

FAMILY CHILD CARE MENTORSHIP PROGRAM

MENTOR'S MANUAL



INSTITUTE OF
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FAMILY CHILD CARE MENTORSHIP PROGRAM

MENTOR'S MANUAL

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INSTITUTE OF CHILD NUTRITION

THE UNIVERSITY OF MISSISSIPPI

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PURPOSE

Improve the operation of child nutrition programs through research, education and training, and information dissemination.

VISION

Lead the nation in providing research, education, and resources to promote excellence in child nutrition programs.

MISSION

Provide relevant research-based information and services that advance the continuous improvement of child nutrition programs.

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BACKGROUND INFORMATION

Mentor's Note: The purpose of the background information section is to help you become familiar with the context of the training. It is not a part of the training details.

Introduction

The Family Child Care Mentorship Program is a unique learning experience that enhances child nutrition operations by providing tailored technical assistance, guidance, and support to improve family child care professionals' skills and knowledge within the Child and Adult Care Food Program (CACFP). Using the ICN ARD's *Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations* as the foundation for determining success, the Mentorship Program will focus on the identified functional areas, competencies, knowledge, and skills needed for child care providers to operate a CACFP effectively.

In addition to using the ICN ARD's *Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations*, the Mentorship Program will provide opportunities for mentorship and collaboration through a series of trainings that build upon each functional area. Information will be delivered during panel discussions and breakout sessions. During the panel discussions, mentors will offer creative solutions for implementing regulations and program procedures at the local level. The breakout session will group participants with mentors to provide peer-to-peer mentoring in various topic areas.

At the end of the mentorship program, each family child care professional should have a plan of action for moving forward. By providing resources in both training and peer-to-peer mentorship, family child care professionals will have the opportunity to make positive strides in creating healthy nutrition environments that are financially stable and have strong customer satisfaction.

The Mentor's Manual contains helpful information, activities, and scripts. With the assistance of this manual, the Institute of Child Nutrition (ICN) hopes the mentors will be able to successfully facilitate panel discussions and breakout sessions and mentor participants in the Family Child Care Mentorship Program.

Overview

The Family Child Care Mentorship Program will provide technical support to family child care professionals based on the functional areas in the ICN's *Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations*. The six functional areas include the following: Administration, Procurement, Compliance, Health and Safety, Nutrition and Meal Management, and Education and Training. The specific topic areas are selected based on the needs assessments that the participants complete. As part of the technical support given to family child care programs, the Mentorship Program will include panel discussions, breakout sessions, and networking opportunities, which should encourage the generation of ideas for improving these functional areas. Each month, a different functional area will be discussed. After the Mentorship Program, all participants will have created an action plan for all six functional areas.

The Family Child Care Mentorship Program will consist of family child care professionals. Family child care professionals who are successfully implementing CACFP within their child nutrition programs will serve as mentors, while those who are looking for good practices that can be implemented within their child nutrition programs are participants. ICN will serve as a liaison between the mentors and participants and offer resources and support for successfully implementing CACFP within the family child care operation.

Mentors are facilitators for the panel discussions and the breakout sessions. They are responsible for ensuring that the discussions and breakouts meet the needs of all participants and are completed on time. Mentors are the authority in the room. The mentors are considered "helpers" for the participants. The mentors' key role is to help participants identify any challenges they face and help them create solutions by developing goals and action plans.

Panel Discussion

Panel Discussion: Layout and Design

The panel discussion will consist of at least two mentors (which can include allied organization representatives) giving ten-to fifteen-minute presentations on each of the six functional areas. The purpose of these presentations is to provide success strategies to participants.

Panel Discussion: Role of the Mentor

Mentors will facilitate the panel discussion on their assigned topic relating to the specific functional area. Mentors will be responsible for the following:

- **Introduce themselves.** The mentor will give a brief bio sketch.
- **Introduce the functional area.** This introduction should last no longer than two minutes. Mentors are encouraged to introduce the topic creatively.
- **Present and facilitate the discussion.**
- **Wrap up.** This should not last longer than two minutes. Each panel member will conclude with one or two key takeaways from their presentation.
- **Manage the question-and-answer session.** The Q&A session should last no longer than ten minutes. This session will provide participants with additional clarification that may be needed.
- **Transition all participants to the breakout sessions.**

Breakout Sessions

Breakout Sessions Layout and Design

Each breakout session will be held after a panel discussion on a specific functional area. The breakout sessions are designed to connect participants with mentors to assist in identifying goals and action plans related to the functional areas utilizing the peer-to-peer mentoring technique. Participants will be grouped with mentors in this process, and each participant will go through a problem-management model designed to help individuals work through issues.

The problem management model used during the breakout sessions is the Skilled Helper Model by Gerard Egan (2014). The foundation of this model will be incorporated into the mentoring process. The use and training of this model are not intended to create experts on the Skilled Helper Model. The intent is to provide a formal structure to help participants identify and resolve issues impacting their child nutrition program. The Skilled Helper Model is designed to help participants reflect and answer four fundamental questions:

- What is going on in my child nutrition program?
- What does a better outcome look like?
- How do I get a better outcome?
- How do I make it all happen?

Mentors will assist participants in searching for the answers to each of the four questions.

Breakout Sessions: Role of the Mentor

Mentors will facilitate the breakout sessions. Each breakout session is scheduled for a minimum of 1½ hours. The breakout session will consist of all the mentors and participants. Ideally, small groups should be created with one mentor and no more than four participants. This can be modified depending on the needs of the whole group. Each breakout group will remain the same for the duration of the session. During the breakout session, participants can express their issues in a safe environment, get different perspectives on each topic area, and find networking opportunities.

The mentor will facilitate the breakout sessions on the designated topics. Mentors will be responsible for the following:

- **Reintroduce the topic area** (based on what the panel discussion covered). The mentor should explain how the group will address issues the family child care professionals face in the specific topic area of discussion.
- **Establish the ground rules.** It will be important for the mentors to ensure the participants feel they can talk in a safe environment without fear of ridicule, isolation, or embarrassment. Mentors ensure that all participants and others involved understand the importance of maintaining confidentiality with all issues discussed and that they do not link comments to specific family child care programs. The ground rules will also be available in the Participant's Workbook.
- **Understand the example of the problem management process (Skilled Helper Model).** This will be described during the first session with mentors and participants. Each mentor will walk their group through the process using the Skilled Helper Model.

Skilled Helper Model Example:**Task 1A. The Story: Problem Situations**

What is going on in your child nutrition program regarding menu planning? What are your main concerns? Think of some good practice areas you identified needing improvement during the self-assessment.

"The children waste a lot of food."

Task 1B. The Real Story: New Perspectives

As you look closely, what is really going on with menu planning? What new perspectives have you gained in thinking about your story and listening to the presenters?

"The children don't seem to like the foods I serve."

Task 1C. The Right Story: Key Issues to Work On

What should you be working on? What issues, if handled well, will make real improvements in your menu planning outcome?

"Taste test with children. Request input from families. Positive attitude. Contact other family child care professionals for recipe inspirations."

Task 2A. Possibilities

Ideally, what do you want instead of what you currently have? What do you want the future of menu planning in your child nutrition program to look like?

"I want children to eat and enjoy the food. I like to see children get excited about meal times. I want input from others so we can work together for more recipe ideas."

Task 2B. Goals/Outcomes

What do you really want and need? What solutions are best? Set some SMART GOALS.

"Goal 1: Ask for family input for new recipe ideas this year."

Goal 2: Meet with other family child care programs this year to exchange recipe ideas."

Goal 3: Taste test new recipes with children to see which foods they prefer and serve them on the new menu this year."

This example will be given during the first session. After the example is given, the mentor will instruct participants to work through the Skilled Helper Model for the current topic areas. This model will be provided in the Participant's Workbook. The participants will work from the workbook throughout the Mentorship Program process.

- **Time the process.** The mentor will make sure that the process is completed on time. The mentors may also have to move participants through each step with time in mind. In the first session, the participants may struggle to understand the process. Still, as the model is used during each subsequent session, there is an assumption that the participants will become more confident in the process.
- **Wrap up.** At the end of the breakout session, the mentor will bring the session to a close by wrapping up the session with a brief review of how the process went, reviewing the issues identified during the breakout, and providing information about working on the action plan.

Working on the Action Plan

What is the plan?

The overall goal of the Family Child Care Mentorship Program is to assist family child care professionals in developing targeted action plans to address the issues they face in the functional areas. During the breakout sessions, participants will create SMART goals based on the information they have learned during the panel discussions and breakout sessions and develop a plan of action. SMART goals are specific, measurable, achievable, relevant, and time-bound.

Action Plan: Role of the Mentor

When working on the action plan, the mentor will help the participants develop their action plans. Mentors should listen to participants' stories and help them work through the problem management process (Skilled Helper Model). Mentors can provide the necessary support needed to a participant and answer any questions that may surface. Depending on the number of participants, mentors should also assist in developing action plans. Mentors should provide information to participants and serve as a resource for those who need assistance.

Effective Mentoring

Mentorship is crucial to personal and professional development, offering guidance, support, and wisdom to individuals seeking to learn and grow in child nutrition. In family child care homes, mentorship plays an even more significant role due to its impact on providers and the children under their care.

Mentorship is essential for the success and growth of family child care homes. It empowers providers with the knowledge, skills, and confidence needed to provide high-quality child nutrition programs, positively impacting the children's development and experience, creating a supportive community with the child nutrition profession. As the field of family child care homes continues to evolve, mentorship in the CACFP will remain critical in shaping the next generation of child nutrition providers and improving outcomes for young children.

Background

The design of the Mentorship Program is to offer technical assistance to family child care professionals in a multi-faceted way. One of the Mentorship Program's greatest assets is peer-to-peer mentoring, which impacts the technical assistance outcomes. Peer-to-peer mentoring is embedded in the breakout sessions.

What is a mentor?

The word "mentor" has a historical background. It comes from *The Odyssey*, an ancient Greek poem by Homer. In this poem, the hero, Odysseus, entrusts the care and education of his son to a friend named Mentor. From this, the word "mentor" was defined as a person who is a trusted and significant advisor (Kutilek, L. & Earnest, G., 2001).

What is mentoring?

Many experts have defined the process of mentoring. Some of the definitions include:

1. "interpersonal relationships in which a senior or more experienced person helps a junior or less experienced person in the organization" (Smith, W., Howard, J., and Harrington, K, 2005)
2. "a relationship, which is both intense and caring, between persons who have differing levels of experience to promote professional and personal development" (O'Neil, J. & Marsick, V., 2009)
3. "a reciprocal and collaborative learning relationship between two (or more) individuals who share mutual responsibility and accountability for helping a mentee work toward achievement of clear and mutually defined learning goals" (O'Neil, J. & Marsick, V., 2009)

The third definition best fits the technique we will use in the Mentorship Program: the peer mentoring approach to mentorship. It has been designed to utilize mentors (or peers) to share best practices in specified topic areas. These best practices are not theories to improve child nutrition programs but are actual experiences that the peer mentor has been involved in and found to be successful. Peer-to-peer mentoring allows mentors and participants to work together in small groups (mentoring circles) to make strides toward solving problems as they learn from their peers. This design offers an alternative to the traditional one-on-one mentoring relationship.

Mentoring Circles

Mentoring circles move us away from the traditional dyadic model where one mentor is matched with one mentee. In mentoring circles, one mentor is matched with a small group of mentees. The participants in the group act as peer mentors to each other as they work toward common interests, and the head mentor facilitates the entire process (Darwin, A. & Palmer, E., 2009; Spector, N., Mann, K., Anderson, M., Narayan, A., & McGregor, M., 2010).

The advantages of the mentoring circle are: 1) gained “access to networks” of people with similar interests, 2) reduced “feelings of isolation,” 3) “increased confidence and commitment,” 4) increased productivity, 5) potential for collaboration among participants, 6) knowledge on how to lead a group of people in a specific project, and 7) development of new relationships. The advantages are also present for the mentor facilitating the mentoring circles. These benefits include improved facilitation and leadership skills development of personal relationships that result in a network of resources and collaborators (Darwin, A. & Palmer, E., 2009; Spector, N., Mann, K., Anderson, M., Narayan, A., & McGregor, M., 2010).

Role of the Mentor

As a mentor, one must support the mentee (participant). This support should be as objective as possible. Mentors are responsible for offering a listening ear to the issues participants face, providing guided and structured responses to resolve the issues that surface, and encouraging participants to commit to establishing goals and plans to address the issues.

From a broader perspective, the role of the mentor was outlined by the American Speech-Language-Hearing Association and is an excellent example of what a mentor should offer to all participants:

“As a mentor, your primary role is to provide guidance and support to your mentee based on their unique developmental needs. At different points in the relationship, you will take on some or all of the following roles:

Coach/Advisor

- Give advice and guidance, share ideas, and provide feedback.
- Share information on “unwritten rules for success” within the environment/organization.

Source of Encouragement/Support

- Act as a sounding board for ideas/concerns about school/career choices; provide insights into possible opportunities.
- Provide support on personal issues if appropriate.

Resource Person

- Identify resources to help mentees enhance personal development and career growth.
- Expand the mentees' network of contacts.

Champion

- Serve as an advocate for mentees whenever an opportunity presents itself.
- Seek opportunities for increased visibility for mentees.

Devil's Advocate

- When appropriate, play devil's advocate to help mentee think through important decisions and strategies" (Role of Mentee and Mentor, n.d.).

Overview of the Skilled Helper Model

The Skilled Helper Model is a problem management model. It provides a map to help people solve problems and develop opportunities. It also addresses four main questions:

- What is going on?
- What do I need or want?
- How will I get what I need or want?
- How do I make it happen?

These four questions are three logical stages that lead to a final stage, an ongoing action (Egan, 2014). Each stage in the Skilled Helper Model involves three tasks. Each task is interrelated. An action plan can be created once the three stages have been completed.

1. Current Picture: What is going on?
2. Preferred Picture: What do I need or want?
3. The Way Forward: How do I get what I need or want?
4. Action: How do I make it all happen?

The Skilled Helper Model is a counseling method and should be approached this way. The foundation of this model is being used to gather as much information as needed from the participants to answer the critical questions in each stage. The use of this model or the training on the use of this model is not intended to create experts on the Skilled Helper Model. The intent is to provide a formal structure to help participants identify and resolve child nutrition issues impacting their programs.

Stage 1: The Current Picture

Stage 1 – The Current Picture has three steps or tasks. It is created to provide a safe place for the participants to tell their stories. The tasks under Stage 1 are activities that will help the participants spell out what is really going on in their child nutrition programs. The mentor's role will be critical in this stage. This is when the mentor will be actively involved in helping the participants tell their stories.

Steps under Stage 1

Task 1A – The Story. This is where participants will answer the question, "What is your story?" Participants will tell their stories as clearly as possible to the mentor and other participants in the group. The participants will be encouraged to reveal and discuss their problems, and the mentor will listen. As the mentor encourages the participant to disclose, they will also be actively listening with a sense of empathy and with no judgment. Participants may need additional prompts to promote talking and sharing. Prompts will be provided to encourage conversations in each session. During the story time, mentors will write down what the participants share. At the end of the story, mentors will summarize what has been shared by the participants to ensure they tell the story that was heard. Each participant will have the opportunity to share their story.

Task 1B – The Real Story. This is a more challenging step because the participants ask themselves, “What is really going on?” This step allows for a closer look at the problem. It encourages the participant to reflect on what has been discussed in the panel presentations to help identify new perspectives on the “story” they shared. Mentors assist participants in uncovering hidden concerns, clarifying vague issues, and adding essential details to this task. Prompts will be provided to encourage conversations in each session. With these questions, the mentor enables the participants to identify blind spots; recognize awareness they may have regarding the topic, and move toward a complete picture of what is happening in the child nutrition program while avoiding the interjection of judgment.

Task 1C – The Right Story. This is where the mentor encourages the participant to choose an area they can move forward on. Prompts will be provided to promote conversation in this session. By the time you get this step, you are drilling down to the core issue(s) the participant needs to address. The mentor leads the participant to focus and prioritize an area to work on by asking clarifying questions. The work done in this first stage should help stimulate actions that lead to the preferred outcomes.

Stage 2: The Preferred Picture

Stage 2 – The Preferred Picture has three steps or tasks. This stage helps participants imagine the future they want to see in their child nutrition program regarding goals and outcomes. This stage is essentially moving them from a problem to an action or a problem to a solution. This stage leads the participants to discuss and document what they really want for their programs.

Steps under Stage 2

Task 2A – Possibilities. This is where the participant answers, “What do I want?” This is the creative part of the discussion. This is where the participant begins to think about what I want the future to look like for the topic area. This is where the participant starts to brainstorm possible goals. Mentors support the participants’ brainstorming in this stage. In Task 2A, the participants should be encouraged to write down their ideas, and the Mentor should not judge or analyze the ideas at this point. The Mentor prompts the participant by asking, “What else?” This should continue the flow of ideas. Prompts will be provided to encourage conversation during this session.

Task 2B – Goals and Outcomes. This is where the participant answers, “What do I really want?” In this step, the participants are encouraged to choose the best goals for their child nutrition program and begin to set SMART goals.

What are SMART goals? A S.M.A.R.T. goal is specific, measurable, achievable, relevant, and time-bound.

Specific – Goals should be simple and clearly define what you will do.

Measurable – Goals can be quantified to a determined amount of a specified unit, an indicator of progress.

Achievable – Given available resources, goals state what results can realistically be achieved but may stretch the team.

Relevant – Goals must be ones that you are willing and able to work on and must be based on current and forecasted needs.

Time-bound – Goals should be linked to a timeframe that creates a practical sense of urgency.

More information concerning SMART goals will be introduced during the first session.

Task 2C – Commitment. This is where participants commit themselves to the goals they have created. In Task 2C, participants begin to test the realism of the goals. What is the benefit or cost to achieve each goal? What am I willing to pay? The steps in the Skilled Helper Model are presented as sequential, but it may not always be addressed that way. Task 2C may be visited inadvertently by the participant as SMART goals are created. As part of the Mentorship Program, participants will not be required to go into detail as this task is an ongoing process and may require further reflection later.

Stage 3: The Way Forward

Stage 3 is The Way Forward or “how-to” stage with three steps or tasks. This stage causes participants to think of ways to move forward with the goals set in Stage 2.

Steps under Stage 3

Task 3A – Possible Strategies. This is where participants are encouraged to ask, “What are the possible paths to my goal?” In this task, the Mentor facilitates brainstorming for possible courses of action to achieve the goals set in Task 2B. The Mentor should prompt and encourage the participant to think widely. Encourage the participant to think of the people who could help, other ideas that have been shared, and any organizations or allied partners that could help. Prompts will be provided to encourage conversation during this session.

Task 3B – Best-Fit Strategies. This is where participants are encouraged to ask, “What strategy or set of strategies are best for my program?” In this step, the participants focus on the right strategies for their child nutrition program. Mentors should provide reality checks and encourage the participants to think about which items from the brainstorming will be realistic for the family child care professional. Mentors should encourage participants to look at the internal and external factors (people, resources, etc.) that will help or hinder their actions. Prompts will be provided to encourage conversation during this session.

Task 3C – Plan. This is where participants organize the strategies into a plan of action. This is the step where participants answer the question, “How do I organize my strategies to accomplish my goals? What do I do first? Second? Third?” While this may begin during the Mentorship Program session, it can be addressed once participants have returned to their child care program operations and can modify their plan to their individual preferences. Prompts will be featured throughout the sessions to help the Mentor navigate the Mentorship Program.

Prompts are as follows:

SAY: What the mentor is to say to participants. This is the content that teaches the learning objectives.

ASK: This prompt is used when the mentor should ask the participants a question.

FEEDBACK: This prompt ensures certain elements are covered in discussions.

DO: This prompt explains what the mentor/participants are to do. It may lead to activities, demonstrations, or show videos.

SHOW SLIDE: This prompt is used to show slides designed for the Mentorship Program. This prompt will not be included when panelists present their slide deck during the panel discussion.

FUNCTIONAL AREA AND COMPETENCIES

Functional Area I: Administration

Competency 1.1: Manages office operations to provide adequate support to staff and stakeholders.

Competency 1.2: Provides leadership in the development and maintenance of all fiscal records to ensure proper management of finances.

Competency 1.3: Manages human resources using policies and procedures that meet local, state, and federal requirements.

Competency 1.4: Establishes procedures for staff orientation and professional development of all aspects of CACFP.

Competency 1.5: Maintains an ongoing line of communication with staff, families, and other stakeholders.

Competency 1.6: Establishes partnerships with families, community organizations, and other stakeholders to promote good nutrition, health, and wellness to serve the needs of children participating in the CACFP.

Competency 1.7: Implements procedures needed to meet all local, state, and federal requirements for participation in the CACFP.

Competency 1.8: Manages all operations associated with menu development and meal preparation.

Competency 1.9: Implements safety and sanitation procedures in child care operations.

Competency 1.10: Maintains comprehensive emergency preparedness plans to include prevention, mitigation, response, and recovery.

Functional Area II: Procurement

Competency 2.1: Assures the proper interpretation and implementation of local, state, and federal regulations for the purchase, usage, and disposal of food and non-food items.

Competency 2.2: Manages inventory to ensure quality provision of nutritious meals and snacks to the children being served.

Functional Area III: Compliance

Competency 3.1: Understands and interprets federal, state, and local regulations in order to develop, implement, and revise practices that meet and exceed compliance requirements.

Competency 3.2: Develops compliance review procedures to ensure accurate, uniform monitoring and review efforts.

Competency 3.3: Plans, develops, and implements policies and procedures to foster accurate meal service for compliance.

Functional Area IV: Health and Safety

Competency 4.1: Understands and complies with local, state, and federal regulations and guidelines for safety and sanitation.

Competency 4.2: Established policies and procedures to create safe work environment practices and environment to prevent and reduce safety risks.

Competency 4.3: Established policies and procedures to ensure food is prepared and served in a safe environment that meets food safety and sanitation standards.

Functional Area V: Nutrition and Meal Management

Competency 5.1: Assures appropriate implementation of meal planning, food purchasing, and meal management that meets CACFP meal patterns.

Competency 5.2: Establishes a positive dining environment to foster appropriate social interaction and promote healthy eating behaviors.

Competency 5.3: Develops procedures to collaborate with CACFP stakeholders to ensure goals for healthy eating and menu planning are met.

Competency 5.4: Assures the proper interpretation and implementation of appropriate food intake for all children regardless of dietary needs.

Competency 5.5: Develops and executes nutrition education for CACFP participants, families, stakeholders, and staff.

Functional Area VI: Education and Training

Competency 6.1: Implements strategies to train CACFP staff effectively.

Source: Institute of Child Nutrition. (2015). *Competencies, knowledge, and skills for child care providers in cacfp operations*. University, MS: Author.

OBJECTIVES

At the end of this training, participants will be able to accomplish the following objectives:

1. Use the ICN ARD's Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations Self-Assessment Evaluation to determine areas of growth and success.
2. Use the Skilled Helper Model as a problem management model to work through program issues.
3. Create an action plan using SMART goals to identify goals and strategies for program use.
4. Network with other family child care professionals and participate in resource sharing and regular check-ins.

TRAINING-AT-A-GLANCE

TIME ALLOWED	TOPIC
2.5 hours	Lesson 1: Overview of the Skilled Helper Model and How to Develop Your Action Plan(s) Using SMART Goals
2 hours	Lesson 2: Functional Area I: Administration
2 hours	Lesson 3: Functional Area II: Procurement
2 hours	Lesson 4: Functional Area III: Compliance
2 hours	Lesson 5: Functional Area IV: Health and Safety
2 hours	Lesson 6: Functional Area V: Nutrition and Meal Management
2 hours	Lesson 7: Functional Area VI: Education and Training
30 minutes	Conclusion: Wrap Up
15 hours	Total Time

PREPARATION CHECKLIST

Instructions: The following tasks are necessary for presenting this lesson. Assign each task to a specific person and determine the date that each task must be completed. Keep track of the progress by checking off tasks as they are completed. [Items may vary according to the needs of particular lessons.]

TASK	PERSON RESPONSIBLE	COMPLETION DATE	✓
Gather supplies as needed for use on the day of class (6 weeks prior). Mentor's Manual Roster of attending participants List of equipment and supplies needed: Computer or personal laptop web camera Microphone Printed copy of the Mentor's Manual Printed copy of the Participant's Workbook Updated Zoom software Zoom link(s) provided by ICN or training host PowerPoint slide deck on desktop or in a folder Handouts on desktop or in a folder	Instructor		
Participant's Workbook			
Agenda and handouts			
ICN ARD's <i>Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations</i>			

LESSON-AT-A-GLANCE

TIME ALLOWED	TOPIC	ACTIVITIES	MATERIALS
Introduction: The Family Child Care Mentorship Program			
15 minutes	<ul style="list-style-type: none"> The Family Child Care Mentorship Program 	<ul style="list-style-type: none"> Introductions Icebreaker Mentorship Success for Me Successes and Challenges Word Cloud 	<ul style="list-style-type: none"> Participant's Workbook
Lesson 1: Overview of the Skilled Helper Model and How to Develop Your Action Plan(s) Using SMART Goals			
Objectives: <ol style="list-style-type: none"> Participants will be able to demonstrate a basic understanding of the problem management process, including its key principles, enabling them to identify and analyze a potential problem effectively within their child nutrition program. (Skilled Helper Model) Participants will be able to develop action plans using the SMART goal criteria. They will understand the significance of Specific, Measurable, Achievable, Relevant, and Time-bound goals in the goal-setting process. Participants will create clear, focused, and realistic objectives, ensuring they are measurable, attainable, aligned with program priorities, and time-bound for successful implementation. Participants will evaluate and adjust their action plans based on the SMART criteria, enabling them to plan, monitor progress, and achieve desired outcomes in their child nutrition program. 			
2 hours	<ul style="list-style-type: none"> Skilled Helper Model <ul style="list-style-type: none"> Stage 1 Stage 2 Stage 3 SMART Goals <ul style="list-style-type: none"> Specific Measurable Achievable Relevant Time-Bound 	<ul style="list-style-type: none"> CKS Self-Evaluation Tool The Skilled Helper Model Process Action Plans Using SMART Goals 	<ul style="list-style-type: none"> Participant's Workbook

TIME ALLOWED	TOPIC	ACTIVITIES	MATERIALS
Lesson 2: Functional Area I: Administration			
Objectives: <ol style="list-style-type: none"> 1. Participants will share success strategies and best practices in administration, focusing on effective organizational leadership through financial and human resources management. Participants will identify and apply successful techniques for accountable financial management, policy and procedures guidance, and efficient allocation of resources. 2. Participants will develop the ability to identify and analyze administration-related program issues. Participants will develop two strategies to address procurement challenges. 			
2 hours	<ul style="list-style-type: none"> • Functional Area: Administration • Core Competencies 1.1-1.10 • This section's core competencies, knowledge, and skills center on program oversight. 	<ul style="list-style-type: none"> • Interactive Questions • CKS Self-Evaluation Tool • Panel Discussion • Breakout Session • Action Plan 	<ul style="list-style-type: none"> • Participant's Workbook
Lesson 3: Functional Area II: Procurement			
Objectives: <ol style="list-style-type: none"> 1. Participants will share success strategies and best practices in procurement, focusing on ensuring the availability of adequate quantities of food and supplies to sustain food service operations. Participants will identify and apply innovative approaches for efficient procurement, including sourcing, negotiation, and quality assurance strategies. 2. Participants will develop the ability to identify and analyze procurement-related program issues. Participants will develop two strategies to address procurement challenges. 			
2 hours	<ul style="list-style-type: none"> • Functional Area: Procurement • Core Competencies 2.1-2.2 • This section's core competencies, knowledge, and skills form the basis for managing goods for the provision of meal service to CACFP participants. 	<ul style="list-style-type: none"> • Interactive Questions • CKS Self-Evaluation Tool • Panel Discussion • Breakout Session • Action Plan 	<ul style="list-style-type: none"> • Participant's Workbook

TIME ALLOWED	TOPIC	ACTIVITIES	MATERIALS
Lesson 4: Functional Area III: Compliance			
Objectives: <ol style="list-style-type: none"> Participants will share success strategies and best practices in compliance, focusing on aligning procedures and processes with federal, state, and local regulations to meet the CACFP standards. Participants will identify effective approaches to assess, implement, and monitor procedures, promoting accountability and consistency in CACFP operations. Participants will develop the ability to identify and analyze procurement-related program issues. Participants will develop two strategies to address compliance challenges. 			
2 hours	<ul style="list-style-type: none"> Functional Area: Compliance Core Competencies 3.1-3.3 This section's core competencies, knowledge, and skills provide a foundation for accountability in CACFP programs. 	<ul style="list-style-type: none"> Interactive Questions CKS Self-Evaluation Tool Panel Discussion Breakout Session Action Plan 	<ul style="list-style-type: none"> Participant's Workbook
Lesson 5: Functional Area IV: Health and Safety			
Objectives: <ol style="list-style-type: none"> Participants will share success strategies and best practices in health and safety, focusing on establishing and maintaining procedures to ensure children and staff's health, safety, and welfare within the CACFP. Participants will identify effective health and safety protocols tailored to the CACFP environment. Participants will develop the ability to identify and analyze procurement-related program issues. Participants will develop two strategies to address health and safety challenges. 			
2 hours	<ul style="list-style-type: none"> Functional Area: Health and Safety Core Competencies 4.1-4.3 This section's core competencies, knowledge, and skills are designed to promote a safe environment for the social, emotional, and physical development of CACFP participants. 	<ul style="list-style-type: none"> Interactive Questions CKS Self-Evaluation Tool Panel Discussion Breakout Session Action Plan 	<ul style="list-style-type: none"> Participant's Workbook

TIME ALLOWED	TOPIC	ACTIVITIES	MATERIALS
Lesson 6: Functional Area V: Nutrition and Meal Management			
Objectives: <ol style="list-style-type: none"> Participants will share success strategies and best practices in nutrition and meal management, focusing on menu planning, healthy meal service, and nutrition education aimed at meeting the nutritional needs of all children. Participants will identify effective strategies for menu development and nutrition education. Participants will develop the ability to identify and analyze procurement-related program issues. Participants will develop two strategies to address nutrition and meal management challenges. 			
2 hours	<ul style="list-style-type: none"> Functional Area: Nutrition and Meal Management Core Competencies 5.1-5.5 This section's core competencies, knowledge, and skills established the foundation for providing healthy meals to all CACFP participants and creating an environment conducive to learning healthy eating behaviors. 	<ul style="list-style-type: none"> Interactive Questions CKS Self-Evaluation Tool Panel Discussion Breakout Session Action Plan 	<ul style="list-style-type: none"> Participant's Workbook
Lesson 7: Functional Area VI: Education and Training			
Objectives: <ol style="list-style-type: none"> Participants will share success strategies and best practices in education and training, focusing on the importance of ongoing education and professional development for staff to implement CACFP operations effectively. Participants will identify strategies for assessing training and maintaining professional development goals for themselves and their staff. Participants will develop the ability to identify and analyze procurement-related program issues. Participants will develop two strategies to address education and training challenges. 			
2 hours	<ul style="list-style-type: none"> Functional Area: Education and Training Core Competency 6.1 This section's core competencies, knowledge, and skills established the foundation for providing healthy meals to all CACFP participants and creating an environment conducive to learning healthy eating behaviors. 	<ul style="list-style-type: none"> Interactive Questions CKS Self-Evaluation Tool Panel Discussion Breakout Session Action Plan 	<ul style="list-style-type: none"> Participant's Workbook

TIME ALLOWED	TOPIC	ACTIVITIES	MATERIALS
Conclusion: Wrap Up			
15 minutes		<ul style="list-style-type: none"> • Planning for Action • Evaluation • Moving Forward 	<ul style="list-style-type: none"> • Participant's Workbook
14.5 hours	Total Time		

INTRODUCTION: THE FAMILY CHILD CARE MENTORSHIP PROGRAM

SHOW SLIDE: *Welcome*

SAY: Welcome to the Family Child Care Mentorship Program! We are excited that you have chosen to participate in this opportunity. We hope you will grow, learn from each other, and take away valuable insights to assist your child nutrition program. In this introductory session, we will explore the purpose and objectives of this training review, a problem management approach called the Skilled Helper Model. We will also briefly explain how to create an action plan using SMART goals and strategies.

SHOW SLIDE: *Logistics*

SAY: We are joining today via Zoom. This may be a new experience for you. Please let us know if you have technical questions or need assistance. We are here to help.

DO: Showcase the Zoom features for participants.

SHOW SLIDE: *Ground Rules*

SAY: ICN has established ground rules for success. Show up on time and come prepared. Be present. Let everyone participate. Listen with an open mind. Think before speaking. Attack the problem, not the person. Due to the nature of this training, everyone must understand that this is a safe environment, free from ridicule, isolation, or embarrassment. Please maintain confidentiality in the issues discussed and avoid linking comments to specific family child care programs. Since we are in a remote setting, please mute your mic. If you have any questions, please raise your hand or place it in the chat feature.

SHOW SLIDE: *Background Information*

SAY: The Family Child Care Mentorship Program is a unique learning experience that enhances child nutrition operations by providing tailored technical assistance, guidance, and support to improve family child care professionals' skills and knowledge within the Child and Adult Care Food Program (CACFP). Using the ICN ARD's *Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations* as the foundation for determining success, the Mentorship Program will focus on the identified functional areas, competencies, knowledge, and skills needed for child care providers to operate a CACFP effectively.

In addition to using the ICN ARD's *Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations*, the Mentorship Program will provide opportunities for mentorship and collaboration through a series of trainings that build upon each functional area. Information will be delivered during panel discussions and breakout sessions. During the panel discussions, mentors will offer creative solutions for implementing regulations and program procedures at the local level. The breakout session will group participants with mentors to provide peer-to-peer mentoring in various topic areas.

At the end of the mentorship program, each family child care professional should have a plan of action for moving forward. By providing resources in both training and peer-to-peer mentorship, family child care professionals will have the opportunity to make positive strides in creating healthy nutrition environments that are financially stable and have strong customer satisfaction.

SHOW SLIDE: *Training Outline*

SAY: The Family Child Care Mentorship Program will provide technical support to family child care professionals based on the six functional areas in the ICN's *Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations*. As part of the technical support given to family child care programs, the Mentorship Program will include panel discussions, breakout sessions, and networking opportunities, which should encourage the generation of ideas for improving these functional areas. Each month, a different functional area will be discussed. After the Mentorship Program, all participants will have created an action plan for all six functional areas.

The specific topic areas are selected based on the needs assessments each of you will complete. We will feature mentors sharing their professional experiences in each functional area during each session through a panel discussion. These panel discussions will provide best practices, tips, and strategies for increasing your knowledge and skills in each functional area. After each panel discussion, you will work with mentors in breakout sessions to identify challenges within the specific functional area. Once you have identified challenges, you will work together to develop individual action plans to achieve your goals. We will go into greater detail as the training progresses.

SHOW SLIDE: *Introductions*

SAY: Let's take a moment to introduce ourselves to each other. Please tell us your name, location, and how many years of experience you have as a family child care professional. Please unmute your mic or place your introductions in the chat.

SHOW SLIDE: *Icebreaker*

Activity: Introductions

Materials: None needed

Time: 15 minutes

Instructions: Instruct participants to unmute their mics and introduce themselves. They should state their name, location, and how many years of experience they have as a family child care professional. Participants may also answer in the chat.

SAY: Welcome everyone! We are glad you are here and hope this is a great experience for each of you.

DO: Acknowledge participants.

SAY: Let's think about mentorship. What does mentorship mean to you? What is a mentor? What is a mentee? What is peer-to-peer mentoring? Feel free to unmute yourself and answer or place your answers in the chat.

DO: Allow participants to provide feedback.

SHOW SLIDE: ***Mentorship Success for Me***

SAY: In your Participant's Workbook, find "Mentorship Success for Me." Now that you have shared what mentorship means to you, please answer the following question in your workbook. "This mentorship program will succeed if I learn...."

Activity: Mentorship Success for Me

Materials: Participant's Workbook

Time: 15 minutes

Instructions: Guide participants to the section in their workbook. Allow participants time to write their responses to the guiding questions.

SAY: We will take a few minutes for you to write your responses.

DO: Allow participants to complete the activity.

SAY: Would anyone like to share their statement?

DO: Allow participants to share.

SHOW SLIDE: ***Success!***

SAY: We will use a poll via Word Cloud to gather your current successes in your child nutrition program.

Activity: Success! Word Cloud

Materials: Mentimeter feature for Word Cloud creation

Time: 15 minutes

Instructions: Create a Mentimeter slide and provide code to participants.

DO: Launch Word Cloud poll.

SAY: Using the Mentimeter code on the screen to enter the polling site, please provide your responses.

DO: Allow time for participants to provide feedback. Acknowledge current successes that have been submitted.

SHOW SLIDE: *Challenges!*

SAY: We will use another poll via Word Cloud to gather current challenges in your child nutrition program.

Activity: Challenges! Word Cloud

Materials: Mentimeter feature for Word Cloud creation

Time: 15 minutes

Instructions: Create a Mentimeter slide and provide code to participants.

DO: Launch Word Cloud poll.

SAY: Using the Mentimeter code on the screen to enter the polling site, please provide your responses.

DO: Allow time for participants to provide feedback. Acknowledge current successes that have been submitted.

SAY: It looks like we all have some great successes and similar challenges. Hopefully, by the conclusion of this mentorship program, you will be able to share your successes and find strategies to overcome the challenges.

LESSON 1: OVERVIEW OF THE SKILLED HELPER MODEL AND HOW TO DEVELOP YOUR ACTION PLAN(S) USING SMART GOALS

Objectives:

1. Participants will be able to demonstrate a basic understanding of the problem management process, including its key principles, enabling them to identify and analyze a potential problem effectively within their child nutrition program. (Skilled Helper Model)
2. Participants will be able to develop action plans using the SMART goal criteria. They will understand the significance of Specific, Measurable, Achievable, Relevant, and Time-bound goals in the goal-setting process. Participants will create clear, focused, and realistic objectives, ensuring they are measurable, attainable, aligned with program priorities, and time-bound for successful implementation. Participants will evaluate and adjust their action plans based on the SMART criteria, enabling them to plan, monitor progress, and achieve desired outcomes in their child nutrition program.

SHOW SLIDE: *Overview of the ICN ARD's Competencies, Knowledge, and Skills for CACFP Operations*

SAY: The Family Child Care Mentorship Program will provide technical support to family child care professionals based on the functional areas in the ICN's *Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations*. Child care professionals can use this resource to identify qualified staff for entry-level and advanced-level positions in the child care setting. It can also be used as a basis for advancing knowledge and skills and to identify training needs. The six functional areas include the following: Administration, Procurement, Compliance, Health and Safety, Nutrition and Meal Management, and Education and Training. I have placed the link in the chat for anyone who wishes to have a digital copy. Let's take some time to review this document.

Link: <https://theicn.org/icn-resources-a-z/competencies-knowledge-and-skills-for-child-care-providers-in-cacfp-operations/>

DO: Place the link in the chat. Allow time for participants to review the document. **SHOW SLIDE: *Functional Areas***

SAY: Functional Areas are broad groupings or divisions of job responsibilities that child care providers perform within the local child care operation. These categories are the umbrella for all job responsibilities that occur daily, weekly, seasonal, or yearly.

SHOW SLIDE: *Core Competencies*

SAY: Competencies are the areas of expertise and accountability within each functional area that are necessary to ensure that the purpose of the job is met. They may include knowledge and skills as well as various levels of motivation.

SHOW SLIDE: *Knowledge and Skills*

SAY: Knowledge is the information a person has in specific content areas necessary for successful performance in a competency area.

SHOW SLIDE: *Skills*

SAY: Skills are the ability to perform specific physical, mental, and interpersonal tasks necessary for successful performance in a competency area.

SHOW SLIDE: *Two Levels of Practice*

SAY: There are two levels of practice for knowledge and skill statements: “When Hired” and “Advanced.” “When Hired” is basic knowledge and understanding of a competency area, general ability to communicate a basic understanding of local, state, and national regulations and program requirements, and reliance on observation and guidance from others in the field to increase effectiveness and outcomes. “Advanced” is a higher level of knowledge and understanding of the competency area and ability to communicate, make decisions, solve problems, and support staff based on advanced knowledge of local, state, and national regulations and program requirements.

SHOW SLIDE: *Functional Area Example*

SAY: Here is an example of the Functional Area II: Procurement. Functional Area II: Procurement ensures that foods and supplies are available in sufficient quantities to maintain a food service operation.

SHOW SLIDE: *Core Competencies Example*

SAY: The core competencies, knowledge, and skills represented in each section form the basis for managing goods for the provision of meal service to CACFP participants. This functional area has two core competencies. Competency 2.1: Assures the proper interpretation and implementation of local, state, and federal regulations for the purchase, usage, and disposal of food and non-food items. Competency 2.2: Manages inventory to ensure quality provision of nutritious meals and snacks to the children being served.

SHOW SLIDE: *Knowledge and Skills Statement Example*

SAY: Let's look at the knowledge and skills statements for Competency 2.1. When Hired, it's assumed that there is limited to no knowledge or skills in this competency. Advanced knowledge and skills for this competency would be knowing ethical practices for procurement; knowing federal, state, and local procurement regulations, policies, and procedures governing all CACFP purchases; knowing how to complete and maintain accurate formal and informal procurement processes; knowing how to purchase and dispose of equipment following federal, state, and local regulations; ensures accurate formal and informal procurement processes are followed; and maintains proper documentation of purchases and disposal of equipment. It is possible that some of these knowledge and skill statements may not apply to your current operations. For the mentoring program and action plan, you will only focus on what applies to your situation.

SHOW SLIDE: *Self-Evaluation*

SAY: For each functional area, a self-evaluation will be completed before the session. The self-evaluation will focus on that specific functional area's core competencies and knowledge and skill statements. During this self-evaluation, you will consider current challenges and successes within your program operations. This will help identify where you could use additional insight or assistance. You will not be required to share your self-evaluation. It's important to be honest with yourself and your current operation to gain a true action plan that will be beneficial. **SHOW SLIDE: *Questions***

SAY: Are there any questions about the ICN's *Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations*?

DO: Allow participants to ask any questions.

SHOW SLIDE: *Panel Discussions*

SAY: Once self-evaluations have been completed, a panel discussion featuring two mentors will occur. The mentors will give ten-to-fifteen-minute presentations on each of the six functional areas. The purpose of these presentations is to provide success strategies in each functional area. You will have time after the panel discussions to ask any clarifying questions.

SHOW SLIDE: *Breakout Sessions*

SAY: A breakout session will be held to discuss the specific functional area further once the panel discussions have been completed. The breakout sessions are designed to connect you with mentors and others in identifying goals and action plans related to the functional area and self-evaluation. We will be using peer-to-peer mentoring during the breakout session. You will be grouped with mentors in this process, and each of you will go through a simple problem-management model designed to help you work through operation issues.

SHOW SLIDE: *Questions*

SAY: Are there any questions about the panel discussions or breakout sessions?

DO: Allow participants to ask any questions.

SHOW SLIDE: *Overview of the Skilled Helper Model*

SAY: During the Mentorship Program, we will use a problem-management approach called the Skilled Helper Model. You can find an example of this model in your workbook. The Skilled Helper Model is a problem management model. It provides a map to help people solve problems and develop opportunities. It addresses four main questions:

- What is going on?
- What do I need or want?
- How will I get what I need or want?
- How do I make it happen?

SHOW SLIDE: *Four Stages*

SAY: These four questions are three logical stages that lead to a final stage, an ongoing action. Each stage in the Skilled Helper Model involves three tasks. Each task is interrelated. An action plan can be created once the three stages have been completed.

- Current Picture: What is going on?
- Preferred Picture: What do I need or want?
- The Way Forward: How do I get what I need or want?
- Action: How do I make it happen?

SHOW SLIDE: *Stage 1: The Current Picture*

SAY: The Current Picture has three steps. The tasks under this stage help you determine what is happening in your child's nutrition program. Task 1A (The Story) is where you will be asked, "What is your story?" In task 1B (The Real Story), you will be asked to look closely at the problem and consider any new perspectives. "What is really going on?" will be asked. Task 1C (The Right Story) is where you will narrow down to a specific area and core issues that may need to be addressed in your program. Once the first stage is complete, the second stage is the preferred outcome.

SHOW SLIDE: *Menu-Planning Story*

SAY: Let's work through a potential issue together. Think about menu planning. What is going on in your child nutrition program regarding menu planning? What are your main concerns?

DO: Allow feedback.

SHOW SLIDE: *Stage 1 Task 1A: The Story: Problem Situations*

SAY: What is happening in your child nutrition program regarding menu planning? What are your main concerns?

DO: Allow feedback. An example has been provided. However, you may include other examples provided by the participants.

SAY: Let's use *"The children waste a lot of food."*

SHOW SLIDE: *Stage 1 Task 1B: The Real Story: New Perspectives*

SAY: As you look closely, what is really going on with menu planning? What new perspectives have you gained in thinking about your story and listening to the presenters?

DO: Allow feedback. An example has been provided. However, you may include other examples provided by the participants.

SAY: Let's use *"The children don't seem to like the foods I serve."*

SHOW SLIDE: *Task 1C: The Right Story: Key Issues to Work On*

SAY: What should you be working on? What issues, if handled well, will make real improvements in your menu planning outcome?

DO: Allow feedback. An example has been provided. However, you may include other examples provided by the participants.

SAY: Let's use *"Taste test with children. Request input from families. Positive attitude. Contact other family child care professionals for recipe inspirations."*

SHOW SLIDE: Questions

SAY: Are there any questions related to Stage 1?

DO: Allow participants to ask any questions.

SHOW SLIDE: Stage 2: The Preferred Picture

SAY: The Preferred Picture has three steps. The tasks under this stage will help you imagine the future you want to see in your child nutrition program regarding goals and outcomes. This stage moves you from a problem to an action or a problem to a solution. This stage allows you to discuss and document what you really want for your program.

SHOW SLIDE: Task 2A: Possibilities

SAY: Task 2A is Possibilities. This is where you ask yourself, "What do I want?" Brainstorm your ideas and write down possible solutions. Ideally, what do you want instead of what you currently have? What do you want the future of menu planning in your child nutrition program to look like?

DO: Allow feedback. An example has been provided. However, you may include other examples provided by the participants.

SAY: Let's use *"I want children to eat and enjoy the food. I like to see children get excited about meal times. I want input from others so we can work together for more recipe ideas."*

SHOW SLIDE: Task 2B: Goals/Outcomes

SAY: Task 2B is the Goals and Outcomes. During this task, ask yourself, "What do I really want?" This is where you choose your best goals. What do you really want and need? What solutions are best?

DO: Allow feedback. An example has been provided. However, you may include other examples provided by the participants.

SAY: Let's use *"Goal 1: Ask for family input. Goal 2: Meet with other family child care programs. Goal 3: Taste test new recipes with children"*.

SHOW SLIDE: Task 2C: Commitment

SAY: Task 2C is Commitment. In this step, you commit yourself to the goals that you have created. This task is ongoing, and we won't go too in-depth with the Commitment task.

SHOW SLIDE: Questions

SAY: Are there any questions related to Stage 2?

DO: Allow participants to ask any questions.

SHOW SLIDE: Stage 3: The Way Forward

SAY: The Way Forward has three steps. During this stage, you consider ways to move forward with your goals set in Stage 2.

SHOW SLIDE: *Task 3A: Possible Strategies*

SAY: During this task, you ask, “What are the possible paths to my goal?” You will brainstorm possible courses of action to achieve your goals. What are some possible paths to the goals in our example?

DO: Allow feedback.

SHOW SLIDE: *Task 3B: Best-Fit Strategies*

SAY: During this task, you ask, “What strategy or set of strategies is best for my program?” You will focus on the right and realistic strategies for your specific program. Because this is individualized to your program, your strategy may differ from others. Would anyone like to share what they would do for our goal examples?

DO: Allow feedback.

SHOW SLIDE: *Task 3C: The Plan*

SAY: During this task, you will organize your strategies into a plan of action. While this task begins during the session, it can be addressed once you have returned to your operations, and you can modify your plan to meet your individual needs. What are strategies that we could incorporate to reach our goals? How can you organize your strategies into a plan of action? Would anyone like to share?

DO: Allow feedback.

SHOW SLIDE: *Questions*

SAY: Are there any questions related to Stage 3?

DO: Allow participants to ask any questions.

SHOW SLIDE: *Stage 4: Action*

SAY: During this Stage, you will develop your action plan using SMART goals. You will take this action plan back into your operation and implement it.

SHOW SLIDE: *Developing an Action Plan*

SAY: Developing an action plan can help turn your vision into reality. It can be as simple or complex as you wish. The most crucial factor is that it is individualized to meet your program needs. Let's talk about SMART goals.

SHOW SLIDE: *Developing a SMART Goal*

SAY: What are SMART goals? What are SMART goals? A S.M.A.R.T. goal is specific, measurable, achievable, relevant, and time-bound.

SHOW SLIDE: *Specific*

SAY: Goals should be simplistically written and clearly define what you will do. What will be accomplished? What actions will you take? Answer the “W” questions: who, what, when, where, which, and why. Consider who needs to be involved to achieve the goal. What do you need to accomplish? When sets the time frame. If there's a location or relevant event that applies to your goal, identify it. Which obstacles, requirements, or pre-work will need to be done? Why is this goal important?

SHOW SLIDE: *Measurable*

SAY: Goals can be quantified to a determined amount of a specified unit, an indicator of progress. What data will measure the goal? How will you know that it's been accomplished? What's your proof? There should be a source of information to measure or determine whether a goal has been achieved. Measurement methods can be quantitative (productivity results, money saved, etc.) and qualitative (surveys, testimonials, etc.).

SHOW SLIDE: *Achievable*

SAY: Goals state what results can realistically be achieved, given available resources, but may stretch the team. Is the goal doable? Do you have the necessary skills and resources? Remember that goals are meant to inspire and motivate you, not overwhelm or discourage you. Focus on how to accomplish the goal, the tools/skills needed, and how to attain them if you don't have the tools/skills required.

SHOW SLIDE: *Relevant*

SAY: Goals must be ones that you are willing and able to work on and must be based on current and forecasted needs. How does the goal align with broader goals? Why is the result important to me? Does it make sense in your program?

SHOW SLIDE: *Time-Bound*

SAY: Goals should be linked to a timeframe that creates a practical sense of urgency. Anyone can set goals, but if they lack realistic timing, you won't succeed. Consider the goal deadline and what can be accomplished within that time. What is the time frame for achieving the goal? Is it short-term or long-term? Providing time constraints also creates a sense of urgency.

SHOW SLIDE: *Things to Consider*

SAY: Focusing on the results, not the tasks ahead, is essential. Be specific in goal setting and clear enough so you will be able to measure success. Consider a few high-level goals. **SHOW SLIDE: *Action Plans with SMART Goals***

SAY: After each self-evaluation, you will find an Action Plan specific to that functional area. This is where you will consider what resources you will need to achieve your goal, how it affects the competencies, knowledge, and skills related to the functional area, and a completion date. This action plan is also found in your Participant's Workbook. Each action plan will be your own to modify or update as needed.

Activity: Creating a SMART Goal

Materials: Participant's Workbook

Time: 15 minutes

Instructions: Allow participants to use the example to create a SMART goal.

SAY: Let's work together on creating a SMART Goal. Based on the previous goal examples, how can we make this a SMART goal? Using your Participant's Workbook, answer the following questions for the goal examples.

DO: Allow participants time to complete the worksheet.

SHOW SLIDE: Goals

SAY: What are your suggestions for the goal examples? Goal 1: Ask for family input. Goal 2: Meet with other family child care programs. Goal 3: Taste-test new recipes. What can we add to these goals? You can unmute your mic or place your responses in the chat.

DO: Allow participant feedback.

SAY: Those are all great responses.

SHOW SLIDE: Example of a SMART Goal

SAY: *"Goal 1: By the end of the year, I will ask for family input using surveys for new recipe ideas to incorporate into my menus. Goal 2: By the end of the year, I will meet with other family child care programs to exchange recipe ideas to incorporate into my menus. Goal 3: By the end of each season, I will taste-test new recipes with children to see which foods they prefer and serve them on the new seasonal menu."*

SHOW SLIDE: Questions

SAY: Are there any questions about the Action Plan and SMART goals?

DO: Allow participants to ask any questions.

SHOW SLIDE: Conclusion

SAY: We have discussed a lot of information in a brief period. We will continue to discuss the SMART goals during each session. There will be many opportunities for you to ask questions and gather insight from each other. We are excited about this new adventure with you. The training outline is in your Participant's Workbook. We will meet again to start the first functional area. In the meantime, if you have any questions, please reach out.

LESSON 2:

FUNCTIONAL AREA I: ADMINISTRATION

Introduction: This lesson covers Functional Area I: Administration.

Objectives:

1. Participants will share success strategies and best practices in administration, focusing on effective organizational leadership through financial and human resources management. Participants will identify and apply successful techniques for accountable financial management, policy and procedures guidance, and efficient allocation of resources.
2. Participants will develop the ability to identify and analyze administration-related program issues. Participants will develop two strategies to address procurement challenges.

SHOW SLIDE: *Functional Area I: Administration*

SAY: Functional Area I is Administration. It is defined as the process of providing organizational leadership through managing financial and human resources (including accountable management of finances and providing policy and procedures guidance). This section's core competencies, knowledge, and skills are centered on program oversight.

SHOW SLIDE: *Core Competencies*

SAY: Look at the core competencies for this functional area in the ICN's *Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations*. I've placed the link in the chat if you'd like to download a digital copy. A hard copy is also included in your Participant's Workbook.

Link: <https://theicn.org/icn-resources-a-z/competencies-knowledge-and-skills-for-child-care-providers-in-cacfp-operations/>

DO: Place the link in the chat. Allow participants time to review the core competencies for this functional area.

SHOW SLIDE: *Self-Evaluation Tool*

SAY: Now that you have reviewed the core competencies for this functional area, you will complete the Self-Evaluation Tool. The first step is to review each functional area's knowledge and skills statements. Use the checkboxes for each category to check off the items you know or can perform successfully. If there is knowledge and skills that you see possibilities for self-improvement or process improvement, do not check the box. The Self-Evaluation Tool is in your Participant's Workbook

Activity: Self-Evaluation Tool**Materials:** Participant's Workbook**Time:** 15 minutes**Instructions:** Allow participants to complete the Self-Evaluation Tool for this functional area.**SAY:** Take a few minutes to complete the Self-Evaluation Tool.**DO:** Allow participants to complete.**SAY:** We are going to use this tool later in our session. At this time, we will have panel discussions focusing on Administration.**Activity: Panel Discussion****Materials:** Mentor's presentations**Time:** 30 minutes**Instructions:** Allow mentors to present their panel discussions on the functional area.**SHOW SLIDE: *Four Stages*****SAY:** Thank you for your presentations. Remember the four stages we discussed during the last session.

- Current Picture: What is going on?
- Preferred Picture: What do I need or want?
- The Way Forward: How do I get what I need or want?
- Action: How do I make it happen?

At this time, we will be going into breakout sessions to complete the peer-to-peer mentoring. We will walk through these four stages regarding the functional area. Use your self-evaluation tool to guide areas where challenges exist within your program.

Activity: Breakout Sessions**Materials:** Participant's Workbook**Time:** 1 hour and 15 minutes**Instructions:** Allow participants to work through the Skilled Helper Model to address current challenges within their program. Mentors will facilitate the breakout sessions. Breakout sessions should consist of no more than four participants and one mentor. Mentors should reintroduce the topic area based on the panel discussion and functional area. Participants should use their Participant's Workbook to complete the exercises. Mentors should work through each stage of the Skilled Helper Model and conclude with participants creating an action plan. Once complete, the breakout sessions will close, and everyone will return to the main session. Due to the nature of the breakout sessions, no slide deck or prompts will be provided. A sample script and prompt questions have been offered to mentors for use.

Mentor Script: Welcome to the breakout sessions. This is our time to discuss issues you face in your child nutrition program as they relate to [insert topic area]. Think about some of the ideas presented in the panel discussion. Were there any tips presented that you were excited about? Were there ideas presented that overwhelmed you? Were there ideas presented that you are concerned about that won't be easily implemented in your program? During this breakout session, we want to hear your story. We want to know what changes you believe would help you manage your current situation. We want to help you explore the actions that would get you headed in the right direction for your child nutrition program.

Mentor Script: It is vital for those who tell their story to know that they can say it in a safe environment. Therefore, we want to remember that confidentiality is of utmost importance. We also want you to remember to listen to all ideas and information shared, respect other opinions, be present in the discussion, respect differences, be mindful of others, stay focused on the objectives, and avoid getting sidetracked. Remember the time constraints, draw on others' experiences, and trust the process.

Mentor Script: The Skilled Helper Model was explained in our first session. We will briefly review the model; an example is given in your Participant's Workbook. If at any time you have questions, please don't hesitate to ask. In Stage 1, you will focus on what's going on. This is where you will share your story as well as identify and clarify any areas you may have not considered. In Stage 2, you will reflect on the situation, consider what you want for your program, and think of realistic goals. In Stage 3, you will focus on possible strategies and actions that will move you forward in reaching the goals that you considered in Stage 2.

Prompting Questions

Stage 1, Task 1A: The Story

1. What are you thinking?
2. What is that like for you?
3. How do you feel about that?
4. What else is there about that?

Stage 1, Task 1B: The Real Story

1. How do others see it?
2. Is there anything you've overlooked?
3. Is there any other way of looking at this?

Stage 1, Task 1C: The Right Story

1. What is the most important in all of this?
2. What would be best to work on now?
3. What is manageable?

Stage 2, Task 2A: The Preferred Picture

1. What do you ideally want instead?
2. What would you have that you don't have now?
3. What would it be like if it were better or a bit better?

Stage 2, Task 2B: Goals and Outcomes

1. Are your goals specific?
2. Are they measurable?
3. Are they achievable?
4. Are they relevant?
5. Are they time-bound?

Stage 2, Task 2C: Goals

1. What is the benefit or cost to achieve each goal?
2. What am I willing to do or pay?

Stage 3, Task 3A: Possible Strategies

1. What might help?
2. What has worked for others?
3. What about some wild ideas?

Stage 3, Task 3B: Best Fit Strategies

1. Which of these ideas appeals most?
2. Which is most likely to work for your program?
3. Which are within your resources or control?

Stage 3, Task 3C: Plan

1. How do I organize my strategies to accomplish my goal?

2. What do I do first? Second? Third?

SHOW SLIDE: *Welcome Back!*

SAY: Welcome back from your breakout sessions! I hope that each of you was able to share some challenges and gain valuable strategies to implement in your programs. Would anyone like to share any feedback with the group as a whole? Were there any common challenges shared among you?

DO: Allow participants to provide feedback.

SAY: Would anyone like to share their goals for this functional area?

DO: Allow participants to provide feedback.

SHOW SLIDE: *Conclusion*

SAY: Thanks again for your time and commitment to today's session. We hope that you take your action plans back to your programs and can see those strategies help overcome your current challenges. If you have any questions, please let us know.

LESSON 3: FUNCTIONAL AREA II: PROCUREMENT

Introduction: This lesson covers Functional Area II: Procurement.

Objectives:

1. Participants will share success strategies and best practices in procurement, focusing on ensuring the availability of adequate quantities of food and supplies to sustain food service operations. Participants will identify and apply innovative approaches for efficient procurement, including sourcing, negotiation, and quality assurance strategies.
2. Participants will develop the ability to identify and analyze procurement-related program issues. Participants will develop two strategies to address procurement challenges.

SHOW SLIDE: *Functional Area II: Procurement*

SAY: Functional Area II is Procurement. It is defined as ensuring that foods and supplies are available in sufficient quantities to maintain food service operations. The core competencies, knowledge, and skills represented in this section form the basis for managing goods for the provision of meal service to CACFP participants.

SHOW SLIDE: *Core Competencies*

SAY: Look at the core competencies for this functional area in the ICN's *Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations*. I've placed the link in the chat if you'd like to download a digital copy. A hard copy is also included in your Participant's Workbook.

Link: <https://theicn.org/icn-resources-a-z/competencies-knowledge-and-skills-for-child-care-providers-in-cacfp-operations/>

DO: Place the link in the chat. Allow participants time to review the core competencies for this functional area.

SHOW SLIDE: *Self-Evaluation Tool*

SAY: Now that you have reviewed the core competencies for this functional area, you will complete the Self-Evaluation Tool. The first step is to review each functional area's knowledge and skills statements. Use the checkboxes for each category to check off the items you know or can perform successfully. If there is knowledge and skills that you see possibilities for self-improvement or process improvement, do not check the box. The Self-Evaluation Tool is in your Participant's Workbook.

Activity: Self-Evaluation Tool

Materials: Participant's Workbook

Time: 15 minutes

Instructions: Allow participants to complete the Self-Evaluation Tool for this functional area.

SAY: Take a few minutes to complete the Self-Evaluation Tool.

DO: Allow participants to complete.

SAY: We are going to use this tool later in our session. At this time, we will have panel discussions focusing on Procurement.

Activity: Panel Discussion

Materials: Mentor's presentations

Time: 30 minutes

Instructions: Allow mentors to present their panel discussions on the functional area. **SHOW**

SLIDE: *Four Stages*

SAY: Thank you for your presentations. Remember the four stages we discussed during the last session.

- Current Picture: What is going on?
- Preferred Picture: What do I need or want?
- The Way Forward: How do I get what I need or want?
- Action: How do I make it happen?

At this time, we will be going into breakout sessions to complete the peer-to-peer mentoring. We will walk through these four stages regarding the functional area. Use your self-evaluation tool to guide areas where challenges exist within your program.

Activity: Breakout Sessions

Materials: Participant's Workbook

Time: 1 hour and 15 minutes

Instructions: Allow participants to work through the Skilled Helper Model to address current challenges within their program. Mentors will facilitate the breakout sessions. Breakout sessions should consist of no more than four participants and one mentor. Mentors should reintroduce the topic area based on the panel discussion and functional area. Participants should use their Participant's Workbook to complete the exercises. Mentors should work through each stage of the Skilled Helper Model and conclude with participants creating an action plan. Once complete, the breakout sessions will close, and everyone will return to the main session. Due to the nature of the breakout sessions, no slide deck or prompts will be provided. A sample script and prompt questions have been offered to mentors for use.

Mentor Script: Welcome to the breakout sessions. This is our time to discuss issues you face in your child nutrition program as they relate to [insert topic area]. Think about some of the ideas presented in the panel discussion. Were there any tips presented that you were excited about? Were there ideas presented that overwhelmed you? Were there ideas presented that you are concerned about that won't be easily implemented in your program? During this breakout session, we want to hear your story. We want to know what changes you believe would help you manage your current situation. We want to help you explore the actions that would get you headed in the right direction for your child nutrition program.

Mentor Script: It is vital for those who tell their story to know that they can say it in a safe environment. Therefore, we want to remember that confidentiality is of utmost importance. While we may be recording your issues, all comments made will not be linked directly to you or your program. We also want you to remember to listen to all ideas and information shared, respect other opinions, be present in the discussion, respect differences, be mindful of others, stay focused on the objectives, and avoid getting sidetracked. Remember the time constraints, draw on others' experiences, and trust the process.

Mentor Script: The Skilled Helper Model was explained in our first session. We will briefly review the model; an example is given in your Participant's Workbook. If at any time you have questions, please don't hesitate to ask. In Stage 1, you will focus on what's going on. This is where you will share your story as well as identify and clarify any areas that you may not have considered. In Stage 2, you will reflect on the situation, consider what you want for your program, and think of realistic goals. In Stage 3, you will focus on possible strategies and actions that will move you forward in reaching the goals that you considered in Stage 2.

Prompting Questions

Stage 1, Task 1A: The Story

1. What are you thinking?
2. What is that like for you?
3. How do you feel about that?
4. What else is there about that?

Stage 1, Task 1B: The Real Story

1. How do others see it?
2. Is there anything you've overlooked?
3. Is there any other way of looking at this?

Stage 1, Task 1C: The Right Story

1. What is the most important in all of this?
2. What would be best to work on now?
3. What is manageable?

Stage 2, Task 2A: The Preferred Picture

1. What do you ideally want instead?
2. What would you have that you don't have now?
3. What would it be like if it were better or a bit better?

Stage 2, Task 2B: Goals and Outcomes

1. Are your goals specific?
2. Are they measurable?
3. Are they achievable?
4. Are they relevant?
5. Are they time-bound?

Stage 2, Task 2C: Goals

1. What is the benefit or cost to achieve each goal?
2. What am I willing to do or pay?

Stage 3, Task 3A: Possible Strategies

1. What might help?
2. What has worked for others?
3. What about some wild ideas?

Stage 3, Task 3B: Best Fit Strategies

1. Which of these ideas appeals most?
2. Which is most likely to work for your program?
3. Which are within your resources or control?

Stage 3, Task 3C: Plan

1. How do I organize my strategies to accomplish my goal?
2. What do I do first? Second? Third?

SHOW SLIDE: *Welcome Back!*

SAY: Welcome back from your breakout sessions! I hope that each of you was able to share some challenges and gain valuable strategies to implement in your programs. Would anyone like to share any feedback with the group as a whole? Were there any common challenges shared among you?

DO: Allow participants to provide feedback.

SAY: Would anyone like to share their goals for this functional area?

DO: Allow participants to provide feedback.

SHOW SLIDE: *Conclusion*

SAY: Thanks again for your time and commitment to today's session. We hope that you take your action plans back to your programs and can see those strategies help overcome your current challenges. If you have any questions, please let us know.

LESSON 4: FUNCTIONAL AREA III: COMPLIANCE

Introduction: This lesson will cover Functional Area III: Compliance.

Objectives:

1. Participants will share success strategies and best practices in compliance, focusing on aligning procedures and processes with federal, state, and local regulations to meet the CACFP standards. Participants will identify effective approaches to assess, implement, and monitor procedures, promoting accountability and consistency in CACFP operations.
2. Participants will develop the ability to identify and analyze procurement-related program issues. Participants will develop two strategies to address compliance challenges.

SHOW SLIDE: *Functional Area III: Compliance*

SAY: Functional Area III is Compliance. The primary universal oversight function ensures all procedures, processes, and daily activities align with appropriate standards and meet federal, state, and local regulations for meeting CACFP standards. This section's core competencies, knowledge, and skills provide a foundation for accountability in CACFP programs.

SHOW SLIDE: *Core Competencies*

SAY: Look at the core competencies for this functional area in the ICN's *Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations*. I've placed the link in the chat if you'd like to download a digital copy. A hard copy is also included in your Participant's Workbook.

Link: <https://theicn.org/icn-resources-a-z/competencies-knowledge-and-skills-for-child-care-providers-in-cacfp-operations/>

DO: Place the link in the chat. Allow participants time to review the core competencies for this functional area.

SHOW SLIDE: *Self-Evaluation Tool*

SAY: Now that you have reviewed the core competencies for this functional area, you will complete the Self-Evaluation Tool. The first step is to review each functional area's knowledge and skills statements. Use the checkboxes for each category to check off the items you know or can perform successfully. If there is knowledge and skills that you see possibilities for self-improvement or process improvement, do not check the box. The Self-Evaluation Tool is in your Participant's Workbook.

Activity: Self-Evaluation Tool

Materials: Participant's Workbook

Time: 15 minutes

Instructions: Allow participants to complete the Self-Evaluation Tool for this functional area.

SAY: Take a few minutes to complete the Self-Evaluation Tool.

DO: Allow participants to complete.

SAY: We are going to use this tool later in our session. At this time, we will have panel discussions focusing on Compliance.

Activity: Panel Discussion

Materials: Mentor's presentations

Time: 30 minutes

Instructions: Allow mentors to present their panel discussions on the functional area.

SHOW SLIDE: *Four Stages*

SAY: Thank you for your presentations. Remember the four stages we discussed during the last session.

- Current Picture: What is going on?
- Preferred Picture: What do I need or want?
- The Way Forward: How do I get what I need or want?
- Action: How do I make it happen?

At this time, we will be going into breakout sessions to complete the peer-to-peer mentoring. We will walk through these four stages regarding the functional area. Use your self-evaluation tool to guide areas where challenges exist within your program.

Activity: Breakout Sessions

Materials: Participant's Workbook

Time: 1 hour and 15 minutes

Instructions: Allow participants to work through the Skilled Helper Model to address current challenges within their program. Mentors will facilitate the breakout sessions. Breakout sessions should consist of no more than four participants and one mentor. Mentors should reintroduce the topic area based on the panel discussion and functional area. Participants should use their Participant's Workbook to complete the exercises. Mentors should work through each stage of the Skilled Helper Model and conclude with participants creating an action plan. Once complete, the breakout sessions will close, and everyone will return to the main session. Due to the nature of the breakout sessions, no slide deck or prompts will be provided. A sample script and prompt questions have been offered to mentors for use.

Mentor Script: Welcome to the breakout sessions. This is our time to discuss issues you face in your child nutrition program as they relate to [insert topic area]. Think about some of the ideas presented in the panel discussion. Were there any tips presented that you were excited about? Were there ideas presented that overwhelmed you? Were there ideas presented that you are concerned about that won't be easily implemented in your program? During this breakout session, we want to hear your story. We want to know what changes you believe would help you manage your current situation. We want to help you explore the actions that would get you headed in the right direction for your child nutrition program.

Mentor Script: It is vital for those who tell their story to know that they can say it in a safe environment. Therefore, we want to remember that confidentiality is of utmost importance. While we may be recording your issues, all comments made will not be linked directly to you or your program. We also want you to keep in mind listening to all ideas and information shared, respecting different opinions, being present in the discussion, respecting differences, being mindful of others, staying focused on the objectives, and avoiding getting sidetracked. Remember the time constraints, draw on others' experiences, and trust the process.

Mentor Script: The Skilled Helper Model was explained in our first session. We will briefly review the model; an example is given in your Participant's Workbook. If at any time you have questions, please don't hesitate to ask. In Stage 1, you will focus on what's going on. This is where you will share your story as well as identify and clarify any areas you may have not considered. In Stage 2, you will reflect on the situation, consider what you want for your program, and think of realistic goals. In Stage 3, you will focus on possible strategies and actions that will move you forward in reaching the goals that you considered in Stage 2.

Prompting Questions

Stage 1, Task 1A: The Story

1. What are you thinking?
2. What is that like for you?
3. How do you feel about that?
4. What else is there about that?

Stage 1, Task 1B: The Real Story

1. How do others see it?
2. Is there anything you've overlooked?
3. Is there any other way of looking at this?

Stage 1, Task 1C: The Right Story

1. What is the most important in all of this?
2. What would be best to work on now?
3. What is manageable?

Stage 2, Task 2A: The Preferred Picture

1. What do you ideally want instead?
2. What would you have that you don't have now?
3. What would it be like if it were better or a bit better?

Stage 2, Task 2B: Goals and Outcomes

1. Are your goals specific?
2. Are they measurable?
3. Are they achievable?
4. Are they relevant?
5. Are they time-bound?

Stage 2, Task 2C: Goals

1. What is the benefit or cost to achieve each goal?
2. What am I willing to do or pay?

Stage 3, Task 3A: Possible Strategies

1. What might help?
2. What has worked for others?
3. What about some wild ideas?

Stage 3, Task 3B: Best Fit Strategies

1. Which of these ideas appeals most?
2. Which is most likely to work for your program?
3. Which are within your resources or control?

Stage 3, Task 3C: Plan

1. How do I organize my strategies to accomplish my goal?
2. What do I do first? Second? Third?

SHOW SLIDE: *Welcome Back!*

SAY: Welcome back from your breakout sessions! I hope that each of you was able to share some challenges and gain valuable strategies to implement in your programs. Would anyone like to share any feedback with the group as a whole? Were there any common challenges shared among you?

DO: Allow participants to provide feedback.

SAY: Would anyone like to share their goals for this functional area?

DO: Allow participants to provide feedback.

SHOW SLIDE: *Conclusion*

SAY: Thanks again for your time and commitment to today's session. We hope that you take your action plans back to your programs and can see those strategies help overcome your current challenges. If you have any questions, please let us know.

LESSON 5: FUNCTIONAL AREA IV: HEALTH AND SAFETY

Introduction: This lesson will cover Functional Area IV: Health and Safety.

Objectives:

1. Participants will share success strategies and best practices in health and safety, focusing on establishing and maintaining procedures to ensure children and staff's health, safety, and welfare within the CACFP. Participants will identify effective health and safety protocols tailored to the CACFP environment.
2. Participants will develop the ability to identify and analyze procurement-related program issues. Participants will develop two strategies to address health and safety challenges.

SHOW SLIDE: *Functional Area IV: Health and Safety*

SAY: Functional Area IV is Health and Safety. It is defined as establishing and maintaining procedures to ensure the safety, health, and welfare of children and staff in CACFP. The core competencies, knowledge, and skills in this section are designed to promote a safe environment for the social, emotional, and physical development of CACFP participants.

SHOW SLIDE: *Core Competencies*

SAY: Look at the core competencies for this functional area in the ICN's *Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations*. I've placed the link in the chat if you'd like to download a digital copy. A hard copy is also included in your Participant's Workbook.

Link: <https://theicn.org/icn-resources-a-z/competencies-knowledge-and-skills-for-child-care-providers-in-cacfp-operations/>

DO: Place the link in the chat. Allow participants time to review the core competencies for this functional area.

SHOW SLIDE: *Self-Evaluation Tool*

SAY: Now that you have reviewed the core competencies for this functional area, you will complete the Self-Evaluation Tool. The first step is to review each functional area's knowledge and skills statements. Use the checkboxes for each category to check off the items you know or can perform successfully. If there is knowledge and skills that you see possibilities for self-improvement or process improvement, do not check the box. The Self-Evaluation Tool is in your Participant's Workbook.

Activity: Self-Evaluation Tool

Materials: Participant's Workbook

Time: 15 minutes

Instructions: Allow participants to complete the Self-Evaluation Tool for this functional area.

SAY: Take a few minutes to complete the Self-Evaluation Tool.

DO: Allow participants to complete.

SAY: We are going to use this tool later in our session. At this time, we will have panel discussions focusing on Health and Safety.

Activity: Panel Discussion

Materials: Mentor's presentations

Time: 30 minutes

Instructions: Allow mentors to present their panel discussions on the functional area.

SHOW SLIDE: *Four Stages*

SAY: Thank you for your presentations. Remember the four stages we discussed during the last session.

- Current Picture: What is going on?
- Preferred Picture: What do I need or want?
- The Way Forward: How do I get what I need or want?
- Action: How do I make it happen?

At this time, we will be going into breakout sessions to complete the peer-to-peer mentoring. We will walk through these four stages regarding the functional area. Use your self-evaluation tool to guide areas where challenges exist within your program.

Activity: Breakout Sessions

Materials: Participant's Workbook

Time: 1 hour and 15 minutes

Instructions: Allow participants to work through the Skilled Helper Model to address current challenges within their program. Mentors will facilitate the breakout sessions. Breakout sessions should consist of no more than four participants and one mentor. Mentors should reintroduce the topic area based on the panel discussion and functional area. Participants should use their Participant's Workbook to complete the exercises. Mentors should work through each stage of the Skilled Helper Model and conclude with participants creating an action plan. Once complete, the breakout sessions will close, and everyone will return to the main session. Due to the nature of the breakout sessions, no slide deck or prompts will be provided. A sample script and prompt questions have been offered to mentors for use.

Mentor Script: Welcome to the breakout sessions. This is our time to discuss issues you face in your child nutrition program as they relate to [insert topic area]. Think about some of the ideas presented in the panel discussion. Were there any tips presented that you were excited about? Were there ideas presented that overwhelmed you? Were there ideas presented that you are concerned about that won't be easily implemented in your program? During this breakout session, we want to hear your story. We want to know what changes you believe would help you manage your current situation. We want to help you explore the actions that would get you headed in the right direction for your child nutrition program.

Mentor Script: It is vital for those who tell their story to know that they can say it in a safe environment. Therefore, we want to remember that confidentiality is of utmost importance. While we may be recording your issues, all comments made will not be linked directly to you or your program. We also want you to remember to listen to all ideas and information shared, respect other opinions, be present in the discussion, respect differences, be mindful of others, stay focused on the objectives, and avoid getting sidetracked. Remember the time constraints, draw on others' experiences, and trust the process.

Mentor Script: The Skilled Helper Model was explained in our first session. We will briefly review the model; an example is given in your Participant's Workbook. If at any time you have questions, please don't hesitate to ask. In Stage 1, you will focus on what's going on. This is where you will share your story as well as identify and clarify any areas you may have not considered. In Stage 2, you will reflect on the situation, consider what you want for your program, and think of realistic goals. In Stage 3, you will focus on possible strategies and actions that will move you forward in reaching the goals that you considered in Stage 2.

Prompting Questions

Stage 1, Task 1A: The Story

1. What are you thinking?
2. What is that like for you?
3. How do you feel about that?
4. What else is there about that?

Stage 1, Task 1B: The Real Story

1. How do others see it?
2. Is there anything you've overlooked?
3. Is there any other way of looking at this?

Stage 1, Task 1C: The Right Story

1. What is the most important in all of this?
2. What would be best to work on now?
3. What is manageable?

Stage 2, Task 2A: The Preferred Picture

1. What do you ideally want instead?
2. What would you have that you don't have now?
3. What would it be like if it were better or a bit better?

Stage 2, Task 2B: Goals and Outcomes

1. Are your goals specific?
2. Are they measurable?
3. Are they achievable?
4. Are they relevant?
5. Are they time-bound?

Stage 2, Task 2C: Goals

1. What is the benefit or cost to achieve each goal?
2. What am I willing to do or pay?

Stage 3, Task 3A: Possible Strategies

1. What might help?
2. What has worked for others?
3. What about some wild ideas?

Stage 3, Task 3B: Best Fit Strategies

1. Which of these ideas appeals most?
2. Which is most likely to work for your program?
3. Which are within your resources or control?

Stage 3, Task 3C: Plan

1. How do I organize my strategies to accomplish my goal?
2. What do I do first? Second? Third?

SHOW SLIDE: *Welcome Back!*

SAY: Welcome back from your breakout sessions! I hope that each of you was able to share some challenges and gain valuable strategies to implement in your programs. Would anyone like to share any feedback with the group as a whole? Were there any common challenges shared among you?

DO: Allow participants to provide feedback.

SAY: Would anyone like to share their goals for this functional area?

DO: Allow participants to provide feedback.

SHOW SLIDE: *Conclusion*

SAY: Thanks again for your time and commitment to today's session. We hope that you take your action plans back to your programs and can see those strategies help overcome your current challenges. If you have any questions, please let us know.

LESSON 6: FUNCTIONAL AREA V: NUTRITION AND MEAL MANAGEMENT

Introduction: This lesson will cover Functional Area V: Nutrition and Meal Management.

Objectives:

1. Participants will share success strategies and best practices in health and safety, focusing on establishing and maintaining procedures to ensure children and staff's health, safety, and welfare within the CACFP. Participants will identify effective health and safety protocols tailored to the CACFP environment.
2. Participants will develop the ability to identify and analyze procurement-related program issues. Participants will develop two strategies to address health and safety challenges.

SHOW SLIDE: *Functional Area V: Nutrition and Meal Management*

SAY: Functional Area V is Nutrition and Meal Management. It is defined as an operational system established to meet the nutritional needs of all children following CACFP requirements for menu planning and healthy meal service and to provide nutrition education to children, staff, and families. This section's core competencies, knowledge, and skills established the foundation for providing healthy meals to all CACFP participants and creating an environment conducive to learning healthy eating behaviors.

SHOW SLIDE: *Core Competencies*

SAY: Look at the core competencies for this functional area in the ICN's *Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations*. I've placed the link in the chat if you'd like to download a digital copy. A hard copy is also included in your Participant's Workbook.

Link: <https://theicn.org/icn-resources-a-z/competencies-knowledge-and-skills-for-child-care-providers-in-cacfp-operations/>

DO: Place the link in the chat. Allow participants time to review the core competencies for this functional area.

SHOW SLIDE: *Self-Evaluation Tool*

SAY: Now that you have reviewed the core competencies for this functional area, you will complete the Self-Evaluation Tool. The first step is to review each functional area's knowledge and skills statements. Use the checkboxes for each category to check off the items you know or can perform successfully. If there is knowledge and skills that you see possibilities for self-improvement or process improvement, do not check the box. The Self-Evaluation Tool is in your Participant's Workbook.

Activity: Self-Evaluation Tool**Materials:** Participant's Workbook**Time:** 15 minutes**Instructions:** Allow participants to complete the Self-Evaluation Tool for this functional area.**SAY:** Take a few minutes to complete the Self-Evaluation Tool.**DO:** Allow participants to complete.**SAY:** We are going to use this tool later in our session. At this time, we will have panel discussions focusing on Nutrition and Meal Management.**Activity: Panel Discussion****Materials:** Mentor's presentations**Time:** 30 minutes**Instructions:** Allow mentors to present their panel discussions on the functional area.**SHOW SLIDE: *Four Stages*****SAY:** Thank you for your presentations. Remember the four stages we discussed during the last session.

- Current Picture: What is going on?
- Preferred Picture: What do I need or want?
- The Way Forward: How do I get what I need or want?
- Action: How do I make it happen?

At this time, we will be going into breakout sessions to complete the peer-to-peer mentoring. We will walk through these four stages regarding the functional area. Use your self-evaluation tool to guide areas where challenges exist within your program.

Activity: Breakout Sessions**Materials:** Participant's Workbook**Time:** 1 hour and 15 minutes**Instructions:** Allow participants to work through the Skilled Helper Model to address current challenges within their program. Mentors will facilitate the breakout sessions. Breakout sessions should consist of no more than four participants and one mentor. Mentors should reintroduce the topic area based on the panel discussion and functional area. Participants should use their Participant's Workbook to complete the exercises. Mentors should work through each stage of the Skilled Helper Model and conclude with participants creating an action plan. Once complete, the breakout sessions will close, and everyone will return to the main session. Due to the nature of the breakout sessions, no slide deck or prompts will be provided. A sample script and prompt questions have been offered to mentors for use.

Mentor Script: Welcome to the breakout sessions. This is our time to discuss issues you face in your child nutrition program as they relate to [insert topic area]. Think about some of the ideas presented in the panel discussion. Were there any tips presented that you were excited about? Were there ideas presented that overwhelmed you? Were there ideas presented that you are concerned about that won't be easily implemented in your program? During this breakout session, we want to hear your story. We want to know what changes you believe would help you manage your current situation. We want to help you explore the actions that would get you headed in the right direction for your child nutrition program.

Mentor Script: It is vital for those who tell their story to know that they can say it in a safe environment. Therefore, we want to remember that confidentiality is of utmost importance. While we may be recording your issues, all comments made will not be linked directly to you or your program. We also want you to remember to listen to all ideas and information shared, respect other opinions, be present in the discussion, respect differences, be mindful of others, stay focused on the objectives, and avoid getting sidetracked. Remember the time constraints, draw on others' experiences, and trust the process.

Mentor Script: The Skilled Helper Model was explained in our first session. We will briefly review the model; an example is given in your Participant's Workbook. If at any time you have questions, please don't hesitate to ask. In Stage 1, you will focus on what's going on. This is where you will share your story as well as identify and clarify any areas you may have not considered. In Stage 2, you will reflect on the situation, consider what you want for your program, and think of realistic goals. In Stage 3, you will focus on possible strategies and actions that will move you forward in reaching the goals that you considered in Stage 2.

Prompting Questions

Stage 1, Task 1A: The Story

1. What are you thinking?
2. What is that like for you?
3. How do you feel about that?
4. What else is there about that?

Stage 1, Task 1B: The Real Story

1. How do others see it?
2. Is there anything you've overlooked?
3. Is there any other way of looking at this?

Stage 1, Task 1C: The Right Story

1. What is the most important in all of this?
2. What would be best to work on now?
3. What is manageable?

Stage 2, Task 2A: The Preferred Picture

1. What do you ideally want instead?
2. What would you have that you don't have now?
3. What would it be like if it were better or a bit better?

Stage 2, Task 2B: Goals and Outcomes

1. Are your goals specific?
2. Are they measurable?
3. Are they achievable?
4. Are they relevant?
5. Are they time-bound?

Stage 2, Task 2C: Goals

1. What is the benefit or cost to achieve each goal?
2. What am I willing to do or pay?

Stage 3, Task 3A: Possible Strategies

1. What might help?
2. What has worked for others?
3. What about some wild ideas?

Stage 3, Task 3B: Best Fit Strategies

1. Which of these ideas appeals most?
2. Which is most likely to work for your program?
3. Which are within your resources or control?

Stage 3, Task 3C: Plan

1. How do I organize my strategies to accomplish my goal?
2. What do I do first? Second? Third?

SHOW SLIDE: *Welcome Back!*

SAY: Welcome back from your breakout sessions! I hope that each of you was able to share some challenges and gain valuable strategies to implement in your programs. Would anyone like to share any feedback with the group as a whole? Were there any common challenges shared among you?

DO: Allow participants to provide feedback.

SAY: Would anyone like to share their goals for this functional area?

DO: Allow participants to provide feedback.

SHOW SLIDE: *Conclusion*

SAY: Thanks again for your time and commitment to today's session. We hope that you take your action plans back to your programs and can see those strategies help overcome your current challenges. If you have any questions, please let us know.

LESSON 7: FUNCTIONAL AREA VI: EDUCATION AND TRAINING

Introduction: This lesson will cover Functional Area VI: Education and Training.

Objectives:

1. Participants will share success strategies and best practices in education and training, focusing on the importance of ongoing education and professional development for staff to implement CACFP operations effectively. Participants will identify strategies for assessing training and maintaining professional development goals for themselves and their staff.
2. Participants will develop the ability to identify and analyze procurement-related program issues. Participants will develop two strategies to address education and training challenges.

SHOW SLIDE: *Functional Area VI: Education and Training*

SAY: Functional Area VI is Education and Training. It is an ongoing process of providing all staff with information and professional development to implement standard operating procedures for CACFP effectively. This section's core competencies, knowledge, and skills established the foundation for providing healthy meals to all CACFP participants and creating an environment conducive to learning healthy eating behaviors.

SHOW SLIDE: *Core Competencies*

SAY: Look at the core competencies for this functional area in the ICN's *Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations*. I've placed the link in the chat if you'd like to download a digital copy. A hard copy is also included in your Participant's Workbook.

Link: <https://theicn.org/icn-resources-a-z/competencies-knowledge-and-skills-for-child-care-providers-in-cacfp-operations/>

DO: Place the link in the chat. Allow participants time to review the core competencies for this functional area.

SHOW SLIDE: *Self-Evaluation Tool*

SAY: Now that you have reviewed the core competencies for this functional area, you will complete the Self-Evaluation Tool. The first step is to review each functional area's knowledge and skills statements. Use the checkboxes for each category to check off the items you know or can perform successfully. If there is knowledge and skills that you see possibilities for self-improvement or process improvement, do not check the box. The Self-Evaluation Tool is in your Participant's Workbook.

Activity: Self-Evaluation Tool

Materials: Participant's Workbook

Time: 15 minutes

Instructions: Allow participants to complete the Self-Evaluation Tool for this functional area.

SAY: Take a few minutes to complete the Self-Evaluation Tool.

DO: Allow participants to complete.

SAY: We are going to use this tool later in our session. At this time, we will have panel discussions focusing on Education and Training.

Activity: Panel Discussion

Materials: Mentor's presentations

Time: 30 minutes

Instructions: Allow mentors to present their panel discussions on the functional area.

SHOW SLIDE: *Four Stages*

SAY: Thank you for your presentations. Remember the four stages we discussed during the last session.

- Current Picture: What is going on?
- Preferred Picture: What do I need or want?
- The Way Forward: How do I get what I need or want?
- Action: How do I make it all happen?

At this time, we will be going into breakout sessions to complete the peer-to-peer mentoring. We will walk through these four stages regarding the functional area. Use your self-evaluation tool to guide areas where challenges exist within your program.

Activity: Breakout Sessions

Materials: Participant's Workbook

Time: 1 hour and 15 minutes

Instructions: Allow participants to work through the Skilled Helper Model to address current challenges within their program. Mentors will facilitate the breakout sessions. Breakout sessions should consist of no more than four participants and one mentor. Mentors should reintroduce the topic area based on the panel discussion and functional area. Participants should use their Participant's Workbook to complete the exercises. Mentors should work through each stage of the Skilled Helper Model and conclude with participants creating an action plan. Once complete, the breakout sessions will close, and everyone will return to the main session. Due to the nature of the breakout sessions, no slide deck or prompts will be provided. A sample script and prompt questions have been offered to mentors for use.

Mentor Script: Welcome to the breakout sessions. This is our time to discuss issues you face in your child nutrition program as they relate to [insert topic area]. Think about some of the ideas presented in the panel discussion. Were there any tips presented that you were excited about? Were there ideas presented that overwhelmed you? Were there ideas presented that you are concerned about that won't be easily implemented in your program? During this breakout session, we want to hear your story. We want to know what changes you believe would help you manage your current situation. We want to help you explore the actions that would get you headed in the right direction for your child nutrition program.

Mentor Script: It is vital for those who tell their story to know that they can say it in a safe environment. Therefore, we want to remember that confidentiality is of utmost importance. While we may be recording your issues, all comments made will not be linked directly to you or your program. We also want you to remember to listen to all ideas and information shared, respect other opinions, be present in the discussion, respect differences, be mindful of others, stay focused on the objectives, and avoid getting sidetracked. Remember the time constraints, draw on others' experiences, and trust the process.

Mentor Script: The Skilled Helper Model was explained in our first session. We will briefly review the model; an example is given in your Participant's Workbook. If at any time you have questions, please don't hesitate to ask. In Stage 1, you will focus on what's going on. This is where you will share your story as well as identify and clarify any areas you may have not considered. In Stage 2, you will reflect on the situation, consider what you want for your program, and think of realistic goals. In Stage 3, you will focus on possible strategies and actions that will move you forward in reaching the goals that you considered in Stage 2.

Prompting Questions

Stage 1, Task 1A: The Story

1. What are you thinking?
2. What is that like for you?
3. How do you feel about that?
4. What else is there about that?

Stage 1, Task 1B: The Real Story

1. How do others see it?
2. Is there anything you've overlooked?
3. Is there any other way of looking at this?

Stage 1, Task 1C: The Right Story

1. What is the most important in all of this?
2. What would be best to work on now?
3. What is manageable?

Stage 2, Task 2A: The Preferred Picture

1. What do you ideally want instead?
2. What would you have that you don't have now?
3. What would it be like if it were better or a bit better?

Stage 2, Task 2B: Goals and Outcomes

1. Are your goals specific?
2. Are they measurable?
3. Are they achievable?
4. Are they relevant?
5. Are they time-bound?

Stage 2, Task 2C: Goals

1. What is the benefit or cost to achieve each goal?
2. What am I willing to do or pay?

Stage 3, Task 3A: Possible Strategies

1. What might help?
2. What has worked for others?
3. What about some wild ideas?

Stage 3, Task 3B: Best Fit Strategies

1. Which of these ideas appeals most?
2. Which is most likely to work for your program?
3. Which are within your resources or control?

Stage 3, Task 3C: Plan

1. How do I organize my strategies to accomplish my goal?
2. What do I do first? Second? Third?

SHOW SLIDE: *Welcome Back!*

SAY: Welcome back from your breakout sessions! I hope that each of you was able to share some challenges and gain valuable strategies to implement in your programs. Would anyone like to share any feedback with the group as a whole? Were there any common challenges shared among you?

DO: Allow participants to provide feedback.

SAY: Would anyone like to share their goals for this functional area?

DO: Allow participants to provide feedback.

SHOW SLIDE: *Conclusion*

SAY: Thanks again for your time and commitment to today's session. We hope that you take your action plans back to your programs and can see those strategies help overcome your current challenges. If you have any questions, please let us know.

CONCLUSION: WRAP UP

SHOW SLIDE: *Thank You!*

SAY: We've come to the end of our Mentoring Program. It's been an exciting time collaborating and working towards finding strategies and solutions to our program challenges. At this time, we would like to gather feedback through an evaluation from each of you. Your responses are important to us.

DO: Ask participants to complete the evaluation. Thank participants. Ask if there are any questions. Answer participants' questions.

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APPENDIX

CACFP Peer Mentee Qualification Checklist

QUALIFICATION AREA	INDICATOR	CHECK
Participation Status	Currently enrolled or preparing to enroll in CACFP	
	New to CACFP (e.g., < 2 years of experience) or recently returned to program	
Need for Support	Has challenges with CACFP operations (e.g., recordkeeping, compliance, menu planning)	
	Expressed a need for help or additional support with CACFP	
Learning Attitude	Open to receiving feedback and support	
	Willing to learn from peers and engage in mentorship activities	
Commitment & Availability	Available for check-ins with mentor (virtually, by phone, or in person)	
	Willing to commit time to actively participate in the mentorship relationship	
Technology Comfort (if applicable)	Comfortable or willing to learn basic virtual tools for communication	

Mentee Application

Contact Information

Name: _____

Organization/Site Name (if applicable): _____

Phone Number: _____

Email Address: _____

CACFP Status

Are you currently enrolled in the CACFP?

Yes No

If not, are you planning to enroll soon?

Yes No

How long have you been participating in CACFP?

Less than 6 months

6 months – 2 years

More than 2 years

Areas of Support Needed

What areas do you feel you need the most support with? (Check all that apply)

Administration

Procurement and Financial Management

Compliance

Health and Safety

Nutrition and Meal Management

Education and Training

Other _____

Learning Readiness

Are you open to receiving support and guidance from a peer mentor?

Yes No

Are you comfortable communicating virtually, by phone, or in person?

Yes No

Preferred method of communication: _____

Availability & Commitment

How many hours per month can you commit to participating in mentorship? _____

Are you willing to participate in check-ins and follow-up meetings with your mentor?

Yes No

CACFP Peer Mentor Qualification Checklist

QUALIFICATION AREA	INDICATOR	CHECK
CACFP Experience	Minimum of 2–3 years operating a CACFP-approved site	
	Consistent program participation (no recent terminations)	
Program Knowledge	Familiar with CACFP operations	
	Experience with successful CACFP operations	
Mentoring & Communication	Comfortable guiding others	
	Strong verbal and written communication skills	
	Experience working with diverse populations	
Professionalism & Reliability	Committed to confidentiality and ethics	
	Able to reliably commit time for mentorship duties	
	Strong organizational and documentation skills	
Training & Availability	Willing to complete mentor training	
	Available for regular meetings/check-ins with mentees	

CACFP Peer Mentor Application

Contact Information

Name: _____

Organization/Site Name (if applicable): _____

Phone Number: _____

Email Address: _____

CACFP Experience

How many years have you participated in CACFP? _____

What type of site do/did you operate? (Check all that apply)

Family Child Care

At-Risk Afterschool

Child Care Center

Sponsoring Organization

Adult Day Stay Center

CACFP Program Knowledge

Have you successfully passed a CACFP review or audit in the past 3 years?

Yes No

Please describe:

What are your strongest areas of expertise in CACFP?

Administration

Nutrition and Meal Management

Procurement

Education and Training

Compliance

Other _____

Health and Safety

Mentorship Readiness

Why are you interested in becoming a peer mentor?

Describe a time you supported a peer or colleague:

Are you comfortable mentoring virtually, by phone, and/or in person?

Yes No

Preferred method: _____

Availability & Commitment

How many hours per month can you commit to participating in mentorship? _____

Are you willing to attend training and regular mentor check-ins?

Yes No



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