

PA NAP SACC Self Assessment

Nutrition Areas

N1 – Fruits and Vegetables

Our program offers fruit*:

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



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

Our program offers fruit that is fresh, frozen, or canned in its own juice, not syrup.

- Rarely or never
- Sometimes
- Often
- Every time fruit is offered

Our program offers vegetables*:

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



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

Our programs offers dark green, orange, red, or deep yellow vegetables*:

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



This does not include servings of white potatoes and corn. These vegetables are not included because they have more starch and fewer vitamins and minerals than other vegetables.


Our program offers vegetables that are prepared with meat fat, margarine, or butter:

- Every time vegetables are served
- 2 times per week
- 1 time per week
- Less than 1 time per week or never

N2 – Meats, Fats, and Grains


Our program offers fried or pre-fried potatoes*:

- 3 times per week or more
- 2 times per week
- 1 time per week
- Less than 1 time per week or never

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


Our program offers fried or pre-fried meats or fish*:

- 3 times per week or more
- 2 times per week
- 1 time per week
- Less than 1 time per week or never

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


Our program offers high fat meats*:

- 3 times per week or more
- 2 times per week
- 1 time per week
- Less than 1 time per week or never

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


Our program offers meats and meat alternatives that are lean or low fat*:

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

 Lean or low fat meats include skinless, baked or broiled chicken; baked or broiled fish; and ground beef or turkey that is at least 93% lean and cooked in a low-fat way without oil. Low-fat meat alternatives include low-fat dairy foods; baked, poached, or boiled eggs; and dried beans.

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

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

 High-fiber, whole grain foods include whole wheat bread, whole wheat crackers, oatmeal, brown rice, Cheerios, and whole grain pasta. A whole grain food is identified when the first ingredient is a whole grain.

Our program offers high-sugar, high-fat foods*:

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



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

Our program offers high-salt, high-fat snacks*:

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



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

Children are given sweet or salty snacks outside of meal or snack times:

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

N3 – Beverages

Drinking water is available:

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

Our program offers a 4-6 oz. serving of 100% fruit juice:

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

Our program offers sugary drinks*:

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



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

For children ages 2 and older*, our program offers milk that is:

- Whole or regular
- Reduced fat or 2%
- Low-fat or 1%
- Fat-free or skim



This does not include children with milk allergies.

Our program offers flavored milk:

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

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

- Rarely
- Sometimes
- Often
- At least 1 time per play period

N4 – Feeding Environment

Meals and snacks are served to children by:

Meals and snacks come to classrooms pre-plated with set portions of each food

Teachers portion out servings to children

Children are allowed to serve some foods themselves, while other foods are pre-plated or served by teachers

Children are allowed to choose and serve all foods themselves

Television or videos are on during meal times:

Always

Often

Sometimes

Never

When in classrooms during meal or snack times, teachers and staff eat and drink the same foods as children:

Rarely or never

Sometimes

Often

Always

Teachers enthusiastically role model* eating healthy foods (fruits, vegetables, meat substitutes) served at meal and snack times:

Rarely or never

Sometimes

Often

Every meal or snack time



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

Teachers and staff eat or drink unhealthy foods (soda/sweetened beverages, sweet/salty snacks) in front of children:

Always

Often

Sometimes

Rarely or never

Describe the posters, books, toys, and other learning materials* that your program displays to support healthy eating:

There are few or no materials

There are some materials, but limited variety

There is a large variety of materials


There is a large variety of materials with new items introduced often



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

Describe the posters, books, toys, and other learning materials* that your program displays featuring unhealthy foods:

- There is a large variety of materials with new items introduced often
- There is a large variety of materials
- There are some materials, but limited variety
- There are few or no materials

 Learning materials can include books or games about unhealthy foods, pictures or posters of unhealthy foods, unhealthy play foods, and bowls of candy.

Teachers encourage children when they try new or less preferred foods:

- Rarely or never
- Sometimes
- Often
- Always

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

- Rarely or never
- Sometimes
- Often
- Always – 4

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


- Rarely or never
- Sometimes
- Often
- Always

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

- Every meal or snack – 1
- Often
- Sometimes
- Rarely or never

Teachers use an authoritative feeding style*:

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

 An authoritative feeding style strikes a balance between encouraging children to eat healthy foods and allowing children to make their own food choices. To encourage children to eat their vegetables, caregivers may reason with them and talk about the importance of eating vegetables rather than using bribes or threats.

Teachers use food calm upset children or encourage appropriate behavior:

Every day
Often
Sometimes
Rarely or never

N5 – Menus and Variety

The length of your program's menu cycle is:

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


Weekly menus include a variety of healthy foods:

- Rarely or never
- Sometimes
- Often
- Always

N6 – Nutrition Education and Professional Development

Teachers incorporate planned nutrition education* into their classroom routines:

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


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

Teachers talk with children informally about healthy eating:

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

Teachers and staff receive professional development* on nutrition:


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

 For this assessment, professional development on child nutrition does not include safety and food program guidelines training. Professional development can include print materials, information presented at staff meeting, and in-person or online training for contact hours or continuing education credits.

Professional development on child nutrition includes the following topics:

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

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

 *In a healthy mealtime environment, children can choose what to eat from the foods offered, and teachers enthusiastically role model eating healthy foods.

** Positive feeding practices include encouraging children for trying new foods, asking children about hunger or fullness before taking their plates or serving seconds, and avoiding the use of food to calm children or encourage appropriate behavior.

Families are offered education* on child nutrition:

Never

Less than 1 time per year

1 time per year

2 times per year or more



Education can include brochures, tip sheets, links to trusted websites, and in-person educational sessions.

Education for families on child nutrition includes the following topics:

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

None

1-3 topics

4-5 topics

6-7 topics

N7 – Policy

Your written policy* on child nutrition includes the following topics:

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

No written policy or policy does not include these topics – 1

1-4 topics

5-8 topics

9-10 topics



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

PA NAP SACC Self Assessment

Physical Activity Areas

PA 1 – Time Provided

The amount of time provided preschool children* for indoor and outdoor physical activity ** each day is:

Less than 60 minutes (Half-day: Less than 30 minutes)

60-89 minutes (Half-day: 30-44 minutes)

90-119 minutes (Half-day: 45-59 minutes)

120 minutes or more (Half-day: 60 minutes or more)



*For this assessment, preschool children are children ages 2-5 years.

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

The amount of structured* physical activity your program provides for preschool children each day is:

Less than 30 minutes (Half-day: Less than 10 minutes)

30-44 minutes (Half-day: 10-19 minutes)

45-59 minutes (Half-day: 20-29 minutes)

60 minutes or more (Half-day: 30 minutes or more)



Structured activity is: planned and directed; designed for child's developmental level; and organized activity with an instructional purpose. Unstructured activity is: self-directed; occurring as children explore the environment; and an opportunity for children to make up games and rules, and play with others.

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

30 minutes or more

20-29 minutes

15-19 minutes

Less than 15 minutes

PA 2 – Indoor and Outdoor Play Environments

Your program offers the following in the indoor play space:

See list and select the appropriate number of items.

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

None

1 feature

2 features

3-4 features

Your program has the following portable play equipment* available and in good condition for children to use indoors:

See list and select the appropriate number of items.


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

None

1-2 types

3-4 types

5-6 types

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


Teachers offer portable play equipment to preschool children during free play time*:

Rarely or never

Sometimes

Often

At least a few items are always available to encourage physical activity

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

Your program does the following types of activities with children outdoors:

See list and select the appropriate number of items.

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

- Outdoor field trips: Opportunities for children to take part in outdoor activities around the community at local parks, farms, gardens, or nature centers

None

1 activity type

2-3 activity types

4-5 activity types


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

Not available

Large enough for some children to run around safely

Large enough for most children to run around safely

Large enough for all children to run around safely

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


The outdoor play space for preschool children includes:

1-2 play areas*

3-5 play areas*

6-7 play areas*

8 play areas* or more

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


Describe your program's garden*:

There is no garden for herbs, fruits, or vegetables

It only grows herbs

It grows some fruits and/or vegetables for children to taste

It grows enough fruits and/or vegetables to provide children meals or snacks during 1 or more seasons

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

Your program has the following portable play equipment* available and in good condition for children to use outdoors:

See list and select the appropriate number of items.


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

None

1-2 types

3-5 types

6-8 types

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

Portable play equipment is available to children during outdoor playtime:

Rarely or never

Sometimes

Often

Always

The amount of portable play equipment available to children during outdoor playtime is:

Very limited

Limited

Somewhat limited

Not limited – there is always something available for each child to play with

PA 3 – Teacher Practices

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


- Always
- Often
- Sometimes
- Never

Teachers take the following role during preschool children’s physically active playtime:

- They supervise only
- They supervise and verbally encourage physical activity
- They supervise, verbally encourage, and sometimes join in to increase children’s physical activity
- They supervise, verbally encourage, and often join in to increase children’s physical activity

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

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

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

Your program’s collection of posters, books, and other learning materials that promote physical activity includes:

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

PA 4 – Education & Professional Development

Preschool children participate in planned lessons focused on building gross motor skills*:

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



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

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

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

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

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



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

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

See list and select the appropriate number of items.

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

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

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

- Never
- Less than 1 time per year
- 1 time per year

2 times per year or more



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

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

See list and select the appropriate number of itemsx.

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

None

1 topic

2-3 topics

4-5 topics

PA 5 – Physical Activity Policy

Your written policy* on physical activity and indoor and outdoor play includes the following topics:

See list and mark the appropriate number.

- Amount of time provided each day for indoor and outdoor physical activity
- Limiting long periods of seated time for children
- Shoes and clothes that allow children and teachers to actively participate in indoor and outdoor physical activity
- Ensuring adequate total playtime on inclement weather ⁺ days
- Safe sun exposure for children, teachers, and staff
- Teacher practices that encourage physical activity
- Not taking away physical activity time or removing children from long periods of physically active playtime in order to manage challenging behaviors
- Planned and informal physical activity education
- Professional development on children’s physical activity
- Education for families on children’s physical activity

No written policy or policy does not include these topics

1-4 topics

5-7 topics

8-10 topics



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

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


PA 6 – Screen Time

Televisions are located:

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


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

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

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

When television or videos are shown to children, the programming is educational and commercial free*:

- Rarely or never
- Sometimes
- Often
- Always

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

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

- Rarely or never
- Sometimes
- Often
- Always

Screen time is used as a reward:


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

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

- Rarely or never
- Sometimes
- Often
- Always

Teachers and staff receive professional development* on screen time:

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

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

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


See list and mark the appropriate number.

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

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

Families are offered education* on screen time:

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

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

Education for families on screen time has included the following topics:

See list and mark the appropriate number.

- Recommended amounts of screen time for young children
- Appropriate types of programming for young children
- Appropriate supervision and use of screen time in the classroom
- Your program's policies on screen time

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

Our written policy* on screen time includes the following topics"

See list and mark the appropriate number.

- Amount of screen time allowed
- Types of programming allowed
- Appropriate use of screen time in classrooms
- Not using screen time as a reward or to manage challenging behaviors

- Professional development on screen time
- Education for families on screen time

No written policy or policy does not include these topics

1-2 topics

3-4 topics

5-6 topics



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