Master of Public Health

Applied Practice Experience

by

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MPH Candidate

submitted in partial fulfillment of the requirements for the degree

MASTER OF PUBLIC HEALTH

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2025

Table of Contents

Chapter 1 - Portfolio Products

The Applied Practice Experience (APE) requires 240 hours of on-site participation in a non-academic setting and is typically completed at the end of the coursework so that a student may apply the knowledge gained from graduate courses. It requires delivery of at least two different portfolio products (poster, brochures, updated learning materials, website; training manuals, etc.) along with a short discussion of at least five of the 22 Public Health Foundational Competencies and how they were utilized during the APE.

I completed my internship at Convoy of Hope, located in Springfield, Missouri. Convoy of Hope is a humanitarian, faith-based organization. Their goal, according to their website, is to "serve people who are impoverished, hungry, and hurting." Their international initiatives include Children's Feeding Services, Women's Empowerment, Disaster Relief, Community Events, Agriculture, and Rural Initiatives. During my time at Convoy, I worked in the Global Programs Department which encompasses Children's Feeding, Women's Empowerment, and Agriculture. I created an 8-lesson Nutrition Curriculum for Roma youth in Slovakia, assisted with a Latin American Countries' Sports Initiative, drafted a Women's Health Initiative Proposal for a group of clinics in Tanzania, and calculated total calories for three gardens designed to sustain a family of four for a year. I also helped to calculate and analyze anthropometric data for some of the feeding centers Convoy of Hope has around the world. I later created a project board, using Monday.com, the online platform, to provide an easy to read, high level overview of the results. I served on a Wellness Fair planning committee and worked during the event with my committee. Finally, I presented a culminating presentation of my time at Convoy to members of the Global Programs team.

Table 1.1 Summary of Portfolio Products

Portfolio Product		Description
	Roma Nutrition Curriculum	Created an 8 lesson nutrition curriculum for Roma youth in Slovakia
	LAC Sports Initiative	Assisted with a Physical Activity and Nutrition Curriculum for children in Latin American countries (LAC)
	Tanzania Clinic Maternal Health Program Initiative Proposal	Created a Maternal Health Initiative proposal for a group of health clinics in Tanzania
	CAFS Nutritional Value Assessment	Collaborated with the Center for Agriculture and Food Security (CAFS) on a Garden Sustainability Project, evaluating garden planting requirements to sustain a family of four for one year while meeting their nutritional requirements.
	Wellness Fair	Served on the Wellness Fair Committee, and worked the fair itself. Shared ideas in the planning stage, created trivia questions to generate excitement before the fair, and drew and announced vendor prizes during the fair.
	Anthropometric Data Spreadsheet	Assisted with calculations for HAZ (height-for-age z score), WAZ (weight-for-age z score), and BAZ (BMI for age z score) with AnthroPlus, a program used to calculate Anthropometric Data for the international children's feeding program centers.

	Monday.com board	Created a work management board on Monday calculating the HAZ (height-for-age z score), WAZ (weight-for-age z score) and BAZ (BMI for age z score) for Africa, Latin America, Europe/Asia feeding program centers.
	Convoy Experience GP Presentation	Created a Powerpoint presentation detailing and reflecting on my internship experience, presenting it to members from Global Programs team.

Table 1.2 Portfolio Products and Competency Addressed

Portfolio Product		**Number and Competency Addressed**	
	Roma Nutrition Curriculum	6, 9	Public Health and Health Care Systems; Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels Planning and Management to Promote Health; Design a population-based policy, program, project, or intervention
	LAC Sports Initiative	8, 9	Planning and Management to Promote Health; Apply awareness of cultural values and practices to the design or implementation of public health policies or programs Planning and Management to Promote Health; Design a population-based policy, program, project, or intervention

	Tanzania Clinic Maternal Health Program Initiative Proposal	9, 6	Planning and Management to Promote Health; Design a population-based policy, program, project, or intervention Public Health and Health Care Systems; Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels
	CAFS Nutritional Value Assessment	3, 9	Evidence-based Approaches to Public Health; Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software as appropriate. Planning and Management to Promote Health; Design a population-based policy, program, project, or intervention
	Wellness Fair	9	Planning and Management to Promote Health; Design a population-based policy, program, project or intervention
	Anthropometric Data Spreadsheet	3	Evidence-based Approaches to Public Health; Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software as appropriate.
	Monday.com board	3	Evidence-based Approaches to Public Health; Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software as appropriate.
	Convoy Experience GP Presentation	19	Communication; Communicate Audience-appropriate public health content, both in writing and through oral presentation

Chapter 2 - Competencies

Each student should document and address at least five appropriate MPH Foundational Competencies and tell how they were attained and utilized during the APE.

These competencies are informed by the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), as well as cross-cutting and emerging public health areas.

Table 2.1 Summary of MPH Foundational Competencies

Number and Competency		**Description**
6	Public Health and Health Care Systems; Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels	An eight-lesson curriculum was developed for volunteers to teach at Convoy of Hope feeding centers.
3	Evidence-based Approaches to Public Health; Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software as appropriate.	Anthroplus, a program designed to analyze anthropometric data, was used to calculate HAZ (height-for-age z score), WAZ (weight-for-age z score), and BAZ (BMI for age z score) to determine growth trends.

8	Planning and Management to Promote Health; Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	A curriculum was created to educate students on a healthy diet, and the importance of physical activity.
9	Planning and Management to Promote Health; Design a population-based policy, program, project, or intervention	This two-year project involved planting and harvesting a garden designed to sustain a family of four for one year, then calculating and evaluating caloric and protein values.
19	Communication; Communicate Audience-appropriate public health content, both in writing and through oral presentation	A culminating presentation of my internship and projects was given to staff and management of the Global Programs team.

Competency 6 - The Roma people in Slovakia have a long history of oppression and discrimination, which has resulted in limited access to important resources such as housing, healthcare and education. Poverty and a lack of educational opportunities have led to high levels of food insecurity, increased reliance on cheap, easy-to-access ultra-processed foods, and limited knowledge regarding nutrition. In response, Convoy of Hope is working to make a positive impact on Roma youth by educating them on the importance of healthy food choices. A comprehensive eight-lesson curriculum on health and nutrition was developed to be taught to youth by local, trained volunteer at Convoy of Hope feeding centers in Slovakia.

Competency 3 - Growth and Development data is collected and analyzed for all children in the Convoy of Hope international feeding program. This is done to ensure that nutrition standards are being met, and to evaluate the results of interventions. Using Anthroplus, a program designed to generate anthropometric data, measurements for HAZ (height-for-age z score), WAZ (weight-for-age z score), and BAZ (BMI for age z score) were calculated and analyzed so that trends could be identified.

Competency 8 - Data from Latin American countries served by Convoy of Hope have shown an upward trend in rates of overweight and obese children. A cultural diet that has typically been high in processed carbohydrate foods, and increasingly higher in ultra-processed foods, has been identified as two of the major challenges. In addition, limited financial resources for sports and playground equipment have created challenges in ensuring adequate physical activity for children. An initiative was created to educate

students on a healthy diet, and the importance of physical activity, taking into consideration resources available.

Competency 9 - The Planting and Nutrition Data Project was designed to meet the nutritional needs through agriculture for families living in impoverished countries. This two-year project involved planting and harvesting a garden designed to sustain a family of four for one year. Once the produce was harvested and weighed, calorie and macronutrient values were calculated and evaluated for all foods from three different garden designs.

Competency 19 - A culminating presentation of my internship, including all projects, was given to staff and management of the Global Programs team. A separate wrap-up meeting was held with the Senior Vice President of Global Programs. In this meeting, we discussed the benefits of the internship program, and the significance of the public health projects I worked on during the internship.

Below is a list of the 22 Public Health Foundational Competencies, the competency number, the courses in which they are taught to facilitate completing the table above.

Table 2.2 MPH Foundational Competencies Course Mapping

22 Public Health Foundational Competencies Course Mapping	MPH 701	MPH 720	MPH 754	MPH 802	MPH 818
Evidence-based Approaches to Public Health					
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	x		x		
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	x	x	x		
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	x	x	x		
4. Interpret results of data analysis for public health research, policy or practice	x		x		
Public Health and Health Care Systems					
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings		x			
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels					x
Planning and Management to Promote Health					
7. Assess population needs, assets and capacities that affect communities' health		x		x	

22 Public Health Foundational Competencies Course Mapping	MPH 701	MPH 720	MPH 754	MPH 802	MPH 818
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs					x
9. Design a population-based policy, program, project or intervention			x		
10. Explain basic principles and tools of budget and resource management		x	x		
11. Select methods to evaluate public health programs	x	x	x		
Policy in Public Health					
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence		x	x	x	
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes		x		x	x
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations		x			x
15. Evaluate policies for their impact on public health and health equity		x		x	
Leadership					
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making		x			x
17. Apply negotiation and mediation skills to address organizational or community challenges		x			
Communication					
18. Select communication strategies for different audiences and sectors	DMP 815, FNDH 880 or KIN 796				
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	DMP 815, FNDH 880 or KIN 796				
20. Describe the importance of cultural competence in communicating public health content		x			x
Intreprofessional Practice					
21. Perform effectively on interprofessional teams		x			x
Systems Thinking					
22. Apply systems thinking tools to a public health issue			x	x	

Appendices

Lesson 6: Processed Foods

Welcome

- Welcome participants at the door.
- Invite the participants to take a seat in the circle of chairs.
- Play lively music, maybe lead an energizer.
- Welcome participants.
- Thank everyone for being present.

Supplies Needed:

- Food Cards (see Icebreaker)
- Scissors (Print and cut out processed food cards ahead of time.)

Group Agreement

This group is a safe place where we can share personal stories and opinions. When someone shares, it's like a gift to the group. For this reason, we must create a safe space where everyone feels good about sharing these gifts.

Goals

At the end of this session, I will know:

- What ultra-processed foods are
- Why it is important to limit the amount of ultra-processed foods in the diet
- Why not all processed foods are bad

Icebreaker

- Ask students what they think the term ultra-processed foods mean.
- Explain that processing is the use of tools, energy, and equipment to change whole foods into different forms of the food. It can also involve changing one form of food into another. Food processing can be done through one or more steps.
- Play "M*inute to Win it*" game.
    - Game Preparation: Print and cut out enough copies of the Food Activity Cards (see link below), for each group of 2 or 3 students to have one full set of cards. (Make sure to cut each food out separately.) Shuffle each set of cards so that they are no longer in order, but keep sets separate. https://assets.heartfoundation.org.nz/documents/teacher-tools/activity-sheets/processed-food-activity-cards.pdf?mtime=1667526711?1718223533 (Food Activity Cards)
    - Game Instructions: When you are ready to begin, have each group of students take one set of cards and keep them face down. Tell students that while still keeping the cards face down, lay the cards out on the table in front of them so that they are in rows and columns. Tell students that when you say "Go," they will have one minute to turn the cards face up and sort the different foods in order from least processed to most processed. Set a timer for one minute. Then say, "Go!" After one minute, say, "Stop." Determine which team has correctly sorted the most cards.

Anchor (Big Ideas)

Figure 1: Roma Nutrition Curriculum Sample

34

Ultra Processed Foods/Nutrition Labels

CONVOY OF HOPE LESSON PLAN

- **Lesson title**: Introduction to ultra-processed foods and understanding how to read a nutrition label
- **Describe your students**: This lesson plan is designed for 25 third grade students
- **How long is the class?** 1 hour
- **Overall Instructional Goal**: To give students the basic understanding of ultra-processed foods and provide an alternative to ultra-processed foods to students, and to understand how to read a nutrition label
- **Lesson Learning objectives AND how you will measure each** (at least 2 objectives):
    - Students will:

I. Understand the difference between whole foods and processed foods.

1.Measurement: Students will be able to correctly categorize foods in order from whole food to ultra processed food.

ii. Identify alternative foods to their typical ultra-processed foods

2. Measurement: Students will be able to share examples of substitutions they can make for ultra processed foods with whole foods or less processed foods.

iii. Understand how to read a nutrition label.

3. Measurement: Students will be able to list three pieces of information they can find on a nutrition label. (calories, serving size, added sugars) They will be able to verbalize a basic understanding of why understanding nutrition labels is important.

- **Why this lesson?**
  Provide justification/reason for why you are teaching this lesson. How does it 'fit' with the goals for the curriculum? This lesson is important because there are known health benefits of whole food nutrition, and health risks associated with ultra processed foods. Understanding how to read a nutrition label can help students make informed choices about the foods they choose.

- **Materials - List all materials, handouts, etc**. Food picture cards, brown bags, food cards and nutrition labels (See links in lesson for cards.), blank paper, colors or pencils

THE PLAN (describe the activities & student arrangement)
Welcome the students and open the lesson in prayer (2 min.)
Read scripture over the students or all together (2 min.)
Transition: "Good morning/afternoon. We are going to begin by looking at some pictures of different types of food to see if we can put them in categories based on what has been done to the food."

Figure 2: LAC Sports Initiative Sample

Proposal for Maternal Health Education Program at Tanzania Clinic

To: Jason McClaflin

From: Aline Vann

Date: Aug 8, 2024

Subject: Tanzania Health Clinic Initiative

Introduction

As Convoy of Hope's programming expands around the world, there has been an increased desire to deliver essential medical care and education to underserved areas. A group of rural communities in Tanzania were selected as a pilot for a medical intervention initiative with a focus on maternal health. This proposal examines deficiencies in knowledge regarding maternal health and lactation for pregnant women and new mothers in Tanzania. It also explores opportunities for education to improve maternal health and infant outcomes. Jason McClaflin, other Convoy of Hope team members, volunteer physicians, and local healthcare workers toured the clinic in Tanzania to obtain insight and feedback in areas that could benefit from more knowledge and resources. Based on that initial visit and subsequent discussions, three topics have been identified as potential areas of focus for this initial phase.

Background Information

Maternal health is essential to public health, especially in developing regions like Tanzania. Educating pregnant women and new mothers on pregnancy-related health topics can significantly improve health outcomes for both mothers and their babies. This proposal outlines the first steps for a health initiative in Tanzania, focusing on what pregnant women can expect during each trimester, the importance of maternal nutrition, common vitamin deficiencies during pregnancy, and lactation basics.

Although Tanzania has made some gains in the mortality rate of children under five, rates for maternal and neonatal mortality remain high. Researchers have identified both direct and indirect causes for these statistics. Bwana et al. (2019) found that over ten years, more than 80% of deaths in pregnant women occurred due to direct causes such as eclampsia, hemorrhage, and sepsis. The median age at death was 27 years old. Additional complications identified were obstructed labor (Bwana et al., 2019) and

Figure 3: Maternal Health Education Proposal Sample

Date of birth	Age (d)	Age (m)	Weight (kg)	Oedema	Recumbent	Height (cm)	WAZ	HAZ	BAZ	Fl
1/6/12	3403	111.8	45	No	No	149	2.24	2.35	1.57	
4/15/11	3669	120.54	35	No	No	135	0.69	-0.47	1.28	
1/3/12	3406	111.9	31	No	No	137	0.41	0.45	0.21	
2/5/12	3373	110.82	29	No	No	124	0.05	-1.61	1.35	
12/29/12	3045	100.04	26	No	No	133	-0.08	0.68	-0.81	
5/8/13	2915	95.77	25	No	No	125	-0.1	-0.38	0.18	
5/8/13	2915	95.77	25	No	No	125	-0.1	-0.38	0.18	
11/20/13	2719	89.33	23	No	No	121	-0.13	-0.42	0.12	
4/13/14	2575	84.6	22	No	No	121	-0.14	-0.02	-0.24	
4/13/14	2575	84.6	22	No	No	121	-0.14	-0.02	-0.24	
4/9/13	2944	96.72	25	No	No	126	-0.16	-0.28	0	
6/29/14	2498	82.07	22	No	No	120	-0.16	-0.16	-0.12	
1/29/13	3014	99.02	25	No	No	121	-0.19	-1.2	0.66	
7/10/11	3583	117.72	30	No	No	139	-0.22	0.24	-0.52	
2/16/14	2631	86.44	22	No	No	125	-0.25	0.55	-0.91	
6/25/11	3598	118.21	30	No	No	139	-0.25	0.2	-0.54	
2/13/14	2634	86.54	22	No	No	118	-0.26	-0.72	0.2	
11/14/13	2725	89.53	23	No	No	117	-0.32	-1.34	0.77	
12/7/11	3433	112.79	28	No	No	133	-0.33	-0.31	-0.24	
6/25/11	3598	118.21	29	No	No	134	-0.35	-0.48	-0.13	
11/11/11	3459	113.64	28	No	No	133	-0.39	-0.38	-0.26	
11/20/13	2719	89.33	22	No	No	124	-0.42	0.12	-0.77	
10/10/11	3491	114.69	28	No	No	136	-0.45	0.02	-0.69	
1/20/12	3389	111.34	27	No	No	120	-0.45	-2.29	1.3	
7/14/14	2483	81.58	21	No	No	121	-0.48	0.08	-0.86	
5/4/12	3284	107.89	26	No	No	127	-0.52	-0.92	0.05	
12/5/12	3069	100.83	24	No	No	128	-0.56	-0.16	-0.72	
3/22/12	3327	109.31	26	No	No	131	-0.58	-0.35	-0.56	
3/18/12	3331	109.44	26	No	No	132	-0.59	-0.2	-0.71	
5/15/13	2908	95.54	23	No	No	128	-0.69	0.17	-1.3	
5/15/13	2908	95.54	23	No	No	128	-0.69	0.17	-1.3	
10/6/13	2764	90.81	22	No	No	121	-0.73	-0.71	-0.43	
1/19/13	3024	99.35	23	No	No	122	-0.74	-1.05	-0.19	
3/28/13	2956	97.12	23	No	No	117	-0.78	-1.89	0.64	
12/8/11	3432	112.76	26	No	No	124	-0.79	-1.73	0.41	
1/21/15	2292	75.3	19	No	No	112	-0.81	-1.11	-0.15	
7/28/14	2469	81.12	20	No	No	118	-0.82	-0.45	-0.84	
4/13/12	3305	108.58	25	No	No	130	-0.83	-0.47	-0.88	
4/29/13	2924	96.07	22	No	No	122	-0.83	-0.79	-0.55	
4/24/13	2929	96.23	22	No	No	124	-0.84	-0.46	-0.87	
4/24/13	2929	96.23	22	No	No	124	-0.84	-0.46	-0.87	
8/11/12	3185	104.64	24	No	No	130	-0.9	-0.18	-1.29	
3/5/13	2979	97.87	22	No	No	120	-0.94	-1.28	-0.27	
1/1/13	3042	99.94	23	No	No	115	-0.95	-2.43	0.9	
10/12/12	3123	102.6	23	No	No	123	-0.95	-1.14	-0.4	

Figure 4: Anthro Plus Anthropometric Data Sample

Instructions for Analyzing Nutrition Data in Anthro Plus and Creating Corresponding Excel document

1. Ensure that raw data from PCs is in the correct format.
   a. Download to an Excel spreadsheet.
   b. Add a column titled, "Program Center" and ensure that all cells in the column contain the center's name.
   c. If there are multiple sheets, copy individual pages into one Excel sheet. (Make a copy so the original data is still intact.)
   d. Data must include Program Center Name/Name/Gender/DOB or Age/Height in cm/Weight in kg. (You must also know the date of measurement to know what to use for data's date.)
   e. Reformat DOB cells so that they are formatted as four digit year, two digit month, and two digit day. (ie. 2004-03-14)
   f. Use Command+F to find any symbols. (ie., ñ) and replace all with traditional letters.
   g. Sort DOB column by age. Data is only included for 5-18 year olds. (Highlight column, select sort and filter, replace all.
   h. Name the tab for this sheet, "raw data."

2. Importing data into Anthro Plus
   a. Save form as "Text Tab delimited".
   b. Email it to yourself.
   c. Open Microsoft desktop version.
   d. Open Mail in Microsoft version, find the email you sent to yourself, and download .txt file.
   e. Open Anthro Plus.

3. Using Anthro Plus
   a. Once in Antro Plus, click on Nutritional Survey Model.
   b. Select Nutritional Survey
   c. Choose import from file.
   d. Select .txt file.
   e. Make sure the data sheet is closed.

4. Create new sheet in your Excel document for Anthro Plus data
   a. Create a second sheet in the new Excel document and title the tab, "Anthro Plus" data.
   b. Save newly created Anthro Plus document into your excel file by highlighting in top left corner of the data and hitting Control + C.
   c. Go back to the Excel document created in step 1 (the copy of the original), select the second, "Anthro Plus" tab, and paste data into the document using Control + V.

5. Perform formatting changes to highlight out of range Waz, Haz, and Baz data (in Anthro tab).

Figure 5: Anthro Plus Software Program Instructions Document Sample

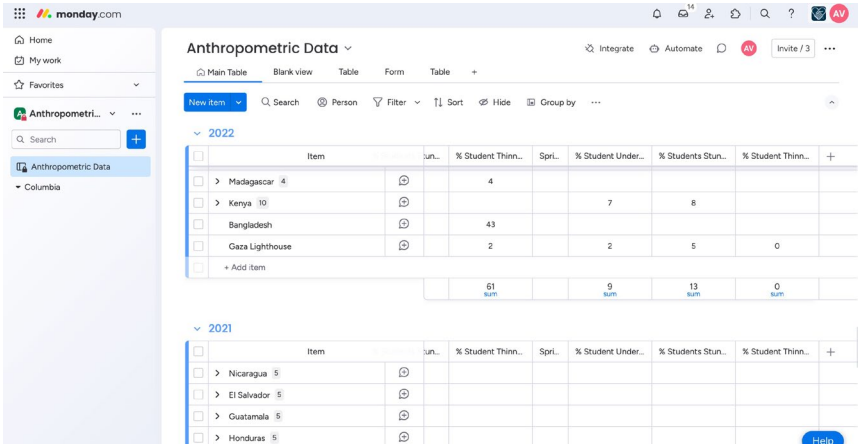


Figure 6: monday.com Anthropometric Data Board Sample

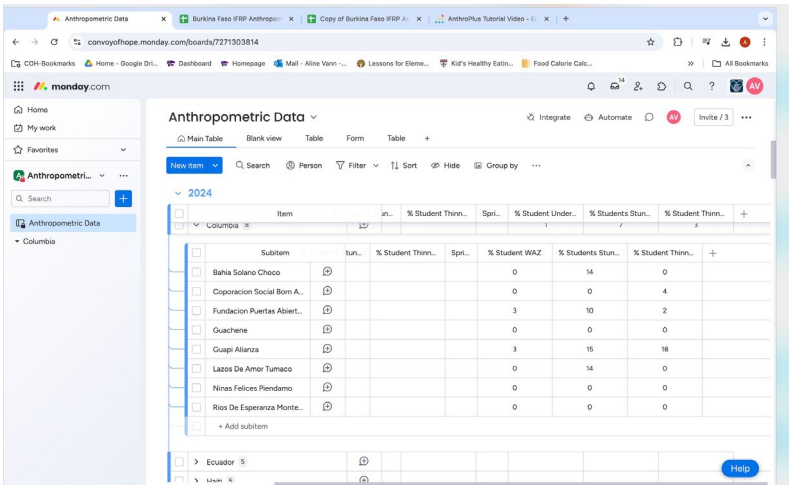
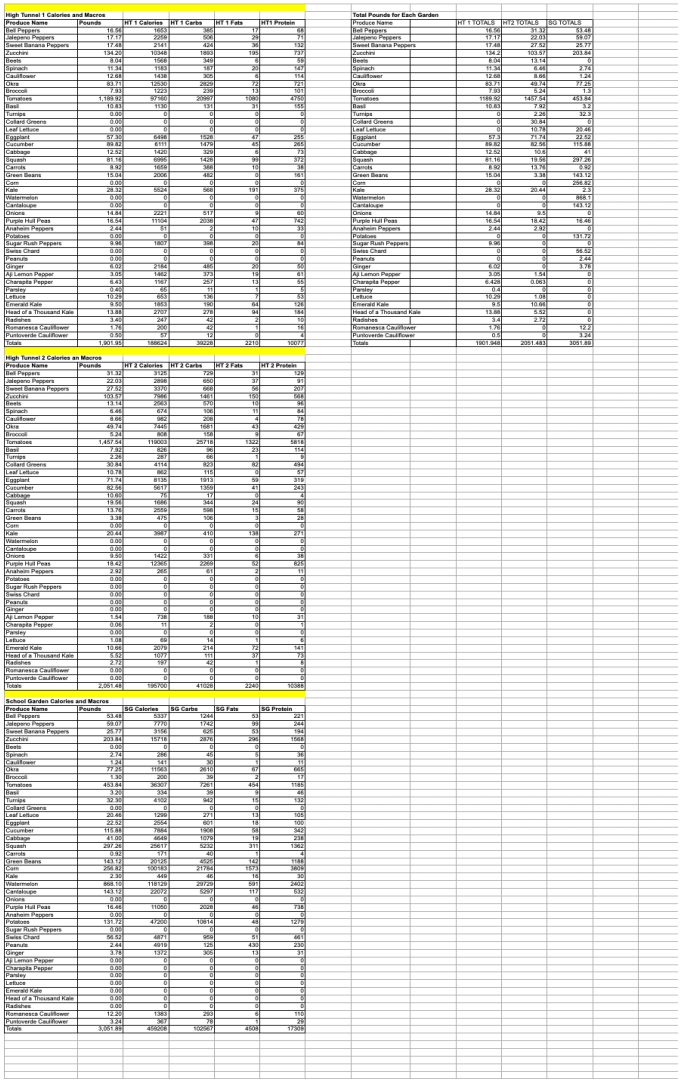


Figure 7: monday.com Anthropometric Data Board Sample 2



High Tunnel 1 Calories and Macros

Produce Name	Pounds	HT 1 Calories	HT 1 Carbs	HT 1 Fats	HT1 Protein
Bell Peppers	16.56	1653	365	17	68
Jalepeno Peppers	17.17	2259	506	29	71
Sweet Banana Peppers	17.48	2141	424	36	132
Zucchini	134.20	10348	1893	199	737
Beets	8.04	1568	345	5	59
Spinach	11.34	1183	187	20	147
Cauliflower	12.68	1438	305	5	114
Okra	83.71	12530	2829	72	721
Broccoli	7.93	1223	236	13	101
Tomatoes	1,189.92	97160	20997	1080	4750
Basil	10.83	1130	131	31	155
Turnips	0.00	0	0	0	0
Collard Greens	0.00	0	0	0	0
Leaf Lettuce	0.00	0	0	0	0
Eggplant	57.30	6498	1529	47	255
Cucumber	89.82	6111	1479	45	265
Cabbage	12.52	1420	329	6	73
Squash	81.16	6995	1428	99	372
Carrots	8.92	1659	388	10	38
Green Beans	15.04	2006	462	0	161
Corn	0.00	0	0	0	0
Kale	28.32	5524	568	191	375
Watermelon	0.00	0	0	0	0
Cantaloupe	0.00	0	0	0	0
Onions	14.84	2221	517	9	60
Purple Hull Peas	16.54	11104	2038	47	743
Anaheim Peppers	2.44	51	2	10	33
Potatoes	0.00	0	0	0	0
Sugar Rush Peppers	9.96	1807	398	20	84
Swiss Chard	0.00	0	0	0	0
Peanuts	0.00	0	0	0	0
Ginger	6.02	2184	485	20	50
Aji Lemon Pepper	3.05	1462	375	19	61
Charapita Pepper	6.43	1167	257	13	55
Parsley	0.40	65	11	1	5
Lettuce	10.29	653	136	7	53
Emerald Kale	9.55	1653	190	64	136
Head of a Thousand Kale	13.88	2707	278	94	184
Radishes	3.40	247	42	2	10
Romanesca Cauliflower	1.76	200	42	1	16
Puntoverde Cauliflower	0.50	57	12	0	4
Totals	1,901.95	188624	39226	2210	10077

High Tunnel 2 Calories an Macros

Produce Name	Pounds	HT 2 Calories	HT 2 Carbs	HT 2 Fats	HT 2 Protein
Bell Peppers	31.32	3125	729	31	129
Jalepeno Peppers	22.03	2898	650	37	91
Sweet Banana Peppers	27.52	3370	668	66	207
Zucchini	103.57	7986	1461	150	568
Beets	13.14	2563	570	10	96
Spinach	6.46	674	106	11	84
Cauliflower	8.66	982	208	4	78
Okra	49.74	7445	1681	43	429
Broccoli	5.24	808	156	9	67
Tomatoes	1,457.54	119003	25718	1322	5818
Basil	7.92	826	96	23	114
Turnips	2.26	287	66	1	9
Collard Greens	30.84	4114	823	82	494
Leaf Lettuce	10.78	862	110	3	57
Eggplant	71.74	8135	1913	59	319
Cucumber	82.56	5617	1359	41	243
Cabbage	10.60	75	17	0	4
Squash	19.56	1686	344	24	90
Carrots	13.76	2559	598	15	58
Green Beans	3.38	475	106	3	28
Corn	0.00	0	0	0	0
Kale	20.44	3987	410	138	271
Watermelon	0.00	0	0	0	0
Cantaloupe	0.00	0	0	0	0
Onions	9.55	1422	331	6	38
Purple Hull Peas	18.42	12365	2269	52	825
Anaheim Peppers	2.92	265	61	2	11
Potatoes	0.00	0	0	0	0
Sugar Rush Peppers	0.00	0	0	0	0
Swiss Chard	0.00	0	0	0	0
Peanuts	0.00	0	0	0	0
Ginger	0.00	0	0	0	0
Aji Lemon Pepper	1.54	738	188	10	31
Charapita Pepper	0.06	11	2	0	1
Parsley	0.00	0	0	0	0
Lettuce	1.08	69	14	1	6
Emerald Kale	10.66	2079	214	72	141
Head of a Thousand Kale	5.52	1077	111	37	73
Radishes	2.72	197	42	1	8
Romanesca Cauliflower	0.00	0	0	0	0
Puntoverde Cauliflower	0.00	0	0	0	0
Totals	2,051.48	195700	41028	2240	10398

School Garden Calories and Macros

Produce Name	Pounds	SG Calories	SG Carbs	SG Fats	SG Protein
Bell Peppers	53.48	5337	1244	53	221
Jalepeno Peppers	59.07	7770	1742	99	244
Sweet Banana Peppers	25.77	3156	625	53	194
Zucchini	203.84	15718	2876	296	1568
Beets	0.00	0	0	0	0
Spinach	2.74	286	45	5	36
Cauliflower	1.24	141	30	1	11
Okra	77.25	11563	2610	67	665
Broccoli	1.30	200	38	2	17
Tomatoes	453.84	36307	7261	454	1185
Basil	3.20	334	39	9	46
Turnips	32.30	4102	942	15	132
Collard Greens	0.00	0	0	0	0
Leaf Lettuce	20.46	1299	271	13	105
Eggplant	22.53	2554	601	19	100
Cucumber	115.88	7884	1908	58	342
Cabbage	41.00	4649	1079	19	238
Squash	297.26	25617	5232	371	1362
Carrots	0.92	171	40	1	4
Green Beans	143.12	20125	4525	142	1188
Corn	256.82	100183	21764	1573	3609
Kale	2.30	449	46	16	30
Watermelon	868.10	118129	29729	591	2402
Cantaloupe	143.12	22072	5297	117	532
Onions	0.00	0	0	0	0
Purple Hull Peas	16.46	11060	2028	46	736
Anaheim Peppers	0.00	0	0	0	0
Potatoes	131.72	47200	10614	48	1279
Sugar Rush Peppers	0.00	0	0	0	0
Swiss Chard	56.52	4871	959	51	461
Peanuts	2.44	4919	126	430	230
Ginger	3.78	1372	305	13	31
Aji Lemon Pepper	0.00	0	0	0	0
Charapita Pepper	0.00	0	0	0	0
Parsley	0.00	0	0	0	0
Lettuce	0.00	0	0	0	0
Emerald Kale	0.00	0	0	0	0
Head of a Thousand Kale	0.00	0	0	0	0
Radishes	0.00	0	0	0	0
Romanesca Cauliflower	12.20	1383	293	6	110
Puntoverde Cauliflower	3.24	367	78	1	29
Totals	3,051.89	456008	102967	4508	17309

Total Pounds for Each Garden

Produce Name	HT 1 TOTALS	HT2 TOTALS	SG TOTALS
Bell Peppers	16.56	31.32	53.48
Jalepeno Peppers	17.17	22.03	59.07
Sweet Banana Peppers	17.48	27.52	25.77
Zucchini	134.2	103.57	203.84
Beets	8.04	13.14	0
Spinach	11.34	6.46	2.74
Cauliflower	12.68	8.66	1.24
Okra	83.71	49.74	77.25
Broccoli	7.93	5.24	1.3
Tomatoes	1189.92	1457.54	453.84
Basil	10.83	7.92	3.2
Turnips	0	2.26	32.3
Collard Greens	0	30.84	0
Leaf Lettuce	0	10.78	20.46
Eggplant	57.3	71.74	22.52
Cucumber	89.82	82.56	115.88
Cabbage	12.52	10.6	41
Squash	81.16	19.56	297.26
Carrots	8.92	13.76	0.92
Green Beans	15.04	3.38	143.12
Corn	0	0	296.82
Kale	28.32	20.44	2.3
Watermelon	0	0	868.1
Cantaloupe	0	0	143.12
Onions	14.84	9.5	0
Purple Hull Peas	16.54	18.42	16.46
Anaheim Peppers	2.44	2.92	0
Potatoes	0	0	131.72
Sugar Rush Peppers	9.96	0	0
Swiss Chard	0	0	56.52
Peanuts	0	0	2.44
Ginger	6.02	0	3.78
Aji Lemon Pepper	3.05	1.54	0
Charapita Pepper	6.426	0.063	0
Parsley	0.4	0	0
Lettuce	10.29	1.08	0
Emerald Kale	9.5	10.66	0
Head of a Thousand Kale	13.88	5.52	0
Radishes	3.4	2.72	0
Romanesca Cauliflower	1.76	0	12.2
Puntoverde Cauliflower	0.5	0	3.24
Totals	1901.948	2051.483	3051.89

Figure 8: CAFS Collaboration Farm Project

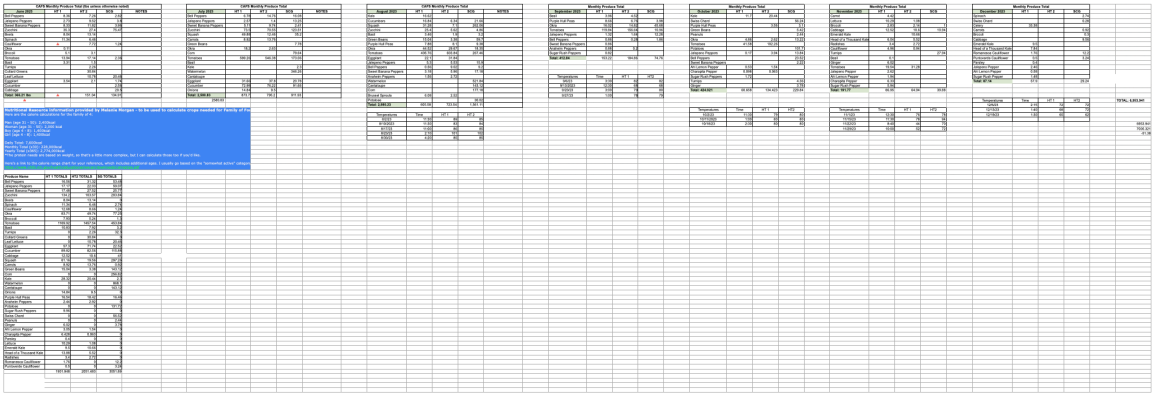


Figure 9: CAFS Collaboration Farm Project 2

Figure 10: Wellness Fair

Trivia Questions for Wellness Fair (correct answers in red)

1. Which vitamin is known as the sunshine vitamin?
    a. Vitamin C
    b. Vitamin L
    c. Vitamin D

2. Which fruit has more vitamin C per 100 grams, orange, peach or kiwifruit?
    a. Kiwi
    b. Orange
    c. Peach

3. Which type of fat is considered “good fat” and is found in foods like avocados and olive oil?
    a. Polyunsaturated fat
    b. Monounsaturated fat
    c. Saturated fat

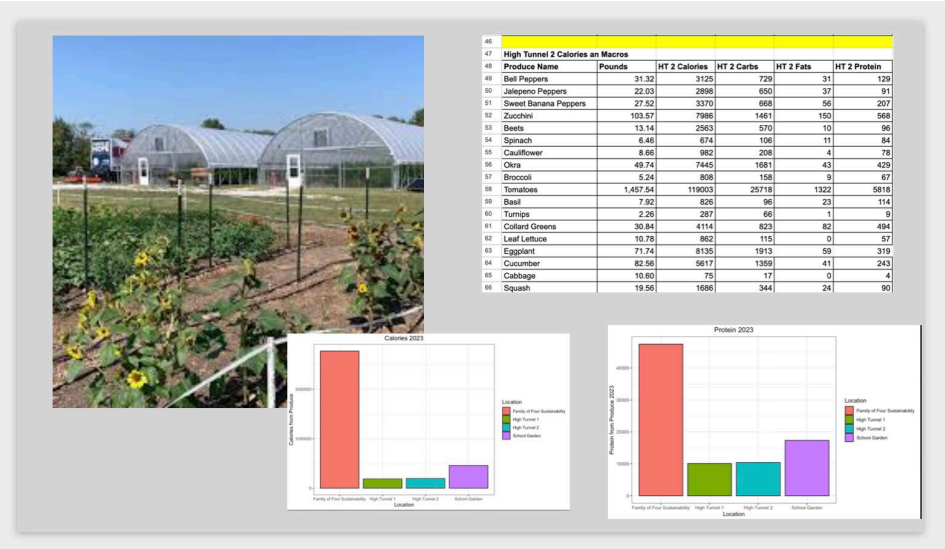
4. What mineral is essential for strong bones and teeth and is commonly found in dairy products?
    a. Enamel
    b. Zinc
    c. Calcium

5. Which vegetable is known for being high in beta-carotene, which is converted by the body to Vitamin A?
    a. Carrots
    b. Zucchini
    c. Bell Peppers

6. Which nutrient is primarily responsible for providing the body with energy?
    a. Fats
    b. Carbohydrates
    c. Proteins

7. Which type of sugar is naturally found in milk and dairy products?
    a. Lactose
    b. Glucose
    c. Fructose

Figure 11: Wellness Fair Trivia Questions Sample



High Tunnel 2 Calories an Macros					
Produce Name	Pounds	HT 2 Calories	HT 2 Carbs	HT 2 Fats	HT 2 Protein
Bell Peppers	31.32	3125	729	31	129
Jalepeno Peppers	22.03	2898	650	37	91
Sweet Banana Peppers	27.52	3370	668	56	207
Zucchini	103.57	7986	1461	150	568
Beets	13.14	2563	570	10	96
Spinach	6.46	674	106	11	84
Cauliflower	8.66	982	208	4	78
Okra	49.74	7445	1681	43	429
Broccoli	5.24	808	158	9	67
Tomatoes	1,457.54	119003	25718	1322	5818
Basil	7.92	826	96	23	114
Turnips	2.26	287	66	1	9
Collard Greens	30.84	4114	823	82	494
Leaf Lettuce	10.78	862	115	0	57
Eggplant	71.74	8135	1913	59	319
Cucumber	82.56	5617	1359	41	243
Cabbage	10.60	75	17	0	4
Squash	19.56	1686	344	24	90

Figure 12: Convoy InternshipWrap-Up Presentation

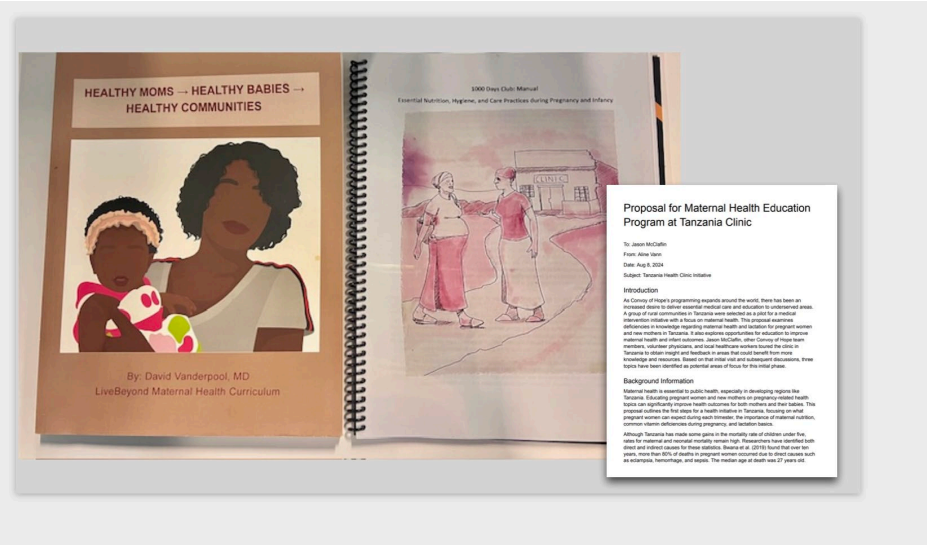


Figure 13: Convoy Internship Wrap-Up Presentation 2