

Common Terms in the CACFP

**CACFP iTrain
Simple Lesson Plan**

Common Terms in the CACFP

iTrain Lesson

EXECUTIVE DIRECTOR

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Target Audience: CACFP personnel and other child care staff

Description: This lesson will highlight some of the most common terms used in the CACFP meal pattern requirements.

Institute of Child Nutrition The University of Mississippi

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Lesson-at-a-Glance

Time	Topic	Activity	Materials
Introduction			
5 minutes	<ul style="list-style-type: none"> Introduction and Overview 		<ul style="list-style-type: none"> PowerPoint Presentation Computer Projector (if available) Pen or Pencils Handout: Common Terms in CACFP
Objective: Define common CACFP meal pattern terms for meeting Program requirements.			
15 minutes	<ul style="list-style-type: none"> Common Terms in the CACFP 	<ul style="list-style-type: none"> Matching the Terms to the Scenarios 	<ul style="list-style-type: none"> Terms Scenarios Painter's Tape Scissors
Conclusion			
10 minutes	<ul style="list-style-type: none"> Lesson Summary Training Evaluation 	<ul style="list-style-type: none"> Speed Action Planning Training Evaluation (Optional) 	<ul style="list-style-type: none"> Worksheet: Speed Action Planning Optional: Training Evaluation & Training Certificate
Total Time: 30 Minutes			

References

- Institute of Child Nutrition. (2017). *CACFP meal pattern requirements training*. <https://theicn.org/icn-resources-a-z/CACFP-meal-pattern-training/>
- U.S. Department of Agriculture, Food and Nutrition Service. (2018, April 4). *CACFP 09-2018: Grain Requirements in the Child and Adult Care Food Program; Questions and Answers*. https://fns-prod.azureedge.net/sites/default/files/cacfp/CACFP09_2018os.pdf
- U.S. Department of Agriculture. (2019). *Food buying guide for child nutrition programs*. <https://www.fns.usda.gov/tn/food-buying-guide-for-child-nutrition-programs>

Internet Resources

- Institute of Child Nutrition: www.theicn.org
- USDA's Team Nutrition: <https://www.fns.usda.gov/tn>

Preparation Checklist

Instructions: Use the Preparation Checklist to prepare for the training session. Keep track of your progress by checking off tasks as they are completed.

Done <input checked="" type="checkbox"/>	Lesson Tasks
Gather Materials	
<input type="checkbox"/>	<ul style="list-style-type: none"> • Training Script
<input type="checkbox"/>	<ul style="list-style-type: none"> • Computer and Projector Screen
<input type="checkbox"/>	<ul style="list-style-type: none"> • Worksheets and Handouts: <ul style="list-style-type: none"> ○ Common Terms in the CACFP ○ Match the Terms to the Scenarios ○ Speed Action Planning
<input type="checkbox"/>	<ul style="list-style-type: none"> • Pens or pencils (one per participant)
<input type="checkbox"/>	<ul style="list-style-type: none"> • Optional: Training Certificate/Evaluation/Feedback Form (one per participant)
Prepare for Lesson	
	Before the training day:
<input type="checkbox"/>	<ul style="list-style-type: none"> • Review the training script and research any relevant State or local requirements. <ul style="list-style-type: none"> ○ The content reflects the Federal regulations and/or national best practices or standards. However, it is essential to include any additional State or local requirements when presenting this training.
<input type="checkbox"/>	<ul style="list-style-type: none"> • Make enough copies of the handouts for each participant.
<input type="checkbox"/>	<ul style="list-style-type: none"> • Test the PowerPoint on the computer and projector screen.
<input type="checkbox"/>	<ul style="list-style-type: none"> • Optional: Develop and print a session certificate/evaluation/feedback form (one per participant)
	On the training day:
<input type="checkbox"/>	<ul style="list-style-type: none"> • Place pens or pencils on tables (one per participant).
<input type="checkbox"/>	<ul style="list-style-type: none"> • Distribute materials to each participant.
	On the instructor's table:
<input type="checkbox"/>	<ul style="list-style-type: none"> • Training Script
<input type="checkbox"/>	<ul style="list-style-type: none"> • Instructor's copy of handouts and/or worksheets
<input type="checkbox"/>	<ul style="list-style-type: none"> • Optional: Session Evaluation/Feedback Forms

Training Script

Instructor's Note: Each section below has an accompanying slide. Review and share the content for each PowerPoint slide.

Introduction

Welcome!

Complete the following tasks:

- Distribute handouts to participants.
- Welcome the participants to the training.
- Introduce yourself and allow the participants to introduce themselves by sharing their name and one thing they would like to get from this training.

Common Terms in the CACFP

Share core content: The terms covered today are often heard or read about in the Child and Adult Care Food Program (CACFP) regulations, policy memos, and other training.

Ask posing question: What are some terms you've heard connected to the CACFP meal patterns?

Overview

Share core content: This training will highlight common terms used when describing CACFP meal pattern requirements. By understanding what these terms mean, you will be able to apply the CACFP meal pattern requirements for reimbursable meals. Use the Common Terms in the CACFP handout to follow along with the presentation.

Handout: Common Terms in CACFP

Objective: Define common CACFP meal pattern terms for meeting Program requirements.

Meal Pattern

Share core content: When participating in the CACFP, operators receive reimbursement for serving nutritious meals and snacks based on the meal pattern requirements.

Ask posing question: How would you define meal pattern?

Share core content: The meal pattern is a standardized chart with meal components and minimum serving sizes for different age groups. These meal standards are based on the Dietary Guidelines for Americans, science-based recommendations from the National Academy of Medicine, and stakeholder's input. The meal pattern must be followed to receive reimbursement for meals and snacks. The meal pattern varies for breakfast, lunch, supper, and snacks.

Meal Components

Share core content: The meal pattern specifies meal components for each meal. There are five meal components: fluid milk, vegetables, fruits, grains, and meats/meat alternates. These five meal components are the categories that make up a reimbursable meal.

Minimum Serving Sizes

Share core content: The meal pattern also specifies minimum serving sizes for each meal component at each meal and snack. The least amount of food required must be served to each child for the meal to be reimbursed. The serving sizes vary according to the meal and the age of the child being served.

Ask posing question: What two things make up the CACFP meal pattern?

Feedback: Meal components and minimum serving sizes

Creditable Foods

Ask the posing question: Does anyone know an example of a creditable food?

Share core content: Creditable foods are those that meet CACFP requirements for a reimbursable meal. Some examples are:

- Milk must be unflavored low-fat (1%) or unflavored fat-free (skim) milk for children 2–5 years of age.
- Breakfast cereals must contain no more than 6 grams of added sugars per dry ounce.
- Yogurt (regular or soy) must contain no more than 12 g of added sugars per 6 oz.

Those are just a few examples. The *USDA Food Buying Guide* (FBG) is a resource available from the USDA that provides more details on creditable foods. Use the FBG to select the right foods in the appropriate amounts for your program.

Common Grains Component Terms

Share core content: Of all the meal components, the grains component has a few terms that are important to know. Knowing these terms will help determine whether a grain item is creditable or not.

Refined Grains

Share core content: Refined grains are those that have been processed to remove the bran and germ, which removes dietary fiber, iron, and other nutrients. Refined grains are not creditable in the CACFP because most of the nutrients are removed. For example, if a bread product listed white flour as the first ingredient, it would be considered a refined grain.

Enriched Grains

Share core content: Enriched grains go through a process that adds nutrients to a refined grain product, such as iron and four B vitamins (thiamin, riboflavin, niacin, and folic acid). For example, enriched white flour would be the first ingredient to look for when purchasing bread. Enriched grains are creditable in the CACFP because they are more nutritious than refined grains.

Fortified Grains

Share core content: Fortified grains have been processed to add vitamins and minerals that were not originally in the food. The product is labeled as “fortified” for breakfast cereal or the ingredient list includes the vitamins and minerals added to the product. Fortified breakfast cereal does not need to be enriched.

Whole Grains

Share core content: Whole grains do not go through the refinement process. They consist of the entire cereal grain seed or kernel, so they still have the nutrient-rich bran and germ layers. These grains are important because they are a good source of fiber and provide nutrients not available in enriched grains.

Whole Grain-Rich

Share core content: CACFP requires that at least one serving of grains per day must be whole grain-rich. Whole grain-rich is the term designated by the USDA Food and Nutrition Service (FNS) to indicate that the grain content of a product is between 50 and 100 percent whole grain, with any remaining grains being enriched.

Grain-Based Desserts

Share core content: On Exhibit A, grain-based desserts are those items marked with superscripts 3 and 4. These foods have added sugars and are not creditable for CACFP meals and snacks.

Grain-based desserts:

- Breakfast bars
- Brownies
- Cakes
- Cereal bars
- Cookies
- Doughnuts
- Fruit turnovers
- Granola bars
- Sweet pie crusts
- Sweet rolls
- Toaster pastries

Ask posing question: Are there any questions about these terms that refer to grains?

Family Style Meal Service

Share core content: Family style meal service allows children to serve themselves from common food platters with assistance from supervising adults. This style of meal service is highly encouraged in the CACFP.

For reimbursable meals and snacks, all meal components (including food and beverages) must be on the table when the children sit down to eat. The minimum serving amount for each child, plus extra for the supervising adult, must be available in the bowls, platters, or pitchers on the table. Children must be allowed to serve themselves food (with assistance if needed). However, you may choose to serve the children beverages, such as milk, juice, and water.

Ask posing question: Do any of you serve meals family style? What is one tip for being successful?

Activity: Match the Terms to the Scenarios**Time:** 10 minutes

- **Purpose:** The activity reviews the terms and applies them to common child care scenarios.
- **Materials Needed:** *Terms, Scenarios*, painter's tape
- **Instructions:**
 - *Prior to the training:* print the *Terms* and *Scenarios* and cut them into individual pieces. Tape the *Terms* to the wall around the room with painter's tape.
 - *During the training:* divide participants into ten groups and distribute one Scenario to each group. Instruct the groups to match their scenario to the correct *Term*. After each group has matched their scenario to the term, have a speaker from each group read their scenario and the term that applies to it. Provide clarification to ensure the audience understands the ten terms.

Conclusion**Lesson Conclusion**

Share core content: This lesson focused on the CACFP terms related to meal pattern requirements. It is important to know these terms to understand the requirements of the meal pattern charts. Knowing the differences between refined grains, enriched grains, fortified grains, whole grains, whole grain-rich, and grain-based desserts provides a greater understanding of CACFP meal requirements for the grains component. Also, the family style meal service requirements were briefly covered as an option for meals and snacks.

Ask posing question: What questions do you have?

Activity: Speed Action Planning**Time:** 5 minutes

- **Purpose:** The purpose of this activity is to establish future steps for applying the information in their workplace.
- **Materials Needed:** *Speed Action Planning* worksheet, planner or cell phone calendar app, and pencil/pen
- **Instructions:** Distribute the *Speed Action Planning* worksheet. Inform participants that it is important to develop a plan for using the training's information. Ask them to take 1–2 minutes to answer the following three questions to establish an action plan.
 - What did you learn in this training?
 - How will you apply this information in your current or future role?
 - When will you apply this information?

Once the participants have finished, encourage them to save this goal to a planner, calendar app, or other source to ensure they follow through with their plan. Following this activity, dismiss the participants from the training.

Thank You!

Complete the following tasks:

- Conclude the training.
- Refer participants to the Institute of Child Nutrition for additional information at helpdesk@theicn.org or 800-321-3054.
- Distribute any certificates or evaluations.

Common Terms in the CACFP	
Key Terms	Definition
Creditable foods	Foods that meet CACFP requirements for a reimbursable meal; consult USDA Food Buying Guide for specific details
Enriched grains	Grains that have been processed to add nutrients back to a refined grain item; usually iron and four B vitamins (thiamin, riboflavin, niacin, and folic acid)
Family style meal service	A type of meal service that allows children to serve themselves from common platters of food with assistance from supervising adults
Fortified grains	Grains that have been processed to add vitamins and minerals that were not originally in the food
Grain-based desserts	Those on Exhibit A that are denoted with superscripts 3 and 4 Examples: brownies, breakfast bars, cereal bars, cakes, cookies, doughnuts, granola bars, fruit turnovers, sweet pie crusts, sweet rolls, and toaster pastries
Meal components	Food categories that make up a reimbursable meal, including fluid milk, vegetables, fruits, grains, and meats/meat alternates
Meal pattern	A chart with specific meal components and minimum serving sizes for different age groups that must be followed in order for the meal to be reimbursed; meal pattern varies for breakfast, lunch, supper, and snacks.
Minimum serving sizes	The amount of a given meal component that must be served to a child for the meal to be reimbursed
Refined grains	Grains that have been processed to remove the bran and germ, which removes dietary fiber, iron, and other nutrients
Whole grains	Grains that consist of the entire cereal grain seed or kernel
Whole grain-rich	Foods in which the grain content is between 50 and 100 percent whole grain, with any remaining grains being enriched

Activity: Match the Terms to the Scenarios

TERMS

Instructions: Print the terms below, cut them into individual pieces, and tape them on the wall around the room. Be sure to tape the terms in a visible place for everyone to see.

Meal Pattern

Meal Components

Minimum Serving Size

Creditable Foods

Refined Grains

Enriched Grains

Fortified Grains

Whole Grain

Whole Grain-Rich Grain-Based Dessert

Family Style Meal Service

Activity: Match the Terms to the Scenario

SCENARIOS

Instructions: Print the scenarios below, cut them into individual pieces, and distribute one to each group. Have each group match their scenario to the correct term. After each group has matched their scenario to the term, have a speaker from each group read their scenario and the term it applies to.

Mary is new to the CACFP. To make sure she serves the right foods and serving sizes, she will consult the _____ requirements.

Milk, grains, and fruits are the _____ that make up a reimbursable breakfast.

When serving milk to three-year-olds at lunch, $\frac{3}{4}$ cup is the _____ required.

John regularly consults the *Food Buying Guide* to determine if his menu has _____.

_____ are not creditable because they have been processed to remove the bran and germ.

_____ are creditable because they have had iron, B vitamins, and other nutrients added back.

Breakfast cereals are examples of _____ because they have been processed to add vitamins and minerals that were not originally in the food.

Linda has chosen brown rice to serve at lunch. This is an example of a(n) _____ because it consists of the entire grain (bran, germ, endosperm).

Bill has chosen a bread that lists whole wheat flour, oats, and enriched white flour. This bread is _____.

Susan is looking at Exhibit A and sees that breakfast bars have a superscript 4, which indicates it is a(n) _____.

Bob is changing the meal service at his child care center from pre-plated meals to _____.
This will allow children to serve themselves.

Match the Terms to the Scenario: Answer Key

1. Mary is new to the CACFP. To make sure she serves the right foods and serving sizes, she will consult the **meal pattern** requirements.
2. Milk, grains, and fruits are the **meal components** that make up a reimbursable breakfast.
3. When serving milk to three-year-olds at lunch, $\frac{3}{4}$ cup is the **minimum serving size** required.
4. John regularly consults the *Food Buying Guide* to determine if his menu has **creditable foods**.
5. **Refined grains** are not creditable because they have been processed to remove the bran and germ.
6. **Enriched grains** are creditable because they have had iron, B vitamins, and other nutrients added back.
7. Breakfast cereals are examples of **fortified grains** because they have been processed to add vitamins and minerals that were not originally in the food.
8. Linda has chosen brown rice to serve at lunch. This is an example of a **whole grain** because it consists of the entire grain (bran, germ, endosperm).
9. Bill has chosen a bread that lists whole wheat flour, oats, and enriched white flour. This bread is **whole grain-rich**.
10. Susan is looking at Exhibit A and sees that breakfast bars have a superscript 4, which indicates it is a **grain-based dessert**.
11. Bob is changing the meal service at his child care center from pre-plated meals to **family style meal service**. This will allow children to serve themselves.

Speed Action Planning

Instructions: Today’s training featured key information on the common terms used in the CACFP meal pattern requirements. Answer the following three questions to establish a plan for using the information.

1. What did you learn in this training?

2. How will you apply this information in your current or future roles?

3. When will you apply this information (e.g., one week, one month, six months, etc.)?



I N S T I T U T E O F

child nutrition

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