

Creating a Healthy Nutrition Environment for Children in the Child Care Food Program



**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/

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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.



Let's Move! Child Care Goals	
Physical Activity	Provide 1-2 hours of physical activity throughout the day, including outside play when possible.
Screen Time	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.
Food	Try to serve fruits or vegetables at every meal. Eat meals family-style whenever possible. Avoid serving fried foods.
Beverages	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.
Infant Feeding	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

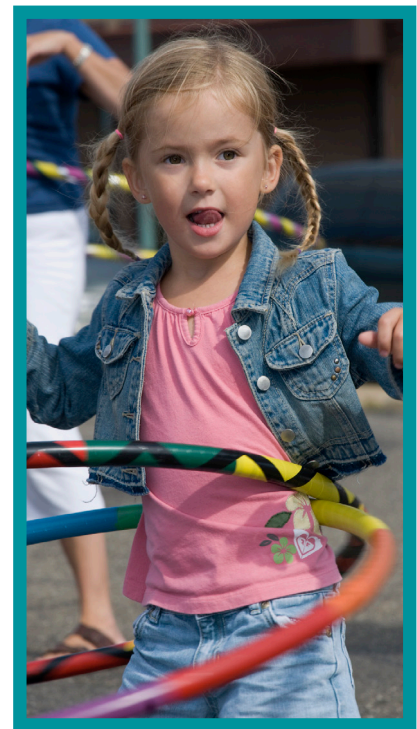
CARE Connection: Infant Feeding has multiple resources for child care providers to meet the nutritional needs of infants.

<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>



NAP SACC Self-Assessment Instruction Sheet

Purpose: To guide providers through the NAP SACC self-assessment by clarifying questions and providing a term glossary.

General Instructions: When completing this instrument, it is important to honestly assess your facility's environment so that your NAP SACC consultant can help you set and meet goals to improve the nutrition and physical activity environment, policies and practices. When answering the questions, keep in mind what your facility does a majority of the time as your practices may fall into more than one category. Be sure to involve any key staff members that may help in answering questions.

Section 1: Nutrition

- Fruit includes all fruits, applesauce, and dried fruit. This does not include 100% fruit juice.
- Vegetables include all vegetables and potatoes, unless they are fried. This does not include beans like pinto and baked beans.
- Weekly menus that include a combination of both new and familiar foods refers to offering new foods at the center by cooking a familiar food in a new way or offering a new kind of food all together alongside familiar foods you know the children enjoy.
- Cultural foods are foods from different countries that may not be familiar to the children. This may include, but not limited to: Chinese, Vietnamese, Mediterranean, Spanish, Caribbean, Polish, or French, etc.
- Determination of hunger and fullness when children request seconds or eat less than half of a meal refers to the ability of staff to help children listen to their body before throwing away food or requesting seconds. "Are you full? or Are you still hungry?" are **NOT** hunger/fullness prompts by staff, but prompting the children to listen and feel their bellies are.
- Staff nutrition education and training may include general information related to infant, toddler, or preschooler nutrition, introduction to a new nutrition curriculum, healthy meal/menu planning, etc. This does not include training on food program guidelines or food safety/sanitation.
- Nutrition education for parents refers to things such as workshops, activities, take home materials, and health fairs that provide families with information on healthy eating or cooking.
- A written policy on nutrition and food service that covers most of the above topics refers to a policy that focuses on serving healthy foods and mentions the NAP SACC key areas including:
 - *Fruits and Vegetables*
 - *Meat, Fats, & Grains*
 - *Beverages*
 - *Menus and Variety*
 - *Feeding Practices*
 - *Foods Offered outside of Regular Meals and Snacks*
 - *Supporting Healthy Eating*
 - *Nutrition Education for Staff, Children, and Parents*

Section 2: Physical Activity

- Active play time is described as indoor or outdoor play time, which allows children to be able to run, skip, hop, jump, etc. This type of play time does not have any limitations.
- Teacher-led physical activity refers to an activity that is led by the teacher, promotes active movements and is designed so all young children are **active participants**.
- Withholding active play time for misbehavior is defined as making a child sit inside or outside for an extended period of time or shortening active play time for the entire class. It is not defined by short time-outs.
- Staff physical activity education and training includes education on specific areas related to physical activity such as ways to reduce sedentary time while at child care, ways to increase movement throughout the day, what are developmentally appropriate gross motor activities, etc.
- Physical activity education for children should include motor skill development.
- A written policy on physical activity that covers most of the above topics refers to a policy that focuses on increasing physical activity at child care and mentions the NAP SACC key areas including:
 - Active Play and Inactive Time
 - Play Environment
 - Supporting Physical Activity
 - Physical activity Education for Staff, children, and Parents
 - Physical Activity Policy

Term Glossary

Canned in juice: Canned without additional sugars such as light and heavy syrups.

Prefried: Often frozen chicken nuggets, fish sticks, French fries and tator tots were fried before processing. Even if you bake these items before serving they have extra fat due to frying.

Cycle menu: This means that the same foods are used over again during the next cycle. For example if you are using a 1-week cycle snack menu that means that the children receive the same thing for snack every Monday.

Celebrations: These include all events hosted by the facility, for example birthdays, holiday parties (Halloween, Valentines's Day, etc), Family Fun Day, etc.

Fundraising: Anything that is done to raise money for the facility or for the children.

Family style eating: Food is placed in bowls on the table and children are allowed to serve themselves.

Informal education: Discussion with the children by teachers that is not part of a formal lesson. This may include talk about that day's lunch and how it is good for the body or talk on the playground about how running builds strong muscles.

Standardized curriculum: This can be a pre-existing curriculum such as Color Me Healthy or I Moving I Am Learning or it can be lessons put together by the teacher. Formal nutrition and physical activity education would be part of the lesson plan.



Nutrition and Physical Activity Self-Assessment for Child Care

Your Name: _____ Date: _____

Child Care Facility Name: _____

Please read each statement or question carefully and check the response that best fits your child care facility. Refer to the instruction sheet for clarification of question, examples, and definitions.

SECTION I: NUTRITION

(N1) Fruits and Vegetables

A. Fruit (not juice) is offered:	<input type="checkbox"/> 3 times per week or less	<input type="checkbox"/> 4 times per week	<input type="checkbox"/> 1 time per day	<input type="checkbox"/> 2 or more times per day
B. Fruit is offered canned in own juice (no syrups), fresh, or frozen:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time
C. Vegetables (not including French fries, tater tots, hash browns, or dried beans) are offered:	<input type="checkbox"/> 2 times per week or less	<input type="checkbox"/> 3-4 times per week	<input type="checkbox"/> 1 time per day	<input type="checkbox"/> 2 or more times per day
D. Vegetables, other than potatoes, corn, and green beans, are offered:	<input type="checkbox"/> Less than 1 time per week	<input type="checkbox"/> 1-2 times per week	<input type="checkbox"/> 3-4 times per week	<input type="checkbox"/> 1 or more times per day
E. Cooked vegetables are prepared with added meat fat, margarine or butter:	<input type="checkbox"/> All of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Rarely or never

(N2) Meats, Fats, and Grains

A. Fried or pre-fried potatoes (French fries, tater tots, hash browns) are offered:	<input type="checkbox"/> 3 or more times per week	<input type="checkbox"/> 2 times per week	<input type="checkbox"/> 1 time per week	<input type="checkbox"/> Less than once a week or never
B. Fried or pre-fried (frozen and breaded) meats (chicken nuggets) or fish (fish sticks) are offered:	<input type="checkbox"/> 3 or more times per week	<input type="checkbox"/> 2 times per week	<input type="checkbox"/> 1 time per week	<input type="checkbox"/> Less than once a week or never
C. High fat meats (sausage, bacon, hot dogs, bologna, ground beef) are offered:	<input type="checkbox"/> 3 or more times per week	<input type="checkbox"/> 2 times per week	<input type="checkbox"/> 1 time per week	<input type="checkbox"/> Less than once a week or never

Ammerman, AS, Benjamin, SE, Sommers, JK, Ward, DS. 2004. The Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) environmental self-assessment instrument. Division of Public Health, NC DHHS, Raleigh, NC, and the Center for Health Promotion and Disease Prevention, University of North Carolina at Chapel Hill. Revised May 2007.

D. Beans or lean meats (baked or broiled chicken, turkey, or fish) are offered:	<input type="checkbox"/> Less than 1 time per week	<input type="checkbox"/> 1-2 times per week	<input type="checkbox"/> 3-4 times per week	<input type="checkbox"/> 1 or more times per day
E. High fiber, whole grain foods (whole wheat bread, oatmeal, brown rice, Cheerios®, etc) are offered:	<input type="checkbox"/> 1 time per week or less	<input type="checkbox"/> 2-4 times per week	<input type="checkbox"/> 1 times per day	<input type="checkbox"/> 2 or more times per day
F. Sweets or salty foods (cookies, cakes, muffins, chips, etc) are offered:	<input type="checkbox"/> 1 or more times per day	<input type="checkbox"/> 3-4 times per week	<input type="checkbox"/> 1-2 times per week	<input type="checkbox"/> Less than once a week or never

(N3) Beverages

A. Drinking water outside is:	<input type="checkbox"/> Not visible	<input type="checkbox"/> Visible, but only available during designated water breaks	<input type="checkbox"/> Easily visible and available on request	<input type="checkbox"/> Easily visible and available for self-serve
B. Drinking water inside is:	<input type="checkbox"/> Not visible	<input type="checkbox"/> Visible, but only available during designated water breaks	<input type="checkbox"/> Easily visible and available on request	<input type="checkbox"/> Easily visible and available for self-serve
C. <u>100%</u> fruit juice is offered:	<input type="checkbox"/> 2 or more times per day	<input type="checkbox"/> 1 time per day	<input type="checkbox"/> 3-4 times per week	<input type="checkbox"/> 2 times per week or less
D. Sugary drinks (Kool-Aid™, sports drinks, sweet tea, punches, soda) other than 100% juice are offered:	<input type="checkbox"/> 1 or more times per week	<input type="checkbox"/> Less than 1 time per week	<input type="checkbox"/> Less than 1 time per month	<input type="checkbox"/> Rarely or never
E. Milk served to children ages 2 years and older is usually:	<input type="checkbox"/> Whole or regular	<input type="checkbox"/> 2% reduced fat	<input type="checkbox"/> 1% low-fat	<input type="checkbox"/> Skim or non-fat
F. Soda and other vending machines are located:	<input type="checkbox"/> In entrance or front of building	<input type="checkbox"/> In public areas, but not entrance	<input type="checkbox"/> Out of sight of parents and children	<input type="checkbox"/> No vending machines on site

(N4) Menus and Variety

A. Menus used are:	<input type="checkbox"/> 1-week cycle	<input type="checkbox"/> 2-week cycle	<input type="checkbox"/> 3-week cycle or more without seasonal change	<input type="checkbox"/> 3-week cycle or more with seasonal change
B. Weekly menus include a combination of both new and familiar foods:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time

Ammerman, AS, Benjamin, SE, Sommers, JK, Ward, DS. 2004. The Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) environmental self-assessment instrument. Division of Public Health, NC DHHS, Raleigh, NC, and the Center for Health Promotion and Disease Prevention, University of North Carolina at Chapel Hill. Revised May 2007.

C. Weekly menus include foods from a variety of cultures:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time
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(N5) Feeding Practices

A. When children eat less than half of a meal or snack, the staff help determine if they are full before removing the plate:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time
B. When children request seconds, staff help determine if they are still hungry before serving additional food:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time
C. Children are encouraged by staff to try a new or less favorite food:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time
D. Food is used to encourage positive behavior:	<input type="checkbox"/> All of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Rarely or never

(N6) Foods Offered Outside of Regular Meals and Snacks

A. Guidelines provided to parents for food brought in for holidays or celebrations are:	<input type="checkbox"/> Not available	<input type="checkbox"/> Loose guidelines with healthier options encouraged	<input type="checkbox"/> Written guidelines for healthier options that are not always enforced	<input type="checkbox"/> Written guidelines for healthier options that are usually enforced
B. Holidays are celebrated with mostly healthy foods or with non-food treats like stickers:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time
C. Fundraising consists of selling only non-food items (like wrapping paper, coupon books or magazines):	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time

(N7) Supporting Healthy Eating

A. Staff join children at the table for meals:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time
B. Meals are served family style (children serve themselves with limited help):	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time
C. Staff consume the same food and drinks as the children:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time

Ammerman, AS, Benjamin, SE, Sommers, JK, Ward, DS. 2004. The Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) environmental self-assessment instrument. Division of Public Health, NC DHHS, Raleigh, NC, and the Center for Health Promotion and Disease Prevention, University of North Carolina at Chapel Hill. Revised May 2007.

D. Staff eat or drink less healthy foods (especially sweets, soda and fast food) in front of the children:	<input type="checkbox"/> All of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Rarely or never
E. Staff talk informally with children about trying and enjoying healthy foods:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time
F. Support for good nutrition is visibly displayed in 2 to 5 year old classrooms and common areas by:	<input type="checkbox"/> No posters, pictures, or books about healthy food displayed	<input type="checkbox"/> A few posters, pictures, or books about healthy food displayed in a few rooms	<input type="checkbox"/> Posters, pictures, or books about healthy food displayed in most rooms	<input type="checkbox"/> Posters, pictures, or books about healthy food displayed in every room

(N8) Nutrition Education for Staff, Children, and Parents

A. Training opportunities on nutrition (other than food safety and food program guidelines) are provided for staff:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more
B. Nutrition education is provided for children through a standardized curriculum:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> 1 time per month	<input type="checkbox"/> 2-3 times per month	<input type="checkbox"/> 1 time per week or more
C. Nutrition education opportunities are offered to parents (workshops, activities and take home materials):	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more

(N9) Nutrition Policy

A. A written policy on nutrition and food service that covers most of the above topics:	<input type="checkbox"/> Does not exist	<input type="checkbox"/> Exists informally, but is not written or followed	<input type="checkbox"/> Is written, but not always followed	<input type="checkbox"/> Is written, available and followed
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SECTION II: PHYSICAL ACTIVITY

(PA1) Active Play and Inactive Time

A. Active play time is provided to all children:	<input type="checkbox"/> 45 minutes or less each day	<input type="checkbox"/> 46-90 minutes each day	<input type="checkbox"/> 91-120 minutes each day	<input type="checkbox"/> More than 120 minutes each day
B. Teacher-led physical activity is provided to all children:	<input type="checkbox"/> 1 time per week or less	<input type="checkbox"/> 2-4 times per week	<input type="checkbox"/> 1 time per day	<input type="checkbox"/> 2 or more times per day

Ammerman, AS, Benjamin, SE, Sommers, JK, Ward, DS. 2004. The Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) environmental self-assessment instrument. Division of Public Health, NC DHHS, Raleigh, NC, and the Center for Health Promotion and Disease Prevention, University of North Carolina at Chapel Hill. Revised May 2007.

C. Outdoor active play is provided for all children:	<input type="checkbox"/> 1 time per week or less	<input type="checkbox"/> 2-4 times per week	<input type="checkbox"/> 1 time per day	<input type="checkbox"/> 2 or more times per day
D. Active play time is withheld for children who misbehave:	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never	<input type="checkbox"/> Never and we provide more active play time for good behavior
E. Children are seated (excluding naps and meals) more than 30 minutes at a time:	<input type="checkbox"/> 1 or more times per day	<input type="checkbox"/> 3-4 times per week	<input type="checkbox"/> 1-2 times per week	<input type="checkbox"/> Less than once a week or never
F. Television and video use consists of the:	<input type="checkbox"/> TV turned on for 5 or more hours per week	<input type="checkbox"/> TV turned on for 3-4 hours per week	<input type="checkbox"/> TV turned on 2 hours per week or less	<input type="checkbox"/> TV used rarely or never

(PA2) Play Environment

A. Fixed play equipment (tunnels, balancing equipment, climbing equipment, overhead ladders) is:	<input type="checkbox"/> Unavailable at our site	<input type="checkbox"/> Only one type of equipment is available	<input type="checkbox"/> Different equipment available that suits most children	<input type="checkbox"/> Wide variety of equipment available and accommodates needs of all children
B. Portable play equipment (wheel toys, balls, hoops, ribbons) consists of:	<input type="checkbox"/> Little variety and children must take turns	<input type="checkbox"/> Some variety but children must take turns	<input type="checkbox"/> Good variety but children must take turns	<input type="checkbox"/> Lots of variety for children to use at the same time
C. Outdoor portable play equipment is:	<input type="checkbox"/> Available during special times only	<input type="checkbox"/> Located out of child sight and reach, staff must access	<input type="checkbox"/> Available on request	<input type="checkbox"/> Freely available by children at all times
D. Outdoor play space includes:	<input type="checkbox"/> No open running spaces or track/path for wheeled toys	<input type="checkbox"/> Very limited open running space, no track/path for wheeled toys	<input type="checkbox"/> Plenty of open running space, no track/path for wheeled toys	<input type="checkbox"/> Plenty of open running spaces and a track/path for wheeled toys
E. Indoor play space is available:	<input type="checkbox"/> For quiet play only	<input type="checkbox"/> For very limited movement (jumping and rolling)	<input type="checkbox"/> For some active play (jumping, rolling and skipping)	<input type="checkbox"/> For all activities, including running

Ammerman, AS, Benjamin, SE, Sommers, JK, Ward, DS. 2004. The Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) environmental self-assessment instrument. Division of Public Health, NC DHHS, Raleigh, NC, and the Center for Health Promotion and Disease Prevention, University of North Carolina at Chapel Hill. Revised May 2007.

(PA3) Supporting Physical Activity

A. During active play time staff:	<input type="checkbox"/> Supervise play only (mostly sit or stand)	<input type="checkbox"/> Sometimes encourage children to be active	<input type="checkbox"/> Sometimes encourage children to be active and join children in active play	<input type="checkbox"/> Often encourage children to be active and join children in active play
B. Support for physical activity is visibly displayed in 2 to 5 year old classrooms and common areas by:	<input type="checkbox"/> No posters, pictures, or books about physical activity displayed	<input type="checkbox"/> A few posters, pictures, or books about physical activity displayed in a few rooms	<input type="checkbox"/> Posters, pictures, or books about physical activity are displayed in most rooms	<input type="checkbox"/> Posters, pictures, or books about physical activity are displayed in every room

(PA4) Physical Activity Education for Staff, Children, and Parents

A. Training opportunities are provided for staff in physical activity (not including playground safety):	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more
B. Physical activity education (motor-skill development) is provided for children through a standardized curriculum:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> 1 time per month	<input type="checkbox"/> 2-3 times per month	<input type="checkbox"/> 1 time per week or more
C. Physical activity education is offered to parents (workshops, activities and take home materials):	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more

(PA5) Physical Activity Policy

A. A written policy on physical activity that covers most of the above topics:	<input type="checkbox"/> Does not exist	<input type="checkbox"/> Exists informally, but is not written or followed	<input type="checkbox"/> Is written, but not always followed	<input type="checkbox"/> Is written, available and followed
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For more information about this self-assessment instrument and the NAP SACC project, please visit www.napsacc.org.

Please use the following citation when referencing this instrument: Ammerman, AS, Benjamin, SE, Sommers, JK, Ward, DS. 2004. The Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) environmental self-assessment instrument. Division of Public Health, NC DHHS, Raleigh, NC, and the Center for Health Promotion and Disease Prevention, University of North Carolina at Chapel Hill. Revised May 2007.



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

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.

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Sausage Patty Biscuit Hash Browns Milk	Cheerios Strawberries Milk	Life Cereal Pineapple Juice Milk	Scrambled Eggs Cinnamon Toast Orange Juice Milk	Waffles Syrup Banana Milk
Lunch/ Supper	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
Snack	Yogurt Crackers	Banana Bread Peanut Butter	Raisin/Oatmeal Cookie Milk	Cucumber/Celery Sticks with low-fat dressing String Cheese	Saltine Crackers Apple Wedges

Mealtime Memo for Child Care

No. 3, 2009 Updated Sept. 2013

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

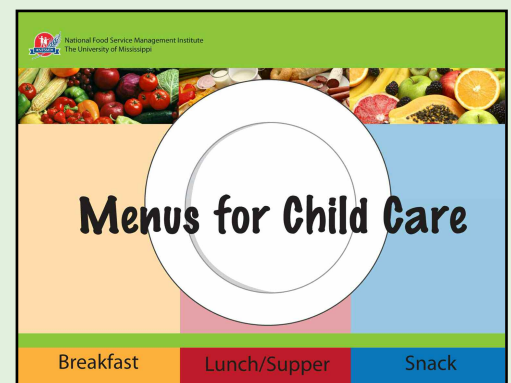
Steps to Planning Cycle Menus

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 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.



Menu Planning Resources

In addition to the USDA and other resources below, please visit the Florida Child Care Food Program website on the Feeding Children page for more menu planning tools and recipes: www.floridahealth.gov/healthy-people-and-families/child-care-food-program/nutrition/feeding-children.html

Menu Planning Tools

Building Blocks for Fun and Healthy Meals: www.fns.usda.gov/tn/Resources/buildingblocks.html

Menus for Child Care #1: www.nfsmi.org/documentlibraryfiles/PDF/20090428085602.pdf

Menus for Child Care #2: www.nfsmi.org/documentlibraryfiles/PDF/20090428085632.pdf

Menus for Child Care #3: www.nfsmi.org/documentlibraryfiles/PDF/20100203013049.pdf

Menu Planning Tools for Child Care Providers: healthymeals.nal.usda.gov/menu-planning/menu-planning-tools/menu-planning-tools-child-care-providers

Menu Magic for Children: teamnutrition.usda.gov/Resources/menumagic.html

Standardized Recipes

Fruit and Veggie Quantity Cookbook: www.dhhs.nh.gov/dphs/nhp/documents/cookbook.pdf

Recipes for Healthy Kids - Cookbook for Homes (Recipes for 6 servings):

www.teamnutrition.usda.gov/resources/r4hk_homes.html

Recipes for Healthy Kids - Cookbook for Child Care Centers (Recipes for 25 and 50 servings):

www.teamnutrition.usda.gov/resources/r4hk_childcare.html

Recipes for Healthy Kids - Cookbook for Schools (Recipes for 50 and 100 servings):

www.teamnutrition.usda.gov/resources/r4hk_schools.html

USDA Recipes for Child Care: teamnutrition.usda.gov/Resources/childcare_recipes.html



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.

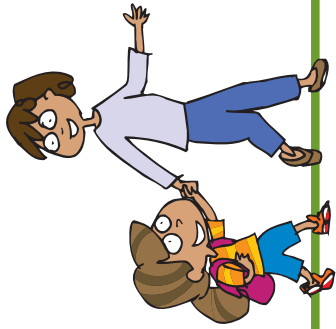
Model it

"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.

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.

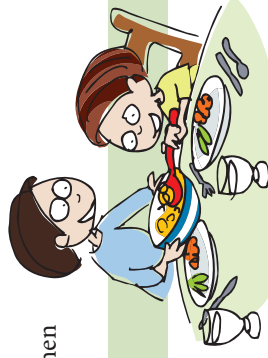
TRY ...

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.

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.

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.

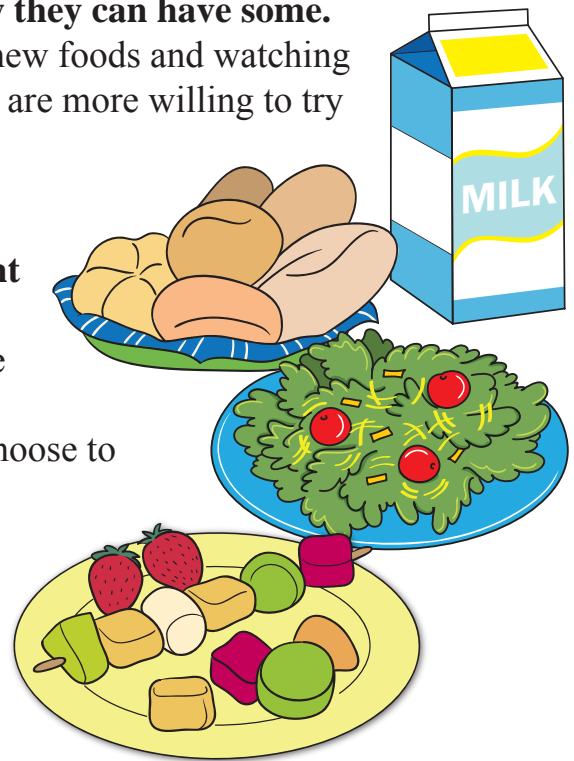
Family style meals are good for children.

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.



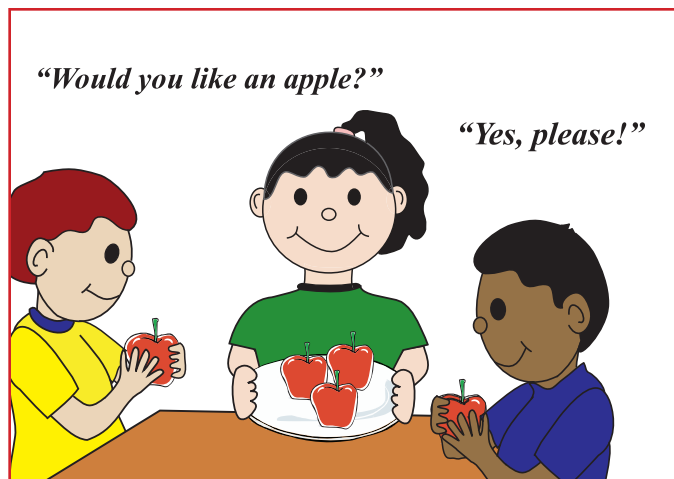
Happy Mealtimes Grab and Go Lesson Happy Times with Family Style Meals

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.

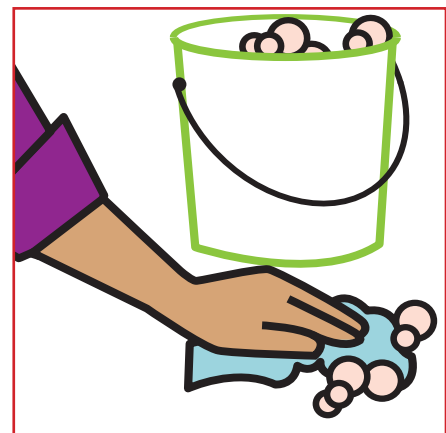
Special Note: When serving family style, all the food components of a reimbursable meal are on the table at the start of the meal service. Enough food is placed on the table to allow for the full CACFP portion size required for each child and adult to be served.

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.



Behavioral Milestones

The preschool years are an important time for developing healthy habits for life. From the ages of 2 to 5, children grow and develop in ways that affect behavior in all areas, including eating. The timing of these milestones may vary with each child.



2 Years

- Can use a spoon and drink from a cup
- Can be easily distracted
- Growth slows and appetite drops
- Develops likes and dislikes
- Can be very messy
- May suddenly refuse certain foods

3 Years

- Makes simple either/or food choices, such as a choice of apple or orange slices
- Pours liquid with some spills
- Comfortable using fork and spoon
- Can follow simple requests such as "Please use your napkin."
- Starts to request favorite foods
- Likes to imitate cooking
- May suddenly refuse certain foods

4 Years

- Influenced by TV, media, and peers
- May dislike many mixed dishes
- Rarely spills with spoon or cup
- Knows what table manners are expected
- Can be easily sidetracked
- May suddenly refuse certain foods

5 Years

- Has fewer demands
- Will usually accept the food that's available
- Dresses and eats with minor supervision



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

5. Tips for making family-style meals a pleasant experience for everyone at the table

6. Tips for making sure all children get enough to eat but do not overeat

7. Tips for what adults should and should not do when meals are served family-style

8. Tips for making sure that the first time family-style meals are served, the experience goes smoothly

Mealtime Conversation Starters for Preschoolers

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

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

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

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 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.

Sponsors are encouraged to contact the nutrition section at the state office or have the child care provider contact the nutrition section 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/

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 are encouraged to contact the nutrition section at the state office or have the child care provider contact the nutrition section for assistance 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.

Florida Child Care Food Program Creditable Milks and Approved Milk Substitutions for Children Ages 1 and Older

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 3.

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

- 8th Continent Soymilk Original
- 8th Continent Soymilk Vanilla
- Pacific Ultra Soy Plain
- Pacific Ultra Soy Vanilla
- Silk Original Soymilk
- Sunrich Naturals All Natural Soymilk Plain
- Sunrich Naturals All Natural Soymilk Vanilla

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.

If a child care provider has any question about these or other non-dairy beverages, please contact the State office at 850-243-4323 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.

11. What are the criteria that the USDA Food and Nutrition Service uses to determine whether a beverage is nutritionally equivalent to milk?

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 B₁₂ to be considered nutritionally equivalent to milk.

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

12. Where can I buy the approved non-dairy milk substitutes in my area of the state?

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

www.8thcontinent.com/product-finder/
www.pacificfoods.com/retail-stores/silk.com/where-to-buy
www.sunrich.com/where-to-buy.html



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

Child's Name: _____

Date: 10-21-13

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 physician's statement. 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)

10-25-13
 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 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 now 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 **Approved Milk Substitution List for Children Ages 1 and Older** 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** (teamnutrition.usda.gov/Resources/childcare_recipes.html) 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 kebab 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: teamnutrition.usda.gov/Resources/childcare_recipes.html.

* 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 Cheese Ribbon Sandwich F-05 (1 oz meat alternate, 1 bread) Peas and carrots Fresh apples slices with lowfat yogurt Milk</p>	<p>1 slice Spanish Quiche D-08A (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 Macaroni and Cheese D-20 (1½ oz meat alternate, 1½ bread) Steamed spinach Pear slices Milk</p>	<p>½ cup Pasta Toss with Vegetables D-14 (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 Bean Soup H-08 topped with ½ oz shredded cheddar cheese (1½ oz meat alternate, ½ cup vegetable) Whole grain crackers Diced peaches Milk</p>	<p>½ Banana-Peanut Butter Sandwich F-03A (1 oz meat alternate, ½ cup fruit, 1 bread) Steamed carrots Strawberries with lowfat yogurt Milk</p>	<p>¼ cup Refried Beans I-13 (1 oz meat alternate) Baked tortilla wedges Mexicali Corn I-15 Pear slices with cheese Milk</p>	<p>1 piece Pizza with Cheese Topping D-23A (1½ oz meat alternate, ¼ cup vegetable, 1½ bread) Steamed broccoli Pineapple wedges Milk</p>	<p>1 piece Spanish Broccoli Frittata J-8* (1 oz meat alternate, ½ cup vegetable) Whole wheat toast Apple slices with Peanut Butter Dip G-01 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 Broccoli Quiche D-08 (1½ oz meat alternate, ¼ cup vegetable, 2 bread) Mixed Greens Salad Grape halves Milk</p>	<p>½ Toasted Cheese and Tomato Sandwich F-09 (1 oz meat alternate, ½ cup vegetable, 1 bread) Mixed vegetables Fresh plum Milk</p>	<p>1 piece Baked Scrambled Eggs D-15 (2 oz. meat alternate) Whole wheat pita wedges Steamed spinach Peaches with yogurt Milk</p>	<p>½ cup Lentil Soup H-07 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>¾ cup Vegetable Chili D-26 (2 oz meat alternate, ¾ cup vegetable, ¼ bread)</p> <p>Corn Muffin Square A-02A Fresh pears Milk</p>	<p>2 pieces Mexican Pizza D-13 (1½ oz meat alternate, ½ cup vegetable, ½ bread) Whole wheat crackers Green salad with 1 Tbsp lowfat salad dressing Milk</p>	<p>½ 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>½ cup Broccoli Cheese Soup H-05 (¾ oz meat alternate, ¼ cup vegetable) Whole wheat pita bread with 3 Tbsp hummus Peach slices Milk</p>	<p>1 Bean Burrito D-21A (2 oz meat alternate, ¼ 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 ½ whole-grain English muffin, 1 oz mozzarella cheese, and 2 Tbsp tomato sauce)</p> <p>Three Bean Salad E-04 Mixed berries with yogurt Milk</p>	<p>½ cup Split Pea Soup H-02 topped with ½ oz shredded mozzarella cheese (1½ oz meat alternate, ½ cup vegetable, ¼ bread) Wheat crackers Steamed carrots Grape halves Milk</p>	<p>2 Bean Tacos D-24A (2 oz meat alternate, ½ cup vegetable, 1 bread) Plantains Fresh orange slices Milk</p>	<p>1 Toasted Cheese Sandwich F-13 (2 oz meat alternate, 2 bread) Green beans Fruit salad Milk</p>	<p>1 piece Vegetable Frittata D-01 (1½ oz meat alternate, ¼ cup vegetable) Whole wheat roll Banana slices Milk</p>
Week Six	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>½ cup Multi-Bean Soup H-04 (½ oz meat alternate, ½ cup vegetable) Whole wheat roll Apple slices with Peanut Butter Dip G-01 Milk</p>	<p>Cheese Quesadilla (made with 1 tortilla and 2 oz cheddar cheese) Black beans Corn Orange sections Milk</p>	<p>1 piece Vegetable Lasagna D-27 (1½ oz meat alternate, ½ cup vegetable, ¾ bread) Whole grain crackers Mixed fruit Milk</p>	<p>1 piece Corn Pudding I-11 (½ oz meat alternate, ¼ cup vegetable, ¼ slice bread) Pinto beans Brown rice Pineapple slices Milk</p>	<p>1 Egg Salad Sandwich F-10 (2 oz meat alternate, 2 bread) Stir-Fry Vegetables I-10 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

Nutrition Facts	
Serving Size 1 ounce (28g) (about 4 crackers)	
Servings Per Container 15	
Amount Per Serving	
Calories 134	Calories from Fat 52
	% Daily Value
Total Fat 6g	9%
Saturated Fat 2g	9%
<i>Trans</i> Fat 0g	
Cholesterol 1mg	0%
Sodium 392mg	16%
Total Carbohydrate 17g	6%
Dietary Fiber 1g	2%
Sugars 1g	
Protein 3g	
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.

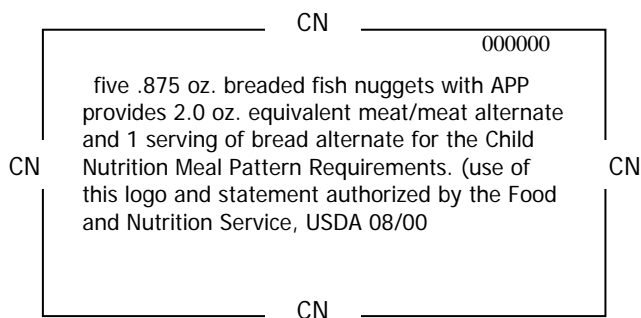
**CONTAINS WHEAT, MILK AND SOY
INGREDIENTS.**

- 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 Manufacturer's Analysis Sheet

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 Manufacturer's Analysis Sheet 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.

Manufacturer's Analysis Sheet (or Product 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 Manufacturer's Analysis Sheet 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 Manufacturer Analysis Calculator is available on our website (floridahealth.gov/ccfp/).

The SCHWAN FOOD COMPANY™
 1604 Superior Road
 Marshall, MN 56258
 507-537-8900
 FX507-537-3046

The SCHWAN FOOD COMPANY®

Date: 11/24/2010
 Supersedes: 11/13/2009

Product Analysis for non-CN Approved Product

Product Name: Tony's Ham & Cheese Stuffed Sandwich

Product Code: 73218

Serving Size: 1 pouch 4.50 oz. 128 g

Ingredients:	Weight
Varieties of Meat Used in Product	Pork
Total Weight of Uncooked Product	- oz.
Total Weight of Uncooked Meat Topping	- oz.
Weight of Raw Meat	- oz.
% Fat of Raw Meat	0.00 %
(Weight of Dry APP)	0.00 oz.
(Weight of Hydrated APP)	0.00 oz.
Weight of Raw Meat and Hydrated APP	0.00 oz.
Total Weight of Precooked Product	4.50 oz.

Weight of CN Precooked Meat: 0.0000 oz. = 0.00 oz. creditable meat/meat alternates
 Weight of Natural Cheese: 0.0000 oz. = 0.00 oz. creditable meat/meat alternates
 Weight of Substitute Cheese: 0.0000 oz. = 0.00 oz. creditable meat/meat alternates

Weight of grains/breads: 1.3117 oz. = 2.50 servings of creditable grains/breads
 Weight of vegetables/fruits: 0.0000 oz. = 0 cup(s) of creditable vegetables/fruits

I certify that the above information is true and correct and the above product (ready for serving) **contains 0.0 ounce(s) of creditable meat/meat alternate and 2.5 servings of creditable grain/bread, and 0 cup creditable fruits/vegetables.** I further certify that any Alternate Protein Product (APP) used conforms to USDA-FNS regulations of child nutrition requirements. For one grains/breads serving, it must contain no less than 14.75 g (0.52 oz.) of enriched or whole-grain meal and/or, flour, bran and/ or germ.

Regulatory Affairs Specialist

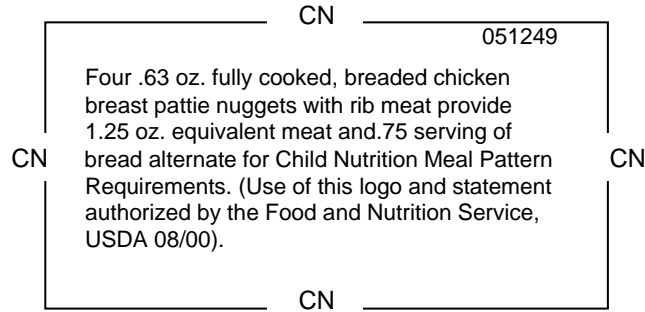


Amanda Labat
 Research & Development
 1604 Superior Road
 Marshall, MN 56258
 507-537-8588
 FX 507-537-3046

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

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

- **Almond Milk**

Creditable: Yes No
Why or why not:

If creditable, serving size is:

- **Cereal Bars**

Creditable: Yes No
Why or why not:

If creditable, serving size is:

- **Cheddar Cheese Baked Crackers**

Creditable: Yes No
Why or why not:

If creditable, serving size is:

- **Chewy Granola Bars**

Creditable: Yes No
Why or why not:

If creditable, serving size is:

- **Corn Muffin Mix**

Creditable: Yes No
Why or why not:

If creditable, serving size is:

- **Corn Puffs Cereal**

Creditable: Yes No
Why or why not:

If creditable, serving size is:

- **Hummus (bean dip)**
Creditable: Yes No
Why or why not:

If creditable, serving size is:

- **Multigrain Snack Chips**
Creditable: Yes No
Why or why not:

If creditable, serving size is:

- **Organic Milk**
Creditable: Yes No
Why or why not:

If creditable, serving size is:

- **Pasteurized Prepared Cheese Product**
Creditable: Yes No
Why or why not:

If creditable, serving size is:

- **Pasteurized Process Cheese Food**
Creditable: Yes No
Why or why not:

If creditable, serving size is:

- **Spaghetti**
Creditable: Yes No
Why or why not:

If creditable, serving size is:

- **Whole Grain Spaghetti**
Creditable: Yes No
Why or why not:

If creditable, serving size is:

Convenience or home cooked? Factors to consider

A family day care home provider has a few decisions to make when planning menus. One of those decisions is if and how many convenience foods to use. There are pros and cons to using convenience foods in Child and Adult Care Food Program (CACFP) menus.

Here are a few of the pros and cons to consider:

Pros for convenience foods

- Consistent product
- Consistent yield, unless package size changes
- Easy to prepare

Cons for convenience foods

- May not meet CACFP meal pattern or component requirements
- Requires time to determine if food meets requirements
- May require additions to meet CACFP requirements that add to the cost or time to prepare
- Often high in fat, sodium, or added sugars
- Often low in dietary fiber

The cons for convenience foods may outweigh the pros. This is especially true if meal reimbursement is denied due to a convenience food that does not meet requirements.



The nutrition needs of children may be better met when foods are prepared from scratch. This allows a provider to use recipes with lower fat ingredients, seasonings other than salt, and whole grain flours for more fiber.

Mealtime Memo FOR CHILD CARE

Costly Convenience

Sometimes a convenience food that seems like a good value may have hidden costs. An example is pizza crust.

Consider this scenario.

The local grocery store has a 16-ounce frozen sausage pizza on sale for \$3.00 each. The ingredient panel shows the crust is made from enriched wheat flour. The provider uses the tools in the Grains/Breads section of the *Food Buying Guide for Child Nutrition Programs* (access this resource online at <http://teammnutrition.usda.gov/Resources/foodbuyingguide.html>). She determines that $\frac{1}{2}$ of a pizza will provide one serving of grain/bread component (Group B). At \$3.00 for one pizza, a grain serving costs \$.25 each.

The provider determines that the product does not meet program requirements for meat/meat alternate. She chooses to add more cheese to the pizza to assure the requirement is met.

The result is that the children receive an entrée that is higher in fat and sodium. The provider can use other convenience foods as an option for crust.

Easy options for pizza crust

Frozen bread dough is packaged in 16-ounce loaves or individual rolls. Follow package directions to thaw. Use the loaf-size dough for a large pizza or roll-size for mini pizzas. Look for whole wheat options. A 16-ounce loaf of frozen dough provides 16 servings; at \$1.00 a loaf, each serving of grain/bread costs \$.06.



Frozen Pizza

A 16-ounce pizza at \$3.00 is \$3.00 a pound.



Frozen Bread Dough

A loaf of frozen bread dough at \$1.00 is \$1.00 per pound.

Pizza is more than 3 times the price of bread dough for crust, because in our example the pizza provided 12 servings and the bread dough provided 16.

Mealtime Memo **F O R C H I L D C A R E**

Whole wheat English muffin halves are a quick and easy option. Split muffins into halves, top with sauce and cheese, and bake in the oven.

Flour tortillas make fast work of crust. Look for whole wheat or interesting flavors.

Make a rice or pasta crust. Here is an easy recipe:

- 3 cups of cooked brown rice or whole grain spaghetti noodles
- One egg
- 4 ounces of shredded part skim mozzarella cheese (about 1 cup).

Combine the ingredients and mix thoroughly. Spread on a 12-inch pizza pan or divide between two 9-inch pie plates that have been sprayed with non-stick coating. Press the rice or noodles into the pan or plate to form the crust. Bake the crust in a 450 °F oven for about 20 minutes until set. Top with sauce and pizza toppings. Return to oven for about 10 minutes to heat pizza thoroughly.

Note: Three cups of cooked rice or pasta is equal to six servings of grain/breads (Group H, ½ cup per serving).

All of these crust options provide an easy way to assure the program requirements are met. Best of all, they make quick work in the kitchen and provide a healthy choice for children.

Shopping tip: Use the unit price sticker to compare the price per pound of different crust options. For products listed in price per ounce, multiply by 16 to find the price per pound.

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:

- *Child Care Recipes – Food for Health and Fun*, USDA, Food and Nutrition Service. Updated. Available at: teamnutrition.usda.gov/Resources/childcare_recipes.html
- *The Florida Child Care Food Program Cookbook*, Florida Department of Health, Bureau of Childcare Food Programs. Available at: floridahealth.gov/ccfp/
- *Building Blocks for Fun and Healthy Meals*, USDA, Food and Nutrition Service. Spring 2000. Available at: teamnutrition.usda.gov/Resources/buildingblocks.html
- *Measuring Success with Standardized Recipes*, USDA, Food and Nutrition Service. 2002. Available at: www.nfsmi.org/documentlibraryfiles/PDF/20090506091901.pdf

Recipe Adjustment

Recipe Adjustment:

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

1. Determine the total yield of the original recipe.

$$\frac{\text{original number of portions}}{\text{original number of portions}} \times \frac{\text{original portion size}}{\text{original portion size}} = \frac{\text{original yield}}{\text{original yield}}$$

2. Determine the total new yield.

$$\frac{\text{desired number of portions}}{\text{desired number of portions}} \times \frac{\text{desired portion size}}{\text{desired portion size}} = \frac{\text{total new yield}}{\text{total new yield}}$$

3. Determine the "multiplying factor."

$$\frac{\text{new yield}}{\text{new yield}} \div \frac{\text{original yield}}{\text{original yield}} = \frac{\text{multiplying factor}}{\text{multiplying factor}}$$

4. Determine the new quantity of each ingredient. (Repeat this step for each ingredient.)

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

Using the Chic Penne Recipe (www.teamnutrition.usda.gov/Resources/r4hk_childcare.html), and the recipe adjustment chart below, increase the number of portions from 25 to 35 for the "menu item" – chicken.

1. Determine the total yield of the original recipe.

$$\frac{25}{\text{original number of portions}} \times \frac{1.5 \text{ cup}}{\text{original portion size}} = \frac{\text{original yield}}{\text{original yield}}$$

2. Determine the total new yield.

$$\frac{35}{\text{desired number of portions}} \times \frac{1.5 \text{ cup}}{\text{desired portion size}} = \frac{\text{total new yield}}{\text{total new yield}}$$

3. Determine the "multiplying factor."

$$\frac{\text{new yield}}{\text{new yield}} \div \frac{\text{original yield}}{\text{original yield}} = \frac{\text{multiplying factor}}{\text{multiplying factor}}$$

4. Determine the new quantity for frozen, cooked chicken.

$$\frac{1 \text{ lb.}}{\text{original quantity of ingredient}} \times \frac{\text{multiplying factor}}{\text{multiplying factor}} = \frac{\text{new quantity}}{\text{new quantity}}$$

Note: 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/. 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/. 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.

Bureau of Child Care Food Programs, Florida Department of Health



Farm to Preschool

Farm to Preschool is a natural expansion of the National Farm to School model and encompasses a wide range of programs and activities. Farm to Preschool serves the full spectrum of child care delivery: preschools, Head Start, center-based, programs in K-12 school districts, nurseries and family home care facilities. Its goals are multi-level and include:



- 🌱 influencing the eating habits of young children while their preferences are forming;
- 🌱 creating healthy lifestyles through good nutrition and experiential opportunities such as gardening;
- 🌱 improving healthy food access at home and within the community; and
- 🌱 ultimately influencing policies to address the childhood obesity epidemic through a local food lens.

Program activities can take an environmental and systems change approach by serving preschoolers, teachers and child care providers, parents and family members, as well as communities.

Program components can include the following:

- 🌱 sourcing local foods in school snacks and meals;
- 🌱 promoting and increasing access to local foods for providers and families;
- 🌱 offering nutrition and/or garden-based curricula;
- 🌱 school gardening;
- 🌱 in-class food preparation and taste testing;
- 🌱 field trips to farms, farmers' markets and community gardens;
- 🌱 parent workshops;
- 🌱 implementing preschool wellness policies which address Farm to Preschool principles; and
- 🌱 influencing policies at the local, state or national level.

If you are interested in learning more about Georgia's Farm to Preschool initiative, please call Jennifer Popadiuk, GA Department of Early Care and Learning, at (404) 463-4093.





FARM TO SCHOOL IN PRESCHOOL

Stay Informed

Join our membership:
www.farmtoschool.org

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NOURISHING KIDS AND COMMUNITIES
The National Farm to School Network sprouted from the desire to support community-based food systems, strengthen family farms, and improve student health. Funded in part by the W.K. Kellogg Foundation, the Network coordinates, promotes and expands the Farm to School movement at the state, regional and national levels. The Network is a project of the Tides Center.

What is Farm to Preschool?

Farm to Preschool is a natural expansion of the Farm to School model and encompasses a wide range of programs and activities for the 0-6 years age group. Farm to Preschool serves the full spectrum of child-care delivery: preschools, Head Start, center-based, programs in K-12 school districts, nurseries and family home care facilities. Our definition of Farm to Preschool is intentionally broad, encompassing any pre-kindergarten program that serves children ages 0-6, and which includes some type of local food education or purchasing.

Farm to Preschool Goals

- Influencing the eating habits of young children while their preferences are forming
- Creating healthy lifestyles through good nutrition and experiential opportunities such as gardening
- Improving healthy food access at home and within the community
- Supporting local and regional farmers and food producers
- Ultimately influencing policies to address the childhood obesity epidemic through a local food lens

Farm to Preschool Components

Program activities can take an environmental and systems change approach by serving preschoolers, teachers and child care providers, parents and family members, as well as communities. Components can include:

- Sourcing local foods in school snacks and meals
- Promoting and increasing access to local foods for providers and families
- Offering nutrition and/or garden-based curricula; school gardening
- In-class food preparation and taste testing
- Field trips to farms, farmers' markets, and community gardens
- Parent workshops and other forms of outreach to families
- Implementing preschool wellness policies which address Farm to Preschool principles
- Influencing policies at the local, state or national level

Many preschools and child care centers are already implementing these activities, whether or not they refer to them as Farm to Preschool.

Stay Connected

Visit our website and join our mailing list at:
www.farmtopreschool.org

Receive our monthly e-newsletter Taking Root. To sign up, email info@farmtopreschool.org or click on "Newsletter Sign Up" on any page of the website

National Farm to School Network's Farm to Preschool Subcommittee Members:

Jane Adams, National Head Start Association

Robin Brocato, Office of Head Start

Miya Cain, Office of Early Childhood Development, Administration for Children & Families, U.S. Dept. of Health & Human Services

Jessica Collins, Partners for a Healthier Community

Christina Conell, USDA Farm to School

Kelly Erwin, Massachusetts Farm to School Project

Diane Harris, Centers for Disease Control and Prevention, Division of Nutrition, Physical Activity & Obesity

Geri Henchy, Food Research & Action Center

Jessica Hoffman, Northeastern University

Betty Izumi, Portland State University

Tiana Kamen, Farm to Keiki

Madeline Kastler, Institute for Agriculture & Trade Policy

David Marvel, Fruit and Vegetable Growers of Delaware

Carolyn Morrison, Childcare Development Services, Inc., CACFP Program National Forum

Jekeia Murphy, Michigan State University Center for Regional Food Systems

Kim Nall, National Indian Childcare Association

Katy Pelissier, Ecotrust

Sherry Robison, Western Carolina University

Kam Sripada, Office of Childcare, Administration for Children and Families, U.S. Dept. of Health and Human Services

Carol Stroebel, Children's Environmental Health Network

Amy Yaroch, The Gretchen Swanson Center for Nutrition

Why this Age Group?

Early childhood is a critical stage of child development. Attitudes towards foods that are shaped at this time in life are strong determinants of later eating behaviors, and many preschoolers suffer from high rates of obesity and low consumption of fruits and vegetables. It has become increasingly imperative to establish healthy habits early on. Many preschoolers consume the majority of their daily nutrients in child care, and more than any other age group, they rely on parents and caregivers to shape their food and activity environments. Farm to Preschool programming is a perfect way to establish healthy patterns in our youngest citizens and connect them to the food they eat, while supporting local food systems.

Who's Leading this Movement?

The National Farm to School Network's Farm to Preschool Subcommittee represents the first national effort to organize this work on a broader scale, connecting and supporting the many programs in existence and helping to grow the movement.

Initiated in the spring of 2011 to better support the rapidly growing interest in Farm to Preschool programming from many diverse stakeholders, the Subcommittee is comprised of national leaders in the field of child care and Farm to School.

The Subcommittee is currently developing a strategic plan for moving the field forward and functioning as a forum for sharing and disseminating best practices.

Workgroups and Projects

Subcommittee members are currently undertaking the following work in order to further the Farm to Preschool movement:

- Analyzing a national survey of programs
- Conducting research and evaluation
- Engaging farmers and food producers
- Developing pre-service training for Farm to Preschool teachers
- Providing content for the website: www.farmtopreschool.org

National Farm to School Network's Farm to Preschool Subcommittee Facilitators:

Emily Jackson

Appalachian Sustainable Agriculture Project, Southeast Regional Lead for the National Farm to School Network
emily@asapconnections.org

Zoë Phillips

Urban & Environmental Policy Institute, Occidental College
phillipsz@oxy.edu

Stacey Sobell

Ecotrust, Western Regional Lead for the National Farm to School Network
ssobell@ecotrust.org

The Farm to Preschool Subcommittee of the National Farm to School Network is funded by the W.K. Kellogg Foundation.

The National Farm to School Network has compiled abundant resources on this topic and others and contact information for people in your state and region who are working on Farm to School programs. Find more information and join our network: www.farmtoschool.org

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
teamnutrition.usda.gov/Resources/growit.html
- ✓ Growing a Green Generation: A curriculum of gardening activities for preschool and kindergarten children: www.chhs.unh.edu/csdc/growing-green-generation/curriculum_guide
- ✓ Gardening with Children: www.nfsmi.org/documentlibraryfiles/PDF/20100401102951.pdf
- ✓ Along the Garden Path: www.nfsmi.org/documentlibraryfiles/PDF/20110506011341.pdf
- ✓ Plant an Indoor Garden: www.nfsmi.org/documentlibraryfiles/PDF/20080829103926.pdf
- ✓ How Does Your Garden Grow?
www.nfsmi.org/documentlibraryfiles/PDF/20131105115426.pdf
- ✓ 10 Children's Books About Gardening
delightfulchildrensbooks.com/2011/05/30/gardening/
- ✓ 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 ¹ year olds:
Breakfast (3 components)	Milk¹¹ Fluid milk	1/2 cup	3/4 cup	1 cup
	Vegetables and Fruits¹⁰ Vegetable(s) and/or fruit(s) or Full-strength vegetable or fruit juice ²	1/4 cup 1/4 cup	1/2 cup 1/2 cup	1/2 cup 1/2 cup
	Grains/Breads^{3, 10} Bread or Cornbread, biscuits, rolls, muffins, etc. or Cold dry cereal ⁴ 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
Lunch/Supper (4 components – 5 items)	Milk¹¹ Fluid milk	1/2 cup	3/4 cup	1 cup
	Vegetables and Fruits^{8, 10} Vegetable(s) and/or fruit(s), 2 or more	1/4 cup total	1/2 cup total	3/4 cup total
	Grains/Breads^{3, 10} 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
	Meat and Meat Alternates¹⁰ Lean meat or poultry or fish ⁵ or Alternate protein products ⁶ 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 ⁹ 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 ¹ year olds:
Snack⁷ (Select 2 different components)	Milk¹¹			
	Fluid milk	1/2 cup	1/2 cup	1 cup
	Vegetables and Fruits¹⁰			
	Vegetable(s) and/or fruit(s) or Full-strength vegetable or fruit juice ²	1/2 cup 1/2 cup	1/2 cup 1/2 cup	3/4 cup 3/4 cup
	Grains/Breads^{3, 10}			
Bread or Cornbread, biscuits, rolls, muffins, etc. or Cold dry cereal ⁴ 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	
	Meat and Meat Alternates¹⁰			
Lean meat or poultry or fish ⁵ or Alternate protein products ⁶ 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.

Additional Food Component Requirements

Child care providers must ensure quality meals are served to children and that nutrition education is encouraged. When planning menus the following requirements must be met:

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 must not be served more than once a day.
- Fresh, frozen, or canned vegetables and/or fruits must 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 must be served at least twice a week *at each* snack time.
- Good vitamin A sources must be served a minimum of twice a week and must come from vegetables and fruits.
- Good vitamin C sources must be served daily and must come from vegetables and fruits or fruit juice.
- 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 are allowed. Cereals with more than 10 grams of sugar per serving cannot be served as sweet grain/bread foods.
- 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.
- No more than two sweet grain/bread breakfast items and no more than two sweet grain/bread snack items may be served per week (not to exceed four sweet items per week). Please note: Regardless of how many different types of snacks you offer (i.e. morning snack, afternoon snack, and evening snack) – your CCFP menu must not contain more than two sweet grain/bread snack 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.

****Please note that donated foods cannot be used to contribute to the meal pattern requirements****

Resources



Websites and Resources of Interest

1. **Building Blocks for Fun and Healthy Meals** (2000), USDA, Food and Nutrition Service.
www.fns.usda.gov/tn/Resources/buildingblocks.html
2. **Culinary Techniques for Healthy School Meals** (2009), National Food Service Management Institute.
www.nfsmi.org/ResourceOverview.aspx?ID=266
3. **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
4. **Food Buying Guide Calculator for Child Nutrition Programs** (2010), USDA, Food and Nutrition Service and National Food Service Management Institute.
fbg.nfsmi.org/
5. **Food Buying Guide for Child Nutrition Programs** (2008), USDA, Food and Nutrition Service
teamnutrition.usda.gov/Resources/foodbuyingguide.html
6. **Food Purchasing for Child Care Centers** (2005), National Food Service Management Institute
nfsmi.org/ResourceOverview.aspx?ID=70
7. **Happy Mealtimes For Healthy Kids, 2nd edition** (2011), National Food Service Management Institute.
www.nfsmi.org/ResourceOverview.aspx?ID=83
8. **Healthy Cuisine for Kids** (2011), National Food Service Management Institute.
www.nfsmi.org/ResourceOverview.aspx?ID=84
9. **Measuring Success with Standardized Recipes** (2002), National Food Service Management Institute.
www.nfsmi.org/ResourceOverview.aspx?ID=88
10. **USDA Recipes for Child Care** (2006), USDA, Food and Nutrition Service and National Food Service Management Institute.
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**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/