CCNETWORK
Comprehensive Center Network

REGION 14
Arkansas
Louisiana
Texas

Conditions for Successful Projects (CSPs)
Increasing Opportunities

The outcomes of this project are explicitly stated, endorsed by relevant parties, and tied to increasing student opportunities.

① Understand
Each condition is described in detail to demonstrate how it is connected to project success. You will learn why the condition is important, how to assess your status within the condition, how to document your current condition, and how to use this information to develop a project plan.

② Reflect
Once you understand the value of each condition, we invite you to reflect on how your project fares on the rating scale. During this reflection, consider what evidence supports your rating and if you are where you want to be. If not, what would it take to move across the continuum? We offer a self-assessment worksheet for each condition. Additionally, if you are having trouble determining your current state, we have a resource library to help you.

③ Act
Once you identify your current state and determine what to change, you are ready to add your next steps to your project plan. In the future, the CSPs can serve as a checkpoint to help you maximize your project's likelihood of success. Review your CSP work regularly to determine if you have improved your condition ratings and see if those changes have helped move your project forward. Write down your action steps in the table.

Before You Begin…
» List all interested parties/groups. Include both direct and indirect for the entire education delivery chain impacted by the project and involved in achieving desired outcomes
» Research evidence-based practices that might apply to your project's goals
» Scan for relevant policies/legislation that may influence project implementation

① Understand

Charting Your Course: Navigating from Present Position to Future Destination

Projects in the education field should scale up evidence-based practices to increase opportunities and outcomes for students. However, it is important to identify and state HOW the project is working toward that goal. Have relevant parties specifically discussed how the project enhances students' opportunities? If so, is this clearly reflected in the project plan? Are there constraints to consider, and how will those be addressed during project implementation?

Building Your Case: Gathering Evidence for Your Current Position

Identify sources where equal access to opportunities is intentionally written. Consider how this is represented in a logic model, theory of change, project plan, vision, mission, goals, project reports, etc.

Once you've gathered and assessed the evidence, use the following scale to identify your current position. Remember that this rating is a benchmark, not a fixed position. If you find yourself at the Emerging stage, don't worry. You now have a clearer understanding of the steps needed to progress toward the advanced stage.

② Reflect

Guiding Questions for Reflection

» What would increasing all students' access to opportunities look like in this project?

» What are some barriers to all students accessing opportunities emerging from this project?

» Who is not currently accessing opportunities or is accessing them at a lower rate? Are their voices present as collaborators in the initiative?

State of the Project

Rate the current state of the project:

Emerging	Developing	Advancing	Mastery
The project partners have not discussed ways in which the project enhances students' opportunities	The project plan does not clearly articulate how the planned activities increase students' access to opportunities	The project plan clearly articulates the activities to increase opportunities through the delivery chain; however, there are important constraints that need to be addressed	There is evidence that the constraints can be resolved, and the increased access to opportunities allows the project collaborators to independently engage in new opportunities

Reflection/Evidence:

Potential Evidence Sources

Equal access to opportunities objectives stated in project outcomes

Supporting Tools/Resources:

» Equity Audit Considerations

③ **Act**

Guiding Questions for Action Planning

What other conversations can you have to move along the continuum?

〉 How can more conversations be facilitated with project partners to identify ways the project could enhance students' opportunities?

〉 How can the project plan be augmented to best represent how planned activities increase students' access to opportunities?

〉 Are there ways in which you can understand the needs students might have as they relate to this project and identify ways in which those could be incorporated within the project plan?

〉 How can identified constraints be resolved?

Action Plan: