

How to become a “SLAQer” – Using assessment tools in the Learn Setting

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University of California

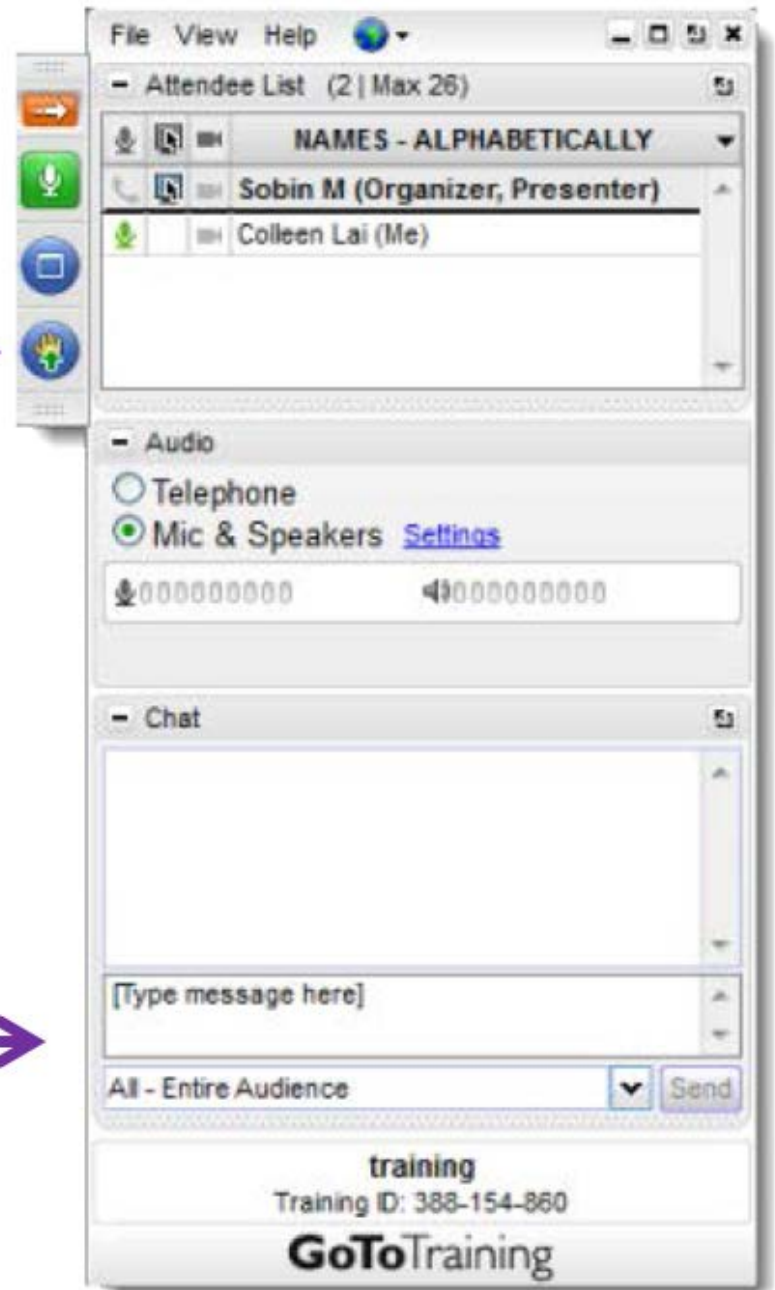
Agriculture and Natural Resources | Nutrition Policy Institute

Research for healthy food, people and places

Raise hand

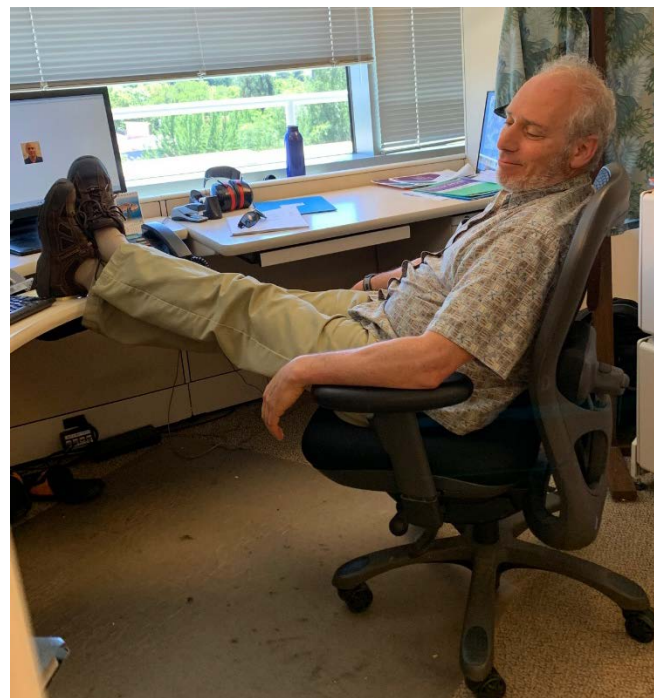


Chat






Carolyn Rider
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Nutrition Education and
Obesity Prevention Program



Raise your hand if you
have already downloaded
the questionnaires

https://ucanr.edu/sites/SLAQ/2019_Pilot/Questionnaires/

Raise your hand if you have
already downloaded the
questionnaires

Take hands down



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"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6.4 Student achievement is assessed based on California state PE standards. ¹⁴ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6.5 The student-teacher ratio in PE classes is comparable to that in core classes. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Out-of-School SLAQ

Physical Activity and Entertainment Screen Time⁷

- | | 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 screen time is offered, 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.
- 7.2 Refrigerator and/or freezer space is provided to store expressed breast milk.
- 7.3 Educational materials are provided for families on breastfeeding:
- 7.4 Staff participate in breastfeeding training opportunities:
- 7.5 Does your written wellness policy cover any of the items listed in this section?



WELCOME
To SLAQVILLE

What is a SLAQ?

Site-Level Assessment Questionnaire

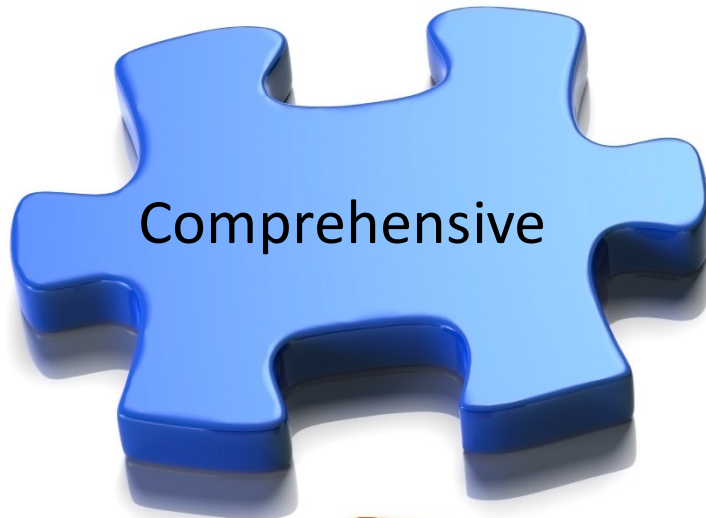
- Developed by NPI for CDPH and local health departments to guide partnerships with sites – program planning
- CDPH will also use aggregated data for program evaluation
- Sites self-assess:
 - Baseline in 2020 (2019 optional)
 - Reassessment annually



Not another
assessment
tool!



SLAQ – Unique Combination



A woman with long dark hair in a braid, wearing a light blue button-down shirt, has a surprised expression. A blue thought bubble is positioned above her head to the left.

That's not
so bad...

Can
supplement
with other
tools if
desired

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) food stores





An LHD is doing the following interventions:

- District-level PSE work involving **5 schools**
- PSE + DE at **6 ECE sites**
- PSE at **one farmer's market**

Which SLAQs/how many should they do?

What is the LHD responsible for?

Coordinating annual data collection with each site

- Distributing SLAQ to sites
- Collecting completed forms
- SLAQ TA to sites
- Reviewing SLAQ results with site

Completing a LHD Activity Checklist for each site



LHD Activity Checklist

For the current federal fiscal year, was CalFresh Healthy Living involved in efforts to improve or attain any of these practices and/or written policies?	Efforts related to:	
	Practice	Written Policy
Section 3: Food Environment and Feeding Practices		
3.1 Meals and snacks are prepared from scratch (i.e., from primarily raw ingredients)	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Staff do not eat or drink unhealthy foods (especially sweets, soda, and chips) in front of the children	<input type="checkbox"/>	<input type="checkbox"/>
3.3 When children request seconds, staff ask them if they are still hungry before serving more food	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Staff do not require that children sit at the table until they clean their plates	<input type="checkbox"/>	<input type="checkbox"/>
3.5 When children eat less than half of a meal or snack, staff ask them if they are full before removing their plates	<input type="checkbox"/>	<input type="checkbox"/>

When is the SLAQ “due”?

Baseline

- » complete before any new wellness-related intervention activities begin for the upcoming school or program year

Reassessment

- » annual reassessment within 1 calendar month before or after the prior year’s assessment date

Submission

- » submit online within 1-2 months, and no later than the end of the fiscal year

How long to complete
the SLAQs?



1-2 hours



Why being a SLAQer matters!

Poll



Why being a SLAQer matters!

USDA

**“assess and disclose schools' compliance
with the local school wellness policies”**

After I explained the purpose and process of SLAQ, they believe it supports school and families health, meeting LHD program requirement at the same time.

-Sunny Baker, Del Norte County



Chat out - benefits you think are most relevant for your partners



Preparing Partners for SLAQs Poll



I sent email to the director [at] each site and explained SLAQ process and the benefits of participation, followed up visit and explained the SLAQ process in person. I shared SLAQ process during teacher/staff training and parent engagement nights.

-Sunny Baker, Del Norte County




Protocols

Step-by-step instructions for LHDs

- » Helping sites complete SLAQs
- » Submitting SLAQ data
- » Follow-up with sites
- » LHD Activity Checklist

https://ucanr.edu/sites/SLAQ/2019_Pilot/Protocols/



Site-Level Assessment Questionnaire (SLAQ) Protocol
for School Sites

SLAQ Website and Resources

SLAQs and related resources can be found at <https://ucanr.edu/sites/SLAQ/>.
At this website, you can:

- Download site questionnaires and LHD activity checklists
- Submit completed questionnaires

Poll - what would you do?



Cesar Chavez Elementary School, Madera

**Report
what IS...**



**...Not
what you
hope for**

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

Time To Practice



Elementary SLAQ: Intro

Site Information:

Site Name: Site ID*:

Address: LHD:

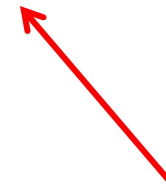
Date of current assessment: Date of last assessment:

☐ N/A: this is the first year of assessment

Email address for the site to send completed questionnaire:

Gray shading indicates for LHDs to complete.

*Site ID: This is the Site ID that is assigned by the PEARS system and can be found [here](#).



Elementary SLAQ: Intro

Sections: <i>Jump directly to the sections related to your role or expertise</i>	Recommendation <i>This section should be completed by someone in a position like:</i>	Actual <i>Who completed this section? List title(s) only:</i>
1. <u>Wellness Policies and Meal Program Participation</u>	Wellness Coordinator, Nutrition Services Manager, or Cafeteria Manager	
2. <u>Meals and School Meal Environment</u>	Nutrition Services or Cafeteria Manager	
3. <u>Food and Drink around the School</u>	Nutrition Services Manager or other administrator	
4. <u>Gardens</u>	Nutrition Educator or Wellness Coordinator	
5. <u>Nutrition Education and Student Involvement</u>	Nutrition Educator or Wellness Coordinator	
6. <u>Physical Education</u>	PE Teacher or Department Head	
7. <u>Physical Activity</u>	PE Teacher or Department Head	
8. <u>Parent and Family Involvement</u>	Wellness Coordinator, Parent Engagement Liaison, or other administrator	
9. <u>Environment and Policy Surrounding the School</u>	Principal or other Administrator	

Image of Section 7 from Elementary School

Section 7: Physical Activity					
7.1 Including recess time scheduled at lunch, recess is offered: <input type="radio"/> More than 20 min per day <input type="radio"/> 20 min per day <input type="radio"/> 10-19 min per day <input type="radio"/> <10 min per day <input type="radio"/> Never → If no recess, skip to 7.3					
	Always	Usually	Sometimes	Not usually	Never
7.2 Staff actively facilitate physical activity during recess.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.3 Classroom activity breaks are offered to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.4 The school offers physical activity, including PE, indoors when bad weather prohibits outdoor activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.5 Indoor and outdoor spaces (gym, multipurpose, locker rooms) are adequate to accommodate the needs of all PE classes, activities, and sports teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.6 Physical activity is used or withheld to punish or manage behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.7 The school offers opportunities for students to participate in organized physical activities during the following times. Select all that apply: <input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Neither					
7.8 Intramural sports programs or physical activity clubs are offered for students regardless of gender and ability.¹⁵ <input type="radio"/> Yes, for all grades <input type="radio"/> Yes, for some grades <input type="radio"/> No					
7.9 Portable play equipment (wheel toys, balls, hoops, ribbons) available to students during recess or free time on campus consists of: <input type="radio"/> Wide variety <input type="radio"/> Some variety <input type="radio"/> Little variety or none					
7.10 Fixed play equipment available to students on school grounds (tunnels, balancing equipment, climbing equipment, overhead ladders, stencils, playground markings) includes: <input type="radio"/> Wide variety of equipment that accommodates needs of all or most students <input type="radio"/> Variety of equipment that accommodates needs of some but not most students <input type="radio"/> No fixed play equipment					
7.11 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					

Chat out - what did you notice about this?

Section 7: Physical Activity

7.1 Including recess time scheduled at lunch, recess is offered:

☐ More than 20 min per day ☐ 20 min per day ☐ 10-19 min per day ☐ <10 min per day ☐ Never

→ If no recess, skip to 7.3

	Always	Usually	Sometimes	Not usually	Never
7.2 Staff actively facilitate physical activity during recess.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.3 Classroom activity breaks are offered to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.4 The school offers physical activity, including PE, indoors when bad weather prohibits outdoor activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.5 Indoor and outdoor spaces (gym, multipurpose, locker rooms) are adequate to accommodate the needs of all PE classes, activities, and sports teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.6 Physical activity is used or withheld to punish or manage behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.7 The school offers opportunities for students to participate in organized physical activities during the following times. Select all that apply: <input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Neither					
7.8 Intramural sports programs or physical activity clubs are offered for students regardless of gender and ability. ¹⁵ <input type="radio"/> Yes, for all grades <input type="radio"/> Yes, for some grades <input type="radio"/> No					
7.9 Portable play equipment (wheel toys, balls, hoops, ribbons) available to students during recess or free time on campus consists of: <input type="radio"/> Wide variety <input type="radio"/> Some variety <input type="radio"/> Little variety or none					
7.10 Fixed play equipment available to students on school grounds (tunnels, balancing equipment, climbing equipment, overhead ladders, stencils, playground markings) includes: <input type="radio"/> Wide variety of equipment that accommodates needs of all or most students <input type="radio"/> Variety of equipment that accommodates needs of some but not most students <input type="radio"/> No fixed play equipment					
7.11 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					

7.1 Including recess time scheduled at lunch, recess is offered:

☐ More than 20 min per day ☐ 20 min per day ☐ 10-19 min per day

→ If no recess, skip to 7.3

“Skips” appear throughout the SLAQs

This streamlines completion when items aren't relevant for a site

- » Skipped items “turn off” on the fillable PDF to reduce error

activity is used or withheld to punish or manage behavior.

offers opportunities for students to participate in organized physical activities. Select all that apply: ☐ Before school ☐ After school ☐ Neither

sports programs or physical activity clubs are offered for students regardless of ability.

SLAQ response options differ:

Most SLAQ questions are “check one only”: ☐

A few are “select all that apply”: ☐

7.8 Intramural sports programs or p
ability.¹⁵ ☐ Yes, for all grades ☐ Yes

7.9 Portable play equipment (whee

Many items have superscripts

These lead to endnotes with definitions and sometimes hyperlinked references.

14. California state PE standards can be found here: <https://www.cde.ca.gov/pd/ca>

15. Intramural sports are programs organized within a school for recreation or comp

16. Unhealthy food items may include, but are not limited to sugary drinks, ice cream
ice, hot dogs, fried foods.

7.6 Physical activity is used or withheld to punish or manage behavior.

Best practices

The SLAQ was designed to contain best practice statements throughout, with a handful of exceptions.

- » Exceptions are used only when necessary for clarity of the item
- » These items are “reverse-coded”

Elementary vs Secondary

Topical Differences

Meals

Physical Activity



Scoring-Related Differences

Grade level Qs



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



Available in Spanish and Chinese

Time To Practice



ECE SLAQ: Intro

Site Information:

Site Name: Site ID*:

Address: LHD:

Email address for the site to send completed questionnaire:

Date of current assessment: Date of last assessment:

☐ N/A: this is the first year of assessment

Average daily attendance in program: Age range of children enrolled:

Positions/titles of those completing this form:

1. 3.

2. 4.

Gray shading indicates for LHDs to complete.

*Site ID: This is the Site ID that is assigned by the PEARS system and can be found [here](#).

Sections:

Jump directly to the sections related to your role or expertise at this site.

1. [Wellness Policies and Program Participation](#)
2. [Meal and Snack Foods and Beverages](#)
3. [Food Environment and Feeding Practices](#)
4. [Gardens and Nutrition Education](#)
5. [Physical Activity and Entertainment Screen Time](#)
6. [Parent/Family Involvement](#)
7. [Breastfeeding Support](#)
8. [Other Comments](#)

Image of Section 3 From ECE

Section 3: Food Environment and Feeding Practices					
	Always	Usually	Sometimes	Not usually	Never
3.1 Meals and snacks are prepared from scratch (i.e., from primarily raw ingredients). ³	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2 Staff eat or drink unhealthy foods (i.e., sweets, soda, chips) in front of the children:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3 When children request seconds, staff ask them if they are still hungry before serving more food: <input type="checkbox"/> N/A: Seconds are not allowed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.4 Staff require that children sit at the table until they clean their plates:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.5 When children eat less than half of a meal or snack, staff ask them if they are full before removing their plates:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.6 Food served during meals/snacks reinforces the nutrition education the children receive about what to eat and what not to eat: <input type="checkbox"/> N/A: No nutrition ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.7 Children help prepare their own meals or snacks:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does your site serve meals? <input type="radio"/> Yes <input type="radio"/> No → skip to Q3.10					
3.8 Meals are served family style (children serve themselves with limited help):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.9 During meals, staff talk with children about trying and enjoying healthy food:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.10 Celebrations and events include mostly healthy foods or non-food treats like stickers:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.11 Fundraising consists of selling only non-food items (like wrapping paper, coupon books or magazines): <input type="checkbox"/> N/A: No fundraising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.12 Foods or beverages are used to encourage positive behavior or withheld to punish negative behavior:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.13 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					

Chat out - what did you notice about this?

Section 3: Food Environment and Feeding Practices

	Always	Usually	Sometimes	Not usually	Never
3.1 Meals and snacks are prepared from scratch (i.e., from primarily raw ingredients). ³	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2 Staff eat or drink unhealthy foods (i.e., sweets, soda, chips) in front of the children:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3 When children request seconds, staff ask them if they are still hungry before serving more food: <input type="checkbox"/> N/A: Seconds are not allowed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.4 Staff require that children sit at the table until they clean their plates:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.5 When children eat less than half of a meal or snack, staff ask them if they are full before removing their plates:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.6 Food served during meals/snacks reinforces the nutrition education the children receive about what to eat and what not to eat: <input type="checkbox"/> N/A: No nutrition ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.7 Children help prepare their own meals or snacks:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does your site serve meals? <input type="radio"/> Yes <input type="radio"/> No → skip to Q3.10					
3.8 Meals are served family style (children serve themselves with limited help):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.9 During meals, staff talk with children about trying and enjoying healthy food:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.10 Celebrations and events include mostly healthy foods or non-food treats like stickers:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.11 Fundraising consists of selling only non-food items (like wrapping paper, coupon books or magazines): <input type="checkbox"/> N/A: No fundraising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.12 Foods or beverages are used to encourage positive behavior or withheld to punish negative behavior:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.13 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					

3.6 Food served during meals/snacks reinforces the nutrition education the children receive about what to eat and what not to eat: ☐ *N/A: No nutrition ed.*

Not Applicable option:

Where relevant, respondents are able to select “N/A”



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 vs OST



ECE:

Breastfeeding Support section

OST:

Items about water bottles and
bike racks



Time To Practice



ECE LHD Activity Checklist (LAC)

For the current federal fiscal year, was CalFresh Healthy Living involved in efforts to improve or attain any of these practices and/or written policies?	Efforts related to:	
	Practice	Written Policy
Section 3: Food Environment and Feeding Practices		
3.1 Meals and snacks are prepared from scratch (i.e., from primarily raw ingredients)	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Staff do not eat or drink unhealthy foods (especially sweets, soda, and chips) in front of the children	<input type="checkbox"/>	<input type="checkbox"/>
3.3 When children request seconds, staff ask them if they are still hungry before serving more food	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Staff do not require that children sit at the table until they clean their plates	<input type="checkbox"/>	<input type="checkbox"/>
3.5 When children eat less than half of a meal or snack, staff ask them if they are full before removing their plates	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Food served during meals/snacks reinforces the nutrition education the children receive about what to eat and what not to eat	<input type="checkbox"/>	<input type="checkbox"/>
3.7 Children help prepare their own meals or snacks	<input type="checkbox"/>	<input type="checkbox"/>
3.8 Meals are served family style (children serve themselves with limited help)	<input type="checkbox"/>	<input type="checkbox"/>
3.9 During meals, staff talk with children about trying and enjoying healthy food	<input type="checkbox"/>	<input type="checkbox"/>
3.10 Celebrations and events include mostly healthy foods or non-food treats like stickers	<input type="checkbox"/>	<input type="checkbox"/>
3.11 Fundraising consists of selling only non-food items (like wrapping paper, coupon books or magazines)	<input type="checkbox"/>	<input type="checkbox"/>
3.12 Foods or beverages are not used to encourage positive behavior or withheld to punish negative behavior	<input type="checkbox"/>	<input type="checkbox"/>

ECE LAC: Reactions

For the current federal fiscal year, was CalFresh Healthy Living involved in efforts to improve or attain any of these practices and/or written policies?	Efforts related to:	
	Practice	Written Policy
Section 3: Food Environment and Feeding Practices		
3.1 Meals and snacks are prepared from scratch (i.e., from primarily raw ingredients)	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Staff do not eat or drink unhealthy foods (especially sweets, soda, and chips) in front of the children	<input type="checkbox"/>	<input type="checkbox"/>
3.3 When children request seconds, staff ask them if they are still hungry before serving more food	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Staff do not require that children sit at the table until they clean their plates	<input type="checkbox"/>	<input type="checkbox"/>
3.5 When children eat less than half of a meal or snack, staff ask them if they are full before removing their plates	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Food served during meals/snacks reinforces the nutrition education the children receive about what to eat and what not to eat	<input type="checkbox"/>	<input type="checkbox"/>
3.7 Children help prepare their own meals or snacks	<input type="checkbox"/>	<input type="checkbox"/>
3.8 Meals are served family style (children serve themselves with limited help)	<input type="checkbox"/>	<input type="checkbox"/>
3.9 During meals, staff talk with children about trying and enjoying healthy food	<input type="checkbox"/>	<input type="checkbox"/>
3.10 Celebrations and events include mostly healthy foods or non-food treats like stickers	<input type="checkbox"/>	<input type="checkbox"/>
3.11 Fundraising consists of selling only non-food items (like wrapping paper, coupon books or magazines)	<input type="checkbox"/>	<input type="checkbox"/>
3.12 Foods or beverages are not used to encourage positive behavior or withheld to punish negative behavior	<input type="checkbox"/>	<input type="checkbox"/>

Interpretation: Year 1 Results

	Points Received	Maximum Possible Points	Percent of Maximum Points Received
Section 1	9	21	43%
Section 2	33	57	58%
Section 3	24	49	49%
Section 4	4	25	16%
Section 5	39	65	60%
Section 6	15	30	50%
Total	120	247	49%

1. Wellness Policies and Program Participation
2. Meal and Snack Foods and Beverages
3. Food Environment and Feeding Practices
4. Gardens and Nutrition Education
5. Physical Activity and Entertainment Screen Time
6. Parent/Family Involvement

Interpretation: Year 1 Results

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Chat out: What do you think about these?

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Interpretation: Year 2 Results – You Tell Us!

1. Wellness
Policies and
Program
Participation

2. Meal and Snack
Foods and
Beverages

3. Food
Environment and
Feeding Practices

4. Gardens and
Nutrition
Education

5. Physical Activity
& Entertainment
Screen Time

6. Parent/Family
Involvement

Year 1	Points Received	Maximum Possible Points	Percent of Maximum Points Received
Section 1	9	21	43%
Section 2	33	57	58%
Section 3	24	49	49%
Section 4	4	25	16%
Section 5	39	65	60%
Section 6	15	30	50%
Total	120	247	49%

Year 2	Points Received	Maximum Possible Points	Percent of Maximum Points Received
Section 1	10	21	48%
Section 2	36	57	63%
Section 3	29	49	59%
Section 4	13.5	25	54%
Section 5	44	65	68%
Section 6	14	30	47%
Total	140.5	247	57%

What Changed?



Cesar Chavez Elementary School, Madera

Interpretation: Year 2 Results

1. Wellness
Policies and
Program
Participation

2. Meal and Snack
Foods and
Beverages

3. Food
Environment and
Feeding Practices

4. Gardens and
Nutrition
Education

5. Physical Activity
& Entertainment
Screen Time

6. Parent/Family
Involvement

Year 1	Points Received	Maximum Possible Points	Percent of Maximum Points Received
Section 1	9	21	43%
Section 2	33	57	58%
Section 3	24	49	49%
Section 4	4	25	16%
Section 5	39	65	60%
Section 6	15	30	50%
Total	120	247	49%

Year 2	Points Received	Maximum Possible Points	Percent of Maximum Points Received
Section 1	10	21	48%
Section 2	36	57	63%
Section 3	29	49	59%
Section 4	13.5	25	54%
Section 5	44	65	68%
Section 6	14	30	47%
Total	140.5	247	57%

Ask and Observe online submission.

* = Required

Name *

Local Health Department
*

Email *

What setting is the
attached SLAQ? *

- ☐ School: elementary
- ☐ School: secondary
- ☐ ECE
- ☐ Out of School

Upload your file(s)

Choose File

No file chosen

Choose File

No file chosen

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

Barriers to Completing SLAQs Q/A?



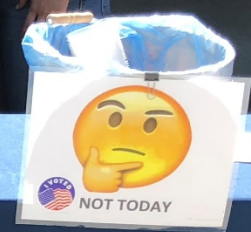
OBSTACLE



Teachers/staff do not have time to do anything extra, so I have to make it easy to understand, ready to implement, and plan ahead. When school is in session, it is almost impossible to coordinate anything new. They love our visit to do nutrition education and physical activity promotion, however they do not have time to do anything new. So I am planning to get assessment done before school starts, and implementation plan ready to improve SLAQ and PSE changes. Be patient, Be flexible, Be persistent, and be prepared!

-Sunny Baker, Del Norte County





Santa Clara County
PUBLIC
HEALTH

[SLAQ Preview Files](#)[SLAQ Training](#)[SLAQ FAQ](#)[General FAQs](#)[SLAQ Data Collection](#)[Coordinating SLAQs
with IOE and PEARS](#)[LHD Activity Checklist](#)[LEARN Setting SLAQs](#)[Getting Buy-In](#)[Special SLAQ Situations](#)[SLAQ Submission](#)[LHD Access to Pilot SLAQs
\(limited access\)](#)

SLAQ FAQ

SLAQ Frequently Asked Questions

[General FAQs](#)[SLAQ Data Collection](#)[Coordinating SLAQs with IOE and PEARS](#)[LHD Activity Checklist](#)[LEARN Setting SLAQs](#)[Retail SLAQ](#)[Getting Buy-In](#)[Special SLAQ Situations](#)

For help with questions not answered here, please [contact the SLAQ team](#).



NPI Site Level Assessment Questionnaires

SLAQ Preview Files

SLAQ Training

SLAQ FAQ



Contact Us



SLAQ Preview Files

SLAQ Training

SLAQ FAQ

SLAQ Submission

Welcome!

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

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Will be expected to go

Site 10 annual

How to get SLAQs and Resources?

SLAQ website:

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



Recorded training for Retail SLAQ is available online:

https://ucanr.edu/sites/SLAQ/SLAQ_Training/

What are your
next steps?



A photograph of a classroom scene from behind a group of students. In the foreground, a girl with dark hair in pigtails, wearing a red shirt, has her right arm raised. To her left, another student in a light blue shirt also has their arm raised. In the background, a boy in a dark blue shirt and a girl in an orange shirt are also raising their hands. The background is a large blackboard filled with faint, handwritten mathematical equations and formulas. The word "Questions?" is overlaid in white text in the center of the image.

Questions?

