



INSTRUCTOR'S MANUAL

# INFANT MEAL PATTERN REQUIREMENTS

A CACFP Meal Pattern Requirements  
Supplemental Training



# Infant Meal Pattern Requirements

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Requirements Supplemental Training

Instructor's Manual



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### VISION

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# INTRODUCTION

## Background Information

The *CACFP Meal Pattern Requirements* training was developed based on the updated Child and Adult Care Food Program (CACFP) meal pattern requirements, published on April 25, 2016. This eight-hour training includes an introduction lesson and four core-content lessons: (1) Infant Meal Pattern Requirements, (2) Child and Adult Meal Pattern Requirements, (3) Child and Adult Meal Service, and (4) Optional Best Practices.

To better meet the needs of those in the field, the *CACFP Meal Pattern Requirements* materials now feature the following supplemental trainings:

- Infant Meal Pattern Requirements
- Child and Adult Meal Pattern Requirements
- Optional Best Practices

## Training Overview and Objectives

This *Infant Meal Pattern Requirements* training features the updated requirements for serving infants based on their growth and development. Through this two-hour training, participants will explore each update to the infant meal pattern, as well as tips and strategies for implementation.

At the end of this training, participants will be able to:

- recall at least four changes to the updated infant meal pattern charts,
- summarize at least two requirements for serving breast milk and infant formula based on the updated meal pattern,
- state three strategies that support infants and their developmental readiness for solid foods, and
- identify at least four new requirements for serving more nutritious solid foods to infants.

## Target Audience

This training is designed specifically for individuals operating the CACFP in a child care setting. Target audiences may include, but are not limited to, the following program types:

- Child Care Centers
- Family Child Care Homes

Affiliates, such as sponsoring organizations and State agencies, may also find this training useful when managing or assisting the program types.

## Training Components

The *Infant Meal Pattern Requirements* training includes four components: Instructor's Manual, Participant's Workbook, Assessments, and a PowerPoint Presentation.

The **Instructor's Manual** is organized to address specific learning objectives. It is important to have a thorough understanding of the content in this manual. It contains more detailed information on all the topics than any other training component. It will also assist in explaining and discussing various topics.

This manual features the following components:

- Training-at-a-Glance
- Preparation Checklist
- Lesson Plan and Script
- Learning Objectives
- Handouts and Worksheets
- Activities and Answer Keys
- Reference Pages

As the training instructor, review the entire manual and the corresponding components to develop a clear understanding of the course content, learning activities, and all other aspects of this training.

The **Participant's Workbook** is a separate manual that accompanies the Instructor's Manual. It includes the following components:

- Training Introduction
- Worksheets and Handouts
- Reference Pages

The **Assessments** are separate handouts that accompany the training materials. There is a pre-assessment, post-assessment, and answer key. The purpose of the assessments is to measure learning to determine what the participants know at the beginning of the training and then what they learned upon completing the training. When indicated in the Instructor's Manual, distribute the pre-assessment at the beginning of the training and the post-assessment at the end of the training.

The **PowerPoint Presentation** is a separate file that supports the facilitation of this training. It is designed to be used in conjunction with the Instructor's Manual. Although the presentation features the Instructor's Manual's training script, it does not feature the handouts and the answer keys. Therefore, it is recommended that training instructors do not rely solely on the PowerPoint for administering this training.



## Instructor's Manual Training Script

When administering this training, strive to follow the script and model the program provided in this Instructor's Manual. This script features the following prompts for transitioning between topics, slides, activities, and other aspects of this training:

- **SHOW SLIDE:** This prompt indicates when to show a specific PowerPoint slide.
- **SAY:** This prompt indicates what to say to the participants.
- **DO:** This prompt explains what you and/or the participants are to do.
- **ASK:** This prompt indicates when you should ask the participants a question. If the question warrants feedback, the FEEDBACK prompt will follow the ASK prompt. If there are questions that you do not know the answers to, refer the participants to their State agency or the Institute of Child Nutrition's Help Desk by phone at 800-321-3054 or by email at [helpdesk@theicn.org](mailto:helpdesk@theicn.org).
- **FEEDBACK:** This prompt ensures certain elements are covered in discussions, and it will state information for reviewing activities.
- **NOTE TO INSTRUCTOR:** This prompt lists information for reference purposes only; avoid sharing any information noted for this prompt with the participants.

It is important to become familiar with the meaning of these prompts, as they are listed throughout this manual.

## Group Size and Classroom Arrangement

The recommended group size is 35 participants or fewer. This size allows for optimum knowledge and skill development. In addition, it reduces the risk of exceeding the time assigned for this training. Moreover, if this training has more than 35 participants, additional trainers are needed to maintain the integrity of the training's content.

Ideally, the classroom should be arranged in a grouping of large, round tables with chairs for 4–5 participants to sit comfortably. If the training consists of 12 or fewer participants, an open U-arrangement is ideal for group interaction.

When setting up the training room, there are a few key things to include for presenting this training. First, the training room should have the capability to provide a computer, projector, and a projector screen. Position the projection screen in a location that provides a clear view for all participants. If needed, position the speaker's podium with microphone to one side of the room to allow for clear view of the participants and the projector screen(s). Last, include a small table to the side of the podium to provide space for the instructor's materials.

## Training Delivery Recommendations

Prior to beginning this training, complete the following tasks:

- Welcome participants as they enter the training room.
- Distribute a Participant's Workbook to each participant.
- Ensure you have the Instructor's Manual, PowerPoint presentation, Pre- and Post-Assessments, and any other items needed for administering this training, such as supplies for each activity.
- Circulate the sign-in sheet(s) and request that participants print and sign their name to the sheet.
- Locate and distribute the table tents to each participant. Ask them to write their name on the table tent and place it at their seat.
- Post a flip chart page on a nearby wall, and title it "Bike Rack." This chart will serve as a tool for participants to post posing questions.
- Post the following ground rules around the room using the painter's tape or any other method that works for the room where the training is being conducted:
  - Be a team player.
  - Be respectful of everyone.
  - Share ideas with the class.
  - Be on time for all sessions.
  - Stand up when your mind goes on vacation.
  - Always ask for clarification if you do not understand.
  - Turn your mind on and your electronic devices to silent or off.

## Functional Area and Competencies

The core competencies, knowledge, and skills, represented in Functional Area #5: Nutrition and Meal Management, in the Institute of Child Nutrition's *Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations*, establishes the foundation for providing nutritious meals to all CACFP participants as well as creating an environment supportive to learning healthy eating behaviors. Therefore, this training focuses on the following competencies:

- Competency 5.1: Assures appropriate implementation of meal planning, food purchasing, and meal management that meets CACFP meal pattern requirements.
- Competency 5.3: Develops procedures to collaborate with CACFP stakeholders to ensure goals for healthy eating and menu planning are met.

Source: Institute of Child Nutrition. (2015). *Competencies, knowledge and skills for child care providers in CACFP operations*. <http://www.theicn.org/ResourceOverview.aspx?ID=579>

# **TRAINING-AT-A-GLANCE**

Time	Topic	Activity	Materials
<b>INTRODUCTION</b>			
20 minutes	<ul style="list-style-type: none"> <li>• Infant Meal Pattern Requirements Major Themes</li> <li>• Training Overview</li> <li>• Define Training Success</li> <li>• Pre-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Activity: Define Training Success</li> <li>• Pre-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint Presentation</li> <li>• Participant's Workbook</li> <li>• Flip Chart</li> <li>• Markers</li> <li>• Pre-Assessment</li> <li>• Pens or Pencils</li> </ul>
<b>OBJECTIVE 1:</b> Participants will be able to recall at least four changes to the updated infant meal pattern charts.			
15 minutes	<ul style="list-style-type: none"> <li>• Previous vs. Updated Meal Pattern Requirements</li> <li>• Age Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Large Group Discussion: Review of Changes</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint Presentation</li> <li>• Participant's Workbook</li> <li>• Pens or Pencils</li> </ul>
<b>BREAK 1 (10 minutes)</b>			
<b>OBJECTIVE 2:</b> Participants will be able to summarize at least two requirements for serving breast milk and infant formula based on the updated meal pattern.			
20 minutes	<ul style="list-style-type: none"> <li>• Breast Milk</li> <li>• Infant Formula</li> <li>• Meal Accommodations</li> </ul>	<ul style="list-style-type: none"> <li>• Activity: Pair and Share</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint Presentation</li> <li>• Participant's Workbook</li> <li>• Pens or Pencils</li> </ul>
<b>OBJECTIVE 3:</b> Participants will be able to state three strategies that support infants and their developmental readiness for solid foods.			
15 minutes	<ul style="list-style-type: none"> <li>• Developmental Readiness</li> <li>• The American Academy of Pediatrics (AAP) developmental readiness guidelines</li> <li>• Optional written statement</li> <li>• Approved food components</li> </ul>	<ul style="list-style-type: none"> <li>• Activity: Apply in Three</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint Presentation</li> <li>• Participant's Workbook</li> <li>• Pens or Pencils</li> </ul>
<b>BREAK 2 (10 minutes)</b>			
<b>OBJECTIVE 4:</b> Participants will be able to identify at least four new requirements for serving more nutritious solid foods to infants.			
15 minutes	<ul style="list-style-type: none"> <li>• Meals and Snack Requirements</li> <li>• Nutritious Food Choices</li> </ul>	<ul style="list-style-type: none"> <li>• Activity: Yogurt, Is it Creditable?</li> <li>• Activity: Breakfast Cereals, Is it Creditable?</li> <li>• Activity: Recall that Term</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint Presentation</li> <li>• Participant's Workbook</li> <li>• Pens or Pencils</li> <li>• Phrase Cards</li> </ul>
<b>CONCLUSION</b>			
15 minutes	<ul style="list-style-type: none"> <li>• Training Summary</li> <li>• Post-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Activity: Key Points to Remember</li> <li>• Post-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint Presentation</li> <li>• Participant's Workbook</li> <li>• Pens or Pencils</li> <li>• Post-Assessment</li> </ul>
<b>Time: 120 minutes (2 hours)</b>			

# PREPARATION CHECKLIST

**Instructions:** The preparation checklist lists the essential tasks for gathering materials before presenting this training. Within 4 to 6 weeks of the training date, assign each task to a specific person and determine a date to complete each task. Keep track of the progress by placing a checkmark by each task as it is completed.

Task	Person Responsible	Completion Date	✓
<b>Gather presentation equipment and supplies</b>			
Microphone (If necessary, preferably wireless)			
Computer			
Projector and Projector Screen			
<b>Locate general training materials (provided by ICN)</b>			
Instructor's Manual			
Participant's Workbook (1 per participant)			
PowerPoint Presentation			
Participant Sign-In Sheet(s)			
Ground Rules			
Training Evaluations			
Pre-Assessment and Post-Assessment			
Certificates of Completion			
<b>Locate activity materials (provided by ICN)</b>			
Sticky Note Pads (1 per 5 participants)			
Painter's Tape (1 roll)			
Pens or Pencils (1 per participant)			
Flip Charts (1–2 Charts)			
Table Tents (1 per participant)			
Markers (1 pack per 5 participants)			
Term Cards (1 set per 5 participants)			
<ul style="list-style-type: none"> <li>Term Card 1: Breast Milk                             <ul style="list-style-type: none"> <li>Only breast milk (or infant formula) should be served to infants, birth through 6 months of age. Child care providers may be reimbursed for</li> </ul> </li> </ul>			

meals when a mother directly breastfeeds her infant on-site or when a parent or guardian supplies expressed breast milk.			
<ul style="list-style-type: none"> <li>Term Card 2: Gradual Introduction               <ul style="list-style-type: none"> <li>Infants should be gradually introduced to solid foods around 6 months of age, as they are developmentally ready to accept them.</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>Term Card 3: Infant Age Groups               <ul style="list-style-type: none"> <li>Infant age groups consist of birth through the end of 5 months and 6 months through the end of 11 months.</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>Term Card 4: Ready-to-Eat Cereals               <ul style="list-style-type: none"> <li>During snack meals, ready-to-eat cereals may be served to meet the grains component. Ready-to-eat cereals must contain no more than 6 grams of added sugars per dry ounce and must be whole grain- rich, enriched, or fortified.</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>Term Card 5: 4–6 Fluid Ounces               <ul style="list-style-type: none"> <li>Infants ages birth through the end of 5 months must be served 4–6 fluid ounces of breast milk or infant formula at each meal.</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>Term Card 6: Vegetables and Fruits               <ul style="list-style-type: none"> <li>All meals and snacks must include vegetables and fruits when the infant is developmentally ready to accept them.</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>Term Card 7: Juice               <ul style="list-style-type: none"> <li>Juice is not reimbursable for infant meals or snacks.</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>Term Card 8: Cheese Spreads               <ul style="list-style-type: none"> <li>Cheese foods or cheese spreads are not reimbursable for infant meals or snacks.</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>Term Card 9: Developmental Readiness               <ul style="list-style-type: none"> <li>Solid foods must be served when an infant is developmentally ready. Communicate with parents or guardians to determine when and what solid foods should be served.</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>Term Card 10: Yogurt Added Sugars Limit               <ul style="list-style-type: none"> <li>Yogurt must contain no more than 12 grams of added sugars per 6 ounces.</li> </ul> </li> </ul>			



# TRAINING SCRIPT

## Lesson Plan:

### INTRODUCTION:

SHOW SLIDE: [Infant Meal Pattern Requirements Training](#)

DO:

To begin this training, advance to the next slide.

SHOW SLIDE: [Welcome](#)

SAY:

Welcome to the *Infant Meal Pattern Requirements* training. First, the Institute of Child Nutrition would like to thank you for providing us with the opportunity to offer this CACFP Meal Pattern Requirements Supplemental training. It is our hope that you will gain the knowledge and skills to implement the latest changes featured in the updated Child and Adult Care Food Program (CACFP) meal patterns regulations.

**NOTE TO INSTRUCTOR:** If this training is not sponsored by the Institute of Child Nutrition, provide information regarding the hosting organization.

DO:

Introduce yourself and other special guests. Be sure to state your name, title/credentials, and your experience in child care, CACFP, and other child nutrition programs. Confirm participants have printed and signed their names on the sign-in sheet(s), and they have all necessary materials for this training (i.e. Participant's Workbook, pens or pencils, and activity supplies).

SHOW SLIDE: [Activity: Define Training Success](#)

DO:

#### (Activity): Define Training Success

**Purpose:** The purpose of this activity is to help participants identify their expectations for this training, and it will help the trainer to identify ways to meet the needs of each participant.

**Materials Needed:** Flip chart(s) and markers

**Time:** 10 minutes

#### Instructions:

1. **SAY:** Let's begin this training by getting to know each other a little better.
2. **DO:** Divide the class into groups of 3–5 participants and distribute a flip chart and a marker(s) to each group. Ask participants to take their things with them, as they will remain in these groups throughout the remaining of the training.

3. **SAY:** Think about the benefits of attending this training and your overall expectations for what you would like to learn today. Then, introduce yourself and state one or two key points to complete the sentence: “This training will be a success for me, if \_\_\_\_.” For example, this training will be a success for me, if everyone learns how to implement the updated infant meal pattern requirements. After everyone has shared within your group, use your flip chart to create a list of each of your responses.
4. **DO:** Allow participants 5 minutes to complete this activity. Then, request that each group share their responses with the large group and post their flip charts in the training area.
5. **SAY:** This activity allows you to set clear expectations for what you would like to learn today. Additionally, it allows me to understand your needs so that I may help ensure that you leave feeling confident about implementing the updated meal pattern requirements.

**NOTE TO INSTRUCTOR:** If this is a large group, divide the participants into groups of 6–8 participants.

#### SHOW SLIDE: Logistics

##### SAY:

Now that we know more about each other, it is important that we create an environment that allows everyone to participate without fear of criticism while working together to accomplish the training's objectives. To accomplish this goal, let's review some housekeeping items and ground rules for today's training.

- The ground rules are posted (state location) and featured in your Participant's Workbook. Please take a moment to review them.
- We will take a minimum of two breaks during this training. Of course, if you need to stretch or attend to a need at a different time, please do so. Please be sure to return on time, as starting and ending breaks on time will allow us to cover all the training information and activities within the time allotted.
- The restrooms are located (state location).
- Last, I have posted a flip chart with the title “Bike Rack” (the former parking lot concept) (state location). Feel free to write any questions on a sticky note and post it to the “Bike Rack.” I will aim to answer all questions and share the information with the class before the end of this training. Although I will try to answer questions throughout the training, some questions may require research or a longer answer than time allows. Any questions I cannot answer, I will forward them to the ICN for further assistance.

#### SHOW SLIDE: CACFP in the Last 50 Years

##### SAY:

Since 1968, the CACFP has helped to ensure participants receive nutritious meals and snacks while attending child care and later adult care. Over the years, however, the nutritional needs and the eating habits of children and adults have shifted from those when the program first began.

In particular, the overall health status of this country has shifted from deficiencies in essential nutrients, such as a lack of vitamins A and C, to chronic diseases, such as hypertension, heart disease, type 2 diabetes, and even some forms of cancer.

**SHOW SLIDE: Purpose of the Update**

**SAY:**

In 2010, Congress called for the USDA Food and Nutrition Services (USDA FNS) to review and revise the CACFP meal pattern requirements to address the current health status of children and adults and to better align with the *Dietary Guidelines for Americans* (DGA). Understanding the DGA do not provide recommendations for infants, they used the scientific recommendations from the National Academy of Medicine, the American Academy of Pediatrics, and stakeholder input to update the infant meal pattern.

In April 2016, they released updated guidelines in the “CACFP: Meal Pattern Revisions Related to the Healthy, Hunger-Free Kids Act of 2010 Final Rule.” In April 2024, USDA FNS published the final rule titled, “Child Nutrition Programs: Meal Patterns Consistent With the 2020–2025 Dietary Guidelines for Americans,” which is the next step in continuing the science-based improvement of CACFP meals, as well as advancing USDA’s commitment to nutrition security. Ultimately, the updated meal pattern requirements are expected to enhance the overall nutritional quality of meals and snacks served in CACFP settings.

**SHOW SLIDE: Infant Meal Pattern Requirements Overview**

**SAY:**

There are three major updates in the infant meal pattern.

- First, they encourage and support breastfeeding by providing reimbursement when mothers breastfeed on-site.
- Second, they promote developmentally appropriate meals by separating the infant age groups into two age groups instead of three.
- Third, they provide meals that are more nutritious to promote the development of healthy eating habits, by:
  - requiring vegetables and fruits be served at snack;
  - disallowing juice, cheese food, and cheese spreads as creditable items; and
  - allowing yogurt, soy yogurt, tofu, and whole eggs to credit as meat alternates.

**NOTE TO INSTRUCTOR:** This slide provides an overview of the content in the training. If there are questions regarding the information, explain that you will provide additional information on each of the requirements throughout this training.



**SHOW SLIDE: Objectives****SAY:**

We will cover the updated meal pattern requirements for infants and some strategies for implementation.

At the end of this training, you should be able to:

- recall at least four changes to the updated infant meal pattern charts,
- summarize at least two requirements for serving breast milk and infant formula based on the updated meal pattern,
- state three strategies that support infants and their developmental readiness for solid foods, and
- identify at least four new requirements for serving more nutritious solid foods to infants.

For your reference, you can find a list of the updated requirements on the **Summaries of the Updated Meal Standards: Infant** and the **Infant Meal Pattern** handouts in the Participant's Workbook.

**NOTE TO INSTRUCTOR:** The handouts are located on the following pages.

**Handout: Summaries of the Updated Meal Standards: Infant**

USDA recently revised the CACFP meal pattern requirements to ensure infants, children, and adults have access to healthy, balanced meals throughout the day. The changes to the infant meal pattern requirements support breastfeeding and the consumption of vegetables and fruits without added sugars. In addition, these changes are based on the scientific recommendations from the National Academy of Medicine, the American Academy of Pediatrics and stakeholder's input.

**Encourage and support breastfeeding**

- In addition to serving expressed breast milk provided by a parent or guardian, providers may also receive reimbursement for meals when a breastfeeding mother comes to the child care setting and directly breastfeeds her infant.
- Only breast milk and infant formula are served to infants, birth through the end of 5 months, as developmentally appropriate.

**Developmentally appropriate meals**

- There are now two age groups, instead of three: birth through the end of 5 months and 6 months through the end of 11 months.
- Solid foods are gradually introduced around 6 months, as developmentally appropriate.

**More nutritious meals**

- The updated meal pattern requirements:
  - Requires a vegetable or fruit, or both, to be served at snack for infants 6 through 11 months
  - No longer allows juice, cheese food, or cheese spread to be served
  - Allows ready-to-eat cereals for snack only

*Adapted Source: USDA, (2016). Updated Child and Adult Care Food Program Meal Patterns: Infant Meals.*

<http://bit.ly/2lylarF>.

## Handout: CACFP Infant Meal Pattern

Breakfast, Lunch, and Supper	
Birth through 5 months	6 through 11 months
4-6 fluid ounces breast milk <sup>1</sup> or formula <sup>2</sup>	<p>6-8 fluid ounces breast milk<sup>1</sup> or formula;<sup>2</sup> <b>and</b></p> <p>0-½ ounce equivalent infant cereal;<sup>2</sup> or 0-4 tablespoons meat, fish, poultry, whole egg, cooked dry beans, peas, and lentils; or 0-2 ounces of cheese; or 0-4 ounces (volume) of cottage cheese; or 0-4 ounces or ½ cup of yogurt;<sup>3</sup> or 0-4 tablespoons (¼ cup) or 2.2 ounces tofu<sup>4</sup>; or a combination of the above;<sup>5</sup> <b>and</b></p> <p>0-2 tablespoons vegetable or fruit, or a combination of both.<sup>5,6</sup></p>

<sup>1</sup> Breast milk or formula, or portions of both, must be served; however, it is recommended that breast milk be served in place of formula from birth through 11 months. For some breastfed infants who regularly consume less than the minimum amount of breast milk per feeding, a serving of less than the minimum amount of breast milk may be offered, with additional breast milk offered at a later time if the infant will consume more.

<sup>2</sup> Infant formula and dry infant cereal must be iron-fortified.

<sup>3</sup> Yogurt may be regular or soy, plain or flavored, unsweetened or sweetened. Through September 30, 2025, yogurt must contain no more than 23 grams of total sugars per 6 ounces. By October 1, 2025, yogurt must contain no more than 12 grams of added sugars per 6 ounces (2 grams of added sugars per ounce).

<sup>4</sup> The minimum serving amount of commercially prepared tofu for infants 6 through 11 months must contain at least 5 grams of protein.

<sup>5</sup> A serving of this component is required when the infant is developmentally ready to accept it.

<sup>6</sup> Fruit and vegetable juices must not be served.

## CACFP Infant Meal Pattern

Snack	
Birth through 5 months	6 through 11 months
4-6 fluid ounces breast milk <sup>1</sup> or formula <sup>2</sup>	2-4 fluid ounces breast milk <sup>1</sup> or formula; <sup>2</sup> <b>and</b>  0-½ ounce equivalent bread or bread-like items; <sup>3</sup> or 0-¼ ounce equivalent crackers; <sup>3</sup> or 0-½ ounce equivalent infant cereal; <sup>2,3</sup> or 0-¼ ounce equivalent ready-to-eat breakfast cereal; <sup>3,4,5</sup> <b>and</b>  0-2 tablespoons vegetable or fruit, or a combination of both. <sup>4,6</sup>

<sup>1</sup> Breast milk or formula, or portions of both, must be served; however, it is recommended that breast milk be served from birth through 11 months. For some breastfed infants who regularly consume less than the minimum amount of breast milk per feeding, a serving of less than the minimum amount of breast milk may be offered, with additional breast milk offered at a later time if the infant will consume more.

<sup>2</sup> Infant formula and dry infant cereal must be iron-fortified.

<sup>3</sup> A serving of grains must be whole grain-rich, enriched meal, enriched flour, bran, or germ.

<sup>4</sup> A serving of this component is required when the infant is developmentally ready to accept it.

<sup>5</sup> Through September 30, 2025, breakfast cereals must contain no more than 6 grams of total sugars per dry ounce. By October 1, 2025, breakfast cereals must contain no more than 6 grams of added sugars per dry ounce.

<sup>6</sup> Fruit and vegetable juices must not be served.

**SHOW SLIDE: Pre-Assessment****DO:****Pre-Assessment**

**Purpose:** The purpose of this Pre-Assessment is to determine current knowledge of the updated meal pattern requirements.

**Materials Needed:** Pre-Assessment and pen or pencil

**Time:** 10 minutes

**Instructions:**

1. **SAY:** Before we begin objective 1, let's assess what you already know about the updated meal pattern requirements by completing a Pre-Assessment.
2. **DO:** Distribute the Pre-Assessment.
3. **SAY:** Now that you have the Pre-Assessment, begin by placing an easy to remember, unique, non-name identifier, such as a word, phrase, or symbol, at the top of each page. Then, read each question carefully and select the best answer. Make a note of your non-name identifier as you will use it again when completing the Post-Assessment.
4. **DO:** Allow a minimum of 10 minutes for participants to complete the Pre-Assessment. Remind them to list a non-identifier and to make a note of it for the Post-Assessment. Then, collect each assessment and set them aside.

**NOTE TO INSTRUCTOR:** If the Institute of Child Nutrition (ICN) provides this training, collect the Pre-Assessments and return them along with the evaluations to ICN.

**ASK:** Are there any questions before we begin exploring the first objective?

**DO:** Answer any questions and then, move to the next slide.

**NOTE TO INSTRUCTOR:** If there are questions that you are unable to answer, refer the participant(s) to their State agency or to the ICN Help Desk.

**OBJECTIVE 1: Participants will be able to recall at least four changes to the updated infant meal pattern charts.****SHOW SLIDE: Infant Meal Pattern****SAY:**

Let's begin by exploring the meal pattern charts. Turn to the **Previous vs. Updated Infant Meal Pattern Requirements** handout in your Participant's Workbook. Take a minute to review the previous and the updated meal patterns to identify the changes on the charts.

**DO:** Allow 3–5 minutes for participants to review the charts.

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Handout: Previous vs. Updated Infant Meal Pattern Requirements			
	PREVIOUS		
	0–3 MONTHS	4–7 MONTHS	8–11 MONTHS
BREAKFAST	4–6 fl oz breast milk or formula	4–8 fl oz breast milk or formula; and	6–8 fl oz breast milk or formula; and
		0–3 tbsp infant cereal	2–4 tbsp infant cereal; and
			1–4 tbsp vegetable, fruit or both
LUNCH OR SUPPER	4–6 fl oz breast milk or formula	4–8 fl oz breast milk or formula; and	6–8 fl oz breast milk or formula
		0–3 tbsp infant cereal; and	2–4 tbsp infant cereal; and/or 1–4 tbsp meat, fish, poultry, egg yolk, cooked dry beans or peas; or ½ –2oz cheese; or 1–4 oz (volume) cottage cheese; or 1–4 oz (weight) cheese food or cheese spread; or a combination; and
		0–3 tbsp vegetable, fruit or both	1–4 tbsp vegetable, fruit or both
SNACK	4–6 fl oz breast milk or formula	4–6 fl oz breast milk or formula	2–4 fl oz breast milk, formula, or fruit juice; and
			0–½ bread slice or 0–2 crackers
	UPDATED		
	0–5 MONTHS	6–11 MONTHS	
BREAKFAST	4–6 fl oz breast milk or formula	6–8 fl oz breast milk or formula; and 0–½ oz eq infant cereal, 0–4 tbsp meat, fish, poultry, whole eggs, cooked dry beans, peas, or lentils; or 0–2 oz cheese; or 0–4 oz (volume) cottage cheese; or 0–4 oz yogurt or soy yogurt; or 0–4 tbsp (1/4 cup) or 2.2 ounces tofu; or a combination*; and	
		0–2 tbsp vegetable, fruit or both*	
LUNCH OR SUPPER	4–6 fl oz breast milk or formula	6–8 fl oz breast milk or formula; and 0–½ oz eq infant cereal, 0–4 meat, fish, poultry, whole eggs, cooked dry beans, peas, or lentils; or 0–2 oz cheese; or or 0–4 oz (volume) cottage cheese; or 0–4 oz yogurt or soy yogurt; or 0–4 tbsp (1/4 cup) or 2.2 ounces tofu; or a combination*; and	
		0–2 tbsp vegetable, fruit or both*	
SNACK	4–6 fl oz breast milk or formula	2–4 fl oz breast milk or formula; and 0–½ oz eq bread or bread-like items; or 0–¼ oz eq crackers; or 0–½ oz eq infant cereal or 0–¼ oz eq ready-to- eat breakfast cereal*; and	
		0–2 tbsp vegetable, fruit or both*	

\*Required when infant is developmentally ready.

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

**ASK:**

What are some of the changes to the meal pattern? Are there very many changes?

**DO:**

Allow participants to respond and then advance to the next slide.

**FEEDBACK:** Some potential responses may consist of the following statements:

- Change in age groups
- Breast milk is the only required meal component for the first six months
- Age groups begin with zero for all meal components, except for breast milk and infant formula

**SHOW SLIDE:** Change in Age Groups

**SAY:**

[As you just mentioned] there are a few key changes to the infant meal pattern. Let's review some of those changes.

First, the previous meal pattern featured three age groups: Birth through 3 months, 4 through 6 months, and 7 through 12 months. However, now there are only two:

- Birth through the end of 5 months
- 6 months through the end of 11 months

**SHOW SLIDE:** Question—Two Age Groups

**ASK:**

When you think about the two age groups, what are some advantages of having two groups?

**DO:**

Allow participants to respond and then advance to the next slide.

**FEEDBACK:** Some potential responses might include the following statements:

- Consistent with the American Academy of Pediatrics (AAP) recommendations
- Aligns with the Women, Infants, and Children (WIC) program
- More simplistic because it is two groups instead of three

**SHOW SLIDE:** Birth through the End of Five Months

**SAY:**

The next change to the charts focusses on the age group, birth through the end of five months. Previously, breast milk or infant formula was the only required component for the first three months. However, breast milk is the optimal source of nutrients for infants, and it is generally the only source of nutrients infants need for healthy growth and development during the first 6 months of life.

Particularly, breast milk provides the right balance of proteins, healthy fats, vitamins, and other essential nutrients. It also helps to protect infants against illnesses and chronic diseases, such as obesity, asthma, and type 2 diabetes. What's more, breastfeeding can have a positive effect on their emotional and physical wellbeing. Therefore, the only required meal component for infants between the ages of birth through the end of 5 months is a minimum of 4-6 fluid ounces of expressed breast milk or infant formula for all meals and snacks.

**SHOW SLIDE: Promotes Developmental Readiness**

**SAY:**

The next update to the infant meal pattern focuses on developmental readiness. The previous infant meal pattern allowed solid foods to be introduced as early as 4 months of age. However, if infants are introduced to solid foods before they are developmentally ready, the risk of being overweight or obese later in life increases. Also, infants need time to develop the skills for eating solid foods, and most infants are not ready to consume solid foods until midway through the first year. Therefore, infants may now be introduced to solid foods when they are developmentally ready to accept them. This means you may serve solid foods to infants before, at, or after 6 months of age.

**SHOW SLIDE: Serving Sizes SAY:**

As you can see on the charts, the serving sizes for all meal components for meals and snacks now begin with "zero" for infants 6 through 11 months, except for breast milk and infant formula. This serving size recognizes that not all infants are ready-to-eat solid foods right at 6 months of age and may need additional time before they are developmentally ready. It is important to note, by 7 or 8 months of age, most infants should consume solid foods from all food groups.

We will explore this topic in detail later in this training.

**SHOW SLIDE: First Foods**

**ASK:**

Shifting to solid foods, what were some of the first foods introduced to infants in the previous meal pattern?

**DO:**

Allow participants to respond and then advance to the next screen.

**SHOW SLIDE: Allows More Nutritious Foods**

**SAY:**

[As you just mentioned], the previous meal pattern called for a combination of the following meal components: breast milk or infant formula; infant cereal; and vegetable, fruit, or a combination of both. Also, meats/meat alternates were not introduced until around eight months.



However, the updated meal pattern requirements now allow foods from all the meal components to be served to infants around 6 months, as it is developmentally appropriate. At breakfast, lunch, and supper meals, the following three meal components must be offered to infants when infants are developmentally ready to accept them:

- Breast milk or iron-fortified infant formula
- Infant cereal, meats/meat alternates, or a combination
- Vegetables, fruits, or a combination of both

During snacks, there are three meal components:

- Breast milk or iron-fortified infant formula
- Grains
- Vegetables, fruits, or a combination of both

### SHOW SLIDE: [Review of Changes](#)

DO:

#### (Large Group Discussion) Review of Changes

1. **SAY:** Now that we have explored the basics changes to the infant meal pattern charts, let's review what you've learned.
2. **DO:** Read each of the questions below; then, allow the participants to respond. The answers are listed below each question.
  - a. What are the two age groups for the infant meal pattern?
    - Birth through the end of 5 months
    - 6 months through the end of 11 months
  - b. What is the only required food or beverage for infants between the ages of birth through the end of five months?
    - Breast milk or infant formula
  - c. When can infants be introduced to solid foods?
    - When infants are developmentally ready to accept solid foods
    - Before, at, or around 6 months
  - d. When infants are first introduced to solid foods, which meal components are not allowed for a reimbursable meal or snack?
    - There are no restricted meal components when introducing solid foods. Infants may be served foods from all food components as part of a reimbursable meal.

**SAY:**

The basic changes to the actual infant meal pattern charts influence other updates to the meal pattern. Keep these changes in mind as we advance through this training. We will explore them more, along with strategies for implementation.

**OBJECTIVE 2: Participants will be able to summarize at least two requirements for serving breast milk and infant formula based on the updated meal pattern.****SHOW SLIDE: Breast Milk and Infant Formula****SAY:**

Now that we have explored the basic changes to the infant meal pattern charts, let's explore the updated requirements, as well as some requirements that remain the same, for breast milk and infant formula.

As previously mentioned, breast milk is generally the best source of nutrients for healthy growth and development. Due to the many benefits of breast milk, the updated requirements encourage and promote breastfeeding in two key ways. First, you may continue to claim infant meals for reimbursement when a parent or guardian supplies expressed breast milk (milk that is produced and expelled from the breast) for their infant and you feed the expressed milk. Second, you may claim reimbursement for meals when a mother breastfeeds her infant at the child care facility.

**SHOW SLIDE: Serving Expressed Breast Milk SAY:**

Focusing on serving expressed breast milk first, there may be times when an infant does not consume the entire serving. For example, some breastfed infants consume less than the minimum serving size of breast milk for each feeding. In these situations, you may offer infants less than the minimum serving size of breast milk. However, you must offer the additional expressed breast milk later, if the infant consumes more, for a reimbursable meal.

Although it is not new, it is important to note you should always feed infants on demand and not on a strict schedule. Feed infants during a span of time, consistent with their eating habits. In addition, avoid force-feeding infants, as this may cause them to consume more than they need.

**SHOW SLIDE: Breastfeeding On-Site****SAY:**

As previously mentioned, you may now claim reimbursement for meals when a mother breastfeeds her infant at the child care site. A great way to encourage mothers to breastfeed on-site is to establish a private, comfortable, and sanitary area. For some strategies for establishing breastfeeding areas, refer to the **Breastfeeding Friendly Child Care Environment** handout in your Participant's Workbook.

Mothers may choose to breastfeed their infant in the designated area or in a different area on-site. For example, a mother chooses to breastfeed in her car or in a private office because the established area is in use. This meal is still reimbursable as long as she is on-site while breastfeeding.

### Handout: Breastfeeding Friendly Child Care Environment

Establishing a breastfeeding friendly environment is one of the most essential ways to show your commitment to infants and their healthy growth and development. Although there are several ways to complete this rewarding task, keep these tips and strategies in mind as you move forward.

#### Essential Items for Breastfeeding Area

The basic items for establishing a breastfeeding area may include:

- A private area with a door, wall, or curtain
- Appropriate signage identifying the area as a breastfeeding space
- Comfortable chair and small table
- Access to running water and soap
- Electrical outlets

#### Establishing Breastfeeding Area Checklist

- ☐ Designate an individual or group to be responsible for development and implementation of the 10 Steps.
- ☐ Establish a supportive breastfeeding policy and require that all staff are aware of and follow the policy.
- ☐ Establish a supportive worksite policy for staff members who are breastfeeding.
- ☐ Train all staff so that they can carry out breastfeeding promotion and support activities.
- ☐ Create a culturally appropriate breastfeeding friendly environment.
- ☐ Inform expectant and new families and visitors about your breastfeeding friendly policies.
- ☐ Provide appropriate learning activities for children to learn about breastfeeding.
- ☐ Provide a comfortable place for mothers to breastfeed or pump their milk in privacy, if desired. Educate families and staff that a mother may breastfeed her child wherever they have a legal right to be.
- ☐ Establish and maintain connections with your local breastfeeding coalition or other community resources.
- ☐ Maintain an updated resource file of community breastfeeding services and resources in an accessible area for families.

For additional tips and strategies, refer to the Wisconsin Department of Health Services, *10 Steps to Breastfeeding Friendly Child Care Centers Resource Kit*, the original source of this document, at <https://www.dhs.wisconsin.gov/publications/p0/p00022.pdf>.

**SHOW SLIDE: Documenting On-site Breastfeeding****SAY:**

You may be wondering, how do you document when a mother breastfeeds on-site, or will this update pose additional paperwork? The great news about documentation and on-site breastfeeding is there are several ways to demonstrate compliance with this update.

It is not a requirement to measure and record the amount of breast milk a mother breastfeeds her infant. You may simply write on the menu or meal count form:

- “Infant was offered breast milk”
- “Breastfed on-site”
- “Mother on-site”

It is important to note that State agencies have the authority to determine what is appropriate documentation to demonstrate compliance with the meal pattern requirements. For additional information on the best way to meet documentation requirements, contact your State agency.

**NOTE TO INSTRUCTOR:**

- 1) If you have State agency staff in your training, you may wish to tell them that they may choose to update existing forms to document when a mother breastfeeds her infant on-site to reduce the need for additional paperwork.
- 2) If you are State agency staff, you may wish to describe your State's infant meal documentation requirements.

**SHOW SLIDE: Iron-Fortified Infant Formula****SAY:**

When infants are not breastfed or they need a supplement for breast milk, iron-fortified infant formula is the best alternative. Iron is an important nutrient for infants during their first year because it supports healthy brain development and growth.

The infant meal pattern requirements allow an infant, younger than 12 months, to be served iron-fortified formula, breast milk, or a combination of both. Therefore, if a mother chooses not to breastfeed or is unable to produce enough breast milk to satisfy the infant, serve iron-fortified formula. In this case, always have a conversation with the parent or guardian regarding the program requirements to ensure that they understand and agree with serving the formula.

**SHOW SLIDE: Supplying Formula****SAY:**

All child care programs must continue to offer a minimum of one type of iron-fortified infant formula. Also, the selected formula must be regulated by the Food and Drug Administration (FDA) to be creditable in the CACFP.

The great news is any formula marketed or purchased in a store in the U.S. is regulated by the FDA. However, if you purchase an infant formula outside of the U.S., such as thru an online store with vendors in other countries, it may not be regulated by the FDA. In these cases, the formula may not credit in the CACFP.

You can find more information on selecting creditable infant formula on the [Creditable Infant Formula](#) handout in your Participant's Workbook.

#### Handout: Creditable Infant Formula

The Food and Drug Administration (FDA) regulates infant formulas marketed in the U.S. These infant formulas meet specific nutrient standards and safety requirements, making them creditable for reimbursement in the CACFP. However, a formula purchased outside the U.S. is not likely to be regulated by the FDA, and therefore, not creditable in the CACFP.

When selecting infant formula, it is important to choose those that meet the criteria for a reimbursable meal. Iron-fortified infant formula must:

- state "Infant Formula with Iron" or a similar statement on the front of the package. All iron-fortified infant formulas must have this type of statement on the package.
- list 1 milligram of iron per 100 calories on the Nutrition Facts Label.
- not be a Food and Drug Administration (FDA) Exempt Infant Formula. These types of formulas are specifically for infants who have inborn errors of metabolism, lower birth weight, or other special dietary needs.

For additional information on feeding infants, refer to the *CACFP 06-2017 Feeding Infants and Meal Pattern Requirements in the Child and Adult Care Food Program; Questions and Answers*.

#### SHOW SLIDE: [Serving Formula](#)

##### SAY:

When serving formula, some infants may not consume the entire serving. However, if you offer the minimum serving size, the meal is reimbursable. This is true for any food or beverage served to all participants (infant, children, and adults) in the CACFP. A participant does not need to consume the minimum serving size of a meal component for the meal to be reimbursable.

In situations where there are leftovers, always properly store them based on your local health and safety requirements.

**SHOW SLIDE: Disabilities and Modifications****SAY:**

Due to a disability, some infants may not be able to consume breast milk or iron-fortified infant formulas, as well as other foods outlined in the meal pattern. In these situations, you must make reasonable accommodations.

In addition to working with your State agencies to make reasonable accommodations, there are two key policies memos that feature information on meeting the needs of infants requiring modified meals.

- CACFP 14-2017 Modifications to Accommodate Disabilities in the Child and Adult Care Food Program and Summer Food Service Program
- CACFP 06-2017 Feeding Infants and Meal Pattern Requirements in the Child and Adult Care Food Program; Questions and Answers

You can find the link to these memos on the [Training Resources](#) handout in the Appendix of your Participant's Workbook. For additional information, always refer to your State agency or sponsoring organization.

**SHOW SLIDE: Medical Statements****SAY:**

The medical statement is an essential tool for serving reimbursable meals to those requiring modifications. In many cases, disabilities can be managed within the meal pattern requirements when a well-planned variety of nutritious foods are available to participants. For example, an infant is allergic to apples; you could work with the parents or guardians to identify an alternative food, such as oranges. In these cases, a medical statement is not required for meal modifications that meet the meal pattern requirements.

However, a medical statement is required when the accommodation calls for serving a specific food or an entire meal that does not meet the meal pattern requirements. For example, if an infant's disability is an infant formula that is not iron-fortified, a medical statement is required for reimbursement. In these situations, request a written medical statement, signed by a State licensed healthcare professional (an individual authorized to write medical prescriptions under State law) or registered dietitian.

**SHOW SLIDE: Medical Statements – What to Look For?****SAY:**

A medical statement should feature two key factors:

- Enough information about the participant's disability to allow you to understand how it affects their diet
- Recommends alternate food items to ensure you know just what you can serve to the participant

Once you receive a medical statement, review it carefully to make sure that it provides the necessary information for meeting the needs of those requiring meal modifications. If it does not, request additional information to ensure you know how to best meet the needs of those requiring modifications. In addition, always keep all medical statements on file in your facility.

**SHOW SLIDE: Activity: Pair and Share****DO:****(Workbook Activity): Pair and Share**

**Purpose:** The purpose of this activity is to ensure participants can summarize key requirements and how to apply the information.

**Materials Needed:** Discussion Highlights: Pair and Share and a pencil or pen

**Time:** 5–10 minutes

**Instructions:**

1. **SAY:** Now that we have reviewed the requirements for breast milk and formula for the infant meal pattern requirements, let's review what you learned. Turn to your neighbor and summarize at least two key requirements for breast milk and infant formula, and how you will apply this information.
2. **DO:** Allow 3-5 minutes for participants to share and then ask volunteers to share their responses. Refer participants to the [Pair and Share](#) worksheet in their Participant's Workbook to list any key points noted during the discussion.

**FEEDBACK:** There are no right or wrong answers for this activity. However, some potential responses might include those noted in the following **Answer Key: Pair and Share**.

**Answer Key: Pair and Share**

**Instructions:** Use the space below to summarize at least two key requirements and how to apply this information.

- *Requirement: Meals may be claimed when a mother breastfeeds her infant on-site.  
Application: Establish a private, comfortable, and sanitary area for mothers to breastfeed on-site.*
- *Requirement: Some infants may not consume the entire serving of breast milk. In these situations, meals are reimbursable if the remaining portion is offered later if the infant will consume more.*
- *Application: Serve infants based on their eating habits, making certain to never force-feed infants.  
Requirement: Infant formulas must be regulated by FDA. If purchased and/or marketed in the U.S., it is regulated by the FDA. However, if purchased outside the U.S. it may not be regulated by the FDA; therefore, not creditable.  
Application: Purchase infant formula marketed in the U.S.*
- *Requirement: Write "breastfed on-site," "mother on-site," or similar statements on infant meal record sheets when a mother directly breastfeeds her infant on-site.  
Application: Work with my State agency to identify the best form to document on-site breastfeeding.*

**SHOW SLIDE: [Break 1](#)****DO:****Break 1****Time: 10-15 minutes****Instructions:**

1. **SAY:** Let's take a 10-minute break. Be back at (time). Remember, the restrooms are located (state location).
2. **DO:** Review any questions on the Bike Rack. After the break, respond to any questions posed.

**OBJECTIVE 3: Participants will be able to state three strategies that support infants and their developmental readiness for solid foods.**

**SHOW SLIDE: [Developmental Readiness](#)****SAY:**

Introducing solid foods is a very important step for infants, parents, and guardians. It is vital that infants are developmentally ready for solid foods before introducing them. As previously mentioned, infants will be developmentally ready to accept solid foods before, at, or after 6 months of age.

By 7 or 8 months of age, most infants should consume solid foods from all food groups. However, infants develop at their own rate. This means if an 8-month-old is not developmentally ready for solid foods, the meal or snack is still reimbursable providing you serve the minimum serving size (6–8 fluid ounces) for breast milk or infant formula.

**SHOW SLIDE: [Parent Communication](#)****SAY:**

It is important to consult with parents or guardians about when and what solid foods to introduce to their infant. This approach helps to ensure that all newly introduced foods are appropriate for each infant and consistent with their eating habits.

There are three key topics you may wish to discuss with parents:

- The *American Academy of Pediatrics* (AAP) developmental readiness guidelines
- Optional written statement
- Approved meal components

Let's review each of these topics in detail.



**SHOW SLIDE: American Academy of Pediatrics****SAY:**

First, the *American Academy of Pediatrics* (AAP) is the leading authority for children's development and nutrition needs from birth through 23 months of age. They found that there is no direct signal to determine when an infant is developmentally ready to accept solid foods. However, the AAP provides these guidelines to help determine when an infant is developmentally ready to accept solid foods.

When communicating with parents and guardians about developmental readiness, you may wish to use AAP's developmental readiness guidelines. These guidelines state that an infant may be developmentally ready to accept solid foods when he or she:

- is able to sit in a high chair, feeding seat, or infant seat with good head control;
- opens their mouth when food comes their way. The infant may watch others eat, reach for food, and seem eager to be fed;
- moves food from a spoon into the throat; and
- doubles in weight.

You can find more information on the [Developmental Readiness](#) handout in your Participant's Workbook.

**Handout: Developmental Readiness**

Developmental readiness for solid foods is one of the most important times for infants, parents, and guardians. However, when is an infant ready for solid food? This question is very important because of the significance of the associated health challenges of introducing solid foods to infants too early.

According to the American Academy of Pediatrics (AAP), introducing solid foods to infants before they are ready increases an infant's risk of weight gain during the early years and being overweight later in life. In addition, when infants are not physically ready to accept solid foods, they are at a higher risk of choking because they have not developed the necessary skills for eating solid foods. Another major challenge of serving solid foods too early is infants may consume less breast milk or iron-fortified formula and not get enough essential nutrients for proper growth and development. Therefore, it is important to introduce solid foods to infants around six months when they are developmentally ready to accept them.

There is no single, direct signal to determine when an infant is developmentally ready to accept solid foods. An infant's readiness depends on his or her rate of development. The AAP provides the following guidelines to help determine when an infant is developmentally ready to accept solid foods:

- The infant is able to sit in a high chair, feeding seat, or infant seat with good head control;
- The infant opens his or her mouth when food comes his or her way. He or she may watch others eat, reach for food, and seem eager to be fed;
- The infant can move food from a spoon into his or her throat; and
- The infant has doubled his or her birth weight.

**Handout: Developmental Readiness: Cont.**

As an early childhood professional working in a Child and Adult Care Food Program (CACFP) setting, it is important to maintain constant communication with infants' parents or guardians about when and what solid foods should be served while the infant is in care. You may find it useful when talking to parents and guardians to use the AAP guidelines to help determine if an infant is developmentally ready to begin eating solid foods. Another great way to ensure you are meeting the needs of the infant is to request in writing when you should start serving solid foods to their infant.

For additional information on developmental readiness, refer to the following resources:

- American Academy of Pediatrics' Infant Food and Feeding
- CACFP 06-2017: Feeding Infants and Meal Pattern Requirements in the Child and Adult Care Food Program; Questions and Answers
- Feeding Infants: A Guide for Use in the Child Nutrition Programs

**SHOW SLIDE: Optional Written Statement****SAY:**

Next, there is the optional written statement for infant meals. The updated requirements recommend a written statement from parents or guardians, outlining when and which solid foods to serve to their infant. Although not a requirement, this optional statement will help you to know what to do to meet the needs of the infants and follow the preferences of the parents and guardians.

**ASK:**

How many of you use infant statements in your program? How does it help you?

**DO:**

Allow participants to respond and then advance to the next slide.

**SHOW SLIDE: Meal Components****SAY:**

Last, discuss the total meal components parents or guardians may provide for a reimbursable meal.

Previously, a parent or guardian could provide all, but one component and the meal would be reimbursable. However, the updated requirements allow parents and guardians to provide only one meal component for a reimbursable infant meal. As the operator, you must provide the remaining components for meals and snacks.

**SHOW SLIDE: Single Meal Component****SAY:**

To meet this requirement, the single item must be creditable and, in the minimum, serving size. For example, if a mother provides green beans in the minimum serving size on the days on which black beans are served at lunch the green beans will credit toward a reimbursable meal.

On the other hand, the meal or snack is not reimbursable if a parent or guardian chooses to provide:

- two or more components,
- less than the minimum serving sizes, or
- a non-creditable food item.

**SHOW SLIDE: Additional Questions****ASK:**

In addition to these topics, are there any other topics you may wish to discuss with parents or guardians?

**DO:**

Allow participants to respond and then advance to the next slide.

**SHOW SLIDE: Introducing Solid Food(s)****SAY:**

Once an infant is developmentally ready to accept solid foods and you have communicated with the parents, you must offer the food to the infant. Begin by gradually introducing solid foods, one at a time, and over the course of a few days. It may be appropriate to offer a solid food at only one meal per day when an infant is just starting to eat them. Also, it is not necessary to offer an infant a solid meal component at every meal or snack, such as vegetables and fruits, until the infant has established a tolerance for that meal component.

As previously mentioned, the meal is reimbursable if it is consistent with the eating habits of the infant.

**SHOW SLIDE: Introducing Solid Food(s) (cont.)****SAY:**

In addition to gradual introduction, here are a few other measures for ensuring infants have the best experiences when consuming solid foods.

- Prepare foods in the right texture and consistency, appropriate for the age and development of each infant; and
- Observe each infant closely for reactions after feeding a new food. If there is a reaction, stop feeding the food and discuss this with the parents or guardians. Consult with the parents or guardians, who should contact their baby's doctor, before introducing that food in the future.

For additional ways to introduce solid foods to infants, refer to the Feeding Infants: A Guide for Use in the Child Nutrition Programs. You can find a link to this resource listed on the [Training Resources](#) handout in the Appendix of your Participant's Workbook.

SHOW SLIDE: [Activity: Apply in Three](#) DO:

**(Workbook Activity): Apply in Three**

**Purpose:** The purpose of this activity is to ensure participants identify the most important information from this section of the training.

**Materials Needed:** Apply in Three worksheet, pen or pencil

**Time:** 5–10 minutes

**Instructions:**

1. **SAY:** Now that we have explored the updated requirements for developmental readiness, let's complete an activity that allows you to apply what you learned. Turn to the [Apply in Three](#) worksheet in your Participant's Workbook. Write at least three things you learned about supporting developmental readiness and how to apply this information in your child care setting. Once you have finished, find someone from a different group and share your strategies.
2. **DO:** Allow 3–5 minutes for participants to complete this activity. Then, request volunteers to share their responses.

**FEEDBACK:** There are no right or wrong answers for this activity. However, some potential responses might include those noted in the following [Answer Key: Apply in Three](#).

## Answer Key: Apply in Three

**Instructions:** Write at least three things you learned about supporting developmental readiness and how to apply this information in your CACFP setting. Once you have finished, find someone from a different group and share your responses.

1. What did I learn?	How can I apply it in my CACFP setting?
<ul style="list-style-type: none"> <li>Serving infants: Infants may be served before or after 6 months.</li> </ul>	<ul style="list-style-type: none"> <li>I will train my staff on the importance of serving infants solid foods when they are developmentally ready to accept them.</li> </ul>
2. What did I learn?	How can I apply it in my CACFP setting?
<ul style="list-style-type: none"> <li>Recognizing signals: There is no direct signal to determine when an infant is developmentally ready to accept solid foods.</li> </ul>	<ul style="list-style-type: none"> <li>I can use the AAP guidelines to help parents identify when an infant is developmentally ready for solid foods.</li> </ul>
3. What did I learn?	How can I apply it in my CACFP setting?
<ul style="list-style-type: none"> <li>Parent communication: Requesting a written statement from parents is ideal for meeting the needs of infants and parents when serving new foods.</li> </ul>	<ul style="list-style-type: none"> <li>I can request a written statement from all parents to ensure I am meeting their needs when first serving new foods to infants.</li> </ul>

SHOW SLIDE: [Break 2](#)

DO:

## Break 2

Time: 10-15 minutes

Instructions:

- SAY:** Let's take a 10-minute break. Be back at (time). Remember, the restrooms are located (state location).
- DO:** Review any questions on the Bike Rack. After the break, respond to any questions posed.

**OBJECTIVE 4: Participants will be able to identify at least four new requirements for serving more nutritious solid foods to infants.**

SHOW SLIDE: [Serving More Nutritious Foods](#)

SAY:

Now that we have discussed developmental readiness, let's shift our focus to the updated requirements on adding more nutritious options to infant meals and snacks. As previously mentioned, there are four updates for serving more nutritious foods to infants:

- Serve a vegetable or fruit at snack
- Juice, cheese food, and cheese spreads are not creditable items
- Yogurt, soy yogurt, tofu, and whole eggs credit as meat alternates
- Deep-fat frying is not allowed when preparing meals or snacks on-site

Let's review each of these updates and some key strategies for implementation.

SHOW SLIDE: [Vegetables and Fruits](#)

SAY:

The first update focuses on the vegetables and fruits component. Vegetables and fruits are great sources of essential nutrients, such as fiber and vitamin C. Currently, vegetables and fruits are required at breakfast, lunch, and supper meals for infants who are developmentally ready to accept them (around 6 months of age). In the updated infant meal pattern requirements, 0–2 tablespoon(s) of vegetables, fruits, or a combination of both must be offered during snacks when infants are developmentally ready to accept them. This change promotes vegetable and fruit consumption in infants, and it allows for better acceptance later in life.

SHOW SLIDE: [Juice](#) SAY:

Juice lacks the dietary fiber found in other forms of fruits and vegetables. When infants drink too much juice, they are more likely to experience diarrhea, abdominal pain, and other gastrointestinal problems. Therefore, juice is not creditable as part of a reimbursable infant meal or snack.

For additional information on the vegetable and fruit component, refer to the policy memos CACFP 06-2017 Feeding Infants and Meal Pattern Requirements in the Child and Adult Care Food Program; Questions and Answers or the CACFP 09-2017 Vegetable and Fruit Requirements in CACFP: Q&A for the current policies. You can find the link to this memo on the [Training Resources](#) handout in the Appendix of this course.

**SHOW SLIDE: Meat/Meat Alternates SAY:**

The next update focuses on the meats/meat alternates component. Some common examples of meats/meat alternates include meats, yogurt, cheese, whole eggs, beans, peas, and lentils.

The specific updates to this component focus on yogurt, soy yogurt, tofu, whole eggs, and cheese foods and spreads. Let's begin by exploring yogurt.

**SHOW SLIDE: Yogurt and Soy Yogurt****SAY:**

Yogurt, including soy yogurt, is a great source of protein, and this macronutrient provides energy, builds and maintains muscle, and it promotes a healthy metabolism. Because of the benefits of protein and the popularity of yogurt, it credits as a meat alternate for infants as they are developmentally ready to accept it. When serving yogurt and soy yogurt, serve 0–4 ounces during breakfast, lunch, or supper meals.

**SHOW SLIDE: Yogurt and Added Sugars****SAY:**

Although a great source of protein, some yogurts have significantly more sugar than others. Exposing infants to high amounts of sugar early on can negatively influence eating habits. As a result, the updated requirements limit the amount of added sugars creditable yogurts may contain to promote healthy habits from the start. Moreover, yogurt and soy yogurt must meet the CACFP added sugars limit. Through September 30, 2025, yogurt must contain no more than 23 grams of total sugars per 6 ounces. By October 1, 2025, yogurt must contain no more than 12 grams of added sugars per 6 ounces (2 grams of added sugars per ounce).

**SHOW SLIDE: Nutrition Facts Label****SAY:**

The first step in determining yogurts that meet the added sugars limit is to know exactly what to look for on the Nutrition Facts Label. This step is helpful in identifying nutritious foods that align with the meal pattern requirements.

**SHOW SLIDE: Key Terms SAY:**

When reading Nutrition Facts Labels to determine if it meets the added sugars limit, there are two key terms to look for: Serving Size and Added Sugars. The serving size is the number of servings in a food package, in which the serving size is provided in units, such as ounces, cups, or container. The serving size is also provided in grams in parenthesis.

## Handout: Yogurt and Added Sugars Guide

Through September 30, 2025, yogurt must contain no more than 23 grams of total sugars per 6 ounces. By October 1, 2025, yogurt must contain no more than 12 grams of added sugars per 6 ounces (2 grams of added sugars per ounce).

There are many types of yogurts that meet this requirement. It is easy to find them by using the Nutrition Facts label and following the steps below.

### Table Method

#### Example #1: Serving Size in Ounces

- Step 1:** Use the Nutrition Facts label to find the **Serving Size**, in ounces (oz), on the yogurt. Write it here: 6 ounces
- Step 2:** Find the **Added Sugars** line. Look at the number of grams (g) next to Added Sugars. Write it here: 10 grams
- Step 3:** Find the serving size, identified in Step 1, in the table below.
- Step 4:** In the table, look at the number to the right of the serving size amount, under the "Added Sugars" column. If your yogurt has that amount of added sugars or less, the yogurt meets the added sugars limit.

**Is it creditable?** Yes, this yogurt meets the added sugars limit because 10 grams of added sugars is less than the added sugars limit of 12g for a 6-oz serving size.

Nutrition Facts	
7 servings per container	
<b>Serving size</b>	<b>6 oz (170g)</b>
Amount Per Serving	
<b>Calories</b>	<b>130</b>
% Daily Value*	
<b>Total Fat</b> 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
<b>Cholesterol</b> 10mg	3%
<b>Sodium</b> 65mg	3%
<b>Total Carbohydrate</b> 17g	6%
Dietary Fiber 0g	0%
Total Sugars 14g	
Includes 10g Added Sugars	20%
<b>Protein</b> 13g	26%
Not a significant source of vitamin D, calcium, iron, and potassium	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

### Added Sugars Limit Table

Serving Size Ounces (oz)	Serving Size Grams (g) (Use when the serving size is not listed in ounces)	Added Sugars Grams (g)	Serving Size Ounces (oz)	Serving Size Grams (g) (Use when the serving size is not listed in ounces)	Added Sugars Grams (g)
If the serving size is:		Added Sugars must not be more than:	If the serving size is:		Added Sugars must not be more than:
1 oz	28 g	2 g	4.75 oz	135 g	9 g
1.25 oz	35 g	2 g	5 oz	142 g	10 g
1.5 oz	43 g	3 g	5.25 oz	149 g	10 g
1.75 oz	50 g	3 g	5.3 oz	150 g	10 g
2 oz	57 g	4 g	5.5 oz	156 g	11 g
2.25 oz	64 g	4 g	5.75 oz	163 g	11 g
2.5 oz	71 g	5 g	6 oz	170 g	12 g
2.75 oz	78 g	5 g	6.25 oz	177 g	12 g
3 oz	85 g	6 g	6.5 oz	184 g	13 g
3.25 oz	92 g	6 g	6.75 oz	191 g	13 g
3.5 oz	99 g	7 g	7 oz	198 g	14 g
3.75 oz	106 g	7 g	7.25 oz	206 g	14 g
4 oz	113 g	8 g	7.5 oz	213 g	15 g
4.25 oz	120 g	8 g	7.75 oz	220 g	15 g
4.5 oz	128 g	9 g	8 oz	227 g	16 g



**Example #2: Serving Size in Grams**

- **Step 1:** Use the Nutrition Facts label to find the **Serving Size**, in grams (g), on the yogurt. If the serving size lists “one container,” check the front of the package to see how many ounces or grams are in the container. Write it here: 85 grams
- **Step 2:** Find the **Added Sugars** line. Look at the number of grams (g) next to Added Sugars. Write it here: 9 grams
- **Step 3:** Find the serving size, identified in Step 1 in the table below.
- **Step 4:** In the table, look at the number to the right of the serving size amount, under the “Added Sugars” column. If your yogurt has that amount of added sugars or less, the yogurt meets the added sugars requirement.

**Is it creditable?** No, this yogurt does not meet the added sugars limit because 9 grams of added sugars is more than the added sugars limit of 6 grams for an 85g serving size.

Nutrition Facts	
4 servings per container	
<b>Serving size</b>	<b>1/2 cup (85g)</b>
<b>Amount Per Serving</b>	
<b>Calories</b>	<b>100</b>
% Daily Value*	
<b>Total Fat</b> 0g	<b>0%</b>
Saturated Fat 0g	<b>0%</b>
Trans Fat 0g	
<b>Cholesterol</b> 5mg	<b>2%</b>
<b>Sodium</b> 65mg	<b>3%</b>
<b>Total Carbohydrate</b> 15g	<b>5%</b>
Dietary Fiber 0g	<b>0%</b>
<b>Total Sugars</b> 14g	
Includes 9g Added Sugars	<b>18%</b>
<b>Protein</b> 5g	<b>10%</b>
Not a significant source of vitamin D, calcium, iron, and potassium	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

**Added Sugars Limit Table**

Serving Size Ounces (oz)		Serving Size Grams (g) (Use when the serving size is not listed in ounces)	Added Sugars Grams (g)	Serving Size Ounces (oz)		Serving Size Grams (g) (Use when the serving size is not listed in ounces)	Added Sugars Grams (g)
If the serving size is:			Added Sugars must not be more than:	If the serving size is:			Added Sugars must not be more than:
1 oz		28 g	2 g	4.75 oz		135 g	9 g
1.25 oz		35 g	2 g	5 oz		142 g	10 g
1.5 oz		43 g	3 g	5.25 oz		149 g	10 g
1.75 oz		50 g	3 g	5.3 oz		150 g	10 g
2 oz		57 g	4 g	5.5 oz		156 g	11 g
2.25 oz		64 g	4 g	5.75 oz		163 g	11 g
2.5 oz		71 g	5 g	6 oz		170 g	12 g
2.75 oz		78 g	5 g	6.25 oz		177 g	12 g
3 oz		85 g	6 g	6.5 oz		184 g	13 g
3.25 oz		92 g	6 g	6.75 oz		191 g	13 g
3.5 oz		99 g	7 g	7 oz		198 g	14 g
3.75 oz		106 g	7 g	7.25 oz		206 g	14 g
4 oz		113 g	8 g	7.5 oz		213 g	15 g
4.25 oz		120 g	8 g	7.75 oz		220 g	15 g
4.5 oz		128 g	9 g	8 oz		227 g	16 g

**SHOW SLIDE: Table Method: Yogurt****SAY:**

There are several ways to determine if a yogurt meets the added sugars limit requirements. Today, we will explore the table method for yogurt as it is the easiest and the fastest way. This method features a table with common sizes of yogurt and the pre-calculated added sugars limit for each size. For your reference, you can find this method on the [Yogurt and Added Sugars Guide](#) handout, as well as a link to the USDA's training worksheets, in your Participant's Workbook.

As you can see from this table, there are three major columns.

- The left column, Serving Sizes (Ounces) is used when a yogurt's Nutrition Fact Label lists the serving size in ounces, such as 6 ounces or 8 ounces.
- The middle column, Serving Sizes (Grams), is used when the Nutrition Fact Label's serving size is not in ounces, but in cups, containers, or other units. In situations such as these, you can use the number in parenthesis, the grams, to determine if the yogurt is within the added sugars limit.
- The right column lists the added sugars limits for each serving size.

The table method was adapted from the USDA Team Nutrition's training worksheet "Choose Yogurts That Are Low in Added Sugar." You can find a link to this resource on the [Training Resources](#) handout in the Appendix of your Participant's Workbook.

**SHOW SLIDE: Table Method Steps****SAY:**

This method features four steps.

- First, use the Nutrition Facts Label to find the Serving Size, in ounces (oz) or grams (g), on the yogurt. In this case, the Serving Size is 6 ounces.
- Next, look at the number next to Added Sugars. There are 10 grams of added sugars in this package per serving.
- Then, locate the yogurt's Serving Size in the "Serving Size in Ounces" column on the "Added Sugars Limits Table." In this case, it is 6 ounces.

**SHOW SLIDE: Table Method Steps (cont.) SAY:**

Last, look at the number to the right of the serving size amount, under the "Added Sugars Limit" column in the table. If your yogurt has that amount of added sugars or less, the yogurt meets the added sugars requirement.

**DO:**

Encourage participants to look at the Sugar Limits Table to determine if the yogurt is within the sugar limit requirements. Then ask, is this yogurt creditable?

**SHOW SLIDE: Is it Creditable?****SAY:**

According to the table, for a 6-ounce serving, the added sugars limit is 12 grams of added sugars. Therefore, this item is creditable because the added sugars amount, 10 grams, is between the added sugars limit of 0 and 12 grams.

**SHOW SLIDE: Serving Size in Grams****SAY:**

As mentioned, sometimes you may find yogurts that do not list the serving size in ounces, but in cups or containers. For instance, this yogurt label lists “½ cup (85 grams)” as the serving size and “9 grams” for added sugars. Using the middle column in the Added Sugars Limits Table, this product would be creditable because 9 grams of added sugars is within the added sugars limit of 0–6 grams for a product with 85 grams per serving.

As previously mentioned, some yogurts may list the serving size as one container and not list ounces and grams on the Nutrition Facts Label. In these cases, refer to the front of the package, to see how many ounces or grams are in the container.

**NOTE TO INSTRUCTOR:** The following Added Sugars Limits Table highlights the second example used in this slide. This table is listed at the bottom of the Yogurt and Added Sugars Guide handout, and it is meant to be used as a reference only.

**SHOW SLIDE: Activity: Yogurt, Is it Creditable? DO:****(Workbook Activity): Yogurt, Is it Creditable?**

**Purpose:** The purpose of this activity is to provide an opportunity to practice identifying yogurt products that meet the added sugars limit requirements for the CACFP.

**Materials Needed:** Yogurt, Is it Creditable? worksheet, and pen or pencil

**Time:** 10–15 minutes

**Instructions:**

**SAY:** Please turn to the **Yogurt, Is it Creditable?** worksheet in your Participant's Workbook. Use the Added Sugar Limits Table to determine if the yogurt is creditable.

**DO:** Allow 5–10 minutes for the participants to complete the assignment. Then use the **Answer Key: Yogurt, Is it Creditable?** to review the answers with the participants.

## Answer Key: Yogurt, Is It Creditable?

**Instructions:** Review each label. Then, follow the steps to determine if the yogurt is creditable.

### Greek Yogurt with Banana

- Step 1:** Use the Nutrition Facts label to find the **Serving Size**, in ounces (oz) or grams (g), on the yogurt. Write it here: 5.3 ounce
- Step 2:** Find the amount for **Added Sugars**. Write it here: 8 grams
- Step 3:** Use the serving size identified in Step 1 to find the serving size of your yogurt in the **Added Sugars Limit Table**.
- Step 4:** In the table, look at the number to the right of the serving size amount, under the "Added Sugars" column. Is it creditable? Yes, because 8 grams of added sugars is less than the added sugars limit of 10g for a 5.3-oz serving size

Nutrition Facts	
1 servings per container	
<b>Serving size</b>	<b>5.3 oz (150g)</b>
<b>Amount Per Serving</b>	
<b>Calories</b>	<b>130</b>
% Daily Value*	
<b>Total Fat</b> 2.5g	3%
Saturated Fat 1.5g	8%
Trans Fat 0g	
<b>Cholesterol</b> 15mg	5%
<b>Sodium</b> 50mg	2%
<b>Total Carbohydrate</b> 17g	6%
Dietary Fiber 1g	4%
<b>Total Sugars</b> 14g	
Includes 8g Added Sugars	16%
<b>Protein</b> 11g	22%
Not a significant source of vitamin D, calcium, iron, and potassium	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

### Plain Yogurt

- Step 1:** Use the Nutrition Facts label to find the **Serving Size**, in ounces (oz) or grams (g), on the yogurt. Write it here: 8 ounces
- Step 2:** Find the amount for **Added Sugars**. Write it here: 7 grams
- Step 3:** Use the serving size identified in Step 1 to find the serving size of your yogurt in the **Added Sugars Limit Table**.
- Step 4:** In the table, look at the number to the right of the serving size amount, under the "Added Sugars" column. Is it creditable? Yes, because 7 grams of added sugars is less than the added sugars limit of 16g for an 8-oz serving size

Nutrition Facts	
4 servings per container	
<b>Serving size</b>	<b>8 oz (227g)</b>
<b>Amount Per Serving</b>	
<b>Calories</b>	<b>220</b>
% Daily Value*	
<b>Total Fat</b> 11g	14%
Saturated Fat 8g	40%
Trans Fat 0g	
<b>Cholesterol</b> 30mg	10%
<b>Sodium</b> 80mg	3%
<b>Total Carbohydrate</b> 9g	3%
Dietary Fiber 0g	0%
<b>Total Sugars</b> 8g	
Includes 7g Added Sugars	14%
<b>Protein</b> 20g	40%
Not a significant source of vitamin D, calcium, iron, and potassium	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

### Raspberry Soy Yogurt

- Step 1:** Use the Nutrition Facts label to find the **Serving Size**, in ounces (oz) or grams (g), on the yogurt. Write it here: 6 ounces
- Step 2:** Find the amount for **Added Sugars**. Write it here: 16 grams
- Step 3:** Use the serving size identified in Step 1 to find the serving size of your yogurt in the **Added Sugars Limit Table**.
- Step 4:** In the table, look at the number to the right of the serving size amount, under the "Added Sugars" column. Is it creditable? No, because 16 grams of added sugars is above the added sugars limit of 12g for a 6-oz serving size

Nutrition Facts	
1 servings per container	
<b>Serving size</b>	<b>6 oz (170g)</b>
<b>Amount Per Serving</b>	
<b>Calories</b>	<b>160</b>
% Daily Value*	
<b>Total Fat</b> 2.5g	3%
Saturated Fat 1.5g	8%
Trans Fat 0g	
<b>Cholesterol</b> 10mg	3%
<b>Sodium</b> 105mg	5%
<b>Total Carbohydrate</b> 23g	8%
Dietary Fiber 0g	0%
<b>Total Sugars</b> 21g	
Includes 16g Added Sugars	32%
<b>Protein</b> 8g	16%
Not a significant source of vitamin D, calcium, iron, and potassium	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

## Yogurt with Mixed Berry

- **Step 1:** Use the Nutrition Facts label to find the **Serving Size**, in ounces (oz) or grams (g), on the yogurt. Write it here: 2.5 ounces
- **Step 2:** Find the amount for **Added Sugars**. Write it here: 10 grams
- **Step 3:** Use the serving size identified in Step 1 to find the serving size of your yogurt in the **Added Sugars Limit Table**.
- **Step 4:** In the table, look at the number to the right of the serving size amount, under the "Added Sugars" column. Is it creditable? No, because 10 grams of added sugars is above the sugar limit of 5 grams for a 2.5-oz serving size

**Nutrition Facts**

4 servings per container

**Serving size** 2.5 oz (71g)

Amount Per Serving

**Calories** 120

% Daily Value\*

**Total Fat** 1g 1%

Saturated Fat 0g 0%

Trans Fat 0g

**Cholesterol** 20mg 7%**Sodium** 85mg 4%**Total Carbohydrate** 15g 5%

Dietary Fiber 1g 4%

Total Sugars 14g

Includes 10g Added Sugars 20%

**Protein** 2g 4%

Not a significant source of vitamin D, calcium, iron, and potassium

\*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

## Added Sugar Limits Table

Serving Size Ounces (oz)	Serving Size Grams (g) (Use when the serving size is not listed in ounces)	Added Sugars Grams (g)	Serving Size Ounces (oz)	Serving Size Grams (g) (Use when the serving size is not listed in ounces)	Added Sugars Grams (g)
If the serving size is:		Added Sugars must not be more than:	If the serving size is:		Added Sugars must not be more than:
1 oz	28 g	2 g	4.75 oz	135 g	9 g
1.25 oz	35 g	2 g	5 oz	142 g	10 g
1.5 oz	43 g	3 g	5.25 oz	149 g	10 g
1.75 oz	50 g	3 g	5.3 oz	150 g	10 g
2 oz	57 g	4 g	5.5 oz	156 g	11 g
2.25 oz	64 g	4 g	5.75 oz	163 g	11 g
2.5 oz	71 g	5 g	6 oz	170 g	12 g
2.75 oz	78 g	5 g	6.25 oz	177 g	12 g
3 oz	85 g	6 g	6.5 oz	184 g	13 g
3.25 oz	92 g	6 g	6.75 oz	191 g	13 g
3.5 oz	99 g	7 g	7 oz	198 g	14 g
3.75 oz	106 g	7 g	7.25 oz	206 g	14 g
4 oz	113 g	8 g	7.5 oz	213 g	15 g
4.25 oz	120 g	8 g	7.75 oz	220 g	15 g
4.5 oz	128 g	9 g	8 oz	227 g	16 g

**SHOW SLIDE: Whole Eggs SAY:**

Eggs are a great source of protein. Previously, there was a concern that the protein in egg whites may cause an allergic reaction. However, the AAP concluded that there is no convincing evidence to delay the introduction of foods that are considered major food allergens such as eggs. Therefore, the updated infant meal pattern requirements allow 0–4 tablespoons of whole eggs to credit toward a reimbursable meal.

It is important to note that when serving eggs, you must serve the whole egg, serving only egg yolks or only egg whites is no longer creditable in CACFP.

**SHOW SLIDE: Cheese****SAY:**

Next, 0–2 ounces of cheese and 0–4 ounces (volume) of cottage cheese credit as a meat alternate. Some common examples of cheese may include shredded or sliced Swiss, Colby, and Monterey Jack.

**SHOW SLIDE: Cheese Foods and Cheese Spreads SAY:**

However, certain cheese items have significantly higher amounts of sodium than others. Eating too many foods high in sodium can lead to heart disease, stroke, and hypertension. Therefore, the updated infant meal pattern requirements disallow the service of cheese foods or cheese spreads for infant meals. It is important to note, cheese foods are still allowable for children and adults.

**SHOW SLIDE: Non-Creditable Cheese Foods****SAY:**

Non-creditable items may be identified by reading the product's packaging for the wording "imitation cheese," "cheese food," or "cheese product" on the food label, such as:

- cheese whips,
- cheese with pimento, and
- cream cheese.

Refer to the *USDA Food Buying Guide for Child Nutrition Programs* to help you identify approved cheese items. You can find a link to this resource on the **Training Resources** handout in the Appendix of your Participant's Workbook.

**SHOW SLIDE: Tofu****ASK:**

The last meat/meat alternate topic we'll discuss is tofu. There are three requirements for ensuring tofu is creditable.

Tofu products must be commercially prepared. Homemade tofu is not creditable because it is not commercially prepared.

1. Tofu must be easily recognizable as a meat substitute. Some allowable ways to use tofu might include tofu links, tofu sausages, tofu cubes in stir-fry, or tofu omelets. Tofu noodles or soft or silken tofu in smoothies are not creditable.
2. Tofu must contain 5 grams of protein per 2.2 ounces (¼ cup) to credit as 1 ounce of the M/MA.

### SHOW SLIDE: Grains

#### SAY:

The next meal component for infants is grains. During the first year, grains, such as iron-fortified infant cereals, can be a great source of essential nutrients, such as B vitamins, zinc, and magnesium. When infants are developmentally ready, serve 0–4 tablespoons of iron-fortified infant cereal for a reimbursable meal.

### SHOW SLIDE: Snack Meals Only

#### SAY:

The infant meal pattern requirements allow breads, crackers, and ready-to-eat cereals to credit for snack meals only. Ready-to-eat cereals are often labeled breakfast cereals or just cereal. For this training, we are going to call them breakfast cereals.

When choosing to serve breakfast cereals at snack, they must meet the CACFP added sugars limit and be whole grain-rich, enriched meal, enriched flour, bran, or germ, or fortified, to be creditable in the CACFP

The child and adult meal patterns feature a whole grain-rich requirement; however, it does not apply to infant meals or snacks. This means that infant meals do not require a whole grain-rich item; it is only a good practice to ensure infants are offered whole grains.

### SHOW SLIDE: Selecting Creditable Breakfast Cereals

#### SAY:

To be creditable, breakfast cereals must meet the CACFP added sugars limit. Through September 30, 2025, breakfast cereals must contain no more than 6 grams of total sugars per dry ounce. By October 1, 2025, breakfast cereals must contain no more than 6 grams of added sugars per dry ounce. There are several ways to determine if a cereal meets the added sugars requirements:

- WIC Approved Breakfast Cereals List
- Table Method

Each method is a valid way to determine if a cereal meets the added sugars limit.

Let's review both methods to identify which one is best for you and your program. Turn to the **Breakfast Cereal and Added Sugars Guide** handout in your Participant's Workbook.

**NOTE TO INSTRUCTOR:** The handout was separated into two sections to align with the script.

**SHOW SLIDE: Use WIC Approved Breakfast Cereal Lists SAY:**

The first method calls for you to use the State agency's Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) approved breakfast cereal list. Like the CACFP, all WIC approved breakfast cereals must meet the added sugars limit. Therefore, if you choose a breakfast cereal from any approved WIC cereal list, it will meet the added sugars limit for breakfast cereals. To locate WIC approved food lists for each state, visit the following website: [www.fns.usda.gov/wic/wic-contacts](http://www.fns.usda.gov/wic/wic-contacts).

**Handout: Breakfast Cereal and Added Sugars Guide**

**Requirement:** Breakfast cereals must meet the CACFP added sugars limit. Through September 30, 2025, breakfast cereals must contain no more than 6 grams of total sugars per dry ounce. By October 1, 2025, breakfast cereals must contain no more than 6 grams of added sugars per dry ounce.

**WIC Approved Breakfast Cereals List**

Use any State agency's Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) approved breakfast cereal list for creditable breakfast cereals. Like CACFP, all WIC approved breakfast cereals must meet the added sugars limit. Website: [www.fns.usda.gov/wic/wic-contacts](http://www.fns.usda.gov/wic/wic-contacts)

**SHOW SLIDE: Table Method: Breakfast Cereal SAY:**

The next way to determine if a breakfast cereal meets the added sugars limit is to use the table method. Like determining yogurt products that meet the added sugars requirements, this method uses a table to identify breakfast cereals that meet the added sugars limit. It features pre-calculated added sugars limits for common serving sizes for breakfast cereals. In addition to finding this method on the **Breakfast Cereal and Added Sugars Guide** handout, you can also find it on the USDA Team Nutrition's training worksheet "Choose Breakfast Cereals That Are Low in Added Sugar." The link to this training worksheet is featured on the **Training Resources** handout in the Appendix of the Participant's Workbook.

Take 1–2 minutes to review the **Breakfast Cereal and Added Sugars Guide** handout.

**DO:**

Allow participants 1–2 minutes to review the handout, then review the steps with the participants. After you have completed this task, ask are there any questions before advancing to the next slide.



## Handout: Breakfast Cereal and Added Sugars Guide (cont.)

## Table Method

- **Step 1:** Use the Nutrition Facts label to find the **Serving Size**, in grams (g), of the cereal. Write it here: 30 grams
- **Step 2:** Find the **Added Sugars** line. Look at the number of grams (g) next to Added Sugars. Write it here: 5 grams
- **Step 3:** Use the serving size identified in Step 1 to find the serving size of your cereal in the **Added Sugars Limits Table**.
- **Step 4:** In the table, look at the number to the right of the serving size amount, under the "Added Sugars" column. If your breakfast cereal has that amount of added sugars or less, it meets the added sugars limit. Is it creditable? Yes, this cereal is creditable because 5 grams of added sugars is below the added sugars limit of 6 grams for a 30g serving size.

Nutrition Facts	
5 servings per container	
<b>Serving size</b>	<b>3/4 cup (30g)</b>
Amount Per Serving	
<b>Calories</b>	<b>100</b>
% Daily Value*	
<b>Total Fat</b> 0.5g	1%
Saturated Fat 0g	0%
Trans Fat 0g	
<b>Cholesterol</b> 0mg	0%
<b>Sodium</b> 140mg	6%
<b>Total Carbohydrate</b> 20g	7%
Dietary Fiber 3g	11%
Total Sugars 10g	
Includes 5g Added Sugars	10%
<b>Protein</b> 5g	10%
Not a significant source of vitamin D, calcium, iron, and potassium	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

## Added Sugars Limits Table

Serving Size	Added Sugars	Serving Size	Added Sugars
If the serving size is:	Added sugars must not be more than:	If the serving size is:	Added sugars must not be more than:
0–2 grams	0 grams	50–54 grams	11 grams
3–7 grams	1 gram	55–58 grams	12 grams
8–11 grams	2 grams	59–63 grams	13 grams
12–16 grams	3 grams	64–68 grams	14 grams
17–21 grams	4 grams	69–73 grams	15 grams
22–25 grams	5 grams	74–77 grams	16 grams
<b>26–30 grams</b>	<b>6 grams</b>	78–82 grams	17 grams
31–35 grams	7 grams	83–87 grams	18 grams
36–40 grams	8 grams	88–91 grams	19 grams
41–44 grams	9 grams	92–96 grams	20 grams
45–49 grams	10 grams	97–100 grams	21 grams

SHOW SLIDE: Activity: Breakfast Cereal, Is it Creditable?

DO:

(Workbook Activity): Breakfast Cereal, Is it Creditable?

Purpose: The purpose of this activity is to determine if each cereal meets the added sugars limit requirements.

Materials Needed: Breakfast Cereal, Is it Creditable? worksheet, and pen or pencil

Time: 10–15 minutes

Instructions:

1. **SAY:** Turn to the **Breakfast Cereal, Is it Creditable?** worksheet in your Participant's Workbook. Review each label and then use the table method (added sugars limits table) to determine if the breakfast cereal meets the added sugars limit.
2. **DO:** Allow 5–10 minutes for the participants to complete the assignment. Then review the answers with the participants using the following answer key.

Answer Key: Breakfast Cereal, Is It Creditable?

**Instructions:** Review each label. Then, use the table method to determine if the breakfast cereal is within the added sugars limit.

Multi-Color Rounds

- Step 1: Use the Nutrition Facts label to find the **Serving Size** on the cereal. Write it here: 32 grams
- Step 2: Find the amount for **Added Sugars**. Write it here: 10 grams
- Step 3: Use the serving size identified in Step 1 to find the serving size of your cereal in the **Added Sugars Limits Table**.
- Step 4: In the table, look at the number to the right of the serving size amount, under the "Added Sugars" column. If your cereal has that amount of added sugars or less, your cereal meets the added sugars requirement. Is it creditable? No, because 10 grams of added sugars is higher than the added sugars limit of 7 grams for a 32g serving size

Nutrition Facts	
8 servings per container	
<b>Serving size</b>	<b>1 cup (32g)</b>
<b>Amount Per Serving</b>	
<b>Calories</b>	<b>130</b>
% Daily Value*	
<b>Total Fat</b> 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
<b>Cholesterol</b> 0mg	0%
<b>Sodium</b> 180mg	8%
<b>Total Carbohydrate</b> 27g	10%
Dietary Fiber 3g	11%
<b>Total Sugars</b> 23g	
Includes 10g Added Sugars	20%
<b>Protein</b> 1g	2%
Not a significant source of vitamin D, calcium, iron, and potassium	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

Honey Frosty O's

- Step 1: Use the Nutrition Facts label to find the **Serving Size** on the cereal. Write it here: 30 grams
- Step 2: Find the amount for **Added Sugars**. Write it here: 12 grams
- Step 3: Use the serving size identified in Step 1 to find the serving size of your cereal in the **Added Sugars Limits Table**.
- Step 4: In the table, look at the number to the right of the serving size amount, under the "Added Sugars" column. If your cereal has that amount of added sugars or less, your cereal meets the added sugars requirement. Is it creditable? No, because 12 grams of added sugars is higher than the added sugars limit of 6 grams for a 30g serving size

Nutrition Facts	
12 servings per container	
<b>Serving size</b>	<b>3/4 cup (30g)</b>
<b>Amount Per Serving</b>	
<b>Calories</b>	<b>120</b>
% Daily Value*	
<b>Total Fat</b> 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
<b>Cholesterol</b> 0mg	0%
<b>Sodium</b> 110mg	5%
<b>Total Carbohydrate</b> 27g	10%
Dietary Fiber 0g	0%
<b>Total Sugars</b> 17g	
Includes 12g Added Sugars	24%
<b>Protein</b> 1g	2%
Not a significant source of vitamin D, calcium, iron, and potassium	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

## Rice Puffs

- Step 1: Use the Nutrition Facts Label to find the **Serving Size** on the cereal. Write it here: 28 grams
- Step 2: Find the amount for **Added Sugars**. Write it here: 9 grams
- Step 3: Use the serving size identified in Step 1 to find the serving size of your cereal in the **Added Sugars Limits Table**.
- Step 4: In the table, look at the number to the right of the serving size amount, under the "Added Sugars" column. If your cereal has that amount of added sugars or less, your cereal meets the added sugars requirement. Is it creditable? No, because 9 grams of added sugars is higher than the added sugars limit of 6 grams for a 28g serving size

Nutrition Facts	
12 servings per container	
<b>Serving size</b>	<b>3/4 cup (28g)</b>
<b>Amount Per Serving</b>	
<b>Calories</b>	<b>110</b>
% Daily Value*	
<b>Total Fat</b> 1.5g	2%
Saturated Fat 0g	0%
Trans Fat 0g	
<b>Cholesterol</b> 0mg	0%
<b>Sodium</b> 160mg	7%
<b>Total Carbohydrate</b> 22g	8%
Dietary Fiber 2g	7%
Total Sugars 14g	
Includes 9g Added Sugars	18%
<b>Protein</b> 2g	4%
Not a significant source of vitamin D, calcium, iron, and potassium	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

## Champion Flakes

- Step 1: Use the Nutrition Facts label to find the Serving Size on the cereal. Write it here: 33 grams
- Step 2: Find the amount for Added Sugars. Write it here: 3 grams
- Step 3: Use the serving size identified in Step 1 to find the serving size of your cereal in the Added Sugars Limits Table.
- Step 4: In the table, look at the number to the right of the serving size amount, under the "Added Sugars" column. If your cereal has that amount of added sugars or less, your cereal meets the added sugars requirement. Is it creditable? Yes, because 3 grams of added sugars is less than the added sugars limit of 7 grams for a 33g serving size

Nutrition Facts	
1 servings per container	
<b>Serving size</b>	<b>1 bowl (33g)</b>
<b>Amount Per Serving</b>	
<b>Calories</b>	<b>120</b>
% Daily Value*	
<b>Total Fat</b> 1g	1%
Saturated Fat 0g	0%
Trans Fat 0g	
<b>Cholesterol</b> 0mg	0%
<b>Sodium</b> 270mg	12%
<b>Total Carbohydrate</b> 27g	10%
Dietary Fiber 1g	4%
Total Sugars 5g	
Includes 3g Added Sugars	6%
<b>Protein</b> 2g	4%
Not a significant source of vitamin D, calcium, iron, and potassium	
*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

## Added Sugars Limits Table

Serving Size	Added Sugars Limit	Serving Size	Added Sugars Limit
If the serving size is:	Added sugars cannot be more than:	If the serving size is:	Added sugars cannot be more than:
0–2 grams	0 grams	50–54 grams	11 grams
3–7 grams	1 gram	55–58 grams	12 grams
8–11 grams	2 grams	59–63 grams	13 grams
12–16 grams	3 grams	64–68 grams	14 grams
17–21 grams	4 grams	69–73 grams	15 grams
22–25 grams	5 grams	74–77 grams	16 grams
26–30 grams	6 grams	78–82 grams	17 grams
31–35 grams	7 grams	83–87 grams	18 grams
36–40 grams	8 grams	88–91 grams	19 grams
41–44 grams	9 grams	92–96 grams	20 grams
45–49 grams	10 grams	97–100 grams	21 grams

**SHOW SLIDE: Deep-Fat Frying****SAY:**

The last update we will explore today is deep-fat frying, in which the food is cooked by submerging in hot oil or other fat. The updated meal pattern requirements no longer allow deep-fat frying as a way of cooking foods on-site or at central, satellite kitchens who prepare foods, and then deliver them to the site. This requirement applies to all CACFP age groups, including infants.

Foods that are pre-fried, flash-fried, par-fried, or deep-fat fried by a commercial manufacturer may be purchased and served as part of a reimbursable meal. Similarly, CACFP facilities that vend meals may claim vended meals that contain deep-fat fried foods if the food was prepared by the vendor off-site. These pre-fried items must be reheated by a method other than deep-fat frying.

**SHOW SLIDE: Choose Healthier Methods SAY:**

Serving infants any type of deep-fat fried food is strongly discouraged. These foods are often high in calories and solid fat, and eating too many fried foods can negatively influence eating habits and increase the risk of chronic illnesses later in life.

Therefore, it is a good practice to always consider the nutritional value of a food and how it contributes to the development of healthy eating habits when planning meals and snacks for infants. Likewise, serving nutritious foods as opposed to those high in fat, sugar, and calories, will help to establish the foundation for developing habits that can last a lifetime.

For some alternative ideas for cooking food without deep-frying them, refer to the [Cooking Methods](#) handout in your Participant's Workbook.

**Handout: Cooking Methods****Roasting or Baking**

- Cooking meat, poultry, fish, or vegetables in the oven without liquid and no cover on the cooking vessel.
- Remove all visible fat from poultry or beef.
- Add appropriate seasonings and flavorings to replace the flavor lost when fat is removed. Since salt penetrates meat only about an inch and delays browning, most recipes suggest adding salt at the end of cooking. Do not add salt unless the recipe calls for it.
- When using a meat thermometer, place it in the thickest part of the meat, away from bone or fat.
- Place in the cooking dish/pan. Do not cover or add any liquid to meat or poultry. Place meat on a rack when appropriate so fat will drain, and hot air can circulate on all sides.
- Follow the recipe for the oven temperature until the food reaches the appropriate internal temperature as specified in the recipe.
- Remove from the oven and serve. For large pieces of meat, like a turkey or a large roast, allow the meat to sit in a warm place for about 15 minutes before carving or slicing. This makes the meat firmer, juicier, and easier to slice. Slice meat across the grain.

- If meat or poultry is not served immediately, cover it and keep it in a warmer at the correct temperature or chill it in the refrigerator. Never hold a meat product at room temperature.

### Sautéing

- Sautéing uses high heat and a small amount of fat to rapidly cook vegetables, meat, poultry, and fish. Searing and stir-frying are sautéing techniques.
- Prepare the meat or poultry by making sure it is dry. If a marinade is used, drain it thoroughly and pat the food dry. Food with a lot of moisture will steam rather than sauté.
- Add oil to the pan according to the recipe. Measure the oil carefully.
- Heat the oil; add the meat, poultry, or fish to the pan in a single layer. If the pieces are touching, the product will steam, not sauté.
- Cook the meat by turning until browned on all sides and cooked evenly. Some recipes suggest that the cooked meat be removed from the pan and the remaining juices be used to make a sauce. Follow the recipe.
- Cook sautéed meals in batches just in time for service. Covering sautéed food during holding causes it to steam, and the advantages of the sauté technique are lost. Serve immediately. Never hold a meat product at room temperature.

### Braising and Stewing

- Braising and stewing are a combination of dry-heat and moist-heat cooking used for less tender cuts of meat. Braising is used for large cuts of meat. The same technique is called stewing when used for bite-sized pieces of meat, poultry, or fish.
- Trim fat and prepare meat according to the recipe.
- Sear the meat on all sides. Searing meat before braising or stewing adds color and flavor. Follow the recipe to use a small amount of oil or, preferably, no oil. Use a pan in the oven or a steam-jacketed kettle for large pieces of meat. For smaller pieces, use a grill or brown them in a hot oven.
- Remove the meat from the pan and add any vegetables or seasonings called for in the recipe.
- Add the seared meat back to the cooking pan along with the liquid for cooking.
- Cover tightly and simmer until tender. Follow the recipe for the temperature and time for the equipment being used. Do not allow the liquid to boil. The size of the cut of meat and the kind of meat will influence the cooking time. Braised or stewed meat is done when it is tender.
- Remove the meat from the cooking liquid. Some recipes suggest that the liquid be cooked for an additional time to reduce the volume and concentrate the flavor. The cooking liquid may also be thickened with a roux.
- If the meat, poultry, or fish are not served immediately, it should be covered and kept in a warmer at the correct temperature or chilled in the refrigerator.

SHOW SLIDE: Activity: Recall that Term

DO:

**(Activity): Recall that Term**

**Purpose:** The purpose of this activity is to identify the meal pattern requirements for infants. **Materials**

**Needed:** Term Cards

**Time:** 10–15 minutes

**Instructions:**

1. **DO:** Divide the class into groups of 4 participants. Distribute the **Term Cards** to each group.
2. **SAY:** Now that we have covered the guidelines for the updated infant meal pattern requirements, let's play a game called *Recall that Term*. Each player will select a card, and it lists a term along with key requirements. When it is your turn, state the term on the card. Your teammates will then state the key requirement(s) for each term. For example, if my card lists breast milk, my teammate might say the best source of nutrients for infants. However, you cannot state the requirements or give any clues. If your teammates are unable to describe the term, you may pass to the next person. The first group to complete this activity wins the game.
3. **DO:** Allow each group 5–10 minutes to complete this activity. Then, review the following **Answer Key: Recall that Term** with the participants. The phrases are included in the following table. At the end of this activity, allow participants to return to their seats.

**NOTE TO INSTRUCTOR:** If this is a large group, consider completing this activity as a large group activity.

**Answer Key: Recall that Term****Term Cards**

- Term Card 1: Breast Milk
  - Only breast milk (or infant formula) should be served to infants, birth through 6 months of age. Child care providers may be reimbursed for meals when a mother directly breastfeeds her infant on-site or when a parent or guardian supplies expressed breast milk.
- Term Card 2: Gradual Introduction
  - Infants should be gradually introduced to solid foods around 6 months of age, as they are developmentally ready to accept them.
- Term Card 3: Infant Age Groups
  - Infant age groups consist of birth through the end of 5 months and 6 months through the end of 11 months.
- Term Card 4: Ready-to-Eat Cereals
  - During snack meals, ready-to-eat cereals may be served to meet the grains component. Ready-to-eat cereals must contain no more than 6 grams of added sugars per dry ounce.
- Term Card 5: 4–6 Fluid Ounces
  - Infants ages zero through the end of 5 months must be served 4 to
  - 6 fluid ounces of breast milk or infant formula at each meal.
- Term Card 6: Vegetables and Fruits
  - All meals and snacks must include vegetables and fruits when the infant is developmentally ready to accept them.
- Term Card 7: Juice
  - Juice is not reimbursable for infant meals or snacks.

- Term Card 8: Cheese Spreads
  - Cheese foods or cheese spreads are not reimbursable for infant meals or snacks.
- Term Card 9: Developmental Readiness
  - Solid foods must be served when an infant is developmentally ready. Communicate with parents or guardians to determine when and what solid foods should be served.
- Term Card 10: Yogurt Sugar Limit
  - Yogurt must contain no more than 12 grams of added sugars per 6 ounces.

## CONCLUSION:

### SHOW SLIDE: [Training Review](#)

#### SAY:

In this training, we covered the updated meal pattern requirements for infant meals and snacks. Specifically, we explored

- the two age groups and how they promote breastfeeding by providing reimbursement when a mother breastfeeds her infant onsite,
- key requirements for serving expressed milk and infant formula,
- the importance of developmental readiness, and
- how the updated requirements provide more nutritious foods for infants.

#### ASK:

Are there any questions before we move to the last activity in this training?

#### DO:

Answer any questions and then, begin the next activity.

### SHOW SLIDE: [Activity: Key Points to Remember](#)

#### DO:

#### (Workbook Activity): Key Points to Remember

**Purpose:** The purpose of this activity is to reflect on the information covered in this training and to list any key points needed for later use.

**Materials Needed:** Key Points to Remember worksheet and pen or pencil

**Time:** 5 minutes

**Instructions:**

1. **SAY:** Turn to the **Key Points to Remember** worksheet in your Participant's Workbook. Take a few minutes to think about the information covered in this training. List some key points you wish to remember for when you return to your facility.
2. **DO:** Allow about 2–3 minutes for participants to complete this activity and then, ask volunteers to share their responses. After everyone has finished, ask if there are any questions and then, begin the next training.

**FEEDBACK:** There are no right or wrong answers for this activity. However, some potential responses might include those noted in the following **Answer Key: Key Points to Remember**.

**Answer Key: Key Points to Remember**

**Instructions:** Think about the information covered in this training. List some key points you wish to remember when you return to your facility.

**Key Point 1:** *There are now two age groups, instead of three: birth through the end of 5 months and 6 months through the end of 11 months.*

**Key Point 2:** *Infants should be gradually introduced to solid foods around 6 months, as developmentally appropriate.*

**Key Point 3:** *Juice, cheese food, or cheese spread no longer credits as part of a reimbursable meal for infant meals or snacks.*

**Key Point 4:** *Ready-to-eat cereals credits as part of a reimbursable snack only.*

**SHOW SLIDE: Post-Assessment DO:**

**Post-Assessment**

**Purpose:** The purpose of the Post-Assessment is to determine what the participants learned throughout the training.

**Materials Needed:** Post-Assessment, Training Evaluation, and pen or pencil

**Time:** 10 minutes

**Instructions:**

1. **DO:** Distribute the **Post-Assessment** and the **Training Evaluation**.
2. **SAY:** The Post-Assessment is designed to assess what you have learned during this training. Begin by placing the non-name identifier, used for your Pre-Assessment, at the top of the page. Then, complete the Post-Assessment by reading each question carefully and selecting the best answer. Upon completion, please complete the training evaluation.

**DO:** Allow a minimum of 10 minutes for participants to complete the Post-Assessment. Remind them to list the identifier they used on the Pre-Assessment. Collect the Post-Assessments and the training evaluation. Then, dismiss the training





# Appendix

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## Assessments and Answer Key

### Pre-Assessment

Non-Name Identifier \_\_\_\_\_

**Instructions:** Place an easy to remember, non-name identifier (such as a word, phrase, or symbol) in the space provided at the top of this page. Then, read each question carefully and select the best answer.

1. The CACFP meal patterns include \_\_\_\_\_.
  - a. a greater variety of fruits and vegetables
  - b. additional whole grains and protein options
  - c. less added sugars
  - d. All of the above
2. How many times can a CACFP operator serve juice to infants in a single day?
  - a. 3 times per day
  - b. 1 time per day
  - c. 0 times per day
  - d. 4 times per day
3. Breast milk may be served to participants of any age. True or False?
  - a. True
  - b. False
4. Yogurt must contain no more than \_\_\_\_\_ grams of added sugars per \_\_\_\_ ounces.
  - a. 10 grams, 4 ounces
  - b. 23 grams, 1 ounce
  - c. 12 grams, 6 ounces
  - d. 26 grams, 6 ounces
5. Breakfast cereals must contain no more than \_\_\_\_\_ grams of added sugars per dry ounce.
  - a. three
  - b. five
  - c. six
  - d. thirteen
6. The infant meal pattern requirements allow ready-to-eat cereals to be served during \_\_\_\_\_.
  - a. breakfast
  - b. lunch
  - c. snack
  - d. None of the above

7. What are the two infant age groups?
  - a. birth through the end of 4 months and 5 months through the end of 11 months
  - b. birth through the end of 5 months and 6 months through the end of 11 months
  - c. birth through the end of 5 months and 6 months through the end of 12 months
  - d. birth through the end of 6 months and 7 months through the end of 11 months
8. Cheese foods and cheese spreads are creditable items. True or False?
  - a. True
  - b. False
9. Which frying method is not allowed as an approved method for preparing meals on-site in CACFP settings?
  - a. Pan-frying
  - b. Deep-fat frying
  - c. Stir-frying
  - d. All of the above
10. Choose the correct statement regarding eggs and infant meals and snacks.
  - a. Only egg yolks are allowed as part of a reimbursable meal or snack.
  - b. Only whole eggs are allowed as part of a reimbursable meal or snack.
  - c. Only egg whites only are allowed as part of a reimbursable meal or snack.
  - d. Eggs are not allowed as part of a reimbursable meal or snack

## Post-Assessment

Non-Name Identifier \_\_\_\_\_

**Instructions:** Place an easy to remember, non-name identifier (such as a word, phrase, or symbol) in the space provided at the top of this page. Then, read each question carefully and select the best answer.

1. The CACFP meal patterns include \_\_\_\_\_.
  - a. a greater variety of fruits and vegetables
  - b. additional whole grains and protein options
  - c. less added sugars
  - d. All of the above
2. How many times can a CACFP operator serve juice to infants in a single day?
  - a. 3 times per day
  - b. 1 time per day
  - c. 0 times per day
  - d. 4 times per day
3. Breast milk may be served to participants of any age. True or False?
  - a. True
  - b. False
4. Yogurt must contain no more than \_\_\_\_\_ grams of added sugars per \_\_\_\_ ounces.
  - a. 10 grams, 4 ounces
  - b. 23 grams, 1 ounce
  - c. 12 grams, 6 ounces
  - d. 26 grams, 6 ounces
5. Breakfast cereals must contain no more than \_\_\_\_\_ grams of added sugars per dry ounce.
  - a. three
  - b. five
  - c. six
  - d. thirteen
6. The infant meal pattern requirements allow ready-to-eat cereals to be served during \_\_\_\_\_.
  - a. breakfast
  - b. lunch
  - c. snack
  - d. None of the above
7. What are the two infant age groups?
  - a. birth through the end of 4 months and 5 months through the end of 11 months
  - b. birth through the end of 5 months and 6 months through the end of 11 months
  - c. birth through the end of 5 months and 6 months through the end of 12 months
  - d. birth through the end of 6 months and 7 months through the end of 11 months

8. Cheese foods and cheese spreads are creditable items. True or False?
  - a. True
  - b. False
9. Which frying method is not allowed as an approved method for preparing meals on-site in CACFP settings?
  - a. Pan-frying
  - b. Deep-fat frying
  - c. Stir-frying
  - d. All of the above
10. Choose the correct statement regarding eggs and infant meals and snacks.
  - a. Only egg yolks are allowed as part of a reimbursable meal or snack.
  - b. Only whole eggs are allowed as part of a reimbursable meal or snack.
  - c. Only egg whites only are allowed as part of a reimbursable meal or snack.
  - d. Eggs are not allowed as part of a reimbursable meal or snack.

## Answer Key

1. The CACFP meal patterns include \_\_\_\_\_.
  - D. All of the above
2. How many times can a CACFP operator serve juice to infants in a single day?
  - C. 0 times per day
3. Breast milk may be served to participants of any age. True or False?
  - True
4. Yogurt must contain no more than \_\_\_\_\_ grams of added sugars per \_\_\_\_ ounces.
  - C. 12 grams, 6 ounces
5. Breakfast cereals must contain no more than \_\_\_\_\_ grams of added sugars per dry ounce.
  - C. six
6. The infant meal pattern requirements allow ready-to-eat cereals to be served during \_\_\_\_\_.
  - C. snack
7. What are the two infant age groups?
  - B. birth through the end of 5 months and 6 months through the end of 11 months
8. Cheese foods and cheese spreads are creditable items. True or False?
  - B. False
9. Which frying method is not allowed as an approved method for preparing meals on-site in CACFP settings?
  - B. Deep-fat frying
10. Choose the correct statement regarding eggs and infant meals and snacks.
  - B. Only whole eggs are allowed as part of a reimbursable meal or snack

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## Training Resources

Resource	Link
7 CFR 226.20(g)(3)	<a href="http://bit.ly/2nfl4BC-ICN">http://bit.ly/2nfl4BC-ICN</a>
Final Rule - Child Nutrition Programs: Meal Patterns Consistent With the 2020–2025 Dietary Guidelines for Americans	<a href="https://rb.gy/9p3pno">https://rb.gy/9p3pno</a>
CACFP 06-2017 Feeding Infants and Meal Pattern Requirements in the Child and Adult Care Food Program; Questions and Answers	<a href="http://bit.ly/2kPs2g7ICN">http://bit.ly/2kPs2g7ICN</a>
CACFP 09-2017 Vegetable and Fruit Requirements in CACFP: Q&A	<a href="http://bit.ly/2paPxUY">http://bit.ly/2paPxUY</a>
CACFP 13-2017: Transition Period for the Updated Child and Adult Care Food Program Meal Patterns and the Updated Meal National School Lunch Program and School Breakfast Program Infant and Preschool Meal Patterns	<a href="http://bit.ly/2yIOnmM-ICN">http://bit.ly/2yIOnmM-ICN</a>
CACFP 14-2017 Modifications to Accommodate Disabilities in the Child and Adult Care Food Program and Summer Food Service Program	<a href="http://bit.ly/2y1qlXI">http://bit.ly/2y1qlXI</a>
Child and Adult Care Food Program: Meal Pattern Revisions Related to the Healthy, Hunger-Free Kids Act of 2010	<a href="http://bit.ly/2cH2iUF-ICN">http://bit.ly/2cH2iUF-ICN</a>
FDA Exempt Infant Formula, refer to the Exempt Infant Formulas Marketed in the United States By Manufacturer and Category	<a href="http://bit.ly/2bUSCVw-ICN">http://bit.ly/2bUSCVw-ICN</a>
Feeding Infants: A Guide for Use in the Child Nutrition Programs	<a href="http://bit.ly/2cilGWf_ICN">http://bit.ly/2cilGWf_ICN</a>
Feeding Infants: A Guide for Use in the Child Nutrition Programs	<a href="http://bit.ly/2cilGWf_ICN">http://bit.ly/2cilGWf_ICN</a>
Food Buying Guide for Child Nutrition Program Exhibit A	<a href="http://bit.ly/2cekmmR-ICN">http://bit.ly/2cekmmR-ICN</a>
Team Nutrition Resource Library	<a href="http://bit.ly/2bZfTnz-ICN">http://bit.ly/2bZfTnz-ICN</a>
Ten Steps to Breastfeeding Friendly Child Care Centers Resource Kit	<a href="http://bit.ly/2bZmluE-ICN">http://bit.ly/2bZmluE-ICN</a>

## Key Terms

Key Terms	Definition
<i>Dietary Guidelines for Americans</i>	The nation's trusted resource for evidence-based nutrition recommendations. This resource provides policy makers and professionals with the information they need to help the public make informed choices about their diets at home, school, work, and within their communities.
Expressed milk	Milk that is produced and expelled from the breast, bottled, and served to the infant.
Family-style meal service	A type of meal service that allows children and adults to serve themselves from common platters of food with assistance of supervising adults.
Grain-based desserts	Grain-based desserts are those items in USDA's <i>Food Buying Guide for Child Nutrition Programs</i> that are denoted as desserts with superscripts 3 and 4.  This definition of grain-based desserts includes cakes, cookies, sweet piecrusts, fruit turnovers, doughnuts, cereal, breakfast, and granola bars, toaster pastries, sweet rolls, sweet crackers, and brownies.
Meal components	Food categories that make up a reimbursable meal, including fluid milk, vegetables, fruits, grains, and meats/meat alternates.
Meal pattern	A specific template with meal components and minimum serving sizes for different age groups that must be followed for the meal to be reimbursed. The template is customized for breakfast, lunch, supper, and snacks.
Offer Versus Serve (OVS)	OVS is a concept that applies to menu planning and the menu service. OVS allows participants to decline some of the food offered in a reimbursable breakfast, lunch or supper. OVS is not allowed for snacks and can only be used in at-risk afterschool programs and adult day care centers.
Reimbursable meal	Meals that meet all applicable meal pattern requirements.
Whole grain-rich	Term designated by the USDA Food and Nutrition Service (FNS) to indicate that the grain content of a product is between 50 and 100 percent whole grain, with any remaining grains being enriched.

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