



Seeds for Healthy Eating Habits

A Toolkit for Rhode Island CACFP Child Care Programs

"This project was funded using U.S. Department of Agriculture grant funds."



Welcome!

As a provider of high-quality child care, you and your staff keep children safe and healthy while helping them to develop the skills necessary to succeed both in school and in their lives outside of school. By participating in the federally funded Child and Adult Care Food Program (CACFP), you are also helping to fight hunger and obesity by providing nutritionally balanced meals to the children in your care. The work that you do each and every day is incredibly impactful in shaping the healthy habits of our youth and I'd like to start out this letter by saying, THANK YOU!

But more than that, I wanted to let you know that you are not alone! Child care providers are faced with some of the most challenging circumstances when it comes to meeting the many needs of the children in their care, which include developing not only academic, social, and emotional skills, but also creating an environment that promotes health and wellness. We all know the saying that it takes a village to raise a child, but even that entire village may not be able to get a child to try just one bite of broccoli, which is why we are so excited to present you with this toolkit.

In partnership with Farm Fresh Rhode Island and URI's SNAP-Ed program, the Rhode Island Department of Education was able to apply for and receive grant funding through USDA's Team Nutrition Training Grant Program to support the improved nutritional content of meals and snacks offered in child care centers and family day care homes participating in the CACFP. While this is an important goal, we can all attest to the fact that it's not enough just to offer a child a healthier meal; after all, it's not 'nutrition' unless they actually eat it.

This toolkit represents the culmination of a 3-year effort, during which time we used our Team Nutrition Training Grant funding to engage in a holistic approach to improving the overall wellness environment of child care centers and family day care homes across the state. Interventions included engaging child care professionals through the assessment of their current operations and development of wellness policies, engaging children through learning opportunities designed to connect classroom lessons to the healthy meals being offered within the center or home, and engaging parents by informing them of the work being done to support a healthy lifestyle within the childcare setting and providing them with the resources and tools needed to continue this important work with their children at home. We are so grateful to the many child care providers that participated in this grant and helped to shape the materials in this toolkit. Within the pages of this toolkit you will find resources, best practices, recipes, and training tools that have been tried out with real kids, teachers, administrators, and families and which can be used in your childcare setting to support a well-rounded program that encourages nutritious food choices and a physically active lifestyle for all children in your care.

The routine food choices of young children are determined by their families and adult caregivers and we hope that you are as excited as we are to help your little ones embark on a life-long wellness journey that includes an insatiable appetite for knowledge, activity, and of course, fruits & vegetables! I hope you enjoy this toolkit and find it useful.

In appreciation for all that you do,

Jessica Patroliá, MBA
Nutrition Program Specialist
Rhode Island Department of Education



Rhode Island Team Nutrition Training Grant

Seeds for Healthy Eating Habits that Support a Healthy Child Care Environment

The Rhode Island Department of Education is a USDA Team Nutrition Grant FY17 Grantee. Through our project we have been able to support nutrition education in the childcare environment while promoting compliance with the new CACFP meal patterns. Grant activities have capitalized on nutrition education outreach already being conducted by our community partners, utilizing existing Healthy Way to Grow materials to further develop health action plans while incorporating Team Nutrition materials, specifically the “Grow It, Try It, Like It” curriculum, that brought hands on healthy experiences to children, parents and the community.

In the past, RI has used Team Nutrition funds to support work in the k-12 environment with little to no focus on the early childhood years. CACFP Sponsors are an underserved sector of our community, yet they are incredibly impactful in shaping the healthy habits of our youth. Grant funding supported the development of tools for our Sponsors and their communities to help them best implement the new meal pattern requirements while also directly supporting the children served through these programs in developing life-long healthy habits.

Key grant activities have included the implementation of Team Nutrition materials in classroom instruction and hosting family engagement events that encourage healthy eating by providing recipes and cooking demonstrations that build on classroom lessons.

Based on our Team Nutrition Grant experience working in the k-12 sector, we learned that success in improving the nutritional content of meals and snacks served to children is dependent on a multi-prong approach that includes multiple channels of communication and delivery methods. Our grant activities have delivered nutrition programming to childcare centers, family day care professionals, and families. We delivered basic nutrition and farm to preschool programs to students, which assisted participating children in following healthy eating patterns that align with the recommendations set forth in the 2015-2020 Dietary Guidelines for Americans.

We have worked with food vendors and centers producing their own meals on creating healthier menus while providing training and technical assistance on CACFP meal pattern compliance. In addition to adherence to the new meal pattern, grant activities also focused on increasing the consumption of vegetables and fruits among children utilizing existing Team Nutrition materials.

We feel strongly that by positively influencing the tastes and habits of our youngest learners and their families, they will reap the benefits throughout their school lives and into adulthood. If we can aide in the development of life-long healthy habits for children starting in the childcare setting, the students will be better poised to continue to make healthy choices when they move on to the k-12 environment. This development and progression of healthy habits will be mutually beneficial to both childcare providers and k-12 stakeholders; if children already have the foundation of healthy habits built from their time in the childcare setting, then providers in the k-12 environment will be able to build on these habits and further improve their own nutrition education and food offerings because they will be starting with a more enthusiastic and adventurous customer base.



Meet the Team!



Jessica Patroli
TNT Grant Co-Director
Rhode Island Department of Education



Heidi Hetzler



Kate Balestracci



Jessica Meuleners



Mary Parisi



Stephanie Bush



Taylor Jones



Melissa Fineman



Allison Minugh



Kayla Mulvey



Azade Perin-Monterroso
TNT Grant Co-Director, Consultant
Rhode Island Department of Education

How To Use this Guide

The RI Team Nutrition Grant (TNT) team is happy to share with you several tools and resources taken from our direct implementation of strategies in local child care centers and family home day care centers across the state. In this toolkit, you will find the following sections highlighted below, as well as information and resources for each strategy. These tools will enable you to improve and sustain the health and wellness of the children you serve. Dive in and explore the successful steps you can take to improve your center in the most meaningful way for you and your clients.



Wellness Policy

Written policies set clear standards and expectations about practices that may help create a child care environment that promotes healthy behaviors in children, yet little training or support on this topic has been provided to Rhode Island CACFP sponsors. Learn how to develop strong policies that support health and wellness in your centers and explore resources and step-by-step information to guide that process.



Teachers Training

Explore tools that help you learn how to use the Grow it, Try it, Like it! curriculum in the classroom to promote social and emotional learning, cognitive learning, and physical health. This curriculum helps students develop food literacy skills that will help them build healthy habits for life by incorporating more fruits and vegetables into their diets. This training also serves to build confidence among teachers to use food and gardens as an educational opportunity, even if they have no prior experience. The training demonstrates how to use the curriculum, how to incorporate gardening into a classroom setting, and how to align curriculum activities with the Rhode Island Early Learning and Development Standards (RIELDS).

In-Classroom Modeling



This in-class teacher training presentation is an evidence-based program. The activities are based on components of the Social Ecological Model (SEM) and work in tandem to support the teacher training. This intervention touches on individual and environmental (organizational) settings, and gives teachers an opportunity to see the curriculum in action in their own environment (the classroom). Training also provides an opportunity for teachers to tailor the curriculum to their students' individual needs. It allows teachers to ask questions and imagine how they would carry out their training on their own. See the resources and guides we have gathered for you to be able to implement this kind of strategy by yourself!

Family Engagement

Explore suggestions and tools to help you organize successful family engagement events, maximize resources, build partnership support, and deliver the desired outcome.



Recipes

Diversity is key to engaging children in exploring new flavors and textures. We have selected CACFP recipes that could be easily included in your child care center menus, and even be prepared by individual families at home.



Resources

We have gathered resources to increase your knowledge of CACFP requirements, as well as provide information about seasonal products available in our state that could help you on your menu planning while maximizing your resources and lowering production cost. Resources include teacher training guides, and developing in-classroom lessons that include the tasting of new fruits and veggies.

TABLE OF CONTENTS



Section 1 - Wellness Policy	7
Template Wellness Policy	12
Example Wellness Policy	20



Section 2 - Teachers Training	21
Session Outline	26
2020 Teacher Analysis	34
Center for Early Learning	37
Professionals PD Approval Template	



Section 3 - In-Classroom Modeling	44
Team Nutrition In-Classroom	48



Section 4 - Family Engagement	54
--------------------------------------	-----------



Section 5 - Recipes	59
Fall	62
Winter	71
Spring	87
Summer	100



Section 6 - Resources	114
------------------------------	------------



SECTION 1

Wellness Policy Training & Support

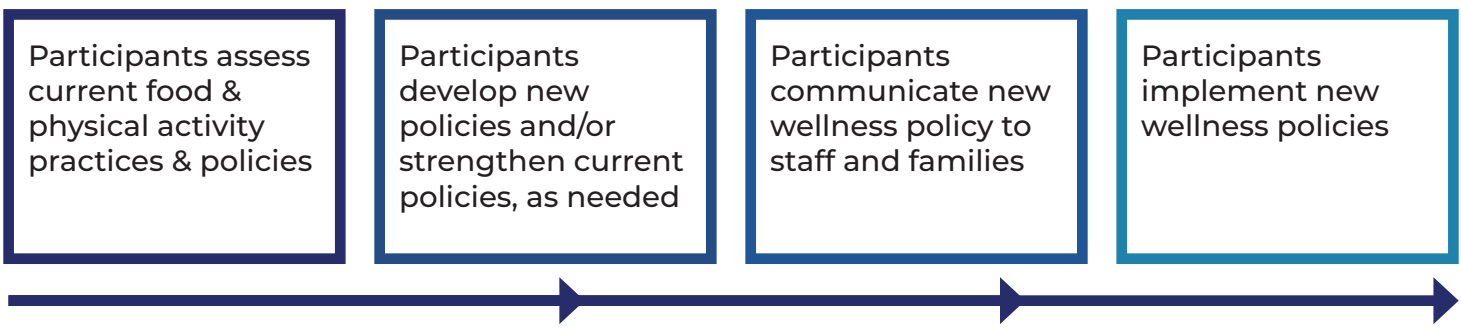


Comprehensive, well-written wellness policies make it easier for administrators, educators, and families to follow guidelines that help keep children healthy. Read on to learn about some user-friendly tools you can use to create or strengthen wellness policies for your program.

Background

Written policies set clear standards and expectations about practices that may help create a child care environment that promotes healthy behaviors in children, yet little training or support on this topic has been provided to Rhode Island CACFP sponsors. This aspect of the grant was implemented to ensure that any changes made to the CACFP sponsors' food and physical activity practices would be intentional, achievable, and sustainable.

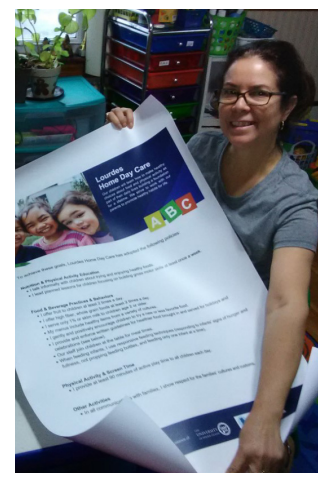
Prior to this grant, the URI SNAP-Ed program piloted the Healthy Way to Grow Wellness Policy Workbook for Early Care and Education with child care center directors to help them create and implement comprehensive wellness policies. The tool and accompanying trainings were well-received by participants. Healthy Way to Grow, which is a joint effort of the American Heart Association and Nemours, was accepted into the USDA SNAP-Ed Toolkit as a practice-based intervention in 2019. The workbook is based on best practices for nutrition, active play, screen time, and other wellness-related topics, and is consistent with Head Start standards and state child care licensing regulations.



Key components of the activity

This intervention consisted of a series of three, two-hour trainings for child care administrators in which they worked to create and implement comprehensive wellness policies for their program. Training topics included:

- The importance of wellness policies in child care settings
- How to write strong wellness policies using the Healthy Way to Grow Wellness Policy Workbook
- Policies for food and nutrition,
- Policies for active play
- Engage staff and families in wellness policy development.



Participants used the Healthy Way to Grow Wellness Policy Workbook to assess their programs' current practices and policies related to wellness and to identify new or strengthened policies they wanted to implement. Group trainings offered an opportunity for participants to share wellness-related challenges and successes, and to brainstorm solutions. Personalized support and technical assistance was provided to each participating organization as they continued to create their wellness policy after the training sessions ended. Specific types of support included prioritization of policies for inclusion, suggestions for strong wording of policies, resource sharing to help programs implement wellness policies, and translation of the final policies into Spanish. The training series was delivered by URI's SNAP-Ed Program, with communication and evaluation support from the Project Coordinator. Once the policies were finalized, each program received full color, laminated posters of their new wellness policy. Three cohorts completed the wellness policy training series.



How Activity Helped Accomplish Overall USDA Grant Objectives

This intervention supported all of the goals of the grant, as a strong wellness policy is important in creating meaningful, sustainable changes to the food environment, mealtime practices, nutrition education activities, and wellness-related family engagement efforts.

Implementation of the Intervention

Modifications/adaptations

The intervention was delivered as planned for the first two cohorts, which included staff and administrators from center-based early care and education programs. In order to deliver the wellness policy training series to the third cohort, which consisted of providers from family child care homes, some modifications were made. In planning the intervention with Children's Friend, the CACFP sponsor for the home-based programs, it became clear that the 50-page Healthy Way to Grow Wellness Policy Workbook would be too lengthy and involved for providers who have very limited time to commit to administrative duties. Furthermore, the main interest in the training series was from Spanish-speaking providers, and the workbook is only available in English. To replace the Wellness Policy Workbook for Cohort 3, URI SNAP-Ed developed a checklist of 49 potential wellness policies based on selected NAPSACC self-assessment materials. NAPSACC is an evidence-based intervention in the USDA SNAP-Ed Toolkit that is designed to enhance nutrition and physical activity practices in early care and education programs. The wellness policy checklist covered the same content areas as the workbook used for the other cohorts but was presented in a shorter, more user-friendly format. The checklist was then translated into Spanish. Training participants received the checklist during the first training, and worked to select and prioritize policies by the final workshop. Just as with the first two cohorts, Cohort 3 also received posters of their personalized wellness policies.

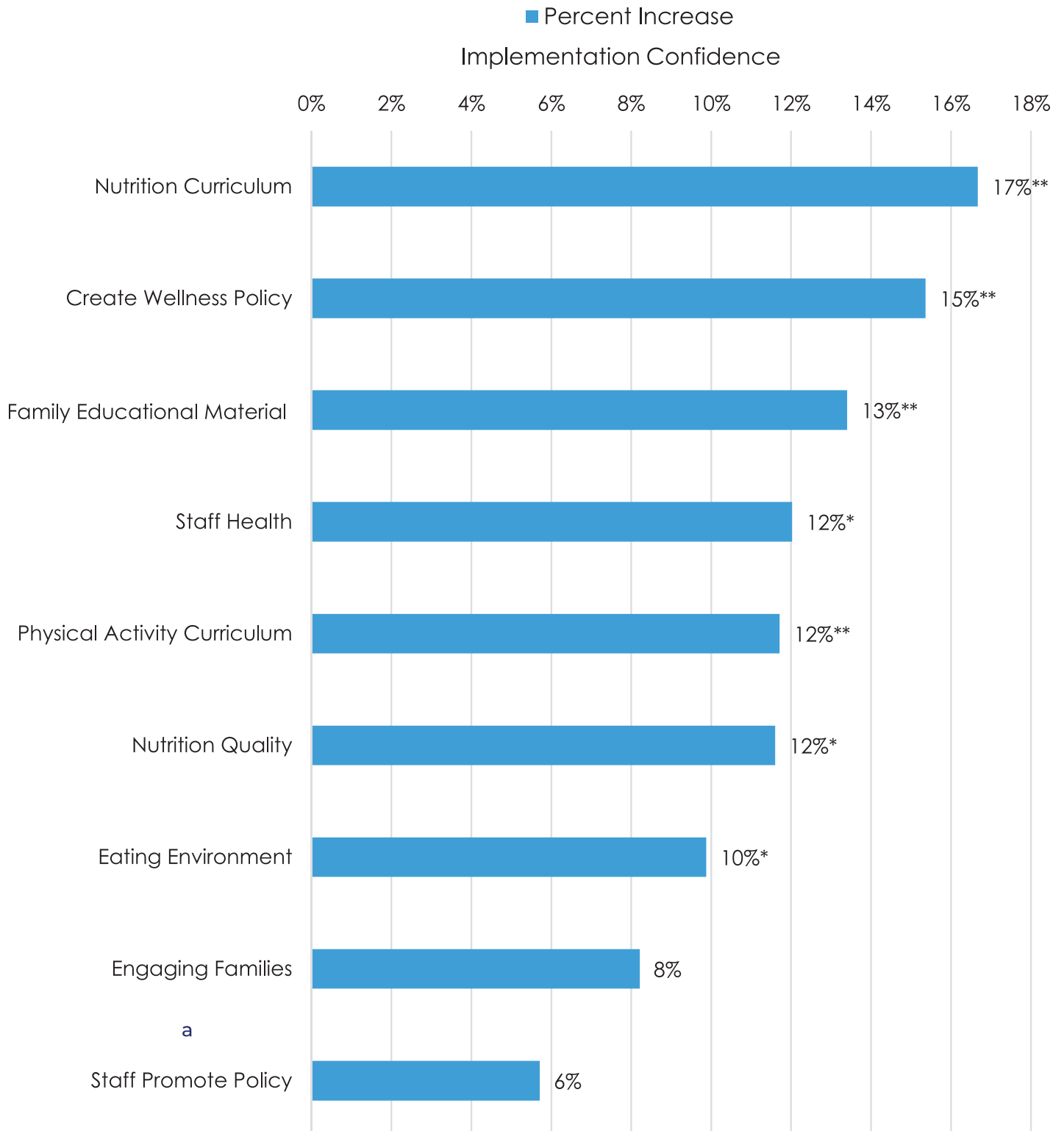
Outcomes

- Participants increase their confidence to create wellness policies for their program.
- Participants increase their confidence to find resources for improving food quality, parent education, staff wellness, nutrition education, and physical activity.
- Participants successfully create a comprehensive wellness policy for their early care and education program.

Wellness Policy Training

The figure below displays the average of responses for implementation confidence pre- and post-Wellness Policy Training. Questions were asked on a scale from 1 (not at all confident) to 4 (very confident). The higher the average score, the more confidence was reported by participants of the Wellness Policy Training to implement what they learned.

Confidence that Eating Behavior, Policies, and Educational Materials can be Improved



Ready to implement a wellness policy at your center or home?

Step 1. Check your program's alignment to best practices regarding healthy habits by using one or more of GO NAP SACC's self-assessments. Self-assessments for both center-based and home-based programs are available at <https://gonapsacc.org/> for the following areas.

- Breastfeeding & Infant Feeding
- Child Nutrition
- Infant & Child Physical Activity
- Outdoor Play & Learning
- Screen Time
- Oral Health

Step 2. Use one of the following tools to guide you through the process of writing and/or selecting wellness policies for your program.

Healthy Way to Grow Wellness Policy Workbook



URI SNAP-Ed Wellness Policy Checklist for Home Daycares

TEMPLATE- WELLNESS POLICY FOR HOME DAYCARES

Your name: _____
Child care program name: _____

Nutrition & Physical Activity Education:

Choose at least 1 policy in this section

Nutrition Education for Staff, Children, and Parents

- I lead planned nutrition education activities at least one time per week.
- I talk informally with the children about trying and enjoying healthy foods.
- I complete annual professional development on child nutrition.
- I offer families information on child nutrition 2 times per year or more.

Physical Activity Education

- I lead planned lessons for children focused on building gross motor skills at least 1 time per week.
- I often talk with children informally about the importance of physical activity.
- I complete annual professional development on children's physical activity.
- I offer families information on children's physical activity 2 times per year or more.

Other nutrition/physical activity education policies:

- _____
- _____
- _____

1

Step 3. Communicate your new policy to staff, families, and the community and make a plan for implementation. Wellness policies are best put into action by teams of staff, parents, and community members.

Step 4. Evaluate your wellness policy annually, or more frequently if needed. Which policies have been partially or fully implemented? Which policies need more attention?

For questions and resources related to creating and implementing wellness policies in your child care program, contact the URI SNAP-Ed Program at 1-877-FOOD-URI (1-877-366-3874) or visit <https://uri.edu/SnapEd>.

TEMPLATE- WELLNESS POLICY FOR HOME DAYCARES

Your name: _____

Child care program name:

Nutrition & Physical Activity Education:



Nutrition Education for Staff, Children, and Parents

- I lead planned nutrition education activities at least one time per week.
- I talk informally with the children about trying and enjoying healthy foods.
- I complete annual professional development on child nutrition.
- I offer families information on child nutrition 2 times per year or more.

Physical Activity Education

- I lead planned lessons for children focused on building gross motor skills at least 1 time per week.
- I often talk with children informally about the importance of physical activity.
- I complete annual professional development on children's physical activity.
- I offer families information on children's physical activity 2 times per year or more.

Other nutrition/physical activity education policies:

- _____
- _____
- _____

Food & Beverage Practices & Behaviors

Choose at least 1 policy in this section

- My program serves healthy meals and snacks daily that follow USDA CACFP meal patterns.

Fruits and Vegetables

- I offer fruit to children at least 2 times a day.
- I only offer fruit canned in its own juice (no syrups), fresh, or frozen.
- I offer vegetables to children at least 2 times a day.
- I only offer vegetables steamed, boiled, roasted, or lightly stir-fried with little added fat.

Meats, Fats, and Grains

- I offer fried or pre-fried (frozen and breaded) meats (chicken nuggets) or fish (fish sticks) once a week or less.
- I offer fried or pre-fired potatoes (French fries, tater tots, hash browns) once a week or less.
- I offer high fat meats like sausage, bacon, hot dogs, or bologna once a week or less.
- I offer beans or lean meats at least once a day.
- I offer high fiber, whole grain foods at least 2 times a day.
- I offer sweets or salty foods less than once a week or never.

Beverages

- I make drinking water freely available so children can serve themselves both inside and outdoors.
- I rarely or never offer sweetened drinks other than 100% juice.
- I rarely or never serve juice. We provide water and milk for thirst.
- I serve only 1% or skim milk to children age 2 or older.

Menus and Variety

- My menus include healthy items from a variety of cultures.
- My menus include a combination of new and familiar foods.

Feeding Practices

- I help children determine if they are full before removing their plate.
- I help children determine if they are still hungry before serving additional food.
- I gently and positively encourage children to try a new or less favorite food.
- I do not use food to encourage positive behavior.

Foods Offered Outside of Regular Meals and Snacks

- I provide and enforce written guidelines for healthier food brought in and served for holidays and celebrations.
- We celebrate holidays with mostly healthy foods or non-food treats.

Supporting Healthy Eating

- Our staff join children at the table for meal times.
- We do not have television or videos on during meal or snack times.
- Our program serves meals family style to allow children who are ready to choose and serve foods themselves.
- Our staff always consumes the same food and drink as the children.
- Our staff rarely eats less healthy foods in front of the children.

Infant Feeding

- I provide a quiet, comfortable space for mothers to breastfeed or express breast milk.
- I complete annual professional development on promoting and supporting breastfeeding.
- When feeding infants, I use responsive feeding techniques (responding to infants' signs of hunger and fullness, not propping feeding bottles, and feeding only one infant at a time).
- I inform families about what, when, and how much their infants eat each day through a written and verbal report.
- I complete annual professional development on infant feeding and nutrition.

Other food/beverage policies:

- _____
- _____
- _____

Physical Activity & Screen Time

Choose at least 1 policy in this section

Active Play and Inactive Time

- I provide at least 90 minutes of active play time to all children each day.
- We ensure that children are rarely seated for periods of more than 15 minutes.
- I offer tummy time to non-crawling infants 4 times per day or more.
- I often use physical activity during daily routines, transition, and planned activities.
- I often encourage children to be active and join children in active play.
- We rarely or never show television and videos.

Other physical activity/screen time policies:

- _____
- _____
- _____

Other Activities

Choose at least 1 policy in this section

- Each year I do a self-assessment of my progress on wellness goals.
- In all communications with families, I show respect for the families' cultures and customs.

Other policies:

- _____
- _____
- _____

Modelo de Póliza de Bienestar para Guarderías

Su nombre: _____

Nombre de guardería (cómo debe aparecer en su poster de la póliza de bienestar):

Educación sobre Nutrición y Actividad Física:

Elija por lo menos 1 póliza en esta sección

Educación Nutricional para el Personal, Niños y Padres

- Dirijo actividades planificadas de educación nutricional al menos una vez a la semana.
- Hablo informalmente con los niños sobre probar y disfrutar alimentos saludables.
- Participo en desarrollo profesional anual sobre nutrición infantil.
- Les ofrezco información a las familias sobre nutrición infantil 2 veces al año o más.

Educación Física

- Dirijo lecciones planificadas para niños enfocadas en desarrollar habilidades motoras gruesas al menos 1 vez a la semana.
- Frecuentemente hablo de manera informal con los niños sobre la importancia de la actividad física.
- Participo en desarrollo profesional anual sobre la actividad física infantil.
- Les ofrezco información a las familias sobre la actividad física infantil 2 veces al año o más.

Otras pólizas de educación sobre nutrición/actividad física:

- _____
- _____
- _____

Prácticas y Hábitos de Alimentos y Bebidas

Elija por lo menos 1 póliza en esta sección

- Mi programa diariamente sirve comidas y meriendas saludables que siguen los patrones de comida de USDA CACFP.

Frutas y Vegetales

- Les ofrezco fruta a los niños por lo menos 2 veces al día.
- Solo ofrezco fruta enlatada en su propio jugo (jarabes no), fresca o congelada.
- Les ofrezco vegetales a los niños por lo menos 2 veces al día.
- Solo ofrezco vegetales al vapor, hervidos, asados o ligeramente salteados con poca grasa agregada.

Carnes, Grasas y Granos

- Ofrezco carnes (Nuggets de pollo) o pescado (deditos de pescado) fritos o pre-fritos (congelados o empanizados) una vez a la semana o menos.
- Ofrezco papas fritas o pre-fritas (papas a la francesa, tater tots, hash browns) una vez a la semana o menos.
- Ofrezco carnes altas en grasa como salchicha, tocino, hot dogs o boloña una vez a la semana o menos.
- Ofrezco habichuelas o carnes magras al menos una vez al día.
- Ofrezco alimentos de grano integral altos en fibra al menos 2 veces al día.
- Ofrezco alimentos dulces o salados menos de una vez a la semana o nunca.

Bebidas

- Tengo agua potable disponible sin restricciones para que los niños se sirvan solos tanto adentro como afuera en el patio.
- Raramente o nunca ofrezco bebidas azucaradas (aparte de 100% jugo).
- Raramente o nunca sirvo jugo. Proveemos agua y leche para la sed.
- Solo sirvo leche 1% o sin grasa a los niños de 2 años y mayores.

Menús y Variedad

- Mis menús incluyen productos saludables de una variedad de culturas.
- Mis menús incluyen una combinación de alimentos nuevos y familiares.

Prácticas de Alimentación

- Les ayudo a los niños a entender si están llenos antes de retirarles su plato.
- Les ayudo a los niños a entender si aún tienen hambre antes de servirles comida adicional.

- Animo a los niños de una forma delicada y positiva a probar alimentos nuevos y menos preferidos.
- No uso la comida para animar un comportamiento positivo.

Alimentos Ofrecidos Fuera de las Comidas y Meriendas Regulares

- Proporciono y hago cumplir las reglas escritas para alimentos más saludables traídos y servidos para los días festivos y las celebraciones.
- Celebramos los días festivos con alimentos mayormente saludables o sorpresas que no sean comida.

Apoyando una Alimentación Saludable

- Nuestro personal se sienta con los niños en la mesa a la hora de comer.
- No tenemos la televisión o videos puestos durante las horas de comida y meriendas.
- Nuestro programa sirve comidas estilo familiar para dejar a los niños que están listos a elegir y servirse los alimentos ellos mismos.
- Nuestro personal siempre consume los mismos alimentos y bebidas que los niños.
- Nuestro personal raramente come alimentos menos saludables en frente de los niños.

Alimentación del Bebé

- Tenemos un espacio tranquilo y confortable para que las madres amamanten o extraigan leche materna.
- Participo en desarrollo profesional anual sobre la promoción y apoyo a la lactancia materna.
- Al alimentar a los bebés, uso técnicas de alimentación responsiva (respondiendo a las señales de hambre y saciedad de los bebés, no apoyando las botellas y alimentando a solo un bebé a la vez).
- Les informo a las familias sobre qué, cuándo y cuánto comió su bebé cada día a través de un reporte escrito y verbal.
- Participo en desarrollo profesional sobre alimentación y nutrición del bebé.

Otras pólizas de alimentos/bebidas:

- _____
- _____
- _____

Actividad Física y Tiempo de Pantalla

Elija por lo menos 1 póliza en esta sección

Juego Activo y Tiempo Inactivo

- Proporciono al menos 90 minutos de juego activo a todos los niños cada día.
- Nos aseguramos de que los niños raramente estén sentados por más de 15 minutos.
- Para los bebés que no gatean, ofrezco tiempo boca abajo a 4 veces al día o más.
- Frecuentemente uso la actividad física durante las rutinas diarias, transiciones y actividades planificadas.
- Frecuentemente animo a los niños a ser activos y participo en juego activo con ellos.
- Raramente o nunca mostramos la televisión y videos.

Otras pólizas de actividad física/tiempo de pantalla:

- _____
- _____
- _____

Otras Actividades

Elija por lo menos 1 póliza en esta sección

- Cada año hago una autoevaluación de mi progreso en las metas de bienestar.
- En todas las comunicaciones con las familias, demuestro respeto por las culturas y costumbres de las familias.

Otras pólizas:

- _____
- _____
- _____

Example Wellness Policy

The Children's Workshop

Our children, staff and families will learn how to make healthy choices about food and physical activity as part of their daily lives – building a foundation for a lifetime. Our staff model healthy eating and physical activity.

We strive to work with our parents to promote healthy habits for life.



To achieve these goals, The Children's Workshop has adopted the following policies:

Nutrition & Physical Activity Education

- Nutrition education is provided through monthly nutrition activities, mealtime discussions about food, and inclusion of nutrition games and books in our learning centers.
- Children are offered education about the health benefits of physical activity at least once a month.
- Staff members receive training on nutrition, physical activity or food safety at least twice per year.

Food & Beverage Practices & Behaviors

- Healthy meals and snacks that follow the USDA CACFP meal patterns are provided daily. Food provided from home needs to be approved by the center director.
- Birthdays are recognized in a monthly celebration; guidelines will be center based and provided by the School Director regarding healthy options.
- Non-food alternatives will be encouraged for special events.
- Our center encourages healthy celebrations. Childcare providers will be provided with suggestions for healthier celebration foods and non-food activities.
- Staff and children will practice family style serving at all meals.

Physical Activity & Screen Time

- Children have outdoor active playtime at least two times daily, weather and air quality permitting. Please reference the weather quality guide. Indoor gross motor activities will be provided if weather is not permitting.
- Among children two and older, screen time is limited to no more than 30 minutes total per week and no more than 15 minutes per session. Only educational or physical activity programming is shown under direct supervision.

Other Activities

- All snacks and meals provided at staff meetings and events include healthy foods and beverages.
- Education on healthy lifestyles is offered to parents at least twice yearly. Materials are written in a language and at a level the families can understand.
- In all communications with families, early childhood providers show respect for families' cultures and customs.
- Review of wellness policies is done once a year to determine what, if any, changes are needed.



SECTION 2

Teacher Training

It's never too early to start teaching children about healthy eating habits. Take a peek at this section for free tools you can use to train your educators to implement an evidence-based nutrition education and gardening curriculum.

Background

A 2016 needs assessment of 9 child care centers in two urban areas of Rhode Island showed that nutrition training for staff is typically limited to basic food safety and CACFP information, is often conducted by a program director who is not trained extensively in nutrition, and does not cover feeding practices or child development related to eating (URI SNAP-Ed Internal Reports, 2016). Reported barriers to nutrition training included limited training offerings in the state and inconvenient times and locations of available trainings. The assessment also found that although some centers reported incorporating nutrition education into their program, none of the centers were using an evidence-based nutrition education curriculum.

This component of the Team Nutrition grant sought to address these issues by providing on-site nutrition education trainings based on USDA Team Nutrition Grow It, Try It, Like It curriculum materials. Teacher trainings were delivered jointly by staff from both URI SNAP-Ed and Farm Fresh RI to child care sites that had already participated in the grant's wellness policy training series, as part of a multilevel approach to support sustainable improvements in CACFP sponsors' practices related to healthy eating, physical activity, and nutrition education.

As stated in the Grow It, Try It, Like It! curriculum, student participation in growing fruits and vegetables increases their willingness to taste them, and gives them food literacy skills early on that will help them make healthy choices later on in life and will help them incorporate fruits and vegetables into their diets. Growing food and gardening provides opportunities that align with learning standards and academic achievements in science, health, language, history, and literacy. It aids in the development of fine motor skills, a sense of self and individual responsibility, cultural awareness, and critical thinking. Gardening can be an intimidating practice, especially if teachers do not have previous experience or do not have access to a garden at their place of work. This training serves to build confidence among teachers who have no prior experience in growing food. The training shows how it easy it can be to incorporate an indoor garden into a classroom setting all year round.

Key Components of the Activity

This intervention included a one-time, two-hour training for frontline teaching staff that included an introduction to the USDA Grow It, Try It, Like It curriculum, an overview of nutrition guidelines for young children, tips for growing edible plants in the preschool environment, and discussion of best practices for encouraging children to try new, healthy foods.

Farm Fresh Rhode Island's role in the teacher training was to inform teachers about local Rhode Island agriculture and introduce the possibilities of growing food in the classroom as a powerful education tool in the development of social and emotional learning, cognitive learning, and physical health. In order to successfully introduce gardening into the classroom, it is important to know best practices for indoor gardening as well as the limitations presented by living in Rhode Island's temperate climate zone. Some Grow It, Try It, Like It! curricula examples grow best in gardens, but there are plants that can grow inside any time of the year. Similarly, seasonal fruits and vegetables are easily substituted into the curriculum to feature local foods, which would expand the children's learning. To help navigate these deviations, teachers were presented with a handout indicating which fruits and vegetables are best suited to thrive in a classroom

I really enjoyed the hands-on activities and group discussion!



environment, as well as other tips and tricks to ensure a successful classroom garden.

In order to put all the information presented into practice, Farm Fresh RI modeled a planting activity that is easy for teachers to replicate with students. This included creating planting pots out of newspaper, and planting a variety of seasonal produce.

Each site was presented with a box of materials to facilitate implementation of growing food using the Grow It, Try It, Like It! curriculum in the classroom. Each box included: pots, soil, seeds, popsicle sticks for indoor planting, story books about fruits, vegetables, and gardening; a vegetable brush for harvesting, a cutting board for food prep, and “I tried It” stickers to award students for trying new fruits or vegetables. The box itself could be used as a Mystery Box by the center.

How Activity Helped Accomplish Overall USDA Grant Objectives

This activity supported to two key objectives in Rhode Island’s Team Nutrition Training grant:

Objective 2

Equip early child care programs throughout Rhode Island with the tools and training needed to create and maintain an environment that promotes healthy eating practices:

The teacher trainings functioned to ensure that teachers had the skills and materials necessary to include nutrition education as part of their classrooms’ learning activities and daily routines. This in turn helped support implementation of their program’s newly created wellness policies and ensured that the program had consistent messaging regarding healthy behaviors.

Objective 3

Increase children’s acceptability of vegetables and fruits in CACFP child care centers and Family Day Care Centers:

The Grow It, Try It, Like It! teacher trainings emphasized the importance of consistently exposing young children to new and often disliked foods (vegetables) through hands-on growing activities, with the goal of creating a child care environment that promotes and celebrates vegetable and fruit consumption every day.

Implementation of the Intervention

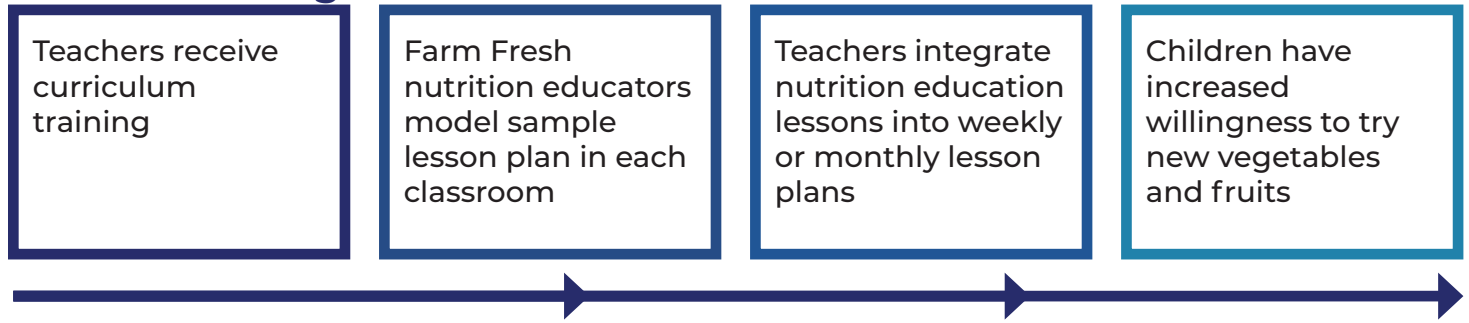
Delivering the Intervention in the Field

The intervention was delivered almost exactly as planned for the first two cohorts, which included center-based early care and education programs. One deviation occurred when centers could not allocate the required amount of time to include building planting pots from newspaper. In these cases, the centers could only allocate an hour and a half to the training, in which case, the activity was modified and plastic cups were used instead of newspaper pots.

The other deviation that occurred was when the training took place with larger groups of teachers. In these cases, the activity was adapted to maximize time management and minimize waste of resources. In this modification the newspaper potting activity was replaced with a sprouting activity (also from the Grow It, Try It, Like It! Curriculum). Teachers were taught how to sprout beans in a plastic bag using only damp paper towels, a few staples, and sunlight.

In order to deliver the teacher training to the third cohort, which consisted of all Spanish-speaking providers from family child care homes, some modifications had to be made. The main adjustment was that a different nutrition education curriculum had to be selected, due to the Grow It, Try It, Like It curriculum only being available in English. URI SNAP-Ed identified an alternate, age-appropriate curriculum, Healthy Habits for Life/ Hábitos Saludables para Toda la Vida, which is available in both English and Spanish and is considered an evidence-based curriculum in the SNAP-Ed Toolkit.

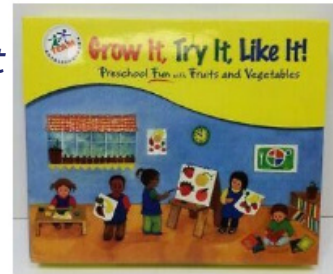
Intervention Logic Model



Desired Intervention Outcomes

- Teachers increase their confidence to teach nutrition lessons in their classroom
- Teachers increase their confidence to do planting activities in their classroom
- Teachers increase their confidence to introduce children to a new fruit or vegetable
- Teachers increase their confidence to talk to children about how food grows
- Teachers will report they are very likely to implement Grow It, Try It, Like It curriculum activities in their classroom

Interested in teaching healthy habits and engaging children in growing their own food? The Grow It, Try It, Like It curriculum is a FREE resource to help you do just that!



Step 1. Order your FREE Grow It, Try It, Like It curriculum kit(s). Go to the Team Nutrition website <https://www.fns.usda.gov/tn> and click on “Order Team Nutrition materials.” For bulk orders, contact the RIDE Child Nutrition Program office.

Step 2. For training materials, go to RIDE’s website <https://www.ride.ri.gov/cnp/> and click on “Child and Adult Care Food Program” then “<<insert correct webpage name>>”. Training materials include:

- Curriculum training facilitator’s guide
- RIELDS alignment guide
- Eat with the Seasons local produce guide
- Easy tips for growing food in classrooms
- Center for Early Learning Professionals PD approval template

Step 3. Get growing! Whether you have an outdoor garden or a sunny windowsill, you can give children the unique experience of growing edible plants. URI’s Master Gardener program provides gardening support and free seeds every January.

Have a question?
Send an email with your questions and photos anytime, or make a seasonal visit or phone call March through October, Monday–Thursday, 9 a.m. – 2 p.m.

Call: 401.874.4836
Email: gardener@uri.edu
Address: URI Mallon Outreach Center 3 East Alumni Ave., Kingston, RI 02881
Visit: uri.edu/mastergardener

GARDENING AND ENVIRONMENTAL HOTLINE

For questions about implementing the Grow It, Try It, Like It curriculum in your child care program, contact the URI SNAP-Ed Program at 1-877-FOOD-URI (1-877-366-3874) or visit <https://uri.edu/SnapEd>.



Grow It, Try It, Like It facilitator guide

Introduction:

This guide is meant to assist early care and education professionals in training preschool and Head Start teachers to use the USDA's Grow It, Try It, Like It nutrition and gardening curriculum in their classrooms. Estimated training time required is 1.5 hours.

Materials needed:

- Grow It, Try It, Like It curriculum kits* (1 per classroom)
- MyPlate Poster (included in curriculum kit)
- Handout: A Variety of Fruits & Veggies Each Day Keeps you Healthy so You Can Play!
- Grow It, Try It, Like It RIELDS alignment guide
- Grow It, Try It, Like It Curriculum Scavenger Hunt worksheet
- Grow It, Try It, Like It curriculum training slides (can be shown on Power Point or printed out)
- Post-training evaluation
- Optional: small cups or pots, potting soil, seeds, seasonality handout, and gardening tips handout for a planting activity

*To order your FREE Grow It, Try It, Like It curriculum kit, go to <https://www.fns.usda.gov/tn> and click on "Order Team Nutrition materials."

For bulk orders, contact your state CACFP office.



Session Outline:

Activity	Time	Method	Materials
Introductions/ icebreaker	5 min		
MyPlate & Nutrition Guidelines for Preschoolers	15 min	Review nutrition concepts	MyPlate poster A Variety of Fruits & Veggies handout
Get to know the curriculum	15 min	Explain the curriculum how it aligns with RIELDS	Grow It, Try It, Like It curriculum RIELDS alignment guide
Growing background & importance	20 min	Review growing activities in the curriculum and other examples of items that grow well inside	Growing handout Local food trivia & Eat with the Seasons handout Planting activity (optional)
Scavenger hunt & curriculum planning activity	15 min	Individual/small group work	Scavenger Hunt
Help vs Hinder Activity	10 min	Present phrases, allow participants to decide if each one helps or hinders	
Wrap-up/Evaluations	10min	Group discussion	Post-Evaluations

Script:

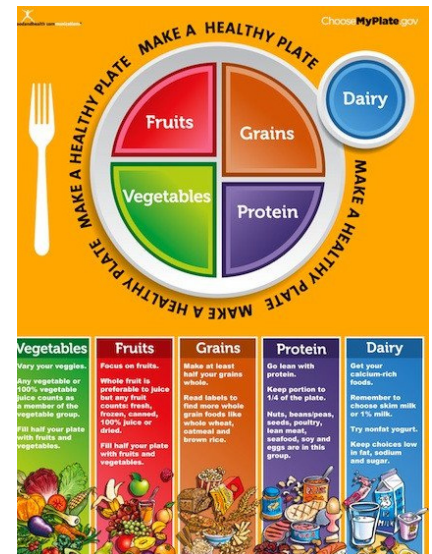
Introductions/ Ice Breaker

- Icebreaker
 - Go around and introduce yourself by telling us your name, your favorite fruit or vegetable, and if you have gardened before/feel comfortable gardening in your classrooms.
- Goals for the day:
 - We are here to help you learn more about what a preschooler's nutritional needs are and how you can help facilitate those needs through a garden-based curriculum.
 - Our goal today is to help you feel comfortable introducing fruits and vegetables to preschoolers in new, fun, and engaging ways.
 - We also understand that gardening and implementing a new curriculum can be intimidating. So, we want to show you how easy this can be and help you feel confident in teaching this curriculum in your own classrooms.



MyPlate & Nutrition Guidelines for Preschoolers

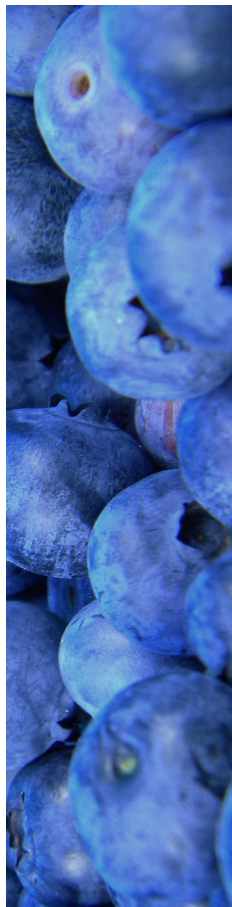
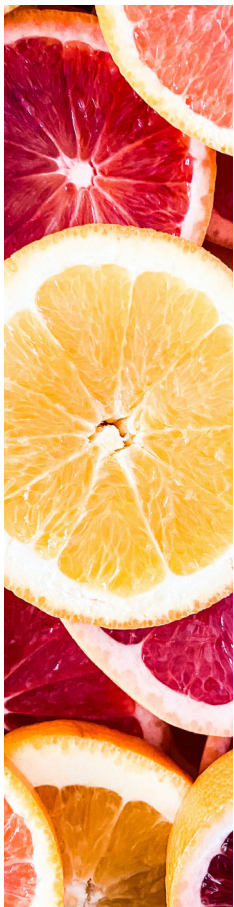
- Today we will start by going over some background information on basic nutritional needs for young children.
- Why do you think nutrition is so important for young children?
 - **Growth**- We want them to be a healthy weight, not too overweight or underweight.
 - **Development**- The brain is rapidly developing and needs lots of nutrients. Malnourished kids are at higher risk for learning disabilities and behavior problems.
 - **Lifelong eating habits**- Food preferences and habits are formed starting from birth. We need to introduce a variety of healthy foods right from the start.
- I want to read a few statistics to really put into perspective why the work you do in encouraging healthy eating habits is so important.
 - Only 29% of children consume vegetables daily.
 - French fries make up about 25% of the vegetables children eat.
 - 40% of kids' daily calories are "empty calories" or calories that have little to no nutritional value.
- So, you may be asking yourself, what should our young children be eating? How many of you are familiar with the 5 food groups?
 - Great! Who can name a food group for me? (fruits, vegetables, grains, dairy, protein)
 - **[SHOW MyPlate poster]** This figure is called MyPlate. How many of you have seen MyPlate before?
- What do you notice about the MyPlate?
 - **Colorful** – each color represents a different food group and each food group helps keep our bodies healthy in different ways.
 - **Portions** – what group is the biggest? (vegetables & grains) How much of our plate is fruits and vegetables? (half)
- Let's briefly go through each food group [point to each food group on the poster]
 - **Orange** = Grains. Grains give our bodies energy. Whole grains such as whole wheat pasta, whole wheat bread, popcorn, oatmeal, whole wheat tortillas, etc. also give our bodies fiber. Fiber helps keep us feeling full, keeps our digestive system regular, and protects our bodies from disease.
 - **Purple** = Protein. Protein helps build and maintain our muscle. Look for lean proteins such as chicken, turkey, beans, legumes, and eggs.
 - **Blue** = Dairy. Does anyone know what mineral is in dairy? Calcium! Calcium helps keep our bones and teeth healthy and strong. Consuming dairy starting at a young age and continuing to consume it as we age is a great way to build up our calcium stores and protect us from brittle bones and osteoporosis as we get older.
 - ◇ NOTE: In the CACFP meal patterns, yogurt and cheese are counted as proteins (meat/meat alternate component) while milk is its own component.
 - **Red and Green** = fruits and vegetables. We are constantly told and we find ourselves telling children to eat their fruits and vegetables. This is because we are told they are good for us and really important for our health. But, do we really understand how great they can be and everything they do for us? Let's take a closer look.



MyPlate poster

There are so many different colors when it comes to fruits and vegetables. Each color does something different for our bodies. What are some of your favorite **GREEN** fruits and vegetables? **YELLOW/ORANGE**? **RED**? **PURPLE/BLUE**? **BROWN/WHITE**? Let's look at a handout that shows us why each color is important. **[PASS OUT A Variety of Fruits & Veggies Each Day Keeps you Healthy so You Can Play! Handout and/or SHOW slide 3]**

- What do **YELLOW/ORANGE** fruits and veggies do for your body? (keep your eyes healthy, as well as your skin)
- What do **PURPLE/BLUE** fruits and veggies do for your body? (help your brain stay sharp, by helping you to learn and remember)
- What do **GREEN** fruits and veggies do for your body? (keep your digestive system healthy by helping to move food through your body)
- What do **RED** fruits and veggies do for your body? (keep your heart strong)
- What do **BROWN/WHITE** fruits and veggies do for your body? (keep your muscles strong and support a healthy immune system)
- We want to make sure we eat a variety of fruits and vegetables from all colors so that we get as many different nutrients as possible to keep our whole body healthy.
- Does anyone know the daily recommended amount of fruit for preschoolers? (2 cups) How about vegetables? (2 cups)
 - It is recommended that preschool age children eat at least 2 cups of fruits and at least 2 cups of vegetables each day. Adults should aim for at least 2 cups of fruit and at least 3 cups of vegetables every day.
- Now that we know how important fruits and vegetables are, let's dive deeper into how we can use a curriculum to encourage children to be curious and open to fruits and vegetables because we all know that is not always the easiest things to do.



Get to know the Grow It, Try It, Like It Curriculum

- Preschool children have a natural curiosity about the world around them. This curiosity can lead to an early development of food habits, attitudes, and preferences. That's why it is so important that we give them positive experiences at an early age.
- Today we are learning more about Team Nutrition's Grow It, Try It, Like It curriculum. This curriculum is filled with many activities that involve the children in a hands-on way. Helping them discover where food comes from, how it grows, looks, tastes, feels, smells, and even how it changes once prepared can:
 - Open their minds to eating familiar and new fruits and vegetables
 - Create a positive relationship with food and nutrition
 - Create healthy habits that will last them a lifetime
- **[Hand out the curriculum kits for participants to look through]**
- Throughout the kit are three main concepts:
 - Children can have fun while learning about nutrient and fiber-rich foods such as fruits and vegetables.
 - Fruits and vegetables grow from plants or trees in the ground, are harvested, and are taken from the farm/orchard to grocery stores and farmers' markets.
 - Fruits and vegetables can be prepared and eaten in many different and fun ways.
- If you open your kit, you will see that it includes 7 booklets with 6 of those featuring a fruit or vegetable with fun activities based in an imaginary garden called "Tasty Acres Farm" (show outline of tasty acres farm).
 - **Booklet 1**
 - ◇ The Booklet 1 folder has a MyPlate poster (used earlier) and 2 CDs in it. The poster is for you to hang up in your classrooms, teach the children about MyPlate and the food groups, and serves as a visual for you to keep referring to throughout the units.
 - ◇ Booklet 1 serves as an introduction to the rest of the curriculum. It will tell you how to use the curriculum as well as give you supportive resources. Those resources include a teaching guide, garden arts and crafts, paper master copies, and more. Here are some
 - ▶ Turn to page 19: The Garden Arts and Crafts help compliment the different fruit and vegetable units. These activities may feature a specific fruit or vegetable but you can branch out and be creative by substituting any fruit/vegetable in the activity. There are "Activity Connections" sprinkled throughout the rest of the 6 booklets to give suggestions on when to complete an art and craft activity.
 - ▶ Turn to page 40: The final section in this book is called Tool Shed Resources. These are materials to help enhance lessons and give you strategies to make the lessons successful.
 - Handwashing and polite tasting guidelines
 - Making a mystery box



- Ways to serve fruits and vegetables
- A list of books based on fruits and vegetables that you can read to the children
- Fruit and vegetable drawings to show the children during lessons
- Blackline masters that are used in a variety of activities
- ▶ CD #1 has videos on all 6 featured fruits and vegetables. These videos are part of an activity found in each of the booklets.
- ▶ CD #2 contains PDF versions of the curriculum, activity sheets, and more resources for nutrition education.
- **Booklets 2-7**
 - ◇ Booklets 2-7 feature a specific fruit or vegetable - crookneck squash, spinach, sweet potato, cantaloupe, peach, and strawberry. The booklets have an identical setup that includes planning charts, activities, and parent newsletters that can be sent home throughout each booklet. The activities are categorized into:
 - ▶ A: Hands-on activities to introduce the fruit or vegetable
 - ▶ B: Planting activities help children learn how the fruit or vegetable grows
 - ▶ C: Songs and stories feature singing, dancing, reading, and the educational video
 - ▶ D: Nutrition education activities include an intro to MyPlate, food groups, and a physical activity to try with the children.
 - ◇ Each activity will have a materials section, tell you what to do ahead of time, how much time is needed, give you objectives, point out an activity connection, and point out and vocabulary words or “words to grow”. There are many opportunities to include a tasting activity. The more you can have the children try the fruit or vegetable, the better. However, we know this is not always possible. You can still complete the activity without the tasting portion. There is only one activity in every book (D2) that is solely a tasting activity.
 - ◇ At the end of each booklet, will be a Growing at Home Materials section. These are the parent newsletters that can be sent home with the children to engage the families in what they are learning.
- **Grow It Try It Like It RIELDS Alignment**
 - ◇ When you use this curriculum to teach about fruits and vegetables in your classroom, you are addressing the Rhode Island Early Learning and Development Standards. Here is a document that offers suggestions for how to align each lesson to the RIELDS. [Pass out Grow It Try It Like It RIELDS alignment guide]
 - ◇ This guide is organized by component and then lists what activities fall under each component. Keep in mind that these are only suggestions, and you should always use your discretion to plan developmentally appropriate educational activities for your students.
- Okay! Now that you have a general idea of how the curriculum is laid out and how it aligns, let’s learn more about the importance of gardening as another form of nutrition education and how easy this can be in your classrooms.

Growing Background & Importance

- How many of you have gardened or grown their own food before? What is your favorite part about gardening?
- Growing food can be a very powerful educational tool with the ability to provide so many benefits, such as:
 - It creates a connection to the natural world and promoting environmental stewardship.

- It encourages active work and physical activity, unstructured and structured play and exploration.
- Growing food nurtures responsibility and creates opportunities for children to work together cooperatively.
- Garden activities and events are a great way to create meaningful family engagement
- **There is evidence that preschool-age children eat more fruits and vegetables when they have access to gardens and growing food.**
- Gardening provides so many opportunities to align with learning standards and academic achievement:
 - ◇ **PHYSICAL HEALTH:** Watering plants and planting seeds encourage gross & fine motor development
 - ◇ **SOCIAL & EMOTIONAL:** Developing sense of self by experimenting with different gardening tools and confidence to carry out garden tasks by themselves successfully
 - ◇ **SOCIAL STUDIES:** Sharing different food traditions and cultures
 - ◇ **COGNITIVE LEARNING:** Explore cause and effect relationships or understanding what resources are involved in growing food
 - ◇ **SCIENCE:** Exploring plant parts and what plants need to grow
 - ◇ **LANGUAGE DEVELOPMENT OR LITERACY:** Reading stories and learning new vocabulary words about gardens and plants and pollinators
- Some of you may be thinking, “We don’t even have a garden here” or “I don’t know anything about gardening” or “I have killed every plant I’ve ever touched” but what I want to share with you today is that planting seeds or growing food does not have to be limited to an outdoor garden space. There are so many ways to incorporate growing into your indoor curriculum. From math or science lessons to growing plants for taste tests, there are different options to suit your needs.
 - Growing food inside with children
 - ◇ Need just a few ingredients: small pots, seeds, soil & sunny windowsill
 - ◇ Some of the Grow it, Try it, Like it examples are great to grow in gardens but there are some plants that you can grow inside practically at any time of the year and you can easily substitute seasonal fruits and vegetables into the curriculum
- Local Food Trivia activity

What is the number one agricultural product in Rhode Island?

Which of the following can grow in Rhode Island?

- a. Corn
- b. Peaches
- c. Watermelon
- d. Okra
- e. Tomatoes
- f. Only corn & tomatoes
- g. All of the above

Example of Slides

- Take home messages
 - Growing does not have to be scary!
 - Growing does not have to be limited to traditional outdoor garden space
 - So many opportunities to connect growing to learning standards & academic achievement
 - Growing can be done inside year round

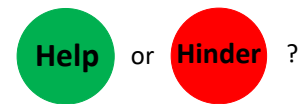
Scavenger Hunt Questions

- [Pass out **Grow It, Try It, Like It Curriculum Scavenger Hunt worksheet**]
- Using this worksheet, work in small groups to get to know the curriculum in more detail. Look through the different booklets to find the answers and think about how you might integrate some of the curriculum activities into your classroom activities and routines.

Phrases that Help, Phrases that Hinder Activity

- Many children learn their healthy eating habits at a very young age. As a child care provider, this puts you in a unique position when it comes to influencing a preschooler. You are with them for a majority of their day, you feed them multiple meals/snacks, and the children most likely look up to you as a role model. Therefore, how you introduce and encourage fruits and vegetables can help or hinder their willingness to eat these foods.
- Some of the phrases we use can help a child develop healthier eating patterns. Other phrases can hinder a child's relationship with food. Let's look at this concept a little closer, because what we say about food/eating and how we say it can really impact children's eating habits.
- Let's take a look at some examples of phrases we may hear or say at meal or snack times. You will see the phrases one at a time. Talk with those sitting next to you to decide if it **HELPS** or **HINDERS**.
- Help or Hinder answers:
 - SLIDE 13: You didn't eat enough of your lunch.
 - ◇ **HINDER** - Kids need to decide how hungry they are, and when they are full. Forcing kids to eat beyond when they're full can teach them to overeat.
 - SLIDE 14: Do you want to try a little bit? If you don't like it, you don't have to finish it.
 - ◇ **HELP** - This phrase removes the pressure kids sometimes feel in trying something new, knowing that they don't necessarily have to eat it all if they don't like it.
 - SLIDE 15: Jenny, look at your friend. She ate all of her squash.
 - ◇ **HINDER** - Avoid comparing one child's eating with another child's. Even children of the same age and size can have very different appetites.
 - SLIDE 16: We can try these peppers again another day. Next time do you want to try them raw?
 - ◇ **HELP** -Even if a child rejects a food, continue to offer it. You can also try offering them in different ways- roasted, sautéed, or raw, for example. Sometimes it's the texture of the food that kids have a hard time with, not the taste.
 - SLIDE 17: That's great you are trying a new food today! Let me know how you like it.
 - ◇ **HELP** - Recognize when students go out of their comfort zone and try a new food. Ask for feedback on the food. It's okay if they don't like it every time, and they'll feel good that you care about their opinion.
 - SLIDE 18: I won't give you any carrots because I know you don't like them.
 - ◇ **HINDER** - Everyone, kids included, can learn to like new foods. Continue offering an item, even if the child has refused it before. Tell them that their taste buds change as they grow!

Maybe you'll decide to try the spinach next time.



Example of Slide



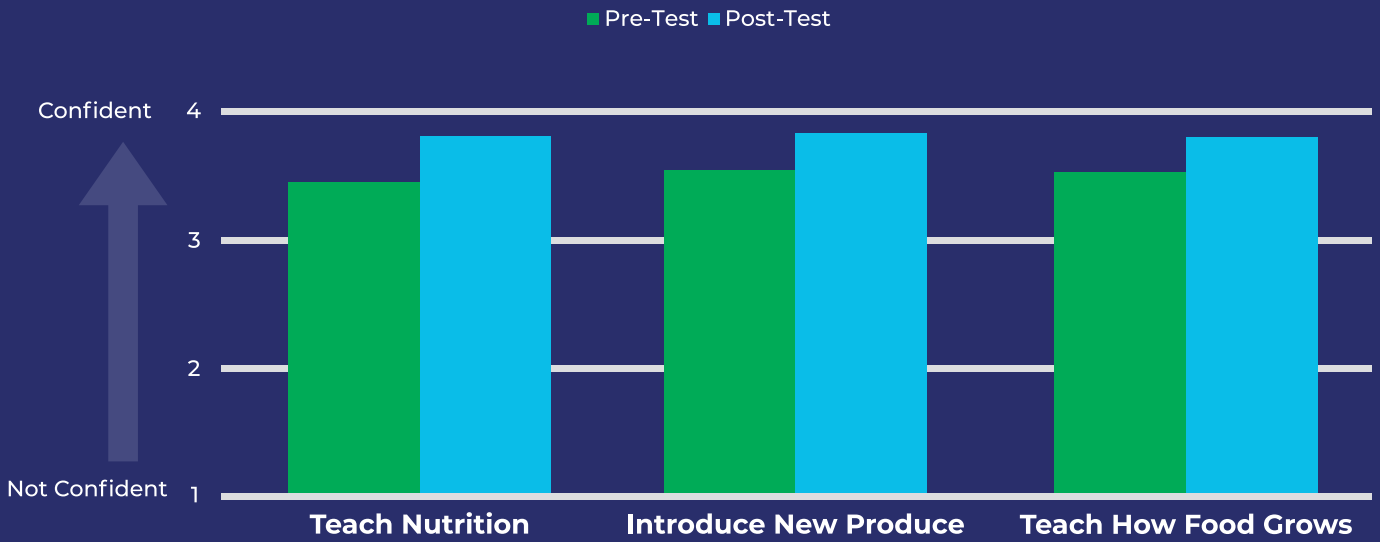
- SLIDE 19: These strawberries are so juicy!
 - ◇ **HELP** - Talking about the color, texture, or smell of a food can get kids interested enough to taste them.
- SLIDE 20: I don't like cantaloupe either but you should eat it because it's good for you.
 - ◇ **HINDER** - Stay positive about the foods served, and keep negative comments to yourself.
- SLIDE 21: Maybe you'll decide to try the spinach next time.
 - ◇ **HELP** - Kids can be afraid to try new foods but recognizing this and not forcing the child makes for a pleasant experience. Planting the seed in their mind that they can try it next time just might encourage them enough to try it.
- **IN CONCLUSION...** trying new fruits and vegetables can be scary for children. When we use phrases that **help**, we are easing that fear and assisting kids in making healthier choices and developing healthy eating habits. Phrases that **hinder** can turn trying new foods into a negative experience. Kids don't eat well when they're under pressure, forced or bribed.

Wrap-up/Evaluations

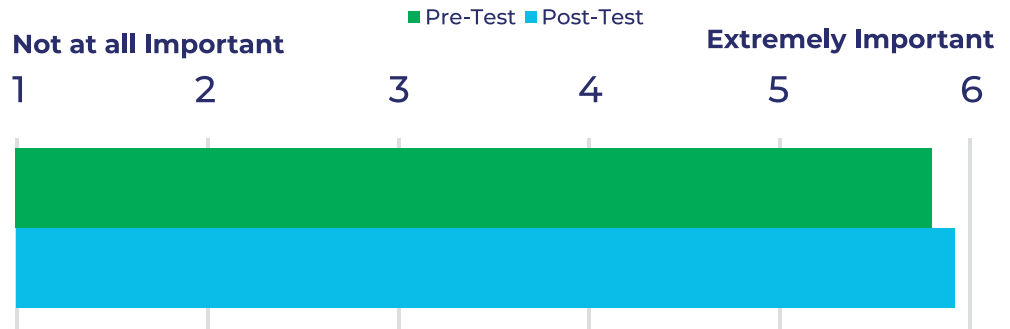
- Turn to the person next to you and tell them one new or interesting thing you learned during the training today. Would anyone like to share with the group?
- Thank you for your time. Please complete the post-training evaluation. **[Pass out training evaluation]**

2020 Teacher Training Analysis

How confident are teachers before and after **Teacher Trainings**?

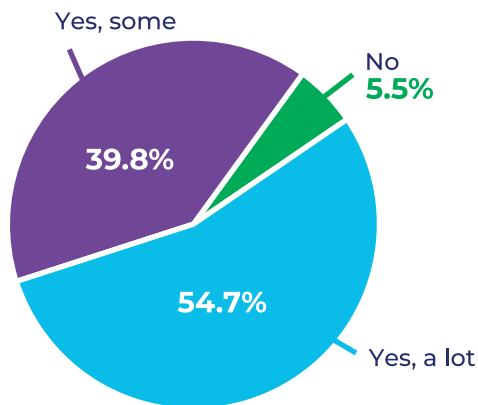


How important do teachers think eating more fruits and vegetables for preschool aged children and their families from before and after **Teacher Trainings**?

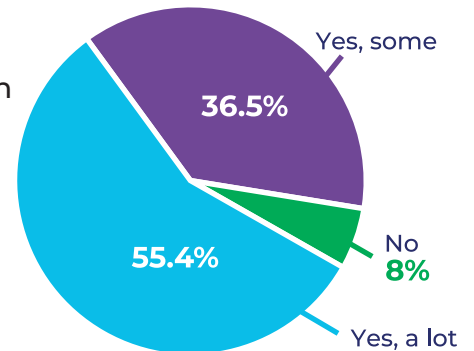


Cohorts 1-3

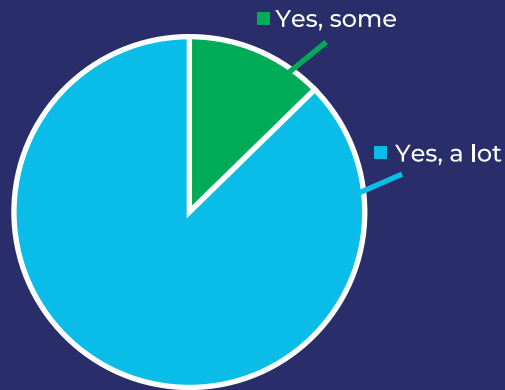
Did the cohorts learn anything new about growing fruits and vegetables?



Did the cohorts learn anything new about MyPlate guidelines for young children?

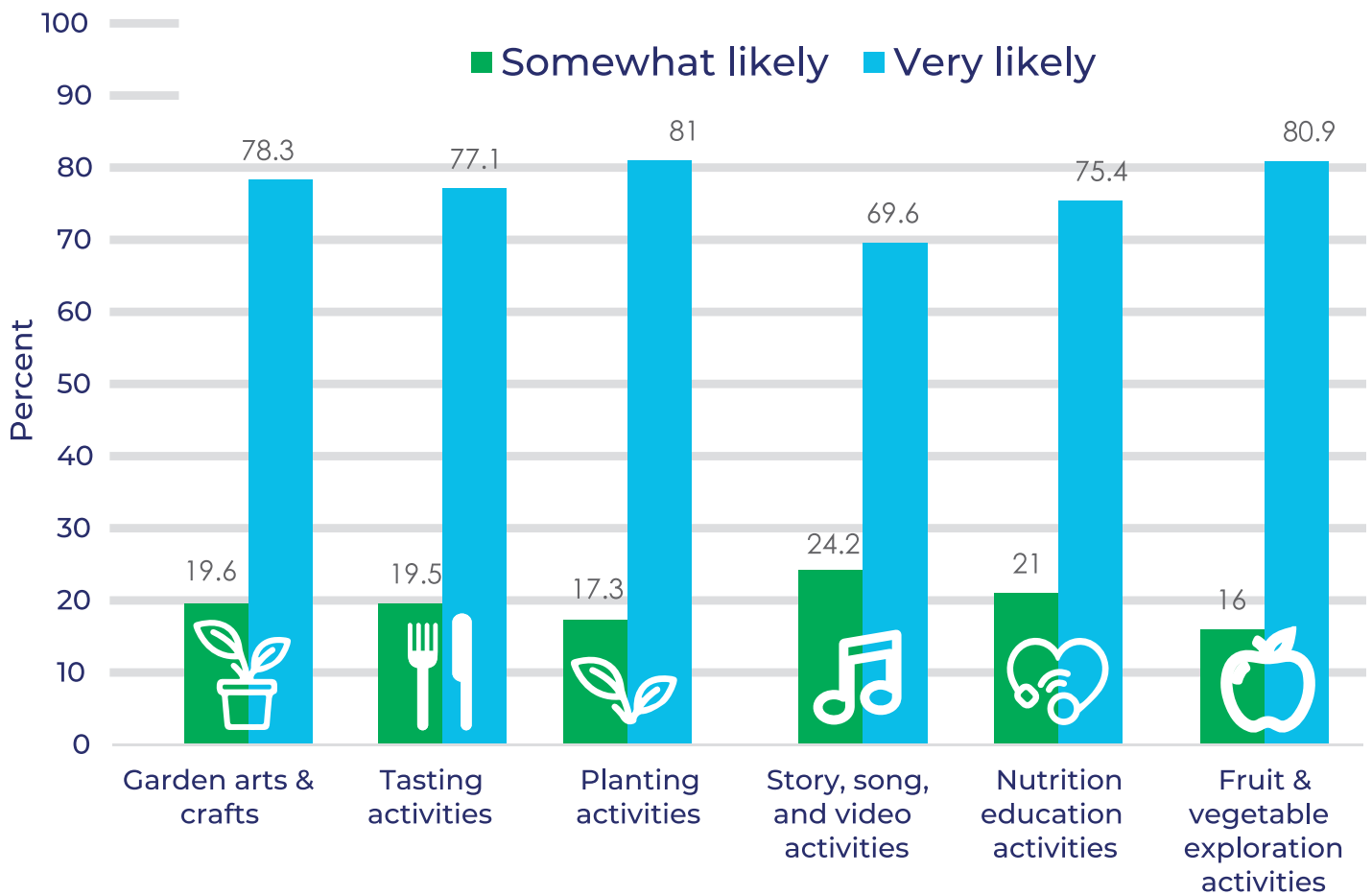


Did **Cohort 3** learn anything new about physical activity guidelines for young children?



Cohorts 1-2

How likely are you to implement the following components of the **Grow it, Try it, Like It** curriculum in your classroom?



Cohort 3

How likely are you to implement the following components of **Healthy Habits for Life curriculum** in your classroom?

88%

Get Moving!
activities

88%

Healthy eating
activities

84%

Family
newsletters

78%

Sesame Street
video
segments

83%

"I Tried It"
stickers

80%

Fruit and
Veggie Taster
Club chart



Cohorts 1-3

Teacher Training Satisfaction and Feedback

98% Training met
my expectations

99% Quality of instruction
was good

98% I will be able to apply
what I learned

99% Trainer was
knowledgeable

98% Class participation/
interaction encouraged

98% Enough time
for questions/discussion

99% Content was organized/
easy to follow

99% Materials distributed
were relevant/useful

*Total % sum of Agree and Strongly Agree



Center for Early Learning Professionals PD Approval Template

<p>1) Title of Professional Development 'Grow It, Try It, Like It' Curriculum Training</p>
<p>2) Indicate whether this is a single session or multi-session series <input checked="" type="checkbox"/> Single session <input type="checkbox"/> Multi-session</p>
<p>3) Venue <input checked="" type="checkbox"/> In-house training conducted by a staff member <input type="checkbox"/> Training for a single organization conducted by a consultant <input type="checkbox"/> Open to the early learning community <input type="checkbox"/> Conference session.</p>
<p>4) Name of Professional Development Provider(s) <<fill in trainer name and affiliation and attach current resume>></p>
<p>5) Affiliation of PD Provider <<select affiliation from drop-down menu in online application>></p>
<p>6) Phone number <<fill in trainer phone number>></p>
<p>7) Email address <<fill in trainer email address>></p>
<p>8) First time applicants must attach a current resume. <<attach resume in online application>></p>
<p>9) Is more than one provider delivering this professional development? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>10) Total length of session(s) <<Fill in the length of your training session. Suggested length 1-2 hours>></p>
<p>11) Specify the number of hours awarded for attending the session(s). <<Fill in >></p>
<p>12) Specify the number of hours awarded for completing assignments. <<Fill in. Enter '0' if no hours are awarded for assignments. >></p>
<p>13) Are there required prerequisites? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>14) Presentation format Indicate which format will be used for this professional development: <input checked="" type="checkbox"/> Face-to-face session <input type="checkbox"/> Online/distance learning <input type="checkbox"/> Blended format (combination of face-to-face and online - hybrid) <input type="checkbox"/> Conference</p>
<p>15) Presentation language Please specify which language will be used to conduct the professional development. Check all that apply: <input checked="" type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other (please specify) _____</p>
<p>16) Target participants</p>

Center for Early Learning Professionals PD Approval Template

Identify the participants who will benefit from the professional development. Check all that apply:

- Early Childhood Teachers & Teacher Assistants
- Family care educators
- Early Interventionists and Home Visitors
- Early Childhood Special Educators
- Directors, Education Coordinators and Supervisors
- Other (please specify) _____

17) Professional development description

Learn how to implement the USDA Team Nutrition curriculum 'Grow It, Try It, Like It' in your preschool or Head Start classroom. With this garden-based curriculum, young children are introduced to fruits and vegetables through learning opportunities that contribute to each child's individual growth and development as outlined by the RIELDS.

18) Workforce Knowledge and Competencies

Select the WKC domain(s) that best fit the professional development. Check all that apply.

WKC for Teachers, Early Intervention/Early Childhood Special Educators, Teacher Assistants and Family Child Care Educators

- Domain 1: Physical and Mental Health, Safety, and Wellness
- Domain 2: Family Engagement
- Domain 3: Development and Learning
- Domain 4: Curriculum
- Domain 5: Child Assessment
- Domain 6: Professionalism

WKC for Administrators and Education Coordinators

- N/A

Please elaborate on alignment to Workforce Knowledge and Competencies: This training includes background information on nutritional and physical activity needs of preschoolers, and tips for introducing new foods to children in developmentally appropriate ways. Participants will practice using the provided curriculum and accompanying materials to teach healthy habits and engage students in trying new healthy foods and fun physical activities.

19) Level of Competency Development (WKC Framework)

- Level 1: Knowledge building
- Level 2 and 3: Application and analysis
- Level 4: Reflection/Problem solving/Advocacy

Please elaborate on level of WKC competency development:

Participants will learn background information essential for implementing the 'Grow It, Try It, Like It' curriculum, and will be prepared to utilize the curriculum materials in their classroom.

20) Please elaborate on alignment to Comprehensive Early Childhood Education Program Standards.

N/A. This session is not for administrators.

21) Learning Objectives

Participants will be able to:

Center for Early Learning Professionals PD Approval Template

1. State why garden-based nutrition education programs are an important component of early childhood programs.
2. Understand how the 'Grow It, Try It, Like It' curriculum aligns with RIELDS.
3. Utilize the 'Grow It, Try It, Like It' curriculum to introduce fruits and vegetables through positive and engaging garden-based activities.

22) RI Early Learning and Development Standards (RIELDS)

Participants will receive a guide that recommends how to align each lesson and activity of the 'Grow It, Try It, Like It' curriculum with the RIELDS. Each activity in the curriculum aims to contribute to the learning and development of every preschool-aged child. The following RIELDS components are covered in this curriculum:

- Physical Health and Motor Development
- Social and Emotional Development
- Language Development
- Literacy
- Cognitive Development
- Mathematics
- Science
- Social Studies
- Creative Arts

23) Assessment of Learning Outcomes

Group discussion opportunities and interactive activities are interspersed throughout the session to give trainers a sense of how well participants have understood and processed the material. A post-workshop evaluation will further assess shifts in knowledge and attitudes, as well as intended use of curriculum materials.

24) Reference List

Kristen L. Davis and Lynn S. Brann. (2017). "Examining the Benefits and Barriers of Instructional Gardening Programs to Increase Fruit and Vegetable Intake among Preschool-Age Children," *Journal of Environmental and Public Health*, vol. 2017. <https://doi.org/10.1155/2017/2506864>.

Lisson, S., Goodell, L.S., Dev, D., Wilkerson, K., Hegde, A.V., & Stage, V.C. (2016). Nutrition education resources in North Carolina-based Head Start preschool programs: Administrator and teacher perceptions of availability and use. *Journal of Nutrition Education and Behavior*, 48 (9), 655-663.

Sharma, S. V., Hedberg, A. M., Skala, K. A., Chuang, R.-J., & Lewis, T. (2015). Feasibility and acceptability of a gardening-based nutrition education program in preschoolers from low-income, minority populations. *Journal of Early Childhood Research*, 13(1), 93-110.
doi:10.1177/1476718X14538598.

Ogata, B.N. & Hayes, D. (2014). Position of the Academy of Nutrition and Dietetics: Nutrition Guidance for Healthy Children Ages 2 to 11 Years. *Journal of the Academy of Nutrition and Dietetics*, 114, 1257-1276.

Center for Early Learning Professionals PD Approval Template

Grow It, Try It, Like It curriculum (2013). Retrieved from <https://www.fns.usda.gov/tn/grow-it>

Sharma, S., Dortch, K.S., Byrd-Williams, C., Truxillio, J.B., Rahman, G.A., Bonsu, P., & Hoelscher, D. (2013). Nutrition-related knowledge, attitudes, and dietary behaviors among Head Start teachers in Texas: a cross-sectional study. *Journal of the Academy of Nutrition and Dietetics*, 113 (4), 558-562.

25) Presentation methods and activities

The content will be delivered through a face-to-face session using lecture, small group and full group discussion, hands-on skill-building activities, and role playing.

26) Adult Learning Modalities

Identify the types of activities being used during the professional development. Check all that apply.

- Mini-lecture
- Modeling
- Video analysis
- Facilitated group discussion
- Scenario/case study/vignette
- Role play/simulation
- Other: _____

27) Materials/handouts

List all materials to be used.

- Grow It, Try It, Like It curriculum kit [USDA 2014]
- RIELDS Alignment Guide for the Grow It, Try It, Like It curriculum [URI SNAP-Ed 2018]

28) Support for implementation

Indicate the implementation support that will follow the professional development. Check all that apply. <<check off the type of support you intend to provide after the training>>

- Corresponding session for supervisor(s)
- Materials and/or information sent to supervisor(s)
- Follow-up participants support/assistance
- No implementation support will be provided
- Other: _____

29) Participant Evaluation

<<attach training evaluation>>

Grow It, Try It, Like It! Scavenger Hunt

Using the Grow It, Try It, Like It Curriculum and the RIELDS Alignment Guide, complete the scavenger hunt activity below.

1. Using the RIELDS alignment guide, identify an activity that meets the science domain.
Activity: _____.
2. Locate the Garden Arts and Crafts in book #1. What Garden Art and Craft could you do with the children to complement your science domain activity from question #1? _____
_____.
3. Using the RIELDS alignment guide, identify a crookneck squash activity that meets a mathematics component. Activity: _____. What materials will you need for this activity? _____.
4. Some activities involve the children drawing the fruits and vegetables. The curriculum includes blackline master outlines of the fruits and vegetables. Where do you find the outlines? _____.
5. Identify a tasting activity that would work in your classroom. If this isn't possible, identify one recipe or snack idea that you could request to be served at a meal or snack.
_____.
6. Using your center's planning chart (or the one on the back of this paper), plan out one activity from each RIELDS component that would be possible to implement in your classroom.
7. What activity category (A, B, C, or D) is focused on teaching MyPlate and is found in every book?
_____. Is there anything different about this activity from book to book? If so, what? _____.
8. Become familiar with how one of the featured fruits or vegetables grow (HINT: the planting activities or B activities will help explain the growing process). What activity did you use to familiarize yourself:
_____. Once you become familiar with how your chosen fruit or vegetable grows, find another group that chose a different fruit or vegetable and take turns explaining to each other how they grow.

SNAP-Ed: Grow It, Try It, Like It curriculum training- Evaluation form

Staff use only

Program:

Date:

	Not at all confident	A little bit confident	Somewhat confident	Very confident
As a result of this workshop, how confident are you that you can teach nutrition lessons in your classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
⇒ Think back, before this workshop. How confident were you that you could teach nutrition lessons in your classroom <u>before</u> this workshop?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of this workshop, how confident are you that you can successfully introduce children to a new fruit or vegetable?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
⇒ Think back, before this workshop. How confident were you that you could successfully introduce children to a new fruit or vegetable <u>before</u> this workshop?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of this workshop, how confident are you that you can talk to children about how food grows?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
⇒ Think back, before this workshop. How confident were you that you could talk to children about how food grows <u>before</u> this workshop?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Did you learn anything new in this workshop about...	No, I already knew this information	Yes, I learned some new information	Yes, I learned a lot
Growing fruits and vegetables?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MyPlate guidelines for young children?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How likely are you to implement the following components of the <i>Grow It, Try It, Like It</i> curriculum in your classroom?	Not at all likely	A little bit likely	Somewhat likely	Very likely
Garden arts and crafts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tasting activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planting activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Story, song, and video activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nutrition education activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fruit and vegetable exploration activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The training met my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will be able to apply what I learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class participation and interaction were encouraged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content was organized and easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The materials distributed were relevant and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The trainer was knowledgeable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of instruction was good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enough time was provided for questions and discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What aspects of the training could be improved? _____

What other nutrition-related topics and teaching tools are you interested in? _____



SECTION 3

In-Classroom Modeling

In-classroom modeling works with the teacher training to make the curriculum real for them, in their own classroom, with their own students. Read through this section for short lesson plans to get teachers more comfortable with food exploration and taste testing that can be used in conjunction with the Grow it! Try it! Like it! curriculum

Background, theory for the intervention

This in-class teacher training presentation is an evidence-based program. The activities are based on components of the Social Ecological Model (SEM) and work in tandem to support the teacher trainings. The SEM indicates that there are multiple levels of intervention needed to create lasting behavior change and/or learning. This includes the individual, interpersonal, organizational, community and policy levels. This intervention touches on individual and environmental (organizational) settings. Teachers are trained on the curriculum on an academic basis, and then those academic principles are modeled for teachers by nutrition educators. This gives teachers an opportunity to see the curriculum in action in their own environment (the classroom), and tailored to their individual students' needs. It allows teachers to ask questions and imagine how they would carry out their training on their own.

Key Components of the Activity

Key components of this activity were to model a classroom lesson for providers to see the curriculum in action. Farm Fresh of Rhode Island educators presented a classroom lesson that consisted of multiple types of media/exploration of fruits and/or vegetables.

Each in-class presentation included:

- Reading a story about the fruit and/or vegetable
- Completing the “Mystery Box” activity (See lesson plan for description)
- Trying a prepared sample of the “mystery box” fruit and/or vegetable
- Modeling constructive approaches that encourage children to try these foods



How Activity Helped Accomplish Overall USDA Grant Objectives

This component of the training serves the overall grant objectives by providing support in carrying out nutrition education in the child care environment, which in turn will lead to more meaningful implementation of the curriculum.

This intervention supported two key objectives of the Rhode Island Team Nutrition Training Grant:

Objective 2

Equip early child care programs throughout Rhode Island with the tools and training needed to create and maintain an environment that promotes health eating practices.

This intervention was a form of teacher training that enables teachers to be able to re-create the training lessons in their classrooms, thereby giving them the tools to maintain an environment that promotes healthy eating practices.



Objective 3

Increase children's acceptability of vegetables and fruits in CACFP child care centers and family day care centers.

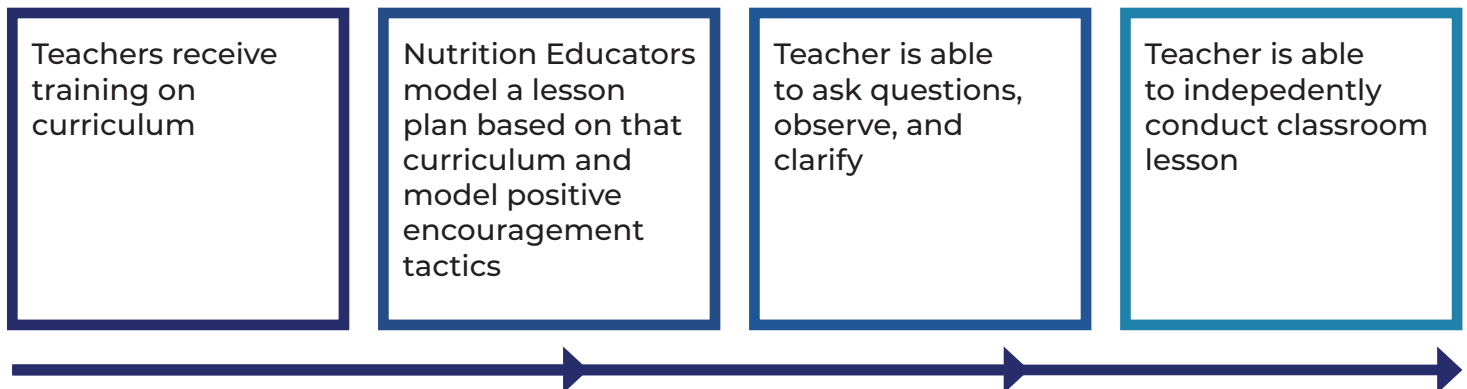
Exposing children to foods in multiple ways (media, discussion, exposition, and food exploration) helps children become more comfortable with trying new foods. Each of these concepts was modeled for teachers in in-classroom presentations. Teachers will be able to use these concepts to expand acceptance of other types of fruits and vegetables.

Implementation of the Intervention

Delivering the Intervention in the Field

This intervention was consistently delivered as intended. The only modifications made to these lessons were if the center had asked us to deliver them in classrooms of different age groups, in which case the content was scaled down to meet the learning needs of younger children.

Intervention Logic Model



Steps for Implementation

Want to bring more fruit and vegetable exploration into your classroom, model healthful habits, or have your students grow their own food?

1. Check your center's policies about serving food in the classroom and connect with food service about supplying a local fruit and vegetable for student exploration and/or tasting.
2. When talking to food service, you can use the "Eat with the Seasons" and "Local, Seasonal Menu Planning with Grow it! Try it! Like it!" resource in the recipe section of this toolkit to discuss options.
3. Use Farm Fresh Rhode Island's Harvest Calendar <guide.farmfreshri.org/learn/harvestcalendar> to see what produce is currently available and use the guide <guide.farmfreshri.org> to find nearby local farms to source food from if food service isn't able to source for your class.
4. Look through the Grow It, Try It, Like It curriculum kit for sample lesson plans, activities, and materials. Choose one that best fits your center's regulations, student interests, and available instruction time. The kit provides objectives and full instructions to adapt their curriculum to your needs.
5. Teach away! Share local fruits and vegetables with your students and watch how they respond. What grabs their interest? How do they interact with fruit and vegetables with no pressure to sample?
6. Repeat using another fruit or vegetable or alternative activity! Repetitive exposure to fruits and vegetables in classroom gardens and school activities makes them more likely to try new foods in the future so keep going!
7. Talk with foodservice to see if they can highlight the chosen fruit or vegetable in a couple of different ways throughout the season

Total Number Served by In-Classroom Activity

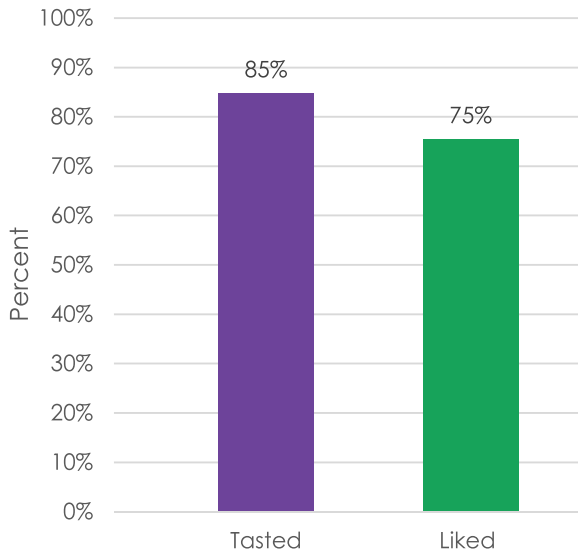
44

Activities

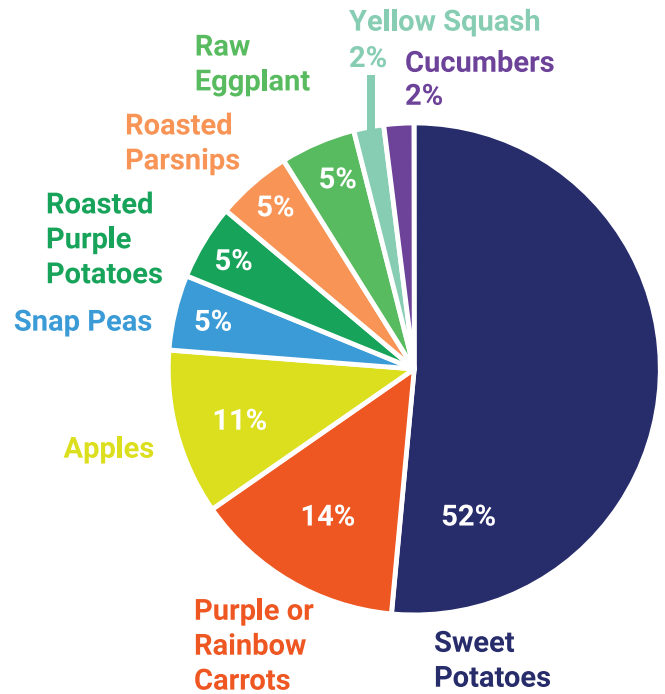
859

Participants

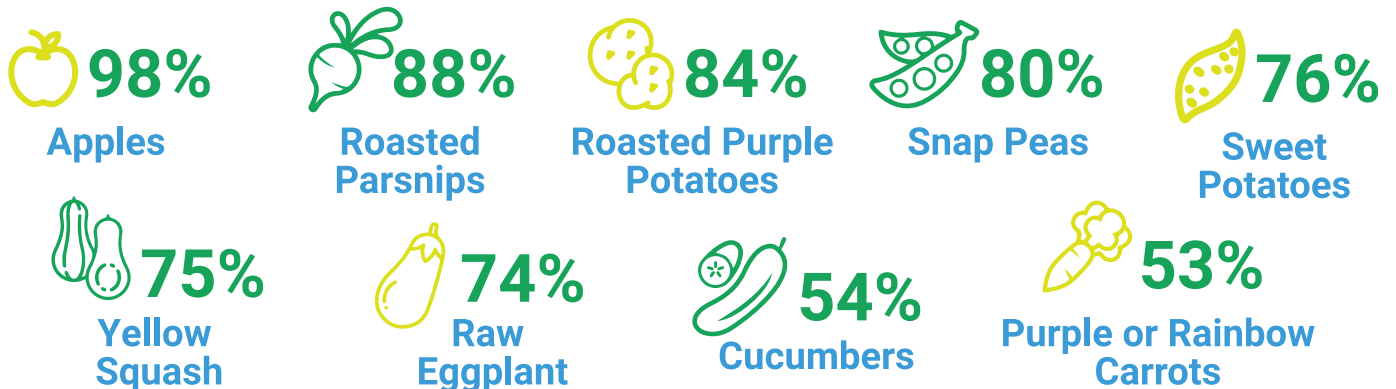
Overall Percentage of Students who Tasted, Liked Sample



Type of Sample Offered



Percentage of Students who Liked Different Samples Offered



Pre-k Sensory Food Exploration with the Mystery Box

Description: A 30 minute lesson that promotes sensory exploration of fruits and vegetables by reading a story, using the mystery box, and doing a taste test.

Lesson Objectives

1. Explore topics about food, gardens, farms, and healthy eating through storytelling
2. Introduce new fruits and vegetables to students through tactile engagement and taste



Introduction and Storybook

1. Chose a storybook relating to fruits, vegetables, farms, gardening, or healthy eating (if you don't have a book, reference the FFRI reading list for a variety of fun options!)
2. Introduce the story by asking students what they know about the subject and tell them what they will learn. (Examples below)
 - For *E-I-E-I-O*: "Has anyone been to a farm before? Yes? What did you see there?" – "We know that Old McDonald *had* a farm, but today we will learn about how he got his farm!"
 - For *Growing Vegetable Soup*: "Who has tried vegetable soup? Did you like it? What vegetables were in your soup?" – "Now we are going to learn how to grow vegetable soup from start to finish!"
3. After reading the story ask students to reflect on what they thought about the story, what they liked, what they learned, etc.

Mystery Box

1. Bring out the Mystery Box with a fruit or vegetable inside. Tell the students they will each get a chance to reach inside and feel the mystery fruit or vegetable.
 - Remind them not look inside the box or try to take the fruit or vegetable out of the box, and wait until everyone has had a turn to say their guess out loud.
 - "If you have a guess, don't say it out loud! Keep it a secret until every friend has a chance to reach in the box."
 - Ask guiding questions to evoke tactile senses.
 - "Is it hard? Is it soft? Is it squishy? Is it smooth? Is it bumpy?"
2. Sometimes students can be shy about reaching into the Mystery Box. We encourage teachers to try first to help get students engaged.
3. Once every student has had a chance to reach into the Mystery Box, ask the class what they think it is. Then reveal the fruit or vegetable!
4. Remind the students of their tactile senses.
 - "See how smooth/bumpy/hard/soft the skin is?"



Taste Test

1. Bring a prepared and portioned version of the fruit or vegetable in the Mystery Box, it is up to you to decide whether to cook it or keep it raw.
2. Ask students if they have every tried the fruit or vegetable that was revealed in the Mystery Box. Re-introduce the fruit or vegetable to the students and explain how the sample they will be trying was prepared and what flavors they can expect.
 - Best food safety practices include: have students wash their hands before and after sampling, using gloves when handling the food, and serving it in small individual sampling cups.
3. Acknowledge that trying new things can be hard and even scary, but it is very brave. Emphasize that it is okay if they don't like it, but it is important to try new things and let our tummies decide!
 - We encourage teachers to try the sample first to help calm students that may be scared or intimidated.
4. Give a sticker to the students that taste it, and use the stickers as an incentive for students who are hesitant to try it. Congratulate students for being brave and trying a new food!
 - As an additional fun activity, make a chart with each student's name and each fruits or vegetable that is sampled in class. They can place their stickers by their name every time they try a new food. Post it in the classroom to remind students of their accomplishments and further encourage them to continue trying new things.

Closing Remarks and Call to Action

1. Hand out coloring sheets of the fruit or vegetable that was sampled in class.
2. The students can work on it in class or take it home to show their parents. Encourage them to talk to their families about the fruit or vegetable they tried in class that day.

How to Make a Mystery Box

Find a box that will fit a variety of fruit and vegetables and is easy to open and close repeatedly. (If the box is too deep for small children, place a small pillow inside for the fruit or vegetable to rest on) Cut a hole in the top of the box, big enough for small hands but not too large as to allow for sneak peaks. Next, take a tube sock and cut off the toe part. Attach the tope of the sock around the hole using glue or staples, this should create a tunnel for kids to reach into the box and feel inside. Alternatively, glue a square piece of fabric (larger than the opening) on opposite corners. Ta Da, all set!

Materials Needed

- Storybook of choice
- Mystery Box & fruit or vegetable of choice
- Prepared fruit or vegetable for tasting
- Serving cups
- Gloves
- Stickers
- Fruit or vegetable coloring sheets
- Optional Materials
 - "I tried it" chart

Classroom Planting Activity

Description: A 30 – 45 minute activity where students plant a vegetable or herb that they watch grow in the classroom.

Lesson Objectives

1. Learn how to grow food and what it needs to survive and thrive

Introduction

- You don't need a garden to grow food! All you need is some good soil, water, and sunlight.
- Many foods grow well indoors and some can grow all year round.
 - Radishes, lettuce, sunflower shoots, basil, and mint are just some of the plants that can be planted indoors any time of the year.
- Before starting the activity, make sure to read the back of the seed packet for specific information of the amount of water, sunlight, and space each plant needs. For more tips on indoor planting, review the....handout.

Planting

1. Have students decorate their pots! Encourage them to write or draw the fruit or vegetable they will be planting.
 - You can use store bought pots or paper cups. If using paper cups, poke a few holes in the bottom to allow for water drainage.
2. While the pots are drying/resting, introduce the fruit or vegetable that you will be planting.
 - Show students what the fruit or vegetable will look like once it is fully grown
 - Share fun and nutritional facts about the fruit or vegetable
 - Explain how much water, sunlight, and space each vegetable needs and make a plan with students on how the class will take care of their plants.
3. Once the pots are dry, have students fill 2/3 of the pot with soil.
4. Using a finger, make a few small holes and place one seed in each.
 - The back of the seed packet will indicate how deep the seeds should be planted
5. Cover the seeds with another spoonful of soil.
6. Label the plants by writing the fruit or vegetable and name of the student on a popsicle stick, then insert it into the soil near the edge of the pot or cup.
7. Water and store somewhere with direct sunlight.
 - The soil should be damp but not saturated with water, you don't want the consistency of mud
8. Wait and see how it grows!
 - Have students check their plants every day or every other day and track their progress
 - Once the plants are fully grown, use them in a taste test!

Materials Needed

- Soil
- Seeds
- Pots/cups
- Popsicle sticks
- Spray bottle or water can
- Markers
- Fruit or vegetable

Seed Art Activity

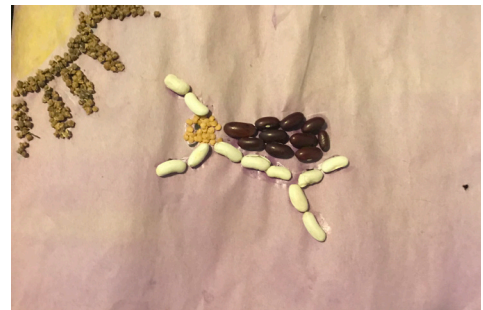
Description: Create art using fruit, vegetable, herb, and flower seeds!

Lesson objectives

1. Interact with many different types of seeds in a creative atmosphere

Instructions

1. Distribute construction paper, glue, colored pencils/crayons/markers.
2. Put seeds in bowls or cups and label for sharing.
 - Optional: present and discuss the different seeds that the students will be using during the activity.
3. Encourage students to mix drawing, coloring, and seeds to create garden, nature, farm, fruit, and vegetable landscapes!



Materials Needed

- Variety of seeds
- Construction Paper
- Colored pencils/crayons/markers
- Glue (wet glue recommended)
- Cups or bowls




Farm to Storybook: Great Reads for Preschool

English Language Books

- Growing Vegetable Soup by Lois Ehlert
- A Fruit is a Suitcase for Seeds by Jean Richards, Illustrations by Anca Hariton
- From Seed to Plant by Gail Gibbons
- The Tiny Seed by Eric Carle
- EIEIO! How Old MacDonald got his farm by Judy Sierra, Illustrations by Matthew Myers
- Eating the Alphabet by Lois Ehlert
- Anywhere Farm by Phyllis Root, Illustrations by G. Brian Karas
- Feast for 10 by Catherine Falwell
- Up, Down and Around by Katherine Ayres, Illustrations by Nadine Bernard Wescott
- The Ugly Vegetables by Grace Lin
- Blueberry Mouse by Alice Low
- Rah, Rah, Radishes! By April Pulley Sayres



Libros en español

- A sembrar sopa de verduras por Lois Ehlert
 - Arriba, Abajo y Alrededor por Katherine Ayres, Ilustrado por Nadine Bernard Westcott
 - Fiesta para 10 por Catherine Falwell
 - ¡Deliciosas Manzanas! Por Tina Manzanitas, Ilustrado por Farah Aria
 - En el Mercado por Anna Bardaus, Ilustrado by Steffane McClary
- 



SECTION 4

Family Engagement

Family Engagement Events in the early years prepares families to be involved throughout their child's school years. Most importantly, their efforts support the parent-child relationships that are key to a child's healthy development, school readiness, and well-being now, and in the future.

Background

The family engagement component of this comprehensive program was designed to create a bridge between child care centers and families. Recognizing that health decisions are made on multiple levels, bringing in family involvement was important to the grant with the ultimate goal of families and center staff being able to support each other in their nutrition and wellness endeavors.

To do this, Farm Fresh Rhode Island attended family events at each center involved in the grant. The intent was for these to be previously scheduled events that parents, caretakers, guardians, etc. were invited to and expected to attend. The events were designed to take place after the teacher trainings and in-classroom presentation interventions had been implemented, without too much time having lapsed.

Key Components of the Activity

Our first goal for this intervention was to raise awareness among families of the steps the center was taking to implement new wellness policies and train its staff on bringing more lessons about fruits and vegetables into the classroom. Secondly, we aimed to educate parents about how they could cook/prepare fruits and vegetables in a kid-friendly way to reinforce in a kid-friendly way to increase acceptance of these foods at home.

The plan for each event was to have materials related to the curriculum and an activity from the modeled lesson. Additionally, we would do a cooking demonstration of a local, seasonal, kid-friendly snack and have recipes for families to take home. Staff would also be available to talk with families who had questions and concerns.

Implementation of the intervention

Modifications/adaptations

Of the three Farm Fresh specific interventions, this was the hardest to maintain consistency on. Scheduling parent activities was the most challenging aspect of this intervention. While some centers had pre-scheduled events that fit our timeline, most centers received their interventions out of order, i.e., prior to the teacher training and/or in-classroom presentation rather than after, or there was a large gap of time between the training and parent engagement activities. Toward the end of the grant cycle, a few remaining centers did not have any immediately upcoming events or they had rescheduled many times and we were not able to solidify a date for the parent engagement activities. For these centers, Farm Fresh staff was present at the center during student pick-up time and engaged with families when they came to the center to pick up their children at the end of the day. Rarely, were we able to do cooking demonstrations. Given the inconsistency of event styles and locations within the center, we realized early on that offering pre-made samples and corresponding recipes was a realistic adaptation that made it easier to engage with families. Beside the shift from demonstrations to prepared food, most elements were kept the same.

Strategies For Engaging Families

- Share what is happening in the center & what they can do at home
- Give clear guidance on center expectations around food brought from home
- Invite family members to join you and their child for a healthy meal or snack
- Model healthy celebrations
- Have a family fitness event
- Create a center wellness policy committee

Logos: Healthy Way to Grow, A JOINT PROGRAM OF Heart Association and NUTRIOUS, THE UNIVERSITY OF RHODE ISLAND SNAP-Ed

Ready to engage your families? Here are some hints

In order to engage family and community in the events you want to promote, you need to identify the following items :



#1 Nature of your event

Ask yourself and your team:

What are we celebrating or highlighting?

- Identifying what you want to celebrate or highlight will determine the kind of event and the best approach for communicating it



#2 Date & Time

- To select the date for your event, make sure you take into consideration other events that may be happening within your organization or in the community that might impact whether or not parents and/or caregivers are available to attend
- If another event is happening on the same date that you have chosen within your organization, you can maximize resources by joining efforts and using shared outlets of communication to engage families
- If there is an outdoor event scheduled by a partner organization that highlights a shared goal, such as nutrition, physical activities, literacy, and others, you can join efforts and bring your activities and resources together in a celebration everyone will enjoy. For example, in the month of April, the YMCA celebrates Healthy Kids Day. Usually, their event is close to Earth Day, and many organizations choose to join the YMCA event as sponsors instead of creating their own individual events to maximize community participation and resources.
- Now that you have selected the date, find the RIGHT TIME for the event. If done during the week, the event will have the best attendance by parents if coordinated at pick up time or after.

If the date is on a weekend, remember that most working parents do errands on Saturday morning, so organizing an event after 11 a.m will likely result in better attendance. If on Sunday, take into consideration common times for religious services. Another option is to have a quick survey to learn what works best for parents.



#3 Advertising

- Think of all free outlets of communication available to your and our organization

How do you identify those outlets? Consider the following:

- How do parents prefer to receive information?
- What available outlets do I have that currently send any kind of information to parents?
- Who can be an “ambassador” for parents to attend our organizations’ event? In other words, who is the right person to extend the invitation to parents first.
- Understanding parents’ preferred methods of communication helps you target those means of communication
- Identify possible earned (free) media outlets that can incorporate your message in a timely manner without cost to you
- Understanding WHO has a relationship with parents within your center will help you ensure their participation. For example, your biggest allies are the children. If you motivate them to convey the message, they will for sure remind parents about your event.
- Teachers and teacher assistants or other support staff usually have a close relationship with parents because of the many times they engage them to provide reports about their children’s’ progress and wellbeing. These employees can be the cheerleaders that communicate information about your events and that can send reminders to get families excited and engaged



#4 Engaging Parents

- When developing the invitation for your event KEEP IT SIMPLE & COLORFUL
- Color brings visual attention at once, and simple language that is easily readable makes the recipient quickly understand the goal of the event and what they can expect
- Highlight the date and time and make this information easy to find
- Send the initial invitation to parents at least 1 month in advance
- Develop an outreach schedule that allows you to send at least two rounds of reminders; each communication after the initial invitation should keep the same look and feel
- Talk to the children about what makes the event you are planning special
- Ask the children to talk to their parents about the event, and repeat the date and time to the children at least 5 times
- Since this is a team effort, ask your team for support. Define a key message that can be easily conveyed by everyone, so when a team member approaches parents, they can talk about the event delivering the same content in an effective manner.
- Coordinate with your frontline staff to remind parents about upcoming opportunities, always ending the conversation with “We look forward to seeing you and your family at our event”, closing with a smile.
- Keep a friendly, upbeat tone. The tone of voice we use when we invite someone to attend any of our activities will determine if it feels like a command or a friendly invitation. That same tone of voice can convey whether the event is exciting, or it is something of no importance to our families. Your attitude when having a face-to-face interaction will be the presentation card of the activity you are promoting.



#5 Making it Fun

- Brainstorm: Think of your audience and ask yourself what can we offer for each age group that will be fun and exciting?
- What activities would you like to see being offered to parents and children?
- What is the goal of this event? To learn about nutrition or healthy habits; to support education strategies; to teach physical activities that can be done at home; to bring a family together; to highlight new strategies of your center or more than one of the above? There are thousands of goals. You need to define yours
- Which activities support the goal of your event?



#6 Partnerships

- After determining the activities you want to see being offered at your event, keeping in mind your target age group, make a list of community partner organizations that provide services that include some of the activities you want to see. For example, Farm Fresh RI provides information about the Harvest of the Month, as well as food samples. URI SNAP-Ed provides nutrition education and recipe taste testing, the YMCA offers Pop Up Playgrounds and physical activities, Lifespan offers information about blood pressure and diabetes prevention practices, Blue Cross and Blue Shield of RI has volunteers that perform face painting, and the list continues.
- Reach out to each organization sharing the invitation for your event and asking them to participate by bringing their information and activities.
- Always provide at least a 45 minute window to set up before the event. That helps you plan for any unanticipated issue that can arise.
- Every time a partner confirms their participation place their name on a list
- Develop a map of whether partners will place their tables/activities during the event. This will help you plan accordingly, as well as it will help you delegate responsibility to others to help coordinate partners while they set up. It will also help you direct parents to specific activities.

#7 Maximizing Resources-Budgeting

- You already have a list of activities and partners that can provide those activities
- Take a look at your initial goal for this event and think of what else is missing
- If you have partners that are bringing their resources and activities, then in most cases you will not have any expenses related to those activities.
- If, when looking at your list, you see that you still don't have enough to offer families as far as food and beverage, you can ask your food vendor(s) if they would like to support your event by donating a few items.
- There is nothing wrong with asking, the worst they can say is NO and you should always be ready for that.
- If someone says no to a donation request, then you can ask "What can you say YES to?"
- Take a close look at your budget and find places where items could be purchased at a lower cost to maximize your resources
- You can also ask families to bring something to share, depending on the event
- If this is a free event, do not ask for monetary donations from the families, it is easier to send a list of items needed to contribute to your activity
- Regardless of how long your activity is, keep in mind that you should plan to have water and snacks available

#8 What makes your event successful?

You are the one that determines that!

- Set your goal for number of attendees
- Set a goal for number of activities being offered
- Set a goal for the kind of engagement and participation you want to see

From Ice Cream socials to Graduation Ceremonies, the laughs of children, the joy of parents, and the feeling of all being part of a larger family makes the difference on what you can refer to as "success"

- When comparing your events to others, remember:

Do your best to inspire your team to support your events and activities. Creativity is a plus! Never discard ideas, instead blend them to create something extraordinary that has never been done before. If you try it first, then you can use that experience to make the next event more successful!

Do not forget to have FUN during the process. The more fun it is for you and your team, the more likely it is that your activity or event will exceed your and your families' expectations.





SECTION 5

Recipes

Eat with the Seasons!

SUMMER

Berries
Broccoli
Cabbage
Cherries
Corn
Cucumber

Eggplant
Garlic
Green Beans
Kale
Melon
Peaches

Peppers
Plums
Radishes
Summer Squash
Tomatoes



FALL

Apples
Beets
Broccoli
Brussel Sprouts
Cabbage
Carrots

Collard Greens
Ginger
Grapes
Kale
Leeks
Onions

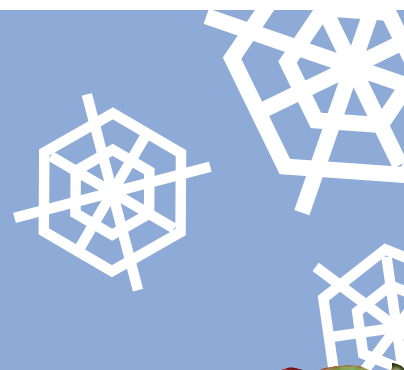
Potatoes
Pumpkins
Rutabagas
Spinach
Sweet Potatoes



WINTER

Brussel Sprouts
Cabbage
Collard Greens
Kale

Leeks
Parsnips
Salad Greens
Winter Squash



SPRING

Asparagus
Collard Greens
Fiddleheads
Kale

Lettuce
Onions
Peas
Rhubarb

Salad Greens
Spinach
Strawberries



Seasonal and Local Menu Planning with *Grow it, Try it, Like it!*



- Choose one produce item to highlight each season that will go along with your classroom learning.
- Prepare them in different ways (roasted, boiled, stir fried, with different seasonings) throughout the season to allow children multiple opportunities to try.
- Choose certain produce for certain seasons when supply is high (peak season). See the table below for when peak season of these items is.
- Remember! Buying at peak season means prices will be lower because farmers want to make sure they can sell what they have before more is ready to be harvested. Buying fruits and veggies at peak season also means that the flavor is the best that it's going to be, which means kids are more likely to like them!

RI Crop Peak Season	Fall	Winter	Spring	Summer
Crookneck Squash	X (early)			X
Spinach	X		X (late)	X
Sweet Potato	X	X		X (late)
Cantaloupe	X			X
Peach	X (early)			X (late)
Strawberry				X








Carrots, Cucumbers, Cabbage, Onions, Apples, and Cauliflower can also be used with the Grow it, Try it, Like it! curriculum, and are all inexpensive fresh produce that are locally available in RI throughout the year.

FALL




- | | | |
|-----------------|----------------|----------------|
| Apples | Collard Greens | Potatoes |
| Beets | Ginger | Pumpkins |
| Broccoli | Grapes | Rutabagas |
| Brussel Sprouts | Kale | Spinach |
| Cabbage | Leeks | Sweet Potatoes |
| Carrots | Onions | |

Week 1 - Fall Menu Ideas - 3-5 Year Olds

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Very Berry Smoothie (p.63) Milk	WG Pumpkin Pancakes (p.64)  Sliced Cantaloupe Milk	Blueberry Banana Overnight Oats (p.65) Milk	WG Blueberry Muffin  Apple Smiles Milk	Vanilla Yogurt  Fresh Peaches Milk
Snack	Cucumbers & Hummus	Ants on a Log (p.66)	WG Crackers & Tuna	Raisins & Cottage Cheese	 Apple Smiles & Cheese Stick
Lunch	Roast Chicken  Spinach & Watermelon Salad (p.67) WG Biscuit Milk	WG Beef Tacos Cherry Tomato & Corn Salad (p.68) Apple Smiles Milk	Tallarin Saltado (p.69) Carrot Sticks Diced Pears Milk	WG Sloppy Joes  Roasted Cauliflower & Broccoli Fresh Banana Milk	 Sweet Potato Quesadilla (p.70) Orange Wedges Milk

Keep your menus fresh by trying out some new recipes! Recipes for any menu items with **blue text** can be found throughout the next section.


Don't forget, your CACFP menus are a great opportunity for you to make classroom connections! Check out the items with the  icon, which showcase RI's local, seasonal crops and can be connected back to your Grow it, Try it, Like it! lesson plans.

Very Berry Smoothie



Ingredients	Yield: 3 Servings, 1 cup each	Directions
	Measure	
Fresh or frozen blueberries	$\frac{3}{4}$ Cup	1. Put all ingredients into blender 2. Blend until smooth and pour into cups
Fresh or frozen blackberries	$\frac{3}{4}$ Cup	
Bananas	1 Whole	
Plain Greek Yogurt*	1 Cup	
Milk	1 Cup	

*Plain or vanilla yogurt may be served in place of Greek yogurt but may contain no more than 23g of sugar per 6oz

 **Money-Saving Tip:** Be creative with leftover fruits and vegetables – put fruit in smoothies and tomatoes in homemade salsa.

CACFP Crediting Information

Type of Meal	Total Servings	Serving Size	Vegetable	Fruit	Meat/MA	Grain	Milk
Breakfast	3	1 cup serving		$\frac{1}{2}$ cup	0.5 oz		



Pumpkin Pancakes

A delicious breakfast meal to start your day.

SOURCE

RI Team Nutrition CACFP Multicultural Recipe Project

Ingredients	20 servings	Directions
	Measure	
Strawberries	2.5 Quarts	1. Rinse and slice strawberries discarding the tops
Whole Wheat flour	6 Cups	2. In a bowl, mix together the milk, pumpkin puree, and eggs. Add the dry ingredients. Stir into the pumpkin mixture just enough to combine
AP flour	4 Cups	3. Heat a lightly oiled griddle or frying pan over medium-high heat. Pour or scoop the batter onto the griddle, using approximately 1/4 cup for each pancake. Cook until surface of pancakes have some bubbles and a few have burst, 1 to 2 minutes. Flip carefully with a thin spatula, and cook until browned on the underside, 1 to 2 minutes more. Serve hot
Brown sugar (packed)	1 Cup	4. 1 pancake per person topped with 1/2 cup chopped strawberries
Baking powder	2/3 Cup	
Kosher salt	3 Tsp	
Nonfat milk	3 Quarts	
Eggs	16 Each	
Pumpkin puree	1.5 Quarts	
Ground cinnamon	3 Tsp	

CACFP Crediting Information

Type of Meal	Total Servings	Serving Size	Vegetable	Fruit	Meat/MA	Grain	Milk
Breakfast	20	1 (6oz) pancake, 1/2 cup strawberries		1/2 cup		3.75 oz	



Blueberry Banana Overnight Oats

Ingredients	Yield: 8 Servings, 1 cup each	Directions
	Measure	
Oats (gluten free or regular)	1 Cup	1. In an airtight container, mix oats, milk, maple syrup, and vanilla. Seal the container and place in the fridge overnight 2. In the morning, top with fruit & serve
Milk (dairy or non-dairy)	2 Cups	
Maple syrup	2 Tbsp	
Vanilla extract	1 Tbsp	
Banana, sliced	4 Each	
Blueberries	2 Cups	

CACFP Crediting Information

Type of Meal	Total Servings	Serving Size	Vegetable	Fruit	Meat/MA	Grain	Milk
Breakfast	8	1/3 cup oats + 1/2 cup fruit each		1/2 cup		0.5 oz	

Ants on a Log



Ingredients	Yield: 1 Serving	Directions
	Measure	
Celery sticks, 4 in	6 Each	<ol style="list-style-type: none"> 1. Spread sunflower butter over celery sticks 2. Top with raisins and eat
Sunflower butter	1 Tbsp	
Raisins	To taste	

CACFP Crediting Information

Type of Meal	Total Servings	Serving Size	Vegetable	Fruit	Meat/MA	Grain	Milk
Snack	1	6 each celery sticks, 1 Tbsp Sunflower butter	1/2 cup		.5 oz		

Spinach & Watermelon Salad



Ingredients	Yield: 7 Servings, 1 cup each	Directions
	Measure	
Baby spinach	3 Cups	<ol style="list-style-type: none"> Mix all ingredients into a large bowl except for dressing Mix in dressing to taste
Red onion, sliced	1/4 Cup	
Fresh cucumber, diced	3/4 Cup	
Fresh watermelon, cubed	2 1/2 Cups	
Feta cheese	5 oz	
Balsamic dressing/reduction	To taste	

This recipe was created by Chef Brian Dinan of Los Andes Restaurant in Providence, RI.

CACFP Crediting Information

Type of Meal	Total Servings	Serving Size	Vegetable	Fruit	Meat/MA	Grain	Milk
Lunch/Supper	7	1 cup serving	1/4 cp	1/4 cp	0.5 oz		



Cherry Tomato & Corn Salad

Ingredients	Yield: 48 Servings, 1/4 cup each	Directions
	Measure	
Fresh or frozen corn kernels	6 Cups	1. Bring a large pot of water to a boil and cook corn kernels until tender & bright yellow, about 8 minutes for fresh kernels and 1-2 minutes for frozen. Drain and let cool 2. Meanwhile, finely chop the basil leaves and halve the cherry or grape tomatoes 3. In large bowl, combine the cooked and cooled corn, tomatoes, basil, cheese, oil, lemon juice, and salt. Toss and serve immediately
Fresh basil	4 oz	
Fresh cherry or grape tomatoes	3 pints	
Mozzarella cheese, shredded	1 1/2 Cups	
Olive oil	2 Tbsp	
Lemon juice	1/2 Lemon	
Kosher salt	1/2 Tsp	

This recipe was adapted from “New School Cuisine: Nutritious and Seasonal Recipes for School Cooks by School Cooks”

CACFP Crediting Information

Type of Meal	Total Servings	Serving Size	Vegetable	Fruit	Meat/MA	Grain	Milk
Lunch/Supper	48	1/4 cup serving	1/4 cp				



Tallarín Saltado

Delicious pasta to share at the family table served at dinnertime.

SOURCE

RI Team Nutrition CACFP Multicultural Recipe Project

Ingredients	20 servings	Directions
	Measure	
Chicken breast, trimmed	3 lb	<ol style="list-style-type: none"> 1. Slice chicken into ½ inch strips 2. Slice tomatoes 3. Finely chop cilantro 4. Slice red onions into wedges 5. Boil pasta and drain, once cooked 6. Season chicken with salt and pepper 7. Heat pan to medium heat and coat with oil. Sear chicken strips for 3 minutes constantly moving, add tomatoes and onions then turn to high heat and cook for 2 minutes, add pasta and sauté for 30 seconds 8. Add soy sauce and red wine vinegar and let cook for 2 minutes, then add chicken stock and let reduce. Ensure that chicken has reached an internal temperature of 165 degrees Fahrenheit 9. Finish with fresh chopped cilantro
Tomatoes	5 Cups	
Red onions	5 Cups	
Soy sauce	1 Cup	
Red wine vinegar	1 Cup	
Uncooked pasta	10 Cups	
Chicken stock	1 Quart	
Cilantro	1 Quart	
Vegetable oil	1 Tbsp	

CACFP Crediting Information

Type of Meal	Total Servings	Serving Size	Vegetable	Fruit	Meat/MA	Grain	Milk
Lunch/Supper	20	1 ½ cup serving (1.75 oz chicken breast, ¼ cup tomatoes, ¼ cup red onion, 1 cup pasta)	½ cup		1.75 oz	2 oz	

Sweet Potato Quesadillas



Ingredients	Yield: 2 Servings	Directions
	Measure	
Sweet potato cooked & mashed*	1/2 Cup	1. In a medium sized bowl, mash the sweet potato with the beans 2. Coat a skillet with cooking spray on medium heat 3. Place one tortilla in skillet. Spread the sweet potato and black bean mixture onto it. Top with salsa and shredded cheese. Cover with the other tortilla 4. Cook for 2-3 minutes then flip with a wide spatula and cook for another 2-3 minutes. Remove from pan to a cutting board and slice into quarters
Canned black beans, rinsed & drained	1/2 Cup	
Whole wheat tortillas, 8 in	2	
Chunky salsa	2 Tbsp	
Cheddar cheese, shredded	1/2 Cup	
Non-stick cooking spray		

*You can use a fresh medium sweet potato or canned. Be sure to rinse and drain if using canned sweet potatoes (yams).
 1 sweet potato = about 1 cup or 1 (15 ounce) can sweet potatoes = 1 1/2 cups

CACFP Crediting Information

Type of Meal	Total Servings	Serving Size	Vegetable	Fruit	Meat/MA	Grain	Milk
Lunch/Supper	2	1/2 Quesadilla per serving	1/4 cp		1.5 oz	1.5 oz	




WINTER




Brussel Sprouts
Cabbage
Collard Greens
Kale
Leeks
Parsnips

Salad Greens
Winter Squash

Week 1 - Winter Menu Ideas - 3-5 Year Olds

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Milk WG Bagel Mixed Fruit	Milk Crust-less Quiche (p.72)	Milk WG Cereal Orange Wedges	Milk Spinach Egg Bake (p.73)	Milk WG Muffin Peaches
Snack	Carrots & Hummus	Apple Smiles Cheese Stick	Fresh Banana WG Graham Crackers	100% Orange Juice WG Animal Crackers	Black Beans w/ Plantains (p.75)
Lunch	Milk Mediterranean Tuna Salad on WG Pita (p.77)  Roasted Butternut Squash	Milk WG Bread Red Pozole (p.78) Pineapple	Milk Turkey Burgers with Tzatziki Sauce (p.80)  Baked Parsnip "Fries"	Milk Baked Cod Ole (p.82) Savory Rice Pilaf (p.84)  Cole Slaw	Milk WG Veggie Pizza (p.86) Mixed Fruit

Keep your menus fresh by trying out some new recipes! Recipes for any menu items with **blue text** can be found throughout the next section.

Don't forget, your CACFP menus are a great opportunity for you to make classroom connections! Check out the items with the  icon, which showcase RI's local, seasonal crops and can be connected back to your Grow it, Try it, Like it! lesson plans.



Crust-less Quiche

A delicious mouthwatering breakfast choice served with a glass of milk.

SOURCE

RI Team Nutrition CACFP Multicultural Recipe Project

Ingredients	20 servings	Directions
	Measure	
Size A eggs or ready to use mixed eggs	40 oz or 20 ea whole eggs	<ol style="list-style-type: none"> 1. Preheat the oven to 350 F 2. Beat eggs well. Add the cheese and set aside. Cut chorizo, white onions, broccoli, and scallions as directed 3. Sauté chorizo on medium heat for 4 minutes or until the fat starts to render out, then add white onions for 3 minutes, then add scallions and broccoli for 1 minute constantly stirring 4. Divide sautéed mixture into 4 each 10" pie tins 5. Evenly distribute egg mixture between the pie tins 6. Bake 45 min. or until center is set and the top is lightly browned. Let stand 10 min. before cutting to serve. Cut each Crust-less Quiche into 5 slices, serve 1 slice per person
Spicy (or mild) Mexican chorizo	1 lb cut into ¼ inch pieces	
White onions, small diced	3 Each	
Broccoli	5 Cups	
Scallions finely chopped	4 Bunches	
Grated parmesan cheese	10 oz	

CACFP Crediting Information

Type of Meal	Total Servings	Serving Size	Vegetable	Fruit	Meat/MA	Grain	Milk
Lunch/Supper	20	1 slice quiche (1 egg, ¼ cup broccoli, ¼ cup onion/scallion, 0.5 oz cheese)	½ cup		2 oz		



Spinach Egg Bake

An egg bake, also known as a frittata, is an easy-to-prepare dish that provides a perfect opportunity to encourage children to eat vegetables. Eggs are used in frittata-like dishes in many parts of the world. In some parts of Europe, it is rarely served in restaurants but commonly prepared in the home.

CACFP CREDITING INFORMATION

1 piece provides 2 oz equivalent meat alternate and ¼ cup vegetable.

SOURCE

Team Nutrition CACFP Multicultural Recipe Project.

Ingredients	25 Servings		50 Servings		Directions
	Weight	Measure	Weight	Measure	
Spinach, frozen, chopped, thawed, drained	4 lb 9 oz	2 qt 2 ½ cup	9 lb 2 oz	5 qt 1 cup	<ol style="list-style-type: none"> Preheat oven to 350 °F. Spinach can be thawed in the microwave using package directions or by placing under cool, running water. See Chef Tips (p. 74). Whisk eggs in a large mixing bowl. Add feta cheese, dehydrated onions, salt, and black pepper. Mix well. Assembly: Lightly coat steam table pan (or pans) (12" x 20" x 2 ½ ") with nonstick cooking spray. For 25 servings, use 1 pan. Spread 4 lb 9 oz (2 qt 2 ½ cup) of spinach evenly on the bottom of the pan. For 50 servings, use 2 pans. Divide 9 lb 2 oz (5 qt 1 cup) of spinach into equal portions. Spread each portion evenly on the bottom of each pan. Top each pan of spinach with the egg mixture. If using two pans, each pan should have about 5 ½ cups of the egg mixture. Keep the vegetables spread evenly by slightly stirring the mixture with a spatula or spoon. Place steam table pan (or pans) in the oven. Bake for 30 minutes. Broil on high for 2 minutes or until the eggs are set and the top is a light golden brown. Remove immediately to prevent burning. Caution: Use hot pads as pan (or pans) will be very hot. Critical Control Point: Heat to 160 °F or higher for at least 15 seconds. Cut each pan 5 x 5 (25 pieces per pan). Serve 1 piece (2" x 3 ¾"). Critical Control Point: Hold at 140 °F or higher.
Eggs		25 large OR 1 qt 1 ¼ cup		50 large OR 2 qt 2 ½ cup	
Feta cheese, crumbled	2 oz	¼ cup		½ cup	
Onions, dehydrated, chopped		1 Tbsp 1 tsp		2 Tbsp 2 tsp	
Black pepper, ground		½ tsp		1 tsp	
Salt, table		½ tsp		1 tsp	
Nonstick cooking spray		1 spray		2 sprays	

NUTRITION INFORMATION

For 1 piece (2" x 3 3/4").

NUTRIENTS	AMOUNT
Calories	115

Total Fat	8 g
Saturated Fat	2 g
Cholesterol	171 mg
Sodium	203 mg
Total Carbohydrate	4 g
Dietary Fiber	2 g
Total Sugars	4 g
Added Sugars included	N/A
Protein	8 g
Vitamin D	N/A
Calcium	127 mg
Iron	2 mg
Potassium	N/A

N/A=data not available.

NOTES**Variations**

Swiss, cheddar, or ricotta cheese are great substitutes for the feta.

Liquid whole eggs may be substituted for fresh eggs.

Chef Tips

Before whisking eggs, puncture each egg yolk with a fork to make whisking faster and easier.

It is very important to squeeze moisture from the spinach to obtain optimal firmness, texture, and color in your egg bake. Wet spinach may turn the egg bake green.

YIELD/VOLUME

25 Servings	50 Servings
4 lb 1/4 oz 1 steam table pan	8 lb 1/2 oz 2 steam table pans



Black Beans With Plantains

This flavorful dish includes black beans and plantains, two foods that are frequently used in meals prepared in South America and the Caribbean. Plantains are a staple food in many tropical regions. They can be steamed or boiled and used in a manner similar to the way potatoes are used in North America.

CACFP CREDITING INFORMATION

1 cup (8 oz ladle) provides legume as meat alternate: 1 ½ oz equivalent meat alternate ¼ cup vegetable, and ½ oz equivalent grains; OR legume as vegetable: ⅝ cup vegetable and ½ oz equivalent grains.

SOURCE

Team Nutrition CACFP Multicultural Recipe Project.

Ingredients	25 Servings		50 Servings		Directions
	Weight	Measure	Weight	Measure	
Brown rice, long-grain, uncooked	12 ½ oz	2 cup	1 lb 9 oz	1 qt	<ol style="list-style-type: none"> Combine brown rice and water in a large stockpot. Stir once. For 25 servings, add 1 qt water to rice. For 50 servings, add 2 qt water to rice. Heat on medium-high to a rolling boil. Cover and reduce heat to medium. Cook until water is absorbed, about 30–40 minutes. Fluff the rice gently with a fork. Heat oil in a medium stockpot or a tilting kettle on medium-high heat. Sauté onions until soft. Add garlic. Continue cooking on medium-high heat until garlic is fragrant, about 2–4 minutes. Stir frequently. Add cooked rice, black beans, remaining water, tomato sauce, plantains, cumin, paprika, and pepper. Stir well and bring to boil. Stir frequently. Reduce heat to medium-low and simmer for 10–15 minutes or until liquid is absorbed into the ingredients. Critical Control Point: Heat to 140 °F for at least 15 seconds. Serve 1 cup (8 oz ladle). Critical Control Point: Hold at 140 °F or higher. Garnish each serving with 1 tsp of salsa, 1 tsp of cilantro, and 1 tsp of green onions (optional).
Water		1 qt 2 cup		3 qt	
Canola oil		1 Tbsp 1 tsp		2 Tbsp 2 tsp	
*Onions, fresh, ¼" diced	1 lb 5 oz	1 qt 1 ¼ cup	2 lb 10 oz	2 qt 2 ½ cup	
*Garlic, fresh, minced		4 cloves OR 2 tsp		8 cloves OR 1 Tbsp 1 tsp	
*Black beans, low-sodium, canned, drained and rinsed; OR black beans, dry, cooked	6 lb	1 gal ⅔ cup (1 ½ No. 10 can)	10 lb 15 oz	2 gal 1 ½ cup (2 ½ No. 10 can)	
Water		1 qt		2 qt	
Tomato sauce, low-sodium, canned	1 lb 11 oz	1 qt ¼ cup (¼ No. 10 can)	3 lb 6 oz	2 qt ½ cup (½ No. 10 can)	
*Plantains, raw, ripe (yellow), peeled, ¼" diced	12 ½ oz	2 ¾ cup	1 lb 9 oz	1 qt 1 ½ cup	
Cumin, dried, ground		¼ cup		½ cup	
Paprika		1 Tbsp 1 tsp		2 Tbsp 2 tsp	
Black pepper, ground		2 tsp		1 Tbsp 1 tsp	
Salsa, traditional (optional)	4 oz	½ cup 1 tsp	8 oz	1 cup 2 tsp	

Cilantro, fresh, chopped (optional)	2 oz	½ cup 1 tsp	4 oz	1 cup 2 tsp	
*Green onions with tops, fresh, chopped (optional)	2 oz	½ cup 1 tsp	4 oz	1 cup 2 tsp	

NUTRITION INFORMATION

For 1 cup (8 oz. ladle).

NUTRIENTS	AMOUNT
Calories	197
Total Fat	2 g
Saturated Fat	0 g
Cholesterol	N/A
Sodium	193 mg
Total Carbohydrate	38 g
Dietary Fiber	10 g
Total Sugars	4 g
Added Sugars included	N/A
Protein	9 g
Vitamin D	N/A
Calcium	65 mg
Iron	4 mg
Potassium	N/A

N/A=data not available.

MARKETING GUIDE

Food as Purchased for	25 Servings	50 Servings
Mature onions	1 lb 8 oz	3 lb
Plantains	1 lb 4 oz	2 lb 7 oz
Black beans, dry	3 lb 12 oz	7 lb 7 oz
Green onions	2 ½ oz	5 oz

NOTES

*See Marketing Guide for purchasing information on foods that will change during preparation or when a variation of the ingredients is available.

1 clove is about ½ teaspoon minced.

Tips for Soaking Dry Beans

1 lb dry black beans = about 2 ¼ cups dry or 4½ cups cooked beans.

Overnight Method: Add 1 ¾ qt cold water to every 1 lb of dry beans. Cover and refrigerate overnight. Discard the water. Proceed with recipe.

Quick-Soak Method: Boil 1 ¾ qt of water for each 1 lb of dry beans. Add beans and boil for 2 minutes. Remove from heat and allow to soak for 1 hour. Discard the water. Proceed with recipe.

Tips for Cooking Dry Beans

Once the beans have been soaked, add 1 ¾ qt water for every lb of dry beans. Boil gently with lid tilted until tender, about 2 hours. Use cooked beans immediately.

Critical Control Point: Hold for hot service at 140 °F or higher or chill for later use. To chill, cool to 70 °F within 2 hours and to 40 °F or lower within an additional 4 hours.

YIELD/VOLUME

25 Servings	50 Servings
12 lb 14 ½ oz	25 lb 12 ½ oz
1 gal 2 qt 1 cup	3 gal 2 cup



Mediterranean Tuna Salad

Replace mayonnaise with a tangy, Italian salad dressing to create a delicious new twist on tuna salad. Serve it in a pita, on a bun or roll, on top of crackers, or by itself.

CACFP CREDITING INFORMATION

½ pita provides 1 ½ oz equivalent meat, ¼ cup vegetable, and 1 ¼ oz equivalent grains.

SOURCE

Team Nutrition CACFP Multicultural Recipe Project.

Ingredients	25 Servings		50 Servings		Directions
	Weight	Measure	Weight	Measure	
Tuna, chunk style, canned in water, drained	2 lb 5 ½ oz	2 ¾ cup 2 Tbsp	4 lb 11 oz	4 ½ cup 3 Tbsp	<ol style="list-style-type: none"> Place drained tuna in a large bowl. Break apart chunks of tuna using a fork. Add carrots, cucumbers, peas, and salad dressing. Mix well. Cover and refrigerate for 4 hours, or until salad is chilled and peas are thawed. Critical Control Point: Cool to 70 °F within 2 hours and to 40 °F or lower within an additional 4 hours. Cut each pita in half. Place ½ cup (No. 8 scoop) of tuna salad into the pocket of each pita half. Serve ½ a pita pocket. Critical Control Point: Hold at 40 °F or lower.
*Carrots, fresh, peeled, shredded	10 oz	3 cup 2 Tbsp	1 lb 4 oz	1 qt 2 ¼ cup	
*Cucumber, fresh, unpeeled, chopped	8 oz	2 cup	1 lb	1 qt	
Peas, frozen	12 ½ oz	2 ¾ cup	1 lb 9 oz	1 qt 1 ½ cup	
Italian salad dressing, fat-free		1 ½ cup		2 ⅔ cup	
Whole-wheat pitas, (at least 70 gm each)		12 ½ each		25 each	

NUTRITION INFORMATION

For ½ pita.

NUTRIENTS	AMOUNT
Calories	178
Total Fat	3 g
Saturated Fat	0 g
Cholesterol	23 mg
Sodium	533 mg
Total Carbohydrate	24 g
Dietary Fiber	3 g
Total Sugars	3 g
Added Sugars included	N/A
Protein	15 g
Vitamin D	N/A
Calcium	14 mg
Iron	2 mg
Potassium	N/A

N/A=data not available.

MARKETING GUIDE

Food as Purchased for	25 Servings	50 Servings
Cucumber	9 oz	1 lb
Carrots	13 oz	1 lb 9 oz

NOTES

*See Marketing Guide for purchasing information on foods that will change during preparation or when a variation of the ingredients is available.

Chef Tips

Keep wraps and filling separate and assemble at time of serving to prevent pita from getting soggy. Or serve separately and allow child to assemble.

Serve on lettuce leaves or make sandwiches with whole grain-rich bread. (Crediting may change.)

YIELD/VOLUME

25 Servings	50 Servings
6 lb 15 ¼ oz 3 qt ½ cup and 25 pita pocket halves	13 lb 14 ½ oz 1 gal 2 qt 1 cup and 50 pita pocket halves



Red Pozole

Pozole, which has hominy as its main ingredient, is a traditional soup or stew from Mexico. Hominy is a food produced from treated, dried corn kernels and can be found in many dishes prepared throughout Mexico and Central America.

CACFP CREDITING INFORMATION

½ cup (No. #8 scoop) provides 1 ½ oz equivalent meat and ¼ cup vegetable.

SOURCE

Team Nutrition CACFP Multicultural Recipe Project.

Ingredients	25 Servings		50 Servings		Directions
	Weight	Measure	Weight	Measure	
					1. Preheat oven to 400 °F.
					2. For 25 servings, use 1 sheet pan. For 50 servings, use 2 sheet pans.
Nonstick cooking spray	2 sprays		2 sprays		3. Spray sheet pan (or pans) with nonstick cooking spray. Add onions and sauté until tender, about 5 minutes.
Chicken breast, boneless, skinless, fresh or frozen, raw, ½" diced	3 lb 4 oz		6 lb 8 oz		4. Place chicken breasts on a sheet pan (or pans). Bake for 15–25 minutes. Bake until internal temperature reaches 165 °F. For large chicken breasts, cut in half to decrease cooking time.
					5. Remove chicken breasts from oven. Let chicken breasts sit for 10 minutes to slightly cool, then dice. Critical Control Point: Heat to 165 °F or higher for at least 15 seconds.
Canola oil		1 Tbsp 1 tsp		2 Tbsp 2 tsp	6. Heat oil in a large stockpot or a tilting kettle on medium–high heat.
*Onions, raw, ¼" diced	1 lb 5 oz	1 qt 1¼ cup	2 lb 10 oz	2 qt 2½ cup	7. Add onions, and sauté until soft.
*Garlic, fresh, minced		4 cloves OR 2 tsp		8 cloves OR 1 Tbsp 1 tsp	8. Add garlic, salt, and pepper. Continue cooking on medium–high heat until garlic is fragrant, about 2–3 minutes. Stir frequently.
Salt, table		1 tsp		2 tsp	
Black pepper, ground		1 tsp		2 tsp	
Tomatoes with juice, canned, diced	1 lb 11 oz	3¼ cup (⅓ No. 10 can)	3 lb 6 oz	1 qt 2½ cup (⅝ No. 10 can)	9. Add cooked chicken, diced tomatoes with juice, tomato paste, hominy, and water. Reduce heat to medium–low, and simmer for 20–30 minutes, stirring occasionally. If too thick, add more water for desired consistency. Critical Control Point: Heat to 140 °F or higher for at least 15 seconds.
Tomato paste, canned	2 oz	¼ cup	4 oz	½ cup	
Hominy, canned, drained	1 lb ¾ oz	3⅞ cup (¼ No. 10 can)	2 lb 1.5 oz	1 qt 2¼ cup (½ No. 10 can)	

Water		2 cup		1 qt	
Cilantro	2 oz	½ cup	4 oz	1 cup	10. Remove pozole from heat, and stir in fresh cilantro. Serve with a lime wedge (optional).
*Fresh limes, cut into 8 wedges (optional)		25 wedges (about 3½ limes)		50 wedges (about 6½ limes)	11. Serve ½ cup (4 oz ladle). Critical Control Point: Hold at 140 °F or higher.

NUTRITION INFORMATION

For ½ cup.

NUTRIENTS	AMOUNT
Calories	121
Total Fat	4 g
Saturated Fat	1 g
Cholesterol	38 mg
Sodium	254 mg
Total Carbohydrate	7 g
Dietary Fiber	1 g
Total Sugars	1 g
Added Sugars included	N/A
Protein	13 g
Vitamin D	N/A
Calcium	27 mg
Iron	1 mg
Potassium	N/A

N/A=data not available.

MARKETING GUIDE

Food as Purchased for	25 Servings	50 Servings
Mature onions	1 lb 8 oz	3 lb
Limes	4 limes	7 limes
Garlic	4 cloves	8 cloves

NOTES

*See Marketing Guide for purchasing information on foods that will change during preparation or when a variation of the ingredients is available.

One clove is about ½ tsp minced.

Variations

Beef may be substituted for the chicken. If chicken is frozen, defrost in the refrigerator for 1 day. Hold raw chicken at 40 °F or lower.

YIELD/VOLUME

25 Servings	50 Servings
6 lb 12½ oz	13 lb 9 oz
3 qt ½ cup	1 gal 2 qt 1 cup



Turkey Burgers With Tzatziki Sauce

Minted cucumber sauce known as Tzatziki transforms boring burgers into a flavorful exploration of Greek cuisine.

CACFP CREDITING INFORMATION

½ pita provides 1 ½ oz equivalent meat/meat alternate, ¼ cup vegetable, and 1 ¼ oz equivalent grains.

SOURCE

Team Nutrition CACFP Multicultural Recipe Project.

Ingredients	25 Servings		50 Servings		Directions
	Weight	Measure	Weight	Measure	
					1. Preheat oven to 400°F.
Yogurt, greek, plain, non-fat	8 oz	1 cup	1 lb	2 cup	2. Prepare Tzatziki Sauce: In a medium bowl, mix ½ of yogurt, cucumber, mint leaves, and lemon juice. Save remaining yogurt for step #11. Chill sauce. For 25 servings: makes 1 ½ cups 1 Tbsp. For 50 servings: makes 3 cups 2 Tbsp. Critical Control Point: Cool to 40°F or lower within 4 hours.
*Cucumber, fresh, peeled, chopped	8 oz	1 cup	1 lb	2 cup	
Mint leaves, fresh, chopped		2 Tbsp 2 tsp		½ cup	
Juice, lemon, fresh squeezed, seeds removed		1 Tbsp 1 tsp		2 Tbsp 2 tsp	
OR					
Juice, lemon, bottled		1 Tbsp 1 tsp		2 Tbsp 2 tsp	3. Prepare burgers:
Spinach, frozen, chopped	2 lb 7 oz	1 qt 1 ¼ cup	4 lb 14 oz	2 qt 2 ½ cup	4. Thaw, drain, and squeeze excess liquid from spinach. Yields: For 25 servings, about 2 cups. For 50 servings, about 4 cups.
Turkey, ground, fresh or frozen (at least 93% lean)	3 lb 3 oz		6 lb 6 oz		5. In a medium bowl, mix spinach, ground turkey, remaining yogurt, oregano, garlic powder, salt, and pepper.
Oregano, dried		1 Tbsp 1 tsp		2 Tbsp 2 tsp	
Garlic powder		1 Tbsp 1 tsp		2 Tbsp 2 tsp	
Salt, table		2 tsp		1 Tbsp 1 tsp	
Pepper, black, ground		2 tsp		1 Tbsp 1 tsp	6. Shape into 3 oz rectangle patties to fit into pita pockets, about ¼" thick.
Nonstick cooking spray		1 spray		2 sprays	7. Place burgers on sheet pan(s) (18" x 26" x 1") lined with parchment paper lightly coated with nonstick cooking spray. For 25 servings, use 1 sheet pan. For 50 servings, use 2 sheet pans.
					8. Bake for 20 minutes. Critical Control Point: Heat to 165°F or higher for at least 15 seconds.

*Tomato, fresh, 1/8" slices, halved		12 1/2 half slices		25 half slices	
Pita, whole wheat (at least 70gm each)	10 oz	12 1/2 each	1 lb 4 oz	25 each	9. Cut Pita in half. Place a turkey burger and a tomato into each half. Top with 1 Tbsp Tzatziki sauce.
					10. Serve 1/2 pita. Critical Control Point: Hold for hot service 140°F or higher.

NUTRITION INFORMATION

For 1/2 pita.

NUTRIENTS

Calories 198

Total Fat	6 g
Saturated Fat	1 g
Cholesterol	43 mg
Sodium	436 mg
Total Carbohydrate	22 g
Dietary Fiber	3 g
Total Sugars	2 g
Added Sugars included	N/A
Protein	17 g
Vitamin D	N/A
Calcium	74 mg
Iron	2 mg
Potassium	N/A

N/A=data not available.

MARKETING GUIDE

Food as Purchased for	25 Servings	50 Servings
Cucumber	10 oz	1 lb 4 oz
Tomato	12 oz	1 lb 7 oz

NOTES

*See Marketing Guide for purchasing information on foods that will change during preparation or when a variation of the ingredients is available.

Variation

If ground turkey is frozen, defrost in the refrigerator for 1 day per 1–5 pounds. Store raw ground turkey at 40°F.

Tzatziki Sauce can also be served on the side.

YIELD/VOLUME

25 Servings	50 Servings
5 lb 13 oz 25 burgers	11 lb 10 oz 50 burgers



Baked Cod Olé

Seafood is very popular in Barbados, the Dominican Republic, Puerto Rico, and other parts of the Caribbean. Each island has its own specialty dish, and many include baked fish. Cod is a popular choice; it is versatile and can be baked, poached, or grilled.

CACFP CREDITING INFORMATION

One fish fillet topped with $\frac{1}{3}$ cup (No. 12 scoop) salsa provides 1 $\frac{1}{2}$ oz equivalent meat and $\frac{1}{4}$ cup vegetable.

SOURCE

Team Nutrition CACFP Multicultural Recipe Project.

Ingredients	25 Servings		50 Servings		Directions
	Weight	Measure	Weight	Measure	
					1. Preheat oven to 400 °F.
*Lime juice, fresh squeezed, seeds removed; OR lime juice, bottled		$\frac{3}{4}$ cup		1 $\frac{1}{2}$ cup	2. To make dressing: In a small bowl, whisk together lime juice, olive oil, black pepper, and salt. For 25 servings, about 9 limes. For 50 servings, about 18 limes.
Olive oil		2 tsp		1 Tbsp 1 tsp	
Black pepper, ground		1 tsp		2 tsp	
Salt, table		1 tsp		2 tsp	
*Tomatoes, fresh, $\frac{1}{4}$ " diced	1 lb 14 oz	1 qt 1 $\frac{1}{4}$ cup	3 lb 12 oz	2 qt 2 $\frac{1}{2}$ cup	3. Prepare salsa: In a large bowl, combine tomatoes, onions, and cilantro. Add dressing and toss.
*Onions, fresh, peeled, $\frac{1}{4}$ " diced	1 lb 7 oz	1 qt 1 $\frac{1}{4}$ cup	2 lb 14 oz	2 qt 2 $\frac{1}{2}$ cup	
*Cilantro, fresh, chopped	2 oz	$\frac{1}{2}$ cup	4 oz	1 cup	
Nonstick cooking spray		1 spray		2 sprays	4. Coat sheet pan (18" x 26" x 1") with nonstick cooking spray. Place fish portions on sheet pan(s) with about 1" of space between each piece. For 25 servings, use 1 sheet pan. For 50 servings, use 2 sheet pans.
Cod fish fillets, fresh or frozen (each piece should be about 2 $\frac{1}{4}$ oz)	3 lb 8 $\frac{1}{4}$ oz	25 pieces	7 lb $\frac{1}{2}$ oz	50 pieces	5. Top each piece of fish with $\frac{1}{3}$ cup (No. 12 scoop) of salsa.
					6. Roast for 12–15 minutes. When done, fish will flake easily with a fork. Critical Control Point: Heat to 145 °F or higher for at least 15 seconds.
					7. Serve 1 fillet topped with $\frac{1}{3}$ cup (No. 12 scoop) salsa. Critical Control Point: Hold at 140 °F or higher.

NUTRITION INFORMATION

For 1 fish fillet topped with ¼ cup (No. 12 scoop) of salsa.

NUTRIENTS	AMOUNT
Calories	68

Total Fat	1 g
Saturated Fat	0 g
Cholesterol	25 mg
Sodium	132 mg
Total Carbohydrate	4 g
Dietary Fiber	1 g
Total Sugars	2 g
Added Sugars included	N/A
Protein	11 g
Vitamin D	N/A
Calcium	44 mg
Iron	0 mg
Potassium	N/A

N/A=data not available.

MARKETING GUIDE

Food as Purchased for	25 Servings	50 Servings
Tomatoes	2 lb 3 oz	4 lb 5 oz
Mature onions	1 lb 11 oz	3 lb 5 oz
Cilantro	3 oz	5 oz
Lime	9 limes	18 limes

NOTES

*See Marketing Guide for purchasing information on foods that will change during preparation or when a variation of the ingredients is available.

Variations

Tilapia, halibut, or other white fish can be substituted for cod.

YIELD/VOLUME

25 Servings	50 Servings
4 lb 11 oz	9 lb 6 oz
25 fish fillets topped with salsa	50 fish fillets topped with salsa



Savory Rice Pilaf

In India, rice pilaf called pulao is cooked in flavored broth and seasoned with cooked onions and a mix of spices. Rice pilaf is a common dish in the Middle East, Central and South Asia, Latin America, and East Africa. In many parts of the world it is prepared with vegetables, meat, fish, or dried fruit.

CACFP CREDITING INFORMATION

¼ cup (No. 16 scoop) provides ½ oz equivalent grains.

SOURCE

Team Nutrition CACFP Multicultural Recipe Project.

Ingredients	25 Servings		50 Servings		Directions
	Weight	Measure	Weight	Measure	
					1. Preheat oven to 350 °F.
Canola oil		1 Tbsp 1 tsp		2 Tbsp 2 tsp	2. In a tilted skillet or skillets, heat oil on medium–high heat. For 25 servings, use 2 extra-large skillets. For 50 servings, use 4 extra-large skillets.
*Onions, fresh, peeled, ¼" diced	4 oz	1 cup	8 oz	2 cup	3. Add onions and sauté until tender, about 5 minutes.
Enriched rice, parboiled, uncooked	14 ½oz	3 cup 2 Tbsp	1 lb 13 oz	1 qt 2 ¼ cup	4. Reduce heat to medium. Add uncooked rice, almonds, salt, allspice, turmeric, curry powder, and black pepper.
Almonds, chopped	2 oz	½cup	4 oz	1 cup	5. Stir constantly until rice is yellow and almonds and seasoning are lightly toasted, 1–2 minutes. Do not burn.
Salt, table		½tsp		1 tsp	
Allspice, dry, ground		½tsp		1 tsp	
Turmeric, dry, ground		1 tsp		2 tsp	
Curry powder, dry, ground		1 tsp		2 tsp	
Black pepper, ground		2 tsp		1 Tbsp 1 tsp	
Chicken broth, low-sodium	32 fl oz (2 lb)	1 qt	64 fl oz (4 lb)	2 qt	6. Stir in chicken broth. Increase heat to medium–high and bring to a boil. Remove from heat.
Nonstick cooking spray		1 spray		1 spray	7. Lightly coat a half steam table pan (10 ¾" x 12¾" x 2") with nonstick cooking spray. For 25 servings, use 1 steam table pan. For 50 servings, use 2 steam table pans.
					8. Transfer rice mixture to steam table pan. Cover with foil, and bake 45 minutes to 1 hour or until liquid is fully absorbed. Fluff the rice gently with a fork. Critical Control Point: Heat to 140 °F or higher for at least 15 seconds.
					9. Serve ¼ cup packed (No. 16 scoop). Critical Control Point: Hold at 140 °F or higher.

NUTRITION INFORMATION

For ¼ cup packed.

NUTRIENTS**AMOUNT****Calories** 87**Total Fat** 2 g

Saturated Fat 0 g

Cholesterol N/A

Sodium 66 mg**Total Carbohydrate** 14 g

Dietary Fiber 1 g

Total Sugars N/A

Added Sugars included N/A

Protein 2 g

Vitamin D N/A

Calcium 13 mg

Iron 0 mg

Potassium N/A

N/A=data not available.

MARKETING GUIDE

Food as Purchased for	25 Servings	50 Servings
Mature onions	5 oz	10 oz

NOTES

*See Marketing Guide for purchasing information on foods that will change during preparation or when a variation of the ingredients is available.

Variations

To make dish whole grain-rich, brown rice may be substituted for the enriched rice.

YIELD/VOLUME

25 Servings	50 Servings
2 lb 11 ¼ oz 1 qt 2 ¼ cup	5 lb 7 ½ oz 3 qt ½ cup



WG Veggie Pizza

Always a favorite for family dinner, helping kids to eat a cheesy pizza topped with mushrooms with fresh fruit on the side with a delicious glass of milk.

SOURCE

RI Team Nutrition CACFP Multicultural Recipe Project

Ingredients	20 servings	Directions
	Measure	
12 inch pre-cooked whole grain pizza crust	5 Each	1. Preheat oven to 400 F. Lay whole grain pizza dough on a sheet pan
Tomato sauce	5 Cups	2. Add 1 cup tomato sauce per pizza
Mozzarella cheese	50 oz	3. Top with 10oz mozzarella cheese per pizza
Sliced mushrooms	5 Cups	4. Top with 1 cup sliced mushrooms per pizza (or vegetable of choice) Bake in oven at 400 degrees on sheet trays for 8 minutes. Cut each pizza into 4 wedges to serve

CACFP Crediting Information

Type of Meal	Total Servings	Serving Size	Vegetable	Fruit	Meat/MA	Grain	Milk
Lunch/Supper	20	1/4 pizza (1/4 12 inch wg pizza dough, 1/4 cup tomato sauce, 1/4 cup mushrooms, 2 oz cheese)	1/2 cup		2 oz	*Exact crediting information dependent on dough product chosen	

SPRING






Asparagus
Collard Greens
Fiddleheads
Kale
Lettuce


Onions
Peas
Rhubarb
Salad Greens
Spinach

Strawberries

Week 1 - Spring Menu Ideas - 3-5 Year Olds

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Milk Sliced Oranges WG Pancakes	Milk WG Bagel w/ Jelly  Fresh Strawberries	Milk Mandarin Oranges WG Muffin	Milk Sliced Apple Oatmeal	Milk Banana WG Cereal
Snack	Baked Yucca w/ Hummus (p.88)	Baby Carrots w/ Dip Milk	Tropical Bean Salad (p.89) w/ WG Crackers	Mixed Fruit WG Graham Crackers	100% Apple Juice Goldfish Crackers
Lunch	Milk WG Dinner Roll Chicken Ratatouille (p.91) Apple Smiles	Milk Chicken Sandwich (p.93) Diced Peaches	Milk Chicken w/ Veggie Couscous (p.94)  Side Salad	Milk Easy Chicken and Egg Noodle Soup (p.96) Diced Pears	Milk Easy Zucchini Lasagna (p.98)  Fresh Strawberries

Keep your menus fresh by trying out some new recipes! Recipes for any menu items with **blue text** can be found throughout the next section.

Don't forget, your CACFP menus are a great opportunity for you to make classroom connections! Check out the items with the  icon, which showcase RI's local, seasonal crops and can be connected back to your Grow it, Try it, Like it! lesson plans.



Baked Yucca with Hummus

A tummy-filling snack, great to boost kids immune system and to stay active in play.

SOURCE

RI Team Nutrition CACFP Multicultural Recipe Project

Ingredients	20 servings	Directions
	Measure	
Frozen Yucca	5 lb	1. Preheat oven to 500 F and bring a large pot of water to a boil. Once water is boiling, add yucca and cook for 5 minutes or until tender. Drain yucca and let cool for 5 minutes 2. Carefully cut cooled yucca in half and remove the core; slice cored yucca into 1-inch sticks. Arrange yucca sticks on a baking sheet and bake for 8 minutes or until golden brown. Serve with hummus
Hummus	40 oz	

CACFP Crediting Information

Type of Meal	Total Servings	Serving Size	Vegetable	Fruit	Meat/MA	Grain	Milk
Snack	20	³ / ₄ cup yucca, 2 oz (¹ / ₄ cup) hummus	³ / ₄ cup		*Need hummus recipe/CN label in order to verify crediting information		



Tropical Bean Salad

This tangy salad is delicious as a side dish or as a topping for tacos, chicken, or fish. Mangoes are a tropical stone fruit. In the United States, Florida is the largest producer of mangoes.

CACFP CREDITING INFORMATION

1 cup (8 oz spoodle) bean salad over 1/2 cup (4 oz spoodle) lettuce provides Legume as Meat Alternate: 1 1/2 oz equivalent meat alternate, 3/8 cup vegetable, and 1/4 cup fruit OR Legume as Vegetable: 7/8 cup vegetable and 1/4 cup fruit.

SOURCE

Team Nutrition CACFP Multicultural Recipe Project.

Ingredients	25 Servings		50 Servings		Directions
	Weight	Measure	Weight	Measure	
Beans, black, low-sodium, canned, drained and rinsed or beans, black, dry, cooked	6 lb	3 qt 2 2/3 cup (1 1/2 No. 10 can)	12 lb	1 gal 3 qt 1 1/3 cup (2 3/4 No. 10 can)	<ol style="list-style-type: none"> In a large bowl, mix together black beans, mango, and tomato to make a salad.
Mango, canned, drained, diced	3 lb 2 oz	1 qt 2 1/4 cup	6 lb 4 oz	3 qt 1/2 cup	
*Tomato, fresh, 1/4" diced	1 lb 7 oz	3 1/8 cup	2 lb 14 oz	1 qt 2 1/4 cup	<ol style="list-style-type: none"> Prepare dressing: In a small bowl, whisk together canola oil, apple-cider vinegar, oregano, and pepper.
Oil, canola		1/4 cup		1/2 cup	
Vinegar, apple-cider		1/2 cup		1 cup	
Oregano, dried		2 tsp		1 Tbsp 1 tsp	
Black pepper, ground		1 tsp		2 tsp	
*Lettuce, romaine, raw, chopped	1 lb	3 qt 1/2 cup	2 lb	1 gal 2 qt 1 cup	<ol style="list-style-type: none"> Toss black bean salad with dressing. Cover and refrigerate. Chill for at least 2 hours to allow the flavors to fuse. Serve 1 cup (8 oz spoodle) black bean salad over 1/2 cup (4 oz spoodle) lettuce. <p>Critical Control Point: Hold at 40 °F or lower.</p>

NUTRITION INFORMATION

For 1 cup (8 oz spoodle) black bean salad over
 ½ cup (4 oz spoodle) lettuce.

NUTRIENTS	AMOUNT
Calories	162
Total Fat	3 g
Saturated Fat	0 g
Cholesterol	N/A
Sodium	153 mg
Total Carbohydrate	28 g
Dietary Fiber	9 g
Total Sugars	9 g
Added Sugars included	N/A
Protein	8 g
Vitamin D	N/A
Calcium	56 mg
Iron	2 mg
Potassium	N/A

N/A=data not available.

YIELD/VOLUME

25 Servings	50 Servings
12 lb 1 gal 2 qt 1 cup black bean salad, 3 qt ½ cup romaine	24 lb 3 gal 2 cup black bean salad, 1 gal 2 qt 1 cup romaine

MARKETING GUIDE

Food as Purchased for	25 Servings	50 Servings
Tomatoes	1 lb 7 oz	2 lb 14 oz
Romaine lettuce	1 lb 9 oz	3 lb 2 oz

NOTES

*See Marketing Guide for purchasing information on foods that will change during preparation or when a variation of the ingredients is available.

Tips for Soaking Dry Beans

1 lb dry black beans = about 2¼ cups dry or 4½ cups cooked beans.

Overnight Method: Add 1¾ qt cold water to every 1 lb of dry beans. Cover and refrigerate overnight. Discard the water. Proceed with recipe.

Quick-Soak Method: Boil 1¾ qt of water for each 1 lb of dry beans. Add beans and boil for 2 minutes. Remove from heat and allow to soak for 1 hour. Discard the water. Proceed with recipe.

Tips for Cooking Dry Beans

Once the beans have been soaked, add 1¾ qt water for every 1 lb of dry beans. Boil gently with lid tilted until tender, about 2 hours. Use cooked beans immediately.

Critical Control Point:

Hold for hot service at 140 °F or higher or chill for later use. To chill, cool to 70 °F within 2 hours and to 40 °F or lower within an additional 4 hours.



Chicken Ratatouille

This is the perfect one-dish dinner when the garden is in full swing. It is a traditional French stew, originating in an area that is present day Nice. It is a delicious dish that can be served hot or cold.

CACFP CREDITING INFORMATION

$\frac{3}{8}$ cup (No. 10 scoop) provides 1 $\frac{1}{2}$ oz equivalent meat and $\frac{1}{4}$ cup vegetable.

SOURCE

Team Nutrition CACFP Multicultural Recipe Project.

Ingredients	25 Servings		50 Servings		Directions
	Weight	Measure	Weight	Measure	
Canola oil		1 Tbsp		2 Tbsp	<ol style="list-style-type: none"> Heat oil on medium-high heat. For 25 servings, use 2 extra-large skillets. For 50 servings, use 4 extra-large skillets. Add chicken and sauté 10–15 minutes, or until lightly browned. Add zucchini, eggplant, onion, green pepper, mushrooms, and salt. Cook an additional 5 minutes, until onions are tender. Stir often. Add diced canned tomatoes with juice, minced garlic, dried basil, black pepper, and balsamic vinegar. Bring to a boil. Reduce heat to medium and simmer for 10 minutes, or until chicken is tender and juices from tomatoes and vinegar have reduced. Stir frequently. Remove from heat and stir in lemon juice and parsley. Critical Control Point: Heat to 165 °F or higher for at least 15 seconds. Serve $\frac{3}{8}$ cup (No. 10 scoop). Critical Control Point: Hold at 140 °F or higher.
Chicken breast, boneless, skinless, raw, $\frac{1}{2}$ " diced	3 lb 4 oz		6 lb 8 oz		
*Zucchini, fresh, unpeeled, $\frac{1}{2}$ " diced	4 $\frac{1}{4}$ oz	$\frac{7}{8}$ cup	8 $\frac{1}{2}$ oz	1 $\frac{3}{4}$ cup	
*Eggplant, fresh, unpeeled, $\frac{1}{2}$ " diced	8 $\frac{1}{3}$ oz	4 $\frac{1}{2}$ cup	1 lb $\frac{2}{3}$ oz	2 qt 1 cup	
*Onions, fresh, peeled, $\frac{1}{4}$ " diced	6 $\frac{1}{4}$ oz	1 $\frac{1}{4}$ cup	12 $\frac{1}{2}$ oz	2 $\frac{1}{2}$ cup	
*Green bell pepper, $\frac{1}{4}$ " diced	5 oz	1 cup	10 $\frac{1}{2}$ oz	2 cup	
*Mushrooms, thinly sliced	2 $\frac{3}{4}$ oz	$\frac{3}{4}$ cup $\frac{1}{2}$ Tbsp	5 $\frac{1}{2}$ oz	1 $\frac{1}{2}$ cup 1 Tbsp	
Salt, table		1 tsp		2 tsp	
Tomatoes with juice, garlic, oregano, and basil, canned, diced	1 lb 10 oz	3 cup 2 Tbsp ($\frac{1}{3}$ No. 10 can)	3 lb 4 oz	1 qt 2 $\frac{1}{4}$ cup ($\frac{2}{3}$ No. 10 can)	
*Garlic, fresh, minced		4 cloves		8 cloves	
Basil leaves, dried		2 tsp		1 Tbsp 1 tsp	
Black pepper, ground		$\frac{1}{2}$ tsp		1 tsp	
Balsamic vinegar		2 tsp		1 Tbsp 1 tsp	
Lemon juice, fresh or bottled		2 tsp		1 Tbsp 1 tsp	
Parsley, flat-leaf, chopped		2 Tbsp		$\frac{1}{4}$ cup	

NUTRITION INFORMATION

For ¾ cup (No. 10 scoop).

NUTRIENTS	AMOUNT
Calories	101
Total Fat	4 g
Saturated Fat	1 g
Cholesterol	38 mg
Sodium	185 mg
Total Carbohydrate	3 g
Dietary Fiber	1 g
Total Sugars	3g
Added Sugars included	N/A
Protein	13 g
Vitamin D	N/A
Calcium	22 mg
Iron	1 mg
Potassium	N/A

N/A=data not available.

MARKETING GUIDE

Food as Purchased for	25 Servings	50 Servings
Zucchini	4 ½ oz	9 oz
Eggplant	10 ⅓ oz	1 lb 4 ⅓ oz
Mature onions	7 ¼ oz	14 ½ oz
Green pepper	6 ¾ oz	13 ½ oz
Mushrooms	3 oz	6 oz
Garlic	4 cloves	8 cloves

NOTES

*See Marketing Guide for purchasing information on foods that will change during preparation or when a variation of the ingredients is available.

Variations

If chicken is frozen, defrost in the refrigerator for 1 day per 1–5 pounds. Hold raw chicken at 40 °F or lower.

YIELD/VOLUME

25 Servings	50 Servings
About 5 lb 12 oz	About 11 lb 8 oz
2 qt 2 ¾ cup	1 gallon 1 qt ¾ cup



Chicken Sandwich

A Peruvian grilled chicken sandwich great to satisfy for a dinner meal.

SOURCE

RI Team Nutrition CACFP Multicultural Recipe Project

Ingredients	20 servings	Directions
	Measure	
Boneless, skinless chicken thigh - trimmed	3 lb	<ol style="list-style-type: none"> 1. Marinate chicken thigh in aji panca puree overnight. The next day, preheat the oven to 400 F 2. Rinse spinach in cold water and pat dry 3. Rinse tomatoes in cold water and slice into desired size 4. Slice red onion in half, remove skin and cut into thin slices 5. Slice each baguette into 5 sandwiches, open, and toast in the oven for 5 minutes 6. Bake chicken thigh in the oven at 400 degrees on a sheet tray for 15 minutes or until an internal temperature of 165 degrees Fahrenheit has been reached. Slice the chicken and assemble the sandwiches by topping each toasted baguette with chicken, onion, tomato, and spinach. Serve hot or cold
Canned Aji Panca Puree	10 oz	
Whole grain baguette	4 Each	
Spinach	5 oz	
Red onions sliced	2 Each	
Tomatoes	8 Each	

CACFP Crediting Information

Type of Meal	Total Servings	Serving Size	Vegetable	Fruit	Meat/MA	Grain	Milk
Lunch/Supper	20	1 sandwich (2 oz cooked chicken thigh, 1/2 cup tomatoes/red onion/spinach, on wg baguette)	1/2 cup		2 oz	1 serving	



Chicken With Veggie Couscous

Couscous is great to use in dishes and meals where you might typically use rice or pasta. It is a staple food commonly served in Morocco and North Africa, but it is also growing in popularity in France, Spain, Portugal, Italy, and Greece. Traditionally couscous is cooked using a steamer. The basket is placed on top of the main dish and it is allowed to absorb the flavors as it cook producing a fluffy flavorful side dish.

CACFP CREDITING INFORMATION

1 drumstick, 1/3 cup (No. 8 scoop) mixed vegetables, and 1/4 cup (No. 16 scoop) couscous provides 1 1/2 oz equivalent meat, 1/4 vegetable, and 1/2 oz equivalent grains.

SOURCE

Team Nutrition CACFP Multicultural Recipe Project.

Ingredients	25 Servings		50 Servings		Directions
	Weight	Measure	Weight	Measure	
					1. Preheat oven to 400 °F.
Nonstick cooking spray		1 spray		2 sprays	2. Coat two extra-large skillet, a flat top, or a griddle with nonstick cooking spray. Heat on medium-high heat.
Chicken drumsticks, with bone and skin, raw (about 3.7 oz each)	5 lb 12 1/2 oz	25 drumsticks	11 lb 5 oz	50 drumsticks	3. Brown chicken on all four sides, about 2–3 minutes per side.
Canola oil		1/4 cup		1/2 cup	4. Remove chicken from heat and place on a sheet pan. Remove skin, cover, and set aside.
Coriander, dried, ground		1 Tbsp 1 tsp		2 Tbsp 2 tsp	5. Roast vegetables: In a large bowl toss oil, spices, carrots, and onions. Transfer to steam table pan(s) (12" x 20" x 4"). Spread seasoned vegetables in a single layer in the steam table pan(s). For 25 servings, use 1 pan. For 50 servings, use 2 pans.
Cumin, dried, ground		1 Tbsp 1 tsp		2 Tbsp 2 tsp	
Ginger, dried, ground		1 Tbsp 1 tsp		2 Tbsp 2 tsp	
Cinnamon, dried, ground		2 tsp		1 Tbsp 1 tsp	
*Carrots, fresh, peeled, 1/4" diced	1 lb 5 oz	1 qt 3/4 cup	2 lb 10 oz	2 qt 1 1/2 cup	
*Onions, fresh, peeled 1/4" diced	1 lb 1 oz	1 qt 1/4 cup	2 lb 2 oz	2 qt 1/2 cup	6. Roast uncovered in the oven until vegetables start to become tender, about 20 minutes. Remove from the oven. Do not turn oven off.
Lemon juice, fresh squeezed, seeds removed or bottled		1 cup		2 cup	7. For 25 servings, mix lemon juice and 1 qt chicken broth together in a medium stockpot. For 50 servings, mix lemon juice and 2 qt chicken broth together in a large stockpot. Reserve remaining chicken broth for step 10 to cook the couscous.
Chicken broth, low-sodium	64 fl oz (4 lb)	2 qt	128 fl oz (8 lb)	4 qt	
Olives, ripe, black, canned, drained, sliced	4 oz	1 cup	8 oz	2 cup	8. Bring to a boil on medium-high heat, continue boiling for 5 minutes to reduce a small portion of the liquid. Remove from heat and pour the liquid over the partially roasted carrots and onions. Stir in olives.

					<p>9. Place 25 chicken legs in each steam table pan with the vegetables and reduced liquid. Place steam table pan(s) back into the 400 °F oven and bake uncovered for 40–45 minutes.</p> <p>Critical Control Point: Heat to 165 °F or higher for at least 15 seconds.</p>
Couscous, uncooked	12½ oz	2 cup	1 lb 9 oz	1 qt	<p>10. Prepare the couscous: In a large saucepan, add 1 quart chicken broth. Bring to a boil on medium-high heat on the stove. Stir in couscous and remove from the heat. Cover and let stand for 15–20 minutes. When done, couscous will be soft.</p> <p>Critical Control Point: Heat to 140 °F or higher for at least 15 seconds.</p>
Mint leaves, fresh, chopped		2 Tbsp OR 25 leaves		¼ cup OR 50 leaves	<p>11. Fluff couscous with a fork and gently stir in the mint.</p>
					<p>12. Serve 1 drumstick with ⅓ cup (No. 12 scoop) mixed vegetables and ¼ cup (No. 16 scoop) couscous.</p> <p>Critical Control Point: Hold at 140 °F or higher.</p>

NUTRITION INFORMATION

For 1 drumstick, ⅓ cup (No. 12 scoop) mixed vegetables, and ¼ cup (No. 16 scoop) couscous.

NUTRIENTS	AMOUNT
Calories	166
Total Fat	6 g
Saturated Fat	1 g
Cholesterol	39 mg
Sodium	120 mg
Total Carbohydrate	14 g
Dietary Fiber	2 g
Total Sugars	2 g
Added Sugars included	N/A
Protein	15 g
Vitamin D	N/A
Calcium	29 mg
Iron	1 mg
Potassium	N/A

N/A=data not available.

MARKETING GUIDE

Food as Purchased for	25 Servings	50 Servings
Carrots	1 lb 10 oz	3 lb 3 oz
Mature onions	1 lb 4 oz	2 lb 7 oz

NOTES

*See Marketing Guide for purchasing information on foods that will change during preparation or when a variation of the ingredients is available.

Variations

If chicken is frozen, defrost in the refrigerator. Hold raw chicken at 40 °F or lower.

Add hot chili sauce if desired. The addition of hot chili sauce will increase the amount of sodium in the recipe.

**Traditionally couscous is cooked over broth and vegetables or water but for ease of preparation in the CACFP the cooking method was modified.

***When taking temperature of raw chicken, do not touch the bone as it is hotter than the meat.

YIELD/VOLUME

25 Servings	50 Servings
3 lb 14½ oz chicken legs, 3 lb 14 oz mixed vegetables, 2 lb 5½ oz couscous	7 lb 13 oz chicken legs, 7 lb 12 oz mixed vegetables, 4 lb 11 oz couscous
25 chicken legs, 2 qt ⅓ cup mixed vegetables, 1 qt 2¼ cup couscous	50 chicken legs, 1 gal ⅔ cup mixed vegetables, 3 qt ½ cup couscous



Easy Chicken and Egg Noodle Soup

Add Asian flavors to a traditional chicken soup using soy sauce, garlic, and ginger.

CACFP CREDITING INFORMATION

1 ¼ cups (portion with 12-fl-oz ladle, fill ¾ of the ladle to provide 10 fl oz) provides 1 ½ oz equivalent meat, ¼ cup vegetable, and ½ oz equivalent grains.

SOURCE

Team Nutrition CACFP Multicultural Recipe Project.

Ingredients	25 Servings		50 Servings		Directions
	Weight	Measure	Weight	Measure	
Canola oil		2 Tbsp 2 tsp		½ cup	<ol style="list-style-type: none"> 1. Heat canola oil in a large pot or tilting kettle over medium-high heat. 2. Add onions and cook for 5 minutes or until onions are soft. 3. Stir in ginger, garlic, salt, and pepper. Cook for 3 minutes or until ginger and garlic become fragrant.
*Onions, fresh, peeled, ¼" diced	1 lb 1 oz	1 qt ¼ cup	2 lb 2 oz	2 qt ½ cup	
Ginger, fresh, grated OR ginger, ground		1 Tbsp 1 tsp OR 2 tsp		2 Tbsp 2 tsp OR 1 Tbsp 1 tsp	
*Garlic, fresh, minced OR garlic, jar, minced		4 cloves OR 2 tsp		8 cloves OR 1 Tbsp 1 tsp	
Salt, table		1 tsp		2 tsp	
Black pepper, ground		2 tsp		1 Tbsp 1 tsp	
Chicken breast, boneless, skinless, cooked, ½" diced	2 lb 6 ½ oz	2 qt 1 ⅓ cup	4 lb 13 oz	1 gal 3 ⅓ cup	<ol style="list-style-type: none"> 4. Add chicken, chicken broth, and soy sauce. Bring to a boil and continue cooking on medium-high heat, about 15–17 minutes. <p>Critical Control Point: Heat to 165 °F or higher for at least 15 seconds.</p>
Chicken broth, low-sodium	168 fl oz	1 gal 1 qt 1 cup	336 fl oz	2 gal 2 qt 2 cup	
Soy sauce, low-sodium		½ cup		1 cup	<ol style="list-style-type: none"> 5. Stir in noodles and cabbage. Cook for 4 minutes or until noodles are soft.
Stir-fry/Chinese egg noodles, enriched, uncooked	12 ½ oz		1 lb 9 oz		
*Cabbage, fresh, shredded	12 ½ oz	1 qt 2 ¼ cup	1 lb 9 oz	3 qt ½ cup	
*Spinach, fresh, baby leaves, whole, packed	1 lb 1 oz	1 gal	2 lb 2 oz	2 gal	<ol style="list-style-type: none"> 6. Stir in spinach, green onions, and sesame oil. Remove from heat. <p>Critical Control Point: Heat to 140 °F or higher for at least 15 seconds.</p>
*Green onions with tops, fresh, chopped	2 oz	⅔ cup	4 oz	1 ¼ cup	

Sesame oil		2 tsp		1 Tbsp 1 tsp	
					<p>7. Serve 1 ¼ cups (portion with 12 fl oz ladle, fill ¾ of the ladle to provide 10 fl oz).</p> <p>Hold at 140 °F or higher.</p>

NUTRITION INFORMATION

For 1 ¼ cups (portion with 12 fl oz ladle, fill ¾ of the ladle to provide 10 fl oz).

NUTRIENTS	AMOUNT
Calories	194
Total fat	7 g
Saturated Fat	2 g
Cholesterol	54 mg
Sodium	402 mg
Total Carbohydrate	15 g
Dietary Fiber	2 g
Total Sugars	2 g
Added Sugars included	N/A
Protein	18 g
Vitamin D	N/A
Calcium	55 mg
Iron	2 mg
Potassium	N/A

N/A=data not available.

MARKETING GUIDE

Food as Purchased for	25 Servings	50 Servings
Mature onions	1 lb 4 oz	2 lb 7 oz
Green onion	3 oz	5 oz
Garlic	4 cloves	8 cloves
Baby spinach leaves	1 lb 1 oz	2 lb 2 oz
Green cabbage	15 oz	1 lb 13 oz

NOTES

*See Marketing Guide for purchasing information on foods that will change during preparation or when a variation of the ingredients is available.

One clove is about ½ teaspoon minced.

Variations

For a lower cost option, cook raw chicken breast to 165 °F and cut into ½ " diced pieces. For 25 servings use 3 lb 4 ¾ oz and for 50 servings use 6 lb 9 ½ oz.

If chicken is frozen, defrost in the refrigerator for 1 day per 1–5 pounds. Hold raw chicken at 40 °F or lower.

If serving younger children, chop spinach.

Spaghetti noodles may be substituted for the Asian egg noodles; however, cooking time will vary.

YIELD/VOLUME

25 Servings	50 Servings
16 lb 10 oz	33 lb 6 oz
1 gal 3 qt 3 ½ cup	3 gal 3 qt 3 cup



Easy Zucchini Lasagna

This lasagna is a delicious summer version of a popular comfort food that made its debut in Italy during the Middle Ages. Zucchini, also called "green Italian squash," is a highly anticipated spring vegetable in Italy and they have incorporated it into numerous recipes. It is often chopped or diced and added to pizzas, pasta dishes, soups, and salads.

CACFP CREDITING INFORMATION

1 piece provides 1 oz equivalent meat alternate, ½ cup vegetable, and ½ oz equivalent grains.

SOURCE

Team Nutrition CACFP Multicultural Recipe Project.

Ingredients	25 Servings		50 Servings		Directions
	Weight	Measure	Weight	Measure	
					1. Preheat oven to 350 °F.
Mozzarella cheese, low-fat, shredded	10½ oz	2½ cup 2 Tbsp	1 lb 5 oz	1 qt 1¼ cup	2. Reserve some of the mozzarella cheese and set aside. For 25 servings, reserve 1 ½ cups. For 50 servings, reserve 2 ¾ cups.
Cottage cheese, non-fat	2 lb 2 oz	1 qt ¼ cup	4 lb 4 oz	2 qt ½ cup	
Tomato paste, canned, no added salt	7½ oz	¾ cup	15 oz	1½ cup	3. To make cheesy-tomato sauce: combine remaining mozzarella cheese, cottage cheese, tomato paste, tomato sauce, oregano, basil, onions, garlic, and black pepper in a large bowl.
Tomato sauce, canned	2 lb 4 oz	1 qt 2 Tbsp	4 lb 8 oz	2 qt ¼ cup	
Oregano leaves, dried		1 Tbsp 1 tsp		2 Tbsp 2 tsp	
Basil leaves, dried		1 Tbsp 1 tsp		2 Tbsp 2 tsp	
*Onion, fresh, peeled, ¼" diced	11 oz	2¼ cup	1 lb 6 oz	1 qt ½ cup	
*Garlic, fresh, minced		8 cloves or 1 Tbsp 1 tsp		16 cloves or 2 Tbsp 2 tsp	
Pepper black, ground		1 tsp		2 tsp	
*Zucchini, unpeeled, thinly sliced	1 lb 15 oz	1 qt 2½ cup	3 lb 14 oz	3 qt 1 cup	4. Divide zucchini evenly into two parts. For 25 servings, two parts of 3 ¼ cups or 15½ oz each. For 50 servings, two parts of 6 ½ cups or 1 lb 15 oz each.
Lasagna noodles, enriched, oven-ready	15 oz	25 sheets	1 lb 14 oz	50 sheets	
Nonstick cooking spray		1 spray		2 sprays	5. Assembly: Lightly coat steam table pan (12" x 20" x 2½") with pan release spray. For 25 servings, use 1 pan. For 50 servings, use 2 pans.
					6. First layer: Spread 3 ½ cups of cheesy-tomato sauce evenly on the bottom of each steam table pan. Cover sauce with 12 sheets of oven-ready lasagna noodles. Then, cover noodles with 3 ½ cups of zucchini slices.

					7. Second layer. Repeat first layer.
Parmesan cheese, shredded	1 oz	¼ cup	2 oz	½ cup	8. Third layer: Top layers 1 and 2 with the remaining cheesy-tomato sauce (about 3 ½ cups) and then finish by sprinkling on the reserved shredded mozzarella cheese (1 ½ cups) and the parmesan cheese (¼ cup).
					9. Cover tightly with foil and bake until zucchini is tender, 350 °F for 45 minutes.
					10. Remove from oven.
					11. Remove foil and bake uncovered until cheese starts to brown slightly, 350 °F for 15 minutes. Critical Control Point: Heat to 140 °F or higher for at least 15 seconds.
					12. Remove from oven.
					13. Let lasagna rest for 10 minutes before cutting.
					14. Portion: Cut each pan 5 x 5 (25 pieces per pan). Serve 1 piece (2" x 3¾" piece). Critical Control Point: Hold at 140 °F or higher.

NUTRITION INFORMATION

For 1 piece.

NUTRIENTS	AMOUNT
Calories	171
Total Fat	4 g
Saturated Fat	3 g
Cholesterol	14 mg
Sodium	434 mg
Total Carbohydrate	24 g
Dietary Fiber	2 g
Total Sugars	5 g
Added Sugars included	N/A
Protein	11 g
Vitamin D	N/A
Calcium	68 mg
Iron	2 mg
Potassium	N/A

N/A= data not available.

MARKETING GUIDE

Food as Purchased for	25 Servings	50 Servings
Mature onions	13 oz	1 lb 9 oz
Zucchini	2 lb 1 oz	4 lb 1 oz
Garlic	8 cloves	16 cloves

NOTES

*See Marketing Guide for purchasing information on foods that will change during preparation or when a variation of the ingredients is available.

Variations

Whole grain-rich noodles may be substituted for the enriched noodles. When substituting whole grain-rich noodles, the lasagna may need to be cooked 10 minutes longer. Cook until noodles are soft.

YIELD/VOLUME

25 Servings	50 Servings
16½ lb	33 lb
1 pan (25 pieces)	2 pans (50 pieces)

SUMMER



- | | | |
|----------|-------------|---------------|
| Berries | Eggplant | Peppers |
| Broccoli | Garlic | Plums |
| Cabbage | Green Beans | Radishes |
| Cherries | Kale | Summer Squash |
| Corn | Melon | Tomatoes |
| Cucumber | Peaches | |

Week 1 - Summer Menu Ideas - 3-5 Year Olds

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Milk Applesauce Hard boiled Eggs	Milk Blueberries WG Waffles	Milk Fresh Plums Yogurt	Milk Sliced Melon Oatmeal	Milk Banana Avocado Toast (p.101)
Snack	WG Pretzels Cherry Tomatoes	Baked Sweet Plantains w/ Yogurt (p.102)	WG Graham Crackers Fresh Peach Slices	Tabbouleh (p.103)	Pepper Strips w/ Dip Cheese Cubes
Lunch	Milk Beef Picadillo (p.105) Fresh Berries	Milk Grilled Chicken Kale & Watermelon Salad (p.107) WG Biscuit	Milk Pineapple Chicken (p.108) Corn on the Cob	Milk WG Pasta Chickpeas and Tomatoes (p.112) Mixed Fruit	Milk Chicken Flatbread Pizza (p.110) Fresh Sliced Cherries

Keep your menus fresh by trying out some new recipes! Recipes for any menu items with **blue text** can be found throughout the next section.

Don't forget, your CACFP menus are a great opportunity for you to make classroom connections! Check out the items with the icon, which showcase RI's local, seasonal crops and can be connected back to your Grow it, Try it, Like it! lesson plans.

Avocado Toast

A great breakfast choice to brighten your day.

SOURCE
RI Team Nutrition CACFP Multicultural Recipe Project



Ingredients	20 servings	Directions
	Measure	
Whole wheat bread	20 slices	1. Toast bread
Ripe avocado	10 Each	2. Cut avocados in half and take out the pit
Limes (juice)	8 Each	3. Mix avocado with cilantro, lime juice, and salt, mashing the avocado as you mix
Cilantro (rough chopped)	1 Bunch	4. Season to taste
Kosher salt to taste		5. Put ½ cup on top of toast

CACFP Crediting Information

Type of Meal	Total Servings	Serving Size	Vegetable	Fruit	Meat/MA	Grain	Milk
Breakfast	20	1 slice ww bread, ½ cup fresh avocado	½ cup			1 oz	



Baked Sweet Plantains w/ Lime/Cilantro Yogurt

A sweet snack accompanied with a sour cream flavor is bound to grab kids attention.

SOURCE

RI Team Nutrition CACFP Multicultural Recipe Project

Ingredients	20 servings Measure	Directions
Sweet-ripe Plantains peeled	9 oz (8 Each)	1. Preheat oven to 500 F. Slice plantains on the bias into 7 pieces each. Bake at 500 F for 8 minutes 2. Chop cilantro leaves into desired size. In a mixing bowl combine yogurt, lime juice, and cilantro. Serve Baked plantains with dipping sauce
Plain yogurt	80 oz	
Limes (juiced)	8 Each	
Cilantro (rough chopped)	1 bunch	

CACFP Crediting Information

Type of Meal	Total Servings	Serving Size	Vegetable	Fruit	Meat/MA	Grain	Milk
Snack	20	³ / ₄ cup plantain, 4 oz yogurt	³ / ₄ cup		1 oz		



Tabbouleh

Tabbouleh is a popular Middle Eastern salad that is served as part of a mezze (assortment of appetizers). A primary ingredient in Tabbouleh is bulgur, which is a whole grain.

CACFP CREDITING INFORMATION

1/2 cup (No. 8 scoop) provides 1/4 cup vegetable and 1/2 oz equivalent grains.

SOURCE

Team Nutrition CACFP Multicultural Recipe Project.

Ingredients	25 Servings		50 Servings		Directions
	Weight	Measure	Weight	Measure	
Water	32 oz	1 qt	64 oz	2 qt	<ol style="list-style-type: none"> 1. In a small stockpot, bring water to a rolling boil. 2. Add bulgur; cover, and turn heat off. Leave the stockpot on the hot burner. Keep covered, and let stand for 30 minutes. Drain any excess liquid, fluff with a fork, and allow bulgur to cool. 3. Critical Control Point: Cool to 40 °F or lower within 4 hours.
Bulgur, dry	12 1/2 oz	2 cup	1 lb 9 oz	1qt	
*Cucumber, fresh, peeled, 1/4" diced	14 1/2 oz	3 cup 2 Tbsp	1 lb 13 oz	1 qt 2 1/4 cup	<ol style="list-style-type: none"> 4. In a large bowl, mix together cooled bulgur, cucumber, tomato, parsley, mint, green onions, and garlic.
*Tomatoes, fresh, 1/4" diced	1 lb 7 oz	3 cup 2 Tbsp	2 lb 14 oz	1 qt 2 1/4 cup	
*Parsley, Italian, fresh, chopped	1 oz	1/2 cup	2 oz	1 cup	
Mint, leaves, fresh, chopped	2 oz	1/2 cup	4 oz	1 cup	
*Onion, green with tops, fresh, chopped	2 oz	1/2 cup	4 oz	1 cup	
*Garlic, fresh, minced		4 cloves OR 2 tsp		8 cloves OR 1 Tbsp 1 tsp	
Oil, olive, extra virgin		1/4 cup		1/2 cup	<ol style="list-style-type: none"> 5. Prepare dressing: In a medium bowl whisk together olive oil, lemon juice, salt, and pepper. Combine dressing with the other ingredients, mix well.
Juice, lemon, fresh squeezed, seeds removed		1/2 cup		1 cup	
OR					
Juice, lemon, bottled		1/2 cup		1 cup	
Salt, table		1 tsp		2 tsp	
Black pepper, ground		1 tsp		2 tsp	<ol style="list-style-type: none"> 6. Refrigerate and let chill for at least 2 hours before serving to allow the flavors to fuse.

NUTRITION INFORMATION

For 1/2 cup (No. 8 scoop).

NUTRIENTS	AMOUNT
Calories	68
Total Fat	2 g
Saturated Fat	0 g
Cholesterol	N/A
Sodium	99 mg
Total Carbohydrate	11 g
Dietary Fiber	3 g
Total Sugars	1 g
Added Sugars included	N/A
Protein	2 g
Vitamin D	N/A
Calcium	20 mg
Iron	1 mg
Potassium	N/A

N/A=data not available.

MARKETING GUIDE

Food as Purchased for	25 Servings	50 Servings
Cucumbers	1 lb 2 oz	2 lb 4 oz
Tomatoes	1 lb 10 1/2 oz	3 lb 5 oz
Italian parsley	3 oz	5 oz
Green onions	3 oz	5 oz
Garlic	4 cloves	8 cloves

NOTES

*See Marketing Guide for purchasing information on foods that will change during preparation or when a variation of the ingredients is available.

Chef Tips

Before chopping parsley and mint, wash in a colander under running water. Spin dry in a salad spinner.

Get more juice from the lemon by rolling it gently on a flat surface before cutting or juicing to loosen the membranes.

Cook bulgur the day before and cool in the refrigerator.

Critical Control Point:
Cool to 40 °F or lower within 4 hours.

To prevent the salad from getting soggy, make sure the chopped vegetables are dry.

YIELD/VOLUME

25 Servings	50 Servings
5 lb 7 1/2 oz 3 qt 1/2 cup	10 lb 15 oz 1 gal 2 qt 1 cup



Beef Picadillo

Picadillo is a delicious stew made with ground beef, tomatoes, and other ingredients. It is a popular dish in South American countries and the Caribbean. Serve it over rice or as a filling in tacos.

CACFP CREDITING INFORMATION

1/2 cup (No. 8 scoop) picadillo over 1/4 cup (No. 16 scoop) rice provides 1 1/2 oz equivalent meat, 1/4 cup vegetable, and 1/2 oz equivalent grains.

SOURCE

Team Nutrition CACFP Multicultural Recipe Project.

Ingredients	25 Servings		50 Servings		Directions
	Weight	Measure	Weight	Measure	
Brown rice, long-grain, uncooked	12 1/2 oz	2 cup	1 lb 9 oz	1 qt	1. Combine brown rice and water in a small stockpot. Stir once. 2. Heat on medium–high heat to a rolling boil. Cover and reduce heat to medium. Cook until water is absorbed, about 15–20 minutes. Fluff the rice gently with a fork.
Water		1 qt		2 qt	
Beef, ground, 90% lean, fresh or frozen, raw	3 lb 2 oz		6 lb 4 oz		3. If using skillet: For 25 servings, use 2 extra-large skillets. For 50 servings, use 4 extra-large skillets. 4. Heat on medium–high heat. Brown ground beef. Drain.
*Onions, peeled, raw, 1/4" diced	1 lb 4 1/2 oz	1 qt 1 1/8 cup	2 lb 9 oz	2 qt 2 1/4 cup	
*Green bell peppers, raw, 1/4" diced	1 lb 4 1/2 oz	1 qt 1/4 cup	2 lb 9 oz	2 qt 1/2 cup	5. Add onions, bell peppers, and garlic to ground beef. Sauté on medium–high heat until onions and bell peppers are soft. Stir frequently.
*Garlic, fresh, minced		4 cloves OR 2 tsp		8 cloves OR 1 Tbsp 1 tsp	
Tomatoes with juice: diced, canned	12 1/2 oz	1 1/2 cup (1/8 No.10 can)	1 lb 9 oz	3 cup (1/4 No.10 can)	6. Add diced tomatoes with juice, tomato sauce, raisins, oregano, and cumin. Bring to a boil and remove from heat.
Tomato sauce, canned	14 1/2 oz	1 3/4 cup (1/4 No.10 can)	1 lb 13 oz	3 1/2 cup (1/3 No.10 can)	
Raisins, seedless, unpacked	8 oz	2 cup	1 lb	1 qt	
Oregano, dry		1 tsp		2 tsp	
Cumin, dry, ground		2 tsp		1 Tbsp 1 tsp	7. Serve 1/2 cup (No. 8 scoop) picadillo over 1/4 cup (No. 16 scoop) rice. Garnish with 1 teaspoon cilantro (optional). Critical Control Point: Hold at 140 °F or higher.
Cilantro, fresh, chopped (optional)	2 oz	1/2 cup 1 tsp	4 oz	1 cup 2 tsp	

NUTRITION INFORMATION

For 1/2 cup (No. 8 scoop) picadillo over 1/4 cup (No. 16 scoop) rice.

NUTRIENTS	AMOUNT
Calories	202
Total Fat	6 g
Saturated Fat	2 g
Cholesterol	38 mg
Sodium	147 mg
Total Carbohydrate	23 g
Dietary Fiber	2 g
Total Sugars	2 g
Added Sugars included	N/A
Protein	15 g
Vitamin D	N/A
Calcium	34 mg
Iron	2 mg
Potassium	N/A

N/A=data not available.

MARKETING GUIDE

Food as Purchased for	25 Servings	50 Servings
Mature Onions	1 lb 8 oz	2 lb 15 oz
Green Bell Peppers	1 lb 10 oz	3 lb 4 oz
Garlic	4 cloves	8 cloves

NOTES

*See Marketing Guide for purchasing information on foods that will change during preparation or when a variation of the ingredients is available.

Variations

If beef is frozen, defrost in the refrigerator for 1 day per 1–5 pounds. Store raw beef at 40 °F or lower. Frozen bell peppers may be substituted for fresh bell peppers.

YIELD/VOLUME

25 Servings	50 Servings
7 lb 9 oz	15 lb 2 oz
13 1/2 cup picadillo and 1 qt 2 1/2 cup rice	27 cup picadillo and 3 qt 1/2 cup rice



Kale & Watermelon Salad

A great lunch meal of a regular salad but with a sweet and crisp watermelon and topped with Feta cheese to give it a salty taste.

SOURCE

RI Team Nutrition CACFP Multicultural Recipe Project

Ingredients	20 servings	Directions
	Measure	
Kale	5 bunches	1. Wash and cut kale
Watermelon	1 Each	2. Peel and cut watermelon into 1 inch cubes
Red onion	1 Each	3. Peel and slice red onion
Cucumber	1 Each	4. Wash and cut cucumber in half and then into ¼ inch pieces
Feta cheese	40 oz	5. Mix together all ingredients except balsamic reduction and feta cheese. Divide salad into portions into large bowls or plates.
Balsamic reduction	To Taste	6. Dress to taste with balsamic reduction and finish with crumbled feta

CACFP Crediting Information

Type of Meal	Total Servings	Serving Size	Vegetable	Fruit	Meat/MA	Grain	Milk
Lunch/Supper	20	¾ cup (½ cup kale, ¼ cup watermelon, 2 oz feta cheese)	¼ cup	¼ cup	2 oz		



Pineapple Chicken

Full of sweet pineapple and succulent bites of chicken. The dish is similar in flavor to sweet and sour pork.

CACFP CREDITING INFORMATION

$\frac{2}{3}$ cup (No. 6 scoop) pineapple chicken and $\frac{1}{4}$ cup (No. 16 scoop) cooked rice provides $1\frac{1}{2}$ oz equivalent meat, $\frac{1}{8}$ cup vegetable, $\frac{1}{4}$ cup fruit, and $\frac{1}{2}$ oz equivalent grains.

SOURCE

Team Nutrition CACFP Multicultural Recipe Project.

Ingredients	25 Servings		50 Servings		Directions
	Weight	Measure	Weight	Measure	
Water		1 qt 2 $\frac{1}{2}$ cup		3 qt 1 cup	1. In a plastic bag or large bowl stir together water, salt, pepper, and soy sauce. Amount of water to use: For 25 servings, use $\frac{1}{2}$ cups. For 50 servings, use 1 cup.
Salt, table		1 tsp		2 tsp	
Black pepper, ground		1 tsp		2 tsp	
Soy sauce, low-sodium		$\frac{1}{2}$ cup		1 cup	
Chicken breast, boneless, skinless, cooked, $\frac{1}{2}$ " diced	2 lb 6 $\frac{1}{2}$ oz		4 lb 13 oz		
Brown rice, long grain, regular, uncooked	12 $\frac{1}{2}$ oz	2 cup	1 lb 9 oz	1 qt	3. Combine brown rice and water in a large stockpot. Reserve remaining water for step 9. For 25 servings, add 1 qt water. For 50 servings, add 2 qt water. Heat on medium–high heat to a rolling boil.
Canola oil		$\frac{1}{2}$ cup		1 cup	5. Heat half of the oil in a tilt kettle or large stockpot. Reserve remaining oil. For 25 servings, use $\frac{1}{4}$ cup oil. For 50 servings, use $\frac{1}{2}$ cup oil.
*Green onions with tops, fresh, thinly sliced	12 $\frac{1}{2}$ oz	2 qt $\frac{1}{3}$ cup	1 lb 9 oz	1 gal $\frac{2}{3}$ cup	6. Sauté green onions and celery for 5–7 minutes or until celery begins to cook, but stays crunchy. Stir frequently.
*Celery, fresh, $\frac{1}{4}$ " diced	1 lb 2 $\frac{3}{4}$ oz	1 qt	2 lb 5 $\frac{1}{2}$ oz	2 qt	
Pineapple with juice, canned, crushed, packed in juice or light syrup	4 lb 11 oz	2 qt $\frac{1}{3}$ cup ($\frac{1}{4}$ No.10 can)	9 lb 6 oz	1 gal $\frac{2}{3}$ cup ($1\frac{1}{2}$ No.10 can)	8. Add remaining oil to the pot. Add chicken and marinade and pineapple with juice to pot. Continue cooking on medium–high heat and bring to a boil, 7–10 minutes. Stir frequently. Critical Control Point: Heat to 165 °F or higher for 15 seconds.
Sugar		$\frac{1}{3}$ cup		$\frac{2}{3}$ cup	

Cornstarch		1/3 cup		2/3 cup	10. Stir sugar, cornstarch mixture into the chicken and pineapple. Bring to a boil. Reduce heat and cook for 5 minutes, or until sauce is nectar thick. Stir frequently. Add more water if too thick.
					11. Stir celery and green onions into pineapple chicken mixture and cook for 5 minutes.
					12. Serving size 2/3 cup (No. 6 scoop) pineapple chicken over 1/4 cup cooked rice. Critical Control Point: Hold at 140 °F or higher

NUTRITION INFORMATION

For 2/3 cup (No. 6 scoop) pineapple chicken over 1/4 cup (No. 16 scoop) cooked rice.

NUTRIENTS	AMOUNT
Calories	204
Total Fat	8 g
Saturated Fat	1 g
Cholesterol	39 mg
Sodium	354 mg
Total Carbohydrate	19 g
Dietary Fiber	1 g
Total Sugars	5 g
Added Sugars included	N/A
Protein	14 g
Vitamin D	N/A
Calcium	20 mg
Iron	1 mg
Potassium	N/A

N/A=data not available.

MARKETING GUIDE

Food as Purchased for	25 Servings	50 Servings
Green onions with tops	1 lb	1 lb 15 oz
Celery	1 lb 7 oz	2 lb 14 oz

NOTES

*See Marketing Guide for purchasing information on foods that will change during the preparation or when a variation of the ingredients is available.

YIELD/VOLUME

25 Servings	50 Servings
8 lb 10½ oz pineapple chicken, 12½ oz brown rice	17 lb 5 oz pineapple chicken, 1 lb 9 oz brown rice
1 gal 2/3 cup pineapple chicken, 1 qt 2¼ cup brown rice	2 gal 1⅓ cup pineapple chicken, 3 qt ½ cup brown rice



Chicken Flatbread Pizza

Flatbread varieties such as tortillas, pitas, and focaccia have been popular for many years. The newcomer is naan, which originated in India but is also very popular in Asian and Middle Eastern cuisine. Naan is a thick, double-layered flatbread that can be served plain alongside curries, lentils, and other dishes, stuffed with various fillings, or topped with meats, vegetables, sauces, and more, as shown in this recipe.

CACFP CREDITING INFORMATION

1 piece provides 1½ oz equivalent meat, ¼ cup vegetable, and 1½ oz equivalent grains.

SOURCE

Team Nutrition CACFP Multicultural Recipe Project.

Ingredients	25 Servings		50 Servings		Directions
	Weight	Measure	Weight	Measure	
					1. Preheat oven to 350 °F.
Turmeric, ground		2 tsp		1 Tbsp 1 tsp	2. In a small bowl combine turmeric, salt, cumin, and cinnamon. Divide seasoning mixture in half.
Salt, table		1 tsp		2 tsp	
Cumin, ground		2 tsp		1 Tbsp 1 tsp	
Cinnamon, ground		1 tsp		2 tsp	
Chicken tenderloins, boneless, skinless, fresh or frozen, raw (about 2 ¼ oz per tenderloin)	2 lb 12 oz	2 qt 3 cup	5 lb 8 oz	1 gal 1 qt 2 cup	3. Coat chicken tenders with ½ of the seasoning mixture from step 2.
Nonstick cooking spray		2 sprays		4 sprays	4. Place chicken tenderloins on sheet pan(s) (18" x 26" x 1") lined with parchment paper lightly coated with nonstick cooking spray. For 25 servings, use 1 sheet pan. For 50 servings, use 2 sheet pans.
					5. Bake for 12–15 minutes. Dice chicken into ½" pieces. Critical Control Point: Heat to 165 °F or higher for at least 15 seconds.
Greek yogurt, plain, non-fat	6 ¼ oz	¾ cup ½ Tbsp	12 ½ oz	1 ½ cup 1 Tbsp	6. While chicken is baking, combine the remaining seasoning mixture with the yogurt. Set aside.
Canola oil		2 Tbsp 2 tsp		⅓ cup	7. Heat oil on medium–high heat: For 25 servings, use 1 extra-large skillet. For 50 servings, use 2 extra-large skillets.
*Onion, fresh, peeled, ½" chopped	10 oz	2 ¾ cup	1 lb 4 oz	5 ½ cup	8. Sauté onions for about 5–7 minutes or until onions are tender.
*Garlic, fresh, minced OR garlic, jar, minced		6 cloves OR 1 Tbsp		12 cloves OR 2 Tbsp	9. Add garlic and spinach. Cook for 5 minutes or until spinach is wilted. Remove from the heat.
*Spinach, fresh, roughly chopped	1 lb	1 gal	2 lb	2 gal	
Whole-wheat flatbreads, naan (about 126 gm each)		8 ⅓ each		16 ⅔ each	10. Slice each flatbread into 3 pieces.
					11. Place flatbreads on a baking sheet lined with parchment paper and coated with nonstick cooking spray.
					12. Spread ½ Tbsp of seasoned yogurt from step 6 on each flatbread piece.

*Tomatoes, fresh, 1/4 " diced	1 lb 9 oz	1 qt	3 lb 2 oz	2 qt	13. Top each piece with: 1 oz vegetables (about 1/4 cup lightly packed), 1 1/4 oz chicken, 1 oz tomatoes (2 2/3 Tbsp), and 1/4 oz cheese (1 Tbsp).
Mozzarella, low-fat, shredded	6 1/4 oz		12 1/2 oz		
					14. Bake for 15–20 minutes at 350 °F. Critical Control Point: Heat to 140 °F or higher for at least 15 seconds.
					15. Serve 1 piece. Critical Control Point: Hold at 140 °F or higher.

NUTRITION INFORMATION

For 1 piece.

NUTRIENTS	AMOUNT
Calories	226
<hr/>	
Total fat	9 g
Saturated Fat	3 g
Cholesterol	38 mg
Sodium	351 mg
Total Carbohydrate	20 g
Dietary Fiber	3 g
Total Sugars	3 g
Added Sugars included	N/A
Protein	18 g
<hr/>	
Vitamin D	N/A
Calcium	69 mg
Iron	2 mg
Potassium	N/A

N/A = data not available.

MARKETING GUIDE

Food as Purchased for	25 Servings	50 Servings
Mature Onions	12 oz	1 lb 7 oz
Garlic	6 cloves	12 cloves
Spinach	1 lb	2 lb
Tomatoes	1 lb 13 oz	3 lb 10 oz

NOTES

*See Marketing Guide for purchasing information on foods that will change during preparation or when a variation of the ingredients is available.

Variations

If chicken is frozen, defrost in the refrigerator for 1 day per 1–5 pounds. Hold raw chicken at 40 °F or lower.

YIELD/VOLUME

25 Servings	50 Servings
7 lb 13 oz	15 lb 10 oz
25 pieces	50 pieces



Chickpeas and Tomatoes

Chickpeas, also known as garbanzo beans, are a popular part of vegetarian meals in Northern Africa. In this recipe, chili powder, cumin, and ginger create a wonderful flavor, without too much heat.

CACFP CREDITING INFORMATION

1/2 cup (No. 8 scoop) provides Legume as Meat Alternate: 1 1/2 oz equivalent meat alternate and 1/4 cup vegetable OR Legume as Vegetable: 5/8 cup vegetable.

SOURCE

Team Nutrition CACFP Multicultural Recipe Project.

Ingredients	25 Servings		50 Servings		Directions
	Weight	Measure	Weight	Measure	
Canola oil		1 Tbsp 1 tsp		2 Tbsp 2 tsp	1. Heat oil in a large stockpot on medium-high heat.
*Onion, fresh, peeled, 1/4" diced	1 lb 7 oz	1 qt 1 1/4 cup	2 lb 14 oz	2 qt 2 1/2 cup	
*Garlic, fresh, minced		4 cloves		8 cloves	2. Add onions and sauté until soft. Do not brown.
Ginger root, fresh, grated		2 tsp		1 Tbsp 1 tsp	
Garbanzo beans (chickpeas), canned, drained, and rinsed or garbanzo beans, dry, cooked	3 lb 9 oz	2 qt 2 1/2 cup (1 No.10 can)	7 lb 2 oz	1 gal 1 qt 1 cup (2 No.10 cans)	3. Add the garlic and ginger, stir until fragrant.
Tomatoes with juice, canned, low-sodium, diced	1 lb 10 oz	3 cup 2 Tbsp (1/3 No.10 can)	3 lb 4 oz	1 qt 2 1/4 cup (1/2 No.10 can)	
Water		1 cup		2 cup	4. Add the garbanzo beans (chickpeas), tomatoes and juice, water, chili powder, and cumin. Continue cooking on medium-high heat and bring to a boil.
Chili powder		2 tsp		1 Tbsp 1 tsp	
Cumin, ground		2 Tbsp 1 tsp		1/4 cup 2 tsp	5. Reduce heat to medium and simmer uncovered for 20 minutes or until there is only enough liquid to cover the bottom of the pan. Critical Control Point: Heat to 140 °F or higher for at least 15 seconds.
					6. Serve 1/2 cup (No. 8 scoop). Critical Control Point: Hold at 140 °F or higher.

NUTRITION INFORMATION

For ½ cup (No. 8 scoop).

NUTRIENTS	AMOUNT
Calories	120
Total Fat	3 g
Saturated Fat	0 g
Cholesterol	N/A
Sodium	183 mg
Total Carbohydrate	20 g
Dietary Fiber	5 g
Total Sugars	4 g
Added Sugars included	N/A
Protein	5 g
Vitamin D	N/A
Calcium	44 mg
Iron	1 mg
Potassium	N/A

N/A=data not available.

MARKETING GUIDE

Food as Purchased for	25 Servings	50 Servings
Mature onion	1 lb 11 oz	3 lb 5 oz
Garlic	4 cloves	8 cloves

NOTES

*See Marketing Guide for purchasing information on foods that will change during preparation or when a variation of the ingredients is available.

1 clove of garlic is about ½ teaspoon minced.

Tips for Soaking Dry Beans

1 lb dry garbanzo beans (chickpeas) = about 2 ½ cups dry or 6 ¼ cups cooked garbanzo beans (chickpeas).

Overnight Method: Add 1 ¾ qt cold water to every 1 lb of dry beans. Cover and refrigerate overnight. Discard the water. Proceed with recipe.

Quick-Soak Method: Boil 1 ¾ qt of water for each 1 lb of dry beans. Add beans and boil for 2 minutes. Remove from heat and allow to soak for 1 hour. Discard the water. Proceed with recipe.

Tips for Cooking Dry Beans

Once the beans have been soaked, add 1 ¾ qt water for every lb of dry beans. Boil gently with lid tilted until tender, about 2 hours.

Use cooked beans immediately.

Critical Control Point

Hold for hot service at 140 °F or higher or chill for later use. To chill, cool to 70 °F within 2 hours and to 40 °F or lower within an additional 4 hours.

YIELD/VOLUME

25 Servings	50 Servings
3 qt ½ cup	1 gal 2 qt 1 cup
6 lb 3 oz	12 lb 6 oz



SECTION 6

Resources

Child and Adult Care Food Program Resources

CACFP Meal Pattern

CACFP Meal Pattern

https://fns-prod.azureedge.net/sites/default/files/cacfp/CACFP_MealBP.pdf

Serve Healthy and Tasty Food with the Child and Adult Care Food Program Ages 1-2

<https://www.fns.usda.gov/tn/serve-tasty-and-healthy-foods-cacfp-sample-meals-children-ages-1-2>

Serve Healthy and Tasty Food with the Child and Adult Care Food Program Ages 3-5

<https://www.fns.usda.gov/tn/serve-tasty-and-healthy-foods-cacfp-sample-meals-children-ages-3-5>

Serve Healthy and Tasty Food with the Child and Adult Care Food Program Ages 6-8 & 13-18

https://www.cacfp.org/files/3715/0248/3755/USDA_Posters_Age6-18_081017_508.pdf

Growing a Healthier Future with CACFP

<https://fns-prod.azureedge.net/sites/default/files/media/image/cacfp-infographic.png>

Feeding Infants in the CACFP Training Guide

https://fns-prod.azureedge.net/sites/default/files/resource-files/FI_FullGuide-a.pdf

Infant Meal Pattern

https://fns-prod.azureedge.net/sites/default/files/cacfp/CACFP_infantmealpattern.pdf

Child Meal Pattern

https://fns-prod.azureedge.net/sites/default/files/cacfp/CACFP_childmealpattern.pdf

Meal Planning

Methods for Healthy Cooking

<https://fns-prod.azureedge.net/sites/default/files/resource-files/CACFPWorksheetMethodsHealthyCooking.pdf>

Offer vs. Serve in CACFP

<https://fns-prod.azureedge.net/sites/default/files/resource-files/CACFPWorksheetOVS.pdf>

Serving Snacks in CACFP

https://fns-prod.azureedge.net/sites/default/files/resource-files/CACFPWorksheetServing_Snacks.pdf

Using the nutrition Fact Label in CACFP

https://fns-prod.azureedge.net/sites/default/files/resource-files/CACFPWorksheet_Using_the_NFL.pdf

Serving Meats and Meat Alternates at Breakfast

https://fns-prod.azureedge.net/sites/default/files/resource-files/CACFP_Worksheet_Meats_Meat_Alternates_Breakfast.pdf

Serving Milk in CACFP

https://fns-prod.azureedge.net/sites/default/files/resource-files/CACFP_Worksheet_Serving_Milk.pdf

Serving Vegetables in CACFP

https://fns-prod.azureedge.net/sites/default/files/resource-files/CACFPWorksheetServing_Vegetables.pdf

Adding Whole Grains to your Child and Adult Care Food Program Menu

<https://fns-prod.azureedge.net/sites/default/files/media/image/CACFPworksheetAddingWholeGrains-1.png>

Grain Based Desserts in CACFP

<https://www.fns.usda.gov/tn/grain-based-desserts-cacfp>

Grain Ounce Equivalents

<https://www.fns.usda.gov/tn/using-ounce-equivalents-grains-cacfp>

How to Spot Rich-Whole Grain for the CACFP Program

<https://www.fns.usda.gov/tn/how-spot-whole-grain-rich-foods-cacfp>

Identifying Rich-Whole Grains for the CACFP Program

<https://www.fns.usda.gov/tn/identifying-whole-grain-rich-foods-cacfp>

Sugar Limits

Choose Breakfast Cereals that are Lower in Sugar

https://fns-prod.azureedge.net/sites/default/files/resource-files/CACFP_Worksheet_Choose_Breakfast_Cereals_Lower_Sugar.pdf

Choose Yogurts that are Lower in Sugar

https://fns-prod.azureedge.net/sites/default/files/resource-files/CACFP_Worksheet_Choose_Yogurt_Lower_Sugar.pdf

Calculating Sugar Limits for Breakfast Cereal in CACFP

https://fns-prod.azureedge.net/sites/default/files/resource-files/CACFP_Worksheet_Calculating_Sugar_Limits_Cereal.pdf

Calculating Sugar Limits for Yogurt in CACFP

https://fns-prod.azureedge.net/sites/default/files/resource-files/CACFP_Worksheet_Calculating_Sugar-Limits_Yogurt.pdf

Farm to Early Care and Education

Fact Sheets, Webinars, Resources, Toolkits

- National Farm to School Network
 - <http://www.farmentoschool.org/our-work/early-care-and-education>
- Farm to Preschool
 - <http://www.farmtopreschool.org>
- USDA Office of Community Food Systems
 - <https://fns-prod.azureedge.net/cfs/farm-preschool>
- Harvest Calendar
 - <https://guide.farmfreshri.org/learn/harvestcalendar.php>
- Harvest of the Month
 - www.farmfreshri.org/programs/nutrition-education/harvest-of-the-month
- CACFP Farm to Preschool Guidance
 - Did you know that CACFP encourages local foods in center meals??
 - See *CACFP 11-2015: Local Foods in the CACFP with Questions and Answers* for more information on regulations for procuring local foods for your center!



Farm to Early Care and Education

What is Farm to ECE, and why should I do it in my preschool?

- Farm to ECE brings locally produced foods into cafeterias along with hands-on learning and the integration of food education
 - Purchasing for meals
 - Agriculture education
 - Taste tests
 - School gardens
 - Field trips to farms
- Meets the needs of physical, cognitive and social emotional learning
- Meets goals of the ECE community including parent engagement
- Gives children food literacy skills that will last a lifetime!
- Sourcing locally can be good for your budget as local foods are seasonal and foods in season are generally cheaper
- Its FUN!

How does Farm to ECE fit into CACFP?

- CACFP procurement guidelines allow local purchasing from a variety of sources:
- Direct from farmers and/or farmers markets
 - Smaller quantities work well for some farmers, and some have great discounts for schools!
- Grocery stores
- On-site gardens



How do I get started?

- Identify some common local foods that are on your menus already, or use the *Grow it, Try it, Like it* produce ideas to highlight.
 - Can you source some of these locally?
 - Can you grow these yourself?
 - Ask your distributor or caterer if they have these available locally
- Contact Farm Fresh RI's Farm to School Program for guidance and assistance farmtoschool@farmfreshri.org