Welcome to this session on the new Crediting Handbook for the Child and Adult Care Food Program and Menu Production Records.

My name is (introduce yourself).

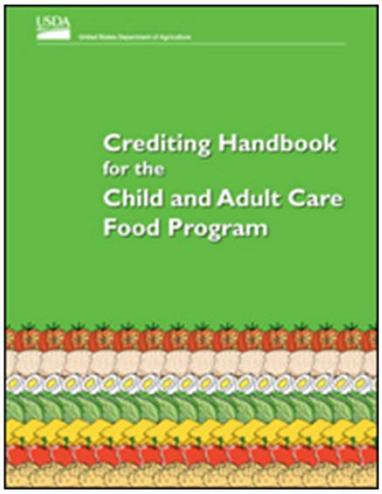
[Set up a Post It poster sheet with a parking lot for any questions that may come up that the trainer does not know the answer.]

Topics

- New Crediting Handbook for the Child and Adult Care Food Program
- Parts of a Production Record
- Production Record A
- Production Record B

During this session we will cover the following topics:

We'll take a look at the new Crediting Handbook for CACFP and then we will go into depth on menu production records and practice working with Production Record A and Production Record B.



Crediting Handbook for the Child and Adult Care Food Program

Idaho CNP website:
www.sde.idaho.gov/site/cnp

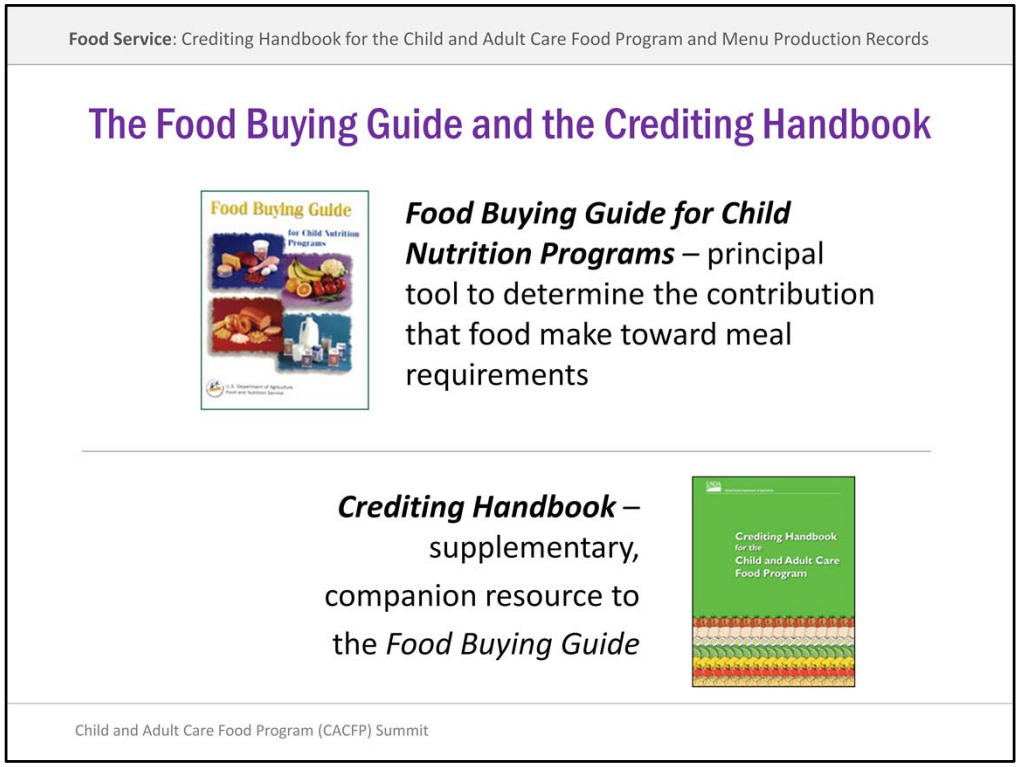
Team Nutrition:
http://www.fns.usda.gov/crediting-handbook-child-and-adult-care-food-program

Let's get started! In December 2013 USDA released a new Crediting Handbook for CACFP that is written under the current CACFP meal patterns. This resource complements the Food Buying Guide for Child Nutrition Programs (2001 version) by providing crediting information on foods that are commonly served in child and adult care centers, family day care homes and at-risk afterschool care centers.

It also incorporated and updated the crediting information in previous publications *What's in a Meal?* and *Crediting Foods in the Child and Adult Care Food Program.*

The handbook is available on the Idaho Child Nutrition Programs website and on the USDA Team Nutrition website.

[Hand out participant copies of the Crediting Handbooks.]



The *Food Buying Guide for Child Nutrition Programs* is the principal tool with which to determine the contribution that foods make toward meal requirements regardless if foods are produced on site or purchased commercially.

[Show a copy of the Food Buying Guide for Child Nutrition Programs.]

The *Crediting Handbook* is a supplementary, companion resource to the *Food Buying Guide*. It does not replace the *Food Buying Guide*.

Quick Tour of the Crediting Handbook

- Definitions and Explanations - including an explanation for CN Labels *(pages 6-9)*
- CACFP Meal Patterns for Children and Adults - does not include the Infant Meal Pattern *(pages 10-13)*
- Meal Component Chapters:
  - Milk *(pages 14-19)*
  - Meat/Meat Alternates *(pages 20-31)*
  - Vegetables and Fruits *(pages 32-44)*
  - Grains/Breads (Bread/Bread Alternate) *(pages 45-60)*

We are going to take a quick tour through the *Crediting Handbook* so you can get an idea of what is in it and how you can use it in your Child and Adult Care Food Program.

At the beginning of the handbook is some basic information –
Definitions and explanations – including an explanation of a CN Label
CACFP meal patterns – please note that this resource does not include guidance on the infant meal pattern

Then there are chapters for each of the meal components:
Milk
Meat/Meat Alternates
Vegetables and Fruits
Grains/Breads

[Walk participants through the Crediting Handbook.]

Quick Tour: Meal Component Chapters

Introductory section

Food Chart – Creditable or Not Creditable?

Question and Answer section

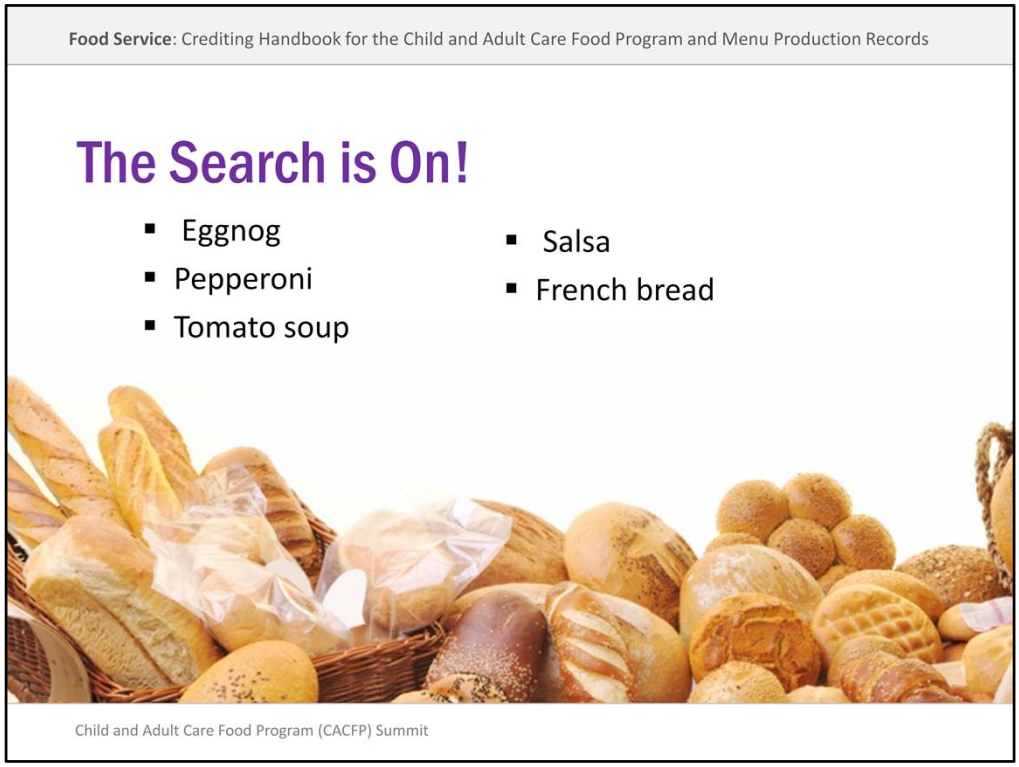
Each meal component chapter is formatted in the same way: there is an introductory section, a food chart of component food items that identifies whether the food item is creditable, possibly creditable or not creditable, and a column with comments. Finally there is a question and answer section.

Example: Food Chart - Creditable or Not Creditable? *(page 15)*

Food	Creditable			Comments
	Yes	Maybe	No	
Acidified Milk, Kefir Milk, Acidophilus Milk	x			Acidified milk is a fluid milk produced by souring fluid whole, low-fat, or fat-free (skim) milk with an acidifying agent. Examples of acidified milk are "acidified, kefir milk" and "acidified, acidophilus milk."
Buttermilk	x			Must be low-fat or fat-free for participants 2 years of age and older. Only commercially prepared buttermilk may be offered to program participants.
Certified Raw Milk			x	Regulations require the use of pasteurized milk.
Cultured Milk, Kefir Milk, Acidophilus Milk	x			Cultured milk is a fluid milk produced by adding selected microorganisms to fluid whole, low-fat, or fat- free (skim) milk under controlled conditions to produce a product with a specific flavor and/ or consistency. Examples are cultured buttermilk, cultured kefir milk, and cultured acidophilus milk. Only commercially prepared buttermilk may be offered to program participants.
Flavored Milks (chocolate, strawberry, etc.)	x			Flavored milks must meet State and local standards for milk. Flavored milks may include flavorings, coloring agents, and sweeteners. Different flavors may contain differing levels of sweeteners.

Let's look at the food chart in more detail. On this slide look at the information on buttermilk, (or look on page 15 in your handbook). You can see that it is marked as being creditable and there is a note in the comments section, providing more information.

Now look at the next entry – certified raw milk – is it creditable? No, and in the comments section the reason is given – regulations require the use of pasteurized milk.



Let's practice using the handbook and look up a few items together to see if they are creditable: eggnog (in the Milk chapter), pepperoni (in the Meat/Meat Alternate chapter), tomato soup, salsa (in the Vegetables and Fruit chapter), and French bread (in the Grains/Breads chapter)

[Go through the examples with the class and determine if creditable. Answers: Eggnog (pg 17) – maybe; pepperoni (pg 25) – maybe: only CN labeled pepperoni may be credited; tomato soup (pg 39) – yes, but need 1 cup to equal ¼ cup vegetable; salsa (pg 39 – yes: but if commercial product, must contain all vegetable/fruit ingredients; French bread (pg 52 – maybe: must be made with enriched or whole-grain flour.]

Quick Tour Continued

Crediting Combination Foods *(page 61)*

Crediting Commercial Frozen or Canned Products *(page 62)*

Crediting Popular Foods *(page 63)*

Sample Product Formulation Statement for Meat/Meat Alternate Products *(pages 73-75)*

After the food component chapters, additional topics on crediting foods are covered:
Crediting combination foods
Crediting commercial frozen or canned products
Crediting popular foods
Sample product formulation statement for Meat/Meat Alternate Products

[Go to each topic and briefly highlight.]

Quick Tour Continued

General Guidance for Menu Planning and Menu Checklist *(Pages 64-65)*

Preparing Preschool Children for School Meals *(Page 66)*

Dark Green and Orange Vegetables, Dry Beans and Peas, and Whole Grains *(page 67)*

Encouraging Children to Have Positive Attitudes Toward Food *(page 70)*

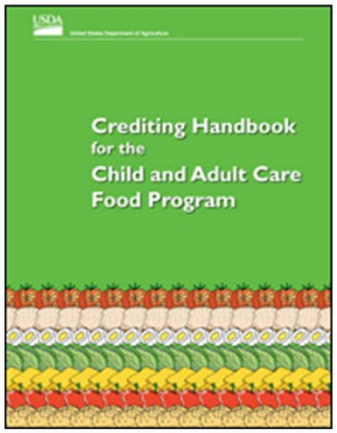
Safety and Sanitation Tips *(page 71-72)*

The *Crediting Handbook* also addresses other helpful topics:
General Guidance for Menu Planning and Menu Checklist
Preparing Preschool children for school meals
Dark green and orange vegetables, dry beans and Peas, and Whole Grains
Encouraging children to have positive attitudes toward food
Safety and sanitation tips

You can check these out in more detail at another time.

[Show the slide, but do not go to the pages.]

Crediting Handbook – A Valuable Tool



- Make sure your meals are reimbursable by serving creditable food products!
- Use the Crediting Handbook as you plan your menus and menu production records.

It is extremely important to know that the food items you serve are creditable – if they are not, your meals will not be reimbursable! The *Crediting Handbook* is a great resource to help you with this task and you are encouraged to use this resource as you plan your menus and menu production records.

Menus and Menu Production Records

It is a requirement in CACFP in Idaho to have daily, dated menu records and to have daily, dated menu production records.

- If you post a menu it must match the menu production record.
- If you do not post a menu, you may use your menu production record as your menu.
- If you use a cycle menu, it must match the menu production record.

It is a requirement in CACFP in Idaho to have daily dated menu records and to have daily, dated menu production records.

If you post a menu it must match the menu production record. Here you would have both a menu and a menu production record.

If you do not post a menu, you may use your menu production record as your menu. Here your menu production record serves as both your menu and your production record.

If you use a cycle menu, it must match the menu production record. Here you have a cycle menu and a menu production record.

Some common questions include:
Q: What if I need to change what I plan to serve, for example, I want to serve bananas instead of strawberries so they do not go bad?
A: If there is a change, make the change in both the menu and the production record.

Q: Can I just put fruit or veggie on the cycle menu or posted menu then have the actual item served on the production record?
A: Yes.

Slide 12

AM3 Foreseen question - what if there is a substitution? For example, I was going to serve strawberries Tuesday and bananas Wendesday, but my bananas are going bad so I move them to Tuesday. Do I update both? Can I just put "fruit and veggie" on a menu and fill in what we serve on the production record?
Angela Miller, 8/4/2014

KH1 Kim Huntley, 8/4/2014

Menus and Menu Production Records

On a review, the documentation the state agency will use to verify that a reimbursable meal has been served is the **menu production record.**

Example: BREAKFAST

Menu:
1% Milk, French toast, applesauce

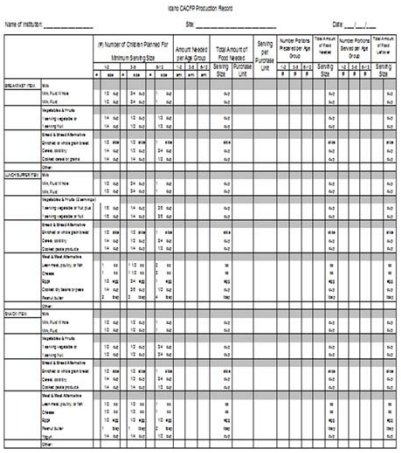
Menu Production Record:
1% Milk, oatmeal, peaches

On a review, the documentation the state agency will use to verify that a reimbursable meal has been served is the **menu production record.**

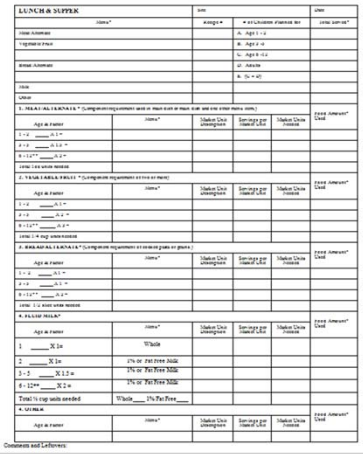
For example, if you post a breakfast menu that states you served milk, French toast and applesauce, but your menu production records shows that you served milk, oatmeal and peaches, the state agency would go by the documentation on the menu production record. The menu production record is used because it is completed daily and will be more accurate than a menu that may have been planned several weeks prior.

Menu Production Records

Production Record A



Production Record B



For the rest of our time in this session, we will be focusing on the production records used in the Idaho Child and Adult Care Food Program. We'll spend some time looking at the parts of a production record and then practice completing the production records provided by the state agency: Production Record A and Production Record B.

Menu Production Record Review

Why are production records important?

Activity: 3 minutes

❶ Discuss with a partner.
❷ List 3 reasons production records are important.
❸ Be prepared to share.

Let's start by discussing the importance of production records. Since you do them daily, they must be important and serve some purposes.

I want you to do the following activity – find a partner and come up with at least 3 reasons why production records are important in the Child and Adult Care Food Program.

Be prepared to share.

You have about 2 minutes for this discussion.

[Have participants find a partner and come up with 3 reasons why production records are important in CACFP. After discussion time, have each group share their answers.]

Menu Production Records Review

Maintaining accurate menu production records is vital for:

- Ensuring that proper portion sizes are being served
- Cost control
- Evaluating the success of your menu
- Documenting that the food served meets the CACFP meal pattern requirements
- Documenting that the food served meets the minimum quantity of food required per age group
- Documenting the amount of food *planned for*, *prepared*, *served* and *leftover*

Production records are vital for:
Ensuring that proper portion sizes are being served
Cost control
Evaluating the success of your menu
Documenting that the food served meets the CACFP meal pattern requirements
Documenting that the food served meets the minimum quantity of food required per age group
Documenting the amount of food planned for, prepared, served and leftover

[Include any additions from the class]

Menu Production Records are Required!

Idaho Requires:

Daily, dated, completed menu production records.

AM6

During a Program Review:

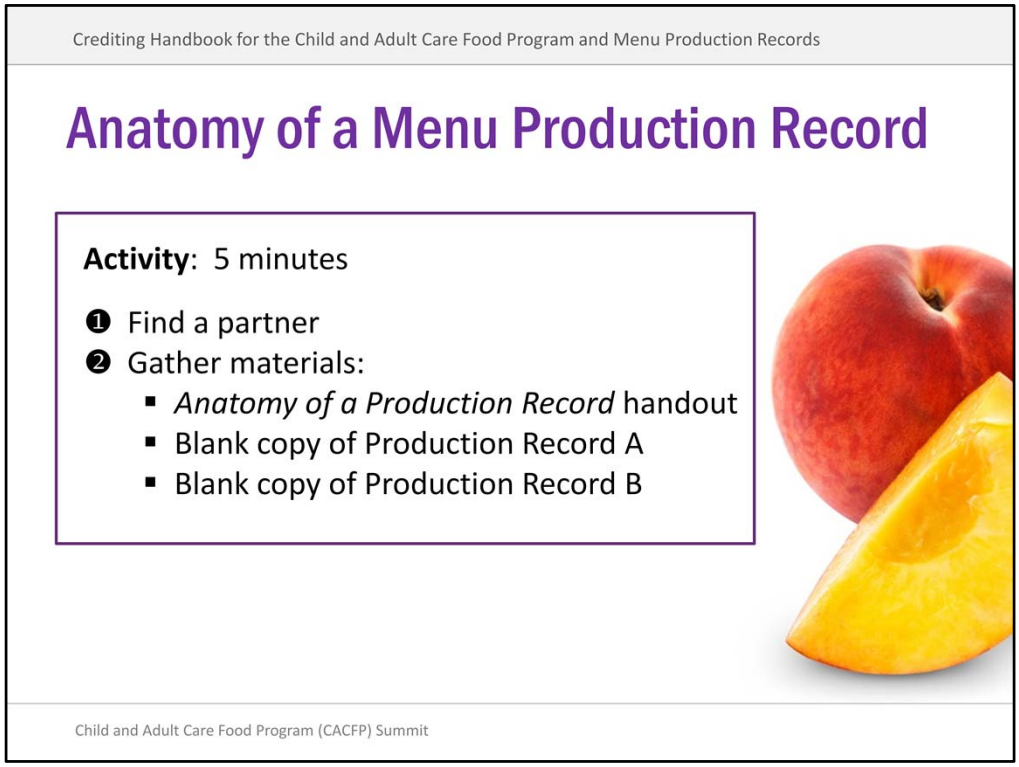
If daily, dated, completed menu production records are not maintained, it will be a review finding needing Corrective Action, with the possibility of an unannounced follow up review.

In Idaho, daily dated completed menu production records are required. They are an important menu record that provides documentation that reimbursable meals and snacks have been planned for, prepared and served.

At a program review, if daily, dated completed menu production records are not maintained, it will be a review finding needing corrective action, with the possibility of an unannounced follow up review.

Slide 17

AM6 Should we indicate here that this could result in a potential meal disallowance???
Angela Miller, 8/4/2014



There are several components that make up a production record, and each component has a specific purpose. To review the parts of a good production record, we are going to do another activity called "Anatomy of a Production Record."

You'll need the:
Anatomy of a Production Record handout with instructions
A blank copy of Production Record A
A blank copy of Production Record B

Find those in your participant materials (the white sheets) and let's go through the instructions.

[Have participants find the materials in their participant materials packet (white sheets).]

Anatomy of a Menu Production Record

Instructions:

❶ On the blank copy of Production Record A:

- Circle the information listed on the *Anatomy of a Production Record* handout
- Write the corresponding number in the circled area

❷ Repeat this activity on Production Record B.

Sample:
On each production record, the area for the site name has been circled and the number 1 has been written in.

Note: For sponsored centers, Production Record A includes a place for your sponsor's name (Institution).

Instructions:
On the blank copy of Production Record A – circle where the information listed on the Anatomy of a Production Record can be found and write the corresponding number in the circled area.

Do the same on the blank copy of Production Record B.

[Walk participants through the first example.]

Sample: On each production record, the area for the site name has been circled and the number 1 has been written in. Please note, that for sponsored centers, on Production Record A, there is also a place for your sponsor's name (Institution).

Remember, you have 5 minutes to complete this activity.

[Have participants complete the activity for both production records.]

OK, let's go through this activity, starting with Production Record A…..
[Go through each information location on each production record by walking through the answer keys. Have participants find the answer sheets in the first colored section of their participant materials.]

Production Record A

Idaho CACFP Production Record

Name of Institution: _____ Site: _____ Date: ___/___/___

		(#) Number of Children Planned For Minimum Serving Size						Amount Needed per Age Group			Total Amount of Food Needed		Serving per Purchase Unit	Number Portions Prepared per Age Group			Total Amount of Food Needed	Serving Size	Number Portions Served per Age Group			Total Amount of Food Leftover	Serving Size
		1-2		3-5		6-12		1-2	3-5	6-12	Serving Size	Purchase Unit		1-2	3-5	6-12			1-2	3-5	6-12		
		#	size	#	size	#	size	amt	amt	amt				#	#	#			#	#	#		
BREAKFAST ITEM:	Milk																						
	Milk, Fluid Whole		1/2 cup		3/4 cup		1 cup				cup							cup					cup
	Milk, Fluid		1/2 cup		3/4 cup		1 cup				cup							cup					cup
	Vegetables & Fruits																						
	1 serving vegetable or		1/4 cup		1/2 cup		1/2 cup				cup							cup					cup
	1 serving fruit		1/4 cup		1/2 cup		1/2 cup				cup							cup					cup
	Bread & Bread Alternative																						
	Enriched or whole grain bread		1/2 slice		1/2 slice		1 slice				slice							slice					slice
	Cereal, cold/dry		1/4 cup		1/2 cup		3/4 cup				cup							cup					cup
	Cooked cereal or grains		1/4 cup		1/4 cup		1/2 cup				cup							cup					cup
	Other:																						
LUNCH/SUPPER ITEM:	Milk																						
	Milk, Fluid Whole		1/2 cup		3/4 cup		1 cup				cup							cup					cup
	Milk, Fluid		1/2 cup		3/4 cup		1 cup				cup							cup					cup
	Vegetables & Fruits (2 serv min)																						
	1 serving vegetable or fruit plus		1/8 cup		1/4 cup		3/8 cup				cup							cup					cup
	1 serving vegetable or fruit		1/8 cup		1/4 cup		3/8 cup				cup							cup					cup
	Bread & Bread Alternative																						
	Enriched or whole grain bread		1/2 slice		1/2 slice		1 slice				slice							slice					slice
	Cereal, cold/dry		1/4 cup		1/2 cup		3/4 cup				cup							cup					cup
	Cooked pasta products		1/4 cup		1/4 cup		1/2 cup				cup							cup					cup
	Meat & Meat Alternative																						
	Lean meat, poultry, or fish		1 oz		1 1/2 oz		2 oz				oz							oz					oz
	Cheese		1 oz		1 1/2 oz		2 oz				oz							oz					oz
	Eggs		1/2 egg		3/4 egg		1 egg				egg							egg					egg
	Cooked dry beans or peas		1/4 cup		3/8 cup		1/2 cup				cup							cup					cup
	Peanut butter		2 tbsp		3 tbsp		4 tbsp				tbsp							tbsp					tbsp
	Other:																						
SNACK ITEM:	Milk																						
	Milk, Fluid Whole		1/2 cup		1/2 cup		1 cup				cup							cup					cup
	Milk, Fluid		1/2 cup		1/2 cup		1 cup				cup							cup					cup
	Vegetables & Fruits																						
	1 serving vegetable or		1/2 cup		1/2 cup		3/4 cup				cup							cup					cup
	1 serving fruit		1/2 cup		1/2 cup		3/4 cup				cup							cup					cup
	Bread & Bread Alternative																						
	Enriched or whole grain bread		1/2 slice		1/2 slice		1 slice				slice							slice					slice
	Cereal, cold/dry		1/4 cup		1/2 cup		3/4 cup				cup							cup					cup
	Cooked pasta products		1/4 cup		1/4 cup		1/2 cup				cup							cup					cup
	Meat & Meat Alternative																						
	Lean meat, poultry, or fish		1/2 oz		1/2 oz		1 oz				oz							oz					oz
	Cheese		1/2 oz		1/2 oz		1 oz				oz							oz					oz
	Eggs		1/2 egg		1/2 egg		1/2 egg				egg							egg					egg
	Peanut butter		1 tbsp		1 tbsp		2 tbsp				tbsp							tbsp					tbsp
	Yogurt		1/4 cup		1/4 cup		1/2 cup				cup							cup					cup
	Other:																						

Next we are going to practice filling out Production Record A and Production Record B. Some of you may use the electronic version of these forms, or you may use an electronic production record that is part of a software program you use like ProCare, Nutrition Manager, MAGGEY, Minute Menu, etc. That is great because it can save a lot of time.

However, for learning purposes, we are going to practice completing both Production Record A and Production Record B manually to give you practice with both forms and gain a better understanding of how a production record is completed.

Let's start with Production Record A……

Production Record A

Steps for figuring out how much to plan for:

1. Fill in menu item with description
2. Fill in number of servings per age group
3. Calculate amount needed per age group
4. Determine purchase unit
5. Determine servings per purchase unit (Use the *Food Buying Guide*)
6. Calculate total amount of food needed

The first step in completing a production record is to figure out how much to plan for – this gives you the information needed to purchase enough food for the menu you are planning to serve.

In your packet is another paper copy of a blank Production Record A. Please take it out and let's look at what needs to be completed when determining how much to plan for….

The name of the menu item must be filled in – and make sure the name is descriptive enough – peaches, sliced, cnd
The number of servings per age group must be filled in
The amount of food must be calculated for each age group
The purchase unit must be determined for each menu item
The servings per purchase unit must be determined for each menu item
And the total amount of food needed must be determined

Production Record A Practice

Activity: Let's do lunch!

❶ Find a partner.
❷ Gather Materials:
- Food Buying Guide
- Jean's Beans Growing Place Menu
- Production Record A (without formulas)
- Calculator
- Pencil

Let's practice completing Production Record A for lunch.
You will need the following:
Your copy of the *Food Buying Guide*
The menu for Jean's Beans Growing Place
Production Record A
A calculator and a pen or pencil

[Make sure participants have all of the items. Minimize the PowerPoint and bring up the electronic version of Production Record A without formulas. As you walk through filling out the information for lunch, type it in on the screen, so participants can check their work as you go through the calculations for each food item. Refer to the answer sheet for Production Record A.]

We are going to start with lunch on Monday, so the first thing to look at is the menu. You can see that for lunch, Jean's Beans Growing Place is planning to have whole or 1% milk, oven baked chicken drumsticks, savory brown rice, broccoli spears and cinnamon peaches. Also listed are the numbers of children being planned for, by age group.

On production record A, for lunch, write in whole milk in the menu column and

below that 1% milk.
Next fill in the number of children planned for – 5 one year olds, 15 two year olds, 20 3-to5 year olds, six 6 to 12 year olds PLUS two adults.

Next, figure out how many cups of whole milk are needed for the 1 year olds by multiplying 5 times ½ cup, which is .5 in decimal form. So 5 times .5 equals 2.5, or 2 ½ cups of whole milk.

Then, figure out how much 1% milk is needed for the 2 year olds, 3 to 5 year olds and 6-12 year olds plus adults. Fill those amounts in the Amount Needed per Age Group columns.

Total the number of cups of whole milk and 1% milk needed and fill in the amounts in the Total Amount of Food Needed/Serving Size column.

Next we have to figure out what our purchase unit is and how many one cup servings are in that purchase unit. For milk, how do you purchase your milk? Quarts, gallons? Most purchase gallons. So in the Purchase Unit column write in what the purchase unit is – gal. Next we need to figure out how many one cup servings of milk are in one gallon. Here's where the *Food Buying Guide* comes in. Look in the *Food Buying Guide* under the Milk tab and find milk. On page 4-2, under column 4, the serving size per meal contribution lists ½ pint, or 1 cup of milk (that is our serving size). In column 2 the purchase unit is gallon (that is our purchase unit) and in column 3 it tells us how many one cup servings are in our purchase unit of one gallon – 16. Write 16 in the Servings per purchase unit column.

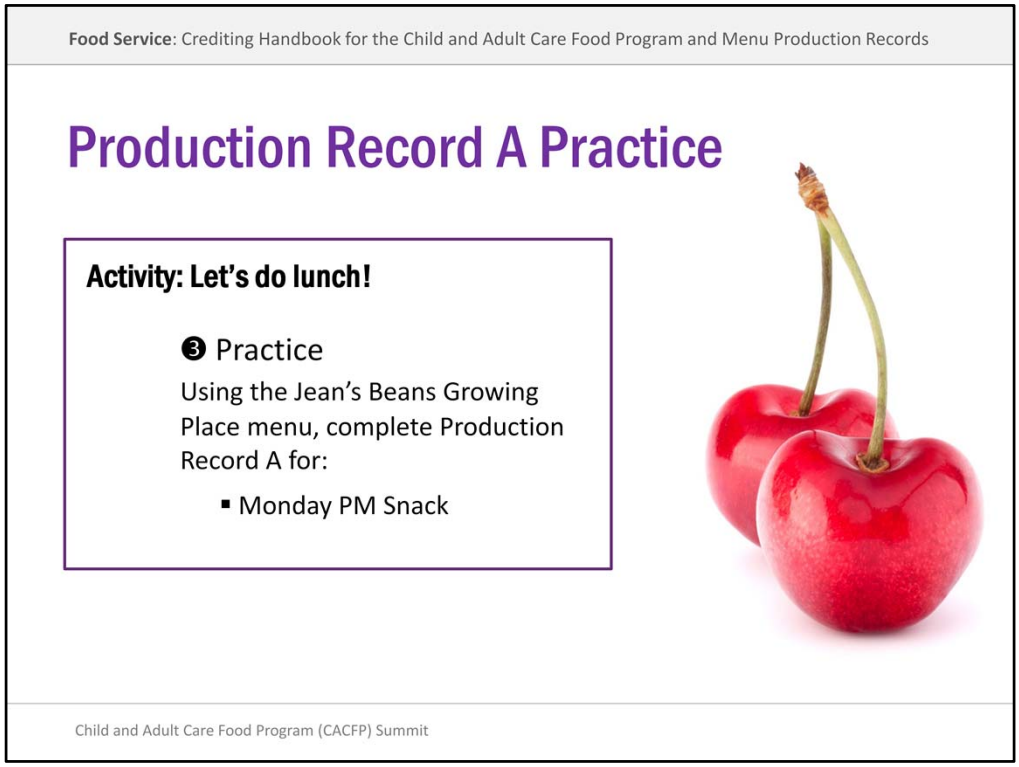
Now to figure out the number of purchase units needed for whole milk, divide the total number of cups of milk needed (2.5) by the servings per purchase unit (16). What did you come up with? .16 gallons.
Write .16 gallons in the Purchase Unit column across from whole milk.

For 1% milk, divide the total number of cups of milk needed (28) by the servings per purchase unit (16. What did you come up with? 1.75 gallons. Write 1.75 gallons in the purchase unit column across from 1% milk.

(Go through the same process with the other menu items for lunch: chicken drumsticks, brown rice, peaches and broccoli.)

Instructor Notes:
The decimal point for 1/8 is .125; for 3/8 it is .375; for 1/3 cup it is .33

For any fruit/vegetable (or other food) listed in the *Food Buying Guide* that has a Serving Size per Meal Contribution (column 4) of *¼ cup*, the Servings Per Purchase Unit (column 3) must be divided by 4 to get how many *one cup* servings are in a purchase unit.



We have finished figuring out how much to purchase for lunch together, now it's your turn to practice on your own or with your partner. I'd like to have you plan the Monday PM snack.

To help you figure out the grain component, in your packet is a copy of the cracker box label. Use this to calculate how many crackers you need.

[Have participants work on the PM snack on their own. When they have finished the PM snack, walk through the answers with them, typing in the correct information on the electronic Production Record A (without formulas).]

Production Record B

LUNCH & SUPPER	Site		Date
Menu*	Keeper #	# of Children Planned for	Total Served*
Meat/Alternate		A. Age 1 - 2	
Vegetable/Fruit		B. Age 3 -5	
		C. Age 6 -12	
Bread/Alternate		D. Adults	
		E. (C + D)	
Milk			
Other			

1. MEAT/ALTERNATE* (Component requirement used on main dish or main dish and one other menu item.)					Food Amount* Used
Age & Factor	Menu*	Market Unit Description	Servings per Market Unit	Market Units Needed	
1 - 2 ____ X 1 =					
3 - 5 ____ X 1.5 =					
6 - 12** ____ X 2 =					
Total 1oz units needed					

2. VEGETABLE/FRUIT* (Component requirement of two or more)					Food Amount* Used
Age & Factor	Menu*	Market Unit Description	Servings per Market Unit	Market Units Needed	
1 - 2 ____ X 1 =					
3 - 5 ____ X 2 =					
6 - 12** ____ X 2 =					
Total 1/4 cup units needed					

3. BREAD/ALTERNATE* (Component requirement of cooked pasta or grains.)					Food Amount* Used
Age & Factor	Menu*	Market Unit Description	Servings per Market Unit	Market Units Needed	
1 - 2 ____ X 1 =					
3 - 5 ____ X 1 =					
6 - 12** ____ X 2 =					
Total 1/2 slice units needed					

4. FLUID MILK*					Food Amount* Used
Age & Factor	Menu*	Market Unit Description	Servings per Market Unit	Market Units Needed	
1 ____ X 1=	Whole				
2 ____ X 1=	1% or Fat Free Milk				
3 - 5 ____ X 1.5 =	1% or Fat Free Milk				
6 - 12** ____ X 2 =	1% or Fat Free Milk				
Total ½ cup units needed	Whole____ 1%/Fat Free____				

4. OTHER					Food Amount* Used
Age & Factor	Menu*	Market Unit Description	Servings per Market Unit	Market Units Needed	

Comments and Leftovers:

We have gone through the process of figuring out how much to plan for using Production Record A. Now we will do the same using Production Record B. Pull out your copy of Production Record B.

Production Record B

Steps for figuring out how much to plan for:

1. Fill in menu item with description
2. Fill in number of children planned for
3. Fill in age and calculate total number of units needed for each meal component
4. For each meal component:
   - Fill in menu item name
   - Fill in market unit description
   - Determine servings per market unit
   - Calculate market units needed

[Minimize Production Record A and bring up Production Record B without formulas.]

This production record also has steps to go through to figure out how much to plan for. At the top of the page, you must write in the menu and the number of children planned for. Then you must fill in the age and calculate the total number of units needed for each meal component, using a factor method.

For each meal component, you must fill in the menu name, market unit (or purchase unit) description, determine the servings per market unit and calculate the market units needed

Production Record B Practice

Activity: Let's do lunch!

❶ Find a partner.
❷ Gather Materials:
- Food Buying Guide
- Jean's Beans Growing Place Menu
- Production Record B for Lunch & Supper
- Calculator
- Pencil

We will now walk through how to complete Production Record B for lunch.

The items you'll need are Production Record B for Lunch and Supper, the *Food Buying Guide*, the menu Jean's Beans Growing Place, a calculator and a pen or pencil.

Take a few minutes to fill in the menu and number of children planned for, as well as the age and menu item for each meal component.

[As they fill in the first part of the production record, on the screen, fill in those same items.]

Production Record B calculates the amount planned for using a factor method. For example – milk. The number of one year olds is multiplied by a factor of 1. The factor in this case is ½ cup milk. The two year olds are also multiplied by a factor of 1 – because they get ½ cup of milk. The number of 3-to-5 year olds is multiplied by a factor of 1.5 because they get ¾ cup of milk and the number of 6 to 12 year olds are multiplied by a factor of 2 because they get one cup of milk. Once the multiplication is done for each age group, total up the results to get the total number of ½ cups of milk needed. Be sure to note how many ½ cups are needed for whole milk and for 1% milk.

On this production record, the purchase unit is called the Market Unit. In this case it is gallon. The servings per market unit are figured out by going to the Food Buying Guide to the Milk section and looking at the Serving Size per Meal Contribution (column 4). In this case our serving size is ½ cup. What are the servings per purchase unit for ½ cups units in a gallon (column 3)? 32.

Once you know the servings per market unit you figure out how many market units are needed by dividing the total ½ cup units needed by the servings per market unit.

For whole milk, it would be 5 divided by 32 – which equals .156 gal. For 1% milk, it would be 56 divided by 32 – which equals 1.75 gal.

(Go through the same process with the other lunch menu items.)

Note: **For fruits and vegetables at lunch, you have to divide the total ¼ units by 2 – so that an equal amount of two different fruits or vegetables are planned for.**

Production Record B Practice

Activity: Let's do lunch!

❸ Practice

Using the Jean's Beans Growing Place menu, complete Production Record A for:

- Monday Breakfast

We have completed the planning portion of Production Record B for lunch. Now it is your turn to practice on your own or with a partner. Please complete the Monday breakfast using Production Record B. Use the label for Multigrain Cheerios to help you calculate how much of that item you will need.

[Have participants work on the breakfast on their own. When the have finished the breakfast, walk through the answers with them, typing in the correct information on the electronic Production Record B (without formulas).]

Extra Practice – Granola Bars

Activity:
Using the numbers for Jean's Beans Growing Place Monday PM Snack, figure out how many boxes are needed of:

❶ Plain granola bars
❷ Chocolate chip granola bars

Remember to always double check the serving sizes on grains – especially for the items served at snack like crackers, cookies and granola bars. Often the serving size has to be quite large to meet the meal contribution.

To illustrate this – let's look at the labels for two different granola bars – plain and with chocolate chips.

Use the numbers of children noted on the menu and figure out on the Granola Bar Comparison activity sheets how many boxes of granola bars would be needed for each type for PM Snack.

[Have participants figure out how many boxes of granola bars would be needed for PM snack using Granola Bar Comparison Activity Sheets.]

Answer for granola bar plain: 35 x.9 (oz) = 31.5 plus 8 x1.8 (oz) = 14.4 for a total of 45.9 oz.
Purchase unit = box
Servings per purchase unit: 8.9 oz. 45.9 divided by 8.9 = 5.2 boxes (6 boxes)
One to five year olds would need one granola bar, six to 12 year olds would need 2 granola bars.

Answer for granola bar w/choc chips: 35 x 1.1 (oz) = 38.5 plus 8 x 2.2 (oz) = 17.6 for a total of 56.1 oz. Purchase unit = box
Servings per purchase unit: 8.4 oz. 79.2 divided by 8.4 = 6.7 Boxes (7 boxes)
One to five year olds would need two granola bars, six to 12 year olds would need 3 granola bars.

COMPLETE Production Records are ESSENTIAL!!!

Production records are not complete until all information is filled in.

Production Record A:

- Number Portions Prepared per Age Group
- Total Amount of Food Needed
- Number Portions Served per Age Group
- Total Amount of Food Leftover

A production record is not complete until it is completely filled out. We partially completed Production Record A by calculating the total Amount of Food Needed. The day of production, the Number of Portions prepared per Age Group must be calculated as well as the Total Amount of Food Needed. Then once the meal is served, the Number of Portions Served per Age Group must be noted, as well as the Total Amount of Food Leftover.

When menu production records are looked at on review, the amounts of food planned for, prepared and served must be completed. Listing amounts leftover is best practice and provides valuable information for future menu planning.

[Have them find the answer sheet (in first colored section) and show them what a completed Production Record A looks like.]

COMPLETE Production Records are ESSENTIAL!!!

Production records are not complete until all information is filled in.

Production Record B:

- Total Served
- Food Amount Used (this is the amount *prepared*)
- Leftovers

For Production Record B to be complete the Total Served column must be completed as well as the Food Amount Used – this is actually the food prepared. On this production record, the leftovers are noted at the bottom of the page along with the comments in the Comments area.

When menu production records are looked at on review, the amounts of food planned for, prepared and served must be completed. Again, listing amounts leftover is best practice and provides valuable information for future menu planning.

[Have them find the answer sheet (in first colored section) and show them what a completed Production Record B looks like (all 3 pages).]

COMPLETE Production Records are ESSENTIAL!!!

What does a complete production record look like?

- Sample Production Record A and Sample Production Record B – completed

Now you have examples of what Production Record A and Production Record B look like completed for one day. You can use these as a reference for what we worked on today.

Review

- New Crediting Handbook for the Child and Adult Care Food Program
- Parts of a Production Record
- Production Record A
- Production Record B

In closing, let's to review the topics we've covered today. We:
We reviewed the new Crediting Handbook for CACFP
We identified the parts of a production record.
And we've discussed and practiced how to use and complete Production Record A and Production Record B.

Wrap Up

Get your passport stamped before you leave

and remember to complete your evaluation!

Thank you!

IDAHO CNP CHILD NUTRITION PROGRAMS

I hope you have found this session helpful. Please make sure I have stamped your passport before you leave this session and complete your evaluation before the end of the summit. Also, please leave the calculators and *Food Buying Guides* here. You may take the *Crediting Handbook* with you.

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