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ABSTRACT

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Four appendixes are presented for the evaluation of experiences with the use within Head Start of the "Healthy, That's Me" program. Appendix A deals with methodology for the use of telephone interviewing, including data on associated costs. Appendix B presents letters to respondents selected for telephone interviews and samples of interviews used with teachers and trainers. The third appendix gives a review of memos from the Office of Child Development to regional offices regarding health education curriculum objectives and evaluation. Parent interviews are given in Appendix D in both English and Spanish. (LH)

U. S. DEPARTMENT OF HEALTH. EDUCATION & WELFARE. OFFICE OF EDUCATION

961-2-1

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WORKING PAPER¢

VOLUME II (Appendices) May 31, 1972

Evaluation of Experiences with the Use of <u>Healthy</u>, That's Me

Richard E., Zamoff and

by

Katryna J. Regan

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APPENDIX À

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THE USE OF TELEPHONE INTERVIEWING: A METHODOLOGICAL NOTE

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APPENDIX A

* This appendix presents data on the use of telephone interviewing and the associated costs. Since the potential of telephone interviewing as a means of data collection may be greater than many would assume, especially in cases where time and financial constraints make it necessary to complete a substantial number of interviews in a fairly short time at relatively modest cost, these figures should be of some interest to Office of Child Development program and project managers.

In this study, wirtually all data were collected by means of telephone interviewing. $\frac{1}{}$ Telephone interviews were completed with 11 regional office staff, 52 Head Start directors, 99 teacher trainers, and 299 Head Start teachers. Taking our total of 461 interviews as a whole, the "average interview" took 21 minutes to complete. Taking into account such factors as the number of preliminary phone calls made to regional offices and Community Action Agencies, the length of the interviews, and the number of callbacks needed, the total cost for interviewing was \$3,788 (\$8.22 per interview). While this figure does not take into account personnel costs, it compares very favorably with estimates of the cost of other methods of data collection. $\frac{2}{}$ Table 31 presents data on direct dialing costs for

1/ As indicated earlier in this report, site visits to/Lawrence Johnson and Associates training sessions and informal conversations with Head Start parents and staff members served to supplement this approach to data collection.

2/ For example, see Carol H. Weiss and Harry P. Hatry, <u>An Introduction to Sample Surveys for Government Managers</u>, The Urban Institute, March 1971, pp. 41-43 and pp. 46-47.

interviews of various lengths conducted from the Urban Institute to the

ten regional offices.

TABLE A-1.

Cost of Long Distance Telephone Calls (Directly Dialed from Washington, D. C.)^a

	<u> </u>	mber of Minu	tes	•
<u>3 minutes</u>	15 minutes	20 minutes	25 minutes	30 minutes
\$.95	\$ 3.95	\$ 5.20	\$ 6.45	\$ 7.70
			·	7.70
				6.20
			-	9.45
•			ι. ⁻	9.45
				11.00 11.00
1.70	6.05	8.05	10.50	12.50
	6.75	9.00	11.75	14.00
1.85	6.75	9.00	_11.75	14.00
\$13.90	\$49.94	\$66.29	\$86.50	\$103.00
\$ 1.39	\$ 4.99	\$ 6.63	\$ 8.65	· \$. 10 . 30
	\$.95 .95 .80 1.35 1.35 1.35 1.55 1.70 1.85 1.85 \$13.90	3 minutes 15 minutes \$.95 \$ 3.95 .95 3.44 .80 3.10 1.35 4.60 1.35 4.60 1.35 5.35 1.55 5.35 1.70 6.05 1.85 6.75 1.85 6.75 \$ 13.90 \$49.94 \$ 1.39 \$ 4.99	3 minutes 15 minutes 20 minutes \$.95 \$ 3.95 \$ 5.20 .95 3.44 4.54 .80 3.10 4.10 1.35 4.60 6.10 1.35 5.35 7.10 1.55 5.35 7.10 1.55 5.35 7.10 1.70 6.05 8.05 1.85 6.75 9.00 1.85 6.75 9.00 \$13.90 \$49.94 \$66.29 \$ 1.39 \$ 4.99 \$ 6.63	3 minutes15 minutes20 minutes25 minutes\$.95\$ 3.95 \$ 5.20 \$ 6.45 .95 3.44 4.54 6.45 .80 3.10 4.10 5.20 1.35 4.60 6.10 7.95 1.35 4.60 6.10 7.95 1.35 5.35 7.10 9.25 1.55 5.35 7.10 9.25 1.70 6.05 8.05 10.50 1.85 6.75 9.00 11.75 1.85 6.75 9.00 11.75 $$13.90$ \$49.94\$66.29\$86.50\$ 1.39\$ 4.99 \$ 6.63 \$ 8.65

^aFigures provided by C and P Telephone Company.

Of at least equal importance to cost data is information on our interview completion rates and interviewer impressions of the quality of the data obtained. Interviews were completed with 11/11 regional office staff (100.0%), with 52/53 Head Start directors (98.1%), with 99/100 teacher trainers (99.0%), and with 299/317 Head Start teachers (94.3%). Reasons for non-completion were most likely to be "left Head Start Program or center," "hospitalization," etc., and not "refusal to answer."

As far as the quality of the data is concerned, interviewers reported excellent cooperation on the part of the respondents. Sending letters to those respondents selected for the telephone interview (see Appendix \hat{B}).

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undoubtedly improved the quality of the data as well as the overall response rate. These letters informed the recipients of their (random) selection, described the purposes of the study, and mentioned that a member of the project staff would be calling in a few days to conduct a telephone interview.

While some respondents were called at inconvenient times, it was quite easy to arrange an alternative callback appointment (sometimes at their home in the evening). Many Head Start directors and teacher trainers reported that they appreciated the chance to talk when it was <u>convenient for them</u>. In addition, members of the project staff were able to monitor a good number of the earlier calls in order to maximize the likelihood of uniform, high quality interviews.

Certainly, there are content areas to which telephone interviewing is not appropriate, and we did encounter a few troublesome situations (e.g., the noise level at some Head Start centers made it a challenge to complete an interview at one sitting, the wide range in the verbal skills of teacher aides made it difficult to conduct some teacher interviews, etc.). But on balance, interviewing proceeded quite smoothly. One of the key advantages was not having to worry about the problem of unlisted numbers or no phones at all (a real concern for some types of household interviewing). In short, the project seems to document the contention that telephone interviews can furnish a very useful and relatively inexpensive data collection tool.

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APPENDIX B

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LETTERS TO RESPONDENTS SELECTED FOR TELEPHONE INTERVIEWS AND INTERVIEWS USED

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The Urban Institute

HEALTH EDUCATION REGIONAL OFFICE INTERVIEW

Hellc, may I please speak to I'm (give name) and I'm with The Urban Institute in Washington, D.C. We are collecting information needed to assist Office of Child Development decisions on the use of health education curricula in Head Start Projects, OCD decisions on future methods of training Head Start teachers in the use of health curricula, and OCD decisions on future expansion of the use of specific health curricula.

Would you mind answering a few questions to help us with our research? What you say will be held in strict confidence and will not be associated with your name in any way. What you say will become part of a general report (in which your name will not be used) which will combine the views of other Regional Office staff, teacher trainers, Head Start teachers, teacher aides, and parents.

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• • 	Yes (1) No (2)	· •	•	•	•		3	
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eau	CHELOD CHEMICUL	um quida Hagle	by That	's Me?			I I .	1
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Wou unf.	ld you say it i avorable, or ve _ Very favorable _ Favorable (2) _ Unfavorable (_ Very unfavorab	s very favorabl ry unfavorable e (1) 3) ble (4) this curriculu	le, favor ? .m guide	able, do you fe	e1	•	5	
Wou unf.	ld you say it i avorable, or ve _ Very favorable _ Favorable (2) _ Unfavorable (_ Very unfavoral Which parts of	s very favorabl ry unfavorable e (1) 3) ble (4) this curriculu	le, favor ? .m guide	able, do you fe	=1 	•	5	
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3.	How does the Hea	lthy, That's	Me [`] curriculam	guide compa	re			
•	to other health	education mat	erials that y	ou've used		ч.		•
	or seen before?	Is it:		• .				
	Better (1)	•	1.0					
	About the s	same (2)	· ·	*		-8	-	:
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	b. What are the	ese other mate	rials?				ľ	
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	• .	a.	What comments have you heard from Head Start			
	· .		Directors, teacher trainers, or teachers about the Healthy, That's Me curriculum guide?			
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٩	5 <i>.</i>	Now	we would like you to comment on any parts of the		•	•
		tha	lth education curriculum guide, <u>Healthy, That's Me</u> t may be causing problems in this region. Do you	· ·		
•	· · ·	kno	w of any changes in form or content that would be		•	
	` .		pful in solving any problems you have encountered? could the curriculum guide be revised or refined			
	٢		produce greater benefits to Head Start Directors,		1	
	•	llea	d Start teachers, Head Start children, and their	• •	•	
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-	6.	Àre	you familiar with the training sessions in the use	·	•	
)	or Law	the <u>Realthy, That's Me</u> curriculum guide given by rence Johnson and Associates?,	·	· .	1
•	· •					
•	^	·	$-\frac{\text{Yes}^{\prime}(1)}{\text{No}(2)}$			$\sim N_{\rm eff}$
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• .	•	а.	Did you attend these training sessions?			
		• '	Yes (1)			
	à.		No (2)	17		· ·
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		Ъ.	If yes, how useful do you feel this training has been in helping staffs work with Head Start children?		1`.	
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س .		` ,	Very useful (1)			, I ,
· .	•		Somewhat useful (2) Not useful (3)	18 .	×	
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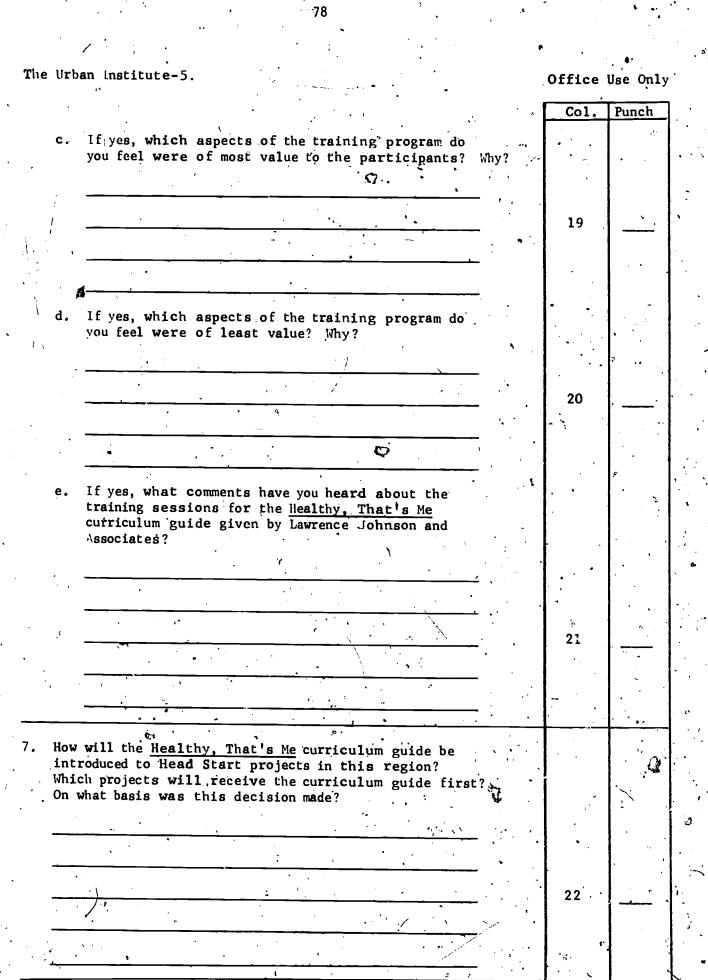
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8. Have you had any direct experience with the <u>Healthy</u> , <u>That's Me</u> curriculum guide as a teacher or a teacher			
trainer?			· ·
Yes, teacher (1) Yes, teacher trainer (2)	23		1
No. (3)	23		•
			•
a. In your opinion, how desirable is it to have any specific health curriculum for use with Head Start children and their parents?			
Not desirable at all (1)		•	
Somewhat desirable (2)	24		· .
Very desirable (3)	ľ * *		
		<u>_</u>	4
9. Have the Healthy; That's Me materials helped teachers			1
. in this region address specific health problems? If	. 25	· .	
yes, which ones?			· ·
	a. 199		
	26	·	
a. Are there'specific health problems in your region <u>not</u> addressed by the <u>Healthy, That's Me</u> materials? If yes, which ones?	27		
	28		
	20	·	
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10. In addition to the comments you have made till now, is			
there any more information or opinions you would want to	•		
provide to assist OCD decisions on the use of health education curricula in Head Start projects and related	1		
teacher training?	· ·	•	2
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THANK YOU VERY MUCH FOR YOUR COOPERATION!

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- THE URBAN INSTITUTE PROFM STREET, N.W. WASHERGTON, D.C. 20037 (202) 223 (1950)

February 22, 1972

Dear Head Start Director,

. The Office of Child Development and The Urban Institute are working together to collect information needed to assist OCD decisions on revisions of the health education curriculum guide, <u>Healthy, That's Me</u>, OCD decisions on future methods of training Head Start teachers in the use of the curriculum guide, and OCD decisions on future expansion of the use of the guide.

You have been chosen at random to be a member of the research sample. In a few days someone at The Urban Institute will call you to find out your ideas on health education. You can be sure that your answers will be confidential and will never be associated with you in any way. If you are called for an interview at an inconvenient time, please suggest a more appropriate time when the interviewer can call you back.

This telephone interview will take only about 20 minutes of your time, but will add vital information to revisions of the Head Start health education curriculum guide and related teacher training. May I take this opportunity to thank you in advance for your cooperation.

Sincerely,

Richard B. Zamoff Project Director Health Curriculum Project

The Urban Institute

HEALTH EDUCATION HEAD START DIRECTOR INTERVIEW

Hello, may I please speak to I'm (give name) and I'm with The Urban Institute in Washington, D.C. We are collecting information heeded to assist Office of Child Development decisions on the use of health education curricula in Head Start Projects, OCD decisions on future methods of training Head Start teachers in the use of health curricula, and OCD decisions on future expansion of the use of specific health curricula.

Would you mind answering a few questions to help us with our research? What you say will be held in strict confidence and will not be associated with your name in any way. What you say will become part of a general report. (in which your name will not be used) which will combine the views of other Head Start Directors, Head Start teachers, teacher aides, and parents.

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•	Were	you using a specific health curriculum in your			1
	llead	I Start Project this year before you received	•	<i>'</i>	8.
	llea]	thy, That's Me?		4	· · ·
		Yes (1) No (2)	-	,	
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•	а.	If yes, what is the name of this curriculum?			
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	Ъ、	Which parts of this curriculum have been of most			
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	c.	Which parts of the curriculum have been of least			
		value?	i.		
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• 9					
• 9		In general, what is your attitude about the health education curriculum guide, <u>Healthy, That's</u>			1
		<u>Me?</u> Would you say it is very favorable, favorable,			·
ı		unfavorable, or very unfavorable?			
				1	ŀ
		Very favorable (1)			I .
	· .	Favorable (2)		8	<u> </u>
		Unfavorable (3) Very unfavorable (4)			
	•	Very unravorable (4)	•		· ·
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. How does the <u>Healthy, That's Me</u> curriculum guide compare to other health education materials that you've used or seen before? Is it:		۰	
Better (1)		,	
About the same (2)	· •	9	·`
Worse (3) No other materials (4)	ļ	• .	
a. What are the three most important reasons you feel - this way?			
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b. What are these other materials?		¢	
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c. To what extent do you feel there is a need for health			.
education for Head Start children and their parents			•
in your community?			
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4 . [.]	How easily have teachers been able to incorporate the <u>Healthy, That's Me</u> materials into the total Head Start			
1	program?			Į
	Very easily (1)			Υ.
,	Fairly easily (2)		15	
	Not easily (3) Not at all (4)			
	Don't know (5)	·	o	
			<u> </u>	
5.	Now we would like you to comment on any parts of the			
	health education curriculum guide, <u>Healthy, That's Me</u> , that may be causing you or your staff problems. Do you			
	know of any changes in form or content that would be			· ·
	helpful in solving any problems you have encountered? How could the curriculum guide be revised or refined to		· ·	
	produce greater benefits to Head Start Directors Head	. 1		
;	Start teachers, Head Start children, and their parents?	-		
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	What comments have you heard from teachers about the Healthy. That's Me curriculum guide?	\$		
	Healthy, That's Me curriculum guide?	, g		
	What comments have you heard from teachers about the Healthy, That's Me curriculum guide?	•		
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1.	Off:	e you contacted the Regional Office, State Training icer, or anyone else about the <u>implementation</u> of the			
	<u>Hea</u>	lthy, That's Me curriculum guide?			
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13.	Have you contacted the Regional Office, State Training Officer, or anyone else about the training to be used	a		
•	to prepare teachers to use the <u>Healthy, That's Me</u> curriculum guide?			
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THANK YOU VERY MUCH FOR YOUR COOPERATION!

THE URBAN INSTITUTE 2100 M STRELL N.W. WASHINGTON 117, 2003/12021/223 (1950)

February 22, 1972

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Dear Teacher,

The Office of Child Development and The Urban Institute are working together to collect information needed to assist OCD decisions on revisions of the health education curriculum guide, <u>Healthy, That's Me</u>, OCD decisions on future methods of training Head Start teachers in the use of the curriculum guide, and OCD decisions on future expansion of the use of the guide.

You have been chosen at random to be a member of the research sample. In a few days someone at The Urban Institute will call you to find out your ideas on health education. You can be sure that your answers will be confidential and will never be associated with you in any way. If you are called for an interview at an inconvenient time, please suggest a more appropriate time when the interviewer can call you back.

This telephone interview will take only about 20 minutes of your time, but will add vital information to revisions of the Head Start health education curriculum guide and related teacher training. May I take this opportunity to thank you in advance for your cooperation.

Sincerely,

Richard B. Zamoff Project Director Health Curriculum Project

P.S. I am enclosing a copy of four scales to be used in our interview with you. It would facilitate matters greatly if you kept these scales with you, so that you can refer to them during the telephone interview.

SCALES USED IN HEALTH EDUCATION TEACHER INTERVIEW-

<u>Scale A</u>

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1=Poorly prepared 2=Average preparation 3=Well prepared

<u>Scale</u> B

1=No confidence 2=Very little confidence 3=Average confidence 4=High confidence 5=Very high confidence

Scale C

1=To no appreciable extent

2 3=To some extent 4

5=To agreat extent

<u>Scale D</u>.

l=Not useful at all 2=Useful to an insignificant extent 3=Useful to some extent 4=Very useful 5=Don't know, have not used

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The Urban Institute

HEALTH EDUCATION TEACHER INTERVIEW

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Hello, may I please speak to I'm (give name) and I'm with The Urban Institute in Washington, D.C. We are collecting information needed to assist Office of Child Development decisions on the use of health education curricula in Head Start Projects, OCD decisions on future methods of training Head Start teachers in the use of health curricula, and OCD decisions on future expansion of the use of specific health curricula.

Would you mind answering a few questions to help us with our research? What you say will, be held in strict confidence and will not be associated with your name in any way. What you say will become part of a general report (in which your name will not be used) which will combine the views of other Head Start teachers and teacher aides.

The Urban Ingritute-2. Teacher (1) Teacher aide (2) Teacher aide (2) Teacher aide (2) The Way years of teaching experience do you have? The Way many years have you been a Head Start teacher? The Way would you rate yourself at the start of this school year using scale A? (Read scale) The would you rate yourself at the start of this school year using scale A? (Read scale) The Way are yourself at the start of this school year using scale A? (Read scale) The way are yourself at the start of this school year using scale A? (Read scale) The way are yourself at the start of this school year using scale A? (Read scale) The way are yourself at the start of this school year using scale A? (Read scale) The way are yourself at the school year using scale A? (Read scale) The way are yourself at the school year using scale A? (Read scale) The way are yourself at the school year using scale A? (Read scale) To No To Some To a Great S Appreciable Extent Extent Stent A. To what extent do you feel most of the children in your Head Start Project have developed an understanding of how to care for their future health needs? (Read scale C) To No To Some To a Great S Appreciable Extent Extent Stent Stent S. To what extent do you feel most of the parents of the children in your Head Start Project have developed an understanding of how to care for the health of the parents of the children in your Head Start Project have developed an understanding of how to care for the health of their children? Please answer according to the following scale. (Read scale C) To No To Some To a Great Extent Extent Extent Extent Extent Stent Extent Extent Divens Stare Froject have developed an understanding of how to care for the health of their children? Please answer according to the following scale. (Read scale C) To No To Some To a Great Stare Project have developed an Understanding of how To Some To a Great Stare Stare Troject have developed an Understanding of how To some To a Great Stare Stare Stare Star		72	,		
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The Urban Institute-3. Office Use Only Col. Punch 6. What kird of health education did you have in your Head Start Project before you received Healthy, That's Me? 11 a. Were you using specific health education materials in your Head Start Project this year before you received <u>Healthy, That's Me?</u> Yes (1) No (2) Ø 12 If yes, what are these materials? ь. 13 If yes, were you using these health education materials с. only with children, only with parents, or with both children and parents? Only children (1) 14 Only parents (2) Children and parents (3) Have you ever reviewed the Head Start Rainbow Series d. materials? τ. Yes (1) 15 No (2) 3

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f. Are there specific health problems in your community <u>not</u> addressed by the <u>Healthy</u> , That's Me materials? If yes, which ones?			
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· · · · · · · · · · · · · · · · · · ·		23	
		25	
			.
How does the <u>Healthy, That's Me</u> curriculum guide compare to other health education materials that you've used or seen before? Is it:	-		
Better (1)	1		
About the same (2)		24	
Worse (3)		· · ·	
No other materials (4)			τ
Mat other forms of health education are available in your community for Head Start parents?		• ••	
		25	
		: •	•
How easily have you been able to incorporate the <u>Healthy</u> ,			
That's he materials into your total Head Start Project?			
Very easily (1) Fairly easily (2) Not easily (3)		26	
Very easily (1) Fairly easily (2)		26	• • •
Very easily (1) Very easily (2) Not easily (3) Not at all (4) . How useful have the Healthy. That's Me materials here in A		26	· ·
<u>Inat s Me</u> materials into your total Head Start Project? Very easily (1) Fairly easily (2) Not easily (3) Not at all (4) Not at all (4) Not useful have the <u>Healthy, That's Me</u> materials been in ^{\$\$\$} working with children on a one-to-one basis? (Read scale D) Not useful at all (1)	×	26	
<u>Inat 5 Me</u> materials into your total Head Start Project? Very easily (1) Fairly easily (2) Not easily (3) Not at all (4) Not at all (4) Not useful have the <u>Healthy, That's Me</u> materials been in ^{\$\varsim{\sigma}\$} working with children on a one-to-one basis? (Read scale D) Not useful at all (1) Useful to an insignificant extent (2) Useful to some extent (3)	<u>\</u>		
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			Not useful at all (1)	<u>Col.</u>	Punch	
			Useful to an insignificant extent (2)			ł
			Useful to some extent (3)	28		ł
			Very useful (4)			
· ~			Don't know, have not used (5)			ł
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		ь.	How useful have the <u>Healthy, That's Me</u> materials been			
			in working with groups of more than 5 children? (Read	· ·		l
			scale D)	;		ĺ
	•		wate D)			
			Not useful at all (1)			
			Useful to an insignificant extent (2)			
			Useful to some extent (3)	29		
			Very useful (4)			
•			Don't know, have not used (5)	}		
			• •]	ĺ
				t	t	l
	11.	Are	you using the <u>Healthy, That's Me</u> materials only with	· ·		
		chi	ldren, only with parents, or with both children and	1	•	ł
		DAT	ents?	1	4 . ¹¹	Ι.
				i , *	· ·	
			_ Only children (1)			
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			_ Only parents (2)	4.1		
	•		Children and parents (3)	30		
				1	·	ļ ·
		а.	If using <u>Healthy, That's Me</u> materials with parents,			l I
			with what percentage of your children's parents are			
			you using the <u>Healthy</u> , <u>That's Me</u> materials?			
				31		
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•		ь.	If using <u>Healthy, That's Me</u> materials with parents, how			l
			are you using the <u>Healthy</u> , That's Me materials with			l I
			parents?			· ·
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1		c,	Have you shown the <u>Healthy, That's Me</u> materials to			j.
)			anyone else? If yes, to whom?	• [1	
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"All iden	useful are the materials included in the unit, I About Me," in helping Head Start children learn ntification of body parts and functions of body tems? (Read Scale D)	· ·	
	Not useful at all (1) Useful to an insignificant extent (2) Useful to some extent (3) Very useful (4) Don't know, have not used (5)	34	
a.	What additions or deletions should be made to , improve this part of the curriculum guide?		
	· · · · · · · · · · · · · · · · · · ·		/
•		35	۲ – ۲
3. How	useful are the materials included in the unit, "Me		
and pric	useful are the materials included in the unit, "Me My Folks," for helping Head Start children develop de in their heritage and respect for other groups? ad Scale D) Not useful at all (1) Useful to an insignificant extent (2) Useful to some extent (3) Very useful (4) Don't know, have not used (5)	36	
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and pric (Rea 	My Folks," for helping Head Start children develop de in their heritage and respect for other groups? ad Scale D) Not useful at all (1) Useful to an insignificant extent (2) Useful to some extent (3) Very useful (4) Don't know, have not used (5) What additions or deletions should be made to improve this part of the curriculum guide? useful are the materials included in the unit, ere I Live," in helping Head Start children learn		

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The Urban Institute-8. Office Use Only 15. How useful are the materials included in the unit, Col. Punch "Where I Live," in helping Head Start children learn that particular actions in the home or neighborhood are dangerous? (Read Scale D) Not useful at all (1) Useful to an insignificant extent (2). Useful to some extent (3) 39 Very useful (4) Don't know, have not used (5) What additions or deletions should be made to a. improve this part of the curriculum guide? G 40 16. How useful are the materials included in the unit, "I'm Growing and Changing," for helping Head Start children learn about physical and emotional growth and development, such as the development of teeth and special senses? (Read Scale D) Not useful at all (1) Useful to an insignificant, extent (2) Useful to some extent (3) Very useful (4) 41 Don't know, have not used (5) a. What additions or deletions should be made to improve this part of the curriculum guide? 42 17. How useful are the materials included in the unit, "Who Helps Me Take Care of My Health," in preparing Head Start children to accept health care from doctors, nurses, and dentists in offices, hospitals, and clinics? (Read Scale D)

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	Not useful at all (1) Useful to an insignificant extent (2) Useful to some extent (3) Very useful (4) Don't know, have not used (5)	F	<u>Col.</u> 43	Punch	
· a.	What additions for deletions should be made to improve this part of the curriculum guide?		i		
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Hav you:	e you used the <u>Healthy, That's Me</u> children's book in ' r classroom?	•			,
	Yes (1) No (2)	y .	45	• •	
a.	If yes, how have you used this book?		•		
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	· · · · · · · · · · · · · · · · · · ·			· ·	
Hav to	e you introduced the <u>Healthy, That's Me</u> parent handbooks the parents of the children in your classroom?				
	Yes (1) No (2)		47 .	'	,
а.	If yes, which of the parent handbooks have you found most useful?				
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he th fo yo be	we would like you to comment on any parts of the ealth education curriculum guide, <u>Healthy, That's Me</u> , nat may be causing you problems. What changes in orm or content would be helpful in solving any problems ou have encountered? How could the curriculum guide. a revised or refined to produce greater benefits to	۰.		Punch
. уо	ou, Head Start children, and their parents?			
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	Id you receive any specific training in using the caller.	•	· ·	,
	id you receive any specific training in using the ealthy, That's Me curriculum guide? Yes (1) No (2)		50	
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<u>He</u> 	<pre>ealthy, That's Me curriculum guide? Yes (1) No (2) If yes, when did this training take place? If yes, how was the training conducted? </pre>		51	
<u>He</u> _a. b.	<pre>ealthy, That's Me curriculum guide? Yes (1) No (2) If yes, when did this training take place? If yes, how was the training conducted? If yes, how useful was this training in helping you work with Head Start children? Very useful (1)</pre>	· · · · · · · · · · · · · · · · · · ·	51 52	
<u>He</u> _a. b.	<pre>ealthy, That's Me curriculum guide? Yes (1) No (2) If yes, when did this training take place? If yes, how was the training conducted? If yes, how useful was this training in helping you work with Head Start children? Very useful (1) Somewhat useful (2)</pre>		51	
<u>He</u> _a. b.	<pre>ealthy, That's Me curriculum guide? Yes (1) No (2) If yes, when did this training take place? If yes, how was the training conducted? If yes, how useful was this training in helping you work with Head Start children? Very useful (1)</pre>	· · · · · · · · · · · · · · · · · · ·	51 52	
<u>He</u> _a. b.	<pre>ealthy, That's Me curriculum guide? Yes (1) No (2) If yes, when did this training take place? If yes, how was the training conducted? If yes, how useful was this training in helping you work with Head Start children? Very useful (1) Somewhat useful (2)</pre>		51 52	

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d. If	f yes, which aspects of the training program do you eel were of most value to you? Why?		Col.	Punch]
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e. If of	E yes, which aspects of the training program were E least value? Why?				
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re	seful to you in addition to or instead of what you ceived?	•			
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re	no, how did you prepare to use the curriculum guid	e?	56		
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23. Di <u>T</u> h	d anyone else participate in introducing the <u>Healthy</u> , at's <u>Me</u> materials to parents?	
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us a.		60
	the materials be used throughout Head Start next year?	
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THANK YOU VERY MUCH FOR YOUR COOPERATION!

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The Urban Institute

HEALTH EDUCATION TEACHER INTERVIEW

Hello, may I please speak to I'm (give name) and I'm with The Urban Institute in Washington, D.C. We are collecting information needed to assist Office of Child Development decisions on the use of health education curricula in Head Start Projects, OCD decisions on future methods of training Head Start teachers in the use of health curricula, and OCD decisions on future expansion of the use of specific health curricula.

Would you mind answering a few questions to help us with our research? What you say will be held in strict confidence and will not be associated with your name in any way. What you say will become part of a general report (in which your name will not be used) which will combine the views of other Head Start teachers and teacher aides.

			Jse Only
	Teacher (1)	. Col.	Punch
•	Teacher aide (2)	1	•
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			• •
	How many years of teaching experience do you have?	5	• *
	a. How many years have you been a Head Start teacher?	6	
			. (- *
•	In terms of your preparation in the area of health education,	•	
	how would you rate yourself at the start of this school year using scale A? (Read scale)	1	
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	Poorly Average Well		'
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	To what extent do you feel most of the children in your Head	í í	
	To what extent do you feel most of the <u>children</u> in your Head Start Project have <u>developed</u> an understanding of how to care		
	To what extent do you feel most of the <u>children</u> in your Head Start Project have <u>developed an understanding</u> of how to care for their <u>present</u> health needs? Please answer according to	· · .	
	Start Project have developed an understanding of how to care		•
	Start Project have <u>developed an understanding</u> of how to care for their <u>present</u> health needs? Please answer according to		• •
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6 [.]	IJh-	t kind of boolth about 1	Col.	Punch
6 <u>.</u>	Pro	t kind of health education do you have in your Head Start		
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				•
•	a.	Are you using specific health education materials in your Head Start Project?		•
				A
		Yes (1)		
		No (2)	12	
	Ъ.	If yes, what are these materials?		
:		•	1 10	
1			13	
				•
•	с.	If yes, are you using these health education materials		
+		only with children, only with parents, or with both children and parents?		
	_	children and parents?		
		Only children (1)	14	
	•	Only parents (2)		
		Children and parents (3)	0.	
	d.	Have you ever reviewed the Head Start Rainbow Series		
		materials?		
		Yes (1)		· ·
•		No (2)	15	
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1.	я.`	Which parts of the heelth shows	1	
•		Which parts of the health education materials have been		·] ·
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•	b .	Which parts of the health education materials have been of least value?		•
	•	of feast value:		· ·
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ų.				
				•
	с.	In general, what is your attitude about the health edu-	· ·	
		cation portion of your Head Start Project? Would you say it is very favorable, favorable, unfavorable, or		
		very unfavorable?		
		Very favorable (1)	10	
		Favorable (2)	18	^
		Unfavorable (3)		
		Very unfavorable (4)		· ·
1		Better (1) About the same (2) Worse (3) No health education, no other materials (4)	19	
• .	a.	What forms of health education are available in your community for Head Start parents?		
			20	
			20	<u>`</u>
	b	To what extent do you feel that there is a need for health education for your Head Start children and their parents? (Read scale C)		
		1 2 i 3 4 5		
		1 2 3 4 5 To No To Some To a Great	· 21	Y
				1 · · · · · · · · · · · · · · · · · · ·

The Urban Institute-5 Office Use Only Col. Punch What kind of program and assistance would be of most c. value in meeting the health education needs of your Head Start children and their parents? 22 d. Have you heard of the health education curriculum guide, Healthy, That's Me? If yes, what have you heard about it? Have you seen it? . _,23 . 24 .• 9. How easily have you been able to incorporate your health education materials into your total Head Start Project? Very easily (1) Fairly easily (2) ,25 Not easily (3) Not at all (4) 10. How useful have your health education materials been in working with children on a one-to-one basis? (Read scale D) Not useful at all (1) Useful to an insignificant extent (2)-Useful to some extent (3) 26 Very useful (4) Don't know, have not used (5)

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	useful have your health education materials been working with groups of 3 to 5 children? (Read scale D			•
· · · · · · · · · · · · · · · · · · ·	Not useful at all (1) Useful to an insignificant extent (2)	07	· ·	
	Useful to some extent (3) Very useful (4) Don't know, have not used (5)	27		
in v	useful have your health education materials been working with groups of more than 5 children?			
(Rea	ad scale D) . _ Not useful at all (1)			
	Useful to an insignificant extent (2) Useful to some extent (3) Very useful (4)	28		
· · ·	_ Very useruf (4) _ Down't know, have not used (5)			
11. Now we we we we we	would like you to comment on any parts of the health on portion of year Head Start Project that may be			
educatio causing be help How cou to produ	on portion of year Head Start Project that may be you problems. What changes in form or content would ful in solving any problems you have encountered? Id the health education portion be revised or refined uce greater benefits to you, Head Start children			, ,
educatio causing be help How cou to produ	on portion of year Head Start Project that may be you problems. What changes in form or content would ful in solving any problems you have encountered? ld the health education portion be revised or refined			
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a.	If yes, by whom was this training provided?		
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			—
b.	If yes, how was the training conducted?		
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			ŀ .
C.	If yes, how useful was this training in helping you, work with Head Start children?		
•	work with head Start Children;		
	Very useful (1)		
	Somewhat useful (2) Not useful (3)	33	
•			, v
d.	If yes, which aspects of the training program do you		
	feel were of most value to you? Why?		
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e.	If yes, which aspects of the training program were of least value? Why?		
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f.			
1.	If no, how did you prepare to use the health education materials you are now using?		
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HE URBAN INSTITUTE 2100 M STREET, NAV. WASHINGTON, D.G. 20037 (202) 223 (1957)

March 6, 1972[,]

Dear Teacher Trainer,

The Office of Child Development and The Urban Institute are working together to collect information needed to assist OCD decisions on revisions of the health education curriculum guide, <u>Healthy, That's Me</u>, OCD decisions on future methods of training Head Start teachers in the use of the curriculum guide, and OCD decisions on future expansion of the use of the guide.

You have been chosen at random to be a member of the research sample because of your participation in a curriculum training session at the Regional Office, and because you have first-hand experience in how the curriculum guide is being received in the field. In a few days someone at The Urban Institute will call you to find out your ideas on health education. You can be sure that your answers will be confidential and will never be associated with you in any way. If you are called for an interview at an inconvenient time, please suggest a more appropriate time when the interviewer can call you back.

This telephone interview will take only about 20 minutes of your time, but will add vital information to revisions of the Head Start health education curriculum guide and related teacher training. May I take this opportunity to thank you in advance for your cooperation.

Sincerely,

15

Richard B. Zamoff Project Director Health Curriculum Project The Urban Institute

HEALTH EDUCATION TEACHER TRAINER INTERVIEW

Hello, may I please speak to I'm (give name) and I'm with The Urban Institute in Washington, D.C. We are collecting information needed to assist Office of Child Development decisions on the use of health education curricula in Head Start Projects, OCD decisions on future methods of training Head Start teachers in the use of health curricula, and OCD decisions on future expansion of the use of specific health curricula.

Would you mind answering a few questions to help us with our research? What you say will be held in strict confidence and will not be associated with your name in any way. What you say will become part of a general report (in which your name will not be used) which will combine the views of Regional Office staff, teacher trainers, Head Start teachers, teacher aides, and parents.

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	do you feel will be of most value to the teachers you have trained?	· ·	
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Ъ	. Which parts of the curriculum guide do you feel will be of least value?		l.,
۰	be or least value?		
		5	\`
с	. In general, what is your attitude about the health		1
• .	education curriculum guide, Healthy, That's Me?		
	Would you say it is very favorable, favorable, unfavorabl or very unfavorable?	e	
	or very unravorable;		
	Very favorable (1)		
•	Favorable (2)	6	
	Unfavorable (3)		
	Very unfavorable (4)	· ·	
-			<u> </u>
2. Н	ow easily do you feel teachers you have trained will be		
a +	ble to incorporate the <u>Healthy, That's Me</u> materials into		
L	heir total Head Start program?		
	Very easily (1)		
-	Fairly easily (2)		
	Not easily (3)	7	· · ·
	Not at all (4)		
3. W	hat comments have you heard from Head Start Directors		
0	r teachers about the <u>Healthy</u> , That's Me curriculum guide?		
•			1
	~	8	(1)
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	-	L	<u> </u>

The Urban Institute-3.

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	Col.	Punch
a. In your opinion, will the <u>Healthy, That's Me</u> materials help teachers address specific health problems in your region? If yes, which ones?		Ĭ
		^
	. 9	
	· · ·	
b. Are there specific health problems in your region not addressed by the <u>Healthy</u> , <u>That's Me</u> materials? If yes which ones?	•	
•		
	10	
	· .	
a.		
Now we would like you to comment on any parts of the health education curriculum guide, <u>Healthy, That's Me</u> , that may have caused you problems in training teachers to use this guide. What changes in form or content would		
health education curriculum guide, Healthy, That's Me		
health education curriculum guide, <u>Healthy, That's Me</u> , that may have caused you problems in training teachers to use this guide. What changes in form or content would be helpful in solving any problems you have encountered? How could the health education curriculum guide be revised or refined to produce greater benefits to you. Head Start		a.
health education curriculum guide, <u>Healthy, That's Me</u> , that may have caused you problems in training teachers to use this guide. What changes in form or content would be helpful in solving any problems you have encountered? How could the health education curriculum guide be revised or refined to produce greater benefits to you. Head Start		a
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health education curriculum guide, <u>Healthy, That's Me</u> , that may have caused you problems in training teachers to use this guide. What changes in form or content would be helpful in solving any problems you have encountered? How could the health education curriculum guide be revised or refined to produce greater benefits to you, Head Start teachers, Head Start children, and their parents?	,,	•
<pre>health education curriculum guide, <u>Healthy, That's Me</u>, that may have caused you problems in training teachers to use this guide. What changes in form or content would be helpful in solving any problems you have encountered? How could the health education curriculum guide be revised or refined to produce greater benefits to you, Head Start teachers, Head Start children, and their parents? </pre>	11	•

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			Col.	Punch	
. a.	Which aspects of the training program were of most	•	· ·		
	value to you? Why?				
· ·			13		
	· · · · · · · · · · · · · · · · · · ·	`			
-	· · · · · · · · · · · · · · · · · · ·				
b.	Which aspects of the training program were of least				
	value? Why?				
•			· .		
•	·		14		
			· · ·		
٠					
с.	Did you encounter any difficulties in the training				
· · · ·	program that you would like to comment about? Please be specific.	~ ,			ŕ
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d.	How much did you know about the <u>Healthy</u> , <u>That's Me</u> curriculum guide before the training session you attended?	•			
d.	How much did you know about the <u>Healthy, That's Me</u> curriculum guide before the training session you	•	•		
d.	How much did you know about the <u>Healthy, That's Me</u> curriculum guide before the training session you	•	16		
d. *	How much did you know about the <u>Healthy, That's Me</u> curriculum guide before the training session you	•	16		
d.	How much did you know about the <u>Healthy, That's Me</u> curriculum guide before the training session you attended?	•	16		
d.	How much did you know about the <u>Healthy, That's Me</u> curriculum guide before the training session you attended?	•	16		
d.	How much did you know about the <u>Healthy, That's Me</u> curriculum guide before the training session you attended?	•	16		
d. *	How much did you know about the <u>Healthy, That's Me</u> curriculum guide before the training session you attended?	•	16		

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			Col.	Punch
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	e.	How well prepared to train Head Start teachers in the		
		use of the <u>Healthy</u> , <u>That's Me</u> curriculum guide did you feel after the training session you attended?		
、 -		you reer after the claiming session you attended?	•	
		Very well prepared (1)		
•		Well prepared (2)		
• .		Average preparation (3)	17	
•		Poorly prepared (4)		· ·
		Very poorly prepared (5)	·	
	f.	In training toophone to use the Vestela, much w	· · .	
	÷.,	In training teachers to use the <u>Healthy, That's Me</u> materials did teachers raise any questions about		
		the curriculum guide that your training could have		
		better prepared you to answer? If yes, which ones?		
•			· ·]
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			}	
•			(19	
	g.	What type of training might have been more useful to	c/	
		you in addition to or instead of what you received?	ľ	
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		ta.		┠────┤
6.	То	what extent were you able to employ specific teaching		
	·met	hods used by Lawrence Johnson and Associates when you	·	
2	cra	ined Head Start teachers in your region?		
		1 2 3 4 5		
	T	DNO TOSOME TO a Great	1	
•	App	reciable Extent Extent	21	
		ktent		
•	/			·
•	a.	Which specific training methods did you use?	1	1
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	c. Whick	specific	training met	hods we	re leas	t successf	ul?	•	
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						•			
• •	curriculu	im guide?	tation of the	Health	y, That	's Me		•	
	Yes No	(1) (2)			,	•		25	
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	a. ir ye	es, what wa	as the nature	of the	contact	:?			1 ·
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, i	Have you about the guide?	contacted content o	the Regional of the <u>Health</u>	Office y, That	or anyc 's Me cu	one else arriculum		26	
, i	guide? Yes	<u>content</u> o	the Regional of the <u>Health</u>	Office y, That	or anyc 's Me cu	one else orriculum			
, i	about the guide?	<u>content</u> o	the Regional of the <u>Health</u>	Office y, That	or anyc 's Me cu	one else urriculum		26 	
4 	guide? Yes No	(1) (2)	of the <u>Health</u>	y, That	<u>'s Me</u> cu	rriculum			
4 	guide? Yes No	(1) (2)	the Regional of the <u>Health</u> as the nature	y, That	<u>'s Me</u> cu	rriculum			· · · · · · · · · · · · · · · · · · ·
4 	guide? Yes No	(1) (2)	of the <u>Health</u>	y, That	<u>'s Me</u> cu	rriculum			
2 	guide? Yes No	(1) (2)	of the <u>Health</u>	y, That	<u>'s Me</u> cu	rriculum			

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9.	about [.]	you contacted the <u>training</u> he <u>Healthy, T</u> h	to be used	to prepa	ire teac	hers to		ŀ	· ·	
		řes (1) No (2)		· ^	·		• •		29	<u> </u>
	a. I.	f yes, what wa	is the natu	re of the	e contac	: t ?			·	
14									30	• <u>1</u>
- <u></u>			•		•	· · ·			• • •	
10	-						1			1
10.	used	ou recommend throughout Ho Yes (1) No (2)	ead Start n	ext year?	<i>г</i>	, , ,	•		31	
19.	used	throughout He Yes (1)	ead Start n	ext year?	?' C Id vou r	ecommend	•		31	
1 q.	used	throughout Ho Yes (1) No (2) If no, under w	ead Start n	ext year?	?' C Id vou r	ecommend	•		31	
1 q. ∫`	used	throughout Ho Yes (1) No (2) If no, under the materials	ead Start n	ext year?	?' C Id vou r	ecommend	•		31	
1 q. ∫`	used	throughout Ho Yes (1) No (2) If no, under w	ead Start n	ext year?	?' C Id vou r	ecommend	•		· - · · ·	

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MEMOS FROM OFFICE OF CHILD DEVELOPMENT TO REGIONAL OFFICES

APPENDIX C ۰.

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MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WILLFARE 121 OFFICE OF THE SERRETARY

DATE: JUL 2 0 1971

: Assistant Regional Directors

: Edward Zigler, Director E Office of Child Development

SUBJECT:

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FROM

Introduction of Health Education Curriculum into Head Start Communities

One of OCD's objectives for FY 1972 is the introduction of the recently developed health Education Curriculum into programs serving as many as 100,000 children. The curriculum, "Healthy, That's Me", is directed toward children, their parents and their teachers. It addresses itself to the total physical and emotional well-being of the child. "Healthy, That's Me" consists of five study units to be taught by a classroom teacher; nine handbooks for parents, and five workbooks for each child.

The curriculum is being introduced initially into 19 Health Start programs. Three copies of each element of the curriculum will be mailed to you by the end of July, so that you and your appropriate staff can become familiar with it.

Accomplishing our objective will be a major task and we will need your help in introducing the curriculum to full year programs. To expedite the process, the following timetable is established:

- Each ARD should submit to Mrs. Lee Burner, Health Services Specialist, the name of the regional office contact person for this project by July 30, 1971.
- 2. Each region should confirm and submit names of communities into which the curriculum is to be introduced by August 30.
- 3. Training will be instituted for appropriate Regional and local program personnel by October 15, 1971. During the coming weeks, we will be working with you to identify people to be trained and to select training dates and locations.

To ensure equitable distribution of the curriculum, the OCD Regional support staff has assigned a proportionate share of children to be reached in each region, as follows:

Region	Full Year Children	% of Total	Estimate of No. of Children Reached
I	10,015	3.95	3,950
II	24,805	9.79	9,790
III	18,126	7.16	7,160
IV	• 75,648	29.87	29,870
V	34,421	13.59	13,590

Region	Full Year Children	% of Total	Estimate of No. of Children Reached
· VI	35,850	14.15	14,150
VII	14,102	5.57	5,570
VIII	7,101	2.80	2,800
IX	24,018	9.48	9,480
X	2,919	1.15	1,150
Indian and	•	·	•
Migrant	Division 6,271	2.48	2,480
TOTALS	253,276	99.99	99,990

To assist you in reaching your share of children, the Regional support staff compiled a list of programs (attachment) which approximate the number of children to be reached in each region. These are presented only as possibilities and are not intended to dictate your choice of grantees you wish to reach with the Health Education Curriculum. It is important that the curriculum only be introduced to local programs, whose staff and policy council wish to use it. We prefer that the curriculum be introduced into your larger programs, so that management of the project does not become unwieldly.

Without your complete support of this program, we will be unable to meet our objective. Therefore, I urge you to help us implement this curriculum in a manner directed towards improving the present and future health of the children we serve.

Attachment

122

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ATTACHMENT

REGION I

Community Progress, Inc. 270 Orange Street New Haven, Connecticut 06511

Full year, part day

Action for Boston Community Development, Inc. 150 Fremont Street Boston, Massachusetts 02111

Full year, part day

New Britain OEO 147 Main Street New Britain, Connecticut 06051

Full year, part day 450 children

Vorchister Community Action Council, Inc. - 340 Main Street, Rms, 384 and 5

Full year, part day

Community Action Committee of Cape Cod and Islands 88 Lewis Bay Road Nyannis, Massachusetts 02601

55

Full year, part day

Thames Valley Council for Community Action 1 Sylvandale Road Jewett City, Connecticut 06351

Full year, part day Full year, Full day

Self Help, Inc. 71 Centre Street Brockton, Hässachusetts – 02401

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Full year, part day "

Total: 3925

320

120

 $\frac{105}{225}$

755 children

1,458 children

405 children

270 children

46

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	REGION II		н
	• •		· · · · · · · · · · · · · · · · · · ·
. [*]	Community Development Agen New York City, N. Y.	cy	
	$\overline{\}$	Full year, part day Full year, full day	5,145 1,170
		rati year, tait day	6,315 children
	United Community Coporation Newark, New Jersey	n .	
	•	Full year, part day Full year, full day	, 1,764 <u>105</u> 1,869 children
•• •	Atlantic Numan Resources Atlantic City, New Jersey	· · ·	4
	c	Full year, full day	440
	Eric County Community Acti Buffalo, New York	on Organization	
•	С. С	Full year, part day	767
,	Campden County on Economic Camden, New Jersey	Opportunity, Inc.	· ·
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270

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ERIC FullText Provided by ERIC (cont'd.)

· ').

Richmond CAP, Inc. Richmond, Virginia

> Full year, part day Full year, full day

125

Lonesome Pine Development Corps Jonesville, Virginia

Full year, part day. Allegheny County OEO

Pittsburgh, Pa.

Full year, full day

50

•.•1

195 180

375

272

315

Total: 7136.

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Regi	ION III	126	•	• · ·
		•		,
	Greater Wilmington, Dungton, Dungton, Dunare	[nc.		
		Full year, part day	499	
	rict of Columbia ed Planning Organiz;	tion	•	
/ .		Full year, part day Full year, full day		
		•	2,010	
Hont: Rock	gemerý Couñty Depart ville, Marylaud	tment of Community Devel	opmen t	•
• •		Fullycar, part day Full year, full day		
	, ·		570	• • •
	or and City Council d imore, Maryland	of Baltimore CAA	•	
	3	Full year, Full day	375	
	ter Erie Community / , Pennsylvania	Action Committee	•	· ·
		Full year, part day	345	
Phil Phil	edelphia Anti-Pover(adelphia, Pa.	y Action Commission		•
•	<i>·</i> .	Full year, part day	1,035	children
	unity Action Pittsbu sburgh, Pa.	orgh, Inc. (
		Full year, part day Full year, full day		
		· -	860	a.
	? In Roanoke Valley, noke, Virginia	Inc.	- · ·	
Ċi	· ,	Full year, full day	i 480	· · · · · ·
` 1	•	59	• • • • • • • • • • • • • • • • • • •	· · · · · · · · · · · · · · · · · · ·
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REGION IV

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Mobile Area Community Action Committee Mobile, Alabama

		Full year, full day	818
	Montgomery Computity Action Montgomery, Alabama	n Committee	
		Full year, full day	1,145
	Economic Opportunity Inc. Miami, Florida	of Dade .	
	•	Full year, full day	4,049
	Community Action Agency of Tampa, Florida	Hillsboro County	
	·	Full year, part day	1,360
	Louisville and Jefferson Co Louisville, Kontucky	ounty Community Action	
		Full year, part day Full year, full day	940 195.
	• • •		1,135 children
	Bolivar County Community Ac Cleveland, Mississippi	tion Program , Inc.	
•		Full year, part day	2,745
	Mary Rolmes Community Educa Extension Division Jackson, Mississippi	tion	and and a second second second
		Full year, part day	5,360
Ř	Coahoma Opportunities, Inc. Clarksdale, Mississippi	·	•

Full year, part day

Mississippi Industrial College Grenada, Mississippi

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Full year, part day

Narrison County Civic Action Commission SGulfport, Mississippi 1,000 T

<u>60</u>

2,047

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(cont'd.)

Mississippi Head Start Coordinating Council Jackson, Mississippi

Full year, part day

. 128

...Central Mississippi, Inc. ____Winona, Mississippi

Full year, part day

Jackson County Civic Action Committee Pascaguala, Mississippi

Full year, full day

1,037

5,850

1,778

Total: 29854

¢.,

129 REGION Chicago Commission on Urban Opportunity Chicago, Illinois 5,929 Full year, part day 1,056 Full year, full day 6,985 children Cook County Office of Economic Opportunity Chicago, Illinois 1,822 Full year, part day 305 Full year, full day 2,127 Lake County Economic Opportunity Council Gary, Indiana 410 Full year, part day CAP of Greater Indianapolis, Inc. Indianapolis, Indiana Full year, part day 850 Community Organization of Social Action 200 Full year, part day Wayne County Community Action Committee, Inc. 220 Full year, part day Oakland County Committee on Economic Opportunity Pontiac, Michigan Full year, part day 932 · Mayor's Commission for Human Resources Development Detroit, Michigan 1,440 Full year, part day Chippeva Luce Makinac Community Action Agency Faulty St. Marie, Michigan Ċъ 7 200 Full year, part day Community Action Committee of Lina and Allen

Full year, part day

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	REGION VI	•	۰ ،	• 🕈	, <i>v</i>	" —	
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ŧ	Economic. Opportunity De San Antonio, Texas	velopment	Corps	San Antonio	- Bexar	County	،
		Full	year,	full day	•	600	•.
	El Paso Community Actio El Paso, Texas	n Program	Proje	ct Bravo, Ind	C.	•	
.		Full	year,	part day	•	1,160	
•	Harris County Community Nouston, Texas	Action A	esocia	tion .			·
	· · · · ·	Full	ycar,	full day		1,800	
' \$	Arvac, Inc. Dardanélle, Louisiana						
		Full	year,	full day		600	
	Tri-Parish Progress 'Crowley, Louisiana	•					Į
	•	Fell	year,	part day		1,100	
•	Community Advancement, Baton Rouge, Louisiana	Inc.				•	•
,		Full	year,	full day		710	
• •	St. Martin Ilseria Lafa Lafayette, Louisiana	yette CAA	۰. ۲.	e 11.	• • * *		•
	•	} Full	year,	part day		876	•.
	Total Community Action New Orleans, Louisiana	Inc.		•	`	÷	
1		Full	year,	full day		7 96	
	Cenla Community Action Alexandria, Louisiana	Commissio	n, Inc	•	P.)	
		Full	ycar,	full day'	•	800 · · ·	·
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(Cont'd.)	•			~'	
Associated Cit Edinburg, Texa	y County Ecc	onomic Develo	opment Corps o	of Hidalgo Coun	ty
		Full year, Full year,		800 150	• • •
	• •		. ,	950 chi	ldren
Community Comm Corpus Christi	ittee Youth, c, Texas	, Education an	nd Job Opportu	nity	
	•	Full year,	part day	620	•
4 Human Opportun Austin, Texas	ities Corpor	ation of Aust	tin and Travis	County	
· · · · · ·		Full year,	part day	360	
		Full year,		540	
	•		· ·.	900	
Economic Opport Laredo, Texas	tunity Devel	Speent Corps Full year,	•	Webb Counties	
<i>,</i>		Full year,	full day	151	
	· · · · ·			651	
Ki Bois Commun Wilburton, Okl	ity Action F alioma	oundation, Ir	۱C .		•
\sim		Full year,	part day	600	/
CAP of Oklahom Oklahoma City,	a City and C Oklahoma			• •	
•	` `	Full year,		230	
	•	Full year,	full day	625	
	•		•	855	
Redland Commun Chandler, Okla	ity Action F homa	oundation, Ir	1 C . •		•
'	•	Full year,		400	
•		Full year,	full day	7 140	
				540	
•	•	64		240	

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Little Dimie CAA Inc. Hugo, Oklahoma

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Full year, part day

Total: 14126

368

REGION VII

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East Missouri Community Action, Inc. Flat River, Missouri

	Full year, part day	346
Human Resources Corporatio Kansas City, Missouri	n	
•	Full year, part day Full year, full day	800 240
	; · · · ·	1,040
Delta Arca Economic Opportu Portageville, Missouri	mity Corporation	
Human Development Corporati St. Louis, Hissouri	Full year, Part day on of Metropolitan St. Louis	1,300 '
	Full year, part day Full, full day	2,100 280
.		2,380
Economic Opportunity Corpora St. Joseph, Missouri	ation of Greater St. Joseph	· · · · ·
Mid Sioux Opportunity. Inc.	Full year, part day	260
Remsen, Iowa	۶ ۲	· .

Full year, part day

Total: 5551

66

225

REGION VILL

Denver Opportunity Denver, Colorado

Full year, part day

1,533

Community Action Program - Economic Opportunity, Salt Lake Area Salt Lake City, Utah

134

	ll year, part day ll year, full day	380 60
)	•	440
Pike Reak Community Action Prop Colorado Springs, Colorado	gram, Inc.	
Ful	ll year, part day	240
	4	
ADCO Improvement Association, I Brighton, Colorado	nc.	
Ful	1 year, part day	. 265

Boulder County Economic Opportunity Council Boulder, Colorado

Full year, part day 160 South Central Community Action Program, Inc. Lake Andes, South Dakota

Full year, part day in 140

Total: 3778

•	100	•
REGION IX	135	
		,
EYOA of LA Los Angeles, Californi	a l	
	Full year, part day	6,900
Operation Leap Thoenix, Arizona	•	
	Full year, part day Full year, full day	210 410
	ν •	620
"Orange County Corramit Santa Ana, California	y Action Council, Inc.	
	Full year, part day	780
Southern Alameda Count Fremont, California	y EDA	·· .
	Full year, part day	300
Coutra Costa County Boar Martinez, California	d of Supervisors	. '
·	Full year, part day	353 •
Pasadena Commission on H Pasadena, California	uman Need and Opportunity	
·	Full year, part day	225
Long Beach Committee on Long Beach, California	Economic Opportunity and Commun	nity Relations
	Full year, part day	253
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Totol: 9:31

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REGION X

Seattle - King County Economic Opportunity Board, Inc. Seattle, Rashington

		•
Full	year, part	daý
	year, Sull	

South Central Community Action Agency, Inc. Twin Falls, Idaho

Full	ycar,	part	day	
Full	year,	full	day	

80 315

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235

615 256

69

Total: 1186

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Community Action Migrant Program, Inc. Fort Lauderdale, Florida Full year; full day. 240 Eastern Land of Cherolice Indians Cherokee, North Carolina Full year, full day 100 Illinois Repartment of Children and Family Services Springfield, Illinois Full year, full day 500 's Sandoval County Indian Pueblo - CAP Bernalillo, Rew Mexico Full year, part day 196 Eight Northern Indian Pueblos Council Sante Ye, New Mexico Full year, part day 286 Crow Tribe of Indians of Montana Crov Agency, Montana Full year, part day 297 Standing Rock Sioux Tribe Fort Yates, North Dahota Full year, full day 250 Cheyenne River Sioux Tribe CAA Eagle Butte, South Dakota Full year, part day 220 Aglala Sioux Tribal Council Pine Ridge, South Dakota Full year, part day 250 Panhaudle and South Plains District Venture IC Amarillo, Texas ^ĩ150 Full year, full day

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138 DEPARTMENT OF HEAT 'I, EDUCATION, AND WELFARE OFFICE OF THE SECRETARY

Assistant Regional Directors Office of Child Development

Bureau of Head Start and Child Service Program

DATE: DEC 17 1971

ROM : Richard E. Orton, Associate Director

UBJECT:

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Health Education Curriculum Evaluation

The Urban Institute grant for evaluation of Health Start has been augumented to include evaluation of the health education curriculum.

Since the maximum time for exposure of the children or their parents to the curriculum in this Head Start year will be five months, this time can best be used to generate a set of empirical data and administrative experience from which to improve the training and materials, and to design carefully a comprehensive study to be conducted in the next full-year Head Start cycle.

Specifically, the current year evaluation is intended to:

- 1) Assess the effectiveness of the training of trainers.
- 2) Compare the different approaches taken by trainers to train teachers to include methodology, cost, and teacher satisfaction.
- 3) Relate teacher attitudes to acceptance of the materials, , training, and use of the cu riculum.
- 4) . Determine the ease with which teachers are able to bincorporate the health education curriculum materials into the Head Start schema.
- 5) Determine which parts of the curriculum were effective/ ineffective for use by the teachers, were easy/difficult to use by the teachers, were accepted/rejected by the children, etc.
- 6) Determine the degree to which, and the relative ease with which, parents became involved in the program.



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7) Involve a small group of parents in the design of an interview questionnaire for use in subsequent evaluation.

During the next fiscal year a full-scale evaluation based on the experience of the preliminary work described above, review of the literature, and consultation with psychologists, early childhood educators, etc. will be initiated.

Dr. Richard Zamoff will be the principal person, of the Urban Institute, responsible for the present evaluation of the health education curriculum. Mrs. Helen Howerton of OCD is the Project Officer for this grant. Please call on them as necessary and assist them in whatever manner necessary for the success of this study.



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PARENT INTERVIEW (ENGLISH AND SPANISH)

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The Urban Institute

HEALTH EDUCATION PARENT INTERVIEW

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Hello. I'm (give name) and I'm with The Urban Institute in Washington, D.C. We are collecting information needed to improve health education in the Head Start Program. Would you mind talking to me for a few minutes? What you say <u>will not</u> be associated with your name in any way. What you say <u>will</u> become part of a general report (in which your name <u>will not</u> be used) which will combine the views of other Head Start parents on health education.

Number of Parents:

Head Start Center:

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1.	Do: use	you know which health education materials are being ed in your children's Head Start Project?			
		Yes (1.) No (2)	I	1	
	a.	How did y ou happen to find out about these materials? When did you see them for the first time?	?		
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				2	
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	b.	Have you read these materials?			
		Yes (1) No (2)		3	
	c.	If yes, when?			
		At Head Start meetings Other (Specify:) Other (Specify:)		4	
	d.	Did y ou know a n y thing about <u>Healthy, That's Me</u> or about the parent's handbooks before you received them?			
		Yes (1) No (2)		5	
	e.	Has your children's Head Start Project had any meetings about these materials? How often are these meetings? How many of these meetings have you been at?			
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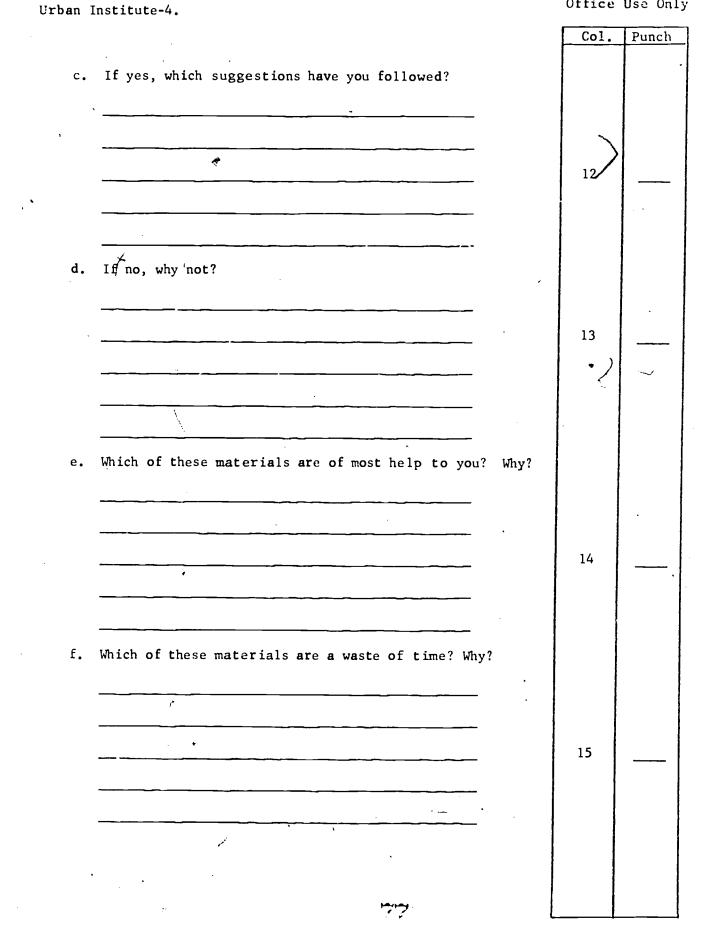
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f.	What do you remember nost about what went on at			
	these meetings?			
		<i>,</i>		.
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2. In	general, what is your attitude about the <u>Healthy</u> ,			
. <u>Th</u>	at's Me parent materials?			
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			9	<u> </u>
. а.	Have these materials made any difference in the way you care for your children's health? In what way?			
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	· · · · · · · · · · · · · · · · · · ·	;	10	
	Have you foil and any of the same the state		11	
b.	Have you followed any of the suggestions about caring for your children's health?		1	
b.	caring for your children's health?			
b.	caring for your children's health?			
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b.	caring for your children's health?			

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			Col.	Punch
g.	Do you find the <u>Healthy</u> , <u>That's Me</u> materials easy			
	to understand?			1
	Yes (1)		16	
	No (2)			
				1
h.	If no, what isn't clear to you? What could be done			
	to these materials to help Head Start parents under	-		
	stand them better?	-		1
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		•		
1.	Are there health problems in your community that			
	the Healthy, That's Me materials don't help you			
	with? If yes, which ones?	•		
			19	
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i.	Are there health problems in your community			
5.	that the parent handbooks do a good job with? If			
	yes, which ones?			
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	• • •		Col.	- 1 -
	How do the <u>Healthy</u> , <u>That's Me</u> materials compare to other health education materials that you have seen or used before? What are these other materials?	,		Punch
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	· · · · · · · · · · · · · · · · · · ·			
H ow hand	useful have you found the material in the parent's dbook, "Your Part As A Parent in <u>Healthy, That's Me</u> "?			
			22	
а.	What should be done to make this a better handbook?		-4	
			23	
			2.,	· · ·
Ho w usef	about the parent's handbook, "Your Family"? How ful is the material in it?			
a.	What should be done to improve this handbook?		24	
			25	. .
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5.	How about the parent's handbook, "Americans All"?	26	
	a. What should be done to make this a better handbook?		
		27	
			•
б.	How about the parent's handbook, "Making It Easy to Keep Healthy At Home"?		· · ·
2	N	28	
	a. What should be done to improve this handbook?		
	•		
		29	
7.	How about the parent's handbook, "Your Growing Child"?	•	;
、	a. What should be done to make this a better handbook?	30	
		31	
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8.	How about the parent's handbook, "Dealing With Family Upsets?		
		32	
,	a. What should be done to improve this handbook?		
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9.'I I	Finally, how about the parent's handbook, "Your Child's Health"?	e.	
·_		.34 .	· · ·
a	a. What should be done to improve this handbook?		·
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	In what other form could the material in the parent's handbooks be presented so it would be more helpful	35	· · · · · · · · · · · · · · · · · · ·
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	In what other form could the material in the parent's handbooks be presented so it would be more helpful		·
	In what other form could the material in the parent's handbooks be presented so it would be more helpful	35	
	In what other form could the material in the parent's handbooks be presented so it would be more helpful		
	In what other form could the material in the parent's handbooks be presented so it would be more helpful to you?		

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			C o 1.		<u>.</u>
	11.	Do you think your children understand more about how to care for their health since they've been using the <u>Healthy, That's Me</u> materials? How do you know? Are there things they do now that they did not do before	•		
	;	they got these materials at their Head Start Project?			
~			37		
			38		ŀ
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· · · · ·	12.	Have you asked your children's Head Start Staff any questions about the material in the parent handbooks?			-1.
		Yes (1) No (2)	39		
		a. If yes, what questions did you ask?			
		· · · · · · · · · · · · · · · · · · ·	40		
	ь.	If no, why haven't you called an it is			
		. If no, why haven't you asked any questions about this material?			
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		Col.	Punch
13.	Do you think it's a good idea to have a health educatio program for young children and their parents in your community? Why? Why'not?	'n	
	·	42	
	a. What are the first things you think such a health education program should work on?		
		43	

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THANK YOU VERY MUCH FOR YOUR COOPERATION !

The Urban Institute

ENTREVISTA PARA PADRES DE FAMILIA ACERCA DE LA EDUCACION SOBRE LA SALUD

Buenos días (tardes). Mi nombre es (de su nombre) y trabajo con el Urban Institute en Washington, D.C. Estamos tratando de conseguir la información necesaria para poder mejorar nuestro Proyecto Head Start acerca de la educación sobre la salud. Le importaría hablar conmigò por unos minutos? Lo que usted diga <u>no será</u> relacionado de ninguna manera con su nombre. Lo que usted diga entrará a hacer parte de un informe general el cual combinará los puntos de vista de otros padres miembros del Proyecto Head Start acerca de la educación sobre la salud (su nombre <u>no será</u> publicado en este informe).

Number of Parents:

Head Start Center:

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Sab en	e usted que clase de material usa el Proyecto Head Start el cual participan sus niños?		
	Si(1)	1	<u> </u>
	No (2)	, , ,	
a.	Como se enteró acerca de este material? -Cuando vió usted este material por primera vez?	-	
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ь.	A leído usted este material?		
	Si(1) No(2)	3	
с.	En caso afirmativo, cuando?		
	En una reunión del Proyecto Head Start Otro (Especifique:)	4 /	
	Otro (Especifique:)		
d.	Antes de recibir estas publicaciones, tenía usted		
	conocimiento del libro <u>Sano Estoy Yo</u> o de los manuales para los padres?	·	
	Si(1)	5	
	No (2)		<u>-</u>
e.	Se ha discutido el material en reuniones programadas por el Proyecto Head Start al cual pertenecen sus niños? Con qué frecuencia? A cuantas de estas reunionés ha asistido usted?		
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۵. Office Use Only Punch Co1. Qué es lo que más recuerda acerca de éstas reuniones? f. . 8 •• • En general, cuál es su reacción sobre el material para los padres tratado en <u>Sano Estoy Yo</u>? ____ _____ 9 Ha causado este material algún cambio en su manera a. de velar por la salud de sus niños? En qué forma? 10 A seguido usted algunas de las sugerencias ofrecidas b. para el cuidado de la salud de sus niños? 11 Si(1) No(2)

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	_		
с.	En caso afirmativo, cuales sugerencias siguió usted?		
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•	En caso negativo, por qué no?		
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. I	De esce material, cuál es el que más le ha servido? Por qué?		
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P	e este material, cuál cree que sea inoficioso?		
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	<u>Col.</u>	
Cree usted que el material en <u>Sano Estay Yo</u> es fácil de entender?		
Si(1) No(2)	16	
En caso negativo, qué es lo que no entiende? Qué modificaciones cree usted se le podría hacer al material para que los padres participantes en el Head Start lo puedan entender facilmente?		
	17	-
		I
	18	
cuales son estos problemas?	19	
Hay problemas en su comunidad los cuales son tratados efectivamente en los ranuales para los padres? En caso afirmativo, cuales son estos problemas?		
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k		Cómo compara usted el material tratado en <u>Sano Estoy Yo</u> con otro material educativo sobre salud que usted haya visto o usado anteriormente? Cuál era el otro material?		
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3. Q	ué ta omo	an provechosa ha encontrado usted la sección "Su Parte Padre en <u>Sano Estoy Yo</u> "?	22	
a	. (Qué debería hacerse para mejorar este manual?		
	-		23	
	-			
4. Ct ta	nil e in pr	es su opinión acerca del manual "Su Familia"? Qué rovechoso le pareció su contenido".		
		be perer bi bacebae para nejatar eare manual'	24	
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ς.	.•			
5.	Cuál	es su opinión acerca del manual "Todos los Americanos"?		
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	а.	Qué debería hacerse para mejorar este manual?		
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<u> </u>				
6.	Cuá1	es su opinión acerca del manual "Facilitando la Manera		
	de Pe	ermanecer Sano en el Hogar"?		
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			28	
	a.	Qué debería hacerse para mejorar este manual?		•
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7.	Cua1	es su opinión acerca del manual "El Crecimiento de su		. د
	Nifio'	1?		
			30 .	
	a.	Qué debería hacerse para mejorar este manual?		
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8.	Cuál es su opinión acerca del manual "Solución a los Fr a casos	<u>Col</u>	Punch
	de la Familia"?	32	
	a. Qué debería hacerse para mejorar este manual?	52	
		33	
	,		
9.	Finalmente, cual es su opinión acerca del manual "La Salud de Su Niño"?		
	a. Qué debería hacerse para mejorar este manual?	34	
• •			
• .		25	·
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<u>.</u> 10. е			`
<i>у</i> т	n qué otra forma podría presentarse el material en los anuales para los padres de manera que este sea mas provechoso ara usted?		الممر .
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niñ se	e usted si el material en <u>Sano Estoy Yo</u> ha ayudado a sus los a entender más acerca del cuidado de su salud? Cómo enteró? Saben sus niños alguna cosa ahora que no sabían les de recibir el material ofrecido por el Proyecto Head		
Sta	rt?		
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	•	37	
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<u> </u>		38	•
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		1 e	
Star	ha hecho usted preguntas al personal del Proyecto Head rt al cual pertenecen sus niños acerca del material tado en los manuales para los padres?		×
	9		
	Si(1)	1 10 1	
	Si(1) No(2)	39	··
a.	Si(1) No(2) En caso afirmativo, qué clase de preguntas les hizo usted?	39	
 a.	No(2) En caso afirmativo, qué clase de preguntas les hizo		
 a.	No(2) En caso afirmativo, qué clase de preguntas les hizo usted?	39 40 、	
a.	No(2) En caso afirmativo, qué clase de preguntas les hizo usted?		
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	No (2) En caso afirmativo, qué clase de preguntas les hizo usted? 		· · ·
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							42	
a.	. En su opinión, cuáles deberían ser los primeros empeños del programa educativo sobre salud?							
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