Implementing the Title VI Requirements in Menu Planning

NATIONAL TITLE VI CONFERENCE, MINNEAPOLIS MN, AUGUST 15, 2019
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Introductions
Jean Lloyd
Title VI Consultant

Joyce Robinson-Wright
Title VI Consultant
Session Overview

• Introductory Questions
• Older Americans Act Nutrition Program
• Menu Planning
• Food Production & Service
• Traditional Foods
• Questions
• Resources
Questions

- Why do we care about menus?
- Who plans your menus...does a dietitian approve? If there is no dietitian, how do you get approval?
- How do you produce your meals?
- What do elders want? How do you know if elders like the meal?
- Can you make meals taste better? Are the salt shakers on the table?
- Does your tribe use traditional foods in your meals?
- Do menu costs influence what you serve?
Why Do We Care About Menus?
Nutrition: An Integral Part of Health

Necessity:
- Need adequate nutrition to:
  - Maintain physical & mental functioning
  - Promote health & functionality
  - Reduce risk of chronic disease
  - Help treat & manage chronic disease
  - Remain home in the community
  - Cultural preservation

Purposes of Older Americans Act Nutrition Program Sections 330, 601
- Reduce hunger & food insecurity
- Promote socialization
- Promote health and well-being
- Delay adverse health conditions
National Title VI Needs Assessment Indicates High Rates of High Blood Pressure, Obesity and Diabetes in Elders

<table>
<thead>
<tr>
<th>Chronic Condition Related Nutrition</th>
<th>Aggregate Title VI Tribal Data (age 55+) %</th>
<th>National US Data (age 55+) %</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Blood Pressure</td>
<td>56.5</td>
<td>55.2</td>
</tr>
<tr>
<td>Obesity</td>
<td>43.3</td>
<td>24.6</td>
</tr>
<tr>
<td>Diabetes</td>
<td>39.3</td>
<td>18.0</td>
</tr>
<tr>
<td>Overweight</td>
<td>34.8</td>
<td>37.3</td>
</tr>
<tr>
<td>Osteoporosis</td>
<td>9.6</td>
<td>4.6</td>
</tr>
<tr>
<td>Stroke</td>
<td>7.5</td>
<td>6.3</td>
</tr>
</tbody>
</table>

National Title VI Needs Assessment Data, Cycle VI, University of North Dakota, nrcnaa.org
26% of Title VI Elders Rate Their Health as Excellent or Very Good compared to 43% in the General US Population

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
<th>Aggregate Tribal Data (55+) %</th>
<th>National US Data (55+) %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you say your health is general is excellent, very good, good, fair or poor?</td>
<td>Excellent</td>
<td>6.0</td>
<td>13.8</td>
</tr>
<tr>
<td></td>
<td>Very Good</td>
<td>19.9</td>
<td>29.2</td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>39.7</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Fair</td>
<td>26.8</td>
<td>16.8</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>7.6</td>
<td>7.8</td>
</tr>
</tbody>
</table>

National Title VI Needs Assessment Data, Cycle VI, University of North Dakota, nrcnaa.org
National Needs Assessment Indicates High Rates of Disability Due to Chronic Disease in Title VI Elders

70.6% of Title VI participants are not disabled
29.4% of Title VI participants are disabled
For those who are disabled, the primary cause is chronic disease

<table>
<thead>
<tr>
<th>Disability Cause</th>
<th>Aggregate Title VI Tribal Data (age 55+) %</th>
<th>National US Data (age 55+) %</th>
</tr>
</thead>
<tbody>
<tr>
<td>From chronic disease</td>
<td>58.6</td>
<td>Not available</td>
</tr>
<tr>
<td>From accident/injury</td>
<td>30.8</td>
<td>Not available</td>
</tr>
<tr>
<td>From military service</td>
<td>6.6</td>
<td></td>
</tr>
<tr>
<td>From birth</td>
<td>4.0</td>
<td>Not available</td>
</tr>
</tbody>
</table>

National Title VI Needs Assessment Data, Cycle VI, University of North Dakota, nrcnnaa.org
<table>
<thead>
<tr>
<th>Question</th>
<th>Aggregate Tribal Data (55+) %</th>
<th>National US Data (55+) %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seen dentist/hygienist</td>
<td>56.7</td>
<td>65.5</td>
</tr>
<tr>
<td>Need no dental work</td>
<td>33.6</td>
<td>59.0</td>
</tr>
<tr>
<td>Tooth/mouth problems-hard to eat</td>
<td>9.5</td>
<td>Not available</td>
</tr>
<tr>
<td>Mental Health/depression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Felt down hearted &amp; blue-none of the time</td>
<td>41.0</td>
<td>65.8</td>
</tr>
<tr>
<td>Eat alone most of the time</td>
<td>18.4</td>
<td>Not available</td>
</tr>
</tbody>
</table>

National Title VI Needs Assessment Data, Cycle VI, University of North Dakota, nrcnaa.org
Good Nutrition is Essential to Reduce Risk/Manage/Treat Chronic Conditions and Reduce Frailty

- High blood pressure
- Obesity
- Diabetes
- Overweight
- Osteoporosis
- Stroke
- Poor quality diets are related to increased frailty
Older Americans Act
Nutrition Program Meal Requirements
Older Americans Act Nutrition Requirements
Sections 339, 601, 602, 614

• Meals are to meet:
  • 2015-2020 Dietary Guidelines for Americans (DGAs)
  • Dietary Reference Intakes
  • Food Safety Code
  • Appealing to program participants
  • If practical, meet special dietary needs
  • Meet traditional food needs of Native people
Elders Need Healthy Food and Adequate Nutrients

• Foods are conventional items that we eat

• Experts recommend that we eat foods from 5 different groups
  ▪ Vegetables
  ▪ Fruits
  ▪ Grains
  ▪ Protein foods
  ▪ Diary or dairy alternate foods

• Nutrients are in food

• To live we need
  ▪ Energy or calories
  ▪ Carbohydrate/fiber
  ▪ Protein
  ▪ Fat
  ▪ Vitamins (15)
  ▪ Minerals (14)
  ▪ Fluid/water
Title VI Requirements Sec. 601, 602, 614

Nutrition services comparable to Title III (Section 601)

“...provided in a manner that preserves and restores their respective dignity, self-respect, and cultural identities” (Section 602)

Nutrition services provided to be “substantially in compliance with the requirements for Title III” (Section 614)

Caribou Stew

H hominy Stew

Roast Pork & Potatoes

Glazed Carrots, Roll
Title VI Requirements Sec. 601, 602, 614

The application will “contain assurances that the tribal organization will coordinate services provided under this part with services provided under title III in the same geographical area.” (Section 614)

“...the Assistant Secretary shall provide maximum flexibility to an applicant that seeks to take into account subsistence needs, local customs, and other characteristics that are appropriate to the unique cultural, regional, and geographic needs of the Indian populations to be served.” (Section 614)
Title VI and Title III Requirements

- If your Tribe receives only Title VI funds, you are required to meet the requirements of Title VI, using the guidelines that are provided in the Title VI Manual on the Older Indians website (https://olderindians.acl.gov/) and reporting and fiscal instructions from the ACL.

- If your Tribe receives Title III funds from your State Unit on Aging (SUA), you need to meet the Title VI requirements **PLUS** the programmatic, fiscal and menu requirements of the State.

- If your Tribe receives Title III funds, the SUA may tell you:
  - What to spend Title III funds on, such as Congregate or Home-delivered meals, or transportation, chore, etc.
  - Who to serve with the Title III funds, non-Indians who come to the Title VI site and expect service.
Menu Planning
<table>
<thead>
<tr>
<th>Food</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protein/meat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grain #1, may substitute for starchy veg</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grain #2</td>
<td></td>
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<td></td>
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<tr>
<td>Vegetable #1 Starchy</td>
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<td></td>
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<tr>
<td>Vegetable #2 Non-Starchy</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fruit</td>
<td></td>
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<tr>
<td>Milk/Alternate</td>
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</tr>
<tr>
<td>Dessert Optional</td>
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</tr>
<tr>
<td>Beverage</td>
<td></td>
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</tr>
</tbody>
</table>
Joyce Asks

• Do we have to use this menu pattern?
• Do we have to serve 2 vegetables?
• Do we have to serve fruit everyday?
• Do we have to serve milk?
What Should We Focus on in Planning Menus?

• DGAs Focus on:
  ▪ Food variety
  ▪ Nutrient density or nutrients/calorie
  ▪ Serving size

• DGAs Limit calories from
  ▪ Added sugars
  ▪ Saturated or solid fats
  ▪ Salt

Calico Beans  Sunflower Seed Bread  Squash  Tomatoes  Salmon, Brown Rice Spinach, Corn
What is Food Variety?

- Variety = diverse assortment of food
- Consume a variety of lean protein sources such as fish, poultry, game
- Consume a variety of whole grains
- 1 starchy vegetable such as squash or potatoes & 1 non-starchy like tomatoes or peppers or green beans or broccoli or spinach
- Consume different colorful vegetables and fruits
What is Nutrient Density?

- Nutrient density = food & drink with little added sugars, solid fat, refined starch, but plenty of vitamins & minerals/calorie

- Orange juice but not orange drink or fruit punch (added sugar)
- Baked, grilled, stewed, steamed, boiled vegetables, not fried
- Baked, braised, grilled, stewed chicken or fish, not fried (added fat)
- Fresh berries, not blueberry pie (added refined starch, sugar and saturated fat) with ice cream (added sugar, saturated fat)
Are Portion Size and Serving Size the Same?

• **Portion size=** Amount of food served at an eating occasion

• **Serving size=** A serving size is a standard amount of food served like an ounce or cup or the number of crackers, often listed on food labels

What would be the serving size for the dessert at the left?

Are these the right serving sizes for Thanksgiving turkey dinner?
Portions Today & 20 Years Ago

**Today**
- 610 calories (6.9 oz)
- 590 calories
- 220 calories (20 oz)

= 1420 calories

**20 Years Ago**
- 210 calories (2.4 oz)
- 333 calories
- 85 calories (6.5 oz)

= 628 calories

792 calories more today
<table>
<thead>
<tr>
<th>Food</th>
<th>Servings</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protein/meat foods</td>
<td>1 oz/ 3 to 4 oz/meal daily</td>
<td>3 oz meat/poultry/fish; 1 egg=1 oz protein; 1 T peanut butter=1 oz protein; or ½ oz nuts/seeds=1 oz protein</td>
</tr>
<tr>
<td>Grain, whole grain/bread</td>
<td>1-2/meal daily</td>
<td>1 slice bread, 1 small piece cornbread, 1 small 6” tortilla, 1 roll, ½ c rice/pasta</td>
</tr>
<tr>
<td>Vegetables</td>
<td>2/meal daily</td>
<td>½ c cooked or raw; 1 c leafy greens; serve 1 starchy, 1 non-starchy</td>
</tr>
<tr>
<td>Beans/legumes</td>
<td>1 or more/week</td>
<td>½ c; ¼ c=1 oz meat</td>
</tr>
<tr>
<td>Fruit</td>
<td>1 daily</td>
<td>1 small raw; ½ c canned/frozen; ½ c juice, ¼ c dried</td>
</tr>
<tr>
<td>Milk/alternate</td>
<td>1 daily</td>
<td>1 c fluid, 1 c yogurt, 1.5 oz natural cheese, 2 oz processed cheese</td>
</tr>
<tr>
<td>Nuts/seeds</td>
<td></td>
<td>½ oz</td>
</tr>
<tr>
<td>Oils</td>
<td>1</td>
<td>Fat is liquid at room temperature, 1 T such as olive oil on vegetables, 1-2 T salad dressing</td>
</tr>
</tbody>
</table>
Joyce Asks: Are These the Right Serving Sizes for a Title VI Meal?

Traditional Native Recipes www.aihd.ku.edu/recipes/index.html
(American Indian Health & Diet Project)
What are Added Sugars, Saturated Fats & Sodium?

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Added sugars</td>
<td>Table sugar, brown sugar, syrup, corn syrup, jam, sweetened drinks like soda, energy drinks, fruit punch, sweet tea, desserts like cookies, cake, pie, ice cream, donuts, candy</td>
</tr>
<tr>
<td>Saturated fat</td>
<td>Fats that are solid at room temperature, butter, lard, fat on meat/poultry, many solid (not soft)margarines, coconut oil</td>
</tr>
<tr>
<td>Sodium</td>
<td>Salt, table salt, sea salt, found in processed foods such as bread, macaroni &amp; cheese, pizza; canned vegetable and meat products; canned soup; processed meats like ham, sausage, lunch meat; processed dairy like cheese; mixed dishes; desserts; chips, snack foods</td>
</tr>
</tbody>
</table>
Joyce Asks: Which of these Foods Contain Added Sugars?
Joyce Asks: Which of These Foods Contain Saturated Fats?
Joyce Asks: Which of the Foods in Column 1 and Which of the Foods in Column 2 are Higher in Sodium?

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 oz tomato juice</td>
<td>1 small piece of cornbread</td>
</tr>
<tr>
<td>½ cup raw carrots</td>
<td>1 slice whole wheat bread</td>
</tr>
<tr>
<td>½ cup canned green beans</td>
<td>½ cup brown rice</td>
</tr>
</tbody>
</table>
The Answer Is:

4 oz tomato juice  
not low-sodium  
308 mg sodium; low-sodium 12 mg sodium

½ cup raw carrots  
42 mg sodium

½ cup canned green beans, not low sodium  
181 mg; low sodium 17 mg sodium

1 small piece of cornbread  
428 mg sodium

1 slice whole wheat bread  
146 mg sodium

½ cup brown rice  
4 mg sodium
Add Potassium to Meals

- Potassium is found in fruits, vegetables, like beans, greens, milk, fish, meat
- Potassium helps blunt the adverse effect of sodium on blood pressure
- Consume at least 5 servings of fruits and vegetables a day, preferably 7 (women) to 10 (men)
Why is it important to emphasize fruits, vegetables and low-fat dairy in the meal?

• Higher fruit and vegetable intake is related to:
  • Better weight management (43% of elders are obese)
  • Better control of high blood pressure (56% of elders had high blood pressure)
  • Better diabetes management (39% of elders had diabetes)
  • Lower rates of heart disease and cancer

• Higher consumption of lower fat dairy is related to:
  • Lower rates of osteoporosis (10% of elders had osteoporosis)
  • Better management of high blood pressure (56% of elders had high blood pressure)
Why is it important to emphasize fruits, vegetables and low-fat dairy in the meal?

• Nationally, participants in Title VI programs stated that they:
  – Had a condition that changed the kind or amount of food they ate (23%)
  – Ate few fruits/vegetables or milk products (26.3%)
  – Ate fewer than 2 meals/day (16.3%)

• This program may provide one of the few healthy meals they get in a day

National Title VI Needs Assessment Data, Cycle VI, University of North Dakota, nrcnnaa.org
Vegetables, Fish, Dairy, Fruit are High In Potassium

<table>
<thead>
<tr>
<th>Include these foods in the menu</th>
<th>Include these foods in the menu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potatoes, white, sweet, purple</td>
<td>Tuna</td>
</tr>
<tr>
<td>Canned tomato products, paste,</td>
<td>Snapper</td>
</tr>
<tr>
<td>juice, no added salt</td>
<td></td>
</tr>
<tr>
<td>Beans, cooked, refried</td>
<td>Milk, non-fat, evaporated</td>
</tr>
<tr>
<td>Yogurt</td>
<td>Banana</td>
</tr>
<tr>
<td>Salmon</td>
<td>Dried fruit like prunes, apricots</td>
</tr>
<tr>
<td>Orange juice</td>
<td>Trout</td>
</tr>
<tr>
<td>Cooked greens</td>
<td>Pork</td>
</tr>
<tr>
<td>Acorn squash</td>
<td>Halibut</td>
</tr>
</tbody>
</table>
Choose MyPlate.gov
My Native Plate - Indian Health Service

MY NATIVE PLATE

Fruit

Grain/Starch

Water

Vegetables

Protein

Use your plate as a guide to help you eat in a healthy way!
1. Fill half of your plate with vegetables.
2. Fill the other half of your plate with a grain/starch and a protein.
3. Add a side of fruit.

Pictured here:
- Mixed berries
- Cooked spinach
- Baked squash with peppers and herbs
- Steamed wild rice
- Baked deer meal with sage
- Water

Take a picture with your cell phone. Look at the picture later as a reminder!

Produced by: Indian Health Service, Division of Diabetes Treatment and Prevention, 09/2018

Fill in the Traditional Plate!

- **Bread Group**
  - Bannock
  - Wild Rice
  - Corn

- **Meat Group**
  - Big game
  - Game birds
  - Eggs
  - Nuts/Beans
  - Fish/Seafood

- **Fruits and Vegetables**
  - Shoots
  - Roots
  - Greens
  - Berries
  - Tree fruits
  - Squash

- **Dairy**
  - Breast milk
  - Fish & game bones
  - Greens & roots

More protein

Less grain
Do You Use Elders Input?

- Menu committees
- Product sampling
- Taste panels
- Food preference surveys
- Satisfaction focus groups
- Comment cards
Preferences are Influences By:

- Culture, traditions
- Religion, holidays, celebrations
- Family
- Region of the country
- Health, foods they can chew
- Age, generational cohort
- Gender
Principles of Menu Planning

Is the meal appealing?

• Enhance taste
• Strive for balance
• Emphasize variety
• Add contrast: texture & temperature
• Think about color
• Consider eye appeal

Roasted carrots, red onions, peppers

Roast elk with purple, red potatoes, Carrots, onion, celery, peppers
Steps in Planning Healthy Meals

- **Allow** a block of **time**, gather recipes & resources
- **Determine** length of **menu cycle**
- **Identify** **main dish, side dishes**
- **Visualize** what each meal will look like
- **Think about** **variety, day to day, week to week**
- **Plan menus** that can be made **safely with available staff, equipment, space & time**
- **Use** readily available food
- **Use** traditional foods
- **Do not plan** for second helpings
Steps in Planning Healthy Meals

- Think about preferences
- Think about participants wants/needs
- Think about the selecting healthy foods, variety
- Think about traditional foods
- Think about food safety, equipment, staff time
- Think about food cost
- Get approval by dietitian

Do not expect that everyone will like everything that you serve.

People can refuse an item.

We all have individual tastes.
**Start with the Protein**

<table>
<thead>
<tr>
<th>Food</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protein food</td>
<td>Baked fish with pine nut crust 3-4 oz</td>
<td>Roast duck 3-4 oz</td>
<td>Roast venison 3-4 oz</td>
<td>Mixed bean soup 1.5 c</td>
</tr>
<tr>
<td>Grain #1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grain #2</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Vegetable #1</td>
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<td></td>
</tr>
<tr>
<td>Starchy</td>
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<td></td>
</tr>
<tr>
<td>Vegetable #2</td>
<td></td>
<td></td>
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<tr>
<td>Non-Starchy</td>
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<tr>
<td>Fruit</td>
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<td></td>
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<tr>
<td>Milk/Alternate</td>
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<tr>
<td>Dessert Optional</td>
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<tr>
<td>Optional</td>
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<tr>
<td>Beverage</td>
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</tr>
</tbody>
</table>

Make sure you don’t repeat any protein in a week (pork chop suey, pork chops, pulled pork sandwiches) AND try to keep one day meatless!
# Next Do the Grains

<table>
<thead>
<tr>
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<td>Mixed bean soup 1,5 c</td>
</tr>
<tr>
<td>Grain #1</td>
<td>White dinner roll</td>
<td>Brown and wild rice 1 c</td>
<td>Whole wheat roll</td>
<td>Grilled cheese quesadilla</td>
</tr>
<tr>
<td>Grain #2</td>
<td>Not needed, using a starchy vegetable</td>
<td>Not needed—gave a whole c of rice!</td>
<td>Not needed, using a starchy vegetable</td>
<td>Whole wheat tortilla 1 large</td>
</tr>
<tr>
<td>Vegetable #1</td>
<td>Mashed sweet potatoes, ½ c</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May be Starchy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vegetable #2</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Non-Starchy</td>
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<tr>
<td>Fruit</td>
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<td>Milk/ Alternate</td>
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</tr>
<tr>
<td>Dessert Optional</td>
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<tr>
<td>Beverage</td>
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</tr>
</tbody>
</table>
Joyce Asks

- Why do we trade off bread and starchy vegetables?
- Do bread and potatoes have the same nutrients?
## Then do the Vegetables - Keep them colorful

<table>
<thead>
<tr>
<th>Food</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Protein food</strong></td>
<td>Baked fish with pine nut crust 3-4 oz</td>
<td>Roast duck 3-4 oz</td>
<td>Roast venison 3-4 oz</td>
<td>Mixed bean soup 1.5 c</td>
</tr>
<tr>
<td><strong>Grain #1</strong></td>
<td>White Dinner Roll</td>
<td>Brown and wild Rice 1 c</td>
<td>Whole Wheat Roll</td>
<td>Grilled cheese quesadilla</td>
</tr>
<tr>
<td><strong>Grain #2</strong></td>
<td>Not needed, using a starchy vegetable</td>
<td>Not needed—gave a whole c of rice!</td>
<td>Not needed, using a starchy vegetable</td>
<td>Whole wheat tortilla-1 large, 12”</td>
</tr>
<tr>
<td><strong>Vegetable #1</strong></td>
<td>Mashed sweet potatoes, ½ c</td>
<td>Winter squash ½ c</td>
<td>Baked potato, 1 small with ½ oz shredded cheese</td>
<td>Pepper/tomato salsa ¼ c, 2 slices avocado</td>
</tr>
<tr>
<td><strong>May be Starchy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vegetable #2</strong></td>
<td>Spinach ½ c/strawberry salad</td>
<td>Tossed green salad with tomatoes 1 c</td>
<td>Broccoli with sweet red peppers ½ c</td>
<td>5 carrot sticks or ½ c carrots</td>
</tr>
<tr>
<td><strong>Fruit</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Milk/Alternate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dessert</strong></td>
<td>Optional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Beverage</strong></td>
<td></td>
<td></td>
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<td>Not needed—gave a whole cup of rice!</td>
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<td>Whole wheat tortilla-1 large</td>
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<td>5 carrot sticks or ½ c carrots</td>
</tr>
<tr>
<td><strong>Fruit</strong></td>
<td>¼ c strawberries on salad</td>
<td>Apple slices or apple sauce ½ c</td>
<td>Mixed berries 1/2 c</td>
<td>Watermelon ½ c</td>
</tr>
<tr>
<td><strong>Milk/Alternate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dessert Optional</strong></td>
<td>Blueberry crisp 1/2c</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Beverage</strong></td>
<td></td>
<td></td>
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<td></td>
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</table>
## Don’t Forget the Milk (or substitute) & Other Beverages

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<td>Pepper/tomato salsa ¼ cup 2 slices avocado</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fruit</td>
<td>Strawberries 1/4 c on salad</td>
<td>Apple slices or apple sauce, ½ c</td>
<td>Mixed berries 1/2 c</td>
<td>Watermelon ½ c</td>
</tr>
<tr>
<td>Milk/Alternate</td>
<td>1 c 1% milk</td>
<td>Orange juice, fortified with Ca/D</td>
<td>Vanilla yogurt, 6 oz., + ½ oz cheese on potato</td>
<td>Cheese from quesadilla (1½ oz)</td>
</tr>
<tr>
<td>Dessert Optional</td>
<td>Blueberry crisp 1/2c</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beverage</td>
<td>Indian tea</td>
<td>Coffee/tea</td>
<td>Coffee/tea</td>
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</tr>
</tbody>
</table>
Evaluate Meals For:

**Appeal**
- Taste
- Balance
- Variety
- Contrast: temperature, texture
- Color
- Eye appeal
- Cooking methods
- Preferences, culture

**Nutrient Content-Healthy Food Selections**
- Serving size
- Fruits & vegetables
- Lean protein
- Whole grains
- Low-fat dairy
- Lower fat content & preparation
- Lower sodium foods
- Lower added sugars
Joyce Asks: Is This a Healthy Meal?

- Onion, squash, cheese enchilada topped with salsa and peppers, bowl of beans & corn
- Fry Bread
- Iced tea
- 1% Milk
- Canned Fruit Cocktail

Traditional Native Recipes
www.aihd.ku.edu/ecipes/index.html
(American Indian Health & Diet Project)
| Cheese omelet w/ peppers, onions, spinach | 2 hot dogs | 3 oz roast beef brisket |
| 2 sl. whole wheat bread | 2 buns | ½ c cooked potatoes |
| ½ c baked brkfst potatoes | Catsup, onion mustard, pickle relish | ½ c cooked cabbage |
| 1 banana | French fries | 2 squares butter |
| 1 square butter | Salad bar | 1 c ice cream |
| 1 container jelly | Fruit | 2 vanilla wafers |
| 8 oz 1% milk | 8 oz coffee/tea | 8 oz coffee/tea |
Plan

- 1 meat/potatoes meal/week
- 1 casserole/combined meal/week
- 1 soup/sandwich/salad meal/week
- At least 1 poultry meal/week
- At least 2 fish meals/month
- 2 colorful vegetables/meal
- No more than 1 to 2 high sodium meals/month
- Dessert: 2-3 fruit/week; 1 pudding/jello/week; 1 baked item per week
Do Not

- Serve fried foods often
- Serve high sodium meals often
- Serve 2 starchy vegetables in 1 meal
- Repeat vegetables/meats, etc. in 1 week
- Serve high calorie desserts daily
- Over portion meals
- Use salt in cooking
Food Production & Service
Why do We Care about Food Safety?

• Food and Drug Administration (FDA) indicates major reasons for foodborne illness are:
  – Improper holding temperatures
  – Inadequate cooking
  – Contaminated equipment
  – Food from unsafe sources
  – Poor personal hygiene
Food Must be Prepared Safely

- We talked about the menu but thinking about safety is critical when we plan a menu
  - Oven space
  - Refrigeration space
  - Lots of hand work
  - Utensils

- Production order
  - Do not begin with the main course—Why?
  - Begin in the sanitized kitchen with the foods which would not heated again—fruit, salad, Jell-O
  - Prep the vegies
  - Do the main course!
Recipes Help Control Costs, Assure Consistency Keep Food Safe

- Cooks need to have recipes to prepare the meals
  - Makes foods the same every time, consistency
  - Standardizes the amount and servings available
  - Helps you to know what to order from your purchasing company
  - Helps control costs
  - If the usual cook is ill, the substitute will know what to do

- Make sure you have a recipe for each menu item—look on-line for examples
- Use an existing book like Food for Fifty
- Download for free!
Production – Manage by Menu

• Use quantity recipes

• Follow recipes closely. Adding a “little more” can increase cost and change nutrient content

• Watch for signs of waste, including over production, lazy produce preparation, and improper storage

• Ensure ½ the plate is vegetables/fruits, use whole grains, low-fat dairy, low-fat proteins

• Use measuring spoons & cups for accurate food measurement and scoops and ladles for accurate food portion service

• Use appropriate containers for portions and food safety
Joyce Asks:

Do I have to serve every food item?

What if people don’t like the vegetable, like broccoli or spinach?

Can I serve more meat, rather than vegetables?

What if people want seconds, I usually plan so people can have seconds.
The Menu Can Help Manage Food Service

• Serve attractive, appetizing meals, we eat with our eyes first
• Use appropriate serving utensils, manages costs, decreases waste
• Watch that servings are measured, too much is not good for diabetes, heart disease and weight management
• People can refuse food, we don’t all eat the same
• Keep track of food waste, use different feedback mechanisms
• Revise menus, check food quality when purchasing, check recipes
Tips to Contain Costs

• Use cycle menus
• Follow the menu
• Limit substitutions
• Keep track of inventory
• Store foods properly
• Order from a food vendor, if possible
• Check what is delivered, check quantity/quality
• Shop no more than once a week

• Follow recipes
• Use appropriate serving utensils
• Don’t give extra portions
• Keep track of participation, so you can plan
• Keep track of likes/dislikes, revise menus
• Keep track of waste
• Keep track of food & labor costs
• Use NSIP funding for meat, milk, other US produced food
Traditional Foods
Traditional Foods
American Indian/Alaska Native/Native Hawaiians

- Alaskan Berries
- Dried Beans
- Squash
- Corn
- Hawaiian Fruits
- Blue Corn Bread
- Whole Corn Tortillas
- Acorn Bread
- Hawaiian Poi
- Hominy Stew
- Game Bird soup
- Caribou Stew
- Elk Roast
- Hominy Stew
Traditional Foods are a Way of Life
American Indian/Alaska Native/Native Hawaiians

Importance

• Cultural identity
• Dignity
• Quality of life
• Link to the land
• Spiritual connection/ceremonies
• Preservation of traditions
• Community connection
Regardless of Tradition, Native American foods are

• Low in sodium
• Low in unhealthy saturated fat
• Low in simple carbohydrates
• Low in added sugars
• High in potassium
• Higher or moderate in good fat
• High in complex carbohydrates
• High in fiber

AND THEY TASTE GOOD!!!!
Include Traditional Foods in Program Menus

• Must be used safely
• Prepare non-traditional foods in traditional ways
• Stay away from convenience, processed foods
• Increase use of vegetables, fruits, whole grains to make the content closer to what people ate in times past
• Consult with tribal environmental health authorities
• Consult with state environmental health authorities
Joyce Asks: Is this Food Healthy?
Joyce Asks: Is this Food Healthy?
Joyce Asks: Is this Food or Dish Healthy?
Summary

• Talk with the elders, get their ideas
• Meet the requirements of the Older Americans Act
• Serve healthy, safe food that tastes good and looks appealing
• Serve traditional food
• Use staff skills, kitchen equipment & tools, and space effectively
• Control costs
Cynthia LaCounte’s Idea of a Healthy Meal

The doctor said I need to eat more fish...
Questions & Thanks

Jean Lloyd, M.S.
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jlloyd095@gmail.com

Joyce Robinson-Wright
Title VI Consultant
jwright89@gmail.com
Resources
Resources

• Department of Health and Human Services
  – http://health.gov/dietaryguidelines/

• United States Department of Agriculture - nutrition
  – http://www.choosemyplate.gov/10-tips-nutrition-education-series
  – http://www.choosemyplate.gov/food-safety
  – https://ndb.nal.usda.gov/
Resources-Food Ordering & Buying

• United States Department of Agriculture - nutrition
Resources

• Food and Drug Administration
  – https://www.fda.gov/Food/GuidanceRegulation/RetailFoodProtection/FoodCode/ucm595139.htm

• Centers for Disease Control and Prevention
  – https://www.cdc.gov/
Resources

• Indian Health Services
  – https://www.ihs.gov/
  – https://www.ihs.gov/MedicalPrograms/Diabetes/index.cfm?module=resourcesPrintableMaterials
Resources

• Administration for Community Living – Older Indians https://olderindians.acl.gov/
  – Nutrition resource links https://olderindians.acl.gov/links#nutrition
  – Title VI manual https://olderindians.acl.gov/manuals-and-toolkits

• National Resource Center on Nutrition and Aging http://nutritionandaging.org/
  – http://nutritionandaging.org/native-foods/
Health & Human Services Recipe Websites

• Healthy Recipes
  http://www.cdc.gov/healthyweight/healthy_eating/recipes.html

• Keep the Beat: Heart Healthy Recipes

• Recipe books from the National Heart Lung Blood Institute

• Recipe books from National Heart Lung Blood Institute
  https://healthyeating.nhlbi.nih.gov/

• Listing of recipes from the Departments of Health and Human Services and Agriculture
  http://www.nutrition.gov/shopping-cooking-meal-planning/recipes
Recipe Websites

- Recipe Finder http://healthymeals.nal.usda.gov/recipes
- Listing of recipes from the Departments of Healthy and Human Services and Agriculture http://www.nutrition.gov/shopping-cooking-meal-planning/recipes
- Quantity Standardized Recipes from USDA https://www.fns.usda.gov/usda-standardized-recipe
Health Organization Recipe Websites

- American Heart Association, recipes, healthy cooking, physical activity http://www.heart.org/
Food for Fifty

• Quantity Cookbook
  – Explains how to expand recipes
  – Explains ordering
  – Explains pan size, etc.

• Download for free
Traditional Foods Sites

- American Indian Health-Recipes

- iGrow South Dakota State University
  http://igrow.org/community-development/local-foods/native-american-gardens/

- Tribal Connections

- Traditional Native Recipes
  www.aihd.ku.edu/recipes/index.html (American Indian Health & Diet Project)

- A list of recipes from Indian Country Today utilizing traditional native foods
  http://indiancountrytodaymedianetwork.com/department/native-recipes

- Intertribal Bison Cooperative
  http://itbcbuffalo.com/view/recipes