Training on the Delaware CACFP/*Delacare* Rules

In the spring of 2011, nearly 1,200 child care providers received training on the Delaware CACFP/*Delacare* Rules and the *First Years in the First State* toolkit as a resource for improving nutrition and physical activity in their centers or homes. This training is designed to introduce resources in the toolkit as well as practical tips and strategies to assist providers in providing healthy foods and opportunities for physical activity at their child care centers/homes.

Providing the toolkit

The *First Years in the First State: Improving Nutrition & Physical Activity Quality in Delaware Child Care* toolkit is a valuable resource to help providers implement the Rules. Providing it to training participants is highly recommended, but not required. The toolkit can be downloaded at **http://www.doe.k12.de.us/infosuites/students_family/nutrition/cacfp/webnotes.shtml**.

Annual credit for training attendees

The Delaware CACFP/*Delacare* Rules training provides six (6) annual credit hours when conducted in full. In order to administer credits to attendees, a trainer must follow the steps listed below:

1. Choose a date(s) and time(s) training will be held.
2. Determine where the training will be hosted.
3. Identify the target audience and determine how many people will be invited to the training.
4. Contact the Delaware Department of Education Child Nutrition Programs at (302) 735-4060 or the Delaware Institute for Excellence in Early Childhood at (302) 831-3239.
5. Have participants sign in upon arrival and departure using the sign-in sheet in the back of this guide.
6. Turn in the sign-in sheet to the Delaware Department of Education or Delaware Institute for Excellence in Early Childhood for documentation of participant attendance.

If the training is being conducted in more than one session, participants should sign in at the beginning and end of each session. Doing so will guarantee that they receive the full six (6) credit hours for annual licensing requirements. For participants who complete only part of the sessions, credit may be given for the hours they were in attendance. For example, if hosting a two-day session where a person signed in and out only on day one, they would receive three (3) of six (6) credit hours. Please be sure to identify these individuals with a star or circle so that they receive only the credit hours they attended. Credit will only be given to individuals who complete three (3) or more credit hours of training.

Getting acquainted with the material

Before conducting a training session, it is important to become familiar with the material. Understanding the important concepts, frequently asked questions, activities and procedures of the training modules will facilitate the training process. Looking over the PowerPoint slides and rehearsing dialogue with each slide will improve flow and increase confidence when presenting.

How many trainers should conduct training?

Ideally, two trainers will participate in every session. Having two trainers allows for one person to present while the other addresses any problems with equipment, answers questions or simply takes notes during the presentation. Two presenters also allow for participants to hear from different speakers, keeping them engaged in the material being presented. However, if this is not feasible, one trainer can easily conduct the sessions. If training with two, decide who will cover each module, what to do when not presenting and whether it is ok to interject own experiences when not speaking.

Who should attend the trainings?

The Delaware CACFP/*Delacare* Rules training has been created for all licensed child care providers in Delaware. Both CACFP and non-CACFP participants are required to follow all DE CACFP/*Delacare* Rules for nutrition and the *Delacare* Rules for physical activity and screen time. Administrators, home providers, teachers, food service and any other staff can be invited to attend.

How many people should attend each training session?

Training sessions can be done with as few as five participants, but should not exceed fifty participants per session. If training a large group, consider using multiple trainers and doing breakout sessions to keep the group environment conducive to interactive learning.

Choosing a training format

There is no set format that must be used to complete this training. Sample agendas for one full-day session or two-day and three-day sessions are included in this guide. Another option is to present each module individually as a lunch-and-learn or after-work series. Any training format should cover the same material and activities in the same total amount of time. Regardless of the format chosen, the entire training takes about six (6) hours to complete.

The one full-day training session can be used for newly licensed providers, those that are new to the Delaware CACFP, teachers, administrators or food service staff to familiarize them with the Delaware CACFP/*Delacare* Rules.

The half-day training sessions can be used for a variety of purposes. The nutrition-focused training can be used as a corrective action tool for those centers or homes struggling to comply with the Rules. Any of the half-day options can be used to train teachers, administrators or other staff on the Rules and how to engage others in nutrition and physical activity. They could also be used for lunch-and-learns, staff development or orientation classes for new staff, if necessary.

When deciding on the format for your training, keep your audience's needs and schedules in mind. It is important to plan training at a central location on a public transportation route so that all providers are able to access transportation. Also, keeping the schedules of the various types of providers in mind will help boost attendance and active participation. For example, if you are planning a course for family home providers, it may be more convenient in the evening or on weekends. Many family home providers are unable to leave their homes during the workday to attend trainings. Some audiences may prefer to attend one full-day session while others may prefer to attend multiple shorter sessions. In order for providers to get the most out of the training, schedule a time when they are most likely to attend and actively participate.

Evaluation

This guide includes an evaluation that should be used if the training is being given for credit hours. The evaluation is contained in the back of the guide.

If you would like to gauge how much your participants have learned by distributing a knowledge-based survey, please call Nemours Health & Prevention Services at (302) 444-9100 for more information.

Training Objectives:

After participating in this training, providers will be able to:

- Correctly identify all DE CACFP/*Delacare* Rules related to nutrition, physical activity and screen time.
- List three ways to incorporate nutrition and physical activity into curricula and daily activities.
- List three ways to partner with families, staff or the community to support healthy eating and physical activity.
- List three educational materials and resources available to support efforts to adhere to DE CACFP/*Delacare* Rules.
- Feel familiar with the toolkit and confident in their ability to use it effectively at their center/home (if applicable).

Module Overviews and Objectives

MODULE	OVERVIEW	OBJECTIVES
MODULE 1: INTRODUCTION	Introduction of each of the presenters; background on why the Rules were created; rationale for making changes to the Rules; and a brief explanation on research and development of the toolkit.	• Know the names of the trainers. • Understand the purpose of the toolkit and training
MODULE 2: SELF-ASSESSMENT AND ACTION PLAN ACTIVITY	Participants will compare their completed self-assessments to established benchmarks and identify areas for improvement. Using these identified areas, participants will create an action plan with attainable goals.	• Compare own self-assessment to established benchmarks. • Create an action plan with steps to achieve two goals to improve adherence to the Delaware CACFP/*Delacare* Rules.
MODULE 3: NUTRITION REGULATIONS & RATIONALES	Explains the DE CACFP/*Delacare* Rules for nutrition and provides rationale to improve understanding of why the Rules are in place.	• Name the four CACFP meal components. • Be able to identify where to find the meal pattern requirements for infants and children. • Understand the DE CACFP/*Delacare* Rules and rationales.

Module Overviews and Objectives *(continued)*

MODULE	OVERVIEW	OBJECTIVES
MODULE 4: IDENTIFYING FOODS & BEVERAGES THAT MEET THE RULES	Teaches participants to easily identify foods in each meal component group that meet the DE CACFP/*Delacare* Rules. Providers will test their understanding by completing two activities.	• List three key locations of nutritional information on a product. • Learn to use the "Shopping Cheat Sheet." • Determine if products in each meal component group meet the DE CACFP/*Delacare* Rules.
MODULE 5: MENU PLANNING	Explains how to identify food items to use when planning a menu. Participants will learn to improve a menu to better align with the Rules. Shopping and serving on a budget will also be discussed.	• List three things that are important when creating a menu. • Name three tips for shopping on a budget. • List two ways to ensure children are receiving the appropriate serving size.
MODULE 6: *DELACARE* PHYSICAL ACTIVITY & SCREEN TIME RULES AND IDEAS FOR ENGAGEMENT	Explains the *Delacare* Rules for physical activity and screen time along with age- and developmentally-appropriate activities and screen time alternatives.	• Name four physical activity Rules and rationale for each. • Name age- and location-specific screen time Rules and rationale. • Name age- and developmentally-appropriate ideas for physical activity and alternatives for screen time.
MODULE 7: PARTNERING WITH STAFF, FAMILIES & YOUR COMMUNITY	Teaches participants how to partner with families, center/home staff and the community to create an environment that supports healthy lifestyle choices in child care.	• List three ways to engage families, staff and your community to support healthy eating and physical activity.
MODULE 8: ENGAGING CHILDREN	Participants will learn the importance of engaging children in healthy eating and physical activity, and how to do so effectively.	• List two reasons why engaging children in healthy eating is important. • Learn at least three ways to engage children in healthy eating. • Create one activity that teaches children about healthy eating that also aligns with the Early Learning Foundations (ELFs).
MODULE 9: WRAP-UP	The wrap-up closes the training by thanking participants and clearing up any confusion or remaining questions.	• Review highlights from the training. • Answer outstanding questions.

Delaware CACFP/*Delacare* Rules on Nutrition & Physical Activity FULL-DAY TRAINING

This is the agenda for hosting full-day training on the Delaware CACFP/*Delacare* Rules for nutrition and physical activity. It is certified by the Delaware Institute for Excellence in Early Childhood as a level 1 training and is worth 6.0 hours when conducted in full.

8:30 – 8:45 AM	MODULE 1: WELCOME & INTRODUCTION
8:45 – 9:30 AM	MODULE 2: SELF-ASSESSMENT & ACTION PLANNING
9:30 – 10:15 AM	MODULE 3: DELAWARE CACFP/ *DELACARE* RULES ON NUTRITION
10:15 – 10:25 AM	BREAK
10:25 – 11:10 AM	MODULE 4: IDENTIFYING FOODS & BEVERAGES THAT MEET THE RULES
11:10 – 11:55 AM	MODULE 5: MENU PLANNING
11:55 AM – 12:25 PM	LUNCH
12:25 – 1:10 PM	MODULE 6: PHYSICAL ACTIVITY & SCREEN TIME
1:10 – 1:55 PM	MODULE 7: ENGAGING FAMILIES, STAFF & YOUR COMMUNITY
1:55 – 2:05 PM	BREAK
2:05 – 2:50 PM	MODULE 8: ENGAGING CHILDREN
2:50 – 3:30 PM	MODULE 9: WRAP-UP

Delaware CACFP/*Delacare* Rules on Nutrition & Physical Activity THREE-SESSION TRAINING

This training can also be offered as a three-part series. The agendas are listed below. Although the timing of the sessions is standardized, the time of day the training is offered may be changed based on the needs of the center(s) or home(s) being trained.

DAY 1	
6:00 – 6:15 PM	MODULE 1: WELCOME & INTRODUCTION
6:15 – 7:00 PM	MODULE 2: SELF-ASSESSMENT & ACTION PLANNING
7:00 – 7:45 PM	MODULE 3: DELAWARE CACFP/*DELACARE* RULES ON NUTRITION
7:45 – 8:00 PM	MODULE 9: WRAP-UP

DAY 2	
6:00 – 6:10 PM	WELCOME & INTRODUCTION
6:10 – 6:55 PM	MODULE 4: IDENTIFYING FOODS & BEVERAGES THAT MEET THE RULES
6:55 – 7:40 PM	MODULE 5: MENU CYCLES & RECIPES
7:40 – 8:25 PM	MODULE 6: PHYSICAL ACTIVITY & SCREEN TIME
8:25 – 8:30 PM	MODULE 9: WRAP-UP

DAY 3	
6:00 – 6:15 PM	WELCOME & INTRODUCTION
6:15 – 7:00 PM	MODULE 7: ENGAGING FAMILIES, STAFF & YOUR COMMUNITY
7:00 – 7:45 PM	MODULE 8: ENGAGING CHILDREN
7:45 – 8:00 PM	MODULE 9: WRAP-UP

Delaware CACFP/*Delacare* Rules on Nutrition & Physical Activity TWO-SESSION TRAINING

This training may also be offered in two sessions. The agendas are below. Although the timing of the sessions is standardized, the time of day the training is offered may be changed based on the needs of the center(s) or home(s) being trained.

DAY 1	
6:00 – 6:15 PM	MODULE 1: WELCOME & INTRODUCTION
6:15 – 7:00 PM	MODULE 2: SELF-ASSESSMENT & ACTION PLANNING
7:00 – 7:45 PM	MODULE 3: DELAWARE CACFP/*DELACARE* RULES ON NUTRITION
7:45 – 8:30 PM	MODULE 4: IDENTIFYING FOODS & BEVERAGES THAT MEET THE RULES
8:30 – 9:15 PM	MODULE 5: MENU CYCLES & RECIPES
9:15 – 9:30 PM	MODULE 9: WRAP-UP

DAY 2	
6:00 – 6:10 PM	WELCOME & INTRODUCTION
6:10 – 6:55 PM	MODULE 6: PHYSICAL ACTIVITY & SCREEN TIME
6:55 – 7:40 PM	MODULE 7: ENGAGING FAMILIES, STAFF & YOUR COMMUNITY
7:40 – 7:45 PM	BREAK
7:45 – 8:30 PM	MODULE 8: ENGAGING CHILDREN
8:30 – 9:00 PM	MODULE 9: WRAP-UP

Tips for Leading a Training

Expect that each group will be different

- Prepare your training based on the needs of your audience. Understand that different job positions may present with different problem sets or knowledge of the Rules. This may require more emphasis on some key aspects of the training and less on others.
- Some centers or homes may be more familiar with the Rules than others.
- Communicate to the audience how this training relates to their work.

Allow plenty of time for preparation

- Know the layout of the room and how to use the equipment.
- Upon arriving at the site, make sure the audiovisual equipment is working properly.
- Learn the material you are teaching. Make notes or note cards to trigger your memory in case you have difficulty on the day of the training.
- Be enthusiastic about the material!
- Use your own words and experiences.

Ask and encourage questions and participation

- Respect participants – use names if possible and listen actively.
- Lead discussion, don't direct. Let providers share their experiences.
- Use open-ended questions that can't be answered with a "yes" or "no."
- Acknowledge every answer, offer ideas or suggestions if needed.

Teach with a focus

- Providers should leave with the knowledge and skills outlined in the training objectives given in this guide and on the PowerPoint slides.
- Stick to the time schedule. Some groups may be more talkative than others in which case you may go over time, while others may be under time. Encourage as much participation as possible, but don't be afraid to summarize a provider's comments/questions and ask if s/he can see you after the presentation for further clarification. This is often necessary to stay on time.
- Keep participants engaged by looking for opportunities to ask questions or ask for first-hand experiences, challenges, advice, etc.

Be honest with the participants – you don't have to have all of the answers on hand

- If you don't know the answer to a question, tell the participants that you're not sure. Take the name and contact information of the questioner, find the answer after the training, and follow up with them once you have found it (this is critical!).
- Don't hesitate to make referrals to a person or resource you know can best answer a question.
- Be familiar with resources that could be used to find answers to frequently asked questions.
- Keep notes of frequently asked questions so that you can address them in future presentations.
- After each session, document anything that could be improved for future trainings.

Pre-Training Planning Checklist

Use the following checklists to plan your training and ensure that you are ready to teach each module.

Three Months before the Training

- ☐ Determine the best day and time to schedule training for your target audience. Consider what days of the week and times of the day are most convenient for participants and what times the audience is likely to be most engaged.
- ☐ Advertise the training to your target audience.
- ☐ Reserve a space large enough to accommodate the anticipated training participants.

One Month before the Training

- ☐ Begin preparing materials and handouts listed.
- ☐ Review PowerPoint slides. Study the information you are unfamiliar with.
- ☐ If holding a full-day training session, order food (if possible). Make sure the meal(s) you're offering participants meet the Delaware CACFP/*Delacare* Rules for nutrition.

One Week before the Training

- ☐ Confirm with providers their participation in the training.
- ☐ Confirm with the venue the date, time, space, food (where applicable) and audiovisual needs.
- ☐ Practice your presentations.
- ☐ Use the "Pre-Training Module Checklists" (see next page) to ensure that all materials and supplies are ready.

Day of the Training

- ☐ Set out name tags, markers and registration sheets.
- ☐ Confirm that audio visual (AV) equipment is working.
- ☐ Review the presentations one more time.
- ☐ Greet participants.
- ☐ Have a great workshop!

Pre-Training Module Checklists

Registration (for beginning of all trainings)

- ☐ Markers
- ☐ Name tags
- ☐ Pens
- ☐ Paper
- ☐ Sign-in/Sign-out sheet
- ☐ Directional signs to point people to the event and sign-in
- ☐ *First Years* Toolkits—one for every participant if available OR one hard copy to show throughout training.

Module 1: Introduction

- ☐ LCD projector
- ☐ Laptop
- ☐ Projection screen

Module 2: Self-Assessment & Action Planning

- ☐ LCD projector
- ☐ Laptop
- ☐ Projection screen
- ☐ Self-Assessment (1 copy per participant)
- ☐ Self-Assessment Benchmark (1 copy per participant)
- ☐ Action Plan (1 copy per participant)

Module 3: Delaware CACFP & *Delacare* Nutrition Rules & Rationale

- ☐ LCD projector
- ☐ Laptop
- ☐ Projection screen

Module 4: Identifying Foods & Beverages That Meet the Rules

- ☐ LCD projector
- ☐ Laptop
- ☐ Projection screen
- ☐ Shopping Cheat Sheet (1 copy per participant)

- ☐ Empty food packages for the following (see page 64 for examples of each):
  - Approved grain (3)
  - Unapproved grain (3)
  - Approved cereal (2)
  - Unapproved cereal (2)
  - Approved juice (1)
  - Unapproved juice (1)
  - Approved pre-fried vegetable/fruit (1)
  - Unapproved pre-fried vegetable/fruit (1)
  - Approved pre-fried meat (1-2)
  - Unapproved pre-fried meat (2)
  - Approved cheese (2)
  - Unapproved cheese (2)
  - Approved meat/meat alternate (2)
  - Unapproved meat/meat alternate (processed meat) (2)
- ☐ Identifying Products Activity (1 copy per participant)
- ☐ Using the Shopping Cheat Sheet Activity (1 copy per participant)

Module 5: Menu Planning

- ☐ LCD projector
- ☐ Laptop
- ☐ Projection screen
- ☐ Menu Activity (1 copy per participant)
- ☐ Serving utensils (1 per table: measuring cups, measuring spoons, pre-measured scoops, etc.)

Module 6: Delacare Physical Activity & Screen Time Rules and Ideas for Engagement

- ☐ LCD projector
- ☐ Laptop
- ☐ Projection screen
- ☐ Action Story (1 copy per participant)

Module 7: Partnering with Staff, Families & Your Community

- ☐ LCD projector
- ☐ Laptop
- ☐ Projection screen
- ☐ Partnering Self-Assessment (1 copy per participant)

Module 8: Engaging Children in Healthy Eating

- ☐ LCD projector
- ☐ Laptop
- ☐ Projection screen
- ☐ Incorporating Nutrition & Physical Activity into Early Learning Foundations Activity (1 copy per participant)
- ☐ Early Learning Foundations Activity Strips (in envelope)

Module 9: Wrap-Up

- ☐ LCD projector
- ☐ Laptop
- ☐ Projection screen
- ☐ Evaluation (1 copy per participant)

Reading the Modules

This mock-up explains the layout, instructions and word usage within each module.

Handouts

- Any activity sheets that would need to be copied for participants.

Additional Materials

- Materials other than the PowerPoint and handouts needed to successfully complete the module.

Module Number: Module Name

Total Time: The time needed to complete the entire module, including activities.

Goal: The main overarching knowledge or skill-based goal to achieve upon completion.

Objectives: The specific take-home messages for providers upon completion of the module. They are specific ways to achieve the overarching goal.

I. Discussion (time):

This is where the PowerPoint slides are listed and discussed. The dialogue for the presentation of the module begins here. Total time for the discussion is listed in parenthesis. If the discussion is interrupted by an activity, the module will list "Discussion: Part 1" and later "Discussion: Part 2."

TIP or FAQ

Tip and FAQ boxes are used for any points that should be emphasized, frequently asked questions that can be addressed during presentation of a slide or variations that could be made depending on resources.

Title of slide (slide number)

The title of the slide corresponds with the title in the PowerPoint presentation. The slide number in parenthesis is the number in the presentation order.

II. Activity (time)

Activities to reinforce important concepts and skills are included in most modules. Activity handouts are included at the end of each module, and should be copied and distributed to each participant during training. Answer sheets are also included so that each trainer can ensure s/he is providing the correct answer. Activities should be conducted where indicated in the training modules. The total time allotted for each activity and discussion is listed in parenthesis. Directives for how to introduce, explain and review the activity are listed in [brackets] where necessary.

Guide to Terms Used in the Modules

SAY: This information covers the important points to be discussed by the trainer while the slide is being shown. All information to be covered is listed in bulleted form, but how it is presented is up the individual trainer.

ASK: Sometimes audience feedback will be solicited. Whether it is a knowledge-check question, a discussion or simply a question to gauge understanding, the goal is to have the audience participate in the presentation. If there is a correct answer to the question, that answer will be given in [brackets] on the line below the question.

[Instructions…]: Brackets are used where there are instructions or notes to assist the presenter in conducting an activity, taking a specific action or facilitating a discussion. For example, instructions to read right from the slide, point and give directions for an activity is listed in brackets. Where **[READ slide]** is listed, the presenter should read directly from the slide.

Flexibility versus Fidelity

Flexibility

The format in which this training is delivered is flexible. There is a full-day training agenda provided, as well as agendas for hosting the training broken into two or three sessions. The training may be delivered in one whole day, three two-hour sessions, six one-hour sessions, or other formats depending on the needs of the audience.

The bulleted points under the word **SAY** indicate the important information to be discussed while the slide is being shown. All the information to be covered is there, but how it is presented can be determined by each individual presenter. As you become more familiar with the material and have more experience in training, you may want to add ideas that are offered in different groups or find that you need to emphasize some points more than others.

Fidelity

Although there is some flexibility in the presentation style of the information, the Power Points should not be changed and should be presented as they are. The Delaware CACFP/*Delacare* Rules for nutrition and physical activity must be read verbatim. This is to avoid any confusion and to ensure all participants are receiving the Rules in their entirety. No interpretations or additions should be made to the Rules at any time.

If you have questions about a Rule, please contact one of the following organizations for clarification:

Delaware Department of Education Community Nutrition Programs
(302) 735-4060

Delaware Office of Child Care Licensing
1-800-822-2236

Nemours Health & Prevention Services
(302) 444-9100

Frequently Asked Questions

Listed below are answers to frequently asked questions from the first cohort of trainings in early 2011. They are categorized by topic. The questions may vary slightly, but you may discover that they come up often and in different sessions as you move through trainings. Keep this sheet handy for quick responses whenever you are faced with these questions.

General

- Length of menu cycles
  - 2 weeks = 14 days for those centers/homes open 7 days per week; 10 days for those open 5 days per week
- Processed foods: There's only a Rule for processed meats. No rules exist for any other types of processed foods (e.g., waffles, pancakes, crackers, etc.).
- Serving family style: Children may serve themselves all foods and beverages, but they should be given appropriate sized cups and serving utensils and encouraged to serve the appropriate amount based on age.
  - Children should start with the appropriate serving size for their age. If they show they are full by pushing away the plate or playing with their food, allow them to stop eating. If they ask for seconds, they should be given a second age-appropriate serving.

Special Diets

- The special diets form (for medical and religious restrictions) is needed for those children who cannot have certain components of the meal pattern based on medical needs. If a center/home is claiming the meal for CACFP, the allowable substituted food must be purchased by the center/home. This form must be signed by a medical professional in order for the substitution to be allowable and creditable.
- If a child cannot have a food component based on parental preference, it is up to the center/home to determine whether or not they wish to accommodate these requests. If a center/home is going to claim the meal for reimbursement, they must supply a creditable substitution (e.g., if a child cannot have red meat, beans can be substituted for the meat/meat alternate component, but must be provided by the center/home). If the center/home does not wish to provide an alternative food at the parent's request, they can choose to have the parents bring in the substituted item, but cannot then be reimbursed for it.
- Religious exemptions: If a child cannot have certain foods based on religious reasons, the meal must contain all of the required components for reimbursement. If a child cannot have one of the meal components based on religious beliefs, the center/home should contact the sponsoring organization or the Delaware Department of Education to determine if the exception can be made.

Meat and Meat Alternates

- Yogurt
  - Yogurt is not a creditable meal item for infants.
  - Yogurt cannot be used as a milk replacement for children.
- Tofu
  - Tofu and tempeh are not creditable items in the meal pattern.
- Nuts, beans, seeds, peanut butter
  - If any of the above is served, it is recommended that a second meat or meat alternate is served to ensure meal pattern amounts are fulfilled and proper crediting is received for the meal.
- Beans and dried peas
  - Pinto beans, kidney beans, lentils, black-eyed peas, black beans and soybeans may qualify as a fruit/vegetable or a meat/meat alternate, but not both at the same meal.
- Processed meats
  - Because chicken nuggets, fish sticks and other fried or pre-fried and then baked meats have their own rule around percentage of calories from fat, they do not also need to follow the processed meat rule.
- Meatballs: All meatballs are creditable. There are no restrictions/regulations on them and they are not considered processed.

Fruits/Vegetables

- Apple and Eve Fruitables
  - Not a creditable food item; they are not 100% juice.
- Two separate and identifiable fruits and vegetables
  - The 2 fruits/vegetables that must be served at lunch can be either 2 fruits or 2 vegetables, or a combination of both.
- Mixing water and juice
  - When reconstituting juice from concentrate, be sure to follow the directions to ensure one serving is full-strength 100% juice.

Grains/Breads

- Animal crackers and graham crackers
  - These products are not considered sweet grains.
  - The Delaware CACFP needed to establish clear guidelines, so all foods labeled crackers fall into the "cracker" crediting component.
  - Choose plain animal/graham crackers, not those with frosting.
- Whole grains
  - Wheat bran is not a whole grain.
  - "Stone-ground" describes only the process in which the grain was ground. The term "whole" must still be present for it to be a whole grain, i.e.,"stone-ground whole wheat flour."
- Cereals
  - Sugar amount is based on the nutrition facts label even if that is not the amount that will be served to children.
- Sweet grains
  - These items include: cookies, cakes, brownies, donuts, Danishes, toaster pastries (e.g., Pop-Tarts®), Rice Krispies® treats, cupcakes, muffins and quick/sweet breads (store-bought) and sweet rolls (cinnamon buns/rolls, honey buns)
  - Boxed mixes (e.g., Duncan Hines®, Betty Crocker®, Sara Lee®, Pillsbury®, etc.) are considered sweet grains.
  - Muffins and quick breads made from scratch are allowed for breakfast and are not considered sweet grains. To be considered made from scratch, a recipe must be provided documenting no pre-made mixes were used.
  - If providers are making these items from scratch, they should be encouraged to make substitutions where available. For example, use applesauce instead of oil or decrease the amount of sugar used.

Milk

- Soy milk: creditable if medical documentation is on file stating a child may not have cow's milk, and if the center/home is providing the soy milk.
- Milk and cereal
  - Milk must be served as a beverage for lunch and supper.
  - For breakfast and snack, it may be served as a beverage or over cereal. It should be measured appropriately before pouring to be sure each serving of cereal and milk contains the appropriate amount based on age group.