



Identifying Knowledge and Skill Statements Needed for  
Child Care Providers in CACFP Operations

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# Identifying Knowledge and Skill Statements Needed for Child Care Providers in CACFP Operations

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# **Institute of Child Nutrition**

## **The University of Mississippi**

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**IDENTIFYING KNOWLEDGE AND SKILL STATEMENTS NEEDED FOR  
CHILD CARE PROVIDERS IN CACFP OPERATIONS**

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**EXECUTIVE SUMMARY**

Since its inception, the Institute for Child Nutrition, Applied Research Division (ICN, ARD) has been a leader in identifying the competencies, knowledge, and skills needed by professionals working in child nutrition. The first work on identifying the competencies, knowledge, and skills was completed for school nutrition (SN) directors/supervisors in the mid-1990s. This is the first time in ICN history that competencies, knowledge, and skills identification had taken place for professionals working with the Child and Adult Care Food Program (CACFP).

The CACFP has changed over the years. As services within the CACFP program have continued to expand, demands on child care providers have also increased. Examples of how changes impact child care operations are obvious in the legislation. In the Child Nutrition Reauthorization Act of 1998, snack service was approved for children up to age 18 in at-risk after-school programs. This update in the law expanded the number of children served. In the Healthy, Hunger-Free Kids Act (HHFKA) 2010, meal reimbursement for at-risk afterschool programs was extended to all states, further expanding the number of children served. Other changes put in place by the HHFKA were modified requirements for submission of renewal applications; requirements for CACFP to follow the most recent version of the Dietary Guidelines for Americans when addressing fluid milk served; and requirements to ensure the availability of water throughout the day for all recipients. These changes may be perceived as an increase in workload and knowledge, skills, and abilities for individuals responsible for the

CACFP within child care settings. Because of these changes and others, the need to identify the appropriate knowledge and skills need by professionals working in the CACFP to effectively maintain nutrition standards in the child care setting is extremely important.

Providers working with the CACFP have additional responsibilities. They oversee all aspects of foodservice operations in the child care setting. The purpose of this study was to identify the appropriate knowledge and skills that professionals working with the CACFP believe are imperative. The specific objectives were to:

- Identify and develop a literature-based set of knowledge and skill statements;
- Verify whether the knowledge and skill statements are important to the job responsibilities of child care providers; and
- Determine at what point the child care providers should be able to know/perform the knowledge/skill statements.

To accomplish these objectives, the researcher used the following definitions:

- **Child Care Providers** are individuals who provide care, nutrition services, and education to children from birth through 12 years of age in child care centers and child care homes.
- **Functional Areas** are the broad groupings or divisions of job responsibilities that are performed by child care providers within the local child care operation. These categories serve as the umbrella for all job responsibilities that occur on a daily, weekly, seasonal, or yearly basis.
- **Competencies** are the areas of expertise and accountability within each functional area that are necessary to ensure that the purpose(s) of the job are met. They may include knowledge and skills as well as various levels of motivation.

- **Knowledge** is the information a person has in specific content areas that is necessary for successful performance in a competency area.
- **Skills** are the abilities to perform certain physical, mental, and/or interpersonal tasks that are necessary for successful performance in a competency area.

This research project was developed in two phases, with the involvement of child care professionals in both phases. Phase I used an expert panel consisting of child care directors, sponsoring agency professionals, and state agency professionals who identified the six functional areas that include the job responsibilities of child care professionals working within the boundaries of the CACFP. The expert panel members also came to agreement on the competency, knowledge, and skill statements needed in each functional area. The Phase II review panel members confirmed whether the knowledge and skill statements were important to the job responsibilities of a child care provider, and confirmed whether the competency statements were matching up with the supporting knowledge and skill statements.

Six functional areas were identified that complete the job responsibilities for professionals working in the CACFP: Administration, Procurement, Compliance, Health and Safety, Nutrition and Meal Management, and Education and Training. In addition to the six functional areas, the Phase II review panel also identified 173 knowledge and skill statements. These knowledge and skill statements were classified as knowledge and skills needed either when a professional is hired or at an advanced stage in the professional's career. Of the 173 statements, 67 statements were identified as knowledge and skills needed when hired into a child care facility operating under the CACFP, and 106 statements were identified as advanced knowledge and skills.



The functional areas, competencies, knowledge, and skills identified in this research project offer guidance to the role of the child care professional at all levels. Child care professionals and child care administrators can use the knowledge and skill statements as a framework for identifying qualified staff for entry-level and advanced-level positions in the child care setting. The statements can also be a resource to assess current training programs by identifying strengths and weakness and training results. Individuals working in the CACFP can use the knowledge and skill statements as a tool to identify steps toward advancing their knowledge and skills while working in a CACFP setting to identify training needs. Finally, the competencies, knowledge, and skills framework can be a guide for professional development, job description development, assessment and evaluation, and as training development.

## INTRODUCTION

Since its inception, the Institute for Child Nutrition, Applied Research Division (ICN, ARD) has been in the forefront in identifying the competencies, knowledge, and skills needed by professionals working in child nutrition. The ICN created a framework to identify the prerequisites required to have proficient work performance outcomes in child nutrition programs (CNP). This framework is called the *Model for Developing Competent Performance* (Canter, J. & Carr, D., 2004). The purpose of the *Model for Developing Competent Performance* is to provide supervisors with a mechanism to evaluate staff, and to identify if one of three things was necessary: 1) The employee is performing at a competent level and maintenance training is required; 2) The employee is performing at a competent level and change-driven training is required; or 3) The employee is not performing at a competent level and core training is required (Canter, J. & Carr, D., 2004). While the initial work on identifying the competencies, knowledge, and skills was completed for school nutrition directors/supervisors in the mid-1990s, this is the first time in ICN history that competencies, knowledge, and skills has been completed for professionals working with the Child and Adult Care Food Program (CACFP).

The initial work on the competencies, knowledge, and skills for the CACFP started with a previous project conducted by ICN, ARD (Lartey-Rowser, M. & Lofton, K., 2013). This project's objectives were to identify job duties and responsibilities based on a national collection of job descriptions of child care center directors and staff participating in the CACFP, to perform content analysis of the job descriptions, and to confirm the job duties and responsibilities and group them into functional areas based on specified parameters within the food program. The results of this initial work on CACFP job duties and responsibilities resulted in a list of 59 job duties and responsibilities and seven (7) functional areas. The functional areas and job

descriptions in this project provided an understanding of the overall role of the child care professional working with the CACFP. In addition, the information from this project was used as a foundation for the functional areas, competencies, and knowledge and skill statements used in the current research.

The CNPs are governed by elements that evolved over time, such as legislation, customer needs, environmental changes, technology, and resources. The CACFP is no stranger to these changes and has also transformed over the years. As services within the CACFP program have continued to expand, demands on child care providers have also increased. Examples of how changes in the CACFP have an impact on child care operations are evident in the legislation that governs it. In the Child Nutrition Reauthorization Act of 1998, snack service was authorized for children up to age 18 participating in at-risk after-school programs. This update in the legislation expanded the number of children served. In the Healthy, Hunger-Free Kids Act (HHFKA) 2010, meal reimbursement for at-risk afterschool programs was extended to all states, further expanding the number of children served. Additional changes instituted by the HHFKA included modified requirements for submission of renewal applications, requirements for the CACFP to follow the most recent version of the Dietary Guidelines of Americans when addressing fluid milk served, and requirements to ensure the availability of water throughout the day for all recipients (USDA, n.d.). These changes were unavoidable, and may be perceived as an increase in workload and required knowledge, skills, and abilities for individuals responsible for the CACFP within child care settings.

Providers working with the CACFP are also responsible for overseeing all aspects of foodservice operations in the child care setting. Furthermore, their job duties can be expanded beyond foodservice operations into administering, planning, directing, assessing, implementing,

and evaluating the child care programs to ensure nutritional and educational needs of children are being met. Because of the role of a child care professional is so varied and multifaceted, the need to identify the appropriate knowledge and skills need by these professionals working in the CACFP is imperative.

### **Research Objectives**

The purpose of this study is to identify the competencies, knowledge, and skills need by child care professionals to effectively maintain nutrition standards in the child care setting. The specific objectives are to:

- Identify and develop a literature-based set of knowledge and skill statements;
- Verify whether the knowledge and skill statements are important to the job responsibilities of child care providers; and
- Determine at what point the child care providers should be able to know/perform the knowledge/skill statements.

## **METHOD**

### **Research Plan**

This research project was conducted in two phases. Phase I utilized an expert panel consisting of child care directors, sponsoring agency professionals, and state agency professionals. This expert panel confirmed the functional areas that encompass the job responsibilities of child care professionals working within the parameters of the Child and Adult Care Food Program (CACFP). The expert panel members also came to agreement on the competency, knowledge, and skill statements needed in each functional area, and sorted knowledge and skill statements into competency categories. The findings in Phase I were used to develop a survey on the knowledge and skills statements for a review panel to review and verify if the statements were important to the job responsibilities of a child care provider, and to confirm whether the competency statements were consistent with the supporting knowledge and skill statements. The Phase II review panel members consisted of child care directors, sponsoring agency professionals, and state agency representatives.

### **Phase I**

#### ***Expert Panel***

State agency child nutrition program directors representing the seven United States Department of Agriculture (USDA) regions were asked to provide names and contact information of CACFP state agency personnel, sponsor agency representatives, and child care providers who could potentially participate in an expert panel or review panel for this project. From this pool of names provided by the state agency professionals, thirteen state agency personnel, sponsor agency representatives, and child care providers were e-mailed and invited to

participate in a day-and-a-half meeting to identify the competencies, knowledge, and skills of effective child care providers.

Of the thirteen potential participants invited, nine participants were selected to serve on the expert panel for this research project. After the panel members agreed to participate in the project, confirmation letters were mailed. The participants consisted of state agency representatives, sponsoring agency representatives, and child care program directors representing all seven USDA regions.

### ***Knowledge and Skill Statements***

The initial research done by the Institute of Child Nutrition, Applied Research Division (ICN, ARD) on determining the job functions of child care providers in CACFP operations was the foundation for the development of functional areas, as well as knowledge and skill statements (Lartey-Rowser, M., & Lofton, K., 2013). The researcher also generated knowledge and skill statements for professionals working in the CACFP using research from Carr and Oakley (2002) on competencies, knowledge, and skills for sponsor monitors in the CACFP; Cater and Carr (2006) competencies, knowledge, and skills of school nutrition managers; Nettles and Carr (2006) on competencies, knowledge, and skills for school nutrition assistants and technicians; Nettles, Asperin, and Carr (2010) on competencies, knowledge, and skills for school nutrition professionals; Cross and Nettles (2013) on competencies, knowledge, and skills for state agency school nutrition professionals; a review of the USDA and the National Association for the Education of Young Children Web sites; current job descriptions for center directors, caregivers, teachers and other child care staff; and other literature. From this review of literature, Web sites, and job descriptions, one hundred and three (103) knowledge statements and one hundred and thirty-two (132) skill statements were created.

### ***Work Group Session***

Prior to the two-day work group session, the researcher sent all expert panel participants a pre-meeting packet which included a cover letter, instructions, and two pre-meeting documents that contained the draft knowledge statements and draft skill statements. The expert panel members were instructed to review each proposed knowledge and skill statement and to reflect on the following:

- 1) Is this knowledge/skill needed by child care professionals in the CACFP to be effective in their jobs in the current child nutrition environment?
- 2) Do child care professionals in my program need this knowledge/skill?
- 3) Is this knowledge/skill needed by child care professionals in other child care programs throughout the country?

For each knowledge and skill statement, the expert panel participants were asked to record a response to the question, “Is this knowledge/skill needed for child care professionals to be effective?” and to note any comments that would aid in the discussion during the work group session. The participants were also given the opportunity to provide comments, including any re-wording suggestions for the current knowledge and skill statements, or to list any additional knowledge/skill statements they believed had been omitted.

The expert panel work group session was facilitated by the researcher, with an assistant researcher capturing the participants’ suggestions and comments. Expert panel members worked together on consensus-building activities to accomplish the following objectives:

- Review the wording of the functional area definitions and child care professional definitions, and then take action;
- Review the wording of each knowledge and skill statement, and then take action;

- Categorize the draft knowledge and skill statements into the appropriate functional areas;
- Decide if there are any missing knowledge/skill statements and recommend wording;
- Come to agreement on the knowledge and skill statements for each functional area; and
- Categorize the knowledge and skill statements into similar competency areas under the umbrella of the functional area.

The expert panel participants were broken into sub-groups during the work group session to evaluate the functional area definitions, and the child care professional definition; and draft knowledge and skill statements. The first responsibility of the group was to evaluate the definitions for the seven (7) functional areas and the child care professional. These seven functional areas were Procurement; Health and Safety; Administration; Education and Training; Menu Planning; Nutrition and Feeding; and Compliance. Each sub-group was charged to discuss the definition options for each functional area and for the child care professional, and to reach consensus for their group's recommendations. The sub-groups were to: 1) choose one of the provided definitions for the functional areas and the child care professional, or 2) modify the wording of a definition. The following process was used to review the definition statements:

- Review each definition for each functional area and determine if it reflects what is actually happening in the child care setting;
- Review the definition for child care professional and determine if it reflects what a child care professional is in the current child care setting;
- Consider the diversity in the type of child care settings currently operating in the CACFP and the diversity of child care settings across the country;



- Decide on an action to take for each functional area;
- Decide on an action to take for child care professional; and
- Revise the definitions if the group disagrees on the wording.

The next responsibility of the expert panel participants was to evaluate the draft knowledge and skill statements. Each sub-group discussed three options for each knowledge and skill statement and reached consensus for their group's recommendations. The groups had to: 1) accept the statement with no changes; 2) delete the statement; or 3) modify the wording of the statement. The sub-groups used the following process when reviewing the draft knowledge and skill statements:

- Review each statement and decide if it reflects what is actually happening in the CACFP;
- Consider the diversity of CACFP programs across the country;
- Discuss the comments from the review of the pre-meeting documents;
- Decide on the action to take for each statement;
- Categorize the knowledge and skill statements into appropriate functional areas;
- Decide if there are any missing knowledge and skill statements, and recommend wording for those statements;
- Write new statement(s) and place the statement(s) into a functional area(s); and
- Use the summary form to verify that the group has not overlooked any knowledge and skill statements, and to capture the revised wording of any statements.

Once the sub-groups completed their assignments, the researchers used consensus-building steps to reach agreement with the panel members on a course of action to take for the wording of the knowledge and skill statements and the placement of statements into

the functional areas. As each functional area was discussed, the researcher summarized the discussion concerning the course of action for each statement. The researcher also used the consensus-building time to allow expert panel members to respond to any other concerns they had with functional area naming, and categorizing of knowledge and skill statements. During this time, the panel members suggested combining two of the seven functional areas into one functional area. Those two functional areas were Nutrition and Feeding and Menu Planning.

Following the work group session, the researcher used the knowledge and skill statement summary forms and the discussion notes to formulate a summary of the work group recommendations. Questionnaires were developed to allow the expert panel work group members to confirm the recommendations within the session.

### ***Work Group Summary***

A post-expert panel review was required to finalize the competencies, knowledge statements, and skill statements. The review consisted of four rounds of discussions. Each round was conducted by e-mail, with a questionnaire and a summary of the previous rounds sent to each participant in the work group. The expert panel members were asked to open the file, complete the questionnaire, and return it by e-mail as an attachment.

Prior to Round 1, the researcher informed the work group that the process would take place after the work group session ended. The researcher also used the opportunity to impress upon the work group the importance of their participation in the follow-up process, to assure the panel of the continued confidentiality in this portion of the process, and to provide contact information for questions and concerns.

### ***Round 1***

The researcher e-mailed a work group summary questionnaire, a list of the deleted knowledge and skill statements, and instructions to each expert panel member from the work group. The e-mail outlined the steps to follow when completing the Round 1 questionnaire and the return date for the questionnaire. The Round 1 questionnaire listed the knowledge and skill statements under the functional areas, as identified during the expert panel work group. Panel members were instructed to note their agreement with the wording of the knowledge and skill statements, and to note their agreement with the placement of the knowledge and skill statements into specified functional areas. Panel members were also asked to propose additional knowledge and/or skill statements, if deemed necessary. Seven of the nine (75% response) expert panel members returned Round 1 questionnaires.

### ***Round 2***

The researcher e-mailed the work group a summary of the Round 1 questionnaire and a Round 2 questionnaire. The Round 2 questionnaire was divided into four sections. In the first section, expert panel members were asked to review three suggested definitions for child care professional, and to indicate the preferred definition. Expert panel members were also given the opportunity to suggest modifying a definition to make it more suitable. The researcher described the guidelines for selecting a definition for each term, and that the chosen definition would have to receive a majority of affirmative replies at a 75% response rate. In the second section, expert panel members were asked to review three suggested definitions for each of the six (6) functional areas (Procurement, Health and Safety, Administration, Education and Training, Nutrition and Menu Management, Nutrition and Meal Management, and Compliance) and to indicate the preferred definition for each. The six functional areas included the newly combined functional

area named Nutrition and Meal Management. The researcher described the guidelines for selecting the definitions for each term as the choice of definition that received a majority of affirmative replies at a 75% response rate. In section three, the expert panel members were asked to review suggested modifications for three of the knowledge and skill statements, and to indicate their choice for the wording of the statements. The researcher described the guideline for selecting the knowledge/skill statements as the ones that received a majority of affirmative replies (75% response rate). In section four, the expert panel members were asked to confirm the suggested modifications to the names of two of the functional areas. As previously noted, many of the expert panel members indicated, during the face-to-face work group, that these two functional areas should be combined to create one new functional area. Expert panel members were asked to review two suggested names for the newly formed functional area and to indicate the preferred name. Expert panel members were also given the opportunity to suggest modifications to the names of functional areas to make them more suitable. Researches explained that the name change would have to receive a majority of affirmative responses. All 9 (100%) expert panel members returned the Round 2 questionnaire.

### ***Round 3***

The researcher summarized the expert panel members' responses to Round 2, and provided feedback to the expert panel members in the e-mail for Round 3 activities. Based on the responses from Round 2, the researcher had to accept recommendations to keep, modify, or delete child care professional definitions and functional area definitions based on a 75% level of agreement of expert panel members. The child care professional definitions were below the 75% agreement threshold. In addition, the functional areas definitions for Nutrition and Meal Management; Education and Training; and Procurement were all below the 75% agreement

threshold. In Round 3, the definitions for child care professional were pared down to the two definitions that received about equal responses. Therefore, the panel members were asked to review the definitions for child care professional, and to indicate their agreement with one of the definitions. For the functional area definitions, the definitions were also decreased to the two definitions that received nearly equal responses in the previous round. The panel members were asked to review the definitions for Nutrition and Meal Management; Education and Training; and Procurement, and to indicate their choice for the definition for each of the three functional areas. Eight of the nine (89%) expert panel members responded to Round 3 questionnaire.

#### ***Round 4***

The researcher used the summaries from the previous rounds to prepare the final review questionnaire for the expert panel. The objectives of the final expert panel review were the following:

- Review established functional area and functional area definitions;
- Confirm the placement of the knowledge and skill statements into the appropriate competency;
- Confirm whether the knowledge and skill statements are grouped under the appropriate competency; and
- Confirm the wording of the competency statements.

The questionnaire was organized by the functional area with the competencies, knowledge and skill statements associated within each functional area included on the questionnaire. Panel members were asked to indicate if the knowledge and skill statements were grouped into the appropriate functional area. If the panel members did not agree with the grouping of the knowledge and skill statements, they were asked to list the functional area where

the statements would be best suited. After evaluating the grouping of knowledge and skill statements, panel members evaluated the competency statements, and indicated agreement with the competency statements. To address the competency statements, the panel members responded to three statements: “The competency statement accurately reflects the CACFP knowledge/skill listed”; “The knowledge/skills listed are applicable to the competency statement”; and “The competency statement is appropriate for this functional area.” Finally, the expert panel evaluated the wording of the competency statements by indicating agreement with the wording. If the panel member did not agree with the wording of the competency, they were asked to provide an alternative competency statement. Eight of the nine (89%) expert panel members responded to the final round of discussions.

## **Phase II**

### ***Review Panel***

At the beginning of the research study, state agency child nutrition directors were contacted to submit the names of CACFP professionals to participate in both the expert panel and the review panel. The researcher e-mailed potential review panel participants outlining the details of the research study with an invitation to participate in the research study. Seventy-nine CACFP professionals, representing 23 states in the seven USDA regions, were selected to serve on the review panel for the research project. Participants consisted of state agency representatives, sponsoring agency representatives, and child care/family day care home representatives.

### ***Review Panel Survey***

The review panel survey, *Competencies, Knowledge, and Skills for Child Care Providers in the CACFP*, consisted of seven sections. The objectives of this survey were to:

- Verify whether the knowledge and skill statements are important to the job responsibilities of a child care professional in the CACFP;
- Categorize the knowledge and skill statements into two distinct groups: “when hired” and “advanced”; and
- Confirm whether the competency statements are consistent with the supporting knowledge and skill statements.

The first six sections of the survey consisted of 24 competency statements and 174 knowledge/skill statements. The competency area contained one or more competency statements with related knowledge and skill statements per functional area. Review panel participants were asked to indicate the importance of each knowledge and skill statement to the job responsibilities of a child care professional working with the CACFP by using a 4-point Likert scale, ranging from 1 (*not important*) to 4 (*extremely important*). The participants were also asked to categorize the knowledge or skill into one of two categories, “when hired” or “advanced.” After completing each section of knowledge and skill statements, participants were asked to evaluate the competency statements. Using a 4-point Likert scale ranging from 1 (*strongly agree*) to 4 (*strongly disagree*), review panel participants indicated their agreement with the following two statements: “The competency statement accurately reflects the knowledge and skills listed,” and “The competency statement is clearly worded.” After all competencies, knowledge statements, and skill statements were addressed, participants were asked to provide demographic information on themselves and their school district, which included job title, certifications and credentials, and student enrollment.

### ***Informed Consent***

The researcher followed the informed consent procedure established by the Human Subjects Protection Review Committee at The University of Southern Mississippi for the research study.

### ***Data Analysis***

The review panel survey was analyzed using the statistical package SPSS Version 20 for Windows. Descriptive statistics includes means, standard deviations and frequencies of total responses.



## **RESULTS AND DISCUSSION**

### **Phase I**

Nine Child and Adult Care Food Program (CACFP) professionals attended the two-day workshop. Immediately following the work group session, expert panel members participated in a series of follow-up discussions to finalize the list of competencies and knowledge/skill statements. As for the rounds of group summaries that followed the work group session, seven participants completed Round 1 (75% response rate), nine participants completed Round 2 (100% response rate), and eight participants completed Rounds 3 and 4 (89% response rate).

In Round 1, the expert panel confirmed agreement with the wording of the knowledge and skill statements, and the placement of the knowledge/skill statements into functional areas. Panel members were also given the opportunity to modify any statements, and add any new additional knowledge and skill statements. The initial list of functional areas consisted of seven (7) areas: Administration, Procurement, Compliance, Education and Training, Health and Safety, Nutrition and Feeding, and Menu Planning. However, during the expert panel work group, the panelists agreed to collapse the two functional areas of Nutrition and Feeding and Menu Planning into one functional area called Nutrition and Menu Management. Therefore, only six functional areas were presented in the Round 1 questionnaire.

In Round 2, expert panel members addressed four areas: functional area definitions, the child care definition, modified knowledge/skill statements, and changing functional area names. They reviewed a list of functional areas and definitions to identify the best definition for each of the functional areas. Similarly, panel members reviewed definitions for the term child care professional to identify the best definition. Expert panel members also had to indicate their level of agreement with the modified knowledge and skill statements, and the changing of a functional

area name. All functional areas had a definition that was accepted by the majority of the expert panel members, except for Nutrition and Meal Management, Education and Training, and Procurement. No one child care definition received a majority selection. Therefore, identifying the definition for Nutrition and Meal Management, Education and Training, Procurement, and child care professional had to be carried over to Round 3 for additional clarification. There was 100% agreement to accept the modified version of the knowledge and skill statements presented for review in Round 2. A simple majority of the panel members agreed with the naming of the nutrition related functional area, which confirmed the expert panel's work group recommendation.

In Round 3, panel members had to identify the best definition for the functional areas Nutrition and Meal Management, Education and Training, and Procurement, as well as a definition for child care professional. A simple majority was used in determining the definitions.

In Round 4, panel members responded to the final review questionnaire for the competencies, knowledge, and skill statements. Eight of the nine (89% response rate) expert panel members returned the final review questionnaire. The results were 14 knowledge and skill statements were rewritten, and two competency statements were rewritten. It also resulted in the addition of three new statements and the removal of one statement. After tabulating the final review questionnaire, the panel confirmed 24 competencies and 174 knowledge and skill statements.

## **Phase II**

Of the seventy-nine CACFP professionals invited to participate in the review panel, 24 (30%) returned the review panel survey entitled, *Competencies, Knowledge, and Skills for Child Care Providers in the CACFP*. Upon further review of the responses, the researcher discovered

that four of the 24 respondents did not complete the survey. Therefore, the final number of completed surveys was 19, which resulted in a 24% response rate. Demographic information is in Table 1. The greatest number of review panel participants (47.4%) described their job titles as state agency personnel, and another 26.3% as child care directors. There was nearly an even distribution on the number of years working in the current position between less than 15 years and greater than 15 years. Almost all the respondents reported having a bachelor’s degree or higher.

Table 1

*Review Panel Members’ Personal and Program Characteristics*

<b>Demographic Questions</b>	<b>Frequency</b>	<b>%</b>
What best describes your job title? (n=19)		
State agency representative		
Sponsoring organization (Family child care home)	9	47.4
Sponsoring organization (Child care center)	3	15.8
Child care director	1	5.3
Head start administrator	5	26.3
	1	5.3
How long have you worked in your current position? (n=19)		
Less than one year	2	10.5
1-5 years	3	15.8
6-10 years	2	10.5
11-15 years	2	10.5
16-20 years	6	31.6
Greater than 20 years	4	21.1

<sup>a</sup>All participants were not eligible to respond to the questions regarding number of centers and children.

(Table 1 continues)

(Table 1 continued)

*Review Panel Members' Personal and Program Characteristics*

<b>Demographic Questions</b>	<b>Frequency</b>	<b>%</b>
What is your highest level of education? (n=19)		
Associate's degree	2	10.5
Bachelor's degree	7	36.8
Some graduate credits	3	15.8
Master's degree	5	26.3
Graduate hours beyond Master's	1	5.3
Doctoral degree	1	5.3
In which USDA region do you work? (n=19)		
Mid-Atlantic	3	15.8
Midwest	2	10.5
Mountain Plains	5	26.3
Northeast	3	15.8
Southeast	3	15.8
Western	3	15.8
Southwest	0	0
Child Care Director, Head Start Administrator, or Sponsoring Organization: What is the total enrollment of children in your family childcare home, child care center, or head start center? (n=10) <sup>a</sup>		
26-60	2	10.5
101-150	2	10.5
150 and up	6	31.6
Sponsoring Organization: How many centers and/or homes do you manage/sponsor? (n=10) <sup>a</sup>		
1-2	3	15.8
3-5	1	5.3
5-10	2	10.5
16-20	1	5.3
More than 25	3	15.8

<sup>a</sup>All participants were not eligible to respond to the questions regarding number of centers and children.

Panel members reviewed the knowledge and skill statements for each of the six functional areas, and rated the importance of each statement to the job responsibilities of a CACFP professional. In addition, review panel members were asked to categorize each statement into one of two groups: “when hired” and “advanced.” Knowledge and skill statements with a score of 2.5 or higher on a 4-point scale indicated that the review panel considered the statement to be important to the current responsibilities of a CACFP professional, and scores less than 2.5 indicated a level of disagreement as to the importance of the statement. The classification of each statement was based on the greatest percentage of responses among the categories “when hired” and “advanced.” Tables 2 and 4-8 present the means and standard deviations as well as the frequencies and percentages for the knowledge and skill categories in the six functional areas. Review panel members also reviewed the competencies in each functional area, and indicated their agreement with the two statements evaluating the competencies by use of a 4-point agreement scale ranging from 1 (*strongly disagree*) to 4 (*strongly agree*). A mean score of 2.5 or higher for each evaluation statement indicated that the respondents agreed that the competency accurately reflected the knowledge and skill statements, and the competency was clearly worded. The means and standard deviations for the evaluation of the competency statements in the six functional areas are listed in Table 3.

### ***Functional Area 1: Administration***

The Administration functional area contains 10 competency statements, 33 knowledge statements, and 41 skill statements (Table 2). All statements had a mean importance rating of 2.5 or greater, with the exception of one skill statement, “Develops and maintains family committees to assist with menu development” ( $2.2 \pm 0.7$ ). Because that statement did not meet the mean score of 2.5 or higher, it was eliminated, resulting in a final number of 40 skill statements. The

statements with the highest mean ratings were, “Knows process for budget development, justification, modification, and implementation,” ( $3.5 \pm 0.8$ ) and “Demonstrates professional behavior and conduct” ( $3.5 \pm 0.6$ ). The statement with the lowest mean rating was, “Provides opportunities for families to engage in health-related activities” ( $2.5 \pm 0.8$ ).

Review panel members identified 24 statements as knowledge or skills needed when professionals are hired. These statements included: “Knows how to maintain organized and accessible record keeping and filing system” (68.4%); “Ensures breastfeeding mothers have a safe and private area to breastfeed” (57.9%); “Demonstrates professional behavior and conduct” (100%); “Applies conflict resolution, negotiation, and problem-solving techniques when dealing with staff issues” (57.9 %); “Knows how to maintain receipts and records for all purchases” (73.7%); “Knows basic principles of accounting and the application of those principles” (66.7%); “Knows strategies for conducting effective performance appraisals” (57.9%); “Knows effective job interview techniques that incorporate legally permissible inquires” (57.9%); “Knows factors important to employee satisfaction and strategies to address dissatisfaction” (57.9%); “Maintains accurate staff records and other pertinent human resource documentation” (52.6%); “Ensures child care providers meet or exceed federal, state, and local staffing standards in order to adequately supervise the number of children enrolled” (73.1%); “Ensures staff utilizes available resources for guidance and training” (52.6%); “Knows the importance of staff orientation to assure that new staff has appropriate information to perform their jobs” (52.6%); “Knows the importance of providing and implementing professional development opportunities for staff” (52.6%); “Ensures CACFP information is made available to families of enrolled children and to the community upon request” (52.6%); “Communicates and maintains relationships with child care staff, sponsoring agency and state agency representatives” (63.2%); “Knows importance of

networking within the community to build support for the CACFP” (52.6%); “Knows how to prepare meals and snacks that follow the planned menu” (63.2%); “Knows standards of food quality” (73.7%); “Knows how to develop menus that meet the CACFP meal patterns” (63.2%); “Ensures guidelines are established for food and snacks brought from home” (63.2%); “Knows how to monitor and track incidences of on-the-job injuries and related liabilities” (57.0%); “Knows local and state regulations regarding proper food safety and sanitation requirements” (68.4%); and “Ensures staff training on the proper use of fire extinguishers” (52.6%). All other knowledge and skill statements in the Administration functional area were identified by review panel members as “advanced”. The review panel’s agreement rating for Administration showed a rating of 3.0 or greater, indicating the panel’s agreement that the competencies accurately reflect the knowledge and skills listed under this functional area (Table 3).

Table 2

*Functional Area 1: Administration Knowledge and Skill Statements*

<b>Competency Statement</b>  <b>Knowledge/Skill Statement</b>	<b>How Important?</b> <b>(M ± SD)<sup>a</sup></b>	<b>Know/Perform Categories<sup>b</sup></b>	
		<b>When Hired</b>	<b>Advanced</b>
<b>Competency 1.1: Manages office operations (including purchases, repairs, and documentation) to provide adequate support to staff and stakeholders.</b>			
Knows how to maintain organized and accessible record keeping and filing systems.	3.1 ± 0.7	13 (68.4)	6 (31.6)
Knows how to direct calls and answer inquiries related to the CACFP program.	2.8 ± 0.8	9 (47.4)	10 (52.6)
Knows how to update program and site information as required.	3.2 ± 0.6	4 (21.1)	15 (78.9)
Ensures breastfeeding mothers have a safe and private area to breastfeed.	2.9 ± 0.9	11 (57.9)	8 (42.1)
Demonstrates professional behavior and conduct.	3.5 ± 0.6	19 (100.0)	0 (0)
Applies conflict resolution, negotiation, and problem-solving techniques when dealing with staff issues.	3.2 ± 0.5	11 (57.9)	8 (42.1)
Follows procedures for maintenance, repair, and management of equipment.	2.7 ± 0.8	9 (47.4)	10 (52.6)

<sup>a</sup> Scale = 1(not important) to 4 (extremely important)

<sup>b</sup> Number responding (percentage)

(Table 2 continues)



(Table 2 continued)

*Functional Area 1: Administration Knowledge and Skill Statements*

<b>Competency Statement</b>  <b>Knowledge/Skill Statement</b>	<b>How Important?</b> <b>(M ± SD)<sup>a</sup></b>	<b>Know/Perform Categories<sup>b</sup></b>	
		<b>When Hired</b>	<b>Advanced</b>
<b>Competency 1.1: Manages office operations (including purchases, repairs, and documentation) to provide adequate support to staff and stakeholders.</b>			
Updates product knowledge by communicating with industry and other foodservice professionals.	2.5 ± 0.8	5 (26.3)	14 (73.7)
Ensures equipment selected is appropriate for facility and operational needs to meet short and long term goals of the CACFP.	2.6 ± 0.7	7 (36.8)	12 (63.2)
<b>Competency 1.2: Provides leadership in the development and maintenance of all fiscal records to ensure proper management of finances.</b>			
Knows process for budget development, justification, modification, and implementation.	3.5 ± 0.8	7 (36.8)	12 (63.2)
Knows how to develop and maintain the contractual CACFP budget and income/expense records.	2.8 ± 0.8	6 (31.6)	13 (68.4)
Knows how to prepare annual budgets.	2.9 ± 0.7	7 (36.8)	12 (63.2)
Knows how to maintain receipts and records for all purchases.	3.2 ± 0.7	14 (73.7)	5 (26.3)
Knows how to effectively supervise and/or implement contract agreements as required ensuring accountability for funding and reimbursement.	2.9 ± 0.8	7 (36.8)	12 (63.2)

<sup>a</sup> Scale = 1(not important) to 4 (extremely important)

<sup>b</sup> Number responding (percentage)

(Table 2 continues)

(Table 2 continued)

*Functional Area 1: Administration Knowledge and Skill Statements*

<b>Competency Statement</b>  <b>Knowledge/Skill Statement</b>	<b>How Important?</b> <b>(M ± SD)<sup>a</sup></b>	<b>Know/Perform Categories<sup>b</sup></b>	
		<b>When Hired</b>	<b>Advanced</b>
<b>Competency 1.2: Provides leadership in the development and maintenance of all fiscal records to ensure proper management of finances.</b>			
Knows how to reconcile costs each month to ensure non-profit compliance.	3.1 ± 0.8	9 (47.4)	10 (52.5)
Knows the importance of appropriate staffing and scheduling to control labor cost.	2.8 ± 0.7	9 (47.4)	10 (52.5)
Knows how to analyze financial statements regularly to make informed financial decisions.	3.1 ± 0.5	8 (42.1)	11 (57.9)
Knows basic principles of accounting and the application of those principles.	2.8 ± 0.8	12 (66.7)	6 (33.3)
Ensures all CACFP funds are used on allowable costs.	3.2 ± 0.6	8 (42.1)	11 (57.9)
Establishes and/or implements written procedures for collecting, reconciling, depositing, and disbursing funds.	3.1 ± 0.5	8 (42.1)	11 (57.9)
Ensures timely and accurate billing adjustments are communicated to appropriate personnel.	3.1 ± 0.7	9 (47.4)	10 (52.5)
Develops and updates systems for tracking inventory and use of USDA foods.	2.9 ± 0.8	8 (42.1)	11 (57.9)
Establishes a pricing program for meals and snacks that follows federal and state guidelines if applicable.	2.7 ± 0.7	7 (36.8)	12 (63.2)

<sup>a</sup> Scale = 1 (*not important*) to 4 (*extremely important*)

<sup>b</sup> Number responding (percentage)

(Table 2 continues)

(Table 2 continued)

*Functional Area 1: Administration Knowledge and Skill Statements*

<b>Competency Statement</b>  <b>Knowledge/Skill Statement</b>	<b>How Important?</b> <b>(M ± SD)<sup>a</sup></b>	<b>Know/Perform Categories<sup>b</sup></b>	
		<b>When Hired</b>	<b>Advanced</b>
<b>Competency 1.2: Provides leadership in the development and maintenance of all fiscal records to ensure proper management of finances.</b>			
Demonstrates ability to effectively supervise and/or implement contract agreements as required, ensuring accountability for funding and reimbursement.	2.8 ± 0.7	7 (36.8)	12 (63.2)
<b>Competency 1.3: Manages human resources using policies and procedures that meet local, state, and federal requirements.</b>			
Knows how to maintain current and accurate staff records.	2.9 ± 0.5	7 (36.8)	12 (63.2)
Knows federal, state, and local laws and regulations relevant to human resource management.	2.6 ± 0.6	8 (42.1)	11 (57.9)
Knows strategies for conducting effective performance appraisals.	2.7 ± 0.6	11 (57.9)	8 (42.1)
Knows effective job interview techniques that incorporate legally permissible inquiries.	2.9 ± 0.6	11 (57.9)	8 (42.1)
Knows selection, supervision, promotion, termination, and disciplinary procedures that comply with federal and state regulations.	2.7 ± 0.6	8 (42.1)	11 (57.9)
Knows factors important to employee satisfaction and strategies to address dissatisfaction.	2.6 ± 0.7	11 (57.9)	8 (42.1)

<sup>a</sup> Scale = 1(not important) to 4 (extremely important)

<sup>b</sup> Number responding (percentage)

(Table 2 continues)

(Table 2 continued)

*Functional Area 1: Administration Knowledge and Skill Statements*

<b>Competency Statement</b>  <b>Knowledge/Skill Statement</b>	<b>How Important?</b> <b>(M ± SD)<sup>a</sup></b>	<b>Know/Perform Categories<sup>b</sup></b>	
		<b>When Hired</b>	<b>Advanced</b>
<b>Competency 1.3: Manages human resources using policies and procedures that meet local, state, and federal requirements.</b>			
Maintains accurate staff records and other pertinent human resource documentation.	2.8 ± 0.4	10 (52.6)	9 (47.4)
Ensures child care providers meet or exceed federal, state, and local staffing standards in order to adequately supervise the number of children enrolled.	3.3 ± 0.6	14 (73.1)	5 (26.3)
Ensures staff utilizes available resources for guidance and training.	2.9 ± 0.7	10 (52.6)	9 (47.4)
Develops job descriptions and job specifications.	2.8 ± 0.8	8 (42.1)	11 (57.9)
Establishes a process for conducting performance appraisals.	2.7 ± 0.7	8 (42.1)	11 (57.9)
Utilizes interviewing techniques and hiring procedures that comply with federal and state guidelines.	2.8 ± 0.6	7 (36.8)	12 (63.2)
Develops safe and efficient work methods to maximize staff productivity.	2.7 ± 0.7	7 (36.8)	12 (63.2)
<b>Competency 1.4: Establishes procedures for staff orientation and professional development on all aspects of the CACFP.</b>			
Knows the importance of staff orientation to assure that new staff has appropriate information to perform their jobs.	3.1 ± 0.8	10 (52.6)	9 (47.4)

<sup>a</sup> Scale = 1 (*not important*) to 4 (*extremely important*)

<sup>b</sup> Number responding (percentage)

(Table 2 continues)

(Table 2 continued)

*Functional Area 1: Administration Knowledge and Skill Statements*

Competency Statement  Knowledge/Skill Statement	How Important? (M ± SD) <sup>a</sup>	Know/Perform Categories <sup>b</sup>	
		When Hired	Advanced
<b>Competency 1.4: Establishes procedures for staff orientation and professional development on all aspects of the CACFP.</b>			
Knows the importance of providing and implementing professional development opportunities for staff.	2.9 ± 0.7	10 (52.6)	9 (47.4)
Knows how to request nutrition resources, training, and technical assistance.	2.8 ± 0.8	8 (42.1)	11 (57.9)
Designs an effective orientation program that introduces new staff to the CACFP requirements.	2.9 ± 0.6	7 (36.8)	12 (63.2)
Trains child care staff to ensure all CACFP regulations and functions are met.	3.2 ± 0.6	7 (36.8)	12 (63.2)
<b>Competency 1.5: Maintains an on-going line of communication with staff, families, and other stakeholders.</b>			
Knows how to offer continuous and timely flow of information to and from staff and stakeholders.	2.7 ± 0.7	8 (42.1)	11 (57.9)
Ensures CACFP information is made available to families of enrolled children and to the community upon request.	3.0 ± 0.7	10 (52.6)	9 (47.4)
Demonstrates ability to utilize feedback in improving nutritional service.	3.1 ± 0.8	3 (15.8)	16 (84.2)

<sup>a</sup> Scale = 1 (*not important*) to 4 (*extremely important*)

<sup>b</sup> Number responding (percentage)

(Table 2 continues)

(Table 2 continued)

*Functional Area 1: Administration Knowledge and Skill Statements*

Competency Statement  Knowledge/Skill Statement	How Important? (M ± SD) <sup>a</sup>	Know/Perform Categories <sup>b</sup>	
		When Hired	Advanced
<b>Competency 1.5: Maintains an on-going line of communication with staff, families, and other stakeholders.</b>			
Communicates and maintains relationships with child care staff, sponsoring agency and state agency representatives.	3.2 ± 0.6	12 (63.2)	7 (36.8)
<b>Competency 1.6: Establishes partnerships with families, community organizations, and other stakeholders to promote good nutrition, health, and wellness, and to serve the needs of children participating in the CACFP.</b>			
Knows how to develop partnerships with community-based organizations, municipal agencies, and state agencies to facilitate wellness practices.	2.7 ± 0.7	9 (47.4)	10 (52.6)
Knows importance of networking within the community to build support for the CACFP.	2.6 ± 0.8	10 (52.6)	9 (47.4)
Develops and maintains family committees to identify issues and resources that help families outside the center.	2.6 ± 0.8	7 (36.8)	12 (63.2)
Ensures families have access to education sessions and materials on nutrition for infants and young children.	2.7 ± 0.7	6 (31.6)	13 (68.4)
Demonstrates ability to be an advocate for children and their families.	2.9 ± 0.8	9 (47.4)	10 (52.6)

<sup>a</sup> Scale = 1 (*not important*) to 4 (*extremely important*)

<sup>b</sup> Number responding (percentage)

(Table 2 continues)

(Table 2 continued)

*Functional Area 1: Administration Knowledge and Skill Statements*

<b>Competency Statement</b>  <b>Knowledge/Skill Statement</b>	<b>How Important?</b> <b>(M ± SD)<sup>a</sup></b>	<b>Know/Perform Categories<sup>b</sup></b>	
		<b>When Hired</b>	<b>Advanced</b>
<b>Competency 1.6: Establishes partnerships with families, community organizations, and other stakeholders to promote good nutrition, health, and wellness, and to serve the needs of children participating in the CACFP.</b>			
Provides opportunities for families to engage in health-related activities.	2.5 ± 0.8	5 (26.3)	14 (73.7)
<b>Competency 1.7: Implements procedures needed to meet all local, state, and federal requirements for participation in the CACFP.</b>			
Knows how to produce and submit all required documentation for state and/or federal contracts.	3.2 ± 0.6	4 (21.1)	15 (78.9)
Knows how to complete all necessary foodservice documents accurately and timely for claim submission.	3.4 ± 0.6	7 (36.8)	12 (63.2)
Supervises, trains, evaluates, and supports child care staff in implementing CACFP regulations.	3.1 ± 0.5	7 (36.8)	12 (63.2)
Demonstrates ability to maintain accurate documentation of licensing and all CACFP required forms.	3.4 ± 0.5	8 (42.1)	11 (57.9)

<sup>a</sup> Scale = 1 (*not important*) to 4 (*extremely important*)

<sup>b</sup> Number responding (percentage)

(Table 2 continues)

(Table 2 continued)

*Functional Area 1: Administration Knowledge and Skill Statements*

Competency Statement  Knowledge/Skill Statement	How Important? (M ± SD) <sup>a</sup>	Know/Perform Categories <sup>b</sup>	
		When Hired	Advanced
<b>Competency 1.7: Implements procedures needed to meet all local, state, and federal requirements for participation in the CACFP.</b>			
Establishes an effective system for preparing and submitting reports according to federal and state regulations.	3.2 ± 0.4	6 (31.6)	13 (68.4)
Demonstrates ability to supervise and/or implement claim review process.	3.3 ± 0.6	8 (42.1)	11 (57.9)
<b>Competency 1.8: Manages all operations associated with menu development and meal preparation.</b>			
Knows how to prepare meals and snacks that follow the planned menu.	3.1 ± 0.6	12 (63.2)	7 (36.8)
Knows standards of food quality.	3.1 ± 0.7	14 (73.7)	5 (26.3)
Knows how to develop menus that meet the CACFP meal patterns.	3.3 ± 0.7	12 (63.2)	7 (36.8)
Develops and maintains family committees to assist with menu development.	2.2 ± 0.7	8 (42.1)	11 (57.9)
Develops and maintains portion menus and/or food receipts in accordance with CACFP guidelines.	3.2 ± 0.5	8 (42.1)	11 (57.9)
Ensures guidelines are established for food and snacks brought from home.	2.7 ± 0.9	12 (63.2)	7 (36.8)

<sup>a</sup> Scale = 1 (*not important*) to 4 (*extremely important*)

<sup>b</sup> Number responding (percentage)

(Table 2 continues)



(Table 2 continued)

*Functional Area 1: Administration Knowledge and Skill Statements*

Competency Statement  Knowledge/Skill Statement	How Important? (M ± SD) <sup>a</sup>	Know/Perform Categories <sup>b</sup>	
		When Hired	Advanced
<b>Competency 1.9: Implements safety and sanitation procedures in child care operations.</b>			
Knows how to monitor and track incidences of on-the-job injuries and related liabilities.	2.8 ± 0.8	11 (57.0)	8 (42.1)
Knows local and state regulations regarding proper food safety and sanitation requirements.	3.3 ± 0.5	13 (68.4)	6 (31.6)
Develops training procedures and safety guidelines for workplace injury prevention and injury response reporting.	2.9 ± 0.8	6 (31.6)	13 (68.4)
Conducts routine food safety and sanitation inspections and develops corrective action plans, as needed.	2.9 ± 0.8	6 (31.6)	13 (68.4)
<b>Competency 1.10: Maintains comprehensive emergency preparedness plans to include prevention, mitigation, response, and recovery.</b>			
Knows how to develop and implement a comprehensive emergency readiness plan for the center (e.g., weather, safety, disaster, and medical).	3.0 ± 0.6	8 (42.1)	11 (57.9)
Knows federal and state regulations for providing services during an emergency or crisis.	3.0 ± 0.7	8 (42.1)	11 (57.9)

<sup>a</sup> Scale = 1 (*not important*) to 4 (*extremely important*)

<sup>b</sup> Number responding (percentage)

(Table 2 continues)

(Table 2 continued)

*Functional Area 1: Administration Knowledge and Skill Statements*

Competency Statement  Knowledge/Skill Statement	How Important? (M ± SD) <sup>a</sup>	Know/Perform Categories <sup>b</sup>	
		When Hired	Advanced
<b>Competency 1.10: Maintains comprehensive emergency preparedness plans to include prevention, mitigation, response, and recovery.</b>			
Establishes, trains, and communicates a basic plan to staff for dealing with an emergency/disaster situation.	3.1 ± 0.6	6 (31.6)	13 (68.4)
Ensures emergency readiness plan is reviewed and updated annually.	3.0 ± 0.7	7 (36.8)	12 (63.2)
Ensures staff training on the proper use of fire extinguishers.	2.8 ± 0.8	10 (52.6)	9 (47.4)
Maintain the food and supply items to be available for use in case of an emergency.	2.8 ± 0.9	6 (31.6)	13 (68.4)

a Scale = 1 (*not important*) to 4 (*extremely important*)

b Number responding (percentage)

Table 3

*Competency Statements: Mean Agreement Ratings and Standard Deviations*

<b>Functional Area</b>	<b>Statement Accurately Reflects the Knowledge and Skills Listed</b>		<b>Statement is Clearly Worded</b>	
	<i>N</i>	<i>M ± SD</i>	<i>N</i>	<i>M ± SD</i>
<b>Administration</b>				
Competency 1.1: Manages office operations (including purchases, repairs, and documentation) to provide adequate support to staff and stakeholders.	19	3.0 ± 0.4	19	3.0 ± 0.4
Competency 1.2: Provides leadership in the development and maintenance of all fiscal records to ensure proper management of finances.	19	3.1 ± 0.7	19	3.2 ± 0.5
Competency 1.3: Manages human resources using policies and procedures that meet local, state, and federal requirements.	19	2.9 ± 0.6	19	3.1 ± 0.4
Competency 1.4: Establishes procedures for staff orientation and professional development on all aspects of the CACFP.	19	3.1 ± 0.6	19	3.2 ± 0.5
Competency 1.5: Maintains an on-going line of communication with staff, families, and other stakeholders.	19	3.2 ± 0.4	19	3.2 ± 0.5
Competency 1.6: Establishes partnerships with families, community organizations, and other stakeholders to promote good nutrition, health, and wellness, and to serve the needs of children participating in the CACFP.	19	3.1 ± 0.5	19	3.1 ± 0.5
Competency 1.7: Implements procedures needed to meet all local, state, and federal requirements for participation in CACFP.	19	3.3 ± 0.6	19	3.2 ± 0.5

a Scale = 1 (*strongly disagree*) to 4 (*strongly agree*)

(Table 3 continues)

(Table 3 continued)

*Competency Statements: Mean Agreement Ratings and Standard Deviations*

Functional Area	Statement Accurately Reflects the Knowledge and Skills Listed		Statement is Clearly Worded	
	N	M ± SD	N	M ± SD
<b>Administration</b>				
Competency 1.8: Manages all operations associated with menu development and meal preparation.	19	3.1 ± 0.5	19	3.0 ± 0.5
Competency 1.9: Implements safety and sanitation procedures in child care operations.	19	3.2 ± 0.5	19	3.3 ± 0.5
Competency 1.10: Maintains comprehensive emergency preparedness plans to include prevention, mitigation, response, and recovery.	19	3.1 ± 0.5	19	3.1 ± 0.4
<b>Procurement</b>				
Competency 2.1: Assures the proper interpretation and implementation of local, state, and federal regulations for the purchase, usage, and disposal of food and non-food items.	19	3.1 ± 0.4	19	3.1 ± 0.4
Competency 2.2: Manages inventory to ensure quality provision of nutritious meals and snacks to the children being served.	19	3.1 ± 0.5	19	3.1 ± 0.5
<b>Compliance</b>				
Competency 3.1: Understands and interprets federal, state, and local regulations in order to develop, implement, and revise practices that meet and exceed compliance requirements.	19	3.2 ± 0.5	19	3.2 ± 0.6

a Scale = 1(*strongly disagree*) to 4 (*strongly agree*)

(Table 3 continues)

(Table 3 continued)

*Competency Statements: Mean Agreement Ratings and Standard Deviations*

Functional Area	Statement Accurately Reflects the Knowledge and Skills Listed		Statement is Clearly Worded	
	N	M ± SD	N	M ± SD
<b>Compliance</b>				
Competency 3.2: Develops compliance review procedures to ensure accurate, uniform monitoring and review efforts.	19	3.2 ± 0.5	19	3.2 ± 0.5
Competency 3.3: Plans, develops, and implements policies and procedures to foster accurate meal service for compliance.	19	3.0 ± 0.6	19	3.0 ± 0.5
<b>Health and Safety</b>				
Competency 4.1: Understands and complies with local, state and federal regulations and guidelines for safety and sanitation.	19	3.2 ± 0.4	19	3.2 ± 0.4
Competency 4.2: Establishes policies and procedures to create safe work environment practices and environment to prevent and reduce safety risks.	19	3.1 ± 0.2	19	3.1 ± 0.2
Competency 4.3: Establishes policies and procedures to ensure food is prepared and served in a safe environment that meets food safety and sanitation standards.	19	3.2 ± 0.4	19	3.2 ± 0.4
<b>Nutrition and Meal Management</b>				
Competency 5.1: Assures appropriate implementation of meal planning, food purchasing, and meal management that meets CACFP meal patterns.	19	3.3 ± 0.5	19	3.2 ± 0.5

a Scale = 1(*strongly disagree*) to 4 (*strongly agree*)

(Table 3 continues)

(Table 3 continued)

*Competency Statements: Mean Agreement Ratings and Standard Deviations*

Functional Area	Statement Accurately Reflects the Knowledge and Skills Listed		Statement is Clearly Worded	
	N	M ± SD	N	M ± SD
<b>Nutrition and Meal Management</b>				
Competency 5.2: Establishes a positive dining environment to foster appropriate social interaction and promote healthy eating behaviors.	19	3.2 ± 0.5	19	3.3 ± 0.5
Competency 5.3: Develops procedures to collaborate with CACFP stakeholders to ensure goals for healthy eating and menu planning are met.	19	3.0 ± 0.3	19	3.0 ± 0.3
Competency 5.4: Assures the proper interpretation and implementation of appropriate food intake for all children regardless of dietary needs.	19	3.1 ± 0.6	19	3.1 ± 0.6
Competency 5.5: Develops and executes nutrition education for CACFP participants, families, stakeholders, and staff.	19	3.0 ± 0.5	19	3.1 ± 0.3
<b>Education and Training</b>				
Competency 6.1 Implements strategies to effectively train CACFP staff.	19	3.0 ± 0.7	19	3.2 ± 0.5

a Scale = 1 (*strongly disagree*) to 4 (*strongly agree*)

### ***Functional Area 2: Procurement***

The Procurement functional area contains two competency statements, eight knowledge statements, and five skill statements (Table 4). All statements had a mean importance rating of 2.5 or greater; therefore, no knowledge or skill statement was eliminated. The statement with the highest mean rating was, “Procures and maintains adequate amount of supplies to properly prepare, serve, and store foods in accordance with CACFP guidelines” ( $3.3 \pm 0.6$ ). The statement with the lowest mean rating was, “Knows how to complete and maintain accurate formal or informal procurement processes” ( $2.5 \pm 0.8$ ).

Review panel members identified four statements as knowledge or skills needed when hired: “Knows methods for effective inventory control” (68.4%); “Knows fundamentals of effective receiving procedures” (63.2%); “Knows the relationship among accurate ordering and inventory management when utilizing standardized recipes” (57.9%); and “Knows how to consult with vendors for product information” (57.9%). All other knowledge and skill statements in the Procurement functional area were identified by review panel members as “advanced.”

The review panels’ mean agreement ratings from the Procurement competency statements are listed in Table 3. All competency statements under the Procurement functional area had mean ratings of 3.0 or greater for the evaluation statements. This indicates that the review panel agreed that the competencies accurately reflected the knowledge and skill statements under this functional area, and were clearly worded.

Table 4

*Functional Area 2: Procurement Knowledge and Skill Statements*

Competency Statement  Knowledge/Skill Statement	How Important? (M ± SD) <sup>a</sup>	Know/Perform Categories <sup>b</sup>	
		When Hired	Advanced
<b>Competency 2.1: Assures the proper interpretation and implementation of local, state, and federal regulations for the purchase, usage, and disposal of food and non-food items.</b>			
Knows federal, state, and local procurement regulations, policies, and procedures governing all CACFP purchases.	2.6 ± 0.8	5 (26.3)	14 (73.7)
Knows how to complete and maintain accurate formal or informal procurement processes.	2.5 ± 0.8	3 (15.8)	16 (84.2)
Knows how to purchase and dispose of equipment in accordance with federal, state, and local regulations.	2.8 ± 0.8	3 (15.8)	16 (84.2)
Knows ethical practices for procurement.	2.9 ± 0.8	8 (42.1)	11 (57.9)
Ensures accurate formal or informal procurement processes are followed.	2.9 ± 0.8	5 (26.3)	14 (73.7)

<sup>a</sup> Scale = 1 (*not important*) to 4 (*extremely important*)

<sup>b</sup> Number responding (percentage)

(Table 4 continues)



(Table 4 continued)

*Functional Area 2: Procurement Knowledge and Skill Statements*

Competency Statement  Knowledge/Skill Statement	How Important? (M ± SD) <sup>a</sup>	Know/Perform Categories <sup>b</sup>	
		When Hired	Advanced
<b>Competency 2.1: Assures the proper interpretation and implementation of local, state, and federal regulations for the purchase, usage, and disposal of food and non-food items.</b>			
Maintains proper documentation of purchases and disposal of equipment.	2.8 ± 0.8	6 (31.6)	13 (68.4)
<b>Competency 2.2: Manages inventory to ensure quality provision of nutritious meals and snacks to the children being served.</b>			
Knows methods for effective inventory control.	2.9 ± 0.9	13 (68.4)	6 (31.6)
Knows fundamentals of effective receiving procedures.	2.7 ± 0.8	12 (63.2)	7 (36.8)
Knows the relationship among accurate ordering and inventory management when utilizing standardized recipes.	2.8 ± 0.8	11 (57.9)	8 (42.1)
Knows how to consult with vendors for product information.	2.7 ± 0.8	11 (57.9)	8 (42.1)

<sup>a</sup> Scale = 1 (*not important*) to 4 (*extremely important*)

<sup>b</sup> Number responding (percentage)

(Table 4 continues)

(Table 4 continued)

*Functional Area 2: Procurement Knowledge and Skill Statements*

<b>Competency Statement</b>	<b>How Important? (M ± SD)<sup>a</sup></b>	<b>Know/Perform Categories<sup>b</sup></b>	
<b>Knowledge/Skill Statement</b>		<b>When Hired</b>	<b>Advanced</b>
<b>Competency 2.2: Manages inventory to ensure quality provision of nutritious meals and snacks to the children being served.</b>			
Procures and maintains adequate amount of supplies to properly prepare, serve, and store foods in accordance with CACFP guidelines.	3.3 ± 0.6	9 (47.4)	10 (52.6)
Develops procedures for inventory control that address the delivery date, storage, and turnover rate of food products and supplies.	2.9 ± 0.8	8 (42.1)	11 (57.9)

<sup>a</sup> Scale = 1(not important) to 4 (extremely important)

<sup>b</sup> Number responding (percentage)

### ***Functional Area 3: Compliance***

The Compliance functional area contains three competency statements, five knowledge statements, and 17 skill statements (Table 5). Mean ratings for all statements were 2.5 or greater; therefore, no knowledge or skill statements were removed. The statements with the lowest mean ratings were: “Establishes policies for posting of workplace safety information” ( $2.9 \pm 0.8$ ); “Knows how to prepare all audit requests” ( $2.9 \pm 0.7$ ); and “Knows how to develop corrective action plans when needed, including modification to standard operating procedures” ( $2.9 \pm 0.8$ ). The statement with the highest mean rating was, “Ensures families provide required information related to food allergies and other special nutrition needs” ( $3.5 \pm 0.5$ ). Five statements in this functional area were categorized as knowledge or skills needed “when hired,” and 17 of the statements were categorized as an “advanced” knowledge or skill. The five statements that were categorized as “when hired” were: “Knows civil rights requirements for the CACFP” (52.6%); “Ensures all purchases comply with CACFP federal and state regulations” (52.6%); “Complies with health and safety regulations established by federal, state, and local agencies” (57.9%); “Ensures meals are served during scheduled and approved meal times” (68.4%); and “Ensures families provide required information related to food allergies and other special nutrition needs” (63.2%).

The review panel’s mean agreement for the Compliance functional area competency statements are presented in Table 3. All competencies had a mean rating of 3.0 or greater for the evaluation statements. This indicates that the review panel agreed that the competencies accurately reflected the knowledge and skill statements under this functional area, and were clearly worded.

Table 5

*Functional Area 3: Compliance Knowledge and Skill Statements*

<b>Competency Statement</b>  <b>Knowledge/Skill Statement</b>	<b>How Important?</b> <b>(M ± SD)<sup>a</sup></b>	<b>Know/Perform Categories<sup>b</sup></b>	
		<b>When Hired</b>	<b>Advanced</b>
<b>Competency 3.1: Understands and interprets federal, state, and local regulations in order to develop, implement, and revise practices that meet and exceed compliance requirements.</b>			
Knows civil rights requirements for the CACFP.	3.2 ± 0.5	10 (52.6)	9 (47.4)
Knows required CACFP and state regulations and procedures.	3.2 ± 0.5	8 (42.1)	11 (57.9)
Complies with federal, state, and local child care regulations and the CACFP.	3.3 ± 0.6	9 (47.4)	10 (52.6)
Ensures all purchases comply with CACFP federal and state regulations.	3.0 ± 0.6	10 (52.6)	9 (47.4)
Develops and implements procedures to maintain accurate and appropriate records that comply with federal, state, and local regulations.	3.3 ± 0.7	7 (36.8)	12 (63.2)
Ensures documentation meets CACFP requirements for all age groups.	3.3 ± 0.6	7 (36.8)	12 (63.2)
Maintains current and accurate staff records (including all licensing required components) related to CACFP.	3.3 ± 0.6	8 (42.1)	11 (57.9)
Ensures all CACFP records are maintained for the required number of years (including the current year).	3.3 ± 0.6	6 (31.6)	13 (68.4)

<sup>a</sup> Scale = 1 (*not important*) to 4 (*extremely important*)

<sup>b</sup> Number responding (percentage)

(Table 5 continues)

(Table 5 continued)

*Functional Area 3: Compliance Knowledge and Skill Statements*

Competency Statement  Knowledge/Skill Statement	How Important? (M ± SD) <sup>a</sup>	Know/Perform Categories <sup>b</sup>	
		When Hired	Advanced
<b>Competency 3.1: Understands and interprets federal, state, and local regulations in order to develop, implement, and revise practices that meet and exceed compliance requirements.</b>			
Ensures training requirements of the CACFP program are met on an annual basis and/or as needed.	3.3 ± 0.6	7 (36.8)	12 (63.2)
Ensures all income eligibility documentation is kept confidential and reported accurately to the state agency, if required.	3.4 ± 0.6	9 (47.4)	10 (52.6)
Ensures all income eligibility documentation is correctly approved and verified according to regulations.	3.4 ± 0.6	9 (47.4)	10 (52.6)
Establishes policies for posting of workplace safety information.	2.9 ± 0.8	7 (36.8)	12 (63.2)
Complies with health and safety regulations established by federal, state, and local agencies.	3.4 ± 0.5	11 (57.9)	8 (42.1)

<sup>a</sup> Scale = 1 (*not important*) to 4 (*extremely important*)

<sup>b</sup> Number responding (percentage)

(Table 5 continues)

(Table 5 continued)

*Functional Area 3: Compliance Knowledge and Skill Statements*

<b>Competency Statement</b>  <b>Knowledge/Skill Statement</b>	<b>How Important?</b> <b>(M ± SD)<sup>a</sup></b>	<b>Know/Perform Categories<sup>b</sup></b>	
		<b>When Hired</b>	<b>Advanced</b>
<b>Competency 3.2: Develops compliance review procedures to ensure accurate, uniform monitoring and review efforts.</b>			
Knows how to prepare all audit requests.	2.9 ± 0.7	4 (21.1)	15 (78.9)
Knows how to develop corrective action plans when needed, including modification to standard operating procedures.	2.9 ± 0.8	4 (21.1)	15 (78.9)
Ensures monitoring visits are completed according to CACFP regulations.	3.1 ± 0.7	5 (26.3)	14 (73.7)
Cooperates with state and/or federal level reviews completed at the child care site.	3.2 ± 0.7	8 (42.1)	11 (57.9)
Responds appropriately during administrative reviews of the CACFP.	3.2 ± 0.8	9 (47.4)	10 (52.6)
<b>Competency 3.3: Plans, develops, and implements policies and procedures to foster accurate meal service for compliance.</b>			
Knows procedures to ensure only reimbursable claims are submitted to state agency for full reimbursement.	3.4 ± 0.6	6 (31.6)	13 (68.4)
Ensures meals are served during scheduled and approved meal times.	3.2 ± 0.6	13 (68.4)	6 (31.6)
Ensures meal vendor is following all state and local health and safety requirements.	3.1 ± 0.7	8 (42.1)	11 (57.9)
Ensures families provide required information related to food allergies and other special nutrition needs.	3.5 ± 0.5	12 (63.2)	7 (36.8)

<sup>a</sup> Scale = 1 (*not important*) to 4 (*extremely important*)<sup>b</sup> Number responding (percentage)

***Functional Area 4: Health and Safety***

The Health and Safety functional area contains three competency statements, 10 knowledge statements, and 14 skill statements (Table 6). Mean ratings for all statements were greater than 2.5, so no knowledge or skill statement was eliminated. The statement with the lowest mean rating was, “Ensures the Material Safety Data Sheets for chemical products are up-to-date and accessible to staff” ( $2.7 \pm 0.7$ ). The statement with the highest mean rating was, “Maintains a safe work environment for preparing and serving” ( $3.4 \pm 0.5$ ).

The review panel identified 18 statements as knowledge or skills necessary “when hired,” and 6 knowledge or skills as “advanced.” The six advanced knowledge and skill statements were: “Ensures the Material Safety Data Sheets for chemical products are up-to-date and accessible to staff” (73.7%); “Ensures staff reviews injury reports periodically to assess, revise, and/or develop injury prevention strategies” (78.9%); “Knows fundamentals of Hazard Analysis Critical Control Point (HACCP)-based standard operating procedures” (63.2%); “Knows how to conduct facility inspections to provide safe food for the children in the child care facility” (68.4%); “Ensures the child care facility meets all safety regulations for nutrition and food preparation” (52.6%); and “Develops emergency procedures and practices for food recalls and foodborne illnesses” (78.9%).

The review panel’s mean agreement ratings for the Health and Safety competency statements are presented in Table 3. All competency statements had mean ratings of 3.0 or greater for the evaluation statements. This indicates that the review panel agreed that the competencies accurately reflected the knowledge and skill statements under this functional area, and that they were clearly worded.

Table 6

*Functional Area 4: Health and Safety Knowledge and Skill Statements*

<b>Competency Statement</b>  <b>Knowledge/Skill Statement</b>	<b>How Important?</b> <b>(M ± SD)<sup>a</sup></b>	<b>Know/Perform Categories<sup>b</sup></b>	
		<b>When Hired</b>	<b>Advanced</b>
<b>Competency 4.1: Understands and complies with local, state and federal regulations and guidelines for safety and sanitation.</b>			
Knows basic health, sanitation, and safety requirements.	3.3 ± 0.5	14 (73.7)	5 (26.3)
Ensures that the facility is compliant with applicable universal precautions and infection control guidelines and procedures.	3.3 ± 0.5	11 (57.9)	8 (42.1)
Develops safe, effective methods for prevention and control of insects, rodents, and other pest infestations.	3.2 ± 0.5	12(63.2)	7 (36.8)
Ensures storage areas are temperature controlled, properly maintained, well ventilated, and adequately secured.	3.2 ± 0.4	13 (68.4)	6 (31.6)
<b>Competency 4.2: Establishes policies and procedures to create safe work environment practices and environment to prevent and reduce safety risks.</b>			
Knows principles of creating and maintaining a safe and healthy work environment.	3.2 ± 0.6	14 (73.7)	5 (26.3)
Knows importance of providing first aid training to staff.	2.8 ± 0.6	11 (57.9)	8 (42.1)
Knows principles for selecting, storing, using, and maintaining chemical supplies and other hazardous materials.	3.3 ± 0.5	13 (68.4)	6 (31.6)

<sup>a</sup> Scale = 1 (*not important*) to 4 (*extremely important*)

<sup>b</sup> Number responding (percentage)

(Table 6 continues)



(Table 6 continued)

*Functional Area 4: Health and Safety Knowledge and Skill Statements*

<b>Competency Statement</b>  <b>Knowledge/Skill Statement</b>	<b>How Important?</b> <b>(M ± SD)<sup>a</sup></b>	<b>Know/Perform Categories<sup>b</sup></b>	
		<b>When Hired</b>	<b>Advanced</b>
<b>Competency 4.2: Establishes policies and procedures to create safe work environment practices and environment to prevent and reduce safety risks.</b>			
Knows safety standards for foodservice that comply with the Occupational Safety and Health Act (OSHA) and other regulations.	3.0 ± 0.5	10 (52.6)	9 (47.4)
Maintains a safe work environment for preparing and serving.	3.4 ± 0.5	14 (73.7)	5 (26.3)
Ensures the Safety Data Sheets for chemical products are up-to-date and accessible to staff.	2.7 ± 0.7	5 (26.3)	14 (73.7)
Ensures child care staff is trained to recognize and respond to symptoms of an allergic reaction.	3.3 ± 0.5	13 (68.4)	6 (31.6)
Ensures staff reviews injury reports periodically to assess, revise, and/or develop injury prevention strategies.	2.8 ± 0.8	4 (21.1)	15 (78.9)
<b>Competency 4.3: Establishes policies and procedures to ensure food is prepared and served in a safe environment that meets food safety and sanitation standards.</b>			
Knows sanitation and food safety regulations.	3.1 ± 0.7	12 (63.2)	7 (36.8)
Knows fundamentals of Hazard Analysis Critical Control Point (HACCP)-based standard operating procedures.	2.8 ± 0.8	7 (36.8)	12 (63.2)

<sup>a</sup> Scale = 1(not important) to 4 (extremely important)

<sup>b</sup> Number responding (percentage)

(Table 6 continues)

(Table 6 continued)

*Functional Area 4: Health and Safety Knowledge and Skill Statements*

Competency Statement  Knowledge/Skill Statement	How Important? (M ±S D) <sup>a</sup>	Know/Perform Categories <sup>b</sup>	
		When Hired	Advanced
<b>Competency 4.3: Establishes policies and procedures to ensure food is prepared and served in a safe environment that meets food safety and sanitation standards.</b>			
Knows acceptable food storage and cleaning techniques.	3.2 ± 0.4	13 (68.4)	6 (31.6)
Knows principles of foodborne illness prevention.	3.2 ± 0.5	14 (73.7)	5 (26.3)
Knows how to conduct facility inspections to provide safe food for the children in the child care facility.	3.0 ± 0.7	6 (31.6)	13 (68.4)
Ensures the child care facility meets all safety regulations for nutrition and food preparation.	3.2 ± 0.5	9 (47.4)	10 (52.6)
Ensures child care staff intervenes and prevents the trading of food brought for children with allergies and other special nutrition needs.	3.2 ± 0.7	13 (68.4)	6 (31.6)
Follows sanitation procedures for cleaning and sanitizing dining areas before and after meal and snack time.	3.2 ± 0.4	13 (68.4)	6 (31.6)

<sup>a</sup> Scale = 1(not important) to 4 (extremely important)

<sup>b</sup> Number responding (percentage)

(Table 6 continues)

(Table 6 continued)

*Functional Area 4: Health and Safety Knowledge and Skill Statements*

<b>Competency Statement</b>	<b>How Important? (M ± SD)<sup>a</sup></b>	<b>Know/Perform Categories<sup>b</sup></b>	
<b>Knowledge/Skill Statement</b>		<b>When Hired</b>	<b>Advanced</b>
<b>Competency 4.3: Establishes policies and procedures to ensure food is prepared and served in a safe environment that meets food safety and sanitation standards.</b>			
Follows proper safety measures to ensure safe food handling from the receiving of food to the serving of food.	3.2 ± 0.5	12 (63.2)	7 (36.8)
Ensures staff members who handle food are free from illness.	3.2 ± 0.4	12 (63.2)	7 (36.8)
Ensures foods are held and served at appropriate temperatures.	3.3 ± 0.5	15 (78.9)	4 (21.1)
Develops emergency procedures and practices for food recalls and foodborne illnesses.	3.0 ± 0.7	4 (21.1)	15 (78.9)

<sup>a</sup> Scale = 1 (*not important*) to 4 (*extremely important*)

<sup>b</sup> Number responding (percentage)

***Functional Area 5: Nutrition and Meal Management***

The Nutrition and Meal Management functional area contains five competency statements, 11 knowledge statements, and 18 skill statements (Table 7). Mean ratings for all statements were greater than 2.5, so no knowledge or skill statements were eliminated. The statements with the lowest mean ratings were: “Maximizes the use of USDA foods to assist in controlling food cost” ( $2.5 \pm 0.8$ ); “Knows the importance of involving stakeholders in planning healthy CACFP approved meals and snacks” ( $2.5 \pm 0.7$ ); and “Demonstrates ability to collaborate with the stakeholders in planning menus and procedures for food service” ( $2.5 \pm 0.6$ ). The statements with the highest mean ratings were: “Knows how to complete food orders” ( $3.4 \pm 0.5$ ); “Knows how to develop, maintain, and provide CACFP meal service accommodations for children with medically documented dietary needs” ( $3.4 \pm 0.5$ ); and “Ensures child care staff follows infant feeding guidelines” ( $3.4 \pm 0.5$ ).

The review panel identified 14 statements as “when needed” skills to work in the CACFP: “Ensures children are served all required components in the appropriate serving size at each meal and snack” (52.6%); “Demonstrates the ability to modify recipes as needed” (52.6%); “Ensures drinking water is readily available” (78.9%); “Knows fundamentals of creating a pleasant, appealing, social and safe environment for serving nutritious meals” (68.4%); “Knows the importance of time management in the preparation and serving of meals and snacks” (68.4%); “Encourages staff to serve meals in a pleasant, safe, and social environment with developmentally-appropriate eating utensils” (68.4%); “Ensures a dining environment that promotes good nutrition and healthy eating behaviors” (73.7%); “Ensures a plan is in place to address food preparation and delivery disruptions” (63.2%); “Knows the importance of developing/nurturing partnerships with families to assist children in developing healthy eating

habits” (68.4%); “Ensures families collaborate with child care staff to meet the needs of all children with food challenges, allergies, and/or special needs” (57.9%); “Ensures child care staff follows infant feeding guidelines” (63.2%); “Ensures infants are fed on demand and the feeding is documented” (63.2%); “Knows age-appropriate methods for promoting nutrition education and activities” (52.6%); and “Utilizes appropriate nutrition education and promotional materials to encourage healthy eating behaviors” (52.6%). The panel identified 15 knowledge and skill statements as “advanced.”

The review panel’s mean agreement ratings for the Nutrition and Meal Management competency statements are presented in Table 3. All competency statements had mean ratings of 3.0 or greater for the evaluation statements. This indicates that the review panel agreed that competencies accurately reflected the knowledge and skill statements under this functional area, and that they were clearly worded.

Table 7

*Functional Area 5: Nutrition and Meal Management Knowledge and Skill Statements*

<b>Competency Statement</b>  <b>Knowledge/Skill Statement</b>	<b>How Important?</b> <b>(M ± SD)<sup>a</sup></b>	<b>Know/Perform Categories<sup>b</sup></b>	
		<b>When Hired</b>	<b>Advanced</b>
<b>Competency 5.1: Assures appropriate implementation of meal planning, food purchasing, and meal management that meets CACFP meal patterns.</b>			
Knows how to create balanced and appealing menus featuring a variety of foods that meet CACFP requirements.	3.1 ± 0.5	6 (31.6)	13 (68.4)
Knows how to evaluate menus according to CACFP regulations and guidelines.	3.2 ± 0.4	5 (26.3)	14 (73.7)
Knows which foods are considered creditable and non-creditable.	3.4 ± 0.5	5 (26.3)	14 (73.7)
Knows methods to project food and supply needs.	3.1 ± 0.7	5 (26.3)	14 (73.7)
Knows how to complete food orders.	2.9 ± 0.7	8 (42.1)	11 (57.9)
Plans nutritionally sound menus that comply with CACFP regulations.	3.2 ± 0.5	8 (42.1)	11 (57.9)
Ensures all menu items served are consistent with nutrition objectives and contribute to the development of healthy eating habits.	3.1 ± 0.6	5 (26.3)	14 (73.7)
Ensures children are served all required components in the appropriate serving size at each meal and snack.	3.3 ± 0.5	10 (52.6)	9 (47.4)
Plans menus to incorporate cultural preferences and introduce students to a variety of foods.	2.9 ± 0.6	7 (36.8)	12 (63.2)
Demonstrates the ability to modify recipes as needed.	2.8 ± 0.7	10 (52.6)	9 (47.4)

<sup>a</sup> Scale = 1 (*not important*) to 4 (*extremely important*)

<sup>b</sup> Number responding (percentage)

(Table 7 continues)

(Table 7 continued)

*Functional Area 5: Nutrition and Meal Management Knowledge and Skill Statements*

Competency Statement  Knowledge/Skill Statement	How Important? (M ± SD) <sup>a</sup>	Know/Perform Categories <sup>b</sup>	
		When Hired	Advanced
<b>Competency 5.1: Assures appropriate implementation of meal planning, food purchasing, and meal management that meets CACFP meal patterns.</b>			
Maximizes the use of USDA foods to assist in controlling food cost.	2.5 ± 0.8	5 (26.3)	14 (73.7)
Ensures drinking water is readily available.	3.1 ± 0.6	15 (78.9)	4 (21.1)
<b>Competency 5.2: Establishes a positive dining environment to foster appropriate social interaction and promote healthy eating behaviors.</b>			
Knows fundamentals of creating a pleasant, appealing, social and safe environment for serving nutritious meals.	2.9 ± 0.7	13 (68.4)	6 (31.6)
Knows the importance of time management in the preparation and serving of meals and snacks.	3.1 ± 0.5	13 (68.4)	6 (31.6)
Encourages staff to serve meals in a pleasant, safe, and social environment with developmentally appropriate eating utensils.	2.9 ± 0.6	13 (68.4)	6 (31.6)
Ensures a dining environment that promotes good nutrition and healthy eating behaviors.	3.1 ± 0.5	14 (73.7)	5 (26.3)
Ensures a plan is in place to address food preparation and delivery disruptions.	3.1 ± 0.7	12 (63.2)	7 (36.8)

<sup>a</sup> Scale = 1 (*not important*) to 4 (*extremely important*)

<sup>b</sup> Number responding (percentage)

(Table 7 continues)

(Table 7 continued)

*Functional Area 5: Nutrition and Meal Management Knowledge and Skill Statements*

Competency Statement  Knowledge/Skill Statement	How Important? (M ± SD) <sup>a</sup>	Know/Perform Categories <sup>b</sup>	
		When Hired	Advanced
<b>Competency 5.3: Develops procedures to collaborate with CACFP stakeholders to ensure goals for healthy eating and menu planning are met.</b>			
Knows the importance of involving stakeholders in planning healthy CACFP approved meals and snacks.	2.5 ± 0.7	7 (36.8)	12 (63.2)
Knows the importance of developing/nurturing partnerships with families to assist children in developing healthy eating habits.	2.9 ± 0.6	13 (68.4)	6 (31.6)
Demonstrates ability to collaborate with the stakeholders in planning menus and procedures for food service.	2.5 ± 0.6	9 (47.4)	10 (52.6)
Coordinates the use of multiple approaches for informing stakeholders of menu, nutrition information, and other services available (e.g., Web site, newsletter, printed menus).	2.6 ± 0.7	6 (31.6)	13 (68.4)
<b>Competency 5.4: Assures the proper interpretation and implementation of appropriate food intake for all children regardless of dietary needs.</b>			
Knows how to develop, maintain, and provide CACFP meal service accommodations for children with medically documented dietary needs.	3.4 ± 0.5	6 (31.6)	13 (68.4)
Develops policies and implements procedures to ensure that children's special nutrition needs are safely met.	3.2 ± 0.5	5 (26.3)	14 (73.7)

<sup>a</sup> Scale = 1 (*not important*) to 4 (*extremely important*)

<sup>b</sup> Number responding (percentage)



(Table 7 continues)

(Table 7 continued)

*Functional Area 5: Nutrition and Meal Management Knowledge and Skill Statements*

Competency Statement  Knowledge/Skill Statement	How Important? (M ± SD) <sup>a</sup>	Know/Perform Categories <sup>b</sup>	
		When Hired	Advanced
<b>Competency 5.4: Assures the proper interpretation and implementation of appropriate food intake for all children regardless of dietary needs.</b>			
Ensures families collaborate with child care staff to meet the needs of all children with food challenges, allergies, and/or special needs.	3.2 ± 0.6	11 (57.9)	8 (42.1)
Ensures child care staff follows infant feeding guidelines.	3.4 ± 0.5	12 (63.2)	7 (36.8)
Ensures infants are fed on demand and the feeding is documented.	3.2 ± 0.5	12 (63.2)	7 (36.8)
<b>Competency 5.5: Develops and executes nutrition education for CACFP participants, families, stakeholders, and staff.</b>			
Knows age appropriate methods for promoting nutrition education and activities.	2.8 ± 0.7	11 (52.6)	8 (42.1)
Utilizes appropriate nutrition education and promotional materials to encourage healthy eating behaviors.	2.8 ± 0.7	10 (52.6)	9 (47.4)
Communicates the relationship between nutrition adequacy and educational performance of children.	2.8 ± 0.8	8 (42.1)	11 (57.9)

<sup>a</sup> Scale = 1(not important) to 4 (extremely important)

<sup>b</sup> Number responding (percentage)

***Functional Area 6: Education and Training***

The Education and Training functional area contains one competency, two knowledge statements, and 10 skill statements (Table 8). Mean ratings for all statements were 2.5 or greater; therefore, no knowledge and skill statements were eliminated. The statement with the highest mean rating was, “Ensures staff is trained and compliant with civil rights requirements annually” ( $3.4 \pm 0.5$ ). The statement with the lowest mean rating was, “Trains staff to enhance customer service to stakeholders” ( $2.7 \pm 0.7$ ).

The review panel identified two statements as “when needed” knowledge and skill statements: “Trains child care staff on nutrition program practices, such as healthy eating environments, basic principles of healthy eating, and proper nutrition for growth and development” (52.6%); and “Encourages and trains staff to create a safe work environment” (57.9%). The panel identified 10 statements as “advanced” knowledge and skill statements: “Knows how to provide training through multiple delivery methods” (57.9%); “Knows how to prepare yearly trainings based on staff needs” (52.6%); “Develops, locates, and/or implements training opportunities to meet the CACFP requirements” (63.2%); “Ensures staff is trained and compliant with civil rights requirements annually” (63.2%); “Provides updates to staff on CACFP guidelines, policies, and procedures as needed” (57.9%); “Trains staff to enhance customer service to stakeholders” (68.4%); “Ensures child care staff is trained on creditable and non-creditable foods” (84.2%); “Ensures CPR and first aid training programs are provided to staff” (57.9%); “Develops a sanitation training program for staff” (78.9%); and “Develops procedures and trains staff on proper use, cleaning, and sanitizing of foodservice equipment” (63.2%).

The review panel’s mean agreement rating for Education and Training competency statements are presented in Table 3. All competency statements had means ratings of 3.0 or greater for the evaluation statements. This indicates that the review panel agreed that the competencies accurately reflected the knowledge and skill statements under this functional area, and that they were clearly worded.

Table 8

*Functional Area 6: Education and Training Knowledge and Skill Statements*

<b>Competency Statement</b>  <b>Knowledge/Skill Statement</b>	<b>How Important?</b> <b>(M ± SD)<sup>a</sup></b>	<b>Know/Perform Categories<sup>b</sup></b>	
		<b>When Hired</b>	<b>Advanced</b>
<b>Competency 6.1: Implements strategies to effectively train CACFP staff.</b>			
Knows how to provide training through multiple delivery methods.	2.9 ± 0.6	8 (42.1)	11 (57.9)
Knows how to prepare yearly trainings based on staff needs.	3.0 ± 0.7	9 (47.4)	10 (52.6)
Develops, locates, and/or implements training opportunities to meet the CACFP requirements.	2.9 ± 0.8	7 (36.7)	12 (63.2)
Ensures staff is trained and compliant with civil rights requirements annually.	3.4 ± 0.5	7 (36.7)	12 (63.2)
Provides updates to staff on CACFP guidelines, policies, and procedures as needed.	3.2 ± 0.7	8 (42.1)	11 (57.9)
Trains staff to enhance customer service to stakeholders.	2.7 ± 0.7	6 (31.6)	13 (68.4)

<sup>a</sup> Scale = 1(not important) to 4 (extremely important)

<sup>b</sup> Number responding (percentage)

(Table 8 continues)

(Table 8 continued)

*Functional Area 6: Education and Training Knowledge and Skill Statements*

Competency Statement  Knowledge/Skill Statement	How Important? (M ± SD) <sup>a</sup>	Know/Perform Categories <sup>b</sup>	
		When Hired	Advanced
<b>Competency 6.1: Implements strategies to effectively train CACFP staff.</b>			
Trains child care staff on nutrition program practices, such as healthy eating environments, basic principles of healthy eating, and proper nutrition for growth and development.	3.0 ± 0.8	10 (52.6)	9 (47.4)
Ensures child care staff is trained on creditable and non-creditable foods	3.2 ± 0.7	3 (15.8)	16 (84.2)
Encourages and trains staff to create a safe work environment.	3.1 ± 0.8	11 (57.9)	8 (42.1)
Ensures CPR and first aid training programs are provided to staff.	3.2 ± 0.5	8 (42.1)	11 (57.9)
Develops a sanitation training program for staff.	3.1 ± 0.7	4 (21.1)	15 (78.9)
Develops procedures and trains staff on proper use, cleaning, and sanitizing of foodservice equipment.	3.1 ± 0.7	7 (36.8)	12 (63.2)

<sup>a</sup> Scale = 1(not important) to 4 (extremely important)

<sup>b</sup> Number responding (percentage)

## **CONCLUSIONS AND RECOMMENDATIONS**

This research project was conducted to identify the functional areas, competencies, knowledge and skills needed for child care professionals working in the Child and Adult Care Food Program (CACFP). Both the expert panel and the review panel consisted of current state agency representatives, sponsoring agency representatives, and child care directors developing and confirming six functional areas, 24 competencies, 69 knowledge statements and 105 skill statements. The review panel considered all but one of the skill statements to be important to the job responsibilities for a child care professional working in the CACFP, resulting in 104 skill statements.

The review panel identified 67 statements as knowledge and skill statements needed when hired into a child care facility operating under the CACFP (Table 9). They identified 106 statements as advanced knowledge and skills (Table 10). Under the Administration functional area, the review panel identified the knowledge and skills required to meet competency statement 1.7 should be under advanced knowledge and skills only. Therefore, individuals are not required to meet the competency standard when hired. This was also the case in the Procurement functional area under competency statement 2.1, and in the Compliance functional area under competency statement 3.2. In contrast, there were instances where the review panel indicated that advanced knowledge and skills were not required to meet the competency standards noted in the Health and Safety functional area under competency statement 4.1 and in the Nutrition and Meal Management functional area under competency statement 5.2. The results suggest that there are some roles child care providers are expected to perform at a higher level than others. These roles possibly extend beyond basic foodservice operation, and move more into directing and implementing the CACFP.

The findings of this project supported the development of a Web-based resource, *Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations* (Appendix). For each functional area, the competencies, the “when hired” knowledge and skill statements, and the “advanced” knowledge and skill statements are presented. The functional areas, competencies, knowledge, and skills identified in this project make apparent the role of the child care professional working with the CACFP at any level. While job requirements differ from program to program, child care program directors and/or those responsible for hiring staff in child care can use the knowledge and skill statements in identifying qualified staff. If the responsibility is to train child care staff working in the CACFP, the knowledge and skill statements can help define individual or group goals, determine if goals are met, and/or identify specific training needs. The information can also be used for evaluating child care staff by identifying the knowledge and skills the staff either has or lacks. In addition to leadership utilizing the competencies, knowledge, and skills document, child care professionals can use this information to advance their own knowledge and skills through professional development. Finally, the competencies, knowledge, and skills and Section II of the resource project can be used to identify staff members who have the potential to be advanced with the program.

### **Education and Training Implications**

Training modules based on this research should be developed to address each of the functional areas identified in this research: Administration, Compliance, Procurement, Health and Safety, Nutrition and Meal Management, and Education and Training. The modules can be based on the competencies, knowledge, and skills identified under each functional area. The Institute for Child Nutrition, child care professionals, sponsoring agencies, and training

professionals can use the information from this research to develop and customize professional development for child care professionals working with the CACFP.

Table 9

*When Hired Knowledge and Skill Statements*

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***Functional Area***

**Competency Statement**

**Knowledge/Skill Statement(s)**

---

***Administration***

**1.1 Manages office operations (including purchases, repairs, and documentation) to provide adequate support to staff and stakeholders.**

Knows how to maintain organized and accessible record keeping and filing systems.

Ensures breastfeeding mothers have a safe and private area to breastfeed.

Demonstrates professional behavior and conduct.

Applies conflict resolution, negotiation, and problem-solving techniques when dealing with staff issues.

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

Knows how to maintain receipts and records for all purchases.

Knows basic principles of accounting and the application of those principles.

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

Knows strategies for conducting effective performance appraisals.

Knows effective job interview techniques that incorporate legally permissible inquiries.

Knows factors important to employee satisfaction and strategies to address dissatisfaction.

Maintains accurate staff records and other pertinent human resource documentation.

Ensures child care providers meet or exceed federal, state, and local staffing standards in order to adequately supervise the number of children enrolled.

Ensures staff utilizes available resources for guidance and training.

**1.4 Establishes procedures for staff orientation and professional development on all aspects of the CACFP.**

Knows the importance of staff orientation to assure that new staff have appropriate information to perform their jobs.

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*(Table 9 continues)*

(Table 9 continued)

*When Hired Knowledge and Skill Statements*

---

**Functional Area**

**Competency Statement**

**Knowledge/Skill Statement(s)**

---

**Administration**

**1.4 Establishes procedures for staff orientation and professional development on all aspects of the CACFP.**

Knows the importance of providing and implementing professional development opportunities for staff.

**1.5 Maintains an on-going line of communication with staff, families, and other stakeholders.**

Ensures CACFP information is made available to families of enrolled children and to the community upon request.

Communicates and maintains relationships with child care staff, sponsoring agency and state agency representatives.

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

Knows importance of networking within the community to build support for the CACFP.

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

No “when hired” knowledge and skill statements.

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

Knows how to prepare meals and snacks that follow the planned menu.

Knows standards of food quality.

Knows how to develop menus that meet the CACFP meal patterns.

Ensures guidelines are established for food and snacks brought from home.

**1.9 Implements safety and sanitation procedures in child care operations.**

Knows how to monitor and track incidences of on-the-job injuries and related liabilities.

Knows local and state regulations regarding proper food safety and sanitation requirements.

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

Ensures staff training on the proper use of fire extinguishers.

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(Table 9 continues)



(Table 9 continued)

*When Hired Knowledge and Skill Statements*

---

**Functional Area**

**Competency Statement**

**Knowledge/Skill Statement(s)**

---

***Procurement***

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

No “when hired” knowledge and skill statements.

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

Knows methods for effective inventory control.

Knows fundamentals of effective receiving procedures.

Knows the relationship among accurate ordering and inventory management when utilizing standardized recipes.

Knows how to consult with vendors for product information.

***Compliance***

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

Knows civil rights requirements for CACFP.

Ensures all purchases comply with CACFP federal and state regulations.

Complies with health and safety regulations established by federal, state, and local agencies.

**3.2 Develops compliance review procedures to ensure accurate, uniform monitoring, and renew efforts.**

No “when hired” knowledge and skill statements.

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

Ensures meals are served during scheduled and approved meal times.

Ensures families provide required information related to food allergies and other special nutrition needs.

***Health and Safety***

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

- Knows basic health, sanitation, and safety requirements.
  - Ensures that the facility is compliant with applicable universal precautions and infection control guidelines and procedures.
  - Develops safe, effective methods for prevention and control of insects, rodents, and other pest infestations.
  - Ensures storage areas are temperature controlled, properly maintained, well ventilated, and adequately secured.
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(Table 9 continues)

(Table 9 continued)

*When Hired Knowledge and Skill Statements*

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**Functional Area**

**Competency Statement**

**Knowledge/Skill Statement(s)**

---

**Health and Safety**

**4.2 Establishes policies and procedures to create safe work environment practices and environment to prevent and reduce safety risks.**

- Knows principles of creating and maintaining a safe and healthy work environment.
- Knows importance of providing first aid training to staff.
- Knows principles for selecting, storing, using, and maintaining chemical supplies and other hazardous materials.
- Knows safety standards for foodservice that comply with the Occupational Safety and Health Act (OSHA) and other regulations.
- Maintains a safe work environment for preparing and serving.
- Ensures child care staff is trained to recognize and respond to symptoms of an allergic reaction.

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

- Knows sanitation and food safety regulations.
- Knows acceptable food storage and cleaning techniques.
- Knows principles of foodborne illness prevention.
- Ensures child care staff intervenes and prevents the trading of food brought for children with allergies and other special nutrition needs.
- Follows sanitation procedures for cleaning and sanitizing dining areas before and after meal and snack time.
- Follows proper safety measures to ensure safe food handling from the receiving of food to the serving of food.
- Ensures staff members who handle food are free from illness.
- Ensures foods are held and served at appropriate temperatures.

**Nutrition and Meal Management**

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

- Ensures children are served all required components in the appropriate serving size at each meal and snack.
- Demonstrates the ability to modify recipes as needed.
- Ensures drinking water is readily available.

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(Table 9 continues)

(Table 9 continued)

*When Hired Knowledge and Skill Statements*

---

**Functional Area**

**Competency Statement**

**Knowledge/Skill Statement(s)**

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***Nutrition and Meal Management***

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

Knows fundamentals of creating a pleasant, appealing, social and safe environment for serving nutritious meals.

Knows the importance of time management in the preparation and serving of meals and snacks.

Encourages staff to serve meals in a pleasant, safe, and social environment with developmentally appropriate eating utensils.

Ensures a dining environment that promotes good nutrition and healthy eating behaviors.

Ensures a plan is in place to address food preparation and delivery disruptions.

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

Knows the importance of developing/nurturing partnerships with families to assist children in developing healthy eating habits.

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

Ensures families collaborate with child care staff to meet the needs of all children with food challenges, allergies, and/or special needs.

Ensures child care staff follows infant feeding guidelines.

Ensures infants are fed on demand and the feeding is documented.

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

Knows age appropriate methods for promoting nutrition education and activities.

Utilizes appropriate nutrition education and promotional materials to encourage healthy eating behaviors.

***Education and Training***

**6.1 Implements strategies to effectively train CACFP staff.**

Trains child care staff on nutrition program practices, such as healthy eating environments, basic principles of healthy eating, and proper nutrition for growth and development.

Encourages and trains staff to create a safe work environment.

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Table 10

*Advanced Knowledge and Skill Statements*

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***Functional Area***

**Competency Statement**

**Knowledge/Skill Statement(s)**

---

***Administration***

**1.1 Manages office operations (including purchases, repairs, and documentation) to provide adequate support to staff and stakeholders.**

Knows how to direct calls and answer inquiries related to the CACFP program.

Knows how to update program and site information as required.

Follows procedures for maintenance, repair, and management of equipment.

Updates product knowledge by communicating with industry and other foodservice professionals.

Ensures equipment selected is appropriate for facility and operational needs to meet short and long term goals of the CACFP.

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

Knows process for budget development, justification, modification, and implementation.

Knows how to develop and maintain the contractual CACFP budget and income/expense records.

Knows how to prepare annual budgets.

Knows how to effectively supervise and/or implement contract agreements as required ensuring accountability for funding and reimbursement.

Knows how to reconcile costs each month to ensure non-profit compliance.

Knows the importance of appropriate staffing and scheduling to control labor cost.

Knows how to analyze financial statements regularly to make informed financial decisions.

Ensures all CACFP funds are used on allowable costs.

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*(Table 10 continues)*

(Table 10 continued)

*Advanced Knowledge and Skill Statements*

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**Functional Area**

**Competency Statement**

**Knowledge/Skill Statement(s)**

---

**Administration**

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

Establishes and/or implements written procedures for collecting, reconciling, depositing, and disbursing funds.

Ensures timely and accurate billing adjustments are communicated to appropriate personnel.

Develops and updates systems for tracking inventory and use of USDA foods.

Establishes a pricing program for meals and snacks that follows federal and state guidelines if applicable.

Demonstrates ability to effectively supervise and/or implement contract agreements as required ensuring accountability for funding and reimbursement.

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

Knows how to maintain current and accurate staff records.

Knows federal, state, and local laws and regulations relevant to human resource management.

Knows selection, supervision, promotion, termination, and disciplinary procedures that comply with federal and state regulations.

Develops job descriptions and job specifications.

Establishes a process for conducting performance appraisals.

Utilizes interviewing techniques and hiring procedures that comply with federal and state guidelines.

Develops safe and efficient work methods to maximize staff productivity.

**1.4 Establishes procedures for staff orientation and professional development on all aspects of CACFP.**

Knows how to request nutrition resources, training, and technical assistance.

Designs an effective orientation program that introduces new staff to the CACFP requirements.

Trains child care staff to ensure all CACFP regulations and functions are met.

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(Table 10 continues)

(Table 10 continued)

Advanced Knowledge and Skill Statements

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**Functional Area**

**Competency Statement**

**Knowledge/Skill Statement(s)**

---

**Administration**

**1.5 Maintains an on-going line of communication with staff, families, and other stakeholders.**

Knows how to offer continuous and timely flow of information to and from staff and stakeholders.

Demonstrates ability to utilize feedback in improving nutritional service.

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

Knows how to develop partnerships with community based organizations, municipal agencies, and state agencies to facilitate wellness practices.

Develops and maintains family committees to identify issues and resources that help families outside the center.

Ensures families have access to education sessions and materials on nutrition for infants and young children.

Demonstrates ability to be an advocate for children and their families.

Provides opportunities for families to engage in health-related activities.

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

Knows how to produce and submit all required documentation for state and/or federal contracts.

Knows how to complete all necessary foodservice documents accurately and timely for claim submission.

Supervises, trains, evaluates, and supports child care staff in implementing CACFP regulations.

Demonstrates ability to maintain accurate documentation of licensing and all CACFP required forms.

Establishes an effective system for preparing and submitting reports according to federal and state regulations.

Demonstrates ability to supervise and/or implement claim review process.

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(Table 10 continues)

(Table 10 continued)

Advanced Knowledge and Skill Statements

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**Functional Area**

**Competency Statement**

**Knowledge/Skill Statement(s)**

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**Administration**

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

Develops and maintains portion menus and/or food receipts in accordance with CACFP guidelines.

**1.9 Implements safety and sanitation procedures in child care operations.**

Develops training procedures and safety guidelines for workplace injury prevention and injury response reporting.

Conducts routine food safety and sanitation inspections and develops corrective action plans, if needed.

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

Ensures emergency readiness plan is reviewed and updated annually.

Maintains the food and supply items to be available in case of an emergency.

**Procurement**

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

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

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

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

Knows ethical practices for procurement.

Ensures accurate formal or informal procurement processes are followed.

Maintains proper documentation of purchases and disposal of equipment.

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(Table 10 continues)

(Table 10 continued)

*Advanced Knowledge and Skill Statements*

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**Functional Area**

**Competency Statement**

**Knowledge/Skill Statement(s)**

---

**Procurement**

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

Demonstrates the ability to identify, initiate, and maintain procedures associated with Invitation for Bid or Solicitation of Quotes for annual vended meal service provision. Procures and maintains adequate amount of supplies to properly prepare, serve, and store foods in accordance with CACFP guidelines.

Develops procedures for inventory control that address the delivery date, storage, and turnover rate of food products and supplies.

**Compliance**

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

Knows required CACFP and state regulations and procedures.

Complies with federal, state, and local child care regulations and the CACFP.

Develops and implements procedures to maintain accurate and appropriate records that comply with federal, state, and local regulations.

Ensures documentation meets CACFP requirements for all age groups.

Maintains current and accurate staff records (including all licensing required components) related to CACFP.

Ensures all CACFP records are maintained for the required number of years (including the current year).

Ensures training requirements of the CACFP program are met on an annual basis and/or as needed.

Ensures all income eligibility documentation is kept confidential and reported accurately to the state agency, if required.

Ensures all income eligibility documentation is correctly approved and verified according to regulations.

Establishes policies for posting of workplace safety information.

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(Table 10 continues)



(Table 10 continued)

Advanced Knowledge and Skill Statements

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**Functional Area**

**Competency Statement**

**Knowledge/Skill Statement(s)**

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**Compliance**

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

Knows how to prepare all audit requests.

Knows how to develop corrective action plans when needed, including modification to standard operating procedures.

Ensures monitoring visits are completed according to CACFP regulations.

Cooperates with state and/or federal level reviews completed at the child care site.

Responds appropriately during administrative reviews of the CACFP.

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

Knows procedures to ensure only reimbursable claims are submitted to state agency for full reimbursement.

Ensures meal vendor is following all state and local health and safety requirements.

**Health and Safety**

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

No “advanced” knowledge and skill statements.

**4.2 Establishes policies and procedures to create safe work environment practices and environment to prevent and reduce safety risks.**

Ensures staff reviews injury reports periodically to assess, revise, and/or develop injury prevention strategies.

Ensures the Safety Data Sheets for chemical products are up-to-date and accessible to staff.

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

Knows fundamentals of Hazard Analysis Critical Control Point (HACCP)-based standard operating procedures.

Knows how to conduct facility inspections to provide safe food for the children in the child care facility.

Ensures the child care facility meets all safety regulations for nutrition and food preparation.

Develops emergency procedures and practices for food recalls and foodborne illnesses.

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(Table 10 continues)

(Table 10 continued)

*Advanced Knowledge and Skill Statements*

---

**Functional Area**

**Competency Statement**

**Knowledge/Skill Statement(s)**

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***Nutrition and Meal Management***

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

Knows how to create balanced and appealing menus featuring a variety of foods that meet CACFP requirements.

Knows how to evaluate menus according to CACFP regulations and guidelines.

Knows which foods are considered creditable and non-creditable.

Knows methods to project food and supply needs.

Knows how to complete food orders.

Plans nutritionally sound menus that comply with CACFP regulations.

Ensures all menu items served are consistent with nutrition objectives and contribute to the development of healthy eating habits.

Plans menus to incorporate cultural preferences and introduce students to a variety of foods.

Maximizes the use of USDA foods to assist in controlling food cost.

**5.2 Establishes a positive dining environment to foster appropriate social interactions and promote healthy eating behaviors**

No “advanced” knowledge and skill statements.

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

Knows the importance of involving stakeholders in planning healthy CACFP approved meals and snacks.

Demonstrates ability to collaborate with the stakeholders in planning menus and procedures for food service.

Coordinates the use of multiple approaches for informing stakeholders of menu, nutrition information, and other services available (e.g., web site, newsletter, printed menus).

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

Knows how to develop, maintain, and provide CACFP meal service accommodations for children with medically documented dietary needs.

Develops policies and implements procedures to ensure that children’s special nutrition needs are safely met.

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(Table 10 continues)

(Table 10 continued)

*Advanced Knowledge and Skill Statements*

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***Functional Area***

***Competency Statement***

***Knowledge/Skill Statement(s)***

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***Nutrition and Meal Management***

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

Communicates the relationship between nutrition adequacy and educational performance of children.

***Education and Training***

**6.1 Implements strategies to effectively train CACFP staff.**

Knows how to provide training through multiple delivery methods.

Knows how to prepare yearly trainings based on staff needs.

Develops, locates, and/or implements training opportunities to meet the CACFP requirements.

Ensures staff is trained and compliant with civil rights requirements annually.

Provides updates to staff on CACFP guidelines, policies, and procedures as needed.

Trains staff to enhance customer service to stakeholders.

Ensures child care staff is trained on creditable and non-creditable foods

Ensures CPR and first aid training programs are provided to staff.

Develops a sanitation training program for staff.

Develops procedures and trains staff on proper use, cleaning, and sanitizing of foodservice equipment.

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<http://www.fns.usda.gov/CND/Care/CACFP/aboutcacfp.htm>

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Appendix

Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations

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**COMPETENCIES, KNOWLEDGE,  
and SKILLS for CHILD CARE  
PROVIDERS IN CACFP OPERATIONS**

Applied Research Division • The University of Southern Mississippi

# **Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations**

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## **Institute of Child Nutrition**

### **The University of Mississippi**

The Institute of Child Nutrition was authorized by Congress in 1989 and established in 1990 at The University of Mississippi in Oxford and is operated in collaboration with The University of Southern Mississippi in Hattiesburg. The Institute operates under a grant agreement with the United States Department of Agriculture, Food and Nutrition Service.

#### **PURPOSE**

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.

#### **MISSION**

The mission of the Institute of Child Nutrition is to provide information and services that promote the continuous improvement of child nutrition programs.

#### **VISION**

The vision of the Institute of Child Nutrition is to be the leader in providing education, research, and resources to promote excellence in child nutrition programs.

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## Introduction

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Since its beginning, the Institute for Child Nutrition (formerly known as National Food Service Management Institute), Applied Research Division (ICN, ARD) has been in the front lines in identifying the competencies, knowledge, and skills needed by professionals working in the child nutrition arena. The first work on identifying the competencies, knowledge, and skills was completed for SN directors/supervisors in the mid-1990s. This is the first time in ICN history that competencies, knowledge, and skills identification has taken place for professionals working with the Child and Adult Care Food Program (CACFP).

The CACFP has changed over the years. As services within the CACFP program have continued to expand, demands on child care providers have also increased. Examples of how changes in the CACFP have an effect on child care operations are obvious in the legislation that controls it. In the Child Nutrition Reauthorization Act of 1998, snack service was approved for children up to age 18 in “at-risk” after-school programs. This update in the law expanded the number of children served. In the Healthy, Hunger Free Kids Act (HHFKA) 2010 meal reimbursement for at-risk afterschool program was extended to all states, further expanding the number of children served. Other changes put in place by the HHFKA are modified requirements for submission of renewal applications, requirements for CACFP to follow the most recent version of the Dietary Guidelines of Americans when addressing fluid milk served, and requirements to ensure the availability of water throughout the day for all recipients. All of which may be seen as an increase in workload and knowledge, skills, and abilities for individuals responsible for the CACFP within child care settings. Because of these changes and others, the need to identify the appropriate knowledge and skills needed by professionals working in the CACFP to effectively maintain nutrition standards in the child care setting is extremely important.

The *Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations* resource focuses on the identified functional areas, competencies, knowledge, and skills needed for child care providers to effectively operate a CACFP. The following definitions were used to guide the process:

- **Child Care Providers** are individuals who provide care, nutrition services, and education to children from birth through 12 years in child care centers and child care homes.
- **Functional Areas** are the broad groupings or divisions of job responsibilities that are performed by child care providers within the local child care operation. These categories serve as the umbrella for all job responsibilities that occur on a daily, weekly, seasonal, or yearly basis.
- **Competencies** are the areas of expertise and accountability within each functional area that are necessary to ensure that the purpose(s) of the job are met. They may include knowledge and skills as well as various levels of motivation.
- **Knowledge** is the information a person has in specific content areas that is necessary for successful performance in a competency area.

- **Skills** are the abilities to perform certain physical, mental, and/or interpersonal tasks that are necessary for successful performance in a competency area.

This resource was developed in two phases, with the involvement of child care professionals in both phases. Phase I used an expert panel consisting of child care directors, sponsoring agency professionals, and state agency professionals who identified the six functional areas that include the job responsibilities of child care professionals working within the boundaries of the CACFP. The expert panel members also came to agreement on the competency, knowledge, and skill statements needed in each functional area. Phase II review panel members confirmed whether the knowledge and skill statements were important to the job responsibilities of a child care provider, and confirmed whether the competency statements were matching up with the supporting knowledge and skill statements. The Phase II review panel also identified two levels of practice for the knowledge and skill statements:

- **When Hired:** Basic level knowledge and understanding of a competency area, general ability to communicate basic understanding of local, state, and national regulations and program requirements, and reliance on observation and guidance from others in the field to increase effectiveness and outcomes, and
- **Advanced:** Higher level of knowledge and understanding of the competency area and ability to communicate, make decisions, solve problems, and support staff based on advanced knowledge of local, state, and national regulations and program requirements.

The six identified functional areas that complete the job responsibilities for professionals working in the CACFP were:

- Administration
- Procurement
- Compliance
- Health and Safety
- Nutrition and Meal Management
- Education and Training

In addition to the six functional areas, the Phase II review panel also identified 173 knowledge statements and skill statements. These knowledge and skills statements were classified as knowledge and skills needed either when the professional is hired or at advanced state in the professional's career.

The functional areas, competencies, knowledge, and skills identified for this resource will offer guidance to the role of the child care professional at all levels. Child care professionals and child care administrators can use this resource as a framework for identifying qualified staff for entry level and advanced level positions in the child care setting. The resource can

also be used by individuals as a basis for advancing their knowledge and skills while working in a CACFP setting and by management to identify training needs among current staff. In addition, this resource can be used to assess current training programs by identifying strengths and weaknesses and training results. While job tasks and requirements for a child care professional differ from state to state and from facility to facility, *Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations* resource is designed to be used as a guide for professional development, job description development, assessment and evaluation, and training development.



**SECTION I**

**Knowledge  
and Skill  
Statements**

## Functional Area I: Administration

**Functional Area 1 is Administration. It is defined as the process of providing organizational leadership through the management of financial and human resources (including accountable management of finances and the provision of policy and procedures guidance). The core competencies, knowledge, and skills represented in this section are centered on program oversight.**

### Core Competencies:

- Competency 1.1: Manages office operations (including purchases, repairs, and documentation) to provide adequate support to staff and stakeholders.
- Competency 1.2: Provides leadership in the development and maintenance of all fiscal records to ensure proper management of finances.
- Competency 1.3: Manages human resources using policies and procedures that meet local, state, and federal requirements.
- Competency 1.4: Establishes procedures for staff orientation and professional development on all aspects of CACFP.
- Competency 1.5: Maintains an on-going line of communication with staff, families, and other stakeholders.
- Competency 1.6: Establishes partnerships with families, community organizations, and other stakeholders to promote good nutrition, health, and wellness and to serve the needs of children participating in the CACFP.
- Competency 1.7: Implements procedures needed to meet all local, state, and federal requirements for participation in CACFP.
- Competency 1.8: Manages all operations associated with menu development and meal preparation.
- Competency 1.9: Implements safety and sanitation procedures in child care operations.
- Competency 1.10: Maintains comprehensive emergency preparedness plans to include prevention, mitigation, response, and recovery.

**Functional Area I: Administration**

**Competency I.1**  
**Manages office operations (including purchases, repairs, and documentation) to provide adequate support to staff and stakeholders.**

**KNOWLEDGE**

**When Hired**

Knows how to maintain organized and accessible record keeping and filing systems.

**Advanced**

Knows how to direct calls and answer inquiries related to the CACFP program.  
 Knows how to update program and site information as required.

**SKILLS**

**When Hired**

Demonstrates professional behavior and conduct.  
 Applies conflict resolution, negotiation, and problem-solving techniques when dealing with staff issues.  
 Ensures breastfeeding mothers have a safe and private area to breastfeed.

**Advanced**

Ensures equipment selected is appropriate for facility and operational needs to meet short and long term goals of the CACFP.  
 Follows procedures for maintenance, repair, and management of equipment.  
 Updates product knowledge by communicating with industry and other foodservice professionals.

**Competency I.2**  
**Provides leadership in the development and maintenance of all fiscal records to ensure proper management of finances.**

**KNOWLEDGE**

**When Hired**

Knows basic principles of accounting and the application of those principles.  
 Knows how to maintain receipts and records for all purchases.

**SKILLS**

**When Hired**

None



**Advanced**

Knows process for budget development, justification, modification, and implementation.

Knows how to develop and maintain the contractual CACFP budget and income/expense records.

Knows how to prepare annual budgets.

Knows how to effectively supervise and/or implement contract agreements as required ensuring accountability for funding and reimbursement.

Knows how to reconcile costs each month to ensure non-profit compliance.

Knows the importance of appropriate staffing and scheduling to control labor cost.

Knows how to analyze financial statements regularly to make informed financial decisions.

**Advanced**

Establishes and/or implements written procedures for collecting, reconciling, depositing, and disbursing funds.

Ensures timely and accurate billing adjustments are communicated to appropriate personnel.

Establishes a pricing program for meals and snacks that follows federal and state guidelines, if applicable.

Ensures all CACFP funds are used on allowable costs.

Develops and updates systems for tracking inventory and use of USDA foods.

Demonstrates ability to effectively supervise and/or implement contract agreements as required ensuring accountability for funding and reimbursement.

**Competency I.3**  
**Manages human resources using policies and procedures that meet local, state, and federal requirements.**

**KNOWLEDGE**

**When Hired**

Knows effective job interview techniques that incorporate legally permissible inquiries.

Knows strategies for conducting effective performance appraisals.

Knows factors important to employee satisfaction and strategies to address dissatisfaction.

**SKILLS**

**When Hired**

Maintains accurate staff records and other pertinent human resource documentation.

Ensures child care providers meet or exceed federal, state, and local staffing standards in order to adequately supervise the number of children enrolled.

Ensures staff utilizes available resources for guidance and training.

**Advanced**

Knows federal, state, and local laws and regulations relevant to human resource management.

Knows selection, supervision, promotion, termination, and disciplinary procedures that comply with federal and state regulations.

Knows how to maintain current and accurate staff records.

**Advanced**

Utilizes interviewing techniques and hiring procedures that comply with federal and state guidelines.

Develops job descriptions and job specifications.

Establishes a process for conducting performance appraisals.

Develops safe and efficient work methods to maximize staff productivity.

**Competency I.4**  
**Establishes procedures for staff orientation and professional development on all aspects of CACFP.**

**KNOWLEDGE**

**When Hired**

Knows the importance of staff orientation to assure that new staff has appropriate information to perform their jobs.

Knows the importance of providing and implementing professional development opportunities for staff.

**Advanced**

Knows how to request nutrition resources, training, and technical assistance.

**SKILLS**

**When Hired**

None

**Advanced**

Designs an effective orientation program that introduces new staff to the CACFP requirements.

Trains child care staff to ensure all CACFP regulations and functions are met.

**Competency I.5**  
**Maintains an on-going line of communication with staff, families, and other stakeholders.**

**KNOWLEDGE**

**When Hired**

None

**Advanced**

Knows how to offer continuous and timely flow of information to and from staff and stakeholders.

**SKILLS**

**When Hired**

Communicates and maintains relationships with child care staff, sponsoring agency and state agency representatives.

Ensures CACFP information is made available to families of enrolled children and to the community upon request.

**Advanced**

Demonstrates ability to utilize feedback in improving nutritional service.

**Competency I.6**  
**Establishes partnerships with families, community organizations, and other stakeholders to promote good nutrition, health, and wellness and to serve the needs of children participating in the CACFP.**

**KNOWLEDGE**

**When Hired**

Knows importance of networking within the community to build support for the CACFP.

**Advanced**

Knows how to develop partnerships with community based organizations, municipal agencies, and state agencies to facilitate wellness practices.

**SKILLS**

**When Hired**

None

**Advanced**

Demonstrates ability to be an advocate for children and their families.

Develops and maintains family committees to identify issues and resources that help families outside the center.

Provides opportunities for families to engage in health-related activities.  
Ensures families have access to education sessions and materials on nutrition for infants and young children.

**Competency I.7**  
**Implements procedures needed to meet all local, state, and federal requirements for participation in CACFP.**

**KNOWLEDGE**

**When Hired**

None

**Advanced**

Knows how to produce and submit all required documentation for state and/or federal contracts.

Knows how to complete all necessary foodservice documents accurately and timely for claim submission.

**SKILLS**

**When Hired**

None

**Advanced**

Supervises, trains, evaluates, and supports child care staff in implementing CACFP regulations.

Establishes an effective system for preparing and submitting reports according to federal and state regulations.

Demonstrates ability to maintain accurate documentation of licensing and all CACFP required forms.

Demonstrates ability to supervise and/or implement claim review process.

**Competency I.8**  
**Manages all operations associated with menu development and meal preparation.**

**KNOWLEDGE**

**When Hired**

Knows standards of food quality.

Knows how to develop menus that meet the CACFP meal patterns.

**SKILLS**

**When Hired**

Ensures guidelines are established for food and snacks brought from home.

Knows how to prepare meals and snacks that follow the planned menu.

**Advanced**

None

**Advanced**

Develops and maintains portion menus and/or food receipts in accordance with CACFP guidelines.

**Competency I.9**  
**Implements safety and sanitation procedures in child care operations.**

**KNOWLEDGE**

**When Hired**

Knows local and state regulations regarding proper food safety and sanitation requirements.  
Knows how to monitor and track incidences of on-the-job injuries and related liabilities.

**Advanced**

None

**SKILLS**

**When Hired**

None

**Advanced**

Develops training procedures and safety guidelines for workplace injury prevention and injury response reporting.  
Conducts routine food safety and sanitation inspections and develops corrective action plans, as needed.

**Competency I.10**  
**Maintains comprehensive emergency preparedness plans to include prevention, mitigation, response, and recovery.**

**KNOWLEDGE**

**When Hired**

None

**SKILLS**

**When Hired**

Ensures staff training on the proper use of fire extinguishers.

**Advanced**

Knows federal and state regulations for providing services during an emergency or crisis.

Knows how to develop and implement a comprehensive emergency readiness plan for the center (e.g., weather, safety, disaster, and medical).

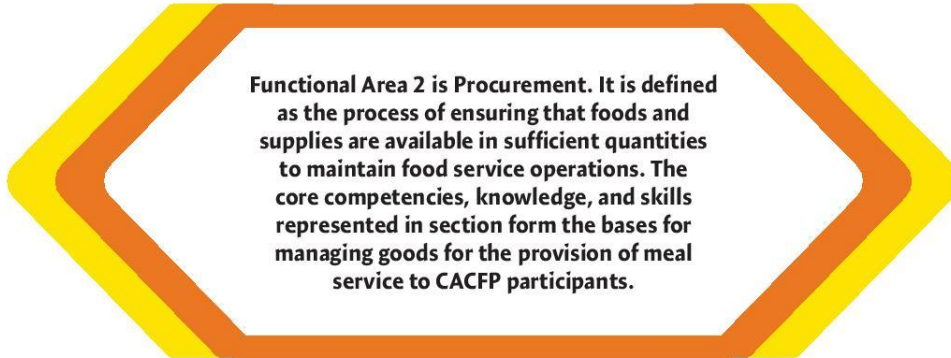
**Advanced**

Establishes, trains, and communicates a basic plan to staff for dealing with an emergency/disaster situation.

Ensures emergency readiness plan is reviewed and updated annually.

Maintains the food and supply items to be available for use in case of an emergency.

## Functional Area II: Procurement



### Core Competencies:

- Competency 2.1: Assures the proper interpretation and implementation of local, state, and federal regulations for the purchase, usage, and disposal of food and non-food items.
- Competency 2.2: Manages inventory to ensure quality provision of nutritious meals and snacks to the children being served.

**Functional Area II: Procurement**

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

KNOWLEDGE	SKILLS
<p><b>When Hired</b></p> <p>None</p> <p><b>Advanced</b></p> <p>Knows ethical practices for procurement.</p> <p>Knows federal, state, and local procurement regulations, policies, and procedures governing all CACFP purchases.</p> <p>Knows how to complete and maintain accurate formal or informal procurement processes.</p> <p>Knows how to purchase and dispose of equipment in accordance with federal, state, and local regulations.</p>	<p><b>When Hired</b></p> <p>None</p> <p><b>Advanced</b></p> <p>Ensures accurate formal or informal procurement processes are followed.</p> <p>Maintains proper documentation of purchases and disposal of equipment.</p>

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

KNOWLEDGE	SKILLS
<p><b>When Hired</b></p> <p>Knows methods for effective inventory control.</p> <p>Knows fundamentals of effective receiving procedures.</p> <p>Knows the relationship among accurate ordering and inventory management when utilizing standardized recipes.</p> <p>Knows how to consult with vendors for product information.</p>	<p><b>When Hired</b></p> <p>None</p>



**Advanced**

None

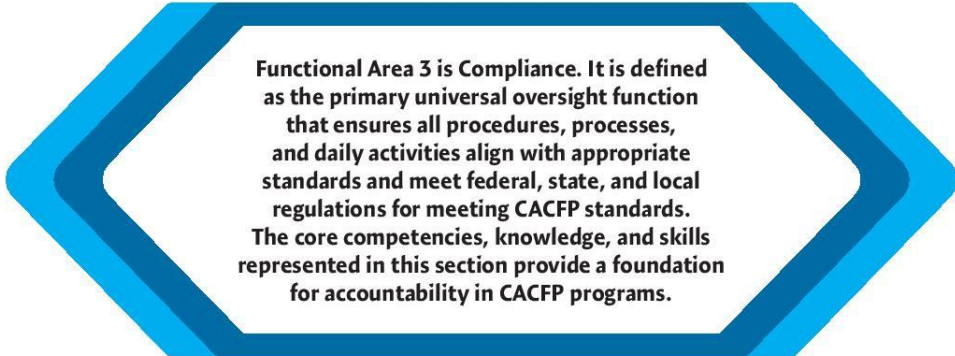
**Advanced**

Demonstrates the ability to identify, initiate, and maintain procedures associated with Invitation for Bid or Solicitation of Quotes for annual vended meal service provision.

Procures and maintains adequate amount of supplies to properly prepare, serve, and store foods in accordance with CACFP guidelines.

Develops procedures for inventory control that address the delivery date, storage, and turnover rate of food products and supplies.

## Functional Area III: Compliance



**Functional Area 3 is Compliance. It is defined as the primary universal oversight function that ensures all procedures, processes, and daily activities align with appropriate standards and meet federal, state, and local regulations for meeting CACFP standards. The core competencies, knowledge, and skills represented in this section provide a foundation for accountability in CACFP programs.**

### Core Competencies:

- Competency 3.1: Understands and interprets federal, state, and local regulations in order to develop, implement, and revise practices that meet and exceed compliance requirements.
- Competency 3.2: Develops compliance review procedures to ensure accurate, uniform monitoring and review efforts.
- Competency 3.3: Plans, develops, and implements policies and procedures to foster accurate meal service for compliance.

**Functional Area III: Compliance**

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

**KNOWLEDGE**

**When Hired**

Knows civil rights requirements for CACFP.

**Advanced**

Knows required CACFP and state regulations and procedures.

**SKILLS**

**When Hired**

Complies with health and safety regulations established by federal, state, and local agencies.

Ensures all purchases comply with CACFP federal and state regulations.

**Advanced**

Complies with federal, state, and local child care regulations and the CACFP.

Develops and implements procedures to maintain accurate and appropriate records that comply with federal, state, and local regulations.

Ensures documentation meets CACFP requirements for all age groups.

Maintains current and accurate staff records (including all licensing required components) related to CACFP.

Ensures all CACFP records are maintained for the required number of years (including the current year).

Ensures training requirements of the CACFP program are met on an annual basis and/or as needed.

Ensures all income eligibility documentation is kept confidential and reported accurately to the state agency, if required.

Ensures all income eligibility documentation is correctly approved and verified according to regulations.  
Establishes policies for posting of workplace safety information.

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

**KNOWLEDGE**

**When Hired**

None

**Advanced**

Knows how to prepare all audit requests.  
Knows how to develop corrective action plans when needed, including modification to standard operating procedures.

**SKILLS**

**When Hired**

None

**Advanced**

Cooperates with state and/or federal level reviews completed at the child care site.  
Ensures monitoring visits are completed according to CACFP regulations.  
Responds appropriately during administrative reviews of the CACFP.

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

**KNOWLEDGE**

**When Hired**

None

**SKILLS**

**When Hired**

Ensures meals are served during scheduled and approved meal times.  
Ensures families provide required information related to food allergies and other special nutrition needs.

**Advanced**

Knows procedures to ensure only reimbursable claims are submitted to state agency for full reimbursement.

**Advanced**

Ensures meal vendor is following all state and local health and safety requirements.

## Functional Area IV: Health and Safety

**Functional Area 4 is Health and Safety. It is defined as the process of establishing and maintaining procedures to ensure the safety, health, and welfare of children and staff in CACFP. The core competencies, knowledge, and skills represented in this section are designed to promote a safe environment for social, emotional and physical development for CACFP participants.**

### Core Competencies:

- Competency 4.1: Understands and complies with local, state and federal regulations and guidelines for safety and sanitation.
- Competency 4.2: Establishes policies and procedures to create safe work environment practices and environment to prevent and reduce safety risks.
- Competency 4.3: Establishes policies and procedures to ensure food is prepared and served in a safe environment that meets food safety and sanitation standards.

**Functional Area IV: Health and Safety**

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

**KNOWLEDGE**

**When Hired**

Knows basic health, sanitation, and safety requirements.

**Advanced**

None

**SKILLS**

**When Hired**

Ensures that the facility is compliant with applicable universal precautions and infection control guidelines and procedures.

Develops safe, effective methods for prevention and control of insects, rodents, and other pest infestations.

Ensures storage areas are temperature controlled, properly maintained, well ventilated, and adequately secured.

**Advanced**

None

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

**KNOWLEDGE**

**When Hired**

Knows principles of creating and maintaining a safe and healthy work environment.

Knows safety standards for foodservice that comply with the Occupational Safety and Health Act (OSHA) and other regulations.

Knows importance of providing first aid training to staff.

**SKILLS**

**When Hired**

Maintains a safe work environment for preparing and serving.

Ensures child care staff is trained to recognize and respond to symptoms of an allergic reaction.

Knows principles for selecting, storing, using, and maintaining chemical supplies and other hazardous materials.

**Advanced**

None

**Advanced**

Ensures the Safety Data Sheets for chemical products are up-to-date and accessible to staff.

Ensures staff reviews injury reports periodically to assess, revise, and/or develop injury prevention strategies.

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

**KNOWLEDGE**

**When Hired**

Knows sanitation and food safety regulations.

Knows acceptable food storage and cleaning techniques.

Knows principles of foodborne illness prevention

**Advanced**

Knows fundamentals of Hazard Analysis Critical Control Point (HACCP)-based standard operating procedures.

Knows how to conduct facility inspections to provide safe food for the children in the child care facility.

**SKILLS**

**When Hired**

Follows sanitation procedures for cleaning and sanitizing dining areas before and after meal and snack time.

Follows proper safety measures to ensure safe food handling from the receiving of food to the serving of food.

Ensures foods are held and served at appropriate temperatures.

Ensures staff members who handle food are free from illness.

Ensures child care staff intervenes and prevents the trading of food brought for children with allergies and other special nutrition needs.

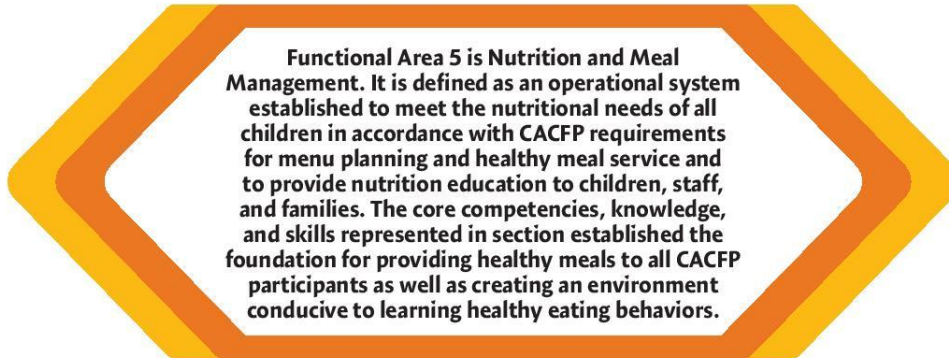
**Advanced**

Ensures the child care facility meets all safety regulations for nutrition and food preparation.

Develops emergency procedures and practices for food recalls and foodborne illnesses.



## Functional Area V: Nutrition and Meal Management



### Core Competencies:

- Competency 5.1: Assures appropriate implementation of meal planning, food purchasing, and meal management that meets CACFP meal patterns.
- Competency 5.2: Establishes a positive dining environment to foster appropriate social interaction and promote healthy eating behaviors.
- Competency 5.3: Develops procedures to collaborate with CACFP stakeholders to ensure goals for healthy eating and menu planning are met.
- Competency 5.4: Assures the proper interpretation and implementation of appropriate food intake for all children regardless of dietary needs.
- Competency 5.5: Develops and executes nutrition education for CACFP participants, families, stakeholders, and staff.

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

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

**KNOWLEDGE**

**When Hired**

None

**Advanced**

Knows how to create balanced and appealing menus featuring a variety of foods that meet CACFP requirements.  
Knows how to evaluate menus according to CACFP regulations and guidelines.  
Knows which foods are considered creditable and non-creditable.  
Knows methods to project food and supply needs.  
Knows how to complete food orders.

**SKILLS**

**When Hired**

Ensures children are served all required components in the appropriate serving size at each meal and snack.  
Ensures drinking water is readily available.  
Demonstrates the ability to modify recipes as needed.

**Advanced**

Plans nutritionally sound menus that comply with CACFP regulations.  
Ensures all menu items served are consistent with nutrition objectives and contribute to the development of healthy eating habits.  
Maximizes the use of USDA foods to assist in controlling food cost.  
Plans menus to incorporate cultural preferences and introduce students to a variety of foods.

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

**KNOWLEDGE**

**When Hired**

Knows fundamentals of creating a pleasant, appealing, social and safe environment for serving nutritious meals.

**SKILLS**

**When Hired**

Encourages staff to serve meals in a pleasant, safe, and social environment with developmentally appropriate eating utensils.

Knows the importance of time management in the preparation and serving of meals and snacks.

**Advanced**

None

Ensures a dining environment that promotes good nutrition and healthy eating behaviors.

Ensures a plan is in place to address food preparation and delivery disruptions.

**Advanced**

None

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

**KNOWLEDGE**

**When Hired**

Knows the importance of developing/nurturing partnerships with families to assist children in developing healthy eating habits.

**Advanced**

Knows the importance of involving stakeholders in planning healthy CACFP approved meals and snacks

**SKILLS**

**When Hired**

None

**Advanced**

Demonstrates ability to collaborate with the stakeholders in planning menus and procedures for food service.

Coordinates the use of multiple approaches for informing stakeholders of menu, nutrition information, and other services available (e.g., web site, newsletter, printed menus).

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

**KNOWLEDGE**

**When Hired**

None

**Advanced**

Knows how to develop, maintain, and provide CACFP meal service accommodations for children with medically documented dietary needs.

**SKILLS**

**When Hired**

Ensures families collaborate with child care staff to meet the needs of all children with food challenges, allergies, and/or special needs.

Ensures child care staff follows infant feeding guidelines.

Ensures infants are fed on demand and the feeding is documented.

**Advanced**

Develops policies and implements procedures to ensure that children’s special nutrition needs are safely met.

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

**KNOWLEDGE**

**When Hired**

Knows age appropriate methods for promoting nutrition education and activities.

**Advanced**

None

**SKILLS**

**When Hired**

Utilizes appropriate nutrition education and promotional materials to encourage healthy eating behaviors.

**Advanced**

Communicates the relationship between nutrition adequacy and educational performance of children.

## Functional Area VI: Education and Training

**Functional Area 6 is Education and Training. It is defined as an on-going process of providing all staff with information and/or professional development to effectively implement standard operating procedures for CACFP. The core competencies, knowledge, and skills represented in this section established the foundation for providing healthy meals to all CACFP participants as well as creating an environment conducive to learning healthy eating behaviors.**

**Core Competencies:**

- Competency 6.1: Implements strategies to effectively train CACFP staff.

**Functional Area VI: Education and Training**

**Competency 6.1**  
**Implements strategies to effectively train CACFP staff.**

**KNOWLEDGE**

**When Hired**

None

**Advanced**

Knows how to prepare yearly trainings based on staff needs.  
 Knows how to provide training through multiple delivery methods.

**SKILLS**

**When Hired**

Encourages and trains staff to create a safe work environment.  
 Trains child care staff on nutrition program practices, such as healthy eating environments, basic principles of healthy eating, and proper nutrition for growth and development.

**Advanced**

Develops, locates, and/or implements training opportunities to meet the CACFP requirements.  
 Ensures staff is trained and compliant with civil rights requirements annually.  
 Trains staff to enhance customer service to stakeholders.  
 Ensures child care staff is trained on creditable and non-creditable foods.  
 Provides updates to staff on CACFP guidelines, policies, and procedures as needed.  
 Ensures CPR and first aid training programs are provided to staff.  
 Develops a sanitation training program for staff.  
 Develops procedures and trains staff on proper use, cleaning, and sanitizing of foodservice equipment.



# SECTION II

# Evaluation Tool

## Introduction

This resource was developed to aid professionals working Child and Adult Care Food Programs (CACFP) to improve the quality of care received by young children. The competencies, knowledge and skill statements were written to specify the desired skills and abilities for all individuals working in CACFP at both the basic and advanced levels. Because this resource provides details on job knowledge and skills needed for a CACFP professional to be successful, the tool can help individuals and evaluations teams in developing job description, conducting performance evaluations, identifying training needs, and conducting individual evaluations for skill-level improvement.

This part of the document is designed to be a self-evaluation or checklist used for the purposes of:

- ✓ creating professional development plans,
- ✓ identifying the need for more training,
- ✓ making sure targeted learning opportunities are given and received,
- ✓ evaluating current trainings, and
- ✓ evaluating employee performance.

The Evaluation Tool can be used by a broad range of child care professionals, including child care professionals who provide direct care to young children and teens to program administrators who are responsible for managing child care programs.

## Using the Evaluation Tool

The competencies, knowledge, and skills represented in this resource represent a wide range of visible knowledge and skills that CACFP professionals working with children should know and be able to demonstrate within the child care setting. While the CACFP professional's skill and ability can be measured, in part, by job performance and outcomes, the competencies, knowledge statements, and skills are identifiable in the CACFP professional's actions as they work with the students, parents, and staff.

Core abilities for child care providers in the CACFP have been defined across six functional areas:

- ❖ Administration
- ❖ Procurement
- ❖ Compliance
- ❖ Health and Safety
- ❖ Nutrition and Meal Management
- ❖ Education and Training



Within the functional areas, there are two levels of practice based on the knowledge and ability individuals have to apply to practice. These levels are **When Hired** and **Advanced**.

**When Hired** is defined as beginner or basic level knowledge and understanding of a competency area, general ability to communicate basic understanding of local, state, and national regulations and program requirements, and reliance on observation and guidance from others in the field to increase effectiveness and results.

**Advanced** is defined as deep or higher level of knowledge and understanding of the competency area and ability to communicate, make decisions, solve problems, and support staff based on advanced knowledge of local, state, and national regulations and program needs.

As in Section I of the resource, identifiable knowledge and skills have been separated and labeled based on the levels of practice (**When Hired** and **Advanced**). Individuals or evaluation teams can use the checklist in this portion of the document in the following ways:

- ✓ To evaluate your current knowledge and skills.
- ✓ To identify new learning opportunities within your current level of practice.
- ✓ To monitor your progress and professional growth over time.
- ✓ To evaluate entry level staff.
- ✓ To evaluate staff improvement over time (after learning opportunities have been given).

**Self-Evaluation Tool**

*The goals of the self-evaluation are to identify your current job knowledge and skills, to identify areas of improvement, and to add to your knowledge and skills for job improvement.*

**SELF-EVALUATION TOOL**

To use this part of the resource as an **employee self-evaluation**:

**STEP 1 - REVIEW**

Review all knowledge statements and skill statements within each functional area on the *Evaluation Tool*.

**STEP 2 - CHECK**

Use the checkboxes given in each category to check off the items you know or can perform successfully. If there are knowledge and skills that you see possibilities for self-improvement or process improvement, do not check the box.

**STEP 3 - ACTION PLAN**

At the end each functional area, an *Action Plan* is given to document the knowledge and skill statements that you have not reached. Use the *Action Plan* to create a success plan for reaching goals. Your *Action Plan* should include the what, when, where (as appropriate), and how you will gain new knowledge and/or new skills.

**Employee Evaluation Tool**

*The goals of the evaluation are to identify employee strengths and to identify areas of needed improvement.*

This form can be used to provide responses to employees on their administration, procurement, compliance, health and safety, nutrition and meal management, and education and training skills.

**QUICK LINK**

➤ *Click here to download a full size version of the **Employee Evaluation Review Form***

**Employee Evaluation Tool**

To use this portion of the resource as an **employee evaluation tool**:

**STEP 1 - REVIEW**

Review all knowledge statements and skill statements within each functional area on the *Evaluation Tool*.

**STEP 2 - CHECK**

Use the checkboxes given in each category to check off the knowledge or skill that the employee holds. If there are knowledge and skills that the employee needs to learn for job performance and improvement, do not check the box.

**STEP 3 - EMPLOYEE EVALUATION REVIEW FORM**

An *Employee Evaluation Review Form* has been provided for you to identify employee knowledge and skills that either need improvement or need to be obtained based on your evaluation.

To download a full size version of the form, click the "QUICK LINK" on the left or you may download the form at [http://www.theicn.org/forms/Employee\\_Evaluation\\_Review\\_Form.pdf](http://www.theicn.org/forms/Employee_Evaluation_Review_Form.pdf).

- To use the evaluation form, start by documenting the employee's name, job title, review period or date, and whether or not the employee is being evaluated during a probationary period.
- Next, specify which functional area you are addressing in the *Functional Area* column.
- Then, list any knowledge and/or skills that the employee needs to obtain/improve in the appropriate column, within that functional area.
- Then, list ideas for the appropriate steps needed to ensure that the employee can gain or improve upon the identified knowledge or skill in the *Next Steps* column.
- Finally, after you have reviewed the form with the employee, obtain signatures where indicated. We recommend that you provide the employee with a copy of the form as a reminder of their goals, and keep one copy in the personnel file.

# EVALUATION TOOL

## Functional Area I: Administration

<b>Competency I.1</b> <b>Manages office operations (including purchases, repairs, and documentation) to provide adequate support to staff and stakeholders.</b>	
<b>Identifiable Knowledge and Skills</b>	
<p style="text-align: center; margin: 0;"><b>When Hired</b></p> <ul style="list-style-type: none"> <li>○ Knows how to maintain organized and accessible record keeping and filing systems.</li> <li>○ Demonstrates professional behavior and conduct.</li> <li>○ Applies conflict resolution, negotiation, and problem-solving techniques when dealing with staff issues.</li> <li>○ Ensures breastfeeding mothers have a safe and private area to breastfeed.</li> </ul>	<p style="text-align: center; margin: 0;"><b>Advanced</b></p> <ul style="list-style-type: none"> <li>○ Knows how to direct calls and answer inquiries related to the CACFP program.</li> <li>○ Knows how to update program and site information as required.</li> <li>○ Ensures equipment selected is appropriate for facility and operational needs to meet short and long term goals of the CACFP.</li> <li>○ Follows procedures for maintenance, repair, and management of equipment.</li> <li>○ Updates product knowledge by communicating with industry and other foodservice professionals.</li> </ul>

<b>Competency I.2</b> <b>Provides leadership in the development and maintenance of all fiscal records to ensure proper management of finances.</b>	
<b>Identifiable Knowledge and Skills</b>	
<p style="text-align: center; margin: 0;"><b>When Hired</b></p> <ul style="list-style-type: none"> <li>○ Knows basic principles of accounting and the application of those principles.</li> </ul>	<p style="text-align: center; margin: 0;"><b>Advanced</b></p> <ul style="list-style-type: none"> <li>○ Knows process for budget development, justification, modification, and implementation.</li> </ul>

# Identifying Knowledge and Skill Statements Needed for Child Care Providers in CACFP Operations

<ul style="list-style-type: none"><li>○ Knows how to maintain receipts and records for all purchases.</li></ul>	<ul style="list-style-type: none"><li>○ Knows how to develop and maintain the contractual CACFP budget and income/expense records.</li><li>○ Knows how to prepare annual budgets.</li><li>○ Knows how to effectively supervise and/or implement contract agreements as required ensuring accountability for funding and reimbursement.</li><li>○ Knows how to reconcile costs each month to ensure non-profit compliance.</li><li>○ Knows the importance of appropriate staffing and scheduling to control labor cost.</li><li>○ Knows how to analyze financial statements regularly to make informed financial decisions.</li><li>○ Establishes and/or implements written procedures for collecting, reconciling, depositing, and disbursing funds.</li><li>○ Ensures timely and accurate billing adjustments are communicated to appropriate personnel.</li><li>○ Establishes a pricing program for meals and snacks that follows federal and state guidelines, if applicable.</li><li>○ Ensures all CACFP funds are used on allowable costs.</li><li>○ Develops and updates systems for tracking inventory and use of USDA foods.</li><li>○ Demonstrates ability to effectively supervise and/or implement contract agreements as required ensuring accountability for funding and reimbursement.</li></ul>
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<b>Competency I.3</b> <b>Manages human resources using policies and procedures that meet local, state, and federal requirements.</b>	
<b>Identifiable Knowledge and Skills</b>	
<b>When Hired</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>○ Knows effective job interview techniques that incorporate legally permissible inquiries.</li> <li>○ Knows strategies for conducting effective performance appraisals.</li> <li>○ Knows factors important to employee satisfaction and strategies to address dissatisfaction.</li> <li>○ Maintains accurate staff records and other pertinent human resource documentation.</li> <li>○ Ensures child care providers meet or exceed federal, state, and local staffing standards in order to adequately supervise the number of children enrolled.</li> <li>○ Ensures staff utilizes available resources for guidance and training.</li> </ul>	<ul style="list-style-type: none"> <li>○ Knows federal, state, and local laws and regulations relevant to human resource management.</li> <li>○ Knows selection, supervision, promotion, termination, and disciplinary procedures that comply with federal and state regulations.</li> <li>○ Knows how to maintain current and accurate staff records.</li> <li>○ Utilizes interviewing techniques and hiring procedures that comply with federal and state guidelines.</li> <li>○ Develops job descriptions and job specifications.</li> <li>○ Establishes a process for conducting performance appraisals.</li> <li>○ Develops safe and efficient work methods to maximize staff productivity.</li> </ul>

<b>Competency I.4</b> <b>Establishes procedures for staff orientation and professional development on all aspects of CACFP.</b>	
<b>Identifiable Knowledge and Skills</b>	
<b>When Hired</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>○ Knows the importance of staff orientation to assure that new staff has appropriate information to perform their jobs.</li> </ul>	<ul style="list-style-type: none"> <li>○ Knows how to request nutrition resources, training, and technical assistance.</li> </ul>

<ul style="list-style-type: none"> <li>○ Knows the importance of providing and implementing professional development opportunities for staff.</li> </ul>	<ul style="list-style-type: none"> <li>○ Designs an effective orientation program that introduces new staff to the CACFP requirements.</li> <li>○ Trains child care staff to ensure all CACFP regulations and functions are met.</li> </ul>
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<p><b>Competency I.5</b>  <b>Maintains an on-going line of communication with staff, families, and other stakeholders.</b></p>	
<p><b>Identifiable Knowledge and Skills</b></p>	
<p><b>When Hired</b></p>	<p><b>Advanced</b></p>
<ul style="list-style-type: none"> <li>○ Communicates and maintains relationships with child care staff, sponsoring agency and state agency representatives.</li> <li>○ Ensures CACFP information is made available to families of enrolled children and to the community upon request.</li> </ul>	<ul style="list-style-type: none"> <li>○ Knows how to offer continuous and timely flow of information to and from staff and stakeholders.</li> <li>○ Demonstrates ability to utilize feedback in improving nutritional service.</li> </ul>

<p><b>Competency I.6</b>  <b>Establishes partnerships with families, community organizations, and other stakeholders to promote good nutrition, health, and wellness and to serve the needs of children participating in the CACFP.</b></p>	
<p><b>Identifiable Knowledge and Skills</b></p>	
<p><b>When Hired</b></p>	<p><b>Advanced</b></p>
<ul style="list-style-type: none"> <li>○ Knows importance of networking within the community to build support for the CACFP.</li> </ul>	<ul style="list-style-type: none"> <li>○ Knows how to develop partnerships with community based organizations, municipal agencies, and state agencies to facilitate wellness practices.</li> <li>○ Demonstrates ability to be an advocate for children and their families.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Develops and maintains family committees to identify issues and resources that help families outside the center.</li> <li>○ Provides opportunities for families to engage in health-related activities.</li> <li>○ Ensures families have access to education sessions and materials on nutrition for infants and young children.</li> </ul>
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<b>Competency 1.7</b> <b>Implements procedures needed to meet all local, state, and federal requirements for participation in CACFP.</b>	
<b>Identifiable Knowledge and Skills</b>	
<b>When Hired</b>	<b>Advanced</b>
	<ul style="list-style-type: none"> <li>○ Knows how to produce and submit all required documentation for state and/or federal contracts.</li> <li>○ Knows how to complete all necessary foodservice documents accurately and timely for claim submission.</li> <li>○ Supervises, trains, evaluates, and supports child care staff in implementing CACFP regulations.</li> <li>○ Establishes an effective system for preparing and submitting reports according to federal and state regulations.</li> <li>○ Demonstrates ability to maintain accurate documentation of licensing and all CACFP required forms.</li> <li>○ Demonstrates ability to supervise and/or implement claim review process.</li> </ul>

<b>Competency I.8</b> <b>Manages all operations associated with menu development and meal preparation.</b>	
<b>Identifiable Knowledge and Skills</b>	
<b>When Hired</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>○ Knows standards of food quality.</li> <li>○ Knows how to develop menus that meet the CACFP meal patterns.</li> <li>○ Knows how to prepare meals and snacks that follow the planned menu.</li> <li>○ Ensures guidelines are established for food and snacks brought from home.</li> </ul>	<ul style="list-style-type: none"> <li>○ Develops and maintains portion menus and/or food receipts in accordance with CACFP guidelines.</li> </ul>

<b>Competency I.9</b> <b>Implements safety and sanitation procedures in child care operations.</b>	
<b>Identifiable Knowledge and Skills</b>	
<b>When Hired</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>○ Knows local and state regulations regarding proper food safety and sanitation requirements.</li> <li>○ Knows how to monitor and track incidences of on-the-job injuries and related liabilities.</li> </ul>	<ul style="list-style-type: none"> <li>○ Develops training procedures and safety guidelines for workplace injury prevention and injury response reporting.</li> <li>○ Conducts routine food safety and sanitation inspections and develops corrective action plans, as needed.</li> </ul>



<b>Competency I.IO</b> <b>Maintains comprehensive emergency preparedness plans to include prevention, mitigation, response, and recovery.</b>	
<b>Identifiable Knowledge and Skills</b>	
<b>When Hired</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>○ Ensures staff training on the proper use of fire extinguishers.</li> </ul>	<ul style="list-style-type: none"> <li>○ Knows federal and state regulations for providing services during an emergency or crisis.</li> <li>○ Knows how to develop and implement a comprehensive emergency readiness plan for the center (e.g., weather, safety, disaster, and medical).</li> <li>○ Establishes, trains, and communicates a basic plan to staff for dealing with an emergency/disaster situation.</li> <li>○ Ensures emergency readiness plan is reviewed and updated annually.</li> <li>○ Maintains the food and supply items to be available for use in case of an emergency.</li> </ul>

<b>ACTION PLAN</b>		Completion Date	Necessary Resources to Meet Goal	Goals Needed to Attain the Knowledge or Skill	Knowledge or Skill to Obtain	Competency

**Functional Area II: Procurement**

<p><b>Competency 2.1</b>  <b>Assures the proper interpretation and implementation of local, state, and federal regulations for the purchase, usage, and disposal of food and non-food items.</b></p>	
<p><b>Identifiable Knowledge and Skills</b></p>	
<p><b>When Hired</b></p>	<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>○ Knows ethical practices for procurement.</li> <li>○ Knows federal, state, and local procurement regulations, policies, and procedures governing all CACFP purchases.</li> <li>○ Knows how to complete and maintain accurate formal or informal procurement processes.</li> <li>○ Knows how to purchase and dispose of equipment in accordance with federal, state, and local regulations.</li> <li>○ Ensures accurate formal or informal procurement processes are followed.</li> <li>○ Maintains proper documentation of purchases and disposal of equipment.</li> </ul>
<p><b>Competency 2.2</b>  <b>Manages inventory to ensure quality provision of nutritious meals and snacks to the children being served.</b></p>	
<p><b>Identifiable Knowledge and Skills</b></p>	
<p><b>When Hired</b></p> <ul style="list-style-type: none"> <li>○ Knows methods for effective inventory control.</li> <li>○ Knows fundamentals of effective receiving procedures.</li> </ul>	<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>○ Demonstrates the ability to identify, initiate, and maintain procedures associated with Invitation for Bid or Solicitation of Quotes for annual vended meal service provision.</li> </ul>

# Identifying Knowledge and Skill Statements Needed for Child Care Providers in CACFP Operations

Section II: Evaluation Tool

Functional Area II: Procurement

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<ul style="list-style-type: none"><li>○ Knows the relationship among accurate ordering and inventory management when utilizing standardized recipes.</li><li>○ Knows how to consult with vendors for product information.</li></ul>	<ul style="list-style-type: none"><li>○ Procures and maintains adequate amount of supplies to properly prepare, serve, and store foods in accordance with CACFP guidelines.</li><li>○ Develops procedures for inventory control that address the delivery date, storage, and turnover rate of food products and supplies.</li></ul>
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<b>ACTION PLAN</b>	Completion Date				
	Necessary Resources to Meet Goal				
	Goals Needed to Attain the Knowledge or Skill				
	Knowledge or Skill to Obtain				
	Competency				

**Functional Area III: Compliance**

<b>Competency 3.1</b> <b>Understands and interprets federal, state, and local regulations in order to develop, implement, and revise practices that meet and exceed compliance requirements.</b>	
<b>Identifiable Knowledge and Skills</b>	
<p style="text-align: center;"><b>When Hired</b></p> <ul style="list-style-type: none"> <li>○ Knows civil rights requirements for CACFP.</li> <li>○ Complies with health and safety regulations established by federal, state, and local agencies.</li> <li>○ Ensures all purchases comply with CACFP federal and state regulations.</li> </ul>	<p style="text-align: center;"><b>Advanced</b></p> <ul style="list-style-type: none"> <li>○ Knows required CACFP and state regulations and procedures.</li> <li>○ Complies with federal, state, and local child care regulations and the CACFP.</li> <li>○ Develops and implements procedures to maintain accurate and appropriate records that comply with federal, state, and local regulations.</li> <li>○ Ensures documentation meets CACFP requirements for all age groups.</li> <li>○ Maintains current and accurate staff records (including all licensing required components) related to CACFP.</li> <li>○ Ensures all CACFP records are maintained for the required number of years (including the current year).</li> <li>○ Ensures training requirements of the CACFP program are met on an annual basis and/or as needed.</li> <li>○ Ensures all income eligibility documentation is kept confidential and reported accurately to the state agency, if required.</li> <li>○ Ensures all income eligibility documentation is correctly approved and verified according to regulations.</li> <li>○ Establishes policies for posting of workplace safety information.</li> </ul>

<b>Competency 3.2</b> Develops compliance review procedures to ensure accurate, uniform monitoring and review efforts.	
<b>Identifiable Knowledge and Skills</b>	
<b>When Hired</b>	<b>Advanced</b>
	<ul style="list-style-type: none"> <li>○ Knows how to prepare all audit requests.</li> <li>○ Knows how to develop corrective action plans when needed, including modification to standard operating procedures.</li> <li>○ Cooperates with state and/or federal level reviews completed at the child care site.</li> <li>○ Ensures monitoring visits are completed according to CACFP regulations.</li> <li>○ Responds appropriately during administrative reviews of the CACFP.</li> </ul>

<b>Competency 3.3</b> Plans, develops, and implements policies and procedures to foster accurate meal service for compliance.	
<b>Identifiable Knowledge and Skills</b>	
<b>When Hired</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>○ Ensures meals are served during scheduled and approved meal times.</li> <li>○ Ensures families provide required information related to food allergies and other special nutrition needs.</li> </ul>	<ul style="list-style-type: none"> <li>○ Knows procedures to ensure only reimbursable claims are submitted to state agency for full reimbursement.</li> <li>○ Ensures meal vendor is following all state and local health and safety requirements.</li> </ul>

<b>ACTION PLAN</b>	Completion Date				
	Necessary Resources to Meet Goal				
	Goals Needed to Attain the Knowledge or Skill				
	Knowledge or Skill to Obtain				
	Competency				



**Functional Area IV: Health and Safety**

<b>Competency 4.1</b> <b>Understands and complies with local, state and federal regulations and guidelines for safety and sanitation.</b>	
<b>Identifiable Knowledge and Skills</b>	
<b>When Hired</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>○ Knows basic health, sanitation, and safety requirements.</li> <li>○ Ensures that the facility is compliant with applicable universal precautions and infection control guidelines and procedures.</li> <li>○ Develops safe, effective methods for prevention and control of insects, rodents, and other pest infestations.</li> <li>○ Ensures storage areas are temperature controlled, properly maintained, well ventilated, and adequately secured.</li> </ul>	

<b>Competency 4.2</b> <b>Establishes policies and procedures to create safe work environment practices and environment to prevent and reduce safety risks.</b>	
<b>Identifiable Knowledge and Skills</b>	
<b>When Hired</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>○ Knows principles of creating and maintaining a safe and healthy work environment.</li> <li>○ Knows safety standards for foodservice that comply with the Occupational Safety and Health Act (OSHA) and other regulations.</li> <li>○ Knows importance of providing first aid training to staff.</li> </ul>	<ul style="list-style-type: none"> <li>○ Ensures the Safety Data Sheets for chemical products are up-to-date and accessible to staff.</li> <li>○ Ensures staff reviews injury reports periodically to assess, revise, and/or develop injury prevention strategies.</li> </ul>

<ul style="list-style-type: none"> <li>○ Knows principles for selecting, storing, using, and maintaining chemical supplies and other hazardous materials.</li> <li>○ Maintains a safe work environment for preparing and serving.</li> <li>○ Ensures child care staff is trained to recognize and respond to symptoms of an allergic reaction.</li> </ul>	
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<b>Competency 4.3</b> <b>Establishes policies and procedures to ensure food is prepared and served in a safe environment that meets food safety and sanitation standards.</b>	
<b>Identifiable Knowledge and Skills</b>	
<b>When Hired</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>○ Knows sanitation and food safety regulations.</li> <li>○ Knows acceptable food storage and cleaning techniques.</li> <li>○ Knows principles of foodborne illness prevention.</li> <li>○ Follows sanitation procedures for cleaning and sanitizing dining areas before and after meal and snack time.</li> <li>○ Follows proper safety measures to ensure safe food handling from the receiving of food to the serving of food.</li> <li>○ Ensures foods are held and served at appropriate temperatures.</li> <li>○ Ensures staff members who handle food are free from illness.</li> <li>○ Ensures child care staff intervenes and prevents the trading of food brought for children with allergies and other special nutrition needs.</li> </ul>	<ul style="list-style-type: none"> <li>○ Knows fundamentals of Hazard Analysis Critical Control Point (HACCP)-based standard operating procedures.</li> <li>○ Knows how to conduct facility inspections to provide safe food for the children in the child care facility.</li> <li>○ Ensures the child care facility meets all safety regulations for nutrition and food preparation.</li> <li>○ Develops emergency procedures and practices for food recalls and foodborne illnesses.</li> </ul>

<b>ACTION PLAN</b>		Completion Date				
		Necessary Resources to Meet Goal				
Competency	Knowledge or Skill to Obtain	Goals Needed to Attain the Knowledge or Skill				

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

<b>Competency 5.1</b> <b>Assures appropriate implementation of meal planning, food purchasing, and meal management that meets CACFP meal patterns.</b>	
<b>Identifiable Knowledge and Skills</b>	
<b>When Hired</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>○ Ensures children are served all required components in the appropriate serving size at each meal and snack.</li> <li>○ Ensures drinking water is readily available.</li> <li>○ Demonstrates the ability to modify recipes as needed.</li> </ul>	<ul style="list-style-type: none"> <li>○ Knows how to create balanced and appealing menus featuring a variety of foods that meet CACFP requirements.</li> <li>○ Knows how to evaluate menus according to CACFP regulations and guidelines.</li> <li>○ Knows which foods are considered creditable and non-creditable.</li> <li>○ Knows methods to project food and supply needs.</li> <li>○ Knows how to complete food orders.</li> <li>○ Plans nutritionally sound menus that comply with CACFP regulations.</li> <li>○ Ensures all menu items served are consistent with nutrition objectives and contribute to the development of healthy eating habits.</li> <li>○ Maximizes the use of USDA foods to assist in controlling food cost.</li> <li>○ Plans menus to incorporate cultural preferences and introduce students to a variety of foods.</li> </ul>

<b>Competency 5.2</b> <b>Establishes a positive dining environment to foster appropriate social interaction and promote healthy eating behaviors.</b>	
<b>Identifiable Knowledge and Skills</b>	
When Hired	Advanced
<ul style="list-style-type: none"> <li>○ Knows fundamentals of creating a pleasant, appealing, social and safe environment for serving nutritious meals.</li> <li>○ Knows the importance of time management in the preparation and serving of meals and snacks.</li> <li>○ Encourages staff to serve meals in a pleasant, safe, and social environment with developmentally appropriate eating utensils.</li> <li>○ Ensures a dining environment that promotes good nutrition and healthy eating behaviors.</li> <li>○ Ensures a plan is in place to address food preparation and delivery disruptions.</li> </ul>	

<b>Competency 5.3</b> <b>Develops procedures to collaborate with CACFP stakeholders to ensure goals for healthy eating and menu planning are met.</b>	
<b>Identifiable Knowledge and Skills</b>	
When Hired	Advanced
<ul style="list-style-type: none"> <li>○ Knows the importance of developing/ nurturing partnerships with families to assist children in developing healthy eating habits.</li> </ul>	<ul style="list-style-type: none"> <li>○ Knows the importance of involving stakeholders in planning healthy CACFP approved meals and snacks.</li> <li>○ Demonstrates ability to collaborate with the stakeholders in planning menus and procedures for food service.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Coordinates the use of multiple approaches for informing stakeholders of menu, nutrition information, and other services available (e.g., web site, newsletter, printed menus).</li> </ul>
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<b>Competency 5.4</b> <b>Assures the proper interpretation and implementation of appropriate food intake for all children regardless of dietary needs.</b>	
<b>Identifiable Knowledge and Skills</b>	
<b>When Hired</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>○ Ensures families collaborate with child care staff to meet the needs of all children with food challenges, allergies, and/or special needs.</li> <li>○ Ensures child care staff follows infant feeding guidelines.</li> <li>○ Ensures infants are fed on demand and the feeding is documented.</li> </ul>	<ul style="list-style-type: none"> <li>○ Knows how to develop, maintain, and provide CACFP meal service accommodations for children with medically documented dietary needs.</li> <li>○ Develops policies and implements procedures to ensure that children’s special nutrition needs are safely met.</li> </ul>

<b>Competency 5.5</b> <b>Develops and executes nutrition education for CACFP participants, families, stakeholders, and staff.</b>	
<b>Identifiable Knowledge and Skills</b>	
<b>When Hired</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>○ Knows age appropriate methods for promoting nutrition education and activities.</li> <li>○ Utilizes appropriate nutrition education and promotional materials to encourage healthy eating behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>○ Communicates the relationship between nutrition adequacy and educational performance of children.</li> </ul>

<b>ACTION PLAN</b>	Completion Date				
	Necessary Resources to Meet Goal				
	Goals Needed to Attain the Knowledge or Skill				
	Knowledge or Skill to Obtain				
	Competency				

**Functional Area VI: Education and Training**

<b>Competency 6.1</b> <b>Implements strategies to effectively train CACFP staff.</b>	
<b>Identifiable Knowledge and Skills</b>	
<b>When Hired</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>○ Encourages and trains staff to create a safe work environment.</li> <li>○ Trains child care staff on nutrition program practices, such as healthy eating environments, basic principles of healthy eating, and proper nutrition for growth and development.</li> </ul>	<ul style="list-style-type: none"> <li>○ Knows how to prepare yearly trainings based on staff needs.</li> <li>○ Knows how to provide training through multiple delivery methods.</li> <li>○ Develops, locates, and/or implements training opportunities to meet the CACFP requirements.</li> <li>○ Ensures staff is trained and compliant with civil rights requirements annually.</li> <li>○ Trains staff to enhance customer service to stakeholders.</li> <li>○ Ensures child care staff is trained on creditable and non-creditable foods.</li> <li>○ Provides updates to staff on CACFP guidelines, policies, and procedures as needed.</li> <li>○ Ensures CPR and first aid training programs are provided to staff.</li> <li>○ Develops a sanitation training program for staff.</li> <li>○ Develops procedures and trains staff on proper use, cleaning, and sanitizing of foodservice equipment.</li> </ul>



<b>ACTION PLAN</b>	Completion Date				
	Necessary Resources to Meet Goal				
	Goals Needed to Attain the Knowledge or Skill				
	Knowledge or Skill to Obtain				
	Competency				

**Employee Evaluation Review Form**

<b>Last Name</b>	<b>First Name</b>	<b>Middle Initial</b>	<b>Job Title</b>
<b>Probationary Evaluation:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <b>Date of Review Period:</b>			
<p><b>INSTRUCTIONS:</b> Determine knowledge and skills that need to be improved/obtained using the Evaluation Tool. List knowledge and skills for each functional area to be improved/obtained in the appropriate columns. Use additional pages, if needed. Review this form with the employee and determine ways to obtain the knowledge/skills needed. List ways to reach goals in <i>Next Steps</i> column.</p> <p><b>FUNCTIONAL AREAS</b></p> <ul style="list-style-type: none"> <li>• Administration (ADM)</li> <li>• Procurement (PROC)</li> <li>• Compliance (COMP)</li> <li>• Health and Safety (H&amp;S)</li> <li>• Nutrition and Meal Management (N&amp;MM)</li> <li>• Education and Training (E&amp;T)</li> </ul>			
<b>Functional Area</b>	<b>Knowledge</b>	<b>Skill</b>	<b>Next Steps</b>

Initials: \_\_\_\_\_

**Employee Evaluation Review Form**

Functional Area	Knowledge	Skill	Next Steps	
EMPLOYEE SIGNATURE		DATE	SUPERVISOR SIGNATURE	



**Applied Research Division**  
**The University of Southern Mississippi**  
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