



+ Montana Cook Fresh



Montana Team Nutrition Program

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Montana Cook Fresh

Purpose & Acknowledgements

This culinary skills workshop for school food service was developed to increase the use of whole, fresh foods for school meals in Montana. This packet contains resources and recipes for participants of this workshop.



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The Montana Team Nutrition Program and the Montana Office of Public Instruction School Nutrition Programs are dedicated to providing guidance to school food service programs as they establish school or district protocols for enhancing their ability to procure healthy, local food products. For more information contact:

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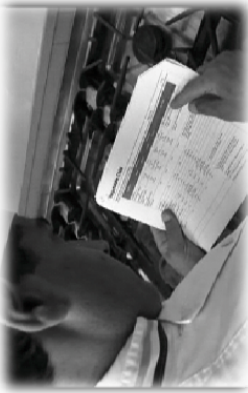
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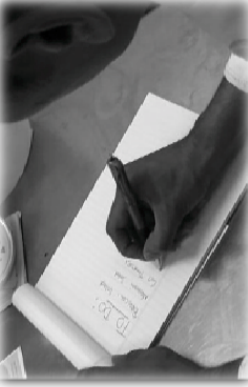
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Step 1
Plan your work



Step 2
Prioritize your work



Step 3
Collect tools & preparation equipment



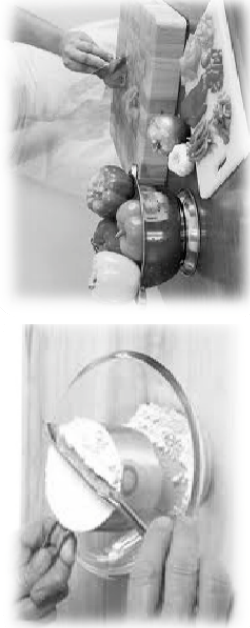
Mise en Place (meez-un-plahss)

- This is a French phrase that means, *to put in place*.
- Food professionals use this phrase to describe the things that have to be done to get ready to prepare a dish or menu item.
- Everything you prepare in your kitchen requires a series of steps. Often, these steps are outlined in the form of a recipe, and give you the basic information you need to begin thinking about your *mise en place*.

Step 4
Collect all ingredients for recipe



Step 5
Prep all ingredients



Step 6
Set up your work station



Compiled by Iowa State University Extension, 2010 with information from National Foodservice Management Institute Culinary Techniques for Healthy School Meals at <http://www.nfsmi.org/ResourceOverview.aspx?ID=287>

Work Station Set Up Procedures

Compiled by Iowa State University Extension, 2010 with information from HRIM Quantity Food Production Laboratory and National Foodservice Management Institute Culinary Techniques for Healthy School Meals at <http://www.nfsmi.org/ResourceOverview.aspx?ID=287>



1. Clean & sanitize work area



2. Obtain a clean damp cloth



3. Use damp cloth to secure cutting board. Place cutting board on top of cloth & nearest the edge of the table to reduce back injury



4. Place a garbage container at work station



5. Place folded towel next to cutting board to rest knives on



6. Place required knives on top of towel with edge facing cutting board



Edge Facing Cutting Board



7. Proper work station set up

Chef's Knife



- Also called a cook's knife, this knife is an all purpose kitchen knife used for most types of chopping, dicing, mincing, and slicing.
- The heft, weight and balance of this knife allow it to be used for heavy duty work with thicker cuts of vegetables, fruits and meats.

Paring Knife



- This utensil is a small knife with a straight, sharp blade generally three to five inches long.
- Easy to handle, it works well for peeling and coring foods or mincing and cutting small items.
- Can be used with small ingredients, such as shallots, garlic or fresh herbs.

Utility Knife



- Small lightweight knife used for miscellaneous light cutting.
- Can cut food items that are too large for a paring knife but too small for a chef's knife, such as cucumbers, larger apples, smaller squash, and other mid-sized items.
- Similar to the paring knife, it works well for herbs, shallots, fruits, vegetables, and larger pieces of garlic.

Santoku Knife



- This knife is very similar to a chef's knife.
- The purpose of the granton style blade is to keep particles from sticking to the knife edge and reduce friction to provide less drag when chopping (for easier and faster motion).
- Santoku knives are used for chopping, dicing, and slicing foods into narrow or fine pieces.

Serrated Knife



- A serrated knife with a long blade.
- Used to slice through food hard on the outside and soft on the inside, such as hard crusted bread.
- A serrated knife with a short, thin blade can be used for slicing fruits and vegetables.

Tomato Knife



- A serrated edged knife used to slice food with tough exterior and a softer middle, such as tomatoes or salami.
- This knife is similar to a bread knife only smaller.

Compiled by Iowa State University Extension, 2010 with information from "How to Use a Chef Knife" by Danilo Alfaro at http://culinaryarts.about.com/od/knivescutlery/ss/anat-knife_2.htm

1. Effective Knife Skills

Setting up your workplace.

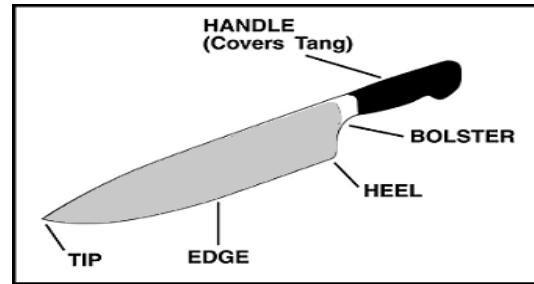
Proper set-up is vital to becoming more efficient and effective in the professional kitchen. Set up, your work area safely and completely before you start to work. Place a damp towel under your cutting board to keep it from slipping. Select a cutting board of the appropriate size for the task.

Stand in a natural position, facing the cutting board squarely.

You may need to change your stance from time to time, but avoid twisting the trunk of your body in the opposite direction from your legs. Good posture and general fitness help avoid back strain and general fatigue as you work.

Arrange your work so that it flows in a logical direction.

The direction of flow depends upon whether you are left or right-handed. The basic rule is to keep all products moving in one direction. You may need to break complex preparation tasks into individual steps.



2. Holding the Knife (the Pinch)

It is important to be comfortable with your knife as you work, there are several different ways a knife can be held. The way you hold the knife will be determined in part by the way your knife and your hand fit one another. The grip you choose will also be determined according to the task at hand.

Basic Knife Grip/Guiding Hand Position



- ✓ Grip the handle with three fingers, rest the index finger flat against the blade on one side, and hold the thumb on the opposite side to give additional stability and control.

3. **Holding the Food (the Claw)**

One of the classic positions for the guiding hand is the claw. Fingertips are tucked under slightly; hold the object with the thumb held back from the fingertips and tucked under. The knife blade then rests against the knuckles, preventing the fingers from being cut. This feels like holding a ball tightly in your hand.



4. **Cutting Techniques (the Slide)**

- ✓ **Making precise cuts** - The basic and advanced cuts used in the professional kitchen include: chopping and mincing, shredding (chiffonade), julienne, bâtonnet, dice, and oblique or roll cuts.
- ✓ **The down and slide** motion is made by lifting the heel end of the knife off the cutting board, then slicing forward and down in a single smooth motion. The aim should always be to cut the food into pieces of uniform shape and size. Evenly cut items look more attractive, but more importantly, they cook evenly so your dishes have the best possible flavor, color, and texture. Unevenly cut items give an impression of carelessness that can spoil the look of the dish.
- ✓ **Squaring off** is helpful for most types of food. Holding with your fingers curled back, make straight cuts to create a flat surface on all four sides. This also eliminates the need for peeling vegetables before cutting them. Make a series of slices straight down through the food to create planks. Stack the planks or cut individually into sticks. Sticks can then be cut into dices.
- ✓ **Trimming** tasks include: removing root and stem ends from fruits, herbs, and vegetables. Paring knives can also be used to trim many fruits and vegetables.
- ✓ **Peeling** can be done using a rotary peeler if the skin is not too thick; carrots, potatoes and similar skins are easy to remove with a peeler. Remember that these peelers work in both directions.

3 Keys to Knife Safety

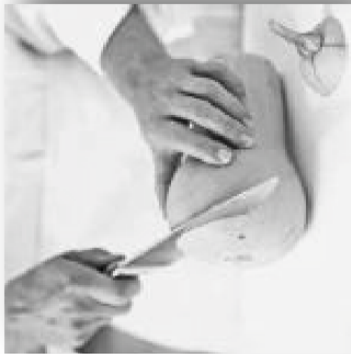
- ✓ **Always use a cutting board with a damp cloth underneath.**
- ✓ **Sharpen knife blades regularly.**
- ✓ **Carry knives by your side, blade inward and pointed down.**
- ✓ **Wash by hand and store with blade covered.**

Excerpt from the Maryland Department of Education Cook Smart Boot Camp Participant Note Packet, 2014. Used with permission.

Six Basic Cuts

- ✓ **DICE** - Dicing is a cutting technique that produces a cube-shaped product. Different preparations require different sizes of dice - fine (*brunoise*), small, medium, and large dice.
- ✓ **MINCE** - Mincing is a very fine cut that is suitable for many vegetables and herbs. When mincing herbs, rinse and dry well, and strip the leaves from the stems. Gather the leaves in a pile on a cutting board. Use your guiding hand to hold them in place and position the knife so that it can slice through the pile; coarsely chop. Once the herbs are coarsely chopped, use the fingertips of your guiding hand to hold the tip of the chef's knife in contact with the cutting board. Keeping the tip of the blade against the cutting board, lower the knife firmly and rapidly, repeatedly cutting through the herbs. Continue cutting until the desired fineness is attained.
- ✓ **CHIFFONADE** - The chiffonade cut is done by hand to cut herbs, leafy greens, and other ingredients into very fine shreds. Chiffonade is distinct from shredding, however, in that the cuts are much finer and uniform. This cut is typically used for delicate leafy vegetables and herbs. For greens with large, loose leaves, roll individual leaves into tight cylinders before cutting. Stack several smaller leaves before cutting. Use a chef's knife to make very fine, parallel cuts to produce fine shreds.
- ✓ **JULIENNE and BÂTONNET** - Julienne and bâtonnet are long, rectangular cuts. The difference between these cuts is the final size. Julienne cuts are 1/8 inch in thickness and 1-2 inches long. Bâtonnet cuts are 1/4 inch in thickness and 2-2 1/2 inches long. The key point to keep in mind is that each cut should be nearly identical in dimension to all others for even cooking and the best appearance. Trim and square off the vegetable by cutting a slice to make four straight sides. Cut both ends to even the block off.
- ✓ **DIAGONAL and BIAS CUTS**- This cut is often used to prepare vegetables for stir-fries and other Asian-style dishes because it exposes a greater surface area and shortens cooking time. Place the peeled or trimmed vegetable on the work surface. Hold the blade so that it is cutting through the food on an angle; the wider the angle, the more elongated the cut surface will be. Continue making parallel cuts, adjusting the angle of the blade so that all the pieces are approximately the same size.
- ✓ **OBLIQUE or ROLL CUTS**- Oblique, as it refers to a vegetable cut, reflects the fact that the cut sides are neither parallel nor perpendicular. The effect is achieved by rolling the vegetables after each cut. This cut is used for long, cylindrical vegetables such as parsnips, carrots, and celery. Place the peeled or trimmed vegetable on the work surface. Make a diagonal cut to remove the stem end. Hold the knife in the same position and roll the vegetable a quarter-turn (approximately 90 degrees). Slice through it on the same diagonal, forming a piece with two angled edges. Repeat until the entire vegetable has been cut.

Excerpt from the Maryland Department of Education Cook Smart Boot Camp Participant Note Packet, 2014. Used with permission.



1. Cut off about 1/4-inch from top & bottom of squash



2. Use a sharp vegetable peeler to peel off the outer layer of the squash



3. Make one long cut, down the middle from the top to bottom



4. Scrape out the seeds and the stringy pulp from the squash cavity



5. Lay the squash halves, cut side down on the cutting board

6. Working section at a time, cut the squash into slices, lengthwise

7. Lay the slices down & make another set of lengthwise cuts. Then make crosswise cuts to make cubes

Peel & Cut Butternut Squash

Compiled by Iowa State University Extension, 2010 with information from the National Foodservice Management Institute Culinary Techniques for Healthy School Meals at <http://www.nfsmi.org/ResourceOverview.aspx?ID=287>

Montana Cook Fresh Kitchen Equipment



Large Equipment

Tilt Skillet



Immersion Blender



Steam Jacket Kettle



Mandoline



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More information available at www.opi.mt.gov/MTeamNutrition
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Kitchen Equipment



Equipment Manufacturers

Alto-Shaam	www.altoofshaam.com
Berkel	www.berkelcompany.com
Blodgett	www.blodgett.com
Cadco	www.cadco-ltd.com
Cambro	www.cambro.com
Carlisle	www.carlisle.com
Cleveland	www.ckitchen.com
CresCor	www.crescor.com
Dynamic	www.dynamicmixersusa.com
Edlund	www.edlundco.com
Globe	www.globeslicers.com
Groen	www.unifiedbrands.net
Hobart	www.hobart.com
Masterbuilt	www.master-bilt.com
Metro	www.metrosupplyco.com
Nemco	www.nemcofoodequip.com
Redco	www.redcofoodequip.com
Robot Coupe	www.robot-coupe.com
Rubbermaid	www.rubbermaid.com
TRUE	www.truemfg.com
Sunkist	http://foodservice.sunkist.com
Vollrath	www.vollrath.com
Vulcan	www.vulcanequipment.com
Waring	www.waringproducts.com

Equipment Vendors

These are just a few vendors that carry commercial kitchen equipment. This is not an all-inclusive list.

Bargreen Ellingson bargreen.com

223 West Boone Avenue
Spokane, WA 99201
(509) 324-2939

2102 2nd Avenue North
Billings, MT 59101
(406) 259-4493

Central Restaurant Products

centralrestaurant.com
7750 Georgetown Rd
Indianapolis, IN 46268-4135
(800) 222-5107

Food Services of America

fsafood.com
802 Parkway Lane
Billings, MT 59101
(406) 238-7800

3520 East Francis Avenue
Spokane, WA 99217
(509) 483-4747

Hubert Company

hubert.com
9555 Dry Fork Road
Harrison, OH 45030
(866) 482-4357

J&V Restaurant Supply

jvrestaurant.com

544 East Mendenhall
Bozeman, MT 59417
(406) 587-9303

810 1st Avenue North
Great Falls, MT 59401
(406) 452-6236

454 Moore Lane, #5
Billings, MT 59101
(406) 252-2814

Sysco

sysco.com
1509 Monad Road
Billings, MT 59101
(406) 247-1100



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Fresh Herbs: a Picture of Healthy Eating



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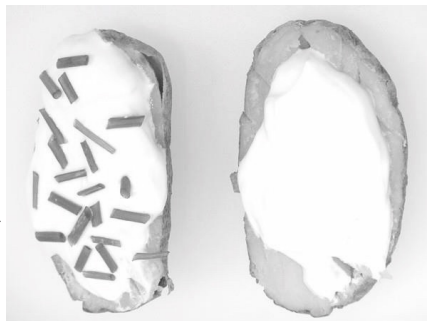


Whether you plant them or pick them up at the grocery store or farmers’ market, adding fresh herbs is a quick way to transform ordinary meals into extraordinary meals.

Besides helping flavor foods when cutting back on salt, fat and sugar, herbs may offer additional benefits of their own. Researchers are finding many culinary herbs (both fresh and dried) have antioxidants that may help protect against such diseases as cancer and heart disease.

A snip of a fresh herb into a dish instantly kicks up the appearance a notch!

Unless directed otherwise by your recipe, add the more delicate herbs — basil, chives, cilantro, dill leaves, parsley, and mint — a minute or two before the end of cooking or sprinkle them on the food before it’s served. The less delicate herbs, such as oregano, rosemary, and thyme, can be added about the last 20 minutes of cooking.



Top a baked potato with a dollop of yogurt and a sprinkling of chives or parsley. Compare the potato without an herb topping and you can see the difference!

Experience what a difference in appearance and flavor fresh herbs can make. Better yet ... they do this without adding extra calories! For example, top a baked potato with a dollop of yogurt and a sprinkling of chives or parsley.



Many herbs, such as chives, can easily be grown in a container or garden.

Substituting Fresh Herbs for Dried Herbs

A general guideline when using fresh herbs in a recipe is to use 3 times as much as you would use of a dried herb. When substituting, you’ll often be more successful substituting fresh herbs for dried herbs, rather than the other way around. For example, think potato salad with fresh versus dried parsley!



If you have extra herbs, enjoy herbal bouquets.

When to Pick or Purchase Herbs

Purchase herbs close to the time you plan to use them. When growing herbs in your own garden, the ideal time for picking is in the morning after the dew has dried but before the sun gets hot. This helps ensure the best flavor and storage quality.

How to Store Fresh Herbs

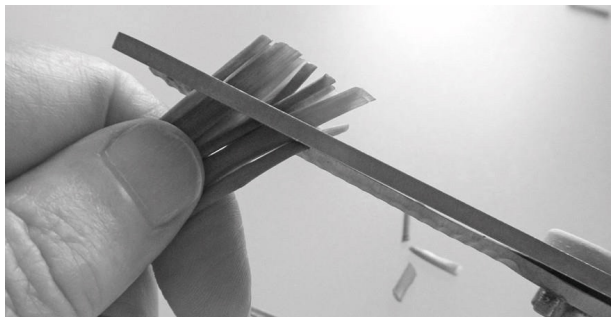
Fresh herbs can be stored in an open or a perforated plastic bag in your refrigerator crisper drawer for a few days. If you don’t have access to commercial perforated bags, use a sharp object to make several small holes in a regular plastic bag.

If you have more herbs than you can eat, enjoy herbal bouquets throughout your house. You can use either single herbs, combinations of herbs, or you can use the herbs as greenery mixed in with other flowers. To help preserve the aroma and color of your herb bouquets, place them out of direct sunlight.

Popular Herb and Food Combinations

BASIL	a natural snipped in with tomatoes; terrific in fresh pesto; other possibilities include pasta sauce, peas, zucchini
CHIVES	dips, potatoes, tomatoes
CILANTRO	Mexican, Asian, and Caribbean cooking; salsas, tomatoes
DILL	carrots, cottage cheese, fish, green beans, potatoes, tomatoes
MINT	carrots, fruit salads, parsley, peas, tabbouleh, tea
OREGANO	peppers, tomatoes
PARSLEY	The curly leaf is the most common, but the flat-leaf or Italian parsley is more strongly flavored and often preferred for cooking. Naturals for parsley include potato salad, tabbouleh, egg salad sandwiches
ROSEMARY	chicken, fish, lamb, pork, roasted potatoes, soups, stews, tomatoes
SAGE	beef, chicken, potatoes, pork, carrots, summer squash
THYME	eggs, lima beans, potatoes, poultry, summer squash, tomatoes

Use These Techniques for Chopping Herbs



Photos: Alice Henneman, UNL Extension in Lancaster County

Chives:

- Quickly snip small bundles of chives with a kitchen scissors OR
- Cut bundles on a cutting board with a very sharp chef's knife



Cilantro, parsley and other small-leafed delicate herbs:

- Remove leaves (OK to include some tender stems)
- Bunch on cutting board
- Place fingertips on tip of a chef's knife and rock blade briefly back and forth. Re-gather leaves and chop again if a smaller size is desired.



Thyme, oregano, rosemary, tarragon and other sturdy stemmed, small-leafed herbs:

- Hold thumb and index finger together; run down the stem in the opposite direction the leaves have grown.
- Chop the same as other herbs, if desired.

Basil, mint, sage and other large, leafy herbs — a technique called “chiffonade” can be used:



- Stack 5 or 6 leaves, and roll tightly



- Cut crosswise



- This method cuts herbs into narrow ribbons

Excerpted from:

University of Nebraska, Lincoln Extension. (2013). Fresh Herbs: a Picture of Healthy Eating.
Available at: http://food.unl.edu/c/document_library/get_file?uuid=f01df4b1-68bd-489a-9600-5f3526ac4ace&groupId=4089482&.pdf

Scan below for access to full document:





Mise en Place

Getting Ready

Purchasing spices and herbs

Federal Standards of Identity define what can be included in a spice or herb of a specific name. These standards are in Title 21 Code of Federal Regulations. Because there are no Federal grade standards, consider prior approval of brands to be certain that the supplier is reliable.

The bid/price quote instructions or the food description should require that the code for the date of manufacture be provided with the prices. Give the code to the person who receives deliveries at the site or warehouse and ask the receiver to determine how much of the shelf life remains.

In most school food authorities the spice or herb is placed on the bid list, and each preparation site orders as needed. With this practice, small spice or herb orders are placed each week. Changing the purchasing system to obtain prices for spices and herbs twice each year is more efficient. This process also assures product freshness. Purchasing spices and herbs before school starts and in January avoids the problem of storing the product in a hot storage area while the kitchen is closed.

Reputable manufacturers will quote prices in the same general range. All prices should be checked for variance from other prices offered. Investigate differences in the price over 5% to determine the quality differences.

Fresh herbs can be purchased with the other fresh produce items. A small produce distributor may be encouraged to stock those fresh herbs you have chosen to use. Providing the quantity needed and the frequency of use will encourage the produce distributor to stock these items.



Storing spices and herbs

Fresh Herbs

- Refrigerate cut fresh herbs to prevent spoilage.
- Put fresh herb bouquets in containers and place in the refrigerator.
- Loosely wrap the bouquet in film wrap to extend the shelf life of the fresh herb. Smaller sprigs and individual leaves should be wrapped in a paper towel or placed in a food-safe plastic bag.
- Fresh herbs will keep up to four days in the refrigerator.

Dried Herbs and Spices

- Store dried herbs and spices in a cool, dry place in an airtight container. Herbs and spices provide flavor because they contain oils that break down faster if they are exposed to air, light, and warm temperatures.
- The majority opinion is that dried herbs and spices will retain their flavor for 6 months to 1 year. Record the date of delivery on all dried spice and herb containers. Discard a dried spice or herb that has developed a flat aroma. Some foodservice assistants are hesitant to discard old seasonings because of their cost. Remember serving customers foods that taste good is what is most important.



Seasonings and Healthy School Meals

Menu-Planning Practices for Healthy School Meals

- Use a low sodium broth or stock for additional flavor in soups, sauces, and cooked grains, such as rice and quinoa.
- Experiment with herbs, spices, and lemon for seasonings to use in place of part of the salt.

Purchasing Practices for Healthy School Meals

- Check for the amount of sodium in purchased items.
- Purchase garlic, onion, and celery powders or granules, not garlic, onion, or celery salts, which have more sodium.
- Purchase seasoning mixes that do not contain monosodium glutamate (MSG) or where salt is not the primary ingredient.
- Look to local farmers as an alternative to purchasing fresh produce. Check out www.farmtoschool.org.

What do you want to hear when your customer has finished a meal? Something like, “The meal was delicious. It tasted so good.” Appropriate seasonings can make it happen.

Exploring the exciting world of seasonings and how to use them gives foodservice assistants wonderful opportunities to express their creativity.

As fat, salt, and sugar are reduced in school menus to meet the goals of the *Dietary Guidelines*, seasonings can help replace lost flavors. The exciting new flavors that can be introduced are limited only by our skill and creativity.

Seasonings can be used by foodservice assistants to enhance the flavor of food in two ways:

- Follow the standardized recipe. Mix the seasonings with the food at the exact time specified, and use the food preparation technique (browning, caramelizing, and marinating) specified.
- Create a new recipe by experimenting with the addition of new herbs and spices.





Culinary Principles

Basic Principles of Seasonings

The general term spices is commonly used to mean spices, herbs, and dried vegetables used for seasoning. Food preparation techniques such as caramelizing and marinating are also methods of adding flavor to foods. Fruit juices are also flavoring agents. We do not think of marinating or fruit juice as a spice. Successful food service assistants' creativity in seasoning foods is not limited to spices.

Below are ingredients or techniques that are tools of effective flavoring of foods.

Spices

Spices include allspice, cardamom, cinnamon, cloves, ginger, mace, mustard, nutmeg, paprika, peppercorns, and red pepper.

Herbs

Herbs include anise seed, basil, bay leaves, caraway seed, celery seed, chives, cilantro (coriander leaves), coriander, cumin, dill, fennel seed, marjoram, mint, oregano, parsley, poppy seed, rosemary, sage, savory, sesame seed, tarragon, thyme, and turmeric.

Seasoning foods

Bell peppers – green, red, yellow, hot chili pepper such as Jalapeno pepper, and many other varieties of pepper; carrots, celery, garlic, lean smoked meat, leek, onion, and shallot are examples of seasonings.

Additional seasonings

Other seasonings include juices: apple, lemon, lime, orange, pineapple; orange and lemon zest; meat bases; vegetable stock; olive oil; hot sauce; soy sauce; Worcestershire sauce; smoke flavor concentrate; and sesame seed oil.

Preparation techniques

Browning, caramelizing, roasting, and marinating are simple culinary techniques that add flavor.

The lists above were limited to seasonings most practical for school foodservice. In summary, seasonings added to a food during preparation enhance the natural flavor of the food.

This enhancement can be achieved in five different ways:

1. By adding spices
2. By adding herbs
3. By adding seasoning foods
4. With additional seasonings
5. By using certain food preparation techniques



Spices

Spices are prepared from the roots, buds, flowers, fruits, bark, or seeds of plants. The chart shows some of the basic information about spices.

Name	Form	Taste	Uses
Allspice	Whole berries, ground	The aroma suggests a blend of cloves, cinnamon, and nutmeg; sweet flavor	Fruit cakes, pies, relishes, preserves, sweet yellow vegetables, such as sweet potatoes and tomatoes
Cardamom seed	Whole, ground	Mild, pleasant, sweet ginger-like flavor	Baked goods, apple and pumpkin pies; an important ingredient in curry
Cinnamon	Whole sticks, ground	Warm, spicy sweet flavor	Cakes, buns, breads, cookies, and pies
Cloves	Whole, ground	Hot, spicy, sweet, penetrating flavor	Whole cloves for baking hams and other pork, pickling fruits, and in stews and meat gravies; ground cloves in baked goods and desserts and to enhance the flavor of sweet vegetables, such as examples beets, sweet potatoes, and winter squash
Ginger	Fresh, whole, cracked, ground	Aromatic, sweet, spicy, penetrating flavor	Baked goods; rubbed on meat, poultry, and fish; in stir-fry dishes
Mace	Ground	Strong nutmeg flavor	The thin red network surrounding the nutmeg fruit; used in baked goods where a color lighter than nutmeg is desirable
Mustard	Whole seeds, powdered, prepared	Sharp, hot, very pungent	Meats, poultry, fish, sauces, salad dressings, cheese and egg dishes; whole seeds in pickling and boiled beets, cabbage, or sauerkraut
Nutmeg	Whole, ground	Spicy, pleasant flavor	Seed of the nutmeg fruit for baked goods, puddings, sauces, vegetables; in spice blends for processed meats; mixed with butter for corn on cob, spinach, and candied sweet potatoes
Paprika	Ground	Sweet, mild, or pungent flavor	A garnish spice, gives an appealing appearance to a wide variety of dishes; used in the production of processed meats such as sausage, salad dressings, and other prepared foods
Peppercorns: black, white, red, and pink	Whole, ground, coarse ground	Hot, biting, very pungent	Many uses in a wide variety of foods; white pepper ideal in light colored foods where dark specks might not be attractive
Red pepper (Cayenne)	Ground, crushed	Hot, pungent flavor	Meats and sauces

Herbs

Herbs come from the leaf or soft portions of plants.

Name	Form	Taste	Uses
Anise seed	Seeds	Sweet licorice flavor	Cookies, cakes, fruit mixtures, chicken
Basil	Fresh, dried chopped leaves	Mint licorice-like flavor	Pizza, spaghetti sauce, tomato dishes, vegetable soups, meat pies, peas, zucchini, green beans
Bay leaves	Whole, ground	Flavor distinctly different from celery	Fish, soups, tomato juice, potato salad dressing
Caraway seed	Whole	Sharp and pungent	Baked goods such as rye bread, cheeses, sauerkraut dishes, soups, meats, stews
Celery seed	Whole, ground	Flavor distinctly different from celery	Fish, soups, tomato juice, potato salad
Chives	Fresh, freeze dried	In the onion family; delicate flavor	Baked potato topping, all cooked green vegetables, green salads, cream sauces, cheese dishes
Coriander seed	Whole, ground	Pleasant, lemon orange flavor	Ingredient in curry, ground form used in pastries, buns, cookies, and cakes; in processed foods such as frankfurters
Cilantro	Fresh, dried	Sweet aroma, mildly peppery	Ingredient in Mexican foods
Cumin	Whole seeds, ground	Warm, distinctive, salty-sweet, resembles caraway	Ingredient in chili powder and curry powder; German cooks add to pork and sauerkraut and Dutch add to cheese
Dill	Fresh, dried, seeds	Aromatic, like caraway but milder and sweeter	Dill pickles; seeds in meats, sauces, salads, coleslaw, potato salad, and cooked macaroni; dill weed in salads, sandwiches, and uncooked mixtures
Fennel seed	Whole	Flavor similar to anise, pleasant sweet licorice	Breads, rolls, apple pies, seafood, pork and poultry dishes; provides the distinctive flavor to Italian sausage
Marjoram	Fresh, dried whole or ground	Faintly sage like, slight mint aftertaste, delicate	Vegetables, one of the ingredients in poultry and Italian seasoning; processed foods such as bologna
Mint	Fresh leaves or dried flakes	Strong and sweet with a cool aftertaste	Peppermint is the most common variety; popular flavor for candies and frozen desserts; many fruits, peas and carrots
Oregano	Fresh, dried leaves, ground	More pungent than marjoram, reminiscent of thyme	Pizza, other meat dishes, cheese and egg dishes; vegetables such as tomatoes, zucchini, or green beans; an ingredient in chili powder



Herbs, *continued*

Name	Form	Taste	Uses
Parsley	Fresh, dried flakes	Sweet, mildly spicy, refreshing	A wide variety of cooked foods, salad dressings, and sandwich spreads
Poppyseed	Whole, crushed	Nut flavor	Whole as a topping for rolls, breads, cakes, cookie, and pastries; crushed in fillings for pastries; over noodles and pasta or rice; in vegetables such as green beans
Rosemary	Fresh, whole leaves	Refreshing, pine, resinous, pungent	Chicken dishes and vegetables such as eggplant, turnips, cauliflower, green beans, beets, and summer squash; enhances the flavor of citrus fruits
Sage	Whole, rubbed, ground	Pungent, warm, astringent	Meats, poultry stuffing, salad dressings; cheese; a main ingredient in poultry seasoning blend; an ingredient in a wide variety of commercial meat products
Savory	Fresh, dried whole or ground	Warm, aromatic, resinous, delicate sage flavor	Beans, meats, soups, salads, sauces; an ingredient in poultry seasoning blend
Sesame seed	Whole	Toasted nut flavor	Rolls, bread, and buns
Tarragon	Fresh, dried leaves	An aroma with a hint of anise; licorice flavor, pleasant, slightly bitter	Vinegar, salad dressings, chicken, tartar sauce, and egg salad
Thyme	Fresh, dried whole or ground	Strong, pleasant, pungent clove flavor	New England clam chowder, Creole seafood dishes, midwest poultry stuffing; blended with butter is good over green beans, eggplant, and tomatoes
Turmeric (Tumeric)	Dried, powder	Aromatic, warm, mild	Prepared mustards; a main ingredient in curry powder; chicken and seafood dishes, rice, creamed or mashed potatoes, macaroni; salad dressing for a seafood salad; in melted butter for corn on the cob



Excerpt From:

National Food Service Management Institute. (2009). Culinary Techniques for Healthy School Meals: Seasonings.

Available at: <http://www.nfsmi.org/documentlibraryfiles/PDF/20100210102351.pdf>

Or access the full document by scanning here:





Flavor Enhancement

Herbs, spices, fruit juices, or citrus zest can enhance the flavors of vegetable dishes.

Seasoning Sensational Vegetables												50 1/4 cup Proportions			
Product	Amount	Ginger Powder	Dill*	Tarragon*	Mint*	American	Asian**	Cajun	Curry	Indian	Italian	Mexican	Tex Mex	Water	Oil
Baked Beans															
Dried	2 lbs					3 Tbsp	6 Tbsp		4 Tbsp		6 Tbsp		5 Tbsp	4 oz	2 oz
Canned	#10 (7 lbs)					3 Tbsp	6 Tbsp		4 Tbsp		6 Tbsp		5 Tbsp	4 oz	2 oz
Black-Eyed Peas															
Dried	2 lbs		4 Tbsp/ 2 Tbsp	2 Tbsp/ 1 Tbsp		3 Tbsp	6 Tbsp		4 Tbsp		6 Tbsp		5 Tbsp	4 oz	2 oz
Frozen	5 lbs		4 Tbsp/ 2 Tbsp	2 Tbsp/ 1 Tbsp		3 Tbsp	6 Tbsp		4 Tbsp		6 Tbsp		5 Tbsp	4 oz	2 oz
Canned	5 lbs drained wt		4 Tbsp/ 2 Tbsp	2 Tbsp/ 1 Tbsp		3 Tbsp	6 Tbsp		4 Tbsp		6 Tbsp		5 Tbsp	4 oz	2 oz
Broccoli (chopped)															
Fresh	5 lbs trimmed stems 2.5 lbs + florets 2.5 lbs = 5 lbs					3 Tbsp	6 Tbsp		4 Tbsp		6 Tbsp		5 Tbsp	4 oz	2 oz
Frozen	5 lbs 4.5 lbs thawed & cooked					3 Tbsp	6 Tbsp		4 Tbsp		6 Tbsp		5 Tbsp	4 oz	2 oz
Carrots															
Fresh	5 lbs trimmed	1 tsp	4 Tbsp/ 2 Tbsp	2 Tbsp/ 1 Tbsp		3 Tbsp	6 Tbsp		4 Tbsp		6 Tbsp		5 Tbsp	4 oz	2 oz
Frozen	5 lbs	1 tsp	4 Tbsp/ 2 Tbsp	2 Tbsp/ 1 Tbsp		3 Tbsp	6 Tbsp		4 Tbsp		6 Tbsp		5 Tbsp	4 oz	2 oz
Canned	5 lbs drained wt	1 tsp	4 Tbsp/ 2 Tbsp	2 Tbsp/ 1 Tbsp		3 Tbsp	6 Tbsp		4 Tbsp		6 Tbsp		5 Tbsp	4 oz	2 oz
Cauliflower															
Fresh	5 lbs (aprx. 3.5 heads)		4 Tbsp/ 2 Tbsp			3 Tbsp	6 Tbsp		4 Tbsp		6 Tbsp		5 Tbsp	4 oz	2 oz
Frozen	5 lbs					3 Tbsp	6 Tbsp		4 Tbsp		6 Tbsp		5 Tbsp	4 oz	2 oz

Seasoning Sensational Vegetables												50 1/4 cup Proportions			
Product	Amount	Ginger Powder	Dill*	Tarragon*	Mint*	American	Asian**	Cajun	Curry	Indian	Italian	Mexican	Tex Mex	Water	Oil
Collard Greens															
Frozen	5 lbs					3 Tbsp	6 Tbsp		4 Tbsp		6 Tbsp		5 Tbsp	4 oz	2 oz
Green Beans															
Fresh	5 lbs		4 Tbsp/ 2 Tbsp	2 Tbsp/ 1 Tbsp		3 Tbsp	6 Tbsp		4 Tbsp		6 Tbsp		5 Tbsp	4 oz	2 oz
Frozen	5 lbs		4 Tbsp/ 2 Tbsp	2 Tbsp/ 1 Tbsp		3 Tbsp	6 Tbsp		4 Tbsp		6 Tbsp		5 Tbsp	4 oz	2 oz
Canned (approx.1 #10)	5 lbs drained wt					3 Tbsp	6 Tbsp		4 Tbsp		6 Tbsp		5 Tbsp	4 oz	2 oz
Green Peas															
Frozen	5 lbs		4 Tbsp/ 2 Tbsp	2 Tbsp/ 1 Tbsp	2 Tbsp/ 1 Tbsp	3 Tbsp	6 Tbsp		4 Tbsp		6 Tbsp		5 Tbsp	4 oz	2 oz
Canned (approx.1 #10)	5 lbs drained wt		4 Tbsp/ 2 Tbsp	2 Tbsp/ 1 Tbsp	2 Tbsp/ 1 Tbsp	3 Tbsp	6 Tbsp		4 Tbsp		6 Tbsp		5 Tbsp	4 oz	2 oz
Mixed Vegetables															
Frozen	5 lbs		4 Tbsp/ 2 Tbsp	2 Tbsp/ 1 Tbsp		3 Tbsp	6 Tbsp		4 Tbsp		6 Tbsp		5 Tbsp	4 oz	2 oz
Canned (approx.1 #10)	5 lbs drained wt		4 Tbsp/ 2 Tbsp	2 Tbsp/ 1 Tbsp		3 Tbsp	6 Tbsp		4 Tbsp		6 Tbsp		5 Tbsp	4 oz	2 oz
Potatoes, French Fries															
Frozen	4 lbs					3 Tbsp		2 Tbsp		2 Tbsp					
Spinach															
Frozen cooked & drained wt	6 lbs 14 lbs 13 oz					3 Tbsp	6 Tbsp		4 Tbsp		6 Tbsp		5 Tbsp	4 oz	2 oz
Whole Kernel Corn															
Frozen	5 lbs		4 Tbsp/ 2 Tbsp	2 Tbsp/ 1 Tbsp		3 Tbsp	6 Tbsp		4 Tbsp		6 Tbsp		5 Tbsp	4 oz	2 oz
Canned (approx.1 #10)	5 lbs drained wt					3 Tbsp	6 Tbsp		4 Tbsp		6 Tbsp		5 Tbsp	4 oz	2 oz

Seasoning Mix: Mix herbs and spices in oil, add water and let stand for 15 minutes. Stir and add to cooked vegetables.

*1st measurement is fresh, 2nd is dry

**Asian recipe: Should use 1 oz. sesame oil and 1 oz neutral oil like peanut or corn oil.

Dry Mix: Should be sprinkled over potatoes after they have been fried and drained.

Spice Mixture Chart
50 1/4 cup Proportions

Mixture	Salt	Pepper	Garlic Powder	Onion Powder	Ginger Powder	Curry Powder	Chili Powder	Cumin	Dry Mustard	Paprika	Oregano	Tarragon	Basil	Parsley
American	1 tsp	1 tsp	2 tsp	2 tsp										1 Tbsp
Asian	1 tsp		1 Tbsp	3 Tbsp	2 tsp				2 tsp					2 tsp
Cajun	3/4 tsp	1 tsp	2 tsp	2 tsp						1/4 tsp				
Curry	1 tsp	1/2 tsp	1 Tbsp	1 1/2 Tbsp	1 tsp	1 tsp						1 tsp		
Indian	1 tsp		2 tsp	1 tsp		2 tsp								
Italian	1 tsp	1/2 tsp	2 1/2 Tbsp	2 Tbsp						1 tsp			2 tsp	
Mexican	1 tsp		2 tsp	1 tsp			2 tsp							
Tex Mex	1 tsp	1/2 tsp	1 Tbsp	1 1/2 Tbsp			4 tsp	1/2 tsp		1/2 tsp	1 tsp			

Spice Mixture Chart
500 Servings

Mixture	Salt	Pepper	Garlic Powder	Onion Powder	Ginger Powder	Curry Powder	Chili Powder	Cumin	Dry Mustard	Paprika	Oregano	Tarragon	Basil	Parsley
American	3 Tbsp + 1 tsp	3 Tbsp + 1 tsp	6 Tbsp + 2 tsp	6 Tbsp + 2 tsp										1/2 c + 2 Tbsp
Asian	3 Tbsp + 1 tsp		1/2 c + 2 Tbsp	1 3/4 c + 2 Tbsp	6 Tbsp + 2 tsp				6 Tbsp + 2 tsp					6 Tbsp + 2 tsp
Cajun	2 Tbsp + 1 1/2 tsp	3 Tbsp + 1 tsp	6 Tbsp + 2 tsp	6 Tbsp + 2 tsp						2 1/2 tsp				
Curry	3 Tbsp + 1 tsp	1 Tbsp + 2 tsp	1/2 c + 2 Tbsp	3/4 c + 3 Tbsp	3 Tbsp + 1 tsp	3 Tbsp + 1 tsp						3 Tbsp + 1 tsp		
Indian	3 Tbsp + 1 tsp		6 Tbsp + 2 tsp	3 Tbsp + 1 tsp		6 Tbsp + 2 tsp								
Italian	3 Tbsp + 1 tsp	1 Tbsp + 2 tsp	1 1/2 c + 1 tsp	1 1/4 c										
Mexican	3 Tbsp + 1 tsp		6 Tbsp + 2 tsp	3 Tbsp + 1 tsp			6 Tbsp + 2 tsp							
Tex Mex	3 Tbsp + 1 tsp	1 Tbsp + 2 tsp	1/2 c + 2 Tbsp	3/4 c + 3 Tbsp	1 Tbsp + 2 tsp		3/4 c + 4 tsp	1 Tbsp + 2 tsp		1 Tbsp + 2 tsp	2 Tbsp + 1 tsp			



Excerpt from:

National Food Service Management Institute. (2009). Culinary Techniques for Healthy School Meals: Preparing Vegetables. Available at: <http://www.nfsmi.org/documentlibraryfiles/PDF/20100210102023.pdf>

Scan below to access:



All Purpose Spice Blend

Provided by Wendy Shreeve, Forsyth Schools via Montana LunchLine Listserve

5 tsp. Onion Powder

2 ½ tsp Garlic Powder

2 ½ tsp Paprika

2 ½ tsp Powdered Mustard

1 ¼ tsp well crushed Thyme leaves

½ tsp White Pepper

¼ tsp Celery Seed

Combine all ingredients and use to season soups, ground meats, vegetables, etc. Adjust quantities as needed.

Culinary Technique Roasting Vegetables

1. Preheat the oven to 325 °F–350 °F.
2. Cut vegetables into uniform shape and size.
3. Toss vegetables with olive oil.
Season with pepper, garlic, spices, or herbs. Use no more than 1 teaspoon per 50 portions.
4. Place vegetables in a single layer on a sheet pan.
Do not crowd the vegetables as this will cause them to steam.
5. Bake until vegetables are tender.



Try these vegetables for roasting:

Asparagus
Beets
Brussels sprouts
Carrots
Corn
Eggplant
Mushrooms
Onions
Parsnips
Peppers
Potatoes
Rutabagas
Summer squash
Sweet potatoes
Tomatoes
Turnips
Zucchini



Excerpt from:

National Food Service Management Institute. (2009). Culinary Techniques for Healthy School Meals:

Preparing Vegetables. Available at:

<http://www.nfsmi.org/documentlibraryfiles/PDF/20100210102023.pdf>

Scan below to access:



Production Planning Checklist: Team Plan: _____

1. Team Plan

- Just in Timeline:* Develop a timeline starting from service time and working backwards

Activity/Steps	Time	Start	Comments/Staff Assignment
SERVICE TIME			

Production Planning Checklist: Individual: _____

1. Plan (Mise en Place)

- Critical Techniques:* Identify 2-4 skills under each of the areas listed below.

Mise en Place: _____

Preparation Methods: _____

- Recipe Planning:* Decide how to maximize quality color, flavor, and taste.

Excerpt from the Maryland Department of Education Cook Smart Boot Camp Participant Note Packet, 2014. Used with permission.

- Just in Timeline:** Develop a timeline starting from service time and working backwards

Activity/Steps	Time	Start	Comments/Staff Assignment
SERVICE TIME			

Production Planning Checklist *Exercise*

- Ingredient Mise en Place:** Develop a list of essential ingredients.

- Equipment Mise en place:** Develop a list of essential items.

2. Preparation

- ✓ Plan for effective time and motion principles such as working left to right, organizing the station, consolidating production techniques, and gathering supplies and materials.
- ✓ Task assigned: _____
- ✓ Maximize the food quality: _____
- ✓ Set up the serving line: _____

Excerpt from the Maryland Department of Education Cook Smart Boot Camp Participant Note Packet, 2014. Used with permission.

3. Presentation

Item	Service Container	Color	Texture	Shape

Excerpt from the Maryland Department of Education Cook Smart Boot Camp Participant Note Packet, 2014. Used with permission.

Quality Score for Grains Beans and Legumes

This part of the evaluation using the Quality Score Card prepares the Team Leader for discussing the product with the total group. The Team Leader will describe the product to the total group when it is presented for tasting and evaluation.

Yes/No/N/A

Product Name	1	2	3	4	5	6	7
<i>Appearance</i>							
Pasta strands or pieces are distinct.							
Rice grains are intact (still whole).							
Grains/ cereals have distinct particles, grains, or flakes.							
Beans/Legumes retain shape/color							
Product is moist but not watery.							
<i>Texture</i>							
Pasta pieces are tender (<i>al dente</i>) but not gummy.							
Rice/grains are firm, but tender, fluffy.							
Legume/Bean are thoroughly cooked							
Cereal is thick but not gummy.							
<i>Flavor and Seasoning</i>							
Flavor is bland, but does not taste starchy.							
Flavor is typical of a grain.							
Product is free from a scorched or burned taste.							
A mixed dish is well seasoned but not to excess.							
<i>Service Temperature</i>							

Quality Score Card for Vegetables

This part of the evaluation using the Quality Score Card prepares the Team Leader for discussing the product with the total group. The Team Leader will describe the product to the total group when it is presented for tasting and evaluation.

Yes/No/N/A	Product Name	1	2	3	4	5	6	7
<i>Appearance</i>								
	Bright color typical of the vegetable.							
	Vegetable pieces are similar in size.							
	Vegetable pieces are intact (pieces are not over cooked with a mushy appearance).							
	There is no visible oil or fat.							
	Presentation is colorful							
<i>Texture or consistency</i>								
	Vegetable is at the peak of quality.							
	Vegetable pieces have the same texture.							
<i>Flavor and Seasoning</i>								
	Vegetable has a definite good flavor.							
	Seasonings are detectable but not overpowering.							
	Seasonings enhance the vegetable flavor.							
<i>Service Temperature</i>								
	165° F -180° F							
Comments								

Excerpt from the Maryland Department of Education Cook Smart Boot Camp Participant Note Packet, 2014. Used with permission.

+ Taste Testing With Kids



Encourage Healthy Eating Through Positive Taste Tests

For More Information:
Aubree Roth
Farm to School Coordinator
(406) 994-5996
aubree.roth@montana.edu

Why?

Research shows that children need many opportunities to try new foods before they will claim to "like" them. Following the Healthy, Hunger Free Kids Act of 2010, schools are following a new meal pattern which increase fruits and vegetables. Taste tests can help reduce food waste during school meals, by providing opportunities for students to learn and taste foods before seeing them in the lunch line.

There are many ways to offer taste tests to kids, this fact sheet provides three examples provided by Erin Jackson, FoodCorps Service Member at Hyalite Elementary in Bozeman, Montana.

Cheers!

Get kids excited by involving them in creating a "cheers" to the food they are about to taste. Explain to children that they are celebrating trying a new food. When people share a meal, they often do a toast to celebrate the moment and the food. Ask the children for ideas to choose something to say for their cheers. An example for carrots would be "Cheers to crazy carrots!" Decide on one phrase. Have children hold up their taste item, say the cheer, and then take a bite!

Don't Yuck My Yum, Please

Nothing ruins a tasty meal, or a new food, like the person next to you saying "ewww, gross" as you are taking a bite. Set the expectation for kids in the beginning of taste tests that they should allow everyone the opportunity to enjoy a new food or one they already like. Provide kids with polite options to decline foods as "no, thank you" or "I prefer carrots instead of broccoli."

Tried it, Liked It, Loved It

Children love giving their vote and having a say in decisions. Create a voting system by writing "Tried it," "Liked it," and "Loved it" on three cups. See photo above for an example. Use dried beans, toy pieces, or other items for the kids to vote. A child receives a voting piece if they tried the new food. Once they have tried the sample, they can put their voting piece in one of the three cups. Notice there is not a cup for "I don't like it", which follows the *Don't Yuck My Yum* method above. The voting options are intended to stay positive and commend the children trying the new food.

Updated May 2014

+ Montana Team Nutrition Program

More information available at www.opi.mt.gov/MTeamNutrition
Montana Team Nutrition Program is housed at Montana State University and works in cooperation with the Montana Office of Public Instruction. The USDA is an equal opportunity provider and employer.



Chicken Brown Rice Bowl with Vegetables

Category: Entrée Recipe #/Source: What's Cooking? USDA Mixing Bowl

HACCP Process: _____ 1 – No Cook X 2 – Cook & Same Day Serve _____ 3 – Cook, Cool, Reheat, Serve _____ 4 – SOP Controlled

Ingredients	For 100 Servings		For ___ Servings		Directions: Include <i>step by step instructions</i> , the <i>critical control points</i> (specific points at which a hazard can be reduced, eliminated or prevented) and <i>critical limit</i> (time and/or temperature to be achieved to control a hazard).
	Weight	Measure	Weight	Measure	
Water		2 gal 1 ¾ qt			1. Boil water. Add salt (optional).
Salt		1 Tbsp 1 Tsp			2. Place 1 lb 9 oz brown long grain regular rice per 12" x 20" x 2 ½" steam table pan and pour 2 qt 1 ¾ cups boiling water per steam table pan. Cover pans tightly. Bake in conventional oven at 350°F for 50 minutes; steamer at 5 lb pressure for 50 minutes. Remove from oven or steamer and serve.
Brown rice	7 lb 1 oz				3. Portion into ½ cup servings.
Cornstarch	9 oz	2 cups			CCP: Hold hot rice at 135°F or above. Cool to 70°F within 2 hours and from 70°F to 40°F within an additional 4 hours. Hold cold rice at 41°F or below.
Water, cold		1 cup			4. Dissolve cornstarch in water and soy sauce. Add ginger, granulated garlic, and pepper.
Soy sauce, low sodium		1 cup			5. Heat chicken stock to a boil and slowly stir in cornstarch mixture. Return to simmer.
Ginger, ground		1 tsp			6. Cook for 3-5 minutes until thickened. Remove from heat.
Garlic, granulated		¼ cup 2 Tbsp			7. Sauté carrots in oil for 4 minutes.
Pepper, black or white, ground		1 Tbsp 2 tsp			8. Add onions and cook for 1 minute.
Chicken or vegetable stock, low sodium		1 gal			9. Add broccoli and cook for 2 more minutes. Remove to steam table pan (12" x 20" x 2 ½"). For 100 servings, use 4 pans. Add salt. Keep warm.
Carrots, fresh, peeled and diced	11 lb 4 oz	2 gal 3 qt			
OR		OR			
Frozen sliced carrots	13 lb 8 oz	3 gal			
Fresh onion, diced	2 lb 12 oz	1 qt 3 ½ cups			

Broccoli, fresh, chopped	8 lb 2 oz	3 gal 2 1/2 qt	10. Sauté chicken in oil for 3-5 minutes. Add chicken to vegetables in steam table pan. Add sauce and mix to coat chicken and vegetables. CCP: Heat to 165°F or higher for at least 15 seconds. Portion with 2 rounded No. 10 scoops (3/4 cup 1 Tbsp).
OR Frozen mixed oriental vegetables	14 oz	1 gal	
Salt		1 Tbsp 1 tsp	
Raw skinless, boneless, fresh chicken breast cut into 1/2" cubes	17 lb 14 oz		
OR Chicken, precooked, diced	12 lb 8 oz		
Vegetable oil		2 cups	

Serving Size: 3/4 cup + 1 Tbsp Pan Size _____

Oven Temperature & Baking Time:

Temperature _____ Minutes _____
 Conventional _____
 Convection _____

Yield: 100 Servings Number of Pans _____

Meal Component Fulfillment (Based on Serving Size)	
Serving Size: 3/4 cup + 1 Tbsp	
2 oz _____ Meat/Meat Alternative _____	Fruit _____ 1 oz _____ WW Grains/Breads _____
1/4 cup _____ Dark Green Veg. _____	Starchy Veg. _____ 1/4 cup _____ Red/Orange Veg. _____
_____ Beans/Peas _____	Other Veg. _____
<p>Nutrition Analysis (if available): Serving Size: 3/4 cup + 1 Tbsp 300 Calories 2 Saturated Fat (g) 265 Sodium (mg)</p>	

Revised 08/12

Chili-Roasted Sweet Potatoes

Category: Fruits and Vegetables Recipe # _____ Source: Sizzling School Lunches: Indiana Cooks with Chef Cyndie

HACCP Process: ___ 1 – No Cook X 2 – Cook & Same Day Serve ___ 3 – Cook, Cool, Reheat, Serve ___ 4 – SOP Controlled

Ingredients	For _____ Servings		For _____ Servings		Directions: Include <i>step by step instructions</i> , the <i>critical control points</i> (specific points at which a hazard can be reduced, eliminated or prevented) and <i>critical limit</i> (time and/or temperature to be achieved to control a hazard).
	Weight	Measure	Weight	Measure	
Sweet Potatoes, fresh	4 lbs 2 oz		16 lbs 8 oz		<ol style="list-style-type: none"> 1. Wash sweet potatoes well, scrubbing thoroughly. 2. Leaving the skin on, cut potatoes into wedges about 1 1/2 inches thick or use a 6 cut potato wedger. 3. Place sweet potatoes in a large mixing bowl. Combine the chili powder, sugar, black pepper, white pepper, granulated garlic, and salt. Drizzle with oil and sprinkle with seasoning, mixing well to coat evenly. 4. Place seasoned potatoes on sheet pans (product is crispier if parchment pan liners are not used). For 50 servings use two sheet pans. Do not crowd sweet potatoes in the pan. 5. Bake at 400°F for 12-15 minutes or until tender and browned in spots.
Chili powder		3/4 tsp		1 Tbsp	
Sugar		3/4 tsp		1 Tbsp	
Black pepper		1/8 tsp		1/2 tsp	
White pepper		1/8 tsp		1/2 tsp	
Granulated garlic		1/8 tsp		1/2 tsp	
Salt		1/8 tsp		1/2 tsp	
Vegetable oil		1/4 cup		1 cup	

Serving Size 1/2 cup Pan Size _____

Oven Temperature & Baking Time:

Temperature _____ Minutes _____
 Conventional 400°F 12-15
 Convection _____

Yield _____ Number of Pans _____

Meal Component Fulfillment (Based on Serving Size)

Serving Size: 1/2 cup

_____ Meat/Meat Alternative	_____ Fruit	_____ WW Grains/Breads	
_____ Dark Green Veg.	_____ Starchy Veg.	<u>1/2 cup</u> Red/Orange Veg.	
_____ Beans/Peas	_____ Other Veg.		

Nutrition Analysis (if available):

Serving Size: 1/2 cup

169 Calories

 Saturated Fat (g)

107 Sodium (mg)

Fiesta Corn Salad

Category: Vegetable
 HACCP Process: X 1 – No Cook 2 – Cook & Same Day Serve 3 – Cook, Cool, Reheat, Serve 4 – SOP Controlled

Ingredients	For 75 Servings		For __ Servings		Directions: Include <i>step by step instructions</i> , the <i>critical control points</i> (specific points at which a hazard can be reduced, eliminated or prevented) and <i>critical limit</i> (time and/or temperature to be achieved to control a hazard).
	Weight	Measure	Weight	Measure	
Black Beans, rinsed and drained (USDA Food)		3 #10 cans			1. Combine all ingredients. 2. Spread 5 lbs 15 oz (approx. 3 qt ½ cup) into each shallow pan (12"x20"x2 ½") to a product depth of 2" or less. For 75 servings, use 4 pans. 3. Refrigerate until service. 4. Portion with No. (3/4 cup). CCP: Hold at or below 41°F before and during service.
Corn, rinsed and drained (USDA Food)		2 #10 cans			
Salsa (USDA Food)		1 #10 can			
Chili powder		½ cup			
Cumin		¼ cup			
Dried oregano		½ cup			

Serving Size: 3/4 cup Pan Size: 12"x20"x2 ½"

Yield: 75 servings Number of Pans: 4

Oven Temperature & Baking Time:
 Temperature _____ Minutes _____
 Conventional _____
 Convection _____

Meal Component Fulfillment (Based on Serving Size)	
Serving Size: ¾ cup	Serving Size: ¾ cup
_____ Meat/Meat Alternative	_____ Fruit
_____ Dark Green Veg.	_____ Starchy Veg.
_____ Beans/Peas	_____ Other Veg.
_____ WW Grains/Breads	_____ Red/Orange Veg.

Nutrition Analysis (if available):
Serving Size: 3/4 cup
120 Calories
0.18 g Saturated Fat (g)
238 mg Sodium (mg)

Green Beans with Lemon and Basil

Category: Vegetable

Recipe #/Source: Karee Anderson, Chef, St. Peter's Hospital

HACCP Process: 1 – No Cook X 2 – Cook & Same Day Serve 3 – Cook, Cool, Reheat, Serve 4 – SOP Controlled

Ingredients	For 8 Servings		For 50 Servings**		Directions: Include <i>step by step instructions</i> , the <i>critical control points</i> (specific points at which a hazard can be reduced, eliminated or prevented) and <i>critical limit</i> (time and/or temperature to be achieved to control a hazard).
	Weight	Measure	Weight	Measure	
Green beans (fresh or frozen)	0.75 lb	4 cups	8.75 lb	1.5 gallon + 1 cup	<ol style="list-style-type: none"> 1. If using fresh green beans, wash well and trim ends. 2. Steam green beans to desired doneness: fresh or frozen 10-15 minutes, canned just until heated through. 3. Spread green beans in steam table pans. 4. Drizzle each pan equally with olive oil, lemon juice, lemon zest, salt and pepper. 5. Toss to coat green beans well. 6. Just before serving, sprinkle beans with basil and almonds.
OR					
Green beans, canned, low sodium		3 15 oz cans		2 #10 cans	
Olive oil		2 Tbsp		¾ cup	
Lemon juice		1 lemon (2 Tbsp)		6 lemons (¾ cup)	
Lemon zest		1 lemon (1 Tbsp)		4 lemons (4 Tbsp)	
Salt, table		To taste		2 tsp	
Pepper, black ground		To taste		2 tsp	
Basil, fresh, chiffonade		8 leaves (2 Tbsp)		½ cup	
Almonds, toasted (optional)		2 Tbsp		¾ cup	

Serving Size: ½ cup Pan Size _____

Oven Temperature & Baking Time:

Temperature _____ Minutes _____
 Conventional _____
 Convection _____

Yield: 8 or 50 servings Number of Pans _____

Meal Component Fulfillment (Based on Serving Size)

Serving Size: 1/2 cup

_____	Meat/Meat Alternative	_____	Fruit	_____	WW Grains/Breads
_____	Dark Green Veg.	_____	Starchy Veg.	_____	Red/Orange Veg.
_____	Beans/Peas	1/2 cup _____	Other Veg.	_____	

Nutrition Analysis (if available):

Serving Size: 1/2 cup

61 Calories
 1 g Saturated Fat (g)
 77 mg Sodium (mg)

**This recipe has not been tested or standardized in an institutional kitchen

Revised 08/12

Honey Mint Citrus Dressing

Category: Condiments

Recipe #/Source: Maryland Culinary Boot Camp

HACCP Process: 1 – No Cook 2 – Cook & Same Day Serve 3 – Cook, Cool, Reheat, Serve 4 – SOP Controlled

Ingredients	For 15 Servings		For 60 Servings		Directions: Include <i>step by step instructions</i> , the <i>critical control points</i> (specific points at which a hazard can be reduced, eliminated or prevented) and <i>critical limit</i> (time and/or temperature to be achieved to control a hazard).
	Weight	Measure	Weight	Measure	
	Orange juice Lemon juice Honey Salt Olive oil Mint leaves, fresh, finely chopped		¾ cup ¼ cup 1 Tbsp ¼ tsp ¾ cup ¼ cup		

Serving Size: 2 Tbsp

Pan Size _____

Oven Temperature & Baking Time:
 Temperature _____ Minutes _____

Yield: 15 servings (3 ¾ cups) 60 serving (1 qt 3 ½ cups) Number of Pans _____

Conventional Convection

Meal Component Fulfillment (Based on Serving Size)			
Serving Size: _____	_____	_____	_____
Meat/Meat Alternative	_____	Fruit	_____
Dark Green Veg.	_____	Starchy Veg.	_____
Beans/Peas	_____	Other Veg.	_____
		WW Grains/Breads	_____
		Red/Orange Veg.	_____

Nutrition Analysis (if available):	
Serving Size: 2 Tbsp	
115 Calories	
1.6 g Saturated Fat (g)	
40 mg Sodium (mg)	

Italian Dressing

Category: Condiments

Recipe #/Source: USDA Recipes for Schools

HACCP Process: X 1 – No Cook ___ 2 – Cook & Same Day Serve ___ 3 – Cook, Cool, Reheat, Serve ___ 4 – SOP Controlled

Ingredients	For 1 quart (32 servings)		For 1 gallon (128 servings)		Directions: Include <i>step by step instructions</i> , the <i>critical control points</i> (specific points at which a hazard can be reduced, eliminated or prevented) and <i>critical limit</i> (time and/or temperature to be achieved to control a hazard).
	Weight	Measure	Weight	Measure	
Vegetable oil		3 cups		3 qt	<ol style="list-style-type: none"> 1. Combine all ingredients in mixer bowl. 2. Blend for 3 minutes at medium speed. 3. Cover. Refrigerate until service. For best results, refrigerate over night to develop flavor. <p>CCP: Chill to 41°F or below.</p> <ol style="list-style-type: none"> 4. Stir or shake well before serving.
Frozen lemon juice concentrate, reconstituted		½ cup		2 cups	
White vinegar		½ cup		2 cups	
Sugar		1 Tbsp		¼ cup	
Salt		1 ½ tsp		2 Tbsp	
Granulated garlic		¾ tsp		1 Tbsp	
Dehydrated onion		¼ cup		1 cup	
Italian seasoning mix		1 Tbsp		¼ cup	

Serving Size: 2 Tbsp (1 fl oz)

Pan Size _____

Yield: 32 servings (1 quart) or 128 servings (1 gallon)

Number of Pans _____

Meal Component Fulfillment (Based on Serving Size)			
Serving Size: _____	_____	_____	_____
Meat/Meat Alternative	_____	Fruit	_____
Dark Green Veg.	_____	Starchy Veg.	_____
Beans/Peas	_____	Other Veg.	_____
		WW Grains/Breads	_____
		Red/Orange Veg.	_____

Nutrition Analysis (if available):
Serving Size: : 2 Tbsp
186 Calories
2.85 g Saturated Fat (g)
327 mg Sodium (mg)

Italian Seasoning Mix

Category: Condiments Recipe #/Source: USDA Recipes for Schools

HACCP Process: X 1 – No Cook 2 – Cook & Same Day Serve 3 – Cook, Cool, Reheat, Serve 4 – SOP Controlled

Ingredients	For 1 quart		For 1 gallon		Directions: Include <i>step by step instructions</i> , the <i>critical control points</i> (specific points at which a hazard can be reduced, eliminated or prevented) and <i>critical limit</i> (time and/or temperature to be achieved to control a hazard).
	Weight	Measure	Weight	Measure	
Dried basil		1 ¼ cups	8 ½ oz	1 qt 1 ½ cups	1. Combine all ingredients 2. Store in airtight container. Before using, stir or shake all ingredients well. (Ingredients may settle during storage).
Dried oregano		2 Tbsp	8 oz	1 qt 1 ½ cups	
Dried marjoram		1 ¼ cups	4 oz	1 qt	
Dried thyme		2 Tbsp		1 cup	

Serving Size: 2 Tbsp of mix Pan Size _____

Yield: 1 quart or 1 gallon Number of Pans _____

Oven Temperature & Baking Time:

Temperature _____ Minutes _____

Conventional _____

Convection _____

Meal Component Fulfillment (Based on Serving Size)	
Serving Size: _____	_____
_____ Meat/Meat Alternative	_____ Fruit
_____ Dark Green Veg.	_____ Starchy Veg.
_____ Beans/Peas	_____ Other Veg.
	WW Grains/Breads _____
	Red/Orange Veg. _____

Nutrition Analysis (if available):	
Serving Size: 2 Tbsp	
14 Calories	
0.07 g Saturated Fat (g)	
1 mg Sodium (mg)	

Kale Pesto

Category: Fruits and Vegetables Recipe # _____ Source: Vermont New School Cuisine Cookbook

HACCP Process: X 1 – No Cook 2 – Cook & Same Day Serve 3 – Cook, Cool, Reheat, Serve 4 – SOP Controlled

Ingredients	For _____ Servings		For _____ Servings	
	Weight	Measure	Weight	Measure
Kale	½ lb	1 qt (packed)	2 lb	1 gal (packed)
Olive oil		5 Tbsp		1 ½ cups
Grated Parmesan cheese		1 Tbsp		½ cup
Lemon juice		1 ½ tsp		2 Tbsp
Chopped garlic		¾ tsp		1 Tbsp
Kosher salt		¾ tsp		1 Tbsp
Ground black pepper		1/8 tsp		½ tsp

Directions: Include *step by step instructions*, the *critical control points* (specific points at which a hazard can be reduced, eliminated or prevented) and *critical limit* (time and/or temperature to be achieved to control a hazard).

1. Remove thick stems from kale and tear into 2-inch pieces.
2. Fit a food processor with a steel blade. Make pesto in batches by filling the food processor ½ full with kale. Add a drizzle of oil. Process until smooth, adding a little more oil as needed. Transfer to a large bowl. Repeat with the remaining kale and oil. When you get to the last batch, add cheese, lemon juice, garlic, salt and pepper. Add to the bowl and stir well to blend.

Serving Size 1 Tbsp Pan Size _____

Oven Temperature & Baking Time:

 Minutes

Yield _____ Number of Pans _____

Conventional _____
 Convection _____

Meal Component Fulfillment (Based on Serving Size)
 Serving Size: 1 Tbsp

<u> </u> Grains/Breads	<u> </u> Meat/Meat Alternative	<u> </u> Fruit	<u> </u> WW
<u>1/8 cup</u> Dark Green Veg.	<u> </u> Starchy Veg.	<u> </u> Red/Orange Veg.	<u> </u>
<u> </u> Beans/Peas	<u> </u> Other Veg.	<u> </u>	<u> </u>

Nutrition Analysis (if available):

Serving Size: 1 Tbsp

61 Calories
0.86 Saturated Fat (g)
96.01 Sodium (mg)

Kale and Quinoa Medley

Category: Grains Recipe # _____

Source: Kitchen Expedition: A Farm to School Cookbook

HACCP Process: 1 – No Cook X 2 – Cook & Same Day Serve 3 – Cook, Cool, Reheat, Serve 4 – SOP Controlled

Ingredients	For _____ Servings		For _____ Servings		Directions: Include <i>step by step instructions</i> , the <i>critical control points</i> (specific points at which a hazard can be reduced, eliminated or prevented) and <i>critical limit</i> (time and/or temperature to be achieved to control a hazard).
	Weight	Measure	Weight	Measure	
Water		1 ¼ cups + 1 Tbsp		5 ¼ cups	<ol style="list-style-type: none"> 1. Bring water to a boil and add quinoa as directed on package. Cook, covered, stirring occasionally, until all liquid has evaporated and quinoa fluffs with a fork. Pour quinoa onto a large baking sheet to cool. 2. In a large sauté pan or tilting skillet, heat 2 ¾ tablespoons oil with ½ cup plus 1 teaspoon garlic (for 50 servings). 3. Add trimmed and washed kale to oil and garlic and saute until somewhat wilted and reduced by half. 4. In a bowl, whick together Dijon mustard, honey, lemon juice, the remaining oil, salt, and pepper until well combined. 5. Combine quinoa, kale, red bell pepper, and carrot. 6. Add mustard mixture and toss to mix thoroughly. 7. Hold at 140°F or higher.
Quinoa, dry	.47 lbs	1 cup + 1 ¾ tsp	1.9 lbs	4 cups + 2.3 Tbsp	
Olive or vegetable oil		3 Tbsp + 1 tsp		¾ cup + ½ Tbsp	
Fresh garlic, chopped		2 Tbsp + ¼ tsp		½ cup + 1 tsp	
Raw Tuscan kale, trimmed and washed	1.44 lbs		5.75 lbs		
Dijon mustard		1 Tbsp + 1 ¾ tsp		¼ cup + 2 Tbsp + 1 tsp	
Honey		1 Tbsp + 1 ¾ tsp		¼ cup + 2 Tbsp + 1 tsp	
Lemon Juice		¼ cup + ½ tsp		1 cup + 2 tsp	
Salt		½ tsp		2 tsp	
Black pepper		½ tsp		2 tsp	
Carrots		¼ cup + ¼ tsp	0.29 lbs	1 cup + 1 tsp	
Bell pepper		¼ cup + ¼ tsp		½ cup + 1 tsp	

Serving Size 1/2 cup Pan Size _____

Oven Temperature & Baking Time: _____
 Temperature _____ Minutes _____

Yield _____ Number of Pans _____

Conventional _____

Meal Component Fulfillment (Based on Serving Size)

Serving Size: 1/2 cup

_____ Meat/Meat Alternative _____ Fruit _____ .44 oz _____ WW Grains/Breads
3/8 cup Dark Green Veg. _____ Starchy Veg. _____ Red/Orange Veg.
_____ Beans/Peas _____ Other Veg.

Nutrition Analysis (if available):

Serving Size: 1/2 cup

136 Calories

0.42 Saturated Fat (g)

145 Sodium (mg)

Lacy's Spiced up Salsa

Category: Vegetables Recipe # _____

HACCP Process: x 1 – No Cook _____ 2 – Cook & Same Day Serve _____ 3 – Cook, Cool, Reheat, Serve _____ 4 – SOP Controlled

Ingredients	For _____ Servings		For _____ Servings		Directions: Include <i>step by step instructions</i> , the <i>critical control points</i> (specific points at which a hazard can be reduced, eliminated or prevented) and <i>critical limit</i> (time and/or temperature to be achieved to control a hazard).
	Weight	Measure	Weight	Measure	
Canned USDA Foods Salsa		32 oz		100 oz	1. Combine all ingredients. Taste and adjust seasonings accordingly.
Garlic, minced		3 cloves		10 cloves	
Fresh Cilantro, finely chopped		¼ cup		¾ cup	
Red Pepper Flakes		1 ½ tsp		2 ¾ tsp	
Black Pepper		1 tsp		2 ¼ tsp	

Serving Size 1/4 cup Pan Size _____ **Oven Temperature & Baking Time:**
 Yield _____ Number of Pans _____ Temperature _____ Minutes _____
 Conventional _____
 Convection _____

Salsa is counted as a vegetable if served at 1/8 cup serving or more.

Lentil Soup

Category: Soups Recipe #/Source: Vermont New School Cuisine Cookbook

HACCP Process: ___ 1 – No Cook X 2 – Cook & Same Day Serve ___ 3 – Cook, Cool, Reheat, Serve ___ 4 – SOP Controlled

Ingredients	For 50 Servings		For _____ Servings		Directions: Include <i>step by step instructions</i> , the <i>critical control points</i> (specific points at which a hazard can be reduced, eliminated or prevented) and <i>critical limit</i> (time and/or temperature to be achieved to control a hazard).
	Weight	Measure	Weight	Measure	
Vegetable oil		2 Tbsp			<ol style="list-style-type: none"> 1. Heat oil in a large stockpot over medium heat. Add onions and garlic. Cook, stirring often, until soft, about 6 minutes. Stir in broth, crushed tomatoes, lentils, and tomato paste. Add chili powder, cumin, thyme, and paprika; stir to combine. Bring to a boil, reduce heat to low, cover and simmer for 30 minutes. 2. Mix in carrots and celery. Cook until the lentils and vegetables are tender, about 20 minutes. Stir in salt.
Diced onions (1/4" pcs)		2 quarts			
Garlic, finely chopped		1/4 cup			
Vegetable or chicken broth, low sodium		2 gal			
Crushed tomatoes, canned	6 lb 6 oz	1 #10 can			
Lentils, brown, dried	3 lb 8 oz				
Tomato paste		1 12-oz can			
Chili powder		5 Tbsp			
Ground cumin		3 Tbsp			
Thyme, fresh, chopped		2 Tbsp			
Paprika		2 Tbsp			
Carrots, peeled, diced (1/4" pcs)		1 quart			
Celery diced (1/4" pcs)		1 quart			
Salt, kosher		2 Tbsp			

Serving Size: 1 cup

Pan Size _____

Oven Temperature & Baking Time:

Minutes _____

Temperature _____

Yield: 50 Servings

Number of Pans _____

Conventional _____

Convection _____

Meal Component Fulfillment (Based on Serving Size)
Serving Size: 1 cup

2 oz _____	Meat/Meat Alternative _____	Fruit _____	_____	WW _____
Grains/Breads _____	Dark Green Veg. _____	Starchy Veg. _____	_____	Red/Orange Veg. _____
Or 1/2 cup _____	Beans/Peas _____	Other Veg. _____	_____	

Nutrition Analysis (if available):
Serving Size: 1 cup

98 Calories
0.17 g Saturated Fat (g)
482 mg Sodium (mg)

Lentil Squash Hummus

Category: _____ Source: Jenny and Luca Montague and Jessica Manly, Kalispell Public Schools

HACCP Process: _____ 1 – No Cook X 2 – Cook & Same Day Serve _____ 3 – Cook, Cool, Reheat, Serve _____ 4 – SOP Controlled

Ingredients	For 16 Servings		For 42 Servings		Directions: Include <i>step by step instructions</i> , the <i>critical control points</i> (specific points at which a hazard can be reduced, eliminated or prevented) and <i>critical limit</i> (time and/or temperature to be achieved to control a hazard).
	Measure	Measure	Measure	Measure	
Garbanzo beans, drained and rinsed	1 ½ cups (reserve liquid)	2 cups (reserve liquid)	1	1	<ol style="list-style-type: none"> 1. To cook lentils: Fill a hotel pan with 2 parts water, 1 part lentils, cover with lid, and bake at 375°F for 15-20 minutes until soft. Cool to below 40°F on sheet pan. 2. Blend all ingredients in food processor until creamy. 3. Refrigerate immediately and hold below 41°F. Store up to seven days or freeze up to one month. <p>Notes:</p> <ul style="list-style-type: none"> • Lentils credit as meat alternative or legume vegetable. • Tahini is important to the flavor and consistency of the hummus, and should be available through your regular distributor. However, you can omit tahini, adding slightly more oil and lentils to achieve desired consistency.
Winter squash, pureed	1 ½ cups	2 ½ cups			
Red lentils, cooked	1 cup	1 quart (about 1/2 quart uncooked)			
Tahini (see note about substitutions)	2 Tbsp	½ cup			
Olive/vegetable oil	1 Tbsp	1 cup			
Liquid (reserved garbanzo juice or cooled lentil cooking water)	As needed for consistency	As needed for consistency			
Salt	¾ tsp	1 ½ tsp (more to taste)			
Paprika	1/8 tsp	½ tsp			
Cumin	½ tsp	1 tsp			
Garlic cloves, roasted	1-3	6			
Lemon juice	1 Tbsp	2 Tbsp			

Serving Size ¼ cup (2 oz), ½ cup (4 oz) Pan Size _____

Yield 16 (1/4 cup), 42 (1/2 cup) Number of Pans _____

Oven Temperature & Baking Time:

Temperature _____ Minutes _____
 Conventional _____
 Convection _____

Meal Component Fulfillment (Based on Serving Size)

Serving Size: 1/4 cup, 1/2 cup

0.5 oz, 1.0 oz Meat/Meat Alternative
Dark Green Veg.
Or 1/8 cup, 1/4 cup Beans/Peas

_____ Fruit _____ WW Grains/Breads
_____ Starchy Veg. _____ Red/Orange Veg.
_____ Other Veg. _____

Nutrition Analysis (if available):

Serving Size: 1/2 cup

208 Calories
2.06 Saturated Fat (g)
199 Sodium (mg)

Marinated Fresh Vegetable Salad

Category: Side Dish/Vegetable Recipe #/Source: Iowa Gold Star Menus

HACCP Process: X 1 – No Cook 2 – Cook & Same Day Serve 3 – Cook, Cool, Reheat, Serve 4 – SOP Controlled

Ingredients	For 100 Servings		For _____ Servings		Directions: Include <i>step by step instructions</i> , the <i>critical control points</i> (specific points at which a hazard can be reduced, eliminated or prevented) and <i>critical limit</i> (time and/or temperature to be achieved to control a hazard).
	Weight	Measure	Weight	Measure	
Broccoli florets, broken up	3 lb 12 oz	2 gal			1. Place vegetables in large container. 2. Pour dressing over vegetables. Mix thoroughly. CCP: Cool to 41°F or lower within 4 hours. 3. Cover. Refrigerate until service. 4. Portion with No. 8 scoop (1/2 cup). CCP: Hold at or below 41°F before and during service.
Cauliflower florets, broken up	1 lb 4 oz	1 qt 1 5/8 cup			
Carrots, grated	5 lb	2 gal			
Cucumber, diced 1/4 inch	1 lb 9 oz	1 qt 1 cup			
Green pepper, diced 1/4 inch	10 oz	2 1/2 cups			
Onion, diced 1/4 inch	10 oz	2 1/2 cups			
Italian salad dressing	1 lb 4 oz	2 1/2 cups			

Serving Size: 1/2 cup Pan Size _____ **Oven Temperature & Baking Time:**

Yield: 100 Servings Number of Pans _____ Temperature _____ Minutes _____

Conventional _____

Convection _____

Nutrition Analysis (if available):
Serving Size: 1/2 cup
 45 Calories
 <1 g Saturated Fat (g)
 90 mg Sodium (mg)

Meal Component Fulfillment (Based on Serving Size)
 Serving Size: 1/2 cup

_____	Meat/Meat Alternative	_____	Fruit	_____	WW Grains/Breads
1/8 cup	Dark Green Veg.	_____	Starchy Veg.	1/8 cup	Red/Orange Veg.
_____	Beans/Peas	1/4 cup	Other Veg.	_____	

Revised 08/12

Roasted Butternut Squash

Category: Sides/Vegetables Recipe #/Source: Iowa Gold Star Menus

HACCP Process: 1 – No Cook X 2 – Cook & Same Day Serve 3 – Cook, Cool, Reheat, Serve 4 – SOP Controlled

Ingredients	For 100 Servings		For _____ Servings		Directions: Include <i>step by step instructions</i> , the <i>critical control points</i> (specific points at which a hazard can be reduced, eliminated or prevented) and <i>critical limit</i> (time and/or temperature to be achieved to control a hazard).
	Weight	Measure	Weight	Measure	
Butternut Squash Olive oil	33 lb 4 oz	1 ½ cup			<ol style="list-style-type: none"> 1. Preheat convection oven to 375°F. 2. Using a vegetable peeler, remove skin from squash. 3. Cut squash in half using a chef's knife, and remove seeds using a large spoon. To prevent injury, wear a safety glove on the hand not holding the chef's knife. 4. Use the chef's knife to dice the squash into medium dice pieces (1/2"). 5. Pour olive oil over diced squash. Toss and coat well. 6. Place 4 lbs 2 ½ oz of diced squash on each full sized sheet pan (18"x26"x1"). Do not overload pan as the bottom layer will steam, not roast. 7. Roast squash at 375°F for approximately 40 minutes until golden brown. CCP: Hold at or above 135°F before and during service. 8. Portion ½ cup squash per serving. <p>Notes: If using pre-cut squash, omit steps 2-4. Purchase amount for 96 servings of fresh squash is 40 lbs.</p>

Serving Size: ½ cup Pan Size: 18" x 26" x 1"

Yield: 100 Servings Number of Pans: 8

Oven Temperature & Baking Time:

Temperature	Minutes
Conventional 400°F	45 minutes
Convection 375°F	40 minutes

Meal Component Fulfillment (Based on Serving Size)

Serving Size: 1/2 cup

____ Meat/Meat Alternative
____ Dark Green Veg.
____ Beans/Peas

____ Fruit
____ Starchy Veg.
____ Other Veg.

____ WW Grains/Breads
____ 1/2 cup Red/Orange Veg.

Nutrition Analysis (if available):

Serving Size: 1/2 cup

50 Calories
<1 Saturated Fat (g)
3 Sodium (mg)

Roasted Vegetable Wraps

Category: Fruits and Vegetables Recipe # _____ Source: Maryland State Department of Education "Cook Smart" Workshop

HACCP Process: _____ 1 – No Cook _____ X _____ 2 – Cook & Same Day Serve _____ 3 – Cook, Cool, Reheat, Serve _____ 4 – SOP Controlled

Ingredients	For _____ Servings		For _____ Servings		Directions: Include <i>step by step instructions</i> , the <i>critical control points</i> (specific points at which a hazard can be reduced, eliminated or prevented) and <i>critical limit</i> (time and/or temperature to be achieved to control a hazard).
	Weight	Measure	Weight	Measure	
Bell pepper, red, julienne	2 1/2 ounces		5 ounces		<ol style="list-style-type: none"> 1. Spray sheet pan (18" x 26" x 1") with pan release. 2. Place vegetables in a single layer on sheet pan and toss with olive oil. Roast at 425°F in a convection oven (450°F in a conventional oven) until tender. Stir often. 3. Heat tortillas until warm. 4. Sprinkle cheese on top of vegetables. 5. Squeeze or spread 2 Tbsp of ranch dressing (or kale pesto) down the center of each tortilla. 6. Portion the vegetable mix on top of dressing for 12 equal portions. 7. Fold the top and bottom of the tortilla into the center. Beginning at either side, roll the tortilla until all the contents cannot be seen. Wrap into foil. Place wraps in a half size steam-table pan (10" X 12" X 2 1/2 "). Warm in 350°F until the cheese is melted (approximately 5 minutes). Cut diagonally in half.
Bell pepper, green, julienne	4 ounces		8 ounces		
Onions, red, julienne or dices	4 ounces		8 ounces		
Carrots, peeled, julienne	5 1/2 ounces		11 ounces		
Olive oil		1 Tbsp		2 Tbsp	
Tortilla wraps, flour, whole wheat, 10-12"		6 each		12 each	
Cheese, reduced fat, Cheddar, shredded	12 ounces	3 1/4 cups	24 ounces	1 quart, 2 1/2 cups	
Dressing, ranch	3 ounces		6 ounces	3/4 cup	
Or kale pesto		1/2 cup + 2 Tbsp		1 1/4 cup	
Fresh Salsa			12 ounces	1 1/2 cups	

Serving Size 1/2 Wrap Pan Size _____ **Oven Temperature & Baking Time:**
 Temperature 450°F Minutes _____
 Yield _____ Number of Pans _____ Conventional 425°F/350°F
 Convection _____

Meal Component Fulfillment (Based on Serving Size)

Serving Size: 1/2 Wrap

2 servings Meat/Meat Alternative Fruit 3 servings WW Grains/Bread
1/8 cup (With kale pesto) Dark Green Veg Starchy Veg. Red/Orange Veg.
 Beans/Peas 1/2 cup Other Veg.

Nutrition Analysis (if available):

Serving Size: 1 Tbsp

61 Calories

0.86 Saturated Fat (g)

96.01 Sodium (mg)

Sloppy Joe on a Roll

HACCP Process: _____ 1 – No Cook **X** 2 – Cook & Same Day Serve _____ 3 – Cook, Cool, Reheat, Serve _____ 4 – SOP Controlled

Ingredients * Indicates a commodity item (Local) Indicates a local item	Servings		Directions: Include <i>step-by-step instructions</i> , the <i>critical control points (CCP)</i> (specific points at which a hazard can be reduced, eliminated or prevented) and <i>critical limit</i> (time and/or temperature that must be achieved to control a hazard).
	50	100	
Ground beef* (or Local) Onions, raw, chopped Tomato paste* Catsup Water Vinegar, distilled Mustard, powder/dry Pepper Sugar, brown Lentils, cooked, no salt (Local) Mild green chili peppers, canned, drained Garlic, raw Whole Wheat bun (Local)	8 ½ lbs (raw) 10 oz ¼ #10 can ¼ #10 can 2 cups 1 1/8 cups 2 Tbsp 1 tsp 2 ¾ oz 3 cups 1 lb + 11 oz 2 Tbsp 5 lbs + 10 oz	17 lbs (raw) 1 lb + 4 oz ½ #10 can ½ #10 can 1 qt 2 ¼ cups ¼ cup 2 tsp 5 ½ oz 1 qt + 2 cups 3 lb + 6 oz ¼ cup 11 lb + 4 oz	1. Brown ground beef. Drain. Continue immediately. 2. Cook lentils in enough water to cover them. Simmer for about 30-40 minutes. Drain excess water. Puree lentils in a food processor. 3. Add onions and minced garlic. Cook for 5 minutes. Stir in pureed lentils. Add tomato paste, catsup, water, vinegar, dry mustard, pepper, green chilies and brown sugar. Mix well and simmer for 25-30 minutes. Heat to 155° F or higher. Pour ground beef mixture into steam-table pan (12" x 20" x 2 ½"). For 50 servings, use 1 pan. Hold at 135° F or higher. 4. Portion with # 12 scoop (1/3 cup) onto bottom half of each roll. Cover top half of roll.

Serving Size 1 sandwich Pan Size 12" x 20" x 2 ½"

Yield _____ Number of Pans _____

Oven Temperature & Baking Time:
 Temperature _____ Minutes _____
 Conventional _____
 Convection _____

1 Serving Provides:

Size:

2 oz. Meat/Meat Alternative
Vitamin C (mg)
1.75 oz. Fruit
1/4 cup Grains/Breads (1.75 oz. whole grain)
Vegetable
(1/4 cup total vegetable)

If available, Nutrition Analysis: Serving

400 Calories 5 Saturated Fat (g) 17.4
27 Protein (g) 567 Sodium (mg) 594 Vitamin A (IU)
15 Total Fat (g) 3 Fiber (g) 100 Calcium (mg)
28.3 % Calories from Total Fat 5 Iron (mg)

South of the Border Beef Crumble

Recipe Name: South of the Border Tacos

Category: Entrée

Recipe # _____

HACCP Process: 1 – No Cook X 2 – Cook & Same Day Serve 3 – Cook, Cool, Reheat, Serve 4 – SOP Controlled

Ingredients	For 48 Servings		For _____ Servings		Directions: Include <i>step by step instructions</i> , the <i>critical control points</i> (specific points at which a hazard can be reduced, eliminated or prevented) and <i>critical limit</i> (time and/or temperature to be achieved to control a hazard).
	Weight	Measure	Weight	Measure	
Spice Mixture: Chili powder Corn starch Cumin Oregano Garlic powder Onion powder Salt		6 Tbsp 4 Tbsp 4 Tbsp 4 Tbsp 2 Tbsp 2 Tbsp 1 Tbsp			<ol style="list-style-type: none"> 1. Combine ingredients for spice mixture. Set aside 2. In a skillet or on a grill, brown ground beef over medium-high heat. Add onion flakes and a pinch of salt and pepper. 3. In a large pot, combine cooked lentils and browned meat. Stir in the spice mixture and water. Bring to a boil. Reduce heat and simmer until mixture thickens to desired consistency, approximately 5-10 minutes. 4. Serve as filling for tacos, burritos, sandwiches, or salads.
Lentils, green or brown, cooked					
Ground beef, lean	3 lbs				
Onion flakes, dried		2/3 cup			

Serving Size: 1.25 oz Pan Size _____

Oven Temperature & Baking Time:
 Temperature _____ Minutes _____
 Conventional _____
 Convection _____

Yield: 48 servings Number of Pans _____

Meal Component Fulfillment (Based on Serving Size)	
Serving Size: 1.25 oz	
<u> 0.75 </u> (if crediting lentil as veg), <u> 1.25 </u> (if crediting lentil as M/M/A)	Meat/Meat Alternative
<u> </u> Fruit	<u> </u> WW Grains/Breads <u> </u> Dark Green Veg.
<u> </u> Starchy Veg.	<u> </u> Red/Orange Veg.
<u> 1/8 </u> cup (if crediting lentil as veg) Beans/Peas	<u> </u> Other Veg.

Nutrition Analysis (if available):	
Serving Size: 1 Taco	
98	Calories
1.29	Saturated Fat (g)
207	Sodium (mg)

Sweet Potato and Black Bean Salad

Category: Soups and Salads Recipe # _____ Source: Vermont New School Cuisine Cookbook

HACCP Process: _____ 1 – No Cook X 2 – Cook & Same Day Serve _____ 3 – Cook, Cool, Reheat, Serve _____ 4 – SOP Controlled

Ingredients	For _____ Servings		For _____ Servings		Directions: Include <i>step by step instructions</i> , the <i>critical control points</i> (specific points at which a hazard can be reduced, eliminated or prevented) and <i>critical limit</i> (time and/or temperature to be achieved to control a hazard).
	Weight	Measure	Weight	Measure	
Sweet Potatoes	9 oz		2 lb 4 oz		1. Preheat convection oven to 400°F or conventional oven to 425°F. 2. Peel sweet potatoes (if desired) and cut into 1/4-inch dice. 3. Zest and juice limes. 4. Toss sweet potatoes, vegetable oil, 1 tsp cumin, 1 tsp coriander, and 1/2 tsp salt in a large bowl. Spread in a single layer on a sheet pan. Roast, stirring once, until fork tender and beginning to brown, 10 to 15 minutes. Let cool. 5. Meanwhile, remove tough stems from cilantro and discard. Pulse the cilantro in a food processor fitted with a steel blade until chopped, about 10 seconds. Add the lime zest and juice, vinegar, honey, the remaining 1 tsp cumin, 1 tsp coriander, and 1/2 tsp salt and pulst for about 10 seconds more. Add olive oil and pulse until the dressing is mostly smooth. 6. Toss the cooled sweet potatoes, black beans, and dressing in a large bowl. Serve chilled.
Limes		1 med		1 1/2 med	
Vegetable oil		1 1/2 tsp		2 Tbsp	
Ground cumin		1/2 tsp, divided		2 tsp, divided	
Ground coriander		1/2 tsp, divided		2 tsp, divided	
Kosher salt		1/4 tsp, divided		1 tsp, divided	
Fresh cilantro		1/8 bunch		1/2 bunch	
Rice wine vinegar or white wine vinegar		1 1/2 tsp		2 Tbsp	
Honey		1/2 tsp		1 1/2 tsp	
Olive oil		1 1/2 tsp		2 Tbsp	
Black beans, canned, rinsed and drained		1 1/4 cups		1 qt + 1 1/4 cups	

Serving Size 1/4 cup Pan Size _____

Yield _____

Oven Temperature & Baking Time:

Temperature	425°F	Minutes	10-15 min
Convection	400°F	Minutes	10-15 min

Meal Component Fulfillment (Based on Serving Size)

Serving Size: 1/4 cup

<u> </u> Meat/Meat Alternative	<u> </u> Fruit	<u> </u> WW
<u> </u> Grains/Breads	<u> </u> Starchy Veg.	<u> </u> Red/Orange Veg.
<u> </u> <u>1/8 cup</u> Dark Green Veg.	<u> </u> Other Veg.	
<u> </u> Beans/Peas		

Nutrition Analysis (if available):

Serving Size: 1/4 cup

62 Calories

0.22 Saturated Fat (g)

166.04 Sodium (mg)

Veggie and Hummus Pita Sandwich

Category: Entrée/Sandwich Recipe # _____ Source: What's Cooking? USDA Mixing Bowl
 HACCP Process: 1 – No Cook 2 – Cook & Same Day Serve 3 – Cook, Cool, Reheat, Serve 4 – SOP Controlled

Ingredients	For 50 Servings		For ___ Servings		Directions: Include <i>step by step instructions</i> , the <i>critical control points</i> (specific points at which a hazard can be reduced, eliminated or prevented) and <i>critical limit</i> (time and/or temperature to be achieved to control a hazard).
	Weight	Measure	Weight	Measure	
Olive oil	1 lb	2 1/3 cups			1. Combine oil, vinegar, salt, and pepper in a large bowl and whisk until salt is dissolved. 2. Add cucumber, bell pepper, lettuce, and chicken and toss until vegetables are coated and everything is combined. 3. Lightly toast pita bread on both sides. Cut pita in half horizontally and gently open each half to create a pocket. 4. Spread 1/4 cup of hummus in each pita pocket, then fill with about 1 cup of vegetable mixture. 5. Repeat with remaining pitas and vegetables.
Red wine vinegar	12 oz	1 1/2 cups			
Salt		1 Tbsp			
Ground black pepper		1 tsp			
Cucumber, thinly sliced	1.5 lbs				
Green bell pepper, seeded and thinly sliced	3 lbs				
Romaine lettuce, washed, dried and cut into bite-sized pieces	3 lbs				
Chicken, cooked, cut into bite-sized pieces	3 lbs 2 oz				
Hummus		12 1/2 cups			
Whole grain pita bread		25 pieces			

Serving Size: 1 Pocket (1/2 pita) Pan Size _____

Oven Temperature & Baking Time:

Minutes _____

Temperature _____

Yield: 50 servings Number of Pans _____

Conventional _____

Convection _____

Meal Component Fulfillment (Based on Serving Size)

Serving Size: 1 pocket (1/2 pita)

1 oz _____	Meat/Meat Alternative _____	Fruit _____	1 oz _____	WW Grains/Breads _____
_____	Dark Green Veg. _____	Starchy Veg. _____	_____	Red/Orange Veg. _____
1/8 cup _____	Beans/Peas _____	1/4 cup _____	_____	_____

Nutrition Analysis (if available):

Serving Size: 1 Pocket (1/2 pita)

330 Calories

3 g Saturated Fat (g)

531 mg Sodium (mg)

Revised 08/12

White Bean Dip

Category: Beans and Peas Recipe # _____ Source: Project Bread: Let's Cook Healthy School Meals

HACCP Process: _____ 1 – No Cook x _____ 2 – Cook & Same Day Serve _____ 3 – Cook, Cool, Reheat, Serve _____ 4 – SOP Controlled

Ingredients	For _____ 20 _____ Servings		For _____ 100 _____ Servings		Directions: Include <i>step by step instructions</i> , the <i>critical control points</i> (specific points at which a hazard can be reduced, eliminated or prevented) and <i>critical limit</i> (time and/or temperature to be achieved to control a hazard).
	Weight	Measure	Weight	Measure	
Great northern beans, dry Garlic, minced Soybean or vegetable oil Lemon juice, bottled or fresh squeezed Black pepper, ground Salt Fresh parsley or mint, chopped	12.8 oz	1/3 cup 1/3 cup 1/3 cup 1/3 tsp 1/3 tsp 1/2 cup	4 lbs	1 2/3 cups 1 2/3 cups 1 2/3 cups 1 1/2 tsps 1 1/2 tsps. 2 1/2 cups	1. Soak the great northern beans overnight. 2. The next day, cook the beans for 1 1/2 hours in boiling water. 3. Cook completely and put in robot coupe (or other food processor) with all of the other ingredients. 4. Lightly chop the parsley or mint. Remove any stems and process all together.

Serving Size 1/3 cup Pan Size _____ **Oven Temperature & Baking Time:**
 Yield _____ Number of Pans _____ Temperature _____ Minutes _____
 Conventional _____
 Convection _____

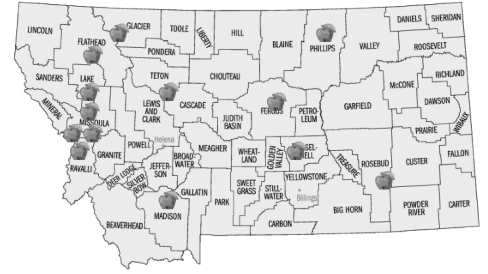
Nutrition Analysis (if available):	
Serving Size: <u>1/3 cup</u>	
<u>58</u> Calories	
<u>8.54%</u> Saturated Fat	
<u>108.58</u> Sodium (mg)	

Montana Cook Fresh

Resource List

- National Food Service Management Institute
 - www.nfsmi.org
- University of Michigan Extension
 - <http://www.extension.umn.edu/food/farm-to-school/toolkit/>
- Iowa Gold Star Menus
 - <https://www.educateiowa.gov/pk-12/nutrition-programs/quick-links-nutrition/learning-tools-nutrition/iowa-gold-star-cycle-menus>
- Vermont FEED (Including Vermont New School Cuisine Cookbook)
 - <http://www.vtfeed.org/tools>
- Maryland State Department of Education, Cook Smart Boot Camp
 - Stewart Eidel - seidel@msde.state.md.us
- Kidchen Expedition: A Farm to School Cook Book. Oklahoma Farm to School.
 - <http://www.kidchenexpedition.com/cookbook/>
- Project Bread Cookbooks
 - <http://www.projectbread.org/news-and-events/news/new-menu-tool.pdf>
 - <http://www.projectbread.org/reusable-components/accordions/download-files/school-food-cookbook.pdf>
- Montana's Healthy School Recipe Roundup Cookbook
 - http://www.opi.mt.gov/pdf/SchoolFood/HealthyMT/11SeptMT_RecipeRoundup.pdf

+ School Food Service Peer Educators



A group of outstanding school food service directors from Montana schools comprise the Montana Team Nutrition's School Food Service Peer Consultant Training Network. The purpose of the Peer Consultant Training Network is to provide the opportunity for these trainers to share their expertise with other school food service professionals throughout the state. The trainers will act as mentors to assist other schools in their efforts to provide healthy meals which meet the USDA regulations in a cost effective manner.

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+ Montana Team Nutrition Program

More information available at www.opi.mt.gov/MTeamNutrition
Montana Team Nutrition Program is housed at Montana State University and works in cooperation with the Montana Office of Public Instruction. The USDA is an equal opportunity provider and employer.



Peer Educator Network

School Food Service



June
2014

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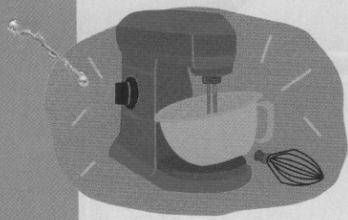
Updated June 2014



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Tools of the Trade

Starting From Scratch

K-12 operators discuss how they have added and re-purposed equipment to facilitate fresh prep.

BY PATRICK WHITE

It's no secret that more school nutrition operations are turning (and, in many cases, returning) to scratch cooking. But a reduced reliance on highly processed foods and a greater emphasis on fresh prep is more than a feel-good philosophy—in many districts, it's a make-it-happen reality for those working in the kitchen. In other words, it's not enough to want to prepare menu items from scratch; it takes the right equipment and some staff training to be successful. Following is a look at the approaches taken by some districts that are prepping school meals from scratch.

Burlington (Vt.) School District

Foodservice Director Doug Davis, SNS, finds "scratch cooking" an interesting concept, because it has many different definitions. For example, the salad bars available for all Burlington students every day feature many locally harvested fruits and vegetables that are "processed"—washed, chopped, portioned, etc.—inhouse, by school nutrition team members. "To me, that is a level of scratch cooking," he explains.

Likewise, Davis notes, sometimes his team will use foods and ingredients that have been processed outside the district operation, but then be worked into school recipes. That's often the case with USDA Foods received by the district, including pre-cooked, plain, diced chicken. "By definition, that's a processed food," notes Davis, "but we might take that and make [our own] Chicken and Biscuits or Barbecue Chicken Sandwiches or Sweet and Sour Asian Chicken. So, we're taking those processed items and taking them a little further by cooking with them and making [a meal] from scratch."

In other cases, the Burlington school nutrition staff does start with foods in their raw form to create complex recipes. "Just today, for example, we did roasted Vermont carrots and butternut squash, both from scratch," reports Davis. "We made macaroni and cheese, with local cheese, from scratch. We have to offer [some] processed foods, just from a cost perspective, but every one of our schools offers something made from scratch every day."

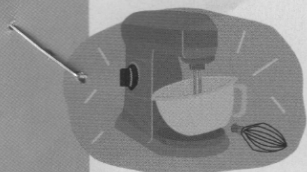
According to Davis, equipment has played a critical role in allowing Burlington's schools to do as much scratch cooking as

possible. When the district kicked off its ambitious farm-to-school partnerships back in 2003, "We had to start from scratch—literally—with [purchasing] cutting boards and knives," he notes. Proper prep sinks also [were] needed to wash fresh fruits and vegetables. "And with the cutting and chopping we do, we have had to add Cuisinarts, Robot Coupes and other slicing equipment that allows us to process fresh foods in a cost-effective way," he adds.

Larger-ticket items have been necessary, as well. "We've added more refrigeration wherever we can—with the new fresh fruit requirements for breakfast and lunch, we've found that we need more refrigeration," Davis explains. "And freezers are now becoming equally important and valuable, because the USDA Foods program—at least in Vermont—has really high-quality commodity foods that are important to our program's success, and much of it comes frozen."

Burlington school cafeterias menu soup—made from scratch—every school day, and staffers prepare these on stovetops. "Ovens were added to all schools that didn't have them. We use Blodgett stoves—they are a wonderful, amazing supporter of our program," praises Davis of the local manufacturer. As a next step, he's looking at converting some kitchens to (currently) lower-priced natural gas. But, he notes, "The conversion to gas—with the required fire suppression and hood systems—is expensive, too."

Steamers are a fixture at all Burlington school sites: boiler steamers at the high school and middle school, with boilerless systems at the other schools, Davis reports.



Tools of the Trade

"We use the steamers to cook pasta, vegetables, rice and a lot more." The district's high school (which also fills a contract for senior citizen meals) has two 60-gal. Groen kettles that are used for cooking pasta, as well as soups and sauces. In addition, the high school is equipped with a braiser/tilt skillet. "That's really valuable," cites Davis. "We use that for fried rice and many

other foods on our international food line." (Burlington is home to students from dozens of cultures speaking 60 different languages.)

Jeffco Public Schools, Jefferson County, Colo. While this large district is turning increasingly toward scratch preparation, it's making the change largely *without* revamping its site kitchens. "We're pretty limited on the equipment we have and don't have the budget to purchase a lot of new equipment. So, what we're trying to do is develop recipes that allow us to use the equipment that we already have," explains Linda Stoll, SNS, child nutrition director.

Elementary schools in the district, for example, are typically equipped with convection ovens, steamers and steam-jacketed kettles. "And that is it!" reports Stoll. Making recipes work within that standard equipment arsenal is largely the job of Yuri Sanow, Jeffco's executive chef and trainer. One example he offers is a scratch-prepped macaroni and cheese recipe. "It's written for the ovens—which I think is the way most people would do it—but I also wrote it for the steamers. It works well that way, and there's a little less clean-up, because it doesn't stick to the pan; we consider things like that, too," notes Sanow. "We use the parameters that we have, and we try to get creative."

Jeffco's child nutrition team uses its Groen InTek steamers for cooking pasta and casseroles—"Basically anything that you would do in an oven, where you're not looking for caramelization," explains Sanow. The steamers also are useful for cooking fresh, locally sourced vegetables, adds Stoll. "It's nice to be able to steam those—a lot of our elementary school kitchens are pretty small, and they might already have an oven-load going with some other product, so the steamers allow us to have another product cooking at the same time."

Steam-jacketed kettles, also from Groen, are a relatively recent addition to most Jeffco schools. "We don't have a lot of recipes written for them yet, but certainly they work great for sauces," says Sanow. Currently, made-from-scratch soups are mostly cooked on stovetops, but they can be made in the kettles, too, he notes. Pasta also can be cooked efficiently in this equipment.

"We're not currently doing this, but certainly the raw USDA Foods turkey roast

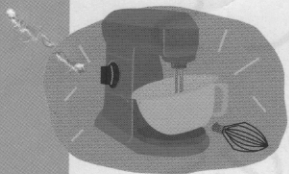
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Tools of the Trade

You're the Expert

A snapshot of the districts that shared their experiences and advice on scratch cooking in this month's column:

- **Burlington School District**
Burlington, Vt.
Website: www.bsdrv.org
Director: Doug Davis, SNS
District enrollment: 3,600
Number of schools: 9
- **Jeffco Public Schools**
Jefferson County, Colo.
Website: www.jeffcopublicschools.org
Director: Linda Stoll, SNS
District enrollment: 84,000
Number of schools: 155
- **Edmond Public Schools**
Edmond, Okla.
Website: www.edmondschools.net
Director: Dan Lindsey
District enrollment: 22,600
Number of schools: 23

If we had to rank the importance of equipment for scratch cooking, the tilt skillet is probably the biggest, most important thing.

could be bagged and cooked in the steam-jacketed kettles," adds Stoll, reflecting on a menu option under consideration. It's another example, she says, of how multi-functional equipment can be used in various ways to free up other kitchen essentials.

This year, Jeffco cooks started working with raw fresh chicken drumsticks. "That was a real leap of faith for us," admits Stoll. Sanow created a training video for staff at all 150+ school sites to demonstrate that while this product was a new undertaking, team members had the food safety and sanitation expertise to do the job—providing they stick to established practices and procedures. Existing ovens are used to cook the chicken, and the only additional kitchen tools purchased for the job were disposable aprons, explains Stoll. "The staff can cover up their normal uniforms and then throw the aprons away as soon as they're done working with the chicken."

While mostly making due with current equipment, Stoll and Sanow have found that the increased emphasis on scratch cooking has required the purchase of some smaller items. "For some of our recipes, we had to buy mixing bowls," says Sanow. "A lot of what we're doing is taking product A and product B together to make product C. The staff hadn't been doing a whole lot of that before, so we needed mixing bowls." Another addition has been instant-read digital thermometers to replace older, dial-style thermometers; this switch was made to increase accuracy, speed and food safety when cooking foods like the raw chicken.

Edmond (Okla.) Public Schools "If we had to rank the importance of equipment for scratch cooking, the tilt skillet is probably the biggest, most important thing," says Child Nutrition Director Dan Lindsey. "So much of what we [menu] is ground meat, and that's really the best way to cook it." For schools just beginning the transition to

scratch cooking, Lindsey recommends a tilt skillet be the first purchase.

The Edmond school nutrition team uses Vulcan tilt skillets in meal preparation, and many school kitchens already were outfitted with this equipment. But Lindsey has had to add more to keep up with the transition to increased scratch cooking. "Now, as we move forward, they are must-have items for us," asserts Lindsey. Retrofitting these into kitchens typically isn't too difficult, "just make sure you have the hood space—that's usually the limitation, if there is one," he advises.

Lindsey prefers the 30-gal. models, given the size of most Edmond school enrollments. In addition to using the tilt skillet for cooking ground meat, "You also can do sauces. In a pinch, we've even used them to steam," he says. "If you have a tilt skillet and an oven, you can make just about anything!"

Speaking of ovens, Lindsey's team uses convection ovens to prep recipes featuring raw turkey breasts, as well as boneless, skinless chicken breasts. "We bread that ourselves—we don't use any pre-breaded items here," Lindsey explains. Steamers are another important tool in the district's scratch cooking program, he adds. These are used primarily for heating vegetables, as well as for keeping foods like pasta moist when reheating.

The bottom line, Lindsey concludes, is that cooking from scratch doesn't have to require much additional equipment—depending on what you already have at your meal prep sites. "It can be a bigger shift for the employees—it's so much easier to just pull the food out [of a package] and heat and serve," he concedes. "But our staff here now has a culture of scratch cooking, because I think they understand what we're trying to do and understand the value in it." **SN**

Patrick White is a freelance editor in Middlesex, Vt., and a former assistant editor of this publication.

KITCHEN INVENTORY 2013

The following kitchen inventory may help you determine your equipment needs and purchasing priorities.

Measurement details are sometimes stamped on the bottom of items such as salad spinners. If an item is followed by an *, please measure it and note it's size here.

School:		Date:		
Inventory Worker Name:				
Equipment Condition Code: V=Very good G=Good F=Fair P=Poor				
Item	Size	Quantity	Condition	Additional Notes
KITCHEN LAYOUT				
Tables or counters				
Refrigerator (walk in)*				
Rerigerator (reach in)*				
Freezer (walk in)*				
Freezer (reach in)*				
3 Bay Sink				
Hand Washing Sink				
Prep Sink				
Dry Storage Space*				
COOKING EQUIPMENT				
Steamer				
Tilt Skillet*				
Grill				
Range or Burner Top				Please enter number of burners
Steam Jacket Kettle				
Ovens				Note if convection or Under range
Holding (Warming) Cabinets				
Sheetpan/Speed Racks				
Pizza Oven (or Stack Oven)				
Other				
Serving Area/Display				
Steam Table (# of wells)				
Salad Bar				
Sandwich Grab&Go cooler				
Milk Cooler				
Other				
Steam Table Pans* - Note any pans that do not return to central kitchen				
2" Deep - full				
2" Deep - half				
4" Deep - Full				
4" Deep - Half				
Other				
Salad Bar - Plastic containers				
4" Full				
4" Half				
4" One Fourth				
4" One Sixth				
Other				
Item	Size	Quantity	Condition	Additional Notes
APPLIANCES				
Immersion Blender*				
Commercial Blender				
Home-Use Blender				
Commercial Food Processor				
Home-Use Food Processor				
Mixer (Floor)*				
Mixer (Table)*				
Mixer Attachments: Paddle				
Mixer Attachments: Whipper				
Mixer Attachments: Shredder				
Other				
MEASURING SUPPLIES				
Dry Measuring Cups (note all)				
Liquid Measuring Cups (note all)				
Scale				
Measuring Spoons				

COOKING EQUIPMENT - Only note equipment that does not go back to Central Kitchen				
Sauce Pans				
Skillets*				
Stock Pots				
Sheet Pans: Half				
Sheet Pans: Full				
Oven Mitts / Pot Holders				
Cutting Board				
Mixing Bowls 8inch or smaller				
Mixing Bowls 8 - 14"				
Mixing Bowls 14" or larger				
Colander 14" or smaller				
Colander 14" or larger				
Salad Spinner (commercial)*				
Salad Spinner (home size)*				
Salad Chopper				
Storage Containers 8"or smaller				
Storage Containers 8"-14"				
Storage Containers 14" or larger				
Grater				
Mandoline*				
Fry Cutter (Potato Wedger)*				
Apple Slicer				
Thermometer				
Other				
Item	Size	Quantity	Condition	Additional Notes
UTENSILS				
Spatula (rubber)				
Spatula (metal)				
Serving/mixing Spoons (slotted)*				

Serving/mixing Spoons (solid)*				
Ladles*				
6" Tongs				
10" Tongs				
Can Opener (industrial)				
Can Opener (hand held)				
Rolling Pin				
Dough Scraper				
Whisk				
Wooden Spoon				
Masher*				
Pizza Cutter				
Ladles*				
Peeler				
Ice Cream Style Scoops				
Ice Cream Style Scoops				
Ice Cream Style Scoops				
Ice Cream Style Scoops				
Ice Cream Style Scoops				
Other				
KNIVES				
Paring				
10" Chef or larger				
8" Chef				
Serrated				
Knife Sharpener				
Other				
Item	Size	Quantity	Condition	Additional Notes
ADDITIONAL ITEMS				

Adapted from The City Seed New Haven Public Schools Kitchen Inventory, 2013.

USDA Foods – Montana Offerings SY 2014

<p style="text-align: center;"><u>Grains</u></p> <ul style="list-style-type: none"> • Flour, Whole Wheat • Macaroni, Whole Grain • Pancakes, Whole Wheat • Rice, Brown, Long-Grain • Rotini, Whole Grain • Tortillas, Whole Wheat <p style="text-align: center;"><u>Oil</u></p> <ul style="list-style-type: none"> • Vegetable Oil 	<p style="text-align: center;"><u>Milk/Dairy (*Reduced Sodium)</u></p> <ul style="list-style-type: none"> • American Cheese, Sliced* • Cheese Blend American & Skim Yellow, Sliced • Cheddar Cheese, Full and Reduced Fat, shredded • Mozzarella Cheese, Low Fat, shredded* • Cheese Mozzarella, String
<p style="text-align: center;"><u>Fruits (**in Extra Light Syrup)</u></p> <ul style="list-style-type: none"> • Apple Slices and Applesauce • Applesauce cups • Blueberries, Frozen • Fruit Mix, Canned** • Pears, Canned, Sliced** • Peaches, Canned, Diced/Sliced** • Peach Cups • Strawberries, Sliced, Frozen • Strawberry Cups 	<p style="text-align: center;"><u>Vegetables (*Low Sodium)</u></p> <ul style="list-style-type: none"> • Carrots, Frozen, Sliced • Corn, Frozen and Canned* • Green Beans, Canned* • Peas, Frozen • Potato Fries, Wedges, & Rounds • Salsa* • Tomato Sauce and Paste* • Tomatoes, Diced*
<p style="text-align: center;"><u>Meat and Beans</u></p> <ul style="list-style-type: none"> • Peanut Butter • Chicken, Diced, Fajita and Tenders (whole grain breading) • Beef Patties, Charbroiled • Ham, whole & sliced • Turkey Breast, Deli • Turkey Roast • Beef, Ground & Crumbles • Pork Roast • Eggs, Frozen • Beans, Refried, Kidney, Pinto & Vegetarian 	<div style="text-align: center;">  <p>http://www.fns.usda.gov/fdd/</p> <p>Contact: MT OPI at 406-444-4415</p> </div>

+ Farm to School 101



Get started or growing your farm to school program with these resources!

For More Information

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Farm to School Coordinator
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aubree.roth@montana.edu

General Resources

Montana Team Nutrition Program
opi.mt.gov/Farm2School/

National Farm to School Network
www.farmentoschool.org

USDA Farm to School
<http://www.fns.usda.gov/cnd/f2s/Default.htm>

Montana FoodCorps
<http://www.montanafoodcorps.org/>

Farm to School Toolkit - Gretchen Swanson's
Center for Nutrition
<http://centerfornutrition.org/>

Farm to School Toolkit – University of Minnesota
Extension
<http://www.extension.umn.edu/farm-to-school/toolkit/>

Nutrition Education – Montana Department of
Agriculture
<http://agr.mt.gov/agr/Programs/AgClassroom/>

Montana Beef to Schools – Montana Department
of Agriculture
<http://tinyurl.com/mtbeef-mtschoools>

Farm to Cafeteria Network (Montana specific)
<http://farmtocafeteria.ncat.org/>

Celebrations & Outreach

National Farm to School Month—Celebrate every
October!
www.farmentoschoolmonth.org

National Food Day—October 24
<http://foodday.org/>

Farm to School Posters
www.lakecountycdc.org/Farm_to_School_Posters

Fundraising

Harvest Montana Fundraiser – Local foods school
fundraising
<http://opi.mt.gov/Farm2SchoolFundRaising>

Updated November 2015

+ Montana Team Nutrition Program

More information available at www.opi.mt.gov/MTeamNutrition
Montana Team Nutrition Program is housed at Montana State University and works in cooperation with the Montana Office of Public Instruction. The USDA is an equal opportunity provider and employer.





Thank you!

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