

### What is fidelity?

Implementation fidelity assesses the degree to which an intervention is implemented as prescribed and includes structural and procedural dimensions that interact with one another.<sup>1</sup> Procedural dimensions of fidelity attempt to capture the quality of intervention delivery and its subsequent reception.<sup>1</sup> Structural fidelity includes:

- **Adherence** (how well intervention matched operational expectations)
- **Exposure** (number, length, or frequency of intervention)
- **Quality of delivery**
- **Participant responsiveness** (measures of participant engagement)
- **Program differentiation** (unique contribution of particular components)<sup>2</sup>

In the Child-Parent Center preschool to 3rd grade (CPC P-3) program, implementation fidelity is an integral component where faithful implementation of the evidence-based program has yielded strong learning gains for young children. The CPC P-3 program integrates both structural and procedural measures of fidelity to assess the degree to which the program is effectively delivered.

### Why does fidelity matter?

Increasingly, programs and interventions are systematically measuring program implementation as evidence emerges that outcomes depend entirely on program delivery.<sup>3,4,5</sup> Simply, programs with high levels of implementation

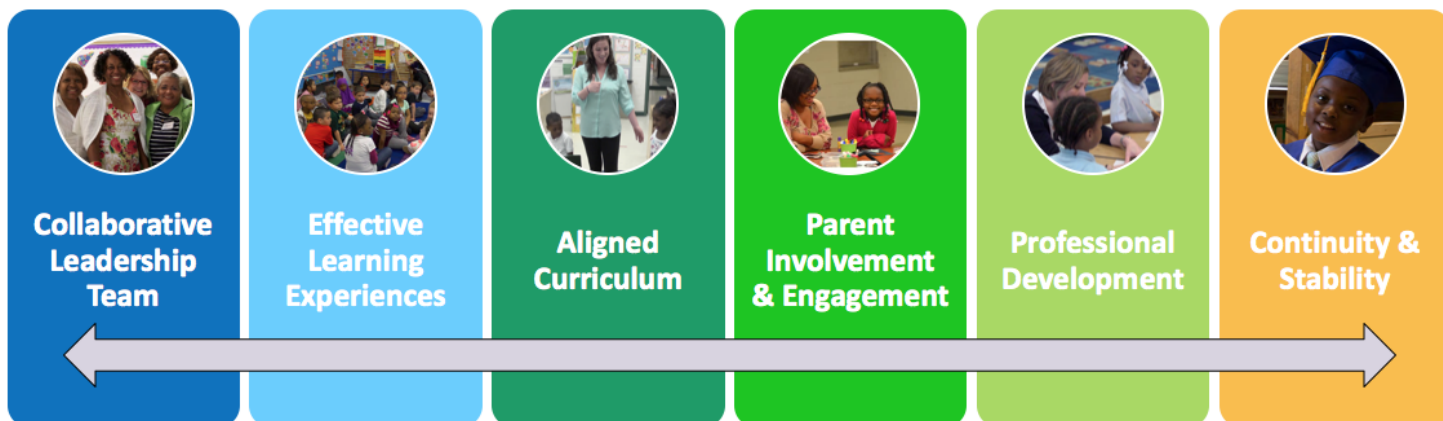
fidelity are more likely to achieve desired outcomes, while lower adherence to the program components yield smaller or null program effects.<sup>4</sup>

### Fidelity in CPC P-3

Assessing CPC P-3 implementation matches the complexity and comprehensiveness of the P-3 program: researchers integrate several sources of data to capture the key requirements that comprise the elements. The CPC P-3 program strives for quality implementation while promoting adaptation to meet the unique needs of the participants, schools, and community.

The CPC P-3 program includes six key elements: collaborative leadership team, effective learning experiences, parent involvement and engagement, aligned curriculum and practices, professional development, and continuity and stability.<sup>6</sup>

Each element includes several requirements that guide the activities and expectations of the CPC P-3 model. Through the collection of various measures, including observations, interviews, site visits, and administrative records, a school/ program's delivery of the CPC P-3 model is effectively assessed. For each site, implementation is represented through 1-5 ratings where 1= poor; 2= below average; 3= average; 4= above average; and 5= excellent. An overall rating is provided by year as well as averages across the five years of the project.



Parent Involvement (PI) Requirement	Source	Scoring
Parent Resource Teacher (PRT) and Head Teacher (HT) meet regularly	Curriculum Plan; PI Plan; Site visit	1= Do not occur 2= Every other month 3= Once/ month 4= Every other week 5= Weekly
Parent Involvement calendar exists for all months of the academic year	PI Calendar	1= No PI calendar 3= PI events listed in alternate form; posted infrequently 5= PI calendar posted monthly
A Parent Resource Room (PRR) is open and available	PI Plan Site visit	1= No PRR 5= PRR is open and available to families

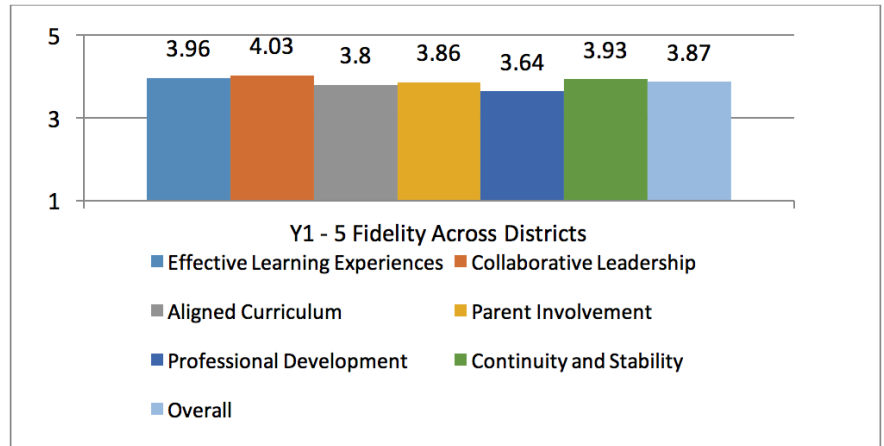
Above is an example of the fidelity scoring process on CPC P-3 Element: Parent Involvement (PI). One requirement of PI is “PI staff meet regularly.” Using different sources of data (PI plan and a site visit), an overall score is assigned. The PI indicators are then summed and an overall score for the key element is given.

CPC P-3 fidelity was assessed for each site in years 2012-2017 (see graph at right). Each site received a score for each element as well as an overall score. Overall, high levels of program fidelity were maintained across years. 70% of sites scored at or above 3.5 and 46% of sites scored at or above 4 across the 5 years.

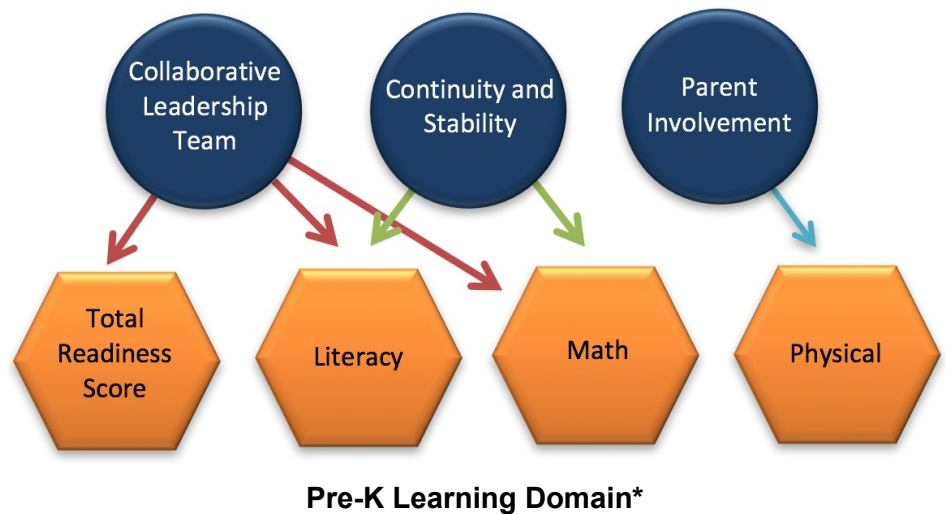
CPC C-3 Elements independently predict different measures of school readiness. For example, children in schools with high levels of leadership (measurement through CLT) scored higher on an overall measure of school readiness, literacy, and math.

*\*After controlling for baseline score, special education, free lunch eligibility, age, gender, race, ethnicity, assessment date, school level achievement. Effective learning experiences, aligned curriculum, professional development did not predict later learning.*

**CPC fidelity 2012-2017**



**CPC Element**



**References**

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