

SERVING UP TRADITION:

A Guide for School Food
in Culturally Diverse Communities



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FoodCorps Massachusetts is the state-level arm of the national service non-profit, FoodCorps, which aims to create a future in which all our nation's children—regardless of class, race, or geography—know what healthy food is, care where it comes from, and eat it every day. In Massachusetts, FoodCorps is hosted in partnership with The Food Project and ten service site partners across the state.

Massachusetts Farm to School seeks to increase access to healthy, locally grown food in schools and other institutions for the good of our children, our farms, and our communities. They facilitate sustainable purchasing relationships between local institutions and local farms, promote local food and agriculture education for students, and support state, regional and national networking of farm to school practitioners.

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INTRODUCTION

We live in a country of continually increasing racial and ethnic diversity. The rapidly changing demographics of the United States bring with them a broader array of cultures, languages, religions, food traditions, and experiences than ever before. In Massachusetts, this increased diversity is especially visible in our public schools where, as of 2009, the Immigrant Learning Center identified that over 19.6% of public school students came from homes headed by immigrant parents.

At the same time, food service programs nationwide continue to work in a landscape where providing healthy, delicious meals is a challenge under strict nutrition guidelines, low reimbursement rates, and constant pressure to increase meal participation.

This report is meant to connect these two concurrent trends: increased school district diversity and increased efforts to improve the health and quality of school meals. Drawing from the food traditions of an increasingly diverse

student population creates an opportunity to develop popular menu items that meet federal dietary guidelines and honor the demographic realities of the district, as well as introduce creative ways to build farm to school programming into a meal program.



Photo Credit: FoodCorps

INTRODUCTION



Photo Credit: Minneapolis Public Schools

WHO IS THIS RESOURCE FOR?

This is a guide for food service directors and staff and community advocates, particularly from culturally diverse school districts.

The model built out in this guide reflects some of the best practices from districts across Massachusetts and the country. Some of the most successful programs profiled in this guide are independent, self-operated food service programs that also had the support of additional staff or community partners. Many districts do not fit into these parameters, however that doesn't mean this guide isn't for you! Within the case studies there are examples from across the

spectrum of resource bases, and hopefully this can be a foundation for thinking about creating more culturally appropriate menu items in your meal programs

WHAT ARE "CULTURALLY APPROPRIATE FOODS"?

Food, and the way that we prepare and eat it, carries significant meaning for all people. Culturally appropriate foods are the ingredients and preparations of foods that acknowledge and appreciate the experiences, traditions, and diverse preferences of a group of people. These foods and preparations might be representative of another country's national cuisine, but they could

also represent a sub-region of another country or a different, culturally distinct part of the United States or Massachusetts. For example, pollo guisado might be culturally appropriate to students with Dominican roots, and locally caught red fish might be culturally appropriate to students in the seaside city of Gloucester, MA. Exactly what culturally appropriate foods work best for your meal program depends on the student demographics of your district. This guide will help you identify what those foods are.

INTRODUCTION

Students are more likely to select and eat school meals when foods meet students' taste and cultural preferences and are served in a supportive, comfortable, attractive, and social environment¹

WHY INCORPORATE CULTURALLY APPROPRIATE FOODS?

Generate Popular Menu Items and Increase Participation

Incorporating authentic, culturally appropriate foods into school menus presents an opportunity to increase participation by serving foods with flavors and appearance familiar to foods students see in their homes and communities. In researching this guide, authentically prepared, culturally appropriate menu items were some of the most popular items served during many menu cycles, illustrating how such items can be a potent marketing tool for food service programs.²

Embrace and honor diversity of student body

Most school meal menus reflect a certain "American" diet. Today that manifests in pizza, chicken nuggets, and grilled cheese sandwiches, which reflect only part of the American population. The foods we serve carry unspoken messages about which foods are valued as "normal" or "regular," and this, in turn, places value on the cultures represented in the foods served (and devalues foods that are not.) Identifying and incorporating even a couple of

culturally appropriate menu items has the potential to help validate students from diverse ethnic and racial backgrounds. It celebrates and can normalize the experiences of students from multicultural backgrounds, while also potentially extending "children's understanding and appreciation of their own world and that of others."³



Photo Credit: FoodCorps

Encourage community buy-in

Inviting input from parents and community members and creating menus that celebrate the cultural diversity of the student body and their families, provides an easy way for families to be involved in their children's school. For example, the Cambridge's Food Service Department saw a lot of parent excitement and gratitude from parents at school events and meetings after initiating their new menu items.

¹ Briggs, Marilyn, SeAnne Safaai, and Deborah Lane Beall. "Position of the American Dietetic Association, Society for Nutrition Education, and American School Food Service Association—Nutrition Services: An Essential Component of Comprehensive School Health Programs." *Journal of the American Dietetic Association* (2003): Web.

² Smith, Mary, Jo Ann Nelson, Sarah Starbuck, and Hea-Ran Ashraf. "Selecting Foods of Children's Cultural Backgrounds for a Preschool Menu: A Practical Solution." *The Journal of Child Nutrition & Management* Spring 1 (2004): Web.

³ Ibid.

STEPS FOR BUILDING CULTURAL RELEVANCE INTO YOUR SCHOOL MEAL PROGRAM

STEP 1 ■■■■

IDENTIFY A PROJECT MANAGER OR PROJECT TEAM

Manage It Internally

All districts do menu planning, but not all districts have extra staff to devote to special projects.

these new recipes into that process. If you need to dedicate additional staff time or labor, consider reaching out to local foundations and community grant-making organizations for additional funding opportunities.

when it comes to identifying and developing culturally appropriate recipes. Community partners can also help identify and acquire additional funding to support additional program costs. Consider organizations that specifically



Photo Credit: FoodCorps

Think about who in your district is already responsible for menu planning, and if they might have time to take this on as part of the job of identifying, developing, and serving new menu items. To incorporate a culturally appropriate meal option does not necessarily require a separate process; recipe development and nutrition analyses need to happen regardless, so fold

Find a Local Partner

One way to take some work off the busy schedules of food service staff, and increase the quality of community outreach, is to seek local partners. These community organizations, city initiatives, parent groups, and local professionals can be an invaluable source of knowledge, time, and energy

serve immigrant populations or organizations like churches that have strong representation from the communities you are trying to better serve.

STEPS FOR BUILDING CULTURAL RELEVANCE INTO YOUR SCHOOL MEAL PROGRAM

STEP 2 ■■■■

GATHER RECIPES

Gathering Parent and Community Recipes and Input

The best way to find recipes reflecting the diversity of the school community is to ask! The last thing many food service directors want is e-mails pouring into their inboxes from parents suggesting all kinds of menu items, so creating an efficient and accessible system for receiving suggestions is key. Many districts have found success pairing their information-gathering sessions with existing school meetings, like back to school nights or PTA meetings. Another avenue might be to partner with local community groups like nutrition advisory groups, food policy councils, and immigrant organizations that also conduct regular meetings with school community members.

In these meetings, gather as much information as possible:

- what do participants want to see more of in menus?
- which menu items are they most displeased about?
- are there any particular food traditions being ignored?
- do they have any family recipes of their own they could contribute?



A less time-intensive option is to ask food service staff for the same suggestions if they are representative of the community as a whole. They may have extra valuable insight, because they know the parameters and restrictions of school meal preparation, and it gives them a stake in the menu development process as well!

Chicopee Public Schools formed a “recipe committee” made of community members and food service staff to help coordinate parents, staff, and student input into menus. This volunteer group is tasked with figuring out ways to gather recipes and input, including ideas like student and parent recipe contests, and opportunities for new menu items. Similarly, in Minneapolis, NM, the food service program enlisted the services of a volunteer team of local chefs to advise, develop, and test new recipes as part of the True Food Chef Council.

STEPS FOR BUILDING CULTURAL RELEVANCE INTO YOUR SCHOOL MEAL PROGRAM

STEP 3 ■■■■

MAKE SURE RECIPES ARE A GOOD FIT FOR SCHOOL FOOD

Once a variety of recipes and feedback have been gathered, it's necessary to research the recipes and adapt them to school-sized servings to decide if an item makes sense. In the Cambridge Public Schools (CPS,) new menu items need to meet the following criteria:



Photo Credit: Minneapolis Public Schools

Is it authentic? If a flavor profile or preparation is not done as authentically as possible, the half-baked outcome may neither serve the purpose of offering a compelling new dish for students with multicultural backgrounds, nor act to honor that student's culture and experience. Additionally, if there are ingredients that are expensive or challenging to find, then a recipe might not be a good fit.

Is it cost effective? Are any new spices, ingredients, or staff hours for preparation within the budget of a food service program? And are there creative ways to find them in cost effective ways (purchasing the individual bulk spices and mixing your own blends, for example.) Avocados are delicious, but if an authentically prepared recipe requires half an avocado on every plate, then it might not make sense for a regular school meal. Additionally, working with school garden programs to grow certain herbs or vegetables could be a low-cost source, as well.

Is it logistically reasonable to make? A lot of cuisines from around the world require lots of time for preparation and cooking that kitchen staff don't always have, and some require specialized kitchen equipment not found in all school facilities. For example, an exceptionally popular dish in Cambridge Public Schools was a Haitian vegetable stew called legume. It was wildly popular and packed with veggies, but the extra time needed for chopping all the produce and slow-cooking the dish for hours made it too difficult for kitchen staff and it did not stay on the menu.

And finally, **is it in line with dietary guidelines?** If the original recipe does not fit in with USDA school meal dietary guidelines and you cannot find reasonable substitutes while upholding the authenticity of the dish, then it's not an appropriate menu item. Doug Davis, from the Burlington School Food Project, in Vermont, finds that culturally appropriate dishes present great opportunities for checking off vegetable serving requirements, since so many different vegetables can be incorporated into many dishes.

STEPS FOR BUILDING CULTURAL RELEVANCE INTO YOUR SCHOOL MEAL PROGRAM

STEP 4 ■■■■

INTRODUCING AND PROMOTING RECIPES

In spite of the hours of time and energy that go into making menu items delicious, if there is no promotion, students are significantly less likely to try the new item - especially if it is served alongside something familiar and safe. This is why the most successful programs have had educational features to compliment the new menu item, giving students greater familiarity with and excitement about trying new dishes.

TASTE TESTS:

Taste tests are an essential activity for introducing new menu items. The districts interviewed for this resource indicated that the introduction of their new items would not have been successful without this introduction activity.



Photo Credit: Backyard Growers

1

Offer Samples Alongside Regular Menu Items

The large effort is worth the outcome. Cambridge Public Schools prepares samples of their new "International Flavors" dishes the week before they are served on a menu, alongside whatever else is for lunch. This allows students to eat a full lunch and try a taste. In a recent tasting series, when this step was left out at one school for scheduling issues, the meal participation the following week was significantly lower.

2

Conduct Appropriately Sized Taste Tests

To facilitate the actual tasting, work within your capacity. Whether you have teams of active parent volunteers or community partners willing to help, or a single staff person to run the whole thing, do what is feasible. District-wide tasting is ideal, but often unrealistic. Consider using one or two schools as pilots if resources are slim.

3

Always Incorporate Simple Evaluation

During the tasting, create simple feedback charts to make the process more participatory - this empowers students and gives you real-time feedback. A simple, colorful piece of butcher paper hung in the cafeteria with the categories "Tried It" and "Like It", and some stickers to vote with can work. Or some schools have successfully used more complicated ballot voting systems. Again, work within your capabilities.

STEPS FOR BUILDING CULTURAL RELEVANCE INTO YOUR SCHOOL MEAL PROGRAM

MARKETING AND EDUCATION OUTREACH:

There are unlimited ways to engage students before and during the rollout of new culturally appropriate menu items. This piece is easy to overlook, but also very important. Here are some examples:

- **Signage:** Colorful signage with pictures, facts about the food's origins, and other appropriate information (like when an item might appear on the menu) can be easy to make and easily posted in hallways or along the lunch line.
- **Family Scaled Recipe Cards:** With taste tests or full-lunch roll out, pass out recipe cards with versions of the recipe scaled to serve a family meal including some facts and information. This acts to engage families, too, which is always great!
- **Customized Daily Announcements:** Write up a short piece for morning announcements or menu reading to let students know what's coming, and get them excited for it.
- **Stickers!** The power of stickers is immense. From rewards for trying new things to voting mechanisms, these are a low-cost and highly motivational tool!



Photo Credit: Minneapolis Public Schools

- **Promotion from teachers and kitchen staff:** If kitchen staff are excited and knowledgeable about what they are serving, students are more likely to be engaged. As with any new menu item, when briefing staff on preparation, include a little context and background on the item. Teachers are also potential allies in building enthusiasm. Introduction of new menu items creates opportunities to create curriculum connections - talk with a couple of teachers or the curriculum team leaders about ideas for learning about the menu items and their cultures and origins before they are served, and ways to follow-up with a reinforcement activity such as naming the food or describing the food flavor, colors, aroma or origin.

COMMON CHALLENGES AND POSSIBLE SOLUTIONS

● GETTING STAFF ON BOARD

Whether it's the consistency of preparing a dish they are unfamiliar with or building support and enthusiasm for serving a dish in the first place, it can be hard to build staff buy-in. Here are a few suggestions from food service programs around the country:

Start with Good Framing:

Create a common understanding of why programs or concepts are being implemented. Particularly with menu items or ideas that are new to staff, being clear to answer the question "Why?" is very important.

Provide Individual Coaching:

A lot of staff may not be familiar with a dish and not know what it's supposed to look or taste like. Some districts model the recipe when it is introduced to kitchen staff and then make sure to follow-up with spot checks and one-on-one advice as needed. This can be done by kitchen managers, nutrition staff, or community partners. Be careful that coaching is given as constructive feedback and not punishment.

Create a Kitchen Point Person:

If there is a staff person who particularly likes a recipe or prepares it well, consider making them a point person to support others in the kitchen. This can be particularly effective if the menu item comes from that staff person's own food culture.



Photo Credit: Minneapolis Public Schools

● WORKING WITHIN FOOD SERVICE MANAGEMENT CONTRACTS

Independent, self-operated programs often have more flexibility in developing and implementing new recipes. However, districts that use contracted meal providers have tools to build cultural relevance into their meal programs, too! As a community member or school administrator, consider using the request for proposal (RFP) process and contract development as a place to insert language about a preference for culturally appropriate foods. This could pertain to items like serving a certain number of dishes in a meal cycle, requirements for community input, or a built-in taste test programming, and more! As a food contractor, a commitment to recognizing the cultural diversity of the school population throughout the meal program will make for a stronger bid.

COMMON CHALLENGES AND POSSIBLE SOLUTIONS

● HARD TIME FINDING SPECIALTY INGREDIENTS

Start with Common Ingredients:

The task of balancing authenticity and cost/availability of ingredients requires some thought. A starting place might be to use recipes with commonly found ingredients (tomatoes, potatoes, peppers, and legumes, for example, are in many international cuisines and easily found through standard procurement methods.)

Ask the Community:

A good place to start with less common ingredients is to ask community members where they get them! Herbs, produce, and spices may be most easily accessible from local markets and vendors, or those vendors might connect you to their larger distributors.

Spice it Yourself:

Many dishes rely on authentic combinations of spices. Rather than buying expensive pre-mixed spice blends, buy individual spices in bulk and weigh them out into the perfect mixture that can be shared with kitchens across the district.

School Garden Grown

If your school has a school garden, consider working with that program to grow less common herbs, spices, or other ingredients.

Direct from Farms

While your regular produce distributor might not carry a particular item, a local farmer could be interested in growing it for the district if there is an agreed upon volume and price. Work with your state farm to school coordinator or Department of Agriculture to identify potential farms.



Photo Credit: CitySprouts

CASE STUDY: PROCESS AND PATIENCE



Photo Credit: FoodCorps

Lunches served/day: 3,000

Free and Reduced: 48%

Top Languages Spoken (other than English): Spanish, Haitian Creole, Amharic (Ethiopian)

Cambridge Public Schools (CPS) currently has four very successful culturally appropriate menu items in their meal cycles. However, it was slow work to achieve this. CPS partnered with the city's Community Engagement Team and the Public Health Department to work with immigrant community members to gather information, develop, and introduce these four recipes over two years. Dawn Olcott, the School and Community Nutritionist with the Cambridge Public Health Department attributes this patience and thoughtfulness to some of their success - they had a lot of process.

She also worked with Mellissa Honeywood and food service staff to build up the educational resources and outreach. Taste tests in advance of serving dishes on the menu were essential. There were also promotional posters

CAMBRIDGE PUBLIC SCHOOLS, MA

Mellissa Honeywood, Food Service Director for Cambridge Public Schools

Dawn Olcott, School and Community Nutritionist, Cambridge Public Health Department

along the lunch line, the monthly menu featured notes and fun facts about the upcoming introduction, teachers were encouraged to tie in the meal to their studies (or at least endorse it in their classes), and students were given recipe cards with family-sized portions to share at home. This goes to show a multi-faceted approach to engaging students' brains and taste buds with lots of small touches can lead to a big impact.

WHY DO YOU DO THIS? "Food can evoke strong emotional feelings of comfort and security. Every student should have the opportunity to see their heritage in the food that they share with their peers. Also...ignoring the various populations that make up our district does not build trust or encourage meal participation."

WORDS OF ADVICE? "Find a partner to help with the process."

CASE STUDY: SMALL STAFF, SMALL RESOURCES

LEWISTON PUBLIC SCHOOLS, ME

Alisa Roman, Nutrition Director of
Lewiston Public Schools

As in most school meal programs, Nutrition Director, Alisa Roman, works under a lot of restrictions. In particular, she is one of three staff to administer the program in all its facets. This presents a lot of challenges for developing and incorporating new, culturally appropriate meals, but she feels it is worth the effort. Her district is home to a diverse mix of New Americans, many from Eastern Africa, as well as long-time French Canadian residents. As such, the food traditions are rich.

Instead of a big program with lots of community outreach and new recipe development, Alisa has gone after low-hanging fruit: creative grains, more vegetarian options, significantly less pork (desirable to many students from Muslim backgrounds), and minding major holidays. She also did a lot of research online to find tried-and-true recipes from places like Project Bread's Let's Talk about School Food Cookbook.

To introduce and test the items, she doesn't have the staff for

cafeteria taste tests, so she commits to serving items at least a few times before judging their success. "Usually by the 3rd or 4th time, I can tell if it is a good recipe." She has also started a partnership with a youth group run out of St. Mary's Medical Center that runs quarterly student surveys to rate current menu items and search for new ones.

WHY DO YOU DO THIS? "The way society is now, the customer is a much more diverse group. What else is out there, that someone is eating at home, and how do we bring it into school?"

WORDS OF ADVICE? "Don't give up after the first try. Not everything is going to work – you have to be willing to take a chance, as with any new products."

Lunches served/day: 3,590

Free and Reduced: 68%

Top Languages Spoken (other than English): Somali, Arabic, French, Portuguese, Spanish

CASE STUDY: MANAGING BROAD DIVERSITY

BURLINGTON SCHOOL DISTRICT, VT

Doug Davis, Director of Burlington
School Food Project

Lunches served/day: 2,500

Free and Reduced: 56%

Top Languages Spoken (other than English): Nepali, Maay Maay (Somali), Vietnamese, Somali, Bosnian

Vegetarian Meals

Many students, especially those with cultural ties to Muslim and Hindu cultures, have strong dietary restrictions on different meats.

Building in culturally appropriate vegetarian menu items can both meet the dietary needs of students and serve delicious and exciting meals. It also presents an opportunity to engage with local farmers and meet farm to school objectives.

Over the last 12 years, the diversity of Burlington, VT expanded significantly, with particularly vibrant communities of Nepali and Somali families. Doug Davis has found that the new meal pattern aids the incorporation of culturally appropriate foods, because the vegetable subgroups can be placed into menu items. In addition to significantly scaling back pork and beef and always offering vegetarian options, which appeals to many students with religious dietary restrictions, Doug started introducing more creative salad bar options and main menu items, like curries.

A paradox Doug and his staff found was that many new American students wanted "American" foods. "Having other items available for other kids to choose creates a food service operation where students can make free choice," describes Doug. "If chicken curry doesn't work, it doesn't mean that we don't do chicken curry. We just make less, and serve it with something else.

We have to do it in cycles - there are foods that rise and fall in popularity." For him, it's about trying new items and continuing to try them, not just about the sales.

WHY DO YOU DO THIS? Our job is to get kids to buy lunch - if you don't pay attention to your customer, you will lose them. It's hospitality 101! The reality [is] that a lot of the families relocating [to Burlington] are low income, at least to start, and I want them to go home with food in their belly.

WORDS OF ADVICE? "Find a way to connect to your community and local organizations. Don't think you are an island. Don't think you are showing weakness in asking for help. We need to make sure [our meals are] around tomorrow, because we are providing a service to people who need it. Also, keep an eye on the trends and stay ahead of them. If you wait until the last minute to kick off a program, you are not going to be successful!"

CASE STUDY: CULINARY COLLABORATIONS

MINNEAPOLIS PUBLIC SCHOOLS, MN

Andrea Northup, Farm to School
Coordinator for Minneapolis
Public Schools

Growing evidence shows that getting chefs into cafeterias greatly increases student participation in meals. Minneapolis Public Schools developed an innovative community partnership to leverage the culinary community. The True Food Chef Council evolved out of the interest of a single Minneapolis chef, and is now a volunteer-based group of over a dozen chefs committed to developing new recipes and facilitating taste tests in schools. This group is able to give ideas for new and creative menu items. MPS worked with the Council to develop cultural recipes and tested them with families and students in the district's most culturally diverse schools.

WHY DO YOU DO THIS? "School is a place where students learn. That attitude can be extended to the lunchroom. In communities like Minneapolis, where we've seen a huge influx over the past 5-15 years of immigrants from vastly different cultures (Somalia, Laos, Cambodia, Ethiopia), we can take the opportunity to make

the lunchroom reflect the diversity of our students and use food as a cultural conversation starter. However, this is easier said than done. It takes a combination of taste testing, trial runs, and partnership to make a cultural dish work."

WORDS OF ADVICE? "With any new recipe, lots of taste testing, communication, and coaching by food service managers on-the-ground is helpful. Additionally, getting buy-in from the rest of the school staff or other partners to highlight a cultural dish or prep students before it's on the menu helps. Sometimes it's helpful to find a balance between flavors or concepts many students recognize and putting a cultural twist on it."

Lunches served/day: 21,000

Free and Reduced: 65%

Top Languages Spoken (other than English): Spanish, Somali, Hmoob (Hmong)

Ethnic Bowls

With flavors and combinations developed in part by the True Food Chef Council, the Ethnic Bowl station in school cafeterias features a range of different whole grains and various vegetables and flavoring toppings that includes a lot of international flavor profiles. They allow students to mix and match as they please, while attending to the broad diversity of Minneapolis students.

RECIPES TO SHARE AND ADDITIONAL RESOURCES

THE FOLLOWING ARE RECIPES SHARED BY DISTRICTS
FEATURED IN THIS RESOURCE

- Chicken [or Chickpea] Biryani (Cambridge, MA)
- Chinese Tofu Stir-Fry (Cambridge, MA)
- Doro Wat (Cambridge, MA)
- Chicken Tikka Masala (Burlington, VT – VT FEED Cookbook)
- Cabbage Soup (Chicopee, MA)
- Pollo Guisado (Lewiston, ME - Project Bread Cookbook)
- Chicken Curry Bowl (Minneapolis, MN)
- My Rockin' Bean Salad (Minneapolis, MN)

For additional recipe ideas, check out this excellent online school food cookbooks!

- Let's Talk about School Food - Project Bread:
<http://www.projectbread.org/reusable-components/accordions/download-files/school-food-cookbook.pdf>
- New School Cuisine Cookbook - VT FEED: <http://www.vtfeed.org/materials/new-school-cuisine-cookbook>
- Cooking with California Food - Center for Ecoliteracy: <http://www.ecoliteracy.org/downloads/cooking-california-food-k-12-schools>

To learn more about the programs illustrated in the case studies, visit their websites:

Food and Nutrition Services - Cambridge Public Schools
http://www.cpsd.us/departments/food_and_nutrition_services

Lewiston Public Schools Dining Services
<http://www.lewistonpublicschools.org/~nutritionweb2/>

Burlington School Food Project
<http://www.burlingtonschoolfoodproject.org/>

Minneapolis Public Schools - Culinary & Nutrition Services
<http://nutritionservices.mpls.k12.mn.us>

RECIPES TO SHARE AND ADDITIONAL RESOURCES

CHICKEN BIRYANI *(recipe courtesy of Cambridge Public Schools)*

Yield: 125 servings @ 1/2 cup

Start Prep time: 120 minutes before Lunch service

INGREDIENTS	QUANTITY	UNITS
Vegetable oil	1	cup
Spanish onions, peeled and diced	4	each
Garlic, chopped	1/2	cup
Fresh ginger, chopped	1/4	cup
Kosher salt	2	Tbsp
Biryani Spice Mix	3/4	cup
Crushed tomatoes	1	#10 can
Potatoes Large, 3/8" cubed and steamed or boiled until almost done		
Yogurt	4	pounds
Chicken, Diced	20	pounds

METHOD OF PREPARATION

- 1 Heat the oil in a kettle. Add the onions and ginger. Sprinkle the ingredients with kosher salt. Cook until the onions are soft, stirring often. Add the garlic and cook for an addition 1 minute.
- 2 Add Biryani spice mix. Cook, stirring often for 2 minutes. Add the crushed tomatoes. Bring the mixture to a boil, reduce the heat and simmer for 10 minutes.
- 3 Decrease the heat and add the chicken.
- 4 Simmer the Biryani for 30 minutes, stirring occasionally. Add a little water to thin as needed. Stir in the potatoes and simmer for 10 minutes. Shut off heat. Add yogurt and combine.
- 5 Refrain from overstirring the biryani as it will break up the potatoes.

**Serve over 1/2 cup of brown rice.

Chef Notes

**Add a little hot water to the Biryani if it begins to dry up during service.

**Reheats well as an alternate meal within 3 days

Each 1/2 cup portion of chicken yeilds: 2 oz meat/
meat alternate

RECIPES TO SHARE AND ADDITIONAL RESOURCES

CHINESE TOFU TOMATO & GARLIC *(recipe courtesy of Cambridge Public Schools)*

Yield: 100, 6oz servings

Start Prep time: 90 minutes of 1 day in advance

INGREDIENTS	QUANTITY	UNITS
Vegetable oil	1	cups
Garlic, minced	1	cup
Roma Tomatoes, cut into eights	26	lbs
Salt	1	tablespoon
Black Pepper	1	tablespoon
Ground Ginger	1	tablespoon
Crushed Red Pepper	1	tablespoon
Lite Soy Sauce	1 1/2	cups
Tofu, 1/2 cubed *no	14	lbs
Sesame Oil	1/2	cup
Scallions, thinly sliced	2	cups

METHOD OF PREPARATION

Heat oil in tilt skillet. Add garlic and saute 1 minute. Add tomatoes, salt, pepper, ginger, crushed red pepper, and soy sauce. Saute until tomatoes released their juices and begin to reduce down about 5-7 minutes Add tofu and simmer for 10 minutes to meld flavors Add sesame oil and 1/2 of the chopped scallions and combine.

To serve scoop 6oz of tofu/tomatoes on top of 4oz of rice and garnish with scallions.

Chef Notes

Each 6oz tofu plus 4oz rice serving provides: 2oz of Meat/Meat Alternate and 1 bread grain.

*Tofu, 1/2" cubed (19 - 12 oz packages) OR (16 - 14oz packages)

RECIPES TO SHARE AND ADDITIONAL RESOURCES

DORO WAT (ETHIOPIAN CHICKEN) *(recipe courtesy of Cambridge Public Schools)*

Yield: 1/2 cup servings

Start Prep time: 1 hour before meal service

INGREDIENTS	240 Servings		120 Servings	
	QUANTITY	UNITS	QUANTITY	UNITS
Onions, LG yellow diced	10	each	5	each
Salt, Kosher	1/4	cup	2	tablespoons
Garlic Cloves, Chopped	1/2	cup	1/4	cup
Ginger, ground dry	1/4	cup	2	tablespoons
Berberé Spice	2	cups	1	cup
Crushed Tomatoes	2	#10 can	1	#15 can
Water	1	2	1	#10 can
Chicken, diced, cooked (thawed)	40	pounds	20	pounds
Scallions (Green Onions), Thinly sliced	2	bunches	1	bunches

METHOD OF PREPARATION

- 1 In a large stock pot or tilt skillet cook the onions over low heat until wilted and golden. Stir occasionally (about 10 minutes)
- 2 Add the garlic and cook for another 5 minutes.
- 3 Add the ginger and the Berbere spice and cook for another 3 minutes stirring frequently to incorporate the spice.
- 4 Add the tomatoes, water.
- 5 Increase the heat to high and bring the mixture to a boil.
- 6 Reduce heat and simmer for 30 minutes.
- 7 Add chicken.
- 8 Bring back to a simmer. Cook until the chicken is heated through to 165°F.
- 9 In a 12oz squat bowl, scoop a 1/2 cup of chicken over 1/2 cup of brown rice. Garnish with scallions and keep in warmer until service.

NOTE: This recipe is best made the day before.

Chef Notes

Each 1/2 cup serving of this recipe contributes:

2 meat / meat alternates

RECIPES TO SHARE AND ADDITIONAL RESOURCES

CHICKEN TIKKA MASALA (recipe courtesy of (c) Vermont FEED, a project of Shelburne Farms and NOFA-VT, 2013)

Yield: 50 servings (1/2 cup)

Start Prep time: 90 minutes of 1 day in advance

NUTRITION INFORMATION

SERVING SIZE: 1/2 cup

Amount per Serving

Calories	148 kcal
Protein	18.01 g
Carbohydrate	7.31 g
Total Fat	4.87 g
Saturated Fat	1.41 g
Cholesterol	51.83 mg
Vitamin A	811.71 IU
Vitamin C	7.31 mg
Iron	2.09 mg
Calcium	70.82 mg
Sodium	212.10 mg
Dietary Fiber	1.45 g

EQUIVALENTS: 1/2 cup provides 2 oz equiv meat/meat alternate and 1/4 cup red/orange vegetable.

Recipe HACCP Process: #2 Same Day Service

Notes

You can use USDA fajita strips in place of the cooked chicken.

Adjust heat depending on your audience and/or serve hot sauce on the side.

Serve over brown basmati rice or with naan or pita bread.

This can be made with tofu or another type of protein (although not traditionally beef).

Prepare sauce (Step 2) up to 1 day in advance.

INGREDIENTS	WEIGHT	MEASURE
Diced tomatoes, canned, low-sodium (undrained)		1 #10 can
Tomato sauce		1 qt + 2 1/4 cups
Ground cumin		1/4 cup
Curry powder		1/4 cup
Paprika		2 Tblsp
Ground turmeric		2 Tblsp
Onion powder		1 Tblsp
Ground black pepper		1 Tblsp
Garlic		1 tsp powder or 1 Tblsp minced
Kosher salt		1 1/2 tsp
Ground cayenne pepper (optional)		1 tsp
Yoghurt, plain, low fat	2 lb	1 quart
Sliced cooked chicken	6 lb 4 oz	

METHOD OF PREPARATION

- 1 Preheat convection oven to 350°F or conventional oven to 375°F.
- 2 Bring tomatoes and their juice, tomato sauce, cumin, curry powder, paprika, turmeric, onion powder, pepper, garlic, salt, cinnamon and cayenne to a simmer in a large rondeaux over medium heat. Simmer for 15 minutes. Remove from the heat. Stir in yogurt until smooth.
- 3 Divide chicken between two 2-inch full hotel pans. Divide the sauce between the two pans. Stir to coat the chicken with the sauce.
- 4 Cover and bake until the internal temperature reaches 165°F, 30 to 45 minutes.

RECIPES TO SHARE AND ADDITIONAL RESOURCES

POLISH GOLUMPKI SOUP *(recipe courtesy of Chicopee Public School – Food Service Department)*

INGREDIENTS	50 SERVING UNITS	100 SERVINGS MEASURE
Olive Oil	10 tbsp (ounces)	10 ounces
Ground Beef	10lbs	20 lbs
Minced Garlic	10 cloves	15 cloves
Diced Yellow Onion	5 onions	10
Pepper	To taste	To taste
Dried Basil	4 tablespoons	8 tablespoons
Cayenne Pepper	1 1/2 tsp	3 tsp
Green Cabbage		
Crushed Tomatoes	200 oz	400 oz
Beef Stock	10 c	20 cups
Water	25 cups	50 cups
White Rice	5 c	10 c

DIRECTIONS

- 1 Heat olive oil.
- 2 Add meat and cook.
- 3 Add garlic and onions.
- 4 Add salt, pepper, cayenne, basil Worcestershire; stir.
- 5 Add cabbage and tomatoes; stir
- 6 Add stock, water, and rice; stir
- 7 Bring to a boil and then lower to simmer
- 8 Cover and cook 30 to 45 minutes (until cabbage is tender)

RECIPES TO SHARE AND ADDITIONAL RESOURCES

POLLO GUISADO (recipe courtesy of (c)2014 Project Bread - The Walk for Hunger; <http://www.projectbread.org/children-and-schools/lets-cook-healthy-school.html>)

INGREDIENTS	QUANTITY	UNITS
Vegetable oil	1	cups
Garlic, minced	1	cup
Roma Tomatoes, cut into eights	26	lbs
Salt	1	tablespoon
Black Pepper	1	tablespoon
Ground Ginger	1	tablespoon
Crushed Red Pepper	1	tablespoon
Lite Soy Sauce	1 1/2	cups
Tofu, 1/2 cubed *no	14	lbs
Sesame Oil	1/2	cup
Scallions, thinly sliced	2	cups

Chef Notes

Each 6oz tofu plus 4oz rice serving provides: 2oz of Meat/Meat Alternate and 1 bread grain.

*Tofu, 1/2" cubed (19 - 12 oz packages) OR (16 - 14oz packages)

METHOD OF PREPARATION

Heat oil in tilt skillet. Add garlic and saute 1 minute. Add tomatoes, salt, pepper, ginger, crushed red pepper, and soy sauce. Saute until tomatoes released their juices and begin to reduce down about 5-7 minutes Add tofu and simmer for 10 minutes to meld flavors Add sesame oil and 1/2 of the chopped scallions and combine.

To serve scoop 6oz of tofu/tomatoes on top of 4oz of rice and garnish with scallions.

RECIPES TO SHARE AND ADDITIONAL RESOURCES

BRASA CHICKEN CURRY *(Recipe courtesy of Minneapolis Public Schools)*

Servings: 200

Total Yield: 1 6" Pan

Pan Size: 1

Serving Size: 3/4 cup

Serving Utensil: 6 oz spoodle

Servings Needed: 200

INGREDIENTS	Recipe Amount	Amount Needed	Unit
Diced Chicken Thighs	40.00	40.00	Lbs
Spice Curry Powder	3.00	3.00	Cup
Oil, Canola	5.75	5.75	Cup
Carrots Halved and Bias Cut	20.00	20.00	Lbs
Potatoes Red peeled, halved	25.00	25.00	Lbs
Spice Ginger Ground	1.33	1.38	Cup
Chicken Stock	11.00	11.00	Qts
Coconut Milk Canned	13.00	13.00	Qts
Spice Salt Kosher	0.75	0.75	Cup
Spice Black Pepper	2.00	2.00	TBSP
Spice Curry Powder	0.75	0.75	Cup
White Rice	5 c	10 c	

DIRECTIONS

Minneapolis Public Schools

For 200-3/4 cup portions; Dice Chicken into 1/2 inch pieces. Coat the diced Chicken with 3 cup Curry Powder and let rest for 1 hour.

Cut Carrots and Potatoes into half and bias cut into 1/4 inch thick pieces. Hold the potatoes in water to keep from browning.

In the Tilt Skillet on 300°F, add 5.75 cups canola oil. Add 40 Lbs marinated diced chicken to the hot oil. Turn down the tilt kettle to 250°F and cook the chicken fully

while stirring. Add 18.5 Lbs bias cut carrots and 23 Lbs bias cut potatoes. Cook while stirring, until the vegetables are tender but not completely cooked.

Add the 11 Qt chicken stock, 13 Qt Coconut Milk, 1.5 cup Salt, 2 TBSP black pepper and 1/2 cup Curry powder. Cook the Stew with the lid open for 25 minutes or until the vegetables are tender and the liquid has reduced by 2/3.

Turn off the Kettle and remove the Chicken Curry. Serve 1-6oz spoodle of Chicken Curry over 1 cup yellow rice. Serve with 1-2oz souffle cup of Pickled Pineapple and Peppers.

CCP: Heat to 165°F for 15 seconds.

Hold for service at 140°F MN

CCP: Cool to 41°F within 4 hour Hold for service at 41°F or below

RECIPES TO SHARE AND ADDITIONAL RESOURCES

PICKLED PINEAPPLE AND PEPPERS ((Recipe courtesy of Minneapolis Public Schools)

Servings: 200

Serving Size: 2 fl oz

Total Yield: 3 gal + 1 cup

Serving Utensil: 2 oz souffle cup

Pan Size: 1

Servings Needed: 200

INGREDIENTS	Recipe Amount	Amount Needed	Unit
Pineapple 1/2 diced	20.00	20.00	Lbs
Jalapenos 1/4 diced	2.25	2.25	Lbs
Spice Salt Kosher	2.00	2.00	TBSP

DIRECTIONS

Mix Pineapple and Peppers in a bowl.
Add 1 tsp Kosher salt and 1/4 cup white vinegar. Toss well to mix and let stand for 1 hour before serving. Portion into 2 oz souffle cups using a #18 scoop and cover for service. CCP: Heat to 165°F for 15 seconds. Hold for service at 140°F MNCCP: Cool to 41°F within 4 hour Hold for service at 41°F or below

CCP: Heat to 165°F for 15 seconds.

Hold for service at 140°F MN

CCP: Cool to 41°F within 4 hour Hold for service at 41°F or below

RECIPES TO SHARE AND ADDITIONAL RESOURCES

Minneapolis Public Schools

MY ROCKIN' BEAN SALAD (Recipe courtesy of Minneapolis Public Schools)

HACCP Process: #1 No Cook N - Milk

Size of Portion: 1/2 Cup N - Peanut

Number of Portions: 24 N - Egg

Alternate Recipe Name: Moroccan Bean

INGREDIENTS	MEASURES
000801 Bean, Garbanzo, Canned (6/#10/CS).....	2 lbs
903080 Veg, Pepper Red DCD 1/4" (1/5#/CS).....	3 3/4 ozs
903161 Veg, Pepper Green DCD 1/4" (5#/CS).....	3 1/8 ozs
902997 Veg, Tomatoes DCD1/2" (1/5#/Tray).....	2 1/8 ozs
903054 Veg, Onion Yellow DCD 1/4" (1/25#/CS)...	2 1/8 ozs
903305 Veg, Parsley Chopped (1#/Bag).....	5/8 ozs
902939 Veg, Olives Green Stuffed (4/1gal/CS).....	3 ozs
902879 Cond, Olive Black SLI (6/#10can/CS).....	3 OZ drained
000125R Spice Xawaash Mix.....	1 tsp
902667 Oil, Canola (3/1Gal/CS).....	3 1/2 Tbsp
903061 Vinegar, Red Wine (4/1gal/CS).....	3 1/2 Tbsp
902633 Garlic, Chopped Fresh (6/32oz/CS).....	5/8 tsp
903086 Spice, Salt Kosher (12/3#/CS).....	1 3/8 tsp
903201 Spice, Turmeric Grd (1/18oz/CS)....	1/4 tsp

INSTRUCTIONS

Open and drain the canned Garbanzo beans. (1 can yeilds about 4# drained).

IQF Garbanzo beans may be substituted for canned.

In a large bowl mix beans, red and green peppers, tomatoes, yellow onions, parsley, green and black sliced olives. Set

aside while making the dressing.

Make the dressing for the salad; combine Xawaash mix, Oil, vinegar, garlic, salt and turmeric. Whisk well to incorporate.

Add the dressing to the Garbanzo bean mix and stir well to coat the salad ingredients. Let rest overnight to marinate in the cooler below 41°F.

Calories	73 kcal
Total Fat	3.69 g
Saturated Fat	0.42 g
Trans Fat ¹	*0.00* g
Cholesterol	0 mg
Sodium	316 mg
Carbohydrates	7.40 g
Dietary Fiber	2.85 g
Protein	1.89 g
Vitamin A	26.4 RE
Vitamin A	189.8 IU
Vitamin C	6.9 mg
Calcium	12.17 mg
Iron	0.57 mg
Water ¹	6.43 g
Ash ¹	0.04 g
45.46%	Calories from Total Fat
5.12%	Calories from Saturated Fat
0.00%	Calories from Trans Fat
40.47%	Calories from Carbohydrates
10.36%	Calories from Protein

N/A - denotes a nutrient that is either missing or incomplete for an individual ingredient

* - denotes combined nutrient totals with either missing or incomplete nutrient data

¹ - denotes optional nutrient values

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