

V2.0



Go NAPSACC Guide

FY21-25 Plan Cycle

CONTENTS

THE GO NAPSACC AT A GLANCE	2
HOW TO PLAN GO NAPSACC ASSESSMENTS	3
TRAINING & CERTIFICATION	4
TIMING PRE & POST ASSESSMENTS	5
WHERE CAN LIAS ACCESS ALL DATA?	5
APPENDICES	6

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The Go NAPSACC at a Glance



What is the Go NAPSACC?

- NAPSACC is the **N**utrition **a**nd **P**hysical Activity **S**elf-Assessment for **C**hild **C**are. The online version, "Go" NAPSACC, is a 6-step improvement process to help early care & education (ECE) enhance their policies, systems, and environments (PSEs). Visit <https://gonapsacc.org/> to learn more.
- Go NAPSACC was created by the University of North Carolina at Chapel Hill and includes 7 topical modules. Each module has an ECE self-assessment to inform action planning and measure change after implementation.
- The Go NAPSACC program is available free of charge to any Arizona ECE as part of a collaborative funding effort across multiple Arizona state agencies.
- The AZ Health Zone has adopted 6 Go NAPSACC topical modules that also measure settings indicators from the [SNAP-Ed Evaluation Framework](#).

What's in this Guide?

- How to support ECEs using the Go NAPSACC in fiscal years 21-25 (FY21-25).
- Appendices: Arizona Go NAPSACC Consultant flier, Arizona Go NAPSACC ECE flier, Sample Go NAPSACCs for all nutrition and physical activity (PA)-related modules.

Choosing to Go NAPSACC!

- **The Go NAPSACC process is a big part of most AZ Health Zone Early Childhood work.** It involves using Go NAPSACC modules to assess, plan, implement, and re-assess ECEs. Consultants use their online Go NAPSACC accounts and the overall Go NAPSACC program to support each of these steps.
- All LIA staff who support the Go NAPSACC with partner ECEs must first become certified Go NAPSACC Consultants by completing the 2-day TA Consultant training. See **Appendix A** or email [Theresa LeGros](#) for upcoming training dates.
- The Go NAPSACC evaluation applies to Local Implementing Agencies (LIAs) working in ECE Systems in these Activities: *Empower Policy*, *Staff Development*, *ECE-Based Agriculture*, *Nutrition & Feeding Practices*, and/or *PA Environment*.
- **"Pre" and "post" Go NAPSACC assessments are completed as part of a 6-step improvement process.** The Go NAPSACC modules should be selected by ECE providers with the support of LIA Go NAPSACC Consultants working in an appropriate AZ Health Zone Activity.

How To Plan Go NAPSACC Assessments

CAPS. LIAs support the Go NAPSACC improvement process (right) with ECEs that receive LIA support in any of the *Childhood Early Care & Education Systems Activities* below. These should be described in the CAPs (with or without explicitly mentioning Go NAPSACC):

- Empower Policy
- Staff Development
- ECE-Based Agriculture
- Nutrition & Feeding Practices
- PA Environment



SEEDS & Go NAPSACC Portal Reporting. Throughout each fiscal year, LIAs are expected to report all Go NAPSACC evaluation and implementation support in two systems: **SEEDs** (using the Activities outlined above) **and their Go NAPSACC Consultant portal**. The Go NAPSACC portal will help LIAs to track progress with each ECE they support.

The LIA Evaluation Plan. At the start of each fiscal year, the SET contacts LIAs to complete an LIA Evaluation Plan. This plan lists all evaluations the LIA expects to complete that year and helps to ensure that LIAs can complete evaluations. If LIAs do not complete intended evaluations, they may be considered out of compliance with requirements. In addition, **all evaluations provide key information on which to base action planning** (see the improvement process cycle above). When you complete your LIA Evaluation Plan for the **number of pre and post Go NAPSACC assessments you will support**, be sure to:

1. **Reference your LIA's Community Action Plan (CAP)** to ensure that your LIA Evaluation Plan aligns. Your CAP may or may not mention the Go NAPSACC, but if it mentions supporting an ECE partner on any of the Activities above, that usually indicates a Go NAPSACC assessment is going to happen sometime during pre and post!
2. **Verify that the ECEs are interested** in partnering with you before finalizing your number.
3. **Only include the number of ECEs with which you have plans.** It is fine to overdeliver if you end up supporting more, but do not assume that new ECEs will be added throughout the year.

The Go NAPSACC is designed to respond to ECE needs and interests. When you have a choice of module, let the ECE guide the selection!

Go NAPSACC Module Selection

The Go NAPSACC includes 7 self-assessment modules, 6 of which are used by the AZ Health Zone (Oral Health is not used and not referenced further in this Guide):

- Child Nutrition
- Breastfeeding & Infant Feeding
- Farm-to-ECE
- Infant & Child Physical Activity
- Outdoor Play & Learning
- Screen Time

The Table below will help LIAs to select the module that aligns with your AZ Health Zone Activities as well as partner needs. LIAs are encouraged to choose 1 self-assessment at a time, even when multiple self-assessments are available.

Activities in ECE Systems Strategy	Go NAPSACC Module
Empower (Written) Policy	Any
Staff Development	Any
ECE-Based Agriculture (Gardens, Local Procurement)	Farm-to-ECE
Nutrition & Feeding Practices	Child Nutrition Breastfeeding & Infant Feeding
PA Environment (& Practices)	Infant & Child Physical Activity Outdoor Play & Learning Screen Time

Training & Certification

LIA staff who support Go NAPSACC self-assessments must be certified. Unlike other AZ Health Zone evaluations, **the SET does not provide the training or certification quiz**. LIAs are trained through the Go NAPSACC program by following these steps:

1. Register for a two-day Go NAPSACC TA Consultant training, offered monthly. See [Appendix A](#) or email [Theresa LeGros](#) to register.
2. Once you complete the training, you receives a Consultant certificate and an email invitation to set up an online Go NAPSACC Consultant account.
3. After you set up your Consultant account, you can begin working with ECEs! You should plan to interact with ECEs through your Go NAPSACC portal, where you also report any support you provide.

Timing Pre & Post Assessments

The Go NAPSACC's 6 step improvement process includes a pre-assessment to inform action planning and a post-assessment to measure change after implementation.

When you complete your LIA Evaluation Plan each year, your Evaluation Liaison will help you to identify where you are with your ECE partner in the improvement process and decide whether you should include any pre and/or post assessment modules in your plan.

To enhance your ability to respond to partner's needs, interest, and direction, the timelines you develop for moving through the cycle of improvement are quite flexible. In general, we expect that most cycles start with a pre-assessment and last between 1 month and 2 years, at which time the post-assessment is completed. *If your assessment work is delayed due to circumstances beyond your and/or your partner's control, please contact your SET liaison before September 1 of each year to request an exemption for that assessment.*

Remember, LIAs are expected to report all implementation support in SEEDS & in the Go NAPSACC systems. The SET will analyze the Go NAPSACC data and report results in the AZ Health Zone Annual Evaluation Report. If there is no support reported, we are unable to connect your efforts to any improvements among your partner ECEs!

LIAs do not submit assessments, cover sheets, or training certificates to the SET. We receive this information directly from Go NAPSACC!

Where Can LIAs Access All Data?

LIAs who act as Go NAPSACC Consultants receive comprehensive training in how to engage partners and use the Go NAPSACC portal to enhance your support at each step of the improvement process. Your portal will also provide you with access to all Go NAPSACC assessment data and suggest next steps for action planning. This means that, **unlike other PSE assessments, the SET does not:**

- Require an AZ Health Zone training & certification quiz – the certification is completed directly through the Go NAPSACC program. See Appendix A for details.
- Send you any quantitative and qualitative results & recommendations. ***All data and suggested next steps are accessible directly through your Go NAPSACC Consultant portal in real time!***

Appendices

A: Arizona Go NAPSACC Consultant Flier

B: Arizona Go NAPSACC ECE Flier

C: Go NAPSACC Child Nutrition

D: Go NAPSACC Breastfeeding & Infant Feeding

E: Go NAPSACC Infant & Child Physical Activity

F: Go NAPSACC Outdoor Play & Learning

G: Go NAPSACC Screen Time

G: Go NAPSACC Farm to ECE

Become a Technical Assistance Consultant for Go NAPSACC!



The online version of Go NAPSACC is **free to all Early Care and Education providers (ECEs) in Arizona!** ECEs sign up for an online account after they receive an invitation from a certified Go NAPSACC Technical Assistance Provider, called a Consultant.

Become a Go NAPSACC Consultant

Many of you already provide technical assistance to ECEs using various assessments and action planning. The *online* Go NAPSACC platform provides easy-to-use assessments, action planning tools, and resources like videos, activities, and flyers all in one place!

When you become a certified Go NAPSACC Consultant, you have your own online Consultant account, where you can:

- ✓ Invite ECEs to join Go NAPSACC online.
- ✓ Track all of your partner ECEs' progress in completing assessments, setting goals, and achieving goals.
- ✓ Provide customized support to each ECE using the many online resources available to Consultants.

Learn More!

Watch the Go NAPSACC [5-step improvement process](#).

Contact Theresa LeGros at drejza@arizona.edu with general questions, or for assistance registering for the Consultant Training.

Ready to Register for Consultant Training?

Sign up for the **3-hour** training hosted by Go NAPSACC. Some trainings are divided into two days, and some are one longer training:

October

2-day training
Mon, 10/2 & 10/16
12-1:30pm, AZ time

REGISTER

November

1-day training
Thurs, 11/2
9am-12:30 pm, AZ time

REGISTER

December

2-day training
Mon, 12/4 & 12/18
1-2:30pm, AZ time

REGISTER



Go NAPSACC is offered by Empower Plus+ 2.0, brought to you by the Arizona Department of Health Services.

EMPOWER PLUS+ 2.0

 ARIZONA DEPARTMENT
OF HEALTH SERVICES

Where Do I Find Training on How to Support the Go NAPSACC?

Go NAPSACC provides a 3-hour TA Consultant training over 1-2 days, offered monthly. To register, use the link in the flier or email the State Evaluation Team at azhzevaluation@arizona.edu if you are looking for a date not listed on the flier.

- You will become a certified Go NAPSACC Consultant after completing this training. You get a certificate and then set up your online Go NAPSACC account.
- This is the **only** thing you need to do to begin supporting Go NAPSACC evaluation for the AZ Health Zone. (There is no SET certification quiz, and all Go NAPSACC evaluations are completed directly in the Go NAPSACC online system. *There is no need to send anything to the SET*).

Give Young Children a Healthy Start with Go NAPSACC!



From mealtime to playtime to story time, children have lots of opportunities each day to learn and practice healthy habits. Go NAPSACC is a trusted online tool that helps child care programs go the extra mile to support children's healthy eating and physical activity.

Why Go NAPSACC?

Go NAPSACC provides **easy-to-use online tools** and resources like videos, activities, and flyers. Programs like yours have used Go NAPSACC to improve their menus, add more play into their daily schedules, and educate families about healthy eating and active play.

Those who join also receive technical assistance (TA) and incentives for meeting milestones. Best of all, Go NAPSACC is **now free** to all Early Care and Education providers in Arizona!

Learn More!



Watch the [Go NAPSACC video](#) to see how others have found success with Go NAPSACC.



Watch the Go NAPSACC [5-step improvement process](#).

Join Today!



Go NAPSACC's 5 Steps to Success

- 1 **Assess** current practices in one of the following areas:
 - Child Nutrition**
 - Breastfeeding & Infant Feeding**
 - Oral Health**
 - Infant & Child Physical Activity**
 - Outdoor Play & Learning**
 - Screen Time**
 - Farm to ECE**
- 2 **Plan** how to improve.
- 3 **Take action** with the help of a TA professional.
- 4 **Learn more** with our online resource library and local trainings.
- 5 **Keep it up!**



Go NAPSACC is offered by Empower Plus+ 2.0, brought to you by the Arizona Department of Health Services.

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ARIZONA DEPARTMENT
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Go NAP SACC

Self-Assessment Instrument

Date: _____

Your Name: _____

Child Care Program Name: _____



Child Nutrition

Go NAP SACC 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.



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.



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.



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.



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



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



Policy

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: _____



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.

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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†

- ☐ 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.



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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.



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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

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.



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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.

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



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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.



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Time Provided

1. The amount of time provided to preschool children* for indoor and outdoor physical activity[†] each day is:

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Less than 60 minutes
(Half-day: Less than 30 minutes) | <input type="checkbox"/> 60–89 minutes
(Half-day: 30–44 minutes) | <input type="checkbox"/> 90–119 minutes
(Half-day: 45–59 minutes) | <input type="checkbox"/> 120 minutes or more
(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
(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, toddlers are children ages 13–24 months.

3. Our program offers tummy time* to non-crawling infants: [†]

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

* 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 ExerSaucers 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 ExerSaucers |
|---|--|---------------------------------------|--|



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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, 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.

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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[†] 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: _____



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

Which types of local foods* are offered as part of meals or snacks at least one time over the course of the year?

Check all that apply.

- ☐ Fruits
- ☐ Vegetables
- ☐ Herbs
- ☐ Grains
- ☐ Dry beans or peas
- ☐ Dairy products
- ☐ Meat, fish, eggs, or other meat alternatives
- ☐ No local foods are offered

* 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.

Over the course of the year, how often are local foods 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

During the growing season,* how often are local fruits and/or vegetables offered as 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.

How does your program communicate* about local foods included in meals or snacks?

Check all that apply.

- ☐ 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
- ☐ None of these 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

Which of the following best describes 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 |
|--|--|---|--|

If you mark "there is no garden for herbs, fruits, or vegetables", mark "no" on the website and you will skip to the next section, "Education & Professional Development".

- * 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.

Over the course of the year, how many different fruits and/or vegetables grow in your program's garden?

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

How would you describe the variety of herbs, fruits, and/or vegetables that grow in your program's garden?

Check all that apply.

- ☐ 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
- ☐ None of these types of plants

During the growing season, how often is structured* gardening time 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.



Which of the following garden activities do children do?

Check all that apply.

- ☐ 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

Education & Professional Development

How often do 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.

During the growing season, how often do 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.

How often do 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.



Which types of materials are used to help preschool children learn about food and where it comes from?

Check all that apply.

- ☐ 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 of these materials are used

How often do teachers talk with children informally* about where foods come from or 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.

What portion of teachers and staff participate in annual Farm to ECE* professional development related to their jobs?

- ☐ 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

If you mark “no staff receive any related professional development” the website will skip to the next question. For all other answers (Less than half; More than half; All staff† participate in related professional development 1 time per year or more), on the website, check the items from the list below that your program includes.

- * 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.



Which of the following topics have been included in professional development for current teachers and staff on Farm to ECE?

Check all that apply.

- ☐ 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 of the above

How does your program help connect families to local foods?

Check all that apply.

- ☐ 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 of these 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.

How often is input from families 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

Which of the following topics are included in your program's written policy related to Farm to ECE?

See list and mark response below.

If you marked "no written policy", mark "no" on the website and the self-assessment will be complete. For all other answers, on the website, check the items from the list below that your program includes in its policies.

- ☐ 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
- ☐ None of the above
- ☐ No written policy

