



**Identification of Available Training Resources
Appropriate for Family Day Care Home Providers**

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Building the Future Through Child Nutrition

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Abstract

The purpose of this study was to provide the National Food Service Management Institute (NFSMI) with a listing of current training resources that are available to train Family Day Care Home (FDCH) providers, identify obvious gaps in training resources, and provide information that training coordinators can use to appropriately plan for training that meets the needs of FDCH providers. The FDCH is one of the child care programs operating under the umbrella of the federally funded Child and Adult Care Food Program (CACFP) that serves as a nutrition assistance program designed to provide healthful meals and snacks to children and adults. The child care component of the program provides reimbursement to FDCH providers for the meals and snacks served to children. In the spring of 2002, state agency child nutrition directors representing 50 states, the District of Columbia, and three U.S. territories were contacted via the U.S. Postal Services, informing them of the research effort to identify training resources used for training Family Day Care Home (FDCH) providers. Fifteen state agency child nutrition directors representing the seven USDA regions responded to the request (28%). Six states (Colorado, Idaho, Montana, West Virginia, Mississippi, and Virginia) provided a listing of 71 training resources presently being used to train FDCH providers. Eight states and one U.S. territory (Texas, Rhode Island, Indiana, Washington, Pennsylvania, Kentucky, North Dakota, Ohio, and Puerto Rico) responded that they did not develop training resources for FDCH providers but relied on the U.S. Department of Agriculture (USDA) and NFSMI for the resources. The 71 training resources addressed information regarding the “need-to-know” regulations as well as topics on specific issues such as: nutrition guidance for the young child, menu and snacks, CACFP training videos, food safety and sanitation, special needs, and an appropriate approach to obesity concerns. The researcher developed a training resource checklist

that could be used on a voluntary basis. The checklist can assist in the evaluation and selection of training resources for use by the organization to meet the needs of its targeted audience. The review process indicated that consideration should be given regarding the reading level, motivational appeal, legibility, learnability, and usability of potential training resources. Availability of appropriate training resources to assist in training the FDCH provider is an important component of program effectiveness.

Identification of Available Training Resources Appropriate for Family Day Care Home Providers

Introduction

The National Food Service Management Institute (NFSMI), Applied Research Division, in an effort to sustain and expand a Child and Adult Care Food Program (CACFP) research focus, implemented a review process to identify available training resources appropriate for use with Family Day Care Home (FDCH) providers. The FDCH is one of the child care programs operating under the umbrella of the federally funded CACFP. The CACFP is a nutrition assistance program designed to provide healthful meals and snacks to children and adults participating in approved programs. The child care component of the program provides reimbursement to FDCH providers for the meals and snacks served to children. To receive CACFP reimbursements, FDCH providers are obligated to work with an approved sponsoring organization to assure compliance with established program guidelines.

In keeping with a commitment and findings from a research project that addressed the job duties and training needs of FDCH monitors, this study was initiated to review and record available training resources utilized for preparing FDCH providers to operate a small child care business within the guidelines of the CACFP. Training FDCH providers is a requirement established within the program guidelines. Therefore, gaining a better understanding of the training resources available for use in training FDCH providers would be advantageous to those directly responsible for training development and delivery. State agencies providing CACFP guidance to sponsoring organizations were contacted and requested to provide the researcher

with the following information:

- a list and description of training resources that have been developed, provided, and are available to train the FDCH provider;
- a sample of available training resources, where appropriate; and
- a name and email address of the state agency CACFP representative.

The purpose of the review was to gain a better understanding of existing training resources available to train FDCH providers, identify gaps in training resources, provide information that can be used to appropriately plan for training FDCH providers, and assist NFSMI in making wise decisions regarding the development of additional FDCH training resources. The researcher expanded the review to include factors to consider when assessing training resources.

Reviewing Training Resources

Printed training resources that have been designed to meet the needs of a targeted audience serve as an effective way of communicating a training topic or message to the audience. A review process is an important first step for those individuals responsible for training in order to assure the implementation of a successful training program. Implementing a process to review training resources enables organizations to use time wisely, reduce duplication of resources, control costs, increase effectiveness, and assure accuracy and appropriateness of the information. A number of factors are important to a quality review process. Betterley and Dobson (2000) reported that it is important to assess the needs of the target audience, evaluate the written resources following a consistent process, pretest the materials with the target audience, and use the materials appropriately and effectively. According to Allensworth and Luther (1986), readability, motivational appeal, legibility, learnability, and usability are factors to consider

when assessing the appropriateness of printed materials. Consideration of these factors can assist training coordinators in more appropriately selecting training resources to effectively fulfill training goals and objectives.

Training opportunities for FDCH providers are made available by the sponsoring organization. Monitors are hired by CACFP-approved sponsoring organizations to train and monitor FDCH providers who serve food prepared within CACFP guidelines (Hamilton, Stickney, and Crepinsek, 1999). Therefore, monitors employed by sponsoring organizations serve a vital role as the gatekeepers for program quality in the FDCH setting (Carr and Conklin, 2003). The sponsor monitor consistently serves as the direct link between the FDCH provider and the sponsoring organization. Although the sponsoring organization may provide scheduled formal training opportunities off premises, FDCH providers are often trained face-to-face by the sponsor monitor during a scheduled or unscheduled visit to the FDCH. Training resources are tools FDCH monitors use to assure program integrity while reinforcing the training experience by extending the instruction and training experience (Allensworth and Luther, 1986). Therefore, appropriate training resources support the monitor's role while yielding credence to the overall quality and management of a FDCH.

Method

In the spring of 2002, state agency child nutrition directors representing 50 states, the District of Columbia, and three U.S. territories were contacted via U.S. Postal Services and informed of the research effort to identify training resources that are being used and appropriate for training Family Day Care Home (FDCH) providers. Each state agency director was asked to support this effort by providing the Applied Research Division of the NFSMI with a list and description of training resources that were developed and used to train the FDCH providers in

their state who operate within the CACFP guidelines. They were also asked to provide the name and email address of the state agency CACFP representative who would serve as an NFSMI contact for this project. Samples of available training resources were also requested, where appropriate. A sample letter is in Appendix A.

Results

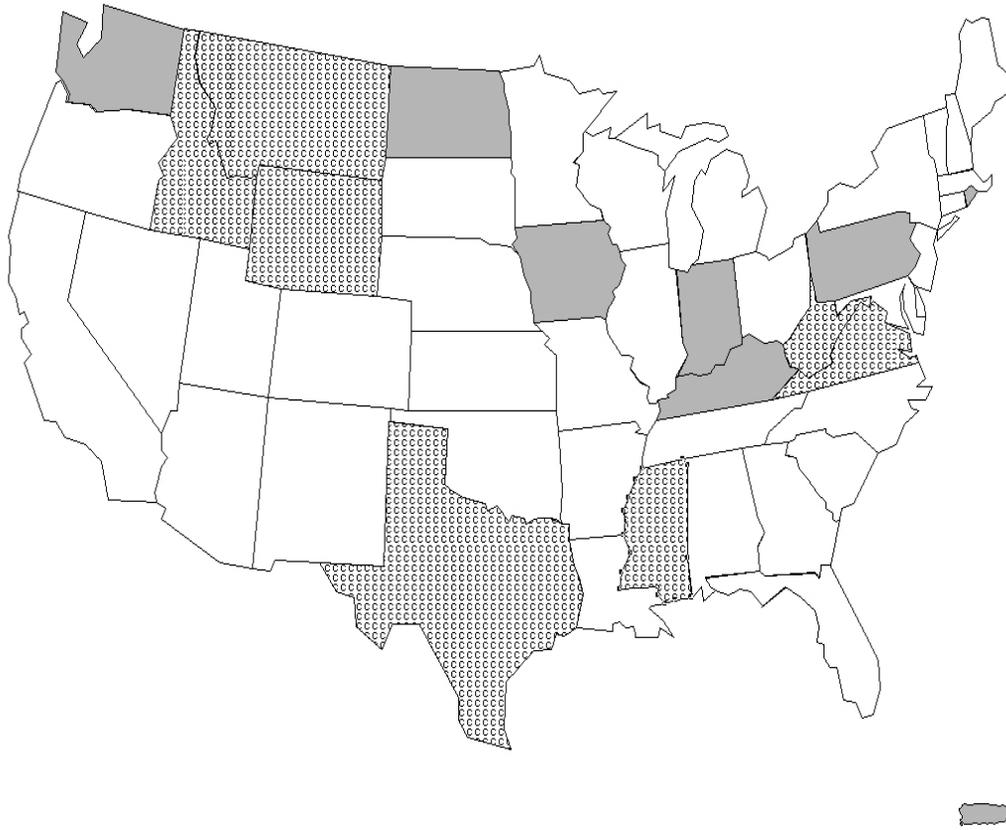
Fifteen state agency child nutrition directors, representing the seven USDA regions, responded to the request generating a 28% rate of return. Figure 1 provides a visual representation of the state agencies and the U.S. territory that responded to the request. The states shadowed in the checkered design represent those that provided a listing of the requested information (Colorado, Idaho, Montana, Texas, West Virginia, Mississippi, and Virginia). The states shadowed in a solid design represent the states and the U.S. territory that responded but stated that they did not develop training resources for FDCH providers. These states and the U.S. territory rely on the USDA and NFSMI for training resources (Rhode Island, Indiana, Washington, Pennsylvania, Kentucky, North Dakota, Ohio, and Puerto Rico).

Appendix B is an alphabetical list of 71 training resources identified by the six state agencies that were currently being utilized to train FDCH providers. The majority of the training resources for child care programs operating within the CACFP guidelines appeared to be developed by the USDA. The list also reflects training resources that were state specific for FDCH providers. The respondents indicated that the state agency trained the sponsoring organization representatives on CACFP/FDCH regulations. Sponsoring organizations approved to provide oversight for FDCHs operating within the guidelines were directly responsible for the training and type of resources used for FDCH provider training.

There did not appear to be an obvious gap in training resources available to train FDCH providers. The 71 training resources provide a broad representation of information regarding the “need-to-know” regulations of operating a FDCH. Also provided in the listing were training resources that aid in extending a FDCH provider’s knowledge on specific issues such as: nutrition guidance for the young child, menu and snacks, CACFP training videos, food safety and sanitation, special needs, and an appropriate approach to obesity concerns. Of the 71 training resources submitted, 18 were created and distributed by USDA, 20 were produced by NFSMI, 28 were developed by the reporting states, and five were joint projects.

The CACFP Training Resource Checklist (Appendix C) was developed as a voluntary tool to assist sponsoring organization directors in selecting resources and developing resources to assure the appropriateness of training. The instrument was reviewed by two sponsoring organization directors and a state agency representative. The reviewers supported the use of a voluntary checklist and indicated that the checklist would enhance the commitment to training excellence, while providing documentation that the training decisions were systematic and well planned to meet the needs of a targeted audience.

Figure 1: State Agencies Responding to Study Request



Recommendations

It is important that training resources developed for use with FDCH providers accurately reflect the needs of the targeted audience. Consideration should be given when developing or selecting training resources regarding the readability, motivational appeal, legibility, learnability, and usability of the materials. Availability of appropriate training resources to assist in training the FDCH provider is an important component of program effectiveness. Identifying the training resources developed for training FDCH providers that operate within the CACFP will assist NFSMI in development, selection, and/or dissemination of materials to meet the needs of the FDCH providers. Previous NFSMI research (Carr, 2001) reported training needs of sponsor monitors that provide direct oversight and training opportunities to the FDCH providers. The training needs of the monitors are often related with the training needs delivered to FDCH providers.

The following recommendations are suggested outcomes from the study.

- Identify perceived training needs of FDCH providers.
- Identify the preferred training delivery system for reaching FDCH providers.
- Identify training needs of FDCH providers as perceived by sponsor monitors.
- Identify the FDCH training resources utilized and developed by CACFP sponsoring organizations.
- Explore the possibility of incorporating the training resource checklist with FDCH resources distributed and developed by NFSMI.
- Develop a *Mealtime Memo* for Child Care utilizing the information from the report and the training resource checklist for FDCH resources.

References

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- Betterley, C., & Dobson, B. (2000). *Guide to evaluating written nutrition education materials* (SP 119). Ames, Iowa: Iowa State University, Iowa State University Extension.
- Carr, D. H. (2001). *Determining the job functions/duties and perceived training needs of sponsor monitors participating in the child care food program* (R-48-01). University, MS: National Food Service Management Institute.
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- Hamilton, W. L., Stickney, E., & Crepinsek, M. K. (1999). *Family child care homes and the CACFP: participation after reimbursement tiering* (Report No. FANRR-3). Washington, DC: U.S. Government Printing Office.

APPENDIX A
Letter of Request

February 26, 2002

Dear State Agency Director:

The National Food Service Management Institute (NFSMI), Applied Research Division, is expanding its Child and Adult Care Food Program (CACFP) research effort to identify the gaps that currently exist in training resources appropriate for Family Day Care Home (FDCH) providers. To determine this, we need your assistance. We are asking state agencies to provide us with the following information:

- a list and description of training resources that have been developed, provided, and available to train the FDCH provider, and
- the name and E-mail address of the state agency representative who you would like to serve as our contact for this project.

Where appropriate, we would like for you to submit a sample of the available training resources. The resources will be categorized by content and researchers will identify if gaps exist in the resources. NFSMI will use the information to more appropriately plan for training resources that meet the needs of FDCH providers.

To expedite this request, please E-mail Deborah.Carr@usm.edu with requested information. If you prefer, the information may be faxed to Dr. Carr at 601-266-4682. Should you have samples of training resources you would like to send, please send packages to: Deborah H. Carr, PhD, RD, USM Receiving Department, 2604 West 4th St., Hattiesburg, MS 39401.

Sincerely,

Jane Logan, PhD
Executive Director

Denise Brown, PhD, RD
Director, Applied Research

APPENDIX B
Alphabetical Listing of Training Resources

Alphabetical Listing of Training Resources

Blue Ribbon Child Care Food and Nutrition Skill Series, 3 rd Edition	ID
Breastfed Babies Welcome Here!	NFSMI, FNS/USDA
Breastfeeding Support in Child Care	MT
Building the Future: Nutrition Guidance for the CNP	FNS/USDA
Building Blocks for Fun and Healthy Meals: A Menu Planner for the CACFP	FNS/USDA
CARE Connection	MT, NFSMI
Caregiver's Responsibilities	CO
CACFP Nutrition Guidance for Child Care Homes	FNS/USDA
CACFP Meal Pattern Charts	FNS/USDA
CACFP Policy Handbook	WV
Child Care Mini-Posters	NFSMI
Child Care Recipes: Food for Health and Fun	NFSMI
Child Care Tips Poster	NFSMI
Common Menu Errors to Avoid Checklist	CO
Connecticut Cooks for Kids	NFSMI
Creditable and Non-Creditable Foods in CACFP	CO
Crediting Foods in the CACFP	FNS/USDA
Day Care Home Refrigerator Magnets	FNS/USDA
Day Care Home Training Video	FNS/USDA
Dietary Guidelines for Americans	NFSMI, TX
Exploring Foods with Young Children	NFSMI
Feeding Children Responsively	CO
Feeding Children Well, A Pyramid for Preschoolers	NFSMI
Feeding Infants	TX, FNS/USDA
Fight Bac! (Poster)	FNS/USDA
Five A Day, Let's Eat and Play	NFSMI
Food Buying Guide for Child Nutrition Programs	FNS/USDA
Foods in the CACFP	FNS/USDA
Food & Me: Teacher's Kit for Pre K-K	NFSMI
Food Guide Pyramid for Young Children Booklet	NFSMI
Food Guide Pyramid for Young Children Poster	NFSMI, FNS/USDA
Food Safety for Child Care	MT
Four Steps to Better Nutrition	CO
Go, Glow, Grow: Food for You	NFSMI
Importance of Various Nutrition Components	MT
Infant & Child Lifesaving Steps Poster	FNS/USDA
Little Green Thumbs...Perpetual Garden Calendar	CO
Management Manual for Day Care Homes	MT
Mealtime Memo for Child Care	NFSMI
Meatless Meals for Children in Childcare	CO

Menu Planning	TX
More Than Mud Pies	NFSMI
NFSMI Insight – Training Needs of Child Care Center Staff	NFSMI
No Pressure Feeding Styles	MT
Off to a Good Start For FDCH	TX
Planning to Meet Children’s Food Needs	FNS/USDA
Presenting New Foods to Preschool Children	CO
Nutrition Guidance Handbook	FNS/USDA
Nutrition Guidance for Child Care Video	FNS/USDA
Make the Most of Snack Time	CO
Making Nutrition Count for Children	FNS/USDA
Menu Magic for Children	FNS/USDA
Making Healthy Food Choices	FNS/USDA
REACH (Readiness Experiences Appropriate for Center and Homes)	MS
Recipe and Activity Book	CO
Reducing Childhood Obesity	MT
Safe Food for Healthy Children	NFSMI
Sanitation and Health	TX
School Breakfast for First Class Learning Tool Kit	NFSMI
Simplified Bookkeeping Manual for CACFP	MS
Snacks for the Young Child	CO
Special Foods for Special Kids	NFSMI
Steps into Professional Family Child Care (Tiering Process)	MS
Three Key Ideas to a Well-Balanced Diet	CO
Things to Do...Daily Reminders	CO
Tickle Your Appetite for Child Care	NFSMI
Tips for Using the Food Guide Pyramid for Young Children Leaflet	NFSMI
A Training Manual for Family Day Care Home Providers	WV
What Foods Are Good Sources of Vitamin A & C, Calcium, and Iron? (Poster)	FNS/USDA
What’s in a Lesson for What’s in a Meal?	NFSMI
What’s in a Meal?	NFSMI

APPENDIX C
CACFP Training Resource Checklist
