

CHEF

Designed School Breakfast



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This book was designed to:

- ✓ *Promote the importance of the breakfast meal*
- ✓ *Provide information on alternate serving style options*
- ✓ *Offer recipes that appeal to students' tastes and meet the National School Breakfast (SBP) Meal Pattern (implemented July 1, 2013) for Grades K-12*
- ✓ *Encourage cost control requirements by utilizing USDA Foods (USDA Commodities)*

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The School Breakfast Program

The School Breakfast Program (SBP) is funded by the federal government through cash reimbursement for meals served. Any public school, nonprofit private school, or residential child care institution can participate in the School Breakfast Program. Schools set their own prices for breakfast, but meal services must operate as nonprofit programs and all meals are reimbursed at a defined rate. Any student attending a participating school or institution may eat breakfast, but the amount they pay for the meal depends on family income. Children from families with incomes at or below 130% of the federal poverty level are eligible for free meals. Those with incomes between 130% and 185% of the poverty level are eligible for reduced price meals. Families may submit a meal application to the school district to evaluate if a student qualifies for free or reduced price meals.

For more information on the operation of the School Breakfast Program in Idaho contact the Idaho State Department of Education Child Nutrition Programs.

FRAC'S SCORECARD FOR IDAHO

SY 2013.2014

-  Average daily FRP SBP Participation: **57,615**
-  Ratio of FRP Participation in SBP for every 100 in NSLP: **55.7:100**
-  Percent of Schools Participating in NSLP that Participate in SBP: **94.4**

(FRP = free and reduced price)



Source: Food Research and Action Center
http://frac.org/frac_map/





Student Benefits of Eating Breakfast

- Eating breakfast can help improve math, reading, and standardized test scores.
- Children who eat breakfast are more likely to behave better in school and get along with their peers than those who do not.
- Breakfast helps children pay attention, perform problem-solving tasks, and improves memory.
- Children who eat school breakfast are likely to have fewer absences and incidents of tardiness than those who do not.
- By eating breakfast, students get more of important nutrients, vitamins and minerals such as calcium, dietary fiber, folate, and protein.
- Studies have shown that children who eat breakfast on a regular basis are less likely to be overweight.
- Eating breakfast as a child is important for establishing healthy habits for later in life.
- Schools that provide Breakfast in the Classroom to all students have shown decreases in tardiness and suspensions as well as improved student behavior and attentiveness.
- What you eat for breakfast can have an impact on learning. One study showed that eating food high in fiber and low in sugar for breakfast helped students sustain the cognitive effects of breakfast.
- School breakfast provides $\frac{1}{4}$ of the recommended amounts of protein, calcium, iron, vitamin A, and vitamin C for the day.

Source: Benefits of Breakfast handout found at <http://www.fns.usda.gov/sites/default/files/benefitsbreakfast.pdf>



BEST – BREAKFAST ENCOURAGES SCHOLASTIC TALENT

Idaho students need a good breakfast to maximize learning, minimize negative behaviors, and for the future health of Idaho.

Coming to School Hungry

3 out of 4 public school teachers say that students regularly come to school hungry.

81% say it happens at least once a week. Even though 94% of public schools offer breakfast, 50% of teachers still say the problem has increased.

Educators agree that kids need to start the day with a healthy breakfast in order to do well in school.



BENEFITS OF BREAKFAST

Teachers see
THE BENEFITS
of breakfast:



76%

HEALTHIER
students



93%

helps students
CONCENTRATE
throughout the day



87%

better **ACADEMIC**
performance



74%

PREVENTS headaches
and stomachaches



68%

Better **BEHAVED**
students

Source: <http://hungerinourschools.org/img/NKH-HungerInOurSchoolsReport-2015.pdf>

Every Student Needs Breakfast

If breakfast is so important to academic success, why are students still hungry? The problem is that student participation is impacted by the way breakfast is served at most schools. Breakfast programs often fail because they are too early or students are embarrassed to participate. A simple, effective solution is to serve breakfast as part of the school day, instead of in the cafeteria, early in the morning before school begins.



When students eat Breakfast in the Classroom, educators see a profound change for the better.



75% of educators with Breakfast in the Classroom say that the program has been positive for students, because:

- ① Students have been fed
- ② Students are energized and ready
- ③ No one is singled out

Breakfast in the Classroom isn't the only way to make breakfast part of the school day. Grab 'n Go and Second Chance Breakfast service styles have also proven to be successful.

Universal Free Breakfast

To make sure all of their students have the opportunity to enjoy a healthy breakfast at the start of the school day, many schools have opted to provide a universal free breakfast to all students. This can often be implemented without any additional financial burden using special reimbursement programs such as Provision 2 or the Community Eligibility Provision (CEP) option. Another great benefit of universal free breakfast is that it can reduce administrative costs by decreasing application burdens and simplifying meal counting and claiming procedures. As all students eat for free, there is less possibility to stigmatize students due to income status.

To learn more and see if your school site is a good candidate for universal free breakfast contact the Idaho State Department of Education, Child Nutrition Programs.

PROVISION 2

Provision 2, established in the National School Lunch Act (Section 11(a)(1), 42 USC 1759(a); 7 CFR 245, allows schools to offer breakfast, lunch, or both free of charge to all students for up to 4 consecutive years with the ability to extend for additional four-year cycles. During the first year, or “base year” of the program, there is no change with administrative procedures, but during the subsequent years, districts save on administrative costs by no longer having to collect, process, and verify school meal applications or track meals by eligibility.

After the base year, schools only count the number of reimbursable meals served each day and are reimbursed for meals by the percentages of free, reduced price, and paid meals identified during the base year. The school must make up any difference between federal reimbursement and meal cost with non-federal funds. Schools with high percentages of low-income students are often able to implement Provision 2 without losing money. Most schools realize administrative costs savings when at least 75% of their students qualify for free or reduced priced meals.

THE COMMUNITY ELIGIBILITY PROVISION (CEP)

The Community Eligibility Provision (CEP), established in the Healthy, Hunger-Free Kids Act of 2010 and implemented nationwide in the 2014-2015 school year, allows schools to offer breakfast and lunch free of charge to all students for up to four consecutive years with the possibility

of renewal. Districts save on administrative costs by no longer having to collect, process, or verify school meal applications or track meals by eligibility. In order to qualify for CEP, any district, school, or groups of schools must have 40 percent or more “identified” students eligible for free school meals through Direct Certification. Directly certified students are those students from households that receive SNAP, TANF, or FDPIR, or have been identified as being homeless, migrant, or in foster care.

Schools are reimbursed for meals at the free and paid rates. To calculate reimbursement for the served meals, the percentage of identified students is multiplied by a predetermined factor to get the total meals reimbursed at the free rate. The remaining percent is reimbursed at the paid rate. The predetermined factor is set by USDA and can be adjusted between 1.3 to 1.6. For example, if the predetermined factor is 1.6, a school with 45 percent identified students would be reimbursed for 72 percent ($45\% \times 1.6 = 72\%$) of the meals at the free rate and 28 percent at the paid rate ($100\% - 72\% = 28\%$). The school must make up any difference between federal reimbursement and meal cost with non-federal funds.



4 DAY MEAL PATTERN

4-DAY BREAKFAST MEAL PATTERN						
SERVE ONLY	OFFER VS. SERVE (OVS)					
<ul style="list-style-type: none"> Minimum 3 items daily. Must prepare each milk, fruit/vegetable, and grain item in the required amount. 	<ul style="list-style-type: none"> Minimum 4 items daily. Must prepare milk, fruit/vegetable, grain, and 1 additional item (either grain, fruit/vegetable, or meat/meat alternate) in the required amount. Students must have at least 3 items on tray at POS; 1 item must be at least ½ cup fruit/vegetable. 					
REQUIRED TO PREPARE	Grade K-5	Grade 6-8	Grade K-8	Grade 9-12	Grade K-12	
1 item of Fluid Milk Must offer two varieties in fat content and/or flavor: Fat-free flavored, Fat-free plain, 1% plain. 	1 cup daily	1 cup daily	1 cup daily	1 cup daily	1 cup daily	
1 item of Fruit/Vegetable Juice must be 100% full-strength. No more than half weekly offering may be juice. In order to count starchy vegetables, must serve 2 cups of vegetables from any non-starchy subgroup in the same week. 	1 cup daily	1 cup daily	1 cup daily	1 cup daily	1 cup daily	
1 item of Grain Daily and weekly minimums must be met. All of grains offered must be whole grain-rich. 	1 oz eq daily 5.5 oz eq weekly	1 oz eq daily 6.5 oz eq weekly	1 oz eq daily 6.5 oz eq weekly	1 oz eq daily 7 oz eq weekly	1 oz eq daily 7 oz eq weekly	
OPTIONAL TO PREPARE						
1 item of Meat/Meat Alternate No daily or weekly requirement. Item can count towards weekly grain requirement. 	0	0	0	0	0	
Calories Weekly Average	350-500	400-550	400-500	450-600	450-500	
Sodium (mg) Target 1 (SY 14-15) Weekly Average	<540	<600	<540	<640	<540	
Sodium (mg) Target 2 (SY 17-18) Weekly Average	<485	<535	<485	<570	<485	
Sodium (mg) Target 3 (SY 22-23) Weekly Average	<430	<470	<430	<500	<430	
Saturated Fat (% of total calories) Weekly Average	<10					
Trans Fat Daily	0g/serving					

5 DAY MEAL PATTERN

5-DAY BREAKFAST MEAL PATTERN						
SERVE ONLY	OFFER VS. SERVE (OVS)					
<ul style="list-style-type: none"> Minimum 3 items daily. Must prepare each milk, fruit/vegetable, and grain item in the required amount. 	<ul style="list-style-type: none"> Minimum 4 items daily. Must prepare milk, fruit/vegetable, grain, and 1 additional item (either grain, fruit/vegetable, or meat/meat alternate) in the required amount. Students must have at least 3 items on tray at POS; 1 item must be at least ½ cup fruit/vegetable. 					
REQUIRED TO PREPARE	Grade K-5	Grade 6-8	Grade K-8	Grade 9-12	Grade K-12	
1 item of Fluid Milk Must offer two varieties in fat content and/or flavor: Fat-free flavored, Fat-free plain, 1% plain. 	1 cup daily	1 cup daily	1 cup daily	1 cup daily	1 cup daily	
1 item of Fruit/Vegetable Juice must be 100% full-strength. No more than half weekly offering may be juice. In order to count starchy vegetables, must serve 2 cups of vegetables from any non-starchy subgroup in the same week. 	1 cup daily	1 cup daily	1 cup daily	1 cup daily	1 cup daily	
1 item of Grain Daily and weekly minimums must be met. All of grains offered must be whole grain-rich. 	1 oz eq daily 7 oz eq weekly	1 oz eq daily 8 oz eq weekly	1 oz eq daily 8 oz eq weekly	1 oz eq daily 9 oz eq weekly	1 oz eq daily 9 oz eq weekly	
OPTIONAL TO PREPARE						
1 item of Meat/Meat Alternate No daily or weekly requirement. Item can count towards weekly grain requirement. 	0	0	0	0	0	
Calories Weekly Average	350-500	400-550	400-500	450-600	450-500	
Sodium (mg) Target 1 (SY 14-15) Weekly Average	<540	<600	<540	<640	<540	
Sodium (mg) Target 2 (SY 17-18) Weekly Average	<485	<535	<485	<570	<485	
Sodium (mg) Target 3 (SY 22-23) Weekly Average	<430	<470	<430	<500	<430	
Saturated Fat (% of total calories) Weekly Average	<10					
Trans Fat Daily	0g/serving					

Assessing Your School's Potential to Expand the Breakfast Program

Participation in the School Breakfast Program is important – primarily as a way to help meet the nutritional needs of students, but also to help schools receive maximum reimbursement and run a successful program. Before expanding the breakfast program, schools should assess their breakfast potential by analyzing the current program and

identifying new strategies to expand the program. These two objectives can be met by building a school breakfast expansion team, identifying strengths and barriers to increasing participation, creating an action plan to address program improvements, and incorporating marketing strategies to make school breakfast healthier and more appealing to students.

STEP 1:

Create a School Breakfast Expansion Team

Important changes generally occur when one person sees the need for change and is willing to take action. Most likely, you will find other individuals who are interested in expanding the School Breakfast Program to help more children get the nutrition they need during the school day. A good first step is to discuss your ideas about school breakfast expansion with an existing health-focused team such as a school health committee or the district's local wellness committee.

STEP 2:

Assess Your Current Breakfast Program

Once you have a group dedicated to expanding school breakfast participation, you will want to examine how well the School Breakfast Program is working in your district or school. Before you move forward with an action plan, conduct a needs assessment by considering these factors:

- **Current Breakfast Participation Rates:** *What is the current participation? Compare your participation rates for breakfast and lunch with the total enrollment for each school. You may want to use data from your October claim for reimbursement to calculate your participation rates.*
- **Student Demographics:** *Are there specific populations that are under-served? Which specific populations have high participation rates?*
- **Possible Barriers:** *What barriers might exist that keep students from participating in the breakfast program? What are some of the reasons breakfast participation does not reach its potential? See chart on right identifying possible participation barriers.*
- **Strengths:** *What strengths does your school or district have that the school breakfast team can utilize? What aspects of your current school breakfast program work well? What individuals and groups are interested in promoting healthier school nutrition environments?*
- **Team Members:** *Are there key stakeholders missing from the wellness committee or breakfast expansion team?*
- **Overall Goals:** *Expanding breakfast participation is one strategy to help improve the overall health and academic performance of students. Are there other goals, such as improved behavior or visits to the school nurse, that you can measure?*
- **Operating Costs:** *School districts face many challenges in serving healthy meals within tight financial constraints. When school meal participation levels fall short of expectations, the school or district may need to support the program with funding sources other than federal reimbursement or cash payments. Some organizations offer funding to help schools expand their breakfast programs.*



STEP 3:

Develop an Action Plan

Review the school's strengths and weaknesses and select areas for improvement. Use results from your needs assessment to create necessary changes in food, timing or method of service.

- *Decide which areas to tackle first, and which to do later.*
- *Outline specific activities and realistic timeframes to achieve the desired improvements. Borrow ideas from other districts that have increased breakfast participation.*
- *Assign responsibilities to specific team members.*
- *Determine what materials and resources are needed to complete the activities.*
- *Gain support from key stakeholders.*
- *Set a timeline for reviewing successes, resolving problems, and include a method for evaluating progress.*

STEP 4:

Put the Plan Into Action

Get the activities under way. Enlist the team members' help to promote the School Breakfast Program and meet regularly to keep momentum going toward completing each objective. Monitor progress and adjust your timelines as necessary.

STEP 5:

Evaluate Your Plan

Review your progress—recognize your successes and resolve problems that arise. Your team may need to revise the plan as you go along to make sure you accomplish your goals.

STEP 6:

Share Your Success Story

Let other people in the community (including the media) know about your activities. Invite them to participate as often as possible. This will help you win support for your goals, gain recognition for your school, and encourage others to join the team.

BARRIERS THAT AFFECT SBP PARTICIPATION

Administrative Support

- *Insufficient time allowed for eating breakfast, either before school or in class. Or, insufficient time between breakfast and lunch.*
- *Tight bus schedules limit time to eat breakfast when students arrive.*
- *Lack of personnel and/or funding for security to supervise students during breakfast.*
- *Lack of administrative support for implementing alternative breakfast methods.*
- *Is school breakfast offered only during exam week?*
- *Custodial issues, such as arrangements for trash removal if students eat in classrooms.*

Nutrition Quality for School Meals

- *The school sells other foods and beverages that compete with the School Breakfast Program.*
- *Breakfast offers limited, less healthy choices.*

Nutrition Environment

- *The cafeteria is not viewed as a welcoming place for students to eat.*
- *Students prefer to socialize with friends outside the school building before school starts.*
- *Stigma felt by students, especially when breakfast is offered only in the cafeteria.*

Breakfast Meal Service Styles

When schools improve access to school breakfast, typically more students will eat school breakfast. This allows more students to receive the academic and behavioral benefits of breakfast each day. Considering a new method of serving the breakfast meal that meets the needs of school staff and students can increase meal participation and revenue. For example, Breakfast in the Classroom has been shown to be very successful in elementary schools while Second Chance and Grab 'n Go breakfasts work well in middle and high schools.

CAFETERIA STYLE

The traditional cafeteria breakfast model has its advantages. Food can be served hot and fresh straight from the kitchen, allowing for innovative recipes. There is no pre-packaging of food into individual servings. Cafeteria service makes it easier for staff to track meals for those sites without universal free breakfast. As it is offered before school, students who cannot arrive early can miss this opportunity, so it partners well with Second Chance Breakfast or a Grab 'n Go option.

BREAKFAST IN THE CLASSROOM

This delivery method brings the food to the student at the start of the school day. Meals are delivered to the classroom, or to carts in the hallway, at the beginning of class during announcements, attendance, and class business. This allows the opportunity for all students to have a healthy breakfast and establishes a social norm

among peers to eat a healthy breakfast every day. It is an especially effective delivery method for elementary schools, as it begins the day with a consistent structure and starts them on task. Classroom structure allows students to develop a routine that will assist in delivery and clean up as well as meal counting and claiming. This delivery method works best where universal free breakfast has been implemented so as to prevent students from being excluded from the meal service. Breakfast in the Classroom requires more individual pre-packaging of foods to ensure food safety and for ease of delivery. Prepackaged foods can be purchased, or staff time can be used to package items prepared in the kitchen. Transporting food can be done with small equipment such as rolling insulated containers or carts. In some schools, food service staff can deliver meals to classrooms. Other schools use student classroom helpers to pick up their classroom breakfast cart.

Breakfast in the Classroom

has become a part of our routine. Students take ownership of bringing the cooler to our classroom and pass out the breakfast to each desk. I feel it is incredibly important for every student to be set up for success by getting a healthy start to the day, and with Breakfast in the Classroom I know that every child is ready to learn.

*Lindsay Waggener • 2nd Grade Teacher
Orofino Jt. S.D. #171*

[**Breakfast in the Classroom**] has been a work in progress, figuring out all the details and fine tuning things, but the positive far outweighs the negative. Everyone has had to exercise patience and flexibility and I believe that built a respectful working relationship that has benefitted the children and families in the community.

*Michelle Shady • Child Nutrition Director
Wendell S.D. #232*



1

No child should start the school day hungry.

2

Not all children are able to eat at home.

3

Your school has a breakfast program!

4

Breakfast in the Classroom gets more students to participate.

Source: 10 Reasons to Try Breakfast in the Classroom Flyer located at http://www.fn.usda.gov/sites/default/files/10reasons-breakfast_flyer.pdf

I recommend the **Grab 'n Go** breakfast program at all grade levels, but especially at the high school level. It will increase your participation and students' academic achievement during class time.

*Bobbie Coleman • Child Nutrition Director
Lake Pend Oreille S.D. #084*

Breakfast in the Classroom is the way to go! Pulling together to find solutions to our challenges while keeping our eye on the goal - feeding our children - is what makes our program a success.

*Carmen Griffith • Food Service Director
Orofino Jt. S.D. #171*

GRAB 'N GO

Components of the breakfast meal are quickly grabbed from the cafeteria, or carts in the hallway to be eaten in the classroom at the beginning of the school day. Grab 'n Go is great for middle and high school students who want to just grab something on their way to class. It is ideal for students who have less time to eat or where the cafeteria infrastructure is limited or where it is not feasible to deliver food to each classroom. It is healthy food that is fast and convenient. For maximum exposure, Grab 'n Go breakfast carts can be positioned in high traffic areas, or it can be administered in a conveniently located cafeteria. This method uses individual pre-packaged foods or multiple food items packaged together for easy selection. Special consideration is necessary to ensure an accurate meal count if service occurs in multiple locations.

SECOND CHANCE BREAKFAST BREAKFAST AFTER THE BELL

Busy schedules may prevent a student from eating upon arrival to school. Offering Second Chance Breakfast during a nutrition break after homeroom or first period can be the solution. This delay gives those students who are not hungry first thing in the morning the opportunity to participate at a later time. Schools can offer an abbreviated breakfast service in the cafeteria or Grab 'n Go breakfast on their way to their next class period. Special consideration is necessary to ensure an accurate count of meals taken by students. This is a great opportunity for middle and high schools.



5

Breakfast in the Classroom requires minimal work...

6

...and can have great payoffs.

7

Ensuring that students eat breakfast helps create healthy habits for life.

8

Breakfast can be incorporated into lesson plans.

9

Breakfast in the Classroom allows teachers to spend time with students.

10

Students will thank you!

SERVING STYLE

PROS

CONS

WORKS BEST WHEN

Cafeteria



- Whole school socialization opportunities
- More flexibility in serving hot or cold meals
- No prepackaging of food
- More readily allows for use of Offer versus Serve, which cuts down on food waste
- Trash disposal more convenient
- Requires direct approval by fewer stakeholders

- Requires students to arrive early in order to participate
- The cafeteria is often the school's gymnasium and meal service can take away from physical education instruction time

- School buses arrive early enough to allow students to participate without being rushed
- The cafeteria is conveniently located
- There is a high demand for hot foods at breakfast
- The counting and claiming apparatus does not support alternate methods
- Offered in conjunction with an alternate method to further boost participation

Breakfast in the Classroom



- Begins class with a structured task
- All students can participate and class may be more productive with all students having had something to eat
- Creates a "norm" among peers of eating a healthy breakfast
- Opportunity to reinforce responsibility through assigned clean up tasks

- Requires additional considerations for trash disposal
- Individual packaging may require additional labor or food costs
- More attention must be paid to food safety concerns
- Food quality may be affected if made too far in advance
- Have to figure out point of service counting if meal is not universally free

- Students are in the same room at the start of each school day
- Busses arrive just before class begins
- There is no cafeteria available
- The cafeteria is not centrally located
- The breakfast meal is free to all students

Grab 'n Go



- More flexibility in serving time and location
- More convenient for students
- Simply grabbing a bag results in meals served more quickly
- Prepackaged foods take less time to prepare than traditional meals
- Foods that are easy to eat or hand held are popular and more convenient

- Individual packaging may require additional labor and food cost
- Extra trash cans may be required to ensure trash is discarded properly
- Food safety concerns with students improperly storing food
- Need a point of service counting system that identifies students selecting multiple breakfasts from separate locations

- Cafeteria is crowded, not available at breakfast, or inconveniently located
- There is only a short amount of time to serve large numbers of students
- Busses arrive just before the start of class
- Teachers and custodial staff realize the importance eating breakfast has on learning
- Students rely on a la carte and convenience foods from outside the school for breakfast
- The breakfast menu can easily offer Grab 'n Go options

Second Chance



- Allows for student who may not have felt hungry at the start of the day or ate breakfast very early to have a chance to enjoy a healthy meal
- Can be served in the cafeteria or Grab 'n Go in a convenient location

- If served outside of the cafeteria, may require additional considerations for trash disposal
- May impact instruction time
- Have to figure out point of service counting in multiple locations

- A milk break or other break in the morning already exists
- There is no time to serve breakfast before classes
- Students rely on vending machines for snacks in the morning
- School administration is supportive of breakfast and realizes its importance to learning

BREAKFAST CARTS

Breakfast carts assist in alternate serving methods by allowing mobility for service and delivery. Schools find that bringing breakfast to students increases meal participation because students do not want to leave their friends to go get breakfast. Breakfast carts mean students do not need to choose between socializing and eating breakfast. They work best in school environments that support serving breakfast at school.

Grab 'n Go breakfast works great with breakfast carts since the general rule is the food has to be easy to grab. Schools typically put their carts in high traffic areas such as the main entrance, hallway, near the gymnasium, or wherever students hang out. Considerations need to be made for keeping milk cool, a point of service machine, depositing trash, and school rules on where to eat. Breakfast in the Classroom can benefit from a cart that allows for breakfast meals to be picked up at a convenient location or delivered to the classroom.

OFFER VERSUS SERVE (OVS) WITH ALTERNATE SERVING METHODS

Providing food options for OVS is easily done in the traditional cafeteria serving location. However, offering options becomes more difficult when space is limited and meals are pre-packaged in a bag that can easily be grabbed. OVS can be successfully implemented outside of the cafeteria with some extra consideration. With Grab 'n Go, having a separate milk cooler allows students to select from a variety of milk. Also, pre-packaged bags can be color coded or labeled to indicate different food options. A separate bowl of fresh fruit allows for students to select the fruit they want to eat. Breakfast in the Classroom also requires that additional food choices be available. Ensuring that students take all the required items for a reimbursable meal can be a challenge to do in each classroom. If cafeteria staff is not present for service, teachers can be trained on OVS. Otherwise, pre-packaging considerations similar to Grab 'n Go may be helpful.



Experiences Around Idaho

SECOND CHANCE BREAKFAST

Lake Pend Oreille S.D. #084

Lake Pend Oreille found that their breakfast participation has more than doubled most days since adding Second Chance Breakfast. This Second Chance Breakfast is served as a Grab 'n Go meal. School administration was very supportive by extending the break between 1st and 2nd period by three minutes to allow students more time to access breakfast between classes. Teachers have expressed positive feedback about students being less distracted and disruptive and seem to be more attentive after eating breakfast. Some students arrive late to school and appreciate still having access to breakfast while other students simply enjoy having more time to socialize with friends in the morning and not having to eat before school starts. Some athletes who are burning extra calories and needing a greater nutritional intake choose to purchase both an early breakfast and a Second Chance Grab 'n Go breakfast to meet their energy needs. Challenges have mostly involved balancing the necessary time and staffing required for preparing and serving Second Chance Breakfast while simultaneously preparing for lunch service.

GRAB 'N GO

Twin Falls S.D. #411

Twin Falls determined that they needed to increase breakfast participation and found Grab 'n Go breakfast to be a solution. In schools where they implemented Grab 'n Go and allowed students to take food to class, they identified student participation increases of at least 100 students.

BREAKFAST IN THE CLASSROOM

Orofino Jt. S.D. #171

Orofino Joint School District began experimenting with alternative breakfast serving styles at one elementary school in 2008-2009. After a few years of figuring out what was effective, they now serve Breakfast in the Classroom district-wide. In SY 2008-2009 they were serving breakfast to 31.36% of their student body; in SY 2014-2015 they were serving 90%. This participation increase is directly related to serving Breakfast in the Classroom. School administration identified "change" as being the biggest challenge to this service style and suggests that training staff, students, and parents is key. School leaders were committed to doing what was best for their students and met to discuss ways to address the identified barriers. They met obstacles head-on and committed to the necessary adjustments. The food service manager provided training to teachers and staff on food distribution and clean up. Outdated classroom plumbing was replaced to handle milk and cereal being dumped down the sink drain. Additional cleaning supplies and large trash cans were purchased for each classroom. School start time was adjusted, and custodial staff schedules were modified to allow for breakfast trash to be picked up in the morning and for responding to emergency spills on classroom carpets. Students are responsible for getting breakfast to the classroom. They transport it via coolers that are picked up from and returned to the kitchen and look forward to this special assignment. Teachers agree that despite the added responsibility of set up, distribution, and clean up, it is worthwhile. They have observed an increase in achievement along with a reduction in students being hungry. They no longer have to worry about students missing breakfast

FIGHTING THE MID-MORNING TUMMY GRUMBLES

Some students leave home very early for school. If they eat at home, hunger may hit much earlier than for those students who had breakfast after arriving at school. Many teachers have reported that breakfast at school improves student learning in the hours before lunch.



because they chose to stay on the playground or visit with friends before school. Linda Harrelson, Orofino Elementary School Kitchen Manager, said, “It is good to know that these children are eating breakfast and do not have to worry so much about what is for lunch so they can concentrate on their school work.” Parents are grateful for the time dedicated to ensuring their children are given an opportunity to eat. One parent said, “With many kids getting up and on the bus by 7 a.m. it leaves little time for them to eat before they leave the house. They ride the bus for at least a half an hour before they arrive at school, barely making it to class in time. With Breakfast in the Classroom our children are guaranteed a nutritious meal to help them start the day.”

BREAKFAST IN THE CLASSROOM

Wendell S.D. #232

Wendell School District implemented Breakfast in the Classroom with the Community Eligibility Provision (CEP) and nearly tripled their breakfast participation. They had wanted to ensure they had the participation to cover the expense of CEP, so they increased the availability of breakfast for the students by serving it in the classroom. This combination has been good for public relations as it benefits the community. Parents have indicated they like the idea that they have one less thing to deal with in the morning and know they can drop their

children off at school and that breakfast will be served. Although some teachers worried about Breakfast in the Classroom interfering with teaching time, most have reported that they are glad to not worry about a student being unable to concentrate because of being hungry. Many teachers enjoy the opportunity to “check in” with their students while eating breakfast. One teacher said, “I love it, it gives me a chance to talk to the kids about their homework and things like that in a relaxed atmosphere.” Food service staff admits that preparing to deliver breakfasts to individual classrooms is a time consuming process, but they report they “love it” because of how much it benefits the students and that it has built a strong working relationship with teachers and community members. The biggest challenges have been related to messes in the classroom. There was more garbage being produced that had to be dealt with and the occasional spill. These challenges were overcome by providing small garbage bags and wipes for each classroom. Small drinking straws were also provided for the juice, so now instead of peeling the foil lid off of the containers to drink, students puncture the foil with the straw.





The Recipe Development Process

All of the recipes in this Chef Designed School Breakfast book were developed by a Culinary Chef and Registered Dietitian. Chef Brenda Thompson used her combination of culinary chef expertise and nutrition knowledge to create healthy recipes that incorporate new flavors and a variety of great tastes.

CHEF BRENDA, RDN

Idaho Child Nutrition Programs Contractor Chef Brenda Thompson is a Culinary Chef and Registered Dietitian with many years of experience in Child Nutrition Programs. Chef Brenda has a passion for creating healthy foods that are not only high in nutrients but also taste good. Her culinary expertise is a great asset to Idaho Child Nutrition Programs.



The Recipe Evaluation Process

Each Chef Recipe was thoroughly tested and evaluated by school foodservice staff and students to ensure that the recipes would be successful in a wide variety of schools and have student appeal.

Every recipe was tested in a school kitchen with minimal equipment and staff.

TEST KITCHEN DETAILS

- **Personnel:** 7 full-time employees to prepare foods and serve approximately 780 students from grades K-12
- **Kitchen equipment available:** four convection ovens, a kettle, a tilt skillet, warmers, a proof box, mixer and a dishwasher
- **Prepared:** 780 meals per day were prepared and packaged the day before
- **Transported:** 780 meals per day were transported to three different school sites
- **Served:**
 - Grades K-8 were served Breakfast in the Classroom style. Classroom size ranged from 20-25 students. Each classroom received a container with milk and foods to be served. At times they also received a sheet pan with the prepared foods. Utensils, napkins, and wet wipes were included as needed.
 - Grades 9-12 were served Grab 'n Go style. The meals were pre-packaged and served from a food cart as students entered the building.

PACKAGING

Packaging can change the quality and texture of food, so it is necessary to consider packaging needs in order to identify the best options. Food safety, convenience, and presentation are all considerations. If food needs to be reheated, it is necessary to use oven-safe packaging.

During the recipe testing process, all breakfast meals were packaged the day before. Packaging products included single foil sheets, boats, bowls, and oven safe baggies. The breakfast pizza required oven-safe packaging. The plastic packaging used had small perforations to keep food products from getting soggy. This particular packaging also sealed itself when the food inside was being heated, which removed a step from the packaging process and saved time.

1. Boat-style packaging
2. Dippers packaging
3. Oven-safe baggies
4. Breakfast ready for transport



Voting Results Were Gathered From Every Student

Each student was given a voting slip with their breakfast. After they finished eating their meals, students were asked to put their anonymous voting slip into a box. Teachers assisted in ensuring that students deposited their vote correctly. Boxes were provided in each classroom for grades K-8 and on the breakfast carts for grades 9-12.



Marketing Your Chef Menus

Take advantage of the fact that the recipes featured in this book have been designed by a chef; this opens up a new marketing opportunity for your school breakfast program. Students get very excited about chefs. Chefs are well-respected in the food industry and even, at times, have celebrity status. Studies have shown that when schools incorporate a chef initiative there is greater whole grain selection and vegetable consumption by students (Cohen, et al, 2012).

Before testing these recipes, Chef Brenda visited each classroom to let students know that they would be served a “Chef Designed Breakfast”

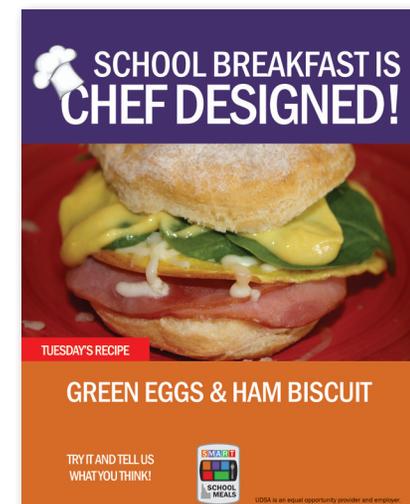
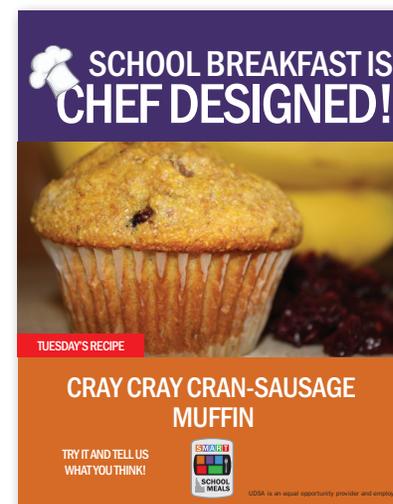
on Tuesdays over the next few months. The students expressed excitement knowing that their meals were made by a chef and were eager to taste the food. On the days that a Chef Designed Breakfast was served, marketing sheets were posted to promote the meal and increase enthusiasm.

Marketing is a very important part of making your school food service programs successful. Getting school administrators and teachers on board to help you market your menus can be very helpful. Putting students in charge of marketing can be a great way to get them involved.

TIPS TO HELP YOU MARKET YOUR PROGRAMS:

- ✓ **Be a Culinarian:** Wearing chef coats adds some excitement and the feeling that something special is being made in the kitchen. When cooks wear chef coats it emphasizes they are culinarians.
- ✓ **Garnish:** Garnishing is another way to make meals exciting. Garnishing does not need to be complicated. It can be as simple as embellishing your dishes, as seen on the Huevos Rancheros. It is a good idea to be sure that your garnishes on meals are edible and enhance the taste of the meal. Curly parsley is an example of a garnish that will likely not be eaten and just adds unnecessary expense to your meals.
- ✓ **Naming Foods:** The recipes in this book have creative names designed to generate some excitement around the meals. During testing, it was discovered that some students were eager to try the meal because of its name. Cornell University’s studies show that naming vegetables (and having the names displayed with the foods) increases selection from between 40% and 70%. This was a perfect example of that.
- ✓ **School Staff Support:** It is important to have the support of your administrator and teachers when starting and continuing your programs. Their support will help grow and maintain your programs. Your programs can often times be a good segue into teaching lessons for teachers.
- ✓ **Student Acceptance:** Getting the school student body or other popular student programs on board will help with the marketing of your programs. Students will eat what you serve them. It may take them a few times of seeing a new food before they even give it a try.

Study Reference : Juliana F.W. Cohen, Liesbeth A. Smit, Ellen Parker, S. Bryn Austin, A. Lindsay Frazier, Christina D.Economos, Eric B. Rimm, Long-Term Impact of a Chef on School Lunch Consumption: Findings from a 2-Year Pilot. Study in Boston Middle Schools, Journal of the Academy of Nutrition and Dietetics, Volume 112, Issue 6, June 2012, Pages 927-933.



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.



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.

How to Use this Book

This book features 11 unique recipes. Each recipe is featured in a two-page layout. Important aspects of each section are highlighted below.

1

INGREDIENT LIST

Ingredient quantities for 100 servings for grades K-12. Measurement symbols, such as a scale, provide a visual of how each ingredient should be measured.



A USDA Foods truck symbol indicates ingredients that can be obtained through the USDA Foods Distribution Program.



2

RECIPE DIRECTIONS

Recipe directions are broken down into clear, individual steps.

3

ESTIMATED FOOD COST

An estimated cost of the food ingredients for each individual serving based on the average food costs for the products used during testing at the pilot school. Food costs were minimized by incorporating multiple USDA Foods into each meal. Costs may vary when different products are used.

Green Eggs and Ham Biscuit

Number of Portions: 100
Portion Size: Grades K-12: 1 sandwich

1

INGREDIENTS:

	K-12 Quantities:
Biscuits, whole grain-rich	100 Biscuits (54g)
Ham	4 lbs.
Mozzarella Cheese	1 7/8 lbs.
Egg Patties, frozen	100 Patties (1 1/4 oz)
Mayonnaise, reduced calorie	4 1/2 cups
Yellow Mustard	3/4 cup
Honey	1 1/4 cups
Lemon Juice	1/2 cup
Garlic Powder	3 Tbsp.
Basil, fresh	1/2 cup
Spinach, raw	1 3/4 lbs.

= Available through USDA Foods

DIRECTIONS:

Preheat convection oven to 325°F.

2

INGREDIENTS:

to equal 0.5 ounce equivalent slices. Shred cheese. Chop basil. Thaw egg patties in the refrigerator.

PREPARE WHOLE GRAIN BISCUIT: Bake according to manufacturer's instructions. Slice each biscuit in half.

PREPARE BASIL HONEY MUSTARD: In a mixer, use the whisk attachment to mix mayonnaise, mustard, honey, lemon juice, garlic powder, and chopped basil. Mix well. Chill and store in the refrigerator for up to three days.

ASSEMBLE, HEAT AND SERVE:

In the center of each biscuit, add 0.5 ounce equivalent slice of ham, 1 egg patty, 1/4 cup fresh spinach, and .25 ounce cheese. Wrap sandwiches in individual foil sheets. Place sandwiches in a single layer on baking sheets. Bake for 8-10 minutes or until internal temperature of sandwiches reads 165°F for 15 full seconds.

Serve with 1 tablespoon of chilled basil honey mustard on the side.



3

Estimated Food Cost:

35¢



4

7

CALORIES
306

SATURATED
FAT
7.30g

SODIUM
782.82mg

5

Chef Brenda's Tips

- The basil in this recipe adds a gourmet flavor profile to a sandwich that may otherwise sound like a common fast food item. The spinach and basil may be unfamiliar to students, but combining these ingredients with foods they are used to eating is a great way to encourage them to try new things.
- During the testing phase of this recipe, we placed the cheese on top of the spinach, which melted the cheese to the vegetable—and prevented students from removing it.
- These sandwiches can be prepared ahead of time (assembled, wrapped in foil, and stored in the refrigerator) to heat for the next day.

6

RECIPE CONTRIBUTIONS:

	GRADES K-12
Grains Contribution	3.5 oz eq
Grains Total	1.75 oz eq
WGR biscuit	1.75 oz eq
Meats/MA Total	1.75 oz eq
Ham	0.5 oz eq
Eggs	1.0 oz eq
Cheese	0.25 oz eq



RECIPES 31

4

PREPARED RECIPE IMAGE

Photograph depicting the fully prepared breakfast recipe.

5

CHEF BRENDA'S TIPS

Tips and suggestions for the recipe from Chef Brenda.

6

RECIPE CONTRIBUTIONS

Breakdown of how specific ingredients contribute to meal components. The credit amounts are based on the products used during testing.

7

RECIPE NUTRITION FACTS

The calories, saturated fat, and sodium for one serving. This nutrient analysis is based on the products used during testing. Nutrient facts may vary when a different product is used; always check food labels for nutrition facts.

Recipe Format

RECIPE FORMAT

Based on schools' requests for recipes that are simple and clear to read, the recipes in this book have been formatted to provide clear steps and instructions.

INGREDIENT LISTS

Ingredient amounts are listed for 100 students in Grades K-12. Adjust amounts based on your school's experience and historical production records if you use Offer vs. Serve.

Ingredients are listed in the "as purchased" form. For example, the ingredient list will tell you to purchase fully cooked ham and then the directions will direct you to dice or slice the ham. If your school prefers to purchase value-added items that already have some of the processing or dicing done, you will need to adjust the ingredient amounts to reflect the change in purchased product.

Be sure to check grain ingredients to ensure the product is whole grain-rich (WGR).

RECIPE DIRECTIONS

Each set of recipe directions are broken out into clear, separate steps, including a step titled "Prepare Ingredients". This step includes tasks such as pre-heating the oven, thawing ingredients, or draining canned items.

Each recipe task is vital to the success of the recipes; the separate titled steps in the recipes are to help ensure all steps are followed. It is important that kitchen staff read and follow each step as directed to preserve the quality of the chef designed recipe. Reading all directions thoroughly before starting is essential to mise en place.

Read more about mise en place on page 23.



WHOLE GRAIN-RICH (WGR)

To credit any grain item toward the grain component, the item must be whole grain-rich (WGR) and provide the required ounce equivalent serving size. Foods that qualify as whole grain-rich either contain 100 percent whole grain (every grain ingredient is whole grain) or contain a blend of whole and enriched grains of which at least 50% is whole grain. To determine if grain-based foods are WGR, review the product's package label and product formulation statement (PFS), using these three steps:

- ✓ 1. Determine if whole grains are at least 50% of the product's total weight.
- ✓ 2. Determine if all other grain ingredients in the product are enriched.
- ✓ 3. Determine if the product contains noncreditable grains, and if so, whether their combined weight complies with the specified limit.

CONTRIBUTIONS /NUTRITIONAL INFORMATION

Each recipe contribution is provided by ingredient so schools can see the breakdown of individual food items. The recipe's calories, saturated fat, and sodium are also provided with each recipe. The provided information is based on the products used during testing. Contributions and nutritional information may vary when different products are used. Always be sure to check food labels to confirm nutritional information and ensure grain products are whole grain-rich (WGR).

Note: It is important for each district to adapt the recipes and calculate components that reflect the exact product used by their schools. Products can vary greatly from brand to brand and year to year, including USDA Foods items. All of the recipes use SY 2013/2014 USDA Foods specifications, so recipes will need to be adapted as product specs change. Product reformulation often results in a change in contributions from ingredients. It is each district's responsibility to adjust recipes, ingredient amounts, recipe contributions, and nutrition facts to reflect the current products used.



Green Eggs and Ham Biscuit

Number of Portions: 100

Portion Size: Grades K-12: 1 sandwich

INGREDIENTS:

K-12
Quantities:

Biscuits, whole grain-rich		100 Biscuits (54g)
Ham 		4 lbs.
Mozzarella Cheese 		1 5/8 lbs.
Egg Patties, frozen 		100 Patties (1 1/4 oz)
Mayonnaise, reduced calorie 		4 1/2 cups
Yellow Mustard		3/4 cup
Honey		1 1/4 cups
Lemon Juice		1/2 cup
Garlic Powder		3 Tbsp.
Basil, fresh		1/2 cup
Spinach, raw		1 3/4 lbs.

 = Available through USDA Foods

DIRECTIONS:

Preheat convection oven to 325 ° F.

PREPARE INGREDIENTS:

Slice ham to equal 0.5 ounce M/MA equivalent slices. Shred cheese. Chop basil. Thaw egg patties in the refrigerator.

PREPARE WHOLE GRAIN BISCUIT:

Bake according to manufacturer's instructions. Slice each biscuit in half.

PREPARE BASIL HONEY MUSTARD:

In a mixer, use the whisk attachment to mix mayonnaise, mustard, honey, lemon juice, garlic powder, and chopped basil. Mix well. Chill and store in the refrigerator for up to three days.

ASSEMBLE, HEAT AND SERVE:

In the center of each biscuit, add 0.5 ounce equivalent slice of ham, 1 egg patty, 1/8 cup fresh spinach, and .25 ounce cheese. Wrap sandwiches in individual foil sheets. Place sandwiches in a single layer on baking sheets. Bake for 8-10 minutes or until internal temperature of sandwiches reads 165 ° F for 15 full seconds.

Serve with 1 tablespoon of chilled basil honey mustard on the side.



Estimated
Food Cost:

35¢



CALORIES
306

SATURATED FAT
7.30g

SODIUM
782.82mg

Chef Brenda's Tips

-  The basil in this recipe adds a gourmet flavor profile to a sandwich that may otherwise sound like a common fast food item. The spinach and basil may be unfamiliar to students, but combining these ingredients with foods they are used to eating is a great way to encourage them to try new things.
-  During the testing phase of this recipe, we placed the cheese on top of the spinach, which melted the cheese to the vegetable—and prevented students from removing it.
-  These sandwiches can be prepared ahead of time (assembled, wrapped in foil, and stored in the refrigerator) to heat for the next day.

RECIPE CONTRIBUTIONS:	GRADES K-12
Grains Contribution	3.5 oz eq
<i>Grains Total</i>	<i>1.75 oz eq</i>
WGR biscuit	1.75 oz eq
<i>Meats/MA Total</i>	<i>1.75 oz eq</i>
Ham	0.5 oz eq
Eggs	1.0 oz eq
Cheese	0.25 oz eq



Sunny Side Breakfast Pizza

Number of Portions: 100

Portion Size: Grades K-12: 1 slice

INGREDIENTS:

K-12
Quantities:

Pizza Crust, whole grain-rich		100 slices (1 ¾ oz.) from 10 rectangle pizza dough sheets
Sweet Potatoes, canned in light syrup, cut, drained 		12 ½ cups mashed
Onion, dehydrated flakes		1/3 cup
Italian Seasoning		1/3 cup
Bacon Bits, real		2 cups
Scrambled Eggs, precooked, frozen 		3 ⅞ lbs
Mozzarella Cheese 		4 ¾ lbs

 = Available through USDA Foods



DIRECTIONS:

Preheat convection oven to 325 ° F.

PREPARE INGREDIENTS:

Thaw eggs completely in refrigerator.
Drain sweet potatoes. Shred cheese.

PREPARE DOUGH:

Place 2 rectangle pizza doughs side-by-side on each full sheet pan.

PREPARE SWEET POTATO PIZZA SAUCE:

In a mixer, using the whisk attachment, mash enough drained canned sweet potatoes to equal 12 ½ cups (per 100 servings). Mash well, leaving no chunks. Mix in Italian seasoning and dehydrated onions.

NOTE:

Sweet potatoes should equal 1/8 cup per serving/slice of pizza. Based on our yield study during recipe testing, one #10 can

of USDA sweet potatoes #100317 yields approximately 4½ to 5 cups mashed sweet potatoes.

PREPARE PIZZA:

Spread pizza dough evenly with sweet potato pizza sauce, top with bacon bits, scrambled eggs, and cheese.

NOTE:

All ingredients MUST reach the edges of the pizza dough so that all slices, including the end pieces, contain the correct amount of M/MA and vegetable components.

BAKE PIZZA:

Bake pizza according to pizza crust manufacturer's recommendation. If there is not a manufacturer's recommendation, bake for approximately 10 to 12 minutes or until internal temperature reaches 165 ° F.

Estimated
Food Cost:

14¢



CALORIES
224

SATURATED
FAT
3.50g

SODIUM
428.33mg

Chef Brenda's Tips



Due to this recipe's high moisture content, using a thin crust pizza is best. A thick crust would tend to get soggy.



Bacon bits are added to this recipe for flavor, and it is best to use real rather than imitation bacon bits.



To add more vegetables (and flavor), consider caramelizing red onions and adding them to the top of the pizza. Spinach and mushrooms would be great, too.

RECIPE CONTRIBUTIONS:

	GRADES K-12
Grains Contribution	3 oz eq
<i>Grains Total</i>	1.75 oz eq
WGR Pizza Crust	1.75 oz eq
<i>Meats/MA Total</i>	1.25 oz eq
Eggs	0.5 oz eq
Cheese	0.75 oz eq
Fruits/Vegetable Contribution	1/8 cup
<i>Vegetable Total</i>	0.125 cup
Sweet Potato	0.125 cup



Corney Huevos Rancheros

Number of Portions: 100

Portion Size: Grades K-12: See directions

INGREDIENTS:

K-12
Quantities:

Tortilla Chips, whole grain-rich		6 ¼ lbs.
Scrambled Eggs, pre-cooked, frozen 		6 ¼ lbs.
Garlic Powder		2 Tbsp.
Corn, frozen 		4 ⅝ lbs.
Black Beans, canned, drained 		25 cups
Onions, diced, frozen		2 ¼ lbs.
Salsa, low-sodium 		12 ½ cups
Garlic Powder		¼ cup
Cumin, ground		¼ cup
Mozzarella Cheese 		3 ⅞ lbs.
Jalapeño Pepper, sliced, canned, drained		1 ¾ cups
Cilantro, fresh		3 ⅞ cups

 = Available through USDA Foods

DIRECTIONS:

PREPARE INGREDIENTS:

Thaw eggs completely in the refrigerator. Drain black beans, do not rinse. Chop cilantro. Shred cheese. Optional: For easier and faster service, place 1 ounce grain equivalent of tortilla chips in serving boats or baggies.

SEASON SCRAMBLED EGGS:

Toss scrambled eggs with garlic powder.

PREPARE BEAN MIXTURE:

In a large tilt skillet or pot, cook eggs, corn, drained black beans, onions, salsa, garlic powder, and cumin. Stir well. Heat mixture on medium-high, stirring frequently. Add water if needed. Cook until temperature reaches 165 °F and onions are opaque.

NOTE:

Mixture will have very little fluid content, so it is important to stir frequently and maintain an appropriate temperature.

ASSEMBLE, HUEVOS RANCHEROS:

Place 1/3 cup (#12 scoop) of bean mixture in serving cups or bowls.

Garnish with 0.5 ounce cheese, 1 jalapeno slice, and ½ tablespoon cilantro.



Estimated
Food Cost:

21¢



CALORIES
316

SATURATED FAT
3.83g

SODIUM
465.05mg

Chef Brenda's Tips

-  This dish would also work well as a burrito. Simply standardize your recipe to use a whole wheat tortilla instead of tortilla chips.
-  Garnishing with fresh herbs (such as the cilantro in this dish) enhances the appearance and flavor of low-sodium dishes.
-  For Breakfast in the Classroom or Grab 'n Go, serve bean mixture in a bowl with a lid and chips on the side for dipping. Chips can also be ordered in 1-ounce prepackaged bags.

RECIPE CONTRIBUTIONS:		GRADES K-12
Grains Contribution		2.5 oz eq
<i>Grains Total</i>		1.0 oz eq
	WGR Tortilla Chips	1.0 oz eq
<i>Meats/MA Total</i>		1.5 oz eq
	Eggs	1.0 oz eq
	Mozzarella Cheese	0.5 oz eq
Fruits/Vegetable Contribution		½ cup
<i>Vegetable Total</i>		0.5 cup
	Corn*	0.125 cup
	Black Beans	0.25 cup
	Salsa	0.125 cup



*This is a starchy vegetable. In order to credit as a vegetable, 2 cups of non-starchy vegetables must be served in the same week.

Rocky Mountain Breakfast Burrito

Number of Portions: 100

Portion Size: Grades K-12: 1 burrito

INGREDIENTS:

K-12
Quantities:

Tortilla, whole grain-rich 	 100 Tortillas (1 ½ oz.)
Mozzarella Cheese 	 3 ½ lbs.
Scrambled Eggs, pre-cooked, frozen 	 3 ½ lbs.
Garlic Powder	 2 Tbsp.
Black Beans, canned, drained 	 25 cups
Green Chilies, canned, chopped, drained	 12 ½ cups
Garlic, flakes	 ¼ cup
Onions, dehydrated	 ¼ cup
Cumin, ground	 ¼ cup
Salsa, low-sodium 	 12 ½ cups

 = Available through USDA Foods



36 CHEF DESIGNED SCHOOL BREAKFAST

DIRECTIONS:

Preheat convection oven to 350 °F.

PREPARE INGREDIENTS:

Thaw eggs completely in refrigerator. Drain and rinse black beans. Drain chili peppers. Shred cheese.

HEAT TORTILLAS AND SHRED CHEESE:

Do not remove tortillas from their plastic bag. Place tortillas in the warmer for 1 hour or until warm. If tortillas begin to stick together, remove them from their plastic bag and microwave for 1 minute and use immediately.

SEASON SCRAMBLED EGGS:

Toss scrambled eggs with garlic powder.

PREPARE BEAN MIXTURE:

Toss seasoned eggs, drained black beans, green chiles, garlic flakes, dehydrated onions, and cumin until well combined.

ASSEMBLE AND HEAT BURRITOS:

Place warm tortillas on individual foil sheets. Place ⅓ cup of bean mixture, 1 ounce eggs, and 0.5 ounce of cheese in the center of each tortilla and wrap into a burrito shape. Wrap the foil around the burrito. Line wrapped burritos in a single layer on baking sheets and heat for 15-20 minutes. Serve salsa on the side.



Estimated
Food Cost:

15¢



CALORIES
258

SATURATED
FAT
2.80g

SODIUM
668.63mg

Chef Brenda's Tips

-  If the tortillas stick together, place them in a microwave for 1 minute.
-  To enhance the flavors of this low-sodium dish, prepare the bean mixture a day in advance and store in the refrigerator.
-  Wrapping burritos is a skill and can take time, so it is a good idea to conduct training on how to perform this task before taking this burrito to production.

GRADES K-12		
RECIPE CONTRIBUTIONS:	Grains Contribution	2.5 oz eq
	<i>Grains Total</i>	<i>1.5 oz eq</i>
	WGR Tortilla	1.5 oz eq
	<i>Meats/MA Total</i>	<i>1.0 oz eq</i>
	Eggs	0.5 oz eq
	Mozzarella Cheese	0.5 oz eq
	Fruits/Vegetable Contribution	½ cup
	<i>Vegetable Total</i>	<i>0.5 cup</i>
	Black Beans	0.25 cup
	Salsa	0.125 cup
Green Chili	0.125 cup	



Cray Cray Cran-Sausage Muffin

Number of Portions: 100

Portion Size: Grades K-12: 1 muffin

INGREDIENTS:

K-12
Quantities:

Whole Wheat Flour 		3 ½ lbs.
Cornmeal, enriched		2 ¾ lbs.
Sugar		1 ½ lbs.
Sage, ground		3 Tbsp.
Onion Powder		3 Tbsp.
Baking Powder		3 Tbsp.
Baking Soda		1 Tbsp. + 1 tsp.
Salt		1 Tbsp. + 1 tsp.
Yogurt, plain, fat-free		5 ½ cups
1% Milk		5 ½ cups
Vegetable Oil 		4 cups
Eggs, frozen 		1 ⅞ cups
Pork Sausage Patties, fully cooked, frozen 		4 lbs.
Cranberries, dried		6 ⅓ cups (1 ⅞ lbs.)

 = Available through USDA Foods

38 CHEF DESIGNED SCHOOL BREAKFAST

DIRECTIONS:

Preheat convection oven to 325 °F.

PREPARE INGREDIENTS:

Ensure sausage and eggs are completely thawed.

PREPARE SAUSAGE:

Grind sausage into small chunks/ crumbles using a meat grinder or food processor.

PREPARE MUFFIN DOUGH:

In a large bowl, combine flour, cornmeal, sugar, sage, onion powder, baking powder, baking soda, and salt.

In a large mixer, using the whisk attachment, combine yogurt, milk, oil, and eggs into a smooth mixture. With the mixer on slow, gradually add flour and cornmeal mixture. Add sausage crumbles and cranberries, mixing until

incorporated well into the dough. Do not over-mix.

COOK MUFFINS:

Place paper muffin cups in muffin pans and spray the inside of each cup with cooking spray. Divide batter among 100 muffin cups by using a #12 scoop (⅓ cup). Bake 12-15 minutes or until muffins are golden brown and internal temperature reaches 165 °F.

NOTE:

Be aware that these muffins contain sausage, so meat/high protein food HACCP safety rules must be followed.



Estimated
Food Cost:

16¢



CALORIES
260

SATURATED
FAT
2.36g

SODIUM
310.91mg

Chef Brenda's Tips

-  Since most students are familiar with sweet muffins, it is a good idea to inform them that these will taste different (savory).
-  Rather than using onion powder, 2 pounds of chopped green onions can be substituted in this recipe. Be aware that this means there will be green onions showing in the muffins, which may not be appealing to elementary students.
-  This is a great opportunity for school foodservice staff to work with teachers to provide nutrition education on portion sizes. Many commercial muffins are 2-3 times larger than these muffins. The ingredient size in this recipe is appropriate for good health and weight maintenance.

		GRADES K-12
RECIPE CONTRIBUTIONS:	Grains Contribution	2.25 oz eq
	<i>Grains Total</i>	1.75 oz eq
	Whole wheat flour and enriched cornmeal	1.75 oz eq
	<i>Meats/MA Total</i>	0.5 oz eq
	Sausage	0.5 oz eq
	Fruits/Vegetable Contribution	1/8 cup
	<i>Fruit Total</i>	0.125 cup
	Cranberries, dried	0.0625*

*1/16 cup of dried fruit counts as 1/8 cup of fruit.



Sweet Raistato Muffin

Number of Portions: 100

Portion Size: Grades K-12: 1 muffin

INGREDIENTS:

K-12
Quantities:

Sweet Potatoes, canned in light syrup, drained 		12 ½ cups
Eggs, frozen 		1 ¾ cups
1% Milk		7 cups
Vegetable Oil 		2 ¼ cups
Honey		3 cups
Oats, rolled, quick 		1 ½ lbs.
Whole Wheat Flour 		2 ¾ lbs.
Pumpkin Pie Spice		¼ cup
Baking Powder		3 Tbsp.
Baking Soda		3 Tbsp.
Salt		1 ½ Tbsp.
Raisins, seedless		12 ½ cups (4 lbs.)

 = Available through USDA Foods

DIRECTIONS:

Preheat convection oven to 325 °F.

PREPARE INGREDIENTS:

Thaw eggs completely in the refrigerator. Drain sweet potatoes.

PREPARE SWEET POTATOES:

In a mixer, using the whisk attachment, mash enough canned sweet potatoes to equal 12 ½ cups (per 100 servings). Mash well, leaving no chunks. Option: Add 1 cup of milk per 12 ½ cups of sweet potatoes if needed.

NOTE:

Sweet potatoes should equal ⅛ cup per serving/muffin. Based on our yield study during recipe testing, one #10 can of USDA sweet potatoes #100317 yields approximately 4 ½ to 5 cups mashed sweet potatoes.

PREPARE MUFFIN DOUGH:

In the mixer, add eggs, milk, oil, and honey; mix well. Turn mixer off and scrape sides and bottom of the bowl with a spatula. Add oats, flour, pumpkin spice, baking powder, baking soda, and salt. Mix until moistened. Turn mixer off and scrape sides and bottom of the bowl with a spatula. Mix in raisins until well incorporated.

COOK MUFFINS:

Place muffin paper cups in muffin pans and spray the inside of each cup with cooking spray. Evenly divide batter among 100 muffin cups using an even #10 scoop (⅔ cup). Bake 15-25 minutes or until muffins are done.

NOTE:

Muffins will be very moist.



Estimated
Food Cost:

19¢



CALORIES
209

SATURATED
FAT
1.03g

SODIUM
249.69mg

Chef Brenda's Tips

-  These muffins freeze well and can be thawed for later use.
-  Pumpkin pie spice is typically a blend of cinnamon, nutmeg, ginger and allspice. It can be purchased from manufacturers or made from scratch. If you would like to make it from scratch, there are many recipes available online. Be sure to keep your spices consistent with your standardized recipe.
-  These muffins were given a creative name to increase participation—and it worked!

RECIPE CONTRIBUTIONS:		GRADES K-12
Grains Contribution		1.0 oz eq
<i>Grains Total</i>		<i>1.0 oz eq</i>
Whole wheat flour and quick rolled oats		1.0 oz eq
Fruits/Vegetable Contribution		¼ cup
<i>Fruit Total</i>		<i>0.25 cup</i>
Raisins, dried		0.125*

* ½ cup of dried fruit counts as ¼ cup of fruit.



Idaho Potato and Egg with Toast

Number of Portions: 100

Portion Size: Grades K-12: 1 portion & 1 slice toast

INGREDIENTS:

K-12
Quantities:

Hashed Brown Potatoes, frozen		6 1/8 lbs.
Green Peppers, diced, frozen		3 1/2 lbs.
Onions, diced, frozen		4 1/4 lbs.
Eggs, frozen 		10 1/2 cups
Yogurt, plain, fat-free		8 cups
1% Milk		4 cups
Garlic Powder		1/2 cup
Mustard, dry		1/4 cup
Cayenne Pepper, ground		1/8 tsp.
Worcestershire Sauce		1/4 cup
Cheddar Cheese		3 1/8 lbs.
Mozzarella Cheese 		3 1/8 lbs.
Salsa, low-sodium 		12 1/2 cups
Toast, whole grain-rich		100 slices (28g)

 = Available through USDA Foods

DIRECTIONS:

Preheat convection oven to 325 ° F.

PREPARE INGREDIENTS:

Thaw hash browns, green peppers, and onions; drain any liquid. Shred cheese. Prepare toast in toaster or oven.

ROAST VEGETABLES:

Divide vegetables into 25 servings and place each portion into a deep steam table pan (4 pans total); generously spray vegetables with cooking spray. Roast vegetables in the oven for 7-10 minutes. Remove vegetables from the oven, toss, and roast for 7-10 more minutes if needed. Let cool for 10 minutes.

PREPARE EGG MIXTURE AND PARTIALLY BAKE:

In a mixer, using the whisk attachment, combine eggs, yogurt, milk, garlic powder, dry mustard, cayenne, and Worcestershire sauce. Divide egg

mixture evenly into four portions. For each pan of roasted vegetables, pour one portion of egg mixture over the roasted vegetables and gently combine all ingredients. Cover with foil and bake for 30 minutes.

PREPARE CHEESE MIXTURE:

Toss cheddar and mozzarella cheeses together. Divide cheese evenly into four portions.

COOK AND SERVE IDAHO POTATO AND EGGS WITH TOAST:

Remove from the oven and top each pan of Idaho Potato and Eggs with a portion of the cheese. Bake uncovered for 10-15 more minutes. Remove from the oven and let sit for 5 minutes before cutting. Cut each pan into 25 servings (5x5 portions). Serve hot with warm toast and 2 tablespoons of salsa on the side of each serving.

Estimated
Food Cost:

30¢



CALORIES
309

SATURATED FAT
6.11g

SODIUM
404.07mg

Chef Brenda's Tips

-  Vegetables can be sautéed in a tilt skillet rather than roasted. Whichever method you choose, it is important that they be roasted or sautéed for added flavor.
-  The starchy vegetable (hash browns) in this recipe can only be counted as a fruit/vegetable if there is a total of at least 2 cups of a non-starchy vegetable subgroup (dark green, red/orange, bean/peas, or other) in the week's menu. Offering tomato juice (red/orange vegetable) is an easy option.
-  Consider adding other vegetables and/or additional no-sodium seasonings to change the flavor profile. Just remember to standardize the recipe to reflect any changes you make.

GRADES K-12	
Grains Contribution	3 oz eq
<i>Grains Total</i>	1.0 oz eq
WGR Toast	1.0 oz eq
<i>Meats/MA Total</i>	2.0 oz eq
Eggs	1.0 oz eq
Cheddar Cheese	0.5 oz eq
Mozzarella Cheese	0.5 oz eq
Fruits/Vegetable Contribution	3/8 cup
<i>Vegetable Total</i>	0.375 cup
Hashed Brown Potatoes*	0.125 cup
Green Peppers	0.0625 cup
Onions	0.0625 cup
Salsa	0.125 cup

RECIPE CONTRIBUTIONS:



*This is a starchy vegetable. In order to credit as a vegetable, 2 cups of non-starchy vegetables must be served in the same week.

Graham's Peanut Butter and Fruit Dippers

Number of Portions: 100

Portion Size: Grades K-12: see directions

INGREDIENTS:

K-12
Quantities:

Strawberries, frozen 		25 cups
Peanut Butter, smooth 		12 ½ cups
Bananas, sliced, frozen		25 cups
Strawberries, fresh		12 ½ cups
Graham Crackers, whole grain-rich		100 crackers (28g)

 = Available through USDA Foods



DIRECTIONS:

PREPARE PEANUT BUTTER AND FRUIT DIP:

Thaw frozen strawberries and bananas. In a mixer, using the paddle attachment, combine thawed strawberries with their juice, thawed bananas, and peanut butter.

NOTE:

Fresh or canned bananas can be substituted in this recipe. A new standardized recipe will need to be created accordingly.

PREPARE STRAWBERRY GARNISH:

Wash, trim, and quarter fresh strawberries.

PREPARE GRAHAM'S PEANUT BUTTER AND FRUIT DIPPER:

Place ½ cup (#8 scoop) of peanut butter and fruit dip mixture into a bowl and top with ⅓ cup (#30 scoop) of fresh strawberries. Serve chilled with graham crackers on the side.



Estimated
Food Cost:

51¢



CALORIES
426

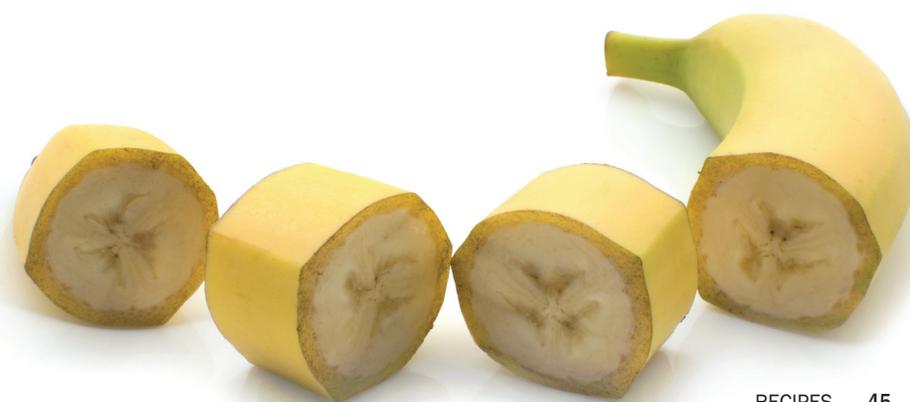
SATURATED FAT
4.11g

SODIUM
279.77mg

Chef Brenda's Tips

-  This is an easy kid favorite! The peanut butter and fruit mixture can be prepared the day before and portioned out to be ready to serve the next morning. Note: If making the day before, the bananas will oxidize in this recipe. Be sure to place plastic wrap directly on top of the product to prevent any air coming in contact with the dip.
-  This recipe is best when the strawberries are chunky and identifiable, not pureed. A fresh strawberry garnish adds further appeal to this dish. For an alternate presentation, mix the fruit in the mixer and serve the 2 tablespoons of peanut butter in the center.
-  For Breakfast in the Classroom or Grab 'n Go, serve the peanut butter mixture in a bowl with crackers on the side for dipping.
-  Use a peanut-free butter for peanut-free schools.

GRADES K-12		
RECIPE CONTRIBUTIONS:	Grains Contribution	2.0 oz eq
	<i>Grains Total</i>	1.0 oz eq
	WGR Graham Crackers	1.0 oz eq
	<i>Meats/MA Total</i>	1.0 oz eq
	Peanut Butter	1.0 oz eq
Fruits/Vegetable Contribution	5/8 cup	
<i>Fruit Total</i>	0.625 cup	
Banana frozen	0.25 cup	
Strawberries, frozen	0.25 cup	
Strawberries, fresh	0.125 cup	



Strawberry Yo – Peachy Parfait

Number of Portions: 100

Portion Size: Grades K-12: 1 parfait

INGREDIENTS:

K-12
Quantities:

Strawberry Greek Yogurt 🚚		50 cups
Peaches, canned, diced		50 cups
Oats, quick 🚚		25 cups
Maple Syrup		1 1/3 cups
Oil, vegetable 🚚		1 cup
Vanilla Extract		1 Tbsp. + 1 tsp.

 = Available through USDA Foods

DIRECTIONS:

Preheat convection oven to 200 °F.

PREPARE INGREDIENTS:

Drain peaches.

PREPARE OAT GRANOLA:

In a large bowl, combine the maple syrup, oil, and vanilla extract. Whisk ingredients until well blended; do not allow to sit or the mixture will begin to separate.

Toss oats with syrup mixture and stir well to coat evenly. Place parchment paper on two full sheet pans per 100 servings. Spread half the granola mixture (12.5 cups) on each full sheet pan. Bake for 30 minutes, stir the mixture, then bake for another 30 minutes or until oats are toasted evenly.

PREPARE PARFAIT:

Place 1/2 cup (#8 scoop) of yogurt in the bottom of a 12-ounce cup; top with 1/2 cup (#8 scoop) of peaches. Then add 1/4 cup (#16 scoop) of granola to each cup.



Estimated
Food Cost:

11¢



CALORIES
224

SATURATED FAT
0.49g

SODIUM
57.33mg

Chef Brenda's Tips

-  Some convection ovens are hotter than others. Be sure to watch the granola the first time you prepare the recipe to be sure that it does not burn.
-  Add raisins or other dried fruit and/or nuts after cooking the granola for a unique variation. Clear cups also make a nice presentation for this recipe.
-  This recipe is best prepared right before serving. Do not add granola to the parfait too far in advance or it will become soggy.

RECIPE CONTRIBUTIONS:		GRADES K-12
Grains Contribution		2.0 oz eq
<i>Grains Total</i>		<i>1.0 oz eq</i>
Oat Granola		1.0 oz eq
<i>Meats/MA Total</i>		<i>1.0 oz eq</i>
Yogurt		1.0 oz eq
Fruits/Vegetable Contribution		½ cup
<i>Fruit Total</i>		<i>0.5 cup</i>
Peaches, canned		0.5 cup



Apple Maple Dumpling Rollup

Number of Portions: 100
Portion Size: Grades K-12: 1 rollup

INGREDIENTS:

K-12
Quantities:

Tortilla, whole grain-rich 		100 Tortillas (1½ oz.)
Apple Slices, unsweetened, canned 		102 cups
Pumpkin Pie Spice		¾ cup
Sugar		¾ cup
Brown Sugar		¾ cup
Maple Syrup		6 cups, divided (2 cups & 4 cups)
Cornstarch		2 cups
Cream Cheese, fat-free		3 ½ lbs.
Vanilla Greek Yogurt 		6 ¼ cups
Vanilla Extract		¼ cup

 = Available through USDA Foods



DIRECTIONS:

Preheat convection oven to 350 ° F.

HEAT TORTILLAS:

Do not remove the tortillas from their plastic bag. Place tortillas in the warmer for 1 hour or until warm. If tortillas begin to stick together, remove them from their plastic bag and microwave for 1 minute and use immediately.

COOK APPLE FILLING:

Drain apples and set juice aside. (Note: each #10 can contains approximately 1 cup of juice.) In a large stockpot or tilt skillet, heat drained apples, 2 cups maple syrup, sugar, brown sugar, and pumpkin pie spice on medium-high heat, stirring frequently. Make a slurry by whisking the reserved apple juice with the cornstarch until its texture is smooth. When apple mixture begins to boil, add the cornstarch slurry and stir frequently until apples thicken and the taste of cornstarch disappears.

MAKE CREAM CHEESE MAPLE VANILLA SAUCE:

In a mixer, using the whisk attachment, add cream cheese and mix until smooth. With the mixer turned on low, add 1 cup of yogurt at a time. Once the cream cheese and yogurt are incorporated, add 4 cups maple syrup and vanilla extract.

ASSEMBLE APPLE DUMPLING ROLLUPS:

Place each tortilla on an individual foil sheet. Place 1/2 cup (#8 scoop) of apple filling in the center of each tortilla and wrap like a burrito. Wrap the foil sheet around the rollup. In a single layer, line wrapped rollups on a baking sheet. Heat wrapped rollups for 10-15 minutes (depending on how cool apples were before wrapping them).

Serve 2 tablespoons (#30 scoop) of Maple-Vanilla Yogurt dipping sauce on the side.

Estimated
Food Cost:

18¢



CALORIES
290

SATURATED
FAT
.6g

SODIUM
474.09mg

Chef Brenda's Tips

-  It is helpful to prepare the apples and then let them cool for easier handling before wrapping them in the tortilla. In addition, this gives the sauce a chance to thicken, making a better consistency for building a burrito. Cool to 41° F or lower within 4 hours.
-  A slurry is equal parts liquid and cornstarch mixed together to form a smooth thickening agent, often used in sauces and soups. It is important to cook foods mixed with cornstarch for at least 5 minutes so that the taste of the cornstarch disappears.
-  Tortillas will be easier to handle and are less likely to crack when they are warm or at room temperature.

RECIPE CONTRIBUTIONS:		GRADES K-12
Grains Contribution		1.5 oz eq
<i>Grains Total</i>		<i>1.5 oz eq</i>
WGR tortilla		1.5 oz eq
Fruits/Vegetable Contribution		½ cup
<i>Fruit Total</i>		<i>0.5 cup</i>
Apple slices, canned		0.5 cup*

*Apple amount is based on a yield study conducted during testing



Ham and Cheese Strata

Number of Portions: 100

Portion Size: Grades K-12: 1 portion

INGREDIENTS:

K-12
Quantities:

Bread, whole grain-rich		100 Slices (1oz)
Ham 		4 lbs.
Onions, frozen, diced		4 ¼ lbs.
Eggs, frozen 		10 ½ cups
1% Milk		6 cups
Onion Powder		¼ cup
Garlic Powder		¼ cup
Mozzarella Cheese 		3 ⅞ lbs.
Cheddar Cheese		1 ⅝ lbs.
Salsa, low sodium 		12 ½ cups

 = Available through USDA Foods



50 CHEF DESIGNED SCHOOL BREAKFAST

DIRECTIONS:

Preheat convection oven to 325 ° F.

PREPARE INGREDIENTS:

Dice ham. Thaw onions and drain. Cut bread into small squares. Shred cheese.

PREPARE STRATA AND PARTIALLY BAKE:

For each 100 servings, line four deep steam table pans with parchment paper and spray well with cooking spray. Spread 25 diced slices of bread evenly on the bottom of each pan. Divide ham into 1 pound portions and onions into 1.06 pound portions. Top each pan of bread evenly with 1 pound of ham and 1.06 pounds of onions.

In a mixer, using the whisk attachment, combine eggs, milk, onion powder, and garlic powder. Divide egg mixture evenly into 4-cup portions; pour respective portion into each pan. Let it stand for

30 minutes in the refrigerator. Spray foil with cooking spray and cover strata. Cook covered strata for 30 minutes.

PREPARE CHEESE MIXTURE:

Toss cheddar and mozzarella cheeses together. Divide cheese evenly into four portions.

TOP WITH CHEESE AND FINISH BAKING:

Remove from the oven and take off foil. Top each strata with cheese. Continue baking strata for 7-10 more minutes. Let stand for 5 minutes before cutting. Cut each pan into 25 portions (5x5). Serve with 2 tablespoons of salsa.

Estimated
Food Cost:

18¢



CALORIES
217

SATURATED
FAT
4.52g

SODIUM
500.53mg

Chef Brenda's Tips

-  For the best flavor profile, this recipe should be served with salsa.
-  This strata is similar to a savory bread pudding.
-  The strata can be prepared a day prior. Pre-package and reheat for Grab-'n-Go or Breakfast in the Classroom.

GRADES K-12		
RECIPE CONTRIBUTIONS:	Grains Contribution	3.25 oz eq
	<i>Grains Total</i>	1.0 oz eq
	WGR bread	1.0 oz eq
	<i>Meats/MA Total</i>	2.25 oz eq
	Ham	0.5 oz eq
	Eggs	1.0 oz eq
	Mozzarella Cheese	0.5 oz eq
	Cheddar Cheese	0.25 oz eq
	Fruits/Vegetable Contribution	1/8 cup
	<i>Vegetable Total</i>	0.125 cup
Salsa	0.125 cup	



USDA FOODS

USDA FOODS: HEALTHY CHOICES. AMERICAN GROWN.

Source: USDA Foods: Healthy Choices for Our Schools Fact Sheet

SERVING UP NUTRITIOUS OPTIONS

The USDA Foods program helps improve the nutritional value of school meals by offering more fruits, vegetables, and whole grains than ever before. Not only do these healthy foods taste good, but they are also lower in sugar, salt, and fat.



FRUITS AND VEGETABLES:

Over \$430 million in canned, fresh, frozen, and dried fruits and vegetables was purchased for schools through the USDA Foods program and the Department of Defense Fresh Fruit and Vegetable Program in Fiscal Year 2014.

WHOLE GRAINS:

USDA offers many whole grain options including quick cooking brown rice, rolled oats, whole grain dry kernel corn, whole wheat flour, and whole grain pancakes, pastas, and tortillas.

SUGAR:

USDA canned fruits are packed in extra light sucrose syrup or slightly sweetened fruit juice, and all applesauce is unsweetened.

FAT:

Low-fat meats and lean poultry products, as well as fat-free potato wedges, are available to schools. Shortening and butter were eliminated long ago from school purchasing options.

SODIUM:

USDA has reduced the sodium in all of the canned beans and vegetables in the USDA Foods program. Frozen vegetables with no added salt are also available. Both of these specifications greatly exceed the Food and Drug Administration's "healthy" labeling standard for sodium (less than 480mg per serving). These specifications are in line with the Dietary Guidelines for Americans recommendation to reduce sodium intake.

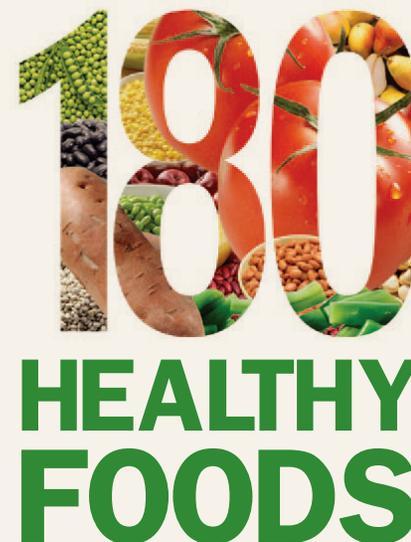
THE RIGHT CHOICE FOR OUR SCHOOLS

To help ensure that America's children receive the healthy food they deserve, the USDA Foods program:

- Makes up approximately 15 to 20 percent of the food served in each school lunch
- Provides a variety of healthy food choices, including fruits, vegetables, meat, fish, poultry, dairy, and grains
- Includes a selection of more than 180 nutritious food items—fresh, frozen, packaged, canned, dried, and bulk
- Meets rigorous food safety standards set by federal regulatory agencies

The improved nutritional value of USDA Foods will help support USDA's strengthened school meal standards and continue to reflect current nutrition science and the Dietary Guidelines for Americans.

For more information on USDA Foods resources to help plan healthy and tasty meals, visit <http://www.fns.usda.gov/fdd/food-distribution-programs>.



Thank You Marsing School District Staff and Students

We would like to thank the foodservice staff, administration, and students at Marsing School District for allowing us to pilot these breakfast recipes as part of Chef Tuesdays at their schools for 3 months. We are extremely appreciative for their input, support, and dedication in making Chef Designed School Breakfast a success.



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