



Project Success Framework (PSF)

Evidence-based Practices and/or Precedent Availability

Relevant evidence-based or research-based practices are identified and applied to meet the need, and/or a precedent for successful implementation to exist.

1

Understand

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

2

Reflect

Once you understand the value of each element, 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 element. 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 PSFs can serve as a checkpoint to help you maximize your project's likelihood of success. Review your PSF work regularly to determine if you have improved your element 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

Implementing research-based practices is ideal because there is available evidence to suggest a successful outcome. There are two components to consider. First, identifying research-based practices supports the project's goals and aligns with the project's content (e.g., student demographics). Second, applying the practice with fidelity increases the likelihood of replicating outcomes.

However, research-based practices are not always available or matched to a project's context. That does not mean the project is going to fail. The key is to search for the best available evidence to support the project's theory of change. If no such practices are identified, map out your theory of change (e.g., create a logic model) to ensure your actions are specifically targeted to your goals and likely to support the desired outcomes.

Building Your Case: Gathering Evidence for Your Current Position

There are many ways to search for research-based practices. The standard in education is the What Works Clearinghouse. You can also search research reports and look for examples in other states to see what evidence base guided their project planning. A logic model that includes a working theory of action or logic model samples can help you work through how the project is designed to yield specific outcomes.

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


- » Has research been done about practices relevant to this issue?
- » Can practical examples or successful precedents be transferred, translated, or adapted here?
- » How might the context inform the practice or intervention’s adaptation (surface vs. core)?

State of the Project

Rate the current state of the project:

| Emerging | Developing | Advancing | Mastery |
|--|---|--|---|
| No relevant practices or examples can be applied | At least one practice or example has been identified, but the application is not a good/great match for the context | At least one practice or example has been identified, but there are application challenges to consider | At least one practice or example has been identified and is ready for application |

Reflection/Evidence:



Potential Evidence Sources

What Works Clearinghouse, research reports, examples in other states, logic model that includes a working theory of action or logic model samples, asset map



Supporting Tools/Resources:

- » [ESSA Tiers of Evidence: What You Need to Know](#)
- » [Logic Model Template](#)

3

Act

Guiding Questions for Action Planning

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

- » Have you conducted a thorough scan of evidence-based practices through existing education-related databases such as the What Works Clearinghouse?
- » Have you conducted a literature review to determine what research base supports your theory of action?
- » How can you create or edit a theory of action to best represent the evidence-based practices that apply to your project?
- » If evidence-based practices do not support your project plan currently, what are some ways in which you are working to identify a practice that supports the project needs?
- » Have you been able to connect with those who have implemented the evidence-based practice you are considering, to learn any application challenges that might need to be considered based on changes in context?
- » Are you aware of and have been able to connect with federally funded technical assistance centers (OESE Technical Assistance Centers - Office of Elementary and Secondary Education, as one example) that might be able to share information around evidence-based practices to support the project (if applicable)?

Action Plan:

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