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Sacramento County Office of Education

Program Partners: *California Department of Education-Nutrition Services Division, Beanstalk, Preschool Bridging Model Plus (PBM Plus), California Preschool Instructional Network (CPIN), WestED*

Program Information

Preschools SHINE is a voluntary program for public and private child care centers and family child care homes that serve preschool-aged children (3-5 years) and are enrolled in the Child and Adult Care Food Program (CACFP). The goal of the program is to promote high-quality child nutrition and wellness environments. Preschools SHINE, with funding from the California Department of Education - Nutrition Services Division (CDE-NSD), provides support to participating child care programs through on-site coaching and targeted training, utilizing a team with expertise in nutrition and health.

Through funding from CDE-NSD, a coaching model has been implemented in Sacramento, Merced, and Humboldt through county offices of education to support preschool programs to make positive changes in nutrition and wellness environments. Preschool centers and family child care providers that participate in Preschools SHINE receive on-site coaching, professional development, and resources to support the implementation of criteria within each of the ten Preschool SHINE elements (see Appendix A for Program Overview and Preschools SHINE Elements and Criteria).

To assess the needs and impact of Preschools SHINE, a survey was administered to program participants in spring of 2015 (see Appendix B for a copy of the survey). Data from this survey was used to measure program impact, provide descriptions of program services to funding agencies, and guide program implementation for future years. This report summarizes survey data from participants who received on-site coaching support in 2014-15.

Survey Results

The survey captured data for the 2014-15 program year and results were organized into 7 areas:

- Respondent Demographics
- Completion and Evaluation of Forums
- Completion and Evaluation of Online Courses
- Outcomes of Preschools SHINE Program at Child Care Sites
- Outcomes of Coaching at Child Care Sites
- Respondent Learning and Impact of Program
- Future Planning for the Preschools SHINE Program

Respondent Demographics

A total of 28 participants responded to the survey. Table 1 shows the distribution of respondents across county and role. The largest number came from Sacramento County (14) and respondents were comparably distributed across roles at the child care site. Those respondents that selected a role of “other” described their roles as monitor and family services worker.

Table 1. Respondents by County and Role

Survey Respondents by Role and County	County			Total
	Humboldt	Merced	Sacramento	
<i>Number of Programs Served</i>	6	10	14	30
Director	1	2	4	7
Teacher	3	2	4	9
Family Child Care Provider/Staff	1	4	5	10
Other (please specify)	1	0	1	2
Total Respondents	6	8	14	28

Respondents also indicated whether their child care program participated in other early learning quality initiatives and professional development that was not related to Preschools SHINE professional development (non-SHINE PD). Of the 28 respondents, 23 had participated in other early learning quality initiatives. Table 2 shows the percent of respondents that had participated in each of the initiatives (respondents could select more than one). Of the four respondents that had marked “other”, the initiatives were described as Beanstalk, Child Care Initiative Project (CCIP), Mentor Program, Coach, and Early Childhood Quality Improvement Project (EQuIP).

Table 2. Participation in Early Learning Quality Initiatives

Early Learning Quality Initiative	Count	Percent
California Preschool Instructional Network	7	25%
CARES Plus	8	29%
Child Signature Program Plus	1	4%
Preschool Bridging Model	4	14%
Race to the Top – Early Learning Challenge	19	68%
Other (please specify)	4	14%

Not only had the majority of respondents participated in other early learning quality initiatives, 20 respondents (71%) had also participated in non-SHINE PD within the past two years. The respondents who had received non-SHINE PD indicated that they received anywhere from 10 to 200 hours of non-SHINE PD, for an average of 61 hours. Some examples of the non-SHINE PD included:

- SETA – Head Start
- Child Abuse Prevention Council

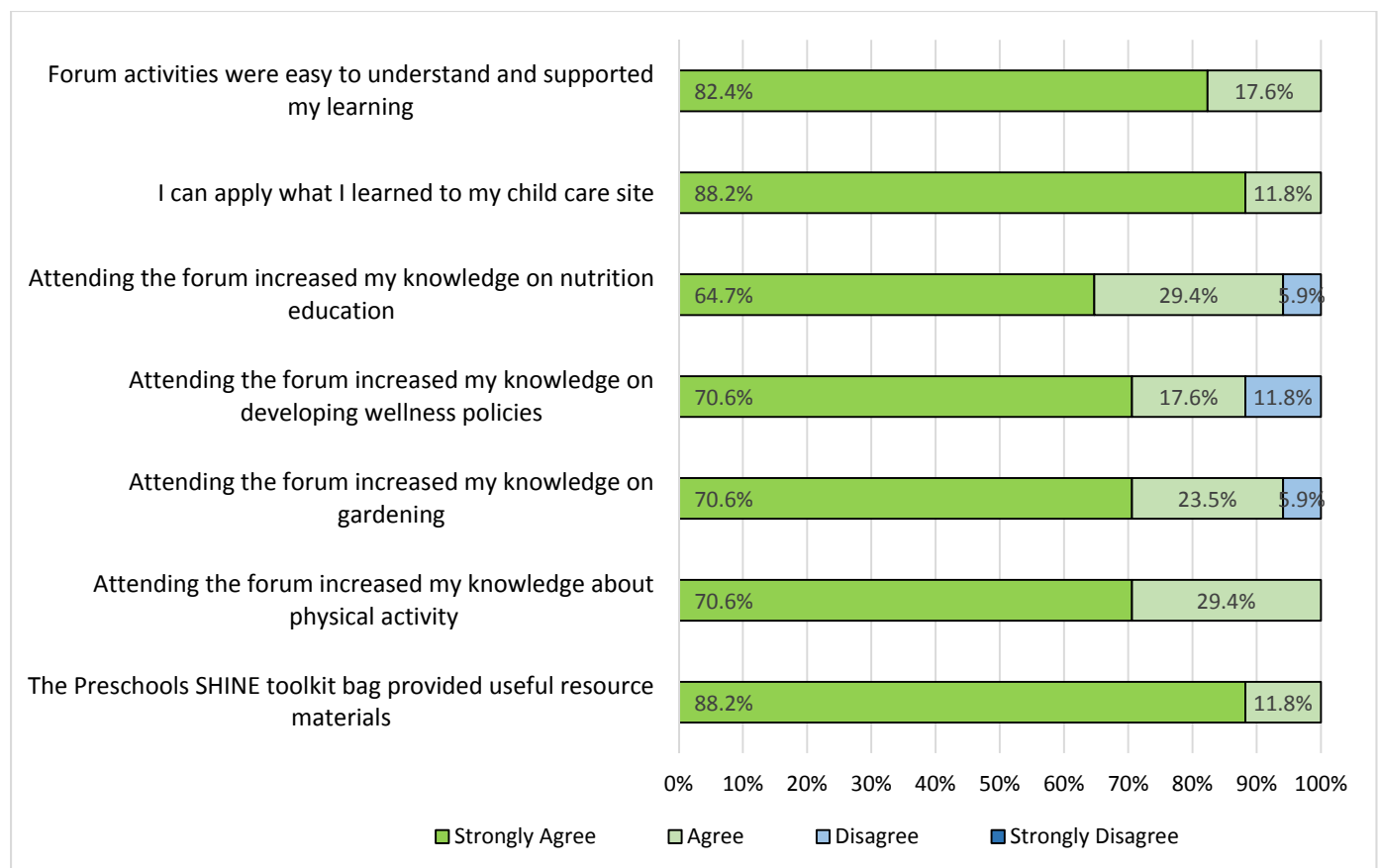
- West Ed Math Project
- First 5
- Childhood Trauma
- Transitional Kindergarten and Kindergarten math workshops
- Desired Results Developmental Profile (DRDP) 2015

Only 2 respondents had not participated in either additional early learning quality initiatives or non-SHINE PD.

Completion and Evaluation of Forums

A total of 18 respondents participated in the Nutrition and Physical Activity (NPA) Forum and 18 participated in the Meal Quality Forum. Thirteen respondents had attended both forums and four had not attended either of the forums. Respondents were asked to indicate how well the forums supported their learning and their practices at their child care site. Results for both forums were very positive. Figures 1a and 1b summarize the feedback on the forums provided by respondents.

Figure 1a. Nutrition and Physical Activity (NPA) Forum Feedback (N = 17)

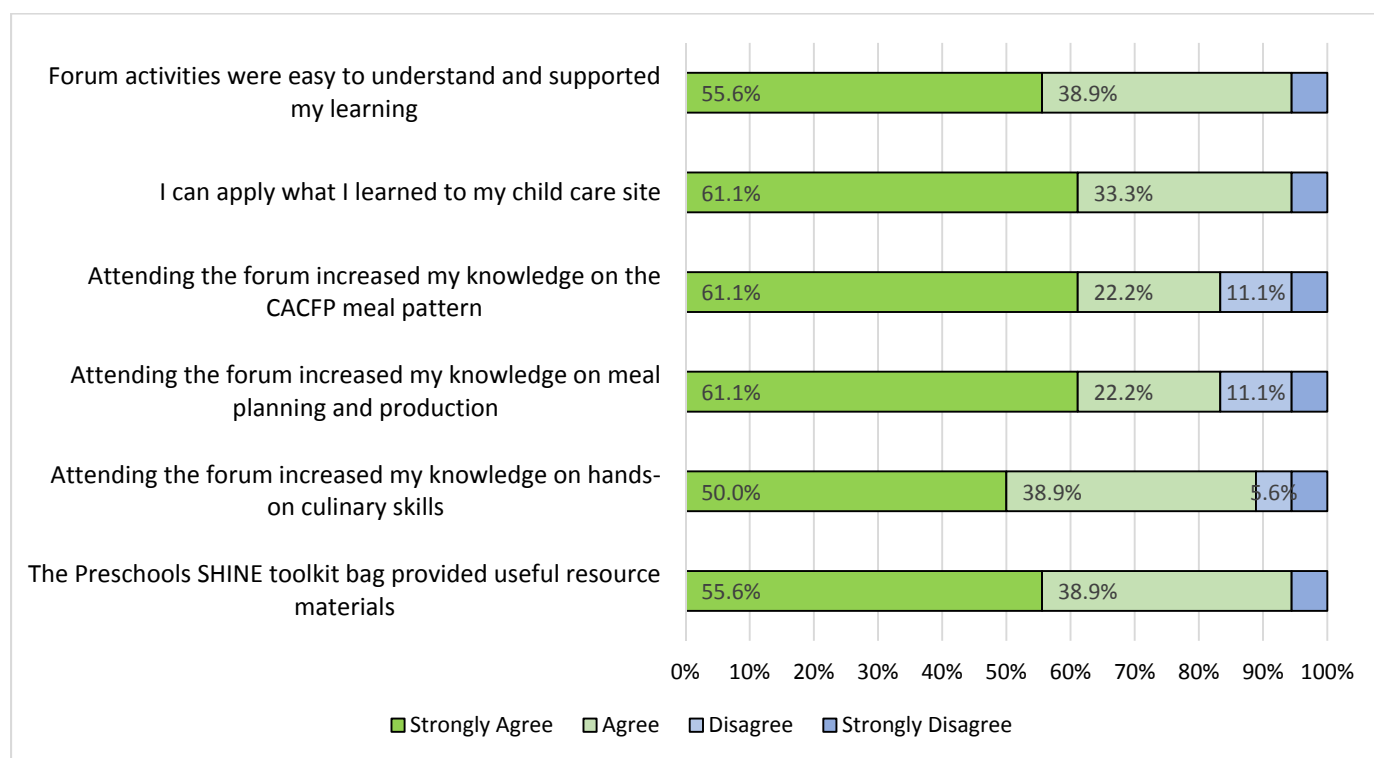


Results for the NPA forum show that all 17 respondents agreed, or strongly agreed, that: the activities were easy to understand and supported their learning; they could apply what they learned; it increased their knowledge about physical activity; and the toolkit bag provided useful

resource materials. The large majority (88% to 94%) also agreed, or strongly agreed, that the forum increased their knowledge of nutrition education, developing wellness policies, and gardening.

Results for the Meal Quality forum were also very positive. A range of 83% to 94% of respondents agreed, or strongly agreed, that: the activities were easy to understand and supported their learning; they could apply what they learned; it increased their knowledge of the CACFP meal pattern, meal planning and production, and hands-on culinary skills; and the toolkit had provided useful resource materials. Only one respondent indicated that the meal Quality forum did not improve their learning or knowledge in any of the areas.

Figure 1b. Meal Quality Forum Feedback (N = 18)

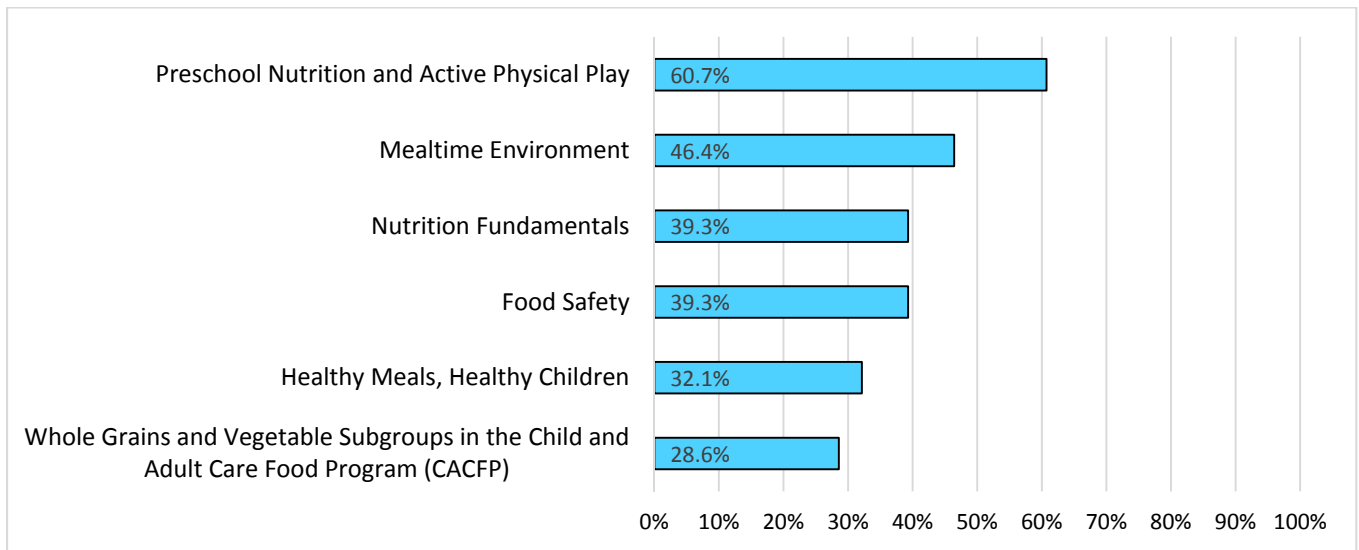


Completion and Evaluation of Online Courses

Of the 28 respondents, 14 had completed five or more of the online courses, seven had completed one to four courses, and seven did not complete any online courses¹. Figure 2 shows the participation rates for each of the online courses. The most popular course was Preschool Nutrition and Active Physical Play (60.7% had taken this course) followed by Mealtime Environment (46.4% had taken this course).

¹ The completion of each online course was not required of all participants. Child care sites were required to complete professional development through the CDE online coursework and/or other approved professional development options.

Figure 2. Online Course Participation



When respondents were asked if they had experienced any difficulties in accessing the courses online, eight indicated that they had. Table 3 shows the types of challenges they had encountered. The most common challenge was difficulty using Blackboard to take tests and print certificates followed by difficulty navigating through the online modules and difficulty in registering to take the course. None of the respondents indicated that Internet access or speed was an issue however, it is possible that those without internet access elected not to participate in the survey. Three respondents indicated that they encountered other issues. These issues entailed the website being down or personal limitations of basic computer use.

Table 3. Type of Challenge Encountered when Accessing the Online Courses

Access Issue	Count
Difficulty using Blackboard (to take final tests and print certificates)	6
Difficulty navigating through the online modules	5
Difficulty registering to take the course	4
No access to a computer or device	1
No time provided within the work day to access the modules	1
No Internet access	0
Internet speed was too slow to load the modules	0
Other (please describe)	3

To improve program services and course access, respondents were given an opportunity to provide recommendations to make online courses more user-friendly. About one-third of the participants did not provide comments, one-third indicated that they were happy with the online course process and had no recommendations for improvement, and one-third provided

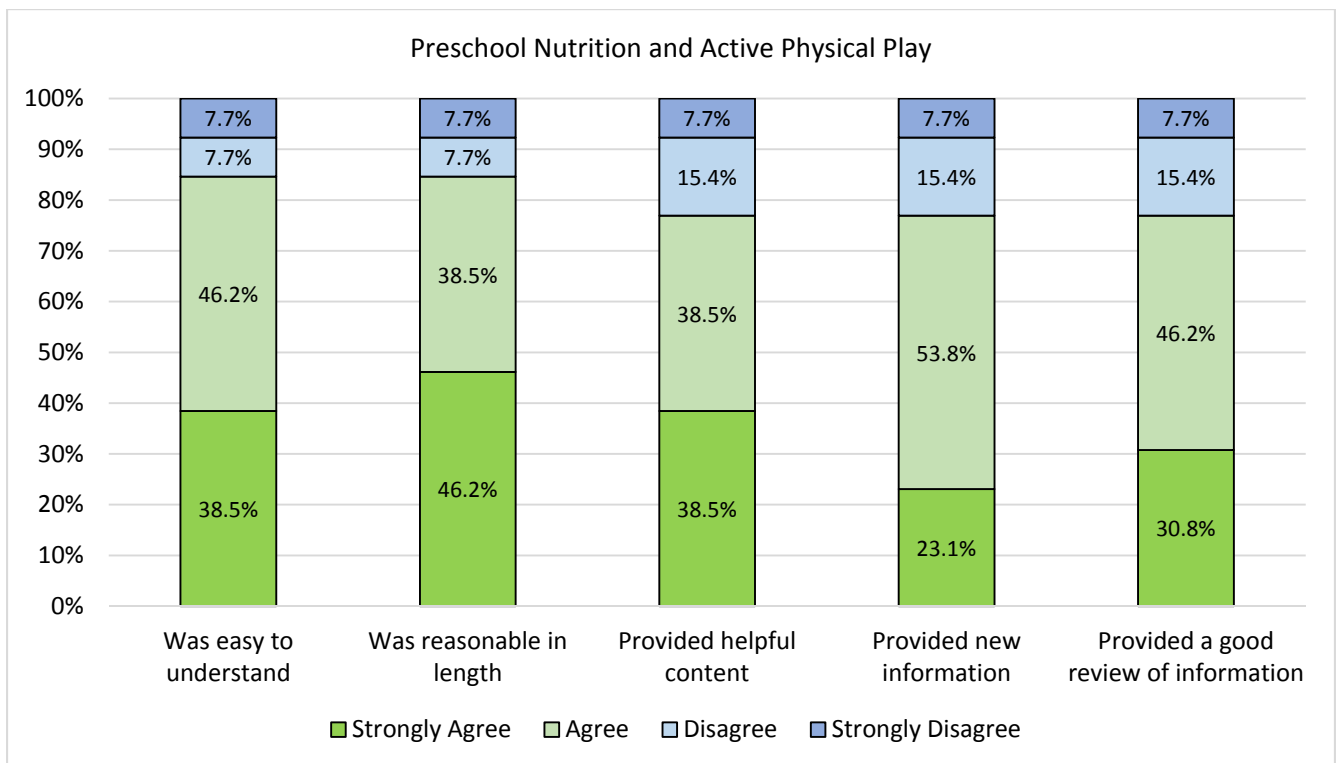
comments. Of the eight participants that provided comments, five indicated that the website was difficult for basic-level computer users and that they would appreciate simplification of the website or more-detailed step-by-step instructions. Two respondents indicated that they planned to take the online courses but did not have enough time in their schedule. One participant indicated that they had not received information about the online courses.

The quality of the online course effectiveness and content was also assessed. Overall the feedback was very positive and nearly every course participant indicated that the online courses were easy to understand and reasonable in length. Few participants indicated that the courses did not provide content or information that was new to them. A summary of participants and results for each online course follows.

Preschool Nutrition and Active Physical Play Course

A total of 13 respondents provided feedback and nine respondents indicated that they had not taken the course. Figure 3 shows the percent of respondents and their varying levels of agreement with each of the statements regarding the course.

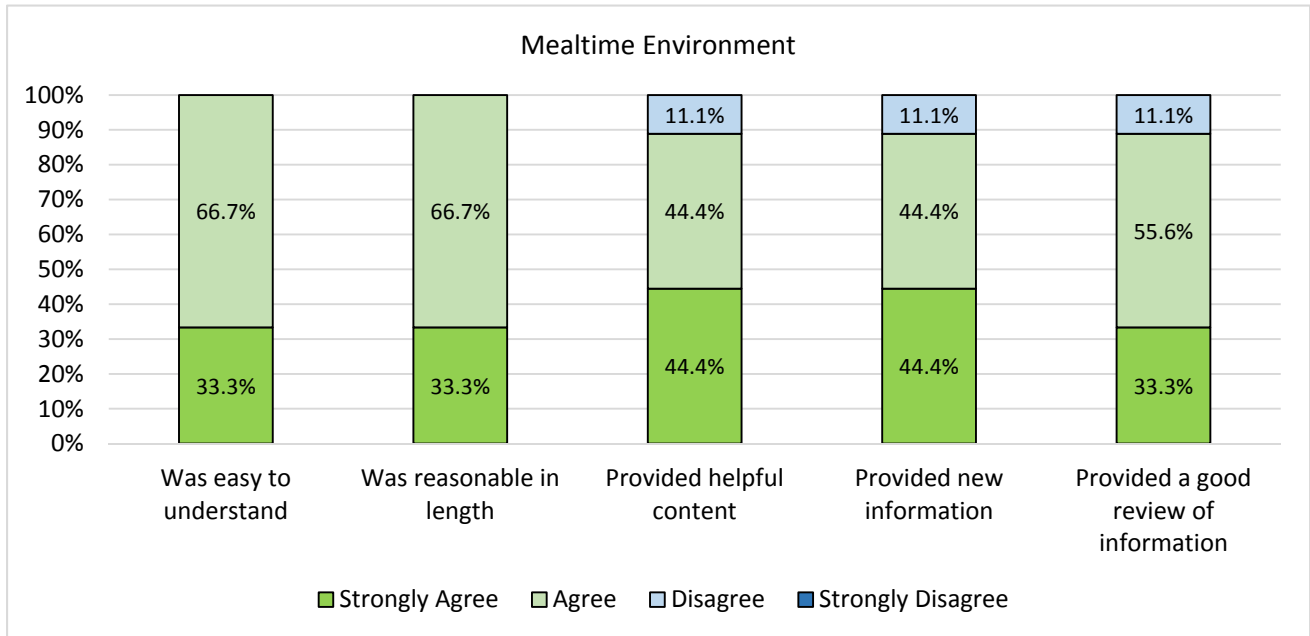
Figure 3. Preschool Nutrition and Active Physical Play Course Feedback



Mealtime Environment Course

A total of nine respondents provided feedback and 13 respondents indicated that they had not taken the course. Figure 4 shows the percent of respondents and their varying levels of agreement with each of the statements regarding the course.

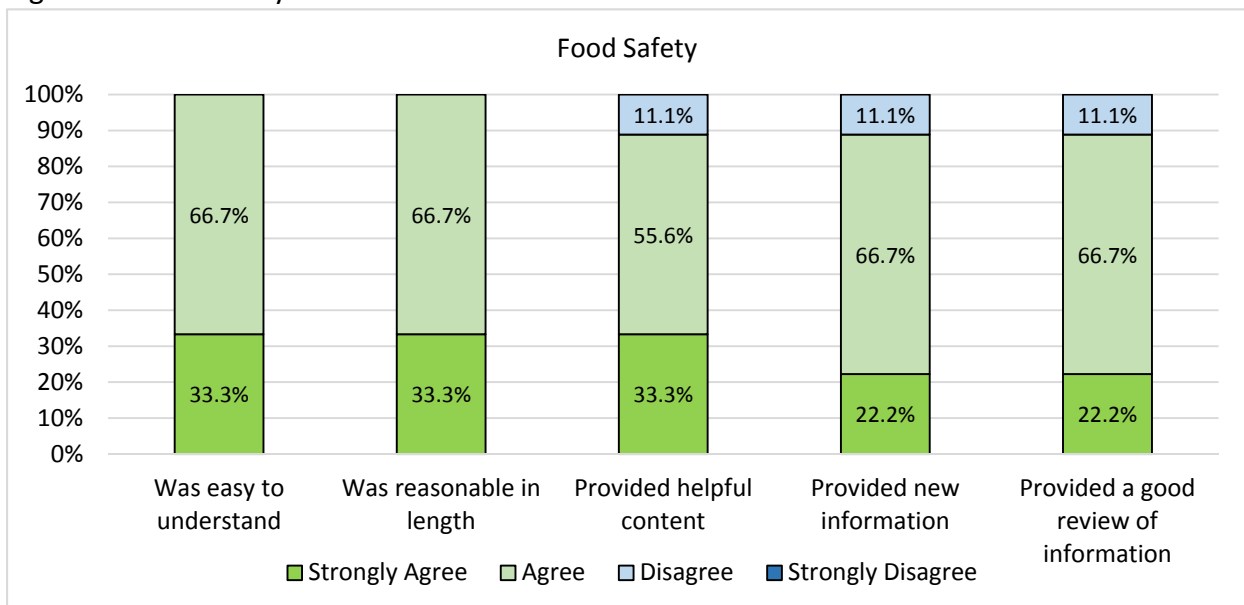
Figure 4. Mealtime Environment Course Feedback



Food Safety Course

A total of nine respondents provided feedback and 13 respondents indicated that they had not taken the course. Figure 5 shows the percent of respondents and their varying levels of agreement with each of the statements regarding the course.

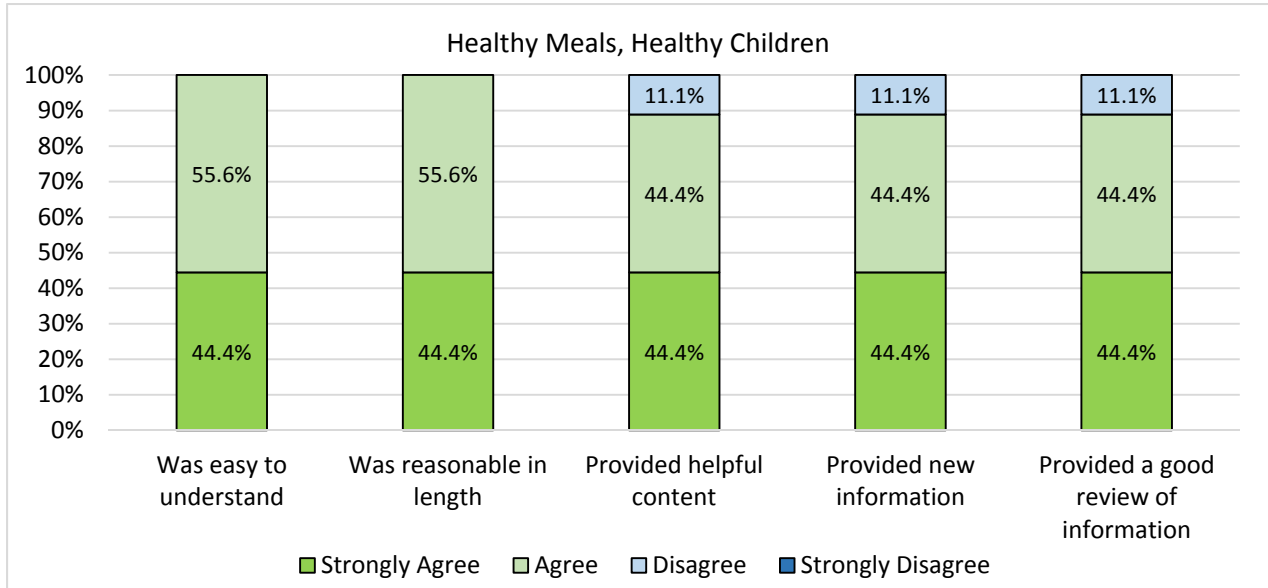
Figure 5. Food Safety Course Feedback



Healthy Meals, Healthy Children Course

A total of nine respondents provided feedback and 13 respondents indicated that they had not taken the course. Figure 6 shows the percent of respondents and their varying levels of agreement with each of the statements regarding the course.

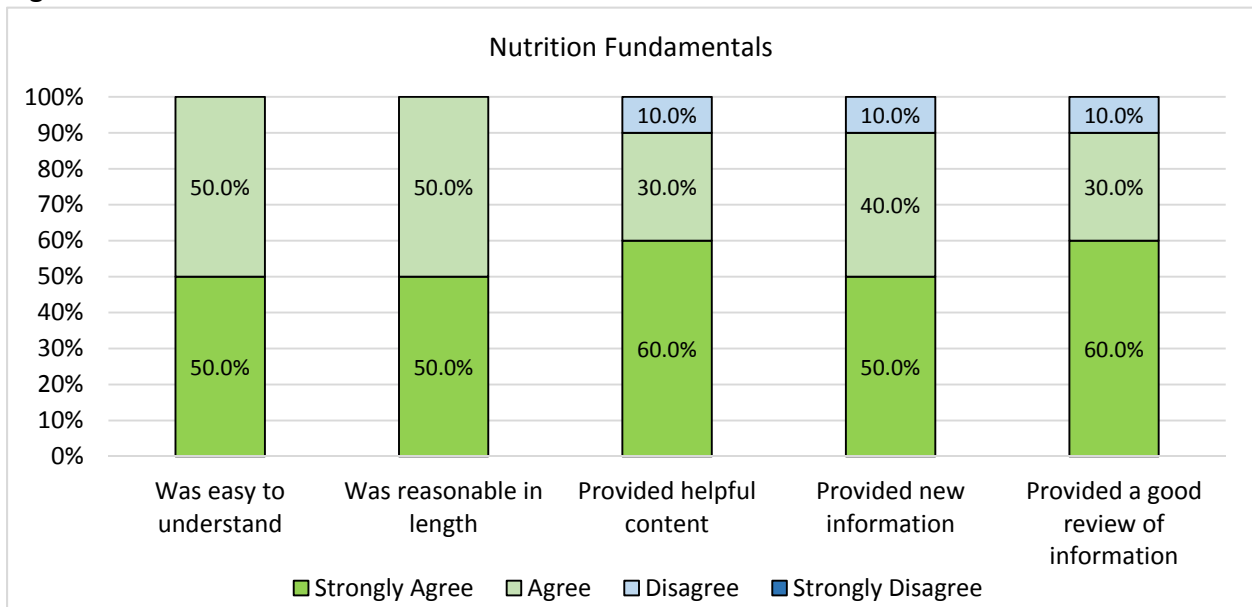
Figure 6. Healthy Meals, Healthy Children Course Feedback



Nutrition Fundamentals Course

A total of 10 respondents provided feedback and 12 respondents indicated that they had not taken the course. Figure 7 shows the percent of respondents and their varying levels of agreement with each of the statements regarding the course.

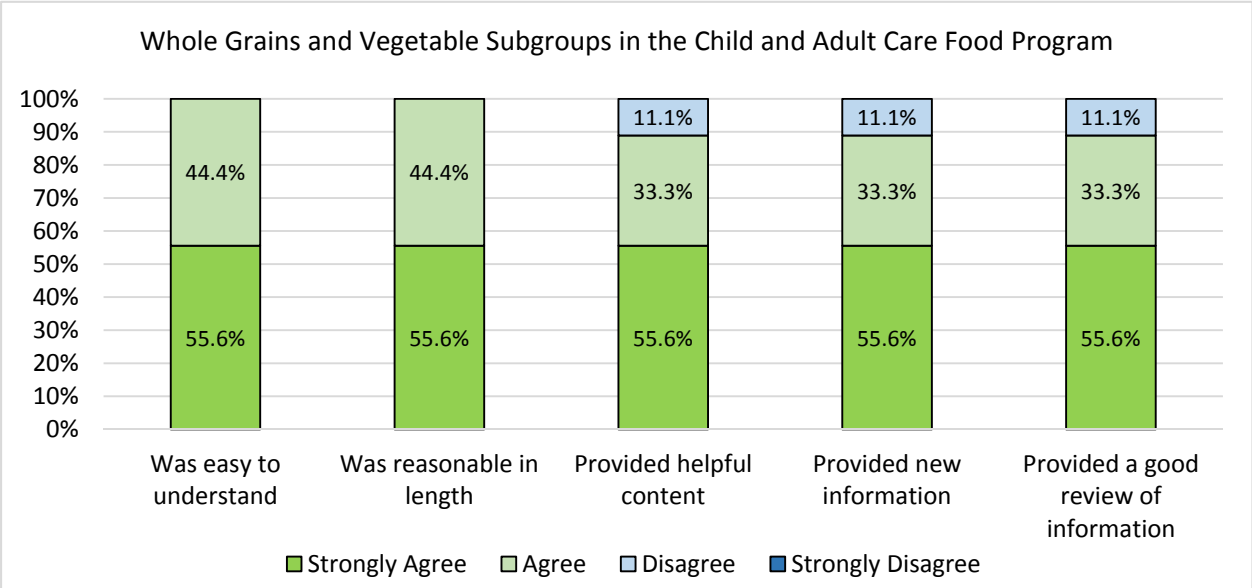
Figure 7. Nutrition Fundamentals Course Feedback



Whole Grains and Vegetable Subgroups in the Child and Adult Care Food Program (CACFP) Course

A total of nine respondents provided feedback and 13 respondents indicated that they had not taken the course. Figure 8 shows the percent of respondents and their varying levels of agreement with each of the statements regarding the course.

Figure 8. Whole Grains and Vegetable Subgroups in the Child and Adult Care Food Program (CACFP) Course Feedback

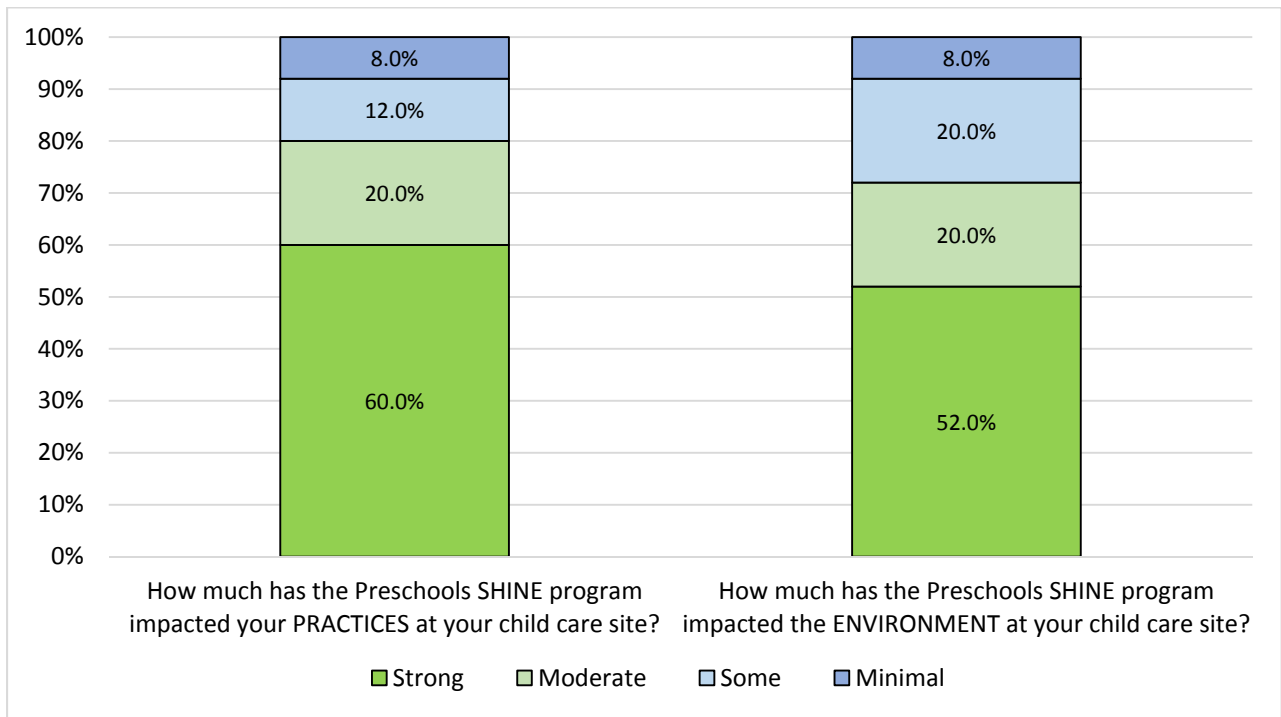


Outcomes of Preschools SHINE Program at Child Care Sites

The Preschools SHINE program provides individualized coaching support and resources to improve nutrition and physical activity environments at child care sites. A key focus of this survey was to measure the overall impact of the Preschools SHINE program.

Survey respondents were asked to indicate how much the Preschools SHINE program impacted their practices and the environment at their child care site. A total of 25 respondents answered each of the questions about their practices and the child care environment. Figure 9 shows the percentage of respondents and the varying levels of overall program impact for each area. Results show that the large majority of respondents indicated that the program had a moderate to strong impact on their practices and the child care site environment (80% and 72% respectively). In addition, 12% to 20% indicated that the program had some impact and only 8% (2 respondents) indicated that the program had minimal impact on their practices or the child care environment.

Figure 9. Impact of Preschools SHINE on Practices and the Child Care Site Environment



Coaching at Child Care Sites

One element of the Preschools SHINE program was the provision of coaching support. On-site visits were provided to a team of staff members at each site. Based on the role of the site staff member, he or she may not have participated in each visit by a coach, or communicated with coaches as often as other staff members with more direct, child care roles. Figure 10 shows the variation in the number of times that site staff communicated with a coach during the year. Figure 11 shows the variation in the number of times that site staff met with a coach during an on-site visit.

Figure 10. Frequency of Communication with Coaches

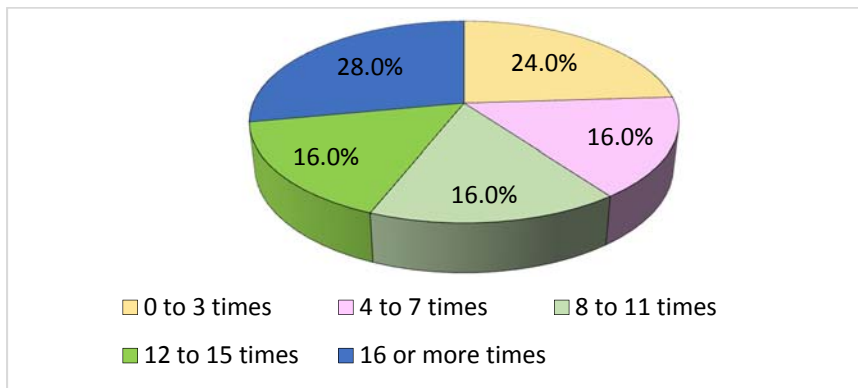
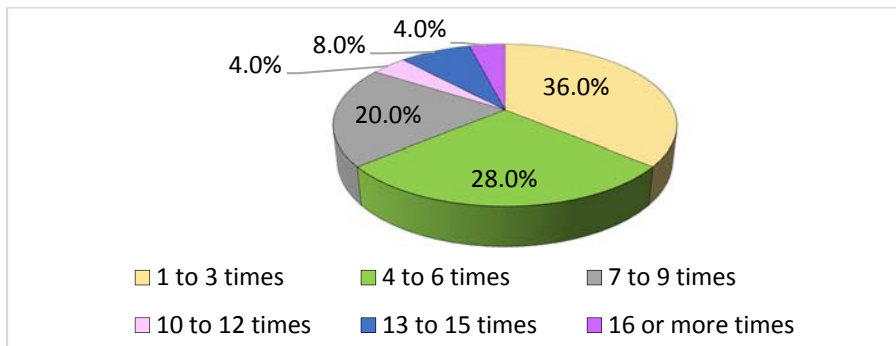
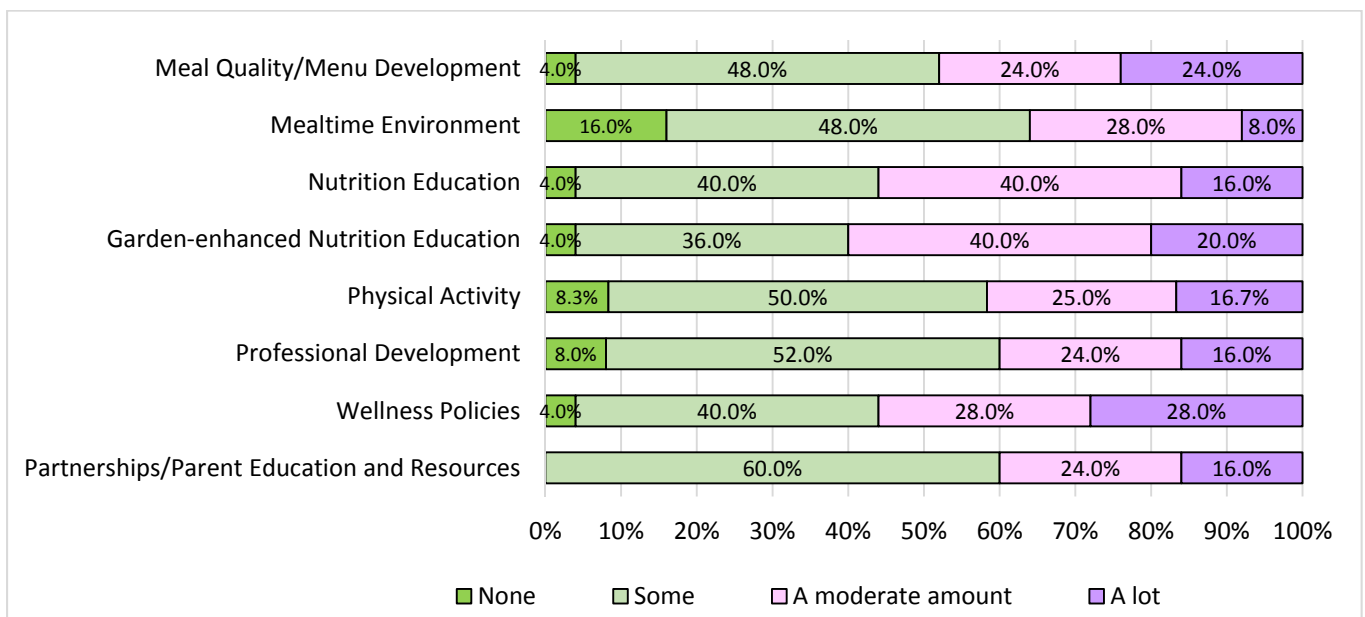


Figure 11. Frequency of On-Site Visits by Coaches



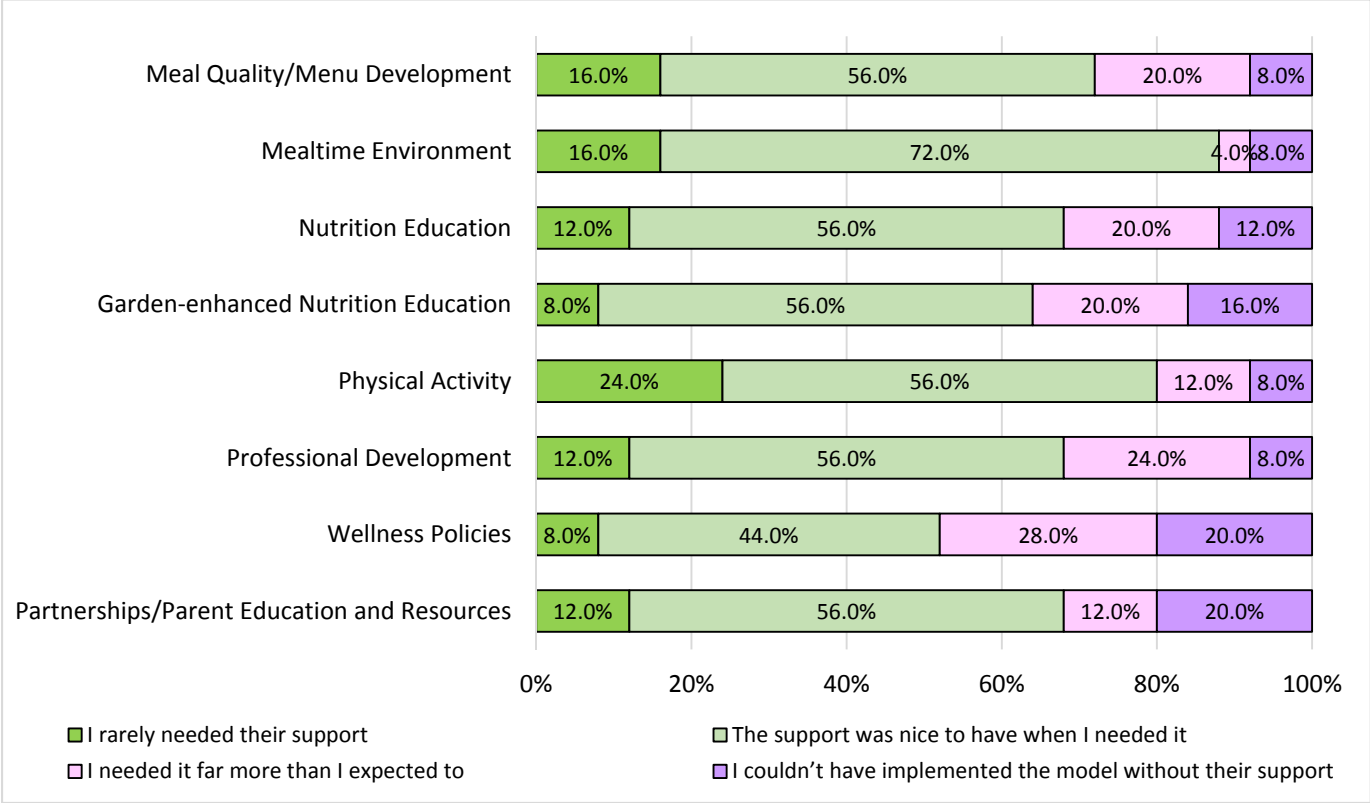
Overall, the number of times that respondents had communicated with, or received visits from their coaches, varied broadly and demonstrated that respondents worked with their coaches as often or as little as needed to obtain the necessary program support. To verify whether the frequency of communications and number of visits were sufficient, the survey asked respondents to indicate the amount of assistance that they needed in each area. The majority of respondents indicated that they needed a small to moderate amount of support. Figure 12 displays the percentage of respondents and the varying levels of perceived help that they needed in each focus area. Results show that the greatest amount of help was needed in the areas of Wellness Policies, Garden-enhanced Nutrition Education, and Nutrition Education where 56% to 60% of respondents needed a moderate or greater amount of support. Mealtime Environment was the area in which the least amount of support was needed. The percentage ranges of respondents that needed various levels of help mirrored the percentage ranges of the communications and on-site visits received, further indicating that the amount of support received was comparable to the amount of help needed.

Figure 12. Help Needed in Each Focus Area



To gauge whether the coaching support had an impact on the implementation of the program, respondents were asked to rate the coaching support and technical assistance received in each focus area. Of the 25 respondents who answered this question, an average of nearly 13% indicated that they could not have implemented the model without the support of coaches and 17.5% stated that they needed assistance far more than they had expected to. Nearly 57% of respondents reported that the support was beneficial to have when they needed it and less than 14% rarely needed the support of the coaches. Figure 13 shows these ratings broken down by focus area. The area of Wellness Policies was the area in which support was most essential – 48% of respondents indicated that they certainly needed the assistance of the coaches in implementing the program. The area in which the least amount of help was needed was the area of Mealtime Environment where only 12% indicated that greater assistance was necessary.

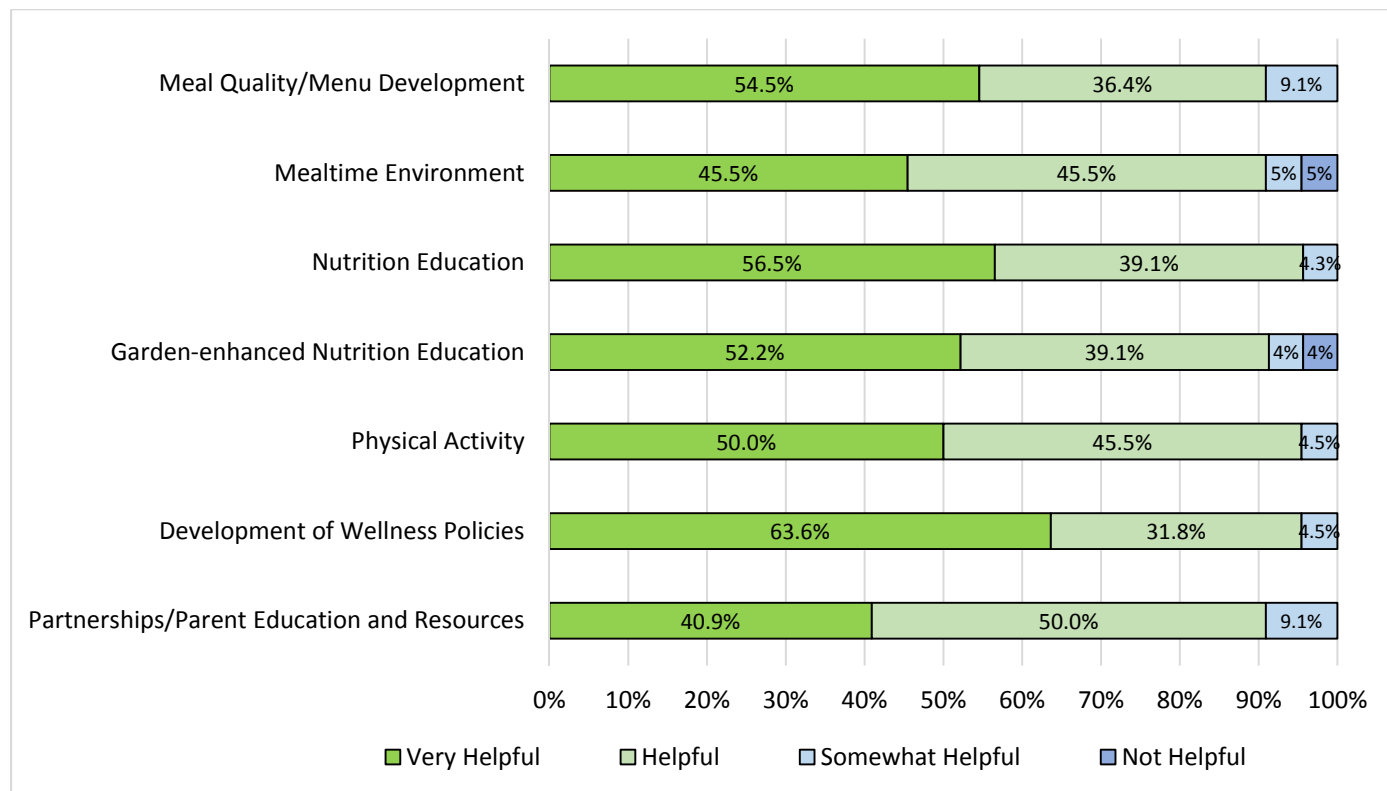
Figure 13. Impact of Coaching Support on Program Implementation in Each Area



In addition to coaching, technical assistance was also provided. Twenty-two respondents provided feedback in each area except for the areas of Nutrition Education and Garden-enhanced Nutrition Education where 23 respondents provided feedback. Figure 14 shows how well the respondents rated the technical assistance received in each area. Overall, the feedback received from respondents was very positive. More than 91% of the respondents indicated that the technical assistance was helpful or very helpful. The area that received the most positive rating of technical assistance was the area of Wellness Policies – 63.6% indicated that the assistance was very helpful.

Only a handful of respondents indicated that the assistance was somewhat helpful or not helpful. Two to three respondents did not need technical assistance in any of the areas and were excluded from the rating summaries of technical assistance in Figure 14.

Figure 14. Rating of Technical Assistance in Each Area



Lastly, respondents were asked to describe in their own words, the influence of the coaching element on their practices and environment at their child care site. Of the 20 respondents to this question, the majority described the influence of the coaching element as being very helpful and supportive. The hands-on support allowed for the tailoring of program elements to individual child care sites and helped to keep the program on track. Child care site staff reported healthy revisions to their meal plans and increases in the physical activities provided to children. A sample of comments is included below:

Support, practical experience-based recommendations. Staff has attended well to their ideas and ways to extend the goals of SHINE. For example, we are making our nutrition policy even more definitive and we have a larger garden being installed in our school.

The coaches provided very beneficial information to both program staff and parents. We have made many changes to our menu. We have also had many more activities with our families centered around nutrition and physical activity.

[The coach] has helped with trying to get the picky eaters to try new food. I've gone back to whole grains and am now more aware of fats vs sugars and the impact of sugar over the long haul.

We are purchasing healthier foods. I didn't realize how unhealthy our snack choices were. I thought our menus were ok and now I see that they were not as healthy as they could be. Our kids are more active in the class. We plan more movement activities and the kids really like it

We have included more intentional physical activity in our program- teachers are doing an outdoor teacher directed physical activity of some sort with the children 4x's per week. We also planted a garden ... materials given to us by SHINE. WOW! So amazing to have our children be active participants in growing their own food. Many of our families are very low income and many don't have the opportunities to actively participate in planting, care taking, and eating the food they grow. It's been amazing to watch the process

Respondent Learning and Impact of Program

Throughout the year, program participants received professional development and support to promote high quality child nutrition and wellness environments. To assess the level of change in program participant knowledge and implementation of program elements, survey respondents were asked to rate themselves before and after participating in the Preschools SHINE program. Respondents could select from among five ratings: (1) beginner; (2) emerging; (3) intermediate; (4) advanced; and (5) expert. To determine whether there were differences between respondents' before and after ratings, statistical analyses utilizing a *t*-test for matched samples were conducted for each element. The results of the analyses demonstrated that respondents reported statistically significant increases in knowledge and implementation in each program element. Table 4 below shows the average before and after ratings and statistical results.

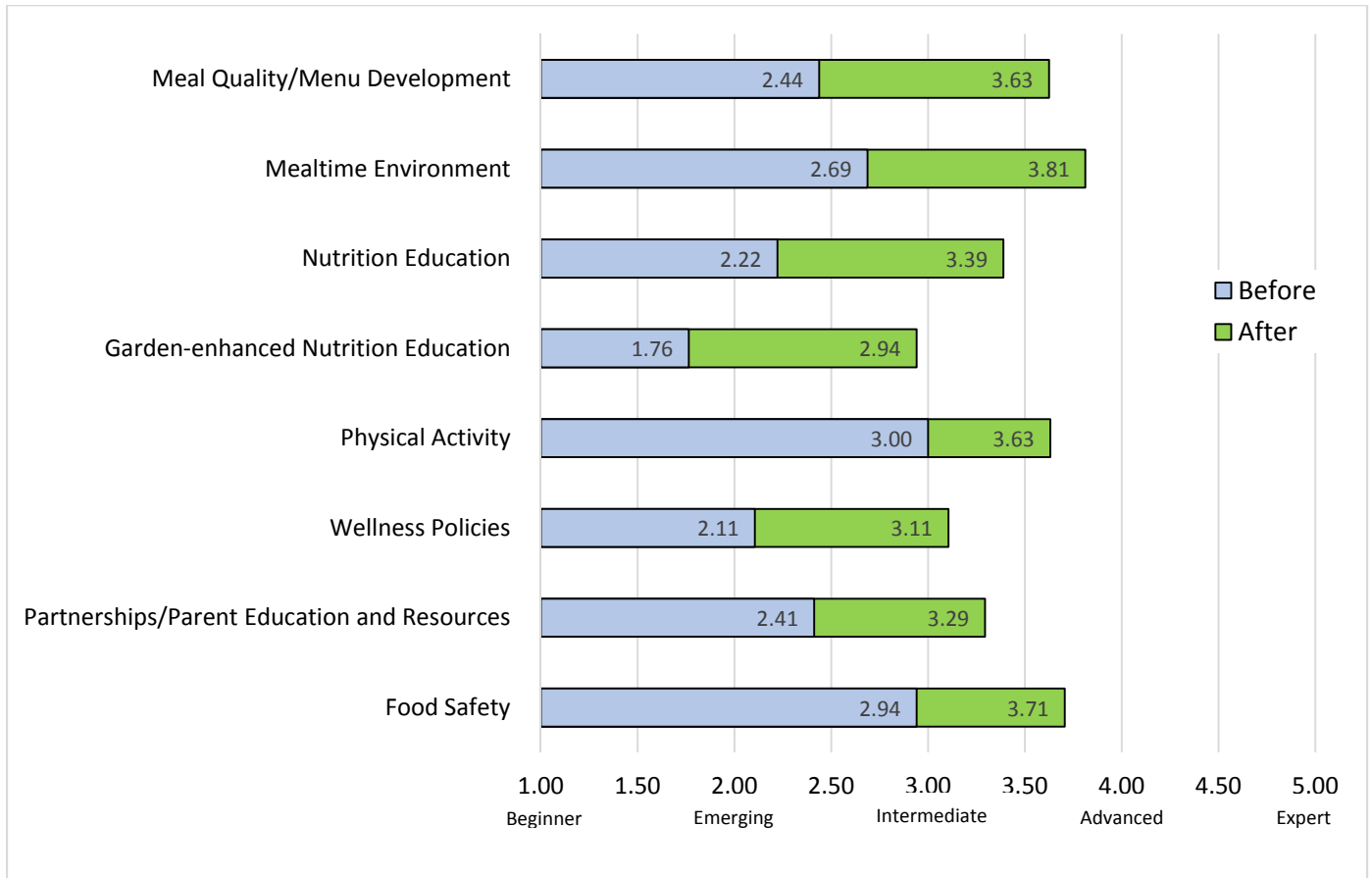
Table 4. Statistical Analyses of Before and After Ratings of Preschools SHINE Elements

Preschools SHINE Elements	t-test Statistics	N	Mean Before	Mean After	Std. Dev.	t	df	Sig. (2 tailed) <i>p</i> -value
Meal Quality/Menu Development		16	2.44	3.63	.91	5.216	15	.000*
Mealtime Environment		16	2.69	3.81	1.02	4.392	15	.001*
Nutrition Education		18	2.22	3.39	.86	5.772	17	.000*
Garden-enhanced Nutrition Education		17	1.76	2.94	.95	5.101	16	.000*
Physical Activity		19	3.00	3.63	.76	3.618	18	.002*
Wellness Policies		19	2.11	3.11	.67	6.538	18	.000*
Partnerships/Parent Education and Resources		17	2.41	3.29	.86	4.243	16	.001*
Food Safety		17	2.94	3.71	.90	3.490	16	.003*

* Statistically significant at the $p < .05$ level

To illustrate the changes as a result of the program, Figure 15 depicts the changes in knowledge and implementation as a result of the program.

Figure 15. Comparison of Before and After Ratings of Knowledge and Implementation of Preschools SHINE Elements



As seen in Figure 15, participants grew one level on average over the course of the year. Initial respondent knowledge and implementation was lowest for Garden-enhanced Nutrition Education and highest for Physical Activity. The greatest growth was reported in the element of Meal Quality/Menu Development and the least growth was reported in the element of Physical Activity. Figures 16a through 16h provide the comparative change in ratings of knowledge and implementation levels for each element for matched respondents.

Figure 16a. Meal Quality/Menu Development Comparison of Before and After Ratings of Knowledge and Implementation

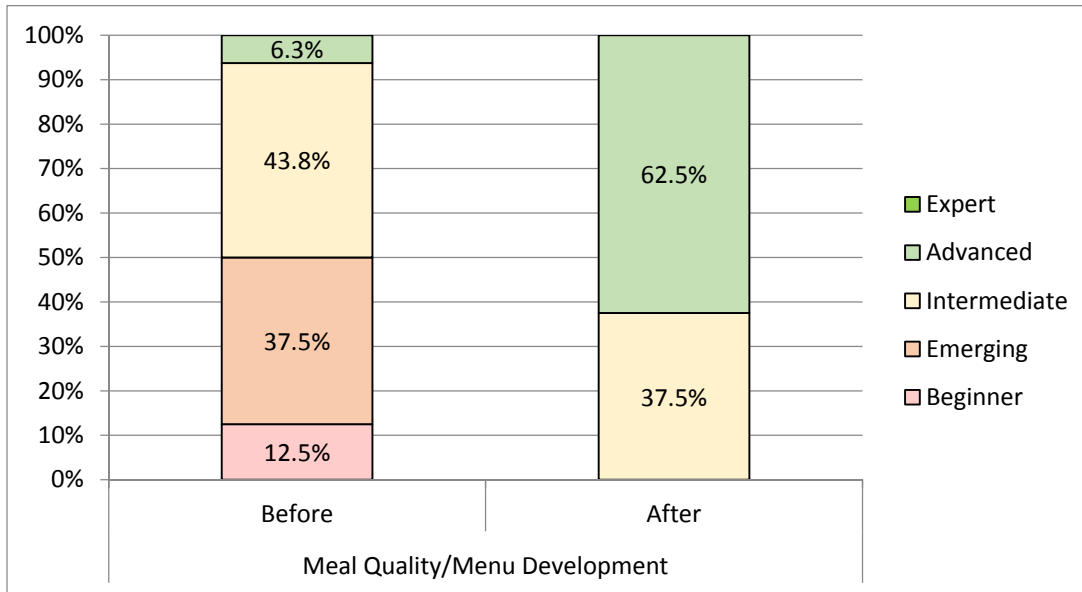


Figure 16b. Mealtime Environment Comparison of Before and After Ratings of Knowledge and Implementation

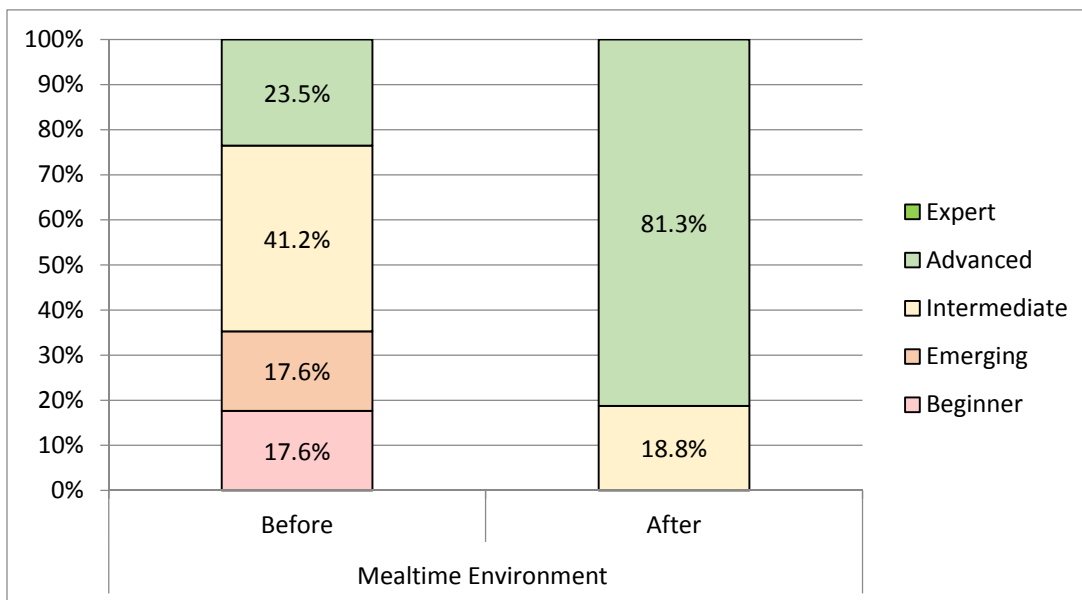


Figure 16c. Nutrition Education Comparison of Before and After Ratings of Knowledge and Implementation

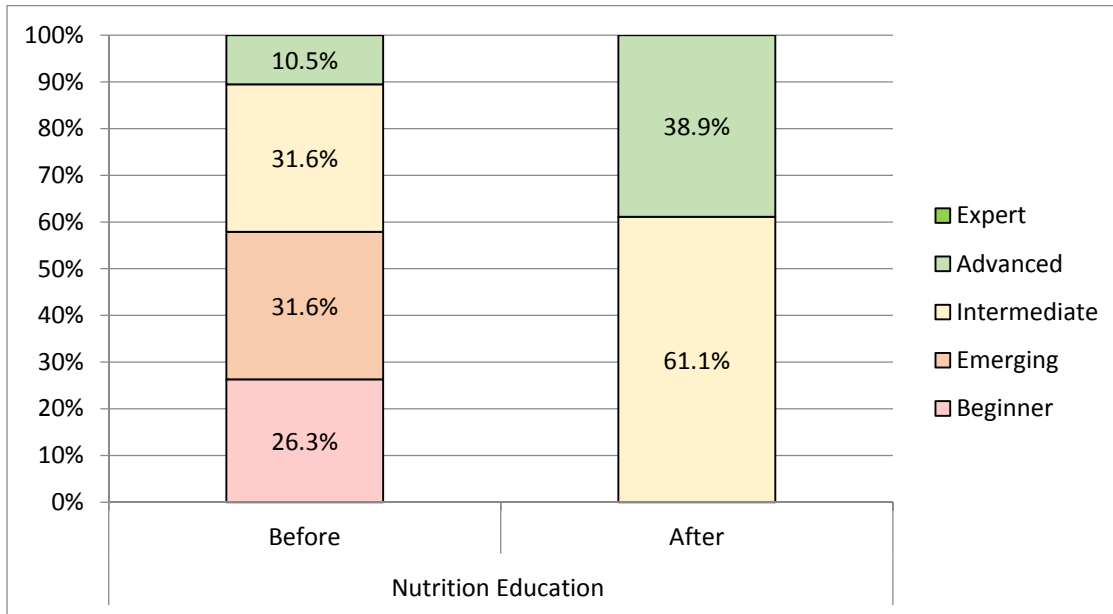


Figure 16d. Garden-enhanced Nutrition Education Comparison of Before and After Ratings of Knowledge and Implementation

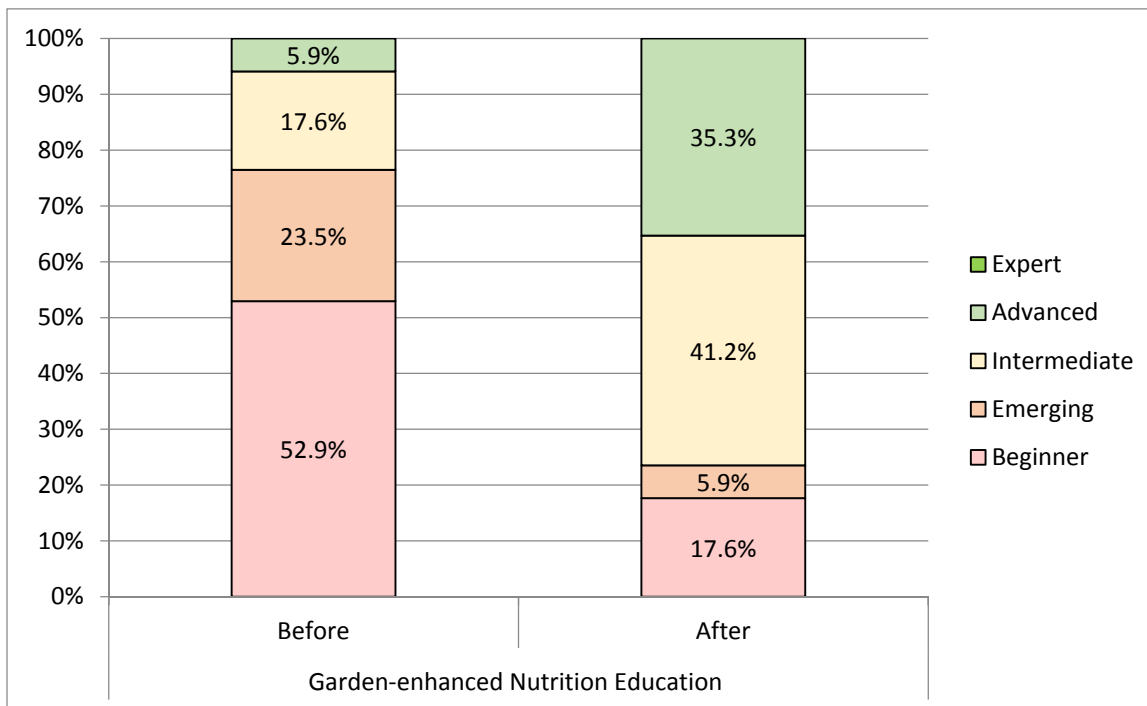


Figure 16e. Physical Activity Comparison of Before and After Ratings of Knowledge and Implementation

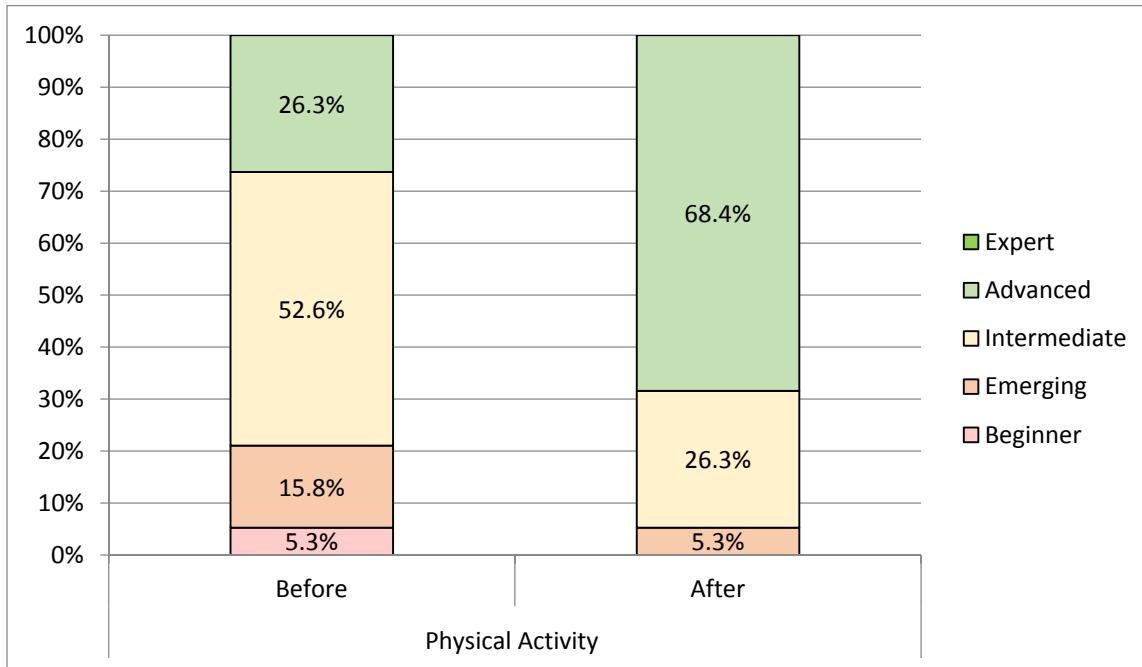


Figure 16f. Wellness Policies Comparison of Before and After Ratings of Knowledge and Implementation

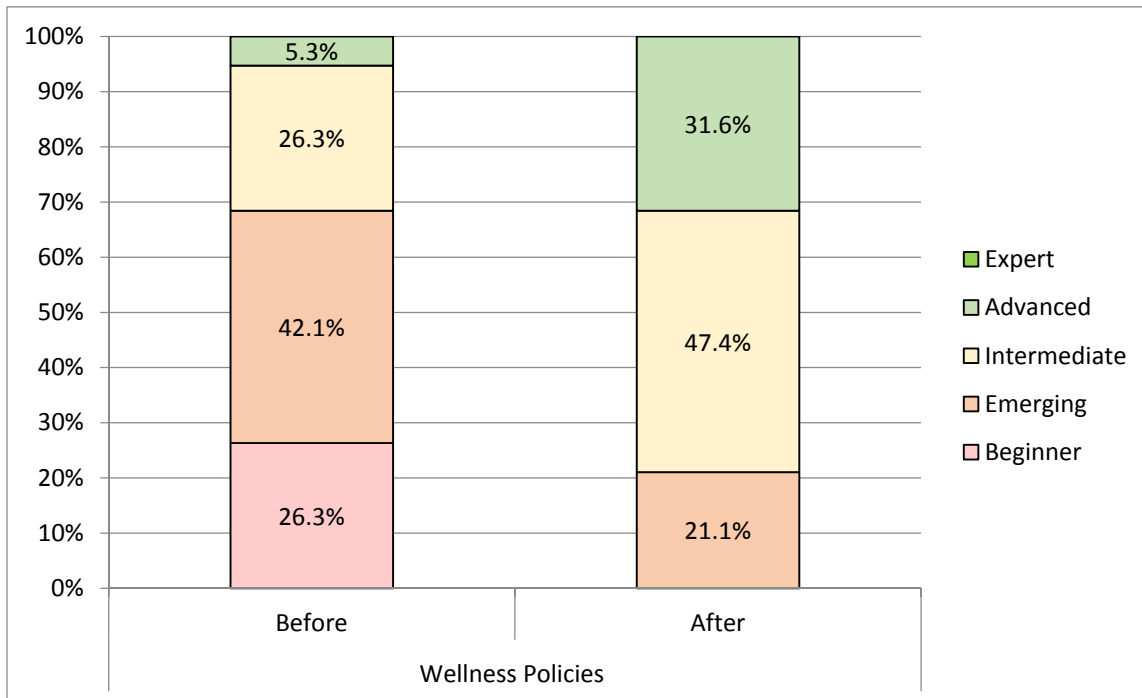


Figure 16g. Partnerships/Parent Education and Resources Comparison of Before and After Ratings of Knowledge and Implementation

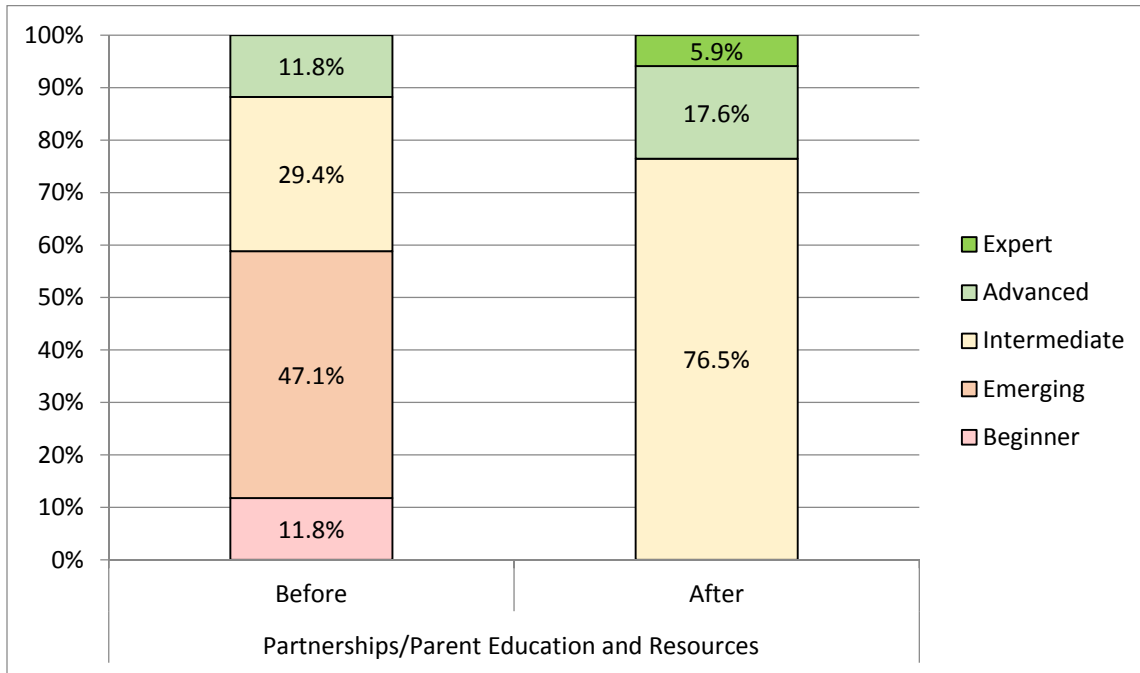
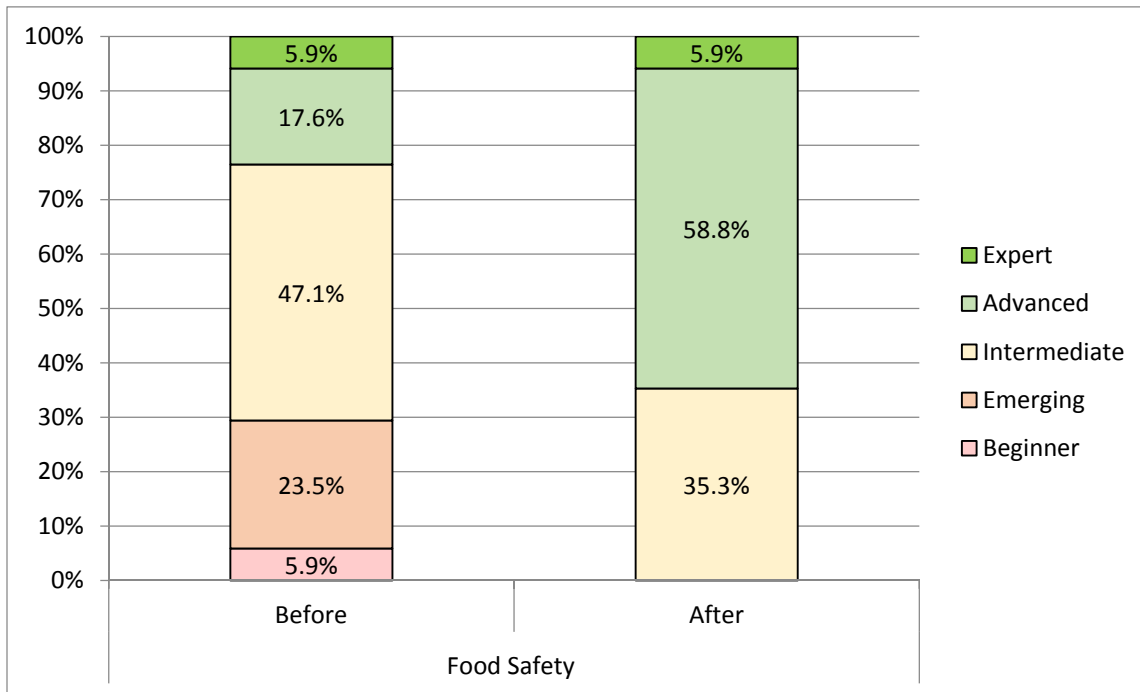
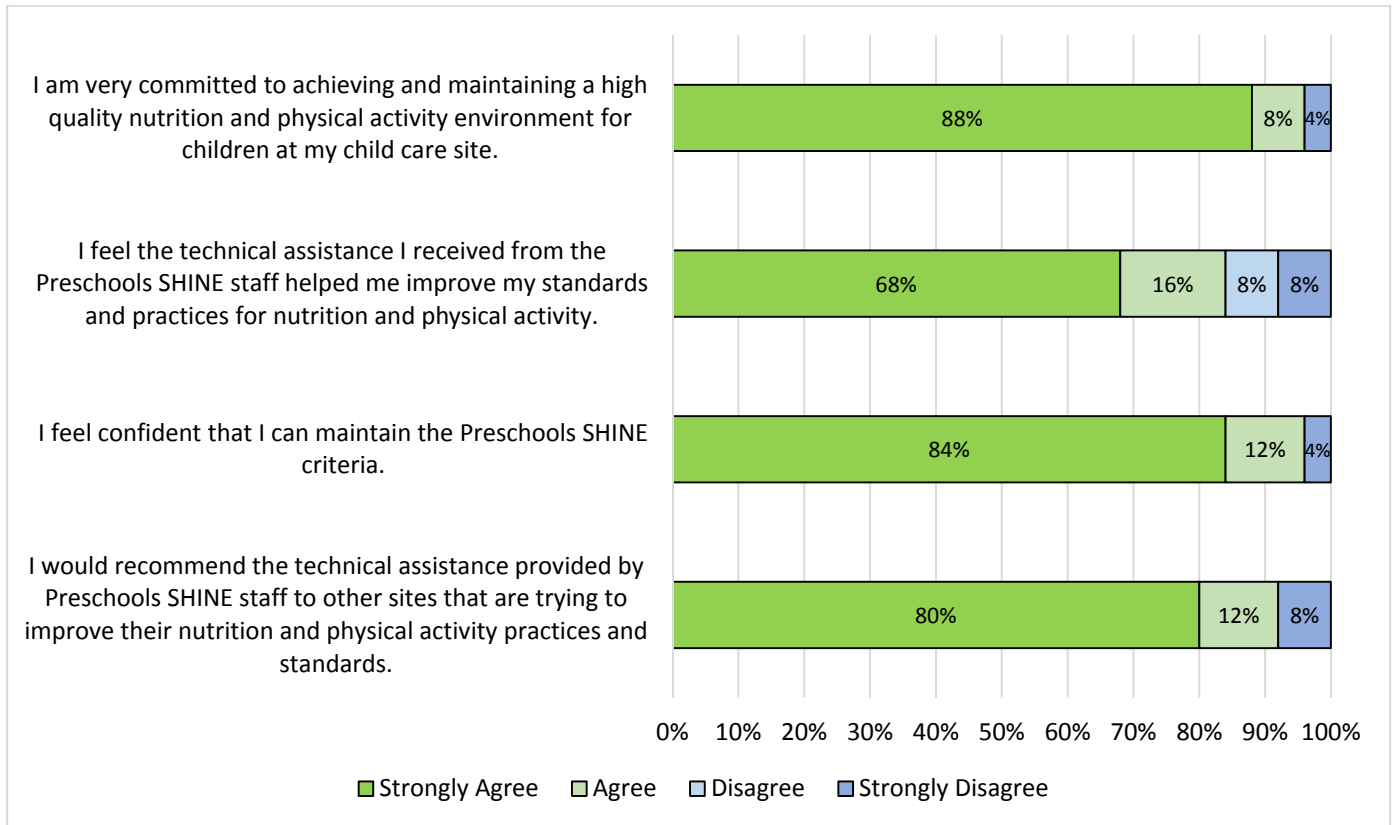


Figure 16h. Food Safety Comparison of Before and After Ratings of Knowledge and Implementation



To measure the longevity of program impact, respondents were asked to reflect on their commitment to, and self-confidence with, the program. A total of 25 respondents answered each question. Figure 17 shows that the large majority of respondents (84% to 96%) were: committed to maintaining a high quality program; believed that the technical assistance helped to improve their program standards; confident that they would maintain the program criteria; and agreed that they would recommend the program assistance to other sites.

Figure 17. Commitment and Confidence to Maintain Program Elements



Future Planning for the Preschools SHINE Program

To assist the Preschools SHINE program staff in delivering effective, quality services, respondents were asked to provide feedback about their major accomplishments and challenges and the program delivery. Summaries of the major accomplishments and challenges are provided below. The complete lists of comments are located in Appendix C.

Summary of Major Accomplishments (N = 18)

- Developing a wellness policy
- Planting an edible garden
- Providing healthier menus and food choices
- Teaching the children about nutrition
- Increasing opportunities for physical activities

Illustrative comments included:

I have specific wellness policies in place now in my contract. I have had a good menu before but now feel I have a purpose to continue a healthy lifestyle with my children. I have increased the physical activity time in play with my children.

Providing even healthier food choices for kids, focusing on adding more whole grains to the menu as well as greens, and beans as a protein source. We are also practicing family style serving at our meal times and have been able to include a nutrition education activity once per week. They love it!

Starting a little garden, helping my children to know why certain foods are so important...

Summary of Major Challenges (N = 18)

- Getting the children to try new foods
- Scheduling structured activities
- Scheduling time for staff trainings
- Developing and implementing wellness policies
- Providing materials that are safe for children to interact with

Illustrative comments included:

My children are active but keeping them active in planned activities for 60 min. a day has been challenge but doable. Getting community support was challenging but am using my local farmers markets to expand my menus and healthy living experiences.

Coming up with a wellness policy

Gardening was a challenge because we had never done any of that before.

When asked about their preferred mode of delivery for trainings, the large majority of respondents (76%) indicated that they preferred face-to-face workshops. Only one respondent preferred a live webinar. Table 5 shows the distribution of responses.

Table 5. Preferred Mode of Delivery for Trainings

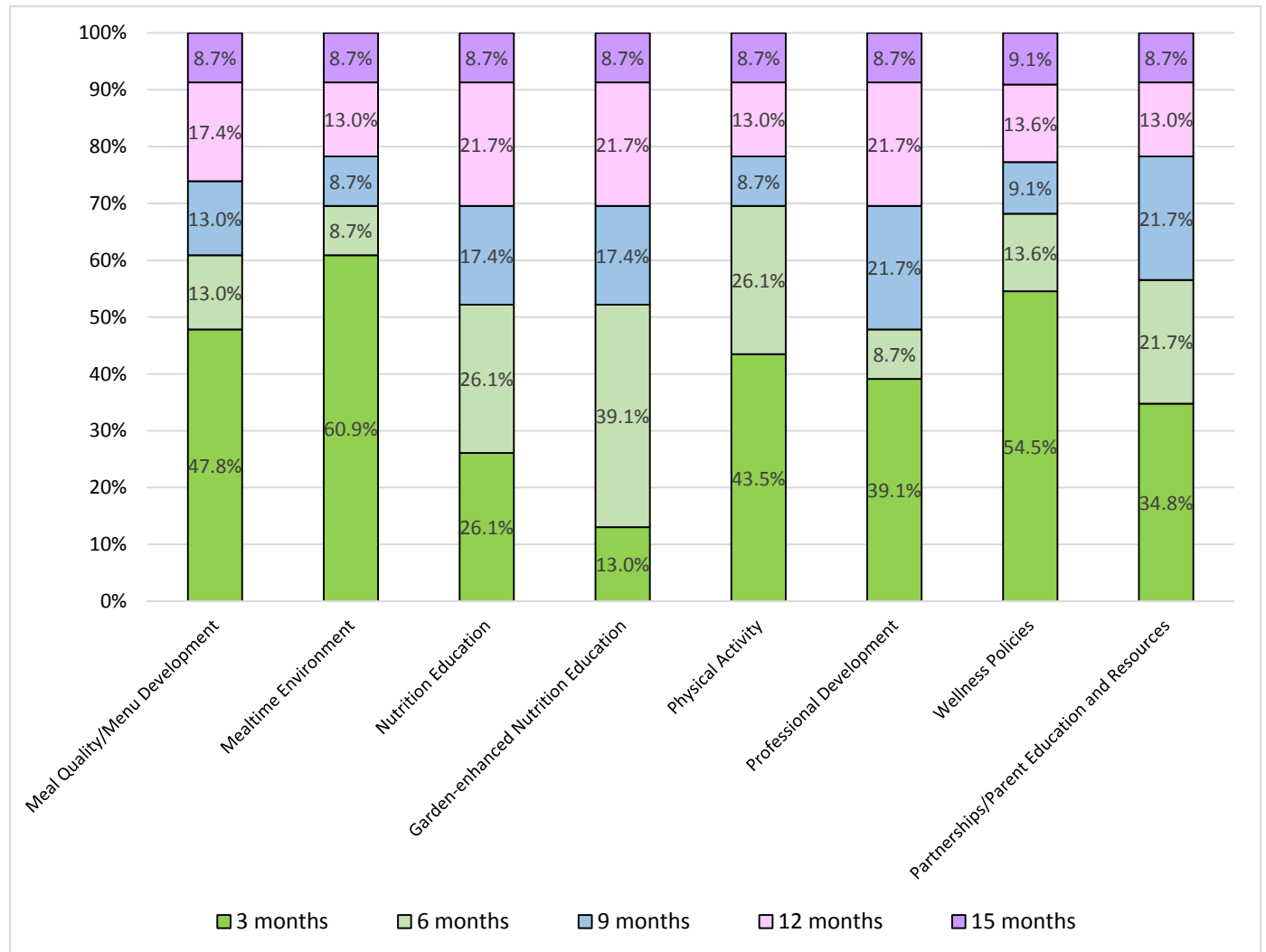
What is your preferred mode of delivery for trainings?	Count	Percent
Face-to-face workshops/trainings	19	76%
Online video modules	5	20%
Live Webinar sessions (where listeners participate in discussions)	1	4%

To determine whether the length of coaching support for the program elements should be shortened or lengthened, the survey asked respondents the following question:

Imagine that you could receive coaching and support until you could confidently implement and maintain the Preschools SHINE criteria on your own. How long do you think you might need coaching support for each element (from start to finish)?

Respondents could select from among a range of choices spanning from 3 months to 15 months. On average, about 75% of the 22 to 23 respondents replied that between 6 to 9 months of coaching support would be sufficient. Thirteen to twenty-one percent indicated that 12 months of support would be needed and 8.7% desired 15 months of support. Figure 18 shows the frequency of responses by program element.

Figure 18. Ideal Length of Coaching Support for Each Program Element



Summary

Overall, the data confirms that the Preschools SHINE program provides effective education and coaching support to child care providers and staff that promote high quality child nutrition and wellness environments. Information gleaned from the survey indicated that:

- Child care site staff are committed to their child care program (82% of respondents participated in other early learning quality initiatives in addition to Preschools SHINE).
- Respondents valued their learning at the in-person forums and could apply their learning at their child care site
- 75% of respondents utilized online CDE courses and provided very positive feedback regarding the content and format of the courses
- 80% of respondents indicated that the Preschools SHINE program had a moderate to strong impact on their practices at their child care site
- 72% of respondents indicated that the Preschools SHINE program had a moderate to strong impact on the environment at their child care site
- The provision of coaching support was well matched to respondents' needs for support; around half of the respondents indicated that they needed a moderate to great amount of support in each focus area
- Nearly all respondents indicated that the technical assistance they received from coaches was helpful or very helpful
- Statistically significant growth was reported by respondents' self-ratings of their knowledge and ability in each of the Preschools SHINE elements after participating in the program
- 96% of respondents were confident that they can maintain the Preschools SHINE criteria at their child care site
- 92% of respondents would recommend the technical assistance provided by the Preschools SHINE staff to other sites

In summary, respondents reported that they were able to implement the program criteria as a result of the coaching and technical assistance. Support was individualized to appropriately address the various needs of participants.



California Department of Education, Nutrition Services Division

Preschools SHINE

The California Department of Education (CDE) Nutrition Services Division (NSD) invites eligible child care sites to become certified as a Preschools SHINE site.

What is the Preschools SHINE Program?

Preschools Shaping Healthy Impressions through Nutrition and Exercise (SHINE) is a voluntary, statewide recognition program that showcases the outstanding work that many California child care centers and day care homes do every day to promote the health and well-being of young children. Preschools SHINE sites feature optimal policies related to health, nutrition, and physical activity practices that support children's health and readiness to learn.

Program Elements and Criteria

The Preschools SHINE program promotes eating healthy foods and engaging in physical activity every day. It consists of 10 elements that foster healthy habits during the early years of growth and development:

1. Participation in a Federal Child Nutrition Program*
2. Meal Quality
3. Mealtime Environment
4. Nutrition Education
5. Edible Gardening
6. Physical Activity
7. Professional Development
8. Wellness Policies
9. Partnerships
10. Leadership Team



**The two applicable federal child nutrition programs are the Child and Adult Care Food Program and the National School Lunch Program.*

Why Become a Preschools SHINE Site?

A Preschools SHINE site receives recognition for being a leader in designing a preschool program that puts children’s health and well-being first. The site is committed to continuous quality improvement to ensure positive child health outcomes. The site will receive a certificate of recognition, and its name will be posted on the CDE Web page as a recognized leader in health and wellness. Families who view the Web page can feel assured that the “curriculum”, or plan of activities, advocates an active lifestyle and healthy eating behaviors.



Who Can Apply?

Day care homes and child care centers that participate in a federal child nutrition program and have at least 50-percent of children aged three to five years enrolled in their program, may apply.

How to Become a California Preschools SHINE Program

Option 1

Sites that meet the Preschools SHINE criteria without requiring assistance can independently submit an application. These sites will ensure that the criteria within each of the 10 elements are met, complete professional development hours by attending online and/or face-to-face trainings, and submit a Preschools SHINE application to PreschoolsSHINE@cde.ca.gov.

Option 2

Sites that require assistance to meet the criteria to be a Preschools SHINE site, may apply for on-site coaching support. If selected, participating sites will have access to training, resources, and a coach who will help staff develop manageable steps to meet the Preschools SHINE criteria.

There are currently coaches available in El Dorado, Humboldt, Merced, Placer, Sacramento, and Yolo counties. Plans for expansion in other counties are underway.



Contact Information

For more information on the Preschools SHINE program requirements, submitting an application, or applying for the coaching program, please contact Courtney Thornburg, Nutrition Education Specialist, by phone at 916-324-0578, or by e-mail at cthornburg@cde.ca.gov.



California Department of Education, Nutrition Services Division

Preschools SHINE Elements and Criteria



Elements	Preschools SHINE Criteria
1. Federal Child Nutrition Program Participation	<ul style="list-style-type: none"> Participate in a federal child nutrition program and comply with federal and state requirements.
2. Meal Quality	<ul style="list-style-type: none"> Follow the appropriate meal pattern for the federal child nutrition program and implement the following practices: <ul style="list-style-type: none"> Healthy Beverages <ul style="list-style-type: none"> Offer low-fat (1%) or fat-free milk. Offer no more than one serving of 100% juice each day. Ensure water is accessible to children every day. Fruits and Vegetables <ul style="list-style-type: none"> Serve fresh or frozen fruits and vegetables daily. Offer a minimum of three different vegetables each week. Monthly menus include dark green, red/orange, beans and peas (legumes), starchy, and “other” vegetables. Offer a minimum of three different fruits per week. Whole Grains <ul style="list-style-type: none"> Ensure that at least half of the grains served are whole grain-rich. Serve whole-grain rich, enriched, or fortified breakfast cereals with no more than 6 grams of sugar per serving. Protein Foods <ul style="list-style-type: none"> Serve lean meats, poultry, fish, nuts, eggs, low-fat yogurt, and cheese. Serve cooked dry beans and peas weekly. Limit serving processed meat to four times per month. Oils/Others <ul style="list-style-type: none"> Do not deep-fry foods on site to serve to children. Limit serving prefried food items to two times a month. Follow food safety principles and serve meals that are safe for preschoolers to eat.



Elements	Preschools SHINE Criteria
3. Mealtime Environment	<ul style="list-style-type: none"> • Serve meals and snacks <i>family style</i>: <ul style="list-style-type: none"> ○ Staff members sit with children, model healthy eating, and eat the same meal that the children eat. ○ Children have adequate time to eat a meal or snack. ○ Staff members practice Ellyn Satter’s “Division of Responsibility in Feeding” principles.
4. Nutrition Education	<ul style="list-style-type: none"> • Provide healthy nutrition experiences for children at least twice monthly. • Display, in the site environment, healthy foods on posters, in storybooks, and on other materials.
5. Edible Gardening	<ul style="list-style-type: none"> • Provide enriching garden experiences for children. • Includes an edible indoor or outdoor garden.
6. Physical Activity	<ul style="list-style-type: none"> • Provide opportunities for unstructured physical activity for 60 minutes every day for full-day programs and 30 minutes for half-day programs. • Provide opportunities for structured physical activity for 60 minutes every day for full-day programs and 30 minutes for half-day programs. • Integrate physical activity into school-readiness activities. • Ensure that children are not sedentary for more than 60 minutes at a time. • Limit non-educational TV, computer, and electronic device time to 30 minutes per week.
7. Professional Development³	<ul style="list-style-type: none"> • Leadership team members complete 15 hours of Professional Development Activities which may include: <ul style="list-style-type: none"> • Online courses on two CDE-developed Web sites • Forums: “Nutrition and Physical Activity” and “Meal Quality.” • CDE-approved professional development activities at the discretion of the program lead (preschoolsshine@cde.ca.gov)
8. Wellness Policies	<ul style="list-style-type: none"> • Adopt written wellness policies related to meal quality, mealtime environment, nutrition education, edible gardening, physical activity, and professional development.
9. Partnerships	<ul style="list-style-type: none"> • Establish partnerships with families and/or the community to support a healthy eating and physical activity environment at the site.
10. Leadership Team	<ul style="list-style-type: none"> • Establish a leadership team. Team members may include a director, provider, teacher, food service personnel (nutritionist, cook, menu planner), sponsoring organization’s monitor, or parents.

*Refer to the Fact Sheet on Element 7 for details on Professional Development requirements for staff members.

SHINE Program Feedback Survey

This survey was designed to collect essential data for the evaluation of the Preschools SHINE program. This data will be used to measure program impact, report outcomes to funding agencies, provide data for funding opportunities, and guide program implementation for future years. The data collected will be analyzed by an independent evaluator and all responses will be kept confidential. No link will be made between survey responses and individuals.

The survey will take approximately 10 minutes to complete. If you complete the survey, you will be entered into a drawing to win \$25. We welcome your thoughtful feedback on our program and would appreciate your submission of this survey by May 29, 2015.

Please enter a phone number so we may contact you if you are the winner of the \$25 drawing.

1. Phone number with area code for drawing notification [ex. (209) 228-2575]:

Phone Number:

Please tell us about your background.

*2. In which county is your program located?

- Humboldt
- Merced
- Sacramento

*3. Select the role that best represents your position at your child care site.

- Director
- Teacher
- Food Service Staff
- Family Child Care Provider/Staff
- Other (please specify)

SHINE Program Feedback Survey

4. Is your program participating in any of the following early learning quality initiatives?

Select all that apply.

- California Preschool Instructional Network
- CARES Plus
- Child Signature Program Plus
- Preschool Bridging Model
- Race to the Top – Early Learning Challenge
- Other (please specify)

5. Have you participated in other professional development within the past 2 years that were not related to Preschools SHINE?

- No
- Yes (please list a few examples)

6. Please indicate the approximate number of hours of non-SHINE professional development you received in the past 2 years.

Please enter a whole number.

Please provide us with feedback about the forums and online courses.

*7. Did you complete the following online courses?

	Yes	No
Preschool Nutrition and Active Physical Play	<input type="radio"/>	<input type="radio"/>
Mealtime Environment	<input type="radio"/>	<input type="radio"/>
Food Safety	<input type="radio"/>	<input type="radio"/>
Healthy Meals, Healthy Children	<input type="radio"/>	<input type="radio"/>
Nutrition Fundamentals	<input type="radio"/>	<input type="radio"/>
Whole Grains and Vegetable Subgroups in the Child and Adult Care Food Program (CACFP)	<input type="radio"/>	<input type="radio"/>

SHINE Program Feedback Survey

8. Did you have any problems accessing the courses online?

- Yes
- No

9. Tell us which problems you encountered in accessing the online courses (select all that apply).

- No Internet access
- No access to a computer or device
- Internet speed was too slow to load the modules
- Difficulty navigating through the online modules
- Difficulty registering to take the course
- Difficulty using Blackboard (to take final tests and print certificates)
- No time provided within the work day to access the modules
- Other (please describe)

10. Please share any recommendations to make the online course process more user-friendly.

Please describe your learning experience for the forums and each of the online courses by indicating your level of agreement to each item below.

SHINE Program Feedback Survey

* 11. Did you attend the Nutrition and Physical Activity (NPA) Forum?

- Yes
- No

* 12. Regarding the Nutrition and Physical Activity Forum:

	Strongly Disagree	Disagree	Agree	Strongly Agree
Forum activities were easy to understand and supported my learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can apply what I learned to my child care site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending the forum increased my knowledge on nutrition education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending the forum increased my knowledge on developing wellness policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending the forum increased my knowledge on gardening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending the forum increased my knowledge about physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Preschools SHINE toolkit bag provided useful resource materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 13. Did you attend the Meal Quality (MQ) Forum?

- Yes
- No

* 14. Regarding the Meal Quality Forum:

	Strongly Disagree	Disagree	Agree	Strongly Agree
Forum activities were easy to understand and supported my learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can apply what I learned to my child care site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending the forum increased my knowledge on the CACFP meal pattern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending the forum increased my knowledge on meal planning and production	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending the forum increased my knowledge on hands-on culinary skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Preschools SHINE toolkit bag provided useful resource materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SHINE Program Feedback Survey

15. Online Trainings: The Preschool Nutrition and Active Physical Play course...

	N/A (did not participate)	Strongly Disagree	Disagree	Agree	Strongly Agree
Was easy to understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was reasonable in length	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided helpful content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided new information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided a good review of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Online Trainings: The Mealtime Environment course ...

	N/A (did not participate)	Strongly Disagree	Disagree	Agree	Strongly Agree
Was easy to understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was reasonable in length	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided helpful content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided new information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided a good review of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Online Trainings: The Food Safety course ...

	N/A (did not attend)	Strongly Disagree	Disagree	Agree	Strongly Agree
Was easy to understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was reasonable in length	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided helpful content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided new information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided a good review of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Online Trainings: The Healthy Meals, Healthy Children course ...

	N/A (did not attend)	Strongly Disagree	Disagree	Agree	Strongly Agree
Was easy to understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was reasonable in length	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided helpful content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided new information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided a good review of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SHINE Program Feedback Survey

19. Online Trainings: The Nutrition Fundamentals course ...

	N/A (did not attend)	Strongly Disagree	Disagree	Agree	Strongly Agree
Was easy to understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was reasonable in length	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided helpful content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided new information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided a good review of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Online Trainings: The Whole Grains and Vegetable Subgroups in the CACFP course ...

	N/A (did not attend)	Strongly Disagree	Disagree	Agree	Strongly Agree
Was easy to understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was reasonable in length	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided helpful content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided new information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided a good review of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*21. How much has the Preschools SHINE program impacted your PRACTICES at your child care site?

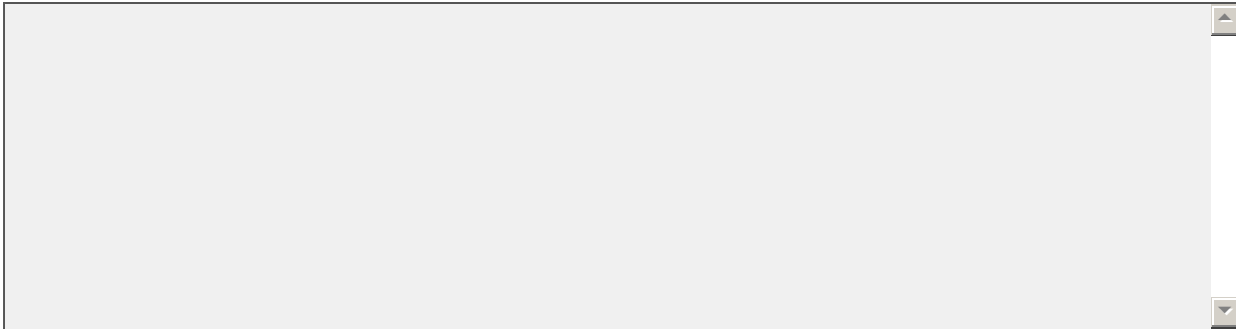
- Minimal
- Some
- Moderate
- Strong

*22. How much has the Preschools SHINE program impacted the ENVIRONMENT at your child care site?

- Minimal
- Some
- Moderate
- Strong

SHINE Program Feedback Survey

23. Please describe how the coaching element has influenced your practices and the environment at your child care site.



Please provide us with feedback about the coaching support you received from the Preschools SHINE staff in 2014-15.

***24. How often did you communicate (via phone, email, in-person, etc.) with your coach during this past year?**

- 0 to 3 times
- 4 to 7 times
- 8 to 11 times
- 12 to 15 times
- 16 or more times

***25. How often did a coach visit your site this past year?**

- 1 to 3 times
- 4 to 6 times
- 7 to 9 times
- 10 to 12 times
- 13 to 15 times
- 16 or more times

The next items ask about the quantity and quality of the coaching support you received to implement the Preschools SHINE elements.

SHINE Program Feedback Survey

26. How much help did you feel you needed in each focus area?

	None	Some	A moderate amount	A lot
Meal Quality/Menu Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mealtime Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nutrition Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Garden-enhanced Nutrition Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wellness Policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnerships/Parent Education and Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*27. Select the statement that best describes the impact that coaching support had on your implementation of each area?

	I rarely needed their support	The support was nice to have when I needed it	I needed it far more than I expected to	I couldn't have implemented the model without their support
Meal Quality/Menu Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mealtime Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nutrition Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Garden-enhanced Nutrition Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wellness Policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnerships/Parent Education and Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*28. How would you rate the technical assistance you received from Preschools SHINE staff in each area?

	Not Helpful	Somewhat Helpful	Helpful	Very Helpful	Did not need technical assistance in this area
Meal Quality/Menu Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mealtime Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nutrition Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Garden-enhanced Nutrition Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Development Wellness Policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnerships/Parent Education and Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SHINE Program Feedback Survey

In the next section, we would like you to think about your level of knowledge and implementation BEFORE you were introduced to Preschools SHINE and your level of knowledge and implementation AFTER your participation in the forums, online courses, and coaching support. Use the following descriptions to rate yourself in each of the Preschools SHINE elements

Beginner – I am beginning to gain knowledge and ideas in this area

Emerging – I have an increased understanding in this area

Intermediate – I am implementing my knowledge in this area at my child care site

Advanced – I have an expanded understanding of this area and regularly apply this knowledge at my child care site

Expert – I have extensive knowledge in this area. This is an area of professional strength for me.

29. Please rate yourself before and after participating in the Preschools SHINE program.

Select the Not Applicable option if you did not participate in that element.

	Before	After	Not Applicable
Meal Quality/Menu Development	<input type="text"/>	<input type="text"/>	<input type="text"/>
Mealtime Environment	<input type="text"/>	<input type="text"/>	<input type="text"/>
Nutrition Education	<input type="text"/>	<input type="text"/>	<input type="text"/>
Garden-enhanced Nutrition Education	<input type="text"/>	<input type="text"/>	<input type="text"/>
Physical Activity	<input type="text"/>	<input type="text"/>	<input type="text"/>
Wellness Policies	<input type="text"/>	<input type="text"/>	<input type="text"/>
Partnerships/Parent Education and Resources	<input type="text"/>	<input type="text"/>	<input type="text"/>
Food Safety	<input type="text"/>	<input type="text"/>	<input type="text"/>

* 30. Please indicate how much you agree with each of the following statements:

	Strongly Disagree	Disagree	Agree	Strongly Agree
I am very committed to achieving and maintaining a high quality nutrition and physical activity environment for children at my child care site.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the technical assistance I received from the Preschools SHINE staff helped me improve my standards and practices for nutrition and physical activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident that I can maintain the Preschools SHINE criteria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend the technical assistance provided by Preschools SHINE staff to other sites that are trying to improve their nutrition and physical activity practices and standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

With regard to improving the nutrition and wellness environments of your program:

SHINE Program Feedback Survey

31. What were your major accomplishments?

32. What were your major challenges?

Please provide us with additional information to help us formulate plans for the Preschools SHINE program in future years.

33. What is your preferred mode of delivery for trainings?

- Face-to-face workshops/trainings
- Online video modules
- Live Webinar sessions (where listeners participate in discussions)
- Other (please specify)

SHINE Program Feedback Survey

34. Imagine that you could receive coaching and support until you could confidently implement and maintain the Preschools SHINE criteria on your own. How long do you think you might need coaching support for each element (from start to finish)?

	3 months	6 months	9 months	12 months	15 months
Meal Quality/Menu Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mealtime Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nutrition Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Garden-enhanced Nutrition Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wellness Policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnerships/Parent Education and Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for your feedback.

Appendix C. Open-Ended Responses to Survey Questions

Question 5. Participation in other non-SHINE professional development (please list a few examples)

- Beanstalk trainings
- CARES PLUS, Mentor, R.T.T.- Coaching, CCIP
- CCP Program
- Child Abuse Prevention Council, SETA
- CLASS; DRDP 2015
- Conferences and workshops offered through Humboldt County Office of Education (social and emotional development, Childhood Trauma) TK and K mathworkshop by Eureka City Schools
- CPIN, West Ed Math Project
- Desired Results Training Trama/Brain Development English Learners
- Dont care to
- Family Style Meal Training Nutrition and Physical Activity Forum Community Health Forum
- First 5 Training
- I attended training by SETA, WCIC, Child Action
- I've participated in courses through Humboldt County Office of Education and Eureka City Schools, examples include: Super Saturday training- Social/Emotional Development Preschool and Kindergarten Math Training Others through private programs: The art of teaching preschool- Rudolf Steiner College of Fair Oaks
- PBM RTT CACFP Roundtable
- Preschool Bridging Model MTP Solutions
- Sacramento Employment and Training Agency Child Action Sacramento County Office of Education
- Teaching Pyramid Module 1
- Technical Assistance through CCDAA Program Administration Scale Training through SCOE Roundtable Food Program Conference

Question 9. Tell us which problems you encountered in accessing the online courses (other, please describe).

- accessed CECO Other PD was through in-person courses
- Just not being sure of what to do on the computer.
- Preschools Shine website unavailable. Training information was provided to complete the final tests.

Question 10. Please share any recommendations to make online courses more user-friendly.

- All the classes were great!!
- I did not receive the information to sign up for them
- I did the online courses with a teacher at my site. I am signed up to do courses on my own but haven't had the time to do them yet. Planning on completing the courses in the next two weeks.
- I sat in on the online courses with the other teacher at Winzler Children's Center. I am signed up for the courses, but due to other things being due at work (DRDP's and ECERS) it has taken the back seat. I plan on completing the courses solo starting this coming week, as I have time for them now. :)
- I'm really not sure, I not that great with computers so getting into the Web sites was difficult.It would be nice if you could simplify the website over all.
- Is a good resource of learning tool

- It was very easy to access, although one of the questions was worded in a way that made it very unclear was being asked.
- N/A
- n/a
- No recommendations everything is good.
- none
- Online courses are already user friendly. I can't think of anything that it would make it better.
- Please give specific directions on what to do. Step by step.
- Switching between sites is confusing. I had a hard time figuring out how to print my certificates. My coach had to do it for me.
- The Fresno Portal is difficult to navigate and maintain connection.
- The online site is difficult to get through by myself. I had to ask for help.

Question 23. Please describe how the coaching element has influenced your practices and the environment at your child care site (N = 20).

- Our coach is very hands on, he's always bringing things to help us. Potting soil for my new project. He's always checking to see if we have any questions or need anything. He helps us to keep reading labels so we know just what we are feeding our children. He talks about eating family style to the children how to regulate their eating and learn to eat variety of different foods
- Fun and more activities to get up and move. Teaching the children about good healthy nutrition.
- Having a coach that I can email or call with any nutrition question has made my nutrition and wellness program run so much smoother.
- Help me grow professionally in menu planning. Help me to create and update the centers Nutrition Policy.
- I could have used more coaching. My coach's time was limited and he did not observe in my classroom.
- I enjoyed the one on one coaching. I was taught and given many physical activity ideas to do with my children. We have tried different recipes and change up my menus served to the children. I was able to utilize the dietitian to help me with some personal challenges I was facing also. I'm very thankful for the program.
- Inspiring more child-adult conversations on fruits and vegetables, as well as the benefits; purchasing more pictures and play materials of fruits and vegetables; modeling more nutrition and physical activities within daily schedule, etc.
- It has influenced me to consciously include nutrition within my lesson plan.
- Kurt has helped with trying to get the picky eaters to try new food. I've gone back to whole grains and am now more aware of fats vs sugars and the impact of sugar over the long haul.
- Many tool and resources tool that help me understand in eating healthy food. Family styles, self-evaluation, training staff on to eat healthy. Providing support to parent in encouraging in eating healthy.
- Nutrition and physical activity was already important to me as a child care provider. Participating in SHINE allowed me to expand on that focus and enhance it with new ideas and objectives.
- Support for teaching staff, helping to make positive changes to our program.
- Support, practical experience-based recommendations. Staff has attended well to their ideas and ways to extend the goals of SHINE. For example, we are making our nutrition policy even more definitive and we have a larger garden being installed in our school.
- The coaches provided very beneficial information to both program staff and parents. We have made many changes to our menu. We have also had many more activities with our families centered around nutrition and physical activity.

- The coaching element has influenced my practice in getting more children involved in physical activity and eating more healthy.
- The coaching was very helpful to stay on track and complete the requirements.
- The coaching was very minimal and I didn't really learn anything new. There was no change or impact to my environment at all
- We are purchasing healthier foods. I didn't realize how unhealthy our snack choices were. I thought our menus were ok and now I see that they were not as healthy as they could be. Our kids are more active in the class. We plan more movement activities and the kids really like it
- We have included more intentional physical activity in our program- teachers are doing an outdoor teacher directed physical activity of some sort with the children 4x's per week. We also planted a garden ... materials given to us by SHINE. WOW! So amazing to have our children be active participants in growing their own food. Many of our families are very low income and many don't have the opportunities to actively participate in planting, care taking, and eating the food they grow. It's been amazing to watch the process.
- We were already doing most of the things that he coached me on.

Question 31. What were your major accomplishments?

- A calm environment while sitting at the table. Talking about all the food groups and where the food belongs.
- Coming up with a wellness policy.
- Completing most of the classes online
- Creating a Wellness Policy
- Developing a Wellness Policy, Developing a menu with more variety of fresh fruits and vegetables as well as making it more inviting to children. Gained additional ideas for nutrition activities for children.
- I believe my major accomplishment has to do with nutrition awareness.
- I have specific wellness policies in place now in my contract. I have had a good menu before but now feel I have a purpose to continue a healthy lifestyle with my children. I have increased the physical activity time in play with my children.
- I made it to the food training and have a better garden.
- Increase opportunities for staff and parents to engage in Nutrition and Physical Activity Forums, Classes, and/or Trainings.
- Learning about meal service quality.
- no comment
- Planting our edible garden with children and parent involvement
- Providing even healthier food choices for kids, focusing on adding more whole grains to the menu as well as greens, and beans as a protein source. We are also practicing family style serving at our meal times and have been able to include a nutrition education activity once per week. They love it!
- Starting a little garden, helping my children to know why certain foods are so important to it .
- Teaching the children about nutrition food groups. Making sure the meals are nutritional.
- That I have a wellness policy
- The menu changes. More physical activity gardening activities less sugar in the program
- Wellness & Nutrition policy revised, Garden expansion with students coordinated vocabulary with experience and cooperative work among classrooms--opening our students' experiences! Joined Harvest of the Month Good reminders e.g. physical fitness

Question 32. What were your major challenges?

- Coming up with a wellness policy.
- Developing a garden. I receive no response from the community for donations. We received a lot of tips that may help with creating small container gardens.
- Getting some of the children to eat new foods or anything, food at all.
- Getting the children to eat new foods.
- Helping parents be on the same page with me when serving certain foods.
- I wanted to do the online training classes.
- Learning daily schedule teach and implement children in bringing family styles meals at the point of services.
- Meal planning is done externally to our program....baby steps with the food services staff
- My challenge has to do with providing materials that are safe for children to interact with.
- My children are active but keeping them active in planned activities for 60 min. a day has been challenge but doable. Getting community support was challenging but am using my local farmers markets to expand my menus and healthy living experiences.
- Need more options for gardening on site.
- none
- Providing enough structured physical activity time during a day. It's difficult to find 60minutes recommended for a preschool aged child when in also take care of babies.
- Scheduling time for staff trainings.
- That I had to come up with a wellness policy. It would be nice if you had samples for those of us who have a hard time or just feel uneasy with the computer.
- The major challenge was revising my menu to 5 week menu cycle
- The online classes were hard. Gardening was a challenge because we had never done any of that before.
- Wellness Policies in place.