Nemours is currently funded by the Centers for Disease Control and Prevention (CDC) under a five-year Cooperative Agreement (1U58DP004102) to support states in launching ECE learning collaboratives focused on obesity prevention. Funding for these materials and learning sessions was made possible by the CDC. The views expressed in written materials or publications, or by speakers and moderators do not necessarily reflect the official policies of the Department of Health and Human Services, nor does the mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.
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## CONTENT IMPLEMENTATION

*Learning Session 2: Nurturing Healthy Eaters & Providing Healthy Beverages*

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# Who to Call for Help

General inquiries: ecelc@nemours.org. We respond within 2 business days.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Primary Contact</th>
<th>Secondary Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Health and Development Technical Assistance</td>
<td>Kevin Cataldo 202-649-4422</td>
<td>Julie Shuell 202-649-4420</td>
</tr>
<tr>
<td>Early Childhood Education Technical Assistance</td>
<td>Kevin Cataldo 202-649-4422</td>
<td>Julie Shuell 202-649-4420</td>
</tr>
<tr>
<td>Collaboratives – Implementation</td>
<td>State Project Coordinator</td>
<td>Julie Shuell 202-649-4420</td>
</tr>
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<td>Curriculum – Customized</td>
<td>Kevin Cataldo 202-649-4422</td>
<td>Julie Shuell 202-649-4420</td>
</tr>
<tr>
<td>Coaching/Mentoring Providers After On-Site Sessions</td>
<td>State Project Coordinator</td>
<td>Kevin Cataldo 202-649-4422</td>
</tr>
<tr>
<td>Go NAP SACC</td>
<td>Catherine Plumlee 402-559-6682</td>
<td>Amy Yaroch <a href="mailto:ayard@centerfornutrition.org">ayard@centerfornutrition.org</a></td>
</tr>
<tr>
<td>Monitoring &amp; Evaluation</td>
<td>Catherine Plumlee 402-559-6682</td>
<td>Amy Yaroch <a href="mailto:ayard@centerfornutrition.org">ayard@centerfornutrition.org</a></td>
</tr>
<tr>
<td>Invoices to Nemours</td>
<td>Roshelle Payes 202-649-4426</td>
<td>Julie Shuell 202-649-4420</td>
</tr>
<tr>
<td>Let’s Move! Child Care Quiz</td>
<td>Catherine Plumlee 402-559-6682</td>
<td>Amy Yaroch <a href="mailto:ayard@centerfornutrition.org">ayard@centerfornutrition.org</a></td>
</tr>
<tr>
<td>Monthly Progress Reports to Nemours</td>
<td>Roshelle Payes 202-649-4426</td>
<td>Julie Shuell 202-649-4420</td>
</tr>
<tr>
<td>Professional Development and/or Clock Hours/CEUs for Providers</td>
<td>State Project Coordinator</td>
<td>Julie Shuell 202-649-4420</td>
</tr>
<tr>
<td>Provider Recruitment &amp; Retention</td>
<td>State Project Coordinator</td>
<td>Julie Shuell 202-649-4420</td>
</tr>
<tr>
<td>Press Releases and/or Media Requests</td>
<td>State Project Coordinator</td>
<td>Roshelle Payes 202-649-4426</td>
</tr>
<tr>
<td>State Partnerships</td>
<td>Julie Shuell 202-649-4420</td>
<td>Roshelle Payes 202-649-4426</td>
</tr>
<tr>
<td>Sub-Award Agreements with Nemours</td>
<td>Roshelle Payes 202-649-4426</td>
<td>Julie Shuell 202-649-4420</td>
</tr>
<tr>
<td>Technical Assistance Protocols/Forms/ Submission</td>
<td>State Project Coordinator</td>
<td>Tom Bernard <a href="mailto:ta@centerfornutrition.org">ta@centerfornutrition.org</a></td>
</tr>
<tr>
<td>Web Based Portal (located on the Change Your Community tab of <a href="http://www.healthykidshealthyfuture.org">www.healthykidshealthyfuture.org</a>)</td>
<td>Cindy Caldwell <a href="mailto:ccaldwel@nemours.org">ccaldwel@nemours.org</a></td>
<td>Alexandra Hyman 202-649-4425</td>
</tr>
<tr>
<td>FileMaker Go Technical Assistance</td>
<td>Tom Bernard <a href="mailto:ta@centerfornutrition.org">ta@centerfornutrition.org</a></td>
<td>Catherine Plumlee 402-559-6682</td>
</tr>
<tr>
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<tr>
<td><strong>Action Period</strong></td>
<td>The period after each in-person Learning Session to share information, support discovery learning and engage staff (when applicable), in a particular task: program assessment, action planning, implementation of the action plan, and/or documentation of the process.</td>
<td></td>
</tr>
<tr>
<td><strong>Center</strong></td>
<td>Refers to a physical place where a program is offered.</td>
<td></td>
</tr>
<tr>
<td><strong>Early Care and Education (ECE)</strong></td>
<td>A field, sector or industry that includes nurturing care and learning experiences for children from birth to age 5.</td>
<td></td>
</tr>
<tr>
<td><strong>Early Care and Education Program</strong></td>
<td>An intervention or service that has a design, staff, a curriculum or approach and a funding source that serves children from birth to age 5.</td>
<td></td>
</tr>
<tr>
<td><strong>Early Care and Education Program Leadership Team</strong></td>
<td>Up to 3 people (e.g., owner/director, lead teacher, food service personnel) self-defined by each ECE program to attend the 5 in-person Learning Sessions and facilitate the corresponding Action Period with their program staff.</td>
<td></td>
</tr>
<tr>
<td><strong>Early Childhood</strong></td>
<td>A developmental period of time, typically birth to age 6.</td>
<td></td>
</tr>
<tr>
<td><strong>Facilitator</strong></td>
<td>Designated person or people from the Leadership Team to lead the Action Period component with their ECE program staff.</td>
<td></td>
</tr>
<tr>
<td><strong>Family Child Care (FCC)</strong></td>
<td>An intervention or service that is provided in a caregiver’s home that typically serves children birth to school-age.</td>
<td></td>
</tr>
<tr>
<td><strong>Family Child Care Home (FCC Provider)</strong></td>
<td>A caregiver that provides childcare services in their home.</td>
<td></td>
</tr>
<tr>
<td><strong>Nutrition and Physical Activity Self-Assessment for Child Care (Go NAP SACC)</strong></td>
<td>A self-assessment instrument for early care and education programs comparing their current practices with a set of best practices.</td>
<td></td>
</tr>
<tr>
<td><strong>Nutrition and Physical Activity Self-Assessment for Family Child Care (Go NAP SACC)</strong></td>
<td>A self-assessment instrument for family child care homes comparing their current practices with a set of best practices.</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Collaborative</strong></td>
<td>A learning community made up of approximately 20-25 ECE programs or FCC homes to increase their knowledge, create networks of support, and equip programs to work together to make healthy policy and practice changes aligned with Let’s Move! Child Care.</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Session</strong></td>
<td>Five in-person, active Learning Sessions focused on the relationship of nutrition, breastfeeding support, physical activity, and screen time to children’s health also provide opportunities to build collegial relationships, develop leadership, increase collaboration, plan for and implement healthy change.</td>
<td></td>
</tr>
<tr>
<td><strong>Let’s Move! Child Care (LMCC)</strong></td>
<td>Part of the national Let’s Move! Campaign, initiated by U.S. First Lady Michelle Obama, focused on improving practices in early childhood settings to solve the problem of obesity within a generation.</td>
<td></td>
</tr>
<tr>
<td><strong>National Early Care and Education Learning Collaboratives Project (ECELC)</strong></td>
<td>Name of this project funded by the Centers for Disease Control and Prevention and managed by Nemours to support ECE programs as they improve their practices and policies for nutrition, breastfeeding support, physical activity, and screen time.</td>
<td></td>
</tr>
<tr>
<td><strong>Program</strong></td>
<td>An intervention or service that has a design, staff, curriculum or approach, and a funding source.</td>
<td></td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>The tools, materials, and resources aligning with Let’s Move! Child Care and the Preventing Childhood Obesity, 3rd Edition standards that are available to participating ECE programs and FCC providers as they implement the ECELC.</td>
<td></td>
</tr>
<tr>
<td><strong>State Implementing Partner</strong></td>
<td>An agency/organization subcontracted with Nemours to handle the administration of the ECELC in a particular state.</td>
<td></td>
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# Definitions

<table>
<thead>
<tr>
<th>Role/Position</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>State Project Coordinator (Project Coordinator/PC)</td>
<td>Administers the ECELC and provides overall coordination of the Learning Collaborative logistics in the state, with leadership responsibility for technical support, communication efforts, recruitment and support of Trainers and participating programs and providers.</td>
</tr>
<tr>
<td>Taking Steps to Healthy Success (Curriculum)</td>
<td>ECELC curriculum, structured around 5 in-person learning sessions for Leadership Teams or FCC Providers and on-site Action Period sessions to engage all program staff, designed to guide Leadership Teams and their programs through the process of making healthy changes aligned with best practices.</td>
</tr>
<tr>
<td>Teacher</td>
<td>An individual responsible for the primary education of a group of children.</td>
</tr>
<tr>
<td>Technical Assistance (TA)</td>
<td>Encouragement, support, information and resources provided by the Trainer(s) to help Leadership Teams facilitate training of program staff and develop and implement action plans for healthy change.</td>
</tr>
<tr>
<td>Trainer(s)</td>
<td>Individuals responsible for implementing 5 on-site Learning Collaborative sessions and providing ongoing technical assistance to participating ECE programs.</td>
</tr>
</tbody>
</table>
Overview

Learning Session 2 (LS2) provides a rationale for the role family child care (FCC) providers play in helping make healthy changes. It explains healthy eating best practices in the family child care home. The session focuses on increasing knowledge and awareness of healthy practices and their impact on young children. During the session, providers are expected to increase their knowledge, awareness and motivation to work towards healthy change.

Key content includes information on:

- The importance of a healthy environment to support healthy children;
- Best practices for healthy eating;
- Beginning the process of healthy change through an Action Plan;
- Developing objectives and action steps to support children and families; and
- Ways to support healthy eating through family engagement and policies.

Post-session (Action Period)

The family child care provider will utilize the Provider Guide to:

- Implement steps identified in the “Child” and “Family” columns on the Action Plan Worksheet; and
- Start a storyboard to document goals and healthy changes made from Learning Session 2-Learning Session 5.

Objectives

At the end of the Learning Session, providers will be able to:

1. Describe best practices for healthy eating and identify change opportunities in their program;
2. Start creating an Action Plan and implement one or two changes in the area(s) of healthy eating, physical activity; screen time, and/or breastfeeding support; and
3. Start creating a storyboard to document and communicate the process of healthy change.
# Sample Agenda

The Agenda Template can be found on the *Let’s Move! Child Care (LMCC)* website www.healthykidshealthyfuture.org. Feel free to use this as you customize the timing and activities for each Learning Session.

<table>
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<th>Time</th>
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<tr>
<td>8:30 – 9:00 am</td>
<td>Check-In</td>
</tr>
<tr>
<td>9:00 – 9:30 am</td>
<td>Welcome Back&lt;br&gt;PPT Part A: Healthy Environments&lt;br&gt;Learning Session 1 Action Period&lt;br&gt;• Technical Assistance Groups: refer to the <em>Morning Group Discussion Notes</em></td>
</tr>
<tr>
<td>9:30 – 10:45 am</td>
<td>PPT Part B: Best Practices for Healthy Eating&lt;br&gt;• Activity: Sugar Sweetened Beverages&lt;br&gt;• Activity: Menu Analysis</td>
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<tr>
<td>10:45 – 11:00 am</td>
<td>Physical Activity Break</td>
</tr>
<tr>
<td>11:00 – 11:30 am</td>
<td>PPT Part C: Cost-Effective Shopping&lt;br&gt;• Discussion: <em>Does buying in bulk really save you money?</em>&lt;br&gt;• Activity: Convenience Foods</td>
</tr>
<tr>
<td>11:30 am – 12:30 pm</td>
<td>PPT Part D: Facilitating Change in Your Program&lt;br&gt;• Technical Assistance Groups: refer to the <em>Afternoon Group Discussion Notes</em></td>
</tr>
<tr>
<td>12:30 – 12:45 pm</td>
<td>PPT Part E: Extending Your Learning: The Provider, Families and Policies</td>
</tr>
<tr>
<td>12:45 – 1:00 pm</td>
<td>Check-Out</td>
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<tr>
<td>LS2: Materials List</td>
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</table>
| **Check-In and Evaluation:** | • Check-in signs (for example A-I, J-R, S-Z)  
• Pre-filled provider sign-in sheets (name and enrollment ID)  
• Pens  
• Nametags  
• LS2 Participant Handbooks  
• Resources for distribution:  
  – *Best Practices for Healthy Eating* guide  
  – *Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program*  
• Tri-fold boards for end of day distribution |
| **Welcome Back** | • PPT Part A: Healthy Environments  
  – Technical Assistance Groups  
  – Learning Session 2 Participant Handbook: Providers refer to the *Provider Guide*  
  – Learning Session 2 Implementation Guide: Trainers refer to the *Morning Group Discussion Notes* |
| **PPT Part A: Healthy Environments** | • PPT Part B: Best Practices for Healthy Eating  
  – Distribute the *Best Practices for Healthy Eating* guide  
  – Activity: Sugar Sweetened Beverages  
    • Sugar packets or cubes  
    • Sugar sweetened beverages (i.e. Coca Cola®, Gatorade®, Red Bull®, Capri Sun®, etc.)  
  – Activity: Menu Analysis  
    • Learning Session 2 Participant Handbook: Providers refer to the Menu Analysis Activity to complete  
    • Learning Session 2 Implementation Guide: Trainers refer to the Menu Analysis Activity Answer Key |
| **PPT Part B: Best Practices for Healthy Eating** | • PPT Part C: Effective Shopping  
  – Discussion: *Does buying in bulk really save you money?*  
  – Activity: Convenience Foods |
| **PPT Part C: Cost-Effective Shopping** | • PPT Part D: Facilitating Change in Your Program  
  – Learning Session 2 Participant Handbook: Providers refer to the *Provider Guide*  
    • Learning Session 2 Implementation Guide: Trainer refer to the “Objectives,” “Child” and “Family” columns on the *Action Plan Worksheet* |
| **PPT Part D: Facilitating Change in Your Program** | • PPT Part E: Extending Your Learning: The Provider, Families and Policies  
  – Distribute the *Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program* |
| **PPT Part E: Extending Your Learning: Staff, Families, and Program Policies** | **Check-Out** | Check-Out |
Check-In

SET UP:
Set up the night before if possible. If not, plan on setting up early the day of the training. Refer to the Materials List on page 7 for a complete list of what to set out or store for later. Set out sign-in sheets, nametags, and pens on tables near the main room entrance. In addition:

- Have LS2 Participant Handbooks ready for distribution;
- Set out materials on tables or distribute throughout the Learning Session:
  - *Best Practices for Healthy Eating* guide;
  - *Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program*;
  - Materials for the Sugar Sweetened Beverages Activity;
- Gather materials for physical activity breaks;
- Set up and test all technology: laptop, LCD projector, CD/DVD player (laptop may have this capability), and wireless microphone;
- Set up Show and Tell area (optional) to showcase important resources;
- Set up KWL Chart on large chart paper (optional); and
- Display raffle prices (optional).

CHECK-IN
It is recommended to begin check-in at least 30 minutes prior to LS2. As providers sign-in, do the following:

- Collect LS1 Action Period materials in envelopes labeled with the provider’s name;
- Distribute LS2 Participant Handbooks.

TIPS:
- Five minutes before start time, begin asking providers to find their seats.
PPT Part A – Healthy Environments (30 min.)

**SET UP:**
- Prepare PPT: *Nurturing Healthy Eaters & Providing Healthy Beverages.*

**ACTION:**
- Welcome providers back;
- Congratulate them on completing the LS1 Action Period Tasks;
- Mention housekeeping items:
  - Bathroom location; and
  - Silencing cell phones.
- Provide an overview of the LS2 Participant Handbook and the agenda.

**PRESENT:**

PPT Part A: Healthy Environments.
Technical Assistance Groups – LS1 Action Period

**ACTION:**

- Facilitate a group discussion around the LS1 Action Period Tasks providers completed;
- Use the *Learning Session 2: Morning Group Discussion Notes* on the following page to lead the discussion; and
- Inform providers that they will use the five improvement areas they identified to help guide their Action Plans discussed later today.
Learning Session 2: Morning Group Discussion Notes

How did it go? Facilitating Change in Your Program

1. How have things been going since the first Learning Session?

2. Let’s talk about the Go NAP SACC instruments:
   a. What did you think about using Go NAP SACC?
   b. How did it help you assess your home environment as a basis for healthy change?
   c. What were your strengths (things you do well)?
   d. What were your improvement areas (things you would like to improve on)?

3. What best practices were you surprised to find out you were already meeting?

4. NOTE: Collect Action Period Tasks if providers did not already turn them in at check-in.

   Enjoy the day!
PPT Part B – Best Practices for Healthy Eating (1 hr. 15 min.)

**PRESENT:**
- PPT Part B: Best Practices for Healthy Eating

**ACTION:**
- Review the Child and Adult Care Food Program (CACFP) guidelines and discuss the advantages of participation. Discuss the changes in the guidelines for those providers currently participating;
- Have providers turn to the CACFP Infant Meal Standards, Child and Adult Meal Standards and CACFP Best Practices handouts in their Participant Handbook; and
- Encourage providers to visit the family child care resource page on the Let’s Move! Child Care website (www.healthykidshealthyfuture.org) for more information about CACFP enrollment, parent engagement strategies and tips for success.
NEW Child and Adult Care Food Program Meal Patterns

Infant Meals

USDA recently revised the CACFP meal patterns to ensure children and adults have access to healthy, balanced meals throughout the day. The changes to the infant meal pattern support breastfeeding and the consumption of vegetables and fruit without added sugars. These changes are based on the scientific recommendations from the National Academy of Medicine, the American Academy of Pediatrics and stakeholder input. CACFP centers and day care homes must comply with the new meal patterns by October 1, 2017.

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

New Infant Meal Pattern

Encourage and support breastfeeding:

- Providers may receive reimbursement for meals when a breastfeeding mother comes to the day care center or home and directly breastfeeds her infant; and
- Only breastmilk and infant formula are served to infants 0 through 5 month olds.

Developmentally appropriate meals:

- Two age groups, instead of three: 0 through 5 month olds and 6 through 11 month olds; and
- Solid foods are gradually introduced around 6 months of age, as developmentally appropriate.

More nutritious meals:

- Requires a vegetable or fruit, or both, to be served at snack for infants 6 through 11 months old;
- No longer allows juice or cheese food or cheese spread to be served; and
- Allows ready-to-eat cereals.


For more information on infant development and nutrition, check out Team Nutrition’s Feeding Infants Guide: http://www.fns.usda.gov/tn/feeding-infants-guide-use-child-nutrition-programs

April 22, 2016
# Old and New Infant Meal Patterns: Let’s Compare

<table>
<thead>
<tr>
<th></th>
<th>Old</th>
<th>New</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>0-3 months</strong></td>
<td>4-6 fl oz breastfeeding or formula</td>
<td>6-8 fl oz breastfeeding or formula</td>
</tr>
<tr>
<td><strong>4-7 months</strong></td>
<td>4-8 fl oz breastfeeding or formula</td>
<td>2-4 tbsp infant cereal</td>
</tr>
<tr>
<td><strong>8-11 months</strong></td>
<td>6-8 fl oz breastfeeding or formula</td>
<td>1-4 tbsp vegetable, fruit or both</td>
</tr>
<tr>
<td><strong>0-5 months</strong></td>
<td>4-6 fl oz breastfeeding or formula</td>
<td>6-8 fl oz breastfeeding or formula</td>
</tr>
<tr>
<td><strong>6-11 months</strong></td>
<td>0-4 tbsp infant cereal, meat, fish, poultry, whole eggs, cooked dry beans or peas; or 0-2 oz cheese; or 0-4 oz (volume) cottage cheese; or 0-8 oz yogurt; or a combination*</td>
<td>0-2 tbsp vegetable, fruit or both*</td>
</tr>
</tbody>
</table>

*Required when infant is developmentally ready.

All serving sizes are minimum quantities of the food components that are required to be served.

April 22, 2016
NEW Child and Adult Care Food Program Meal Patterns

Child and Adult Meals

USDA recently revised the CACFP meal patterns to ensure children and adults have access to healthy, balanced meals throughout the day. Under the new child and adult meal patterns, meals served will include a greater variety of vegetables and fruit, more whole grains, and less added sugar and saturated fat. The changes made to the meal patterns are based on the Dietary Guidelines for Americans, scientific recommendations from the National Academy of Medicine, and stakeholder input. CACFP centers and day care homes must comply with the new meal patterns by October 1, 2017.

New Child and Adult Meal Patterns

Greater variety of 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.

More whole grains:

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

More protein 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.

Making every sip count:

* Unflavored whole milk must be served to 1 year olds; unflavored low-fat or fat-free milk must be served to children 2 through 5 years old; and unflavored low-fat, unflavored fat-free, or flavored fat-free milk must be served to children 6 years old and older and adults;
* Non-dairy milk substitutes that are nutritionally equivalent to milk may be served in place of milk to children or adults with medical or special dietary needs; and
* Yogurt may be served in place of milk once per day for adults only.

Additional improvements:

* Extends offer versus serve to at-risk afterschool programs; and
* Frying is not allowed as a way of preparing foods on-site.

April 22, 2016
## Old and New Child and Adult Meal Patterns: Let’s Compare

### Breakfast Meal Patterns

<table>
<thead>
<tr>
<th></th>
<th>Ages 1-2</th>
<th>Ages 3-5</th>
<th>Ages 6-12 &amp; 13-18</th>
<th>Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Old</strong></td>
<td><strong>New</strong></td>
<td><strong>Old</strong></td>
<td><strong>New</strong></td>
<td><strong>Old</strong></td>
</tr>
<tr>
<td>Milk</td>
<td>½ cup</td>
<td>½ cup</td>
<td>¾ cup</td>
<td>1 cup</td>
</tr>
<tr>
<td>Vegetables, fruit, or both</td>
<td>¼ cup</td>
<td>¼ cup</td>
<td>¾ cup</td>
<td>½ cup</td>
</tr>
<tr>
<td>Grains</td>
<td>½ serving</td>
<td>½ oz eq*</td>
<td>½ serving</td>
<td>1 serving</td>
</tr>
</tbody>
</table>

*Meat and meat alternates may be used to substitute the entire grains component a maximum of three times per week.

Oz eq = ounce equivalents

### Lunch and Supper Meal Patterns

<table>
<thead>
<tr>
<th></th>
<th>Ages 1-2</th>
<th>Ages 3-5</th>
<th>Ages 6-12 &amp; 13-18</th>
<th>Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Old</strong></td>
<td><strong>New</strong></td>
<td><strong>Old</strong></td>
<td><strong>New</strong></td>
<td><strong>Old</strong></td>
</tr>
<tr>
<td>Milk</td>
<td>½ cup</td>
<td>½ cup</td>
<td>¾ cup</td>
<td>1 cup</td>
</tr>
<tr>
<td>Meat and meat alternates</td>
<td>1 oz</td>
<td>1 oz</td>
<td>1 ½ oz</td>
<td>2 oz</td>
</tr>
<tr>
<td>Vegetables</td>
<td>¼ cup</td>
<td>¼ cup</td>
<td>¾ cup</td>
<td>½ cup</td>
</tr>
<tr>
<td>Fruit</td>
<td>½ cup</td>
<td>½ cup</td>
<td>¼ cup</td>
<td>½ cup</td>
</tr>
<tr>
<td>Grains</td>
<td>½ serving</td>
<td>½ oz eq*</td>
<td>½ serving</td>
<td>1 serving</td>
</tr>
</tbody>
</table>

*A serving of milk is not required at supper meals for adults.

Oz eq = ounce equivalents

### Snack Meal Pattern

<table>
<thead>
<tr>
<th></th>
<th>Ages 1-2</th>
<th>Ages 3-5</th>
<th>Ages 6-12 &amp; 13-18</th>
<th>Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Old</strong></td>
<td><strong>New</strong></td>
<td><strong>Old</strong></td>
<td><strong>New</strong></td>
<td><strong>Old</strong></td>
</tr>
<tr>
<td>Milk</td>
<td>½ cup</td>
<td>½ cup</td>
<td>¾ cup</td>
<td>1 cup</td>
</tr>
<tr>
<td>Meat and meat alternates</td>
<td>½ oz</td>
<td>½ oz</td>
<td>½ oz</td>
<td>1 oz</td>
</tr>
<tr>
<td>Vegetables</td>
<td>½ cup</td>
<td>½ cup</td>
<td>¾ cup</td>
<td>½ cup</td>
</tr>
<tr>
<td>Fruit</td>
<td>½ cup</td>
<td>½ cup</td>
<td>¼ cup</td>
<td>½ cup</td>
</tr>
<tr>
<td>Grains</td>
<td>½ serving</td>
<td>½ oz eq*</td>
<td>½ serving</td>
<td>1 serving</td>
</tr>
</tbody>
</table>

Select 2 of the 5 components for snack.

Oz eq = ounce equivalents

**Note:** All serving sizes are minimum quantities of the food components that are required to be served.

April 22, 2016
Child and Adult Care Food Program Meal Pattern Revision:

**Best Practices**

The new CACFP meal patterns lay the foundation for a healthy eating pattern for children and adults in care. USDA also developed optional best practices that build on the meal patterns and highlight areas where centers and day care homes may take additional steps to further improve the nutritional quality of the meals they serve. The best practices reflect recommendations from the Dietary Guidelines for Americans and the National Academy of Medicine to further help increase participants’ consumption of vegetables, fruits, and whole grains, and reduce the consumption of added sugars and saturated fats.

**CACFP Best Practices**

USDA highly encourages centers and day care homes to implement these best practices in order to ensure children and adults are getting the optimal benefit from the meals they receive while in care:

**Infants**
- Support mothers who choose to breastfeed their infants by encouraging mothers to supply breastmilk for their infants while in day care and offer a quiet, private area that is comfortable and sanitary for mothers who come to the center or day care home to breastfeed.

**Vegetables and Fruit**
- Make at least 1 of the 2 required components of a snack a vegetable or a fruit.
- Serve a variety of fruits and choose whole fruits (fresh, canned, dried, or frozen) more often than juice.
- Provide at least one serving each of dark green vegetables, red and orange vegetables, beans and peas (legumes), starchy vegetables, and other vegetables once per week.

**Grains**
- Provide at least two servings of whole grain-rich grains per day.

**Meat and Meat Alternates**
- Serve only lean meats, nuts, and legumes.
- Limit serving processed meats to no more than one serving per week.
- Serve only natural cheeses and choose low-fat or reduced fat-cheeses.

**Milk**
- Serve only unflavored milk to all participants. If flavored milk is served to children 6 years old and older, or adults, use the Nutrition Facts Label to select and serve flavored milk that contains no more than 22 grams of sugar per 8 fluid ounces, or the flavored milk with the lowest amount of sugar if flavored milk within this sugar limit is not available.
- Serve water as a beverage when serving yogurt in place of milk for adults.

April 22, 2016
CACFP Best Practices Continued

Additional Best Practices

- Incorporate seasonal and locally produced foods into meals.
- Limit serving purchased pre-fried foods to no more than one serving per week.
- Avoid serving non-creditable foods that are sources of added sugars, such as sweet toppings (e.g., honey, jam, syrup), mix-in ingredients sold with yogurt (e.g., honey, candy, or cookie pieces), and sugar sweetened beverages (e.g., fruit drinks or sodas).
- Adult day care centers should offer and make water available to adults upon their request, throughout the day.

Resources

Find useful tips and strategies to help you incorporate the best practices into your everyday meal service:


Child care providers can use these tips to incorporate key recommendations and best practices into their menus and daily schedules.


This guide presents information on infant development, nutrition for infants, breastfeeding and formula feeding, feeding solid foods, sanitary food preparation, safe food handling, and much more!

Healthy Meals Resource System (https://healthymeals.nal.usda.gov/)

CACFP centers and day care homes will find more menu planning tools, recipe ideas, and additional tips and ideas to help implement the new meal patterns and best practices, such as hosting taste tests to help introduce and get children excited about new foods and menus.


Visit the Team Nutrition Resource Library for free nutrition education materials to further reinforce and complement the nutrition messages taught by serving healthful foods.

MyPlate (http://www.choosemyplate.gov/)

Resources found on the MyPlate website can help CACFP centers and day care homes identify healthier options to ensure menu choices contain the most nutrients children need to grow.

ICN Education and Training Resources (http://nfsmi.org/Templates/TemplateDivision.aspx?qs=cElEPTc=)

The Institute of Child Nutrition’s resources provide education and training opportunities to help provide nutritious meals in CACFP homes and day care settings.

April 22, 2016
Sugar Sweetened Beverages Activity

**ACTION:**

- Conduct the Sugar Sweetened Beverages Activity:
  - Place one sugar-sweetened beverage (i.e. Coca Cola®, Gatorade®, Red Bull®, Capri Sun®, etc.) and a large handful of sugar packets or sugar cubes on each table;
  - Without having them look at the Nutrition Facts Label, ask providers to estimate how many sugar packets or cubes they think are in the sugar sweetened beverage at their table;
  - Ask each group to present their sugar sweetened beverage and sugar estimate;
  - Next, have each table look at the Nutrition Facts Label to see how many grams of sugar are in the sugar sweetened beverage; and
  - Explain that 4 grams of sugar is in each sugar packet and cube, and each packet or cube is 1 teaspoon. Have them calculate how many teaspoons are in each beverage.

**TIPS:**

- Initially, do not allow providers to calculate the amount of sugar listed on the Nutrition Facts Label. This should simply be an estimate;
- A 20 ounce bottle of Coca Cola® has 60 grams of sugar and thus 15 teaspoons of sugar (60 grams ÷ 4 grams of sugar per teaspoon = 15 sugar packets or cubes); and
- Remind providers that their beverage may be more than one serving, and therefore their sugar content will increase accordingly.

**PRESENT:**

Dr. Wei Hidden Sugars

- **Chocolate Milk**
  - One 8 oz class
  - 7.25 teaspoons
  - 25 - 29 grams of sugar

- **Juice**
  - One 8 oz class
  - 100% apple juice
  - 6.75 teaspoons
  - 27 grams of sugar

- **Capri Sun**
  - One 6 oz pouch
  - 4 teaspoons
  - 16 grams of sugar

- **Coca-Cola**
  - One 12 oz can
  - 9.75 teaspoons
  - 39 grams of sugar
  - Or
  - 1.5 scoops of Baskin Robbins ice cream

- **Coca-Cola**
  - One 20 oz bottle
  - 12.25 teaspoons
  - 65 grams of sugar
  - Or
  - 2.6 scoops of Baskin Robbins ice cream

- **Minute Maid**
  - One 20 oz bottle
  - 16.75 teaspoons
  - 67 grams of sugar
  - Or
  - 2.5 cupcakes

- **Vitamin Water**
  - One 20 oz bottle
  - 8.25 teaspoons
  - 33 grams of sugar
  - Or
  - 9.9 Oreo cookies

www.ahealthierwei.com
Dr. Wei Hidden Sugars (continued)

- **Oatmilk Yogurt Drink**: 2.5 teaspoons of sugar
  - OR 2 Newman-Os
  - 10 grams per bottle

- **Tostitos Snack Pack**: 2.5 teaspoons of sugar
  - OR 2.5 Oreo Cookies
  - 10 grams per tube

- **Yogurt Organic Yogurt**: 3 teaspoons of sugar
  - OR 1.5 Popsicles
  - 12 grams per container

- **Starbucks Frappuccino Drink**: 11.5 teaspoons of sugar
  - OR 11.5 Powdered Sugar Donettes
  - 46 grams in one bottle

- **Red Bull**: 6.75 teaspoons of sugar
  - OR 1.6 Kreme Donuts
  - 27 grams in 8 oz can

- **Soda**: 8.25 - 9.75 teaspoons of sugar
  - OR 2.5 - 3 Chocolate Frosted Donuts
  - 33-39 grams per 12 oz can

- **Yogurt Baby 365 Meals**: 5.25 teaspoons of sugar
  - OR 1 serving Ben & Jerry’s Cherry Garcia Ice Cream
  - 21 grams per 12 oz

- **Hawaiian Punch**: 7.35 teaspoons of sugar
  - OR 3.6 Popsicles
  - 29 grams in 8 oz class

www.ahealthierwei.com
Menu Analysis Activity

PRESENT:
- PPT Part B: Best Practices for Healthy Eating; and
- Transition to the Menu Analysis Activity.

ACTION:
- Conduct the Menu Analysis Activity;
  - Inform providers that the Healthy Eating Menu Activity Sheet is in their Participant Handbook;
  - Allow providers to work together as a table to identify foods that can be replaced with healthier food options; and
  - Encourage the providers to discuss which healthier food options can replace these.
- The answers can be found in this guide. Review the answers aloud with the group.

PRESENT:

ACTION:
- Inform providers that the Local Procurement for Family Child Care Providers handout can be found in the Participant Handbook as well as the Let’s Move! Child Care (LMCC) website (www.healthykidshealthyfuture.org);
- This handout is a great resource for starting Farm to Preschool in FCC programs;
  - Farm to Preschool connects family child care providers to local food producers to help providers serve locally-grown, healthy foods to young children; and
- This may provide creative ways of incorporating fresh fruits and vegetables into their program’s menu.

Physical Activity Break

SET UP:
- Choose a 1-2 minute physical activity; and
- Gather materials needed for the activity.

ACTION:
- Make sure everyone has enough space, and conduct the physical activity you chose.
## Menu Analysis Activity — Sample
### Sample Weekly Menu (for Children age 2 years and older)

**ACTIVITY SHEET ONLY!!**

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>BREAKFAST</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Milk</td>
<td>1% or Fat-free Milk</td>
<td>1% or Fat-free Milk</td>
<td>1% or Fat-free Milk</td>
<td>1% or Fat-free Milk</td>
</tr>
<tr>
<td></td>
<td>Vegetables, Fruit, or Both</td>
<td>100% Orange Juice</td>
<td>Banana Slices</td>
<td>Cantaloupe</td>
<td>Strawberries</td>
</tr>
<tr>
<td></td>
<td>Grains</td>
<td><em>Kix®</em> Donuts</td>
<td></td>
<td><em>Wheaties®</em> White Toast</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meats/Meat Alternates</td>
<td>Yogurt</td>
<td>Cottage Cheese</td>
<td>Scrambled Egg</td>
<td>Cottage Cheese</td>
</tr>
</tbody>
</table>

|      | **LUNCH**       |                |                |                |                |
|      | Milk            | 1% or Fat-free Milk | 1% or Fat-free Milk | 1% or Fat-free Milk | 1% or Fat-free Milk |
|      | Fruits          | Applesauce     | Salad          | Pears          | Mixed Fruit    | Apple Slices  |
|      | Vegetables      | Green Beans    | French Fries   | Broccoli       | Cucumber Slices |
|      | Grains          | Whole Grain Dinner Roll | Whole Grain Hot Dog Roll | Rice | White Bread | *Velveeta®* Macaroni and Cheese |
|      | Meats/Meat Alternates | Baked Turkey Breast | Hot Dog | Fish Sticks | Bologna & Cheese | Baked Chicken Breast |

|      | **SNACK**       |                |                |                |                |
|      | Milk            |                |                |                |                |
|      | Fruits          | 100% Apple Juice | Blueberries    | Watermelon     |                | Pineapple     |
|      | Vegetables      |                |                |                | Cucumbers      |                |
|      | Grains          | Mini Whole Grain Rice Cakes |                |                | Crackers       |                |
|      | Meats/Meat Alternates |                | Yogurt | Real String Cheese |                | Cottage Cheese |
|      | Beverage        | Water          | Water          | Water          | Water          | Water          |

*Do not copy and use for claiming meals in CACFP*
### Healthy Eating Menu Activity – Answer Key

#### Sample Weekly Menu (for Children age 2 years and older)

**ACTIVITY SHEET ONLY!!**

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BREAKFAST</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk</td>
<td>1% or Fat-free Milk</td>
<td>1% or Fat-free Milk</td>
<td>Whole Milk (replace with 1% or fat-free)</td>
<td>1% or Fat-free Milk</td>
<td>1% or Fat-free Milk</td>
</tr>
<tr>
<td>Vegetables, Fruit or Both</td>
<td>100% Orange Juice (juice served twice this day; change at least one to a whole fruit)</td>
<td>Banana Slices</td>
<td>Cantaloupe</td>
<td>Strawberries</td>
<td>Peaches</td>
</tr>
<tr>
<td>Grains</td>
<td>Kix®</td>
<td>Donuts (high fat and sugar; replace with low-fat &amp; low-sugar whole grain)</td>
<td>Wheaties®</td>
<td>White Toast (no whole grains served on this day; replace some with whole grain)</td>
<td>Cheerios®</td>
</tr>
<tr>
<td>Meats/Meat Alternates</td>
<td>Yogurt</td>
<td>Cottage Cheese</td>
<td>Scrambled Egg</td>
<td>Cottage Cheese</td>
<td>Yogurt</td>
</tr>
<tr>
<td><strong>LUNCH</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk</td>
<td>1% or Fat-free Milk</td>
<td>1% or Fat-free Milk</td>
<td>1% or Fat-free Milk</td>
<td>1% or Fat-free Milk</td>
<td>1% or Fat-free Milk</td>
</tr>
<tr>
<td>Fruits</td>
<td>Applesauce</td>
<td>Salad</td>
<td>Pears</td>
<td>Mixed Fruit</td>
<td>Apple Slices</td>
</tr>
<tr>
<td>Vegetables</td>
<td>Green Beans</td>
<td>French Fries (Choose a low-fat vegetable to replace fries)</td>
<td>Serve a vegetable</td>
<td>Broccoli</td>
<td>Cucumber Slices</td>
</tr>
<tr>
<td>Grains</td>
<td>Whole Grain Dinner Roll</td>
<td>Whole Grain Hot Dog Roll</td>
<td>Rice</td>
<td>White Bread (no whole grains served on this day; replace some with whole grain)</td>
<td>Velveeta® Macaroni and Cheese (replace with low-fat real cheese; could use whole grain macaroni)</td>
</tr>
<tr>
<td>Meats/Meat Alternates</td>
<td>Baked Turkey Breast</td>
<td>Hot Dog (serve processed meat rarely; replace with sliced turkey breast or other unprocessed option)</td>
<td>Fish Sticks (serve fried or prefried foods rarely; replace with unbreaded fish filets or other unprocessed option)</td>
<td>Bologna &amp; Cheese (serve processed meat rarely; replace with sliced turkey breast or other unprocessed option)</td>
<td>Baked Chicken Breast</td>
</tr>
<tr>
<td><strong>SNACK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Fruits</td>
<td>100% Apple Juice (juice served twice this day; change at least one to a whole fruit)</td>
<td>Blueberries</td>
<td>Watermelon</td>
<td>—</td>
<td>Pineapple</td>
</tr>
<tr>
<td>Vegetables</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>Cucumbers</td>
<td>—</td>
</tr>
<tr>
<td>Grains</td>
<td>Mini Whole Grain Rice Cakes</td>
<td>—</td>
<td>—</td>
<td>Crackers</td>
<td>—</td>
</tr>
<tr>
<td>Meats/Meat Alternates</td>
<td>—</td>
<td>Yogurt</td>
<td>Real String Cheese</td>
<td>—</td>
<td>Cottage Cheese</td>
</tr>
<tr>
<td>Beverage</td>
<td>Water</td>
<td>Water</td>
<td>Water</td>
<td>Water</td>
<td>Water</td>
</tr>
</tbody>
</table>

*Do not copy and use for claiming meals in CACFP*
LOCAL PROCUREMENT
FOR FAMILY CHILD CARE PROVIDERS

Farm to preschool enriches the connection communities have with fresh, healthy food and local food producers by changing food purchasing and education practices in early care and education programs. Young children gain access to healthy, local foods as well as education opportunities such as edible gardens, cooking lessons and farm field trips. Farm to preschool empowers young children and their families to make informed food choices while strengthening the local economy and contributing to vibrant communities.

Options for purchasing local food
There are many different types of farm to preschool activities. One option is to serve local food in meals and snacks. Spring is the best time of year to begin planning food purchases since summer and fall are peak harvest seasons for farmers. Family child care providers can most easily find locally-grown food in the following ways:

1. **Your local farmers’ market.** You can shop at a nearby farmers’ market, or arrange with a farmer in advance to pick up a larger order at the market. Find a market near you at http://search.ams.usda.gov/farmersmarkets/

2. **Your local grocery store or food co-op.** Many grocery stores and co-ops carry locally-grown food. Look for signs or labels that say where the food came from, or if it’s not labeled, ask!

3. **A Community Supported Agriculture (CSA) program.** Food purchased through a CSA is often paid for up front. Then, weekly boxes of fresh fruits and vegetables are delivered or available for pick-up all season long. A CSA provides a good chance to try new foods and to learn what’s in season and when. If using a CSA, speak to your farmer for ideas and recipes so that you’re able to use the variety of produce that you receive.

4. **An edible garden.** Edible gardens are perfect for smaller amounts of produce. Fun, easy foods to start with include snap peas, radishes, lettuce, herbs, cucumbers and squash. If you are unsure about your soil quality or have limited space to grow, consider growing food in pots or containers. Contact your county’s Cooperative Extension for advice on starting, maintaining and harvesting from a garden in your region: www.csrees.usda.gov/Extension/
Tips for child care providers

Serving local food in meals and snacks is rewarding, but there can be a learning curve. Here are some things to think about:

- **Start small!** Begin by deciding which local foods you want to serve. It works well to start in the summer or fall when lots of local food is available. Or, start with one local item each month.
- **Define “local.” You get to decide.** Local can mean within your county, in your state or in your region. Consider your area’s growing season and the types of foods that grow near you.
- **Ask questions.** It’s okay to ask farmers questions about their products. Things you might want to ask about include pricing, available quantities, delivery, food safety and liability insurance.
- **Fruits and vegetables are an easy place to start.** Purchasing local milk can be easy, too. Other options for local foods include: flour, meat, eggs, beans or seafood.
- **Make a monthly calendar.** It’s helpful to decide in advance which foods you want to serve in which months since different foods are available at different times of the year. Prioritize serving fresh items when they are available.
- **Start by purchasing items that can be used in their whole form or that can be easily cut up and prepared.** For example, small apples or pears, berries, sweet peas or potatoes that can be left whole for baking are all good places to start. Some products that can be easily sliced/chopped and ready to serve are: tomatoes, cucumbers, carrots and broccoli.
- **Farmers are often willing to offer discounts on large purchases.** If you have room for storage, think about buying larger quantities of foods that keep well, such as: apples, carrots, winter squash, sweet potatoes, frozen berries, beans and grains.

**CACFP and local food**

Did you know that if you participate in the Child and Adult Care Food Program (CACFP), you can use those funds to do things like buy food from farmers’ markets and plant edible gardens? For more information, see pages 111 (gardens and nutrition education) and 152 (procurement) of the CACFP Financial Management guide: [http://www.fns.usda.gov/sites/default/files/796-2%20Rev%204.pdf](http://www.fns.usda.gov/sites/default/files/796-2%20Rev%204.pdf)

**Farm to preschool in action: Highland Park, California**

Maria Elena “Mini” Gonzalez is the owner of Mini Family Child Care in Highland Park, Calif. She has operated her center for over 14 years, serving 12-14 children per day, ages 6 weeks to 8 years old. Last year, Mini joined the farm to preschool program at Occidental College as a pilot site and has been implementing the program ever since. With the encouragement of a strong parent base of supporters, Mini continues to source fresh fruits and vegetables—and even children’s books—from the local farmers’ market down the street on Tuesday evenings. Mini routinely purchases anywhere between $80-$120 of fresh fruits and vegetables to serve as breakfast, lunch and snacks to children the entire week.

Prior to the farm to preschool program, Mini purchased all her produce from Food4Less, a local grocery store. Now, she routinely sources her produce from the farmers’ market because it reminds her of growing up in her hometown in Mexico, where she’d always go to the weekend tianguis with family and friends to buy necessities and socialize. Mini likes providing nutritionally delicious food that is pesticide-free to her students; she likes trying new things; and produce is often cheaper than at the local grocery store or even Costco. At first, her biggest challenge was storing all the produce and making sure that she didn’t forget anything; she has since dedicated a refrigerator to storage, buys ripening produce so it will last longer, and takes her weekly menu and recipes to the farmers’ market so she doesn’t forget anything.
PPT Part C – Cost-Effective Shopping (30 min.)

SET UP:
- PPT Part C: Cost-Effective Shopping

ACTION:
- Facilitate a large group discussion, “Does buying in bulk really save you money?”
- Use the following questions to guide your discussion:
  - What items do you currently buy in bulk?
  - Have you ever purchased something in bulk that you did not use?
  - How do you store bulk items?
- Make a list of the answers on a flip chart.

Convenience Foods Activity

ACTION:
- Have providers turn to the Convenience Foods Activity located in their Participant Handbook;
- Working in groups, have providers complete the worksheet; and
  - Encourage the providers to use their Best Practices for Healthy Eating and CACFP Child and Adult Meal Patterns Worksheet as a guide.
- Encourage the providers to share their answers and discuss some of the common themes and differences.
**Convenience Foods Activity**

Instructions: Use your knowledge of the CACFP guidelines to determine if all the food components are being met. Feel free to use the *Child and Adult Meal Pattern Requirements Worksheet* as a guide.

ABC Family Child Care uses many convenience foods. The provider, Ms. Jessica, finds using the convenience foods to be easier to serve when serving children of all ages at once. Below is her menu for today:

- 1 slice frozen double cheese pizza
- ¼ cup peaches
- ¼ cup chicken noodle soup
- ¾ cup milk

For children **aged 3-5 years**, use the chart below to determine the following:
- Have the food components been met?
- If not, what additional foods need to be added?

<table>
<thead>
<tr>
<th>Menu</th>
<th>Food Component Contribution</th>
<th>Serving Component Amount Required</th>
<th>Serving Amount Provided</th>
<th>Food Components Met – Yes/No?</th>
<th>Additional Food Item Needed</th>
<th>Additional Serving Size Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double Cheese Pizza</td>
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<td></td>
</tr>
<tr>
<td>1 slice</td>
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<tr>
<td>Peaches</td>
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<td></td>
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<tr>
<td>¼ cup</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Chicken Noodle Soup</td>
<td></td>
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<tr>
<td>Milk</td>
<td></td>
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<tr>
<td>¾ cup</td>
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</table>
PPT Part D – Facilitating Change in Your Program (60 min.)

**PRESENT:**

- PPT Part D: Facilitating Change in Your Program.
- Discuss the Action Period; and
- Discuss that the providers will complete their Action Plan by:
  - Establishing S.M.A.R.T goals;
  - Connecting their objectives to the children in their program by identifying action steps needed to facilitate change; and
  - Connecting their objectives to families in their program by identifying action steps needed to facilitate change.

**Technical Assistance Groups**

**ACTION:**

- Use the *Afternoon Group Discussion Notes* located in this guide to facilitate discussion; and
- Instruct providers to follow along with the discussion using the Action Period checklist and *Provider Guide* in the Learning Session 2 Participant Handbook.

**ACTION:**

- Welcome participants to the group;
- Using the *Afternoon Group Discussion Notes* on the following page, discuss:
  - How to begin the Action Plan using the five improvement areas identified in LS1;
  - How to write S.M.A.R.T. goals to create objectives;
  - How to implement changes in the areas of “child” and “family”; and
  - Answer any questions providers may have.
- Distribute a tri-fold board to each provider. The tri-fold board will be used to document and communicate healthy changes throughout the Learning Sessions.
Learning Session 2: Afternoon Group Discussion Notes

Facilitating Change in Your Program

Ask providers to turn to the Provider Guide in the back of the Participant Handbook and follow along.

1. How are you feeling about today’s Learning Session? We covered a lot of information so far!
   a. What have you learned that was surprising or helpful or exciting?
   b. What do you still want to learn more about?

2. Let’s talk about how to begin your Action Plan. You have used your Go NAP SACC results to identify your five improvement areas and the goals you wish to achieve. Now we will use this to create SMART goals as a guide to develop your objectives.
   a. Specific – What specifically do you want to accomplish? (Ex. I would like to add more fruits and vegetables to my menu.)
   b. Measureable – How will you know when you reach your goal? (Ex. The menus will contain at least one fruit and one vegetable per day.)
   c. Attainable – How can you achieve this goal? (Ex. I will work with my local farmers to purchase fruits and vegetables.)
   d. Realistic – Is this something that you can do right now with the resources you have? (Ex. I will use the CCR&R to assist in locating the local Cooperative Extension program to assist me in finding a local farm.)
   e. Time bound – What is your deadline? When do you want to complete this goal? (Ex. I would like to change the menu by June 30th.)

3. Let’s talk about the process of creating healthy change; an ongoing cycle —you have received an Action Plan Worksheet. There are a total of five change columns. How can you implement change in the following areas:
   a. Children in your program; and
   b. Families in your program.

4. Let’s discuss the Action Period. All of the materials that you will need are in the Provider Guide of the Participant Handbook. We will have some time for questions and sharing ideas at the end. Together, let’s look at the Action Tasks step-by-step:
   • Task 1: Start implementing changes based on the action steps identified on your Action Plan.
     – Think of ways to implement change in your home based on the action steps listed in the “child,” and “family” columns of the Action Plan Worksheet.
   • Task 2: Start a storyboard to document and communicate your story of healthy change with children, and families.
     – Your program will use a tri-fold board to create your storyboard to document and communicate the implementation of the Action Plan and the process of change in your home.
- Create your storyboard by:
  - Describing what change(s) were made;
  - Explaining accomplishments and challenges faced;
  - Sharing photos of the implementation process;
  - Outlining any policies that were updated as a result; and
  - Explaining the next steps they will take to sustain the change(s).
- You can choose a variety of ways to express your story of change. This includes:
  - Photos of the process including before, during and after the change(s);
  - Anecdotes from families and children;
  - Assessments, observations and reflections;
  - Documents including lesson plans or menus that demonstrate changes; and/or
  - Children’s art work that describe the healthy changes.
- Display the board in your home as you are working on them so that children and families can see and learn what is going on through your efforts to make your program healthier.

Note: Remind providers to bring their storyboards to Learning Session 5 to share their process.

5. Here is a list of what to bring back to Learning Session 3:
   - *Action Plan Worksheet*; and
   - Implement changes in the areas of child and family.

6. What questions do you still have?

   *Thank you for your work to help children grow up healthy!*
### Provider Action Plan Worksheet

**Start Date:**

**Provider Name:**

**Goal:**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Sample: introduce children to fruits, vegetables, whole grains and elimination of fried foods.</td>
<td>Discuss new foods with the children and how they help them grow up healthy and strong.</td>
<td>Work with families to develop an exciting “taste test” event during pickup for children and families to try and vote on new menu items.</td>
<td>Share family ideas for healthy foods to be included in new menus.</td>
<td>Develop a bulletin board where parents sign-in to share information, resources and healthy recipes.</td>
<td>Include Healthy Eating as a required topic at family orientation.</td>
</tr>
<tr>
<td>Who is responsible?</td>
<td>Self and Children</td>
<td>Self, Children and Families</td>
<td>Self</td>
<td>Self</td>
<td>Program Director and Cook</td>
</tr>
<tr>
<td>Date</td>
<td>July 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>August 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>September 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>August 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>September 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

**Who is responsible?**

**Date**
# Action Plan Worksheet

**Goal:** Work with children to develop healthy habits.

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<tr>
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</thead>
<tbody>
<tr>
<td><strong>Sample:</strong> Introduce children to new fruits, vegetables, whole grains and elimination of fried foods.</td>
<td>Discuss new foods with the children and how they help them grow up strong and healthy.</td>
<td>Work with families to develop an exciting “taste test” event during pickup for children and families to try and vote on new menu items.</td>
<td></td>
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</tr>
<tr>
<td>Who is responsible?</td>
<td>Self and Children</td>
<td>Self, Children and Families</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>July 15th</td>
<td>August 1st</td>
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</table>

PPT Part E – Extending Your Learning: The Provider, Families and Policies (30 min.)

PRESENT:


ACTION:

• Discuss with providers the importance of healthy eating through:
  – Personal Health;
  – Family engagement; and
  – Policies.

• Inform providers that all documents can be downloaded electronically from the Let’s Move! Child Care website (www.healthykids.healthyfuture.org).

Note: Remember to distribute the Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program.
**SEPTEMBER, 2014  Healthy Way to Grow Calendar**

**Childhood Obesity Awareness Month**

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Labor Day - Take the AHA EmpowerMENT Challenge! <a href="http://www.heart.org">www.heart.org</a></td>
<td>2 Ask your center director about Healthy Way to Grow!</td>
<td>3 Walking Wednesdays Take the first step. Start walking! Why? It's easy, it works and it pays!</td>
<td>4 Think of all the foods that begin with the letter 'S' (strawberries, spinach, squash...). Pronounce the 'S' sound and words for your child to imitate.</td>
<td>5 Fit Friday Begin a family tradition. Every Friday plan to prepare dinner and have family mealtime together.</td>
<td>6 September Salad Take a trip to your local farmer’s market for seasonal foods to put in your salads.</td>
</tr>
<tr>
<td>7</td>
<td><strong>Grandparents Day</strong> Make a favorite family recipe healthier by substituting similar ingredients: low-fat instead of full-fat cheese or sour cream, natural applesauce instead of oil for baking, whole wheat instead of regular pasta.</td>
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</tr>
<tr>
<td>8</td>
<td>Cut the rind off a seedless watermelon and chop into chunks. Mash or blend until smooth for a cool, refreshing drink.</td>
<td>9 Plan a family outing to the library. Check out “The Berenstain Bears and Too Much TV” by Stan &amp; Jan Berenstain. Turn off your tv and read the book together!</td>
<td>10 End of Summer Before the days get much shorter, take a walk with your child before or after dinner</td>
<td>11 Encourage families to drink water by flavoring with lemon lime, or orange slices.</td>
<td>12 Rainbow Run- When you go outside, encourage your preschooler to move by saying, “When I say a color of the rainbow, run and touch something of that color.” Take your toddlers hand and move together.</td>
<td>13 <strong>Steps on Saturday!</strong> Count the steps you and your child take from one room to another or from the house to the car. Count out load to your baby as you carry from one spot to another.</td>
</tr>
<tr>
<td>14</td>
<td><strong>Sunday Salmon</strong> Treat the family to broiled salmon for a special nutritious dinner.</td>
<td>15 Give toddlers plastic measuring cups and a spoon; 3 year olds will help rinse produce; 4 year olds can squeeze fruit juice and 5 year olds can grate cheese.</td>
<td>16 Tag- You’re it! Tag your child and move away for them to chase you. Duck down and up for babies to look for you.</td>
<td>17 Use your library card to check out the book, I Went Walking by Sue Williams &amp; Julie Vivas.</td>
<td>18 Rinse and cut broccoli, zucchini. red peppers, celery and carrots into different shapes to create faces on a paper plate.</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Hold up a potato and say “root food” and squat down. Hold up a lemon-say “top food”. Jump or reach up. Take turns with your child.</td>
<td>22 During bath time talk with your children about their bodies. Name body parts and talk about healthy habits.</td>
<td>23 Cut banana or apple into chunks. Spread with almond butter or cream cheese and roll the chunks in cereal for a healthy snack!</td>
<td>24 Hold your child’s hand and walk at their pace, swinging your arms.</td>
<td>19 Have children pack a family member’s lunch. You may be surprised by what children choose. Talk about whether or not each of the items is a healthy choice.</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td><strong>Birds Nest</strong> Place a bagel in a pan with 1 tbspn. olive oil. Crack an egg into the hole and cook. Add spinach around the sides.</td>
<td>29</td>
<td>30 Last day of the EmpowerMENT Challenge! How did you do?</td>
<td>25 First thing in the morning take a deep breath and stretch your arms up high. Exhale and touch the floor. Babies will watch and older children imitate you.</td>
<td>26 Run in place with your child and check to feel your heart speed up</td>
<td>27 Cut out magazine pictures of food. At the store, ask your child to help you find the food that matches the picture.</td>
</tr>
</tbody>
</table>
Healthy Celebrations

Holidays and celebrations are exciting and special moments in children’s lives! ECE programs can support healthy habits by celebrating events in a healthy way. As children grow, they begin to learn the significance of celebrations and holidays. The earlier children learn to celebrate in a healthy way, the easier it is to convince them that healthy celebrations can be fun. Older children may be more skeptical of changes to celebrations, so make changes slowly and explain to them why celebrating in a healthy way is important. Here are some suggestions to help plan a fun and healthy celebration:

**General Tips**

- Celebrate holidays in ways that don’t focus on food: sing songs, play games or do an art project.
- Encourage children to help you make a special, healthy treat.
- Think of healthy alternatives to traditional party foods such as fruit kebabs, pita pizza or mini muffins instead of a large cake. If you feel strongly about having a traditional treat, make healthy substitutions (e.g., substitute unsweetened applesauce for oil in cakes, cupcakes, breads and muffins).
- If you provide favors for birthdays or small gifts for holidays, try small age-appropriate toys like stickers, crayons, modeling dough or trading cards instead of sweets.
- Make a piñata for the class and fill it with small favors (e.g., crayons, stickers, temporary tattoos, scarves or small, age-appropriate small favors) instead of candy.

**Suggestions for Healthy Celebration Foods**

- Fruit smoothies (blend ice, fresh or frozen fruit, fat-free yogurt, and fat-free milk)
- Birthday kabobs (use a straw instead of a sharp stick) with any kind of fruit
- Small low-fat oatmeal cookies or whole grain fig cookies
- Prepare one of the children’s favorite dishes (in a healthy way) and serve snack-size portions for the class.
- 100% fruit juice freezer pops
- Fruit pizzas using whole grain tortillas topped with low-fat whipped cream and fruit
- Make ice cream cone cakes. Fill ice cream cones with pudding (made with fat-free milk) and decorate with sprinkles.
- Make-your-own pizzas using whole grain English muffins and veggie toppings.
- Mini cupcakes or muffins (decreasing portion size is good, too!)

Nemours is currently funded by the Centers for Disease Control and Prevention (CDC) under a five-year Cooperative Agreement (1US8DP004102-01) to support states/localities in launching early care and education learning collaboratives focused on childhood obesity prevention. The views expressed in written materials or publications, or by speakers and moderators do not necessarily reflect the official policies of the Department of Health and Human Services, nor does the mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.
Suggestions for Healthy Foods for Celebrations:

<table>
<thead>
<tr>
<th>8 - 12 Months</th>
<th>1 - 6 Years</th>
<th>6 - 12 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pureed or soft fruits and vegetables cut into ¼ inch cubes</td>
<td>• Fresh, frozen or canned fruits and vegetables cut into small pieces</td>
<td>• Fresh, frozen or canned fruits and vegetables</td>
</tr>
<tr>
<td>• Whole grain crackers</td>
<td>• Whole grain crackers</td>
<td>• Whole grain crackers</td>
</tr>
<tr>
<td>• Shredded or cubed ¼ inch natural cheese</td>
<td>• Low-fat cheese cubes or string cheese</td>
<td>• Cheese cubes or string cheese</td>
</tr>
<tr>
<td>• Plain yogurt (made with whole milk)</td>
<td>• Low-fat or fat-free yogurt</td>
<td>• Low-fat or fat-free yogurt</td>
</tr>
<tr>
<td>• Water, formula or breast milk</td>
<td>• Water or milk (following age recommendations)</td>
<td>• Water, 1% (low-fat) or fat-free milk, 100% juice</td>
</tr>
</tbody>
</table>

Healthy Ways to Celebrate:

- Allow children to help plan activities and a healthy menu to complement the celebration.
- Serve healthy foods that are the holiday’s traditional colors. For example, serve cantaloupe, pumpernickel bread and low-fat cheddar cheese balls at a Halloween party, or vanilla yogurt with blueberries for Hanukkah.
- Decorate using fun holiday centerpieces made out of fruits and vegetables.
- Pass out party favors that promote physical activity (e.g., jump ropes, balls or Frisbees).
- Plan parties at locations that encourage physical activity, such as a local park, pool or playground.
- Honor the birthday boy or girl with treats other than food, such as allowing them to choose a game or special activity or letting them wear a special crown, sash or badge on their birthday.
- Let children choose a favorite book to read to the class or a favorite physical activity.
- Take a field trip or walk to a fun new destination.
- Host a treasure hunt around the early care and education program, playground or neighborhood.
Check-Out (15 min.)

**SET UP:**

- Set up any take-away materials assembly line style on the check-in tables;
- Provide a container for providers to drop off nametags; and
- Assign one person to highlight (or otherwise record) provider’s name on a list after nametags are collected and take-away items are picked up.

**ACTION:**

- Remind the providers about next steps. When they get back to their home, they need to:
  - Begin implementing changes in the areas of child and family; and
  - Start a storyboard to document and communicate the process of change.
  - Bring back to LS3:
    - *Action Plan Worksheet.*

**ACTION:**

- Thank providers for being a part of the Learning Collaborative; and
- Request that providers drop their nametag in the container on the check-in table before leaving.

**ACTION:**

- Remind providers that the next Learning Session will be held on date:________________________; and
- Set aside 15 minutes to sit down with your co-trainer(s) and volunteers to discuss and record first thoughts about what went well and what could be improved for future sessions. You may also want to schedule a longer meeting at a later date.
**LS2 Action Period**

**Providers Should:**

- Review the “child” and “family” columns on the *Action Plan Worksheet* to begin implementing changes in their home; and
- Start a storyboard to communicate and document healthy changes made in the areas of healthy eating, physical activity, breastfeeding support, and screen time
- Bring back to Learning Session 3:
  - *Action Plan Worksheet.*

**Technical Assistance**

- Call providers to set up a convenient time to visit. Try to set up the visit for as soon after the Learning Session as you can, so that you can support them as they prepare to complete the Action Period tasks;
- REMEMBER to document your Technical Assistance visits on the TA form; and
- Ask if there is anything that they especially want to focus on or have questions about.

**During the visit:**

- Ask what they thought about the Learning Session;
- Offer your assistance with the Action Period tasks;
- Walk through the *Action Plan Worksheet* in the Provider Guide in the LS2 Participant Handbook and help the provider understand how to implement the action steps they developed during the Learning Session;
- Review items they need to bring back to LS3; and
- Ask if there is anything else they would like to talk about. Encourage them to reach out to you at any time. Be sure they have your contact information.
REFERENCES FOR: Taking Steps to Healthy Success: An Early Care and Education Learning Collaborative to Promote Healthy Practices and Prevent Obesity (continued)


REFERENCES FOR: Taking Steps to Healthy Success: An Early Care and Education Learning Collaborative to Promote Healthy Practices and Prevent Obesity (continued)


Part 2: Content Implementation – Learning Session 2

REFERENCES FOR: Taking Steps to Healthy Success: An Early Care and Education Learning Collaborative to Promote Healthy Practices and Prevent Obesity (continued)


