

# Crediting Components Webinar

1. Thank you for joining this training session on crediting components in the new meal pattern. This is a prerecorded webinar that can be stopped or paused at any point. To get started make sure your speakers are on and turned up. You will use the pause button located at the bottom left-side of the screen to pause the webinar and the stop button to start the webinar over. You can adjust the volume using the speaker key located next to the stop button.

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2. In this tutorial, you will learn the basic skills needed to successfully credit components from your planned menus. Most importantly, should you have any questions or concerns about crediting components please know that you can call the state office for assistance. We are here to help!

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3. Today we will take a step-by-step approach to identify the ways in which schools can credit components. We will include specific directions on where you can locate guidance and resources on crediting.

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4. First, let's focus on crediting grains/breads. Schools need to determine how many servings or ounce equivalents a grain containing food has in order to determine if the amount of grains served over the week fit into the required range. Grain food items include products such as hamburger buns, whole wheat sliced bread, muffins, graham crackers, tortillas and so on. Schools will convert these grain products to ounce equivalents of grains by using the grain/bread chart from USDA.

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5. For school year 2012-2013, there are two grain/bread charts. At the State Agency, we are highly encouraging everyone to use this new 2-page chart for crediting grains. As stated at the top of the chart, it was approved for use beginning July of 2012. However, while you may still use the old grain/bread chart for school year 2012-2013, the new grain/bread chart must be implemented with the 2013-2014 school year. Both grain/bread charts can be found on our one-stop-shop new meal pattern website at [doe.in.gov/snp](http://doe.in.gov/snp) and then click on New Meal Pattern Guidance. We are going to use this new grain/bread chart for our examples featured in the next few slides.

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6. Let's take a look at our first example, a soft breadstick. A school serves one soft breadstick, and needs to know how to calculate the ounce equivalents of grains for this soft breadstick. The grain/bread chart will help to identify the creditable ounce equivalents of grains. First, identify the category that the soft breadstick falls within on the grain/bread chart. A soft breadstick would fall under Group B. Then look at the product packaging on the soft breadstick to locate the serving size. This soft breadstick is 1.5 ounces or 43 grams. Items under Group B must have 28 grams or 1 ounce per serving size to equal 1 ounce equivalent of grain. Since this breadstick is 1.5 ounces this credits as 1.5 ounce equivalents of grains.

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7. Let's take a look at a different example. In this example, a school serves one dinner roll with a serving size of 38 grams. By looking at the grain/bread chart, the dinner roll also falls under Group B. 1 ounce equivalent in Group B is worth 28 grams or 1 ounce. Since the serving size in ounces is

unknown, the school will need to use the grams serving size. Take 38 grams, which is the dinner roll serving size, divided by 28 grams, which is the Group B conversion factor from the grain/bread chart, this will equal 1.357 ounce equivalents of grains. Always round down to the nearest .25 ounce equivalents. In this example, the dinner roll would be worth 1.25 ounce equivalents of grains.

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8. Here's another example. What group from the grain/bread chart does a chocolate chip cookie fall under? The answer is Group E. For 1 cookie how many ounce equivalents of grain does this chocolate chip cookie credit? Take 28 grams (which is the serving size for 1 cookie according to the nutrition facts label) and divide by 69 grams (which is the conversion factor for Group E). This equals .405 ounce equivalents of grains. .405 rounded down equals .25 ounce equivalents of grains for one chocolate chip cookie. All grains that are at least .25 ounce equivalents or more must be factored into the school's minimum and maximum grains.

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9. Let's take an example for a recipe such as a peanut butter and jelly sandwich which uses 2 slices of bread. The nutrition facts label for bread states the serving size for 2 slices is 52 grams. Bread (whether whole grain-rich or not) is also considered in Group B of the grain/bread chart. Take 52 grams which is the serving size for 2 slices of bread divided by 28 grams which is the conversion factor from Group B on the grain/bread chart to equal 1.875 ounce equivalents of grains. Always round down. This recipe has 1.75 ounces equivalents of grains per peanut butter and jelly sandwich.

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10. How else might a school be able to credit grains? Child Nutrition labels or CN labels can be found on some prepackaged products. These labels submitted to USDA by the manufacturers are a way to determine equivalents for not only for grains but for other components. Child Nutrition labels will be located on the packaging or available online through the distributor. Sales representatives should be able to help locate Child Nutrition labels.

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11. Due to the new regulations, manufacturers are in the process of updating their Child Nutrition labels. Some new updates you will find on CN labels include whole grain identification and vegetable subgroup categories when appropriate. There will not be any changes to the meat/meat alternates on the labels, but manufacturers will still have to update the label's information with USDA. Work with your sales representatives to get the most current and updated CN label(s). Here is an example of a Child Nutrition label. When cooked, one 4 ounce patty credits as 2.25 ounce equivalents of meat/meat alternate.

12. Here is another example of a Child Nutrition label for Pizza. One 5.00 ounces of pizza provides 2.00 oz equivalent of meat/meat alternate, 1/8 cup serving of vegetable, and 1 1/2 servings of bread alternate. Notice the Child Nutrition label terminology- 1 and 1/2 servings of bread alternate identifies this product as a non-whole grain-rich product. If a school wants to count the vegetable subgroup in this product since the subgroup is not identified, this vegetable would count only toward the additional "catch all" category.

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13. Here is another example of a Child Nutrition label for a Chicken Stir-Fry Bowl. One 4.5 ounces of a Chicken Stir Fry Bowl provides 1.5 oz equivalent of meat, 1.0 oz eq of Grains, 1/4 cup dark green vegetable, 1/4 cup red/orange vegetable, and 1/2 cup of other vegetable. The wording of 1.0 oz. eq. Grains identifies this product as a whole grain-rich product.

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14. Some schools might also have a Child Nutrition label for breaded products such as fish sticks, chicken nuggets, or chicken patties. Schools are not required to include the breading in their grains/breads minimum and maximums for school year 2012-2013. In this example, 4 chicken nuggets provide 1.25 ounce equivalents of meat/meat alternate and .75 servings of bread alternate. .75 servings of bread alternate identify the child nugget breading as a non-whole grain product.

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15. Menu items that have two or more ingredients, such as peanut butter and jelly sandwich, chicken and noodles, corn and butter, green beans and salt, or a chicken wrap, must have a standardized recipe. Standardized recipes help credit components. USDA standardized recipes can help determine how vegetables, grains, or meat/meat alternates will credit. To learn more about creating standardized recipes, check out our standardized recipe webinar located on the one-stop-shop for the new meal pattern at [doe.in.gov/snp](http://doe.in.gov/snp) click on New Meal Pattern Guidance. This training area contains a webinar, a template, and a link to the USDA recipes.

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16. Let's take a look at the USDA standardized recipe for Chicken or Turkey and Noodles to see how this recipe can help a school correctly credit their recipes. The ingredients are listed in the first column. The center column lists the weights and measures for 50 and 100 servings. By looking at the cooked chicken and pasta noodle amounts used in this recipe for 50 or 100 servings, schools can use these amounts to determine how much meat and grains their recipe will yield.

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17. Page two of the recipe lists the serving size as 1 cup and states that 1 cup provides 2 oz equivalent Meat/Meat Alternate and 1 serving of grains. A school wanting to serve 1 cup of chicken and noodles in their school can use the same amount of cooked chicken and pasta noodles to make sure that their school's recipe is crediting at least 2 ounce equivalents of meat/meat alternate and 1 ounce equivalent of grains.

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18. Let's check out a recipe that contains two different types of meat/meat alternates. We are going to use a ham and cheese sandwich as an example.

First, let's determine how many ounce equivalents of meat the ham provides in each sandwich. The recipe calls for 3 pounds of ham (48 ounces). The commodity ham is credited as 13.1 ounces per pound according to the commodity fact sheet.

$3 \text{ pounds} \times 13.1 \text{ ounces per pound} = 39.3 \text{ ounces}$

$39.3 \text{ oz divided by } 24 \text{ servings (which is how much the recipe makes)} = 1.6375 \text{ ounces per serving}$

Next, calculate how much meat alternative cheese credits per sandwich. The cheese is listed as 184 count and .4 oz per slice. This is not commodity cheese. The recipe calls for 2 slices which equals .8 ounces.

Add both the oz. equivalents of ham and cheese together to determine the total ounce equivalents of meat/meat alternate for one sandwich. In other words, add 1.6375 ounces (the creditable meat equivalent for ham) with .8 oz (the creditable meat alternative equivalent for cheese). This equals

2.4375 oz of meat/meat alternate. Be sure to round down to 2.25 ounces of meat/meat alternate per serving or per one ham and cheese sandwich.

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19. You might have noticed that the ham credited toward less meat than it actually weighed. There are some meat products that might contain added fillers and water. Meat credit is determined by the amount of cooked lean meat per serving. Just because a school is serving 2 ounces of meat does not mean that it will credit as 2 ounces equivalents of meat if there are fillers and water.

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20. Here is an example from a Commodity Product. If a school were to serve 1.22 ounces of sliced ham this would provide 1 ounce equivalents of meat/meat alternate. Commodity fact sheets can be found on the Department of Education's website at [doe.in.gov/food](http://doe.in.gov/food). Go to the Food Distribution Program green square and click on Food Distribution Fact Sheets.

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21. Another helpful resource in determining how to credit all your components for fruit, vegetable, milk, grain, and meat is to reference the Food Buying Guide. The Food Buying Guide will become a school's best friend during the menu planning and ordering process.

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22. The Food Buying Guide is in the process of being updated. The fruit and vegetable sections were once combined. Now, these sections have been separated and updated. The meat section is in the process of being updated to include additional items such as soy yogurt and tofu. The grain/bread section will be updated next school year after the old grain/bread chart expires and the new grain/bread chart is the only chart available for use.

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23. Let's take a closer look at the vegetable and fruit sections. The updated vegetable section identifies the vegetables in their appropriate subgroups such as red/orange, legume, other, dark green, additional, and starchy. If a school wanted to find out what vegetable subgroup a cucumber was considered they could use the food buying guide to determine that a cucumber is part of the "other" vegetable subgroup.

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24. The Food Buying Guide can be beneficial to help determine the serving sizes of fresh fruits and vegetables such as carrot sticks. How many carrot sticks make up  $\frac{1}{4}$  cup,  $\frac{1}{2}$  cup, or 1 cup? 3 fresh, 4 inch by  $\frac{1}{2}$  inch thick carrots make up  $\frac{1}{4}$  cup red/orange vegetables.

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25. How many servings does a fresh whole apple provide? The Food Buying Guide can help identify how many servings a particular sized apple provides, to ensure that schools are meeting the minimum requirements. If a school purchases 125-138 count of whole apples,  $\frac{1}{4}$  of an apple will provide  $\frac{1}{4}$  cup of fruit and  $\frac{1}{2}$  of an apple would provide  $\frac{1}{2}$  cup of fruit.

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26. To determine how to credit meat alternates, like a large egg or peanut butter, use the Food Buying Guide. Look particularly in the introductory pages of the meat section. Creditable portion sizes are provided like  $\frac{1}{4}$  cup of dry beans or peas equaling 1 ounce equivalent of meat alternate or 1 large egg crediting as 2 ounce equivalents of meat alternate.

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27. The Food Buying Guide can be a great tool to help a school determine how much to purchase. Take for example black beans. A school wants to credit  $\frac{1}{4}$  cup or 1 ounce equivalent of black beans per serving towards the meat/meat alternate. The 1<sup>st</sup> column identifies the Food As Purchased (AP) which is beans, black, dry, and canned. Column 2 is the purchase unit or container. For our example, we will use a No. 10 can. Column 3 shows the servings per purchase unit (EP). A number 10 can provides 27.8 servings of  $\frac{1}{4}$  cup of heated, drained beans. The serving size is listed in column 4 and determines the servings per purchase unit. A school would need to purchase 3.6 cans for 100,  $\frac{1}{4}$  cup servings. Of course a school would not be able to purchase half cans, when purchasing, be sure to round up to ensure there is enough. The school would actually need to purchase 4 cans for 100,  $\frac{1}{4}$  cup servings. If a school decided to serve  $\frac{1}{2}$  cup of beans or 2 ounce equivalents of meat/meat alternate per serving, the school would take 27.8 (which is the amount of  $\frac{1}{4}$  cup servings from a number 10 can) divided by 2 to equal 13.9  $\frac{1}{2}$  cup servings from a number 10 can. A school would need to purchase 7.2 cans for 100 servings at  $\frac{1}{2}$  cup. Always round up when purchasing. The school would need to purchase 8 cans for 100  $\frac{1}{2}$  cup servings.

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28. The Food Buying Guide can help determine items that do not count toward the meal pattern components such as bacon, popcorn, Jell-o, pudding etc. Check out the Other Foods section of the Food Buying Guide for a list of products that do not credit as components. Schools can still serve these foods, but they will only count toward a school's Calories, Saturated Fat, and Sodium in a nutrient analysis.

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29. Another useful tool is the Food Buying Guide Calculator which can be very helpful when ordering food. This is an online tool to help a school calculate how much product needs to be purchased.

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30. Let's take an example. Our school wants to serve  $\frac{3}{4}$  cup of green beans to 120 students but we are not sure how much to buy. We search for green beans in the calculator and select the type of green beans we plan on serving. In this example we selected a number 10 can of green beans that are canned, cut, heated, and drained. We then select the serving size-  $\frac{3}{4}$  cup per student. Next, we need to select the number of servings. We plan on serving 120 students. The system calculates that we need to buy 8 number 10 cans to serve 120 students,  $\frac{3}{4}$  cup of green beans.

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31. Thank you for joining this training session. We hope you have found it helpful. For further questions or concerns on crediting components, please contact your field consultant or State Agency.