

Food Buying Guide Calculator Instructor's Manual

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Institute of Child Nutrition

The University of Mississippi, School of Applied Sciences
www.theicn.org

Key Area: Operations
USDA Professional Standards: 2400

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**Institute of Child Nutrition
The University of Mississippi
School of Applied Sciences
Building the Future Through Child Nutrition**

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The purpose of the Institute of Child Nutrition is to improve the operation of child nutrition programs through research, education and training, and information dissemination.

MISSION

The mission of the Institute of Child Nutrition is to provide information and services that promote the continuous improvement of child nutrition programs.

VISION

The vision of the Institute of Child Nutrition is to be the leader in providing education, research, and resources to promote excellence in child nutrition programs.

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Lesson Overview

Lesson Participants: School nutrition assistants/technicians, school nutrition managers, State agencies

Type of Lesson: Face-to-face training session

Time Needed to Conduct the Lesson: 60 minutes

Lesson Description: This lesson was designed by the Institute of Child Nutrition to provide an overview of how to use the *Food Buying Guide for Child Nutrition Programs* and the *Food Buying Guide for Child Nutrition Programs Calculator*. The Guide and Calculator will help individuals participating in USDA's Child Nutrition Programs with the process of ordering food for their programs. The second portion of this lesson will focus on the functionality of the Calculator. The *Food Buying Guide* and *Food Buying Guide Calculator* is located at: <http://fbg.theicn.org/>

Lesson-at-a-Glance

60 Minutes-1 Hour

Time	Topic	Task	Materials
5 minutes	<ul style="list-style-type: none"> • Introduction and Overview 	<ul style="list-style-type: none"> • Introduce topic 	<ul style="list-style-type: none"> • Instructor's Manual
5 minutes	<ul style="list-style-type: none"> • Pre-Assessment 	<ul style="list-style-type: none"> • Distribute Pre-Assessment 	<ul style="list-style-type: none"> • Pre-Assessment
Objective: Discuss an overview of the <i>Food Buying Guide</i>.			
20 minutes	<ul style="list-style-type: none"> • <i>Food Buying Guide</i> 	<ul style="list-style-type: none"> • Discuss Purchasing Considerations • Facilitate Workbook Activity: <i>FBG Fresh Oranges</i> • Facilitate Workbook Activity Calculate the Quantity Worksheet 	<ul style="list-style-type: none"> • Participant's Workbook
Objective: Review how to use the <i>Food Buying Guide Calculator</i>.			
15 minutes	<ul style="list-style-type: none"> • <i>Food Buying Guide Calculator</i> 	<ul style="list-style-type: none"> • Review the features of the <i>Food Buying Guide Calculator</i> 	<ul style="list-style-type: none"> • Internet
15minutes	<ul style="list-style-type: none"> • Post Assessment • Evaluation 	<ul style="list-style-type: none"> • Distribute the Post Assessment and the Evaluation • Review the Post Assessment Answer Key 	<ul style="list-style-type: none"> • Participant's Workbook

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Preparation Checklist

Instructions: Use the checklist to prepare for the training session.

Task	Person Responsible	Completion Date	Completed Task
Reserve equipment and gather supplies as needed for use on the day of the class (6 weeks prior). <ul style="list-style-type: none"> • Instructor's Manual • Participants' sign-in sheet • Name tags and table tents (one for each participant) • Sticky notes, index cards • Ground Rules • Calculators • Agenda • Pre/Post-Assessments • Participant's Workbooks • Training Evaluations • Certificates of Completion 			
List of equipment and supplies needed <ul style="list-style-type: none"> • Microphone, preferably wireless • Computer to present slides • Projector, wireless presenter device, and slide advancer • Screen • Flip chart paper (self-adhesive strips) or white board, if available • Painter's tape (Do not use masking tape.) • Assorted color markers (flip chart or white board) 			
Additional Handouts			
<ul style="list-style-type: none"> • Grain Requirements for the National School Lunch Program and School Breakfast Program- SP 30-2012 (April 26, 2012) http://www.fns.usda.gov/sites/default/files/SP30-2012os.pdf 			

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Introduction

DO:

Welcome participants as they enter the room. Determine the makeup of the audience by asking for a show of hands of various positions that may be represented at the training (e.g. school nutrition directors, cafeteria managers, other school nutrition staff, State agency, school administrators.) Confirm participants have all necessary materials for the lesson. Circulate the sign-in sheet and request each participant sign the sheet.

***Instructor's note:** Prior to beginning the session, place the class materials on the tables, post the ground rules, and create a flip chart paper labeled "Bike Rack".*

SAY:

Please complete a table tent with your name on the front. On the backside of the table tent, include your years of experience in child nutrition and the location of your agency or school district.

DO:

Ask participants to write what they would like to learn from the training. As an Icebreaker, ask participants to circulate the room and meet someone new. Each participant will introduce themselves and share what it is they would like to learn from the training. Write the participants' responses on a flip chart.

SHOW SLIDE: **Food Buying Guide Calculator Training**

SAY:

Purchasing the right amount of foods for Child Nutrition Programs can be a challenging task. In addition, procurement is now part of the administrative review process.

It is important to purchase the correct amount of food needed to accommodate the projected or forecasted quantities for the menu and to ensure you are meeting the correct

contributions of the meal pattern requirements. Yield amounts can vary depending on factors such as product quality, preparation techniques, cooking times, and temperatures. The *Food Buying Guide for Child Nutrition Programs (FBG)* and the *FBG Calculator* can be a great resource for estimating quantities.

This lesson was designed by the Institute of Child Nutrition (ICN) to provide an overview of the *Food Buying Guide*. In addition, the lesson will review how to use the *Food Buying Guide Calculator*.

DO:

Confirm participants have all necessary materials for the lesson.

SHOW SLIDE: Pre-Assessment

SAY:

We are going to start the training with a Pre-Assessment. We will take a Post-Assessment at the conclusion of the training.

DO:

Distribute the Pre-Assessment. Ask participants to place an identifier on the top right corner of the page. State that the same identifier will be used at the conclusion of the training on the Post-Assessment. It is not necessary for participants to write their name on the pre/post-assessments. Collect the assessments when the activity is completed.

SHOW SLIDE: Overview of Training

SAY:

Take a minute to review the Key Area; USDA Professional Standards; ICN Competencies, Knowledge, and Skills; training objectives; and the Terms and Definitions located in the Participant's Workbook. The *Competencies, Knowledge, and Skill Statements for District-Level School Nutrition Professionals in the 21st Century* is a resource that identifies several

competencies in the functional area of procurement, all of which are important for school nutrition managers and supervisors.

DO:

Refer participants to the handouts USDA Professional Standards and Learning Objectives and Terms and Definitions located in the Participant's Workbook. Briefly review the information.

***Instructor's note:** The Competencies, Knowledge, and Skills, Objectives, and Terms and Definitions are provided as a resource. Some of the terms and definitions will be discussed in more detail throughout the training.*

(Workbook Activity): Overview of Training

(Workbook Activity): Terms and Definitions

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Overview of Training

Key Area: Operations

Professional Standards Purchasing/Procurement 2400

Employee will be able to effectively and efficiently implement purchasing procedures and practices in order to appropriately and best utilize supplies and USDA Foods to meet menu requirements and comply with all federal, state, and local regulations.

Source: *Professional Standards for School Nutrition Professionals* located at <http://professionalstandards.nal.usda.gov/>

ICN Competencies, Knowledge, and Skills

Functional Area 8: Procurement and Inventory Management

Competency 8.1

Develops procurement guidelines that comply with established regulations and support operational goals of the school nutrition program.

Source: *Competencies, Knowledge, and Skill Statements for District-Level School Nutrition Professionals in the 21st Century* located at www.theicn.org

Training Objectives

- **Objective:** Discuss an overview of the *Food Buying Guide*.
- **Objective:** Review how to use the *Food Buying Guide Calculator*.

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Terms and Definitions

As Purchased (AP) and Edible Portion (EP)

Food As Purchased (AP) tells you the name of the food item and the form(s) in which it is purchased. The Edible Portion (EP) weight is the amount of product that can be consumed. The AP weight is greater than the EP weight. The EP is the quantity served.

Average Daily Participation (ADP)

The Average Daily Participation (ADP) for the National School Lunch and School Breakfast Program is based on attendance rather than enrollment. Calculating ADP in this manner is considered to be fairer to schools as it includes only children that eat lunch/breakfast in the calculation and excludes children who do not eat lunch/breakfast (i.e., part-day kindergarteners).

Forecasting

Forecasting is the process of analyzing current and historical data to determine future trends. In the case of school nutrition programs (SNPs), forecasting involves predicting and estimating the goods, works, and services needed in specified areas for the coming year. In addition, forecasting assesses the SNPs program needs by reviewing current procurement activities. Forecasting allows for procurement plans to evolve each fiscal year.

Standardized Recipe

A standardized recipe is a recipe that has been tried, adapted, and retried several times for use by a given school nutrition operation. The standardized recipe has been found to produce the same results and yields every time when the exact procedures are used with the same type of equipment and the same quantity and quality of ingredients.

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Food Buying Guide

SHOW SLIDE: Purchasing Considerations

SAY:

Estimating the amount of food you need to purchase is more than a simple math problem. Factors to consider when purchasing food include:

- the Meal Pattern requirements,
- the yields in the *Food Buying Guide For Child Nutrition Programs (FBG)*,
- the most cost-efficient package or case size of the food item,
- the package or case of the food item that best fits the work load during food preparation, and
- the storage capacity of the facility.

SHOW SLIDE: Production Records

SAY:

The number of servings to prepare a particular item is determined by using your program's historical information from the production records. Accurate production records contain a wealth of information. Here are some examples:

- how many servings were prepared
- how many servings were selected
- how many servings were leftover
- the portion sizes of the menu items

Objective: Discuss an overview of the *Food Buying Guide*.

SHOW SLIDE: *Food Buying Guide (FBG)*

SAY:

The *FBG* was developed by USDA to help child nutrition professionals determine the quantity of food to purchase. The *FBG* has information to help you and your purchasing agent 1) buy the right amount and the appropriate type of food for your program(s) and 2) determine the specific contribution each food makes towards the meal pattern requirements.

SHOW SLIDE: *FBG and Calculator*

SAY:

The *FBG* and the *FBG Calculator* contain similar features. Both the *FBG* and the *FBG Calculator* are arranged in sections for each meal component. Each section contains a table with six columns. We will begin by discussing each of the six columns in the *FBG*. Once this information has been reviewed, we will discuss how these features play a role when using the *FBG Calculator*.

(Workbook Activity): *Food Buying Guide Fresh Oranges*

DO:

Refer participants to the *Food Buying Guide: Fresh Oranges* handout located in the Participant's Workbook. Review each of the six columns listed on the chart.

Instructor's note: The Food Buying Guide: Fresh Oranges handout will be discussed throughout the training.

Food Buying Guide: Fresh Oranges

Section 2 —Fruits					
1. Food As Purchased (AP)	2. Purchase Unit	3. Servings per Purchase Unit, (EP)	4. Serving Size per Meal Contribution	5. Purchase units for 100 Servings	6. Additional Information
Oranges					
Oranges, fresh <i>All sizes Whole Includes USDA Foods</i>	Pound	3.50	¼ cup fruit sections Membrane removed, drained	28.6	1 lb AP = 0.40 lb ready- to-serve oranges
	Pound	3.60	¼ cup fruit juice	27.8	1 lb AP =0.48 lb(⅔ cup) juice
Oranges, fresh <i>138 count Arizona or California Whole</i>	Pound	3.40	1 orange about ½ cup fruit and liquid)	29.5	
	Pound	6.80	¼ cup fruit and liquid (about ½ orange)	14.8	
Oranges, fresh <i>125 count Florida or Texas Whole</i>	Pound	2.90	1 orange (about ⅝ cup fruit and liquid)	34.5	1 lb = about 0.76 lb (about 1¾ cups) ready to serve\peeled oranges
	Pound	7.02	¼ cup fruit and liquid (about ½ orange)	14.3	
Oranges, fresh <i>113 count Arizona or California Whole</i>	Pound	2.80	1 orange (about ⅝ cup fruit and liquid)	35.8	
	Pound	5.6	¼ cup fruit and liquid (about ½ orange)	17.9	
Oranges, canned <i>Mandarin</i>	Pound	7.30	¼ cup fruit and liquid	13.7	1 lb = about 0.61 lb (about 1½ cups) drained oranges

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SHOW SLIDE: Product Description

SAY:

It is important to know the actual product name and description. The product description identifies specific characteristics of the product upon purchase. Product descriptions may include how the item is packaged, or if the item is fresh or frozen, chopped, diced, cooked or raw. Product descriptions can vary for the same type of food. Check your standardized recipes to determine the type of product that is intended for the recipe preparation. The *FBG* and *Food Buying Guide Calculator* include multiple descriptions for the same type of food item.

(Workbook Activity): Food Buying Guide Fresh Oranges

DO:

Refer participants to the *FBG: Fresh Oranges* handout located in the Participant's Workbook. Review the multiple descriptions for fresh oranges. The descriptions are listed in the column, "Food As Purchased (AP)".

SHOW SLIDE: Yield

SAY:

Many foods, including fresh produce and meats, have losses in food preparation, cooking, and serving, so their yield will vary. It is important to review standardized recipes in advance and determine the type of food to purchase for the desired serving size and number of portions. As you determine the yields of each food, it is also important to recognize the difference between the As Purchased (AP) weight and the Edible Portion (EP) weight.

SHOW SLIDE: As Purchased (AP) and Edible Portion (EP)

SAY:

Food As Purchased (AP) tells you the name of the food item and the form(s) in which it is purchased. The AP weight is the amount of product to be purchased, such as five pounds of fresh, untrimmed, romaine lettuce. The EP weight is the amount of product that can be consumed after the food has been altered from its original form. For example, after you cut away the base and the outer leaves of the romaine lettuce, you will no longer have five pounds (AP) but instead have on average a little over three pounds (EP). Some foods, such as fluid milk and yogurt, have no waste, so their yield is 100%.

SHOW SLIDE: Purchase Unit

SAY:

The purchase unit identifies the unit of measure of the product to be purchased. Some examples of purchase units used in the *Food Buying Guide* and the Calculator include: pound, #10 can (102 ounces), quart, or gallon.

(Workbook Activity): Food Buying Guide Fresh Oranges

DO:

Refer participants to the *Food Buying Guide: Fresh Oranges* handout located in the Participant's Workbook. Ask the participants to identify the purchase unit for fresh oranges.

Instructor's note: The purchase unit for fresh oranges is "pound".

Please refer to the FDA Food Safety Modernization Act for the full requirements of health claims related to whole grain foods available at:

<http://www.fda.gov/Food/GuidanceRegulation/FSMA/>

SHOW SLIDE: FBG Servings per Purchase Unit (EP)

SAY:

Once you have determined the portion size, identify in the *FBG* or the Calculator the “Servings per Purchase Unit, (EP)”. You will use the information in the column to calculate how much of the product to purchase.

(Workbook Activity): Food Buying Guide Fresh Oranges

Do:

Refer participants to the *Food Buying Guide: Fresh Oranges* handout located in the Participant's Workbook. Review the different EP servings listed in the column Serving per Purchase Unit (EP).

SHOW SLIDE: Serving Size per Meal Contribution

SAY:

Meals served as part of the USDA's Child Nutrition Programs are required to meet specific calorie and nutritional standards. The menu planner determines in advance the appropriate serving sizes for the menu items that will meet the meal pattern requirements. The *FBG* identifies the amount of the food item that will contribute to the meal pattern. As an example, serving sizes may be listed as $\frac{1}{4}$ cup, $\frac{1}{2}$ cup, 1 cup, or 1 ounce.

(Workbook Activity): Food Buying Guide Fresh Oranges

DO:

Refer participants to the *Food Buying Guide: Fresh Oranges* handout located in the Participant's Workbook. Review the “Serving Size per Meal Contribution” column and discuss the meal contribution for the different types (“Food As Purchased, AP” column) of oranges. Ask the participants to refer to “*Oranges, fresh 138 count, Arizona or California Whole.*”

ASK:

Look at the "Servings per Purchase Unit, (EP)" column for "*Oranges, fresh 138 count, Arizona or California Whole.*" What is the amount of servings per purchase unit (pounds) for a $\frac{1}{4}$ cup serving fruit and liquid?

FEEDBACK:

The information in the *FBG* indicates for this particular orange, there are 6.8- $\frac{1}{4}$ cup servings per pound.

ASK:

Look at the "Servings per Purchase Unit, (EP) column "*Oranges, fresh 138 count, Arizona or California Whole.*" What is the amount of servings per purchase unit (pounds) for a $\frac{1}{2}$ cup serving fruit and liquid?

FEEDBACK:

The information in the *FBG* indicates for this particular orange, there are 3.4- $\frac{1}{2}$ cup servings per pound.

SHOW SLIDE: Calculate Quantity Using FBG

SAY:

The formula to calculate the quantity to purchase is as follows:

Total Projected Quantity (and Serving Size) divided by Servings per Purchase Unit (EP) equals the Exact Quantity to Purchase. Remember, after you have calculated the "Exact Quantity to Purchase," you may need to round the quantity up to meet the needs of your operation.

Total Projected Quantity and Serving Size	<i>Divided by</i> ÷	Servings Per Purchase Unit (EP)	<i>Equals</i> =	Exact Quantity	Purchase Quantity
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(Workbook Activity): Fresh Oranges Worksheet

DO:

Refer participants to the Fresh Oranges Worksheet. Allow time to complete each step of the calculation.

SAY:

We are now ready to practice using information in the *Food Buying Guide* as we determine the quantity of “Oranges, fresh 138 count, Arizona or California Whole” to purchase. To complete this activity refer to the information on the *Food Buying Guide: Fresh Oranges* handout. The handout is located in the Participant’s Workbook.

Fresh Oranges Worksheet Answer Key

Directions: Determine the Servings per Purchase Unit (EP), the Exact Quantity, and the Purchase Quantity Unit. Refer to the *Food Buying Guide: Fresh Oranges* handout to determine the Servings per Purchase Units (EP). Calculate the Purchase Quantity for ¼ cup servings and ½ cup servings.

Fresh Oranges					
Total Projected Quantity and Serving Size	<i>Divided by</i> ÷	Servings Per Purchase Unit (EP)	<i>Equals</i> =	Exact Quantity	Purchase Quantity
138 ¼ cup servings	÷	<u>6.80</u> pounds	=	<u>20.29</u> pounds	<u>20.50</u> pounds
138 ½ cup servings	÷	<u>3.40</u> pounds	=	<u>40.58</u> pounds	<u>41.00</u> pounds

Round up your answers to nearest ½ pound. Answers are underlined and in bold font.

Food Buying Guide Calculator

Objective: Review how to use the *Food Buying Guide Calculator*.

SHOW SLIDE: *Food Buying Guide Calculator Demo*

The Institute of Child Nutrition and USDA have developed an online Calculator to be used with the *Food Buying Guide for Child Nutrition Programs*. This interactive and simple-to-use Calculator helps to determine how much of each food item to purchase in order to provide enough servings for your program. The Calculator also allows you to build a shopping list of foods to assist you in the purchasing process. The Calculator is located at: <http://fbg.theicn.org/>.

SHOW SLIDE: *FBG Calculator*

SAY:

The online Calculator includes the yield data of at least 1,200 items from the published *FBG*. Yield data refers to the amount of a specific food available to serve after the item is cooked or prepared. When a food group is selected, it lists the top 10 most searched items for that food group. These items will change as the Calculator is used. You can reduce your search results by selecting a specific food category. Amounts can be calculated ranging from 1 to 5,000 servings. The online interactive *Food Buying Guide Calculator* for Child Nutrition Programs has individual calculators for each of the food groups in the *FBG* and can calculate the amount of food to purchase with just a few quick clicks on the screen. We are going to illustrate the user-friendly features of the Calculator.

(Activity): Demonstrate How to Use the Food buying Guide Calculator

Instructor's note: You will need an internet connection to complete the following activity or to download the videos to your computer or jump drive before the training. The Food Buying Guide Calculator is located at: <http://fbg.theicn.org>. If the internet is not available use the four self-tutorial videos located at <http://fbg.theicn.org/SelfTutorial.aspx>. The self-tutorials videos include:

- Video #1 Food Buying Guide Introduction (03:14 minutes)
- Video #2 Find Food Items Using the Drop Down Menu (02:33 minutes)
- Video #3 Find Food items Using the Search Box (02:05 minutes)
- Video #4 Manage the Shopping List (02:59 minutes)

DO:

If possible, using the internet, demonstrate how to use the *FBG* Calculator.

Instructor's note: If the internet is not available, review the slides on how to use the *FBG* Calculator.

SHOW SLIDE: FBG Homepage

SAY:

Let's review how to use the *FBG* Calculator.

- Log on to or just go to: <http://fbg.theicn.org>
- Choose the food group by clicking on the image link or enter the keyword or food item in the search field to the right. Click on Go. Do not use punctuation.

SHOW SLIDE: Item Description

SAY:

Use the item description to select the desired food item for your planned menu.

SHOW SLIDE: Planned Serving Size

SAY:

Select the planned serving size from the drop down list.

SHOW SLIDE: Number of Servings

SAY:

Enter the planned number of servings.

SHOW SLIDE: Add to List

SAY:

Click on Add to List.

SHOW SLIDE: Amount to Purchase

SAY:

The amount to purchase and prepare will appear in the table.

NOTE: The *FBG* Calculator rounds up to the nearest whole purchase unit or next $\frac{1}{4}$ (.25) pound. The whole purchase unit refers to how the food item is packaged for sale. For example, meat is packaged in units of pounds; vegetables and fruits in pounds and cans; breads by the pound; and milk in $\frac{1}{2}$ pints, gallons, $\frac{1}{2}$ gallons, quarts, and pints.

SHOW SLIDE: Edit List

SAY:

If you need to add more food items, select Add More Items. To edit a food item on your Shopping List, click Edit to the right of the food item entry. To remove a food item on your Shopping List, click Remove to the right of the food item.

SHOW SLIDE: Print List

SAY:

If you are finished, select Print List or Email List. Remember, information in the browser is not saved so you must print or email your shopping list before exiting the calculator. Whether you are serving food to a small or large number of children, you should think carefully about each meal. The *FBG* Calculator will help you determine the correct amount to purchase, prepare, and serve to meet the meal pattern requirements.

SHOW SLIDE: Thank You

SAY:

We are now ready to take the Post Assessment and complete the training evaluation.

DO:

At the conclusion of the activity, distribute the Post-Assessment and training evaluation. Remind participants to place the same identifier that they used on the Pre-Assessment. Review the answers once all participants have had adequate time to complete the assessment. Distribute and collect the evaluations. Thank the participants for their attention and encourage participants to contact the ICN.

SHOW SLIDE: Institute of Child Nutrition

References

U.S. Department of Agriculture. (2015). *USDA food buying guide for child nutrition programs*. Retrieved from <http://teamnutrition.usda.gov/Resources/foodbuyingguide.html>

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