



# Food with Care

## *Child and Adult Care Food Program*

Bureau of Nutrition, Health and Transportation Services | Iowa Department of Education

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## **Helping Young Children Learn to Serve Themselves in Group Settings**

Presented by Laurel Branen, PhD, RD, LD

Laurel Branen, PhD, RD, LD is a Professor of Foods and Nutrition at the University of Idaho, and is a nationally

recognized expert on issues associated with feeding. Relationships with others at mealtimes, and details in feeding environments impact a child’s eating and development of healthy eating. Dr. Branen discussed the following six principles for Feeding Young Children in Group Settings at the CACFP training on May 18, 2011:

- Adults set the feeding environment – physical, emotional, and auditory
- Children need a variety of foods
- Adults should sit with and eat with children
- Adults select what is served and how it is served
- Child chooses how much, if any, to eat - reinforce internal hunger and fullness cues
- Children should serve themselves - adults eyes are bigger than children’s stomachs

Below are Dr. Laurel Branen’s recommendations on helping young children learn to serve themselves:

- Some people call it “family style service.” Others call it “children serving themselves.” We like to call it “community style service.” Whatever you call it, it means that containers of food are put on the table. Then, children pass a common container around the table, each taking some for their plates.
- Sometimes a whole meal is available for children to serve themselves. Sometimes, part of a meal is available for self-service. The children may pour their drinks, though other food is pre-served.

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- Think about all the things a child is working to learn and develop at mealtimes in group settings. Centers and family care providers use a variety of routines around self-serving, depending on the age or skills of the children. For example, adults may initially serve small helpings on toddler's plate, but put out bowls of food for self-service on seconds. This thoughtful approach helps toddlers get through the first few bites without having to wait for others. Waiting is a task that toddlers are learning!
- Worry about hygiene risks sometimes make adults wary of letting children serve themselves. Establishing routines and patiently helping children build skills for serving self minimizes these risks.
- There are so many benefits to children when they serve their own plates. They learn to be social, caring, and self-directed diners in group settings. Most importantly, children learn to listen to and manage their own feelings of being full or hungry.

**Children's Skills for Self Serving**, by Janice Fletcher and Laurel Branen

Children learn a variety of skills for serving themselves. Here are some of those skills that you can help children acquire.

Hold and physically pass the bowls or pitchers.

Bowls with rims and pitchers with covers make beginning attempts more forgiving.

Pass the bowls or pitchers so they are successfully received by someone else.

Children need reminders to look at the person who is passing or receiving the bowl or pitcher. Toddlers can start "passing" bowls to the teacher who is already skilled in looking. Toddlers and even young threes need to be reminded to look. They are busy learning the task of holding and at the same time moving the bowl of food or pitcher of milk. They may be unable to simultaneously focus on the third task of watching the other person in the duet of passing.

Judge space for the bowls or pitchers.

Judging the size of a bowl or pitcher and how much space it will take is a task best learned through trial and error. Children learn how far from the edge to

place a bowl, so it does not become imbalanced and fall.

Efficiently use serving utensils.

Provide utensils that are balanced, fairly lightweight, and have short handles that are small enough for young children's hands to grasp all the way around. Try lightweight ice cream scoops, small tongs, small ladles, and spoons that have deep bowls.

Teachers help by eating with children, modeling conversational give and take, and suggesting words to use when asking for foods.

Wait for a turn.

Be sure there are several pitchers or bowls on the table so waiting is not too long. Match the skills the children have for waiting, the number of children at the table, and the number of serving bowls.

Balance serving containers while they serve from them.

This means not dumping the food out of the container as they serve themselves. Consider putting small amounts of food in pitchers and bowls and increasing the amounts as the child gets more skilled. Neither children nor adults enjoy the interruption of spills!

Provide appropriate child friendly utensils and bowls with rounded sides that offer space to push food with the utensil against the rounded sides of the bowl.

Judge amounts of how much to put on their plates.

The initial novelty of serving self sometimes is reflected in children over-serving their plates. This is usually short lived and resolves itself when children routinely serve themselves. To help children learn to judge amounts for pouring and scooping, try offering pouring and scooping activities at the sand or water table. Set out some pitchers and cups and glasses with water for a small group time. These non-food pouring/scooping activities give children practice.

Judge amounts of how much is in the bowl for children at the table.

Make sure there is plenty of food for children to get full. Sometimes you may run out of a desired food. With children order than three, it is appropriate to talk about how much is left. Discuss how we can each have a small bit of the remaining food, if we are still hungry.

Con't on Page 3

Give the option of eating some or not. Tell the children that you will be sure the food is served again.

For younger children, remove the bowl from sight and redirect the child to more plentiful food.

Know the difference in serving utensils and personal eating utensils.

This skill is combined with the skill of delaying eating until they have switched hands from the serving utensils to their own spoon or fork. Make a definite and obvious difference in the size of the utensils they eat with and the size of the serving utensils. Choose forks, knives, and spoons that are child sized. Provide forks that have dull tines, spoons with rounded, blunt ends, and knives with rounded ends.

Keep themselves and others safe from cross contamination.

Hand washing is an obvious skill here. This includes techniques for proper handwashing as well as knowing WHEN to wash. This task includes using napkins instead of licking their hands, using only their own plates and flatware, and keeping their food on their plates.

Share children's success at serving themselves with parents and grandparents in your center. Be sure to share a child's successes in serving self. Explain to parents why you use self-serving in your center, and how you set it up so the children are successful. Sit-down family mealtimes are rare these days. Many families eat on the run, with children often eating a pre-filled plate of food with no adults at the table. Help parents know about the value of children serving themselves at a family table, and the impact this has on portion sizes and children's healthy weight.

Go to <http://www.cals.uidaho.edu/feeding/> for more information on **Feeding Young Children in a Group Setting**, or to download a free copy of *Building Mealtime Environments and Relationships*. Video Vignettes and handouts are available for staff training.



## Infant Menus

Infant meals may be claimed for reimbursement when:

- ◆ the infant is enrolled for care,
- ◆ the attendance record includes the infant's arrival and departure time,
- ◆ a menu is completed when the infant is fed,
- ◆ the meal participation records is completed when the meal has been served,
- ◆ the CACFP infant meal pattern appropriate to the infant's age is followed,
- ◆ the foods served are reimbursable according to the CACFP Reimbursable Foods List,
- ◆ a medical exception must be on file if the CACFP meal pattern cannot be followed or if the infant cannot be served reimbursable foods,
- ◆ foods are specifically labeled on the menu, for example: pears instead of fruit, green beans instead of vegetable, chicken instead of meat, and
- ◆ the center or home provider serves one reimbursable required food when more than formula or breast milk is served to the infant.



A staff member (Home Sponsor) must review the infant menus to determine if the required records have been completed and that menus are compliant with CACFP regulations according to the age of the infant before the monthly claim is submitted for reimbursement.



## Asparagus

Spring has sprung, and with it comes asparagus. This tender, succulent vegetable has been considered a delicacy since ancient times. Asparagus is a member of the lily family, the same group of plants that produce onions and leeks. This perennial grows from a crown, planted in sandy soil. Each crown produces spears throughout a growing season that runs roughly from April to June. Under ideal conditions, an asparagus spear can grow up to 10 inches in 24 hours.



There are over 20 edible varieties of asparagus. The most popular is green asparagus, but white and purple asparagus are also widely consumed. White asparagus is produced by mounding the crown deeply in soil, preventing the sun's rays from reaching the stalks as they grow. The absence of light eliminates chlorophyll, and the stalks mature without their

typical green color. White asparagus has a mild, earthy taste. Purple asparagus contains 20% more sugar than the white and green varieties, giving it a sweet and somewhat fruity flavor. When buying fresh asparagus, select stalks that are firm and straight. A thick stalk is more desirable than a narrow spear. Look for a bright green color; and tips that are closed, pointed, and tinted with purple to ensure you are getting the freshest, best quality produce.

In addition to its unique flavor and abundance this time of year, asparagus is perhaps the most nutritionally well-balanced vegetables around. It is packed with folate (a B vitamin that helps build and maintain new cells and prevent birth defects), potassium, vitamin C and fiber. Asparagus is also very low in calories. A cup of asparagus contains only 40 calories (approx 5 calories per spear). You can enjoy this veggie raw, or with minimal preparation...all compelling reasons to serve up some asparagus today. Need another reason? Here is a tasty, kid-friendly recipe for your consideration.



## Ham & Asparagus Wraps

**Yield = 8 half sandwiches**

### **Ingredients:**

- 12 asparagus spears, trimmed with woody ends removed
- 4 whole grain tortillas
- 2 tablespoons light mayonnaise or cream cheese
- 1 tablespoons mustard
- 4 slices of black forest ham
- 4 slices Havarti cheese

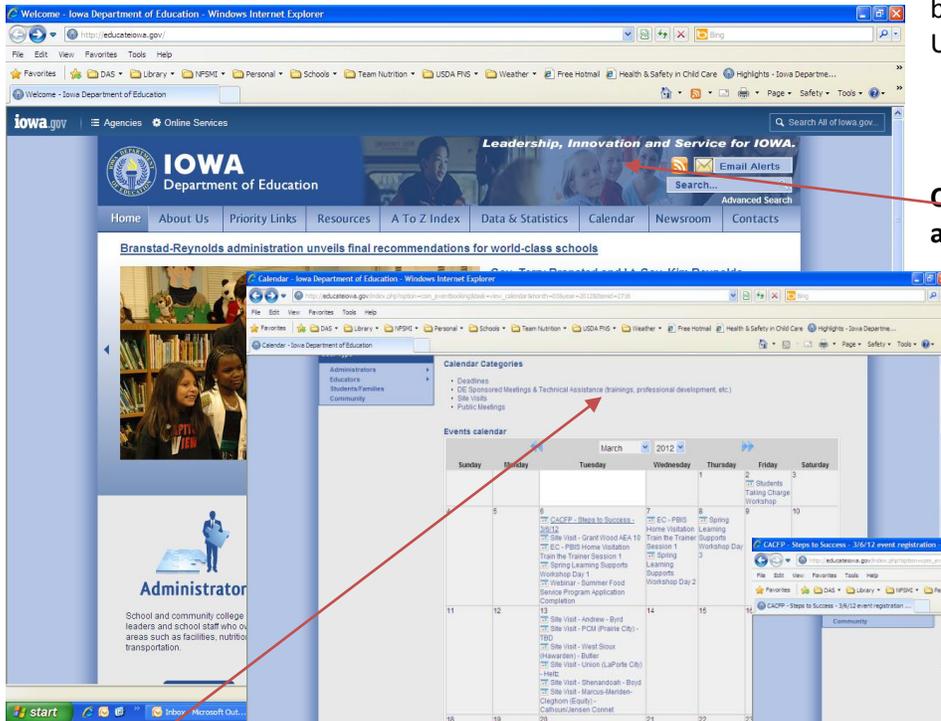
### **Directions:**

1. Place asparagus in a microwave-safe container and add 2 tablespoons of water. Cook on HIGH for 2 minutes, or until asparagus is tender but still slightly firm.
2. Transfer asparagus to a bowl of iced water to halt the cooking. Remove asparagus and pat dry with paper towels. Set aside.
3. Spread tortillas with mayonnaise (or cream cheese) and mustard mixture. Layer ham and cheese on each tortilla. Lay 3 stalks of asparagus at one edge of a tortilla and roll, burrito-style. Repeat with each tortilla.
4. Cut each wrap in half, or slice into 1- to 2-inch bite-sized pieces.

# How to Register for CACFP Centers Trainings on the Department of Education Website

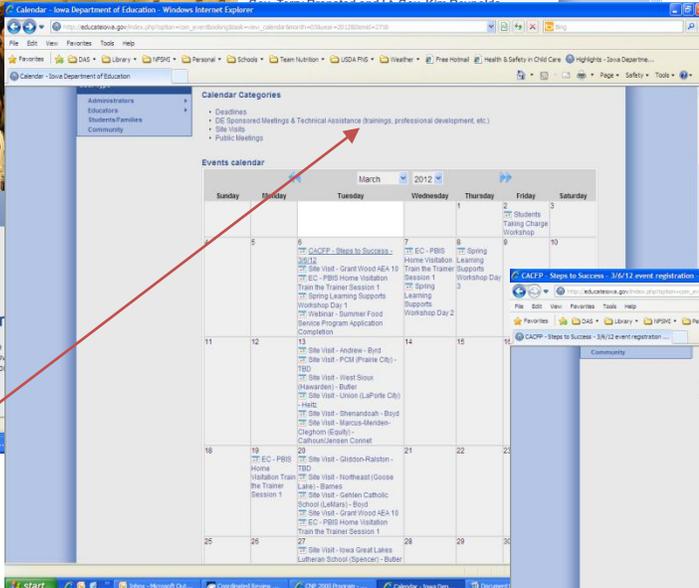
Go to the Iowa Department of Education website <http://educateiowa.gov/>. When you get to the website be sure to

bookmark it so you don't have to type the URL each time.

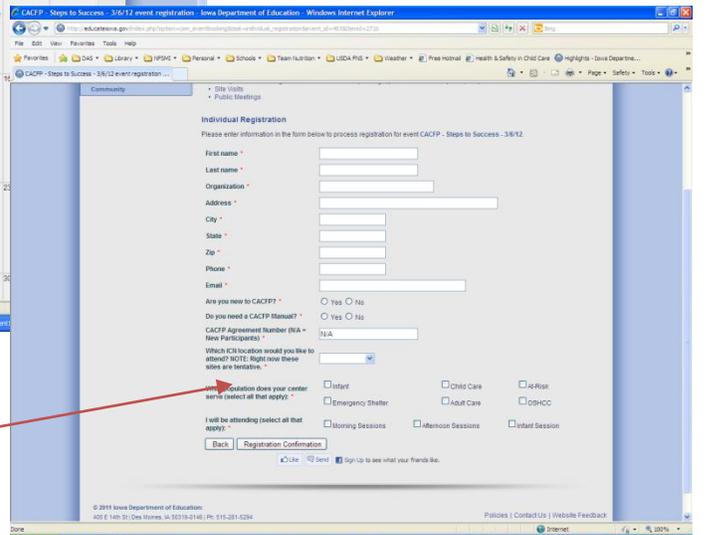


Click on Calendar from the menu selection at the top of the page.

Select the month and year when training is going to occur, for example, the next Steps to Success training will be on March 6, 2012. Select March, 2012 on the calendar. Click on the training title on March 6.

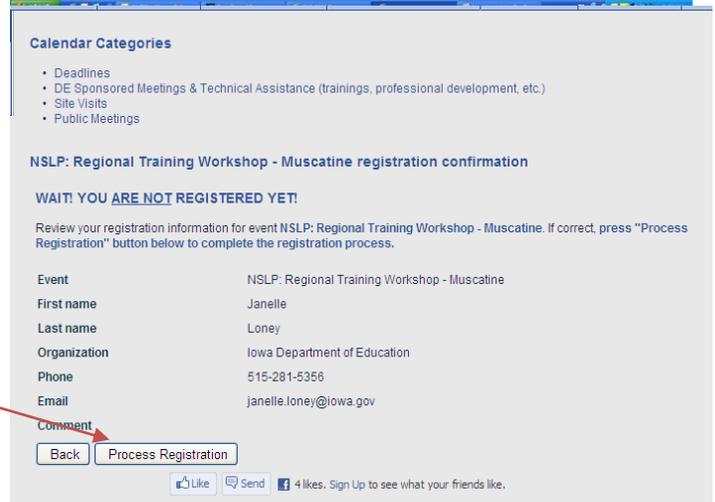


Then click "Registration Confirmation." If it states next to the register button – individual, then registration must be completed for each person attending training from the center institution. Complete the registration form. All fields with a \* are required and must be completed. Click on "registration confirmation" when the form is completed, it will then have you review your registration information for the event.



Click on "Process Registration" and you are done!

**NOTE:** The system may take you back out to the DE Calendar after you click on "Registration Confirmation." If it does, you will need to repeat the registration process again until you reach the final "Process Registration" page.



Be sure to attend the training to get credit!

As mentioned in another article in this newsletter, to get DHS credit you must register on the DHS website.

## CACFP Training Opportunities



**Steps to CACFP Success • 6/14/2012 and 8/14/2012 • 8:00 a.m. - 4:30 p.m.**

“Steps to CACFP Success” is held five times per year at ICN sites throughout the state. The workshop includes basic requirements for CACFP participation with sessions on various topics. You may attend one or more sessions. ICN site locations are subject to change.

**Attendance at the “Steps to CACFP Success” workshop is encouraged when CACFP staff responsibilities change or when there are new staff members with CACFP responsibilities.**

### Online Registration!

Online registration is now available at [educateiowa.gov](http://educateiowa.gov). Click on “Calendar” (right of screen), find the month the workshop is scheduled for, click on the name of the workshop and follow the directions. If you do not have internet access, contact Janelle Loney at (515)281-5356 to register.

### DHS Training Registry

DHS training credit and tracking is also available, but only if you register at <https://ccmis.dhs.state.ia.us/trainingregistry/>. If you need assistance registering with DHS, contact [trhelp@dhs.state.ia.us](mailto:trhelp@dhs.state.ia.us) for assistance.



### CACFP Short Courses • April 25-26, 2012 • Des Moines

**April 25:** Healthier CACFP Award, Planning Healthy Menus, Label Reading, Food Sampling

**April 26:** Introducing New Foods, Nutrition Education, Healthy Food Preparation Techniques, NFSMI Food Buying Guide Calculator, Food Production Records, Short Cuts

# Nutrition Education Resources for School-Aged Children

## Fuel Up to Play 60

Fuel Up to Play 60 (FUTP 60) is a nutrition and physical activity program developed for schools that helps students and staff decide how to make their school a healthier place. However, many of the nutrition education resources can be adapted for At-Risk Programs and Outside School Hours Childcare. Below is a link to Nutrition Education Resources including games, lessons and tools for parents:

<http://school.fueluptoplay60.com/tools/nutrition-education/games.php>

The screenshot shows the Fuel Up to Play 60 website interface. At the top, there is a navigation bar with the logo, a 'LOGIN' button, a 'Share' button, and a search bar. Below the navigation bar, there are tabs for 'Welcome', 'Six Steps', 'Playbook', 'Tools & Resources', 'Training Camp', and 'Community'. The main content area is titled 'Nutrition Education Resources' and includes a breadcrumb trail: 'Home > Tools > Nutrition Education Resources'. There are also sub-tabs for 'School Nutrition', 'Research', 'Lessons', 'Games', and 'At-Home Tools'. The 'Games' tab is selected, showing a section for 'Little D's Nutrition Expedition® Games'. A description states: 'Little D's Nutrition Expedition® nutrition program is designed for lower elementary students. Though students of all ages can enjoy playing Little D the Dragon's games, they are designed to reinforce major objectives of this classroom program. These include identifying and classifying of foods into the Five Food Groups and identifying the health benefit of each food group.' Three game cards are displayed: 'Picnic Adventure' (Help Little D collect as many foods as he can on his way to the picnic!), 'Quintricious!' (Challenge yourself to match falling foods fast!), and 'The Banquet' (Race against time to collect food for the Banquet!).

The lessons are designed for the second grade level and teach the basics of healthy eating while enforcing reading, writing, listening and speaking skills. Lessons are based on the 2010 Dietary Guidelines and MyPlate.

## Temporary Approvals Iowa Eligibility Applications



CACFP organizations were required to temporarily approve Iowa Eligibility (income) Applications for 45 days when a household identified zero on their income application. At the end of 45 days, the CACFP organizations was to contact the household to determine if there was a change in household income or if the household was currently eligible for Food Assistance or the Family Investment Program (FIP)

This ruling has been removed. Effective immediately, Iowa Eligibility Applications identifying zero will remain eligible during the fiscal year. More details regarding this change will be forthcoming.

### Offer Versus Serve" in Adult Day Services

Adult day care centers may use the "offer versus serve" meal service option. Participants are given the opportunity to select foods at each meal. This is one way to increase food consumption and decrease waste because participants choose only those foods they wish to eat.

Programs using "offer versus serve" must offer participants all of the required meal components. However, the adult participant may decline one meal component at breakfast and up to two meal components at lunch and supper. Both snack components must be served. Assistance with meal component selection may be necessary in order to provide well-balanced meals.

According to regulation 7 CFR, part 226.20, each adult day care center shall offer its adult participants all of the required food servings for breakfast, lunch, and supper. *However, participants may be permitted to decline:*

- At breakfast – one of the required four food items [one serving of milk, one serving of vegetable(s) and/or fruit(s), and two servings of bread or bread alternate]
- At lunch – two of the required six food items [one serving of milk, two servings of vegetable(s) and/or fruit(s), two servings of bread or bread alternate, and one serving of meat or meat alternate]
- At supper – two of the required five food items [two servings of vegetables(s) and/or fruit(s), two servings of bread or bread alternate, and one serving of meat or meat alternate]

For pricing centers the price of a reimbursable meal shall not be affected if an adult participant declines a food item.

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If you have questions or grievances related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, telephone number 515/281-5295; or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661, telephone number 312/730-1560, fax 312/730-1576, email: [OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov)

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USDA is an equal opportunity provider and employer.



# Ask "IT"



## Don't Ignore the Error Messages

CNP2000 has been designed with business rules that monitor data entry for inaccurate or conflicting data.

Below are a few samples of potential errors that can occur. Note that most of the errors have a different font color. This should give you an indication that there is something incorrect with application or claims. Make sure you read and correct these messages. The warnings or critical errors could lead to potential violations of rules and regulations.

Call your consultant if you need assistance/guidance on how to correct the issue/errors.

### Example of Input Error

Input Errors				
(K)	The total entered is not correct. Please re-enter.			
Total Meals Served				
Meal	Free Meals (A)	Reduced Meals (B)	Paid Meals (C)	Total Meals (A + B + C)
Breakfast	322	7	252	(K) 583

### Example of Warning

Site application saved with the following errors/warnings		
Code	Description	Type
10214	There must be at least three hours from the start time of one major meal service to the start time of the next major meal service (excludes snacks).	Warning

### Example of Critical Error

Center Claim was Saved, but had the following conditions:		
Code	Description	Type
10814	Total Breakfasts cannot exceed ADA * # days food served.	Critical Error
10822	Total Free Breakfasts cannot exceed # children meeting requirements for free meals * # days food served.	Critical Error

### Example of Warning Message: with Indication of potential Error CACFP Disbursements vs. Reimbursement

Institution Information								
Institution Name			Agreement Number			Program Year		
Claims Submitted YTD								
Month Claimed	Revision Number	Date Received	Date Processed	Status	Total Disbursements Reported [A]	Total CACFP Income Reported [B]	Total Net Disbursements [A - B]	Total Claim Reimbursement
Oct 2009	0	11/16/2009	11/20/2009	Paid	\$1,942.19	\$0.00	\$1,942.19	\$3,287.49
Nov 2009	0	12/14/2009	12/15/2009	Paid	\$2,040.79	\$0.00	\$2,040.79	\$3,032.51
Dec 2009	0	1/15/2010	1/19/2010	Paid	\$2,160.18	\$0.00	\$2,160.18	\$3,202.15
Jan 2010	0	2/15/2010	2/18/2010	Paid	\$2,296.92	\$0.00	\$2,296.92	\$3,047.11
Feb 2010	0	3/14/2010	3/15/2010	Paid	\$2,482.88	\$0.00	\$2,482.88	\$3,026.04
Mar 2010	0	4/14/2010	4/16/2010	Paid	\$2,562.57	\$0.00	\$2,562.57	\$3,531.01
Apr 2010	0	5/17/2010	5/18/2010	Paid	\$2,339.58	\$0.00	\$2,339.58	\$3,411.96
May 2010	0	6/15/2010	6/16/2010	Paid	\$2,336.59	\$0.00	\$2,336.59	\$2,953.73
Jun 2010	0	7/14/2010	7/16/2010	Paid	\$2,647.91	\$0.00	\$2,647.91	\$3,801.33
Jul 2010	0	8/16/2010	8/17/2010	Paid	\$2,815.04	\$0.00	\$2,815.04	\$3,779.40
Aug 2010	0	9/14/2010	9/16/2010	Paid	\$2,496.06	\$0.00	\$2,496.06	\$3,513.74
Sep 2010	0	10/15/2010	10/18/2010	Paid	\$2,502.39	\$0.00	\$2,502.39	\$3,358.94
YTD Totals					\$28,623.10	\$0.00	\$28,623.10	\$39,945.41

**Warning Message:** Year-to-date total CACFP earned reimbursement exceeds reported CACFP net disbursements for your organization. Additional CACFP related documented costs must be included in your annual budget and be reported by the end of the fiscal year to show that CACFP food service is operated as non-profit. Contact the State Agency for assistance.

Please send us questions you have about using our website(s) and we will attempt to answer them via email, newsletter or both. Please send your questions to [ellen.miller@iowa.gov](mailto:ellen.miller@iowa.gov).