



Persistence Plus for the Mentor Team:

The Role of the Coordinator
in Ensuring Fidelity of Implementation



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10:15am - 11:15am

Presenters:

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Persistence Plus for the Mentor Team: The Role of the Coordinator in Ensuring Fidelity of Implementation



What is “Fidelity of Implementation?”

- Mentor Identification & Selection
- Check (-in)
- Connect
- Other Key Functions



Mentor Identification and Selection



San Diego Unified SD Process

- Developing Application
Screening Rubric
- Interview Questions
- Interview Panel



Check (-In)

- Weekly Staff Meetings
- 1-1 Mentor-Coordinator Meetings
- Monitor Form Review
- Caseload Balancing
- School Site Visits





Connect

➤ Professional Development

- Parent Involvement
- District Policies and Procedures



➤ Organizing Supports From School & Community

- Community Partners
- Facilitate Relationships with District and School Site Staff



➤ Caseload Balancing

Other Key Functions

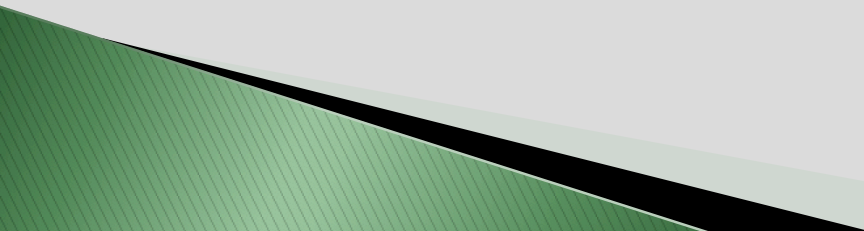
- Coordinate Data Collection
 - Integrate Check & Connect into Existing Programs
 - Monitor Frequency and Nature of Mobility
 - Personnel Management
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Table Talk Activity

**Scenario 1
&
Scenario 2**

Table Talk Activity

Scenario 1:

Andy is a sophomore in high school with freshman class credits. He has a history of poor attendance and is very disengaged. The mentor finds an alternative placement to help the student graduate on time and for a while Andy seems to be making great progress. Suddenly, Andy's grades drop, he stops showing up to school and when the mentor calls, he tells her that he no longer wants to meet with her and wants out of the program. The mentor reaches out to Andy's mom who mentions he ran away from home, may be abusing drugs and spends his days hanging out at the park. As a coordinator, what suggestions can you provide the mentor to help ensure implementation with fidelity and student success?

Table Talk Activity

Scenario 2:

Ed is a 15 year old Check and Connect student that has recently started working with his mentor. Prior to Check and Connect, Ed had been suspended twice for smoking weed on campus. After a 3rd incident, Ed is expelled and the mentor works together with the student and family to find an alternative school placement. Although Ed likes his new placement, he continues his poor habits and his academics and attendance quickly began to suffer. Ed's Check and Connect mentor has a background as a Cessation Specialist and immediately wants to help Ed quit his habit by personally providing a behavior modification program, aside from implementing Check and Connect. As a Check and Connect program coordinator, what advice would you provide the mentor to ensure implementation with fidelity and student success?



Q & A



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