



Appendixes

APPENDIX 2.A

School Breakfast Program (SBP) Meal Pattern

Meal Components	Grades K–5	Grades 6–8	Grades 9–12
Amount of Food¹ Per Week (Minimum per day)			
Fruits (cups) ^{2,3}	5 (1)	5 (1)	5 (1)
Vegetables (cups) ^{2,3}	0	0	0
➤ Dark Green	0	0	0
➤ Red/Orange	0	0	0
➤ Beans and Peas (Legumes)	0	0	0
➤ Starchy	0	0	0
➤ Other	0	0	0
Grains (oz eq) ⁴	7–10 (1)	8–10 (1)	9–10 (1)
Meats/Meat Alternates (oz eq) ⁵	0	0	0
Fluid Milk (cups) ⁶	5 (1)	5 (1)	5 (1)
Other Specifications: Daily Amount Based on the Average for a 5-Day Week			
Min - Max Calories (kcal) ^{7,8}	350–500	400–550	450–600
Saturated Fat (% of total calories) ⁸	< 10	< 10	< 10
Sodium Target 1 (mg) (SY 2022-2023 & SY 2023-2024) ⁸	≤ 540	≤ 600	≤ 640
<i>Trans Fat</i> ^{8,9}	Nutrition label or manufacturer specifications must indicate zero grams of <i>trans</i> fat per serving.		

- 1 Food items included in each group and subgroup and amount equivalents. Minimum creditable serving is 1/8 cup.
- 2 One quarter cup of dried fruit counts as 1/2 cup of fruit; 1 cup of leafy greens counts as 1/2 cup of vegetables. No more than half of the fruit or vegetable offerings may be in the form of juice. All juice must be 100% full-strength.
- 3 Schools must offer 1 cup of fruit daily and 5 cups of fruit weekly. Vegetables may be substituted for fruits, but the first 2 cups per week of any such substitution must be from the dark green, red/orange, beans and peas (legumes) or "Other vegetables" subgroups, as defined in §210.10(c)(2)(iii) of this chapter.
- 4 At least 80 percent of the grains offered weekly must be whole grain-rich as specified in FNS guidance, and the remaining grain items offered must be enriched. Schools may substitute 1 oz eq of meats/meat alternates for 1 oz eq of grains after the minimum daily grains requirement is met.
- 5 There is no meats/meat alternates requirement.
- 6 All fluid milk must be fat-free (skim) or low-fat (1% fat or less). Milk may be unflavored or flavored provided that unflavored milk is offered at each meal service.
- 7 The average daily calories for a 5-day school week menu must be within the range (at least the minimum and no more than the maximum values).
- 8 Discretionary sources of calories (solid fats and added sugars) may be added to the meal pattern if within the specifications for calories, saturated fat, trans fat, and sodium. Foods of minimal nutritional value and fluid milk with fat content greater than 1% milk fat are not allowed.
- 9 Food products and ingredients must contain zero grams of trans fat (less than 0.5 grams) per serving.

APPENDIX 2.A

National School Lunch Program (NSLP) Meal Pattern

Meal Components	Grades K–5	Grades 6–8	Grades 9–12
Amount of Food¹ Per Week (Minimum per day)			
Fruits (cups) ²	2-1/2 (1/2)	2-1/2 (1/2)	5 (1)
Vegetables (cups) ²	3-3/4 (3/4)	3-3/4 (3/4)	5 (1)
➤ Dark Green ³	1/2	1/2	1/2
➤ Red/Orange ³	3/4	3/4	1-1/4
➤ Beans and Peas (Legumes) ³	1/2	1/2	1/2
➤ Starchy ³	1/2	1/2	1/2
➤ Other ^{3,4}	1/2	1/2	3/4
Additional Vegetable to Reach Total ⁵	1	1	1-1/2
Grains (oz eq) ⁶	8–9 (1)	8–10 (1)	10–12 (2)
Meats/Meat Alternates (oz eq)	8–10 (1)	9–10 (1)	10–12 (2)
Fluid Milk (cups) ⁷	5 (1)	5 (1)	5 (1)
Other Specifications: Daily Amount Based on the Average for a 5-Day Week			
Min - Max Calories (kcal) ⁸	550–650	600–700	750–850
Saturated Fat (% of total calories) ⁸	< 10	< 10	< 10
Sodium Target 1 (mg) (SY 2022-2023)	≤ 1,230	≤ 1,360	≤ 1,420
Sodium Target 1A (mg) (SY 2023-2024) ⁸	≤ 1,110	≤ 1,225	≤ 1,280
<i>Trans Fat</i> ^{8,9}	Nutrition label or manufacturer specifications must indicate zero grams of <i>trans fat</i> per serving.		

¹ Food items included in each group and subgroup and amount equivalents. Minimum creditable serving is 1/8 cup.

² One quarter-cup of dried fruit counts as 1/2 cup of fruit; 1 cup of leafy greens counts as 1/2 cup of vegetables. No more than half of the fruit or vegetable offerings may be in the form of juice. All juice must be 100% full-strength.

³ Larger amounts of these vegetables may be served.

⁴ This category consists of “Other vegetables” as defined in paragraph (c)(2)(iii)(E) of this section. For the purposes of the NSLP, the “Other vegetables” requirement may be met with any additional amounts from the dark green, red/orange, and beans/peas (legumes) vegetable subgroups as defined in paragraph (c)(2)(iii) of this section.

⁵ Any vegetable subgroup may be offered to meet the total weekly vegetable requirement.

⁶ At least 80 percent of the grains offered weekly must be whole grain-rich as specified in FNS guidance, and the remaining grain items offered must be enriched.

⁷ All fluid milk must be fat-free (skim) or low-fat (1% fat or less). Milk may be unflavored or flavored provided that unflavored milk is offered at each meal service.

⁸ The average daily calories for a 5-day school week menu must be within the range (at least the minimum and no more than the maximum values). Discretionary sources of calories (solid fats and added sugars) may be added to the meal pattern if within the specifications for calories, saturated fat, trans fat, and sodium. Foods of minimal nutritional value and fluid milk with fat content greater than 1% are not allowed.

⁹ Food products and ingredients must contain zero grams of trans fat (less than 0.5 grams) per serving.

APPENDIX 2.B

Exhibit A: Grain Requirements for Child Nutrition Programs^{1,2}

Food Products per Group	Ounce Equivalent (oz eq)	Minimum Serving Size
Group A	Ounce Equivalent (oz eq) for Group A	Minimum Serving Size for Group A
Bread type coating	1 oz eq = 22 gm or 0.8 oz	1 serving = 20 gm or 0.7 oz
Bread sticks (hard)	3/4 oz eq = 17 gm or 0.6 oz	3/4 serving = 15 gm or 0.5 oz
Chow Mein noodles	1/2 oz eq = 11 gm or 0.4 oz	1/2 serving = 10 gm or 0.4 oz
Savory Crackers (saltines and snack crackers)	1/4 oz eq = 6 gm or 0.2 oz	1/4 serving = 5 gm or 0.2 oz
Croutons		
Pretzels (hard)		
Stuffing (dry) <i>Note: weights apply to bread in stuffing</i>		
Group B	Ounce Equivalent (oz eq) for Group B	Minimum Serving Size for Group B
Bagels	1 oz eq = 28 gm or 1.0 oz	1 serving = 25 gm or 0.9 oz
Batter type coating	3/4 oz eq = 21 gm or 0.75 oz	3/4 serving = 19 gm or 0.7 oz
Biscuits	1/2 oz eq = 14 gm or 0.5 oz	1/2 serving = 13 gm or 0.5 oz
Breads - all (for example sliced, French, Italian)	1/4 oz eq = 7 gm or 0.25	1/4 serving = 6 gm or 0.2 oz
Buns (hamburger and hot dog)		
Sweet Crackers ⁵ (graham crackers - all shapes, animal crackers)		
Egg roll skins		
English muffins		
Pita bread		
Pizza crust		
Pretzels (soft)		
Rolls		
Tortillas		
Tortilla chips		
Taco shells		

¹ In the NSLP and SBP (grades K-12), at least 80 percent of the weekly grains offered must meet the whole grain-rich criteria and the remaining grain items offered must be made from whole-grain flour, whole-grain meal, corn masa, masa harina, hominy, enriched flour, enriched meal, bran, germ, or be an enriched product, such as enriched bread, or a fortified cereal. Please note: State agencies have the discretion to set stricter requirements than the minimum nutrition standards for school meals. For additional guidance, please contact your State agency. For all other Child Nutrition Programs, grains must be made from whole-grain flour, whole-grain meal, corn masa, masa harina, hominy, enriched flour, enriched meal, bran, germ, or be an enriched product, such as enriched bread, or a fortified cereal. Under the CACFP child and adult meal patterns, and in the NSLP/SBP preschool meals, at least 1 grain serving per day must meet whole grain-rich criteria.

² For the NSLP and SBP (grades K-12), grain quantities are determined using ounce equivalents (oz eq). All other Child Nutrition Programs determine grain quantities using grains/breads servings. Beginning Oct. 1, 2021, grain quantities in the CACFP and NSLP/SBP infant and preschool meals will be determined using oz eq. Some of the following grains may contain more sugar, salt, and/or fat than others. This should be a consideration when deciding how often to serve them.

⁵ Allowed in NSLP (up to 2.0 oz eq grain-based dessert per week in grades K-12) as specified in §210.10. May count toward the grains component in the SBP (grades K-12), CACFP, NSLP/SBP infant and preschool meals, and SFSP.

Chart continues on next page

Food Products per Group	Ounce Equivalent (oz eq)	Minimum Serving Size
Group C	Ounce Equivalent (oz eq) for Group C	Minimum Serving Size for Group C
Cookies ³ (plain - includes vanilla wafers) Cornbread Corn muffins Croissants Pancakes Pie crust (dessert pies ³ , cobbler ³ , fruit turnovers ⁴ , and meats/meat alternate pies) Waffles	1 oz eq = 34 gm or 1.2 oz 3/4 oz eq = 26 gm or 0.9 oz 1/2 oz eq = 17 gm or 0.6 oz 1/4 oz eq = 9 gm or 0.3 oz	1 serving = 31 gm or 1.1 oz 3/4 serving = 23 gm or 0.8 oz 1/2 serving = 16 gm or 0.6 oz 1/4 serving = 8 gm or 0.3 oz
Group D	Ounce Equivalent (oz eq) for Group D	Minimum Serving Size for Group D
Doughnuts ⁴ (cake and yeast raised, unfrosted) Cereal bars, breakfast bars, granola bars ⁴ (plain) Muffins (all, except corn) Sweet roll ⁴ (unfrosted) Toaster pastry ⁴ (unfrosted)	1 oz eq = 55 gm or 2.0 oz 3/4 oz eq = 42 gm or 1.5 oz 1/2 oz eq = 28 gm or 1.0 oz 1/4 oz eq = 14 gm or 0.5 oz	1 serving = 50 gm or 1.8 oz 3/4 serving = 38 gm or 1.3 oz 1/2 serving = 25 gm or 0.9 oz 1/4 serving = 13 gm or 0.5 oz
Group E	Ounce Equivalent (oz eq) for Group E	Minimum Serving Size for Group E
Cereal bars, breakfast bars, granola bars ⁴ (with nuts, dried fruit, and/or chocolate pieces) Cookies ³ (with nuts, raisins, chocolate pieces and/or fruit purees) Doughnuts ⁴ (cake and yeast raised, frosted or glazed) French toast Sweet rolls ⁴ (frosted) Toaster pastry ⁴ (frosted)	1 oz eq = 69 gm or 2.4 oz 3/4 oz eq = 52 gm or 1.8 oz 1/2 oz eq = 35 gm or 1.2 oz 1/4 oz eq = 18 gm or 0.6 oz	1 serving = 63 gm or 2.2 oz 3/4 serving = 47 gm or 1.7 oz 1/2 serving = 31 gm or 1.1 oz 1/4 serving = 16 gm or 0.6 oz
Group F	Ounce Equivalent (oz eq) for Group F	Minimum Serving Size for Group F
Cake ³ (plain, unfrosted) Coffee cake ⁴	1 oz eq = 82 gm or 2.9 oz 3/4 oz eq = 62 gm or 2.2 oz 1/2 oz eq = 41 gm or 1.5 oz 1/4 oz eq = 21 gm or 0.7 oz	1 serving = 75 gm or 2.7 oz 3/4 serving = 56 gm or 2 oz 1/2 serving = 38 gm or 1.3 oz 1/4 serving = 19 gm or 0.7 oz

³ Allowed in NSLP (up to 2.0 oz eq grain-based dessert per week in grades K-12) as specified in §210.10 and at snack service in SFSP. Considered a grain-based dessert and cannot count toward the grains component in CACFP or NSLP/SBP infant and preschool meals as specified in §§226.20(a)(4) and 210.10.

⁴ Allowable in NSLP (up to 2.0 oz eq grain-based dessert per week for grades K-12) as specified in §210.10. May count toward the grains component in SBP (grades K-12) and at snack and breakfast meals in SFSP. Considered a grain-based dessert and cannot count toward the grains component in the CACFP and NSLP/SBP infant and preschool meals as specified in §§226.20(a)(4) and 210.10.

Chart continues on next page

Food Products per Group	Ounce Equivalent (oz eq)	Minimum Serving Size
Group G	Ounce Equivalent (oz eq) for Group G	Minimum Serving Size for Group G
Brownies ³ (plain) Cake ³ (all varieties, frosted)	1 oz eq = 125 gm or 4.4 oz 3/4 oz eq = 94 gm or 3.3 oz 1/2 oz eq = 63 gm or 2.2 oz 1/4 oz eq = 32 gm or 1.1 oz	1 serving = 115 gm or 4 oz 3/4 serving = 86 gm or 3 oz 1/2 serving = 58 gm or 2 oz 1/4 serving = 29 gm or 1 oz
Group H	Ounce Equivalent (oz eq) for Group H	Minimum Serving Size for Group H
Cereal Grains (barley, quinoa, etc.) Breakfast cereals (cooked) ^{6 7} Bulgur or cracked wheat Macaroni (all shapes) Noodles (all varieties) Pasta (all shapes) Ravioli (noodle only) Rice	1 oz eq = 1/2 cup cooked or 1 ounce (28 gm) dry	1 serving = 1/2 cup cooked or 25 gm dry
Group I	Ounce Equivalent (oz eq) for Group I	Minimum Serving Size for Group I
Ready to eat breakfast cereal (cold, dry) ^{6 7}	1 oz eq = 1 cup or 1 ounce for flakes and rounds 1 oz eq = 1.25 cups or 1 ounce for puffed cereal 1 oz eq = 1/4 cup or 1 ounce for granola	1 serving = 3/4 cup or 1 oz, whichever is less

³ Allowed in NSLP (up to 2.0 oz eq grain-based dessert per week in grades K-12) as specified in §210.10 and at snack service in SFSP. Considered a grain-based dessert and cannot count toward the grains component in CACFP or NSLP/SBP infant and preschool meals as specified in §§226.20(a)(4) and 210.10.

⁶ Refer to program regulations for the appropriate serving size for supplements served to children aged 1 through 5 in the NSLP; breakfast served in the SBP, and meals served to children ages 1 through 5 and adult participants in the CACFP. Breakfast cereals are traditionally served as a breakfast menu item but may be served in meals other than breakfast.

⁷ In the NSLP and SBP, cereals that list a whole grain as the first ingredient must be fortified, or if the cereal is 100 percent whole grain, fortification is not required. For all Child Nutrition Programs, cereals must be whole-grain, enriched, or fortified; cereals served in CACFP and NSLP/SBP infant and preschool meals must contain no more than 6 grams of sugar per dry ounce.

APPENDIX 2.C

Meal Patterns for 3-, 4-, 6- and 7-day weeks

Short and Long Week Calculations (rounded to nearest 0.5 oz eq and 0.25 cup)

(Applies to schools that **regularly** operate on a shorter or longer weekly cycle)

- Since the dietary specifications are based on average daily amounts, these are unaffected by varying week lengths (average over length of week, whether consisting of 3 to 7 days)
- Due to size of weekly vegetable subgroup requirements, the 20 percent adjustment is not practical. Therefore, adjustments are primarily made to the “Additional Vegetable” category only—which in turn allows increased or decreased offering amounts of any of the subgroups to meet this requirement.

Three Day School Week Meal Component Adjustments

3-DAY SCHOOL WEEK-BREAKFAST	GRADES K–5 Weekly (daily)	GRADES 6–8 Weekly (daily)	GRADES 9–12 Weekly (daily)
Fruits (cups)	3 (1)	3 (1)	3 (1)
Grains (oz eq)	4–6 (1)	5–6 (1)	5.5–6 (1)
Fluid Milk (cups)	3 (1)	3 (1)	3 (1)

3-DAY SCHOOL WEEK-LUNCH	GRADES K–5 Weekly (daily)	GRADES 6–8 Weekly (daily)	GRADES 9–12 Weekly (daily)
Fruits (cups)	1.5 (0.5)	1.5 (0.5)	3 (1)
Vegetables (cups)	2.25 (0.75)	2.25 (0.75)	3 (1)
Dark Green	0.5	0.5	0.5
Red/Orange	0.5	0.5	1
Beans/Peas (Legumes)	0.5	0.5	0.5
Starchy	0.5	0.5	0.5
Other	0.25	0.25	0.5
Additional Veg to Reach Total	0	0	0
Grains (oz eq)	5–5.5 (1)	5–6 (1)	6–7 (2)
Meats/Meat Alts (oz eq)	5–6 (1)	5.5–6 (1)	6–7 (2)
Fluid Milk (cups)	3 (1)	3 (1)	3 (1)

Four Day School Week Meal Component Adjustments

4-DAY SCHOOL WEEK-BREAKFAST	GRADES K-5 Weekly (daily)	GRADES 6-8 Weekly (daily)	GRADES 9-12 Weekly (daily)
Fruits (cups)	4 (1)	4 (1)	4 (1)
Grains (oz eq)	5.5-8 (1)	6.5-8 (1)	7-8 (1)
Fluid Milk (cups)	4 (1)	4 (1)	4 (1)

4-DAY SCHOOL WEEK-LUNCH	GRADES K-5 Weekly (daily)	GRADES 6-8 Weekly (daily)	GRADES 9-12 Weekly (daily)
Fruits (cups)	2 (0.5)	2 (0.5)	4 (1)
Vegetables (cups)	3 (0.75)	3 (0.75)	4 (1)
Dark Green	0.5	0.5	0.5
Red/Orange	0.75	0.75	1.25
Beans/Peas (Legumes)	0.5	0.5	0.5
Starchy	0.5	0.5	0.5
Other	0.5	0.5	0.75
Additional Veg to Reach Total	0.25	0.25	0.5
Grains (oz eq)	6.5-7 (1)	6.5-8 (1)	8-9.5 (2)
Meats/Meat Alts (oz eq)	6.5-8 (1)	7-8 (1)	8-9.5 (2)
Fluid Milk (cups)	4 (1)	4 (1)	4 (1)

Six Day School Week Meal Component Adjustments

6-DAY SCHOOL WEEK-BREAKFAST	GRADES K-5 Weekly (daily)	GRADES 6-8 Weekly (daily)	GRADES 9-12 Weekly (daily)
Fruits (cups)	6 (1)	6 (1)	6 (1)
Grains (oz eq)	8.5-12 (1)	9.5-12 (1)	11-12 (1)
Fluid Milk (cups)	6 (1)	6 (1)	6 (1)

6-DAY SCHOOL WEEK-LUNCH	GRADES K-5 Weekly (daily)	GRADES 6-8 Weekly (daily)	GRADES 9-12 Weekly (daily)
Fruits (cups)	3 (0.5)	3 (0.5)	6 (1)
Vegetables (cups)	4.5 (0.75)	4.5 (0.75)	6 (1)
Dark Green	0.5	0.5	0.5
Red/Orange	0.75	0.75	1.25
Beans/Peas (Legumes)	0.5	0.5	0.5
Starchy	0.5	0.5	0.5
Other	0.5	0.5	0.75
Additional Veg to Reach Total	1.75	1.75	2.5
Grains (oz eq)	9.5-11 (1)	9.5-12 (1)	12-14.5 (2)
Meats/Meat Alts (oz eq)	9.5-12 (1)	11-12 (1)	12-14.5 (2)
Fluid Milk (cups)	6 (1)	6 (1)	6 (1)

Seven Day School Week Meal Component Adjustments

7-DAY SCHOOL WEEK-BREAKFAST	GRADES K-5 Weekly (daily)	GRADES 6-8 Weekly (daily)	GRADES 9-12 Weekly (daily)
Fruits (cups)	7 (1)	7 (1)	7 (1)
Grains (oz eq)	10-14 (1)	11-14 (1)	12.5-14 (1)
Fluid Milk (cups)	7 (1)	7 (1)	7 (1)

7-DAY SCHOOL WEEK-LUNCH	GRADES K-5 Weekly (daily)	GRADES 6-8 Weekly (daily)	GRADES 9-12 Weekly (daily)
Fruits (cups)	3.5 (0.5)	3.5 (0.5)	7 (1)
Vegetables (cups)	5.25 (0.75)	5.25 (0.75)	7 (1)
Dark Green	0.5	0.5	0.5
Red/Orange	0.75	0.75	1.25
Beans/Peas (Legumes)	0.5	0.5	0.5
Starchy	0.5	0.5	0.5
Other	0.5	0.5	0.75
Additional Veg to Reach Total	2.5	2.5	3.5
Grains (oz eq)	11-12.5 (1)	11-14 (1)	14-17 (2)
Meats/Meat Alts (oz eq)	11-14 (1)	12.5-14 (1)	14-17 (2)
Fluid Milk (cups)	7 (1)	7 (1)	7 (1)

APPENDIX 2.D

Preschool Meal Pattern: Breakfast

Select all three components for a reimbursable meal

Meal Component ¹	Minimum Quantities	
	Ages 1–2	Ages 3–5
Fluid Milk ²	4 fl oz	6 fl oz
Vegetables, fruits, or portions of both ³	1/4 cup	1/2 cup
Grains (oz eq) ^{4 5 6 7}	1/2 oz eq	1/2 oz eq

¹ Must serve all three components for a reimbursable meal.

² Must be unflavored whole milk for children age 1. Must be unflavored low-fat (1%) or unflavored fat-free (skim) milk for children 2 through 5 years old.

³ Pasteurized full-strength juice may only be used to meet the vegetable or fruit requirement at 1 meal, including snack, per day.

⁴ At least 1 serving per day, across all eating occasions, must be whole grain-rich. Grain-based desserts do not count toward meeting the grains requirement.

⁵ Meats and meat alternates may be used to meet the entire grains requirement a maximum of three times a week. One ounce of meat and meat alternates is equal to 1 ounce equivalent of grains.

⁶ Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams of sucrose and other sugars per 100 grams of dry cereal).

⁷ Refer to FNS guidance for additional information on crediting different types of grains.

Preschool Meal Pattern: Lunch

Select all five components for a reimbursable meal

Meal Component ¹		Minimum Quantities	
		Ages 1–2	Ages 3–5
Fluid Milk ²		4 fl oz	6 fl oz
Meats/Meat Alternates (<i>Edible portion as served</i>)	Lean meat, poultry, or fish	1 oz eq	1-1/2 oz eq
	Tofu, soy products, or alternate protein products ³	1 oz eq	1-1/2 oz eq
	Cheese	1 oz eq	1-1/2 oz eq
	Large egg	1/2	3/4
	Cooked dry beans or peas	1/4 cup	3/8 cup
	Peanut butter or soy nut butter or other nut or seed butters	2 Tbsp	3 Tbsp
	Yogurt, plain or flavored unsweetened or sweetened ⁴	4 ounces or 1/2 cup	6 ounces or 3/4 cup
The following may be used to meet no more than 50% of the requirement: Peanuts, soy nuts, tree nuts, or seeds, as listed in program guidance, or an equivalent quantity of any combination of the above meat/meat alternate (1 oz eq of nuts/seeds = 1 oz eq of cooked lean meat, poultry, or fish)		1/2 oz eq = 50%	3/4 oz eq = 50%
Vegetable ^{5 6}		1/8 cup	1/4 cup
Fruits ^{5 6}		1/8 cup	1/4 cup
Grains (oz eq) ^{7 8 9}		1/2 oz eq	1/2 oz eq

¹ Must serve all five components for a reimbursable meal.

² Must be unflavored whole milk for children age 1. Must be unflavored low-fat (1%) or unflavored fat-free (skim) milk for children 2 through 5 years old.

³ Alternate protein products must meet the requirements in Appendix A of 7 CFR Part 226.

⁴ Yogurt must contain no more than 23 grams of total sugars per 6 ounces.

⁵ Pasteurized full-strength juice may only be used to meet the vegetable or fruit requirement at 1 meal, including snack, per day.

⁶ A vegetable may be used to meet the entire fruit requirement. When two vegetables are served at lunch or supper, two different kinds of vegetables must be served.

⁷ At least 1 serving per day, across all eating occasions, must be whole grain-rich. Grain-based desserts do not count toward the grains requirement.

⁸ Refer to FNS guidance for additional information on crediting different types of grains.

⁹ Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams of sucrose and other sugars per 100 grams of dry cereal).

Preschool Meal Pattern: Snacks

Select two of the five components for a reimbursable meal

Meal Component ¹	Minimum Quantities		
	Ages 1–2	Ages 3–5	
Fluid Milk ²	4 fl oz	4 fl oz	
Meats/Meat Alternates (Edible portion as served)	Lean meat, poultry, or fish	1/2 oz eq	1/2 oz eq
	Tofu, soy products, or alternate protein products ³	1/2 oz eq	1/2 oz eq
	Cheese	1/2 oz eq	1/2 oz eq
	Large egg	1/2	1/2
	Cooked dry beans or peas	1/8 cup	1/8 cup
	Peanut butter or soy nut butter or other nut or seed butters	1 Tbsp	1 Tbsp
	Yogurt, plain or flavored unsweetened or sweetened ⁴	2 ounces or 1/4 cup	2 ounces or 1/4 cup
	Peanuts, soy nuts, tree nuts, or seeds	1/2 oz eq	1/2 oz eq
Vegetables ⁵	1/2 cup	1/2 cup	
Fruits ⁵	1/2 cup	1/2 cup	
Grains (oz eq) ^{6,7,8}	1/2 oz eq	1/2 oz eq	

- ¹ Select two of the five components for a reimbursable snack. Only one of the two components may be a beverage.
- ² Must be unflavored whole milk for children age 1. Must be unflavored low-fat (1%) or unflavored fat-free (skim) milk for children 2 through 5 years old.
- ³ Alternate protein products must meet the requirements in Appendix A of 7 CFR Part 226.
- ⁴ Yogurt must contain no more than 23 grams of total sugars per 6 ounces.
- ⁵ Pasteurized full-strength juice may only be used to meet the vegetable or fruit requirement at 1 meal, including snack, per day.
- ⁶ At least 1 serving per day, across all eating occasions, must be whole grain-rich. Grain-based desserts do not count toward meeting the grains requirement.
- ⁷ Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams of sucrose and other sugars per 100 grams of dry cereal).
- ⁸ Refer to FNS guidance for additional information on crediting different types of grains.

EXAMPLE

Menu-Planning Template Grades K–5 Lunch

APPENDIX 3.A

	MON	TUE	WED	THURS	FRI	WEEKLY TOTAL
Menu						
Meats/Meat Alternates (1 oz eq minimum per day) (8–10 oz eq per week)						
Vegetables (3/4 cup per day) (3 ¾ cups per week)						
Dark green (1/2 cup per week)						
Red/Orange (3/4 cup per week)						
Beans/Peas (Legumes) (1/2 cup per week)						
Starchy (1/2 cup per week)						
Other (1/2 cup per week)						
Additional Vegetable to Reach Total (1 cup per week)						
Fruits (1/2 cup per day) (2 ½ cups per week)						
Grains (1 oz eq per day) (8–9 oz eq per week)						
Fluid Milk (1 cup per day) (5 cups per week)	Fat-free Milk or 1% (8 oz)	Fat-free Milk or 1% (8 oz)	Fat-free Milk or 1% (8 oz)	Fat-free Milk or 1% (8 oz)	Fat-free Milk or 1% (8 oz)	5 cups

EXAMPLE

Menu-Planning Template Grades 9–12 Lunch

	MON	TUE	WED	THURS	FRI	WEEKLY TOTAL
Menu						
Meats/Meat Alternates (2 oz eq minimum per day) (10–12 oz eq per week)						
Vegetables (1 cup per day) (5 cups per week)						
Dark green (1/2 cup per week)						
Red/Orange (1 ¼ cup per week)						
Beans/Peas (Legumes) (1/2 cup per week)						
Starchy (1/2 cup per week)						
Other (3/4 cup per week)						
Additional Vegetable to Reach Total (1 1/2 cups per week)						
Fruits (1 cup per day) (5 cups per week)						
Grains (2 oz eq per day) (10–12 oz eq per week)						
Fluid Milk (1 cup per day) (5 cups per week)	Fat-free Milk or 1% (8 oz)	Fat-free Milk or 1% (8 oz)	Fat-free Milk or 1% (8 oz)	Fat-free Milk or 1% (8 oz)	Fat-free Milk or 1% (8 oz)	5 cups

APPENDIX 3.B

Smart Snacks in School Nutrition Standards and a la carte items

Reimbursable meals under programs authorized by the National School Lunch Act and the Child Nutrition Act follow specific regulations. All other foods and beverages sold to students on the school campus during the school day must meet the “Smart Snacks in School” standards. The Smart Snacks in School regulations establish standards for all foods and beverages sold to students other than the reimbursable meals. The definition of a school day is midnight until 30 minutes after the dismissal school bell rings.

Entree items for sale as a la carte foods on the day they are served as part of the reimbursable meal and the day after are exempt from the Smart Snacks nutrition standards on those days. This exception serves to send a consistent nutritional message about school meals since such entrees already fit into a balanced and nutritionally sound meal and represent a healthier choice for students who do not want the whole meal.

Side items, snack foods, beverages, and any entrees not served as part of the reimbursable meal will need to comply with the Smart Snacks nutrition standards, which include calorie, fats, sugar, and sodium limits, in order to be sold to students in school.

Foods subject to Smart Snacks standards must:

- Be a whole grain-rich grain product; or
- Have as the first ingredient a fruit, a vegetable, a dairy, or a protein food; or
- Be a combination food that contains at least $\frac{1}{4}$ cup of fruit and or vegetable.

In addition, such food items must also meet several nutrient requirements:

- Calorie limits:
 - Snack items: ≤ 200 calories
 - Entree items: ≤ 350 calories

- Sodium limits:
 - Snack items: ≤ 200 mg
 - Entree items: ≤ 480 mg
- Fat limits:
 - Total fat: ≤ 35 percent of calories
 - Saturated fat: < 10 percent of calories
 - *Trans* fat: zero grams
- Sugar limits:
 - ≤ 35 percent of weight from total sugars in foods.

Nutrition Standards for Beverages sold in schools.

Schools may sell:

- Plain water (with or without carbonation)
- Unflavored or flavored fat-free and 1% (low-fat) milk
- Milk alternatives permitted by NSLP/SBP
- 100% fruit or vegetable juice, with or without carbonation
- 100% fruit or vegetable juice diluted with water (with or without carbonation) and no added sweeteners.

Additional beverage standards by grade level:

- Elementary schools may sell up to 8-fluid-ounce portions of milk and juice.
- Middle schools and high schools may sell up to 12-fluid-ounce portions of milk and juice.
- There is no portion size limit for plain water.

High schools are allowed to sell additional “no calorie” and “lower calorie” beverage options:

- ≤ 20 -fluid ounce portions of other flavored and/or carbonated beverages that contain < 5 calories per 8 fluid ounces or ≤ 10 calories per 20 fluid ounces;
- ≤ 12 fluid ounce portions of “lower calorie” beverages that contain ≤ 40 calories per 8 fluid ounces or ≤ 60 calories per 12 fluid ounces.

For more information on Smart Snacks, visit <https://www.fns.usda.gov/school-meals/tools-schools-focusing-smart-snacks>.

APPENDIX 3.C

Dietary Specifications Assessment Tool

State agencies complete the following questions and assess your program's day-to-day operations. There are four response choices: 1. Always (every day or 5 days/week), 2. Most items or most of the time (3–4 days/week), 3. Some items or some of the time (1–2 days/week), and 4. Never (0 days/week).

Contact your State agency for information about the online version of the Dietary Specifications

To obtain an online version of the Dietary Specifications Assessment Tool, check out the FNS Partner Web or contact your State agency.

Assessment Tool.

1. Are specifications considered when purchasing menu items and condiments to limit the following?
 - a. Saturated fat
 - b. Sodium
 - c. *Trans* fat
2. Only low-fat (1% milk fat or less, unflavored) or fat-free (unflavored or flavored) milk is used for student consumption and in menu recipes.*
3. Low-fat, fat-free milk products are used. This includes yogurt and cottage cheese.
4. Cheese (all varieties including reduced fat) is controlled by placing items in portion cups, portion controlled packaging or the use of appropriate serving size utensils to limit portion size allowed per meal. This includes cheese offered on salad bars.
5. Are non-creditable cheese products offered as part of a reimbursable meal? (Non-creditable cheese includes: cheese sauce without a CN label or product formulation statement, cheese product, imitation cheese and powdered cheese).
6. Reduced-fat, low fat, fat-free mayonnaise, sour cream, and/or salad dressings are offered instead of full-fat varieties.
7. Broths and/or soups with low or reduced sodium are used, rather than regular broths and soups.
8. Fresh, frozen, and/or low sodium or no sodium canned vegetables are offered, rather than reduced sodium or regular canned vegetables.
9. How often are bacon, bacon bits, pepperoni, chow mein noodles, pickles, olives, packaged crackers and/or croutons available to students?
10. How often are meats such as hot dogs, luncheon meats (e.g. ham, turkey) and/or sausage offered on the service line and/or salad bar? (All varieties—including reduced and/or low sodium).
11. Canned fruits are packed in water, fruit juice, or light syrup. If only fresh fruit is offered, then select the "N/A" dropdown response.
12. Grain-based desserts such as doughnuts, pastries, cakes, and cookies are limited to 2 oz eq per week or less for LUNCH. If grain-based desserts are not offered, then select the "N/A" dropdown response.
13. How often are "grain-based dessert" type items such as doughnuts, toaster pastries, cake, muffins, and cookies offered at breakfast?
14. Other seasonings, such as herbs and spices, are substituted for salt.
15. Oil is used in recipes, rather than shortening, margarine, or butter.
16. Fat is drained from browned meats and poultry and/or fat is skimmed from broths, soups, stews, or gravies and/or skin is removed from poultry or skinless poultry is used. If browned meats and poultry are not offered, then select the "N/A" dropdown response.
17. Is a deep fat fryer used on-site to prepare school meal items?
18. Is butter or margarine added to breads and/or vegetables prior to serving?
19. Standardized recipes are followed: all

ingredients are weighed or measured with standardized weight or measuring utensils.

- 20.** Meal pattern for appropriate age/grade groups are used for menu planning, including the meal patterns and serving sizes.
- 21.** How often are extra, nonreimbursable food items (e.g. potato chips, ice cream, pudding and/or gelatin) offered on the menu? Items sold a la carte are exempt.
- 22.** Portion sizes for condiments (e.g. hot sauce, ketchup, mustard, salad dressing) are controlled by placing items in portion cups, portion controlled packaging or the use of appropriate serving size utensils to limit portion size allowed per meal.
- 23.** Students are offered butter or margarine:
 - a.** In the serving line.
 - b.** At a condiment station.
 - c.** If they ask for it.
- 24.** Students are offered salt:
 - a.** In the serving line.
 - b.** At a condiment station.
 - c.** On meal tables.
 - d.** If they ask for it.
- 25.** Larger portions and/or bonus items and/or seconds are offered (offering portion sizes that are inconsistent with the planned menu). Entrees sold a la carte are exempt.

*The Dietary Specifications Assessment Tool does not reflect the Transitional Standards for Milk, Whole Grains and Sodium – Final Rule which allows for both unflavored and flavored nonfat and low-fat (1%) milk to be served in the NSLP/SBP.

Daily Menu Production Record – Food-Based Menu Planning

Name of school/site _____
 Grade Group _____
 Date _____
 Menu _____

- Breakfast
- Lunch
- OVS
- Preplated (served)

Reimbursable meals

Number of student meals planned (projected): _____
 Number of student meals offered (prepared): _____
 Number of student meals selected (served): _____

Nonreimbursable Meals

Number of meals planned (projected): _____
 Number of meals offered (prepared): _____
 Number of meals selected (served): _____

R = Reimbursable NR = Nonreimbursable T = Total

Menu/food items	Recipe ID/product ID	Portion Size	Component contributions per portion size					Planned (projected) Servings			Planned (projected) quantity of food <i>(in purchase units)</i>	Actual number servings offered (prepared)			Actual number servings selected (served)			Substitutions, leftovers, and notes		
			Meats/meat alternates	Grains	Fruits	Vegetables	Milk	R	NR	T		R	NR	T	R	NR	T			

_____ verifier signature _____ date

SAMPLE

Daily Menu Production Record – Food-Based Menu Planning

1 Name of school/site Harvey Elementary School
 2 Grade Group K- 5
 3 Date January 14, 2022
 4 Menu Grilled cheese sandwich or Chicken nuggets & Rice pilaf, Broccoli, Cherry tomatoes, Celery sticks, Fruit cocktail, Orange wedges, Milk: assorted fat-free & 1%

5 Breakfast
 Lunch
 OVS
 Preplated (served)

Reimbursable meals

6 Number of student meals planned (projected): 54
 7 Number of student meals offered (prepared): 50
 8 Number of student meals selected (served): 48

Nonreimbursable Meals

9 Number of meals planned (projected): 5
 10 Number of meals offered (prepared): 5
 11 Number of meals selected (served): 4

R = Reimbursable NR = Nonreimbursable T = Total

12 Menu/food items	14 Recipe ID/product ID	15 Portion Size	Component contributions per portion size					21 Planned (projected) Servings			22 Planned (projected) quantity of food (in purchase units)	23 Actual number servings (offered) prepared			24 Actual number servings selected (served)			25 Substitutions, leftovers, and notes		
			16 Meats/meat alternates	17 Grains	18 Fruits	19 Vegetables	20 Milk	R	NR	T		R	NR	T	R	NR	T			
			Grilled cheese sandwich	R# 32	1 ea	2 oz eq	2 oz eq WGR						24		24	48 sl WG bread 3 lbs cheese	20			20
XYZ Chicken Nuggets w/WG, 3.97 oz eq = 2 oz eq M/MA, 1 oz eq grains CN #123456	P# 4203	6 ea	2 oz eq	1 oz eq WGR					30	5	35	8.7 lbs	30	5	35	28	4	32	3 servings leftover, discarded	
Brown rice pilaf, USDA recipe <i>RTU: ready-to-use, cleaned, trimmed florets</i>	R# B22	#8 scoop		1 oz eq WGR					32	5	37	1.25 gallons	32	5	37	31	3	34	1.5 cups leftover, discarded	
Steamed broccoli florets (RTU), <u>dark green vegetable</u>	R# 15	2 oz spoodle					¼ c		50	5	55	2 lbs	50	5	55	49	4	53	0.5 cup leftover; chilled and refrigerated for use in soup tomorrow	
Cherry tomato (3 ea), <u>red/orange vegetable</u> , Celery sticks (3 ea, RTU), <u>other vegetable</u>	R# 18	¼ c					¼ c		30		30	2.5 lbs	30		30	24		24	1.5 cups cherry tomatoes & 1 cup celery leftover; bagged & refrigerated for use in soup tomorrow	
Fruit cocktail in light syrup, drained, USDA Foods <i>Diced peaches, drained</i>	R# 3	4 oz spoodle					½ c		35	3	38	2.25 #10 cans	35	3	38	25	3	28	Substituted peaches. 5 cups leftover; refrigerated for use in breakfast tomorrow	
Orange wedges (138 count)	R# 5	4 oz spoodle					½ c		15	3	18	5.5 lbs	25	2	27	35	2	37	No leftovers; made 10 more servings, 3 more lbs used	
Extra: Ranch dressing 1/2 oz packets	P# 1514	1 ea							54		54	54 ea	50		50	45		45	5 leftover, returned to inventory	
13 Milk by type and flavor:	Item#																			No leftovers
fat-free (unflavored):	501	1 ea							5		5	5	5		5	5		5		
fat-free (chocolate):	502	1 ea							30		30	30	28		28	28		28		
1% unflavored:	503	1 ea							10		10	10	10		10	10		10		

26 Ms. Manager 1/14/22
 verifier signature date

Anatomy of a Production Record

You may use any production record format you wish as long as it includes certain key items. These items are summarized and then explained in more detail below.

BASIC INFORMATION

- 1 Name of school/site
- 2 Grade group
- 3 Date
- 4 Menu
- 5 Menu type (lunch or breakfast) and OVS or Preplated (served)

REIMBURSABLE MEALS

- 6 Planned (projected) number of student meals; provides an estimate of planned (projected) student meals for the specified grade group
- 7 Actual number of student meals offered (prepared); provides the total number of student meals offered (prepared) for the specified grade group
- 8 Actual number of student meals selected (served); provides the total number of students meals selected (served) for the specified grade group

NONREIMBURSABLE MEALS

- 9 Planned (projected) number of nonreimbursable meals – the number of staff and guests
- 10 Offered (prepared) number of nonreimbursable meals – the number of staff and guests
- 11 Actual number of nonreimbursable meals selected (served); provides the total number of nonreimbursable meals selected (served) for the specified school/site

ALL MENU ITEMS LISTED

- 12 Menu/food items – all food item choices offered on the specified grade group's menu, such as main entrees, vegetable subgroups, fruit, milk, dessert, condiments, and substitutions. For each food item, include product information such as manufacturer item name and code number, USDA Foods information, or specific information to guide preparation
- 13 Planned (projected), offered (prepared), and selected (served) number of milk by type – fat-free unflavored, fat-free chocolate or other flavors, 1% low-fat unflavored

RECIPE/PRODUCT NUMBER

- 14 Recipe ID/product ID number – standardized recipe number (USDA or your local recipe number) or product ID number

PORTION SIZE

- 15 Portion size for the specified grade group – specific unit of measure: scoop number, measuring cup amount, each, ladle or spoodle size, etc.

REIMBURSABLE MEAL COMPONENTS PROVIDED BY PORTION SIZE

- 16 Meats/meat alternates in ounce equivalent (oz eq)
- 17 Grains in oz eq (WG indicates whole grain-rich)
- 18 Fruits – portion offered in volume, (½ cup in sample)
- 19 Vegetables – portion offered in volume (¼ cup in sample), note that subgroup is identified in column #14
- 20 Milk - portion offered in volume (1 cup in sample)

MEALS PLANNED (PROJECTED), OFFERED (PREPARED), SELECTED (SERVED) AND LEFTOVER

- 21 Planned (projected) number of servings to prepare – provided by menu planner using forecasting tools (reimbursable and nonreimbursable combined)
- 22 Planned (projected) quantity of food to use in purchase units – forecasted from past production, standardized recipes and *Food Buying Guide for Child Nutrition Programs* (FBG). Adjust on day-of-service, if needed
- 23 Actual number of servings offered (prepared) – provides total number of servings prepared with any changes from planned (projected) amounts noted, as needed
- 24 Actual number of servings selected (served) – provides total number of servings selected (served) for each food item on the menu; provides information for forecasting future meal preparation
- 25 Substitutions and leftovers – any substitutions for the planned menu must be recorded. Record the amount of leftovers of each item and planned use (examples: chilled and refrigerated for use in future)

VERIFIER SIGNATURE AND DATE

- 26 Person in charge of site reviews, verifies, signs and dates the production record, and files for future reference. Your State agency may require signed production records.

OTHER DETAILS YOU MAY NEED OR WANT TO RECORD ARE:

- Food preparation and holding temperatures
- Specific information of value for preparation, service, and future forecasting, such as weather-related school closures, field trips, etc.
- FBG details – source of calculations for purchase units required for total servings planned
- Additional required information by your State agency or school program

The sample is one example of a production record. Use the format that best fits your program.

EXAMPLE

Fruit and Vegetable Bar Planning Template

SCHOOL /SITE NAME:

MENU WEEK:

COMPONENT	WEEKLY REQUIREMENT (DAILY)	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY TOTAL
Vegetable	Grade K–5: 3¾ cups (¾) Grade 6–8: 3¾ cups (¾) Grade 9–12: 5 cups (1)						
Dark Green	½ cup (1 cup leafy greens = ½cup)						
Red / Orange	Grade K–5: ¾ cup Grade 6–8: ¾ cup Grade 9–12: 1¼ cups						
Legumes	½ cup						
Starchy	½ cup						
Other	K–5: ½ cup Grade 6–8: ½ cup Grade 9–12: ¾ cup						
Fruit							
	Grade K–5: 2 ½ cups (½) Grade 6–8: 2 ½ cups (½) Grade 9–12: 5 cups (1)						
Other							

Washington State fruit and vegetable production record (<https://www.k12.wa.us/policy-funding/child-nutrition/school-meals/national-school-lunch-program/menu-planning-and-meal-patterns-toolkit>)

APPENDIX 4.B

Basics at a Glance

Recipe Abbreviations

approx.	= approximate
tsp or t	= teaspoon
Tbsp or T	= tablespoon
c	= cup
pt	= pint
qt	= quart
gal	= gallon
wt	= weight
oz	= ounce
lb or #	= pound (e.g., 3#)
g	= gram
kg	= kilogram
vol	= volume
mL	= milliliter
L	= liter
fl oz	= fluid ounce
No. or #	= number (e.g., #3)
in. or "	= inches (e.g., 12")
°F	= degree Fahrenheit
°C	= degree Celsius or centigrade

Volume Equivalents for Liquids



60 drops	= 1 tsp	
1 Tbsp	= 3 tsp	= 0.5 fl oz
1/8 cup	= 2 Tbsp	= 1 fl oz
1/4 cup	= 4 Tbsp	= 2 fl oz
1/3 cup	= 5 Tbsp + 1 tsp	= 2.65 fl oz
3/8 cup	= 6 Tbsp	= 3 fl oz
1/2 cup	= 8 Tbsp	= 4 fl oz
5/8 cup	= 10 Tbsp	= 5 fl oz
2/3 cup	= 10 Tbsp + 2 tsp	= 5.3 fl oz
3/4 cup	= 12 Tbsp	= 6 fl oz
7/8 cup	= 14 Tbsp	= 7 fl oz
1 cup	= 16 Tbsp	= 8 fl oz
1/2 pint	= 1 cup	= 8 fl oz
1 pint	= 2 cups	= 16 fl oz
1 quart	= 2 pt	= 32 fl oz
1 gallon	= 4 qt	= 128 fl oz

Equivalent Weights



16 oz	= 1 lb	= 1.000 lb
12 oz	= 3/4 lb	= 0.750 lb
8 oz	= 1/2 lb	= 0.500 lb
4 oz	= 1/4 lb	= 0.250 lb
1 oz	= 1/16 lb	= 0.063 lb

Scoops (Dishers)



Size/No. ¹	Level Measure	Color Code ²
6	2/3 cup	
8	1/2 cup	
10	3/8 cup	
12	1/3 cup	
16	1/4 cup	
20	3-1/3 Tbsp	
24	2-2/3 Tbsp	
30	2 Tbsp	
40	1-2/3 Tbsp	
50	3-3/4 tsp	
60	3-1/4 tsp	
70	2-3/4 tsp	
100	2 tsp	

¹ Scoops are left or right hand or squeeze-type that can be used for both hands. Number on the scoop indicates how many level scoopfuls make one quart. For example, eight No. 8 scoops = 1 quart.



² Use colored dots matching the brand-specific color coding of scoop sizes.

Ladles Portion Servers



Ladle fl oz	Approx. Measure	Portion Server fl oz
1 oz	1/8 cup	1 oz
2 oz	1/4 cup	2 oz
3 oz	3/8 cup	3 oz
4 oz	1/2 cup	4 oz
6 oz	3/4 cup	6 oz
8 oz	1 cup	8 oz
12 oz	1-1/2 cups	—

Ladles and portion servers (measuring-serving spoons that are volume-standardized) are labeled "oz." "Fl oz" would be more accurate since they measure volume, not weight.

Use ladles for serving soups, stews, creamed dishes, sauces, gravies, and other liquid products.

Use portion servers (solid or perforated) for portioning solids and semi-solids such as fruits and vegetables, and condiments.

Cooking or Serving Spoons



Solid Spoons



Perforated Spoons



Slotted Spoons

Spoons vary in length (11", 13", 15", 18", 21") for ease of use in cooking or serving. Spoons can have plastic handles that are heat-resistant. Level scoops, ladles, and portion servers provide more accurate portion control than serving spoons that are not volume-standardized measure.

Specialty Spoons



A thumb notch on a server or spoon handle prevents the spoon from slipping into the pan and prevents hands from sliding into the food. Triple-edge (solid or perforated) spoons have a flat edge that increases the area where the spoon touches the bottom of the pan when stirring.

Fraction to Decimal Equivalents



1/8	= 0.125
1/4	= 0.250
1/3	= 0.333
3/8	= 0.375
1/2	= 0.500
5/8	= 0.625
2/3	= 0.666
3/4	= 0.750
7/8	= 0.875

Metric Equivalents by Weight



Customary Unit (avoirdupois)	Metric Unit
Ounces (oz)	Grams (g)
1 oz	= 28.35 g
4 oz	= 113.4 g
8 oz	= 226.8 g
16 oz	= 453.6 g
Pounds (lb)	Grams (g)
1 lb	= 453.6 g
2 lb	= 907.2 g
Pounds (lb)	Kilograms (kg)
2.2 lb	= 1 kg (1000 g)



Metric Equivalents by Volume



Customary Unit (fl oz)	Metric Unit
1 cup (8 fl oz)	= 236.59 mL
1 quart (32 fl oz)	= 946.36 mL
1.5 quarts (48 fl oz)	= 1.42 L
33.818 fl oz	= 1.0 L



This project has been funded at least in part with Federal funds from the U.S. Department of Agriculture, Food and Nutrition Service through an agreement with the Institute of Child Nutrition at The University of Mississippi. The contents of this publication do not necessarily reflect the views or policies of the U.S. Department of Agriculture, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.

The University of Mississippi is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA Employer.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

© 2015, Institute of Child Nutrition, The University of Mississippi, School of Applied Sciences

Except as provided below, you may freely use the text and information contained in this document for non-profit or educational use with no cost to the participant for the training providing the following credit is included. These materials may not be incorporated into other websites or textbooks and may not be sold.

The photographs and images in this document may be owned by third parties and used by The University of Mississippi under a licensing agreement. The University cannot, therefore, grant permission to use these images.


For more information, please contact helpdesk@theicn.org.

07/2015

800-321-3054

<https://theicn.org/>

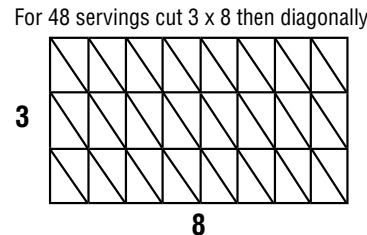
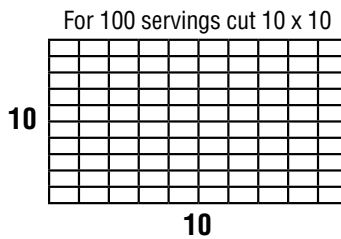
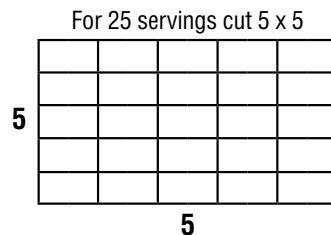
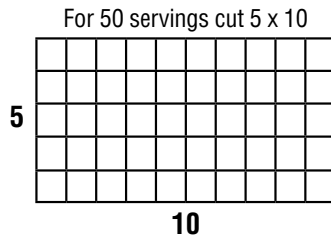
Steamtable Pan Capacity

Pan Size	Approx. Capacity	Serving Size	Ladle (fl oz)	Scoop #	Approx. # Servings
12" x 20" x 2-1/2" 	2 gal	1/2 cup	4 oz	8	64
		3/8 cup	3 oz	10	80
		1/3 cup	2.65 oz	12	96
		1/4 cup	2 oz	16	128
		12" x 20" x 4"	3-1/2 gal	1/2 cup	4 oz
3/8 cup	3 oz	10		135	
1/3 cup	2.65 oz	12		168	
1/4 cup	2 oz	16		224	
12" x 20" x 6"	5 gal	1/2 cup		4 oz	8
3/8 cup		3 oz	10	200	
1/3 cup		2.65 oz	12	240	
1/4 cup		2 oz	16	320	

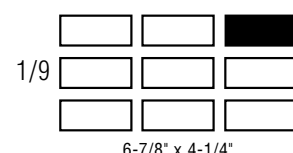
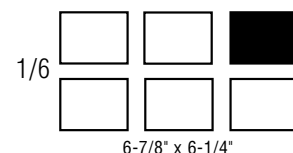
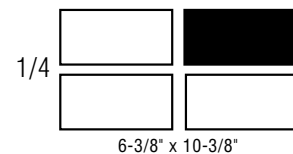
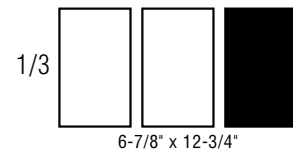
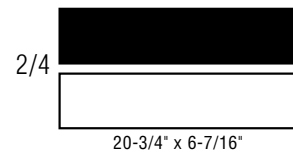
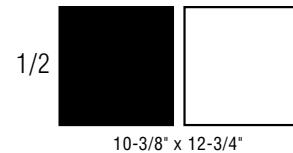
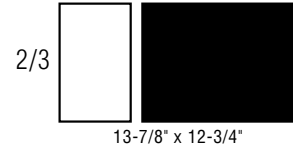
Approximate Dimension of Serving Sizes from Different Pan Sizes

Pan	Approx. Size	No. and Approx. Size Servings per Pan		
		25	50	100
Baking or steamtable	12" x 20" x 2-1/2"	2" x 3-3/4"	2" x 2"	-----
Sheet or bun	18" x 26" x 1"	3-1/4" x 5"	3-1/4" x 2-1/2"	1-3/4" x 2-1/2"

Cutting Diagrams for Portioning



Other Pan Sizes



Steamtable or counter pans are available in various sizes. Smaller size pans may require the use of an adapter bar.

APPENDIX 4.C

The Process Approach to Hazard Analysis and Critical Control Point (HACCP)

Process 1: NO COOK

Example: Fruit Salad



Receive

Control Measures: Known Source, Receiving Temperatures



Store

Control Measures: Proper Storage Temperatures, Prevent Cross Contamination, Store away from chemicals

Prepare

Control Measures: Personal Hygiene, Restrict III Employees, Prevent Cross Contamination



CCP: Cold Holding

Critical Limit: Hold at 41 °F or below*
Check and record temperatures.

Serve

Control Measures: No Bare Hand Contact with Ready to Eat Food, Personal Hygiene, Restrict III Employees



Thermometer icon means that taking a temperature is necessary.



Clipboard icon means recording data is necessary.

* From the 2017 FDA Food Code

Process 2: Same Day Service

Example: Baked Chicken



Receive

Control Measures: Known Source, Receiving Temperatures



Store

Control Measures: Proper Storage Temperatures, Prevent Cross Contamination, Store away from chemicals

Prepare

Control Measures: Personal Hygiene, Restrict III Employees, Prevent Cross Contamination



CCP: Cook

Critical Limit: Internal temperature of 165 °F.*
Check and record temperatures.



CCP: Hot Holding

Critical Limit: Hold at no less than 135 °F.*
Check and record temperatures.

Serve

Control Measures: No Bare Hand Contact with Ready to Eat Food, Personal Hygiene, Restrict III Employees



Thermometer icon means that taking a temperature is necessary.



Clipboard icon means recording data is necessary.

* From the 2017 FDA Food Code

Process 3: Complex Food Preparation

Example: Beef and Bean Tamale Pie



Receive

Control Measures: Known Source, Receiving Temperatures



Store

Control Measures: Proper Storage Temperatures, Prevent Cross Contamination, Store away from chemicals

Prepare

Control Measures: Personal Hygiene, Restrict III Employees, Prevent Cross Contamination



CCP: Cook

Critical Limit: Cook to 155 °F for at least 17 seconds.*
Check and record temperatures.



CCP: Cool

Critical Limit: Cool to 70 °F within 2 hours and from 70 °F to 41 °F or lower within an additional 4 hours.*
Check and record temperatures.



CCP: Reheat

Critical Limit: Heat to 165 °F for at least 15 seconds.*
Check and record temperatures.



CCP: Hot Hold

Critical Limit: Hold for hot service at 135 °F or higher.*
Check and record temperatures.

Serve

Control Measures: No Bare Hand Contact with Ready to Eat Food, Personal Hygiene, Restrict III Employees



Thermometer icon means that taking a temperature is necessary.



Clipboard icon means recording data is necessary.

* From the 2017 FDA Food Code

APPENDIX 5.A

Product Formulation Statement for Documenting Grains in Child Nutrition Programs

(Crediting Standards Based on Grams of Creditable Grains (ounce equivalent))

Program operators should include a copy of the label from the purchased product package in addition to the following information on letterhead signed by an official company representative. Program operators have the option to choose the crediting method that fits their specific menu planning needs.

Product Name: _____ Code No.: _____

Manufacturer: _____ Serving Size: _____
(raw dough weight may be used to calculate creditable grains)

I. Does the product meet the whole grain-rich criteria? Yes _____ No _____

II. Does the product contain non-creditable grains? Yes _____ No _____ **How many grams?** _____
(Products with more than 0.24 ounce equivalent (oz eq) or 3.99 grams (g) for Groups A-G or 6.99g for Groups H and I of non-creditable grains do not credit toward the grains requirement for school meals.)

III. Use Exhibit A: Grain Requirements for Child Nutrition Programs in the Food Buying Guide for Child Nutrition Programs (FBG) to determine if the product fits into Groups A-G (baked goods), Group H (cereal grains) or Group I (RTE breakfast cereals). *(Different methodologies are applied to calculate the grains contribution based on creditable grains. Groups A-G use the standard of 16g creditable grains per oz eq; Groups H and I use the standard of 28g creditable grains per oz eq or volume.)*

Indicate which Exhibit A Group (A-I) the product belongs to: _____

DESCRIPTION OF CREDITABLE GRAIN INGREDIENT*	GRAMS OF CREDITABLE GRAINS INGREDIENT PER PORTION ¹ A	GRAM STANDARD OF CREDITABLE GRAINS PER OZ EQ (16g or 28g) ² B	CREDITABLE AMOUNT A ÷ B
Total			
Total Creditable Amount³			

* Creditable grains vary by Program. See the FBG for specific Program requirements.

¹ (Serving size) X (% of creditable grains in formula); serving sizes other than grams must be converted to grams.

² Standard grams of creditable grains from the corresponding Group in Exhibit A.

³ Total Creditable Amount must be rounded **down** to the nearest quarter (0.25) oz eq. Do **not** round up.

Total weight (per portion) of product as purchased _____

Total contribution of product (per portion) _____ oz eq

I certify that the above information is true and correct and that a _____ ounce portion of this product (ready for serving) provides _____ oz eq grains. I further certify that non-creditable grains **are not** above 0.24 oz eq per portion. Products with more than 0.24 oz eq or 3.99g for Groups A-G or 6.99g for Groups H and I of non-creditable grains may not credit toward the grains requirement for school meals.

Signature

Title

Printed Name

Date

Phone Number

Product Formulation Statement for Documenting Grains in Child Nutrition Programs

(Crediting Standards Based on Exhibit A Weights per Ounce Equivalent)

Program operators should include a copy of the label from the purchased product package in addition to the following information on letterhead signed by an official company representative. Program operators have the option to choose the crediting method that fits their specific menu planning needs.

Product Name: _____ Code No.: _____

Manufacturer: _____ Serving Size: _____

I. Does the product meet the whole grain-rich criteria? Yes _____ No _____

II. Does the product contain non-creditable grains? Yes _____ No _____ **How many grams?** _____

(Products with more than 0.24 ounce equivalent (oz eq) or 3.99 grams (g) for Groups A-G and 6.99g for Groups H and I of non-creditable grains do not credit toward the grains requirement for school meals.)

III. Use Exhibit A: Grain Requirements for Child Nutrition Programs in the Food Buying Guide for Child Nutrition Programs (FBG) to determine if the product fits into Groups A-G (baked goods), Group H (cereal grains) or Group I (RTE breakfast cereals). *(Different methodologies are applied to calculate the grains contribution based on creditable grains. Groups A-G use the standard of 16g creditable grain per oz eq; Groups H and I use the standard of 28g creditable grains per oz eq or volume.)*

Indicate which Exhibit A Group (A-I) the product belongs: _____

DESCRIPTION OF PRODUCT PER EXHIBIT A	PORTION SIZE OF PRODUCT AS PURCHASED	WEIGHT OF ONE OZ EQ AS LISTED IN EXHIBIT A	CREDITABLE AMOUNT
	A	B	A ÷ B
Total Creditable Amount¹			

¹ Total Creditable Amount must be rounded **down** to the nearest quarter (0.25) oz eq. Do **not** round up.

Total weight (per portion) of product as purchased _____

Total contribution of product (per portion) _____ oz eq

I further certify that the above information is true and correct and that a _____ ounce portion of this product (ready for serving) provides _____ oz eq grains. I further certify that non-creditable grains **are not** above 0.24 oz eq per portion. Products with more than 0.24 oz eq or 3.99g for Groups A-G or 6.99g for Groups H and I of non-creditable grains do not credit toward the grains requirement for school meals.

Signature

Title

Printed Name

Date

Phone Number

**Product Formulation Statement for Documenting Meats/Meat Alternates (M/MA)
in Child Nutrition Programs**

Program operators should include a copy of the label from the purchased product package in addition to the following information on letterhead signed by an official company representative.

Product Name: _____ Code No.: _____

Manufacturer: _____ Serving Size: _____

I. Meats

Fill out the chart below to determine the creditable amount of Meats.

DESCRIPTION OF CREDITABLE MEAT INGREDIENT PER FOOD BUYING GUIDE (FBG)	OUNCES PER RAW PORTION OF CREDITABLE MEAT INGREDIENT A	MULTIPLY	FBG YIELD ¹ B	CREDITABLE AMOUNT A x B
		x		
		x		
		x		
C. Total Creditable Meats Amount⁵				

¹ FBG yield = Additional Information column.

II. Meat Alternates

Fill out the chart below to determine the creditable amount of Meat Alternates.

DESCRIPTION OF CREDITABLE MEAT ALTERNATE INGREDIENT PER FOOD BUYING GUIDE (FBG)	OUNCES PER RAW PORTION OF CREDITABLE MEAT ALTERNATE INGREDIENT D	MULTIPLY	FBG YIELD ² E	DIVIDE	PURCHASE UNIT IN OUNCES F	CREDITABLE AMOUNT D x E ÷ F
		x		÷		
		x		÷		
		x		÷		
G. Total Creditable Meat Alternates Amount⁵						

² FBG yield = Servings per Purchase Unit column.

III. Alternate Protein Products (APP)

Fill out the chart below to determine the creditable amount of APP. Documentation must be provided as described in Attachments A and B for each APP used.

DESCRIPTION OF APP, MANUFACTURER'S NAME, AND CODE NUMBER	OUNCES DRY PER APP PORTION H	MULTIPLY	% OF PROTEIN AS-IS ³ I	DIVIDE ⁴	CREDITABLE AMOUNT APP H x I ÷ 18
		x		÷ 18	
		x		÷ 18	
		x		÷ 18	
J. Total Creditable APP Amount⁵					
K. TOTAL CREDITABLE AMOUNT (C+G+J rounded down to nearest 0.25 oz)⁵					

³ Attached documentation provides % of Protein As-Is.

⁴ 18 is the percent of protein when fully hydrated.

⁵ Total Creditable Amount must be rounded **down** to the nearest 0.25 oz (example: 1.49 rounds down to 1.25 oz equivalent meat/meat alternate). If crediting M/MA and APP, round down after adding the Total Creditable for Meats, Meat Alternates, and APP in boxes C, G, and J.

Total weight (per portion) of product as purchased _____

Total creditable amount of product (per portion). (Reminder: Total creditable amount (per portion) cannot exceed the total weight (per portion).) _____

I certify that the above information is true and correct and that a _____ ounce serving of the above product (ready for serving) contains _____ ounces of equivalent meat/meat alternate when prepared according to directions.

I further certify that any APP used in the product conforms to the Food and Nutrition Service Regulations (7 CFR Parts 210, 220, 225, 226, Appendix A) as demonstrated by the attached supplier documentation.

Signature

Title

Printed Name

Date

Phone Number

Attachment A

Requirements for Documenting Alternate Protein Products (APP)

Products formulated using an APP as an ingredient should include APP documentation with the Product Formulation Statement (PFS) to demonstrate how the APP meets the Child Nutrition Program (CNP) Regulations. The APP documentation must be on company letterhead of the manufacturer providing the APP ingredient and include the following:

- a) Providing a statement that the APP meets the requirements found in Appendix A of 7 CFR 210, 220, 225, and 226.
- b) Showing that the product has been processed so that some portion of the non-protein constituents has been removed.
- c) Providing the Protein Digestibility Corrected Amino Acid Score (PDCAAS). The PDCAAS is required to be greater than 80% of casein and indicating how the PDCAAS was determined.
- d) Showing that the protein level is at least 18% by weight when fully hydrated or formulated.
- e) Providing the protein level of an APP on an “as-is” basis for the as-purchased product. Protein is often provided on a moisture free basis (mfb) which is not the information FNS requires.

EXAMPLE

Attachment B

Sample supporting documentation for Alternate Protein Products

SOY COMPANY X Soy Protein Concentrate Product Y

Documentation for Company X Product(s) Used as Alternate Protein Products (APP) for Child Nutrition Programs

- a) Company X certifies that Product Y meets all requirements for APP intended for use in foods manufactured for Child Nutrition Programs as described in Appendix A of 7 CFR 210, 220, 225, and 226.
- b) Company X certifies that Product Y has been processed so that some portion of the non-protein constituents have been removed by fractionating. This product is produced from soybeans by removing the majority of the soybean oil and some of the other non-protein constituents.
- c) The Protein Digestibility Corrected Amino Acid Score (PDCAAS) for Product Y is 0.99. It was calculated by multiplying the lowest uncorrected amino acid score by true protein digestibility as described in the Protein Quality Evaluation Report from the Joint Expert Consultation of the Food and Agriculture Organization/World Health Organization of the United Nations, presented December 4-8, 1989, in Rome, Italy. The PDCAAS is required to be greater than 0.8 (80% of casein).
- d) The protein level of Product Y is at least 18% by weight when fully hydrated at a ratio of 2.43 parts water to one part product.
- e) The protein level of Product Y is certified to be at least 61.8% on an “as-is” basis for the as-purchased product. *(Note: Protein is often provided on a moisture free basis (mfb) which is not the information FNS requires.)*

All of the above information is required for APP and must be presented for approval.

Note: *It is also helpful to have the ingredient statement for product Y. For example, if the product is uncolored and unflavored the ingredient statement might be “soy protein concentrate” or if the product is colored and textured the ingredient statement might be “textured vegetable protein (soy flour, caramel color).”*

Product Formulation Statement for Documenting Vegetables and Fruits in School Meal Programs

Program operators should include a copy of the label from the purchased product package in addition to the following information on letterhead signed by an official company representative.

Product Name: _____ Code No.: _____

Manufacturer: _____ Serving Size: _____

I. Vegetables Component

Fill out the chart below to determine the creditable amount of vegetables.

DESCRIPTION OF CREDITABLE INGREDIENT PER FOOD BUYING GUIDE (FBG)	VEGETABLE SUBGROUP	OUNCES PER RAW PORTION OF CREDITABLE INGREDIENT	MULTIPLY	FBG YIELD ¹	DIVIDE	PURCHASE UNIT IN OUNCES	CREDITABLE AMOUNT ² (QUARTER CUPS)	
		A		B		C	A x B ÷ C	
			x		÷			
			x		÷			
			x		÷			
Total Creditable Vegetables Amount:								
¹ FBG yield = either Servings per Purchase Unit Column or Additional Information Column, as applicable. ² FBG calculations for vegetables are in quarter cups. See next page for Quarter Cup to Cup Conversions. <ul style="list-style-type: none"> Vegetables and vegetable purees credit on volume served. Tomato paste and puree credit as a calculated volume based on the yields in the FBG. At least 1/8 cup of recognizable vegetable is required to contribute toward a specific vegetable subgroup. Pasta made from vegetable flour(s) may credit as a vegetable even if the pasta is not served with another recognizable vegetable. The other vegetable subgroup may be met with any additional amounts from the dark green, red/orange, and beans/peas (legumes) vegetable subgroups. Program operators may offer any vegetable subgroup to meet the total weekly requirement for the additional vegetable subgroup. Raw leafy green vegetables credit as half the volume served in school meals (example: 1 cup raw spinach credits as 1/2 cup dark green vegetable). Legumes may credit toward the vegetables component or the meat alternates component, but not as both in the same meal. The Program operator will decide how to incorporate legumes into the school meal. However, a manufacturer should provide documentation to show how legumes contribute toward the vegetables component and the meat alternates component. The PFS for meats/meat alternates may be used to document how legumes contribute toward the meat alternates component. 							Total Cups Beans/Peas (Legumes)	
							Total Cups Dark Green	
							Total Cups Red/Orange	
							Total Cups Starchy	
							Total Cups Other	

I certify the above information is true and correct and that _____ ounce serving of the above product contains

_____ cup(s) of _____ vegetables.
(vegetable subgroup)

II. Fruits Component

Fill out the chart below to determine the creditable amount of fruits.

DESCRIPTION OF CREDITABLE INGREDIENT PER FOOD BUYING GUIDE (FBG)	OUNCES PER RAW PORTION OF CREDITABLE INGREDIENT	MULTIPLY	FBG YIELD ¹	DIVIDE	PURCHASE UNIT IN OUNCES	CREDITABLE AMOUNT ² (QUARTER CUPS)
	A		B		C	A x B ÷ C
		x		÷		
		x		÷		
		x		÷		
Total Creditable Fruits Amount:						

¹FBG yield = either Servings per Purchase Unit Column or Additional Information Column, as applicable.

²FBG calculations for fruits are in quarter cups. See below for Quarter Cup to Cup Conversions.

- Fruits and fruit purees credit on volume served.
- At least 1/8 cup of recognizable fruits is required to contribute toward the fruits component.
- Dried fruits credit double the volume served in school meals (example: 1/2 cup raisins credits as 1 cup fruit).

I certify the above information is true and correct and that _____ ounce serving of the above product contains _____ cup(s) of fruit.

Quarter Cup to Cup Conversions*

- 0.5 Quarter Cups = 1/8 Cup vegetable/fruit
- 1.0 Quarter Cups = 1/4 Cup vegetable/fruit
- 1.5 Quarter Cups = 3/8 Cup vegetable/fruit
- 2.0 Quarter Cups = 1/2 Cup vegetable/fruit
- 2.5 Quarter Cups = 5/8 Cup vegetable/fruit
- 3.0 Quarter Cups = 3/4 Cup vegetable/fruit
- 3.5 Quarter Cups = 7/8 Cup vegetable/fruit
- 4.0 Quarter Cups = 1 Cup vegetable/fruit

*The result of 0.9999 equals 1/8 cup but a result of 1.0 equals 1/4 cup

Signature

Title

Printed Name

Date

Phone Number

EXAMPLE

APPENDIX 6.A

SAMPLE FOOD ALLERGY MANAGEMENT AND PREVENTION PLAN CHECKLIST

Use this checklist to determine if your school or ECE program has appropriate plans in place to promote the health and well-being of children with food allergies. For each priority, check the box to the left if you have plans and practices in place. Develop plans to address the priorities you did not check.

You can also use the checklist to evaluate your response to food allergy emergencies. Ongoing evaluation and improvement can help you improve your plans and actions.

Review the full descriptions of the five priorities (pages 29–40) to make sure that your plans and practices are complete and that your plans for improvement will meet the needs of children, their families, administrators, and staff.

CHECK IF YOU HAVE PLANS OR PROCEDURES	PRIORITIES FOR A FOOD ALLERGY MANAGEMENT AND PREVENTION PLAN
1. Does your school or ECE program ensure the daily management of food allergies for individual children by:	
<input type="checkbox"/>	Developing and using specific procedures to identify children with food allergies?
<input type="checkbox"/>	Developing a plan for managing and reducing risks of food allergic reactions in individual children through an Emergency Care Plan (Food Allergy Action Plan)?
<input type="checkbox"/>	Helping students manage their own food allergies? (Does not apply to ECE programs.)
2. Has your school or ECE program prepared for food allergy emergencies by:	
<input type="checkbox"/>	Setting up communication systems that are easy to use in emergencies?
<input type="checkbox"/>	Making sure staff can get to epinephrine auto-injectors quickly and easily?
<input type="checkbox"/>	Making sure that epinephrine is used when needed and that someone immediately contacts emergency medical services?
<input type="checkbox"/>	Identifying the role of each staff member in a food allergy emergency?
<input type="checkbox"/>	Preparing for food allergy reactions in children without a prior history of food allergies?
<input type="checkbox"/>	Documenting the response to a food allergy emergency?
3. Does your school or ECE program train staff how to manage food allergies and respond to allergy reactions by:	
<input type="checkbox"/>	Providing general training on food allergies for all staff?
<input type="checkbox"/>	Providing indepth training for staff who have frequent contact with children with food allergies?
<input type="checkbox"/>	Providing specialized training for staff who are responsible for managing the health of children with food allergies on a daily basis?
4. Does your school or ECE program educate children and family members about food allergies by:	
<input type="checkbox"/>	Teaching all children about food allergies?
<input type="checkbox"/>	Teaching all parents and families about food allergies?
5. Does your school or ECE program create and maintain a healthy and safe educational environment by:	
<input type="checkbox"/>	Creating an environment that is as safe as possible from exposure to food allergens?
<input type="checkbox"/>	Developing food-handling policies and procedures to prevent food allergens from unintentionally contacting another food?
<input type="checkbox"/>	Making outside groups aware of food allergy policies and rules when they use school or ECE program facilities before or after operating hours?
<input type="checkbox"/>	Creating a positive psychosocial climate that reduces bullying and social isolation and promotes acceptance and understanding of children with food allergies?

Source: Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs, Center for Disease Control and Prevention

APPENDIX 7.A



Evaluation Briefs

Source: <https://www.cdc.gov/healthyyouth/evaluation/pdf/brief3b.pdf>

Writing SMART Objectives

No. 3b | updated August 2018

This brief is about writing SMART objectives. This brief includes an overview of objectives, how to write SMART objectives, a SMART objectives checklist, and examples of SMART objectives.

Overview of Objectives

For DASH funded programs, program planning includes developing five-year program goals (a broad statement of program purpose that describes the expected long-term effects of a program), strategies (the means or broad approach by which a program will achieve its goals), and annual workplan objectives (statements that describe program results to be achieved and how they will be achieved).

Objectives are more immediate than goals; objectives represent annual mileposts that your program needs to achieve in order to accomplish its goals by the end of the five-year funding period.

Each year, your workplan objectives should be based on the strategies you have selected to reach your program goals. Because strategies are implemented through objectives and program activities, multiple objectives are generally needed to address a single strategy. Objectives are the basis for monitoring implementation of your strategies and progress toward achieving your program goals. Objectives also help set targets for accountability and are a source for program evaluation questions.

Writing SMART Objectives

To use an objective to monitor your progress, you need to write it as a SMART objective. A SMART objective is:

1. **Specific:**
 - Objectives should provide the “who” and “what” of program activities.
 - Use only one action verb since objectives with more than one verb imply that more than one activity or behavior is being measured.
 - Avoid verbs that may have vague meanings to describe intended outcomes (e.g., “understand” or “know”) since it may prove difficult to measure them. Instead, use verbs that document action (e.g., “At the end of the session, the students will list three concerns...”)
 - Remember, the greater the specificity, the greater the measurability.
2. **Measurable:**
 - The focus is on “how much” change is expected. Objectives should quantify the amount of change expected. It is impossible to determine whether objectives have been met unless they can be measured.
 - The objective provides a reference point from which a change in the target population can clearly be measured.
3. **Achievable:**
 - Objectives should be attainable within a given time frame and with available program resources.
4. **Realistic:**
 - Objectives are most useful when they accurately address the scope of the problem and programmatic steps that can be implemented within a specific time frame.
 - Objectives that do not directly relate to the program goal will not help toward achieving the goal.
5. **Time-phased:**
 - Objectives should provide a time frame indicating when the objective will be measured or a time by which the objective will be met.
 - Including a time frame in the objectives helps in planning and evaluating the program.



U.S. Department of
Health and Human Services
Centers for Disease
Control and Prevention

C296013-C November21,2018

Objectives Checklist

Criteria to assess objectives	YES	NO
1. Is the objective SMART ? <ul style="list-style-type: none"> • Specific: Who? (target population and persons doing the activity) and What? (action/activity) • Measurable: How much change is expected • Achievable: Can be realistically accomplished given current resources and constraints • Realistic: Addresses the scope of the health program and proposes reasonable programmatic steps • Time-phased: Provides a timeline indicating when the objective will be met 		
2. Does it relate to a single result?		
3. Is it clearly written?		

SMART Objectives Examples

Non-SMART objective 1: Teachers will be trained on the selected scientifically based health education curriculum.

This objective is not SMART because it is not specific, measurable, or time-phased. It can be made SMART by specifically indicating who is responsible for training the teachers, how many will be trained, who they are, and by when the trainings will be conducted.

SMART objective 1: By year two of the project, LEA staff will have trained 75% of health education teachers in the school district on the selected scientifically based health education curriculum.

Non-SMART objective 2: 90% of youth participants will participate in lessons on assertive communication skills.

This objective is not SMART because it is not specific or time-phased. It can be made SMART by specifically indicating who will do the activity, by when, and who will participate in lessons on assertive communication skills.

SMART objective 2: By the end of the school year, district health educators will have delivered lessons on assertive communication skills to 90% of youth participants in the middle school HIV- prevention curriculum.

For further information or assistance, contact the Evaluation Research Team at ert@cdc.gov. You can also contact us via our website: <http://www.cdc.gov/healthyyouth/evaluation/index.htm>

APPENDIX 7.B

SCHOOL PROMOTION IDEAS AND TOOLS

Planning a Promotion?

THINK ABOUT THE “BIG” PICTURE!

Successful promotions come in all shapes and sizes. Use your imagination and the attached Promotion Planning Worksheet to get started. Remember to think about the “big” picture—what students are interested in and what else is happening at school. Here are items to address when planning a promotion:

Select an objective and target group.

Decide what you want your promotion to accomplish and whom you want to reach.

Determine a timeframe.

Will you do a promotion for a day, a week, or an entire month? How long will the planning process take? Do you need school board or administrator approval?

Review your budget.

How much will the promotion cost? Does it fit into your budget? How far in advance do you need to order materials or supplies?

Check the school calendar.

You might want to plan promotions to coincide with or support other campus events, such as sports activities, dances, or plays. Or perhaps you want your promotion to be the week’s big splash. National School Lunch Week, National School Breakfast Week, National Nutrition Month, National Salad Month, National Fruit and Vegetable Month, seasonal changes, and holidays can offer opportunities for fun themes. Find a listing at <https://www.fns.usda.gov/team-nutrition>.

Select a title.

The title needs to get your customers’ attention! “Jump on the Whole Grain Train,” “MyPlate Power,” and “A World of New Tastes” are a few examples.

Plan for publicity.

You need to plan in advance how you are going to get the word out. Publicity is critical to a successful promotion, but you don’t need to do all the work. Local publicity resources can help, if you initiate the contact and develop working relationships. Can you partner with student reporters or a high school marketing class?

Work with student and parent advisory groups.

You may already be working with an advisory group, but if not, consider setting one up for your special promotion and other activities, too.

Have displays at special events and meetings.

Announce your promotion by having a display table and brochures available during activities such as health fairs, back-to-school night, kindergarten orientation, and parent-teacher association meetings.

SAMPLE PROMOTION PLANNING WORKSHEET

1. Objective:			
Activity:			
Food Items:			
2. Target Group: (Check one or more)			
<input type="checkbox"/> Students	<input type="checkbox"/> Parents	<input type="checkbox"/> Teachers	<input type="checkbox"/> Administrators
3. Date(s):			
Coincides with campus events?		Holidays?	
4. Theme and Title:			
5. Publicity:			
(a) Print:			
(b) Media:			
(c) Other:			
6. Dress/Decorations/Merchandising Tools:			
7. Incentives/Prizes:			
8. Who Is Responsible?			

9. Costs/Expenses:**10. Evaluation:** Complete after your promotion by circling the appropriate numbers below.

	Poor	Satisfactory	Good	Excellent
How well did this promotion accomplish our objective(s)?	1	2	3	4
If a new food item was introduced, was it well received?	1	2	3	4
How did students respond?	1	2	3	4
How did staff respond?	1	2	3	4

Other Notes

WANT TO GET STUDENTS' ATTENTION? TRY THESE PROMOTIONAL TOOLS

Many merchandising options exist that get students' attention. Use them in combination for best results!

Displays:

A variety of display equipment can work well in a school setting. Kiosks, photo boxes, and free-standing poster boards or easels are just a few. Use them to promote new menu items, advertise theme days, and spread the word that it is fun to eat at school.

Bulletin Boards:

Do your students have time to read when they are waiting in the serving line? Bulletin boards—especially if they're fun to look at—can spark students' interest and extend an exciting invitation to learn. Designate one bulletin board for monthly promotions and one for general nutrition. You might be surprised at how interested students are!

Costumes or Special Accessories:

When you are doing a promotion, have your staff dress for success! Make an event fashionable and fun with employees wearing buttons, aprons, hats, T-shirts, or costumes. You can make your own costumes or borrow or rent them.

Posters and Banners:

Perfect for a wall or even the wide side of a salad bar, banners can help add color and excitement to your cafeteria setting. Plus, they are inexpensive to do! Check out the free posters available through Team Nutrition (<https://www.fns.usda.gov/team-nutrition>).

Signs:

When trying to expand your customer base, place signs outside the cafeteria and in other areas around the school campus.

Social Media:

Be a part of the newest trends and catch students' attention via social media outlets, like Facebook, Twitter, and Instagram. Promoting the month's menus or special events taking place can create anticipation and highlight the new tactics you have adopted to take your meal participation to the next level.

Music and Props:

Music can help set the stage for theme days, but it is great for regular days, too. Play music in the cafeteria while students are eating. Use music on the intercom system to get students' attention during morning announcements. Place theme props near lunchroom entrances, in serving lines, and in other visible locations.

WANT TO GET STUDENTS' ATTENTION? USE PRIZES AND SURPRISES

Students love prizes and surprises! Use them to increase participation. Reward young children for selecting new food items, and in general to make eating at school fun. Here are some ideas:

“Reach Into the Surprise Can”:

Make school lunch a special occasion with a “Surprise Can.” Each student who buys a reimbursable school lunch (instead of a la carte items) gets to reach in and take a card. The lucky winner’s card would announce a small prize.

Water Bottles, Duffel Bags, Frisbees®, T-Shirts:

Promote healthy exercise and eating habits by giving larger prizes. Look for sources of promotional materials, such as local sports stores and athletic associations.

Lucky Sticker Day:

Young children love stickers. When students try new foods, reward them with a sticker. Use stickers to add excitement to the lunch line — put stickers on some of the trays and give small prizes to the lucky students who get them. Check out Team Nutrition (<https://www.fns.usda.gov/team-nutrition>) for stickers and other resources.

Pencils for Learning:

Plan a word game that features foods for a healthy diet and give out pencils to students who play.

Poster Contest:

Challenge elementary students to have a poster contest. The winning class gets a private party in the cafeteria with tablecloths and decorations.

“Wake Up to Nutrition”:

Add excitement by telling students an alarm clock or timer will go off sometime during the meal service. Whoever is at the cash register when the buzzer sounds will get a prize.

Magnets To Take Home:

At the beginning of the school year, give refrigerator magnets to students for posting school menus at home. Magnets featuring your logo help students and parents remember your program throughout the school year. If you don’t have a logo, consider developing one!

Special Visitor:

Invite a local hero or a celebrity, such as a local firefighter or professional athlete, to dine with your students or have a costumed mascot visit the cafeteria. A staff member or parent volunteer can wear the costume and give a pep talk to get students involved in and excited about what’s happening in their meal programs.

“Take a Taste”:

Invite students to take a taste. For example, give out food samples at the entrance to the cafeteria or at the beginning of the serving line. (For added fun, have a costumed mascot offer samples to students waiting in line.) Have classroom or lunchroom tasting parties and let the students sample new items in advance. Then, use that feedback!

For additional ideas and resources, visit USDA Team Nutrition (<https://www.fns.usda.gov/team-nutrition>) and the Institute of Child Nutrition (<https://theicn.org/>).

**U.S. Department of Agriculture
Food and Nutrition Service**

FNS-631 • August 2023