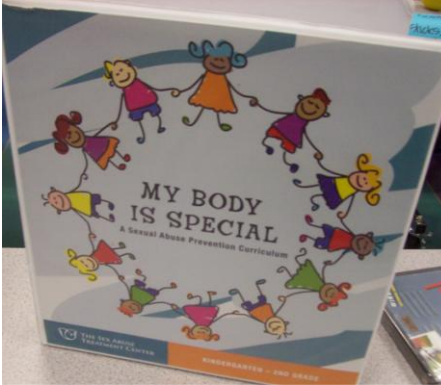




Leeward District Workshop

FLASH Curriculum

September 23, 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 23, 2011 at Pohakea Elementary School. This training was led by Health and Physical Education District Resource Teacher, Julienne 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-five (25) participants attended the training.

As displayed in Table 1, the largest group of participants were classroom teachers (n=18, 78.3%), followed by school counselors (n=3, 13.0%). All participants worked at the elementary school level.

Table 1: Position with current employer (n=23)

Content Area	n	%
Classroom Teacher	18	78.3
School Counselor	3	13.0
Administration	1	4.3
Special Education	1	4.3
TOTAL responses	23	100.0

Participants were asked to indicate how long they have taught Health Education (HE). Table 2 shows that the majority of participants either *do not teach HE* (n=8, 33.3%) or are first year teachers (n=7, 29.2%).

Table 2: How long have you taught Health Education? (n=24)

Number of Years	n	%
Do not teach HE	8	33.3
First year	7	29.2
1-5 years	4	16.7
6-10 years	2	8.3
10+ years	3	12.5
TOTAL responses	24	100.0

Table 3 illustrates that most participants worked in the Campbell complex (n=13), followed by the Pearl City complex (n=7).

Table 3: What district and complex do you teach/work in? (n=25)

Leeward (25)
Campbell (13)
Pearl City (7)
Waipahu (5)
Kapolei (0)
Nanakuli (0)
Waianae (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)

All 25 participants completed the workshop evaluation for a 100.0% response rate. Most participants rated themselves as being *Aware* or *Knowledgeable* of the Health Education Standards (Table 4). The highest rated competency area was “Developmentally appropriate strategies/activities” (average score=3.10 out of 4.00), and the lowest rated area was standards record keeping (average score=2.52).

Table 4: Please rate your level of competency in the following areas (n=25)

Areas of HE Standards	1 =Unaware n (%)	2 =Aware n (%)	3=Knowledgeable n (%)	4=Proficient n (%)	Average Score
Standards Based Toolkit	2 (9.5)	6 (28.6)	11 (52.4)	2 (9.5)	2.62
Standards Based Lessons	1 (4.8)	4 (19.0)	11 (52.4)	5 (23.8)	2.95
Standards Based Assessment	1 (4.8)	5 (23.8)	12 (57.1)	3 (14.3)	2.81
Standards Record Keeping	2 (9.5)	6 (33.3)	11 (52.4)	1 (4.8)	2.52
Standards Based Grading	2 (9.5)	6 (28.6)	11 (52.4)	2 (9.5)	2.62
Technology for Standards Based Instruction	1 (4.8)	6 (28.6)	8 (38.1)	6 (28.6)	2.90
Developmentally Appropriate Strategies/Activities	1 (4.8)	4 (23.8)	8 (38.1)	8 (38.1)	3.10

Overall Workshop Evaluation

The overall evaluation of the *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 *Agreed* or *Strongly Agreed* 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=25)
(5 = Excellent; 1 = Very Poor)

	Mean	SD
Knowledge of Health Education Standards	3.68	.802
Overall content of presentation	4.84	.473
Overall organization	4.88	.440
Overall quality	4.84	.473

Table 6: General workshop evaluation (n=25)
(5 = Strongly Agree, 1 = Strongly Disagree)

	Mean	SD
Content/information presented will be utilized to support standards-based instruction	4.52	.586
Material/curriculum distributed in the workshop will be helpful/relevant to my implementation of standards-based instruction	4.72	.542
The stated objectives of the workshop/meeting have been accomplished	4.80	.408
Presenters were well informed	4.88	.332
I intend to share this information with others that did not attend	4.32	.748

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: “Appropriate Content and Comfort Levels”, “Lessons/Strategies”, “Other”. The majority of the participants described their increased comfort level with the material and how to handle sensitive topics and questions. Some of the participants also commented on the importance of the lessons and strategies (e.g., creating interactive lessons).

Table 7: What is the most important thing you learned today and how will you apply it in your classroom? (n=26)

Appropriate Content and Comfort Levels (15)
<ul style="list-style-type: none">• What is appropriate to cover (5)• How to answer questions (2)• Feeling comfortable with teaching the material (2)• Feeling comfortable talking to students about topics• Teachers need to be comfortable with the content• Most appropriate way to address approved topics• How to teach touchy subjects• Tips on how to answer questions• How to respond to “shock” questions
Lessons/Strategies (8)
<ul style="list-style-type: none">• Strategies on how to teach the information (2)• Creating interactive lessons to engage students (2)• How to teach lessons• The lessons were good and will be used in class• Lesson plans are easy to follow• Teach refusal strategies
Other (3)
<ul style="list-style-type: none">• Build up girls, strengthen their self esteem• Education is the key to protect youngsters• Information learned in elementary can make a big difference in the student’s choices

Future Topic Suggestions

Respondents were asked to name three topics that they would like to learn more about during future training sessions. As shown in Table 8, participants were interested in a range of health topics including HIV/AIDS, miscarriages, homosexuality, and sexual abuse.

Table 8: What future topics are you interested in learning more about? (n=5)

Health Topics (4)
<ul style="list-style-type: none">• More information on HIV/AIDS (2)• Discussing miscarriages and homosexuality• Helping students who have been sexually abused
Other (1)
<ul style="list-style-type: none">• More activities

CONCLUSION

Overall, the *Sexual Family Life and Sexual Health (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 *Agree* or *Strongly Agree* 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 additional health education topics such as HIV/AIDS, sexual abuse, and miscarriages.