

Mississippi
RECIPES
For
SUCCESS

A GUIDE FOR MISSISSIPPI CHILD NUTRITION PROGRAMS

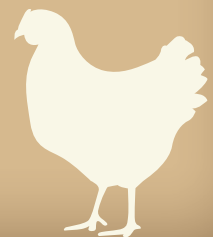
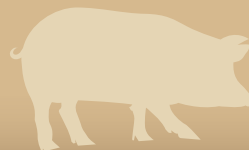
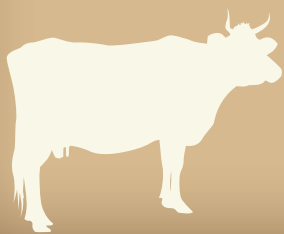
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Mississippi RECIPES For SUCCESS

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Mississippi RECIPES — For — SUCCESS

A GUIDE FOR MISSISSIPPI
CHILD NUTRITION PROGRAMS

Introduction

Welcome to the Mississippi Recipes for Success (MRS) 2014 Edition!

Previously known as *Mississippi Cycles*, *MRS 2014* is the most comprehensive and effective resource for helping Mississippi Child Nutrition Programs meet the USDA's federal nutrition standards for school breakfast and lunch programs. With more than 450 individual recipes, tools for creating custom menus, and a brand new online resource, *MRS 2014* has been re-designed and newly updated to better help your program provide nutritious and delicious meals for students.

> www.mrs.mde.k12.ms.us

MRS Online Edition offers all of the *Print Edition's* content plus:

- “Find a Recipe” search tool—
search the recipe database by name, ingredient,
category, recipe number, or meal component
- Featured recipes each month
- Links to a growing list of additional resources

And get the latest from Office of Child Nutrition with timely notices about updates, revisions, recalls, and more.

The Recipes

Each *MRS 2014* recipe is complete with ingredients list, directions, yield, meal component contribution, nutritional data, and, in some cases, pictures of process and presentation. All ingredients are available on the Mississippi Child Nutrition Statewide Purchasing Program, USDA Foods, or the DOD Fresh Fruit and Vegetable Program. Nutrient values for each recipe were developed by Mississippi Child Nutrition Program (CNP) staff using Lunchbytes Nutrikids™ software.

Menu Planning

Menu matrixes to create nutritionally balanced lunch and breakfast meals are provided in both the *MRS 2014* print and online versions. Using MRS recipes, these matrixes help child nutrition professionals create and customize appetizing weekly menus that meet the USDA federal nutrition standards.

About the Manuals

The *MRS 2014 Print Edition* is comprised of 6 manuals. The recipes are organized into tabbed sections by food type. The recipe index for each section is located on the back of the divider. In the front of each section, there is additional information about food ordering, preparation and serving techniques.

The manuals are organized as follows:

“Cooks Tools” is a handy reference that provides measurement and conversion tables, information on portion control, an abbreviation key, and more.

MANUAL #1

Introduction
Menu Planning
Cooks Tools

MANUAL #2

Beef—100
Fish/Seafood—200
Pizza—300
Pork—400
Poultry—500

MANUAL #3

Salads—600
Sandwiches—700
Soups—800
Vegetarian—900

MANUAL #4

Vegetables—1000-1100
Fruits—1200

MANUAL #5

Grains—1300
Desserts—1400
Others—1500

MANUAL #6

Breakfast—1600

The 2014 *MRS* recipe collection was assembled from past recipe successes of *MS Cycles* and *MS Cycles II* and submittals of favorite recipes from School Food Service Administrators across the state. All of the recipes were reviewed by the *MRS* Taskforce.

For use in the kitchen, the recipes are printed on the front and back of durable pages made from tree-free materials that are spill-, tear-, and stain-resistant. The new edition is also bound in easy-to-handle three-ring binders that make it convenient to remove old recipes and add updated ones as they become available online.

Using the Recipes

All of the recipes in the *MRS 2014* were prepared in school kitchens. However, when prepared in your school’s kitchen, yields may vary due to a number of factors that include but are not limited to: differences in equipment, methods of preparation, staff following procedures and instructions, variation in products, and holding time.

When preparing recipes for the first time, check the actual yield against the recipe’s stated yield. Yield is calculated by multiplying the number of servings prepared by the measure of one serving.

All of the recipes used in the *MRS* menu matrixes can be found in the *MRS 2014 Print Edition* and on *MRSonline*.

CHANGING/ALTERING RECIPES

The Office of Child Nutrition does allow a school’s staff to make changes to recipes and create new menus using data from the Nutrikids™ program, combined with information at www.mrs.mde.k12.ms.us.

Changes in a recipe may alter its nutritional analysis and component contribution. Therefore, any menu using the altered recipe may no longer meet USDA federal nutrition standards or meal pattern requirements. The nutritional analysis of a recipe is affected by the following:

- changes made in a recipe’s ingredients
- methods of production used that alter a food item’s nutrient content
- deletion of an ingredient in a recipe
- serving utensil used

Remember to always document compliance with USDA regulations.

See APPENDIX A for a better understanding of the parts of a recipe.

Forecasting

“Forecasting” is the food service term for predicting the number of portions of an item to be prepared for service. It is the skill of anticipating or predicting production quantities prior to service, so that the proper amount of food can be prepared.

Menus with only one item in each meal component are menus without choices and forecasting is simply predicting participation, or the total number of servings to prepare.

When Offer-Versus-Serve (OVS) is used in a school district, forecasting may be more complex. Not only must participation be predicted, the number of servings of each item on the menu must be anticipated. For example, when offering a chef salad, burrito, and grilled chicken sandwich as entree choices, one must forecast all three items. The total number of servings forecast should equal the total number of students who eat that meal that day. Even when using a “No-choice” menu, Offer-Versus-Serve requires predicting how many students will choose each meal component.

The correct amount of prepared food has been accurately forecasted when the total number of servings forecast equals the total number of students who selected those servings that day.

TIPS FOR EFFECTIVE FORECASTING

When forecasting is done correctly, all food item choices are available on the line throughout the serving period, with as little leftovers as possible at the end of the day. Just preparing equal amounts of all choices, rather than forecasting, will lead to excess waste and increased food cost. The following tips will aid in effective forecasting:

- Good Recordkeeping

Good forecasting is based upon good record keeping. The use of historical records in predicting production relies on the fact that human behavior often repeats itself. Chances are high that what was popular on past menus will be popular again weeks later, unless something out of the ordinary occurs that day like bad weather or a field trip. More often than not, the same number of students will choose each item on the menu, even though an individual student may not choose the same item each time.

- Learn Student Preferences

Get to know your students' preferences and attendance patterns.

- Use a Moving Average

Because a moving average considers an average over an extended period of time, using a moving average of past production quantities is another accurate way to forecast effectively.

- Estimate More

Always estimate so that the total combined number of servings from all choices is slightly greater than the actual number of students served.

Use of the Required Planning and Production Record (the Red Book)—is not only a requirement of the Child Nutrition Program, it is an effective and necessary tool in forecasting.

Serving Meals

ORGANIZING THE SERVICE LINE

Develop an attractive and efficient service line setup for each day of the menu cycle by using the form provided by your School Food Service Administrator to ensure all meal components are available to students. Also remember to make sure that multiple service lines make all the required food components and vegetable subgroups available to all students each week.

Plan to use full-size counter pans for popular, fast-moving items, and hold less popular items in half-size pans or even third-size pans. These items must be held directly in the hot wells, not stacked on top of each other. Proper sanitary food handling requires that hot food be held at a temperature no lower than 135°F.

Once the best layout for the service line has been determined for each day of the menu cycle, count the number of different-sized counter pans needed on the heaviest production day of the cycle. Then, plan for two more back-up pans in the same size to be in the kitchen, ready for “just-in-time” preparation to the line (see “Just-In-Time Cooking” below). Plan the use of portion-control utensils that will be used with each serving pan.

STOCKING THE SERVICE LINE

Studies show that the use of a back-up person to replenish food service line items can shorten the amount of time it takes students to go through the service line by 50%. Eliminate line stops for replenishing by assigning a person in the serving area to be the individual who gets food from the kitchen when necessary. This person should not be the person serving hot food, but rather someone who can watch the hot food as she/he does another task, like stocking items on the cold table.

INTRODUCING MENU CHOICES

Students who are not accustomed to making food choices on a serving line will need some orientation to the process. Phased implementation will help introduce choices, starting with fruit and milk choices during the first three weeks.

Involve teachers in discussing any new serving procedures, and encourage teachers to discuss the menu with their students. Teachers should ask their students to think about which items they want to eat before coming to the cafeteria.

Elementary students may be challenged by added choices. Let elementary-age students do a trial run or orientation to the meal service procedures during the first days of the school year. On the first day of serving a menu with choices, remind aides and teachers to be patient. Once students get the hang of it, they will go through the line as fast as before.

Secondary students may welcome the opportunity to choose from more menu offerings. It is still wise to station a host or hostess in the serving line area to help students progress through the line during the first few days of serving menus with choices.

Serving Meals (continued)

For more ideas on introducing new foods to students, please refer to the USDA Team Nutrition Resource Library.

INTRODUCING NEW FOODS

MRS 2014 was designed to serve foods popular with Mississippi students, but it's also a resource to introduce new foods that round out a meal and make it more nutritious. Do not be discouraged if students at first choose fewer of the unfamiliar items than the more well-known ones. Research shows that children need to be exposed to new foods several times before they decide they like it. Instead of giving up on new items, work to develop methods of introducing them:

- *Taste testing*
Give bite-sized samples of new items to students as they wait in line. Talk to students and solicit their feedback.
- *Supply new menu items to classrooms*
Work with teachers to integrate new menu items into social studies, health, and science discussions. For example, share information about the nutrient content and the ethnic origin of the food.
- *Presentation*
Be sure the new items are among the most attractively served on the menu. Remember that children (and adults) eat with their eyes. If it looks good, it has a chance of tasting good.

MERCHANDISING ON THE SERVICE LINE

When encouraging students to eat foods that are more nutritious but may be out of their comfort zone, work to create an appetizing service setup by offering a visually appealing assortment of menu items.

- Use the hot and cold service line setup forms to create a visually appealing assortment of menu items. For example, place fruits and vegetables near the beginning of the service line. (See APPENDIX B for the Serving Line Form template.)
- Consider the logical flow of items on the plate or tray as you design the setup.
- Think about pleasing color combinations.
- Use simple garnishes for the counter and pans.
- Keep in mind the viewpoint of the students. The average eye level of elementary students is only 36 to 40 inches.

Maintaining Food Quality

The more items you put on the menu the more attention to detail will be needed in producing and serving food at its peak of freshness. Consider the following issues when supervising food production:

JUST-IN-TIME COOKING

“Just-in-time cooking” is a planning, preparation, and handling technique that maintains adequate food on the serving line without any item remaining more than 15 minutes. Select the pan sizes to hold this determined amount of food at a depth that will maintain heat effectively.

Check serving temperatures with a thermometer at least every 2 hours. Hot food items need to be maintained at 135°F to meet health department standards and should be even warmer to allow for cooling while students find seats in the dining room.

Frequently Asked Questions

HOW DO I PREVENT AND MANAGE LEFTOVERS?

Prevent excessive leftovers by preparing foods for “just-in-time” service. Keep good production records and constantly refine your forecast equation. Be sure to reduce your forecasts by the number of servings left over.

Package and label leftovers. If a small amount of servings are leftover, talk with your manager or director to verify if they may be refrigerated and used on the service line the next day. Large amounts of leftover entrees or other cooked items may be frozen to serve the next time the item is on the menu. When preparing items for freezing or thawing for service, take care to follow sanitary food handling techniques.

HOW DO I PREVENT AND MANAGE RUNNING OUT OF MENU CHOICES BEFORE THE MEAL PERIOD IS OVER?

Too many leftover portions increase food costs and running out of choices decreases student satisfaction of meal service. Keep in mind that, in most schools, the same students are served at the end of the meal service time everyday. Food service managers should monitor foods to ensure that all food choices are available for all students throughout the serving time by following these steps:

1. Know the number of pans or trays prepared for service.
2. During meal service, check the number of pans or trays used. If a food item is almost depleted early in the serving period, place another item on the line right away to extend the amount of the original choice, possibly until the end of the serving period. There may be servings of this other item in the freezer that could be thawed and made ready in time for service on the line.
3. If you run out of a menu item before the meal period is over, make a note on your production records for use in forecasting. Prepare an alternative only if (a) there is no item in that meal category available for students or (b) your school district policy requires another food item. Check the MRS matrix lists for items similar in nutrient content. Alternative items may be readily available in the freezer.

CAN MRS MENUS BE CHANGED TO PREPARE FOOD FOR SPECIAL OCCASIONS?

Special circumstances may arise that make it difficult to follow the MRS menu. First look at the MRS matrix to see if alternative items can be used for special occasions, such as a class field trips, and still maintain nutrient goals.

Holidays involving a total meal, such as Thanksgiving and Christmas, only happen occasionally during the school year, and nutrient goals can be relaxed during this time. Other holidays like Valentine’s Day or Easter are easily accommodated by using the MRS matrix, or by adding a special non-grain based dessert that is not considered part of the meal pattern. When opening and closing the school year, it may be necessary to use items to reduce inventory.

CAN I STILL OPERATE MY SANDWICH LINE WHEN USING MRS?

Specialty lines and bars are permitted, but require a separate nutrient analysis. Also, specialty lines and multiple serving lines must serve all required food components and vegetable subgroups available to every student each week.

WILL MRS MENUS WITH CHOICES SLOW MY SERVICE LINE?

Introducing choices may slow service lines at first, but experienced School Food Service Administrators state that, by the end of the second week, students will have learned what is expected and line movement will return to normal. Phased implementation will allow you to work with students and teachers to make a slow and smooth transition to choices on the line.

Parts of a Recipe

APPENDIX: A

SOURCE
RECIPE NUMBER
RECIPE CATEGORY


Source: MRS 2014 MRS: 1002 – Vegetables (1000s)

BAKED BEANS W/SPICE BLEND (CANNED)

MEAL COMPONENT CONTRIBUTION
1/2 cup beans/peas vegetable

NUMBER OF PORTIONS: 100 **SIZE OF PORTION**: 1/2 cup

HACCP PROCEDURE: #2 - Same day service



VEGETABLES (BEANS/PEAS)

| INGREDIENT | MEASURE (FOR 100 SERVINGS) |
|--------------------------------------------|-----------------------------|
| Beans, Baked, Vegetarian, Low Sodium, #253 | 4 #10 can(s) + 3 1/4 cup(s) |
| Pan Release Spray, Vegetable Oil, #395 | 5 gram(s) |
| Onions, Chopped, Dehydrated, #278 | 3/4 cup(s) |
| Mustard, Powder, Dry, #332 | 2 tablespoon(s) |
| Sauce, BBQ, Hickory Smoke, #287 | 1/2 quart(s) |
| Water, Municipal, Mississippi | 2 cup(s) |
| Spice Blend MS, Creole, No Salt, #563 | 2 tablespoon(s) |
| Pepper, Black, Ground, #336 | 1 teaspoon(s) |

DIRECTIONS

- Open canned beans. Pour into 12" x 20" x 4" steamtable pans that have been sprayed with pan release spray.
- Add onions, mustard powder, BBQ sauce, water, black pepper, and Creole spice blend to beans. Stir lightly to until mixed. Cover pans with aluminum foil.
- To bake:
Conventional oven: 350 degrees F for 1 1/2 hours.
Convection oven: 350 degrees F for 45 minutes.
During last 30 minutes of baking remove foil to encourage browning.
- Portion with 4 ounce ladle or 4 ounce spoodle per serving. Each portion provides 1/2 cup of beans/peas.
CCP: Hold and maintain product at a minimum temperature of 135 degrees F. Check temperature every 30 minutes. Leftovers should be covered, labeled, and dated. Quick chill within 6 hours to 41 degrees or lower.

PRODUCTION NOTES
Use commodity products when available.

MISCELLANEOUS NOTES
Baked beans must be counted as either a vegetable or meat/meat alternate and cannot be counted as meeting both components in the same meal.

| NUTRIENTS PER SERVING | | | | | | | |
|-----------------------|---------|---------------|--------|-----------|-----------|-----------|--------|
| Calories | 131 | Dietary Fiber | 5.43 g | Sodium | 180.26 mg | Sat. Fat | 0.10 g |
| Carbohydrates | 29.72 g | Protein | 6.30 g | Total Fat | 0.55 g | Trans Fat | 0.00 g |

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MEAL COMPONENT CONTRIBUTION
RECIPE TITLE

NUMBER OF PORTIONS
MEAL COMPONENT ICON

HACCP PROCEDURE
INGREDIENT AMOUNTS

INGREDIENTS

DIRECTIONS

CRITICAL CONTROL POINTS (CCP)

NUTRIENTS PER SERVING

NUMBER OF PAGES IN RECIPE

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