WEBVTT

1

00:00:00.690 --> 00:00:01.610

Carolyn Rider: Okay.

2

00:00:02.900 --> 00:00:13.480

Carolyn Rider: we are, pleased to share with you the new organizational assessment questionnaire or oak for short and our plans for assessing Psc in school districts.

3

00:00:13.990 --> 00:00:22.500

Carolyn Rider: I am Caroline, writer and in collaboration with our others on our team. I love the development of this assessment tool.

4

00:00:23.040 --> 00:00:30.629

Carolyn Rider: Our training team. Today also includes Janice, Ko. Mpi's Psc. And assessment manager and

5

00:00:30.920 --> 00:00:33.809

Carolyn Rider: Janis will be presenting portions of today's webinar.

6

00:00:33.900 --> 00:00:44.490

Carolyn Rider: We also have Rica vasette our program assistant, who is monitoring chat and handling all of the other important behind the scenes work to make sure our webinar runs smoothly.

7

00:00:45.000 --> 00:00:56.990

Carolyn Rider: So just a few housekeeping items for today we are recording and we will share the webinar later for anyone who is unable to attend or potentially for your new staff who may come on later.

8

00:00:57.320 --> 00:01:12.509

Carolyn Rider: we will stop to answer questions twice during the webinar and then we'll have time at the end as well for questions, so please feel free to put your questions in chat at any time, and then we will respond to them at the next designated question period.

9

00:01:13.420 --> 00:01:20.380

Carolyn Rider: And one more time if you haven't already. Please use the chat box now to go ahead and tell us your name and organization.

10

00:01:23.230 --> 00:01:39.719

Carolyn Rider: So we're gonna start out with just a few question, get to know our audience and make sure that we are targeting our content to you and and just understanding who we're talking to. So we're gonna go ahead and launch our first poll that asks how long you have worked in

11

00:01:40.030 --> 00:01:41.370

Carolyn Rider: calf. I'll be living.

12

00:01:50.410 --> 00:01:57.450

Carolyn Rider: Rica, are you able to get that pull up? Yes, it's launched. Oh, okay, I'm just not seeing it on my screen.

13

00:01:58.070 --> 00:02:00.739

Reka Vasicsek: I'm getting some responses. I think

14

00:02:01.560 --> 00:02:03.110

Reka Vasicsek: you should be good.

15

00:02:09.979 --> 00:02:16.800

Carolyn Rider: And when you think we're ready, Rica, if you will show the results, and you can just read through them.

16

00:02:17.050 --> 00:02:19.459

Reka Vasicsek: maybe 30 more seconds.

17

00:02:22.030 --> 00:02:24.809

Reka Vasicsek: Please let me know if you can see the poll.

18

00:02:27.920 --> 00:02:32.270

Janice Kao: It looks like we're at 60% pull participation right now.

19

00:02:33.240 --> 00:02:38.370

Reka Vasicsek: Thank you for participating. Okay, I'm going to close it out now.

20

00:02:43.400 --> 00:02:45.230

Reka Vasicsek: So

21

00:02:45.270 --> 00:02:56.370

Reka Vasicsek: looks like around 25 of our participants have been working in snap bed for less than a year. and 15 for one to 2 years.

22

00:02:56.400 --> 00:03:06.600

Reka Vasicsek: 25 for 3 to 5 years, 20 for 6 to 10 years, and 15 of our participants for over 10 years. That's very impressive.

23

00:03:09.140 --> 00:03:13.220

Carolyn Rider: Thank you, Reka And now we have another poll.

24

00:03:16.500 --> 00:03:37.650

Carolyn Rider: so we want to know a little bit about your planned Psc, efforts. you can also respond for what you're working on currently or in the upcoming new Iwp cycle. So are you implementing Psc efforts at school districts, at school sites or neither, and you can mark as many of these as a by so school districts and sites both. If that's relevant.

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00:03:45.800 --> 00:03:50.050

Reka Vasicsek: it's going to give us about 30 more seconds.

26

00:04:11.880 --> 00:04:13.949

Reka Vasicsek: Thank you for your participation.

27

00:04:14.990 --> 00:04:18.999

Reka Vasicsek: And I'm going to share the results. so you can see

28

00:04:19.230 --> 00:04:26.450

Reka Vasicsek: 75% reported school districts, and 94% working with school sites.

29

00:04:29.590 --> 00:04:32.609

Carolyn Rider: hey? Great! And one more poll.

30

00:04:32.730 --> 00:04:36.989

hrepichns: for now and then we have a final mission once again, if it's working properly.

31

00:04:37.380 --> 00:04:41.990

hrepichns: What is that?

32

00:04:42.170 --> 00:04:47.610

hrepichns: It sounds like we may need someone to mute. Oh.

33

00:04:50.350 --> 00:05:02.430

Carolyn Rider: thank you. So our final poll for this start of the training. we just like to get an idea of what your experience level is with slack, because oaks are essentially an extension

34

00:05:02.540 --> 00:05:05.699

Carolyn Rider: of of what we're already doing with the slack project

35

00:05:16.500 --> 00:05:20.190

Reka Vasicsek: a few more seconds. Thank you for participating.

36

00:05:36.990 --> 00:05:42.379

Reka Vasicsek: So looks like the majority of our participants today have

37

00:05:42.390 --> 00:05:47.050

Reka Vasicsek: completed slacks. 70%, to be exact, and

38

00:05:47.310 --> 00:05:59.719

Reka Vasicsek: some are familiar with slack, but never used and only a small percentage of our participants don't know what the slack is. So we can get into that now.

39

00:06:01.560 --> 00:06:03.810

Carolyn Rider: Thank you. Rica, okay.

40

00:06:03.940 --> 00:06:05.450

Carolyn Rider: so

41

00:06:05.630 --> 00:06:16.590

Carolyn Rider: just moving ahead with what we will be talking about today. we have today that you will learn. But the purpose of the oak or organizational assessment questionnaire is

42

00:06:16.670 --> 00:06:26.600

Carolyn Rider: how the oak is different from slack which most of you are familiar with as well as other tools that you might be using

43

00:06:26.810 --> 00:06:40.089

Carolyn Rider: when we need an oak from a school district, what information it will collect? how and when to do it, as well as what resources are available to you to help with oak administration and program planning.

44

00:06:41.340 --> 00:06:48.339

Carolyn Rider: And with that I'm going to pass the baton over to Janice to talk about the background and purpose of the oak instrument.

45

00:06:49.150 --> 00:06:53.230

Janice Kao: Thanks, Carolyn, and good morning, everyone you all hear me. Okay.

46

00:06:54.150 --> 00:06:56.920

Carolyn Rider: yeah, you sound great. Okay, thank you.

47

00:06:56.940 --> 00:06:59.889

Janice Kao: All right. you can go ahead and skip to the next slide.

48

00:07:00.370 --> 00:07:08.640

Janice Kao: Okay, perfect. So first, I'm just going to set the stage a bit here and talk about why, we even need a school district assessment.

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00:07:08.730 --> 00:07:20.610

Janice Kao: I think, as you know, most of you are probably aware, there's been more and more emphasis being placed on working at the organization level and also community level. With regards to implementing.

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00:07:21.060 --> 00:07:32.570

Janice Kao: it's a programmatic priority for the upcoming Iwp cycle for the school setting in particular, working at the organization level, that is, with school districts

51

00:07:32.790 --> 00:07:47.259

Janice Kao: can be a natural extension of and also complementary to any school level. Psc strategies that you're already implementing. And then just to back up a little bit from there and to

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00:07:47.340 --> 00:07:59.680

Janice Kao: point your attention to this very cool graphic that Carolyn made on the right side of the slide. I just want to talk a little bit about how assessments are a critical part of the cycle of program implementation.

53

00:07:59.760 --> 00:08:28.110

Janice Kao: Assessments give us important information about the current status of whatever our objective may be, and then we can use those assessment results to set goals and make plans to help deliver more effective programs. We then reassess to evaluate the programs that we've delivered, and then we can use those results to modify our plans. That cycle continues, and this helps to make sure that we are continually improving and serving our communities to the best that we can.

54

00:08:28.380 --> 00:08:46.079

Janice Kao: So when we talk about assessments being really important for both program planning and evaluation, this cycle is what we're referring to. And before this year we've had slack, of course, which can be used to assess specific school sites. But more and more

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00:08:46.270 --> 00:08:59.759

Janice Kao: Lhds approached us to let us know that they also really need a tool that's appropriate for district level practices. And so this year we worked on creating the school district oaks

56

00:08:59.940 --> 00:09:01.400

Janice Kao: next slide. Please.

57

00:09:02.090 --> 00:09:08.510

Reka Vasicsek: Sorry to interrupt Carolyn. Could you please share your slides and present her mode? We can.

58

00:09:09.230 --> 00:09:14.089

Carolyn Rider: I can't even get to my side controls.

59

00:09:14.440 --> 00:09:20.520

Janice Kao: They they look like in presenter mode for me, but not the like. slide show mode.

60

00:09:20.960 --> 00:09:23.090

Carolyn Rider: I hold on

61

00:09:27.120 --> 00:09:28.550

Carolyn Rider: you. Try.

62

00:09:35.890 --> 00:09:36.850

Carolyn Rider: How's that?

63

00:09:38.160 --> 00:09:40.840

Janice Kao: Yes, thank you. Okay.

64

00:09:42.100 --> 00:09:46.240

Janice Kao: Okay, so what is the oak

65

00:09:46.590 --> 00:10:10.820

Janice Kao: oak stands for organizational assessment questionnaire? It's a standardized, comprehensive assessment of health eating and physical activity practices that are occurring in school districts. You can use the oak to meet the Federal triennial assessment requirements that are part of the healthy. Under Free Kids Act. You can use them to assess areas of opportunity for Cf Hl. Programming.

66

00:10:10.850 --> 00:10:23.000

Janice Kao: Use it to track changes in district level C of Hl. Practices over time and at Npa. A. Npi and CD. Ph, we will aggregate the data for State level program evaluation.

67

00:10:26.590 --> 00:10:48.539

Janice Kao: The oak, just like the slacks, were developed by Npi, and we use similar process for the development we reviewed existing instruments as well as one. For this case our previous work from developing the school slack. We included any existing questions or created new questions. that address the Cfsl programmatic priorities.

68

00:10:48.840 --> 00:11:11.160

Janice Kao: And then, once we had a draft ready, we sent it out for review by content experts. And these include people at Cdph, people at California Department of Education. Other snap at implementing agencies, school nutrition experts, school policy experts. Hmm, probably other experts been forgetting right at this moment.

69

00:11:11.270 --> 00:11:42.360

Janice Kao: And then, once we've received feedback from all these people. We then did another round of revisions to get it ready for testing, and we tested the oak with 7 school districts in California, huge, huge. Thank you to all of you on the call today. That may have helped us with recruiting these school districts. Their feedback was so so helpful, and we used the results from their testing and from a separate survey where we asked for their feedback on specific things to finalize the instrument.

70

00:11:46.500 --> 00:11:51.930

Janice Kao: So how is that different from all of our other evaluation tools? Well, so I think the

71

00:11:52.020 --> 00:11:54.719

Janice Kao: easiest way to think about this is that

72

00:11:54.760 --> 00:12:18.749

Janice Kao: school slacks assess current school practices while the school district oak assesses, current district level practices, and then the pairs and the lack for those of you familiar with the lack which stands for Lhd activity checklist. They aren't assessing the current status of things at either the sites. Those are meant to capture your C of Hl interventions

73

00:12:19.950 --> 00:12:21.170

Janice Kao: next slide, please.

74

00:12:24.700 --> 00:12:32.089

Janice Kao: and okay. And then real briefly, when is the oak needed? And Carolyn will get into more of the specifics of the timing

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00:12:32.520 --> 00:12:58.300

Janice Kao: but every year. So that that be that you're planning to implement a district level pse, you should plan to conduct an oak with each of your partner school districts before you start the process of making pse changes, and for some of you that might mean faster that have a faster inflammation, timeline that could mean annual assessments for others that might not be annual each year that you're implementing Pfs. Might look more like every other year or every 2 years.

76

00:12:58.930 --> 00:13:26.729

Janice Kao: And then here, on the right side of the screen, I just put down some examples of some district level piece. Pse that we commonly see. But What I would really love is to hear from all of you about some of the district level. Ps, that you're thinking about working on in the new cycle. And I think we actually time right now to pause for questions. And then also, maybe read a few of the ones that you guys chat in

77

00:13:31.180 --> 00:13:34.770

Reka Vasicsek: for now Chat doesn't have any questions but

78

00:13:34.850 --> 00:13:38.710

Reka Vasicsek: feel free to unmute yourself. If you anyone would like to speak.

79

00:13:49.680 --> 00:13:55.290

Reka Vasicsek: We have some questions on wellness policy and Slm.

80

00:13:55.620 --> 00:13:59.539

Reka Vasicsek: Jenna, Ariana, would you like to

81

00:13:59.600 --> 00:14:01.649

Reka Vasicsek: expand on that a little bit more.

82

00:14:07.240 --> 00:14:10.599

Reka Vasicsek: Okay, thank you. Those are the district level.

83

00:14:17.340 --> 00:14:25.659

Janice Kao: That's awesome. I was like the favorite part of my job to hear what all the cool projects that are happening all across California.

84

00:14:28.190 --> 00:14:41.049

Reka Vasicsek: We have one question from Karina. what is the difference between oak and slack assessments, since they both have questions related to pse, that's one question. Janice or Carolyn.

85

00:14:42.010 --> 00:14:42.840

Reka Vasicsek: Yeah.

86

00:14:43.210 --> 00:14:59.199

Janice Kao: So this, the slack stands for site level assessment questionnaire. So those are the ones you do with specific schools? and then the oak is organizational assessment questioner. So you use that one to assess school district type practices.

87

00:15:00.670 --> 00:15:06.540

Reka Vasicsek: And then just a follow up questions. Is there a pre and post-test oak, or only one per year?

88

00:15:06.610 --> 00:15:21.410

Janice Kao: It's one per year, with the idea being that the next time you do it it kind of serves as your post. because it will be after, you know, a year of having implemented some pse changes.

89

00:15:22.800 --> 00:15:30.730

Janice Kao: So it does kind of assume that you'll be working with the same sites, the same schools, and the same school districts for more than a year.

90

00:15:36.010 --> 00:15:48.969

Carolyn Rider: I'll just add on to that that we have seen, with the school level instrument with the slack, that there are some local health departments that prefer to do a Pre. And post within a single school year.

91

00:15:49.040 --> 00:15:55.630

Carolyn Rider: so you're certainly welcome to do that. But it's not an expectation. If you feel like it would provide you with helpful information.

92

00:15:55.660 --> 00:16:01.630

Carolyn Rider: then? by all means. That's that's potentially something that you could do.

93

00:16:06.140 --> 00:16:13.740

Carolyn Rider: Rica, does it look like We've pretty much answered the questions that are in chat right now. Yes, I think we can move on.

94

00:16:14.010 --> 00:16:27.590

Carolyn Rider: Okay and If you missed in the introduction we will have opportunity for questions 2 more times. So after this next section that talks about the instrument, we will pause for questions again as long as

95

00:16:27.640 --> 00:16:39.569

Carolyn Rider: time permits, and Then we will have the rest of the time at the end of the webinar for questions as well, so please feel free to just put those in the chat whenever A question comes up and we'll get to them.

96

00:16:39.650 --> 00:16:41.230

Carolyn Rider: at the next opportunity.

97

00:16:42.400 --> 00:16:59.549

Carolyn Rider: So The actual instrument. What topics are covered? of course, as we've already said, it's Psc topics. we have 5 general areas that are covered. The first is school district wellness, policy and wellness committees.

98

00:16:59.870 --> 00:17:11.129

Carolyn Rider: and here's an example question. So we'll ask about whether there is an official or a point person who is responsible for implementation and compliance with the district wellness, policy.

99

00:17:12.349 --> 00:17:28.599

Carolyn Rider: we ask some questions about nutrition and physical activity, education and training. so there's a question, for example, about district by training being offered to school site personnel in specific relevant areas.

100

00:17:28.620 --> 00:17:33.910

Carolyn Rider: related to physical activity, nutrition, etc. There's a section on school meals.

101

00:17:34.980 --> 00:17:38.829

Carolyn Rider: a sample question for that relates to reducing food waste.

102

00:17:38.900 --> 00:17:46.440

Carolyn Rider: which many of you may know is a a new programmatic priority for a

103

00:17:47.640 --> 00:17:56.679

Carolyn Rider: a section on food and beverage purchasing which has questions about vendor purchasing agreements as well as local procurement

104

00:17:57.320 --> 00:18:00.740

Carolyn Rider: and a section on community and government partnerships.

105

00:18:00.900 --> 00:18:07.569

Carolyn Rider: and and you can see here, for example, involvement in local governmental decision making.

106

00:18:07.730 --> 00:18:15.110

Carolyn Rider: If you do, you have experience with slacks. This is in particular, the kind of thing that would not appear on a slack

107

00:18:17.360 --> 00:18:18.780

Carolyn Rider: so

108

00:18:18.970 --> 00:18:31.099

Carolyn Rider: how do we report about wellness policy on poke? as we heard a few minutes ago? Wellness policy is certainly an important area. for district level. Psc. Work to happen.

109

00:18:31.340 --> 00:18:34.320

Carolyn Rider: and the oak only measures practices.

110

00:18:34.630 --> 00:18:41.770

Carolyn Rider: So our district assessment actually includes 2 parts. The practice assessment is done with the oak instrument.

111

00:18:41.840 --> 00:18:44.959

Carolyn Rider: and then a complimentary piece

112

00:18:44.980 --> 00:18:48.880

Carolyn Rider: for the policy assessment with the well set.

113

00:18:49.530 --> 00:18:56.070

Carolyn Rider: and this brings us to our last call for today. just to gauge how familiar folks are with the

114

00:18:56.410 --> 00:18:57.250

what's that?

115

00:19:12.110 --> 00:19:15.329

Reka Vasicsek: We have lots of responses rolling in? Thank you.

116

00:19:22.960 --> 00:19:26.019

Reka Vasicsek: It's going to give it about 30 more seconds.

117

00:19:33.600 --> 00:19:34.630

Reka Vasicsek: Okay.

118

00:19:34.650 --> 00:19:40.840

Reka Vasicsek: thank you for your responses. so it looks like

119

00:19:41.250 --> 00:19:52.140

Reka Vasicsek: there is a good amount of people, almost 50% who are not very familiar with the well set and just 18% who have experience completing it.

120

00:19:52.230 --> 00:19:56.340

Reka Vasicsek: So we will cover in my detail. Now.

121

00:19:59.170 --> 00:20:07.649

Carolyn Rider: thanks everybody for responding and for helping us with the poll. Yeah, I need to get my slide to advance.

122

00:20:10.430 --> 00:20:11.240

Carolyn Rider: There we go.

123

00:20:11.480 --> 00:20:38.730

Carolyn Rider: Okay, so what is the well set the wells that was developed by University of Connecticut Red Center for food policy and help. and it consists of a list of items. You can see the first 2 here on their screen. that are all scored on a scale of 0 to 2 to assess Whether this item appears at all in the district policy, as well as the strength of the language related to that item.

124

00:20:39.230 --> 00:20:47.549

Carolyn Rider: the. Whether it appears in the district wellness policy is captured in a score called the Comprehensiveness score.

125

00:20:47.580 --> 00:20:53.210

Carolyn Rider: and the strength of the language goes into what well set calls a straight score

126

00:20:55.270 --> 00:20:56.949

Carolyn Rider: So

127

00:20:57.140 --> 00:21:08.430

Carolyn Rider: when A policy is rated according to Wells, that you'll get these 2 scores for comprehensiveness and string at the bottom of a Wellsat scorecard. And that's what you see here at the top of your screen.

128

00:21:08.970 --> 00:21:12.410

Carolyn Rider: The school district would then take those 2 scores

129

00:21:12.670 --> 00:21:18.550

Carolyn Rider: and report that on the oak, along with the date that that will set was administered

130

00:21:18.650 --> 00:21:21.709

Carolyn Rider: which should have been within the past 3 years.

131

00:21:23.730 --> 00:21:30.590

So although we do want the Wellsat scores reported to be from the last 3 years.

132

00:21:30.650 --> 00:21:47.059

Carolyn Rider: We do encourage school districts to redo. Well, sat after any significant policy updates, because that will reflect any changes in the policy. And it's potentially meaningful information for that program planning piece.

133

00:21:48.430 --> 00:21:56.550

Carolyn Rider: each of those scores has a range of 0 to 100, which is similar to how the oak itself is scored.

134

00:21:58.420 --> 00:22:09.250

Carolyn Rider: So When all of this comes together. the results that the school district and you will receive from the assessment will look something like this

135

00:22:09.630 --> 00:22:17.600

Carolyn Rider: again. For those who are familiar with slacks. This should look similar to what you've had before. It's a little bit different, though. So we're going to walk through here.

136

00:22:17.630 --> 00:22:19.550

Carolyn Rider: what you might see.

137

00:22:21.090 --> 00:22:27.500

Carolyn Rider: So each of the topical sections has its own score and

138

00:22:27.690 --> 00:22:43.020

Carolyn Rider: similar to slack Let's say that the school district wellness, policy and Wellness committee section has 20 possible points, and 10 of those points are received by the school district completing the assessment, the percent of points possible would be 50%.

139

00:22:45.670 --> 00:22:48.989

Carolyn Rider: Then we will take those scores.

140

00:22:49.010 --> 00:22:55.639

Carolyn Rider: add them up and give you a total score for just the oak instrument, and that will appear here in the top row.

141

00:22:59.120 --> 00:23:06.480

Carolyn Rider: We will also move over those Wellsat comprehensiveness and strength. Scores that were reported on the oak

142

00:23:07.980 --> 00:23:22.649

Carolyn Rider: as well as a total school District assessment score, and this will consist of both. The oak score has 50% of the total score, and the 2 pieces of the wellsat. adding in to be the other 50.

143

00:23:24.110 --> 00:23:32.679

Carolyn Rider: Finally, 1 one thing I want to draw your attention to is that we added date fields. You won't see this field on a slack results table

144

00:23:32.830 --> 00:23:49.789

Carolyn Rider: but we did want it here because the date of oak administration and the date of wells, that administration are likely to be different, especially because we're only asking for well sets to be within the last 3 years versus oaks are potentially happening once per year.

145

00:23:52.900 --> 00:23:54.960

So how do you complete the oak

146

00:23:56.080 --> 00:24:01.130

Carolyn Rider: We will have. We do have available. a

147

00:24:01.160 --> 00:24:06.790

Carolyn Rider: fillable electronic version of the oak in both word and Pdf.

148

00:24:06.920 --> 00:24:16.640

Carolyn Rider: and you're also welcome to convert that to a Google document. If it's helpful for the school district to collaborate on it in that way.

149

00:24:16.730 --> 00:24:19.719

Carolyn Rider: or it can be done. printed out on paper.

150

00:24:20.010 --> 00:24:27.500

Carolyn Rider: And then that completed form would be used to enter responses into an online survey in Survey 123.

151

00:24:27.560 --> 00:24:31.589

Carolyn Rider: And this is just like the fact process. If you're familiar with it.

152

00:24:32.530 --> 00:24:39.640

Carolyn Rider: The Other option is to go directly into survey 1, 2, 3, and enter responses directly.

153

00:24:40.020 --> 00:24:54.040

Carolyn Rider: Like the school sex. It is likely that the school district will need more than one personnel to contribute to the actual survey. So That should be considered when she's in between these methods.

154

00:24:56.190 --> 00:24:57.570

Carolyn Rider: So when are they needed?

155

00:24:58.040 --> 00:25:10.920

Carolyn Rider: oak should be completed each year before district Psc. Work begins. And again, as Janice mentioned, this is in a year where District, Psc. Work is planned or will be implemented.

156

00:25:10.940 --> 00:25:13.770

Carolyn Rider: if nothing is happening in the current

157

00:25:13.890 --> 00:25:17.309

Carolyn Rider: fiscal year than an oak is not needed at all

158

00:25:18.650 --> 00:25:32.140

Carolyn Rider: this is typically going to be August to October. But if your school district has a later start to their Psc. Work, maybe things aren't happening until January. Then you're welcome to Have this done up until that point.

159

00:25:32.920 --> 00:25:39.089

Carolyn Rider: And again it should include a wells that from the last 3 years the well set does not have to be from the current year.

160

00:25:40.440 --> 00:25:43.989

Carolyn Rider: We do have timelines available on our website

161

00:25:44.130 --> 00:26:03.549

Carolyn Rider: for you to see just in general what all of the the times are for of completion as well as for other evaluation projects, including slack pairs. I we adult directive education. But I will caution you that as of about an hour ago. Unfortunately, the Uc. And our websites were down. So this link will not work for you right now.

162

00:26:03.890 --> 00:26:07.070

Carolyn Rider: but you can save it, and hopefully it will be up soon.

163

00:26:09.740 --> 00:26:23.919

Carolyn Rider: So how much time should the assessment take? We know that this is a big question. very important information, because, you know, you're going out to school districts and asking them to commit their time to help you with this.

164

00:26:24.380 --> 00:26:28.230

Carolyn Rider: our pilot testers when

165

00:26:28.280 --> 00:26:30.890

Carolyn Rider: When 7 different school districts completed the oak

166

00:26:31.030 --> 00:26:39.539

Carolyn Rider: reported on average, needing 35 min to complete the oak piece of the assessment. and there

167

00:26:39.910 --> 00:26:50.630

Carolyn Rider: They gave a range of 15 to 60 min, so the longest it took was 60. This included time for multiple staff when multiple staff were needed to complete it.

168

00:26:51.620 --> 00:27:02.509

Carolyn Rider: The wellsat, which again is every 3 years, is estimated to take 45 min for a first time respondents and 30 min for respondents who are more familiar with the tool.

169

00:27:03.850 --> 00:27:15.790

Carolyn Rider: so adding that together on an annual basis, you should expect it to take about 35 min to complete the oak. and then every 3 years, when the well set is also needed.

170

00:27:15.870 --> 00:27:23.149

Carolyn Rider: combined time to complete both instruments should be around 65 to 80 min, so probably not more than an hour and a half.

171

00:27:27.300 --> 00:27:31.189

Carolyn Rider: but are the important stakeholders that should be involved in completing the assessment?

172

00:27:31.770 --> 00:27:39.940

Carolyn Rider: well, this will vary based on the school district, and we do encourage Lhds to work directly with their usual point of contact at each district

173

00:27:40.090 --> 00:27:42.010

Carolyn Rider: to facilitate completion.

174

00:27:42.030 --> 00:27:58.739

Carolyn Rider: That person or some other lead that's identified within the school district will likely need to consult others. And the folks on this screen are some of the the people that we anticipate or our pilot testing sample listed as folks who weren't needed to be consulted.

175

00:27:59.380 --> 00:28:06.510

Carolyn Rider: I will note the The mention of the District wellness committee.

176

00:28:06.750 --> 00:28:21.830

Carolyn Rider: one of our pilot test respondents in particular listed that they felt it would be very helpful to enlist the District Wellness Committee potentially using a standing meeting or a special committee meeting to have assessments completed.

177

00:28:22.180 --> 00:28:33.590

Carolyn Rider: And We thought that was a great idea, and in particular thought, that that might be helpful to facilitate future conversations about action planning. once you have the results of the assessment back.

178

00:28:36.020 --> 00:28:39.370

Carolyn Rider: and that relates to the topic of getting buy-in.

179

00:28:39.850 --> 00:28:47.029

Carolyn Rider: So we know that it can be tricky to get by in from schools and school districts. not to mention other sites, of course.

180

00:28:47.200 --> 00:28:54.620

Carolyn Rider: to complete an assessment, and that that is even harder to do the longer the assessment takes.

181

00:28:54.940 --> 00:29:00.130

Carolyn Rider: So just as a few ideas of ways that you can

182

00:29:00.450 --> 00:29:03.189

Carolyn Rider: work to get buy-in from your school districts.

183

00:29:04.000 --> 00:29:13.699

Carolyn Rider: we encourage you to consider sort of a carrot approach as well as a stick approach, and you'll see here a variety of options.

184

00:29:14.900 --> 00:29:19.969

Carolyn Rider: with these sticks being things like building it into an mou

185

00:29:22.710 --> 00:29:36.290

Carolyn Rider: and on that note we will take questions in just a moment. So if those Burning questions haven't been typed into chat. Feel free to do that now. But we would also love to hear from

186

00:29:36.300 --> 00:29:48.099

Carolyn Rider: everyone participating today. What your thoughts are on the best ways to get buy in what's worked for you for similar things in the past. and just generally any thoughts you have about that.

187

00:29:54.900 --> 00:30:00.120

Reka Vasicsek: Please feel free to unmute yourself. to share any insight you have.

188

00:30:16.520 --> 00:30:25.669

Reka Vasicsek: We have few questions in the chat. Does anyone have any sample agreements that they have used, that they would be willing to share.

189

00:30:27.450 --> 00:30:46.549

Carolyn Rider: That's a great question. And any other participants that do have those please feel free to respond in chat. And I'll just mention that we do have on our website in the FAQ. Section about getting by in there is some sample language there.

190

00:30:46.680 --> 00:30:55.229

Carolyn Rider: and Janice will be pointing you towards all of the different links to find the information that you need in our next training section.

191

00:30:58.430 --> 00:31:09.060

Reka Vasicsek: And Jenna also shared that with the slack we tell schools it is a menu of opportunities. This typically drives efforts at the site level. she's hoping the oak can be the same

192

00:31:10.820 --> 00:31:12.080

Carolyn Rider: great thanks, John.

193

00:31:13.250 --> 00:31:16.360

Reka Vasicsek: and they also go into garden subcontracts.

194

00:31:16.390 --> 00:31:31.700

Reka Vasicsek: And then your truck says that their plan. Intervention is on physical activity, but the slack and oak you have many more. Oh, sorry! So many questions popping up. I have many more questions about nutrition which they aren't going to be

195

00:31:31.830 --> 00:31:42.000

Reka Vasicsek: impact team. It would be ideal if they could complete only components related to specific work. It would be an easier sell to schools and districts, too.

196

00:31:43.840 --> 00:31:46.380

Carolyn Rider: Thanks for that feedback that's good to know.

197

00:31:47.210 --> 00:32:00.170

Reka Vasicsek: And then Karina says that for the questions regarding regarding the Wellsat, do we add? The same result answers on each year that we complete the O and queue, even though last time we completed the wells. That was 3 years ago.

198

00:32:00.710 --> 00:32:11.179

Reka Vasicsek: ie. Well, that was completed in 2,020, and do we report same scores in 2,000 22,022 oaks are only report once in 2,020.

199

00:32:12.570 --> 00:32:14.540

Carolyn Rider: Well, so the first

200

00:32:14.840 --> 00:32:18.340

Carolyn Rider: folks that you should be submitting will be

201

00:32:18.360 --> 00:32:23.060

Carolyn Rider: for fiscal year 24, but Most likely during 23.

202

00:32:23.300 --> 00:32:35.260

Carolyn Rider: So a wells that from 2,020 would be would be fine to report on that first oak that you are completing towards the end of 2,023

203

00:32:35.480 --> 00:32:51.839

Carolyn Rider: when you go back to reassess in 2,024, assuming that you need to If you're still doing that school district level work there, then you would need a new wells. That would be done sometime over the next year before that. that assessment standpoint.

204

00:32:54.730 --> 00:33:01.729

Carolyn Rider: And then annually from there you would continue to report that same one for up to 3 years, until you reassess again.

205

00:33:02.640 --> 00:33:11.779

Carolyn Rider: and dear. Just as if the wellness policy has not been updated, then the wells have score, would

206

00:33:11.800 --> 00:33:13.240

Reka Vasicsek: it would not change

207

00:33:13.300 --> 00:33:29.510

Reka Vasicsek: and Karina, just also shares a tip that it would be useful to ask for site and school staff to complete both the oak and if applicable, slack at the same time, so that Site staff do not feel overwhelmed with having to complete 2 assessments at different times.

208

00:33:30.030 --> 00:33:38.100

Reka Vasicsek: Thank you for that, Karina. And then John has a question. how do you locals translate the results into actionable steps?

209

00:33:39.350 --> 00:33:49.979

Carolyn Rider: We will get to that question shortly. But in addition to having the the reports when the oak is completed. That shows

210

00:33:50.040 --> 00:33:56.570

Carolyn Rider: all the various different scores that I walked through a little bit ago

211

00:33:56.650 --> 00:34:13.830

Carolyn Rider: and being able to see how they did on individual items to see if there is potentially room for improvement on individual items. there is a local school on this policy action plan, template that can be used. And Janice is going to be talking in more detail about that.

212

00:34:16.810 --> 00:34:23.600

Reka Vasicsek: And that's a wrap on the catching up on the chat. So I think, unless someone has

213

00:34:23.679 --> 00:34:26.060

Reka Vasicsek: one more question, I think we can move on.

214

00:34:28.219 --> 00:34:39.399

Carolyn Rider: Okay, So I'm going to pass it back over to Janice and again. We will have plenty of time for questions at the end. So please feel free to continue to chat those.

215

00:34:44.730 --> 00:34:53.469

Janice Kao: Okay. Thanks, Carolyn. So now I thought I'd walk you through some of the materials and resources that we've created for the oak and where to find them.

216

00:34:53.590 --> 00:34:55.100

Janice Kao: And

217

00:34:55.679 --> 00:35:11.400

Janice Kao: As mentioned earlier, we have several different formats of the school district oak itself, all of which can be accessed through the oak questionnaire's web page, which, unfortunately, I can't actually show you right now. But

218

00:35:11.450 --> 00:35:20.550

Janice Kao: What I've done is I've created some screenshots of what the websites look like, so that when they are back up and you are able to click around.

219

00:35:20.870 --> 00:35:23.829

Janice Kao: you, they will hopefully look more familiar.

220

00:35:24.140 --> 00:35:47.989

Janice Kao: Okay? So we have a word document version of the oak which you can use to convert into a Google, Doc or other shared Doc. We have a fillable Pdf and an online version which uses the survey. 1, 2, 3, survey platform. Here on this slide you can see a screenshot of a portion of the fillable Pdf, which is what the word Doc also looks like, but without the clickable buttons and the checkmarks.

221

00:35:48.010 --> 00:35:54.049

Janice Kao: I don't have a screenshot of the survey, one to 3 version ready. to preview just yet.

222

00:35:54.180 --> 00:36:03.380

Janice Kao: But if you're familiar with our slack, the survey, 1, 2, 3, look and feel is similar across all of our tools.

223

00:36:04.600 --> 00:36:09.450

Janice Kao: next slide. Thanks. okay. So once your surveys

224

00:36:09.610 --> 00:36:29.250

Janice Kao: are completed and submitted, meaning that they have been entered into survey 1, 2, 3, our system will automatically generate a summary of the responses and the score table. This summary it gets sent to the email addresses provided by whoever was the person completing the survey, 1, 2, 3 version

225

00:36:29.360 --> 00:36:31.440

Janice Kao: of the slack of the oak.

226

00:36:32.000 --> 00:36:48.080

Janice Kao: I'm surprised I haven't done that more yet. You may hear us refer to this summary report as a feature report, and it's typically a word document that you can then save, and you can refer to it when your team is ready to meet, to plan out your interventions.

227

00:36:48.110 --> 00:37:02.150

Janice Kao: If you don't receive this response summary within a few hours of entering the oak into survey 1, 2, 3, definitely email our Ta team for assistance, because those typically go out right away.

228

00:37:02.280 --> 00:37:14.470

Janice Kao: and our ta team can be found at evaluate step Ed at Uc a. And our Edu, which hopefully is on one of these slides, but is is all over our different websites as well.

229

00:37:14.620 --> 00:37:17.430

Janice Kao: okay. let's see.

230

00:37:18.580 --> 00:37:19.630

Janice Kao: next slide.

231

00:37:22.220 --> 00:37:26.530

Janice Kao: okay. So next, I wanted to note

232

00:37:26.540 --> 00:37:40.500

Janice Kao: that we have 2 different types of data collection protocols. One is meant for Lhds or subcontractors, and the other one is one that you can give to your school district partners

233

00:37:40.500 --> 00:38:01.549

Janice Kao: the 2 different Protocols have either Lhd. Or district in the file name to help make it easy to figure out which protocols, which and they're also editable word documents, so that when you download them you can go ahead and add in more details or more instructions that are specific to how your team conducts the tools.

234

00:38:02.870 --> 00:38:15.139

Janice Kao: the protocols. Oh, sorry. One last thing about protocol. The protocols include a lot of information that we covered today, and they include things like links, checklists step by step, instructions and other tips.

235

00:38:15.400 --> 00:38:22.790

Janice Kao: and we we hope that they are useful and user friendly. But please let us know if there's you know anything else you'd like to see in these protocol.

236

00:38:23.650 --> 00:38:35.360

Janice Kao: Okay, next. So now I'm going to show you where you will, you know, theoretically find things on our websites once they're up and running again.

237

00:38:35.560 --> 00:38:59.930

Janice Kao: And then I want to point out where you by the questionnaires, but also point out some of the other goodies that we've created for you. So first off, here's our main Npi assessment questionnaire's website. It has slack. And the URL, since that was the tool that we started with. But this is the main website where you'll find all the pages and links to everything that you'll need for any of our Mpi assessment tools.

238

00:39:00.130 --> 00:39:04.599

Janice Kao: and we recommend that you go ahead and bookmark this link.

239

00:39:04.750 --> 00:39:20.539

Janice Kao: we have heard from our The it team at Uc. A. Andr that we're suffering a lot of bot attacks, which is what's causing all the different web slowdowns and having to go offline for a few days at a time, and they are working on addressing this. But

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00:39:20.540 --> 00:39:37.480

Janice Kao: we're really sorry for any of the long load times and times when the websites aren't available at all. I think Rica addresses in the chat. But after the training we can also send you links that go directly to the survey, 1, 2, 3 links, and to our sharepoint folder, so that you can

241

00:39:37.700 --> 00:39:41.130

Janice Kao: access things without going through our website first.

242

00:39:42.210 --> 00:39:58.759

Janice Kao: And then one more thing just wanted to point out on the questionnaires page. So the way this is organized is just we have links that go across the top, that mirror the ones that go on the left, and these will take you to the different sub pages that have all of our materials and things on them.

243

00:40:02.630 --> 00:40:26.579

Janice Kao: Okay? So first on this questionnaires page, for those of you who've worked with slack this page to look very familiar right now, oaks and fox are sharing a questionnaires. Page so even though this URL has oak questionnaires in the actual URL, it will bring you, it will redirect you to this page. We may eventually separate them into separate sub pages

244

00:40:26.600 --> 00:40:34.719

Janice Kao: but it will be laid out very similarly, and you can go ahead and bookmark the oak questionnaire's page itself.

245

00:40:34.910 --> 00:40:50.339

Janice Kao: The main thing to know about this page is that there are 2 important things that live here. The first is the link to the sharepoint folder with downloadable materials, and the second thing being that this is where the different survey, 1, 2, 3 links live. Next slide, please.

246

00:40:52.140 --> 00:41:04.000

Janice Kao: So to get to the word document, the Pdf, the data collection protocols. You'll click on this link. That's kind of midway down the questionnaires, page and I've circled it in red here.

247

00:41:04.320 --> 00:41:12.419

Janice Kao: let's go ahead and show them on the next slide what that link takes them to.

248

00:41:14.850 --> 00:41:27.710

Janice Kao: So here you'll see sub-folders for all different types of materials related to our questionnaires, and the school district set of materials is down at the bottom, where it's a school district oak final materials.

249

00:41:27.730 --> 00:41:31.119

So if we click on that. Then that'll open up.

250

00:41:31.290 --> 00:41:39.579

Janice Kao: What's in the sub folders. And here you can see the 4 different things that we have in there right now we have the 2 data collection protocols

251

00:41:39.660 --> 00:41:45.619

Janice Kao: and the the word document version of this, the oak, and then the syllable Pdf

252

00:41:45.660 --> 00:41:54.550

Janice Kao: version, and these each of these when you click on them, you should then be able to download it to your own computer. Okay, next slide.

253

00:41:54.820 --> 00:41:59.000

Janice Kao: And then just bringing us back to that main questionnaire's page.

254

00:41:59.010 --> 00:42:25.460

Janice Kao: I just want to make sure you know where to find the survey. 1, 2, 3 links. When those are live and ready, you basically would just scroll down to the bottom of that page to where the links for at the Y 24 are. So even if you're starting to work on your oak this calendar year, if it is for the 2324 school year accounts as your Fy. 24 oak. So that's why it is here amongst the other. Fy, 24 links.

255

00:42:26.270 --> 00:42:34.240

Janice Kao: Okay, next slide. All right. So one of our other sub pages houses all of our different resources.

256

00:42:35.080 --> 00:42:39.019

Janice Kao: And here we have one pages which include

257

00:42:39.350 --> 00:42:44.950

Janice Kao: 2. Right now, one is an overview with some of the Faqs. And

258

00:42:44.970 --> 00:43:07.749

Janice Kao: some of the information I've already presented today. And that's what this x, this the screenshot of the first document shows you, and then the second one is a one pager that talks about reporting requirements for the different types of school Psc work you might be doing. They're currently in the same file. So they're 2 separate one pages, but they're in the same

259

00:43:07.790 --> 00:43:15.459

Janice Kao: Pdf, file, and we also circulated these at the Pdm. So if you were at the Pdm. You may have gotten these materials already.

260

00:43:15.580 --> 00:43:38.130

Janice Kao: The other thing that lives on our resources page as well as on our main evaluation landing page, are our evaluation activity timeline. So this is just another place where we can get those timelines, and that is an Excel workbook where each sheet is corresponds to each of our evaluation projects, and the timeline looks kind of like a Gant chart style timeline.

261

00:43:38.760 --> 00:43:48.920

Janice Kao: And then, finally, I want to spend a couple of slides to show the school on this policy action plan template which is also found on this resources. Page next slide, please.

262

00:43:49.350 --> 00:43:50.760

Janice Kao: So

263

00:43:50.940 --> 00:44:02.429

Janice Kao: this local school bonus policy action plan template can be used for any of the school related assessments so could be used for the school slacks to be used for Wellsat

264

00:44:02.450 --> 00:44:24.900

Janice Kao: can be used for school district oak, and you can use these different things in combination to complete this action plan template, and this was developed by our partners at Cdph and C of Hl. You see, and they took special care to make sure that it works with the triangle assessment requirement as well. It guides program planning, and it

265

00:44:24.900 --> 00:44:40.290

Janice Kao: has discussions around local school on this policy re revision, and on this first page it will prompt you to think about what your areas of strength are and what are some opportunities. that have come up based on the different assessment results.

266

00:44:40.470 --> 00:44:51.769

Janice Kao: So here's just a little snapshot of what page one looks like. And here is page 2, which is where the actual template begins. This is organized by school on this policy areas.

267

00:44:51.870 --> 00:45:12.249

Janice Kao: and these are the different policy components that are required by the healthy under free kids act final rule. And so in the first column you select will not select because it's something you type into or right into. But you choose, you know which policy area you want to focus on. And then each of the columns after that will prompt you to think about.

268

00:45:12.250 --> 00:45:29.680

Janice Kao: What are your goals for that policy area? And how will you achieve those goals? What are the action steps that you need to take to make sure that the that goal is accomplished. And you can fill out different rows for each of your various goals and fill it as many as you want?

269

00:45:29.740 --> 00:45:35.609

Janice Kao: and once that table is complete, you then have a finished action plan that you can follow.

270

00:45:36.300 --> 00:45:48.309

Janice Kao: We also have another type of action plan template. That is more general. But I I recommend using this one for the school district, since it is geared towards school wellness

271

00:45:49.580 --> 00:45:50.540

Janice Kao: looks like.

272

00:45:52.810 --> 00:46:09.889

Janice Kao: And then As Carolyn mentioned earlier, we have a whole page on frequently asked questions. And here I'm just showing you the ones that are specific to the oak. But we also have a section on there that's called getting buy in and cover some of those questions that we talked about earlier as well.

273

00:46:09.960 --> 00:46:19.589

Janice Kao: So hope you can take a look at that when the sites are all up and running again. And let us know if you have suggestions for other epic that we should include as well

274

00:46:20.340 --> 00:46:21.180

Janice Kao: next slide.

275

00:46:22.640 --> 00:46:43.639

Janice Kao: Okay? And then, finally, I just want to do a little preview of the Wellsat website. So this, of course, is not our site, but there are some cool features just right here on the wells at homepage that I thought I would point out, especially for any of you who are new to Wells, that there's tons of resources on their website. They have like videos, and they have different

276

00:46:43.670 --> 00:46:53.240

Janice Kao: tips. And you can see coding tips using your score. Well, that I is there version of an implementation questionnaire.

277

00:46:53.890 --> 00:47:08.849

Janice Kao: They have more information about the triangle assessment. And then here, in the sort of middle part of their page. There are links to Pdf. Of their questions and of their scoring sheet. Those are not syllable, but they give you a nice preview of what

278

00:47:08.960 --> 00:47:21.039

Janice Kao: is on the well set, or, if you want to do it on paper, you could print those out and do it on paper that way. and then, if you want your scores to be calculated automatically.

279

00:47:21.050 --> 00:47:27.649

Janice Kao: you go ahead and you register for an account, and that will bring up some options for entering in

280

00:47:27.710 --> 00:47:38.400

Janice Kao: your your policy scores, and then it will tally it up for you automatically, otherwise you'll have to do it manually, which is not too bad. I've done that before as well.

281

00:47:39.270 --> 00:47:52.379

Janice Kao: And I think that's the last. Yeah, that was the last thing that I wanted to share with you today. Here is a round up of all the links. and when we send out the slides you'll have them all in one place.

282

00:47:52.900 --> 00:47:54.280

Janice Kao: And

283

00:47:54.450 --> 00:47:56.640

Janice Kao: yeah, I think that's it.

284

00:47:57.480 --> 00:48:09.439

Janice Kao: Here we're just this is that was the in training survey that we talked about on the when you were entering the zoom this morning as well. So if you haven't had a chance to build this out yet, please do

285

00:48:09.540 --> 00:48:12.069

Janice Kao: you have until August third?

286

00:48:12.110 --> 00:48:14.950

Janice Kao: Okay? And now I think I'm done.

287

00:48:21.150 --> 00:48:24.199

Reka Vasicsek: Okay, we have a few questions.

288

00:48:24.480 --> 00:48:38.979

Reka Vasicsek: first of all asked. If the wellness policy has not been updated, can they continue to use the original Wellsat scores, even if they're older than 3 years. some of their districts don't update their policies every 3 years.

289

00:48:40.690 --> 00:48:51.769

Carolyn Rider: So, Janice, you can weigh in on this as well, I think what we would like to see is that you update your date so that we know that you know that the score hasn't changed.

290

00:48:51.970 --> 00:49:02.579

Carolyn Rider: so that doesn't necessarily mean you need to complete a whole new wellset, because if you know that the policy has not been revised in the last 3 years. Then the scores shouldn't change

291

00:49:02.720 --> 00:49:11.090

Carolyn Rider: But we'd like to see a new date to reflect that that information is current, and not, you know, 4 or 5 years old.

292

00:49:12.960 --> 00:49:16.950

Janice Kao: I was thinking along the same lines that I would. I would update the date.

293

00:49:20.420 --> 00:49:29.539

Reka Vasicsek: Yeah. And then I think this question was sort of answered, but Jen is asking if the protocol is similar to the first page of the slack.

294

00:49:33.930 --> 00:49:45.709

Carolyn Rider: Some of the information overlaps what's on the first page of this stock, but the protocol is organized more as well this 2 pieces. So the the very first part of the protocol is a brief checklist.

295

00:49:45.930 --> 00:49:54.309

Carolyn Rider: and then it's more of a step by step, walk through in more detail on the subsequent pages of the vertical

296

00:49:57.230 --> 00:50:03.789

Reka Vasicsek: you. And then John is asking, do you have an example of how to translate results into action?

297

00:50:04.640 --> 00:50:08.159

Janice Kao: Do you mean, like, like a written example? John?

298

00:50:11.040 --> 00:50:11.820

Reka Vasicsek: Yes.

299

00:50:12.100 --> 00:50:20.960

Janice Kao: okay, we do. I can look into our training archives or see what we have posted on our website. But there was a

300

00:50:21.080 --> 00:50:37.779

Janice Kao: training some years back. I want to say it was in 2,020 that went through the action plan. And we had practice scenarios where you actually look through your results and see how you would then use those results to fill out the action plan template.

301

00:50:38.290 --> 00:50:40.620

Janice Kao: So I can make sure that that's still available.

302

00:50:41.520 --> 00:50:49.700

Carolyn Rider: I'll add that The actual then template has been in use for a few years. Like Janice mentioned. We trained on it back in 2,020

303

00:50:49.730 --> 00:51:01.499

Carolyn Rider: and and we know that at least some Lhds are using it. We don't know how widespread it's being used. that's actually one of our questions in the Ta. And training surveys. So if you've used it.

304

00:51:01.580 --> 00:51:04.209

Carolyn Rider: that would be a great place to let us know that you have.

305

00:51:04.530 --> 00:51:15.750

Carolyn Rider: So if folks on this call happen to be the same ones that are using it, and wouldn't mind sharing an example, then then that's

306

00:51:15.780 --> 00:51:28.189

Carolyn Rider: also something that might might be great. rather than having our training examples. it might be nice for us to share among our resources a real world completed Action Plan.

307

00:51:29.720 --> 00:51:36.039

Reka Vasicsek: And sorry. John just wants to specify that. Do an example for the O

308

00:51:36.150 --> 00:51:39.620

Reka Vasicsek: of how to translate results into action.

309

00:51:41.590 --> 00:51:45.340

Carolyn Rider: I would say. It's a little bit too new at this stage for us to have that.

310

00:51:46.460 --> 00:51:48.450

Reka Vasicsek: Yes, maybe

311

00:51:48.500 --> 00:51:51.629

Carolyn Rider: down the line. absolutely.

312

00:51:51.810 --> 00:51:57.069

Reka Vasicsek: Ashley's asking, can the oak be modified to include only relevant intervention questions.

313

00:51:58.870 --> 00:52:08.889

Carolyn Rider: That's something that we may discuss in the future. But at this time it needs to be completed in full it is much shorter than the slacks.

314

00:52:09.060 --> 00:52:20.880

Carolyn Rider: again, there's only like 5 topic areas versus the school slacks have 8, and each of those sections the 5 sections only has

315

00:52:20.980 --> 00:52:30.000

Carolyn Rider: most of them 2 to 3, and maybe as many as 5 questions for topic areas. So

316

00:52:30.120 --> 00:52:35.550

Carolyn Rider: I'm forgetting off the top of my head. But it's less than 20 questions total.

317

00:52:41.760 --> 00:52:51.299

Reka Vasicsek: That's all the questions that we currently have in the chat. Please feel free to send a few more in if anything comes up.

318

00:52:57.450 --> 00:52:59.380

Reka Vasicsek: And I think that's

319

00:53:04.800 --> 00:53:08.870

Reka Vasicsek: great. Thank you. Everyone. Great questions.

320

00:53:09.740 --> 00:53:12.180

Reka Vasicsek: We hope that

321

00:53:12.260 --> 00:53:14.230

Reka Vasicsek: you got all your answers.

322

00:53:28.970 --> 00:53:32.009

Carolyn Rider: I'm just gonna flip back over here.

323

00:53:32.610 --> 00:53:43.770

Carolyn Rider: and rek, if you could put this link in that chat one more time. So If anybody is interested in completing the survey and wants to save that link, we would be very grateful so that we can

324

00:53:43.830 --> 00:53:47.560

Carolyn Rider: improve ourta and training processes

325

00:54:02.290 --> 00:54:09.389

Carolyn Rider: on one last note, if you did not earlier. Please go ahead and put your your name in your organization in chat.

326

00:54:20.300 --> 00:54:35.550

Carolyn Rider: Okay? Well, thanks everyone for joining once again, if you need to reach us with additional questions later on. You can email us at evaluate snap, Ed at Uc, a. And our Edu, and we look forward to working with you on this project.