



Missouri  
**Eat Smart**

Child Care Guidelines: A How-To Workbook



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Revised August 2014



# 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 are 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

- ✦ 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 and 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 provided 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.

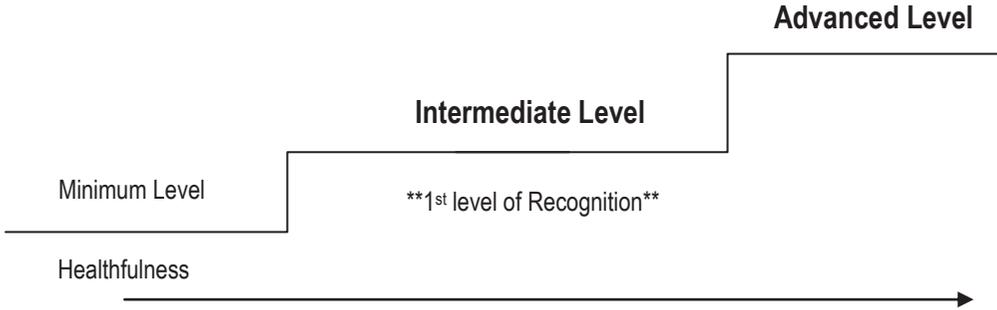
### Facts about the Eat Smart Guidelines

The *Guidelines* challenge child care facilities to gradually work toward improving their meal service by following a set of nutrition recommendations. All licensed facilities and those who participate in the Child and Adult Care Food Program (CACFP) must at least meet the minimum level. The levels are:

- ✦ Minimum—meets current U.S. Department of Agriculture (USDA) meal pattern requirements for the CACFP and Missouri State Licensing requirements
- ✦ Intermediate—more healthful than the Minimum level
- ✦ Advanced—more healthful than the 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. 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.

When recognized as an Eat Smart Child Care, you will receive:

- A certificate and promotional items announcing your achievement as an Eat Smart Child Care
- Menu template that includes 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
- ✦ Head Start State Collaboration Office
- ✦ Lincoln University Child Development Department
- ✦ Missouri Council for Activity and Nutrition (MOCAN)
- ✦ A Missouri child care center

The Eat Smart How-To Workbook is divided into the following sections:

Section	Content
<b>The Basics</b>	Information to help you understand the <i>Guidelines</i> and take steps toward applying for recognition
<b>The Details</b>	"Why" and "How To" information for each Guideline
<b>Appendix</b>	Eat Smart Guidelines — Children Aged 2 through 12 Years



# The Basics

## 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 the CACFP. The *Dietary Guidelines* combine the evidence from current research on nutrition to make recommendations for a pattern of eating that can be adopted by healthy Americans over 2 years of age. They also provide advice 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](http://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) for some adults. Children ages 3-8 may need only 1,000 to 1,200 mg per day.
- Consume less than 10% of calories from saturated fats, often found in animal fats and other solid fats, such as butter.
- Keep *trans* fat consumption as low as possible by limiting partially hydrogenated oils, such as in margarine and processed foods.
- Reduce the intake of calories from saturated and *trans* fats and added sugars.
- Limit sweet and high fat foods made 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 vegetable oils, such as olive and canola oils, in place of solid fats more often.

The *Dietary Guidelines* encourage consuming nutrient dense foods, such as colorful produce and whole grains. 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:

- Not all fats are bad, when used in moderation. 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. Most of the fat we eat should be polyunsaturated or monounsaturated, such as nuts, fish, and olive and canola oils.
- Children who eat diets high in saturated and *trans* fats can be at risk of high blood cholesterol and high blood pressure, just like adults. Saturated and *trans* fats are found in foods such as meat, dairy products, butter, margarine, pastries, creamy salad dressings, and many processed foods.



## Sodium

Most Americans consume 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 too much 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 and processed foods, such as canned and frozen foods, 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 is the part of plants and grains we eat that remain undigested. Fiber passes mostly unchanged through the digestive tract and has many health benefits. To achieve the greatest benefit, proper hydration is key. A high fiber diet helps to:

- Prevent constipation when a person is well-hydrated
- Lower the risk of some digestive problems
- Lower blood cholesterol levels
- Control blood sugar levels
- Promote a healthy weight

### Finding Fiber

- Fruits, vegetables, whole grains and legumes are the best fiber sources for our diets and for our bodies.
- Milk, meat and eggs do not have fiber.
- 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 and other vital nutrients.
- To find the amount of fiber in foods, check the Nutrition Facts Panel on the food label. “Dietary Fiber” will be listed under carbohydrates.

Some food packages may have statements that help identify products that are sources of fiber. The following terms describe products that have a higher fiber content:

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

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.

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





## Minimum Meal Requirements

Table 1 below lists the minimum meal requirements for type and amount of food served for all Missouri licensed child care centers and homes and those that participate with the CACFP. A child's appetite can vary from day to day and meal to meal, therefore providers are encouraged to offer enough food to satisfy each child.

**Table 1. Minimum Meal Requirements (USDA Meal Pattern)**

Meal	Food Component	Ages 1 – 2 Years	Ages 3 – 5 Years	Ages 6 – 12 Years
<b>Breakfast</b> All items must be served	Fluid Milk	½ cup	¾ cup	1 cup
	Vegetable or Fruit or Juice	¼ cup	½ cup	½ cup
	Grains/Bread	½ slice	½ slice	1 slice
<b>Snack</b> Serve 2 of the 4 items	Fluid Milk	½ cup	½ cup	1 cup
	Vegetable or Fruit or Juice	½ cup	½ cup	¾ cup
	Meat or Meat Alternate	½ ounce	½ ounce	1 ounce
	Grains/Bread	½ slice	½ slice	1 slice
<b>Lunch or Supper</b> All items must be served	Fluid Milk	½ cup	¾ cup	1 cup
	Meat, Poultry, Fish, Cheese, or Egg (large), or	1 ounce	1 ½ ounces	2 ounces
	Cooked Dry Beans, Peas, or Peanut or other Nut or Seed Butters*	¼ cup	3/8 cup	½ cup
	Vegetables and/or Fruits (must serve at least two different varieties)	2 Tbsp.	3 Tbsp.	4 Tbsp.
	Grains/Bread	¼ cup total	½ cup total	¾ cup total
		½ slice	½ slice	1 slice

*\*Peanut butter and other nut and seed butters may not be the only meat/meat alternate served for lunch or supper. Another meat/meat alternate must be served with peanut butter and other nut and seed butters for the meal to be creditable.*

## How to Navigate the Eat Smart Guidelines

The *Eat Smart Guidelines* exceed the minimum meal requirements and represent an exceptional standard of meal service. Throughout this workbook, each *Guideline* is referenced by the letters and numbers as in the actual *Guidelines* document (see Appendix). The table below will help you quickly find the guideline you need to reference:

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



## Helpful Hints for Implementation of the *Guidelines*:

*Think of implementation of 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 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.
3. Break the list down by individual guideline. Determine which of the guidelines you already meet. Your facility may already be meeting some or most of the guidelines, so the list may not be as long as it seems!
4. Look at the remaining guidelines and divide the list into manageable segments. Take one or two guidelines that may be easiest for your facility to implement. You may want to start with the guidelines that are most important to your facility, or start with a certain section or meal, such as breakfast. 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?
5. Use “*The Details*” section of this workbook for more information about each guideline.
6. The booklet “**Model Policies for Creating a Healthy Nutrition and Physical Activity Environment in Child Care Settings**” also offers information related to the *Guidelines* and is referenced throughout this workbook. This booklet is available from the CACFP and online at <http://health.mo.gov/eatsmart>.
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.

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

## Applying for Recognition as an Eat Smart Child Care

Once all of the guidelines have been met, submit an application packet to the CACFP for recognition as a Missouri Eat Smart Child Care! Application instructions and forms are available online at <http://health.mo.gov/eatsmart>.



# Eat Smart Guidelines – The Details

## Guideline B.1.

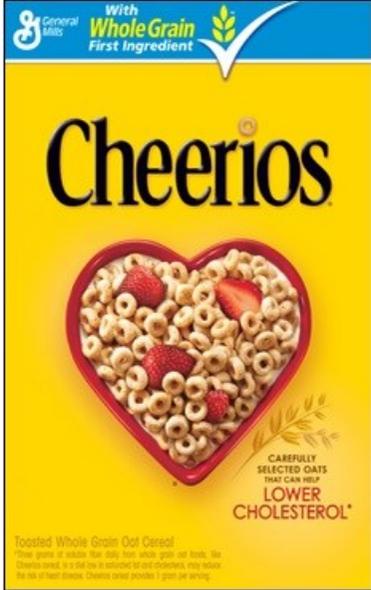
<b>Level I</b>	<b>All ready-to-eat and hot cereals offered contain 9 grams of sugar or less per serving, as listed on the Nutrition Facts label.</b>
<b>Level A</b>	<b>All ready-to-eat and hot cereals offered contain 6 grams of sugar or less per serving, as listed on the Nutrition Facts label.</b>

**Why** Children should start the day with a nutritious breakfast. Sugary cereals provide extra calories without added nutrients. Regular intake of sugary cereals can lead to a higher caloric intake, which can result in weight gain. Excess sugar can also cause tooth decay.

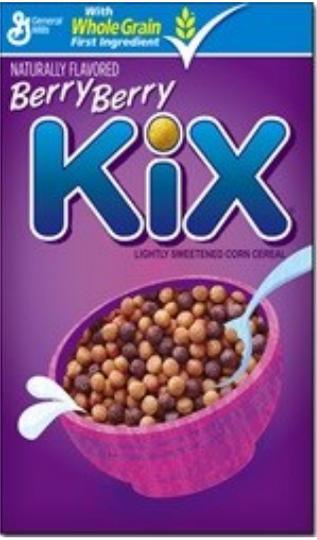
**How To** To know if your menus meet the guideline, you will need to carefully read the package label. Before putting a cereal on your menu, please look at the Nutrition Facts panel on the package label to determine the amount of sugar.

**Example 1: Cheerios**

1. The amount of sugar per serving is 1 gram (g).
2. Since there is less than 6 g of sugar, this cereal meets the Advanced level guideline.



Amount Per Serving	Cheerios	with 1/2 cup skim milk
<b>Calories</b>	100	150
Calories from Fat	15	20
	<b>% Daily Value**</b>	
<b>Total Fat 2g*</b>	<b>3%</b>	<b>3%</b>
Saturated Fat 0.5g	<b>3%</b>	<b>3%</b>
Trans Fat 0g		
Polyunsaturated Fat 0.5g		
Monounsaturated Fat 0.5g		
<b>Cholesterol 0mg</b>	<b>0%</b>	<b>1%</b>
<b>Sodium 140mg</b>	<b>6%</b>	<b>8%</b>
<b>Potassium 180mg</b>	<b>5%</b>	<b>11%</b>
<b>Total Carbohydrate 20g</b>	<b>7%</b>	<b>9%</b>
Dietary Fiber 3g	<b>11%</b>	<b>11%</b>
Soluble Fiber 1g		
<b>Sugars 1g</b>		
Other Carbohydrate 16g		
<b>Protein 3g</b>		



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

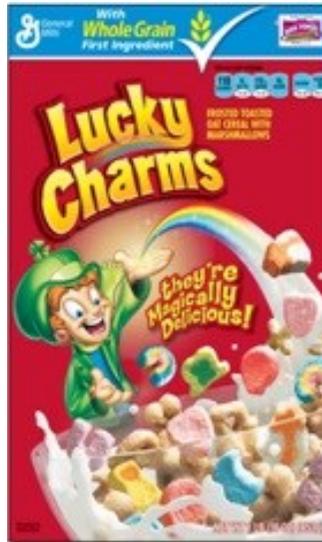
**Example 2: Berry Berry Kix**

1. The amount of sugar per serving is 7 g, which meets the Intermediate level guideline.



**Example 3: Lucky Charms**

1. The amount of sugar per serving is 11 g, which does not qualify for Intermediate or Advanced levels.



Nutrition Facts		
Serving Size ½ cup (27g)		
Servings Per Container about 16		
Amount Per Serving	Lucky Charms	with ½ cup skim milk
<b>Calories</b>	110	150
Calories from Fat	10	10
	% Daily Value**	
<b>Total Fat</b> 1g*	<b>2%</b>	<b>2%</b>
Saturated Fat 0g	<b>0%</b>	<b>0%</b>
Trans Fat 0g		
Polyunsaturated Fat 0g		
Monounsaturated Fat 0g		
<b>Cholesterol</b> 0mg	<b>0%</b>	<b>1%</b>
<b>Sodium</b> 170mg	<b>7%</b>	<b>10%</b>
<b>Potassium</b> 50mg	<b>1%</b>	<b>7%</b>
<b>Total Carbohydrate</b> 22g	<b>7%</b>	<b>9%</b>
Dietary Fiber 2g	<b>6%</b>	<b>6%</b>
<b>Sugars</b> 10g		
Other Carbohydrate 10g		
<b>Protein</b> 2g		

**Tips for Success**

Potential Challenges or Barriers	Possible Solutions to Challenges
Children may be accustomed to sweetened cereals.	<ul style="list-style-type: none"> <li>• Add fresh fruit such as strawberries, bananas and peaches to unsweetened cereal.</li> <li>• Serve cooked cereal with fruit or unsweetened applesauce.</li> </ul>
I don't know which cereals to buy.	<ul style="list-style-type: none"> <li>• Practice reading the nutrition facts label when grocery shopping. If the cereal has 9 g of sugar or less per serving, it meets the Eat Smart Guidelines.</li> <li>• Read the ingredient list and avoid cereals that list sugar within the first three ingredients, or list several kinds of sugars. Sugar may be added in different forms. Examples of added sugars include sucrose, glucose, fructose, high fructose corn syrup, corn syrup, maple syrup, or molasses.</li> </ul>

**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.

<b>Level I</b>	<b>Sweet breakfast items are served no more than one time per week, or not at all.</b>	
<b>Level A</b>	<b>Sweet breakfast items are served no more than one time every two weeks, or not at all.</b>	
<b>Why</b>	Sweet breakfast foods and other baked items, such as 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 contain calories from added sugars, but little if any, essential nutrients children need to grow. If children fill up on sugary foods, they have little room left for food needed to promote health and growth. Eating foods with added sugars also increases the risk for developing dental caries.	
<b>How To</b>	Sweet breakfast items include breakfast pastries, donuts, Pop-Tarts and other toaster pastries, 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 within the first three ingredients. Instead of sweet breakfast items, serve whole grain cereals, toast, English muffins or bagels. Use fruit such as mashed bananas or unsweetened applesauce to naturally sweeten the foods.	
<b>Tips for Success</b>	<b>Potential Challenges or Barriers</b>	<b>Possible Solutions to Challenges</b>
	Staff are concerned that kids need sweet treats and will be deprived if these foods are not offered.	Explain that many wholesome foods such as fruit and grains contain natural sugars. Children can feel satisfied without eating foods with added sugar.
<b>Progress Notes / To Do List</b>	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 ounces of whole grains each 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 and oatmeal. 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 list details 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 provide all possible representations of whole grain ingredient names on food labels. For a full list of whole grains, please visit the “Whole Grains Council” website. The list below 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).*

<p><b>Wheat</b>                  Whole wheat flour                  Whole wheat berries                  Unbleached whole wheat flour                  Bleached whole wheat flour                  White whole wheat flour                  Crushed whole wheat                  Graham flour                  Whole grain wheat                  Whole wheat flakes                  Bromated whole wheat flour</p>	<p><b>Rice</b>                  Wild rice flour                  Brown rice flour                  Brown rice                  Wild rice</p> <p><b>Oats</b>                  Whole oats                  Whole oat flour                  Rolled oats                  Oatmeal                  Oat groats</p>	<p><b>Corn</b>                  Whole corn                  Whole grain corn flour                  Whole corn flour                  Whole cornmeal                  Whole grain cornmeal</p> <p><b>Bulgur</b>                  Bulgur                  Whole grain bulgur</p>	<p><b>Rye</b>                  Whole rye                  Whole rye flour</p> <p><b>Barley</b>                  Whole grain barley                  Whole grain barley flour                  Whole barley flour                  Whole barley flakes</p>
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## 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 word “whole” in front of the grain name will indicate it is a whole grain, such as “whole wheat flour.” The lower on the ingredient list the whole grain is found, the less whole grain the product contains. Choose products that are 100% whole grain for the most health benefit.
- 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 that indicates the food is an “Excellent” source of whole grains. 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

\*The amount of whole grains found in a “Good Source” is not sufficient to qualify the food item as a whole grain. Always verify with the ingredient list that a whole grain is the first ingredient.

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
<b>Progress Notes / To Do List</b>	Children are accustomed to refined or “white” grains in appearance.	Some foods that children already love are whole grain such as Cheerios and oatmeal. Staff can also introduce whole grain foods gradually by mixing a whole grain item with a processed grain. For example, use half whole wheat flour and half regular flour when preparing pancakes from scratch!
	<p>Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:</p> <p>Guideline met (date) _____</p> <div data-bbox="1064 1395 1456 1848" data-label="Image"> </div>	



## Guideline B.4.

### Level I

Fresh, frozen, canned (packed in water or 100% juice, without added sugar) or dried fruits or vegetables are served at least three breakfasts per week.

### Level A

- Fresh, frozen, canned (packed in water or 100% juice, without added sugar) or dried fruits or vegetables 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, but most children do not get the recommended amounts in their diets. Offering a large variety early and often in a child's diet, including fresh, frozen, canned and dried, may encourage children to like and regularly eat a variety of fruits and vegetables.

#### **Why are fruits and vegetables important?**

- Provide high levels of essential vitamins and minerals with relatively few calories
- High in fiber
- Help children feel full longer
- 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 introduce new fruits and vegetables. Add more produce 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.
- Adding bell peppers and tomatoes into an egg omelet.

#### **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	Fresh Tomatoes



<b>Tips for Success</b>	<b>Potential Challenges or Barriers</b>	<b>Possible Solutions to Challenges</b>
	Fresh fruit and vegetables may be expensive.	<ul style="list-style-type: none"> <li>• Buy fresh fruits and vegetables in season or when on sale.</li> <li>• Plan carefully to purchase the right amount.</li> <li>• Plan to use leftovers by making fruit salad, smoothies, soup, omelets, etc.</li> <li>• Frozen and canned fruits and vegetables are an alternative to fresh and may be less expensive. Be sure to buy canned produce packed in 100% juice or water, without added sugars.</li> </ul>
	Lack of staff time to prepare fresh fruits and vegetables.	<ul style="list-style-type: none"> <li>• Save fruits and vegetables that need more preparation for days that require less prep time of other menu items.</li> <li>• Some produce can be purchased already cut up, seeded and ready to eat.</li> </ul>
	Children may not want to try new fruits and vegetables.	<ul style="list-style-type: none"> <li>• Connect the kitchen to the classroom to help children become familiar with new foods. For example, staff can teach about fresh peaches the day before they are on the menu.</li> <li>• Have tasting parties in the classroom to help kids become more comfortable with the new foods before they are served on the menu.</li> <li>• Kids love dips. Try serving yogurt with apple slices or hummus with carrot sticks.</li> </ul>
<b>Progress Notes / To Do List</b>	<p>Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:</p> <p>Guideline met (date) _____</p>	



## Guideline B.5.

**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 Guideline L.1.**

**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 – scramble with some chopped bell peppers and tomatoes for added color
  - Peanut butter - spread on whole grain pancakes and top with sliced bananas
  - Cheese – cut in chunks or strips for a fun finger food
  - Yogurt – mix with fresh berries
  - Cottage cheese – mix with pineapple or peaches
  - Lean meat – use leftover meat from day before in breakfast sandwich
  - Beans- try black beans in a breakfast burrito



	Potential Challenges or Barriers	Possible Solutions to Challenges
<b>Tips for Success</b>	Protein foods are expensive.	<ul style="list-style-type: none"> <li>• There are several good, inexpensive sources of protein for breakfast which includes eggs, yogurt, cottage cheese, peanut butter or other nut butters, and dried beans. Get creative! There are so many great ways to enjoy these foods while adding a protein boost at breakfast!</li> <li>• Protein foods satisfy hunger!</li> </ul>

**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.

<b>Level I</b>	<b>Limit highly processed meat, poultry and fish (including any meat/meat alternate that requires CN documentation) to two times per week.</b>				
<b>Level A</b>	<b>Limit highly processed meat, poultry and fish (including any meat/meat alternate that requires CN documentation) to one time per week.</b>				
<b>Why</b>	<p>Processed meats are often high in calories, saturated and <i>trans</i> fats and sodium. Eating these foods has been linked with increased risk of cancer and diabetes. The Food and Drug Administration (FDA) has defined processed foods as “foods that have been commercially processed and are prepared mixtures with multiple ingredients.” Processed meats may include a large amount of breading and/or fillers so a normal portion size for a young child might not provide enough meat and an excessive amount may need to be served to meet requirements.</p> <p>The <i>Dietary Guidelines</i> encourage lean protein sources such as lean cuts of beef, chicken, turkey, beans, boneless fish, nut butters, eggs, and yogurt. Offering a variety of meats/meat alternates helps children eat a variety of nutrients.</p>				
<b>How To</b>	<p><b><i>How can I use fewer processed meats?</i></b></p> <ul style="list-style-type: none"> <li>• Serve more entrees that include beans. Beans are a low cost substitute for meat and are a good source of protein and fiber.</li> <li>• Make your own chicken “nuggets” using cereal or other coating.</li> <li>• Buy large bags of lean protein, like chicken. Portion out amounts needed and freeze the rest for the next menu cycle.</li> <li>• Serve new foods along with items children recognize to increase their acceptance.</li> </ul> <p>Below are more entrée ideas, which when prepared on-site (homemade), do not use highly processed meats:</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 25%;"> <p><b><u>Beef:</u></b>                      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</p> </td> <td style="vertical-align: top; width: 25%;"> <p><b><u>Chicken:</u></b>                      BBQ Chicken Sandwich                      Chicken Burrito                      Chicken Quesadilla                      Chicken and Noodles                      Chicken Pie with Biscuits                      Chicken Salad Sandwich                      Chicken Stir Fry                      Baked Chicken</p> <p><b><u>Fish:</u></b>                      Tuna Noodle Casserole                      Tuna Salad Sandwich                      Oven Baked Fish                      Salmon Patties</p> </td> <td style="vertical-align: top; width: 25%;"> <p><b><u>Cheese:</u></b>                      Cheese Pizza                      Macaroni and Cheese                      Grilled Cheese Sandwich                      Vegetarian Lasagna                      Yogurt                      Cottage Cheese and Veggies</p> <p><b><u>Eggs:</u></b>                      Broccoli Quiche                      Omelet                      Scrambled Eggs                      Egg Salad Sandwich                      Vegetable Frittata                      Hard Boiled Eggs</p> </td> <td style="vertical-align: top; width: 25%;"> <p><b><u>Pork:</u></b>                      Pork Fried Rice                      Ham and Beans                      Sliced Ham</p> <p><b><u>Beans:</u></b>                      Vegetarian Chili                      Red Beans and Rice                      Bean and Cheese Burrito</p> <p><b><u>Turkey:</u></b>                      Turkey and Dressing                      Turkey Tetrazzini                      Turkey and Cheese Sandwich</p> </td> </tr> </table>	<p><b><u>Beef:</u></b>                      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</p>	<p><b><u>Chicken:</u></b>                      BBQ Chicken Sandwich                      Chicken Burrito                      Chicken Quesadilla                      Chicken and Noodles                      Chicken Pie with Biscuits                      Chicken Salad Sandwich                      Chicken Stir Fry                      Baked Chicken</p> <p><b><u>Fish:</u></b>                      Tuna Noodle Casserole                      Tuna Salad Sandwich                      Oven Baked Fish                      Salmon Patties</p>	<p><b><u>Cheese:</u></b>                      Cheese Pizza                      Macaroni and Cheese                      Grilled Cheese Sandwich                      Vegetarian Lasagna                      Yogurt                      Cottage Cheese and Veggies</p> <p><b><u>Eggs:</u></b>                      Broccoli Quiche                      Omelet                      Scrambled Eggs                      Egg Salad Sandwich                      Vegetable Frittata                      Hard Boiled Eggs</p>	<p><b><u>Pork:</u></b>                      Pork Fried Rice                      Ham and Beans                      Sliced Ham</p> <p><b><u>Beans:</u></b>                      Vegetarian Chili                      Red Beans and Rice                      Bean and Cheese Burrito</p> <p><b><u>Turkey:</u></b>                      Turkey and Dressing                      Turkey Tetrazzini                      Turkey and Cheese Sandwich</p>
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Tips for Success	Potential Challenges or Barriers	Possible Solutions to Challenges
	How do I know what meats are included in this group?	<ul style="list-style-type: none"> <li>• If the meat/meat alternate requires Child Nutrition (CN) documentation, it is a processed food and is included in this category.</li> <li>• This includes, but is not limited to, chicken nuggets, fish sticks, chicken patties, pork patties, Salisbury steak, pizza, ravioli, meatballs, corn dogs, hot dogs, bologna, pepperoni, sausages, Spam, Treet, liverwurst, salami, and other luncheon meats*</li> </ul> <p>*Luncheon meats do not include deli meats, such as lean ham, turkey, roast beef and chicken breast that are sliced for sandwiches and salads and are at least 95% fat free.</p>
	Processed meats are easy to prepare.	Find simple, quick, and healthy recipes as alternatives to the processed meats. See the sample Eat Smart menus for ideas!
	Hot dogs and lunch meat are inexpensive to buy. Lean meats cost more.	<ul style="list-style-type: none"> <li>• Buy large bags of frozen lean meats such as chicken breasts.</li> <li>• Dried beans are one of the cheapest protein foods available.</li> </ul>
	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 provide the best nutrition for young children.
<b>Progress Notes / To Do List</b>	<p>Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:</p> <p>Guideline met (date) _____</p>	



## 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.

Example of 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.
- Try using whole grain flours in place of regular or refined flours in recipes.

This example meets the Advanced level guideline for lunch or supper.

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

\*Indicates a whole grain food

**Tips for Success**

**Potential Challenges or Barriers**

Children are accustomed to refined or “white” grains in appearance.

**Possible Solutions to Challenges**

Give it a try! Most children do not notice a difference in whole grain vs. refined grain products. If you prefer a slow introduction, staff can gradually increase the whole grain foods by mixing a whole grain item with a processed grain. For example, mix whole wheat noodles with regular noodles or combine brown or wild rice with white rice.

**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.

<b>Level I</b>	<b>Fresh (raw) fruits or vegetables are served one or more times per week.</b>	
<b>Level A</b>	<b>Fresh (raw) fruits or vegetables are served three or more times per week.</b>	
<b>Why</b>	<p>See Guideline B.5.</p> <p>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 are often not available canned or frozen so using fresh produce allows for greater variety.</p>	
<b>How To</b>	Plan carefully to avoid waste. 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.	
<b>Tips for Success</b>	<b>Potential Challenges or Barriers</b>	<b>Possible Solutions to Challenges</b>
	Fresh produce can be expensive.	<ul style="list-style-type: none"> <li>Buy fruits and vegetables when in season or on sale. Local farmers' markets may be a source of lower cost fresh produce.</li> <li>Plan carefully to purchase the right amount and use leftovers to minimize waste.</li> </ul>
	Fresh produce doesn't keep very long.	<ul style="list-style-type: none"> <li>Plan to purchase close to the day you will serve this food.</li> <li>Have a plan for using extra fruits and vegetables at another meal. Be creative with your menu!</li> </ul>
	Staff does not have time to wash and prepare fresh fruits and vegetables.	<ul style="list-style-type: none"> <li>Save fruits and vegetables that need more preparation for those meals with menu items that require less prep time.</li> <li>Do as much pre-preparation (washing, chopping, etc.) as possible to save time when preparing the meal.</li> </ul>
<b>Progress Notes / To Do List</b>	<p>Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:</p> <p>Guideline met (date) _____</p>	



## Guideline S.1

<b>Level I</b>	<b>Sweet and high fat snack items are served no more than one time per week, or not at all.</b>	
<b>Level A</b>	<b>Sweet and high fat snack items are served no more than one time every two weeks, or not at all.</b>	
<b>Why</b>	Sweet and high fat snack items, such as sweet pastry items, toaster pastries, donuts, cookies, cakes, pie, quick breads, cereal bars, etc., AND croissants and grain-based chips, are not nutrient-rich choices. They are generally not made from whole grains; contain few nutrients; and are high in fat, sugar and sodium. Research shows that children eat too many of these unhealthful choices. While okay to serve once in a while, they should not be served often, as children can fill up on these foods and have little room left for more nutritious foods. These foods add calories from added sugars and fat, but few of the essential nutrients children need to grow.	
<b>How To</b>	<p><b><i>These snacks are okay any time (especially if whole grain)</i></b></p> <ul style="list-style-type: none"> <li>• Breads</li> <li>• Bagels</li> <li>• English Muffin</li> <li>• Tortilla</li> <li>• Pita Bread</li> <li>• Pizza Crust</li> <li>• Dry Cereal</li> <li>• Graham Crackers</li> <li>• Crackers</li> <li>• Pretzels</li> <li>• Animal Crackers</li> <li>• Rice Cakes</li> </ul>	<p><b><i>Limit these snack foods</i></b></p> <ul style="list-style-type: none"> <li>• Danish</li> <li>• Toaster pastries</li> <li>• Croissants</li> <li>• Pie crust</li> <li>• Granola bars</li> <li>• Cereal bars</li> <li>• Cookies</li> <li>• Bagel chips</li> <li>• Banana bread and other sweet breads</li> <li>• Cakes/Cupcakes</li> <li>• Muffins</li> <li>• Coffee cake</li> <li>• Donuts</li> <li>• Brownies</li> <li>• Cinnamon rolls</li> </ul>
<b>Tips for Success</b>	<b>Potential Challenges or Barriers</b>	<b>Possible Solutions to Challenges</b>
	Staff rely on the convenience of packaged cookies, snack cakes, etc. for snacks as time is limited to prepare a snack.	Use snack preparation as a learning experience and nutrition education. Children can 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 nut butter in the groove of the celery, then sprinkle raisins on top for the “ants”. Instead of celery, you can also use bananas cut in half lengthwise.
<b>Progress Notes / To Do List</b>	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 and salty processed meats may not be provided at snack. These include meat items listed in Guideline L.1.

**Level A** Two or more snacks per week contain a meat/meat alternate. High fat and salty processed meats may not be provided at snack. These include meat items listed in Guideline L.1.

**Why** Meat and meat alternates 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 of protein packed snacks:

- Cottage cheese and pineapple
- Yogurt and fruit for dipping
- Cheese stick served with crackers
- Hummus and whole wheat pita bread
- Deli turkey and a slice of bread
- Cheese melted on a whole grain tortilla
- A hardboiled egg and carrot sticks
- Mini-pizza made with whole grain English muffin and cheese

### Tips for Success

#### Potential Challenges or Barriers

These foods can be cost prohibitive.

#### Possible Solutions to Challenges

There are several low cost meat/meat alternate options available! Utilize leftover lunch entrees when available and purchase in bulk. There are also a variety of foods that fulfill the role of meat/meat alternate, such as beans and eggs, which can be incorporated into many delicious snacks!

### 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** Fresh, frozen, canned (packed in water or 100% juice, without added sugar) or dried fruits or vegetables are served at least two snacks per week.

**Level A** Fresh, frozen, canned (packed in water or 100% juice, without added sugar) or dried fruits or vegetables are served at least three snacks per week.

**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 100% juice or water, without added sugars.
  - Help children learn to appreciate the natural sweetness of fruits by not adding sugar.

<b>Tips for Success</b>	<b>Potential Challenges or Barriers</b>	<b>Possible Solutions to Challenges</b>

**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 refined grain products with whole grain versions.
  - Serve whole grain cereal for snacks.
  - Read labels and choose products that list a whole grain as the first ingredient.

<b>Tips for Success</b>	<b>Potential Challenges or Barriers</b>	<b>Possible Solutions to Challenges</b>

**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

The menu is at least a 3 week cycle. Different vegetables, fruits, and entrees are used so there is little repetition in the cycle.

### 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 care.

### 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 needed for good health and development. By regularly serving a variety of foods, children can learn healthy food habits and are more likely to enjoy a variety of food later in life.

Children tasting and eating different cultural 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.

**For more information, see Food and Nutrition Model Policies 5 and 6 at [www.health.mo.gov/eatsmart](http://www.health.mo.gov/eatsmart)**

### 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. Tie in a “food of the week” with a cultural theme discussed in the weekly lesson plan!

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.
- Season 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.
- 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, such as stews or casseroles, with lighter choices, such as fresh fruits or vegetables.
- Serve foods that are different shapes. For example, choose a menu that includes foods that are shaped as cubes, mounds like meat balls or melon balls, and shredded bits instead of a meal that is completely cube-formed such as chicken nuggets served with diced peaches and cut green beans.
- Add color. A meal with turkey, white bread, cauliflower, pears and milk lacks color. Fruits and vegetables are a great way to add color. Spices can also add color such as cinnamon on unsweetened applesauce or paprika on potatoes. Another example of an eye catching meal would be oven-fried chicken, brown rice with green peas, apricots and milk.
- Vary your fruits and vegetables! Avoid serving different forms of the same food at each meal during the day (such as serving apple slices at breakfast, applesauce at lunch, and apple juice at snack).

(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.	<ul style="list-style-type: none"> <li>• Check out the online CACFP trainings on <a href="http://www.mocacfp.com">www.mocacfp.com</a>! There are several trainings available to assist in menu planning.</li> <li>• Get free meal planning resources from the USDA and Team Nutrition.</li> <li>• Surf the net! The internet has unlimited resources for meal ideas.</li> </ul>
Staff are concerned children will refuse to eat new foods.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Try taste test sessions as an introductory measure before including the new food on the menu, or serve the food item as an extra.</li> </ul>
Staff and children may be reluctant to try ethnic foods.	<ul style="list-style-type: none"> <li>• Include foods on the menu that are part of the culture of staff and families.</li> <li>• Choose a country or ethnicity and have a celebration including regional food, music, and fun activities. Make it a part of a lesson plan!</li> </ul>

**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** 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, as they provide several 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?*

Dark green leaf lettuce	Kale	Collard greens
Salad greens	Broccoli	Beet greens
Romaine lettuce	Bok choy	Mustard greens
Spinach	Watercress	Turnip greens

*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 three dark green or orange fruits or vegetables are required, but they are 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.	<ul style="list-style-type: none"> <li>• Buy fruits and vegetables when in season or on sale. Local farmers' markets may be a source of lower cost fresh produce.</li> <li>• Plan carefully to purchase the right amount and use leftovers to minimize waste.</li> <li>• Frozen produce may be an economic option.</li> </ul>
	Staff are concerned children will refuse to eat new foods.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Try taste test sessions as an introductory measure before including the new food on the menu, or serve the food item as an extra.</li> <li>• Consider featuring a color or letter of the week and serve vegetables and fruits that fit the featured category!</li> </ul>
<b>Progress Notes / To Do List</b>	<p>Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:</p> <p>Guideline met (date) _____</p>	



## Guideline P.3.

### Level I

- Juice is not served at lunch and supper meals.
- 100% juice is served no more than once per day, or not at all.

### Level A

- Juice is not served at lunch and supper meals.
- 100% juice is served no more than three times per week, or not at all.

### Why

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 these guidelines. Children tend to fill up on juice which can result in a lessened appetite for food during meals and snacks. Additionally, whole fruits and vegetables provide more fiber and nutrients with less sugar and calories than 100% juice. Drinking juice throughout the day has also been associated with dental caries.

#### **Why limit juice?**

- Excessive juice intake may be linked to overweight or obesity and is associated with tooth decay and diarrhea in children.
- Children tend to drink juice in place of water. Water is 65% of a child's body composition and it is very important children meet their hydration needs with water.
- The American Academy of Pediatrics (AAP) recommends that the majority of fruits and vegetables come from whole food rather than juice.
- Juice does not provide any additional nutritional benefit to its whole form. In fact, whole fruits and vegetables provide more fiber and more nutrients, with less sugar and calories, than 100% juice!
- If full from juice, children may not eat much during meals and snacks and miss out on key nutrients.

### How To

If you do decide to serve juice, only 100% fruit or vegetable juice is to be served. The AAP recommends that preschool age children **consume no more** than 4 to 6 oz. of 100% juice each day. The optimal choice is to serve fresh produce and not juice.

### Tips for Success

#### Potential Challenges or Barriers

You may think that juice is "healthy" and encourage children to drink it.

Juice is easy to prepare for snacks.

#### Possible Solutions to Challenges

Too much juice may interfere with children's appetite for food or give them more calories than their bodies need. Frequent juice consumption also exposes a child's teeth to excessive sugar. Even though it is natural sugar, it can still cause tooth decay.

Find easy alternatives to juice such as 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.

<b>Level I &amp; A</b>	<b>Sweetened beverages are not served at all, for any occasion.</b>	
<b>Why</b>	Sweetened beverages have a large amount of added sugar and calories with little to no nutrients. Studies show 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.	
<b>How To</b>	<p>Sweetened beverages, some of which are made with “natural” sugars or sweeteners, can include Kool-Aid; pop, soda, or Cola; fruit punch; sports drinks; flavored waters; etc. When children are thirsty, the best beverage to offer them is plain, fresh water.</p> <p><u>Watch for common added “natural” sweeteners on labels, to include:</u></p> <ul style="list-style-type: none"> <li>Stevia (Truvia)</li> <li>Agave Nectar</li> <li>Monk’s Fruit</li> <li>Honey</li> <li>Molasses</li> <li>Sugar Cane</li> <li>Evaporated Cane Juice</li> <li>High Fructose Corn Syrup</li> </ul>	
<b>Tips for Success</b>	<b>Potential Challenges or Barriers</b>	<b>Possible Solutions to Challenges</b>
	Children may be accustomed to drinking something sweet when they are thirsty.	<ul style="list-style-type: none"> <li>• Children may not be used to asking for water, but still offer it to them. In time, they will learn that water is an excellent thirst quencher!</li> <li>• Make drinking water fun for children by adding lemon slices to ice cold water or providing straws for them to sip from.</li> </ul>
<b>Progress Notes / To Do List</b>	<p>Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:</p> <p>Guideline met (date) _____</p>	



## Guideline P.5.

**Level I & A** No foods containing artificial sweeteners are served.

**Why** There have not been extensive studies to evaluate and establish the safety of artificial sweeteners on children’s health. Children need to learn to appreciate the natural sweetness of real, wholesome foods, such as fruit, and to meet their hydration needs with water.

**How To** Watch the ingredient list on packages for artificial sweeteners, which can include the following:

- Sorbitol, mannitol, xylitol (sugar alcohols) – often found in diabetic or sugar free products
- 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	<ul style="list-style-type: none"> <li>• Use reduced-sugar products and utilize less sugar in recipes so children can appreciate the natural taste of foods!</li> <li>• Limit the number of sweet items served and utilize fresh fruit to naturally sweeten foods! There is no need to substitute artificial sweeteners for sugar. If a sweet item is placed on the menu, count it as an allowed sweet item, as according to the <i>Guidelines</i>.</li> </ul>
It’s hard to identify products with artificial sweeteners	<ul style="list-style-type: none"> <li>• Refer to the list above.</li> <li>• Look for products that state “no artificial sweeteners” on the front of the package.</li> <li>• Often, sugar-free and “lite” versions of products contain artificial sweeteners, which can include yogurt, syrup, jam, jelly and canned fruits. Always check the list of ingredients!</li> </ul>

**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.6.

**Level I & A**    **Only skim (nonfat) or low fat (½% or 1%) milk is served, flavored or unflavored.**

**Why**    The AAP recommends serving skim or 1% milk to children aged 2 years and older. Skim, ½% 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 skim milk helps to keep dietary fat intake consistent with *Dietary Guidelines*' recommendations.

<b>Tips for Success</b>	<b>Potential Challenges or Barriers</b>	<b>Possible Solutions to Challenges</b>
<b>Tips for Success</b>	Parents may think that low fat milk is unsafe for young children because they have been told to offer only whole milk after weaning.	<ul style="list-style-type: none"> <li>Send information home to parents to reassure them that skim and low fat milks are healthy choices for children over 2 years of age.</li> <li>Serve skim or low fat milk at parent meetings. Encourage parents to make the switch at home too.</li> </ul>
	Many adults believe skim milk is less wholesome than higher fat milk, that it is "watered down," providing fewer nutrients.	<ul style="list-style-type: none"> <li>Skim, ½% and 1% milk have as much protein, calcium and vitamin D as 2% and whole milk without the extra calories, saturated fat, and cholesterol.</li> </ul>
	Children may be used to drinking whole or 2% milk.	<ul style="list-style-type: none"> <li>Milk taste-tests with children show that children cannot detect a difference if an adult does not point out the difference.</li> <li>Have staff set a good example by drinking the same milk with the children!</li> </ul>

**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) \_\_\_\_\_



## The Nutrition Environment

The rest of the guidelines address the environment in which children are fed. In addition to the foods served, 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* provide evidence-based recommendations for setting a positive nutrition environment.

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

- The feeding environment, to include interactions between adults and children.
- How meals are served.
- Activities that happen outside of meals, such as at celebrations or facility-sponsored activities, like fundraising.

It is important children receive consistent messages about healthful eating. For example, if teachers provide lessons that encourage fresh fruits and vegetables, it is important to serve children fresh fruits and vegetables at meals so they fully understand the message.

For more information about model policies and tips for changing the 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/eatsmart>.

## The Feeding Environment

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

Staff 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 they 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 what and how much (if any) to eat of the healthy meal 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 are hungry. Avoid turning mealtime into a power struggle.

Eating nutritious foods and learning good mealtime behaviors are important due to the rapid growth and major developmental changes children undergo during early childhood. In addition to introducing new foods, mealtime can be an opportunity to learn and develop social and motor skills. Skills such as hand washing, table manners and conversing can also be developed and reinforced at mealtime.



## Guideline E.1

<b>Level I</b>	<b>Menus are available and posted for staff and parents.</b>	
<b>Level A</b>	<ul style="list-style-type: none"> <li><b>Menus are available and posted for staff and parents.</b></li> <li><b>Children have opportunities to provide input on food and menus.</b></li> </ul>	
<b>Why</b>	Families should know what their children eat at child care and have the chance to make suggestions about what is served. Families can benefit from knowing the child care menu by being inspired on meals to offer at home and healthful meal patterns. This will also decrease the likelihood of duplicating meals between child care and home.	
<b>Tips for Success</b>	<b>Potential Challenges or Barriers</b>	<b>Possible Solutions to Challenges</b>
	Circumstances may sometimes prevent you from serving what is on the posted menu.	Write changes on the posted menu as soon as changes have to be made.
	Parents may not see the posted menu.	<ul style="list-style-type: none"> <li>Post the menu in a highly visible location for parents, such as the facility entrance or parent bulletin board.</li> <li>Make the posted menu eye-catching. The “Carlton the Carrot” menu template can be used, which is found at <a href="http://www.health.mo.gov/eatsmart">www.health.mo.gov/eatsmart</a> in the “Resources” section.</li> <li>Send a copy of the menu home with parents or post it in the parent newsletter.</li> </ul>
<b>Progress Notes / To Do List</b>	<p>Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:</p> <p>Guideline met (date) _____</p>	



## 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 staff to serve as good role models. Children are always watching their teachers, especially during mealtime. This time together provides many opportunities for teachers and staff to:

- Teach children about the healthy foods.
- Talk about the foods served and where they come from.
- Teach children about the different tastes, smells, textures, colors and shapes of foods.
- Encourage proper table manners.
- Engage children in pleasant discussion to build communication skills.

If staff eat or drink less healthy foods in front of the children, they send mixed messages to the children. Messages need to be consistent. If children are taught about healthful foods, but not so healthy foods are eaten in front of them, children may become confused as to what is and is not good for them and their growing bodies.

**For more information, see Food and Nutrition Model Policies 10 & 11 at [www.health.mo.gov/eatsmart](http://www.health.mo.gov/eatsmart)**

**How To**

Include in staff handbook that teachers and staff are required to sit with children and model positive food and mealtime behaviors, to include trying new foods. 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 the same healthy foods and drinks children are served.

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.

<b>Level I</b>	<ul style="list-style-type: none"> <li>• <b>At least one item is served family style at each meal within children’s capabilities.</b></li> <li>• <b>Child-size serving utensils are available and used.</b></li> </ul>	
<b>Level A</b>	<ul style="list-style-type: none"> <li>• <b>Most foods are served family style at each meal within children’s capabilities.</b></li> <li>• <b>Child-size serving utensils are available and used.</b></li> </ul>	
<b>Why</b>	<p>Family style meals create an opportunity for children to practice their independence and encourage motor development — 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 foods they do not want.</p> <p><b>For more information, see the “Family Style Meals in Child Care” flyer and Food and Nutrition Model Policy 12 at <a href="http://www.health.mo.gov/eatsmart">www.health.mo.gov/eatsmart</a>.</b></p>	
<b>How To</b>	<p>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 regulatory portion; however, the child may choose not to take a food.</p>	
<b>Tips for Success</b>	<b>Potential Challenges or Barriers</b>	<b>Possible Solutions to Challenges</b>
	<p>This is too much for young children to handle. They don’t have the skills.</p>	<ul style="list-style-type: none"> <li>• Expect spills and messes in the beginning. Practice passing, serving and pouring skills before starting family style meal service. Children will refine these skills quickly. Have children pass bowls of uncooked beans or rice and pour small pitchers of water. Water is good to use when practicing pouring skills as it is inexpensive and won’t make sticky messes when spilled.</li> <li>• Start family style meals with easily served items, such as bread.</li> </ul>
	<p>It’s messy.</p>	<ul style="list-style-type: none"> <li>• Be prepared for clean up by having sponges and/or towels at the table.</li> <li>• Expect spills as a normal part of the learning process. Handle them in a relaxed way.</li> <li>• Have children help clean up after a spill. Take care to help them feel good about helping instead of feeling bad about the spill.</li> <li>• Use child sized serving bowls, pitchers, and utensils to reduce spills.</li> </ul>



	It's not sanitary.	<ul style="list-style-type: none"> <li>• Provide each menu item in several small bowls so if a child touches the food, it can be thrown away with limited waste.</li> <li>• Have extra serving utensils handy in case one gets dropped on the floor or put in a child's mouth.</li> </ul>
	It's stressful for the staff.	<ul style="list-style-type: none"> <li>• Teach table manners and what is expected of children long before family style meal service is started.</li> <li>• Keep table size to no more than eight children.</li> <li>• Remember, it may be more work for staff at first, but it will become less work as children become competent in their skills.</li> <li>• Give children jobs at mealtimes, such as setting the table, and clearing and cleaning the table. Have a "meal helper."</li> </ul>
<b>Progress Notes / To Do List</b>	<p>Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:</p> <p>Guideline met (date) _____</p> <div data-bbox="942 1428 1588 1896" data-label="Image"> </div>	



## Guideline E.4.

<b>Level I &amp; A</b>	<b>Children have ample time to eat and practice social interaction skills, such as having a conversation</b>
<b>Why</b>	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.
<b>How To</b>	While every child is different and care givers should individualize children's needs, at least 20 minutes for a snack and at least 30 minutes for a meal should be a baseline amount of time needed for most children.
<b>Progress Notes / To Do List</b>	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.5.

<b>Level I</b>	<b>Children help clear dishes after the meal is finished.</b>
<b>Level A</b>	<b>Children help set the table and clear dishes after the meal is finished.</b>
<b>Why</b>	These chores help encourage motor skill development and build children's identity and self confidence.
<b>How To</b>	Children like to feel important! Designate "mealtime helpers" and rotate on a daily basis, to allow each child to take part. Before mealtime, the "mealtime helpers" can set the place settings for all children and adults. Examples of tasks can include placing plates, cups, silverware, napkins, etc. on the tables. After meals, have a bowl and spatula available for children to scrape their plates and empty their cups. They can then stack the plates and cups for easy cleanup. These before and after mealtime duties can assist staff and make mealtime more efficient!
<b>Progress Notes / To Do List</b>	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.6.

<b>Level I</b>	<ul style="list-style-type: none"> <li>• Staff gently encourage but do not force children to eat or taste foods.</li> <li>• Food is not used as a punishment or reward at any time throughout the day.</li> </ul>	
<b>Level A</b>	<ul style="list-style-type: none"> <li>• At meals, staff informally educates children about the foods they are eating.</li> <li>• Staff gently encourage but do not force children to eat or taste foods.</li> <li>• Food is not used as a punishment or reward at any time throughout the day.</li> </ul>	
<b>Why</b>	<p>While it is required child care providers offer children each of the meal components (e.g., meat/meat alternate, fruit, vegetable, grain, milk), it is up to the child to decide whether he/she will take or eat the foods served. However, staff should always encourage, but never force, children to try the foods that are offered. Child care staff should never punish or reward with food as it places unnecessary importance on food and will have negative effects, creating an unhealthy emotional relationship with food. This may lead to emotional overeating and excessive weight gain throughout a child's life.</p> <p>Children may learn to overeat if they are made to eat everything or clean their plates. If they are encouraged to be a member of the "Clean Plate Club" it teaches them to ignore their internal hunger and fullness cues. Staff can help children learn to listen to their bodies to decide whether they are hungry, full, or eating out of habit.</p> <p><b>See Food and Nutrition Model Policies 7, 8, and 9 at <a href="http://www.health.mo.gov/eatsmart">www.health.mo.gov/eatsmart</a></b></p>	
<b>How To</b>	<p>Be an example. Staff is to try the foods that are served and talk about the foods with the children. This act encourages children to try new foods. If a child insists on not eating some or any of the food served, honor the child's wishes. Forcing a child to eat can lead to negative associations with mealtime and with certain foods.</p> <p>Follow 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 what and how much (if any) to eat of the healthy meal 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 are hungry. Avoid turning mealtime into a power struggle.</p>	
<b>Tips for Success</b>	<b>Potential Challenges or Barriers</b>	<b>Possible Solutions to Challenges</b>
	It is natural to want to encourage children to eat all of the food provided.	If encouragement is too strong, it may cause a child to eat for reasons other than hunger or to rebel against eating any food. Remember the division of responsibility. Do not make mealtime a power struggle.
	Staff wants 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.
<b>Progress Notes / To Do List</b>	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.

<b>Level I</b>	Parents are provided a written policy prohibiting foods brought from home or other outside sources at any time, including holidays and celebrations.	
<b>Level A</b>	<ul style="list-style-type: none"> <li>• Parents are provided a written policy prohibiting foods brought from home or other outside sources at any time.</li> <li>• Holidays and celebrations are observed with non-food treats like stickers or with mostly healthy foods (facility provided).</li> </ul>	
<b>Why</b>	A healthy nutrition environment is created by the child care providing nutritious foods for meals and snacks. In the event a child care provider includes food as part of a special occasion or celebration, the healthful message delivered at mealtimes needs to be maintained and the emphasis of the celebration or occasion not be on the food served.	
<b>How To</b>	<p>The <i>Guidelines</i> encourage facilities to celebrate with non-food items or with mostly healthy foods, provided by the facility. Child care facilities can let families know gently, but firmly, the facility supports a healthier approach to celebrations. This can easily be done by including the facility policy in the parent handbook. Everyone benefits from healthy choices, and it sends a message to families that good nutrition is important to the facility.</p> <p>See <b>Food and Nutrition Model Policies 14 &amp; 15</b> at <a href="http://www.health.mo.gov/eatsmart">www.health.mo.gov/eatsmart</a></p>	
<b>Tips for Success</b>	<b>Potential Challenges or Barriers</b>	<b>Possible Solutions to Challenges</b>
	Families are used to cupcakes and cookies for celebrations.	Re-direct the focus from food to the event. Use this day to celebrate the occasion. Play games or engage in activities that directly relate to the event while not placing an emphasis on “party” foods.
<b>Progress Notes / To Do List</b>	<p>Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:</p> <p>Guideline met (date) _____</p>	



## Guideline E.8.

<b>Level A</b>	<b>Nutrition education and/or nutrition education activities are provided at least one time per week.</b>
<b>Why</b>	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, families and staff. The more information children receive, the more likely they are to make healthful choices. The more information families receive, the more likely they are to support facility policies.
<b>How To</b>	There are many opportunities for nutrition education to occur. Examples include: <ul style="list-style-type: none"><li>• Read books about healthful foods and have children try the foods.</li><li>• Talk about the foods children are eating at meals and how they promote good health.</li><li>• Use food examples when teaching children about shapes, colors, and counting.</li></ul>
<b>Progress Notes / To Do List</b>	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.

<b>Level I &amp; A</b>	<b>If families/children participate in fundraisers, the fundraising activity or product must be supportive of physical activity and healthful eating. Any foods sold must be nutritious foods.</b>
<b>Why</b>	Fundraising is a common practice for many child care facilities. However, be mindful when preparing for these fundraisers. Even if the money raised is used to support things the facility really needs, the healthful messages that are shared with families become unclear if sales of unhealthy food items are used to raise funds. Also, remember that families and staff often buy much of the food that is sold. Having extra candy and sweets around the house will make it that much harder to encourage healthier eating for the children.
<b>How To</b>	<b>See Model Policy Appendix E: Facility Resource—Nonfood Fundraising Ideas at <a href="http://www.health.mo.gov/eatsmart">www.health.mo.gov/eatsmart</a></b>
<b>Progress Notes / To Do List</b>	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.

<b>Level I &amp; A</b>	<b>Visible supports, such as posters and books, encourage healthy nutrition habits.</b>
<b>Why</b>	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 about nutrition, showing enthusiasm about food, and being happy during mealtime will show children that healthful eating is valuable to them and others.
<b>How To</b>	Stock the bookshelves with books that support nutrition and physical activity, decorate the walls with supportive posters and pictures, etc. Free or low-cost posters can be found online. Display pictures of children and staff participating in healthful activities. 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 <a href="http://www.teamnutrition.usda.gov/library.html">www.teamnutrition.usda.gov/library.html</a> and <a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a> .)
<b>Progress Notes / To Do List</b>	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.

<b>Level I &amp; A</b>	<b>Food and beverage vending machines, if present, are located in areas not accessible to children.</b>
<b>Why</b>	Vending machines provide opportunities for staff to buy soda, other sweetened beverages and foods often high in fat and sugar. Having them onsite increases the likelihood staff will eat and drink these items in front of children in the facility. Vending machines onsite, especially if located in a public area, also send a message to families that these foods and beverages are “okay” for children to consume.
<b>How To</b>	If vending machines are in the building, place them in areas that are not visible or accessible to the children. In addition, if the vending machine must be onsite, you may consider working with the vendor to offer healthier items.  See Food and Nutrition Model Policy 4 at <a href="http://www.health.mo.gov/eatsmart">www.health.mo.gov/eatsmart</a>
<b>Progress Notes / To Do List</b>	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.

<b>Level I &amp; A</b>	<b>Television viewing is not allowed during mealtime and snacks.</b>	
<b>Why</b>	<p>Television and videos work against the important educational activities that occur in child care facilities. According to the Missouri MOve Smart Guidelines (<a href="http://www.health.mo.gov/movesmart">www.health.mo.gov/movesmart</a>), television viewing for preschool age children should be limited to 30 minutes per week, or less. 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.</p> <p>Watching television at mealtime 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 opportunities; take advantage of these teachable moments!</p>	
<b>How To</b>	Use mealtime as an opportunity to help children develop social skills through interactions and communication with one another.	
<b>Tips for Success</b>	<b>Potential Challenges or Barriers</b>	<b>Possible Solutions to Challenges</b>
	Children may be used to watching television while they eat.	Instead of playing the television, allow for conversation to take place and have pre-planned topics for mealtime discussion.
<b>Progress Notes / To Do List</b>	<p>Use this space to make notes about what you are doing to meet this guideline. When you have met it, write the date here:</p> <p>Guideline met (date) _____</p>	



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## Appendix: Eat Smart Guidelines—Children Aged 2 through 12 Years

**The Intermediate Guidelines must be met to qualify for recognition.  
For even greater healthfulness, meet all of the guidelines at the advanced level.**

<b>MINIMUM</b>	<b>INTERMEDIATE</b> (More Healthful than Minimum)	<b>ADVANCED</b> (More Healthful than Intermediate)
<b>BREAKFAST:</b>		
<b>B.1.M.</b> All child care meals comply with USDA regulations and state policies.	<b>B.1.I.</b> All ready-to-eat and hot cereals offered contain 9 grams of sugar or less per serving, as listed on the Nutrition Facts label.	<b>B.1.A.</b> All ready-to-eat and hot cereals offered contain 6 grams of sugar or less per serving, as listed on the Nutrition Facts label.
	<b>B.2.I.</b> Sweet breakfast items, such as breakfast pastries, donuts, Pop-Tarts and other toaster pastries, sweet rolls, muffins, cereal bars and other sweet breads are served no more than one time per week, or not at all. Foods served with syrup, jam, jelly, table sugar and honey are considered sweet breakfast items.	<b>B.2.A.</b> Sweet breakfast items, such as breakfast pastries, donuts, Pop-Tarts and other toaster pastries, sweet rolls, muffins, cereal bars and other sweet breads are served no more than one time every two weeks, or not at all. Foods served with syrup, jam, jelly, table sugar and honey are considered sweet breakfast items.
	<b>B.3.I.</b> A whole grain food is served at least one breakfast per week.	<b>B.3.A.</b> A whole grain food is served at least three breakfasts per week.
	<b>B.4.I.</b> Fresh, frozen, canned (packed in water or 100% juice, without added sugar) or dried fruits or vegetables are served at least three breakfasts per week.	<b>B.4.A.</b> <ul style="list-style-type: none"> <li>Fresh, frozen, canned (packed in water or 100% juice, without added sugar) or dried fruits or vegetables are served for breakfast every day.</li> <li>Fresh fruits or vegetables are served at least one breakfast per week.</li> </ul>
		<b>B.5.A.</b> 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 Guideline L.1.
<b>LUNCH/SUPPER:</b>		
<b>L.1.M.</b> All child care meals comply with USDA regulations and state policies.	<b>L.1.I.</b> Limit highly processed meat, poultry and fish (including any meat/meat alternate that requires CN documentation) to two times per week. This includes, but is not limited to, chicken nuggets, fish sticks, chicken patties, pork patties, Salisbury steak, pizza, ravioli, meatballs, corn dogs, hot dogs, bologna, pepperoni, sausages, Spam, Treet, liverwurst, salami, and other luncheon meats*	<b>L.1.A.</b> Limit highly processed meat, poultry and fish (including any meat/meat alternate that requires CN documentation) to one time per week. This includes, but is not limited to, chicken nuggets, fish sticks, chicken patties, pork patties, Salisbury steak, pizza, ravioli, meatballs, corn dogs, hot dogs, bologna, pepperoni, sausages, Spam, Treet, liverwurst, salami, and other luncheon meats*
	<b>L.2.I.</b> A whole grain food is served at least one lunch per week.	<b>L.2.A.</b> A whole grain food is served at least three lunches per week.
	<b>L.3.I.</b> Fresh (raw) fruits or vegetables are served one or more times per week.	<b>L.3.A.</b> Fresh (raw) fruits or vegetables are served three or more times per week.



MINIMUM	INTERMEDIATE (More Healthful than Minimum)	ADVANCED (More Healthful than Intermediate)
<b>SNACKS:</b>		
<b>S.1.M.</b> All snacks comply with USDA regulations and state policies.	<b>S.1.I.</b> Sweet and high fat snack items, such as sweet pastry items, toaster pastries, donuts, cookies, cakes, pie, quick breads, cereal bars, etc., AND croissants and grain-based snack chips are served no more than one time per week, or not at all.	<b>S.1.A.</b> Sweet and high fat snack items, such as sweet pastry items, toaster pastries, donuts, cookies, cakes, pie, quick breads, cereal bars, etc., AND croissants and grain-based snack chips are served no more than one time every two weeks, or not at all.
	<b>S.2.I.</b> One or more snacks per week contain a meat/meat alternate. High fat and salty processed meats may not be provided at snack. These include meat items listed in Guideline L.1.	<b>S.2.A.</b> Two or more snacks per week contain a meat/meat alternate. High fat and salty processed meats may not be provided at snack. These include meat items listed in Guideline L.1.
	<b>S.3.I.</b> Fresh, frozen, canned (packed in water or 100% juice, without added sugar) or dried fruits or vegetables are served at least two snacks per week.	<b>S.3.A.</b> Fresh, frozen, canned (packed in water or 100% juice, without added sugar) or dried fruits or vegetables are served at least three snacks per week.
	<b>S.4.I.</b> A whole grain food is served at least one snack per week.	<b>S.4.A.</b> A whole grain food is served at least two snacks per week.
<b>OVERALL MEAL PATTERN (Breakfast, Lunch/Supper, Snacks):</b>		
<b>P.1.M.</b> A variety of food which broadens each child's food experiences is served.	<b>P.1.I.</b> The menu is at least a 3 week cycle. Different vegetables, fruits, and entrees are used so there is little repetition in the cycle.	<b>P.1.A.</b> <ul style="list-style-type: none"> <li>• The menu is at least a 3 week cycle. Different vegetables, fruits, and entrees are used so there is little repetition in the cycle.</li> <li>• Foods served at a meal include a variety of textures, shapes, temperatures, sizes and colors.</li> <li>• Menus reflect the ethnicity and culture of all children in care.</li> </ul>
	<b>P.2.I.</b> Dark green or orange fruits or vegetables are served at least two times per week.	<b>P.2.A.</b> Dark green or orange fruits or vegetables are served at least three times per week.
	<b>P.3.I.</b> <ul style="list-style-type: none"> <li>• Juice is not served at lunch and supper meals.</li> <li>• 100% juice is served no more than once per day, or not at all.</li> </ul>	<b>P.3.A.</b> <ul style="list-style-type: none"> <li>• Juice is not served at lunch and supper meals.</li> <li>• 100% juice is served no more than three times per week, or not at all.</li> </ul>
	<b>P.4.I.</b> Sweetened beverages, such as Kool-Aid; pop, soda or Cola; fruit punch; sports drinks; flavored waters; etc. are not served at all, for any occasion.	<b>P.4.A.</b> Sweetened beverages, such as Kool-Aid; pop, soda or Cola; fruit punch; sports drinks; flavored waters; etc. are not served at all, for any occasion.
	<b>P.5.I.</b> No foods containing artificial sweeteners are served. This includes sugar-free and 'lite' versions of products, such as yogurt, syrup, jam, jelly and canned fruits.	<b>P.5.A.</b> No foods containing artificial sweeteners are served. This includes sugar-free and 'lite' versions of products, such as yogurt, syrup, jam, jelly and canned fruits.
	<b>P.6.I.</b> Only skim (nonfat) or low fat (½% or 1%) milk is served, flavored or unflavored.	<b>P.6.A.</b> Only skim (nonfat) or low fat (½% or 1%) milk is served, flavored or unflavored.



MINIMUM	INTERMEDIATE (More Healthful than Minimum)	ADVANCED (More Healthful than Intermediate)
<b>NUTRITION ENVIRONMENT:</b>		
<b>E.1.M.</b> Menus are available for staff and parents.	<b>E.1.I.</b> Menus are available and posted for staff and parents.	<b>E.1.A.</b> <ul style="list-style-type: none"> <li>• Menus are available and posted for staff and parents.</li> <li>• Children have opportunities to provide input on food and menus.</li> </ul>
	<b>E.2.I.</b> Adults sit at the table and eat the same foods served to the children.	<b>E.2.A.</b> <ul style="list-style-type: none"> <li>• Adults sit at the table and eat the same foods served to the children.</li> <li>• Adults do not eat or drink any foods or beverages other than those offered to children while in the presence of children.</li> </ul>
	<b>E.3.I.</b> <ul style="list-style-type: none"> <li>• At least one item is served family style at each meal within children’s capabilities.</li> <li>• Child-size serving utensils are available &amp; used</li> </ul>	<b>E.3.A.</b> <ul style="list-style-type: none"> <li>• Most foods are served family style at each meal within children’s capabilities.</li> <li>• Child-size serving utensils are available &amp; used</li> </ul>
	<b>E.4.I.</b> Children have ample time to eat and practice social interaction skills, such as having a conversation.	<b>E.4.A.</b> Children have ample time to eat and practice social interaction skills, such as having a conversation.
	<b>E.5.I.</b> Children help clear dishes after the meal is finished.	<b>E.5.A.</b> Children help set the table and clear dishes after the meal is finished.
<b>E.6.M.</b> Children are not forced to eat any foods or beverages.	<b>E.6.I.</b> <ul style="list-style-type: none"> <li>• Staff gently encourage but do not force children to eat or taste foods.</li> <li>• Food* is not used as a punishment or reward at any time throughout the day.</li> </ul>	<b>E.6.A.</b> <ul style="list-style-type: none"> <li>• At meals, staff informally educate children about the foods they are eating.</li> <li>• Staff gently encourage but do not force children to eat or taste foods.</li> <li>• Food* is not used as a punishment or reward at any time throughout the day.</li> </ul>
	<b>E.7.I.</b> Parents are provided a written policy prohibiting foods brought from home or other outside sources at any time, including holidays and celebrations.	<b>E.7.A.</b> <ul style="list-style-type: none"> <li>• Parents are provided a written policy prohibiting foods brought from home or other outside sources at any time.</li> <li>• Holidays and celebrations are observed with non-food treats like stickers or with mostly healthy foods (facility provided).</li> </ul>
		<b>E.8.A.</b> Nutrition education and/or nutrition education activities are provided at least one time per week.
	<b>E.9.I.</b> If families/children participate in fundraisers, the fundraising activity or product must be supportive of physical activity and healthful eating. Any foods sold must be nutritious foods.	<b>E.9.A.</b> If families/children participate in fundraisers, the fundraising activity or product must be supportive of physical activity and healthful eating. Any foods sold must be nutritious foods.
	<b>E.10.I.</b> Visible supports, such as posters and books, encourage healthy nutrition habits.	<b>E.10.A.</b> Visible supports, such as posters and books, encourage healthy nutrition habits.
	<b>E.11.I.</b> Food and beverage vending machines, if present, are located in areas not accessible to children.	<b>E.11.A.</b> Food and beverage vending machines, if present, are located in areas not accessible to children.
	<b>E.12.I.</b> Television viewing is not allowed during mealtime and snacks.	<b>E.12.A.</b> Television viewing is not allowed during mealtime and snacks.



## MISSOURI EAT SMART GUIDELINES FOR CHILD CARE

### References:

*Missouri Eat Smart Guidelines for School Meals*, October 2008. Missouri Council for Activity and Nutrition.

*Head Start Program Performance Standards and Other Regulations*

USDA Meal Patterns for Child and Adult Care Food Program.

Meal Patterns-[http://www.fns.usda.gov/cnd/care/ProgramBasics/Meals/Meal\\_Patterns.htm](http://www.fns.usda.gov/cnd/care/ProgramBasics/Meals/Meal_Patterns.htm)

*Creditable Foods Guide*. Missouri Child and Adult Care Food Program, Missouri Department of Health and Senior Services, Bureau of Community Food and Nutrition Assistance. 2013.

*Missouri Child Care Licensing Rules*. <http://health.mo.gov/safety/childcare/lawsregs.php>

*Dietary Guidelines for Americans 2010*. U.S. Department of Health and Human Services; U.S. Department of Agriculture.

*Child and Adult Care Food Program: Aligning Dietary Guidance for All*, November 2010. Institute of Medicine of the National Academies of Science

### Definitions:

**Food** is considered to be anything given by mouth to include candy, sweets and gum.

**Dark Green or Orange Vegetables or Fruit.** Examples are acorn squash, beet and mustard greens, bok choy, broccoli, butternut squash, carrots, collard greens, dark green leaf lettuces or salad greens (e.g. romaine lettuce, spinach), hubbard squash, sweet potatoes, kale, pumpkin, or yams, turnip greens, watercress, apricots, cantaloupe, guava, mandarin oranges, mango, nectarines, oranges, papaya, peaches, tangerines, (Food & Nutrient Guidance, Healthier US School Challenge, 2006).

**Fruits** may be fresh, frozen, canned or dried. Condiments (such as jelly or jam) made from fruit are not considered fruit under these guidelines. Canned fruit should be packed in water or 100% juice without added sugar.

**Vegetables** may be fresh, frozen or canned. Fried vegetables, such as French fries, are discouraged. Snack foods such as potato chips and condiments (such as pickle relish, catsup and chili sauce) made from a vegetable are not considered a vegetable under these guidelines.

**Family Style** is a type of meal service which allows children to serve themselves at the table from common platters of food with assistance from supervising adults setting the example.

**Foods Containing Whole Grain** include but are not limited to whole wheat flour, graham flour, brown rice, oatmeal and cornmeal. To be considered as a food containing whole grain, a commercially produced food item would have a whole grain listed as the first ingredient on the product's list of ingredients. The 2010 Dietary Guidelines for Americans recommend that at least half of an individual's recommended grain servings come from whole grains.

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.

**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 meats that are sliced for sandwiches and salads and are at least 95% fat free.







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