



## Go for the Gold with Go NAPSACC in Missouri Child Care

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(DHSS)




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## What is Go NAPSACC?

- Go **N**utrition and **P**hysical Activity **S**elf **A**ssessment for **C**hild **C**are
  - NAPSACC in an online platform
- Supports healthy eating and physical activity
- Helps child care programs assess and advance current practices in the areas of:
  - **I**nfant & **C**hild **P**hysical **A**ctivity
  - **O**utdoor **P**lay & **L**earning
  - **S**creen **T**ime
  - **C**hild **N**utrition
  - **F**arm to **E**CE
  - **B**reastfeeding & **I**nfant **F**eeding
  - **O**ral **H**ealth




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## Added Perks

- Personal Technical Assistance (TA) Consultant
- Aligns with MOve Smart and Breastfeeding Friendly Child Care recognition requirements

**Earn up to 2 gift cards**  
(Gift cards valued at \$75 each)

For **completing** Go NAPSACC modules  
with a **Certified** Go NAPSACC TA Consultant



\*\*Must work with a Certified TA Consultant on this project\*\*

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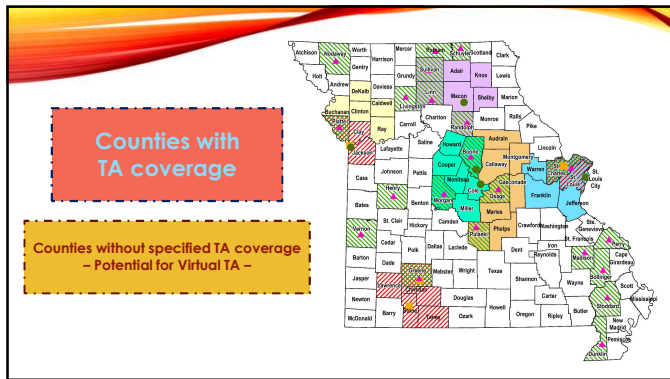
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# Go NAPSACC is Your Tool

**DHSS Programs:**

Recognition programs:

- Missouri MOve Smart Child Care
- Missouri Breastfeeding Friendly Child Care

Education program:

- Growing with MO



Missouri  
**MOve Smart**  
Child Care



GROWING WITH  
Harvest of the Season **MO**



Missouri  
**Breastfeeding  
Friendly**  
Child Care

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## Missouri MOve Smart Child Care

- Recognizes child care facilities that follow specific physical activity best practices for young children
- **Updated** 12 criteria
- Two levels of recognition
  - Core = 6 criteria
  - Advanced = 12 criteria
- Apply online
- Recognized for 1 year
  - Renewable through simple self-assessment




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Requirement	Best Practice	Criteria
<b>CORE LEVEL</b> Recognition Requirements (Criteria 1-6 are required for Core Level Recognition)	<b>1</b> Physical Activity Policy	A written policy exists that addresses the facility's physical activity practices. This policy is communicated to staff and parents.
	<b>2</b> Amount of <b>Unstructured Physical Activity</b>	Provide at least 60 minutes of unstructured physical activity each day for toddlers and preschoolers.
	<b>3</b> Amount of <b>Structured Physical Activity</b>	Provide at least 30 minutes of teacher led structured physical activity each day for toddlers and preschoolers.
	<b>4</b> Staff Role Modeling	Staff promote and participate in children's active play.
	<b>5</b> Staff Education and Training	Each staff person completes a one hour training about the MOve Smart Child Care program.
	<b>6</b> No Physical Activity Withheld	Physical activity is never withheld as punishment.

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Requirement	Best Practice	Criteria
<b>ADVANCED LEVEL</b> Recognition Requirements (All 12 criteria are required for Advanced Level Recognition)	<b>7</b> Indoor Play Space	The facility has indoor space that allows for <b>moderate to vigorous physical activity</b> .
	<b>8</b> Outdoor Play Space	The facility has an outdoor play area that encourages active play.
	<b>9</b> Learning Integration	Routinely incorporate <b>structured physical activity</b> in learning activities at least two times each day.
	<b>10</b> Screen Time	Limit screen time to 30 minutes per week. The 30 minutes of screen time should be used for educational or physical activity purposes only. No screen time for children under 2 years of age.
	<b>11</b> <b>Sedentary Time</b> Limited	Children are not kept <b>sedentary</b> for more than 30 minutes at a time except during naps and meals.
	<b>12</b> Visual Promotion of Physical Activity	Pictures, posters, books and other visual materials promote physical activity.

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**Topic Area:**  
Infant & Child Physical Activity

- Physical Activity module assesses 23 best practices
- 15 of these best practices align child care practices with MOve Smart criteria

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**Topic Area:**  
Outdoor Play and Learning

- Outdoor Play and Learning module assesses 20 best practices
- Three of these best practices align child care practices with MOve Smart criteria





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**Topic Area:**  
Screen Time

- Screen Time module assesses 14 best practices
- Two of these best practices align child care practices with MOve Smart criteria

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### Go NAPSACC and MOVE Smart

Use Go NAPSACC as **your tool** to meet the requirements of Missouri MOVE Smart Child Care:

**Core Level Recognized:**

- Go NAPSACC module:
  - Physical Activity

**Advanced Level Recognized:**

- Go NAPSACC modules:
  - Physical Activity
  - Outdoor Play and Learning
  - Screen Time





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### MOVE Smart Resources

- [www.health.mo.gov/movesmart](http://www.health.mo.gov/movesmart)
- MOVE Smart online training
  - 1 child care clock hour
- Physical activity resources







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### Literature Order Form

Order literature for free through the DHSS warehouse:

# 361 – [Physical Activity Card](#)   
Enter a value between 0 and 5.

# 743 – [MOVE Smart Workbook](#)   
Enter a value between 0 and 5.

LPHAs – contact [MoveSmart@health.mo.gov](mailto:MoveSmart@health.mo.gov) to request over the stated limited #

Contact Person's Name \*    
First Last

Requestor's Org Name

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### Growing with MO Resources

- Farm to ECE branded for MO
- Focuses on 14 Missouri fruits & vegetables
  - Highlights seasonal menu planning
- Farm to ECE curriculum resources
- Experiential learning opportunities:
  - Taste tests
  - Field trips
  - Gardening

[www.health.mo.gov/growingwithmo](http://www.health.mo.gov/growingwithmo)

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### Growing with MO Resources

Contents include:

- Missouri resources
- Classroom learning experiences
- Serving fresh fruits and vegetables
  - Where to purchase local food
  - How to find a farmer
  - Buying direct from a farmer
- Gardening with children
- Family engagement

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## Growing with MO Resources



**MO's Harvest of the Season – Spring Menu**  
*Decorations, Recipes, Letters*

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Breakfast</b>	1/4 or 1/2 Fat Rice Cinnamon or instant oatmeal 2 cups of milk	1/4 or 1/2 Fat Rice Fruit or Vegetables Orange Slices 1/2 cup of milk	1/4 or 1/2 Fat Rice Bananas, Slices Applesauce 1/2 cup of milk	1/4 or 1/2 Fat Rice Cinnamon Applesauce 1/2 cup of milk	1/4 or 1/2 Fat Rice Cinnamon Applesauce 1/2 cup of milk
<b>Lunch</b>	1/4 or 1/2 Fat Rice Fruit or Vegetables Orange Slices 1/2 cup of milk	1/4 or 1/2 Fat Rice Bananas, Slices Applesauce 1/2 cup of milk	1/4 or 1/2 Fat Rice Bananas, Slices Applesauce 1/2 cup of milk	1/4 or 1/2 Fat Rice Bananas, Slices Applesauce 1/2 cup of milk	1/4 or 1/2 Fat Rice Bananas, Slices Applesauce 1/2 cup of milk
<b>Dinner</b>	1/4 or 1/2 Fat Rice Fruit or Vegetables Orange Slices 1/2 cup of milk	1/4 or 1/2 Fat Rice Bananas, Slices Applesauce 1/2 cup of milk	1/4 or 1/2 Fat Rice Bananas, Slices Applesauce 1/2 cup of milk	1/4 or 1/2 Fat Rice Bananas, Slices Applesauce 1/2 cup of milk	1/4 or 1/2 Fat Rice Bananas, Slices Applesauce 1/2 cup of milk

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## Growing with MO Resources



**Family engagement resources:**

- Seasonal produce newsletters
- Fruit & vegetable mini posters
- MO's harvest of books



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## Go NAPSACC: Child Nutrition

**Assesses practices in the following categories:**

- Foods provided
- Beverages provided
- Feeding environment
- Feeding practices
- Menus & variety
- Education & professional development
- Policy



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## Go NAPSACC: Farm to ECE

**Assesses practices in the following categories:**

- Local foods provided
- Gardening
- Education & professional development
- Policy




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## Go for the Gold in Child Nutrition

Go NAPSACC and Growing with MO can help your child care achieve best practices in child nutrition and farm to ECE







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## Missouri Breastfeeding Friendly Child Care

- Recognizes child care providers for supporting breastfeeding families and employees
- 5 criteria:
  - Criteria 1- Written Policy
  - Criteria 2- Welcoming Environment
  - Criteria 3- Support and Information
  - Criteria 4- Feeding on Demand
  - Criteria 5- Staff Training
- Apply online
- Recognized for 1 year
  - Renew annually with self-assessment



Missouri  
**Breastfeeding  
Friendly**  
Child Care

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### Topic Area: Breastfeeding & Infant Feeding

- Breastfeeding & Infant Feeding module assesses 23 best practices
- 19 of these best practices align child care practices with Missouri Breastfeeding Friendly Child Care






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### Go NAPSACC and Breastfeeding Friendly Child Care

Use Go NAPSACC as **your tool** to meet the requirements of Missouri Breastfeeding Friendly Child Care:

- Go NAPSACC module:
  - Breastfeeding & Infant Feeding





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### Breastfeeding Friendly Resources

- <https://health.mo.gov/breastfeedingfriendlychildcare>
- Supporting Breastfeeding in Child Care online training
  - 1 child care clock hour
- Breastfeeding Resources





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## DHSS Program Information



- MOve Smart Child Care**
  - [www.health.mo.gov/movesmart](http://www.health.mo.gov/movesmart)
  - [movesmart@health.mo.gov](mailto:movesmart@health.mo.gov)
- Growing with MO**
  - [www.health.mo.gov/growingwithmo](http://www.health.mo.gov/growingwithmo)
  - [lisa.farmer@health.mo.gov](mailto:lisa.farmer@health.mo.gov)
- Breastfeeding Friendly Child Care**
  - <https://health.mo.gov/breastfeedingfriendlychildcare>
  - [karla.voss@health.mo.gov](mailto:karla.voss@health.mo.gov)
- Go NAPSACC in Missouri**
  - <https://gonapsacc.org/>
  - [sarah.young@health.mo.gov](mailto:sarah.young@health.mo.gov)

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<b>Requirements:</b> <i>MOve Smart Child Care</i>	<b>Go NAPSACC module:</b> <i>Physical Activity</i>	<b>Best Practices</b>
<b>Core Level</b> <b>(Criteria 1-6)</b>		
<b>Criteria 1:</b> Physical Activity Policy	<b>Physical Activity #23</b>	There is a written policy on physical activity that includes a variety of topics related to the amount of time provided to children for physical activity and how children are encouraged to be active.
<b>Criteria 2:</b> Amount of Unstructured Physical Activity  (60 minutes)	<b>Physical Activity #1</b>	Preschool children are provided 120 minutes or more for indoor and outdoor physical activity each day.  (60 minutes unstructured)
<b>Criteria 3:</b> Amount of Structured Physical Activity  (30 minutes)	<b>Physical Activity #1</b>	Preschool children are provided 120 minutes or more for indoor and outdoor physical activity each day.  (60 minutes unstructured)
	<b>Physical Activity #4</b>	Adult-led physical activity is provided to preschool children for 60 minutes or more each day.
<b>Criteria 4:</b> Staff Role Modeling	<b>Physical Activity #13</b>	During children's physically active playtime, teachers supervise, verbally encourage, and regularly join in to increase children's physical activity.
	<b>Physical Activity #14</b>	During tummy time and other activities, teachers always

<b>(Criteria 4 continued)</b>		interact with infants to help them build motor skills.
	<b>Physical Activity #17</b>	Teachers/providers talk with children informally about the importance of physical activity each time they see an opportunity.
<b>Criteria 5:</b> Staff Education and Training  Each staff person completes a one hour training about the MOve Smart program.	<b>Physical Activity #18</b>	Teachers and staff receive professional development on physical activity (other than playground safety) 2 times per year or more.
	<b>Physical Activity #19</b>	Professional development on children's physical activity covers a variety of topics including motor skill development and guidance to help ensure that children get the recommended amount of daily physical activity in child care and at home.
<b>Criteria 6:</b> No Physical Activity Withheld as Punishment	<b>Physical Activity #12</b>	Teachers/providers never take away time for physical activity or remove children from physically active playtime for longer than 5 minutes, as a way of managing challenging behaviors.
<b>Advanced Level (Criteria 1-12)</b>		
<b>Criteria 7:</b> Indoor Play Space	<b>Physical Activity #7</b>	The indoor play space offers separate areas for different age groups that accommodate multiple types of activities and offer full access to children with special needs.

<b>Criteria 9:</b> Learning Integration	<b>Physical Activity #15</b>	Teachers incorporate physical activity into classroom routines, transitions, and planned activities each time they see an opportunity.
	<b>Physical Activity #16</b>	Children participate in planned lessons focused on building gross motor skills 1 time per week or more.
<b>Criteria 11:</b> Sedentary Time Limited	<b>Physical Activity #5</b>	Outside of nap and meal times, the longest that children are asked to remain seated at any one time is less than 15 minutes.
	<b>Physical Activity #6</b>	Outside of nap and meal times, infants are never placed in seats, swings, or ExerSaucers.
<b>Criteria 12:</b> Visual Promotion of Physical Activity	<b>Physical Activity #11</b>	There is a large variety of posters, books, and other learning materials that promote physical activity, with items added or rotated seasonally.
<b>Requirements:</b> <i>MOve Smart Child Care</i>	<b>Go NAPSACC module:</b> <i>Outdoor Play and Learning</i>	<b>Best Practices</b>
<b>Core Level</b> <b>(Criteria 1-6)</b>		
<b>Criteria 1:</b> Physical Activity Policy	<b>Outdoor Play #20</b>	There is a written policy on outdoor play and learning that includes a variety of topics related to the amount of outdoor playtime provided

		and ways to ensure that children can take full advantage of this time.
<b>Advanced Level (Criteria 1-12)</b>		
<b>Criteria 8:</b> Outdoor Play Space	<b>Outdoor Play #7</b>	The open area for outdoor games, activities, and events is large enough for all children, who regularly use the space together, to run around safely.
	<b>Outdoor Play #8</b>	The outdoor play space for preschool children includes 8 play areas or more.
<b>Requirements:</b> <i>MOve Smart Child Care</i>	<b>Go NAPSACC module:</b> <i>Screen Time</i>	<b>Best Practices</b>
<b>Advanced Level (Criteria 1-12)</b>		
<b>Criteria 10:</b> Screen Time	<b>Screen Time #3</b>	Children 2 years of age and older are allowed 30 minutes of screen time or less each week. For children under 2 years of age, no screen time is allowed.
	<b>Screen Time #4</b>	When television or videos are shown to children, this programming is always educational and commercial-free.

<b>Requirements:</b> <i>Breastfeeding Friendly Child Care</i>	<b>Go NAPSACC module:</b> <i>Breastfeeding and Infant Feeding</i>	<b>Best Practices</b>
<b>Criteria 1:</b> Written Policy	<b>Breastfeeding #9</b>	There is a written policy on promoting and supporting breastfeeding that includes a variety of topics related to the breastfeeding environment and support and education for families, teachers, and staff.
	<b>Breastfeeding #18</b>	The written infant feeding plan that families complete for the program includes guidance on how, when, and what infants are fed, and how the program can support breastfeeding mothers.
	<b>Breastfeeding #23</b>	There is a written policy on infant feeding and nutrition that includes a variety of topics related to how, when, and what infants are fed, and how this information is communicated to teachers and families.
<b>Criteria 2:</b> Welcoming Environment	<b>Breastfeeding #1</b>	A quiet and comfortable space, other than a bathroom, is always available for mothers to breastfeed or express breast milk.
	<b>Breastfeeding #2</b>	The space set aside for mothers to breastfeed or express breast milk offers privacy, an electrical outlet, comfortable seating, and a sink with running water in the room or nearby.

	<b>Breastfeeding #3</b>	Enough refrigerator and/or freezer space is available for all breastfeeding mothers to store expressed breast milk.
	<b>Breastfeeding #4</b>	Posters, brochures, books and materials that support breastfeeding are displayed throughout the building.
<b>Criteria 3:</b> Support and Information	<b>Breastfeeding #5</b>	Teachers and staff use many different strategies to promote and support breastfeeding, including showing positive attitudes and sharing information.
	<b>Breastfeeding #8</b>	Enrolled expectant families and families with infants are offered educational materials on breastfeeding upon request and at least one time during the year. Prospective families are informed of the program's breastfeeding policies and practices.
	<b>Breastfeeding #21</b>	Families are offered education on infant feeding and nutrition upon request, at least one time during the year, and at other times as infants reach developmental milestones.
	<b>Breastfeeding #22</b>	Education for families on infant feeding and nutrition covers a variety of topics related to how, when, and what to feed infants.

<b>Criteria 4:</b> Feeding on Demand	<b>Breastfeeding #13</b>	The timing of infant feedings is fully flexible to infants showing they are hungry.
	<b>Breastfeeding #14</b>	Teachers end infant feedings based on infants showing they are full.
	<b>Breastfeeding #15</b>	Teachers use responsive feeding techniques when feeding infants.
	<b>Breastfeeding #17</b>	Each day, both a written and verbal report are provided to families about what, when, and how much infants eat.
<b>Criteria 5:</b> Staff Training	<b>Breastfeeding #6</b>	Teachers and staff receive professional development on promoting and supporting breastfeeding at least two times per year.
	<b>Breastfeeding #7</b>	Professional development on promoting and supporting breastfeeding covers a variety of topics related to the benefits of breastfeeding, working with expressed breast milk, and ways to support mothers.
	<b>Breastfeeding #19</b>	Teachers and staff receive professional development on infant feeding and nutrition 2 times per year or more.
	<b>Breastfeeding #20</b>	Professional development on infant feeding and nutrition covers a variety of topics related to how, when, and what to feed infants.

# Infant & Child Physical Activity



**Get  
Children  
Moving!**



## Infant & Child Physical Activity Best Practices

### Time Provided

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Preschool children are provided 120 minutes or more for indoor and outdoor physical activity each day. (Half-day: 60 minutes or more)

Toddlers are provided 90 minutes or more for indoor and outdoor physical activity each day. (Half-day: 45 minutes or more)

Infants are offered tummy time 4 times per day or more. (Half-day: 2 times per day or more)

Adult-led physical activity is provided to preschool children for 60 minutes or more each day. (Half-day: 30 minutes or more)

Outside of nap and meal times, the longest that preschool children and toddlers are expected to remain seated at any one time is less than 15 minutes.

Outside of nap and meal times, infants are never placed in seats, swings, or ExerSaucers.

### Indoor Play Equipment

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The indoor play space offers separate areas for different age groups that accommodate multiple types of activities and offer full access to children with special needs.

A large variety of portable play equipment is available and in good condition for children to use indoors.

During indoor free play time, at least a few pieces of portable play equipment are always available to preschool children and toddlers to encourage physical activity.

Developmentally appropriate portable play equipment is always offered to infants during tummy time and other indoor activities.

There is a large variety of posters, books, and other learning materials that promote physical activity, with items added or rotated seasonally.



# Infant & Child Physical Activity



## Teacher Practices

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Teachers never take away time for physical activity or remove preschool children or toddlers from physically active playtime for longer than 5 minutes, as a way of managing challenging behaviors.

During preschool children's physically active playtime, teachers supervise, verbally encourage, and regularly join in to increase children's physical activity.

During tummy time and other activities, teachers always interact with infants to help them build motor skills.

Teachers incorporate physical activity into classroom routines, transitions, and planned activities each time they see an opportunity.

## Education & Professional Development

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Preschool children and toddlers participate in planned lessons focused on building gross motor skills 1 time per week or more.

Teachers talk with children informally about the importance of physical activity each time they see an opportunity.

Teachers and staff receive professional development on children's physical activity (other than playground safety) 2 times per year or more.

Professional development on children's physical activity covers a variety of topics including motor skill development and guidance to help ensure that children get the recommended amount of daily physical activity in child care and at home.

Families are offered education on children's physical activity 2 times per year or more.

Education for families on children's physical activity covers a variety of topics including motor skill development and guidance to help families encourage physical activity at home.

## Policy

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There is a written policy on physical activity that includes a variety of topics related to the amount of time provided to children for physical activity and ways that children are encouraged to be physically active.



# Outdoor Play & Learning



## Outdoor Play & Learning Best Practices

### Outdoor Playtime

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Outdoor playtime is provided to preschool children and toddlers 3 times per day or more. (Half-day: 2 times per day or more)

Outdoor playtime is provided to preschool children for 90 minutes or more each day. (Half-day: 45 minutes or more)

Outdoor playtime is provided to toddlers for 60 minutes or more each day. (Half-day: 30 minutes or more)

Infants are taken outdoors 2 times per day or more. (Half-day: 1 time per day or more)

### Outdoor Play Environment

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The program does different types of activities with children outdoors, including free play, structured learning opportunities, seasonal outdoor activities, walking trips, and/or outdoor field trips.

In the outdoor play space, structures or trees provide enough shade to accommodate all children at the same time.

The program's open area for outdoor games, activities, and events is large enough for all children, who regularly use the space together, to run around safely.

The outdoor play space for preschool children includes 8 play areas or more.

There is a garden that produces enough fruits and/or vegetables to provide children meals or snacks during 1 or more seasons.

There is a paved path for wheeled toys that is 5 feet wide or wider, has curves and loops, and connects the building with different play areas.

Most or all of the following portable play equipment is available and in good condition for children to use outdoors: Jumping toys, Push-pull toys, Ride-on toys, Twirling toys, Throwing, catching, and striking toys, Balance toys, Crawling or tumbling equipment, and Other "loose parts"

A large variety of portable play equipment is available and in good condition for children to use outdoors.

Portable play equipment is always available to children during outdoor active playtime.

There is always at least one item of portable play equipment available for each child during outdoor active playtime.



# Outdoor Play & Learning



## Education & Professional Development

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Teachers and staff receive professional development on outdoor play and learning 2 times per year or more.

Professional development on outdoor play and learning covers a variety of topics to help ensure that children get the recommended amount of outdoor playtime each day.

Professional development on outdoor play and learning covers the recommended amount of outdoor play time for children, ways to encourage children's physical activity outdoors and ways to promote outdoor play and learning to families.

Families are offered education on outdoor play and learning 2 times per year or more.

Education for families on outdoor play and learning includes a variety of topics to help ensure that children get the recommended amount of outdoor playtime each day.

Education for families on outdoor play and learning includes the recommended amount of outdoor play time for children, ways to encourage children's physical activity outdoors, and the program's policy on outdoor play and learning.

## Policy

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The program has a written policy on outdoor play and learning that includes a variety of topics related to the amount of outdoor playtime provided and ways to ensure that children can take full advantage of this time.



# Screen Time



## Screen Time Best Practices

### Availability

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There no televisions or televisions are stored outside of classrooms and are not regularly available to children.

Children 2 years of age and older are allowed 30 minutes of screen time\* or less each week. (Half-day: Less than 15 minutes or no screen time is allowed)

For children under 2 years of age, no screen time\* is allowed.

When television or videos are shown to children, this programming is always educational and commercial free.

When screen time is offered, children are always given the opportunity to do an alternative activity.

### Teacher Practices

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Screen time\* is rarely or never used as a reward.

When screen time\* is offered, teachers always talk with children about what they are seeing and learning.

### Education & Professional Development

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Teachers and staff receive professional development on screen time 2 times per year or more.

Professional development on screen time includes a variety of topics related to the recommended amount, types, and use of screen time in child care.

Families are offered education on screen time 2 times per year or more.

Education for families on screen time includes a variety of topics related to screen time recommendations and how families can follow them at home.

### Policy

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There is a written policy on screen time that includes a variety of topics related to the program's screen time practices and communicating screen time recommendations to teachers, staff, and families.

\*Screen time includes any time spent watching shows or playing games (including active video games) on a screen. Screens can include televisions; desktop, laptop, or tablet computers; or smart phones. For children 2 years of age and older, screen time does not include teachers using e-books or tablet computers to read children stories, using Smart Boards for interactive instruction, or connecting with families through Skype or other videoconferencing programs.





## Child Nutrition Best Practices

### Foods Provided

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Fruit (not including juice) is offered 2 times per day or more. (Half-day: 1 time per day or more)

Fruit that is fresh, frozen, or canned in its own juice is offered every time fruit is served.

Vegetables (not including french fries, tater tots, hash browns, or dried beans) are offered 2 times per day or more. (Half-day: 1 time per day or more)

Children are offered dark green, orange, red, or deep yellow vegetables (not including corn) 1 time per day or more.

Vegetables are rarely or never cooked or flavored with meat fat, margarine, or butter.

Fried or pre-fried potatoes are offered less than 1 time per week or never.

Fried or pre-fried meats or fish are offered less than 1 time per week or never.

High-fat meats are offered less than 1 time per week or never.

Lean or low-fat meats or meat alternatives are offered every time meats or meat alternatives are served.

High-fiber, whole grain foods are offered 2 times per day or more. (Half-day: 1 time per day or more)

High-sugar, high-fat foods are offered less than 1 time per week or never.

High-salt, high-fat snacks are offered less than 1 time per week or never.

Children are given sweet or salty snacks outside of meal and snack times less than 1 time per week or never.

### Beverages Provided

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Drinking water is always visible and freely available to children, both indoors and outdoors.

Children are offered a 4–6 oz. serving of 100% fruit juice 2 times per week or less.

Sugary drinks are never offered.

Only fat-free or skim milk is offered to children ages 2 years and older (excluding those with milk allergies).

Flavored milk is never offered.



# Child Nutrition



## Feeding Environment

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In general, preschool children always choose and serve all foods themselves at meal and snack times.

Television and videos are never on during meal or snack times.

When in classrooms during meal and snack times, teachers and staff always eat and drink the same foods and beverages as children.

Teachers and staff rarely or never eat or drink unhealthy foods or beverages in front of children.

Teachers enthusiastically role model eating healthy foods at every meal and snack time.

There is a large variety of posters, books, and other learning materials that promote healthy eating, with items added or rotated seasonally.

There are few or no posters, books, or other learning materials that promote unhealthy foods.

There are no soda or other vending machines on site.

## Feeding Practices

---

Teachers always praise children for trying new and less-preferred foods.

When children eat less than half of a meal or snack, teachers always ask them if they are full before removing their plates.

When children request seconds, teachers always ask them if they are still hungry before serving more food.

Teachers rarely or never require that children sit at the table until they clean their plates.

Teachers use an authoritative feeding style during every meal and snack time.

Teachers never use children's preferred foods to encourage them to eat new or less-preferred foods.

Teachers rarely or never use food to calm upset children or encourage appropriate behavior.

Teachers always praise and give hands-on help during meal and snack times to guide toddlers as they learn to feed themselves.

Beverages are always offered in an open, child-sized cup to toddlers who are developmentally ready.

Teachers remind children to drink water at least 1 time during each indoor and outdoor play period.



# Child Nutrition



## Menus & Variety

---

The program's menu cycle is 3 weeks long or longer and changes with the season.

Weekly menus always include a variety of healthy foods.

## Education & Professional Development

---

Children participate in planned nutrition education 1 time per week or more.

Teachers talk with children informally about healthy eating each time they see an opportunity.

Teachers and staff receive professional development on child nutrition 2 times per year or more. Professional development on child nutrition covers a variety of topics about healthy foods and beverages for children and ways to help children build healthy eating habits.

Families are offered education on child nutrition 2 times per year or more.

Education for families on child nutrition covers a variety of topics about healthy foods and beverages for children and ways to help children build healthy eating habits.

There is a written policy on child nutrition that includes a variety of topics related to what children eat during the day, how mealtimes run, and education for children, staff, teachers, and families on healthy eating.

## Policy

---

There is a written policy on child nutrition that includes a variety of topics related to how, when, and what children are fed, and how this information is communicated to teachers and families.

CALL OUT TEXT





## Farm to ECE Best Practices

Note: Most best practices in this module are the same for centers and family child care homes (FCCH). Those that are not are marked.



### Local Foods Provided

A variety of local fruits, vegetables, herbs, grains, dairy products, and/or protein foods are offered over the course of the year.

Over the course of the year, local foods are offered as part of meals or snacks 1 time per week or more.

During the growing season, local fruits and/or vegetables are offered as part of meals or snacks 3 times per week or more.

The program communicates about local foods included in meals or snacks through menus, farm information, recipes, signs, marketing materials, and/or other strategies.

### Gardening

The program has a garden that helps children learn how food grows and produces enough fruits and/or vegetables to be part of preschoolers' meals or snacks.

Over the course of the year, 7 or more different fruits and/or vegetables grow in the program's garden.

The program's garden grows a variety of herbs, fruits, and/or vegetables to reflect the diverse food traditions of enrolled children, spark children's interest in the garden, and help them learn about how and when plants grow.

During the growing season, structured gardening time is provided to preschool children 2 times per week or more. (FCCH: 1 time per week or more)

Children do a variety of activities to help plan, plant, care for, harvest, and learn from the garden.



*Continued on next page.*



# Farm to ECE



## Education & Professional Development

---

Teachers offer planned education on food and where it comes from 1 time per week or more.

During the growing season, preschool children do cooking or taste test activities with fresh fruits or vegetables 1 time per week or more.

Preschool children have the opportunity to meet a farmer 1 time per year or more and families are invited to attend. (*FCCH: Not applicable*)

The materials used to help preschool children learn about food and where it comes from include a variety of posters, pictures, books, and props that reflect the diversity of the program's children, families, and staff; expose children to people, foods, and cultures different from their own; and tell the stories of farmers and farmworkers of color.

Teachers talk with children informally about where foods come from or how they grow each time they see an opportunity.

All staff participate in Farm to ECE professional development related to their jobs 1 time per year or more.

Professional development on Farm to ECE covers a variety of topics about buying and using local foods and educating children and their families about local foods.

The program connects families to local foods in a variety of ways, including offering information, tastings, and opportunities to get involved with gardening and food education activities.

Input from families is used in menu planning so that menus regularly include meals and/or snacks that reflect the cultural, ethnic, and/or religious food traditions of enrolled children.

## Policy

---

There is a written policy on Farm to ECE that includes a variety of topics related to the local foods that the program serves and other efforts to educate children and families and connect them to local foods.



# Breastfeeding & Infant Feeding



**Give infants a healthy start!**



## Breastfeeding Best Practices

### Breastfeeding Environment

---

A quiet and comfortable space, other than a bathroom, is always available for mothers to breastfeed or express breast milk.

The space set aside for mothers to breastfeed or express breast milk offers privacy, an electrical outlet, comfortable seating, and a sink with running water in the room or nearby.

Enough refrigerator and/or freezer space is always available for all breastfeeding mothers to store expressed breast milk.

Posters, brochures, children's books, and other materials that support breastfeeding are displayed throughout the building.

### Breastfeeding Support Practices

---

Teachers and staff use many different strategies to promote and support breastfeeding, including showing positive attitudes and sharing information.

### Breastfeeding Education and Professional Development

---

Teachers and staff receive professional development on promoting and supporting breastfeeding 2 times per year or more.

Professional development on promoting and supporting breastfeeding covers a variety of topics related to the benefits of breastfeeding, working with expressed breast milk, and ways to support breastfeeding mothers.

Enrolled expectant families and families with infants are offered educational materials on breastfeeding upon request and at 1 set time during the year, and prospective families are informed of the program's breastfeeding policies and practices.

### Breastfeeding Policy

---

There is a written policy on promoting and supporting breastfeeding that includes a variety of topics related to the breastfeeding environment and support and education for families, teachers, and staff.



# Infant Feeding & Breastfeeding



## Infant Feeding Best Practices

### Infant Foods

---

When cereal or formula is purchased for infants, it is always iron-rich.

When mashed or pureed meats or vegetables are purchased or prepared by the program, these foods rarely or never contain added salt.

Baby food desserts that contain added sugar are rarely or never purchased for infants.

### Infant Feeding Practices

---

With permission from families, the timing of infant feedings is fully flexible to infants showing they are hungry.

With permission from families, teachers end infant feedings based on infants showing they are full.

Teachers always use responsive feeding techniques when feeding infants.

At meal times, teachers always praise and give hands-on help to guide older infants as they learn to feed themselves.

Each day, both a written and verbal report are provided to families about what, when, and how much their infants eat.

The written infant feeding plan that families complete for the program includes guidance on how, when, and what infants are fed, and how the program can support breastfeeding mothers.

### Infant Feeding Education & Professional Development

---

Teachers and staff receive professional development on infant feeding and nutrition 2 times per year or more.

Professional development on infant feeding and nutrition covers a variety of topics related to how, when, and what to feed infants.

Families are offered education on infant feeding and nutrition upon request, at 1 set time during the year, and at other times as infants reach developmental milestones.

Education for families on infant feeding and nutrition covers a variety of topics related to how, when, and what to feed infants.

### Infant Feeding Policy

---

There is a written policy on infant feeding and nutrition that includes a variety of topics related to how, when, and what infants are fed, and how this information is communicated to teachers and families.





## Oral Health Best Practices

### Tooth Brushing

---

For infants with teeth, time for tooth brushing is provided 1 time per day.

For toddlers, time for tooth brushing is provided 1 time per day.

For preschool children, time for tooth brushing is provided 1 time per day.

Fluoride toothpaste is provided every time tooth brushing occurs.

An age-appropriate amount of fluoride toothpaste is dispensed by an adult either from a child's own tube of toothpaste onto his/her brush, or in single portions from a common tube squeezed onto a paper cup or piece of paper.

The toothbrushes available are age-appropriate, labeled for each child, replaced every 6 months, and stored standing up and not touching each other.

### Food & Beverages Provided

---

High-sugar foods are offered less than 1 time per week or never.

Drinking water is always visible and freely available to children, both indoors and outdoors.

Sugary drinks are never offered.

Children are offered a 4-6 oz. serving of 100% fruit juice 2 times per week or less.

Juice is never offered to infants.

### Daily Practices

---

During regularly scheduled tooth brushing for children under 3 years of age, teachers or staff always brush children's teeth.

During regularly scheduled tooth brushing for children 3 years of age and older, teachers or staff always monitor children's brushing ability and offer hands-on help as needed.

Teachers and staff always try to create a positive experience for children during scheduled tooth brushing.

During scheduled tooth brushing, teachers and staff always offer children praise to support tooth brushing.

Infants are never offered bottles during naptime or playtime.

Toddlers are never offered sippy cups during naptime or to carry during playtime.





## Education & Professional Development

---

Teachers talk with children informally about the importance of oral health each time they see an opportunity.

Teachers provide preschool children with planned oral health education at least once per month.

Planned oral health education includes the importance of oral health, plaque and tooth decay, how foods and beverages impact oral health, how fluoride and oral hygiene habits promote oral health, brushing with fluoride toothpaste, and visiting the dentist.

Teachers and staff receive professional development on children's oral health 2 times per year or more.

Professional development on children's oral health covers a variety of topics including the importance of oral health for young children, habits that support oral health, and strategies for positive scheduled tooth brushing in child care.

Families are offered education on children's oral health 2 times per year or more.

Education for families on children's oral health covers a variety of topics including the importance of oral health for young children, habits that support oral health, and our program's policies and practices for prevention of children's tooth decay.

## Policy

---

There is a written policy on the prevention of children's tooth decay that includes a variety of topics related to the importance of oral health, habits that support oral health, and practices to help prevent children's tooth decay.





# Go NAPSACC

## Self-Assessment Instrument

Date: \_\_\_\_\_

Your Name: \_\_\_\_\_

Child Care Program Name: \_\_\_\_\_



### Infant & Child Physical Activity

Go NAPSACC is based on a set of best practices that stem from the latest research and guidelines in the field. After completing this assessment, you will be able to see your program's strengths and areas for improvement, and use this information to plan healthy changes.

For this self-assessment, **physical activity** is any movement of the body that increases heart rate and breathing above what it would be if a child was sitting or resting. These questions relate to opportunities for both children with special needs and typically developing children.

#### Before you begin:

- ✓ Gather staff manuals, parent handbooks, and other documents that state your policies and guidelines about physical activity.
- ✓ Recruit the help of key teachers and staff members who are familiar with day-to-day practices.

#### As you assess:

- ✓ Answer choices in parentheses ( ) are for half-day programs. Full-day programs should use the answer choices without parentheses.
- ✓ Definitions of key words are marked by asterisks (\*).
- ✓ Answer each question as best you can. If none of the answer choices seem quite right, just pick the closest fit. If a question does not apply to your program, move to the next question.

#### Understanding your results:

- ✓ The answer choices in the right-hand column represent the best practice recommendations in this area. To interpret your results, compare your responses to these best practice recommendations. This will show you your strengths and the areas in which your program can improve.



Ward D, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzucca S, Hanson P, Ammerman A, Neelon S, Sommers J, Ball S. (2014). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2nd Edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Available at: [www.gonapsacc.org](http://www.gonapsacc.org).

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## Time Provided

### 1. The amount of time provided to preschool children\* for indoor and outdoor physical activity<sup>†</sup> each day is:

- |   |   |  |  |
|---|---|--|--|
| <input type="checkbox"/> Less than 60 minutes<br>(Half-day: Less than 30 minutes) | <input type="checkbox"/> 60–89 minutes<br>(Half-day: 30–44 minutes) | <input type="checkbox"/> 90–119 minutes<br>(Half-day: 45–59 minutes) | <input type="checkbox"/> 120 minutes or more<br>(Half-day: 60 minutes or more) |
|---|---|--|--|

\* For Go NAPSACC, preschool children are children ages 2–5 years.

† Physical activity is any movement of the body that increases heart rate and breathing above what it would be if a child was sitting or resting. Examples include walking, running, crawling, climbing, jumping, and dancing.

### 2. The amount of time provided to toddlers\* for indoor and outdoor physical activity each day is:

- |   |   |   |   |
|---|---|---|---|
| <input type="checkbox"/> Less than 60 minutes<br>(Half-day: Less than 15 minutes) | <input type="checkbox"/> 60–74 minutes<br>(Half-day: 15–29 minutes) | <input type="checkbox"/> 75–89 minutes<br>(Half-day: 30–44 minutes) | <input type="checkbox"/> 90 minutes or more<br>(Half-day: 45 minutes or more) |
|---|---|---|---|

\* For Go NAPSACC, toddlers are children ages 13–24 months.

### 3. Our program offers tummy time\* to non-crawling infants: <sup>†</sup>

- |   |  |  |   |
|---|--|--|---|
| <input type="checkbox"/> 1 time per day or less<br>(Half-day: 3 times per week or less) | <input type="checkbox"/> 2 times per day<br>(Half-day: 4 times per week) | <input type="checkbox"/> 3 times per day<br>(Half-day: 1 time per day) | <input type="checkbox"/> 4 times per day or more<br>(Half-day: 2 times per day or more) |
|---|--|--|---|

\* Tummy time is supervised time when an infant is awake and alert, lying on her/his belly. Opportunities for tummy time should last as long as possible to help infants learn to enjoy it and build their strength. For infants who are not used to it or do not enjoy it, each period of tummy time can start at 1–2 minutes, and build up to 5–10 minutes over time.

† For Go NAPSACC, infants are children ages 0–12 months.

### 4. The amount of adult-led\* physical activity our program provides to preschool children each day is:

- |   |   |   |   |
|---|---|---|---|
| <input type="checkbox"/> Less than 30 minutes<br>(Half-day: Less than 10 minutes) | <input type="checkbox"/> 30–44 minutes<br>(Half-day: 10–19 minutes) | <input type="checkbox"/> 45–59 minutes<br>(Half-day: 20–29 minutes) | <input type="checkbox"/> 60 minutes or more<br>(Half-day: 30 minutes or more) |
|---|---|---|---|

\* Adult-led activities and lessons can be led by teachers or outside presenters. Examples include dancing, music and movement, motor development lessons, physically active games, and tumbling. The total amount of adult-led activity time may include multiple short activities added up over the course of the day.

### 5. Outside of nap and meal times, the longest that preschool children and toddlers are expected to remain seated at any one time is:

- |   |  |  |   |
|---|--|--|---|
| <input type="checkbox"/> 30 minutes or more | <input type="checkbox"/> 20–29 minutes | <input type="checkbox"/> 15–19 minutes | <input type="checkbox"/> Less than 15 minutes |
|---|--|--|---|

### 6. Outside of nap and meal times, the longest that infants spend in seats, swings, or ExcerSaucers at any one time is:

- |   |  |                                       |   |
|---|--|---------------------------------------|---|
| <input type="checkbox"/> 30 minutes or more | <input type="checkbox"/> 15–29 minutes | <input type="checkbox"/> 1–14 minutes | <input type="checkbox"/> Infants are never placed in seats, swings, or ExcerSaucers |
|---|--|---------------------------------------|---|



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## Indoor Play Environment

### 7. Our program offers the following in the indoor play space:

See list and mark response below.

- Space for all activities, including jumping, running, and rolling
- Separate play areas for each age group
- Areas that allow play for individuals, pairs, small groups, and large groups
- Full access for children with special needs

☐ None ☐ 1 feature ☐ 2 features ☐ 3–4 features

### 8. Our program has the following portable play equipment\* available and in good condition for children to use indoors:

See list and mark response below.

- Jumping toys: jump ropes, jumping balls
- Push-pull toys: big dump trucks, corn poppers, push and ride cars
- Twirling toys: ribbons, scarves, batons, hula hoops, parachute
- Throwing, catching, and striking toys: balls, pom poms, bean bags, noodles, rackets
- Balance toys: balance beams, plastic “river stones”
- Crawling or tumbling equipment: mats, portable tunnels

☐ None ☐ 1–2 types ☐ 3–4 types ☐ 5–6 types

\* Portable play equipment includes any toys that children can carry, throw, push, pull, etc. to help them build gross motor skills. This does not include equipment fixed into the floor or the walls, but does include fabric tunnels, mats, and other larger items that teachers can easily move and switch out. Portable play equipment can be homemade or store bought.

### 9. Teachers offer portable play equipment to preschool children and toddlers during indoor free play time:\*

☐ Rarely or never ☐ Sometimes ☐ Often ☐ At least a few items are always available to encourage physical activity

\* Indoor free play time includes free choice activities during center time. It can also include activities in a gym, multi-purpose room, or other space that allows children to move freely.

### 10. Teachers offer developmentally appropriate portable play equipment to infants during tummy time and other indoor activities:

☐ Rarely or never ☐ Sometimes ☐ Often ☐ Always

\* Portable play equipment for infants includes balls, soft blocks, and rattles.

### 11. Our program’s collection of posters, books, and other learning materials that promote physical activity includes:

☐ Few or no materials ☐ Some materials with limited variety ☐ A variety of materials ☐ A large variety of materials with items, added or rotated seasonally



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## Teacher Practices

**12. To manage challenging behaviors, teachers take away time for physical activity or remove preschool children or toddlers from physically active playtime for longer than 5 minutes:**

- ☐ Always ☐ Often ☐ Sometimes ☐ Never

**13. Teachers take the following role during preschool children's physically active playtime:**

- |  |  |   |   |
|--|--|---|---|
| <input type="checkbox"/> They supervise only | <input type="checkbox"/> They supervise and verbally encourage physical activity | <input type="checkbox"/> They supervise, verbally encourage, and sometimes join in to increase children's physical activity | <input type="checkbox"/> They supervise, verbally encourage, and often join in to increase children's physical activity |
|--|--|---|---|

**14. During tummy time and other activities, teachers interact with infants to help them build motor skills:\***

- ☐ Rarely or never ☐ Sometimes ☐ Often ☐ Always

\* Motor skills are physical abilities and muscle control that children develop as they grow. Motor skills for infants include lifting and turning the head, rolling over, sitting up, and reaching for and grasping toys.

**15. Teachers incorporate physical activity into classroom routines, transitions, and planned activities:\***

- ☐ Rarely or never ☐ Sometimes ☐ Often ☐ Each time they see an opportunity

\* Physical activity during routines, transitions, and planned activities can include playing Simon Says or other movement games while children wait in line or transition between activities, or using movement during circle time or story time.

## Education & Professional Development

**16. Preschool children and toddlers participate in planned lessons focused on building gross motor skills:\***

- ☐ Rarely or never ☐ 1 time per month ☐ 2-3 times per month ☐ 1 time per week or more

\* Gross motor skills are physical abilities and large muscle control that children develop as they grow. Lessons to build gross motor skills may focus on children practicing skipping, jumping, throwing, catching, kicking, balancing, stretching, or other specific skills.

**17. Teachers talk with children informally about the importance of physical activity:**

- ☐ Rarely or never ☐ Sometimes ☐ Often ☐ Each time they see an opportunity

**18. Teachers and staff receive professional development\* on children's physical activity:**

- ☐ Never ☐ Less than 1 time per year ☐ 1 time per year ☐ 2 times per year or more

\* For this assessment, professional development on children's physical activity does not include training on playground safety. Professional development can include taking in-person or online training for contact hours or continuing education credits. It can also include information presented at staff meetings.



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**19. Professional development for current staff on children's physical activity has included the following topics:**

*See list and mark response below.*

- Recommended amounts of daily physical activity for young children
- Encouraging children's physical activity
- Limiting long periods of seated time for children
- Children's motor skill development
- Communicating with families about encouraging children's physical activity
- Our program's policies on physical activity

☐ None

☐ 1–2 topics

☐ 3–4 topics

☐ 5–6 topics

**20. Families are offered education\* on children's physical activity:**

☐ Never

☐ Less than 1 time per  
year

☐ 1 time per year

☐ 2 times per year or  
more

\* Education can be offered through in-person educational sessions, brochures, tip sheets, or your program's newsletter, website, or bulletin boards.

**21. Education for families on children's physical activity includes the following topics:**

*See list and mark response below.*

- Recommended amounts of daily physical activity for young children
- Encouraging children's physical activity
- Limiting long periods of seated time for children
- Children's motor skill development
- Our program's policies on physical activity

☐ None

☐ 1 topic

☐ 2–3 topics

☐ 4–5 topics

## Policy

**22. Our written policy\* on physical activity includes the following topics:**

*See list and mark response below.*

- Amount of time provided each day for indoor and outdoor physical activity
- Limiting long periods of seated time for children
- Shoes and clothes that allow children and teachers to actively participate in physical activity
- Teacher practices that encourage physical activity
- Not taking away physical activity time or removing children from long periods of physically active playtime in order to manage challenging behaviors
- Planned and informal physical activity education
- Professional development on children's physical activity
- Education for families on children's physical activity

☐ No written policy or  
policy does not include  
these topics

☐ 1–3 topics

☐ 4–6 topics

☐ 7–8 topics

\* A written policy can include any written guidelines about your program's operations or expectations for teachers, staff, children, and families. Policies can be included in parent handbooks, staff manuals, and other documents.



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# Go NAPSACC

## Self-Assessment Instrument

Date: \_\_\_\_\_

Your Name: \_\_\_\_\_

Child Care Program Name: \_\_\_\_\_



## Outdoor Play & Learning

Go NAPSACC is based on a set of best practices that stem from the latest research and guidelines in the field. After completing this assessment, you will be able to see your program's strengths and areas for improvement, and use this information to plan healthy changes.

For this self-assessment, **outdoor play and learning** includes all activities done outdoors. The questions cover a range of activities, some focused on physical activity and some focused on other learning activities. These questions relate to opportunities for both children with special needs and typically developing children.

### Before you begin:

- ✓ Gather staff manuals, parent handbooks, and other documents that state your policies and guidelines about outdoor play and learning.
- ✓ Recruit the help of key teachers and staff members who are familiar with day-to-day practices.

### As you assess:

- ✓ Answer choices in parentheses ( ) are for half-day programs. Full-day programs should use the answer choices without parentheses.
- ✓ Definitions of key words are marked by asterisks (\*).
- ✓ Answer each question as best you can. If none of the answer choices seem quite right, just pick the closest fit. If a question does not apply to your program, move to the next question.

### Understanding your results:

- ✓ The answer choices in the right-hand column represent the best practice recommendations in this area. To interpret your results, compare your responses to these best practice recommendations. This will show you your strengths and the areas in which your program can improve.



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## Outdoor Playtime

### 1. Outdoor playtime\* is provided to preschool children and toddlers:

- |  |  |   |  |
|--|--|---|--|
| <input type="checkbox"/> 4 times per week or less (Half-day: 3 times per week or less) | <input type="checkbox"/> 1 time per day (Half-day: 4 times per week) | <input type="checkbox"/> 2 times per day (Half-day: 1 time per day) | <input type="checkbox"/> 3 times per day or more (Half-day: 2 times per day or more) |
|--|--|---|--|

\* Outdoor playtime includes any time that children are outdoors playing and learning. Children may be very physically active or do less energetic activities during this time.

### 2. The amount of outdoor playtime provided to preschool children\* each day is:

- |  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> Less than 60 minutes (Half-day: Less than 15 minutes) | <input type="checkbox"/> 60–74 minutes (Half-day: 15–29 minutes) | <input type="checkbox"/> 75–89 minutes (Half-day: 30–44 minutes) | <input type="checkbox"/> 90 minutes or more (Half-day: 45 minutes or more) |
|--|--|--|--|

\* For Go NAPSACC, preschool children are children ages 2–5 years.

### 3. The amount of outdoor playtime provided to toddlers\* each day is:

- |  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> Less than 30 minutes (Half-day: Less than 10 minutes) | <input type="checkbox"/> 30–44 minutes (Half-day: 10–19 minutes) | <input type="checkbox"/> 45–59 minutes (Half-day: 20–29 minutes) | <input type="checkbox"/> 60 minutes or more (Half-day: 30 minutes or more) |
|--|--|--|--|

\* For Go NAPSACC, toddlers are children ages 13–24 months.

### 4. Infants\* are taken outdoors:†

- |  |  |  |   |
|--|--|--|---|
| <input type="checkbox"/> 3 times per week or less (Half-day: 2 times per week or less) | <input type="checkbox"/> 4 times per week (Half-day: 3 times per week) | <input type="checkbox"/> 1 time per day (Half-day: 4 times per week) | <input type="checkbox"/> 2 times per day or more (Half-day: 1 time per day or more) |
|--|--|--|---|

\* For Go NAPSACC, infants are children ages 0–12 months.

† Infants may be taken outdoors for different activities, including a walk in a stroller or tummy time on a blanket or mat.

### 5. Our program does the following types of activities with children outdoors:

See list and mark response below.

- Free play: Playtime that can be more or less energetic, depending on what activities children decide to do.
- Structured learning opportunities: Planned lessons and activities including circle time, art projects, and reading time.
- Seasonal outdoor activities: Activities that are unique to the season or the weather, including gardening, water play, collecting fallen leaves, and playing in the snow.
- Walking trips: Activities, like nature walks and neighborhood tours, that let children explore the outdoors nearby your program, but beyond the regular play space.
- Outdoor field trips: Opportunities for children to take part in outdoor activities around the community. Destinations can include local parks, farms, gardens, or nature centers.

- |                               |  |   |   |
|-------------------------------|--|---|---|
| <input type="checkbox"/> None | <input type="checkbox"/> 1 activity type | <input type="checkbox"/> 2–3 activity types | <input type="checkbox"/> 4–5 activity types |
|-------------------------------|--|---|---|



Ward D, Morris E, McWilliams C, Vaughn A, Erinoshio T, Mazzucca S, Hanson P, Ammerman A, Neelon S, Sommers J, Ball S. (2014). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2nd Edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Available at: [www.gonapsacc.org](http://www.gonapsacc.org).

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## Outdoor Play Environment

### 6. The amount of our outdoor play space that is shaded by structures\* or trees is:

- ☐ No shade      ☐ Less than 1/4 or more than 3/4 is shaded      ☐ 1/4 to 1/2 is shaded      ☐ 1/2 to 3/4 is shaded

\* Structures that provide shade include fabric canopies or umbrellas, hard top canopies, gazebos, and arbors.

### 7. An open area for outdoor games, activities, and events is:

- ☐ Not available      ☐ Large enough for some children to run around safely      ☐ Large enough for most children to run around safely      ☐ Large enough for all children to run around safely\*

\* This refers to all children who regularly use the open area together, not necessarily all of the children in the program. For large centers, this response refers to a space large enough for at least 25 children to run around safely.

### 8. The outdoor play space for preschool children includes:

- ☐ 1–2 play areas\*      ☐ 3–5 play areas\*      ☐ 6–7 play areas\*      ☐ 8 play areas\* or more

\* Each play area offers different play opportunities. An area might include a swing set, sandbox, climbing structure, pathway, garden, house or tent, small inflatable pool, easel, or outdoor musical instruments like pots, pans and pipes for drumming. A play area does not need to be permanent; it can be created by bringing equipment outside.

### 9. Describe your program's garden:\*

- ☐ There is no garden for herbs, fruits, or vegetables      ☐ It grows only herbs      ☐ It grows some fruits and/or vegetables for children to taste      ☐ It grows enough fruits and/or vegetables to provide children meals or snacks during 1 or more seasons

\* A garden can be planted in the ground or in containers like window boxes or pots. A garden can include vines growing on fences or arbors, or fruit trees planted in the outdoor play space.

### 10. In our program, the path for wheeled toys is:

- ☐ No path      ☐ Unpaved and any width      ☐ Paved and less than 5 feet wide      ☐ Paved and 5 feet wide or wider

### 11. Describe the shape of the path for wheeled toys:

- ☐ No path      ☐ Straight      ☐ Curved but not looped      ☐ Curved and looped\*

\* A curved and looped path allows children to ride around multiple loops, not just one large circle.

### 12. Describe how the path for wheeled toys connects to different parts of the outdoor play space:

See list and mark response below.

- Connects to building entrances
- Connects the building to play areas
- Connects different play areas to each other

- ☐ No path      ☐ 1 type of connection      ☐ 2 types of connections      ☐ 3 types of connections



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**13. Our program has the following portable play equipment\* available and in good condition for children to use outdoors:**

*See list and mark response below.*

- Jumping toys: jump ropes, jumping balls
- Push-pull toys: wagons, wheelbarrows, big dump trucks
- Ride-on toys: tricycles, scooters
- Twirling toys: ribbons, scarves, batons, hula hoops, parachute
- Throwing, catching, and striking toys: balls, bean bags, noodles, rackets
- Balance toys: balance beams, plastic “river stones”
- Crawling or tumbling equipment: mats, portable tunnels
- Other “loose parts”: sticks, shovels, pales

☐ None                      ☐ 1–2 types                      ☐ 3–5 types                      ☐ 6–8 types

\* Portable play equipment includes any toys that children can carry, throw, push, pull, or kick, as well as “loose parts” that help children explore and learn about the natural world. This equipment can be homemade or store bought. Portable play equipment does not include equipment fixed into the ground like jungle gyms, but does include fabric tunnels, mats, and other larger items that teachers can easily move and switch out.

---

**14. Portable play equipment is available to children during outdoor active playtime:**

☐ Rarely or never                      ☐ Sometimes                      ☐ Often                      ☐ Always

---

**15. The amount of portable play equipment available to children during outdoor active playtime is:**

☐ Very limited                      ☐ Limited                      ☐ Somewhat limited                      ☐ Not limited – there is always something available for each child to play with

## Education & Professional Development

**16. Teachers and staff receive professional development\* on outdoor play and learning:**

☐ Never                      ☐ Less than 1 time per year                      ☐ 1 time per year                      ☐ 2 times per year or more

\* Professional development can include taking in-person or online training for contact hours or continuing education credits. It can also include information presented at staff meetings.

---

**17. Professional development for current staff on outdoor play and learning has included the following topics:**

*See list and mark response below.*

- Recommended amounts of outdoor playtime for young children
- Using the outdoor play space to encourage children’s physically active play
- Communicating with families about outdoor play and learning
- Our program’s policies on outdoor play and learning

☐ None                      ☐ 1 topic                      ☐ 2–3 topics                      ☐ 4 topics



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**18. Families are offered education\* on outdoor play and learning:**

- ☐ Never                      ☐ Less than 1 time per year                      ☐ 1 time per year                      ☐ 2 times per year or more

\* Education can be offered through in-person educational sessions, brochures, tip sheets, or your program's newsletter, website, or bulletin boards.

**19. Education for families on outdoor play and learning includes the following topics:**

*See list and mark response below.*

- Recommended amounts of outdoor playtime for young children
- Using the outdoors to encourage children's physically active play
- Our program's policies on outdoor play and learning

- ☐ None                      ☐ 1 topic                      ☐ 2 topics                      ☐ 3 topics

## Policy

**20. Our written policy\* on outdoor play and learning includes the following topics:**

*See list and mark response below.*

- Amount of outdoor playtime provided each day
- Ensuring adequate total playtime on inclement weather<sup>†</sup> days
- Shoes and clothes that allow children and teachers to play outdoors in all seasons
- Safe sun exposure for children, teachers, and staff
- Not taking away outdoor playtime in order to manage challenging behaviors
- Professional development on outdoor play and learning
- Education for families on outdoor play and learning

- ☐ No written policy or policy does not include these topics                      ☐ 1–2 topics                      ☐ 3–5 topics                      ☐ 6–7 topics

\* A written policy includes any written guidelines about your program's operations or expectations for teachers, staff, children, and families. Policies can be included in parent handbooks, staff manuals, and other documents.

† Inclement weather includes very high and very low temperatures, hazardous air quality, storms, and any other factors that make the outdoors unsafe for children.



*The Outdoor Play Environment items represent a collaboration between Go NAPSACC and the Natural Learning Initiative at North Carolina State University in Raleigh, NC.*



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# Go NAPSACC

## Self-Assessment Instrument

Date: \_\_\_\_\_

Your Name: \_\_\_\_\_

Child Care Program Name: \_\_\_\_\_



## Screen Time

Go NAPSACC is based on a set of best practices that stem from the latest research and guidelines in the field. After completing this assessment, you will be able to see your program's strengths and areas for improvement, and use this information to plan healthy changes.

For this self-assessment, **screen time** includes any time spent watching shows or playing games (including active video games) on a screen. Screens can include televisions; desktop, laptop, or tablet computers; or smart phones. For children 2 years of age and older, screen time does not include teachers using e-books or tablet computers to read children stories, using Smart Boards for interactive instruction, or connecting with families through Skype or other videoconferencing programs.

### Before you begin:

- ✓ Gather staff manuals, parent handbooks, and other documents that state your policies and guidelines about screen time.
- ✓ Recruit the help of key teachers and staff members who are familiar with day-to-day practices.

### As you assess:

- ✓ Answer choices in parentheses ( ) are for half-day programs. Full-day programs should use the answer choices without parentheses.
- ✓ Definitions of key words are marked by asterisks (\*).
- ✓ Answer each question as best you can, thinking about your general practices. If none of the answer choices seem quite right, just pick the closest fit. If a question does not apply to your program, move to the next question.

### Understanding your results:

- ✓ The answer choices in the right-hand column represent the best practice recommendations in this area. To interpret your results, compare your responses to these best practice recommendations. This will show you your strengths and the areas in which your program can improve.



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## Availability

### 1. Televisions are located:

- ☐ In every classroom      ☐ In some classrooms      ☐ Stored outside of classrooms but regularly available to children      ☐ No televisions; or, televisions stored outside of classrooms and not regularly available to children

### 2. For children 2 years of age and older, the amount of screen time\* allowed in our program each week is:

- ☐ 90 minutes or more (Half-day: 45 minutes or more)      ☐ 60–89 minutes (Half-day: 30–44 minutes)      ☐ 30–59 minutes (Half-day: 15–29 minutes)      ☐ Less than 30 minutes or no screen time is allowed (Half-day: Less than 15 minutes or no screen time is allowed)

\* For children 2 years of age and older, screen time does not include teachers using e-books or tablet computers to read children stories, using Smart Boards for interactive instruction, or connecting with families through Skype or other videoconferencing programs.

### 3. For children under 2 years of age, the amount of screen time\* allowed in our program each week is:

- ☐ 60 minutes or more      ☐ 30–59 minutes      ☐ 1–29 minutes      ☐ No screen time is allowed

\* For children under 2 years of age, screen time includes any time spent watching shows or playing games (including active video games) on a screen. Screens can include televisions; desktop, laptop, or tablet computers; or smart phones.

### 4. When television or videos are shown to children, this programming is educational and commercial free:\*

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ Always

\* Educational and commercial-free shows and videos are developmentally appropriate, support children's learning goals, and do not contain advertising.

### 5. When screen time is offered, children are given the opportunity to do an alternative activity:

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ Always

## Teacher Practices

### 6. Screen time is used as a reward:

- ☐ Every day      ☐ 1–4 times per week      ☐ 1–3 times per month      ☐ Rarely or never

### 7. When screen time is offered, teachers talk with children about what they are seeing and learning:

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ Always



## Education & Professional Development

### 8. Teachers and staff receive professional development\* on screen time:

- ☐ Never ☐ Less than 1 time per year ☐ 1 time per year ☐ 2 times per year or more

\* Professional development can include taking in-person or online training for contact hours or continuing education credits. It can also include information presented at staff meetings.

### 9. Professional development for current staff on screen time has included the following topics:

See list and mark response below.

- Recommended amounts of screen time for young children
- Appropriate types of programming for young children
- Appropriate supervision and use of screen time in the classroom
- Communicating with families about healthy screen time habits
- Our program's policies on screen time

- ☐ None ☐ 1–2 topics ☐ 3–4 topics ☐ 5 topics

### 10. Families are offered education\* on screen time:

- ☐ Never ☐ Less than 1 time per year ☐ 1 time per year ☐ 2 times per year or more

\* Education can be offered through in-person educational sessions, brochures, tip sheets, or your program's newsletter, website, or bulletin boards.

### 11. Education for families on screen time includes the following topics:

See list and mark response below.

- Recommended amounts of screen time for young children
- Appropriate types of programming for young children
- Appropriate supervision and use of screen time by caregivers
- Our program's policies on screen time

- ☐ None ☐ 1 topic ☐ 2–3 topics ☐ 4 topics

## Policy

### 12. Our written policy\* on screen time includes the following topics:

See list and mark response below.

- Amount of screen time allowed
- Types of programming allowed
- Appropriate supervision and use of screen time in classrooms
- Not using screen time as a reward or to manage challenging behaviors
- Professional development on screen time
- Education for families on screen time

- ☐ No written policy or policy does not include these topics ☐ 1–2 topics ☐ 3–4 topics ☐ 5–6 topics

\* A written policy can include any written guidelines about your program's operations or expectations for teachers, staff, children, and families. Policies can be included in parent handbooks, staff manuals, and other documents.



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# Go NAPSACC

## Self-Assessment Instrument

Date: \_\_\_\_\_

Your Name: \_\_\_\_\_

Child Care Program Name: \_\_\_\_\_



## Child Nutrition

Go NAPSACC is based on a set of best practices that stem from the latest research and guidelines in the field. After completing this assessment, you will be able to see your program's strengths and areas for improvement, and use this information to plan healthy changes.

For this self-assessment, **child nutrition** topics include foods and beverages provided to children, as well as the environment and teacher practices during meal times. Unless otherwise noted, all questions in this section relate to your program's practices for both toddlers and preschool children.

### Before you begin:

- ✓ Gather menus, staff manuals, parent handbooks, and other documents that state your policies and guidelines about child nutrition.
- ✓ Recruit the help of key teachers and staff members who are familiar with day-to-day practices.

### As you assess:

- ✓ Answer choices in parentheses ( ) are for half-day programs. Full-day programs should use the answer choices without parentheses.
- ✓ Definitions of key words are marked by asterisks (\*).
- ✓ Answer each question as best you can. If none of the answer choices seem quite right, just pick the closest fit. If a question does not apply to your program, move to the next question.

### Understanding your results:

- ✓ The answer choices in the right-hand column represent the best practice recommendations in this area. To interpret your results, compare your responses to these best practice recommendations. This will show you your strengths and the areas in which your program can improve.



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## Foods Provided

### 1. Our program offers fruit:\*

- |  |  |  |   |
|--|--|--|---|
| <input type="checkbox"/> 3 times per week or less (Half-day: 2 times per week or less) | <input type="checkbox"/> 4 times per week (Half-day: 3 times per week) | <input type="checkbox"/> 1 time per day (Half-day: 4 times per week) | <input type="checkbox"/> 2 times per day or more (Half-day: 1 time per day or more) |
|--|--|--|---|

\* For this assessment, fruit does not include servings of fruit juice.

### 2. Our program offers fruit that is fresh, frozen, or canned in juice (not in syrup):

- |  |                                    |                                |   |
|--|------------------------------------|--------------------------------|---|
| <input type="checkbox"/> Rarely or never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Every time fruit is served |
|--|------------------------------------|--------------------------------|---|

### 3. Our program offers vegetables:\*

- |   |  |  |   |
|---|--|--|---|
| <input type="checkbox"/> 2 times per week or less (Half-day: 1 time per week or less) | <input type="checkbox"/> 3–4 times per week (Half-day: 2–3 times per week) | <input type="checkbox"/> 1 time per day (Half-day: 4 times per week) | <input type="checkbox"/> 2 times per day or more (Half-day: 1 time per day or more) |
|---|--|--|---|

\* For this assessment, vegetables do not include french fries, tater tots, hash browns, or dried beans.

### 4. Our program offers dark green, orange, red, or deep yellow vegetables:\*

- |  |   |   |   |
|--|---|---|---|
| <input type="checkbox"/> 3 times per month or less | <input type="checkbox"/> 1–2 times per week | <input type="checkbox"/> 3–4 times per week | <input type="checkbox"/> 1 time per day or more |
|--|---|---|---|

\* For this assessment, corn is not included as a deep yellow vegetable because it has more starch and fewer vitamins and minerals than other vegetables.

### 5. Our program offers vegetables that are cooked or flavored with meat fat, margarine, or butter:

- |   |                                |                                    |  |
|---|--------------------------------|------------------------------------|--|
| <input type="checkbox"/> Every time vegetables are served | <input type="checkbox"/> Often | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Rarely or never |
|---|--------------------------------|------------------------------------|--|

### 6. Our program offers fried or pre-fried potatoes:\*

- |   |   |  |   |
|---|---|--|---|
| <input type="checkbox"/> 3 times per week or more | <input type="checkbox"/> 2 times per week | <input type="checkbox"/> 1 time per week | <input type="checkbox"/> Less than 1 time per week or never |
|---|---|--|---|

\* Fried or pre-fried potatoes include french fries, tater tots, and hash browns that are pre-fried, sold frozen, and prepared in the oven.

### 7. Our program offers fried or pre-fried meats or fish:\*

- |   |   |  |   |
|---|---|--|---|
| <input type="checkbox"/> 3 times per week or more | <input type="checkbox"/> 2 times per week | <input type="checkbox"/> 1 time per week | <input type="checkbox"/> Less than 1 time per week or never |
|---|---|--|---|

\* Fried or pre-fried meats or fish include breaded and frozen chicken nuggets and fish sticks.

### 8. Our program offers high-fat meats:\*

- |   |   |  |   |
|---|---|--|---|
| <input type="checkbox"/> 3 times per week or more | <input type="checkbox"/> 2 times per week | <input type="checkbox"/> 1 time per week | <input type="checkbox"/> Less than 1 time per week or never |
|---|---|--|---|

\* High-fat meats include sausage, bacon, hot dogs, bologna, and ground beef that is less than 93% lean.



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**9. Our program offers meats or meat alternatives that are lean or low fat:\***

- ☐ 3 times per month or less      ☐ 1–2 times per week      ☐ 3–4 times per week      ☐ Every time meats or meat alternatives are served

\* Lean or low-fat meats include skinless, baked or broiled chicken; baked or broiled fish; and ground beef or turkey that is at least 93% lean and cooked in a low-fat way. Low-fat meat alternatives include low-fat dairy foods; baked, poached, or boiled eggs; and dried beans.

**10. Our program offers high-fiber, whole grain foods:\***

- ☐ 1 time per week or less (Half-day: 3 times per month or less)      ☐ 2–4 times per week (Half-day: 1 time per week)      ☐ 1 time per day (Half-day: 2–4 times per week)      ☐ 2 times per day or more (Half-day: 1 time per day or more)

\* High-fiber, whole grain foods include whole wheat bread, whole wheat crackers, oatmeal, brown rice, Cheerios, and whole grain pasta.

**11. Our program offers high-sugar, high-fat foods:\***

- ☐ 1 time per day or more      ☐ 3–4 times per week      ☐ 1–2 times per week      ☐ Less than 1 time per week or never

\* High-sugar, high-fat foods include cookies, cakes, doughnuts, muffins, ice cream, and pudding.

**12. Our program offers high-salt, high-fat snacks:\***

- ☐ 1 time per day or more      ☐ 3–4 times per week      ☐ 1–2 times per week      ☐ Less than 1 time per week or never

\* High-salt, high-fat snacks include chips, buttered popcorn, and Ritz crackers.

**13. Children are given sweet or salty snacks outside of meal and snack times:**

- ☐ 1 time per day or more      ☐ 3–4 times per week      ☐ 1–2 times per week      ☐ Less than 1 time per week or never

## Beverages Provided

**14. Drinking water is available:**

- ☐ Only when children ask      ☐ Only when children ask and during water breaks      ☐ Only indoors, where it is always visible and freely available\*      ☐ Indoors and outdoors, where it is always visible and freely available\*

\* Water that is “freely available” is always available to children but may or may not be self-serve. Water may be available from water bottles, pitchers, portable or stationary water coolers, or water fountains.

**15. Our program offers children a 4–6 oz. serving\* of 100% fruit juice:**

- ☐ 2 times per day or more      ☐ 1 time per day      ☐ 3–4 times per week      ☐ 2 times per week or less

\* A larger serving of juice counts as offering juice more than one time.



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**16. Our program offers sugary drinks:\***

- ☐ 1 time per month or more      ☐ 1 time every few months      ☐ 1–2 times per year      ☐ Never

\* Sugary drinks include Kool-Aid, fruit drinks, sweet tea, sports drinks, and soda.

**17. For children ages 2 years and older,\* our program offers milk that is:**

- ☐ Whole (Regular)      ☐ Reduced Fat (2%)      ☐ Low fat (1%)      ☐ Fat free (Skim)

\* This does not include those children with milk allergies.

**18. Our program offers flavored milk:**

- ☐ 1 time per day or more      ☐ 3–4 times per week      ☐ 1–2 times per week      ☐ Never

## Feeding Environment

**19. Meals and snacks are served to preschool children in the following way:**

- ☐ Meals and snacks come to classrooms pre-plated with set portions of each food      ☐ Teachers portion out servings to children      ☐ Children serve some foods themselves, while other foods are pre-plated or served by teachers      ☐ Children\* always choose and serve most or all foods themselves

\* This refers to preschool children who are developmentally ready to choose and serve foods themselves.

**20. Television or videos are on during meal or snack times:**

- ☐ Always      ☐ Often      ☐ Sometimes      ☐ Never

**21. When in classrooms during meal and snack times, teachers and staff eat and drink the same foods and beverages as children:**

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ Always

**22. Teachers and staff eat or drink unhealthy foods or beverages in front of children:**

- ☐ Always      ☐ Often      ☐ Sometimes      ☐ Rarely or never

**23. Teachers enthusiastically role model\* eating healthy foods served at meal and snack times:**

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ Every meal and snack time

\* Enthusiastic role modeling is when teachers eat healthy foods in front of children and show how much they enjoy them. For example, a teacher might say, “Mmm, these peas taste yummy!”



**24. Our program's collection of posters, books, and other learning materials\* that promote healthy eating includes:**

- |  |  |   |  |
|--|--|---|--|
| <input type="checkbox"/> Few or no materials | <input type="checkbox"/> Some materials with limited variety | <input type="checkbox"/> A variety of materials | <input type="checkbox"/> A large variety of materials with new items added or rotated seasonally |
|--|--|---|--|

\* Learning materials that promote healthy eating can include books about healthy eating habits, MyPlate posters, pictures of fruits and vegetables, healthy play foods, fruit or vegetable garden areas, and bowls of fruit.

**25. Our program's collection of posters, books, and other learning materials\* that promote unhealthy foods includes:**

- |  |   |  |  |
|--|---|--|--|
| <input type="checkbox"/> A large variety of materials with new items added or rotated seasonally | <input type="checkbox"/> A variety of materials | <input type="checkbox"/> Some materials with limited variety | <input type="checkbox"/> Few or no materials |
|--|---|--|--|

\* Learning materials that promote unhealthy eating can include books or games about unhealthy foods, pictures or posters of unhealthy foods, unhealthy play foods, and bowls of candy.

**26. Soda and other vending machines are located:**

- |   |   |  |  |
|---|---|--|--|
| <input type="checkbox"/> In the entrance or front of building | <input type="checkbox"/> In public areas, but not entrances | <input type="checkbox"/> Out of sight of children and families | <input type="checkbox"/> There are no vending machines on site |
|---|---|--|--|

## Feeding Practices

**27. Teachers praise children for trying new or less-preferred foods:**

- |  |                                    |                                |                                 |
|--|------------------------------------|--------------------------------|---------------------------------|
| <input type="checkbox"/> Rarely or never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
|--|------------------------------------|--------------------------------|---------------------------------|

**28. When children eat less than half of a meal or snack, teachers ask them if they are full before removing their plates:**

- |  |                                    |                                |                                 |
|--|------------------------------------|--------------------------------|---------------------------------|
| <input type="checkbox"/> Rarely or never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
|--|------------------------------------|--------------------------------|---------------------------------|

**29. When children request seconds, teachers ask them if they are still hungry before serving more food:**

- |  |                                    |                                |                                 |
|--|------------------------------------|--------------------------------|---------------------------------|
| <input type="checkbox"/> Rarely or never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Always |
|--|------------------------------------|--------------------------------|---------------------------------|

**30. Teachers require that children sit at the table until they clean their plates:**

- |  |                                |                                    |  |
|--|--------------------------------|------------------------------------|--|
| <input type="checkbox"/> Every meal and snack time | <input type="checkbox"/> Often | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Rarely or never |
|--|--------------------------------|------------------------------------|--|

**31. Teachers use an authoritative feeding style:\***

- |  |                                    |                                |  |
|--|------------------------------------|--------------------------------|--|
| <input type="checkbox"/> Rarely or never | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Often | <input type="checkbox"/> Every meal and snack time |
|--|------------------------------------|--------------------------------|--|

\* An authoritative feeding style strikes a balance between encouraging children to eat healthy foods and allowing children to make their own food choices. A teacher might encourage a child to eat broccoli by reasoning with him/her about its taste and benefits, instead of using bribes or threats.



Ward D, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzucca S, Hanson P, Ammerman A, Neelon S, Sommers J, Ball S. (2014). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2nd Edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Available at: [www.gonapsacc.org](http://www.gonapsacc.org).

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**32. Teachers use\* children's preferred foods to encourage them to eat new or less-preferred foods:**

- ☐ Every meal and snack time      ☐ Often      ☐ Sometimes      ☐ Rarely or never

\* This can include offering a treat only if a child finishes his/her vegetables, or taking away a treat if a child does not finish his/her vegetables.

**33. Teachers use food to calm upset children or encourage appropriate behavior:**

- ☐ Every day      ☐ Often      ☐ Sometimes      ☐ Rarely or never

**34. During meal and snack times, teachers praise and give hands-on help\* to guide toddlers as they learn to feed themselves:**

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ Always

\* Praise and hands-on help includes encouraging finger-feeding, praising children for feeding themselves, and helping children use cups or other utensils.

**35. When toddlers are developmentally ready, beverages are offered in an open, child-sized cup:**

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ Always

**36. During indoor and outdoor physically active playtime, teachers remind children to drink water:**

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ At least 1 time per play period

## Menus & Variety

**37. The length of our program's menu cycle\* is:**

- ☐ 1 week or shorter      ☐ 2 weeks      ☐ 3 weeks or longer without seasonal change      ☐ 3 weeks or longer with seasonal change

\* The length of the menu cycle is the length of time that it takes for the menu to repeat.

**38. Weekly menus include a variety of healthy foods:**

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ Always

## Education & Professional Development

**39. Teachers incorporate planned nutrition education\* into their classroom routines:**

- ☐ Rarely or never      ☐ 1 time per month      ☐ 2–3 times per month      ☐ 1 time per week or more

\* Planned nutrition education can include circle time lessons, story time, stations during center time, cooking activities, and gardening activities.

**40. Teachers talk with children informally about healthy eating:**

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ Each time they see an opportunity



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**41. Teachers and staff receive professional development\* on child nutrition:**

- ☐ Never                      ☐ Less than 1 time per year                      ☐ 1 time per year                      ☐ 2 times per year or more

\* For this assessment, professional development on child nutrition does not include training on food safety or food program guidelines. Professional development can include taking in-person or online training for contact hours or continuing education credits. It can also include information presented at staff meetings.

---

**42. Professional development for current staff on child nutrition has included the following topics:**

*See list and mark response below.*

- ☐ Food and beverage recommendations for children
- ☐ Serving sizes for children
- ☐ Importance of variety in the child diet
- ☐ Creating healthy mealtime environments\*
- ☐ Using positive feeding practices†
- ☐ Communicating with families about child nutrition
- ☐ Our program's policies on child nutrition

- ☐ None                      ☐ 1–3 topics                      ☐ 4–5 topics                      ☐ 6–7 topics

\* In a healthy mealtime environment, children can choose what to eat from the foods offered, television and videos are turned off, and teachers sit with children and enthusiastically role model eating healthy foods.  
† Positive feeding practices include praising children for trying new foods, asking children about hunger/fullness before taking their plates away or serving seconds, and avoiding the use of food to calm children or encourage appropriate behavior.

---

**43. Families are offered education\* on child nutrition:**

- ☐ Never                      ☐ Less than 1 time per year                      ☐ 1 time per year                      ☐ 2 times per year or more

\* Education can be offered through in-person educational sessions, brochures, tip sheets, or your program's newsletter, website, or bulletin boards.

---

**44. Education for families on child nutrition includes the following topics:**

*See list and mark response below.*

- ☐ Food and beverage recommendations for children
- ☐ Serving sizes for children
- ☐ Importance of variety in the child diet
- ☐ Creating healthy mealtime environments
- ☐ Using positive feeding practices
- ☐ Our program's policies on child nutrition

- ☐ None                      ☐ 1–2 topics                      ☐ 3–4 topics                      ☐ 5–6 topics



**45. Our written policy\* on child nutrition includes the following topics:**

*See list and mark response below.*

- Foods provided to children
- Beverages provided to children
- Creating healthy mealtime environments
- Teacher practices to encourage healthy eating
- Not offering food to calm children or encourage appropriate behavior
- Planned and informal nutrition education for children
- Professional development on child nutrition
- Education for families on child nutrition
- Guidelines for foods offered during holidays and celebrations
- Fundraising with non-food items

- ☐ No written policy or policy does not include these topics      ☐ 1–4 topics      ☐ 5–8 topics      ☐ 9–10 topics

\* A written policy can include any written guidelines about your program’s operations or expectations for teachers, staff, children, and families. Policies can be included in parent handbooks, staff manuals, and other documents.





# Go NAPSACC

## Self-Assessment Instrument

Date: \_\_\_\_\_

Your Name: \_\_\_\_\_

Child Care Program Name: \_\_\_\_\_

### Farm to ECE



Go NAPSACC “Farm to ECE” focuses on increasing children’s access to and appreciation of local foods, especially fresh fruits and vegetables. Early care and education practices in this area include serving local foods in meals or snacks, gardening with children, and other educational experiences that help children learn about food and where it comes from. Questions in this self-assessment relate mainly to your program’s practices for toddlers and preschool children.

Go NAPSACC is based on a set of best practices that stem from the latest research and guidelines in the field. Experts from the organizations throughout the country helped to shape this tool. After completing this assessment, you will be able to see your program’s strengths and areas for improvement, and use this information to plan healthy changes.

#### Before you begin:

- ✓ Gather staff manuals, parent handbooks, menus, and other documents that state your policies and practices related to local foods, gardening, and nutrition education.
- ✓ Recruit the help of key teachers and staff members who are familiar with menu planning and day-to-day practices.

#### As you assess:

- ✓ Some questions have different answer choices for half-day programs. These are in parentheses (). Full-day programs should use the answer choices without parentheses for these questions.
- ✓ Definitions of key words are marked by asterisks (\*).
- ✓ Answer each question as best you can. If none of the answer choices seem quite right, just pick the closest fit. If a question does not apply to your program, move to the next question.

#### Understanding your results:

- ✓ The answer choices in the right-hand column represent the best practice recommendations in this area. To interpret your results, compare your responses to these best practice recommendations. This will show you your strengths and the areas in which your program can improve.



## Local Foods Provided

For Go NAPSACC, locally produced foods are foods from your program's garden, or foods bought directly from a farmer, through a distributor or "food hub", or at a grocery store, farm stand, or farmers' market. Local foods may be grown in your state or, if you are close to a border, a neighboring state.

### 1. Over the course of the year, the following types of local foods\* are offered as part of meals or snacks:

See list and circle applicable types. Count and mark response below.

- ☐ Fruits
- ☐ Vegetables
- ☐ Herbs
- ☐ Grains
- ☐ Dry beans or peas
- ☐ Dairy products
- ☐ Meat, fish, eggs, or other meat alternatives

☐ No local foods are offered      ☐ 1 types      ☐ 2–3 types      ☐ 4 or more types

\* For Go NAPSACC, local foods can come from your program's garden; directly from a farmer; or from a distributor, "food hub", grocery store, farm stand, or farmers' market. Local foods may be grown in your state or, if you are close to a border, a neighboring state.

### 2. Over the course of the year, local foods are offered as part of meals or snacks:

☐ Rarely or never      ☐ 1 time per month      ☐ 2–3 times per month      ☐ 1 time per week or more

### 3. During the growing season, local fruits and/or vegetables are part of meals or snacks:

☐ Less than 1 time per month (Half-day: Rarely or never)      ☐ 1–3 times per month (Half-day: 1 time per month)      ☐ 1–2 times per week (Half-day: 2–3 times per month)      ☐ 3 times per week or more (Half-day: 1 time per week or more)

\* Your growing season depends on your location. Fruits and vegetables may be available earlier in the spring and later in the fall in southern states. Produce may also be available longer if local farmers use greenhouses or grow crops like apples or sweet potatoes that can be stored.

### 4. Our program communicates\* about local foods included in meals or snacks in the following ways:

See list and circle applicable communication strategies. Count and mark response below.

- ☐ Identify local foods on menus
- ☐ Provide information about the farms or gardens that produce our local foods
- ☐ Provide information about and/or recipes for cooking the local foods used in our meals or snacks
- ☐ Include information in marketing materials, on signs, or when giving tours to prospective families

☐ No communication about local foods      ☐ 1 communication strategy      ☐ 2–3 communication strategies      ☐ 4 communication strategies

\* Your program may communicate through passing conversations with families and more planned efforts. You may put information in handbooks, menus, newsletters, bulletin boards, or on your program's website or social media account.



## Gardening

### 5. Describe your program's garden:\*

- |  |  |   |  |
|--|--|---|--|
| <input type="checkbox"/> There is no garden for herbs, fruits, or vegetables | <input type="checkbox"/> It is a sensory garden† or grows only herbs | <input type="checkbox"/> It grows herbs, some fruits and/or vegetables for children to learn how food grows and/or to taste | <input type="checkbox"/> It helps children learn how food grows and produces enough fruits and/or vegetables to be part of preschoolers' meals or snacks |
|--|--|---|--|

\* A garden for herbs, fruits, and/or vegetables can be planted in the ground or in containers like window boxes or pots. It can include vines growing on fences or arbors, or fruit trees planted in the outdoor play space. The garden may be seasonal, so consider the garden over the past year.

† Sensory gardens include plants with interesting smells, textures, colors, and even sounds, for young children to enjoy.

---

### 6. Over the course of a year, our program's garden grows the following number of different fruits and/or vegetables:

- |                              |                              |                              |                                    |
|------------------------------|------------------------------|------------------------------|------------------------------------|
| <input type="checkbox"/> 0–2 | <input type="checkbox"/> 3–4 | <input type="checkbox"/> 5–6 | <input type="checkbox"/> 7 or more |
|------------------------------|------------------------------|------------------------------|------------------------------------|

---

### 7. The variety of fruits and/or vegetables that grow in our program's garden have the following characteristics:

*See list and circle applicable characteristics. Count and mark response below.*

- Plants with different flavors, colors, scents, and/or textures of interest to children
- Plants with different parts that are edible (roots, leaves, fruits)
- Plants that grow in different seasons
- Plants that reflect family input on the cultural, ethnic, or religious food traditions of enrolled children

- |  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> None of these types of plants | <input type="checkbox"/> 1–2 characteristics | <input type="checkbox"/> 3 characteristics | <input type="checkbox"/> 4 or more characteristics |
|--|--|--|--|

---

### 8. During the growing season, structured gardening time is provided to preschool children:

- |  |   |  |  |
|--|---|--|--|
| <input type="checkbox"/> 1 time per month or less (Half-day: Less than 1 time per month) | <input type="checkbox"/> 2–3 times per month (Half-day: 1 time per month) | <input type="checkbox"/> 1 time per week (Half-day: 2–3 times per month) | <input type="checkbox"/> 2 times per week or more† (Half-day: 1 time per week or more) |
|--|---|--|--|

\* Structured gardening time is a planned part of the day with a specific activity in mind.

† Even if small groups of children participate at different times, each child should participate 2 times or more over the course of the week.

*Continue on next page →*

### 9. Children do the following garden-related activities:

*See list and circle applicable activities. Count and mark response below.*

- Plan what to grow



- Examine seeds
- Observe seasons and weather
- Plant
- Weed
- Water
- Observe plant growth
- Observe pollinating insects and birds in the garden
- Harvest

☐ None of these activities     
 ☐ 1–3 activities     
 ☐ 4–6 activities     
 ☐ 7 or more activities

## Education & Professional Development

### 10. Teachers offer planned education\* on food and where it comes from:

☐ Rarely or never     
 ☐ 1 time per month     
 ☐ 2–3 times per month     
 ☐ 1 time per week or more

\* Planned nutrition education can include circle time lessons, story time, stations during center time, experiments, field trips, and visitors.

### 11. During the growing season, preschool children do cooking or taste test activities\* with fresh fruits or vegetables:

☐ Rarely or never     
 ☐ 1 time per month     
 ☐ 2–3 times per month     
 ☐ 1 time per week or more

\* Cooking or taste test activities can be a part of other planned education. Cooking activities do not have to include heating or baking food. Children can just cut, measure, and/or mix ingredients.

### 12. Preschool children have the opportunity to meet a farmer:\*

☐ Never     
 ☐ Rarely     
 ☐ 1 time per year or more     
 ☐ 1 time per year or more and families are invited to attend

\* Preschool children can meet a farmer when a farmer visits your program, or when children participate in a field trip to a farm, orchard, community garden, or farmer's market.

### 13. The types of learning materials available to preschool children to help them learn about food and where it comes from include:

*See list and circle applicable materials. Count and mark response below.*

- Posters or pictures of fruits or vegetables, plant growth, or farming
- Books about fruits or vegetables, plant growth, or farming
- Fruits, vegetables, and/or farming props in centers
- Posters, pictures, and/or books about food or farms that reflect the culture, race, or ethnicity of enrolled children, families, and staff
- Posters, pictures, and/or books about food or farms that expose children to people, foods, and cultures different from their own
- Books that tell the stories of farmers and farmworkers of color

☐ None     
 ☐ 1–2 types of learning materials     
 ☐ 3 types of learning materials     
 ☐ 4 or more types of learning materials

### 14. Teachers talk with children informally\* about where foods come from and how they grow:

☐ Rarely or never     
 ☐ Sometimes     
 ☐ Often     
 ☐ Each time they see an opportunity



- \* Staff and children may talk informally during meal or snack times, gardening time, or other opportunities throughout the day.

---

**15. The portion of staff that participate in annual Farm to ECE\* professional development related to their jobs is:**

- ☐ No staff receive any related professional development      ☐ Less than half      ☐ More than half      ☐ All staff† participate in related professional development 1 time per year or more

- \* Farm to ECE topics can include information about local agriculture; how to store, prepare, and cook local foods; and how to garden with children and teach them about food and where it comes from.

- † Different professional development may be offered for cooking, classroom, and administrative staff depending on what they need to support your program's goals. Professional development can include information presented at staff meetings and in-person or online training for contact hours or continuing education credits. Very part-time or temporary staff do not need to be included.

---

**16. Professional development on Farm to ECE covers the following topics:**

*See list and circle applicable topics. Count and mark response below.*

- Benefits of supporting local agriculture
- What grows locally and when it is available
- Where to buy local foods
- Local, state, federal, or tribal regulations related to our program's use of local foods in meals or snacks
- Storage, preparation, or cooking of local fruits or vegetables
- Planning and maintenance of a garden
- Gardening with children
- Classroom cooking, taste test activities, or other food education with children
- Communication with families about local foods
- Racial equity in the food system or cultural competence related to menu planning or nutrition education
- Our program's policies on local foods and where our foods come from

- ☐ None      ☐ 1–3 topics      ☐ 4–6 topics      ☐ 7 or more topics

***Continue on next page →***



**17. Our program connects families to local foods in the following ways:**

*See list and circle applicable activities. Count and mark response below.*

- Provide information about what farmers in our area grow and when products are available
- Provide information about where and how to buy local foods at lower costs and/or how to use food assistance benefits to buy local foods
- Provide information on storage, preparation, and/or recipes for cooking fruits and vegetables
- Provide information or recipes that reflect the cultural, ethnic, or religious food traditions of enrolled children and families
- Provide taste test opportunities
- Host cooking classes or connect families to nearby classes
- Provide opportunities to volunteer in the garden or with other classroom food activities
- Provide access to local food by sharing garden produce, or hosting a mobile market or CSA\* pick-up location

☐ None                      ☐ 1–2 activities                      ☐ 3–4 activities                      ☐ 5 or more activities

\* In a CSA or “community-supported agriculture” program, families buy a share of a farm’s produce at the beginning of the growing season. When harvesting begins, families receive a box of produce weekly.

---

**18. Input from families is used in menu planning so that meals and snacks reflect the cultural, ethnic, and/or religious food traditions of enrolled children:**

- |  |  |  |   |
|--|--|--|---|
| <input type="checkbox"/> Rarely or never, or we do not provide any meals or snacks | <input type="checkbox"/> Only on special occasions or for specific learning activities | <input type="checkbox"/> Menus occasionally include meals and/or snacks that reflect input from families | <input type="checkbox"/> Menus regularly include meals and/or snacks that reflect input from families |
|--|--|--|---|

## Policy

**19. Our program’s written policy on Farm to ECE includes the following topics:**

*See list and circle applicable topics. Count and mark response below.*

- Importance of using local foods
- Types of local foods that are served and how often
- Our program’s garden and expectations related to gardening
- Planned and informal gardening and nutrition education for children
- Professional development on “Farm to ECE” topics
- Activities that help connect families to local foods

☐ No written policy, or policy does not include these topics                      ☐ 1–2 topics                      ☐ 3–4 topics                      ☐ 5 or more topics





# Go NAPSACC

## Self-Assessment Instrument

Date: \_\_\_\_\_

Your Name: \_\_\_\_\_

Child Care Program Name: \_\_\_\_\_



## Breastfeeding & Infant Feeding

Go NAPSACC is based on a set of best practices that stem from the latest research and guidelines in the field. After completing this assessment, you will be able to see your program's strengths and areas for improvement, and use this information to plan healthy changes.

For this self-assessment, **breastfeeding and infant feeding** topics include teacher practices, program policies, and other program offerings related to supporting breastfeeding and feeding infants.

### Before you begin:

- ✓ Gather staff manuals, parent handbooks, and other documents that state your policies and guidelines about breastfeeding and infant feeding.
- ✓ Recruit the help of key teachers and staff members who are familiar with day-to-day practices.

### As you assess:

- ✓ Definitions of key words are marked by asterisks (\*).
- ✓ Answer each question as best you can, thinking about your general practices. If none of the answer choices seem quite right, just pick the closest fit. If a question does not apply to your program, move to the next question.

### Understanding your results:

- ✓ The answer choices in the right-hand column represent the best practice recommendations in this area. To interpret your results, compare your responses to these best practice recommendations. This will show you your strengths and the areas in which your program can improve.



Ward D, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzucca S, Hanson P, Ammerman A, Neelon S, Sommers J, Ball S. (2014). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2nd Edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Available at: [www.gonapsacc.org](http://www.gonapsacc.org).

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## Breastfeeding Environment

**1. A quiet and comfortable space,\* set aside for mothers to breastfeed or express breast milk, is available:**

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ Always

\* This is a space other than a bathroom.

**2. The following are available to mothers in the space set aside for breastfeeding or expressing breast milk:**

*See list and mark response below.*

- Privacy
- An electrical outlet
- Comfortable seating
- Sink with running water in the room or nearby

- ☐ None      ☐ 1 feature      ☐ 2–3 features      ☐ 4 features

**3. Enough refrigerator and/or freezer space is available to allow all breastfeeding mothers to store expressed breast milk:**

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ Always

**4. Posters, brochures, children's books, and other materials that promote breastfeeding are displayed in the following areas of our building:**

*See list and mark response below.*

- The entrance or other public spaces
- Infant classrooms
- Toddler and/or preschool classrooms
- The space set aside for breastfeeding

- ☐ None      ☐ 1 area      ☐ 2 areas      ☐ 3–4 areas

## Breastfeeding Support Practices

**5. Teachers and staff promote breastfeeding and support mothers who provide breast milk for their infants by:**

*See list and mark response below.*

- Talking with families about the benefits of breastfeeding
- Telling families about the ways our program supports breastfeeding
- Telling families about community organizations\* that provide breastfeeding support
- Giving families educational materials†
- Showing positive attitudes about breastfeeding

- ☐ None      ☐ 1 topic      ☐ 2–3 topics      ☐ 4–5 topics

\* Community organizations that provide breastfeeding support can include the local public health department, hospital, or local La Leche League group.

† Educational materials can include brochures, tip sheets, and links to trusted websites.



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## Breastfeeding Education & Professional Development

### 6. Teachers and staff receive professional development\* on promoting and supporting breastfeeding:

- ☐ Never ☐ Less than 1 time per year ☐ 1 time per year ☐ 2 times per year or more

\* Professional development can include taking in-person or online training for contact hours or continuing education credits. It can also include information presented at staff meetings.

### 7. Professional development for current staff on promoting and supporting breastfeeding has included the following topics:

See list and mark response below.

- Proper storage and handling of breast milk
- Bottle-feeding a breastfed baby
- Benefits of breastfeeding for mother and baby
- Promoting breastfeeding and supporting breastfeeding mothers
- Community organizations that support breastfeeding
- Our program's policies on promoting and supporting breastfeeding

- ☐ None ☐ 1–2 topics ☐ 3–4 topics ☐ 5–6 topics

### 8. Expectant families and families with infants are offered educational materials on breastfeeding:

- ☐ Rarely or never ☐ Only when families ask ☐ When families ask and at 1 set time during the year ☐ When families ask, at 1 set time during the year, and we tell prospective families about our breastfeeding policies and practices

## Breastfeeding Policy

### 9. Our written policy\* on promoting and supporting breastfeeding includes the following topics:

See list and mark response below.

- Providing space for mothers to breastfeed or express breast milk
- Providing refrigerator and/or freezer space to store expressed breast milk
- Professional development on breastfeeding
- Educational materials for families on breastfeeding
- Breastfeeding support for employees<sup>†</sup>

- ☐ No written policy or policy does not include these topics ☐ 1 topic ☐ 2–3 topics ☐ 4–5 topics

\* A written policy can include any written guidelines about your program's operations or expectations for teachers, staff, children, and families. Policies can be included in parent handbooks, staff manuals, and other documents.

† Support can include practices like allowing teachers and staff to breastfeed or express breast milk on their breaks.



Ward D, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzucca S, Hanson P, Ammerman A, Neelon S, Sommers J, Ball S. (2014). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2nd Edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Available at: [www.gonapsacc.org](http://www.gonapsacc.org).

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## Infant Foods

### 10. When our program purchases cereal or formula for infants, it is iron rich:

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ Always

### 11. When our program purchases or prepares mashed or pureed meats or vegetables for infants, these foods contain added salt:

- ☐ Always      ☐ Often      ☐ Sometimes      ☐ Rarely or never

### 12. Our program purchases baby food desserts\* for infants that contain added sugar:

- ☐ Always      ☐ Often      ☐ Sometimes      ☐ Rarely or never

\* Desserts are sweet mashed or pureed foods that are made with added sugar.

## Infant Feeding Practices

### 13. With permission from families, the timing of infant feedings in our program is:

- ☐ Feedings are only at fixed, scheduled times      ☐ Somewhat flexible to infants showing they are hungry,\* but feedings are mostly at fixed times      ☐ Mostly flexible to infants showing they are hungry,\* but feedings are sometimes at fixed times      ☐ Fully flexible† to infants showing they are hungry\*

\* Younger infants may show that they are hungry by rooting, sucking on their fingers, licking their lips, making excited movements, or fussing and crying. Older infants may reach for or point at food, open their mouths wide for food, or feed themselves when hungry.

† The child may grow into his or her own schedule, but being fully flexible means the teacher always follows the child's lead in feedings.

### 14. Teachers end infant feedings based on:\*

- ☐ Only the amount of breast milk, formula, or food left      ☐ Mostly the amount of food left, but partly on infants showing they are full†      ☐ Mostly on infants showing they are full,† but partly on the amount of food left      ☐ Only on infants showing they are full†

\* This question refers to cases in which teachers have permission from families to decide when to end infant feedings.

† Infants show they are full by slowing the pace of eating, turning away, becoming fussy, and spitting out or refusing more food.

### 15. When feeding infants, teachers use responsive feeding techniques:\*

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ Always

\* Responsive feeding techniques include making eye contact, talking, responding to infants' reactions during feedings or their signs of hunger and fullness, not propping feeding bottles, and feeding only one infant at a time.



Ward D, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzucca S, Hanson P, Ammerman A, Neelon S, Sommers J, Ball S. (2014). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2nd Edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Available at: [www.gonapsacc.org](http://www.gonapsacc.org).

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**16. During meal times, teachers praise and give hands-on help\* to guide older infants as they learn to feed themselves:**

- ☐ Rarely or never                      ☐ Sometimes                      ☐ Often                      ☐ Always

\* Praise and hands-on help includes encouraging finger-feeding, praising children for feeding themselves, and helping children use cups or other utensils.

---

**17. Teachers inform families about what, when, and how much their infants eat each day through:**

- ☐ Teachers do not inform families of daily infant feeding                      ☐ A written report or a verbal report                      ☐ Some days through both a written and verbal report, but usually one or the other                      ☐ Both a written and verbal report each day

---

**18. The written infant feeding plan that families complete for our program includes the following information:**

*See list and mark response below.*

- Infants' food intolerances, allergies, and preferences
- Instructions for introducing solid foods and new foods to infants while in child care
- Permission for teachers to feed infants when they show they are hungry and end feedings when they show they are full
- Instructions\* for feeding infants who are breastfed or fed expressed breast milk

- ☐ None                      ☐ 1 topic                      ☐ 2–3 topics                      ☐ 4 topics

\* Instructions can include what to feed infants if there is no expressed breast milk available, and scheduling to avoid large feedings before mothers plan to breastfeed.

## **Infant Feeding Education & Professional Development**

**19. Teachers and staff receive professional development on infant feeding and nutrition:**

- ☐ Never                      ☐ Less than 1 time per year                      ☐ 1 time per year                      ☐ 2 times per year or more

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**20. Professional development for current staff on infant feeding and nutrition has included the following topics:**

*See list and mark response below.*

- Using responsive feeding techniques
- Introducing solid foods and new foods
- Infant development\* related to feeding and nutrition
- Communicating with families about infant feeding and nutrition
- Our program's policies on infant feeding and nutrition

- ☐ None                      ☐ 1–2 topics                      ☐ 3–4 topics                      ☐ 5 topics

\* Developmental milestones related to feeding include infants starting solid foods, feeding themselves finger foods, and using spoons and cups.



Ward D, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzucca S, Hanson P, Ammerman A, Neelon S, Sommers J, Ball S. (2014). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2nd Edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Available at: [www.gonapsacc.org](http://www.gonapsacc.org).

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**21. Families are offered education\* on infant feeding and nutrition:**

- ☐ Rarely or never      ☐ Only when families ask      ☐ When families ask and at 1 set time during the year      ☐ When families ask, at 1 set time during the year, and at other times as infants reach developmental milestones

\* Education can be offered through in-person educational sessions, brochures, tip sheets, or your program's newsletter, website, or bulletin boards.

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**22. Education for families on infant feeding and nutrition includes the following topics:**

*See list and mark response below.*

- Using responsive feeding techniques
- Not propping feeding bottles
- Introducing solid foods and new foods
- Infant development related to feeding and nutrition
- Our program's policies on infant feeding and nutrition

- ☐ None      ☐ 1 topic      ☐ 2–3 topics      ☐ 4–5 topics

## Infant Feeding Policy

**23. Our written policy on infant feeding and nutrition includes the following topics:**

*See list and mark response below.*

- Foods provided to infants
- Infant feeding practices
- Information included on written infant feeding plans
- Professional development on infant feeding and nutrition
- Education for families on infant feeding and nutrition

- ☐ No written policy or policy does not include these topics      ☐ 1 topic      ☐ 2–3 topics      ☐ 4–5 topics



Ward D, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzucca S, Hanson P, Ammerman A, Neelon S, Sommers J, Ball S. (2014). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2nd Edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Available at: [www.gonapsacc.org](http://www.gonapsacc.org).

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# Go NAPSACC

## Self-Assessment Instrument

Date: \_\_\_\_\_

Your Name: \_\_\_\_\_

Child Care Program Name: \_\_\_\_\_



## Oral Health

Go NAPSACC is based on a set of best practices that stem from the latest research and guidelines in the field. After completing this assessment, you will be able to see your program's strengths and areas for improvement, and use this information to plan healthy changes.

For this self-assessment, **oral health** relates to the prevention of children's tooth decay. Topics include tooth brushing, foods and beverages provided to children, as well as teacher practices during brushing, and child and parent education. Questions in this section relate to your program's practices for infants, toddlers and preschool children.

### Before you begin:

- ✓ Gather staff manuals, parent handbooks, and other documents that state your policies and guidelines about oral health.
- ✓ Recruit the help of key teachers and staff members who are familiar with day-to-day practices.

### As you assess:

- ✓ Definitions of key words are marked by asterisks (\*).
- ✓ Answer each question as best you can. If none of the answer choices seem quite right, just pick the closest fit. If a question does not apply to your program, move to the next question.

### Understanding your results:

- ✓ The answer choices in the right-hand column represent the best practice recommendations in this area. To interpret your results, compare your responses to these best practice recommendations. This will show you your strengths and the areas in which your program can improve.



## Tooth Brushing

**1. For infants\* with teeth, our program provides time for tooth brushing:**

- ☐ Rarely or never      ☐ 1–2 times per week      ☐ 3–4 times per week      ☐ 1 time per day

\* For Go NAPSACC, infants are children ages 0–12 months.

**2. For toddlers,\* our program provides time for tooth brushing:**

- ☐ Rarely or never      ☐ 1–2 times per week      ☐ 3–4 times per week      ☐ 1 time per day

\* For Go NAPSACC, toddlers are children ages 13–24 months.

**3. For preschool children,\* our program provides time for tooth brushing:**

- ☐ Rarely or never      ☐ 1–2 times per week      ☐ 3–4 times per week      ☐ 1 time per day

\* For Go NAPSACC, preschool children are children ages 2–5 years.

**4. Our program brushes with fluoride toothpaste:\***

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ Every time tooth brushing occurs

\* This best practice only applies to children who have permission from their families to use fluoride toothpaste (when permission is required).

**5. Fluoride toothpaste is provided to children:**

*See list and mark response below.*

- ☐ Dispensed by an adult
- ☐ In an age-appropriate amount\*
- ☐ From each child's own tube of toothpaste, squeezed onto his/her brush
- ☐ In single portions from a common tube, squeezed onto a paper cup or piece of paper

- ☐ None      ☐ 1 topic      ☐ 2 topics      ☐ 3–4 topics

\* An appropriate amount of fluoride toothpaste for children under 3 years of age is a rice-sized smear. For children 3 years of age and older, use a small pea-sized amount.

**6. The toothbrushes available in our program are:**

*See list and mark response below.*

- ☐ Age-appropriate\*
- ☐ Labeled for each child
- ☐ Replaced at least every 6 months
- ☐ Stored standing up and not touching each other

- ☐ None      ☐ 1–2 topics      ☐ 3 topics      ☐ 4 topics

\* Age-appropriate toothbrushes are small and have soft bristles.



## Foods & Beverages Provided

### 7. Our program offers high-sugar foods:\*

- ☐ 1 time per day or more      ☐ 3–4 times per week      ☐ 1–2 times per week      ☐ Less than 1 time per week or never

\* High-sugar foods include candy, cookies, cakes, doughnuts, muffins, ice cream, ice pops, and pudding.

### 8. Our program makes drinking water available:

- ☐ Only when children ask      ☐ Only when children ask and during water breaks      ☐ Only indoors, where it is always visible and freely available\*      ☐ Indoors and outdoors, where it is always visible and freely available\*

\* Water that is “freely available” is always available to children but may or may not be self-serve. Water may be available from water bottles, pitchers, portable or stationary water coolers, or water fountains.

### 9. Our program offers sugary drinks (including flavored milks):\*

- ☐ 1 time per month or more      ☐ 1 time every few months      ☐ 1–2 times per year      ☐ Never

\* Sugary drinks include Kool-Aid, fruit drinks, sweet tea, sports drinks, soda, and flavored milks.

### 10. Our program offers toddlers or preschool children a 4–6 oz. serving\* of 100% fruit juice:

- ☐ 2 times per day or more      ☐ 1 time per day      ☐ 3–4 times per week      ☐ 2 times per week or less

\* A larger serving of juice counts as offering juice more than one time.

### 11. Our program offers juice to infants:

- ☐ 1 time per day or more      ☐ 3–4 times per week      ☐ 1–2 times per week      ☐ Never

## Teacher Practices

### 12. During regularly scheduled tooth brushing for children under 3 years of age, teachers or staff brush children's teeth:\*

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ Always

\* Young children do not have the motor skills to brush their own teeth well enough. If children have supervised time holding their own brushes, it must be paired with time in which an adult is brushing.

### 13. During regularly scheduled tooth brushing for children 3 years of age and older, teachers or staff monitor\* children's brushing ability and offer hands-on help as needed:

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ Always

\* Adults should monitor children's ability to keep the brush in their mouth and brush all of their teeth, front and back.



**14. Teachers and staff try to create a positive experience\* for children during scheduled tooth brushing:**

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ Always

\* Teachers and staff may create a positive experience by showing enthusiasm for brushing, using positive language and messages, singing, or finding other ways to make brushing fun.

**15. During scheduled tooth brushing, teachers and staff offer children praise\* to support tooth brushing:**

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ Always

\* Praise includes saying to children that you recognize and support their tooth brushing. For example, "You are doing a great job brushing all of your teeth!"

**16. Infants are offered bottles during naptime or playtime:**

- ☐ Always      ☐ Often      ☐ Sometimes      ☐ Never

**17. Toddlers are offered sippy cups during naptime or to carry during playtime:**

- ☐ Always      ☐ Often      ☐ Sometimes      ☐ Never

## Education & Professional Development

**18. Teachers talk with children informally\* about the importance of oral health:**

- ☐ Rarely or never      ☐ Sometimes      ☐ Often      ☐ Each time they see an opportunity†

\* Talking with children informally includes "teachable moments" and other conversations that take place outside of planned lessons, including sharing positive messages during scheduled tooth brushing occasions.

† Opportunities may include tooth brushing occasions, mealtimes, and other activities.

**19. Teachers include planned oral health education\* in their classroom routines:**

- ☐ Rarely or never      ☐ 1–5 times per year      ☐ 6–11 times per year      ☐ 1 time per month or more

\* Planned oral health education can include circle time lessons, role modeling tooth brushing, story time, stations during center time or other group activities. Planned oral health education can also take place during nutrition lessons in which oral health topics are covered.

**20. The following topics are included in planned oral health education for preschool children:**

*See list and mark response below.*

- Importance of oral health
- Plaque and tooth decay
- How foods and beverages impact oral health
- How fluoride and oral hygiene habits promote oral health
- Brushing with fluoride toothpaste
- Visiting the dentist

- ☐ None      ☐ 1–3 topics      ☐ 4–5 topics      ☐ 6 topics



**21. Teachers and staff receive professional development\* on children's oral health:**

- ☐ Never                      ☐ Less than 1 time per year                      ☐ 1 time per year                      ☐ 2 times per year or more

\* Professional development can include print materials, information presented at staff meetings, and in-person or online training for contact hours or continuing education credits. Oral health topics can also be included in professional development on child nutrition.

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**22. The following topics are included in professional development for current staff on children's oral health:**

*See list and mark response below.*

- Importance of oral health for young children
- Plaque and tooth decay
- How foods, beverages, and the use of bottles and sippy cups can impact oral health
- How fluoride and oral hygiene habits promote oral health
- Brushing with fluoride toothpaste
- Supervision and group management for positive scheduled tooth brushing
- The importance of starting oral health care by 12 months\*
- Talking with families about children's oral health
- The fluoride level in the drinking water our program provides to children
- Our program's policies on oral health

- ☐ None                      ☐ 1–4 topics                      ☐ 5–8 topics                      ☐ 9–10 topics

\* Oral health care can be provided by a dentist, pediatrician, or other health care professional qualified in children's oral health.

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**23. Families are offered education\* on children's oral health:**

- ☐ Never                      ☐ Less than 1 time per year                      ☐ 1 time per year                      ☐ 2 times per year or more

\* Education can include brochures, tip sheets, links to trusted websites, and in-person educational sessions. Oral health topics can also be included in education on child nutrition.

Continue on next page →



**24. The following topics are included in education for families on children's oral health:**

*See list and mark response below.*

- Importance of oral health for young children
- Plaque and tooth decay
- How foods, beverages, and the use of bottles and sippy cups can impact oral health
- How fluoride and oral hygiene habits promote oral health
- Avoiding sharing saliva\*
- Brushing with fluoride toothpaste
- Family practices for positive, supervised tooth brushing
- The importance of starting oral health care by 12 months†
- The fluoride level in the drinking water our program provides to children
- Our program's policies on children's oral health

☐ None                      ☐ 1–4 topics                      ☐ 5–8 topics                      ☐ 9–10 topics

\* Saliva (spit) can carry bacteria that cause cavities. Bacteria (germs) can spread from adults to children by sharing utensils or toothbrushes, or when adults use their mouths to clean pacifiers.

† Oral health care can be provided by a dentist, pediatrician, or other health care professional qualified in children's oral health.

## Policy

**25. The following topics are included in your program's written policy\* related to the prevention of children's tooth decay:**

*See list and mark response below.*

- Scheduled tooth brushing for all children with teeth
- Availability of toothbrushes
- Use of fluoride toothpaste
- Limiting sugar-sweetened beverages, candy, and other foods high in added sugar
- Teacher practices to encourage and promote children's oral health
- Planned and informal oral health education for children
- Professional development on children's oral health
- Education for families on children's oral health
- The fluoride level in the drinking water our program provides to children
- The recommendation that children start receiving oral health care by 12 months

☐ None                      ☐ 1–4 topics                      ☐ 5–7 topics                      ☐ 8–10 topics

\* Written policy includes any written guidelines about your program's operations or expectations for teachers, staff, children, and families. Policies can be included in parent handbooks, staff manuals, and other documents.

