



APPENDIX F

GUIDELINE FOR SUSTAINABILITY ASSESSMENT AND PLANNING WORKSHEETS

The assessment and planning worksheets provide tools that you can use to plan for sustaining improved outcomes.

ASSESSMENT WORKSHEET OBJECTIVE

Use this worksheet to determine which factors are currently supporting the sustainability of your improved outcomes, important to sustainability, and that you have the ability to strengthen.

PLANNING WORKSHEET OBJECTIVE

Use this worksheet to determine what sustainability factors you are going to work on and what sustainability activities you are going to do.

DIRECTIONS

- STEP ONE** Write down exactly what improved outcomes you are trying to sustain.
- STEP TWO** Refer to *Sustainability: How the Factors Work* or *Sustainability Factors: Definitions* when completing the worksheets. Both of these sheets provide descriptions of the sustainability factors.
- STEP THREE** Starting with the *Assessment of Sustainability Factors Worksheet*, go through each factor and place a checkmark in the column that best reflects how much of a *current impact* you believe that factor is having on the sustainability of your improved outcomes.
- The first column (–) indicates a factor that you consider to have a weak impact on sustainability. An example would be leadership knowing very little about the improved outcomes that had recently taken place.
 - The second column (0) indicates a factor that you consider neutral in regards to its impact on sustainability. An example would be leadership expressing support for the improved outcomes that had recently taken place but rarely discussing those improvements in meetings or supported future work.
 - The third column (+) indicates a factor that you consider strong in regards to its impact on sustainability. An example would be if leadership was continuing to attend meeting in which the improved outcomes are discussed and offered resources to assist with continuation of those improvements.
 - The fourth column (N/A) indicates a factor that is not relevant to your sustainability. An example would be the factor *Community Fit* when the improvements were just taking place within an organization.



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STEP FOUR Use the *Comments* column to make notes that you can refer to when returning to this worksheet. The notes may have to do with the factor's current level of support, its importance, or your ability to influence.

STEP FIVE Continuing with the *Assessment Worksheet*, score each factor as to its *importance* and your ability to influence it.

- **Importance** – score how important you believe that factor is to sustaining your improved outcomes. The range of importance goes from 1 for having no importance at all to 5 for being very important. An example of something that might score low in importance would be *Government Policy* if you were simply trying to increase referrals from one department in a health center to another department within that center. An example of when *Government Policy* might score high would be if you were trying to get providers to conduct more health screenings and you knew there it would happen more often if there was increased government reimbursement for that activity.
- **Ability** – score how much you believe you can improve that factor's impact on sustainability. The range for ability goes from 1 for not being able to improve it to 5 for being very able to improve its impact on sustainability. An example of something that might score low would be *Spread* if you did not have much access to other organizations or communities. An example of something that might score high would be *Staff* if you had direct access to staff and knew that providing them more feedback would increase their interest in the improvements that had been made.

STEP SIX Write the name of those sustainability factors that scored high in both importance and ability on the *Assessment Worksheet* in the blank spaces in the *Sustainability Planning Worksheet*. Scores of 4 and 5 should be considered high. It may be most effective to initially limit the number of factors you transfer to the planning sheet to three or four. However, it is possible that more than three or four factors will have high scores. If that happens, you will need to decide if you want to first prioritize some factors over others or decide to focus on more than three or four from the start.



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STEP SEVEN Complete each row on the *Sustainability Planning Worksheet* for those factors that you have written in.

- **Sustainability Activities** – list activities that you believe will increase the likelihood that the factor will have a positive impact on sustainability. It will be helpful to refer to *Sustainability: How the Factors Work* when listing and planning for these activities. Examples of sustainability activities are included on that sheet.

Consider how activities related to one factor can help strengthen another factor. For example, you might use *Monitoring and Feedback* to strengthen *Perceived Value*. *Leadership* can be used to strengthen *Organizational Infrastructure*. *Community Fit* can be used to strengthen *Partners*.

- **Lead staff** – list who will be responsible for the activities for each factor.
- **Timeframe** – list when the activities will start and end or indicate if the activities are ongoing.

THINGS TO CONSIDER WHEN COMPLETING THE WORKSHEETS

The worksheets list 12 sustainability factors. These are best thought of as a *menu* of factors and not a *to-do* list. The objective is to review the 12 factors and then determine which three or four (or more) factors are most likely to help with sustainability.

The worksheets are designed to be completed using just the information that is available to you. Both the assessment and planning sheets can usually be filled out during a single meeting time. More detailed assessment and planning can be undertaken as needed.

The list of factors may or may not address all of the factors that are important for a given project. Additional sustainability factors can be added to the worksheets if this will help with planning.

Many of the factors have subcategories. For example, *Organizational Infrastructure* includes numerous components such as job descriptions, business model, systems, etc. It may be helpful to list these subcategories separately when planning your sustainability activities.

A factor may also have a number of different groups to which they could refer. For example, *Perceived Value* can refer to the value that is attributed to the improved outcomes by leaders, providers, or community members. It may be helpful to break these groups out separately when planning your sustainability activities.

