Success in the Food Program

Trainer’s Guide

YMCA CHILDCARE RESOURCE SERVICES
NEMOURS CHILDREN’S HEALTH SYSTEM
ACKNOWLEDGEMENT

The authors acknowledge the invaluable contributions of our local, state and national partners with this project. Additionally, the authors acknowledge the family child care providers in San Diego, California committed to supporting children’s health and development through their participation in the “Success in the Food Program” pilot training and technical assistance project. We hope the training materials and resources assists organizations interested in enhancing current Child and Adult Care Food Program (CACFP) trainings to support family child care providers to meet the new meal pattern requirements established on October 1, 2017.

We thank the following partner organizations and individuals for their guidance, support, and feedback:

California Food Policy Advocates
Child Care Food Program Roundtable
Episcopal Community Services
National CACFP Sponsors Association
National Association for Family Child Care

We would like to recognize the family child care providers in San Diego, California that participated in the pilot project:

- Adriana’s Day Care
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- Ledesma’s Family Child Care
- Jessica Salcedo Family Child Care
- Eduardo Magana & Maclovia Rivero Day Care
- Maria Aguilar Day Care
- Machado Family Child Care
- My Playhouse Child Care
- Marisela Mier Family Child Care
- Estrellas del Mañana
- Lil Sprouts Family Day Care
- Pinwheel Family Child Care
- DeGodoy Child Care
- Little Faces Child Care
- Marisela & Carlos Castro Family Day Care
- Little Blossoms Child Care
- Sandra’s Family Child Care
- Brenda Peraza Day Care
- Toledo’s Day Care
- Berg Family Child Care
- Mujica Lorena Family Child Care
- Jimenez Day Care
- Lacarra Yolanda Family Child Care
- Gladys’ Family Child Care
- Guadalupe Soto Family Child Care
- Frances Carvajal Family Child Care
- Kid’s Child Care
- Sayra’s Family Child Care
DEAR TRAINERS:

In 2017, the United States Department of Agriculture (USDA) made changes in the Child and Adult Care Food Program (CACFP) meal patterns with the Dietary Guidelines for Americans (DGA). This program is now even better!

The New Meal Pattern (NMP) became effective October 1, 2017. This Trainer’s Guide will help you navigate the “Success in the Food Program” training materials and resources to conduct a CACFP NMP training and follow-up technical assistance for family child care providers.

The training materials were developed and piloted by the YMCA Child Care Resource Services in San Diego, California with support from Nemours Children’s Health System. The pilot project tested the training materials and resources with 30 family child care providers. The information provided in the training combined with hands-on activities focuses on the benefits providers will see for their children.

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**TRAINER’S GUIDE CONTENT**

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The words, actions, and gestures of the Trainer all impact group dynamics. Participants are sensitive to a Trainer’s lack of interest or energy and may disengage. Conversely, enthusiasm and passion for a subject can lift a group, even one that is tired or lacking in motivation. A Trainer needs to be able to read the mood and temperament of a group and decide how to best keep participants engaged.

Consider the table below describing responsibilities of effective Trainers. Place a check next to responsibilities you feel you do well. Select one or two areas to focus on at your next training.

### PREPARING FOR THE TRAINING

### TIPS FOR FOSTERING LEARNING

#### Responsibilities of an Effective Trainer Checklist

- Be the guide, not the leader.
- Cultivate an atmosphere of respect.
- Recognize that ECE providers are accustomed to a playful, active atmosphere.
- Create a collaborative environment that values everyone’s contributions.
- Speak clearly and with enthusiasm.
- Build group curiosity and confidence.
- Guide and manage group interaction.
- Understand and respect cultural differences.
- Practice active listening, paraphrasing, observing, and clarifying.
- Use open-ended questions to stimulate conversation.
- Interpret verbal and non-verbal behavior cues.
- Be aware of group dynamics and adjust the agenda or activity to maintain engagement.
- Focus on achieving outcomes during the training and technical assistance (TA).
- Incorporate feedback when possible.
- Have fun, bring a sense of humor, and enjoy the new relationships you will establish and facilitate!
As a Trainer, there are several points to keep in mind regarding the CACFP NMP:

- **You play a crucial role in supporting providers with the new meal pattern (NMP).**
- **The NMP is based on the Dietary Guidelines for Americans (DGA)—they’re simple and easy to understand! Presenting the changes as such will help providers feel confident they can implement them.**
- **Research shows that aside from higher quality nutrition, CACFP providers also provide higher quality of care—to engage providers it is important to tie the changes back to how they will help the children in their care.**
- **You have the liberty to modify the training materials to better serve your providers!**

You can find additional resource materials for the “Success in the Food Program” at HealthyKidsHealthyFuture.org/cacfp.

Also, page 23 provides additional supplemental resources used during the pilot project.

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**INTRODUCTION**

**About “Success in the Food Program”:**

Through funding from the David and Lucile Packard Foundation, the training materials and resources were created by the YMCA Childcare Resource Services and Nemours Children’s Health System.

We appreciate the suggestions and feedback provided by the local, state, and national partners to the “Success in the Food Program” training materials and resources.

The pilot project provided training and technical assistance to 30 family child care providers in the South Bay area in California. Each family child care provider attended one training and received three technical assistance visits during the pilot project.

For a summary of “lessons learned” check out page 22.
PREPARING FOR THE TRAINING

You’re going to have a great training! To ensure providers show up to enjoy it, be sure to contact them at least twice—once one month prior to your training and within the week before your training. Providers will be more likely to attend your training if they understand what will happen and how they will benefit from it.

PROVIDERS WILL LEARN...
- About new CACFP NMP requirements, many of which they may already be doing
- How to identify reimbursable foods
- How to implement changes in their family child care
- Learn from other providers experiences and share their own expertise

Providers should have the opportunity to ask questions. If you as the Trainer are not sure of the answer, here is a list of state contacts that can help: https://www.fns.usda.gov/agency-contacts-search?field_state_value=All&field_agency_programs_tid=963=&Apply

ACTIVITY MATERIALS
The training includes hands-on activities to identify reimbursable whole grains, cereals, and yogurts. It is recommended to use empty boxes and containers of each and provide a minimum of one set per table:
- 2 variety types of cereal boxes
- 2 variety types of cracker boxes
- 1 yogurt container
PREPARING FOR THE TRAINING

PROVIDER MATERIALS

Aim to have all materials, binders, and resource handouts printed and ready before the training.

The Participant Binder:

The binder should include a copy of the PowerPoint slides and the resource handouts listed below. The resource handouts should be in the order listed below. The resource handouts can be found on the Healthy Kids, Healthy Future website in English and Spanish:

- USDA Updated CACFP Meal Patterns: Child and Adult Meals
- Identifying Whole Grain-Rich
- CACFP Meal Pattern Requirements on Grain Based Desserts
- CACFP Tofu Informational Sheet
- USDA Choose Yogurts That Are Lower in Added Sugars
- USDA Choose Breakfast Cereals That Are Lower in Added Sugars
- USDA Serving Milk in the CACFP
- USDA Updated CACFP Meal Patterns: Infant Meals
- USDA CACFP: Best Practices
- Vegetable Best Practices

Healthykidshealthyfuture.org/cacfp

Additional Resources (optional):

WIC Shopping Guide:

The WIC Shopping Guide can be used as a pamphlet by printing it double sided in color. Stack all three pages on top of each other in the order they were printed with the first page (front and back cover of shopping guide) on top. Using a paper cutter, cut along the edges to get two bookmarks per sheet. The CACFP Bookmark can be lamented as well.

CACFP Bookmark:

The CACFP Bookmark includes a summary of the NMP requirements. It should be printed single sided in color on cardstock. Use a paper cutter to cut along the edges to get two bookmarks per sheet. The CACFP Bookmark can be lamented as well.

Evaluation Materials:

A Pre/Post Assessment is available and can be used to determine participants’ level of understanding of the NMP requirements before and after the training.

A Survey can be used for participants to provide feedback regarding their overall experience. Both of these resources may be adapted for your organization’s use and are optional if needed.

The WIC Shopping Guide, CACFP Bookmark, and Evaluation materials can be found in the supplemental resources on page 23 of the Trainer’s Guide.
PREPARING FOR THE TRAINING
ADDITIONAL RESOURCES

Additional Resources:

Participants appreciate additional resources at trainings. Below are some ideas to include on a resource table during the training. Some examples include cook books, “Potter the Otter” activity books, information about free summer meals, and/or printouts from the internet. You can find resources specific to your state at HealthyKidsHealthyFuture.org/cacfp/.

SAMPLE ADDITIONAL RESOURCES

<table>
<thead>
<tr>
<th>Resource Title</th>
<th>How It Helps</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of Whole Wheat Products</td>
<td>Sample whole grain products</td>
</tr>
<tr>
<td>Common Questions</td>
<td>Milk FAQs</td>
</tr>
<tr>
<td>Growing a Healthier Future w/CACFP</td>
<td>Overview of all changes</td>
</tr>
<tr>
<td>Phrases That Help/ Hinder</td>
<td>Food as reward/ punishment</td>
</tr>
<tr>
<td>Whole Grain-Rich Grains</td>
<td>FAQs</td>
</tr>
</tbody>
</table>

Incentives (optional):

Incentives are always a great addition to a training. If donations or funds are provided here are some suggestions of incentives that were used during the “Success in the Food Program” pilot project. A Kaplan family style dining kit, produce slicers, and air fryers (all pictured below).

Whole Grain Samples:

The PowerPoint presentation refers to whole grain samples. Whole grain samples can be placed in small clear plastic containers labeled in English and Spanish (pictured). If budget permits, prepare a small amount of various whole grains in sandwich zip lock bags that training participants can take with them and have an exploring whole grains activity with their children.
PREPARING FOR THE TRAINING
ROOM SET UP

Welcome Table:

Have a sign-in sheet, pens, Bookmarks, WIC Shopping Guide, and binders with assessment materials, PowerPoint slides, and handouts ready for the participants.

Participant Tables:

Since the training has several group activities, it is recommended to cluster tables in order to facilitate discussion. Participants appreciate having at each table water containers, cups, sticky notes, pens, and highlighters for use throughout the training. Activity materials can be set out prior to the training: cereal boxes, cracker boxes, and yogurt containers, which will save time. Training participants will use the nutrition facts label or ingredients label of these products during the activities. Provide only one or two types of each based on time purposes of the training. The following were the brands used in the pilot project:

- Cheerios
- Honey Nut Cheerios
- Wheat Thins
- Wheat Ritz Cracker
- Chobani Greek Yogurt – Fruit on the Bottom

Focusing on details can change the environment of the training and make your participants feel welcome. Here are a few suggestions:

Participant Snack Table:

Set up a small table with individually packaged cheese, melon balls (watermelon, cantaloupe, and honeydew), apples, bananas, whole wheat bread (a toaster’s a plus), whole wheat English muffins, peanut butter, hardboiled eggs, celery sticks, baby carrots, hummus, or individual yogurt.

Resource Table:

The resource table can include the examples listed on page 6. The whole grains can be displayed on the resource table as well. Here are some suggestions of whole grains to be displayed (pictured below): oats, steel cut oats, barley, millet, buckwheat, amaranth, quinoa, bulgar, and couscous.

However, any type of cereal, crackers, and yogurt will work just as well for the training.
Whether you are a new Trainer or a seasoned veteran, here are some helpful tips:

**Build Authentic Relationships**

Greet participants warmly and help them feel welcome by creating an atmosphere where they feel valued and comfortable. Set up interesting displays, interactive activities and opportunities for discovery learning. Take the time to get to know each provider and facilitate networking by introducing participants to one another.

**Know Your Role**

The Trainer can have a variety of roles. Sometimes the Trainer will be the teacher, but other times the Trainer will be the facilitator as providers teach one another about their successes, challenges or lessons learned.

**Use Your Skills and Experience**

Providing examples from previous work with family child care providers will help build rapport and trust with participants. As an expert, you will also be able to provide guidance for providers as they continue to grow and learn.
PREPARING FOR THE TRAINING
TIPS FOR FOSTERING LEARNING

Facilitating Adult Learning:

An important element of effective facilitation with adult learners is understanding how they learn—by incorporating discovery learning and collaborative approaches into the process of learning rather than a didactic approach. Adult learners are most engaged when the learning experience is active and the contributions between the Trainers and participants is balanced. It is helpful to provide time for providers to ask questions and provide possible solutions for each other.

Adult Approaches to Learning:

Malcolm Knowles, a leader in the field of adult education, developed a framework describing how adults learn differently than children. He defined six principles of adult learning:

1. Adults are internally motivated and self-directed;
2. Adults bring life experiences and knowledge to learning experiences;
3. Adults are goal oriented;
4. Adults are relevancy oriented;
5. Adults are practical; and
6. Adult learners like to be respected.


Learning Environment:

Provide frequent opportunities for participants to explore and use the resources they will take back to their programs. If participants seem disengaged, review the six principles of adult learning to determine which area could be improved.

Important considerations related to the environment and principles of adult learning are as follows:

- The learning environment is characterized by physical comfort, mutual respect, trust and helpfulness, freedom of expression, and acceptance of differences.
- Provide physical conditions that are comfortable (seating, temperature, ventilation, lighting, decoration) and conducive to interaction (circle, small groups at round tables, interactive displays, opportunities for active play).
- Accept the learners as persons of worth and respect their feelings and ideas. They are curious about what the learners will bring to the sessions. Involve the participants in establishing a learning environment that makes them feel comfortable, engaged and productive.
- Build relationships among the learners by encouraging cooperative activities and conversations. Guide participants to explore differences and commonalities as they learn more about implementing best practices in their programs.
The words, actions, and gestures of the Trainer all impact group dynamics. Participants are sensitive to a Trainer’s lack of interest or energy and may disengage. Conversely, enthusiasm and passion for a subject can lift a group, even one that is tired or lacking in motivation. A Trainer needs to be able to read the mood and temperament of a group and decide how to best keep participants engaged.

Consider the table below describing responsibilities of effective Trainers. Place a check next to responsibilities you feel you do well. Select one or two areas to focus on at your next training.

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<td></td>
</tr>
<tr>
<td>Incorporate feedback when possible.</td>
<td></td>
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<tr>
<td>Have fun, bring a sense of humor, and enjoy the new relationships you will establish and facilitate!</td>
<td></td>
</tr>
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</table>
HOW TO USE THE POWERPOINT

The PowerPoint was created so anyone can pick it up and easily replicate the training. Since slide content is simple, the notes section is the bread and butter of the training. Give yourself plenty of time to read the notes to feel comfortable with the information and modify it to sound natural for you.

PROMPTS IN NOTES SECTION:

- **SAY:** The text was created using conversational motivational interviewing. Motivational interviewing is science based and it works!
- **DO:** This will prompt you to guide providers to either a handout or activity.
- **ASK:** These questions are asked to the group. Take a few responses where appropriate and be sure to thank providers for sharing. If you have giveaways, giving one to each participant who speaks encourages providers to contribute.
- **(CLICK):** This prompts you to use your clicker to add something to your current slide.
- **Personal Anecdote:** Samples of anecdotes used by a Trainer are provided for reference. Modify location of anecdotes throughout the training. Anecdotes provide a useful tool to regroup after training activities.
- **ADDITIONAL:** This is optional information you can include if interest is present, for your information if a question arises, or if time permits.

*You have the liberty to modify the training materials to better serve your providers!*
Every group of providers will have different interests and will want to spend more time discussing different topics. This will keep the training new and interesting for you as the Trainer!

To give you an idea of how much time to allocate to activities and the three main topics—(1) Child Meal Pattern, (2) Infant Meal Pattern, and (3) Best Practices—refer to the training time line below.

**TRAINING TIMELINE:**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Slides</th>
<th>Time (min)</th>
<th>Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview</td>
<td>(1 – 7)</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>USDA Child &amp; Adult Handout</strong></td>
<td>7</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td><strong>CHILD MEAL PATTERN</strong></td>
<td>(8 – 45)</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Practice Grain Label Reading</td>
<td>23 – 24</td>
<td>10</td>
<td>35</td>
</tr>
<tr>
<td><strong>USDA Yogurt Chart</strong></td>
<td>32</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>Practice Yogurt Label Reading</td>
<td>33 – 34</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td><strong>USDA Cereal Chart</strong></td>
<td>36</td>
<td>5</td>
<td>55</td>
</tr>
<tr>
<td>Practice Cereal Label Reading</td>
<td>37 – 39</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td><strong>USDA Milk Activity</strong></td>
<td>41</td>
<td>10</td>
<td>70</td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td>46</td>
<td>10</td>
<td>80</td>
</tr>
<tr>
<td><strong>INFANT MEAL PATTERNS</strong></td>
<td>(47 – 58)</td>
<td>5</td>
<td>85</td>
</tr>
<tr>
<td>Introduction to Solids Discussion</td>
<td>53</td>
<td>10</td>
<td>95</td>
</tr>
<tr>
<td><strong>BEST PRACTICES</strong></td>
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<tr>
<td>Vegetable Best Practices Activity</td>
<td>62</td>
<td>10</td>
<td>110</td>
</tr>
<tr>
<td><strong>Closing</strong></td>
<td>(63 – 65)</td>
<td>10</td>
<td>120</td>
</tr>
</tbody>
</table>
TIPS FOR TRAINING ACTIVITIES

The training was created to be interactive with many activities for the participants. From the timeline on page 12, you can see that more than half of the training time is set aside for activities. Here are some tips on how to conduct the training activities:

USDA Child & Adult Handout:

The training is packed with information! Since there is not a formal icebreaker, this activity serves as one. Ask for volunteers to read the listed sections.

Practice Grain Label Reading:

Empty cracker boxes should be pre-set on the participant tables for providers to use. Walk around to make yourself available for questions. If a group is done early, encourage them to see if their cereal counts as a whole grain rich product as well. When you regroup ask for volunteers to share what they learned about label reading.

USDA Yogurt Chart:

This activity can be done several ways depending on time. In small groups and then each group shares OR facilitate the activity as a large group and encourage participants to “shout out” the answers. As the Trainer you choose to conduct this activity as a large group you will read the step on the handout and the providers will “shout out” their answers.

Practice Yogurt Label Reading:

If snacks are provided during the training, the Trainer can ask providers to look at their yogurt label. Alternatively, yogurt containers are pre-set on the participant tables already. Similar to the other two label reading activities, walk around to make yourself available for questions. When regrouping participants can volunteer to provide their answer for this activity.

USDA Cereal Chart:

This activity is similar to the USDA Yogurt Chart Tips.

Practice Cereal Label Reading:

This activity is similar to the other two label reading activities, this time using the empty cereal boxes on the participant tables. The Trainer can walk around the room to be available for questions. As the participants regroup ask each group to share their answers. Example, “For the group who had the Bran Cereal Box what did you find?”

USDA Milk Activity:

Begin this activity by asking volunteers to read the top part on the front of this handout. Next you’ll have providers work on the first two questions on the back side of the handout (the third question has to do with adult care). Note, the answer key is found on the back bottom of the handout. When you regroup ask for volunteers to share their answers. Be sure to add missing information, and highlight the breastfeeding information on the handout as well. Here are some tips you can share about breastfeeding:

- Breastmilk is reimbursable and part of the CACFP meal pattern.
- Many different cultures look at breastfeeding as a natural choice for feeding.
- Formula stays the same, but breastmilk changes according to the baby’s nutritional needs.
- Mom’s breast will create antibodies and anti-viruses to protect her baby from illness in his or her environment.
Introduction to Solids Discussion:

Introduction of solids is a topic relevant to many new parents. For this activity have participants take a few minutes to think about the questions posed on slide 53 of the PowerPoint. Ask volunteers to share their successes and challenges encountered on this topic. This activity is great for participants to network and learn from each other’s experiences and successes. There will be funny stories or challenging situations where providers can ask the group for help.

Vegetable Best Practices Activity:

The instructions for this activity is at the top of the Vegetable Best Practices handout. Ask participants to complete the first two instructions on their own and the third with their table group. If time permits volunteers can share their answers with the full group.

Giveaways:

If budget permits have small giveaways available for training participants as motivation to participate in training activities. You can use giveaways to remind providers of the new CACFP meal pattern requirements when they use the giveaway in their programs.

Here are a few giveaway examples:

- Popsicle molds: Remind providers they can make yogurt pops with less added sugars.
- Over the pot colander: Encourage providers to make whole grain pasta.
- Plastic balls for infused water: Remind providers that water must be available and offered throughout the day.
- Various vegetable seeds: Remind providers children are more likely to eat something they’ve grown; providers can claim produce they’ve grown as part of the Food Program; a vegetable is required at both lunch and dinner.
As mentioned in the introduction, all 30 family child care providers were offered up to three technical assistance (TA) site visits during the pilot project. The first TA visit was used as a follow up from the training to answer questions that providers might have putting the information from the training into practice. Also, during this TA session a provider information sheet and a pre-assessment were completed. Both of these forms can be found on page 33 in the Technical Assistance Materials section of the Trainer’s Guide.

Providers were also provided two additional TA topics and could select from the list below:

<table>
<thead>
<tr>
<th>TA TOPICS</th>
<th>Other: Provider’s Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Active Play” by Diane Craft</td>
<td></td>
</tr>
<tr>
<td>Breastfeeding Friendly San Diego</td>
<td>Parent Workshop</td>
</tr>
<tr>
<td>Farm-to-Preschool</td>
<td>Seasonal/Local/Bulk Purchasing</td>
</tr>
<tr>
<td>Food for Thought</td>
<td>Tofu for My Tummy</td>
</tr>
<tr>
<td>Grow It, Try It, Like It</td>
<td>Wellness Champion</td>
</tr>
<tr>
<td>Menu Modification</td>
<td>Workshop Follow Up</td>
</tr>
</tbody>
</table>

*The TA was provided and funded as part of the pilot project with the 30 participating family child care providers. TA is important if funding is available.*
Each of the TA topics are listed below along with information, rationale, and tips for Trainers. Materials can be found at the back of your Trainer’s Guide. Please note each of the TA topics can also be used as a workshop activity OR as a stand-alone workshop.

“Active Play” by Diane Craft:

This TA is a physical activity demonstration with children. The provider is shown a copy of Diane Craft’s “Active Play” and a Trainer models two to three activities with the children. The provider is able to keep the book which includes a DVD with several examples.

Some activities in “Active Play” are nutrition related, while others can be modified. For example, in the Sock Smiley activity, a printout of a smiley face is glued to a piece of cardboard. The children then throw rolled up socks at the smiley face. The socks are collected in a laundry basket.

The smiley face can be switched out for vegetable print outs to aid in the increased consumption of vegetables per the new meal pattern (NMP) changes.

The picture shows the print outs can be used to start a discussion with children before playtime. What is this vegetable called? What color is it? Have you tasted it before? What’s your favorite vegetable? What other vegetables are this color? What vegetables did you eat yesterday?

Pictured below is the “Sock Smiley” activity with children in a family child care that participated in the “Success in the Food Program” pilot project in San Diego, California.
Another example of an “Active Play” activity that can be modified to support the NMP is Paper Plate Scooters. In this activity, children place their hands on a paper plate to slide around a carpeted area. Children take objects from one side of the room to the other using their “scooter.” A garden theme can be applied here to start a discussion on how vegetables grow.

Pictured above, a Trainer can refer to print outs of sunshine, dirt, and water glued to a piece of cardboard and ask children what does a plant need to grow? Seed packets with images of different produce can be used to start a discussion about vegetables.

After the table discussion, the printouts of sunshine, dirt, and water can be placed on the opposite side of the room. Children can be instructed to take the seeds to the other side of the room on their “tractor scooters” so the seeds can grow.

To purchase or find more information about “Active Play” you can visit activeplaybooks.com/about-dr-craft/. More information can be found at the back of the Trainer’s Guide.

**Breastfeeding Friendly San Diego:**

Breastfeeding Friendly San Diego (BFSD) is an initiative through the University of California San Diego (UCSD) Lactation Supportive Environments. More information can be found at ucsdcommunityhealth.org/work/lactation-supportive-environments/ and in the back of the Trainer’s Guide.

This TA helps providers learn details about the benefits of breastfeeding and how to be supportive. BFSD includes two TA site visits for personalized support on how to transform a family child care into a Breastfeeding Friendly site. Providers receive a display stocked with breastfeeding resources for parents.

If a similar local service is not available in your area, breastfeeding resources can be found at: HealthyKidsHealthyFuture.org.
**TECHNICAL ASSISTANCE**

**TOPIC DESCRIPTIONS & TIPS**

**Farm-to-Preschool:**

Farm-to-Preschool is an effective way to increase children’s willingness to try new fruits and vegetables. More information can be found at [farmtopreschool.org/curricula](http://farmtopreschool.org/curricula) and the back of the Trainer’s Guide.

This TA provides lesson plans providers can use in their family child care focused on seasonal fruits and vegetables. The curriculum is easy to use and includes examples of questions to ask children. The Trainer can go to the family child care and do a taste test with the children.

Note: Choosing produce that is in season increases the likelihood that children will like the taste. Although, some children will still not enjoy the flavor until eating the produce many times. In these cases, it is good to have children think of dishes they enjoy that include the produce. For example if a child does not enjoy a tomato taste testing, you can ask what foods do they like that include tomatoes? They might like salsa or tomatoes in burritos. Children who do not enjoy a bell pepper taste test can be asked if they have tried them in fajitas.

**Food for Thought:**

Food for Thought is a preschool curriculum created by the California Department of Education with five units: Fall fruits and vegetables; Winter fruits and vegetables; Go-go grains; Power up with proteins; and Spring snacking. More information can be found at: [healthypreschoolers.com/?page_id=12](http://healthypreschoolers.com/?page_id=12) and the back of the Trainer’s Guide. This TA provides lesson plans providers can use as nutrition activities and integrate educational domains such as language arts, mathematics, and science concepts.

**Grow It, Try It, Like It!**

A sample of Grow It, Try It, Like It was shown to providers. It is a garden themed nutrition kit that teaches children about three fruits and three vegetables. More information is found at: [fns.usda.gov/tn/grow-it](http://fns.usda.gov/tn/grow-it) and the back of the Trainer’s Guide. This TA provides lesson plans, nutrition activities, planting activities, and introduces children to MyPlate.
Menu Modification:

This TA topic provides provider support to the transition to the NMP. It involves a 1:1 evaluation of the provider’s existing cycle menu. Any discrepancies between the previous and current CACFP guidelines was identified and alternative menu items were identified.

This TA topic is also helpful for providers interested in starting a cycle menu. The providers are given several sample menus and a template to create their own, which can be found at the back of the Trainer’s Guide.

The provider is asked to list common items served at breakfast, lunch, supper, and snack. They are guided in thinking about which items were more labor intensive and which were less. That information is used to place meals and snacks on days where the provider has more or less time.

If the provider wants to introduce a new item, it is recommended to limit items to one or two. This encourages providers to expand their cycle menu once they are comfortable.

Other—Provider’s Choice:

Providers were given a choice to select their own topic if they needed additional support in a specific area. Many providers requested assistance with the air fryers and produce choppers they received as incentives from the training (pictured on page 6). The produce chopper, or Super Slicer, was given to reduce prep time of fruits and vegetables.

This TA was offered during snack time. The Super Slicer 3 blade chopper feature was used to chop strawberries. Many providers had not used a salad spinner prior to this TA. The remaining whole strawberries were dried using the salad spinner—informing providers that the dried strawberries would remain fresher longer. Providers were pleasantly surprised by the ease of use, speed, and presentation of the produce.

As a demonstration of how to use the air fryer, Healthy Chips (pictured below) were made by cutting yellow corn tortillas into half inch strips. The strips were then drizzled with olive oil and freshly ground sea salt and pepper. They were placed in the air fryer for ten minutes at 400°F, tossing half way through.
**Parent Workshop:**

Several providers stated parents would benefit from the “Success in the Food Program” training information. Parents struggle to understand why providers are rigid in food choices offered to their children.

This TA is a 30 to 45 minute version of the “Success in the Food Program” training and geared towards parents and how they can implement changes in their home. The provider provides childcare and the Trainer brings incentives, handouts, and giveaways to encourage participation during the parent training.

Some ideas for topics to include in the parent training:

- Focus on Saving Money
- Add Policies to Create Engagement
- Start in the Summer
- Survey Parents for Dates/Times/Content

**Tofu for My Tummy:**

Tofu is a newly reimbursable food item, and this TA is essential. Providers could select either a breakfast or lunch time for a food demo. A Trainer arrives at the provider’s home 30 minutes prior to meal time and cooks with the provider or staff member in charge of meal prep. The Trainer models for the provider different ways of preparing tofu and discusses the options for purchasing. The Trainer then sits with the children to model eating tofu and asks exploration questions to generate interest among children.

Several tofu recipes are given to providers. More information can be found at the back of the Trainer’s Guide. The recipe used for breakfast TA visits was the tofu scramble. For lunch TA visits, the tofu scramble recipe was used to create tofu asada by swapping out the turmeric/curry powder for a carne asada seasoning. The one pictured below left was used due to the color it added to the tofu. The one pictured below right was used for providers that preferred spicy foods.

**Seasonal/Local/Bulk Purchasing:**

This TA is offered to assist in implementing optional best practices: purchasing seasonal and local produce.

The TA is an additional meeting with providers interested in identifying local farmers who can provide seasonal fruits and vegetables in bulk.
Tips given to providers during the tofu session include:

- After draining the tofu, you pat it dry with paper towels. Some websites say you should wrap it in paper towels and put pressure on it by using a plate, then replace the towels several times to dry thoroughly.

- The consistency of a tofu scramble is similar to scrambled eggs. If you’d like to incorporate tofu into your menu you can use tofu in place of scrambled eggs.

- Tofu is like a sponge, it absorbs the flavor of whatever you add to it. Therefore you can season it like you would season meat or chicken.

- White tofu can be unappetizing. Try to incorporate seasonings and marinades that will add color. You can soak a tofu steak (a 1/2 inch slice of tofu) in a sesame oil and liquid aminos marinade to add brown to your tofu steak. If you don’t have liquid aminos, soy sauce works as well.

- *A lie by omission can be used when first introducing a new tofu dish to children.* Redirecting with questions like, “Let’s find out what this is. What does it taste like?” After children try the dish, the benefits of lean protein can be discussed.

### Wellness Champion:

Wellness Champion is a year long program for early childhood education centers and family child care. Topics include healthy eating and physical activity. Subtopics include gardening and creating environments that encourage active play through stencils.

Providers are offered two options: A Trainer led gardening activity with children; or a Trainer visit when children are not present to help provider paint outdoor concrete areas using oversized stencils. Examples of stencils include fruits and vegetables, alphabet, and bullseye.

Pictured below is a stencil playground of a family child care in San Diego, California.

Note: *All technical assistance resources and forms can be found at the end of the Trainer’s Guide.*
LESSONS LEARNED

Below are lessons learned including successes and challenges encountered during the “Success in the Food Program” pilot project.

KEY TAKEAWAYS

- Adult centered learning was taken into consideration when creating the “Success in the Food Program” training. That’s why the majority of the training consists of audience engagement and activities.

- Training groups were limited to less than 20 providers. Feedback received showed that providers were more prone to ask questions to encourage deeper understanding in smaller group settings.

- Providers requested more trainings which is why some of the TA was delivered in that format.

SURVEY FEEDBACK

Refer to page 32 for a copy of the Training Survey. The results shown below indicate that the “Success in the Food Program” was effective in increasing provider knowledge and confidence in implementing the CACFP NMP requirements. All providers stated they would recommend other providers attend this training, with most showing enthusiasm.

SURVEY RESULTS

<table>
<thead>
<tr>
<th>Question</th>
<th>Completely Agree</th>
<th>Agree</th>
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</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>97%</td>
<td>3%</td>
</tr>
<tr>
<td>Confidence</td>
<td>90%</td>
<td>5%</td>
</tr>
<tr>
<td>Attendance</td>
<td>97%</td>
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</tbody>
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Providers Really Liked...

<table>
<thead>
<tr>
<th>Opportunity to Practice</th>
<th>Label reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yogurt/Cereal Activities</td>
<td>Specific Examples</td>
</tr>
<tr>
<td>List of Reimbursable Foods</td>
<td>NMP Detailed Overview</td>
</tr>
<tr>
<td>The PowerPoint</td>
<td>Passionate/Patient Trainer</td>
</tr>
<tr>
<td>Serving Sizes Information</td>
<td>Fun and Knowledge</td>
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BELOW IS THE DISTRIBUTION OF TECHNICAL ASSISTANCE TOPICS SELECTED BY THE 30 FAMILY CHILD CARE PROVIDERS:

PREPARING FOR THE TRAINING

TIPS FOR FOSTERING LEARNING

Responsibilities of an Effective Trainer Checklist

- Be the guide, not the leader.
- Cultivate an atmosphere of respect.
- Recognize that ECE providers are accustomed to a playful, active atmosphere.
- Create a collaborative environment that values everyone’s contributions.
- Speak clearly and with enthusiasm.
- Build group curiosity and confidence.
- Guide and manage group interaction.
- Understand and respect cultural differences.
- Practice active listening, paraphrasing, observing, and clarifying.
- Use open-ended questions to stimulate conversation.
- Interpret verbal and non-verbal behavior cues.
- Be aware of group dynamics and adjust the agenda or activity to maintain engagement.
- Focus on achieving outcomes during the training and technical assistance (TA).
- Incorporate feedback when possible.
- Have fun, bring a sense of humor, and enjoy the new relationships you will establish and facilitate!
SUPPLEMENTAL RESOURCES
**Healthy Kids Healthy Future:**

HealthyKidsHealthyFuture.org features digital copies of all materials found in this Trainer’s Guide and an interactive stand alone webinar that can be viewed on the “Success in the Food Program” training. All materials are available in English and Spanish.

Aside from specific CACFP resources at HealthyKidsHealthyFuture.org/cacfp/ additional free resources can be found on how to:

- Get Kids Moving;
- Reduce Screen Time;
- Nurture Healthy Eaters;
- Provide Healthy Beverages; and
- Support Breastfeeding.

**CACFP Halftime: Thirty on Thursdays:**

Thirty minute CACFP webinars to support providers and are available in English and Spanish can be found at cacfp.org/resources/thirty-thursdays/.

**Team Nutrition USDA:**

Team Nutrition USDA offers a variety of user friendly one pagers on topics ranging from identifying reimbursable foods to sample CACFP menus. Team Nutrition also has the option to order relevant books, posters, and infographics. Examples include The Two Bite Club book, MyPlate posters, and Growing a Healthier Future with the CACFP infographic.

**USDA CACFP Policy Memos:**

Provides updates to the new meal pattern policies. If providers have specific situation questions, this would be a good resource to help find answers. The CACFP Policy Memorandums list can be found at www.fns.usda.gov/cacfp/policy.

Two important memos are the Grain-Based Desserts released on 06/30/2017 and Feeding Infants and Meal Pattern Requirements released on 10/19/2017 in the Child and Adult Care Food Program

Team Nutrition sends out memo updates as they become available.

**National CACFP Sponsors Association:**

Nothing beats a local partner. You can find sponsors by state at cacfp.org/resources/tools-providers-centers/find-a-cacfp-sponsor/.

Sponsors have taken CACFP information from a federal and state level and localized it to their communities. Being culturally sensitive to the community will aid in communication and ultimately make a bigger impact on childhood obesity.

The National CACFP Sponsors Association hosts an annual conference featuring informative workshop presentations, and speakers. You can view more information about the annual conference at cacfp.org/news-events-conferences/national-cacfp-sponsors-association-conference/.
TIPS FOR TRAINING ACTIVITIES

The training was created to be interactive with many activities for the participants. From the timeline on page 12, you can see that more than half of the training time is set aside for activities. Here are some tips on how to conduct the training activities:

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Practice Grain Label Reading:
Empty cracker boxes should be pre-set on the participant tables for providers to use. Walk around to make yourself available for questions. If a group is done early, encourage them to see if their cereal counts as a whole grain rich product as well. When you regroup ask for volunteers to share what they learned about label reading.

USDA Yogurt Chart:
This activity can be done several ways depending on time. In small groups and then each group shares OR facilitate the activity as a large group and encourage participants to “shout out” the answers. As the Trainer if you choose to conduct this activity as a large group you will read the step on the handout and the providers will “shout out” their answers.

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• Breastmilk is reimbursable and part of the CACFP meal pattern.
• Many different cultures look at breastfeeding as a natural choice for feeding.
• Formula stays the same, but breastmilk changes according to the baby’s nutritional needs.
• Mom’s breast will create antibodies and anti-viruses to protect her baby from illness in his or her environment.
The words, actions, and gestures of the Trainer all impact group dynamics. Participants are sensitive to a Trainer's lack of interest or energy and may disengage. Conversely, enthusiasm and passion for a subject can lift a group, even one that is tired or lacking in motivation. A Trainer needs to be able to read the mood and temperament of a group and decide how to best keep participants engaged.

Consider the table below describing responsibilities of effective Trainers. Place a check next to responsibilities you feel you do well. Select one or two areas to focus on at your next training.

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- Crisp(y) Rice:
  - Kroger
  - Malt-O-Meal
  - Market Pantry
  - Signature Kitchens
  - Springfield
  - Stater Bros.
  - Sunny Select
  - Valu Time
  - Western Family
  - WinCo Foods

- Hot breakfast cereal with added fruits, nuts, sugars, or sweeteners (artificial, reduced-calorie, or no-calorie)

- *Cereal is 51% or more whole grain

- Cannot Buy:
  - Any other brand, type, size, or flavor of breakfast cereal
  - Grits

- Helpful Hint: To buy the full 36 oz of cereal:

  March 28, 2016

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Nutrition Tip
Eating whole grains will increase your daily fiber intake, which may help reduce your risk of developing some health problems, such as diabetes, obesity, and heart disease.
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### CAN BUY

Brands, flavors (plain, vanilla, or strawberry), and fat levels of cow’s milk yogurt listed below and on the next page in 32 oz or quart container:

- **Alta Dena**
  - Plain (Nonfat, Lowfat, or Whole)
  - Strawberry (Lowfat)
  - Vanilla (Lowfat)

- **Coburn Farms**
  - Plain (Lowfat)
  - Vanilla (Lowfat)

- **Dannon**
  - All Natural Plain (Nonfat, Lowfat, or Whole)
  - Strawberry (Nonfat)
  - All Natural Vanilla (Lowfat)

- **Food Club**
  - Plain (Fat Free)

- **Great Value**
  - Plain (Nonfat)
  - Strawberry (Lowfat)
  - Vanilla (Lowfat)

- **Kroger**
  - Blended Plain (Lowfat)
  - Plain (Nonfat)

- **LALA**
  - Plain (Lowfat)

- **Lucerne**
  - Plain (Fat Free)
  - Strawberry (Lowfat)
  - Vanilla (Lowfat)

**Helpful Hint:** Must buy yogurt fat level printed on check.

### CORN TORTILLAS

- **Acapulco Tortilleria Mexicatessen** — King Size White Corn Tortillas
- **Carliita** — Corn Tortillas Soft Taco Style
- **Chi-Chi’s** — White Corn Taco Style Tortillas
- **Don Pancho** — White Corn Tortillas
- **Early On** — White Corn Tortillas
- **Early On** — Yellow Corn Tortillas
- **El Comal** — Corn Tortillas
- **Fiesta** — Corn Tortillas
- **Guerrero** — Tortillas de Maiz Blanco
- **Herdez** — White Corn Tortillas Soft Taco Size
- **La Banderita** — Corn Tortillas
- **La Banderita** — Grande Corn Tortillas
- **La Burrita** — Corn Tortillas
- **La Fe Tortilleria** — Corn Tortillas King Size
- **La Mexicana** — Corn Tortillas
- **La Perla Mexicana** — King Size White Corn Tortillas
- **La Perla Mexicana** — King Size Yellow Corn Tortillas
- **La Rosa** — Corn Tortillas La Grande
- **La Rosa** — Yellow Corn Tortillas La Grande
- **La Tapatia** — Premium Corn Tortillas
- **La Tapatia** — White Corn Tortillas/Tortillas Blancas
- **Marcela Valladolid** — White Corn Tortillas
- **Mi Rancho** — Mama’s White Corn Tortillas
- **Mi Rancho Tortillas** — Soft White Corn Tortillas
- **Mission** — Yellow Corn Tortillas Extra Thin
- **Northgate Gonzalez Market** — White Corn Tortillas de Maiz
- **Northgate Gonzalez Market** — Yellow Corn Tortillas de Maiz
- **Ozuna** — Corn Tortillas
- **Romero’s** — Stone Ground Corn Tortillas Large King Size
- **Romero’s** — Whole Grain Corn Tortillas
- **Santa Fe Tortilla Company** — White Corn Tortillas
- **Santa Fe Tortilla Company** — Yellow Corn Tortillas
- **Sol De Oro** — Premium Corn Tortillas
- **Vallarta Supermarkets** — Vallarta Tortilla de Maiz
- **Vallarta Supermarkets** — Vallarta Tortilla de Maiz Amaril

**CANNOT BUY**

Refer to the Cannot Buy section at the bottom of page 17 for a full listing of cannot buys for Whole Grains.
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WHOLE GRAINS

CAN BUY

Whole Wheat Pasta | Brands in 16 oz package, organic allowed, as listed below and on the next page:

Allegra
- Whole Wheat Spaghetti
Barilla
- Whole Grain Penne
- Whole Grain Spaghetti
Bella Terra Organic
- Organic Whole Wheat Capellini
- Organic Whole Wheat Spaghetti

Essential Everyday
- Whole Wheat Elbow Macaroni
- Whole Wheat Penne Rigate
- Whole Wheat Rotini
- Whole Wheat Spaghetti
- Whole Wheat Thin Spaghetti

Full Circle
- Organic Whole Wheat Angel Hair
- Organic Whole Wheat Spaghetti

Great Value
- Whole Wheat Spaghetti

Hodgson Mill
- Whole Wheat Angel Hair
- Whole Wheat Elbows
- Whole Wheat Spaghetti
- Whole Wheat Spirals
- Whole Wheat Thin Spaghetti

Kroger
- 100% Whole Grain Penne Rigate
- 100% Whole Grain Rotini
- 100% Whole Grain Spaghetti
- 100% Whole Grain Thin Spaghetti

O Organics
- Organic Whole Wheat Penne Rigate
- Organic Whole Wheat Spaghetti

CANNOT BUY

• Any other type, brand, or size of corn tortillas, whole wheat tortillas, or whole wheat pasta
• Any other type, size, or variety of whole wheat bread, brown rice, whole grain barley, oatmeal or oats, or bulgur
• Whole grains with added ingredients, such as fruits, nuts, or spices
• Refrigerated or frozen bread, dough, mixes, tortillas, rice, oats, or pasta

• Ready-to-serve rice
• Brown rice mixed with any other type of rice
• Individual or flavored oatmeal packets
• Pearled barley
• Organic bread, tortillas, oatmeal, or brown rice
• Cannot mix and match bulk brown rice, oatmeal, oats, whole grain barley, and bulgur
• Homemade whole grains
• Whole grains with artificial, reduced-calorie, or no-calorie sweeteners

YMCA Childcare Resource Service — Success in the Food Program
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### PREPARING FOR THE TRAINING

### TIPS FOR FOSTERING LEARNING

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### Responsibilities of an Effective Trainer Checklist

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### THE NEW CACFP MEAL PATTERNS

#### MAKING A GREAT PROGRAM EVEN BETTER

### MEAT/MEAT ALTERNATE OPTIONS
- Meat and meat alternates may be served in place of the entire grains component at breakfast a maximum of three times per week; and
- Tofu counts as a meat alternate.

### AGE APPROPRIATE MEALS
- A new age group to address the needs of older children 13 through 18 years old.

### LESS ADDED SUGAR
- Yogurt must contain no more than 23 grams of sugar per 6 ounces; and
- Breakfast cereals must contain no more than 6 grams of sugar per dry ounce.

### MORE WHOLE GRAINS
- One serving of grains per day must be whole grain-rich;
- Grain-based desserts no longer count towards the grain component; and
- Ounce equivalents (oz eq) are used to determine the amount of creditable grains (starting October 1, 2019).

### VEGETABLES AND FRUITS
- The combined fruit and vegetable component is now a separate vegetable component and a separate fruit component; and
- Juice is limited to once per day

### MAKING EVERY SIP COUNT
- Unflavored milk change
- Non-dairy milk substitutes
- Yogurt may be served in place of milk once per day for adults

### ADDITIONAL ENHANCEMENTS
- Extends offer versus serve to at-risk afterschool programs
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[https://www.fns.usda.gov/cacfp/meals-and-snacks]
TIPS FOR TRAINING ACTIVITIES

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The training is packed with information! Since there is not a formal icebreaker, this activity serves as one. Ask for volunteers to read the listed sections.

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• Many different cultures look at breastfeeding as a natural choice for feeding.
• Formula stays the same, but breastmilk changes according to the baby’s nutritional needs.
• Mom’s breast will create antibodies and anti-viruses to protect her baby from illness in his or her environment.

IDENTIFYING REIMBURSABLE FOODS

Using the Ingredients List to the top right, Ritz Whole Wheat Crackers are (circle one):
A. Reimbursable AND whole grain rich
B. Reimbursable
C. Not reimbursable

Use the Nutrition Facts Label to the middle right. Lucerne Low Fat Strawberry Yogurt meets the yogurt sugar limits.
□ TRUE
□ FALSE

Use the Nutrition Facts Label to the bottom right. Honey Nut Cheerios meet the sugar limit for cereal.
□ TRUE
□ FALSE

REMINDERS

• You can use the handouts you received.
• Take all the time you need.
• Your results don’t affect your participation!

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5. The best features of this training were...

6. My suggestions for improvements are...

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**Thank you!**
Technical Assistance Materials
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YMCA CHILDCARE RESOURCE SERVICE
Success in the Food Program
Participation Agreement

We look forward to working together to help improve the health and wellness of your child care site. In order to provide the best support possible we will need to work as a team. Part of working together as a team includes open communication and a commitment to each other. Below are the expectations for each person involved in the process to help ensure success.

Responsibility of the Health Educator:
- I will attend all scheduled appointments. If cancellation of an appointment is necessary due to illness I will contact you with as much advance notice as is possible.
- I will schedule follow up appointments with you at the time of our meeting.
- I will respond to your calls and emails in a timely manner.
- I will serve as a support system to improve policy and behavior changes.

Responsibility of the Provider:
- I will be available for all scheduled appointments. If cancellation of an appointment is necessary I will contact you with as much advance notice as is possible.
- I will respond to your calls and emails in a timely manner.
- I commit and agree to completing a minimum of 3 visits from the Health Educator

I have read and understand this agreement:

Health Educator: Print Name

Signature_________________________ Date ________

Provider: Print Name

Signature_________________________ Date ________

Director: Print Name

Signature_________________________ Date ________
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### When serving claimed meals and snacks, do you...

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<tbody>
<tr>
<td>1. Introduce solid foods to infants around 6 months as developmentally ready?</td>
<td>☐</td>
</tr>
<tr>
<td>2. Claim a vegetable, fruit, or both at snack for infants 6 through 11 months old?</td>
<td>☐</td>
</tr>
<tr>
<td>3. Avoid claiming juice for infants?</td>
<td>☐</td>
</tr>
<tr>
<td>4. Avoid claiming cheese food or cheese spread for infants?</td>
<td>☐</td>
</tr>
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<td>5. Claim one fruit and one vegetable or two vegetables at lunch and dinner?</td>
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<td>6. Claim juice for children no more than once per day?</td>
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</tr>
<tr>
<td>7. Claim whole grain-rich* grains, breads, or cereals at least once per day?</td>
<td>☐</td>
</tr>
<tr>
<td>8. Avoid claiming grain-based desserts**?</td>
<td>☐</td>
</tr>
<tr>
<td>9. Claim breakfast cereals with no more than 21.2 grams sugar per 100 grams cereal?</td>
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</tr>
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<td>10. Claim yogurt with no more than 23 grams of sugar per 6 ounces?</td>
<td>☐</td>
</tr>
<tr>
<td>11. Claim unflavored (and no flavored) whole milk to 1 year old children?</td>
<td>☐</td>
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*Whole grain-rich means at least 50% of the grains in a food are whole grains. Remaining grains are enriched. **Grain-based desserts include cookies (including vanilla wafers), sweet crackers (e.g. graham and animal crackers), sweet pie crusts, doughnuts, cereal bars, breakfast bars, granola bars, sweet rolls, toaster pastries, cake, and brownies.

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The new CACFP Meal Patterns go into effect on October 1, 2017.

For more information, visit us on the web at www.acdkids.org or like us on Facebook!
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WHAT CAN DO YOU?

- Review the boxes checked “no” and think about what you can do to change them to a “yes.”
- Take small steps to move your menus closer to the new CACFP meal pattern requirements.
- Check out all of the new CACFP meal pattern resources on the ACD website.
- Contact the ACD offices or your field monitor with questions or if you need technical assistance.

THANK YOU FOR YOUR PATIENCE!

Some meal patterns changes are not compatible with the current meal patterns. Please wait to implement them until October 1, 2017 or until otherwise instructed. Thank you for your patience!

- Receiving reimbursement for infant meals when the mother breastfeeds on-site.
- Claiming yogurt, whole eggs, and ready-to-eat cereals under the infant meal pattern.
- Claiming meat/meat alternates in place of grains at breakfast up to three times per week.
- Claiming tofu and soy yogurts as a meat alternate.
- Allowing parents/guardians to provide one meal component when children have medical or special dietary needs not related to a disability.
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*WG = Whole Grain Rich*
Additional information about Diane Craft’s Active Play and order forms can be found at activeplaybooks.com/about-dr-craft/.

Additional information about Farm-to-Preschool and printable free PDF files can be found at farmtopreschool.org/curricula.html.

The Food for Thought curriculum can be printed for free at healthypreschoolers.com/?page_id=12.

For more information about Farm Fresh to You home deliveries and to sign up, visit farmfreshtoyou.com/how-it-works/home-delivery.
Providers can order a free Team Nutrition Grow It, Try It, Like It! kit at [fns.usda.gov/tn/grow-it](http://fns.usda.gov/tn/grow-it).

More information about the Wellness Champion Program can be found at [ymca.org/community-support/childcare-resource-service/services-providers/wellness-champion](http://ymca.org/community-support/childcare-resource-service/services-providers/wellness-champion).

A menu planning toolkit by Team Nutrition can be found at [foodprogramwi.org/pdfs/menu_planning_guide.pdf](http://foodprogramwi.org/pdfs/menu_planning_guide.pdf).

Other Team Nutrition Resources can be found at [fns.usda.gov/tn/team-nutrition](http://fns.usda.gov/tn/team-nutrition).

“Thank you for all the help you’ve provided me and believing in me! It’s made a huge difference in my life.”

“It was good information and I think CACFP will be a better program with the new changes. Thanks!”

“My sponsor told me I have to start family style dining, offer more vegetables, that we can’t fry foods any more, and I have to serve the right portion sizes, but they didn’t give me the tools I need or tell me how to do it. Success in the Food Program is the one that is giving me what I need to make those changes, so I’m prepared when the state comes to audit me.”

“Now that the changes have started, I keep looking back to my Success in the Food Program binder. It’s been so helpful! I wouldn’t have understood all the changes I see in KidKare if you hadn’t explained them to me at the workshop. I feel bad that there are lots of providers that didn’t get to attend.”

“I learned more about nutrition. The new rules about feeding our children are great to avoid over feeding our kids. We need to have more knowledge about the food.”

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PROVIDER QUOTES

“This was fun and I learned a lot!”

“The information was easy to understand. All my doubts and questions were answered!”

“Very good explanations!”

“This has been a perfect training! Lots of information delivered in a way that’s easy to grasp!”

“The best feature of this training was everything!”

“I received a similar training on the changes through my sponsor, but this one was more detailed and helpful. I liked that we had activities where we could try identifying foods for ourselves. It’s not the same listening to someone tell you what to do. When you get home, you forget everything. Since I got to practice, I know I can definitely identify reimbursable foods at home.”