Welcome to our May edition of the Pinal County Cooperative Extension newsletter. We hope that the articles here will give you a peek into the wide variety of educational programs available from our faculty and staff. If you are new to our Pinal County Cooperative Extension newsletter, enjoy! If this edition is not your first, thank you for your continued interest in our programs. We hope that among our various articles that you will find something that will catch your interest. We invite you to spend some time with us as you wander through this our summer edition. Please feel free to contact us if you have questions.

Sincerely,

Rick Gibson
County Extension Director
“Do you know where we can purchase some milkweed plants?”

I fielded that question from a couple attending the demonstration garden open house at the University of Arizona College of Agriculture and Life Science’s Maricopa Agricultural Center.

“Milkweed? Why would anyone want to buy milkweed plants?” For someone unfamiliar with the value of milkweed as a landscape plant, that could have been a likely response. Not me though, I knew exactly why they were asking: butterflies.

Colorful butterflies, flitting here and there in our gardens, can be a fun way to let out the stress and enjoy some of the precious “down” time that we all need from time to time. The challenge is to get them to hang out where we can see them. The choice of garden and landscape plants plays a huge role in determining both when and where they will come.

It is not hard to understand why people are drawn to the color and delicate lines of butterflies. For centuries, artists have studied the detail of their form so that they could better capture their inherent beauty. For those who study the science of life, the butterfly and its relatives represents an intricacy of growth and development that is absolutely amazing. For most of us, however, there is something calming to just sit back, cozy in our patio chair, and watch these colorful visitors flit from bush to bush and tree to tree.

Attracting butterflies requires an understanding of what their behavior, the plants to which they are drawn and an understanding of their life cycle. Let’s start with their life cycle.
A butterfly is actually the last stage of an insect’s life and its main function is reproduction. When we see a butterfly flitting around, it probably is searching for a place to lay its eggs. When the female finds a likely spot she deposits the eggs to start the next generation.

After the egg hatches into the larval or caterpillar stage, it begins to eat. I mean really eat. The larva must eat enough food and store enough energy to carry it through to adulthood. At the end of the larval stage, the insect forms a chrysalis or a cocoon. It is during this “resting stage” that it transforms into an adult butterfly. Emerging from the chrysalis, the adult butterfly mates and lays eggs so that the cycle can be repeated. The adult needs lots of energy to do its job so it visits flowers regularly to tank up on the high energy nectar found in the flowers.

There are many types of butterflies in Arizona, each with their own tastes and needs. It really can get quite complicated if we try to be all things to all butterflies, especially at first. The best idea, then, is to start slow and build your garden over time. I would recommend that you do your homework first by researching the needs of the various butterflies native to Arizona and then place in the yard plants that are most inviting to those insects. The couple this past weekend was looking for milkweed plants for this very purpose. They reported that butterflies seemed to be most attracted to the one milkweed plant in their yard and they were looking for more.

There are several good source of local information. I like to use the Arizona Native Plant Society and Sonoran Arthropod Studies Institute publication called “Desert Butterfly Gardening”, but there are several other good resources available. You can also do a web search for “desert butterfly gardens” or “butterfly gardens Arizona” on your browser.
After you have done your research, create an organized, written plan that will help you determine what to plant and where and when, each item will be placed. As you assemble your landscape plan, remember to choose plants that are well adapted to our Sonoran Desert conditions.

Plants at home in the desert flourish under our growing conditions and require little work after they are planted. Annuals such as marigold, verbena, and zinnia or perennials like rosemary, salvia, and daisy are good, easy-to-grow selections.

You obviously will want to see the butterflies when they visit your yard, so make sure that you place the plants to your best viewing advantage. Plant the tallest plants, like trees and large shrubs, at the back of your field of view and shorter plants towards the front. If you reverse this and put the tallest plants in front, you will have to get out of your comfy chair and walk past the trees to see the butterflies that are attracted to the shorter plants. Put the taller plants behind and the shorter plants up front and you get to see it all from your chair. Trees and bushy shrubs also serve as a windbreak to encourage the butterflies to remain active even on windy days.

It is important to group your plants also by water demand. Do not put a high water demand plant like Buddleia butterfly bush on the same drip system as a low water demand plant like Lysiloma.

Not only do you waste water, but too much water on over irrigated plants and too little water on under irrigated plants can be devastating to plant health. If we are going to make every drop of water count, we ought to plan our landscapes around low to moderate use plants.

Make sure that you allow plenty of sunshine in your butterfly garden. Most of the plants attractive to butterflies require full sun for good growth and development. Too much shade can impair their health and limit their ability to attract butterflies. Plenty of sunshine also provides good light for viewing butterflies and for taking pictures to share with others. However, do not go overboard with the sunshine! A little shade is good. While it is not necessary for the butterflies, it will certainly add to your comfort on hot days!
So, what kind of butterflies can you expect in your garden? There are many species of butterflies in Arizona. They range from the huge swallowtails, like the monarch, to the tiniest of the whites, and come in a variety of colors. This variability is one of the reasons that butterfly gardening is so interesting!

Butterflies, like all plants and animals, are grouped into families. Each family is made up of individuals which closely resemble other members of the family. The more common families include the swallowtails, the whites and sulphurs, the blues and airstreaks, the snouts, the brushfoots and the skippers. Your reference, if it has good pictures, will help you identify the various families and individual butterflies within the families. It will also tell you which plants are most attractive to these insects.

By incorporating plants attractive to butterflies into our landscapes, we can enjoy the company of these interesting insects year after year.
Growing on to new locations

By Jim Jepsen, Program Coordinator Sr., UANN

I was recently approached by the assistant principal Kasey Burns of Palo Verde Elementary School in Casa Grande, and Jennifer Staples who is one of our nutrition educators about installing a new learning garden at the school. The three of us spent the afternoon walking the school grounds to locate a suitable space. We chose a location in a U shaped courtyard that has walls on the north, south and east sides which do not allow sun to hit the garden space until high noon. The actual garden space kind of reminds you of a no man’s land and is located between the east wall and a poured concrete edging. The ground there was littered with rocks, broken blocks, grass clippings and left over heaps of extra soil from somewhere. With the help of two Wildcat Corps Americorps volunteer service people, we were able to clear the area of all of the unwanted debris and began digging down into the rock hard soil that would eventually become the new planting beds. Water was applied to loosen the soil in order to dig it down to a foot or so. Once we reached the desired depth, we added gypsum and soil sulfur which are both soil conditioners that aid in water penetration and reduce sodium content.
While we were busy conducting the double dig method of soil excavation and running a main line for the above ground drip irrigation system, Kasey was busy working on securing donations for much needed essentials for the garden. Through her efforts she was able to receive garden tools, fertilizer, garden soil and composted steer manure. Once that was accomplished, we were ready for our new school gardeners to get started. They began the double dig method mentioned above which is a process where gardeners alternated soil and amendments lasagna style back into the trench where the soil originally came from and where the planting beds will emerge. I learned a saying long ago that, many hands make light work. Wow, is that not ever true when it came to having forty plus students work on building seven six foot planting beds. We laughed because once finished the garden looked more like a grave yard than a garden, but that soon changed. After the kids finished building their part of the garden and finished school for the day, I and the Americorps volunteers tweaked the garden a bit and installed the above ground drip irrigation system. Due to the beds being so short, we decided to only put one drip line per bed. That allowed for five emitters per bed which will deliver plenty of water for proper plant growth. The teachers and students got together and voted on what vegetables they wanted in their new garden. Not surprising, tomatoes and peppers won by a landslide. The following week we had a whole new crop of kids come out to plant. They alternated planting beds with different varieties of tomatoes and peppers with three plants per row. That doesn’t sound like much, but if all of the plants catch hold and survive, the students will have plenty of produce to harvest and then eat in the class room or take home and enjoy. Now all that is left is to install a protective sun screen from the scorching midday sun and the kids will be in business.
Principles of Home Canning

Preservation Methods

This quarter’s article will discuss the different methods available to preserve food. It is important to realize that the quality of canned food begins with the quality of the fresh product you start with. You always want to choose the best quality of produce available to you prior to beginning your preservation process.

The canning method that is approved for a food depends on the type of food. Foods are divided into two main categories:

* Those that contain acid (called “acid foods”)
* Those that have very little or no acid (called “low acid” foods)

There are two approved methods of canning foods at home and they are using a Boiling Water Canner (212°F at sea level) for acid foods or a Pressure Canner (at least 240 °F) that is used for low acid foods (and mixtures of acid and low acid foods). The specific methods will be detailed below.

Water Bath Canning

A water bath canner is a large pot with a jar rack and lid that is used with high acid foods such as fruits, jams, jellies, pie fillings, pickles or condiments and tomatoes with added lemon juice. The good thing is you do not have to run out and purchase a water bath canner if you have a large pot that allows for 2-3 inches of water above the tops of your jars. You also need the required rack to keep the jars off the bottom of the pot. The boiling water needs to flow around the jars as they are processing. If you do not have a pot at home that works in this fashion, the good thing is new water bath canners are fairly inexpensive and they come with a rack.
Pressure Canners

There are two types of pressure canners – weighted gauge and dial gauge models. The difference between the two is how they measure pressure with one using a readable dial gauge and the other uses weights to control the amount of pressure build up. The base pot of each of the styles are similar and they both have a rack that sits in the bottom of the pot. The lids have similar features as well such as the air vent, vent pipe and over pressure plug. All of these features are built into the canner for safety. A pressure canner lid also comes with a rubber seal that should be inspected prior to each use.

If you have a dial gauge canner, you should have the gauge tested each year prior to your first use. Contact Lori Lieder at the Pinal County Extension Office [(520)836-5221, x216] to schedule an appointment to have your gauge tested. There is no fee for the testing.
Dehydrating and Freezing Food

One of the easiest ways to preserve foods is to freeze them. There are ways to prepare the food to prevent browning and flavor loss from freezing. The best way is to prepare fruit by using a solution of ascorbic acid. Powdered ascorbic acid can also be sprinkled on fruit that is being packed with a sugar or dry pack. If you are preparing a fruit puree or juice, mix the ascorbic acid in with the prepared fruit or juice and freeze as normal.

When you are choosing vegetables for freezing you should always choose those of the best quality available and free of disease. Vegetables should be kept refrigerated until you are ready to process them and frozen within 24 hours of being picked. Wash all vegetables prior to processing and be sure to use a vegetable brush to scrub all firm skinned vegetables.

Blanching is a method using boiling water or steam for a short time and interrupts the enzyme processes in vegetables that leads to over-ripening of the product. This process is important for almost all vegetables prior to freezing. Blanching time is critical to process vegetables properly and times vary by vegetable.

Dehydrating food is another method of food preservation that is considered one of the earliest methods used by man. According to the National Center for Home Food Preservation, there is evidence that the Middle East and oriental cultures actively dried foods in the sun as early as 12,000 B.C. (2015). You can still use the sun but lucky for us, we also have access to the modern food dehydrator. You can dry fruit, vegetables, jerky, and seeds. You can also make your own fruit leathers using a food dehydrator. This method is the most time consuming and requires frequent checking of the product to ensure it is processing correctly. Be sure to complete your research prior to purchasing a dehydrator to ensure that it meet all of your needs.

More information will be forthcoming on this popular topic in future newsletters. Additional resources can be found at the National Center for Home Food Preservation website: [http://nchfp.uga.edu/index.html](http://nchfp.uga.edu/index.html) and by contacting the Pinal County Cooperative Extension, Lori Lieder, Program Coordinator, Sr. (520-836-5221, x 216)

Helping Schools Promote Wellness

This school year, the Pinal County University of Arizona Nutrition Network (UANN) Program has been working closely with local school districts to enhance their school Wellness Policies relating to nutrition and physical activity. The UA Nutrition Educators around the county are taking steps to help make the school environment a healthier one for students and staff, with Train the Trainer physical activity workshops for school staff, healthy lunch program tastings, and Wellness Weeks developed by student-led health and wellness teams that feature a different healthy message each day. Here are just a few of the wellness activities going on in Pinal County Schools:

**CATCH After-School Program:** The Coordinated Approach To Child Health, or CATCH Program is based on the Centers for Disease Control and Prevention’s Coordinated School Health model, where youth learn the importance of a healthy lifestyle through active play. Teachers and staff from two Elementary schools in the county took part in a 5 hour CATCH Kids Club After-School Training by our UANN staff. This interactive training provided school staff with instruction on teaching enjoyable structured physical activity and hands-on health lessons that focuses on topics such as energy balance, healthy snack foods, and sugar-sweetened beverages.
Wellness Weeks: To help promote National Nutrition Month, UANN staff worked with the School Nurse and Health Helpers at one of the elementary schools in Casa Grande to develop a "Wellness Week" at their school. Check out the list below for the daily wellness-themed activities.

Monday: “Move it Monday”- Students wore their favorite team colors/shirts and planned a fitness break during the school day where fun music was played over the intercom and all students and staff participated in 10 minutes of dancing.

Tuesday: “Taste it Tuesday”- On this day, the Health Helpers and SNAP Staff set up a "Salsa Challenge" in the cafeteria where all students and staff were encouraged to taste-test two different types of salsas; a “Fire and Ice Watermelon Salsa”, and a “Corn and Black Bean Salsa”. Students were then asked to cast their vote for which one they liked the best. Posters were hung in the hallways and school cafeteria to promote this event, and ballot boxes made by the Health Helpers were displayed for students to vote on their favorite salsa. At the end of the day, the ballots were tallied and the winning salsa was announced over the loud speaker. Much to everyone’s surprise, the “Fire and Ice Watermelon Salsa” was the overall favorite. Recipes were distributed to all students and staff.
**Wednesday: “Wash Your Hands Wednesday”**- The Health Helpers and UANN Staff visited every classroom on this day with a 20-minute lesson on food safety and how important it is to wash your hands before you eat or prepare food. Following the lesson, students were given a "high five" by one of the Health Helpers that had glow in the dark lotion on their hands, to demonstrate how easy it is to pass germs from person to person.

**Thursday: “Thirsty Thursday”**- Two coolers were set up in the cafeteria over the lunch hour for students to sample a small cup of "Cucumber Water", and "Orange Infused Water", before heading out to the playground after lunch. UANN Staff and the Health Helpers reminded all students about the importance of staying hydrated, and how adding fruits and veggies to your water can add flavor to plain water. On this day, handouts were distributed to all students about the importance of staying hydrated with healthy beverages.

**Friday: “Fresh Friday”**- To help promote the consumption of daily fruits and vegetables, students were encouraged to bring in a healthy fresh veggie or a piece of fresh fruit in their lunch or for a snack on this day. Classroom teachers took a few minutes during the day to discuss some of the fruit and veggie choices their students brought in.
**School Gardens:** Through the UANN Gardening Program, our Garden Coordinator, Jim Jepsen, has been very busy teaching elementary and middle school students what it takes to grow their own food. From choosing the garden site, to planting and harvesting fresh fruits and vegetables, students experience the hard work and wonder of where healthy food choices can come from.

**Family Fitness Nights:** Family Fitness Nights are a great example of activities that fall under a school wellness comprehensive physical activity program, and are very popular events for students and their families. Whether it’s Zumba class, or learning about MyPlate through physical activity, these events are enjoyed by all!
Healthy Living Teen Ambassadors (CHATs) hike the Grand Canyon!

The weather on the weekend of April 15th could not have been more perfect (including snow the day we arrived) to hike the Grand Canyon for 8 students from Santa Cruz Valley Union High School JAG who are also members of CHAT along with 53 other students and 20 adults from Pinal, Pima, Santa Cruz and Cochise counties who were all a part of the Healthy Living Teen Ambassadors Youth Summit 2016. The Youth Summit to the Grand Canyon was a great experience for these students to explore the outdoors and use the training they each completed prior to hiking the Grand Canyon. Many students, as I did, chose to hike the rigorous 16 mile round-trip hike down the South Kaibab trail to the Colorado River and back up Bright Angel Trail, while others chose the 12 mile to Plateau Point and the 9 mile to Indian Gardens. No matter which hike these students chose, it was a great day for a hike...overcast, some sprinkles and cool breezes kept you going and the rainbow at the end of the day as the sun was setting was BEAUTIFUL.
During the year all CHAT students go through trainings on nutrition and physical activity so that they can volunteer at community events and school events to educate the public and children on healthy living and promoting more physical activity. I am proud of all my CHAT students for the time and dedication they put into the CHAT program, but I am extremely proud of these 8 students who chose to be a part of the Youth Summit this year. Not only did they participate all year long volunteering their time to promote healthy living, but they went the extra several miles to train and hike for the Grand Canyon, which I can say is not an easy task but with determination, courage, strength and willingness WE DID IT!

Great job Anthony Wooten, Brittany Duran, Diana Barboza, Hector Camacho, Jovan Villescaz, Monique Diaz, Sammy Camacho and Tala Azzam. Also many great thanks to my hiking partner and husband Mario, and also to Mario J., Americorps, for helping out this year with all the loading, unloading, setting up tents and all the other duties that came with this trip.
Summer Sun Protection Tips For Children’s Vision

July is UV safety awareness month and this is a great time to remember to protect our eyes as well as our skin. According to the CDC prolonged exposure to the sun without protection can cause cataracts, macular degeneration and a number of other eye problems; including sunburn on the surface of the eye and skin cancer around the eyes. Choose sun glasses for the kids that contain the proper protection including:

- Select sunglasses that absorb 99-100% of UV rays
- Opt for wraparound frames or frames that fit closely to their face to prevent rays from entering the eyes from the side or above the frames.

A floppy hat or baseball cap can add additional protection and don’t forget the sunscreen.

**UV rays are strongest from 10 AM — 4 PM**, so avoid exposure during this time of the day and wear sunglasses even in the shade! Remember Arizona gets lots of sun.
Summer is almost here! It won’t take long for the kids, and you, to get bored. There are many activities for both inside and outside, that will help children build those all-important milestone skills, while having fun at the same time. The list provided here will give you some fun summer ideas.

Wondering about your child’s development? We offer Hearing, Vision, and Developmental Milestone Screenings for children ages 1 month to 5 years. Check out our website at http://extension.arizona.edu/pinal for more information. To schedule a personal appointment, contact our office at (520) 836-4651.
Extension Staff Features

Jennie Treadway is an Instructional Specialist for our Sensory Program, here at The University of Arizona Cooperative Extension-Pinal County and is currently the lead vision and hearing screener. A strong advocate for children in Pinal County, she works to involve families in the community to learn about the importance of early detection and screenings for vision and hearing difficulties. Her professional interests focus on making sure children are able to enter kindergarten ready and eager to learn. This is accomplished by providing screenings for families with young children in a variety of settings including schools, preschools, daycares, community events, home and office visits. In addition, she is a vision and hearing trainer for the Arizona Department of Health Services, and trains others to become vision and hearing screeners throughout Arizona. In her spare time Jennie is a wife and mother to two teenage boys. She is also a board member with Cactus Cats Rescue. She has a real passion for feline rescue and has several personal and foster cats and kittens in her home, which keep her busy when she is not screening children.

Nikita Shefia Lane absolutely loves working in Pinal County! Her career in Pinal County started in 2007 for the United Way of Pinal County. She’s passionate about the issues that face children age 0 to 5, their providers and families. Nikita believes that the grassroots approach to outreach is the way to be successful through communication and education, establishing rapport and relationships throughout Pinal. Having worked for the University of Arizona on the National Children’s Study until that program ended, Nikita is happy to be back working directly with CALS, all of the wonderful people who implement programs that create opportunities for lasting change.

Nikita is a Maricopa County resident and plans to buy a house in Pinal County in the next two years. On her own time, she loves having fun "experiencing Arizona" through travel, cultural, and community events.
Hi! I am Malaine Bargo and I am an native Arizonan, having been raised in good ol' Kingman, AZ. I came from an "education" family. My dad taught High School in Kingman for 40 years and my mom taught at the Kingman Junior High for 25 years. I graduated from Northern Arizona University with a Bachelors of Arts in Education in 1996. (Fun Side Note: My sister and brother both have their degrees in education too.) I have had the privilege of teaching with many of my former high school teachers, along with my father for a year, at Kingman High School. It was such a fun experience knowing them from the student perspective and then behind the scenes as "real people".

Gregg and I were married in 1995. We have three children, Elijah, Grayson and Rebecca. Elijah is married to Florence "Flo", who is originally from Belgium. She speaks French beautifully. Elijah is always trying to better his French language skills while going to school and working full time. Our second child, Grayson, is a full-time student at CAC and works part time at Safeway. Becca, our baby girl, is a sophomore at Mission Heights High School. She is sophomore class president and a member of the National Honor Society. They are all very good students. I couldn't be more proud of who they are! I also have an 18-month old grandchild, her name is Indianna Jane. We call her Indi. Her parents (Elijah and Flo), are very serious about her being bilingual. She is learning to talk and I love to hear her speak in French, it is the cutest! I never dreamed that being a grandma could be so life changing. She toddles into a room and we are all so enamored with her!

My family is my life. I don't know what my husband and I are going to do when the nest is empty... I guess it will be on to a new adventure!
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. 4-H Contact: Kimberly Gressley at (520) 836-5221, x.213 or gressley@cals.arizona.edu

Agronomic Field Crops 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: Rick Gibson at (520) 836-5221, x.227 or gibsonrd@cals.arizona.edu

Brain Builders is a 16 hour training for child care providers and parents focusing on early brain and child development for children, ages 0–3. Brain Builders Contact: Sally Peoples at (520) 836-5221, x.224 or speoples@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. CCHC Contact: Janet Jepsen at (520) 836-4651 or janetj@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. CHAT Contact: Esmeralda Castillo at (520) 836-5221 or 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. Developmental Contact: Esther Turner at (520) 836-5221, x.211 or 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. EFNEP Contact: Esmeralda Castillo at (520) 836-5221 or ecastill@cals.arizona.edu

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. Master Gardener Contact: Rick Gibson at (520) 836-5221, x.227 or gibsonrd@cals.arizona.edu

Ms Hijos, My Kids Childcare Recruitment is designed to assist applicants in becoming DES certified to provide childcare in their home. Mis Hijos Contact: Sally Peoples at (520) 836-5221, x.224 or speoples@cals.arizona.edu

Project CENTRL prepares highly motivated leaders to be more effective in meeting the growing challenges facing agriculture in rural Arizona. Project CENTRL Contact: Karen Vanderheyden at (520) 316-0909 or kvander@ag.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. Project WET Contact: Chuck Dugan at (520) 836-5221, x.210 or cld1@email.arizona.edu

Sensory Program provides free screenings of children, ages 0–5, for vision and hearing impairments that could affect their developmental growth. Sensory Contact: Esther Turner at (520) 836-5221, x.211 or 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, x.227 or 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. SFP Contact: Esther Turner at (520) 836-5221, x.211 or eturner@cals.arizona.edu

Teen Outreach Program (TOP) is an evidence-based youth development program that is designed for youth ages 12–17 and focuses on reducing rates of school failure, school suspension, and teen pregnancy. TOP Contact: Ashley Tapia at (520) 836-5221 x217 or ashleytapia@email.arizona.edu

University of Arizona Nutrition Network (UANN) 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. UANN Contact: Lori Lieder at (520) 836-5221, x.216 or llieder@cals.arizona.edu

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Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting (Cooperative Extension, Pinal County, 820 East Cottonwood Lane, #C, Casa Grande, AZ 85122, 520.836.5221). Requests should be made as early as possible to allow time to arrange the accommodation.

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