

Connecting Farm to Early Care and Education Standards, Guidance, and Resources

MICHIGAN CHILDHOOD STANDARDS OF QUALITY, CHILD AND ADULT CARE FOOD PROGRAM (CACFP), AND GO NAPSACC



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Table of Contents

Introduction	4
How to Use	4
Table 1. Early Learning and Development Standards.....	5
Approaches to Play and Learning	5
Physical Development and Wellness	6
Creative and Expressive Arts.....	9
Mathematics	10
Engineering and Technology	11
Science	14
Social Studies	16
Table 2. Program Quality Standards	19
Program Philosophy.....	19
Administrative Support, Staffing, and Professional Learning	21
Program Evaluation.....	23
Family Partnerships.....	24
Environment of Care and Learning	27
Physical and Mental Health.....	29
Community Collaboration.....	31



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INTRODUCTION

Farm to early care and education (ECE) is composed of three core elements that overlap but also extend into other learning domains across the ECE setting. Farm to ECE includes activities aimed at

1. increasing access to nutrient-dense, locally produced foods;
2. encouraging gardening; and
3. educating about food, nutrition, and agriculture in ECE settings.

These three aspects are considered the “core elements” of farm to ECE (National Farm to School Network, 2017). Farm to ECE can be utilized across any type of ECE setting, including childcare centers, family childcare homes, Head Start programs, and preschools within K–12 school districts to help children learn about the origins of food and nutrition, engage in hands-on gardening activities, and take part in a variety of nutrition education activities, widely increasing its appeal. Documenting these activities can also be immensely beneficial for accreditation, licensing, or for the providers themselves. This document was created to aid in the documentation process for providers in the state of Michigan, cross-walking the Michigan Early Learning Guidelines with examples, the Child and Adult Care Food Program (CACFP), Go NAPSACC (validated self-assessment tool available for providers), the Head Start Early Learning Outcomes Framework, and the National Association for the Education of Young Children (NAEYC) Early Learning Program Accreditation Standards (ELPAS).

HOW TO USE

In the left-most column, the document includes each of the early learning and development standards in the Michigan Early Learning Guidelines document that could be addressed through implementation of farm to ECE activities. When relevant, a CACFP reference or a Go NAPSACC evidence-based practice is offered for cross-reference and documentation. For providers using Go NAPSACC as a self-assessment tool, this can be used to help support and implement a particular farm to ECE practice as part of an action plan created in Go NAPSACC. The document attempts to reference no- and low-cost best practices as much as possible to further facilitate the use of Go NAPSACC. A full list of farm to ECE best practices is also available within Go NAPSACC’s resources.

To see the Head Start Early Learning Outcomes Framework or NAEYC Early Learning Program Accreditation Standards cross-walked with the other standards/outcomes, click on the appropriate header on the column to see the full hyperlinked interactive framework. Head Start also further breaks down indicators by infant/toddler and preschool age groups.

Table 1. Early Learning and Development Standards

MI CHILDHOOD STANDARDS OF QUALITY	EXAMPLE BEHAVIOR	CACFP REFERENCE	GO NAPSACC BEST PRACTICES	HEAD START FRAMEWORK AND NAEYC STANDARDS ¹
APPROACHES TO PLAY AND LEARNING				
Goal 1 — Curiosity and Flexibility: Children learn about themselves and the world around them through purposeful play.	—	—	—	(HS-ELOF: IT-ATL 5; IT-ATL 7; IT-ATL 8; P-ATL 8; P-ATL 9; P-ATL 11)
Indicator 1a. Use play to interpret and understand the world around them.	Use a spoon to eat and then later as a drumstick.	—	Farm to ECE: Teachers talk with children informally about where foods come from or how they grow each time they see an opportunity.	—
Indicator 1b. Explore, investigate, and ask questions about the world around them.	Open their mouth to try a new food.	—	Farm to ECE: Teachers talk with children informally about where foods come from or how they grow each time they see an opportunity. Children do a variety of garden activities: plan what to grow; examine seeds; observe seasons and weather; plant, weed, water; observe plant growth; and observe pollinating insects and birds in the garden.	—
Indicator 1c. Reconstruct their ideas about the world around them based on new thoughts and information.	Open their mouth to try a new food.	—	Farm to ECE: Teachers talk with children informally about where foods come from or how they grow each time they see an opportunity.	—

¹ Head Start Early Learning Outcomes Framework and National Association for the Education of Young Children (NAEYC) Early Learning Program Accreditation Standards and Assessment Items.

<u>MI CHILDHOOD STANDARDS OF QUALITY</u>	<u>EXAMPLE BEHAVIOR</u>	<u>CACFP REFERENCE</u>	<u>GO NAPSACC BEST PRACTICES</u>	<u>HEAD START FRAMEWORK AND NAEYC STANDARDS¹</u>
Goal 2 — Play and Imagination: Children demonstrate increasingly complex play styles.	—	—	—	(HS-ELOF: IT-ATL 6; IT-ATL 8; IT-ATL 9; P-ATL 12; P-ATL 13)
Indicator 2a. Initiate, join, and take turns in play with others.	<p>Watch a spoon with food as it comes toward their mouth.</p> <p>Pass dishes during a family-style meal and wait for another child to pour the juice.</p>	—	<p>Farm to ECE:</p> <p>The materials used to help preschool children learn about food and where it comes from include a variety of posters, pictures, books, and props that reflect the diversity of the program's children, families, and staff; expose children to people, foods, and cultures different from their own; and tell the stories of farmers and farmworkers of color.</p>	—
Indicator 2b. Demonstrate imagination and creativity in their play.	Make “dinner” with playdough.	—	<p>Farm to ECE:</p> <p>Preschool children do cooking or taste test activities with fresh fruits or vegetables one time per week or more.</p>	—
Indicator 2c. Propose and explore possibilities for how things work, what they might do, or what they might be.	Participate in a discussion about what plants need to grow and draw pictures of the way the seed they planted is growing.	—	<p>Farm to ECE:</p> <p>Teachers talk with children informally about where foods come from or how they grow each time they see an opportunity.</p> <p>Children do a variety of garden activities:</p> <p>plan what to grow; examine seeds; observe seasons and weather; plant, weed, water; observe plant growth; and observe pollinating insects and birds in the garden.</p>	—
PHYSICAL DEVELOPMENT AND WELLNESS				
Goal 1 — Body Awareness: Children begin to understand their bodies and how they function.	—	—	—	<p>(HS-ELOF: IT-PMP 1; IT-PMP 2; IT-PMP 5; P-PMP 2)</p> <p>(NAEYC-ELPAS: 2.C)</p>

MI CHILDHOOD STANDARDS OF QUALITY	EXAMPLE BEHAVIOR	CACFP REFERENCE	GO NAPSACC BEST PRACTICES	HEAD START FRAMEWORK AND NAEYC STANDARDS ¹
Indicator 1a. Use their senses (hearing, vision, taste, touch, smell) and their voices to perceive and respond to the world around them.	<p>Show preferences for different tastes and textures in food by leaning toward food they want more of or spitting out something they didn't enjoy.</p> <p>Continue to develop their food preferences by feeding themselves.</p> <p>Describe and sort foods based on their senses, such as sorting foods by color or by texture.</p>	—	<p>Farm to ECE:</p> <p>Teachers talk with children informally about where foods come from or how they grow each time they see an opportunity.</p>	—
Indicator 1b. Recognize parts of the human body and how their body helps them engage with their environment.	Use a pincer grasp or utensils and a cup to feed themselves.	—	<p>Farm to ECE:</p> <p>During the growing season, structured gardening time is provided to preschool children two times per week or more (Family Child Care Home (FCCH): one time per week or more).</p>	—
Goal 3 — Fine Motor: Children explore and begin to develop skill in using their small muscles.	—	—	—	<p>(HS-ELOF: IT-PMP 6; IT-PMP 7; IT-PMP 8; P-PMP 3)</p> <p>(NAEYC-ELPAS: 2.C)</p>
Indicator 3a. Explore and develop more precise control over the movements of their tongue and facial muscles.	Try new foods with different textures.	—	<p>Farm to ECE:</p> <p>During the growing season, preschool children do cooking or taste test activities with fresh fruits or vegetables one time per week or more.</p> <p>Children cut, measure, and mix ingredients.</p>	—
Indicator 3b. Explore and develop more strength and precise control over their hands and fingers.	Coordinate picking up small food items and transferring them to their mouths.	—	Farm to ECE: Children do a variety of activities to help plan, plant, care for, harvest, and learn from the garden.	—

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Indicator 3c. Develop more precise hand-eye coordination.	Use a spoon to feed themselves.	—	Farm to ECE: Children do a variety of activities to help plan, plant, care for, harvest, and learn from the garden.	—
Goal 4 — Personal Care and Hygiene: Children recognize and practice the ways they can support and advocate for their own needs and the safety of themselves and others.	—	—	—	(HS-ELOF: IT-PMP 9; IT-PMP 10; P-PMP 4; P-PMP 6) (NAEYC-ELPAS: 2.C; 2.K)
Indicator 4a. Begin to understand the connections among physical activity, hygiene, nutrition, emotional wellness, and physical health.	With prompting, wash their hands independently before and after meals, after toileting, and after outdoor times. Eat the healthy part of lunch first and save dessert for last.	—	Farm to ECE: Teachers talk with children informally about where foods come from or how they grow each time they see an opportunity. Over the course of the year, offer four or more types of local foods as part of meals or snacks; offer local foods as a part of meals or snacks at least once a week; and offer local fruits and vegetables as a part of meals or snacks at least three times per week.	—
Indicator 4d. Show increasing ability to perform self-care routines and tasks.	Use utensils and a closed cup to feed themselves. Drink independently from an open cup.	—	Farm to ECE: Teachers talk with children informally about where foods come from or how they grow each time they see an opportunity.	—
Goal 5 — Nutrition: Children experience and become aware of the ways foods and drinks affect their bodies.	—	—	—	(HS-ELOF: IT-PMP 11; P-PMP 5) (NAEYC-ELPAS: 2.C; 2.K)
Indicator 5a. Become aware of and respond to feelings of thirst, hunger, and fullness.	Get their own snack and sit down to eat it. Ask for water with a meal.	There are many ways in which institutions can incorporate local foods into their meal programs.	Farm to ECE: Teachers talk with children informally about where foods come from or how they grow each time they see an opportunity.	—

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Indicator 5b. Show interest in new or different tastes, smells, and foods.	Sample a variety of apple types. Ask, “What’s that smell?” when lunch is delivered.	—	Farm to ECE: Teachers talk with children informally about where foods come from or how they grow each time they see an opportunity. Over the course of the year, offer four or more types of local foods as part of meals or snacks; offer local foods as a part of meals or snacks at least once a week; and offer local fruits and vegetables as a part of meals or snacks at least three times per week. Menus regularly include meals and snacks that reflect cultural, ethnic, or religious food traditions of enrolled children. Plants grown reflect cultural, ethnic, or religious food traditions of enrolled children.	—
Indicator 5c. Develop an awareness of how foods look, feel, taste, and smell different; how different foods affect their bodies; and how foods are sorted into food groups.	Use utensils and a closed cup to feed themselves, allowing them to make their own choices about what to eat in which order.	—	Farm to ECE: Teachers talk with children informally about where foods come from or how they grow each time they see an opportunity. A garden for herbs, fruits and vegetables is planted in the ground or in containers. Structured gardening time is provided to preschool children at least twice a week (FCCH: at least once a week).	—
CREATIVE AND EXPRESSIVE ARTS				
Goal 2 — Supporting Skills: Children develop the skills that support self-expression through a variety of art forms.	—	—	—	(HS-ELOF: IT-PMP 6; IT-PMP 7; IT-PMP 8; IT-LC 13; P-ATL 3; P-PMP 1; P-PMP 2; P-PMP 3; P-PMP 4; P-LC 6; P-LC 7; P-LIT 6) (NAEYC-ELPAS: 2.C; 2.J)

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Indicator 2a. Explore and develop increasing control over fine motor and large motor movements.	Pick up small food items with a pincer grasp (fine motor skills).	—	Farm to ECE: Preschool children do cooking or taste test activities with fresh fruits or vegetables at least once a week. Children cut, measure, and mix ingredients.	—
MATHEMATICS				
Goal 1 — Mathematical Thinking: Children begin to develop processes and strategies for solving mathematical problems.	—	—	—	(HS-ELOF: IT-C 1; IT-C 6; IT-C 7; P-MATH 5) (MI PTEC-BK: IT2; M.1; M.4) (NAEYC-ELPAS: 2.F)
Indicator 1a. Explore and begin to make sense of their world through mathematical thinking and strategies.	Ask for “more” food at snack time. Ask a familiar adult to pour more milk to fill their cup all the way (concept of “more”).	—	Farm to ECE: Preschool children do cooking or taste test activities with fresh fruits or vegetables at least once a week. Children cut, measure, and mix ingredients.	—
Goal 5 — Measurement: Children show a growing understanding of the concepts of quantifying and comparing.	—	—	—	(HS-ELOF: P-MATH 4; P-MATH 8; P-SCI 3) (NAEYC-ELPAS: 2.F)
Indicator 5b. Compare things in their environment and use the language of measurement (lighter, darker, long, longer, big, bigger, etc.) to describe them.	Compare size with simple terms, such as bigger, smaller, taller, shorter, lighter, and heavier in conversations about food.	—	Farm to ECE: Teachers talk with children informally about where foods come from or how they grow each time they see an opportunity. Preschool children do cooking or taste test activities with fresh fruits or vegetables at least once a week. Children cut, measure, and mix ingredients. Children do a variety of garden activities: plan what to grow; examine seeds; observe seasons and weather; plant, weed, and water; observe plant growth; and observe pollinating insects and birds in the garden.	—

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Indicator 5c. Use nonstandard and standard tools and units of measurement.	Hold a piece of fruit in each hand to decide which is heavier. With support, measure ingredients for making bread.	—	Farm to ECE: preschool children do cooking or taste test activities with fresh fruits or vegetables at least once a week. Children cut, measure, and mix ingredients.	—
Goal 6 — Collecting and Organizing Information: Children begin to develop processes and strategies for classifying and using data.	—	—	—	(HS-ELOF: IT-C 3; IT-C 6; IT-C 7; IT-C 10; P-SCI 3) (NAEYC-ELPAS: 2.F)
Indicator 6a. Recognize and classify things in their environment.	Measure the growth of their seedling every day.	—	Farm to ECE: Teachers offer planned education on food and where it comes at least once a week. Children do a variety of garden activities: plan what to grow; examine seeds; observe seasons and weather; plant, weed, and water; observe plant growth; and observe pollinating insects and birds in the garden.	—
Indicator 6b. Sort things in their environment into groups based on attributes.	Turn their head away to refuse certain flavors of puree.	—	Farm to ECE: Teachers talk with children informally about where foods come from or how they grow each time they see an opportunity.	—
ENGINEERING AND TECHNOLOGY				
Goal 1 — Creativity and Critical Thinking: Children use tools (digital or non-digital) to learn, create, accomplish tasks, and solve problems.	—	—	—	(HS-ELOF: IT-ATL 7; IT-C 1; IT-C 6; IT-C 7; IT-PMP 8; P-SCI 1; P-SCI 3; P-SCI 5) (NAEYC-ELPAS: 2.G; 2.H)

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Indicator 1a. Explore and experiment with different uses for the tools, objects, and materials in their environment.	Use a spoon to eat during feeding time and as a drumstick during play.	—	Farm to ECE: A garden for herbs, fruits and vegetables is planted in the ground or in containers. Structured gardening time is provided to preschool children at least twice a week (FCCH: at least once per week).	—
Indicator 1b. Learn from their experiments and experiences.	After tasting a new food, they enjoyed, show excitement when being offered that food again.	This guidance for growing food for use in the CACFP meal service is consistent with the guidance provided to schools participating in the National School Lunch Program (NSLP) and operating school gardens.	Farm to ECE: During the growing season, structured gardening time is provided to preschool children at least twice a week (FCCH: at least once per week). Children do cooking or taste test activities with fresh fruits or vegetables at least once a week Children cut, measure, and mix ingredients.	—
Goal 2 — Communication and Collaboration: Children use tools (digital or non-digital) to communicate and collaborate with others.	—	—	—	(HS-ELOF: IT-SE 3; IT-LC 11; IT-LC 13; P-ATL 12; P-SCI 5; P-SCI 6) (NAEYC-ELPAS: 2.B; 2.H)
Indicator 2b. Uses tools to work with others.	Use one-to-one correspondence as they hand a familiar adult one cup and keep one for themselves.	This guidance for growing food for use in the CACFP meal service is consistent with the guidance provided to schools participating in the NSLP and operating school gardens.	Farm to ECE: A garden for herbs, fruits and vegetables is planted in the ground or in containers. Structured gardening time is provided to preschool children at least twice a week (FCCH: at least once a week). Children do cooking or taste test activities with fresh fruits or vegetables at least once a week. Children cut, measure, and mix ingredients.	—

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Goal 3 — Exploration and Information: Children explore and interact with (digital or non-digital) tools and resources.	—	—	—	(HS-ELOF: IT-ATL 7; IT-LC 6; IT-LC 10; IT-LC 13; IT-C 1; IT-C 6; P-ATL 11; P-SCI 4; P-SCI 5) (NAEYC-ELPAS: 2.B; 2.G; 2.H)
Indicator 3a. With adult support and supervision, explores (digital or non-digital) tools and resources to find information.	With adult support and supervision, use a tablet to look for pictures of a plant's life cycle.	—	Farm to ECE: The materials used to help preschool children learn about food and where it comes from include a variety of posters, pictures, books, and props that reflect the diversity of the program's children, families, and staff; expose children to people, foods, and cultures different from their own; and tell the stories of farmers and farmworkers of color. Children do cooking or taste test activities with fresh fruits or vegetables at least once a week. Children cut, measure, and mix ingredients.	—
Indicator 3b. Communicates about their experiences with (digital or non-digital) tools and resources.	Record their measurement of the rain in their science journal.	This guidance for growing food for use in the CACFP meal service is consistent with the guidance provided to schools participating in the NSLP and operating school gardens.	Farm to ECE: Teachers offer planned education on food and where it comes from at least once a week.	—

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SCIENCE				
Goal 1 — Scientific Thinking: Children explore and demonstrate curiosity about the world around them.	—	—	—	(HS-ELOF: IT-C 1; IT-C 2; IT-C 3; IT-C 4; IT-C 5; IT-C 6; IT-C 7; IT-C 10; P-LC 6; P-SCI 1; P-SCI 2; P-SCI 3; P-SCI 4; P-SCI 5; P-SCI 6) (MI PTEC-BK: IT2; S.1; S.2; S.4; S.6; S.7) (NAEYC-ELPAS: 2.G)
Indicator 1a. Observe and investigate their environment using scientific thinking, scientific vocabulary, and the scientific method.	Taste several varieties of apples and describe the differences in flavor, color, and texture.	This guidance for growing food for use in the CACFP meal service is consistent with the guidance provided to schools participating in the NSLP and operating school gardens.	Farm to ECE: A garden for herbs, fruits and vegetables is planted in the ground or in containers. Structured gardening time is provided to preschool children at least twice a week (FCCH: at least once a week).	—
Indicator 1c. Observe, compare, and classify objects and information.	Measure the growth of their seedling every day.	This guidance for growing food for use in the CACFP meal service is consistent with the guidance provided to schools participating in the NSLP and operating school gardens.	Farm to ECE: Children do a variety of garden activities: plan what to grow; examine seeds; observe seasons and weather; plant, weed, and water; observe plant growth; and observe pollinating insects and birds in the garden.	—
Indicator 1d. Communicate and record observations, questions, and predictions about their environment.	After being taught that a plant needs moist soil, touch the soil in a potted plant and ask to water it because it's dry.	This guidance for growing food for use in the CACFP meal service is consistent with the guidance provided to schools participating in the NSLP and operating school gardens.	Farm to ECE: Children do a variety of activities to help plan, plant, care for, harvest, and learn from the garden.	—
Goal 2 — Physical Science: Children show a growing understanding of the scientific principles of physical science.	—	—	—	(HS-ELOF: IT-C 9; P-SCI 1; P-SCI 3) (NAEYC-ELPAS: 2.G)

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Indicator 2b. Explore and observe the states of matter (liquids, solids, gasses) in their environment.	Work with a group to shake a jar of heavy cream until it turns into butter.	This guidance for growing food for use in the CACFP meal service is consistent with the guidance provided to schools participating in the NSLP and operating school gardens.	Farm to ECE: Children do cooking or taste test activities with fresh fruits or vegetables at least once a week. Children cut, measure, and mix ingredients.	—
Goal 3 — Earth Science: Children show a growing understanding of the scientific principles related to the earth.	—	—	—	(NAEYC-ELPAS: 2.G)
Indicator 3b. Recognize and identify different weather conditions and the ways weather can impact their lives.	Participate in a group routine to identify and record the daily weather.	—	Farm to ECE: Teachers talk with children informally about where foods come from or how they grow each time they see an opportunity.	—
Indicator 3c. Recognize and make connections between the seasons and their observable characteristics.	Notice leaves falling from the trees and say that soon it will be time to go to the apple orchard or pumpkin patch.	—	Farm to ECE: Teachers talk with children informally about where foods come from or how they grow each time they see an opportunity. Children do a variety of activities to help plan, plant, care for, harvest, and learn from the garden, including seed sorting and observing plant growth, pollinating insects and birds in the garden, and seasons and weather.	—
Goal 4 — Life Science: Children show a growing understanding of scientific knowledge related to living and nonliving things.	—	—	—	(NAEYC-ELPAS: 2.G)
Indicator 4a. Explore, observe, notice, and describe a variety of plants and animals in their community and their life cycles.	With guidance and support, use their fingers to poke holes in soil for planting seeds.	This guidance for growing food for use in the CACFP meal service is consistent with the guidance provided to schools participating in the NSLP and operating school gardens.	Farm to ECE: Children do a variety of activities to help plan, plant, care for, harvest, and learn from the garden, including seed sorting and observing plant growth, pollinating insects and birds in the garden, and seasons and weather.	—

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Indicator 4b. Observe and explore the habitats of a variety of plants and animals in their community (such as wooded areas, parks, lakes, and streams).	Identify the basic needs of plants (water, air, sunlight, and nutrients).	This guidance for growing food for use in the CACFP meal service is consistent with the guidance provided to schools participating in the NSLP and operating school gardens.	Farm to ECE: Children do a variety of activities to help plan, plant, care for, harvest, and learn from the garden, including seed sorting and observing plant growth, pollinating insects and birds in the garden, and seasons and weather.	—
Indicator 4c. Observe, describe, and compare the differences between living and nonliving things.	Explain that plants and animals need food and water but nonliving things like rocks and toy cars do not.	This guidance for growing food for use in the CACFP meal service is consistent with the guidance provided to schools participating in the NSLP and operating school gardens.	Farm to ECE: Children do a variety of activities to help plan, plant, care for, harvest, and learn from the garden.	—
SOCIAL STUDIES				
Goal 1 — Self, Family, and Belonging: Children understand and respect themselves and others as individuals and as members of a family, learning environment, and community.	—	—	—	(HS-ELOF: IT-SE 1; IT-SE 2; IT-SE 3; IT-SE 10; IT-SE 11; IT-SE 12; IT-SE 13; P-ATL 2; P-SE 9; P-SE 11) (NAEYC-ELPAS: 2.B; 2.L)
Indicator 1c. Demonstrate a growing sense of belonging across their home, their learning environment, and their community.	Share a food their family eats on special occasions.	—	Farm to ECE: The materials used to help preschool children learn about food and where it comes from include a variety of posters, pictures, books, and props that reflect the diversity of the program's children, families, and staff; expose children to people, foods, and cultures different from their own; and tell the stories of farmers and farmworkers of color. Menus regularly include meals and snacks that reflect the cultural, ethnic, and religious food traditions of enrolled children.	—

<u>MI CHILDHOOD STANDARDS OF QUALITY</u>	<u>EXAMPLE BEHAVIOR</u>	<u>CACFP REFERENCE</u>	<u>GO NAPSACC BEST PRACTICES</u>	<u>HEAD START FRAMEWORK AND NAEYC STANDARDS¹</u>
Indicator 1d. Participate in the routines, customs, and traditions of their family and community and develop an awareness of and respect for the ways these can differ across settings, families, and cultures.	<p>Show a preference for familiar foods they eat at home.</p> <p>Tell an adult visiting for lunchtime that “Charlotte can’t have the meatballs.”</p>	—	<p>Farm to ECE:</p> <p>The materials used to help preschool children learn about food and where it comes from include a variety of posters, pictures, books, and props that reflect the diversity of the program’s children, families, and staff; expose children to people, foods, and cultures different from their own; and tell the stories of farmers and farmworkers of color.</p> <p>Menus regularly include meals and snacks that reflect the cultural, ethnic, and religious food traditions of enrolled children.</p>	—
Goal 2 – Community and Contribution: Children recognize the value in the contributions they, their families, and others make to the community.	—	—	—	(HS-ELOF: IT-SE 1; IT-SE 2; IT-C 2; IT-C 3; IT-C 5; P-ATL-2; P-ATL 3; P-ATL 9; P-SE 2; P-SE 3; P-SE 4; P-SE 5; P-SE 10; P-SE 11) (NAEYC-ELPAS: 2.B; 2.L)
Indicator 2a. Show a growing understanding of and participation with the expectations, boundaries, and responsibilities in their family, learning environment, and community.	Reach for a bottle or food when someone is bringing it toward them.	—	<p>Farm to ECE:</p> <p>The materials used to help preschool children learn about food and where it comes from include a variety of posters, pictures, books, and props that reflect the diversity of the program’s children, families, and staff; expose children to people, foods, and cultures different from their own; and tell the stories of farmers and farmworkers of color.</p> <p>Preschool children meet a farmer at least once a year and families are invited to attend.</p>	—

<u>MI CHILDHOOD STANDARDS OF QUALITY</u>	<u>EXAMPLE BEHAVIOR</u>	<u>CACFP REFERENCE</u>	<u>GO NAPSACC BEST PRACTICES</u>	<u>HEAD START FRAMEWORK AND NAEYC STANDARDS¹</u>
Indicator 2b. Develop a growing understanding of what people need to thrive and the ways people fill those needs.	Turn their head away from a bottle when they aren't hungry.	—	<p>Farm to ECE:</p> <p>The materials used to help preschool children learn about food and where it comes from include a variety of posters, pictures, books, and props that reflect the diversity of the program's children, families, and staff; expose children to people, foods, and cultures different from their own; and tell the stories of farmers and farmworkers of color.</p>	—

Table 2. Program Quality Standards

MI CHILDHOOD STANDARDS OF QUALITY*	CONSIDERATIONS (STRATEGIES AND QUESTIONS)	CACFP REFERENCE	GO NAPSACC	HEAD START FRAMEWORK AND NAEYC STANDARDS
PROGRAM PHILOSOPHY				
Goal 1 — Development and Revision: The program philosophy describes the underlying approach or beliefs that guide how the program cares for and educates children.	—	—	—	(NAEYC-ELPAS: 2.A; 10.B)
Indicator 1a. The underlying approaches or beliefs that guide how the program cares for and educates children are based on current research and best practices in the field.	Consult state, national, and local guidelines, as well as NAEYC and Head Start standards.	—	Farm to ECE: There is a written policy on farm to ECE that includes a variety of topics related to the local foods that the program serves and other efforts to educate children and families and connect them to local foods.	—
Indicator 1b. The program philosophy conveys how the program meets and is respectful of the needs of individual children across the full range of human diversity, including those who may be multi-lingual learners, have disabilities, or otherwise have special or differing needs.	Consult state, national, and local guidelines, as well as NAEYC and Head Start standards, and current early childhood publications for an up-to-date understanding of research and best practices.	—	Farm to ECE: There is a written policy on farm to ECE that includes a variety of topics related to the local foods that the program serves and other efforts to educate children and families and connect them to local foods.	—
Indicator 1c. The process of creating, revisiting, and potentially revising the program philosophy intentionally includes families, staff, and community and board members who are representative of the children enrolled and the community where the program exists.	How do the program policies and procedures reflect feedback from staff, families, and other stakeholders?	—	Farm to ECE: There is a written policy on farm to ECE that includes a variety of topics related to the local foods that the program serves and other efforts to educate children and families and connect them to local foods.	—

MI CHILDHOOD STANDARDS OF QUALITY*	CONSIDERATIONS (STRATEGIES AND QUESTIONS)	CACFP REFERENCE	GO NAPSACC	HEAD START FRAMEWORK AND NAEYC STANDARDS
Indicator 1d. The program philosophy is reviewed on a regular basis (at least annually) to ensure that it still reflects the program's approach to and beliefs about how to care for and educate children.	What process does the program use to review the program philosophy?	—	Farm to ECE: There is a written policy on farm to ECE that includes a variety of topics related to the local foods that the program serves and other efforts to educate children and families and connect them to local foods.	—
Goal 2 — Communication: The program philosophy is shared with families, staff, and other stakeholders.	—	—	—	(NAEYC-ELPAS: 2.A; 7.C; 10.B)
Indicator 2a. The program philosophy is included in the staff, family, and other program handbooks and is readily provided to interested parties.	How is the program philosophy included in the program handbook, the family handbook, and the staff handbook?	—	Farm to ECE: There is a written policy on farm to ECE that includes a variety of topics related to the local foods that the program serves and other efforts to educate children and families and connect them to local foods.	—
Goal 3 — Purpose: The program philosophy serves as a guide for program operations and decision-making.	—	—	—	(NAEYC-ELPAS: 2.A; 10.A; 10.B)
Indicator 3c. Training and professional learning opportunities are provided in alignment with the program philosophy.	Was the program philosophy referred to when developing and implementing hiring and staff training procedures?	FNS Instruction 781-2 includes providing technical assistance, nutrition education, and training as an allowable use of State Administrative Expense (SAE) provided that the funds are used to support state-level administrative activities.	Farm to ECE: All staff participate in farm to ECE professional development related to their jobs at least once a year. Professional development on farm to ECE covers a variety of topics about buying and using local foods and educating children and their families about local foods.	—

MI CHILDHOOD STANDARDS OF QUALITY*	CONSIDERATIONS (STRATEGIES AND QUESTIONS)	CACFP REFERENCE	GO NAPSACC	HEAD START FRAMEWORK AND NAEYC STANDARDS
ADMINISTRATIVE SUPPORT, STAFFING, AND PROFESSIONAL LEARNING				
Goal 4 — Professional Learning: All program staff are provided with and participate in a variety of professional learning activities, annually and as needed.	—	—	—	(NAEYC-ELPAS: 6.B; 6.D)
Indicator 4a. Program policies include specific expectations around professional learning activities for all program staff and identify the resources the program will provide to support those activities.	Put together a list of all professional learning resources provided by the program and distribute to program staff.	FNS Instruction 781-2 includes providing technical assistance, nutrition education, and training as an allowable use of SAE provided that the funds are used to support state-level administrative activities.	Farm to ECE: All staff participate in farm to ECE professional development related to their jobs at least once a year. Professional development on farm to ECE covers a variety of topics about buying and using local foods and educating children and their families about local foods.	—
Indicator 4b. Professional learning for all staff members is based upon program evaluations and goals, aligns with individualized professional learning plans, and is grounded in up-to-date and evidence-based practice.	Refer to state and national competencies and consider staff members' specific roles when planning or selecting professional learning opportunities.	FNS Instruction 781-2 includes providing technical assistance, nutrition education, and training as an allowable use of SAE provided that the funds are used to support state-level administrative activities.	Farm to ECE: All staff participate in farm to ECE professional development related to their jobs at least once a year. Professional development on farm to ECE covers a variety of topics about buying and using local foods and educating children and their families about local foods.	—

<u>MI CHILDHOOD STANDARDS OF QUALITY*</u>	<u>CONSIDERATIONS (STRATEGIES AND QUESTIONS)</u>	<u>CACFP REFERENCE</u>	<u>GO NAPSACC</u>	<u>HEAD START FRAMEWORK AND NAEYC STANDARDS</u>
Indicator 4d. All program staff receive ongoing professional learning relevant to the population(s) served—including multilingual learners, children and families from historically underserved or marginalized communities, anti-bias teaching practices, children experiencing trauma, children with disabilities, and culturally responsive teaching—enabling them to effectively include and support all children and families.	How does the program ensure that early childhood professionals receive professional learning focused on the population(s) served by the program?	FNS Instruction 781-2 includes providing technical assistance, nutrition education, and training as an allowable use of SAE provided that the funds are used to support state-level administrative activities.	Farm to ECE: All staff participate in farm to ECE professional development related to their jobs at least once a year. Professional development on farm to ECE covers a variety of topics about buying and using local foods and educating children and their families about local foods.	—
Indicator 4e. Professional learning emphasizes and supports the importance of partnerships with families.	Does the program provide professional learning for staff on how to effectively communicate to all families using strategies that meet the unique needs of each family?	FNS Instruction 781-2 includes providing technical assistance, nutrition education, and training as an allowable use of SAE provided that the funds are used to support state-level administrative activities.	Farm to ECE: Professional development on farm to ECE covers a variety of topics about buying and using local foods and educating children and their families about local foods.	—
Indicator 4h. The program maintains a collection of or provides access to up-to-date professional learning resources about topics including but not limited to early childhood research, special education, trauma-informed practice, multilingual learners, family engagement and involvement, anti-bias education, equity, cultural competency, child development/learning theories, and developmentally appropriate practices.	Provide access to live and recorded webinars focused on early childhood topics.	FNS Instruction 781-2 includes providing technical assistance, nutrition education, and training as an allowable use of SAE provided that the funds are used to support state-level administrative activities.	Farm to ECE: All staff participate in farm to ECE professional development related to their jobs, including topics on racial equity in the food system or cultural competence related to menu planning or nutrition education, at least once a year.	—

MI CHILDHOOD STANDARDS OF QUALITY*	CONSIDERATIONS (STRATEGIES AND QUESTIONS)	CACFP REFERENCE	GO NAPSACC	HEAD START FRAMEWORK AND NAEYC STANDARDS
PROGRAM EVALUATION				
Goal 1 — Evaluation Process: A selection of evaluation tools and strategies are used on an annual basis (at minimum) to ensure the needs of children, families, and staff are being met through a high-quality program.	—	—	—	(NAEYC-ELPAS: 2.A; 10.B)
Indicator 1a. Multiple tools and strategies are used in the evaluation process to ensure all aspects of the program philosophy are being addressed.	Use the least disruptive tools needed. Program evaluation will ideally not interfere with the program's typical daily routines and processes.	—	Farm to ECE: The materials used to help pre-school children learn about food and where it comes from include a variety of posters, pictures, books, and props that reflect the diversity of the program's children, families, and staff; expose children to people, foods, and cultures different from their own; and tell the stories of farmers and farmworkers of color.	—
Goal 2 — Evaluation Data: The program uses the information gained from evaluation processes to develop and implement an improvement plan.	—	—	—	(NAEYC-ELPAS: 2.A; 10.B)
Indicator 2a. Share the results of the evaluation with staff, families, and stakeholders and invite feedback and suggestions for improvement processes.	Share information with staff at a monthly staff meeting and brainstorm improvement goals.	—	Farm to ECE: All staff participate in farm to ECE professional development related to their jobs at least once a year.	—

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Indicator 2b. Identify a short list of realistic, achievable goals to improve the program based on the results of the evaluation and feedback from staff, families, and stakeholders, with a clear timeline for completion.	Create clear and realistic deadlines for each goal.	—	Farm to ECE: All staff participate in farm to ECE professional development related to their jobs at least once a year.	—
Indicator 2c. Make a list of clear actions or steps to achieve each goal, as well as who will be responsible for each step.	Are there external resources you will need to meet the goals?	—	Farm to ECE: All staff participate in farm to ECE professional development related to their jobs at least once a year.	—
Indicator 2d. Communicate the program's improvement goals and progress to families, staff, and stakeholders.	Regularly review the goals and assess progress throughout the year.	—	Farm to ECE: The program communicates about local foods included in meals or snacks through menus, farm information, recipes, signs, marketing materials, and other strategies.	—
FAMILY PARTNERSHIPS				
Goal 1 — Relationships: The program supports relationships as the cornerstone of family partnerships.	—	—	—	(NAEYC-ELPAS: 1.A; 3.B; 4.E; 7.A)
Indicator 1a. Program staff consistently engage families in open and ongoing two-way communication about their child's daily life, social and independent experiences, and their developmental progress.	Does the program communicate with families daily via notes, text messages, or emails?	—	Farm to ECE: The program communicates about local foods included in meals or snacks through menus, farm information, recipes, signs, marketing materials, and other strategies.	—
Goal 2 — Partnerships: Within the program, families are engaged and supported partners in their child's education.	—	—	—	(NAEYC-ELPAS: 1.A; 3.B; 4.E; 7.B; 7.C)

<u>MI CHILDHOOD STANDARDS OF QUALITY*</u>	<u>CONSIDERATIONS (STRATEGIES AND QUESTIONS)</u>	<u>CACFP REFERENCE</u>	<u>GO NAPSACC</u>	<u>HEAD START FRAMEWORK AND NAEYC STANDARDS</u>
Indicator 2a. Consistently use informal methods of communication, based on each family's needs and preferences, to share information with families about their child's experiences and development.	Does the program use informal communication methods to share information with families about children's learning?	—	<p>Farm to ECE:</p> <p>The program communicates about local foods included in meals or snacks through menus, farm information, recipes, signs, marketing materials, and other strategies.</p> <p>Menus regularly include meals and snacks that reflect the cultural, ethnic, and religious food traditions of enrolled children.</p> <p>Plants grown in the garden reflect the cultural, ethnic and religious food traditions of enrolled children.</p>	—
Indicator 2c. Actively collaborate with families in decision-making and goal setting for their child's education and learning both at home and in the program.	Does the program collaborate with families about the child's developmental goals, expectations, and progress in the program and how to best meet the individual needs of the child?	—	<p>Farm to ECE:</p> <p>The program communicates about local foods included in meals or snacks through menus, farm information, recipes, signs, marketing materials, and other strategies.</p> <p>Menus regularly include meals and snacks that reflect the cultural, ethnic, and religious food traditions of enrolled children.</p>	—
Indicator 2d. Build trusting and supportive relationships with families, and within those relationships, recognize opportunities to connect families to program or community resources.	Does the program offer family education and empowerment opportunities? (This may include building a lending library, hosting a family education meetings or events, or sharing healthy, child-friendly recipes.)	—	<p>Farm to ECE:</p> <p>The program connects families to local foods in a variety of ways, including offering information, tastings, and opportunities to get involved with gardening and food education activities.</p>	—

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Goal 3 — Participation: The program's family engagement efforts include intentional inclusion of families in program improvement processes.	—	—	—	(NAEYC-ELPAS: 1.A)
Indicator 3b. Invites families to provide feedback and suggestions for family engagement efforts.	Does the program invite families to contribute suggestions for content or topics of interest for family engagement opportunities?	—	Farm to ECE: The program connects families to local foods in a variety of ways, including offering information, tastings, and opportunities to get involved with gardening and food education activities.	—
Goal 4 — Intentional Inclusion: Within the program, family engagement efforts are tailored to address all families.	—	—	—	(NAEYC-ELPAS: 1.A)
Indicator 4a. Uses families' feedback to improve the accessibility and effectiveness of family engagement efforts and activities.	When families are asked to contribute food or materials for activities or events, are there options that allow all families to participate?	—	Farm to ECE: The program connects families to local foods in a variety of ways, including offering information, tastings, and opportunities to get involved with gardening and food education activities.	—
Indicator 4b. Ensures that program policies and procedures consider families' differences, such as culture, family structure, socioeconomic background, racial identity, gender or gender identities, abilities and disabilities, religious beliefs, and home languages.	Does your program use information about family differences when creating policies or procedures around mealtimes?	—	Farm to ECE: There is a written policy on Farm to ECE that includes a variety of topics related to the local foods that the program serves and other efforts to educate children and families and connect them to local foods.	—

MI CHILDHOOD STANDARDS OF QUALITY*	CONSIDERATIONS (STRATEGIES AND QUESTIONS)	CACFP REFERENCE	GO NAPSACC	HEAD START FRAMEWORK AND NAEYC STANDARDS
Goal 5 — Welcoming Environment: A positive learning environment contributes to family engagement within the program.	—	—	—	(NAEYC-ELPAS: 1.A)
Indicator 5b. Families are invited and encouraged to participate in learning experiences, daily activities, and events as they are able.	Inviting families to share their culture and traditions or a favorite book, game, or activity supports their—and their children’s—sense of belonging in the learning environment and the program.	—	Farm to ECE: The program connects families to local foods in a variety of ways, including offering information, tastings, and opportunities to get involved with gardening and food education activities.	—
ENVIRONMENT OF CARE AND LEARNING				
Goal 1 — Relationships and Interactions: The program’s emotional and social environment supports a positive atmosphere where all children and families feel welcome.	—	—	—	(NAEYC-ELPAS: 1.A; 1.B; 1.C; 2.B; 3.B)
Indicator 1a. Belonging: Adults accept, support, and encourage the equitable participation, inclusion, and social engagement of all children, with respect to differences in culture, family structure, home language, racial identity, gender and gender identity, abilities and disabilities, religious beliefs, and socioeconomic class.	Ensure that early childhood professionals have support for their connections with children from different cultures and with different home languages, including interpreters and translators, professional learning, and other resources.	—	Farm to ECE: The materials used to help pre-school children learn about food and where it comes from include a variety of posters, pictures, books, and props that reflect the diversity of the program’s children, families, and staff; expose children to people, foods, and cultures different from their own; and tell the stories of farmers and farmworkers of color. Menus regularly include meals and snacks that reflect the cultural, ethnic, and religious food traditions of enrolled children.	—

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Goal 2 – Space and Materials: The program’s physical environment is designed to promote high-quality, inclusive learning and interactions in all domains throughout the day.	—	—	—	NAEYC-ELPAS: 1.C; 2.A; 3.A; 9.A; 9.B)
Indicator 2b. The indoor space is accessible and organized to promote individual, peer, and adult-child interactions.	Child-sized tables (used for small groups and meals) are arranged within the defined interest areas.	—	Farm to ECE: The materials used to help pre-school children learn about food and where it comes from include a variety of posters, pictures, books, and props that reflect the diversity of the program’s children, families, and staff; expose children to people, foods, and cultures different from their own; and tell the stories of farmers and farmworkers of color.	—
Indicator 2c. Furniture, learning materials, and supplies for children’s use are readily accessible, inclusive, promote independence, reflect children’s identities, and support the needs, abilities, and well-being of the children.	Are the learning materials real items (versus plastic toys or replicas) and made of natural materials whenever possible?	—	Farm to ECE: The materials used to help pre-school children learn about food and where it comes from include a variety of posters, pictures, books, and props that reflect the diversity of the program’s children, families, and staff; expose children to people, foods, and cultures different from their own; and tell the stories of farmers and farmworkers of color.	—
Indicator 2d. The outdoor space is welcoming, accessible, safe, and organized to promote individual, peer, and adult-child interactions.	How do the materials and structures in the outdoor space promote children’s independence by allowing them to explore and grow?	—	Farm to ECE: During the growing season, structured gardening time is provided to preschool children at least twice a week (FCCH: at least once a week).	—

MI CHILDHOOD STANDARDS OF QUALITY*	CONSIDERATIONS (STRATEGIES AND QUESTIONS)	CACFP REFERENCE	GO NAPSACC	HEAD START FRAMEWORK AND NAEYC STANDARDS
Goal 3 – Consistent Daily Routine: The daily schedule, routines, and transitions are predictable, supportive, and responsive to the individual and developmental needs of children.	—	—	—	(NAEYC-ELPAS: 1.D; 1.E; 1.F; 2.A; 2.B; 3.D)
Indicator 3a. The daily schedule incorporates a balance of active and quiet independent and guided activities.	Are meal and snack times unhurried with ample time for children to engage with adults and each other? Also, for infants, are meals and snacks offered on-demand?	—	<p>Farm to ECE:</p> <p>Teachers talk with children informally about where foods come from or how they grow each time they see an opportunity.</p> <p>Teachers offer planned education on food and where it comes from at least once a week.</p>	—
PHYSICAL AND MENTAL HEALTH				
Goal 1 – Policies and Procedures: The program implements policies and procedures to meet and support children’s physical, nutritional, and social-emotional health, and safety needs.	—	—	—	(NAEYC-ELPAS: 1.C; 1.D; 1.E; 1.F; 2.B; 2.C; 2.K; 5.A; 5.B; 5.C; 10.D)
Indicator 1a. Children’s health and well-being are addressed through the routines and practices implemented in the learning environment, including active outdoor time, culturally and linguistically responsive practices, and partnerships with families.	How does the program ensure that children’s dietary needs and restrictions—including cultural considerations—are respectfully addressed and accommodated?	—	<p>Farm to ECE:</p> <p>Teachers talk with children informally about where foods come from or how they grow each time they see an opportunity.</p> <p>Teachers offer planned education on food and where it comes from at least once a week.</p>	—

<u>MI CHILDHOOD STANDARDS OF QUALITY*</u>	<u>CONSIDERATIONS (STRATEGIES AND QUESTIONS)</u>	<u>CACFP REFERENCE</u>	<u>GO NAPSACC</u>	<u>HEAD START FRAMEWORK AND NAEYC STANDARDS</u>
Indicator 1b. The program partners with families in meeting children's needs.	How does the program provide families with information about the nutritional value of the program's food selections and the source of the program's food selections (i.e., local growers/producers)?	—	Farm to ECE: The program connects families to local foods in a variety of ways, including offering information, tastings, and opportunities to get involved with gardening and food education activities.	—
Goal 2 – Professional Learning: The program supports staff in understanding their role in children's physical, nutritional, and social-emotional health, and safety.	—	—	—	(NAEYC-ELPAS: 1.A; 1.D; 1.E; 1.F; 2.C; 2.K)
Indicator 2a. The program ensures staff are knowledgeable about children's physical development and health.	What methods are used to ensure staff understand children's nutritional needs and appropriate feeding practices?	FNS Instruction 781-2 includes providing technical assistance, nutrition education, and training as an allowable use of SAE provided that the funds are used to support state-level administrative activities.	Farm to ECE: Professional development on farm to ECE covers a variety of topics about buying and using local foods and educating children and their families about local foods.	—
Indicator 2b. The program regularly provides professional learning opportunities focused on children's mental, social, and emotional health.	How are staff provided with professional learning about culturally responsive teaching?	FNS Instruction 781-2 includes providing technical assistance, nutrition education, and training as an allowable use of SAE provided that the funds are used to support state-level administrative activities.	Farm to ECE: Professional development on farm to ECE covers a variety of topics about buying and using local foods and educating children and their families about local foods.	—
Indicator 2c. Staff are trained and supported in their communication and partnerships with families.	How are staff supported in communicating with families in their home languages?	FNS Instruction 781-2 includes providing technical assistance, nutrition education, and training as an allowable use of SAE provided that the funds are used to support state-level administrative activities.	Farm to ECE: Professional development on farm to ECE covers a variety of topics about buying and using local foods and educating children and their families about local foods.	—

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COMMUNITY COLLABORATION				
Goal 1 – Partnering with and Supporting Families: The program provider/administrator actively participates in gathering information about community services families may utilize, sharing information about those services with families, and whenever possible, supporting families in gaining access to services.	—	—	—	(NAEYC-ELPAS: 8.A)
Indicator 1a. Shares information with families about available and relevant community resources that address their diverse needs using their preferred languages and communication methods.	Share information about community resources such as health screenings, food programs, parenting sessions, before- and after-school childcare, care for sick children, counseling, and adult learning opportunities, such as GED programs.	—	<p>Farm to ECE:</p> <p>The program connects families to local foods in a variety of ways, including offering information, tastings, and opportunities to get involved with gardening and food education activities.</p> <p>Provide access to local food by sharing garden produce or hosting a mobile market or CSA* pickup location.</p>	—
Goal 2 – Connecting with the Community: The program collaborates with the local community to provide access to services and opportunities that benefit families, children, and the program.	—	—	—	(NAEYC-ELPAS: 8.B; 8.C)

<u>MI CHILDHOOD STANDARDS OF QUALITY*</u>	<u>CONSIDERATIONS (STRATEGIES AND QUESTIONS)</u>	<u>CACFP REFERENCE</u>	<u>GO NAPSACC</u>	<u>HEAD START FRAMEWORK AND NAEYC STANDARDS</u>
Indicator 2a. Develop partnerships with community agencies, consultants, and organizations to build and maintain a comprehensive system of services for children and families.	In what ways can the program collaborate with community agencies and organizations to make it easier for families to access resources (e.g., sharing space with food pantries)?	—	<p>Farm to ECE:</p> <p>There is a written policy on farm to ECE that includes a variety of topics related to the local foods that the program serves and other efforts to educate children and families and connect them to local foods.</p> <p>Preschool children have the opportunity to meet a farmer at least once a year and families are invited to attend.</p>	—
Indicator 2b. Build relationships with community groups, agencies, and the business community to extend and enhance the learning experience.	How does the program collaborate (e.g., planning orchard field trips) with local businesses and community groups to provide enriching experiences for the children?	—	<p>Farm to ECE:</p> <p>There is a written policy on farm to ECE that includes a variety of topics related to the local foods that the program serves and other efforts to educate children and families and connect them to local foods.</p> <p>Preschool children have the opportunity to meet a farmer at least once a year and families are invited to attend.</p>	—
Goal 3 – Participating in the Early Childhood Community: The program is an active member of the professional community of early childhood care and education.	—	—	—	(NAEYC-ELPAS: 6.B; 8.C)
Indicator 3b. Creates and promotes opportunities for professional learning.	How are staff supported and encouraged to join and participate in early childhood professional learning opportunities and organizations?	—	<p>Farm to ECE:</p> <p>All staff participate in farm to ECE professional development related to their jobs at least once a year.</p>	—

VISION

CRFS envisions a thriving economy, equity, and sustainability for Michigan, the country, and the planet through food systems rooted in local regions and centered on Good Food: food that is healthy, green, fair, and affordable.

MISSION

The mission of CRFS is to engage the people of Michigan, the United States, and the world in applied research, education, and outreach to develop regionally integrated, sustainable food systems.

ABOUT

CRFS joins in Michigan State University's legacy of applied research, education, and outreach by catalyzing collaboration and fostering innovation among the diverse range of people, processes, and places involved in regional food systems. Working in local, state, national, and global spheres, CRFS' projects span from farm to fork, including production, processing, distribution, policy, and access.

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