

# 2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

## Report Instructions and Information

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### Tips when completing the report:

All questions in one section must be answered before the survey will advance to the next section. You must advance to the end of the form to save your answers.

Districts/charters may wish to enter short text as a placeholder to advance in the form and return at a later time to answer the question.

When asked for results from 2019-20, please provide the relevant data when possible. Options are available to indicate where disruptions from COVID-19 have made collecting the data impossible.

When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district/charter will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until December 15, 2020. Save your specific survey link for easy access to your district/charter's summary report.

Contact Venessa Moe at [Venessa.Moe@state.mn.us](mailto:Venessa.Moe@state.mn.us) if you need a copy of your specific survey link.

If you would like a Word copy of the summary report questions, you can access the document [here](#).

## Cover Page

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### District or Charter Name

0333-01 Ogilvie Public School District

### Grades Served

### Please check all that apply:

Prekindergarten - 12th grade

### WBWF Contact Information

#### WBWF Contact Name

Kathy J. Belsheim

#### WBWF Contact Title

Superintendent

#### WBWF Contact Phone Number

13202725075

## WBWF Contact Email

kbelsheim@ogilvie.k12.mn.us

**Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?**

**[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.**

**Did you have an MDE approved Achievement and Integration plan during 2019-20 SY?**

No

What year of your Achievement & Integration plan are you reporting on?

**Did you have a Racially Identifiable School (RIS) in the 2019-20 SY?**

**A&I Contact Name**

**A&I Contact Title**

**A&I Contact Phone Number**

**A&I Contact Email**

## Annual Report

MDE understands this past school year (2019-2020) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

**WBWF Requirement:** For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

**A&I Requirement:** Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

**Provide the link to the district's WBWF annual report and A&I materials.**

**Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.**

<https://www.ogilvie.k12.mn.us/Shared%20Documents/World's%20Best%20Workforce%202020-2021/2020-2021%20World's%20Best%20Workforce%20Plan%20-%20Ogilvie%20Schools.docx.pdf>

Provide the direct website link to the A&I materials.

## Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2019-2020 school year.

**WBWF Requirement:** School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

**A&I Requirement:** The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

**Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2019-20 school year.**

December 14, 2020

### World's Best Workforce

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## District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. Report on your membership list.

**WBWF Requirement:** The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

## District Advisory Committee Members

Complete the list of your district advisory committee members for the 2019-20 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

**First and Last Name**

Kathy Belsheim

**Role in District**

Superintendent

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Sue Davis

**Role in District**

Grades 6-12 Principal

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Alicia Nelson

**Role in District**

PK-Grade 5 Principal, Parent

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Emily Carlson

**Role in District**

4th Grade Classroom Teacher

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Adam Halvorson

**Role in District**

Secondary Mathematics Teacher, Parent

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Bev Tvedt

**Role in District**

Community Member, Retired Teacher, Grandparent

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Bob DeYoung

**Role in District**

Community Member, Church Pastor, Grandparent

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Amber Kopperude

**Role in District**

Secondary Special Education Teacher, Parent

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Trisha Kotsmith

**Role in District**

Early Childhood Director, Preschool 4 Teacher

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Brian Hickerson

**Role in District**

School Board Director, Grandparent

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Gerald DeBoer

**Role in District**

School Board Chair

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Kate Cekalla

**Role in District**

Staff Development Coordinator, Secondary Social Studies Teacher

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Becky Meyman

**Role in District**

Transportation Staff Member, Parent

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Stacy Olson

**Role in District**

Community Member, Parent

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Ashley Espeseth

**Role in District**

Facilitator of Ramp-Up Program, Secondary Social Studies Teacher

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Mary Besser

**Role in District**

Community Business Owner, Parent

**Part of Achievement and Integration Leadership Team?**

No

**First and Last Name**

Cassie DeVito

**Role in District**

11th Grade Student

**Part of Achievement and Integration Leadership Team?**

No

# Equitable Access to Effective and Diverse Teachers

Staffing should be in place by the start of the 2019-20 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-20 school year.

**WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.**

**While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:**

An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.

An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.

An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

How did the district examine equitable access data? What data did you look at? How frequently do you review the data?

Who was included in conversations to review equitable access data?

(200 word limit)

Due to the fact that Ogilvie School District serves a rural student population (98.1% White; 1.3% Hispanic or Latino; .4% Black and .2% 2 or more races) in one PreK-12 school building, all teachers and principals hired are distributed equally according to their licensed area within our one site.

Ogilvie Public Schools has:

83.72% of their teachers identified as experienced teachers

89% are licensed teacher educators, and

41.86% of Ogilvie's teachers have advanced degrees

This data was located on the Minnesota Report Card. We review our data annually after any new hiring has been completed.

With our hiring process, we advertise in local and statewide educational job sites to seek teachers and principals with diverse backgrounds. Our hiring committee interviews all potential employees and screens them to find the most experienced, qualified, and diverse applicants.

What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?

**What goal(s) do you have to reduce and eventually eliminate equitable access gaps?**

(200 word limit)

The Ogilvie School District realizes the importance of ensuring all students have equitable access to teachers and principals who can help them reach their potentials. Once teachers and principals are hired, we provide the new employee with an experienced staff member in his/her area to offer mentorship on best teaching and educational practices. We also follow the Charlotte Danielson Teacher Evaluation process in which formal observations are used to assist administration when making recommendations to the Ogilvie School Board concerning the effectiveness of individual teachers in their contractual assignment.

In positions that often have low application rates, we contact specific departments at local universities for referrals.

Due to our small size district (approx. 510 K-12 student population), many of our fields of educational programs are staffed by a single teacher (ex. only one Chemistry-licensed teacher is employed within the district). Optional Odysseyware (online) programming can be utilized.

**WBWF Requirement: WBWF requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.**

Describe your efforts to increase the racial and ethnic diversity of teachers in your district.

Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

(200 word limit)

Our Student Population is 98.1% White. With our present 43.2 FTE of teachers - .82 FTE would reflect the racial/ethnicity of the student body. The availability of teachers coming to our rural district for less than full-time employment is not likely.

**What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?**

**(200 word limit)**

Our goal is to continually seek highly qualified, diverse teachers who form positive relationships with students and guide them to reaching their highest academic potentials - and becoming responsible citizens. (Qualitative)

## **Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers Data**

**Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.**

**For this 2019-20 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.**

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

## **Goals and Results**

**SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.**

## **All Students Ready for School**

**Does your district/charter enroll students in kindergarten?**

Yes

### **Goal**

**Provide the established SMART goal for the 2019-20 school year.**

Ogilvie will maintain the number of children who are screened between their third and fifth birthday (35 - 42 children) from 2019-2020 by continuing communication and early awareness and partnering with community programs/services to reach families about children participating in screening at three and four years.

## Result

**Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."**

Unable to Report

## Goal Status

**Check one of the following:**

Unable to report

## Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

**(Narrative is required. 200 word limit)**

Indicators will include number of three and four year olds screened each year. Data sources will include MARSS and the Early Childhood Screening Annual data submission to MDE.

The data is pulled from local data sources, MDE Early Learning submissions, and MARSS. Since early learning doesn't have one universal data source, we are using local databases from SR and ECFE programs.

**Do you have another goal for All Students Ready for School?**

Yes

## All Students Ready for School

### Goal

**Provide the established SMART goal for the 2019-20 school year.**

Increase the number of children who are meeting Preschool Early Literacy Indicator (PELI) targets. In fall 2019 our district had an average of 57.5% of 4-year-old School Readiness students meeting PELI targets. In spring 2020, our district will have an average of 65.0% of 4-year-old School Readiness students meeting PELI targets.add

### Result

**Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."**

Unable to Report

### Goal Status

**Check one of the following:**

Unable to report

## Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

**(Narrative is required. 200 word limit)**

Strategies to reach this goal include collecting assessments for all 4-year-old School Readiness students and incorporating targeted skills into daily classroom transitions. Indicators include PELI based on local benchmarks (Vocabulary/Oral Language, Comprehension, Phonological Awareness, and Alphabet Knowledge). Data sources include assessment systems local database.

Strategies to reach this goal include collecting assessments for all 4-year-old School Readiness students and incorporating targeted skills into daily classroom transitions. Indicators include PELI based on local benchmarks (Vocabulary/Oral Language, Comprehension, Phonological Awareness, and Alphabet Knowledge). Data sources include assessment systems local database.

## Do you have another goal for All Students Ready for School?

Yes

## All Students Ready for School

### Goal

**Provide the established SMART goal for the 2019-20 school year.**

Engage more families in their children's education through parent/child reading. By May 2020, Ogilvie School Readiness will have 80.0% of the students participating in the Take Home Read and Write Bags with their families 80.0% of the time.add

### Result

**Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."**

Unable to Report

### Goal Status

**Check one of the following:**

Unable to report

## Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

**(Narrative is required. 200 word limit)**

Research supports the importance of parents/caregivers reading with their child(ren) regularly to increase school readiness. Data sources include local and MN Reading Corps database systems.

Embedding a MN Reading Corps tutor in both PreK 4 classrooms, offering more outreach opportunities to area families to support screening and family engagement opportunities, and enlisting in our Early Childhood Advisory Council for outreach ideas and assistance.

Reading Corps literacy tutor and our Advisory Council are working well, we are having challenges with new ways to outreach to area families due to our small population.

# All Students in Third Grade Achieving Grade-Level Literacy

## Does your district/charter enroll students in grade 3?

Yes

## Goal

**Provide the established SMART goal for the 2019-20 school year.**

Kindergarten By spring of 2020, 50% or more of students will fall in the "low risk" or "college pathway" categories using the FAST assessment, Early Reader test for fluency--this is the first time these students will take this assessment (no prior data).

## Result

**Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."**

Unable to Report

## Goal Status

**Check one of the following:**

Unable to report

## Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

**(Narrative is required. 200 word limit)**

The goal of reading proficiency for all Ogilvie students by the end of grade 3 will be realized by implementing the following:

Core reading instruction featuring a balanced literacy approach which includes a focus on best practices, concepts of print, phonics, phonemic awareness, fluency, vocabulary, comprehension, writing, spelling and motivation

Screening, diagnostic and progress monitoring assessments to determine student performance and growth

Data-based instructional decisions

Scientifically based reading interventions based on best practices that address areas of need and promote acceleration

Collaboration and job-embedded professional development

Strong parent partnerships to promote increased levels of family literacy involvement.

An effective school-wide literacy plan guides action on many levels, focusing multiple activities toward increasing students' reading, writing, and thinking skills. A comprehensive literacy action plan has action steps related to five key areas: Strengthening Literacy Development Across the Content Areas; Literacy Interventions for Struggling Readers and Writers; School Policies, Structures, and Culture for Supporting Literacy; Building Leadership Capacity; and Supporting Teachers to Improve Instruction.

**Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?**

Yes

# All Students in Third Grade Achieving Grade-Level Literacy

## Goal

**Provide the established SMART goal for the 2019-20 school year.**

2nd Grade By spring of 2020, 45% or more of students will fall in the "low risk" or "college pathway" categories using the FAST assessment, A-Reader test for fluency, growing from 39% as First Grade students in the 2017-2018 School Year.

## Result

**Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."**

Unable to Report

## Goal Status

**Check one of the following:**

Unable to report

## Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

**(Narrative is required. 200 word limit)**

Data for grade 2 is derived from the FAST (Formative Assessment Systems for Teachers) using the A-Reading Assessment. Data has been disaggregated by gender, age, and classroom teacher. It has also been examined according to other learning needs such as special education, 504, and title one instruction. We are using Professional Learning Community groups to closely analyze student data, select interventions, and track progress. Strategies, tools, and instructional supports are discussed at PLC meetings and within staff development. We closely monitor data each week, and this is how we know if students are showing growth or not.

**Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?**

No

## Close the Achievement Gap(s) Between Student Groups

### Goal

**Provide the established SMART goal for the 2019-20 school year.**

Grades 3-5: Reduce the achievement gap between statewide non free/reduced students and Ogilvie's free/reduced students' performance on MCA's by achieving 10% growth (year's growth calculation) or better, evidenced by the comparison of 2019 and 2020 MCA data.

### Result

**Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."**

Unable to Report

## Goal Status

### Check one of the following:

Unable to report

## Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

**(Narrative is required. 200 word limit)**

All classroom and student-level data will be collected and analyzed by instructors on a regular basis. Grade level teams will conduct data analysis meetings in order to determine small group or individualized instruction for students based on their skill needs or MN ELA (English Language Arts) or MATH standards that have yet to be mastered. Data for grades 2-8 were derived from the FAST (Formative Assessment Systems for Teachers) using the A-Reading Assessment, NWEA reading assessments, and MCA assessments in reading. Data has been disaggregated by gender, age, and classroom teacher. It has also been examined according to other learning needs such as special education, 504, and title one instruction.

We are using Professional Learning Community groups to closely analyze student data, select interventions, and track progress.

## Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

Yes

## Close the Achievement Gap(s) Between Student Groups

### Goal

**Provide the established SMART goal for the 2019-20 school year.**

Grades 3-5: Reduce the achievement gap between statewide non special education students and Ogilvie's special education students' performance on MCA's by achieving 10% growth (year's growth calculation) or better, evidenced by the comparison of 2019 and 2020 MCA data.

### Result

**Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."**

Unable to Report

## Goal Status

### Check one of the following:

Unable to report

## Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

**(Narrative is required. 200 word limit)**

All classroom and student-level data will be collected and analyzed by instructors on a regular basis. Grade level teams will conduct data analysis meetings in order to determine small group or individualized instruction for students based on their skill needs or MN ELA (English Language Arts) or MATH standards that have yet to be mastered.

Data for grades 2-8 were derived from the FAST (Formative Assessment Systems for Teachers) using the A-Reading Assessment, NWEA reading assessments, and MCA assessments in reading.

Data has been disaggregated by gender, age, and classroom teacher. It has also been examined according to other learning needs such as special education, 504, and title one instruction.

We are using Professional Learning Community groups to closely analyze student data, select interventions, and track progress.

## Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

No

## All Students Career- and College-Ready by Graduation

### Goal

**Provide the established SMART goal for the 2019-20 school year.**

Ninety-five percent of 10th grade students will complete a resume highlighting their skills, qualities, and their career ready accomplishments by the end of the 2019-2020 school year. Students will complete this task during their Ramp-Up to Readiness class time with support from their Ramp-Up teachers as well the Ramp-Up coordinator.

### Result

**Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."**

Unable to Report

### Goal Status

**Check one of the following:**

Unable to report

## Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

**(Narrative is required. 200 word limit)**

The data used is student completed Readiness Rubrics, transcripts, and grade reports from JMC (grading system). Ramp-Up to Readiness™ is a school-wide advisory program, created by the University of Minnesota College Readiness Consortium, that features an engaging and interactive series of Activities designed to help all students graduate from high school ready for postsecondary success. Ramp-Up goes beyond just college access. It is a comprehensive advisory-based program that addresses five essential areas of readiness: academic, admissions, career, financial, and personal/social readiness.

## Do you have another goal for All Students Career- and College-Ready by Graduation?

No

## All Students Graduate

### Does your district/charter enroll students in grade 12?

Yes

### Goal

**Provide the established SMART goal for the 2019-20 school year.**

Ogilvie public Schools has adopted the same goal as the state goal of a 90% graduation rate and no student group under 85%.

### Result

**Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."**

Goal Met: 91.7% of Ogilvie School District 2019 senior students graduated successfully.

### Goal Status

**Check one of the following:**

Goal Met (one year goal)

## **Narrative**

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

**(Narrative is required. 200 word limit)**

Data: We have used the data collected from the North Star Report to analyze the graduation percentages for our Four Year Rate. Ogilvie's class of 2019 had a graduation rate of 91.7%.

Strategies: Two years ago we implemented an Alternative Learning Program for students whom required credit recovery to fulfill graduation requirements. In this setting, students create an individual Learning Plan that identifies the courses they need to complete for graduation and a timeline for its completion.

We have added opportunities for students to recover credits using our non-school days and during the summer.

## **Do you have another goal for All Students Graduate?**

No

**Thank You!**

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**Thank you for completing the 2019-20 Combined WBWF and A&I Progress Report. Please save the unique link below to add to or edit your application through 11:59 pm on December 15, 2020.**

**[http://survey.alchemer.com/s3/5822165/7ff22aa74a8f/?snc=1607873575\\_5fd63427a432c4.86936752&sg\\_navigate=start](http://survey.alchemer.com/s3/5822165/7ff22aa74a8f/?snc=1607873575_5fd63427a432c4.86936752&sg_navigate=start)**