

Region III Head Start Administration for Children and Families

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

Summary Report Template for the Site Interview with Program Managers
Fall 2007

Site: [Site ID]

Dates of interview: [xx/xx/xx]

Interviewer: [Name]

A. PROGRAM AND COMMUNITY CONTEXT

(Questions 1-8: 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; rank of health problems)

B. THEORY OF CHANGE

B.1 GOALS AND OBJECTIVES

(Questions 1-3: Primary goals and objectives; changes; progress toward meeting goals)

B.2 DESIGN PROCESS

(Questions 4-5; 9-12: New strategies for identifying and developing goals and objectives; targeted audience(s); whether a needs assessment or pilot activities were conducted, and if so, how; stakeholders involved in design and planning; written implementation plan)

B.3 KEY COMPONENTS AND THEORY OF CHANGE

(Questions 6-8, 13-19: Specific behaviors (intermediate outcomes) intended to change; how behaviors would be changed; success toward achieving changes; implementation of curriculum; selection of a curriculum; integrating IM/IL into existing 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)

B.4 LESSONS LEARNED

(Questions 20-25: Key planning resources; resources or technical assistance that would have been helpful; design and planning challenges and successes)

C. STAFFING

(Questions 1-7: Roles of IM/IL point person; other staff who work on IM/IL and their responsibilities; changes to staffing; how receptive staff were to IM/IL; extent staff endorses IM/IL staff turnover; how well staffing structure works; role of outside organizations)

D. TRAINING AND TECHNICAL ASSISTANCE

(Questions 1-8: Importance of training to implementation and sustainability; 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; new staff trained on IM/IL; IM/IL part of T/TA plan; monitoring and sharing feedback; additional training and support)

E. IM/IL ENHANCEMENT ACTIVITIES

E.1 POLICIES TO SUPPORT IM/IL

(Questions 1-4: How program planned to achieve behavior changes; policies on physical activity and/or healthy eating; changes; how they are tracked; success toward achieving changes; policies targeted to families; changes; how they are tracked; success toward achieving changes; new policies)

E.2 ENHANCEMENT ACTIVITIES AND IMPLEMENTATION PROGRESS

(Questions 5-11: Outside organizations providing resources; changes/additions to activities provided in the three “target” areas [MVPA, structured movement, and healthy eating]; targeted audience(s); who provides, facilitates activities; frequency, duration, and intensity of activities; materials and equipment used; where activities take place; percentage of classrooms implementing activities; rating implementation in three areas; whether activities are modified for English Language Learners, children with special needs, or families enrolled in the home-based option; IM/IL enhancements for staff; staff receptivity to enhancements; use of incentives)

F. OUTREACH

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

G. MEASURING OUTCOMES

(Questions 1-5: Tools and procedures for measuring outcomes; frequency of assessments; how results are used; if information used for program planning; plans to use information in the future)

H. SUSTAINABILITY AND RESOURCES

H.1 SUSTAINABILITY

(Questions 1-8: Future of IM/IL; 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; has program implemented program as planned)

H.2 COSTS AND RESOURCES

(Questions 9-12: Ongoing costs; budget decisions, reallocating resources, and spending priorities; outside sources of funding; percentage of T/TA funds dedicated to IM/IL)

J. INITIAL SUCCESSES, CHALLENGES, AND LESSONS

J.1 SUCCESSES

(Questions 1, 5-7: Key successes; what children, staff, and families liked most about IM/IL)

J.2 CHALLENGES

(Questions 2-3, 5-7: Key challenges; what children, staff, and families liked least about IM/IL)

J.3 INTERMEDIATE OUTCOMES

(Question 4: Effects of IM/IL on intermediate outcomes)

J.4 LESSONS LEARNED

(Questions 8-13: Key lessons learned; changes to IM/IL enhancement; advice to other Head Start programs; impressions of replicability; community factors that hinder or help implementation)

K. WRAP-UP

(Miscellaneous notes and comments)