

D1: SCHOOL ADMINISTRATOR INTERVIEW GUIDE
(for use with school principals, assistant principals, or curriculum specialists)

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I. BACKGROUND AND INTRODUCTIONS (5 mins)

Hi, my name is _____. I am here today on behalf of the Native Diabetes Wellness Program at the Centers for Disease Control and Prevention (CDC). Thank you so much for taking time out to talk with me today. I am here because the Native Diabetes Wellness Program at CDC would like to know what you think about the ***Eagle Books***, a group of children's books that teach children about exercise, healthy eating, and how to prevent diabetes. I want to talk to you because these materials have been especially developed for American Indian children and the schools that serve them.

The interview should last about 60 minutes. Your participation is totally voluntary and you can leave the discussion at any time. Your name will not be written in the notes and your name will not be linked to anything you have said today. Your name will not be included in any of the reports we write about this discussion or our visit. Everything you say will be kept private, as allowed by law. Do you have any questions?

Before we get started, I need to gather background information.

What is your racial or ethnic background?

Do you have a tribal affiliation?

What is your job title or role? _____

Length of time in this role: _____

Length of time at this school: _____

II. SOURCES OF INFORMATION ABOUT DIABETES (5 mins)

1. Have you ever looked for information about diabetes in children? If so, where? [Probe for sources such as doctor, clinics, family, friends, media, church]

- Of the sources you just described, which is the most trustworthy or reliable? Why?

2. What is the role of tribal leaders in preventing diabetes?

- Religious leaders or groups?
- Teachers?
- Schools?

3. Have you attended any diabetes prevention activities involving the Eagle Books?

If yes, please describe:

- Who conducted the activity?
- When did it occur?
- What did you think of the activity?

4. How well do you think the Eagle Books messages are getting out, into the community?

III. AWARENESS AND COMPREHENSION (20 mins)

5. How long have teachers been using the Eagle Books at your school?

- Which classrooms or grades are using the Books?
- Are teachers using all four of the Books or just certain books? [Note which books:_____]
- Are the teachers using the curriculum guide as well?

6. What have you seen the students in your school do or say that demonstrates that they understand the main ideas of the Books?

7. Are they easy for children to read? Understand?

8. Are they easy to use in the classroom, to teach from?

- Have the Eagle Books made it easier for teachers or staff to talk to students about diabetes prevention? If so, how?

9. How do the Eagle Books compare to other health materials you've used in the classroom?

IV. EAGLE BOOKS ACTIVITIES(15 mins)

12. Has your **school** taken any steps to support or take up any of the Eagle Books messages? If so, which messages and how?

Probes:

- Have the Eagle Books influenced nutrition or physical activity policies or programs at your school? If so, please explain.
- What efforts have been made to reach out to the community with Eagle Books messages or materials? Have there been any changes or impact on the community?
- What efforts have been made to engage parents in the Eagle Books and its messages?

13. At the broader school level, are some Eagle Books messages easier to take on or adopt than others? If so, which ones? (e.g., traditional ways of living, physical activity, healthy eating, the difference between more and less healthy foods) Why?

- What could CDC do to help?

14. What challenges have you faced in trying to take up or support the Eagle Books messages at the school level?

V. SUGGESTIONS (5 mins)

15. How could the information in the Eagle Books be conveyed more effectively?

- Are there any other formats, besides storytelling, that you think could be used to convey the Eagle Books messages or make them more enjoyable to kids?
- Are there any other traditions or traditional ways of living that could be taught to children to help support health and well being?

16. What information, tools, or advice do you think would be most helpful?
- What can CDC do to help?
 - What would you like to see parents do to support the messages in Eagle Books?
 - What would you like to see the community do to support Eagle Books messages?

VI. CONCLUSION (1 min)

Thank you so much for your participating today. We learned a great deal and appreciate you taking the time to talk with us. Is there anything else you would like to add?