

Pick Up the SLAQ!

Introducing New Assessments for Planning and Evaluation in
School, After-School, ECE, and Retail Settings

Carolyn Rider

University of California, Nutrition Policy Institute

cdrider@ucanr.edu

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University of California

Agriculture and Natural Resources ■ Nutrition Policy Institute

Research for healthy food, people and places

Objectives

1. Differentiate between IWP Blueprint core assessment activities and LHD FAP assessment requirements
2. Identify the settings for which SLAQs are available, and where LHDs must complete them
3. Differentiate which of your sites will require a completed SLAQ from those that do not
4. Describe, in general terms, the content of the SLAQ instruments and how they work
5. Prepare subcontractors and other partners to conduct SLAQ data collection



A green rectangular sign with rounded corners and a white border is mounted on two wooden posts. The sign features the word "Survey" in a large, white, sans-serif font, with "Just Ahead" in a smaller, white, sans-serif font below it. The background is a bright blue sky filled with fluffy white clouds, with a sun flare visible in the upper right quadrant.

Survey
Just Ahead

Assessment in the IWP Blueprint

For each sub-strategy in the IWP, LIAs are directed to:

“Conduct appropriate community-level and setting-based needs assessments”



Assessment in the LHD Funding Application Package

All LHDs must complete an annual assessment of all sites where they are doing site-level PSE SNAP-Ed work in all settings for which standardized assessment tools are made available.

LHDs with a larger number of site-level PSE sites within a setting may work with a state-level evaluation liaison to develop a sampling methodology. LHDs will start using the assessment tools in spring of 2020 and annually thereafter each spring. Assessments do not need to be conducted at sites that only host education and do not plan to make any other changes in support of SNAP-Ed goals. CDPH-NEOPB will provide the tools on an annual basis.



SLAQ Settings

School: K-12 (elementary and secondary) schools

Out-of-school: Before and after-school

Early Care and Education: Preschool, Pre-K, childcare centers, family childcares, and other “learn” programs reaching children ages 0 – 5 years

Retail: Small (≤ 3 registers) and large (4+ registers) food stores





What's your setting?



School SLAQ has 9 sections:

Wellness Policies and Meal Program Participation

Meals and School Meal Environment

Food and Drink around the School Gardens

Nutrition Education and Student Involvement

Physical Education

Physical Activity

Parent and Family Involvement

Environment and Policy Surrounding the School



➤ Two versions for elementary vs. secondary



Out-of-School SLAQ has 6 sections:

Wellness Policies and Program
Participation

Meal and Snack Foods and Beverages

Food Environment and Feeding Practices

Gardens and Nutrition Education

Physical Education and Entertainment
Screen Time

Parent/Family Involvement

ECE SLAQ has 7 sections:

Wellness Policies and Program Participation

Meal and Snack Foods and Beverages

Food Environment and Feeding Practices

Gardens and Nutrition Education

Physical Education and Entertainment Screen Time

Parent/Family Involvement

Breastfeeding Support





Retail SLAQ covers the following:

- Availability of healthy foods and beverages
- Types of marketing and promotion used to encourage healthy food and beverage purchases
- Placement, presentation, promotion of healthy items and unhealthy items
- Policies in place that govern store practices
- Healthy retail programs and initiatives that the store participates in

➤ Two versions for large vs. small food stores

How do sites use the SLAQ?

Health departments engage sites in SNAP-Ed PSE efforts.

Each site self-assesses using an electronic form.

The form computes automated section and total scores for sites to use.

Sites forward the completed SLAQ to their health department partner.

Sites reassess annually, and they see improvement in their overall and section scores.

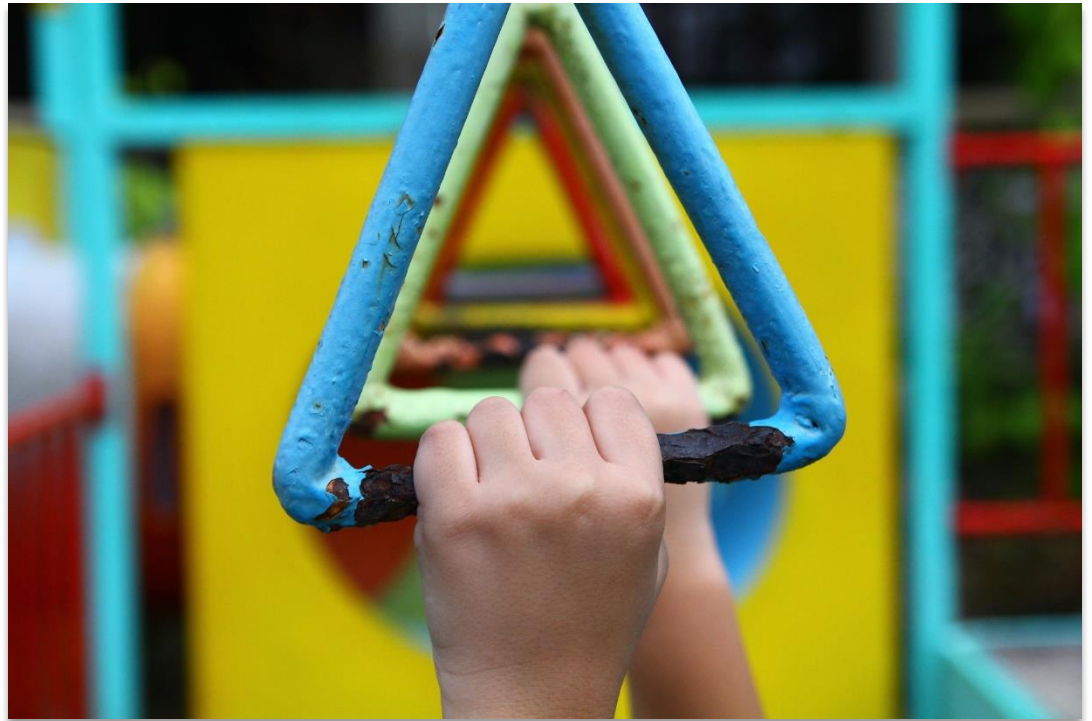


What is the LHD responsible for?

Coordinating annual data collection with each site*

- Distributing SLAQ to sites
- Collecting completed forms
- SLAQ TA to sites

Completing a LHD Activity Checklist for each site



*For retail work, the agency implementing healthy retail efforts will conduct the assessment (not the store owner).

Secondary School SLAQ

Section 6: Physical Education					
	Always	Usually	Sometimes	Not usually	Never
6.1 All students receive the minimum required number of minutes of Physical Education (PE). ¹³	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.2 At least 50% or more of PE class time is spent in moderate to vigorous physical activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.3 PE curriculum as implemented aligns with California state PE standards for all grades, with grade-level benchmarks. ¹⁴	<input type="radio"/> Yes, for all grades <input type="radio"/> Yes, for some grades <input type="radio"/> No				
6.4 Student achievement is assessed based on California state PE standards. ¹⁴	<input type="radio"/> Yes, for all classes <input type="radio"/> Yes, for some classes <input type="radio"/> No				
6.5 The student-teacher ratio in PE classes is comparable to that in core classes.	<input type="radio"/> Yes, for all classes <input type="radio"/> Yes, for some classes <input type="radio"/> No				

Out-of-School SLAQ

Section 5: Physical Activity and Entertainment Screen Time ⁷					
	Always	Usually	Sometimes	Not usually	Never
5.1 Television, videos, or any entertainment screens (personal or group) are on during meal or snack times:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2 When entertainment screens are on during meal or snack times, active alternatives are provided: ⁸	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3 An activity break is provided after every 60 minutes of sedentary activity or more frequently:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4 Staff participate in active games with the children during free play time:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5 Staff facilitate (i.e. organize, lead) physical activity during free play time:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.6 Active play time is withheld for children when they misbehave:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.7 When weather prohibits outside play, indoor active play is available to all:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.8 When weather permits, outdoor active play is provided for all:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.9 Staff-led, age-appropriate physical activity is offered to all children:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ECE SLAQ

Section 7: Breastfeeding Support		
7.1 A welcoming and private space is provided for mothers.	<input type="radio"/>	<input type="radio"/>
7.2 Refrigerator and/or freezer space is provided to store expressed breast milk.	<input type="radio"/>	<input type="radio"/>
7.3 Educational materials are provided for families on breastfeeding:	<input type="radio"/>	<input type="radio"/>
7.4 Staff participate in breastfeeding training opportunities:	<input type="radio"/> More than 1 time per year <input type="radio"/> 1 time per year <input type="radio"/> Less than 1 time per year or never	
7.5 Does your written wellness policy cover any of the items listed in this section?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A: no written wellness policy	

Small Retail SLAQ (DRAFT)

Store Entrance

Take a look at what products and promotions are clearly visible near the store entrance, either inside or outside of the store. Check all that apply.

Products placed near the entrance to store (don't include checkout area or aisle end-caps):

- Sidewalk produce bins
- Food or beverage vending machines, please check all that apply:
 - sugary drink vending
 - candy vending
 - water vending
- Fresh fruit and vegetable display/produce section
- Pastries/pan dulce/other baked goods
- Sugary drinks
- Alcohol display

Products promoted on *written signs or boards* near the entrance (sales, specials, new item!, etc.):

- Fruits and vegetables
- Milk
- Staple foods
- Sugary drinks
- Alcohol

Other types of healthy promotion clearly visible on walls, windows, doors:

- Murals with images of fruits, vegetables, healthy eating, or physical activity
- Posters/banners/lawn signs promoting healthy foods or healthy eating
- "We Accept WIC" signage
- "We Accept CalFresh, Food Stamps/ EBT" signage
- Healthy retail recognition decal



NPI Site Level Assessment Questionnaires

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SLAQs \(limited access\)](#)

Welcome!

Welcome to the Site-Level Assessment Questionnaire (SLAQ) Home Page!

Beginning in FFY 2020, local health departments will be expected to complete an annual assessment of all school, early care and education, out-of-school, and retail sites where they are engaged in site-level PSE work, using new SLAQs. LHDs may choose to begin this assessment process in FFY 2019, to gain valuable information for planning for FFY 2020 and to assess progress more accurately. If you are interested in adopting the SLAQs in 2019, please complete [this interest form](#).

How to get SLAQs and Resources?

SLAQ website:

<https://ucanr.edu/sites/SLAQ/>

SLAQ interest form:

<https://tinyurl.com/SLAQform>

What should LHDs do now?

- Review SLAQ forms on [website](#)
- List SLAQs in your FFY 20-22 IWP (assessment and evaluation)
- Put SLAQs in subcontracts and MOUs
- Have conversations about SLAQs with sites that don't have formal contract agreements
- Complete an [interest form](#) if you're ready to begin SLAQs in FFY 19!



A photograph of a classroom scene. In the foreground, the back of a young girl with dark hair in pigtails, wearing a red shirt and pink hair ties, is visible. She has her right hand raised. To her left, another student in a light blue shirt has their hand raised. In the background, a boy in a dark blue shirt and a girl in an orange shirt also have their hands raised. The background is a dark chalkboard with faint, illegible white markings. The word "Questions?" is written in white text in the center of the image.

Questions?