Missouri Eat Smart Child Care Guidelines: A How-To Workbook

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For other resources and the Eat Smart Child Care application form, visit the Missouri Eat Smart Guidelines web page at www.health.mo.gov/living/wellness/nutrition/eatsmartguidelines

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Introduction

What are the Missouri Eat Smart Guidelines for Child Care?
The Eat Smart Guidelines are a set of nutrition related recommendations for child care facilities. They were written to help child care providers create a food and nutrition environment that will ultimately improve the health of Missouri's children.

Facts about our children
They are getting heavier

- In 1997, 14.4% of Missouri's 2 to 5 year old children were overweight. By 2006, that number rose to 16.6%
- In 1997, 9.4% of Missouri's 2 to 5 year olds were obese. By 2006, that number rose to 13.6% (2006 PEDNSS data)
- More children are cared for outside the home
- 74% of American pre-school aged children are in some form of non-parental care
- 56% of American pre-school aged children are in center-based care (2001 National Household Education Survey)
- 64.5% of Missouri children under age 6 need child care because both parents work (2007 US census data)

Children are spending more time in child care, so many kids eat more meals at child care than at home.

The food and the environment in which children eat their meals have a big impact on future nutrition habits and weight status. Children who are given healthy foods during early childhood are more likely to continue healthy eating habits as they get older. Child care providers play an important role in developing these habits.

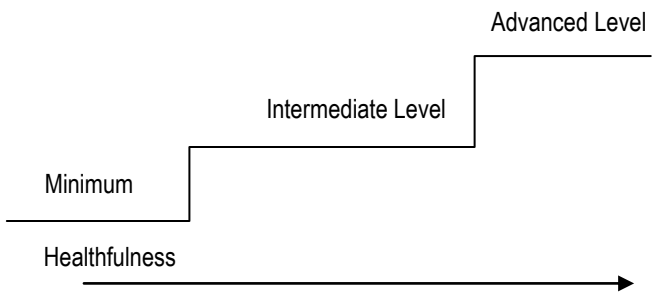
Facts about the Eat Smart Guidelines
The *Guidelines* challenge child care facilities to gradually work toward improving their meal service by following a set of nutrition recommendations. All licensed facilities must at least meet the minimum level. The levels are:

- Minimum—meets current US Department of Agriculture (USDA) meal pattern requirements for the Child and Adult Care Food Program (CACFP) and Missouri State Licensing requirements
- Intermediate—more healthful than minimum level
- Advanced—more healthful than Intermediate level

The Intermediate and Advanced level guidelines are not required by federal regulation, but recommendations have been made to revise the current USDA child care meal pattern to better reflect the 2010 Dietary Guidelines for Americans. These *Guidelines* may be a preview of future regulations.

Recommended guidelines are given for breakfast; lunch and supper; snack; overall meal pattern; and environmental factors that relate to nutrition habits and meal service.

When a facility meets all the recommendations for either the Intermediate or Advanced level, it can apply to become recognized as an "Eat Smart Child Care." The *Guidelines* are for any facility responsible for the care of children, regardless of enrollment size and setting (in-home or center-based).



Why should your child care adopt the Eat Smart Guidelines?

- To help prevent childhood obesity
- To show you care about the children's health
- To prepare you for future changes in federal rules
- To be recognized for your dedication to providing children with improved nutrition. You will receive:
    - A certificate and banner announcing your achievement as an Eat Smart Child Care
    - Menu templates that include the Eat Smart logo
    - A sample press release for the local paper announcing your achievement
    - A parent letter to let parents know what you are doing for their child's health
    - The right to use the Eat Smart logo on your website and publications

This recognition could be used in marketing your facility to potential families looking for care. Parents deciding on the best care environment for their child may be very interested to learn that your facility has specific policies and practices supporting good nutrition. With the rapidly rising rates of childhood obesity in Missouri, more and more parents have taken interest in positive nutrition and physical activity habits. Achieving either level of the *Guidelines* would assist child care facilities in making improvements in their nutrition programs to better the health of the children they serve.

Children learn their food habits early and child care providers can make a difference!

How were the Eat Smart Guidelines created?

A group of professionals who work with young children and child care providers created the *Guidelines*. They called upon their years of experience as well as resources highlighting best practices for supporting development of healthy nutrition habits.

Workgroup members represented:

- Missouri Department of Health and Senior Services - Child and Adult Care Food Program (CACFP); Section for Child Care Regulation; and Center for Local Public Health Services
- University of Missouri Extension Service
- Missouri Council for Activity and Nutrition (MoCAN)
- Head Start State Collaboration Office
- Lincoln University Child Development Department
- A Missouri child care center

After several reviews, the *Guidelines* are now ready for you!

Workbook Sections	Content
The Basics	Information to help you understand the Guidelines and take steps toward applying for recognition
The Details	"Why" and "How To" information for each Guideline

Dietary Guidelines for Americans

The Dietary Guidelines for Americans *(Dietary Guidelines)* are the basis for federal nutrition policy. They are used as a resource to make nutrition recommendations for federal programs, such as CACFP. The *Dietary Guidelines* combine the evidence from current research on vitamins, minerals and macronutrients to make recommendations for a pattern of eating that can be adopted by healthy Americans over 2 years of age. They also provide advice about how good dietary habits can promote health and reduce risk for major chronic diseases. These guidelines are published every five years. The 2010 *Dietary Guidelines* can be found at www.health.gov/dietaryguidelines

Some of the key messages in the 2010 edition include:

Balance Calories to Manage Weight:

- Throughout life, prevent and/or reduce overweight and obesity through improved eating, more physical activity and less sedentary behaviors such as TV watching and computer games.

Foods and Food Components to Reduce:

- Reduce daily sodium intake to less than 2,300 milligrams (mg) and even less for some persons. Children ages 3-8 may need only 1,000 to 1,200 mg per day.
- Consume less than 10% of calories from saturated fatty acids.
- Consume less than 300 mg per day of dietary cholesterol.
- Keep *trans* fatty acid consumption as low as possible by limiting partially hydrogenated oils and other solid fats.
- Reduce the intake of calories from solid fats and added sugars.
- Limit refined grains, especially those with solid fats, added sugars and sodium such as cookies, donuts and other pastries.

Foods and Nutrients to Increase

- More fruits and vegetables, especially dark green, red and orange vegetables.
- More whole grains; at least half of all grains should be whole grains.
- More fat-free or low-fat milk and milk products.
- More fish and seafood.
- Use oils in place of solid fats more often.

The *Dietary Guidelines* encourage consuming nutrient dense foods. Most nutrient needs should be met through consuming foods. Dietary supplements might be recommended in some cases, but they cannot replace a healthful diet.

Dietary Fats

Several of the Eat Smart Guidelines for Child Care relate to fat in the diet. Here are some general facts:

- Fats are not all bad. They supply energy and aid in the absorption of the fat-soluble vitamins A, D, E, and K and carotenoids.
- The kind of fat we eat is important.
- Children who eat diets high in saturated fats can be at risk of high blood cholesterol and high blood pressure, just like adults. Saturated fat is in foods like meat, dairy products, pastries, creamy salad dressings, and many processed foods.
- Most of the fat we eat should be polyunsaturated or monounsaturated like the fat in vegetable oils that are liquid at room temperature, nuts, and fish.
- Children 2 to 3 years of age should get 30 to 35 percent of calories from fat. Older children and adolescents should get 25 to 35 percent of calories from fat.
- Getting more than 35 percent of calories from fat is associated with both total increased saturated fat and calorie intake.
- Most Americans need to decrease their intakes of saturated fat and *trans* fats. This would decrease their risk of elevated low-density lipoprotein (LDL) cholesterol in the blood.
  (From 2005 Dietary Guidelines for Americans)

Sodium

Most Americans take in much more sodium than recommended. Most of our sodium intake comes from salt. The Nutrition Facts Panel on food labels list sodium content. Foods that are low in sodium (less than 140 mg or 5 percent of the Daily Value [DV]) are low in salt. Eating a lot of salt is associated with high blood pressure. High blood pressure can lead to heart disease, stroke, and kidney disease.

Sodium Facts

- On average, the natural sodium content of food accounts for only about 10 percent of total sodium intake. Salt added at the table or while cooking provides only another 5 to 10 percent of total intake.
- Most of the sodium Americans consume (about 75 percent) comes from salt added to foods during processing.
- Foods served in restaurants often have a lot of sodium.
- The sodium content of food can vary by several hundred milligrams in similar foods. For example, the sodium content in regular tomato soup may be 700 mg per cup in one brand and 1,100 mg per cup in another brand.

Tips for Reducing Sodium

- Read the Nutrition Facts labels; compare sodium content of foods, and buy the lower sodium brand.
- Choose more fresh foods and fewer processed foods.
  (From 2010 Dietary Guidelines for Americans)

Dietary Fiber

Dietary fiber, sometimes referred to as roughage or bulk, is the part of plant foods we eat that remains undigested. Fiber passes mostly unchanged through the digestive tract. Dietary fiber has many health benefits. A high fiber diet helps to:

- Prevent constipation
- Lower the risk of some digestive conditions
- Lower blood cholesterol levels
- Control blood sugar levels
- Promote a healthy weight

The Dietary Guidelines recommend that all age levels eat 14 grams of fiber per 1000 calories. Most Americans, especially children are not meeting these recommendations.

Finding Fiber

- Fruits, vegetables, whole grains and legumes are the main fiber sources in our diets.
- Milk, meat and eggs do not have fiber.
- Canned or frozen fruits and vegetables have just as much fiber as raw ones.
- Removing seeds, peels or hulls decreases the fiber from fruits and vegetables.
- Refined or processed foods—such as fruit juice, white bread and pasta and non-whole-grain cereals are lower in fiber.
- To find the amount of fiber in foods, check the Nutrition Facts Panel on the food label. "Dietary Fiber" will be listed under carbohydrates.

How much fiber do children need?

Age	g/day Fiber
1-3 years	19
4-8 years	25
9-13 years Females	26
Males	31

Some food labels may have statements that help identify products that are sources of fiber. The following terms describe products that can help increase fiber intake:

Term	Meaning
High fiber	The item has 5 g or more fiber per serving
Good source of fiber	The item has 2.5 to 4.9 grams of fiber per serving
More or added fiber	The item has at least 2.5g more fiber per serving than before fiber was added

Adding too much fiber too fast may cause unwanted side effects such as bloating and gas, especially in children. Increase intake of fiber-rich foods gradually and drink water to minimize side effects. Children do not need more than the recommended amounts of fiber. Because fiber-rich foods are so filling, eating too many of these foods may limit children's intake of other essential nutrients. Deficiencies of calcium, iron, zinc, copper and magnesium could also occur in children if they take in too much dietary fiber.

(Reference: Dietary Fiber by J. Anderson, S. Perryman, L. Young and S. Prior. Colorado State University Extension 5/07, www.ext.colostate.edu)

Minimum Meal Requirements

Table 1 below lists the minimum meal requirements for all Missouri licensed child care centers and homes. **At least** these types and amounts of foods must be provided to children in care. Children's appetites vary from day to day and meal to meal. Providers are encouraged to offer enough food to satisfy each child.

Table 1. Minimum Meal Requirements (USDA Meal Pattern)

		Age 1 through 2	Age 3 through 5	Age 6 through 12
Breakfast All items must be served	Fluid Milk	½ cup	¾ cup	1 cup
	Juice or Fruit or Vegetable	¼ cup	½ cup	½ cup
	Grains/Bread	½ slice	½ slice	1 slice
Snack Serve 2 of the 4 items	Fluid Milk	½ cup	½ cup	1 cup
	Juice or Fruit or Vegetable	½ cup	½ cup	¾ cup
	Meat or Meat Alternate	½ ounce	½ ounce	1 ounce
	Grains/Bread	½ slice	½ slice	1 slice
Lunch or Supper All items must be served	Fluid Milk	½ cup	¾ cup	1 cup
	Meat, Poultry, Fish, Cheese, or	1 ounce	1 ½ ounces	2 ounces
	Egg, or	1	1	1
	Cooked Dry Beans, Peas, or	¼ cup	3/8 cup	½ cup
	Peanut Butter	2 Tbsp.	3 Tbsp.	4 Tbsp.
	Vegetables and/or Fruits (must serve at least two different varieties)	¼ cup total	½ cup total	¾ cup total
	Grains/Bread	½ slice	½ slice	1 slice

Intermediate and Advanced Guidelines

The Eat Smart Guidelines go above and beyond the minimum meal requirements.

Throughout this workbook, each *Guideline* is referenced by the letters and numbers as in the actual *Guidelines* document. The table below will help you to quickly find the guideline you need to reference.

M	Minimum Requirement	B	Breakfast	P	Overall Meal Pattern
I	Intermediate Level	L	Lunch or Supper	E	Nutrition Environment
A	Advanced Level	S	Snacks		

Helpful Hints for Implementation of the *Guidelines*:

Think of implementing the Eat Smart Guidelines as a journey. There may be stops and detours along the way. Don't overwhelm your staff and children by making too many changes all at once. It often takes time to get somewhere worth going.

1. Become familiar with the *Guidelines* by reading through each one.

2. Decide whether your facility is aiming for the Intermediate or Advanced level. While the goal of becoming an Eat Smart child care may seem overwhelming, remember it does not all have to be done at once. Break it down by individual guidelines. Your facility may already be meeting some or most of the guidelines so the list may not be as long as you think it is.

3. Use "*The Details"* section of this workbook for more information about each guideline.

4. The booklet "Model Policies for Creating a Healthy Nutrition and Physical Activity Environment in Child Care Settings" also offers information relating to the *Guidelines*. This booklet is available from the Child and Adult Care Food Program and online at http://health.mo.gov/living/wellness/nutrition/eatsmartguidelines/resources.php.

5. Determine which of the guidelines you already meet.

6. Look at the remaining guidelines. Divide the list of those left into manageable segments. A good way to do this is to identify which guidelines are most important to your facility. You may want to start with a certain section or meal, such as breakfast or overall meal pattern. Start with one or two guidelines that make the most sense for your facility or may be easiest to implement. When deciding, some areas to consider are:
   - What resources are available?
   - What cost may be involved in making any changes?
   - How will staff be affected?
   - How will the change need to be communicated?
   - How will the children be affected?
   - What is the time frame for implementing?

> *Take it easy!*
>
> *Work on one or two guidelines at a time until you're there.*

7. Use the "Progress Notes/To Do List" in *The Details* section for each guideline to keep track of tasks that need to be done or the progress made.

8. Put a date next to "Guideline met (date)" in the "Progress Notes/To Do" section when your facility has successfully implemented each guideline.

9. Once all of the guidelines have been met, submit an application packet for recognition as an Eat Smart Child Care.

Applying for Recognition as an Eat Smart Child Care

To become recognized as an "Eat Smart Child Care" each facility needs to submit an application packet. Application instructions and forms are available online at http://health.mo.gov/living/wellness/nutrition/eatsmartguidelines. Click on **Eat Smart Child Care application forms.**

Because the *Guidelines* assess the nutrition environment, an on-site assessment will also need to be completed. This assessment is to ensure that the facility has the policies in place that reflect the recommendations in the Guidelines and that these policies are being followed. Once the application packet with supporting documentation is received, the facility will be contacted to arrange an on-site visit.

Eat Smart Guidelines – The Details

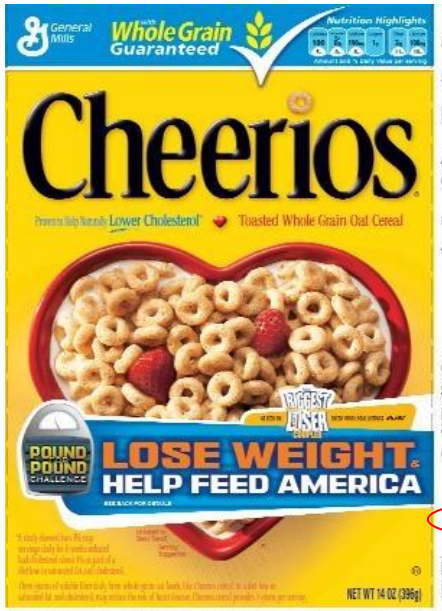
Guideline B.1.	
Level I	**All ready-to-eat and hot cereals offered contain 9 grams of sugar or less per serving as listed on the Nutrition Facts label.**
Level A	**All ready-to-eat and hot cereals offered contain 6 grams of sugar or less per serving as listed on the Nutrition Facts label.**
Why	Children should start the day with a nutritious breakfast. Sugary cereals provide extra calories without adding nutrients. Regular intake of sugary cereals can lead to taking in more calories than needed, causing weight gain. Excess sugar can also cause tooth decay.
How To	To know if your menus meet the guideline, you will need to carefully read the package label. A list of cereals that currently meet the guideline can be found on the Missouri Eat Smart Guidelines for Child Care web page at http://health.mo.gov/living/wellness/nutrition/eatsmartguidelines/resources.php. Before putting a cereal on your menu, please look at the Nutrition Facts panel on the package label to determine the amount of sugar.

Example 1: Cheerios

1. The amount of sugar per serving is 1 g or 1 gram.
2. 1 g is less than 6 g so this cereal meets the Advanced level guideline.

One gram is the amount of sugar in a standard 1 cup serving size. This does not have anything to do with the CACFP portion sizes for children.

Note: This box also lists a serving size for children under 4 (3/4 c or 21 g). Do not use that serving size to figure the amount of sugar.

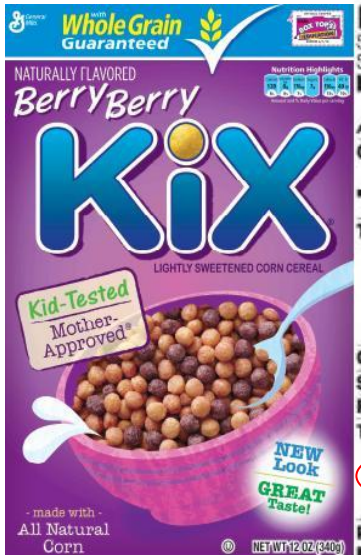


Nutrition Facts

Serving Size 1 cup (28g)
Children Under 4 - ¾ cup (21g)
Servings Per Container about 14
Children Under 4 - about 19

Amount Per Serving	Cheerios	with ½ cup skim milk	Cereal for Children Under 4
Calories	100	140	80
Calories from Fat	15	20	10
	% Daily Value**		
Total Fat 2g*	3%	3%	1.5g
Saturated Fat 0g	0%	3%	0g
Trans Fat 0g			0g
Polyunsaturated Fat 0.5g			0g
Monounsaturated Fat 0.5g			0g
Cholesterol 0mg	0%	1%	0mg
Sodium 190mg	8%	10%	140mg
Potassium 170mg	5%	11%	130mg
Total Carbohydrate 20g	7%	9%	15g
Dietary Fiber 3g	11%	11%	2g
Soluble Fiber 1g			0g
Sugars 1g			1g
Other Carbohydrate 16g			12g
Protein 3g			2g

% Daily Value**



Nutrition Facts
Serving Size 1¼ cup (33g)
Servings Per Container About 10

Amount Per Serving	Berry Berry Kix	with ½ cup skim milk
Calories	120	160
Calories from Fat	15	15
	% Daily Value**	
Total Fat 1.5g*	2%	2%
Saturated Fat 0g	0%	0%
Trans Fat 0g		
Polyunsaturated Fat 0.5g		
Monounsaturated Fat 0.5g		
Cholesterol 0mg	0%	1%
Sodium 170mg	7%	10%
Potassium 70mg	2%	8%
Total Carbohydrate 28g	9%	11%
Dietary Fiber 2g	7%	7%
Sugars 7g		
Other Carbohydrate 19g		
Protein 2g		

Nutrition Facts
Serving Size ¾ cup (27g)
Servings Per Container About 12

Amount Per Serving	Lucky Charms	with ½ cup skim milk
Calories	110	150
Calories from Fat	10	10
	% Daily Value**	
Total Fat 1g*	1%	1%
Saturated Fat 0g	0%	0%
Trans Fat 0g		
Polyunsaturated Fat 0g		
Monounsaturated Fat 0g		
Cholesterol 0mg	0%	1%
Sodium 190mg	8%	10%
Potassium 45mg	1%	7%
Total Carbohydrate 22g	7%	9%
Dietary Fiber 1g	5%	5%
Sugars 11g		
Other Carbohydrate 10g		
Protein 2g		

Example 2: Berry Berry Kix

1. The amount of sugar per serving is 7 g or 7 grams.
2. 7 g is less than 9 g, but not less than 6 g so this cereal meets the Intermediate level guideline.

Example 3: Lucky Charms

1. The amount of sugar per serving is 11 g or 11 grams.
2. 11 g is more than 9 g so this cereal does not meet the intermediate or the Advanced level guideline.

Tips for Success

Potential Challenges or Barriers	Possible Solutions to Challenges
Children like sweet cereal.	-Mix a little sweet cereal with the less sweet cereal, gradually decreasing the sweet. -Serve with fruit flavored yogurt. -Allow children to add a small amount of sugar using a tiny spoon. 1 tsp. of sugar = 4 grams. -Add fresh fruit like strawberries, bananas, or peaches to the cereal.
I don't know which cereals to buy.	-Refer to list of cereals that meet the guideline. -Read the ingredient list and avoid cereals that have sugars listed as one of the first three ingredients or have several kinds of sugars listed. –Sugar may be listed as sucrose, glucose, fructose, high fructose corn syrup, corn syrup, maple syrup, or molasses.

Progress Notes / To Do List	Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here: Guideline met (date) _____

Guideline B.2.		
Level I	**Sweet breakfast items are served no more than one time per week or not at all.**	
Level A	**Sweet breakfast items are served no more than two times per month or not at all.**	
Why	Sweet breakfast foods and other baked items, like pastries, sweet rolls, etc. are usually high in calories, sugar and fat and have minimal nutritional value. While okay to serve once in a while, they should not be served often. Like sugary cereals, these foods add calories from carbohydrates, but little, if any essential nutrients children need to grow. If children fill up on sugary foods, they have little room left for food with nutrients needed to promote health and growth. Eating foods with a lot of added sugars also increases the risk for developing dental caries.	
How To	Sweet breakfast items include breakfast pastries, donuts, poptarts, toaster pastries, waffles or pancakes with syrup, sweet rolls, muffins, cereal bars and other sweet breads. Foods served with syrup, jam, jelly, table sugar and honey are also considered sweet breakfast items. Read food labels. Choose foods that do not have sugars listed as the 1st, 2nd, or 3rd ingredient. Instead of sweet breakfast items, serve whole grain cereal, whole wheat toast, English muffins or bagels. Use fruit such as mashed banana or applesauce as a sweetener.	
Tips for Success	**Potential Challenges or Barriers**	**Possible Solutions to Challenges**
	Staff are concerned that kids need some sugar and won't get enough if these foods are not offered.	Explain that many wholesome foods such as fruit and grains contain natural sugars. Children can get all the sugar they need without eating foods with a lot of added sugar.
Progress Notes / To Do List	**Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:** **Guideline met (date) _____**	

Guideline B.3.	
Level I	**A whole grain food is served at least one breakfast per week.**
Level A	**A whole grain food is served at least three breakfasts per week.**
Why	The 2010 Dietary Guidelines for Americans recommend that at least half of an individual's recommended grain servings come from whole grains. Whole grains are an important source of fiber and other nutrients. Eating at least 3 oz. equivalent servings of whole grains every day has been associated with maintaining a healthy weight and can reduce the risk of several chronic diseases.

How To

Whole grains include, but are not limited to whole wheat flour, graham flour, brown rice, oatmeal and cornmeal. A whole-grain food must meet at least one of the following two specifications:

1. The product contains the following Food and Drug Administration (FDA) approved whole grain health claim on its packaging: "Diets rich in whole-grain foods and other plant foods, and low in saturated fat and cholesterol may help reduce the risk of heart disease."
2. Product ingredient listing lists whole-grain first, specifically:
    a. Non-mixed dishes (breads, cereals): Whole grains must be the primary ingredient by weight.
    b. Mixed dishes (pizza, corndogs): Whole-grain must be the primary grain ingredient by weight.

List of Common Whole Grains

(Note: This list is not comprehensive and therefore may not list all possible representations of whole grain ingredient names on food labels. The list of common whole grains was developed by the USDA using resources from the American Association of Cereal Chemists,; USDA Agricultural Research Service; Center for Nutrition Policy and Promotion; and Food and Nutrition Service)

Wheat
Whole wheat flour
Crushed wheat
Coarsely ground whole wheat flour

Whole wheat berries
Unbleached whole wheat flour
Bleached whole wheat flour
Whole white wheat flour
Toasted crushed whole wheat
Sprouted wheat berries
Graham flour
Whole grain wheat
Whole wheat pastry flour
Cracked wheat
Whole wheat flakes
Entire wheat flour
Bromated whole wheat flour
Whole wheat pastry flour

Corn
Whole corn
Whole grain corn flour
Whole cornmeal
Whole corn flour
Whole grain cornmeal

Oats
Whole oats
Whole oat flour
Rolled oats
Oatmeal
Oat groats

Rice
Wild rice flour
Brown rice flour
Brown rice
Wild rice

Rye
Whole rye
Whole rye flour

Barley
Whole grain barley flour
Whole grain barley
Dehulled barley
Whole barley flakes or flour

Bulgur
Bulgur
Whole grain bulgur

Find Whole Grains in a Snap

To find products made from whole grains:

- Look at the ingredient list on the food label. A whole grain should be the first ingredient listed. The further down the whole grain is on the ingredient list, the less whole grain the product has.
  - Choose products that are 100% whole grain for the most health benefit.
  - If the words "whole" or "whole grain" appear before the grain's name in the ingredient list, it's a whole grain.
- Don't be fooled by color. Some brown grains are not whole grains, while some white grains are made with bleached whole wheat flour and are whole grain.
- Look for the whole grain stamp. The Whole Grains Council has created an official packaging symbol called the "Whole Grain Stamp" to help consumers find real whole grain products. (*Graphic courtesy of Oldways and the Whole Grains Council, wholegrainscouncil.org)*

Good Source
A half serving (8 g) of whole grain

Excellent Source
A *full* serving (16 g) of whole grain

100% Excellent
A full serving (16 g) of whole grain; all grains are whole grains

This example meets the Advanced level of Guideline B.3:

Monday	Tuesday	Wednesday	Thursday	Friday
				
Waffles	Whole Grain Cereal	Whole Wheat Toast	Whole Grain Bagel	Oatmeal

Tips for Success	Potential Challenges or Barriers	Possible Solutions to Challenges
	Children do not like whole grain food.	Many children are not used to eating whole grain foods. Staff can introduce these foods gradually by mixing a whole grain item with a processed grain. For example, mix whole wheat noodles with regular noodles or make sandwiches with white bread on the top and whole wheat on the bottom. Some foods that children already love are whole grain such as Cheerios and oatmeal.
Progress Notes / To Do List	**Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:** **Guideline met (date) _____**	

Guideline B.4.	
Level I	**Fresh, canned (packed in water or juice), dried or frozen fruits or vegetables (excluding juice) are served at least three breakfasts per week**.
Level A	**Fresh, canned (packed in water or juice), dried or frozen fruits or vegetables (excluding juice) are served for breakfast every day.** **Fresh fruits or vegetables are served at least one breakfast per week.**
Why	Fruits and vegetables are an essential part of a healthy diet. Most children do not get the recommended amount of fruit and vegetables. Offering a large variety of fruits and vegetables, including canned, frozen, dried and fresh may encourage children to learn to like and regularly eat a variety of fruits and vegetables. Including fruits and vegetables early and often in children's diets helps them to make a habit of eating them. ***Why are fruits and vegetables important?*** • They provide high levels of essential vitamins and minerals and relatively few calories • They are high in fiber • They help children feel full longer • They give children the opportunity to learn about different textures, colors and tastes Specific health benefits of fruits and vegetables include: ○ Help maintain a healthy weight ○ Help prevent cancer ○ Help control blood pressure ○ Reduce risk of heart disease ○ Reduce risk for diabetes ○ Help keep bowels regular ○ Improve eye and brain function ○ Reduce inflammation 

How To

Children are often hungriest in the morning so this is a good time to try new fruits. Add more fruit at breakfast by:

- Using fruit in place of syrup for pancakes or waffles
- Sweetening oatmeal with fruit instead of sugar
- Adding berries or sliced banana to cereals
- Blending pieces of fruit and yogurt to make a smoothie
- Serving something to dip fruit in like yogurt

What about juice?

The *Guidelines* encourage children to eat more fruits and vegetables. Offering juice does not support this goal and does not count towards the number of servings required to meet this guideline. Fruits and vegetables provide more fiber and less sugar than 100% fruit juice. Children tend to fill up on juice and may not eat much during meals or snacks. Drinking juice throughout the day has been associated with dental caries.

What could my menus look like with more fruits and vegetables at breakfast?

This example exceeds the Advanced level of Guideline B.4.

Monday	Tuesday	Wednesday	Thursday	Friday
 Fresh Oranges	 Fresh Melon	 Fresh Banana	 Fresh or Frozen Berries	 Canned Peaches

Tips for Success	Potential Challenges or Barriers	Possible Solutions to Challenges
	Fresh fruit may be expensive.	-Frozen and canned fruits are an alternative to fresh and may be less expensive. Be sure to buy fruits canned in juice or water only and drain before serving. -Buy fresh fruits in season or when on sale. -Plan carefully to purchase the right amount. -Plan to use leftovers by making fruit salad, smoothies, etc..
	Lack of staff time to prepare fresh fruits.	-Save fruits that need more preparation for days that require less cooking of other menu items. -Some fresh fruits can be purchased already cut up, seeded and ready to eat.
	Children may not want to try new fruits.	-Connect the kitchen with the classroom to help children get familiar with new foods. For example, staff can teach about fresh peaches the day before they're on the menu. -Have tasting parties in the classroom to help kids get comfortable with new foods before they are served on the menu. -Serve fruit with a yogurt dip
Progress Notes / To Do List	**Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:** **Guideline met (date) _____**	

Guidelines B.5., L.5., and S.5.		
Level I/A	**Only low fat (1% or ½%) or skim (nonfat) milk is served, flavored or unflavored.**	
Why	The American Academy of Pediatrics (AAP) recommends serving 1% or skim milk to children aged 2 years and older. Skim and 1% milk have as much protein, calcium and vitamin D as 2% and whole milk without the extra calories, saturated fat, and cholesterol. Serving reduced fat milk helps to keep dietary fat intake consistent with *Dietary Guidelines* recommendations. **For more information, see Model Policy 3**	
Tips for Success	**Potential Challenges or Barriers**	**Possible Solutions to Challenges**
	Parents may think that low fat milk is unsafe for young children because they have been told to offer only whole milk after weaning. They may think skim milk is less wholesome than higher fat milks.	-Before making a change, send information home to parents to reassure them that skim and low fat milk are healthy choices for children over the age of 2 years. -Serve skim or low fat milk at parent meetings. Encourage parents to make the switch at home too.
	Children may be used to drinking whole or 2% milk and resist the change.	-Make the switch without a lot of fuss. Milk taste-tests done with children show that most cannot tell the difference if an adult doesn't say anything. -Switch gradually by going from whole to 2% to 1% to skim over time. You can mix a pitcher with half 2% and half 1% for an even more gradual change. -It's ok to add a little flavoring to encourage kids to drink milk. -Have staff set a good example by drinking the same kind of milk.
Progress Notes / To Do List	**Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:** **Guideline met (date) _____**	

Guideline B.6.	
Level A	**A meat/meat alternate is provided at breakfast two days per week. High fat and salty processed meats may not be provided at breakfast. These include meat items listed in L.1.I and L.1.A.**
Why	Meat/meat alternate foods add protein to the meal. Protein satisfies the appetite longer so it helps prevent mid-morning hunger.
How To	Ideas for protein foods at breakfast: • Eggs – scrambled with bits of chopped bell pepper for added color • Peanut butter - spread on whole wheat toast and top with sliced bananas • Cheese – cut in chunks or strips for a fun finger food • Yogurt – layered with crunchy granola and berries for a parfait • Cottage cheese – mixed with pineapple or peaches • Lean meat – use leftover meat from day before in breakfast burritos • Beans – try black beans in a breakfast burrito 

Tips for Success

Potential Challenges or Barriers	Possible Solutions to Challenges
Protein foods are expensive.	-You don't have to use very much meat or meat alternate. -Protein foods satisfy the appetite so children may eat less overall.
I don't know how much to serve.	-There is no required portion size of meat/meat alternate to serve at breakfast. Just get them to try a little bit.

Progress Notes / To Do List

Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:

Guideline met (date) _____

Guideline L.1.	
Level I	**Highly processed meats, poultry and fish are served no more than two times per week.**
Level A	**Highly processed meats, poultry and fish are served no more than one time per week.**
Why	Processed meats are often high in calories, saturated fat and sodium. Eating these foods has been linked with increased risk of cancer and diabetes. Processed breaded meats may include a large amount of breading and fillers so a normal portion size for a young child might not have enough meat. The *Dietary Guidelines* encourage lean protein sources such as chicken, turkey, beans, boneless fish, nut butters, eggs, and yogurt to keep fat and saturated fat levels within recommendations. Offering a variety of meats/meat alternates helps children to eat a variety of nutrients.
How To	***How can I use fewer processed meats?*** • Serve more entrees that include beans. Beans are a low cost substitute for meat and are a good source of protein and fiber. • Make your own chicken "nuggets" using cereal or other coating. • Buy large bags of lean protein, like chicken. Portion out amounts needed and freeze the rest for the next menu cycle. • Serve new foods along with items the children recognize to increase their acceptance. The table below has more entrée ideas that do not use highly processed meats. **Beef:** Spaghetti and Meat Sauce Vegetable Beef Stew Hamburgers Beef Tacos Meatballs Sloppy Joes Tater tot Casserole Beef Goulash Enchilada Casserole Taco Salad Meat Loaf Lasagna Chili with Beans **Chicken:** BBQ Chicken Sandwich Chicken Burrito Chicken Quesadilla Chicken and Noodles Chicken Pie with Biscuits Chicken Salad Sandwich Chicken Stir Fry Baked Chicken **Fish:** Tuna Noodle Casserole Tuna Salad Sandwich Oven Baked Fish Salmon Patties **Cheese:** Cheese Pizza Macaroni and Cheese Grilled Cheese Sandwich Vegetarian Lasagna Yogurt Cottage Cheese and Veggies **Eggs:** Broccoli Quiche Omelet Scrambled Eggs Egg Salad Sandwich Vegetable Frittata Hard Boiled Eggs **Pork:** Pork Fried Rice Ham and Beans Sliced Ham **Beans:** Vegetarian Chili Red Beans and Rice Bean and Cheese Burrito **Turkey:** Turkey and Dressing Turkey Tetrazzini Turkey and Cheese Sandwich

Tips for Success	Potential Challenges or Barriers	Possible Solutions to Challenges
	How do I know what meats are included in this group?	-These foods include chicken nuggets, fish sticks, chicken patties, pork patties, hot dogs, corndogs, bologna, pepperoni, Polish sausage, breakfast sausage and sausage links, Spam, Treet, liverwurst, smoked sausage, salami, summer sausage, and other luncheon meats. -Luncheon meats include hot dogs, Frankfurters, bologna, pepperoni, Polish sausage, salami, summer sausage, liverwurst and other pressed type meats. This does not include deli meats, which include lean ham, turkey, roast beef and chicken breast that is sliced for sandwiches and salads and are at least 95% fat free.
	Breaded meats are easy to prepare.	Find simple, quick, and healthy recipes as alternatives to breaded processed meats.
	Children like the breaded processed meats.	-They like these foods because they are used to them. Offer new foods one at a time and offer them along with other familiar foods. -Children love to dip. Offer baked chicken or roast beef strips with dipping sauces like ketchup or BBQ sauce.
	Hot dogs and lunch meat are inexpensive to buy. Lean meats cost more.	-Buy large bags of frozen lean meats such as chicken breasts. -Dried beans are one of the cheapest protein foods available.
	You may think that because a food meets CACFP guidelines, it is a healthy food.	Not true. The CACFP meal pattern allows for a wide variety of meat/meat alternates. Not all choices give the best nutrition for young children.
Progress Notes / To Do List	**Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:** **Guideline met (date) _____**	

Guideline L.2.	
Level I	**A whole grain food is served at least one lunch per week.**
Level A	**A whole grain food is served at least three lunches per week.**
Why	See Guideline B.3.
How To	See Guideline B.4. Ways to use more whole grains • Choose breads, rolls, pastas and other grain items made from whole grains. • Use brown rice in any dish that calls for rice. Normally brown rice takes about twice as long to cook, but there are some quick cooking brands. • Use whole wheat flour in place of half the regular flour in recipes. This example meets the Advanced level guideline for lunch or supper.

Monday	Tuesday	Wednesday	Thursday	Friday
				
Brown rice*	Whole wheat spaghetti*	Corn tortilla**	Saltine crackers	Whole wheat bread*

**Indicates a whole grain food*
***Might be whole grain - label should list whole grain cornmeal as 1st ingredient*

Tips for Success	Potential Challenges or Barriers	Possible Solutions to Challenges
	Children are not familiar with whole grains so they won't try them.	-Mix whole grains with grain foods kids already like. For example, make a sandwich with whole wheat bread on the bottom and white bread on the top. Give it a fun name. -Try different brands of products. Some taste better than others.
	Whole wheat bread is more expensive.	Whole grain breads are more dense and more filling, so the kids may not need to eat as much.
Progress Notes / To Do List	**Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:** **Guideline met (date) _____**	

Guideline L.3.		
Level I	**Fresh (raw) fruits or vegetables are served one or more times per week for lunch or supper.**	
Level A	**Fresh (raw) fruits or vegetables are served three or more times per week for lunch or supper.**	
Why	See Guideline B.5. Fresh fruits and vegetables are usually more colorful, have a firmer texture, and taste better than canned or frozen. In general, they are more appealing to children. Fresh fruits and vegetables, especially when eaten raw usually offer more nutrition than canned. Some fruits and vegetables like grapes, bananas, zucchini, yellow squash, and peppers are not often available canned or frozen so using fresh produce allows for greater variety.	
How To	Plan carefully to avoid waste. Keep records on which items the children like and how much is used at each meal. Have a plan to use any leftover fresh fruits and vegetables in another meal. For example, grapes and bananas left from Monday and Tuesday breakfast could be used in a fruit salad for lunch on Wednesday.	
Tips for Success	**Potential Challenges or Barriers**	**Possible Solutions to Challenges**
	Fresh produce can be expensive.	-Buy fruits and vegetables when in season or on sale. Local farmers' markets may be a source of lower cost fresh produce. -Plan carefully to purchase the right amount and use leftovers to minimize waste.
	Fresh produce doesn't keep very long.	-Plan to purchase close to the day you will serve this food. -Have a plan for using extra fruits and vegetables at another meal.
	Staff don't have time to wash and prepare fresh fruits and vegetables.	-Save fruits and vegetables that need more preparation for meals that require less preparation of other menu items. -Buy fruits and vegetables that are already cut up. -Do as much pre-preparation (washing, chopping, etc.) as possible.
Progress Notes / To Do List	**Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:** **Guideline met (date) _____**	

Guideline L.4.		
Level I/A	**Juice is not served as one of the required fruit/vegetable servings at lunch or supper.**	
Why	Milk is required as a beverage at lunch and supper. ***Why limit juice?*** • Excessive juice intake may be linked to overweight or obesity. • Excessive juice intake is associated with tooth decay and diarrhea in children. • Children tend to drink it in place of water. • The AAP recommends that the majority of fruit and vegetables come from whole food rather than juice. • Children get no further nutritional benefit from drinking more than 4 to 6 oz of juice per day. • Fruit and vegetables provide more fiber and less sugar than 100% juice. • If full from juice, children may not eat much during meals and snacks.	
How To	If serving juice, only 100% fruit or vegetable juice should be served. Other sweetened beverages have lots of sugar and calories and little to no nutrients. Studies show that each additional serving of sugar-sweetened beverage increases the risk for overweight or obesity. Frequent exposure to these drinks also increases the risk for and extent of tooth decay.	
Tips for Success	**Potential Challenges or Barriers**	**Possible Solutions to Challenges**
Progress Notes / To Do List	**Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:** **Guideline met (date) _____**	

Guideline P.1.

Level I — **Dark green or orange fruits or vegetables are served at least two times per week.**

Level A — **Dark green or orange fruits or vegetables are served at least three times per week.**

Why

Why should I include these foods on my menus?

- They make meals more nutritious.
- They provide many vitamins, minerals, and other nutrients that help reduce the risk of cancer, heart disease and other serious health problems.
- They increase menu variety and acceptability.

How To

What are some dark green vegetables?

Beet and mustard greens	Collard greens	Kale	Spinach
Bok choy	Dark green leaf lettuce or salad greens	Romaine lettuce	Turnip greens
Broccoli			Watercress

What are some bright orange fruits and vegetables?

Carrots	Cantaloupe	Tangerines	Guava
Sweet potatoes	Red peppers	Peaches	Oranges
Pumpkin	Nectarines	Butternut squash	Mandarin oranges
Mango	Apricots	Papaya	Clementines

This example more than meets the Advanced level guideline. (Only 3 are required, but they're all so pretty!)

Monday	Tuesday	Wednesday	Thursday	Friday
				
Butternut squash	Beet greens	Carrots	Broccoli	Mango

Tips for Success	Potential Challenges or Barriers	Possible Solutions to Challenges
	Some of these vegetables are expensive.	-Buying frozen vegetables may cut down on cost. Bags of frozen peppers, broccoli, or carrots often cost about the same as other frozen vegetables.
	Concern that children won't eat colorful food.	-Start with colorful foods that children recognize like carrots, broccoli, and tomatoes. -Think about featuring a color or letter of the week and serving vegetables and fruits that fit the featured category.
Progress Notes / To Do List	**Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:** **Guideline met (date) _____**	

Guideline P.2.	
Level I	**The menu is at least a 3 week cycle. Different vegetables, fruits, and entrees are used to minimize repetition.**
Level A	• **The menu is at least a 3 week cycle. Different vegetables, fruits, and entrees are used so there is little repetition in the cycle.** • **Foods served at a meal include a variety of textures, shapes, temperatures, sizes and colors.** • **Menus reflect the ethnicity and culture of all children in the center.**
Why	A perfect food that has all the essential nutrients does not exist. A food may be a good source of some vitamins and minerals, but still lack other important ones. Therefore, eating a variety of foods helps assure that children get all the nutrients essential for good health and development. By regularly serving a variety of foods, children learn healthy food habits and will not become bored with the foods offered. This also increases the likelihood that children will enjoy a variety of food later in life. Foods from different cultures help children learn about different parts of the world and about cultural diversity and customs. **For more information, see Model Policies 5 and 6**
How To	Add variety to menus by using different colors, flavors, textures and temperatures of foods. Offering foods from different cultures also helps to increase menu variety. Tasting and eating such foods will help children learn about new flavors, different parts of the world, cultural diversity and different customs. Offering foods from many cultures also helps to ensure all children in your care receive food they are familiar with. Planning a cycle menu can help you look at your menu over a period of time to make sure foods haven't been repeated. Tips for increasing menu variety: • Avoid planning the same form of food two days in a row, such as spaghetti and meat balls on Monday and meat ravioli on Tuesday. • Vary your main course—choose from plain meats, casseroles, sandwiches, a main-dish salad or soups. • Use different recipes. • Seasoning foods with different herbs and spices. • Offer fruits and veggies in different forms—try raw, cooked or dried. • Add raw cauliflower, red cabbage or spinach to a salad. • Limit the number of times foods are repeated in one week. 

- Add contrast. For example, serve foods that are different textures like salad (crunchy) and spaghetti (soft); raw veggies (crunchy) with meatloaf (soft), toasted bread (crunchy) with ravioli (soft); crackers (crunchy) with soup (soft).
- Pair hearty or dense foods, like stews or casseroles with lighter choices such as fresh fruit or vegetables.
- Serve foods that are different shapes. For example choose foods that come as cubes, mounds like meat balls or melon balls, or shredded bits instead of a meal that is all cubes, like chicken nuggets, diced peaches and green beans.
- Add color. A meal with turkey, rice, cauliflower, white bread, pears and milk lacks color. Fruits and veggies are a great way to add color. Spices can also add color like cinnamon on applesauce or paprika on potatoes. Another example of an eye catching meal would be green peas, apricots, oven-fried chicken, mashed potatoes and milk.

(See menu planning resources at http://teamnutrition.usda.gov/library.html and http://www.nfsmi.org/.)

Tips for Success

Potential Challenges or Barriers	Possible Solutions to Challenges
Planning menus to ensure variety takes lots of time and knowledge about food preparation.	-Attend a CACFP training on menu planning. -Get free meal planning resources from the USDA and Team Nutrition. http://www.fns.usda.gov/tn/
Staff are concerned that children will refuse to eat new foods.	-Repeat the new foods so children can get used to them. They may need to see a new food 10 to 12 times before they accept it.
Staff and children may be reluctant to try ethnic foods.	-Include foods on the menu that are part of the culture of staff and families. -Choose a country or ethnicity and have a celebration including regional food, music, and fun activities.

Progress Notes / To Do List

Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:

Guideline met (date) _____

Guideline P.3.		
Level I	**100% fruit juice is served no more than once per day or not at all.** **Sugar sweetened beverages are not served at or between meals.**	
Level A	**100% fruit juice is served no more than three times per week or not at all.** **Sugar sweetened beverages are not served at or between meals.**	
How	Sugar sweetened beverages include Kool-Aid, pop or soda, fruit punch, sports drinks, flavored waters, etc. When children are thirsty, the best drink to offer them is plain, fresh water.	
Why	The American Academy of Pediatrics recommends that preschool age children consume no more than 4 to 6 oz. of 100% juice each day. **For more information see Guideline L.4.** ***See Model Policies 1 and 2**	
Tips for Success	**Potential Challenges or Barriers**	**Possible Solutions to Challenges**
	Children may be used to drinking something sweet when they are thirsty.	-Children do like juice and often ask for it when they are thirsty. They may not be used to asking for water, but offer it anyway. In time, they will learn that water is a good thirst quencher. -Make drinking water fun for children by adding lemon slices to ice cold water or providing straws for them to sip from. -Water is a good beverage to use when practicing pouring skills with children. It's cheap and won't make sticky messes when spilled.
	You may think that juice is "healthy" and encourage children to drink it.	Juice is a healthy choice, but children tend to drink it in place of water. Too much juice may interfere with their appetite for food or give them more calories than they need. Frequent juice also exposes their teeth to a lot of sugar. Even though it is natural sugar, it can still cause tooth decay.
	Juice is easy to prepare for snacks.	-Juice does not need to be removed from menus, just limited. -Find some easy alternatives to juice like apple slices, orange sections, or banana halves.
Progress Notes / To Do List	**Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:** **Guideline met (date) _____**	

Guideline P.4.		
Level I/A	**No foods containing artificial sweeteners are served.**	
Why	Children have little tummies. While diet and artificially sweetened foods and beverages have few calories they may take the place of more nutritious foods and drinks that children need to grow and be healthy (for example 1% milk or water). We want children to learn to appreciate the sweetness of real, wholesome foods like fruit.	
How To	Watch the ingredient list on packages for the following artificial sweeteners: • Sorbitol, mannitol, xylitol (sugar alcohols) – often found in diabetic or sugar free products; have some calories • Aspartame (Nutrasweet or Equal) • Acesulfame-K (Sunett or Sweet One) • Saccharin (Sugar Twin or Sweet N Low) • Sucralose (Splenda) • Neotame	
Tips for Success	**Potential Challenges or Barriers**	**Possible Solutions to Challenges**
	You may want to decrease calories from sweets	-Use low sugar products or gradually add less sugar to products to help children appreciate the taste of food that is less sweet. -Check the calories on the label; does the product yield low calories for the amount of food consumed?
	It's hard to identify products with artificial sweeteners	-Refer to the list above -Look for the products that state "no artificial sweetener" on the front of the package.
Progress Notes / To Do List	**Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:** **Guideline met (date) _____**	

Guideline S.1

Level I

Sweet snacks, such as sweet pastry items, cookies, cakes, pie, quick breads, cereal bars, etc., AND croissants and grain-based chips are served no more than one time per week or not at all.

Level A

Sweet snacks, such as sweet pastry items, cookies, cakes, pie, quick breads, cereal bars, etc., AND croissants and grain-based chips are served no more than one time every two weeks or not at all.

Why

These foods are not nutrient–rich choices. They are generally not made from whole grains; contain few nutrients; and are high in fat, sugars, and sodium. Research shows that most children eat too many of these unhealthy choices. While okay to serve once in a while, they should not be served often. If children fill up on these foods, they have little room left for more nutritious foods.

How To

These snack foods are ok any time (especially if whole grain):

- Breads
- Crackers
- Pita bread
- Dry cereal
- Bagels
- Pretzels
- Graham crackers
- Animal crackers
- Rice cakes
- Pizza crust

Limit these snack foods:

- Brownies
- Cinnamon/Danish rolls
- Banana bread (or other sweet breads)
- Granola/cereal bars
- Cakes
- Donuts
- Muffins
- Pie crust
- Toaster pastries
- Coffee cake
- Cookies
- Croissants
- Corn chips
- Tortilla chips
- Cheese puffs
- Bagel chips

Tips for Success

Potential Challenges or Barriers	Possible Solutions to Challenges
You rely on the convenience of packaged cookies, snack cakes, etc. for snacks. Staff does not have time to prepare a snack.	Snack preparation can be a learning experience if children help prepare their own snacks in the classroom. Example: for Ants on a Log, wash and cut celery in about 4 in. pieces. Have kids spread peanut butter or cheese spread in the groove of the celery, then sprinkle raisins on top for the “ants”. Instead of celery, you can use bananas cut in half lengthwise.

Progress Notes / To Do List

Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:

Guideline met (date) _____

Guideline S.2.	
Level I	**One or more snacks per week contain a meat/meat alternate. High fat & salty meats as listed in L.1. may not be used.**
Level A	**Two or more snacks per week contain a meat/meat alternate. High fat & salty meats as listed in L.1. may not be used.**
Why	These foods are high in protein. One of protein's roles is to keep us feeling full. Serving a protein food at snack time will help tide children's appetite over until the next meal, and give them lasting energy for the playing and learning they need to do. Protein sources also offer a variety of nutrients children need to grow. It is good to help kids form healthy snack habits at an early age. Snacks should always have at least two food groups, such as protein and grains, to increase the variety and nutrients provided.
How To	Examples protein packed snacks: Cottage cheese and pineapple Cheese stick served with crackers Deli turkey and a slice of bread A hardboiled egg and carrot sticks Smoothies made with fruit and yogurt Yogurt and fruit for dipping Hummus and pita bread Cheese melted on a tortilla Mini-pizza with cheese  Note – High fat and salty processed meats may not be provided at snack. These include meat items listed in L.1.

Tips for Success	Potential Challenges or Barriers	Possible Solutions to Challenges
	These foods are expensive.	Remember that when a meat or meat alternate is served at snack only ½ oz is needed for ages 1-5 and only 1 oz for ages 6-12.

Progress Notes / To Do List	
	Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here: **Guideline met (date) _____**

Guideline S.3.	
Level I	**At least one fresh, frozen, canned or dried fruit or vegetable (excluding juice) is served two times a week or more often.**
Level A	**At least one fresh, frozen, canned or dried fruit or vegetable (excluding juice) is served three times a week or more often.**
Why	See Guideline B.4.
How To	***Fruit and Vegetable Serving Tips*** • Keep fruits and vegetables healthy; limit added fat, sugar and sodium. • Serve more fresh and frozen fruits and vegetables. They usually offer more nutrition per serving than canned or dried fruits and vegetables. • If serving canned fruits, buy fruits canned in juice or water only. Drain before serving. • Help children learn to appreciate the natural sweetness of fruits by adding little or no sugar.
Tips for Success	**Potential Challenges or Barriers** / **Possible Solutions to Challenges**
Progress Notes / To Do List	**Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:** **Guideline met (date) _____**

Guideline S.4.		
Level I	**A whole grain food is served at least one snack per week.**	
Level A	**A whole grain food is served at least two snacks per week.**	
Why	**See Guideline B.3.**	
How To	• Replace high sugar or fat snack items like crackers or cookies with whole grain versions. • Serve whole grain cereal for snacks. • Read labels and choose products that list a whole grain as the first ingredient.	
Tips for Success	**Potential Challenges or Barriers**	**Possible Solutions to Challenges**
Progress Notes / To Do List	**Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:** **Guideline met (date) _____**	

Nutrition Environment

The rest of these guidelines deal with how children are fed. In addition to the foods on the table, the atmosphere in which children eat their meals affects their life-long eating habits. A supportive nutrition environment is important for nurturing healthy eating habits in young children. The Eat Smart Guidelines make recommendations based on the best available evidence for setting a positive nutrition environment.

The nutrition environment is made up of many factors. These include:

- The interactions between adults and children during mealtimes
- How meals are served
- Activities that happen outside of meals, such as at celebrations or facility-sponsored activities, e.g., fundraising

It is important to send children consistent messages about eating and good nutrition. For example, if teachers teach lessons that encourage fresh fruits and vegetables, it is important to serve them fresh fruits and vegetables at meals so they will really get the message.

For more information about model policies and tips for changing your facility's nutrition environment, refer to the document "Model Policies for Creating a Healthy Nutrition and Physical Activity Environment in Child Care Settings." It is available to download at http://health.mo.gov/living/wellness/nutrition/eatsmartguidelines/resources.php.

Feeding Environment

The feeding environment includes the interaction between adults and children at meal and snack time. Adults set the feeding environment for children through their attitudes and actions.

Staff can set a positive feeding environment by:

- Eating the healthy foods that are served and trying new foods with a good attitude.
- Not bringing unhealthy foods and drinks into the classroom.
- Helping children pay attention to when they are hungry and when they are full so children can learn to eat the amount their bodies need.
- Following the "division of responsibility". It is the caregiver's job to buy, prepare and serve healthy meals and snacks. It is the child's job to decide how much (if any) and what to eat of the foods served. If this "division of responsibility" is respected, children will learn to try new foods, respect their fullness cues, and maintain lifelong healthy eating habits. It is important to remember that children will not starve. They will choose to eat when they need to. Avoid turning mealtime into a power struggle.

Eating nutritious foods and learning good mealtime behaviors are important due to the rapid growth and the major developmental changes children undergo especially in early childhood. Mealtime can also be an opportunity for learning and developing social and motor skills and for introducing new foods. Skills such as hand washing, table manners and carrying on a conversation can be developed and reinforced at mealtime.

Guideline E.1.		
Level I	**Menus are available and posted for staff and parents.**	
Level A	• **Menus are available and posted for staff and parents.** • **Children have opportunities to provide input on food and menus.**	
Why	Families should know what their children are eating in child care and have the chance to make suggestions about what is served. Families can also plan their home meals better if they know what is on the menu at child care.	
Tips for Success	**Potential Challenges or Barriers**	**Possible Solutions to Challenges**
	Situations may sometimes prevent you from serving what is on the posted menu.	Write changes on the posted menu as soon as you know changes have to be made.
	Parents may not see the posted menu.	-Make posted menu eye catching. Use Carlton the Carrot menu template. -Parents don't need to know the details of the meal pattern and where each food goes. -Send a copy of the menu home with parents.
Progress Notes / To Do List	**Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:** **Guideline met (date) _____**	

Guideline E.2.	
Level I	**Adults sit at the table and eat the same foods served to the children.**
Level A	• **Adults sit at the table and eat the same foods served to the children.** • **Adults do not eat or drink any foods or beverages other than those offered to children while in the presence of children.**
Why	This practice allows the staff to serve as good role models. Children are always watching their teachers, especially during mealtime. This time together provides many openings for teachers or staff to: • Teach children about healthy foods • Talk about the foods served and where they came from • Encourage proper table manners • Engage children in pleasant discussion to build communication skills • Teach children about the tastes, smells, textures and different colors and shapes of foods If staff eat or drink less healthy foods in front of the children, they are sending negative messages to children. **For more information, see Model Policies 10 & 11.**
How To	Teachers should be willing to try new foods and adopt the same behaviors that they are trying to teach children. When a new food is served, teachers can greatly influence the children's acceptance through their own enthusiasm for trying new things.

Tips for Success	Potential Challenges or Barriers	Possible Solutions to Challenges
	Teachers want to eat something different for their meal.	Adults do not have to eat an entire meal, just a bite or two of each food served. The goal is to have children see adults they admire eating and drinking healthy foods and drinks.
	Teachers don't want to give up their break time.	Staff will be more likely to be on-board with this activity if they are also given a scheduled break for their meals.

Progress Notes / To Do List	**Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:** **Guideline met (date) _____**

Guideline E.3.		
Level I	• **At least one item is served family style at each meal (within children's capabilities).** • **Child-size serving utensils are available and used**.	
Level A	• **Most foods are served family style at each meal (within children's capabilities).** • **Child-size serving utensils are available and used**.	
Why	Family style meals create an opportunity for children to practice their independence; pouring, spooning, and passing skills; and table manners. Modeling and practicing such behavior at child care facilities can foster habits that carry into other environments, including the home. Also, allowing children to choose their own portions may help prevent children from overeating or feeling pressured to eat food they do not want. **For more information, see Model Policy 12.**	
How To	Definition: *In family style meal service, adults place each meal component on the table in serving dishes. The children serve themselves with assistance from supervising adults who set the example. There must be enough food at the table for each child to have a full portion; however, the child may choose not to take it.*	
Tips for Success	**Potential Challenges or Barriers**	**Possible Solutions to Challenges**
	This is too much for young children to handle. They don't have the skills.	-The Eat Smart Guidelines do not require the entire meal to be served family style. Only one item needs to be. Providers can meet this recommendation by passing a bowl with the vegetable or grain item or having each child pour their own milk as they are able. -Start with easily served items. -Practice passing, serving and pouring skills before starting family style meal service. Have children pass bowls of uncooked beans or rice and pour small pitchers of water.
	It's messy.	-Expect spills as a normal part of the learning process. Handle them in a relaxed way. -Be prepared for clean up by having sponges and/or towels at the table. -Have children help clean up after a spill. Take care to help them feel good about helping instead of feeling bad about the spill. -Use child sized serving bowls, pitchers, and utensils to reduce spills.
	It's not sanitary.	-Provide each menu item in several small bowls so that if a child touches the food, it can be thrown away with limited waste. -Have extra serving utensils handy in case one gets dropped on the floor or put in a child's mouth.

	It's stressful for the staff.	-Teach table manners and what is expected of children long before you start family style meal service. -Keep table size to no more than eight children. -Remember that it may be more work for staff at first, but it becomes less work as children become competent at what they're doing. - Give children jobs at mealtimes, such as setting the table, and clearing and cleaning the table.
Progress Notes / To Do List	**Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:** **Guideline met (date) _____**	

Guideline E.4.	
Level I/A	**Children have ample time to eat and practice social interaction skills, such as having a conversation**
Why	Children need to have enough time to practice table skills. Younger children tend to need a longer amount of time to eat a meal. They are less coordinated and are still developing the fine motor skills that help them use silverware effectively. If they feel rushed they may be less likely to eat well.
How To	While every child is different and care givers should individualize based on children's needs, at least 10 minutes for a snack and at least 20 minutes for a meal should be an appropriate amount of time for most children.
Guideline E.5.	
Level I	**Children help clear dishes after the meal is finished.**
Level A	**Children help set the table and clear dishes after the meal is finished.**
Why	These chores help build children's identity and self confidence. When children are involved in the meal in any way, they are more likely to want to eat it.
Progress Notes / To Do List	

Guideline E.6.		
Level I	• **Staff gently encourage but do not force children to eat or taste foods.** • **Food is not used as a punishment or reward at any time throughout the day.**	
Level A	• **At meals, staff informally educate children about the foods they are eating.** • **Staff gently encourage but do not force children to eat or taste foods.** • **Food is not used as a punishment or reward at any time throughout the day.**	
Why	Child care providers are required to offer children each of the required meal components (e.g., meat, fruit, vegetable, grain/bread, milk). It is up to the child to decide whether they will take or eat the foods served. Offering food to encourage or reward behavior places unnecessary importance on food and may have negative effects. This action teaches children to eat when they are not hungry and can alter their internal hunger and fullness cues. Foods commonly used to encourage positive behavior, such as candy or cookies, are often high in fat or sugars with little nutrients. These foods offer little to support proper growth and development. As children become older, rewarding them with food may lead to emotional overeating and excessive weight gain. **For more information, see Model Policies 7, 8, and 9.**	
How To	Staff can help children learn to listen to their bodies to decide whether they are hungry, full or eating out of habit. Children should never be forced to eat if they are full and should be given more food if they are still hungry. Children may learn to overeat if they are made to eat everything or clean their plates, which can lead to weight problems later in life. Interfering with their internal hunger and fullness cues could lead to unhealthy eating patterns.	
Tips for Success	**Potential Challenges or Barriers**	**Possible Solutions to Challenges**
	It is natural to want to encourage children to eat all of the food given.	Remember if encouragement is too strong it may cause a child to eat for reasons other than hunger.
	Staff want to reward children for positive behavior and food is an easy, inexpensive way to do so.	Reward children with non-food choices like praise, stickers, a favorite game or story, chance to be a classroom helper, etc.
	It's hard for staff to encourage foods that they don't like themselves.	Don't lie to the children. If you don't like a food, don't say anything positive or negative about it. You can say something non-judgmental like "These carrots are orange" or "What shape are these carrot slices?"

Progress Notes / To Do List	Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here: Guideline met (date) _____

Guideline E.7.		
Level I	• **Parents are provided a written policy prohibiting foods brought from home or other outside sources at any time.**	
Level A	• **Parents are provided a written policy prohibiting foods brought from home or other outside sources at any time.** • **Holidays are celebrated with mostly healthy foods (facility provided) or with non-food treats like stickers.** • **If the facility offers food for celebrations or holidays:** ○ **Fresh or dried fruit (no sugar added), raw vegetables or both are served.** ○ **Whole grain foods are served.** ○ **Water is served or available.**	
Why	A healthy nutrition environment is created by serving nutritious foods during regular meals and snacks as well as at special occasions. Typical celebrations usually include calorie dense foods of limited nutritional value, such as cookies, cake and candy. On occasion, this may not pose a problem, but it sends a message to children that eating such foods is the only way to celebrate.	
How To	The *Guidelines* encourage facilities to celebrate with mostly healthy foods (facility provided) or in non-food ways. Child care facilities can let parents know gently but firmly that the facility supports a healthier approach to celebrations. This can easily be done by including the facility policy in your parent handbook. Everyone benefits from healthy choices, and it sends a message to families that good nutrition is important to the facility. **For more information, see Model Policies 14 & 15.**	
Tips for Success	**Potential Challenges or Barriers**	**Possible Solutions to Challenges**
	Everyone is used to cupcakes and cookies for parties.	Offer a suggested snack list for parents to decide what special snack will be served on their child's birthday. See **Healthy Foods for Celebrations** at http://health.mo.gov/living/wellness/nutrition/eatsmartguidelines/resources.php) Another way to make the celebration fun is to serve something the children can help make like mini-pizzas.
Progress Notes / To Do List	**Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:** **Guideline met (date) _____**	

Guideline E.8.	
Level A	**Nutrition education and/or nutrition education activities are provided at least one time per week.**
Why	Children need to learn about the foods that are important for a healthy diet. Enjoying and learning about food during childhood leads to a lifetime of healthy behaviors. Child care facilities are ideal places to offer nutrition education for children, parents and staff. The more information they receive, the more likely they are to make healthy choices and support facility policies.
How To	There are many ways to teach nutrition during activities. • Read a book about a eating a carrot and have the children try carrots. • Talk about the foods children are eating at meals and how they promote good health. • Use food examples when teaching children about shapes and colors, and counting.
Progress Notes / To Do List	**Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:** **Guideline met (date) _____**

Guideline E.9.	
Level I/A	**Fundraising activities (if applicable) involving children/families are supportive of physical activity and healthful eating. If foods are sold, they are nutritious foods.**
Why	Fundraising is a common practice for many child care facilities. Even if the money raised is used to support things the facility really needs, the message becomes unclear when sales of unhealthy food items are used to raise funds. Also remember that families and staff buy much of the food that is sold. Having extra candy and sweets around the house makes it that much harder to encourage healthier eating for children.
How To	See **Nonfood Fundraising Ideas** at http://health.mo.gov/living/wellness/nutrition/eatsmartguidelines/resources.php
Progress Notes / To Do List	**Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:** **Guideline met (date) _____**

Guideline E.10.	
Level I	**Visible supports (i.e. posters) encourage healthy nutrition habits.**
Level A	**There are visible supports (i.e. posters) that encourage healthy nutrition habits.**
Why	Environmental factors can influence healthy eating behaviors; therefore, it is important to design children's environments to include objects that help support good nutrition. Simple acts of displaying posters with pictures of healthy foods, discussing and asking questions, showing enthusiasm about food, and being happy during mealtimes will show children that this part of their day is valuable to them and others.
How To	Free or low-cost posters can be found on-line. In addition, children can create their own posters or pictures of healthy eating habits to hang in their classroom or throughout the facility. *(See resources at http://teamnutrition.usda.gov/library.html and www.choosemyplate.gov.)*
Progress Notes / To Do List	**Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:** **Guideline met (date) _____**

Guideline E.11.	
Level I/A	**Food and beverage vending machines, if present are located in areas not accessible to children.**
Why	Vending machines provide opportunities for staff to buy soda, other sweetened beverages and foods often high in fat and sugar. Having them on-site increases the likelihood that staff will eat and drink these items in front of children in the facility. Vending machines on-site, especially if located in a public area, also send a message to families that these foods and beverages are "okay" for children to consume.
How To	If vending machines are in your building, place them in areas that are not visible or accessible to the children. In addition, if the vending machine must be on-site, you may want to work with the vendor to offer healthier items. **For more information, see Model Policy 4.**
Progress Notes / To Do List	**Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:** **Guideline met (date) _____**

Guideline E.12.		
Level I/A	**Television viewing is not allowed during meal time and snacks.**	
Why	Television and videos work against the important educational activities that occur in child care facilities. According to the American Academy of Pediatrics, television viewing for preschool age children should be limited to one to two hours a day. Child care provides a stimulating environment that is more enriching than television viewing. Recent research has associated television viewing with being or becoming overweight. Supporting television viewing, especially for extended periods, may send mixed messages to children that this behavior is okay. Watching television at mealtimes can distract children from the task at hand. They may either eat too much because they are not paying attention to their appetites or not eat well, because their attention is focused elsewhere. Mealtimes are valuable learning times. They should be used for helping children develop social skills and learn to manage utensils.	
How To	Use mealtime as a valuable learning time. Use that time to help children develop social skills and learn to manage utensils. Teachers can encourage children to talk with each other and to pay attention to when they are full.	
Tips for Success	**Potential Challenges or Barriers**	**Possible Solutions to Challenges**
	Children may be used to having TV on when they eat.	Try playing soft background music as an alternative to TV.
Progress Notes / To Do List	**Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:** **Guideline met (date) _____**	

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