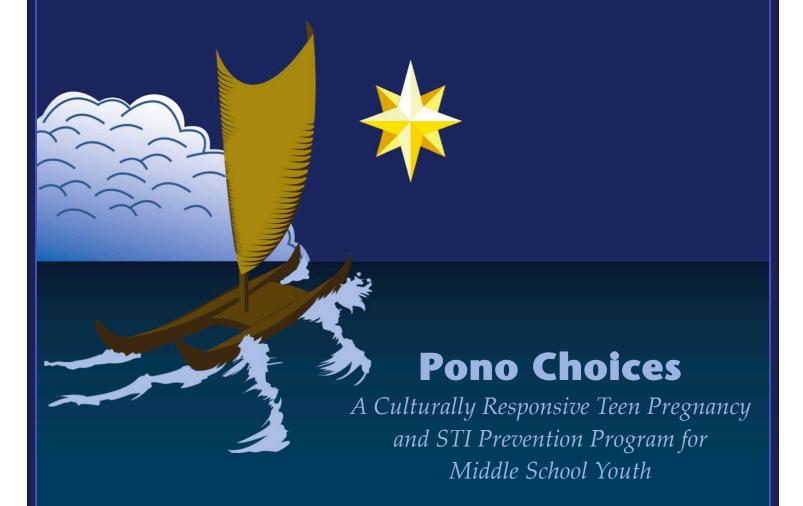
Fidelity Monitoring Guide



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Table of Contents

Introduction	3
Fidelity Maintenance Forms	
Instructions	
Module 1: Introduction to Pono Choices	2
Module 2: Pono - Making Pono Choices	3
Module 3: Mōhala – Lessons in Puberty and Anatomy	5
Module 4: Nohona – Role of Communication in Healthy Relationships	
Module 5: Aloha – Maintaining Respect in Relationships	
Module 6: Hāpai Pono – Preventing an Unintended Pregnancy	10
Module 7: Pilina A'o – Understanding Sexually Transmitted Infections	12
Module 8: Pilina Pono – Preventing Sexually Transmitted Infections	13
Module 9: Nā Kūlia – Negotiation Skills and Role Play	14
Module 10: Oli Hoʻomana - Empowerment	

Introduction

What is Implementation Fidelity?

Fidelity is often referred to as adherence or integrity. It is a determination of how well a curriculum or program is being implemented as *intended*. Implementation fidelity is defined as the degree of fit between the developer-defined elements of a program and its actual implementation in a given organization or community setting. The literature currently describes and defines implementation fidelity as consisting of five elements, of which Pono Choices explicitly facilitates the four elements in bold below:

- 1. **Adherence** The extent to which a program service, intervention, or curriculum is being delivered as it was designed or written (intended).
- 2. **Timing** The amount of an intervention, service, or curriculum received by participants or students. Also, whether the frequency and duration of the intervention is as robust as prescribed by its developers.
- 3. **Quality of Program Delivery** The degree to which a Facilitator, staff member, or volunteer delivers a program using the techniques prescribed by the program.
- 4. **Engagement** The extent to which participants or students are involved in or engaged by the activities, content, or materials of a program.
- 5. **Program Differentiation** Determines the unique features of different components, activities, or programs to identify which elements are essential without which the program will not have its intended effect. (Pono Choices is currently being tested for program efficacy. The testing identifies essential activities that have the most impact.)

Why is Implementation Fidelity Critical to Pono Choices?

The curriculum writers of Pono Choices used three theoretical foundations to build the curriculum components. In addition, they utilized a place-based Hawaiian cultural framework to reinforce medically accurate sexual health information that is developmentally appropriate and meets the Hawai'i BOE sexual health education policy. Implementation of the curriculum components drives program outcomes and serves to improve the sexual health knowledge and behaviors of Hawai'i middle school youth. Deviations, dilutions, or diversions from core components could result in unintended program outcomes.

Fidelity Maintenance Forms

Instructions

Note: Numbers below align with diagram of a sample of Fidelity Maintenance Form on the next page

- For each Module observed, fill out the Date of Observation; School; Teacher Name; Observer and identify the Modules and Activities observed during the session
- Review the Coding Scheme description and familiarize yourself with the Activities on the Form for each Module
- 3. Note the start and end time of each Activity.
- Record the total minutes for each Activity.
- . Check YES or NO for each Activity either completed or not.
- Provide reason if NO is checked.
- Provide specific change if YES is checked and teacher made changes to the activity.
- For each Activity determine the extent to which Adherence, Time and Delivery were observed using the Coding Scheme
- If you observe partial Modules, circle the // at the last Activity of the Module that you were able to observe
- 10. If you are able to observe a complete Module, note the Form may be on 2 pages as indicated by the
- 11. Determine the overall quality of the session by circling Yellow/Red concerns immediately. • R and notify Pono Choices staff or Brandon of any
- 12. Jot down 2-3 recommendations/comments noted during your observation to debrief with teacher
- 13. Note if teacher requested technical assistance, describe request (Beach Ball activity, condom demo, power point handouts, etc.) and note date of when technical assistance will be provided.

SAMPLE-SAMPLE - PONO CHOICES Fidelity Maintenance Form - SAMPLE-SAMPLE

Date of Observation:	Tea	Teacher Name:	me:	Modules and Activities observed in this session: M1 A-F	sessio	n: M1	A-F	-	1	
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Activity C: Cultural Overview (10)	v(10) 10	×				×	6	×	G	4
Start 8:07 End 8:17//				- R			R		R	;
Activity D: Folder Instructions (5)	ıs (5) 6			X Asked students to read	G	×	G	×	G_{\bullet}	×
Start 8.17 End 8.22//				instructions as a way to manage	Y		Y		Y	
Start 8:17 End 8:25//				R	•		₹		R	
Activity E: Group Agreements (10)	ıs (10) ₁₈			X Went way over time because G	•		G		G	×
Start 8:23 End 8:41 7 #9				1			Š		Y	
Diait 6.25 End 6.41				agreement from each student R		×	R	×	R	
Activity F: Conclusion (2)					G	_	G		G	
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Start: End:	_//			R	•		R		$\mathbf{R}^{igoplus}$	
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time effects if adding material	rial.									
Did the teacher request technical assistance for a later date? No 🗆	chnical assist	ance fo	r a later d	No I Yes X Please explain: Teacher asked for TA for Mod 2 Act. E. Will meet on	A for	Mod	2 Act.	. Е. W	/ill m	eet on
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Pono Choices Fidelity Maintenance Form Module 1: Introduction to Pono Choices

Overall quality of the session (circle one): G • Y · R • Please notify Pono Choices staff of any Yellow/Red concerns immediately	Activity E: Conclusion (2) Start: End:// G	Activity D: Group Agreements (10) Start: End:// G	Activity C: Folder Instructions (5)	Activity B: Cultural Overview (10) Start: End:// Coltural Overview (10) Coltural Cultural Cul	Activity A: Introduction (3) \square	Min YES NO. Reason: YES, with the following changes: Adherence	Script followed/prepared/fluid; stayed within allotted time; somewhat engaging students/enthusiastic Round Script somewhat followed/prepared/fluid; stayed somewhat within allotted time; somewhat engaging students/enthusiastic Round Script not followed/prepared/fluid; did not stay within allotted time; not engaging students/unenthusiastic Did the teacher complete each activity below? Please check one of the three boxes.	se X l ent	School: Observer:	Date of Observation: Teacher Name: Modules and Activities observed in this session:
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	R R	G Y R	GO YO RO	G V	GO YO RO	Delivery		activity		

Pono Choices Fidelity Maintenance FormModule 2: Pono - Making Pono Choices

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Y	Y	Y				About Sex (15)
G	G	G			_	Activity E: Redefining Messages
R	R	R				Start : End : //
Y	Y	Y	<u> </u>			(10)
G	G	G				Activity D: Making a Pono Choice
R	R	R				Start:_ End://
Y	Y	Y				
G	G	G				Activity C: Voyage of Wa'a (10)
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ĭI:	1 this session	observed in	Modules and Activities observed in this session:	Teacher Name:	Teac	Date of Observation:

Fidelity Maintenance Form

Module 3: Mōhala - Lessons in Puberty and Anatomy

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Overall quality of the session (circle one): G 🏓 Y 🤛 Please notify Pono Choices staff of any Yellow/Red concerns immediately

Recommendations for debrief:

Pono Choices Fidelity Maintenance FormModule 4: Nohona – Role of Communication in Healthy Relationships

Start:_ End://	Activity of Coliciusion (3)	Activity G: Conclusion (5)	Start : End : //	Abusive Relationships (20)	Activity F: Healthy, Unhealthy &	Start : End : //	(15)	Activity E: Who's In Your Canoe?	Start: End://		Activity D: Vovage of Wa'a (10)	Start: End://	Value: Nohona (5)	Activity C: Hawaiian Cultural	Start: End://	Activity: Wa'a Building (5)	Activity B: Review 'Ohana	Start:_ End://		Activity A: Introduction (5)	Min	Did the teacher complete each activity below? Please check one of the three boxes	R Script not follow	Y Script somewhat	G Script followed/	апа Бголивка кткаг апа киппазіазик пізи акиоп	Coding Scheme: Please X the box that best describes the degree to which the teacher adhered to the script; stayed within the time for each activity and provided clear and enthusiastic instruction		School:	Date of Observation:
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Recommendations for debrief:

Overall quality of the session (circle one): G 💛 Y 💛 R🗣 Please notify Pono Choices staff of any Yellow/Red concerns immediately

Did the teacher request technical assistance for a later date? No ☐ Yes ☐ Please explain:

Pono Choices Fidelity Maintenance FormModule 5: Aloha – Maintaining Respect in Relationships

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Pono Choices Fidelity Maintenance FormModule 6: Hāpai Pono — Preventing an Unintended Pregnancy

School: Observer: Coding Scheme: Please X the box that best describes the degree to which the teacher adhered to the script; stayed within the time for each activity and provided clear and enthusiastic instruction. Government Script followed/prepared/fluid; stayed within the allotted time given schedule; engaging students/enthusiastic Vovernment Script somewhat followed/prepared/fluid; stayed somewhat within allotted time; somewhat engaging students/enthusiastic Rever Script not followed/prepared/fluid; did not stay within allotted time; not engaging students/unenthusiastic	/ed within the tim usiastic students/enthusiastic	he time	e for each	activity	
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Did the teacher request technical assistance for a later date? No \Box

Yes □ Please explain:

Module 7: Pilina A'o – Understanding Sexually Transmitted Infections

Date of Observation: School:	Teacher Name: Observer:	ner Name: Observer:	Modules and	Modules and Activities observed in this session:	d in this	session:		
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Start · End · //					Y	Y	Y	
	1	1]]		R	R	R	
Activity B: Review 'Ohana Activity: Hāṇai Pono (5)					۲ ۱	V G	<u>র</u> ত্র	
Start : End : //					~	R	Z.	
Activity C: Hawaiian Cultural Value:					G	G	G	•
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ity D: Voy			0		G	G	<u>ુ</u>	
Start : End : //					Y	Y	D 14	
Activity E: Understanding STIs	_				G	G	<u>Q</u>	•
Powerpoint (15)					Y	Y	Y	•
Start : End : //					R	R	R	•
Activity F: Video: You Cannot Get					G	G	Q	
Start : End : //					2	R	Z 5	
Activity G: Myth or Fact (5)	_				G	G	G	
Start :: End :: //					R	R	Z 1	
Activity H. Conclusion (5)	_		0		G	G	<u>유</u>	•
Start:_ End://				-	Z Y	D Y	Z Z	
Overall quality of the session (circle one): G	one): G	Y R	Please notify Pono Choices staff of any Yellow/Red concerns immediately	f any Yellow/Red co	oncerns i	mmediat		
Recommendations for debrief:								

Pono Choices Fidelity Maintenance Form

Module 8: Pilina Pono – Preventing Sexually Transmitted Infections

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		R	Y	င္	R	Y	ဂ္	R.	Y	G	R	Y	G G	R	Y	G	R	Y	G	R	Y	G G	R	Y	G G	D	1			h acti		

Pono Choices Fidelity Maintenance Form Module 9: N Kklia—Negotiation Skills and Role Play

Overall quality of the session (circle one): G 🔵 Y 🥕	Start: End: //	Kūlia (3)	Activity H: 'Ohana Activity: Nã		Start · Fnd · //	Activity G: Conclusion (2)	Start : End : //	(30)	Activity F: Unscripted Role Play	Start : End : //	(5)	ity E: Scri	Start: End://	(5)	Activity D: Scripted Role Play Part 1	Start End/	Try C. 103	Activity C: Voyage of the Wata (10)	Start : End : //		Activity B: Hawaiian Cultural Value:	Start:_ End://	A TOTAL CONTRACTOR (TO)	Activity A: Introduction (2)	Min YES NO. Reason:	Did the teacher complete each activity below? Please check one of the three boxes.	R Script not followed/prepared/fluid; d	Y Script somewhat followed/prepared/i	G Script followed/prepared/fluid; staye	Coding Scheme: Please X the box that best describes the degree to which the teacher adhered to the script; stayed within the time for each activity and provided clear and enthusiastic instruction.	School: Observer:	Date of Observation: Teacher Name:
R Please notify Pono Choices staff of any Yellow/Red concerns immediately																					0				ason: YES, with the following changes:	ck one of the three boxes.	Script not followed/prepared/fluid; did not stay within allotted time; not engaging students/unenthusiastic	Script somewhat followed/prepared/fluid; stayed somewhat within allotted time; somewhat engaging students/enthusiastic	Script followed/prepared/fluid; stayed within the allotted time given schedule; engaging students/enthusiastic	degree to which the teacher adhere		
f of any Yellow/Red	R	Y	G <mark>.</mark>	R	Y	G.	R	Y	G	R	Y	G	R	Y	G	R	Y	Ç	R	Y	G	72	Y	G			ng students/unenthusiast	; somewhat engaging str	ngaging students/enthus	d to the script; staye		Modules and Activities observed in this session:
concer	_	-	•	•	-	•	•		•		-	-		_	•	•	-	•	•	-	-	•	<u> </u>	•	Adherence		ic	udents/e	siastic	d with		obser
ns immediat	R	Y	G	R	Y	G	R	Y	G <mark>-</mark>	₽	Y	G	R	Y	G	R	Y	G	R	Y	G	R	Y	G.	ж Time			nthusiastic		in the time f		ved in this s
tely	R	Y	G	R	Y	G	R	Y	G <mark>•</mark>	R●	Y	G	R	Y	G	R	Y	G <mark>-</mark>	R	Y	G	R	Y	G <mark>•</mark>	Delivery					or each activit		ession:

Pono Choices Fidelity Maintenance Form

Module 10: Oli Ho'omana - Empowerment

Date of Observation:	Teacher Name:	Modules and Activities observed in this session:	served in th	is session:	
School:	Observer:				
Coding Scheme: Please X the box that best de and provided clear and enthusiastic instruction.	Coding Scheme: Please X the box that best describes the degree to which the teacher adhered to the script; stayed within the time for each activity and provided clear and enthusiastic instruction.	nich the teacher adhered to the script; st	ayed withi	n the time for	r each activity
G Seri	Script followed/prepared/fluid; stayed within the allotted time given schedule; engaging students/enthusiastic Script somewhat followed/prepared/fluid; stayed somewhat within allotted time; somewhat engaging students/enthusiastic	otted time given schedule; engaging students/er newhat within allotted time; somewhat engagir	nthusiastic ng students/er	thusiastic	
R Seri	Script not followed/prepared/fluid; did not stay within allotted time; not engaging students/unenthusiastic	m allotted time; not engaging students/unenthu	siastic		
•					
Did the teacher complete each	Did the teacher complete each activity below? Please check one of the three boxes	three boxes.			
	Min YES NO. Reason:	YES, with the following changes:	Adherence	Time	Delivery
Activity A: Introduction (2)			G	G	G
Start : End : //			Y	Y	Y
ity B. Has		<u> </u>	2 7		2
Value: Oli Ho'omana (3)		ı	Y	Y	Y
Start : End : //			R	R	R
Activity C: Voyage of the Wa'a			<u> </u>	S G	5 G
Start : End : //			R	R	R
Activity D: Paddling to			G	G	G
Goals/Dreams (20)			Y	Y	Y
Start : End : //			G R	G R	G R
(10) E. 110-1 (20) (20)			Y	Y	Y
Start:_ End:_//			R	R	R
Activity F: Conclusion &			G	G	G
ficate Ceremony (10)			Y	Y	Y
Start : End : //			R	R	R
Overall quality of the session (circle one): G	Y R	Please notify Pono Choices staff or Brandon of any Yellow/Red concerns immediately	any Yellow	Red concern	s immediately
Recommendations for debrief:	eff.				
Did the teacher request tech	Did the teacher request technical assistance for a later date? No \Box	Yes □ Please explain:			