



A. CalFresh Healthy Living, UC Program Overview

i. Key Integrated Work Plan activities

In FFY22, the Central Sierra CFHL, UC program (El Dorado, Amador, Calaveras, and Tuolumne Counties) made 2,928 direct education contacts (2,877 youth and 51 adult), teaching 793 sessions (virtual, hybrid, and in-person) for a total of 769 instructional hours. An additional total of 60,890 indirect education contacts were made, with a focus on healthy eating and active living. Also, by working with 15 sites/organizations to implement 35 changes to their policies, systems, and physical environments, an estimated 4,295 people have been reached and provided greater opportunities to make healthier choices in their lives. These activities were delivered and supported by 8 dedicated professionals (6.9 FTE funded) and 63 volunteers who implemented many educational strategies and curricula to improve the health of the most vulnerable Central Sierra residents.

- 1. Nutrition Education and Physical Activity Education in Schools:** CFHL UCCE's presence providing nutrition and physical activity education in Central Sierra schools continues to comprise the majority of the program's activities. In FFY22, 87% of the program's direct education contacts (2,543 contacts) were made with youth in K-12 schools in the Central Sierra. In FFY22, 13 school sites received direct education, 15 school sites received indirect education, and 9 school sites received PSE support. The most commonly used direct education curriculum were:
 - Nutrition to Grow On
 - Harvest of the Month
 - GO, GLOW, GROW
 - Cooking Academy
 - Coordinated Approach to Child Health (CATCH K-5, 6-8th)

Due to less strict regulations during the COVID-19 pandemic, programming for youth was able to resume to primarily being in-person education. Majority of schools within the Central Sierra began to reopen their doors to volunteers and outside visitors once more with regulations such as wearing a mask indoors and maintaining social distance whenever possible. In this way, educators were able to deliver majority of the 689 sessions in the classroom with either modifications or no impact.

The CFHL UCCE Central Sierra program was able to provide 365 food tastings to 6,040 students during in-person education while following strict food safety guidelines to ensure minimal food contamination of germs and viruses. These guidelines included always wearing gloves during the tasting, only the educator handled the food to pass out to students, and, in many instances, food tastings were passed out in closed containers.

2. **Gardens:** In the Central Sierra, much of CFHL UCCE’s education is enhanced by integration with gardens. School, community and ECE gardens continued to provide living laboratories for students to increase not just their nutrition knowledge, but also their food literacy. In FFY22, strong partnerships continued between the CFHL UCCE program and the UCCE Master Gardener program. Major programmatic activities in gardens include teaching in and helping to maintain school gardens; hosting classes and educational events for youth and adults in Master Gardener demonstration gardens; and creating take-home garden education kits for elementary schools, farmers markets, and community events. One of the CFHL UCCE Central Sierra staff members is an accredited Master Gardener, and one of the program’s volunteer extenders also leads a local agricultural organization in the Central Sierra. Other major partnerships that support garden work in the Central Sierra include:
- Maintaining relationships and communications with network of agriculture farms and educators in El Dorado (Ag in the Classroom) and Calaveras (Calaveras GROWN and Gardens to Grow in).
 - Reinvigoration of school gardens at elementary, middle, and high school sites throughout El Dorado and Calaveras Counties.
 - Collaborating with Master Gardeners to create and distribute Garden Kits in El Dorado to 645 students
3. **Harvest of the Month (HOTM):** Delivered regularly by all educators across the Central Sierra, HOTM is one of the program’s main tools for promoting food literacy. Much like before the COVID-19 pandemic, many of the school sites across the area were able to include various HOTM components such as a school-wide cafeteria promotion, an experiential complement to in-class education, short videos featuring the seasonal item, and educational handouts sent home to parents or handed out at community gatherings.

In El Dorado, Calaveras, and Amador counties, HOTM messaging and produce tastings were offered in 11 schools to normalize eating fruits and vegetables and promote healthy eating on an institutional level. El Dorado not only provides the HOTM tastings in 9 classrooms at one school, paired with a short video and an activity, but they also provide cafeteria tastings and work with the Lake Tahoe Unified School District to distribute biweekly newsletters to partnering schools reaching teachers and SNAP-Ed eligible families in the community. In Calaveras County, HOTM tastings are paired with garden-enhanced nutrition education and are conducted widely with individual classes in 5 schools. HOTM has become an expected event in most of these schools and provides a good opportunity to reach a whole school population with the aim of changing norms and facilitating an event each month focused on healthy eating. Further, building on the success of the HOTM videos created in 2021, work on additional videos is still a key activity for the team and have become an integral part of the current outreach and ongoing nutrition education.

4. **Youth Engagement:** In partnership with the UCCE 4-H program, the CFHL UCCE program continued its efforts to move beyond serving youth and towards engaging youth in FFY22. The Program Coordinator provided monthly TA assistance for youth engagement projects and collaborated on developing youth engagement trainings. El Dorado – South Lake Tahoe continued planning and implemented activities in throughout the school year for FFY22; funded partly by a grant from the USDA NIFA's Children, Youth and Families at Risk program in collaboration with the CFHL UCCE and 4-H programs, this project aims to create Students Nutrition Action (SNAC) Clubs at two participating elementary schools. In these clubs, youth in grades 4th-6th are empowered to look for ways to improve their school or community's food environments, and to serve as peer educators and role models to other students.

Five teens-as-teacher's group projects continued in South Lake Tahoe and 2 in Calaveras County. These projects train youth to deliver CFHL UCCE curriculum in partnership with the 4-H program. During the school year, the South Lake Tahoe program partnered with the Boys and Girls Club and successfully trained 4th-6th grade youth to provide outreach events and teach in-person nutrition and cooking to K-1st graders.

In Calaveras County, the COVID-19 pandemic continued to hinder in-person delivery of the curriculum by the teens. Some virtual training as well as in-person training were developed to encourage youth to stay involved with the project. However, due to restrictions, the teens-as-teachers youth were not able to go in-person to classrooms. Teens from Calaveras High School did provided stations for healthy snack making with elementary students during Farm Day event.

5. **Community Activities Serving Adults:** In search of effective approaches to reach adults during the COVID-19 pandemic, the program focused on the following activities in FFY22.
- In El Dorado County – West Slope, the program continued to expand nutrition education for a site serving adults with disabilities to include classes in the UCCE demonstration garden, providing hands-on garden experiences to enhance education and Harvest of the Month tastings with this group.
 - In El Dorado County – South Lake Tahoe, CFHL UCCE reached out to the community's Family Resource Center to begin planning stages for an Adult-PAR (adult participatory action research) group. Educators are being trained in the Our Voice Workshop to learn how to use the Stanford Discovery Tool- an online application that helps capture data in photos and written testimonials about community health for the purpose of creating community and environmental change.
 - In Amador County, about 4 single sessions and 1 series of classes were held for a perinatal group of parents in Amador County Department of Social Services. A single session was also held at Nexus Youth & Family Services. Healthy, Happy Families, Nutrition Spotlight, and MyPlate for My Family were the curricula used.
 - In Calaveras County, outreach for parents during school events was successful in providing resources for healthy eating.
 - In Tuolumne County, single in-person classes were offered through Infant Child Enrichment Services using Eat Healthy, Be Active Community Workshops.

- In two Central Sierra counties, the program collaborated with food banks to provide packets of recipes using all items in each month's commodities distribution, including the printed EatFresh.org recipes for every bag that is distributed in the county. Collaborations and reach included El Dorado County – South Lake Tahoe's Bread and Broth, serving 300 families, and Tuolumne County's ATCAA Food Bank, serving 550 families.

ii. Major achievements/outcomes despite COVID-19

FFY22 highlights for CFHL UCCE Central Sierra are summarized below by county.

- In El Dorado County – West Slope, Youth nutrition and garden education resumed in-person with a few school and community sites. Food tastings resumed as well during lessons. Themed garden kits were distributed to 440 youth. In winter 2022, in-person programming started again serving an adults with disabilities site, in partnership with UC Master Gardeners.
- In El Dorado County – South Lake Tahoe, virtual newsletters continued to be distributed bi-weekly and reached the entire school district. In fall 2022, in-person programming started in school sites. In partnership with 4-H and the local Boys & Girls Club of Lake Tahoe, 3 series of in-person youth development programs were successfully implemented and 2 more youth engagement series were added in the summer.
- In Amador County, adult education was delivered virtually and in-person. Youth education was delivered in-person. Additional indirect education resources were distributed to contacts at three partnering schools, ATCAA, perinatal adult group, and the Amador Senior Center.
- In Calaveras County, strong partnerships provided continuation of established district-wide garden-enhanced nutrition education during the 2nd year of the COVID-19 pandemic. Youth engagement projects in 2 sites allowed students to cook recipes and serve tastings to the rest of the school and staff. Using food harvested from the school's garden, youth also prepared Harvest of the Month tastings for peers. Further, during the "Kids Day in the Garden" event, educators provided herb seed planting kits to youth. These kits were distributed to 150 event participants.

B. Summary FFY2022 Program Activities from PEARS

i. FFY 2022 Direct Education Participants Reached by Age Group and Setting – tables to be provided by the State Office based on PEARS data

| County | 0-4 | 5-17 | Total Youth | 18-59 | 60+ | Total Adult | Total DE Participants |
|-----------|-----|-------|-------------|-------|-----|-------------|-----------------------|
| Amador | - | 78 | 78 | 19 | 3 | 22 | 100 |
| Calaveras | - | 1,117 | 1,117 | - | - | - | 1,117 |
| El Dorado | - | 1,606 | 1,606 | 15 | - | 15 | 1,621 |
| Tuolumne | 16 | 60 | 76 | 13 | 1 | 14 | 90 |

Reach by IWP Setting

Schools (K-12)

After School

| County(s) | 0-4 | 5-17 | 18-59 | 60+ | 0-4 | 5-17 | 18-59 | 60+ |
|-----------|-----|-------|-------|-----|-----|------|-------|-----|
| Amador | - | 78 | - | - | - | - | - | - |
| Calaveras | - | 1,063 | - | - | - | 34 | - | - |
| El Dorado | - | 1,332 | - | - | - | 274 | - | - |
| Tuolumne | 10 | 60 | - | - | - | - | - | - |

Early Childhood

Community

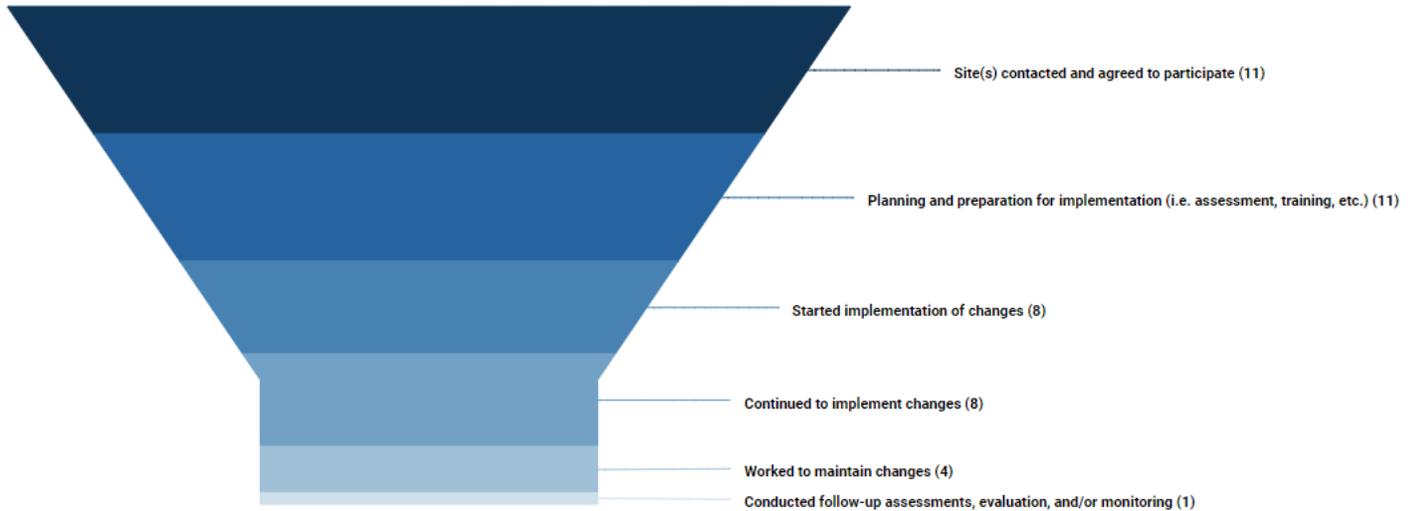
| County(s) | 0-4 | 5-17 | 18-59 | 60+ | 0-4 | 5-17 | 18-59 | 60+ |
|-----------|-----|------|-------|-----|-----|------|-------|-----|
| Amador | - | - | - | - | - | - | 19 | 3 |
| Calaveras | - | 20 | - | - | - | - | - | - |
| El Dorado | - | - | - | - | - | - | 15 | - |
| Tuolumne | 6 | - | 13 | 1 | - | - | - | - |

ii. Indirect Education channels and reach (total and new) – to be provided by State Office

| Indirect Education | Amador | Calaveras | El Dorado | Tuolumne |
|---|--------|-----------|-----------|----------|
| Unique Reach | 2,421 | 4,062 | 47,813 | 6,594 |
| New Reach | 776 | 2,912 | 4,941 | 3,272 |
| Articles | - | - | - | - |
| Billboards, bus/van wraps, or other | - | - | - | - |
| Blog | - | - | - | - |
| Calendars | - | - | 2 | - |
| Community events / fairs - participated | 2 | 3 | 15 | 3 |
| Community events / fairs - sponsored | - | - | 1 | - |
| Electronic materials | 9 | 8 | 9 | - |
| Fact sheet | - | - | 3 | 3 |
| Hard copy materials | 9 | 4 | 27 | 9 |
| NERI | - | - | 28 | 3 |
| Other, please specify | - | - | 1 | 1 |
| Radio interview | - | - | - | - |
| Social media | - | - | - | - |
| TV public service announcements | - | - | - | - |
| Videos | 9 | - | 4 | - |
| Websites | - | - | - | - |
| Food Demos | 3 | 6 | 10 | 2 |

- iii. PSE sites by stages, needs assessments conducted, reach by settings, changes adopted – information either provided by the State Office or available from PEARS Impact Dashboard

PSE Activity Pipeline



NEEDS ASSESSMENTS

| | Amador | Calaveras | El Dorado | Tuolumne |
|--|---|---|---|---|
| Number of Needs and Readiness Assessments and PSE Sites/Organizations with Assessments* | Number of Assessments / Sites with Assessments (n=1) | Number of Assessments / Sites with Assessments (n=5) | Number of Assessments / Sites with Assessments (n=9) | Number of Assessments / Sites with Assessments (n=0) |
| Total Needs Assessments / Environmental Scans | 0 / 0 | 0 / 0 | 0 / 0 | 0 / 0 |
| Total Staff Readiness Assessments | 0 / 0 | 0 / 0 | 0 / 0 | 0 / 0 |
| Total Organizational Readiness Assessments | 0 / 0 | 0 / 0 | 0 / 0 | 0 / 0 |

*Reported for all PSE stages.

POLICY, SYSTEMS, AND ENVIRONMENTAL (PSE) SITES AND REACH

Total PSE Sites/Org and Number with One or More PSE Change Adopted and Reach*

| COUNTY | All Stages of Implementation | Only Implementation and Maintenance Stages | | | | | COUNTY REACH TOTALS |
|---------------------------|------------------------------|--|--------------------------------|------------------------------|---------|---|---------------------|
| | Number of PSE Sites/Orgs | Schools (elementary, middle, and high) | Early care and education (ECE) | Before/ afterschool programs | Other** | Number of PSE Sites/Orgs with Changes Adopted | |
| Amador (County) | 1 | 0 | 0 | 0 | 1 | 1 | 70 |
| Calaveras (County) | 5 | 5 | 0 | 0 | 0 | 5 | 2,461 |
| El Dorado (County) | 9 | 4 | 0 | 2 | 0 | 6 | 1,764 |
| Tuolumne (County) | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

*Summary statistics provided for PSEs in all stages of implementation and for those in the implementation and maintenance stages only.

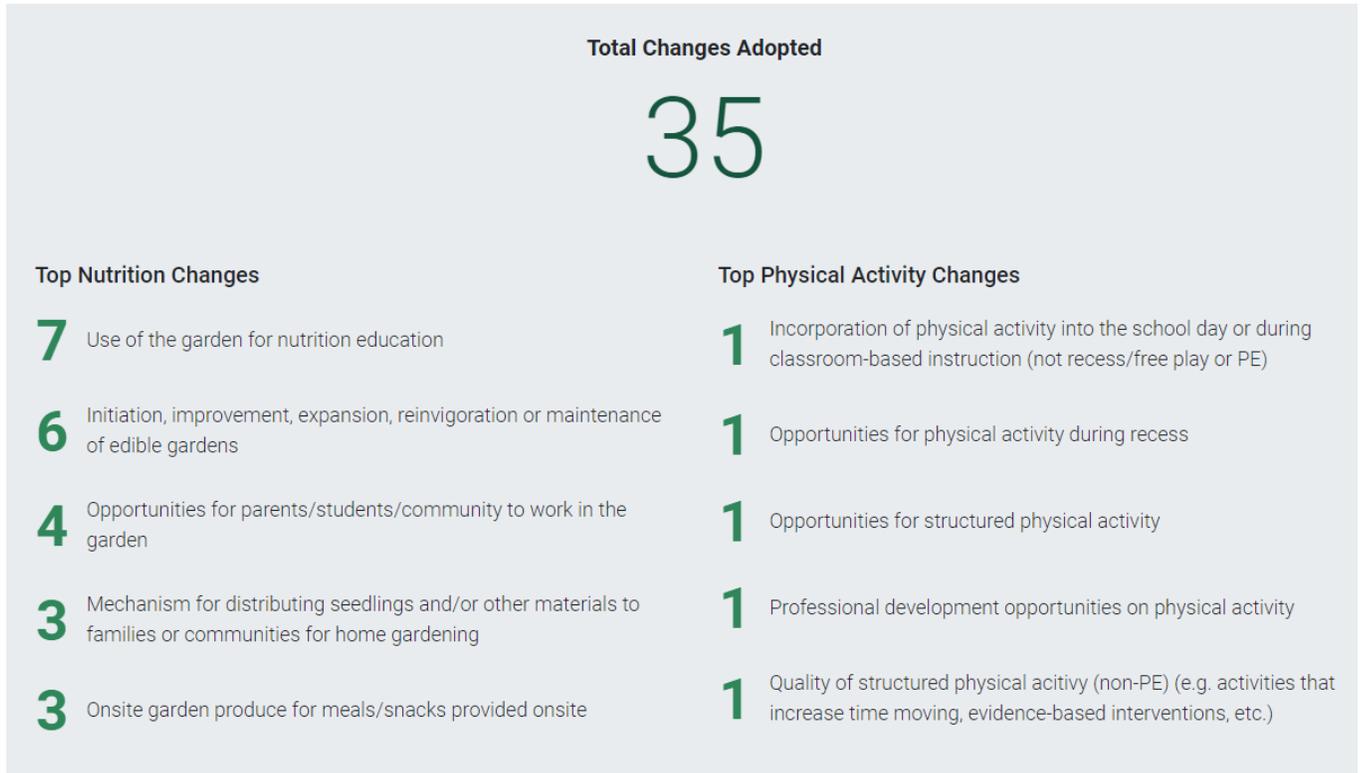
**Other includes Emergency shelters and temporary housing sites

Number of PSE Sites and Reach by Setting for *Implementation and Maintenance Stages* *

| COUNTY | Schools (K-12, elementary, middle, and high) | | Before and after-school programs | | Emergency shelters and temporary housing sites | | TOTALS | |
|--------------------|--|-------|----------------------------------|-------|--|-------|-----------|-------|
| | PSE Sites | Reach | PSE Sites | Reach | PSE Sites | Reach | PSE Sites | Reach |
| Amador (County) | 0 | 0 | 0 | 0 | 1 | 70 | 1 | 70 |
| Calaveras (County) | 5 | 2,461 | 0 | 0 | 0 | 0 | 5 | 2,461 |
| El Dorado (County) | 4 | 1,414 | 2 | 350 | 0 | 0 | 6 | 1,764 |
| Tuolumne (County) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

*Summary statistics include only those PSEs in the implementation and maintenance stages.

PSE Changes Adopted



iv. Total Partners and Partners by Type and Number of Coalitions and Members by Sectors of Influence

| Partnerships by type | Amador | Calaveras | El Dorado | Tuolumne |
|---------------------------------------|--------|-----------|-----------|----------|
| Agricultural organizations | - | 2 | 2 | 1 |
| Community members/individuals | 1 | 1 | 1 | 1 |
| Early care and education facilities | - | - | - | 1 |
| Faith-based groups | - | - | - | - |
| Food banks/food pantries | - | - | 2 | - |
| Food stores | - | - | - | - |
| Foundations/organizations/ nonprofits | - | - | 1 | - |
| Government program/agency | - | 2 | - | - |
| Hospitals/healthcare organizations | - | - | - | 1 |
| Human services organizations | - | - | - | - |

| Partnerships by type | Amador | Calaveras | El Dorado | Tuolumne |
|---|--------|-----------|-----------|----------|
| Indian Tribal Organizations | - | - | - | - |
| Labor/workforce development | - | - | - | - |
| Local governments/agencies | - | - | - | - |
| Other: Adult Learners-ESL. Family Resource Center. Youth Development Organization and Afterschool | - | - | 1 | - |
| Other commercial businesses | - | - | - | - |
| Parks and recreation centers | - | - | - | - |
| Public health organizations | - | 1 | - | - |
| Public/low-income housing groups | - | - | - | - |
| Schools (colleges and universities) | - | - | - | - |
| Schools (K-12) | 2 | 2 | 4 | - |
| Senior centers | - | - | - | 1 |
| Shelter/temporary housing groups | - | - | - | - |
| Worksites | - | - | - | - |

| Coalition members by Sector | Amador | Calaveras | El Dorado | Tuolumne |
|-----------------------------|--------|-----------|-----------|----------|
| Agriculture | - | 3 | - | - |
| Community design | - | - | 1 | - |
| Education | 2 | 5 | 8 | 1 |
| Food industry | - | - | - | - |
| Government | 2 | - | 1 | - |
| Other (please specify) | - | - | - | 1 |
| Public health/health care | 6 | 2 | 8 | 1 |
| Public safety | - | 1 | 1 | - |

C. Success Stories, Challenges and Planned Improvements for FFY 2022

I. Success – See PEARS Success Story entry

| PEARS ID | Title | County |
|----------|---|-----------|
| 25715 | Establishing SNAC Clubs at Local Boys and Girls Club of Lake Tahoe | El Dorado |
| 27209 | The Foothills Indian Education Alliance + CFHL, UCCE Central Sierra: Fostering Youth Cultural Knowledge | El Dorado |
| 27260 | Student Peer Leadership Skills Develop While Creating Sustainable Gardens | Calaveras |

II. Responding to the COVID-19 Challenge

The CFHL UCCE Central Sierra team responded to the challenge of COVID-19 in FFY22 by remaining flexible in how direct and indirect education was delivered. While the team was able to pivot into virtual delivery in 2021, many of the Central Sierra sites began to reopen their doors in FFY22, but many remained virtual for a while longer.

Virtual Education

Back in the office, educators created county-specific newsletters and continued to produce short, engaging educational videos about nutrition, gardening and physical activity. Reaching remote and hybrid learners throughout entire school districts, these virtual resources included nutrition facts, recipes, and activities to do at home. Educators also continued to use the library of virtual curricula resources for adult and youth education put together by other educators throughout the state and managed by the State Office. With these resources, the Central Sierra team was able to provide modified direct education lessons to over 1,024 SNAP-Ed eligible participants.

Take-Home Educational Kits

With the success of creating take-home nutrition and gardening education kits from 2021, counties resumed to build and distribute over 600 kits to youth participants for continued at-home experiential learning. Kits were distributed in schools, community events, and at the end of face-to-face direct education series. In many cases, staff worked with partnering organizations to help fund and distribute these kits, allowing the program to reach far more participants than they would have been able to otherwise.

- GT School of Innovation: 300 victory garden kits were sent home with students to create their own home garden, in partnership with UC Master Gardeners.
- Pinewood Elementary: 140 pollinator pop kits were given for the school garden instructors to run pollinator activities in the garden.
- Kids Day in the Garden: 200 herb planting kits were distributed to families with young children in Calaveras County in partnership with First 5 Calaveras and other community organizations, the kit contained garden related items and nutrition activities.
- Boys & Girls Club of Lake Tahoe: 31 cooking kits were distributed to youth leaders in SNAC clubs after the completion of a successful series of lessons and community service project. Kit contained items to continue the practice of cooking in the home, such as measuring cups and spoons, cutting board, recipe book, produce brush, grocery bag, and a grocery list.

In-Person Learning Modifications

For the sites that did return to in-person learning, educators were asked to make modifications to the delivery of the lessons. Not only did educators need to follow policies in place by the site, such as masking while indoors and maintaining social distance, but also, some sites did not allow tastings after nutrition lessons. It wasn't until a while longer that tastings were allowed to be distributed once more, but they could only be handled by the educator when being passed out and the tasting had to be placed in individual closed containers for each participant. All these new steps were necessary to be able to provide safety to students and staff through a most uncertain time.

Together, these methods of delivery comprised a more comprehensive approach to providing SNAP-Ed services while maintaining a level of safety for all. While staff look forward to fully resuming to in-person educational activities, many of the skills and techniques gained during this time will facilitate program implementation long-term.

III. Optional Data to show COVID-19 Impact - Tables to be provided by the State Office and can be incorporated if desired.

| County(s) | Modified | | New | | No Impact | | Postponed | |
|-----------|---------------|-------|---------------|-------|---------------|-------|---------------|-------|
| | DE Activities | Reach |
| Amador | 4 | 35 | - | - | 5 | 65 | - | - |
| Calaveras | 3 | 145 | 2 | 61 | 30 | 911 | - | - |
| El Dorado | 38 | 844 | 1 | 4 | 31 | 773 | - | - |
| Tuolumne | - | - | - | - | 6 | 90 | - | - |

IV. Optional Describe any additional Challenge(s)

The program’s major challenge this year was adapting to the uncertainty and constant changes due to the COVID-19 pandemic. Although staff were able to offer virtual programming, connectivity in the rural Central Sierra counties and regular virtual attendance were consistent issues. Hybrid and in-person classes adapted to restrictions with food tastings and recipe demonstrations. In addition, staff invested a large part of the beginning of the fiscal year rebuilding relationships with sites and partners.

Another major challenge in our communities were wildfires that affected our communities not only through evacuations, but with toxic air quality ratings that lasted for weeks. These challenges affected mainly the communities of El Dorado, and, as a result, community engagement with CFHL, UCCE was placed on hold.

Major challenges this year included staff turnover and the difficulty of hiring new staff. While the Central Sierra program was funded for 10.5 FTE in FFY22, a combination of staff departures, staff leaves due to COVID-related illness and/or childcare, and staff maternity and parental bonding leave, the CFHL UCCE Central Sierra program was only staffed at a level of approximately 6 FTE over the course of the year.

An ongoing challenge for the program is the breadth of the many different agencies and systems under which it operates. Navigating the systems, regulations, and procedures from USDA, CDSS, the CFHL, UC State Office, UC ANR, and UCCE Central Sierra requires a significant investment of time. In the Central Sierra, the work must also be done across four counties, including managing four integrated work plans, four site lists, and four sets of community partners within one administrative area and one budget. The scope of administrative work necessary to learn how to effectively operate the program, and train staff how to work within such a large and decentralized system, reduces the time available for other more strategic activities.

V. Planned Improvements

The program will focus on continuing to adapt existing programming to virtual, hybrid, and in-person delivery methods for use during the COVID-19 pandemic. New materials will continue to be developed as needed in order to meet community needs as best as possible, while aligning with the area’s IWP, and new approaches to deliver effective PSEs. Two new approaches to reaching adults will be piloted. One is to engage groups of adult champions in community assessments and PSE programming, using a framework similar to Youth Participatory Action Research, but adapted for adults.

Administratively, the focus will be on staff capacity building and training to implement virtual, hybrid, and in-person education. In addition, filling the vacancies of 3.0 FTE will be instrumental in rebuilding program impact over the next fiscal year. Once these critical position are filled, much more administrative time will be available to support staff development, facilitate community connections, and increase staff effectiveness in program implementation.

Finally, the program will continue to evaluate effectiveness of virtual education, as it is offered. For in-person and hybrid evaluations, the program will continue to use the recommended evaluation tools and guidance provided by the CFHL, UC state office. Administrative items will include training staff and continuous quality check-ins on new policies and procedures as they become available to the program.

D. Presentations, Publications and Awards

Conference Presentations and Posters, Publications

News coverage – Print and Electronic Media:

CFHL, UC Active News Beet:

- Luquin, C., Padilla, C. (June 21st, 2022). Establishing SNAC Clubs at the Boys & Girls Club of Lake Tahoe. <https://us7.campaign-archive.com/?u=a7bcc27755ff6e98f62827c28&id=458f4a98d8#CalFresh%20Healthy%20Living,%20UC%20in%20Action!%C2%A0>
- Munniks, K., Padilla, C. (August 15th, 2022). Peer Mentoring Harvests Leadership Skills and Garden Delights. <https://us7.campaign-archive.com/?u=a7bcc27755ff6e98f62827c28&id=33951b5746#CalFresh%20Healthy%20Living,%20UC%20in%20Action!%C2%A0>
- Thorene, S. (April 14th, 2022). Blue Zones Project Community Discovery Fair Creates ‘Fun Zone’ at Fairgrounds. The Union Democrat. https://www.uniondemocrat.com/news/article_b440ed4e-bc29-11ec-ad62-2fdc2b3ceb9f.html

Virtual CFHL. UCCE Newsletters

- Giron, M. (October, 2021). Growing with Nutrition Newsletter –Cinnamon Baked Pears. Virtual newsletter sent to schools.
- Giron, M. (October, 2021). Growing with Nutrition Newsletter –Pears and Cranberry Crisp. Virtual newsletter sent to schools.
- Giron, M. (November, 2021). Growing with Nutrition Newsletter –Pumpkin Smoothie in a Cup. Virtual newsletter sent to schools.

- Giron, M. (November, 2021). Growing with Nutrition Newsletter –Pumpkin Pudding. Virtual newsletter sent to schools.
- Giron, M. (December, 2021). Growing with Nutrition Newsletter –Baked Cauliflower Tots. Virtual newsletter sent to schools.
- Giron, M. (December, 2021). Growing with Nutrition Newsletter –Sautéed Cauliflower Rice. Virtual newsletter sent to schools.
- Giron, M. (January, 2022). Growing with Nutrition Newsletter –Beet Dip. Virtual newsletter sent to schools.
- Giron, M. (January, 2022). Growing with Nutrition Newsletter –Tropical Beets. Virtual newsletter sent to schools.
- Giron, M. (February, 2022). Growing with Nutrition Newsletter –Popeye Power Smoothie. Virtual newsletter sent to schools.
- Giron, M. (February, 2022). Growing with Nutrition Newsletter –Spinach and Citrus Salad. Virtual newsletter sent to schools.
- Giron, M. (March, 2022). Growing with Nutrition Newsletter –Radish and Cucumber Salad. Virtual newsletter sent to schools.
- Giron, M. (March, 2022). Growing with Nutrition Newsletter –Braised Radishes. Virtual newsletter sent to schools.
- Giron, M. (April, 2022). Growing with Nutrition Newsletter –Roasted Sugar Snap Peas. Virtual newsletter sent to schools.
- Giron, M. (April, 2022). Growing with Nutrition Newsletter –Parmesan Peas. Virtual newsletter sent to schools.
- Giron, M. (May, 2022). Growing with Nutrition Newsletter –Carrot, Jicama and Orange Salad. Virtual newsletter sent to schools.
- Giron, M. (May, 2022). Growing with Nutrition Newsletter –Peach and Carrot Smoothie. Virtual newsletter sent to schools.
- Giron, M. (June, 2022). Growing with Nutrition Newsletter –Pickled Cucumbers. Virtual newsletter sent to schools.
- Giron, M. (June, 2022). Growing with Nutrition Newsletter –Summer Cucumbers. Virtual newsletter sent to schools.

- Giron, M. (September, 2022). Growing with Nutrition Newsletter –Melon Mint. Virtual newsletter sent to schools.
- Giron, M. (September, 2022). Growing with Nutrition Newsletter –Watermelon Salsa. Virtual newsletter sent to schools.

Virtual Newsletters in Spanish

- Giron, M. (octubre, 2021). Creciendo con Nutrición –Peras Horneadas con Canela. Boletín virtual enviado a las escuelas.
- Giron, M. (octubre, 2021). Creciendo con Nutrición –Postre Crujiente de Peras y Arándanos Rojos. Boletín virtual enviado a las escuelas.
- Giron, M. (noviembre, 2021). Creciendo con Nutrición –Licuado de Calabaza en un Vaso. Boletín virtual enviado a las escuelas.
- Giron, M. (noviembre, 2021). Creciendo con Nutrición –Pudin de Calabaza. Boletín virtual enviado a las escuelas.
- Giron, M. (diciembre, 2021). Creciendo con Nutrición –Papitas de Coliflor al Horno. Boletín virtual enviado a las escuelas.
- Giron, M. (diciembre, 2021). Creciendo con Nutrición –Arroz de Coliflor. Boletín virtual enviado a las escuelas.
- Giron, M. (enero, 2022). Creciendo con Nutrición –Dip de Betabel. Boletín virtual enviado a las escuelas.
- Giron, M. (enero, 2022). Creciendo con Nutrición –Remolachas Tropicales. Boletín virtual enviado a las escuelas.
- Giron, M. (febrero, 2022). Creciendo con Nutrición –Licuado Poderoso de Popeye. Boletín virtual enviado a las escuelas.
- Giron, M. (febrero, 2022). Creciendo con Nutrición –Ensalada de Espinacas y Cítricos. Boletín virtual enviado a las escuelas.
- Giron, M. (marzo, 2022). Creciendo con Nutrición –Ensalada de Rábano y Pepino. Boletín virtual enviado a las escuelas.

- Giron, M. (marzo, 2022). Creciendo con Nutrición –Rábanos Dorados. Boletín virtual enviado a las escuelas.
- Giron, M. (abril, 2022). Creciendo con Nutrición –Chícharos Tiernos Rostizados. Boletín virtual enviado a las escuelas.
- Giron, M. (abril, 2022). Creciendo con Nutrición –Chícharos a la Parmesana. Boletín virtual enviado a las escuelas.
- Giron, M. (mayo, 2022). Creciendo con Nutrición –Ensalada de Zanahoria, Jícama y Naranja. Boletín virtual enviado a las escuelas.
- Giron, M. (mayo, 2022). Creciendo con Nutrición –Licuado de Durazno y Zanahoria. Boletín virtual enviado a las escuelas.
- Giron, M. (Junio, 2022). Creciendo con Nutrición –Pepinillos. Boletín virtual enviado a las escuelas.
- Giron, M. (Junio, 2022). Creciendo con Nutrición –Pepinos de Verano. Boletín virtual enviado a las escuelas.
- Giron, M. (Septiembre, 2022). Creciendo con Nutrición –Melón y Menta. Boletín virtual enviado a las escuelas.
- Giron, M. (Septiembre, 2022). Creciendo con Nutrición –Salsa de Sandía. Boletín virtual enviado a las escuelas.

i. Awards Received

- “Future Farmers of America Award” – Presented to Katy Munniks – 7/2022