



# National Early Care & Education Learning Collaboratives:

## Taking Steps to Healthy Success

Learning Session 2, Family Child Care Edition  
Implementation Guide

March 2016



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# Who to Call for Help

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# Definitions

<b>Action Period</b>	The period after each in-person Learning Session to share information, support discovery learning and engage staff (when applicable), in a particular task: program assessment, action planning, implementation of the action plan, and/or documentation of the process.
<b>Center</b>	Refers to a physical place where a program is offered.
<b>Early Care and Education (ECE)</b>	A field, sector or industry that includes nurturing care and learning experiences for children from birth to age 5.
<b>Early Care and Education Program (ECE Program)</b>	An intervention or service that has a design, staff, a curriculum or approach and a funding source that serves children from birth to age 5.
<b>Early Care and Education Program Leadership Team (Leadership Team)</b>	Up to 3 people (e.g., owner/director, lead teacher, food service personnel) self-defined by each ECE program to attend the 5 in-person Learning Sessions and facilitate the corresponding Action Period with their program staff.
<b>Early Childhood</b>	A developmental period of time, typically birth to age 6.
<b>Facilitator</b>	Designated person or people from the Leadership Team to lead the Action Period component with their ECE program staff.
<b>Family Child Care(FCC)</b>	An intervention or service that is provided in a caregiver's home that typically serves children birth to school-age.
<b>Family Child Care Home</b>	Refers to a physical place where a FCC program is offered.
<b>Family Child Care Provider (FCC Provider)</b>	A caregiver that provides childcare services in their home.
<b>Nutrition and Physical Activity Self- Assessment for Child Care (Go NAP SACC)</b>	A self-assessment instrument for early care and education programs comparing their current practices with a set of best practices.
<b>Nutrition and Physical Activity Self-Assessment for Family Child Care (Go NAP SACC)</b>	A self-assessment instrument for family child care homes comparing their current practices with a set of best practices.
<b>Learning Collaborative</b>	A learning community made up of approximately 20-25 ECE programs or FCC homes to increase their knowledge, create networks of support, and equip programs to work together to make healthy policy and practice changes aligned with <i>Let's Move!</i> Child Care.
<b>Learning Session</b>	Five in-person, active Learning Sessions focused on the relationship of nutrition, breastfeeding support, physical activity, and screen time to children's health also provide opportunities to build collegial relationships, develop leadership, increase collaboration, plan for and implement healthy change.
<b>Let's Move! Child Care (LMCC)</b>	Part of the national <i>Let's Move!</i> Campaign, initiated by U.S. First Lady Michelle Obama, focused on improving practices in early childhood settings to solve the problem of obesity within a generation.
<b>National Early Care and Education Learning Collaboratives Project (ECELC)</b>	Name of this project funded by the Centers for Disease Control and Prevention and managed by Nemours to support ECE programs as they improve their practices and policies for nutrition, breastfeeding support, physical activity, and screen time.
<b>Program</b>	An intervention or service that has a design, staff, curriculum or approach, and a funding source.
<b>Resources</b>	The tools, materials, and resources aligning with <i>Let's Move!</i> Child Care and the Preventing Childhood Obesity, 3rd Edition standards that are available to participating ECE programs as they implement the ECELC.
<b>State Implementing Partner</b>	An agency/organization subcontracted with Nemours to handle the administration of the ECELC in a particular state.
<b>State Project Coordinator (Project Coordinator/PC)</b>	Administers the ECELC and provides overall coordination of the Learning Collaborative logistics in the state, with leadership responsibility for technical support, communication efforts, recruitment and support of Trainers and participating programs.
<b>Taking Steps to Healthy Success (Curriculum)</b>	ECELC curriculum, structured around 5 in-person learning sessions for Leadership Teams or FCC Providers and on-site Action Period sessions to engage all program staff, designed to guide Leadership Teams and their programs through the process of making healthy changes aligned with best practices.
<b>Teacher</b>	An individual responsible for the primary education of a group of children.
<b>Technical Assistance (TA)</b>	Encouragement, support, information and resources provided by the Trainer(s) to help Leadership Teams facilitate training of program staff and develop and implement action plans for healthy change.
<b>Trainer(s)</b>	Individuals responsible for implementing 5 on-site Learning Collaborative sessions and providing ongoing technical assistance to participating ECE programs.





## Learning Session 2: Nurturing Healthy Eaters & Providing Healthy Beverages

### Overview

Learning Session 2 (LS2) provides a rationale for the role family child care (FCC) providers play in helping make healthy changes. It explains healthy eating best practices in the FCC setting. The session focuses on increasing knowledge and awareness of healthy practices and their impact on young children. During the session, participants are expected to increase their knowledge, awareness and motivation to work towards healthy change. Key content includes:

- The importance of healthy environments to support healthy children;
- Best practices for healthy eating;
- Beginning the process of healthy change through an Action Plan;
- Developing objectives and action steps to support the provider and environment;
- Ways to support healthy eating through program staff and family engagement.

### Post-session (Action Period)

Providers will utilize the *Leadership Team Guide* to:

- Complete the *Learning Session 2 Discussion Worksheet*;
- Implement steps identified in the “provider” and “environment” columns on the *Action Plan Worksheet*; and
- Begin a storyboard documenting goals and healthy changes made throughout Learning Session 2 through Learning Session 5.
- Prepare Action Period materials to bring back to Learning Session 3:
  - Completed *Learning Session 2 Discussion Worksheet*; and
  - *Action Plan Worksheet*

### Objectives

At the end of the Learning Session, participants will be able to:

1. Describe best practices for healthy eating and identify at least one opportunity to make changes with their FCC program;
2. Name at least one tip to increase communication with families;
3. Begin creating an Action Plan and implement one or two changes in the area(s) of screen time, healthy eating, physical activity, or breastfeeding support; and
4. Begin documenting and communicating with families the process of healthy changes on a storyboard.

# Sample Agenda

The Agenda Template can be found on the *Let's Move!* Child Care (LMCC) website [www.healthykidshealthyfuture.org](http://www.healthykidshealthyfuture.org). Feel free to use this as you customize the timing and activities for each Learning Session.

Learning Session 2: Nurturing Healthy Eaters and Providing Healthy Beverages	
Time	Topic
8:00 – 8:30 am	Check-In
8:30 – 8:45 am	Welcome Back, Acknowledgements, Housekeeping, and Objectives <b>Ice Breaker: <i>Smart &amp; Tasty 1</i> by Angela Russ</b>
8:45 – 9:15 am	<b>PPT Part A:</b> Healthy Environments
9:15 – 10:15 am	<b>PPT Part B:</b> Best Practices for Healthy Eating <ul style="list-style-type: none"> <li>• <b>Activity:</b> Sugar Sweetened Beverages</li> <li>• <b>Video:</b> <i>How do National and State Best Practice Guidelines Support Your Work to Help Children?</i></li> </ul>
10:15 – 10:30 am	<b><i>Physical Activity Break – Smart &amp; Tasty 1 – Angela Russ</i></b>
10:30 – 10:45 am	<b>PPT Part C:</b> Extending Your Learning to Staff and Families <ul style="list-style-type: none"> <li>• <b>Learning Session 1 Action Period Review</b> – Discussion: <i>How can you enhance the program environment to make it healthier?</i></li> </ul>
10:45 – 11:00 am	<b><i>Physical Activity Break – Smart &amp; Tasty 1 – Angela Russ</i></b>
11:00 – 11:45 am	<b>PPT Part D:</b> Facilitating Change in Your Program
11:45 am – 12:00 pm	<b>Evaluation, Raffle and Thank You</b>



LS2: Materials List	
<b>Check-In and Evaluation:</b>	<ul style="list-style-type: none"> <li>• Participant sign-in sheets</li> <li>• Nametags</li> <li>• LS2 Participant Handbooks (one per provider)</li> <li>• Resources for distribution (one per provider):                             <ul style="list-style-type: none"> <li>– <i>Best Practices for Healthy Eating</i> guide</li> <li>– Nutrition and Wellness Tips for Young Children: <i>Provider Handbook for the Child and Adult Care Food Program</i></li> <li>– <i>Smart &amp; Tasty 1</i> CD by Angela Russ</li> <li>– Kaplan Nutrition Activity Kits (2 per provider)</li> <li>– Tri-fold boards</li> </ul> </li> </ul>
<b>Welcome Back PPT Part A: Healthy Environments</b>	<ul style="list-style-type: none"> <li>• PPT Part A: Healthy Environments</li> </ul>
<b>PPT Part B: Best Practices for Healthy Eating</b>	<ul style="list-style-type: none"> <li>• PPT Part B: Best Practices for Healthy Eating                             <ul style="list-style-type: none"> <li>– Distribute the <i>Best Practices for Healthy Eating</i> guide</li> <li>– Activity: Sugar Sweetened Beverages                                     <ul style="list-style-type: none"> <li>• Sugar packets or cubes</li> <li>• Sugar sweetened beverages (i.e. Coca Cola®, Gatorade®, Red Bull®, Capri Sun®, etc.)</li> </ul> </li> <li>– Handout: <i>Farm to Preschool</i></li> <li>– Handout: <i>Dr. Wei's Hidden Sugars</i></li> <li>– Distribute <i>Nutrition and Wellness Tips for Young Children: A Provider Handbook for the Child and Adult Care Food Program</i></li> <li>– Video: <i>How do National and State Best Practice Guidelines Support Your Work to Help Children Grow up Healthy?</i></li> <li>– Physical Activity Break – <i>Smart &amp; Tasty 1</i> by Angela Russ</li> </ul> </li> </ul>
<b>PPT Part C: Extending Your Learning to Staff and Families</b>	<ul style="list-style-type: none"> <li>• PPT Part C: Extending Your Learning to Staff and Families                             <ul style="list-style-type: none"> <li>– Handout: <i>Create Healthy Habits Calendar</i></li> <li>– Learning Session 1 Action Period Review</li> <li>– Learning Session 2 Participant Handbook: Participants refer to the <i>Leadership Team Guide</i></li> <li>– Learning Session 2 Implementation Guide: Trainers refer to the <i>Group Discussion Notes</i></li> <li>– Physical Activity Break – <i>Smart &amp; Tasty 1</i> by Angela Russ</li> </ul> </li> </ul>
<b>PPT Part D: Facilitating Change in Your Program</b>	<ul style="list-style-type: none"> <li>• PPT Part D: Facilitating Change in Your Program                             <ul style="list-style-type: none"> <li>– Learning Session 2 Implementation Guide: Trainers refer to the <i>Group Discussion Notes</i></li> <li>– Handout: <i>Healthy Fundraising</i></li> <li>– Handout: <i>Healthy Celebrations</i></li> </ul> </li> </ul>
<b>Check-Out</b>	Evaluation, Raffle and Thank You



## Learning Session 2: Content Implementation

### Check-In



#### SET UP:

Set up the night before if possible. If not, plan on setting up early the day of the training. Refer to the Materials List on page 7 for a complete list of what to set out or store for later. Set out sign-in sheets, nametags, and pens on tables near the main room entrance. In addition:

- Have Learning Session 2 Participant Handbooks (one per participant) ready for distribution;
- Set out materials on tables or distribute throughout the Learning Session:
  - *Best Practices for Healthy Eating* guide;
  - *Nutrition Activity Kits*;
  - *Smart & Tasty 1* CD by Angela Russ;
  - *Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program*;
  - Tri-fold Boards; and
  - Materials for the Sugar Sweetened Beverages Activity.
- Gather materials for physical activity breaks (*Smart & Tasty 1* CD);
- Set up and test all technology: laptop, LCD projector, CD/DVD player (laptop may have this capability), and wireless microphone;
- Set up Show and Tell area (optional) to showcase important resources;
- Display raffle prizes (optional).



#### CHECK-IN

It is recommended to begin check-in at least 30 minutes prior to LS2. As participants sign-in, do the following:

- Collect LS1 Action Period materials with provider's name; and
- Distribute LS2 Participant Handbooks (one per participant).



#### NETWORKING:

Encourage participants to discuss some of the summaries of other providers and ask providers questions.



#### TIPS:

- Five minutes before start time, begin asking participants to find their seats.

## PPT Part A – Healthy Environments (30 min.)



### SET UP:

- Prepare PPT: *Nurturing Healthy Eaters & Providing Healthy Beverages*.



### ACTION:

- Welcome participants back;
- Congratulate them on completing the LS1 Action Period Tasks;
- Mention housekeeping items:
  - Bathroom location; and
  - Silencing cell phones.
- Provide an overview of the LS2 Participant Handbook and the agenda.



### PRESENT:

PPT Part A: Healthy Environments.

## PPT Part B – Best Practices for Healthy Eating (1 hr.)



### PRESENT:

- PPT Part B: *Best Practices for Healthy Eating*; and
- Transition to the Sugar Sweetened Beverages Activity.

## Sugar Sweetened Beverages Activity



### ACTION:

- Conduct the Sugar Sweetened Beverages Activity:
  - Place one sugar-sweetened beverage (i.e. Coca Cola®, Gatorade®, Red Bull®, Capri Sun®, etc.) and a large handful of sugar packets or sugar cubes on each table;
  - Without having them look at the Nutrition Facts Label, ask participants to estimate how many sugar packets or cubes they think are in the sugar sweetened beverage at their table;
  - Ask each group to present their sugar sweetened beverage and sugar estimate;
  - Next, have each table look at the Nutrition Facts Label to see how many grams of sugar are in the sugar sweetened beverage; and
  - Explain that 4 grams of sugar is in each sugar packet and cube, and each packet or cube is 1 teaspoon.
  - Have them calculate how many teaspoons are in each beverage.



### TIPS:

- Initially, do not allow participants to calculate the amount of sugar listed on the Nutrition Facts Label. This should simply be an estimate;
- A 20 ounce bottle of Coca Cola® has 60 grams of sugar and thus 15 teaspoons of sugar (60 grams ÷ 4 grams of sugar per teaspoon = 15 sugar packets or cubes); and
- Remind participants that their beverage may be more than one serving, and therefore their sugar content will increase accordingly.

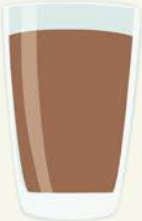


### PRESENT:

- PPT Part B: *Best Practices for Healthy Eating*.

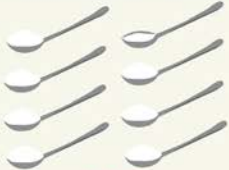
# Dr. Wei Hidden Sugars

**CHOCOLATE MILK**  
ONE 8 OZ GLASS



25 - 29 GRAMS OF SUGAR

7.25 TEASPOONS



OR

1 SNICKERS BAR

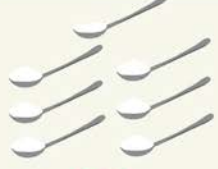


**JUICE**  
ONE 8 OZ GLASS  
100% APPLE JUICE



27 GRAMS OF SUGAR

6.75 TEASPOONS



OR

1 FUDGE BROWNIE



**CAPRI SUN**  
ONE 6 OZ POUCH



16 GRAMS OF SUGAR

4 TEASPOONS



OR

5 THIN MINT GIRL SCOUT COOKIES



**COKE**  
ONE 12 OZ CAN



39 GRAMS OF SUGAR

9.75 TEASPOONS



OR

1.5 SCOOPS OF BASKIN ROBBINS ICE CREAM



**COKE**  
ONE 20 OZ BOTTLE



65 GRAMS OF SUGAR

12.25 TEASPOONS



OR

2.6 SCOOPS OF BASKIN ROBBINS ICE CREAM



**MINUTE MATE**  
ONE 20 OZ BOTTLE



67 GRAMS OF SUGAR

16.75 TEASPOONS



OR

2.5 CUPCAKES



**VITAMIN WATER**  
ONE 20 OZ BOTTLE



33 GRAMS OF SUGAR

8.25 TEASPOONS



OR

9.4 OREO COOKIES



# Dr. Wei Hidden Sugars (continued)

**ANIMALS YOGURT DRINK** 2.5 TEASPOONS OF SUGAR



OR

**2 NEWMAN-OS**



10 GRAMS PER BOTTLE

**GO-GURT YOGURT TUBE** 2.5 TEASPOONS OF SUGAR



OR

**2.5 OREO COOKIES**




10 GRAMS PER TUBE

**YOBABY ORGANIC YOGURT** 3 TEASPOONS OF SUGAR



OR

**1.5 POPSICLES**



12 GRAMS PER CONTAINER

**STARBUCKS FRAPPUCINO DRINK** 11.5 TEASPOONS OF SUGAR



OR

**11.5 POWDERED SUGAR DONETTES**




46 GRAMS IN ONE BOTTLE

**RED BULL** 6.75 TEASPOONS OF SUGAR



OR

**1.6 KREME DONUTS**



27 GRAMS IN 8 OZ CAN

**SODA** 8.25 - 9.15 TEASPOONS OF SUGAR



OR

**2.5 - 3 CHOCOLATE FROSTED DONUTS**



33-39 GRAMS PER 12 OZ CAN

**ENTRANCE** 5.25 TEASPOONS OF SUGAR




OR

**1 SERVING BEN & JERRYS CHERRY GARCIA ICE CREAM**




21 GRAMS PER 12 OZ

**HAWAIIAN PUNCH** 7.25 TEASPOONS OF SUGAR



OR

**3.6 POPSICLES**



29 GRAMS IN 8 OZ GLASS



## PPT Part B – Best Practices for Healthy Eating (1 hr.)



### PRESENT:

- PPT Part B: Best Practices for Healthy Eating.



### ACTION:

- Distribute the *Nutrition and Wellness Tips for Young Children, Provider Handbook for the Child and Adult Care Food Program* (one per provider)
  - Have participants turn to page 53 in this handbook.
  - Using the activity listed and the information provided on pages 51-52, facilitate a large group discussion on how participants can make water available to children throughout the day.
- This *Nutrition and Wellness Tips for Young Children, Provider Handbook for the Child and Adult Care Food Program* not only provides information and tip sheets on nutrition and physical activity for young children, but also has activities providers can use to think through how they can use the information.
- Distribute the *Best Practices for Healthy Eating* guide:
  - Introduce participants to the different sections, specifically the comparison of current and recommended Child and Adult Care Food Program (CACFP) guidelines, the sections for each age group, and the tips and tools;
  - A lot of the content discussed today can be found in the *Best Practices for Healthy Eating* guide. This includes:
    - Rules and best practices on nutrition (organized by age group);
    - Rationale;
    - Recommended and non-recommended foods and beverages;
    - Serving sizes by age and food;
    - Serving size photos by different age groups;
    - Sample program policies; and
    - Family tip sheets.

Note: The new Child and Adult Care Food Program (CACFP) guidelines are currently under review. Updated meal patterns will be released soon.

- Review the Farm to Preschool handout:
  - Inform participants that the Farm to Preschool handout can be found in the Participant Handbook as well as the *Let's Move!* Child Care (LMCC) website ([www.healthykidshealthyfuture.org](http://www.healthykidshealthyfuture.org));
  - This handout is a great resource for starting Farm to Preschool in ECE programs;
  - Farm to Preschool connects ECE programs to local food producers to help programs serve locally-grown, healthy foods to young children; and
  - This may provide participants with creative ways of incorporating fresh fruits and vegetables in to their program's menu.

**Video: *How do National and State best practice guidelines support your work to help children grow up healthy?***



**PLAY:**

*How do National and State best practice guidelines support your work to help children grow up healthy?*

Note: The PPT contains a prompt to play the *How do National and State best practice guidelines support your work to help children grow up healthy?* video. Click on the picture (hyperlink) to start the video.

**Physical Activity Break**



**SET UP:**

- Gather materials needed for the activity.
  - *Smart & Tasty* by Angela Russ



**ACTION:**

Make sure everyone has enough space to move and take part in the activity.

## PPT Part C – Extending Your Learning To Staff and Families (15 min.)



### PRESENT:

- PPT Part C: Extending Your Learning To Staff and Families.



### ACTION:

- Discuss Creating a Healthy Habits Calendar and share some examples; and
  - Inform participants that the *Creating Healthy Habits Calendar* can be downloaded electronically from the *Let's Move!* Child Care website ([www.healthykidshealthyfuture.org](http://www.healthykidshealthyfuture.org)).
- Discuss *Eight Tips for Communicating with Families*.



Shawn Linehan

# GETTING STARTED WITH FARM TO PRESCHOOL

## Stay Informed

Join our membership:  
[www.farmtoschool.org](http://www.farmtoschool.org)

Twitter  
[@FarmtoSchool](https://twitter.com/FarmtoSchool)

Facebook  
<http://on.fb.me/nfsnf2s>



### NOURISHING KIDS AND COMMUNITIES

The National Farm to School Network sprouted from the desire to support community-based food systems, strengthen family farms, and improve child health. Funded in part by the W.K. Kellogg Foundation, the Network coordinates, promotes and expands the Farm to School movement at the state, regional and national levels. The Network is a project of the Tides Center.

## What is farm to preschool?

Farm to preschool is a natural extension of the farm to school model, and works to connect early care and education settings (preschools, Head Start, center-based, programs in K-12 school districts, and family child care programs) to local food producers with the objectives of serving locally-grown, healthy foods to young children, improving child nutrition, and providing related educational opportunities.

## Getting started

Farm to preschool offers multiple strategies to improve the health of children and communities. This list provides some easy first steps to develop a lasting farm to preschool program in your community:

- 1 Assess where you are and where you'd like to be.**
  - Are your goals centered on:
    - Purchasing local foods to be served in meals or snacks?
    - Establishing a garden?
    - Implementing other farm to preschool activities (field trips to farms or farmers' markets, cooking lessons, etc.)?
  - Engaging families in local food access and education?
  - All of the above?

- 2 Form a team and collaborate:** Teachers and administrators, parents, Child Care Resource and Referral staff, local farmers, community organizations, and even local colleges/universities can play important roles in establishing a sustainable farm to preschool program.

- 3 Establish one or two attainable goals to get started.** Some ideas include:
  - Create a planning team that includes potential collaborators such as parents and teachers.
  - Identify snack or meal items that you would like to transition to local.
  - Find a farmer, farmers' market, grocery store, or wholesaler to connect you to local foods. Ask your local Cooperative Extension (<http://www.csrees.usda.gov/Extension/>) for help making these connections!
  - Plan a local foods meal, snack, day, or event.
  - Reach out to a local nursery or hardware store for donations or other support for starting an edible garden.

### FARM TO PRESCHOOL IN ACTION

Many programs exist across the country—here are two examples:

#### In-home providers create farm to preschool through a backyard garden

In Los Angeles, Ethan and Friends Family Child Care owner Shaunte Taylor has transformed her modest inner-city backyard to include raised beds, a compost bin, multiple fruit trees, and a chicken coop. Now, children plant seeds, amend the soil while investigating worms and insects, water plants, and harvest and prepare simple recipes using their garden produce.

*Continued on other side...*

## WHY FARM TO PRESCHOOL?

### HEALTH: Children & Families Win

One in five children in the U.S. is overweight or obese before entering kindergarten, and only 2 percent of children get the recommended serving of fruits and vegetables each day. Farm to preschool programs can increase children's and families' preferences for and consumption of fruits and vegetables.

### AGRICULTURE: Farmers Win

Farm to preschool supports farming families by increasing market opportunities for small or mid-sized farmers, fishers, ranchers, food processors, and food manufacturers.

### ECONOMY: Communities Win

Farm to preschool programs develop meaningful community relationships among early care settings, families, and local farmers. Money spent on local food stays within the local economy.

The National Farm to School Network has compiled abundant resources on this topic and others along with contact information for people in your state and region who are working on farm to school programs. Find more information and join our network: [www.farmtoschool.org](http://www.farmtoschool.org)

## 4

- Identify curricula, activities, or books related to farm to preschool.
- Plan a farm or farmers' market field trip, a farmer visit to the classroom, or host a tasting of local produce.
- Plan a simple food preparation activity that can be done with children.

**Learn from others.** If you are running into an obstacle, it is likely that there is someone out there who has run into it before! Some places to connect and learn from others include:

- The farm to preschool website ([www.farmtopreschool.org](http://www.farmtopreschool.org)). Find information and case studies that are specific to early care settings, and sign up for an e-newsletter to receive regular communication about news and resources.
- The National Farm to School Network ([www.farmtoschool.org](http://www.farmtoschool.org)). Find abundant resources and contact information for people in your state and region who are working on farm to school and farm to preschool.
- Your county or state's Child Care Resource and Referral agency. Many of these agencies can provide ways to learn about and connect with other early care programs that are implementing farm to preschool activities. Find local agencies at [usa.childcareaware.org](http://usa.childcareaware.org)
- Child and Adult Care Food Program (CACFP) staff in your state. Learn how CACFP can help you make local food more economical and free up resources for other farm to preschool activities. CACFP state agency contacts can be found at [www.fns.usda.gov/cnd/contacts/state-directory.htm](http://www.fns.usda.gov/cnd/contacts/state-directory.htm)

### FARM TO PRESCHOOL IN ACTION

#### Oregon Child Development Coalition works directly with local farmers to procure food for meals

Early care centers have proven to be an ideal market for La Esperanza Farm, an incubator farm for local organic and sustainable Latino farmers in Forest Grove, Oregon. Working closely with the Oregon Child Development Coalition's USDA Food Services Specialist, Head Start centers now receive deliveries of local produce for meals, nourishing both children and their community.



## 5

**Promote farm to preschool in your community.** Ideas include sharing information and recipes in parent newsletters, posting garden or field trip photos to a web or social media site, or inviting local media to your activities.

## School districts versus early care settings

There are a few important distinctions between school districts and early care settings:

- **Local foods procurement:** Preschools and family child care programs tend to purchase at smaller volume and generally do not offer a la carte choices or multiple meal options. Small purchasing volumes can be a good fit for small farmers who may not have enough volume to work with an entire school district.
- **Class size:** Preschools and family child care programs tend to have smaller numbers of children, and their schedules can vary (child care might be for only a few hours, or it could be up to half or full days). Smaller groups of children provide greater flexibility, while shorter days can limit some activities.
- **Curriculum:** Common Core is the standard for K-12, while experiential education is highly encouraged in preschool. This is a great fit with many farm to preschool activities such as gardening, cooking, and taste tests.
- **Parental involvement:** parental involvement tends to be strong during the preschool years, which can be a huge asset for farm to preschool programming.



A JOINT PROGRAM OF



# SEPTEMBER, 2014 *Healthy Way to Grow* Calendar



## Childhood Obesity Awareness Month

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p><b>7 Grandparents Day</b> Make a favorite family recipe healthier by substituting similar ingredients: low-fat instead of full-fat cheese or sour cream, natural applesauce instead of oil for baking, whole wheat instead of regular pasta.</p> <p><b>14 Sunday Salmon</b> Treat the family to broiled salmon for a special nutritious dinner.</p> <p><b>21</b> Hold up a potato and say "root food" and squat down. Hold up a lemon- say "top food". Jump or reach up. Take turns with your child.</p> <p><b>28 Birds Nest</b> Place a bagel in a pan with 1 tbspn. olive oil. Crack an egg into the hole and cook. Add spinach around the sides.</p>	<p><b>1 Labor Day</b> - Take the <b>AHA EmpowerMENT Challenge!</b><a href="http://www.heart.org">www.heart.org</a></p> <p><b>8</b> Cut the rind off a seedless watermelon and chop into chunks. Mash or blend until smooth for a cool, refreshing drink.</p> <p><b>15</b> Give toddlers plastic measuring cups and a spoon; 3 year olds will help rinse produce; 4 year olds can squeeze fruit juice and 5 year olds can grate cheese.</p> <p><b>22</b> During bath time talk with your children about their bodies. Name body parts and talk about healthy habits.</p> <p><b>29</b></p>	<p><b>2</b> Ask your center director about <b>Healthy Way to Grow!</b></p> <p><b>9</b> Plan a family outing to the library. Check out "The Berenstein Bears and Too Much TV" by Stan &amp; Jan Berenstain. Turn off your tv and read the book together!</p> <p><b>16 Tag- You're it!</b> Tag your child and move away for them to chase you. Duck down and up for babies to look for you.</p> <p><b>23.</b> Cut banana or apple into chunks. Spread with almond butter or cream cheese and roll the chunks in cereal for a healthy snack!</p> <p><b>30</b> Last day of the EmpowerMENT Challenge! How did you do?</p>	<p><b>3 Walking Wednesdays</b> Take the first step. Start walking! Why? It's easy, it works and it pays!</p> <p><b>10 End of Summer</b> Before the days get much shorter, take a walk with your child before or after dinner</p> <p><b>17</b> Use your library card to check out the book, <i>I Went Walking</i> by Sue Williams &amp; Julie Vivas.</p> <p><b>24</b> Hold your child's hand and walk at their pace, swinging your arms.</p>	<p><b>4</b> Think of all the foods that begin with the letter 'S' (strawberries, spinach, squash. . .) Pronounce the 's' sound and words for your child to imitate.</p> <p><b>11</b> Encourage families to drink water by flavoring with lemon lime, or orange slices.</p> <p><b>18</b> Rinse and cut broccoli, zucchini, red peppers, celery and carrots into different shapes to create faces on a paper plate.</p> <p><b>25</b> First thing in the morning take a deep breath and stretch your arms up high. Exhale and touch the floor. Babies will watch and older children imitate you.</p>	<p><b>5 Fit Friday</b> Begin a family tradition. Every Friday plan to prepare dinner and have family mealtime together.</p> <p><b>12 Rainbow Run-</b> When you go outside, encourage your preschooler to move by saying, "When I say a color of the rainbow, run and touch something of that color." Take your toddlers hand and move together.</p> <p><b>19</b> Have children pack a family member's lunch. You may be surprised by what children choose. Talk about whether or not each of the items is a healthy choice.</p> <p><b>26</b> Run in place with your child and check to feel your heart speed up</p>	<p><b>6 September Salad</b> Take a trip to your local farmer's market for seasonal foods to put in your salads.</p> <p><b>13 Steps on Saturday!</b> Count the steps you and your child take from one room to another or from the house to the car. Count out loud to your baby as you carry from one spot to another.</p> <p><b>20</b> Nickelodeon, a children's television network for <b>Worldwide Day of Play</b> is going off the air for three hours in order to encourage kids to go outside and play. Join by turning off the tv.</p> <p><b>27</b> Cut out magazine pictures of food. At the store, ask your child to help you find the food that matches the picture.</p>



### PRESENT:

PPT Part C: *Extending Your Learning To Staff and Families*

### LS1 Action Period Review



### ACTION:

- Facilitate a group discussion around the LS1 Action Period Tasks participants completed;
- Use the *Learning Session 2: Group Discussion Notes* on the following page to lead the discussion; and
- Inform participants that they will use the five improvement areas identified to help guide their Action Plans discussed later today.



## Learning Session 2: Group Discussion Notes

### How did it go? Facilitating Change in Your Program

1. How have things been going since the first Learning Session?
2. How do you feel you did completing the Action Period tasks?
  - a. What went well?
  - b. What was challenging?
  - c. Is there anything you need help with?
3. Let's talk about the *Go NAP SACC* instruments:
  - a. What did you think about using *Go NAP SACC*?
  - b. How did it work as a tool to help you **learn about healthier environments**?
  - c. How did it help you **assess your environment** as a basis for healthy change?
  - d. What were your **program strengths** (things you do well)?
  - e. What were your **improvement areas** (things you would like to improve on)?
4. **NOTE: Collect Action Period Tasks if participants did not already turn them in at check-in.**



### PRESENT:

PPT Part C: Extending Your Learning To Staff and Families.



### ACTION:

- Facilitate a group discussion around how providers can enhance their program environment to make it healthier.
- Conduct the Goal Setting Activity

### Goal Setting Activity

- Facilitate a large group discussion using the goal setting activity, “How can you enhance the program environment to make it healthier?”
- Inform participants that small questions like the one above can transfer to achievable goals;
- Use the following example to help guide the discussion:
  - A provider may want to offer a taste testing of a new food once per month. The participant should then answer the “how,” “what,” “who,” “when,” and “where” within the goal setting process.
    - **How** can he or she purchase the food?
    - **What** type of food will the provider offer during the taste tests?
    - **Who** will this affect and who may be a source of support?
    - **When** will the provider start the implementation process and will gradual steps be taken to reach the overall goal?
    - **Where** will the taste testing take place each month?
  - Reflect: Is this a realistic and achievable goal?
- Ask for volunteers to share their desired change and the steps needed to achieve it.
- Goals do NOT have to be extensive, and actually smaller goals are appropriate because they are more realistic. Build in their current experiences with their goals.
  - Ex: The provider will connect with *a local farmer (How)* to request *fresh produce (What)* for monthly taste tests for the *children (Who)*. The tastings will take place at the lunch table in the *provider’s home (Where)*, and will occur on the *last Friday of every month beginning September 25th (When)*.

## PPT Part D – Facilitating Change in Your Program (45 min.)



### PRESENT:

- PPT Part D: Facilitating Change in Your Program.
- Discuss the Action Period
- Discuss that the participants will complete their Action Plan by:
  - Establishing S.M.A.R.T goals;
  - Connecting objectives to their role as a provider by identifying action steps needed to facilitate change; and
  - Connecting their objectives to the environment by identifying action steps needed to facilitate change.



### ACTION:

- Use the *Group Discussion Notes* located in this guide to facilitate discussion; and
- Instruct participants to follow along with the discussion using the Action Period checklist and Leadership Team Guide in the Learning Session 2 Participant Handbook.



### ACTION:

- Welcome participants to the group;
- Using the *Group Discussion Notes* on the following page, discuss:
  - How to begin the Action Plan using the five improvement areas identified in LS1;
  - How to write S.M.A.R.T. goals to create objectives;
  - How to implement changes in the areas of “provider” and “environment”; and
  - Answer any questions participants may have.
- Distribute a tri-fold board to each child care provider. The tri-fold board will be used to document and communicate healthy changes throughout the Learning Sessions.

## Learning Session 2: Group Discussion Notes

### Facilitating Change in Your Program

Ask participants to turn to the Leadership Team Guide in the back of the Participant Handbook and follow along.

1. **How are you feeling about today’s Learning Session? We covered a *lot* of information so far!**
  - a. What have you learned that was surprising or helpful or exciting?
  - b. What do you still want to learn more about?
  
2. **Let’s talk about how to begin your Action Plan. You have used your *Go NAP SACC* results to identify your five improvement areas and the goals you wish to achieve. Now we will use this to create SMART goals as a guide to develop your objectives.**
  - a. **Specific** – What specifically do you want to accomplish? (Ex. I would like to add more fruits and vegetables to our program menus.)
  - b. **Measureable** – How will you know when you reach your goal? (Ex. The menus will contain at least one fruit and one vegetable per day.)
  - c. **Attainable** – How can you achieve this goal? (Ex. I will work with our Farm to Preschool program or local farmers to purchase fruits and vegetables for our program.)
  - d. **Realistic** – Is this something that you can do right now with the resources you have? (Ex. I will use the CCR&R to assist in locating the local Cooperative Extension program to assist me in finding a local farm.)
  - e. **Time bound** – What is your deadline? When do you want to complete this goal? (Ex. I would like all the program menus changed by June 30th.)
  
3. **Let’s talk about the process of creating healthy change; an ongoing cycle – you have received an *Action Plan Worksheet*. There are a total of five change columns. How can you implement change in the following areas:**
  - a. Provider; and
  - b. Environment.
  
4. **Let’s discuss the Action Period. All of the materials that you will need are in the *Leadership Team Guide* of the Participant Handbook. We will have some time for questions and sharing ideas at the end. Together, let’s look at the Action Tasks step-by-step:**
  - Task 1: Review your Action Plan.
    - Discuss the five improvement areas, identified in LS1 Action Period, and the 1-2 goals you selected from your Action Plan to work on.
    - Discuss ways to implement change in your program based on the action steps listed in the “provider,” and “environment” columns of the *Action Plan Worksheet*.

- Task 2: Begin a storyboard to document and communicate your story of healthy change with colleagues, staff, children, and families.
  - You will use a tri-fold board to create your storyboard to document and communicate the implementation of the Action Plan and the process of change in your program.
  - Create your storyboard by:
    - Describing what change(s) were made and how they did it;
    - Sharing who was involved in the process;
    - Explaining accomplishments and challenges faced;
    - Sharing photos of the implementation process;
    - Describing how participants reacted to the change(s);
    - Outlining any program policies that were updated as a result; and
    - Explaining the next steps they will take to sustain the change(s).
  - You can choose a variety of ways to express your story of change. This includes:
    - Photos of the process including before, during and after the change(s);
    - Anecdotes from families, children, and support staff (if applicable);
    - Assessments, observations and reflections;
    - Documents including lesson plans or menus that demonstrate changes; and/or
    - Children’s art work that describe the healthy changes in the program.
    - Display the boards in your program as you are working on them so that children and families can see and learn what is going on through your efforts to make your program healthier.

Note: Remind participants to bring their storyboards to Learning Session 5 to share their progress.

**5. Here is a list of what to bring back to Learning Session 3:**

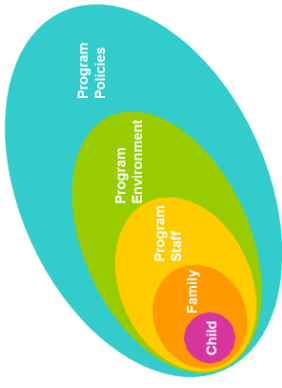
- *Action Plan Worksheet*; and
- *Learning Session 2 Discussion Worksheet*.

**6. What questions do you still have?**

*Thank you for your work to help children grow up healthy!*



# Action Plan Worksheet



Start Date:

Provider Name:

Goal:

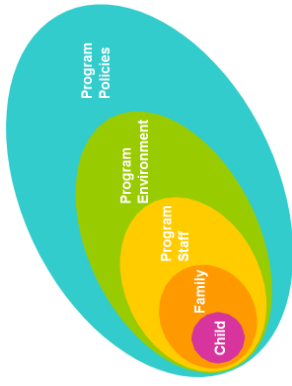
Objectives / Steps	Provider	Environment			
<p><u>Sample:</u> Revise menus over a three month period to align with the best practices for fruits, vegetables, whole grains and elimination of fried foods.</p>	<p>Share family ideas for healthy foods to be included in new menus.</p>	<p>Develop a display in the home to share information, resources, and healthy recipes.</p>			
<p>Who is responsible?</p>	<p>Self and Children</p>	<p>Self, Children and Families</p>			
<p>Date</p>	<p>June 1<sup>st</sup></p>	<p>July 1<sup>st</sup></p>			
<p>Who is responsible?</p>					
<p>Date</p>					

Model adapted from: Bronfenbrenner. U. *The Ecology of Human Development*. Cambridge, MA: Harvard University Press: 1979.





# Action Plan Worksheet



Start Date:

Provider Name:

Goal:

Objectives / Steps	Provider	Environment	Child	Family	Program Policies
<p><b>Sample:</b> Revise menus over a three month period to align with the best practices for fruits, vegetables, whole grains and elimination of fried foods.</p>	<p>Share family ideas for healthy foods to be included in new menus.</p> <p>Take photos of children enjoying healthy foods and share with families.</p> <p>Learn about best practices through training sessions.</p>	<p>Develop a display in the home to share information, resources, and healthy recipes.</p> <p>Create and hang documentation of children engages in healthy eating or nutrition activities.</p> <p>Develop a system for purchasing, storing, and monitoring food.</p>	<p>Discuss menu changes and new foods with the children and how they help them grow up strong and healthy.</p> <p>Model curiosity and enjoyment of healthy foods during all snacks and meals.</p> <p>Develop “taste tests” and graph the results of children’s preferences for new foods.</p>	<p>Work with families to develop an exciting “taste test” event during pick up for children and families to try them and vote on new menu items.</p> <p>Ask families for healthy food recipes to be included on the new menus.</p> <p>Schedule events to promote healthy eating.</p>	<p>Include Healthy Eating as a required topic when enrolling new families.</p> <p>Develop new menus to align with the LMCC goals for fruits, vegetables, whole grains, and fried foods.</p> <p>Include healthy eating policy and rationale in family handbooks.</p>
Who is responsible?	Self and Children	Self, Children and Families	Self	Self	Self
Date	June 1 <sup>st</sup>	July 1 <sup>st</sup>	June 1 <sup>st</sup>	August 1 <sup>st</sup>	September 1 <sup>st</sup>

Model adapted from: Bronfenbrenner. U. *The Ecology of Human Development*. Cambridge, MA: Harvard University Press: 1979.



# Healthy Fundraising



Fundraising is a necessary activity for many early care and education providers to help support quality programming. Most organizations are accustomed to selling food, mostly unhealthy food, to raise money. But there are many other healthy, easy, fun and profitable options to choose from! If your program participates in fundraising, choose to support healthy choices by selling non-food items or foods that meet best practice.

### ***Why are junk food sales not recommended?***

Early care and education providers and staff have a responsibility to promote and support healthy behaviors. While you may teach children about the benefits of healthy eating, and serve nutritious meals and snacks, using unhealthy foods as fundraising items sends a confusing message and makes it harder for children and families to make healthy choices.

### ***Will we make any money if we sell only non-food items?***

Many factors will affect the profitability of your fundraiser and should be considered when deciding on the best items to sell or events to organize. Some of these include: cost of product, community involvement, time of year/weather, and the amount of effort required by the staff, families and children at your program. Many organizations throughout the county have moved toward “healthy” fundraising options and have maintained positive profit margins.

### **Sample Policy Statements:**

While creating program policies on fundraising isn’t always required, policies do help staff and parents understand the importance of a “rule.” Consider these sample policies:

1. Our program chooses fundraising activities that promote non-food items and/or physical activity and does not participate in fundraisers that involve unhealthy foods or beverages.
2. If our program has fundraising activities that involve food and/or beverages, we permit only foods that meet best practice.

Recommended Fundraisers	Not Recommended Fundraisers
<ul style="list-style-type: none"> <li>• Physical activity events or competitions</li> <li>• Health fairs</li> <li>• Contests</li> <li>• Workshops/classes</li> <li>• Door-to-door sales of non-food items or food items meeting the best practices.</li> <li>• Web sales of non-food items or food items meeting the best practices.</li> <li>• Organization – related promotional items</li> <li>• Gift cards – to non-food related stores or for healthy food stores only</li> </ul>	<ul style="list-style-type: none"> <li>• Sales of foods high in fat, sugar and calories (e.g., candy, cookies, cookie dough, donuts/pastries, cakes, cupcakes, pizza, etc.)</li> </ul>

Nemours is currently funded by the Centers for Disease Control and Prevention (CDC) under a five-year Cooperative Agreement (1U58DP004102-01) to support states/localities in launching early care and education learning collaboratives focused on childhood obesity prevention. The views expressed in written materials or publications, or by speakers and moderators do not necessarily reflect the official policies of the Department of Health and Human Services, nor does the mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.





## Fundraising Ideas<sup>1</sup>

Things to Do	Things to Sell
<ul style="list-style-type: none"> <li>• Auction</li> <li>• Walk-a-thon, bike-a-thon, or skate-a-thon</li> <li>• Family golf tournament or basketball game</li> <li>• Magic show</li> <li>• Talent show</li> <li>• Workshop/class</li> <li>• Raffle</li> <li>• Art contest</li> <li>• Car wash</li> <li>• Gift wrapping event</li> <li>• Carnival/fair (healthy items only)</li> <li>• Spelling bee</li> <li>• Treasure hunt</li> <li>• Recycle-a-thon</li> <li>• Family portraits</li> <li>• Community dance</li> <li>• Read-a-thon</li> <li>• Game show</li> <li>• Job swap</li> <li>• Penny drive</li> <li>• Book fair</li> </ul>	<ul style="list-style-type: none"> <li>• Balloons</li> <li>• Flowers/plants/seeds/bulbs</li> <li>• Bath accessories</li> <li>• Candles</li> <li>• Sports equipment</li> <li>• Cookbooks</li> <li>• Coupon books</li> <li>• Books/calendars</li> <li>• Reusable grocery bags (ChicoBag)</li> <li>• Magazine subscriptions</li> <li>• Your time/energy</li> <li>• Gift wrap/boxes/bags</li> <li>• Stationary/cards</li> <li>• Seats at sporting events</li> <li>• Tupperware</li> <li>• Healthy foods – bottled water, fruit, spices</li> </ul>

### Helpful Websites:

- **Center for Science in the Public Interest (CSPI)** *Sweet Deals: School Fundraising Can Be Healthy and Profitable*: Offers alternatives, myths, and realities of using foods for fundraising. [www.cspinet.org/schoolfundraising.pdf](http://www.cspinet.org/schoolfundraising.pdf)
- **Association for International Cancer Research**: Ways to raise money using activities. <http://www.aicr.org.uk/Ideas.stm>:
- **Cash Savings Cards**: Credit cards with the organization’s logo on the front and 12-15 local merchants who provide discounts for use on the back. <http://www.cashsavingscard.com/>.

**Chico Bags**: Reusable bags in all shapes and sizes available to be sold by organizations as a way to raise money and increase awareness about the importance of “going green”. <http://www.chicobag.com/>

<sup>1</sup> Healthy Fundraising. <http://www.nojunkfood.org>. Accessed August 11, 2010.

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# Healthy Celebrations



Holidays and celebrations are exciting and special moments in children’s lives! ECE programs can support healthy habits by celebrating events in a healthy way. As children grow, they begin to learn the significance of celebrations and holidays. The earlier children learn to celebrate in a healthy way, the easier it is to convince them that healthy celebrations can be fun. Older children may be more skeptical of changes to celebrations, so make changes slowly and explain to them why celebrating in a healthy way is important. Here are some suggestions to help plan a fun and healthy celebration:

## General Tips

- Celebrate holidays in ways that don’t focus on food: sing songs, play games or do an art project.
- Encourage children to help you make a special, healthy treat.
- Think of healthy alternatives to traditional party foods such as fruit kebabs, pita pizza or mini muffins instead of a large cake. If you feel strongly about having a traditional treat, make healthy substitutions (e.g., substitute unsweetened applesauce for oil in cakes, cupcakes, breads and muffins).
- If you provide favors for birthdays or small gifts for holidays, try small age-appropriate toys like stickers, crayons, modeling dough or trading cards instead of sweets.
- Make a piñata for the class and fill it with small favors (e.g., crayons, stickers, temporary tattoos, scarves or small, age-appropriate small favors) instead of candy.



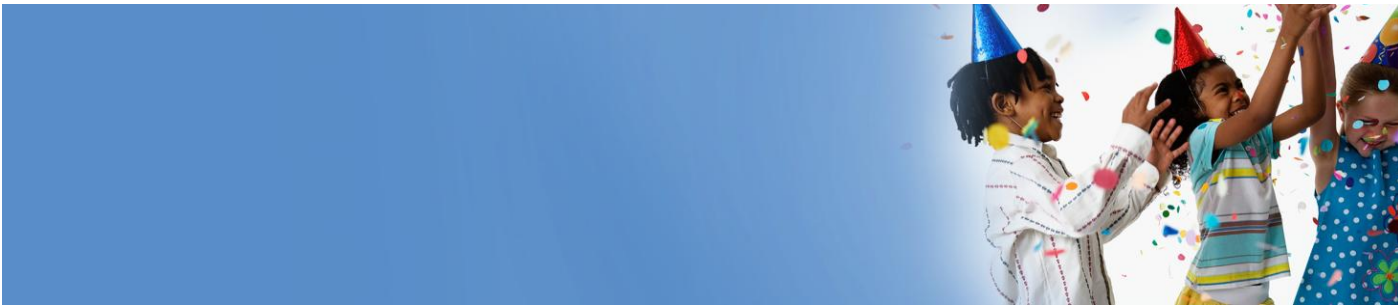
## Suggestions for Healthy Celebration Foods

- Fruit smoothies (blend ice, fresh or frozen fruit, fat-free yogurt, and fat-free milk)
- Birthday kabobs (use a straw instead of a sharp stick) with any kind of fruit
- Small low-fat oatmeal cookies or whole grain fig cookies
- Prepare one of the children’s favorite dishes (in a healthy way) and serve snack-size portions for the class.
- 100% fruit juice freezer pops
- Fruit pizzas using whole grain tortillas topped with low-fat whipped cream and fruit
- Make ice cream cone cakes. Fill ice cream cones with pudding (made with fat-free milk) and decorate with sprinkles.
- Make-your-own pizzas using whole grain English muffins and veggie toppings.
- Mini cupcakes or muffins (decreasing portion size is good, too!)



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## Suggestions for Healthy Foods for Celebrations:

### 8 - 12 Months

- Pureed or soft fruits and vegetables cut into ¼ inch cubes
- Whole grain crackers
- Shredded or cubed ¼ inch natural cheese
- Plain yogurt (made with whole milk)
- Water, formula or breast milk

### 1 - 6 Years

- Fresh, frozen or canned fruits and vegetables cut into small pieces
- Whole grain crackers
- Low-fat cheese cubes or string cheese
- Low-fat or fat-free yogurt
- Water or milk (following age recommendations)

### 6 - 12 years

- Fresh, frozen or canned fruits and vegetables
- Whole grain crackers
- Cheese cubes or string cheese
- Low-fat or fat-free yogurt
- Water, 1% (low-fat) or fat-free milk, 100% juice

## Healthy Ways to Celebrate:

- Allow children to help plan activities and a healthy menu to complement the celebration.
- Serve healthy foods that are the holiday's traditional colors. For example, serve cantaloupe, pumpernickel bread and low-fat cheddar cheese balls at a Halloween party, or vanilla yogurt with blueberries for Hanukkah.
- Decorate using fun holiday centerpieces made out of fruits and vegetables.
- Pass out party favors that promote physical activity (e.g., jump ropes, balls or Frisbees®).
- Plan parties at locations that encourage physical activity, such as a local park, pool or playground.
- Honor the birthday boy or girl with treats other than food, such as allowing them to choose a game or special activity or letting them wear a special crown, sash or badge on their birthday.
- Let children choose a favorite book to read to the class or a favorite physical activity.
- Take a field trip or walk to a fun new destination.
- Host a treasure hunt around the early care and education program, playground or neighborhood.



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## Check-Out (15 min.)



### SET UP:

- Set up any take-away materials assembly line style on the check-in tables;
- Provide a container for participants to drop off nametags;
- Provide a space or box to collect completed Feedback Forms, if desired.



### ACTION:

- Remind everyone about next steps. When they get back to their programs, they need to:
  - Begin implementing changes in the areas of provider and environment;
  - Complete the *Learning Session 2 Discussion Worksheet*; and
  - Begin a storyboard to document and communicate the process of change.
- Bring back to LS3:
  - *Learning Session 2 Discussion Worksheet*; and
  - *Action Plan Worksheet*.



### ACTION:

- Thank participants for being a part of the Learning Collaborative;
- Collect feedback forms; and
- Conduct Raffle



### ACTION:

- Remind participants that the next Learning Session will be held on date: \_\_\_\_\_; and
- Set aside 15 minutes to sit down with your co-trainer(s) and volunteers to discuss and record first thoughts about what went well and what could be improved for future sessions. You may also want to schedule a longer meeting at a later date.



# LS2 Action Period

## Providers Should:

- Complete the *Learning Session 2 Discussion Worksheet*;
- Review the “provider” and “environment” columns on the *Action Plan Worksheet* to begin implementing changes in their home; and
- Begin a storyboard to communicate and document healthy changes made in the areas of healthy eating, physical activity, breastfeeding support, and screen time.
- Bring back to Learning Session 3:
  - *Learning Session 2 Group Discussion Worksheet*; and
  - *Action Plan Worksheet*.

## Technical Assistance

- Call providers to set up a convenient time to visit. Try to set up the visit for as soon after the Learning Session as you can, so that you can support them;
- Let the provider know how long you think it will take;
- REMEMBER to document your Technical Assistance visits on the TA Form; and
- Ask if there is anything that they especially want to focus on or have questions about.

## During the visit:

- Ask what they thought about the Learning Session;
- Walk through the *Action Plan Worksheet* in the *Leadership Team Guide* in the Participant Handbook and help the provider learn how to implement the action steps they developed during Learning Session 2;
- Review items they need to bring back to LS3; and
- Ask if there is anything else they would like to talk about. Encourage them to reach out to you at any time. Be sure they have your contact information.

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