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ABSTRACT

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)

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BY

*Richard B. Zamoff
and Katryna J. Regan*

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WORKING PAPER

961-2-1

VOLUME II
(Appendices)

May 31, 1972

Evaluation of Experiences with the
Use of Healthy, That's Me

by

Richard E. Zamoff
and
Katryna J. Regan

PS 005936



THE URBAN INSTITUTE
WASHINGTON, D.C.

APPENDIX A

THE USE OF TELEPHONE INTERVIEWING: A METHODOLOGICAL NOTE

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, virtually all data were collected by means of telephone interviewing.^{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.^{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, An Introduction to Sample Surveys for Government Managers, 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

City	Number of Minutes				
	3 minutes	15 minutes	20 minutes	25 minutes	30 minutes
Boston	\$.95	\$ 3.95	\$ 5.20	\$ 6.45	\$ 7.70
New York	.95	3.44	4.54	6.45	7.70
Philadelphia	.80	3.10	4.10	5.20	6.20
Atlanta	1.35	4.60	6.10	7.95	9.45
Chicago	1.35	4.60	6.10	7.95	9.45
Dallas	1.35	5.35	7.10	9.25	11.00
Kansas City	1.55	5.35	7.10	9.25	11.00
Denver	1.70	6.05	8.05	10.50	12.50
San Francisco	1.85	6.75	9.00	11.75	14.00
Seattle	1.85	6.75	9.00	11.75	14.00
Total	\$13.90	\$49.94	\$66.29	\$86.50	\$103.00
\bar{X}	\$ 1.39	\$ 4.99	\$ 6.63	\$ 8.65	\$ 10.30

^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 B).

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 convenient for them. 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.

APPENDIX B

LETTERS TO RESPONDENTS SELECTED FOR TELEPHONE
INTERVIEWS AND INTERVIEWS USED

The Urban Institute

HEALTH EDUCATION REGIONAL OFFICE 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 Regional Office staff, teacher trainers, Head
Start teachers, teacher aides, and parents.

The Urban Institute-2

Office Use Only

	Col.	Punch
<p>1. Are you aware of any Head Start projects in this region that were using any specific health curricula before they received <u>Healthy, That's Me</u>?</p> <p><input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)</p> <p>a. If yes, do you know the names of any of these curricula?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>1 2</p> <p>3</p> <p>4</p>	<p>—</p> <p>—</p> <p>—</p> <p>—</p>
<p>2. In general, what is your attitude about the health education curriculum guide, <u>Healthy, That's Me</u>? Would you say it is very favorable, favorable, unfavorable, or very unfavorable?</p> <p><input type="checkbox"/> Very favorable (1) <input type="checkbox"/> Favorable (2) <input type="checkbox"/> Unfavorable (3) <input type="checkbox"/> Very unfavorable (4)</p> <p>a. Which parts of this curriculum guide do you feel have been of most value to Head Start Projects in this region?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>b. Which parts of the curriculum guide do you feel have been of least value?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>5</p> <p>6</p> <p>7</p>	<p>—</p> <p>—</p> <p>—</p>

PS 005936

The Urban Institute-3:

Office Use Only

3. How does the Healthy, That's Me curriculum guide compare to other health education materials that you've used or seen before? Is it:

- Better (1)
 About the same (2)
 Worse (3)

- a. What are the three most important reasons you feel this way?

1. _____

2. _____

3. _____

- b. What are these other materials?

4. From the information you have, how easily have teachers in your region been able to incorporate the Healthy, That's Me materials into the total Head Start program?

- Very easily (1)
 Fairly easily (2)
 Not easily (3)
 Not at all (4)

Col.	Punch
8	_____
9	_____
10	_____
11	_____
12	_____
13	_____

The Urban Institute-4.

Office Use Only

Col.	Punch
<p>a. What comments have you heard from Head Start Directors, teacher trainers, or teachers about the <u>Healthy, That's Me</u> curriculum guide?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>14</p>
<p>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 problems in this region. 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 Start teachers, Head Start children, and their parents?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>15</p>
<p>6.) Are you familiar with the training sessions in the use of the <u>Healthy, That's Me</u> curriculum guide given by Lawrence Johnson and Associates?</p> <p>___ Yes (1)</p> <p>___ No (2)</p> <p>a. Did you attend these training sessions?</p> <p>___ Yes (1)</p> <p>___ No (2)</p> <p>b. If yes, how useful do you feel this training has been in helping staffs work with Head Start children?</p> <p>___ Very useful (1)</p> <p>___ Somewhat useful (2)</p> <p>___ Not useful (3)</p>	<p>16</p> <p>17</p> <p>18</p>



The Urban Institute-5.

Office Use Only

c. If yes, which aspects of the training program do you feel were of most value to the participants? Why?

Four horizontal lines for handwritten response to question c.

19

d. If yes, which aspects of the training program do you feel were of least value? Why?

Four horizontal lines for handwritten response to question d.

20

e. If yes, what comments have you heard about the training sessions for the Healthy, That's Me curriculum guide given by Lawrence Johnson and Associates?

Four horizontal lines for handwritten response to question e.

21

7. How will the Healthy, That's Me curriculum guide be introduced to Head Start projects in this region? Which projects will receive the curriculum guide first? On what basis was this decision made?

Four horizontal lines for handwritten response to question 7.

22

The Urban Institute-6.

Office Use Only

8. Have you had any direct experience with the Healthy, That's Me curriculum guide as a teacher or a teacher trainer?

- Yes, teacher (1)
- Yes, teacher trainer (2)
- No (3)

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)
- Very desirable (3)

9. Have the Healthy, That's Me materials helped teachers in this region address specific health problems? If yes, which ones?

a. Are there specific health problems in your region not addressed by the Healthy, That's Me materials? If yes, which ones?

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 teacher training?

Col.	Punch
23	_____
24	_____
25	_____
26	_____
27	_____
28	_____
29	_____





THE URBAN INSTITUTE 1000 M STREET, N.W. WASHINGTON, D.C. 20007 (202) 224-1950

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, Healthy, That's Me, 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 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 Directors, Head Start teachers,
teacher aides, and parents.

The Urban Institute-2,

Office Use Only

	Col.	Punch
	1	_____
	2	_____
	3	_____
1. Were you using a specific health curriculum in your Head Start Project this year before you received <u>Healthy, That's Me</u> ?	4	_____
<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (2)		
a. If yes, what is the name of this curriculum?		

_____	5	_____
b. Which parts of this curriculum have been of most value?		

_____	6	_____
c. Which parts of the curriculum have been of least value?		

_____	7	_____
2. In general, what is your attitude about the health education curriculum guide, <u>Healthy, That's Me</u> ? Would you say it is very favorable, favorable, unfavorable, or very unfavorable?		
<input type="checkbox"/> Very favorable (1) <input type="checkbox"/> Favorable (2) <input type="checkbox"/> Unfavorable (3) <input type="checkbox"/> Very unfavorable (4)	8	_____

The Urban Institute-3.

Office Use Only

3. How does the Healthy, That's Me curriculum guide compare to other health education materials that you've used or seen before? Is it:

- Better (1)
- About the same (2)
- Worse (3)
- No other materials (4)

a. What are the three most important reasons you feel this way?

1. _____

2. _____

3. _____

b. What are these other materials?

c. To what extent do you feel there is a need for health education for Head Start children and their parents in your community?

- | | | | | |
|--------------------------------|---|-------------------|---|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| To No
Appreciable
Extent | | To Some
Extent | | To a Great
Extent |

Col.	Punch
9	_____
10	_____
11	_____
12	_____
13	_____
14	_____

The Urban Institute-4.

Office Use Only

4. How easily have teachers been able to incorporate the Healthy, That's Me materials into the total Head Start program?

- Very easily (1)
- Fairly easily (2)
- Not easily (3)
- Not at all (4)
- Don't know (5)

Col.	Punch
15	_____
16	_____
17	_____

5. Now we would like you to comment on any parts of the health education curriculum guide, Healthy, That's Me, 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 Start teachers, Head Start children, and their parents?

6. What comments have you heard from teachers about the Healthy, That's Me curriculum guide?

The Urban Institute-5.

Office Use Only

7. What comments have you heard from parents about the Healthy, That's Me curriculum guide?

Col.	Punch
18	_____

8. Have you shown the Healthy, That's Me curriculum guide to anyone else? If yes, to whom? What were their comments?

19	_____
----	-------

9. Have the Healthy, That's Me materials helped teachers in your Head Start Project address specific health problems? If yes, which ones? How has the guide helped teachers address these problems?

20	_____
21	_____
22	_____

a. Are there specific health problems in your Head Start Project not addressed by the Healthy, That's Me materials? If yes, which ones?

23	_____
24	_____

10. Did you or your staff receive any specific training in the use of the Healthy, That's Me curriculum guide?

____ Yes (1)
 ____ No (2)

25	_____
----	-------

The Urban Institute-6.

Office Use Only

a. If yes, by whom was this training provided?

b. If yes, how was the training conducted?

c. If yes, how useful was this training in helping you or your staff work with Head Start children?

- Very useful (1)
- Somewhat useful (2)
- Not useful (3)

d. If yes, which aspects of the training program were of most value to you or your staff? Why?

e. If yes, which aspects of the training program were of least value? Why?

f. If yes, what comments have you heard about the training sessions for the Healthy, That's Me curriculum guide given by Lawrence Johnson and Associates?

Col.	Punch
26	_____
27	_____
28	_____
29	_____
30	_____
31	_____



The Urban Institute-7.

Office Use Only

	Col.	Punch
<p>g. If no, how did teachers in your Head Start Project prepare to use the curriculum guide?</p> <p>_____</p> <p>_____</p> <p>_____</p>	32	_____
<p>11. Have you contacted the Regional Office, State Training Officer, or anyone else about the <u>implementation</u> of the <u>Healthy, That's Me</u> curriculum guide?</p> <p>_____ Yes (1)</p> <p>_____ No (2)</p> <p>a. If yes, what was the nature of the contact?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	33	_____
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	34	_____
<p>12. Have you contacted the Regional Office, State Training Officer, or anyone else about the <u>content</u> of the <u>Healthy, That's Me</u> curriculum guide?</p> <p>_____ Yes (1)</p> <p>_____ No (2)</p> <p>a. If yes, what was the nature of the contact?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	35	_____
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	36	_____

The Urban Institute-8.

Office Use Only

13. Have you contacted the Regional Office, State Training Officer, or anyone else about the training to be used to prepare teachers to use the Healthy, That's Me curriculum guide?

Yes (1)

No (2)

- a. If yes, what was the nature of the contact?

Col.	Punch
37	<input type="checkbox"/>
38	<input type="checkbox"/>

THANK YOU VERY MUCH FOR YOUR COOPERATION!



THE URBAN INSTITUTE 2100 M STREET, N.W. WASHINGTON, D.C. 20037 (202) 223-1950

February 22, 1972

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, Healthy, That's Me, 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 INTERVIEWScale A

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

Scale 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 a great extent

Scale D

- 1=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

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.

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___ Teacher (1)
 ___ Teacher aide (2)

Col.	Punch
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____

1. How many years of teaching experience do you have? _____

a. How many years have you been a Head Start teacher? _____ /

2. 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
 Poorly Prepared

2
 Average Preparation

3
 Well Prepared

3. 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 present health needs? Please answer according to scale C. (Read scale)

1
 To No Appreciable Extent

2

3
 To Some Extent

4

5
 To a Great Extent

4. 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)

1
 To No Appreciable Extent

2

3
 To Some Extent

4

5
 To a Great Extent

5. 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 their children? Please answer according to the following scale. (Read scale C)

1
 To No Appreciable Extent

2

3
 To Some Extent

4

5
 To a Great Extent

The Urban Institute-3;

Office Use Only

6. What kind of health education did you have in your Head Start Project before you received Healthy, That's Me?

a. Were you using specific health education materials in your Head Start Project this year before you received Healthy, That's Me?

- Yes (1)
- No (2)

b. If yes, what are these materials?

c. If yes, were you using these health education materials only with children, only with parents, or with both children and parents?

- Only children (1)
- Only parents (2)
- Children and parents (3)

d. Have you ever reviewed the Head Start Rainbow Series materials?

- Yes (1)
- No (2)

Col.	Punch
11	_____
12	_____
13	_____
14	_____
15	_____

The Urban Institute-4

Office Use Only

7. When did you first see the Healthy, That's Me curriculum guide?

a. Which parts of the Healthy, That's Me curriculum guide have been of most value?

b. Which parts of the curriculum guide have been of least value?

c. In general, what is your attitude about the health education curriculum guide, Healthy, That's Me? Would you say it is very favorable, favorable, unfavorable, or very unfavorable?

- ___ Very favorable (1)
- ___ Favorable (2)
- ___ Unfavorable (3)
- ___ Very unfavorable (4)

d. Have you made any changes in your classroom since you received the Healthy, That's Me curriculum guide? If yes, what changes?

e. Have the Healthy, That's Me curriculum materials helped you address specific health problems in your community? If yes, which ones? If yes, how has it helped you address these problems?

Col.	Punch
16	_____
17	_____
18	_____
19	_____
20	_____
21	_____

The Urban Institute-5.

Office Use Only

	Col.	Punch
_____	22	_____

f. Are there specific health problems in your community <u>not</u> addressed by the <u>Healthy, That's Me</u> materials? If yes, which ones?	23	_____

8. 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)		
_____ About the same (2)	24	_____
_____ Worse (3)		
_____ No other materials (4)		
a. What other forms of health education are available in your community for Head Start parents?		
_____	25	_____

9. How easily have you been able to incorporate the <u>Healthy, That's Me</u> materials into your total Head Start Project?		
_____ Very easily (1)		
_____ Fairly easily (2)	26	_____
_____ Not easily (3)		
_____ Not at all (4)		
10. How 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)		
_____ Useful to an insignificant extent (2)		
_____ Useful to some extent (3)	27	_____
_____ Very useful (4)		
_____ Don't know, have not used (5)		
a. How useful have the <u>Healthy, That's Me</u> materials been in working with groups of 3 to 5 children? (Read scale D)		

The Urban Institute-6.

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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)

b. How useful have the Healthy, That's Me materials been in working with groups of more than 5 children? (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)

Col.	Punch
28	<input type="checkbox"/>
29	<input type="checkbox"/>
30	<input type="checkbox"/>
31	<input type="checkbox"/>
32	<input type="checkbox"/>
33	<input type="checkbox"/>

11. Are you using the Healthy, That's Me materials only with children, only with parents, or with both children and parents?

- Only children (1)
- Only parents (2)
- Children and parents (3)

a. If using Healthy, That's Me materials with parents, with what percentage of your children's parents are you using the Healthy, That's Me materials?

b. If using Healthy, That's Me materials with parents, how are you using the Healthy, That's Me materials with parents?

c. Have you shown the Healthy, That's Me materials to anyone else? If yes, to whom?

The Urban Institute-7.

Office Use Only

	Col.	Punch
<p>12. How useful are the materials included in the unit, "All About Me," in helping Head Start children learn identification of body parts and functions of body systems? (Read Scale D)</p> <p> <input type="checkbox"/> Not useful at all (1) <input type="checkbox"/> Useful to an insignificant extent (2) <input type="checkbox"/> Useful to some extent (3) <input type="checkbox"/> Very useful (4) ♦ <input type="checkbox"/> Don't know, have not used (5) </p> <p>a. What additions or deletions should be made to improve this part of the curriculum guide?</p> <p>_____</p> <p>_____</p> <p>_____</p>	34	_____
<p>13. How useful are the materials included in the unit, "Me and My Folks," for helping Head Start children develop pride in their heritage and respect for other groups? (Read Scale D)</p> <p> <input type="checkbox"/> Not useful at all (1) <input type="checkbox"/> Useful to an insignificant extent (2) <input type="checkbox"/> Useful to some extent (3) <input type="checkbox"/> Very useful (4) <input type="checkbox"/> Don't know, have not used (5) </p> <p>a. What additions or deletions should be made to improve this part of the curriculum guide?</p> <p>_____</p> <p>_____</p> <p>_____</p>	36	_____
<p>14. How useful are the materials included in the unit, "Where I Live," in helping Head Start children learn personal health habits? (Read Scale D)</p> <p> <input type="checkbox"/> Not useful at all (1) ✓ <input type="checkbox"/> Useful to an insignificant extent (2) <input type="checkbox"/> Useful to some extent (3) <input type="checkbox"/> Very useful (4) <input type="checkbox"/> Don't know, have not used (5) </p>	38	_____

The Urban Institute-8.

Office Use Only

15. How useful are the materials included in the unit, "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)
- Very useful (4)
- Don't know, have not used (5)

a. What additions or deletions should be made to improve this part of the curriculum guide?

Col.	Punch
39	_____
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)
- Don't know, have not used (5)

a. What additions or deletions should be made to improve this part of the curriculum guide?

41	_____
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)

--	--

The Urban Institute-9.

Office Use Only

- 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)

a. What additions or deletions should be made to improve this part of the curriculum guide?

Col.	Punch
43	_____
44	_____

18. Have you used the Healthy, That's Me children's book in your classroom?

- Yes (1)
- No (2)

a. If yes, how have you used this book?

45	_____
46	_____

19. Have you introduced the Healthy, That's Me parent handbooks to the parents of the children in your classroom?

- Yes (1)
- No (2)

a. If yes, which of the parent handbooks have you found most useful?

47	_____
48	_____

The Urban Institute- 10.

Office Use Only

20. Now we would like you to comment on any parts of the health education curriculum guide, Healthy, That's Me, that may be causing you problems. What changes in form or content would be helpful in solving any problems you have encountered? How could the curriculum guide be revised or refined to produce greater benefits to you, Head Start children, and their parents?

Col.	Punch
49	_____
50	_____
51	_____
52	_____
53	_____

21. Did you receive any specific training in using the Healthy, That's Me curriculum guide?

- Yes (1)
- No (2)

a. If yes, when did this training take place?

b. If yes, how was the training conducted?

c. If yes, how useful was this training in helping you work with Head Start children?

- Very useful (1)
- Somewhat useful (2)
- Not useful (3)

The Urban Institute-11.

Office Use Only

d. If yes, which aspects of the training program do you feel were of most value to you? Why?

Col.	Punch
54	_____
55	_____
56	_____
57	_____
58	_____

54

e. If yes, which aspects of the training program were of least value? Why?

55

f. If yes, what type of training might have been more useful to you in addition to or instead of what you received?

56

g. If no, how did you prepare to use the curriculum guide?

57

22. Did anyone else participate in introducing the Healthy, That's Me materials to children?

58

The Urban Institute-12.

Office Use Only

23. Did anyone else participate in introducing the Healthy, That's Me materials to parents?

Col.	Punch
59	_____
60	_____
61	_____

24. Do you recommend that the Healthy, That's Me materials be used throughout Head Start next year?

- ___ Yes (1)
- ___ No (2)

a. If no, under what conditions would you recommend that the materials be used throughout Head Start next year?

THANK YOU VERY MUCH FOR YOUR COOPERATION!

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.

The Urban Institute-2

Office Use Only

		Col.	Punch	
_____	Teacher (1)	1	_____	
_____	Teacher aide (2)	2	_____	
		3	_____	
		4	_____	
1. How many years of teaching experience do you have? _____		5	_____	
a. How many years have you been a Head Start teacher? _____		6	_____	
2. 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)		7	_____	
1	2	3		
Poorly Prepared	Average Preparation	Well Prepared		
3. 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 scale C. (Read scale)		8	_____	
1	2	3	4	5
To No Appreciable Extent		To Some Extent		To a Great Extent
4. 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>future</u> health needs? (Read scale C)		9	_____	
1	2	3	4	5
To No Appreciable Extent		To Some Extent		To a Great Extent
5. To what extent do you feel most of the <u>parents</u> of the children in your Head Start Project have <u>developed an understanding</u> of how to care for the health of their children? Please answer according to the following scale. (Read scale C)		10	_____	
1	2	3	4	5
To No Appreciable Extent		To Some Extent		To a Great Extent



The Urban Institute-3

Office Use Only

6. What kind of health education do you have in your Head Start Project?

a. Are you using specific health education materials in your Head Start Project?

- Yes (1)
- No (2)

b. If yes, what are these materials?

c. If yes, are you using these health education materials only with children, only with parents, or with both children and parents?

- Only children (1)
- Only parents (2)
- Children and parents (3)

d. Have you ever reviewed the Head Start Rainbow Series materials?

- Yes (1)
- No (2)

7. a. Which parts of the health education materials have been of most value?

Col.	Punch
11	_____
12	_____
13	_____
14	_____
15	_____
16	_____

The Urban Institute-4

Office Use Only

b. Which parts of the health education materials have been of least value?

c. In general, what is your attitude about the health education portion of your Head Start Project? Would you say it is very favorable, favorable, unfavorable, or very unfavorable?

- _____ Very favorable (1)
- _____ Favorable (2)
- _____ Unfavorable (3)
- _____ Very unfavorable (4)

Col.	Punch
17	_____
18	_____
19	_____
20	_____
21	_____

8. How does the health education portion of your Head Start Project compare to other health education materials that you've used or seen before? Is it:

- _____ Better (1)
- _____ About the same (2)
- _____ Worse (3)
- _____ No health education, no other materials (4)

a. What forms of health education are available in your community for Head Start parents?

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 | 3 | 4 | 5 |
| To No
Appreciable
Extent | | To Some
Extent | | To a Great
Extent |

The Urban Institute-5

Office Use Only

c. What kind of program and assistance would be of most value in meeting the health education needs of your Head Start children and their parents?

Col.	Punch
22	_____
23	_____
24	_____
25	_____
26	_____

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)
- _____ Not easily (3)
- _____ Not at all (4)

25

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)
- _____ Very useful (4)
- _____ Don't know, have not used (5)

26

The Urban Institute-6

Office Use Only

a. How useful have your health education materials been in working with groups of 3 to 5 children? (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)

b. How useful have your health education materials been in working with groups of more than 5 children? (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)

Col.	Punch
27	<input type="checkbox"/>
28	<input type="checkbox"/>
29	<input type="checkbox"/>
30	<input type="checkbox"/>

11. Now we would like you to comment on any parts of the health education portion of year Head Start Project that may be causing you problems. What changes in form or content would be helpful in solving any problems you have encountered? How could the health education portion be revised or refined to produce greater benefits to you, Head Start children and their parents?

12. Did you receive any specific training in the health education materials you are now using?

- Yes (1)
- No (2)

The Urban Institute-7

Office Use Only

a. If yes, by whom was this training provided?

b. If yes, how was the training conducted?

c. If yes, how useful was this training in helping you work with Head Start children?

- Very useful (1)
- Somewhat useful (2)
- Not useful (3)

d. If yes, which aspects of the training program do you feel were of most value to you? Why?

e. If yes, which aspects of the training program were of least value? Why?

f. If no, how did you prepare to use the health education materials you are now using?

Col.	Punch
31	_____
32	_____
33	_____
34	_____
35	_____
36	_____





THE URBAN INSTITUTE 2100 M STREET, N.W. WASHINGTON, D.C. 20037 (202) 223 1950

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, Healthy, That's Me, 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,

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.

The Urban Institute-2.

Office Use Only

	Col.	Punch
	1	_____
	2	_____
	3	_____
1. a. Which parts of the <u>Healthy, That's Me</u> curriculum guide do you feel will be of most value to the teachers you have trained?		

_____	4	_____

b. Which parts of the curriculum guide do you feel will be of least value?		

_____	5	_____

c. In general, what is your attitude about the health education curriculum guide, <u>Healthy, That's Me</u> ? Would you say it is very favorable, favorable, unfavorable or very unfavorable?		
_____ Very favorable (1)		
_____ Favorable (2)		
_____ Unfavorable (3)	6	_____
_____ Very unfavorable (4)		
2. How easily do you feel teachers you have trained will be able to incorporate the <u>Healthy, That's Me</u> materials into their total Head Start program?		
_____ Very easily (1)		
_____ Fairly easily (2)		
_____ Not easily (3)	7	_____
_____ Not at all (4)		
3. What comments have you heard from Head Start Directors or teachers about the <u>Healthy, That's Me</u> curriculum guide?		

_____	8	_____

The Urban Institute-3.

Office Use Only

a. In your opinion, will the Healthy, That's Me materials help teachers address specific health problems in your region? If yes, which ones?

b. Are there specific health problems in your region not addressed by the Healthy, That's Me materials? If yes, which ones?

4. Now we would like you to comment on any parts of the health education curriculum guide, Healthy, That's Me, 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?

5. How useful was the training you received in helping you use the Healthy, That's Me curriculum guide?

- _____ Very useful (1)
- _____ Somewhat useful (2)
- _____ Not useful (3)

Col.	Punch
9	_____
10	_____
11	_____
12	_____

The Urban Institute-4.

Office Use Only

a. Which aspects of the training program were of most value to you? Why?

Four horizontal lines for handwritten response to question a.

b. Which aspects of the training program were of least value? Why?

Four horizontal lines for handwritten response to question b.

c. Did you encounter any difficulties in the training program that you would like to comment about? Please be specific.

Four horizontal lines for handwritten response to question c.

d. How much did you know about the Healthy, That's Me curriculum guide before the training session you attended?

Four horizontal lines for handwritten response to question d.

Col.	Punch
13	_____
14	_____
15	_____
16	_____

The Urban Institute-5.

Office Use Only

e. How well prepared to train Head Start teachers in the use of the Healthy, That's Me curriculum guide did you feel after the training session you attended?

- Very well prepared (1)
- Well prepared (2)
- Average preparation (3)
- Poorly prepared (4)
- Very poorly prepared (5)

f. In training teachers to use the Healthy, That's Me materials did teachers raise any questions about the curriculum guide that your training could have better prepared you to answer? If yes, which ones?

g. What type of training might have been more useful to you in addition to or instead of what you received?

6. To what extent were you able to employ specific teaching methods used by Lawrence Johnson and Associates when you trained Head Start teachers in your region?

- | | | | | |
|--------------------------------|---|-------------------|---|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| To No
Appreciable
Extent | | To Some
Extent | | To a Great
Extent |

a. Which specific training methods did you use?

Col.	Punch
17	_____
18	_____
19	_____
20	_____
21	_____
22	_____

The Urban Institute-6.

Office Use Only

	Col.	Punch
<p>b. Which specific training methods were most successful?</p> <p>_____</p> <p>_____</p> <p>_____</p>	23	_____
<p>c. Which specific training methods were least successful?</p> <p>_____</p> <p>_____</p> <p>_____</p>	24	_____
<p>7. Have you contacted the Regional Office or anyone else about the <u>implementation</u> of the <u>Healthy, That's Me</u> curriculum guide?</p> <p>___ Yes (1)</p> <p>___ No (2)</p> <p>a. If yes, what was the nature of the contact?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	25	_____
	26	_____
<p>8. Have you contacted the Regional Office or anyone else about the <u>content</u> of the <u>Healthy, That's Me</u> curriculum guide?</p> <p>___ Yes (1)</p> <p>___ No (2)</p> <p>a. If yes, what was the nature of the contact?</p> <p>_____</p> <p>_____</p> <p>_____</p>	27	_____
	28	_____

The Urban Institute-7.

Office Use Only

9. Have you contacted the Regional Office or anyone else about the training to be used to prepare teachers to use the Healthy, That's Me curriculum guide?

- Yes (1)
 No (2)

a. If yes, what was the nature of the contact?

Col.	Punch
29	_____
30	_____

10. Do you recommend that the Healthy, That's Me materials be used throughout Head Start next year?

- Yes (1)
 No (2)

a. If no, under what conditions would you recommend that the materials be used throughout Head Start?

31	_____
32	_____

THANK YOU VERY MUCH FOR YOUR COOPERATION!

APPENDIX C

MEMOS FROM OFFICE OF CHILD DEVELOPMENT
TO REGIONAL OFFICES

MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE SECRETARY
121

DATE: JUL 20 1971

TO : Assistant Regional Directors

FROM : Edward Zigler, Director *EZ*
Office of Child Development

SUBJECT: 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:

1. 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	<u>253,276</u>	<u>99.99</u>	<u>99,990</u>

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 unwieldy.

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

REGION I

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

Full year, part day

755 children
46801

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

Full year, part day

1,458 children

New Britain OEO
147 Main Street
New Britain, Connecticut 06051

Full year, part day

450 children

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

Full year, part day

405 children

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

Full year, part day

270 children

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

Full year, part day

120
105
225

Self Help, Inc.
71 Centre Street
Brockton, Massachusetts 02401

Full year, part day

320

56
Total: 3929

REGION II

Community Development Agency
New York City, N. Y.

Full year, part day	5,145
Full year, full day	<u>1,170</u>
	6,315 children

United Community Coporation
Newark, New Jersey

Full year, part day	1,764
Full year, full day	<u>105</u>
	1,869 children

Atlantic Human Resources
Atlantic City, New Jersey

Full year, full day	440
---------------------	-----

Eric County Community Action Organization
Buffalo, New York

Full year, part day	767
---------------------	-----

Camden County on Economic Opportunity, Inc.
Camden, New Jersey

Full year, full day	394 children
---------------------	--------------

Total: 9700

(cont'd.)

Richmond CAP, Inc.
Richmond, Virginia

Full year, part day	195
Full year, full day	180

 375

Lonesome Pine Development Corps
Jonesville, Virginia

Full year, part day.	272
----------------------	-----

Allegheny County OEO
Pittsburgh, Pa.

Full year, full day	315
---------------------	-----

Total: 7136

REGION III

126

CA Greater Wilmington, Inc.
Wilmington, Delaware

Full year, part day 499

District of Columbia
United Planning Organization

Full year, part day 1,099

Full year, full day 911

2,010

Montgomery County Department of Community Development
Rockville, Maryland

Full year, part day 520

Full year, full day 50

570

Mayor and City Council of Baltimore CAA
Baltimore, Maryland

Full year, full day 375

Greater Erie Community Action Committee
Erie, Pennsylvania

Full year, part day 345

Philadelphia Anti-Poverty Action Commission
Philadelphia, Pa.

Full year, part day 1,035 children

Community Action Pittsburgh, Inc.
Pittsburgh, Pa.

Full year, part day 840

Full year, full day 20

860

TAAV In Roanoke Valley, Inc.
Roanoke, Virginia

Full year, full day 480

REGION IV

Mobile Area Community Action Committee Mobile, Alabama	Full year, full day	818
Montgomery Community Action Committee Montgomery, Alabama	Full year, full day	1,145
Economic Opportunity Inc. of Dade Miami, Florida	Full year, full day	4,049
Community Action Agency of Hillsboro County Tampa, Florida	Full year, part day	1,360
Louisville and Jefferson County Community Action Louisville, Kentucky	Full year, part day Full year, full day	940 195
		1,135 children
Bolivar County Community Action Program, Inc. Cleveland, Mississippi	Full year, part day	2,745
Mary Holmes Community Education Extension Division Jackson, Mississippi	Full year, part day	5,360
Coahoma Opportunities, Inc. Clarksdale, Mississippi	Full year, part day	2,047
Mississippi Industrial College Grenada, Mississippi	Full year, part day	1,000
Harrison County Civic Action Commission Gulfport, Mississippi	Full year, part day	1,500

(cont'd.)

Mississippi Head Start Coordinating Council
Jackson, Mississippi

Full year, part day 5,850

Central Mississippi, Inc.
Winona, Mississippi

Full year, part day 1,778

Jackson County Civic Action Committee
Pascaguala, Mississippi

Full year, full day 1,037

Total: 29854

REGION V

Chicago Commission on Urban Opportunity
Chicago, Illinois

Full year, part day	5,929
Full year, full day	1,056
	<u>6,985</u> children

Cook County Office of Economic Opportunity
Chicago, Illinois

Full year, part day	1,822
Full year, full day	305
	<u>2,127</u>

Lake County Economic Opportunity Council
Gary, Indiana

Full year, part day	410
---------------------	-----

CAP of Greater Indianapolis, Inc.
Indianapolis, Indiana

Full year, part day	850
---------------------	-----

Community Organization of Social Action

Full year, part day	200
---------------------	-----

Wayne County Community Action Committee, Inc.

Full year, part day	220
---------------------	-----

Oakland County Committee on Economic Opportunity
Pontiac, Michigan

Full year, part day	932
---------------------	-----

Mayor's Commission for Human Resources Development
Detroit, Michigan

Full year, part day	1,440
---------------------	-------

Chippewa Luce Makinac Community Action Agency
Faulty St. Marie, Michigan

Full year, part day	200
---------------------	-----

Community Action Committee of Lima and Allen
Lima Ohio

Full year, part day	225
---------------------	-----

Total:
13,579

REGION VI

Economic Opportunity Development Corps San Antonio - Bexar County
San Antonio, Texas

Full year, full day 600

El Paso Community Action Program Project Bravo, Inc.
El Paso, Texas

Full year, part day 1,160

Harris County Community Action Association
Houston, Texas

Full year, full day 1,800

Arvac, Inc.
Dardanelle, Louisiana

Full year, full day 600

Tri-Parish Progress
Crowley, Louisiana

Full year, part day 1,100

Community Advancement, Inc.
Baton Rouge, Louisiana

Full year, full day 710

St. Martin Ilseria Lafayette CAA
Lafayette, Louisiana

Full year, part day 876

Total Community Action Inc.
New Orleans, Louisiana

Full year, full day 796

Cenla Community Action Commission, Inc.
Alexandria, Louisiana

Full year, full day 800

(Cont'd.)

Associated City County Economic Development Corps of Hidalgo County
Edinburg, Texas

Full year, full day	800
Full year, part day	150
	<u>950</u> children

Community Committee Youth, Education and Job Opportunity
Corpus Christie, Texas

Full year, part day	620
---------------------	-----

Human Opportunities Corporation of Austin and Travis County
Austin, Texas

Full year, part day	360
Full year, full day	540
	<u>900</u>

Economic Opportunity Development Corps of Laredo and Webb Counties
Laredo, Texas

Full year, part day	500
Full year, full day	151
	<u>651</u>

Ki Bois Community Action Foundation, Inc.
Wilburton, Oklahoma

Full year, part day	800
---------------------	-----

CAP of Oklahoma City and County, Inc.
Oklahoma City, Oklahoma

Full year, part day	230
Full year, full day	625
	<u>855</u>

Redland Community Action Foundation, Inc.
Chandler, Oklahoma

Full year, part day	400
Full year, full day	140
	<u>540</u>

132

(cont'd.)

Little Dixie CMA Inc.
Hugo, Oklahoma

Full year, part day

368

Total: 14126

REGION VII

East Missouri Community Action, Inc.
Flat River, Missouri

Full year, part day 346

Human Resources Corporation
Kansas City, Missouri

Full year, part day 800
Full year, full day 240

1,040

Delta Area Economic Opportunity Corporation
Portageville, Missouri

Full year, Part day 1,300

Human Development Corporation of Metropolitan St. Louis
St. Louis, Missouri

Full year, part day 2,100
Full, full day 280

2,380

Economic Opportunity Corporation of Greater St. Joseph
St. Joseph, Missouri

Full year, part day 260

Mid Sioux Opportunity, Inc.
Remsen, Iowa

Full year, part day 225

Total: 5551

REGION VIII

Denver Opportunity
Denver, Colorado

Full year, part day 1,533

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

Full year, part day 380
Full year, full day 60

440

Pike Peak Community Action Program, Inc.
Colorado Springs, Colorado

Full year, part day 240

ADCO Improvement Association, Inc.
Brighton, Colorado

Full 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 140

Total: 3778

REGION IX

EYOA of LA
Los Angeles, California

Full year, part day 6,900

Operation Leap
Phoenix, Arizona

Full year, part day 210
Full year, full day 410

620

Orange County Community Action Council, Inc.
Santa Ana, California

Full year, part day 780

Southern Alameda County EDA
Fremont, California

Full year, part day 300

Contra Costa County Board of Supervisors
Martinez, California

Full year, part day 353

Pasadena Commission on Human Need and Opportunity
Pasadena, California

Full year, part day 225

Long Beach Committee on Economic Opportunity and Community Relations
Long Beach, California

Full year, part day 253

Total: 9431

REGION X

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

Full year, part day	615
Full year, full day	256

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

Full year, part day	235
Full year, full day	80

315

Total: 1186

INDIANS AND MIGRANT

Community Action Migrant Program, Inc.
Fort Lauderdale, Florida

Full year, full day 240

Eastern Band of Cherokee Indians
Cherokee, North Carolina

Full year, full day 100

Illinois Department of Children and Family Services
Springfield, Illinois

Full year, full day 500

Sandoval County Indian Pueblo - CAP
Bernalillo, New Mexico

Full year, part day 196

Eight Northern Indian Pueblos Council
Santa Fe, New Mexico

Full year, part day 286

Crow Tribe of Indians of Montana
Crow Agency, Montana

Full year, part day 297

Standing Rock Sioux Tribe
Fort Yates, North Dakota

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

Panhandle and South Plains District
Venture IC
Amarillo, Texas

Full year, full day 150

70 Total: 2489

MEMORANDUM

138
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE SECRETARY

TO : Assistant Regional Directors
Office of Child Development

DATE: DEC 17 1971

FROM : Richard E. Orton, Associate Director
Bureau of Head Start and
Child Service Program

SUBJECT: Health Education Curriculum Evaluation

The Urban Institute grant for evaluation of Health Start has been augmented 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 curriculum.
- 4) Determine the ease with which teachers are able to incorporate 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.

Page 2 - Assistant Regional Directors

- 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.

APPENDIX D

PARENT INTERVIEW (ENGLISH AND SPANISH)

The Urban Institute

HEALTH EDUCATION PARENT INTERVIEW

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 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 parents on health education.

Number of Parents: _____

Head Start Center: _____

The Urban Institute-2.

Office Use Only

1. Do you know which health education materials are being used in your children's Head Start Project?

- Yes (1)
- No (2)

a. How did you happen to find out about these materials? When did you see them for the first time?

b. Have you read these materials?

- Yes (1)
- No (2)

c. If yes, when?

- At Head Start meetings
- Other (Specify: _____)
- Other (Specify: _____)

d. Did you know anything about Healthy, That's Me or about the parent's handbooks before you received them?

- Yes (1)
- No (2)

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?

Col.	Punch
1	<input type="checkbox"/>
2	<input type="checkbox"/>
3	<input type="checkbox"/>
4	<input type="checkbox"/>
5	<input type="checkbox"/>
6	<input type="checkbox"/>
7	<input type="checkbox"/>

Urban Institute-3.

Office Use Only

f. What do you remember most about what went on at these meetings?

Col.	Punch
8	_____
9	_____
10	_____
11	_____

2. In general, what is your attitude about the Healthy, That's Me parent materials?

a. Have these materials made any difference in the way you care for your children's health? In what way?

b. Have you followed any of the suggestions about caring for your children's health?

- _____ Yes (1)
- _____ No (2)

Urban Institute-4.

Office Use Only

c. If yes, which suggestions have you followed?

d. If ~~no~~, why not?

e. Which of these materials are of most help to you? Why?

f. Which of these materials are a waste of time? Why?

Col.	Punch
12	—
13	—
14	—
15	—

Urban Institute-5.

Office Use Only

g. Do you find the Healthy, That's Me materials easy to understand?

- Yes (1)
- No (2)

h. If no, what isn't clear to you? What could be done to these materials to help Head Start parents understand them better?

i. Are there health problems in your community that the Healthy, That's Me materials don't help you with? If yes, which ones?

j. Are there health problems in your community that the parent handbooks do a good job with? If yes, which ones?

Col.	Punch
16	<input type="checkbox"/>
17	<input type="checkbox"/>
18	<input type="checkbox"/>
19	<input type="checkbox"/>
20	<input type="checkbox"/>

Urban Institute-6.

Office Use Only

	Col.	Punch
<p>k. How do the <u>Healthy, That's Me</u> materials compare to other health education materials that you have seen or used before? What are these other materials?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	21	<hr/>
<p>3. How useful have you found the material in the parent's handbook, "Your Part As A Parent in <u>Healthy, That's Me</u>"?</p> <hr/> <p>a. What should be done to make this a better handbook?</p> <hr/> <hr/> <hr/> <hr/> <hr/>	22	<hr/>
<p>4. How about the parent's handbook, "Your Family"? How useful is the material in it?</p> <hr/> <p>a. What should be done to improve this handbook?</p> <hr/> <hr/> <hr/> <hr/> <hr/>	24	<hr/>
	25	<hr/>

Urban Institute-7.

Office Use Only

	Col.	Punch
5. How about the parent's handbook, "Americans All"? <hr/> a. What should be done to make this a better handbook? <hr/> <hr/> <hr/> <hr/>	26	_____
6. How about the parent's handbook, "Making It Easy to Keep Healthy At Home"? <hr/> a. What should be done to improve this handbook? <hr/> <hr/> <hr/> <hr/>	27	_____
6. How about the parent's handbook, "Making It Easy to Keep Healthy At Home"? <hr/> a. What should be done to improve this handbook? <hr/> <hr/> <hr/> <hr/>	28	_____
6. How about the parent's handbook, "Making It Easy to Keep Healthy At Home"? <hr/> a. What should be done to improve this handbook? <hr/> <hr/> <hr/> <hr/>	29	_____
7. How about the parent's handbook, "Your Growing Child"? <hr/> a. What should be done to make this a better handbook? <hr/> <hr/> <hr/> <hr/>	30	_____
7. How about the parent's handbook, "Your Growing Child"? <hr/> a. What should be done to make this a better handbook? <hr/> <hr/> <hr/> <hr/>	31	_____

Urban Institute-8.

Office Use Only

8. How about the parent's handbook, "Dealing With Family Upsets?"

a. What should be done to improve this handbook?

Col.	Punch
32	_____
33	_____

9. Finally, how about the parent's handbook, "Your Child's Health"?

a. What should be done to improve this handbook?

34	_____
35	_____

10. In what other form could the material in the parent's handbooks be presented so it would be more helpful to you?

36	_____
----	-------

11. Do you think your children understand more about how to care for their health since they've been using the Healthy, That's Me 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?

Col.	Punch
37	_____
38	_____

12. Have you asked your children's Head Start Staff any questions about the material in the parent handbooks?

- _____ Yes (1)
- _____ No (2)

a. If yes, what questions did you ask?

b. If no, why haven't you asked any questions about this material?

39	_____
40	_____
41	_____

The Urban Institute-9.

Office Use Only

Col.	Punch
<p>13. Do you think it's a good idea to have a health education program for young children and their parents in your community? Why? Why not?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>42</p> <p>_____</p>
<p>a. What are the first things you think such a health education program should work on?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>43</p> <p>_____</p>

THANK YOU VERY MUCH FOR YOUR COOPERATION!

83

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 conmigo por unos minutos? Lo que usted diga no será 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 no será publicado en este informe).

Number of Parents: _____

Head Start Center: _____

Office Use Only

1. Sabe usted que clase de material usa el Proyecto Head Start en el cual participan sus niños?

Si (1)
 No (2)

a. Como se enteró acerca de este material? Cuando vió usted este material por primera vez?

b. A leído usted este material?

Si (1)
 No (2)

c. En caso afirmativo, cuando?

En una reunión del Proyecto Head Start
 Otro (Especifique: _____)
 Otro (Especifique: _____)

d. Antes de recibir estas publicaciones, tenía usted conocimiento del libro Sano Estoy Yo o de los manuales para los padres?

Si (1)
 No (2)

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 reuniones ha asistido usted?

Col.	Punch
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____

Office Use Only

f. Qué es lo que más recuerda acerca de éstas reuniones?

Col.	Punch
8	_____

2. En general, cuál es su reacción sobre el material para los padres tratado en Sano Estoy Yo?

9	_____
---	-------

a. Ha causado este material algún cambio en su manera de velar por la salud de sus niños? En qué forma?

10	_____
----	-------

b. A seguido usted algunas de las sugerencias ofrecidas para el cuidado de la salud de sus niños?

_____ Si (1)
 _____ No (2)

11	_____
----	-------

Office Use Only

c. En caso afirmativo, cuales sugerencias siguió usted?

d. En caso negativo, por qué no?

e. De este material, cuál es el que más le ha servido?
Por qué?

f. De este material, cuál cree que sea inoficioso?
Por qué?

Col.	Punch
12	_____
13	_____
14	_____
15	_____

g. Cree usted que el material en Sano Estoy Yo es fácil de entender?

 Si(1)
 No(2)

16

h. 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 fácilmente?

17

18

i. Hay problemas de salud en su comunidad los cuales no son tratados en Sano Estoy Yo? En caso afirmativo, cuales son estos problemas?

19

j. Hay problemas en su comunidad los cuales son tratados efectivamente en los manuales para los padres? En caso afirmativo, cuales son estos problemas?

20

Col.	Punch
16	_____
17	_____
18	_____
19	_____
20	_____

k. Cómo compara usted el material tratado en Sano Estoy Yo con otro material educativo sobre salud que usted haya visto o usado anteriormente? Cuál era el otro material?

Col.	Punch
21	_____

3. Qué tan provechosa ha encontrado usted la sección "Su Parte como Padre en Sano Estoy Yo"?

a. Qué debería hacerse para mejorar este manual?

22	_____
23	_____

4. Cuál es su opinión acerca del manual "Su Familia"? Qué tan provechoso le pareció su contenido?

a. Qué debería hacerse para mejorar este manual?

24	_____
----	-------

Office Use Only

5. Cuál es su opinión acerca del manual "Todos los Americanos"?

a. Qué debería hacerse para mejorar este manual?

Col. Punch

26

27

6. Cuál es su opinión acerca del manual "Facilitando la Manera de Permanecer Sano en el Hogar"?

a. Qué debería hacerse para mejorar este manual?

28

29

7. Cuál es su opinión acerca del manual "El Crecimiento de su Niño"?

a. Qué debería hacerse para mejorar este manual?

30

31

Office Use Only

	Col.	Punch
<p>8. Cuál es su opinión acerca del manual "Solución a los fracasos de la Familia"?</p> <p>_____</p> <p>a. Qué debería hacerse para mejorar este manual?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	32	_____
<p>9. Finalmente, cuál es su opinión acerca del manual "La Salud de Su Niño"?</p> <p>_____</p> <p>a. Qué debería hacerse para mejorar este manual?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	34	_____
<p>10. En qué otra forma podría presentarse el material en los manuales para los padres de manera que este sea más provechoso para usted?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	36	_____

Col.	Punch
<p>11. Sabe usted si el material en <u>Sano Estoy Yo</u> ha ayudado a sus niños a entender más acerca del cuidado de su salud? Cómo se enteró? Saben sus niños alguna cosa ahora que no sabían antes de recibir el material ofrecido por el Proyecto Head Start?</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>37</p> <hr/> <p>38</p> <hr/>
<p>12. Le ha hecho usted preguntas al personal del Proyecto Head Start al cual pertenecen sus niños acerca del material tratado en los manuales para los padres?</p> <p><u> </u> Si (1) <u> </u> No (2)</p> <p>a. En caso afirmativo, qué clase de preguntas les hizo usted?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <p>b. En caso negativo, por qué no ha hecho usted preguntas acerca de este material?</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>39</p> <hr/> <p>40</p> <hr/> <p>41</p> <hr/>

13. Cree usted que la creación de un programa educativo sobre salud para niños y padres en la comunidad es un buen proyecto? Por qué? Por qué nó?

a. En su opinión, cuáles deberían ser los primeros empeños del programa educativo sobre salud?

Col.	Punch.
42	—
43	—

MUCHAS GRACIAS POR SU COLABORACION!