



CICN Presents:

CACFP Culinary Training

Sauces and Soups



Training Manual



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CACFP Culinary Training Sauces and Soups

Adapted from the *Healthier Meals Initiative Culinary Training Program*
Developed by the Colorado Department of Public Health and Environment
Child and Adult Care Food Program

Training Manual

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Background Information

for Trainers

Instructor's Note: The purpose of the background information is to help you become familiar with the content of the training. It is not a part of the training detail.

Welcome to the *CICN Presents: CACFP Culinary Training on Sauces and Soups*. This training manual was developed to serve as an instructional aid for you, the course instructor. The manual provides the content and educational tools needed to introduce child nutrition professionals to concepts and basic skills related to preparing and serving safe, high-quality meals. To assist in successfully conducting this training, the Training Manual includes the following prompts:



Demonstrate/Discuss

This prompt will be followed by talking points or instructions to deliver to the participants. Use these talking points as a guide for the topic of discussion. Following the instructions will assist you in having a successful training.

.....



Key Messages

This prompt will provide important information child nutrition professionals should understand. Ensure the participants have a good understanding of these key messages before continuing with the training.

.....



Class Discussion Prompts

This prompt will suggest questions to ask the participants to start a discussion among the group. For some questions, answers may be provided to help guide the conversation if participants seem reluctant to answer or do not cover the whole topic.

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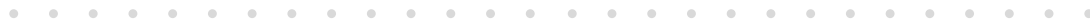


Activity Information

Participants will work in small teams. At the beginning of the training, divide the participants into six teams of four participants. (The recommended team size is four participants; however, if there are fewer than 24 participants, divide the total number of participants into six teams). Assign the recipes each team will work with during the culinary lab. (For teams with fewer than four participants, consider adjusting the recipe assignments).

Here are a few suggestions for developing teams:

- Allow participants sitting next to each other to be in teams or have them number off by the desired number of teams.
- Place different colored dots on nametags, note cards, or on the outside of the workbooks. The participants with the same color are in a group or pair.



Additional Information

- This training is intended for 24 participants, including hands-on food production activities for six teams of four participants each.
- The equipment list, shopping list, setup guide, and lesson preparation information can be found in the Appendix of the Training Manual.
- Refer to the References section of the Training Manual for all associated resource links.
- If participants have questions about CACFP requirements, direct them to contact their State agency or sponsoring organization.
- Allow time for one or two 5-minute breaks throughout the 4-hour training.





Training-at-a-Glance

Time	Topic	Task	Materials
Introduction			
10 minutes	Overview	Provide an overview of the following: <ul style="list-style-type: none"> • Sign-in sheet • Introduce topic • Introductions • Ice breaker activity • Ground rules • Training goals and objectives • Culinary terms 	<ul style="list-style-type: none"> • Sign-in Sheet • Training Manual • Ground Rules • Training Goals and Objectives • Culinary Terms (Appendix)

Introduction to Sauces and Soups

OBJECTIVES:

- Identify types of sauces and soups.
- Explain the nutritional benefits of scratch-prepared sauces and soups as opposed to using purchased products.
- Discuss how to incorporate a variety of sauces and soups into menus.

30 minutes	<ul style="list-style-type: none"> • Define sauce and soup • Nutritional benefits of scratch-prepared sauces and soups • Menu planning 	<ul style="list-style-type: none"> • Define sauce and soup. • Discuss the nutritional benefits of scratch-prepared sauces and soups. • Explain how to read labels to identify added sodium. • Provide ideas on how to incorporate a variety of sauces and soups into menus. 	Handouts: Label Reading Activity
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Culinary Basics

OBJECTIVES:

- Recall the importance of utilizing standardized recipes.
- Demonstrate the correct use of mise en place.
- Explain the benefits of proper measuring using weight and volume.
- Demonstrate how to properly measure using weight and volume.

30 minutes	<ul style="list-style-type: none"> • Standardized recipes • Mise en place • Units of measure • Weight vs. volume 	<ul style="list-style-type: none"> • Identify key components of a standardized recipe. • Develop a mise en place list. • Discuss units of measure. • Discuss and demonstrate weight vs. volume measuring. 	<ul style="list-style-type: none"> • See Instructor's Preparation Guide in the Appendix for necessary supplies and equipment. • Handout: CICN Mise en Place infographic
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Time	Topic	Task	Materials
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Chef Demo

OBJECTIVES:

- Review culinary techniques used for the preparation of a variety of sauces and soups.
- Discuss storage and food safety practices when preparing sauces and soups

30 minutes	<ul style="list-style-type: none"> ● Preparation techniques ● Identify and sample sauces and soups ● Storage and safety considerations 	<ul style="list-style-type: none"> ● Demonstrate sauce preparation techniques. ● Demonstrate soup preparation techniques. ● Review quality preparation benchmarks (advance preparation, basic preparation techniques, preparing in bulk, effect of cook time). ● Discuss proper holding of sauces and soups. ● Discuss storage and food safety considerations. 	<ul style="list-style-type: none"> ● See Instructor’s Preparation Guide in the Appendix for necessary supplies and equipment. ● Food Safety Fact Sheets: <ul style="list-style-type: none"> ▪ Handwashing ▪ Washing Fruits and Vegetables ▪ Cooking Foods
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Team Cooking Lab

OBJECTIVE:

- Apply preparation techniques with a variety of sauces and soups.

15 minutes	Intro to the lab	<ul style="list-style-type: none"> ● Assign teams/groups (6 teams of 4). ● Review recipe(s) for each group. ● Review food safety principles. ● Provide a brief kitchen tour – dish machine, pantry, equipment, small wares, pans, etc. 	See Team Food Preparation, Equipment Checklist, and Shopping List in the Appendix for necessary supplies and equipment.
80 minutes	Team food production	Teams prepare assigned recipes.	

Recipe Evaluation

OBJECTIVE:

- Evaluate the quality and usability of prepared sauce and soup recipes.

15 minutes	<ul style="list-style-type: none"> ● Sample foods ● Recipe evaluation 	<ul style="list-style-type: none"> ● Participants sample food prepared by each team. ● Rate the sampled foods using the Recipe Evaluation Form. ● Discuss recipe evaluations. 	Handout: Recipe Evaluation Form
10 minutes	Clean kitchen		

Time	Topic	Task	Materials
Action Plan / Wrap Up			

OBJECTIVE:

- Develop an action plan for implementing the skills learned during the training.

10 minutes	Key takeaways	<ul style="list-style-type: none"> • Team Share: Key takeaways and how they will be implemented in their program 	Handout: Application Action Plan
10 minutes	Training evaluation	<ul style="list-style-type: none"> • Wrap up session with closing thoughts. • Conduct training evaluation. 	<ul style="list-style-type: none"> • Training Evaluation QR Code • Smartphone (each participant)





Introduction

Time: 10 minutes

Instructor's Note: Introduce yourself and other guests. State your name, title/credentials, and relevant experience. Select an ice breaker from the list below. Confirm that participants have signed the sign-in sheet and that they all have a copy of the workbook and a pen or pencil.

Introductions

- Welcome to the CACFP Culinary Training on Sauces and Soups.
- This training is designed to be hands-on, inviting you, the participant, to be an active learner. Today, we will focus on developing culinary skills that will better enable you to prepare scratch and speed-scratch recipes.
- This training does not include information on CACFP Meal Pattern crediting; however, here are some resources from the USDA Food and Nutrition Service where you can find trainings and information on crediting:
 - [Crediting Tip Sheets in Child Nutrition Programs](#)
 - [Crediting Handbook for CACFP](#)
 - [Crediting Updates for Child Nutrition Programs: Be in the Know! Webinar Series](#)

Ice Breaker Activity

Facilitate an ice breaker to allow participants to introduce themselves and identify their title/credentials and relevant experience. Ideas may include asking participants to include a fun food fact about themselves in their introduction. Suggested examples include:

- What's the strangest thing you've ever eaten?
- If you could only eat one food for the rest of your life, what would it be, and why?
- What's something that you regularly ate growing up?
- What's your signature dish?
- If you could go to dinner anywhere tonight, where would you go?

Team Cooking Lab Assignments

After the ice breaker, instruct participants to form (or you may assign) six teams of four. Assign each team a number from 1 to 6 to correspond with the team's recipes. (The recommended team size is four participants; however, if there are fewer than 24 participants, divide the total number of participants as needed).

When using recipes in a culinary lab, assign the recipes each team will work with during the culinary lab based on the team's number from 1 to 6. (For teams with fewer than four participants, consider adjusting the recipe assignments).

This allows the participants to review the recipes in advance so they understand how the techniques discussed during the lectures and demonstrations will apply to the recipes they will prepare.

Team Cooking Lab Recipes

Team	1	2	3	4	5	6
Recipe 1	Teriyaki Sauce	Chef Sam's Spinach Pesto	Simple Roasted Tomato Sauce	Cheese Sauce	Tomato Sauce	Turkey Gravy
Recipe 2	Beef Vegetable Soup	Bay Shrimp Chowder	Sweet Potato and Black Bean Stew	Tomato Soup	Cream of Chicken Soup	Curried Carrot Soup



Ground Rules

ICN developed ground rules to help the training run smoothly and allow all participants to benefit from the course instruction and information.

Show up on time and come prepared.

Be prompt in arriving and returning from breaks. Come with a positive attitude.

Stay mentally and physically present.

Be present and stay on task. Listen attentively to others and avoid disruptive side conversations.

Let everyone participate.

Be patient when listening to others speak. Treat all participants with the same respect that you would want from them.

Listen with an open mind.

Stay open to new ways of doing things and listen for understanding. You can respect people's points of view without agreeing with them.

Think before speaking.

Seek first to understand, then to be understood. Avoid using idioms and phrases that can be misunderstood.

Attack the problem, not the person.

Respectfully challenge the idea, not the person. Honest and constructive discussions are necessary to get the best results.

Focus on food safety.

Always adhere to proper food safety practices. Practice proper handwashing and glove use, avoid cross-contact and cross-contamination, follow cleaning and sanitation practices, and proper temperature controls.

Maintain physical safety.

Kitchen environments are filled with the potential for accidents. Safeguard yourself and others by following good workplace safety practices. Keep floors clean and free of debris and standing water, move safely with sharp items such as knives, and use equipment with caution to prevent burns, cuts, and other injuries. Immediately report any injuries to the instructor.

Wear proper kitchen attire.

Wear proper kitchen attire during culinary labs. Proper attire includes closed-toed shoes (slip-resistant are preferable), a clean apron, and a hair restraint. Remove jewelry (including rings—except for a single, plain band without stones), remove nail polish and artificial fingernails, and maintain good personal hygiene.



Overall Training Goals

- Participants will be able to explain the importance of scratch-prepared sauces and soups in the CACFP.
- Participants will apply preparation techniques for sauces and soups.
- Participants will demonstrate how to incorporate sauces and soups into CACFP menus.



Training Objectives

- Identify types of sauces and soups.
- Explain the nutritional benefits of scratch-prepared sauces and soups as opposed to using purchased products.
- Discuss how to incorporate a variety of sauces and soups into menus.
- Recall the importance of utilizing standardized recipes.
- Demonstrate the correct use of mise en place.
- Explain the benefits of proper measuring using weight and volume.
- Demonstrate how to properly measure using weight and volume.
- Review culinary techniques used for the preparation of a variety of sauces and soups.
- Discuss storage and food safety practices when preparing sauces and soups.
- Apply preparation techniques for a variety of sauces and soups.
- Evaluate the quality and usability of prepared sauce and soup recipes.
- Develop an action plan for implementing the skills learned during the training.



Culinary Terms

There are a variety of culinary terms in the Appendix in the Culinary Terms section. Time does not allow for a review of all the terms and definitions. Let's briefly review the definitions for the following terms: **Roux** and **Sweat**. Do other culinary terms need clarification?

As we go through the training, please let me know if other terms are unfamiliar, and I will be happy to stop and provide further explanation.



Introduction

to Sauces and Soups

Time: 30 minutes

Objectives:

- Identify types of sauces and soups.
- Explain the nutritional benefits of scratch-prepared sauces and soups as opposed to using purchased products.
- Discuss how to incorporate a variety of sauces and soups into menus.

Discuss

Sauces and soups can be very versatile, which makes them great additions to program menus. Making scratch-prepared sauces and soups takes time, but it controls unwanted ingredients such as preservatives, sodium, hydrogenated fats, and other additives. Preparing large quantities of scratch-prepared sauces and soups for freezing allows for convenient future use.

What is a Sauce?

A sauce is a liquid that adds flavor, moisture, color, texture, and visual appeal to foods. A sauce can help introduce complementary or contrasting flavors.

Sauce Categories

Sauces can be grouped into different categories based on how they are made.

- **No-Cook Sauces:** Made by mixing ingredients without any cooking.
 - Examples: pizza sauce, salsa
- **Purees:** Made by blending ingredients to create a thicker consistency.
 - Examples: cheese sauce, pesto
- **Reductions:** Made by cooking combined ingredients on a burner, evaporating the liquid ingredients until the sauce thickens.
 - Examples: barbecue sauce, fruit sauces
- **Roux/Slurry Thickened Sauces:** Made by first combining a thickening agent (flour or cornstarch) with a fat (often butter) to form a roux or mixing the thickening agent with a cold liquid to create a slurry, then adding this mixture to a liquid base and cooking until it thickens.
 - Examples: béchamel sauce, gravy

Common Elements of All Sauces

All sauces have a few types of ingredients in common: liquids, aromatic vegetables, and spices.

- **Liquids:** stock, water, milk or cream, or vegetable stock or broth
- **Aromatic vegetables:** onions, celery, carrots, leeks, and mushrooms
- **Spices and other seasonings:** basil, oregano, parsley, and thyme

What is Soup?

- A soup is a liquid-based food made by combining ingredients (meats, meat bones, beans, and/or vegetables) with liquid (stock, water, or juice). Some soups also contain grains (rice or pasta) and some are made from fruit.
- Almost every culture in the world makes its version of soup. They take on a local flavor because they are adapted based on the meat, vegetables, legumes, spices, and liquids available in certain regions.
- You can serve soups hot, warm, or even cold.
- Soup is very economical. Soup stock made from scratch often gets flavor and nutrients from bones, vegetable trim, and other food “scraps” and is typically made by boiling solid ingredients in a liquid until the flavors are extracted, forming a broth. This stock will likely be lower in sodium than commercially prepared soup stocks.

Types of Soup

Chefs categorize soups as being either clear soups or thick soups.

- *Clear soups* have a broth made from a stock or other clear liquid. They do not have thickeners or heavy ingredients that would make them cloudy. Some examples include chicken noodle or rice soup, miso soup, and minestrone.
- *Thick soups* are made by pureeing ingredients together or by using a thickening agent such as milk, coconut milk, cream, or a roux. Some examples include cream of mushroom or cream of chicken soup, clam or corn chowder, and potato or lentil soup.

Thickening Methods

There are several methods of thickening soups, and the choice of method depends on the type of soup and the desired consistency. Here are four common methods of thickening soups:

- *Puree* - A portion of the soup is blended or pureed until smooth and then added back in. This method works well for soups with a lot of vegetables, such as tomato soup or pea soup, and produces a thick and smooth consistency.
- *Roux* - A mixture of equal parts of fat, such as butter, and flour cooked together. The roux is added to the soup and cooked until it thickens. This method is commonly used for creamy soups such as chowders or bisques.
- *Slurry* - A mixture of cornstarch or flour and cold liquid, such as water or broth, whisked together. The slurry is added to the soup and cooked until it thickens, like in gravy-based stews. This method works well for quick thickening of soups, but it can produce a slightly cloudy appearance that may affect the overall presentation of the dish.
- *Reduction* - The soup is cooked for a longer time to reduce the liquid and intensify the flavors. The soup becomes thicker as the liquid evaporates. This method works well for soups with a lot of ingredients, such as chicken noodle soup, and can produce a rich and flavorful broth.

Class Discussion Prompt

Question: Does anyone make scratch-prepared sauces or soups in your program? If so, would you like to share which ones?

Allow participants to respond and thank them for sharing.

Sodium

- Sodium (salt) is a concern when using processed sauces and soups.
- Too much dietary sodium can lead to chronic illnesses such as stroke and heart disease. Small amounts of sodium are naturally found in foods, but most sodium comes from salt added during food processing and preparation. Most of the sodium consumed in the U.S. diet comes from processed foods like soups, tomato sauce, condiments, and canned goods.

The Dietary Guidelines for Americans (DGA) recommends the following limits for daily sodium intake:

Age	Daily Sodium Intake Limit
Children 1-3 years old	1,200 mg
Children 4-8 years old	1,500 mg
Children 9-13 years old	1,800 mg
Adults and children 14 years and older	2,300 mg



1 tsp of salt =
2,300 mg

To put sodium intake levels into perspective, 2,300 mg of sodium is equal to only one teaspoon of table salt! Therefore, it may not be surprising that, on average, sodium intakes in the United States are much higher than recommended at about 3,400 mg/day—more than double the recommended limit for children under the age of 9.

Sodium in Processed Products

Understanding food labels can help you identify foods that are lower in sodium. There are different terms listed on the labels of food products that indicate the amount of sodium in a product. Try to purchase items that say, “Sodium Free,” “Very Low Sodium,” or “Low Sodium.” Refer to the ICN’s [Sodium Swaps: Utilizing Product Substitution](#) for more information on reducing sodium. You can find this resource on the [Shaking It Up!](#) webpage, along with additional sodium resources.

Label Reading Activity

Break into small groups. Compare the sodium levels of two different types of tomato soup: a can of condensed tomato soup and a scratch-prepared tomato soup using the labels below. Fill in the blanks and answer the questions below. You will have 5 minutes to complete this activity.

Condensed Tomato Soup

Nutrition Facts	
2.5 About servings per container	
Serving size	1/2 cup (125g)
Amount per serving	
Calories	90
	% Daily value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 480mg	21%
Total Carbohydrate 20g	7%
Dietary Fiber 1g	4%
Sugar 12g	
Added Sugar 7g	14%
Protein 2g	

Scratch-prepared Tomato Soup

Tomato Soup - USDA Recipe for Child Care Centers	
Amount Per Serving 1 cup (8 fl oz ladle)	
Calories	71
Total Fat	2g
Saturated Fat	1g
Cholesterol	0mg
Sodium	282mg
Potassium	395mg
Total Carbohydrates	11g
Dietary Fiber	2g
Total Sugars	6g
Protein	2g
Vitamin D	0IU
Calcium	53mg
Iron	1mg

Condensed Tomato Soup

Serving Size = _____

Sodium = _____

Scratch-prepared Tomato Soup

Serving Size = _____

Sodium = _____

Compare to the DGA daily intake recommendations.

1. DGA recommended daily intake of sodium for children ages 4 through 8: _____
2. Amount of sodium in a serving of **Condensed Tomato Soup**: _____
3. Amount of sodium in a serving of **Scratch-prepared Tomato Soup** : _____

Percent of DGA recommended daily sodium intake for children ages 4 through 8 from a serving.

Condensed Tomato Soup: _____% (Divide answer from line 2 by the answer in line 1)

Scratch-prepared Tomato Soup: _____% (Divide answer from line 3 by the answer in line 1)

Label Reading Activity Answers

Condensed Tomato Soup

Nutrition Facts	
2.5 About servings per container	
Serving size	1/2 cup (125g)
Amount per serving	
Calories	90
	% Daily value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 480mg	21%
Total Carbohydrate 20g	7%
Dietary Fiber 1g	4%
Sugar 12g	
Added Sugar 7g	14%
Protein 2g	

Condensed Tomato Soup

Serving Size = 1/2 cup
Sodium = 480 mg

Scratch-prepared Tomato Soup

Tomato Soup - USDA Recipe for Child Care Centers	
Amount Per Serving 1 cup (8 fl oz ladle)	
Calories	71
Total Fat	2g
Saturated Fat	1g
Cholesterol	0mg
Sodium	282mg
Potassium	395mg
Total Carbohydrates	11g
Dietary Fiber	2g
Total Sugars	6g
Protein	2g
Vitamin D	0IU
Calcium	53mg
Iron	1mg

Scratch-prepared Tomato Soup

Serving Size = 1 cup
Sodium = 282 mg

Can we compare these amounts?

- Take note of the different serving sizes. The canned soup's serving size is 1/2 cup, and the recipe's serving size is 1 cup. Therefore, you cannot compare the amounts on the labels because they are not the same serving size.
- To compare 1/2 cup servings, divide the amount of sodium in the recipe by 2.
 - $282 \text{ mg} \div 2 = 141 \text{ mg}$ sodium in a 1/2 cup serving
- Now you can compare the amounts of sodium in each 1/2 cup serving.
 - Canned soup: 1/2 cup = 480 mg sodium
 - Recipe soup: 1/2 cup = 141 mg sodium

Compare to the DGA daily intake recommendations.

1. DGA recommended daily intake of sodium for children ages 4 through 8: **1500 mg/day**
2. Amount of sodium in a serving of **Condensed Tomato Soup**: **480 mg**
3. Amount of sodium in a serving of **Scratch-prepared Tomato Soup**: **141 mg**

Percent of DGA recommended daily sodium intake for children ages 4 through 8 from a serving.

- Condensed Tomato Soup**: $480 / 1500 = 32\%$ (Divide answer from line 2 by the answer in line 1)
Scratch-prepared Tomato Soup: $141 / 1500 = 9\%$ (Divide answer from line 3 by the answer in line 1)

Discuss

- As you can see from the answers above, a ½ cup serving of the Condensed Tomato Soup has almost 3.5 times more sodium than a ½ cup serving of the scratch-prepared tomato soup.
- The Condensed Tomato Soup also provides nearly a third of the recommended daily intake of sodium that children should consume. This is from a ½ cup of tomato soup!
- This is why it is so important to read Nutrition Facts labels, so you can be informed and buy the healthiest options if you are purchasing commercially prepared soups or soup stocks.

Class Discussion Prompts

Questions:

- Are you surprised by any of the labels or sodium amounts?
- Will knowing the difference in the sodium amounts change your purchasing decisions?

Allow participants to respond and thank them for sharing.

Discuss

Incorporating Scratch-prepared Sauces and Soups into Menus

Here are some ideas on how to include scratch-prepared sauces and soups in your menus.

- Reduce waste by utilizing existing inventory and incorporating budget-friendly and convenient frozen vegetables into sauces and soups.
- Prepare the sauces and soups in bulk batches and freeze them for future use.
- Select nutritious, low-cost ingredients to incorporate into soups (e.g., fresh cabbage, frozen no-salt-added corn, canned low-sodium beans, peas or lentils, whole grain pasta, brown rice).
- Incorporate culturally inclusive soups into menus (e.g., chicken tortilla soup, chicken wonton soup, chicken dumpling soup).
- Add vegetables to sauces and soups to add bulk and boost nutrient and fiber content.
 - Try butternut squash cheese sauce or garden vegetable pizza sauce.
 - Add mushrooms and bell peppers to a tomato sauce for spaghetti.
 - Mix in pureed beans (garbanzo) or vegetables (carrots, sweet potatoes, squash) to thicken sauces, soups, stews, or chili.
 - Make low-sodium split pea, lentil, minestrone, or white bean soups.
 - Prepare a hearty vegetable soup with ingredients such as carrots, celery, onions, potatoes, and kale.

Soups are a great way to enjoy the flavors of each season. Here are some ideas for seasonal soups:

- Spring: Minestrone. This soup offers an excellent opportunity to incorporate an abundance of spring vegetables.
- Summer: Gazpacho. This cold soup is made with fresh summer vegetables like tomatoes, cucumbers, and peppers, and is perfect for hot summer days.
- Fall: Butternut squash soup. Butternut squash is a classic fall vegetable, and this soup is perfect for when the weather cools down.
- Winter: Beef stew. A filling and flavorful soup that is perfect for a cold day. This soup is made with beef, vegetables, and potatoes, and can be slow cooked for convenience.

- Year-round: Chicken noodle soup. This classic soup is perfect any time of year and can be made with seasonal vegetables like carrots and celery.

These are merely a handful of seasonal soup suggestions; there are numerous other possibilities to discover depending on the seasonal offerings in your region. Soups provide an excellent avenue for incorporating locally sourced, seasonal vegetables.

Class Discussion Prompt

Question: Would anyone be willing to share strategies to help children accept new scratch-prepared sauces or soups?

Possible Answers:

- Present new foods along with well-liked foods.
- Taste tests.
- Allow children to choose from a variety of nutritious foods.
- Adults eat the same foods as the children.
- Talk about the new food.

Key Messages

Scratch-prepared sauces and soups are great menu options because they:

- Provide creative opportunities to increase vegetable consumption.
- Are cost-effective and can be simple to make. Some may incorporate “scraps” into sauces and soups to help with cost and reduce waste.
- Control for unwanted ingredients such as preservatives, sodium, hydrogenated fats, and other additives.
- Can easily fit any regional/cultural flavor profile.

What questions do you have?





Culinary Basics

Components of Standardized Recipes

Time: 30 minutes

Objective:

- Recall the importance of utilizing standardized recipes.

Demonstrate/Discuss

- Food production begins with the standardized recipe, which provides the kitchen staff with all the steps and procedures necessary for consistent, quality food production.
- **Standardized recipe** – A recipe that has been tried, adapted, and retried several times for use by a given foodservice operation, and it has been found to produce the same quality results and yield every time the exact procedures are used.
- Standardized recipes are important because they:
 - Ensure consistency.
 - Simplify the food preparation process for employees.
 - Provide a time standard (the amount of time required to produce a recipe).
 - Yield the same amount each time.
 - Provide safe cooking and holding temperatures.
 - Help determine how much food to order and help control costs.
 - Ensure participants receive a high-quality and consistent product.
 - Ensure CACFP meal pattern requirements and dietary specifications are met.
- Think of a standardized recipe as your blueprint or guide for preparing menu items.

Key Message

- Use standardized recipes for any food items that require more than one ingredient.

Class Discussion Prompt

Question: Why is it important to read the recipe before starting food production?

Possible Answers:

- An ingredient may be listed only once but used in two or more steps throughout the recipe.
- Ensure you have the correct food items in stock.
- Ensure you have the correct equipment and small wares available for use.
- Ensure the recipe is scaled to the right number of servings.

What questions do you have?

Demonstrate/Discuss

- Refer to the **Beef Vegetable Soup** recipe in the workbook.
- You can find standardized recipes developed by the USDA and Child Nutrition agencies by visiting the ICN's [Child Nutrition Recipe Box](#).

To use a recipe, it is important to understand the components of a recipe. The components of a standardized recipe include:

- Recipe title and description
- Recipe category
- Ingredients
- Weight/volume of each ingredient
- Units of measure for each ingredient
- Preparation directions
- Cooking temperature, cooking time, and preparation time
- Serving size
- Recipe yield
- Equipment and utensils needed
- Crediting information
- Nutrient analysis
- Marketing guide
- Food safety guidelines/critical control points

More about each of the components of a recipe:

Ingredients

- Pay close attention to the ingredients.
- The ingredient name is usually clear and includes the type of ingredient—fresh, frozen, or canned, for example.
- If the preparation technique (e.g., carrots, sliced or onions, diced) is listed with the ingredient, weigh or measure the ingredient after it has been sliced or diced.
- Ingredients are usually listed in order of use.

Weights/Volume of Each Ingredient

- Note the weights and volumes when reviewing a standardized recipe.
- Weights and volumes are not interchangeable. It is important to decide when weights and/or volumes will be used in food production.
- You may see volume referred to as “measure,” which can be confusing. What is important is to identify if the recipe calls for weight or capacity. Capacity is volume and nearly always references a liquid product.
- Weigh dry ingredients for better accuracy, and always use volume to measure liquid ingredients.
- Weigh and measure all ingredients before starting to cook or mix.

Preparation Directions

- Directions, or detailed instructions, are included with each standardized recipe.
- The directions are listed in sequential order when preparing the recipe.
- The directions tell how and when the ingredients should be combined.
- The directions may also include how to prepare a whole ingredient. For example, directions may include removing the rind and seeds of a whole cantaloupe and cutting the melon into 1-inch pieces.

Equipment & Utensils Needed

- Standardized recipes include the equipment and utensils needed for production.

Food Safety Guidelines & HACCP

- Standardized recipes include food safety guidelines and critical control points (CCP).
- CCPs, such as cooking and holding temperatures, ensure that the final product will be safe to eat.

Serving Size & Recipe Yield

- Serving size refers to the standardized amount each serving should be, which may be reflected in terms of volume (such as $\frac{1}{2}$ cup), weight (such as 2.5 ounces), or dimensions (such as 2-inch x 2-inch piece).
- Recipe yield refers to the number of servings that will result when the recipe has been prepared correctly.
- Look for the serving size and recipe yield as you review a standardized recipe.
- Determine whether the serving size is appropriate for the ages served.

Crediting Information

- Crediting information is provided to inform the menu planner, cook, and/or server how a serving of the recipe credits toward a component (or components) of the meal pattern.

Key Messages

- The first step in any food preparation is to review the standardized recipe. Review the recipe from beginning to end before you begin the preparation.
- Reviewing the recipe will help to prevent problems that could arise during food preparation and production.
- Weigh dry ingredients for better accuracy, and always use volume to measure liquid ingredients.
- Weigh and measure all ingredients before starting to cook or mix.

Class Discussion Prompt

Question: Can anyone identify the Beef Vegetable Soup recipe's meal component(s) contribution?

Answer: 1 cup Beef Vegetable Soup provides 0.5 oz equivalent meat and $\frac{1}{2}$ cup vegetables.

What questions do you have?



Beef Vegetable Soup

USDA Recipe for CACFP

Our Beef Vegetable Soup has a base of beef broth enhanced with ground beef, a variety of vegetables, and chili powder for a subtle kick of spice.

CACFP CREDITING INFORMATION

1 cup (8 fl oz ladle) provides 0.5 oz equivalent meat and ½ cup vegetable.

INGREDIENTS	25 SERVINGS		50 SERVINGS		DIRECTIONS
	Weight	Measure	Weight	Measure	
Raw ground beef (no more than 10% fat)	1 lb 8 oz	3 cups	3 lb	1 qt 2 cups	<ol style="list-style-type: none"> 1 Place ground beef in a large stock pot. Heat over high heat uncovered for 5–8 minutes. Stir often until meat is well done. 2 Critical Control Point: Heat to 165 °F or higher for at least 15 seconds. 3 Remove meat from heat. Drain beef in a colander. 4 Return meat to heat. 5 Add beef broth, tomatoes, celery, onions, salt, pepper, onion powder, salt-free seasoning, garlic powder, parsley, and ancho chili powder. Bring to a boil. Reduce heat to medium and cover. Simmer for 20 minutes.
Beef broth, low-sodium		2 qt		1 gal	





INGREDIENTS	25 SERVINGS		50 SERVINGS		DIRECTIONS
	Weight	Measure	Weight	Measure	
No-salt-added tomatoes, canned, diced, undrained	3 lb 3 oz	1 qt 1½ cups (about ½ No. 10 cans)	6 lb 6 oz	2 qt 3 cups (about 1 No. 10 can)	
*Celery, fresh, chopped	5 oz	¾ cup 3 Tbsp	10 oz	1¾ cups 2 Tbsp	
*Onions, fresh, chopped	8 oz	½ cup	1 lb	1 cup	
Salt		2 tsp		1 Tbsp 1 tsp	
Black or white pepper, ground		½ tsp		1 tsp	
Onion powder		1 Tbsp		2 Tbsp	
Salt-free seasoning		1 Tbsp		2 Tbsp	
Garlic powder		3 Tbsp	3¾ oz	¼ cup 2 Tbsp	
Parsley, dried		⅓ cup		¼ cup	
Ancho chili powder OR Mexican seasoning mix (see Notes)		3 Tbsp	2½ oz	¼ cup 2 Tbsp	
Corn, frozen	9 oz	1½ cups 1 Tbsp	1 lb 2 oz	3 cups 2 Tbsp	6 Add corn, peas, carrots, and green beans.
Peas and carrots, frozen	1 lb 3 oz	3¾ cups 1 Tbsp 1 tsp	2 lb 6 oz	1 qt 3½ cups 2 Tbsp 2 tsp	



INGREDIENTS	25 SERVINGS		50 SERVINGS		DIRECTIONS
	Weight	Measure	Weight	Measure	
Green beans, frozen	7 oz	1 1/3 cups	14 oz	2 2/3 cups	<p>7 Cover and simmer over medium heat for 15 minutes or until vegetables are tender.</p> <p>8 Critical Control Point: Heat to 165 °F or higher for 15 seconds.</p> <p>9 Pour 1 gal 1 qt (about 9 lb 13 oz) soup into a half steam table pan (12 3/4" x 10 1/2" x 6"). For 25 servings, use 1 pan. For 50 servings, use 2 pans.</p> <p>10 Critical Control Point: Hold for hot service at 140 °F or higher.</p> <p>11 Portion with 8 fl oz ladle (1 cup).</p>



NUTRITION INFORMATION

For 1 cup (8 fl oz ladle).

NUTRIENTS	AMOUNT
Calories	97
Total Fat	3 g
Saturated Fat	1 g
Cholesterol	20 mg
Sodium	270 mg
Total Carbohydrate	10 g
Dietary Fiber	2 g
Total Sugars	4 g
Added Sugars included	N/A
Protein	8 g
Vitamin D	0 IU
Calcium	20 mg
Iron	1 mg
Potassium	210 mg

N/A=data not available.

SOURCE

USDA Standardized Recipes Project.

MARKETING GUIDE

Food as Purchased for	25 Servings	50 Servings
Mature onions	10 oz	1 lb 4 oz
Celery	7 oz	14 oz

NOTES

*See Marketing Guide for purchasing information on foods that will change during preparation or when a variation of the ingredients is available.

Cooking Process #2: Same-Day Service.

Mexican Seasoning Mix $\frac{3}{4}$ cup (about 4 $\frac{1}{2}$ oz).

Combine 1 Tbsp dried oregano, 1 Tbsp garlic powder, $\frac{1}{4}$ tsp ground cinnamon, 2 tsp sugar, 2 Tbsp chili powder, 1 Tbsp ground cumin, 1 Tbsp 2 tsp paprika, 1 Tbsp 2 tsp onion powder, 2 Tbsp dried minced onion, and 2 tsp salt.

YIELD/VOLUME

25 Servings	50 Servings
About 9 lb 13 oz	About 19 lb 10 oz
About 1 gal $3\frac{2}{3}$ cups/1 steam table pan (12 $\frac{3}{4}$ " x 10 $\frac{1}{2}$ " x 6")	About 2 gal 1 qt $3\frac{1}{4}$ cups/2 steam table pans (12 $\frac{3}{4}$ " x 10 $\frac{1}{2}$ " x 6")







Culinary Basics

Mise en Place

Objective

- Demonstrate the correct use of mise en place.

Demonstrate/Discuss

- Organizing yourself and your workspace is an essential skill. This will make kitchen tasks easier to complete and more efficient.
- Discuss *mise en place*, the French phrase that means “everything in place” or “to put in place.” This phrase is used to describe the steps needed to prepare for the production process of a dish or menu item.
- Mise en place is a collection of good work habits; it takes planning, effort, and practice to develop any habit. Once these good habits are established, you will be more organized and efficient.
- Mise en place requires a series of six steps.
 - Review the **Mise en Place** handout in the workbook.

MISE EN PLACE

" T O P U T I N P L A C E "



Step 1: Review Recipes & Production Records

- Review recipes several days in advance to identify needed food and equipment
- Look for ways to combine like tasks, identify foods that require time to defrost, and check inventory to ensure you have enough product on hand

Step 2: Prioritize Your Work

- List the sequence of activities needed to complete the recipe
- Pay attention to cook and cool times of food items
- Start with the meal service time and work backwards



Step 3: Collect Tools & Prepare Equipment

- While gathering and collecting equipment and tools, make sure what you need is in good operating condition
- If equipment is malfunctioning, you can adjust the menu and schedule

Step 4: Gather Recipe Ingredients

- Gather ingredients and place them in the proper storage location
- Make sure your production plan includes time for retrieving items throughout the production process



Step 5: Prepare Ingredients

- Double-check the type of cut and the quantity associated with each item
- Ensure food safety by only having foods you are actively working with at your workstation

Step 6: Set Up Your Workstation

- Ensure your workstation coincides with steps one through five
- Limit unnecessary movements by keeping items easily accessible and build an economy of motion



Key Messages

- Plan ahead by reviewing recipes and quantities to prepare several days in advance to identify the foods and equipment needed. This step is especially useful for:
 - Combining similar tasks such as dicing onions for several recipes.
 - Identifying foods that may require extra time or steps, such as time to defrost or to rest in a marinade.
 - Checking inventory levels to ensure you have enough product on hand.
 - Developing a production schedule to prioritize meal preparation steps.
- Identify and gather all of the foods needed for production and place the items in appropriate storage locations.
- Find opportunities to combine tasks.

Class Discussion Prompts

Question: Why is it important to have all of your tools and equipment gathered and prepared for production?

Possible Answers: Gathering all of your equipment beforehand not only ensures a more efficient workflow but also ensures that all of the equipment is present and in working condition before production begins.

Question: Does the step “gather all of your ingredients” require you to bring all of the food items to your workstation before production?

Possible Answers: Not always. This step is to ensure you have all of the ingredients you will need for production, but you do not need to have them all at your workstation. A best practice is to have the items organized and staged for use in temperature-appropriate storage areas.

Question: Why would you not bring all of your ingredients to your workstation before production?

Possible Answers: A few reasons may be preventing time-temperature abuse of items not needed during prep, not overcrowding or cluttering the workstation, or staging foods for batch cooking.

What questions do you have?





Culinary Basics

Unit of Measurement

Objectives

- Explain the benefits of proper measuring using weight and volume.
- Demonstrate how to properly measure using weight and volume.

Demonstrate/Discuss

- A critical culinary skill is to use the correct “weight” or “volume” listed on a standardized recipe.
- Weigh and measure ingredients correctly to produce the desired recipe results.
- In the U.S. system, the word “ounce” refers to both volume (capacity) and weight. There are “weight ounces” (oz), and there are “fluid ounces” (fl oz).

Volume

- Volume refers to the **amount of space** an ingredient occupies in a measuring **container**.
- Volume is expressed in terms such as **teaspoons**, **cups**, and **gallons**.
- You may see volume referred to as “measure,” which can be confusing. What is important is to identify if the recipe calls for weight or capacity. Capacity is volume and nearly always references a liquid product.
- Dried herbs and spices should be measured using volume amounts for best accuracy. However, if the amount is greater than $\frac{1}{2}$ cup, weighing the dried herb or spice will be more accurate.

Weight

- Weight refers to the **heaviness of an ingredient**.
- Weight is expressed in terms such as **ounces** and **pounds**.

Packed vs Aerated Flour Example

- Weight differs from volume.
- We will use an example of packed versus aerated flour to help explain the difference. First, let's define packing and aerating.
 - **Packing** involves gently pressing the flour to eliminate air pockets, resulting in a denser, heavier weight. This is typically done when filling a measuring cup with flour.
 - Packed flour is ideal for recipes that will result in a compact and chewy texture.
 - **Aerating** refers to gently stirring flour with a spoon, fork, or whisk to fluff it up. This process introduces air into the flour, increasing its volume, and yielding a lighter weight. Before measuring, aerate the flour, then use a spoon or scoop to transfer the aerated flour into the measuring cup.
 - Aerated flour is typically used for recipes that require a fine and tender crumb resulting in a lighter, delicate texture.

- Let's compare 1 cup of packed flour with 1 cup of aerated flour. Both have 1 cup worth of volume, but the resulting weight is different based on how the flour takes up space.
- One cup of packed flour can weigh as much as 5.3 oz, whereas one cup of aerated flour weighs approximately 4.5 oz. This is a 1.2 oz difference between 1 cup of aerated and 1 cup of packed flour.
- Weighing flour will always be more accurate.

Key Messages

- Weighing ingredients is the most accurate measurement of the ingredient.
 - You do not have to worry if you leveled the flour correctly, packed the brown sugar, or did not put enough shredded cheese on your chef salad because weighing ingredients eliminates measurement errors and speeds up production.
- Volume measurements are best used for liquid ingredients.

Class Discussion Prompt

Question: Would you use a volume or weight measurement for:

- Sugar?
- Cinnamon?
- Oil?
- Peanut butter?

Possible Answers: Volume is best used for liquid ingredients. Weight is best used for solid, semisolid, powdered, or granular ingredients.

What questions do you have?



Culinary Basics

Weight vs. Volume Demonstration

Demonstrate/Discuss

The instructor will complete the following demonstration.

- If possible, place an electronic and spring scale on the demonstration table.
- Use electronic and spring scales to weigh ingredients and determine correct portion sizes, such as portioned meats and cheeses.
 - Electronic scales are powered by electricity or battery and will tare (or zero out) with the press of a button.
 - Spring scales, such as a dial spring scale, operate without electricity or battery and require turning the adjustment mechanism to tare (or zero out).
- Demonstrate tare by placing a food-grade container or barrier on the scale and either press the tare button on an electric scale or turn the dial to zero on a spring scale.
- Demonstrate how to pick up spring scales by the base. This is important because picking up spring scales by the platform will damage the unit.
- Place a 2-oz portion cup on the scale and tare the scale.
- Ask participants how much they think the 2-oz portion cup of shredded cheese will weigh.
- Fill the portion cup with cheese and show the participants the result.
- The 2-oz portion cup contains about 1 oz of shredded cheese. It is very important to remember that volume and weight are not interchangeable.

Key Message

- When weighing a product, be sure to tare (or zero out) the scale before using it.

What questions do you have regarding standardized recipes, mise en place, or units of measure?





Chef Demo

Time: 30 minutes

Objectives:

- Review culinary techniques used for the preparation of a variety of sauces and soups.
- Discuss storage and food safety practices when preparing sauces and soups.

Demonstrate

- Roux-based sauce preparation technique
- Slurry-thickened sauce technique
- Sweating aromatics for sauces and soups

Discuss

- Quality benchmarks
- Advance preparation and preparing in bulk
- Proper holding of sauces and soups





Chef Demo

Roux-Based Sauce

White sauce, or béchamel, is one of the five mother sauces in French cooking, and it can be transformed into many different things. White sauce acts as the base for cheese sauce and cream soups, and it is used in classic dishes like lasagna and Moussaka. This sauce is very simple to prepare and is thickened with a roux, a cooked mixture of flour and fat. For white sauce, the roux should be cooked, but not browned, or it will discolor the sauce. The discoloration of the roux from cooking it until brown when making a white sauce primarily affects the appearance and not the taste of the sauce. A white sauce is expected to have a light, creamy color, and browning the roux would lead to a darker sauce, which might not be visually appealing for certain dishes. However, while the color change might not significantly impact the flavor, the taste can subtly differ if the roux is cooked longer than intended, potentially developing a nuttier, more toasted flavor profile than the mild, creamy taste expected of a classic white sauce.

White Sauce (Béchamel) Recipe

2 Tbsp butter

2 Tbsp all-purpose flour

2 cups milk (whole milk will be most stable; however, 1% milk can be used to reduce the saturated fat content)

¼ tsp salt

⅛ tsp ground black pepper

Pinch of ground nutmeg (optional)

Melt butter in a medium saucepan over medium heat. Add flour and whisk continuously while cooking for one minute. Gradually add the milk, whisking continuously. When all of the milk is added, continue stirring and bring the sauce up to a low boil. Cook for 5-8 more minutes, stirring frequently, until the sauce is smooth. Stir in the salt, black pepper, and nutmeg (if using).





Chef Demo

Thickening with a Slurry

A slurry is a combination of a cold liquid and a starch, and it is whisked into hot liquid to thicken. The cold liquid could be water, milk, or stock, depending on the type of sauce being thickened. The starch is often cornstarch or all-purpose flour, which depends on the type of sauce you are making. The recipe should call for the appropriate starch for thickening with a slurry.

Teriyaki Sauce Recipe (adapted from the John C. Stalker Institute)

1 $\frac{1}{4}$ cup water, divided

$\frac{1}{3}$ cup brown sugar

$\frac{1}{4}$ cup reduced-sodium soy sauce

1 clove garlic

$\frac{1}{2}$ tsp ground ginger

1 Tbsp cornstarch

In a medium saucepan, combine the water, brown sugar, soy sauce, garlic, and ground ginger. Bring the mixture to a simmer over medium-high heat. In a small bowl, whisk together the cornstarch and additional water. Whisk the cornstarch and water slurry into the heated sauce. Bring to a low boil and continue cooking until the sauce reaches the desired thickness, at least 2 minutes.





Chef Demo

Sweating Aromatic Vegetables

Aromatic vegetables create the flavor base for many sauces and soups, and sweating is the name of the technique used to draw out the most flavor from those ingredients. This is often the first step in a soup or sauce recipe. Sweating is accomplished by heating cooking oil and aromatic vegetables in a saucepan over medium heat or lower. Once the vegetables begin to sizzle and steam, cover with a lid, and continue to cook over medium heat or lower for about 3 minutes. During this process, the vegetables will release their flavors into the cooking fat, which will distribute throughout the finished dish. Covering the pan keeps the moisture inside, which prevents the vegetables from browning.

Mirepoix is the French name for a common aromatic vegetable combination of 2 parts onion to 1 part each of carrots and celery. This ratio of onion, carrots, and celery will be used in the sweating aromatics demonstration.

- Potential aromatic vegetables (not an all-inclusive list): Onions, carrots, celery, garlic, mushrooms, parsnips, scallions, leeks, shallots, summer squash

Sweating Aromatic Vegetables Recipe (Mirepoix)

1 Tbsp vegetable oil or butter

1 cup yellow onion, ¼ inch dice

½ cup carrots, ¼ inch dice

½ cup celery, ¼ inch dice

Heat the vegetable oil or butter in a medium saucepan over medium heat. Add the onions, carrots, and celery, and stir to incorporate into the heated fat. Cover and cook for 3-5 minutes over medium-low heat, until aromatic and the onions become translucent.

Remove from heat, keep covered.

Discuss

Quality Benchmarks

Sauces

- Every sauce has an expected flavor, color, and consistency that should be described in the recipe.
- Always taste sauces at the end of cooking to ensure the flavor expectations have been achieved.
- Adjust using recipe ingredients but avoid adding more salt than called for in the recipe.
- The color of the sauce should reflect the ingredients and the cooking technique. Tomato sauce is bright to deep red, depending on how long it has cooked. White sauce is white or cream colored and not beige or brown from over-cooked roux.
- Sauce consistency is important because this affects how the sauce coats a food item or sits on the plate. Consistency depends on how the sauce was thickened and if the correct cooking procedures were followed from start to finish.

Soups

- Similar to sauces, soups also have an expected flavor, color, and consistency.
- Taste soups at the end of cooking to ensure the flavor expectations have been met.
- Adjust using recipe ingredients but avoid adding more salt than called for in the recipe.
- The color of the soup should reflect the ingredients and cooking technique. A cream soup will have a creamy color in addition to visible color and textures (if not pureed) from other soup ingredients.
- If not pureed, vegetables in soups should have retained their color and some texture.
- Soup consistency depends on the style of soup, whether it is a broth-based soup, puree, or cream-based soup.

Advance Preparation

- Looking ahead to prepare ingredients for sauces and soups follows the foundations of mise en place. In many cases, produce may be washed and cut, and other ingredients may be measured out. When it comes time to prepare the dish, most of the work has already been completed.

Preparing in Bulk

- Some sauces and soups may be prepared in large quantities and held for later service, or frozen until the next time they appear on the menu.
- Before preparing in bulk, consider the quality indicators of the finished product and whether storage, cooling, freezing, or reheating will negatively impact quality.

Holding Sauces and Soups

- Cover sauces and soups during hot holding to prevent moisture loss, which leads to thickening and decreased yield.
- For sauces and soups thickened with a roux, place parchment paper or plastic film directly onto the surface of the product during cold holding to prevent skin from forming on the product.

Food Safety

- Follow the critical control points (CCPs).
- Keep hot foods above 140 °F and cold foods below 40 °F.
- Use a two-stage cooling method for chilling cooked sauces and soups.
 - Stage 1: Cool food from 140 °F to 70 °F in two hours
 - Stage 2: Then cool food from 70 °F to 40 °F in four hours
- Use food service gloves when handling ready-to-eat food.
- For more information, refer to the **Food Safety Fact Sheet: Cooking Foods**.

Key Messages

- For white sauce, the roux should be cooked but not browned, or it will discolor the sauce.
- Mix a thickening starch (cornstarch or flour) into cold water to create a slurry before whisking into hot liquids.
- Sweating aromatic vegetables, a flavor-developing technique releases their flavors into the cooking fat, which will be distributed throughout the finished dish.

Class Discussion Prompt

Question: Does anyone prepare sauces and soups from scratch? If so, what kind?

Possible Answers: Answers may vary.

What questions do you have?





Team Cooking Lab

Time: 95 minutes

Objective:

Apply preparation techniques for a variety of sauces and soups.

Discuss

- During the Team Cooking Lab, you will apply the skills and knowledge presented in this training for preparing sauces and soups.
- Review recipes as a group and briefly describe the recipes.
- For more information, refer to the following Food Safety Fact Sheets:
 - **Handwashing**
 - **Washing Fruits and Vegetables**
 - **Cooking Foods**

Team Instructions

The Team Cooking Lab is an opportunity to practice new skills, so take care in preparing recipes without rushing through. Be intentional with choices and movements. Most of all, practice food safety, ask questions, build your skillset, and have fun.

- Break into previously assigned teams.
- Each team is assigned a number, 1 through 6, that corresponds with the recipe assignments.
- Review assigned recipes as a team and divide the workload among team members.
- Create a mise en place list and bring it to the instructor for review before preparing the recipes. Your mise en place list should include:
 - Recipe titles
 - Ingredients needed
 - Ingredient amounts
 - Equipment needed
 - Preparation steps and assignments (who will complete each task)
- You will find shared pantry ingredients at a centralized weighing/measuring station. Please do not take shared bulk ingredients to your workstation.
- Teams may begin preparing the recipes after the instructor reviews your mise en place list.

Team Cooking Lab Recipes

Team	1	2	3	4	5	6
Recipe 1	Teriyaki Sauce	Chef Sam's Spinach Pesto	Simple Roasted Tomato Sauce	Cheese Sauce	Tomato Sauce	Turkey Gravy
Recipe 2	Beef Vegetable Soup	Bay Shrimp Chowder	Sweet Potato and Black Bean Stew	Tomato Soup	Cream of Chicken Soup	Curried Carrot Soup

Instructor's Note: Circulate around the training space to observe and mentor participants as they prepare their assigned recipes.

Food Safety Fact Sheet

Handwashing

INTRODUCTION

Handwashing is the single most important practice in any school nutrition program. School nutrition employees can improve the safety of the food they serve by washing their hands frequently, correctly, and at the appropriate times.

HERE ARE THE FACTS

Foodborne illnesses are transmitted by food handlers that contaminate food and food contact surfaces. Individuals who handle food when they have a foodborne illness, gastrointestinal illness, infected lesion, or are around someone who is ill can pass along those illnesses. Individuals can simply touch a surface that is contaminated with a bacteria or virus and pass that along to others. Handwashing minimizes the risk of passing along bacteria or viruses that can cause foodborne illnesses. Follow state or local health department requirements.

APPLICATION

It is important to know how and when to wash hands and exposed areas of the arms.

How?

- Wet hands and forearms with warm running water at least 100 °F and apply soap.
- Scrub lathered hands and forearms, under fingernails, and between fingers for at least 10–15 seconds. Rinse thoroughly under warm running water for 5–10 seconds.
- Dry hands and forearms thoroughly with single-use paper towels.
- Dry hands using a warm air hand dryer.
- Turn off water using paper towels.
- Use paper towel to open door when exiting the restroom.

When?

- Beginning to work, either at the beginning of shift or after breaks.

Before

- ◊ Moving from one food preparation area to another
- ◊ Putting on or changing disposable gloves

After

- ◊ Using the toilet
- ◊ Sneezing, coughing, or using a handkerchief or tissue
- ◊ Touching hair, face, or body
- ◊ Handling raw meats, poultry, or fish





Handwashing cont.

- ◇ Eating, drinking, or chewing gum
- ◇ Clean up activity such as sweeping, mopping, or wiping counters
- ◇ Touching dirty dishes, equipment, or utensils
- ◇ Handling trash
- ◇ Handling money
- ◇ Any time that hands may have become contaminated

Remember, follow state or local health department requirements.

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02/2016

Food Safety Fact Sheet

Washing Fruits and Vegetables

INTRODUCTION

Fresh fruits and vegetables can be contaminated either when they are purchased or if they are handled incorrectly. Thorough washing of fruits and vegetables will minimize the risk of serving a contaminated product to customers.

HERE ARE THE FACTS

Fresh fruits and vegetables can be exposed to harmful bacteria because of growing conditions and handling by humans. Some fruits such as cantaloupes have a very rough rind that can trap dirt and bacteria. Because these products are not cooked, they can cause foodborne illness if not handled properly.

APPLICATION

Follow safe practices when handling fresh fruits and vegetables.

- Wash hands using the proper procedure before handling fresh fruits and vegetables.
- Wash, rinse, sanitize, and air dry all food contact surfaces, equipment, and utensils that will be in contact with fresh produce. This includes cutting boards, knives, and sinks. Always use sinks designated for food preparation.
- Follow manufacturer's instructions for proper use of chemicals. For example, using sanitizers at too high a concentration may cause contamination of the produce.
- Wash all raw fruits and vegetables thoroughly before combining with other ingredients, including the following:
 - ◊ Unpeeled fresh fruit and vegetables that are served whole or cut into pieces, and
 - ◊ Fruits and vegetables that are peeled and cut to use in cooking or served ready-to-eat.
- Wash fresh produce vigorously under cold running water or by using chemicals that comply with the FDA *Food Code* or your state or local health department. It is not recommended to rewash packaged fruits and vegetables labeled as being previously washed and ready-to-eat.
- Remove any damaged or bruised areas of the fruits and vegetables.
- Label, date, and refrigerate fresh-cut items.
- Serve cut melons within 7 days if held at 41 °F or below.
- Do NOT serve raw seed sprouts to highly susceptible populations such as preschool-age children.

Monitor handling procedures for fresh fruits and vegetables.

- Check fruits and vegetables visually to make sure they are properly washed, labeled, and dated.
- Check daily the quality of fruits and vegetables in cold storage.
- Check labels and use-by dates.





Washing Fruits and Vegetables cont.

Take corrective action if fresh fruits and vegetables are not handled properly.

- Remove unwashed fruits and vegetables and wash them before they are served.
- Label and date fresh cut fruits and vegetables.
- Discard cut melons after 7 days.

Remember, follow state or local health department requirements.

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Food Safety Fact Sheet

Cooking Foods

INTRODUCTION

Cooking is a critical control point, or a point at which reaching proper internal temperatures can help ensure that a food is safe to eat. Cooks must know the proper temperatures for cooking food, monitor internal cooking temperatures, and record cooking temperatures.

HERE ARE THE FACTS

The appropriate temperature for cooking foods is based on temperatures that will kill bacteria associated with that specific food. That is why, for example, poultry products have a higher cooking temperature than beef. It is important to know the temperature requirements for menu items used in your school nutrition program.

APPLICATION

Cook foods to the appropriate internal temperature.

- 135 °F for 15 seconds
 - ◊ Fresh, frozen, or canned fruits and vegetables cooked for hot holding
 - ◊ Ready-to-eat food that has been commercially processed
- 145 °F for 15 seconds
 - ◊ Beef, pork, and seafood
- 155 °F for 15 seconds
 - ◊ Ground products containing beef, pork, or fish
 - ◊ Fish nuggets or sticks
 - ◊ Cubed or Salisbury steaks
 - ◊ Eggs cooked for hot holding
- 165 °F for 15 seconds
 - ◊ Poultry
 - ◊ Stuffed beef, pork, or seafood
 - ◊ Pasta stuffed with beef, eggs, pork, or seafood such as lasagna or manicotti

Monitor cooking temperatures.

- Check food temperatures with clean, sanitized, and calibrated thermometer.
- Avoid inserting the thermometer into pockets of fat or near bones when taking internal temperatures.
- Take at least two internal temperatures from each batch of food.





Cooking Foods cont.

- Insert thermometer into the thickest part of the food, which usually is in the center.
- Record the temperature and the time the temperature was checked.

Take corrective action if appropriate temperatures are not met, which usually means that cooking is continued until the temperature at the thickest part of the food is appropriate.

Remember, follow state or local health department requirements.

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Recipe Evaluation

Time: 25 minutes

Objective:

- Evaluate the quality and usability of prepared sauce and soup recipes.

Discuss/Evaluation

- Set up a serving line with plates, forks/spoons, napkins, and all of the finished products and serving utensils.
- Participants may sample the final dishes.
- Complete the **Recipe Evaluation Form** as you try the food items.
- Rate each recipe based on appearance, taste, texture, and overall quality.
- Note whether you would incorporate this recipe on the menu, considering if the item would appeal to program participants. If not, indicate why not.
- Volunteers will be asked to share their feedback with the group.
- Turn in evaluation forms once complete.
- Clean up workstations.



Recipe Evaluation Form

Instructions: Rate the following recipes on a scale of 1 to 5 (1 = did not like at all; 5 = enjoyed very much).

Recipe	Appearance					Taste					Texture					Overall Quality		Would you incorporate this recipe into your menu? Why or why not?				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	YES/NO	EXPLAIN
Teriyaki Sauce	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Beef Vegetable Soup	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Chef Sam's Spinach Pesto	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Bay Shrimp Chowder	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Simple Roasted Tomato Sauce	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Sweet Potato and Black Bean Stew	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Cheese Sauce	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Tomato Soup	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Tomato Sauce	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Cream of Chicken Soup	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Turkey Gravy	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Curried Carrot Soup	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		

Comments/Recommendations:





Action Planning

Time: 10 minutes

Objective:

- Develop an action plan for implementing the skills learned during the training.

Application Action Plan

Complete this worksheet. When complete:

- Share what you wrote, and as a group, offer suggestions for eliminating any perceived barriers mentioned.
- Share a key takeaway and how it will be implemented in your program.

List the most useful knowledge and/or skills you gained during this training.

What are some steps you can take to apply what you have learned?

What barriers do you think you might face at your job when trying to apply what you have learned at this training?





Wrap Up

Time: 10 minutes

Discuss

- Today, we have discussed important concepts related to culinary skills and the many benefits associated with choosing, preparing, and serving sauces and soups.
- Thank you for your participation during the training today. I hope you found it beneficial and gained knowledge and skills that will assist you in preparing and serving meals for the children in your program.
- We know that learning is enhanced if we are given a chance to personally relate to the material and how we might apply it.

Additional Resources

The ICN has numerous other training resources available online at www.theicn.org, including access to the Child Nutrition Recipe Box, Child Nutrition Sharing Site, Culinary Institute of Child Nutrition resources, and the ICN Help Desk for further technical assistance.



Course Evaluation

Instructor's Note: Share the Course Evaluation link and QR code with the participants.

Please take about 5 minutes to complete the course evaluation. We thank you for helping us evaluate and improve the ICN CACFP Culinary Trainings. Complete the course evaluation using the following instructions:

- Using your smartphone, open the camera app.
- Point your camera at the QR code. Your browser should open with the ICN course evaluation.
- Read the instructions on the screen. Then, read each question carefully and select the best answer.

End of Class Prompts

- Please make sure you have signed the sign-in sheets to receive the training certificates.
- Thank you for attending and participating in this training on sauces and soups.





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Appendix





ICN Competencies

Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations

Functional Area 1: Administration

This functional area is defined as the process of providing organizational leadership through the management of financial and human resources (including accountable management of finances and the provision of policy and procedures guidance).

Core Competencies

- 1.8 Manages all operations associated with menu development and meal preparation.



Professional Standards and Key Area Codes

The following USDA Professional Standards are for school nutrition professionals who also operate CACFP programs.

Key Area Codes

- 1 – Nutrition
- 2 – Operations

Professional Standards Codes

Menu Planning – 1100

Employee will be able to effectively and efficiently plan and prepare standardized recipes, cycle menus, and meals, to meet all Federal child nutrition program requirements, including the proper meal components.

- 1110 – Plan menus that meet USDA nutrition requirements for reimbursable meals, including calculating meal components.

Food Production – 2100

Employee will be able to effectively utilize food preparation principles, production records, kitchen equipment, and food crediting to prepare foods from standardized recipes, including those for special diets.

- 2110 – Understand and effectively prepare food using a standardized recipe.
- 2130 – Develop culinary skills necessary for meal preparation.

Serving Food – 2200

Employee will be able to correctly and efficiently serve food portions to meet all USDA CACFP meal pattern requirements and encourage healthy food selections including those for special diets.

- 2230 – Serve food to maintain quality and appearance standards.





Culinary Terms

A la carte – Food items that can be purchased as separate items rather than part of a reimbursable meal

Acidulation – The process of adding citric or acetic acid to water, used to preserve color, to clean aluminum, or to soak kidneys and game.

Additives – Substances added to many foods to prevent spoilage or to improve appearance, texture, flavor, or nutrition; they might be synthetic materials copied from nature or naturally occurring substances

Aerate – To incorporate air into a mixture by sifting or mixing

Al Dente – Italian term meaning “to the tooth”; used to describe mainly pasta that is cooked until a slight resistance when bitten into

Aroma – The sensations of smell as interpreted by the brain

Aromatics – Plant ingredients, such as onion, garlic, herbs, and spices, used to enhance the flavor and fragrance of food

Back-loading spices – Adding seasoning and spice at or near the end of the cooking process

Bake/Roast – Dry-heat cooking method in which foods are surrounded by hot, dry air in a closed environment

Baste – To moisten foods using their natural juices periodically during cooking

Batch cook – Prepare a menu item in small amounts, so it will be at its peak quality when placed on the service line

Blanching – To briefly submerge in simmering water, boiling water, or fat to assist in the preparation of foods

Blend – The process of combining two or more ingredients so that they lose their individual characteristics and become smooth and uniform

Blooming – A cooking technique where spices are gently heated in oil or fat to intensify their flavors and aromas

Boil – The cooking of food by immersion in water that has been heated to near its boiling point (212 °F or 100 °C)

Bound salad – A salad comprised of cooked meats, poultry, fish, shellfish, pasta, or potatoes combined with a dressing

Braise – A combination cooking method that first sears the food at a high temperature and then finishes it in a covered pot at a low temperature while sitting in some amount of liquid

Broil – A method of cooking using direct heat, which is much like grilling except that the heat source is over the food instead of under it

Brown – The process of partially cooking the surface of meat to help remove excess fat and give the meat a brown color crust and flavor through various browning reactions; ground meat will frequently be browned before adding other ingredients and completing the cooking process

Brunoise – The finest dice and is derived from the julienne

Calorie – A measure of energy

Caramelize – The process of browning sugar in the presence of heat

Carryover cooking – When food retains heat and continues to cook even after being removed from the source of heat

Chef knife – A large, general-purpose kitchen knife, usually 8” to 10” long, that has a blade curving upward along its length and ending in a narrow point

Chiffonade – A preparation of finely sliced or shredded leafy vegetables or herbs

Chop – To cut into pieces of roughly the same size

Coagulation – The irreversible transformation of proteins from a liquid or semi-liquid state to a drier, solid state

Coring – The process of removing the seeds or pit from fruit or vegetable

Cross-contact – Occurs when an allergen accidentally transfers from one food to another food or from a food contact surface to a food that does not contain the allergen

Cross-contamination – The transfer of pathogens such as bacteria, viruses, and parasites from hand-to-food, food-to-food, or equipment and contact surfaces-to-food (You are probably most familiar with this type of contamination.)

Culinary acid – A substance that neutralizes a base (alkaline) in a liquid solution; includes foods like citrus juice, vinegar, and wine that have a sour or sharp flavor; acids have a P.H. of less than 7

Danger zone – The temperature range in which bacteria grow rapidly—41 °F to 135 °F; bacteria can double in number in as little as 20 minutes

Degrease – To remove the fat from the surface of a hot liquid such as a sauce, soup, or stew, also known as defatting or fat trimming

Dice – To cut ingredients into small cubes (1/8” for small or fine, 1/4” for medium, 3/4” for large is standard)

Dietary Guidelines for Americans – Provides information to help Americans make healthy food choices; based on the current body of nutrition science, the Dietary Guidelines is a go-to resource for policymakers, public health professionals, and other experts working to improve the health of individuals, families, and communities across the nation

Dredging – To coat a food item in flour or ground crumbs before frying or sautéing

Dry heat cooking – Cooking with the circulation of hot air or direct contact to transfer heat to food without the use of moisture, steam, broth, water, or any type of liquid; methods include grilling, pan-frying, broiling, baking, and deep-fat frying

Emulsion – A uniform mixture of two unmixable liquids, such as oil and water, are forced into a uniform distribution

Enzymatic browning – An oxidation (see Oxidation) reaction that takes place in some foods, mostly fruit and vegetables, causing the food to turn brown

Evaporation – Heated water that is turned into a gas and vaporizes

Fabrication – The process of slicing and dicing food, often used to describe slicing or dicing fresh fruits and vegetables

Fat – One of the basic nutrients used by the body to provide energy; also provides flavor to food and gives a feeling of fullness

Fiber – A plant-based nutrient that is sometimes called roughage or bulk; a type of carbohydrate but, unlike other carbs, cannot be broken down into digestible sugar molecules

FIFO – An inventory system that ensures that items that are purchased first are used first. When new items arrive, they must be placed behind the older items on the storage shelves, cooler, or freezer

Flavonoids – Plant pigments that dissolve readily in water, found in red, purple, and white vegetables such as blueberries, red cabbage, and beets

Flavor – The sensory impression of a food or other substance, determined mainly by the chemical senses of taste and smell

Fold – The process of blending a light ingredient, such as beaten egg whites, into a heavier ingredient by lifting from underneath with a spatula or spoon

Front-loading spices – Adding seasoning and spice at or near the beginning of the cooking process

Garnish – An edible decoration or accompaniment to a prepared dish to increase eye appeal

Grate – The process of transforming solid, firm food items into small pieces by rubbing the item against a grating instrument.

Honing Steel – A kitchen tool that is mounted on the handle is a rounded stick-like rod—typically made from steel, ceramic, or diamond-coated steel. They are commonly used to straighten the edge of a knife as it is dragged along the rod from heel to tip in a downward slicing motion.

Julienne – A culinary knife cut in which the food item is cut into long thin strips, similar to matchsticks

Knead – A method of mixing pliable dough by stretching, folding, and pushing to form gluten in the flour

Maillard reaction – A chemical reaction between an amino acid and a reducing sugar, usually requiring the addition of heat; like caramelization, it is a form of non-enzymatic browning

Marinade – A liquid, such as vinegar or oil, with spices or other flavorings added to it that is made for the purpose of soaking a food in it to add flavor or to tenderize

Marinate – The process of soaking foods in seasoned and acidic liquid before cooking for hours or days, adding flavor to the food

Melt – To become altered from a solid to a liquid state, usually by heat

Mince – To cut into very small pieces where uniformity or shape is not important

Mirepoix – A French term used to describe a combination of chopped flavorful vegetables used to flavor stocks, soups, braises, and stews; contains two parts onion to one part each of celery and carrot

Mise en place – Meaning “everything in place”; refers to the preparation and organization of ingredients and equipment

Mix – To combine, join, blend, or put together two or more things

Moist heat cooking – Cooking with water, other liquid, or steam to transfer heat to food; methods include poaching, simmering, boiling, braising, stewing, pot roasting, and steaming

Nutrient analysis – Calculated nutrient content of foods, recipes, and/or menus

Nutrient-dense – Food that is high in nutrients but relatively low in calories; contains vitamins, minerals, complex carbohydrates, lean protein, and healthy fats

Nutrients – A substance used by an organism to survive, grow, and reproduce

Oxidation – A chemical reaction that takes place in some foods, mostly fruit and vegetables, causing the food to turn brown

Parboiling – To partially cook a portion of food in simmering/boiling water; similar to blanching but cooked for longer

Parcooking – Partially cooking food by any cooking method

Paring knife – A thin-bladed knife intended for coring and paring (peeling) fruit such as apples as well as slicing small ingredients; it is majorly used for detailed and controlled cutting

Pasteurization – The process of heating foods, such as milk, cheese, yogurt, beer, fruit ciders, wine, and other foods to a temperature high enough and for a sufficient period to destroy harmful micro-organisms

Peel – The outer skin or rind of a fruit and vegetable; this outer skin will generally be removed and discarded before the vegetable is used, but there are occasions when it is left on; the peel on a fruit is also often removed, but depending on its use, it may be required to remain on the flesh of the fruit

Pilaf – A savory rice dish in which the rice is browned in oil or butter before it is cooked in liquid; cooked in just enough liquid so that all of the liquid is absorbed; contains various seasonings and generally includes chopped vegetables

Poach – A method in which items are cooked gently in liquid at 160 °F to 180 °F

Portion – Also known as serving size; a standardized amount of food served

Purée – Cooked food, usually vegetables, fruits, or legumes that has been ground, pressed, blended, or sieved to the consistency of a creamy paste or liquid

Reduce – The process of thickening and intensifying the flavor of a liquid mixture such as a soup, sauce, wine, or juice by simmering or boiling; as the food cooks, the liquid evaporates, leaving the cooking vessel and decreasing the total volume of liquid

Render – To transform solid fat into liquid form by use of heat

Rondelle – A type of cut that creates round or oval, flat pieces by cutting a cylindrical vegetable crosswise

Roux – A mixture of fat (especially butter) and flour used as a thickening agent in the making of sauces

Sauté – To cook food quickly over relatively high heat, literally meaning “to jump” as the food does when placed in a hot pan

Score – To make shallow cuts in the surface of meat, fish, bread, or cakes; has several purposes, such as decorating the food, tenderizing, aiding in the absorption of flavor when marinating, and allowing fat to drain from meat while cooking; trays of baked items such as cornbread may be scored to indicate where the item should be cut without actually cutting it

Scratch-based food preparation – Utilizes multiple culinary techniques within a recipe while prioritizing the incorporation of ingredients as close to their original state as possible to produce child-approved menu items

Seasoning – An ingredient added to a dish that intensifies the flavors of other ingredients

Shred – A method of cutting food into thin slices or pieces using a sharp knife, food processor, or grater. Shred cooked meat by pulling it apart into strips using forks

Simmer – To maintain the temperature of a liquid just below boiling; also a cooking method in which items are cooked in a simmering liquid

Slice – To cut, generally across the grain, into thin pieces that are consistent in thickness; will most often range from 1/16” to 3/8” in thickness

Slurry – A thickening mixture that is made up of equal parts flour and water that is prepared for use in making soups, stews, and sauces

Sofrito – In Italy, sofrito is called soffritto (or, if raw, battuto) and is a combination of three ingredients: onion, carrot, and celery, with a ratio of two parts onion to one part carrot and celery

Spatula – A hand-held tool that is used for lifting, flipping, or spreading

Speed-scratch food preparation – Incorporates value-added food products with additional ingredients, utilizing minimal production steps, to produce child-approved menu items

Spice – A seed, fruit, root, bark, or other plant substance primarily used for flavoring, coloring, or preserving food

Standardized recipe – A recipe that has been tried, adapted, and retried several times for use by a given foodservice operation, and it has been found to produce the same quality results and yield every time the exact procedures are used

Steam – A cooking process that places foods above, not in, water that is boiling or hot enough to produce steam that cooks the foods with moist hot air (vapors)

Stew – A cooking technique that calls for the main ingredient to be cut into bite-sized pieces, either stewed or blanched and then cooked in a flavorful liquid that may be thickened with flour or roux

Stir-fry – A cooking method traditionally performed in a wok; foods are cut into small pieces and stirred or tossed frequently as they cook

Stock – A flavorful liquid prepared by simmering bones and/or vegetables in water with aromatics until their flavor is extracted; used as a base for soups, sauces, and other preparations

Strain – To remove undesirable particles from a liquid, to separate liquid from other solids, or to separate various contents from other contents, such as removing smaller particles from larger particles

Sweat – To cook, usually covered, without browning over low heat to encourage flavors to be extracted from vegetables and spices

Tare – Reset an electronic or spring-style scale to zero, also known as “zero the scale,” and may be used to weigh ingredients without weighing the container

Time standard – A recipe that has been tried, adapted, and retried several times for use by a given foodservice operation, and it has been found to produce the same quality results and yield every time the exact procedures are used

Toast – Browning food by exposure to dry heat

Toss – To mix the ingredients of a food dish, such as salads and pasta, by using a light lift and drop method

Trinity – A combination of aromatic vegetables, including onion, celery, and green bell pepper.

Umami – The name for the taste sensation produced by the free glutamates commonly found in fermented and aged foods

Whetstone – A fine-grained stone that sharpens knives when the blade is drawn across the coarse surface of the stone at a 22° angle

Whip – To beat food with a mixer to incorporate air and produce volume, often used to create heavy or whipping cream, salad dressings, or sauces

Work simplification – The process of finding the easiest and most efficient way to do a job

Yield – The amount of product resulting in the completion of the preparation process

Zest – To cut the zest, or the colorful part of the skin that contains oils and provides aroma and flavor, away from the fruit

Instructor's Preparation Guide

The preparation guide is designed to help the instructor prepare for each food/cooking activity. The narrative in the training manual provides more detail.

Chef Demonstration Guide

Activity/Demo Name: Weight vs. Volume Demonstration

Preparation Note(s): Gather the following equipment and ingredients. Follow the Demonstrate/Discuss list in Culinary Basics: Weight vs. Volume Demonstration.

- Electronic scale
- Spring scale
- Empty food preparation container
- 2-oz portion cup
- 8 ounces shredded cheese

Activity/Demo Name: Roux-Based Sauce

Preparation Note(s): Prepare mise en place to demonstrate the following recipe for White Sauce (Béchamel).

- Portable burner
- 2-quart saucepan
- Whisk
- Rubber spatula

White Sauce (Béchamel) Recipe

2 Tbsp butter, unsalted

2 Tbsp all-purpose flour

2 cups milk (whole milk will be most stable; however, 1% milk can be used to reduce the saturated fat content)

¼ tsp salt

⅛ tsp ground black pepper

Pinch of ground nutmeg (optional)

Melt butter in a medium saucepan over medium heat. Add flour and whisk continuously while cooking for 1 minute. Gradually add the milk, whisking continuously. When all of the milk is added, continue stirring and bring the sauce up to a low boil. Cook for 5-8 more minutes, stirring frequently, until the sauce is smooth. Stir in the salt, black pepper, and nutmeg (if using).

Activity/Demo Name: Thickening with a Slurry

Preparation Note(s): Prepare mise en place to demonstrate the following recipe for Teriyaki Sauce.

- Portable burner
- 2-quart saucepan
- Small bowl
- Whisk
- Rubber spatula

Teriyaki Sauce Recipe (adapted from the John C. Stalker Institute)

1 ¼ cup water, divided

1/3 cup brown sugar

¼ cup reduced-sodium soy sauce

1 clove garlic

½ tsp ground ginger

1 Tbsp cornstarch

¼ cup water

In a medium saucepan, combine the water, brown sugar, soy sauce, garlic, and ground ginger. Bring the mixture to a simmer over medium-high heat. In a small bowl, whisk together the cornstarch and additional water. Whisk the cornstarch and water slurry into the heated sauce. Bring to a low boil and continue cooking until the sauce reaches the desired thickness, at least 2 minutes.

Activity/Demo Name: Sweating Aromatic Vegetables

Preparation Note(s): Prepare mise en place to demonstrate the following recipe for Sweating Aromatic Vegetables (Mirepoix).

- Portable burner
- 2-quart saucepan with lid
- Rubber spatula

Sweating Aromatic Vegetables Recipe (Mirepoix)

1 Tbsp vegetable oil or butter

1 cup yellow onion, ¼ inch dice

½ cup carrots, ¼ inch dice

½ cup celery, ¼ inch dice

Heat the vegetable oil or butter in a medium saucepan over medium heat. Add the onions, carrots, and celery, and stir to incorporate into the heated fat. Cover and cook for 3-5 minutes over medium-low heat, until aromatic and the onions become translucent.

Remove from heat, keep covered.

Team Cooking Lab

- Set up team stations with the listed equipment.
- Alternatively, if the training space allows, you may set up a centralized tool and equipment staging area and require teams to gather their equipment after completing their mise en place list.
- Set up a centralized shared pantry ingredients (oils, spices, etc.) station along with scales and measures.
- Instruct participants to weigh/measure what they need from those ingredients and take only what they need back to their station.

Assign teams: (See recipes for lists of ingredients.)

TEAM 1: Teriyaki Sauce, Beef Vegetable Soup

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- 2-quart saucepan
- Whisk
- Small mixing bowl
- Stockpot
- Metal mixing spoon
- 2 1-quart liquid measures
- 4-ounce ladle
- 1-ounce ladle

TEAM 2: Chef Sam's Spinach Pesto, Bay Shrimp Chowder

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- Food processor
- Rubber spatula
- Large mixing bowl
- Stockpot
- Metal mixing spoon
- 4-ounce ladle
- 1-ounce ladle

TEAM 3: Simple Roasted Tomato Sauce, Sweet Potato and Black Bean Stew

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- 2-inch full-size steamtable pan
- Food processor
- 2-quart saucepan
- Rubber spatula
- 2 Metal mixing spoons
- Colander
- Stockpot
- 4-ounce ladle
- 1-ounce ladle

TEAM 4: Cheese Sauce, Tomato Soup

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- 2-quart saucepan
- Whisk
- Rubber spatula
- 4-quart saucepan
- Metal mixing spoon
- 1-quart liquid measure
- 2-quart liquid measure
- 4-ounce ladle
- 1-ounce ladle

TEAM 5: Tomato Sauce, Cream of Chicken Soup

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- Stockpot
- 2 Metal mixing spoons
- 2 Rubber spatulas
- 4-quart saucepan
- Whisk
- Immersion blender
- 4-ounce ladle
- 1-ounce ladle

TEAM 6: Turkey Gravy, Curried Carrot Soup

Equipment:

- Chef knife
- Cutting board
- Measuring cups, full set
- Measuring spoons, full set
- Digital thermometer, instant-read
- 2-quart saucepan
- Whisk
- 2 Metal mixing spoons
- 2 Rubber spatulas
- 4-quart saucepan
- Immersion blender
- 4-ounce ladle
- 1-ounce ladle





Equipment Checklist

Instructor's Note: At least 4 weeks before the training, contact the site coordinator to ensure the equipment is available. If any equipment is not available on-site, ask the site coordinator if it is possible to borrow equipment from another kitchen. Then, if any equipment is still unavailable, coordinate with the ICN to ship the missing equipment as needed. Clean and return the ICN's equipment after the training using the shipping label provided with the equipment.

Equipment	Total	Confirm Equipment Is Present	Use This Space To Add Comments If Equipment/Supplies Are Not Available. Please Include Any Equipment Substitutions Used.
Appliances			
Oven	2		
Range or cooktop burner	8-12 burners		
Portable burners	1-3 burners		
Pots & Pans			
2-quart saucepan with lid	7		
4-quart saucepan with lid	3		
Stockpot	4		
2-inch full-size steamtable pan	1		
Small Kitchen Tools			
Chef knife	6		
Cutting board	6		
Measuring cups, full set	6		
Measuring spoons, full set	6		
Digital thermometer	6		
1-quart liquid measure	3		
2-quart liquid measure	1		
Rubber spatula	10		
Metal mixing spoon	9		
Whisk	6		
1-ounce ladle	6		

Equipment	Total	Confirm Equipment Is Present	Use This Space To Add Comments If Equipment/Supplies Are Not Available. Please Include Any Equipment Substitutions Used.
4-ounce ladle	6		
Small mixing bowl	2		
Large mixing bowl	1		
Colander	1		
Large Kitchen Tools			
Immersion blender	1-2		
Food Processor	1-2		
Electronic scale	1		
Spring scale	1		
Can opener	2		
Potholders	12		



Shopping List

Instructor's Note: If certain ingredients are not available where you are training, use your best culinary judgment to find an alternative.

Food	Total Needed	Inventory From Prior Workshop	Purchased
Produce			
Carrots, fresh	2 lb 8 oz		
Celery, fresh	2 lb		
Garlic, fresh	3 heads		
Lemons, whole, fresh	2 each		
Onions, yellow, fresh	4 lb 8 oz		
Potatoes, fresh	1 lb		
Spinach, fresh	2 lb		
Sweet potatoes, fresh	2 lb		
Swiss chard, fresh	2 large bunches		
Tomatoes, fresh, red	5 lb		
Condiments/Oils			
Vegetable oil	½ cup 1 Tbsp		
Olive oil	1 ¾ cups		
Refrigerator			
Butter, unsalted	1 lb		
Cheddar cheese, grated	1 lb		
Ground beef, raw, no more than 10% fat	1 lb		
Half-and-half, fat-free	1 cup		
Milk, low-fat (1%)	1 qt 2½ cups		
Orange juice	1 ½ cups		
Parmesan cheese, grated	½ cup		
Sour cream	1 lb 4 oz		

Food	Total Needed	Inventory From Prior Workshop	Purchased
Dry/Canned Goods			
Beef broth, low sodium	1 qt		
Black beans, canned, low-sodium	3 qt		
Brown sugar	5 oz		
Chicken broth, low-sodium	1 qt 2 ½ cups		
Cider vinegar	2 Tbsp		
Corn, cream style, canned, no-salt-added	4 oz		
Cornstarch	3 Tbsp		
Evaporated milk, reduced fat	2 qt ½ cup		
Flour, all purpose	8 oz		
Instant mashed potato flakes	3 oz		
Soy sauce, reduced sodium	½ cup		
Sugar, granulated	2 Tbsp		
Tomato paste, no-salt-added	9 oz		
Tomatoes, canned, diced, low-sodium	13 oz		
Tomatoes, canned, diced, no-salt-added	1 qt		
Tomatoes, canned, whole	2 lb 8 oz		
Turkey stock, low-sodium (or use chicken broth)	1 qt ¼ cup		
Vegetable base	1 tsp		
Vegetable broth, low-sodium	5 qt		

Food	Total Needed	Inventory From Prior Workshop	Purchased
Dried Spices			
Salt, table	4 Tbsp		
Black pepper, ground	3 Tbsp		
Basil, dried	1 ½ Tbsp		
Cayenne pepper, ground	½ tsp		
Chili powder	1 Tbsp		
Cumin, ground	2 tsp		
Curry powder	2 Tbsp		
Dried New Mexico chili pepper, whole	1 each		
Garlic powder	5 Tbsp		
Ginger, ground	1 Tbsp		
Nutmeg, ground	1 pinch		
Onion powder	3 Tbsp		
Oregano, dried	2 tsp		
Parsley, dried	1 Tbsp ½ tsp		
Poultry seasoning	½ tsp		
Thyme, dried	⅛ tsp		
White pepper, ground	½ tsp		
Freezer			
Chicken, frozen, cooked, ½ inch dice	13 oz		
Corn, yellow, frozen	1 lb		
Green beans, frozen	4 oz		
Peas and carrots, frozen	10 oz		
Pink shrimp (bay shrimp or salad shrimp), frozen	1 lb 2 oz		
Paper Goods			
Foodservice gloves, all sizes	1 box each size		
Paper towels	1 roll		
Aluminum foil	1 box		
Plastic wrap	1 box		
Paper plates	50 each		
Napkins	50 each		
Spoons	50 each		
2-ounce portion cups	100 each		
4-ounce portion cups or soup cups	250 each		





Teriyaki Sauce

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
1 fluid ounce	Does not credit

Ingredients	12 Servings	
	Weight	Measure
Water, divided		1 ¼ cup
Brown sugar	3 oz	⅓ cup 2 tsp
Soy sauce, reduced sodium		¼ cup
Garlic, raw, minced		2 tsp
Ginger, ground		½ tsp
Cornstarch		2 Tbsp

Instructions

1. Combine 1 cup water, brown sugar, soy sauce, garlic, and ginger in a medium saucepan and set over medium heat.
2. In a small bowl, combine the cornstarch with the ¼ cup water and whisk until dissolved. Add the cornstarch mixture to the saucepan.
3. Heat the sauce until it thickens to your desired thickness. If the sauce becomes too thick, add more water to thin it out. CCP: Heat to a minimum internal temperature of 140 °F for 15 seconds. Hold hot at 140 °F or higher.
4. Serve 1 fluid ounce per portion. Or use sauce in a recipe.

Recipe adapted from the John C. Stalker Institute.

Nutrients Per Serving			
Calories	35	Total Carbohydrates	9 g
Total Fat	0 g	Dietary Fiber	0 g
Saturated Fat	0 g	Total Sugars	7 g
Cholesterol	0 mg	Protein	0 g
Sodium	345 mg		



Beef Vegetable Soup

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
1 cup (8 fl oz ladle)	$\frac{3}{8}$ cup vegetable and 1 oz equivalent meat/meat alternate

Ingredients	12 Servings	
	Weight	Measure
Ground beef, raw, no more than 10% fat	1 lb	
Celery, fresh, chopped	4 oz	1 cup
Onion, fresh, yellow, chopped	4 oz	1 cup
Garlic powder		1 Tbsp 1 tsp
Chili powder		1 Tbsp
Onion powder		2 tsp
Salt, table		1 tsp
Parsley, dried		$\frac{1}{2}$ tsp
Black pepper, ground		$\frac{1}{4}$ tsp
Beef broth, low-sodium		1 quart
Tomatoes, canned, diced, no-salt-added, undrained		1 quart
Peas and carrots, frozen	10 oz	2 cups
Corn, yellow, frozen	6 oz	1 $\frac{1}{2}$ cups
Green beans, frozen	4 oz	1 $\frac{1}{2}$ cups

Instructions

1. Heat a large pot over medium-high heat. Break apart ground beef and add to the pot. Brown the ground beef, stirring occasionally.
2. Add celery and onions, and stir into beef. Cover and sweat the vegetables for about 2-3 minutes.
3. Add the garlic powder, chili powder, onion powder, salt, dried parsley, and black pepper. Stir into the beef mixture. Continue to cook for about 1 minute to bloom the spices.
4. Add the beef broth and tomatoes. Bring to a boil, reduce heat to a simmer, and continue to simmer for 20 minutes.
5. Add the peas and carrots, corn, and green beans and simmer for about 5-10 minutes. CCP: Cook to 165 °F or higher for at least 15 seconds. CCP: Hold for hot service at 140 °F or higher.
6. Serve 1 cup (8 fl oz ladle) portions.

Recipe adapted from USDA Recipes for Family Child Care Homes.

Nutrients Per Serving			
Calories	98	Total Carbohydrates	9 g
Total Fat	3 g	Dietary Fiber	2 g
Saturated Fat	1 g	Total Sugars	3 g
Cholesterol	22 mg	Protein	9 g
Sodium	388 mg		

Chef Sam's Spinach Pesto

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
2 tablespoons	1/8 cup vegetable

Ingredients	32 Servings	
	Weight	Measure
Spinach, fresh	2 lb	
Olive oil		1 1/2 cup
Parmesan cheese, grated		1/2 cup
Lemon juice, fresh		2 Tbsp
Garlic, fresh, chopped		1 Tbsp
Salt, table		1 Tbsp
Black pepper, ground		1/2 tsp

Instructions

1. Fit a food processor with a steel blade. Make pesto in batches by filling the food processor 1/3 full with spinach.
2. Add a drizzle of oil. Process until smooth, adding more oil as needed.
3. Transfer to a large bowl. Repeat with remaining spinach and oil. When you get to the last batch of spinach and oil, add these ingredients to the food processor: cheese, lemon juice, garlic, salt, and pepper. Add to the bowl and stir well to blend flavors.
4. Hold cold until ready to use. CCP: Cool to 40 °F or lower within 4 hours. CCP: Hold for cold service at 40 °F or lower.
5. Use 2 tablespoons per serving.

Recipe adapted from Healthy School Recipes.

Nutrients Per Serving			
Calories	62	Total Carbohydrates	5 g
Total Fat	10 g	Dietary Fiber	1 g
Saturated Fat	2 g	Total Sugars	N/A
Cholesterol	N/A	Protein	2 g
Sodium	192 mg		



Bay Shrimp Chowder

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
1 cup	1.5 oz equivalent meat/meat alternate, ½ cup vegetable

Ingredients	16 Servings	
	Weight	Measure
Vegetable oil		1 Tbsp
Onion, fresh, yellow, diced	6 oz	
Celery, fresh, diced	6 oz	
Garlic powder		1 ½ tsp
Black pepper, ground		¾ tsp
Salt, table		¾ tsp
Cayenne pepper, ground		⅛ tsp
Potatoes, fresh, diced	10 oz	
Vegetable broth, low sodium		2 cups
Corn, yellow, frozen, thawed	10 oz	
Evaporated milk, reduced fat		1 quart
Instant mashed potato flakes	3 oz	1 cup
Pink shrimp, frozen, thawed	1 lb 2 oz	

Instructions

1. Heat a stockpot over medium-high heat. Add vegetable oil, onions, and celery. Stir to combine, then cover and sweat the vegetables for 3-5 minutes.
2. Add the garlic powder, black pepper, salt, and cayenne pepper. Stir into the onions and celery, and heat through for 1 minute.
3. Add the diced potatoes and vegetable broth. Bring to a simmer over medium heat, cover, and cook until potatoes are tender, about 10 minutes.
4. Add the corn and evaporated milk. Gently heat while whisking in the instant mashed potato flakes, which will thicken the chowder. Simmer, covered, for 5-10 minutes.
5. Stir in the thawed pink shrimp and bring soup back to a simmer until the soup reaches 165 °F. CCP: Cook to 165 °F or higher for at least 15 seconds.
6. Transfer soup to pans for hot holding. CCP: Hold for hot service at 140 °F or higher.
7. Serve 1 cup of chowder per serving.

Recipe from the Culinary Institute of Child Nutrition.

Nutrients Per Serving			
Calories	227	Total Carbohydrates	31g
Total Fat	4 g	Dietary Fiber	2 g
Saturated Fat	1 g	Total Sugars	N/A
Cholesterol	N/A	Protein	18 g
Sodium	669 mg		

Simple Roasted Tomato Sauce

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
¼ cup	¼ cup vegetable

Ingredients	12 Servings	
	Weight	Measure
Tomatoes, fresh, red	5 lb	
Olive oil		¼ cup
Sugar, granulated		1 Tbsp
Garlic, whole cloves, peeled		5 each
Salt, table		½ tsp

Instructions

1. Core tomatoes with a tomato corer or knife and cut in half.
2. Place tomatoes cut-side-up in a 2-inch full-size steamtable pan (or a roasting pan). Add the garlic cloves and drizzle olive oil over the tomatoes. Mix to coat tomatoes and garlic cloves.
3. Roast at 425 °F for about 40-50 minutes. CCP: Cook to 140 °F or higher for at least 15 seconds.
4. Transfer roasted tomatoes, garlic, and any liquid in the pan to a food processor fitted with a steel blade. Work in batches if needed. Add sugar and salt. Blend just until smooth.
5. Serve hot as you would with any tomato sauce: with pasta, in chicken parmesan, or in soups. CCP: Hold for hot service at 140 °F or higher.
6. Serve ¼ cup per portion.

Recipe adapted from Massachusetts Farm to School and Healthy School Recipes.

Nutrients Per Serving			
Calories	71	Total Carbohydrates	7 g
Total Fat	5 g	Dietary Fiber	2 g
Saturated Fat	1 g	Total Sugars	N/A
Cholesterol	N/A	Protein	2 g
Sodium	233 mg		



Sweet Potato and Black Bean Stew

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
1 cup	Legume as Meat Alternate: 3 oz equivalent meat alternate and $\frac{1}{2}$ cup vegetable OR Legume as Vegetable: 1 $\frac{1}{4}$ cup vegetable <i>Legumes can be counted as either a meat alternate or as a vegetable but not as both in the same meal.</i>

Ingredients	12 Servings	
	Weight	Measure
Vegetable oil		2 Tbsp
Dried New Mexico chili pepper, whole		1 whole
Onion, fresh, yellow, diced		2 $\frac{1}{2}$ cups
Cumin, ground		2 tsp
Salt, table		$\frac{1}{2}$ tsp
Black pepper, ground		$\frac{1}{2}$ tsp
Black beans, canned, low-sodium, drained and rinsed		3 quarts
Sweet potatoes, fresh, peeled, cubed $\frac{1}{2}$ inch		2 $\frac{1}{2}$ cups
Vegetable broth, low-sodium		2 cups
Orange juice		1 $\frac{1}{2}$ cups
Cider vinegar		2 Tbsp
Swiss chard, fresh, no stems, chopped		2 quarts

Instructions

- Heat a large stockpot over medium-high heat. Add whole dried New Mexico chili pepper (this will be removed later) and onions. Cook for 1-2 minutes.
- Add cumin, salt, and pepper. Stir into onions and cook until fragrant (about 1 minute).
- Add black beans, sweet potatoes, vegetable broth, and orange juice. Bring to a boil, reduce to a simmer, cover, and continue simmering for 20 minutes or until the potatoes are tender.
- Remove the chili pepper and discard.
- Add vinegar and Swiss chard. Cover and continue cooking until Swiss chard is tender, about 3 minutes.
CCP: Cook to 140 °F or higher for at least 15 seconds. CCP: Hold for hot service at 140 °F or higher.
- Serve 1 cup portions.

Recipe adapted from USDA Recipe for Family Child Care Homes.

Nutrients Per Serving			
Calories	222	Total Carbohydrates	43 g
Total Fat	4 g	Dietary Fiber	12 g
Saturated Fat	1 g	Total Sugars	N/A
Cholesterol	0 mg	Protein	10 g
Sodium	536 mg		

Cheese Sauce

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
1 fluid ounce	0.5 oz equivalent meat/meat alternate

12 Servings		
Ingredients	Weight	Measure
Butter, unsalted		2 Tbsp
Garlic, fresh, minced		2 tsp
Flour, all purpose	2 oz	¼ cup 3 Tbsp
Salt, table		½ tsp
White pepper, ground (optional)		½ tsp
Milk, low-fat (1%)		1 qt ½ cup
Cheddar cheese, grated	8 oz	2 cups

Instructions

1. In a 2-quart saucepan, melt the butter over medium heat. Add the garlic and cook for 1 minute until aromatic.
2. Add the flour, salt, and white pepper (if using), and stir into the melted butter and garlic. Continue stirring while cooking the flour for 1 minute. Do not let the flour brown.
3. Whisk in the milk and stir constantly while bringing the sauce to a boil. Reduce heat to medium and simmer, uncovered, for 1-2 minutes, or until the sauce has thickened.
4. Add the grated cheddar cheese and continue to stir until the cheese has melted into the sauce.
CCP: Cook to 140 °F or higher for at least 15 seconds.
5. Serve 1 fluid ounce per portion. CCP: Hold for hot service at 140 °F or higher.

Recipe adapted from USDA Recipes for Schools

Nutrients Per Serving			
Calories	150	Total Carbohydrates	9 g
Total Fat	9 g	Dietary Fiber	0 g
Saturated Fat	6 g	Total Sugars	5 g
Cholesterol	31 mg	Protein	8 g
Sodium	273 mg		



Tomato Soup

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
1 cup	$\frac{5}{8}$ cup vegetable

Ingredients	12 Servings	
	Weight	Measure
Butter, unsalted	2 oz	4 Tbsp
Onions, fresh, yellow, diced	12 oz	2 $\frac{2}{3}$ cups
Garlic powder		1 Tbsp
Basil, dried		1 Tbsp
Black pepper, ground		$\frac{1}{2}$ tsp
Tomato paste, no-salt-added	4 oz	$\frac{1}{2}$ cup
Tomatoes, canned, whole, undrained	2 lb 8 oz	1 quart
Vegetable broth, low-sodium		1 quart 2 $\frac{1}{2}$ cups
Sugar, granulated		2 tsp

Instructions

1. In a 4-quart saucepan, melt the butter over medium heat. Stir the onions into the melted butter. Cover and sweat the onions for 3-5 minutes, until translucent and tender.
2. Stir in the garlic powder, basil, and black pepper. Cook for about 1 minute, or until fragrant.
3. Add the tomato paste, stir into the onions, and cook for about 1 minute until heated through.
4. Add the canned tomatoes with their juices, vegetable broth, and sugar. Bring to a boil, then reduce heat to a simmer and continue to simmer for 10 minutes. CCP: Cook to 140 °F or higher for at least 15 seconds.
5. Remove from heat. Use an immersion blender to puree the soup.
6. Hold hot until service. CCP: Hold for hot service at 140 °F or higher.
7. Serve 1 cup per portion.

Recipe adapted from USDA Recipes for Family Child Care Homes.

Nutrients Per Serving			
Calories	85	Total Carbohydrates	11 g
Total Fat	4g	Dietary Fiber	2 g
Saturated Fat	2 g	Total Sugars	4 g
Cholesterol	10 mg	Protein	1 g
Sodium	414 mg		



Tomato Sauce

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
1 fluid ounce	1/8 cup vegetable

Ingredients	25 Servings	
	Weight	Measure
Vegetable oil		1 1/2 tsp
Onions, fresh, yellow, diced	2 oz	1/2 cup
Parsley, dried		1 Tbsp
Garlic powder		1 1/2 tsp
Black pepper, ground		1/8 tsp
Basil, dried		1/8 tsp
Oregano, dried		1/8 tsp
Thyme, dried		1/8 tsp
Tomato paste, no-salt-added	5 oz	1/2 cup 2 tsp
Tomatoes, canned, diced, low-sodium, undrained	13 oz	1 1/2 cups 1 Tbsp
Water		1/4 cup
Vegetable base		1 tsp

Instructions

1. Heat oil in a large stock pot.
2. Add onions, cover, and sweat the onions for about 3 minutes, or until tender and translucent.
3. Add the parsley, garlic powder, black pepper, basil, oregano, and thyme. Stir into the onions and cook until fragrant, about 1 minute.
4. Add the tomato paste, stir into the onions, and cook for about 1 minute until heated through.
5. Add the diced tomatoes, water, and vegetable base. Bring to a boil, stirring, and reduce to a simmer. Continue to simmer, uncovered, for about 5 minutes. CCP: Cook to 140 °F or higher for at least 15 seconds.
6. Serve 1 fluid ounce per portion. Or use tomato sauce for pasta or on pizza.

Recipe adapted from USDA Recipes for Child Care Centers.

Nutrients Per Serving			
Calories	14	Total Carbohydrates	2 g
Total Fat	0 g	Dietary Fiber	0 g
Saturated Fat	0 g	Total Sugars	1 g
Cholesterol	0 mg	Protein	1 g
Sodium	11 mg		

Cream of Chicken Soup

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
1 cup	1 oz equivalent meat/meat alternate

Ingredients	12 Servings	
	Weight	Measure
Butter, unsalted	3 oz	5 Tbsp
Celery, fresh, diced	3 oz	½ cup 1 Tbsp
Garlic powder		1 Tbsp
Onion powder		1 Tbsp
Oregano, dried		1 ½ tsp
Black pepper, ground		½ tsp
Salt, table		¼ tsp
Flour, all purpose	2 oz	¼ cup 3 Tbsp
Chicken broth, low-sodium		2 ½ cups
Evaporated milk, reduced fat		1 quart ½ cup
Chicken, frozen, cooked, ½ inch dice, thawed	13 oz	
Corn, cream style, canned, no-salt-added	4 oz	½ cup
Half-and-half, fat-free		1 cup

Instructions

1. In a 4-quart saucepan, melt the butter over medium heat. Stir the celery into the melted butter. Cover and sweat the celery for 3-5 minutes, until tender.
2. Add the garlic powder, onion powder, oregano, pepper, and salt. Stir and cook for 1 minute, or until fragrant.
3. Add the flour and stir into the melted butter, celery and spices. Continue stirring while cooking the flour for 1 minute. Do not let the flour brown.
4. Whisk in the chicken broth and evaporated milk, and stir constantly while bringing the soup to a boil. Reduce heat to medium and simmer, uncovered, for 5 minutes.
5. Remove from heat. Use an immersion blender to puree the soup.
6. Place the pot back over medium-high heat. Add the diced chicken and corn. Bring to a simmer, and continue to simmer, uncovered, for 5 minutes.
7. Stir in the half-and-half. CCP: Cook to 165 °F or higher for at least 15 seconds.
8. Hold hot until service. CCP: Hold for hot service at 140 °F or higher.
9. Serve 1 cup per portion.

Recipe adapted from USDA Recipes for Schools.

Nutrients Per Serving			
Calories	235	Total Carbohydrates	23 g
Total Fat	9 g	Dietary Fiber	0 g
Saturated Fat	5 g	Total Sugars	8 g
Cholesterol	39 mg	Protein	15 g
Sodium	214 mg		

Turkey Gravy

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
1 ounce	Does not credit

Ingredients	32 Servings	
	Weight	Measure
Butter, unsalted	2 oz	4 Tbsp
Flour, all purpose	2.5 oz	¼ cup 3 Tbsp
Onion powder		1 tsp
Poultry seasoning		½ tsp
Black pepper, ground		¼ tsp
Chicken or turkey stock, low-sodium		1 quart ¼ cup

Instructions

1. Melt butter in a 2-quart saucepan over medium heat. Add flour and whisk into the butter to make a roux. Cook over medium heat, stirring frequently, until light brown, about 5 minutes.
2. Add onion powder, poultry seasoning, and black pepper. Stir into the roux.
3. Whisk in the chicken or turkey stock. Bring to a boil, reduce heat to a simmer, and continue to simmer over medium-low, stirring constantly, until thickened, about 6-8 minutes. CCP: Cook to 165 °F or higher for at least 15 seconds.
4. Hold hot until service. CCP: Hold for hot service at 140 °F or higher.
5. Serve 1 ounce per portion.

Recipe adapted from Iowa Gold Star Cycle Menus, Iowa Department of Education.

Nutrients Per Serving			
Calories	23	Total Carbohydrates	2g
Total Fat	2 g	Dietary Fiber	0 g
Saturated Fat	1 g	Total Sugars	0 g
Cholesterol	4 mg	Protein	0 g
Sodium	30 mg		



Curried Carrot Soup

Cooking Process: #2 Same-Day Service

CACFP Crediting Information	
Serving Size	1 Serving Provides
½ cup	¼ cup vegetable

Ingredients	12 Servings	
	Weight	Measure
Vegetable oil		2 Tbsp
Onions, fresh, yellow, diced		¾ cup
Carrots, fresh, diced	1 lb 14 oz	
Curry powder		1 Tbsp 1 ½ tsp
Cayenne pepper, ground		¼ tsp
Salt, table		¼ tsp
Vegetable broth, low-sodium		1 quart 3 ½ cups
Sour cream	1 lb 4 oz	

Instructions

1. Heat oil in a 4-quart saucepan or stockpot. Add onions and carrots, stir into the oil, cover, and sweat for about 5 minutes.
2. Add curry powder, cayenne pepper, and salt. Stir into the vegetables and cook until fragrant, about 1 minute.
3. Add the vegetable broth, bring to a boil, then reduce heat to a simmer. Continue to simmer until carrots are very tender. CCP: Cook to 140 °F or higher for at least 15 seconds.
4. Remove soup from heat. Use an immersion blender to puree the soup until smooth.
5. Hold hot until service. CCP: Hold for hot service at 140 °F or higher.
6. Serve ½ cup portions garnished with 1 tablespoon of sour cream.

Recipe adapted from Windham Raymond School District and Healthy School Recipes.

Nutrients Per Serving			
Calories	117	Total Carbohydrates	10 g
Total Fat	8 g	Dietary Fiber	3 g
Saturated Fat	3 g	Total Sugars	4 g
Cholesterol	14 mg	Protein	3 g
Sodium	181 mg		



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