

Improve the Nutrition and Physical Activity Zone at Your Center or Family Child Care Home!

Presented by:

Andrew Manthe, MPH, CHES
Health Education Consultant III
California Department of Public Health (CDPH)

Courtney Hardoin, MS, RD
Nutrition Education Specialist
California Department of Education (CDE)



Tom Torlakson
State Superintendent of Public Instruction

California Department of
PublicHealth  CDPH

Objectives

1. State **two interventions** to prevent early childhood obesity.
2. Identify **three key resources** available to help staff at child care sites improve the wellness environment at the site.
3. List **four practices** to include in a wellness policy to sustain nutrition and physical activity (NPA) practices at the child care site.



Let us see who is here!

1. Who cares for:

A) Infants?

B) Toddlers?

C) Preschoolers?

D) Children?

E) Teenagers?

2. Who is from:

California—West coast (other)—Midwest—East coast?



Importance of NPA at Child Care Sites

Obesity Statistics (U.S.)

- Preschool children—8.9 percent obese
- Children—17.5 percent obese
- Adolescents—20.5 percent obese



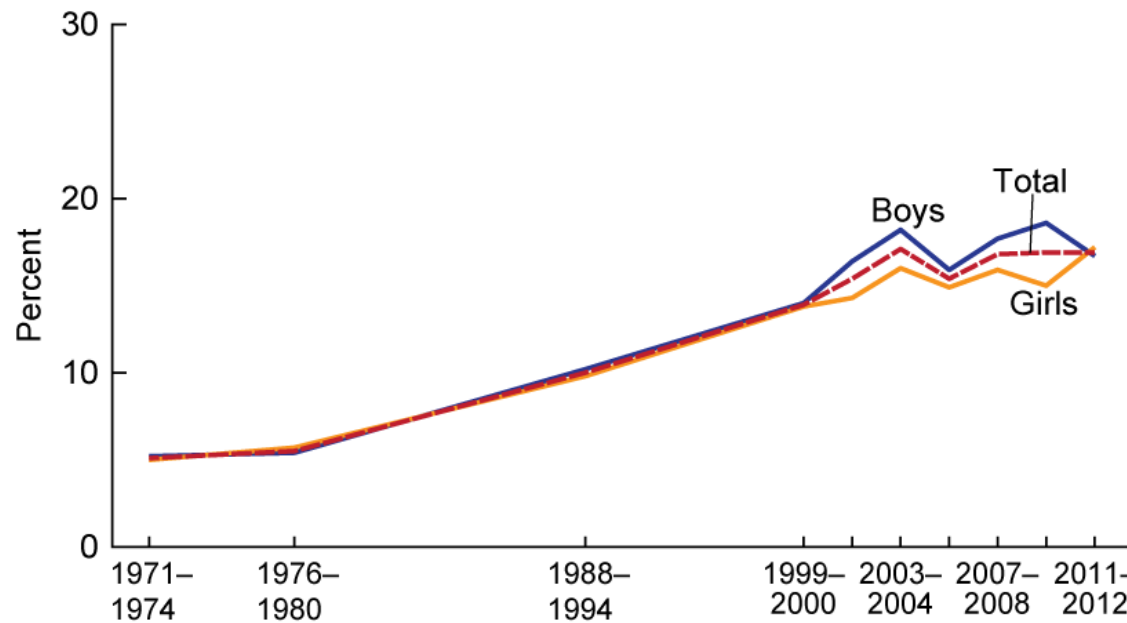
Overall Overweight or Obese

- About $\frac{1}{3}$ of children and adolescents—combined
- These young people are 5X more likely to become overweight or obese adults, compared to healthy weight children
- National Health and Nutrition Examination Survey (NHANES), 2011–14.
- The CDC Childhood Obesity Facts, November 9, 2015



Importance of NPA at Child Care Sites

Figure. Trends in obesity among children and adolescents aged 2–19 years, by sex: United States, selected years 1971–1974 through 2011–2012



NOTE: Obesity is body mass index greater than or equal to the sex- and age-specific 95th percentile from the 2000 CDC Growth Charts.
SOURCE: CDC/NCHS, National Health and Nutrition Examination Surveys 1971–1974; 1976–1980; 1988–1994; 1999–2000, 2001–2002, 2003–2004, 2005–2006, 2007–2008, 2009–2010, and 2011–2012



Importance of NPA at Child Care Sites

Reasons for Obesity

There are a number of factors that contribute to obesity, but two key reasons are:

- Unhealthy **food** intake
- Physical **inactivity**



The CDC Childhood Obesity Facts, November 9, 2015.



Importance of NPA at Child Care Sites

Recommendations to Reduce Obesity in Preschool Children (ages 2 – 5):

- Nutrition education
- High quality meals and snacks
- Positive mealtime environment
- Increased physical activities (PA)
- Decreased sedentary behaviors
- Outreach to parents (NPA)



Scientific Report of the 2015 Dietary Guidelines Committee



Importance of NPA at Child Care Sites

Child Care Setting Ideal for Obesity Prevention

- Forty-two percent of children under age 5, with employed mothers, spend at least 35 hours a week in child care
- Young children are much impressionable than older children and adults.

“Many Young Children Spend Long Hours in Child Care” (Jeffery Capizzano and Regan Main).



Improving the Child Care Environment

To Create Lifelong Healthy Habits



Improvement Steps



Step 1: Self-Assessment

Assessing the Wellness Environment



Purpose of a Self-Assessment

- Compare NPA practices at a site to best practice standards
- Provides a snapshot of child care practices that identifies:
 - Areas within the site that need improvement
 - Areas within the site that meet best practice standards
- Guides program improvements based on areas identified for growth



Let's Move! Child Care Checklist Quiz

<https://healthykidshealthyfuture.org/join-us/>

Part 4: Content Implementation – Learning Session 1

Let's Move! Child Care Checklist Quiz

The *Let's Move!* Child Care best practices are listed on the left. Please check the box under the statement that best describes your current situation.

Date Completed: _____

Best Practices	Yes, fully meeting this best practice	Making progress on meeting this best practice	Ready to get started on meeting this best practice	Unable to work on meeting this best practice right now
Answer if you serve TODDLERS or PRESCHOOLERS				
Drinking water is visible and available inside and outside for self-serve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
100% fruit juice is limited to no more than 4-6 oz. per day per child and parents are encouraged to support this limit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sugary drinks, including fruit drinks, sports drinks, sweet tea, and soda, are never offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children 2 years and older are served only 1% or skim/non-fat milk (unless otherwise directed by the child's health provider)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fruit (not juice) and/or a vegetable is served to toddlers and preschoolers at every meal (French fries, tater tots, and hash browns don't count as vegetables)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French fries, tater tots, hash browns, potato chips, or other fried or pre-fried potatoes are offered to toddlers and preschoolers no more than once a month (Baked fries are okay)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chicken nuggets, fish sticks, and other fried or pre-fried forms of frozen and breaded meats or fish are offered to toddlers and preschoolers no more than once a month	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answer if you serve PRESCHOOLERS				
All meals to preschoolers are served family style so that children are encouraged to serve themselves with limited help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Let's Move! Child Care Quiz Page 1 of 2

Part 4: Content Implementation – Learning Session 1

Best Practices	Yes, fully meeting this best practice	Making progress on meeting this best practice	Ready to get started on meeting this best practice	Unable to work on meeting this best practice right now
Answer if you serve PRESCHOOLERS (continued)				
Preschoolers, including children with special needs, are provided with 120 minutes or more of active play time every day, both indoor and outdoor (for half-day programs, 60 minutes or more is provided for active play every day)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We strive to limit total screen time (e.g., TV and DVD viewing, computer use) to no more than 30 minutes for preschoolers at child care per week or never, and we work with parents/ caregivers to ensure that children have no more than 1-2 hours per day (for half-day programs, we strive to limit total screen time to no more than 15 minutes per week or never)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents of preschoolers are provided screen time reduction and/or media literacy education such as special programs, newsletters, or information sheets, 2 or more times per year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answer if you serve TODDLERS				
Toddlers, including children with special needs, are provided with 60-90 minutes or more of active play time every day, both indoor and outdoor (for half-day programs, 30 minutes or more is provided for active play every day)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answer if you serve INFANTS or TODDLERS				
Screen time for toddlers and infants is limited to no more than 3-4 times per year or is never allowed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answer if you serve INFANTS				
Breastfeeding mothers are provided access to a private room for breastfeeding or pumping, other than a bathroom, with appropriate seating and privacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Short supervised periods of tummy time are provided for all infants, including those with special needs several times each day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Let's Move! Child Care Quiz Page 2 of 2



Activity 1: Complete Self-assessment

1. Each person completes the *Let's Move!* Child Care Checklist Quiz
2. Two volunteers share with group



Questions?





Step 2: Action Plan

Prioritize Areas for Program Improvement



Action Plan Overview

- Identifies areas needing improvement based on self-assessment
- Outlines steps to improve environment so children develop healthy and active lifestyle habits
- Document:
 - Area(s) needing improvement
 - Action(s) required to make improvements
 - Responsible staff
 - Completion date



Action Plan



California Department of Education, Nutrition Services Division

Plan of Action

This plan of action is intended to help you improve the child care environment so that children develop healthy and active lifestyle habits. The self-assessment may reveal some elements (exemplary practices) that are missing in the child care program. A plan of action will help to strengthen those areas.

Name of element: This is fillable for the element

Column 1 (Cite indicator not being met)	Column 2 (Write action(s) you will take to meet indicator)	Column 3 (Identify staff member who is responsible)	Column 4 (Enter date of completion)

[reset](#)

[reset all](#)



Activity 2: Develop an Action Plan

1. Review the results of the *Let's Move!* Child Care Checklist Quiz
2. Write **one area** identified as needing improvement on the green action plan in column one
3. Write planned actions to improve the area, who is responsible, and date of completion
4. Two volunteers share with group



Benefits of Physical Activity and Healthy Eating

Assistance to Implement Program Improvements



Benefits of Physical Activity

- Moderate exercise increases the number of **brain cells**.
- PA causes brain cells to **bind together** which supports learning.
- Young people who exercise more tend to experience:
 - Improved **brain function**
 - Greater **attention span**
 - Faster **cognitive** (acquiring knowledge/understanding) processing speed
 - Better performance in taking standardized **academic tests**

“Teaching with the Brain in Mind” (2005).

“Spark: The Revolutionary New Science of Exercise and the Brain” (2008).

Institute of Medicine Report (2013)



Benefits of Physical Activity (cont'd)

PA reduces the likelihood that individuals will get:

- Heart disease
- Some forms of cancer
- Diabetes (type 2)



CDC Leading Causes of Death (accessed June 15, 2016)



Benefits of Healthy Eating for Children

- Improves **academic performance**
- Promotes optimal **growth and development**
- Reduces risk for **high cholesterol** and high **blood pressure**
- Reduces the risk of developing
 - Chronic diseases
 - Obesity
 - Osteoporosis
 - Iron deficiency
 - Dental caries (cavities)



Step 3: Nutrition and Physical Activity Resources

Assistance to Implement Program Improvements



CDPH Resources and Tools

Harvest of the Month (HOTM)—Three Main Goals

- Increase consumption of fruits and vegetables
- Increase preferences for fruit and vegetables
- Increase participation in daily physical activity



CDPH Resources and Tools

HOTM—Highlights

- One key population: pre-k through grade 12
- Provides no-cost online **family newsletters** and **healthy menu slicks (templates)**.
- Offers other **ready-to-use tools** and resources for child care facilities.
- Visit www.HarvestOfTheMonth.com



CDPH Resources and Tools

HOTM—Highlights



- Program Overview
- Educators' Corner
- Training Corner
- Produce List & Criteria
- Monthly Elements
- Community Calendar



What's New?

- Are you hearing a lot about Farm to School programs lately? Learn more from the [California Farm to School E-newsletter](#). You can also check out our [Farm to School support materials](#).
- Check out our new [Harvest of the Month Overview flyer](#) - an informative look at our goals, who we reach, why it works, how it works, and what people are saying about it (hint: "It works!").
- We have new [Harvest of the Month Calendar templates](#)! We now offer three customizable calendar templates intended for different audiences. Each template is available in three different color schemes and can be personalized with events specific to your program, school district, organization, etc. Download and create your new templates today!



Harvest of the Month has been awarded the:

- 2013 Distinguished Service to Health Education Award from the



CDPH Resources and Tools

HOTM—Highlights

Peaches	English	Spanish
Educator Newsletter	PDF	
Family Newsletter	PDF	PDF
Community Newsletter	PDF	PDF
Menu Slick	PDF	PDF



CDPH Resources and Tools

HOTM—Highlights—Family Newsletters

Harvest of the Month



Network for a Healthy California

Healthy Serving Ideas

- Blend fresh or frozen peaches with lowfat milk, 100% orange juice, and ice.
- Combine peaches, lowfat yogurt, and granola for a healthy snack.
- Eat the skin! The skin of fruits and vegetables contains fiber and many important vitamins and minerals.
- Take your child to a farmers' market to find California grown peaches — in-season fruits and vegetables cost less and taste better.

GOOD MORNING COBBLER



CDPH Resources and Tools

HOTM—Highlights—Nutrition Slicks

EAT PEACHES



Eat a Peach

Peaches are full of healthy stuff — vitamin A, vitamin C, fiber, and potassium. Write down four different ways you can add peaches to your meals and snacks.

1. _____
2. _____
3. _____
4. _____

My favorite way to eat a peach is:

Reasons to Eat Peaches:

Eating a ½ cup of peaches will give you vitamin C. Peaches also have fiber and vitamin A. Fiber helps you feel full, helps move food through your body, and helps keep your blood sugar level normal. It is found only in plant foods like fruits, vegetables, grains, nuts, and seeds.

Fiber Champions*:

Avocados, beans, berries, broccoli, papayas, sweet potatoes, whole wheat bread, whole wheat cereal, and winter squash.

*Fiber Champions are a good or excellent source of fiber (per ½ cup or ½ ounce).



CDPH Resources and Tools

Playground Stencils—Purpose

- Create **environments** that encourage PA
- Increase children's **PA level**, outdoors.
- Support development of **motor skills**.
- Provide **colorful aesthetics** for outdoor play area.



CDPH Resources and Tools

Playground Stencils (cont'd)



CDPH Resources and Tools

Playground Stencils (cont'd)



CDPH Resources and Tools

Playground Stencils (cont'd)



CDPH Resources and Tools

Playground Stencils (cont'd)

Review a **sampling of elements** within the toolkit titled, “Painting Preschool Playgrounds for Movement”

- Stencil Web page:
<http://www.cdph.ca.gov/programs/NEOPB/Pages/EarlyCareandEducation.aspx>
- See list of stencil stewards by California county (next slide).



CDPH Resources and Tools

Playground Stencils (cont'd)

Painting Preschool Playgrounds for Movement

- [Stencil Kit Guide](#)
CDPH and CSU Chico developed a guide to aid in designing and painting playgrounds. The guide addresses: movement skills, suggested playground elements, and preparation and instructions for painting the playground. The stencils will help the children and schools to meet the CDC's recommended standards: American Academy of Pediatrics, National Resource Center for Health and Safety in Child Care and Early Education (2012). Preventing Childhood Obesity: Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education. http://nrckids.org/CFOC3/PDFVersion/preventing_obesity.pdf
- [Guía del juego de plantillas \(en español\)](#)
Guía del juego de plantillas para pintar patios de recreo preescolares para fomentar el movimiento. El Departamento de Salud Pública de California (California Department of Public Health) y la California State University Chico diseñaron y pintaron los patios de recreo. La guía contiene: recomendaciones para actividades físicas de preescolar, elementos para el patio de recreo y preparaciones e instrucciones para pintar los diseños del patio de recreo. Las plantillas ayudarán a los niños y a las escuelas a cumplir las normas recomendadas de los Centros para el Control y la Prevención de Enfermedades (CDC), la American Public Health Association y el National Resource Center for Health and Safety in Child Care and Early Education. Selected Standards from Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs (Lineamientos para los programas de atención y educación tempranas: normas seleccionadas de Cómo cuidar a nuestros hijos: normas nacionales de salud y seguridad). http://cfoc.nrckids.org/WebFiles/CFOC3_updated_final.pdf
- [Stencil Kit Description - Contents and Overview](#)
This document describes the stencils included in each kit (names, dimensions, and pictures).
- [Painting Preschool Playgrounds for Movement "Stencil Kits" Contacts](#)
If your organization is interested in borrowing a kit, use this list to identify your local contact.
- [Painting Preschool Playgrounds for Movement "Stencil Kit" – Pilot Study, Evaluation, Methods, and Results](#)
With a Community Grant from California Department of Public Health's (CDPH) California Obesity Prevention



CDPH Resources and Tools

“Kids Get Cookin’!” (cookbook)

The cookbook includes fast and fun, healthy and tasty recipes that **fourth graders and older** can prepare with adult supervision.

- [https://www.cdph.ca.gov/programs/cpns/Documents/Cookbook-PP2013\(low%20res\).pdf](https://www.cdph.ca.gov/programs/cpns/Documents/Cookbook-PP2013(low%20res).pdf)



CDPH Resources and Tools

“Kids Get Cookin’!” (cookbook)



CDPH Resources and Tools

“Kids Get Cookin’!” (cookbook) – Example Recipe

THREE SISTERS Salad

Servings: **4**

Serving Size: **1** cup

Prep Time: **15** minutes



What You Need

- 1 (15-ounce) can beans, such as black, kidney, or garbanzo beans
- 1 (11-ounce) can corn with red & green peppers, drained or 1 cup fresh or frozen corn, thawed
- 1 small zucchini, chopped
- 1 tablespoon chopped cilantro
- 2 tablespoons lime juice (about $\frac{1}{2}$ lime)
- 1 jalapeño, seeds removed and finely chopped (optional)

Get Cookin’

1. Carefully open can of beans. Drain beans and pour into a medium bowl.
2. Add corn, zucchini, cilantro, lime juice, and jalapeño (optional). Stir to combine.
3. Serve right away or refrigerate for later.



CDPH Resources and Tools

Future ECE Toolkit and Policy Template

- Physical Activity Toolkit
- Nutrition and PA **Policy Template**
 - Coming out in the autumn 2016
 - All today's participants who provide their email addresses will receive a notice/link when these resources become available.

Future!



Health Resources and Tools

Potter the Otter: “It’s Picnic Day, Potter!” book

This is a **story book** for reading to preschool and young children that features Potter the Otter who goes out on an **adventure** that includes **physical activity and good nutrition**.

- Take a look through the book (each participant has a copy).
- Another book in the series: “Potter the Otter: A Tale About Water.”



Let's Move! Child Care

The Nemours Foundation

- **Physical activity** and **nutrition** focus along with other health issues
- Provides resources to assist with:
 - Assessing your current progress
 - Making an **action plan**
 - **Evaluating** your progress
- Receiving **recognition** for your efforts.



<https://healthykidshealthyfuture.org/>



Let's Move! Child Care



Nemours. Children's Health System

LET'S MOVE!
ChildCare



JOIN US

Sign up



TAKE THE QUIZ

Are you meeting the healthy goals?



MAKE AN ACTION PLAN

Take steps to meet the healthy goals



CHECK YOUR PROGRESS

Re-evaluate and see how you've improved



GET ON THE MAP

Get recognition for your center



Stretch Break!

- Video removed to reduce size of document. Insert YouTube video prior to conference.



Overview of Preschools SHINE*

- Encourages prevention of early childhood obesity through this CDE-developed recognition program
- Promotes health and well-being of preschoolers
- Improves wellness environments of child care sites



*Shaping Healthy Impressions through Nutrition and Exercise

Preschools SHINE Resources

- Self-assessment
- Action plan
- Wellness policy template



Fact Sheets For Each Element



California Department of Education, Nutrition Services Division
Preschools SHINE Fact Sheet

Element 3: Mealtime Environment

- Serve meals and snacks family style.
- Staff members sit with children, model healthy eating, and eat the same meal that the children eat.
- Children have adequate time to eat a meal or snack.
- Staff members practice Ellyn Satter's "Division of Responsibility in Feeding" principles.

Family-style meal service is preferred in child care settings. Family-style mealtimes allow children and adults to enjoy a meal or snack together. At the table, children eat familiar and favorite foods; experiment with tasting new foods, flavors, and textures; exchange conversation; build motor skills; and learn how to regulate food intake. With adults seated at the table, mealtimes become an important teaching opportunity. Follow the practices below to meet the criteria for Element 3.

Create a Healthy Mealtime Environment

- Provide adequate space and clean, pleasant surroundings.
- Provide adequate eating and serving utensils that are easily handled by young children.
- Place all the CACFP meal components on the table, where children serve themselves from common dishes of food.
- Cut food into bite-size pieces, when appropriate, to make food manageable for children to eat.
- Support young children's emerging eating skills and provide assistance when necessary.
- Ensure that children who need help are seated near an adult.
- Be a role model for healthy eating.
- Provide encouragement and make positive comments about the meals and snacks served.
- Avoid the expression of negative remarks or body language.
- Teach social skills and practice good table manners.
- Handle children's challenging behaviors with patience and sensitivity.
- Talk about nutrition and the food that everyone is enjoying together.

To learn how to make mealtimes successful at the program site, watch the video *Making Family Style Dining Work* (<http://www.healthyschools.org/home/resources/success/joc.html>).



Element 3: Mealtime Environment 2 of 2

Establish Mealtime Policies

Does the site have mealtime policies? Written mealtime policies will make teachers and family child care providers aware of mealtime expectations. For sample mealtime policies and ideas to develop your own policies, refer to the fact sheet on **Element 8: Wellness Policies**.

Allow Sufficient Time to Eat Meals and Snacks

Provide adequate time to eat meals and snacks. Mealtimes should not feel hurried. Good judgment is needed. Generally, 20-30 minutes is enough time for children to enjoy a meal; however, adjust time according to the needs of the children.

Follow Ellyn Satter's Division of Responsibility in Feeding

Ellyn Satter's "Division of Responsibility in Feeding" principles (<http://www.healthypreschoolers.com/part-3-to-share-responsibilities>) advocates division of responsibility between children and adults.

- Adults have the responsibility of providing healthy and safe food served at regularly scheduled times.
- Children have the responsibility of deciding whether, what, and how much to eat.

Help Children Determine Hunger and Fullness

- Encourage appropriate portion sizes for small children's stomachs.
- Allow children to serve themselves with small portions, and ask children if they are hungry before offering a second helping.
- Help children recognize their internal hunger and fullness cues so they are able to self-regulate their food intake and respond when they are full. For example, ask children if their tummy is still hungry.
- Adults should model fullness (for example, stop eating when they are full) even when food remains on the plate.

Avoid Behaviors that Interfere with a Healthy Mealtime Environment

- Children should not be required to eat everything on their plates or be praised when they finish their food or clean their plates. This may lead to overeating and childhood obesity.
- Children should not be disciplined or scolded during mealtime.
- Adults should not use food as a reward or punishment.
- Differences or preferences for food between children should not be compared.
- A child's body size or shape should not be discussed.
- Screen time viewing during meals and snacks should not be allowed.

13-004



Fresh Fruit and Vegetable Photo Cards

- 140 8.5" x 9.5" laminated color photographs
- Each card contains a photograph of a different fruit or vegetable
- Name displayed in English and Spanish
- Reverse side is a bar graph with nutrition facts and other useful information
- Ideal for all ages
- Price: \$50
- Ordering information: <http://www.cde.ca.gov/re/pn/rc/orderinfo.asp>



In-Person Professional Learning Forums

- Nutrition and Physical Activity Forums
- Meal Quality Forums
- Late fall through spring
- Statewide



Preschools SHINE Toolkit



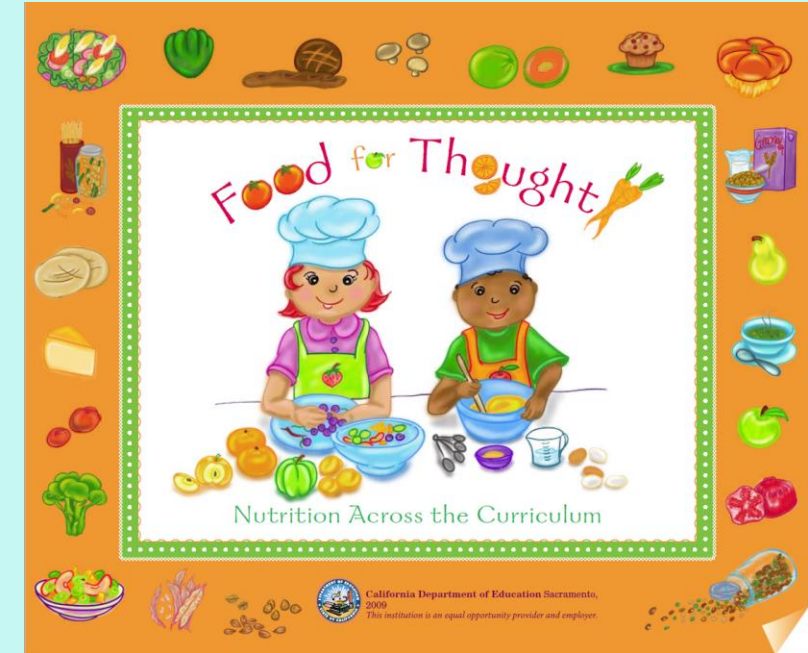
Healthy and Active Preschoolers Web site

- **Four Online Courses**
 - Nutrition Fundamentals
 - Food Safety
 - Preschool Nutrition and Active Physical Play
 - Mealtime Environment
- **Resources Tab**
 - Tip Sheets
 - Hot Topics
 - Nutrition Education Curriculum



Food For Thought

- Nutrition Education Curriculum
- Preschool-aged children
- Includes recipes and hands-on activities
- Promotes science, math, language, and literacy skills
- Free to download or hard copy available for purchase



U.S. Department of Agriculture Team Nutrition

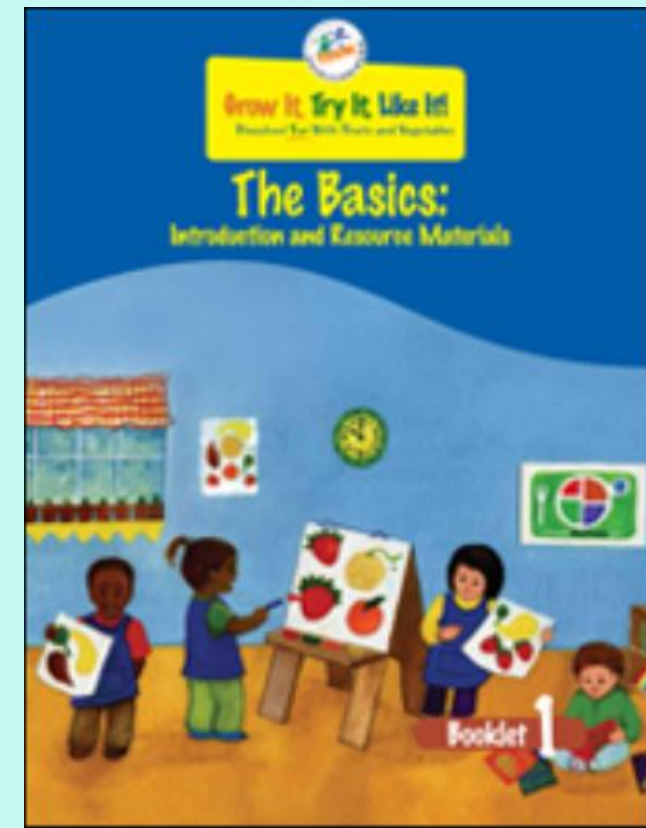
- Free print materials to
Child and Adult Care Food
Program (CACFP)
Operators



Grow It! Try It! Like It! Curriculum



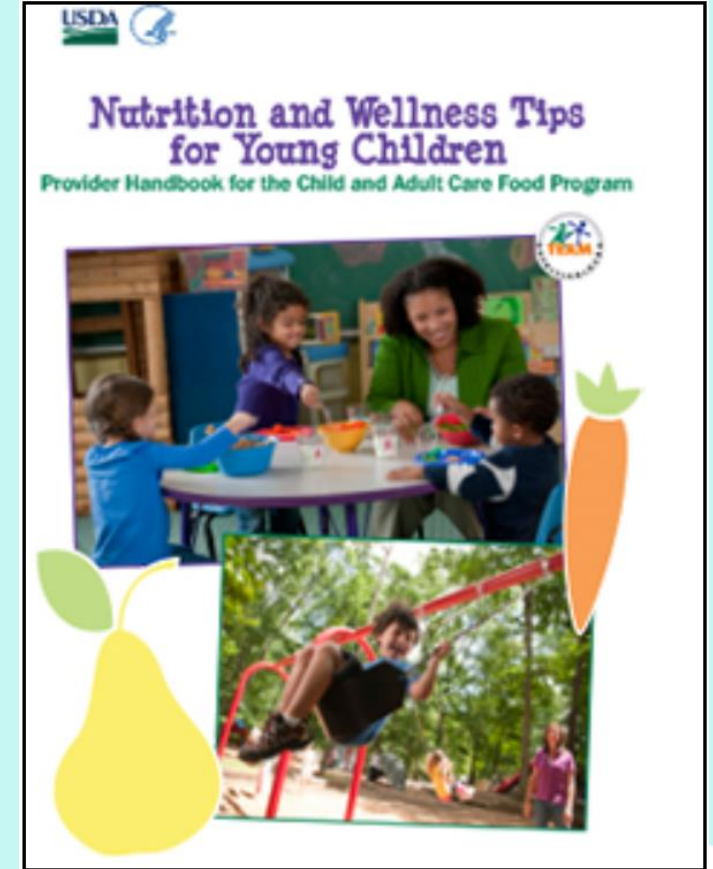
- Garden-themed nutrition education kit
- Introduces children to various fruits and vegetables
- Six fruit and vegetable lesson kits
 - Hands-on activities
 - Planting activities
 - Nutrition education activities
 - Family-sized recipes



Nutrition and Wellness Tips Handbook



- Nutrition tip sheets
- Supplemental Section: Choking hazards, food allergies
- Best practices and success stories
- Additional Resources: Active play, child care policies and practices, nutrition



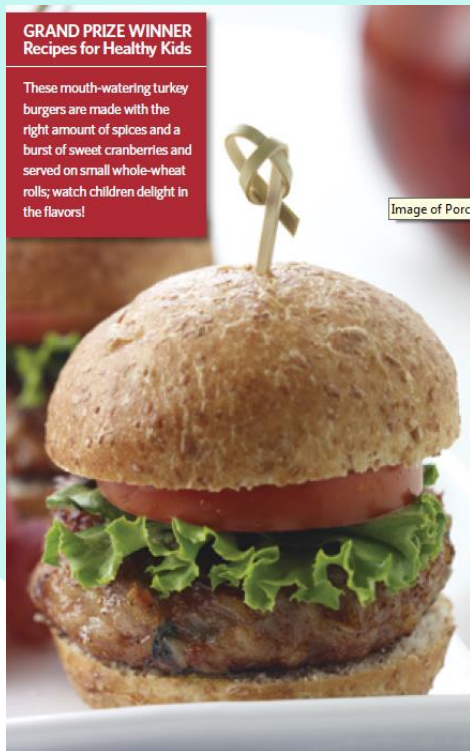
Recipes for Healthy Kids Cookbooks



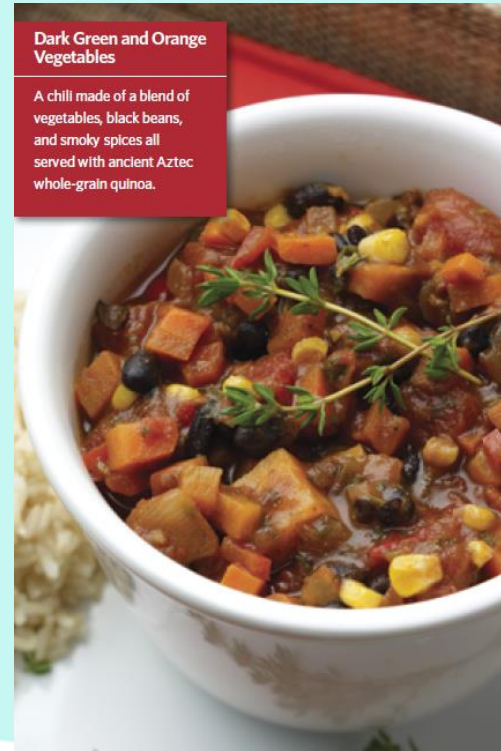
Recipes for Healthy Kids Cookbooks



Porcupine Sliders



Smokin' Powerhouse Chili



Squish Squash Lasagna



Activity 3

1. Reference pink list of resources
2. Determine which could be used to implement an action plan
3. Write down the resource(s) you may be able to use
4. Two people share with group



Questions?



Step 4: Wellness Policies

Ensure Lasting Program Improvements



Wellness Policies

Benefits

- **Formalizes** how child care sites will **operate** to promote and support the health of the children they serve
- Provides **consistency** in function
- Translates standards and goals into practical **implementation procedures**
- Serves as a **marketing document** that indicates the **quality** of child care service



Wellness Policies (cont'd)

Development

- Review **model policy documents** connected with Preschools SHINE and Creating Healthy Opportunities in Child Care Environments (CHOICE) to select the elements for your wellness policy.
- Be sure to include comprehensive and strong **NPA components**.
- **Parent review** and **input** regarding draft policy language is advisable.



Wellness Policy Templates

- CDE-developed
 - Preschools SHINE templates:
<http://www.cde.ca.gov/ls/nu/he/preschoolshine.asp>
- CDPH-developed (available in fall 2016)
- CHOICE (Contra Costa Child Care Program)
<https://www.cocokids.org/child-health-nutrition/c-h-o-i-c-e-toolkit-self-assessment-questionnaire/>
- Connecticut State Department of Education:
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=322598>



“On Your Own” Activity: Wellness Policy Priorities

1. Review the NPA wellness policy checklist
2. Check the items to include in the site’s wellness policy
3. Use the checklist to develop the site’s wellness policy.

Nutrition and Physical Activity Wellness Policy Checklist

Nutrition Policies	
<input type="checkbox"/>	Menus <u>are posted</u> so that families will have daily information about their child’s nutrition.
<input type="checkbox"/>	Meals and snacks meet the requirements of the Child and Adult Care Food Program (CACFP) Meal Pattern and <u>are based</u> on the Dietary Guidelines for Americans.
<input type="checkbox"/>	Drinking water is available at all times, both indoors and outdoors.
<input type="checkbox"/>	100% juice <u>is offered</u> no more than <u><insert quantity></u> times per week.
<input type="checkbox"/>	No more than one serving of processed or high-fat meat (i.e. hot dogs, chicken nuggets, fish sticks, fried chicken, Vienna sausages, corn dogs) <u>is served</u> per <u><insert quantity></u> week(s).
<input type="checkbox"/>	No more than one serving of fried potatoes (i.e. frozen French fries, potato puffs, tater tots, hash browns) is served per <u><insert quantity></u> week(s).
<input type="checkbox"/>	Food <u>is not used</u> as a reward or punishment.
<input type="checkbox"/>	Adults sit with children at meals and snacks.
<input type="checkbox"/>	Children decide how much to eat.
<input type="checkbox"/>	Children are encouraged to try new or less favorite foods but <u>are never forced</u> to eat.
<input type="checkbox"/>	Meals and snacks <u>are served</u> family style. Children serve themselves all foods they are.
<input type="checkbox"/>	Children <u>are taught</u> about food and healthy eating at least once per week.
<input type="checkbox"/>	Special occasions at the day care home <u>are celebrated</u> with healthy foods or in non-food ways. Families <u>are given</u> a list of foods allowed from home for sharing during celebrations.
<input type="checkbox"/>	Foods from outside the day care home <u>are not allowed</u> during mealtime or snack.
<input type="checkbox"/>	Fundraising supports healthy eating by selling non-food items or healthy foods.
<input type="checkbox"/>	The day care home is breastfeeding friendly.
Physical Activity Policies	
<input type="checkbox"/>	The DCH daily schedule <u>is posted</u> so that families will have information about their child’s daily active playtime.
<input type="checkbox"/>	Children have at least 2 hours of active play per full day in care.
<input type="checkbox"/>	Children participate in adult-led physical activity two or more times per day.
<input type="checkbox"/>	Children participate in outdoor play two or more times per day (weather permitting).
<input type="checkbox"/>	Preschool age children and younger are not seated for more than 30 minutes at a time except when napping or eating.
<input type="checkbox"/>	Active playtime <u>is not withheld</u> when children misbehave.
<input type="checkbox"/>	No more than 30 minutes of screen time <u>is allowed</u> for preschool children per week and is only used for educational or physical activity purposes.
<input type="checkbox"/>	There is no screen time allowed for children under 2 years old.



Step 5



Questions?



Contact Information

Andrew Manthe, MPH, CHES

Health Education Consultant III

California Department of Public Health

(916) 449-5393

andrew.manthe@cdph.ca.gov

Courtney Hardoin, MS, RD

Nutrition Education Specialist

California Department of Education

(916) 324-0578

chardoin@cde.ca.gov



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Thank you!

Enjoy the rest of the conference!

