

Health Director's Report
April 14, 2022

Division / Program: Nutrition / DINE Classroom Garden Kits

(Accreditation Activity 10.2: The local health department shall carry out or assist other agencies in the development, implementation and evaluation of health promotion/disease prevention programs and educational materials targeted to groups identified as at-risk in the community health assessment.)

Program description

- DINE is a school- and community-based nutrition education program targeting SNAP-eligible Durham families.
- DINE works with Durham Public Schools (DPS) and community organizations on Farm to School initiatives to promote local food/agriculture, school gardens, and healthy eating.
- DINE developed Classroom Garden kits for teachers to grow microgreens in the classroom with their students. The benefits of growing microgreens are they do not require a lot of space or materials, and they are ready for harvest in 10-20 days. The kits contain seeds, compost, growing instructions, lesson resources that help connect the activity to nutrition education, a watering can and garden journals. The students also receive a packet of seeds and growing instructions for microgreens so they can repeat the activity at home.

Statement of goals

- To reinforce DINE's nutrition education and behavior change goals, focusing on increasing consumption of fruits and vegetables.
- To provide a learning activity for teachers to use that aligns with academic standards across a variety of subjects.

Issues

- **Opportunities**
 - The classroom garden kits enable teachers to practice Farm to School and school garden activities right in their classroom rather than depending on a shared school garden space.
 - Third grade has an essentials science unit on plants and how they survive in their environment that combines well with an indoor garden activity.
 - DINE can offer an additional learning opportunity for classrooms in partnering schools that are not receiving the full DINE nutrition curriculum.
- **Challenges**
 - Learning how to grow food takes trial and error and some of the classrooms did not have success with the grow kits on their first try. The information from the post-evaluation will enable DINE to address common challenges and solutions going forward.

Implication(s)

- **Outcomes**
 - Since February 2022, Classroom Garden kits have been distributed to 34 classrooms across 8 schools, reaching 1,042 students.
- **Service delivery**
 - DINE developed the Classroom Garden kit idea, creating the instruction and education sheet, and facilitating outreach. *See attached DINE Classroom Garden Kit instructions.*
 - DINE provided educational reinforcements for the garden kits.
 - DINE staff assembled the garden kits.
 - DINE coordinated garden kit distribution with partner schools and offered consultation to help teachers utilize the kits in their curriculum.
 - DINE created a survey to gather feedback from teachers.
- **Staffing**
 - Two DINE nutritionists have led this project through initiation, planning, execution, and evaluation.
 - Six DINE nutritionists have supported this project through school outreach and assisting with kit assembly.
- **Revenue**
 - No revenue was generated.

Next Steps / Mitigation Strategies

- DINE staff is currently planning how to make the Classroom Garden kits part of regular service delivery to the schools.
- DINE will evaluate feedback received via the survey to assess impact and make improvements.

Division / Program: Nutrition / DINE/Outdoor Cooking Education Classes

(Accreditation Activity 10.2: The local health department shall carry out or assist other agencies in the development, implementation and evaluation of health promotion/disease prevention programs and educational materials targeted to groups identified as at-risk in the community health assessment.)

Program description

- DINE has ongoing and long-lasting partnerships with Durham Public Schools (DPS), providing nutrition education to SNAP-eligible students and their families. DINE also facilitates policy, systems, and environmental (PSE) changes at these schools that help students make healthy choices.
- Merrick-Moore Elementary School has an Outdoor Education class, which students rotate through during their “Specials” block. DINE partnered with the Outdoor Education instructor to pilot an Outdoor Cooking Series with the 3rd, 4th, and 5th grade students. This cooking series is designed to introduce the concept of cooking outside (while camping, at a park, etc.), as well as promoting nutrition, team building and physical activity.
- This Outdoor Cooking Series pilot started as a PSE change in 2018. In its first year, DINE modeled how to incorporate cooking into Merrick-Moore’s Outdoor Education

Program. By late 2019 Merrick-Moore received a grant to purchase most of the cooking equipment needed: portable camp stoves, griddles, measuring tools, utensils, storage, etc. Unfortunately, the series were cancelled in 2020 and 2021 due to Covid; however, this year in February 2022 the program resumed. The goal in 2022 was to have more of a 50/50 split in leading classes, with Merrick-Moore taking more of a leadership role and DINE supporting with ingredients and co-teaching.

Statement of goals

- To partner with DPS schools that have an Outdoor Education Program to implement a cooking curriculum.
- To increase students' nutrition knowledge and basic culinary skills.

Issues

- **Opportunities**
 - This project continued to grow DINE and Merrick-Moore's partnership.
 - This project strengthens a PSE change, incorporating nutrition and cooking education into another school subject.
 - The project allowed for student interns to volunteer, strengthening relationships with local colleges and universities and creating a stronger sense of community.
 - Cooking exposes students to whole grains and fresh fruit and vegetables, which has been shown to increase acceptance of trying new foods.
 - Cooking in groups encourages team building, peer-to-peer interaction, personal development, and self-reflection.
 - By moving cooking outside, students can incorporate more movement into their day, increase their daily dose of Vitamin D, and improve mood (as students enjoy being outside).
 - Unlike past years, this year the Specials schedule allowed students to rotate through the five-day curriculum consecutively. The same 3rd, 4th and 5th grade classes had a 45-minute Outdoor Cooking session daily, Monday through Friday. This seemed to be beneficial, especially with regards to team building. All the Merrick-Moore 3rd through 5th grade classes were able to rotate through the Outdoor Cooking Series in a total of five weeks.
 - The program also strengthens DINE's relationship with DPS School Nutrition Services (cafeteria staff) as they allowed the use of their facilities to wash and sanitize equipment.
 - This Outdoor Education Cooking pilot will provide a model for other DINE nutritionists to partner with other schools as DPS continues to grow their Outdoor Education Program.
- **Challenges**
 - Due to Covid, parent volunteers were not solicited.
 - Class had to be relocated indoors on occasion due to inclement weather. Merrick-Moore fortunately has multiple outdoor spaces, which allowed for cooking and eating to occur outside under a pavilion even when the weather was inclement but still safe for students to be outdoors.
 - Cooking over a campfire has been a goal; however, weather and time made it almost impossible. Instead, students were able to use portable camp stoves.

- Ensuring all students stayed safe during Covid was a priority. Some recipes had modified preparation methods to reduce germ exposure, such as ingredients being pre-measured, pre-portioned into containers, or each student receiving their own bag of raw veggies for chopping.

Implication(s)

- **Outcomes**

- A total of 259 students were reached through the Outdoor Cooking Series.
- A total of 62 lessons were delivered to thirteen 3rd, 4th, and 5th grade classes.
- The DINE Nutritionist and Merrick-Moore's Outdoor Education instructor documented lessons learned so they can be incorporated in the Outdoor Education Cooking curriculum toolkit.

- **Service delivery**

- Lessons for 3rd grade included cooking class rules and food safety, paired with trail mix; food groups paired with no-bake energy bites; hiking paired with a measuring tools relay race; measuring skills paired with pumpkin pancakes; and team reflections paired with smoothies.
- Lessons for 4th and 5th included cooking class rules and food safety pair with trail mix; knife safety and cutting skills paired with Asian noodle salad; food groups paired with quick quesadillas; measuring skills paired with pumpkin pancakes; and knife and measuring review paired with campfire apple crisp.

- **Staffing**

- A DINE nutritionist co-facilitated with one DPS Outdoor Education teacher.
- Student interns volunteered occasionally throughout the program.

Next Steps / Mitigation Strategies

- Debrief from recent Outdoor Cooking Series and update curriculum toolkit so it can be shared with other DPS Outdoor Education teachers.
- Continue to work with DPS to incorporate more nutrition and cooking education.

Division / Program: DCoDPH staff member serves on 2022 Durham County Leadership Academy

(Activity 24.2-The local health department shall have a staff development plan that includes identifying and addressing the training and continuing education needs of the staff.)

Program description

- A representative of Durham County Department of Public Health was selected to participate in Durham County's 2022 Leadership Academy.

Statement of goals

- The goal of the nine-month program is to enhance leadership continuity and succession planning by fostering leadership opportunities, harnessing talent at different levels, and exposing employees to opportunities for personal development.

Issues

- **Opportunities**
 - Creates an inclusive educational environment to develop leadership skills that can be applied regardless of position.
 - Facilitates an opportunity for sharing, networking, and learning for participants across departments promoting an environment of teamwork.
 - Builds employee effectiveness and contributions within their department and strengthens the employee/supervisor relationship.
 - Deepens knowledge of Durham County Government's mission, departments, and initiatives.
 - Training provided on communication skills, business writing, dealing with change, conflict resolution, public speaking, decision making, and ethics.
 - Community service and a team project are completed.
- **Challenges**
 - Due to Covid restrictions, all trainings and session must take place virtually. Interaction between participants and with speakers is limited.

Implication(s)

- **Outcomes**
 - Leadership Academy graduates use their abilities and knowledge to enhance service delivery and effectiveness throughout the County.
- **Staffing**
 - Jennifer Morwick, MS, RD/LDN, Clinical Nutrition Specialist, was selected to participate in the 2022 Durham County Leadership Academy. Ms. Morwick serves as the representative from DCoDPH.

Next Steps / Mitigation Strategies

- DCoDPH will continue to contribute to Durham County's strong workforce and leadership continuity by allowing staff to participate in the Leadership Academy.

Division / Program: Pharmacy & Health Education / Safe Syringe Program

(Accreditation Activity 10.1 -The local health department shall develop, implement, and evaluate population-based health promotion/disease prevention programs and materials for the general public.)

Program description

- On April 2, 2018, the DCoDPH Pharmacy launched the Safe Syringe Program based on the guidance and program requirements from the NC Division of Public Health.

Statement of goals

- To offer new needles, syringes, and injection supplies to reduce the transmission of HIV and Hepatitis C in the community.
- To offer free HIV and Hepatitis C testing and follow-up care.
- To offer education, treatment information, and referrals to community members.
- To provide a safe method of disposal for used needles and syringes.

Issues

- **Opportunities**
 - Reduce the transmission of HIV and Hepatitis C by offering new needles, syringes, and injection supplies.
 - Reduce the risk of bacterial infections (i.e. endocarditis) that occur when injection supplies are reused.
 - Connect participants with community resources including treatment options, health care, and housing assistance.
 - The following items are provided in the Safe Syringe Kit:
 - 10 sterile 1.0mL syringes with fixed needles
 - Alcohol swabs
 - Tourniquet
 - Condoms
 - Sharps Container
 - Additional injection supplies
 - Participant ID card
 - Printed material for harm reduction and ancillary services
 - Fentanyl testing strips and Naloxone kits are also offered with each SSP Kit.
- **Challenges**
 - Ensure that used needles and syringes are properly discarded in a puncture proof container. Sharps containers are included with SSP Kits and participants are encouraged to use of them and return the container to the DCoDPH Pharmacy.
 - Ensure that used needles and syringes are not deposited in the medication drop box in the HHS lobby.
 - Bull City United was previously housed within the Department of Public Health but moved to form a separate County department for FY 21-22. BCU staff are working closely with DCoDPH staff to update all protocols to continue to distribute naloxone to program participants.

Implications

- **Outcomes**
 - The following statistics have been collected for March 2022:
 - New participants: 4
 - Total contacts: 27
 - Syringes dispensed: 570
 - Syringes returned*: ~2,669
 - Sharps containers dispensed: 12
 - Fentanyl strips dispensed: 28
 - Naloxone kits distributed (with SSP): 13
 - Naloxone kits distributed (non-SSP): 12
 - Naloxone reversals reported: 0

*“Syringes returned” metric includes needles/syringes returned directly to staff regardless of usage (i.e. substance use, medical use, prescription use)

- **Service delivery**
 - Planning and implementation were completed by the Opioid Response Committee with guidance and support from the NC Division of Public Health, Injury and Violence Prevention Branch.

- **Staffing**
 - Pharmacy and Health Education team members have received training from the NC Division of Public Health and the NC Harm Reduction Coalition regarding harm reduction strategies and Safe Syringe Program practices.

Next Steps / Mitigation Strategies:

- Statistics from the Safe Syringe Program will be monitored and reported to the Board of Health monthly.
- The Opioid Response Committee will continue to work with the NC Division of Public Health to improve our program and develop strategies to further our goals.
- In partnership with Durham County Emergency Medical Services (DCEMS), and Together for Resilient Youth (TRY), DCoDPH applied for a Department of Health and Human Services Substance Abuse and Mental Health Services Administration (SAMHSA) Harm Reduction Program Grant in early February. Notification is expected in mid-May, and if awarded, the grant would provide up to \$400,000 for up to three years to enhance community-wide harm reduction services, including the DCoDPH safe syringe program.

Division / Program: Pharmacy/ Medication Drop Box

(Accreditation Activity 10.1 -The local health department shall develop, implement, and evaluate population-based health promotion/disease prevention programs and materials for the general public.)

Program description

- On March 15, 2018, the DCoDPH Pharmacy partnered with Project Pill Drop to install a Medication Drop Box in the lobby of the HHS building.

Statement of goals

- To offer a safe method of disposal for unused and expired over-the-counter and prescriptions medications.

Issues

- **Opportunities**
 - The following items are accepted in the box:

- Over-the-counter medications
 - Prescription medications
 - Prescription patches
 - Prescription ointments
 - Vitamins
- Reduce environmental concerns caused by flushing unwanted medications.
- Alleviate prescription drug abuse from expired medications left in medicine cabinets.
- **Challenges**
 - Ensuring that used needles and syringes are not deposited in the drop box. The needle/syringe disposal box is located next to the medication drop box.
 - Due to COVID-19, the hours of operation for the HHS building decreased in Q4 of FY19-20 and FY20-21, although this was not reflected in program participation.

Implications

- **Outcomes**
 - Quarterly statistics, FY21-22 Q3
 - ~155 lbs of medication disposed
 - Year-to-date statistics, FY21-22
 - ~195 lbs of medication disposed
 - Previous year statistics, FY20-21
 - ~270 lbs of medication disposed
- **Service delivery**
 - Planning and implementation were completed by the Pharmacy Manager and Allied Health Division Director.
 - General Services installed the drop box in the HHS lobby with input from Security and General Services.
- **Staffing**
 - Pharmacy staff will regularly monitor the drop box and empty when necessary.
 - Assurant Waste Disposal is contracted to dispose of the medications.

Next Steps / Mitigation Strategies:

- The drop box will be monitored regularly and emptied when necessary.
- Statistics will be monitored and reported to the Board of Health quarterly.

Division / Program: Pharmacy / Needle Disposal Box

(Accreditation Activity 10.1 -The local health department shall develop, implement, and evaluate population-based health promotion/disease prevention programs and materials for the general public.)

Program description

- In September 2018, DCoDPH Pharmacy installed a Needle Disposal Box in the lobby of the HHS building. In June 2020, the box was relocated to the pharmacy sub-lobby.

Statement of goals

- To offer a safe method of disposal for used or expired needles and syringes.

Issues

- **Opportunities**

- The following items are accepted in the box:
 - Used or expired needles and syringes
 - Used or expired medications with attached needles (i.e. Epipens)
- Reduce environmental concerns caused by improper needle disposal.
- Reduce accidental needle sticks caused by improper needle disposal.
- Reduce the transmission of HIV and Hepatitis C by disposing of needles after each use coupled with offering new needles, syringes, and injection supplies through the Safe Syringe Program.
- Reduce the risk of staff needlesticks by providing sharps containers to *all* clients prior to needles being deposited in Needle Disposal Box (implemented August 2021).

- **Challenges**

- Ensuring that used needles and syringes are not deposited in the medication drop box. Both drop boxes have clear signage in English and Spanish.
- Due to COVID-19, the hours of operation for the HHS building decreased in Q4 of FY19-20 and FY20-21, although this was not reflected in program participation.

Implications

- **Outcomes**

- Quarterly statistics, FY21-22 Q2
 - ~46,365 needles/syringes returned
- Year-to-date statistics, FY21-22
 - ~136,285 needles/syringes returned
- Previous year statistics, FY20-21
 - ~73,925 needles/syringes returned

- **Service delivery**

- Planning and implementation were completed by the Pharmacy Manager and Allied Health Division Director.
- General Services installed the drop box in the HHS lobby with input from Security and General Services.

- **Staffing**
 - Pharmacy staff will regularly monitor the drop box and empty when necessary.
 - Piedmont Biomedical is contracted to dispose of the used needles and syringes.

Next Steps / Mitigation Strategies:

- The disposal box will be monitored regularly and emptied when necessary.
- Statistics from the Needle Disposal Box will be monitored and reported to the Board of Health quarterly.

Division / Program: Laboratory/ CLIA Inspection

(Accreditation Activity 8.2 - The local health department laboratory and external laboratories utilized by the local health department shall comply with all applicable federal regulations for clinical and environmental laboratory testing.)

Program description

- The DCoDPH Laboratory was inspected by the CLIA Inspection Team on March 3, 2022.
- Clinical Laboratory Improvement Amendments (CLIA) of 1988 are United States federal regulatory standards that apply to all clinical laboratory testing performed on humans in the United States, except clinical trials and basic research.
- On-site inspections occur, at a minimum, every 2 years and the laboratory must meet all CLIA requirements in order to maintain accreditation.

Statement of goals

- The Laboratory will continue to maintain accreditation through CLIA by meeting, successfully maintaining, and continually improving upon the CLIA regulatory standards.
- The Laboratory set an internal goal of receiving 2 or less deficiencies as identified by the Inspection Team.

Issues

- **Opportunities**
 - Previous CLIA Inspection results have greatly improved (2015: 14 deficiencies, 2017: 2 deficiencies, 2019: 0 deficiencies) while still leaving opportunities for improvement.
 - CLIA Inspections are a learning experience for all participants and encourage discussion among peers regarding processes and improvement opportunities.
 - Offers Lab Technicians and Lab Assistants the opportunity to experience an external inspection process.
- **Challenges**
 - CLIA regulations are numerous, varied, and open to interpretation.
 - Previous 2 years of laboratory documentation must be available to the inspectors.
 - Prior to this year's inspection, we had experienced significant changes in Laboratory leadership, to include a new Laboratory Director, new Allied Health Division Director, and new Medical Laboratory Supervisor.

Implications

- **Outcomes**

- The Inspection Team cited 0 deficiencies for the Laboratory which exceeded the goal the Laboratory set as an internal metric. This is the second time that the DCoDPH Laboratory has achieved the status of 0 deficiencies. This is an impressive accomplishment that is awarded to a small percentage of laboratories.
- The Inspection Team made a few suggestions to continue to improve processes within the Laboratory. All suggestions are being implemented.

- **Service delivery**

- Process improvements, record retention, and inspection planning have been underway since the previous inspection by the Allied Health Division Director, Medical Laboratory Supervisor, and Laboratory Technical Consultant.
- A plan for Corrective Action was not required as the Laboratory received 0 deficiencies.

- **Staffing**

- DCoDPH Laboratory staff assisted in process changes, laboratory documentation, record retention, etc. which culminated in a successful inspection.

Next Steps / Mitigation Strategies:

- Maintain high standards of integrity and efficiency while preparing for the next CLIA inspection.

Division / Program: Population Health / Partnership for a Healthy Durham

(Accreditation Activity 1.2: The local health department shall update the community health assessment with an interim “State of the County’s Health” report (or equivalent) annually. The report shall demonstrate that the local health department is tracking priority issues identified in the community health assessment, identifying emerging issues, and shall identify any new initiatives.)

Program Description

A State of the County Health report is a document that serves as an update of the county’s health years Community Health Assessments (CHA) are not completed. The Partnership for a Healthy Durham Coordinator compiles relevant health data including Durham’s demographics, life expectancy, infant mortality rates, and leading causes of mortality. The report for 2021 also highlights emerging issues and new initiatives while sharing progress in Community Health Improvement Plans (CHIPs). This top health priorities in Durham carried over from the 2017 CHA are affordable housing, access to healthcare and health insurance, poverty, mental health, and obesity, diabetes and food access. This report centers health equity by presenting disaggregated data that shows health disparities and includes reasons for those inequities. There is also information on how COVID-19 impacts the health and efforts of the community.

Statement of Goals

- Report on the state of health in Durham County
- Provide timely and accurate health data
- Highlight community initiatives addressing health issues
- Display accomplishments, progress and challenges in areas of health
- Provide context for existing health inequities in Durham County

Issues

- **Opportunities**
 - Report on the status of health in Durham County by utilizing reliable, comparable data
 - Report on the progress organizations, coalitions and institutions that impact the health of Durham's residents
- **Challenges**
 - Due to COVID-19 restrictions, there were limited face-to face events, decreasing the photos available to include in reports

Implication(s)

- **Outcomes**
 - Produced a 12-page document highlighting measurable health outcomes
 - Utilized disaggregated state and local data
 - Communicated data in writing and visual formats (charts and graphs)
- **Staffing**
 - The Partnership for a Healthy Durham Coordinator wrote the 2021 Durham County State of the County Health Report
 - The Population Health Division Director, Epidemiologist and Data Scientist provided support and data for the report
- **Revenue**
 - None
- **Next Steps/Mitigation Strategies**
 - Translate the document into Spanish and make it available to the public
 - Post English and Spanish versions on the Partnership website, www.healthydurham.org.

Division / Program: Health Education and Community Transformation / Lung Cancer Awareness Month

(Accreditation Activity 10.1: The local health department shall develop, implement, and evaluate population-based health promotion/disease prevention programs and educational materials for the general public.)

Program description

- Cigarette smoking is the number one risk factor for lung cancer. Through this program, community members learn about keeping the lungs healthy through tobacco cessation and how to support their loved ones that use tobacco products. November is Lung Health Awareness Month, a perfect time to offer community-based activities in support of the topic.
- In collaboration with Duke's Community Outreach, Engagement, & Equity (COEE) Program, the Durham County Department of Public Health (DCoDPH) hosted "Clearing the Smoke: Helping You or Your Loved Ones Kick Tobacco, One Day at a Time, presented by DCoDPH's Aleyah Brown and Duke Cancer Institute's Megan Keith. This was another installment of COEE's *Conversations with Our Community* virtual webinar series. After the presentation, a discussion panel was led by members of Durham County's Men's Health Council. Participants were provided a handout of resources after the conclusion of the webinar, which included local/national tobacco resources and a Lung Cancer Toolkit-created by the North Carolina Advisory Committee on Cancer Coordination and Control.
- Prior to the virtual event, Durham County Men's Health Council dedicated their walk for the month of November to lung cancer awareness. Prior to the walk, there were presentations by Jeffrey Forde of Durham Parks and Recreation, Aleyah Brown of DCoDPH, and Dr. Angelo Moore of COEE. After the walk, local tobacco and patient navigation resources were shared with the council members.

Statement of goals

- Increase awareness around the racial disparities that surround lung cancer diagnosis, specifically in the African American community.
- Discuss the various ways that non-smokers can support tobacco users in their lives on their journey to be smoke-free.
- Educate community members on the various resources offered in Durham County regarding tobacco cessation and lung cancer screenings.

Issues

- **Opportunities**
 - As a result of the webinar, participants learned about racial disparities around tobacco use, lung cancer diagnosis, and tobacco marketing. Participants also learned the risks associated with tobacco use and secondhand smoke, the environmental impact of tobacco use, and why it is important to encourage cessation.
 - Participants also learned strategies on how to have productive conversations with loved ones regarding smoking cessation.

- Virtual activities may increase accessibility, especially for those who have challenges with transportation, are less likely to attend evening activities and have safety concerns due to the COVID-19 pandemic.
 - The collaboration with Duke's COEE program is a continuation of the partnership with Durham County and Duke University.
 - Participants were encouraged to provide questions during the registration period. This gave presenters an opportunity to better prepare responses.
- **Challenges**
 - It has been difficult to recruit and/or retain participants for virtual events and support groups during the COVID-19 pandemic.
 - Virtual programs are accessible to some participants; however, technology can be a barrier to many community members. The number to dial in to the presentation was shared with participants who were concerned about connecting via smartphone or computer.
 - Concerns about cybersecurity may also be a challenge for participants. Many are weary to click a link or use a QR Code, even from trusted sources such as DCoDPH.
 - So far, events have been made available for English speakers only. This limits the reach to non-English speakers who would benefit from the program. At this time, DCoDPH does not have access to real time interpreters for programming purposes.
 - Since the webinar was a tobacco cessation event, it may be alienating to those smokers who were not considering cessation at that time.

Implication(s)

- **Outcomes**
 - The webinar was offered on Tuesday, November 30, 2021 from 6:30pm –7:30 pm EST. There were 41 registrants with 27 participants attending the webinars. The recording was shared on the Duke Cancer Institute's YouTube page (77 views). Photos were shared on Duke's social media pages- particularly Facebook (18 reactions to the post). The following questions/comments were submitted by participants prior to the presentation:
 - Are there mental health services available for those that want to quit using tobacco or vaping products?
 - Are there support groups in the Durham area for persons who want to quit smoking?
 - How can smokers become better aware of and access potential smoking cessation opportunities?
 - What smokers can and should do to detect early potential / personal smoking health related issues.
 - I am not the smoker but would like information to help me encourage a smoker in my family to consider quitting with help of a local program.
 - I have a son that has been trying to quit smoking almost the whole year of 2021, trying to find ways to help him. He has schizophrenia which makes it more difficult for him.
 - I would love to help you in researching Smoking Cessation as a Research Assistant

- The Lung Cancer Awareness Walk was held on Saturday, November 20 from 9:00-10:00 AM EST. There were 28 attendees.
- **Service delivery**
 - The virtual event was hosted on Duke's Zoom platform, whereas participants were recruited through the DCoDPH website, COEE's website, word of mouth, and email delivery. The recording of the presentation was disseminated through various networks and community partners.
 - The walk was held at Solite Park in Durham, NC.
- **Staffing**
 - For the webinar, Aleyah Brown, Health Education Specialist DCoDPH
 - Other presenters for the event included: Megan Keith, MSW, LCSW Tobacco Treatment Specialist (Duke Smoking Cessation Program), Bradley Long, James Tabron who served as moderator (Durham County Men's Health Council) and Angelo Moore, PhD, Assistant Director (Duke COEE). Other partners included Alliance Health and the NC Department of Health & Human Services.
 - Lung Cancer Awareness Walk: Two health education specialists, Aleyah Brown and Joyce Page, collaborated on the event.
- **Revenue**
 - None. The webinar, resources, and walk were provided at no cost to the participants.

Next Steps / Mitigation Strategies

- Increase the accessibility of virtual events to offer interpretation for Spanish speakers.
- The THES will offer opportunities for community members to participate in evidence-based smoking cessation classes.
- The THES will continue to offer webinar/information sessions about topics related to tobacco, smoking cessation, and smoking-related disparities.

Classroom Garden Kits

Purpose

These garden kits are designed to grow microgreens in your classroom. They are a **hands-on learning experience** to expose students to growing food while connecting to academic standards in multiple subject areas.

What are Microgreens?

Microgreens are **“baby” plants** that are harvested before they reach maturity. Many plants can be harvested as microgreens (different from sprouts) – like radishes, collards, cilantro, arugula, kale, basil, etc.

Why Microgreens?

They **grow fast** and don't need much space. Most microgreens can be grown inside on a windowsill and harvested within **7–21 days**. Students can practice growing food, learn about the plant lifecycle, and taste their crops pretty quickly.

At Home

Students will take home seeds to **grow** more microgreens **at home** or grow their seeds to maturity.



Additional Resources We Love

1. Inter-Faith Food Shuttle [Sprout Scouts Online Adventures](#): Step-by-step gardening videos for classrooms and families
2. [North Carolina Farm to School Resources](#): Books, lesson plans, grant opportunities and more
3. Kids Gardening: [School garden lesson plans](#), activities, success stories and more
4. NC Cooperative Extension [Garden Curriculum List](#): Links to various school garden curricula
5. Kid-friendly [Vegetable Planting Guide](#) specific to the NC Piedmont region



How to Use

Materials Included:

- Growing trays
- Foil container for drainage
- Soil
- Seeds
 - The seeds provided are not special microgreen seeds, they are seeds for a specific type of crop and will be grown as microgreens. You and your students can use them for another growing project in the school garden or at home and grow the crops to maturity.
- Watering can or spray bottle
- Student reflection journals
- Seeds for students to take home

Growing Instructions

Set-up and Growing:

1. **Find a space** for your classroom garden – a windowsill is perfect.
2. **Label** every type of seed being planted.
3. In a separate container (such as a bucket or foil pan)- mix soil and water until the soil is moistened.
4. **Fill planting tray(s) with moistened soil** about $\frac{3}{4}$ of the way up.
5. **Spread seeds** generously and evenly on top of the soil. The seeds will be much closer together than if planting seeds for growing full plants.
6. Put another thin layer of **soil on top of the seed to cover** them.
7. **Water** gently with a small watering can or spray bottle.

*If you have several types of seeds, you can plant them on different parts of the tray or use multiple smaller trays. The growing instructions will be the same, but the growing time for each seed type may be slightly different.

Watering and Harvesting:

1. Check soil every day to see if it needs to be watered. If it's dry, add a small amount of water to moisten soil (be careful not to overwater which can damage seeds and/or cause mold). Remind students to **water the roots** and **avoid the stems/leaves**.
2. **Harvest** microgreens when they are **2-3" tall** (generally between 1-2 weeks after planting). Use scissors to cut the stems right above the soil.
3. Check out this [video from Kids Gardening](#) to learn more about how to grow microgreens.



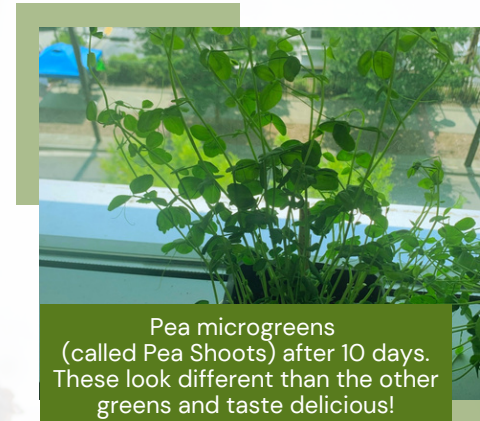
5 types of microgreens, just planted



Microgreen growth after one week. Each type is growing at its own pace



Collard microgreens after 10 days, ready to harvest. Each microgreen doesn't need a lot of space, so many seeds can be planted in a small space.



Pea microgreens (called Pea Shoots) after 10 days. These look different than the other greens and taste delicious!

Tips for student engagement:

- Assign each student a different job during the duration of the project. Gardening roles include: placing soil in trays, planting seeds, watering, measuring growth, and harvesting.
- Hands-on growing projects are great for all types of learners. Assign students jobs best suited to their skills (or let them choose).
- Make real-life connections through discussions about locally grown foods as well as school/community and home gardens.

Meeting Standards with Garden Kits

School gardens (indoor or outdoor) provide opportunities to connect with any academic subject! Gardening has also been linked to improved Social Emotional Learning (SEL) and increased fruit and vegetable intake. Below are just a few ideas ([check out this comprehensive list from Kids Gardening](#))



Math

- **Measure** the microgreen sprouts every day or so. Have students keep track in their garden journals. Create **graphs** to measure growth over time and **compare** growth between different types of microgreens.
- Design a square-foot garden! **Square foot gardening** is a technique for growing plants and will allow students to dig deeper into the gardening world. [This lesson plan](#) from NC Cooperative Extension introduces students to the technique and allows them to design their own garden (no need to actually plant, the design activity offers plenty of interaction).

Science

Use as a hands-on experience for **soil, plant lifecycle and weather** units.

- Use the growing activity to learn and reinforce **parts of the plant**. For each type of seed used, discuss the parts of the plant we see as microgreens (stem and leaf) and what we would see if we grew the plant to maturity (stem, leaf, root, fruit, etc.)
- Explore how and why plants need space to grow. [This lesson](#) from Kids Gardening can be adapted for any elementary grade and reviews **everything plants need to grow** (air, nutrients in soil, light, space, etc.). You can compare the space needed for microgreens versus mature plants.

Health

Growing food is a great opportunity to make learning connections to what types of **food and nutrients** our bodies need to function and be strong.

- Have a class discussion or assign a writing activity asking students to share their **favorite fruits and vegetables** and how they like to eat them. Ask them what they think the microgreens will taste like and how they might cook with them.
- Use resources from the [Serving Up MyPlate Curriculum](#) to dive deeper into the **five healthy food groups**.



Cooking/Tasting

- Hold a **class taste test** with the different microgreens. Every student can get one or two of each green. Ask them to discuss what they liked and didn't like about them. How did they each taste? What was similar and different between each type?
- Add microgreens to salads, sandwiches or wraps. Visit the [DINE website for recipe ideas](#) or ask your DINE nutritionist for assistance.

English and Language Arts

Reading

Read about gardening and agriculture. There are tons of books and online resources for all grade levels.

- Check out this [book list from Growing Minds Farm to School Program](#) (part of Appalachian Sustainable Agriculture Project)
- Use [North Carolina Farm to School storybooks and activity guides](#) to focus on specific NC crops like sweet potatoes, blueberries and apples.

Writing

Growing food offers tons of writing opportunities!

- Keep a **garden journal** throughout the growing process from planting to harvesting.
 - Writing prompt ideas:
 - **Describe what the microgreens** look like when their greens are first sprouting.
 - What do you think the microgreens will look like tomorrow? What will they look like one week from now?
- Write informative/explanatory texts about the growing process.
 - During or at the end of the growing experience, have students **write or draw microgreen growing instructions**. Ask students to be as descriptive as possible, assuming their instructions are for someone who has never heard of microgreens.
 - Taste the microgreens as a class. Have students write down their **opinions on how the greens tasted**. Compare different types, if growing more than one.

Speaking/Listening

There is a lot to talk about with growing! Use this project to practice speaking and listening skills as students share their experiences growing microgreens.

- Develop a **class presentation** about the growing project. Ask each student to **describe their individual role** in the project and listen as others explain their experiences. **Optional - Include visual displays and multimedia components.*
- Develop an informational or persuasive presentation about microgreens for an audience that did not participate in growing. **Present to another class, the PTA, school administration, or cafeteria staff.** Topic ideas include: an introduction to microgreens, the benefits of school gardens, the nutrition benefits of vegetables.

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