Assessing Fidelity of Implementation
Check & Connect Coordinator
Practice Profile & Rating Rubric

Purpose:

The primary role of the Check & Connect Coordinator is to insure that critical components of the project are implemented with fidelity. Implementation with fidelity means that Check & Connect Mentors deliver the content and employ the skills in the way in which they were designed and intended with accuracy and consistency. The purpose of this practice profile is to focus on the critical components of the Coordinator's role and monitor the execution and application of those components, thereby determining fidelity of implementation. The critical components of the Check & Connect Coordinator position include: Team Meetings; Staff Development; Individual Mentor Routine Checks; Administrative Team Resource Person; Data Collection; Student Referrals, Assignments and Mentor Caseloads; Fidelity of Implementation; Supplemental Services; Student Mobility; and New Mentors. The specific practices related to the critical components are identified.

Use of the profile and rating rubric:

It is the responsibility of the Check & Connect Project Manager to monitor each Coordinator's implementation of the critical components and their related practices through the use of this Practice Profile & Rating Rubric form. The Check & Connect Project Manager will rate each of the critical components by using a rating scale where **O** represents the implementation of the practices at the "optimal" level, **D** represents a "developing" level of practice and **N** represents a "not in practice" performance. The form also directs the Check & Connect Project Manager to provide any documentation substantiating the rating. This tool will be useful in identifying critical components and their related practices which need to be improved.

Ratings for Critical Components:

O   "Optimal" Level of Implementation - All practices in the category are implemented

D   "Developing" Level of Implementation - Practices in the category are implemented, but not at the "optimal" level   resulting in a need for additional assistance

N   "Not in Practice" – Either one or more items in the category are occurring

Name of C&C Coordinator:
Practice Profile Completed by:
Practice Profile Completed on:

Critical Components	"Optimal" Level of Practice O *All practices within the critical component are implemented*	"Developing" Level of Practice D	"Not" in Practice N *One or more items within the critical component are occurring*	Rating O, D, N
Team Meetings	• Held staff meetings twice a month to review appropriate procedures and practices, share information and resources, provide case consultation, discussion of strategies regarding communication with other professionals and families, and review procedures to ensure program fidelity.	• Held bi-monthly staff meetings which did not always focus on topics related to C&C such as appropriate procedures and practices, sharing information and resources, providing case consultation, discussing strategies for communicating with other professionals and families, and reviewing procedures to ensure program fidelity.	• Held fewer than two staff meetings per month. • Bi-monthly meetings failed to focus on topics related to C&C such as appropriate procedures and practices, sharing information and resources, providing case consultation, discussing strategies for communicating with other professionals and families, and reviewing procedures to ensure program fidelity.	
Documentation to Support Rating & Comments				
Identification of Practices Needing Improvement & Action Plan				

Critical Components	"Optimal" Level of Practice O All practices within the critical component are implemented	"Developing" Level of Practice D	"Not" in Practice N One or more items within the critical component are occurring	Rating O, D, N
Staff Development	• Provided monthly staff development during C&C team meetings and paired this training with ongoing support and technical assistance to mentors. • Staff development topics were based on mentor needs. Training topics included learning new skills, about new resources, hearing from other professionals, and/or providing training opportunities for new mentors. Provided information on new resources and services to support C&C students and families. • Encouraged mentors to participate in other professional development being done with student service staff in the school or in the community.	• Staff development was provided only at the beginning of the year or once per semester. There was some focus on the professional growth of C&C mentors. • Some information was provided on new resources and services to support C& C students and families. • Mentors received some encouragement to participate in other professional development conducted with student service staff in the school or in the community.	• No staff development was provided. • No information was provided on new resources and services to support C&C students and families. • Mentors were not encouraged to participate in other professional development in the school or in the community.	
Documentation to Support Rating Comments				
Identification of Practices Needing Improvement & Action Plan				

Critical Components	"Optimal" Level of Practice O *All practices within the critical component are implemented*	"Developing" Level of Practice D	"Not" in Practice N *One or more items within the critical component are occurring*	Rating O, D, N
Individual Mentor Routine Checks	• Connected informally with each mentor weekly to review caseloads and problem solve (through email, phone, or in person).	• Connected informally with each mentor on an irregular and limited basis to review caseloads and problem solve.	• Never connected with the mentor.	
Documentation to Support Rating & Comments				
Identification of Practices Needing Improvement & Action Plan				
Critical Components	"Optimal" Level of Practice O *All practices within the critical component are implemented*	"Developing" Level of Practice D	"Not" in Practice N *One or more items within the critical component are occurring*	Rating O, D, N
Administration Team Resource Person	• Ensured that C &C was on the Leadership team agenda once a month; solicited support from team when problems arose; used this team for leadership support and guidance; informed the Leadership team monthly of progress and needs.	• Met with the C&C Leadership team occasionally, but not monthly. • Support and guidance was solicited from the team on a limited basis. • The team was seldom informed of C&C progress and needs.	• Had no meetings with Leadership team within school; Leadership team had no idea what C&C was doing or how implementation was going.	
Documentation to Support Rating & Comments				
Identification of Practices Needing Improvement & Action Plan				

Critical Components	"Optimal" Level of Practice O *All practices within the critical component are implemented*	"Developing" Level of Practice D	"Not" in Practice N *One or more items within the critical component are occurring*	Rating O, D, N
Data Collection	• Established procedures for data collection, including how mentors will access student data necessary for mentoring C&C students and how they will record C&C data. Obtained approval/clearance for C&C staff to access student data. • Routinely checked with mentors to verify that student progress was recorded consistently and accurately. • Gathered monthly C&C data from sites and prepared evaluation reports for funders or other stakeholders.	• Collected data but, needed assistance in reviewing and analyzing the data for consistency and accuracy.	• Never checked on mentors' progress monitoring. Waited until the end of the semester to collect monitoring forms. • Collected data, but did not review the data to ensure implementation fidelity nor to evaluate student progress.	

Documentation to Support Rating & Comments

Identification of Practices Needing Improvement & Action Plan

Critical Components	"Optimal" Level of Practice O	"Developing" Level of Practice D	"Not" in Practice N	Rating O, D, N

	All practices within the critical component are implemented		**One or more items within the critical component are occurring**	
Student Referrals, assignments and mentor caseloads	• Routinely worked with site team to establish criteria for participation in C&C and the referral or selection process. • Ensured the use of the pre-established criteria and referral or selection processes. • Assigned students to mentors, ensuring balanced caseloads	• Seldom worked with the site team to establish criteria for participation in C&C and the referral or selection process. • Used most of the pre-established criteria and referral or selection processes. • Assigned students to mentors without continuous monitoring to ensure balanced caseloads.	• Never worked with site team to establish criteria and/or the referral or selection process. • Allowed for students to participate in C&C, however, without following all the pre-established processes. • Did not monitor balance of caseloads for each mentor.	

Documentation to Support Rating & Comments

Identification of Practices Needing Improvement & Action Plan

Critical Components	**"Optimal" Level of Practice O** *All practices within the critical component are implemented*	**"Developing" Level of Practice D**	**"Not" in Practice N** *One or more items within the critical component are occurring*	**Rating O, D, N**
Fidelity of Implementation	• Reviewed C&C monitoring forms to determine fidelity of implementation. • Facilitated discussions with mentors, students, and key school staff to ensure that interventions aligned with the key components and elements of C&C.	• Collected C&C monitoring forms. • Had some discussions with mentors, students, and key school staff about interventions, but not about the alignment with key components and elements of C&C.	• Failed to monitor fidelity of implementation (i.e. did not regularly review monitoring forms, did not look at which interventions were selected and whether or not they aligned).	

	• Articulated to mentors when interventions were not in alignment with the goals of C&C and helped mentors to better align C&C interventions.		• Failed to address identified issues in implementation with the mentors.	

Documentation to Support Rating & Comments

Identification of Practices Needing Improvement & Action Plan

Critical Components	"Optimal" Level of Practice O *All practices within the critical component are implemented*	"Developing" Level of Practice D	"Not" in Practice N *One or more items within the critical component are occurring*	Rating O, D, N
Supplemental Services	• Worked with school staff to clarify and communicate the differences in various program referral criteria. • Helped identify C&C students who may be eligible to receive other supplemental services. • Ensured that C&C students were not excluded from services from which they may benefit. • Worked with other professionals serving C&C students to clarify roles, responsibilities, and division of labor.	• Worked with school staff on a limited basis to clarify and communicate the differences in various program referral criteria. • Was in contact with other professionals serving C&C students, but not necessarily to clarify roles, responsibilities, and division of labor.	• Did not advocate for students to receive supplemental services from which they might benefit (i.e. special education, ELL) • Did not monitor overlap in services to ensure equitable division of labor.	

Documentation to Support Rating & Comments

Identification of Practices Needing Improvement & Action Plan

Critical Components	"Optimal" Level of Practice O All practices within the critical component are implemented	"Developing" Level of Practice D	"Not" in Practice N One or more items within the critical component are occurring	Rating O, D, N
Student Mobility	• Routinely monitored the nature and frequency of both typical mobility (e.g., routine promotion from elementary to middle or junior high school and from middle or junior high school to high school) and atypical mobility (e.g., involuntary transfers, expulsions, transfers to specialized schools, frequent family moves). • Supported student mobility from school to school within the district by helping support the transition of students from one C&C program or mentor to another. • Supported student mobility outside of the district by working with parents and communicating with new school.	• Intermittently, monitored the nature and frequency of both typical mobility (e.g., routine promotion from elementary to middle or junior high school and from middle or junior high school to high school) and atypical mobility (e.g., involuntary transfers, expulsions, transfers to specialized schools, frequent family moves). • Provided some support of student mobility from school to school within the district by helping support the transition of students from one C&C program or mentor to another. • Provided some support of student mobility outside of the district by working with parents and communicating with new school.	• Never monitored mobility of students. • Never ensured continuity of service for students who are transitioning within the district. • Never attempted communication with families or new schools when students move.	
Documentation to Support Rating & Comments				
Identification of Practices Needing Improvement & Action Plan				

Critical Components	"Optimal" Level of Practice O *All practices within the critical component are implemented*	"Developing" Level of Practice D	"Not" in Practice N *One or more items within the critical component are occurring*	Rating O, D, N
New Mentors	• Recruited and hired new mentors and arranged for mentor training. • Worked one-to-one with new mentors as they learned the role of C&C mentor.	• Recruited at least one new mentor. • Provided some one-to-one support to new mentors.	• Failed to provide continuity of service for students by promptly replacing mentors who left the position. • Did not provide initial mentor training and did not provide one-to-one support to new mentors.	
Documentation to Support Rating & Comments				
Identification of Practices Needing Improvement & Action Plan				