

**To:** Authorized Representatives of Child Nutrition Programs: School Nutrition Program, Child and Adult Care Food Program, and Summer Food Service Program

**From:** Child and Adult Nutrition Services

**Date:** March 1, 2018

**Subject:** Standardized Recipes

**Memo Number:** SNP 235-1  
CACFP 235-1  
SFSP 235-1

This memo replaces the previous memo numbers SNP 80, CACFP 70, and SFSP 38 on this topic. The purpose of this memo is to give guidance in regard to meeting the menu requirements for all Child Nutrition Programs.

This information should be given to the food service director and other relevant kitchen staff who complete menu documentation and determine crediting for Child Nutrition Programs.

Standardized recipes are an important part of any well-managed food service program. Whichever menu planning option is being implemented, standardized recipes are required because they produce an accurate and valid nutrient analysis. They are also essential to ensure that the planned serving sizes of food items are provided to students in addition to ensuring the same quality of food each time the recipe is used in each school. On a daily basis, they help to ensure consistent quality and quantity.

Standardized recipes and preparation techniques should be used for all menu items that have two or more ingredients or that require any preparation. A standardized recipe is one that has been tested and adapted for use in a specific kitchen, so it will provide the same results every time. By following recipes, cooks know how much will be prepared, how it will look, how it will taste, and how to count the portions toward meal pattern requirements. Package directions on a convenience food are like a recipe and should always be followed.

Recipes are required for all menu items with two or more ingredients or that require any preparation. Examples of simple recipes of only two ingredients include steamed vegetables with herbs, lettuce and tomato salad, gelatin salad with peach slices. Examples of menu items that require minimal preparation include canned peaches portioned in cups, portioned

condiments such as ketchup, mustard, cranberry sauce, or final cooking of convenience products such as hamburger patties or burritos.

Some sources of standardized recipes include

- *What's Cooking? USDA Mixing Bowl*: <https://www.fns.usda.gov/usda-standardized-recipe>
- *Team Nutrition Recipes & Cookbook Toolkit*: <https://www.fns.usda.gov/tn/team-nutrition-recipes-and-cookbook-toolkit>

Standardized recipes may be hand written. They do not have to be typed. You are encouraged to number your recipes in a manner which is convenient for your operations. A numbering system can make completing the menu production record more efficient. Refer to the newest resource from USDA [Measuring Success with Standardized Recipes](#) for more details on how to standardize your recipes. Additional references for standardized recipes may include other schools, internet sites, producer groups or councils, etc.

Enclosed is a blank Standardized Recipe Form along with a completed example for your reference. Copy the blank form as needed.

### **Calculating Component Contributions**

Recipes in the sources indicated above have been developed and tested with target student customers and provide all the information necessary to be used with Traditional or Enhanced Food Based Menus. However, some schools or child care facilities use recipes for student-favorite menu items and need to determine the component contribution of each portion. In order to know how to count (or credit) ingredients toward meeting a required component of a Food Based Menu, the recipe must be analyzed using a process like the one on the form enclosed in this memo.

A recipe should be analyzed for contributions of ingredients to required meal components when

- A major ingredient is changed in a USDA recipe (example: increase the amount of ground beef)
- A new recipe is tested and standardized

Remember to round down after determining the creditable amount of a meal pattern component or an ingredient in a recipe. The reason that you round down is to ensure that each portion served will provide the minimum contribution towards meal pattern requirements.

Write the name of the recipe and the number of portions per recipe at the top of the worksheet. Have a copy of the tested recipe for which you need to determine component contributions. The following description of steps to complete a Recipe Analysis Worksheet is described in more detail in Appendix A, *Food Buying Guide for Child Nutrition Programs* (Revised November 2001).

**Column 1 – Ingredients.** In the space provided under each component list each ingredient that contributes to that component. List all ingredients that contribute to the meat/meat alternate (M/MA), fruit/vegetable (F/V), and grains/bread (G/B). Provide a complete description of the ingredient (example: spaghetti, dry).

**Column 2 – Quantity of Ingredient as Purchased.** Record the “as purchased” weight or volume measure of each ingredient. Convert ounces to their decimal equivalent using the Chart of Decimal Equivalents on page I-37 of the *Food Buying Guide*. Information is also provided in the *Food Buying Guide* (A-2) on how to convert the weight of prepared/ready-to-serve foods to the as purchased weight.

**Column 3 – Purchase Unit.** Record the purchase unit in which you buy the ingredient (examples: pound, No. 10 can, dozen, etc.) The same purchase unit must be used in this column as was used on Column 2 (example: Col. 2 pounds and Col. 3 pounds)

**Column 4 – Servings per Purchase Unit.** Record the number of servings per purchase unit of the ingredient. This information is found in Column 3 of the *Food Buying Guide for Child Nutrition Programs* is like the food in the recipe after preparation (example: If the recipe specifies raw, sliced carrots as an ingredient and the carrots are cooked in the recipe, use the information from Column 3 in the *Food Buying Guide* for cooked sliced carrots.)

### **Grains/Bread Ingredients:**

Use the correct serving information based on your recipe.

1. Yield data by number of grains/bread servings for foods such as crackers, taco shells, bread, buns. If the ingredient in your recipe provides yield data by number of servings (example: recipe for 100 hamburgers lists 100 hamburger buns (2 G/B), the purchase unit you need to record in Column 4 of the worksheet must be the yield data for 1 serving. In the example, the yield data would be 200 G/B.
2. Yield data by volume for foods such as cereal grains, pasta, and rice. The yield data is usually provided in 1/4 cup, 1/2 cup, or 3/4 cup servings. Determine the total number of 1/2 cup servings needed; if you vary portions and some students receive 1/4 cup servings convert the 1/4 cups to 1/2 cups (divide by 2). See the *Food Buying Guide for Child Nutrition Programs* for more detail when analyzing breakfast recipes (page A-4).

**Column 5** – Calculation of meat/meat alternate (M/MA) contribution per serving. For each M/MA ingredient in the recipe, multiply the number recorded in Col. 2 by the number recorded in Col. 4 and write your answer in Col. 5. Record the answer to two decimal places.

If more than one M/MA ingredient is used in the recipe, add all numbers recorded in Col. 5 to determine the total ounces of M/MA ingredients in the recipe. Record the sum in the space provided for the total.

Divide the total of Col. 5 by the number of portions in the recipe yield to determine the contribution per portion.

Round down to the nearest 1/4 ounce (0.25 oz).

**Column 6** – Calculation for the fruit/vegetable (F/V) contribution per serving. For each F/V ingredient in the recipe, multiply the number recorded in Col. 2 by the number recorded in Col. 4 and write your answer in Col. 6. Record the answer to two decimal places.

If more than one F/V ingredient is used in the recipe, add all numbers recorded in Col. 6 to determine the total number of 1/4 cup F/V servings in the recipe. Record the sum in the space provided for the total.

Divide the total number of 1/4 cup servings by 4 to convert to cups.

Divide the total number of cups by the number of portions the recipe yields to determine the contribution per portion.

Record the answer to two decimal places and convert decimal places to the nearest portion of a cup using the Chart on page I-37 of the *Food Buying Guide*. Round down to the nearest 1/8 cup since that is the minimum amount that can be counted toward meeting the F/V component requirement.

**Column 7** – Calculation for the grains/bread (G/B) contribution per serving. For each G/B ingredient in the recipe, multiply the number recorded in Col. 2 by the number recorded in Col. 4 and write your answer in Col. 7. Record the answer to two decimal places.

If more than one G/B ingredient is used in the recipe, add all numbers recorded in Col. 7 to determine the total number G/B servings in the recipe. Record the sum in the space provided for the total.

Divide the total figure in Col. 7 by the number of portions the recipe yields to determine the contribution per portion.

Round down to the nearest 1/4 G/B serving.

**Totals** – This row is used to record the totals for the numbers recorded in each component column (Col. 5, 6, and 7).

**Portions per Recipe** – Record the total number of portions a recipe provides or yields. The same number of portions should be recorded in Col. 5, 6, and 7 (example: 100 portions)

**Calculations** – Write the numbers you will use to calculate the contribution of each component in the recipe.

**Each Portion Contributes** – This row provides a space to record the final rounded down, calculated answers of how one portion will credit towards each meal pattern component (M/MA, F/V, G/B).