



ALABAMA FARM TO EARLY CARE
AND EDUCATION



Learning Session 2 Gardening



Special Thanks To:

- Nemours
- Association of State Public Health Nutritionists
 - Centers for Disease Control and Prevention
 - Whole Foods Market

Housekeeping

- Restrooms
- Snacks
- Please turn off/mute cell phones



Ground Rules

- All are welcome
- All are invited to participate
- Please respect the opinions and thoughts of others
- Keep sensitive information confidential
- Acknowledge that everyone may not agree
- All questions are welcome



A top-down view of a wooden cutting board. On the left side, a knife with a black handle and a silver blade is partially visible. The board is surrounded by fresh vegetables: two orange carrots with green tops at the top right, a large yellow bell pepper on the right side, a green bell pepper below it, and several red tomatoes at the bottom right. A small green bell pepper is also at the bottom left. The background is a solid green color with a vertical yellow bar on the left and a horizontal yellow bar at the top.

**What are your earliest
gardening experiences?**

Alabama Farm to ECE Coalition

- AL Cooperative Extension System
- AL Department of Agriculture and Industries
- AL Department of Education
- AL Department of Public Health
- AL Partnership for Children
- Childcare Resources
- Child Care Central
- Farm Food Collaborative- Food Bank of North AL



Natalie, Chyna, Carey



Darmeshia



Molly



Talicia



Joan



Myra, Caliste and Theresa

Alabama Farm to ECE Coalition



- **Mission-** The Alabama Farm to ECE Coalition strives to create more equitable access to healthy foods for children, families and ECE providers while building new markets for small farmers to sell their produce. We cultivate and activate community-informed solutions that build local and statewide capacity and infrastructure to support local food sourcing, gardening and food and agriculture education in all ECE programs, regardless of geographic location, program type or socioeconomic status of families served.



How are ECE Providers Powerful?



- Impact
- Influence
- Connection

You make a difference!



Action Periods



- Leadership Team meetings
- Review assessments
- Talk with staff
- Ask families for help
- Create Goals
- Work on Action Plans
- Try out activities





LS1 Action Period

Learning Session 2



*Go NAP SACC is a Nutrition and Physical Activity Self Assessment for Child Care for ECE settings comparing their current practices with a set of best practices

CORE ELEMENTS OF **FARM** *to* **ECE**



EDUCATION

GARDENS

PROCUREMENT

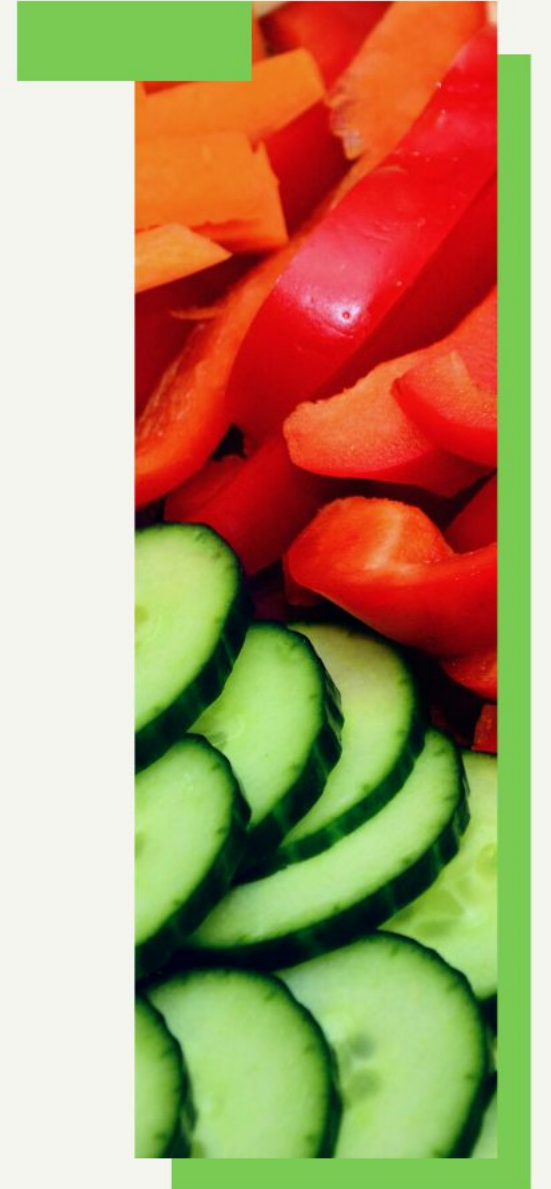
DHR Minimum Standards

- Does not address gardening.
- Gardening is allowable.
- Depending on how the garden is used, it may or may not reduce the number of square feet per child calculated if located in your outdoor play area- this must be discussed with your DHR licensing consultant.
- If children are helping with the garden, it should not count against your required square feet.



Training Objectives

- ECE garden benefits
- Creative ways to garden
- Step-by-step planting
- Staff and family engagement





Physical Activity Break



Let's Talk!

What do young children get from gardening?



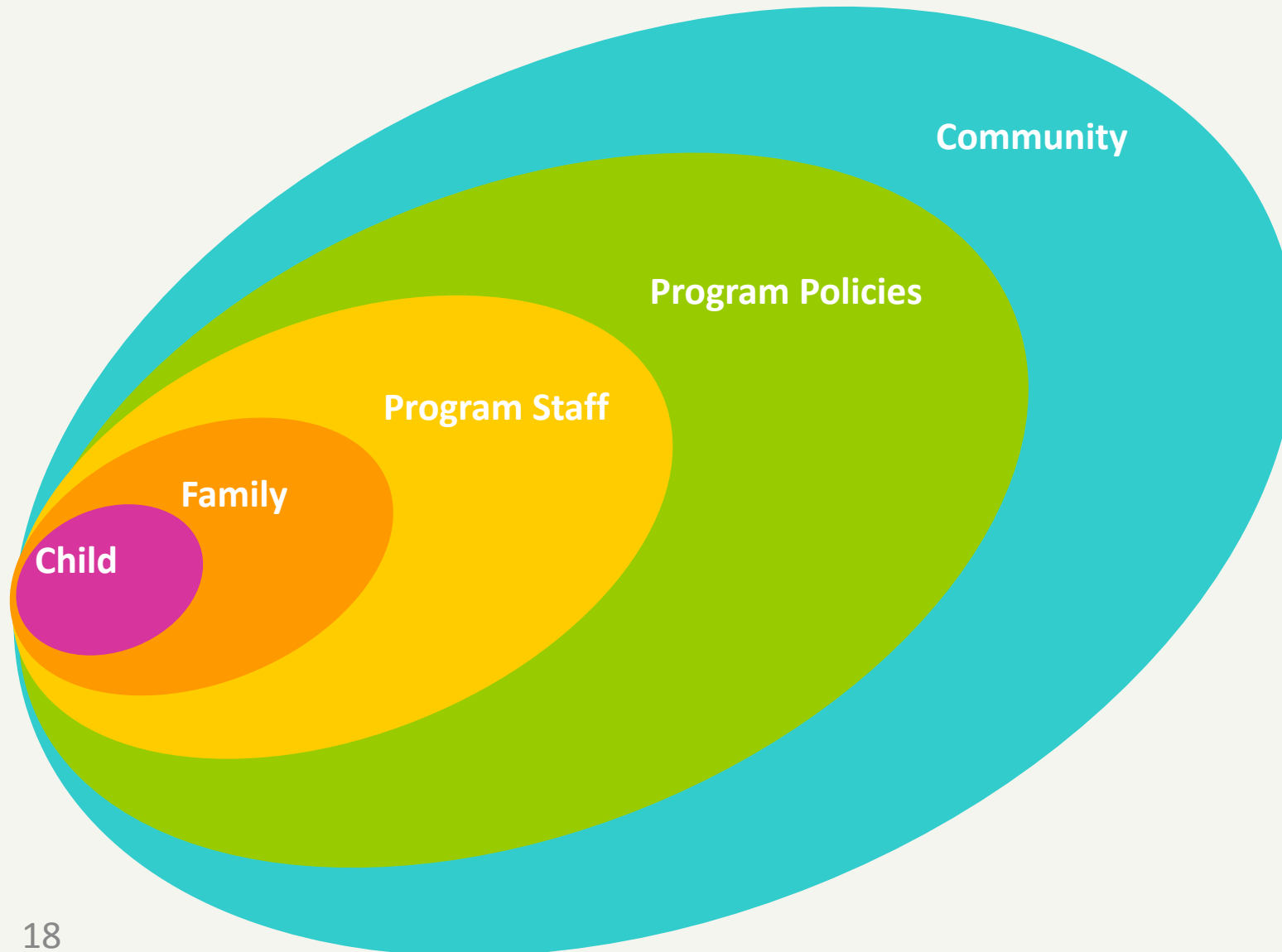


I alone cannot change the world, but I can
cast a stone across the water to create many
ripples.

-Mother Teresa



Benefits of Gardening in ECEs

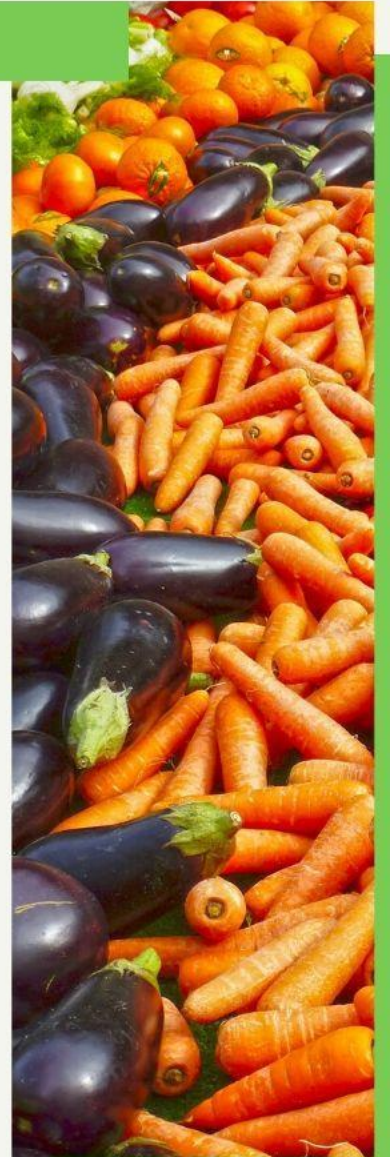


A top-down view of a wooden cutting board. On the left, a knife with a black handle and a silver blade is partially visible. Scattered around the board are several fresh vegetables: two orange carrots, a bunch of green parsley, a large red tomato, a yellow bell pepper, a green bell pepper, and two more red tomatoes. The background is a solid green color with a vertical yellow stripe running down the center.

Looking at Gardening With Equity Glasses

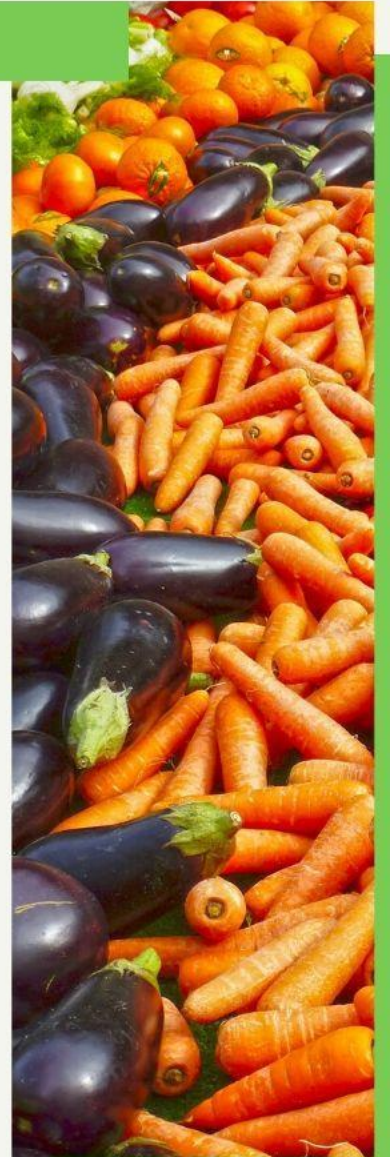
Equitable Access for Children

- Healthy habits
- Language
- Relationships
- Motor development
- STEAM
- Empowerment



Healthy Habits

- Kids experience fresh food
- If they grow it, they will be more likely to eat it
- Regular physical activity
- Introduction to a variety of new fruits and vegetables



Language

- Plant names
- Stories
- Seed packages
- Design
- Map & label garden
- School readiness



Relationships

- Teamwork
- Sharing
- Self-confidence
- Relaxation



Motor Development

The process through which our bodies learn to move.


- Gross motor
- Fine motor



Fundamental Movement Skills



Locomotor skills

- Walking
 - Wheelbarrowing
 - Moving tools/supplies
- 

Object control

- Digging
- Adding soil
- Planting
- Harvesting
- Watering plants
- Installing plant supports

Stability- balance

- Turning
- Twisting
- Bending
- Reaching
- Lifting

STEAM in the garden

- Scientific concepts
- Technology
- Engineering
- Arts
- Math skills





- **NOTE:**

Some child care quality initiatives (AL Quality STARS) and programs prefer that children do not use edible materials as part of art experiences because they give a misleading message about the proper use of food; present possible health issues (allergies), sanitary issues, safety issues (choking hazards); and send conflicting messages between home and school for children from food insecure families.

Empowerment



I choose.

I plant.

I grow.

I harvest...

I eat.



Empowerment

- Health
- Freedom
- Know your food
- Find your place



Digging in the Dirt – Good for any age!



Gardening is good for...

- Food as fresh as you can get
- Nutrition from the source
- Exercise that produces more than strong pecs
- Topic of acceptable conversation for any group, ethnicity, religion, political party
- Self-esteem (Hey look what I grew!)
- Communing with nature and self





Benefits for the ECE Program

- Positive affirmation
- Quality food
- Less food waste
- Culture
- Resources

Supports CACFP Best Practices

- Incorporate seasonal and locally produced foods into meals.
- Make at least one of the two required components of snacks a vegetable or fruits.
- Serve a variety of fruits and choose whole fruit more often than juice.
- Provide at least one serving of each vegetable subgroup: dark green, dark red/orange, bean & pea, starchy and other.



Using CACFP Funds to Buy Gardening Materials

After all items for the regular mealtimes have been purchased, CACFP funds can be used to purchase items like:

- Seeds for gardening, fertilizer, watering cans, rakes, etc. to grow food that will be used in the food service or for nutrition educational activities





Benefits for Staff

- Increased Mood (stress reliever)
- Physical Movement (exercise)
- Learning a challenging new skill
- Healthier lifestyle



Benefits for Families

- Creates lasting memories with children
 - Children and their parents eat more fruits and vegetables when they are homegrown
 - Strengthens family communication and relationships
 - See nature at work, first-hand and together
 - Shared learning experience- educating each other in a relaxed and productive environment
-

Benefits for the Community

- Community service opportunities
- Experienced community members
- Community garden field trips
- Donation of gardening materials
- Master Gardener service hours



Pictures: Lighthouse Academy of Excellence, Prichard, AL and
Agape Life Gardens, Mobile, AL



Creative Ways to Garden

Gardening

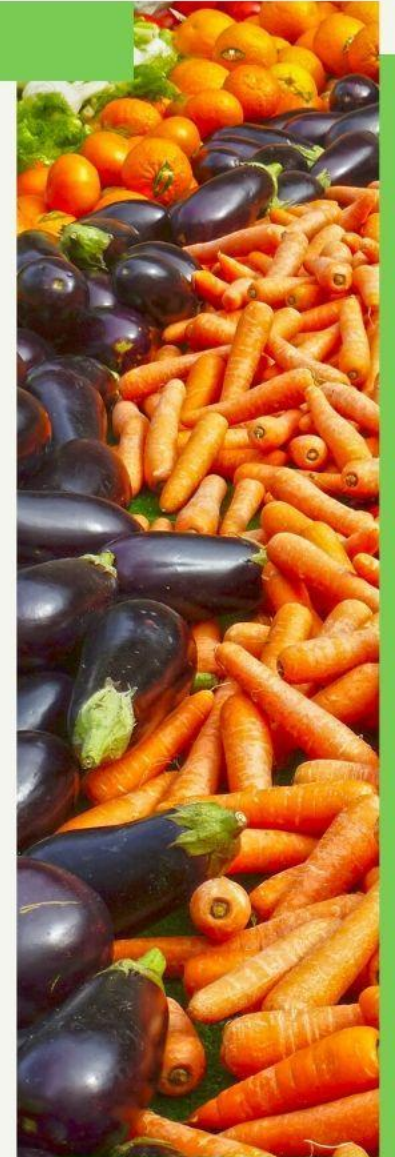
- Containers
- Raised Beds
- In ground gardens
- [Hydroponics](#)
- Vertical gardening





Indoor Gardening Activities

- [Herb garden](#)
- Living necklaces
- [Growing experiments-](#) take scraps or seeds from food you eat and see if they will grow
- [Create a seed viewer](#)
- [Make seed balls](#)
- [Grow your own salad](#)



Ideas for Small Spaces

- [Growing potatoes in a bag/bucket](#)
- [Growing and exploring herbs](#)
- Vertical gardening
- Window gardening
- Container gardening





Step by Step Planting with Children



Consider safety issues

- Are plants 'kid safe' if consumed?
- Will plants cause allergic reactions either via skin or inhaled?
- Could plants attract stinging insects?
- Could plants attract beneficial insects?
- Access to child-sized garden tools
- Always under supervision of adult



Use Resources and Guides



Food Safety Fact Sheet

2009

Washing Fruits and Vegetables

Introduction

Fresh fruits and vegetables can be contaminated either when they are purchased or if they are handled incorrectly. Thorough washing of fruits and vegetables will minimize the risk of serving a contaminated product to customers.

Washing Fruits and Vegetables

- Wash hands before handling fresh fruits and vegetables.

Safe Handling

of Raw Produce and
Fresh-Squeezed
Fruit and Vegetable Juices

AL Cooperative Extension Chart



Alabama Vegetable Garden Planting Chart



Vegetable	Days to Maturity	Cultivars**	Planting Dates, Spring	Planting Dates, Fall	Seeds or Plants/100 ft	Spacing, Rows/Plants (inches)
Asparagus	2nd Year	Mary Washington (female hybrid), UC-157 (male hybrid), Jersey Giant (male hybrid)	April***		50 - 75 crowns	36x9-15
Beans, Bush Snap	50 - 60	Contender, Green Crop, Derby	April	Aug. 5-20	3/4 lb	36x2-3
Beans, Lima	65 - 75	Fordhook 242, Baby Fordhook, Henderson	Apr. 10 - May 10	July 20 - Aug. 5	3/4 lb	36x3-6
Beans, Pole Lima	80 - 85	Carolina Sieva, Florida Speckled, King of the Garden	Apr. 15 - May 15	July 15 - Aug. 1	1/2 lb	36x6-8

Baby llamas and bunnies love their veggies



Determine where you'll be planting



- Containers can be moved if needed
- Be aware of how much sun/shade plants need
- Most veggies, herbs need 6 hours full sun
- Remember - children can plant, water, weed, and harvest!



Select plants



- Many vegetables, most herbs are good choices
- Choose varieties labelled for 'containers' or 'patio plants'
- Container large enough to grow healthy plants
- Can mix edible, ornamentals or herbs
- **BE SURE PLANTS NEED SAME SUN & SHADE**

Veggie choices for kid's containers



- Root crops (RC) like carrots, beets, radishes, onions (potatoes need more room)
- RCs grow best in cooler weather
- Vegetables grow better outdoors
- Temperature conducive to outdoor activity
- Container/pot size 18" diameter OK



Appropriate container/pot/planter

- ~~KEY: MUST HAVE ADEQUATE DRAINAGE~~
- Self-watering containers ~~help w/ drainage & watering~~
- Large enough ~~to hold sufficient growing medium~~ for intended plants
- Consider ~~pros/cons of container materials (plastic, terra cotta, etc.)~~



Seeds or transplants?

- Seeds: ~~allow children to experience~~ process of germination
- Seeds: less \$
- Seeds: Wider selection ~~of plants materials~~ ~~with seeds~~
- Seeds: Each child ~~can have own~~ 'seed pot'
- Seeds: Transplants faster, ~~root system~~ ~~already established~~ ~~costs more~~
- Each child ~~can have~~ has own transplant to ~~grow out~~



How to 'read' a seed pack



Adequate potting mixture



- KEY: GROWING MEDIUM NEEDS TO DRAIN WELL & HOLD SUFFICIENT MOISTURE
- Soilless mix best for container/pots
- Simplest – use premixed bagged media
- Available at most garden centers
- Will read “Potting Mix/Soil”
- Not ‘garden’ or ‘top’ soil
- Some include wetting agents and/or fertilizer



Soil and Planting*

- Fill container about $\frac{3}{4}$ full with media
- Moisten media thoroughly
- Position plants still in pots on top of soil
- Make sure enough space for roots
- Let mix settle 3-5 mins, add more media to bring soil w/in 1" from top of pot
- Whether seeds or transplants, check recommended depth & spacing
- ***CRITICAL STEP**



Fertilizing

- Container plants must be fed on regular basis
- Use slow-release AND quick-release (water soluble) products
- Synthetic and Organic fertilizers OK
- Some soil mixes contain fertilizer – not enough for entire growing season
- Read and follow label directions (better to add too little than too much)



Watering

- ROT (Rule of Thumb): Container grown plants need more frequent watering
- 2-3 times per week to daily
- Porous materials dry out faster than other materials i.e. clay or terra cotta
- Use lighter colored pots for plants in full sun
- Water-retaining polymers retain water
- Install drip system if several pots involved



Learn from mistakes – no jail time involved



No “failures” It’s experimentation



Resources



- “A Kid’s Guide to Container Gardening” Stephanie Bearce
- “Kids Container Gardening: year round projects for inside and out” Cindy Krezel
- “Container Gardening” ACES ANR-1139
- <https://www.seewhatgrows.org/kids-guide-beneficial-bugs-garden/>
- <https://www.safeoptions.co.uk/blog/3-things-to-teach-your-kids-when-they-play-in-the-garden/>



Engaging Staff and Families

Racial Equity Parallels – The Process

- “As a process, we apply racial equity when those most impacted by structural racial inequity are meaningfully involved in the creation and implementation of the institutional policies and practices that impact their lives.”

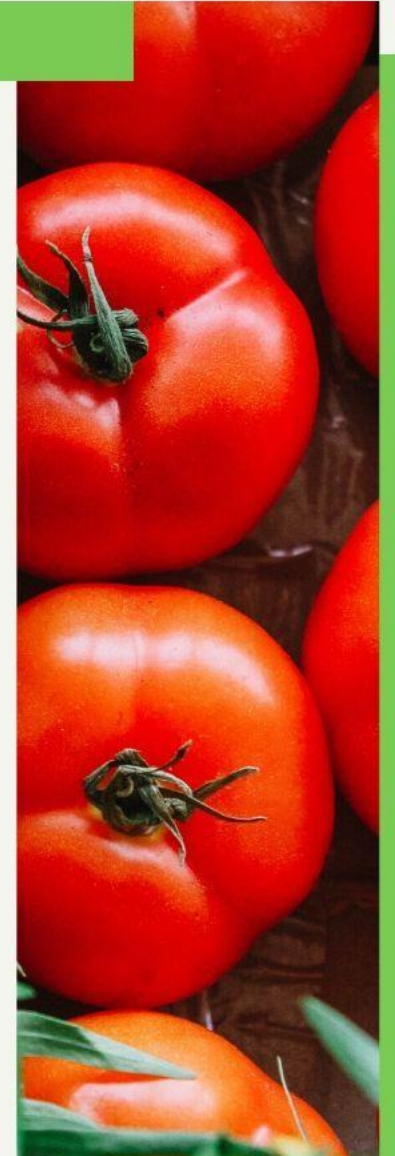


From <https://www.centerforsocialinclusion.org/>



Staff Engagement

- Education and resources
- Overcoming fears
- Safety concerns
- Start ~~with small and simple ideas~~
- Experienced staff
- Provide materials and space- be creative
- Class gardening plots or containers
- Empowerment of staff with new skills!



Welcome staff and families to participate in decision-making about gardens:

- What to grow
- Where to grow, inside classrooms or outside
- How to involve children
- Process to build, plant, maintain, and harvest



Family Engagement




- Communication
- All family members
- Drop-off and pick-up feedback
- Family “discovery books”
- Become a CSA location

More Ideas for Families

- Container garden support- families can bring plants to grow
- Produce share box
- Farm stand at pick-up
- Gardening books & props reflect families
- Create family farm to ECE team
- Volunteer opportunities are strengths-based



A top-down view of a wooden cutting board. On the left, a knife with a black handle and a silver blade is partially visible. The board is surrounded by fresh vegetables: two orange carrots, a bunch of green parsley, a red tomato, a yellow bell pepper, a green bell pepper, and another red tomato. The background is a solid green color with a vertical yellow bar on the left and a vertical yellow bar on the right.

**Other ideas to involve staff
and families?**



Gardening Resources





GARDENING AND COOKING ABILITIES OF PRESCHOOLERS ages 2-5

Activities based on experiential learning with growing and cooking fruits and vegetables can help preschool age children learn key developmental and life skills and healthy eating habits, including:

- Science skills: classification, weather, insects, soil, and plant life cycles.
- Math skills: counting, measuring, and weighing.
- Language skills: describing and comparing color, taste, and texture.
- Fine motor skills: mixing, spreading, and chopping.
- Cognitive skills: curiosity, cause-and-effect, and problem-solving.
- Healthy eating skills: willingness to try new foods and making healthier choices

GARDEN YOGA FOR KIDS



Pretend to be a tree

Tree Pose: Stand on one leg. Bend the other knee and place the sole of your foot on your inner thigh. Sway like a tree in the breeze. Now the other side.



Pretend to be a frog

Squat Pose: Come down to a squat with your knees apart and arms resting between your knees. Touch your hands to the ground. Jump like a frog.



Pretend to be a seed

Child's Pose: Sit back on your heels and bring your forehead down to rest on the floor. Pretend to be a seed in the garden.



Pretend to be a butterfly

Cobbler's Pose: Sit on your buttocks with a tall spine. Bend your legs with the soles of your feet together. Flap your legs like the wings of a butterfly.



Online trainings



- Better Kid Care: Fresh Harvest: Children Grow in the Garden

<https://extension.psu.edu/programs/betterkidcare/lessons/fresh-harvest>



Resources: Online



- Wisconsin Farm to ECE
<https://www.communitygroundworks.org/content/farm-early-care-and-education>
- Garden Yoga for Kids <https://www.pinkoatmeal.com/garden-yoga/>
- Garden Yoga Ideas for Kids
<https://www.kidsyogastories.com/garden-yoga-ideas/>
- Local Food for Little Eaters
<https://www.canr.msu.edu/resources/local-food-for-little-eaters>
- CDC's Food Safety Information <https://www.cdc.gov/foodsafety/>



Resources: Online, continued



- Plant Alabama
 - <https://www.plantsomethingalabama.com/>
- Kids Gardening
 - <https://kidsgardening.org/>
- ACES Home Planting Guide
 - <https://www.aces.edu/blog/topics/lawn-garden/planting-guide-for-home-gardening-in-alabama/>
- Early Childhood Knowledge and Learning Center
 - <https://eclkc.ohs.acf.hhs.gov/blog/gardening-enhance-early-childhood-help-children-grow>

Resources: Phone Apps



- All Trails
 - <https://www.alltrails.com/>



- Planter- Garden Planner



- Garden Answers- Plant ID

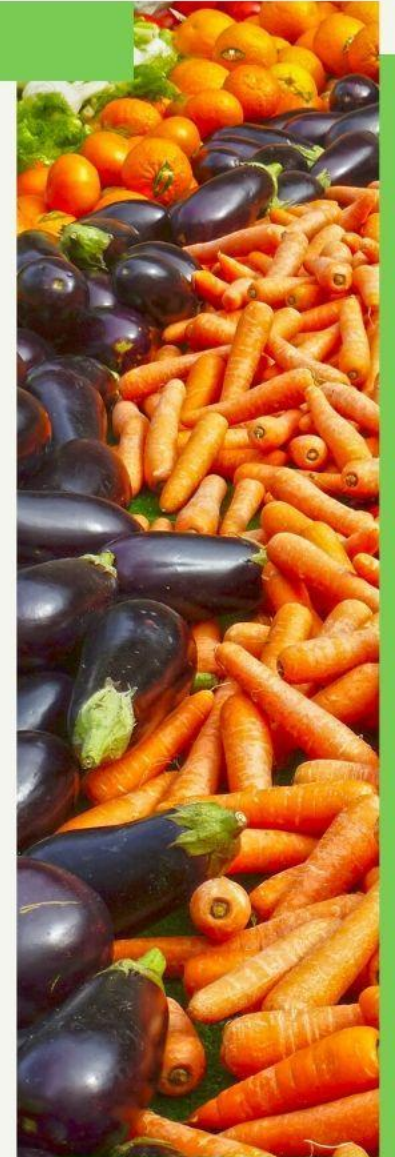


- Garden Plan Pro

Resources:

Food and Farming Education

- *Grow It, Try It, Like It!* Curricula
- *Harvest for Healthy Kids*
- *Smarter Mealtimes*



LS2 – Action Period



*Go NAP SACC is a Nutrition and Physical Activity Self Assessment for Child Care for ECE settings comparing their current practices with a set of best practices



Facilitating Change in Your Program

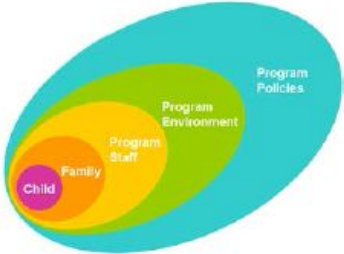


LS2 Action Period

- The Leadership Team will:
 - Set up a time to train program staff
 - Host mini-version of this Learning Session
 - Finalize 3-5 Go NAPSACC Goals and Action Plans
 - Bring all Action Period materials back to LS3
- Trainers provide technical assistance (TA)



Action Plan Worksheet



Start Date:

ECE Program Name:

Goal:

Child	Family	Program Staff	Program Environment	Program Policies

Goal Setting



WHAT WE DO > WHY GO NAPSACC > HOW TO JOIN > WHO WE ARE >

CHILD NUTRITION SELF-ASSESSMENT

My NAPSACC

Self-Assessment

Action Planning

Tips & Materials

Trainings

My Account

Help

Choose Three Action Areas

Click the icons below to choose up to 3 focus areas for taking action. In the next step, you will select specific goals related to the focus areas that you choose here.

Make Big Strides

There is room for improvement in these areas.

Feeding Environment

Feeding Practices

Policy

Build on Your Strengths

You are close to or meeting all best practices in these areas.

Foods Provided

Beverages Provided

Menus & Variety

Education & Professional Development

Go Back

Choose Goals

Create Plan

Take Action

Continue

1 MAKE BIG STRIDES/BUILD ON STRENGTHS



WHAT WE DO > WHY GO NAPSACC > HOW TO JOIN > WHO WE ARE >

CHILD NUTRITION SELF-ASSESSMENT

My NAPSACC

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Look through the best practices your program has met and not met. Select 1-3 of these best practices to be your goals. You can choose goals from each focus area and they will be saved in your My Goals box.

Foods Provided

Best Practices Your Program Has Not Met

More Room For Improvement

High-sugar, high-fat foods are offered less than 1 time per week or never.

High-salt, high-fat snacks are offered less than 1 time per week or never.

Best Practices Your Program Has Met

2 POSSIBLE GOALS

3 LIST OF SELECTED GOALS

My Goals

Add goals by selecting them above.

Go Back

Choose Goals

Create Plan

Take Action

Continue

2 POSSIBLE GOALS

3 LIST OF SELECTED GOALS

4 CONTINUE TO ACTION PLANNING

Action Planning

COMPLETION DATE

HOVER

BLUE BOX = GOAL

EDITING PLANS

DRAFT ACTION PLAN


5

6

SAVE

Action Planning

MARK STEPS
COMPLETE



WHAT WE DO > WHY GO NAPSACC > HOW TO JOIN > WHO WE ARE >

CREATE YOUR ACTION PLAN!

My NAPSACC

Self-Assessment

Action Planning

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Help

Below is a draft action plan that you can personalize. [Change](#) action steps, assign [Support People](#) to each step and choose a date to reach your goal. After creating your action plan, you can look through our library of Tips & Materials for help putting your plan in action.

Goal: High-sugar, high-fat foods are of _____ per week or never.

Your Action Plan [Edit Plan](#)

Steps	Add Support People or Notes
<p>Step 1: Set the goal with key teachers, staff, and family members. Strategize about limiting high-fat foods. Discuss how to overcome any challenges.</p> <p>Check the Tips & Materials library for recipes for healthier sweet foods.</p>	
<p>Step 2: Check with vendors or grocery stores for affordable lower-sugar, lower-fat options. Update food order or shopping list.</p>	
<p>Step 3: Plan for any changes to kitchen staff schedules or new equipment needed.</p>	
<p>Step 4: Create new menus with fewer high-sugar, high-fat foods and share with teachers, staff, and families.</p>	
<p>Step 5: Offer lower-sugar, lower-fat recipes that families can try at home.</p>	
<p>Step 6: Start using the new menus.</p>	
<p>Step 7: Check in with teachers, staff, families, and children for feedback.</p>	
<p>Step 8: Update parent handbook, staff manual, and policies with these new food guidelines.</p>	
<p>Step 9: Celebrate success and thank those who helped!</p>	

Goal Date [Change Date](#)

Set Completion Date

We started this action plan: 05/16/2019
We will reach our goal on: 07/30/2019

When choosing a date, think about holidays, breaks and when you plan to reach other goals.

What would you like to do next?

[Start Another Action Plan!](#) [I Reached This Goal!](#)

[Print Your Plan](#) | [Related Tips & Materials](#) | [Action Planning Dashboard](#)

1

ONGOING EDITS

2

3

I REACHED THIS
GOAL

Tips & Materials

WHAT WE DO > WHY GO NAPSACC > HOW TO JOIN > WHO WE ARE >

TIPS & MATERIALS

My NAPSACC

Self-Assessment

Action Planning

Tips & Materials

Training

My Account

Help

A Library of Useful Materials at your Fingertips!

Activity ideas, handouts, menus and more to help you reach your Go NAPSACC goals..

View the How-To Guide

Search Tips & Materials

1

SELECT MODULE

2

SECTION

Child Nutrition

Select A Category

Foods Provided

Beverages Provided

Feeding Environment

Feeding Practices

Menus & Variety

Education & Professional Development

Policy

Comprehensive Nutrition Resources

Breastfeeding & Infant Feeding

Select A Category

Farm to ECE

Select A Category

Oral Health

Select A Category

Infant & Child Physical Activity

Select A Category

Outdoor Play & Learning

Select A Category

Screen Time

Select A Category

WHAT WE DO > WHY GO NAPSACC > HOW TO JOIN > WHO WE ARE >

FOODS PROVIDED

My NAPSACC

Self-Assessment

Action Planning

Tips & Materials

Training

My Account

Help

Look below for the available materials on the subject of Foods Provided.

Search Tips & Materials

2

TAB ORGANIZATION

3

TAGS

4

FAVORITES

Recipes & Guidance

Classroom Activities

Family Engagement

Build A Healthy Plate With Dry Beans & Peas (Spanish version)

USDA, Team Nutrition · Washington, DC

Build a Healthy Plate With Fewer Added Sugars (Spanish version)

USDA, Team Nutrition · Washington, DC

Build a Healthy Plate With Fruits (Spanish version)

USDA, Team Nutrition · Washington, DC

Build a Healthy Plate With Less Salt and Sodium (Spanish version)

USDA, Team Nutrition · Washington, DC

Build A Healthy Plate With Options Low in Solid Fats (Spanish version)

USDA, Team Nutrition · Washington, DC

Build a Healthy Plate With Protein (Spanish version)

USDA, Team Nutrition · Washington, DC

Build a Healthy Plate With Vegetables (Spanish version)

USDA, Team Nutrition · Washington, DC

SPANISH, VEGETABLES, MEAT ALTERNATIVES, LEAN PROTEIN

SPANISH, SUGAR

SPANISH, FRUITS

SALT, SPANISH

SPANISH, FATS

SPANISH, MEAT ALTERNATIVES, LEAN PROTEIN, MEAT

SPANISH, VEGETABLES

Training



CENTER 1 DEMO ▾

WHAT WE DO > WHY GO NAPSACC > HOW TO JOIN > WHO WE ARE >

TRAININGS

My NAPSACC

Self-Assessment

Action Planning

Tips & Materials

Trainings

My Account

Help

Go NAP SACC Online Trainings Currently Available:



Supporting Healthy Eating with Go NAP SACC and CACFP Please note that you must complete our evaluation in order to document your participation in this training. Find the link to the evaluation in the "Web Links 4" box at the bottom of the screen.



Supporting Physical Activity in Early Care & Education Settings Please note that you must complete our evaluation in order to document your participation in this training. Find the link to the evaluation in the "Web Links 2" box at the bottom of the screen.

More trainings to come...stay tuned!

Other Great Online Training Options:

On Demand Distance Education from Penn State's Better Kid Care

LS2 Action Period




Question & Answer



Team Reflection

What ideas have we learned that we would like to implement in our program?



Action Period



- Please complete by Learning Session 3:
 - Finalize 3-5 Goals and Action Plans with staff members
 - Onsite Visit with Trainer

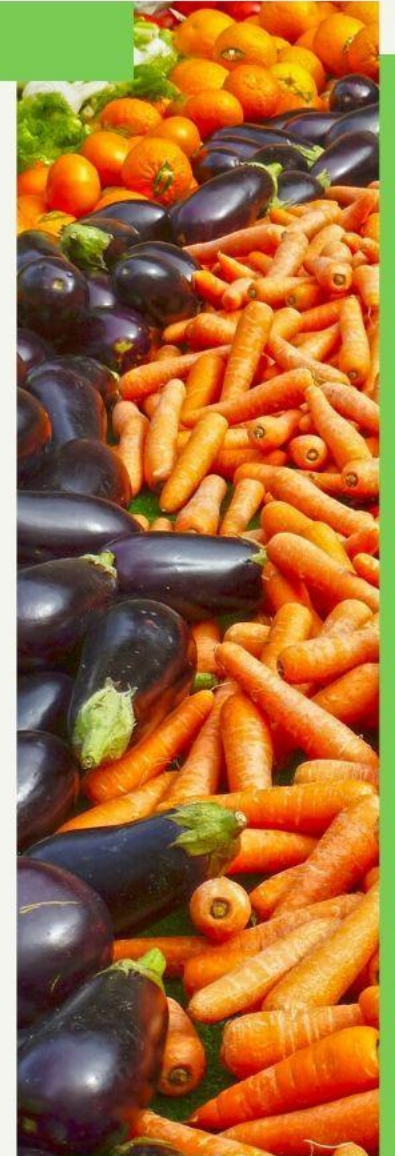
Next Session Date

- March ____, 2021



Local Garden Resources

- UAH Community Garden
 - <https://www.uah.edu/sustainability/student-organizations/community-garden>
- CASA of Madison County
 - <https://casamadisoncty.org/casa-garden/>
- Huntsville Botanical Gardens and Classes
 - <https://hsvbvg.org/>
- AL Cooperative Extension
 - <https://www.aces.edu/blog/category/lawn-garden/>



Local Partners



- Alabama Cooperative Extension System
 - Nutrition classes and cooking demonstration programs
 - Color Me Healthy
 - Master Gardeners- Garden education
- Farm Food Collaborative
 - Support to purchase locally grown foods



Trainer Information

Darmeshia West

dwest@tcrchildcare.org

(256) 542-8767



Alabama Partnership for Children

Caliste Chong

(205) 561-7155

cchong@apcteam.org

Alabamapartnershipforchildren.org

