

FIDELITY RATING FORM: BREAKING DOWN THE WALLS

Assess the Breaking Down the Walls Program by selecting one rating for each Fidelity Element. Use the following Fidelity Rating Rubrics to make your ratings. There are no scores to calculate. The intention is that users will identify elements without high fidelity and make changes in future implementation leading to higher fidelity.

Please note: This fidelity assessment is in no way an endorsement by CDE or WestEd of the Breaking Down the Walls Program.

Fidelity Rating Rubrics

High: The element as implemented was a precise match to the program element described, or varied in a small way that could be reasonably interpreted to match the general intent of the program designers. An example is a program designed for drug user intervention directed to drug users; or, for numerical elements (number of lessons, sessions, time on task, etc.) the program was within 10% of the recommendation.

Moderate: The element as implemented was somewhat different from the program element described. An example is a program designed for drug user intervention directed to groups with both drug users and nonusers; or, for numerical elements (number of lessons, sessions, time on task, etc.) the program was between 50% and 90% of the recommendation.

Low: The element as implemented was very different from the program element described. An example would be a program designed for drug user intervention directed instead to general population students; or, for numerical elements (number of lessons, sessions, time on task, etc.) the program was below 50% of the recommendation.

| (A) Audience Category and Characteristics <i>Fidelity Elements</i> | Match to Ideal Program Element was... | | |
|---|---------------------------------------|--------------------------|--------------------------|
| | High | Moderate | Low |
| <i>Students</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Staff</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Describe program reasons for any "Low" rating: _____ | | | |

| (B) Setting size (Individual or certain group size) <i>Fidelity Elements</i> | Match to Ideal Program Element was... | | |
|--|---------------------------------------|--------------------------|--------------------------|
| | High | Moderate | Low |
| Students: 150 students per workshop day | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Student Leaders: 20 Juniors and Seniors, per workshop day | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff: all staff information, plus 5-7 staff per workshop day | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Describe program reasons for any "Low" rating: _____ | | | |

| (C) Provider Characteristics <i>Fidelity Elements</i> | Match to Ideal Program Element was... | | |
|---|---------------------------------------|--------------------------|--------------------------|
| | High | Moderate | Low |
| Learning for Living staff member facilities the workshops/assemblies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Student Leaders: trained by Learning for Living staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff: trained by Learning for Living staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Describe program reasons for any "Low" rating: _____ | | | |

| (D) Provider Training <i>Fidelity Elements</i> | Match to Ideal Program Element was... | | |
|--|---------------------------------------|--------------------------|--------------------------|
| | High | Moderate | Low |
| Learning for Living staff member facilities the workshops/assemblies and trains all student leaders and staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Describe program reasons for any "Low" rating: _____ | | | |

| (E) Topic Content <i>Fidelity Elements</i> | Match to Ideal Program Element was... | | |
|---|---------------------------------------|--------------------------|--------------------------|
| | High | Moderate | Low |
| <i>BDTW Committee: Follow all elements in event planning guide</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Learning for Living staff member conducts all assemblies/workshops</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Describe program reasons for any "Low" rating: _____ | | | |

| (F) Dosage <i>Fidelity Elements</i> | Match to Ideal Program Element was... | | |
|--|---------------------------------------|--------------------------|--------------------------|
| | High | Moderate | Low |
| <i>3-5 day program including workshops and assemblies</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>BDTW Committee: planning meetings as needed to fully plan event and meet with Learning for Living staff members</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Student Leaders: 1 ½ day Leader training</i> | | | |
| <i>Staff: Attend full day workshop(s)</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Describe program reasons for any "Low" rating: _____ | | | |