



Conditions for Successful Projects (CSPs)

Driving Forces

Driving forces are identified and maximized to address the need and support project implementation.

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

Various external forces can drive a project. For instance, new legislation with an approaching implementation deadline might lead organizational leadership to prioritize a project. Similarly, a significant news event could increase scrutiny of a program or location. Maximizing the effect of these driving forces is crucial for the project's benefit.

- » Is there a way to create one if there are no driving forces?
- » If there are driving forces, is your project taking full advantage of related opportunities, resources, and/or collaborator focus to propel the project forward?
- » This condition is closely tied to Collaborator Buy-in.

Building Your Case: Gathering Evidence for Your Current Position

Driving forces are frequently linked to policy changes and leadership directives. Funding opportunities, like grants or contracts, can create a valuable sense of urgency that boosts collaborator commitment. Document these driving forces by conducting a policy scan, examining legislation text, tracking legislative committee updates, and reviewing organizational leaders' testimony to legislative bodies. Additionally, pay attention to organizational leaders' public comments and relevant strategic plans and funding opportunities.

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 is the biggest driver to address the need?
- » Is the primary driver expected to change during the project period?
- » Is there a reasonable timeline associated with the driving force(s) (e.g., required report to legislature by a specific date)?

State of the Project

Rate the current state of the project:			
Emerging	Developing	Advancing	Mastery
No driving forces exist to address the need	Driving forces to address the need are in development	Driving forces to address the need are in the initial implementation stages	Driving forces to address the need are fully implemented and support the project

Reflection/Evidence:



Potential Evidence Sources

Policy scan, legislation text, legislative committee updates, SEA testimony to legislation, SEA leader public comments, state strategic plan, funding opportunity, current context, new data analysis



Supporting Tools/ Resources:

- » [Force Field Analysis Tool](#)

3

Act

Guiding Questions for Action Planning

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

- » Identify the earliest communication touchpoint to have a formal, structured brainstorming session to identify the driving and restraining forces that will impact how well your desired change will work.
- » After reviewing ideas from the Potential Evidence Sources above, are there any opportunities to create driving forces?
- » Are there ways to change the timelines associated with driving forces to support this project better?
- » How can associated collaborators better leverage the driving forces?
- » Is there a plan to accommodate changes to identified driving forces (for example, changes in policies or legislation) that may disrupt the original project goals or timeline?
- » Have you, as part of your internal project communications plan, identified opportunities to share the driving forces for this project as a way also to get buy-in from collaborators?

Action Plan:

The contents of this assessment were developed under a grant from the Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal government. These documents are currently in a testing phase and may not meet the accessibility standards outlined in Section 508 of the Rehabilitation Act. For accessible alternatives or to provide feedback, please contact info@region14compcenter.org