



CHILD AND ADULT CARE FOOD PROGRAM

Child Meal Pattern Requirements

Instructor Manual

Child and Adult Care Food Program Child Meal Pattern Requirements

Instructor Manual

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Face-to-Face Training

Training Length: 6 hours

USDA Professional Standards

Key Areas: Nutrition 1000, Operations 2000

Training Topics: Menu Planning 1100, Food Production 2100, Serving Food 2200

Learning Objectives: 1110, 1160, 2150, 2210

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.

Institute of Child Nutrition The University of Mississippi

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TRAINING FOUNDATION

Training Overview

The **Child and Adult Care Food Program (CACFP) Child Meal Pattern Requirements Training** is a 6-hour course designed to prepare child nutrition professionals with the knowledge and skills needed to serve creditable meals and snacks for children aged 1–18 years. The training features practical applications, knowledge checks, and hands-on activities to introduce key concepts and skills for preparing reimbursable meals. Participants will explore the child meal pattern and gain tips and strategies for effective implementation.

This training is designed as a comprehensive 6-hour course and can also be delivered as individual lessons. It includes an overview of the CACFP and six core lessons: 1) CACFP meal pattern requirements, 2) grains, 3) fluid milk, 4) meats/meat alternates, 5) vegetables and fruits, and 6) meal service. This Instructor Manual serves as a guide for facilitating the course.

Background Information

The United States Department of Agriculture (USDA) is committed to supporting healthy choices and healthy outcomes and established nutrition standards for meals provided through various child nutrition programs, including the CACFP, to align with the latest nutritional science and Federal regulations.

In April 2016, USDA announced updated CACFP meal pattern requirements. These updates, the first in over three decades, aimed to improve the quality of meals served to CACFP participants. Key changes included a greater variety of vegetables, the inclusion of whole grains, and limits on total sugars. The implementation of these updated meal patterns on October 1, 2017, represented a significant step in enhancing the nutritional quality of meals offered in child and adult care settings.

On April 25, 2024, USDA published the Final Rule, “Child Nutrition Programs: Meal Patterns Consistent With the 2020–2025 Dietary Guidelines for Americans.” This final rule focused on changing sugar limits for breakfast cereals and yogurt from total sugars to added sugars. The rule also addressed meal modifications, menu planning, operational flexibilities, and technical changes.

Intended Audience

This training is designed for food service staff, menu planners, and individuals operating the CACFP for participants aged 1–18 years old. Intended audiences may include, but are not limited to, the following program types:

- Child Care Centers
- Family Child Care Homes
- At-Risk Afterschool Programs
- Emergency Shelters

Affiliates, such as sponsoring organizations and State agencies, may also find this training useful when managing or assisting these program types.

Functional Area and Competencies

The Institute of Child Nutrition's Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations establishes the foundation for providing nutritious meals to all CACFP participants as well as creating an environment supportive of learning healthy eating behaviors. This training focuses on the following competencies for Functional Area #5: Nutrition and Meal Management.

- Competency 5.1: Assures appropriate implementation of meal planning, food purchasing, and meal management that meets CACFP meal pattern requirements.
- Competency 5.2: Establishes a positive dining environment to foster appropriate social interaction and promote healthy eating behaviors.
- Competency 5.4: Assures the proper interpretation and implementation of appropriate food intake for all children regardless of dietary needs.

Source: Institute of Child Nutrition. (2017). *Competencies, knowledge, and skills for child care providers in CACFP operations*. <https://theicn.org/icn-resources-a-z/competencies-knowledge-and-skills-for-child-care-providers-in-cacfp-operations/>

LESSONS AND OBJECTIVES



CACFP Meal Pattern Requirements

- Identify and utilize the child meal pattern handouts for breakfast, lunch/supper, and snack.
- Explain the requirements to accommodate children with special dietary needs.
- Review Child Nutrition labels and Product Formulation Statements to ensure foods meet meal pattern requirements.

Grains Component

- Recall and interpret the grains component requirements in the CACFP.
- Demonstrate how to identify breakfast cereals that meet the CACFP added sugars limit.
- Identify grain-based desserts and explore creditable grain alternatives.
- Demonstrate how to use ounce equivalents to calculate the required amounts of creditable grains.
- Identify and describe the six methods for determining if a grain is whole grain-rich.
- Explain the CACFP whole grain-rich requirements.

Fluid Milk Component

- Recall and interpret the fluid milk component requirements for each age group.
- Explain the guidelines for accommodating children who do not drink fluid milk and identify creditable fluid milk substitutes.

Meats and Meat Alternates Component

- Identify and explain the meats/meat alternates component requirements in the CACFP.
- Demonstrate how to use the table method to identify yogurt products that meet the CACFP added sugars limit.
- Summarize the key requirements for substituting meats/meat alternates for grains at breakfast in the CACFP.

Vegetables and Fruits Components

- Identify and explain the CACFP requirements for the vegetables and fruits components.
- Interpret and apply the requirements for serving juice in the CACFP.

Meal Service Requirements

- Recall at least one way to increase water intake that aligns with the CACFP requirements.
- Identify the requirements for preparing and serving nutritious meals and snacks in the CACFP.

DELIVERY DETAILS

Training Components

The following information is provided to support consistent, effective delivery of the training. Together, these components help facilitators prepare materials, plan the agenda, organize the training environment, and deliver the content as intended.

Instructor Manual

The Instructor Manual provides the structure and guidance needed to deliver the training effectively. It supports adult learning by encouraging participants to draw on their experience, engage in discussion, and apply concepts to real-world situations. Activities are designed to promote participation, critical thinking, and practical application. Following the manual helps ensure a consistent and effective training experience across facilitators.

The following prompts are used throughout the manual to guide instruction:

- **SHOW SLIDE:** Indicates when to advance to a specific PowerPoint slide.
- **SAY:** Indicates what the instructor says to participants.
- **ASK:** Signals when the instructor should pose a question.
- **DO:** Outlines actions for the instructor, including activities, demonstrations, or videos.
- **FEEDBACK:** Provides key points to reinforce after a question or activity.
- **INSTRUCTOR'S NOTE:** Offers additional guidance or helpful tips for the instructor. Required actions should be included in the "DO" prompt. See example below.

Participant Workbook

Includes all handouts, activities, and reference materials for the training. Distribute at the start to support engagement and note-taking. Handouts are not included in the Instructor Manual—use the Participant Workbook as the reference and direct participants to it for all materials.

Pre- and Post-Assessments

Measure participant learning and are administered at the beginning and end of the training. This training may be delivered as a full training or as individual lessons:

- **For full training:** administer the Comprehensive Pre-Assessment at the beginning of the training and the Comprehensive Post-Assessment at the end of the training.
- **For individual lessons:** administer the Lesson Pre-Assessment at the beginning of each lesson and the Lesson Post-Assessment at the end of each lesson.

INSTRUCTOR'S NOTE:

This prompt features information for reference only; avoid sharing information with attendees. Read each note when preparing for the training to reduce transition time.

PowerPoint Slide Deck

Reinforces key concepts and guides instruction. Slides should not be modified to ensure alignment with the facilitator script.

- **Slide Animations:** Indicate when to click to reveal content on slides, noted by prompts such as **[Click to reveal...]**. Animations support pacing and help focus participant attention. In this lesson, animations are minimal; however, formatting may be affected when PowerPoint files are uploaded or downloaded. Before delivering the lesson, preview the slides alongside the script to confirm all animations are functioning as intended. If any are missing, reapply them using the “Appear” animation so content displays correctly.

Sign-In Sheet

Documents attendance for training records and reporting purposes. Distribute at the beginning of the training session.

Training Evaluation

Collects participant feedback at the end of the training to support continuous improvement.

Training Hours

The training time estimates provided in this Instructor Manual reflect instructional time only and are intended to support trainers in planning and pacing the training. Instructional time is provided in the **Training-at-a-Glance** section.

The total instructional time of the full training is approximately 6 hours. This training may be delivered as a full course or as individual lessons. When delivered as individual lessons, total instructional time will include a brief introduction and lesson pre- and post-assessments.

Training Agenda

Trainers are responsible for developing the final training agenda, including the scheduling of breaks and meals. The final agenda length will exceed the total instructional time once breaks and meals are included. When building the agenda, ensure that:

- Instructional time is delivered as outlined for each lesson.
- Breaks and meals are scheduled in addition to instructional time.
- The total agenda length accounts for both instructional and non-instructional time.

Room Set-Up & Structure

The training environment should support participant interaction, visibility, and movement.

- **Room Set-Up:** Arrange tables to support small group discussion, ideally with 4 to 6 participants per table. Ensure all participants have a clear view of the screen and instructor. Provide space for movement during activities, if applicable.
- **Group Size:** An ideal group size is 15 to 20 participants to allow for interaction while maintaining efficient pacing. Adjust facilitation strategies as needed for smaller or larger groups.

Strategies for Content Preparation

Use the following strategies to prepare for a successful training delivery:

- **Quick Scan to Deep Read**

Review the lesson objectives and overall flow first, then read the script closely to understand timing, transitions, slide animations, and key messages.

- **Highlight “Must Say” Content**

Identify language that should be delivered as written, such as definitions, key concepts, and compliance-related information.

- **Add Real-World Connections**

Note brief examples, experiences, or data points that help connect the content to participants’ day-to-day work.

- **Rehearse with a Timer**

Practice delivering the content aloud and monitor pacing. Aim to stay within plus or minus one minute of the estimated timing for each section.

- **Check Technology and Materials**

Test slides, videos, and QR codes in advance. Have backup options available if technology is not accessible.

- **Record and Reflect (Optional)**

If possible, record a practice session to review pacing, clarity, and delivery. Make adjustments as needed.



TRAINING-AT-A-GLANCE

Time	Topic
30 minutes	Introduction • Training Introduction • Comprehensive Pre-Assessment
60 minutes	CACFP Meal Pattern Requirements • CACFP Child Meal Pattern • Special Dietary Needs • Child Nutrition Labels and Product Formulation Statements
120 minutes	Grains Component • Grains Component Requirements • Breakfast Cereals • Grain-Based Desserts • Ounce Equivalents • Methods to Identify WGR Foods • Whole Grain-Rich Requirements
25 minutes	Fluid Milk Component • Fluid Milk Component Requirements • Smoothies • Milk Substitutions
40 minutes	Meats and Meat Alternates Component • Meats/Meat Alternates Component Requirements • Tofu • Yogurt • Meats/Meat Alternates at Breakfast
30 minutes	Vegetables and Fruits Components • Vegetables and Fruits Components Requirements • Juice Requirements
30 minutes	Meal Service Requirements • Water Requirements • Preparing and Serving CACFP Meals
25 minutes	Training Conclusion • Training Summary • Comprehensive Post-Assessment • Training Evaluation

Instructional Time: 6 hours (360 minutes)

Total Event Time (including breaks/lunch): Determined by Instructor



PREPARATION CHECKLIST

Instructions: Use this checklist to prepare for your training session.

- **ICN-funded trainings:** The ICN will provide Participant Sign-In Sheets, a Pre-Assessment QR code, Post-Assessment QR code, Training Evaluation QR code, and a Certificate of Completion for each participant.
- **Trainings not funded by ICN:** The trainer is responsible for confirming material availability or reproducing materials as needed.

Before the training, coordinate with the site host to confirm which materials, equipment, and supplies will be available. If certain materials are not available, plan to use alternate activities as noted in the Instructor Manual.

Use the checkbox (✓) column to track completion.

✓	Training Materials
	Instructor Manual
	Training Presentation Slide Deck
	Participant Workbook (1 per participant)
	Pre-/Post-Assessments
Equipment	
	Microphone (preferably wireless)
	Computer to present slides
	Projector and screen
	Wireless presenter device and laser pointer
General Supplies	
	Chart paper (self-adhesive strip sheets)
	Markers, pens, highlighters
	Self-adhesive note pads or index cards
	Name tags and table tents
Room Set-Up	
	Set up the training area (sign-in sheets, "Bike Rack" chart paper)
	Organize the materials
	Test all equipment
After the Training	
	Collect Sign-in Sheets
	Ensure assessments and evaluations are completed



INTRODUCTION LESSON-AT-A-GLANCE

Time	Topic	Activity/Materials	Handouts
20 minutes	• Training Introduction • Logistics & Housekeeping • Ground Rules	• Activity: Icebreaker: Define Training Success • Chart Paper • Markers	• Ground Rules
10 minutes	• Comprehensive Pre-Assessment	• Comprehensive Pre-Assessment • Smartphone	
Total Time: 30 minutes			

Introduction

SHOW SLIDE: Child and Adult Care Food Program Child Meal Pattern Requirements Training

SAY: Hello and welcome to the **Child and Adult Care Food Program (CACFP) Child Meal Pattern Requirements** training!

DO: Introduce yourself and other guests, if applicable. State your name, title, credentials, and experience in child care, CACFP, and other child nutrition programs. If this is an ICN training, state that you are facilitating this training on behalf of the Institute of Child Nutrition (ICN) while introducing yourself.

SHOW SLIDE: Institute of Child Nutrition (ICN)

ASK: With a show of hands, how many have heard of the Institute of Child Nutrition or ICN?

DO: Allow participants to respond.

SAY: The ICN offers research, education, and training resources for child nutrition professionals. For more information about the ICN, see the **Supporting Child Nutrition Professionals** handout in your workbook and visit www.theicn.org. The ICN Help Desk also provides a direct link to experts who can answer a wide variety of questions about child nutrition program management. You can contact the ICN by phone or email.

This training was developed by the ICN to support your learning and application of key concepts. A Participant Workbook is provided and includes essential information, handouts, and activities. Slides that connect to a handout or worksheet include an icon—like the one shown on the slide—to guide you.

SHOW SLIDE: Training Overview

This training is designed to prepare you with the meal pattern knowledge and skills needed to serve reimbursable meals and snacks to children aged 1 year and older.

Specifically, this training includes six core lessons that cover the CACFP meal pattern requirements—including requirements for the meal components: grains, fluid milk, meats/meat alternates, vegetables, and fruits—as well as meal service requirements. Each lesson also features knowledge checks and activities to reinforce key concepts for preparing reimbursable meals.

SHOW SLIDE: Introductions

SAY: Let's begin by getting to know each other. I'd like to get an idea of the types of organizations you're representing today.

ASK: With a show of hands, how many of you are from group child care centers? Family child care homes? Emergency Shelters? At-Risk Afterschool Programs? Sponsoring organizations? State agencies? Anything I missed?

DO: Allow participants to raise their hands for each type of organization.

SAY: Now, let's see what types of positions you represent. With a show of hands, how many of you are Directors? Food Service Staff or Cooks? Teachers? Monitors? Trainers? Did I miss anyone?

DO: Allow participants to raise their hands for each type of position.

SHOW SLIDE: Icebreaker Activity: Define Training Success

(Icebreaker Activity): Define Training Success

Purpose: Identify expectations for this training and ways to meet the needs of each participant.

Materials: Chart paper and markers

Time: 5 minutes

Instructions:

1. **SAY:** Let's begin by thinking about your overall expectations for what you would like to learn today and complete the sentence: "This training will be a success for me if ____." For example, "This training will be a success for me if I learn how to choose creditable breakfast cereals." Write your answers on the self-adhesive notes and place them on the chart paper.
2. **DO:** Allow 2 minutes for participants to write their answers on the self-adhesive notes and place them on the chart paper. Read the answers aloud.

SHOW SLIDE: Logistics

SAY: Before we get started, let's review a few logistics for today's training.

DO: Provide site-specific details, including restroom locations, sign-in procedures, "Bike Rack" setup (if used), and break/lunch timing.

SHOW SLIDE: Ground Rules

SAY: The ICN has established ground rules that are also included in your Participant Workbook. To make this session productive and respectful, let's follow these simple guidelines:

- **Show up on time and come prepared.** Be prompt in arriving and returning from breaks.
- **Stay mentally and physically present.** Listen attentively to others and avoid side conversations.
- **Let everyone participate.** Be patient when listening and treat others with respect.
- **Listen with an open mind.** Be open to new approaches and listen to understand. You can respect another person's point of view without agreeing with them.
- **Think before speaking.** Focus on understanding others before expressing your perspective. Use clear, straightforward language to avoid potential misunderstandings.
- **Address the issue, not the individual.** Honest and constructive discussions are necessary to achieve the best outcomes.

Let's uphold these rules so we can all learn and collaborate effectively.

Comprehensive Pre-Assessment

SHOW SLIDE: Comprehensive Pre-Assessment

Comprehensive Pre-Assessment

Purpose: To determine current knowledge of the CACFP meal pattern requirements.

Materials: Comprehensive Pre-Assessment (QR code, link, or printed copies)

Time: 10 minutes

SAY: Before we begin exploring the first topic, let's assess what you already know about the CACFP meal pattern requirements by completing a Pre-Assessment. Follow these instructions to complete the Pre-Assessment:

- Access the assessment using the method provided (scan the QR code, open the link, or use the printed copy).
- Read each question carefully and select the best answer.
- When finished, submit your responses as directed.

DO: Provide instructions based on the available format:

- If using a QR code: direct participants to scan the code using their smartphone camera.
- If using a link: display or share the link and allow time for participants to access it.
- If using printed copies: distribute assessments and provide directions for completion and collection.

DO: Allow 10 minutes for participants to complete the Pre-Assessment.

SHOW SLIDE: CACFP Overview

SAY: It sounds like many of you have a variety of topics you would like to learn about today. Let's start with an overview of the CACFP.

The CACFP is a federally funded nutrition program established in 1968 and administered by the U.S. Department of Agriculture (USDA) Food and Nutrition Administration (FNA). Through reimbursements, the CACFP supports meals and snacks served to eligible children in child care centers, family day care homes, afterschool programs, and emergency shelters. The program also sets nutrition standards—based on the latest nutritional science and Federal regulations—to help improve the quality of meals and snacks served in CACFP settings.

While the USDA FNA establishes overall program rules and regulations, child nutrition programs are administered at the state, territory, tribal, or local level. Keep in mind that State agencies may require additional documentation or enforce stricter guidelines than those provided in this training. For details specific to your state, contact your State agency or sponsoring organization.

Throughout this training, you will see references to additional resources. Website addresses for these materials are included in the **Training Resources** section at the end of the Participant Workbook to access on an electronic device. This section includes links to locate your State agency under “FNA Contacts.”



CACFP MEAL PATTERN REQUIREMENTS

LESSON-AT-A-GLANCE

Time	Topic	Activity/Materials	Handouts
Lesson Introduction			
1 minute	• Lesson Objectives		
Objective: Identify and utilize the child meal pattern handouts for breakfast, lunch/supper, and snack.			
18 minutes	• CACFP Meal Pattern Requirements • Creditable vs. Noncreditable Foods	• Activity: Exploring the Meal Pattern	• CACFP Meal Pattern Handouts
Objective: Explain the requirements to accommodate children with special dietary needs.			
15 minutes	• Special Dietary Needs	• Activity: Understanding Medical Statements	• Special Dietary Needs • Sample Medical Statement
Objective: Review Child Nutrition labels and Production Formulation Statements to ensure foods meet meal pattern requirements.			
20 minutes	• Child Nutrition Labels and Product Formulation Statements	• Activity: Using a CN Label	• Child Nutrition Labels
Lesson Conclusion			
6 minutes	• Lesson Summary	• Activity: Apply in Three	
Total Time: 60 minutes			

Lesson Introduction

SHOW SLIDE: CACFP Meal Pattern Requirements

ASK: What foods or types of foods would you include in a well-balanced meal to ensure children get the nutrients they need? How might they connect to meals served in the CACFP?

DO: Encourage participants to share their thoughts.

SAY: Thank you for sharing your ideas on creating balanced meals for children. Let's see how these ideas align with the CACFP meal pattern requirements.

SHOW SLIDE: Lesson Objectives Overview

SAY: Today, we will take a closer look at the CACFP child meal pattern and how it supports balanced, nutritious meals. This lesson will cover the following objectives, which can be found on the **CACFP Meal Pattern Requirements Notes Page** in the Participant Workbook:

- Identify and utilize the child meal pattern handouts for breakfast, lunch/supper, and snack.
- Explain the requirements to accommodate children with special dietary needs.
- Review Child Nutrition labels and Product Formulation Statements to ensure foods meet meal pattern requirements.

At the end of this lesson, you should know the child meal pattern requirements and some key strategies for using them in your programs.

CACFP Child Meal Pattern

SHOW SLIDE: CACFP Child Meal Pattern

SAY: The CACFP meal pattern helps programs create well-balanced meals and enables programs to provide a greater variety of vegetables, fruits, whole grains, lean meats, meat alternates, and fluid milk while reducing added sugars and saturated fat. In today's training, we will explore the meal pattern requirements, focusing on each meal component and key strategies for implementation. This section will identify and utilize the child meal pattern handouts for breakfast, lunch/supper, and snack.

SHOW SLIDE: Meal Pattern Requirements

SAY: CACFP operators receive reimbursements for complete meals and snacks served to children, not for individual foods. A **reimbursable meal or snack** includes creditable foods in the minimum serving sizes specified in the CACFP meal patterns. We will define creditable foods later in the training. The meal patterns outline the required meal components and minimum amounts to serve to different age groups to ensure balanced nutrition.

SHOW SLIDE: Meal Pattern Handouts

SAY: The USDA CACFP Child Meal Pattern Tables list the meal pattern requirements for CACFP meals and snacks. You can find the website address in the **Training Resources** section at the end of the Participant Workbook.

Throughout this training, we will refer to the **Child Meal Pattern Handouts** that provide detailed information on the meal pattern requirements. Please locate these handouts in your Participant Workbook and mark them for easy reference during the training. Each meal has a specific handout: one for breakfast, one for lunch and supper (as they share the same meal pattern), and one for snacks. We will now reference each handout while discussing the required components for reimbursable meals and snacks.

SHOW SLIDE: How Many Meal Components?

ASK: Does anyone know how many meal components there are in the CACFP meal pattern? Can you name them?

DO: Allow the participants to respond. **[Click to reveal the answers.]**

SAY: As you just mentioned, there are five meal components, and they are listed along the left side of the meal pattern handouts. They are fluid milk, meats/meat alternates, vegetables, fruits, and grains.

SHOW SLIDE: Breakfast

SAY: A reimbursable breakfast must include all **three** of the following components: fluid milk, vegetables or fruits, and grains. At breakfast only, vegetables and fruits are one combined component. This means you can serve vegetables, fruits, or a combination to meet this requirement.

SHOW SLIDE: Lunch/Supper

SAY: A reimbursable lunch or supper must include all **five** of the following components: fluid milk, meats/meat alternates, vegetables, fruits, and grains. The vegetables and fruits components are two separate components at lunch and supper. A reimbursable lunch or supper must include one serving of fruits and one serving of vegetables. You also have the option to serve two different vegetables.

SHOW SLIDE: Snack

SAY: A reimbursable snack must include **two** of the following components: fluid milk, meats/meat alternates, vegetables, fruits, and grains. The vegetables and fruits components are two separate meal components at snack. Only one of the two components served may be a beverage. So, you cannot serve juice and milk as a reimbursable snack.

SHOW SLIDE: Age Groups

SAY: Now, let's discuss the age groups. If you look at the handouts, you will see four columns that represent the following age groups: 1 through 2-year-olds, 3 through 5-year-olds, 6 through 12-year-olds, and 13 through 18-year-olds. The 13–18-year-old age group represents participants in at-risk afterschool programs and emergency shelters.

SHOW SLIDE: Serving Sizes

SAY: A **serving size** is a single portion of food identified by the measure, typically as weight (ounce equivalents) or volume (cups). The meal pattern handouts list the minimum serving size for each component to meet the meal pattern requirement for reimbursement. CACFP operators may choose

to serve more than the minimum serving size; however, additional reimbursement will not be given for the extra food served.

SHOW SLIDE: Creditable vs. Noncreditable Foods

SAY: Foods served in reimbursable meals and snacks in the CACFP must be creditable.

- **Creditable foods** are those that may be counted toward meeting the CACFP meal pattern requirements for a reimbursable meal or snack.
- **Noncreditable foods** are foods that do not count toward any meal component or are served in amounts smaller than the minimum creditable portion.
- However, some noncreditable foods or ingredients may be used to round out a meal or improve the acceptability of foods. For example, condiments such as ketchup, salad dressing, syrup, and jam may be served in small amounts with creditable foods.
- Ingredients like seasonings or cream sauces may be used in recipes to enhance flavor and improve the overall appeal of a dish.
- These noncreditable foods may be served as extra foods.

We will review specific examples of creditable and noncreditable foods in each meal component lesson. For additional information on creditable foods, refer to the USDA's "Crediting Handbook for the Child and Adult Care Food Program." You can find the website address in the **Training Resources** section at the end of the Participant Workbook.

SHOW SLIDE: Activity: Exploring the Meal Pattern

(Activity): Exploring the Meal Pattern

Purpose: To become familiar with the CACFP meal pattern.

Materials: Exploring the Meal Pattern worksheet, pen or pencil

Time: 10 minutes

1. **SAY:** Now that we've covered the key requirements of the CACFP meal pattern, let's take a closer look at the meal pattern handouts. Turn to the **Exploring the Meal Pattern** worksheet in your Participant Workbook. Work with a partner or group and answer the questions.
2. **DO:** Allow 5 minutes for participants to complete this activity and then review the questions and answers found in the **Answer Key: Exploring the Meal Pattern**.

Answer Key: Exploring the Meal Pattern

Instructions: Answer each question using the CACFP Child Meal Pattern Handouts. Create sample menus using the provided meal component combinations, making sure no food item is repeated—except for milk, which may appear multiple times.

Breakfast:

1. How many fluid ounces of milk are required for a 2-year-old for breakfast? *4 fluid ounces*
2. What are the components that must be offered for a reimbursable breakfast? *Fluid milk, vegetables or fruits, and grains.*
3. Create a sample breakfast menu including the following components. *Examples:*
 - 1) Milk, Fruits, Grains: *Fluid milk, oranges, cereal*
 - 2) Milk, Vegetables, Grains: *Fluid milk, avocado, toast*

Lunch/Supper:

1. What is the required amount of vegetables to serve to a 5-year-old at lunch or supper? *¼ cup*
2. What are the components that must be offered for a reimbursable lunch? *Fluid milk, meats/meat alternates, vegetables, fruits, and grains. Option to serve two different vegetables.*
3. Create a sample lunch menu including the following components. *Examples:*
 - 1) Milk, Meats, Vegetables, Fruits, Grains: *Milk, roasted chicken, asparagus, kiwi, bun*
 - 2) Milk, Meat Alternate, Two Vegetables, Grains: *Milk, baked tofu, carrots, peas, brown rice*

Snack:

1. If serving cheese at snack, what is the amount of cheese required for a 6-year-old? *2 oz eq*
2. What are the components that must be offered for a reimbursable snack? *Include two of the following: fluid milk, meats/meat alternates, vegetables, fruits, and grains.*
3. Create a sample snack menu including the following components. *Examples:*
 - 1) Meats/Meat Alternates, Vegetables: *Sliced cheese and cherry tomatoes*
 - 2) Vegetables, Grains: *Jicama sticks and crackers*
 - 3) Fruits, Vegetables: *Strawberries and cucumber coins*

Special Dietary Needs

SHOW SLIDE: Special Dietary Needs

SAY: Now that we've reviewed the CACFP meal pattern requirements, let's look at how these meals can be adapted to meet the needs of all children. In the next lesson, we will explain the requirements for accommodating children with special dietary needs.

SHOW SLIDE: Disabilities

SAY: Many of you may have encountered children in child care with medical restrictions that prevent them from eating certain foods or drinking cow's milk. This is quite common. Turn to the **Special Dietary Needs** handout in your Participant Workbook to refer to throughout this section.

When a child cannot consume the required meal components due to medical reasons, it is classified as a disability. In the CACFP, a disability is defined as a physical or mental impairment that significantly limits one or more "major life activities." These activities include self-care, performing tasks like eating or breathing, or impaired bodily functions with systems such as the immune or digestive systems. Food allergies or intolerances are examples of such disabilities.

SHOW SLIDE: Accommodating Children With Disabilities

SAY: Programs must make reasonable modifications to accommodate children with a disability that restricts their diet. These modifications are on a case-by-case basis and must be provided at no extra charge. In many cases, special diets can be managed within the meal pattern requirements when a well-planned variety of nutritious foods is available.

Program operators may choose to accommodate requests related to a disability without a medical statement if the requested modifications meet the meal pattern requirements. For example, if a child is allergic to strawberries, you may serve another fruit like oranges instead. It is recommended—but not required—to obtain these requests in writing from parents and keep them on file. Child care programs are strongly encouraged to meet these requested special dietary needs.

SHOW SLIDE: Meal Modifications With a Medical Statement

SAY: In other cases, the needs of a child with a disability may involve meal modifications that do not meet meal pattern requirements. These meals may still be reimbursed if supported by a written medical statement from a State licensed healthcare professional or a registered dietitian.

A State licensed healthcare professional is an individual authorized to write medical prescriptions under state law. This may include, but is not limited to, a licensed physician, nurse practitioner, or physician assistant, depending on State law. Program operators should contact their State agency about which professions are included in this definition in their State.

SHOW SLIDE: Meal Modifications for Disabilities

SAY: If a child has a disability requiring a meal modification and a medical statement is on file, the child care program must provide and document the meal substitution. Programs are not required to provide the exact substitution requested (i.e., specific name brand); however, they must work with the family to determine a reasonable modification that effectively accommodates the child.

For additional information on how to provide meal modifications to participants, refer to the USDA policy memo CACFP 14-2017: Modifications to Accommodate Disabilities in the CACFP. You can find the website address in the **Training Resources** section in the Participant Workbook.

SHOW SLIDE: Medical Statement Requirements

SAY: A valid medical statement for a disability must include the following information:

1. Description of the child's physical or mental impairment and how it restricts their diet;
2. Explanation of how to accommodate the disability (e.g., food[s] to be avoided and recommended modification[s]); and
3. A signature from a State licensed healthcare professional or a registered dietitian.

Review the medical statement carefully to ensure it includes all required information. If the medical statement is unclear or lacks sufficient detail, obtain clarification so that a safe meal can be provided. In addition, always keep medical statements on file in your facility.

Review the **Sample Medical Statement** in your Participant Workbook. This handout indicates some of the key information featured on a medical statement. However, always refer to your State agency or sponsoring organization for the correct form, as each State's medical statement may vary.

(Activity): Understanding Medical Statements

Purpose: To recall medical statement requirements.

Materials: Understanding Medical Statements worksheet, pen or pencil

Time: 10 minutes

SHOW SLIDE: Activity: Understanding Medical Statements

1. **SAY:** Now that we have explored the key requirements for medical statements, let's recall what you learned. Turn to the **Understanding Medical Statements** worksheet in your Participant Workbook. Review the medical statement and answer the questions. You will have 5 minutes to complete this activity.
2. **DO:** Allow 5 minutes for participants to complete this activity and then review the answers found in the **Answer Key: Understanding Medical Statements**.

Answer Key: Understanding Medical Statements

PART 1: May be completed by the child care center or home provider

Child Care Name ABC Day Care	Child Care Address 123 South Street, City
First and Last Name of Participant <i>Sally Smith</i>	Date of Birth <i>12/14/20XX</i>
Name of Parent or Guardian <i>Nancy Smith</i>	Telephone Number <i>502-123-4567</i>

PART 2: Must be completed by a State licensed healthcare professional or registered dietitian

- ☒ Participant has a physical or mental impairment that limits one or more major life activities.
List the physical or mental impairment: *No milk*
Describe how the physical or mental impairment restricts the diet: _____

Meal Accommodation(s)

List foods or types of foods that must be omitted: *Cow's Milk*
List foods or types of foods to be substituted: *Soy Milk*

Signature of State licensed healthcare professional or registered dietitian

Printed Name	Telephone Number	Date
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Medical Office Name and Address

- List the missing or incorrect information from the medical statement.
 - The physical or mental impairment is listed as "No milk." This is not sufficient information. An example of an acceptable response would be: "lactose intolerance" or "milk allergy."
 - The following was left blank: "Describe how the physical or mental impairment restricts the diet." An example of an acceptable response might be: "Cannot drink cow's milk."
 - The medical statement was not signed or completed by a State licensed healthcare professional or registered dietitian.
- What should you do after you review this medical statement?
 - Request clarification since the medical statement is unclear and lacks sufficient detail. In this case, the medical statement would need to be updated and signed by the State licensed healthcare professional or registered dietitian.

SHOW SLIDE: Non-Disability Dietary Preferences

ASK: Has anyone received a diet request for non-medical reasons, such as a vegetarian diet?

DO: Allow participants to answer.

SAY: Programs are encouraged, but not required, to meet requests that are not related to a disability. These preferences may involve food choices for general health reasons without a medical statement or for cultural, ethical, tribal, or religious reasons. Variations unrelated to a disability must meet the meal pattern requirements. For instance, if a family requests that their child not be served pork, a different creditable meat or meat alternate must be served as a substitute for the meal to be reimbursable. It is recommended—but not required—to obtain these requests in writing from parents or caregivers and keep them on file.

Child Nutrition Labels and Product Formulation Statements

SHOW SLIDE: Child Nutrition Labels and Product Formulation Statements

SAY: Now that we've discussed how to accommodate meals for children with special dietary needs, let's shift our focus to another important aspect of menu planning—reviewing product documentation. This section will review Child Nutrition (CN) labels and Product Formulation Statements (PFS) to ensure purchased, processed foods meet meal pattern requirements.

SHOW SLIDE: CN Labels and PFS

SAY: Many programs purchase prepared, processed foods such as fish sticks or chicken nuggets to serve at meals. However, it is difficult to determine how these products credit toward the meal pattern because the specific amounts of each meal component are not known. For example, with a purchased bag of chicken nuggets, you cannot tell by looking at the product how much of the serving counts toward the grains component and how much counts toward the meats/meat alternates component.

Some prepared products are listed in the USDA Food Buying Guide for Child Nutrition Programs (FBG), which helps determine the contribution that each food makes toward meal pattern requirements. However, if a prepared product is not listed in the FBG, documentation such as a CN label or Product Formulation Statement will be needed for your records. This documentation provides serving sizes and meal pattern contributions of creditable ingredients and should be reviewed before purchasing and serving the item. Refer to the **Child Nutrition Labels** handout in your Participant Workbook and follow along as we review this section.

SHOW SLIDE: Sample CN Label

SAY: Let's look at a sample CN label. You can easily identify a CN label because it has a distinctive border around the meal pattern contribution information. The CN label certifies the amount of each meal component in each serving of the product. In the example, the contribution statement says that each 2.10-oz serving of mini corn dogs provides 1.50 oz equivalent meat and 1.00 oz equivalent grains.

A CN label is also required to include the product name, inspection legend, ingredient statement, name and address of manufacturer or distributor, net weight, USDA authorization statement, 6-digit CN identification number, and the month and year of approval.

SHOW SLIDE: Products Eligible for a CN Label

SAY: Commercially prepared main dish products that contribute to the meats/meat alternates component are eligible for a CN label. These products may also contribute to the grains, vegetables, and fruits components. Many are combination food items (i.e., items that contain more than one meal component), including cheese or meat pizzas, chicken nuggets, corn dogs, fish sticks, and lasagna. CN labels do not indicate that a product is healthier or of higher quality.

SHOW SLIDE: Advantages of CN Labels

SAY: Let's discuss some of the advantages of CN labels.

- A CN label tells you how the food credits toward the meal pattern.

- CN labels confirm the product was made in a facility that meets Federal food safety rules and keeps quality consistent.
- When prepared as directed, the CN label protects against audit claims.
- The CN Label Verification System verifies the status of a CN label and crediting information. This is not a method to obtain a CN label.

SHOW SLIDE: Where To Find CN Labels

SAY: You will find CN labels on the product's packaging or box and most often appear on foods purchased through large food distributors. Items bought in grocery stores or retail markets typically do not have a CN label. Because it is up to the manufacturer to decide whether to obtain a CN label for their product, not all commercially prepared items will have one. CACFP operators are not required to buy CN labeled products, but if an item is purchased, it must have documentation showing it meets the meal pattern requirements.

SHOW SLIDE: How to Use a CN Label

SAY: The meal pattern handouts outline the minimum serving sizes for each meal component by age group. To determine how much to serve, compare the CN label crediting information to these requirements. In the table on the handout, the second column lists the minimum meal pattern requirements (from the meal pattern handout) for each age group. The highlighted third column shows the meal contribution from the fish sticks CN label, indicating that **4 fish sticks** provide **2 oz eq M/MA** and **1 oz eq grains**. Use these columns to determine the number of fish sticks needed to meet meal pattern requirements for each age group. Let's go over the example from your handout.

SHOW SLIDE: How to Use a CN Label: 6 Years and Older

SAY: We'll start with children 6 years and older because their minimum serving sizes match the CN label exactly. The meal pattern requires **2 oz M/MA** and **1 oz eq grains**. According to the CN label, **4 fish sticks** provide exactly that amount—so you would serve **4 fish sticks** to each child in this age group.

SHOW SLIDE: How to Use a CN Label: 1–2-Year-Olds

SAY: We'll skip to 1–2-year-olds because the minimum serving size is half that amount—**1 oz M/MA** and **½ oz eq grains**. This means you would serve **2 fish sticks** to each child in this age group.

SHOW SLIDE: How to Use a CN Label: 3–5-Year-Olds

SAY: Lastly, for 3–5-year-olds, **3 fish sticks** provide enough to meet the minimum requirements of **1 ½ oz eq M/MA** and **½ oz eq grains**.

SHOW SLIDE: CN Label Retention Guidelines

SAY: You must keep CN labels on file to credit products to the meal pattern. Options include:

1. Original CN label from the product package or box
2. A photo or photocopy of the CN label shown attached to the original product packaging
3. Watermarked CN label and the Bill of Lading (invoice)

A CN Label is watermarked when it is not attached to the actual product. Manufacturers may provide a watermarked CN Label during the bidding process or on the manufacturer's website. Use of a watermarked CN Label is only acceptable when accompanied by the Bill of Lading (invoice) that contains the product name and CN number to show the item was purchased.

CN labels must be clear and readable. The CN label for a specific product cannot be used for a different product. When re-purchasing a product, it must be the exact product.

SHOW SLIDE: When CN Labels are Unavailable

SAY: As previously mentioned, not all purchased processed food products will have a CN label. In these cases, you have a couple of options:

- **Option 1:** Make the product from scratch using a standardized recipe that provides the minimum amounts of the component to credit.
- **Option 2:** Contact the manufacturer to request a Product Formulation Statement (PFS).

SHOW SLIDE: Product Formulation Statements (PFS)

SAY: When purchasing a processed product without a CN label, a program operator may request a Product Formulation Statement (PFS). A PFS is voluntarily provided by the manufacturer and shows how a processed food product contributes to the meal pattern requirements. On the slide is a sample PFS. As shown, the document is on company letterhead and includes the serving or portion size along with details on how the creditable ingredients contribute to the meal pattern requirements. The PFS is also signed and dated. Keep in mind that a PFS may be several pages long, so be sure to keep all pages on file.

The USDA's "Checklist for Evaluating a Manufacturer's PFS" and "Tips for Evaluating a Manufacturer's Product Formulation Statement" provide more information. You can find the website addresses in the **Training Resources** section. Consult your State agency or sponsoring organization about state-specific requirements or further training.

SHOW SLIDE: Activity: Using a CN Label

(Activity): Using a CN Label

Purpose: To learn to use a CN label to determine the correct amount to serve each child.

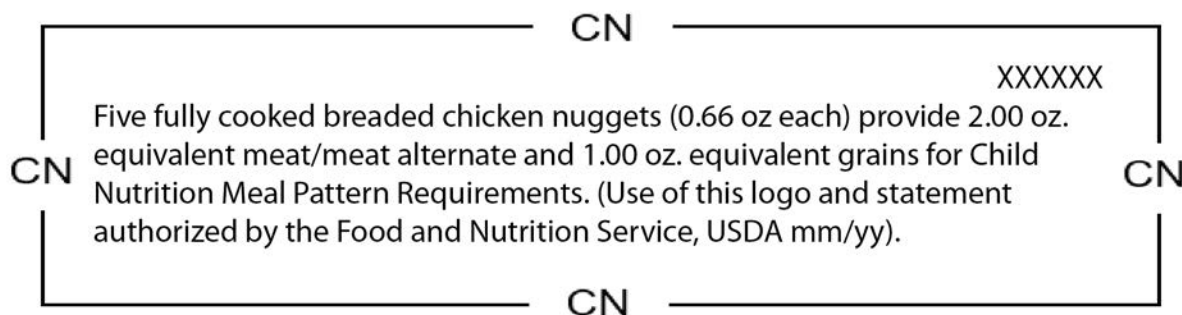
Materials Needed: Using a CN Label worksheet, Child Meal Pattern Handout, pen or pencil

Time: 10 minutes

1. **SAY:** Now that we have explored the requirements for using CN labels, let's test what you've learned. Turn to the **Using a CN Label** worksheet in your Participant Workbook. You will also need the **Child Meal Pattern Handout** to complete this activity. Work with a partner or group, answer the questions, and complete the chart. You will have 5 minutes to complete this activity.
2. **DO:** Allow 5 minutes for participants to complete this activity and then review the questions and answers found in the **Answer Key: Using a CN Label**.

Answer Key: Using a CN Label

Instructions: Complete the steps for lunch using the sample CN label and meal pattern handout.



1. Write the crediting information from the CN label in the box below.

Number of Chicken Nuggets in a Serving	Oz eq M/MA	Oz eq Grains
<i>5 chicken nuggets</i>	<i>2.00 oz eq</i>	<i>1.00 oz eq</i>

2. Refer to the meal pattern handout for lunch and write the minimum required serving sizes for the M/MA and Grains components for each age group in Column #1.

3. Using the minimum required serving sizes from Column #1 and the meal contribution amounts from the CN label information in the box above, calculate the number of chicken nuggets to serve to each child in each age group. Write the answers in Column #2.



INSTRUCTOR'S NOTE:

To determine the number of chicken nuggets for each age group, start with children 6 and older since their serving size matches the CN label's crediting information. Then, halve that amount to find the minimum serving for 1–2-year-olds. Round 2.5 chicken nuggets up to 3.

•	Column #1	Column #2
Ages	Meal Pattern Requirements (From Meal Pattern Handouts)	Number of Chicken Nuggets to Serve to Each Child Per Age Group
1–2	M/MA: 1 oz eq Grains: ½ oz eq	3 chicken nuggets
3–5	M/MA: 1.5 oz eq Grains: ½ oz eq	4 chicken nuggets
6+	M/MA: 2 oz eq Grains: 1 oz eq	5 chicken nuggets

Lesson Conclusion

SHOW SLIDE: Lesson Conclusion

SAY: In conclusion, we explored the CACFP child meal pattern and how it supports balanced, nutritious meals. You should now be able to:

- Use the child meal pattern handouts to help plan reimbursable meals for breakfast, lunch/ supper, and snack.
- Explain the requirements for accommodating children with special dietary needs.
- Use Child Nutrition labels and Product Formulation Statements to ensure foods meet meal pattern requirements.

You should now have a clear understanding of the child meal pattern requirements and key strategies for applying them in your program.

ASK: What questions do you have before we move to the last activity in this lesson?

DO: Answer any questions and then begin the next activity.



INSTRUCTOR'S NOTE:

If there are questions that you are unable to answer, refer the participant(s) to their State agency, sponsoring organization, or the ICN Help Desk.

SHOW SLIDE: Activity: Apply in Three

(Activity): Apply in Three

Purpose: To identify an action plan for implementing the CACFP meal pattern requirements.

Materials Needed: Apply in Three worksheet, pen or pencil

Time: 5 minutes

Instructions:

1. **SAY:** Turn to the **Apply in Three** worksheet in your Participant Workbook. Write at least three things you learned about the meal pattern requirements, how you will apply this information, and the estimated date you would like to have completed each action item.
2. **DO:** Allow 3–5 minutes for participants to complete this activity. Then, request volunteers to share their responses, time permitting.

FEEDBACK: There are no right or wrong answers for this activity. However, some potential responses might include those noted in the **Answer Key: Apply in Three**.

Answer Key: Apply in Three

Instructions: Write at least three things you learned about the meal pattern requirements, how you will apply this information, and the estimated date you would like to have completed each item.

What did you learn?	How will you apply it?	When will you apply it?
1. The CACFP meal pattern specifies the meal components and amounts of food (by age group) that must be served as part of a reimbursable meal/snack.	• Print the Child Meal Pattern handouts and review menus. • Train all staff on the requirements. • Conduct a quarterly refresher training.	• Menu changes – within 5 business days • Train staff – within 2 weeks and every quarter
2. If a child has a disability requiring a meal modification, and a medical statement is on file, the program is required to supply the substitution.	• Request a medical statement when a child has a disability that requires a meal modification. • Train all staff on the requirements.	• When an enrolled child has a disability
3. Request a CN label or PFS when a commercially prepared food item is purchased and is not listed in the FBG.	• Review menus and food products to determine items requiring additional documentation. • Train food service staff on the requirements.	• Obtain CN labels or PFS – within 2 weeks of menu review • Train food service staff – within 2 weeks and every quarter



GRAINS COMPONENT LESSON-AT-A-GLANCE

Time	Topic	Activity/Materials	Handouts
Lesson Introduction			
2 minutes	• Lesson Objectives		
Objective: Recall and interpret the grains component requirements in the CACFP.			
10 minutes	• Grains Component Requirements • Creditable and Noncreditable Grains	• Activity: Creditable Grains	• Grains Basics
Objective: Demonstrate how to identify breakfast cereals that meet the CACFP added sugars limit.			
15 minutes	• Creditable Breakfast Cereals	• Activity: Breakfast Cereal, Is It Creditable?	• Breakfast Cereal and Added Sugars Guide
Objective: Identify grain-based desserts and explore creditable grain alternatives.			
10 minutes	• Grain-Based Desserts	• Group Activity: Grain-Based Desserts	• Grain-Based Desserts in the CACFP • Exhibit A: Grains Requirements
Objective: Demonstrate how to use ounce equivalents to calculate the required amounts of creditable grains.			
25 minutes	• Ounce Equivalents Requirements	• Activity: Grains Measuring Chart	• Using Ounce Equivalents for Grains

Time	Topic	Activity/Materials	Handouts
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Objective: Identify and describe the six methods for determining if a grain is whole grain-rich.

40 minutes	- Identifying WGR Foods - Documentation of WGR Foods	- Activity: Is the Product Whole Grain-Rich? - Activity: Rule of Three: Is It Whole Grain-Rich?	- Grains Key Terms - Methods to Identify WGR Foods - Bread and Pastas Labeled Whole Wheat - Choosing Creditable Grains - Applying the Rule of Three - Standardized Recipe or Manufacturer's Documentation
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Objective: Explain the CACFP whole grain-rich requirements.

15 minutes	WGR Requirements	Activity: WGR Foods and Disallowed Meals	
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Lesson Conclusion

3 minutes	Lesson Summary		
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Total Time: 120 minutes

Lesson Introduction

SHOW SLIDE: Grains Component

SAY: Grains are an important part of meals in the CACFP. They are filled with fiber, vitamins, and minerals children need for growth, development, and good health.

SHOW SLIDE: Lesson Objectives Overview

SAY: This lesson will cover the following objectives, which can be found on the **Grains Component Notes Page** in the Participant Workbook:

- Recall and interpret the grains component requirements in the CACFP.
- Demonstrate how to identify breakfast cereals that meet the CACFP added sugars limit.
- Identify grain-based desserts and explore creditable grain alternatives.
- Demonstrate how to use ounce equivalents to calculate the required amounts of creditable grains.
- Identify and describe the six methods for determining if a grain is whole grain-rich.
- Explain the CACFP whole grain-rich requirements.

At the end of this lesson, you should know the grains requirements as well as strategies for implementation.

Grains Component Requirements

SHOW SLIDE: Grains Component Requirements

SAY: In this first section, we will recall and interpret the grains component requirements in the CACFP.

SHOW SLIDE: Grains Component Requirements at Meals/Snacks

SAY: Turn to the **Grains Basics** handout and the **Child Meal Pattern Handouts** in your Participant Workbook to reference throughout this lesson. Let's start by discussing when grains must be served.

- **Breakfast, lunch, and supper:** Grains are a required component.
- **Breakfast:** Meats/meat alternates may be served in place of the entire grains component a maximum of three times per week.
- **Snack:** Grains may be offered as one of the two required meal components.

SHOW SLIDE: Creditable Grains

SAY: All grains served in a reimbursable meal or snack must be creditable to count toward the grains component. Creditable grains include:

1. Whole grains
2. Enriched grains and fortified breakfast cereals
3. Bran and germ

SHOW SLIDE: Crediting Grains

SAY: To determine if a **grain item** is creditable, use the following criteria:

- The first ingredient (or second after water) is an enriched grain, whole grain, bran, or germ. OR
- The ingredient list includes nutrients used to enrich or fortify the grain flour or meal (e.g., yellow corn flour (thiamin, riboflavin, niacin, and folic acid)). OR
- The grain item is labeled as “enriched” (e.g., enriched long grain rice), “fortified” (e.g., fortified breakfast cereal), or “whole grain” (e.g., whole wheat bread).

SHOW SLIDE: Common Creditable Grains

SAY: There are many types of grain products and ingredients that count as creditable grains. Some grains are served as standalone foods, like rice, quinoa, or popcorn. Others, such as whole wheat flour, are used as ingredients to prepare creditable grain products like bagels, bread, and breakfast cereals. Review the list of some creditable grains on the slide. A list of common creditable grains can be found in the USDA “Crediting Handbook for the CACFP” and the “Crediting Grains in CN Programs Tip Sheet Part 1: Creditable Grains.” You can find the website addresses in the **Training Resources** section at the end of the Participant Workbook to access it on an electronic device.

SHOW SLIDE: Noncreditable Grains

SAY: Some products are not creditable and do not contribute toward meal pattern requirements. Some examples include non-enriched flours, farina, and semolina. Review the list of other noncreditable products on the slide. If you are unsure about a food, you can look to see if it is creditable in the USDA “Crediting Handbook for the CACFP” and in the “Crediting Grains in CN Programs Tip Sheet Part 1: Creditable Grains.”

SHOW SLIDE: Substituting Vegetables for Grains in American Samoa, Guam, Hawaii, Puerto Rico, or the U.S. Virgin Islands and Tribal Communities

SAY: Sponsors, institutions, and facilities that serve primarily American Indian or Alaska Native participants or are in American Samoa, Guam, Hawaii, Puerto Rico, and the U.S. Virgin Islands may substitute vegetables for the grains component in the CACFP. This option is intended to accommodate cultural food preferences, product availability, and cost concerns. This training does not cover these specific requirements. If they apply to your program, refer to the USDA Policy Memo listed on the slide (CACFP 03-2025, Substituting Vegetables for Grains in American Samoa, Guam, Hawaii, Puerto Rico, the U.S. Virgin Islands, and Tribal Communities). You can find the website address in the **Training Resources** section at the end of the Participant Workbook.

SHOW SLIDE: Activity: Creditable Grains**(Activity): Creditable Gains**

Purpose: To identify creditable grain items.

Materials Needed: Creditable Grains worksheet, pen or pencil

Time: 5 minutes

1. **SAY:** Now that we've covered how to identify creditable grains, let's test what you've learned. Turn to the **Creditable Grains** worksheet in your Participant Workbook. Read the ingredients list, determine if the grain item is creditable, and explain why or why not. You will have 3 minutes to complete this activity.
2. **DO:** Allow 3 minutes for participants to complete this activity. Then, review the answers.

Answer Key: Creditable Gains

Instructions: Read each ingredients list. Determine if the grain item is creditable and explain why or why not.

1. Whole Wheat Pancake Mix

INGREDIENTS: WHOLE WHEAT FLOUR, SUGAR, DEXTROSE, LEAVENING (BAKING SODA, CALCIUM PHOSPHATE, SODIUM ALUMINUM PHOSPHATE), BUTTERMILK.

Is it creditable? Yes

Explain why: *The first ingredient (whole wheat flour) is a whole grain.*

2. Corn Tortilla

INGREDIENTS: YELLOW CORN FLOUR, VEGETABLE OIL, SALT.

Is it creditable? No

Explain why: *Yellow corn flour is not a whole or enriched grain. Unlike the example provided, there is no sub-listing of the nutrients used to enrich or fortify the grain.*

3. Honey Wheat Bread

INGREDIENTS: WATER, WHEAT FLOUR (THIAMIN, RIBOFLAVIN, NIACIN, AND FOLIC ACID), WHOLE GRAIN OATS, HONEY, LEAVENING (BAKING SODA, CALCIUM PHOSPHATE, SODIUM ALUMINUM PHOSPHATE).

Is it creditable? Yes

Explain why: *The first ingredient listed after water (wheat flour) is enriched because of the sub-list of nutrients (thiamin, riboflavin, niacin, and folic acid).*

Breakfast Cereals

SHOW SLIDE: Breakfast Cereals

SAY: The next grains component requirement focuses on creditable breakfast cereals. In this section, we will demonstrate how to identify breakfast cereals that meet the CACFP added sugars limit.

SHOW SLIDE: Breakfast Cereals and Added Sugars

SAY: Some breakfast cereals targeted for children have a lot of added sugars, and too much sugar can cause health challenges. To help reduce the amount of added sugars, all breakfast cereals in the CACFP, including ready-to-eat, instant, and regular hot cereal, must contain no more than 6 grams of added sugars per dry ounce.

SHOW SLIDE: Selecting Creditable Breakfast Cereals

SAY: There are three ways to identify creditable breakfast cereals:

- 1) WIC-Approved Breakfast Cereals List,
- 2) Table Method, and
- 3) Calculation Method.

If a cereal meets the criteria of at least one of these methods, then it meets the added sugars limit. This training will cover the first two methods: the WIC list and the Table Method. Turn to the **Breakfast Cereal and Added Sugars Guide** handout in your Participant Workbook to follow along.

To learn about the calculation method, refer to USDA's Training Worksheet: "Calculating the Added Sugars Limit for Breakfast Cereals in the CACFP." You can find the website address in the **Training Resources** section at the end of the Participant Workbook to access it on an electronic device.

SHOW SLIDE: WIC-Approved Breakfast Cereal Lists

SAY: The first method is to use the WIC-approved breakfast cereal list. All WIC-approved breakfast cereals must contain no more than 6 grams of added sugars per dry ounce. Therefore, a breakfast cereal from any WIC-approved cereal list will meet the added sugars limit for the CACFP. To locate WIC-approved food lists for each state, visit the website listed on the handout.

SHOW SLIDE: Table Method

SAY: The next way to determine if cereals meet the added sugars limit is to use the table method. This method uses a chart with common serving sizes of cereals and the maximum amount of added sugars they can contain.

- First, use the Nutrition Facts label on the cereal to find the serving size in grams. **[Click to reveal the serving size.]** In this case, the serving size is 30 grams.
- **[Click]** Next, find the amount of **Added Sugars** on the Nutrition Facts label, which you will find listed under the Total Sugars line. There are 5 grams of Added Sugars.
- **[Click]** Then, on the "Added Sugars Limits Table," find the serving size from the Nutrition Facts label (30 g) in the "Serving Size" column. **[Click]** In this case, 30 grams falls within the range of 26-30 grams.

- **[Click]** Last, in the table, look at the number to the right under the “Added Sugars Limit” column. If your cereal has that amount of added sugars or less, it meets the added sugars requirement.
- **[Click to reveal the answer on the slide.]** The cereal is creditable because 5 grams of added sugars is below the added sugars limit of 6 grams for a serving size of 30 grams.

SHOW SLIDE: Activity: Breakfast Cereal, Is It Creditable?

(Activity): Breakfast Cereal, Is It Creditable?

Purpose: To determine if each breakfast cereal meets the added sugars limit.

Materials Needed: Breakfast Cereal, Is It Creditable? worksheet, pen or pencil

Time: 10 minutes

1. **SAY:** Turn to the **Breakfast Cereal, Is It Creditable?** worksheet. Review each label and use the table method to determine if the breakfast cereal is within the added sugars limit of no more than 6 grams of added sugars per dry ounce. You will have 5 minutes to complete this activity.
2. **DO:** Allow 5 minutes for the participants to complete the activity. Then, review the answers with the participants using the following answer key.

Answer Key: Breakfast Cereal, Is It Creditable?

Instructions: Review each label and use the table method to determine if the breakfast cereal is within the added sugars limit.

Added Sugars Limits Table			
Serving Size	Added Sugars Limit	Serving Size	Added Sugars Limit
If the serving size is:	Added sugars cannot be more than:	If the serving size is:	Added sugars cannot be more than:
0–2 grams	0 grams	50–54 grams	11 grams
3–7 grams	1 gram	55–58 grams	12 grams
8–11 grams	2 grams	59–63 grams	13 grams
12–16 grams	3 grams	64–68 grams	14 grams
17–21 grams	4 grams	69–73 grams	15 grams
22–25 grams	5 grams	74–77 grams	16 grams
26–30 grams	6 grams	78–82 grams	17 grams
31–35 grams	7 grams	83–87 grams	18 grams
36–40 grams	8 grams	88–91 grams	19 grams
41–44 grams	9 grams	92–96 grams	20 grams
45–49 grams	10 grams	97–100 grams	21 grams

Multi-Color Rounds

- Step 1: Use the Nutrition Facts label to find the **Serving Size** on the cereal. Write it here: 32 grams
- Step 2: Find the amount of **Added Sugars**. Write it here: 10 grams
- Step 3: Use the serving size identified in Step 1 to find the serving size of your cereal in the **Added Sugars Limits Table**.
- Step 4: In the table, look at the number to the right of the serving size amount, under the “Added Sugars” column. If your cereal has that amount of added sugars or less, it meets the added sugars requirement.
- Is it creditable? No, because 10 grams of added sugars is higher than the added sugars limit of 7 grams for a 32g serving size.

Nutrition Facts	
8 servings per container	
Serving size	1 cup (32g)
Amount Per Serving	
Calories	130
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 180mg	8%
Total Carbohydrate 27g	10%
Dietary Fiber 3g	11%
Total Sugars 23g	
Includes 10g Added Sugars	20%
Protein 1g	2%
Not a significant source of vitamin D, calcium, iron, and potassium	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

Honey Frosty O's

- Step 1: Use the Nutrition Facts label to find the **Serving Size** on the cereal. Write it here: 30 grams
- Step 2: Find the amount of **Added Sugars**. Write it here: 12 grams
- Step 3: Use the serving size identified in Step 1 to find the serving size of your cereal in the **Added Sugars Limits Table**.
- Step 4: In the table, look at the number to the right of the serving size amount, under the “Added Sugars” column. If your cereal has that amount of added sugars or less, it meets the added sugars requirement.
- Is it creditable? No, because 12 grams of added sugars is higher than the added sugars limit of 6 grams for a 30g serving size.

Nutrition Facts	
12 servings per container	
Serving size	3/4 cup (30g)
Amount Per Serving	
Calories	120
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 110mg	5%
Total Carbohydrate 27g	10%
Dietary Fiber 0g	0%
Total Sugars 17g	
Includes 12g Added Sugars	24%
Protein 1g	2%
Not a significant source of vitamin D, calcium, iron, and potassium	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

Champion Flakes

- Step 1: Use the Nutrition Facts label to find the **Serving Size** on the cereal. Write it here: 33 grams
- Step 2: Find the amount of **Added Sugars**.
- Write it here: 3 grams
- Step 3: Use the serving size identified in Step 1 to find the serving size of your cereal in the **Added Sugars Limits Table**.
- Step 4: In the table, look at the number to the right of the serving size amount, under the “Added Sugars” column. If your cereal has that amount of added sugars or less, it meets the added sugars requirement.
- Is it creditable? Yes, because 3 grams of added sugars is less than the added sugars limit of 7 grams for a 33g serving size.

Nutrition Facts	
1 servings per container	
Serving size	1 bowl (33g)
Amount Per Serving	
Calories	120
% Daily Value*	
Total Fat 1g	1%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 270mg	12%
Total Carbohydrate 27g	10%
Dietary Fiber 1g	4%
Total Sugars 5g	
Includes 3g Added Sugars	6%
Protein 2g	4%
Not a significant source of vitamin D, calcium, iron, and potassium	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

Grain-Based Desserts

SHOW SLIDE: Grain-Based Desserts

SAY: The next grains component requirement focuses on grain-based desserts. This lesson will identify grain-based desserts and explore creditable grain alternatives.

SHOW SLIDE: Grain-Based Desserts (GBD) Requirement

SAY: Turn to the **Grain-Based Desserts in the CACFP**

handout in your Participant Workbook. GBDs are sources of added sugars and saturated fats and eating them in excess may increase the risk of heart disease, stroke, and other chronic conditions. For this reason, GBDs are **not creditable** and do not count toward the grains component in the CACFP. This applies to both store-bought and scratch-prepared items—even those made with less sugar, less fat, or natural ingredients. It also includes whole grain-rich items from a vendor or a school participating in the National School Lunch Program. While GBDs may be served in that program, they are not creditable in the CACFP.

SHOW SLIDE: Exhibit A

SAY: Turn to the **Exhibit A: Grain Requirements for Child Nutrition Programs** handout in your Participant Workbook. The USDA created this chart and identified GBDs with a red superscript 3 and 4. Some examples include breakfast bars, brownies, cereal bars, cookies, doughnuts, granola bars, sweet rolls, and toaster pastries.

[Click to reveal next section.] One exception is sweet crackers which are identified with a blue superscript 5, such as animal crackers and graham crackers in all shapes. These crackers are creditable as part of a reimbursable meal or snack. Although the Exhibit A chart lists several GBDs, it is not an exhaustive list. For example, sweet scones, sweet bread pudding, and rice pudding are GBDs, and are not listed in the chart. If you are unsure about an item, you can look to see if it is creditable in the USDA “Crediting Handbook for the CACFP.”

SHOW SLIDE: How to Tell if a Food is a GBD

SAY: Some foods are advertised in a way that may not be easily identified as a GBD. For example, a cookie may be labeled as a “breakfast round,” or a granola bar may be labeled as a “breakfast square.” Ask, “Is this food considered a dessert?” If so, it is likely a GBD. If you are unsure, contact your sponsoring organization or State agency to determine if a food item is a GBD.

SHOW SLIDE: Grain-Based Desserts and Special Occasions

SAY: Often, GBDs are served during special occasions, such as holidays, birthday celebrations, or end-of-year parties. You have the flexibility to serve GBDs as additional items; however, these items are not creditable and cannot be counted as part of a reimbursable meal. Food items that do not credit toward the CACFP meal pattern are not allowable costs and must be purchased using non-CACFP funds. Instead of GBDs, it is recommended to offer creditable foods at celebrations like WGR blueberry muffins, WGR biscuits topped with seasonal fruit, or yogurt parfaits.

INSTRUCTOR'S NOTE:

Throughout this lesson, grain-based desserts may be abbreviated in the text as GBDs. While speaking, say “GBDs” as “grain-based desserts.”

SHOW SLIDE: Group Activity: Grain-Based Desserts**(Group Activity): Grain-Based Desserts**

Purpose: To identify creditable alternatives to grain-based desserts.

Materials Needed: Grain-Based Desserts worksheet, Grain-Based Desserts in the CACFP handout, Exhibit A Chart, pen or pencil

Time: 5 minutes

1. **SAY:** Let's complete an activity together to test your knowledge on grain-based desserts. Turn to the **Grain-Based Dessert** worksheet in your Participant Workbook. The worksheet lists 10 grain items. I will read each item. If you think the item is a GBD, stand up. If you think it's not a GBD, stay seated. For each GBD, we will suggest creditable grain alternatives. Record your answers on the worksheet.
2. **DO:** Read each item aloud, ask if it is a GBD. For the GBDs, invite participants to suggest an appropriate grain alternative.

Answer Key: Grain-Based Desserts

Instructions: For each food item, decide if it is a grain-based dessert (GBD) or not. If it is a GBD, stand up. If it is not a GBD, stay seated. For each GBD, suggest a creditable grain alternative.

Food Item	GBD		Alternatives
	Yes	No	
1. Homemade Granola Bars	✓		• Whole wheat crackers • Dry cereal mix with raisins
2. Graham Crackers		✓	• N/A
3. Chicken Pot Pie Crust		✓	• N/A
4. Coffee Cake	✓		• Cornbread or zucchini bread • Whole wheat bread with nut butter and bananas
5. Vanilla Wafers	✓		• Mini rice cakes • Animal crackers
6. Blueberry Muffins		✓	• N/A
7. Buttermilk Biscuits		✓	• N/A
8. Cinnamon Buns	✓		• Whole wheat bagel • Toast with peanut butter
9. Breakfast Bar	✓		• Whole grain biscuit • Tiny twist pretzels
10. Pancakes with Syrup		✓	• Top with fresh berries or berry compote

Ounce Equivalents

SHOW SLIDE: Ounce Equivalents

SAY: The next grains requirement focuses on determining how much of each creditable grain to serve to children at meals and snacks. This lesson will demonstrate how to use ounce equivalents to calculate the required amounts of creditable grains.



INSTRUCTOR'S NOTE:

Throughout this lesson, ounce equivalents may be abbreviated in the text as oz eq. While speaking, say “oz eq” as “ounce equivalents.”

SHOW SLIDE: Ounce Equivalents Grains

SAY: To ensure children get enough grains at meals and snacks, the meal patterns require a minimum amount of grains to be served. In the CACFP, grains are measured in units called ounce equivalents. One ounce equivalent of grains is a serving of grains that provides 16 grams of creditable grains.

There are several ways to determine oz eq. We are going to explore one method to help you meet the grains contribution and identify how much to serve to meet the CACFP meal pattern requirements. Turn to the USDA **Using Ounce Equivalents for Grains in the CACFP** handout in your Participant Workbook. You can find the website address in the **Training Resources** section at the end of the Participant Workbook to access it on an electronic device.

SHOW SLIDE: Using Ounce Equivalents for Grains in the CACFP

SAY: This handout contains a Grains Measuring Chart that includes measures of over 40 common grain items. We'll go through each column of the chart to help you understand how to use it.

SHOW SLIDE: Age Group and Meal

SAY: The chart shows the amounts of each grain item to serve by age group. The column circled in green indicates the amount that equals $\frac{1}{2}$ **oz equivalent** of grains, which is the minimum for children ages 1–5 at all CACFP meals and snacks. The column circled in red indicates the amount that equals **1 oz equivalent**—the minimum for children ages 6–18.

SHOW SLIDE: Grain Item and Size

SAY: The first step is to find the grain you want to serve in the first column: “Grain Item and Size.” This column lists the grain and describes the minimum size or weight. The chart features three types of descriptions:

- Lists a weight
- Does not list a weight or size
- Lists a size

There are directions on how to use these descriptions at the bottom of the first page of the handout.

SHOW SLIDE: Does Not List a Weight or Size: Popcorn

SAY: Some grains in the chart do not list a weight or size. Examples include popcorn, ready-to-eat cereal, oatmeal, and rice. If the grain item is creditable, you can serve the minimum amount featured in the chart under the Age Group and Meal.

Let's say you want to serve popcorn at snack to 10-year-olds. **[Click through each step to reveal the answers on the slide.]**

1. The first step is to find "popcorn" in the first column. Since popcorn does not have a size or weight listed by the name, you can move on to the next step.
2. Find the column for the age of your participants. If you want to serve popcorn to 10-year-olds, you will look for the 6- through 18-year-olds column and follow that column down to the popcorn row.
3. The popcorn row and the age group column intersect at 3 cups. This tells us that you need to serve 3 cups of popcorn to meet the minimum amount of grains (1 oz eq) required for 6- through 18-year-olds at snack.

SHOW SLIDE: Try It Out: Oatmeal

ASK: Let's try this out with an example of oatmeal. If you want to serve oatmeal to 4-year-olds at breakfast. How many cups of cooked oatmeal do you need?

DO: Allow participants to respond. **[Click to reveal the answers on the slide.]**

SAY: The correct answer is $\frac{1}{4}$ cup cooked or 14 grams dry.

SHOW SLIDE: Lists a Size: Pretzels

SAY: Now, let's look at how you use this chart for foods that have a size listed. We'll use the example for mini-twist hard pretzels. If the chart lists a size by the grain item's name, you need to ensure the grain item is the same size, or larger than the size listed on the Grains Measuring Chart. In this case, each pretzel must be at least 1 $\frac{1}{4}$ " long by 1 $\frac{1}{2}$ " wide.

ASK: If you want to serve pretzels to 8-year-olds at snack, how many mini-twist hard pretzels must you serve to each child?

DO: Allow participants to respond. **[Click to reveal the answers on the slide.]**

SAY: Find the column for the age of your participants and the meal or snack you are serving. As you can see, the correct answer is 14 pretzel twists.

SHOW SLIDE: Lists a Weight

SAY: Now, let's talk about what to do if your item has a weight next to it, like pita bread. If the chart lists a minimum weight by the grain, then you need to use the Nutrition Facts label for the item to ensure the item weighs the same or more than the grain on the chart.

SHOW SLIDE: Lists a Weight: Pita Rounds

SAY: When you look at the Nutrition Facts Label, you need to look at the amount on the “Serving Size” line. This label for pita rounds shows that one serving weighs 57 grams. This label also shows that there is one pita round per serving. Therefore, one pita round weighs 57 grams.

[Click to reveal the next image.] Next, compare the weight of the pita round to the weight listed next to the pita bread in the Grains Measuring Chart. Since the pita round weighs 57 grams, it weighs more than the pita listed in the chart (56 grams).

SHOW SLIDE: Pita Rounds Example

SAY: Now you need to determine how much to serve each child.

ASK: If you want to serve pita rounds to 3-year-olds at lunch, how many must you serve?

DO: Allow participants to respond. **[Click to reveal the answers on the slide.]**

SAY: Find the column for the age of the participants. The correct answer is one-fourth of a pita round.

SHOW SLIDE: Un “Charted” Territory

SAY: Finally, although there are many times you could use this worksheet, there are times it may not be appropriate for determining a grain’s ounce equivalents. In those cases, you must use another tool. Times you might need to use another tool are:

- when an item is not listed on the chart,
- when an item is smaller or lighter than the item listed in the chart, or
- if you don’t know the size or dimensions of the grain.

For example, there is a new type of cracker you want to purchase, but you’ve never served it before, so you don’t have one on hand that you can measure.

SHOW SLIDE: Exhibit A Grains Tool

SAY: One tool you can use is the Team Nutrition’s Exhibit A Grains Tool, which is part of the Food Buying Guide (FBG). This tool is available from the web-based interactive version of the FBG that you can access from a computer and is shown on the screen. The Exhibit A Grains Tool is also available as part of the FBG app, which you can download from Google Play or the Apple App Store to use on a mobile device.

SHOW SLIDE: Using the Exhibit A Grains Tool

SAY: To use the Exhibit A Grains Tool, look at the Nutrition Facts label and enter information about the serving size to calculate how much of a grain to serve. In this example on the mobile app, **[Click]** choose the grain item (savory crackers) and **[Click]** desired grains contribution (1 oz eq). **[Click]** Under “Serving Size” input “27” for the number of pieces and **[Click]** “30” for the weight in grams. **[Click]** At the bottom, the tool calculates that you must serve 20 crackers to equal 1 oz eq grains.

The FBG has training videos on how to use the Exhibit A Grains Tool in the “Help” section.

SHOW SLIDE: Activity: Grains Measuring Chart**(Activity): Grains Measuring Chart**

Purpose: Use the Grains Measuring Chart to determine the amount of grain items to meet the CACFP meal pattern requirements.

Materials Needed: Grains Measuring Chart worksheet, Using Ounce Equivalents for Grains in the CACFP handout, pen or pencil

Time: 10 minutes

1. **SAY:** Now, let's complete an activity. Turn to the **Grains Measuring Chart** worksheet in your Participant Workbook. Utilize the **Using Ounce Equivalents for Grains in the CACFP** handout to determine the amount to meet the CACFP meal pattern requirements for 1–to 5-year-olds. You will have 5 minutes to complete this activity.
2. **DO:** Allow participants 5 minutes to complete this activity. Then, review the **Answer Key: Grains Measuring Chart** with the participants.

Answer Key: Grains Measuring Chart

Instructions: Utilize the **Using Ounce Equivalents for Grains in the CACFP** handout to determine the amount to meet the CACFP meal pattern requirements for 1–to 5-year-olds.

Crackers, Saltine (Size: 2" by 2")

1. Is there a minimum weight or size for this grain in the Grains Measuring Chart? Yes, a minimum size of about 2" by 2"
2. Does this product meet the minimum weight or size? Yes, the saltine crackers meet the minimum size requirement.
3. How much must you serve to meet the meal pattern requirements for 1–5-year-olds? 4 crackers or 11 grams.

Nutrition Facts	
30 servings per container	
Serving size	5 crackers (15g)
Amount Per Serving	
Calories	60

Bagel

1. Is there a minimum weight or size for this grain in the Grains Measuring Chart? Yes, 56g
2. Does this product meet the minimum weight or size? Yes, one bagel weighs 60g
3. How much do you need to serve to meet the meal pattern requirements for 1–5-year-olds? 1/4 bagel or 14 grams.

Nutrition Facts	
4 servings per container	
Serving size	1 bagel (60g)
Amount Per Serving	
Calories	340

Rice

1. Is there a minimum weight or size for this grain in the Grains Measuring Chart? No
2. Does this product meet the minimum weight or size? N/A
3. How much do you need to serve to meet the meal pattern requirements for 1–5-year-olds? 1/4 cup cooked or 14g dry

Nutrition Facts	
16 servings per container	
Serving size	1/4 cup (36g)
Amount Per Serving	
Calories	60

Methods to Identify Whole Grain-Rich Foods

SHOW SLIDE: Methods to Identify Whole Grain-Rich Foods

SAY: We just discussed how all grains served in a reimbursable meal or snack must be **creditable** to count toward the grains component. **Creditable grains** are made from whole grains, enriched grains, bran and germ. Now we will review the CACFP whole grain-rich requirements, and how to identify and describe the six methods for determining if a grain is whole grain-rich.



INSTRUCTOR'S NOTE:

Throughout this lesson, whole grain-rich is abbreviated as WGR. While speaking, read “WGR” as “whole grain-rich” unless specifically discussing the abbreviation on menus.

SHOW SLIDE: Whole Grain-Rich (WGR)

SAY: Let's start with defining whole grain-rich. Whole grain-rich (WGR) is the term used by the USDA Food and Nutrition Administration to indicate that the grain content of a product is between 50 and 100 percent whole grain, with any remaining grains being enriched. The term is not found on product labels and should not be confused with the term “whole grain.”

[Click to reveal.] In the CACFP, at least one serving of grains per day across all eating occasions, including snack, must be whole grain-rich. So, let's discuss how to determine grains to be WGR.

SHOW SLIDE: Grains Key Terms

SAY: To understand the WGR requirement, there are a few key terms to highlight. Refer to the **Grains Key Terms** handout in your Participant Workbook.

The first term is **whole grain**. All grains begin as whole grains. They are the most nutritious compared to other grains because they contain all three parts of the kernel: bran, germ, and endosperm. This means they naturally contain fiber, iron, and other essential nutrients.

Refined grains are milled, which is a process that removes the bran and the germ. During processing, essential dietary nutrients found in whole grains are removed. When a grain is enriched, it means the nutrients are added back to the refined grain. However, fiber cannot be added back to enriched grains.

The last term is **fortified**, and it is commonly associated with breakfast cereals or infant formula. Fortified means that vitamins and minerals are added to the product that weren't originally in the food. Fortified foods list the added vitamins and minerals near the bottom of the Ingredients list.

SHOW SLIDE: Whole Grain-Rich Methods

SAY: There are six ways to determine whether a grain item is WGR. They are listed on the slide, and we will review each one. **Any one of these six ways** can be used to determine if a grain meets the WGR criteria. Refer to the **Methods to Identify Whole Grain-Rich Foods** handout in your Participant Workbook. Let's review each method.

SHOW SLIDE: 1. WIC Whole Grain Food List

SAY: The first method is to use the WIC-Approved Food List. Each State agency has a Special Supplemental Nutrition Program for Women, Infants, and Children, also known as WIC. The program provides an approved list of grains that meet the WGR requirements. Any whole grain item found on any State's approved list meets the CACFP WGR criteria. If there are specific brands, product names, or types listed under the brands, be sure to choose only the items listed.

To locate your state WIC's website, refer to the **Methods to Identify Whole Grain-Rich Foods** handout. You can check other states' websites to identify a variety of other options. Refer to the USDA "Using the WIC Food Lists to Identify Grains for the CACFP" worksheet for more information. The link can be found in the **Training Resources** section.

SHOW SLIDE: 2. Bread and Pastas Labeled Whole Wheat

SAY: The second method is designed specifically for bread, buns, rolls, and pasta only. Turn to the **Bread and Pastas Labeled Whole Wheat** handout in your Participant Workbook. The FDA established a Standard of Identity for whole wheat, entire wheat, and graham bread, buns, rolls, and pasta. These rules identify the grain ingredients manufacturers must include to label certain products as "whole wheat" legally.

SAY: As you can see on this handout, there are specific products for bread, buns, rolls, and pasta. To be considered WGR, the product must list the **exact** product name on the front of the package as indicated on the handout.

ASK: Looking at the list, would a product labeled "whole wheat buns" be WGR?

DO: Allow participants to respond.

SAY: [As you just mentioned,] yes, a product labeled "whole wheat buns" is WGR using this method. However, if a product was labeled "whole grain buns," it would not be considered WGR using this method because "whole grain" is not an FDA Standard of Identity for buns. You still might be able to credit the whole grain buns as WGR. However, you would need to use one of the other methods.

SHOW SLIDE: Products Without a Standard of Identity

SAY: Grain items without a Standard of Identity that are labeled as "whole wheat," such as bagels, biscuits, crackers, English muffins, tortillas, waffles, and other pasta shapes not listed in the "pastas" section, must use one of the other methods to determine if the product meets the WGR criteria.

SHOW SLIDE: Tricky Wording

SAY: Some manufacturers use terms similar to the FDA Standard of Identity terms, such as:

- "Wheat"
- "Multigrain"
- "Made with whole grains"
- "Made with whole wheat"
- "Contains whole grains"
- "Whole grain"
- "Organic"

ASK: How many of you have seen these labels on packages?

DO: Allow participants to respond.

SAY: These terms do not meet the FDA Standard of Identity requirements. Therefore, you must use one of the other methods to determine if items with these labels meet the WGR criteria.

SHOW SLIDE: 3. FDA-Approved Health Claim

SAY: The third method to determine if a product is WGR is to look for a whole grain health claim on the packaging. A food is WGR if it has one of the two FDA-approved whole grain health claims on its packaging, exactly as written. Take a moment to read through each one.

SHOW SLIDE: Whole Grain Stamps

ASK: Raise your hand if you are familiar with the Whole Grain Stamps.

SAY: Often, you will find the Whole Grain Stamps on packages to indicate the total amount of whole grains in a product.

[Click to reveal image on the slide.] Although this is great information, they are not sufficient to determine if a food meets the **FNA WGR** criteria. To ensure you are purchasing products that meet the FNA WGR criteria, you must use any one of the six methods presented in this training.

SHOW SLIDE: Activity: Is the Product Whole Grain-Rich?

(Activity): Is the Product Whole Grain-Rich?

Purpose: To identify grain items as WGR based on the product label.

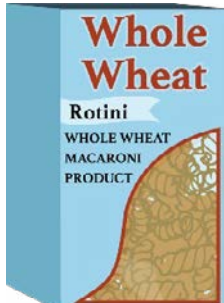
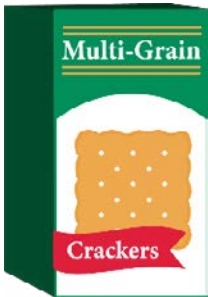
Materials Needed: Is the Product Whole Grain-Rich? worksheet, pen or pencil

Time: 10 minutes

1. **SAY:** Now that we have reviewed how to determine WGR foods based on the product label, let's complete an activity to practice what you learned. Turn to the **Is the Product Whole Grain-Rich?** worksheet in your Participant Workbook. Identify the items that are WGR using the product label. Check the box next to "WGR" if the item is WGR. You will have 5 minutes to complete this activity.
2. **DO:** Allow 5 minutes for participants to complete this activity. Then, review the answers using the following answer key with the participants.

Answer Key: Is the Product Whole Grain-Rich?

Instructions: Use the product label to identify WGR items. Check the box next to “WGR” if the item is whole grain-rich.

1 ☒ WGR  WGR: “100% Whole Wheat” bread has a standard of identity.	2 ☐ WGR  NOT WGR: “Whole Wheat” cannot be used to determine if waffles are WGR.	3 ☒ WGR  WGR: “Whole Wheat Macaroni Product” has a standard of identity.
4 ☒ WGR  WGR: “Whole wheat” rolls have a standard of identity.	5 ☐ WGR  NOT WGR: Multi-grain does not mean the product is WGR.	6 ☐ WGR  NOT WGR: “Contains Whole Grain” does not mean the product is WGR.
7 ☐ WGR  NOT WGR: “Baked with Whole Wheat” does not mean the product is WGR.	8 ☒ WGR  WGR: “100% Whole Wheat” buns have a standard of identity.	9 ☐ WGR  NOT WGR: Whole Grain stamp cannot be used to identify WGR.

SHOW SLIDE: 4. Rule of Three

SAY: The fourth method for identifying WGR items is called the Rule of Three. To determine if a product is WGR using this method, you need to look at the ingredients list on the product. A product is WGR if the **first ingredient** (or second after water) is a whole grain, and the next two **grain** ingredients (if any) are whole grains, enriched grains, bran, or germ.

Turn to the **Choosing Creditable Grains** handout in your Participant Workbook. You can use this handout to help determine foods that meet the Rule of Three criteria. To be successful when using this method, it is important to know the following three categories of grains:

- **Creditable** grains and flours,
- Ingredients to **disregard** (including grain derivatives), and
- **Noncreditable** grains and flours.

SHOW SLIDE: Creditable Grains

SAY: Creditable grains include whole grains, enriched grains, bran, and germ. These may be counted as the second and third grain ingredients when determining whole grain-rich items using the Rule of Three. Examples are listed in each category on the handout. For instance, whole grains include millet, oats, and ingredients with “whole” before the grain name. Enriched grains are labeled with “enriched,” such as enriched corn flour, while bran and germ ingredients include those terms in the name, such as corn bran or wheat germ.

SHOW SLIDE: Ingredients to Disregard

SAY: The following two types of grains can be disregarded or ignored when reviewing a product’s ingredients using the Rule of Three:

- Those that follow the wording “**contains 2% or less**” because there are only small amounts in the package
- **Grain derivatives** because they are often small or trace amounts of grain by-products

Examples of grain derivatives are listed on the second page of the handout, including rice starch, wheat gluten, and wheat starch.

SHOW SLIDE: Noncreditable Grains or Flours

SAY: Lastly, **noncreditable grains or flours** are not whole or enriched and cannot be counted as one of the first three grain ingredients. These are listed on the handout and include items such as farina, semolina, and wheat flour. Because wheat flour does not include “whole” or “enriched” in its name, it is not considered a creditable grain.

This handout does not include all grains. If you have additional questions about other grains, refer to your State agency or sponsoring organization.

SHOW SLIDE: Applying the Rule of Three

SAY: Now, let's use the **Applying the Rule of Three** worksheet in your Participant Workbook to help apply this method. Keep in mind these three requirements when determining if a product is WGR:

1. The first ingredient (or second after water) must be a whole grain, and the next two grain ingredients (if any) must be creditable grains, such as whole grains, enriched grains, bran, or germ.
2. Disregard any grain derivatives and ingredients listed after "contains 2% or less."
3. Noncreditable grains and flours cannot be one of the first three grain ingredients.

SHOW SLIDE: English Muffin

SAY: To demonstrate the Rule of Three, start with the first example on the handout, an English muffin. The grain ingredients are "**whole wheat flour, enriched wheat flour, and wheat starch.**" The first ingredient (whole wheat flour) is a whole grain, and the second grain ingredient (enriched wheat flour) is an enriched grain, which is a creditable grain. The only other grain is wheat starch, which is a grain derivative; therefore, it does not count as a grain ingredient in the CACFP and can be disregarded.

[Click to cross off wheat starch.] As a result, this product meets the Rule of Three criteria for WGR, based on the first two grain ingredients. **[Click to reveal the answer.]**

SHOW SLIDE: Tortilla Chips

ASK: Let's try another one. Can you identify the grains in the ingredients for the tortilla chips?

SAY: [As you just mentioned,] the first ingredient is **[Click to reveal] whole corn**, which is a whole grain. The next grain ingredient is **[Click]** wheat flour, which is unenriched wheat flour and is a noncreditable grain. Those are the only two grains.

ASK: Looking at these grains, is this product WGR based on the Rule of Three criteria?

DO: Allow participants to respond.

[Click] This item is not WGR based on the Rule of Three criteria. You may still serve this item as a creditable grain to meet the grains component; however, it would not be counted as a WGR item.

SHOW SLIDE: Mixed Dishes

SAY: Now, let's discuss mixed dishes that contain other ingredients besides grains. To determine if a product meets the WGR criteria for mixed dishes, only the grains portion of the ingredients must be considered. The first **grain** ingredient must be a whole grain, and the next two grain ingredients (if any) must be whole grains, enriched grains, bran, or germ.

SHOW SLIDE: Mixed Dishes: Pizza Crust

SAY: Let's look at an example of a pizza crust. This cheese pizza's ingredients list reads "mozzarella cheese, whole wheat flour, brown rice flour, enriched flour, non-fat milk, water, tomato paste, yeast."

ASK: What are the grain ingredients? Is this product WGR based on the Rule of Three criteria?

DO: Allow participants to review the ingredients and respond. **[Click through to reveal the answers]**

SAY: The grain ingredients are **whole wheat flour**, **brown rice flour**, and **enriched flour**. This product is WGR based on the Rule of Three criteria because the first and second grain ingredients are whole grains, and the third grain ingredient is enriched.

SHOW SLIDE: Whole Grain-Rich Breakfast Cereal

SAY: There is a different approach to identifying WGR ready-to-eat (RTE) breakfast cereals. If the first grain ingredient is a whole grain and the cereal is **fortified**, the product meets the WGR criteria.

ASK: How do you identify if a breakfast cereal is fortified?

DO: Allow participants to respond.

SHOW SLIDE: Fortified Breakfast Cereal

SAY: Fortified cereals have added vitamins and minerals that were not originally in the product. The presence of **vitamins and minerals** on the ingredients list indicates this cereal is fortified.

ASK: Is this cereal WGR?

DO: Allow participants to respond.

SAY: We already know the cereal is fortified, so we must check that the first grain ingredient is a whole grain. **[Click]** In this example, **whole grain oat flour** is a whole grain ingredient. **[Click]** Therefore, this breakfast cereal is WGR because the first grain ingredient is whole grain, and the cereal is fortified.

Keep in mind that RTE breakfast cereals that are 100 percent whole grain and do not contain other refined grains are not required to be fortified. These unfortified, 100 percent whole grain RTE breakfast cereals may contain an insignificant amount (less than 2 percent) of noncreditable, refined grains and can still be counted as WGR.

SHOW SLIDE: Activity: Rule of Three: Is It Whole Grain-Rich?**(Activity): Rule of Three: Is it Whole Grain-Rich?**

Purpose: Use the ingredients list to determine if an item is WGR based on the Rule of Three criteria.

Materials Needed: Rule of Three: Is It Whole Grain-Rich? worksheet, Choosing Creditable Grains handout, pen or pencil

Time: 10 minutes

1. **SAY:** Now that we have reviewed examples for determining WGR foods based on the Rule of Three criteria, let's complete an activity to practice what you learned. Turn to the **Rule of Three: Is It Whole Grain-Rich?** worksheet in your Participant Workbook. Work with a partner or group and read each ingredient list to determine if the food item is WGR based on the Rule of Three criteria. Refer to the **Choosing Creditable Grains** handout for a list of the different types of grains. You'll have 5 minutes to complete the activity.
2. **DO:** Allow 5 minutes for participants to complete this activity. Then, review the answers using the following answer key with the participants.

Answer Key: Rule of Three: Is it Whole Grain-Rich?

Instructions: Read each ingredient list to determine if the food is WGR based on the Rule of Three criteria.

1. French Bread Sticks

INGREDIENTS: **Enriched unbleached flour** (wheat flour, malted barley flour, niacin, ferrous sulfate, thiamin mononitrate, riboflavin, folic acid, potassium bromate), water, salt, yeast, dextrose, sugar, soy oil, corn starch, mono-diglycerides, soy flour, potassium bromate, ascorbic acid.

Is this product whole grain-rich based on the Rule of Three criteria? No. The first ingredient (enriched unbleached flour) is not a whole grain.

2. Crackers

INGREDIENTS: **All-purpose flour**, water, enriched semolina (wheat flour, niacin, ferrous sulfate, thiamine mononitrate, riboflavin, folic acid), contains 2% or less of: yeast, salt, natural flavor (wheat), soybean oil, minced garlic, wheat gluten, calcium sulfate, enzymes (wheat), ascorbic acid.

Is this product whole grain-rich based on the Rule of Three criteria? No. The first ingredient (all-purpose flour) is not a whole grain.

3. Whole Wheat Bagels

INGREDIENTS: **Whole wheat flour**, water, **enriched unbleached wheat flour** (wheat flour, malted barley flour, niacin, iron as ferrous sulfate, thiamine mononitrate, enzyme, riboflavin, folic acid), **wheat starch**, yeast, sugar, **contains 2% or less of:** soybean oil, salt, oat fiber, honey, sodium stearoyl lactylate, acesulfame potassium, ascorbic acid, enzyme.

Is this product whole grain-rich based on the Rule of Three criteria? Yes. The first ingredient (whole wheat flour) is a whole grain. The second grain ingredient (enriched unbleached wheat flour) is enriched. The third grain ingredient (wheat starch) is a grain derivative and can be disregarded.

4. Cheese Pizza Crust

INGREDIENTS: TOPPING: Low-moisture part-skim mozzarella cheese (pasteurized part-skim milk, cheese cultures, sea salt). **CRUST: Whole wheat flour, enriched wheat flour** (bleached wheat flour, malted barley flour, niacin, reduced iron, thiamine mononitrate, riboflavin, folic acid), water, soybean oil, dextrose, baking powder, yeast, salt, dough conditioners (wheat flour, salt, soy oil, ascorbic acid), **wheat gluten**. **SAUCE:** Water, tomato paste, corn starch, cane sugar, sea salt, seasoning (onion powder, garlic powder, basil, black pepper, oregano).

Is this product whole grain-rich based on the Rule of Three criteria? Yes. The first grain ingredient (whole wheat flour) is whole grain. The second grain ingredient (enriched wheat flour) is enriched, and the third grain ingredient (wheat gluten) is a grain derivative and can be disregarded.

5. Ready-to-Eat Cereal

INGREDIENTS: **Wheat flour**, sugar, brown rice flour, oats, honey, canola oil, maltodextrin, salt, corn syrup, cinnamon, barley malt syrup, barley malt extract, color added, soy lecithin, artificial flavor, baking soda, trisodium phosphate, vitamin E (mixed tocopherols).

Is this product whole grain-rich? No. The first ingredient (wheat flour) is not a whole grain.

SHOW SLIDE: 5. Meets NSLP WGR Criteria

SAY: The fifth method for identifying WGR items is to choose foods that meet the WGR criteria in the National School Lunch Program (NSLP). If the grain item is WGR in the NSLP, it is WGR in the CACFP. Remember that not all grains in the NSLP are WGR, so look specifically for WGR foods. Also note that grain-based desserts that are WGR in the NSLP are not creditable in the CACFP.

SHOW SLIDE: 6. Standardized Recipe or Manufacturer Documentation

SAY: The sixth method for identifying WGR items is to select foods with documentation showing they meet WGR criteria. This could include a standardized recipe for scratch-prepared items or documentation from the manufacturer, such as a CN label or a Product Formulation Statement for purchased products. Refer to the **Standardized Recipe or Manufacturer's Documentation** handout as we review these next few slides.

SHOW SLIDE: Standardized Recipe

SAY: When making scratch-prepared WGR items using a standardized recipe, you must keep the recipe on file to document that the grain item is WGR. For recipes that credit toward the grains component, the item is WGR if the grain ingredient amounts are at least 50 percent whole grain.

For example, a standardized recipe for scratch-prepared muffins calls for 2 cups of whole wheat flour and 2 cups of enriched flour. This recipe meets the WGR requirement because it contains 50 percent whole grains and 50 percent enriched grains.

SHOW SLIDE: CN Label

SAY: Another way to document a WGR item is with a Child Nutrition (CN) label or Product Formulation Statement (PFS).

If a main dish item includes a grain, the CN label will tell you if the product is WGR or not.

- Products that meet the WGR criteria will have the following on the CN label: **x.xx oz equivalent grains**
- Products with mostly enriched grain ingredients (e.g., enriched wheat flour) and that are NOT WGR will have the following language on the CN label: **x.xx oz equivalent grains (enriched)**

SHOW SLIDE: Product Formulation Statement (PFS)

SAY: If a product does not have a CN label, you can request a PFS supplied by the manufacturer to determine if the grain item is WGR. As you can see in the sample PFS, the manufacturer must check yes or no as to whether the grain item is WGR.

SHOW SLIDE: Documentation of WGR

SAY: Regardless of the method you choose, you must have proper documentation on file proving that the grain item is WGR. The type of documentation will depend on the method used to determine the item as WGR.

- If you're using the FDA Standard of Identity for whole wheat bread, buns, rolls, or certain pastas, you must keep the front of the package that states "whole wheat."
- If you're using the FDA Health Claim, keep the product packaging, including the health claim.
- If you're using the WIC list, keep the product label that includes the name and brand of the product to compare to the WIC list.
- If you're using the Rule of Three, keep the ingredients list (along with the name and brand of the item).
- If you're using a commercially prepared processed food, keep the CN label or PFS on file.

Always check with your State agency or sponsoring organization to learn the best way to demonstrate compliance with the WGR requirement.

Whole Grain-Rich Requirements

SHOW SLIDE: Whole Grain-Rich Requirements

SAY: Now that we've covered the methods to determine a grain to be WGR, I will explain the CACFP requirements for serving whole grain-rich foods.

SHOW SLIDE: WGR Requirement

SAY: One of the CACFP grains requirements is when a grain is served, at least one serving of grains per day must be WGR. Programs may choose the meal (breakfast, lunch, supper) or snack to serve the WGR item. This requirement only applies to meals and snacks served to children and adults; it does not apply to infant meals.

SHOW SLIDE: WGR Foods at Meals and Snacks

SAY: You may choose which meal or snack to serve the whole grain-rich item. There are variations on how to apply this requirement based on the meals and snacks claimed for reimbursement in the program. Let's go over some examples based on the meals and snacks you claim.



INSTRUCTOR'S NOTE:

Customize the scenarios for the audience. Ask participants if they serve the meals and snacks shown in bold. If yes, explain the scenario; if not, skip it and move to the next one.

ASK: Does your program: **[Click to reveal text on slide.]**

- **Claim more than one meal or snack per day (e.g., breakfast, lunch, and snack):** you may choose the meal or snack to serve the WGR item.
- **[Click] Claim only snacks (e.g., AM snack and PM snack):** you have the option to choose two components, and a grain is not required to be served. However, if a grain item is served during the snack, it must be WGR.
- **[Click] Claims one meal and one snack (e.g., PM snack and supper, or Breakfast and AM snack):** you may choose which meal or snack to serve the WGR item. If no grain is served at snack, the meal must serve the WGR item. **[Click]** The only exception is if M/MA is served in place of the grains at breakfast—a grain is not required if no grain is served at snack.
- **[Click] Claims only breakfast:** a WGR item must be served unless a M/MA is served in place of the grain, which is allowed up to three times per week.
- **[Click] Claims only lunch or supper:** the grain item must be WGR.

It is strongly encouraged that program operators serving different groups of participants at each meal (such as one group of children at breakfast and a second group at lunch) vary the meal in which the WGR item is served. For example, serving WGR toast at breakfast on Monday and serving brown rice at lunch on Tuesday. This will help ensure that all participants are served a variety of whole grains and benefit from the important nutrients they provide.

SHOW SLIDE: Identifying WGR Foods on Your Menu

SAY: Another key factor to meeting the WGR requirement is documentation. There are several ways to demonstrate compliance with this requirement. For example, you can list which grain items are WGR directly on the menu by writing one of the following:

- “WW” or “WGR” in front of the grain item, such as “WW bread” or “WGR buns.”

Check with your State agency or sponsoring organization for guidance on how to demonstrate compliance with the WGR requirement.

SHOW SLIDE: Reviews and Whole Grain-Rich Foods

SAY: During a review, State agency or sponsoring organization staff will check menus, labels, and product documentation to confirm WGR requirements are met. As a program operator, you should also review this information before submitting claims. If no WGR item is served in a day, the meal with the lowest reimbursement rate that includes a grain will be disallowed.

SHOW SLIDE: Examples of Meals or Snacks to Disallow

SAY: Snacks have the lowest rate, followed by breakfast, then lunch and supper. Let’s review a couple of examples.

- If you served grains at breakfast, lunch, and snack, however, none of the grains were WGR, **[Click]** the snack would be disallowed because it is the meal with the lowest reimbursement rate containing a grain.
- **[Click]** On the other hand, if you only served grains during breakfast and lunch, and none of the grain items were WGR, **[Click]** the breakfast would be disallowed because it is the meal with the lowest reimbursement rate containing a grain.

SHOW SLIDE: Activity: WGR Foods and Disallowed Meals**(Activity): WGR Foods and Disallowed Meals**

Purpose: To identify meals and snacks to disallow if a WGR item is not served at least once per day.

Materials Needed: WGR Foods and Disallowed Meals worksheet, pen or pencil

Time: 10 minutes

1. **SAY:** Now that we have explored the WGR requirement, let’s identify non-compliant meals if a WGR item is not served in a day when grains are served. Turn to the **WGR Foods and Disallowed Meals** worksheet in your Participant Workbook. For each day’s menu, select the meal or snack with the lowest reimbursement that contains a grain that must be disallowed. You will have 5 minutes to complete this activity.
2. **DO:** Allow 5 minutes for participants to complete this activity. Then, discuss the answers with the participants.

Answer Key: WGR Foods and Disallowed Meals

For each day's menu, identify the meal or snack with the lowest reimbursement rate that contains a grain to disallow.

Monday Menu		
Breakfast	Lunch	Snack
Diced peaches Blueberry pancake Milk	Macaroni and cheese Cornbread Okra Tropical fruit Milk	Cheddar cheese slices Crackers Water
Answer: <i>Snack must be disallowed because it is the meal with the lowest reimbursement that contains a grain. A grain is served at breakfast, lunch, and snack. No grains are identified as WGR.</i>		
Tuesday Menu		
Breakfast	Lunch	Snack
Banana slices Waffle Milk	Chicken stir-fry Broccoli Carrots White rice Milk	Yogurt Apple slices Water
Answer: <i>Breakfast must be disallowed because it is the meal with the lowest reimbursement that contains a grain. A grain is served at breakfast and lunch, and no grain is served at snack. No grains on the menu are identified as WGR.</i>		
Wednesday Menu		
PM Snack	Supper	
Mini bagels Oranges	Meatloaf Brussels sprouts Strawberries Dinner roll Milk	
Answer: <i>Snack must be disallowed because it is the meal with the lowest reimbursement that contains a grain. A grain is served at snack and supper. No grains are identified as WGR.</i>		
Thursday Menu		
Breakfast	Lunch	Snack
Eggs Kiwi Milk	Baked fish Green beans Watermelon Biscuit Milk	Cherry tomatoes Cottage cheese
Answer: <i>Lunch must be disallowed because it is the only meal that contains a grain. A M/MA (eggs) is served in place of the grain at breakfast, a grain is served at lunch, and no grain is served at snack. Lunch is the only meal that served a grain, and it is not identified as WGR on the menu.</i>		

Lesson Conclusion

SHOW SLIDE: Lesson Conclusion

SAY: In this lesson, we reviewed the grains component requirements in the CACFP, including using the table method for evaluating creditable breakfast cereals that contain no more than 6 grams of added sugars per dry oz. We discussed noncreditable grain-based desserts and explored creditable alternatives. You practiced using ounce equivalents to calculate the required amounts of creditable grains, ensuring accurate portion sizes in CACFP meals and snacks. Lastly, you learned the six methods for determining if a grain item qualifies as WGR, how to ensure you serve at least one WGR item per day, and how to identify non-compliant meals.

ASK: What questions do you have before we move to the next lesson?

DO: Answer any questions participants may have.



INSTRUCTOR'S NOTE:

If there are questions that you are unable to answer, refer the participant(s) to their State agency, sponsoring organization, or the ICN Help Desk.



FLUID MILK COMPONENT LESSON-AT-A-GLANCE

Time	Topic	Activity/Materials	Handouts
Lesson Introduction			
1 minute	• Lesson Objectives		
Objective: Recall and interpret the fluid milk component requirements for each age group.			
14 minutes	• Fluid Milk Requirements • Creditable and Noncreditable Milks • Smoothies	• Activity: Fluid Milk Component Requirements	• Fluid Milk Component Basics • Smoothies in the CACFP
Objective: Explain the guidelines for accommodating children who do not drink fluid milk and identify creditable fluid milk substitutes.			
9 minutes	• Fluid Milk Substitutions • Medical statements	• Activity: Team Quiz	• Fluid Milk Substitutes
Lesson Conclusion			
1 minute	• Lesson Summary		
Total Time: 25 minutes			

Lesson Introduction

SHOW SLIDE: Fluid Milk Component

SAY: Fluid milk is vital to the CACFP meal pattern because it provides nutrients (calcium, potassium, vitamin D, and protein) that are critical for maintaining a healthy body. Consuming milk is especially important to bone health during childhood and adolescence, when bone mass is developed.

SHOW SLIDE: Lesson Objectives Overview

SAY: This lesson will cover the following objectives, which can be found on the **Fluid Milk Component Notes Page** in the Participant Workbook:

- Recall and interpret the fluid milk component requirements for each age group.
- Explain the guidelines for accommodating children who do not drink fluid milk and identify creditable fluid milk substitutes.

At the end of this lesson, you should know the fluid milk requirements and some key strategies for ensuring the correct milk is served for reimbursable meals and snacks.

Fluid Milk Requirements

SHOW SLIDE: Fluid Milk Requirements

SAY: Let's discuss the fluid milk component requirements of the CACFP meal pattern. This section will recall and interpret the fluid milk component requirements for each age group.

SHOW SLIDE: Fluid Milk Component Basics

SAY: For your reference, turn to the **Fluid Milk Component Basics** handout and the **Meal Pattern Handouts** in your Participant Workbook.

- Fluid milk is a required component for reimbursable meals in the CACFP and must be offered at **breakfast, lunch, and supper** meal services.
- At **snack**, fluid milk may be offered as one of the two required meal components; however, the other meal component cannot be a beverage. For example, if milk is served as one of the snack components, juice may not be served as the only other component.
- **Fluid milk must be served** as a beverage, poured over cereal, or a combination of both.
- Fluid milk **cannot credit** toward the milk requirement when used as an ingredient in the preparation of recipes, for example, when used to make soups, cream sauces, or cooked cereals like oatmeal. Smoothies are the only example of when milk used as an ingredient in a recipe may credit toward the fluid milk component.

SHOW SLIDE: Creditable Milks

SAY: Fluid milk must be pasteurized and meet State and local standards for milk. Some examples of creditable milks are fat-free (skim), low-fat (1%), reduced-fat (2%), whole, lactose-free, and lactose-reduced milk. Goat's milk may be served in place of cow's milk if it meets State standards for fluid milk.

Review the list of creditable milks on the slide. A chart of common creditable milk and products that contain creditable milk can be found in the USDA “Crediting Handbook for the CACFP.” You can find the website address in the **Training Resources** section at the end of the Participant Workbook to access it on an electronic device.

SHOW SLIDE: Foods That Do Not Credit as Fluid Milk

SAY: Some milk products are not creditable as fluid milk. Some examples include cream, imitation milk, raw milk, and sweetened condensed milk. Yogurt is also not creditable as fluid milk because it is considered a meat alternate. Review the list of noncreditable milks on the slide. If you are unsure about an item, check to see if it is creditable in the USDA “Crediting Handbook for the CACFP.”

SHOW SLIDE: Milk Types

SAY: The CACFP meal pattern specifies the type of milk that must be served to different age groups. Let’s discuss these in more detail.

SHOW SLIDE: Milk for 1-Year-Olds

SAY: According to the American Academy of Pediatrics, most children between the ages of 1 year and 24 months need whole milk because it provides a higher fat content, which promotes growth and brain development. The meal pattern requires that unflavored whole milk is served to children 12 months through the end of 23 months at breakfast, lunch, and supper, and is optional at snack.

SHOW SLIDE: Breast Milk at Any Age

SAY: Breast milk may be served as part of a reimbursable meal to children of any age. Program operators may claim reimbursement when a mother breastfeeds in the child care center or home, or if expressed breast milk is fed to the child.

SHOW SLIDE: Breast Milk Beyond 12 Months

SAY: For a meal or snack containing expressed breast milk to be reimbursable for a child 1-year or older, the child must receive the minimum serving size for the age of the child. If less than the minimum amount of breast milk is provided, the age-appropriate type of fluid milk must be served to make up the difference. For example, the minimum serving size of milk for a 1-year-old is $\frac{1}{2}$ cup. If a parent brings $\frac{1}{4}$ cup of breast milk, programs must provide an additional $\frac{1}{4}$ cup of unflavored whole milk for a total of $\frac{1}{2}$ cup for the meal to be reimbursable. Always check with parents or guardians to ensure they are aware of this requirement.

Keep in mind that breast milk and whole milk do not need to be mixed; they can be served separately. Please note that if a parent breastfeeds their child on site, the minimum serving size requirement does not apply, as it is not possible to measure the amount of milk the child receives.

SHOW SLIDE: Milk for 2 through 5-Year-Olds

SAY: Fluid milk served to children 2 through 5 years old may be fat-free (skim), low-fat (1%), reduced-fat (2%), or whole milk. Milk served to this age group must be **unflavored**. Flavored milk of any sort, including milk with added flavorings (such as syrup), is not allowed for children under the age of six as part of a reimbursable meal.

SHOW SLIDE: Milk for 6-Year-Olds+

SAY: Fluid milk served to children ages 6 years and older may be fat-free (skim), low-fat (1%), reduced-fat (2%), or whole milk. However, you may serve unflavored or flavored milk. Keep in mind that flavored milk typically contains added sugars, and the USDA encourages CACFP institutions and facilities to consider choosing milk that is lower in added sugars.

SHOW SLIDE: Activity: Fluid Milk Component Requirements**(Activity): Fluid Milk Component Requirements**

Purpose: To ensure participants understand the fluid milk component requirements.

Materials: Milk Component Requirements worksheet, pen or pencil.

Time: 5 minutes

1. **SAY:** Now that we have explored the requirements for the milk component, let's complete an activity. Turn to the **Fluid Milk Component Requirements** worksheet in your Participant Workbook. Read the instructions and complete the worksheet. You will have 3 minutes to complete this activity.
2. **DO:** Allow 3 minutes for participants to complete this activity and then review the answers with the participants using the following **Answer Key: Fluid Milk Component Requirements**.

Answer Key: Fluid Milk Component Requirements

Instructions: For each multiple-choice question, select the correct answer.

1. Milk is a required component at which meals/snacks?
 - a. Breakfast
 - b. Lunch/Supper
 - c. Snack
 - d. Both a and b**

Explanation: *Fluid milk is a required component at breakfast, lunch, and supper. Fluid milk may be offered as one of the two required meal components at snack but is not required.*

2. Which of the following is NOT a creditable milk?
 - a. Sweetened condensed milk**
 - b. Breast milk
 - c. Lactose-free milk
 - d. Whole milk

Explanation: *Sweetened condensed milk is not a creditable milk. A chart of common creditable and noncreditable milks and milk products can be found in the USDA Crediting Handbook for the CACFP.*

3. Which of the following milks are **allowed** to be served to children 2 through 5 years old?
- a. Unflavored, Fat-free (skim)
 - b. Flavored, Fat-free (skim)
 - c. Unflavored, Low-fat (1%)
 - d. Flavored, Reduced-fat (2%)
 - e. Both a and c

Explanation: Fluid milk served to children 2 through 5 years old may be fat-free (skim), low-fat (1%), reduced-fat (2%), or whole milk. Milk served to this age group must also be unflavored. Flavored milk of any sort, including milk with added flavorings (such as syrup), is not allowed for children under the age of six as part of a reimbursable meal.

4. Which of the following milks are allowed to be served to a 1-year-old child?
- a. Unflavored, Low-fat (1%)
 - b. Unflavored, Whole**
 - c. Flavored, Fat-free (skim)
 - d. Flavored, Whole
 - e. Both b and d

Explanation: Fluid milk served to 1-year old children must be unflavored whole milk.

5. Which of the following milks are allowed to be served to children ages 6 years and older?
- a. Unflavored, Whole
 - b. Flavored, Fat-free (skim)
 - c. Unflavored, Reduced-fat (2%)
 - d. Flavored, Low-fat (1%)
 - e. All of the above**

Explanation: Fluid milk served to children ages 6 years and older may be unflavored or flavored, fat-free (skim), low-fat (1%), reduced-fat (2%), or whole milk.

Smoothies

SHOW SLIDE: Smoothies

ASK: How many of you serve smoothies in your program?

DO: Allow participants to answer.

SAY: It sounds like some of you may serve smoothies. They have become more popular, and some programs serve them as a healthy option on their menus. Turn to the **Smoothies in the CACFP** handout in the Participant Workbook. Smoothies can be made in-house or purchased commercially with a CN label or Product Formulation Statement. Smoothies may count toward the meal pattern as the following components: fluid milk, fruits, vegetables, or meats/meat alternates (M/MA). However, yogurt is the only meat alternate that can be counted as a creditable component in a smoothie. Other meats/meat alternates (like peanut butter or tofu) and grains (like oats) do not credit when served in a smoothie, but may be included to improve flavor and consistency.

This training will not cover detailed information on smoothies. You may review the handout and refer specific questions to your State agency or sponsoring organization.

Fluid Milk Substitutions

SHOW SLIDE: Fluid Milk Substitutions

ASK: Does anyone have children in your program who do not drink cow's milk?

DO: Allow participants to answer.

SAY: While the reasons a child does not drink cow's milk may vary, it is important to properly accommodate the child's diet while participating in the CACFP. This section will explain the guidelines for accommodating children who do not drink fluid milk and identify creditable fluid milk substitutes.

SHOW SLIDE: Fluid Milk Substitutes

SAY: If a child cannot drink milk due to a disability (e.g., lactose intolerance) or does not wish to consume milk for a dietary preference that is not a disability (e.g., vegan), you may serve a fluid milk substitute in place of milk. To meet meal pattern requirements, fluid milk substitutes must be nutritionally equivalent to milk and meet the nutritional standards for fortification of calcium, protein, vitamin A, vitamin D, and other nutrients to levels found in cow's milk. The required nutrient levels are listed on the **Fluid Milk Substitutes** handout in your Participant Workbook. Fluid milk substitutes served to children 1 through 5 years of age must also be unflavored. Families must provide a written request for the fluid milk substitute that is nutritionally equivalent to milk. A medical statement is required if the fluid milk substitute requested **does not** meet the nutritional standards of cow's milk.

SHOW SLIDE: Selecting the Right Fluid Milk Substitute

SAY: Typically, only certain fluid milk substitutes meet the nutrient standards for milk substitutes. Many soy and pea milks are nutritionally equivalent to cow's milk and are creditable. Check with your State agency or sponsoring organization to identify creditable soy or pea milk brands.

Other fluid milk substitutes, such as almond milk, cashew milk, rice milk, oat milk, or coconut milk, often contain little or no protein and are not nutritionally equivalent to cow's milk. Therefore, they will most likely not be a creditable replacement for fluid milk.

SHOW SLIDE: Medical Statements

SAY: Fluid milk substitutes that are not nutritionally equivalent to cow's milk may only count toward a reimbursable meal or snack with a medical statement signed by a State licensed healthcare professional or a registered dietitian.

SHOW SLIDE: Activity: Team Quiz**(Activity): Team Quiz**

Purpose: To determine participants' knowledge of handling milk substitutions.

Materials: Team Quiz Questions

Time: 5 minutes

1. **SAY:** Let's test your knowledge on milk substitutions with an activity. I will read a statement. If you think it's **true**, stand up. If you think it's **false**, stay seated. Record the correct answers on the **Team Quiz** worksheet in your Participant Workbook.
2. **DO:** Reveal the correct answer and provide a brief explanation before moving on.

Answer Key: Team Quiz

Question #1: Fluid milk substitutes served to 2-year-olds must be unflavored. True or False?

- **True.** *Fluid milk substitutes served to children 1 through 5 years of age must be unflavored.*

Question #2: Almond milk is typically nutritionally equivalent to cow's milk. True or False?

- **False.** *Almond milk usually does not contain enough protein to be nutritionally equivalent to cow's milk. They most likely will not be a creditable replacement for milk.*

Question #3: A medical statement is required to serve a fluid milk substitute that is nutritionally equivalent to cow's milk. True or False?

- **False.** *If a child cannot drink cow's milk due to a non-disability special dietary need, milk substitutes may be served without a medical statement if the milk substitute is nutritionally equivalent to cow's milk. A parent or guardian must request the substitution in writing.*
- *A medical statement is required when a child has a disability that requires a fluid milk substitute that is not nutritionally equivalent to cow's milk. A State licensed healthcare professional or a registered dietitian must sign the medical statement.*

Lesson Conclusion

SHOW SLIDE: Lesson Conclusion

SAY: In this lesson, we reviewed the fluid milk component requirements for each age group and explored how to accommodate children who do not drink milk. You learned the guidelines for identifying creditable fluid milk substitutes and ensuring compliance with CACFP standards while meeting individual dietary needs.

ASK: What questions do you have before we move to the next lesson?



INSTRUCTOR'S NOTE:

If there are questions that you are unable to answer, refer the participant(s) to their State agency, sponsoring organization, or the ICN Help Desk.



MEATS AND MEAT ALTERNATES COMPONENT LESSON-AT-A-GLANCE

Time	Topic	Activity/Materials	Handouts
Lesson Introduction			
1 minute	• Lesson Objectives		
Objective: Identify and explain the meats/meat alternates component requirements in the CACFP.			
13 minutes	• M/MA Requirements • Creditable and Noncreditable M/MA	• Activity: M/MA Brainstorm • Sticky Note Pads • Markers • Chart Paper	• Meats and Meat Alternates Basics
Objective: Demonstrate how to use the table method to identify yogurt products that meet the CACFP added sugars limit.			
15 minutes	• Creditable Yogurt • Added Sugars Limit Requirements	• Activity: Yogurt, Is It Creditable?	• Yogurt and Added Sugars Guide
Objective: Summarize the key requirements for substituting meats/meat alternates for grains at breakfast in the CACFP.			
10 minutes	• Meats and Meat Alternates at Breakfast • Crediting Guidelines	• Activity: Breakfast Ideas with Meats/ Meat Alternates • Chart Paper • Markers	• Meats/Meat Alternates at Breakfast
Lesson Conclusion			
1 minute	• Lesson Summary		
Total Time: 40 minutes			

Lesson Introduction

SHOW SLIDE: Meats and Meat Alternates Component

SAY: Meats and meat alternates are essential for good health because they contain protein, vitamins B and E, iron, zinc, and magnesium. These nutrients are the building blocks for strong bones, muscles, and healthy skin.

SHOW SLIDE: Lesson Objectives Overview

SAY: This lesson will cover the following objectives, which can be found on the **Meats and Meat Alternates Component Notes Page** in the Participant Workbook:

- Identify and explain the meats/meat alternates component requirements in the CACFP.
- Demonstrate how to use the table method to identify yogurt products that meet the CACFP added sugars limit.
- Summarize the key requirements for substituting meats/meat alternates for grains at breakfast in the CACFP.

At the end of this lesson, you should know the requirements for meats/meat alternates and some key strategies for implementation.

Meats/Meat Alternates Component Requirements

SHOW SLIDE: Meats/Meat Alternates Component Requirements

SAY: In this first section, we will identify and explain the meats/meat alternates component requirements in the CACFP.

SHOW SLIDE: Meats and Meat Alternates Basics

SAY: For your reference, turn to the **Meats and Meat Alternates Basics** handout and the **Child Meal Pattern Handouts** in your Participant Workbook to reference throughout this lesson.

SHOW SLIDE: Meats/Meat Alternates Requirements

SAY: Let's start by discussing when meats and meat alternates must be served.

- **Breakfast:** meats or meat alternates are not required; however, they may be served in place of the entire grains component a maximum of three times per week. We will go into more detail later.
- **Lunch and supper:** a meat or meat alternate is required to be served.
- **Snack:** a meat or meat alternate may be served as one of the two required components.



INSTRUCTOR'S NOTE:

Throughout this lesson, "meats/meat alternates" may be abbreviated in the text as "M/MA," and "ounce equivalents" may be abbreviated as "oz eq." While speaking, read "M/MA" as "meats/meat alternates" and "oz eq" as "ounce equivalents."

SHOW SLIDE: Crediting Meats/Meat Alternates

SAY: Meats/meat alternates (M/MA) are measured in ounce equivalents (oz eq) of the edible portion as served. The M/MA amount offered must provide a minimum of 0.25 oz eq per serving to be creditable. Refer to the **Child Meal Pattern** handouts in the Participants Workbook for the different serving sizes of certain foods in each food category (e.g., eggs, nut butter, and yogurt).

SHOW SLIDE: Common Creditable Meats/Meat Alternates

SAY: Creditable meat choices include poultry, seafood, and lean meats such as beef and pork. Creditable meat alternates include cheese, eggs, yogurt, beans, peas, lentils, tofu, nuts and seeds, and their butters. Review the list of other creditable meats/meat alternates on the slide. A chart of commonly served M/MA can be found in the USDA “Crediting Handbook for the CACFP.” You can find the website address in the **Training Resources** section at the end of the Participant Workbook.

SHOW SLIDE: Noncreditable Meats/Meat Alternates

SAY: Some products are not creditable and cannot contribute toward meal pattern requirements. Examples include pork bacon, cheese products, imitation cheese, and cream cheese. Review the list of other noncreditable products on the slide. If you are unsure about a food, check to see if it is creditable in the USDA “Crediting Handbook for the CACFP.”

SHOW SLIDE: Nuts, Seeds, and Nut Butters

SAY: Nuts and seeds, and their butters, may be used to meet the entire M/MA component. Examples of seeds include pumpkin, sesame, and sunflower. Examples of nuts include almonds, cashews, pecans, pine nuts, pistachios, walnuts, peanuts, and soy nuts. Acorns, peanut butter **spread**, and coconuts are not creditable. Acorns are not creditable due to their low protein content, peanut butter spreads do not have an FDA standard of identity, and coconuts are creditable as a fruit, not M/MA.

SHOW SLIDE: Beans, Peas, and Lentils

ASK: Would anyone like to share examples of beans, peas, or lentils you serve in your program?

DO: Allow participants to answer and thank them for sharing.

Feedback: Name other examples if they have not been listed:

- **Beans:** adzuki, black, cannellini, fava, kidney, lima, navy, pinto, soybeans
- **Peas:** black-eyed peas, garbanzo beans (chickpeas), split peas
- **Lentils:** brown, green, red, yellow

SAY: Beans, peas, and lentils credit a little differently than other M/MA. They may credit toward the meal pattern requirements as a meat alternate or as a vegetable.

- **[Click to reveal first table].** If two servings of different beans, peas, and lentils are offered in one meal, you may choose to credit one serving toward the vegetables component and the other towards the M/MA component **if they are in separate dishes**.
 - For example, if a lunch menu includes milk, kidney beans in chili, a whole wheat roll, sliced apples, and roasted chickpeas, you may credit the kidney beans (in the chili) as a meat alternate and the chickpeas as a vegetable.

- **[Click to reveal second table]**. When a meal contains only one serving of beans, peas, or lentils, it can only credit toward the M/MA component **or** the vegetables component, but not both in the same meal.
 - For example, kidney beans and pinto beans in chili would credit as **either** the vegetables component **OR** the M/MA component.

[Click to reveal]. Please note that green string beans, green peas, and snap peas are not considered beans, peas, or lentils. They can only be counted as a vegetable, not M/MA.

SHOW SLIDE: Pasta or Noodles Made From Bean, Pea, or Lentil Flour

SAY: Another way to increase variety in menus is to serve pasta or noodles made from bean, pea, or lentil flour. These may credit toward the M/MA component when paired with at least 0.25 oz eq of visible M/MA, such as meat or cheese (e.g., 0.25 oz eq cheese sprinkled over the pasta). It can also be credited as a vegetable, but not as both a vegetable and M/MA in the same meal.

SHOW SLIDE: Tofu

ASK: How many of you have tried tofu? How many serve it on the menu in your programs?

DO: Allow participants to respond to each question.

SAY: It appears that some of you have tried tofu, and [none, some, many] offer it on your program menus. So, let's discuss tofu and the requirements for serving in the CACFP.

- Tofu must be **commercially prepared** to be credited to the M/MA component.
- It must contain **5 grams of protein** per 2.2 ounces by weight, or ¼ cup by volume, to be credited as 1 oz eq of M/MA.
 - You can find the amount of protein on the Nutrition Facts label for plain, unprocessed tofu. However, for processed tofu products, such as links and sausages, you must request a CN label or Product Formulation Statement to verify it meets the protein requirement.
- Lastly, tofu must be **easily recognized** as part of a food group that contributes to the meal. For example, firm or extra firm tofu in stir-fries or omelets may credit toward the M/MA component. However, soft or silken tofu that is incorporated into items such as smoothies and sauces to add texture, but is not easily recognizable as a meat substitute, does not credit toward the M/MA component.

More information is in the USDA policy memo, CACFP 02-2024: Crediting Tofu and Soy Yogurt Products. You can find the website address in the **Training Resources** section at the end of the Participant Workbook to access it on an electronic device.

SHOW SLIDE: Game Meat

SAY: Meat from both farm-raised and wild game animals (e.g., bison, venison, and reindeer) may be served in the CACFP. Producers selling domesticated and wild game animals to Child Nutrition programs must meet applicable federal, state, local, and tribal food safety regulations and inspection requirements. FNA has created a list of traditional Indigenous foods that credit the same as similar foods in the Food Buying Guide (FBG). This is not an exhaustive list, but rather aims to showcase how to credit some traditional Indigenous foods not in the FBG by using similar foods in the FBG.

More information can be found in the USDA policy memo, TA 01-2024: Crediting Traditional Indigenous Foods in Child Nutrition Programs. You can find the website address in the **Training Resources** section at the end of the Participant Workbook to access it on an electronic device.

SHOW SLIDE: Activity: M/MA Brainstorm

(Activity): M/MA Brainstorm

Purpose: To identify different options of meats and meat alternates to serve.

Materials: Sticky note pads, marker, chart paper, pen or pencil

Time: 5 minutes

1. **SAY:** Take a few minutes to think about different M/MA you serve or would like to serve. Use sticky notes to write these items. Place your ideas on the chart paper. You will have 2–3 minutes. While we review the items, write any new M/MA you'd like to include in your menus on the Notes page.
2. **DO:** As the participants write their ideas on sticky notes, post a chart paper and title it "M/MA Examples." After participants post their ideas on the chart paper, read off some examples, including items that have not been called.

FEEDBACK: Some potential responses might include:

- Nuts (almonds, cashews, pecans, pine nuts, pistachios, walnuts, peanuts)
- Nut butter (peanut butter, almond butter, soy nut butter, sunflower butter)
- Yogurt, soy yogurt
- Cheese, string cheese, cottage cheese
- Eggs
- Fish, seafood, tuna
- Beans, peas, and lentils (black beans, garbanzo beans, kidney beans, pinto beans, split peas)
- Poultry (chicken, turkey)
- Meat (beef, pork, lamb)
- Tofu, soy products (soybeans, edamame)

Yogurt

SHOW SLIDE: Yogurt

SAY: Yogurt is a creditable meat alternate and a great source of protein which provides energy and builds and maintains muscle. However, some brands and flavors of yogurt have significantly more added sugars than others do, and exposing young children to high amounts of sugar early on can negatively affect their eating habits. As a result, the meal pattern requirements limit the amount of added sugars in creditable yogurts, and this section will demonstrate how to use the table method to identify yogurt products that meet the CACFP added sugars limit.

SHOW SLIDE: Yogurt and Soy Yogurt

SAY: Let's first start with the requirements for serving yogurt.

- Creditable yogurt, including soy yogurt, must be commercially prepared, and may be plain or flavored, sweetened or unsweetened.
- In addition, 4 ounces of yogurt credits as 1 oz eq M/MA.

SHOW SLIDE: Noncreditable Yogurt Products

SAY: When purchasing yogurt products, you may find a variety of options. However, some of these items are not creditable as yogurt in the CACFP, such as homemade yogurt and the following commercial yogurt products: frozen yogurt, yogurt bars, yogurt-flavored products, and yogurt-covered fruits and nuts, or similar products.

SHOW SLIDE: Added Sugars Limit

SAY: For a yogurt to be creditable, it must contain no more than **12 grams of added sugars per 6 ounces** of yogurt (2 grams of added sugars per ounce). The first step in determining which yogurt products meet the added sugars limit is to know what to look for on the Nutrition Facts label. There are two key terms to look for: **Added Sugars**, which you will find listed under the **Total Sugars** line, and **Serving Size**.

The serving size is provided in units, such as ounces or grams. If it is a single-serving container, the serving size may state: 1 container, in which case you will need to find the weight of the container (in ounces or grams) on the front of the package.

SHOW SLIDE: Table Method: Yogurt

SAY: There are several ways to determine if a yogurt meets the added sugars limit. Today, we will explore the table method for yogurt. This method features a table with common serving sizes of yogurt and the pre-calculated added sugars limit for each serving size. For your reference, turn to the **Yogurt and Added Sugars Guide** handout in your Participant Workbook. This method is similar to determining if breakfast cereals meet the added sugars limits. Let's review the steps together.

As you can see, there are three columns in this table.

- Use the left column, "Serving Sizes (Ounces)," when a yogurt's Nutrition Facts label lists the serving size in ounces, such as 6 ounces.
- Use the middle column, "Serving Sizes (Grams)," when the Nutrition Fact label's serving size is in grams.
- The right column lists the added sugars limits for each serving size.

SHOW SLIDE: Table Method Steps: Nutrition Facts Label

SAY: The table method features four steps. Let's review the steps in Example #1. Write the answers on the handout.

- Step 1: Use the Nutrition Facts label to find the serving size, in ounces (oz) or grams (g), on the yogurt. In this case, the serving size is 6 ounces or 170 grams.
- **[Click to reveal answer]**. Step 2: Find the number next to "Added Sugars." In this example, there are 10 grams of added sugars per serving.

SHOW SLIDE: Table Method Steps: Added Sugars Limits Table

SAY:

- Step 3: Locate the yogurt's serving size on the Added Sugars Limits Table in the "Serving Size in Ounces" column. In this case, it is 6 ounces.
- **[Click to reveal answer]**. Step 4: In the table, look at the number to the right of the serving size amount under the "Added Sugars" column. If your yogurt has that amount of added sugars or less, the yogurt meets the added sugars requirement.

SHOW SLIDE: Is It Creditable?

ASK: Is this yogurt creditable?

DO: Allow participants to respond.

SAY: According to the table, for a 6-ounce serving, the added sugars limit is 12 grams. **[Click to reveal the answer on the slide.]** Therefore, this yogurt is creditable because the added sugars amount in the yogurt is 10 grams which is less than the added sugars limit of 12 grams.

SHOW SLIDE: Serving Size in Grams (Example #2)

SAY: Sometimes, you may find yogurts that do not list the serving size in ounces but in cups or grams. In the second example on your handout, this yogurt label lists $\frac{1}{2}$ cup (85 grams) as the serving size and 9 grams for added sugars. Is this yogurt creditable?

DO: Allow participants to respond.

[Click to reveal the table.] Using the middle column in the "Added Sugars Limit Table," locate the serving size of 85 grams and compare the 9 grams of added sugars in the product to the added sugars limit of 6 grams. **[Click to reveal the answer.]** This product is not creditable because 9 grams of added sugars in the yogurt is more than the added sugars limit of 6 grams.

SHOW SLIDE: Activity: Yogurt, Is It Creditable?**(Activity): Yogurt, Is It Creditable?**

Purpose: To identify yogurt products that meet the CACFP added sugars limit.

Materials: Yogurt, Is It Creditable? worksheet, pen or pencil

Time: 10 minutes

1. **SAY:** Turn to the Yogurt, Is It Creditable? worksheet in your Participant Workbook. Work with a partner or group and use the “Added Sugars Limit Table” to determine if the yogurt is creditable. You will have 5 minutes to complete this activity.
2. **DO:** Allow 5 minutes for the participants to complete the worksheet. Then, review the answers with the participants using the Answer Key: Yogurt, Is It Creditable?

Answer Key: Yogurt, Is It Creditable?

Instructions: Review each label and follow the steps to determine if the yogurt is creditable.

Added Sugar Limits Table					
Serving Size Ounces (oz)	Serving Size Grams (g)	Added Sugars Grams (g)	Serving Size Ounces (oz)	Serving Size Grams (g)	Added Sugars Grams (g)
If the serving size is:		Added sugars must not be more than:	If the serving size is:		Added sugars must not be more than:
1 oz	28 g	2 g	4.75 oz	135 g	9 g
1.25 oz	35 g	2 g	5 oz	142 g	10 g
1.5 oz	43 g	3 g	5.25 oz	149 g	10 g
1.75 oz	50 g	3 g	5.3 oz	150 g	10 g
2 oz	57 g	4 g	5.5 oz	156 g	11 g
2.25 oz	64 g	4 g	5.75 oz	163 g	11 g
2.5 oz	71 g	5 g	6 oz	170 g	12 g
2.75 oz	78 g	5 g	6.25 oz	177 g	12 g
3 oz	85 g	6 g	6.5 oz	184 g	13 g
3.25 oz	92 g	6 g	6.75 oz	191 g	13 g
3.5 oz	99 g	7 g	7 oz	198 g	14 g
3.75 oz	106 g	7 g	7.25 oz	206 g	14 g
4 oz	113 g	8 g	7.5 oz	213 g	15 g
4.25 oz	120 g	8 g	7.75 oz	220 g	15 g
4.5 oz	128 g	9 g	8 oz	227 g	16 g

Greek Yogurt With Banana

- Step 1: Use the Nutrition Facts label to find the Serving Size, in ounces (oz) or grams (g), on the yogurt. Write it here: 5.3 oz (150g)
- Step 2: Find the amount of **Added Sugars**. Write it here: 8 grams
- Step 3: Use the serving size identified in Step 1 to find the serving size of your yogurt in the **Added Sugars Limit Table**.
- Step 4: In the table, look at the number to the right of the serving size amount, under the “Added Sugars” column.
- Is it creditable? Yes, 8g of added sugar is less than the added sugars limit of 10g for a 5.3-oz (150g) serving size.

Nutrition Facts	
1 servings per container	
Serving size	5.3 oz (150g)
Amount Per Serving	
Calories	130
% Daily Value*	
Total Fat 2.5g	3%
Saturated Fat 1.5g	8%
Trans Fat 0g	
Cholesterol 15mg	5%
Sodium 50mg	2%
Total Carbohydrate 17g	6%
Dietary Fiber 1g	4%
Total Sugars 14g	
Includes 8g Added Sugars	16%
Protein 11g	22%
Not a significant source of vitamin D, calcium, iron, and potassium	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

Yogurt With Mixed Berry

- Step 1: Use the Nutrition Facts label to find the Serving Size, in ounces (oz) or grams (g), on the yogurt. Write it here: 2.5 oz (71g)
- Step 2: Find the amount of **Added Sugars**. Write it here: 10 grams
- Step 3: Use the serving size identified in Step 1 to find the serving size of your yogurt in the **Added Sugars Limit Table**.
- Step 4: In the table, look at the number to the right of the serving size amount, under the “Added Sugars” column.
- Is it creditable? No, 10g of added sugars is above the sugar limit of 5g for a 2.5-oz (71g) serving size.

Nutrition Facts	
4 servings per container	
Serving size	2.5 oz (71g)
Amount Per Serving	
Calories	120
% Daily Value*	
Total Fat 1g	1%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 20mg	7%
Sodium 85mg	4%
Total Carbohydrate 15g	5%
Dietary Fiber 1g	4%
Total Sugars 14g	
Includes 10g Added Sugars	20%
Protein 2g	4%
Not a significant source of vitamin D, calcium, iron, and potassium	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

Raspberry Soy Yogurt

- Step 1: Use the Nutrition Facts label to find the Serving Size, in ounces (oz) or grams (g), on the yogurt. Write it here: Serving Size = 1 container. The front of the container provides the serving size information: 6 oz (170g)
- Step 2: Find the amount of **Added Sugars**. Write it here: 13 grams
- Step 3: Use the serving size identified in Step 1 to find the serving size of your yogurt in the **Added Sugars Limit Table**.
- Step 4: In the table, look at the number to the right of the serving size amount, under the “Added Sugars” column.
- Is it creditable? No, 13g of added sugars is above the added sugars limit of 12g for a 6-oz (170g) serving size.

Nutrition Facts	
LOW FAT YOGURT VITAMINS A & D, CALCIUM ADDED	Serving size 1 container
	Amount per serving
	Calories 150
% Daily Value*	
Total Fat 2g	3%
Saturated Fat 1.5g	6%
Trans Fat 0g	
Cholesterol 10mg	3%
Sodium 90mg	4%
Total Carbohydrate 27g	10%
Total Sugars 19g	
Includes 13g Added Sugars	26%
Protein 6g	
Vit. D 3mcg 15%	Calcium 280mg 28%
Potas. 280mg 6%	Vit. A 180mcg 28%
Not a significant source of dietary fiber and iron	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

Meats/Meat Alternates at Breakfast

SHOW SLIDE: Meats and Meat Alternates at Breakfast

SAY: Now that we have identified a variety of meats and meat alternates, let's shift our focus. As you know, breakfasts in the CACFP must include fluid milk, vegetables or fruits, and grains. To provide more choices and flexibility with menu planning, you can also serve meats or meat alternates at breakfast. This section will summarize the key requirements for substituting meats/meat alternates for grains at breakfast in the CACFP.

SHOW SLIDE: M/MA at Breakfast

SAY: Turn to the **Meats/Meat Alternates at Breakfast** handout in your Participant Workbook. Program operators have the option to serve meats/meat alternates in place of the entire grains component at breakfast up to three times per week. An example of a creditable breakfast that includes M/MA is a cheese omelet with strawberries and milk. The omelet credits as a meat alternate, and it may be used to meet the entire grains component for the breakfast meal. No additional grain is needed for this reimbursable breakfast.

SHOW SLIDE: M/MA at Breakfast Requirements

SAY: Here are some things to keep in mind when serving M/MA at breakfast.

- You are not required to serve a M/MA at breakfast.
- If serving a M/MA at breakfast in place of the grains component, it must replace the entire required amount of grains.
- You may continue to serve a M/MA as an additional item to the three required breakfast components: fluid milk, vegetables or fruits, and grains.
- If you want to serve a M/MA more than three days a week at breakfast, you must offer it as an additional food item, which does not count toward the reimbursable meal.

SHOW SLIDE: Crediting Guidelines

SAY: When serving M/MA in place of the grains component at breakfast, there are equal exchanges: 1-ounce equivalent of M/MA credits as 1-ounce equivalent of grains. For example, 1-ounce equivalent of M/MA is equal to 1-ounce of lean meat, poultry, or fish, 2 tablespoons of peanut butter, or ½ of a large egg. Refer to other examples in the chart on the handout.

For breakfast, the minimum serving size is ½ oz eq grains (or ½ oz eq M/MA) for children ages one through five, and 1 oz eq grains (or 1 oz eq M/MA) for children ages six and older.

SHOW SLIDE: Mix It Up at Breakfast

SAY: There are many ways to serve meats/meat alternates at breakfast.

- You can serve M/MA as a standalone item, such as eggs, yogurt, cottage cheese, or tofu.
- They can be served together, such as eggs (a meat alternate) and ham (a meat).
- Meats/meat alternates can also be served in a dish mixed with other foods, such as apple slices with peanut butter, yogurt topped with fruit, or a tofu scramble with vegetables.

[Click to reveal next section.] Remember that not all M/MA are creditable. Some breakfast meats that are not creditable in the CACFP are pork bacon, imitation bacon products, scrapple, and salt pork.

[Click to reveal next section.] Items such as turkey bacon and some types of sausage are creditable only if the product has a CN label or a Product Formulation Statement signed by the manufacturer. Refer to the “Crediting Handbook for the CACFP” and the “Food Buying Guide” for more information on crediting foods in the CACFP. You can find the website addresses in the **Training Resources** section at the end of the Participant Workbook to access it on an electronic device.

SAY: Now, let’s answer the two questions in the “Try It Out!” section at the bottom of the handout.

DO: Read the questions below and allow participants to answer.

Try It Out!

1. Your child care center is open 7 days per week. How many times per week can you serve meats/meat alternates in place of the grains at breakfast? *Three*
2. You serve yogurt for breakfast to 3–5-year-olds once per week. What is the minimum amount you must serve to meet the meal pattern requirement? *¼ cup (2 ounces)*

SHOW SLIDE: Activity: Breakfast Ideas With Meats/Meat Alternates

(Activity): Breakfast Ideas With Meats/Meat Alternates

Purpose: To identify M/MA options to incorporate into breakfast menus.

Materials: Breakfast Ideas With Meats/Meat Alternates worksheet, chart paper, markers, pen or pencil

Time: 5 minutes

1. **SAY:** Now let’s identify M/MA options to incorporate into your menus. Work with a partner or group to identify different ways to serve M/MA at breakfast. First list creditable meats and meat alternates under the “Meats/Meat Alternates” section. Then under “Breakfast Menu Ideas,” create six breakfast menu options using different M/MA (e.g., egg and sausage burrito or cottage cheese with cherry tomatoes). You will have 3 minutes to complete this activity.
2. **DO:** Allow 3 minutes for participants to complete this activity. Then, ask a few participants to share their responses. **List the responses on a chart paper** and post them in the training room.

FEEDBACK: Some potential responses might include those noted in the **Answer Key: Breakfast Ideas With Meats/Meat Alternates**.

Answer Key: Breakfast Ideas With Meats/Meat Alternates

Instructions: List creditable meats/meat alternates in the “Meats/Meat Alternates” box. Then, under “Breakfast Menu Ideas,” create six breakfast menu options featuring different M/MA, such as an egg and sausage burrito or cottage cheese with cherry tomatoes.

Meats/Meat Alternates			
Ham	Sausage	Cottage Cheese	Tofu
Chicken	Cheese	Tuna	Yogurt
Canadian Bacon	String Cheese	Eggs	
Breakfast Menu Ideas			
Ham and Egg Sandwich	Sausage Frittata	Veggie and Egg Bites	
Cheddar Cheese and Apple Slices	Tofu Scramble	Turkey and Egg English Muffin	

Lesson Conclusion

SHOW SLIDE: Lesson Conclusion

SAY: In this lesson, we examined the meats/meat alternates component requirements in the CACFP. We demonstrated the table method for evaluating creditable yogurt products that contain no more than 12 grams of added sugars per 6 ounces. Finally, we summarized the key requirements for substituting meats/meat alternates for grains at breakfast no more than three times per week, ensuring compliance with CACFP guidelines while offering flexibility in menu planning.

ASK: What questions do you have before we move to the next lesson?

DO: Answer any questions participants may have.

INSTRUCTOR'S NOTE:

If there are questions that you are unable to answer, refer the participant(s) to their State agency, sponsoring organization, or the ICN Help Desk.



VEGETABLES AND FRUITS COMPONENTS LESSON-AT-A-GLANCE

Time	Topic	Activity/Materials	Handouts
Lesson Introduction			
1 minute	• Lesson Objectives		
Objective: Identify and explain the CACFP requirements for the vegetables and fruits components.			
14 minutes	• Vegetables and Fruits Components Requirements • Creditable and Noncreditable Vegetables and Fruits	• Activity: Recall That Phrase	• Vegetables and Fruits Basics
Objective: Interpret and apply the requirements for serving juice in the CACFP.			
10 minutes	• Juice Requirements • Creditable and Noncreditable Juices	• Activity: Juice, Does It Comply?	
Lesson Conclusion			
5 minutes	• Lesson Summary • Planned Menus		• Planned Menus
Total Time: 30 minutes			

Lesson Introduction

SHOW SLIDE: Vegetables and Fruits Components

SAY: Vegetables and fruits prepared without added fats, sugars, or sodium are nutrient-dense foods. Because they are often under-consumed, CACFP meal pattern requirements emphasize increasing vegetable and fruit intake.

SHOW SLIDE: Lesson Objectives Overview

SAY: This lesson will cover the following objectives, which can be found on the **Vegetables and Fruits Component Notes Page** in the Participant Workbook:

- Identify and explain the CACFP requirements for the vegetables and fruits components.
- Interpret and apply the requirements for serving juice in the CACFP.

At the end of this lesson, you should know the vegetables and fruits components requirements, as well as some key strategies for implementation.

Vegetables and Fruits Components Requirements

SHOW SLIDE: Vegetables and Fruits Components Requirements

SAY: Now we are going to identify and explain the CACFP requirements for the vegetables and fruits components.

SHOW SLIDE: Vegetables and Fruits Basics

SAY: Turn to the **Vegetables and Fruits Basics** handout and the **Child Meal Pattern Handouts** in your Participant Workbook to reference throughout this lesson. Let's go through the requirements for each meal and snack.

At **breakfast**, vegetables and fruits are a **combined** meal component; so, you must serve a vegetable, fruit, or a combination of both to meet the meal pattern requirement.

At **lunch and supper**, vegetables and fruits are **separate** meal components. Fruits and vegetables are required components for the lunch and supper meal pattern. However, there are two options for meeting the requirement:

1. You may offer one serving of vegetables and one serving of fruits (e.g., carrots and apples)
OR
2. You may offer two **different** vegetables (e.g., carrots and broccoli).

We will discuss these requirements in more detail later.

At **snack**, vegetables and fruits are also **separate** components. For a reimbursable snack, you must serve two of the five required meal components. Therefore:

- You may serve a fruit and a vegetable as the two meal components (e.g., kiwi & carrots).
- However, you cannot serve two fruits or two vegetables (e.g., kiwi & apples; carrots & celery).

SHOW SLIDE: Menu Flexibility: Second Vegetable In Place of Fruit

SAY: To increase the number of vegetables eaten and provide greater menu planning flexibility, the CACFP meal pattern allows a second vegetable to replace the entire fruits component for lunch and supper. If substituting for fruits, the second vegetable must be different from the first vegetable. The vegetable substitute must be at least the same serving size as the fruits component that is being replaced. Keep in mind that serving two fruits as two components at a meal is not reimbursable.

SHOW SLIDE: Two Vegetable Types

SAY: When two vegetables are served at lunch or supper, they must be two different kinds of vegetables. For example, you could offer a serving of broccoli and a serving of corn for a reimbursable lunch. However, a serving of steamed carrots and a serving of raw carrots would not credit toward a reimbursable meal because the meal only includes one type of vegetable—carrots.

Vegetables Component**SHOW SLIDE: Vegetables Component**

SAY: Now, let's focus on the vegetables component.

SHOW SLIDE: Vegetables Component Requirements

SAY: Let's start with discussing the vegetables component requirements.

- Vegetables must be fresh, frozen, canned, or full-strength vegetable juice (100% juice).
- Combinations such as mixed vegetables (e.g., peas and carrots), stew vegetables, and casserole vegetables credit as one vegetable when the amount of each vegetable is not known.
- As previously stated in the M/MA section, beans, peas, and lentils may count toward the vegetables component and/or the M/MA component.
 - If **two different servings** of beans, peas, or lentils are offered at a meal, you may choose to credit one as a meat alternate and the other as a vegetable.
 - If **only one serving** of beans, peas, or lentils, it can only credit toward the M/MA component or the vegetables component, but not as both in the same meal.
- Pasta or noodles made from bean, pea, or lentil flour may credit toward the vegetables or M/MA components, but not as both in the same meal. These products may credit toward the vegetables component without serving additional recognizable vegetables. For example, ½ cup of pasta made from bean, pea, or lentil flour credits as ½ cup of vegetables.

SHOW SLIDE: Crediting Vegetables

SAY: Most vegetables credit as volume served, and the minimum creditable amount is ⅓ cup. Review the serving sizes for each meal and snack on the **Child Meal Pattern** Handout. Some exceptions to note are raw leafy greens and tomato paste.

- Raw leafy greens: credit as half the volume served (e.g., ½ cup romaine lettuce credits as ¼ cup vegetable).
- Tomato paste: 1 Tablespoon = ¼ cup vegetables
- All other vegetables, including cooked leafy greens, such as sautéed spinach, credit based on the volume served.

SHOW SLIDE: Creditable Vegetables

SAY: Some examples of creditable vegetables include carrots, cucumbers, green beans, peppers, potatoes, and tomatoes. Review the list of other creditable vegetables on the slide. A chart of commonly served vegetables and their serving sizes and yields can be found in the USDA “Crediting Handbook for the CACFP.” You can find the website address in the **Training Resources** section at the end of the Participant Workbook to access it on an electronic device.

SHOW SLIDE: Noncreditable Vegetables

SAY: Some products are not creditable and cannot contribute toward meal pattern requirements. Some examples include potato or corn chips, condiments, and home-canned vegetables. Review the list of other noncreditable products on the slide. If you are unsure about a food, you can look to see if it is creditable in the USDA “Crediting Handbook for the CACFP.”

Fruits Component**SHOW SLIDE: Fruits Component**

SAY: Now, let’s discuss the fruits component.

SHOW SLIDE: Fruits Component Requirements

SAY: Fruits may be fresh, frozen, canned (packed in water, fruit juice, or light syrup), dried, or full-strength fruit juice (100% juice). The minimum creditable amount for any fruit is $\frac{1}{8}$ cup.

SHOW SLIDE: Crediting Fruits

SAY: Fruits credit based on the volume served. Review the serving sizes on the **Child Meal Pattern** handouts. The exception is dried fruit. Whole dried fruit and whole dried fruit pieces credit as twice the volume served. For example, $\frac{1}{4}$ cup of raisins credits as $\frac{1}{2}$ cup fruit.

SHOW SLIDE: Creditable Fruits

SAY: Some examples of creditable fruits include apples, berries, and bananas. Review the list of other creditable fruits on the slide. A chart of commonly served fruits and their serving sizes can be found in the USDA “Crediting Handbook for the CACFP.” You can find the website address in the **Training Resources** section at the end of the Participant Workbook to access it on an electronic device.

SHOW SLIDE: Noncreditable Fruits

SAY: Some products are not creditable and cannot contribute toward meal pattern requirements. Some examples include jam or jelly, fruit butter, or fruit-flavored drinks or punch. Review the list of other noncreditable products on the slide. If you are unsure about a food, you can look to see if it is creditable in the USDA “Crediting Handbook for the CACFP.”

SHOW SLIDE: Fruit and Vegetable Mixtures

SAY: Mixtures of fruits and vegetables (e.g., baked sweet potato with apples or salsa with peaches and red peppers) may credit toward both the vegetables component and the fruits component if they contain the minimum creditable amounts per serving.

- For example, a ½-cup serving of salsa with peaches and peppers served to 4-year-olds at lunch must contain ¼ cup peppers **and** ¼ cup peaches to meet the full vegetables and fruits components.

SHOW SLIDE: Activity: Recall That Phrase**(Activity): Recall That Phrase**

Purpose: To ensure participants understand the vegetables and fruits components.

Materials: Recall That Phrase worksheet, pen or pencil

Time: 5 minutes

1. **SAY:** Now that we have explored the vegetables and fruits components, let's complete an activity. Turn to the **Recall That Phrase** worksheet. Complete each statement using the answers in the Phrases box. You will have 3 minutes to complete this activity.
2. **DO:** Allow 3 minutes for participants to complete this activity and then review the sentences with the participants using the following **Answer Key: Recall That Phrase**.

Answer Key: Recall That Phrase

Instructions: Complete each statement using the answers in the Phrases box.

Vegetables and Fruits Component Statements	Phrases
1. The vegetables and fruits components are separate components at <u>C. lunch, supper, and snack.</u>	A. vegetable and fruit
2. Vegetables and fruits are a combined component at <u>E. breakfast only.</u>	B. two different types of vegetables
3. A fruit may replace the vegetables component at <u>D. no meal or snack.</u>	C. lunch, supper, and snack
4. A snack with a <u>A. vegetable and fruit.</u> in the appropriate minimum serving sizes, is reimbursable.	D. no meal or snack
5. When serving two vegetables at lunch or supper, they must be <u>B. two different types of vegetables.</u>	E. breakfast only

Juice

SHOW SLIDE: Juice

SAY: The next requirement focuses on juice. This section will interpret and apply the requirements for serving juice in the CACFP.

SHOW SLIDE: Juice Requirements

SAY: Let's go over the juice requirements.

- Juice must be pasteurized, full-strength, 100% fruit or vegetable juice, and can be served in liquid, gelled, or frozen form.
- Juice concentrates only credit when reconstituted to 100% juice.
- Juice may be served at snack if the other component is not a beverage (e.g., fluid milk).
- Juice does not credit when used as an ingredient in another food or beverage product, except for smoothies.
- Pureed fruits and vegetables credit as juice when served in a smoothie.

SHOW SLIDE: Noncreditable Juices

SAY: Some products are not creditable and cannot contribute toward meal pattern requirements. Some examples include juice drinks that are less than 100% juice, lemonade, and fruit-flavored water. Review the list of other noncreditable products on the slide. If you are unsure about an item, you can look to see if it is creditable in the USDA "Crediting Handbook for the CACFP." You can find the website address in the **Training Resources** section at the end of the Participant Workbook to access it on an electronic device.

SHOW SLIDE: Juice Blends and Purees

SAY: Because the vegetables and fruits components are separate components, 100% juice blends and purees credit as either a fruit or a vegetable. Juice blends and purees contribute to the meal component (fruits or vegetables) based on the ingredients in the blend. For example, if the juice blend or puree contains more fruits than vegetables, the beverage would contribute to the fruits component. If it has more vegetables than fruit, it will contribute to the vegetables component.

SHOW SLIDE: Juice Limits

SAY: While 100 percent juice can be a source of essential nutrients, it lacks the dietary fiber found in other forms of fruits and vegetables. Juice is also often a source of sugar, and some juices can contain almost the same amount of sugar as soft drinks.

To help children eat more **whole** fruits and vegetables and to reduce the amount of sugar in children's diets, the CACFP meal pattern limits juice. Programs may only use juice to meet the fruit or vegetable component at **one meal or snack per day**. If you count juice as a component at more than one meal or snack, the meal with the lowest reimbursement rate containing juice will be disallowed.

SHOW SLIDE: Juice and Different Groups

ASK: Let's go through different scenarios. How many of you serve meals to different groups of children, such as a morning group and an afternoon group?

SAY: If you have two different groups of children, such as a morning group and an afternoon group, and you serve meals to each group, you may use juice to meet the fruit or vegetable component for only one of the groups as part of a reimbursable meal or snack. The juice limit applies to the program, not the individual child participant. Therefore, counting juice as one of the meal components for both groups would not comply with the juice limits.

SHOW SLIDE: Juice and Different Shifts

SAY: Often, spacing, licensing requirements, or other measures may call for serving meals or snacks in shifts. For example, you may serve the same afternoon snack to 2-year-olds at 1:30 pm, 3-year-olds at 2:00 pm, and 4-year-olds at 2:30 pm. In these and similar situations, it is reimbursable to serve juice to all participants because it is used to meet the vegetables or fruits component for a single snack. However, as previously mentioned, juice may not be served as a reimbursable component at **two distinctly different meals or snacks**.

SHOW SLIDE: Group Activity: Juice, Does It Comply?

(Activity): Juice, Does It Comply?

Purpose: To ensure participants understand the CACFP requirement to limit serving juice to one meal or snack per day.

Materials: Juice, Does It Comply? Worksheet, pen or pencil

Time: 5 minutes

- 1.SAY:** Now that we have explored the juice requirements, let's complete an activity. Turn to the **Juice, Does It Comply?** worksheet in your Participant Workbook. I will select a volunteer to read each scenario, and together we will decide if it meets the juice limit requirement.
- 2. DO:** Have a different participant read each scenario. Ask for yes/no responses and invite participants to explain their reasoning. Confirm the correct answer and clarify as needed.

Answer Key: Juice, Does It Comply?

Instructions: Read each scenario and determine if it complies with the juice limit.

Sam serves milk at breakfast and lunch, and juice at snack. Does this comply with the juice requirement? Yes. Juice is limited to once per day.

LeeAnn serves the same meals to different groups of children (a morning and an afternoon group). The morning group gets juice at AM snack, and the afternoon group gets juice at PM snack. Does this comply with the juice requirement? No. Juice may be served to only one of the groups.

Tyrone serves juice at breakfast and snack. Does this comply with the juice requirement? No. Juice was served at two distinctly different meals and snacks.

Shayla serves meals in shifts because of limited space. Today, she served juice to two different groups during lunch. Does this comply with the juice requirement? Yes. Juice may be served in shifts to two different groups at one distinct meal or snack.

Lesson Conclusion

SHOW SLIDE: Lesson Conclusion

SAY: In this lesson, we explored the requirements for the vegetables and fruits components in the CACFP. Key takeaways include that vegetables and fruits are a combined component at breakfast but are separate components at lunch, supper, and snack. Additionally, we emphasized that juice must be limited to one meal or snack per day. We explored strategies to successfully implement these requirements, ensuring compliance with CACFP standards while promoting nutritious options for participants.

SHOW SLIDE: Planned Menus

SAY: Now that we've covered the CACFP meal pattern requirements, including each meal component and creditable foods, let's discuss one way in which programs must demonstrate compliance with meal pattern requirements.

Turn to the **Planned Menus** handout in your Participant Workbook and refer to the sample menu. Programs must demonstrate compliance with meal pattern requirements by maintaining planned, dated menus for each meal and snack claimed for reimbursement, detailing all components and specific food items. Take a minute to review the sample menu.

State agencies may require additional documentation or set stricter guidelines to verify compliance with the meal pattern. For state-specific requirements, contact your State agency or sponsoring organization.

ASK: What questions do you have before we move to the last section of the training?

DO: Answer any questions and then begin the next section.



INSTRUCTOR'S NOTE:

If there are questions that you are unable to answer, refer the participant(s) to their State agency, sponsoring organization, or the ICN Help Desk.



MEAL SERVICE REQUIREMENTS LESSON-AT-A-GLANCE

Time	Topic	Activity/Materials	Handouts
Lesson Introduction			
1 minute	• Lesson Objectives		
Objective: Recall at least one way to increase water intake that aligns with CACFP requirements.			
9 minutes	• Water Requirements	• Activity: Large Group Discussion: Offering Water • Chart paper • Markers	
Objective: Identify the requirements for preparing and serving nutritious meals and snacks in the CACFP.			
15 minutes	• Cooking Methods • Meal Service Styles • Positive Mealtime Experiences	• Activity: Understanding CACFP Meal Service Requirements	• Cooking Methods • Meal Service in the CACFP • Family Style Meal Service • Offer Versus Serve in the CACFP
Lesson Conclusion			
5 minutes	• Lesson Conclusion		
Total Time: 30 minutes			

Lesson Introduction

SHOW SLIDE: Meal Service Requirements

SAY: The CACFP has long been recognized for its goals of providing nutritious meals for children and helping them establish good eating habits at a young age. Child care operators also have an opportunity to enhance these goals by encouraging a pleasant eating environment that will support and promote mealtimes as a learning experience.

SHOW SLIDE: Lesson Objectives Overview

SAY: This lesson will cover the following objectives, which can be found on the **Meal Service Requirements Notes Page** in the Participant Workbook:

- Recall at least one way to increase water intake that aligns with CACFP requirements.
- Identify the requirements for preparing and serving nutritious meals and snacks in the CACFP.

At the end of this lesson, you should know the requirements, as well as some key strategies for implementation.

Water Requirements

SHOW SLIDE: Water Requirements

SAY: Although water is not considered a meal component, the CACFP includes requirements for serving water. This section will recall at least one way to increase water intake for children that aligns with the CACFP requirements.

SHOW SLIDE: Water

SAY: Child care programs participating in the CACFP are required to make safe, drinkable water available to children upon their request throughout the day, including mealtimes. They must also **offer** water to children throughout the day. Offering water means asking the children whether they would like water. For very young children, this may require visual cues such as showing the cup or pitcher while verbally offering the water.

While drinking water must be made available to children during mealtimes, it does not have to be served alongside the meal. Water is not part of the reimbursable meal and may not be served instead of fluid milk. You may offer it alongside milk or during snacks when no other beverage is offered. For example, if you serve string cheese and tomatoes as a snack, you could serve water as a beverage.

If safe drinking water is not available, bottled water may be purchased with CACFP funds. Check with your State agency or sponsoring organization for more information.

To learn more about serving water, refer to the USDA policy memo, CACFP 20-2016: Water Availability in the CACFP. You can find the website address in the **Training Resources** section at the end of the Participant Workbook to access it on an electronic device.

SHOW SLIDE: Large Group Discussion: Offering Water**(Large Group Discussion): Offering Water**

Purpose: To identify ways to offer water to children throughout the day.

Materials: Chart paper, markers, pen or pencil

Time: 5 minutes

1. **SAY:** Now that we've discussed the CACFP water requirements, as a large group, let's explore ways to offer water to children. What are some strategies you currently use or plan to try to encourage children to drink more water in your care? You may write ideas on the Activity Worksheet: **Large Group Discussion: Offering Water.**
2. **DO:** Allow 3–5 minutes for the large group discussion. Write responses on the chart paper.

FEEDBACK: There are no right or wrong answers. However, the answers should focus on good practices for offering water to children. Some potential responses may include:

- After all meal components are served at a meal or snack, ask if children would like water.
- Choose a helper to fill water pitchers throughout the day.
- Provide a water bottle or plastic cup for each child.
- Place closed pitchers of water and cups where children can reach them. Use pitchers that are small enough for children to lift and pour.
- Put cups beside a sink, water fountain, or other source of drinking water.
- If drinking fountains are too tall for children, use a sturdy stool to allow children to reach them.
- Make class trips to the water fountain after active play.
- Have children decorate their own water cups or water bottles.

Preparing and Serving CACFP Meals

SHOW SLIDE: Preparing and Serving CACFP Meals

SAY: Let's switch our focus now from **what** you serve at meals to how you prepare foods and serve meals to your participants. We'll start with cooking methods and identify the requirements for preparing and serving nutritious meals and snacks in the CACFP.

SHOW SLIDE: Deep-Fat Frying

SAY: First, we will discuss deep-fat frying. This method means cooking food by submerging it in hot oil or other fat. Often, this method is used to cook foods such as fried chicken or French fries. Eating too many deep-fat fried foods can increase the risk of chronic illnesses like heart disease, stroke, and some cancers due to high calories and saturated fat.

As a result, the CACFP requirements do not allow deep-fat frying when preparing food onsite. This also applies to central and satellite kitchens. They may not deep-fat fry foods and deliver them to a center or home to be claimed for reimbursement.

SHOW SLIDE: Foods Fried Off-Site

SAY: Foods that are pre-fried, flash-fried, par-fried, or deep-fat-fried by a commercial manufacturer may be purchased and served in a reimbursable meal. Similarly, CACFP operators that receive vended meals may claim these meals containing deep-fat fried foods if the food was prepared offsite by the vendor. However, these pre-fried items must be reheated at the child care facility by a method other than deep-fat frying.

Fortunately, there are other cooking methods and techniques to prepare healthier versions of foods. Refer to the **Cooking Methods** handout in your Participant Workbook to familiarize yourself with alternative methods to deep-fat frying, such as roasting, baking, sautéing, braising, and stewing. We will not review this during the training; however, you can refer to the handout later for helpful tips.

SHOW SLIDE: Meal Service in the CACFP

SAY: Now that we've covered which foods to serve and how to prepare them, let's move on to serving meals and snacks, beginning with meal service requirements. Turn to the **Meal Service in the CACFP** handout in your Participant Workbook to refer to throughout this section.

- First, meals must be served at regularly scheduled times approved by the sponsoring organization or State agency.
- Second, during each meal and snack, all required meal components must be served together at the same time to provide healthy options for children to choose from.
 - A food item or beverage cannot be withheld until the end of the meal or until a participant eats a specific item.
 - Participants should be encouraged to try different foods, but cannot be forced to try all foods or finish one before receiving additional servings of other foods.

SHOW SLIDE: Meal Service Styles

SAY: There are three types of meal service styles you may choose to implement when serving meals to participants: unitized or preplated, family style, and offer versus serve (OVS). Your facility may choose one of these methods, or a combination, to serve CACFP meals.

SHOW SLIDE: Preplated or Unitized Meal Service

SAY: Let's begin with discussing preplated or unitized meals. Preplated or unitized meal service is when staff (i.e., teachers or food service staff) place food on plates and pour milk into cups for children before they come to the table or while they are seated at the table. This can also be implemented in a cafeteria-style meal service where participants are served food as they go through a serving line, or participants take food from a cart, counter, or table.

- In pre-plated meal service, CACFP guidelines require that each child receives all required meal components at the beginning of the meal, with portions meeting or exceeding the minimum serving sizes listed on the CACFP meal pattern for their age group.
- Meals and snacks that do not include all required components or less than the minimum required amounts are incomplete and cannot be claimed for reimbursement.

SHOW SLIDE: Family Style Meal Service

SAY: Family style meal service allows children to serve themselves from common serving bowls and small pitchers with the assistance of supervising adults if needed. It allows children to choose their preferred foods and beverages and determine the quantity of each they wish to consume. They are not required to take all components or the minimum serving sizes for the meal to be reimbursable.

Family style is optional but highly encouraged in child care settings because of its many benefits. We will not cover the specific requirements and benefits of family style meal service; however, the information is included in the **Family Style Meal Service** handout in the Participant Workbook.

Other helpful resources include:

- ICN's "Introduction to Happy Mealtimes in Child Care Settings" training, which includes a lesson on implementing family style meal service.
- Team Nutrition's "Family Style Meal Service With Children in the CACFP" web page, which includes numerous training resources and posters.

You can find the website addresses in the **Training Resources** section at the end of the Participant Workbook to access it on an electronic device.

SHOW SLIDE: Offer Versus Serve (OVS)

SAY: The next meal service type is Offer Versus Serve (OVS). This meal service is only allowed in at-risk afterschool programs and adult day care centers. OVS allows participants to decline some of the food offered in a reimbursable breakfast, lunch, or supper. Child care centers and homes may not serve meals through OVS because young children are learning about new tastes and developing eating habits. We will not cover the specific requirements of OVS; however, the information is included in the **Offer Versus Serve in the CACFP** handout in the Participant Workbook.

SHOW SLIDE: Positive Mealtime Experiences

SAY: The last requirement for meal services focuses on creating a positive mealtime environment by avoiding negative influences.

SHOW SLIDE: Reward and Punishment

SAY: CACFP operators may not use a reimbursable meal, or components of a meal, to reward or punish a child under any circumstance. Using food as a reward for good behavior or punishment for less pleasing behavior may negatively affect children's development. For example, if you are potty training a child, you cannot withhold a reimbursable meal or snack from the child as a punishment. Additionally, you cannot offer the child a certain food or beverage as a reward for potty training. For example, you cannot say the child will get juice at snack if they use the bathroom.

SHOW SLIDE: Forcing Children to Eat

SAY: Another example of a negative influence is forcing children to eat all their food before they can leave the table or before they can have a second helping of a food item. This can cause children to eat more than they need and not listen to their hunger cues. This may also cause children to develop a dislike of the food and reduce their desire to try other foods because of the negative experience. Therefore, the meal pattern requirements do not allow you to force children to eat.

The ICN offers the "Introduction to Happy Mealtimes in Child Care Settings" training, which includes a lesson on positive mealtime experiences. You can find the website address in the Training Resources section at the end of the Participant Workbook to access it on an electronic device.

SHOW SLIDE: Activity: Understanding CACFP Meal Service Requirements**(Activity): Understanding CACFP Meal Service Guidelines**

Purpose: To assess participants' knowledge of proper meal service practices in CACFP settings.

Materials: Understanding CACFP Meal Service Requirements worksheet, pen or pencil

Time: 5 minutes

1. **SAY:** Now that we have explored the meal service requirements, turn to the **Understanding CACFP Meal Service Requirements** worksheet in your Participant Workbook and answer each multiple-choice question. You will have 3 minutes to complete this activity.
2. **DO:** Allow 3 minutes for participants to complete this activity and then review the answers with the participants using the following **Answer Key: Understanding CACFP Meal Service Requirements**.

Answer Key: Understanding CACFP Meal Service Guidelines

Instructions: Answer the following questions about CACFP meal service requirements.

1. Which of the following is NOT allowed at mealtimes?
 - a) Allowing children to serve themselves from common serving bowls
 - b) Using food as a reward for good behavior**
 - c) Encouraging children to try new foods
 - d) Assisting children during mealtimes as needed
2. In family style meal service, children are encouraged to:
 - a) Serve themselves from shared dishes and choose the amount of food they want to eat.**
 - b) Wait for adults to serve them their portions.
 - c) Take food only after everyone else has been served.
 - d) Eat only the foods preplated by the staff.
3. In the CACFP, which cooking method is not allowed when preparing food onsite?
 - a) Baking
 - b) Steaming
 - c) Deep-fat frying**
 - d) Roasting
4. In pre-plated meal service, which of the following statements is true?
 - a) Children can choose which meal components they want to receive.
 - b) Staff must serve all required meal components in at least the minimum serving size for each child at the meal service, based on their age group.**
 - c) Beverages can be served separately after the meal.
 - d) Staff may put less than the minimum serving size on each child's plate if more is available.
5. Which statement aligns with CACFP's approach to mealtime behavior?
 - a) Children must finish all their food before leaving the table.
 - b) Meals can be used as a form of punishment for misbehavior.
 - c) Children should be forced to eat all components before getting a second helping.
 - d) Children should be encouraged, but not forced, to try each food item.**

Lesson Conclusion

SHOW SLIDE: Lesson Conclusion

SAY: In this lesson, we discussed strategies and guidelines for supporting healthy and positive mealtime practices in the CACFP. You learned ways to encourage water intake that align with CACFP requirements and explored cooking methods to prepare nutritious meals. We also reviewed the different meal service styles. Lastly, we covered the requirements for creating a positive mealtime environment, including avoiding the use of food as rewards or punishment and refraining from forcing children to eat. These practices ensure meals are both nutritious and supportive of children's overall well-being.



TRAINING CONCLUSION LESSON-AT-A-GLANCE

Time	Topic	Activity/ Materials	Handouts
10 minutes	• Training Summary	• Activity: Apply in Three	
15 minutes	• Comprehensive Post-Assessment	• Comprehensive Post-Assessment • Smartphone	• Training Evaluations • Training Certificates
Total Time: 25 minutes			

SHOW SLIDE: Training Conclusion

SAY: This concludes the training on the CACFP meal pattern requirements.

SHOW SLIDE: Training Summary

SAY: In today's training, we explored the child meal pattern requirements, focusing on each of the meal components as well as the meal service requirements in CACFP settings. We also completed knowledge checks and activities to reinforce key concepts for preparing reimbursable meals.

ASK: What questions do you have that we have not covered today?

DO: Answer any questions and check the "bike rack" to confirm there are no posing questions there.

SAY: Now, let's complete one final activity—**Apply in Three**—to identify ways you can implement the meal pattern and meal service requirements when you return to your facility.

SHOW SLIDE: Activity: Apply in Three**(Activity): Apply in Three**

Purpose: To identify an action plan for implementing the meal pattern and meal service requirements.

Materials: Apply in Three worksheet, pen or pencil

Time: 10 minutes

1. **SAY:** Turn to the **Apply in Three** worksheet in your Participant Workbook. Write at least three things you learned today about the CACFP meal pattern and meal service requirements, how you will apply this information, and the estimated date you would like to have completed each action item.
2. **DO:** Allow 5 minutes to complete the activity. Then, ask volunteers to share their responses.

SHOW SLIDE: Thank you!

SAY: I would like to thank you for attending this training and actively participating in the learning activities. Before we end today, the last activities involve the post-assessment, course evaluation, and training certificates.

SHOW SLIDE: Comprehensive Post-Assessment & Training Evaluation**Comprehensive Post-Assessment**

Purpose: To determine what the participants learned throughout the training, and for the participants to evaluate the training and instructor.

Materials: Post-Assessment and Training Evaluation (QR code, link, or printed copies)

Time: 15 minutes

SAY: Please complete the Post-Assessment to measure what you've learned about CACFP meal pattern requirements. We also value your feedback—please take a moment to complete the training evaluation. Follow these instructions to complete the Post-Assessment and Evaluation.

- Access the assessment and evaluation [using the method provided: scan the QR code, open the link, or use the printed copy].
- Read each question carefully and select the best answer.
- When finished, submit your responses as directed.

DO: Provide instructions based on the available format:

- If using a QR code: direct participants to scan the code using their smartphone camera.
- If using a link: display or share the link and allow time for participants to access it.
- If using printed copies: distribute assessments and evaluations, and provide directions for completion and collection.

After participants have completed the post-assessment and training evaluation, give them a Training Certificate, if applicable, and dismiss the participants from the training.



INSTRUCTOR'S NOTE:

If this is an ICN-sponsored training, ICN will provide instructions on how participants will receive their Training Certificates.

APPENDIX



Training Resources 101

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TRAINING RESOURCES



USDA REGULATIONS AND POLICY MEMOS*

7 CFR Parts 210, 215, 220, and 226	Child Nutrition Programs: Flexibilities for Milk, Whole Grains, and Sodium Requirements
7 CFR Parts 210, 215, 220, 225, and 226	Final Rule - Child Nutrition Programs: Meal Patterns Consistent With the 2020-2025 Dietary Guidelines for Americans
CACFP 04-2026	Expanding Fluid Milk Options in Child Nutrition Programs
CACFP 07-2025	Requirement to Accept Medical Statements from Registered Dietitians for Schools and Child and Adult Care Institutions and Facilities
CACFP 05-2025	Grain Requirements in the CACFP: Questions and Answers
CACFP 04-2025	Guidance for Accepting Processed Product Documentation for Meal Pattern Requirements
CACFP 03-2025	Substituting Vegetables for Grains in American Samoa, Guam, Hawaii, Puerto Rico, the U.S. Virgin Islands, and Tribal Communities
CACFP 02-2025	Offer Versus Serve and Family Style Meals in CACFP
CACFP 01-2025	Nutrition Requirements for Fluid Milk and Fluid Milk Substitutions in the Child and Adult Care Food Program
CACFP 07-2024	Initial Implementation Memorandum: Child Nutrition Programs: Meal Patterns Consistent With the 2020-2025 Dietary Guidelines for Americans
CACFP 02-2024	Revised: Crediting Tofu and Soy Yogurt Products in the School Meal Programs, CACFP, and SFSP
CACFP 17-2019	Smoothies Offered in Child Nutrition Programs
CACFP 17-2017	Documenting Meals in the Child and Adult Care Food Program
CACFP 16-2017	Grain-Based Desserts in the Child and Adult Care Food Program
CACFP 14-2017	Modifications to Accommodate Disabilities in the Child and Adult Care Food Program and Summer Food Service Program
CACFP 09-2017	Vegetable and Fruit Requirements in CACFP: Q&As
CACFP 08-2017	Questions and Answers on the Updated Meal Pattern Requirements for the Child and Adult Care Food Program
CACFP 20-2016	Water Availability in the Child and Adult Care Food Program

CACFP 15-2016	Optional Best Practices to Further Improve Nutrition in the Child and Adult Care Food Program Meal Pattern Requirements
TA 01-2024	Crediting Traditional Indigenous Foods in Child Nutrition Programs

* All policy memos can be found at the FNA website: <https://www.fna.usda.gov/resources>

RESOURCES

ICN Resources	
CACFP Education and Training Resources	https://theicn.org/cacfp
Child Nutrition Sharing Site	https://theicn.org/cnss/
Introduction to Happy Mealtimes	https://theicn.org/icn-resources-a-z/introduction-to-happy-mealtimes-in-child-care-settings/
USDA Resources	
CACFP Child Meal Pattern Tables	https://www.fna.usda.gov/cacfp/nutrition-standards
CACFP Training Tools: Infographics, Posters, Training Worksheets	https://www.fna.usda.gov/tn/cacfp/trainers-tools
Child Nutrition Labels and PFS	
Child Nutrition Labeling Manual	https://www.fna.usda.gov/cn/labeling/manual
CN Labeling Program	https://www.fna.usda.gov/cn/labeling
Child Nutrition Authorized Labels and Manufacturers	https://www.fna.usda.gov/cn/labeling/authorized-labels-manufacturers
Manufacturer Documentation: Child Nutrition Labels and Product Formulation Statements	https://www.fna.usda.gov/cn/manufacturer-documentation
Tips for Evaluating a Manufacturer's Product Formulation Statement	https://www.fna.usda.gov/cn/labeling/tips-evaluating-pfs
Checklist for Evaluating a Manufacturer's PFS	https://www.fna.usda.gov/cn/labeling/tips-evaluating-pfs
Crediting Handbook for the Child and Adult Care Food Program	https://www.fna.usda.gov/tn/crediting-handbook-child-and-adult-care-food-program
Crediting Tip Sheets in Child Nutrition Programs	https://www.fna.usda.gov/tn/cn/crediting-tipsheets
Family Style Meal Service With Children in the CACFP (TN training materials)	https://www.fna.usda.gov/tn/cacfp/family-style-meals
FNA Contacts (State Agency)	https://www.fna.usda.gov/fna-contacts
Food Buying Guide for Child Nutrition Programs	https://www.fna.usda.gov/tn/fbg

Nibbles for Health	https://www.fna.usda.gov/tn/nibbles
Procuring Local Foods	https://www.fna.usda.gov/f2s/procuring-local-foods
Team Nutrition Resources for Child Care	https://www.fna.usda.gov/tn/child-care-organization
Using Ounce Equivalents for Grains in CACFP	https://www.fna.usda.gov/tn/using-ounce-equivalents-grains-cacfp
Using the WIC Food Lists to Identify Grains for the CACFP	https://www.fna.usda.gov/tn/cacfp/wic-food-lists-identify-grains

KEY TERMS



Key Terms	Definition
Creditable Foods	Foods that may be counted toward meeting the CACFP meal pattern requirements for a reimbursable meal or snack.
Dietary Guidelines For Americans	The cornerstone document of Federal nutrition policy and nutrition education activities, providing food-based recommendations to promote health, help prevent diet-related disease, and meet nutrient needs. The US Department of Health and Human Services and the USDA jointly publish the Dietary Guidelines every 5 years.
Deep-Fat Frying	To cook a food by submerging it in hot oil or other fat. This cooking method is not allowed when preparing food onsite.
Enriched Grain	An enriched grain has undergone processing to restore nutrients lost during refinement, typically including iron and four B vitamins: thiamin, riboflavin, niacin, and folic acid.
Expressed Milk	Breast milk that is pumped, stored, and fed to the infant.
Family Style Meal Service	A type of meal service that allows children to serve themselves from common platters of food with assistance from supervising adults if needed.
Food Item	A specific food offered for one of the five meal components: fluid milk, fruits, vegetables, grains, and meats/meat alternates. For example, a hamburger patty on a bun is one food item with two of the five meal components (meats/meat alternates and grains).
Fortified Grain	A grain with added vitamins and minerals that were not originally present.
Grain-Based Desserts	Items in the USDA's "Food Buying Guide for Child Nutrition Programs" are denoted as desserts with superscripts 3 and 4. Examples include cakes, cookies, doughnuts, granola bars, toaster pastries, sweet rolls, and brownies.
Meal Component	One of the five food categories required for a reimbursable meal or snack under CACFP meal pattern requirements. The five meal components are: fluid milk, vegetables, fruits, grains, and meats/meat alternates.
Meal Pattern Requirements	The required amounts of food specified by meal components and by age group that must be offered to qualify for reimbursement under Child Nutrition Programs.

Key Terms	Definition
Noncreditable Foods	Foods that are either portions of components too small to credit toward meal pattern requirements or foods that do not fit into one of the five meal components.
Offer Versus Serve (OVS)	OVS allows participants in at-risk afterschool programs and adult day care centers to decline some of the food offered in a reimbursable breakfast, lunch, or supper.
Ounce Equivalent (oz eq)	Used to measure the amount of grains or MMA in a food serving. Foods contributing to the grains and MMA components are credited in ounce equivalents (oz eq). One oz eq of MMA is equivalent to one ounce of cooked lean meat. One oz eq of grains equals a serving containing 16 grams of creditable grains.
Portion	The amount of food selected by the participant.
Refined Grain	A refined grain has been processed to remove the bran and germ, which removes dietary fiber, iron, and other nutrients.
Reimbursable Meal or Snack	A meal or snack served to a participant that meets the meal pattern requirements.
Serving	A standardized amount of food served to a participant.
Whole Grain	A whole grain consists of the entire cereal grain seed or kernel: the bran, the germ, and the endosperm.
Whole Grain-Rich	A term designated by the USDA to indicate that the grain content of a product is between 50 and 100 percent whole grain, with any remaining grains being enriched.

REFERENCES



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