _____	If No, ask: Does this lack of support create a substantial barrier for sustainability that cannot be overcome? If Other: Discuss	If yes or unaffected, CHOOSE Sustain or Adapt If no and presents a substantial barrier, CHOOSE Discontinue
Funding Stability	How much financial support will it take to sustain this activity? \$ _____ (fill in)	N/A	N/A
	Is this financial support currently available to sustain this activity? Yes No Other (please explain): _____	If No, ask: Are we willing to/can we find financial support? If Other: Discuss	If yes or willing to find financial support, CHOOSE Sustain or Adapt If no and unwilling to/cannot find financial support, CHOOSE Discontinue
	What type of funding is available to sustain activity? _____ (fill in) How many years of funding do we have to sustain this activity? Less than 1 year 1 year 2 years 3 years 4 or more years	N/A If less than 1 year, ask: Are we willing to/can we find more stable financial support?	N/A If 1 year or more, CHOOSE Sustain or Adapt If less than 1 year or after funding runs out, CHOOSE Discontinue If other: discuss
Partnerships	What partnerships are needed to sustain this activity? _____ (List)	N/A	N/A
	Are these partnerships in place to sustain this activity? Yes No Other (please explain): _____	If No, ask: Are we willing to/can we build these partnerships? If Other: Discuss	If yes or willing to build partnerships, CHOOSE Sustain or Adapt If no and unwilling to/cannot build partnerships, CHOOSE Discontinue If other: discuss
	How many staff are needed to sustain this activity? _____ (fill in)	N/A	N/A
	Do we have those staff available to sustain this activity? Yes No Other (please explain): _____	If No, ask: Are we willing to/can we find staff? If Other: Discuss	If yes or willing to find, CHOOSE Sustain or Adapt If no and unwilling to/cannot find, CHOOSE Discontinue If other: discuss

Appendix E (continued)

Prioritize, strategy, action, and evaluation tracking sheet template

Organizational Capacity	What resources are needed to sustain this activity? _____ (List)	N/A	N/A
	Are those resources available to sustain this activity? Yes No Other (please explain): _____	If No, ask: Are we willing to/can we find resources? If Other: Discuss	If yes or willing to find, CHOOSE Sustain or Adapt If no and unwilling to/cannot find, CHOOSE Discontinue If other: discuss
	What training is needed to sustain this activity? _____ (List)	N/A	N/A
	Is that training available to sustain this activity? Yes No Other (please explain): _____	If No, ask: Are we willing to find/do/make training available? If Other: Discuss	If yes or willing to find/do, CHOOSE Sustain or Adapt If no and unwilling to/cannot find/do, CHOOSE Discontinue If other: discuss
Evaluation	Does the evaluation show this activity is working? Yes No Other (please explain): _____	If No, Ask: Does this activity need further evaluation? Are we willing to/can we further evaluate this activity? If Other: Discuss	If yes or needs further evaluation, CHOOSE Sustain or Adapt If no or unwilling to further evaluate, CHOOSE Discontinue If other: discuss
Program Adaption	Could this activity be adapted to be sustained? Yes No Other (please explain): _____	N/A	Sustain: N/A If yes, CHOOSE Adapt If no, CHOOSE Discontinue If other: discuss
Communication	Could this activity contribute to communications and promotion? Yes No Other (please explain): _____	If No, Ask: Is it important for this activity to contribute to communications and promotion? If Other: Discuss	If yes or unimportant, CHOOSE Sustain or Adapt If no and priority, CHOOSE Discontinue If other: discuss
Strategic Planning	What are the long-term goals and outcomes for this activity? _____ (List)	If none, ASK: Are we willing to make long-term goals and outcomes for this activity?	If have or willing to make, CHOOSE Sustain or Adapt If none and unwilling to make, CHOOSE Discontinue

Appendix E (continued)

Prioritize, strategy, action, and evaluation tracking sheet template

Activity:

Question	Answer	Follow-up question	Answer	Sustain, Adapt or Discontinue	Action needed
Who will be in charge of sustaining this activity?		Are we willing to/can we find someone?			
Do they have organizational support (buy in/approval) to sustain this activity?		Are we willing to/can we build organizational support?			
In general, does the current environmental, political, and social climates support this activity?		Does this lack of support create a substantial barrier for sustainability that cannot be overcome?			
How much financial support will it take to sustain this activity?		N/A	N/A		
Is this financial support currently available to sustain this activity?		Are we willing to/can we find financial support?			
What type of funding is available to sustain activity?		N/A	N/A		
How many years of funding do we have to sustain this activity?		Are we willing to/can we find more stable financial support?			
What partnerships are needed to sustain this activity?		N/A	N/A		
Are these partnerships in place to sustain this activity?		Are we willing to/can we build these partnerships?			
How many staff are needed to sustain this activity?		N/A	N/A		
Do we have those staff available to sustain this activity?		Are we willing to/can we find staff?			
What resources are needed to sustain this activity?		N/A	N/A		
Are those resources available to sustain this activity?		Are we willing to/can we find resources?			
What training is needed to sustain this activity?		N/A			
Is that training available to sustain this activity?		Are we willing to find/do/make training available?			
Does the evaluation show this activity is working?		Does this activity need further evaluation? Are we willing to/can we further evaluate this activity?			
Could this activity contribute to communications and promotion?		Is it important for this activity to contribute to communications and promotion?			
Could this activity be adapted to be sustained?		N/A	N/A		
What are the long term goals and outcomes for this activity?		Are we willing to make long term goals and outcomes for this activity?			

Final decision

	Action items	Person(s) responsible	Deadline	Next check-in
1				
2				
3				
4				
5				
6				

Permanent activities/tools: will move forward without support	
Potential activities to sustain: need to assess for sustainability	
Unsustainable activities: will not be sustained	

General	To-do item	Person	Deadline		
Potential activities to sustain	Final decision made	Action items year 3	Action items	Person	Deadline