Welcome to this, our November 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. From home canning, to school garden and landscaping, to family and personal enrichment, there is much happening. If something looks interesting to you, why not come and let us share with you.

Sincerely,

Rick Gibson
Principles of Home Canning

Getting ready for Fall canning

During this time of year canning is not always on the top of our priority lists. Fall usually ushers in the season of baking and holiday treats. This year we would like you to consider canning some of the more common fruits that are in season in Arizona – apples and pears. If you remember from our last article, we discussed the acid levels in food and how this determines the type of canning method you should use. In Figure 1, you will see that apples rate at a low pH which means they are fairly high in natural acids. Pears are somewhat higher in pH but still rate below the 4.6 pH threshold and can therefore be processed in a water bath canner.

Acidity

Figure 1

Low acid foods have pH values higher than 4.6. This typically includes red meats, seafood, poultry, milk and most fresh vegetables.

Acid foods have a pH of 4.6 or lower. This category includes fruits, pickles, sauerkraut, jams, jellies, marmalades and fruit butters.

When choosing your apples or pears for your canning project you should choose fruit that is disease-free, free of bruising, bright in color depending on the variety, and fully ripe fruit is best for the fruit butter recipes provided here. Fruit butters are a thick, creamy, smooth spread that is rich in concentrated flavors. Slow cooking the fruit pulp and sugar over medium heat melds the basic ingredients together in perfect balance.
Apple Butter

Whole, Halved, or Quartered

Yield: about 6 pint or 3 quart jars

7 ½ to 10 ½ pounds tomatoes         Ball Citric Acid or bottled lemon juice
    (about 23 to 32 medium)          Salt (optional)
1 to 1 ½ quarts water

PREP: Wash apples under cold running water; drain. Core and peel apples. Cut apples into quarters.

COOK: Combine apples and water in a large saucepan. Cook apples at a simmer (180 °F) until soft. Puree mixture using an electric food strainer or food mill. Measure 2 quarts of apple pulp; return apple pulp to saucepan. Add sugar and spices, stirring until sugar dissolves. Cook at a gentle boil over medium heat until apple mixture is thick enough to mound on a spoon, stirring frequently to prevent sticking. If mixture becomes too thick, add a small amount of water or apple juice for desired consistency.

FILL: Ladle hot butter into a hot jar, leaving ¼ inch headspace. Remove air bubbles. Clean jar rim. Center lid on a jar and adjust band to fingertip-tight. Place jar on the rack elevated over simmering water (180 °F) in boiling-water canner. Repeat until all jars are filled.

PROCESS: Lower the rack into the simmering water. Water must cover the jars by 1 inch. Adjust heat to medium-high, cover canner and bring water to a rolling boil. Process half-pint or pint jars 10 minutes. Turn off heat and remove cover. Let jars cool 5 minutes. Remove jars from canner; do not retighten bands if loose. Cool 12 hours. Test seals. Label and store jars.

Pear Butter

Yield: about 6 pint or 3 pint jars

6 pounds pears (about 18 to 24 medium)
½ cup water
4 cups sugar

1 teaspoon grated orange peel (about ½ medium)
½ teaspoon nutmeg

**PREP:** Wash pears and orange under cold running water; drain. Cut pears in half lengthwise; core and peel. Cut pears into eighths. Grate orange peel; measure 1 teaspoon grated orange peel. Cut orange in half and remove seeds. Juice orange; measure 1/3 cup orange juice.

**COOK:** Combine pears and water in a large saucepan. Cook pears at a simmer (180°F) until soft. Puree mixture using an electric food strainer or food mill. Measure 2 quarts of pear pulp; return pear pulp to saucepan. Add sugar, stirring until sugar dissolves. Stir in remaining ingredients. Cook at a gentle boil over medium heat until pear mixture is thick enough to mound on a spoon, stirring frequently to prevent sticking. Remove from heat.

**FILL:** Ladle hot butter into a hot jar, leaving ¼ inch headspace. Remove air bubbles. Clean jar rim. Center lid on a jar and adjust band to fingertip-tight. Place jar on the rack elevated over simmering water (180°F) in boiling-water canner. Repeat until all jars are filled.

**PROCESS:** Lower the rack into the simmering water. Water must cover the jars by 1 inch. Adjust heat to medium-high, cover canner and bring water to a rolling boil. Process half-pint or pint jars 10 minutes. Turn off heat and remove cover. Let jars cool 5 minutes. Remove jars from canner; do not retighten bands if loose. Cool 12 hours. Test seals. Label and store jars.


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)

Protecting Plants from Frost Injury

Rick Gibson
Cooperative Extension Agent, Agriculture
Pinal County, Arizona

With the advent of cooler weather, we might as well now talk frost and freeze protection so that when that inevitable freeze comes along, you will have had plenty of time to get ready.

Sooner or later, a freeze warning is going to creep into the long term forecast. At that time, you have several choices. One, you can choose to ignore it and let your cold sensitive plants fend for themselves, or two, you can gather the needed materials together early, watch the forecasts, and take timely action as needed. Once choice is easy, but sometimes devastating to sensitive plants, and the other takes a little extra work, but helps greatly in keeping a yard looking good.

Yes, I know that many cold sensitive plants are just too big or ungainly to protect. A spectacular bougainvillea, an aggressive queen’s wreath vine, or a large citrus tree may be just too large to protect; but smaller plants, especially young plants which can be seriously damaged from cold weather, are easier to protect and timely action may pay dividends later if we take the time and effort. If you choose to protect your plants, here are some facts that you need to know.

The average date of the first killing frost in Pinal County has long been set at about November 6th each year but the recent warm winters have pushed that date back towards the end of the month or even into December. Because of the warming trends, we may have become a little too lax in preparing for winter weather, and because of that, we sometimes get caught unprepared. Tender plants like bougainvillea, citrus, and the last of your summer garden plants could be blasted with cold temperatures.

For those of us familiar with desert weather, we know that big changes can take place overnight. We know that warm, balmy days can turn into winter cold within just a few days, sometimes within just a few hours. Now is a good time to get ready for these cold temperatures and frosty nights. A little time spent now on prevention can save a lot of grief later. Let’s review once again the basics.

It is important to remember that there is a difference between frosts and freezes. Frost is the most common type of cold weather injury. It occurs when low temperatures and humidity combine with calm and clear nights to cause surfaces such as leaves, soil and car windshields to cool faster than the surrounding air. The moisture in the air condenses and freezes in place. This condition is called a frost.

Freezes occur when temperatures drop below 32° F. All plants have a specific temperature at which they will begin to suffer damage. Once that temperature is reached, damage begins. Lemons will begin suffering damage right around 32°, while oranges usually do not start showing freeze damage until 26° or below. Grapefruit falls in between
So how do we protect our plants against damage? When thinking of cold weather protection, most people immediately think of covering their plants at night, and that is exactly right. Improperly done, however, covering will actually afford little protection and may actually harm tender plants.

Remember, natural cold descends from the atmosphere during the night. Natural warmth radiates upward from the earth, which is heated during the day by the sun. When the amount of cold overpowers the amount of radiated heat and temperatures go below what sensitive plants can endure, cold damage can occur.

Coverings shelter plants from the cold air that is descending down upon the plants and trap the radiated heat that is moving upward from the earth. This minimal protection often is quite sufficient to keep tender plants from harm.

In order for coverings to be successful, they must accomplish each of these two tasks. To do this, they must extend all the way to the ground. Full coverage will keep the warmer air trapped inside from escaping. They must also be put in place before it begins to get cold, which usually means late afternoon. They must not be removed until temperatures rise to a safe level, usually well into the following day. Covers are removed to allow the sun to reheat the soil underneath the plants. This will provide warmth for the next night’s protection.

Cloth, cardboard or paper coverings insulate better against the cold than plastic coverings. I prefer quilts, blankets, bed sheets and burlap when I cover my plants. However, plastic could work for frost protection if the temperatures do not dip too low. Plastic tends to radiate heat faster than these other coverings and are a little more risky to use. In a pinch, and if plastic is all that is available, rig a frame to hold the covering off of the plant foliage. The cold temperature of the plastic itself could damage tender plant tissue.

Extra warmth can be provided for the most tender or most valuable plants, by placing a low watt light bulb inside the covering. The extra heat from the light bulb can help keep the air temperatures inside the tent high enough to avoid plant tissue damage. In doing this, do not forget safety. Do not let the light bulb touch the covering or the leaves or stems of the plant. Coverings could catch fire and tender tissues can be damaged by the heat.

Use an outdoor extension cord and make sure that there is no standing water that could cause an electrical hazard. Do not forget to turn the light off during the daylight hours to save money and avoid the possibility of plant damage.

Flood irrigating works for frost protection on the principle that water must give off heat to freeze and the slight amount of heat released can moderate the sharp plunges of temperature during a frost. Flooding is risky because water must be present for the complete duration of the freeze or frost or the colder temperatures resulting after heat release may worsen the damage. I wouldn’t risk sprinkling the trees with water. It is too dangerous in the event that you do not have good water coverage or the sprinkler quits running during the time when temperatures are below freezing.
The easiest form of frost protection is to create and use microclimates in the garden. Citrus trees, for example, do well in the narrow spaces between houses because the close proximity of the walls tend to protect them from plunging temperatures. Heat-loving and frost sensitive plants like bougainvillea and hibiscus seem to do best on south-facing walls with an overhanging roof.

Cold weather protection requires planning and careful observation of weather patterns. Now is the time to make plans and preparations to protect our tender plants once the forecast tells us that a frost is coming. Then, with just a little effort, we can put our plans into action.

Fifth Disease

Fifth disease is considered a communicable disease caused by human Parvovirus B19. Transmission occurs when a person comes in contact with secretions from the nose, mouth or throat of an infected person. The secretions may be on surfaces or in infected droplets in the air. The incubation period is usually around 4 – 14 days but could be as long as 21 days.

Original symptoms may be mild with a low fever, headache, body ache, nausea or chills for 2–3 days. After about a week, a bright red rash begins to appear on the cheeks (slapped cheek appearance). The cheeks may be hot but are not painful. There may also be scattered red raised spots that appear on the chin, forehead and behind the ears. Approximately one day later a lace-like rash appears on the upper arms and legs, and sometimes the trunk. This lacy rash may disappear and then reappear over a period of weeks, particularly after exposure to sunlight or extreme heat and cold. The contagious period is before the appearance of the rash.

Most cases occur in the late winter and early spring. Outbreaks of this illness among children in child care and elementary school are not unusual. Exclude all individuals with undiagnosed fever and rash until fever-free for 24 hours without the use of fever-reducing medications. There is no treatment for Fifth Disease. Preventive measures such as proper hand washing should always be the first line of defense.

This important health and safety information has been provided to you by the Child Care Health Consultant program through First Things First. We care about the future of our children.
Easy Ways to Eat More Fiber

Most people know that eating a diet rich in fiber helps to keep the digestive system healthy, but did you know that fiber can also lower cholesterol and help prevent diabetes, heart disease and certain types of cancer? The health benefits of dietary fiber are plentiful. If you eat a variety of foods that grow from the ground each day, you are probably already reaping the benefits of a healthy fiber-filled diet! Let’s take closer look at what fiber is.

What is Fiber?

Dietary fiber is a type of carbohydrate, and can be found on a nutrition facts label under the carbohydrate section. It is the indigestible part of plant foods and is often referred to as “roughage”. Fiber has two main components; soluble fiber and insoluble fiber. Both types are important and often found together in fiber-rich foods.

In your digestive tract soluble fiber absorbs water and creates a feeling of fullness in your stomach. It also acts like a sponge for cholesterol, which may help in the prevention of heart disease. Soluble fiber can be found in foods like beans and lentils, as well as apples, oatmeal and citrus fruits. Insoluble fiber works differently in your body. This type of fiber acts like a big scrub brush, cleaning your food tube as it travels through your digestive tract. Insoluble fiber comes from the woody or structural part of a plant, hence the name “roughage”. It is abundant in the skin and seeds of fruits and vegetables, the outer kernel of corn, broccoli stems, and in wheat and whole grain cereals.

How much fiber do I need and how do I know if my children are eating enough fiber?

As SNAP-Ed Nutrition Educators, this is a question we get asked often by parents and adults. Elementary-aged children need to eat about 10-15 grams of fiber each day. It is recommended that women under the age of 50 should consume at least 25 grams of fiber per day, where adult men under the age of 50 should strive for about 38 grams each day. After the age of 50 your fiber needs drop slightly.

Eating enough fiber is easier than you think. You can reach the recommended amount of fiber each day by consuming at least 2 cups of fruit and 2 ½ cups of vegetables, along with beans or legumes and foods made from whole grains.
Ways to add more fiber into your family meals:

- **When shopping for cereal, choose whole-grain varieties.** Many popular cereals are made with whole-grains but they also may contain lots of sugar. Look for cereals that have whole-grains as their first ingredient. Try to stick with cereals that are low in sugar and have at least 3 to 5 grams of fiber per serving. To add a little healthy sweetness to a bowl of whole grain cereal, top it with some diced fresh fruit like raspberries or bananas.

- **Add a piece of fresh fruit to your child’s lunchbox, as well as yours.** Whole fruits are packed with lots of healthy vitamins and often times provide over double the fiber than a glass of 100% fruit juice. For example, one cup of orange juice contains .5 grams of fiber, where a whole orange contains approximately 2.3 grams of fiber.

- **Leave the skins on fruits and veggies.** Most people know that the skins of fruits like apples and grapes contain most of the fiber. But did you know the same is true for vegetables like potatoes? To boost the fiber in your mashed potatoes, be sure to wash before cooking, but do not peel them. You can mash the peels right into the potatoes. This adds color, texture and extra dietary fiber. This goes for sweet potatoes too!

- **Instead of processed grains like white pasta, white rice and flour tortillas, serve your family the whole grain variety.** Whole grain pasta, brown rice and whole wheat tortillas have a nuttier flavor and may take a few tries to get used to the different texture and flavor. Try using these products when combined with other foods or sauces. For example, use whole-grain spaghetti noodles topped with your favorite spaghetti sauce. I bet no one will even notice!

- **Add cooked beans, nuts and berries to salads.** Salads are a great way to get your servings of vegetables in for the day, and alone provide your body with lots of fiber. By adding ¼ cup of cooked chickpeas, black, kidney or navy beans you will be getting an extra 5 grams of fiber. Depending on the variety, nuts and seeds offer about 2 – 3 grams of fiber per half cup serving.
Whole Grain Pasta Salad

**Ingredients:**
cups whole grain pasta noodles
cups cucumber, chopped
pint grape tomatoes, cut in half
1 cup low-fat cheddar cheese, cubed
1 cup lean ham or turkey, diced
¾ cup prepared low fat ranch dressing
  2 tablespoons dry Hidden Valley Ranch mix
  ¾ cup low-fat or fat-free mayonnaise
  ¾ cup skim or fat free milk

**Directions:**
Wash hands thoroughly with warm water and soap.
Prepare ranch dressing according to package directions. Place in refrigerator to chill.
Cook pasta according to package directions. While pasta is cooking, wash and chop veggies, cheese and ham. Place all salad ingredients into a large bowl and mix well. Pour dressing over salad ingredients and toss to combine. Refrigerate any leftover.

**Yield:** 10 one-cup servings

The University of Arizona is an equal opportunity, affirmative action institution. The University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, veteran status, or sexual orientation in its programs and activities.
Did you know that a child’s brain is not fully developed at birth? All other organs, such as the heart, lungs, and kidneys, are formed and ready to function, however, the infant’s brain is still developing. It is because the brain is still developing that infants, toddlers, children, teens, and adults can continue to learn new skills. If you took a Brain Builders For Life training, you would know this and much more!

Brain Builders For Life is a 16 hour institute that provides information to individuals who work with children, prenatal to three years of age, on the different domains of child development. Children change daily and as a parent, grandparent, childcare provider, or anyone else who works with young children, it is important to know how to create a rich environment for the child to learn and experience new things. Participants learn about early brain development, prenatal development, physical development and social/emotional development.

Caregivers are children’s first and best toys! They learn a myriad of things from caregivers. Brain Builders For Life gives caregivers tools they can use to promote healthy development of infants, toddlers, and preschoolers.

Institutes are held twice each year in Pinal County, are free of charge, and are open to the public. To learn more about Brain Builders or to register to attend an institute, please call Sally Peoples at (520) 836-5221 ext. 224.

Upcoming dates for Pinal County:   February 11th and February 18th, 2017
                                     June 10th and June 17th 2017
                                     September 16th and September 23rd, 2017
Growth and understanding begins with the rebirth of one school garden in Pinal County.

By Jim Jepsen, Program Coordinator Sr., UANN

Stanfield elementary school is one of our gardens that has not been mentioned in any of our previous newsletters, but is one that has risen from the ashes in rebirth like that of the Phoenix Bird.

Let me explain. Back in January of 2015 myself, one of our now retired county agents, and a group of ten AmeriCorps NCCC members set to work in Stanfield Arizona at the elementary school. The powers that be, teachers and students wanted to create a garden area out of what once was a volleyball court that had not been used in quite a few years. The land area was basically a blank slate so with some blood, sweat and tears we transformed what looked like a barren wasteland into a thriving productive garden. At least for one season.

What happened next was devastating. After the produce boom that was had in the spring of 2015, the garden lay dormant for a good part of the summer. Due to the yearly monsoon season, the dust storms stared to roll in. Along with these windstorms came plenty of weed seeds and the Stanfield area received a substantial amount of rainfall. With all of the moisture combined with all of those weed seeds, boom, explosive growth began. If only our own garden seeds and transplants would grow like that. Anyway, by the end of the summer and the beginning of the new school year, it was very difficult to make out that there was any kind of a garden space in there at all.

Because of the overabundance of ugly unwanted dry fodder, it became evident that there was not only a mess to get under control, but the potential fire hazard to boot. A directive was issued to get the garden cleaned up, and cleaned up it was. The problem was that proper communication had not been conveyed. To digress back to the gardens construction, eighteen garden beds were created that had above ground drip irrigation tubing that was all connected to a permanent pvc underground water distribution system coming from the schools water source. Now, are you beginning to visualize what is coming next? When the cleanup order was issued, the garden was not just weeded and cleaned up, it was completely eradicated. Can you say Wow? The lines were torn from the permanent tubing and a tractor with disc was brought in to knock down the weeds. Along with weed removal, all eighteen planting beds and the permanent water lines were destroyed.
What to do now? After discovering that there was no longer a garden, and after regaining my composure from the initial shock, I went up to the office to find out what had happened. After a lengthy explanation and a plea for help, I said “Well, the damage has been done, and unfortunately there’s nothing we can do to turn back the clock.”

What to do next. Well, if at first you don’t succeed, try try again. Stuff happens as they say, so we started to work to raise the Stanfield elementary school garden from the ashes. This time, the construction is moving at a far slower pace. We had three AmeriCorp participants who could only work so many hours during their service time. With that limitation, we enlisted the school students, grades 6th through 8th to come out and learn how to create their new garden. It has taking them some time, and due to the extended heat that we have had this summer and now into the fall, it would have been somewhat of a detriment for the cool season crops. The students just need to wait a little while longer for planting to begin.

The north half of the garden now has nine new garden beds and the underground infrastructure has been built and installed. The students then worked on measuring out the length of the garden beds and then cut tubing and assemble the above ground drip lines that they connected to the main system.

Oops, one more glitch in the system is that there was a water main break in the ball field at the school. Unfortunately, when it was repaired, the main line for the garden water supply was not reconnected. Since we are waiting for that to come through, the students have also begun construction of the south half of the garden. Once they have it completed, it should mirror that of the north half with eighteen rows twenty feet long. Once the Phoenix bird fully rises from the ashes at the Stanfield elementary school garden, I expect that these industrious hard working students will have their efforts rewarded with a super fall harvest.
ASPIRE Project

UACE, Pinal and Santa Cruz Counties, recently entered into an Inter-Governmental Agreement with the Arizona Governor’s Office of Youth, Faith, and Family to provide services to youth who live in poverty or are receiving Social Security disability. UACE will provide the Self-Determination portion of the ASPIRE Project statewide. The Self-Determination curriculum that will be used is being developed by a team of individuals across the State, and includes youth members. The curriculum will be delivered to the target audience in group settings during the course of the grant period. Some of the components of the Self-Determination curriculum include: Choice-making skills, problem solving skills, goal-setting and attainment skills, and self-knowledge and awareness skills. The grant runs through September, 2018.

AmeriCorps begins another year

Organized through the University of Arizona, College of Agriculture and Life Sciences and in collaboration with UA Cooperative Extension and the UA Norton School of Family and Consumer Sciences, the AmeriCorps Program will have over 60 members who will serve a total of more than 25,000 hours throughout Arizona this year. UACE Wildcat Corps members will serve with UA Cooperative Extension Agriculture, 4-H and FCHS programs in several Arizona counties. These programs include, but are not limited to, Arizona Project WET, SNAP-ED, and child development programs.

Pinal County has three AmeriCorps members that began service in October, 2016. Please help us welcome Brittany Duran, Christopher Sherwood, and Lisa Zatcoff to our Pinal County team! They will be out and about assisting programs that benefit the community. They will serve through August, 2017.

MAC Farm Family Day

For a great family experience, bring everyone you know to the MAC Farm Family Day that will be held from 10:00 a.m. - 2:00 p.m. on Saturday, November 19th, 2016 at the Maricopa Agricultural Center There will be many booths with a variety of interests open to all. Tractor rides, Conner the Clown, Face Painting, Cricket spitting Contests, Large Farm Equipment Displays, Old Time Tractors, a 4-H Petting Zoo, a walk through a Corn Maze, entomology displays, food vendors, and more will all be part of this fun day at the MAC Farm Open House. Mark your calendar for It’s All Happening at the Farm !!!!!
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 Castilllo 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 Castilllo 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

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

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: Jennifer Staples at (520) 836-5221, x.207 or jstaples@cals.arizona.edu