

APPENDICES >

Go NAP SACC Infant and Child Physical Activity Self-Assessments

Go NAP SACC is based on a set of best practices that stem from the latest research and guidelines in the field. After completing this assessment, you will be able to see your program's strengths and areas for improvement, and use this information to plan healthy changes.

Infant & Child Physical Activity

Group Child Care and Family Child Care

For these self-assessments, physical activity is any movement of the body that increases heart rate and breathing above what it would be if a child was sitting or resting. The questions relate to opportunities for both children with special needs and typically developing children. The self-assessments ask about physical activity for both *infants* (0–12 months) and *children* (13 months–5 years).

Before you begin:

- Gather staff manuals (group child care only), parent handbooks, schedules, or any other documents that state your policies about physical activity or outline your day-to-day practices.
- Recruit the help of key teachers and staff members who are familiar with day-to-day practices. (group child care only)

As you assess:

- Answer choices in parentheses () are for half-day programs. Full-day programs should use the answer choices without parentheses.
- Definitions of key words are marked by asterisks (*).
- Answer each question as best you can. If none of the answer choices seem quite right, just pick the closest fit. If a question does not apply to your program, move to the next question.

Understanding your results:

- The answer choices in the right-hand column represent the best practice recommendations in this area. To interpret your results, compare your responses to these best practice recommendations. This will show you your strengths and the areas in which your program can improve.

Go NAP SACC Infant and Child Physical Activity Self-Assessment Instrument

Time Provided				
1. The amount of time provided to preschool children* for indoor and outdoor physical activity† each day is:	<input type="checkbox"/> Less than 60 minutes (Half-day: Less than 30 minutes)	<input type="checkbox"/> 60-89 minutes (Half-day: 30-44 minutes)	<input type="checkbox"/> 90-119 minutes (Half-day: 45-59 minutes)	<input type="checkbox"/> 120 minutes or more (Half-day: 60 minutes or more)
	* For Go NAP SACC, preschool children are children ages 2-5 years. † Physical activity is any movement of the body that increases heart rate and breathing above what it would be if a child was sitting or resting. Examples include walking, running, crawling, climbing, jumping, and dancing.			
2. The amount of time provided to toddlers* for indoor and outdoor physical activity each day is:	<input type="checkbox"/> Less than 60 minutes (Half-day: Less than 15 minutes)	<input type="checkbox"/> 60-74 minutes (Half-day: 15-29 minutes)	<input type="checkbox"/> 75-89 minutes (Half-day: 30-44 minutes)	<input type="checkbox"/> 90 minutes or more (Half-day: 45 minutes or more)
	* For Go NAP SACC, toddlers are children ages 13-24 months.			
3. Our program offers tummy time* to non-crawling infants: †	<input type="checkbox"/> 1 time per day or less (Half-day: 3 times per week or less)	<input type="checkbox"/> 2 times per day (Half-day: 4 times per week)	<input type="checkbox"/> 3 times per day (Half-day: 1 time per day)	<input type="checkbox"/> 4 times per day or more (Half-day: 2 times per day or more)
	* Tummy time is supervised time when an infant is awake and alert, lying on her/his belly. Opportunities for tummy time should last as long as possible to help infants learn to enjoy it and build their strength. For infants who are not used to it or do not enjoy it, each period of tummy time can start at 1–2 minutes, and build up to 5-10 minutes over time. † For Go NAP SACC, infants are children ages 0–12 months.			
4. The amount of adult-led* physical activity our program provides to preschool children each day is:	<input type="checkbox"/> Less than 30 minutes (Half-day: Less than 10 minutes)	<input type="checkbox"/> 3-44 minutes (Half-day: 10-19 minutes)	<input type="checkbox"/> 45-59 minutes (Half-day: 20-29 minutes)	<input type="checkbox"/> 60 minutes or more (Half-day: 30 minutes or more)
	* Adult-led activities and lessons can be led by teachers or outside presenters. Examples include dancing, music and movement, motor development lessons, physically active games, and tumbling. The total amount of adult-led activity time may include multiple short activities added up over the course of the day.			

Go NAP SACC Infant and Child Physical Activity Self-Assessment Instrument (Continued)

Time Provided (Cont'd)				
5. Outside of nap and meal times, the longest that preschool children and toddlers are expected to remain seated at any one time is:	<input type="checkbox"/> 30 minutes or more	<input type="checkbox"/> 20-29 minutes	<input type="checkbox"/> 15-19 minutes	<input type="checkbox"/> Less than 15 minutes
6. Outside of nap and meal times, the longest that infants spend in seats, swings, or ExcerSaucers at any one time is:	<input type="checkbox"/> 30 minutes or more	<input type="checkbox"/> 15-29 minutes	<input type="checkbox"/> 1-14 minutes	<input type="checkbox"/> Infants are never placed in seats, swings, or ExcerSaucers
Indoor Play Environment				
7. Our program offers the following in the indoor play space: <i>See list and mark response below.</i>	<ul style="list-style-type: none"> • Space for all activities, including jumping, running, and rolling • Separate play areas for each age group • Areas that allow play for individuals, pairs, small groups, and large groups • Full access for children with special needs 			
	<input type="checkbox"/> None	<input type="checkbox"/> 1 feature	<input type="checkbox"/> 2 features	<input type="checkbox"/> 3-4 features
8. Our program has the following portable play equipment* available and in good condition for children to use indoors: <i>See list and mark response below.</i>	<ul style="list-style-type: none"> • Jumping toys: jump ropes, jumping balls • Push-pull toys: big dump trucks, corn poppers, push and ride cars • Twirling toys: ribbons, scarves, batons, hula hoops, parachute • Throwing, catching, and striking toys: balls, pom poms, bean bags, noodles, rackets • Balance toys: balance beams, plastic "river stones" • Crawling or tumbling equipment: mats, portable tunnels 			
	<input type="checkbox"/> None	<input type="checkbox"/> 1-2 types	<input type="checkbox"/> 3-4 types	<input type="checkbox"/> 5-6 types
	* Portable play equipment includes any toys that children can carry, throw, push, pull, etc. to help them build gross motor skills. This does not include equipment fixed into the floor or the walls, but does include fabric tunnels, mats, and other larger items that teachers can easily move and switch out. Portable play equipment can be homemade or store bought.			

Go NAP SACC Infant and Child Physical Activity Self-Assessment Instrument (Continued)

Indoor Play Environment (Cont'd)				
9. Teachers offer portable play equipment to preschool children and toddlers during indoor free play time:*	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> At least a few items are always available to encourage physical activity
	* Indoor free play time includes free choice activities during center time. It can also include activities in a gym, multi-purpose room, or other space that allows children to move freely.			
10. Teachers offer developmentally appropriate portable play equipment to infants during tummy time and other indoor activities:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always
	* Portable play equipment for infants includes balls, soft blocks, and rattles.			
11. Our program's collection of posters, books, and other learning materials that promote physical activity includes:	<input type="checkbox"/> Few or no materials	<input type="checkbox"/> Some materials with limited variety	<input type="checkbox"/> A variety of materials	<input type="checkbox"/> A large variety of materials with items, added or rotated seasonally
Teacher Practices				
12. To manage challenging behaviors, teachers take away time for physical activity or remove preschool children or toddlers from physically active playtime for longer than 5 minutes:	<input type="checkbox"/> Always	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
13. Teachers take the following role during preschool children's physically active playtime:	<input type="checkbox"/> They supervise only	<input type="checkbox"/> They supervise and verbally encourage physical activity	<input type="checkbox"/> They supervise, verbally encourage, and sometimes join in to increase children's physical activity	<input type="checkbox"/> They supervise, verbally encourage, and often join in to increase children's physical activity

Go NAP SACC Infant and Child Physical Activity Self-Assessment Instrument (Continued)

Teacher Practices (Cont'd)				
14. During tummy time and other activities, teachers interact with infants to help them build motor skills:*	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always
	* Motor skills are physical abilities and muscle control that children develop as they grow. Motor skills for infants include lifting and turning the head, rolling over, sitting up, and reaching for and grasping toys.			
15. Teachers incorporate physical activity into classroom routines, transitions, and planned activities:*	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Each time they see an opportunity
	* Physical activity during routines, transitions, and planned activities can include playing Simon Says or other movement games while children wait in line or transition between activities, or using movement during circle time or story time.			
Education & Professional Development				
16. Preschool children and toddlers participate in planned lessons focused on building gross motor skills:*	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> 1 time per month	<input type="checkbox"/> 2-3 times per month	<input type="checkbox"/> 1 time per week or more
	* Gross motor skills are physical abilities and large muscle control that children develop as they grow. Lessons to build gross motor skills may focus on children practicing skipping, jumping, throwing, catching, kicking, balancing, stretching, or other specific skills.			
17. Teachers talk with children informally about the importance of physical activity:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Each time they see an opportunity
18. Teachers and staff receive professional development* on children's physical activity:	<input type="checkbox"/> They supervise only	<input type="checkbox"/> They supervise and verbally encourage physical activity	<input type="checkbox"/> They supervise, verbally encourage, and sometimes join in to increase children's physical activity	<input type="checkbox"/> They supervise, verbally encourage, and often join in to increase children's physical activity
	* For this assessment, professional development on children's physical activity does not include training on playground safety. Professional development can include taking in-person or online training for contact hours or continuing education credits. It can also include information presented at staff meetings.			

Go NAP SACC Infant and Child Physical Activity Self-Assessment Instrument (Continued)

Education & Professional Development (Cont'd)				
<p>19. Professional development for current staff on children's physical activity has included the following topics:</p> <p><i>See list and mark response below.</i></p>	<ul style="list-style-type: none"> • Recommended amounts of daily physical activity for young children • Encouraging children's physical activity • Limiting long periods of seated time for children • Children's motor skill development • Communicating with families about encouraging children's physical activity • Our program's policies on physical activity 			
	<input type="checkbox"/> None	<input type="checkbox"/> 1-2 topics	<input type="checkbox"/> 3-4 topics	<input type="checkbox"/> 5-6 topics
<p>20. Families are offered education* on children's physical activity:</p>	<input type="checkbox"/> Never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more
	<p>* Education can be offered through in-person educational sessions, brochures, tip sheets, or your program's newsletter, website, or bulletin boards.</p>			
<p>21. Education for families on children's physical activity includes the following topics:</p> <p><i>See list and mark response below.</i></p>	<ul style="list-style-type: none"> • Recommended amounts of daily physical activity for young children • Encouraging children's physical activity • Limiting long periods of seated time for children • Children's motor skill development • Our program's policies on physical activity 			
	<input type="checkbox"/> None	<input type="checkbox"/> 1 topic	<input type="checkbox"/> 2-3 topics	<input type="checkbox"/> 4-5 topics

Go NAP SACC Infant and Child Physical Activity Self-Assessment Instrument (Continued)

Policy				
<p>22. Our written policy* on physical activity includes the following topics:</p> <p><i>See list and mark response below.</i></p>	<ul style="list-style-type: none"> • Amount of time provided each day for indoor and outdoor physical activity • Limiting long periods of seated time for children • Shoes and clothes that allow children and teachers to actively participate in physical activity • Teacher practices that encourage physical activity • Not taking away physical activity time or removing children from long periods of physically active playtime in order to manage challenging behaviors • Planned and informal physical activity education • Professional development on children’s physical activity • Education for families on children’s physical activity 			
	<input type="checkbox"/> No written policy or policy does not include these topics	<input type="checkbox"/> 1-3 topics	<input type="checkbox"/> 4-6 topics	<input type="checkbox"/> 7-8 topics
	<p>* A written policy can include any written guidelines about your program’s operations or expectations for teachers, staff, children, and families. Policies can be included in parent handbooks, staff manuals, and other documents.</p>			

Go NAP SACC Self-Assessment Instrument for Family Child Care

Time Provided				
1. The amount of time I provide for children's indoor and outdoor physical activity* each day is:	<input type="checkbox"/> Less than 60 minutes (Half-day: Less than 25 minutes)	<input type="checkbox"/> 60-74 minutes (Half-day: 25-34 minutes)	<input type="checkbox"/> 75-89 minutes (Half-day: 35-44 minutes)	<input type="checkbox"/> 90 minutes or more (Half-day: 45 minutes or more)
	*Physical activity is any movement of the body that increases heart rate and breathing above what it would be if the child was sitting or resting. Examples include walking, running, crawling, climbing, jumping, and dancing.			
2. I offer tummy time to non-crawling infants:*	<input type="checkbox"/> 1 time per day or less (Half-day: 3 times per week or less)	<input type="checkbox"/> 2 times per day (Half-day: 4 times per week)	<input type="checkbox"/> 3 times per day (Half-day: 1 time per day)	<input type="checkbox"/> 4 times per day or more (Half-day: 2 times per day or more)
	*Tummy time is supervised time when an infant is awake and alert, lying on her/his belly. Opportunities for tummy time should last as long as possible to help infants learn to enjoy it and build their strength. For infants who are not used to it or do not enjoy it, each period of tummy time can start at 1-2 minutes. These periods may last 5-10 minutes for infants who are comfortable on their tummies.			
3. The amount of adult-led physical activity* my program provides to children each day is:	<input type="checkbox"/> Less than 15 minutes (Half-day: Less than 5 minutes)	<input type="checkbox"/> 15-29 minutes (Half-day: 5-14 minutes)	<input type="checkbox"/> 30-44 minutes (Half-day: 15-24 minutes)	<input type="checkbox"/> 45 minutes or more (Half-day: 25 minutes or more)
	*Examples of adult-led physical activity include dancing, music and movement, motor skill development lessons, and physically active games. The amount of time may include multiple short activities added up over the course of the day.			
4. Outside of nap and meal times, the longest that children are asked to remain seated at any one time is:	<input type="checkbox"/> 30 minutes or more	<input type="checkbox"/> 20-29 minutes	<input type="checkbox"/> 15-19 minutes	<input type="checkbox"/> Less than 15 minutes
5. Outside of nap and meal times, the longest that infants spend in seats, swings, or ExcerSaucers at any one time is:	<input type="checkbox"/> 30 minutes or more	<input type="checkbox"/> 15-29 minutes	<input type="checkbox"/> 1-14 minutes	<input type="checkbox"/> Infants are never placed in seats, swings, or ExerSaucers

Go NAP SACC Self-Assessment Instrument for Family Child Care Assessment (Continued)

Indoor Play Environment				
<p>6. My program has the following portable play equipment* available and in good condition for children to use indoors:</p> <p><i>See list and mark response below.</i></p>	<ul style="list-style-type: none"> • Jumping toys: jump ropes, jumping balls • Push-pull toys: big dump trucks, corn poppers, push and ride cars • Twirling toys: ribbons, scarves, batons, hula hoops, parachute • Throwing and catching toys: pom poms, bean bags • Crawling or tumbling equipment: mats, portable tunnels 			
	<input type="checkbox"/> None	<input type="checkbox"/> 1-2 types	<input type="checkbox"/> 3 types	<input type="checkbox"/> 4-5 types
	<p>*Tummy time is supervised time when an infant is awake and alert, lying on her/his belly. Opportunities for tummy time should last as long as possible to help infants learn to enjoy it and build their strength. For infants who are not used to it or do not enjoy it, each period of tummy time can start at 1–2 minutes. These periods may last 5–10 minutes for infants who are comfortable on their tummies.</p>			
<p>7. I offer portable play equipment to children during indoor free play time:*</p>	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> At least a few items are always available to encourage physical activity
	<p>* Indoor free play time is any time when children choose their own activities.</p>			
<p>8. I offer developmentally appropriate portable play equipment* to infants during tummy time and other indoor activities:</p>	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always
	<p>* Portable play equipment for infants includes balls, soft blocks, and rattles.</p>			
<p>9. My program’s collection of posters, books, and other learning materials that promote physical activity includes:</p>	<input type="checkbox"/> Few or no materials	<input type="checkbox"/> Some materials with limited variety	<input type="checkbox"/> A variety of materials	<input type="checkbox"/> A large variety of materials with items added or rotated seasonally

Go NAP SACC Self-Assessment Instrument for Family Child Care Assessment (Continued)

Daily Practices				
10. To manage challenging behaviors, I may take away time for physical activity or remove children from physically active playtime for longer than 5 minutes:	<input type="checkbox"/> Always	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
11. I take the following role during children’s physically active playtime:	<input type="checkbox"/> I supervise only	<input type="checkbox"/> I supervise and verbally encourage physical activity	<input type="checkbox"/> I supervise, verbally encourage, and sometimes join in to increase children’s activity	<input type="checkbox"/> I supervise, verbally encourage, and often join in to increase children’s physical activity
12. During tummy time and other activities, I interact with infants to help them build motor skills:*	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always
* Motor skills are physical abilities and muscle control that children develop as they grow. Motor skills for infants include lifting and turning the head, rolling over, sitting up, reaching for, and grasping toys.				
13. I use physical activity during daily routines, transitions, and planned activities:*	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Each time I see an opportunity
* Physical activity during routines, transitions, and planned activities can include playing Simon Says or other movement games while children wait in line or transition between activities, or using movement during circle time or story time.				
Education & Professional Development				
14. I lead planned lessons for children focused on building gross motor skills:*	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> 1 time per month	<input type="checkbox"/> 2-3 times per month	<input type="checkbox"/> 1 time per week or more
* Gross motor skills are physical abilities and large muscle control that children develop as they grow. Lessons to build gross motor skills may focus on children practicing skipping, jumping, throwing, catching, kicking, balancing, stretching, or other specific skills.				

Go NAP SACC Self-Assessment Instrument for Family Child Care Assessment (Continued)

Education & Professional Development (Cont'd)				
15. I talk with children informally about the importance of physical activity:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Each time I see an opportunity
16. I complete professional development* on children's physical activity:	<input type="checkbox"/> Never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more, including at least 1 in-person or online training, when available
* For this assessment, professional development on children's physical activity does not include training on playground safety. Professional development can include taking in-person or online training for contact hours or continuing education credits. It can also include reading brochures, books, or online articles from trusted organizations.				
17. I have covered the following topics as part of this professional development: <i>See list and mark response below.</i>	<ul style="list-style-type: none"> • Recommended amounts of daily physical activity for young children • Encouraging children's physical activity • Limiting long periods of seated time for children • Children's motor skill development • Talking with families about encouraging children's physical activity 			
	<input type="checkbox"/> None	<input type="checkbox"/> 1 topic	<input type="checkbox"/> 2-3 topics	<input type="checkbox"/> 4-5 topics
18. I offer families information* on children's physical activity:	<input type="checkbox"/> Never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more
* Information can be offered through brochures, tip sheets, or your program's newsletters, website, or bulletin board. Information can be offered informally or during meetings or educational sessions with families.				

Go NAP SACC Self-Assessment Instrument for Family Child Care Assessment (Continued)

Education & Professional Development (Cont'd)					
<p>19. The information I offer families on children's physical activity covers the following topics:</p> <p><i>See list and mark response below.</i></p>	<ul style="list-style-type: none"> • Recommended amounts of daily physical activity for young children • Encouraging children's physical activity • Limiting long periods of seated time for children • Children's motor skill development • My program's policies on physical activity 				
	<input type="checkbox"/> None	<input type="checkbox"/> 1 topic	<input type="checkbox"/> 2-3 topics	<input type="checkbox"/> 4-5 topics	
Policy					
<p>20. My program's written policy* on physical activity includes the following topics:</p> <p><i>See list and mark response below.</i></p>	<ul style="list-style-type: none"> • Amount of time provided each day for indoor and outdoor physical activity • Limiting long periods of seated time for children • Shoes and clothes that allow children to actively participate in physical activity • My supervision and role in children's physical activity • Not taking away physical activity time or removing children from long periods of physically active playtime in order to manage challenging behaviors • Planned and informal physical activity education • My participation in professional development on children's physical activity • Education for families on children's physical activity 				
	<input type="checkbox"/> No written policy or policy does not include these topics	<input type="checkbox"/> 1-2 topics	<input type="checkbox"/> 3-5 topics	<input type="checkbox"/> 6-8 topics	
	<p>* A written policy can include any written guidelines about your program's operations or expectations for assistants, children, and families. Policies can be included in parent handbooks and other documents.</p>				

Go NAP SACC Outdoor Play & Learning Self-Assessments

Go NAP SACC is based on a set of best practices that stem from the latest research and guidelines in the field. After completing this assessment, you will be able to see your program's strengths and areas for improvement, and use this information to plan healthy changes.

Group Child Care

For this self-assessment, outdoor play and learning includes all activities done outdoors. The questions cover a range of activities, some focused on physical activity and some focused on other learning activities. These questions relate to opportunities for both children with special needs and typically developing children.

Family Child Care

For this self-assessment, the outdoor play space includes anywhere you regularly take children for outdoor playtime. This can include parks or playgrounds off-site if no play space is available right outside your home. These questions relate to opportunities for both children with special needs and typically developing children.

Before you begin:

- Gather staff manuals (group child care only), parent handbooks, and other documents that state your policies and guidelines about outdoor play and learning.
- Recruit the help of key teachers and staff members who are familiar with day-to-day practices. (group child care only)

As you assess:

- Answer choices in parentheses () are for half-day programs. Full-day programs should use the answer choices without parentheses.
- Definitions of key words are marked by asterisks (*).
- Answer each question as best you can. If none of the answer choices seem quite right, just pick the closest fit. If a question does not apply to your program, move to the next question.


Understanding your results:

- The answer choices in the right-hand column represent the best practice recommendations in this area. To interpret your results, compare your responses to these best practice recommendations. This will show you your strengths and the areas in which your program can improve.

Go NAP SACC Self-Assessment Instrument for Outdoor Play & Learning

Outdoor Playtime				
1. Outdoor playtime* is provided to preschool children and toddlers:	<input type="checkbox"/> 4 times per week or less (Half-day: 3 times per week or less)	<input type="checkbox"/> 1 time per day (Half-day: 4 times per week)	<input type="checkbox"/> 2 times per day (Half-day: 1 time per day)	<input type="checkbox"/> 3 times per day or more (Half-day: 2 times per day or more)
	*Outdoor playtime includes any time that children are outdoors playing and learning. Children may be very physically active or do less energetic activities during this time.			
2. The amount of outdoor playtime provided to preschool children* each day is:	<input type="checkbox"/> Less than 60 minutes (Half-day: Less than 15 minutes)	<input type="checkbox"/> 60–74 minutes (Half-day: 15–29 minutes)	<input type="checkbox"/> 75–89 minutes (Half-day: 30–44 minutes)	<input type="checkbox"/> 90 minutes or more (Half-day: 45 minutes or more)
	* For Go NAP SACC, preschool children are children ages 2–5 years.			
3. The amount of outdoor playtime provided to toddlers* each day is:	<input type="checkbox"/> Less than 30 minutes (Half-day: Less than 10 minutes)	<input type="checkbox"/> 30–44 minutes (Half-day: 10–19 minutes)	<input type="checkbox"/> 45–59 minutes (Half-day: 20–29 minutes)	<input type="checkbox"/> 60 minutes or more (Half-day: 30 minutes or more)
	* For Go NAP SACC, toddlers are children ages 13–24 months.			
4. Infants* are taken outdoors:†	<input type="checkbox"/> 3 times per week or less (Half-day: 2 times per week or less)	<input type="checkbox"/> 4 times per week (Half-day: 3 times per week)	<input type="checkbox"/> 1 time per day (Half-day: 4 times per week)	<input type="checkbox"/> 2 times per day or more (Half-day: 1 time per day or more)
	* For Go NAP SACC, infants are children ages 0–12 months. † Infants may be taken outdoors for different activities, including a walk in a stroller or tummy time on a blanket or mat.			

Go NAP SACC Self-Assessment Instrument for Outdoor Play & Learning (Continued)

Outdoor Playtime (Cont'd)					
<p>5. Our program does the following types of activities with children outdoors:</p> <p><i>See list and mark response below.</i></p>	<ul style="list-style-type: none"> • Free play: Playtime that can be more or less energetic, depending on what activities children decide to do. • Structured learning opportunities: Planned lessons and activities including circle time, art projects, and reading time. • Seasonal outdoor activities: Activities that are unique to the season or the weather, including gardening, water play, collecting fallen leaves, and playing in the snow. • Walking trips: Activities, like nature walks and neighborhood tours, that let children explore the outdoors nearby your program, but beyond the regular play space. • Outdoor field trips: Opportunities for children to take part in outdoor activities around the community. Destinations can include local parks, farms, gardens, or nature centers. 				
	<input type="checkbox"/> None	<input type="checkbox"/> 1 activity type	<input type="checkbox"/> 2-3 activity types	<input type="checkbox"/> 4-5 activity types	
Outdoor Play Environment 					
<p>6. The amount of our outdoor play space that is shaded by structures* or trees is:</p>	<input type="checkbox"/> No shade	<input type="checkbox"/> Less than 1/4 or more than 3/4 shaded	<input type="checkbox"/> 1/4 to 1/2 is shaded	<input type="checkbox"/> 1/2 to 3/4 is shaded	
	* Structures that provide shade include fabric canopies or umbrellas, hard top canopies, gazebos, and arbors.				
<p>7. An open area for outdoor games, activities, and events is:</p>	<input type="checkbox"/> Not available	<input type="checkbox"/> Large enough for some children to run around safely	<input type="checkbox"/> Large enough for most children to run around safely	<input type="checkbox"/> Large enough for all children to run around safely*	
	* This refers to all children who regularly use the open area together, not necessarily all of the children in the program. For large centers, this response refers to a space large enough for at least 25 children to run around safely.				

Go NAP SACC Self-Assessment Instrument for Outdoor Play & Learning (Continued)

Outdoor Play Environment (Cont'd)				
8. The outdoor play space for preschool children includes:	<input type="checkbox"/> 1-2 play areas*	<input type="checkbox"/> 3-5 play areas*	<input type="checkbox"/> 6-7 play areas*	<input type="checkbox"/> 8 play areas* or more
	*Each play area offers different play opportunities. An area might include a swing set, sandbox, climbing structure, pathway, garden, house or tent, small inflatable pool, easel, or outdoor musical instruments like pots, pans and pipes for drumming. A play area does not need to be permanent; it can be created by bringing equipment outside.			
9. Describe your program's garden:*	<input type="checkbox"/> There is no garden for herbs, fruits, or vegetables	<input type="checkbox"/> It grows only herbs	<input type="checkbox"/> It grows some fruits and/or vegetables for children to taste	<input type="checkbox"/> It grows enough fruits and/or vegetables to provide children meals or snacks during 1 or more seasons
	* A garden can be planted in the ground or in containers like window boxes or pots. A garden can include vines growing on fences or arbors, or fruit trees planted in the outdoor play space.			
10. In our program, the path for wheeled toys is:	<input type="checkbox"/> No path	<input type="checkbox"/> Unpaved and any width	<input type="checkbox"/> Paved and less than 5 feet wide	<input type="checkbox"/> Paved and 5 feet wide or wider
11. Describe the shape of the path for wheeled toys:	<input type="checkbox"/> No path	<input type="checkbox"/> Straight	<input type="checkbox"/> Curved but not looped	<input type="checkbox"/> Curved and looped*
	*A curved and looped path allows children to ride around multiple loops, not just one large circle.			
12. Describe how the path for wheeled toys connects to different parts of the outdoor play space: <i>See list and mark response below.</i>	<ul style="list-style-type: none"> • Connects to building entrances • Connects the building to play areas • Connects different play areas to each other 			
	<input type="checkbox"/> No path	<input type="checkbox"/> 1 type of connection	<input type="checkbox"/> 2 types of connections	<input type="checkbox"/> 3 types of connections

Go NAP SACC Self-Assessment Instrument for Outdoor Play & Learning (Continued)

Outdoor Play Environment (Cont'd)				
<p>13. Our program has the following portable play equipment* available and in good condition for children to use outdoors:</p> <p><i>See list and mark response below.</i></p>	<ul style="list-style-type: none"> • Jumping toys: jump ropes, jumping balls • Push-pull toys: wagons, wheelbarrows, big dump trucks • Ride-on toys: tricycles, scooters • Twirling toys: ribbons, scarves, batons, hula hoops, parachute • Throwing, catching, and striking toys: balls, bean bags, noodles, rackets • Balance toys: balance beams, plastic "river stones" • Crawling or tumbling equipment: mats, portable tunnels • Other "loose parts": sticks, shovels, pales 			
	<input type="checkbox"/> None	<input type="checkbox"/> 1-2 types	<input type="checkbox"/> 3-5 types	<input type="checkbox"/> 6-8 types
	<p>* Portable play equipment includes any toys that children can carry, throw, push, pull, or kick, as well as "loose parts" that help children explore and learn about the natural world. This equipment can be homemade or store bought. Portable play equipment does not include equipment fixed into the ground like jungle gyms, but does include fabric tunnels, mats, and other larger items that teachers can easily move and switch out.</p>			
<p>14. Portable play equipment is available to children during outdoor active playtime:</p>	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always
<p>15. The amount of portable play equipment available to children during outdoor active playtime is:</p>	<input type="checkbox"/> Very limited	<input type="checkbox"/> Limited	<input type="checkbox"/> Somewhat limited	<input type="checkbox"/> Not limited – there is always something available for each child to play with


Go NAP SACC Self-Assessment Instrument for Outdoor Play & Learning (Continued)

Education & Professional Development				
16. Teachers and staff receive professional development* on outdoor play and learning:	<input type="checkbox"/> Never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more
	* Education can be offered through in-person educational sessions, brochures, tip sheets, or your program's newsletter, website, or bulletin boards.			
17. Professional development for current staff on outdoor play and learning has included the following topics: <i>See list and mark response below.</i>	<ul style="list-style-type: none"> • Recommended amounts of outdoor playtime for young children • Using the outdoor play space to encourage children's physically active play • Communicating with families about outdoor play and learning • Our program's policies on outdoor play and learning 			
	<input type="checkbox"/> None	<input type="checkbox"/> 1 topic	<input type="checkbox"/> 2-3 topics	<input type="checkbox"/> 4 topics
18. Families are offered education* on outdoor play and learning:	<input type="checkbox"/> Never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more
	* Professional development can include taking in-person or online training for contact hours or continuing education credits. It can also include information presented at staff meetings.			
19. Education for families on outdoor play and learning includes the following topics: <i>See list and mark response below.</i>	<ul style="list-style-type: none"> • Recommended amounts of outdoor playtime for young children • Using the outdoors to encourage children's physically active play • Our program's policies on outdoor play and learning 			
	<input type="checkbox"/> None	<input type="checkbox"/> 1 topic	<input type="checkbox"/> 2 topics	<input type="checkbox"/> 3 topics

Go NAP SACC Self-Assessment Instrument for Outdoor Play & Learning (Continued)

Policy				
<p>20. Our written policy* on outdoor play and learning includes the following topics:</p> <p><i>See list and mark response below.</i></p>	<ul style="list-style-type: none"> • Amount of outdoor playtime provided each day • Ensuring adequate total playtime on inclement weather† days • Shoes and clothes that allow children and teachers to play outdoors in all seasons • Safe sun exposure for children, teachers, and staff • Not taking away outdoor playtime in order to manage challenging behaviors • Professional development on outdoor play and learning • Education for families on outdoor play and learning 			
	<input type="checkbox"/> No written policy or policy does not include these topics	<input type="checkbox"/> 1-2 topics	<input type="checkbox"/> 3-5 topics	<input type="checkbox"/> 6-7 topics
	<p>* A written policy includes any written guidelines about your program’s operations or expectations for teachers, staff, children, and families. Policies can be included in parent handbooks, staff manuals, and other documents.</p> <p>† Inclement weather includes very high and very low temperatures, hazardous air quality, storms, and any other factors that make the outdoors unsafe for children.</p>			

Go NAP SACC Self-Assessment Instrument for Outdoor Play & Learning (Family Child Care)

Outdoor Playtime				
1. I provide time for outdoor play:*	<input type="checkbox"/> 3 times per week or less (Half-day: 2 times per week or less)	<input type="checkbox"/> 4 times per week (Half-day: 3 times per week)	<input type="checkbox"/> 1 time per day (Half-day: 4 times per week)	<input type="checkbox"/> 2 times per day or more (Half-day: 1 time per day or more)
	*Outdoor playtime includes any time that children are outdoors playing and learning. Children may be very physically active or do less energetic activities during this time.			
2. The amount of time I provide for outdoor play each day is:	<input type="checkbox"/> Less than 30 minutes (Half-day: Less than 10 minutes)	<input type="checkbox"/> 30-44 minutes (Half-day: 10-19 minutes)	<input type="checkbox"/> 45-59 minutes (Half-day: 20-29 minutes)	<input type="checkbox"/> 60 minutes or more (Half-day: 30 minutes or more)
3. I use the outdoors for the following types of activities: <i>See list and mark response below.</i>	<ul style="list-style-type: none"> • Free play: Playtime that can be more or less energetic, depending on what activities children decide to do. • Structured learning opportunities: Planned lessons and activities including circle time, art, and reading time. • Seasonal outdoor activities: Activities that are unique to the season or the weather, including gardening, water play, collecting fallen leaves, and playing in the snow. • Walking trips or field trips: On walking trips, children explore the outdoors nearby your home, but beyond the regular play space. On field trips, children can enjoy various outdoor activities around the community. 			
	<input type="checkbox"/> None	<input type="checkbox"/> 1 activity type	<input type="checkbox"/> 2-3 activity types	<input type="checkbox"/> 4 activity types
Outdoor Playtime Environment 				
4. The amount of my program's outdoor play space,* that is shaded by structures or trees† is:	<input type="checkbox"/> No shade	<input type="checkbox"/> Less than 1/4 or more than 3/4 is shaded	<input type="checkbox"/> 1/4 to 1/2 is shaded	<input type="checkbox"/> 1/2 to 3/4 is shaded
	* The outdoor play space includes anywhere you regularly take children for outdoor playtime. This can include parks or playgrounds off-site if no play space is available right outside your home. † Structures that provide shade include umbrellas, gazebos, arbors, and covered porches.			

Go NAP SACC Self-Assessment Instrument for Outdoor Play & Learning (Family Child Care)

Outdoor Play Environment (Cont'd)				
5. The open area that I use for outdoor games and group activities is:	<input type="checkbox"/> No open area	<input type="checkbox"/> Large enough for some children to run around safely	<input type="checkbox"/> Large enough for most children to run around safely	<input type="checkbox"/> Large enough for all children to run around safely
6. My program's outdoor play space includes:	<input type="checkbox"/> 1 play area*	<input type="checkbox"/> 2 play areas*	<input type="checkbox"/> 3 play areas*	<input type="checkbox"/> 4 play areas* or more
	* Each play area offers different play opportunities. An area might include a swing set, sandbox, climbing structure, pathway, garden, house or tent, small inflatable pool, easel, or outdoor musical instruments like pots and pans for drumming. A play area does not need to be permanent; it can be created by bringing equipment outside.			
7. Please describe the garden* in your outdoor play space:	<input type="checkbox"/> I have no garden for herbs, fruits, or vegetables	<input type="checkbox"/> It grows only herbs	<input type="checkbox"/> It grows some fruits and/or vegetables for children to taste	<input type="checkbox"/> It grows enough fruits and/or vegetables to provide children meals or snacks during 1 or more seasons
	* A garden can be planted in the ground or in containers like window boxes or pots. A garden can include vines growing on fences or arbors, or fruit trees planted in the outdoor play space.			

Go NAP SACC Self-Assessment Instrument for Outdoor Play & Learning (Family Child Care)

Outdoor Play Environment (Cont'd)				
<p>8. My program has the following portable play equipment* available and in good condition, for children to use outdoors:</p> <p><i>See list and mark response below.</i></p>	<ul style="list-style-type: none"> • Jumping toys: jump ropes, jumping balls • Push-pull toys: wagons, wheelbarrows, big dump trucks • Ride-on toys: tricycles, scooters • Twirling toys: ribbons, scarves, batons, hula hoops, parachute • Throwing, catching, and striking toys: balls, bean bags, noodles, rackets • Crawling or tumbling equipment: mats, portable tunnels • Other "loose parts": sticks, shovels, pails 			
	<input type="checkbox"/> None	<input type="checkbox"/> 1-2 types	<input type="checkbox"/> 3-5 types	<input type="checkbox"/> 6-7 types
	<p>*Portable play equipment includes any toys that children can carry, throw, push, pull, or kick, as well as "loose parts" that help children explore and learn about the natural world. This equipment can be homemade or store bought. Portable play equipment does not include equipment fixed into the ground like swing sets and jungle gyms, but does include fabric tunnels, mats, and other larger items that can easily be moved around by adults.</p>			
<p>9. I offer children portable play equipment during outdoor active playtime:</p>	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always
<p>10. The amount of portable play equipment available to children during outdoor active playtime is:</p>	<input type="checkbox"/> Very limited	<input type="checkbox"/> Limited	<input type="checkbox"/> Somewhat limited	<input type="checkbox"/> Not limited – there is always something available for each child to play with
Education & Professional Development				
<p>11. I complete professional development* on outdoor play and learning:</p>	<input type="checkbox"/> Never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more, including at least 1 in-person or online training, when available
	<p>*Professional development can include taking in-person or online training for contact hours or continuing education credits. It can also include reading brochures, books, or online articles from trusted organizations.</p>			

Go NAP SACC Self-Assessment Instrument for Outdoor Play & Learning (Family Child Care)

Education & Professional Development (Cont'd)				
<p>12. I have covered the following topics as part of this professional development:</p> <p><i>See list and mark response below.</i></p>	<ul style="list-style-type: none"> • Recommended amounts of outdoor playtime for young children • Using the outdoor play space to encourage children’s physically active play • Talking with families about outdoor play and learning 			
	<input type="checkbox"/> None	<input type="checkbox"/> 1 topic	<input type="checkbox"/> 2 topics	<input type="checkbox"/> 3 topics
<p>13. I offer families information* on outdoor play and learning:</p>	<input type="checkbox"/> Never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more
	<p>* Information can be offered through brochures, tip sheets, or your program’s newsletters, website, or bulletin board. Information can be offered informally or during meetings or educational sessions with families.</p>			
<p>14. The information I offer families on outdoor play and learning covers the following topics:</p> <p><i>See list and mark response below.</i></p>	<ul style="list-style-type: none"> • Recommended amounts of outdoor playtime for young children • Using the outdoors to encourage children’s physically active play • My program’s policies on outdoor play and learning 			
	<input type="checkbox"/> None	<input type="checkbox"/> 1 topic	<input type="checkbox"/> 2 topics	<input type="checkbox"/> 3 topics

Go NAP SACC Self-Assessment Instrument for Outdoor Play & Learning (Family Child Care)

Policy					
<p>15. My program's written policy* on outdoor play and learning includes the following topics:</p> <p><i>See list and mark response below.</i></p>	<ul style="list-style-type: none"> • Amount of outdoor playtime provided each day • Ensuring adequate total playtime on inclement weather† days • Shoes and clothes that allow children to play outdoors in all seasons • Safe sun exposure for children • Not taking away outdoor playtime in order to manage challenging behaviors • My participation in professional development on outdoor play and learning • Education for families on outdoor play and learning 				
	<input type="checkbox"/> No written policy or policy does not include these topics	<input type="checkbox"/> 1-2 topics	<input type="checkbox"/> 3-5 topics	<input type="checkbox"/> 6-7 topics	
	<p>* A written policy can include any written guidelines about your program's operations or expectations for assistants, children, and families. Policies can be included in parent handbooks and other documents.</p> <p>† Inclement weather includes very high and very low temperatures, hazardous air quality, storms, and any other factors that make the outdoors unsafe for children.</p>				

OSNAP Nutrition and Physical Activity Daily Self-Assessment Tool

This observation tool can be a valuable resource for assessing afterschool environments. When completing the tool, it is important to honestly assess what you see during the afterschool day so that the results can be used to help you set and meet goals for improving nutrition and physical activity practices. You should make sure to observe children at snack time and when they are physically active. It should take 5-10 minutes to fill out the form at the end of the day.

Getting started

Before you begin, take some time to plan how you can best observe the physical activity and eating practices and behaviors of the children in your program. You may not be able to see *everything* that's going on in the program, but this planning will ensure you prioritize when to be where. It is important that the person who completes this assessment can observe all or most of the snack and physical activity time during your program. Review the questions and the glossary to make sure you know what information you'll need to report on. Also, make sure to consider the following questions as you plan your self-assessment:

- When is physical activity offered? Is it offered at different times or all at once?
- Do kids break out into different groups for physical activity? If so, where in the building do these groups meet?
- When is snack served? Do all the kids eat together or at different times?

If you have a schedule of the program day you may want to use it to plan out your observations. But, do not use your schedule to fill in this tool. What you record should be a measure of what actually happened during the afterschool day.

Instructions

Complete this self-assessment tool each day, Monday through Friday, to get the best assessment of our program offerings. Make sure to answer all questions on the form by the end of each day. It is important that you answer the questions to the best of your ability. If the children in your program split into groups, work with group leaders to make sure to accurately report the activities and participation of all children at your site. Feel free to use the notes section on page 5 to keep track of what you see during the day.

Glossary of Terms

Physical activity is any activity more than sitting or standing (includes activities such as walking, stretching, running, throwing, etc.).

Vigorous physical activity is any activity more than a walk (includes activities such as playground free play, jogging, swimming, etc.).

Groups of children are those that are formally designated by the program, such sites that break children into groups by age, grade, gender etc. for activities. Questions that refer to groups of children do NOT mean smaller, more informal friend groups etc.

Screen Time includes time watching television and DVDs, using computers, and playing video games.

Commercial Broadcast TV/Movies is any screen time shown primarily for entertainment purposes; this includes shows or movies without commercials but shown for entertainment purposes.

Recreational Computer Use is time on the computer primarily for entertainment purposes. Any time on the internet is considered recreational computer use. In contrast, educational computer use is use of computers that emphasizes academics & formal instruction, such as games that promote acquisition of math skills or use of word processing application to write a paper or story.

Sugary drinks include soda, sweetened ice teas, fruit punches, fruit drinks, sports drinks, sweetened water (e.g. Vitamin water), and any juice greater than 4 ounces (a half a cup) in size.

Whole grains are foods that contain a whole grain as the first ingredient on the label. Examples of whole grains are whole wheat, whole corn, barley, oats, and rye.

Water served refers to water that is distributed as part of the program snack, either via pitchers, a cooler/Cambro in the snack area, or in bottles. This does NOT include water children drink from a water fountains or from coolers outside of the snack room/period.

Outside drinks and food are those items that are brought in from home, outside restaurants or convenience stores, purchased from vending machines on site, or distributed by program partners during activity outside of the snack period. This would include any food or drink that is not part of the afterschool snack program.

OSNAP Nutrition and Physical Activity Daily Self-Assessment Tool (Continued)

Physical Activity & Screen Time						
1. How many minutes do you think the <u>typical child</u> at your program was physically active today?	<input type="checkbox"/> 0 minutes	<input type="checkbox"/> 1-14 minutes	<input type="checkbox"/> 15-29 minutes	<input type="checkbox"/> 30-44 minutes	<input type="checkbox"/> 45-59 minutes	<input type="checkbox"/> 60 minutes or more
2. Did your program offer any physical activity time today (for example, free play outside or sports/dance programming)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No				
3. What is the most amount of physical activity time that was offered to any group of children today?	<input type="checkbox"/> No PA offered	<input type="checkbox"/> 1-14 minutes	<input type="checkbox"/> 15-29 minutes	<input type="checkbox"/> 30-44 minutes	<input type="checkbox"/> 45-59 minutes	<input type="checkbox"/> 60 minutes or more
4. What is the least amount of physical activity time that was offered to any group of children today?	<input type="checkbox"/> No PA offered	<input type="checkbox"/> 1-14 minutes	<input type="checkbox"/> 15-29 minutes	<input type="checkbox"/> 30-44 minutes	<input type="checkbox"/> 45-59 minutes	<input type="checkbox"/> 60 minutes or more
5. How many children do you think were active when they attended physical activity time?	<input type="checkbox"/> No PA offered	<input type="checkbox"/> None to 1/4 of kids	<input type="checkbox"/> More than 1/4 to half of kids	<input type="checkbox"/> More than half to 3/4 of kids	<input type="checkbox"/> More than 3/4 to all kids	
6. How many minutes do you think the <u>typical child</u> at your program was engaged in vigorous physical activity (i.e. activity more than a walk) today?	<input type="checkbox"/> 0 minutes	<input type="checkbox"/> 1-9 minutes	<input type="checkbox"/> 10-19 minutes	<input type="checkbox"/> 20-29 minutes	<input type="checkbox"/> 30-59 minutes	<input type="checkbox"/> 60 minutes or more
7. Did your program offer any <u>vigorous</u> physical activity time today?	<input type="checkbox"/> Yes	<input type="checkbox"/> No				
8. What is the <u>most</u> amount of vigorous physical activity time that was offered to any group of children today?	<input type="checkbox"/> No vigorous PA offered	<input type="checkbox"/> 1-9 minutes	<input type="checkbox"/> 10-19 minutes	<input type="checkbox"/> 20-29 minutes	<input type="checkbox"/> 30-59 minutes	<input type="checkbox"/> 60 minutes or more



SCHOOL OF PUBLIC HEALTH
Prevention Research Center
on Nutrition and Physical Activity
www.hsph.harvard.edu/prc



www.osnap.org

OSNAP Nutrition and Physical Activity Daily Self-Assessment Tool (Continued)

Physical Activity & Screen Time (Cont'd)						
9. What is the least amount of vigorous physical activity time that was offered to any group of children today?	<input type="checkbox"/> No vigorous PA offered	<input type="checkbox"/> 1-9 minutes	<input type="checkbox"/> 10-19 minutes	<input type="checkbox"/> 20-29 minutes	<input type="checkbox"/> 30-59 minutes	<input type="checkbox"/> 60 minutes or more
10. Did your program show any broadcast or cable TV or movies today?	<input type="checkbox"/> Yes	<input type="checkbox"/> No				
11. Did you see any children using electronic hand held devices (for uses other than homework/instruction)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No				
12. Did your program offer any recreational (i.e. on the internet, entertainment) computer time today?	<input type="checkbox"/> Yes	<input type="checkbox"/> No				
13. How much recreational computer time was allowed for each child?	<input type="checkbox"/> No computer time	<input type="checkbox"/> 1-14 minutes	<input type="checkbox"/> 15-29 minutes	<input type="checkbox"/> 30-44 minutes	<input type="checkbox"/> 45-59 minutes	<input type="checkbox"/> 60 minutes or more
Nutrition						
14. Was a fruit or vegetable served at snack?	<input type="checkbox"/> Yes	<input type="checkbox"/> No				
15. Were any grains served at snack?	<input type="checkbox"/> Yes	<input type="checkbox"/> No				
16. If grains were served at snack, were they snacks that contain a whole grain as the first ingredient?	<input type="checkbox"/> NA (no grains served)	<input type="checkbox"/> Yes (whole grains served)	<input type="checkbox"/> No (grain served but not a whole grain)			
17. Were drinks with sugar added like soda, sweetened teas, fruit punches, or sports drinks served at snack?	<input type="checkbox"/> Yes	<input type="checkbox"/> No				

OSNAP Nutrition and Physical Activity Daily Self-Assessment Tool (Continued)

Nutrition (Cont'd)						
18. Was 100% juice served at snack?	<input type="checkbox"/> Yes	<input type="checkbox"/> No				
19. If 100% juice was served at snack, was it served in a container greater than 4oz?	<input type="checkbox"/> NA (no juice served)	<input type="checkbox"/> Yes (>4oz of juice was served)	<input type="checkbox"/> No (juice was served in a small container)			
20. Was water served (with a pitcher or from a cooler) at snack? <i>If no, skip to question 18.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No				
21. For the children who were served water, how much do you think they drank?	<input type="checkbox"/> None	<input type="checkbox"/> Some	<input type="checkbox"/> Most	<input type="checkbox"/> All		
22. How many kids consumed sugary drinks from outside the snack program (e.g. vending, home, etc.) during the afterschool day?	<input type="checkbox"/> None	<input type="checkbox"/> Few (1-5 kids)	<input type="checkbox"/> Some (6-10 kids)	<input type="checkbox"/> Many (>10 kids)		
23. How many kids consumed food from outside the snack program during the afterschool day?	<input type="checkbox"/> None	<input type="checkbox"/> Few (1-5 kids)	<input type="checkbox"/> Some (6-10 kids)	<input type="checkbox"/> Many (>10 kids)		

OSNAP Nutrition and Physical Activity Daily Self-Assessment Tool (Continued)

This notes page is a place for you to keep track of any important nutrition or physical activity related observations you make during the afterschool day. You may find it useful to jot down things like the start and end times of physical activity, tallies of kids you see eating or drinking outside food etc. This can be a good reference for accurately filling out the self-assessment at the end of the day.

Things to remember about physical activity...

Things to remember about computer, TV or movies...

Things to remember about food and drinks at snack...

Things to remember about outside foods and drinks...

Child care physical activity policies

In an effort to provide the best possible nutrition and physical activity environment for the children in our facility, we have adopted the following policies. The administration and staff appreciate support from parents in promoting the health of our children.

Active Play and Inactive Time

- We provide at least 120 minutes of active playtime to all preschool-age children each day.
- We provide toddlers with at least 90 minutes of physical activity each day, with at least 30 minutes of teacher-led activity.
- We provide infants with tummy time two to three times a day while the child is awake.
- We provide all children with opportunities for outdoor play two or more times per day.
- We limit the use of confining equipment, such as swings and bouncy chairs, in order to support infant development.
- We ensure that preschool-age children are rarely seated for periods of more than 30 minutes.
- We do not withhold active playtime for children who misbehave. Instead, we provide additional active playtime for good behavior.
- We rarely show television or videos. Children under age 2 are not allowed screen time.

Play Environment

- We provide fixed play equipment (tunnels, climbing and balancing equipment) that is extensive and varied for all children.
- We provide portable play equipment (wheeled toys, balls, hoops, ribbons) that is diverse and available for children to use at the same time.
- We make outdoor portable play equipment freely available to all children all the time.
- Outdoor play space includes an open, grassy area and a track/path for wheeled toys.
- Indoor play space is available for all activities, including running, when weather does not permit outdoor play.
- Indoor play space that is large, open, and safe is available for infants to move freely and be active.
- Safe indoor equipment is accessible in classrooms at all times (soft balls, push-pull toys, low-carpeted blocks for climbing, tunnels).

Supporting Physical Activity

- Our staff provides planned daily physical activity for infants that is safe, engaging, and appropriate and responds promptly to infant cues of frustration, boredom, or fatigue.
- Our staff often encourages children to be active and join others in active play, both indoors and outdoors.
- We provide visible support for physical activity in classrooms and common areas through use of posters, pictures, and displayed books.
- We provide fun and engaging physical activity daily in our lesson plans.
- We re-direct children to safe physical activities and/or involve them in discussion about safety concerns.
- We ask that all children are dressed for physical activity. Restrictive shoes are not allowed.

Physical Activity Education

- We provide training opportunities for staff on physical activity (other than playground safety) two times a year or more.
- We provide teacher-directed physical activity education for children, through a standardized curriculum, once a week or more.
- We offer physical activity education to parents twice a year or more.

Active Early quality improvement plan

Directions: Using the results of the self-assessment, prioritize the quality improvement area(s) to be completed within the plan. Not all physical activity areas need to be addressed immediately. Start with three to five aims/outcomes to work on at a time. More aims/outcomes can be overwhelming and too few will limit the success you experience in your program. Be sure to write your goals in a way that demonstrates how they are inclusive and culturally competent.

Original QIP Date:

Date of QIP Review:

Quality Improvement Area	Aim/ Desired Outcome	Barriers	Task(s)	Responsible Party	Resources in hand/ Resources Needed	Measurement	Timeline/ Benchmarks	Test of Plan
								Worth doing? <i>Y or N</i> Measurable? <i>Y or N</i> Outcomes? <i>Y or N</i> Inclusive? <i>Y or N</i> Culturally Competent? <i>Y or N</i>
								Worth doing? <i>Y or N</i> Measurable? <i>Y or N</i> Outcomes? <i>Y or N</i> Inclusive? <i>Y or N</i> Culturally Competent? <i>Y or N</i>
								Worth doing? <i>Y or N</i> Measurable? <i>Y or N</i> Outcomes? <i>Y or N</i> Inclusive? <i>Y or N</i> Culturally Competent? <i>Y or N</i>
								Worth doing? <i>Y or N</i> Measurable? <i>Y or N</i> Outcomes? <i>Y or N</i> Inclusive? <i>Y or N</i> Culturally Competent? <i>Y or N</i>

Language development word lists

Movement Awareness: What the Body Does

	TERM	MEANING
STABILITY MOVEMENTS	Swaying	Moving the top of your body from side to side without moving your feet
	Swinging	Moving back and forth with the lower part of your body
	Hanging	Holding on to or fastening to something above and leaving the bottom of your body free to move
	Turning	Changing the direction of your body
	Twisting	Turning one part of your body in one direction while leaving the other part of your body in the same position
	Balancing	Keeping your body steady so you do not fall over
	Curling	Moving your body parts inwards, such as bringing your knees to your chest
	Standing	Being on your feet with your body upright, but without moving your feet
	Sitting	Resting on your bottom
	Squatting	Bending your knees and lowering your body
	Kneeling	Bending your legs and putting your knees on the ground
	Pulling	Moving something forward or toward you
	Pushing	Pressing on or against something
	Stretching	Spreading out your arms, legs, or body and reaching as far as you can with each
	Bending	Moving at your joints, such as your waist, elbow, or knee
	Shaking	Moving quickly back and forth or side to side
	Dodging	Avoiding something by moving quickly out of the way
	Landing	Coming down from the air
Transferring Body Weight	Moving from one part of your body to another; balancing on one foot and then the other or moving from your hands to your feet	

	TERM	MEANING
TRAINING MOVEMENTS	Walking	Moving along by placing one foot on the ground before lifting the other
	Climbing	Using hands and feet to move upwards on an object
	Crawling	Moving forward on your hands and knees
	Marching	Moving like you are walking, but lifting your knees higher
	Gliding	Moving smoothly and easily, as in a skating motion
	Running	Moving along by quickly placing one foot in front of the other
	Jumping	Pushing off with two feet and landing on two feet
	Hopping	Pushing off on one foot and landing on the same foot
	Leaping	Jumping from one foot and landing on the other foot
	Galloping	Moving forward quickly with both feet leaving the ground at the same time
	Sliding	Moving sideways, taking a step with one foot and then bringing the other foot from behind up next to it
	Skipping	Moving forward with a step and a hop on one foot and then a step and a hop on the other foot
MANIPULATING OBJECTS WITH MOVEMENTS	Throwing	Sending something through the air by pulling your hand back, bringing your arm forward, and releasing the object as you pull your arm to the front
	Underhand throwing	Sending something through the air by pulling your hand back under your shoulder, bringing your arm forward under your shoulder, and releasing the object as you pull your arm to the front
	Overhand throwing	Sending something through the air by pulling your hand back over your shoulder, bringing your arm forward over your shoulder, and releasing the object as you pull your arm to the front
	Rolling	Moving something across the ground by pulling it back, pushing it forward, and releasing it
	Catching	Grabbing hold of something moving through the air
	Kicking	Moving something forward by hitting it with your foot
	Punting	Dropping an object, such as a ball, from your hands and kicking it before it hits the ground
	Trapping	Stopping an object, such as a ball, with your foot
	Striking	To hit an object, such as a ball, away from the body with a hand or an object such as a bat or racket
	Volleying	To hit an object before it hits the ground
	Dribbling	To hit an object, such as a ball, downwards, so it hits the ground and bounces back up to your hand

Space Awareness: Where the Body Moves

Direction

Up	Left	Sideways
Down	Forward	Clockwise
Right	Backward	Counterclockwise

Levels

Low	High	Middle
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Pathways

Straight	Curved	Zigzag
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Extensions

Large	Small	Far	Near
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Effort Awareness: How the Body Moves

Time & Speed

Slow	Speeding up	Quick
Medium	Slowing down	Sustained
Fast	Sudden	

Rhythm

Beats (Regular Rhythm)	Patterns (Repeated Order)	Cadence (Rhythmic Pattern)
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Sound

Loud	Quiet	Soft
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Force & Muscle Tension

Degree of:

Light	Strong	Heavy
Medium	Weak	

Creating:

Starting	Sustained	Explosive
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Absorbing:

Stopping	Receiving
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Controlling Effort

Weight Transfer:

Rocking	Rolling	Flight	Stepping
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Dimensions:

Single Movement	Combination of Movements	Transitions
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Relational Awareness: Awareness of Self, Others and Objects

Body Parts

Head	Foot	Shoulder
Hand	Arms	Neck
Ears	Fingers	Stomach
Eyes	Wrist	Back
Nose	Elbow	Bottom
Leg	Ankles	Hips
Knee	Toes	Chest

Shapes

Big	Narrow	Circle
Small	Thin	Rectangle
Curved	Twisted	Symmetrical
Straight	Triangle	Nonsymmetrical
Wide	Square	

Roles

Leading	Taking Turns	Between Groups
Following	Partner	Unison
Mirroring	Solo	Contrast
Matching	Groups	

Association

Letters	Colors	Pretense
Numbers	Hand Signs	

Locations

Near to	In front	Apart
Far from	Behind	Surrounding
Around	Meeting	Alongside
Through	Parting	Over
Facing	In	Under
Side by Side	Out	Top
On	Together	Bottom
Off		

Full day sample schedules: group child care & family child care

Full Day Sample Schedule: Group Child Care		
Arrival, preparation, and choice activities	30 minutes (before and while children arrive)	Music and movement interest area available
Group meeting	20 minutes	Teacher-led physical activity integrated into content
Choice time	60 minutes	Music and movement Interest area available
Cleanup, handwashing, and snack	20 minutes	Activity related to transition
Small groups	20 minutes	Integration of physical activity into studies (i.e. math, literacy)
Outdoor choice time	40 minutes	Teacher-led physical activity included
Read aloud	15 minutes	Acting out story
Lunch and Meaningful Conversation	40 minutes	
Rest and quiet activities	45 minutes	
Outdoor choice time	30 minutes	Teacher-led physical activity included
Read aloud	15 minutes	Acting out story
Limited choices and small groups	30 minutes	Movement interest area available and/or integration of physical activity into studies (i.e. math, literacy)
Group meeting and departures	20 minutes	Teacher-led physical activity integrated into content
Teacher planning time		Intentionally include physical activity in tomorrow's plan

Full Day Sample Schedule: Family Child Care		
Early morning and arrival		
Morning circle	15 minutes	Teacher-led physical activity integrated into content
Morning choice time and snack	1 hour	Music and movement Interest area available
Outdoor play	1 hour	Teacher-led physical activity included
Transition indoors and to group read aloud time	1/2 hour	Activity related to transition and acting out story
Lunch and meaningful Conversation	30-45 minutes	
Nap time and afternoon snack	1-2 hours	
Afternoon choice time and outdoor play	2 hours	Music and movement interest area available and teacher-led physical activity included outdoors
Transition and afternoon meeting	1/2 hour	Activity related to transition and teacher-led physical activity integrated into content
End of the day		Physical activity options available (i.e., music and movement interest area)

APPENDIX H

Infant and toddler schedule

List the child's name and times for caregiving routines, such as **physical activity**, sleeping, eating, etc. Using this information for the group, determine the following: **outdoor times**, planning times, and cleaning times. **Highlight times for physical activity and outdoor play.** Think about times when more help may be needed to be prepared ahead of time.

Time	Child: <i>Infant</i>	Child: <i>Toddler</i>	Child:	Child:
7:00 a.m.	Arrives			
7:30 a.m.	Eat			
8:00 a.m.	Tummy Time			
8:30 a.m.	Free Movement			
9:00 a.m.	Free Movement	Arrives		
9:30 a.m.	Naptime	Group Time		
10:00 a.m.	Naptime	Snack		
10:30 a.m.	Eat	Choice Time		
11:00 a.m.	Outdoor Time	Outdoor Time		
11:30 a.m.	Engaged PA	Meal Time		
12:00 p.m.	Free Movement	Naptime		
12:30 p.m.	Tummy Time	Naptime		
1:00 p.m.	Eat	Choice Time		
1:30 p.m.	Naptime	Choice Time		
2:00 p.m.	Naptime	Snack		
2:30 p.m.	Naptime	Group Time		
3:00 p.m.	Outdoor Time	Outdoor Time		
3:30 p.m.	Outdoor Time	Outdoor Time		
4:00 p.m.	Eat	Choice Time		
4:30 p.m.	Tummy Time	Choice Time		
5:00 p.m.	Departs	Late Snack		
5:30 p.m.		Outdoor Time		
6:00 p.m.		Departs		

Choice Time always includes options for physical activity and gross motor development. **Group Time** always includes 10 minutes of planned teacher-led physical activity, but remains flexible

Books to move to: Physical activity and literacy

Amazon Sun, Amazon Rain
By Ximena de la Piedra

**Anna Banana,
101 Jump Rope Rhymes**
By Joanna Cole

The Ants Came Marching
By Martin Kelly

The Aunts Go Marching
By Maurie Jo Manning

Barnyard Dance
By Sandra Boynton

Boom Chicka Rock
By John Archambault

Bounce
By Doreen Cronin

**Brown Bear, Brown Bear,
What Do You See**
By Bill Martin, Jr.

**The Busy Body Book:
A Kid's Guide to Fitness**
By Lizzie Rockwell

Catch the Ball!
By Eric Carle

The Caterpillar Fight
By Sam McBratney

Clap Your Hands
By Lorinda Bryan Cavley

Down By the Bay
By Raffi

Five Green and Speckled Frogs
By Martin Kelly & Phil Legris

Five Little Ducks
By Raffi

**Five Little Monkeys
Jumping on the Bed**
By Eileen Christelow

From Head to Toe
By Eric Carle

Head, Shoulders, Knees and Toes
By Annie Kubler

Hey! Wake Up!
By Sandra Boynton

The Hokey Pokey
By Larry La Prise

Hop! Hop! Hop!
By Ann Whitford Paul

Hop Jump
By Ellen Stoll Walsh

If You're Happy and Know It!
By Jane Cabrera

Jump, Kangaroo, Jump!
By Stuart J. Murphy

Just Like Josh Gibson
By Angela Johnson

Millions of Snowflakes
By Mary McKenna Siddals

Monkey See, Monkey Do
By Marc Gave

Monster Musical Chairs
By Stuart J. Murphy

My Mama Had a Dancing Heart
By Libba Moore Gray

One, Two, Skip A Few!
By Roberta Arenson

Over in the Grasslands
By Anna Wilson and Alison Bartlett

Over, Under, Through
By Tana Hoban

**Philadelphia Chickens:
A Too Illogical, Zoological
Musical Revue**
By Sandra Boynton and
Michael Ford

**Polar Bear, Polar Bear,
What Do You Hear**
By Bill Martin, Jr.

**Rap a Tap Tap: Here's Bojangles—
Think of That!**
By Leo and Diane Dillon

Shake My Sillies Out
By Raffi

Shape Space
By Cathryn Falwell

Sheep Wants to Jump
By Clive Batkin

The Snowy Day
By Ezra Jack Keats

Sometimes, I Like to Curl up in a Ball
By Vicki Churchill

Song and Dance Man
By Karen Ackerman

Stomp, Stomp!
By Bob Kolar

Stop Drop and Roll
By Margery Cuyler

Ten Flashing Fireflies
By Philemon Sturges

Ten Go Tango
By Arthur Dorros

Tessa's Tip-Tapping Toes
By Carolyn Crimi

Under the Sea
By Emma Lynch

Walking Through the Jungle
By Debbie Harter

We All Went on Safari
By Larie Krebs

We're Going on a Bear Hunt
By Michael Rosen

Where the Wild Things Are
By Maurice Sendak

Who Hops?
By Katie Davis

Who Jumps?
By Edwina Lewis and Ant Parker

The Wind Blew
By Pat Hutchins

Homemade physical activity materials

Item	Instructions
Balance Beam	Use a 4x4 beam of about 8 feet in length. Secure two stabilizing pieces of lumber to the bottom of the beam with screws. Smooth the edges with a router or apply carpeting or matting over the length of the beam. (Contact a local hardware store for assistance.)
Balance Boards	Use a ½" or ¾" piece of plywood for top of the balance board. Use a piece of piping or any other strong material that is shaped in a cylinder for bottom. Wrap the piping in tape if its surface needs to be smoother. Try making different shapes (circle, rectangle, square) for the top of the balance board.
Beanbags	Cut a heavy, sturdy cloth material into a 4" x 8" rectangle or a 6" x 6" rectangle. Fold the piece of cloth over to make a square (make sure you are folding the sides you want on the outside of the beanbag inwards). Triple stitch two of the sides. Turn the cloth inside out to expose a smooth outside surface. Fill with dried beans or other seeds. Sew the last side. If you want to get really creative, try making bean bags in different shapes!
Bowling Pins	Use either empty half-gallon plastic bleach bottles or potato chip canisters. Fill each with 2 to 3 inches of sand to weigh them down.
Climbing Rope	Select a rope with a diameter of 1½ inches. Put a few knots in the bottom half of the rope so children can be successful at climbing. Space knots about 9 inches apart. By leaving the top half without knots, it can serve as a challenge to more experienced climbers.
Jump Ropes	Use 3/8" to ½" sash cord or plow line (this can be purchased at a hardware store). Cut into 5- to 8-foot lengths for individual short ropes. To prevent unraveling, wrap rope ends with duct tape and cut through tape with a sharp knife. If you would like longer ropes, cut pieces into 10- to 16-foot lengths.
Ladder	Rails of the ladder can be made from 2" x 2" or 2" x 4" pieces of lumber. The rails should be between 7' and 12' long. Rungs should be between 12" and 16" inches long with a piece of wood either 1½" in diameter or a 2" x 2." Use screws and/or nails to fasten rungs securely with spacing of 12" to 14" apart. Sand and paint or varnish the ladder for safety. Also, consider using varied spacing between the rungs for a more challenging experience.
Cones	Ask government traffic and highway agencies if you can have discarded traffic cones. Otherwise, half gallon bleach bottles or milk containers that have been emptied and cleaned can be used for cones by filling them with 2 or 3 cups of sand to keep them from tipping.
Movement Mats	Purchase clear plastic carpet runners. Cut footprints, handprints and seatprints from contact paper. Apply them to the carpet runner. This can help guide children in their movements.
Parachute	Instead of purchasing a parachute, use a sheet from a queen size or king size set. Military supply depots also may have old, inexpensive parachutes.
Scoop	Cut the bottom from a cleaned half-gallon plastic bottle with a handle. Tape along the cut edge for safety!
Tires	Ask a tire store if you can have discarded automobile rubber tires. Look for tires of different sizes for children to have different handling and lifting experiences. You can paint the tires various colors and with designs using lacquer or water-based paints.
Vaulting Box	Stack old newspapers and magazines in a cardboard box. Tape and tie the box securely. Now you have a vaulting box!
Wands	Saw off discarded broomsticks or dowels in lengths of 30 inches or less. Sand and paint each colorfully!

From *See How They Run: A Lesson Guide to Preschool Movement Education* by Joni Coe and Lee Allsbrook. 1978.

Physical activity materials & equipment ideas

The materials and equipment ideas are broken down by the physical development or gross motor skill they promote the most. However, many materials can be used to develop multiple gross motor skills!

Travelling Skills

- Movement CDs
- Movement Cards
- Cone markers
- Hurdles
- Foam dice
- Streamers
- Hopscotch carpet
- Relay batons
- Movement mats
- Jump ropes
- Dancing wristbands
- Tricycles
- Tunnels
- Spot markers
- Tumbling mat
- Movement dice
- Sleds
- Wagon

Manipulating Skills

- Parachute
- Playground balls
- Whiffle balls
- Sports balls
- Foam balls
- Sensory balls
- Fleece balls
- Beach balls
- EZ Catch
- Bean bags
- Scarves
- Soft flying discs
- Plastic bat
- Batting tee
- Paddles
- Targets
- Scoops
- Basketball hoop
- Soccer goal
- Bowling pins

Balancing Skills

- Yoga for kids
- Hula-Hoops
- Stilts
- Activity rings
- Teeter-totter
- Balance beam
- Ladder
- Stepping stones
- Stepping logs

Storage and Upkeep

- Storage cart
- Storage shelves
- Storage tubs
- Hooks
- Inflator
- Mesh bag
- Foot pump

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