SUSTAINING IMPROVED OUTCOMES:

A Toolkit

by Scott Thomas, PhD
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INTRODUCTION

As quality improvement continues to be a major focus in the areas of public health, healthcare, social service, education, and related fields, there is growing interest in developing strategies to ensure that such improvement is sustained in the long term. Although there is general agreement that it is ineffective from either an implementation or a funding perspective to make improvements that do not last, there is a need for clear definitions and models to guide sustainability. In this toolkit, we focus on sustaining improved outcomes and provide a framework for assessing and planning for sustainability.

SUSTAINING IMPROVED OUTCOMES

This toolkit addresses how to sustain improved outcomes that have been achieved during project implementation. The definition of sustainability of improved outcomes that guides this toolkit is "when new ways of working and improved outcomes become the norm."[1] This definition has three important parts.

NEW WAYS OF WORKING

The first part of the definition is "new ways of working." This means that, due to an intervention of some sort, a targeted group of individuals has begun to work in new ways. These interventions can include trainings, systems changes, or policy development. For example, a health clinic that transfers the duty of providing foot exams for patients with diabetes from doctors to nurses has developed a new way of working for the clinicians. A local coalition getting store clerks to more consistently check the age of people buying tobacco products has developed new ways of working for the clerks.

IMPROVED OUTCOMES

The second part of the definition is "improved outcomes." This means that a measurable improvement has occurred as a result of the new ways of working. In the first example described above, this would mean that a significantly higher percentage of patients with diabetes are receiving foot exams because of the new way of working. In the second example, this would mean that fewer minors are illegally purchasing tobacco products from store clerks.

BECOMES THE NORM

The third part of the definition is "becomes the norm." This means that the improvements are permanent instead of temporary and do not need ongoing support to make them continue. Stated another way, the new way of working becomes the regular way of working. In the first example above, this would mean that the increased percent of foot exams are continuing a year later and that both doctors and nurses have accepted their change in duties. In the tobacco example, this would mean that tobacco sales to minors remained lower two years after making the changes, and the store retailers still accepted that this was now the regular way of operating.

NOTE: Other terms are sometimes used when addressing sustainability, including maintenance, institutionalization, continuation, internalization, and durability. However, most reports and journal articles now use the term sustainability, and we will be using it throughout this guide.

1 Sustainability: Model and Guide. National Health Service Institute for Innovation and Improvement. (2007). Note: When our work in sustainability began, the Sustainability: Model and Guide was publicly available online. Access is now limited to those working in the United Kingdom.

WHY FOCUS ON SUSTAINING IMPROVED OUTCOMES

SUSTAINABILITY DOES NOT HAPPEN AUTOMATICALLY

It is important to address sustainability because improved outcomes achieved during the implementation phase of a project do not *automatically* result in lasting improvements. For example, a social service agency might increase the number of referrals to a parenting program as a result of their activities during a grant project, but, once the grant has ended, that number drops back down to its earlier level. This occurs far too often Indeed, a frequently referenced study of organizational improvements found a 70% failure rate in sustaining long-term changes. Formally focusing on sustainability throughout the planning and implementation of an improvement project can increase the sustainability of those improvements.

FUTURE FUNDING SHOULD NOT BE THE SOLE OR PRIMARY FOCUS

Because there may be elements of projects that require ongoing funding, funding is included as one of the 12 factors in the sustainability framework described below. However, it should not be the sole or primary focus of sustaining improved outcomes. Our experience has been that when individuals or organizations do not *formally* focus on sustainability, they frequently default to seeking continued funding. However, if new ways of working have truly become the norm, sustainability can often be achieved without the need for ongoing funding.

WHO CAN BENEFIT FROM USING THIS TOOLKIT

We designed this toolkit to be used by a number of different audiences.

GRANTEES

This toolkit can be used by organizations that receive grant funding or contracts to make external changes and improvements. This includes community-based organizations, state and county departments of public health, social service agencies, voluntary organizations, and similar agencies. These organizations will be referred to as grantees throughout this toolkit.

ORGANIZATIONS

This toolkit can be used by organizations that are making improvements within their organization. This includes the same organizations noted above as well as schools, health and healthcare facilities, and other agencies.

FUNDERS

This toolkit also can be used by funders. This includes government, foundation, and corporate funders. While all of the information in this toolkit is useful for funders in supporting sustainability among their grantees, the second part of this toolkit specifically addresses sustainability from a funder's perspective.

HOW TO USE THIS TOOLKIT

PLANNING FOR SUSTAINABILITY

The objective of this toolkit is to help individuals and organizations formally plan for sustaining improved outcomes. We present 12 factors and a set of tools that can contribute to the sustainability of improved outcomes. These factors can be used by grantees or by funders who want to assist their grantees in sustaining improved outcomes.

USING THE TOOLKIT

There are many ways that you can use this toolkit. We encourage you to use it in whatever way helps your project or your grantees' projects sustain improved outcomes. That said, our experience has shown that addressing sustainability *in some formal manner* is the most important step.

One way to use the toolkit is to read through it and become acquainted with the definitions and concepts. This can help you start to think about how you can formally address sustainability. It can help you develop a common understanding of how and what is trying to be sustained. Our experience has been that even this level of engagement can significantly improve sustainability planning. You also can read more about sustainability by reading the articles listed in the Resource section. These can provide you with additional models that can help you develop a working understanding of sustainability.

In addition, you can print out the list of definitions of the 12 sustainability factors and use it to guide you in a focused discussion with others about your sustainability for a project or your grantees' projects. Or you can just use the Sustainability Worksheet to provide you and others with a further level of detail for your sustainability planning. Finally, you can go through or support a more detailed, step-by-step process by using the Sustainability Assessment Tool and Sustainability Planning Tool together. These worksheets and assessment and planning tools are located in the appendices.

12 SUSTAINABILITY FACTORS

PERCEIVED VALUE

MONITORING AND FEEDBACK

LEADERSHIP

STAFF

SHARED MODELS

ORGANIZATIONAL INFRASTRUCTURE

ORGANIZATIONAL FIT

COMMUNITY FIT

PARTNERS

SPREAD

FUNDING

GOVERNMENT POLICIES

FRAMEWORK FOR SUSTAINING IMPROVED OUTCOMES

THE FRAMEWORK

This toolkit uses a 12-factor framework to address sustainability. These factors are listed on the left.

THE SOURCE OF THE FACTORS

These factors were developed from a number of sources. The primary source was a qualitative study conducted by the Primary Care Development Corporation and funded by the Commonwealth Fund[1]. Both authors of this toolkit worked with a research team on the study. That study examined factors that contribute to sustaining and spreading quality improvements in healthcare settings. Those factors were then compared with published studies and available reports on sustainability. (*See Resource section.*) One of the main publications used—and the source of our definition—was the *Sustainability: Model and Guide*[2], produced by the National Health Services' Institute for Innovation and Improvement in the United Kingdom.

The framework also has been influenced by more than 20 workshops that the authors have conducted on sustainability over the past three years. The feedback from workshop participants has been instrumental in helping us refine, narrow, and clarify the 12 factors we now use.

LIMITATIONS OF THE FRAMEWORK

To date, there is limited research that examines both the factors responsible for sustaining improved outcomes and the contribution of each factor relative to others. There are exceptions to this, such as the National Health Service guide and the work of Mancini and Marek[3]. Because of this, we cannot yet say which factor is more important than another factor and in what situations and if a particular combination of factors is especially effective in producing sustainable outcomes.

However, the factors used in this framework have appeared with enough frequency in other studies to make them an excellent starting point for addressing sustainability. Additionally, workshop participants with experience in implementing improvement projects consistently indicate that these factors are useful in helping them sustain improved outcomes.

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1 K Hinchey Judge, D Zahn, N Lustbader, S Thomas, D Ramjohn, and M Chin. (2008) Factors Contributing to Sustaining and Spreading Learning Collaborative Improvements: Results of a Qualitative Research Study. Primary Care Development Corporation.
2 Sustainability: Model and Guide. National Health Service Institute for Innovation and Improvement. (2007). Note: When our work in sustainability began, the Sustainability: Model and Guide was publicly available online. Access is now limited to those working in the United Kingdom.
3 Mancini, J. & Marek, L. (2004). Sustaining community-based programs for families: conceptualization and measurement. Family Relations, 53, 339-347.

GRANTEES AND ORGANIZATIONS
HOW TO WORK WITH THE 12 FACTORS

It is a menu of options, not a to-do list

We have provided a list of 12 factors that you can use to develop a sustainability plan. It is important to keep in mind that the 12 factors are meant to serve as a *menu of options*, not a *to-do* list. You do not need to plan and conduct activities for all 12 factors. Rather, choose the factors to work on based on their importance to your particular improvement project and on your ability to influence them.

Two important questions when choosing factors

As noted above, there are two questions that you need to answer when choosing which factors to select. These questions will be addressed in more detail in the worksheet and tools. However, it is helpful to keep these questions in mind from the start when considering any particular factor.

How important is this factor to your particular improvement project?

When asking how important the different factors are to your improvement project, remember that some factors will not be relevant. You may be working on a community project in which the factor *Organizational Infrastructure* does not apply. Or you may be working on organizational improvements in which *Partners* does not apply. Each improvement project will have a different set of factors that is important to its success in being sustained.

To what degree do we believe that you will be able to influence this factor?

Ask yourself to what degree you will be able to influence the factor that you believe is important to affect. You will likely be able to influence some factors more than others. An example of this might be the factor *Government Policy*. Changing a government policy might be very important to sustaining the improvements you have made but would take more resources than your organization has. Another example might be *Leadership*. You might believe that leadership support within your organization would be very helpful to sustainability but realize that you have little access to leadership and, therefore, cannot influence them.

Use three or four factors

Our experience has been that when first developing a sustainability plan it might be best to select only three or four factors to work with. This will allow you to develop a more in depth plan on each one, monitor how the sustainability activities are going, and make adjustments along the way. You can decide to start with just these three or four factors and move on to other factors at a later time. How many factors you initially select will depend on your particular project, your available resources, and the degree to which you believe you can impact the chosen factors.

Multiple subcategories

You can assess and plan for sustainability factors both generally and specifically. For example, you could generally assess how strong you think *Leadership* is overall in regards to sustaining the improved outcome. Or you could focus more specifically and assess subcategories of *Leadership*, such as executives, managers, or champions. As another example, you could plan general activities for *Monitoring and Feedback* to sustain the improved outcome. Or you could focus more specifically and plan *Monitoring and Feedback* activities directed at a community, clients, staff, or your funders. You can see examples of different subcategories for each factor in the *Sustainability Factors: Subcategories* sheet in Appendix C.

Factors strengthen factors

You often can strengthen factors by using other factors. As examples, you can frequently increase *Perceived Value* by providing ongoing feedback about the positive outcomes your project has achieved (i.e., *Monitoring and Feedback*). You can increase the continuous support of *Staff* by putting *Organizational Infrastructures* in place that are easy for them to use, such as a one-step referral system. Therefore, when thinking about how to strengthen a sustainability factor, consider how the other factors can work together.

How the factors work

The following 12 sustainability factors each have a definition, a suggestion on how to use the factor to influence the sustainability of improved outcomes, and an example of how that suggestion might be implemented.

12 SUSTAINABILITY FACTORS
DETAILED DESCRIPTION

FACTOR: **PERCEIVED VALUE**

DEFINITION: Acknowledged value by those affected by the new ways of working and improved outcomes.

HOW TO USE THE FACTOR TO INFLUENCE SUSTAINABILITY: Conduct specific activities to increase your target stakeholders' perception of the value of your work and its outcomes.

EXAMPLES: Give regular feedback on your improved outcomes to key stakeholders; present data at meetings with leadership.

FACTOR: **MONITORING AND FEEDBACK**

DEFINITION: Information on improved outcomes is collected and communicated to target audiences.

HOW TO USE THE FACTOR TO INFLUENCE SUSTAINABILITY: Track and communicate your improved outcomes to your target audiences on a regular basis and in easy-to-understand formats.

EXAMPLES: Host quarterly information-gathering calls to monitor project outcomes; display charts and graphs of improved outcomes in locations within an organization where target audiences will see them.

FACTOR: **LEADERSHIP**

DEFINITION: The degree to which leaders, including decision-makers and champions, are *actively* engaged in the implementation stage and beyond

HOW TO USE THE FACTOR TO INFLUENCE SUSTAINABILITY: Ensure that leadership is involved in program development and activities

EXAMPLES: Have leaders present updates on improved outcomes at regular management meetings; invite leaders to participate in planning meetings.

12 SUSTAINABILITY **FACTORS**

DETAILED DESCRIPTION

FACTOR: **STAFF**

DEFINITION: Staff have the skills, confidence, and interest in continuing the new ways of working and improved outcomes.

HOW TO USE THE FACTOR TO INFLUENCE SUSTAINABILITY: Provide staff trainings, technical assistance, and feedback on the success of the program.

EXAMPLES: Train staff on a new referral system and provide updates on its impact on patients; staff experience a new curriculum as more effective in achieving better outcomes.

FACTOR: **SHARED MODELS**

DEFINITION: Continued use of a shared model among those involved in the new ways of working.

HOW TO USE THE FACTOR TO INFLUENCE SUSTAINABILITY: Use a commonly accepted model to plan, implement, and evaluate program progress.

EXAMPLES: Use the Chronic Care Model at planning meetings to determine gaps in implementation; use the 40 Developmental Assets model to coordinate staff activities.

FACTOR: **ORGANIZATIONAL INFRASTRUCTURE**

DEFINITION: Degree to which organizational operations support the new ways of working and improved outcomes.

HOW TO USE THE FACTOR TO INFLUENCE SUSTAINABILITY: Embed changes to the organization that are difficult to get rid of.

EXAMPLES: Revise job descriptions to include new job roles; allocate resources to new ways of working.

12 SUSTAINABILITY FACTORS

DETAILED DESCRIPTION

FACTOR: **ORGANIZATIONAL FIT**

DEFINITION: Degree to which the new ways of working and improved outcomes match the organization's overall goal and operations.

HOW TO USE THE FACTOR TO INFLUENCE SUSTAINABILITY: Ensure that staff and administrators view the new ways of working as a important part of the organization's identity and operations.

EXAMPLES: Incorporate the new ways of working into the organization's strategic plan; train staff on the purpose and importance of new ways of working.

FACTOR: **COMMUNITY FIT**

DEFINITION: Degree to which the new ways of working and improved outcomes match the communities' interests, needs, and abilities.

HOW TO USE THE FACTOR TO INFLUENCE SUSTAINABILITY: Ensure that community members and/or organizations view the new ways of working as helpful and important to their communities.

EXAMPLES: Provide health screenings at locations accessible to community members and available at convenient times.

FACTOR: **PARTNERS**

DEFINITION: Involvement of partners who actively support new ways of working and improved outcomes.

HOW TO USE THE FACTOR TO INFLUENCE SUSTAINABILITY: Ensure that partners have an active role in both decision-making and the provision of resources.

EXAMPLES: Develop agreements with partners to continue to contribute staff or resources after the implementation phase.

12 SUSTAINABILITY FACTORS

DETAILED DESCRIPTION

FACTOR: **SPREAD**

DEFINITION: Expansion of new ways of working and improved outcomes to additional locations.

HOW TO USE THE FACTOR TO INFLUENCE SUSTAINABILITY: Ensure that multiple locations incorporate the new ways of working.

EXAMPLES: Expand a new protocol for conducting foot exams for patients with diabetes from one community health center site to other sites.

FACTOR: **FUNDING**

DEFINITION: Funding beyond original project period.

HOW TO USE THE FACTOR TO INFLUENCE SUSTAINABILITY: Obtain additional funding to assist with the continued implementation of new ways of working.

EXAMPLES: Obtain second-year grant funding for school-based asthma education because it was effective and well received in the first year of implementation.

FACTOR: **GOVERNMENT POLICIES**

DEFINITION: Degree to which new ways of working and improved outcomes are supported by government policies.

HOW TO USE THE FACTOR TO INFLUENCE SUSTAINABILITY: Policies are enacted that make it easier to conduct new ways of working.

EXAMPLES: Secure reimbursement for providers to conduct smoking cessation with specific populations.

PUTTING IT ALL TOGETHER
SUSTAINABILITY AND PROJECT DESIGN, IMPLEMENTATION, AND EVALUATION

Improved outcomes are most likely to be maintained when sustainability is addressed during all phases of an improvement project. The following scenarios provide examples of how sustainability can be built into a project's design, implementation, and evaluation. The examples are composites informed by examples from the authors' work.

As has been noted throughout the toolkit, even focusing on just a few sustainability factors can have a positive impact. And you can address more factors as the project progresses.

DESIGN EXAMPLE

A public health organization designed an intervention to improve the monitoring and removal of lead-based paint in a low-income community. It received a small grant from the city government to design and implement the intervention over two years. As it was designing the project, it chose to focus on three primary sustainability factors: *Partners, Organizational Fit, and Staff.*

Partners:
Because the organization did not anticipate that the government would renew the funds at the end of the project, it chose to work with a partner organization that could conduct the monitoring and coordinating of the removal of lead-based paint in their clients' homes. The partner organization was actively involved in all aspects of the planning and design process. This involvement helped make sure that the partner organization felt that the project was its project too

Organizational Fit:
This new function of monitoring and removing lead-based paint fit well with what the partner organization already did in their clients' homes. It already had an ongoing contract with the government to provide a range of in-home health services, including helping its clients improve their living situations. It also recently identified addressing environmental hazards as a new priority area during an internal strategic planning process.

Staff:
The public health organization designed a training program that showed how important lead-based paint is to the health of the partner organization's clients. It also emphasized the skills the home care workers needed to monitor and coordinate the removal of lead-based paint.

SUSTAINABILITY AND PROJECT DESIGN, IMPLEMENTATION, AND EVALUATION

IMPLEMENTATION EXAMPLE

A community health center was implementing a project to improve the health outcomes for their patients with diabetes. During implementation, they chose to focus on three primary sustainability factors: *Leadership, Spread, and Organizational Infrastructure.*

Leadership:
The Chief Executive Officer (CEO) was the main champion of the project. She did a number of things to ensure that her staff knew how important this project was to her and that she expected to see the health center's outcomes improve in a sustainable way. She kicked off the project during a meeting with all of her executive managers. At the meeting, she talked about how important this project was to her and the health center, giving a personal example of how diabetes impacted her family. She gave a presentation that showed data on how the health center's diabetes numbers compared with national standards and led a discussion on what the health center needed to do to improve and sustain those improvements over time. Throughout the implementation period, she routinely asked her managers to report on progress and spoke at several staff meetings about the project. She also worked with her managers to solve problems that the project encountered and ensured that the staff working on the project had the resources they needed to embed the new ways of working into regular operations.

Perceived Value:
The project staff worked to increase the perceived value of the improved outcomes among their leadership, staff, patients, and community partners. They regularly gave their leadership data on the diabetes improvements as well as personal stories about patients whose health outcomes had improved. They posted graphs showing the improvement in diabetes outcomes and patient thank-you letters throughout the health centers. They also worked with the marketing department to include articles in staff and member newsletters and on their public website. The CEO regularly provided updates on the project's outcomes at Board meetings.

Organizational Infrastructure:
The project staff incorporated the new ways of working into many aspects of the entire organization. They developed new protocols for how patients with diabetes were identified, monitored, and treated. They made changes to their electronic medical record system so that doctors and other health care staff were automatically alerted when their patients with diabetes needed a test or follow-up care. The project staff worked with the human resources department to incorporate the new roles that staff had to play into job descriptions and performance reviews. The CEO and the health center Board included a focus on diabetes in their strategic planning process.

SUSTAINABILITY AND PROJECT DESIGN, IMPLEMENTATION, AND EVALUATION

EVALUATION EXAMPLE

An organization was working on a project to reduce childhood obesity among students in a public school district. As they were designing and implementing the evaluation of the project, they chose to focus on three primary sustainability factors: *Monitoring and Feedback, Perceived Value, and Government Policies.*

Monitoring and Feedback:

The project evaluation was designed to capture information on outcomes at the end of the project and provide project staff with information and feedback throughout the implementation process that helped them assess and address sustainability. In addition to measures related to weight, the evaluators selected measures to monitor changes in the school environment that could help sustain reductions in childhood obesity over time. This included reduced availability of sugar-sweetened beverages, increased availability of fresh fruit and vegetables, and increased opportunities for physical activity. The project staff created easy-to-understand posters that showed how the school environments were improving and provided the data to each school's administration and district leadership. The data showed the district's outcomes and compared outcomes across schools. The staff also sent parents material with information on how to support improvements at their child's school.

Spread:

The project staff first implemented the project in one school. After achieving initial success at the first location, they implemented the project in the other schools in the district. This helped make the new ways of working become the norm throughout the entire school district. In response to new issues that arose as they implemented the project at the other schools, they made a few changes to their sustainability plan, such as bringing the Parent-Teacher Associations onboard as key stakeholders.

Government Policies:

The project staff identified policies that would help sustain the improved outcomes. Because several advocacy organizations were already working on the issue, the project staff decided to contribute to increasing government funding for physical activity in schools. The staff provided data from their project and personal stories to support the advocacy activities.

ANSWERING THE SUSTAINABILITY QUESTION IN GRANT PROPOSALS

Many funders are beginning to expect grantees to address sustainability of improved outcomes in a more formal and strategic manner.

In most grant applications, there is usually a question about how your planned improvements will be sustained after grant funding had ended. Many applicants answer this question by describing plans to obtain future funding. This answer is sometimes satisfactory to funders because they are also thinking of sustainability in terms of funding. However, many funders are beginning to expect grantees to address sustainability of outcomes and in a more formal and strategic manner. One way grantees can do this is to describe their sustainability plans using some of the factors that are outlined in this toolkit. Grant reviewers will then see that they are thinking through sustainability with the same attention that they are giving to design, implementation, and evaluation.

Using these factors to answer the sustainability question can be easy. This is because many of the activities that you will have described in the project description section of your grant proposal already or can have a sustainability component. These activities can include changes to forms, training staff to work in new ways, and status reports that you will be providing to people involved in the project. The following example is based on an actual grant proposal and shows how these sustainability activities can be described.

You will notice that in the description on the next page the names for the sustainability factors appear slightly different from the way that we have listed them in the toolkit. For instance, *systems changes* has been used for *Organizational Infrastructure*. This is because the term *system changes* is more immediately recognizable in this context. *Staff involvement* was used because the term *Staff* by itself did not have much meaning. Finally, promoting the value of the changes has been used for *Perceived Value* because that is also a phrase that is more easily understood by grant reviewers.

The key is to use whatever terms work for you and your project. It is more important that the grant reviewers be able to understand the description of your sustainability activities quickly than it is to use the exact names of the factors

ANSWERING THE SUSTAINABILITY QUESTION IN GRANT PROPOSALS

– continued

EXAMPLE OF HOW TO ANSWER
THE SUSTAINABILITY QUESTION FOR GRANT PROPOSALS

In order to maintain the improvements in the number of low-income pregnant women who receive smoking cessation services from our home care staff, we will be focusing on three specific sustainability factors: systems changes, staff involvement, and promoting the value of the changes that have been made.

We will be addressing systems changes by redesigning our intake and follow-up forms that are used by our home care staff during client visits. The new forms will require staff to document the details of the cessation activities that take place during home visits with pregnant women who smoke. These new forms will continue to be used after the end of the grant period.

Sustainability also will be strengthened by involving the home care staff in the development of the cessation activities that they will be using with their clients. This early and ongoing involvement of staff will ensure that they develop the skills, confidence, and interest in continuing these cessation activities.

We will also work to make sure that the value of adding cessation activities to the home care is clearly recognized by all those involved in the improvement project. This includes the home care staff, the clients, leadership within our organization, partners, and our funders. We will provide ongoing feedback to these individuals about the positive impact the cessation activities are having. We will provide this feedback in staff updates and brief email reports using both graphs and case reports.

USING THE TOOLS

We have included a number of tools that you can use to develop a plan for addressing sustainability. We encourage you to use some or all of the tools in whatever way helps you sustain improved outcomes. The tools in the appendix are:

APPENDIX A **SUSTAINABILITY FACTORS: DEFINITIONS AND EXAMPLES**

This sheet provides an easy reference to the factors and their definitions. It can be printed out on one double-sided sheet. This sheet can help focus a meeting in which sustainability activities are going to be discussed or planned.

APPENDIX B **SUSTAINABILITY: HOW FACTORS WORK**

This sheet lists the factors as they are described in the toolkit. It includes not only the definitions of the factors but also how to use the factor to strengthen sustainability and examples.

APPENDIX C **12 SUSTAINABILITY FACTORS: DETAILED DESCRIPTION**

These sheets describe the 12 sustainability factors in detail, including a definition of the factor, a suggestion on how to use the factor to influence the sustainability of improved outcomes, and an example of how that suggestion might be implemented.

APPENDIX D **SUSTAINABILITY FACTORS: SUBCATEGORIES**

This sheet provides subcategories for the main factors that can be used to assess and plan for sustainability in more detail.

APPENDIX E **SUSTAINABILITY WORKSHEET**

This worksheet provides an easy and quick way to determine which factors you want to address and the activities you will do to address them. Refer to Appendix A – *Sustainability Factors: Definitions and Examples* or Appendix C – *12 Sustainability Factors* when completing this worksheet.

APPENDIX F **GUIDELINES FOR SUSTAINABILITY ASSESSMENT AND PLANNING WORKSHEETS**

The guide describes how to use the assessment and planning forms together to conduct a more thorough sustainability plan..

APPENDIX G **SUSTAINABILITY ASSESSMENT WORKSHEET**

This form helps conduct a more detailed assessment of each of the 12 factors as they relate to an improvement project.

APPENDIX H **SUSTAINABILITY PLANNING WORKSHEET**

This form will help you plan the sustainability activities that you will do to strengthen those factors that you have chosen.