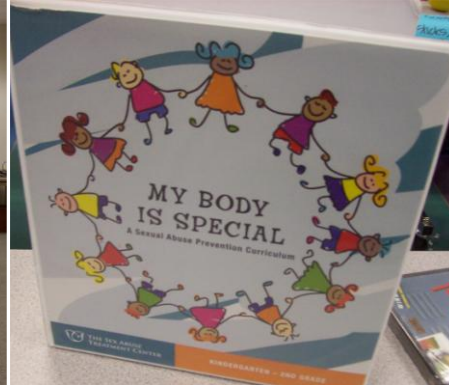




Leeward District Workshop

FLASH Curriculum

September 15, 2011



Evaluation Report

2011-2012 SY

Submitted in August 2012
by the Healthy Hawaii Initiative Evaluation Team

DISTRICT WORKSHOP SUMMARY

Course Objectives

Leeward District's *Family Life and Sexual Health (FLASH)* workshop was held on September 15, 2011 at Iroquois Point Elementary School. This training was led by Health and Physical Education District Resource Teacher, Julianne Nakano. The workshop agenda included an overview of the 2009 Hawaii Youth Risk Survey Results, Literacy Strategies that address Sexual Health, Role-Modeling Lessons and a Review of Resources. There were five desired outcomes of the workshop.

1. Participants will be knowledgeable of literacy strategies that promote effective approaches in communicating sexual health education and other health-related topics
2. Participants will have applications for youth and their families in the areas of human sexuality and health
3. Participants will be knowledgeable about the reproduction, puberty, family relationships, and issues of sexuality
4. Participants will complete and submit an online evaluation
5. Participants will be knowledgeable of how to contact the district resource teacher for on-site technical support during or after implementation.

Participant Background

All results are based on valid percentages, or the total number of participants who responded to each question. Participant background information was obtained from sign-in sheets that were collected at the workshop. Twenty-one (21) participants attended the training.

As displayed in Table 1, the largest group of participants were classroom teachers (n=19, 90.4%), followed by school counselors (n=2, 9.6%). All participants worked at the elementary school level.

Table 1: Position with current employer (n=21)

Position	N	%
Classroom Teacher	19	90.4
School Counselor	2	9.6
TOTAL responses	21	100.0

Participants were asked to indicate how long they have taught Health Education (HE). Table 2 shows that the largest group of participants had been teaching for *1-5 years* (35.0%). Most participants worked in the Campbell complex (n=16) (Table 3).

Table 2: How long have you taught Health Education? (n=20)

Number of Years	n	%
Do not teach HE	4	20.0
First year	3	15.0
1-5 years	7	35.0
6-10 years	4	20.0
10+ years	2	10.0
TOTAL responses	20	100.0

Table 3: What district and complex do you teach/work in? (n=21)

Leeward (21)
Campbell (16)
Kapolei (3)
Waianae (2)
Nanakuli (0)
Pearl City (0)
Waipahu (0)

POST WORKSHOP EVALUATION

Competency in Health Education Standards

At the conclusion of the workshop, participants were asked to complete a post workshop evaluation to rate their level of competency in seven areas of the Health Education Standards using the 4-point evaluation scale below. Participants were asked to indicate if they were (1) *Unaware*, (2) *Aware*, (3) *Knowledgeable*, or (4) *Proficient* in various areas of the HE 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 21 participants, 20 completed the workshop evaluation for a 95.2% response rate. Most participants rated themselves as being *Aware* or *Knowledgeable* of the Health Education Standards as shown in Table 4. The highest rated areas were “Developmentally appropriate strategies/activities” (average score=2.75 out of 4.00), and “Standards Based Assessment” (average score=2.65).

Table 4: Please rate your level of competency in the following areas (n=20)

Areas of HE Standards	1 =Unaware n (%)	2 =Aware n (%)	3=Knowledgeable n (%)	4=Proficient n (%)	Average Score
Standards Based Toolkit	3 (15.0)	5 (25.0)	11 (55.0)	1 (5.0)	2.50
Standards Based Lessons	3 (15.0)	4 (20.0)	11 (55.0)	2 (10.0)	2.60
Standards Based Assessment	3 (15.0)	3 (15.0)	12 (60.0)	2 (10.0)	2.65
Standards Record Keeping	2 (10.0)	7 (35.0)	8 (40.0)	3 (15.0)	2.60
Standards Based Grading	3 (15.0)	5 (25.0)	10 (50.0)	2 (10.0)	2.55
Technology for Standards Based Instruction	3 (15.0)	5 (25.0)	10 (50.0)	2 (10.0)	2.55
Developmentally Appropriate Strategies/Activities	2 (10.0)	3 (15.0)	13 (65.0)	2 (10.0)	2.75

Overall Workshop Evaluation

The overall evaluation *FLASH* training 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*). The majority of the participants rated the overall content (new ideas, materials and strategies), organization, and quality of the training as *Good* or *Excellent* (Table 5).

Respondents were also asked if they agreed with specific statements regarding the presentation, objectives, and content of the workshop. Most of the participants *Agree* or *Strongly Agree* with these items (Table 6). Tables 5 and 6 provide the mean (average) and standard deviation (SD) for each item.

Table 5: Overall workshop comments (n=21)
(5 = Excellent; 1 = Very Poor)

	Mean	SD
Knowledge of Health Education Standards	3.90	.436
Overall content of presentation	4.71	.463
Overall organization	4.62	.498
Overall quality	4.62	.498

Table 6: General workshop evaluation (n=21)
(5 = Strongly Agree, 1 = Strongly Disagree)

	Mean	SD
Content/information presented will be utilized to support standards-based instruction	4.48	.512
Material/curriculum distributed in the workshop will be helpful/relevant to my implementation of standards-based instruction	4.71	.463
The stated objectives of the workshop/meeting have been accomplished	4.67	.483
Presenters were well informed	4.90	.301
I intend to share this information with others that did not attend	4.67	.483

Lessons Learned

Respondents were asked to answer the open-ended question, “What is the most important thing you learned today and how will you apply it in your classroom?” As shown in Table 7, the comments were divided into three categories. The majority of the participants discussed implementing lessons and strategies. Some of the participants also commented on health education in general and/or dealing with difficult situations.

Table 7: What is the most important thing you learned today and how will you apply it in your classroom? (n=21)

Implementing Lessons (13)
<ul style="list-style-type: none">• All of the lessons are a great resource• How to integrate self-esteem, self-awareness and confidence in sexual health curriculum• I will use the lessons on sexual health and the reproductive system• Great lesson plans• Reinforcing self-esteem, confidence, and peer pressure• Using the proper terminology and definitions• With proper support, you should teach specific aspects of sexual health• Activities/lesson plans/resources• Knowledge/activities about human development• Lessons can be modified to meet the needs of the cliental• I have editorial rights• Lessons to use in the classroom
Knowledge, Education, and Teaching Health (5)
<ul style="list-style-type: none">• It is important to be knowledgeable about one’s body• Teach our students what is happening with their bodies• The role of the elementary education teacher/counselor• Health must be taught• How to teach the things that I need to for health in a well-informed way
Dealing with Difficult Situations (3)
<ul style="list-style-type: none">• How to handle difficult questions by parents to students using activities and strategies• How to deal with parent inquiry and addressing student questions• How to implement the touchy information in a fun way

Future Topic Suggestions

Respondents were asked to name three topics that they would like to learn more about during future training sessions. Most participants were primarily interested in learning more about physical education and nutrition for youth.

Table 8: What future topics are you interested in learning more about? (n=11)

Physical Activity and Nutrition (5)
<ul style="list-style-type: none">• Exercise and diet for youth (3)• Physical education activities (2)
Life Skills (3)
<ul style="list-style-type: none">• Building refusal skills• Health and wellness• Character building
Mental and Emotional Health (2)
<ul style="list-style-type: none">• Mental health• Support for students thinking of suicide
Sexual Abuse (1)
<ul style="list-style-type: none">• Sexual abuse training

CONCLUSION

Overall, the *FLASH* training was well received. After the completion of the workshop, most participants rated their competency in Health Education Standards as *Aware* or *Knowledgeable*.

On a 5-point scale, most respondents rated the overall content, organization, and quality of the training as *Good* or *Excellent*. Most of the respondents *Agreed* or *Strongly Agreed* that the workshop objectives were accomplished, that the materials were useful, and that the presenters were well informed. All participants also *Agreed* or *Strongly Agreed* that the material/curriculum distributed in the workshop is relevant and that they will utilize the content/information presented to support standards-based instruction.

Recommended topics for future workshops include obtaining more information about exercise and diets for youth, as well as PE activities, mental health, suicide, and character building.