Menu Planning for Title VI Nutrition Programs

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2017 Anchorage, Alaska Cluster Training
Session Overview

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

• Why do we care about nutrition?
• Who plans your menus...does a dietitian approve?
• How do you produce your meals?
• What is your system for soliciting customer feedback? How do you know it’s a good meal?
• Does your tribe use traditional foods in your meals? How do you obtain them? Do you use donated meats, plants, or fish?
• Do you coordinate with Title III?
• How is your record keeping? Do you know what a meal costs?
Older Americans Act 
Nutrition Program
Why do we care about nutrition?

- Nutrition is related to health & multiple chronic diseases/conditions

- American Indian (AI) & Alaska Native (AN) communities compared to all Americans have higher rates of:
  - Heart disease
  - Cancer
  - Diabetes

- We want to promote a culture of health for the whole person & whole community, healthy lifestyles begin when we are young
Nutrition: An Integral Part of Health

Necessity:
• Need adequate nutrition for:
  – Health
  – Functionality
  – Ability to remain home in the community

Purpose of Older Americans Act Nutrition Program Section 330, 601:
– Reduce hunger & food insecurity
– Promote socialization
– Promote health and well-being
– Delay adverse health conditions
Nutrition and Health Are Closely Related

• About half of all American adults—117 million individuals—have one or more preventable chronic diseases, many of which are related to poor eating and physical activity patterns.

• All people, even those with chronic conditions, can benefit from healthy eating patterns and increased physical activity, especially older adults.

• Physical activity for older adults include endurance or aerobic, strength, balance and flexibility training.
Older Americans Act Nutrition Requirements
Sections 339, 601

- 2015-2020 Dietary Guidelines for Americans
- Dietary Reference Intakes
- Food Safety Code
Dietary Guidelines for Americans (DGAs) 2015-2020

• Published by the Secretaries of Health & Human Services and Department of Agriculture, every 5 years, the DGAs 2015-2020 are evidence-based statements about how to eat to maintain health and reduce the risk of chronic disease.

• They are not designed for disease treatment, such as diabetes.

• DGAs form the basis for federal food, nutrition and health programs and policies, including menu planning and nutrition education.
Key elements of the DGAs

• Follow a healthy eating pattern across the lifespan.
• Focus on food variety, nutrient density, and portions.
• Limit calories from added sugars and saturated fats and reduce sodium or salt.
• Shift to healthier food and beverage choices.
• Support healthy eating patterns for all.
Dietary Reference Intakes

• Established by the Food and Nutrition Board of the National Academy of Medicine of the National Academy of Sciences and provides reference values for:
  – Vitamins and Minerals
  – Energy, total calories
  – Carbohydrates and Fats
  – Protein
  – Fiber
  – Water, electrolytes

• For older adults
  – Ages 51-70, men & women
  – Age 70+, men & women
2013 Food Code-Basis for the Food Code used by Indian Health Services

- Published by the Food & Drug Administration and U.S. Public Health Service of Department of Health & Human Services
- Basis for states, tribal, territorial, military safe food service
- Adopted by most states & many tribes
- Used by many Indian Health Service sanitarians & tribal environmental health departments
2013 Food Code recognizes that Older American Act Nutrition Programs serve people at risk of foodborne disease

- Populations that are “highly susceptible” to food borne disease include:
  - Older adults
  - Individuals obtaining food at a facility such as child or adult day care, hospital, nursing home or nutritional or socialization services such as a senior center
Menu Planning
How do we plan menus to meet the requirements and still be appealing?

• Focus on:
  – Food variety
  – Nutrient density or nutrients/calorie
  – Portion size

• Limit calories from
  – Added sugars
  – Saturated fats
  – And reduce salt
What are food variety, nutrient density?

• Variety=diverse assortment of food
• 1 starchy vegetable like squash & 1 non-starchy like tomatoes and/or peppers or green beans or broccoli
• Consume different colorful vegetables and fruits
• Consume a variety of lean protein sources
• Consume a variety of whole grains

• Nutrient density=food & drink with little added sugars, solid fat, refined starch, but plenty of vitamins & minerals/calorie
• Orange juice not orange drink or fruit punch
• Baked, braised, grilled, stewed chicken or fish, not fried
• Fresh berries, not blueberry pie with ice cream
## Steps in Choosing Healthy Nutrient Dense Foods

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unprocessed Foods</strong></td>
<td>• Fruit, vegetables, herbs</td>
</tr>
<tr>
<td></td>
<td>• Fresh meat, fish, poultry, eggs</td>
</tr>
<tr>
<td></td>
<td>• Nuts, unsalted</td>
</tr>
<tr>
<td><strong>Minimally Processed Foods</strong></td>
<td>• Dried beans, chilies, hominy</td>
</tr>
<tr>
<td></td>
<td>• Pasteurized milk, yogurt</td>
</tr>
<tr>
<td><strong>Moderately Processed Foods</strong></td>
<td>• Rice, flour, pasta, preferable whole grain</td>
</tr>
<tr>
<td><strong>Processed Cooking Ingredients</strong></td>
<td>• Oil</td>
</tr>
<tr>
<td></td>
<td>• Spices</td>
</tr>
<tr>
<td><strong>Processed Ready to Eat Products</strong></td>
<td>• Bread</td>
</tr>
<tr>
<td></td>
<td>• Cheese</td>
</tr>
<tr>
<td></td>
<td>• Canned fruits/vegetables, defrosted frozen fruits/vegetables</td>
</tr>
</tbody>
</table>

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?
Serving sizes used in the Title VI Program

- **Vegetables** = 1/2 cup cooked or raw or 1 cup leafy greens
- **Fruit** = 1 small raw, 1/2 cup juice, 1/4 cup dried fruit
- **Grain** = 1 slice bread, 1 small piece of cornbread, 1 small roll, 1/2 cup rice or pasta, 1 small tortilla
- **Milk/milk alternate** = 1 cup, 1 cup yogurt or 1 1/2 oz natural cheese or 2 oz processed cheese
- **Meat/meat alternate** = 3 oz meat/poultry/fish or 1 egg = 1 oz or 1 Tablespoon peanut butter = 1 oz or 1/2 oz nuts/seeds
- **Legumes/beans** = 1/2 cup; 1/4 cup = 1 oz meat
- **Nuts/seeds** = 1/2 oz
- **Oils** = a fat that is liquid at room temperature, 1 tablespoon, includes salad dressings, 1-2 tablespoons
Title VI Meal – Are these the right serving sizes?

Traditional Native Recipes www.aihd.ku.edu/recipes/index.html
(American Indian Health & Diet Project)
What are added sugars, saturated fats, sodium?

- **Added sugars** = syrups, table sugar, corn syrup, sweetened drinks like soda, energy drinks, fruit punch, sweet tea, desserts
- **Saturated fats** = fats that are usually solid at room temperature such as butter, margarine, lard, but also coconut oil, fat on meat, poultry

- **Sodium** = salt
  - Table salt
  - Found in processed foods, such as bread, macaroni and cheese, pizza, desserts
  - Found in processed meats such as ham, sausage, cheese, mixed dishes
Where do we get salt in our diets?

• 15% is in food naturally, such as meat, vegetables, seafood

• 5 to 10% added at the table, using the salt shaker

• 75% is packaged, processed & restaurant foods
Which foods are higher in salt?

- 2 1 oz slices deli ham
- 2 oz canned tuna
- 2 oz pork chop, baked
- 1/2 cup chocolate pudding
- 2 1 oz slices American cheese
- 1/2 cup cottage cheese with pineapple
Which foods are higher in salt?

2 1 oz slices deli ham
246 mg sodium

½ cup chocolate pudding made with 2% milk
131 mg sodium

2 oz canned tuna, drained
236 mg sodium

2 1 oz slices American cheese
936 mg sodium

3 oz pork chop, baked
47 mg sodium

½ cup cottage cheese with pineapple
389 mg sodium
Which foods are higher in salt?

- 4 oz tomato juice
- ½ cup raw carrots
- ½ cup canned green beans
- 1 small piece of cornbread
- 1 slice whole wheat bread
- ½ cup brown rice
<table>
<thead>
<tr>
<th>Food</th>
<th>Sodium Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 oz tomato juice</td>
<td>308 mg sodium; low-sodium 12 mg sodium</td>
</tr>
<tr>
<td>½ cup raw carrots</td>
<td>42 mg sodium</td>
</tr>
<tr>
<td>½ cup canned green beans, not low sodium</td>
<td>181 mg; low sodium 17 mg sodium</td>
</tr>
<tr>
<td>1 small piece of cornbread</td>
<td>428 mg sodium</td>
</tr>
<tr>
<td>1 slice whole wheat bread</td>
<td>146 mg sodium</td>
</tr>
<tr>
<td>½ cup brown rice</td>
<td>4 mg sodium</td>
</tr>
</tbody>
</table>
Add Potassium to Meals

- Potassium is found in fruits, vegetables, 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)
Is potassium important?

Potassium helps balance sodium

- Helps manage high blood pressure
- Consume more potassium, less sodium
- Potassium is found in vegetables, fruit, dairy, fish

Sources of potassium

<table>
<thead>
<tr>
<th>Potatoes</th>
<th>Acorn squash</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canned tomato products</td>
<td>Tuna</td>
</tr>
<tr>
<td>Beans</td>
<td>Snapper</td>
</tr>
<tr>
<td>Yogurt</td>
<td>Milk</td>
</tr>
<tr>
<td>Sweet potatoes</td>
<td>Banana</td>
</tr>
<tr>
<td>Salmon</td>
<td>Dried fruit like prunes, peaches</td>
</tr>
<tr>
<td>Orange juice</td>
<td>Trout</td>
</tr>
<tr>
<td>Cooked greens</td>
<td>Refried beans</td>
</tr>
</tbody>
</table>
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
  - Camas
  - Cattails
  - Seaweed
  - Mosses
  - Wild onions
  - Bitterroot

- **Dairy**
  - Breast milk
  - Fish & game bones
  - Greens & roots
Tips for Building Healthy Meals

• **Make half your plate fruits & vegetables**
  – Choose a variety
  – Choose more **red** (tomato, watermelon), **orange** (sweet potato, winter squash, orange, cantaloupe) & **dark-green** (greens, broccoli) vegetables/fruits
  – Choose fresh, frozen, canned (rinsed)
  – Choose cooked & raw
  – Choose whole fruit/vegetables rather than juice

• **Add lean protein**
  – Choose **low-fat** beef/pork
  – Choose poultry like chicken/turkey
  – Choose seafood (1 to 2 times per week)
  – Choose game such as venison, game birds
  – **Bake, roast, braise, steam, stew, broil** rather than fry
  – Trim, drain fat, remove poultry skin
  – Use **beans with a little added meat**
  – Eat smaller servings (3 oz. rather than 4 or 5 oz)
Tips for Building Healthy Meals

• **Include whole grains**
  - Make half your grains whole grains
  - Look for the words, “100% whole grain” on the label
  - Look for whole grain as the first ingredient on the list
  - Use brown & wild rice rather than white rice, combine white and brown/wild
  - Try whole-wheat pasta
  - Use oatmeal, whole-grain cornmeal
  - Use whole wheat bread several times a week

• **Include low-fat dairy**
  - Use fat-free or 1% milk
  - Use low fat/reduced fat cheese
  - Use smaller amounts of cheese & less often
  - Substitute plain yogurt for sour cream
  - Use low-fat yogurt as a topping
  - Use “lactaid” milk, or fortified soy milk, or orange juice
Tips for Building Healthy Meals

• **Limit saturated fat**
  - Limit high fat meats such as deli meats, hotdogs, sausages
  - Trim visible fat from meat
  - Do not fry
  - Use oil rather than solid fat
  - Use soft spreads instead of butter
  - Replace butter, lard, solid margarine with oil/soft spreads
  - Limit high fat desserts such as pie, cookies, ice cream
  - Decrease portion sizes
  - Use beans as a protein source
  - Use nuts/seeds

• **Reduce refined grains**
  - Add more whole grains to the meal
  - Use whole wheat bread, rolls, whole wheat crackers rather than saltines
  - Use less white bread, tortillas, pasta, rice
  - Use brown rice or brown rice/white rice mixtures
  - Use whole grain corn meal tortillas rather than white flour tortilla
  - Serve fewer biscuits, corn bread, fry bread
  - Use whole grain cereals as toppings for crisps, yogurt, pudding
  - Make sure grain products are enriched
  - Limit desserts such as pie, cake, cookies, donuts
Tips for Building Healthy Meals

• Reduce sodium
  – Prepare foods with little added salt, use herbs, other seasonings
  – Limit frozen convenience foods like mac & cheese, limit deli meats, sausage
  – Rinse canned vegetables
  – Buy reduced, low sodium, or no added salt products
  – Read labels, use products with lower sodium levels, especially for bread, baked products like cookies
  – Add more fresh/frozen without sauces vegetables, fruits

• Reduce added sugars
  – Cut back on foods/drinks with added sugar
  – Drink few beverages such as punch, soda, etc.
  – Eat fewer desserts
  – Select fruit for dessert
  – If serving dessert, limit the number of times/week, and use nutrient dense foods such as vanilla pudding with vanilla wafers rather than cake with cream cheese frosting
  – Choose smaller servings
Principles of Menu Planning

**Aesthetic appeal:**
- Enhance *taste*
- Strive for *balance*
- Emphasize *variety*
- Add *contrast*: texture & temperature
- Think about *color*
- Consider eye *appeal*
Use Customer Input

- Menu committees
- Product sampling
- Taste panels
- Food preference surveys
- Satisfaction focus groups
- “Secret diner”
- Comment cards
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 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 nutritional content
- Think about preferences
- Think about participants needs
- Think about the selecting healthy foods
- 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
Let’s Evaluate

Aesthetic Appeal
• Taste
• Balance
• Variety
• Contrast: temperature, texture
• Color
• Eye appeal
• Cooking methods
• Preferences

Nutrient Content - Healthy Food Selections
• Serving size
• Fruits & vegetables
• Lean protein
• Whole grains
• Low-fat dairy
• Lower fat preparation
• Lower sodium foods
• Lower added sugars
<table>
<thead>
<tr>
<th>Food Group</th>
<th>Servings/Meal</th>
<th>Serving Size</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protein/Protein Equivalents</td>
<td>1 Serving = 2-3 oz, in Indian country, some plan for 4 oz</td>
<td>2-3 oz meat, fish poultry; 2-3 eggs; 2-3 oz cheese; 1 1/2 cups cooked dried beans, peas, or lentils; 1 oz nuts=2 oz meat; 3 tbsp peanut butter</td>
<td>Moose Steak</td>
<td>Polish Sausage</td>
<td>Corn dog</td>
<td>Salmon in Pirok</td>
<td>Baked halibut</td>
</tr>
<tr>
<td>Grain/Grain Equivalents</td>
<td>1-2</td>
<td>1 slice bread; 1/2 cup cooked pasta, rice or cereal; 1 small tortilla, piece cornbread</td>
<td>Wild rice pilaf</td>
<td>Cheesy Mac</td>
<td>Corn batter on hot dog</td>
<td>Rice in Pirok</td>
<td>Wheat roll</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Wheat roll</td>
<td>Sourdough Bun</td>
<td>Crust for Pirok</td>
<td>Crust for Pirok</td>
<td>Sourdough Bun</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Crust for Pirok</td>
</tr>
<tr>
<td>Vegetables</td>
<td>2, 1 starchy, 1 not starchy</td>
<td>1 c leafy; 3/4 c 100% vegetable juice; ½ c cooked</td>
<td>Cooked greens</td>
<td>Peas</td>
<td>Corn</td>
<td>Mixed green salad</td>
<td>Glazed carrots</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sliced tomatoes</td>
<td>French fries</td>
<td>Cabbage &amp; onions in Pirok</td>
<td>Coleslaw</td>
<td></td>
</tr>
<tr>
<td>Fruit</td>
<td>1</td>
<td>1 small, ½ c juice, ½ c raw, ¼ c dried</td>
<td>Berries in crisp</td>
<td>Fruited Jello</td>
<td>Orange</td>
<td>Salmon berries on pudding</td>
<td></td>
</tr>
<tr>
<td>Milk</td>
<td>1</td>
<td>1 c, 2 oz Am cheese, 1 c yogurt</td>
<td>8 oz 1% milk</td>
<td>8 oz 2% milk</td>
<td>8 oz whole milk</td>
<td>8 oz 1% milk</td>
<td>8 oz skim milk</td>
</tr>
<tr>
<td>Dessert</td>
<td>Optional</td>
<td></td>
<td>Wild Berry Crisp</td>
<td>Ice cream sundae</td>
<td>Apple pie</td>
<td>Vanilla pudding</td>
<td></td>
</tr>
</tbody>
</table>
Food Production & Service
Preparing Foods 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 be heated again—fruit, salad, Jell-O
  - Prep the veggies
  - Do the main course!
Recipes Can Affect Safety

• Sometimes things we do at home, don’t work in the big kitchen
  – Pooling eggs
  – Meringues and sauces
  – Cooking turkeys in a paper bag all night
  – Using vinegar to sanitize
  – Mixing with our hands
• Look at recipes carefully for practices that won’t work in a commercial kitchen
• Where you see a potential problem, add a note to the recipe
  – Chill ingredients overnight for salad dressings, cold dishes, sandwich spreads
  – Cut large pieces of meat into smaller portions if you will be slicing them
Recipes

• 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!
Purchasing Food

• Once the menu is written and the recipes decided upon, it is time to buy the food

• You may want to use a commercial food supplier if you are feeding twenty or more elders
  
  – If fewer elders, may find it is just as easy to purchase from grocery store, especially with quantity stores like Costco, Walmart, etc.

  – Combine purchasing with other programs
    
    • Prices are based on the total amount purchased so get better prices if you combine purchasing with other programs
    
    • Casino, Head Start, Childcare, Schools, Title III
Purchasing

• Remember that everything that the company sells is not in their weekly catalogue
  – They include the things you usually order
  – Ask for alternatives
  – Be sure you are purchasing the best product for the purpose
    • Olives—sliced, chopped, whole with pits, whole without pits
    • Ham—4x4; bone in, spiral sliced, chopped

• Remember that the person who is selling you the food works on commission
• Purchase only from known, approved sources
• NEVER break a case!
  – You pay double or triple the cost
  – Most things will keep long enough to use it up
• Don’t use home canned products or home processed meat & fish, air-tight can mean trouble
• May use donated fresh products like berries, garden produce
• May use donated game, fish, if properly processed
• May pay for a hunter/fisherman
Keep Track of Purchases

- Each month you will buy food and should have some way to keep track of bills
- Use a spreadsheet which can help you keep records
- It is important to track your food costs so that you don’t run out of money
Summary of Purchasing

• Use your menu to determine the products, quantity, and quality needed
• Do not purchase more than you can store or use before it will spoil
• Do not purchase extras that will be enticing to add to the recipe
• Take advantage of sales & seasonal items
• Check your invoices to determine if what you ordered was what you received
• Refuse foods that are not high quality
• Read labels for nutrient content, buy lower sodium, fat and added sugar products.
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
- Use previous tips for building healthy meals
- Use measuring spoons & cups for accurate food measurement and scoops and ladles for accurate food portion service
Dippers or Scoops

<table>
<thead>
<tr>
<th>Dipper/Scoop #</th>
<th>Level Measure</th>
<th>Approximate Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>2/3 c or 10 T</td>
<td>6 oz</td>
</tr>
<tr>
<td>8</td>
<td>1/2 c or 8 T</td>
<td>4-5 oz</td>
</tr>
<tr>
<td>10</td>
<td>2/5 c or 6 T</td>
<td>3-4 oz</td>
</tr>
<tr>
<td>12</td>
<td>1/3 c or 5 T</td>
<td>2 ½ - 3 oz</td>
</tr>
<tr>
<td>16</td>
<td>¼ c or 4 T</td>
<td>2-2 ¼ oz</td>
</tr>
</tbody>
</table>

The number of the scoop indicates the number of scoopfuls in a quart. To serve the correct amount of food, use the appropriate scoops.
Ladles

<table>
<thead>
<tr>
<th>Ladle-Approximate Measure</th>
<th>Weight</th>
<th>Suggested Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/3 c</td>
<td>1 oz</td>
<td>Sauces, salad dressings</td>
</tr>
<tr>
<td>1/4 c</td>
<td>2 oz</td>
<td>Gravies, some sauces</td>
</tr>
<tr>
<td>1/2 c</td>
<td>4 oz</td>
<td>Stews, creamed dishes</td>
</tr>
<tr>
<td>3/4 c</td>
<td>6 oz</td>
<td>Stews, creamed dishes, soups</td>
</tr>
<tr>
<td>1 c</td>
<td>8 oz</td>
<td>Soup</td>
</tr>
</tbody>
</table>

To serve the correct amount of food, use the appropriate ladle.
Food Service

- Serve attractive, appetizing meals, we eat with our eyes first
- Use appropriate serving utensils
- Watch that portions are measured, too much is not good for diabetes, heart disease and weight management
- Portions that are too large increase cost and waste
- People can refuse food items, 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
Controlling Costs

• Many ways to control costs in foodservice
  – Purchasing proper products; watching for waste
  – Watching for over production—extra food can go to waste
  – Store foods properly, watch for expiration dates
• Traditional foods are cheap or free if gathered
• Use locally produced foods—check with gleaners, food banks for extra, large companies, or bakeries
• Also ask for damaged bags of pet food!!!
Controlling Costs

• Pay attention to elder’s preferences
• Decide whether it is cheaper to make a product or buy a product
• Have a Special Dinner
  – Movie Day
  – Hot Cobbler Day
• Try “serve yourself bars” for potatoes, salads, soups
  – Put the cheapest foods first
• Measure! Watch portion sizes, use proper tools, scoops, ladles
• Buy in amounts that make sense
Record Keeping

- Need to keep financial records
  - Keep track of what you spend; keep copies of all invoices

- Keep track of services
  - Congregate, home-delivered, Supportive Services, Caregiver Services

- Keep track of personnel costs
  - Largest portion of our budget is personnel
  - Don’t have people working if they don’t WORK!

- Labor cost
Using Traditional Foods
Traditional Foods are a Way of Life
American Indian/Alaska Native

'Always give your first catch to an Elder. Respect the land and the animals. Harvest only what you need and be sure to take care of what you harvest.'
Denali Whitting, Kotzebue, Alaska
Traditional Foods are Healthy Foods
American Indian/Alaska Native

- King Salmon
- MukTuk
- Indian Ice Cream
- Fiddle Heads
- Caribou Stew
- Seaweed
- Crab
- Salmon Berries
- Salmon Soup
- Herring Eggs
Include Traditional Foods

- **Traditional**
  - Moose
  - Fiddlehead ferns
  - Wild rice
  - Wild greens
  - Salmon berries

- **Modern alternate**
  - Round steak
  - Asparagus
  - Brown rice, bulgur
  - Spinach, kale, collards
  - Raspberries
Program Menus
Include Traditional Foods

• Can be added, but 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
Consider Preferences

• Culture, traditions
• Religion, holidays, celebrations
• Family
• Region of the country
• Health
• Age, generational cohort
• Gender
• What do Elders want?
Traditional foods are

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

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

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

• Administration for Community Living – Older Indians [https://olderindians.acl.gov/](https://olderindians.acl.gov/)
  – Nutrition resource links [https://olderindians.acl.gov/links#nutrition](https://olderindians.acl.gov/links#nutrition)

• National Resource Center on Nutrition and Aging [http://nutritionandaging.org/](http://nutritionandaging.org/)
Resources

• Alaska Native Tribal Health Consortium
  https://anthc.org/
Resources

• Alaska Native Tribal Health Consortium
  https://anthc.org/
    – https://anthc.org/what-we-do/wellness/health-promotion-disease-prevention/
    – https://anthc.org/what-we-do/wellness/elder-outreach/
Alaska Traditional Foods Sites

• Alaska Department of Health

• Alaska Cooperative Extension
  – http://www.uaf.edu/ces/foods/

• Department of Wildlife Management – North Slope Borough

• State of Alaska Division of Environmental Health – Food Safety and Sanitation Program
  – http://dec.alaska.gov/eh/fss/food/traditional_foods.html
Recipe Websites

- Listing of recipes from the Departments of Healthy and Human Services and Agriculture [http://www.nutrition.gov/shopping-cooking-meal-planning/recipes](http://www.nutrition.gov/shopping-cooking-meal-planning/recipes)
Recipes Websites

• American Diabetes Association, food, fitness, recipes, healthy cooking, http://www.diabetes.org

• American Heart Association, recipes, healthy cooking, physical activity http://www.heart.org/
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
More Traditional Foods Sites

• http://nativefood.blogspot.com/
• http://www.squidoo.com/nativerecipes
• http://nativechefs.com/
• http://nativerecipes.com
• http://www.nativetech.org/recipes/index.php
• http://www.kstrom.net/isk/food/recipes.html
• http://alaskaweb.org/food/menuaknat.html
Resources specific to American Indians/Alaska Natives

• Seeds of Native Health [http://seedsofnativehealth.org](http://seedsofnativehealth.org)
  – [http://seedsofnativehealth.org/resources/](http://seedsofnativehealth.org/resources/)

• First Nations Development Institute [http://www.firstnations.org/](http://www.firstnations.org/)
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
• Keep accurate records
• Use each other as resources
• Use the web for resources
• Enjoy serving food that is appealing, safe, and nutritious
• Help keep elders healthy and in the community
• Questions???
Thanks

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