

## Standardized Recipes

The United States Department of Agriculture (USDA) identifies that a standardized recipe “has been found to produce the same good results and yield every time when the exact procedures are used with the same type of equipment and the same quantity and quality of ingredients”.

The recipes in this book were developed and tested with specific ingredient amounts. When ingredients are substituted, amounts are altered, or alternate cooking equipment is used, the recipe has lost its standardization and will need to be adjusted accordingly. Recipes can be adjusted either manually utilizing math skills or with the help of computer software.

It is important to ensure standardization with recipes. When extra ingredients are added or are portioned incorrectly, there may be a change in the cost to produce that recipe. If similar mistakes are made

multiple times a day, the costs really add up! The nutrients per serving for a recipe can be altered significantly when a recipe is not followed. Care must be taken when substituting ingredients in a recipe since different forms of an ingredient (i.e., fruit packed in juice vs. fruit packed in syrup) may have very different nutrient contents. Another very important reason to use standardized recipes is keeping customers happy and satisfied. Standardized recipes provide the same recipe outcome no matter who is preparing them. Customers will be more satisfied and participation may increase because customers know what to expect each time a product is served.

Source: “Measuring Success with Standardized Recipes” manual retrieved from <http://www.nfsmi.org/>

# Benefits OF STANDARDIZED RECIPES

Using standardized recipes provides many benefits to school foodservice operations. These benefits include:

- **Consistent food quality**—The use of standardized recipes ensures that menu items will be consistent in quality each time they are prepared and served.
- **Predictable yield**—The planned number of servings will be produced by using standardized recipes. This can help to reduce the amount of leftover food if there has been overproduction, and also will help to prevent shortages of servings on the line. A predictable yield is especially important when food is transported from a production kitchen to other serving sites.
- **Customer satisfaction**—Well-developed recipes that appeal to students are an important factor in maintaining and increasing student participation levels. Schools may take a lesson from national restaurant chains that have developed popular menu items consistent in every detail of ingredient, quantity, preparation, and presentation. Standardized recipes provide this consistency and can result in increased customer satisfaction.
- **Consistent nutrient content**—Standardized recipes will ensure that nutritional values per serving are valid and consistent.
- **Food cost control**—Standardized recipes provide consistent and accurate information for food cost control because the same ingredients and quantities of ingredients per serving are used each time the recipe is produced.
- **Efficient purchasing procedures**—Purchasing is more efficient because the quantity of food needed for production is easily calculated from the information on each standardized recipe.
- **Inventory control**—The use of standardized recipes provides predictable information on the quantity of food inventory that will be used each time the recipe is produced.
- **Labor cost control**—Written standardized procedures in the recipe make efficient use of labor time and allow for planned scheduling of foodservice personnel for the work day. Training costs are reduced because new employees are provided specific instructions for preparation in each recipe.
- **Increased employee confidence**—Employees feel more satisfied and confident in their jobs because standardized recipes eliminate guesswork, decrease the chances of producing poor food products, and prevent shortages of servings during meal service.
- **Reduced record keeping**—A collection of standardized recipes for menu items will reduce the amount of information required on a daily food production record. Standardized recipes will include the ingredients and amounts of food used for a menu item. The food production record will only need to reference the recipe and portion/serving sizes along with the number of planned, offered, and served menu items with leftover amounts.
- **Successful completion of State/Federal reviews**—Standardized recipes are a source of documentation for the State Agency reviews. These reviews determine how well schools are meeting the statutory nutrition standards. Schools provide a minimum of one week of menus, recipes, and production records for nutrient analysis by the State Agency. If necessary, this week may be expanded to the entire month. A review cannot be completed if the recipes are missing information or provide inaccurate information on ingredients, yield, or serving size. Menus, recipes, production records, and the nutrient analysis are kept on file for review.

Source: “Measuring Success with Standardized Recipes” manual retrieved from <http://www.nfsmi.org/> (<http://www.nfsmi.org/ResourceOverview.aspx?ID=88>)

## Mise En Place

Mise en place is a French culinary term that means “everything put in its place” often used by professional chefs. The term conveys the idea that kitchen staff will plan and organize all stages of food preparation, cooking, and serving within a given time. When mise en place is practiced correctly, preparation is broken down into stages of production that ensures that staff does not need to leave their work station during each stage. This saves time and effort by placing an emphasis on being

prepared and having the necessary items prior to starting a production stage. To take mise en place a step further, kitchen tools and equipment should be given an assigned place—and then be stored properly in the same area every time. During Chef Tuesdays, mise en place was crucial for the packaging process. Due to some of the recipes requiring the packaging of multiple ingredients, it was important to set up mise en place, by placing foods in the order in which they were to be packaged.

Here are several tips to make mise en place work in your kitchen:

### STEP 1:

#### Plan and Assign

Each day, all kitchen staff should read and discuss the menu and standardized recipes. Each individual must understand their role that day for each standardized recipe, whether it is in food preparation, cooking, and/or serving.

### STEP 2:

#### Gather Equipment

All kitchen tools and equipment (measuring cups, spoons, pots, pans, spatulas, knives, cutting boards, sanitizing buckets, etc.) needed for each recipe should be gathered and placed in the preparation area.

### STEP 3:

#### Gather Ingredients

All recipe ingredients should be gathered and placed in the preparation area. Each ingredient should be properly measured and any remaining food items not needed for the day should be returned to their proper storage area.

### STEP 4:

#### Prepare Ingredients

Foods should be prepared using the proper culinary techniques required for either cooking or serving. Proper culinary techniques indicated in each standardized recipe should be used. To deliver high-quality foods, some recipes require that ingredients be prepared immediately before service.

*Note: In this book, most of the recipe instructions begin with “Prepare Ingredients.” That is an example of mise en place built into the standardized recipes, intended to assist kitchen staff with this step.*

### STEP 5:

#### Serve

Serve quality products. Food items should not be stored in the warmers so long that the quality of the food decreases.



# Measuring Dry Ingredients

## MEASURING DRY INGREDIENTS BY VOLUME

- Use appropriate dry ingredient measuring equipment.
- Use the appropriate size that will help you to save time and measure appropriately.
- Fill the measuring container to overflowing and level off with a straight-edged spatula.
- Avoid shaking or tapping the measuring container.



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## MEASURING DRY INGREDIENTS BY WEIGHT

- Scales may be digital or mechanical and the dial may be fixed or adjustable.
- Scale should be set to zero when you begin.
- Place empty container for ingredients on the scale's platform.
- For adjustable dials, place the container on the scale and turn the pointer to zero.
- For electronic scales, press the tare button to zero out the weight of the container.
- Add the ingredients until desired weight of ingredient is achieved.



## The Flour Measuring Experiment

As part of the Chef Designed School Breakfast project, trainings were conducted in each region of Idaho that included a variety of activities. One activity in particular demonstrates why standardizing recipes and discussing the recipes as part of the mise en place are so important.

In this activity, three different sets of instructions for measuring flour were distributed to three separate teams. Each team was directed to follow their given instructions which consisted of directions to fill a measuring cup with one cup flour and to weigh it. Following, are the directions provided to each team:

### TEAM 1 INSTRUCTIONS

- » Measure 1 cup flour by spooning flour with a spoon into the measuring cup
- » Weigh the amount of flour in your cup

### TEAM 2 INSTRUCTIONS

- » Measure 1 cup flour by spooning flour with a spoon into a measuring cup and tap the flour until 1 cup is full
- » Weigh the amount of flour in your cup

### TEAM 3 INSTRUCTIONS

- » Measure 1 cup flour by scooping flour with your measuring cup
- » Weigh the amount of flour in your cup

The results from all three teams during three separate trainings yielded drastically different results for a 1 cup flour measurement. No team got the same weight within three separate trainings, although the same instructions were provided. The results ranged from 3.75 ounces to 5.95 ounces and demonstrate the importance of discussing and understanding recipe directions. All kitchen staff should have the same understanding of recipe directions so they can consistently produce the same results.

FLOUR ACTIVITY MEASURING RESULTS			
	TRAINING A	TRAINING B	TRAINING C
TEAM 1	5.2 oz	4.45 oz	3.75 oz
TEAM 2	5.95 oz	5.2 oz	5.3 oz
TEAM 3	4.55 oz	5.2 oz	4.4 oz



In school foodservice, we don't typically measure ingredients in one cup measurements. Rather, our portion sizes are much larger (pounds, quarts, gallons, etc.). However, when we look at the results of the activity above, it is clear that having a standard way of measuring flour is essential to achieving the same result each time—especially when preparing large quantities of food. It is equally important to discuss this topic with your co-workers as part of mise en place, so that everyone is aware of the standardization process. That way, each kitchen is producing the same recipe every time. Not only does this keep costs in check, but our students will come to appreciate the consistency and quality of these foods, the staff will become efficient at preparing the recipes, and your state reviews will go smoothly.