

# Creating a Healthy Nutrition Environment in the Child Care Food Program



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## **Welcome**

As a child care provider, you have an important role in children's lives by helping them learn and grow. As a *Child Care Food Program provider*, you help children get the nourishment and energy they *need* to learn and grow by providing healthy meals. In addition, preschoolers who eat a variety of healthy foods and play actively several times every day are less likely to be overweight or obese. The Institute of Medicine (IOM) report, *Early Childhood Obesity Prevention Policies*, recommends that for children ages 2-5 child care centers: 1) provide healthy meals and snacks that meet the Dietary Guidelines, 2) serve meals family-style to be responsive to children's hunger and fullness cues, and 3) teach children about healthy eating and physical activity. This workshop will show how you can easily and effectively implement these "best practices" to provide healthy meals and create a healthy nutrition environment in your child care facility.

## **Creating a Healthy Nutrition Environment for Children in the Child Care Food Program (CCFP)**

### **Agenda**

Introduction

Best Practices for Children in Child Care

Planning and Serving Healthy Meals with Child Appeal

Special Needs Meals in the CCFP

Purchasing Food in the CCFP

Teaching Preschoolers About Healthy Eating Habits

Evaluation

# Creating a Healthy Nutrition Environment for Children in the CCFP

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# Best Practices for Children in Child Care



*Let's Move! Child Care*

The *Let's Move! Child Care* initiative is an innovative and exciting life changing event for young children across the United States. The initiative was created by First Lady Michelle Obama, National Association of Child Care Resource and Referral Agency (NACCRRA), and The Nemours Foundation to build a healthier future for young children. *Let's Move! Child Care* has key nutrition and physical activity goals to prevent childhood obesity.



<b>Let's Move! Child Care Goals</b>	
<b>Physical Activity</b>	Provide 1-2 hours of physical activity throughout the day, including outside play when possible.
<b>Screen Time</b>	None under age 2. For 2 and up, work to limit to 30 minutes per week during child care. Aim for no more than 1-2 hours a day of quality screen time at home.
<b>Food</b>	Try to serve fruits or vegetables at every meal. Eat meals family-style whenever possible. Avoid serving fried foods.
<b>Beverages</b>	When you can, give water during meals and throughout the day. Avoid sugary drinks. Two and older, serve low- or non-fat milk and 4-6 ounces max of 100% juice a day.
<b>Infant Feeding</b>	Provide breast milk to infants of mothers who wish to breastfeed. Welcome mothers to nurse mid-day and support parents' decisions with infant feeding.

Adapted from Let's Move! Child Care and Nemours

**Why Participate?**

The initiative's objectives are to start early, make nutrition fun, get kids moving, inspire, and change lives. As providers, you play a major role in the implementation of these goals. Children rely on their teachers and parents to role model healthy choices. When children see implementation of physical activities and healthy meals being served, they are more prone to model the same behaviors.



Participating in the *Let's Move! Child Care* initiative is fun, exciting, and very beneficial for both children and adults. Looking closely at the statistics, three times more children are obese compared to 30 years ago. Close to one third of children in America are overweight or obese. Also, children are diagnosed with type 2 diabetes and various other obesity-related conditions more and more each day. Participating in this program enhances the impact you can have on children living healthy lives.



April 2012, continued

## How to Participate?

### Step 1:

First Sign up. After signing up, you will receive a certificate for participating. Sign up at: <http://www.healthykidshealthyfuture.org/content/hkhf/home/startearly/signupnow.html>

### Step 2:

Take the *Let's Move! Child Care* Quiz. The quiz is an assessment to determine how your current practices and policies compare to the 5 Goals.

### Step 3:

Create a Customized Action Plan. The customized action plan will help you reach the goals, developed from the quiz in step 2.

### Step 4:

Access Ideas and Resources. Utilize the different ideas and resources available for implementing the goals.

### Step 5:

Earn the *Let's Move! Child Care* Recognition Award. After retaking the quiz in Step 2 and achieving the goals, you will then receive the Recognition Award.

### Step 6:

Celebrate! And let your parents know!

## NFSMI Resources and Links

### Physical Activity

*Ready, Set, Go! Creating and Maintaining a Wellness Environment in Child Care Centers* is a best practice resource for providing a wellness environment in early childhood education. The resource focuses on resources, partnerships, and healthy environments.

<http://www.nfsmi.org/documentlibraryfiles/PDF/20110126034352.pdf>

*CARE Connection: Music, Movement, and Play Connection* is a lesson plan with activities that encourages walking as a physical activity and highlights why it's a fun way to stay healthy. The lesson includes materials needed, books to read, and tips for success.

<http://www.nfsmi.org/documentlibraryfiles/PDF/20090827043805.pdf>

## Food and Beverage

*More than Mud Pies* is a nutrition education curriculum designed to encourage positive ideas about nutrition and food.

<http://www.nfsmi.org/ResourceOverview.aspx?ID=247>



April 2012, continued

*CARE Connection: Nutrition Education* is a list of several grab and go lessons, family newsletters, videos, lesson plans, and activities for assisting providers in helping children make lasting positive eating habits.

<http://www.nfsmi.org/ResourceOverview.aspx?ID=207>

## Infant Feeding

*CARE Connection: Infant Feeding* has multiple resources for child care providers to meet the nutritional needs of infants.

<http://www.nfsmi.org/ResourceOverview.aspx?ID=339>

## Tips for Success!

### Physical Activity

- Provide toys that encourage physical fitness. For example: jump rope, hula hoops, balls, bicycles, tricycles, kites, and Frisbees.
- Offer one-on-one assistance, and learn how children approach and respond to physical challenges. Movement and exercise have many benefits for adults, too!
- Host a Fitness Day to introduce *Let's Move! Child Care*.
- Designate specific time for physical activity.
- Invite a local college athlete to participate in physical activities with children.
- Include music and dance.
- Be a role model for children by participating in physical activities with them.
- With the children's help, set up an obstacle course with chairs, cones, balls, and other items. Guide children on how to move through each part of the course so children can gain an understanding of directions in space such as over, under, around, and through.
- For days where outside play is not an option, provide room indoors for music and movement activities. Put mats on the floor for tumbling, yoga, and movement. Play cooperative games using hula hoops, streamers, parachutes, and beach balls.



## Screen Time

- Allow children to act out a story in a book or a television show.
- Only allow screen time during special events.
- Implement teacher-directed or child-directed activities during current screen time.



April 2012, continued

## Food, Beverage, and Nutrition Education

- Make all food and beverage activities a special occasion.
- Provide praise when children try new foods and beverages.
- Help children observe and talk about colors, textures, sizes, and shapes.
- Offer one new food at a time.
- Be patient during the exploration of trying new foods and beverages.
- Introduce brightly colored menu items.
- Allow children to assist in food preparation.
- Do not use food as a reward or punishment.
- Allow children to participate in planting and maintaining a garden.

## Infant Feeding

- Designate a place for mothers to pump or nurse.
- Designate refrigerator storage space for breast milk.
- Train staff in handling breast milk safely.
- Provide literature for parents and place on display.
- Welcome mothers to visit.



## Sources

Nemours. (2012, February). Let's Move! Child Care. Retrieved from Let's Move! Child Care website <http://www.healthykidshealthyfuture.org/content/hkhf/home/welcome.html>

Wisconsin Department of Health Services. Ten steps to breastfeeding friendly child care centers. Retrieved from Wisconsin Nutrition, Physical Activity and Obesity Program website <http://www.healthykidshealthyfuture.org/content/hkhf/home/welcome.html>

# Physical Activity

Children who are **active** tend to have fewer behavioral and disciplinary problems, do better in school, and have longer attention spans in class.

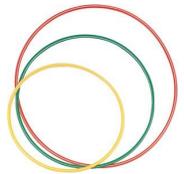
**Structured physical activity** is an activity led by the *teacher* (Simon Says, bean bag toss, sports activities), developmentally appropriate, fun, planned and:



- ⇒ supports age-appropriate motor skill development — it should be engaging and involve all children with very little or no waiting
- ⇒ vigorous (in other words, it gets children breathing deeper and faster than during typical activities) for short doses of time

**Unstructured physical activity** is free play that's led by the *child* and they are able to play whatever they'd like (tag, hula hooping, riding a bike, etc.) in a safe environment. Unstructured activity should include:

- ⇒ activities that respect and encourage children's individual abilities and interests
- ⇒ teacher engagement with children during play, as well as gentle prompts and encouragement by teachers to stay physically active



**Make active play time every day, both indoor and outdoor, a priority!**

## Toddlers:

60 – 90 minutes or more  
(for half-day programs, 30 minutes or more)

## Preschoolers:

120 minutes or more  
(for half-day programs, 60 minutes or more)

## Benefits:

- Improves social skills and brain development
- Helps children feel confident about themselves and their bodies
- Reduces children's risk of feeling stressed or depressed
- Helps children sleep better





# Go NAP SACC

## Self-Assessment Instrument

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Date: \_\_\_\_\_

Your Name: \_\_\_\_\_

Child Care Program Name: \_\_\_\_\_



## Child Nutrition

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Go NAP SACC is based on a set of best practices that stem from the latest research and guidelines in the field. After completing this assessment, you will be able to see your program's strengths and areas for improvement, and use this information to plan healthy changes.

For this self-assessment, **child nutrition** topics include foods and beverages provided to children, as well as the environment and teacher practices during meal times. Unless otherwise noted, all questions in this section relate to your program's practices for both toddlers and preschool children.

### Before you begin:

- ✓ Gather menus, staff manuals, parent handbooks, and other documents that state your policies and guidelines about child nutrition.
- ✓ Recruit the help of key teachers and staff members who are familiar with day-to-day practices.

### As you assess:

- ✓ Answer choices in parentheses ( ) are for half-day programs. Full-day programs should use the answer choices without parentheses.
- ✓ Definitions of key words are marked by asterisks (\*).
- ✓ Answer each question as best you can. If none of the answer choices seem quite right, just pick the closest fit. If a question does not apply to your program, move to the next question.

### Understanding your results:

- ✓ The answer choices in the right-hand column represent the best practice recommendations in this area. To interpret your results, compare your responses to these best practice recommendations. This will show you your strengths and the areas in which your program can improve.



## Foods Provided

### 1. Our program offers fruit:\*

- 3 times per week or less (Half-day: 2 times per week or less)       4 times per week (Half-day: 3 times per week)       1 time per day (Half-day: 4 times per week)       2 times per day or more (Half-day: 1 time per day or more)

\* For this assessment, fruit does not include servings of fruit juice.

### 2. Our program offers fruit that is fresh, frozen, or canned in juice (not in syrup):

- Rarely or never       Sometimes       Often       Every time fruit is served

### 3. Our program offers vegetables:\*

- 2 times per week or less (Half-day: 1 time per week or less)       3–4 times per week (Half-day: 2–3 times per week)       1 time per day (Half-day: 4 times per week)       2 times per day or more (Half-day: 1 time per day or more)

\* For this assessment, vegetables do not include french fries, tater tots, hash browns, or dried beans.

### 4. Our program offers dark green, orange, red, or deep yellow vegetables:\*

- 3 times per month or less       1–2 times per week       3–4 times per week       1 time per day or more

\* For this assessment, corn is not included as a deep yellow vegetable because it has more starch and fewer vitamins and minerals than other vegetables.

### 5. Our program offers vegetables that are cooked or flavored with meat fat, margarine, or butter:

- Every time vegetables are served       Often       Sometimes       Rarely or never

### 6. Our program offers fried or pre-fried potatoes:\*

- 3 times per week or more       2 times per week       1 time per week       Less than 1 time per week or never

\* Fried or pre-fried potatoes include french fries, tater tots, and hash browns that are pre-fried, sold frozen, and prepared in the oven.

### 7. Our program offers fried or pre-fried meats or fish:\*

- 3 times per week or more       2 times per week       1 time per week       Less than 1 time per week or never

\* Fried or pre-fried meats or fish include breaded and frozen chicken nuggets and fish sticks.

### 8. Our program offers high-fat meats:\*

- 3 times per week or more       2 times per week       1 time per week       Less than 1 time per week or never

\* High-fat meats include sausage, bacon, hot dogs, bologna, and ground beef that is less than 93% lean.



**9. Our program offers meats or meat alternatives that are lean or low fat:\***

- 3 times per month or less       1–2 times per week       3–4 times per week       Every time meats or meat alternatives are served

\* Lean or low-fat meats include skinless, baked or broiled chicken; baked or broiled fish; and ground beef or turkey that is at least 93% lean and cooked in a low-fat way. Low-fat meat alternatives include low-fat dairy foods; baked, poached, or boiled eggs; and dried beans.

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**10. Our program offers high-fiber, whole grain foods:\***

- 1 time per week or less (Half-day: 3 times per month or less)       2–4 times per week (Half-day: 1 time per week)       1 time per day (Half-day: 2–4 times per week)       2 times per day or more (Half-day: 1 time per day or more)

\* High-fiber, whole grain foods include whole wheat bread, whole wheat crackers, oatmeal, brown rice, Cheerios, and whole grain pasta.

---

**11. Our program offers high-sugar, high-fat foods:\***

- 1 time per day or more       3–4 times per week       1–2 times per week       Less than 1 time per week or never

\* High-sugar, high-fat foods include cookies, cakes, doughnuts, muffins, ice cream, and pudding.

---

**12. Our program offers high-salt, high-fat snacks:\***

- 1 time per day or more       3–4 times per week       1–2 times per week       Less than 1 time per week or never

\* High-salt, high-fat snacks include chips, buttered popcorn, and Ritz crackers.

---

**13. Children are given sweet or salty snacks outside of meal and snack times:**

- 1 time per day or more       3–4 times per week       1–2 times per week       Less than 1 time per week or never

## Beverages Provided

**14. Drinking water is available:**

- Only when children ask       Only when children ask and during water breaks       Only indoors, where it is always visible and freely available\*       Indoors and outdoors, where it is always visible and freely available\*

\* Water that is “freely available” is always available to children but may or may not be self-serve. Water may be available from water bottles, pitchers, portable or stationary water coolers, or water fountains.

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**15. Our program offers children a 4–6 oz. serving\* of 100% fruit juice:**

- 2 times per day or more       1 time per day       3–4 times per week       2 times per week or less

\* A larger serving of juice counts as offering juice more than one time.



**16. Our program offers sugary drinks:\***

- 1 time per month or more       1 time every few months       1–2 times per year       Never

\* Sugary drinks include Kool-Aid, fruit drinks, sweet tea, sports drinks, and soda.

---

**17. For children ages 2 years and older,\* our program offers milk that is:**

- Whole (Regular)       Reduced Fat (2%)       Low fat (1%)       Fat free (Skim)

\* This does not include those children with milk allergies.

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**18. Our program offers flavored milk:**

- 1 time per day or more       3–4 times per week       1–2 times per week       Never

## Feeding Environment

**19. Meals and snacks are served to preschool children in the following way:**

- Meals and snacks come to classrooms pre-plated with set portions of each food       Teachers portion out servings to children       Children serve some foods themselves, while other foods are pre-plated or served by teachers       Children\* always choose and serve most or all foods themselves

\* This refers to preschool children who are developmentally ready to choose and serve foods themselves.

---

**20. Television or videos are on during meal or snack times:**

- Always       Often       Sometimes       Never
- 

**21. When in classrooms during meal and snack times, teachers and staff eat and drink the same foods and beverages as children:**

- Rarely or never       Sometimes       Often       Always
- 

**22. Teachers and staff eat or drink unhealthy foods or beverages in front of children:**

- Always       Often       Sometimes       Rarely or never
- 

**23. Teachers enthusiastically role model\* eating healthy foods served at meal and snack times:**

- Rarely or never       Sometimes       Often       Every meal and snack time

\* Enthusiastic role modeling is when teachers eat healthy foods in front of children and show how much they enjoy them. For example, a teacher might say, “Mmm, these peas taste yummy!”



**24. Our program's collection of posters, books, and other learning materials\* that promote healthy eating includes:**

- Few or no materials       Some materials with limited variety       A variety of materials       A large variety of materials with new items added or rotated seasonally

\* Learning materials that promote healthy eating can include books about healthy eating habits, MyPlate posters, pictures of fruits and vegetables, healthy play foods, fruit or vegetable garden areas, and bowls of fruit.

**25. Our program's collection of posters, books, and other learning materials\* that promote unhealthy foods includes:**

- A large variety of materials with new items added or rotated seasonally       A variety of materials       Some materials with limited variety       Few or no materials

\* Learning materials that promote unhealthy eating can include books or games about unhealthy foods, pictures or posters of unhealthy foods, unhealthy play foods, and bowls of candy.

**26. Soda and other vending machines are located:**

- In the entrance or front of building       In public areas, but not entrances       Out of sight of children and families       There are no vending machines on site

## Feeding Practices

**27. Teachers praise children for trying new or less-preferred foods:**

- Rarely or never       Sometimes       Often       Always

**28. When children eat less than half of a meal or snack, teachers ask them if they are full before removing their plates:**

- Rarely or never       Sometimes       Often       Always

**29. When children request seconds, teachers ask them if they are still hungry before serving more food:**

- Rarely or never       Sometimes       Often       Always

**30. Teachers require that children sit at the table until they clean their plates:**

- Every meal and snack time       Often       Sometimes       Rarely or never

**31. Teachers use an authoritative feeding style:\***

- Rarely or never       Sometimes       Often       Every meal and snack time

\* An authoritative feeding style strikes a balance between encouraging children to eat healthy foods and allowing children to make their own food choices. A teacher might encourage a child to eat broccoli by reasoning with him/her about its taste and benefits, instead of using bribes or threats.



**32. Teachers use\* children’s preferred foods to encourage them to eat new or less-preferred foods:**

- Every meal and snack time       Often       Sometimes       Rarely or never

\* This can include offering a treat only if a child finishes his/her vegetables, or taking away a treat if a child does not finish his/her vegetables.

**33. Teachers use food to calm upset children or encourage appropriate behavior:**

- Every day       Often       Sometimes       Rarely or never

**34. During meal and snack times, teachers praise and give hands-on help\* to guide toddlers as they learn to feed themselves:**

- Rarely or never       Sometimes       Often       Always

\* Praise and hands-on help includes encouraging finger-feeding, praising children for feeding themselves, and helping children use cups or other utensils.

**35. When toddlers are developmentally ready, beverages are offered in an open, child-sized cup:**

- Rarely or never       Sometimes       Often       Always

**36. During indoor and outdoor physically active playtime, teachers remind children to drink water:**

- Rarely or never       Sometimes       Often       At least 1 time per play period

## Menus & Variety

**37. The length of our program’s menu cycle\* is:**

- 1 week or shorter       2 weeks       3 weeks or longer without seasonal change       3 weeks or longer with seasonal change

\* The length of the menu cycle is the length of time that it takes for the menu to repeat.

**38. Weekly menus include a variety of healthy foods:**

- Rarely or never       Sometimes       Often       Always

## Education & Professional Development

**39. Teachers incorporate planned nutrition education\* into their classroom routines:**

- Rarely or never       1 time per month       2–3 times per month       1 time per week or more

\* Planned nutrition education can include circle time lessons, story time, stations during center time, cooking activities, and gardening activities.

**40. Teachers talk with children informally about healthy eating:**

- Rarely or never       Sometimes       Often       Each time they see an opportunity



**41. Teachers and staff receive professional development\* on child nutrition:**

- Never                       Less than 1 time per year                       1 time per year                       2 times per year or more

\* For this assessment, professional development on child nutrition does not include training on food safety or food program guidelines. Professional development can include taking in-person or online training for contact hours or continuing education credits. It can also include information presented at staff meetings.

---

**42. Professional development for current staff on child nutrition has included the following topics:**

*See list and mark response below.*

- Food and beverage recommendations for children
- Serving sizes for children
- Importance of variety in the child diet
- Creating healthy mealtime environments\*
- Using positive feeding practices<sup>†</sup>
- Communicating with families about child nutrition
- Our program’s policies on child nutrition

- None                       1–3 topics                       4–5 topics                       6–7 topics

\* In a healthy mealtime environment, children can choose what to eat from the foods offered, television and videos are turned off, and teachers sit with children and enthusiastically role model eating healthy foods.  
† Positive feeding practices include praising children for trying new foods, asking children about hunger/fullness before taking their plates away or serving seconds, and avoiding the use of food to calm children or encourage appropriate behavior.

---

**43. Families are offered education\* on child nutrition:**

- Never                       Less than 1 time per year                       1 time per year                       2 times per year or more

\* Education can be offered through in-person educational sessions, brochures, tip sheets, or your program’s newsletter, website, or bulletin boards.

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**44. Education for families on child nutrition includes the following topics:**

*See list and mark response below.*

- Food and beverage recommendations for children
- Serving sizes for children
- Importance of variety in the child diet
- Creating healthy mealtime environments
- Using positive feeding practices
- Our program’s policies on child nutrition

- None                       1–2 topics                       3–4 topics                       5–6 topics



## Policy

### 45. Our written policy\* on child nutrition includes the following topics:

*See list and mark response below.*

- Foods provided to children
- Beverages provided to children
- Creating healthy mealtime environments
- Teacher practices to encourage healthy eating
- Not offering food to calm children or encourage appropriate behavior
- Planned and informal nutrition education for children
- Professional development on child nutrition
- Education for families on child nutrition
- Guidelines for foods offered during holidays and celebrations
- Fundraising with non-food items

- No written policy or policy does not include these topics       1–4 topics       5–8 topics       9–10 topics

\* A written policy can include any written guidelines about your program’s operations or expectations for teachers, staff, children, and families. Policies can be included in parent handbooks, staff manuals, and other documents.





# Go NAP SACC

## Self-Assessment Instrument

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Date: \_\_\_\_\_

Your Name: \_\_\_\_\_

Child Care Program Name: \_\_\_\_\_



### Infant & Child Physical Activity

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Go NAP SACC is based on a set of best practices that stem from the latest research and guidelines in the field. After completing this assessment, you will be able to see your program's strengths and areas for improvement, and use this information to plan healthy changes.

For this self-assessment, **physical activity** is any movement of the body that increases heart rate and breathing above what it would be if a child was sitting or resting. These questions relate to opportunities for both children with special needs and typically developing children.

#### Before you begin:

- ✓ Gather staff manuals, parent handbooks, and other documents that state your policies and guidelines about physical activity.
- ✓ Recruit the help of key teachers and staff members who are familiar with day-to-day practices.

#### As you assess:

- ✓ Answer choices in parentheses ( ) are for half-day programs. Full-day programs should use the answer choices without parentheses.
- ✓ Definitions of key words are marked by asterisks (\*).
- ✓ Answer each question as best you can. If none of the answer choices seem quite right, just pick the closest fit. If a question does not apply to your program, move to the next question.

#### Understanding your results:

- ✓ The answer choices in the right-hand column represent the best practice recommendations in this area. To interpret your results, compare your responses to these best practice recommendations. This will show you your strengths and the areas in which your program can improve.



## Time Provided

### 1. The amount of time provided to preschool children\* for indoor and outdoor physical activity<sup>†</sup> each day is:

- |                                                                                   |                                                                     |                                                                      |                                                                                |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <input type="checkbox"/> Less than 60 minutes<br>(Half-day: Less than 30 minutes) | <input type="checkbox"/> 60–89 minutes<br>(Half-day: 30–44 minutes) | <input type="checkbox"/> 90–119 minutes<br>(Half-day: 45–59 minutes) | <input type="checkbox"/> 120 minutes or more<br>(Half-day: 60 minutes or more) |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------|

\* For Go NAP SACC, preschool children are children ages 2-5 years.

† Physical activity is any movement of the body that increases heart rate and breathing above what it would be if a child was sitting or resting. Examples include walking, running, crawling, climbing, jumping, and dancing.

### 2. The amount of time provided to toddlers\* for indoor and outdoor physical activity each day is:

- |                                                                                   |                                                                     |                                                                     |                                                                               |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <input type="checkbox"/> Less than 60 minutes<br>(Half-day: Less than 15 minutes) | <input type="checkbox"/> 60–74 minutes<br>(Half-day: 15–29 minutes) | <input type="checkbox"/> 75–89 minutes<br>(Half-day: 30–44 minutes) | <input type="checkbox"/> 90 minutes or more<br>(Half-day: 45 minutes or more) |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------|

\* For Go NAP SACC, toddlers are children ages 13-24 months.

### 3. Our program offers tummy time\* to non-crawling infants: <sup>†</sup>

- |                                                                                         |                                                                          |                                                                        |                                                                                         |
|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <input type="checkbox"/> 1 time per day or less<br>(Half-day: 3 times per week or less) | <input type="checkbox"/> 2 times per day<br>(Half-day: 4 times per week) | <input type="checkbox"/> 3 times per day<br>(Half-day: 1 time per day) | <input type="checkbox"/> 4 times per day or more<br>(Half-day: 2 times per day or more) |
|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|

\* Tummy time is supervised time when an infant is awake and alert, lying on her/his belly. Opportunities for tummy time should last as long as possible to help infants learn to enjoy it and build their strength. For infants who are not used to it or do not enjoy it, each period of tummy time can start at 1–2 minutes, and build up to 5-10 minutes over time.

† For Go NAP SACC, infants are children ages 0–12 months.

### 4. The amount of adult-led\* physical activity our program provides to preschool children each day is:

- |                                                                                   |                                                                     |                                                                     |                                                                               |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <input type="checkbox"/> Less than 30 minutes<br>(Half-day: Less than 10 minutes) | <input type="checkbox"/> 30–44 minutes<br>(Half-day: 10–19 minutes) | <input type="checkbox"/> 45–59 minutes<br>(Half-day: 20–29 minutes) | <input type="checkbox"/> 60 minutes or more<br>(Half-day: 30 minutes or more) |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------|

\* Adult-led activities and lessons can be led by teachers or outside presenters. Examples include dancing, music and movement, motor development lessons, physically active games, and tumbling. The total amount of adult-led activity time may include multiple short activities added up over the course of the day.

### 5. Outside of nap and meal times, the longest that preschool children and toddlers are expected to remain seated at any one time is:

- |                                             |                                        |                                        |                                               |
|---------------------------------------------|----------------------------------------|----------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> 30 minutes or more | <input type="checkbox"/> 20–29 minutes | <input type="checkbox"/> 15–19 minutes | <input type="checkbox"/> Less than 15 minutes |
|---------------------------------------------|----------------------------------------|----------------------------------------|-----------------------------------------------|

### 6. Outside of nap and meal times, the longest that infants spend in seats, swings, or ExerSaucers at any one time is:

- |                                             |                                        |                                       |                                                                                    |
|---------------------------------------------|----------------------------------------|---------------------------------------|------------------------------------------------------------------------------------|
| <input type="checkbox"/> 30 minutes or more | <input type="checkbox"/> 15–29 minutes | <input type="checkbox"/> 1–14 minutes | <input type="checkbox"/> Infants are never placed in seats, swings, or ExerSaucers |
|---------------------------------------------|----------------------------------------|---------------------------------------|------------------------------------------------------------------------------------|



## Indoor Play Environment

### 7. Our program offers the following in the indoor play space:

See list and mark response below.

- Space for all activities, including jumping, running, and rolling
- Separate play areas for each age group
- Areas that allow play for individuals, pairs, small groups, and large groups
- Full access for children with special needs

None                       1 feature                       2 features                       3–4 features

### 8. Our program has the following portable play equipment\* available and in good condition for children to use indoors:

See list and mark response below.

- Jumping toys: jump ropes, jumping balls
- Push-pull toys: big dump trucks, corn poppers, push and ride cars
- Twirling toys: ribbons, scarves, batons, hula hoops, parachute
- Throwing, catching, and striking toys: balls, pom poms, bean bags, noodles, rackets
- Balance toys: balance beams, plastic “river stones”
- Crawling or tumbling equipment: mats, portable tunnels

None                       1–2 types                       3–4 types                       5–6 types

- \* Portable play equipment includes any toys that children can carry, throw, push, pull, etc. to help them build gross motor skills. This does not include equipment fixed into the floor or the walls, but does include fabric tunnels, mats, and other larger items that teachers can easily move and switch out. Portable play equipment can be homemade or store bought.

### 9. Teachers offer portable play equipment to preschool children and toddlers during indoor free play time:\*

Rarely or never                       Sometimes                       Often                       At least a few items are always available to encourage physical activity

- \* Indoor free play time includes free choice activities during center time. It can also include activities in a gym, multi-purpose room, or other space that allows children to move freely.

### 10. Teachers offer developmentally appropriate portable play equipment to infants during tummy time and other indoor activities:

Rarely or never                       Sometimes                       Often                       Always

- \* Portable play equipment for infants includes balls, soft blocks, and rattles.

### 11. Our program’s collection of posters, books, and other learning materials that promote physical activity includes:

Few or no materials                       Some materials with limited variety                       A variety of materials                       A large variety of materials with items, added or rotated seasonally



## Teacher Practices

**12. To manage challenging behaviors, teachers take away time for physical activity or remove preschool children or toddlers from physically active playtime for longer than 5 minutes:**

- Always                       Often                       Sometimes                       Never
- 

**13. Teachers take the following role during preschool children’s physically active playtime:**

- They supervise only                       They supervise and verbally encourage physical activity                       They supervise, verbally encourage, and sometimes join in to increase children’s physical activity                       They supervise, verbally encourage, and often join in to increase children’s physical activity
- 

**14. During tummy time and other activities, teachers interact with infants to help them build motor skills:\***

- Rarely or never                       Sometimes                       Often                       Always

\* Motor skills are physical abilities and muscle control that children develop as they grow. Motor skills for infants include lifting and turning the head, rolling over, sitting up, and reaching for and grasping toys.

---

**15. Teachers incorporate physical activity into classroom routines, transitions, and planned activities:\***

- Rarely or never                       Sometimes                       Often                       Each time they see an opportunity

\* Physical activity during routines, transitions, and planned activities can include playing Simon Says or other movement games while children wait in line or transition between activities, or using movement during circle time or story time.

---

## Education & Professional Development

**16. Preschool children and toddlers participate in planned lessons focused on building gross motor skills:\***

- Rarely or never                       1 time per month                       2-3 times per month                       1 time per week or more

\* Gross motor skills are physical abilities and large muscle control that children develop as they grow. Lessons to build gross motor skills may focus on children practicing skipping, jumping, throwing, catching, kicking, balancing, stretching, or other specific skills.

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**17. Teachers talk with children informally about the importance of physical activity:**

- Rarely or never                       Sometimes                       Often                       Each time they see an opportunity
- 

**18. Teachers and staff receive professional development\* on children’s physical activity:**

- Never                       Less than 1 time per year                       1 time per year                       2 times per year or more

\* For this assessment, professional development on children’s physical activity does not include training on playground safety. Professional development can include taking in-person or online training for contact hours or continuing education credits. It can also include information presented at staff meetings.

---



**19. Professional development for current staff on children’s physical activity has included the following topics:**

*See list and mark response below.*

- Recommended amounts of daily physical activity for young children
- Encouraging children’s physical activity
- Limiting long periods of seated time for children
- Children’s motor skill development
- Communicating with families about encouraging children’s physical activity
- Our program’s policies on physical activity

None                       1–2 topics                       3–4 topics                       5–6 topics

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**20. Families are offered education\* on children’s physical activity:**

Never                       Less than 1 time per year                       1 time per year                       2 times per year or more

\* Education can be offered through in-person educational sessions, brochures, tip sheets, or your program’s newsletter, website, or bulletin boards.

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**21. Education for families on children’s physical activity includes the following topics:**

*See list and mark response below.*

- Recommended amounts of daily physical activity for young children
- Encouraging children’s physical activity
- Limiting long periods of seated time for children
- Children’s motor skill development
- Our program’s policies on physical activity

None                       1 topic                       2–3 topics                       4–5 topics

---

**Policy**

**22. Our written policy\* on physical activity includes the following topics:**

*See list and mark response below.*

- Amount of time provided each day for indoor and outdoor physical activity
- Limiting long periods of seated time for children
- Shoes and clothes that allow children and teachers to actively participate in physical activity
- Teacher practices that encourage physical activity
- Not taking away physical activity time or removing children from long periods of physically active playtime in order to manage challenging behaviors
- Planned and informal physical activity education
- Professional development on children’s physical activity
- Education for families on children’s physical activity

No written policy or policy does not include these topics                       1–3 topics                       4–6 topics                       7–8 topics

\* A written policy can include any written guidelines about your program’s operations or expectations for teachers, staff, children, and families. Policies can be included in parent handbooks, staff manuals, and other documents.



# Planning and Serving Healthy Meals

## With Child Appeal



# CARE Connection

## Happy Mealtimes Grab and Go Lesson

# Understanding a Child's View of Mealtime

Understanding a child's eating habits helps a parent or child care provider avoid frustration. Children are not little adults, and they don't eat like adults.

Author Ellyn Satter draws on her expertise in nutrition and psychology to help adults create a positive eating environment for children. Here are several of her tips on feeding children.\*

**Children naturally want to try new foods when they are offered regularly.**

**Tip:** Present new foods along with well-liked foods to encourage children to try the new foods. Children may need to see a new food offered 6-12 times before they try it.

**Children respond well to support and encouragement from adults.**

**Tip:** Children's meals should be served in a pleasant and comfortable setting. Adults should be supportive but not demanding about what children eat.

**Children want to feel in control of their eating.**

**Tip:** Allow children to make choices from the variety of healthful foods you offer.

**Children may eat different amounts of food from day to day.**

**Tip:** Allow children to decide how much to eat. Some days they will eat more than others. They know when they feel hungry and when they feel full.



## Happy Mealtimes Grab and Go Lesson

### Understanding a Child's View of Mealtime

#### Children waste food.

**Tip:** Too many adults are members of the clean plate club. Children naturally stop eating when they have had enough; respect their decision. Expect some waste of food with children.

#### Children usually will not eat food they do not want.

**Tip:** Adults eat food for many different reasons. Children eat food because it tastes good and because of their mood at mealtime.



#### Children are responsible for deciding which foods and how much they will eat at mealtime.

**Tip:** A division of responsibility helps to make mealtimes pleasant. Adults are responsible for providing healthful foods in a pleasant atmosphere. Children are responsible for deciding which foods and how much to eat. Adults should avoid commenting about how much a child has eaten, or the foods a child has chosen.

\*Source: Satter, Ellyn. (1987). *How to Get Your Kid to Eat ... But Not Too Much*. Palo Alto: Bull Publishing.

# ABC's of Creative Menu Planning

## **Principle #1: Strive for balance.**

Strive for balance as you select and combine foods for meals that are nourishing, appealing, and taste good.

- **Balance flavors in appealing ways.**

Too many mild flavors may make a meal too bland.

Too many spicy and strong-flavored foods may make a meal unacceptable to children.

- **Balance high-fat foods with ones that have less fat.**

Serve low-fat side dishes to balance high-fat entrees. For example, serve carrot and celery sticks with a grilled cheese sandwich.

Avoid having too many high-fat foods in the same week. For example, don't serve sausage pizza, chicken nuggets, and fish sticks all in the same week.

## **How would you change the following meal for better balance?**

Chicken nuggets, tater tots, peaches, biscuit, and milk

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## **Principle #2: Emphasize variety.**

Serving a variety of foods is important because no one food or group of foods can give us everything we need for a healthy diet. Variety can also make menus interesting and appealing.

- **Include a wide variety of foods from day to day.**

Avoid planning the same form of food on consecutive days, such as spaghetti with meatballs on Monday and meat ravioli on Tuesday.

- **Vary the types of main courses you serve.**

For example, serve a casserole one day, a soup the next day, and maybe a main dish salad the day after that.

- **Include different forms of foods and prepare them in a variety of ways.**

If you usually serve a particular vegetable cooked, try serving it raw if it is good that way. Or try using a different recipe or seasoning.

- **Include a small amount of a new or unfamiliar food periodically.**

For example, try adding raw cauliflower or shredded red cabbage to a green salad.

## **What are some different ways you could serve chicken to emphasize variety?**

---

### **Principle #3: Add contrast.**

Strive for contrast of texture, flavor, and methods of preparation.

- **Think about the texture of foods as well as their taste and appearance.**  
For example, serve toasted garlic bread and crunchy carrots sticks with spaghetti. Serve a crisp apple salad with a burrito. Pair a cold broccoli salad with a meatloaf.
- **Plan a pleasing combination of different sizes and shapes of foods.**  
Within a meal, present foods with several different shapes, such as cubes, mounds, shredded bits, and strips.

**How would you change the following meal for more contrast of texture and shape?**

Cubed beef, fish crackers, mixed vegetables, fruit cocktail, and milk

---

### **Principle #4: Think about color.**

A good rule of thumb is to use at least two colorful foods in each menu for contrast and visual appeal.

- **Avoid using too many foods of the same color in the same meal.**  
A meal with turkey, rice, cauliflower, white bread, pears, and milk would lack color contrast.
- **Remember that vegetables and fruits are great for adding natural color to side dishes as well as entrees.**  
A fresh strawberry can liven up diced pears or a slice of tomato brightens up a slice of turkey.
- **Use colorful spices creatively.**  
Sprinkle on a dash of cinnamon to peaches or a little paprika on potatoes for added color.
- **Use colorful foods in combination with those that have little or no color.**  
For example, serve broccoli spears with whipped potatoes. Add pimento or green pepper to corn. Serve a bright red apple and green lettuce with a hamburger, baked beans, and milk.

**What would you change or serve with the following to make it more colorful?**

Turkey slices on white bread, mashed potatoes, sliced pears, and milk

---

### **Principle #5: Consider eye appeal.**

Your children's first impressions will be how a meal looks. Make sure what you serve looks good as well as tastes good.

- **Think of the total presentation.**  
As you plan for color, consider the color of the dishes, plates, or trays to be used as well as the colors of the foods.
- **Plan the way you will place the menu items on the tray or plate.**  
Visualize how the food will look when served and decide on the most attractive arrangement.

## **Choosing Healthy Options: Vegetables, Fruits, Whole Grains, and Lean Proteins**

### **Vary Your Vegetables**

Want to add more color, crunch, and flavor to your menus? Offering a wide variety of vegetables provides a quick and easy way to make meals and snacks pop with eye appeal and nutritional benefits.

- **Offer a wide variety of colorful, appealing vegetables every day.**
  - Include servings from each of these groups over a week:
    - ✓ Dark green: like broccoli, spinach, romaine lettuce, and other dark leafy greens
    - ✓ Orange: like acorn and butternut squash, carrots, sweet potatoes, and pumpkin
    - ✓ Starchy: like corn, green peas, green lima beans, and potatoes
    - ✓ Others: like cauliflower, celery, cabbage, tomatoes, and green beans
  - Have taste tests and offer samples to encourage children to try different vegetables.
  
- **Prepare and serve vegetables for meals and snacks in creative ways.**
  - Serve fresh, raw vegetables with a low-fat dressing or dip as a crunchy snack.
  - Buy canned vegetables labeled “no salt added” or choose lower sodium products. Use herbs or no-salt spice mixes to boost flavor.
  - Use frozen mixed vegetables for easy-to-prepare stir-fries.
  - Add shredded carrots or zucchini into meatloaf or casseroles to boost nutrients.
  - Encourage children to try colorful, tasty seasonal vegetables by offering them in small, easy-to-eat shapes: sliced zucchini and yellow squash sticks, broccoli or cauliflower “trees”, green and red pepper rings.

### **Jazz Up Your Menu with Fruits**

Because fruits are colorful and naturally sweet, they have built-in kid appeal. They give you a quick and easy way to boost the nutritional benefits of meals and snacks.

- **Offer a wide variety of colorful, tempting fruits every day.**
  - Choose good sources of vitamin C every day, such as oranges, grapefruit, cantaloupe, peaches, pears, and pineapple.
  - Select good sources of vitamin A at least twice a week, such as apricots, melons, plums, and mango.
  - Select fruit canned in 100 percent fruit juice or water, rather than syrup.
  - Serve fresh fruits in season to save money.
  
- **Prepare and serve fruits for meals and snacks in creative ways.**
  - Add canned crushed pineapple or mandarin oranges to salads or coleslaw.
  - Blend frozen fruit like peaches or berries with fat-free or low-fat milk for a fruit smoothie at breakfast or snack.
  - Use applesauce as a fat-free substitute for some of the oil when baking cookies and quick breads.
  - Cut up fruits, like fresh apples and oranges, to make them kid-friendly and easy to eat.
  - Offer baked apples, fruit cobbler, or fruit salad as a dessert treat.

## **Serve More Whole-Grains**

Whole grains contain fiber, vitamins, minerals, and antioxidants that refined, enriched grain products don't have. They contain the entire grain kernel – the bran, germ and endosperm.

- **Know what to look for on the product ingredients list (not the product name) to identify whole grains.**
  - The word “whole” listed before a grain – whole corn, whole oat flour, whole rye flour.
  - The words “berries” and “groats” – oat groats, wheat berries, buckwheat groats.
  - Other whole grain products that do not use the word “whole” in their description are rolled oats, oatmeal, brown rice, brown rice flour, and wild rice.
  - The following are not whole grains: flour, white flour, wheat flour, all-purpose flour, unbleached flour, bromated flour, enriched bromated flour, enriched flour, enriched unbleached flour, instantized flour, self-rising flour, self-rising wheat flour, enriched self-rising flour, bread flour, cake flour, durum flour, grits, corn grits, hominy grits, farina, semolina, degerminated corn meal, enriched rice, rice flour, couscous.
- **Aim to have at least half of the grains you serve be whole grains.**
  - Substitute whole-grain products for refined-grain products. For example, serve 100% whole wheat bread for white bread or brown rice instead of white rice.
  - Introduce whole grains in popular products like pizza crust, breads, rolls, hamburger buns, and pasta.
  - Modify recipes to include more whole grains. For example, replace 1/3 to 1/2 of the flour in your favorite roll recipe with whole wheat flour.
  - Serve whole grain cereals for breakfast.
  - Add whole grains to mixed dishes, such as barley in vegetable soup or bulgur wheat in casseroles.

## **Lean Toward Low-Fat Proteins**

Proteins can come from animals – meat, poultry, seafood, and eggs – as well as from plants – beans, peas, soy, nuts, and seeds. Include a variety each week.

- **Eat a variety of protein foods.**
  - Experiment with main dishes made with beans or peas, eggs, soy, or seafood.
  - Select leaner cuts of meat. Choose cuts with the words “round” and “loin” in the name for the leanest cuts.
  - Try grilling, broiling, roasting, or baking to avoid adding extra fats to meats. Avoid breading meat and poultry too.
  - Make healthy sandwiches from turkey slices, roast beef, canned tuna, or peanut butter, rather than deli meats which are high in fat and sodium.
- **Try serving a meatless meal at least once a week.**
  - Use pre-cooked canned beans to save time and money when preparing casseroles, stews and side dishes.
  - Combine two different types of beans, such as kidney and pinto beans, to make meatless chili more interesting.
  - Warm up winter menus by serving split pea, lentil, minestrone, or white bean soups.
  - Spruce up salads by adding garbanzo beans, red kidney beans, black beans, or a mixture of all three.
  - Puree garbanzo beans to make a great-tasting hummus dip to serve with fresh vegetables or whole wheat crackers for snack.

## CREATIVE MENU PLANNING CHALLENGE

**Apply the principles of balance, variety, contrast, color, and eye appeal to improve at least one meal on the following menu.**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Breakfast</b>	Sausage Patty Biscuit Hash Browns Milk	Cheerios Strawberries Milk	Life Cereal Pineapple Juice Milk	Scrambled Eggs Cinnamon Toast Orange Juice Milk	Waffles <i>Syrup</i> Banana Milk
<b>Lunch/ Supper</b>	Turkey Roast Bread Mashed Potatoes Orange Wedges Mixed Vegetables Milk	Chicken Strips (CN) Corn Muffin Tater Tots Fruit Cocktail Milk	Tuna Salad on Whole Wheat Bread Apple Wedges Corn Milk	Meatloaf Dinner Roll Baby Green Lima Beans Peaches Milk	Cheese Pizza Tossed Salad Cantaloupe Cubes Milk
<b>Snack</b>	Yogurt Crackers	Banana Bread Peanut Butter	Raisin/Oatmeal Cookie Milk	Cucumber/Celery Sticks <i>with low-fat dressing</i> String Cheese	Saltine Crackers Apple Wedges

## Using Cycle Menus to Control Food Costs

Using cycle menus in child care has many advantages. Cycle menus save time and allow menu planners to offer a variety of menu selections. Cycle menus can control food costs in a number of ways.

A cycle menu is a series of menus that is repeated over a specific period of time, such as 4 weeks. The menu is different each day during the cycle. At the end of the cycle, the menu is repeated.

### **Cycle menus save time and labor costs.**

- Cycle menus save time in gathering information, planning menus, developing specifications, and costing.
- Purchasing procedures are standardized and take less time.
- A standard grocery list for a cycle menu helps prevent extra trips to the store, saving you time and gas.
- As menu items are repeated, staff members become more familiar with the recipes and more efficient in producing them.
- The time you save by using cycle menus can be used for nutrition education and training.

### **Cycle menus can help control food costs.**

- It is easier to project the right amount of product to purchase when you have previous production records for menus.
- Cycle menus make it easier to buy regularly used items in bulk.
- Cycle menus can take advantage of seasonal foods.

### **Cycle menus reduce storage costs.**

- Since cycle menus help project the right amount of product to purchase, they help keep stock at appropriate levels.

### **Cycle menus reduce food waste.**

- As menus are prepared repeatedly, it is easier to project how much of each menu item you will need to make.



# Mealtime Memo FOR CHILD CARE

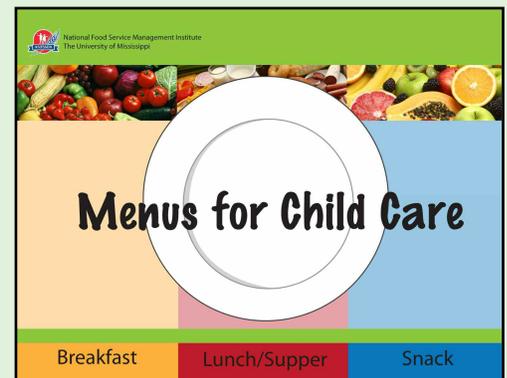
## Steps to Planning Cycle Menus

1. Gather menu planning resources, such as recipes and the Child and Adult Care Food Program (CACFP) Meal Pattern requirements.
2. Decide on the length of the cycle. The cycle menu should be at least 3 weeks to promote variety.
3. Plan the main dishes first.
  - Try to include a different main dish for each day of the cycle.
  - Vary the meat/meat alternate from day to day. For example, serve Vegetable Beef Soup on Monday, Fish Nuggets on Tuesday, and Chicken and Rice on Wednesday.
4. Add foods to go with the main dish. Check the CACFP Meal Pattern requirements to be sure all requirements have been met.
5. Plan breakfast and snack menus.
6. Remember basic meal planning guidelines.
  - Include a variety of foods.
  - Include familiar foods as well as foods that may be new to children.
  - Include different shapes, colors, textures, and temperatures of food.
  - Balance higher-cost and lower-cost foods throughout the week.
  - Use familiar recipes and try some new recipes.
7. Remember that cycle menus can be flexible to allow variations for holidays, seasonal fruits and vegetables, special items, and the use of unexpected leftovers.

***Menus for Child Care* is a new resource available at [www.nfsmi.org](http://www.nfsmi.org) that provides four sets of four-week cycle menus for child care. These menus can be adapted to meet the needs of your child care.**

When using *Menus for Child Care*, consider the following tips:

1. Identify recipes you have tried in the past. *USDA Recipes for Child Care* are featured on the menus.
2. Choose one of the cycle menus to try first.
3. Consider any changes that may be needed to meet the needs of your child care. For example, think about which fresh fruits and vegetables you may purchase in a given season and make substitutions.
4. As you try the first four-week cycle menu, note any changes that you would make next time you prepare each meal.





We encourage you to visit the Menu Planning Tools and Standardized Recipe resources on the Florida Child Care Food Program website. Simply visit our main website ([www.floridahealth.gov/ccfp](http://www.floridahealth.gov/ccfp)) and click “Nutrition and Menu Planning”, then “Feeding Children in the Child Care Food Program”.

Here is a bit of what you can find on this page:



## Menu Planning Tools

**“USDA Mixing Bowl”** Newly updated and full of cookbooks, standardized recipes, and menu planning tools

**“Menu Planning Tools for Child Care Providers”** Links you to many tools including fact sheets, guidance, and self-assessments

**“Field Trip Menus”** Tips for packing food for field trips and sample menus

**“Menu Planning Worksheets for Children”** Includes 5 and 7 day fill-in templates

**“Menus for Child Care”** Sample menus for use in Child Care brought to you by the National Food Service Management Institute – University of Mississippi

**“Try New Foods”** Unique, fun and healthy food options to spice up your menu!

## Standardized Recipes

**“Florida Child Care Food Program Cookbook”** Not only full of standardized and delicious recipes for children, but also provides ideas for encouraging healthy habits and insight into the food behaviors of young children

**“Planning Healthy Menus – A Companion Booklet”** Everything you need to plan your menu – Meal patterns, sources of vitamins A and C, calcium and iron, substitutions, recipes adjustment, conversion charts, and more!

**“Fruit and Veggies Quantity Cookbook”** Standardized recipes with a focus on exciting ways to incorporate fruits and veggies

**“USDA Recipes for Child Care”** This handbook discusses adjusting recipes, nutrition information, and safe food handling, and contains many helpful reference charts to aid you with using standardized recipes



## Introducing New Foods to Young Children in the Child Care Setting

Children are often picky eaters during the preschool years, particularly if the food is a green leafy thing or a green round thing! Accepting and eating a wide variety of foods happens over a period of time. Introducing children to new foods, like vegetables, takes some creative menu planning and meal presentation. Here are some child-friendly tips to help introduce new foods in the child care setting.

### **Serve it**

Take the time to present food, especially new foods, to children in an appealing way. Children are naturally attracted to anything that is fun, colorful, or imaginative, so be creative with food presentation. Everyone is familiar with “ants on a log” made with celery, peanut butter, and raisins, but you could also try a “vegetable car” made with celery for the body and tomatoes for the wheels. Here are some other ideas:

- Cut vegetables into fun shapes and arrange them in the shape of an animal or cartoon character on an open faced sandwich.
- Provide children with an assortment of raw vegetables in different colors and shapes and let them make their own edible artwork.
- Appeal to their imagination by referring to vegetables with catchy names, such as “dinosaur broccoli trees” or “X-ray vision carrots.”



Try fixing vegetables in different ways too. Children may not like plain vegetables, but they may like them prepared a different way. For example, cut firm veggies such as carrots, parsnips, sweet potatoes, or turnips into thin slices and bake them in the oven with a little olive oil. They make a tasty alternative to potato chips. Or cut them into wedges and oven bake them as a healthier alternative to French fries.

### **Dip it**

Low-fat ranch dressing and cheese sauce are always popular choices, but try other dips and sauces as well:

- Spaghetti sauce
- Barbecue sauce
- Peanut butter
- Cream cheese
- Ketchup or mustard
- Gravy

Although some combinations of vegetables and dips might not appeal to adult taste buds, adding a dip may be just the thing to get a child to try a new veggie.

## **Hide it**

One way to assure that picky eaters get enough vegetables in their diet is to sneak vegetables into other foods they already like. Here are some ideas to try:

- Add finely sliced or shredded vegetables to a food children like well, such as rice or mashed potatoes.
- Include chopped vegetables in casseroles, mixed dishes, or sauces. For example, add finely chopped broccoli to meat loaf or lasagna, or add tiny pieces of cauliflower to spaghetti sauce.
- Include veggies in favorite desserts and treats, such as carrot muffins or zucchini brownies.
- Try serving a favorite pizza with a small amount of a new vegetable on it.
- Include shredded vegetables in soups.

## **Grow it**

Children take pride in something they plant, nurture, and harvest themselves, so try growing vegetables in the classroom. You can recycle containers such as yogurt cups or milk jugs as plant pots as long as a drainage hole is punched into the bottom. Let children grow easy plants such as lettuce, radishes, snow peas, cherry tomatoes, or carrots. When the vegetables are ready to harvest, they are sure to eat what they have grown themselves.

If possible, let children help prepare food also. This can be as simple as washing and tearing lettuce for a salad or stirring vegetables into a sauce. It's normal for kids to react with disgust when they see a new food on their plate. But when kids can see and touch the ingredients that go into a meal, they realize they aren't so scary to eat.

## **Model it**

"Monkey see, monkey do." Let children see you enjoying a variety of foods, including vegetables. Children love to imitate adults, so if they see that you like Brussels sprouts, they may decide that they do too! Let them know that you think vegetables are fun to eat and taste great as well.

Keep a low-key attitude when introducing new foods. Young children may only touch or smell a new food the first time they see it, or they may put it in their mouth and then take it out. It may take a few tries before they even take a bite. They will decide in their own time if they like the food or not and are ready to take a second and third bite.

Talking about foods helps too. Make it an adventure to learn about a new vegetable by reading a story book or learning about a new culture. Talk to children about the food's color, shape, aroma, and texture. And let children know that different foods are good for them and help them grow.

Finally, don't expect children to like everything. Everyone has food likes and dislikes. The main thing is to relax and rest assured that most children grow up to be adults who like a variety of foods. Just keep mealtime a fun and interesting experience.



# Phrases that *HELP* and *HINDER*



As the caregiver, you play the biggest role in your child's eating behavior. What you say has an impact on developing healthy eating habits. Negative phrases can easily be changed into positive, helpful ones!

## Phrases that *HINDER*

### INSTEAD OF ...

*Eat that for me.*

*If you do not eat one more bite, I will be mad.*

Phrases like these teach your child to eat for your approval and love. This can lead your child to have unhealthy behaviors, attitudes, and beliefs about food and about themselves.

### INSTEAD OF ...

*You're such a big girl; you finished all your peas.*

*Jenny, look at your sister. She ate all of her bananas.*

*You have to take one more bite before you leave the table.*

Phrases like these teach your child to ignore fullness. It is better for kids to stop eating when full or satisfied than when all of the food has been eaten.

### INSTEAD OF ...

*See, that didn't taste so bad, did it?*

This implies to your child that he or she was wrong to refuse the food. This can lead to unhealthy attitudes about food or self.

### INSTEAD OF ...

*No dessert until you eat your vegetables.*

*Stop crying and I will give you a cookie.*

Offering some foods, like dessert, in reward for finishing others, like vegetables, makes some foods seem better than others. Getting a food treat when upset teaches your child to eat to feel better. This can lead to overeating.

## Phrases that *HELP*

### TRY ...

*This is kiwi fruit; it's sweet like a strawberry.*

*These radishes are very crunchy!*

Phrases like these help to point out the sensory qualities of food. They encourage your child to try new foods.

### TRY ...

*Is your stomach telling you that you're full?*

*Is your stomach still making its hungry growling noise?*

*Has your tummy had enough?*

Phrases like these help your child to recognize when he or she is full. This can prevent overeating.

### TRY ...

*Do you like that?*

*Which one is your favorite?*

*Everybody likes different foods, don't they?*

Phrases like these make your child feel like he or she is making the choices. It also shifts the focus toward the taste of food rather than who was right.

### TRY ...

*We can try these vegetables again another time. Next time would you like to try them raw instead of cooked?*

*I am sorry you are sad. Come here and let me give you a big hug.*

Reward your child with attention and kind words. Comfort him or her with hugs and talks. Show love by spending time and having fun together.



# CARE Connection

## Happy Mealtimes Grab and Go Lesson

# Happy Times with Family Style Meals

The Child and Adult Care Food Program (CACFP) supports family style meal service in the child care setting. Serving a meal family style means offering food in serving bowls or dishes. Milk and other beverages are served in containers. The type of container will depend on state health and sanitation requirements. Children are encouraged to serve themselves, or serve themselves with help from an adult. Family style meals are good for both children and child care providers.

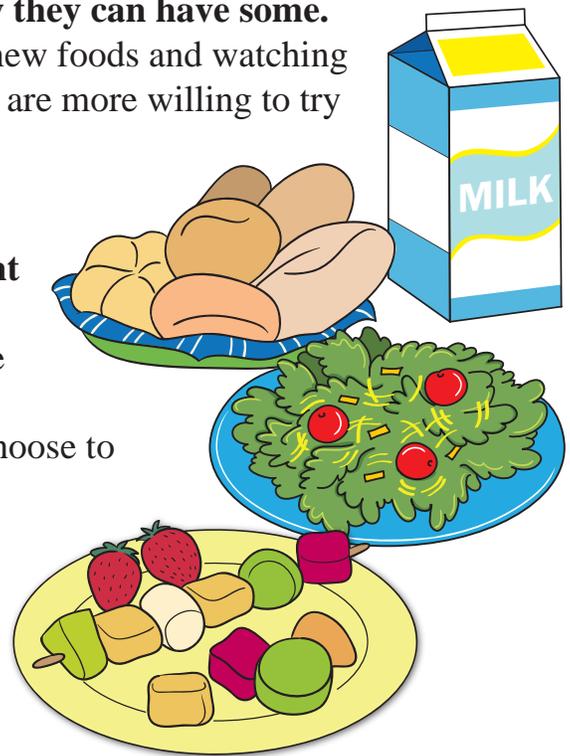
### Family style meals are good for children.

#### **Children see food that looks good, and they know they can have some.**

Children are often unsure about new foods. Seeing new foods and watching others serve themselves make them interested. They are more willing to try a small serving when they see other children trying new foods.

#### **Children can choose the amount of food they want to have on their plate.**

A large portion of food can turn children off because they may feel they have to eat more than they want. When foods are served family style, children may choose to take a small portion of food, knowing that the foods will still be available if they would like a second serving. Children feel more in control to judge their hunger and fullness during the meal, aware that more food is within easy reach.



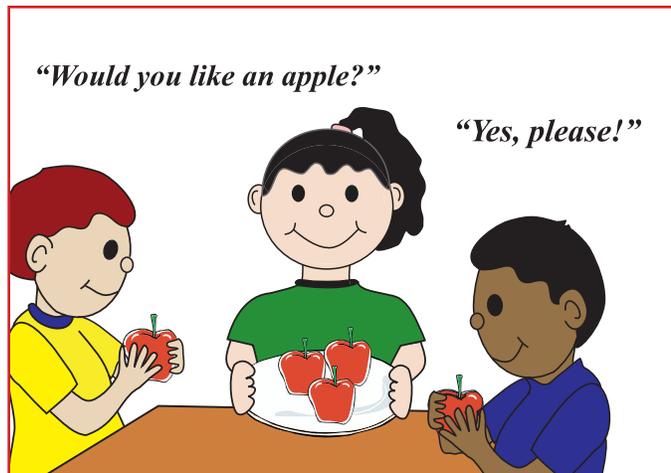
## Happy Mealtimes Grab and Go Lesson Happy Times with Family Style Meals

### **Children practice fine motor skills and social skills during mealtime.**

Serving themselves give children time to practice skills like passing, pouring, and scooping foods. Taking turns, sharing, and politely turning down foods are all a part of the table manners children learn by the caregiver's example.

### **Children do not see one food as more important than another.**

Since all foods for the meal are on the table together, children do not see one food as better than another. Food is not used as a reward or punishment since children have all foods available to them throughout the meal.



### **Family style meals are good for child care providers.**

#### **Children enjoy the company of their child care provider.**

Since all of the food is on the table before the meal begins, the children and the child care provider can enjoy the meal together.

#### **Children are more relaxed.**

Children are relaxed during family style meals because they do not need to decide how much they want to eat before the meal begins. Since there is food on the table throughout the meal, children can judge what they want to eat and how much.

#### **Food and beverages are at the table.**

When food and beverages are at the table, the child care provider does not need to leave children when a second serving is requested. Avoiding more trips to the kitchen helps family style meals to be relaxed.

## Happy Mealtimes Grab and Go Lesson Happy Times with Family Style Meals

**Children practice good table manners and pleasant mealtime conversation.**

When the child care provider is able to eat with the children, the provider can model good table manners and guide children's behavior to keep mealtime pleasant.

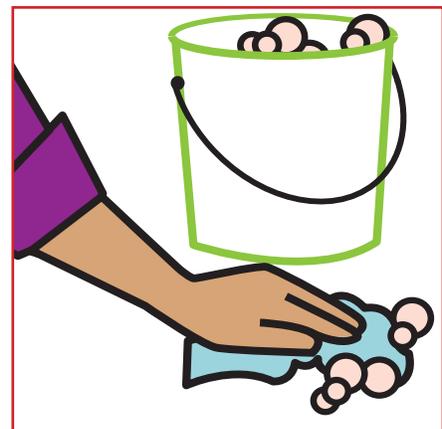
**Special Note:** When serving family style, all the food components of a reimbursable meal are on the table at the start of the meal service. Enough food is placed on the table to allow for the full CACFP portion size required for each child and adult to be served.

### Keep It Clean—Keep It Cozy

#### Family Style Meals in the Child Care Setting

Family style meal service helps children feel more at home in child care. Here are several tips to help children handle foods safely, keep germs from spreading, and make mealtimes pleasant and safe.

- Clean and disinfect tables before the meal is served.
- Make sure children and adults wash their hands before the meal is served.
- Teach children to choose the piece of food they want by looking at it first.
- Remind children to take what they touch when serving themselves.
- Provide easy-to-use tongs, spoons, and scoops for serving foods.
- Teach children to pass serving bowls and dishes without putting their fingers into the bowls or touching the foods.
- Expect spills. Children are learning and accidents are normal. Keep clean-up cloths or paper towels handy and wipe up spills without a fuss.



## Serving Family-Style Meals in the CCFP

Family-style meals are **reimbursable** when each child has access to the required portion size for each meal item. Family-Style meal service provides a further opportunity to enhance the nutritional goals of CCFP by encouraging a pleasant eating environment. It promotes mealtimes as a learning experience by allowing children to serve themselves from common platters of food, with assistance from supportive adults, and providing educational activities that are centered around food.

**The minimum required amounts of each food component must be present at each table for the number of children being served.** This means that when food dishes are passed around the table, each child has access to at least the minimum required amount of each meal component. Enough food must also be available to accommodate any adults who will be eating with the children.

For example, there are 10 3-year old children sitting around a breakfast table and orange slices are served as the vegetable/fruit component. According to CCFP meal pattern, the minimum required amount for vegetable/fruit is  $\frac{1}{2}$  cup for 3-5 years old, therefore,

❖  $10 \times \frac{1}{2} = 5$  cups (there should be *at least* 5 cups of orange slices on the table)

**Center staff must supervise and observe children** during mealtimes. Staff is responsible for assuring that food is handled in a safe and sanitary manner. Center employees should act as good role models by sitting with the children and eating the same food that they do. In family-style meal service, children are responsible for determining the amount (if any) of a food item that they will serve themselves (or with assistance from an adult). Center staff is responsible for offering nutritious foods that meet the CCFP meal pattern and encouraging children in a positive manner to try a variety of foods.

**To ensure safe food practices**, food from bowls, dishes, and pitchers placed on the table may not be reused or served as a leftover at a later date or time. State and local health department sanitation and food safety requirements must be followed.



## **Family-Style Meals Discussion Notes**

A new child care provider is interested in serving meals family-style at her center and has asked for some advice and tips. What advice would you give the provider in regards to the following?

1. Tips for making it easier for children to serve themselves, including pouring liquids
2. Tips for making it easier for children to pass serving bowls and platters at the table
3. Tips for making cleaning up spills and messes easier
4. Tips for serving family-style meals in a safe and sanitary way



## Mealtime Conversation Starters for Preschoolers

<p>What foods on the table are crunchy? (<b>or</b> chewy <b>or</b> sweet <b>or</b> spicy)?</p>	<p>What do you like to do best when you are outdoors? Why?</p>
<p>If you could be any animal in the world for a day, which animal would you be? Why?</p>	<p>If you could be any kind of food, what would you be? What would be fun about being that food?</p>
<p>What is one of your favorite colors? Do you see anything that color on the table?</p>	<p>What made you smile (<b>or</b> laugh <b>or</b> giggle <b>or</b> feel happy) today? Why?</p>
<p>Do you like playing outdoors or indoors best? What do you like to play?</p>	<p>What kinds of foods do you like to eat best for breakfast? (<b>or</b> lunch <b>or</b> dinner <b>or</b> snack)</p>
<p>What foods are in your favorite meal? Why are they your favorite foods?</p>	<p>If you could have a super power, would you rather fly or be invisible? Why?</p>
<p>Who is your favorite hero? What does your hero eat to be healthy?</p>	<p>What is your favorite fruit? What is your favorite vegetable?</p>
<p>If you could create a new food, what would it be? What color would it be? What would it taste like?</p>	<p>What is your favorite outdoor game? Why?</p>
<p>If you went on a trip to Mars and could only bring three foods with you, what would you bring? Why?</p>	<p>What foods do you think make you healthy? Why?</p>

# CARE Connection

## Happy Mealtimes Grab and Go Lesson

### Happy Mealtimes Self-Check

		Not Very Often	Most of the Time	Always
1.	I plan menus so that foods with different colors and textures are served together.			
2.	I plan menus for variety so the same foods are not served several days in the same week.			
3.	I plan meals and snack times so that the children do not go too long between eating times.			
4.	I plan a quiet activity between active play and mealtime.			
5.	I make sure children wash their hands with running water and soap before handling food.			
6.	I make sure children wash their hands with running water and soap before meals.			
7.	I let the children help with preparing foods and with setting the table whenever possible.			
8.	I serve meals family style.			
9.	I serve all foods at the same time and do not hold food or milk until other foods are eaten.			
10.	I allow the children to choose the foods they want to eat.			
11.	I allow children to decide how much they will eat.			
12.	I eat with the children at the table.			
13.	I show children good eating habits and table manners.			
14.	I encourage children to try new foods, but I do not pressure children to eat a food they do not want.			
15.	I avoid comments about how much or how little a child has eaten.			
16.	I allow children to decide when they are finished eating.			

# Special Needs Meals in the CCFP



## Food Precautions: Choking, Intolerances, and Allergies

Serving safe food to children participating in the Child Care Food Program is as important as serving well-balanced and appetizing meals. Food safety also includes prevention of choking and being aware of food allergies when planning and serving meals to young children.

### **Choking:**

The majority of childhood choking injuries are associated with food items. According to the American Academy of Pediatrics, high-risk food choking hazards to children include hot dogs, hard candy, nuts/seeds, certain raw fruits and vegetables, and chewing gum. Children ages 4 and under are at greatest risk of choking. Prevent choking in young children by following the guidelines in the chart below:

<b>Avoid:</b>	<b>Unless:</b>
<ul style="list-style-type: none"> <li>• Hot dogs or sausages</li> </ul>	<ul style="list-style-type: none"> <li>• Sliced lengthwise</li> </ul>
<ul style="list-style-type: none"> <li>• Large or tough chunks of meat or cheese</li> </ul>	<ul style="list-style-type: none"> <li>• Cut across the grain into small pieces</li> </ul>
<ul style="list-style-type: none"> <li>• Fish with bones</li> </ul>	<ul style="list-style-type: none"> <li>• Bones removed</li> </ul>
<ul style="list-style-type: none"> <li>• Peanut butter</li> </ul>	<ul style="list-style-type: none"> <li>• Spread thinly over bread or crackers – a thick portion can cause choking</li> </ul>
<ul style="list-style-type: none"> <li>• Nuts and seeds</li> </ul>	<ul style="list-style-type: none"> <li>• Chopped very fine</li> </ul>
<ul style="list-style-type: none"> <li>• Grapes, cherry tomatoes, and other round foods</li> </ul>	<ul style="list-style-type: none"> <li>• Sliced in half lengthwise or small pieces</li> </ul>
<ul style="list-style-type: none"> <li>• Celery sticks, carrot sticks, or baby carrots</li> </ul>	<ul style="list-style-type: none"> <li>• Cooked until slightly soft, grated, or cut into small pieces or thin strips</li> </ul>
<ul style="list-style-type: none"> <li>• Large, raw pieces of fruits or vegetables</li> </ul>	<ul style="list-style-type: none"> <li>• Cut in small pieces</li> </ul>
<ul style="list-style-type: none"> <li>• Pretzels</li> </ul>	<ul style="list-style-type: none"> <li>• Soft, small pieces</li> </ul>
<ul style="list-style-type: none"> <li>• Hard, gooey, or sticky candies, popcorn, marshmallows, chips, chewing gum</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Avoid</b></li> </ul>

For additional resources about choking prevention, visit the USDA Team Nutrition web page at:

<http://healthymeals.nal.usda.gov/resource-library/food-safety/choking-prevention>

## **Food Intolerance:**

A food intolerance is a reaction to food that is non-life threatening. Sometimes the symptoms can be similar to food allergies, but food intolerances are more common than food allergies.

Many food intolerances are caused by deficiencies or reactions in the digestive tract. Lactose intolerance (caused by an enzyme deficiency) and gluten intolerance (an inability to digest wheat, rye, and barley) are among the most common food intolerances. Lactose-free milk is a creditable food and can be substituted for the required fluid milk component without a signed medical statement.

## **Severe Food Allergies:**

It is estimated that one in every 20 children under the age of three has food allergies. No one knows exactly why, but it appears that more children are becoming severely allergic to certain foods. The following eight foods account for the majority of allergic reactions: milk, eggs, peanuts, tree nuts (walnuts, almonds, cashews, pistachios, pecans, etc.), wheat, soy, fish, and shellfish.

A severe allergic reaction (anaphylaxis) is sudden and potentially fatal. It affects the whole body and can include vomiting, swelling of the face and lips, difficulty breathing, coughing, sneezing and watery eyes, and skin that's bumpy, red, and itchy. Symptoms can occur within minutes to two hours after contact with the allergy-causing food. This type of food allergy is **life threatening**. Early administration of epinephrine is crucial to successfully treat anaphylactic reactions.

Here are some ways to prevent allergic reactions from occurring at your child care site:

- ✓ If a child has a **life threatening food allergy**, you must have a medical statement from a licensed physician on file. It must include the food(s) to be omitted from the diet and the choice of food that must be substituted. You are required to provide special meals to children with a life threatening food allergy.
- ✓ If a child has a **non-life threatening food allergy and/or food intolerance**, you must have a statement from a recognized medical authority that includes the food(s) to be omitted and the foods that can be substituted. You are encouraged to provide special meals to children with non-life threatening food allergies or intolerances.
- ✓ Medical statements **must** be kept on file at the child care facility where the child is served.
- ✓ Inform all child care staff of any food allergies.
- ✓ Read ingredient labels to avoid serving the allergy-causing food.
- ✓ Avoid any contact between allergy-containing foods and allergy-free foods.
- ✓ Visit Food Allergy Research and Education at [www.FoodAllergy.org](http://www.FoodAllergy.org) to learn more about food allergies.

### **Food Allergy Symptoms**

**Skin** (hives, swelling, itchiness, warmth, redness, rash)

**Breathing** (wheezing, shortness of breath, throat tightness, cough, hoarse voice, trouble swallowing)

**Stomach** (nausea, pain/cramps, vomiting, diarrhea, itchy mouth/throat)

**Circulation** (pale/blue color, poor pulse, passing-out, dizzy/lightheaded, low blood pressure, shock)

**Other** (anxiety, red/itchy/watery eyes, headache, cramping)

# Special Needs Meals in the CCFP

## **For children with disabilities:**

Child care providers are required to provide food component substitutions for individual children who have a disability. A disability means any person who has a documented physical or mental impairment which substantially limits one or more major life activities. Examples of disabilities may include: orthopedic, visual, speech, and hearing impairments; cerebral palsy; epilepsy; muscular dystrophy; multiple sclerosis; cancer; heart disease; metabolic diseases, such as diabetes or phenylketonuria (PKU); and food anaphylaxis (life threatening food allergy). Reading food labels for life threatening food allergen warnings and ingredients is vital. Meals must provide the substitutions or modifications to the meal patterns as specified on the medical statement to be reimbursable.

## **What is required?**

### **A medical statement is required and must include:**

- Child's disability and how it restricts the diet.
- Major life activity(s) affected by the disability.
- Food(s) to be omitted and the food(s) to be substituted.
- Description of any required textural modification(s).
- Signature of a licensed physician, a physician's assistant (PA), or an advanced registered nurse practitioner (ARNP).

*Sponsors or child care facilities are encouraged to contact the nutrition section at the state office for assistance with disabilities and dietary restrictions.*

## **For children who cannot drink \*fluid milk:**

Child care providers or parents may provide a non-dairy beverage (e.g. soy milk) that is nutritionally equivalent to the fluid milk component of the meal pattern for children with milk allergies (non-life threatening) or intolerances.

For the meal to be reimbursable, the beverage must be listed on the current *CCFP Approved Milk Substitution List for Children Ages 1 and Older* on our website under Nutrition and Menu Planning/Special Dietary Needs at: [www.flhealth.gov/ccfp/](http://www.flhealth.gov/ccfp/)

## **What is required?**

- A letter from the parent/guardian requesting a nutritionally equivalent milk substitute (e.g. soy milk) is required if no medical statement is on file. The letter must state the medical or special dietary condition and whether the parent/guardian will provide the milk substitute or the center.
- If parent/guardian prefers to provide the milk substitute, it must be in the original container and labeled with the child's name.
- A medical statement is not required, however if provided, it must identify the medical or special dietary condition, the nutritionally equivalent milk substitute, and signature of a recognized medical authority.

*\*Please note the following fluid milks do not require a parent or medical statement: Cow or goat milk; breastmilk; lactose-free or lactose-reduced milk; UHT (Ultra High Temperature); acidified; cultured; organic milk.*

### **For children with special dietary conditions (not including disabilities):**

Child care providers are encouraged but not required to provide food component substitutions for individual children who do not have a disability, but who have a special medical or dietary need. Examples of medical or special dietary conditions may include food allergies (non-life threatening) and food intolerances such as wheat, fish, milk proteins and eggs. Reading food labels for allergen warnings and ingredients is very important.

Meals with substitutions that meet all meal pattern requirements are reimbursable. For example, the child care provider can substitute chicken for fish or bananas for oranges. A medical statement is *not needed* in this case; however a parent note should be on file.

When substitutions are made and the meal pattern is not met, a medical statement *is required*. In this situation, the medical statement must include the following:

#### **What is required?**

##### **A medical statement is required and must include:**

- Identification of the medical or special dietary condition that restricts the child's diet.
- Food(s) to be omitted and the food(s) to be substituted.
- Signature of a recognized medical authority (such as: physician, physician's assistant, nurse practitioner, registered dietitian).

*Sponsors or child care facilities are encouraged to contact the nutrition section at the state office for assistance with dietary restrictions for children with special dietary conditions.*

### **For food substitutions related to religious preference or vegetarianism:**

No medical statement is needed; a note from the parent/guardian should be on file. Meals with substitutions that meet all food component requirements of the meal pattern are reimbursable. For example, the child care provider can substitute meat alternates for a child who does not eat meat. Contact the state office for assistance if an entire food component is eliminated from a meal, such as an instance where milk cannot be served with a meal containing meat.

## **Milk Substitutions & Creditable Milks In the Florida Child Care Food Program**

For children ages 1 and older, CCFP regulations require that each child's breakfast, lunch, and supper must include fluid milk to be eligible for reimbursement. Fluid milk may also be served as one of the two components of a snack.

**Creditable fluid milks include breastmilk, as well as pasteurized fluid types of unflavored or flavored cow or goat milk, lactose-free or lactose-reduced milk, UHT (Ultra High Temperature) milk, acidified or cultured milk, and organic milk.**

The Healthy, Hunger-Free Kids Act (HHFKA) of 2010 allows the substitution of non-dairy beverages that are nutritionally equivalent to fluid milk for those children with special dietary conditions, other than a disability, who cannot drink any of the creditable milks above. Non-dairy milk substitutes must meet specific nutritional standards as noted on page 2.

In addition, the HHFKA allows *parents or guardians to request in writing non-dairy milk substitutions without providing a medical statement*. The written request must identify the medical or special dietary condition that restricts the diet of the child, such as milk allergy or vegan diet.

Child care providers or parents may provide the non-dairy beverage. However, in order for the meal to be reimbursable, the non-dairy beverage must be nutritionally equivalent to fluid milk.

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### **The following non-dairy (soy-based) beverages meet required nutritional standards for approved milk substitutions:**

- 8<sup>th</sup> Continent Soymilk Original
- 8<sup>th</sup> Continent Soymilk Vanilla
- Great Value Soymilk Ultra-Pasteurized
- Kirkland Organic Soymilk Plain
- Pacific Ultra Soy Plain
- Pacific Ultra Soy Vanilla
- Silk Original Soymilk
- Sunrich Naturals Soymilk Original
- Sunrich Naturals Soymilk Vanilla
- Westsoy Organic Plus Plain Soymilk
- Westsoy Organic Plus Vanilla Soymilk

**Each of the companies listed has information regarding product availability on their websites:**

[www.8thcontinent.com/product-finder/](http://www.8thcontinent.com/product-finder/)  
[www.walmart.com/](http://www.walmart.com/)  
[www.costco.com](http://www.costco.com)  
[www.pacificfoods.com/retail-stores/](http://www.pacificfoods.com/retail-stores/)  
[www.silk.com/where-to-buy](http://www.silk.com/where-to-buy)  
[www.sunrich.com/where-to-buy.html](http://www.sunrich.com/where-to-buy.html)  
[www.westsoymilk.com/store-locator/](http://www.westsoymilk.com/store-locator/)

**Non-dairy beverages must meet the following specific nutritional standards for the fortification of protein, calcium, vitamin A, vitamin D, magnesium, phosphorus, potassium, riboflavin, and vitamin B<sub>12</sub> to be considered nutritionally equivalent to milk.**

<b>Nutrient</b>	<b>Requirement Per Cup</b>	<b>% of Reference Daily Intakes</b>
Protein	8 grams	
Calcium	276 mg	About 28% $1000 \text{ mg} \times .28 = 280 \text{ mg}$
Vitamin A	500 IU	10% $5000 \text{ IU} \times .10 = 500 \text{ IU}$
Vitamin D	100 IU	25% $400 \text{ IU} \times .25 = 100 \text{ IU}$
Magnesium	24 mg	6% $400 \text{ mg} \times .06 = 24 \text{ mg}$
Phosphorus	222 mg	About 22% $1000 \text{ mg} \times .22 = 220 \text{ mg}$
Potassium	349 mg	
Riboflavin	.44 mg	About 26% $1.7 \text{ mg} \times .26 = .44 \text{ mg}$
Vitamin B <sub>12</sub>	1.1mcg	About 18% $6 \text{ mcg} \times .18 = 1.08 \text{ mcg}$

If a child care provider has any question about these or other non-dairy beverages, please contact the State office at 850-245-4323 for assistance.

### **QUESTIONS AND ANSWERS**

**1. Is a child care provider required to provide a non-dairy milk substitute if it is not related to a medical disability?**

No. It is at the child care provider's discretion to provide an approved non-dairy milk substitute if it is not related to a medical disability.

**2. Will child care providers receive additional meal reimbursements if they provide a non-dairy milk substitution?**

No. All non-dairy milk substitutions are at the expense of the child care provider and/or the child's parent or guardian.

**3. If a parent provides a creditable non-dairy milk substitute, can the child care provider serve it and still receive reimbursement?**

Yes. If a parent provides a non-dairy milk substitute that meets the nutritional standards as outlined in 7 CFR 210.10(m)(3) and that has been approved by the State agency, the child care provider may serve the non-dairy milk substitute and still claim reimbursement for the meal.

**4. If a parent can request a non-dairy milk substitute that is equivalent to cow's milk, can the parent also request that their child be served whole or reduced-fat (2%) milk?**

No. The Act requires that milk served to children in the Child Care Food Program be aligned with the most recent version of the Dietary Guidelines for Americans. The 2010 Dietary Guidelines for Americans recommends that persons two years of age and older consume low-fat (1%) or fat-free (skim) milk. Therefore, any request for higher fat milk must be made through a medical statement, be related to a medical disability, and prescribed by a licensed physician.

**5. What if the parent agrees to provide the non-dairy substitute, but brings in one that does not meet the USDA's nutritional standards; can the child care provider serve it and still receive reimbursement?**

No. Child care providers should inform parents about the types of creditable non-dairy milk substitutes. If a non-dairy milk substitute is served that does not meet the nutritional standards outlined in 7 CFR 210.10(m)(3), then the meal is not reimbursable.

**6. If a center purchases and serves a non-creditable soy or rice milk to a child in place of milk at meals, upon written request of the parents, would the center be allowed to charge the cost of the soy/rice milk as an operational cost?**

No. FNS Instruction 796-2, Exhibit B considers the cost of foods or meals that do not meet CCFP specifications as unallowable costs. The center is encouraged to see if the parent would consider one of the soy milks on the State's approved list so that the meals could be reimbursed.

**7. When submitting menus for review, do child care providers need to document the type of milk that they serve?**

No. Child care providers are not required to document the type of milk served on their menus. However, it is the responsibility of the State or sponsor, as applicable, to ensure that the correct type of milk is being served when conducting reviews.

**8. What type of milk may one-year-old children be served?**

It is strongly recommended that children 12 through 23 months of age be served whole milk. The milk requirements for children one year of age remain unchanged at this time.

**9. If one-year-old and two-year-old children sit together for the same meal, must they be served different types of milk?**

Yes. Children two years of age and older must be served low-fat (1%) or fat-free (skim) milk and it is recommended that children one year of age be served whole milk. Child care providers must ensure that children of various ages seated at the same meal receive the appropriate type of milk.

**10. What happens if a child care provider serves reduced-fat (2%) or whole milk to children age two and older?**

Effective October 1, 2011, meals served to participants two years of age and older that include reduced-fat (2%) or whole milk are not reimbursable and must be disallowed. In addition, the child care provider should submit a corrective action plan and the State agency or sponsor should follow-up to ensure that it has been successfully implemented.



Child Care Food Program
Medical Statement for Children with Disabilities
and Special Dietary Conditions
\*\*\*SAMPLE\*\*\*

Child's Name: [Redacted]

Date: 10-21-15

Name and Address of Child Care Center: Eat Wright Child Care
Vegetable Way FL

Dear Parent/Guardian and Recognized Medical Authority:

This child care center participates in the Child Care Food Program (CCFP) and must serve meals and snacks meeting the CCFP requirements. Food substitutions must be made for children with a physical or mental disability when supported by a statement signed by a physician, physician's assistant (PA), nurse practitioner (ARNP). Food substitutions may also be made for children with special dietary conditions (unrelated to a disability) when supported by a statement signed by a physician, physician's assistant, nurse practitioner (ARNP), or registered dietitian. When supported by this documentation, the meal is not required to meet the meal pattern. Please return this completed form to the child care center. If you have any questions, please contact me at 123-456-7890.

Child Care Center Phone Number

Sincerely: Mae Wright
Child Care Center Director

A recognized medical authority must complete the following information.

1. Does the child identified above have a disability? A disability is defined as a physical or mental impairment which substantially limits one or more major life activities.

- Yes If yes:
a. State and describe the disability.
b. How does the disability restrict the diet?
c. What major life activity is affected?

No If no:
Identify the medical condition (unrelated to a disability) that restricts the child's diet.
tree nut allergy

2. List any food(s) to be omitted from the child's diet.
all nuts of any kind, nut butters, nut oils

3. List any food(s) to be substituted.
beans, hummus, vegetable oils

4. Describe any textural modification required.

Signature of Physician or Recognized Medical Authority
(For a disability, a physician must sign)

10-25-15
Date

Ima Lean
Printed Name

555-333-4444
Phone Number

## Special Needs Meals Scenarios

Please read the following scenarios and choose the best answer.

1. A parent provides a note that says her 2 year old does not tolerate cow's milk and wants you to offer something else. What can you do?
  - a. Offer lactose-free milk in place of cow's milk
  - b. Offer an approved soy milk in place of the cow's milk
  - c. Offer almond milk as it tastes better than soy
  
2. A parent tells you his 14 month old is allergic to citrus. How can you accommodate this child?
  - a. Require the parent to bring all the child's meals
  - b. Offer bananas in place of oranges
  - c. Ask the parent to have the Medical Statement filled out by a recognized medical authority stating what the special dietary condition is, which foods need to be omitted, and what to substitute in its place
  
3. A newly-enrolled child is diabetic. What documentation needs to be on file in order to accommodate this child and claim his meals?
  - a. Nothing
  - b. A doctor's note stating the child is diabetic
  - c. A Medical Statement filled out by a licensed physician, PA, or ARNP stating what the disability is, which foods need to be omitted, and what to substitute in its place
  
4. A child tells you that they don't eat pork because of their religion. Can you accommodate this child?
  - a. Yes
  - b. No

## **Tips for Feeding a Vegetarian on the Child Care Food Program (CCFP)**

Vegetarian meals and snacks for children can meet the CCFP Meal Pattern requirements with some planning. The CCFP does not require centers to accommodate vegetarian diets as they are rarely prescribed for medical reasons related to disabilities. However, by making substitutions to the regular menu where necessary, vegetarian children can be accommodated within the CCFP Meal Pattern requirements. The more foods that are excluded from the vegetarian diet, the more substitutions are required.

### **Types of Vegetarian Diets**

Most vegetarian diets will fall into one of the following categories:

- Semi-vegetarian (sometimes called “flexitarian”) is the least restrictive. Semi-vegetarians eat mostly a plant-based diet, along with milk, milk products, eggs, and occasionally small amounts of chicken and/or fish.
- Lacto-ovo-vegetarians eat a plant-based diet, along with milk, milk products, and eggs. Legumes (dry beans, peas, and lentils), soy products, nuts, and seeds are eaten for protein instead of animal sources.
- Lacto-vegetarians include milk and milk products in their diet, as well as all plant-based foods.
- Ovo-vegetarians include eggs in their diet, as well as all plant-based foods.
- Vegan is the most restrictive of all vegetarian diets and includes only plant-based foods.

### **General Guidelines for Meeting CCFP Meal Pattern Requirements**

All types of vegetarians will eat foods from the Vegetable/Fruit component and the Grain/Bread component. Only the Fluid Milk component and Meat/Meat Alternate component may need adjustment for vegetarian meals.

For vegetarian children who do not drink milk, CCFP allows non-dairy beverages that are nutritionally equivalent to fluid milk to be served, with a note from the child’s parent or guardian or medical provider. See the **Milk Substitutions & Creditable Milks in the Florida CCFP** list on the CCFP website for more information.

Although meat, poultry, and fish are omitted from most vegetarian diets, legumes (cooked dry beans, peas, and lentils), certain soy products, nuts and their butters, and seeds may be substituted to meet the meat/meat alternate requirement in the CCFP meal pattern. In addition, many vegetarian children will also eat cheese, eggs, and yogurt.

Nuts and seeds may fulfill no more than one-half of the meat/meat alternate requirement for lunch/supper. You also should be aware of potential food intolerances or allergies with some children. In such circumstances, you should make appropriate accommodations under the medical substitution requirement. Also, children under four years of age are at high risk of choking. Nuts and seeds should be ground or finely chopped in meal preparation and nut/seed butters should be spread thinly.

Alternate protein products (APP) are processed from soy or other vegetable protein sources. APP may be used alone or in combination with other food ingredients to fulfill the meat/meat alternate component. All APP require CN labels or manufacturer’s analysis sheets to document that they have the proper protein levels by weight and digestibility. Tofu, seitan, tempeh, and soy-based cheeses are not creditable.

## **Menu Planning for Vegetarian Meals**

**Breakfasts** are the easiest to plan for vegetarian diets since only three components are required: Fluid Milk, Vegetable/Fruit, and Grain/Bread. No substitutions are necessary except for those children who do not drink milk. Refer to the **Approved Milk Substitution List for Children Ages 1 and Older** on the CCFP website for more information.

**Snacks** are also fairly easy to plan for vegetarian diets since only two of the four components (Fluid Milk, Vegetable/Fruit, Grain/Bread, and Meat/Meat Alternate) are required to be served. For those snacks that include the Meat/Meat Alternate component, there are plenty of options that don't include meat. Refer to the section below on **Snack Ideas for Vegetarians** for suggestions.

**Lunch/Suppers** require the most planning for vegetarian diets since all four components are required: Fluid Milk, Vegetable/Fruit (2 different items), Grain/Bread, and Meat/Meat Alternate. However, the **USDA Recipes for Child Care** ([www.nfsmi.org/ResourceOverview.aspx?ID=114](http://www.nfsmi.org/ResourceOverview.aspx?ID=114)) offer over 25 vegetarian recipes that can be used for main dish items for lunch/supper to meet the CCFP Meal Pattern Requirements. Refer to the section below on **Vegetarian Lunch/Supper Cycle Menus** for 6 weeks of menu ideas using the **USDA Recipes for Child Care**.

### **Snack Ideas for Vegetarians**

There are many ways to incorporate meat alternatives into snacks for vegetarian children. The following provide a few snack ideas with child appeal to get started. The portion sizes indicated below are for children ages 3-5. Adjust portion sizes according to the CCFP Meal Pattern requirements for children who are younger or older.

#### **2 oz lowfat yogurt** served with:

- Any type of grain/bread, such as ½ oz graham crackers (2 crackers) or sprinkled with ⅓ cup oat cereal
- Any type of fruit, such as ½ cup diced apricots; or make a fruit kebob with ¼ cup sliced strawberries and ¼ cup grapes cut in half; or make a parfait by layering with ½ cup mixed fruit and 1 Tablespoon of granola

#### **¾ cup Yogurt Fruit Dip (USDA Recipe G-04)** served with:

- Any type of cut fresh fruit, such as ½ cup fresh apple slices or ½ cup fresh banana slices

#### **½ oz cheddar cheese** served with:

- Any type of grain/bread, such as ½ toasted mini bagel; or ½ oz whole wheat crackers (4 crackers); or melted on ½ whole wheat pita pocket
- Any type of vegetable, such as ½ cup lightly steamed carrots and broccoli or ½ cup carrot and celery sticks
- Any type of fruit, such as ½ cup apple slices or ½ cup pear slices

#### **½ oz mozzarella cheese** served with:

- Any type or grain bread, such as melted onto ½ toasted English muffin with 2 Tablespoons of tomato sauce for a mini-pizza

#### **1 oz lowfat cottage cheese** served with:

- Any type of grain/bread, such as ½ oz graham crackers (2 crackers) or ½ oz whole wheat crackers (4 crackers)
- Any type of fruit, such as ½ cup pineapple tidbits or ½ cup of diced peaches

#### **1 Tbsp peanut butter** served with:

- Any type of grain/bread, such as ½ slice whole wheat bread or ½ oz pretzels for dipping
- Any type of fruit/vegetable, such as ½ cup apple slices; or ½ cup celery sticks; or spread on a banana half and sprinkled with 1 Tablespoon of granola

#### **½ hard boiled egg** served with:

- Any type of grain/bread, such as ½ slice toasted whole wheat bread or ½ toasted bagel
- Any type of fruit, such as ½ cup fresh orange sections or ½ cup Carrot-Raisin Salad (USDA Recipe E-05)

#### **¼ cup pureed black beans** served with:

- Any type of grain/bread, such as ½ oz toasted whole wheat pita bread or spread on ½ oz toasted tortilla triangles with 2 Tablespoons salsa

## Vegetarian Lunch/Supper Cycle Menus

Refer to Child Care Food Program Meal Pattern for Children when planning portion sizes for different age groups (portion sizes for main dishes below are for 3-5 year olds.) Recipe name and numbers in bold refer to recipes in the USDA Recipes for Child Care, available on the web at: [www.nfsmi.org/ResourceOverview.aspx?ID=114](http://www.nfsmi.org/ResourceOverview.aspx?ID=114).

\* The Spanish Broccoli Frittata Recipe J-8 is available in the Fruit and Veggie Quantity Cookbook available on the CCFP website.

Week One	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>2 pieces <b>Cheese Ribbon Sandwich F-05</b> (1 oz meat alternate, 1 bread) Peas and carrots Fresh apples slices with lowfat yogurt Milk</p>	<p>1 slice <b>Spanish Quiche D-08A</b> (1½ oz meat alternate, ¼ cup vegetable, 2 bread) Steamed broccoli Tropical fruit salad Milk</p>	<p>1 Black Bean Mini Pizza on ½ wholegrain English muffin (made with ¼ cup black beans and 1 oz cheese) Shredded lettuce and chopped tomatoes Orange sections Milk</p>	<p>1 piece <b>Macaroni and Cheese D-20</b> (1½ oz meat alternate, 1½ bread) Steamed spinach Pear slices Milk</p>	<p>½ cup <b>Pasta Toss with Vegetables D-14</b> (¾ oz meat alternate, ¼ cup vegetable, ½ bread) Whole wheat roll Apricot halves with lowfat yogurt Milk</p>
Week Two	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>½ cup <b>Bean Soup H-08</b> topped with ½ oz shredded cheddar cheese (1½ oz meat alternate, ⅛ cup vegetable) Whole grain crackers Diced peaches Milk</p>	<p>½ <b>Banana-Peanut Butter Sandwich F-03A</b> (1 oz meat alternate, ⅛ cup fruit, 1 bread) Steamed carrots Strawberries with lowfat yogurt Milk</p>	<p>¼ cup <b>Refried Beans I-13</b> (1 oz meat alternate) Baked tortilla wedges <b>Mexicali Corn I-15</b> Pear slices with cheese Milk</p>	<p>1 piece <b>Pizza with Cheese Topping D-23A</b> (1½ oz meat alternate, ⅛ cup vegetable, 1½ bread) Steamed broccoli Pineapple wedges Milk</p>	<p>1 piece <b>Spanish Broccoli Frittata J-8*</b> (1 oz meat alternate, ½ cup vegetable) Whole wheat toast Apple slices with <b>Peanut Butter Dip G-01</b> Milk</p>
Week Three	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Black Bean Quesadilla (made with ½ tortilla, ¼ cup black beans, and 1 oz cheddar cheese) Corn Fruit Salad Milk</p>	<p>1 slice <b>Broccoli Quiche D-08</b> (1½ oz meat alternate, ¼ cup vegetable, 2 bread) Mixed Greens Salad Grape halves Milk</p>	<p>½ <b>Toasted Cheese and Tomato Sandwich F-09</b> (1 oz meat alternate, ⅛ cup vegetable, 1 bread) Mixed vegetables Fresh plum Milk</p>	<p>1 piece <b>Baked Scrambled Eggs D-15</b> (2 oz. meat alternate) Whole wheat pita wedges Steamed spinach Peaches with yogurt Milk</p>	<p>1/2 cup <b>Lentil Soup H-07</b> topped with ½ oz. cheese (1 oz meat alternate, ¼ cup vegetable) Cornbread Green beans Baked apple with cinnamon Milk</p>

Week Four	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><math>\frac{3}{4}</math> cup <b>Vegetable Chili D-26</b> (2 oz meat alternate, <math>\frac{3}{8}</math> cup vegetable, <math>\frac{1}{4}</math> bread)</p> <p><b>Corn Muffin Square A-02A</b> Fresh pears Milk</p>	<p>2 pieces <b>Mexican Pizza D-13</b> (<math>1\frac{1}{2}</math> oz meat alternate, <math>\frac{1}{8}</math> cup vegetable, <math>\frac{1}{2}</math> bread) Whole wheat crackers Green salad with 1 Tbsp lowfat salad dressing Milk</p>	<p><math>\frac{1}{2}</math> Peanut Butter and Jam Sandwich on whole wheat bread (made with 1 Tbsp peanut butter) Peas and carrots Apple slices with cheese Milk</p>	<p><math>\frac{1}{2}</math> cup <b>Broccoli Cheese Soup H-05</b> (<math>\frac{1}{4}</math> oz meat alternate, <math>\frac{1}{4}</math> cup vegetable) Whole wheat pita bread with 3 Tbsp hummus Peach slices Milk</p>	<p>1 <b>Bean Burrito D-21A</b> (2 oz meat alternate, <math>\frac{1}{4}</math> cup vegetable, 1 bread) Celery sticks Tropical fruit salad Milk</p>
Week Five	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>1 English Muffin Pizza (made with <math>\frac{1}{2}</math> whole-grain English muffin, 1 oz mozzarella cheese, and 2 Tbsp tomato sauce) <b>Three Bean Salad E-04</b> Mixed berries with yogurt Milk</p>	<p><math>\frac{1}{2}</math> cup <b>Split Pea Soup H-02</b> topped with <math>\frac{1}{2}</math> oz shredded mozzarella cheese (<math>1\frac{1}{2}</math> oz meat alternate, <math>\frac{1}{8}</math> cup vegetable, <math>\frac{1}{4}</math> bread) Wheat crackers Steamed carrots Grape halves Milk</p>	<p>2 <b>Bean Tacos D-24A</b> (2 oz meat alternate, <math>\frac{1}{2}</math> cup vegetable, 1 bread) Plantains Fresh orange slices Milk</p>	<p>1 <b>Toasted Cheese Sandwich F-13</b> (2 oz meat alternate, 2 bread) Green beans Fruit salad Milk</p>	<p>1 piece <b>Vegetable Frittata D-01</b> (<math>1\frac{1}{2}</math> oz meat alternate, <math>\frac{1}{4}</math> cup vegetable) Whole wheat roll Banana slices Milk</p>
Week Six	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><math>\frac{1}{2}</math> cup <b>Multi-Bean Soup H-04</b> (<math>\frac{1}{2}</math> oz meat alternate, <math>\frac{1}{8}</math> cup vegetable) Whole wheat roll Apple slices with <b>Peanut Butter Dip G-01</b> Milk</p>	<p>Cheese Quesadilla (made with 1 tortilla and 2 oz cheddar cheese) Black beans Corn Orange sections Milk</p>	<p>1 piece <b>Vegetable Lasagna D-27</b> (<math>1\frac{1}{2}</math> oz meat alternate, <math>\frac{1}{2}</math> cup vegetable, <math>\frac{3}{4}</math> bread) Whole grain crackers Mixed fruit Milk</p>	<p>1 piece <b>Corn Pudding I-11</b> (<math>\frac{1}{2}</math> oz meat alternate, <math>\frac{1}{4}</math> cup vegetable, <math>\frac{1}{4}</math> slice bread) Pinto beans Brown rice Pineapple slices Milk</p>	<p>1 <b>Egg Salad Sandwich F-10</b> (2 oz meat alternate, 2 bread) <b>Stir-Fry Vegetables I-10</b> Grape halves Milk</p>

# Purchasing Food in the CCFP



## Creditable Foods

USDA reimburses child care centers, family day care home sponsors, afterschool snack programs, and homeless shelters participating in the Child Care Food Program (CCFP) for the **meals** served to enrolled eligible children, not for individual foods. A meal is reimbursable if it contains creditable foods in the amounts outlined in the CCFP meal patterns.

Creditable Foods: are those foods that may be counted toward meeting the meal pattern requirements for a reimbursable meal. Foods are determined to be creditable based upon the following factors: (1) nutrient content; (2) customary function in a meal; (3) compliance with regulations governing the Child Care Food Program (in quantity requirements and/or by definition); (4) compliance with FDA's Standards of Identity; (5) compliance with USDA's standards for meat and meat products; and (6) compliance with administrative policy decisions on the crediting of popular foods.

Non-Creditable Foods: are those foods that do not count toward meeting meal pattern requirements because they do not meet the above criteria. Nevertheless, non-creditable foods often supply additional nutrients and calories that help meet the energy and nutritional needs of participants. For example, serving protein-rich foods (such as eggs) at breakfast is not required, but it contributes additional nutrients, improves the acceptability of meals, and satisfies appetites.

The USDA publication, *The Food Buying Guide (FBG) for Child Nutrition Programs*, is the principal tool with which to determine the contribution that foods make toward the child meal pattern requirements, regardless of whether foods are produced on-site or are purchased commercially. The USDA publication, *Feeding Infants: A Guide for Use in the Child Nutrition Programs*, provides guidance for feeding infants and meeting the infant meal pattern requirements.

*A Guide to Crediting Foods* is a supplementary resource prepared to provide additional information on creditable foods for both infants and children in child care centers, outside school hours care centers, and family day care homes. The lists of creditable and non-creditable foods in this resource are not all-inclusive. This resource includes commonly served foods, foods about which we have received inquiries, and foods noted as being credited incorrectly.

# Understanding Food Labels

## Nutrition Facts Labels

The Nutrition Facts label is a guide that can be used in purchasing healthy foods. It is required on almost all packaged foods. The Nutrition Facts label can be used to see if a food is a good source of a nutrient or to compare similar foods. It can be used, for example, to find which kind of breakfast cereal contains 10 grams of sugar or less, or which milk has the least fat.

### Cheddar Cheese Crackers

<b>Nutrition Facts</b>	
Serving Size 1 ounce (28g) (about 4 crackers)	
Servings Per Container 15	
Amount Per Serving	
<b>Calories</b> 134	Calories from Fat 52
	% Daily Value
<b>Total Fat 6g</b>	9%
Saturated Fat 2g	9%
<i>Trans</i> Fat 0g	
<b>Cholesterol 1mg</b>	0%
<b>Sodium 392mg</b>	16%
<b>Total Carbohydrate 17g</b>	6%
Dietary Fiber 1g	2%
Sugars 1g	
<b>Protein 3g</b>	
Vitamin A	0%
Vitamin C	0%
Calcium	7%
Iron	4%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.	
	Calories: 2,000      2,500
Total Fat	Less than 65g      80g
Sat Fat	Less than 20g      25g
Cholesterol	Less than 300mg      300mg
Sodium	Less than 2,400mg      2,400mg
Total Carbohydrate	300g      375g
Dietary Fiber	25g      30g

### Check label for:

- **Standardized serving sizes** make it easier to compare products
- **Number of servings**
- **Calories per serving**
- Includes information on the amount per serving of total fat, saturated fat, cholesterol, sodium, dietary fiber and other nutrients that are of major health concern
  - ✓ Manufacturers are required to provide information on certain nutrients
  - ✓ Mandatory items are in bold
  - ✓ Items (voluntary and mandatory) are listed in a specific order reflecting priority of current dietary recommendations
- **Limit Fat, Cholesterol, and Sodium**  
 A word about *Trans* Fat: It is fat that is made when liquid oils are made into solid fats (hydrogenation) like shortening and hard margarine. It behaves like saturated fat by raising LDL cholesterol which increases the risk of coronary heart disease. As of January 1, 2006, food manufacturers are required to list the amount of *trans* fat on all their products.
- **Get enough of Fiber, Vitamin A, Vitamin C, Calcium, and Iron**
- **When possible, use the Percent Daily Value (DV): 5% DV or less is low, 20% DV or more is high**

A note about daily values: % Daily Value shows how a food fits into the overall daily diet. It is a quick way to tell if a food is high ( $\geq 20\%$ ) or low ( $\leq 5\%$ ) in a nutrient. The percentage is based on daily requirements for a 2,000 calorie diet. Some values are maximums, as with fat (65 grams or less). Others are minimums, as with carbohydrates (300 grams or more).

## Other important components of food labels

- Ingredients – listed in descending order by weight

**Ingredients:** Enriched flour (wheat, flour, niacin, reduced iron, thiamin mononitrate (vitamin B1), riboflavin (vitamin B2), folic acid), partially hydrogenated soybean and/or cottonseed oil, whey, sugar, cheddar cheese (milk, cheese cultures, salt, enzymes), contains two percent or less of salt, cornstarch, leavening (baking soda, sodium acid pyrophosphate, monocalcium phosphate), buttermilk, disodium phosphate, yellow #6, red pepper, annatto extract for color, sodium sulfite, soy lecithin.

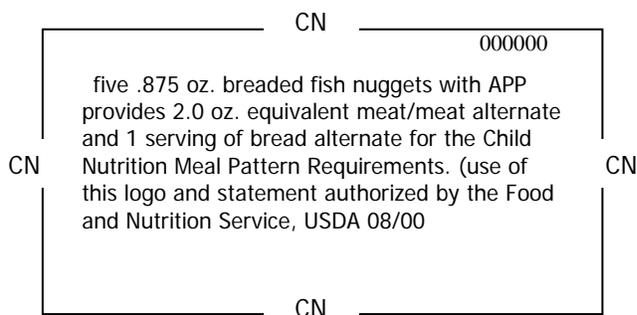
**CONTAINS WHEAT, MILK AND SOY  
INGREDIENTS.**

- Allergens – as of January 1, 2006 labels must include any ingredients that contain protein derived from the eight major allergenic foods (milk, eggs, fish, crustacean shellfish, tree nuts, peanuts, wheat, or soybeans). These eight foods account for 90% of all documented food allergic reactions.
- Open Dating (clearly visible by all)
  - ✓ "Sell by date" – last day product should be sold or used by retailer
  - ✓ "Expiration date" or "use by date" – last day product should be eaten
  - ✓ "Freshness" date – may be used on items with short shelf life, such as bakery products
  - ✓ "Pack date" – the day product was packaged
- Code dating – used for products with long shelf life such as canned or packaged goods
- Universal Product Code (UPC) – specific for each product, provides retailer data
- Religious symbols – for people of the Jewish faith
- Legal symbols – trademark and copyright
- Meat Safety Label – outlines food safety tips for raw and partially cooked meat and poultry
- Inspection and grading symbols for wholesomeness and quality grades
- Nutrient content claims - uniform definitions for terms such as:
  - ✓ Calorie-free – fewer than 5 calories per serving
  - ✓ Sugar-free – less than ½ gram of sugars per serving
  - ✓ Fat-free – less than ½ gram of fat per serving
  - ✓ Low-fat – 3 grams or less fat per serving
  - ✓ Low-saturated fat – 1 grams or less per serving
  - ✓ Low-sodium – 140 mg or less per serving
  - ✓ Very low sodium – 35 mg or less per serving
  - ✓ Low-cholesterol – 20 mg or less and 2 grams or less saturated fat per serving
  - ✓ Low-calorie – 40 calories or less per serving
  - ✓ Reduced – 25 percent less of the nutrient than the regular version
  - ✓ Light – 1/3 fewer calories or half the fat of the regular version
  - ✓ High, Rich In, or Excellent Source – contains 20% or more of the Daily Value (DV)
  - ✓ Good Source of – contains 10-19% of the Daily Value (DV)
- Health claims – provides information on the potential for certain foods as part of an overall healthy diet to reduce the risk of certain diseases

## Child Nutrition (CN) Labeling and Product Formulation Statements

Main dish combination products that are commercially processed such as ravioli, beef stew, spaghetti with meat sauce, egg rolls, pizza, chicken nuggets, fish sticks, etc. must contain a CN Label or Product Formulation Statement to show that the product contains sufficient quantities of meat/meat alternate, grains/breads, and/or vegetables/fruit to meet the meal pattern. Otherwise, it may not be counted towards a reimbursable meal.

### Example of a CN Label:



For a detailed explanation of CN Labeling visit the USDA Food and Nutrition Service (FNS) website at [www.fns.usda.gov/cnd/CNlabeling](http://www.fns.usda.gov/cnd/CNlabeling).

### Product Formulation Statement (or Manufacturer's Analysis Sheet):

- Can be obtained by calling the 1-800 number on the packaging of the food item
- Can usually be faxed or mailed from them to you
- Will differ from food manufacturer to food manufacturer
- Must contain a statement about the amount of meat/meat alternate, grain/bread, and/or vegetable or fruit component per serving
- Must be signed by an official of the manufacturer, not a salesperson

### If a CN Label or Product Formulation Statement Cannot Be Obtained:

A processed combination food may be used if another creditable ingredient is added in sufficient quantity to meet the meal pattern.

The added ingredient must:

1. Be sufficient on its own to meet the meal pattern requirement, and
2. Be one of the ingredients already in the processed combination food or typically associated with the food being served. For example, beef chunks could be added to canned stew, ground beef could be added to spaghetti sauce, or shredded cheese could be added to pizza.

\*For your use in determining serving sizes, a CN Label and Product Formulation Statement Calculator is available on our website ([www.floridahealth.gov/ccfp/](http://www.floridahealth.gov/ccfp/)).

# SAMPLE Product Formulation Statement

**HAPPY FOODS**

Product Name: Fully Cooked Honey BBQ flavored chicken Strips

Product Code: 012345-1234

Label Weight: 12.5lb

UPC Information :

0-1234-1234

Serving size:

1 3-oz portion (s) per serving.

Pack Information:

8/25.0 OZ BAG (s) per Case.

Product is not CN-labeled.

Analysis is by Piece.

Total Weight of Cooked Product	3.0 oz
Weight of Creditable Raw Meat, Variety: Chicken	1.6 oz
Percent fat of raw meat:	30.0%
Weight of Meat Alternates (specify):	n/a
Weight of Breading: Enriched	0.72 oz
Weight of Filling:	n/a
Weight of Other Non-Creditable Ingredients:	0.67 oz
Weight of Unrounded Cooked Meat/Meat Alternate:	1.72 oz

---

Meat/Meat Alternate per serving:

1.0 oz

Grain/Bread per serving:

0.5 per serving

I certify that the above information is accurate as presented on this date.



Krista Schoen, M.S., R.D.  
HAPPY FOODS, INC.

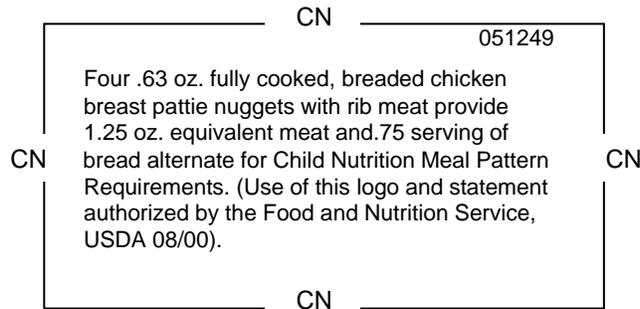
Nutritional Services Manager

Title  
03/20/15

# How to Do CN Label Calculations

## What are Child Nutrition (CN) Labels?

- √ Needed for commercially processed combination main dish products
- √ States the meal contribution and serving size of a product
- √ Found on the outer packaging of products purchased in bulk



Using the example above, how many nuggets would need to be served to each age group at a lunch to satisfy the meat component? Here are the steps for using the Calculator for Child Nutrition (CN) Labels and Manufacturer’s Analysis Sheets on our website at:

[www.floridahealth.gov/healthy-people-and-families/child-care-food-program/nutrition/cn-calculator.html](http://www.floridahealth.gov/healthy-people-and-families/child-care-food-program/nutrition/cn-calculator.html)

**Step 1: Fill in the serving size as stated on the CN label or manufacturer’s analysis sheet.**

In the example above, the serving size is 4 nuggets

**Step 2: In the dropdown box under meal contribution, select the appropriate meal component, and then fill in the appropriate meal contribution.**

In this example, you can choose Meat/Meat Alternate and fill in 1.25 ounces as the meal contribution  
**OR** you can choose Grain/Bread and fill in .75 servings

**Step 3: Select the meal contribution you need by checking the Meal Pattern for Children by age group.**

In this example, for Meat/Meat Alternate, you would fill in 1 oz. for 1-2 year olds, 1.5 ounces for 3-5 year olds, and 2 ounces for 6-12 year olds if these were being served at lunch.

If calculating for Grain/Bread, you would fill in .5 servings for 1-2 and 3-5 year olds and 1 serving for 6-12 year olds if these were being served at lunch.

**Step 4: Click on the “Calculate” button. The serving size you need for the product will appear in the box. Remember to round up to the nearest appropriate serving size.**

Age	Minimum Lunch Meal Pattern Requirement	Amount
1-2	1 oz	
3-5	1.5 oz	
6-12	2.0 oz	

### Creditable Foods Activity Notes

Meal Type/Age Group	Reimbursable? Yes, No, Maybe	If No, why?	If creditable, serving size is
 <p style="text-align: center;"><b>Almond Milk</b></p>			
 <p style="text-align: center;"><b>Cereal Bars</b></p>			
 <p style="text-align: center;"><b>Cheddar Cheese Baked Crackers</b></p>			
 <p style="text-align: center;"><b>Chewy Granola Bars</b></p>			
 <p style="text-align: center;"><b>Corn Muffin Mix</b></p>			
 <p style="text-align: center;"><b>Fruit Snacks</b></p>			
 <p style="text-align: center;"><b>Veggie Straws</b></p>			

Meal Type/Age Group	Reimbursable? Yes, No, Maybe	If No, why?	If creditable, serving size is
 <p><b>Pudding</b></p>			
 <p><b>Multigrain Snack Chips</b></p>			
 <p><b>Cheetos</b></p>			
 <p><b>Organic Milk</b></p>			
 <p><b>Pasteurized Prepared Cheese Product</b></p>			
 <p><b>Pasteurized Process Cheese Food</b></p>			
 <p><b>Whole Grain Spaghetti</b></p>			

## Standardized Recipes

Understanding and using standardized recipes is cost effective and assures children will receive correct amounts of food. *Building Blocks for Fun and Healthy Meals* defines a standardized recipe as one that has been tried, adapted, and retried several times – and has been found to produce the same good results and yield every time as long as:

- ✓ the exact procedures are followed
- ✓ the same type of equipment is used
- ✓ the ingredients are the same quality and in the same quantities

A standardized recipe should include:

- ✓ Yield – the number of servings and serving size
- ✓ Ingredients – all the foods necessary to prepare the recipe, including the form (such as fresh, frozen, or canned), other packing ingredients (such as canned in juice or light syrup), and fat content (such as 20% fat ground beef)
- ✓ Correct measures, weights, and/or pack size
- ✓ Step-by-step instructions on how to prepare

The benefits of using standardized recipes include consistent food quality, predictable yield, consistent nutrient content, efficient food purchasing, food cost control, and confidence in food preparation.

For more information on standardized recipes, refer to the following resources:

- *Recipes for Child Care*, USDA, Food and Nutrition Service. Updated. Available at: [www.nfsmi.org/ResourceOverview.aspx?ID=114](http://www.nfsmi.org/ResourceOverview.aspx?ID=114)
- *The Florida Child Care Food Program Cookbook*, Florida Department of Health, Bureau of Childcare Food Programs. Available at: [www.floridahealth.gov/ccfp](http://www.floridahealth.gov/ccfp)
- *Measuring Success with Standardized Recipes*, USDA, Food and Nutrition Service. 2002. Available at: [www.nfsmi.org/ResourceOverview.aspx?ID=88](http://www.nfsmi.org/ResourceOverview.aspx?ID=88)



## Recipe Adjustment

Use the steps below to increase or decrease the number of portions a recipe will make:

**1. Determine the "multiplying factor"**

$$\frac{\text{desired yield}}{\text{original yield}} = \text{multiplying factor}$$

**2. Determine the new quantity of each ingredient  
(repeat this step for each ingredient)**

$$\text{original quantity of ingredient} \times \text{multiplying factor} = \text{new quantity}$$



**EXAMPLE PROBLEM:** Using the Chicken Nuggets recipe (USDA Recipes for Child Care), and the recipe adjustment chart below, increase the number of portions from 25 to 40 for the "menu item" – chicken.

**1. Determine the "multiplying factor."**

$$\frac{40}{\text{desired yield}} \div \frac{25}{\text{original yield}} = \frac{1.6}{\text{multiplying factor}}$$

**2. Determine the new quantity for boneless, skinless chicken.**

\*To convert pounds to ounces, multiply by 16. Example: 3 lbs x 16 = 48 ounces (+7 = 55).

\*To convert ounces to pounds, divide by 16. Example: 88 oz ÷ 16 = 5.5 lbs.

$$\frac{3 \text{ lb, } 7 \text{ oz. (55 oz)}}{\text{original quantity of ingredient}} \times \frac{1.6}{\text{multiplying factor}} = \frac{88 \text{ oz or } 5.5 \text{ lbs}}{\text{new quantity}}$$

\*Repeat this step for each ingredient\*

## How to Use the Food Buying Guide

The ***Food Buying Guide (FBG) for Child Nutrition Programs*** is the main tool for determining how much of a particular food item will be needed to feed the number of children in your center. The FBG is available on the CCFP website at [floridahealth.gov/ccfp/](http://floridahealth.gov/ccfp/). A CD copy of the Food Buying Guide for Child Nutrition Programs is included as a bonus CD in the revised USDA Recipes for Child Care publication which may be ordered from Team Nutrition (see Appendix, Websites and Resources of Interest).

The foods in the guide are listed as individual food items. They are arranged alphabetically within the appropriate food component from the CCFP Meal Pattern. If you are not sure of a food's component group, the complete index at the end of the guide will direct you to the correct page.

Using a six-column format, the yield data tables provide the following information:

1. Food As Purchased, AP	2. Purchase Unit	3. Servings per Purchase Unit, EP	4. Serving Size per Meal Contribution	5. Purchase Units for 100 Servings	6. Additional Information
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- Column 1, **Food As Purchased**, lists individual foods alphabetically by source (for example, ground beef is listed under BEEF along with roast, steaks, etc.).
- Column 2, **Purchase Unit**, shows how the food is packaged for purchasing (usually by pound or by can size).
- Column 3, **Servings per Purchase Unit**, shows the number of servings (1 ounce, ¼ cup, etc.) that the purchase unit will provide.
- Column 4, **Serving Size per Meal Contribution**, describes the serving size and meal component contribution.
- Column 5, **Purchase Units for 100 Servings**, shows the number of purchase units needed for 100 servings.
- Column 6, **Additional Information**, provides other information to help calculate the amount of food you need to purchase and/or prepare.

To assist child care facilities with determining the proper amounts of foods to purchase, Team Nutrition and the National Food Service Management Institute have created the Food Buying Guide Calculator for Child Nutrition Programs at [fbg.nfsmi.org/](http://fbg.nfsmi.org/). Short, self-tutorial videos are available on the site to assist you in learning how to use the calculator.

# Sample Menu Using the Food Buying Guide Calculator

## Lunch Menu

Hamburger patty (made from scratch)

Brown rice

Broccoli

Peaches

Milk

You'll be serving 5 1-2 year olds, 15 3-5 year olds, 5 6-12 year olds, and 5 role-modeling adults. Use the Food Buying Guide Calculator at <http://fbg.nfsmi.org/> to determine how much food to buy.

### Hamburger Patty

1. From home page, click on Meat/Meat Alternates.
2. Select Beef and Beef Products from the Food Categories drop-down menu.
3. Scroll down to Beef, ground, fresh or frozen and click on the type of beef you plan to buy. For this example, we will use no more than 15% fat.
4. You now need to select a serving size. For 1-2 year olds, you will need a 1 oz. portion for lunch. Select 1 oz. from the drop-down box under Serving Size.
5. You are serving 5 1-2 year olds, so type in 5 in the box under Number of Servings.
6. Click on the Add to List button.
7. Your Shopping List will show that you will need to purchase ½ pound of fresh or frozen ground beef with no more than 15% fat to serve 5 1-2 year olds at your facility.
8. You still need to determine the amount to purchase for the 3-5 year-olds, 6-12 year olds, and adults. Click on Add More Items.
9. Repeat steps 1-3 listed above.
10. For 3-5 year olds, you will need a 1.5 oz portion for lunch. Select 1-1/2 oz. from the drop-down box under Serving Size.
11. You are serving 15 3-5 year olds, so type in 15 in the box under Number of Servings.
12. Click on the Add to List button.
13. Your Shopping List will now show that you will need to purchase 2 pounds of fresh or frozen ground beef with no more than 15% fat to serve 15 3-5 year olds at your facility.

14. You still need to determine the amount to purchase for the 6-12 year olds and adults. Click on `Add More Items`.
15. Repeat steps 1-3 listed above.
16. For 6-12 year olds, you will need a 2 oz portion for lunch. Select `2 oz.` from the drop-down box under `Serving Size`.
17. You are serving 5 6-12 year olds, but let's assume for ease of food preparation that the 5 adults are eating the same serving size, so type in `10` in the box under `Number of Servings`.
18. Click on the `Add to List` button.
19. Your `Shopping List` will now show that you will need to purchase 1.75 pounds of fresh or frozen ground beef with no more than 15% fat to serve 5 6-12 year olds and 5 adults at your facility.
20. You can now either click on `Add More Items` if you want all of the foods for this meal on one shopping list or you may `Print List` or `Email List` if you want to have a shopping list for just ground beef.
21. Note: You will need to manually add the ground beef amounts together when you do your actual shopping. In this example, you would add .5 plus 2 plus 1.75 to come up with a total of 4.25 pounds of ground beef to purchase.

Repeat the steps above for each of the other items on the menu – brown rice, broccoli, peaches, and milk.

# Teaching Preschoolers About Healthy Eating Habits



## Happy Mealtimes Grab and Go Lesson

### Using Bridging Activities to Make Mealtimes Special

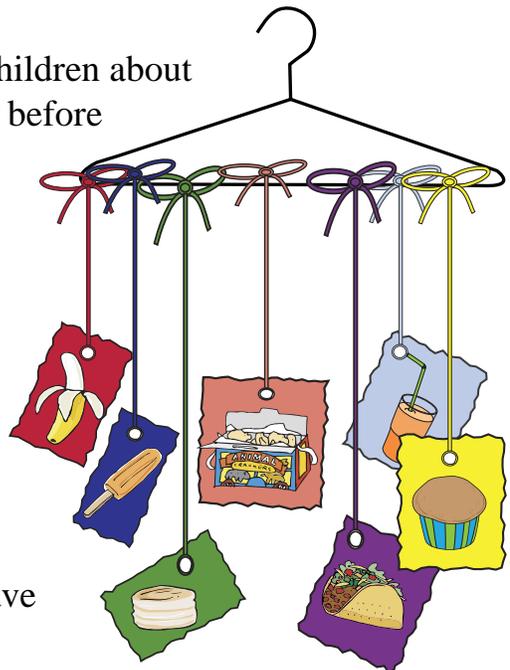
Children need time to calm down after active play and get ready to sit at the table and eat. Transitional activities and projects relating to food, nutrition, and good eating help the children get ready for meals.

#### Arts and Crafts About Good Eating

Use these fun arts and crafts activities to teach children about foods. The activities can be planned for the hour before lunch or snack is served to bridge the time between active play and mealtime.

#### Munching Mobile

Save magazines with beautiful food pictures. Allow children to cut or tear pictures of foods they like from the magazine with adult supervision. Help children tape or paste pictures onto cardboard. Hang the food pictures from a coat hanger to make a Munching Mobile. Plan meals around favorite foods the children have picked.



#### Story Time

Visit your local library to find books with a food growing or eating theme. Look for *The Very Hungry Caterpillar* by Eric Carle, *Cooking Up a Story* by Carol Elaine Catron and Barbra Catron Parks, or some old favorites like *Goldilocks and the Three Bears*, or *Peter Rabbit*. Read a story to give children a quiet transitional time from active play to mealtime, followed by a meal



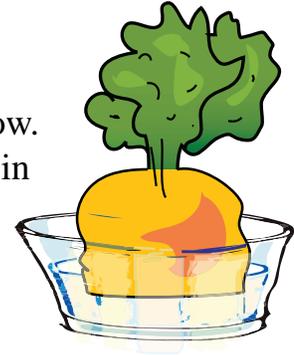
## Happy Mealtimes Grab and Go Lesson

### Using Bridging Activities to Make Mealtimes Special

featuring a food from the story.

#### The Glory of Gardening

Teach children where foods come from and how food plants grow. Learning about growing food is a great way to increase interest in food and eating. Gardens can be as big as an outdoor plot or as simple as sprouting seeds in a plastic bag. Try a few of these special projects.



- Sprout carrot tops in a shallow dish of water.
- Place a damp paper towel in a plastic bag. Add a few lima bean seeds and have the children watch them sprout.
- Plan a potted-plant garden outside or on a windowsill. Ask a local gardener for advice on container-hardy vegetables like tomatoes, green peppers, and herbs that the children can watch grow and then eat.

#### Fun with Foods

Preparing foods is a special treat for children. Plan activities that allow children to help with food preparation.

#### Tasty Toast

Allow children to use cookie cutters to cut special shapes out of toast. Decorate the cut shapes with lowfat toppings like apple butter, jam, and cooked, dried fruits.

#### Cereal Sundae

Have available a variety of cereals, cut fresh fruits, and lowfat yogurt. Encourage children to be creative and artistic as they arrange their cereal sundae in a bowl or small plastic cup.

**Special Note:** Enough food should be placed on the table to allow for the full Child and Adult Care Food Program (CACFP) portion size required for each child to be served.

## Kids in the Kitchen: A Recipe for Learning

Young children can help in the kitchen. By helping in the kitchen, children learn lifelong skills. Listed here are some appropriate tasks for young children. Remember that children develop at their own rate. Plan tasks that your child is able to do.

**Always remember to wash hands with warm water and soap before and after handling food!**

### 2- and 3-year olds

Wash fruits and vegetables  
Clean table tops with a sponge  
Tear lettuce  
Put bread in the toaster  
Place things in the trash

### 3- and 4-year olds

Open packages  
Knead and shape dough  
Pat refrigerator biscuits into crust  
Pour milk, juice, and water into sturdy glasses  
Make sandwiches  
Toss salads with wooden spoon or clean hands  
Beat eggs with a fork or whisk in a large bowl  
Wrap foil around potatoes for baking  
Mash potatoes

Children learn best when they are busy and interested in what they are doing. When kids have the opportunity to help in the kitchen, they develop a sense of pride. They also learn:

- √ Reading skills – as recipes are read, followed, and prepared
- √ Math skills – through counting, measuring, and following step-by-step directions
- √ Science skills – as food changes during cooking, and they learn about hot and cold, dissolving, melting, and freezing
- √ Thinking skills – as they compare and make relationships in food preparation. For example, they learn about proportion when they double the ingredients in a recipe and get double the cookies!
- √ Social skills – as children work together, take turns, and solve problems. They also learn about other cultures as they prepare foods from various cultural groups.
- √ Health skills – as they see what goes into the food they eat and learn to make better decisions about nutrition

### 5-year olds

Measure and mix ingredients  
Make cakes and cookies using baking mixes  
Use a hand mixer with close supervision  
Grate cheese or carrots  
Set and clear the table  
Load the dishwasher



**Cook together. Eat together. Talk together. Make mealtime a family time.**

# FARM TO PRESCHOOL

## Local Food and Learning in Early Child Care and Education Settings



\* \* \* \* \*

**FARM TO SCHOOL** isn't just for K-12 institutions; an increasing number of early child care and education providers are engaging in farm to preschool activities. The term "farm to preschool" encompasses efforts to serve local or regionally produced foods in early child care and education settings; provide hands-on learning activities such as gardening, farm visits, and culinary activities; and integrate food-related education into the curriculum.

### Why Farm to Preschool?

Serving local foods and offering related hands-on activities can increase children's willingness to try new foods. In fact, farm to preschool is recognized by the Centers for Disease Control and Prevention as an opportunity to increase access to healthy environments for improved early eating habits and obesity prevention in early care and education. With daily opportunities to serve local products through the Child and Adult Care Food Program (CACFP), farm to preschool benefits local and regional farmers, ranchers, and fisherman, as well as food processors, manufacturers, and distributors by providing another market for their products.

### Buying Local in the Child and Adult Care Food Program

#### Institution versus facility

When buying food for CACFP, the federal procurement rules differ for "institutions" versus "facilities." "Institutions" must follow federal procurement rules; whereas "facilities" do not enter into a direct agreement with a state agency and thus are not required to follow federal procurement regulations. If unsure whether your program operates as an institution or a facility, check with your administering state agency.

#### What is the Child and Adult Care Food Program?

The Child and Adult Care Food Program is a federally-funded program that provides aid to child care institutions and facilities for the provision of nutritious meals and snacks that contribute to the wellness, healthy growth, and development of young children.

#### Sourcing local foods

Local foods span the entire meal tray, from produce to dairy, grains, meat, eggs, and beans. CACFP providers can define "local" however they choose. Definitions vary widely depending on the unique geography and climate, as well as the abundance of local food producers, in the region. CACFP operators can find local products through the same sources that K-12 schools use to source locally: directly from producers, or through food hubs, distributors or a food service management company. In many preschool settings, purchasing volumes are small, opening the door to purchasing seasonally from farmers' markets, community supported agriculture programs, or local producers that may not have the volume to meet the needs of a typical school district. Preschools may also be able to grow enough in a garden to meet some of their food needs.



## Tips for Growing Your Program

### Start small

Special events are a great way to start serving local foods. Consider starting with one local item each month and grow from there. Create a monthly newsletter to celebrate the harvest and share with children, parents, and caregivers.

### Tap into parents

With robust parental involvement during the early child care years, tap into parents to help model healthy eating at meal time, lead an activity, or organize a garden to enhance your farm to preschool program.

### Invest in an edible garden

CACFP funds can be used to purchase items for gardens such as seeds, fertilizer, watering cans, rakes, and more as long as the produce grown in the garden will be used as part of the reimbursable meal and for nutrition education activities. Centers using garden produce in their CACFP reimbursable meals should document the weight and/or volume of the produce.

### Dig into menu planning

Find out what grows in your region and allow flexibility in the regular menu cycle to spotlight seasonal items and incorporate them into healthy recipes. When you serve local foods, be sure to highlight them on your menu for parents to see! Reach out to your local cooperative extension agency or department of agriculture for help with synching your menu with seasonal availability.

## Learn More

We're here to help! The USDA Farm to School Program is operated by the Department's Food and Nutrition Service (FNS). Visit USDA's Farm to Preschool page to learn more about farm to preschool policies and FNS and partner resources that will help you bring the farm to preschool: <http://www.fns.usda.gov/farmtoschool/farm-preschool>.

The National Farm to School Network (NFSN) supports the work of local farm to preschool programs all over the country by providing free training and technical assistance, information services, networking, and support for policy, media and marketing activities. NFSN's Farm to Preschool page features facts sheets and links to farm to preschool e-news and archives. <http://www.farmtopreschool.org/>.

For federal procurement regulations and guidance on local purchasing and allowable costs in CACFP, check out the following resources:

- CACFP Financial Management Instruction ([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))
- CACFP Policy Memo 11-2015 Local Foods in the Child and Adult Care Food Program with Questions and Answers ([http://www.fns.usda.gov/sites/default/files/f2s/CACFP11\\_2015\\_Local%20Foods%20in%20CACFP\\_03%2013%202015.pdf](http://www.fns.usda.gov/sites/default/files/f2s/CACFP11_2015_Local%20Foods%20in%20CACFP_03%2013%202015.pdf))
- USDA's guide, Procuring Local Foods for Child Nutrition Programs ([www.fns.usda.gov/sites/default/files/F2S\\_Procuring\\_Local\\_Foods\\_Child\\_Nutrition\\_Prog\\_Guide.pdf](http://www.fns.usda.gov/sites/default/files/F2S_Procuring_Local_Foods_Child_Nutrition_Prog_Guide.pdf))

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For more information, and to sign up to receive USDA's bi-weekly Farm to School E-letter, please visit [www.fns.usda.gov/farmtoschool](http://www.fns.usda.gov/farmtoschool). Questions? Email us at [farmtoschool@fns.usda.gov](mailto:farmtoschool@fns.usda.gov).

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## Gardening for Child Care Providers

Gardens give children a chance to try fresh fruits and vegetables and learn where food comes from. Kids who learn to love gardening at an early age grow into adults with a passion for plants and respect for the environment.

Gardens allow children:

- To be active and engaged in learning
- To build on prior learning and experiences with their environment
- To develop a relationship with nature
- To explore at their own pace

Gardens can be as small as a container garden in a window or as large as a school habitat. If you are new to gardening with preschoolers, start small and then expand as your confidence and experience increases.



### Tips for container gardening

- ✓ Get enough containers with drainage holes for each child. Suitable containers can be: milk cartons or jugs; paper, plastic or styrofoam cups; egg cartons; yogurt cups; coffee cans; flour or sugar sacks.
- ✓ Fill each container with high-quality, well-drained potting soil.
- ✓ Add plant seeds. Sweet peas grow fast, smell nice, and are a good choice for a first gardening experience.
- ✓ Cover seeds lightly with more potting soil. Water.
- ✓ Place containers near a window to get enough light.
- ✓ Make sure the containers do not dry out by watering regularly.
- ✓ If you choose to grow climbing plants like tomatoes or cucumbers, provide support as the vines grow. Paint stirrers make good stakes.

### Tips for outdoor gardens

- ✓ Involve kids in all stages that are reasonable for their age. Work in small groups of 2 or 3 so each child is engaged and actively involved. Hands-on activities like collecting, touching, tasting, and smelling help them learn through discovery.
- ✓ Spend time preparing the soil. Most garden work can be completed with a child-sized trowel if the soil is well-prepared.
- ✓ Practice sun safety. Make sure kids use sunscreen, wear a hat, and have plenty of water to drink.
- ✓ Teach kids proper gardening behavior. They should not eat anything before asking an adult.
- ✓ Don't use pesticides or other chemicals in the garden. Be sure to check about chemicals in potting soil or seeds.
- ✓ Plant for immediate and delayed gratification. Plant both seeds and potted plants.
- ✓ Don't worry about the garden's appearance. Children will still learn from the experience and think the garden is beautiful.



Easy food plants to grow in preschool/daycare settings:

- ✓ Lettuce
- ✓ Radishes
- ✓ Snow peas
- ✓ Cherry tomatoes
- ✓ Carrots
- ✓ Potatoes
- ✓ Bush beans
- ✓ Pumpkins

Other garden ideas:

- ✓ For scent, try lemon balm, rosemary, or mint.
- ✓ Plant some edible flowers, like pansies, nasturtiums, or sunflowers
- ✓ Try planting theme gardens such as:
  - Pizza garden – tomatoes, onions, green peppers, basil, oregano
  - Stone soup garden – onions, carrots, peppers, parsnips, beans, potatoes, corn
  - Bean teepees – bamboo poles, bean or sweet pea vine

### Helpful Resources

- ✓ Grow It, Try It, Like It! Preschool Fun with Fruits and Vegetables  
[www.fns.usda.gov/tn/grow-it-try-it-it](http://www.fns.usda.gov/tn/grow-it-try-it-it)
- ✓ Team Nutrition Preschool/Child Care Garden Resources  
<http://healthymeals.nal.usda.gov/resource-library/school-and-preschool-gardens/preschool-child-care-garden-resources>
- ✓ Growing a Green Generation: A curriculum of gardening activities for preschool and kindergarten children: <http://chhs.unh.edu/csdc/growing-green-generation>
- ✓ Gardening with Children: [www.nfsmi.org/documentlibraryfiles/PDF/20100401102951.pdf](http://www.nfsmi.org/documentlibraryfiles/PDF/20100401102951.pdf)
- ✓ Along the Garden Path: [www.nfsmi.org/documentlibraryfiles/PDF/20110506011341.pdf](http://www.nfsmi.org/documentlibraryfiles/PDF/20110506011341.pdf)
- ✓ Plant an Indoor Garden: [www.nfsmi.org/documentlibraryfiles/PDF/20080829103926.pdf](http://www.nfsmi.org/documentlibraryfiles/PDF/20080829103926.pdf)
- ✓ How Does Your Garden Grow?  
[www.nfsmi.org/documentlibraryfiles/PDF/20131105115426.pdf](http://www.nfsmi.org/documentlibraryfiles/PDF/20131105115426.pdf)
- ✓ 10 Children's Books About Gardening  
<http://delightfulchildrensbooks.com/2011/05/30/gardening/>
- ✓ [www.kidsgardening.org](http://www.kidsgardening.org)



**“Getting dirty is an integral part of growing up...”**

**Anonymous**

# Appendix: CCFP Meal Pattern Requirements for Children



## Child Care Food Program Meal Pattern for Children

A significant goal of the Child Care Food Program (CCFP) is to safely serve nutritious meals and snacks that meet program meal pattern requirements and are appetizing to children. To help achieve this goal, there are several policies regarding meals that child care providers must meet when participating in the CCFP.

**Child care providers must ensure that each meal served to children contains, at a minimum, each of the food components in the amounts indicated for the appropriate age group as stated in the CCFP Meal Pattern for Children.**

Child Meal Pattern Food Components:		Age Group and Serving Size:		
		1 and 2 year olds:	3 – 5 year olds:	6 – 12 <sup>1</sup> year olds:
<b>Breakfast (3 components)</b>	<b>Milk<sup>11</sup></b> Fluid milk	1/2 cup	3/4 cup	1 cup
	<b>Vegetables and Fruits<sup>10</sup></b> Vegetable(s) and/or fruit(s) or Full-strength vegetable or fruit juice <sup>2</sup>	1/4 cup 1/4 cup	1/2 cup 1/2 cup	1/2 cup 1/2 cup
	<b>Grains/Breads<sup>3, 10</sup></b> Bread or Cornbread, biscuits, rolls, muffins, etc. or Cold dry cereal <sup>4</sup> or Cooked cereal grains or Cooked pasta or noodle products	1/2 slice 1/2 serving 1/4 cup or 1/3 oz. 1/4 cup 1/4 cup	1/2 slice 1/2 serving 1/3 cup or 1/2 oz. 1/4 cup 1/4 cup	1 slice 1 serving 3/4 cup or 1 oz. 1/2 cup 1/2 cup
<b>Lunch/Supper (4 components – 5 items)</b>	<b>Milk<sup>11</sup></b> Fluid milk	1/2 cup	3/4 cup	1 cup
	<b>Vegetables and Fruits<sup>8, 10</sup></b> Vegetable(s) and/or fruit(s), <b>2 or more</b>	1/4 cup total	1/2 cup total	3/4 cup total
	<b>Grains/Breads<sup>3, 10</sup></b> Bread or Cornbread, biscuits, rolls, muffins, etc. or Cooked pasta or noodle products or Cooked cereal grains	1/2 slice 1/2 serving 1/4 cup 1/4 cup	1/2 slice 1/2 serving 1/4 cup 1/4 cup	1 slice 1 serving 1/2 cup 1/2 cup
	<b>Meat and Meat Alternates<sup>10</sup></b> Lean meat or poultry or fish <sup>5</sup> or Alternate protein products <sup>6</sup> or Cheese or Egg (large) or Cooked dry beans or peas or Peanut butter or soynut butter or other nut/seed butters or Peanuts or soynuts or tree nuts or seeds <sup>9</sup> or Yogurt, plain or flavored, unsweetened or sweetened	1 oz. 1 oz. 1 oz. 1/2 egg 1/4 cup  2 Tbsp. 1/2 oz. = 50% 4 oz. or 1/2 cup	1 1/2 oz. 1 1/2 oz. 1 1/2 oz. 3/4 egg 3/8 cup  3 Tbsp. 3/4 oz. = 50% 6 oz. or 3/4 cup	2 oz. 2 oz. 2 oz. 1 egg 1/2 cup  4 Tbsp. 1 oz. = 50% 8 oz. or 1 cup

**Note:** Milk must be served with each breakfast, lunch and supper meal. Between a child's first and second birthday, serving whole milk is strongly recommended. After the child's second birthday, it is required that lowfat or fat-free milk be served. To encourage adequate calcium intake, lowfat flavored milk can be served.

Conversions:

1/2 cup = 4 fl. oz.  
3/4 cup = 6 fl. oz.  
1 cup = 8 fl. oz.

1 pint = 2 cups  
1 quart = 2 pints = 4 cups  
1 gallon = 4 quarts = 16 cups

## CCFP Meal Pattern for Children *(continued)*

Child Meal Pattern Food Components:		Age Group and Serving Size:		
		1 and 2 year olds:	3 – 5 year olds:	6 – 12 <sup>1</sup> year olds:
<b>Snack<sup>7</sup></b> <b>(Select 2 different components)</b>	<b>Milk<sup>11</sup></b>			
	Fluid milk	1/2 cup	1/2 cup	1 cup
	<b>Vegetables and Fruits<sup>10</sup></b>			
	Vegetable(s) and/or fruit(s) or Full-strength vegetable or fruit juice <sup>2</sup>	1/2 cup 1/2 cup	1/2 cup 1/2 cup	3/4 cup 3/4 cup
	<b>Grains/Breads<sup>3, 10</sup></b>			
Bread or Cornbread, biscuits, rolls, muffins, etc. or Cold dry cereal <sup>4</sup> or Cooked cereal grains or Cooked pasta or noodle products	1/2 slice 1/2 serving 1/4 cup or 1/3 oz. 1/4 cup 1/4 cup	1/2 slice 1/2 serving 1/3 cup or 1/2 oz. 1/4 cup 1/4 cup	1 slice 1 serving 3/4 cup or 1 oz. 1/2 cup 1/2 cup	
	<b>Meat and Meat Alternates<sup>10</sup></b>			
Lean meat or poultry or fish <sup>5</sup> or Alternate protein products <sup>6</sup> or Cheese or Egg (large) or Cooked dry beans or peas or Peanut butter or soynut butter or other nut or seed butters or Peanuts or soynuts or tree nuts or seeds or Yogurt, plain or flavored, unsweetened or sweetened	1/2 oz. 1/2 oz. 1/2 oz. 1/2 egg 1/8 cup  1 Tbsp. 1/2 oz.  2 oz. or 1/4 cup	1/2 oz. 1/2 oz. 1/2 oz. 1/2 egg 1/8 cup  1 Tbsp. 1/2 oz.  2 oz. or 1/4 cup	1 oz. 1 oz. 1 oz. 1/2 egg 1/4 cup  2 Tbsp. 1 oz.  4 oz. or 1/2 cup	

1. Children ages 13 through 18 must be served minimum or larger portion sizes as specified for children ages 6-12.
2. Vegetable or fruit juice must be full-strength, pasteurized and 100% juice. Unless orange or grapefruit juice, it must also be fortified with 100% or more of Vitamin C.
3. Bread, pasta or noodle products, and cereal grains, must be whole grain or enriched; cornbread, biscuits, rolls, muffins, etc., must be made with whole grain or enriched meal or flour; cereal must be whole grain or enriched or fortified. Prepackaged grain/bread products must have enriched flour or meal or whole grain as the first ingredient.
4. Cold dry cereal can be measured by volume (cup) or weight (ounces) whichever is less.
5. The serving size for lean meat, poultry or fish is the edible portion as served.
6. Alternate protein products must be equal to at least 80% of the protein quality of milk (casein) determined by the Protein Digestibility Corrected Amino Acid Score (PDCAAS) and must contain at least 18% protein by weight when fully hydrated or formulated.
7. At snack, select at least two different food components. Juice must not be served when milk is served as the only other component.
8. At lunch and supper, serve two or more kinds of vegetables(s) and/or fruit(s) or a combination of both. Full-strength vegetable or fruit juice must not be counted to meet more than one-half of this requirement.
9. At lunch and supper, no more than 50% of the meat/meat alternate requirement can be met with nuts or seeds. Nuts or seeds must be combined with another meat/meat alternate to fulfill the requirement. For purpose of determining combinations, 1 ounce of nuts or seeds is equal to 1 ounce of cooked lean meat, poultry, or fish.
10. Servings can be an equal amount of any combination of this component. Note: Less than 1/8 cup of fruit or vegetables is not creditable.
11. After the child's first birthday and prior to the second birthday, serving whole milk is strongly recommended. After the child's second birthday, it is required that lowfat or fat free milk be served.

## CCFP Meal Pattern for Children Guidelines to Follow

Child care providers must ensure quality meals are served to children and that nutrition education is encouraged.

### **Fluid Milk:**

- After the child's first birthday and prior to the second birthday, serving whole milk is strongly recommended.
- After the child's second birthday, lowfat (1%) or fat-free milk must be served.

### **Vegetable or fruit or juice:**

- Vegetable or fruit juice must be full-strength, pasteurized, and 100% juice. Unless orange or grapefruit juice, it must also be fortified with 100% or more of Vitamin C.
- Fruit juice should not be served more than once a day.
- Fresh, frozen, or canned vegetables and/or fruits should be served at least twice a week on the breakfast menu and twice a week on the snack menu.  
Please note: For those centers that claim two snacks and one meal, instead of two meals and one snack, fresh, frozen, or canned vegetables and/or fruits should be served at least twice a week *at each* snack time.
- Good vitamin A sources from vegetables and fruits should be served a minimum of two times a week.
- Good vitamin C sources from vegetables and fruits or fruit juice should be served daily.
- Less than 1/8 cup of vegetables and fruits may not be counted to meet the vegetable/fruit component.

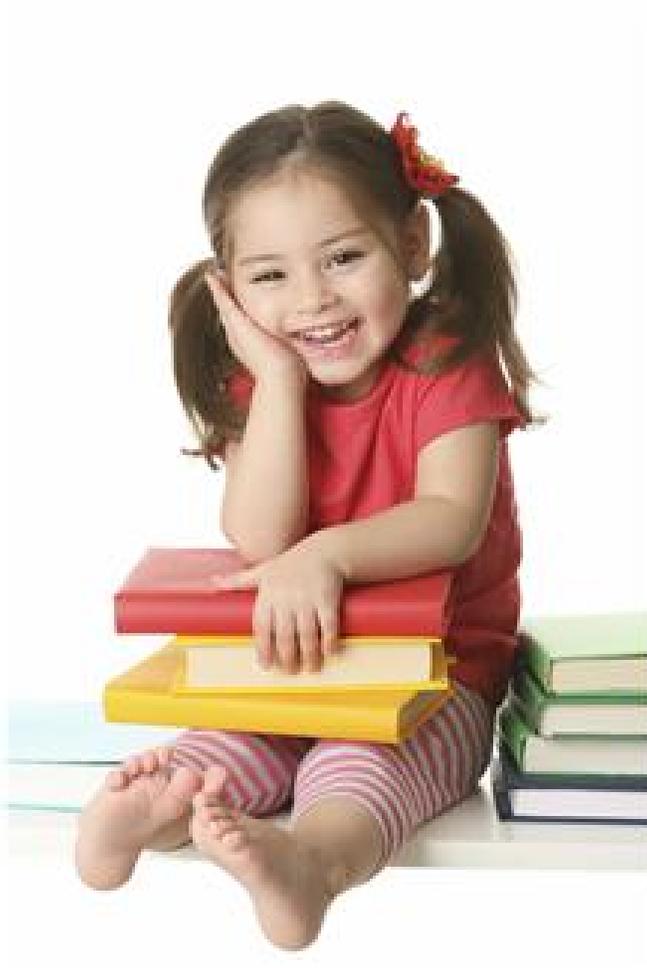
### **Grains/breads:**

- Grain/bread food must be whole grain, enriched, or made from whole grain or enriched meal or flour. Bran and germ are counted as enriched or whole-grain meals or flours. Cornmeal, corn flour, and corn grits must be designated as whole or enriched to be creditable.
- Only ready-to-eat breakfast cereals containing 10 grams of sugar or less per serving as stated on the Nutrition Facts label should be served.
- Sweet grain/bread foods must be whole grain or made with enriched flour or meal and may be credited as a bread serving at breakfast and snack only. Prepackaged grain/bread products must have enriched flour or meal or whole grains as the first ingredient listed on the package.
- Sweet grain/bread items should not be served more than two times a week at breakfast and two times a week at snack and should not exceed four sweet items per week.

### **Meat or meat alternate:**

- Commercially processed combination foods (convenience entrees – frozen or canned) must have a CN label or manufacturer's analysis sheet stating the food component contribution to the meal pattern.
- A serving of cooked dry beans or peas may count as a vegetable or as a meat alternate, but not as both components in the same meal.

# Resources



## **Websites and Resources of Interest**

1. **Culinary Techniques for Healthy School Meals** (2009), Institute of Child Nutrition.  
[www.nfsmi.org/ResourceOverview.aspx?ID=266](http://www.nfsmi.org/ResourceOverview.aspx?ID=266)
2. **Florida Department of Health-Child Care Food Program-Nutrition and Menu Planning**  
[www.floridahealth.gov/healthy-people-and-families/child-care-food-program/nutrition/index.html](http://www.floridahealth.gov/healthy-people-and-families/child-care-food-program/nutrition/index.html)
3. **Food Buying Guide Calculator for Child Nutrition Programs** (2010), USDA, Food and Nutrition Service and Institute of Child Nutrition.  
<http://fbg.nfsmi.org>
4. **Food Buying Guide for Child Nutrition Programs** (2008), USDA, Food and Nutrition Service.  
[www.fns.usda.gov/tn/food-buying-guide-for-child-nutrition-programs](http://www.fns.usda.gov/tn/food-buying-guide-for-child-nutrition-programs)
5. **Food Purchasing for Child Care Centers** (2005), Institute of Child Nutrition.  
<http://nfsmi.org/ResourceOverview.aspx?ID=70>
6. **Happy Mealtimes for Healthy Kids, 2<sup>nd</sup> edition** (2011), Institute of Child Nutrition.  
[www.nfsmi.org/ResourceOverview.aspx?ID=83](http://www.nfsmi.org/ResourceOverview.aspx?ID=83)
7. **Healthy Cuisine for Kids** (2011), Institute of Child Nutrition.  
[www.nfsmi.org/ResourceOverview.aspx?ID=84](http://www.nfsmi.org/ResourceOverview.aspx?ID=84)
8. **Measuring Success with Standardized Recipes** (2002), Institute of Child Nutrition.  
[www.nfsmi.org/ResourceOverview.aspx?ID=88](http://www.nfsmi.org/ResourceOverview.aspx?ID=88)
9. **USDA Recipes for Child Care** (2014), USDA, Food and Nutrition Service and Institute of Child Nutrition.  
[www.nfsmi.org/ResourceOverview.aspx?ID=114](http://www.nfsmi.org/ResourceOverview.aspx?ID=114)
10. **Family Style Dining Videos**, Environments.  
[www.environments.com/community/landing.aspx?campaignid=1994](http://www.environments.com/community/landing.aspx?campaignid=1994)
11. **Making Health Easier: Healthy Changes Start in Preschool video**, Centers for Disease Control and Prevention.  
[www.cdc.gov/cdctv/lifestagesandpopulations/child-obesity.html](http://www.cdc.gov/cdctv/lifestagesandpopulations/child-obesity.html)
12. **Using Gardens to Educate Preschoolers video**, Georgia Organics.  
<https://vimeo.com/75747119>

## **Other References and Resources**

***A Dozen Ways to be Healthy: Preschool Lesson Plans for the Child Care Food Program***, Florida Department of Health, Bureau of Child Care Food Programs, [www.floridahealth.gov/healthy-people-and-families/child-care-food-program/nutrition/preschool-lesson-plans.html](http://www.floridahealth.gov/healthy-people-and-families/child-care-food-program/nutrition/preschool-lesson-plans.html)

***Academy of Nutrition and Dietetics Complete Food and Nutrition Guide, 3<sup>rd</sup> edition***, Roberta Lawson Duyff, John Wiley and Sons, Inc., NJ. 2006.

***CARE Connection Nutrition Education Webinars*** (2009), Institute of Child Nutrition, [www.nfsmi.org/ResourceOverview.aspx?ID=282](http://www.nfsmi.org/ResourceOverview.aspx?ID=282).

***Caring for Our Children: National Health and Safety Performance Standards, Guidelines for Early Care and Education, 3<sup>rd</sup> edition*** (2011), National Resource Center for Health and Safety in Child Care and Early Education, <http://cfoc.nrckids.org>

***Creating and Maintaining a Wellness Environment in Child Care Centers Participating in the CACFP*** (2010), Institute of Child Nutrition, [www.nfsmi.org/documentlibraryfiles/PDF/20110126034352.pdf](http://www.nfsmi.org/documentlibraryfiles/PDF/20110126034352.pdf)

***Early Childhood Obesity Prevention Policies*** (2011), Institute of Medicine, [www.iom.edu/Reports/2011/Early-Childhood-Obesity-Prevention-Policies.aspx](http://www.iom.edu/Reports/2011/Early-Childhood-Obesity-Prevention-Policies.aspx)

***Fruits & Veggies – More Matters™***, [www.Fruitsandveggiesmorematters.org/](http://www.Fruitsandveggiesmorematters.org/)

***Grow It, Try It, Like It*** (2013), USDA, Food and Nutrition Service, [www.fns.usda.gov/tn/grow-it-try-it-it](http://www.fns.usda.gov/tn/grow-it-try-it-it)

***How to Teach Nutrition to Kids, 4<sup>th</sup> edition***, Connie Liakos Evers, 24 Carrot Press, Portland, OR, 2012.

***Let's Move! Child Care***, Nemours Foundation, <http://healthykidshealthyfuture.org>

***My Plate for Preschoolers***, Center for Nutrition Policy and Promotion, United States Department of Agriculture, [www.choosemyplate.gov/preschoolers.html](http://www.choosemyplate.gov/preschoolers.html)

***Nasco Food Replicas***, [www.enasco.com/nutrition](http://www.enasco.com/nutrition)

***Nibbles for Health: Nutrition Newsletters for Parents of Young Children*** (2009), USDA, [www.fns.usda.gov/tn/nibbles-health-nutrition-newsletters-parents-young-children](http://www.fns.usda.gov/tn/nibbles-health-nutrition-newsletters-parents-young-children)

***Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program*** (2015), Food and Nutrition Service, United States Department of Agriculture and Administration for Children and Families, Centers for Disease Control and Prevention, and Health Resources and Services Administration, Department of Health and Human Services, [www.fns.usda.gov/tn/nutrition-and-wellness-tips-young-children-provider-handbook-child-and-adult-care-food-program](http://www.fns.usda.gov/tn/nutrition-and-wellness-tips-young-children-provider-handbook-child-and-adult-care-food-program)

***Procedure Manual for Independent Child Care Centers*** (July 2008), Florida Department of Health, Bureau of Child Care Food Programs.

***The Two-Bite Club*** (2009), USDA, Food and Nutrition Service, [www.fns.usda.gov/tn/two-bite-club](http://www.fns.usda.gov/tn/two-bite-club)

## Answer Key

### **Special Needs Meals Scenarios Page 56**

1. Both a. and b. are correct (almond milk is not creditable without a medical statement). You'll need to have a letter from the parent on file stating that she wants her child to drink either lactose-free/reduced milk or an approved soy milk in place of cow's milk. A medical statement/doctor's note is not required.

2. c. A citrus allergy is generally not considered life-threatening and therefore classified as a special dietary condition. It is easy to offer other fruit (such as pears or bananas) in place of citrus – but be sure to follow what is written on the medical statement.

3. c. Diabetes is considered a disability. Child care providers are *required* to provide special meals to children with disabilities. Be sure to follow what is written on the medical statement.

4. a. Yes. Ask the parent to supply a note stating what meat/meat alternate (such as peanut butter, chicken, or cottage cheese) they would like to be served in place of pork.

### **Are These Foods Creditable? Pages 68-69**

Food	Creditable?	Why?
Almond Milk	Maybe	Only creditable with a medical statement.
Cereal Bars	Yes	If first ingredient is whole/enriched grain.
Cheddar Cheese Baked Crackers	Yes	If first ingredient is whole/enriched grain.
Chewy Granola Bars	Yes	If first ingredient is whole/enriched grain.
Corn Muffin Mix	Yes	If first ingredient is whole/enriched grain.
Fruit Snacks	Maybe	Only if a Product Formulation Statement is on file.
Veggie Straws	No	Fruit/vegetable chips (or straws, puffs) are not creditable.
Pudding	No	Pudding is not creditable as fluid milk.
Multigrain Snack Chips	Yes	Considered a tortilla chip, creditable if first ingredient is whole/enriched grain.
Cheetos (and Doritos)	No	Not considered a plain tortilla chip
Organic Milk	Yes	Organic milk is creditable. Whole milk is only creditable for 1 year olds.
Pasteurized Prepared Cheese Product	No	Cheese "products" are not creditable
Pasteurized Process Cheese Food	Yes	Cheese "foods" are creditable. 2 oz of cheese food credits as 1 oz meat/meat alternate.
Whole Grain Spaghetti	Yes	



**Florida Department of Health  
Bureau of Child Care Food Programs  
4052 Bald Cypress Way, Bin #A-17  
Tallahassee, Florida 32399-1727  
Phone: 850-245-4323  
Fax: 850-414-1622**

**Web site: [floridahealth.gov/ccfp](http://floridahealth.gov/ccfp)**