Region III Head Start Administration for Children and Families

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

Summary Report Template for the Telephone Interview with Program Managers
Spring 2007

Site: [Site ID]

Dates of interview: [xx/xx/xx]

Interviewer: [Name]

A. PROGRAM AND COMMUNITY CONTEXT
(Questions 1-7: Classroom organization; percentage of English Language Learners and languages spoken; percentage of children with IEPs; prevalence of overweight/underweight children; children's food choices; sedentary behavior)

B. REGIONAL TRAINING EVENT

B.1 MOTIVATIONS FOR ATTENDING REGIONAL TRAINING EVENT
(Question 1: Reasons for attending training event)

B.2 VIEWS OF REGIONAL TRAINING EVENT
(Questions 2-8: Materials received in advance, usefulness of topics, speakers, and materials; comparing content to what program had been doing; if content was appropriately targeted to Head Start audience; if preparation was adequate; most and least helpful aspects of training event)

B.3 SUGGESTIONS FOR IMPROVING REGIONAL TRAINING EVENT
(Question 9: Specific suggestions)

C. DESIGN AND PLANNING

C.1 GOALS AND OBJECTIVES
(Questions 1- 2: Whether grantee implemented IM/IL and any barriers that prevented implementation; primary goals and objectives)

C.2 KEY COMPONENTS AND THEORY OF CHANGE
(Questions 6-7, 9-10, 13-19: Targeted audience(s); specific components that set goals apart from what grantee had been doing before regional training event; specific behaviors (intermediate outcomes) intended to change; how behaviors would be changed; selection of a specific curriculum; development of a manual, guide, or lesson plans; whether English Language Learners, children with special needs, and children with cultural/dietary preferences were taken into account; materials, equipment, or incentives)

C.3 DESIGN PROCESS
(Questions 3-5, 8, 11-13: How goals and objectives were identified and developed; whether a needs assessment or pilot activities were conducted, and if so, how; materials used from regional training event; stakeholders involved in design and planning; written plan for implementation)

C.4 LESSONS LEARNED
(Questions 20-25: Key planning resources; resources or technical assistance that would have been helpful; design and planning challenges and successes; advice to other Head Start programs; what would have done differently)

D. STAFFING
(Questions 1-6: Roles of IM/IL point person; other staff who work on IM/IL and their responsibilities; how receptive staff were to IM/IL; staff turnover; how well staffing structure works; role of outside organizations)

E. INITIAL TRAINING
(Questions 1-3: Whether training was conducted; who conducted the training, content and format of training; staff who received it; materials received at training; whether staff were trained on monitoring progress; how soon after training implementation began; if no formal training, how staff prepared to implement IM/IL)

F. *IM/IL* ENHANCEMENT ACTIVITIES

F.1 POLICIES PRIOR TO *IM/IL*
(Question 1: Former policies on physical activity and/or healthy eating)

F.2 NEW POLICIES TO SUPPORT *IM/IL*
(Questions 2-3: New policies on physical activity and/or healthy eating)

F.3 ENHANCEMENT ACTIVITIES
(Questions 4-9: Kinds of activities provided in the three "target" areas [MVPA, structured movement, and healthy eating]; targeted audience(s); who provides and facilitates activities; frequency, duration, and intensity of activities; materials and equipment used; where activities take place; percentage of classrooms implementing activities; whether activities are modified for English Language Learners, children with special needs, or families enrolled in the home-based option; if delegates are implementing IM/IL, and if not, why; any training received by delegates; use of incentives; role of outside organizations)

F.4 IMPLEMENTATION PROGRESS
(Question 10: Progress made in reaching IM/IL goals and objectives; barriers to implementation)

G. OUTREACH
(Questions 1-4: Outreach strategies used; obtaining initial buy-in from staff, families, and outside organizations; initial reaction of parents to IM/IL; any parent education efforts on IM/IL enhancement)

H. ONGOING TECHNICAL ASSISTANCE AND CAPACITY BUILDING

H.1 INTERNAL TECHNICAL ASSISTANCE AND CAPACITY BUILDING
(Questions 1-4: Ongoing training or technical assistance received; additional T/TA needed but not yet received; whether any monitoring/feedback of IM/IL implementation takes place and how; whether formal tracking of IM/IL and measuring outcomes takes place; who measures outcomes; how outcomes are measured and how often; incorporating IM/IL vocabulary)

H.2 EXTERNAL TECHNICAL ASSISTANCE AND CAPACITY BUILDING
(Questions 5-6: Technical assistance or resources provided by outside organizations; perceived necessity of outside support for replication in other Head Start programs)

I. SUSTAINABILITY AND RESOURCES

I.1 SUSTAINABILITY

(Questions 1-5, 10: Any variations from initial implementation plan; how goals are reinforced and buy-in is sustained; changes made by Health Advisory Committee; changes in level of staff commitment and reason for change; challenges in obtaining participation from staff and families; impressions of sustainability, future of IM/IL enhancement)

I.2 COSTS AND RESOURCES
(Questions 6-9: Start-up costs; ongoing costs; budget decisions and reallocating resources and spending priorities; percentage of T/TA funds dedicated to IM/IL)

J. INITIAL SUCCESSES, CHALLENGES, AND LESSONS

J.1 SUCCESSES
(Questions 1, 3-5: Key successes; what children, staff, and families liked most about IM/IL)

J.2 CHALLENGES
(Questions 2, 3-5: Key challenges; what children, staff, and families liked least about IM/IL)

J.3 INTERMEDIATE OUTCOMES
(Question 6: Effects of IM/IL on intermediate outcomes)

J.4 LESSONS LEARNED
(Questions 7-10: Key lessons learned; changes to IM/IL enhancement; advice to other Head Start programs; impressions of replicability)

K. WRAP-UP
(Miscellaneous notes and comments)