OPTIONAL MODULE B HANDOUT

Checking fidelity to core components

Use this sheet with the Design Crosswalk Worksheet for each design element you sorted as matches or drifted in Module A.

Key ideas

- **Core components** are the parts the study tested and that carry the effect. Changing them takes you outside the evidence.
- **Adaptable features** can change to fit your students, schedule, and building.
- **The claim rule:** you claim a model's evidence only when its core components are in place in your school.
- **Where to find the core:** the IPG menu row (Description, Staffing and roles, Training and time, Notes and cautions), the model's manual or practice profile, and the study's description of what the tested group received.
- **Fidelity gaps are barriers.** The gap between the design you intended and the design you run is a barrier IPG funds can close.

Fidelity check

One row per core feature. Rate each as in place, partly, or missing.

Component (menu ID)	Core feature	Rating	Evidence it is in place	Gap	IPG cost line

What your rating means: In place, claim the menu tier, adjusted for your students and setting. Partly, name the gap and close it in your plan. Missing, build the feature or keep the practice as part of your setting.

Worked example: advisory checked against Check & Connect (DRP-01)

A composite alternative high school of about 90 students assigns every student an advisor.

Core feature	Rating	Evidence it is in place	Gap	IPG cost line
Mentor stays with the student at least two years	Partly	Advisors keep students for one school year	Keep caseloads across years and school moves	None beyond scheduling
Scheduled checks of attendance, behavior, and course performance	Missing	Check-ins happen when a teacher raises a concern	Monthly or more frequent data checks for every student	Data system time
Support escalates as alerts rise	Partly	Advisors refer some students to the counselor	Written escalation rules tied to the alerts	Training
Family contact when indicators slip	Partly	Families contacted at conferences	Contact triggered by alerts	Mentor time (expanded role)

Result: The advisory is drifted. After the plan closes these gaps, the school can name Check & Connect as an EBI for staying in school at Tier 3 (WWC Evidence Snapshot 78), and the barriers section describes the gap and what the funds change.

Where this fits in the toolkit

- **Before:** Module A and the Design Crosswalk Worksheet (sort columns).
- **Now:** the Crosswalk columns Core components of that row, What you run now, Tier you can claim, and Gap IPG would close.
- **Next:** Module 6 and T6 Step 3, where you write each component as the EBI and describe your school model as the setting.

Sources: SYS IPG EBI Menu FINAL (October 2026), rows BAR-14, DRP-01, ATT-01; IPG_EBI_R7_AltDesign workbook, Included and Screened out tabs.