Nutrition and Physical Activity in Child Care
The NAP SACC Program

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Presentation Outline

• Present an overview of the NAP SACC program
• Explain how research evidence was used in the development of the NAP SACC program
• Describe how the NAP SACC program can be used with other approaches to address healthy weight development at child care settings
• Provide examples how the NAP SACC program is being used in other states
• Identify challenges and keys to success using the NAP SACC program
Among preschool children aged 2–5, obesity increased from 5.0% to 10.4% between 1976–1980 and 2007–2008.
F is for Fat Report: Maine

- **Washington, D.C., July 1, 2009** - Maine has the 35th highest rate of adult obesity in the nation, at 24.7 percent and the 39th highest of overweight youths (ages 10-17) at 28.2 percent.

- **Reported by Trust for America's Health** the Robert Wood Johnson Foundation.
The Maine experience

- Pediatric community partnered the Maine-Harvard Prevention Research Center & state CDC
- Maine Youth Overweight Collaborative (MYOC) started a simple message: 5-2-1-0
- In 2006, unique profit/nonprofit partnership formed, Let's Go! to take the message to:
  - schools, child-care centers, communities, workplaces, after-school programs, and health-care settings.
Let’s Go Core Principles

• Environmental and policy changes influence behavior change

• Interconnectivity across sectors is essential

• Strategies should be evidence-based and continuously evaluated.
The NAP SACC Program
What is...

Nutrition and Physical Activity Self Assessment for Child Care
NAP SACC Program Identified as one of three model programs to address obesity prevention in child care.

The other programs noted were Nemours Childhood Obesity Model, supported by the Nemours Health and Prevention Services and I am Moving, I am Learning, a health promotion and obesity prevention enhancement developed for Head Start.
NAP SACC History

- NC Healthy Weight Initiative
- NAP SACC pilot program
Development Team

NC Division of Public Health

North Carolina Public Health

UNC

SCHOOL OF PUBLIC HEALTH

UNC

CENTER FOR HEALTH PROMOTION AND DISEASE PREVENTION
Intervention Development

- Interviews
- Focus Groups
- Standards review
- Research evidence
- Expert input
- Community Advisory Committee
Additional Background Research


Environment and Policy Assessment and Observation (EPAO)

• **Purpose:**
To objectively and effectively describe the nutrition and physical activity environment and practices of child care facilities.

• **Components:**
  - Direct Observation
  - Document review

NAP SACC Best Practice Recommendations for Nutrition and Physical Activity
References: Best Practice Guidelines

• Physical Activity:

• Nutrition:
Nutrition Key Areas

- Fruits and Vegetables
- Meats, Fats, and Grains
- Beverages
- Menus and Variety
- Feeding Practices
- Foods Outside of Meals and Snacks
- Supporting Healthy Eating
- Nutrition Education
- Nutrition Policies
Physical Activity Key Areas

- Active Play and Inactive Time
- Play Environment
- Supporting PA
- PA Education
- PA Policies
Sample of Findings from NC

Fruits & Vegetables
Physical Activity (active play time)
Best Practices for Fruits and Vegetables

- Offer fruit (not juice) at least 2 times a day.
- Serve fruit canned in its own juice, fresh, or frozen all of the time.
- Offer vegetables (not French fries, tator tots, hash browns or dried beans) at least 2 per day.
- Offer vegetables, other than potatoes, corn or green beans 1 or more times per day.
- Prepare cooked vegetables without added meat fat, margarine or butter.
Best Practice Guideline

**Offer vegetables at least 2x a day (not including French fries, tator tots, hash browns or dried beans).**

Result: **23% met Guideline**
- 16% None
- 62% Once
- 23% Two or more

**Offer vegetables, other than potatoes, corn or green beans 1 or more times per day.**

Result: **32% met Guideline**
- 60% None
- 32% Once
- 7% Two or more
Best Practice Guideline

Offer fruit (not juice) at least 2 times/day.

Result: **44%** met Guideline
- 7% None
- 41% Once
- 44% Twice or more

Fruit (fresh, frozen, or canned in own juice) offered daily.

Result: **19%** met Guideline
- 43% None
- 38% Once
- 19% Twice or more
Minutes per hour of moderate or vigorous physical activity across 50 child care centers

Average minutes of MVPA per hour: 5.58min (1.66)
Why Physical Activity in Child Care?

The amount of physical activity children get is related to what child care center they attend.

Minutes of moderate or vigorous physical activity on an average day

<table>
<thead>
<tr>
<th>Group</th>
<th>Minutes</th>
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<tbody>
<tr>
<td>Lower 10</td>
<td>32</td>
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<tr>
<td>Average</td>
<td>45</td>
</tr>
<tr>
<td>Upper 10</td>
<td>56</td>
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</table>

In one month, the difference between the upper and lower groups is about 8 hours!
Teacher Led Activity and MVPA

Minutes of MVPA across three levels of Teacher led activity

Number of Teacher led physical activities per day

- < 1 per day: 42.8
- 1 - 1.9 per day: 45.12
- 2+ per day: 50.88
Results from the NAP SACC Evaluation

NAP SACC Evaluation Design

• Sample

• A convenience sample of 96 child care centers recruited from 33 North Carolina (NC) counties

• Centers represented all three regions of NC (Western, Eastern, and Central Piedmont).

• Most (n=84) were part of an evaluation of the NAP SACC intervention); 12 additional centers were part of an exploratory study to test the self-assessment instrument.
Change in EPAO Item Scores

<table>
<thead>
<tr>
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<th>Average Change</th>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td><strong>Nutrition</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>-0.50</td>
<td>7.5</td>
</tr>
<tr>
<td></td>
<td>(-19 to +15)</td>
<td></td>
</tr>
<tr>
<td>Intervention</td>
<td>+4.34</td>
<td>7.3</td>
</tr>
<tr>
<td></td>
<td>(-11 to +29)</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Act</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>-0.15</td>
<td>6.8</td>
</tr>
<tr>
<td></td>
<td>(-8 to +11)</td>
<td></td>
</tr>
<tr>
<td>Intervention</td>
<td>+3.61</td>
<td>6.6</td>
</tr>
<tr>
<td></td>
<td>(-5 to +15)</td>
<td></td>
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</table>
How does it work?

Nutrition
And
Physical Activity
Self
Assessment for
Child
Care
NAP SACC Steps

1. Self-Assessment
2. Action Planning/Goal Setting
3. Workshop Delivery
4. Targeted Technical Assistance
5. Evaluate, revise and repeat
NAP SACC Timeline

Month 1
- Self-Assessment
- Action Planning

Months 2 & 3
- Workshop Delivery
- Technical Assistance

Months 4, 5, & 6
- Evaluate, Revise, Repeat
Step 1: Self-Assessment

- Facility director completes self-assessment instrument with help from key staff, such as the cook or program planner.

**Nutrition and Physical Activity Self-Assessment for Child Care**

**SECTION I: NUTRITION**

**(N1) Fruits and Vegetables**

A. Fruit (not juice) is offered:
   - [ ] 3 times per week or less
   - [ ] 4 times per week
   - [ ] 1 time per day
   - [ ] 2 or more times per day

B. Fruit is offered canned in its own juice (no syrup, fresh, or frozen):
   - [ ] Rarely or never
   - [ ] Some of the time
   - [ ] Most of the time
   - [ ] All of the time

C. Vegetables (not including French fries, potato tots, hash browns, or fried beans) are offered:
   - [ ] 2 times per week or less
   - [ ] 3-4 times per week
   - [ ] 1 time per day
   - [ ] 2 or more times per day

D. Vegetables, other than potatoes, corn, and green beans, are offered:
   - [ ] Less than 1 time per week
   - [ ] 1-2 times per week
   - [ ] 3-4 times per week
   - [ ] 1 or more times per day

E. Cooked vegetables are prepared with added meat, margarine, or butter:
   - [ ] All of the time
   - [ ] Most of the time
   - [ ] Some of the time
   - [ ] Rarely or never

**(N2) Meats, Fats, and Grains**

A. Fried or pre-fried potatoes (French fries, tener tots, hash browns) are offered:
   - [ ] 3 or more times per week
   - [ ] 2 times per week
   - [ ] 1 time per week
   - [ ] Less than once a week or never

B. Fried or pre-fried (ham and) breaded meats (chicken nuggets) or fish (fish sticks) are offered:
   - [ ] 3 or more times per week
   - [ ] 2 times per week
   - [ ] 1 time per week
   - [ ] Less than once a week or never

C. High fat meats (sausage, bacon, hot dogs, hot dogs, ground beef) are offered:
   - [ ] 3 or more times per week
   - [ ] 2 times per week
   - [ ] 1 time per week
   - [ ] Less than once a week or never
Step 2: Action Planning

- Provider-generated with Consultant support
- 3 Key Areas selected for improvement
- At least 1 nutrition and 1 physical activity key area selected
Step 3: Workshop Delivery

- 5 workshops (approved for 5.5 CEUs)
Step 4: Provision of Technical Assistance

- This may be the most important step in the process!!

- In-person, telephone, email

- This offers...
  - Support
  - Encouragement
  - Additional information
  - A reminder of goals
Step 5: Evaluate, Revise, and Repeat

- Evaluate progress using repeat self-assessment.
- Revise, refine and add goals where necessary
- Celebrate the small changes, not just the big ones!
**NAP SACC**

**Intent of the Intervention**

The Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) program is a practice-based intervention designed to enhance policies, practices, and environments in child care by improving the:

- nutritional quality of food served,
- amount and quality of physical activity
- staff-child interactions
- facility nutrition and physical activity policies and practices and related environmental characteristics

The NAP SACC intervention primarily addresses the inter-personal and organizational levels of the socioecologic model.
NAP SACC Implementation Training

www.center-trt.org → Trainings → Web-Based Trainings
NAP SACC is:

• A great tool for addressing continuous quality improvement in nutrition and physical activity environments at childcare

• Designed to address changes in areas where a center feels ready and able

• Can be guided toward areas in need of change by an effective, patient NAP SACC consultant (such as coach!)
NAP SACC is...

a Planning Model – not a curriculum

- As a planning model, the NAP SACC program helps centers identify and address changes to their nutrition and physical activity environment

- Curricula, strategies, or program standards provide guidance or specific materials that can be used to guide practice or deliver lessons to children based on planning conducted using the NAP SACC program
NAP SACC: Curricula and Approaches
5-2-1-0 Objectives

5 or more fruits & vegetables
2 hours or less recreational screen time*
1 hour or more of physical activity
0 sugary drinks, more water & low fat milk

*Keep TV/Computer out of the bedroom. No screen time under the age of 2.
### Who’s Delivering NAP SACC?

<table>
<thead>
<tr>
<th><strong>Sponsors</strong></th>
<th><strong>“NAPSACC Consultant”</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• State or local public health departments</td>
<td>• Child Care Health Consultant</td>
</tr>
<tr>
<td>• Colleges or universities</td>
<td>• Child Care Resource and Referral Staff</td>
</tr>
<tr>
<td>• Food Trust</td>
<td>• Health educator</td>
</tr>
<tr>
<td>• Childcare organizations</td>
<td>• Nutrition educator or Registered Dietician</td>
</tr>
<tr>
<td>• Others</td>
<td>• Childcare director</td>
</tr>
</tbody>
</table>

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Sponsors include State or local public health departments, colleges or universities, Food Trust, childcare organizations, and others. The "NAPSACC Consultant" list includes Child Care Health Consultant, Child Care Resource and Referral Staff, Health educator, Nutrition educator or Registered Dietician, and Childcare director.
States Using NAP SACC Intervention Materials
ARIZONA: Yuma County


- Pilot program in 30 Centers and 1800 children
- NAP SACC materials were adapted to fit the local community
New York

- 5 year state dissemination plan

- Goals of the evaluation plan
  - To evaluate the expert training model as a viable approach for implementing NAP SACC statewide
  - To evaluate the association between Active Organizational Support and fidelity to the NAP SACC process
Coming Soon.....

NAP SACC: Media Reduction Module

Materials Included

- Intervention Materials
  - Media Self-Assessment
  - Media Workshop
- Technical Assistance Materials
  - Facility Handouts
  - Technical Assistance Manual
  - Sample Child Care Media Use Policy
- Parent Toolkit
  - Handouts
  - Rate your Family Media
North Carolina

- North Carolina is working with Smart Start and using NAP SACC to develop enhanced outdoor environments, active lessons, and improved nutrition (Blue Cross/Blue Shield sponsor)
Email: napsacc@unc.edu
Web: www.napsacc.org
The EPAO is an expansion of the self-assessment into a tool that is executed by objective, trained field observers through direct observation and document review.