

JULY-SEPTEMBER 2018

Volume 5, Issue 3

# PINAL COUNTY

## QUARTERLY NEWSLETTER

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Issued in furtherance of Cooperative Extension work, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, Jeffrey C. Silvertooth, Associate Dean & Director, Economic Development & Extension, College of Agriculture and Life Sciences, The University of Arizona.

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Cooperative Extension, the outreach arm of the University of Arizona, brings the university to the people.

The faculty and staff in the Pinal County Extension office are part of a non-formal education network bringing research-based information into communities to help people improve their lives.

Cooperative Extension is committed to delivering high-quality, relevant educational programs and information to Pinal County citizens and communities.

Welcome! This issue of the Pinal County Cooperative Extension newsletter will cover the upcoming months of July - September, 2018. Within the following pages, you will find highlights of several key programs that our team of professionals are now delivering to stakeholders throughout Pinal County.

Cooperative Extension is a multifaceted and locally-based source of tried and true information, that can help people address important issues in their lives. Our three program areas of: agriculture and natural resources; family, consumer, and health sciences; and 4-H youth development, have long standing and excellent track records in helping people help themselves.

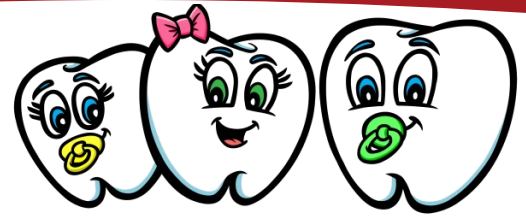
We invite you to read about our programs and come see how you can become a part of our Extension family.

*Rick Gibson*

-Rick Gibson



# FIRST SMILES



## THEY ARE JUST BABY TEETH...WHAT'S THE BIG DEAL?

*Submitted by Greeta Mills, RDH Med, Oral Health Professional*

Baby teeth are very important. Since children may begin losing them around age five to six, it may seem like they aren't that important. But, baby teeth have several really big jobs.

Baby teeth are the perfect space holders for the permanent tooth underneath. Some baby teeth are not lost until the child is about ten to twelve years old. If a baby tooth is lost early, the teeth next to it may start to drift into the empty space, leaving not enough room for the adult tooth to come in. This may cause the adult teeth to be crooked and crowded. When teeth are crooked and crowded, they are harder to clean and may lead to cavities or gum disease problems down the road.

Baby teeth are important for learning to talk properly. If teeth are lost early, a child may not be able to pronounce certain sounds correctly. Try this, say the word "there". Notice how your tongue uses your top front teeth to say the "th" sound. Try this one, "vacation". Do your top front teeth touch your lower lip to say the "v" sound? If those teeth are missing, it makes it really difficult for a child to make certain sounds.

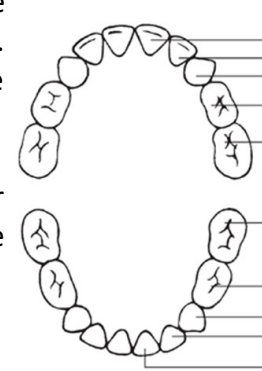
Teeth that are crooked or decayed can make a child feel bad about their smile. A nice looking smile can give a child more confidence.

Start caring for baby teeth before they even come into the mouth. Wipe an infant's mouth out with something as simple as a baby wash cloth. This will remove any leftover milk or formula, as well as the bacteria that feed on it and it will also help the child get used to having their mouth cleaned.

When the teeth begin to come in, start brushing two times a day with a child-sized toothbrush. Use just a tiny smear of fluoride toothpaste. Children cannot do a good job brushing by themselves until they are about six years old. They will want to do it alone long before that, but they are only able to clean about 25%. Let them brush first, then go back and brush again.

Never put a baby or child to bed with a bottle that has anything but water. This will cause baby teeth to rot. Try to get them to drink from a cup by their first birthday. "Sippy cups" are convenient, and if the child uses one during the day, only put water in it. Constantly sipping on milk, formula, juice, or other drinks will damage the teeth.

Make the first dental visit around the first birthday. This will help their first dental visit to be a "well-baby checkup". If the baby teeth are healthy, it is more likely that the adult teeth will be healthy too.



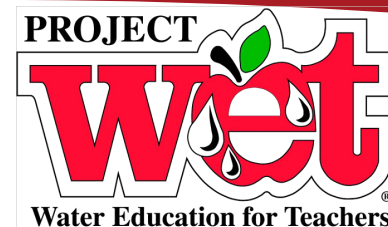
Upper Teeth	Erupt	Shed
Central incisor	8-12 mos.	6-7 yrs.
Lateral incisor	9-13 mos.	7-8 yrs.
Canine (cuspid)	16-22 mos.	10-12 yrs.
First molar	13-19 mos.	9-11 yrs.
Second molar	25-33 mos.	10-12 yrs.

Lower Teeth	Erupt	Shed
Second molar	23-31 mos.	10-12 yrs.
First molar	14-18 mos.	9-11 yrs.
Canine (cuspid)	17-23 mos.	9-12 yrs.
Lateral incisor	10-16 mos.	7-8 yrs.
Central incisor	6-10 mos.	6-7 yrs.

For more information, contact Greeta Mills at [gmills@email.arizona.edu](mailto:gmills@email.arizona.edu).

# PROJECT W. E. T.



## THE PINAL COUNTY WATER FESTIVAL—VOLUNTEERS NEEDED

*Submitted by Chuck Dugan, Program Coordinator*

The Pinal County Water Festival season for the 2018-2019 school year has been announced! What is the water festival all about - water education, water conservation and best management practices for water use, to promote a water conservation ethic.



There are four water festivals already planned:

- Thursday, September 27, 2018, in Maricopa
- Thursday, November 29, 2018, in Florence
- Thursday, February 14, 2019, in Casa Grande  
(also known as the biggest Pinal County Water Festival)
- Thursday, April 25, 2019 in Apache Junction

Make plans now to volunteer with Arizona Project WET, as we deliver engaging, fun, and educational STEM-based water programs to our Pinal County fourth graders!

For more information, contact Chuck Dugan at [cld1@email.arizona.edu](mailto:cld1@email.arizona.edu).

# PREVENT2 DIABETES

## PREVENT TYPE 2 DIABETES CLASS

*Submitted by Mary Gonzales, Instructional Specialist*



If you have prediabetes or are at risk for type 2 diabetes, it's time to take charge of your health. The PreventT2 lifestyle change program is proven to prevent or delay type 2 diabetes.

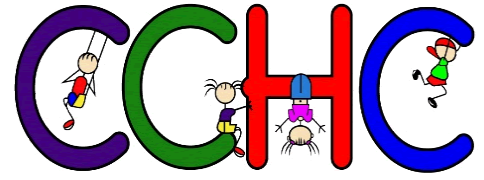
Join the diabetes Prevention Program today! It includes:

- A **CDC-approved curriculum**
- Weekly **sessions with a trained lifestyle coach** to help you lose weight, eat healthier, be more physically active, and manage stress
- **Support from others like you**

The University of Arizona Cooperative Extension will be starting a Diabetes Prevention Program, **FREE OF CHARGE**, September 4<sup>th</sup>, from 10am - 11am at St. Anthony's Community Center, 150 N. Dry Lake St. , Casa Grande. For more information or to register, contact Mary Gonzales at [marygonzales@email.arizona.edu](mailto:marygonzales@email.arizona.edu).



# CHILD CARE HEALTH CONSULTANT



## SUN SAFETY FOR KIDS

*Submitted by Sally Peoples, Program Coordinator, Sr.*

It is that time of year when triple digits are more usual than unusual. It is a time for remembering to lotion up and cover up all the little ones in our lives.

Adults have a huge impact on sun safety for kids. Whether it be through role-modeling safe sun practices to providing children with needed items. Caregivers shoulder much of the responsibility as well, of protecting children from harmful sun rays.

Here are a few things you can do to practice sun safety with the children in your life:

- Minimize outside time during the hottest part of the day. For childcare sites, this means scheduling outside play time during the early morning or late afternoon hours.
- Always apply sunscreen to young children, no matter how long you expect to be in the sun and regardless of whether it is sunny or cloudy. The higher the SPF, the better and doctors recommend organic sunscreens over non-organic.
- Cover up! Put a hat on your little one. Get child-size sunglasses. Consider long sleeved shirts.
- When playing outside, children should have access to shaded areas to minimize exposure to the sun.

If your child does get sunburned, have your child take a cool bath or apply cool, wet compresses to their skin. Using pure aloe vera gel is helpful in healing a sunburn. If the child is in a great deal of pain, use over the counter medications as needed (ibuprofen or acetaminophen). Lastly, because the sun dries out the skin, it is best, when able, to apply a moisturizing cream to the affected areas.



Sun exposure is good in small amounts, as it tends to boost low moods. But use caution with your little ones, as too much sun is not a good thing.

For more information, contact Sally Peoples at [speoples@ag.arizona.edu](mailto:speoples@ag.arizona.edu).



# 4-H YOUTH DEVELOPMENT



## WE'RE SOCIAL—FOLLOW US!

*Submitted by Misti Todd, Program Coordinator*

Like, Love, Comment, Share, Pin, Tag, Tweet, Repeat!

Let's Socialize! Be the first one to know what is happening with The University of Arizona, Cooperative Extension, Pinal County 4-H. Join our online community, stay in the know and get exclusive news/updates! Help us spread the word, you are just a scan away! For more information, contact Misti Todd at [mltodd@email.arizona.edu](mailto:mltodd@email.arizona.edu).



Website:

<http://extension.arizona.edu/4h/pinal>



Instagram:

[pinalcounty4h](#)



Twitter:

[@Pinal\\_County\\_4H](#)



Facebook:

[@pinalcounty4h](#)

## 4-H ENROLLMENT DEADLINE

Pinal County 4-H Club leaders and members are gearing up to begin enrollment in August through October 31, 2018, for the upcoming 4-H year. Sign up today!

4-H CloverBuds ages 5-8 years old of the current year, participate in non-competitive contest.

4-H Members ages 9-19 years old of the current year, participate in competitive contests.

4-H Enrollment: [az.4honline.com](http://az.4honline.com)

## HOW DO I GET STARTED?

Check out our website to decide what projects your child is interested in and wants to learn more about.

Narrow your decision to realistic projects for their age, household setting (it may not be feasible to raise livestock if you live in an apartment) and interest of your child.

Now that you have some realistic projects, contact our office at 520.836.5221 or click our website below.

4-H Website: [extension.arizona.edu/4h/pinal](http://extension.arizona.edu/4h/pinal)

## BENEFICIAL INSECTS

*Submitted by Rick Gibson, Agriculture Agent*

Many people believe that the only “good bug is a dead bug”, but in the garden, this old axiom is definitely not true.

There are a great many “good” insects that fight on our side against destructive insect pests. These allies and partners of the insect wars are called “beneficial insects”. Many times it is only through their assistance that the tide of battle turns our way.

For example, aphid populations can often be heavy in gardens, especially when conditions are right for their growth. Many want to minimize the damage caused by these insects without using large amounts of pesticide. If we are good stewards and protect the beneficial insects, they will help us maintain the overall health of our vegetable and flower gardens.

Beneficial insects work in two different ways. Predators feed outright on the bodies of insects that eat the tissue or suck the juice of plants. These helpful insects are generally much larger than their prey which gives them an edge as they attack. Lady beetles, lacewing larvae, and assassin bugs are examples of predator insects.

Other beneficial insects lay their eggs on or within the bodies of their prey. Once the egg hatches, it is the larva, or young of the beneficial insect that uses the host insect for food. Insects that complete their life cycle in this manner are called parasites. Adult parasite insects are often much smaller and weaker than their prey and rely on their agility to provide the edge needed for success. Parasitic wasps and flies are included in this group of beneficial insects.

One of the best known predators is the ladybeetle. These rounded beetles come in many sizes and colors. The most common species found in Arizona is the convergent ladybeetle, named for the two converging white stripes behind the head. The beetles are brightly colored with red front wings speckled with black markings. The adults lay orange egg clusters on plants near groups of aphids. The eggs hatch into tiny black and orange larvae which feed on aphids in great numbers. As the larvae grow, they resemble tiny beaded dragons. Once they reach maturity, they form a rounded black and orange-marked pupa attached to the plant. The pupae is often mistaken for bird droppings.

During the last week in May, up on the Mogollon Rim above Strawberry, I found a wild rose with a heavy aphid population feeding away. Sure enough, right there among them was the familiar black, yellow and red larvae of a lady beetle happily enjoying breakfast. I have no doubt that the wild rose is now aphid free.

The green lacewing is another outstanding example of a predator insect. Adult lacewings are delicate, pale green insects about one-half to three-fourths of an inch long. Their wings have many veins, which gives them the netlike or “lace” appearance. They are attracted to lights at night and may be mistaken for moths except they have a characteristic fluttering flight when disturbed. Lacewings lay their pale green eggs on the tips of threadlike stalks on the underside of leaves. The immature lacewings hatch within a few days. They are no longer than one-eighth inch and are light brown in color. Their shape resembles that of an alligator and have large, sickle-shaped mandibles with which they suck the juices from insect eggs and small prey. They are ferocious feeders, and consume large numbers of aphids and other insect pests. When the larvae mature they form a yellow silken cocoon in which to pupate.



*Continued on page 7*

# GARDEN & LANDSCAPE

*Continued from page 6*

There are also two species of lacewings that are brown as adults. They also feed on small insects and insect eggs in the larval stage.

The praying mantis is among the best known of the predator insects. It sits and waits on plants until another insect crosses its path, and then it captures its victim with its spiny front legs. Female praying mantises lay their eggs in one to two inch long "cases" made of a dark brownish-gray papery material with numerous compartments. The egg cases are glued to twigs or branches, and are commonly found attached to the underside of boards. Praying mantis young emerge from the cases in the spring. They look like miniature adults.

Other predators include the descriptively named assassin bugs and ambush bugs. There are also damsel bugs, big-eyed bugs, minute pirate bugs, syrphid flies, wasps, and dragonflies. Altogether, they make a formidable array of defense working to help maintain the balance of nature.

Beneficial insects that act as parasites include some wasps, flies and beetles. The adult form lives outside of the host insect but lay their eggs on or within a living host. After the eggs hatch, it is the young which feed on host tissues until the host is killed. Immature parasites complete their development in only one host. Because they are extremely specialized, they often only attack one or a few closely related species of insect. Parasites of insects do not in any way harm humans or their pets.

A fascinating example of a parasite is the eucharitid wasp which attacks ants. This particular wasp lays her eggs on the leaves of trees. The eggs hatch into mobile immature larvae that are able to crawl about on the leaf surface. In the spring, worker ants climb into the trees in search of aphids and other insects for food. The parasite larva attaches itself to any worker ant that comes close and hitches a ride back to the nest when the worker ant goes home. Once in the nest, the parasite drops off and attaches itself to a larval ant. The wasp larva feeds on the ant larva, eventually killing the ant. After emergence from the pupa, the adult wasp flies out of the ant nest to lay her eggs on leaves once more.

Other types of parasitic insects control aphids, whiteflies, grasshoppers, beetles, moths, bees and insects. Even though they are often not seen by the average person, they are definitely there and doing their job.

In the fight for control of the garden, the predator and parasitic beneficial insects are the little known heroes of the garden. Both types destroy many insects every day that would otherwise damage or kill our tender garden plants. Some work quickly and produce dramatic results; others work so slow that their efforts are rarely recognized in the garden. Both, however, are critical to maintaining the balance of nature in the plant's favor. They deserve our respect and appreciation.



If you have questions, you can reach one of the Master Gardeners at the Cooperative Extension office, 820 E. Cottonwood Lane, Building C, in Casa Grande. The telephone is (520) 836-5221, extension 204.

For more information, contact Rick Gibson at [gibsonrd@ag.arizona.edu](mailto:gibsonrd@ag.arizona.edu).





## CELEBRATE HEALTHY EATING IN YOUR CHILD'S CLASSROOM!

*Submitted by Lori Lieder, Program Coordinator, Sr.*

To promote HEALTHY celebrations in your child's classroom, replace the usual cake, cookies and ice cream with some of these nutritious snacks:



- Fresh fruit slices with low-fat yogurt dip
- Cheese and whole grain crackers
- Fruit smoothies or fruit cobbler
- Corn chips with bean dip
- Chili-flavored popcorn
- Apple and banana slices with caramel dip
- Cookie - cutter shaped sandwiches
- Zucchini, carrot or banana muffins
- Relish platter with low-fat ranch dip
- Frozen yogurt with fresh fruit and granola

For more information, contact Lori Lieder at [llieder@cals.arizona.edu](mailto:llieder@cals.arizona.edu).

# MASTER GARDENER

## PLANT DIAGNOSIS

*Submitted by Rick Gibson, Agriculture Agent*

HAVE A SICK PLANT OR JUST QUESTIONS ABOUT CARING FOR YOUR PLANTS? CALL OR EMAIL US!



The University of Arizona, Cooperative Extension, Pinal County—Maricopa Agricultural Center Master Gardeners can be reached at (520) 374-6263, or emailed at [macmastergardener@gmail.com](mailto:macmastergardener@gmail.com), send a picture with any information you can provide about the plant and your contact information.

For more information, contact Rick Gibson at [gibsonrd@ag.arizona.edu](mailto:gibsonrd@ag.arizona.edu).



# DEVELOPMENTAL SCREENING

## Why is Developmental Screening Important in Early Childhood Education Programs?

*Submitted by Esther Turner, Program Coordinator, Sr.*

Routine, universal developmental screenings promote a better understanding of all young children in your care. Early identification of developmental delays allows for timely access to supports and services, and promotes optimal development.

The Ages & Stages Questionnaire (ASQ-3™) is a quick and easy parent completed screening tool to gain valuable information about the child's development from 1 month to 5 years of age. It is used across the country and promotes a partnership between parents and Early Childhood Educators to help each child reach their developmental potential.

Using ASQ-3™ is an opportunity to encourage family involvement. You can partner with parents to regularly screen young children in your care. The results of the ASQ-3™ tool provide you and the parents with information about each child's strengths and possible developmental concerns. ASQ-3™ results can be used to tailor your curriculum for the young children in your care, and includes activities that you and the child's parents can work into a lesson plan to support areas of need.

*Early Childhood Educators say using the ASQ-3™ makes them better teachers and has strengthened their relationships with parents. And, screening is fun for everyone!*

Where can I learn more about developmental screenings and the ASQ-3™ training in Pinal County?

University of Arizona, Pinal County Cooperative Extension  
615 West Cottonwood Lane, Ste. 8, Casa Grande, AZ 85122  
(520) 836-4651, office / (520) 836-4233, fax  
<http://extension.arizona.edu/pinal>



Routine, universal screenings can help all children reach their full developmental potential.

SUPPORTED BY

 FIRST THINGS FIRST

# STRENGTHENING FAMILIES



## Family, Fun and Free!

*Submitted by Esther Turner, Program Coordinator, Sr.*



THE UNIVERSITY OF ARIZONA  
COLLEGE OF AGRICULTURE & LIFE SCIENCES  
**Cooperative Extension**  
Pinal County

### ABOUT THE **STRENGTHENING FAMILIES PROGRAM**

The **Strengthening Families Program (SFP)** consist of three skills courses: Parenting, Children's Life Skills, and Family Skills. Skills Building Program for children ages 3-5 and their parents (14 sessions / 1 per week). Parents and children have fun while learning valuable bonding techniques . Family style dinner at each class and Family Graduation Celebration. All parents or primary caregivers must register and attend classes. Child care available for children whose families are participants of the program.

### LOCATIONS & TIMES OF THE NEXT **SF PROGRAM**

#### Option A

Classes will be held every Tuesdays—Starting August 7, 2018 at 5:30pm & continues through mid-November 2018

First Baptist Church, 13955 South Sunland Gin Road, Arizona City, AZ 85123

#### Option B

Classes will be held every Thursday—Starting August 9, 2018 at 5:30pm & continues through mid-November 2018

Mary C O'Brien—1400 North Eleven Mile Corner Road, Coolidge, Arizona 85128

### FOR MORE INFORMATION ABOUT THE **SF PROGRAM**

University of Arizona, Cooperative Extension, Pinal County  
820 East Cottonwood Lane, #C, Casa Grande, AZ 85122  
(520) 836-5221, x211 / [eturner@cals.arizona.edu](mailto:eturner@cals.arizona.edu)

SUPPORTED BY

 **FIRST THINGS FIRST**

# MENTAL HEALTH FIRST AID

## TALKING MENTAL HEALTH WITH TEENS

*Submitted by Cathy Martinez, FCHS Agent*

*Written by Danielle Poole on June 28, 2017*

Talking to your teenager (or a teenager you know) about, well, anything, can be difficult.

When it comes to sensitive issues like mental health, getting a conversation started can be even harder. But the reality is that more than 22 percent of people between the ages of 13-18 will experience a mental health or substance use challenge every year, so making sure that we keep an open dialogue with teens about these issues is critical.



**Here are 5 tips for having a productive conversation about mental health or substance use with teens:**

- **Be genuine.** Teens can see right through an adult who is “faking it.” If you’re feeling uncomfortable in a discussion with a young person, admit it. Say something like, “This is hard for me to talk about, so I totally understand if it’s difficult for you too.”
- **Be careful about using slang.** You might think you’re “hip” and “with it,” but trying to use slang that you don’t normally use just to “connect” with a teen is a bad strategy—they’ll be able to tell immediately. Stick with language you’re comfortable using.
- **Allow for silence.** Just like anyone, teens may struggle at times to express what they want to say. Interrupting a silent moment may prevent someone from having enough time to formulate their thoughts—be patient.
- **Switch up the setting.** *Where* you have a conversation about mental health or substance use could make you or the teen you’re talking to more comfortable. Maybe taking him/her/them out to dinner will help open up conversation. Some adults find it easier to talk to a young person while doing another activity, like driving in the car, washing dishes or walking the dog. Sometimes talking during an activity that requires little eye contact can make the conversation more comfortable. Figure out what works best for everyone.
- **Don’t trivialize their feelings.** Good advice for any conversation. Mental health challenges can occur at any age. Wondering what a young person has to be depressed or anxious about implies that their life experiences and emotions are less valid just because of their age.

The more normal we make conversations about mental health and substance use, the easier having these conversations will get. And we know that one conversation can be pivotal when it comes to getting a young person facing a mental health or substance use challenge the help they may need.

To learn more about how to provide support to a young person who may be experiencing a mental health or substance use disorder, [www.mentalhealthfirstaid.org](http://www.mentalhealthfirstaid.org).

# NETWORKING NEWS

## BEWARE OF THE SCAM—NEW MEDICARE CARDS

*Via Pinal County Network Newsletter—CNN Money (New York), June, 2018*

A new Medicare card is coming your way, and we are asking you to alert seniors not to fall victim to any scams.

In an effort to help protect the elderly from identity theft, the federal government started mailing new cards that come with a new 11-digit identification number **instead** of an enrollee's Social Security number. The cards will be sent automatically to Medicare's roughly 59 million participants over the next year. Seniors should be sure their addresses are up to date with the Social Security Administration.

Congress required the Centers for Medicare & Medicaid Services to remove Social Security numbers from Medicare cards by April 2019. The new identifier is a mix of numbers and letters. Once seniors receive the new paper card, they should destroy their old plastic one and give the new card to their medical providers.

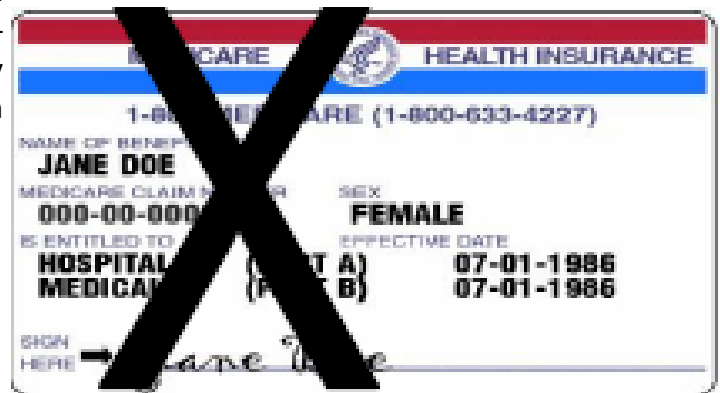
The roughly 21.5 million seniors who are enrolled in Medicare Ad-vantage should continue using the cards provided by their insurance carriers, which don't contain Social Security numbers. However, their providers may still want a copy of their new Medicare cards.

Though the effort is designed to help minimize fraud, it has sparked a series of scams. Medicare wants enrollees to know that they don't have to do anything to receive their cards (as long as their address is correct), and there is no activation process or fee. Also, Medicare will never initiate calls and ask to verify information over the phone.

"Anyone who is calling you for personal or financial information, hang up the phone," said Amy Nofziger, a fraud expert with the AARP, adding that those who do get contacted should report the scam to the federal government at 1-800-MEDICARE.

Yet another con involves beneficiaries being told they have a refund on their old Medicare cards and need to provide their bank information to process the return of the funds.

Most seniors don't know much about the new cards, which makes them vulnerable to scam artists, Nofziger said. Three-quarters of respondents to a new AARP survey said they knew nothing or very little about the redesign, and more than 60% think they could face a fee.





# FIND US. LIKE US. FOLLOW US.

## Facebook Pages:

- Pinal County Garden and Landscape Program
- Maricopa Master Gardeners
- Pinal County 4-H
- Child Care Health Consultation for Pinal County, AZ
- Sensory & Developmental Screening

Webpage: [CALS.PinalCounty](http://CALS.PinalCounty)

Twitter: [@RickGibson4](https://twitter.com/RickGibson4)

Blog: [ricksgardenspot.blogspot.com](http://ricksgardenspot.blogspot.com)



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[vicjimenez@yahoo.com](mailto:vicjimenez@yahoo.com)

**4-H** provides educational opportunities for youth to become capable and contributing members of a global community. Children, ages 5-19, learn about healthy lifestyles, animals, plant sciences, and leadership.

Contact: Misti Todd at (520) 836-5221, x213 or [mltodd@email.arizona.edu](mailto:mltodd@email.arizona.edu)

**ASPIRE** (Achieving Success by Promoting Readiness for Education and Employment) is a program designed to help foster independence in youths with disabilities between the ages of 14-16, and ultimately improve their educational and employment opportunities.

Contact: Sally Peoples at (520) 836-5221, x224 or [speoples@cals.arizona.edu](mailto:speoples@cals.arizona.edu)

**AZ Health Zone** is a program designed to influence healthy eating and active living in a positive way that promotes health and reduces disease among all people living in Arizona.

Contact: Lori Lieder at (520) 836-5221, x216 or [llieder@cals.arizona.edu](mailto:llieder@cals.arizona.edu)

**Child Care Health Consultations (CCHC)** develops relationships with childcare facilities to provide training to staff that will improve their knowledge and practice in the childcare setting.

Contact: Janet Jepsen at (520) 836-4651 or [janeti@cals.arizona.edu](mailto:janeti@cals.arizona.edu)

**Choose Health Action Teen (CHAT)** is designed to recruit teens to teach younger children the benefits of healthy eating and active living. Teens also participate in community service events.

Contact: Esmeralda Castillo at (520) 836-5221 or [ecastill@cals.arizona.edu](mailto:ecastill@cals.arizona.edu)

**Developmental Program** reaches out to families with children, ages 0-5, to screen for early developmental milestones such as gross and fine motor skills, communication, personal-social skills, and problem-solving capacities.

Contact: Esther Turner at (520) 836-5221, x211 or [eturner@cals.arizona.edu](mailto:eturner@cals.arizona.edu)

**Expanded Food and Nutrition Education Program (EFNEP)** is a nutrition education class designed to assist limited resource families in eating smart and being active and in acquiring the knowledge, skills, and behavioral changes necessary to contribute to their personal development and the improvement of the total family diet, nutritional and physical well-being.

Contact: Esmeralda Castillo at (520) 836-5221 or [ecastill@cals.arizona.edu](mailto:ecastill@cals.arizona.edu)

**Field Crops Systems** uses research and education efforts to work to improve field crop productivity and global food and fiber supply, farm economic viability, and protecting the environment.

Contact: Blasé Evancho at (520) 836-5221, x215 or [bee1@cals.arizona.edu](mailto:bee1@cals.arizona.edu)

**First Smiles** is an oral health program that provides preventative oral health education, oral screening, referral to dentists for children birth to age five and pregnant women; and fluoride varnishing for children with emergent teeth up to age five.

Contact: Greeta Mills at (520) 836-4651 or [gmills@email.arizona.edu](mailto:gmills@email.arizona.edu)

**MAC (Maricopa Agricultural Center) Farm Ag-Ventures** educational programs include a combination of videos, educational presenters, hands-on learning experiences and tractor-trailer rides around their 2,200 acre farm for a close-up view of what makes a working farm operate.

Contact: Victor Jimenez at (520) 374-6216 or [vicjimenez@yahoo.com](mailto:vicjimenez@yahoo.com)

**Master Gardener Program** trains volunteers to provide up-to-date, locally tested practical information to those desiring to improve the quality and effectiveness of desert gardens and landscapes.

Contact: Rick Gibson at (520) 836-5221, x227 or [gibsonrd@cals.arizona.edu](mailto:gibsonrd@cals.arizona.edu)

**Project WET (Water Education for Teachers)** is a program designed to teach educators how to better integrate water education, water conservation, and best management practices for water use into their curriculums.

Contact: Chuck Dugan at (520) 836-5221, x210 or [cld1@email.arizona.edu](mailto:cld1@email.arizona.edu)

**Sensory Program** provides free screenings of children, ages 0-5, for vision and hearing impairments that could affect developmental growth.

Contact: Esther Turner at (520) 836-5221, x211 or [eturner@cals.arizona.edu](mailto:eturner@cals.arizona.edu)

**Soil Fertility Research and Education** is a program that focuses on the development of research and education on soil testing, nutrient management, and fertilizer and animal waste best management practices.

Contact: Rick Gibson at (520) 836-5221, x227 or [gibsonrd@cals.arizona.edu](mailto:gibsonrd@cals.arizona.edu)

**Strengthening Families Program** is a parenting and family strengthening program for families with children ages 3-5, that focuses on strengthening parental bonds with their children and learning more effective parenting skills.

Contact: Esther Turner at (520) 836-5221, x211 or [eturner@cals.arizona.edu](mailto:eturner@cals.arizona.edu)