Food Quality: Making the Grade in Child Nutrition, Part II

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(Purple General Purpose Answer Sheet, Form No. 16485)

NFSMI Satellite Program Schedule
January 26, 2000 Topic: Food Safety and HACCP (Live and Interactive)
April 12, 2000 Topic: Standardized Recipes
August 23, 2000 Topic: To Be Announced (Live and Interactive)
October 25, 2000 Topic: To Be Announced
Introduction

The purpose of this presentation is to provide information on food quality and how Child Nutrition Programs can assure that nutritious, high quality foods are offered to students while meeting student preferences and expectations.

Food Quality: Making the Grade in Child Nutrition, Part II will build on the topics discussed in Part I by:

- Taking an expanded look at the principles of food preparation that result in great tasting, high quality food products
- Giving ideas on how to market your products
- Showing how to fit into your school’s continuous improvement process to keep your meal program top quality and student-focused

Everything we do influences our customer one way or other and determines whether we get that customer’s repeat business.
Seasoning Tips for Standardized Recipes

! Start with small amounts and increase until the food product has an acceptable taste and aroma. With most seasonings, begin with one-fourth teaspoon per pint or pound of a food product. Start with only one-eighth teaspoon when using garlic powder or pepper.

! One to three tablespoons of herbs or spices per fifty portions of a recipe is generally adequate.

! Double the spices and herbs in a recipe when increasing from fifty to one hundred servings. Increase the spice or herb by twenty-five percent for each additional one hundred servings.

! Use twice as much of a fresh herb or spice as of the dried form. For example, use two teaspoons of fresh basil in place of one teaspoon of dried whole leaf basil.

! Use twice as much of a dried leaf herb as of the ground form. For example, one-half teaspoon of dried thyme leaves is the same as one-fourth teaspoon of ground thyme.

! Be careful when adding hot seasonings such as red pepper, mustard, peppercorns, or cloves since heat builds in recipes quickly.

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**Spice Blends**

- Apple pie spice
- Barbecue spice or rubs
- Chili powder
- Curry powder
- Poultry seasoning
- Pumpkin pie spice
# Spice Chart

<table>
<thead>
<tr>
<th>Name</th>
<th>Forms</th>
<th>Taste</th>
<th>Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allspice</td>
<td>Whole berries, ground</td>
<td>The aroma suggests a blend of cloves, cinnamon, and nutmeg; sweet flavor</td>
<td>Fruit cakes, pies, relishes, preserves, sweet yellow vegetables (example sweet potatoes), and tomatoes</td>
</tr>
<tr>
<td>Cardamon seed</td>
<td>Whole, ground</td>
<td>Mild, pleasant, sweet ginger-like flavor</td>
<td>Baked goods, apple and pumpkin pies; an important ingredient in curry</td>
</tr>
<tr>
<td>Cinnamon</td>
<td>Whole sticks, ground</td>
<td>Warm, spicy, sweet flavor</td>
<td>Cakes, buns, breads, cookies, and pies</td>
</tr>
<tr>
<td>Cloves</td>
<td>Whole, ground</td>
<td>Hot, spicy, sweet penetrating flavor</td>
<td>Whole cloves for baking hams and other pork, in pickling fruits, and in stews and meat gravies; ground cloves in baked goods and desserts and to enhance the flavor of sweet vegetables: beets, sweet potatoes, and winter squash</td>
</tr>
<tr>
<td>Ginger</td>
<td>Fresh, whole, cracked, ground</td>
<td>Aromatic, sweet, spicy, penetrating flavor</td>
<td>Baked goods; rubbed on meat, poultry, and fish; in stir-fry dishes</td>
</tr>
<tr>
<td>Mace</td>
<td>Ground</td>
<td>Strong nutmeg flavor</td>
<td>The thin red network surrounding the nutmeg fruit; used in baked goods where a color lighter than nutmeg is desirable</td>
</tr>
<tr>
<td>Mustard</td>
<td>Whole seeds, powdered, prepared</td>
<td>Sharp, hot, very pungent</td>
<td>Meats, poultry, fish, sauces, salad dressings, cheese and egg dishes; whole seeds in pickling and boiled with beets, cabbage or sauerkraut</td>
</tr>
<tr>
<td>Nutmeg</td>
<td>Whole, ground</td>
<td>Spicy, pleasant flavor</td>
<td>Seed of the nutmeg fruit for baked goods, puddings, sauces, vegetables; in spice blends for processed meats; mixed with butter for corn on cob, spinach, and candied sweet potatoes</td>
</tr>
<tr>
<td>Paprika</td>
<td>Ground</td>
<td>Sweet, mild, pungent flavor</td>
<td>A garnish spice, gives an appealing appearance to a wide variety of dishes; used in the production of processed meats such as sausage, salad dressings, and other prepared foods</td>
</tr>
<tr>
<td>Peppercorns: black, white, red, and pink</td>
<td>Whole, ground, coarse ground</td>
<td>Hot, biting, very pungent</td>
<td>Many uses in a wide variety of foods; white pepper ideal in light-colored foods where dark specs might not be attractive</td>
</tr>
<tr>
<td>Red pepper (Cayenne)</td>
<td>Ground, crushed</td>
<td>Hot, pungent flavor</td>
<td>Meats and sauces</td>
</tr>
</tbody>
</table>

Source: Culinary Techniques for Healthy School Meals
# Herb Chart

<table>
<thead>
<tr>
<th>Name</th>
<th>Forms</th>
<th>Taste</th>
<th>Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anise seed</td>
<td>Seeds</td>
<td>Sweet licorice flavor</td>
<td>Cookies, cakes, fruit mixtures, chicken</td>
</tr>
<tr>
<td>Basil</td>
<td>Fresh, dried chopped leaves</td>
<td>Mint licorice-like flavor</td>
<td>Pizza, spaghetti sauce, tomato dishes, vegetable soups, meat pies, peas, zucchini, green beans</td>
</tr>
<tr>
<td>Bay leaves</td>
<td>Whole, ground</td>
<td>Flavor distinctly different from celery</td>
<td>Fish, soups, tomato juice, potato salad dressing</td>
</tr>
<tr>
<td>Caraway seed</td>
<td>Whole</td>
<td>Sharp and pungent</td>
<td>Rye bread, other baked goods, cheeses, sauerkraut dishes, soups, meats, stews</td>
</tr>
<tr>
<td>Celery seed</td>
<td>Whole, ground</td>
<td>Flavor distinctly different from celery</td>
<td>Fish, soups, tomato juice, potato salad dressing</td>
</tr>
<tr>
<td>Chives</td>
<td>Fresh, freeze-dried</td>
<td>In the onion family; delicate flavor</td>
<td>Baked potato topping, all cooked green vegetables, green salads, cream sauces, cheese dishes</td>
</tr>
<tr>
<td>Coriander seed</td>
<td>Whole, ground</td>
<td>Pleasant lemon-orange flavor</td>
<td>Ingredient in curry; ground form used in pastries, buns, cookies, and cakes; in processed foods such as frankfurters</td>
</tr>
<tr>
<td>Cilantro (Coriander leaves)</td>
<td>Fresh, dried</td>
<td>Sweet aroma, mildly peppery</td>
<td>Ingredient in Mexican foods</td>
</tr>
<tr>
<td>Cumin</td>
<td>Whole seeds, ground</td>
<td>Warm, distinctive, salty-sweet, resembles caraway</td>
<td>Ingredient in chili powder and curry powder; German cooks add to pork and sauerkraut, and Dutch add to cheese</td>
</tr>
<tr>
<td>Dill</td>
<td>Fresh, whole as seeds or weed</td>
<td>Aromatic, like caraway but milder and sweeter</td>
<td>Dill pickles; seeds in meats, sauces, salads, coleslaw, potato salad, and cooked macaroni; dill weed in salads, sandwiches, and uncooked mixtures</td>
</tr>
<tr>
<td>Fennel Seed</td>
<td>Whole</td>
<td>Flavor similar to anise, pleasant sweet licorice flavor</td>
<td>Breads, rolls, apple pies, seafood, pork and poultry dishes; provides the distinctive flavor to Italian sausage</td>
</tr>
<tr>
<td>Marjoram</td>
<td>Fresh, dried whole or ground</td>
<td>Faintly like sage, slight mint aftertaste, delicate</td>
<td>Vegetables, one of the ingredients in poultry and Italian seasoning in processed foods such as bologna</td>
</tr>
<tr>
<td>Mint</td>
<td>Fresh, dried flakes or leaves</td>
<td>Strong and sweet with a cool aftertaste</td>
<td>Peppermint is the most common variety; popular flavor for candies, frozen desserts, many fruits, peas and carrots</td>
</tr>
<tr>
<td>Oregano</td>
<td>Fresh, dried leaves, ground</td>
<td>More pungent than marjoram, reminiscent of thyme</td>
<td>Pizza, other meat dishes, cheese and egg dishes; vegetables such as tomatoes, zucchini or green beans; an ingredient in chili powder</td>
</tr>
</tbody>
</table>

Source: Culinary Techniques for Healthy School Meals
# Herb Chart

<table>
<thead>
<tr>
<th>Name</th>
<th>Forms</th>
<th>Taste</th>
<th>Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parsley</td>
<td>Fresh, dried flakes</td>
<td>Sweet, mildly spicy,</td>
<td>A wide variety of cooked foods, salad</td>
</tr>
<tr>
<td>Poppy seed</td>
<td>Whole, crushed</td>
<td>Nut flavor</td>
<td>Whole as a topping for rolls, breads, cakes, cookies, and pastries;</td>
</tr>
<tr>
<td>Rosemary</td>
<td>Fresh, whole leaves</td>
<td>Refreshing, pine,</td>
<td>Chicken dishes and vegetables such as eggplant, turnips,</td>
</tr>
<tr>
<td>Sage</td>
<td>Whole, rubbed, ground</td>
<td>Pungent, warm</td>
<td>Meats, poultry stuffing, salad dressings; cheese; a main ingredient</td>
</tr>
<tr>
<td>Savory</td>
<td>Fresh, dried, whole,</td>
<td>Warm, aromatic,</td>
<td>Beans, meats, soups, salads, sauces; an ingredient in poultry</td>
</tr>
<tr>
<td>sesame seed</td>
<td>Whole</td>
<td>Toasted nut flavor</td>
<td>Rolls, bread, and buns</td>
</tr>
<tr>
<td>Tarragon</td>
<td>Fresh, dried leaves</td>
<td>An aroma with a hint of</td>
<td>Vinegar, salad dressings, chicken, tartar sauce, and egg salad</td>
</tr>
<tr>
<td>Thyme</td>
<td>Fresh, dried</td>
<td>Strong, pleasant,</td>
<td>New England clam chowder, Creole seafood dishes, midwest poultry</td>
</tr>
<tr>
<td>Turmeric</td>
<td>Dried, powder</td>
<td>Aromatic, warm, mild</td>
<td>Prepared mustards, a main ingredient in curry powder, chicken and</td>
</tr>
</tbody>
</table>

Source: [Culinary Techniques for Healthy School Meals](http://www.nfsmi.org/)

How do we make sure that our food tastes good?

Enhance the flavor!
Techniques to Build Flavor

- Deglazing of pans and equipment where meats and vegetables have been browned adds great flavor to cooking liquids without adding much fat.
- Grilling meats, vegetables, and some fruit adds distinct flavors, aromas, and colors.
- Marinating food by soaking or basting during cooking enhances flavor.
- Baking can bring out the natural component of spices.
- Roasting will enhance flavors through carmelization of the sugars in the vegetables.

Quick Baked Potatoes

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>50 Servings</th>
<th>100 Servings</th>
<th>For Servings</th>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baking potatoes, 80-count</td>
<td>15 lb 8 oz</td>
<td>25 (80-count)</td>
<td>31 lb</td>
<td>50 (80-count)</td>
</tr>
<tr>
<td>Garlic salt</td>
<td></td>
<td>½ tsp</td>
<td>1 tsp</td>
<td></td>
</tr>
<tr>
<td>Celery salt</td>
<td></td>
<td></td>
<td>1 tsp</td>
<td></td>
</tr>
<tr>
<td>White pepper</td>
<td></td>
<td>½ tsp</td>
<td>1 tsp</td>
<td></td>
</tr>
<tr>
<td>Black pepper</td>
<td></td>
<td>½ tsp</td>
<td>1 tsp</td>
<td></td>
</tr>
<tr>
<td>Paprika</td>
<td></td>
<td>1 Tbsp 1 tsp</td>
<td>2 Tbsp 2 tsp</td>
<td></td>
</tr>
<tr>
<td>Salt</td>
<td></td>
<td>1 tsp</td>
<td>2 tsp</td>
<td></td>
</tr>
<tr>
<td>Vegetable oil</td>
<td></td>
<td>½ cup</td>
<td>1 cup</td>
<td></td>
</tr>
</tbody>
</table>

3. Spread 2 Tbsp (1 oz) of oil in each 12" x 20" x 2½" steam table pan.
4. Place 13 potato halves in each pan, cut-side down, to lightly coat potato surface with oil. Turn cut-side up.
5. Sprinkle spice mixture over potatoes.
6. Turn potatoes cut-side down for browning.
7. To Bake:
   - Conventional Oven
     - 450°F, 25-30 minutes
   - Convection Oven
     - 425°F, 20-25 minutes
Bake until the surface is golden-brown.

Source: A Tool Kit for Healthy School Meals: Recipes and Training Materials
Sample Quality Score Card

**Quality Score Card for Cooked Vegetables**

<table>
<thead>
<tr>
<th>Quality Standard</th>
<th>YES</th>
<th>NO</th>
<th>NA</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▲ Bright color typical of the vegetable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▲ Vegetable pieces are similar in size</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▲ Vegetable pieces are intact (pieces are not overcooked with a mushy appearance)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▲ There is no visible oil or fat</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▲ Garnish is edible and appropriate for the dish</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texture or Consistency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▲ Vegetable is fork-tender (slightly crisp and not overcooked)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▲ All pieces of the vegetable have the same texture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▲ Vegetables in casserole-type recipes are well blended, tender, and identifiable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flavor and seasoning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▲ Vegetable has a definite, good flavor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▲ Seasonings are detectable but not overpowering</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▲ Seasonings enhance the vegetable flavor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▲ A minimal amount of salt has been added (recipe used)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▲ A minimal amount or no fat has been added (recipe used)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▲ If a sauce is used, it complements the vegetable (mild, not overpowering)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service Temperature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▲ 160°-180° F.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Culinary Techniques for Healthy School Meals
Basic Principles in Garnishing

- Use a garnish that is very simple and easy to prepare.
- A Garnish should complement the flavor of the food item it is placed on or around.
- Garnishes should be edible.

To save time, garnish the whole tray instead of individual plates.

Easy Garnishes

- Carrot curls are created by making long strips with a vegetable peeler and placing in ice water for one to two hours.
- Mix red, yellow, and green pepper slices or dice into small pieces and sprinkle into soup or salad.
- Slice tomatoes and place on food items.
- Use whole fruits and vegetables as a centerpiece.
- Twist lemon, orange, or lime slices and place on food items.
- Place ice around fruit and salad bars.
- Add broccoli or parsley to food items.

Garnishes improve the appearance of the food. An attractive and appealing appearance stimulates the desire to taste new food. Garnishing also helps to draw attention to foods that might not have been chosen.
Getting Students to Notice New Food Items

! Make the new food item seem especially appealing on the printed menu.
! Offer an incentive to try the new food.
! Display a poster that lists the food’s nutritive value.
! Introduce new menu items in the classroom.
! Plan a festive meal around the new food item, complete with costumes for the staff.
! Invite students to take a taste of a new product by having the school mascot give out food samples at the entrance to the cafeteria or at the beginning of the serving line.
! Invite a local celebrity, such as a professional athlete, to have lunch with your students.
! Plan a word game that features foods for a healthy diet, and give out pencils in your school colors to students who play.
! Have “Sticker Day.” Put stickers on some of the trays and give small prizes.
! Sell combos. Like the fast food restaurants, group products into meals that contain all the components that make them reimbursable and are at a price attractive to your young customers. Be sure to change up the combinations frequently! Make a display with a sample of each combo so students can choose them by number. This will speed up service.

Your attitude toward your customer is reflected in how you look and act...

A well-groomed staff inspires confidence in food quality.

A smiling staff makes students feel welcome.

Remembering names makes customers feel important.

Courtesy always pays off in customer satisfaction.
Food Service Quality Improvement
Five Phases of Food Quality

You can continue to provide for the customer and improve your food service by implementing these five phases of food quality:

- Perception - find out what students think is essential to maintaining or improving food quality.
- Planning - the mission, goals, policies, and menus are developed and provide guidance for all food service activities.
- Procurement - foods are purchased, received, stored, and transformed into menu items.
- Production - standardized recipes and production schedules are the basis for this phase. Appropriate sanitation, food production, and food handling practices are essential.
- Service - delivering a quality meal to students that meets or exceeds customer’s expectations.

Child Nutrition Program requirements, human resources, and cost constraints also play a role in these phases of food quality. These issues must be addressed before planning, procurement, production, or service can be started and are usually the concerns of a food service director on the local, regional, or state level.

The student is a customer who has wants, needs, and expectations. Continue to ask your customers what they want, need or expect; work as a team to deliver those requests. Stay on top of food quality standards and the procedures you need to produce those quality foods.
Pretest

(Directions: Please indicate your answer by darkening the appropriate circle on the purple answer sheet.)

1. The flavor of food may be enhanced through the use of herbs, spices, and cooking techniques.
   a. True  b. False

2. There is no need to be careful when adding hot seasonings because the heat decreases in recipes quickly.
   a. True  b. False

3. Which of the following are techniques to building flavor?
   a. deglazing of pans
   b. grilling
   c. marinating
   d. all of the above

4. Garnishes do not have to be edible.
   a. True  b. False

5. Your attitude toward your customer is reflected in how you look and act.
   a. True  b. False

6. The five phases of food quality are: Perception, Planning, Procurement, Production, and Service.
   a. True  b. False

7. When using a fresh herb instead of the dried form you should
   a. use the same amount
   b. use ½ the amount
   c. use 2 times the amount
   d. use 4 times the amount

8. Five to six tablespoons of herbs or spices per fifty portions of a recipe are generally adequate.
   a. True  b. False

9. Garnishing helps to draw attention to foods that might not have been chosen.
   a. True  b. False

10. Once you find out what your customers like, there is no need to continue to ask them what they want, need, or expect.
    a. True  b. False
11. Once you find out what your customers like, there is no need to continue to ask them what they want, need, or expect.
   a. True  b. False

12. Five to six tablespoons of herbs or spices per fifty portions of a recipe are generally adequate.
   a. True  b. False

13. The five phases of food quality are: Perception, Planning, Procurement, Production, and Service.
   a. True  b. False

14. The flavor of food may be enhanced through the use of herbs, spices, and cooking techniques.
   a. True  b. False

15. Garnishing helps to draw attention to foods that might not have been chosen.
   a. True  b. False

16. There is no need to be careful when adding hot seasonings because the heat decreases in recipes quickly.
   a. True  b. False

17. When using a fresh herb instead of the dried form you should
   a. use the same amount
   b. use ½ the amount
   c. use 2 times the amount
   d. use 4 times the amount

18. Your attitude toward your customer is reflected in how you look and act.
   a. True  b. False

19. Garnishes do not have to be edible.
   a. True  b. False

20. Which of the following are techniques to building flavor.
   a. deglazing of pans
   b. grilling
   c. marinating
   d. all of the above
POSTTEST, Page 2
(Directions: Please darken the appropriate circle on the answer sheet to indicate how much you agree or disagree with the following statements.)

USE THE FOLLOWING SCALE:
A. Strongly agree
B. Agree
C. Neither agree nor disagree
D. Disagree
E. Strongly disagree

21. The satellite seminar was presented at a convenient time of day for me.
A. Strongly agree
B. Agree
C. Neither agree nor disagree
D. Disagree
E. Strongly disagree

22. The length of this satellite seminar was good.
A. Strongly agree
B. Agree
C. Neither agree nor disagree
D. Disagree
E. Strongly disagree

23. This satellite seminar presented information which will be valuable to me or members of my staff.
A. Strongly agree
B. Agree
C. Neither agree nor disagree
D. Disagree
E. Strongly disagree

24. The speakers who illustrated key points were effective.
A. Strongly agree
B. Agree
C. Neither agree nor disagree
D. Disagree
E. Strongly disagree

25. This satellite seminar maintained my interest.
A. Strongly agree
B. Agree
C. Neither agree nor disagree
D. Disagree
E. Strongly disagree

26. The overall content presented in this satellite seminar was appropriate for the topic.
A. Strongly agree
B. Agree
C. Neither agree nor disagree
D. Disagree
E. Strongly disagree

27. The printed materials which accompanied this satellite seminar were effective.
A. Strongly agree
B. Agree
C. Neither agree nor disagree
D. Disagree
E. Strongly disagree

28. I received at least one idea which I can use in my program.
A. Strongly agree
B. Agree
C. Neither agree nor disagree
D. Disagree
E. Strongly disagree

29. The television production quality of this satellite seminar was good.
A. Strongly agree
B. Agree
C. Neither agree nor disagree
D. Disagree
E. Strongly disagree

30. My position title:
A. Principal, Teacher, Counselor
B. State Office/Personnel
C. Director or Supervisor
D. Manager
E. Food Service Assistant

If you had a question that was not answered, write the question below. We will compile a list of questions with answers and return it to your state director.

____________________________________________
____________________________________________
____________________________________________
____________________________________________
____________________________________________
References and Resources*

**NFSMI Materials**

Cooking for the New Generation  
Culinary Techniques for Healthy School Meals  
Healthy Cooking for Kids

**USDA Materials**

A Menu Planner for Healthy School Meals  
A Tool Kit for Healthy School Meals: Recipes and Training Materials  
Cooking a World of New Tastes

*Please refer to the NFSMI Publications Guide for more complete information.

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**PRETEST/POSTTEST ANSWER KEYS**

**Pretest**  
1. a, 2. b, 3. d, 4. b, 5. a, 6. a, 7. c, 8. b, 9. a, 10. b

**Posttest, Page 1**  
11. b, 12. b, 13. a, 14. a, 15. a, 16. b, 17. c, 18. a, 19. b, 20. d
Food Quality: Making the Grade in Child Nutrition, Part II

A National Satellite Seminar
October 27, 1999

National Food Service Management Institute
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