



Educational Tools

SRIPS, February 20th, 2024



Educational Tools Agenda

1. Overview of the session
2. How are outreach personnel/ educators identifying produce safety educational needs in their state?
3. What produce safety resources are out there and where/how to find them?
4. Minority Serving Institutions
5. Farmworker training strategies

Educational Tools Team

- **Sarah Cope**, M.S. Outreach Coordinator, Produce Safety Program, North Carolina Department of Agriculture and Consumer Services
- **Lynette Johnston**, Ph.D. Assistant Professor and Food Safety Extension Specialist, NC State Extension.
- **Billy Mitchell**, M.S. - Local Food Safety Collaborative, SE TOPP, and UGA Food Science & Technology Graduate Research Assistant
- **Ynes Rosa Ortega**, Ph.D. Associate Professor. UGA Center for Food Safety.
- **Keawin Sarjeant**, Ph.D. Associate Professor and Program Leader. Florida A&M University
- **Kelly Hughes Thompson**. Produce Safety Program Manager. LDAF
- **Kirby Quam**. FDACS. PSR Education and Outreach Coordinator.
- **Kristin Woods**, Ph.D. Sustainable Food Systems Resource Specialist. Tuskegee University
- **Kranti Yemmireddy**, Ph.D. Assistant Professor. The University of Texas Rio Grande Valley



2. How are outreach personnel/
educators identifying produce safety
educational needs in their state?

3. What produce safety resources are out there and where/how to find them?



PRODUCE SAFETY RESOURCES



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1. **NECAFS – FOOD SAFETY CLEARINGHOUSE**
 2. **NASDA – CONSORTIUM, OFRR, AND GAP AUDITS**
 3. **AFDO – PRODUCE SAFETY RESOURCES**
 4. **FDA – EDUCATIONAL RESOURCES, PSR, AND PC RULE**
 5. **FARMWORKER TRAINING RESOURCES**
 6. **INTERNATIONAL FRESH PRODUCE ASSOCIATION**

NECAFS – FOOD SAFETY CLEARINGHOUSE

A searchable and a curated source of Produce Safety and Preventive Controls for Human Food related resources.



<https://foodsafetyclearinghouse.org/home>

NASDA – GAP AUDIT RESOURCES

LEARN ABOUT THE GAP AUDIT PROCESS.

UNDERSTAND THE STEPS TO PREPARE FOR AN AUDIT.

DETERMINE IF GROUPGAP IS RIGHT FOR YOU.

DISCOVER HELPFUL GAP RESOURCES.

FIND ANSWERS TO FREQUENTLY ASKED QUESTIONS.



<https://www.nasda.org/gap-overview/>

AFDO – PRODUCE SAFETY RESOURCES

Curated resources including:

- NASDA Podcasts
- Alliances and Organizations
- State Produce Contacts
- Join the AFDO Produce Committee



Brenda Morris - bmorris@afdo.org - AFDO Director of Produce Safety

https://www.afdo.org/resources_category/produce-safety/

FDA – PRODUCE SAFETY RULE

- [FDA-2011-N-0921](#) - full text of the Rule
- [Questions & Answers](#)
- [Coverage and Exemptions/Exclusions](#)
- [Flowchart](#)
- [What to Expect Now That Larger Farms Must Comply with the FSMA Produce Safety Rule](#)



FOODSHIELD

- Partner Sharing
- Trainings and workshops
- FDA Workgroups
- And more!



<https://www.foodshield.org/>

FARMWORKER TRAINING RESOURCES



**Fruit and Vegetable Food Safety
Training Video for Field...**

Produce Safety Alliance



**Video de capacitación del
personal de campo en la...**

Produce Safety Alliance



**SANTE AK IJYÈN TRAVAYÈ
(Creole translation)**

Produce Safety Alliance



**COV NEEG UA HAUJLWM NOJ
QAB HAUS HUV THIAB KEV HU...**

Produce Safety Alliance



<https://www.youtube.com/playlist?list=PLXlo9RrBr3i-UhCrQYbSvu0crljRLC0gw>

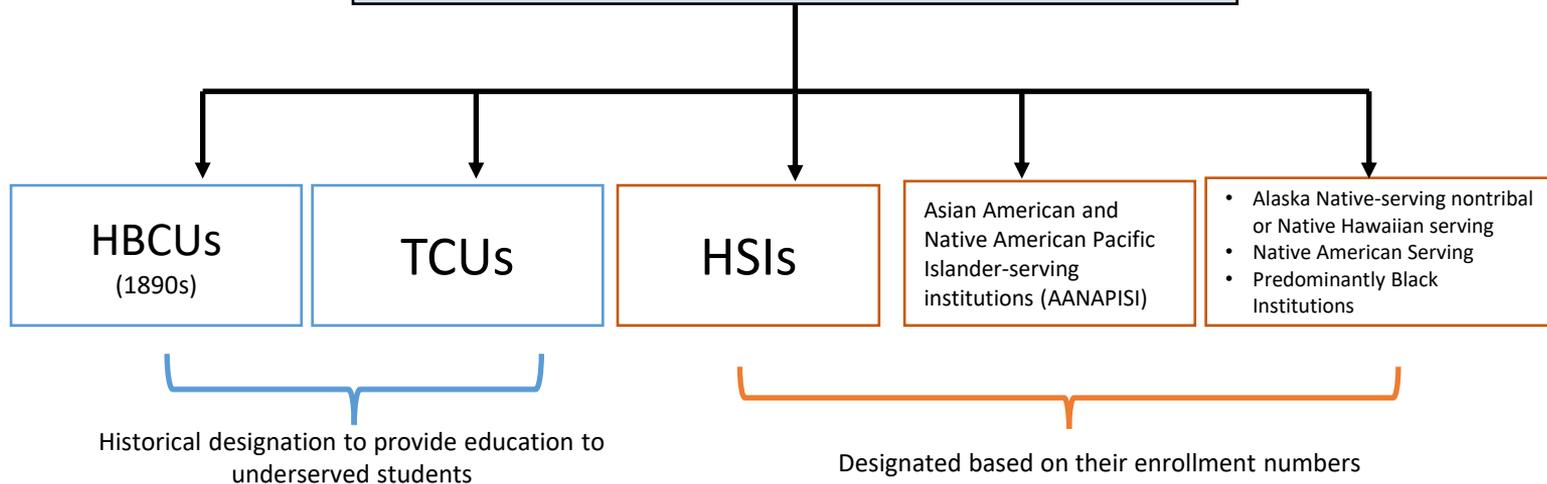


THANK YOU



4. Minority Serving Institutions

Minority Serving Institutions (MSIs)



MSIs are purposefully mission-driven, with a primary focus on supporting **STUDENT SUCCESS** and enhancing the capabilities of **FACULTY and STAFF**

MSIs in SC region offering agriculture and related programs

State	HBCU	HSI (HSACUs)	Other MSIs
Alabama	Alabama A&M University Tuskegee University		
Arkansas	University of Arkansas at Pine Bluff		
Florida	Florida A&M University	Florida International University Florida Atlantic University	
Georgia	Fort Valley State University		
Kentucky	Kentucky State University -Frankfort		
Louisiana	Southern University and A& M college		
Mississippi	Alcorn State University		
North Carolina	North Carolina A &T		
Tennessee	Tennessee State University		
Texas	Prairie view A&M	University of Texas Rio Grande Valley University of Houston Texas State University & Texas Tech	
Virginia	Virginia State University		
Puerto Rico		Univ. of Puerto Rico - Mayaguez	

Reminiscences from 2020 SRIPS

Survey

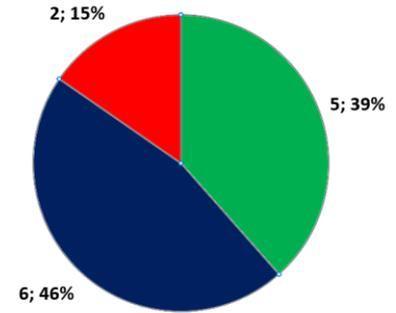
13 institutions responded
(5-6-2)

PSA, GAP, HACCP, PCQI,
OFRR, Other

Majority training attendees: African-
American, Hispanic/Latino, or Caucasian

39/92 PSA trainers 11/24 lead
trainers are minority trainers

Among 7 MSIs; 28 trainers and
6 lead trainers only



■ 1862 ■ 1890;HBCU ■ Hispanic Serving Institution

Key takeaways:

- ❑ Empower MSIs with increased trainer resources.
- ❑ Foster meaningful partnerships with 1862 institutions.
- ❑ Create tangible impacts on underserved grower communities.



Actionable steps



Image credit : Orlando Florin Rosu - Fotolia

Survey responses of 1862 Land-grant & Non-land-grant institutions

1	What type of institution are you affiliated with?	1862s (8); Other (2)
2	Do you know of any MSI in your region/state working on produce or food safety?	Yes (9); No (1)
3	Have you ever collaborated with colleague(s) from MSIs on food safety, research, education or outreach?	Yes (9); No (1)
4	How do you rate your previous experience working with MSI colleagues	Great (4); Good (4); Satisfactory (2)
5	Are you aware of any funding opportunities that support meaningful collaborations with MSIs?	Yes (9); No (1)
6	In your experience, what do you perceive as the primary benefits or challenges/barriers of collaborating with MSIs?	<p>Benefits:</p> <ul style="list-style-type: none"> • Ability to connect with key demographics • To develop more inclusive and impactful programs <p>Challenges:</p> <ul style="list-style-type: none"> • Limited resources and sometimes team of one • Tough to work with their GRANTS offices
7	What factors would motivative you to initiate or enhance collaborations with MSIs in the future?	<ul style="list-style-type: none"> ▪ Fostering a seamless collaborations to leverage MSIs abilities and connect with diverse audiences

Survey responses of MSIs

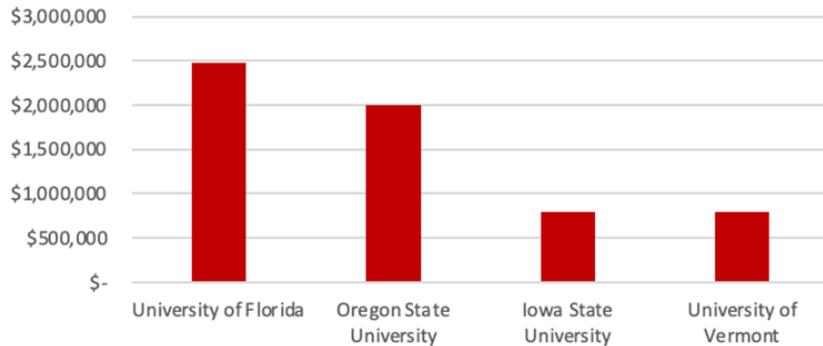
1	What type of institution are you affiliated with?	HBCUs(4); HSIs (2); Other (1)
2	Do you know of any 1862s in your region/state working on produce or food safety?	Yes (5); No (2)
3	Does any 1862 Land-grant universities approach you previously for meaningful collaborations?	Yes (3); No (4)
4	Have you approached any colleague(s) from 1862s for collaborating on food safety research, education, or outreach projects?	Yes (4); No (3)
5	How do you rate your previous experience working with 1862s colleagues	Great (1); Good (2); Satisfactory (3)
6	Is your institution currently involved in FDA-funded CAP grant programs led by your state department of agriculture?	Yes (1); No (6)
7	Does any of these things limit your ability to collaborate with 1862s?	<ul style="list-style-type: none">▪ Lack of time due to heavy teaching (1)▪ Lack of funding, infrastructure, and other resources (3)▪ Difficulty making collaborations with 1862s (2)▪ Other reasons (1)

Survey responses of MSIs

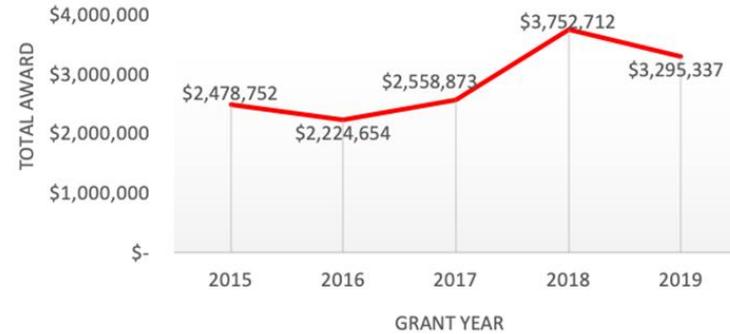
8	What do you perceive as the primary benefits of collaborating with 1862 land grant universities?	<ul style="list-style-type: none">▪ Access to robust infrastructure and resources.▪ Ability to produce better product and impactful projects by taking multiple perspectives into consideration and leveraging individual strengths.▪ Opportunities for MSI faculty and students to get additional funding and training resources.
9	In your experience, what do you perceive as the primary challenges of collaborating with 1862 land grant universities?	<ul style="list-style-type: none">▪ Preexisting working groups that limit opportunities to real MSIs.▪ Often approach MSIs with a pre-planned projects and restrict their scope of work to minority population.▪ Fails to recognize the expertise of MSIs for meaningful contributions in the project.
10	What factors would motivate you to initiate or enhance collaborations with 1862s in the future?	<ul style="list-style-type: none">▪ Better opportunities and benefits to my institution.▪ My collaborations are person dependent, not institution dependent.▪ Mutual respect and equal footing.▪ Opportunities to learn and grow.▪ I tried a bunch. But they are happy in their world and ignore the rest.

Food Safety Outreach Project (FSOP) funding trends

Total Awarded to Regional Centers 2015/2018



Total Awarded to 1862s 2015-2019



Total Awarded to 1890s 2015-2019



Requested latest data from USDA

➤ 2015-2021

➤ How many FSOP proposals were submitted and awarded? How many of these involve MSIs as lead or co-lead, or through collaborative supplement components?

Organization Type

- 1862 Land-Grant University
- 1890 Land-Grant University (incl Tuskegee)
- Non-Land-Grant Public University or College
- Private University or College
- Certified NLGCA
- Private Non-profit
- Private For-Profit
- State, Local, or Tribal Government
- 1994 Land-Grant University



- Only **25.6%** of the FSOP funded higher education institutions were MSIs (10 of 39 higher educational institutions) (as of 2023 grant cycle)

Texas Tech University, Alabama A&M University, and Iowa State University were awarded the USDA Food Safety Outreach Program (USDA FSOP)

Technical Assistance grant titled ***“Empowering Minority Serving Institutions Food Safety Specialists to Write Successful Food Safety Outreach Program Grants through Education, Training and Technical Assistance”***.

The overarching goal of this grant is **to advance MSIs’ ability to secure external grant funding** by developing a targeted toolkit for grant writers at minority-serving institutions to ensure that they can provide food safety education to the populations they serve.



Dr. Angela Shaw



MAY GENERAL USDA GRANT WEBINARS

Date	Topic
May 6 th	What USDA NIFA Grants Are Available in Food Safety?
May 7 th	Extracting Crucial Information From The Request For Proposals (RFP)
May 8 th	White Paper (Sales Pitch) For Discussion With Program Officer
May 9 th	Using Review Criteria To Create The Flow And Structure Of A Compelling Proposal
May 10 th	The Importance Of A Well-Crafted First Page
May 13 th	How To Highlight Novelty/ Innovation/Uniqueness
May 14 th	Developing A Work/Research Plan – Defining Metrics For Success
May 15 th	Creating An Impactful Logic Model
May 16 th	Meaningful Stakeholder And MSI Collaborator Involvement
May 17 th	Budget And Budget Justification
May 20 th	Broadening Participation/Transferability – Education/Outreach/Extension
May 21 st	How To Fill Out The Required Grant Forms?
May 22 nd	Learning From Grant Proposal Rejection

Summary

- ❑ MSIs are instrumental in developing impactful food safety education initiatives.
- ❑ A proactive and open-minded approach is essential for fostering meaningful collaborations.
- ❑ Both MSIs and Non-MSIs should leverage their unique strengths to empower the communities they aim to serve.
- ❑ *If you want to go fast, go alone; if you want to go far, go together.*

5. Farmworker training strategies



Why is this effective??

- Provides an opportunity to focus on a farmer
- Gives nervous energy - which can lead to a conversation about being nervous when training
- Prompts a discussion about how other farmers train - or don't - and benefits gained from manuals and SOPs

Story from the field: Kristin Woods

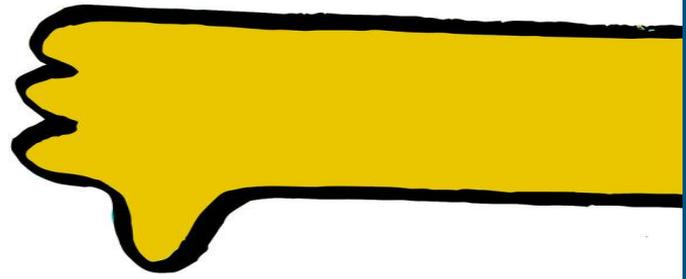
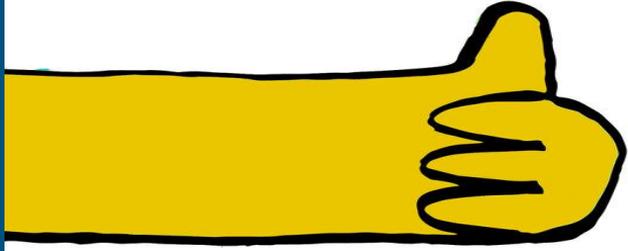
1. What story do you tell?
2. Why do you tell it?
3. How is it effective?



RISKEY

OR

NOOT



494. Gloves Without Handwashing



494. Gloves Without Handwashing



Dr. Don - not risky 👍

Professor Ben - not risky 👍

506. Kids on Lawns Irrigated With Water Containing Pathogenic E. coli



DALL-E Kids on a lawn playing in a water sprinkler in the style of norman rockwell

506. Kids on Lawns Irrigated With Water Containing Pathogenic E. coli



Dr. Don - risky 

Professor Ben - risky 

79. Not Washing Sodastream Bottles



79. Not Washing Sodastream Bottles



Dr. Don - not risky 👍

Professor Ben - not risky 👍

Why is this effective??

- Provides low stress opportunities for practicing risk assessment
- Engages growers to consider food safety practices in their everyday lives
- Prompts a discussion about “home” vs. “farm”
- Highlights the importance of knowing the rules and regulations

On-farm Training English/Spanish Using Posters

Achyut Adhikari





ARE YOU LOOKING
TO IMPROVE **YOUR ON FARM**
FOOD SAFETY PRACTICES?

Then our worker training is right for
you!

FREE

**LSU AGCENTER FOOD SAFETY TEAM WILL
VISIT YOUR FARM AND PROVIDE FREE HANDS
ON WORKER HEALTH HYGENE AND RISK
ASSESSMENT TRAINING**



**BILINGUAL
TRAINING**
ENGLISH/ SPANISH




2.5 HOURS



**HELP YOU
IMPLEMENT GAP'S
AND FSMA
REQUIREMENTS**

- PSA growers training are mainly attended by Farm owners or supervisors
- Limited information/skills are transferred to the farm workers who works at the farm
- Equipping them with knowledge in their native language enhances comprehension, facilitating clearer communication and fostering a comfortable environment for asking questions and resolving doubts.

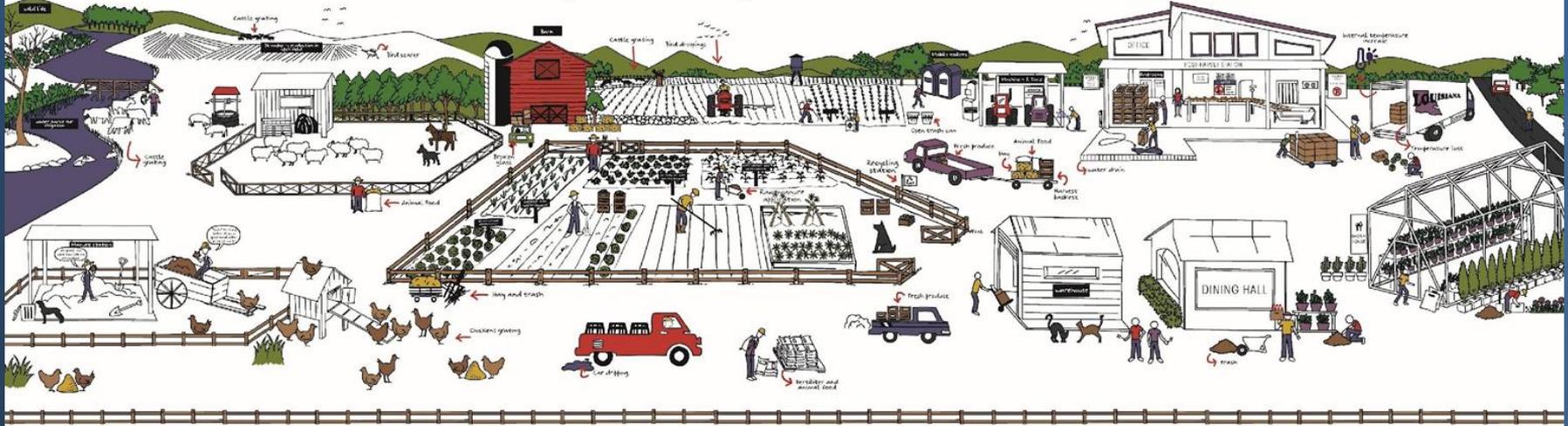


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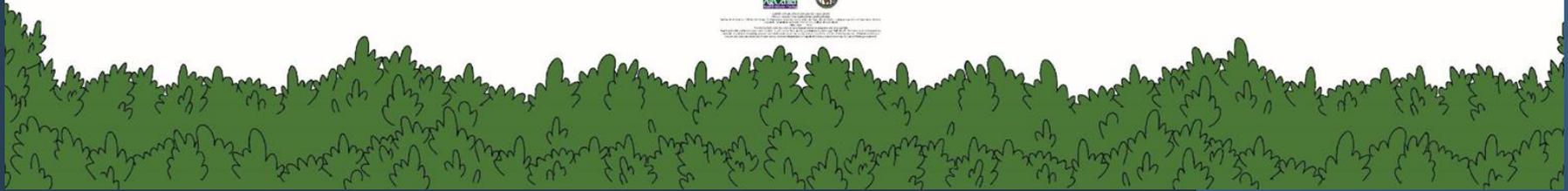


THE FARM

In this poster, different scenarios are presented about daily activities that take place on the farm. Some of these activities include good agricultural practices to ensure on-farm food safety, but others represent a potential high risk of contamination. This poster can be used for educational purposes during grower training classes to identify activities that represent higher risks of contamination and to develop practices to mitigate those risks.



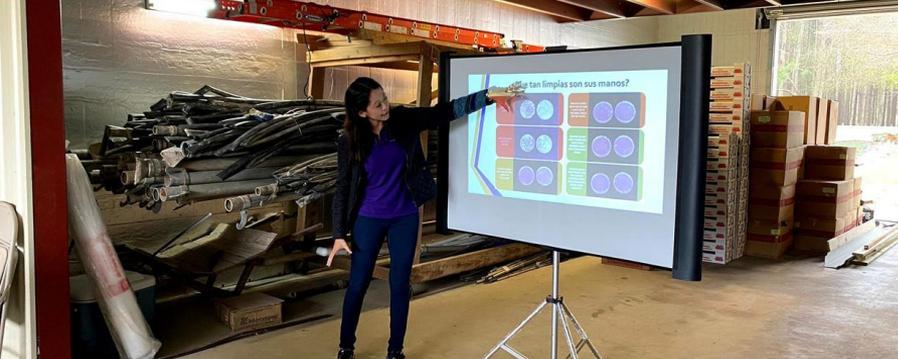
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When you are an inspector!













Farm workers who receive training in a language they can understand comprehend key concepts better, which reduces the risk of foodborne diseases and increases compliance to safety regulations. This supports farming operations and enhance consumer confidence

Story from the field: Michelle Danyluk

1. What story do you tell?
2. Why do you tell it?
3. How is it effective?

