

Strategy #1: Strengths and Needs Assessment

Wellness Team Process

Agenda

Meeting Purpose:

Conduct a Strengths and Needs Assessment

- Identity strengths: current wellness practices in place within the ECE setting
- Identify areas for improvement: possible new wellness practices to implement

Meeting Agenda:

- Review: What are evidence-based practices?
- Introduce Strategy 1
- Conduct strengths and needs assessment
- Summarize and discuss plan for next meeting

Evidence-Based Policy, System, and Environment Changes That Increase Child-Focused Nutritious Foods in a Preschool Setting

Not	Partially	Fully	Mealtime Environment
			Staff sit with children during mealtimes +
			Staff create social interaction and conversation about food at snack and mealtimes +
			Children are provided enough time and are not rushed to eat +
			Staff eat the same food and use informal modeling to encourage children to try foods
			Children decide when they are full during snacks and meals
			Food is not used as reward or punishment +
			Staff agree to prioritize consuming more nutritious foods and beverages in front of children
			Food Served
			Snacks consisting of fruits and/or vegetables are served 2-3 hours apart
			Only whole-grain foods are served
			At least one fruit and/or vegetable is served at every snack and meal
			Less than 4 oz of 100% juice is served no more than twice a week +

			Low-sodium snacks or meals are served every day
			High fat and high sugar foods are served less than once a week or not at all
			Water is readily accessible in all indoor and outdoor environments
			Only low-fat or non-fat white milk is served for children over 2 years of age
			Farm-to-table/fresh or local produce is used during snack or mealtimes
			Nutrition Education
			Nutrition education and cooking activities are included in lesson plans at least once per month
			Professional development opportunities for staff on nutrition (e.g., nutrition standards, gardening; learning more about MyPlate and ensuring staff understand the importance of fruits, vegetables, and whole grains for daily intake.
			Nutrition lessons reflect children's culture
			Children participate in food preparation activities (ex. cutting fruits and veggies and helping serve/prepare meals)
			Children are provided enough time and are not rushed to eat +
			Staff teach children about the taste, smell and texture of foods, the benefits of eating healthy foods, as well as vocabulary and language skills about food and eating
			Staff incorporate MyPlate materials and resources into lesson planning and in the classroom
			Food Served at Events
			Special occasions, including birthdays, and events are celebrated with healthy food options or non-food activities
			Outside food is not permitted in the classroom aside from where it is necessary.
			Garden to ECE
			Children participate in gardening activities monthly (indoor or outdoor gardens)
			The center has a garden and serves fruits/vegetables/herbs from the garden for children to taste ★5.7
			The center uses gardening-specific curriculum to help children explore fruits and vegetables

			The center provides opportunities for families/students/community to engage in gardening activities (e.g., initiation, improvement, expansion, reinvigoration, or maintenance of edible gardens)
			Opportunities for parents/students/community to access fruits and vegetables from the garden
			Staff participate in annual garden/farm to ECE trainings
			Additional Policies and Practices
			Visual support for nutritious foods is displayed in classrooms and common areas through use of posters, pictures, and books that could include MyPlate resources ★ 2.2

★ indicates potential Colorado Shines alignment + indicates Colorado State licensing requirement

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