FOOD PRODUCTION RECORDS AND RECIPES

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What are Food Production Records?

Written records
- Types and amounts of all food prepared and used on a given day for a certain number of children and adults.
- Required worksheets that demonstrate that meals planned have been prepared and served.

Why keep Food Production Records?

- Planning Tool
- Communication Tool with staff
- Written History of actual quantities prepared
- Required by regulation
- Demonstrates compliance

Food Production Records

- Must list the menu
- Indicate the food items used and ingredients in mixed items or standardized recipe used
- Document the total quantity served (including the portion size multiplied by the total portions served)

Sample Production Records

- Sample production records available for download @ www.iowa.gov/educate
- Click on Nutrition Programs, then NSLP and scroll down.
- Resources for Food Service Staff
- Also specific samples for RCCI
What form to use

Questions to ask
- Which meal?
- What menu planning option?
- What grade groups?
- Is food transported?
- Food/salad bars?

Grade Groups (lunch)

Traditional Food Based
- K-3 and 4-12 (optional 7-12)

Enhanced Food Based
- K-6 and 7-12 (optional K-3)

Adults and non-reimbursable meals must also be recorded on the food production record.

Production Records are Required

The State Agency uses the FPR and recipes to determine if:
- Enough food was prepared for all students
- Component requirements are met
- Amounts to use when doing nutrient analysis

What about contracted meals?

- Food Service Contract
  - School
  - Non-School
- Define vendor responsibilities
- Define RCCI personnel responsibilities
- Record of meals ordered
- Comments

Planning - What you need

- Meal Pattern
- Food Production Records (FPR) you need
- FBG/FBG worksheet
- Menu for the day
- Standardized Recipes
- CN Labels & Product Specifications
- Completed Past Production Records

CN Labels

This 2.3 oz fully cooked Beef Patty with Textured Soy Flour provides 2.00 oz equivalent meat/inert alternate for the Child Nutrition Meal Pattern Requirements. (Use of this logo and statement authorized by the Food and Nutrition Service, USDA XX-XX**)

* CN identification number
** Month & Year of approval
Past Production records

- Completed records
  - Actual number of students who ate by grade level
  - Actual food usage by food item
  - Notes on the day
    - Field trip
    - Started the day late

Food Buying Guide

USDA Food Buying Guide


Food Buying Guide

- This is a valuable tool to help you
  - Plan
  - Make quantity buying decisions
  - Evaluate meal components

FBG sections

- Introduction
- Meat/Meat Alternates
- Vegetables/Fruits
- Grains/Breads
- Milk
- Other Foods
- Appendices
- Index

Yield tables from the FBG

- Represents average yields based on research conducted by USDA
- Meant to be planning, purchasing and production tool
- Variance may exist on local products and should be documented
Column 1 Food as Purchased

- Foods listed in alphabetical order
- Fresh, frozen or canned

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Purchase Unit</th>
<th>Serving Size per Meal Contribution</th>
<th>Purchase Unit for 100 Servings</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEEF GROUND fresh or frozen**</td>
<td>Pound</td>
<td>1 lb cooked lean meat</td>
<td>0.7</td>
<td>1 lb AP = 72 lb cooked, drained lean meat</td>
</tr>
</tbody>
</table>

Bureau Nutrition, Health & Transportation Services

Column 2 Purchase Units

- Pound or can size
- For processed my list institutional pack

<table>
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<tr>
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Bureau Nutrition, Health & Transportation Services

What is a standardized recipe?

- Adjusted for your customer tastes
- Adjusted for ingredients available
- Tested with specific equipment
- Provides a specific amount (yield) and meal components
- Produces a consistent product

A recipe tells us:

- Ingredients- which and how much
- How to
  - Combine ingredients
  - Chill, cook, or heat the menu item
  - Serve the menu item

Why use standardized recipes?

- The same quality and quantity of product
- The same nutrient contribution
- The same labor and equipment requirements
- The same cost

Let's try an example to see how standardized recipes and correct portions affect cost and nutrients!
Cost per serving

A beef casserole recipe for 20 servings calls for 3.5 pounds of ground beef. Let’s say it costs $2.49 per LB.

Cost of the beef per serving is $2.49 \times \frac{3.5 \text{ lbs}}{20} = \$0.44

If cook uses 4 lbs, the cost of beef is: $2.49 \times \frac{4 \text{ lbs}}{20} = \$0.50

Pennies add up!

$.06 \times 50 \text{ children} = \$3.00/\text{day}

$3.00 \times 20 \text{ days} = \$60 \text{ per month}

How Recipe Yield Affects Nutrients:

<table>
<thead>
<tr>
<th>Servings</th>
<th>Cals</th>
<th>Fat (g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>320</td>
<td>13</td>
</tr>
<tr>
<td>45</td>
<td>355</td>
<td>15</td>
</tr>
<tr>
<td>40</td>
<td>400</td>
<td>17</td>
</tr>
</tbody>
</table>

Components per serving

For Beef Casserole when cut into 20 versus 25.

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>25 servings</th>
<th>30 servings</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5 lbs of 80% lean Ground Beef</td>
<td>1.65 ounces</td>
<td>2.07 ounces</td>
</tr>
<tr>
<td>(41.3 ounces cooked meat)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 lb dry noodles (20 grain/bread servings)</td>
<td>0.8 grain/bread serving</td>
<td>1 grain/bread serving</td>
</tr>
<tr>
<td>½ cup is full grain/bread</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 cups tomatoes</td>
<td>1/3 c. vegetable</td>
<td>½ c. vegetable</td>
</tr>
</tbody>
</table>

What’s included in a standardized recipe?

1. Title
2. Category
3. Ingredients
4. Weight/Volume of each ingredient
5. Preparation Instructions
6. Cooking Temperature and Time
7. Serving Size
8. Recipe Yield
9. Equipment and Utensils to Use

Standardized Recipes: Ingredient Requirements

- All ingredients needed to produce the recipe for the number of portions required
- Include allowed substitutions
- Quantities of ingredients in common units
- Weights only if ingredients are actually weighed
- Most useful if grouped in order of use
**Standardized Recipes: Equipment Requirements**

- Mixing: with a spoon or mixer?
- Preparation: microwave or conventional oven?
- Pans: size and kind of pans
- Cooking equipment: electric skillet or top of stove
- Serving equipment: dishers, serving dishes
  - What size? How many?

**Equipment Examples**

- Cream shortening and sugar with wire whip in 20 qt bowl using floor mixer
- Pour batter into greased and floured standard sheet pans
- Bake in convection oven at 300 degrees
- Divide into three plastic serving bowls
- Portion using #8 scoop

**Standardized Recipes: Methods Requirements**

- Describe exactly what you want to happen
  - Try to quantify the descriptions using time, temperature, etc
  - Qualitative descriptions are OK
- Be sure the steps are in the right order
- Don’t assume that a step will be included if it isn’t written down

**Methods Examples**

- Beat at medium speed for 4 minutes
- Heat to 140 degrees
- Cook, stirring constantly, until thickened and clear
- Proof for one hour or until double in bulk
- Beat eggs until light and lemon-colored
- Dip each piece in flour, then egg and milk mixture, then breading

**Standardized Recipes: Yield Requirements**

- Yield expressed in portions or units for most products
  - 35 3 ounce servings
  - 12 dozen 2 inch cookies
- Volume is usually used when the product will be used as an ingredient in another recipe, especially if the yield is not exact
  - 6 quarts gravy
- Number of portions and volume should be proportional to each other
  - 6 quarts gravy ≠ 25 2 ounce servings!

**Yield Examples**

- Good examples:
  - 50 2 oz portions
  - 60 1/2 c portions or 90 1/3 c portions
  - 30 1/3 c and 20 1/2 c portions
  - 6 quarts (96 2 oz portions)
  - Cut each pan 9 x 6 (54 servings)
- Not-so-good examples:
  - 4 pans
  - Enough for the middle school
  - 3 cans
Standardized Recipes: Portion Size Requirements

- Must match the actual portion you are serving
- Portion size, yield and serving utensil should match
- OVS: describe the full portion size you are planning, regardless of what you believe the students take

Steps in Recipe Standardization

- Assign to one person to make
- Gather measuring equipment, ingredients, paper, pencil (and recipe, if available)
- Measure each ingredient
- Record each preparation step including cooking instructions
- Determine and record portion size
- Cook/Bake (if needed)

Steps in Recipe standardization, cont.

- Evaluate
- Calculate component contribution
- Write final copy
- Give to another person to duplicate
- Evaluate
- Incorporate into final recipe file

What do you need recipes for?

- USDA Standardized Recipes

Available through
- Team Nutrition
- Healthy Meals Resource System
- OR
- National Food Service Management Institute
  - www.nfsmi.org

How would you standardize this recipe?

Chicken à la King

Yield: 6 cups
- 2 CHICKEN BOUILLON CUBES
- ½ CUPS HOT WATER
- 3 TABLESPOONS MAIGARINE
- 3 TABLESPOONS FLOUR
- 2½ CUPS DICED COOKED CHICKEN
- 1 CUP COOKED PEAS
- 6-OUNCE CAN SLICED MUSHROOMS, DRAINED
- ¼ CUP SLICED COOKED CARROTS
- ¼ CUP CHOPPED ONION
- 2 TABLESPOONS CHOPPED PIMENTO
- 1 TEASPOON SALT
Changing the quantity

If we want 48 servings, what would be the multiplication factor?

Current recipe is for 12

\[ \frac{48}{12} = 4 \]

- Multiply each ingredient by 4
- Convert to common measures

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>For 12</th>
<th>X 4</th>
<th>More Usable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Bouillon Cubes</td>
<td>2</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Hot water</td>
<td>1 ½ cup</td>
<td>6 cups</td>
<td>1 ½ quart</td>
</tr>
<tr>
<td>Margarine</td>
<td>3 tsp</td>
<td>1 ½ tsp</td>
<td>½ cup</td>
</tr>
<tr>
<td>Flour</td>
<td>3 tsp</td>
<td>1 ½ tsp</td>
<td>½ cup</td>
</tr>
<tr>
<td>Chicken, diced cooked</td>
<td>3 1/8 cups</td>
<td>12 1/2 cups</td>
<td>4 1/2 pounds OR 3 # 2 1/2 cans</td>
</tr>
<tr>
<td>Peas, frozen</td>
<td>5/8 cup</td>
<td>2 1/2 cups</td>
<td>1 pound package</td>
</tr>
<tr>
<td>Carrots, cooked, sliced</td>
<td>½ cup</td>
<td>2 cups</td>
<td>2 # 300 (15 oz) cans</td>
</tr>
<tr>
<td>Chopped onion</td>
<td>¼ cup</td>
<td>1 cup</td>
<td>1 cup</td>
</tr>
<tr>
<td>Pimento</td>
<td>2 tbsp</td>
<td>8 tbsp</td>
<td>½ cup</td>
</tr>
<tr>
<td>Salt</td>
<td>1 tsp</td>
<td>2 ½ tsp</td>
<td>1 ½ tsp</td>
</tr>
</tbody>
</table>

What have we learned?

1. Why we do production records
2. The difference between a standardized recipe and any other recipe
3. That the Food Buying Guide is a valuable tool
4. How to calculate component contributions of a recipe

Good luck and Happy Cooking!