CalFresh Healthy Living, UC Town Hall: Agenda

• CATCH: Social Emotional Learning Journeys
  • Margot Toppen, VP, Programs CATCH (00:00:51)

• County Highlight – CFHL, UCCE Shasta Cluster
  • Shawnice Fisher, Supervisor, CFHL, UCCE Shasta (00:49:00)

• State Office Updates (01:01:32)
SEL & Whole Child Wellness
Objectives

- Gain familiarity with the CASEL framework for Social & Emotional Learning
- Explore the inextricable link between physical and mental wellness
- Learn about dance & movement as an evidence-based modality for SEL
- Take a look at how CATCH integrates SEL into Whole Child Wellness

Margot Toppen
VP, Programs
margot@catch.org
Anchor Activity #1

Check-In: MIND-HEART-BODY

MIND
Do I feel alert? Focused?
Ready to learn?

HEART
How are my emotions?

BODY
How's my health today?
Do I feel energized?
Have I eaten any GO foods?
Defining SEL & The CASEL Five

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
Intrapersonal SEL

Self-Awareness:
The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.

Self-Management:
The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.
Interpersonal SEL

Relationship Skills:
The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

Social Awareness:
The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.
Cognitive SEL

Responsible Decision-Making:

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.
CATCH: Whole Child Wellness

Nurturing the:

- MIND
- HEART
- BODY
Inter-Relation Between

Physical

and

Mental Health

Ref. Only
3-for-Me Breathing

Any time you feel over-excited or upset, it’s helpful to stop and breathe before you act (STOP-BREATHE-GO).

**Breath 1**
Focus on the Mind (hands on head)

**Breath 2**
Focus on the Heart (hand on heart)

**Breath 3**
Focus on the Body (raise arms on inhale, lower arms on exhale)
Effective SEL Programs Are...

**Sequenced:** coordinated set of activities

**Active:** students practice skills

**Focused:** on specific Social-Emotional competencies

**Explicit:** target specific skills & learning goals

*Source: Weissberg et al., 2015*
SEL & Movement (embodied SEL)

**Self-Awareness:** students develop physical & mental awareness, self-confidence, and self-efficacy

**Self-Management:** students practice impulse control and develop self-discipline

**Social Awareness:** students develop respect for others and celebrate diversity

**Relationship Building:** students practice communication, social engagement, relationship building & teamwork

**Responsible Decision-Making:** students become aware of their role as global citizens
SEL Journeys: Quick Peek

- 30 SEL lessons with grade level differentiation can be paired with any global dance destination to make hundreds of unique lesson combinations.

- In each 20-30 min lesson, students are introduced to a new SEL theme as they explore a world culture and learn about a dance from that culture.

- Supplemental resources provide extended learning activities.
Key Benefits

- Build Self-Confidence
- Develop self-awareness through mind-heart-body engagement
- Build Relationships & Empathy
- Celebrate Diversity & Differences
- Improve Cognitive Development
- Relieve Stress & Anxiety
- Develop Gross Motor Skills
- Connect with Others
- All Ages. All abilities.
Why Dance?

Numerous studies comparing dance to other forms of physical activity show dance produces significantly higher SEL outcomes, especially:

• Self-perception
• Self-confidence
• Empathy

Sources: McInman & Berger, 1993; Puretz, 1974; Gurley, Neuringer & Massee, 1984

DANCE & EQUITY

These outcomes are particularly high for ELLs and students of low socio-economic status, and dance as a form of cultural expression is particularly effective.

Sources: Menzer, 2015; Clark, 2006; Brouillette, 2010; Lutz & Kuhlman, 2000
Equity Lens: A Closer Look

- Dance engages culturally diverse and marginalized groups and promotes understanding, open conversations, and trust between teachers and students (Gehris et al, 2014; Pereira & Marques-Pinto, 2017)

- Students in dance programs demonstrate increased respect for others, awareness and understanding of other cultures, and pride in their own cultural heritage (PRA, 2008)

- Some studies show that dance more effectively promotes SEL in students of non-White ethnic origin than do other arts (Clark, 2006)
The Magic Formula

Common Self-Care Themes:
- Exercise
- Play music
- Be Creative
- Stay connected

Scientifically Speaking:
- Movement boosts endorphins
- Music reduces cortisol
- Creative expression boosts immunity
- Social connection improves heart health

Movement + Music + Creativity + Connection = DANCE!
Final Q & A

Thank You!

Margot Toppen
VP, Programs
margot@catch.org
County Highlight:

Virtual “MyPlate Challenge” Gets Students Up and Moving!

- Shawnice Fisher
  Shasta Cluster
What is the “MyPlate Challenge”?

- Formerly known as “Nutrition Olympics”
- Nutrition focused games to celebrate lesson series completion
- Tests nutrition knowledge
- Encourages physical activity
From Canceled to Virtual Event

- MyPlate Challenge canceled Spring 2020
- 20-21 School Year lack of PA opportunities
- Limitations to on-site services
- Can we make this a virtual event, while keeping it fun and engaging for students?
Teamwork makes the Dream Work

- Finding lessons/activities that could be done virtually
- Community of Practice held with PA leads
- Entire team helped to film videos, with production and final edits
Interactive PowerPoint: see recording

(00:53:50)
Favorite Quotes

• “THANK YOU!!! Everything was wonderful and user friendly, I am happy to endorse this virtual experience to anyone! It was a great mix of activities (both academic and health related) that provided a well-rounded, nurturing, learning experience! Thanks to you and your team and thanks for making this opportunity available to our school! Hope to see you in-person next year!”

• “The children have really enjoyed the activities you left for us. The sprouts successfully sprouted! We've played the ball toss game and are getting pretty good at answers. I'm hearing about the home herb garden successes. I started a plant unit-inspired by your activities. I look forward to working with you next year.”

• “My students loved the seed planting and the MyPlate Toss-Up game! The videos for Rethink your Drink were also a hit with my kids. My students really want to go for Gold!”
Questions?

Contact: snfisher@ucanr.edu
State Office Updates
New Physical Activity Project Manager!

• The State Office is excited to welcome Paul Tabarez to our team as the Physical Activity Project Manager!
IWP Update!

- LIAs will submit a one-year IWP for FFY 2023
- This will be an extension of the current 3-year plan into a 4-year plan
- This change allows more time for LIAs to continue and stabilize innovative work in the wake of COVID and provides time to adjust to an updated planning system
- Three-year IWPs will resume in FFY 2024
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>August 30, 2021</td>
<td>Templates Posted - Updated county annual report, profile and SNAP shot for reporting templates posted and email sent to Advisors/Supervisors</td>
</tr>
<tr>
<td>November 15, 2021</td>
<td>FY21 PEARs Program Data and Evaluation Results - SO to post in Box on rolling basis. Will send email. To populate Section B of the annual report template and evaluation results to include in achievements.</td>
</tr>
<tr>
<td>December 1, 2021</td>
<td>Drafts Due - County annual report, profile and SNAP shot with FY21 actuals– upload to BOX – Annual Report – FY21 folder</td>
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<tr>
<td>Dec 16, 2021</td>
<td>Feedback – State Office County Contacts provide feedback on versions by adding comments into the files saved in Box</td>
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<tr>
<td>January 10, 2022</td>
<td>Final version - Final versions of county reports, profiles and SNAP shots with FY21 actuals submitted in BOX</td>
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FFY 2021 Evaluation Survey Results

- FFY2021 evaluation survey portal closure
  - Youth surveys in Qualtrics – 8/10
  - Teacher surveys in PEARS – 8/10
  - Adult surveys in Qualtrics – COB 9/17
  - Adult surveys in PEARS – COB 9/30

- Will send email when FFY21 adult survey results are posted in Box. Aiming to complete all by end of Oct.
Evaluation Office Hour – Oct 26th @1pm

• Next Evaluation Office Hour – 10/26 @1pm

• **Focus** - Reviewing how to interpret and use the FFY21 evaluation results.

• **Optional** – but Outlook calendar invite sent to all Advisors, Supervisors, and Community Educators

• Please bring your questions!
FFY 2022 Evaluation

- Sept 28th Evaluation Office hours – reviewed evaluation recommendations for FFY2022 recording and PPT in Box here.

- Resources on Eval Webpage
  - FFY 2022 Recommended Evaluation Tools and SMART Objectives
  - FFY 2022 Evaluation Changes

- Updated Evaluation webpages:
  - Adult
  - Youth
  - PSE Assessment
Administrative Reminders

• **NEW CFHL, UC Program Directive 2022-01**
  Effective 10/01/2021, two new requirements for the PCard reconciliation process for CFHL, UC/SNAP-Ed expenditures:
  1. Required use of PCard Justification Form and
  2. The “Transaction Date” and “Receipt Date” must reflect the actual date of purchase.

• **FFY 2021 Semi-Annual Certifications & Biweekly Timesheet Reminders**
  • Staff devoting 100% of their time to SNAP-Ed must complete their FFY 2021 Semi-Annual Certification for Period #2 (04/01/2021 – 09/30/2021).
  • Staff devoting less than 100% of their time to SNAP-Ed must continue weekly time and effort reporting per **CFHL, UC Program Directive 2019-01**.

Questions?
Contact Lindsay Hamasaki
(lmhamasaki@ucdavis.edu)
Administrative Reminders (cont.)

• **Annual Civil Rights Training**
  • Per [CFHL, UC Program Directive 2018-02](#), all CFHL, UC staff are required to complete the Civil Rights Training on an annual basis.
  • Copies of certificates should be maintained by the Supervisor, Manager, and/or Advisor.

• **Participant Data Collection Training**
  • All CFHL, UC staff are also required to complete the Participant Data Collection Training on an annual basis. The link for this training can be found on the [CFHL, UC website on the PEARs Program Activity Page](#).

Questions?

Civil Rights Training: Ryan Keeler ([crkeeler@ucdavis.edu](mailto:crkeeler@ucdavis.edu))
Participant Data Collection Training: Jennifer Quigley ([jaquigley@ucdavis.edu](mailto:jaquigley@ucdavis.edu))
FFY22 NERI and Curriculum Ordering
Shipping and Delivery

• Almost all NERI and Curriculum have shipped!

• You can check your quantities of what you ordered in the FFY22 Surveys here in Box, pathway:

  \Box-CalFresh Counties\SO-County-Specific_Documents\SO-‘County Name’\Annual_Planning\Curriculum_Order\FFY22

• If you have any questions, or if there are any issues/discrepancies with the orders please reach out to myself, Ryan Keeler @ crkeeler@ucdavis.edu.
Website Updates

• Curriculum + Promotional Bundles
  Now available on CFHL, UC website!
  • These are located about a third of the way down on the main Curriculum webpage: [https://uccalfresh.ucdavis.edu/curriculum](https://uccalfresh.ucdavis.edu/curriculum).

  ![Curriculum Promotional Materials](image)

  • Curriculum Promotional Flyers
  • Curriculum Checklists
  • Curriculum Promotional Bundles
  • Program Flyer Templates

• Extender Model in CFHL, UC – A Best Practices Guide
  Now available in the Curriculum section of the CFHL, UC website
  • Located on the Curriculum Resource & Support Materials webpage: [https://uccalfresh.ucdavis.edu/curriculum/resources](https://uccalfresh.ucdavis.edu/curriculum/resources)

  ![Extender Model Resources](image)

  • Extender Models in CalFresh Healthy Living, UC - A Best Practices Guide
    - This guide, based on interviews with county programs, contains information on how to get started with an extender model, key components of training, supporting extenders, and reporting and evaluation. In addition, case studies and examples illustrate implementation in the field and an extensive list of resources are included.

  • Extender Tips and Reminders for Lesson Delivery
    - These Extender Tips and Reminders for Lesson Delivery is an easy tool to use as an accompanying piece when providing curriculum to an extender. It is a reminder to nudge teachers, after school and other extenders to be mindful of the importance of curriculum fidelity in generating positive behavioral outcomes. Please consider walking through this tip sheet with your extenders.
Thank you!

Next Town Hall: Tuesday, November 16