

Region III Head Start Administration for Children and Families

Evaluation of the *I Am Moving, I Am Learning* Enhancement

Summary Report Template for the Classroom Teachers/Home Visitors Focus Group
Fall 2007

Site: [Site ID]

Dates of interview: [xx/xx/xx]

Interviewer: [Name]

A. PROGRAM AND COMMUNITY CONTEXT

(Questions 1-5: How long they have been with this Head Start program; number of children in classroom or home visiting case load; if mixed-age classroom; full- or half-day session; other adults in classroom; percentage of English Language Learners and languages spoken; percentage of children with IEPs)

B. SUSTAINABILITY AND RESOURCES

B.1 DESIGN PROCESS

(Questions 1-3: Changes to goals; role in making changes; initial reaction to IM/IL; change over time)

B.2 SUSTAINABILITY

(Questions 4-5: How receptive families have been to IM/IL; how goals are reinforced and buy-in is sustained)

C. IM/IL ENHANCEMENT ACTIVITIES

C.1 ENHANCEMENT ACTIVITIES

(Questions 1-18, 24: Were activities implemented as planned; how tracked and monitored implementation; changes to activities this year; kinds of activities provided in the three “target” areas [MVPA, structured movement, and healthy eating]; targeted audience(s); frequency, duration, and intensity of activities; requirements/policies on specific amount of time on IM/IL per week; materials and equipment used; where activities take place; reinforcement of IM/IL vocabulary; whether IM/IL has been incorporated into the existing curriculum, if so, how and if not, why; whether activities are modified for English Language Learners or children with special needs, and if so, any resources consulted; enhancement activities for staff; progress toward meeting staff goals; incorporating into IEPs and IHPs)

C.2 CLASSROOM/HOME CONTEXT

(Questions 19-23, 25-27): Challenges getting children to participate; prevalence of overweight/underweight children; rank of health problems; whether they have discussed children’s weight issues with parents/health care professionals/Part B providers, associated challenges; children’s food choices; sedentary behavior)

C.3 IMPLEMENTATION PROGRESS

(Questions 28-29: Impression of being a role model for children, change in their own behaviors; barriers to implementation)

D. OUTREACH TO PARENTS

(Questions 1-5: Outreach strategies used; reaction of parents to IM/IL; any parent education efforts on IM/IL enhancement; whether they promote healthy eating to parents, and if so, how and how often; whether parents are implementing IM/IL in the home, and if so, how)

E. ONGOING TECHNICAL ASSISTANCE AND CAPACITY BUILDING

(Questions 1-6: Whether they received formal training this program year, ongoing training or technical assistance, who provides the T/TA, topics covered; usefulness of T/TA; participation on IM/IL listserv; additional T/TA needed but not yet received; whether they formally track IM/IL implementation and measure outcomes; how outcomes are measured and how often; do children and parents incorporate IM/IL vocabulary)

F. BARRIERS, FACILITATORS, AND LESSONS

F.1 PROGRESS TOWARD MEETING GOALS

(Question 1: Progress toward meeting goals)

F.2 SUCCESSES

(Questions 2, 5-7: Key successes; what children, staff, and families liked most about IM/IL)

F.3 CHALLENGES

(Questions 3, 5-7: Key challenges; what children, staff, and families liked least about IM/IL)

H.4 LESSONS LEARNED

(Questions 4, 8-9: Lessons learned; changes to IM/IL enhancement; advice to other Head Start programs)

I. WRAP UP

(Miscellaneous notes and comments)