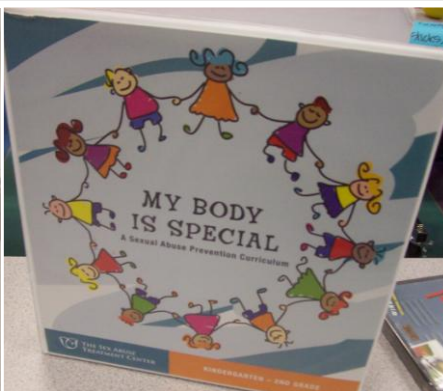




Central District Workshop

Healthy Sexuality



Evaluation Report

2011-2012 SY

Submitted in August 2012
by the Healthy Hawaii Initiative Evaluation Team

DISTRICT WORKSHOP SUMMARY

Instructors and Course Objectives

Central District's *Secondary Healthy Sexuality Workshop* was held on January 19, 2012 from 8:00 am until 3:00 pm at Pearl Harbor Kai Elementary School. The topic of the workshop was "Positive Prevention for Special Populations." The lead instructor for this workshop was Yvette Ikari, Central District Health and Physical Education Resource Teacher (RT). Catherine Kawamura, HIV Prevention State RT, and Catherine Kahoonohano, State Health Education RT, also assisted with the instruction of this workshop.

The workshop objectives were to provide:

1. Literacy-based strategies that address healthy sexuality education
2. Current statistical data on the sexual risk behaviors of Hawaii's youth
3. Resources and materials to immediately implement sexual health education for middle and high schools
4. Training on how to answer sensitive questions.

The workshop addressed the Department of Education's Strategic Plan and goals as follows:

Goal #1: *Assure all students graduate college and are career-ready through effective use of standards-based education*

Objective 1.1: *Use high-quality standards, curriculum, and materials*

The desired outcomes of the workshop were to learn about:

1. Knowledge and understanding of Hawaii Content and Performance Standards (HCPS) III grade level standards and benchmarks for Health Education.
2. Knowledge and understanding of Hawaii Youth Risk Behavior Survey (YRBS) sexual health data and department policies.
3. Comprehension and implementation of selected units of Positive Prevention for Special Populations, a sexual health and HIV/STD prevention curriculum for special populations.

Participant Background

All results are based on valid percentages, or the total number of workshop participants who responded to each question. Participant background information was obtained from sign-in sheets that were collected at the workshop. Nine (9) participants attended the training. Table 1 illustrates that the majority of participants worked at the 9-12 grade level (n=5, 55.6%).

Table 1: What age/grade level do you teach/work with? (n=9)

Grade Level	n	%
Grades 7-8	4	44.4
Grades 9-12	5	55.6
TOTAL responses	9	100.0

As shown in Table 2, the largest group of workshop participants were special education teachers (n=8, 66.7%). When asked how long they have been teaching health education (HE), most participants responded that they *do not teach health education* (n=6, 60.0%) (Table 3).

Table 2: What area(s) do you teach/work? (n=12)

Position Type	n	%
Special education	8	66.7
Miscellaneous (e.g., student support)	3	25.0
Classroom teacher	1	8.30
TOTAL responses	12	100.0

Table 3: How long have you taught Health Education? (n=10)

Number of Years	n	%
Do not teach HE	6	60.0
10+ years	2	20.0
6-10 years	1	10.0
1-5 years	1	10.0
TOTAL responses	10	100.0

Most participants work in the Moanalua complex (n=4), followed by the Aiea complex (n=3), and Radford complex (n=2) (Table 4).

Table 4: What district and complex do you teach/work in? (n=9)

Central (9)
Moanalua (4)
Aiea (3)
Radford (2)
Leilehua (0)
Mililani (0)
Waialua (0)

POST WORKSHOP EVALUATION

Competency in Health Education Standards

Participants were asked to rate their level of proficiency in seven areas of the Health Education Standards using the 4-point evaluation scale below. Respondents could indicate if they were (1) *Unaware*, (2) *Aware*, (3) *Knowledgeable*, or (4) *Proficient* in various areas of the Health Education Standards.

Evaluation Scale

- 1= Unaware** (Unable to identify the concepts or skills)
2= Aware (Able to identify the concept or skills but have a relatively limited ability to perform the skill)
3= Knowledgeable (Able to identify use/apply and describe the skill)
4= Proficient (Able to teach the skill to others)

Of the 12 participants that attended the workshop, 10 completed the workshop evaluation for a response rate of 83.3%. Respondents rated their competency level in seven areas of the Health Education Standards before and after the workshop. Prior to completing the workshop, most participants indicated that they were *Unaware* or *Aware* of the HE Standards (average scores ranged from 1.67 to 1.89 out of 4.0) (see Table 5). Following the workshop, the majority of scores shifted to the *Aware* or *Knowledgeable* range (Table 6).

Table 5. Please rate your level of competency in the following areas (Pre-Test, n=9)

Areas of HE Standards	1 =Unaware n (%)	2 = Aware n (%)	3 =Knowledgeable n (%)	4=Proficient n (%)	Average score
Standards Based Toolkit	5 (55.6)	2 (22.2)	1 (11.1)	1 (11.1)	1.67
Standards Based Lessons	4 (44.4)	3 (33.3)	2 (22.2)	-	1.89
Standards Based Assessment	4 (44.4)	3 (33.3)	1 (11.1)	1 (11.1)	1.89
Standards Record Keeping	5 (55.6)	2 (22.2)	1 (11.1)	1 (11.1)	1.67
Standards Based Grading	5 (55.6)	2 (22.2)	2 (22.2)	-	1.67
Technology for Standards Based Instruction	5 (55.6)	2 (22.2)	2 (22.2)	-	1.67
Developmentally Appropriate Strategies/Activities	4 (44.4)	3 (33.3)	2 (22.2)	-	1.78

Table 6. Please rate your level of competency in the following areas (Post-Test, n=10)

Areas of HE Standards	1=Unaware n (%)	2=Aware n (%)	3=Knowledgeable n (%)	4=Proficient n (%)	Average score
Standards Based Toolkit	1 (10.0)	3 (30.0)	4 (40.0)	2 (20.0)	2.70
Standards Based Lessons	1 (10.0)	1 (10.0)	7 (70.0)	1 (10.0)	2.80
Standards Based Assessment	1 (10.0)	2 (20.0)	5 (50.0)	2 (20.0)	2.80
Standards Record Keeping	1 (10.0)	4 (40.0)	2 (20.0)	3 (30.0)	2.70
Standards Based Grading	2 (20.0)	3 (30.0)	3 (30.0)	2 (20.0)	2.50
Technology for Standards Based Instruction	1 (10.0)	1 (10.0)	7 (70.0)	1 (10.0)	2.80
Developmentally Appropriate Strategies/Activities	1 (10.0)	-	5 (50.0)	4 (40.0)	3.20

Participant competency increased in all seven areas of the HE standards following the workshop (Table 7). The area with the largest improvement was “Developmentally Appropriate Strategies/Activities”, followed closely by “Technology for Standards Based Instruction”. Table 7 provides a comparison of the average scores (mean and standard deviation) that were self-reported by participants before and after the workshop.

Table 7. Comparison of average scores (pre- and post-workshop)

Areas of HE Standards	Pre-Workshop Mean (SD)	Post-Workshop Mean (SD)
Standards Based Toolkit	1.67 (0.87)	2.70 (0.95)
Standards Based Lessons	1.89 (1.05)	2.80 (0.79)
Standards Based Assessment	1.89 (1.05)	2.80 (0.92)
Standards Record Keeping	1.67 (0.87)	2.70 (1.06)
Standards Based Grading	1.67 (0.87)	2.50 (1.08)
Technology for Standards Based Instruction	1.67 (0.87)	2.80 (0.79)
Developmentally Appropriate Strategies/Activities	1.78 (0.83)	3.20 (0.92)

Overall Workshop Evaluation

The overall evaluation of the *Secondary Health Sexuality Workshop* was very positive. Participants were asked to rate their level of agreement on the overall effectiveness of the workshop on a 5-point scale from 1 (*very poor*) to 5 (*excellent*). As displayed in Table 8, the majority of participants rated the content, organization, and quality of the training as *Good* or *Excellent*.

Respondents were also asked if they agreed with specific statements regarding the workshop presentations, objectives, and content. Almost all of the participants *Agreed* or *Strongly Agreed* with these statements. Tables 8 and 9 provide the mean (average) and standard deviation (SD) for each item.

Table 8: Overall workshop comments (n=10)
(5 = Excellent; 1 = Very Poor)

	Mean	SD
Knowledge of Health Education Standards	3.90	0.738
Overall content of the presentation	4.60	0.516
Overall organization	4.60	0.516
Overall quality	4.50	0.527

Table 9: General workshop evaluation (n=10)
(5 = Strongly Agree; 1 = Strongly Disagree)

	Mean	SD
Content/information presented will be utilized to support standards-based instruction	4.50	.527
Material/curriculum distributed in the workshop will be helpful/relevant to implementation of standards-based instruction	4.50	.527
Stated objectives of the workshop have been accomplished	4.50	.707
Presenters were well informed	4.70	.483
Intend to share this information with others that did not attend	4.50	.527

Lessons Learned

Participants were asked to describe the most important lesson that they learned from the workshop. Table 10 lists all of the responses, which have been divided into three themes: “Application of the Curriculum”, “Content and Curriculum”, and “Importance of the Curriculum”. Several participants stated that the most important lesson they learned related specifically to the “Application of the Curriculum”.

Table 10: What is the most important thing you learned today and how will you apply it in your classroom? (n=10)

Application of the Curriculum (4)
<ul style="list-style-type: none">• Importance of adjusting curriculum based on population• Tips on answering offensive questions; practicing using the curriculum• Teaching the private & public• Simplifying lessons for special populations
Content and Curriculum (3)
<ul style="list-style-type: none">• The binder: for more up-to-date information, numbers & resources• HIV- how it is transmitted and what happens later• Informational content for HIV/AIDS/STD
Importance of the Curriculum (3)
<ul style="list-style-type: none">• Importance of HIV curriculum• Importance of the health sexuality information• Importance of sharing the information with students

Future Topic Suggestions

Respondents were asked to name three topics that they would like to learn more about during future training sessions. Table 11 presents the full list of suggestions. The most frequently mentioned recommendation was “Sexual Education Topics” (n=3), followed by “Teaching Tools and Resources” (n=2).

Table 11: What future topics are you interested in learning more about? (n=6)

Sexual Education Topics (3)
<ul style="list-style-type: none">• Basic sexual education fundamentals• Sexual abuse• Healthy relationships
Teaching Tools and Resources (2)
<ul style="list-style-type: none">• Standards-based lessons/assessments and new teaching tools (resources)• New videos/technology
Others (1)
<ul style="list-style-type: none">• Personal hygiene

CONCLUSION

Overall, the *Secondary Healthy Sexuality Workshop* was well received. The majority of participants *Strongly Agreed* that the workshop presenters were well informed, the objectives of the workshop had been accomplished, the material/curriculum distributed in the workshop will be helpful/relevant to implementing standards-based instruction, and the content/information presented will be utilized to support standards-based instruction. The majority of the participants rated the overall content, organization, and quality of the training as *Good* or *Excellent* (average score = 4.57 out of 5.00). In addition, all of the participants *Agreed* or *Strongly Agreed* that they would share the workshop information with others that did not attend.

When rating their competency of the Health Education Standards, the results were also positive. Compared to pre-workshop competency, the average scores increased for all of the seven standard areas. The area with the most improvement was “Developmentally Appropriate Strategies/Activities,” followed closely by “Technology for Standards Based Instruction.”

Recommended topics for future workshops include additional sexual education topics (e.g., sexual abuse and healthy relationships) and teaching tools & resources (e.g., standards-based lessons/assessments and videos/technology).