Child Care Implementation Guide

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Upon request, this material will be made available in an alternative format such as large print, Braille or audio recording. Printed on recycled paper.
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Definition of Strategy

Because the majority of young children in Minnesota spend at least part of their day in care outside of their homes, child care settings provide an ideal environment to promote and support the development of healthy eating and physical activity habits. Since children’s choices are limited to those provided by adults, it is necessary to influence their caregivers. Through training and coaching, child care providers can learn best practices to improve the eating and activity environments for the children in their care, including their own modeling of healthy habits.

Grantees working on this comprehensive child care strategy will work with caregivers and educators of young children, from birth to school entry, to improve the nutrition and physical activity environments in their child care programs. Using a policy, systems and environmental (PSE) approach, grantees will recruit and train child care providers to increase their knowledge of best practices, provide coaching and resources to support the implementation of these practices in their programs, and assist them in embedding these new practices into program policies. Work can occur simultaneously or sequentially to improve menus and eating environments, to improve both the quantity and quality of physical activity offered, and to support breastfeeding mothers to increase the duration of breastfeeding for infants in their care.

This guide provides a framework for an inclusive approach using PSE changes to improve physical activity and healthy eating, breastfeeding support practices and policies in child care programs, ultimately leading to changes in young children’s eating and activity habits, preferences and behaviors.

Goals

Healthy Eating Goals
- Increase intake of fruits and vegetables
- Decrease intake of sodium
- Decrease intake of added sugar
- Decrease intake of saturated fat

Breastfeeding Goals
- Increase number of infants who continue to be fed breast milk while in child care
- Increase duration of exclusive breastfeeding

Physical Activity Goals
- Increase the quantity of physical activity opportunities for children in child care
- Increase the quality of physical activity opportunities for children in child care
- Development of age-appropriate motor skills
Priority Populations

Research has shown that racial/ethnic and socioeconomic disparities exist across most known risk factors for childhood obesity, from the prenatal period through childhood. Specific priority populations for this strategy include:

▪ Children from low-income households and/or communities
▪ Children with special needs
▪ Children who are members of minority cultural groups

All children can benefit from improved nutrition and physical activity practices and policies, but a special effort to provide resources and opportunities to programs that care for children in these priority groups can contribute to health equity.

In some cases, the child care providers and parents will also benefit from the changes in program practices, but the focus is on the children in care.

Scope

The child care strategy is focused on promoting healthy eating, support for breastfeeding, and physical activity/active play in early care family homes and child care centers. The activities in the child care strategy are aimed at PSE change, specifically changing child care provider practices (environmental change) and organizational policies. Training, coaching and materials provided must be related Healthy Eating, Breastfeeding support and Physical Activity.

Requirements

To start:

Viewing or reviewing the Child Care 101 slides and notes, is encouraged. The slide set describes the types of ECE programs, licensing regulations and compliance monitoring, the early childhood professional development system, the Child and Adult Care Food Program, Child Care Resource & Referral, and other systems and organizations in the early childhood field.

Child Care 101 webinar slides with notes (PDF)
(http://www.health.state.mn.us/communities/ship/support/docs/earlycare/ccslideswnotes.pdf)

Grantees are required to implement

▪ Nutrition/Healthy Eating
▪ Physical Activity/Active Play activities
▪ Breastfeeding support activities (if the program cares for infants).

These activities may be offered with each child care partner site within the five year grant period, in any order depending on the needs and readiness of the child care providers.

Grantees may work with any licensed or license-exempt group setting where young children, age 6 weeks through preschool, are cared for. This includes child care centers, Head Start programs, school-based programs, part-time preschools, family child care homes, Family Friend and Neighbor (FFN) care, and Early Childhood Family Education (ECFE) programs. It does not include out-of-
school-time programs that only care for school-age children. Grantees who wish to work with another type of early care and education program should discuss this with their Community Specialist and the Early Childhood Specialist before proceeding.

Training Options

Training and Technical Assistance for Child Care Providers

Grantees are required to offer training to child care providers in each of the three areas: healthy eating, support for breastfeeding, and physical activity, using programs that are approved for SHIP.

Get a list of Options for Training Child Care Providers (PDF) (http://www.health.state.mn.us/communities/ship/support/docs/earlycare/trngoptions.pdf)

Each grantee may choose one or more options to provide these trainings.

Minnesota Center for Professional Development (MNCPD) The official child care professional development system dictates requirements for SHIP staff who wish to train child care providers. In order to guarantee that child care providers will receive credit for their hours of training, trainers and trainings must be approved by the MNCPD and listed in their online registry called Develop.

- Option 1: Become an approved trainer: Approved Trainers can participate in Trainings of Trainers and then be qualified to offer these trainings. Categories of trainers and the requirements for each are available in the Trainer Approval Process Guide (PDF) (https://www.mncpd.org/wp-content/uploads/2018/01/Trainer_Approval_Process.pdf) on the MNCPD website (www.mncpd.org/).
- Option 2: Contracting with an approved MNCPD trainer. Approved trainers and the classes they are approved to teach are listed on the MNCPD site called DEVELOP (https://www.developtoolmn.org/).
- Some trainings are also available in an online class format through Eager-to-Learn (www.eagertolearn.org).

Get a list of approved child care trainings that meet the criteria for use in SHIP here: Trainings Approved for SHIP 4 Child Care Strategies (PDF) (http://www.health.state.mn.us/communities/ship/support/docs/earlycare/shipfourtrngs.pdf). Additional trainings that meet SHIP goals may be added as they become available.

SHIP staff must attend any training that they do not have MNCPD approval to teach it. This is required in order to be able to provide appropriate technical assistance and coaching.

A grantee who wishes to provide training to child care providers must do the following:

- Become a member of the Minnesota Center for Professional Development (MNCPD),
- Become an MNCPD approved trainer, or utilize already approved trainers from the MNCPD site.
- Participate in a Training of Trainers (TOT) for each training to be offered.

More information and assistance in navigating this process and the Develop website is available on the MNCPD website.
Activity: Healthy Eating

Young children can only eat what their caregivers provide for them. Changing menus to include more fruits and vegetables, as well as foods with less sodium, saturated fats and added sugars, will ultimately change the foods that children eat. By improving the eating/feeding environment, child care providers can help children become familiar with more foods. Grantees will work with child care providers to change menu offerings and the eating environment in their child care programs. Purchasing food locally can increase access to, and possibly the affordability of, healthy foods, especially fruits and vegetables.

- Farm to Early Care and Education, cooperative food buying, and growing food onsite to introduce and serve to children can increase access to healthy foods.
- Improved feeding practices, including how solid foods are introduced to infants, can start the youngest children off on a lifelong path to healthy eating.

Healthy Eating in Child Care can change systems and environments to meet SHIP’s desired outcomes (listed above).

Activity: Supporting Breastfeeding

Research has shown that breastfeeding supports optimal growth and development for infants, and offers lifelong health advantages. Breastfeeding mothers who want to continue breastfeeding their infants while they are in child care face many barriers. A caregiver who is encouraging and supportive of breastfeeding moms and knowledgeable about proper handling, storage and feeding of breast milk can make it possible for babies to continue to be fed breast milk when they are separated from their mothers.

Mother’s milk is a baby’s first and healthiest food. The American Academy of Pediatrics, the World Health Organization and many other national and international health organizations recommend exclusive breastfeeding for the first 6 months, followed by continued breastfeeding during the first year as complementary foods are introduced. According to the CDC, a baby's risk of becoming an overweight child goes down with each month of breastfeeding. Experts differ over whether breastfeeding reduces the risk of obesity later in childhood, but all agree that breast milk contains the right balance of nutrients for babies, getting them off to a good start nutritionally and possibly making them receptive to a wider variety of the solid foods they will be introduced to later.

Through training and technical assistance/coaching, child care providers will be made aware of the health benefits of breastfeeding for babies and their moms and of state and federal laws protecting the right to breastfeed. They will learn how to properly store, handle and feed mother’s milk to babies. Caregivers will be able to comfortably discuss breastfeeding with prospective and current families. They can provide local and online resources for parents who need more assistance with breastfeeding and infant feeding. Their program policies will reflect the attitudes and practices that support mothers who want to continue to breastfeed their little ones.

The physical child care environment will also reflect support for breastfeeding in various ways, by providing an appropriate place for mothers to breastfeed (or pump) and children’s materials such as books and posters that show breastfeeding as a normal way to feed babies.
Activity: Physical Activity/Active Play

Physical activity is an important part of a healthy lifestyle for people of all ages. Since the majority of young children spend time in out-of-home care every day, child care providers and the opportunities they provide can have a strong influence on the physical activity habits, skills and preferences of the children in their care.

Through training and technical assistance/coaching, child care providers will learn how to improve the quantity and quality of physical activity and movement opportunities for the children in their care. This includes daily opportunities for structured and unstructured physical activity, both indoors and outdoors. It can also include limiting screen time and other sedentary activities.

Besides helping young children stay at a healthy weight, daily physical activity in the child care setting can help children develop the physical activity skills they will need over a lifetime. Knowledgeable caregivers can encourage walking and biking as practical means of transportation (going to the park) as well as for recreation and fun.

Since young children (and their caregivers) spend many hours in the child care setting, incorporating movement into the daily schedule can lead to physically active habits that persist into adulthood.

As a result of grantees’ efforts, systems and environments will be changed to provide children with multiple opportunities to be active every day, outdoors and/or indoors, regardless of the weather. Caregivers will offer both structured and unstructured activity times to encourage moderate to vigorous physical activity (MVPA) as well as child-directed movement. The physical environment will be safe and equipped to support the development of age-appropriate motor skills. Adults will clearly enjoy being active as they lead activities and join in child-directed active play; the children will reflect this enjoyment. Sedentary behaviors will be rare, since both screen time and sedentary group activities will be limited.

Implementation Steps

All three activities include the same required elements for each child care site:

A Child Care self-assessment of practices and policies: Assisting child care providers to assess their current healthy eating and/or physical activity and breastfeeding support practices and policies by using the [SHIP Child Care Self-Assessment tool (docx)](http://www.health.state.mn.us/communities/ship/support/docs/earlycare/selfasmnt.docx).

- Training (both training and trainer must be approved by the Minnesota Center for Professional Development – MNCPD)

Action planning: After or at the end of each training, SHIP staff or trainers will assist child care providers to create an Action Plan for improving their practices in the focus area of the training. The best practices for healthy eating, supporting breastfeeding and physical activity are linked below, as well as optional action planning worksheets:

One copy of each action plan should stay with the provider and one should be retained by SHIP staff, to be used in planning the resources and technical assistance that will be offered to child care providers over the following 6 months to one year.

- Technical assistance and/or coaching (for a period of at least 6 months after a training)
- A post-assessment to measure progress

Child care providers should complete the same Self-Assessment at the end of the designated timeframe, at least 6 months after each training, as they completed before they participated in each training. You may choose to have them complete the entire assessment, even if they have not taken trainings in all three areas, since the self-assessment also serves as an informational tool, reminding providers of the best practices in all areas.

The post-assessments will demonstrate to the providers their own progress toward best practices and serve as a guide to continuous quality improvement in their individual programs. They can also serve as the basis for planning child care work in future rounds of SHIP. You will receive additional information from MDH’s evaluation staff about reporting requirements for SHIP 4.

Success is achieved when healthier foods are offered for meals and snacks, and fewer competitive foods are available. This means more fruits and vegetables, and fewer foods high in sodium, saturated fats and added sugars, are served. Mealtimes are relaxed and without pressure. Food is not used as a reward or punishment. Children are developing healthy eating habits, such as eating only until they are full and being willing to try new foods. Child care providers can increase the likelihood of their new practices being sustained by including them in their written policies or parent handbooks. These changes will have an even greater impact in programs serving a high number of children with barriers to accessing healthy foods, such as those from low-income families.
Implementing the Child Care Strategy

**Suggested Approaches**

- Review child care licensing and CACFP regulations, as well as national best practices and guidelines for health and safety in early care and education programs.
- Meet with and establish relationships with local CCR&R, local (family) child care associations, CACFP, Head Start, WIC and U of M Extension staff, child care center directors and family child care providers.
- Jointly assess strengths and needs of your local child care scene, and plan your agency strategy for training and technical assistance.
- Recruit child care providers who are ready to improve their health promotion practices. [Get a list of child care providers (PDF)](http://www.health.state.mn.us/communities/ship/support/docs/earlycare/providers.pdf).
- Help child care providers create action plans, based on the results of their self-assessment and what they have learned in the training.
- Provide follow-up coaching/technical assistance, based on the needs highlighted in the self-assessments and the goals set in their action plans, to assist providers to incorporate new healthy eating, breastfeeding and physical activity best practices into their daily programs.
- Assist child care providers to embed their new healthy eating, breastfeeding, physical activity practices into their program policies or parent handbooks.
- Assist child care providers to do a post-assessment of their healthy eating, breastfeeding, physical activity practices and policies using the SHIP Child Care Self-Assessment tool.

**Suggested Healthy Eating and Physical Activity Approaches**

- Assist child care providers to assess their current healthy eating and/or physical activity practices and policies by using the updated [SHIP Child Care Self-Assessment Tool (docx)](http://www.health.state.mn.us/communities/ship/support/docs/earlycare/selfasmnt.docx).
- Prepare for, coordination and delivery of training to child care providers on healthy eating and/or physical activity best practices, including child nutrition, meal and menu planning feeding best practices, and accessing healthy foods approved trainings include:

**Healthy Eating**

- Learning about Nutrition through Activities (LANA) (2 hours in person; 12 hours through Eager-to-Learn (Online training)
- Let’s Move Child Care-Nutrition for All Ages (includes nutrition, healthy beverages and infant breastfeeding) (3 hours)
- CATCH Early Childhood – Health Eating (3 hours)
- Farm to Child Care (4-5 hours)
▪ Tipping the Scales – Nutrition and Obesity Prevention (3 hours in person; 12 hours through Eager- to- Learn)

▪ Early Sprouts: Cultivating Healthy Food Choices in Young Children (3 hours)

### Physical Activity

- I am Moving I am Learning (IMIL) (4 hours) or individual modules:
  - Moving with the Brain in Mind (2 hours)
  - Opportunity Knocks: Reversing Current Obesity Trends
  - Body Language (2 hours)
  - Moderate to Vigorous Physical Activity (MVPA) (2 hours)
  - I am Moving I am Learning – all modules (32 hours through Eager- to- Learn)
- Let’s Move Child Care – Physical Activity and Screen Time (2 or 3 hours)
- CATCH Early Childhood- Physical Activity (3 hours)
- Tipping the Scales – Obesity Prevention & Physical Activity (3 hours in person; 12 hours through Eager- to- Learn)

### Suggested Breastfeeding Support Approaches

#### Breastfeeding Support

- Assisting child care providers to assess their current breastfeeding support practices and policies using the SHIP Child Care Self-Assessment tool, available here: SHIP Childcare Self-Assessment Tool (docx) (http://www.health.state.mn.us/communities/ship/support/docs/earlycare/selfasmnt.docx)
- Preparing for, coordinating and delivering training to child care providers on infant feeding best practices and how to support breastfeeding mother/baby pairs approved trainings include:
  - Supporting Breastfeeding in Child Care Programs (2 hours in person; 12 hours through Eager to Learn)
  - Let’s Move Child Care – Nutrition for All ages (includes nutrition, healthy beverages and infant feeding/breastfeeding) (3 hours)
  - Creating a Breastfeeding Friendly Environment (2 hours); contact Pa Shasky, pa.shasky@co.ramsey.mn.us
- Providing technical assistance to assist interested providers in meeting the steps for recognition as a Breastfeeding Friendly Child Care Program. Applications and guidance documents are available at the Breastfeeding Friendly Child Care page (https://www.health.state.mn.us/people/breastfeeding/recognition/childcare.html).
Identifying and Recruiting Child Care Programs

There are a number of ways to identify child care programs that serve priority populations. Targeting providers and programs that are income-eligible for various child care assistance programs is one way.

**Child and Adult Care Food Program (CACFP)**

In *child care centers*, CACFP reimbursements come in three categories based on eligibility of the child: free, reduced, other. Determining the proportion of children who receive meals at the free or reduced rates is one way to gauge if a center serves a high number of low-income children. Look for child care centers in your area with more than 50 percent eligibility for free/reduced price meals (or those that have the highest percentage):

- Free and Reduced Price Lunch Eligibility Map ([https://apps.health.state.mn.us/mndata/free-reduced-lunch#mnMap](https://apps.health.state.mn.us/mndata/free-reduced-lunch#mnMap))
- CACFP Centers Free-Reduced Lunch ([https://www.health.state.mn.us/communities/ship/support/docs/earlycare/ccfreereduced.xlsx](https://www.health.state.mn.us/communities/ship/support/docs/earlycare/ccfreereduced.xlsx))

For *licensed family child care providers*, the “Tier 1” CACFP reimbursement rate is reserved for sites which serve a low-income population, and it is the highest rate of reimbursement. Licensed family child care (FCC) programs can qualify for Tier 1 CACFP reimbursement in two ways: (1) based on geography (within attendance boundaries of a public school with at least 50 percent of students eligible for free or reduced-price meals or within a census district with at least 50 percent of children under 18 living in low-income households), or (2) based on income (of the provider or of children in the program). Use the following list to identify licensed FCC programs that are Tier 1 eligible based upon school and/or census data. (The file is derived from October 2013 claims, but changes since then should be minimal.)

Licensed FCC providers on CACFP connect with the Minnesota Department of Education through a sponsoring organization. The following table contains a worksheet listing Tier 1 FCC providers on a separate tab for each of the sponsors:

- CACFP Tier1 Child Care Providers ([https://www.health.state.mn.us/communities/ship/support/docs/earlycare/cctierone.xlsx](https://www.health.state.mn.us/communities/ship/support/docs/earlycare/cctierone.xlsx))

**Head Start/Early Head Start Programs**

By definition, these programs serve low-income populations. Use this list to locate Head Start programs in your area:

- Head Start Programs by County ([https://www.health.state.mn.us/communities/ship/support/docs/earlycare/headstartbycty.xlsx](https://www.health.state.mn.us/communities/ship/support/docs/earlycare/headstartbycty.xlsx))
Child Care Assistance Program (CCAP)

Though hard evidence is lacking, legal non-licensed (not required to be licensed) home-based child care providers, commonly referred to as Family, Friend and Neighbor (FFN) caregivers, tend to serve the “youngest and poorest” and children in minority cultural groups.

Legal non-licensed providers are difficult to identify since there is no central listing. They are not eligible to participate in CACFP, although they often care for low-income children. However, if they wish to be paid to provide care for low-income children through CCAP, FFN caregivers can register with the county in which the child lives (which may be different from the county in which the provider lives and provides child care). Registration does not necessarily indicate that a provider currently cares for or is being paid to care for a child through CCAP, but that she/he is willing and eligible to be paid to care for low-income children. Registration typically lasts for two years.

Use this list to locate the FFN caregivers who are registered to care for children eligible for Child Care Assistance:

CCAP Report by County (XLSX)
(http://www.health.state.mn.us/communities/ship/support/docs/earlycare/ccreportbycty.xlsx)

School-Based Care (e.g., School Readiness Programs, Early Childhood Special Education)

By nature, these programs tend to serve priority populations. School Readiness Programs typically serve low-income children, and Early Childhood Special Education serves children with special needs. Target early childhood programs in schools with a high (over 50 percent) free-reduced lunch percentage. Contact the schools for more information about their early childhood programs.

Early Childhood Family Education (ECFE)

These programs, for parents/grandparents and their children younger than school-age, serve families of all income levels. Contact the school district for more information about ECFE programs in your area.

Private Preschools

These part-time programs serve a broad spectrum of children and families. You may have to contact each program to find out more about the population it serves. Be aware that since they are part-time, they may not serve meals or spend time daily in active/outdoor play.

Action Planning

Providing Technical Assistance to Child Care Providers

By using:
• Emails
• Phone calls
• Phone calls followed up by emails containing relevant resources
• Conference call(s) to provide information and coaching to a group of providers
• In-person gathering(s) of a group of child care providers for coaching and peer learning
• The cohort model, with regular trainings and meetings for the same group of providers
• Onsite visits to offer individual customized coaching and resources

**How to know that progress is being made?**

• The extent of changes in nutrition and physical activity practices and policies will be measured using the SHIP Child Care Self-Assessment tool, as a pre-assessment before child care providers receive training, and again as a post-assessment approximately 6 months after strategies are implemented.
• Child care programs licensed to care for infants will use the SHIP Child Care Self-Assessment tool (and the Steps to Breastfeeding Friendly Child Care Centers/Family Child Care Programs, if desired) to chart their progress and report results to grantees.

Refer to the separate SHIP Monitoring and Evaluation Guides for more details on how MDH will track progress in the Child Care strategy, including grantee reporting responsibilities.
Resources

This list of resources is a work-in-progress; information and links will be added during the course of SHIP 4 as appropriate.

Early Care and Education Resources

Healthy Eating and Physical Activity Resources, Programs and Organizations

Caring for Our Children (http://nrckids.org/CFOC)


Also see Appendices for information on many relevant topics.

Let’s Move! Child Care

The Let’s Move! Child Care (LMCC) (http://www.healthykidshealthyfuture.org) is your library of free, simple-to-use resources, inspiring ideas, and practical tips for healthy eating and activity. Three sections of the website will be especially helpful in supporting child care providers’ efforts to achieve the LMCC goals: the Resources for Trainers Page (https://healthykidshealthyfuture.org/trainers/), the Free Online Trainings and Resource Page (https://healthykidshealthyfuture.org/5-healthy-goals/resources/).

Let’s Move! Child Care Technical Assistance Manual (PDF) (https://www.healthykidshealthyfuture.org/content/dam/hkhf/filebox/resources/LMCC_TA_Manual_FINAL.pdf)

CATCH (Coordinated Approach to Child Health) (http://www.catchinfo.org)

An evidence-based, coordinated school health program designed to promote physical activity, healthy food choices and the prevention of tobacco use in children.

CATCH Early Childhood information:

The free CATCH Early Childhood Coordination Kit (http://catchinfo.org/new-catch-early-childhood-coordination-kit-available-free/) provides a proven and easy to implement action plan for teaching children to make healthy choices and creating a learning environment that encourages healthy eating and physical activity.

Eat Well Play Hard in Child Care Settings

Eat Well Play Hard in Child Care Settings (http://centertrt.org/?p=intervention&id=1105) is a practice-tested multi-component intervention focused on improving the nutrition and physical activity behaviors of pre-school age children and their parents/caregivers. Information and free materials are available on the above website, along with related resources, such as Health Equity Considerations. Take-home handouts available in a variety of languages.


Choosy Kids

Choosy Kids ([https://choosykids.com/](https://choosykids.com/)) is a children’s health initiative devoted to promoting healthy, active lifestyles. It was founded by the designer of IMIL based on the fact that healthy preferences for food choices and physical activity can be developed early in life. Choosy Kids provides products and training to a broad audience of caregivers.

5-2-1-0 Goes to Child Care Toolkit


Let’s Go is a nationally recognized childhood obesity prevention program developed in Maine based on the American Academy of Pediatrics’ 5-2-1-0 message. The goal of its programs and toolkits is to increase physical activity and healthy eating for children from birth to 18 in a variety of settings through policy and environmental change.

The four daily healthy habits supported by Let’s Go 5-2-1-0 are:

5 – fruits and veggies
2 – hours or less of recreational screen time (Plus: Keep TV/computer out of bedroom. No screen time under the age of 2)
1 – hour or more of physical activity
0 – sugary drinks; more water and low-fat milk

Many toolkit pages are available in Spanish; view and download from the Toolkits page.

We Can!

We Can!™ or "Ways to Enhance Children's Activity & Nutrition" ([http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/](http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/)) is a national program designed for families and communities to help children maintain a healthy weight. The program focuses on three important behaviors: improved food choices, increased physical activity and reduced screen time.

EatPlayGrow Creative Activities for a Healthy Start

EatPlayGrow ([http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/tools-resources/eatplaygrow.htm](http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/tools-resources/eatplaygrow.htm)) is a new health educational curriculum created through an innovative public-private partnership between the National Institutes of Health (NIH) and the Children's Museum of Manhattan (CMOM).

The EatPlayGrow curriculum combines the latest science and research from the NIH with CMOM’s creative educational approach to teach children ages 2-5 and their parents how to make healthy nutrition and physical activity choices.
eXtension Alliance for Better Child Care Hands-on Activities Database

eXtension (https://articles.extension.org/pages/25442/hands-on-activities-for-child-care) is a searchable database of hundreds of hands-on, ready-to-do activities, including physical activity and nutrition related activities, especially designed to help young children of different ages learn, develop, and flourish. Search activities by children’s age, subject, or skills learned in the activity.

Healthy Habits for Life Resource Kit

This guide (in English and Spanish) on the Kids Health in the classroom (http://kidshealth.org/classroom/index.jsp?Grade=cc&Section=hhfl) teaches child care providers and children concepts of nutrition and physical fitness using kids' favorite Sesame Street puppet friends.

Michigan Team Nutrition Preschool Booklist


Healthy Eating Resources, Programs and Organizations

Minnesota Food Charter (http://mnfoodcharter.com/)


Learning About Nutrition through Activities (LANA)

Originally designed by MDH as a 24-week program to help preschool-age children learn to taste, eat and enjoy more of eight targeted fruits and vegetables. However, the LANA activities and materials demonstrate an approach which can be used to introduce any new fruit or vegetable (or other healthy food) to young children of any age.

The curriculum and all supporting materials can be viewed, downloaded and printed free of charge from the MDH website above.

MDH has contracted with LearningZoneXpress to publish and market the LANA curriculum, including supporting materials such as the storybooks, cookbook and parent flyers. LANA program kits or individual components can be purchased at Visualz (http://www.learningzonexpress.com/lana).

An online LANA Training of Trainers and print and electronic curriculum and training materials are available to grantees.
**MyPlate Resources** ([www.choosemyplate.gov/](http://www.choosemyplate.gov/))

Nutrition information, resources and tools, including print materials, videos and recipes, Healthy Eating on a Budget tips.

Preschool information and resources:

**Preschoolers: Health and Nutrition Information** ([www.choosemyplate.gov/health-and-nutrition-information](http://www.choosemyplate.gov/health-and-nutrition-information))

**Ellyn Satter** ([www.ellynsatterinstitute.org/](http://www.ellynsatterinstitute.org/))

Information, tip sheets and research on feeding children, family meals, feeding picky eaters, child overweight and obesity and many more topics.

**USDA/Child and Adult Care Food Program (CACFP) Resources**


Overview of the CACFP


CACFP nutrition standards, with current and new meal patterns

**Minnesota Department of Education CACFP Resources** ([http://education.state.mn.us/MDE/dse/FNS/prog/CACFPCen/ops/meal/](http://education.state.mn.us/MDE/dse/FNS/prog/CACFPCen/ops/meal/))

Online trainings, current and new meal patterns


These handy tip sheets, focused on nutrition, physical activity, and screen time recommendations, can help providers create a healthier environment for the 2- through 5-year-old children in their care. Includes hands-on activities and “CACFP Success Stories.”

**Cooking Matters: Exploring Food Together** ([https://cookingmatters.org/exploring-food-together](https://cookingmatters.org/exploring-food-together))

Toolkit of simple activities to use with young children in the classroom or in the home to help kids learn about new foods and start building the skills to make healthy food choices. Includes an educator guide. Available in English and Spanish.
Making the Most of Meal Times (http://www.healthykidshealthyfuture.org/content/dam/hkhf/filebox/naccrra/newnaccrra/making_mealtime.pdf)

Tips for family style dining, encouraging children to eat a variety of healthy foods, and engaging children in conversation during meals.

National Farm to School Network (www.farmtoschool.org/our-work/about-preschool)

Farm to Preschool information, resources and contacts

Farm to Early Care and Education website (http://www.farmtopreschool.org/)

This clearinghouse of resources from preschool programs across the nation includes nutrition and garden-based education curricula, advice on starting new child care gardens, and parent education workshop templates and materials on nutrition.

Renewing the Countryside (www.renewingthecountryside.org/farm_to_school)

Farm to Child Care training, curricula, resources, a list of Minnesota farmers who are interested in selling to child care providers.

Grow It, Try It, Like It! Nutrition Education Kit (http://www.fns.usda.gov/tn/grow-it-try-it-it)

A garden-themed nutrition education kit from the U.S. Dept. of Agriculture, USDA’s Team Nutrition.

Physical Activity Resources, Programs and Organizations

I Am Moving I am Learning (IMIL) (https://choosykids.com/pages/imil)

A proactive approach for addressing childhood obesity in Head Start children. IMIL seeks to increase daily moderate to vigorous physical activity (MVPA), improve the quality of movement activities intentionally planned and facilitated by adults, and promote healthy food choices every day. Recently, more non-Head Start teachers and child care providers have been receiving training and implementing IMIL with the children in their care.

SPARK Early Childhood Physical Activity Program (http://www.sparkpe.org/programEarlyChildhood.jsp)

SPARK EC is designed to provide high activity, academically integrated, enjoyable activities that enhance motor development and school readiness skills in children ages 3-5. The program was developed for Head Start, public and private preschools, day care/childcare providers, and WIC agencies. Components of the program include curricula and materials, training for staff, and lifetime follow-up support.

SHAPE America; Society of Health and Physical Educators (formerly called Head Start Body Start; National Center for Physical Development and Outdoor Play) (http://www.shapeamerica.org/)

SHAPE America is dedicated to promoting physical activity, outdoor play and healthy lifestyles for young children and their families. The website contains resources and ideas to bring active play and meaningful movement to Head Start or early childhood programs, as well as providing parents with activities and tools to inspire creative, movement-based play and healthy food choices at home.
SHAPE America - Teacher toolbox
(https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox_EC.aspx)

Early Childhood Resources

One Step at a Time: Helping Young Children Be Active (https://www.brightfutures.org/one-step/)

Development of the One Step at a Time curriculum was supported by a grant from the U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau.

It has three modules that focus on:

1. Promoting Physical Activity for Young Children
2. Promoting Children’s Physical Activity in Child Care Programs
3. Working with Parents to Promote Children’s Physical Activity

Each module shares information and research along with activities and includes a self-assessment quiz.

Active Start

Active Start: A Statement of Physical Activity Guidelines for Children From Birth to Age 5 (https://www.shapeamerica.org/standards/guidelines/activestart.aspx)

SHAPE America position statement: All children from birth to age 5 should engage daily in physical activity that promotes movement skillfulness and foundations of health-related fitness.

Breastfeeding Support Resources, Programs and Organizations

Minnesota Breastfeeding Coalition (http://mnbreastfeedingcoalition.org/) (tip sheets for parents and for child care providers)

- Supporting Breastfeeding in Child Care Settings...for Child Care Providers (PDF) (https://mnbfc.files.wordpress.com/2010/08/supporting-breastfeeding-in-child-care-settings.pdf)
Public Health Law Center

Legal Protections for Nursing Mothers in Minnesota (PDF) (http://publichealthlawcenter.org/sites/default/files/resources/Protections%20Nursing%20Mothers%20Sept%202014.pdf) in the workplace and in public.

Summary of laws and concerns related to breast or human milk in the day- or child care setting.

Breastfeeding and Child Care Programs (PDF) (https://www.publichealthlawcenter.org/sites/default/files/resources/PHLC-Breastfeeding-and-ChildCare.pdf); Meeting Best Practices, Providing Great Service

Child and Adult Care Food Program (CACFP)

Updated Infant Meal Pattern (PDF) (https://www.fns.usda.gov/sites/default/files/cacfp/CACFP_InfantMealPattern_FactSheet_V2.pdf)

Includes increased support for breastfeeding.

MDH breastfeeding information and resources (https://www.health.state.mn.us/people/breastfeeding/index.html)

MDH Breastfeeding Friendly Child Care Recognition Program (https://www.health.state.mn.us/people/breastfeeding/recognition/childcare.html)

Steps that child care centers and homes can take to be recognized for supporting breastfeeding mothers and babies, plus applications and guidance.

Other Websites for Breastfeeding Information

Centers for Disease Control and Prevention: Breastfeeding (www.cdc.gov/breastfeeding/index.htm)

Breastfeeding and Early Care and Education (PDF) (http://www.cdc.gov/obesity/downloads/BF_and_ECE_FINAL.pdf)


American Academy of Pediatrics (AAP) Policy Statement: Breastfeeding and the Use of Human Milk. (http://pediatrics.aappublications.org/content/129/3/e827.full.pdf+html?sid=b1ea86b6-8211-4e26-8c1a-e5857bc55a95)

American Academy of Breastfeeding Medicine: Human Milk Storage (www.bfmed.org/Resources/Protocols.aspx)

United States Breastfeeding Committee (www.usbreastfeeding.org/)

Breastfeeding in child care (www.usbreastfeeding.org/p/cm/ld/fid=108)

The Surgeon General’s Call to Action to Support Breastfeeding FACT SHEET (https://www.surgeongeneral.gov/library/calls/breastfeeding/factsheet.html)

World Health Organization – Breastfeeding resources (www.who.int/topics/breastfeeding/en/)

Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs: http://cfoc.nrckids.org/ especially Standards 4.3.1.1, 4.3.1.3, 4.3.1.4 and 4.3.1.11

Early Childhood/Child Care General Resources, Programs and Organizations

Child Care Aware (Minnesota’s Child Care Resource & Referral system) (www.childcareawaremn.org)

State Coordinating Office: 651-290-9704

To connect with your local Child Care Aware agency, call 888-291-9811 (for training, speak with the Professional Development Advisor)

Minnesota Association of Child Care Professionals (http://www.maccp.org/)

Statewide professional organization for licensed family child care providers

Eager to Learn (Minnesota CCR&R’s online learning service) (www.eagertolearn.org)

Parent Aware (Minnesota’s Quality Rating and Improvement System or QRIS) (http://parentaware.org/)

Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs (http://nrckids.org/CFOC/)

Minnesota Child Care Licensing Regulations

- National Database of Child Care Licensing Regulations (https://childcareta.acf.hhs.gov/licensing)
- Rule 2 for Family Child Care homes (PDF) (https://www.revisor.mn.gov/rules/?id=9502&version=2015-10-02T14:23:05:00&format=pdf)
- Rule 3 for Child Care Centers (PDF) (https://www.revisor.mn.gov/rules/?id=9503&version=2015-10-02T14:23:30-05:00&format=pdf)
- Additional Child Care Statutes (PDF) (https://www.revisor.mn.gov/statutes/?id=245A&format=pdf)
- Minnesota Child Care Laws (PDF) (http://publichealthlawcenter.org/sites/default/files/resources/Minnesota%20Child%20Care%20Laws%20Chart.pdf)
- Child and Adult Care Food Program (CACFP) (www.fns.usda.gov/cacfp/child-and-adult-care-food-program)
Minneapolis Head Start Association (www.mnheadstart.org/)

Minnesota Child Care Association (a statewide organization representing licensed child care centers throughout Minnesota) (www.minnesotachildcareassociation.org/)

Regional Minnesota Initiative Foundations (www.greaterminnesota.net/)

Minnesota Early Childhood Initiative (www.greaterminnesota.net/joint_ventures.php)

Public Health Law Center
Child Care (http://publichealthlawcenter.org/topics/healthy-eating/child-care)

Minnesota Child Care Resources (http://publichealthlawcenter.org/resources/minnesota-child-care-resources)

Policy Resources

NAP SACC Sample Nutrition and Physical Activity Policies (PDF) (http://centertrt.org/content/docs/Intervention_Documents/Intervention_Materials/NAP_SACC/Technical_Assistance_Materials/Sample_Nutrition_and_Physical_Activity_Policy.pdf)

From the original NAP SACC, no breastfeeding or screen time components

GoNAP SACC Self-Assessments (https://gonapsacc.org/resources/nap-sacc-materials)

The policy question(s) at the end of each self-assessment lists possible topics for a policy in that area.

Child Care Policy Manual (Dakota Co & Bloomington Public Health)
Available upon request from MDH Early Childhood Specialist