Dear Contra Costa QRIS Provider,

Thank you for participating in Contra Costa's Quality Rating Improvement System. Your work makes a difference in the lives of the children and families you serve.

Soon you will be contacted by a First 5 Contra Costa assessor, also known as an observer. The assessor will contact you to schedule your program's CLASS™ and ERS observations. Only one instrument (CLASS™ **or** ERS) will be used in each visit; unless, you have agreed with your observer otherwise.

Please note that classrooms are randomly selected and your assessor will notify about what room will be observed at the day of your assessment visit.

NAEYC Accredited programs will only have the CLASS observation. ERS observations are not required of these programs.

The *Provider Assessment Packet* should guide you through the observation process and answer questions you might have about the CLASS™ and ERS instruments, how to prepare for the visits, and what to expect during assessor's visits.

We value your feedback!
Feedback form (English and Spanish) - OPTIONAL - Within 30 days after your assessment has been completed, please fill out the Feedback Survey, submit it electronically to etreanor@first5coco.org or mail it to: First 5 Contra Costa, ATTN: Elida Treanor, 1485 Civic Court, Suite 1200 Concord, CA 94520

This is a great opportunity for us to look at the wonderful early childhood practices at your site and identify areas for quality improvement!

Sincerely,

Your Contra Costa Quality Matters Team

Quality Matters
IMPROVING EARLY LEARNING IN CONTRA COSTA

Environment Rating Scale (ERS) and Classroom Assessment Scoring System (CLASS™) Observation Visits and Next Steps

What can I expect during my ERS and CLASS observation?

You can expect the Observer to arrive approximately 10 minutes before the scheduled observation time. S/he will introduce her/himself and verify the time you have scheduled for the interview after the observation. The ERS observation will take about 2 to 3 hours, and CLASS assessment will take between 1h and 30min to 3 hours, depending on the tool used. Observations can take a bit longer if a meal or other routine has not been observed. Please note that to minimize disruptions, the observer will stay in the background as much as possible.

Prepare Children for the Visit

Help children in your classroom feel more comfortable when the observer conducts the assessment by explaining that they will have a visitor in their classroom for the day. It may help to show the children the attached picture of the observer (from Assessor's Poster). This way they know who to expect when the observer arrives. Prior the observation visit, also please remember to display the Observer's Poster where parents can clearly see it.

Included in the Provider Packet:

Please review the attached informational ERS handouts:

- Meal Guidelines and Playground Guidelines are resource documents used with the ERS scales. These guidelines highlight requirements for nutritious meals and playground safety.
- Diapering Procedures explain in detail the correct process for diapering and what the reviewer will be looking for when observing diapering.
- Handwashing Procedures explain in detail the correct process for handwashing and what the reviewer will be looking for when observing handwashing.
- Table Washing Procedures explain the proper way to wash and sanitize tables. The reviewer will be looking for these procedures during pre and post meal times and after any messy table activities.

Please read carefully through these documents so that you are familiar with how the observer will be assessing these procedures. You may decide to implement these procedures prior to your review date to increase the results of your review.

How long will my interview take?

After the observation, the interview will take between 20 to 40 minutes. Questions asked are clarifying questions that will be used for scoring purposes. Most of the questions asked are also located in the ECERS-R, FCCERS-R, and ITERS-R books.

After the Observation

After reports are reviewed and approved, your Quality Improvement coach will share and go over assessments reports with you.

Please note that the observer will not be able to give any feedback regarding the review or scoring to site administrators and/or classroom staff on the day of the observation.

If you have questions/concerns about your assessment, please contact Kim Stadtlander by email at kstadtlander@first5coco.org.

FCCERS-R INTERVIEW QUESTIONS

Site Name: _____

Review Date: _____ Start Time: _____ End Time: _____

Item 35. Provisions for parents

1.1, 3.1, and 5.2: Is any written information about the program given to parents?

- ***If yes, ask:* What** is included in this information?
  - Could you please show me a copy of the written information?

7.3: Do you have conferences with parents?

- *If yes, ask:* ***How often?***

1.2, 3.3, and 5.4: Are there any ways that parents can be involved in their child's program?

- *If yes, ask:* Please give some ***examples***.

  1.

  2.

3.2, 5.3: Do you and the parents share information about the children?

- *If yes, ask:* How is this done?
- About ***how often?***

3.4: What is your relationship with the parents usually like?

5.1: Are parents able to visit before their child is enrolled?

- *If yes, ask:* How is this handled?

7.1: Do parents take part in evaluating the program?

- *If yes, ask:* How is this done?
- About ***how often?***

7.2: Do you ever refer parents for help with the well-being of their child?

- *If yes, ask:* Can you give me some ***examples?***
- *If no, ask:* Do you know of any resource in case a concern comes up?

3.1: Is the written information given to parents provided in their home languages?

Site Name: _____

Review Date: _____ Start Time: _____ End Time _____

Item 36. Balancing personal and caregiving responsibilities

1.3, 3.4, and 5.2: Do you ever use substitute providers in your family child care home?

- *If yes, ask:* How are substitutes selected?
- Do they receive any preparation to be able to take over for you? (e.g., visits prior to serving as substitute; knows health, safety, discipline, and other basic policies)
- *If no, ask:* What is done when lead teacher or assistant is out?

5.1: How do you manage your family, personal and child care responsibilities?
5.3: Do family members interact with the child care group?

7.1: Do you involve the children in your regular household tasks?

- *If yes, ask:* Can you give me some ***examples***?

Item 37. Opportunities for professional growth

1.1, 3.1, 5.1: Do you attend any professional development activities such as workshop?

- *If yes, ask*: ***How many*** do you attend a year?

3.2, 5.2: Are child/family related resources accessible in the home?
7.1: Are you an active member of an early childhood or childcare professional group?
7.2: Are you working towards or have achieved a CDA, AA, or higher degree?
7.3: Have you achieved official recognition for outstanding quality?

Item 38. Provisions for professional needs

If not observed

1.1, 3.1: Do you have access to a telephone?

- *If yes, ask:* Can you show me?

1.2, 3.2, 5.1, and 7.2: Do you have access to any file and storage space?

- *If yes, ask:* Can you show me?

1.3, 3.3, and 5.3: Do you need to set aside any time to work on things related to your family child care home?

- *If yes, ask:* About ***how long*** does it take?
- About how often do you need to do this?

5.2, 7.1: (Only ask if not observed) Is there any space that you use for work on program administration and curriculum planning?

- *If yes, ask:* Could you please show me the space that you use?

5.2, 7.1: Is there any equipment that you use in addition to what you've shown me?
7.3: If you need to have a conference with a parent, when and where would you do this?

PART I Survey

We value your feedback!

- ✓ Feedback Form - English
- ✓ Feedback Form - Spanish

Site Staff Feedback on FCCERS-R/ITERS-R/CLASS Review

Site Name: _____ Room Name: _____
Reviewer Name:_____ Date of Review _____
Observation Type:_____

First 5 Contra Costa values your feedback and would like to learn about your experience during your site's review process. If you are a director, site supervisor, or teacher of an FCC or a preschool classroom that was observed, please complete this form. Only one form needs to be completed per classroom or FCC program observation, although each teacher/caregiver may choose to complete it separately. Your feedback will help inform and improve the review process.

Completed forms can be returned via mail to: First 5 Contra Costa. Attention: Edirle Menezes, 1485 Civic Court, Suite 1200, Concord, CA 94520. The survey can also be emailed to: emenezes@first5coco.org

---

How many people together completed this form?
☐ One person ☐ Two people ☐ Three or more

Indicate all of the roles of the people completing this form:
☐ FCC Provider ☐ Lead Teacher
☐ Co-Teacher ☐ Assistant Teacher ☐ Other (please list): _____

Indicate how strongly you agree with each statement. (1= Strongly Disagree; 10=Strongly Agree).

ECERS-R/FCCERS-R/ITERS-R/CLASS Reviewer											
1. The observer was prompt (arrived 10 minutes prior to the scheduled review time).	1	2	3	4	5	6	7	8	9	10	
2. The observer's interactions with me were pleasant.	1	2	3	4	5	6	7	8	9	10	
3. The observer seemed knowledgeable about his/her role during the review.	1	2	3	4	5	6	7	8	9	10	
4. The observer was respectful of the childcare environment and attempted to minimize his/her presence during the observation. (Stayed out of the way; did not interrupt the teacher/caregiver or children's activities)	1	2	3	4	5	6	7	8	9	10	
5. The observer asked me clarifying questions after completing the observation. ***(N/A FOR CLASS OBSERVATIONS)***	1	2	3	4	5	6	7	8	9	10	N/A
6. The observer acted respectful and professional manner.	1	2	3	4	5	6	7	8	9	10	
7. Overall, I was satisfied with the review process.	1	2	3	4	5	6	7	8	9	10	

Please see other side

Site Staff Feedback on FCCERS-R/ITERS-R/CLASS Review

Optional Questions

We value your input on the optional questions below:

1. What did you find helpful about the review process?

2. What do you wish had been different about the review process?

3. Is there anything else you would like to share about your experience during the review?

We thank your feedback!

Comentarios del Programa en Relación a la Revisión de FCCERS-R/ITERS-R/CLASS

Nombre del Programa: _____ Nombre del Salón: _____
Nombre del Observador: _____ Fecha de la Observación: _____

Primeros 5 de Contra Costa valora sus comentarios y nos gustaría entender su experiencia durante el proceso de revisión de su programa. Si usted es el director, supervisor del programa, maestro/a de un salón de centro preescolar, o maestro/a de un cuidado infantil hogareño y fue observado/a, por favor complete este formulario. Sólo se necesita un formulario completo por salón o por cuidado infantil hogareño pero cada maestro/a puede completar un formulario por separado. Sus sugerencias y comentarios ayudaran a mantener y a mejorar el proceso de revisión.
Los formulario ya completados pueden ser enviados a la siguiente dirección en el sobre que se le provee: First 5 Contra Costa, Atención: Edirle Menezes, 1485 Civic Court, Suite 1200, Concord, CA 94520.
También puede enviar el formulario por correo electrónico: emenezes@first5coco.org

---

Cuantas personas en total completaron este formulario?
☐ Una Persona ☐ Dos Personas ☐ Tres Personas

Indique la función de las personas que completaron este formulario:
☐ Proveedor de Cuidado Infantil Hogareño ☐ Maestro Principal
☐ Maestro Principal adicional ☐ Asistente de Maestro ☐ Otros (Favor escriba su función): _____

Indique cuan de acuerdo esta usted con cada frase (1= Desacuerdo Total; 10=Acuerdo total).

Sobre el observador de ECERS-R/FCCERS-R/ITERS-R/CLASS											
1. El observador fue puntual (Llegó 10 min. con anticipación de la cita planeada).	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	
2. La interacción del observador conmigo fue agradable.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	
3. El observador conocía muy bien su función durante la entrevista.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	
4. El observador fue respetuoso con el espacio del cuidado infantil e hizo lo posible para no llamar la atención con su presencia durante la observación. (Manteniéndose fuera del paso; no interrumpió las actividades del maestro/cuidador o de los niños.)	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	
5. El observador hizo preguntas aclaratorias después de la observación. ***(N/A Para OBSERVACIONES DE CLASS)***	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**N/A**
6. El observador actuó de una manera respetuosa y profesional.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	
7. En general, estoy satisfecha con el proceso de revisión.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	

Favor de ver el otro lado

Comentarios del Programa en Relación a la Revisión de CCERS-R/ITERS-R/CLASS

Preguntas Opcionales

Apreciamos sus respuestas a las siguientes preguntas opcionales:

1. ¿Que encontró en este proceso que usted considera útil?

2. ¿Que hubiese usted deseado que fuera diferente de este proceso de revisión?

3. ¿Hay algo mas que desea usted compartir en relación a esta experiencia de revisión?

Primeros 5 de Contra Costa le agradece por la contribución de sus comentarios!

ERS (Environment Rating Scales)

INFORMATION SHEETS

- ✓ Playground Safety
- ✓ Meal Guidelines
- ✓ Diapering and Hand washing
- ✓ Table washing

Playground Information to Use with the Environment Rating Scales

Based on information from the U.S. Consumer Product Safety Commission (CPSC), **Public Playground Safety Handbook, Pub. No. 325** *and information from the American Society for Testing and Materials Standards (ASTM),* **Standard Consumer Safety Performance Specification for Public Use Playground Equipment for Children 6 Months through 23 Months, F 2373-05.** ***These guidelines are a basic overview of areas to review when scoring playground and safety items in the ECERS-R, ITERS-R, FCCERS-R, or SACERS. This list is not to be used as a comprehensive guide for playground assessment.***

Fall Zones – A fall zone is the area around and under gross motor climbing, sliding, or swinging equipment where protective surfacing is required to prevent injury from falls. The fall zone should be cleared of items that children may fall onto or run into.

Protective Surfacing – Protective surfacing is intended to cushion falls and prevent serious injuries from any equipment used indoors and outdoors. The amount of a consistent type of surfacing required is based on the fall height of the equipment, which is the height of the highest designated play surface on the equipment. Equipment having a fall height of 18" or less is not required to have protective surfacing; however, no equipment should be placed over concrete, asphalt, stone, ceramic tile, or similar hard surfaces. The surfaces under and around play equipment should be soft enough to cushion falls, which are the most frequent causes of injuries on playgrounds. Common indoor surfaces (such as rugs, tumbling mates, or carpet) and common outdoor surfaces (such as grass or dirt) are not adequate cushioning for gross motor equipment with a fall height greater than 18" even when the equipment is not anchored. For specifics on surfacing depth for different loose-fill materials, see the chart below. When the surfacing in much-used areas becomes displaced (e.g., under swings, at slide exits), it should be raked back or replaced to maintain correct depth. For poured or installed foam or rubber surfaces, the materials must meet the ASTM F1292 requirements, which can be verified through a written statement from the manufacturer.

Minimum compressed loose-fill surfacing depths:

Inches	Of	Loose-Fill Material	Protects To	Fall Height (feet)
6		Shredded/recycled rubber		10
9		Sand		4
9		Pea gravel		5
9		Wood mulch		7
9		Wood chips		10

Equipment Spacing – Fall zones for climbing equipment should extend at least 6 ft on all sides for preschoolers and school-agers and at least 3 ft on all sides for infants and toddlers. Spacing between pieces of equipment must allow children to circulate around or fall from play structures without striking another structure, and permit adults to have easy access to the children who are using the equipment. For preschoolers (2 – 5 years) and school-agers (5 – 12 years), adjacent play structures, with a play surface over 30" high, should be spaced at least 9 ft. apart. If the play surfaces of both structures are 30" high or less, the equipment may be located a minimum of 6 ft. apart. For infants and toddlers (6 – 23 months), play structures with surfaces between 18" and 32" high must be spaced at least 3 ft. apart. Moving pieces of equipment (e.g., swings, merry-go-rounds) should be located in an area away from other play structures so children have adequate room to pass from one play area to another without being struck by moving equipment, and their fall zones should not overlap the fall zone of other equipment.

Age-appropriate equipment provides children with opportunities to safely practice gross motor skills without putting them at risk for unnecessary injury. Appropriate equipment for each age group is listed below:

Infant/Toddler: 6 – 23 months	Preschool: Ages 2 – 5	School-age: Ages 5 – 12
Climbing equipment up to 32" high	Climbing equipment up to 60" high	Climbing equipment up to 84" high
Ramps	Horizontal ladders and overhead rings 60" high or less for 4-5 year-olds	Arch climbers
		Free standing flexible climbers
Single file step ladders	Merry-go-rounds	Stairways
Slides	Ramps	Chain or cable walks
Spiral slides less than 360°	Rung ladders	Fulcrum seesaws
Spring rockers	Single file step ladders	Ladders- horizontal (84" high), rung, and step
Stairways	Slides	Overhead rings up to 84" high
Swings with full bucket seats	Spiral slides up to 360°	Merry-go-rounds
Ramps	Spring rockers	Ring treks
Single file step ladders	Stairways	Slides
	Swings- belt, full bucket (2-4 yrs.), and rotating tire	Spiral slides more than one 360° turn
		Vertical sliding poles
	Balance beams up to 12" high	Swings- belt and rotating tire
		Track rides
		Balance beams up to 16" high

The following equipment is *not appropriate* for any age group: trampolines, swinging gates, giant strides, climbing ropes not secured at both ends, animal figure swings, multiple occupancy swings, rope swings, and swinging dual exercise rings and trapeze bars.

In addition to equipment listed above, the following equipment is *not appropriate* for preschool children (ages 2-5): freestanding arch climbers, dome climbers, freestanding flexible climbers, fulcrum seesaws, log rolls, track rides, spiral slides more than one 360° turn, parallel bars, and vertical sliding poles. Horizontal ladders and overhead rings are not appropriate for children 3 years and younger.

In addition to the equipment listed above, the following equipment is *not appropriate* for infants and toddlers (6 – 23 months): rung ladders, merry-go-rounds, rotating tire swings, spiral slides with a full 360° turn, balance beams.

Requirements for slides:

For preschool and school-age: The exit region of slides should be at least 11" long. The exit height of slides up to 4 ft. high should be 11" or less, and the exit height of slides over 4 ft. high should be at least 7" but not more than 15". The fall zone around slides should be at least 6 ft on all sides, except at the slide's exit. For slides up to 6 ft. high, the fall zone at the exit should be at least 6 ft. For slides greater than 6 ft., the fall zone at the exit should be at least as long as the slide is high up to 8 ft. max. The fall zone at a slide's exit should not overlap the fall zone of any other equipment.

For infants and toddlers: The exit region of slides should be 7" – 10" long, and the exit height should be 6" or less. The fall zone around slides should be at least 3 ft., except at the slide's exit, which should be at least 6 ft. The fall zone at a slide's exit should not overlap the fall zone of any other equipment.

Requirements for swings:

For preschool and school-age: **Single-axis swings** should have a pivot point of 8 ft. or less. There should be no more than 2 swings located within a single swing bay. The distance between swings at rest within a single bay should be at least 24", and the distance between a swing at rest and its support structure should be at least 30" (measured 5 ft. from the ground). The seat of swings for preschool-age children should rest at least 12" inches from the ground, and the seat of swings for school-age children should rest at least 16" from the ground. The fall zone for single-axis swings is 2 times the distance from the pivot point to the ground, both in front and back of swings, and cannot overlap the fall zone of any other equipment. A 6 ft. fall zone is required from the perimeter of the supporting structure. **Tire swings** should not be attached to composite structures and should not be suspended from a structure with other swings in the same bay. The bottom of the seat of the tire swing should rest at least 12" from the ground. The clearance between the seat and the sides of the support structure should be 30" when the tire is held in its closest position to the support structure. The fall zone for tire swings is the distance from the pivot point to the top of the tire plus 6 ft. in all directions, and should not overlap the fall zone of any other equipment. A 6 ft. fall zone is required from the perimeter of the tire swing's supporting structure.

For infants and toddlers: **Single-axis swings** should have a pivot point of 47" or less, and the seat should rest at least 6" from the ground. The fall zone for single-axis swings is 2 times the distance from the pivot point to the ground, both in front and back of swings and cannot overlap with the fall zone of any other equipment. A 3 ft. fall zone is required from the perimeter of the supporting structure. **Bucket swings** should have a pivot point between 47" and 95", and the seat should rest at least 24" from the ground. The fall zone for bucket swings is 2 times the distance from the pivot point to the bottom of the swing seat, both in front and back of swings and cannot overlap the fall zone of any other equipment. For both types of swings, there should be no more than 2 swings located within a single swing bay, and the distance between swings at rest within a single bay or between a swing at rest and its support structure should be at least 20" (measured 5 ft. from the ground).

Entanglement Hazards – There should be no dangerous pieces of hardware, such as protruding bolts or open S-hooks on swings that could entangle children's clothing, particularly drawstrings on the hoods of jackets or sweatshirts, and cause strangulation. An S-hook is considered closed if there is no gap or space greater than .04" (about the thickness of a dime).

Entrapment Hazards – Children can get trapped and strangle in openings in which they can fit their bodies but not their heads through the space. Therefore, openings in guardrails and spaces between platforms, ladder rungs, uprights in protective barriers and fence slats, should measure 3.5" or less or 9" or greater. Any completely bounded opening that is not bounded by the ground may pose an entrapment hazard. Even openings that are low enough for children's feet to touch the ground still present a strangulation risk because young children may not have the cognitive ability or motor skills to free themselves. Children can also become entrapped by angles (less than 55°) formed between 2 sides of playground parts, for instance at the top of a wooden picket fence or fort.

Pinch, Crush, and Shearing Hazards – Moving pieces of equipment, such as suspension bridges, track rides, merry-go-rounds, or seesaws, should not have accessible moving parts that might pinch or crush a child's finger or other body part.

Sharp Points, Corners, and Edges – There should be no sharp points, corners, or edges (either wooden or metal) on play equipment or other objects in the space (e.g., fences, gates) that could cut or puncture a child's skin.

Guardrails – A guardrail is an enclosing device around an elevated platform that is intended to prevent inadvertent falls from the platform. A child might be able to climb over, under, or through the guardrail. For preschoolers, guardrails are required for platforms higher than 20", and up to 30" above the ground. For preschoolers, the top edge of the guardrails should be at least 29" from the platform, and the lower edge should be between 9" and 23" from the platform. For equipment used *only* by school-aged children, any platform more than 30" above the ground (but not over 48" above the ground) will need guardrails at least 38" above the platform, with the lower edge between 9" and 28" from the platform.

Protective Barriers – A protective barrier is an enclosing device around an elevated platform that is intended to prevent both inadvertent falls from the platform and deliberate attempts to pass through the barrier. No child should be able to climb over, under, or through the barrier. For infants and toddlers, protective barriers are required for all equipment with play surfaces over 18", and the top surface of the barrier should be at least 24". For preschoolers, protective barriers are required for platforms that are over 30" above the ground, and the top surface of the barrier should be at least 29" above the platform. For equipment used *only* by school-aged children, any platform more than 48" above the ground requires protective barriers, and the top surface of the protective barrier must be at least 38" high. Guardrail and barrier recommendations do not apply if they would interfere with the intended use of the equipment, such as stepping up to the next level. For example, platforms that are layered on equipment, (e.g., one platform leading up to another in a step-like manner), do not need guardrails or barriers if the fall height between levels is 7" or less for toddlers, 20" or less for preschoolers, and 30" or less for school-agers.

USDA
United States Department of Agriculture

UPDATED CHILD AND ADULT CARE FOOD PROGRAM MEAL PATTERNS: CHILD AND ADULT MEALS

USDA recently revised the CACFP meal patterns to ensure children and adults have access to healthy, balanced meals throughout the day. Under the updated child and adult meal patterns, meals served will include a greater variety of vegetables and fruit, more whole grains, and less added sugar and saturated fat. The changes made to the meal patterns are based on the Dietary Guidelines for Americans, scientific recommendations from the National Academy of Medicine, and stakeholder input. CACFP centers and day care homes must comply with the updated meal patterns by October 1, 2017.

Updated Child and Adult Meal Patterns

Greater Variety of Vegetables and Fruits

- The combined fruit and vegetable component is now a separate vegetable component and a separate fruit component; and
- Juice is limited to once per day.

More Whole Grains

- At least one serving of grains per day must be whole grain-rich;
- Grain-based desserts no longer count towards the grain component; and
- Ounce equivalents (oz eq) are used to determine the amount of creditable grains (starting October 1, 2019).

More Protein Options

- Meat and meat alternates may be served in place of the entire grains component at breakfast a maximum of three times per week; and
- Tofu counts as a meat alternate.

Age Appropriate Meals

- A new age group to address the needs of older children 13 through 18 years old.

Less Added Sugar

- Yogurt must contain no more than 23 grams of sugar per 6 ounces; and
- Breakfast cereals must contain no more than 6 grams of sugar per dry ounce.

CHILD & ADULT CARE FOOD PROGRAM

USDA
United States Department of Agriculture

Making Every Sip Count

- Unflavored whole milk must be served to 1 year olds; unflavored low-fat or fat-free milk must be served to children 2 through 5 years old; and unflavored low-fat, unflavored fat-free, or flavored fat-free milk must be served to children 6 years old and older and adults;
- Non-dairy milk substitutes that are nutritionally equivalent to milk may be served in place of milk to children or adults with medical or special dietary needs; and
- Yogurt may be served in place of milk once per day for adults only.

Additional Improvements

- Extends offer versus serve to at-risk afterschool programs; and
- Frying is not allowed as a way of preparing foods on-site.

Breakfast Meal Patterns

	Ages 1-2		Ages 3-5		Ages 6-12 & 13-18		Adults	
	Previous	Updated	Previous	Updated	Previous	Updated	Previous	Updated
Milk	½ cup	½ cup	¾ cup	¾ cup	1 cup	1 cup	1 cup	1 cup
Vegetables, fruit, or both	¼ cup	¼ cup	½ cup	½ cup	½ cup	½ cup	½ cup	½ cup
Grains	½ serving	½ oz eq*	½ serving	½ oz eq*	1 serving	1 oz eq*	2 servings	2 oz eq*

*Meat and meat alternates may be used to substitute the entire grains component a maximum of three times per week.
Oz eq = ounce equivalents

Lunch and Supper Meal Patterns

	Ages 1-2		Ages 3-5		Ages 6-12 & 13-18		Adults	
	Previous	Updated	Previous	Updated	Previous	Updated	Previous	Updated
Milk	½ cup	½ cup	¾ cup	¾ cup	1 cup	1 cup	1 cup	1 cup*
Meat and meat alternates	1 oz	1 oz	1 ½ oz	1 ½ oz	2 oz	2 oz	2 oz	2 oz
Vegetables	¼ cup	⅛ cup	½ cup	¼ cup	¾ cup	½ cup	1 cup	½ cup
Fruits		⅛ cup		¼ cup		¼ cup		½ cup
Grains	½ serving	½ oz eq	½ serving	½ oz eq	1 serving	1 oz eq	2 servings	2 oz eq

*A serving of milk is not required at supper meals for adults
Oz eq = ounce equivalents

Snack Meal Patterns

	Ages 1-2		Ages 3-5		Ages 6-12 & 13-18		Adults	
	Previous	Updated	Previous	Updated	Previous	Updated	Previous	Updated
Milk	½ cup	½ cup	½ cup	½ cup	1 cup	1 cup	1 cup	1 cup
Meat and meat alternates	½ oz	½ oz	½ oz	½ oz	1 oz	1 oz	1 oz	1 oz
Vegetables	½ cup	½ cup	½ cup	½ cup	¾ cup	¾ cup	½ cup	½ cup
Fruit		½ cup		½ cup		¾ cup		½ cup
Grains	½ serving	½ oz eq	½ serving	½ oz eq	1 serving	1oz eq	1 servings	1 oz eq

Select 2 of the 5 components for snack.
Oz eq = ounce equivalents

Note: All serving sizes are minimum quantities of the food components that are required to be served.

USDA Meal Guidelines

Required for scoring ***Environment Rating Scales*** as of October 1, 2017
From Child and Adult Meal Patterns (https://www.fns.usda.gov

Breakfast

	1-2 years	3-5 years	6-12 years
Milk	½ cup	¾ cup	1 cup
Vegetables, fruit or both	¼ cup	½ cup	½ cup
Grains*	½ oz eq	½ oz eq	1 oz eq

*Meat and meat alternatives may be used to substitute the entire grains component a maximum of 3 times a week. Oz eq= ounce equivalent

Lunch or Supper

	1-2 years	3-5 years	6-12 years
Milk	½ cup	¾ cup	1 cup
Meat or meat alternatives	1oz	1 oz	2 oz
Vegetables	$^1/_8$ cup	$^1/_4$ cup	½ cup
Fruit*	$^1/_8$ cup	$^1/_4$ cup	¼ cup
Grains	½ oz eq	½ oz eq	1 oz eq

Oz eq= ounce equivalent
*Two different vegetables may be served instead of a vegetable and a fruit.

Snack (Select 2 of the 5 components)

	1-2 years	3-5 years	6-12 years
Milk	½ cup	½ cup	1 cup
Meat or meat alternatives	½ oz	½ oz	1 oz
Vegetables	½ cup	½ cup	¾ cup
Fruit	½ cup	½ cup	¾ cup
Grains*	½ oz eq	½ oz eq	1 oz eq

Oz eq= ounce equivalent

Notes to be used in scoring ERS:

- For scoring the 3rd editions of the scales, it is likely that only one meal or snack will be observed. It will not be possible to ensure all requirements are met, so base score on whatever is observed.
- All amounts are the minimum portions to be served, not the maximum
- Juice is limited to once per day, and must be full strength
- One serving per day must be whole grains
- Grain-based desserts no longer count as grains component
- Tofu counts as a meat alternative
- Unflavored whole milk required for 1year olds; unflavored low fat or fat-free milk required for 2-5 years, flavored milk allowed for children 6 and older
- Yogurt must contain no more than 23 grams of sugar in 6 oz.; breakfast cereals no more than 6 grams sugar per oz.

USDA Meal Guidelines

Required for scoring ***Environment Rating Scales*** as of October 1, 2017
From Child and Adult Meal Patterns (https://www.fns.usda.gov

Breakfast

Birth through 5 months	5 through 11 months
4-6 fluid ounces breast milk or formula	6-8 fluid ounces breast milk or formula *and* 0-4 tablespoons of infant cereal, meat, fish, poultry, whole egg, cooked dry peas or beans; 02 oz cheese or cottage cheese (or combination of both) *and* 0-2 tablespoons vegetables or fruit or combination of both

Lunch/Supper

Birth through 5 months	5 through 11 months
4-6 fluid ounces breast milk or formula	6-8 fluid ounces breast milk or formula *and* 0-4 tablespoons of infant cereal, meat, fish, poultry, whole egg, cooked dry peas or beans; or 02 oz cheese; 0-4 oz of cottage cheese (volume), or 0-4 ounces or ½ cup yogurt or a combination of above *and* 0-2 tablespoons vegetables or fruit or combination of both

Snack

Birth through 5 months	5 through 11 months
4-6 fluid ounces breast milk or formula	2-4 fluid ounces breast milk or formula *and* 0-1/2 slice bread or 2 crackers or 0-4 tablespoons of infant cereal or ready-to-eat breakfast cereal *and* 0-2 tablespoons vegetables or fruit or combination of both

Notes to be used in scoring ERS:

- For scoring the 3rd editions of the scales, it is likely that only one meal or snack will be observed. It will not be possible to ensure all requirements are met, so base score on whatever is observed.
- All amounts are the minimum portions to be served, not the maximum
- Breastmilk or formula or both must be served
- Infant formula or dry cereal must be iron-fortified
- Fruit and vegetable juices must not be served
- A serving of grains must be whole-grain rich, enriched meal, or enriched flour
- Yogurt must contain no more than 23 grams of sugar in 6 oz.; breakfast cereals no more than 6 grams sugar per oz.
- Infants must be developmentally ready to be served solid foods or foods that must be gummed or chewed

DIAPERING AND HANDWASHING

Diapering Procedure

1. Before beginning the diapering procedure, clean your hands by using proper hand hygiene (handwashing or use of hand sanitizer according to directions).
2. To minimize contamination, prepare for diapering by getting out all of the supplies needed for the diaper change and placing them near, **but not on**, the diapering surface, for example:
    - Enough wipes for the diaper change, including cleaning the child's bottom and wiping the teacher's and child's hands before putting on the clean diaper (wipes must be taken out of their container)
    - A clean diaper
    - A plastic bag for soiled clothes and a set of clean clothes (if soiled clothing is anticipated)
    - Non-porous gloves (if used)
    - A dab of diaper cream on a disposable paper towel (if used)
    - Changing table paper (if used) to cover the table from the child's shoulders to feet (in case it becomes soiled and must be folded over to create a clean surface during the change)
3. Place the child on diapering table. Remove clothing to access diaper. If soiled, place clothes into a plastic bag.
4. Remove soiled diaper and place into a lined, covered, hands-free trash container.
5. Use wipes to clean child's bottom from front to back (one wipe per swipe) and throw away into trash container. The diaper can also be left open under the child during the cleaning step and then discarded with the soiled wipes before continuing with Step 6. If gloves are used, they must be discarded at this time.
6. Use a wipe to remove soil from your hands and throw into trash container.
7. Use another wipe to remove soil from child's hands and throw into trash container.
8. Put on clean diaper and redress the child.
9. Wash the child's hands following the proper handwashing procedure (use of hand sanitizer is also acceptable for children 2 and older). Return the child to the play area without touching any other surfaces.
10. Clean the diapering surface by spraying it with a soapy water solution and drying with a paper towel or by wiping it with a water-saturated paper towel or wipe.
11. Disinfect the diapering surface by spraying it with disinfectant-strength bleach-water solution (½ – ¾ cup bleach per gallon of water) and wait at least 2 minutes before wiping (or allow to air dry). Another EPA approved disinfectant, used according to directions, can be used instead of bleach and water.
12. Clean your hands by using proper hand hygiene (handwashing or use of hand sanitizer according to directions)

Handwashing Procedure

1. Moisten hands with water and use liquid soap.
2. Rub hands together away from the flow of water for 20 seconds.
3. Rinse hands free of soap under running water.
4. Dry hands with a clean, disposable paper towel or air dry with a blower.
5. Turn off faucet using paper towel.
6. Throw the used paper towel into a hands-free trashcan.

Information taken from *Caring for Our Children: The National and Safety Performance Standards for Out-of-Home Care, 3rd edition*, American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Childcare (2011).

TABLE WASHING PROCEDURE

1. To remove gross soil, spray the table (or highchair tray) with a soap-water solution and wipe dry with a disposable paper towel.
2. To sanitize the eating surface, spray the table/tray with bleach-water solution and wait at least 2 minutes before wiping with a disposable towel or allow to air dry, in order to allow the solution to kill germs. The surface cannot be sprayed and immediately wiped.

Additional precautions

- ❖ Sponges should not be used for sanitizing tables because they soak bacteria away from the surface of the sponge, which then cannot be easily reached in the interior of the sponge by the sanitizing agent.
- ❖ If wet cloths are used, a separate cloth is required for each table/tray, and cloths cannot be returned to soak in a bleach-water solution.
- ❖ Food should not be put directly on the table or highchair tray because eating surfaces are more likely to be contaminated than disposable plates or washed and sanitized dishes
- ❖ If highchair trays are used as eating surfaces, the trays should be washed and sanitized in the same way as plates and other food service utensils.
- ❖ In case different children rotate through snack, each place must be cleaned and sanitized between use by different children. Sanitizing solution should not be sprayed while children are seated at the table.

From *All About the ITERS-R* (2004), Cryer, Harms, and Riley, Pact House Publishing (a Kaplan Learning Co.)