

Child Care Wellness Policies and Practices Survey

Thank you for participating in the Child Care Center Wellness Policies and Practices Survey! The survey takes approximately 20 minutes. It's best to finish the survey in one sitting; however, you are able to complete the survey in multiple sittings. You must complete the survey to receive the professional activity unit. The survey questions will be about your child care center nutrition and physical activity policies and practices. All responses are confidential and neither you nor your child care center will be identified. Statewide findings will be shared with child care providers through the Office of Child Care quarterly newsletter.

If you have questions regarding this survey, please contact the UMB team at nutrition@peds.umaryland.edu or (410) 7065588

If you have questions regarding your rights as a participant, please contact: MDH IRB Administrator at (410) 7678448

SECTION A: Center Information & Demographics

The following questions are about the characteristics of your child care center. Please read each statement or question carefully and select the best option.

1. Name of Child Care Center:
2. Job title of person completing survey (check all that apply):
 - Center Director or Site Supervisor
 - Assistant Director
 - Center Owner
 - Teacher
 - Other (please specify): _____
3. Are you participating in the Maryland Child Care Credential Program?
 - Yes
 - No
4. If you are an Administrator: What is your credential level?
 - Level 1
 - Level 2
 - Level 3
 - Level 4
 - N/A
5. If you are a Staff Member: What is your credential level?
 - Level 1
 - Level 2
 - Level 3
 - Level 4
 - Level 5
 - Level 6
 - N/A
6. Type of Center:
 - Head Start Center
 - Center Based Pre-School/Childcare (infants and/or preschool aged children)
 - Center Based Pre-School/Childcare (infants and/or preschool aged children) and School Age Child Care Center
 - School Age Child Care Center
 - Family Child Care Home/Provider
7. Your center is:
 - Independent
 - Sponsored by a larger organization
8. County/City where your center is located:

<input type="radio"/> Allegany	<input type="radio"/> Carroll	<input type="radio"/> Harford	<input type="radio"/> St. Mary's
<input type="radio"/> Anne Arundel	<input type="radio"/> Cecil	<input type="radio"/> Howard	<input type="radio"/> Somerset
<input type="radio"/> Baltimore City	<input type="radio"/> Charles	<input type="radio"/> Kent	<input type="radio"/> Talbot

- Baltimore County
- Dorchester
- Montgomery
- Washington
- Calvert
- Frederick
- Prince George's
- Wicomico
- Caroline
- Garrett
- Queen Anne's
- Worcester

9. Child care offered:

- Full-Day
- Half-Day
- Both Full- and Half-Day

10. How many teachers/teacher aides (people who work in the classroom) work in your center? _____

11. How many paid staff members work in your center (include cooks, teachers, maintenance, etc.)? _____

12. Number of children currently enrolled: _____

13. NUMBER of children by age:

	None	1-10	11-25	26-50	51-100	>100
0 to 23 months	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24 to 36 months	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 to 5 years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5+ years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. ESTIMATED PERCENTAGE of children by race/ethnicity:

	Almost None (<10%)	Some (10-30%)	Half (40-60%)	Most (70-90%)	Almost All (>90%)
Hispanic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black or African American	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
White or Caucasian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian/Pacific Islander	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
American Indian or Alaskan Native	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mixed Race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Does your child care center accept child care subsidy vouchers?

- Yes
- No

16. NUMBER of children by age who are enrolled with child care subsidy vouchers:

Age Range	#
0 to 23 months	
24 to 36 months	
3 to 5 years	
5+ years	

17. Does your child care center participate in Maryland EXCELS?

- NOT participating
- PLANNING to participate
- CURRENTLY participating and not published
- Published
- Don't Know

18. Your child care center has a published Maryland EXCELS rating of: *(Question only displayed if "Published" is selected from previous question)*

- Level 1
- Level 2
- Level 3
- Level 4
- Level 5
- N/A

19. Please select the Maryland EXCELS additional achievements your child care center has participated in or is currently participating in (check all that apply): *(Question only displayed if "Published" or "Currently Participating" is selected from previous question)*

- Asthma Friendly Child Care
- Health and Wellness
- Program Administration Scale (PAS)
- Business Administration Scale (BAS)
- None

20. Person(s) responsible for menu planning (check all that apply):

- Center Director or Site Supervisor
- Assistant Director
- Center Owner
- Teacher
- Cook or Chef
- Dietitian
- N/A
- Other (please specify)

21. Center participates in the Child and Adult Care Food Program (CACFP). CACFP provides reimbursement for foods served that meet specific meal pattern requirements:

- Yes
- No
- Don't Know

22. ESTIMATED PERCENTAGE of food costs reimbursed by CACFP:

- Do not participate in CACFP
- None
- Less than 50%
- 50-74%
- 75-99%
- 100%

23. Which meals and snacks are provided by the center? (Check all that apply). If your center does not provide food, please select "My Center does not provide food".

- Breakfast

- Midmorning snack
- Lunch
- Midafternoon snack
- Dinner
- Evening snack
- My center does not provide food

24. If they are provided, which meals and snacks are considered CACFP? (Check all that apply):

(Question only displayed if any meals are selected from previous question)

- Breakfast
- Midmorning snack
- Lunch
- Midafternoon snack
- Dinner
- Evening snack

SECTION B: Nutrition Survey Part 1: Food Provided

The following questions are about the foods your child care center provides to the **2-5 year old children** in your care. There will be a section later on in the survey for infant food provided. Please read each statement or question carefully and select the option that best fits the practices in your child care center.

Skip Pattern: Select "Skip this section" if your center does not provide food (If "Skip this section" is selected, survey will skip to beverages provided)

- *My center provides food*
- *Skip this section*

25. Our program offers fruit OTHER THAN fruit juice:

- Never
- 3 times per WEEK or less
- 4 times per WEEK
- 1 time per DAY
- 2 times per DAY or more
- N/A

26. Our program offers fruit that is fresh, frozen, or canned in a juice (NOT in syrup):

- Never
- Rarely
- Sometimes
- Often
- Every time fruit is served
- N/A

27. Our program offers vegetables OTHER THAN potatoes (i.e. french fries, tater tots or hash browns):

- Never
- 2 times per WEEK or less
- 3-4 times per WEEK
- 1 time per DAY
- 2 times per DAY or more
- N/A

28. Our program offers DARK GREEN vegetables (e.g., spinach, broccoli):

- Never
- 3 times per MONTH or less
- 1-2 times per WEEK
- 3-4 times per WEEK
- 1 time per DAY or more
- N/A

29. Our program offers DARK ORANGE, RED or DEEP YELLOW vegetables (e.g., carrots, peppers; NOT including corn):

- Never
- 3 times per MONTH or less
- 1-2 times per WEEK
- 3-4 times per WEEK
- 1 time per DAY or more

- N/A
30. Our program offers vegetables that are cooked or flavored with meat fat, margarine, oil, or butter
- Never
 - Rarely
 - Sometimes
 - Often
 - Every time vegetables are served
 - N/A
31. Our program offers fried or pre-fried potatoes (including French fries, tater tots, and hash browns, that are pre-fried, sold frozen, and prepared in the oven):
- Never
 - Less than 1 time per WEEK
 - 1 time per WEEK
 - 2 times per WEEK
 - 3 times per WEEK or more
 - N/A
32. Our program offers fried or pre-fried meats or fish, including breaded and frozen chicken nuggets and fish sticks:
- Never
 - Less than 1 time per WEEK
 - 1 time per WEEK
 - 2 times per WEEK
 - 3 times per WEEK or more
 - N/A
33. Our program offers high fat meats, including sausage, bacon, hot dogs, bologna, and ground beef that is less than 93% lean:
- Never
 - Less than 1 time per WEEK
 - 1 time per WEEK
 - 2 times per WEEK
 - 3 times per WEEK or more
 - N/A
34. Our program offers meats or meat alternatives that are lean or low-fat, including skinless, baked or broiled chicken; baked or broiled fish; and ground beef or turkey that is at least 93% lean and cooked in a low-fat way; low-fat dairy foods; baked, poached, or boiled eggs; and dried beans:
- Never
 - 3 times per MONTH or less
 - 1-2 times per WEEK
 - 3-4 times per WEEK
 - Every time meats or meat alternatives are served
 - N/A
35. Our program offers high fiber, whole grain foods, including whole wheat bread, whole-wheat crackers, oatmeal, brown rice, Cheerios, and whole grain pasta:
- Never

- 1 time per WEEK or less
 - 2-4 times per WEEK
 - 1 time per DAY
 - 2 times per DAY or more
 - N/A
36. Our program offers high-sugar, high-fat foods, including cookies, cakes, doughnuts, muffins, ice cream, and pudding:
- Never
 - Less than 1 time per WEEK
 - 1-2 times per WEEK
 - 3-4 times per WEEK
 - 1 time per DAY or more
 - N/A
37. Our program offers high-salt, high-fat, snacks, including chips, buttered popcorn, and crackers:
- Never
 - Less than 1 time per WEEK
 - 1-2 times per WEEK
 - 3-4 times per WEEK
 - 1 time per DAY or more
 - N/A
38. Children are given sweet or salty snacks outside of meal and snack times (i.e. crackers, cookies, salted nuts):
- Never
 - Less than 1 time per WEEK
 - 1-2 times per WEEK
 - 3-4 times per WEEK
 - 1 time per DAY or more
 - N/A

SECTION B: Nutrition Survey Part 2: Beverages Provided

The following questions are about the beverages your child care center provides to the 2-5 year old children in your care. Please read each statement or question carefully and select the option that best fits the practices in your child care center.

39. Drinking water is available (water that is “freely available” is always available to children but may or may not be self-serve. Water may be available from water bottles, pitchers, portable or stationary water coolers, or water fountains):
- Only when children ask
 - Only when children ask and during water breaks
 - Only indoors, where it is always visible and freely available
 - Indoors and outdoors, where it is always visible and freely available
40. Our center provides beverages other than water at least once per day to some or all students:
- Yes
 - No
41. Our program offers children a 4-6oz. serving of 100% fruit juice (NOTE: a larger serving of juice counts as offering more than one time):
- Never
 - 2 times per WEEK or less
 - 3-4 times per WEEK
 - 1 time per DAY
 - 2 times per DAY or more
 - N/A
42. Our program offers sugary drinks, including KoolAid, less than 100% fruit juice, “fruit drinks,” sweet tea, sports drinks, and soda:
- Never
 - 1-2 times per YEAR
 - 1 time every few MONTHS
 - 1 time per MONTH or more
 - 1 time per WEEK or more
 - 1 time per DAY or more
43. For children ages 2 years and older, our program offers milk that is (check all that apply):
- Whole (Regular)
 - Reduced Fat (2%)
 - Low fat (1%)
 - Fat free (Skim)
 - N/A
44. Our program offers flavored milk:
- Never
 - Less than 1 time per WEEK
 - 1-2 times per WEEK
 - 3-4 times per WEEK
 - 1 time per DAY or more

SECTION B: Nutrition Survey Part 3: Feeding Environment

The following questions are about the feeding environment at your child care center for 2-5 year old children in your care. There will be a section later on in the survey for infant feeding. Please read each statement or question carefully and select the option that best fits the practices in your child care center

45. Meals and snacks are served to preschool children (who are developmentally ready to choose and serve foods themselves):
- Meals and snacks come to classrooms pre-plated with set portions of each food
 - Teachers portion out servings to children
 - Children serve some food themselves, while other foods are pre-plated or served by teachers
 - Children always choose and serve most or all foods themselves
 - N/A

Please choose one response per row:

		Never	Rarely	Sometimes	Often	Always/ Every meal and snack time	N/A
46.	Television or videos are on during meals or snack times						
47.	During meal and snack times, teachers and staff eat and drink the same foods and beverages as children						
48.	Teachers and staff eat or drink outside foods or beverages in front of children						
49.	Teachers role model eating healthy foods served at meal and snack times with enthusiasm (teacher shows how much they enjoy the food, perhaps saying, "Mmm, these peas taste yummy!")						

50. Soda and other vending machines are located:

- In the entrance or front of buildings
- In public areas, but not entrances
- Out of sight of children and families
- There are no vending machines on site

51. : Our program's collection of healthy eating posters, books, and other learning materials that contains:

- Few or no materials that promote healthy eating
- Some materials with limited variety that promote healthy eating
- A variety of materials that promote healthy eating
- A large variety of materials with new items added or rotated seasonally that promote healthy eating

52. Our program's collection of cultural preferences posters, books, and other learning materials that contains: (Cultural preferences refers to diet and eating practices that may reflect traditional and customary practices of a particular cultural group.)
- Few or no materials about cultural preferences
 - Some materials with limited variety
 - A variety of materials
 - A large variety of materials with new items added or rotated seasonally

SECTION B: Nutrition Survey Part 4: Feeding Practices

The following questions are about the feeding practices at your child care center for 2-5 year old children in your care. There will be a section later on in the survey for infant feeding. Please read each statement or question carefully and select the option that best fits the practices in your child care center

Please check one response per row:

		Never	Rarely	Sometimes	Often	Always/ Every meal and snack time	N/A
53.	Teachers praise children for trying new or less preferred foods						
54.	When children eat less than half of a meal or snack, teachers ask them if they are full before removing their plates						
55.	When children request seconds, teachers ask them if they are still hungry before serving more food						
56.	Teachers require that children sit at the table until they clean their plates						
57.	Teachers use an authoritative feeding style (encourage children to eat healthy foods, while allowing children to make their own choices)						
58.	Teachers use children's preferred foods to encourage them to eat new or less preferred foods (e.g., giving children a treat only if they eat their vegetables)						
59.	Teachers use food to calm upset children or encourage appropriate behavior						
60.	During indoor and outdoor physically active playtime, teachers remind children to drink water						

SECTION B: Nutrition Survey Part 5: Education and Professional Development

The following questions are about teacher/staff education and professional development for child nutrition. Please read each statement or question carefully and select the option that best fits the practices in your child care center.

61. Teachers incorporate planned nutrition education into their classroom routines (e.g., circle time, story time, center time, cooking activities, and gardening activities):
- Never
 - Rarely
 - 1 time per MONTH
 - 2-3 times per MONTH
 - 1 time per WEEK or more
62. Teachers talk with children informally about healthy eating (e.g., at the table during snacks, at meal times, or during free play times)
- Never
 - Rarely
 - Sometimes
 - Often
 - Every time they see an opportunity
63. Teachers and staff receive professional development on child nutrition (e.g., in person or online training or receiving information at staff meetings, excluding training on food safety or food program guidelines):
- Never
 - Less than 1 time per YEAR
 - 1 time per YEAR
 - 2 times per YEAR or more
64. Professional development for current staff on child nutrition has included the following topics (check all that apply):
- Food and beverage recommendations for children
 - Meal pattern requirements and menu planning
 - Serving sizes for children
 - Importance of variety in the child diet
 - Creating healthy mealtime environments
 - Using positive feeding practices
 - Communicating with families about child nutrition
 - Our program's policies on child nutrition
 - None
65. Families are offered education on child nutrition (education can be offered through in-person educational sessions, brochures, tip sheets, your program's newsletter, website or bulletin boards):
- Never
 - Less than 1 time per YEAR
 - 1 time per YEAR
 - 2 times per YEAR or more

66. Education for families on child nutrition includes the following topics (check all that apply):

- Food and beverage recommendations for children
- Serving sizes for children
- Importance of variety in the child diet
- Creating healthy mealtime environments
- Using positive feeding practices
- Our program's policies on child nutrition
- None

67. Our written policy on child nutrition includes the following topics (include any written guidelines about your program's operations or expectations for teachers, staff, children, and families. Policies can be included in parent handbooks, staff manuals, and other documents) check all that apply:

- Foods provided to children
- Beverages provided to children
- Creating healthy mealtime environments
- Teacher practices to encourage healthy eating
- Not offering food to calm children or encourage appropriate behavior
- Planned and informal nutrition education for children
- Professional development on child nutrition
- Guidelines for foods offered during holidays and celebrations
- Fundraising with nonfood items
- Food brought from home
- No written policy or policy does not include these topics

SECTION C: Physical Activity Survey Part 1: Time Provided

The following questions are about time and equipment provided for physical activity practices and equipment available to 2-5 year old children in your care. There will be a section later on in the survey for infant physical activity. Please read each statement or question carefully and select the option that best fits the practices in your child care center.

68. The amount of time provided to preschool children (ages 2-5) for indoor and outdoor physical activity each day is (e.g., walking, running, crawling, climbing, jumping, and dancing):
- Less than 60 minutes (Half-day: Less than 30 minutes)
 - 60–89 minutes (Half-day: 30–44 minutes)
 - 90–119 minutes (Half-day: 45–59 minutes)
 - 120 minutes or more (Half-day: 60 minutes or more)
69. The amount of time provided to toddlers* (ages 13-24 months) for indoor and outdoor physical activity each day is (e.g., walking, running, crawling, climbing, jumping, and dancing):
- Less than 60 minutes (Half-day: Less than 15 minutes)
 - 60–74 minutes (Half-day: 15–29 minutes)
 - 75–89 minutes (Half-day: 30–44 minutes)
 - 90 minutes or more (Half-day: 45 minutes or more)
70. The total amount of adult-led physical activity, including dancing, music and movement, motor development lessons, physically active games, and tumbling, that our program provides to preschool children over the course of each day is:
- Less than 30 minutes (Half-day: Less than 10 minutes)
 - 30–44 minutes (Half-day: 10–19 minutes)
 - 45–59 minutes (Half-day: 20–29 minutes)
 - 60 minutes or more (Half-day: 30 minutes or more)
71. Outside of nap and meal times, the longest that preschool children are expected to remain seated at any one time is:
- Less than 15 minutes
 - 15-19 minutes
 - 20-29 minutes
 - 30 minutes or more

SECTION C: Physical Activity Survey Part 2: Indoor Play Environment

The following questions are about the physical activity practices and equipment available to 2-5 year old children in your care. There will be a section later on in the survey for infant physical activity. Please read each statement or question carefully and select the option that best fits the practices in your child care center.

72. Our program offers the following features in the indoor play space:
- Space for all activities, including jumping, running, and rolling
 - Separate play areas for each age group
 - Areas that allow play for individuals, pairs, small groups, and large groups
 - Full access for children with special needs
 - None
 - 1 feature
 - 2 features
 - 3-4 features
73. Our program has the following types of portable play equipment available in good condition for children to use indoors:
- Jumping toys: jump ropes, jumping balls
 - Push-pull toys: big dump trucks, corn poppers, push and ride cars
 - Twirling toys: ribbons, scarves, batons, hula hoops, parachute
 - Throwing, catching, and striking toys: balls, pom poms, bean bags, noodles, rackets
 - Balance toys: balance beams, plastic “river stones”
 - Crawling or tumbling equipment: mats, portable tunnels
 - None
 - 1-2 types
 - 3-4 types
 - 5-6 types
74. Teachers offer portable play equipment to preschool children during indoor free play time:
- Never
 - Rarely
 - Sometimes
 - Often
 - Always
75. Our program’s collection of posters, books, and other learning materials that promote physical activity includes:
- Few or no materials
 - Some materials with limited variety
 - A variety of materials
 - A large variety of materials with items, added or rotated seasonally
76. To manage challenging behaviors, teachers take away time for physical activity or remove preschool children from physically active playtime for longer than 5 minutes:
- Never
 - Rarely
 - Sometimes
 - Often

- Always

77. Teachers take the following role during preschool children's physically active playtime:

- They supervise only
- They supervise and verbally encourage physical activity
- They supervise, verbally encourage, and sometimes join in to increase children's physical activity
- They supervise, verbally encourage, and often join in to increase children's physical activity

78. Teachers incorporate physical activity into classroom routines, transitions, and planned activities (e.g., playing Simon Says or other movement games while children wait in line or transition between activities, or using movement during circle time or story time):

- Never
- Rarely
- Sometimes
- Often
- Each time they see an opportunity

SECTION C: Physical Activity Survey Part 3: Education and Professional Development

79. Preschool children participate in planned lessons focused on building gross motor skills (e.g., skipping, jumping, throwing, catching, kicking, balancing, stretching, or other specific skills):
- Never
 - Rarely
 - 1 time per MONTH
 - 2-3times per MONTH
 - 1 time per WEEK or more
80. Teachers talk with children informally about the importance of physical activity:
- Never
 - Rarely
 - Sometimes
 - Often
 - Each time they see an opportunity
81. Teachers and staff receive professional development on children's physical activity, including taking in-person or online training, or receiving information at staff meetings (excluding playground safety):
- Never
 - Less than 1 time per YEAR
 - 1 time per YEAR
 - 2 times per YEAR or more
82. Professional development for current staff on children's physical activity has included the following topics (check all that apply):
- Recommended amounts of daily physical activity for young children
 - Encouraging children's physical activity
 - Limiting long periods of seated time for children
 - Children's motor skill development
 - Communicating with families about encouraging children's physical activity
 - Our program's policies on physical activity
 - None
83. Families are offered education on children's physical activity (e.g., through in-person educational sessions, brochures, tip sheets, your program's newsletter, website, or bulletin boards):
- Never
 - Less than 1 time per YEAR
 - 1 time per YEAR
 - 2 times per YEAR or more
84. Education for families on children's physical activity includes the following topics (check all that apply):
- Recommended amounts of daily physical activity for young children
 - Encouraging children's physical activity
 - Limiting long periods of seated time for children
 - Children's motor skill development
 - Our program's policies on physical activity
 - None

85. Our written policy on physical activity includes the following topics (include any written guidelines about your program's operations or expectations for teachers, staff, children, and families; policies can be included in parent handbooks, staff manuals, and other documents) check all that apply:

- Amount of time provided each day for indoor and outdoor physical activity
- Limiting long periods of seated time for children
- Shoes and clothes that allow children and teachers to actively participate in physical activity
- Teacher practices that encourage physical activity
- Not taking away physical activity time or removing children from long periods of physically active playtime in order to manage challenging behaviors
- Planned and informal physical activity education
- Education for families on children's physical activity
- No written policy or policy does not include these topics

Screen Time

The following questions are about screen time for children in your care. Screen time includes any time spent watching shows or playing games (including active video games) on a screen. Screens can include televisions; desktop, laptop, or tablet computers; or smart phones. Screen time does NOT include using e-books or tablet computers to read children stories, using Smart Boards for interactive instruction, or connecting with families through Skype or other videoconferencing programs). Please read each statement or question carefully and select the option that best fits the practices in your child care center.

86. Televisions are located:
- In every classroom
 - In some classrooms
 - Stored outside of classrooms but regularly available to children
 - No televisions; or, televisions stored outside of classrooms and not regularly available to children
87. For children 2 years of age and older, the amount of screen time allowed in our program each week is:
- Less than 30 minutes or no screen time is allowed (Half-day: Less than 15 minutes or no screen time is allowed)
 - 30–59 minutes (Half-day: 15–29 minutes)
 - 60–89 minutes (Half-day: 30–44 minutes)
 - 90 minutes or more (Half-day: 45 minutes or more)
88. For children under 2 years of age, the amount of screen time allowed in our program each week is:
- 1–29 minutes
 - 30–59 minutes
 - 60 minutes or more
 - N/A: No screen time is allowed
89. When television or videos are shown to children, this programming is educational and commercial free (e.g. shows and videos are developmentally appropriate, support children’s learning goals, and do not contain advertising):
- Never
 - Rarely
 - Sometimes
 - Often
 - Always
 - N/A: Television or videos are not shown
90. When screen time is offered, children are given the opportunity to do an alternative activity:
- Never
 - Rarely
 - Sometimes
 - Often
 - Always
 - N/A: Screen time is not offered

Teacher Practices

91. Screen time is used as a reward:
- Never

- Rarely
- 1–3 times per month
- 1–4 times per week
- Every day

92. When screen time is offered, teachers talk with children about what they are seeing and learning:

- Never
- Rarely
- Sometimes
- Often
- Always
- N/A: Screen time is not offered

Education & Professional Development

93. Teachers and staff receive professional development on screen time:

- Never
- Less than 1 time per year
- 1 time per year
- 2 times per year or more

94. Professional development for current staff on screen time has included the following topics (Check all that apply)

- Recommended amounts of screen time for young children
- Appropriate types of programming for young children
- Appropriate supervision and use of screen time in the classroom
- Communicating with families about healthy screen time habits
- Our program’s policies on screen time
- None

95. Families are offered education on screen time (e.g. through in-person educational sessions, brochures, tip sheets, your program’s newsletter, website or bulletin boards):

- Never
- Less than 1 time per year
- 1 time per year
- 2 times per year or more

96. Education for families on screen time includes the following topics: (Check all that apply)

- Recommended amounts of screen time for young children
- Appropriate types of programming for young children
- Appropriate supervision and use of screen time by caregivers
- Our program’s policies on screen time
- None

Policy

97. Our written policy on screen time includes the following topics: (Check all that apply)

- Amount of screen time allowed
- Types of programming allowed
- Appropriate supervision and use of screen time in classrooms

- Not using screen time as a reward or to manage challenging behaviors
- Professional development on screen time
- Education for families on screen time
- No written policy or policy does not include these topics

Infant Feeding Practices

The following questions are about the feeding practices at your child care center for children ages 0–12 months in your care. Please read each statement or question carefully and select the option that best fits the practices in your child care center.

Skip Pattern: Select "Skip this section" if your center does not provide care for infants 0-12 months of age (If "Skip this section" is selected, survey will skip to next section)

- *Our center does serve infants 0-12 months*
- *Skip this section*

Infant Foods

98. When our program purchases cereal or formula for infants, it is iron rich:
- Never
 - Rarely
 - Sometimes
 - Often
 - Always
99. When our program purchases or prepares mashed or pureed meats or vegetables for infants, these foods contain added salt:
- Never
 - Rarely
 - Sometimes
 - Often
 - Always
100. Our program purchases baby food desserts (sweet mashed or pureed foods) for infants that contain added sugar:
- Never
 - Rarely
 - Sometimes
 - Often
 - Always

Infant Feeding Practices

101. With permission from families, the timing of infant feedings in our program is:
- Feedings are only at fixed, scheduled times
 - Somewhat flexible to infants showing they are hungry, but feedings are mostly at fixed times
 - Mostly flexible to infants showing they are hungry, but feedings are sometimes at fixed times
 - Fully flexible to infants showing they are hungry (following child's lead in feedings)
102. Teachers end infant feedings based on:
- Only the amount of breast milk, formula, or food left
 - Mostly the amount of food left, but partly on infants showing they are full
 - Mostly on infants showing they are full, but partly on the amount of food left
 - Only on infants showing they are full

103. When feeding infants, teachers use responsive feeding techniques (making eye contact, talking, responding to infants' reactions during feedings or their signs of hunger and fullness, not propping feeding bottles, and feeding only one infant at a time):
- Never
 - Rarely
 - Sometimes
 - Often
 - Always
104. During meal times, teachers praise and give hands-on help to guide older infants as they learn to feed themselves:
- Never
 - Rarely
 - Sometimes
 - Often
 - Always
105. Teachers inform families about what, when, and how much their infants eat each day through:
- Teachers do not inform families of daily infant feeding
 - A written report or a verbal report
 - Some days through both a written and verbal report, but usually one or the other
 - Both a written and verbal report each day
106. The written infant feeding plan that families complete for our program includes the following information: *(Check all that apply)*
- Infants' food intolerances, allergies, and preferences
 - Instructions for introducing solid foods and new foods to infants while in child care
 - Permission for teachers to feed infants when they show they are hungry and end feedings when they show they are full
 - Instructions for feeding infants who are breastfed or fed expressed breast milk
 - No written plan or plan does not include these topics

Infant Feeding Education & Professional Development

107. Teachers and staff receive professional development on infant feeding and nutrition:
- Never
 - Less than 1 time per year
 - 1 time per year
 - 2 times per year or more
108. Professional development for current staff on infant feeding and nutrition has included the following topics: *(Check all that apply)*
- Using responsive feeding techniques
 - Introducing solid foods and new foods
 - Infant development related to feeding and nutrition
 - Communicating with families about infant feeding and nutrition
 - Our program's policies on infant feeding and nutrition
 - No written plan or plan does not include these topics.

109. Families are offered education on infant feeding and nutrition (education can be offered through in-person educational sessions, brochures, tip sheets, your program's newsletter, website or bulletin boards):
- Never
 - Rarely
 - Only when families ask
 - When families ask and at 1 set time during the year
 - When families ask, at 1 set time during the year, and at other times as infants reach developmental milestones
110. Education for families on infant feeding and nutrition includes the following topics: (*Check all that apply*)
- Using responsive feeding techniques
 - Not propping feeding bottles
 - Introducing solid foods and new foods
 - Infant development related to feeding and nutrition
 - Our program's policies on infant feeding and nutrition
 - No written plan or plan does not include these topics

Infant Feeding Policy

111. Our written policy on infant feeding and nutrition includes the following topics: (*Check all that apply*)
- Foods provided to infants
 - Infant feeding practices
 - Information included on written infant feeding plans
 - Professional development on infant feeding and nutrition
 - Education for families on infant feeding and nutrition
 - No written policy or policy does not include these topics

Infant Physical Activity Practices

The following questions are about the time and equipment provided for physical activity practices and equipment available for children ages 0–12 months in your care. Please read each statement or question carefully and select the option that best fits the practices in your child care center.

Skip Pattern: Select "Skip this section" if your center does not provide care for infants 0-12 months of age (If "Skip this section" is selected, survey will skip to next section)

- *Our center does serve infants 0-12 months*
- *Skip this section*

112. Our program offers tummy time (supervised time when an infant is awake and alert, lying on her/his belly) to non-crawling infants:
- 1 time per day or less (Half-day: 3 times per week or less)
 - 2 times per day (Half-day: 4 times per week)
 - 3 times per day (Half-day: 1 time per day)
 - 4 times per day or more (Half-day: 2 times per day or more)
113. Outside of nap and meal times, the longest that infants spend in seats, swings, or ExcerSaucers at any one time is:
- Infants are never placed in seats, swings, or ExerSaucers
 - 1–14 minutes
 - 15–29 minutes
 - 30 minutes or more
114. Teachers offer developmentally appropriate portable play equipment (includes balls, soft blocks, and rattles) to infants during tummy time and other indoor activities:
- Never
 - Rarely
 - Sometimes
 - Often
 - Always
115. During tummy time and other activities, teachers interact with infants to help them build motor skills (include lifting and turning the head, rolling over, sitting up, and reaching for and grasping toys):
- Never
 - Rarely
 - Sometimes
 - Often
 - Always

SECTION D: Breastfeeding

The following questions are about space and other resources provided for breastfeeding. Please read each statement or question carefully and select the option that best fits the practices in your child care center.

Skip Pattern: Select "Skip this section" if your center does not provide care for infants 0-12 months of age (If "Skip this section" is selected, survey will skip to next section)

- *Our center does serve infants 0-12 months*
- *Skip this section*

116. A quiet and comfortable space (other than the bathroom) set aside for mothers to breastfeed or express breast milk, is available:
- Never
 - Rarely
 - Sometimes
 - Often
 - Always
117. The following are available to mothers in the space set aside for breastfeeding or expressing breast milk (check all that apply):
- Privacy
 - An electrical outlet
 - Comfortable seating
 - Sink with running water in the room or nearby
 - None
118. Enough refrigerator and/or freezer space is available to allow all breastfeeding mothers to store expressed breast milk:
- Never
 - Rarely
 - Sometimes
 - Often
 - Always
119. Posters, brochures, children's books, and other materials that promote breastfeeding are displayed in the following areas of our building (check all that apply):
- The entrance or other public spaces
 - Infant classrooms
 - Toddler and/or preschool classrooms
 - The space set aside for breastfeeding
 - None
120. Teachers and staff promote breastfeeding and support mothers who provide breast milk for their infants by (check all that apply):
- Talking with families about the benefits of breastfeeding
 - Telling families about the ways our program supports breastfeeding
 - Telling families about community organizations (local public health department, hospital, or local La Leche League group) that provide breastfeeding support
 - Giving families educational materials (brochures, tip sheets, and links to trusted websites)
 - Showing positive attitudes about breastfeeding

- None
121. Teachers and staff receive professional development on promoting and supporting breastfeeding (including taking in-person or online training, or information presented at staff meetings):
- Never
 - Less than 1 time per YEAR
 - 1 time per YEAR
 - 2 times per YEAR or more
122. Professional development for current staff on promoting and supporting breastfeeding has included the following topics (check all that apply):
- Proper storage and handling of breast milk
 - Bottle-feeding a breastfed baby
 - Benefits of breastfeeding for mother and baby
 - Promoting breastfeeding and supporting breastfeeding mothers
 - Community organizations that support breastfeeding
 - Our program's policies on promoting and supporting breastfeeding
 - None
123. Expectant families and families with infants are offered educational materials on breastfeeding:
- Never
 - Rarely
 - Only when families ask
 - When families ask and at 1 set time during the year
 - When families ask, at 1 set time during the year, and we tell prospective families about our breastfeeding policies and practices
124. Our written policy on promoting and supporting breastfeeding includes the following topics (include any written guidelines about your program's operations or expectations for teachers, staff, children, and families; policies can be included in parent handbooks, staff manuals, and other documents) check all that apply:
- Providing space for mothers to breastfeed or express breast milk
 - Providing refrigerator and/or freezer space to store expressed breast milk
 - Professional development on breastfeeding
 - Educational materials for families on breastfeeding
 - Breastfeeding support for employees (i.e. allowing staff to breastfeed or express milk on their breaks)
 - No written policy or policy does not include these topics

Thank you for completing the Child Care Wellness Policies and Practices Survey! Please provide your name and email address to receive one professional activity unit (PAU). Your name and email address will solely be used to issue the PAU.