



INSTRUCTOR'S MANUAL

INFANT MEAL PATTERN REQUIREMENTS

A CACFP Meal Pattern Requirements
Supplemental Training



Infant Meal Pattern Requirements

A CACFP Meal Pattern
Requirements Supplemental Training

Instructor's Manual



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Institute of Child Nutrition

The University of Mississippi

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The purpose of the Institute of Child Nutrition is to improve the operation of child nutrition programs through research, education and training, and information dissemination.

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INTRODUCTION

Background Information

The *CACFP Meal Pattern Requirements* training was developed based on the updated Child and Adult Care Food Program (CACFP) meal pattern requirements, published on April 25, 2016. This eight-hour training includes an introduction lesson and four core-content lessons: (1) Infant Meal Pattern Requirements, (2) Child and Adult Meal Pattern Requirements, (3) Child and Adult Meal Service, and (4) Optional Best Practices.

To better meet the needs of those in the field, the *CACFP Meal Pattern Requirements* materials now feature the following supplemental trainings:

- Infant Meal Pattern Requirements
- Child and Adult Meal Pattern Requirements
- Optional Best Practices

Training Overview and Objectives

This *Infant Meal Pattern Requirements* training features the updated requirements for serving infants based on their growth and development. Through this two-hour training, participants will explore each update to the infant meal pattern, as well as tips and strategies for implementation.

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

- recall at least four changes to the updated infant meal pattern charts,
- summarize at least two requirements for serving breastmilk and infant formula based on the updated meal pattern,
- state three strategies that support infants and their developmental readiness for solid foods, and
- identify at least four new requirements for serving more nutritious solid foods to infants.

Target Audience

This training is designed specifically for individuals operating the CACFP in a child care setting. Target audiences may include, but are not limited to, the following program types:

- Child Care Centers
- Family Child Care Homes

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

Training Components

The *Infant Meal Pattern Requirements* training includes four components: Instructor's Manual, Participant's Workbook, Assessments, and a PowerPoint Presentation.

The **Instructor's Manual** is organized to address specific learning objectives. It is important to have a thorough understanding of the content in this manual. It contains more detailed information on all the topics than any other training component. It will also assist in explaining and discussing various topics.

This manual features the following components:

- Training-at-a-Glance
- Preparation Checklist
- Lesson Plan and Script
- Learning Objectives
- Handouts and Worksheets
- Activities and Answer Keys
- Reference Pages

As the training instructor, review the entire manual and the corresponding components to develop a clear understanding of the course content, learning activities, and all other aspects of this training.

The **Participant's Workbook** is a separate manual that accompanies the Instructor's Manual. It includes the following components:

- Training Introduction
- Worksheets and Handouts
- Reference Pages

The **Assessments** are separate handouts that accompany the training materials. There is a pre-assessment, post-assessment, and answer key. The purpose of the assessments is to measure learning to determine what the participants know at the beginning of the training and then what they learned upon completing the training. When indicated in the Instructor's Manual, distribute the pre-assessment at the beginning of the training and the post-assessment at the end of the training.

The **PowerPoint Presentation** is a separate file that supports the facilitation of this training. It is designed to be used in conjunction with the Instructor's Manual. Although the presentation features the Instructor's Manual's training script, it does not feature the handouts and the answer keys. Therefore, it is recommended that training instructors do not rely solely on the PowerPoint for administering this training.

Instructor's Manual Training Script

When administering this training, strive to follow the script and model the program provided in this Instructor's Manual. This script features the following prompts for transitioning between topics, slides, activities, and other aspects of this training:

- **SHOW SLIDE:** This prompt indicates when to show a specific PowerPoint slide.
- **SAY:** This prompt indicates what to say to the participants.
- **DO:** This prompt explains what you and/or the participants are to do.
- **ASK:** This prompt indicates when you should ask the participants a question. If the question warrants feedback, the FEEDBACK prompt will follow the ASK prompt. If there are questions that you do not know the answers to, refer the participants to their State agency or the Institute of Child Nutrition's Help Desk by phone at 800-321-3054 or by email at helpdesk@theicn.org.
- **FEEDBACK:** This prompt ensures certain elements are covered in discussions, and it will state information for reviewing activities.
- **NOTE TO INSTRUCTOR:** This prompt lists information for reference purposes only; avoid sharing any information noted for this prompt with the participants.

It is important to become familiar with the meaning of these prompts, as they are listed throughout this manual.

Group Size and Classroom Arrangement

The recommended group size is 35 participants or fewer. This size allows for optimum knowledge and skill development. In addition, it reduces the risk of exceeding the time assigned for this training. Moreover, if this training has more than 35 participants, additional trainers are needed to maintain the integrity of the training's content.

Ideally, the classroom should be arranged in a grouping of large, round tables with chairs for 4–5 participants to sit comfortably. If the training consists of 12 or fewer participants, an open U-arrangement is ideal for group interaction.

When setting up the training room, there are a few key things to include for presenting this training. First, the training room should have the capability to provide a computer, projector, and a projector screen. Position the projection screen in a location that provides a clear view for all participants. If needed, position the speaker's podium with microphone to one side of the room to allow for clear view of the participants and the projector screen(s). Last, include a small table to the side of the podium to provide space for the instructor's materials.

Training Delivery Recommendations

Prior to beginning this training, complete the following tasks:

- Welcome participants as they enter the training room.
- Distribute a Participant's Workbook to each participant.
- Ensure you have the Instructor's Manual, PowerPoint presentation, Pre- and Post-Assessments, and any other items needed for administering this training, such as supplies for each activity.
- Circulate the sign-in sheet(s) and request that participants print and sign their name to the sheet.
- Locate and distribute the table tents to each participant. Ask them to write their name on the table tent and place it at their seat.
- Post a flip chart page on a nearby wall, and title it "Bike Rack." This chart will serve as a tool for participants to post posing questions.
- Post the following ground rules around the room using the painter's tape or any other method that works for the room where the training is being conducted:
 - Be a team player.
 - Be respectful of everyone.
 - Share ideas with the class.
 - Be on time for all sessions.
 - Stand up when your mind goes on vacation.
 - Always ask for clarification if you do not understand.
 - Turn your mind on and your electronic devices to silent or off.

Functional Area and Competencies

The core competencies, knowledge, and skills, represented in Functional Area #5: Nutrition and Meal Management, in 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 to learning healthy eating behaviors. Therefore, this training focuses on the following competencies:

- Competency 5.1: Assures appropriate implementation of meal planning, food purchasing, and meal management that meets CACFP meal pattern requirements.
- Competency 5.3: Develops procedures to collaborate with CACFP stakeholders to ensure goals for healthy eating and menu planning are met.

Source: Institute of Child Nutrition. (2015). *Competencies, knowledge and skills for child care providers in CACFP operations*. Retrieved from <http://www.theicn.org/ResourceOverview.aspx?ID=579>

TRAINING-AT-A-GLANCE

| Time | Topic | Activity | Materials |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INTRODUCTION | | | |
| 20 minutes | <ul style="list-style-type: none"> • Infant Meal Pattern Requirements Major Themes • Training Overview • Define Training Success • Pre-Assessment | <ul style="list-style-type: none"> • Activity: Define Training Success • Pre-Assessment | <ul style="list-style-type: none"> • PowerPoint Presentation • Participant's Workbook • Flip Chart • Markers • Pre-Assessment • Pens or Pencils |
| OBJECTIVE 1: Participants will be able to recall at least four changes to the updated infant meal pattern charts. | | | |
| 15 minutes | <ul style="list-style-type: none"> • Previous vs. Updated Meal Pattern Requirements • Age Groups | <ul style="list-style-type: none"> • Large Group Discussion: Review of Changes | <ul style="list-style-type: none"> • PowerPoint Presentation • Participant's Workbook • Pens or Pencils |
| BREAK 1 (10 minutes) | | | |
| OBJECTIVE 2: Participants will be able to summarize at least two requirements for serving breastmilk and infant formula based on the updated meal pattern. | | | |
| 20 minutes | <ul style="list-style-type: none"> • Breastmilk • Infant Formula • Meal Accommodations | <ul style="list-style-type: none"> • Activity: Pair and Share | <ul style="list-style-type: none"> • PowerPoint Presentation • Participant's Workbook • Pens or Pencils |
| OBJECTIVE 3: Participants will be able to state three strategies that support infants and their developmental readiness for solid foods. | | | |
| 15 minutes | <ul style="list-style-type: none"> • Developmental Readiness • The American Academy of Pediatrics (AAP) developmental readiness guidelines • Optional written statement • Approved food components | <ul style="list-style-type: none"> • Activity: Apply in Three | <ul style="list-style-type: none"> • PowerPoint Presentation • Participant's Workbook • Pens or Pencils |
| BREAK 2 (10 minutes) | | | |
| OBJECTIVE 4: Participants will be able to identify at least four new requirements for serving more nutritious solid foods to infants. | | | |
| 15 minutes | <ul style="list-style-type: none"> • Meals and Snack Requirements • Nutritious Food Choices | <ul style="list-style-type: none"> • Activity: Yogurt, Is it Creditable? • Activity: Breakfast Cereals, Is it Creditable? • Activity: Recall that Term | <ul style="list-style-type: none"> • PowerPoint Presentation • Participant's Workbook • Pens or Pencils • Phrase Cards |

CONCLUSION

| | | | |
|---------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15 minutes | <ul style="list-style-type: none">• Training Summary• Post-Assessment | <ul style="list-style-type: none">• Activity: Key Points to Remember• Post-Assessment | <ul style="list-style-type: none">• PowerPoint Presentation• Participant's Workbook• Pens or Pencils• Post-Assessment |
|---------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|

Time: 120 minutes (2 hours)

PREPARATION CHECKLIST

Instructions: The preparation checklist lists the essential tasks for gathering materials before presenting this training. Within 4 to 6 weeks of the training date, assign each task to a specific person and determine a date to complete each task. Keep track of the progress by placing a checkmark by each task as it is completed.

| Task | Person Responsible | Completion Date | ✓ |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------|---|
| Gather presentation equipment and supplies | | | |
| Microphone (If necessary, preferably wireless) | | | |
| Computer | | | |
| Projector and Projector Screen | | | |
| Locate general training materials (provided by ICN) | | | |
| Instructor's Manual | | | |
| Participant's Workbook (1 per participant) | | | |
| PowerPoint Presentation | | | |
| Participant Sign-In Sheet(s) | | | |
| Ground Rules | | | |
| Training Evaluations | | | |
| Pre-Assessment and Post-Assessment | | | |
| Certificates of Completion | | | |
| Locate activity materials (provided by ICN) | | | |
| Sticky Note Pads (1 per 5 participants) | | | |
| Painter's Tape (1 roll) | | | |
| Pens or Pencils (1 per participant) | | | |
| Flip Charts (1–2 Charts) | | | |
| Table Tents (1 per participant) | | | |
| Markers (1 pack per 5 participants) | | | |
| Term Cards (1 set per 5 participants) | | | |
| <ul style="list-style-type: none"> Term Card 1: Breastmilk <ul style="list-style-type: none"> Only breastmilk (or infant formula) should be served to infants, birth through 6 months of age. Child care providers may be reimbursed for meals when a mother directly breastfeeds her infant on-site or when a parent or guardian supplies expressed breastmilk. | | | |

- Term Card 2: Gradual Introduction
 - Infants should be gradually introduced to solid foods around 6 months of age, as they are developmentally ready to accept them.
- Term Card 3: Infant Age Groups
 - Infant age groups consist of birth through the end of 5 months and 6 months through the end of 11 months.
- Term Card 4: Ready-to-Eat Cereals
 - During snack meals, ready-to-eat cereals may be served to meet the grains component. Ready-to-eat cereals must contain no more than 6 grams of sugar per dry ounce and must be whole grain-rich, enriched, or fortified.
- Term Card 5: 4–6 Fluid Ounces
 - Infants ages birth through the end of 5 months must be served 4–6 fluid ounces of breastmilk or infant formula at each meal.
- Term Card 6: Vegetables and Fruits
 - All meals and snacks must include vegetables and fruits when the infant is developmentally ready to accept them.
- Term Card 7: Juice
 - Juice is not reimbursable for infant meals or snacks.
- Term Card 8: Cheese Spreads
 - Cheese foods or cheese spreads are not reimbursable for infant meals or snacks.
- Term Card 9: Developmental Readiness
 - Solid foods must be served when an infant is developmentally ready. Communicate with parents or guardians to determine when and what solid foods should be served.
- Term Card 10: Yogurt Sugar Limit
 - Yogurt must contain no more than 23 grams of sugar per 6 ounces.



TRAINING SCRIPT

Lesson Plan:

INTRODUCTION:

SHOW SLIDE: [Infant Meal Pattern Requirements Training](#)

DO:

To begin this training, advance to the next slide.

SHOW SLIDE: [Welcome](#)

SAY:

Welcome to the *Infant Meal Pattern Requirements* training. First, the Institute of Child Nutrition would like to thank you for providing us with the opportunity to offer this CACFP Meal Pattern Requirements Supplemental training. It is our hope that you will gain the knowledge and skills for implementing the latest changes featured in the updated Child and Adult Care Food Program (CACFP) meal patterns regulations.

NOTE TO INSTRUCTOR: If this training is not sponsored by the Institute of Child Nutrition, provide information regarding the hosting organization.

DO:

Introduce yourself and other special guests. Be sure to state your name, title/credentials, and your experience in child care, CACFP, and other child nutrition programs. Confirm participants have printed and signed their names on the sign-in sheet(s), and they have all necessary materials for this training (i.e. Participant's Workbook, pens or pencils, and activity supplies).

SHOW SLIDE: [Activity: Define Training Success](#)

DO:

(Activity): Define Training Success

Purpose: The purpose of this activity is to help participants identify their expectations for this training, and it will help the trainer to identify ways to meet the needs of each participant.

Materials Needed: Flip chart(s) and markers

Time: 10 minutes

Instructions:

1. **SAY:** Let's begin this training by getting to know each other a little better.
2. **DO:** Divide the class into groups of 3–5 participants, and distribute a flip chart and a marker(s) to each group. Ask participants to take their things with them, as they will remain in these groups throughout the remaining of the training.

3. **SAY:** Think about the benefits of attending this training and your overall expectations for what you would like to learn today. Then, introduce yourself and state one or two key points to complete the sentence: “This training will be a success for me, if ____.” For example, this training will be a success for me, if everyone learns how to implement the updated infant meal pattern requirements. After everyone has shared within your group, use your flip chart to create a list of each of your responses.
4. **DO:** Allow participants 5 minutes to complete this activity. Then, request that each group share their responses with the large group and post their flip charts in the training area.
5. **SAY:** This activity allows you to set clear expectations for what you would like to learn today. Additionally, it allows me to understand your needs so that I may help ensure that you leave feeling confident about implementing the updated meal pattern requirements.

NOTE TO INSTRUCTOR: If this is a large group, divide the participants into groups of 6–8 participants.

SHOW SLIDE: Logistics

SAY:

Now that we know more about each other, it is important that we create an environment that allows everyone to participate without fear of criticism while working together to accomplish the training’s objectives. To accomplish this goal, let’s review some housekeeping items and ground rules for today’s training.

- The ground rules are posted (state location) and featured in your Participant’s Workbook. Please take a moment to review them.
- We will take a minimum of two breaks during this training. Of course, if you need to stretch or attend to a need at a different time, please do so. Please be sure to return on time, as starting and ending breaks on time will allow us to cover all the training information and activities within the time allotted.
- The restrooms are located (state location).
- Last, I have posted a flip chart with the title “Bike Rack” (the former parking lot concept) (state location). Feel free to write any questions on a sticky note and post it to the “Bike Rack.” I will aim to answer all questions and share the information with the class before the end of this training. Although I will try to answer questions throughout the training, some questions may require research or a longer answer than time allows. Any questions I cannot answer, I will forward them to the ICN for further assistance.

SHOW SLIDE: CACFP in the Last 50 Years

SAY:

Since 1968, the CACFP has helped to ensure participants receive nutritious meals and snacks while attending child care and later adult care. Over the years, however, the nutritional needs and the eating habits of children and adults have shifted from those when the program first began.

In particular, the overall health status of this country has shifted from deficiencies in essential nutrients, such as a lack of vitamins A and C, to chronic diseases, such as hypertension, heart disease, type 2 diabetes, and even some forms of cancer.

SHOW SLIDE: Purpose of the Update**SAY:**

In 2010, Congress called for the USDA Food and Nutrition Services (USDA FNS) to review and revise the CACFP meal pattern requirements to address the current health status of children and adults and to better align with the *Dietary Guidelines for Americans* (DGA). Understanding the DGA do not provide recommendations for infants, they used the scientific recommendations from the National Academy of Medicine, the American Academy of Pediatrics, and stakeholder input to update the infant meal pattern.

In April 2016, they released these updated guidelines in the “Child and Adult Care Food Program: Meal Pattern Revisions Related to the Healthy, Hunger-Free Kids Act of 2010 Final Rule,” and they went into effect on October 1, 2017. Ultimately, the updated meal pattern requirements are expected to enhance the overall nutritional quality of meals and snacks served in CACFP settings.

SHOW SLIDE: Infant Meal Pattern Requirements Overview**SAY:**

There are three major updates in the infant meal pattern.

- First, they encourage and support breastfeeding by providing reimbursement when mothers breastfeed on-site.
- Second, they promote developmentally appropriate meals by separating the infant age groups into two age groups instead of three.
- Third, they provide meals that are more nutritious to promote the development of healthy eating habits, by:
 - requiring vegetables and fruits be served at snack;
 - disallowing juice, cheese food, and cheese spreads as creditable items; and
 - allowing yogurt and whole eggs to credit as meat alternates.

NOTE TO INSTRUCTOR: This slide provides an overview of the content in the training. If there are questions regarding the information, explain that you will provide additional information on each of the requirements throughout this training.

SHOW SLIDE: Overview**SAY:**

Another great point worth mentioning is many of the updates expands on many of the requirements that were not changed, and this may make it easier to connect those with the updated requirements. Therefore, in today's training, we will highlight some of the previously implemented policies to show the connection between the two, but spend the majority of our time exploring those requirements that went into effect October 1, 2017.

SHOW SLIDE: Objectives**SAY:**

In particular, we will cover the updated meal pattern requirements for infants and some strategies for implementation. At the end of this training, you should be able to:

- recall at least four changes to the updated infant meal pattern charts,
- summarize at least two requirements for serving breastmilk and infant formula based on the updated meal pattern,
- state three strategies that support infants and their developmental readiness for solid foods, and
- identify at least four new requirements for serving more nutritious solid foods to infants.

For your reference, you can find a list of the updated requirements on the [Summaries of the Updated Meal Standards: Infant](#) and the [Infant Meal Pattern](#) handouts in the Participant's Workbook.

NOTE TO INSTRUCTOR: The aforementioned handouts are located on the following pages.

Handout: Summaries of the Updated Meal Standards: Infant

USDA recently revised the CACFP meal pattern requirements to ensure infants, children, and adults have access to healthy, balanced meals throughout the day. The changes to the infant meal pattern requirements support breastfeeding and the consumption of vegetables and fruits without added sugars. In addition, these changes are based on the scientific recommendations from the National Academy of Medicine, the American Academy of Pediatrics and stakeholder's input.

Encourage and support breastfeeding

- In addition to serving expressed breastmilk provided by a parent or guardian, providers may also receive reimbursement for meals when a breastfeeding mother comes to the child care setting and directly breastfeeds her infant.
- Only breastmilk and infant formula are served to infants, birth through the end of 5 months, as developmentally appropriate.

Developmentally appropriate meals

- There are now two age groups, instead of three: birth through the end of 5 months and 6 months through the end of 11 months.
- Solid foods are gradually introduced around 6 months, as developmentally appropriate.

More nutritious meals

- The updated meal pattern requirements:
 - Requires a vegetable or fruit, or both, to be served at snack for infants 6 through 11 months
 - No longer allows juice, cheese food, or cheese spread to be served
 - Allows ready-to-eat cereals for snack only

Adapted Source: USDA, (2016). Updated Child and Adult Care Food Program Meal Patterns: Infant Meals. Retrieved from <http://bit.ly/2lylarF>.

| Handout: Infant Meal Pattern: Breakfast | | |
|-------------------------------------------------------|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Component | Birth through 5 months | 6 through 11 months |
| Breastmilk or Iron-fortified infant formula | 4–6 fluid ounces breastmilk ¹ or formula ² | 6–8 fluid ounces breastmilk ¹ or formula ² ; and |
| Infant cereal, Meat/meat alternates, or A combination | | 0–½ ounce equivalent infant cereal ² , 0–4 tablespoons meat, fish, poultry, whole egg, cooked dry beans, or cooked dry peas; or 0–2 ounces of cheese; or 0–4 ounces (volume) or cottage cheese; or 0–4 ounces or ½ cup of yogurt ³ ; or A combination of the above ⁴ ; and |
| Vegetable, Fruit, or A combination of both | | 0–2 tablespoons vegetable or fruit or A combination of both ⁵ |

¹ Breastmilk or formula, or portions of both, must be served; however, it is recommended that breastmilk be served in place of formula from birth through 11 months. For some breastfed infants who regularly consume less than the minimum amount of breastmilk per feeding, a serving of less than the minimum amount of breastmilk may be offered, with additional breastmilk offered at a later time if the infant will consume more.

² Infant formula and dry infant cereal must be iron-fortified.

³ Yogurt must contain no more than 23 grams of total sugars per 6 ounces.

⁴ A serving of this component is required when the infant is developmentally ready to accept it.

⁵ Fruit and vegetable juices must not be served.

| Infant Meal Pattern: Lunch and Supper | | |
|---------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------|
| Component | Birth through 5 months | 6 through 11 months |
| Breastmilk or Iron-fortified infant formula | 4–6 fluid ounces breastmilk ¹ or formula ² | 6–8 fluid ounces breastmilk ¹ or formula ² ; and |

| | |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Infant cereal, Meat/meat alternates, or A combination | 0–½ ounce equivalent infant cereal ² , 0–4 tablespoons meat, fish, poultry, whole egg, cooked dry beans, or cooked dry peas; or 0–2 ounces of cheese; or 0–4 ounces (volume) or cottage cheese; or 0–4 ounces or ½ cup of yogurt ³ ; or a combination of the above ⁴ ; and |
| Vegetable, Fruit, or A combination of both | 0–2 tablespoons vegetable or fruit or a combination of both ⁵ |

¹ Breastmilk or formula, or portions of both, must be served; however, it is recommended that breastmilk be served in place of formula from birth through 11 months. For some breastfed infants who regularly consume less than the minimum amount of breastmilk per feeding, a serving of less than the minimum amount of breastmilk may be offered, with additional breastmilk offered at a later time if the infant will consume more.

² Infant formula and dry infant cereal must be iron-fortified.

³ Yogurt must contain no more than 23 grams of total sugars per 6 ounces.

⁴ A serving of this component is required when the infant is developmentally ready to accept it.

⁵ Fruit and vegetable juices must not be served.

Infant Meal Pattern: Snack

| Component | Birth through 5 months | 6 through 11 months |
|--------------------------------------------------|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Breastmilk or Iron-fortified infant formula | 4–6 fluid ounces breastmilk ¹ or formula ² | 2–4 fluid ounces breastmilk ¹ or formula ² ; and |
| Grains | | 0–½ ounce equivalent slice bread ³ ; or 0–¼ ounce equivalent crackers ³ ; or 0–½ ounce equivalent infant cereal ^{2,3} or 0–¼ ounce equivalent Ready-to-eat breakfast cereal ^{3,4,5} ; and |
| Vegetable, Fruit, or A combination of both | | 0–2 tablespoons vegetable or fruit or a combination of both ^{5,6} |

¹ Breastmilk or formula, or portions of both, must be served; however, it is recommended that breastmilk be served in place of formula from birth through 11 months. For some breastfed infants who regularly consume less than the minimum amount of breastmilk per feeding, a serving of less than the minimum amount of breastmilk may be offered, with additional breastmilk offered at a later time if the infant will consume more.

² Infant formula and dry infant cereal must be iron-fortified.

³ A serving of grains must be whole grain-rich, enriched meal, or enriched flour.

⁴ Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams of sucrose and other sugars per 100 grams of dry cereal).

⁵ A serving of this component is required when the infant is developmentally ready to accept it.

⁶ Fruit and vegetable juices must not be served.

SHOW SLIDE: [Pre-Assessment](#)

DO:

Pre-Assessment

Purpose: The purpose of this Pre-Assessment is to determine current knowledge of the updated meal pattern requirements.

Materials Needed: Pre-Assessment and pen or pencil

Time: 10 minutes

Instructions:

1. **SAY:** Before we begin objective 1, let's assess what you already know about the updated meal pattern requirements by completing a Pre-Assessment.
2. **DO:** Distribute the Pre-Assessment.
3. **SAY:** Now that you have the Pre-Assessment, begin by placing an easy to remember, unique, non-name identifier, such as a word, phrase, or symbol, at the top of each page. Then, read each question carefully and select the best answer. Make a note of your non-name identifier as you will use it again when completing the Post-Assessment.
4. **DO:** Allow a minimum of 10 minutes for participants to complete the Pre-Assessment. Remind them to list a non-identifier and to make a note of it for the Post-Assessment. Then, collect each assessment and set them aside.

NOTE TO INSTRUCTOR: If the Institute of Child Nutrition (ICN) provides this training, collect the Pre-Assessments and return them along with the evaluations to ICN.

ASK:

Are there any questions before we begin exploring the first objective?

DO:

Answer any questions and then, move to the next slide.

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

OBJECTIVE 1: Participants will be able to recall at least four changes to the updated infant meal pattern charts.

SHOW SLIDE: [Infant Meal Pattern](#)

SAY:

Let's begin by exploring the meal pattern charts. Turn to the **Previous vs. Updated Infant Meal Pattern Requirements** handout in your Participant's Workbook. Take a minute to review the previous and the updated meal patterns to identify the changes on the charts.

DO:

Allow 3–5 minutes for participants to review the charts.



Handout: Previous vs. Updated Infant Meal Pattern Requirements

| | PREVIOUS | | | UPDATED | |
|-----------------|---------------------------------|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 0–3 MONTHS | 4–7 MONTHS | 8–11 MONTHS | 0–5 MONTHS | 6–11 MONTHS |
| BREAKFAST | 4–6 fl oz breastmilk or formula | 4–8 fl oz breastmilk or formula; and | 6–8 fl oz breastmilk or formula; and | 4–6 fl oz breastmilk or formula | 6–8 fl oz breastmilk or formula; and |
| | | 0–3 tbsp infant cereal | 2–4 tbsp infant cereal; and | | 0–½ oz eq infant cereal, 0–4 tbsp meat, fish, poultry, whole eggs, cooked dry beans or peas; or 0–2 oz cheese; or 0–4 oz (volume) cottage cheese; or 0–4 oz yogurt; or a combination*; and |
| | | | 1–4 tbsp vegetable, fruit or both | | 0–2 tbsp vegetable, fruit or both* |
| LUNCH OR SUPPER | 4–6 fl oz breastmilk or formula | 4–8 fl oz breastmilk or formula; and | 6–8 fl oz breastmilk or formula | 4–6 fl oz breastmilk or formula | 6–8 fl oz breastmilk or formula; and |
| | | 0–3 tbsp infant cereal; and | 2–4 tbsp infant cereal; and/or 1–4 tbsp meat, fish, poultry, egg yolk, cooked dry beans or peas; or ½–2oz cheese; or 1–4 oz (volume) cottage cheese; or 1–4 oz (weight) cheese food or cheese spread; or a combination; and | | 0–½ oz eq infant cereal, 0–4 meat, fish, poultry, whole eggs, cooked dry beans or peas; or 0–2 oz cheese; or 0–4 oz (volume) cottage cheese; or 0–4 oz yogurt; or a combination*; and |
| | | 0–3 tbsp vegetable, fruit or both | 1–4 tbsp vegetable, fruit or both | | 0–2 tbsp vegetable, fruit or both* |
| SNACK | 4–6 fl oz breastmilk or formula | 4–6 fl oz breastmilk or formula | 2–4 fl oz breastmilk, formula, or fruit juice; and | 4–6 fl oz breastmilk or formula | 2–4 fl oz breastmilk or formula; and |
| | | | 0–½ bread slice or 0–2 crackers | | 0–½ oz eq bread slice; or 0–¼ oz eq crackers; or 0–½ oz eq infant cereal or 0–¼ oz eq ready-to-eat cereal*; and |
| | | | | | 0–2 tbsp vegetable, fruit or both* |

*Required when infant is developmentally ready.

All serving sizes are minimum quantities of the food components that are required to be served.

ASK:

What are some of the changes to the meal pattern? Are there very many changes?

DO:

Allow participants to respond and then, advance to the next slide.

FEEDBACK: Some potential responses may consist of the following statements:

- Change in age groups
- Breastmilk is the only required food component for the first six months
- Age groups begin with zero for all food components, with the exception of breastmilk and infant formula

SHOW SLIDE: [Change in Age Groups](#)

SAY:

[As you just mentioned,] there are a few key changes to the infant meal pattern. Let's review some of those changes.

First, the previous meal pattern featured three age groups: Birth through 3 months, 4 through 6 months, and 7 through 12 months. However, now there are only two:

- Birth through the end of 5 months
- 6 months through the end of 11 months

SHOW SLIDE: [Question—Two Age Groups](#)

ASK:

When you think about the two age groups, what are some advantages of having two groups?

DO:

Allow participants to respond and then, advance to the next slide.

FEEDBACK: Some potential responses might include the following statements:

- Consistent with the American Academy of Pediatrics (AAP) recommendations
- Aligns with the Women, Infants, and Children (WIC) program
- More simplistic because it is two groups instead of three

SHOW SLIDE: [Birth through the End of Five Months](#)

SAY:

The next change to the charts focus on the age group, birth through the end of five months. Previously, the breastmilk and infant formula was the only required component for the first three months. However, breastmilk is the optimal source of nutrients for infants, and it is generally the only source of nutrients infants need for healthy growth and development during the first 6 months of life.

Particularly, breastmilk provides the right balance of proteins, healthy fats, vitamins, and other essential nutrients. It also helps to protect infants against illnesses and chronic diseases, such as obesity, asthma, and type 2 diabetes. What's more, breastfeeding can have a positive effect on their emotional and physical wellbeing. Therefore, the only required food component for infants between the ages of birth through the end of 5 months is a minimum of 4-6 fluid ounces of expressed breastmilk or infant formula for all meals and snacks.

SHOW SLIDE: [Promotes Developmental Readiness](#)

SAY:

The next update to the infant meal pattern focuses on developmental readiness. The previous infant meal pattern allowed solid foods to be introduced as early as 4 months of age. However, if infants are introduced to solid foods before they are developmentally ready, the risk of being overweight or obese later in life increases. Also, infants need time to develop the skills for eating solid foods, and most infants are not ready to consume solid foods until midway through the first year. Therefore, infants may now be introduced to solid foods when they are developmentally ready to accept them. This means you may serve solid foods to infants before, at, or after 6 months of age.

SHOW SLIDE: [Serving Sizes](#)

SAY:

As you can see on the charts, the serving sizes for all food components for meals and snacks now begin with "zero" for infants 6 through 11 months, with the exception of breastmilk and infant formula. This serving size recognizes that not all infants are ready-to-eat solid foods right at 6 months of age and may need additional time before they are developmentally ready. It is important to note, by 7 or 8 months of age, most infants should consume solid foods from all food groups.

We will explore this topic in detail later in this training.

SHOW SLIDE: [First Foods](#)

ASK:

Shifting to solid foods, what were some of the first foods introduced to infants in the previous meal pattern?

DO:

Allow participants to respond and then, advance to the next screen.

SHOW SLIDE: [Allows More Nutritious Foods](#)

SAY:

[As you just mentioned], the previous meal pattern called for a combination of the following food components: breastmilk or infant formula; infant cereal; and vegetable, fruit, or a combination of both. Also, meat/meat alternates were not introduced until around eight months.

However, the updated meal pattern requirements now allow foods from all of the food components to be served to infants around 6 months, as it is developmentally appropriate. In particular, at breakfast, lunch, and supper meals, the following three food components must be offered to infants when infants are developmentally ready to accept them:

- Breastmilk or iron-fortified infant formula
- Infant cereal, meat/meat alternates, or a combination
- Vegetable, fruit, or a combination of both

During snacks, there are three food components:

- Breastmilk or iron-fortified infant formula
- Grains
- Vegetable, fruit, or a combination of both

SHOW SLIDE: [Review of Changes](#)

DO:

(Large Group Discussion) Review of Changes

1. **SAY:** Now that we have explored the basics changes to the infant meal pattern charts, let's review what you've learned.
2. **DO:** Read each of the questions below; then, allow the participants to respond. The answers are listed below each question.
 - a. What are the two age groups for the infant meal pattern?
 - Birth through the end of 5 months
 - 6 months through the end of 11 months
 - b. What is the only required food or beverage for infants between the ages of birth through the end of five months?
 - Breastmilk or infant formula
 - c. When can infants be introduced to solid foods?
 - When infants are developmentally ready to accept solid foods
 - Before, at, or around 6 months
 - d. When infants are first introduced to solid foods, which food components are not allowed for a reimbursable meal or snack?
 - There are no restricted food components when introducing solid foods. Infants may be served foods from all food components as part of a reimbursable meal.

SAY:

The basic changes to the actual infant meal pattern charts influence other updates to the meal pattern. Keep these changes in mind as we advance through this training. We will explore them more, along with strategies for implementation.

OBJECTIVE 2: Participants will be able to summarize at least two requirements for serving breastmilk and infant formula based on the updated meal pattern.**SHOW SLIDE: Breastmilk and Infant Formula****SAY:**

Now that we have explored the basic changes to the infant meal pattern charts, let's explore the updated requirements, as well as some requirements that remain the same, for breastmilk and infant formula.

As previously mentioned, breastmilk is generally the best source of nutrients for healthy growth and development. Due to the many benefits of breastmilk, the updated requirements encourage and promote breastfeeding in two key ways. First, you may continue to claim infant meals for reimbursement when a parent or guardian supplies expressed breastmilk (milk that is produced and expelled from the breast) for their infant and you feed the infant the expressed milk. Second, effective October 1, 2017, you may begin to claim reimbursement for meals when a mother breastfeeds her infant at the child care facility.

SHOW SLIDE: Serving Expressed Milk**SAY:**

Focusing on serving expressed breastmilk first, there may be times when an infant does not consume the entire serving. For example, some breastfed infants consume less than the minimum serving size of breastmilk for each feeding. In these situations, you may offer infants less than the minimum serving size of breastmilk. However, you must offer the additional expressed breastmilk later, if the infant will consume more, for a reimbursable meal.

Although not new, it is important to note you should always feed infants on demand and not on a strict schedule. Feed infants during a span of time, consistent with their eating habits. In addition, avoid force-feeding infants, as this may cause them to consume more than they need.

SHOW SLIDE: Breastfeeding On-Site**SAY:**

As previously mentioned, you may now claim reimbursement for meals when a mother breastfeeds her infant at the child care site. A great way to encourage mothers to breastfeed on-site is to establish a private, comfortable, and sanitary area. For some strategies for establishing breastfeeding areas, refer to the **Breastfeeding Friendly Child Care Environment** handout in your Participant's Workbook.

Mothers may choose to breastfeed their infant in the designated area or in a different area on-site. For example, a mother chooses to breastfeed in her car or in a private office because the established area is in use. This meal is still reimbursable as long as she is on-site while breastfeeding.

Handout: Breastfeeding Friendly Child Care Environment

Establishing a breastfeeding friendly environment is one of the most essential ways to show your commitment to infants and their healthy growth and development. Although there are a number of ways to complete this rewarding task, keep these tips and strategies in mind as you move forward.

Essential Items for Breastfeeding Area

The basic items for establishing a breastfeeding area may include:

- A private area with a door, wall, or curtain
- Appropriate signage identifying the area as a breastfeeding space
- Comfortable chair and small table
- Access to running water and soap
- Electrical outlets

Establishing Breastfeeding Area Checklist

- ☐ Designate an individual or group to be responsible for development and implementation of the 10 Steps.
- ☐ Establish a supportive breastfeeding policy and require that all staff are aware of and follow the policy.
- ☐ Establish a supportive worksite policy for staff members who are breastfeeding.
- ☐ Train all staff so that they are able to carry out breastfeeding promotion and support activities.
- ☐ Create a culturally appropriate breastfeeding friendly environment.
- ☐ Inform expectant and new families and visitors about your breastfeeding friendly policies.
- ☐ Provide appropriate learning activities for children to learn about breastfeeding.
- ☐ Provide a comfortable place for mothers to breastfeed or pump their milk in privacy, if desired. Educate families and staff that a mother may breastfeed her child wherever they have a legal right to be.
- ☐ Establish and maintain connections with your local breastfeeding coalition or other community resources.
- ☐ Maintain an updated resource file of community breastfeeding services and resources in an accessible area for families.

For additional tips and strategies, refer to the Wisconsin Department of Health Services, *10 Steps to Breastfeeding Friendly Child Care Centers Resource Kit*, the original source of this document, at <https://www.dhs.wisconsin.gov/publications/p0/p00022.pdf>.

SHOW SLIDE: Documenting On-site Breastfeeding**SAY:**

You may be wondering, how do you document when a mother breastfeeds on-site or will this update pose additional paperwork? The great news about documentation and on-site breastfeeding is there are several ways to demonstrate compliance with this update.

It is not a requirement to measure and record the amount of breastmilk a mother breastfeeds her infant. You may simply write on the menu or meal count form:

- “Infant was offered breastmilk”
- “Breastfed on-site”
- “Mother on-site”

It is important to note that State agencies have the authority to determine what is appropriate documentation to demonstrate compliance with the meal pattern requirements. For additional information on the best way to meet documentation requirements, contact your State agency.

NOTE TO INSTRUCTOR:

- 1) If you have State agency staff in your training, you may wish to tell them that they may choose to update existing forms to document when a mother breastfeeds her infant on-site as a way to reduce the need for additional paperwork.
- 2) If you are State agency staff, you may wish to describe your State’s infant meal documentation requirements.

SHOW SLIDE: Iron-Fortified Infant Formula**SAY:**

When infants are not breastfed or they need a supplement for breastmilk, iron-fortified infant formula is the best alternative. Iron is an important nutrient for infants during their first year because it supports healthy brain development and growth.

The infant meal pattern requirements allow an infant, younger than 12 months, to be served iron-fortified formula, breastmilk, or a combination of both. Therefore, if a mother chooses not to breastfeed or is unable to produce enough breastmilk to satisfy the infant, serve iron-fortified formula. In this case, always have a conversation with the parent or guardian regarding the program requirements to ensure that they understand and are in agreement with serving the formula.

SHOW SLIDE: Supplying Formula**SAY:**

All child care programs must continue to offer a minimum of one type of iron-fortified infant formula. Also, the selected formula must be regulated by the Food and Drug Administration (FDA) to be creditable in the CACFP.

The great news is any formula marketed or purchased in a store in the U.S. is regulated by the FDA. However, if you purchase an infant formula outside of the U.S., such as thru an online store with vendors in other countries, it may not be regulated by the FDA. In these cases, the formula may not credit in the CACFP.

You can find more information on selecting creditable infant formula on the [Creditable Infant Formula](#) handout in your Participant's Workbook.

Handout: Creditable Infant Formula

The Food and Drug Administration (FDA) regulates infant formulas marketed in the U.S. These infant formulas meet specific nutrient standards and safety requirements, making them creditable for reimbursement in the CACFP. However, a formula purchased outside the U.S. is not likely to be regulated by the FDA, and therefore, not creditable in the CACFP.

When selecting infant formula, it is important to choose those that meet the criteria for a reimbursable meal. Iron-fortified infant formula must:

- state "Infant Formula with Iron" or a similar statement on the front of the package. All iron-fortified infant formulas must have this type of statement on the package.
- list 1 milligram of iron per 100 calories on the Nutrition Facts Label.
- not be a Food and Drug Administration (FDA) Exempt Infant Formula. These types of formulas are specifically for infants who have inborn errors of metabolism, lower birth weight, or other special dietary needs.

For additional information on feeding infants, refer to the *CACFP 06-2017 Feeding Infants and Meal Pattern Requirements in the Child and Adult Care Food Program; Questions and Answers*.

SHOW SLIDE: [Serving Formula](#)

SAY:

When serving formula, some infants may not consume the entire serving. However, as long as you offer the minimum serving size, the meal is reimbursable. This is true for any food or beverage served to all participants (infant, children, and adults) in the CACFP. A participant does not need to consume the minimum serving size of a food component in order for the meal to be reimbursable.

In situations where there are leftovers, always properly store them based on your local health and safety requirements.

SHOW SLIDE: Disabilities and Modifications**SAY:**

Due to a disability, some infants may not be able to consume breastmilk or iron-fortified infant formulas, as well as other foods outlined in the meal pattern. In these situations, you must make reasonable accommodations.

In addition to working with your State agencies for making reasonable accommodations, there are two key policies memos that feature information on meeting the needs of infants requiring modified meals.

- CACFP 14-2017 Modifications to Accommodate Disabilities in the Child and Adult Care Food Program and Summer Food Service Program
- CACFP 06-2017 Feeding Infants and Meal Pattern Requirements in the Child and Adult Care Food Program; Questions and Answers

You can find the link to these memos on the [Training Resources](#) handout in the Appendix of your Participant's Workbook. For additional information, always refer to your State agency or sponsoring organization.

SHOW SLIDE: Medical Statements**SAY:**

The medical statement is an essential tool for serving reimbursable meals to those requiring modifications. In many cases, disabilities can be managed within the meal pattern requirements when a well-planned variety of nutritious foods are available to participants. For example, an infant is allergic to apples; you could work with the parents or guardians to identify an alternative food, such as oranges. In these cases, a medical statement is not required for meal modifications that meet the meal pattern requirements.

However, a medical statement is required when the accommodation call for serving a specific food or an entire meal that does not meet the meal pattern requirements. For example, if an infant's disability is an infant formula that is not iron-fortified, a medical statement is required for reimbursement. In these situations, request a written medical statement, signed by a State recognized medical authority, such as a physician, authorized to write medical prescriptions under State law (State recognized medical authority).

SHOW SLIDE: Medical Statements – What to Look For?**SAY:**

A medical statement should feature two key factors:

- Enough information about the participant's disability to allow you to understand how it affects their diet
- Recommends alternate food items to ensure you know just what you can serve to the participant

Once you receive a medical statement, review it carefully to make sure that it provides the necessary information for meeting the needs of those requiring meal modifications. If it does not, request additional information to ensure you know how to best meet the needs of those requiring modifications. In addition, always keep all medical statements on file in your facility.

SHOW SLIDE: Activity: Pair and Share**DO:****(Workbook Activity): Pair and Share**

Purpose: The purpose of this activity is to ensure participants have the opportunity to summarize key requirements and how to apply the information.

Materials Needed: Discussion Highlights: Pair and Share and a pencil or pen

Time: 5–10 minutes

Instructions:

1. **SAY:** Now that we have reviewed the requirements for breastmilk and formula for the infant meal pattern requirements, let's review what you learned. Turn to your neighbor and summarize at least two key requirements for breastmilk and infant formula, and how you will apply this information.
2. **DO:** Allow 3-5 minutes for participants to share and then, ask volunteers to share their responses. Refer participants to the **Pair and Share** worksheet in their Participant's Workbook to list any key points noted during the discussion.

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

Answer Key: Pair and Share

Instructions: Use the space below to summarize at least two key requirements and how to apply this information.

- *Requirement: Meals may be claimed when a mother breastfeeds her infant on-site.
Application: Establish a private, comfortable, and sanitary area for mothers to breastfeed on-site.*
- *Requirement: Some infants may not consume the entire serving of breastmilk. In these situations, meals are reimbursable as long as the remaining portion is offered later if the infant will consume more.*
- *Application: Serve infants based on their eating habits, making certain to never force-feed infants.
Requirement: Infant formula must be regulated by FDA. If purchased and/or marketed in the U.S., it is regulated by the FDA. However, if purchased outside the U.S. it may not be regulated by the FDA; therefore, not creditable.
Application: Purchase infant formula marketed in the U.S.*
- *Requirement: Write "breastfed on-site," "mother on-site," or similar statements on infant meal record sheets when a mother directly breastfeeds her infant on-site.
Application: Work with my State agency to identify the best form to document on-site breastfeeding.*

SHOW SLIDE: [Break 1](#)**DO:****Break 1**

Time: 10-15 minutes

Instructions:

1. **SAY:** Let's take a 10-minute break. Be back at (time). Remember, the restrooms are located (state location).
2. **DO:** Review any questions on the Bike Rack. After the break, respond to any posing questions.

OBJECTIVE 3: Participants will be able to state three strategies that support infants and their developmental readiness for solid foods.

SHOW SLIDE: [Developmental Readiness](#)**SAY:**

Introducing solid foods is a very important step for infants, parents, and guardians. It is vital that infants are developmentally ready for solid foods before introducing them. As previously mentioned, infants will be developmentally ready to accept solid foods before, at, or after 6 months of age.

By 7 or 8 months of age, most infants should consume solid foods from all food groups. However, infants develop at their own rate. This means if an 8-month old is not developmentally ready for solid foods, the meal or snack is still reimbursable providing you serve the minimum serving size (6–8 fluid ounces) for breastmilk or infant formula.

SHOW SLIDE: [Parent Communication](#)**SAY:**

It is important to consult with parents or guardians about when and what solid foods to introduce to their infant. This approach helps to ensure that all newly introduced foods are appropriate for each infant and consistent with their eating habits.

There are three key topics you may wish to discuss with parents:

- The *American Academy of Pediatrics* (AAP) developmental readiness guidelines
- Optional written statement
- Approved food components

Let's review each of these topics in details.

SHOW SLIDE: [American Academy of Pediatrics](#)**SAY:**

First, the *American Academy of Pediatrics* (AAP) is the leading authority for children's development and nutrition needs from birth through 23 months of age. They found that there is no direct signal to determine when an infant is developmentally ready to accept solid foods. However, the AAP provides these guidelines to help determine when an infant is developmentally ready to accept solid foods.

When communicating with parents and guardians about developmental readiness, you may wish to use the AAP's developmental readiness guidelines. These guidelines state that an infant may be developmentally ready to accept solid foods when he or she:

- is able to sit in a high chair, feeding seat, or infant seat with good head control;
- opens their mouth when food comes their way. The infant may watch others eat, reach for food, and seem eager to be fed;
- moves food from a spoon into the throat; and
- doubles in weight.

You can find more information on the [Developmental Readiness](#) handout in your Participant's Workbook.

Handout: Developmental Readiness

Developmental readiness for solid foods is one of the most important times for infants, parents, and guardians. However, when is an infant ready for solid foods? This question is very important because of the significance of the associated health challenges of introducing solid foods to infants too early.

According to the American Academy of Pediatrics (AAP), introducing solid foods to infants before they are ready increases an infant's risk of weight gain during the early years and being overweight later in life. In addition, when infants are not physically ready to accept solid foods, they are at a higher risk of choking because they have not developed the necessary skills for eating solid foods. Another major challenge of serving solid foods too early is infants may consume less breastmilk or iron-fortified formula and not get enough essential nutrients for proper growth and development. Therefore, it is important to introduce solid foods to infants around six months when they are developmentally ready to accept them.

There is no single, direct signal to determine when an infant is developmentally ready to accept solid foods. An infant's readiness depends on his or her rate of development. The AAP provides the following guidelines to help determine when an infant is developmentally ready to accept solid foods:

- The infant is able to sit in a high chair, feeding seat, or infant seat with good head control;
- The infant opens his or her mouth when food comes his or her way. He or she may watch others eat, reach for food, and seem eager to be fed;
- The infant can move food from a spoon into his or her throat; and
- The infant has doubled his or her birth weight.

As an early childhood professional working in a Child and Adult Care Food Program (CACFP) setting, it is important to maintain constant communication with infants' parents or guardians about when and what solid foods should be served while the infant is in care. You may find it useful when talking to parents and guardians to use the AAP guidelines to help determine if an infant is developmentally ready to begin eating solid foods. Another great way to ensure you are meeting the needs of the infant is to request in writing when you should start serving solid foods to their infant.

For additional information on developmental readiness, refer to the following resources:

- American Academy of Pediatrics' Infant Food and Feeding
- CACFP 06-2017: Feeding Infants and Meal Pattern Requirements in the Child and Adult Care Food Program; Questions and Answers
- Feeding Infants: A Guide for Use in the Child Nutrition Programs

SHOW SLIDE: Optional Written Statement

SAY:

Next, there is the optional written statement for infant meals. The updated requirements recommend a written statement from parents or guardians, outlining when and which solid foods to serve to their infant. Although not a requirement, this optional statement will help you to know what to do to meet the needs of the infants and follow the preferences of the parents and guardians.

ASK:

How many of you use infant statements in your program? How does it help you?

DO:

Allow participants to respond and then, advance to the next slide.

SHOW SLIDE: Food Components

SAY:

Last, discuss the total food components parents or guardians may provide for a reimbursable meal.

Previously, a parent or guardian could provide all but one component and the meal would be reimbursable. However, the updated requirements allow parents and guardians to provide only one food component for a reimbursable infant meal. As the operator, you must provide the remaining components for meals and snacks.

SHOW SLIDE: Single Food Component**SAY:**

To meet this requirement, the single item must be creditable and in the minimum serving size. For example, if a mother provides green beans in the minimum serving size on the days in which black beans are served at lunch the green beans will credit toward a reimbursable meal.

On the other hand, the meal or snack is not reimbursable if a parent or guardian chooses to provide:

- two or more components,
- less than the minimum serving sizes, or
- a non-creditable food item.

SHOW SLIDE: Additional Questions**ASK:**

In addition to these topics, are there any other topics you may wish to discuss with parents or guardians?

DO:

Allow participants to respond and then, advance to the next slide.

SHOW SLIDE: Introducing Solid Food(s)**SAY:**

Once an infant is developmentally ready to accept solid foods and you have communicated with the parents, you must offer the food to the infant. Begin by gradually introducing solid foods, one at a time, and over the course of a few days. It may be appropriate to offer a solid food at only one meal per day when an infant is just starting to eat them. Also, it is not necessary to offer an infant a solid food component at every meal or snack, such as vegetables and fruits, until the infant has established a tolerance for that food component.

As previously mentioned, the meal is reimbursable as long as it is consistent with the eating habits of the infant.

SHOW SLIDE: Introducing Solid Food(s) (cont.)**SAY:**

In addition to gradual introduction, here are a few other measures for ensuring infants have the best experiences when consuming solid foods.

- Prepare foods in the right texture and consistency, appropriate for the age and development of each infant; and
- Observe each infant closely for reactions after feeding a new food. If there is a reaction, stop feeding the food and discuss this with the parents or guardians. Consult with the parents or guardians, who should contact their baby's doctor, before introducing that food in the future.

For additional ways to introduce solid foods to infants, refer to the Feeding Infants: A Guide for Use in the Child Nutrition Programs. You can find a link to this resource listed on the [Training Resources](#) handout in the Appendix of your Participant's Workbook.

SHOW SLIDE: [Activity: Apply in Three](#)

DO:

(Workbook Activity): Apply in Three

Purpose: The purpose of this activity is to ensure participants identify the most important information from this section of the training.

Materials Needed: Apply in Three worksheet, pen or pencil

Time: 5–10 minutes

Instructions:

1. **SAY:** Now that we have explored the updated requirements for developmental readiness, let's complete an activity that allows you to apply what you learned. Turn to the [Apply in Three](#) worksheet in your Participant's Workbook. Write at least three things you learned about supporting developmental readiness and how to apply this information in your child care setting. Once you have finished, find someone from a different group and share your strategies.
2. **DO:** Allow 3–5 minutes for participants to complete this activity. Then, request volunteers to share their responses.

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

Answer Key: Apply in Three

Instructions: Write at least three things you learned about supporting developmental readiness and how to apply this information in your CACFP setting. Once you have finished, find someone from a different group and share your responses.

| 1. What did I learn? | How can I apply it in my CACFP setting? |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Serving infants: Infants may be served before or after 6 months. | <ul style="list-style-type: none"> I will train my staff on the importance of serving infants solid foods when they are developmentally ready to accept them. |
| 2. What did I learn? | How can I apply it in my CACFP setting? |
| <ul style="list-style-type: none"> Recognizing signals: There is no direct signal to determine when an infant is developmentally ready to accept solid foods. | <ul style="list-style-type: none"> I can use the AAP guidelines to help parents identify when an infant is developmentally ready for solid foods. |
| 3. What did I learn? | How can I apply it in my CACFP setting? |

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Parent communication: Requesting a written statement from parents is ideal for meeting the needs of infants and parents when serving new foods. | <ul style="list-style-type: none"> • I can request a written statement from all parents to ensure I am meeting their needs when first serving new foods to infants. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

SHOW SLIDE: [Break 2](#)**DO:****Break 2**

Time: 10-15 minutes

Instructions:

1. **SAY:** Let's take a 10-minute break. Be back at (time). Remember, the restrooms are located (state location).
2. **DO:** Review any questions on the Bike Rack. After the break, respond to any posing questions.

OBJECTIVE 4: Participants will be able to identify at least four new requirements for serving more nutritious solid foods to infants.

SHOW SLIDE: [Serving More Nutritious Foods](#)**SAY:**

Now that we have discussed developmental readiness, let's shift our focus to the updated requirements on adding more nutritious options to infant meals and snacks. As previously mentioned, there are four updates for serving more nutritious foods to infants:

- Serve a vegetable or fruit at snack
- Juice, cheese food, and cheese spreads are no longer creditable items
- Yogurt and whole eggs credits as meat alternates
- Deep-fat frying is not allowed when preparing meals or snacks on-site

Let's review each of these updates and some key strategies for implementation.

SHOW SLIDE: [Vegetables and Fruits](#)**SAY:**

The first update focuses on the vegetable and fruit component. Vegetables and fruits are great sources of essential nutrients, such as fiber and vitamin C. Currently, vegetables and fruits are required at breakfast, lunch, and supper meals for infants who are developmentally ready to accept them (around 6 months of age). In the updated infant meal pattern requirements, 0–2 tablespoon(s) of vegetables, fruits, or a combination of both must be offered during snacks when infants are developmentally ready to accept them. This change promotes vegetable and fruit consumption in infants, and it allows for better acceptance later in life.

SHOW SLIDE: [Juice](#)**SAY:**

Juice lacks the dietary fiber found in other forms of fruits and vegetables. When infants drink too much juice, they are more likely to experience diarrhea, abdominal pain, and other gastrointestinal problems. Therefore, juice is no longer creditable as part of a reimbursable infant meal or snack.

For additional information on the vegetable and fruit component, refer to the policy memos CACFP 06-2017 Feeding Infants and Meal Pattern Requirements in the Child and Adult Care Food Program; Questions and Answers or the CACFP 09-2017 Vegetable and Fruit Requirements in CACFP: Q&A for the current policies. You can find the link to this memo on the [Training Resources](#) handout in the Appendix of this course.

SHOW SLIDE: [Meat/Meat Alternates](#)**SAY:**

The next update focuses on the meat/meat alternate component. Some common examples of meat/meat alternates include meats, yogurt, cheese, whole eggs, and dry beans.

The specific updates to this component focus on yogurt, whole eggs, and cheese foods and spreads. Let's begin by exploring yogurt.

SHOW SLIDE: [Yogurt](#)**SAY:**

Yogurt is a great source of protein, and this macronutrient provides energy, builds and maintains muscle, and it promotes a healthy metabolism. Because of the benefits of protein and the popularity of yogurt, it now credits as a meat alternate for infants as they are developmentally ready to accept it. When serving yogurt, serve 0–4 ounces during breakfast, lunch, or supper meals.

SHOW SLIDE: [Yogurt and Added Sugar](#)**SAY:**

Although a great source of protein, some yogurts have significantly more sugar than others. Exposing infants to high amounts of sugar early on, can have a negative influence on eating habits. As a result, the updated requirements now limit the amount of sugar creditable yogurts may contain to promote healthy habits from the start. Moreover, yogurt must contain no more than 23 grams of sugars per 6 ounces to credit as part of reimbursable meal.

SHOW SLIDE: [Nutrition Facts Label](#)**SAY:**

The first step in determining yogurts that meet the sugar limit is to know exactly what to look for on the Nutrition Facts Label. This step is helpful in identifying nutritious foods that align with the updated meal pattern requirements. Please turn to the [Nutrition Fact Label](#) handout in your Participant's Workbook.

As you can see on this handout, there are two labels. Recently, the FDA changed the label to make it easier for you, and other consumers, to make informed food choices. Manufacturers will eventually be required to change the labels to the new format, and some have already adopted the new format. Therefore, you may see changes when reading Nutrition Facts Labels on packaged food. Knowing exactly what to look for on both layouts, is essential.

SHOW SLIDE: Key Terms

SAY:

When reading Nutrition Facts Labels to determine if it meets the sugar requirements, there are two key terms to look for: Serving Size and Sugars or Total Sugars. The serving size is the number of servings in a food package, in which the serving size is provided in units, such as ounces, cups, or container. The serving size is also provided in grams in parenthesis.

The Sugars (original label) or Total sugars (new label) state the amount of sugar in grams per serving. It is important to note that the new label lists total sugars and added sugars instead of just “sugars.” This change shows the total amount of natural sugars and added sugars the product contains. However, when reading new labels for yogurt, always use the number beside Total Sugars.

Handout: Nutrition Facts Label

According to the Food and Drug Administration (FDA), the original Nutrition Facts Label is over 20 years old. As a result, the FDA updated the label to make certain consumers have access to more recent and accurate nutrition information about the foods they are eating. Also, the FDA expects the new label to make it easier for consumers to make better-informed choices when shopping. Manufacturers will eventually be required to update their packages to reflect the new label, and some are already using the new label. Therefore, consumers may see the new label on food packages.

SIDE-BY-SIDE COMPARISON

Original Label

| Nutrition Facts | |
|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Serving Size 2/3 cup (55g) | |
| Servings Per Container About 8 | |
| Amount Per Serving | |
| Calories 230 | Calories from Fat 72 |
| % Daily Value* | |
| Total Fat 8g | 12% |
| Saturated Fat 1g | 5% |
| Trans Fat 0g | |
| Cholesterol 0mg | 0% |
| Sodium 160mg | 7% |
| Total Carbohydrate 37g | 12% |
| Dietary Fiber 4g | 16% |
| Sugars 12g | |
| Protein 3g | |
| Vitamin A | 10% |
| Vitamin C | 8% |
| Calcium | 20% |
| Iron | 45% |
| * Percent Daily Values are based on a 2,000 calorie diet. Your daily value may be higher or lower depending on your calorie needs. | |
| | Calories: 2,000 2,500 |
| Total Fat | Less than 65g 80g |
| Sat Fat | Less than 20g 25g |
| Cholesterol | Less than 300mg 300mg |
| Sodium | Less than 2,400mg 2,400mg |
| Total Carbohydrate | 300g 375g |
| Dietary Fiber | 25g 30g |

New Label

| Nutrition Facts | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| 8 servings per container | |
| Serving size | 2/3 cup (55g) |
| Amount per serving | |
| Calories | 230 |
| % Daily Value* | |
| Total Fat 8g | 10% |
| Saturated Fat 1g | 5% |
| Trans Fat 0g | |
| Cholesterol 0mg | 0% |
| Sodium 160mg | 7% |
| Total Carbohydrate 37g | 13% |
| Dietary Fiber 4g | 14% |
| Total Sugars 12g | |
| Includes 10g Added Sugars | 20% |
| Protein 3g | |
| Vitamin D 2mcg | 10% |
| Calcium 260mg | 20% |
| Iron 8mg | 45% |
| Potassium 235mg | 6% |
| * 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. | |

Note: The images above are meant for illustrative purposes to show how the new Nutrition Facts label might look compared to the old label. Both labels represent fictional products. When the original hypothetical label was developed in 2014 (the image on the left-hand side), added sugars was not yet proposed so the "original" label shows 1g of sugar as an example. The image created for the "new" label (shown on the right-hand side) lists 12g total sugar and 10g added sugar to give an example of how added sugars would be broken out with a % Daily Value.

Source: U.S. Food and Drug Administration (2016, August 3). Changes to the nutrition facts label. Retrieved from <http://bit.ly/2kRaDUh>.

Handout: Yogurt and Sugar Guide

As of October 1, 2017, yogurt served in the Child and Adult Care Food Program (CACFP) must not have more than 23 grams of sugar per 6 ounces.

There are many types of yogurt that meet this requirement. It is easy to find them by using the Nutrition Facts label and following the steps below.

Table Method

Example #1: Serving Size in Ounces

- Step 1:** Use the Nutrition Facts Label to find the Serving Size, in ounces (oz) or grams (g), on the yogurt.

Write it here: 6 ounces

- Step 2:** Find the Sugars line. Look at the number of grams (g) next to Sugars.

Write it here: 19 grams

- Step 3:** Find the serving size, identified in Step 1, in the table below.

| Nutrition Facts | |
|-------------------------------|----------------|
| Serving Size 6 oz (170g) | |
| Servings Per Container 1 | |
| Amount Per Serving | |
| Calories 150 | |
| | % Daily Value* |
| Total Fat 2g | 3% |
| Saturated Fat 1g | 5% |
| Trans Fat 0g | |
| Cholesterol 10mg | 3% |
| Sodium 90mg | 4% |
| Total Carbohydrate 25g | 8% |
| Dietary Fiber 0g | 0% |
| Sugars 19g | |
| Protein 0g | 0% |

*Percent Daily Values are based on a 2,000 calorie diet.

Sugar Limits Table

| Serving Size Ounces (oz) | Serving Size Grams (g) (Use when the serving size is not listed in ounces) | Sugar Limit | Serving Size Ounces (oz) | Serving Size Grams (g) (Use when the serving size is not listed in ounces) | Sugar Limit |
|-----------------------------|-------------------------------------------------------------------------------------|----------------------------------|-----------------------------|-------------------------------------------------------------------------------------|----------------------------------|
| If the serving size is: | | Sugars must not be more than: | If the serving size is: | | Sugars must not be more than: |
| 1 oz | 28 g | 4 g | 4.75 oz | 135 g | 18 g |
| 1.25 oz | 35 g | 5 g | 5 oz | 142 g | 19 g |
| 1.5 oz | 43 g | 6 g | 5.25 oz | 149 g | 20 g |
| 1.75 oz | 50 g | 7 g | 5.3 oz | 150 g | 20 g |
| 2 oz | 57 g | 8 g | 5.5 oz | 156 g | 21 g |
| 2.25 oz | 64 g | 9 g | 5.75 oz | 163 g | 22 g |
| 2.5 oz | 71 g | 10 g | 6 oz | 170 g | 23 g |
| 2.75 oz | 78 g | 11 g | 6.25 oz | 177 g | 24 g |
| 3 oz | 85 g | 11 g | 6.5 oz | 184 g | 25 g |
| 3.25 oz | 92 g | 12 g | 6.75 oz | 191 g | 26 g |
| 3.5 oz | 99 g | 13 g | 7 oz | 198 g | 27 g |
| 3.75 oz | 106 g | 14 g | 7.25 oz | 206 g | 28 g |
| 4 oz | 113 g | 15 g | 7.5 oz | 213 g | 29 g |
| 4.25 oz | 120 g | 16 g | 7.75 oz | 220 g | 30 g |
| 4.5 oz | 128 g | 17 g | 8 oz | 227 g | 31 g |

- Step 4:** In the table, look at the number to the right of the serving size amount, under the "Sugar Limit" column. If your yogurt has that amount of sugar, or less, the yogurt meets the sugar requirement.

Is it creditable? Yes, this yogurt meets the sugar limit requirement because 19 grams of sugar is within the sugar limit of 23 grams for a Serving Size of 6 oz.

Example #2: Serving Size in Grams

- Step 1:** Use the Nutrition Facts Label to find the Serving Size, in ounces (oz) or grams (g), on the yogurt.

Write it here: 85 grams

- Step 2:** Find the Sugars line. Look at the number of grams (g) next to Sugars. If the serving size says “one container,” check the front of the package to see how many ounces or grams are in the container.

Write it here: 19 grams

- Step 3:** Find the serving size, identified in Step 1, in the table below.

Nutrition Facts

Serving Size 1/2 cup (85g)

Servings Per Container 4

Amount Per Serving

Calories 100

% Daily Value*

Total Fat 0g 0%

Saturated Fat 0g 0%

Trans Fat 0g

Cholesterol 5mg 2%

Sodium 65mg 3%

Total Carbohydrate 21g 7%

Dietary Fiber 0g 0%

Sugars 19g

Protein 0g 0%

*Percent Daily Values are based on a 2,000 calorie diet.

Sugar Limits Table

| Serving Size Ounces (oz) | Serving Size Grams (g) (Use when the serving size is not listed in ounces) | Sugar Limit | Serving Size Ounces (oz) | Serving Size Grams (g) (Use when the serving size is not listed in ounces) | Sugar Limit |
|-----------------------------|-------------------------------------------------------------------------------------|----------------------------------|-----------------------------|-------------------------------------------------------------------------------------|----------------------------------|
| If the serving size is: | | Sugars must not be more than: | If the serving size is: | | Sugars must not be more than: |
| 1 oz | 28 g | 4 g | 4.75 oz | 135 g | 18 g |
| 1.25 oz | 35 g | 5 g | 5 oz | 142 g | 19 g |
| 1.5 oz | 43 g | 6 g | 5.25 oz | 149 g | 20 g |
| 1.75 oz | 50 g | 7 g | 5.3 oz | 150 g | 20 g |
| 2 oz | 57 g | 8 g | 5.5 oz | 156 g | 21 g |
| 2.25 oz | 64 g | 9 g | 5.75 oz | 163 g | 22 g |
| 2.5 oz | 71 g | 10 g | 6 oz | 170 g | 23 g |
| 2.75 oz | 78 g | 11 g | 6.25 oz | 177 g | 24 g |
| 3 oz | 85 g | 11 g | 6.5 oz | 184 g | 25 g |
| 3.25 oz | 92 g | 12 g | 6.75 oz | 191 g | 26 g |
| 3.5 oz | 99 g | 13 g | 7 oz | 198 g | 27 g |
| 3.75 oz | 106 g | 14 g | 7.25 oz | 206 g | 28 g |
| 4 oz | 113 g | 15 g | 7.5 oz | 213 g | 29 g |
| 4.25 oz | 120 g | 16 g | 7.75 oz | 220 g | 30 g |
| 4.5 oz | 128 g | 17 g | 8 oz | 227 g | 31 g |

- Step 4:** In the table, look at the number to the right of the serving size amount, under the “Sugar Limit” column. If your yogurt has that amount of sugar, or less, the yogurt meets the sugar requirement.

Is it creditable? No, this yogurt does not meet the sugar limit requirement because 19 grams of sugar exceeds the sugar limit of 11 grams for a Serving Size of 85 grams.

SHOW SLIDE: [Table Method: Yogurt](#)**SAY:**

There are a number of ways to determine if a yogurt meets the sugar limit requirements. Today, we will explore the table method for yogurt as it is the easiest and the fastest way for determining if a yogurt item meets the sugar limit requirement. This method features a table with common sizes of yogurt and the pre-calculated sugar limit for each size. For your reference, you can find this method on the [Yogurt and Sugar Guide](#) handout, as well as a link to the USDA's training worksheets, in your Participant's Workbook.

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

- The left column, Serving Sizes (Ounces) is used when a yogurt's Nutrition Fact Label lists the serving size in ounces, such as 6 ounces or 8 ounces.
- The middle column, Serving Sizes (Grams), is used when the Nutrition Fact Label's serving size is not in ounces, but in cups, containers, or other units. In situations such as these, you can use the number in parenthesis, the grams, to determine if the yogurt is within the sugar limit.
- The right column lists the sugar limits for each serving size.

The table method was adapted from the USDA Team Nutrition's training worksheet "Choose Yogurts That Are Low in Added Sugar." You can find a link to this resource on the [Training Resources](#) handout in the Appendix of your Participant's Workbook.

SHOW SLIDE: [Table Method Steps](#)**SAY:**

This method features four steps.

- First, 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.
- Next, look at the number next to Sugars. There is 19 grams of sugar in this package per serving.
- Then, locate the yogurt's Serving Size in the "Serving Size in Ounces" column on the "Sugar Limits Table." In this case, it is 6 ounces.

SHOW SLIDE: [Table Method Steps \(cont.\)](#)**SAY:**

Last, look at the number to the right of the serving size amount, under the "Sugar Limit" column in the table. If your yogurt has that amount of sugar, or less, the yogurt meets the sugar requirement.

DO:

Encourage participants to look at the Sugar Limits Table to determine if the yogurt is within the sugar limit requirements. Then ask is this yogurt creditable?

SHOW SLIDE: Is it Creditable?**SAY:**

According to the table, for a 6-ounce serving, the sugar limit is 23 grams of total sugars. Therefore, this item is creditable because the sugar amount, 19 grams, is between the sugar limit of 0 and 23 grams.

SHOW SLIDE: Serving Size in Grams**SAY:**

As mentioned, sometimes you may find yogurts that do not list the serving size in ounces, but in cups or containers. For instance, this yogurt label lists “1 container (170 grams)” as the serving size and “19 grams” for sugar. Using the middle column in the Yogurt Sugar Limits Table, this product would be creditable because 19 grams of sugar is within the sugar limit requirements of 0–23 grams for a product with 170 grams per serving size.

As previously mentioned, some yogurts may list the serving size as one container and not list ounces and grams on the Nutrition Facts Label. In these cases, refer to the front of the package, to see how many ounces or grams are in the container.

NOTE TO INSTRUCTOR: The following Yogurt Sugar Limits Table highlights the second example used in this slide. This table is listed at the bottom of the Yogurt and Sugar Guide handout, and it is meant to be used as a reference only.

SHOW SLIDE: Activity: Yogurt, Is it Creditable?**DO:****(Workbook Activity): Yogurt, Is it Creditable?**

Purpose: The purpose of this activity is to provide an opportunity to practice identifying yogurt products that meet the sugar limit requirements for the CACFP.

Materials Needed: Yogurt, Is it Creditable? worksheet, and pen or pencil

Time: 10–15 minutes

Instructions:

1. **SAY:** Please turn to the **Yogurt, Is it Creditable?** worksheet in your Participant's Workbook. Use the Sugar Limits Table to determine if the yogurt is creditable.
2. **DO:** Allow 5–10 minutes for the participants to complete the assignment. Then use the **Answer Key: Yogurt, Is it Creditable?** to review the answers with the participants.

Answer Key: Yogurt, Is it Creditable?

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

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 ounce
- Step 2:** Find the amount for Sugars.
Write it here: 14 grams
- Step 3:** Use the serving size identified in Step 1 to find the serving size of your yogurt in the Sugar Limits Table.
- Step 4:** In the table, look at the number to the right of the serving size amount, under the "Sugar Limit" column. Is it creditable? Yes, because 14 grams of sugar is between the sugar limits of 0–23 grams of sugar

| Nutrition Facts | |
|----------------------------------------------------------|------------|
| Serving Size 5.3 oz (150g) | |
| Servings Per Container 1 | |
| Amount Per Serving | |
| Calories 130 | |
| % Daily Value* | |
| Total Fat 2.5g | 4% |
| Saturated Fat 1.5g | 8% |
| Trans Fat 0g | |
| Cholesterol 15mg | 5% |
| Sodium 50mg | 2% |
| Total Carbohydrate 17g | 6% |
| Dietary Fiber 1g | 4% |
| Sugars 14g | |
| Protein 11g | 22% |
| *Percent Daily Values are based on a 2,000 calorie diet. | |

Plain 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: 8 ounces
- Step 2:** Find the amount for Sugars.
Write it here: 9 grams
- Step 3:** Use the serving size identified in Step 1 to find the serving size of your yogurt in the Sugar Limits Table.
- Step 4:** In the table, look at the number to the right of the serving size amount, under the "Sugar Limit" column. Is it creditable? Yes, because 9 grams of sugar is between the sugar limits of 0–30 grams of sugar

| Nutrition Facts | |
|----------------------------------------------------------|------------|
| Serving Size 8 oz (227g) | |
| Servings Per Container 4 | |
| Amount Per Serving | |
| Calories 220 | |
| % Daily Value* | |
| Total Fat 11g | 17% |
| Saturated Fat 8g | 40% |
| Trans Fat 0g | |
| Cholesterol 30mg | 10% |
| Sodium 80mg | 3% |
| Total Carbohydrate 9g | 3% |
| Dietary Fiber 0g | 0% |
| Sugars 9g | |
| Protein 20g | 40% |
| *Percent Daily Values are based on a 2,000 calorie diet. | |

Raspberry 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: 6 ounces
- Step 2:** Find the amount for Sugars.
Write it here: 25 grams
- Step 3:** Use the serving size identified in Step 1 to find the serving size of your yogurt in the Sugar Limits Table.
- Step 4:** In the table, look at the number to the right of the serving size amount, under the "Sugar Limit" column. Is it creditable? No, because 25 grams of sugar is beyond the sugar limit of 23 for a 6 ounce serving size

| Nutrition Facts | |
|----------------------------------------------------------|------------|
| Serving Size 6 oz | |
| Servings Per Container 1 | |
| Amount Per Serving | |
| Calories 160 | |
| % Daily Value* | |
| Total Fat 2.5g | 4% |
| Saturated Fat 1.5g | 8% |
| Trans Fat 0g | |
| Cholesterol 10mg | 3% |
| Sodium 105mg | 4% |
| Total Carbohydrate 26g | 9% |
| Dietary Fiber 0g | 0% |
| Sugars 25g | |
| Protein 8g | 16% |
| *Percent Daily Values are based on a 2,000 calorie diet. | |

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 ounces
- Step 2:** Find the amount for Sugars.
Write it here: 19 grams
- Step 3:** Use the serving size identified in Step 1 to find the serving size of your yogurt in the Sugar Limits Table.
- Step 4:** In the table, look at the number to the right of the serving size amount, under the "Sugar Limit" column. Is it creditable? No, because 19 grams of sugar is beyond the sugar limit of 10 for a 2.5 ounce serving size

Nutrition Facts

Serving Size 2.5 oz (70g)
Servings Per Container 4

| Amount Per Serving | |
|-------------------------------|-----------|
| Calories | 120 |
| % Daily Value* | |
| Total Fat 1g | 2% |
| Saturated Fat 0g | 0% |
| Trans Fat 0g | |
| Sodium 85mg | 4% |
| Total Carbohydrate 25g | 8% |
| Dietary Fiber 1g | 4% |
| Sugars 19g | |
| Protein 2g | 4% |

*Percent Daily Values are based on a 2,000 calorie diet.

Sugar Limits Table

| Serving Size Ounces (oz) | Serving Size Grams (g) (Serving size is not listed in ounces) | Sugar Limit | Serving Size Ounces (oz) | Serving Size Grams (g) (Serving size is not listed in ounces) | Sugar Limit |
|-----------------------------|------------------------------------------------------------------------|--------------------------------|-----------------------------|------------------------------------------------------------------------|--------------------------------|
| If the serving size is: | | Sugars cannot be more than: | If the serving size is: | | Sugars cannot be more than: |
| 1 oz | 28 g | 4 g | 4.75 oz | 135 g | 18 g |
| 1.25 oz | 35 g | 5 g | 5 oz | 142 g | 19 g |
| 1.5 oz | 43 g | 6 g | 5.25 oz | 149 g | 20 g |
| 1.75 oz | 50 g | 7 g | 5.3 oz | 150 g | 20 g |
| 2 oz | 57 g | 8 g | 5.5 oz | 156 g | 21 g |
| 2.25 oz | 64 g | 9 g | 5.75 oz | 163 g | 22 g |
| 2.5 oz | 71 g | 10 g | 6 oz | 170 g | 23 g |
| 2.75 oz | 78 g | 11 g | 6.25 oz | 177 g | 24 g |
| 3 oz | 85 g | 11 g | 6.5 oz | 184 g | 25 g |
| 3.25 oz | 92 g | 12 g | 6.75 oz | 191 g | 26 g |
| 3.5 oz | 99 g | 13 g | 7 oz | 198 g | 27 g |
| 3.75 oz | 106 g | 14 g | 7.25 oz | 206 g | 28 g |
| 4 oz | 113 g | 15 g | 7.5 oz | 213 g | 29 g |
| 4.25 oz | 120 g | 16 g | 7.75 oz | 220 g | 30 g |
| 4.5 oz | 128 g | 17 g | 8 oz | 227 g | 31 g |

SHOW SLIDE: [Whole Eggs](#)

SAY:

Eggs are a great source of protein. Previously, there was a concern that the protein in egg whites may cause an allergic reaction. However, the AAP concluded that there is no convincing evidence to delay the introduction of foods that are considered major food allergens such as eggs. Therefore, the updated infant meal pattern requirements allow 0–4 tablespoons of whole eggs to credit toward a reimbursable meal.

It is important to note that when serving eggs, you must serve the whole egg, serving only egg yolks or only egg whites is no longer creditable in CACFP.

SHOW SLIDE: [Cheese](#)

SAY:

Next, 0–2 ounces of cheese and cottage cheese credits as a meat alternate. Some common examples of cheese may include shredded or sliced Swiss, Colby, and Monterey Jack.

SHOW SLIDE: [Cheese Foods and Cheese Spreads](#)

SAY:

However, certain cheese items have significantly higher amounts of sodium than others. Eating too many foods high in sodium can lead to heart disease, stroke, and hypertension. Therefore, the updated infant meal pattern requirements disallow the service of cheese foods or cheese spreads for infant meals. It is important to note, cheese foods are still allowable for children and adults.

SHOW SLIDE: [Non-Creditable Cheese Foods](#)

SAY:

Non-creditable items may be identified by reading the product's packaging for the wording "imitation cheese," "cheese food," or "cheese product" on the food label, such as:

- cheese whips,
- cheese with pimento, and
- cream cheese.

Refer to the *USDA Food Buying Guide for Child Nutrition Programs* to help you identify approved cheese items. You can find a link to this resource on the [Training Resources](#) handout in the Appendix of your Participant's Workbook.

SHOW SLIDE: [Grains](#)

SAY:

The next food component for infants is grains. During the first year, grains, such as iron-fortified infant cereals, can be a great source of essential nutrients, such as B vitamins, zinc, and magnesium.

When infants are developmentally ready, serve 0–4 tablespoons of iron-fortified infant cereal for a reimbursable meal.

SHOW SLIDE: Snack Meals Only**SAY:**

The updated infant meal pattern requirements allow breads, crackers, and now, ready-to-eat cereals to credit for snack meals only. Ready-to-eat cereals are often labeled breakfast cereals or just cereal. For the purpose of this training, we are going to call them breakfast cereals.

When choosing to serve breakfast cereals at snack, it must contain no more than 6 grams of sugar per dry ounce to be reimbursable, and must be enriched, fortified, or whole grain-rich.

The term whole grain-rich is also an update to the meal pattern. These foods are 100% whole grains or at least 50% whole grain and the remaining grains are enriched. The child and adult meal patterns features a whole grain-rich requirement; however, it does not apply to infant meals or snacks. This means that infant meals do not require a whole grain-rich item, it is only a good practice to ensure infants are offered whole grains.

SHOW SLIDE: Selecting Creditable Breakfast Cereals**SAY:**

Similar to yogurt, there are several ways to determine if a cereal meets the sugar requirements of no more than 6 grams total per dry ounce:

- WIC Approved Breakfast Cereals List
- Table Method

Each of these methods are valid ways of determining if a cereal meets the sugar limit. If a cereal falls within the sugar limit using at least one of these methods, it is considered to be within the sugar limit and may be creditable.

Let's review both methods to identify which one is best for you and your program. Turn to the **Breakfast Cereal and Sugar Guide** handout in your Participant's Workbook.

NOTE TO INSTRUCTOR: The handout was separated into two sections to align with the script.

SHOW SLIDE: Use WIC Approved Breakfast Cereal Lists**SAY:**

The first method calls for you to use the State agency's Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) approved breakfast cereal list. Similar to the CACFP, all WIC approved breakfast cereals must contain no more than 6 grams of sugar per dry ounce (21.2 grams of sugar per 100 grams). Therefore, if you choose a breakfast cereal from any approved WIC cereal list, it will meet the sugar limit requirements for breakfast cereals. To locate WIC approved food lists for each state, visit the following website: www.fns.usda.gov/wic/wic-contacts. However, it is important to note that WIC approved yogurt does not meet the sugar requirements; therefore, you should not use it as a source for finding creditable yogurt items.

Handout: Breakfast Cereal and Sugar Guide

Requirement: Starting October 1, 2017, breakfast cereals served in CACFP must contain no more than 6 grams of sugar per dry ounce.

WIC Approved Breakfast Cereals List

Use any State agency's Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) approved breakfast cereal list for creditable breakfast cereals. Similar to CACFP, all WIC approved breakfast cereals must contain no more than 6 grams of sugar per dry ounce (21.2 grams of sugar per 100 grams).

Website: www.fns.usda.gov/wic/wic-contacts

SHOW SLIDE: Table Method: Breakfast Cereal

SAY:

The next way for determining if a breakfast cereal meets the sugar limit requirement is to use the table method. Very similar to determining yogurt products that meet the sugar requirements, this method uses a table to determine the amount of sugar in breakfast cereal. It features pre-calculated sugar limits for common serving sizes for breakfast cereals. In addition to finding this method on the **Breakfast Cereal and Sugar Guide** handout, you can also find it on the USDA Team Nutrition's training worksheet "Choose Breakfast Cereals That Are Low in Added Sugar." The link to this training worksheet is featured on the **Training Resources** handout in the Appendix of the Participant's Workbook.

Take a 1-2 minutes to review the **Breakfast Cereal and Sugar Guide** handout.

DO:

Allow participants 1-2 minutes to review the handout, then review the steps with the participants. After you have completed this task, ask are there any questions before advancing to the next slide.

Handout: Breakfast Cereal and Sugar Guide (cont.)

Table Method

- **Step 1:** Use the Nutrition Facts label to find the Serving Size, in grams (g), of the cereal. Write it here: 30 grams
- **Step 2:** Find the Sugars line. Look at the number of grams (g) next to Sugars. Write it here: 5 grams
- **Step 3:** Use the serving size identified in Step 1 to find the serving size of your cereal in the Sugar Limits Table.
- **Step 4:** In the table, look at the number to the right of the serving size amount, under the "Sugar Limit" column. If your breakfast cereal has that amount of sugar, or less, it meets the sugar requirement.
Is it creditable? Yes, this breakfast cereal is creditable because 5 grams of sugar is below the sugar limit of 6 grams for a serving size of 30 grams.

| Nutrition Facts | |
|-------------------------------|---------------------|
| Serving Size 3/4 cup (30g) | |
| Servings Per Container 15 | |
| Amount Per Serving | |
| Calories 100 | Calories from Fat 5 |
| % Daily Value* | |
| Total Fat 0.5g | 1% |
| Saturated Fat 0g | 0% |
| Trans Fat 0g | |
| Cholesterol 0mg | 0% |
| Sodium 140mg | 6% |
| Total Carbohydrate 22g | 7% |
| Dietary Fiber 3g | 12% |
| Sugars 5g | |
| Protein 140g | 280% |

*Percent Daily Values are based on a 2,000 calorie diet.

| Sugar Limits Table | | | |
|-------------------------|-----------------------------|-------------------------|-----------------------------|
| Serving Size | Sugar Limit | Serving Size | Sugar Limit |
| If the serving size is: | Sugars cannot be more than: | If the serving size is: | 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 |

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

DO:

(Workbook Activity): Breakfast Cereal, Is it Creditable?

Purpose: The purpose of this activity is to determine if each cereal meets the breakfast cereal guidelines for the CACFP meal pattern requirements.

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

Time: 10–15 minutes

Instructions:

1. **SAY:** Please turn to the **Breakfast Cereal, Is it Creditable?** worksheet in your Participant's Workbook. Review each label and then, use the table method (sugar limits table) to determine if the breakfast cereal contains no more than 6 grams of sugar per dry ounce.
2. **DO:** Allow 5–10 minutes for the participants to complete the assignment. Then review the answers with the participants using the following answer key.

Answer Key: Breakfast Cereal, Is it Creditable?

Instructions: Review each label. Then, choose the best method for determining if the breakfast cereal is within the sugar limit.

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 for Sugars
Write it here: 10 grams
- **Step 3:** Use the Sugar Limits Table to determine if the cereal is within the limit
- **Step 4:** In the table, look at the number to the right of the serving size amount, under the "Sugar Limit" column. If your breakfast cereal has that amount of sugar, or less, it meets the sugar requirement. Is it creditable? No, because 10 grams of sugar is higher than the sugar limit of 7 grams for this cereal's Serving Size

| Nutrition Facts | |
|-------------------------------|-----------------------|
| Serving Size 9 cups (32g) | |
| Servings Per Container 1 | |
| Amount Per Serving | |
| Calories 130 | Calories from Fat 1.5 |
| % Daily Value* | |
| Total Fat 0g | 0% |
| Saturated Fat 0g | 0% |
| Trans Fat 0g | |
| Sodium 160mg | 7% |
| Total Carbohydrate 27g | 9% |
| Dietary Fiber 1g | 4% |
| Sugars 10g | |
| Protein 1g | 2% |

*Percent Daily Values are based on a 2,000 calorie diet.

Honey Frosty O's

- **Step 1:** Use the Nutrition Facts Label to find the Serving Size on the cereal
Write it here: 28 grams
- **Step 2:** Find the amount for Sugars
Write it here: 9 grams
- **Step 3:** Use the Sugar Limits Table to determine if the cereal is within the limit
- **Step 4:** In the table, look at the number to the right of the serving size amount, under the "Sugar Limit" column. If your breakfast cereal has that amount of sugar, or less, it meets the sugar requirement. Is it creditable? No, because 9 grams of sugar is higher than the sugar limit of 6 grams for this cereal's Serving Size

| Nutrition Facts | |
|-------------------------------|----------------------|
| Serving Size 3/4 cup (28g) | |
| Servings Per Container 12 | |
| Amount Per Serving | |
| Calories 110 | Calories from Fat 15 |
| % Daily Value* | |
| Total Fat 1.5g | 2% |
| Saturated Fat 0g | 0% |
| Trans Fat 0g | |
| Sodium 160mg | 7% |
| Total Carbohydrate 22g | 7% |
| Dietary Fiber 2g | 8% |
| Sugars 9g | |
| Protein 2g | 4% |

*Percent Daily Values are based on a 2,000 calorie diet.

Rice Puffs

- **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 for Sugars.
Write it here: 12 grams
- **Step 3:** Use the Sugar Limits Table to determine if the cereal is within the limit
- **Step 4:** In the table, look at the number to the right of the serving size amount, under the "Sugar Limit" column. If your breakfast cereal has that amount of sugar, or less, it meets the sugar requirement. Is it creditable? No, because 12 grams of sugar is higher than the sugar limit of 6 grams for this cereal's Serving Size

| Nutrition Facts | |
|-------------------------------|-----------|
| Serving Size 3/4 cup (30g) | |
| Servings Per Container 12 | |
| Amount Per Serving | |
| Calories 120 | |
| % Daily Value* | |
| Total Fat 0g | 0% |
| Saturated Fat 0g | 0% |
| Trans Fat 0g | |
| Sodium 110mg | 5% |
| Total Carbohydrate 27g | 9% |
| Dietary Fiber 0g | 0% |
| Sugars 12g | |
| Protein 1g | 2% |

*Percent Daily Values are based on a 2,000 calorie diet.

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 for Sugars
Write it here: 3 grams
- **Step 3:** Use the Sugar Limits Table to determine if the cereal is within the limit
- **Step 4:** In the table, look at the number to the right of the serving size amount, under the "Sugar Limit" column. If your breakfast cereal has that amount of sugar, or less, it meets the sugar requirement. Is it creditable? Yes, because 3 grams of sugar is less than the sugar limit of 7 grams for this cereal's Serving Size

| Nutrition Facts | |
|----------------------------------------------------------|----------------|
| Serving Size (33g) | |
| Servings Per Container 1 | |
| Amount Per Serving | |
| Calories 120 | |
| | % Daily Value* |
| Total Fat 1g | 2% |
| Saturated Fat 0g | 0% |
| Trans Fat 0g | |
| Sodium 270mg | 11% |
| Total Carbohydrate 27g | 9% |
| Dietary Fiber 1g | 4% |
| Sugars 3g | |
| Protein 2g | 4% |
| *Percent Daily Values are based on a 2,000 calorie diet. | |

Sugar Limits Table

| Serving Size | Sugar Limit | Serving Size | Sugar Limit |
|-------------------------|-----------------------------|-------------------------|-----------------------------|
| If the serving size is: | Sugars cannot be more than: | If the serving size is: | 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 |

SHOW SLIDE: [Deep-Fat Frying](#)

SAY:

The last update we will explore today is deep-fat frying, in which the food is cooked by submerging in hot oil or other fat. The updated meal pattern requirements no longer allow deep-fat frying as a way of cooking foods on-site or at central, satellite kitchens who prepare foods, and then deliver them to the site. This requirement applies to all CACFP age groups, including infants.

Foods that are pre-fried, flash-fried, par-fried, or deep-fat fried by a commercial manufacturer may be purchased and served as part of a reimbursable meal. Similarly, CACFP facilities that vend meals may claim

vended meals that contain deep-fat fried foods as long as the food was prepared by the vendor off-site. These pre-fried items must be reheated by a method other than deep-fat frying.

SHOW SLIDE: [Choose Healthier Methods](#)

SAY:

Serving infants any type of deep-fat fried food is strongly discouraged. These foods are often high in calories and solid fat, and eating too many fried foods can negatively influence eating habits and increase the risk of chronic illnesses later in life.

Therefore, it is a good practice to always consider the nutritional value of a food and how it contributes to the development of healthy eating habits when planning meals and snacks for infants. Likewise, serving infants nutritious foods as opposed to those high in fat, sugar, and calories, will help to establish the foundation for developing habits that can last a lifetime.

For some alternative ideas for cooking foods without deep-frying them, refer to the [Cooking Methods](#) handout in your Participant's Workbook.

| Handout: Cooking Methods | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Roasting or Baking | |
| <ul style="list-style-type: none"> Roasting or baking involves cooking meat, poultry, fish, or vegetables in the oven without any liquid and no cover on the cooking vessel. When roasting or baking meat or poultry, remove all visible fat from poultry or beef. Add appropriate seasonings and flavorings to replace flavor lost when fat is removed. Since salt penetrates meat only about an inch and retards browning, most recipes suggest adding salt at the end of cooking. Do not add salt unless the recipe calls for it. If a meat thermometer is used, place it in the thickest part of the meat, away from bone or fat. Place in the cooking dish/pan. Do not cover, and do not add any liquid for meat or poultry. Place meat on a rack when appropriate so fat will drain and hot air can circulate on all sides. For meats, roast or bake following the recipe for the oven temperature until the food reaches the appropriate internal temperature (the temperature specified in the recipe). Remove from the oven and serve. For large pieces of meat, like a turkey or a large roast, allow the meat to sit in a warm place for about 15 minutes before carving or slicing. This makes the meat firmer, juicier, and easier to slice. Meats should be sliced across the grain. Hold cooked meat and poultry the correct way. If the meat or poultry will not be served immediately, it should be covered and kept in a warmer at the correct temperature or chilled in the refrigerator. Never hold a meat product at room temperature. | |
| Sautéing | |
| <ul style="list-style-type: none"> Sautéing uses high heat and a small amount of fat to rapidly cook vegetables, meat, poultry, and fish. Searing and stir-frying are also sautéing techniques. | |

- Prepare the meat or poultry by making sure it is dry. If a marinade has been used, drain it thoroughly and pat the food dry. Food with a lot of moisture will steam rather than sauté.
- Add oil to the pan according to recipe. Measure the oil carefully.
- Heat the oil; add the meat, poultry, or fish. The meat, poultry, or fish pieces should be added to the pan in a single layer. If the pieces are touching, the product will steam, not sauté.
- Cook the meat by gently turning until browned on all sides and cooked evenly. Some recipes suggest that the cooked meat be removed from the pan and the remaining flavored juices be used to make a sauce. Follow the recipe.
- Sautéed meals should be cooked in batches just-in-time for service. Covering a sautéed food during holding causes it to steam, and the advantages of the sauté technique are lost. Serve immediately. Never hold a meat product at room temperature.

Braising and Stewing

- Braising and stewing are a combination of dry-heat and moist-heat cooking used for less tender cuts of meat. Braising is used for large cuts of meat. The same technique is called stewing when used for bite-sized pieces of meat, poultry, or fish.
- Trim fat and prepare meat according to the recipe.
- Sear the meat on all sides. Searing meat before braising or stewing adds color and flavor. Follow the recipe to use a small amount of oil or preferably, no oil. Brown the meat on all sides in a hot pan. For large pieces of meat, use a pan in the oven or a steam jacketed kettle. For smaller pieces, use a grill, or brown in a hot oven.
- Remove the meat from the pan and add any vegetables or seasonings called for in the recipe.
- Add the seared meat back to the cooking pan along with the liquid for cooking.
- Cover tightly and simmer until tender. Follow the recipe for the temperature and time for the equipment being used. Do not allow the liquid to boil. The size of the cut of meat and the kind of meat will also influence the cooking time. Braised or stewed meats are done when they are tender.
- Remove the meat from the cooking liquid. Some recipes suggest the cooking liquid be cooked an additional time to reduce the volume and concentrate the flavor. The cooking liquid may also be thickened with a roux.
- Hold cooked meat and poultry the correct way. If the meat, poultry, or fish will not be served immediately, it should be covered and kept in a warmer at the correct temperature or chilled in the refrigerator.

SHOW SLIDE: [Activity: Recall that Term](#)

DO:

(Activity): Recall that Term

Purpose: The purpose of this activity is to identify the updated meal pattern requirements for infants.

Materials Needed: Term Cards

Time: 10–15 minutes

Instructions:

1. **DO:** Divide the class into groups of 4 participants. Distribute the **Term Cards** to each group.
2. **SAY:** Now that we have covered the guidelines for the updated infant meal pattern requirements, let's play a game called *Recall that Term*. Each player will select a card, and it lists a term along with key requirements. When it is your turn, state the term on the card. Your teammates will then state the key requirement(s) for each term. For example, if my card lists breastmilk, my teammate might say the best source of nutrients for infants. However, you cannot state the requirements or give any clues. If your teammates are unable to describe the term, you may pass to the next person. The first group to complete this activity wins the game.
3. **DO:** Allow each group 5–10 minutes to complete this activity. Then, review the following **Answer Key: Recall that Term** with the participants. The phrases are included in the following table. At the end of this activity, allow participants to return to their seats.

NOTE TO INSTRUCTOR: If this is a large group, consider completing this activity as a large group activity.

Answer Key: Recall that Term

Term Cards

- Term Card 1: Breastmilk
 - Only breastmilk (or infant formula) should be served to infants, birth through 6 months of age. Child care providers may be reimbursed for meals when a mother directly breastfeeds her infant on-site or when a parent or guardian supplies expressed breastmilk.
- Term Card 2: Gradual Introduction
 - Infants should be gradually introduced to solid foods around 6 months of age, as they are developmentally ready to accept them.
- Term Card 3: Infant Age Groups
 - Infant age groups consist of birth through the end of 5 months and 6 months through the end of 11 months.
- Term Card 4: Ready-to-Eat Cereals
 - During snack meals, ready-to-eat cereals may be served to meet the grains component. Ready-to-eat cereals must contain no more than 6 grams of sugar per dry ounce.
- Term Card 5: 4–6 Fluid Ounces
 - Infants ages zero through the end of 5 months must be served 4 to
 - 6 fluid ounces of breastmilk or infant formula at each meal.
- Term Card 6: Vegetables and Fruits
 - All meals and snacks must include vegetables and fruits when the infant is developmentally ready to accept them.
- Term Card 7: Juice
 - Juice is not reimbursable for infant meals or snacks.

- Term Card 8: Cheese Spreads
 - Cheese foods or cheese spreads are not reimbursable for infant meals or snacks.
- Term Card 9: Developmental Readiness
 - Solid foods must be served when an infant is developmentally ready. Communicate with parents or guardians to determine when and what solid foods should be served.
- Term Card 10: Yogurt Sugar Limit
 - Yogurt must contain no more than 23 grams of sugar per 6 ounces.

CONCLUSION:

SHOW SLIDE: Training Review

SAY:

In this training, we covered the updated meal pattern requirements for infant meals and snacks. Specifically, we explored

- the two age groups and how they promote breastfeeding by providing reimbursement when a mother breastfeeds her infant onsite,
- key requirements for serving expressed milk and infant formula,
- the importance of developmental readiness, and
- how the updated requirements provide more nutritious foods for infants.

ASK:

At this time, are there any questions before we move to the last activity in this training?

DO:

Answer any questions and then, begin the next activity.

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

SHOW SLIDE: Activity: Key Points to Remember

DO:

(Workbook Activity): Key Points to Remember

Purpose: The purpose of this activity is to reflect on the information covered in this training and to list any key points needed for later use.

Materials Needed: Key Points to Remember worksheet and pen or pencil

Time: 5 minutes

Instructions:

1. **SAY:** Turn to the **Key Points to Remember** worksheet in your Participant's Workbook. Take a few minutes to think about the information covered in this training. List some key points you wish to remember for when you return to your facility.
2. **DO:** Allow about 2–3 minutes for participants to complete this activity and then, ask volunteers to share their responses. After everyone has finished, ask if there are any questions and then, begin the next training.

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

Answer Key: Key Points to Remember

Instructions: Think about the information covered in this training. List some key points you wish to remember for when you return to your facility.

Key Point 1: *There are now two age groups, instead of three: birth through the end of 5 months and 6 months through the end of 11 months.*

Key Point 2: *Infants should be gradually introduced to solid foods around 6 months, as developmentally appropriate.*

Key Point 3: *Juice, cheese food, or cheese spread no longer credits as part of a reimbursable meal for infant meals or snacks.*

Key Point 4: *Ready-to-eat cereals credits as part of a reimbursable snack only.*

SHOW SLIDE: Post-Assessment

DO:

Post-Assessment

Purpose: The purpose of the Post-Assessment is to determine what the participants learned throughout the training.

Materials Needed: Post-Assessment, Training Evaluation, and pen or pencil

Time: 10 minutes

Instructions:

1. **DO:** Distribute the **Post-Assessment** and the **Training Evaluation**.
2. **SAY:** The Post-Assessment is designed to assess what you have learned during this training. Begin by placing the non-name identifier, used for your Pre-Assessment, at the top of the page. Then, complete the Post-Assessment by reading each question carefully and selecting the best answer. Upon completion, please complete the training evaluation.
3. **DO:** Allow a minimum of 10 minutes for participants to complete the Post-Assessment. Remind them to list the identifier they used on the Pre-Assessment. Collect the Post-Assessments and the training evaluation. Then, dismiss the training.



Appendix

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Assessments and Answer Key

Pre-Assessment

Non-Name Identifier _____

Instructions: Place an easy to remember, non-name identifier (such as a word, phrase, or symbol) in the space provided at the top of this page. Then, read each question carefully and select the best answer.

1. The revised CACFP meal patterns include _____.
 - a. a greater variety of fruits and vegetables
 - b. additional whole grains and protein options
 - c. less added sugar
 - d. All of the above
2. How many times can a CACFP operator serve juice to infants in a single day?
 - a. 3 times per day
 - b. 1 time per day
 - c. 0 times per day
 - d. 4 times per day
3. Breastmilk may be served to participants of any age. True or False?
 - a. True
 - b. False
4. Yogurt must contain no more than _____ grams of sugar per _____ ounces.
 - a. 20 grams, 4 ounces
 - b. 23 grams, 1 ounce
 - c. 23 grams, 6 ounces
 - d. 26 grams, 6 ounces
5. Breakfast cereals must contain no more than _____ grams of sugar per dry ounce.
 - a. three
 - b. five
 - c. six
 - d. thirteen
6. The infant meal pattern requirements allow ready-to-eat cereals to be served during _____.
 - a. breakfast
 - b. lunch
 - c. snack
 - d. None of the above

7. What are the two new infant age groups?
 - a. birth through the end of 4 months and 5 months through the end of 11 months
 - b. birth through the end of 5 months and 6 months through the end of 11 months
 - c. birth through the end of 5 months and 6 months through the end of 12 months
 - d. birth through the end of 6 months and 7 months through the end of 11 months
8. Cheese foods and cheese spreads are creditable items. True or False?
 - a. True
 - b. False
9. Which frying method is no longer allowed as an approved method for preparing meals on-site in CACFP settings?
 - a. Pan-frying
 - b. Deep-fat frying
 - c. Stir-frying
 - d. All of the above
10. Choose the correct statement regarding eggs and infant meals and snacks.
 - a. Only egg yolks are allowed as part of a reimbursable meal or snack.
 - b. Only whole eggs are allowed as part of a reimbursable meal or snack.
 - c. Only egg whites only are allowed as part of a reimbursable meal or snack.
 - d. Eggs are not allowed as part of a reimbursable meal or snack.

Post-Assessment

Non-Name Identifier _____

Instructions: Place the same non-name identifier used on the Pre-Assessment in the space provided at the top of this page. Then, read each question carefully and select the best answer.

1. The revised CACFP meal patterns include _____.
 - a. a greater variety of fruits and vegetables
 - b. additional whole grains and protein options
 - c. less added sugar
 - d. All of the above
2. How many times can a CACFP operator serve juice to infants in a single day?
 - a. 3 times per day
 - b. 1 time per day
 - c. 0 times per day
 - d. 4 times per day
3. Breastmilk may be served to participants of any age. True or False?
 - a. True
 - b. False
4. Yogurt must contain no more than _____ grams of sugar per _____ ounces.
 - a. 20 grams, 4 ounces
 - b. 23 grams, 1 ounce
 - c. 23 grams, 6 ounces
 - d. 26 grams, 6 ounces
5. Breakfast cereals must contain no more than _____ grams of sugar per dry ounce.
 - a. three
 - b. five
 - c. six
 - d. thirteen
6. The infant meal pattern requirements allow ready-to-eat cereals to be served during _____.
 - a. breakfast
 - b. lunch
 - c. snack
 - d. None of the above
7. What are the two new infant age groups?
 - a. birth through the end of 4 months and 5 months through the end of 11 months
 - b. birth through the end of 5 months and 6 months through the end of 11 months
 - c. birth through the end of 5 months and 6 months through the end of 12 months
 - d. birth through the end of 6 months and 7 months through the end of 11 months

8. Cheese foods and cheese spreads are creditable items. True or False?
 - a. True
 - b. False

9. Which frying method is no longer allowed as an approved method for preparing meals on-site in CACFP settings?
 - a. Pan-frying
 - b. Deep-fat frying
 - c. Stir-frying
 - d. All of the above

10. Choose the correct statement regarding eggs and infant meals and snacks.
 - a. Only egg yolks are allowed as part of a reimbursable meal or snack.
 - b. Only whole eggs are allowed as part of a reimbursable meal or snack.
 - c. Only egg whites only are allowed as part of a reimbursable meal or snack.
 - d. Eggs are not allowed as part of a reimbursable meal or snack.

Answer Key

1. The revised CACFP meal patterns include _____.
 - D. All of the above
2. How many times can a CACFP operator serve juice to infants in a single day?
 - C. 0 times per day
3. Breastmilk may be served to participants of any age. True or False?
 - True
4. Yogurt must contain no more than _____ grams of sugar per _____ ounces.
 - C. 23 grams, 6 ounces
5. Breakfast cereals must contain no more than _____ grams of sugar per dry ounce.
 - C. six
6. The infant meal pattern requirements allow ready-to-eat cereals to be served during _____.
 - C. snack
7. What are the two new infant age groups?
 - B. birth through the end of 5 months and 6 months through the end of 11 months
8. Cheese foods and cheese spreads are creditable items. True or False?
 - B. False
9. Which frying method is no longer allowed as an approved method for preparing meals on-site in CACFP settings?
 - B. Deep-fat frying
10. Choose the correct statement regarding eggs and infant meals and snacks.
 - B. Only whole eggs are allowed as part of a reimbursable meal or snack.

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Training Resources

| Resource | Link |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| 7 CFR 226.20(g)(3) | http://bit.ly/2nfl4BC-ICN |
| CACFP 06-2017 Feeding Infants and Meal Pattern Requirements in the Child and Adult Care Food Program; Questions and Answers | http://bit.ly/2kPs2g7ICN |
| CACFP 09-2017 Vegetable and Fruit Requirements in CACFP: Q&A | http://bit.ly/2paPxUY |
| CACFP 13-2017: Transition Period for the Updated Child and Adult Care Food Program Meal Patterns and the Updated Meal National School Lunch Program and School Breakfast Program Infant and Preschool Meal Patterns | http://bit.ly/2yIOnmM-ICN |
| CACFP 14-2017 Modifications to Accommodate Disabilities in the Child and Adult Care Food Program and Summer Food Service Program | http://bit.ly/2y1qlXI |
| Child and Adult Care Food Program: Meal Pattern Revisions Related to the Healthy, Hunger-Free Kids Act of 2010 | http://bit.ly/2cH2iUF-ICN |
| FDA Exempt Infant Formula, refer to the Exempt Infant Formulas Marketed in the United States By Manufacturer and Category | http://bit.ly/2bUSCVw-ICN |
| Feeding Infants: A Guide for Use in the Child Nutrition Programs | http://bit.ly/2ciIGWf_ICN |
| Feeding Infants: A Guide for Use in the Child Nutrition Programs | http://bit.ly/2ciIGWf_ICN |
| Food Buying Guide for Child Nutrition Program Exhibit A | http://bit.ly/2cekmmR-ICN |
| Team Nutrition Resource Library | http://bit.ly/2bZfTnz-ICN |
| Ten Steps to Breastfeeding Friendly Child Care Centers Resource Kit | http://bit.ly/2bZmluE-ICN |

Key Terms

| Key Terms | Definition |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Dietary Guidelines for Americans</i> | The nation's trusted resource for evidence-based nutrition recommendations. This resource provides policy makers and professionals with the information they need to help the public make informed choices about their diets at home, school, work, and within their communities. |
| Expressed milk | Milk that is produced and expelled from the breast, bottled, and served to the infant. |
| Family-style meal service | A type of meal service that allows children and adults to serve themselves from common platters of food with assistance of supervising adults. |
| Grain-based desserts | Grain-based desserts are those items in USDA's <i>Food Buying Guide for Child Nutrition Programs</i> that are denoted as desserts with superscripts 3 and 4. This definition of grain-based desserts includes cakes, cookies, sweet piecrusts, fruit turnovers, doughnuts, cereal, breakfast, and granola bars, toaster pastries, sweet rolls, sweet crackers, and brownies. |
| Food components | Food categories that make up a reimbursable meal, including fluid milk, vegetables, fruits, grains, and meat/meat alternates. |
| Meal pattern | A specific template with meal components and minimum serving sizes for different age groups that must be followed in order for the meal to be reimbursed. The template is customized for breakfast, lunch, supper, and snacks. |
| Offer Versus Serve (OVS) | OVS is a concept that applies to menu planning and the menu service. OVS allows participants to decline some of the food offered in a reimbursable breakfast, lunch or supper. OVS is not allowed for snacks and can only be used in at-risk afterschool programs and adult day care centers. |
| Reimbursable meal | Meals that meet all applicable meal pattern requirements. |
| Whole grain-rich | Foods that contain 100% whole grains, or at least 50% whole grains and any remaining grains are enriched. |

References

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