

FIDELITY MARKERS (CHECKLIST)

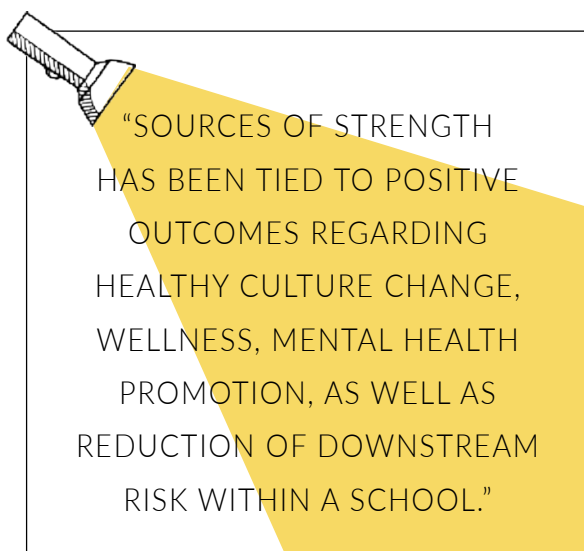
Rationale:

Sources of Strength is an evidence-based, best practice prevention program. As such, there are several important elements that must be present to maintain a fidelity implementation of the program in order to provide the intended impact and outcomes.

These include Fidelity Markers in terms of:

- **Preparation and Planning,**
- **Training,**
- **Follow-Through**
- **Ongoing Implementation.**

This checklist serves as a resource in planning, implementation, and course-correcting to make sure that your Sources of Strength program is within fidelity and delivers the culture change we all hope to see.



Preparation and Planning

- Someone from our Adult Advisor team spoke with Sources of Strength staff and watched the Implementation Overview Video prior to nomination, recruitment, and training.
- Administration values the ability of diverse peer leaders to positively change campus culture and time and resources will be available for training, meetings, and messaging campaigns.
- Safety/suicide protocol is in place and

staff are trained in it. If not, we have reviewed the Sources of Strength protocol and developed our own protocol and referral process for handling suicidal students.

- Our Adult Advisors are volunteers who are excited to be a part of Sources of Strength and have 4-6 hours per month in their schedules to support the Peer Leader team. Adult Advisors were not assigned or told to participate.
- Our core Adult Advisor team is made up of people who are caring, connected, and positive; they believe that social change is possible and are excited about empowering a group of students to enact change.
- Our Adult Advisor team consists of at least a 1-10 Adult to Peer Leader ratio and can include school, staff, parents, or community members.
- Our Peer Leader team is a diverse and representative sample of the student body and reflects our population in terms of: race, religion, ethnicity, gender, gender identity, sexual orientation, grade level, soci-economic status, and social group.

- Our Peer Leader team consists of at least 5-10% of the student population, keeping in mind that 10% of the school population is the goal by Year Three, as this is a crucial tipping point in peer to peer spread of attitudes, norms, and behaviors.

Training

The room for our training provided:

- Appropriate space for all Adult Advisors and Peer Leaders to sit in chairs in a circle.

- Room to play games.
- Adequate acoustics and ability for the group to hear one another (no loud fans, interruptions, or through traffic, a sound system provided for larger groups over 50, etc.)

Training Participation Checklist

- We have conducted an Adult Advisor training of at least 3-6 hours.
- We have conducted a Peer Leader training of at least 4.5-6 hours.
- Our Adult Advisors participated in both the Adult Advisor and Peer Leader trainings.
- We received training from a Sources of Strength National Trainer or locally Certified Trainer.
- Our Adult Advisors were fully engaged in the trainings; they played the games, participated in poster groups, shared and connected with the Peer Leaders.
- Our Adult Advisors did not engage in power struggles with Peer Leaders through lecturing, shouting, or disciplining during the training.

Follow-Through and Ongoing Implementation Meetings

- We conducted regular meetings of at least 2x per month with our Adult Advisor and Peer Leader team. If most meetings were held during student free time (before and after school, during lunch, etc.), the school will also invest some school time for Peer Leaders to meet and implement activities.
- Our Peer Leader meetings over a month included One Part Fun, One Part Sharing, and One Part Planning.
- At least 70% of our Peer Leader team and 50% of our Adult Advisor team

consistently attended meetings

- If our meetings were typically 30 - 45 minutes, we met more frequently to reach two hours, especially in the first three to four months to establish peer team identity and complete activities.
- The first peer meeting was conducted within 10-14 days after training.
- The first campaign was completed within the first 30 days.
- Three campaigns were completed within the first four months.



Messaging

- 100% of Peer Leader campaigns and messaging was Hope, Help, Strength focused and did not use Sad, Shock, or Trauma techniques, statistics, or images.
- Our Peer Leader campaigns and messaging were engaging and interactive and invited the broader population to apply Sources of Strength principles and content into their own lives.
- We conducted the recommended minimum number of campaigns or activities:
 - Year 1: 3-6
 - Year 2: 4-7

- Year 3 and beyond: 5-8
- Our campaigns reached the required percentage of the school population:
 - Year 1: 40%
 - Year 2: 70%
 - Year 3 and beyond: 90%
- We conducted a Celebration/ Recognition event or activity to honor our Peer Leader team.

- We conducted an Adult Advisor or Peer Leader training every year for at least the first three years of implementation.
- We learned about the Sources of Strength Train the Trainer model and considered developing a locally certified Trainer. (Optimal for building sustainability)
- We paid our \$500 ongoing licensing fee to Sources of Strength and have continued to reach out for support and guidance.

For Sustaining Programs (Sources of Strength Teams after initial Implementation)

- We completed the Fidelity Markers Checklist and Team Assessment (located on page 101) at the end of the year and engaged in a period of reflection and goal setting for the following year.
- We nominated and recruited new Adult Advisors and Peer Leaders to add to the strength and diversity of our team.

We participated in the Sources of Strength support framework by:

- Watching the support videos emailed to us.
- Reading and utilizing the Field Guide.
- Accessing resources, templates, and content from sourcesofstrength.org.
- Participating in a support call with Sources of Strength national staff.



FIDELITY ASSESSMENT

Fidelity Check in Preparation and Planning:

Date: _____
Items completed: _____ of 8.
Percentage of Fidelity for section: _____%

Fidelity Check in Follow-Through and Ongoing Implementation Meetings:

Date: _____
Items completed: _____ of 7.
Percentage of Fidelity for section: _____%

Fidelity Check in Training:

Date: _____
Items completed: _____ of 3.
Percentage of Fidelity for section: _____%

Fidelity Check in Messaging:

Date: _____
Items completed: _____ of 5.
Percentage of Fidelity for section: _____%

Fidelity Check in Participation Checklist:

Date: _____
Items completed: _____ of 6.
Percentage of Fidelity for section: _____%

Fidelity Check in Sustaining Programs:

Date: _____
Items completed: _____ of 5.
Percentage of Fidelity for section: _____%

Fidelity Check in Support Framework:

Date: _____
Items completed: _____ of 4.
Percentage of Fidelity for section: _____%

Based on these numbers, what are your strongest areas? What areas may you need to focus on in the coming year?

SELF EVALUATING YOUR SOURCES OF STRENGTH TEAM

Please circle the number in the box that most closely matches your school or community Sources of Strength team. This is intended take a quick look at the overall health and quality of your peer efforts.

Partnership Support (State, Provincial, Regional, other systems)	0 Our program is not linked with any outside entities, coalitions, or groups.	1 We communicate with our state-provincial, regional, or coalitions about our Sources of Strength efforts. They are aware.	2 Our Sources program has shared funding, coordination, and training resources with other groups or have had our peer leaders present to coalitions.	3 Our Sources program partners with a variety of groups and coalitions that are focusing on different issues. (i.e. – suicide, bullying, substance abuse, dating violence, LGBTQ, etc.) We are well known.
Administrative Support	0 Our Administrator is not very supportive of Sources of Strength.	1 Our Administrator is aware of Sources of Strength and passively supportive.	2 Our Administrator actively supports Sources of Strength and makes time and space available for Peer Leaders.	3 Our Administrator is an active champion promoting Sources of Strength to staff, parents, other schools, and community agencies.
Adult Advisor Team	0 Our Adult Advisor/ coordinator team does not work well together or does not find time to coordinate the program.	1 Our team has one very active Adult Advisor/ coordinator who feels somewhat overwhelmed.	2 Our Sources of Strength project has 2-3 Adult Advisors/coordinators that communicate and share responsibility.	3 Our Sources of Strength project has an active group of adults/ coordinators from both inside the school/ agency and outside that work well together.
Peer Diversity	0 Our Peer Leaders are not very active and not diverse.	1 Our Peer Leader team is made up of good and active students but is not overly diverse.	2 Our Peer Leader team started with diverse students and we have been able to keep over 60% engaged.	3 Our Peer Leader team is extremely diverse for our setting and we have been able to keep over 75% engaged.
Peer Leader Ownership	0 Our Peer Leaders are driven almost totally by the ideas of the Adult Advisors.	1 Our Peer Leaders wait for adult initiative before pursuing many ideas or the Adult Advisors are using the Peer Leaders to initiate the Advisors ideas.	2 Our Peer Leaders actively facilitate most of the planning, meetings, games, and are effective at organizing messages and activities.	3 Our Peer Leaders have a high level of ownership, and engaged diverse Peer Leaders in facilitating/leading. Peer Leaders are acting on many of their own ideas.
Staff and other adult presentations	0 Our peer leaders have not presented to school staff, parents, or other outside groups about their Sources efforts.	1 Our peer leaders have conducted at least 1-2 activities or messaging campaigns.	2 Our Peer Leaders have presented at least once a semester to staff, parents, or other adult groups about their efforts.	3 Our Peer Leaders have presented several times to staff, parents, or other groups and also presented to school boards, councils or administrative groups.
Level of Peer Leader activities	0 Our Peer Leaders did not successfully complete any activities or messaging campaigns.	1 Our Peer Leaders have conducted at least 1-2 activities or messaging campaigns.	2 Our Peer Leaders have conducted at least 3-5 activities or messaging campaigns.	3 Our Peer Leaders have conducted more than five activities or messaging campaigns reaching more than 75% of our students. Almost all students and staff know about Sources of Strength and have participated in an activity.
Peer Leaders engaging other students	0 Our Peer Leaders have not engaged other students in conversations or activities involving Sources of Strength.	1 Our Peer Leaders have conducted a few non-interactive activities that other students did not seem overly engaged in, ie., gave presentations with powerpoints, but used few personal stories, or did not engage other students in sharing examples.	2 Our Peer Leaders have conducted at least two interactive activities, shared personal strengths stories, and engaged some students in sharing strengths, naming trusted adults, or actively engaging in peer led activities.	3 Our Peer Leaders have led very interactive activities, such as high level discussions with classes, small groups, or engaged many students in writing, art, video, drama, or sharing about their strengths and supports.

Planning meeting frequency	0 Our Peer Leaders did not meet for the first two months after training.	1 Our Peer Leaders met less than once a month for the first three months after training.	2 Our Peer Leaders met at least two times a month during the first three months after training.	3 Our Peer Leaders met at least two times a month during the first three months and continued to meet, plan, and implement ideas after that time.
Retention of Peer Leaders	0 We have less than 25% of the Peer Leaders involved that were originally trained.	1 We have between 25% - 50% of the Peer Leaders involved that were originally trained.	2 We have over 50% of Peer Leaders trained involved and active.	3 We have over 75% of Peer Leaders trained involved and active.
Recognition of Peer Leaders	0 Our Peer Leaders have received little or no recognition for being involved in Sources of Strength.	1 Some of our more outstanding Peer Leaders have received some verbal thank yous.	2 Our Peer Leaders have been given personal recognition and recognition as a group within our school or community.	3 Our Peer Leaders have received public and personal recognition in front of staff and other students and have had a celebration event for their accomplishments.
Fun Factor	0 Our Peer Leaders did not seem to enjoy planning meetings or doing peer to peer activities.	1 Our Peer Leaders had fun doing activities that were occasionally led by Adult Advisors.	2 Our Peer Leaders regularly used humor, led fun games, and built fun into their activities and messaging events.	3 Our Peer Leader team was contagious with its fun and became known for leading great activities and enjoyable planning meetings. Other students want to become involved.
Core Messaging: A. Getting other students to publically name or display trusted adults, mentors, etc. B. Interactive classroom or small groups where students talk or apply strengths to their life. C. Put on a Sources of Strength week.	0 Our Peer Leader team did not complete any of the core messaging activities.	1 Our Peer Leaders completed one of the three core messaging activities.	2 Our Peer Leader team completed two of the three core messaging activities.	3 Our Peer Leader team completed all three of the core messaging activities.

Add up your total score _____

If you score yourself a 7 or under: We might want to build some supports for the program and review your readiness level for a full program. It might be best to adapt and focus on individual pieces of the program and get success going in a couple of small areas before attempting the full program.

8-14 : OK progress, but it may be helpful to build on strengths, but address 2-3 areas that may strengthen the program.

15-24: Good progress, highlight your areas of greatest strength and focus on a couple to strengthen in the next year.

25+: Great program – Make sure to capture and share some of your experiences with the Sources team and help share or lead some of Sources of Strength national webinars.

What are your program's areas of greatest strength (highest scoring areas)? What are your program's areas of greatest challenge. What realistically would help your Sources of Strength program meet that challenge?