

Preschool Wellness Policy Evaluation Tool

The Rudd Center for Food Policy and Obesity

Developed by: Jennifer Falbe, MPH, Kathryn Henderson, PhD and Marlene Schwartz, PhD.

Acknowledgements: Susan Fiore, MS, RD, Gabrielle Grode, MPH, Erica Kenney, MPH, Meghan O'Connell, MPH.

The Preschool Wellness Policy Evaluation Tool provides a standard method for the quantitative assessment of preschool policies written in parent handbooks, staff handbooks, and in other policy documents. This tool offers a consistent and reliable means of assessing the comprehensiveness and strength of preschool health and wellness policies within and among states. It was developed by researchers funded by the Robert Wood Johnson Foundation.

Preschool policies address health and wellness issues for programs serving children ages 3 (or turning three before the end of the calendar year)-5. This tool *is not appropriate* for evaluation of programs for infants, toddlers or older children (k-12).

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How to Rate Policy Statements

Preschool wellness policies are evaluated based on the degree to which they address 64 policy items, which are categorized into five sections. The sections include Nutrition Education, Nutrition Standards for Foods and Beverages, Promoting Wellness in the Preschool Environment, Physical Activity, and Communication and Evaluation.

For each of the 64 policy items, policy statements are to be rated “0,” “1,” or “2,” using the definitions below. Two items may be rated “NA” if the policy statement does not apply. This evaluation tool lists each policy item followed by an explanation of the item and examples of “1” and “2” statements.

		Explanation
0	= Not Mentioned	The item is not included in the text of the policy.
1	= Weak Statement	<p>Code an item as a “1” when the item is mentioned, <i>but</i></p> <ul style="list-style-type: none"> • The policy will be hard to enforce because the statement is <i>vague, unclear, or confusing</i>. • Statements are listed as <i>goals, aspirations, suggestions, objectives, or recommendations</i>. • There are <i>loopholes</i> in the policy that weaken enforcement of the item, such as a <i>disclaimer</i> that states that policies are non-enforceable and/or subject to change without notification. • The policy mentions a <i>future plan to act</i> without specifying when the plan will be established. <p>Words often used include: may, can, could, should, might, encourage, suggest, urge, some, partial, make an effort, and try.</p>
2	= Meets / Exceeds Expectations	<p>Assign a rating of “2” when the item is mentioned, and it is clear that the preschool center is committed to making the item happen because:</p> <ul style="list-style-type: none"> • The item is described using specific language (e.g., a concept followed by concrete plans or strategies for implementation). • Strong language is used to indicate that action or regulation is required, including: shall, will, must, have to, insist, require, all, total, comply and enforce. • A center is unable to enforce an item, but the goal is clearly stated (e.g., “teachers eat the same foods served to children”). • Statements in parent handbooks that are preceded with “please” (e.g., “please do not bring in sweets or dessert foods for your child’s lunch”) are acceptable for a rating of a “2.” • Instructional statements in the staff manual (e.g., “do not use food as reward or punishment”) are acceptable for a rating of a “2.”

Evaluating hint

One method for deciding between a rating of a “1” and a “2” is to consider the scenario of a parent approaching a center’s director to discuss an issue. If the policy is ambiguous on how the center should handle the issue at hand, rate the item as a “1.” If the written policy gives clear guidance about how to decide whether the center complies with the policy, rate the item as a “2.”

State law may regulate items in this evaluation tool. State law supersedes the authority of preschool policies, so unless otherwise indicated, rate items according to the strength of state law when state law exceeds standards in a policy or when state law mentions items not included in a policy.

Scoring

Policies are scored to determine Comprehensiveness and Strength. Comprehensiveness reflects the proportion of item topics that are simply mentioned. Strength reflects the proportion of items that are addressed with *specific* and *directive* language.

Score	Explanation
Comprehensiveness Score by section	Comprehensiveness is calculated by counting the number of items in each section rated as “1” or “2,” dividing this number by the number of policy items in the section*, and multiplying this number by 100.
Strength Score by section	Strength is calculated by counting the number of items in each section rated as “2,” dividing this number by the number of policy items in the section*, and multiplying this number by 100.
Total Comprehensiveness	Total comprehensiveness is calculated by averaging the Comprehensiveness Scores of all five sections.
Total Strength	Total strength is calculated by averaging the Strength Scores of all five sections.

***In Section 2 there are two items (NS7 and NS8) for which it is possible to receive a rating of “NA.” Items receiving a NA rating will not be included in the total number of items used for scoring section 2.**

The example below shows the calculation of sample scores for Section 1.

Section 1. Nutrition Education		Code
NE1	Addresses the provision of <u>nutrition education</u> for preschool age children.	2
NE2	<u>Food-related activities</u> are consistent with nutrition education or health promotion.	0
NE3	Addresses the provision of <u>nutrition education training</u> for <u>teachers</u> .	2
NE4	Addresses the provision of <u>nutrition education</u> for <u>parents</u> .	1
NE5	<u>Mealtime</u> is used as an opportunity to <u>teach nutrition</u> and/or food concepts.	1
Subtotal for Section 1 Nutrition Education		80
Comprehensiveness Score <i>Count the number of items rated as “1” or “2” and divide this number by 5. Multiply by 100. Do not count an item if the rating is “0.”</i>		80
Strength Score <i>Count the number of items rated as “2” and divide this number by 5. Multiply by 100.</i>		40

Comprehensiveness Score = There are 2 items rated as “1” and 2 items rated as “2,” for a total of 4 items. Four divided by 5 equals 0.8, multiplied by 100 for a score of 80.

Strength Score = There are 2 items rated as “2.” Two divided by 5 equals 0.4, multiplied by 100 for a score of 40.

Total Comprehensiveness Score = If Sections 1, 2, 3, 4, and 5 had Comprehensiveness Scores of 80, 50, 41, 30, and 50, respectively, the Total Comprehensiveness Score would be the sum of the Comprehensiveness Scores for each section (80+ 50 + 41 + 30 + 50) divided by 5 = 50

Total Strength Score = If Sections 1, 2, 3, 4, and 5 had Strength Scores of 40, 40, 24, 15, and 25, respectively, the Total Strength Score would be the sum of the Strength Scores for each section (40 + 40 + 24 + 15 + 25) divided by 5 = 29

Section 1. Nutrition Education

#	Item	Rating Guidance
NE1	Addresses the provision of <u>nutrition education</u> for preschool age children._	Note: This item does not include informal nutrition education during mealtimes.
		0 Not mentioned.
		1 Either of the following: <ul style="list-style-type: none"> Describes a general health curriculum or lesson plan for preschoolers and implies, but does not ensure, that lessons address nutrition. Suggests that preschoolers receive nutrition education. Examples: <ul style="list-style-type: none"> "Our educational program is designed to promote sound nutrition practices." "Activities to promote good nutrition are planned by the staff throughout the year." "Educational experiences will assure that preschool children will recognize and eat a variety of nutritious foods."
		2 Requires that nutrition education is taught to preschoolers. Example: "The center shall implement a health education curriculum that shall include lessons on nutrition, fitness, hand-washing..."
NE2	<u>Food-related activities</u> are consistent with nutrition education or health promotion.	0 Any of the following: <ul style="list-style-type: none"> Not mentioned. Specifies food-related activities that clearly do not promote healthy eating (e.g., counting candy or baking cookies). Specifies food-related activities that occur outside of the context of nutrition education or health promotion. Example: "Children are provided opportunities for involvement in food-related activities." (The statement is not placed under a "nutrition education" heading, and no other statement is made linking the activities to nutrition education or health promotion).
		1 Either of the following: <ul style="list-style-type: none"> Suggests that food-related activities occur in the context of nutrition education or health promotion. Mentions activities related to food from other cultures. (Learning about foods from other cultures is considered part of nutrition education). Examples: <ul style="list-style-type: none"> "Parents can talk to their child's teacher about volunteering to demonstrate an educational cooking activity in the classroom." (The statement occurs in a section of the parent handbook that also discusses nutrition education.) "Students learn about different cultures through food demonstrations."
		2 Requires the provision of food-related activities (e.g., cooking, food preparation or gardening) that are clearly meant to be health promoting or that clearly occur in the context of nutrition education. Examples: <ul style="list-style-type: none"> "Children are provided varied opportunities to learn about nutrition. Projects include apple picking, baking apples, and making salads." "Nutrition activities, such as cooking, are incorporated into the regular curriculum."

NE3	Addresses the provision of <u>nutrition education training for teachers.</u>	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> • Provision of nutrition education training is suggested. • Nutrition education is provided to teachers, but training on nutrition education is not specified. <p>Example: <i>“Teachers will be trained in health education, which includes training on topics <u>such as</u> nutrition...”</i></p>
		2	<p>Requires the provision of nutrition education training, which can include training in facilitating or planning nutrition-related activities.</p> <p>Example: <i>“Teachers participate in annual training on nutritional activities for the children...”</i></p>
NE4	Addresses the provision of <u>nutrition education for parents.</u>	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> • Vague and/or suggested. • Specifies nutrition education for parents but does not mention specific methods or activities.
		2	<p>Either of the following:</p> <ul style="list-style-type: none"> • Provision of nutrition education for parents is required and at least one potential method of educating parents is mentioned (e.g., provision of workshops on nutrition or providing nutrition newsletters.) • Nutrition education materials are included in the parent handbook. <p>Examples:</p> <ul style="list-style-type: none"> • <i>“The facility shall schedule regular health education programs for parents. These programs may include open house meetings with guest speakers, opportunities for discussion, and nutrition newsletters”.</i> • <i>“Nutrition education for parents is also provided through information that is sent home and at parent night events.”</i>
NE5	<u>Mealtime</u> is used as an opportunity to <u>teach nutrition and/or food concepts.</u>	0	Not mentioned. Only mentioning mealtime as a learning experience without the statement occurring in the context of learning about nutrition and/or food concepts is insufficient for a rating of a “1” or “2.”
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> • Suggests that teachers initiate conversations about nutrition and/or food concepts during meals. • Suggests that mealtimes are used to teach nutrition and/or food concepts.
		2	<p>Either of the following:</p> <ul style="list-style-type: none"> • Requires that mealtimes are used to teach nutrition and/or food concepts or to include conversations about nutrition and/or food concepts. • Requires or instructs teachers to initiate conversations about nutrition and/or food concepts during meals (e.g., texture, color, shape, or origin of food; favorite fruits and vegetables). <p>Example: <i>“Teachers shall encourage social interaction and conversation about the concepts of color, quantity, number, and temperature of food.”</i></p>

Section 2. Nutrition Standards for Food and Beverages

The items in this section refer specifically to *nutrition* standards. For this section, do not rate statements specific to allergies, food safety, or choking prevention (e.g., prohibiting foods such as hot dogs, whole grapes, popcorn, and marshmallows that pose a choking hazard).

NS6	Addresses <u>nutrition standards</u> for reimbursable meals and snacks that go <u>beyond</u> Child and Adult Care Food Programs (CACFP) standards.	0	Not mentioned.
		1	Vague and/or suggested. Example: <i>“All foods comply with the Dietary Guidelines for Americans.”</i>
		2	Specific standards are required. Examples: <ul style="list-style-type: none"> • <i>“All foods served shall meet the following standards...” (e.g., whole fruit is served at all meals, at least ½ of grains are whole grain, all foods are trans fat-free, sugar content exceeds no more than 35% of calories).</i> • <i>“Foods including soda, sweetened tea, fruit drinks, flavored milk, candy, cookies, sugary cereals, and/or French fries are not allowed to be served or consumed in our center.” (Flavored milk, cookies, French fries and sugary cereal are the only foods from list that may be reimbursable).</i>
NS7	Addresses <u>nutrition standards</u> for <u>foods served in addition to CACFP</u> reimbursable meals/snacks.	NA	Policy states that the only foods or beverages served are CACFP reimbursable.
		0	Not mentioned.
		1	Nutrition standards for non-reimbursable meals/snacks are suggested or vague (e.g., only specifying that snacks and meals contain certain food groups). Example: <i>“Staff will limit frequency and amount of less nutritional choices and/or food items that are not required as CACFP meal pattern components.”</i>
NS8	<u>Nutrition standards</u> for <u>foods brought from home.</u>	NA	The policy states that no food from home is allowed other than for celebrations or center events (with exceptions for children with allergies or other special dietary needs).
		0	Not mentioned.
		1	Vague, suggested, or weakened by exceptions such as occasion or staff discretion. Examples: <ul style="list-style-type: none"> • <i>“We encourage you to pack healthy meals for your child and to avoid packing foods like candy or chips.”</i> • <i>“When packing lunch, limit snack foods and desserts.”</i> • <i>Please do not allow your child to bring candy or gum to the Center. (It is unclear if this is a nutritional standard or intended for choking prevention).</i>
2	Provides parents with written nutrition standards for food brought into the center and requires parents to follow the standards (even if you feel the standards are weak). Examples: <ul style="list-style-type: none"> • <i>“Parents must pack lunch and/or snack that includes fruits and/or vegetable and whole grains and excludes candy, sweetened beverages, and dessert foods.”</i> • <i>“No candy, soda, cookies, or other sweets are allowed to be brought into the center.”</i> 		

Nutrition standards for meals and snacks provided by the center or from home (NS9- NS21)

NS9	Addresses limiting <u>saturated-fat</u> content of foods.		Note: Foods high in saturated fat include regular beef, pork, lamb, butter, regular yogurt, regular cheese, cream, ice cream, and lard. Milk is addressed in a different item; do not rate statements about milk for this item. Fats that are NOT a major source of saturated fat include vegetable oils (e.g., olive, canola, corn, and soybean), avocado, nuts, and peanut butter).
		0	Not mentioned. Blanket “low-fat” statements are insufficient for a rating of “1” or “2.”
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> • Vague, suggested, or weakened by exceptions such as staff discretion. • Specifies that foods shall meet the <u>Dietary Guidelines for Americans</u>. <p>Example: “<i>Shall serve foods low in saturated fat.</i>”</p>
2	<p>Either of the following applies to food served at the center or food brought from home:</p> <ul style="list-style-type: none"> • Limits saturated fat in foods to no more than 10% of calories. • Restricts the use of or replaces foods high in saturated fat (e.g., shall not cook with butter, only meats served are chicken, turkey, and fish). <p>Examples:</p> <ul style="list-style-type: none"> • “<i>All cooked foods offered as part of a meal will be sautéed in olive or canola oil or baked.</i>” • “<i>Snacks shall consist of <u>only</u> fruits, vegetables, whole grain crackers or bread, hummus, and low-fat cheeses.</i>” 		
NS10	Addresses regulating <u>trans-fat</u> content of food.		Note: The majority of trans fat in the U.S. food supply is artificially produced in partially hydrogenated oils. For evaluating policy statements, the terms “trans fat,” “partially hydrogenated oil,” and “trans fatty acids” are interchangeable.
		0	Not mentioned. If policy specifies <u>Dietary Guidelines for Americans</u> and <u>no other standards</u> , rate as a “0.”
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> • Discourages use of trans fat. • Discourages or prohibits <i>stick</i> margarine or shortening, which, unless otherwise specified, is likely to contain trans fat. (Most <i>tub</i> margarines are <i>not</i> a major source of trans fats). • Requires a limit that is greater than 0.5 grams of trans fat per serving or that does not apply to all foods. <p>Example:</p> <ul style="list-style-type: none"> • “<i>The center shall use trans fat free ingredients when available.</i>” • “<i>The margarine we serve does not contain trans fats.</i>”
2	<p>Either of the following:</p> <ul style="list-style-type: none"> • Requires that all foods be free of trans fat. • Requires the trans fat content of all foods to be less than 0.5 grams per serving. <p>• Example: “<i>All foods shall be trans fat-free (less than 0.5 grams per serving).</i>”</p>		
NS11	Addresses providing <u>whole grains</u> .	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> • Whole grains are encouraged. • Less than half the grains served for meals or snacks are required to be whole grain. • Specifies that foods shall meet the <u>Dietary Guidelines for Americans</u>. <p>Example: “<i>We use healthy ingredients, such as whole wheat tortillas.</i>”</p>
		2	At least half the grains available are required to be whole grains.

NS12	Addresses limiting the <u>sugar</u> content of foods.	0	Not mentioned. If policy specifies <u>Dietary Guidelines for Americans</u> and <u>no other standards</u> , rate as a “0.” Only regulating or limiting candy is insufficient for a rating of “1” or “2.”
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Limit is suggested, not quantified, or weakened by exceptions such as staff discretion. Discourages or limits sugary foods but does not prohibit a comprehensive list of sugary foods from being served to or packed for children. <p>Examples:</p> <ul style="list-style-type: none"> “Snacks will be purchased to minimize sugar.” “Prohibits foods listing sugar or corn syrup as the first ingredient.” “Frosted cakes, pastries, doughnuts, sugarcoated cereals, and candy are rarely served in our programs.”
		2	<p>Either of the following:</p> <ul style="list-style-type: none"> Requires a quantified limit. Prohibits a comprehensive list of sugary foods from being served in the center, such as baked goods (e.g., cookies, cakes, and pastries), candy, ice cream, and sugary cereals. <p>Example: “Snacks shall contain no more than 5 grams of added sugar per serving.”</p>
NS13	Addresses limiting <u>sodium</u> content of foods.	0	Not mentioned.
		1	<p>Limit is suggested, not quantified, or weakened by exceptions such as staff discretion. Default if specifies the <u>Dietary Guidelines for Americans</u> and no other standards are used.</p> <p>Example: “In meal planning, foods containing or prepared with a lot of salt are limited.”</p>
		2	<p>Requires a quantified limit.</p> <p>Example: “Snack shall contain no more than 240 mg of sodium per serving, and meals shall contain no more than 475 mg of sodium.”</p>
NS14	Addresses standards for <u>portion sizes</u> of foods.	0	<p>Either of the following:</p> <ul style="list-style-type: none"> Not mentioned. Only mentions minimum portion sizes.
		1	<p>Portion size standards are vague and/or suggested.</p> <p>Example: “All food should be served in <u>appropriate</u> portion sizes.”</p>
		2	<p>Any of the following:</p> <ul style="list-style-type: none"> Requires a limit on first helpings of foods during meals. Requires staff to remind children to take small portions for their first helping. Limits servings per container of individually packaged foods. Requires that staff monitor portion sizes to prevent children from taking too large of portions. Provides parents recommendations on portion sizes for snacks or meals brought from home that occur in the context of preventing overeating. <p>Exceptions for fruits and vegetables are acceptable for a rating of a “2.”</p> <p>Examples:</p> <ul style="list-style-type: none"> “First helpings of foods, except fruits and vegetables, shall be limited to CACFP serving size standards with additional helpings available if children request more.” Teacher handbook: “Remind children to take small portions and that there is always more if they want it.” “Foods like chicken patties are served as half patties.” “We observe as children serve themselves to assure that they do not serve larger portions than they can eat.” To parents: “remember to make sure you pack child-sized portions of foods and beverages.”

NS15	Addresses providing <u>both fruits and vegetables</u> at lunch or supper (if served).	0	Note: Rate statements about fruits and vegetables at “meals” in the same manner as statements about fruits and vegetables at “lunch” Not mentioned or preschool serving only a fruit OR vegetable.
		1	Either of the following: <ul style="list-style-type: none"> Vague and/or suggested that both fruits and vegetables are served or provided from home at lunch/meals. Mentions serving or requiring parents to provide both fruits and vegetables for lunch/supper, but does not specify that fruit must be whole fruit (i.e., not juice).
		2	Requires that both fruits (not including juice) and vegetables are served or provided from home for lunch or supper. Example: <i>“All meals shall contain a serving each of whole fruit, vegetable, protein, and whole grain.”</i>
NS16	Addresses providing <u>fruits or vegetables</u> for <u>snack</u> .	0	Not mentioned.
		1	Vague and/or suggested that fruits (not including juice) or vegetables are served or provided from home for snack. Examples: <ul style="list-style-type: none"> <i>“Any leftover fruit from lunch should be served to the children at snack time.”</i> <i>“Our snacks reinforce parents’ efforts to have their children consume more fruits and vegetables and less sugar.”</i>
		2	Requires that fruits (not including juice) or vegetables are served or provided from home for snacks. Example: <i>“Snacks frequently include either whole fruits or vegetables.”</i>
NS17	Addresses limiting <u>fat content of milk</u> for children age 2 years and older.	0	Not mentioned. Mentioning nonfat or low-fat dairy <u>products/foods</u> does not qualify for a “1” or “2.” If policy explicitly allows whole milk, rate as a “0.”
		1	Any of the following: <ul style="list-style-type: none"> Limiting milk to only low-fat (1%) or non-fat/skim is specified but suggested. Full-fat milk is prohibited, but reduced-fat (2%) milk is allowed. Policy mentions that non-fat/skim, low-fat (1%), or reduced-fat (2%) milk are “allowed,” “offered,” or “provided” without specifying “only”. Limiting the fat content of milk starts at an age older than 2 years.
		2	<u>Only</u> low-fat (1%) or non-fat/skim milk is allowed (i.e., reduced-fat [2%] <u>AND</u> full-fat are <u>prohibited</u>) for children age 2 years and over.
NS18	Addresses limiting the <u>quantity of juice</u> served.	0	Not mentioned.
		1	Either of the following: <ul style="list-style-type: none"> Specifies a limit that is suggested or that exceeds 4-6 ounces per day. Suggests the American Academy of Pediatrics standards for juice.
		2	Any of the following: <ul style="list-style-type: none"> Limits the frequency with which juice is served or provided from home to no more than 2 times per week. Requires the American Academy of Pediatrics standards for juice. Requires a limit that does not exceed 4-6 ounces per day. Juice is not served or allowed to be provided from home. Only whole fruit is permitted Example: <i>“100% juice is served only once a week at snack.”</i>

NS19	Addresses providing <u>100% pure fruit or vegetable juice.</u>	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Suggests, but does not require that <i>all</i> juice served or provided from home is 100% pure fruit or vegetable juice (or a dilution with water of only 100% pure fruit or vegetable juice <u>as long as CACFP requirements for fruit and vegetables have been met</u>). Suggests the American Academy of Pediatrics standards for juice. <p>Example: <i>An example of the weekly menu contained in the handbook only contains the phrase “100% fruit juice” when referring to juice served as a beverage.</i></p>
		2	<p>Either of the following:</p> <ul style="list-style-type: none"> Requires that <i>all</i> juice served or provided from home is 100% pure fruit or vegetable juice (or a dilution with water of only 100% pure fruit or vegetable juice <u>as long as CACFP requirements for fruit and vegetables have been met</u>). Requires that all juice served or provided from home meet the American Academy of Pediatrics standards for juice. <p>Example: <i>“All juice served at the center will be 100% pure fruit and vegetable juice.”</i></p>
NS20	Addresses serving <u>juice with no added/artificial</u> sweeteners, added colors or flavors, preservatives, flavor enhancers or thickeners.	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Suggests, but does not require that all juice served or provided from home is made without added sweeteners, colors, flavors, preservatives or thickeners. <p>Example: <i>“Juice will contain 100% juice with nothing added, whenever possible.”</i></p>
		2	<p>Requires that all 100% juice served or provided from home does not contain any additional ingredients, with the exception of vitamin C and calcium.</p> <p>Example: <i>“All juice served at the center will be 100% pure fruit and vegetable juice with no added ingredients, with the exception of vitamins and calcium.”</i></p>
NS21	Addresses limiting <u>sweetened beverages</u> other than flavored milk.	0	Not mentioned.
		1	<p>Discourages or limits fruit drinks or soda without prohibiting both.</p> <p>Examples:</p> <ul style="list-style-type: none"> <i>“Sweetened beverages are avoided.”</i> <i>“Soda is not allowed at the center.” (There is no mention of other sugar sweetened beverages).</i>
		2	<p>Prohibits fruit drinks and soda (i.e., “sweetened drinks/beverages”).</p> <p>Example: <i>“Sweetened beverages are not allowed to be consumed or served at our center. This includes fruit drinks, soda, lemonade, hot chocolate, sports drinks, water flavored with added sweeteners, etc.”</i></p>
NS22	Addresses nutrition standards for <u>flavored milk.</u>	0	Not mentioned.
		1	Discourages, limits, or restricts sugar content of flavored milk.
		2	Prohibits flavored milk.

NS23	Addresses the availability of <u>drinking water during snacks</u> when milk/juice ARE NOT served as CACFP components.	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Specifies that drinking water is available during snacks when milk/juice are not served as a CACFP component, but does not ensure that water is available at the table. It is suggested or recommended that water is available at the table when milk/juice are not being served.
		2	Requires water be served or available <u>at the table</u> during snacks when milk and juice are not being served as CACFP components. Allows children to leave the table to drink water if they are still thirsty after drinking milk at meals.
NS24	Addresses nutrition standards for <u>class celebrations</u> .	0	<p>Either of the following:</p> <ul style="list-style-type: none"> Not mentioned. Policy allows traditional party foods (e.g., cake, candy, or cookies) without stating any limits. <p>Requiring foods for celebrations to be commercially packaged or requiring parents to notify the center before bringing in foods is insufficient for a rating of “1” or “2.”</p>
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> Vague, suggested, or weakened by exceptions such as staff discretion. Limits the number of birthday celebrations with traditional party foods to no more than 1 per month. Recommends non-food alternatives to parents without stating that traditional party foods and beverages are prohibited. Limits some traditional party foods and beverages but specifically allows others. The center provides foods for celebrations and it is stated or implied that the food will be “healthy.” <p>Examples:</p> <ul style="list-style-type: none"> “With the help of a dietitian, we have created a menu from which staff may select items for celebrations.” “Some ideas for celebrations are birthday crowns, place mats, or singing ‘Happy Birthday.’ Parents may bring in healthy ‘store bought’ snacks.”
		2	<p>Requires regulation or prohibition of ALL foods and beverages available during class celebrations. For a “2,” regulations must meet one of the following criteria:</p> <ul style="list-style-type: none"> Regulates nutritional quality of all foods or beverages available during celebrations or brought from home (e.g., regulating maximum calorie, sugar, or saturated fat content of ALL items). Provide a specific and <u>restricted</u> list of healthy food and beverage items allowed to be <u>served</u> at celebrations or at all times (e.g., limiting to fruits and whole grains). Provide a comprehensive list of <u>prohibited</u> traditional party foods and beverages (e.g., baked goods, sweetened beverages, and candy) from being <u>served</u> at celebrations or at all times. Food at school celebrations is prohibited. <p>Examples:</p> <ul style="list-style-type: none"> “Parties at our center are not celebrated with food. Instead, teachers will choose a special activity to celebrate each child’s birthday.” “All birthday treats must be healthy snacks or fruits. No ice cream, cakes, cookies, or cupcakes are allowed.”

NS25	Addresses nutrition standards for <u>food at center events</u> (e.g., end-of-year celebrations, open houses).	0	No mention of nutrition standards for food sold/served at center sponsored events or “at all times on center grounds.”
		1	Vague, suggested, or weakened by exceptions such as staff discretion. Example: <i>“With the help of registered dietitians, we created a menu from which staff may select items for events or celebrations. The only foods allowed at any center related event, day or night, on or off the premises must be from this menu.”</i>
		2	Nutrition standards are specified and required for center sponsored events, or the policy specifies nutrition standards will be followed “at all times at the center” and defines those standards.
NS26	Addresses nutrition standards for <u>fundraising</u> .	Note: Must specifically address “ <u>fundraising</u> ” for a rating of a “1” or “2.”	
		99	The preschool does not conduct fundraising activities.
		0	Does not mention nutrition standards for food sold for fundraising, or mentions the use of unhealthy food for fundraising. Example: <i>“The fundraising activities may include candy sales, bake sales, and special events.”</i>
		1	Either of the following: <ul style="list-style-type: none"> • Regulations of food sold for fundraising are vague, suggested, or weakened by exceptions such as staff discretion. • Regulations of food sold for fundraising only apply to a limited group of foods or only to food sales on center grounds. Example: <i>“There will be no bake or food sales for fundraising allowed.”</i>
		2	Either of the following: <ul style="list-style-type: none"> • Prohibits the sale of food for fundraising. • Requires specific nutrition standards that apply to food sold for fundraising, and the standards meet one of the following criteria: <ul style="list-style-type: none"> - Regulates nutritional quality of all foods sold for fundraising (e.g., regulating maximum calorie or sugar content of ALL items sold). - Provides a specific and <u>restricted</u> list of healthy food items allowed to be sold (e.g., limiting sales to fruit and nut baskets). - Prohibits a comprehensive list of unhealthy foods (e.g., baked goods and candy) from being sold for fundraising.

Section 3. Promoting Wellness in the Preschool Environment

PW27	Optimizes <u>scheduling of meals and snacks</u> to improve child nutrition.	0	Not mentioned.
		1	Vague and/or suggested.
		2	Ensures that meals and snacks are not scheduled too close together and/or too far apart. Example: <i>“Meals and snacks are scheduled at least two hours but not more than three hours apart.”</i>
PW28	Ensures <u>adequate time to eat</u> .	0	Not mentioned.
		1	Any of the following: <ul style="list-style-type: none"> • Vague and/or suggested. • Mentions providing a minimum amount of time that is less than 30 minutes for lunch/supper and/or less than 20 minutes for breakfast. • Provides only a daily schedule with meal times that indicates at least 30 minutes for lunch and/or at least 20 minutes for breakfast. • Provides extra time for slow eaters. • Mentions not rushing children to finish their meals or snacks. Examples: <ul style="list-style-type: none"> • <i>“Children should be given enough time to eat their meal. Thirty minutes is usually sufficient.”</i> • <i>“Meals are never to be rushed.”</i>
		2	Requires the provision of at least 30 minutes for lunch/supper and, if breakfast is mentioned, at least 20 minutes for breakfast.
PW29	Addresses <u>hand washing</u> before meals.	0	Not mentioned.
		1	Any of the following: <ul style="list-style-type: none"> • Only mentions hand washing in the context of the curriculum or outside of the context of meals. • Suggests that children wash their hands before meals. • Only lists hand washing on a copy of the daily schedule. Example: <i>“Children’s hands should be washed prior to coming to the table.”</i>
		2	Requires that children wash their hands before meals or that teachers assist children in washing their hands before meals. Example: <i>“Children must wash hands before eating and after toileting.”</i>
PW30	Addresses providing a <u>pleasant environment</u> in which meals and snacks are eaten.	0	Not mentioned.
		1	Vague and/or suggested.
		2	Requires specific strategies to ensure a pleasant eating environment (e.g., ensures adequate space or seating, a calm or relaxing environment, pleasant conversation).

PW31	Addresses <u>method</u> for providing <u>accessible drinking water</u> throughout the day.	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> • Vague and/or suggested. • Addresses the provision of drinking water throughout the day without mentioning method for providing drinking water. • Addresses the provision of drinking water during outdoor time only. <p>Examples:</p> <ul style="list-style-type: none"> • “Clean sanitary drinking water is made available to children throughout the day.” • “During outdoor time, staff must provide water to children and teach children to discard disposable cups appropriately.”
		2	<p>Drinking water is available throughout the day and method for providing drinking water is specified (e.g., drinking fountains, cups at a sink, a cooler, or a pitcher of water).</p> <p>Examples:</p> <ul style="list-style-type: none"> • “Staff offers water to children often during the day. Also, water fountains are located outside each classroom. Pitchers of water are also provided.” • “Drinking cups must be available to children at all times. If a child cannot reach the sink, a step stool needs to be provided.”
PW32	Addresses <u>not pushing children to eat more than they want</u> (e.g., not forcing children to clean their plate).	0	Not mentioned.
		1	Vague and/or suggested.
		2	<p>Any of the following:</p> <ul style="list-style-type: none"> • Prohibits teachers from pushing children to eat more than the children want. • Ensures that children will not be pushed to eat more than they want. • Prohibits a “clean plate” policy. <p>Examples:</p> <ul style="list-style-type: none"> • “Staff should encourage children to eat only until they are full. They should not force children to clean their plates.” • “Each child is encouraged, but not forced, to eat or taste his or her food.”
PW33	Addresses introducing children to a <u>variety of foods</u> .	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> • Suggests the offering of a variety of foods that may not be familiar. • Mentions encouraging children to try all foods served with no mention that the foods will be new or unfamiliar.
		2	<p>Either of the following:</p> <ul style="list-style-type: none"> • Requires the offering of a variety of foods or foods that may not be familiar. • Ensures that children are encouraged to taste new or unfamiliar foods. <p>Example: “Will serve variety of foods to broaden child’s food experience.”</p>
PW34	Addresses managing <u>additional helpings</u> of foods or beverages beyond CACFP recommended amounts.	0	Not mentioned.
		1	<p>Either of the following</p> <ul style="list-style-type: none"> • Suggests that additional helpings (e.g., second helpings) are only served upon a child’s request. • Suggests that teachers encourage healthier items over less healthy items for additional helpings. <p>Example: “Teachers <u>should</u> encourage children to eat additional helpings of vegetables and fruits in place of additional helpings of higher calorie foods.”</p>

		2	<p>Either of the following:</p> <ul style="list-style-type: none"> Specifies that additional helpings are only served upon a child's request or limits the amount of additional helpings (except fruits [not including juice] and vegetables) each child may have. Limits additional helpings to only healthier items (e.g., fruits, vegetables, whole grains), or requires that teachers encourage healthier items over less healthy items for additional helpings. <p>Exceptions for children with special dietary needs is acceptable for a rating of a "2".</p> <p>Examples:</p> <ul style="list-style-type: none"> "Second helpings of food shall not be put on a child's plate unless the child asks for more or serves herself." "No more than three servings of any one food are allowed to be served to one child with an exception for children with special needs."
PW35	<u>Teachers sit with children during meals.</u>	0	Not mentioned.
		1	Vague and/or suggested.
		2	Requires teachers to sit with children during meals.
			<p>Examples:</p> <ul style="list-style-type: none"> "Staff sit with children during meals." "There is to be one teacher at each table during meals." "Staff is required to eat with the children during meals."
PW36	<u>Teachers consume the same foods</u> offered to children during meals.	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Vague and/or suggested. Mentions teachers modeling healthy eating habits but does not explicitly require them to eat the same foods offered to children.
		2	Requires teachers to consume the same food offered to children during meals. Exceptions for teachers who have special religious, dietary, or medical restrictions are acceptable for a rating of a "2".
PW37	<u>Teachers assist children in gauging level of fullness.</u>	0	Not mentioned.
		1	Vague and/or suggested.
			Example: "Teachers should listen to children's hunger cues."
		2	Required.
			Example: In staff handbook: "Periodically remind children that when their bellies feel full, they should stop eating."
PW38	<u>Teachers monitor food brought from home</u> and take <u>appropriate action</u> if food does not meet nutritional standards.	NA	Children do not bring snacks or meals from home.
		0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> Suggested and/or vague. Teachers monitor food from home, but when foods or beverages are not in compliance with nutritional standards, no course of action is specified. Teachers monitor food from home for food safety or choking hazards only.
		2	Teachers are required to monitor food brought from home, and when foods or beverages are not in compliance with nutritional standards, a course of action is specified.
			<p>Examples:</p> <ul style="list-style-type: none"> "If parent consistently sends food that does not meet nutritional requirements, the facility shall refer the parent to a Child Care Nutrition Specialist." "If children bring prohibited foods, these foods will be returned home."

PW39	Addresses <u>food</u> not being used as a <u>reward</u> and/or withheld as a <u>punishment</u> .	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> Discourages food as a reward or punishment. Only allows healthy food as a reward. Prohibits or discourages food as a punishment but does not prohibit food as a reward. <p>Example: <i>“Teachers are never allowed to withhold food as a disciplinary measure.”</i></p>
		2	<p>Prohibits food as a reward. Prohibition of food as a reward with the exception of Individual(ized) Academic Plans (IAP) or Individual(ized) Education Plans (IEP) is acceptable for a rating of a “2”.</p> <p>Example: <i>“Food is never to be used as a punishment or reward.”</i></p>
PW40	Addresses <u>oversight</u> of menu planning by a <u>health professional</u> .	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> Vague and/or suggested. Specifies oversight of the menu by a health consultant or health professional but does not specify the use of a “nutrition/diet consultant” or require any nutrition qualifications. Policy mentions the use of a nutrition consultant, but this is not mentioned in the context of the menu or meal planning. <p>Example: <i>“Menus are planned under the supervision of a nurse <u>or</u> registered dietitian.”</i></p>
		2	<p>Requires that a health professional with knowledge of nutrition (i.e., registered dietitian, public health nutritionist, or nutrition/diet consultant) plan or approve menus.</p>
PW41	<u>Nutrition training for staff involved in cooking</u> and/or food preparation.	99	Food is not prepared by the center.
		0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> Vague and/or suggested. Mentions nutrition training for staff members, but does not specifically mention <u>all</u> staff or staff involved in food preparation.
2	<p>Requires nutrition training for all staff or for staff involved in cooking and/or food preparation.</p> <p>Examples:</p> <ul style="list-style-type: none"> <i>“Staff who prepares meals will receive training in procedures and techniques to support children’s nutritional needs.”</i> <i>“Our cook is trained in meal planning and nutrition.”</i> 		
PW42	Addresses <u>staff consumption</u> of foods and beverages <u>in front of children outside of mealtimes</u> .	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Vague and/or suggested. Prohibits staff from consuming only some foods or drinks in front of children outside of meal times. <p>Example: <i>“Adults are not allowed to have coffee or soda when children are present.”</i></p>
		2	<p>Outside of mealtimes, teachers and staff are prohibited from consuming any foods or beverages other than water in front of children.</p> <p>Examples:</p> <ul style="list-style-type: none"> <i>“Teachers and children eat the same food during meals. No other foods or beverages may be consumed in front of children.”</i> <i>“Staff is allowed to eat and drink foods in designated staff areas during their breaks. Staff is not allowed to eat or drink while on duty except for mealtimes.”</i>

Section 4 . Physical Activity

Statements that refer to “gross motor” and “large motor” activities should be rated in the same manner as statements that refer to physical activity.

PA43	Addresses the provision of <u>physical activity opportunities</u> .	0	<p>Either of the following:</p> <ul style="list-style-type: none"> • Not mentioned • Only mentions outdoor time without specifying that outdoor time is dedicated to activity or play.
		1	<p>Mentions physical activities, gross motor activities, or outdoor activity or playtime without indicating that a variety of activities will be available.</p> <p>Example: <i>“Our hope is to enhance the physical development of each child by providing vigorous physical activities”</i></p>
		2	<p>Either of the following:</p> <ul style="list-style-type: none"> • Ensures that children participate in a <u>variety</u> of physical activities. • Requires the provision of a variety of physical activity equipment (e.g., climbing equipment, swing set, basketball hoop, and bicycles), games (e.g., tag), or other activities (e.g., relay-races). <p>Example: <i>“During outdoor play, children practice gross motor skills by running, skipping, climbing on the playscape, kicking and throwing balls, and swinging on the swings.”</i></p>
PA44	Specifies <u>frequency</u> of <u>outdoor time</u> .	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> • Specifies frequency that is less than once per day. • Suggests that outdoor play time is provided at least once per day. • Includes outdoor time in the daily schedule. <p>Example: <i>“Children play outdoors or indoors daily, weather permitting.”</i></p>
		2	<p>Requires outdoor play time at least once per day (unless weather conditions are severe).</p> <p>Example: <i>“Children play outdoors every day.”</i></p>
PA45	Specifies <u>duration</u> of outdoor time.	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> • Specifies duration that is less than (a total of) 60 minutes per day. • Includes an ambiguous statement about the amount of outdoor time included in the daily schedule. <p>Example: <i>“Outdoor play is from 9:30-10:00 daily.”</i></p>
		2	<p>Requires at least 60 minutes of outdoor play during the day.</p> <p>Example: <i>“Children play outdoors for 30 minutes every morning and afternoon.”</i></p>
PA46	Addresses <u>safe and adequate equipment and facilities</u> that promote physical activity.	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> • Vague and/or suggested. • Mentions safe or adequate physical activity equipment and facilities but does not ensure both. • Refers specifically to the safety or adequacy of equipment and/or facilities. Implies but does not state that this applies to equipment or facilities for outdoor play, physical activity, or gross motor activities. <p>Example: <i>“Teachers make sure outdoor environment is safe by discarding broken materials, cleaning contaminated areas, sweeping/raking areas regularly, and picking up large branches.” (No mention of adequate equipment or facilities).</i></p>
		2	<p>Requires or ensures that outdoor, physical activity, or gross/large motor activity equipment and/or facilities are both safe and adequate.</p>

		<p>Examples:</p> <ul style="list-style-type: none"> • “The center shall provide sufficient equipment and materials for active play and movement that support the development of gross motor skills. Staff shall inspect play areas daily to ensure they are clean and free of hazards.” • “We have a playscape with slides and a climber, a sandbox, balls, sidewalk chalk and outdoor games. Our outdoor space provides a large, safe environment.” • “Shall provide safe and sufficient indoor (at least 35 sq ft of usable indoor space per child) and outdoor space (at least 75 sq ft of usable outdoor play space per child) for active play and movement that support the development of gross motor skills.”
PA47	Addresses the provision of <u>training for teachers on strategies for promoting physical activity.</u>	<p>0 Not mentioned.</p> <p>1 Vague and/or suggested.</p> <p>2 Requires the provision of training on physical activity promotion or gross/large motor skills/activities, which can include training in facilitating games that involve running, jumping, or other physical activities.</p>
PA48	Addresses the provision of <u>structured physical activity.</u>	<p>0 Not mentioned.</p> <p>1 Vague and/or suggested. Example: “Teachers should promote active play during outdoor time.”</p> <p>2 Either of the following:</p> <ul style="list-style-type: none"> • Requires the provision of teacher-led physical activities (e.g., teacher-initiated games or activities like tag or relay races). • Requires a physical activity curriculum.
PA49	Addresses <u>teacher participation in physical activity.</u>	<p>0 Not mentioned.</p> <p>1 Encourages teachers to participate in physical activity along with children during outdoor play time or during other times devoted to physical activity.</p> <p>2 Requires teachers to participate in physical activity along with children during outdoor play time or during other times devoted to physical activity (with exceptions for teachers with physical disabilities). Example: “All classroom staff plays outside with the children.”</p>
PA50	Addresses <u>not restricting physical activity as punishment.</u>	<p>0 Not mentioned.</p> <p>1 Vague and/or suggested.</p> <p>2 Required. Examples:</p> <ul style="list-style-type: none"> • “Children are not to be denied outdoor activities as punishment.” • “The use of time-out is prohibited.”
PA51	Addresses a plan for <u>physical activity when weather is too severe</u> for outdoor play.	<p>0 Not mentioned.</p> <p>1 Any of the following:</p> <ul style="list-style-type: none"> • Vague and/or suggested. • Requires a plan for physical activity when weather is too severe for outdoor play but does not define severe weather. • Mentions indoor physical activity equipment or space without providing a definition of severe weather. <p>2 Requires a plan for physical activity when weather is too severe for outdoor play (such as the provision of indoor equipment or space appropriate for physical activity), and a definition of severe weather is provided. Example: “When outdoor opportunities are not possible due to weather conditions, similar activities must be provided inside. Weather that poses a significant health risk shall include wind chill at or below 15 degrees F and heat index at or above 90 degrees F, as</p>

		identified by the National Weather Service.”
PA52	Provides <u>recommendations</u> on <u>how to dress children for active play</u> .	0 Not mentioned.
		<p>Either of the following:</p> <ul style="list-style-type: none"> Recommendations are provided on proper footwear or on clothing appropriate for cold and/or hot weather but not on both. Recommendations are provided on proper clothing for active or outdoor play with no mention of proper footwear or weather-appropriate clothing. <p>Example: “Children must dress appropriately for outdoor play and wear appropriate footwear.”</p>
		<p>Provides recommendations on proper footwear and clothing appropriate for cold and/or hot weather.</p> <p>Examples:</p> <ul style="list-style-type: none"> “Dress your child in toe covered shoes for safety (no flip flops). Your child should be dressed properly for outdoor play. He/she should wear a hat, scarf, mittens, and water-resistant coat and shoes.” “Because outside time is part of their daily schedule, it is important that children have appropriate clothing at center according to season: Winter: Mittens, hat, warm jacket, snowsuit, and boots. Spring & Fall: Jacket or sweater, boots on rainy days. Summer: Light clothing, swimsuit, towel, and hat.”
PA53	Addresses the amount of time children use computers, videos and television.	0 Not mentioned.
		<p>Either of the following:</p> <ul style="list-style-type: none"> Limits screen time, but the limit is greater than 60 minutes per day. Mentions vague and/or suggested limits. <p>Example: “The program limits the amount of time computers are used in the classroom.”</p>
		<p>Either of the following:</p> <ul style="list-style-type: none"> Screen time is limited to no more than 60 minutes Computers and TVs are not used at all <p>Example: “Video/computer games are rarely used. All computer games must be for educational purposes and are limited to 30 minutes or less.”</p>

Section 5. Communication and Evaluation

CE54	Specifies <u>who</u> at the center is responsible for wellness/ health communication.	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Specifies who is responsible, but communication is only suggested. Communication is required, but the person or group responsible is vague.
		2	<p>Designates a specific individual or group responsible for wellness/health communication, and communication is required/ensured.</p> <p>Example: <i>“Our nutrition consultant reviews all menus and provides parents with nutrition information through the newsletter.”</i></p>
CE55	Specifies how the center will <u>engage parents</u> on wellness/health goals.	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> Methods are vague. Specific methods are mentioned but not required. Specific methods are mentioned, but it is unclear if center will engage parents or community Specific methods are mentioned, but it is unclear if nutrition and/or health will be addressed.
		2	<p>Clear that the center will engage parents, specific methods are listed (e.g., menu surveys, events, or meetings), and the topics of nutrition and/or health will be addressed. Even if it is unclear that each method listed will be used, as long as engaging parents is required, rate as “2.”</p> <p>Examples:</p> <ul style="list-style-type: none"> <i>“Parents and appropriate community agencies must be involved in planning, implementing, and evaluating the agencies’ nutritional services.”</i> <i>“At the beginning of the year, we send surveys to parents asking what types of foods or recipes they would like to see on the menu.”</i>
CE56	Provides <u>nutrition or health consultations</u> for parents.	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Vague and/or suggested. Provides health consultations with a health professional (e.g., nurse) without specific expertise in nutrition.
		2	<p>Either of the following:</p> <ul style="list-style-type: none"> Ensures the availability of nutrition consultations. Ensures the availability of a health professional with nutrition expertise (e.g., “dietitian,” “public health nutritionist,” or “nutrition/diet consultant”) to answer questions or address concerns. <p>Examples:</p> <ul style="list-style-type: none"> <i>“Family/individual nutrition counseling is available upon request.”</i> <i>“Our nurse and dietitian are available for any concerns or questions you may have about your child’s health and safety.”</i>
CE57	Provides parents with <u>referrals</u> for health- and/or nutrition-related services.	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Mentions general referrals without specific reference to health- and/or nutrition- related services. Suggested that the center provides referrals for health- and/or nutrition- related services.
		2	Ensures that parents are provided with referrals for health- and/or nutrition- related services when appropriate.

			Example: <i>"If children have health needs that we cannot meet, we shall refer parents to appropriate agencies, such as WIC."</i>
CE58	Specifies <u>marketing</u> to promote <u>healthy choices</u> .	0	Not mentioned.
		1	Vague and/or suggested.
		2	Specific (e.g., posters of fruits, vegetables, and physical activity) and required.
CE59	Specifies <u>restricting marketing of branded and/or unhealthful choices</u> .	0	Not mentioned.
		1	Vague and/or suggested.
		2	Restricting marketing of branded and/or unhealthful choices (e.g., educational materials are free of brands and trade association logos). Example: <i>"All books, posters, and other educational materials shall be free of illustrations of unhealthful foods."</i>
CE60	Specifies a <u>health advisory committee</u> with membership that <u>includes parents</u> .	0	Not mentioned.
		1	Any of the following: <ul style="list-style-type: none"> Vague and/or suggested. Mentions a health advisory committee but does not specify that membership includes parents. Ensures that the general policy advisory committee, board of directors, or some other group that contributes to writing or revising center policy (with no mention of "health") includes parent. Example: <i>"Board of directors: parents are elected each year. The board enables parents' view to be reflected in the center's policies."</i>
		2	It is clear that the center has a health advisory committee with membership that includes parents. Example: <i>"Parents are elected by the Center Committee to serve on the Health Services Advisory Committee. The purpose of the committee is to advise in the planning, operation, and evaluation of the health services component of the program."</i>
CE61	Provides written <u>menus</u> to <u>parents</u> .	0	Not mentioned.
		1	Mentions written menus but does not specify how the menus are distributed to parents or where in the center the menus are posted. Example: <i>"Parents can view the weekly menu posted at the center."</i>
		2	Requires written menus to be available to parents and lists how menus are distributed (e.g. mailed) or where menus are posted in center. Example: <i>"Monthly menus are posted on the parent board located in the hallway across from the main office."</i>
CE62	Addresses <u>health</u> and/or <u>nutrition assessments</u> of children.	0	Either of the following: <ul style="list-style-type: none"> Not mentioned or mentions only hearing or vision screenings.
		1	Any of the following: <ul style="list-style-type: none"> Vague and/or suggested. Mentions a health and/or nutrition assessment, but does not ensure results are communicated to parents. Communicates results of general health assessments but does not mention nutritional status, body mass index (BMI), or height/weight. Addresses communicating informal observations about a child's health and or nutrition status. Example: <i>"We will tell you if your child is not eating normally."</i>
		2	Requires communication with parents on the results of a health

		assessment that includes body mass index (BMI), height and weight, or the results of a nutrition assessment. Only communicating results that are abnormal (e.g., a child is at risk for overweight or overweight) is sufficient for a rating of a “2.”
		Examples: <ul style="list-style-type: none"> • “Families are informed of each child’s nutritional status, and nutritional counseling is available upon request.” • “We regularly assess children’s height and weight. For children who are experiencing weight concerns, we work with the parents. We chart daily intake-of food, and we follow-up with the parents and child’s doctor.”
CE63	Provides parents <u>instructions</u> on how to contact the center regarding <u>concerns</u> , <u>complaints</u> , or <u>suggestions</u> .	0 Not mentioned.
		1 Vague or encourages parents to communicate concerns, complaints, or suggestions but does not provide instructions on who to contact or how to contact the center. Example: “Parents are encouraged to offer any suggestions.”
		2 Parents are provided instructions on how to contact the center (e.g., who to contact) regarding concerns, complaints, or suggestions. Examples: <ul style="list-style-type: none"> • “Parents wishing to praise, question, or protest should: (1) Discuss the matter with the teacher; (2) If not happy with results, discuss matter with site manager; (3) If not happy with results, call the director; (5) If not happy with staff, call one of the following: [state agencies listed]. • “If questions or concerns arise, feel free to schedule an appointment with your child’s teacher, the Assistant director or the Director.”
CE64	Identifies a plan for <u>evaluating</u> or assessing health/wellness policies or programs.	0 Not mentioned.
		1 Either of the following: <ul style="list-style-type: none"> • A health policy or program evaluation/assessment is implied. • An evaluation plan of the general policies or program is required without specific mention of the health, wellness, or nutrition. Examples: <ul style="list-style-type: none"> • “Our program includes effective administration and ongoing, systematic evaluation.” • “Parents are asked to complete an evaluation of the preschool program.”
		2 An evaluation or assessment of the health, wellness, or nutrition policies or program is required. Examples: <ul style="list-style-type: none"> • “The Health Services Advisory Committee plans, implements, and evaluates nutritional services.” • “Parents are elected by the Center Committee to serve on the Health Services Advisory Committee. The purpose of the committee is to advise in the planning, operation, and evaluation of health services. The committee meets 2 times during the year.” • “At the end of each year, parents are asked to evaluate the preschool program through a survey. The survey includes sections on the curriculum, health policies...”
CE65	Identifies a plan for <u>revising</u> the health/wellness policies or programs.	0 Not mentioned.
		1 Either of the following: <ul style="list-style-type: none"> • Vague and/or suggested. • Mentions revisions (e.g., changes, additions, or recommendations) to policies or program but does not refer specifically to the health/wellness policies or programs.
		2 Addresses revisions to health/wellness policies or program. Examples: <ul style="list-style-type: none"> • “Health program improvements are made as a result of assessment findings.”

- “Our nurse consultant visits the center every month and makes recommendations to ensure the program is meeting the health needs of the children.”

Checklists

C1. The document rated is:

- Parent/general handbook=0
 Staff handbook=1
 Letter/notice to parents=2
 Other=3

The center serves the following meals or snacks:

- C2.** Breakfast No = 0 Yes = 1
C3. Morning snack No = 0 Yes = 1
C4. Lunch No = 0 Yes = 1
C5. Afternoon snack No = 0 Yes = 1

Unrated Checklist

Below is a checklist of policy statements that may be of interest. However, these items are not rated and do not result in default ratings for any policy items.

No = 0 Suggested = 1 Yes = 2

- | | No = 0 | Suggested = 1 | Yes = 2 | |
|------------|--------------------------|--------------------------|--------------------------|---|
| U1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Addresses a <u>style of serving</u> meals that allows children to determine their own portion sizes. |
| U2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Addresses serving meals “family-style.” |
| U3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Encourages or explicitly allows parents to bring traditional party foods (e.g., cupcakes or cookies) for center celebrations. |
| U4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Center is peanut-free. |
| U5. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Center if nut-free. |
| U6. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Allows only store-bought snacks or a combination of store-bought snacks and whole fruits for celebrations. |
| U7. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The center provides a snack for birthday or special day celebrations. |
| U8. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Center specifies non-food-related activities for birthdays or celebrations (in place of food). |
| U9. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Addresses teachers encouraging children to eat the fruits and vegetables served during meals |

Checklist of reasons for food restrictions or regulations

If a policy restricts or prohibits foods from home (other than nuts, peanuts, or non-commercially packaged foods) for any reasons, please indicate the reasons by checking the appropriate boxes below. Since nuts and peanuts are always limited due to allergies, do not include reasons for restricting peanuts or nuts. Since non-commercially packaged foods are restricted for food safety and liability issues, do not include reasons for restricting these foods.

	No = 0	Yes = 1	
R1.	<input type="checkbox"/>	<input type="checkbox"/>	Due to religious concerns.
R2.	<input type="checkbox"/>	<input type="checkbox"/>	Due to cultural concerns.
R3.	<input type="checkbox"/>	<input type="checkbox"/>	Due to Department of Public Health regulations.
R4.	<input type="checkbox"/>	<input type="checkbox"/>	Due to nutritional concerns.
R5.	<input type="checkbox"/>	<input type="checkbox"/>	Due to food safety concerns.
R6.	<input type="checkbox"/>	<input type="checkbox"/>	Due to allergy concerns.
R7.	<input type="checkbox"/>	<input type="checkbox"/>	Due to preventing conflicts between children (since not all children are eat the same foods).
R8.	<input type="checkbox"/>	<input type="checkbox"/>	Due to center policy.
R9.	<input type="checkbox"/>	<input type="checkbox"/>	Due to CACFP regulations.
R10.	<input type="checkbox"/>	<input type="checkbox"/>	Other
R11.			List other:

References

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