

CalFresh Healthy Living, UC Town Hall: November 19th Agenda

UC ANR Updates (0:01:02)

Amira Resnick, Statewide Director, Community Nutrition and Health

Native American Heritage Month: Sharing Our Collaboration (0:07:47)

Shawnice Fisher, Program Supervisor, CFHL, UCCE Shasta Cluster; Noah Cooke, Program Supervisor, CFHL, UCCE Central Sierra Cluster, Kitty Oppliger, CFHL, UCCE Advisor, Central Sierra & Placer/Nevada; Esmeralda Nunez, Community Education Specialist, CFHL, UCCE Riverside; Arlene Silva, Interim Program Supervisor, CFHL, UCCE Imperial

Youth as Teachers and County Highlight (0:33:35)

Kelley Brian, Youth Engagement Project Manager, CFHL, UC State Office; Rosalinda Ruiz, Program Supervisor, CFHL, UCCE Stanislaus/Merced; Victoria Sandoval, Community Education Specialist, CFHL, UCCE Stanislaus/Merced

State Office Updates (1:02:35)



UC ANR Updates

Amira Resnick

Statewide Director, Community Nutrition and Health

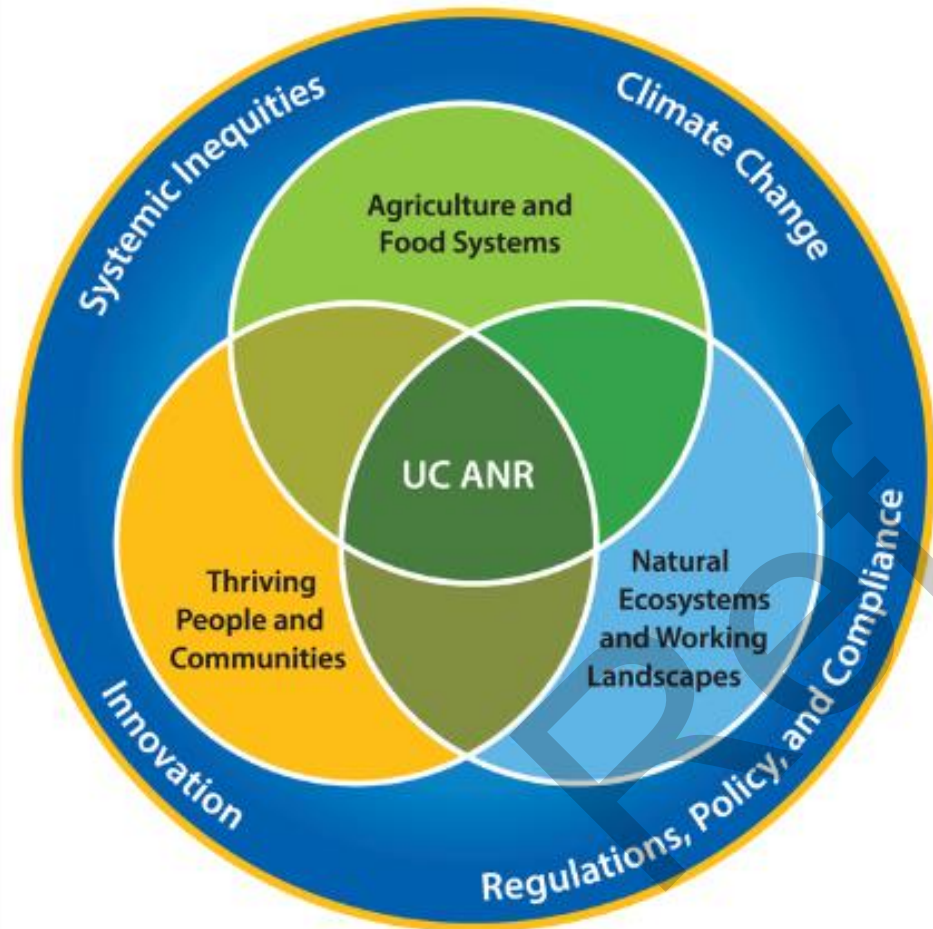
November 2024

CFHL, UC Town Hall

 **UNIVERSITY OF CALIFORNIA**
Agriculture and Natural Resources

Community Nutrition and Health

UC ANR Strategic Vision 2040



This diagram shows the three core areas with four other challenges overarching that research and extension work.

Our CFHL, UC program aligns most closely with Thriving People and Communities...

...with impact in other areas too...!

UC ANR Strategic Planning Phase II



- Requesting your input!
- Refreshing or UC ANR “Public Values” and “Condition Changes”
- We use these for division-wide reporting of our impact, strategic communications and advocacy with elected officials
- Current statements seem strongly aligned with Strategic Vision 2040 but need adjustments
- Some seem too broad or too specific

UC ANR Public Value Statements & Condition Changes

How we communicate the way our work makes a difference to the public

Promoting economic prosperity in California

1. Improved individual and household financial stability
2. Enhanced community economic development
3. Improved animal management, productivity and efficiency
4. Increased agriculture and forestry efficiency and profitability
5. Increased emerging food economies and markets

Safeguarding sufficient, safe, and healthy food for all Californians

1. Improved food security
2. Improved food safety

Protecting California's natural resources

1. Improved management and use of land
2. Improved air quality
3. Protected and conserved soil quality
4. Increased ecological sustainability of agriculture, landscapes, and forestry
5. Improved water quality
6. Improved water-use efficiency
7. Improved water-supply security

Promoting healthy people and communities

1. Improved health for all
2. Improved community health and wellness
3. Improved access to positive built and natural environments

Developing a qualified workforce for California

1. Increased workforce retention and competency
2. Increased effective public leaders
3. Improved college readiness and access
4. Increased civic engagement

Building climate-resilient communities and ecosystems

1. Increased preparedness and resilience to extreme weather and climate change

Developing an inclusive and equitable society

1. Improved living and working conditions for California's food system and farm workers
2. Increased diversity, inclusiveness, and cultural competency in California's workplaces

UC ANR Public Value Statements – Your Input!



- Opportunity to submit input via Google Form by Fri. Dec. 6
- Questions:
 - Select which Public Value statement you wish to comment on
 - Please share your comment
 - ...Continue selecting and sharing for every statement you wish
- Responses will be compiled and shared with Strategic Planning Workgroup in December

Native American Heritage Month – Sharing Our Collaboration



NA Programming in Shasta Cluster

(Shasta, Tehama, Trinity Counties)



UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources

Shawnice Fisher
Program Supervisor



California Tribal TANF Partnership (CTTP)



- The California Tribal TANF Partnership (CTTP) is associated with 20 tribes and other organizations that operate tribal Temporary Assistance for Needy Families (TANF) programs for Native American people.
- Mission: Empowering Native families to self-sufficiency through a path of tribal cultures, education, wellness and employment.
- Serving sites in Shasta, Tehama & Trinity Counties



UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources

Programming with CTTTP

- Direct Education Series
- Youth or Family-Centered
- Includes hands-on cooking activity
- Partnership included additional funds to prepare full servings
- Additional series planned for FFY25



UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources

Using ASNNA Guiding Principles

- Meeting with partners to understand site and participants needs
- Planning programming with partners, allowing site/participants to choose recipes
- Lessons allow opportunities for participants to share their lived experiences and ideas
- Two-Way partnership – communication & feedback, sharing resources and ideas

“Laura Lynn and Mario are amazing!! They both kept the kids engaged and had them participating from beginning to end. I really enjoyed how the kids were able to be so much hands on from the start. My kids look forward to coming to this class and make something new each week. A great class for kids!” – Eryn (class participant, CTPP Red Bluff)



UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources

Questions?

Contact: snfisher@ucanr.edu

CFHL, UC Native American Workgroup Central Sierra Updates 11/19/2024



UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources

Tribal TANF - Amador

- Lead educator – Kathleen Carter
- Fresh from the Garden + Cooking Demos at Family Nights
- TWIGS Garden lessons at Mother Lode Land Trust Community Farm



Tribal TANF - Amador

- What did we learn?
 - **Importance of cross-sector partnerships.**
 - TANF and Mother Lode Land Trust
 - **Importance of autonomy and sovereignty.**
 - Goal is to build independence and sustainability.
 - **Food brings people together!**



Tribal TANF – El Dorado

- El Dorado County
- Outreach at community events.
- What did we learn?
 - Importance of establishing a foundation of trust and capacity building.
 - It takes time to join a community!



Foothill Indian Education Alliance

- After-school program for Native youth in El Dorado County.
- Lead educator – Elissa Bunn
- Programming:
 - Harvest of the Month and Cooking Academy using Native Recipe Cards.
 - TWIGS series utilizing site garden.
 - Collaborating with cultural liaison and El Dorado Tribal TANF for community events.



Garden plan from TWIGS series
Summer 2024

Foothill Indian Education Alliance

- What did we learn?
 - Importance of traditional storytelling.
 - Respect for our natural environment.



ASNAA Guiding Principles

- **Starting with Strengths**

- Engaging with community garden spaces, cultural liaisons, and community knowledge.

- **Authentic Community Engagement**

- Attending community events with the intention of building relationships, trust, and understanding.

- **Cross-sector partnerships**

- Converging partnerships between TANF sites, land conservancies, tutoring center, and local schools.



CFHL, UCCE Riverside & Torres Martinez Desert Cahuilla Indians



UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources

Esmeralda Nunez
CFHL, UCCE Riverside
Community Nutrition Educator 3

Torres Martinez Desert Cahuilla Indian Tribe

- Access to Healthy Foods
- Healthy Procurement
- Gardens



In the words of Tribal Council member, Altrena Santillanes,
"We are planting the seeds for the next 7 generations to be the ones who will grow food to be our medicine, harvest the medicine to be our food, and fill the food baskets to feed our tribe and community."

FFY24 Highlights

- Facilitation of monthly Community Wellness Community meetings
- Tribal Council presentation
- General Council presentation
- 9 TANF family nutrition classes reaching 53 participants
- 3 Good Food Healthy Minds classes
- 2 Senior garden planting/harvesting events
- Traditional Food Tastings
- Expanded partnerships (TM TANF, RSBCIHI & TM Child Development Center)



"Together as partners we are moving forward in creating a healthier Torres Martinez Community"

- Faith Morreo, Torres Martinez Cahuilla Indian Tribal Ambassador Committee Member

National Cooperative Extension Health Equity Priester Award



Reflecting Guiding Principles

Centering – People

- Coordinate with the administrators
- Coordinate presentations with on-going activities being conducted at the reservation
- Accommodate for their needs and goals (conducted intergenerational programming)

Cross-Sector Partnerships

- Collaboration with Tribal Council, Grants Department, Natural Resources Dept., TANF, Senior Center, Child Development Center, and CWC
- Collaboration with UCCE & RSBCIHI to tailor programming to meet their specific needs through meetings, direct/indirect education planning.

Authentic Community Engagement

- Continuously participating in annually community events such as the Harvest Festival, Youth (Key Key Tum) Fiesta, and Senior Holiday Event

Starting With Strengths

- Asset mapping (survey tribal community)
- Listen to the community
- Persistent

Integrity, Transparency, & Accountability

- Always seek Tribal Council for approval
- Request feedback from the community

Impact Over Intent

- Working nights & weekends
- Participate in trainings hosted by California Rural Indian Health Board (CRIHB)

Engaging with Native American Participants

- Continuous learning
- Participate in invited annual events
- Many Tribal members do not live on the reservation
- Several seniors work on the reservation
- Partnered with the Tribal College (CINC) in Palm Spring
- FDPIR (Food Distribution Organization for tribal members)

Thank you!

Claudia Carlos

Program Supervisor
CalFresh Healthy Living, UCCE
Riverside County
cfcarlos@ucanr.edu

Esmeralda Nunez

Community Nutrition Educator 3
CalFresh Healthy Living, UCCE
Riverside County
eannunez@ucanr.edu

Vianca Nunez

Community Nutrition Educator 2
CalFresh Healthy Living, UCCE
Riverside County
vnunez@ucanr.edu

◆ **Alyssa Recio**

Community Nutrition Educator 2
CalFresh Healthy Living, UCCE
Riverside County
arecio@ucanr.edu

CFHL, UCCE Imperial & Fort Yuma Health Center

Serving the Quechan and Cocopah Tribal Communities



UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources

FFY24-25 Planned Activities

Cross Section Partnerships

- Annual Health & Wellness Fair Nov. 2nd, 2024
- Implementing Healthy Food Demonstrations to support healthy eating (Diabetes Prevention Program) **CFHL Resource Young Indigenous and Healthy Recipes**
- Project expanding garden-related PSE changes (**high interest in agriculture**)
- MOU relationship pending to support garden-based nutrition ed. (**Authentic Community Engagement: We are moving at the speed of our trust establishment**)

FORT YUMA HEALTH CARE CENTER HEALTH & WELLNESS FAIR

Date: Saturday, November 2
Time: 11:00am - 3:00pm
Place: 401 E. Picacho Road
Winterhaven, CA 92283

Flu & COVID Shots Available	Local Entertainment	Garden-Based Nutrition Education
Community Resources	Free Food	Food Demonstrations
Raffles & More		

Transportation is offered by appointment only. Schedule anytime between Oct. 28 - Nov. 1 by contacting :



COCOPAH RESERVATION
THMP WELLNESS CENTER
(928) 627-2681



QUECHAN RESERVATION
DELILAN: TRANSPORTATION
(760) 919-3641

For additional information regarding the FYHCC Health Fair, please contact:
Public Health Nursing at (760) 572-4806 or Health Promotion at (760) 572-4713





Implementation of Healthy Food Demonstrations

Centering People

Recipe

Blueberry and Wild Rice Cucumber Salad

Dressing: Honey, Olive Oil, Cumin, Lemon Juice and Salt

- Provided by Fort Yuma Health Center to youth and adults.

“students loved this recipe, and they are now looking forward to the next one!” Randall, Educator- Fort Yuma Health Center Diabetes Prevention Program Team

Taste Test prior to Health Fair Event

We listened to preferences of taste, healthy selections and goals within their community.

Guiding Principals

Integrity, Transparency and Accountability

Fort Yuma Health Center Coordinator Team on site visit on Friday, October 18, 2024.

- Meeting at UCCE Imperial Office
- Senior Citizen Apartment Complex Gardens
- Holtville Unified School District ASES Gardens

Transparency with CFHL garden beds capacity, SNAP-Ed eligible environments

Impact over Intent: Exploratory dialogue/beliefs w/Coordinator



Thank You



UC Riverside Provides Podcast on Native American Historical Wisdom

The Historical Wisdom Podcast is a conversation with Native Americans living in Inland Southern California about their health experiences and what health care providers should know about how history affects physical health, well-being, and daily interactions. We focus on the concept of historical trauma in the hopes that sharing this information will turn into knowledge and then into wisdom that can transform the delivery of health care.

<https://podcasts.apple.com/us/podcast/historical-wisdom/id1509331810>



Youth as Teachers

Exploring youth
engagement programming
with youth as teacher
extenders

Youth Engagement Initiative

...is exploring innovative strategies to **engage youth in nutrition and physical activity**, with projects that seek to **empower young people to lead efforts** that **improve the environments** where they live, play, eat, shop, and learn.

Youth-led Participatory Action Research (YPAR)
Student Nutrition Advisory Council (SNAC)
Youth-led Gardening
Youth as Teacher Extenders (Teens as Teachers)



Youth as Teachers Programming

What is it?!

Trained older youth lead and facilitate lessons from CFHL, UC approved curricula to younger youth learners.



Youth as Teachers Programming

Why support it?!

Youth report positive experiences and growth in competence, confidence, connection, caring, character, and contribution.¹



1. Worker, S. M., Iaccopucci, A. M., Bird, M., & Horowitz, M. (2019). Promoting Positive Youth Development Through Teenagers-as-Teachers Programs. *Journal of Adolescent Research*, 34(1), 30-54. <https://doi.org/10.1177/0743558418764089>

Youth as Teachers Programming

Why support it?!

**Knowledge, teaching
and leadership skills**

Youth report positive experiences and growth in competence, confidence, connection, caring, character, and contribution.¹



1. Worker, S. M., Iaccopucci, A. M., Bird, M., & Horowitz, M. (2019). Promoting Positive Youth Development Through Teenagers-as-Teachers Programs. *Journal of Adolescent Research*, 34(1), 30-54. <https://doi.org/10.1177/0743558418764089>

Youth as Teachers Programming

Why support it?!

Self-efficacy, self-esteem

Youth report positive experiences and growth in competence, confidence, connection, caring, character, and contribution.¹



1. Worker, S. M., Iaccopucci, A. M., Bird, M., & Horowitz, M. (2019). Promoting Positive Youth Development Through Teenagers-as-Teachers Programs. Journal of Adolescent Research, 34(1), 30-54. <https://doi.org/10.1177/0743558418764089>

Youth as Teachers Programming

Why support it?!

Sense of belonging

Youth report positive experiences and growth in competence, confidence, connection, caring, character, and contribution.¹



1. Worker, S. M., Iaccopucci, A. M., Bird, M., & Horowitz, M. (2019). Promoting Positive Youth Development Through Teenagers-as-Teachers Programs. *Journal of Adolescent Research*, 34(1), 30-54. <https://doi.org/10.1177/0743558418764089>

Youth as Teachers Programming

Why support it?!

Compassion, empathy

Youth report positive experiences and growth in competence, confidence, connection, caring, character, and contribution.¹



1. Worker, S. M., Iaccopucci, A. M., Bird, M., & Horowitz, M. (2019). Promoting Positive Youth Development Through Teenagers-as-Teachers Programs. Journal of Adolescent Research, 34(1), 30-54. <https://doi.org/10.1177/0743558418764089>

Youth as Teachers Programming

Why support it?!

Youth report positive experiences and growth in competence, confidence, connection, caring, character, and contribution.¹

Responsibility, commitment



1. Worker, S. M., Iaccopucci, A. M., Bird, M., & Horowitz, M. (2019). Promoting Positive Youth Development Through Teenagers-as-Teachers Programs. *Journal of Adolescent Research*, 34(1), 30-54. <https://doi.org/10.1177/0743558418764089>

Youth as Teachers Programming

Why support it?!

Youth report positive experiences and growth in competence, confidence, connection, caring, character, and contribution.¹

Impact, giving back



1. Worker, S. M., Iaccopucci, A. M., Bird, M., & Horowitz, M. (2019). Promoting Positive Youth Development Through Teenagers-as-Teachers Programs. *Journal of Adolescent Research*, 34(1), 30-54. <https://doi.org/10.1177/0743558418764089>

Facilitating Youth as Teachers

Who teaches, who learns?

What groups of older youth does your team work with?

- High school
- Middle school
- Upper elementary

What groups of younger youth does your team work with?

- Elementary
- Early Childhood



Facilitating Youth as Teachers

Where to implement?

In what settings is your team already delivering youth lessons?

- In-school during school hours
- Afterschool
- Housing sites
- Family Resource Centers
- Community-based organizations and facilities



Facilitating Youth as Teachers

Which curriculum to use?

What CFHL, UC approved curriculum is your team already delivering?

- Nutrition curricula
- Physical activity curricula
- Garden-based nutrition curricula



CFHL, UCCE Stanislaus & Merced Counties

Rosalinda Ruiz
Victoria Sandoval



UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources



Teens As Teachers at Beard Elementary

Project Lead:
Victoria Sandoval

This material was funded by USDA's Supplemental Nutrition Assistance Program – SNAP. This institution is an equal opportunity provider. Visit www.CalFreshHealthyLiving.org for healthy tips.

Partner/Site background

- Partnership started in spring 2023
- Setting: Before and After School Program
 - ASES after school program at Beard Elementary school in Stanislaus County
- Programming offered at 3 sites
- Programming includes physical activity, and nutrition education



UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources

Project Development

- Planning Meeting
- Schedule Development
- Collaboration

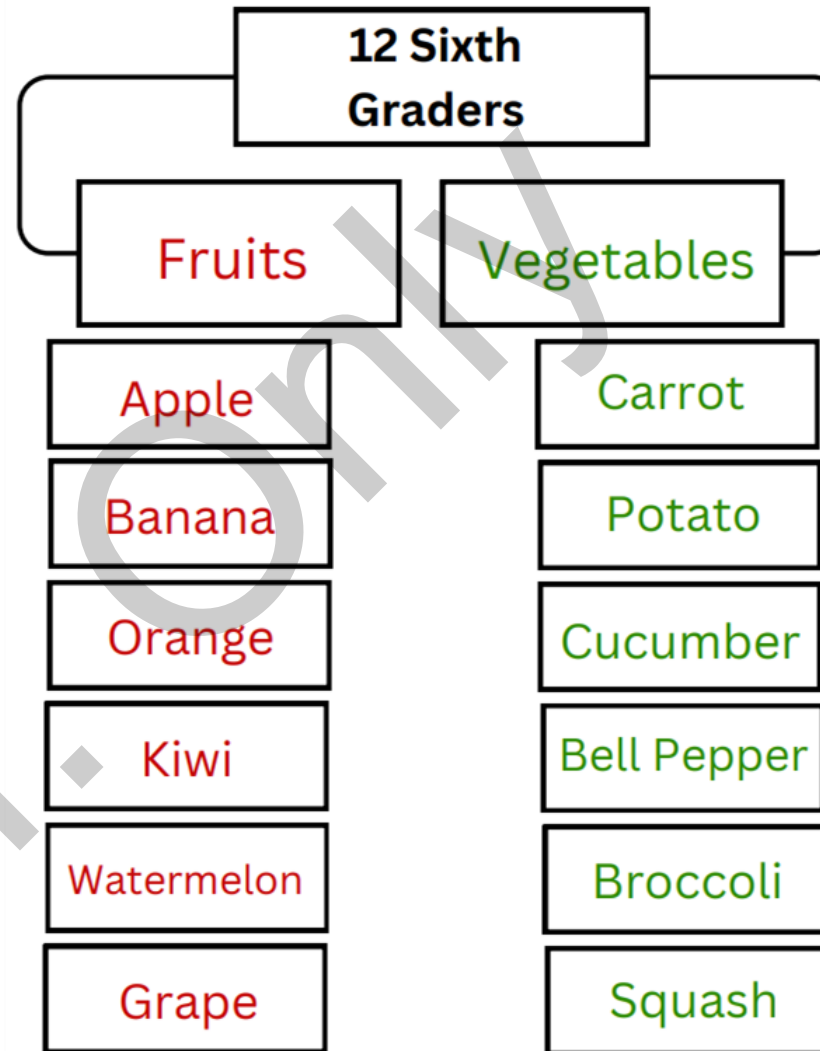


Student Recruitment

- Partner selected 6th grade student teachers
- 1st graders were already scheduled to receive programming










Training Days



UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources

Student Teacher Welcoming Packet

- ✓  My Amazing Body_Lesson1script
- ✓  My Amazing Body_Lesson2script
- ✓  My Amazing Body_Lesson3script
- ✓  My Amazing Body_Lesson4script
- ✓  My Amazing Body_Lesson5script
- ✓  Our Mission Statement
- ✓  Welcome Letter



UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources

Lesson 1: Keeping My Amazing Body Healthy

Overview: I (Ms. Victoria) will introduce the curriculum and the entire project to the first-grade class. Each group member will then introduce themselves.

Apple will start the lesson by reading the book for lesson 1. After the story is finished, **Banana** will do a review and ask a few questions. **Banana** will then pass out a worksheet and explain directions. After completion, **Orange** will begin next activity: Studying parts of the body. Start with the lungs and heart. **Kiwi** will explain bones, muscles, brain. **Watermelon** will go over how to keep our bodies healthy with food, exercise, sleep, and handwashing. **Grape** will introduce fruit of the day and explain the two rules for taste tests. **ALL** will pass out tastings. **Watermelon** will complete survey sheet (TTT). Ms. Victoria will wrap up the lesson.

Remember, when you are not assigned a specific job, you are helping your group members.

In your labeled folders, you will find a detailed script with a list of materials to study before your lesson delivery. Think of what it means to be a teacher. How can we make sure our lesson is successful?

If you have ANY questions, ASK.



UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources

Cucumber: Introduce next activity “MyPlate board”

“We are going to go over MyPlate.”

(show poster board)

“Raise your hand if you’ve ever seen this before” “Hands down.”

“MyPlate is a map that guides us all to a healthy meal. It has 5 food groups that we are about to go over. The first is fruits. What color is our fruit group?”- let them answer

“Raise your hand if you like to eat fruit. Hands down.”

“Raise your hand if you eat fruit every single day. Hands down.”

“That is our goal. We should all try to eat some fruit every day. Fruit has lots of vitamins and natural sugars that make them sweet. These vitamins keep our skin clear and our hair shiny. We call them glow foods.”

“Can you all say GLOW foods?” -let them answer



- **Room set-up**
- **Introductions**
- **Student teacher roles**



UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources

Successes

- Noticed significant increase in confidence and responsibility
- Increased commitment to project
- Rising to the occasion-team work



Challenges

- After school student pick-up
- Young student teachers
- Time frame



Growth Opportunities

For fiscal year 2025-
Will be implementing Teens as
Teachers Projects at two sites in
Stanislaus county



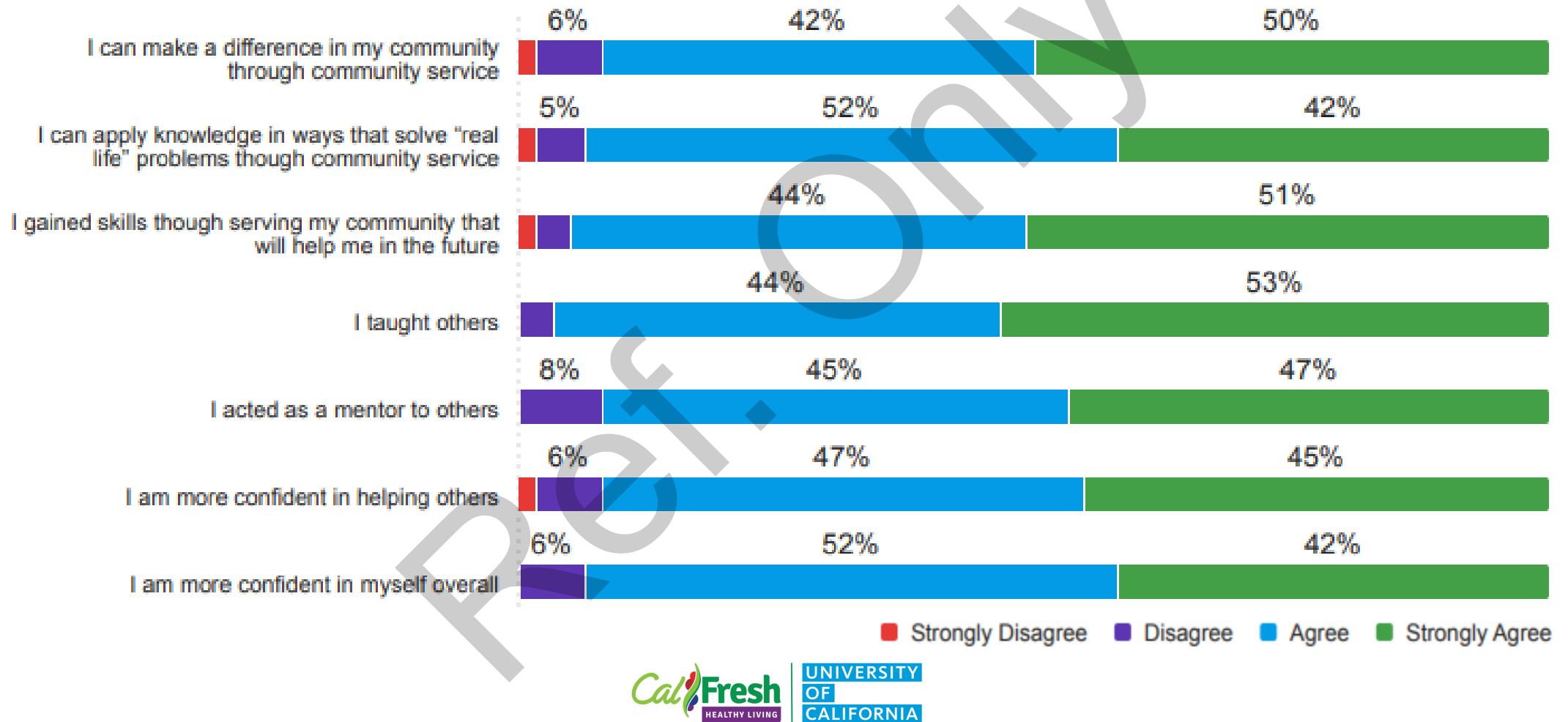
Questions?

Rosalinda Ruiz
rlruiz@ucanr.edu

Victoria Sandoval
vsandoval@ucanr.edu

Impacts and Outcomes

Teens as Teachers Retrospective Survey (n=62)



Impacts and Outcomes

Teens as Teachers Retrospective Survey - Quotes

Overall I feel more confident since participating in this program.

The best part of the program is being able to be independent yet still get help from adults when needed.

It was just fun seeing the children enjoy the activities. It was fun teaching them.

I was able to make new friends and build relationships with others.

Helping kids and learning something new every time, which has helped in my over all character development .



Resources – Trainings – Materials

Youth as Teachers Guide

Planning Worksheet

Reflection and Feedback Tool

CFHL, UC Website: Youth Engagement Training & Resources

Recorded Webinars

Technical Assistance

Quarterly Youth Engagement Leadership Calls

1:1 Calls



**Registration
is open!**

Youth as Teachers In-Person Training

January 15 & 16, 2025

UC ANR Conference Center, Davis



This material was funded by USDA's Supplemental Nutrition Assistance Program – SNAP. This institution is an equal opportunity provider. Visit www.CalFreshHealthyLiving.org for healthy tips.

Questions?

Kelley Brian, MPH

Youth Engagement Project Manager

kmbrian@ucdavis.edu



State Office Updates

Annual Report – Target for PEARS FFY2024 Data to be posted by Nov. 19th

- Announcement will be sent via email with links to Box folders with the following data:
 - Programmatic summaries
 - Programmatic data tables
 - PSE data tables
- Contact Evaluation team with Questions



FFY 2024 Evaluation Survey Results

Statewide and County/Cluster Results are Now Available in Box for all Evaluation Surveys:

Qualtrics Reports (by County)	Excel Results File (by County/Cluster Program)
<ul style="list-style-type: none">• Youth Participatory Action Research (YPAR) Retrospective Survey• YPAR Project Assessment Survey• Teens as Teacher Survey (TAT)• Youth Leader Survey (YLS)• Teacher Observation Tool (TOT)• Physical Activity Teacher Observation Tool (PA TOT)• Large Group Taste Test Tool (LG TTT)• Adult Taste Test Tool (A-TTT)• Preschool Taste Test Tool (Pre-K TTT)	<ul style="list-style-type: none">• Eating and Activity Tool for Students (EATS) Pre/Post Survey• Healthy, Happy Families (HHF) Pre/Post Survey• Food Behavior Checklist & PA (FBC) Pre/Post Survey• Plan, Shop, Save & Cook (PSSC) Pre/Post Survey• Youth Taste Test Tool (Youth TTT) – NEW Format• Intent to Change Surveys – 10 topics• What Did You Learn (WDYL) Survey

Evaluation Office Hours

Purpose

- Bring any questions about FFY2024 PEARS or evaluation results

Scheduled:

- Thurs, Dec 12th – 10-11:30am

November Evaluation Office Hour Recording available. Included demo of new Youth TTT Excel results file.



Nutrition Update Webinar

December 4, 2024 from 1:00 to 2:00 PM

Registration - see CFHL, UC Training Calendar

Topic: **Connections Between Nutrition, Food Security, and Mental Health**

Presented by Cassandra Nguyen, PhD



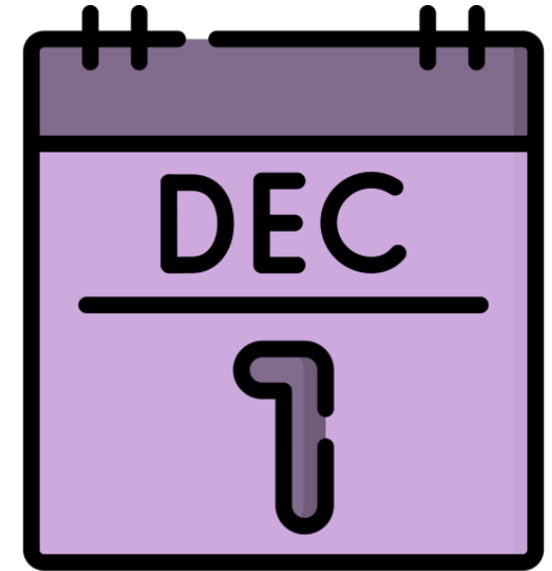
FY25 CFHL Civil Rights Training

For FY25 and beyond – Civil Rights training must be completed by **December 1** each year

Self-paced training now available!

- Make sure to select **FY25** training
- Submit certificate to your Supervisor

See PD 2018-02 for further information



December icons created
by Freepik - Flaticon



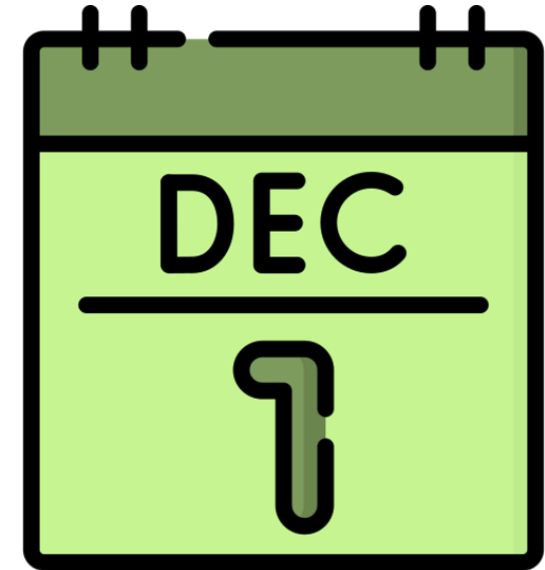
Required Ongoing Trainings – CFHL, UC website
CFHL Statewide Training website and newsletter



Participant Data Collection Training

Training must be completed by **December 1** each year.

- Complete the training
- E-sign the form and submit to your supervisor for their signature



December icons created
by Freepik - Flaticon



Required Ongoing Trainings – CFHL, UC website



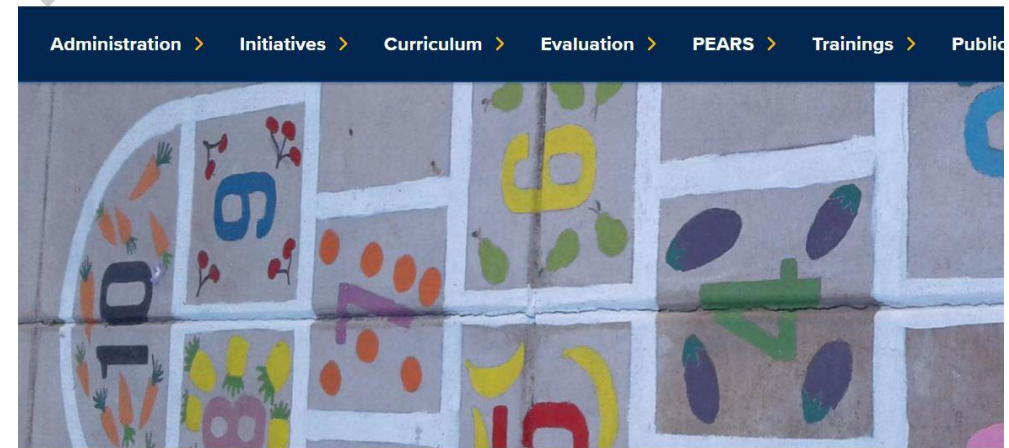
Join the Healthy School Food Workgroup!



- **Goal:** Support Healthy School Food by developing or modifying materials to meet the needs of schools and ECE sites.
- **Who can join:** Anyone! (check with your supervisor first to make sure it fits in your schedule)
- **Meetings:** Quarterly (although subgroups working a project may meet more often as needed)
- **How to join:** Fill out the interest form at the following link - <https://forms.gle/NLg8Tw8YeSj25qn9A>

New CATCH Resource and Guidance

- CATCH Lesson Plan Template
- CATCH Curriculum Reproduction Guidance



Physical Activity Resources





Oregon State University
Extension Service



FFY25 Regional BEPA 2.0 Train the Trainer Academies

- BEPA 2.0 Online Implementer Training Required
- Reach out to Paul Tabarez – pjtabarez@ucdavis.edu

Dates: December 10, 2024

Time: 9am – 4pm

Location:

UC ANR Conference Center

2801 2nd St, Davis, CA 95618

Dates: January 30, 2025

Time: 9am – 4pm

Location:

UCCE Riverside, Citrus Room

2980 Washington Street, Riverside, CA 92504



Thank you!

Next Town Hall: Tuesday January 21, 2025



Image Source: Gellinger via Pixabay/ CC0