

FAMILY CHILD CARE MENTORSHIP PROGRAM

PARTICIPANT'S WORKBOOK



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FAMILY CHILD CARE MENTORSHIP PROGRAM

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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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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.

FAMILY CHILD CARE MENTORSHIP PROGRAM

Welcome to the Family Child Care Mentorship Program. This workbook is designed to include note-taking, writing down contacts, and jotting down those “a-ha” moments. Using this workbook will help make this mentorship opportunity a valuable use of your time.

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. The 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.

We hope you find this Mentorship Program a helpful learning and networking experience.

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

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.

NOTES

ICN ARD'S COMPETENCIES, KNOWLEDGE, AND SKILLS FOR CACFP OPERATIONS

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

Key Terms

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

Core Competencies: 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.

Knowledge: Information a person has in specific content areas necessary for successful performance in a competency area.

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

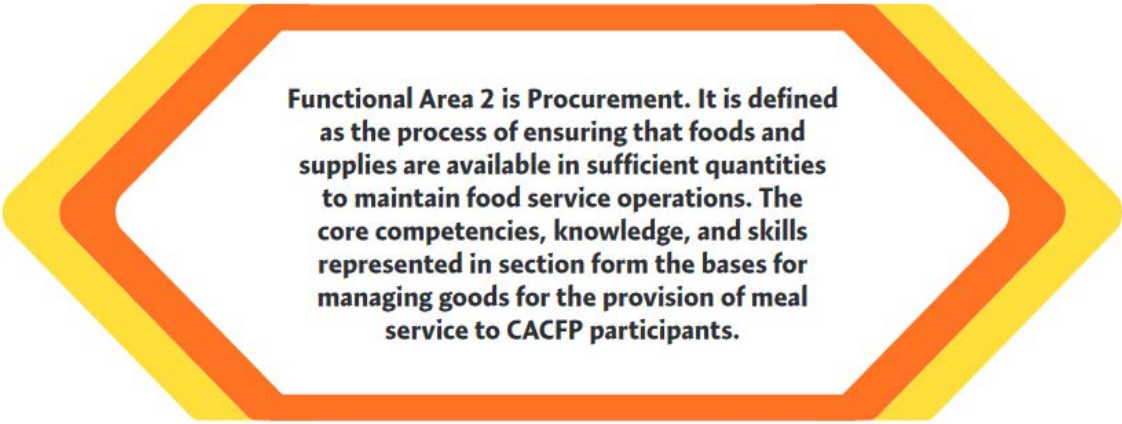
“When Hired”: A basic knowledge and understanding of a competency area, general ability to communicate a basic understanding of local, state, and national regulations and program requirements, and reliance on observation and guidance from others in the field to increase effectiveness and outcomes.

“Advanced”: 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.

Example of Functional Area

Section I: Knowledge and Skill Statements

Functional Area II: Procurement

Functional Area II: Procurement

Functional Area 2 is Procurement. It is defined as the process of ensuring that foods and supplies are available in sufficient quantities to maintain food service operations. The core competencies, knowledge, and skills represented in section form the bases for managing goods for the provision of meal service to CACFP participants.

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.

Section I: Knowledge and Skill Statements

Functional Area II: Procurement

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.

KNOWLEDGE**When Hired**

None

Advanced

Knows ethical practices for procurement.

Knows federal, state, and local procurement regulations, policies, and procedures governing all CACFP purchases.

Knows how to complete and maintain accurate formal or informal procurement processes.

Knows how to purchase and dispose of equipment in accordance with federal, state, and local regulations.

SKILLS**When Hired**

None

Advanced

Ensures accurate formal or informal procurement processes are followed.

Maintains proper documentation of purchases and disposal of equipment.

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.	
Identifiable Knowledge and Skills	
When Hired	Advanced
	<ul style="list-style-type: none"> ○ Knows ethical practices for procurement. ○ Knows federal, state, and local procurement regulations, policies, and procedures governing all CACFP purchases. ○ Knows how to complete and maintain accurate formal or informal procurement processes. ○ Knows how to purchase and dispose of equipment in accordance with federal, state, and local regulations. ○ Ensures accurate formal or informal procurement processes are followed. ○ Maintains proper documentation of purchases and disposal of equipment.

Skilled Helper Model

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

1. What is going on?
2. What do I need or want?
3. How will I get what I need or want?
4. How do I make it happen?

Four Stages:

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 happen?

Stage 1: The Current Picture

Task 1A: The Story

Task 1B: The Real Story

Task 1C: The Right Story

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?

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?

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?

Stage 2: The Preferred Picture

Task 2A: Possibilities

Task 2B: Goals/Outcomes

Task 2C: Commitment

Skilled Helper Model Example:

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?

Task 2B: Goals/Outcomes

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

Task 2C: Commitment

How will you commit yourself to these goals? This is considered an ongoing process.

Stage 3: The Way Forward

Task 3A: Possible Strategies

What are the possible paths to my goals?



Task 3B: Best-Fit Strategies

What strategies are best for my program?



Task 3C: The Plan

How can you organize your strategies into a plan of action?



Stage 4: Action**Create SMART Goals**

A SMART goal is specific, measurable, achievable, relevant, and time-bound.

Answer the “W” questions: who, what, when, where, which, and why.

Initial Goal:

1. Specific (What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?)

2. Measurable (How can you measure progress and know if you've successfully met your goal?)

3. Achievable (Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal?)

4. Relevant (Why am I setting this goal now? Is it aligned with the overall objectives?)

5. Time-bound (What's the deadline, and is it realistic?)

SMART Goal (Review what you have written, and craft a new goal statement based on what the answers to the question have revealed.)

LESSON 2:

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.

Panel Discussion Notes

Stage 1: Current Picture

What is going on?

Task 1A: The Story: Problem Situations

What is going on in your CACFP as it relates to Administration? What are your main concerns?

Task 1B: Possibilities

As you look closely, what is really going on as it relates to Administration? Dig a little deeper.

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

What should you be working on? What issues, if handled well, will make real progress in your Administration outcomes?

Administration

Stage 2: Preferred Picture

What do you see for the future of your program?

You have taken the time to look at what is currently happening in your CACFP. Now, imagine the future for your CACFP with Administration regarding setting new goals.

Task 2A: Possibilities

What do you want instead of what you currently have? What do you want the future of Administration to look like in your CACFP?

**Task 2B: Goals/Outcomes**

What do you really want and need? Which solutions are best? Set some goals.



Administration

Stage 3: The Way Forward

How do I get what I want or need?

This stage helps you make a realistic plan to achieve your goals that lead to problem-managing outcomes. Consider strategies that will help you meet each established goal.

Task 3A: Possible Strategies

What are the possible paths to your goals? How do you move forward? Brainstorm strategies to achieve the goals set in Task 2B. This is a list of possibilities.

Task 3B: Best-Fit Strategies

What is best for your program? Is it realistic?

Task 3C: The Plan

Set some SMART goals. Specific – Measurable – Achievable – Relevant – Time-bound

Action Plan: Administration

Expected Outcomes (Measurable and Specific)

Observations

PLAN	PERSON RESPONSIBLE	MEASURE OF SUCCESS	TARGET DATE	DATE COMPLETED

Resources

Objectives:

- ## Panel Discussion Notes

Procurement

Stage 1: Current Picture

What is going on?

Task 1A: The Story: Problem Situations

What is going on in your CACFP as it relates to Procurement? What are your main concerns?



Task 1B: Possibilities

As you look closely, what is really going on as it relates to Procurement? Dig a little deeper.



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

What should you be working on? What issues, if handled well, will make real progress in your Procurement outcomes?



Procurement

Stage 2: Preferred Picture

What do you see for the future of your program?

You have taken the time to look at what is currently happening in your CACFP. Now, imagine the future for your CACFP with Procurement in terms of setting new goals.

Task 2A: Possibilities

What do you want instead of what you currently have? What do you want the future of Procurement to look like in your CACFP?



Task 2B: Goals/Outcomes

What do you really want and need? Which solutions are best? Set some goals.



Procurement

Stage 3: The Way Forward

How do I get what I want or need?

This stage helps you make a realistic plan to achieve your goals that lead to problem-managing outcomes. Consider strategies that will help you meet each established goal.

Task 3A: Possible Strategies

What are the possible paths to your goals? How do you move forward? Brainstorm strategies to achieve the goals set in Task 2B. This is a list of possibilities.

Task 3B: Best-Fit Strategies

What is best for your program? Is it realistic?

Task 3C: The Plan

Set some SMART goals. Specific – Measurable – Achievable – Relevant – Time-bound

Action Plan: Procurement

Expected Outcomes (Measurable and Specific)

Observations

PLAN	PERSON RESPONSIBLE	MEASURE OF SUCCESS	TARGET DATE	DATE COMPLETED

Resources

LESSON 4: 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.

Panel Discussion Notes

Compliance

Stage 1: Current Picture

What is going on?

Task 1A: The Story: Problem Situations

What is going on in your CACFP as it relates to Compliance? What are your main concerns?

Task 1B: Possibilities

As you look closely, what is really going on as it relates to Compliance? Dig a little deeper.

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

What should you be working on? What issues, if handled well, will make real progress in your Compliance outcomes?

Compliance

Stage 2: Preferred Picture

What do you see for the future of your program?

You have taken the time to look at what is currently happening in your CACFP. Now, imagine the future for your CACFP with Compliance in setting new goals.

Task 2A: Possibilities

What do you want instead of what you currently have? What do you want the future of Compliance to look like in your CACFP?

Task 2B: Goals/Outcomes

What do you really want and need? Which solutions are best? Set some goals.

Compliance

Stage 3: The Way Forward

How do I get what I want or need?

This stage helps you make a realistic plan to achieve your goals that lead to problem-managing outcomes. Consider strategies that will help you meet each established goal.

Task 3A: Possible Strategies

What are the possible paths to your goals? How do you move forward? Brainstorm strategies to achieve the goals set in Task 2B. This is a list of possibilities.

Task 3B: Best-Fit Strategies

What is best for your program? Is it realistic?

Task 3C: The Plan

Set some SMART goals. Specific – Measurable – Achievable – Relevant – Time-bound

Action Plan: Compliance

Expected Outcomes (Measurable and Specific)

Observations

PLAN	PERSON RESPONSIBLE	MEASURE OF SUCCESS	TARGET DATE	DATE COMPLETED

Resources

LESSON 5: 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.

Panel Discussion Notes

Health and Safety

Stage 1: Current Picture

What is going on?

Task 1A: The Story: Problem Situations

What is going on in your CACFP as it relates to Health and Safety? What are your main concerns?



Task 1B: Possibilities

As you look closely, what is really going on as it relates to Health and Safety? Dig a little deeper.



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

What should you be working on? What issues, if handled well, will make real progress in your Health and Safety outcomes?



Health and Safety

Stage 2: Preferred Picture

What do you see for the future of your program?

You have taken the time to look at what is currently happening in your CACFP. Now, imagine the future for your CACFP with Health and Safety regarding setting new goals.

Task 2A: Possibilities

What do you want instead of what you currently have? What do you want the future of Health and Safety to look like in your CACFP?

Task 2B: Goals/Outcomes

What do you really want and need? Which solutions are best? Set some goals.

Health and Safety

Stage 3: The Way Forward

How do I get what I want or need?

This stage helps you make a realistic plan to achieve your goals that lead to problem-managing outcomes. Consider strategies that will help you meet each established goal.

Task 3A: Possible Strategies

What are the possible paths to your goals? How do you move forward? Brainstorm strategies to achieve the goals set in Task 2B. This is a list of possibilities.

Task 3B: Best-Fit Strategies

What is best for your program? Is it realistic?

Task 3C: The Plan

Set some SMART goals. Specific – Measurable – Achievable – Relevant – Time-bound

Action Plan: Compliance

Expected Outcomes (Measurable and Specific)

Observations

PLAN	PERSON RESPONSIBLE	MEASURE OF SUCCESS	TARGET DATE	DATE COMPLETED

Resources

LESSON 6: 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.

Panel Discussion Notes

Nutrition and Meal Management

Stage 1: Current Picture

What is going on?

Task 1A: The Story: Problem Situations

What is going on in your CACFP as it relates to Nutrition and Meal Management? What are your main concerns?



Task 1B: Possibilities

As you look closely, what is really going on as it relates to Nutrition and Meal Management? Dig a little deeper.



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

What should you be working on? What issues, if handled well, will make real progress in your Nutrition and Meal Management outcomes?



Nutrition and Meal Management

Stage 2: Preferred Picture

What do you see for the future of your program?

You have taken the time to look at what is currently happening in your CACFP. Now, imagine the future for your CACFP with Nutrition and Meal Management regarding setting new goals.

Task 2A: Possibilities

What do you want instead of what you currently have? What do you want the future of Nutrition and Meal Management to look like in your CACFP?

Task 2B: Goals/Outcomes

What do you really want and need? Which solutions are best? Set some goals.

Nutrition and Meal Management

Stage 3: The Way Forward

How do I get what I want or need?

This stage helps you make a realistic plan to achieve your goals that lead to problem-managing outcomes. Consider strategies that will help you meet each established goal.

Task 3A: Possible Strategies

What are the possible paths to your goals? How do you move forward? Brainstorm strategies to achieve the goals set in Task 2B. This is a list of possibilities.

Task 3B: Best-Fit Strategies

What is best for your program? Is it realistic?

Task 3C: The Plan

Set some SMART goals. Specific – Measurable – Achievable – Relevant – Time-bound

Action Plan: Nutrition and Meal Management

Expected Outcomes (Measurable and Specific)

Observations

PLAN	PERSON RESPONSIBLE	MEASURE OF SUCCESS	TARGET DATE	DATE COMPLETED

Resources

LESSON 7: 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.

Panel Discussion Notes

Education and Training

Stage 1: Current Picture

What is going on?

Task 1A: The Story: Problem Situations

What is going on in your CACFP as it relates to Education and Training? What are your main concerns?



Task 1B: Possibilities

As you look closely, what is really going on as it relates to Education and Training? Dig a little deeper.



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

What should you be working on? What issues, if handled well, will make real progress in your Education and Training outcomes?



Education and Training

Stage 2: Preferred Picture

What do you see for the future of your program?

You have taken the time to look at what is currently happening in your CACFP. Now, imagine the future for your CACFP with Education and Training regarding setting new goals.

Task 2A: Possibilities

What do you want instead of what you currently have? What do you want the future of Education and Training to look like in your CACFP?

Task 2B: Goals/Outcomes

What do you really want and need? Which solutions are best? Set some goals.

Education and Training

Stage 3: The Way Forward

How do I get what I want or need?

This stage helps you make a realistic plan to achieve your goals that lead to problem-managing outcomes. Consider strategies that will help you meet each established goal.

Task 3A: Possible Strategies

What are the possible paths to your goals? How do you move forward? Brainstorm strategies to achieve the goals set in Task 2B. This is a list of possibilities.

Task 3B: Best-Fit Strategies

What is best for your program? Is it realistic?

Task 3C: The Plan

Set some SMART goals. Specific – Measurable – Achievable – Relevant – Time-bound

Action Plan: Education and Training

Expected Outcomes (Measurable and Specific)

Observations

PLAN	PERSON RESPONSIBLE	MEASURE OF SUCCESS	TARGET DATE	DATE COMPLETED

Resources

EVALUATION

The Institute of Child Nutrition wants your feedback about The Family Child Care Mentorship Program. Your comments may be used to help promote this program to others.

After attending this training, I can now:

This training was valuable to me because:

This training has given me ideas on how to address the following:

Any additional comments or information that you would like to share:

REFERENCES

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