



Toolkit for Indigenous Foods in Arizona School Meals



Health and Nutrition Services
Arizona Department of Education

Contents

About this Toolkit	Page 3
About Kitchen Creations	Page 4
Incorporating Indigenous Foods	Page 10
Meal Pattern, Crediting, and Planning	Page 17
Procuring Indigenous and Local Foods	Page 21
Standardized Recipes	Page 30

**This toolkit was made possible
through a United States
Department of Agriculture
Team Nutrition Training Grant.**

Released Sept 2025





About this Toolkit

This toolkit was created for food service directors operating the National School Lunch and School Breakfast Programs (NSLP and SBP) to support the procurement and successful incorporation of indigenous foods into their menus.

By serving meals that highlight Indigenous foods, schools recognize ancestral insight, celebrate a variety of cultural flavors, and honor the richness of the land. This toolkit stemmed from the Arizona Department of Education (ADE) Health and Nutrition Services' (HNS) collaboration with school districts statewide and professional chefs experienced in developing recipes for school meals. This collaboration led to the establishment of the "Kitchen Creations" project at ADE. Funded by the United States Department of Agriculture's (USDA) Fiscal Year 2021 Cohort A Team Nutrition Training Grant, this initiative facilitated a collaborative effort to create standardized Indigenous recipes and to develop a toolkit that addresses various topics, including procurement, menu planning, recipe development, the USDA Food Buying Guide (FBG), and crediting.





About Kitchen Creations

ADE received a USDA Team Nutrition Training Grant that facilitated the creation of the Kitchen Creations Project. This section provides details about the grant, the project itself, and the recipes that have been standardized as part of this initiative.

About Kitchen Creations: USDA Fiscal Year 2021 Cohort A Team Nutrition Training Grant

The USDA Food and Nutrition Service (FNS) awarded FY21 Team Nutrition Training Grants to state agencies that administer the NSLP to assist states in helping schools offer meals supported by recipes that utilize local agricultural products and reflect local food preparation practices and taste preferences. This grant was awarded to ADE and funded the initiation of the **Kitchen Creations** project, which focuses on creating standardized recipes with traditional ingredients for use in school meal programs.



GOALS OF THE KITCHEN CREATIONS PROJECT INCLUDE:

- Build State agency capacity and sustainable infrastructure to develop and evaluate standardized recipes in accordance with USDA guidance.
- Develop appealing standardized recipes that utilize local agricultural products and meet USDA requirements
- Engage students and the school community in the process of developing standardized recipes.
- Provide nutrition education to students on local agricultural products featured in the new school meal recipes.

About Kitchen Creations: Initiation of the Kitchen Creations Project

Recipe Development Team

The project was led by a Recipe Development Team consisting of Professional Chef Members, as well as trained Health and Nutrition Services Specialists at ADE. Responsibilities of this team included:

- Overseeing the Recipe Standardization Process
- Assisting with site-level activities
- Gathering feedback and making adjustments to the recipes
- Leading the Recipe Preparation Training
- Developing Recipe Preparation Toolkits and Nutrition Education Toolkits

Community Engagement Members

The project also included Community Engagement Members, which consisted of school districts and external partners throughout the state. Community Engagement Members' responsibilities included:

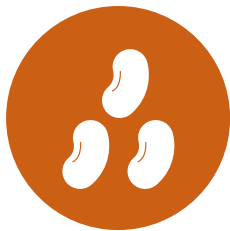
- Collecting recipe submissions from local communities
- Providing feedback on the standardized recipes
- Hosting taste tests for students
- Attending a Recipe Preparation Training
- Completing Recipe Verification
- Serving the recipes in the school meal service as part of the reimbursable meal

About Kitchen Creations: Indigenous Ingredients and Recipe Development

Four standardized recipes (plus variations) were developed through this project, featuring traditional Native American foods. Each standardized recipe features at least one of the following local and native foods as the primary ingredient:



Blue Corn



Tepary Beans



Indigenous Winter Squash



White Sonora Wheat

Kitchen Creations Final Recipes

The following recipes were created through this project, featuring traditional Native American foods. Each standardized recipe had a student approval rating of at least 85% during recipe testing. Standardized recipes can be found in the last section of this toolkit.



SOAM BAVI (BROWN TEPARY BEAN) BOWL

- Features chicken, beans, and rice. Provide access to a salad bar (or flavor station) to add more flavorful ingredients.
- Tepary beans are warm and nutty, which can complement any flavors added to the bowl.
- Add a variety of colors to make your bowl more visually appealing and exciting.

BLUE CORN MUSH - ROASTED SQUASH & PEPITAS

- Roasted blue corn gives a nutty flavor that, when served as “mush,” is reminiscent of other breakfast porridges like oatmeal, grits, or cream-of-wheat.
- This bowl is served with roasted winter squash, which enhances the sweetness of this vegetable.
- This breakfast bowl is a cultural favorite because it is filling and delicious.



BLUE CORN MUSH - ROASTED CORN

- Roasted blue corn gives a nutty flavor that, when served as “mush,” is reminiscent of other breakfast porridges like oatmeal, grits, or cream-of-wheat.
- This variation is served with fresh roasted sweet corn and creamy sour cream. This alternate version of the original recipe is nutty, sweet, and creamy.

Kitchen Creations Final Recipes continued...

The following recipes were created through this project, featuring traditional Native American foods. Each standardized recipe had a student approval rating of at least 85% during the recipe testing phase of the project. Standardized recipes can be found in the last section of this toolkit.

BLUE CORN MUSH - STRAWBERRY, BANANA, & HONEY

- Roasted blue corn provides a nutty flavor that, when served as "mush," is reminiscent of other breakfast porridges like oatmeal, grits, or cream-of-wheat.
- This variation is served with sweet fruits like strawberries, blueberries, and bananas, and is topped with a drizzle of sweet honey.



TRIPLE BERRY PARFAIT: FRESH BERRIES, FRESH STRAWBERRIES, AND BLUEBERRY COMPOTE

- These parfaits are sweet, creamy, and chewy thanks to the whole wheat berries.
- Features colorful layers with different textures - sweet fruits, chewy wheat berries, and a drizzle of honey.
- There are three berries in this parfait: two fruits and a grain.

THREE SISTERS ENCHILADA CASSEROLE

- This enchilada casserole is cheesy, soft, and full of traditional and cultural flavors.
- This recipe has roasted squash, drawing out the sweetness of this vegetable and adding texture.
- Named after the traditional companion planting technique of corn, beans, and squash (which are all featured in the recipe), used by many Indigenous peoples of Arizona.

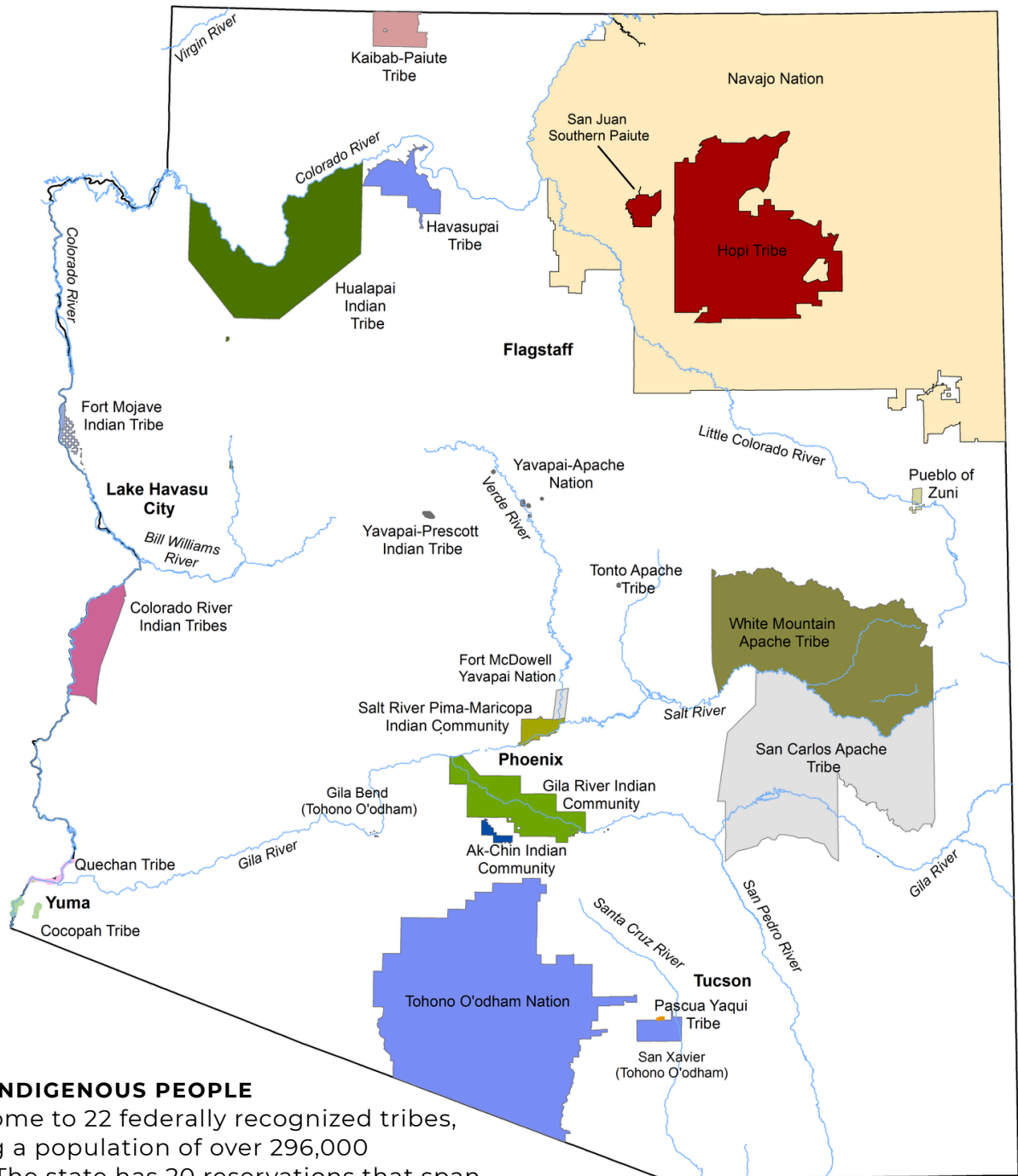


An illustration of a school building at night. The building has a brown roof and a stone-textured base. The windows are large and feature a mural of a desert landscape with saguaro cacti, mountains, and a full moon. The text "SALT RIVER" is visible on the windows, with "ELEMENTARY" partially visible below it. A black light fixture is mounted on the ceiling.

Incorporating Indigenous Foods

Arizona is home to 22 federally recognized tribes. This section examines the details of these tribes and their contributions to local food production.

Tribal Nations in Arizona



ARIZONA'S INDIGENOUS PEOPLE

Arizona is home to 22 federally recognized tribes, representing a population of over 296,000 individuals. The state has 20 reservations that span more than 19,000,000 acres. These reservations vary in size, from the expansive Navajo Reservation, comparable in size to West Virginia or Ireland, to the much smaller Tonto Apache Reservation, which covers just over 85 acres. Arizona ranks as having the third-largest Native American population in the United States.

What are Indigenous Foods?

Foods Traditionally Prepared and Consumed by American Indian People and Nations

Indigenous or indigenous foods refer to those that have been historically prepared and consumed by American Indian communities in Arizona. Some of these indigenous foods *may* be included in USDA School Meals Programs. Here are some examples:

- Greens: Alfalfa, lettuce
- Root Vegetables: Prairie turnips, camas, carrots
- Squash: Pumpkin, acorn, butternut, pattypan, zucchini
- Potatoes: Camote, white, red, purple, russet
- Nuts and Seeds: Peanuts, pistachios, pecans, okra seed, acorn, pinyon pine, sunflower, walnuts
- Grains: Wheat, barley, milo/millet
- Beans: Lima, tepary, pinto, purple beans, mesquite bean pods
- Corn: White, red, blue, yellow
- Cactus: Prickly pear fruit, nopales, saguaro fruit, cholla buds
 - Other: Wild berries, chokeberry, elderberry, desert hackberry, melons, wild game



Kitchen Creations Recipe Ingredient Highlight

Blue Corn

Blue corn is a significant staple in the Southwestern U.S., closely tied to Indigenous agriculture, particularly among the Hopi and Navajo peoples. Its cultivation thrives in arid conditions, utilizing traditional dry farming techniques, which offer superior nutritional value and a unique, earthy flavor.

Flavor and Culinary Uses

- Blue corn has a nuttier, sweeter taste and coarser texture than yellow or white corn.
- Commonly ground into flour, it is used in tortillas, atole, tamales, cornbread, and more, enhancing various dishes with its robust flavor.

Cultural Heritage

- Blue corn is sacred to the Hopi and integral to ceremonies and indigenous foods.
- Sustainable farming practices allow it to thrive without chemical treatments, contrasting with modern hybrids.

Nutritional Benefits

- Higher in protein and fiber, it aids in satiety and blood sugar regulation.
- Contains antioxidants like anthocyanins, promoting heart health and reducing inflammation.

Culinary Applications

- Used in vibrant tortillas, breads, and muffins, adding depth and color.

Availability

- Available from suppliers like Ramona Farms, supporting Indigenous agriculture.

Kitchen Creations Recipe Ingredient Highlight

Tepary Beans

Tepary Beans are deeply rooted in Indigenous agriculture, especially among the Hopi and Navajo peoples. These beans thrive in arid environments through traditional dry farming methods, offering exceptional nutritional benefits and a distinct, earthy flavor.

Indigenous Roots and Agricultural Significance

- Origin: Primarily cultivated in Arizona's desert regions
- Historical Cultivation: Selected by Native American communities for drought resistance
- Companion Crops: Cultivated alongside corn and squash

Culinary Applications

- Varieties: White and brown tepary beans
 - White Tepary Beans: Sweeter flavor
 - Brown Tepary Beans: Earthy taste
- Preparation:
 - Soak overnight to reduce cooking time
 - Boil until tender
- Dishes: Suitable for salads, stews, chilis, and other bean dishes

Nutritional Benefits

- Protein and Fiber: High levels in comparison to pinto and navy beans
- Lysine: Essential amino acid aiding in protein synthesis and cholesterol reduction
- Iron: Rich source contributing to health benefits

Cultivation Practices

- Planting Season: Mid-June to mid-July (start of rainy season)
- Irrigation: Modern techniques allowed, but excessive water can hinder growth
- Harvest Timeframe: 60 to 120 days post-planting

Kitchen Creations Recipe Ingredient Highlight

White Sonora Wheat Berries

Wheat berries are the complete, unmilled kernels of wheat, preserved whole to maintain their nutrients and extend shelf life, thanks to the intact outer bran layer. As a whole grain, they encompass the entire kernel, including the germ, bran, and endosperm.

Indigenous Roots and Agricultural Significance

- **Origin:** White Sonora wheat, a heritage grain, was introduced to the Sonoran Desert by Spanish missionaries in the 1600s, likely from Spain's Andalucía region.
- **Adoption:** It quickly became a staple for both indigenous and Spanish settlers, especially in the Tucson Basin.
- **Cultivation Ease:** Unlike corn, White Sonora wheat required less labor-intensive cultivation, making it a practical choice for Native communities.

Nutritional Benefits

- **Long Shelf Life:** The intact bran layer ensures longevity, making wheat berries a sustainable choice.
- **Nutrient-rich:** Packed with essential nutrients, including fiber, iron, protein, magnesium, and vitamin E.
- **Whole-Grain Goodness:** Offers a chewy texture and nutty flavor, ideal for various culinary applications.
- **Drought-Tolerant:** White Sonora Wheat thrives in Arizona's climate with less water compared to modern wheat.
- **Natural Weed Suppression:** Its taller growth provides natural weed suppression.
- **Lower Gluten Content:** Easier to digest for many individuals.

Kitchen Creations Recipe Ingredient Highlight

Indigenous Squash Varieties

Indigenous Varieties

- Hidatsa Winter Squash
- Lakota Winter Squash
- Gete Okosomin Squash
- Magdalena Big Cheesehead
- Tohono O'odham Ha:l (Cushaw)
- Hubbard Squash

Cultivation Tips

1. Plant in small mounds.
2. Water adequately during dry spells.
3. Use mulch to retain moisture and suppress weeds.
4. Trellis vines for vertical growth.
5. Fertilize with balanced or potassium-rich fertilizer during flowering.



Meal Pattern, Crediting, and Planning

Incorporating indigenous foods into the National School Lunch Program involves understanding meal patterns and crediting to ensure compliance. This section of the toolkit provides vital information on breakfast and lunch meal patterns, crediting, and menu planning resources to help introduce the indigenous foods mentioned earlier into school meal programs.

Meal Pattern

These customs and practices can be integrated into Child Nutrition Programs (CNP) through the meal pattern examples and menu planning tools outlined below.

Required Menu Components:

- Breakfast:
 - Grain
 - Fruit
 - Milk
- Lunch:
 - Grain
 - Meat/Meat Alternate
 - Fruit
 - Vegetable
 - Milk

The [Food Buying Guide \(FBG\)](#) is an essential resource for food yield information across all CNPs. Although the FBG offers a comprehensive list of products commonly served, it does not cover every food item that can be served in reimbursable meals. However, foods not included in the FBG can still be served in CNPs. In such cases, yield information from a similar food or in-house yield can be utilized to determine its contribution to meal pattern requirements. Indigenous foods can be credited similarly to products listed in the FBG.

Meal Crediting

Meat/Meat Alternate (M/MA)

The M/MA category offers a diverse range of protein choices, encompassing both vegetarian and non-vegetarian options. Generally, meat, fish, and poultry in their natural forms (i.e., unbreaded and free from fillers or additives) will credit ounce-for-ounce.

Grain

Schools must serve whole grain-rich products, defined as containing 51% or more whole grain. To identify these products, look for:

- A Whole Grain Stamp indicating at least 8.0 grams of whole grain per ounce equivalent.
- FDA health claims stating that diets rich in whole grains may lower heart disease and cancer risks.
- Whole grains listed as the first or second ingredient (after water).

Fruit

The types of fruit that are permitted include fresh, frozen, canned, dried, and 100% pasteurized, full-strength fruit juice. Dried fruit is credited at double the volume served (e.g., one-quarter cup of dried cranberries counts as one-half cup of fruit).

Vegetables

The types of vegetables permitted include fresh, frozen, canned, and 100% pasteurized, full-strength vegetable juice. Each week, five vegetable subgroups must be provided at lunch: dark green, red/orange, beans/peas (legumes), starchy, and other vegetables. It's important to note that uncooked leafy green vegetables count as half the volume served (for instance, one cup of romaine lettuce counts as half a cup of dark green vegetables).

Meal Planning

Planning Indigenous Foods on Your Menu

After evaluating the **five food components** of the CNPs alongside the breakfast and lunch meal patterns, you may find that indigenous foods are already part of your offerings!

Highlight menu items that showcase indigenous ingredients such as cornmeal, tepary beans, squash, and prickly pear. Consider whether there are traditional dishes you could add to your menu or if any existing items could be replaced with indigenous food alternatives. Check out the examples from the USDA Food Buying Guide below!

Meal Component	Category / Subcategory	Food As Purchased (AP)	Purchase Unit	Servings per Purchase Unit, Edible Portion (EP)	Serving Size per Meal Contribution
Meats/Meat Alternates	Beans, Peas, and Lentils BEANS, NAVY or PEA	Beans, Navy or Pea, dry Whole, (Similar to Tepary Beans)	Pound	23.90	1/4 cup cooked beans
Meal Component	Category / Subcategory	Food As Purchased (AP)	Purchase Unit	Servings per Purchase Unit, Edible Portion (EP)	Serving Size per Meal Contribution
Grains	Other Grains and Cereals CEREAL GRAINS	Cereal Grains Cornmeal (Group H) Enriched*, Dry Footnote	Pound	50.70	1/4 cup cooked
Meal Component	Category / Subcategory	Food As Purchased (AP)	Purchase Unit	Servings per Purchase Unit, Edible Portion (EP)	Serving Size per Meal Contribution
Fruits	Fruit and Fruit Juice CACTUS FRUIT (PRICKLY PEAR)	Cactus Fruit (Prickly Pear), fresh Whole fruit	Pound	4.83	1/4 cup peeled, diced fruit (1/2-inch cubes), with seeds
Meal Component	Category / Subcategory	Food As Purchased (AP)	Purchase Unit	Servings per Purchase Unit, Edible Portion (EP)	Serving Size per Meal Contribution
Vegetables	Red/Orange Vegetables SQUASH, WINTER	Squash, Winter, fresh Hubbard, Whole, (Similar to Hopi, Indian)	Pound	4.40	1/4 cup cooked, drained, pared, cubed vegetable



Procuring Indigenous and Local Foods

Procurement refers to the process of sourcing and purchasing goods or services. Schools can procure a variety of indigenous and local foods using proper procurement methods. This section reviews procurement requirements and sourcing of indigenous foods for use in school meal programs.

Procurement Methods

All procurement practices must adhere to the following regulations:

- **7 CFR 210:** NSLP requirements
- **2 CFR 200.320:** Methods that School Food Authorities (SFAs) must utilize to properly procure goods and services
- **2 CFR Part 200.318-326:** Additional procurement regulations

Among the various procurement methods, the **micro-purchase** approach is frequently used when sourcing indigenous and local foods. A micro-purchase refers to the acquisition of products or services where the total does not exceed \$10,000 per transaction.

Required documentation for micro purchases includes:

- ✓ Date of purchase
- ✓ Item(s) or service(s) purchased
- ✓ Vendor name and details
- ✓ Total cost of purchase(s)
- ✓ Receipt(s) of purchase(s)

Using DoD Fresh to Purchase Local

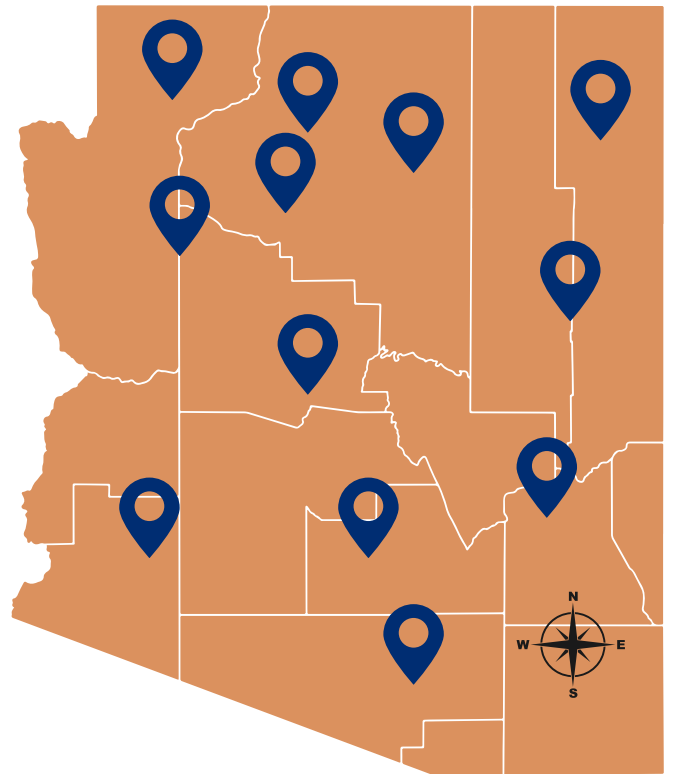
Schools that wish to order local produce through USDA DoD Fresh can begin by searching for the State of Origin information or by identifying produce indicated as locally grown in the FFAVORS catalog. This can be done by accessing the State of Origin report in FFAVORS. If schools wish to request local products not listed in the FFAVORS catalog, they can contact their USDA DoD produce vendor and [Defense Logistics Agency \(DLA\) Representatives](#) to inquire about the product's availability and whether it can be added to the catalog.

Defining Local

Local procurement options differ greatly across communities depending on district and school size, proximity to agricultural areas, growing season, and demographics. There are so many ways to procure local. First, we need to define “local,” identify what foods can be purchased locally, and determine which vendors can provide local foods. There are many options for defining “local,” and definitions vary widely depending on the unique geography and climate where a school is located, and on the abundance of local food producers and manufacturers.

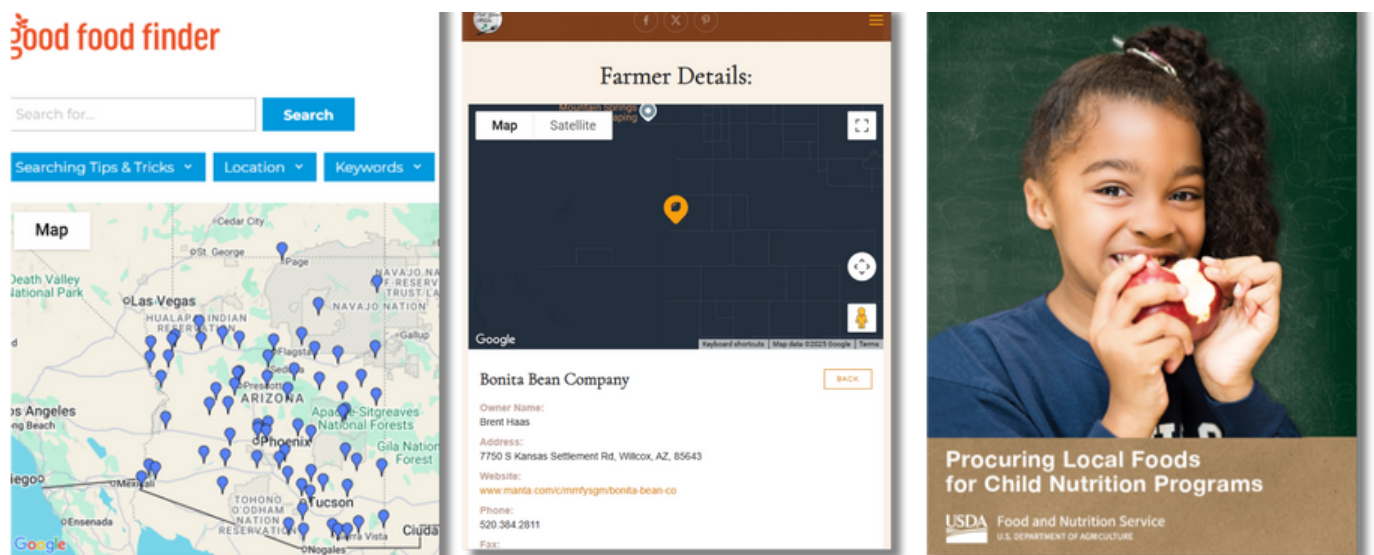
Geographic Preference Expansion Related to the Final Rule

- Child Nutrition Programs: Meal Patterns Consistent With the 2020-2025 Dietary Guidelines for Americans final rule expands the geographic preference option to allow CNP operators to use “local” as a procurement specification for unprocessed agricultural products for CNPs.
- They can require that an unprocessed agricultural product be locally grown, raised, or caught to meet the solicitation requirements and remove products or bids that do not meet this standard from consideration.



Helpful Resources to Connect with Local Distributors

- **Local First Arizona** sponsors the [Good Food Finder](#) initiative, which makes it easy to buy and support local food across Arizona. The website includes:
- **Arizona Farm Bureau** [Fill Your Plate](#) tool makes it easy to locate farms and farmer's markets, find recipes, and even visit local farms.
- **USDA FNS** [Procuring Local Foods Guide](#) highlights the variety of mechanisms schools can use to purchase local products while staying in accordance with federal procurement regulations.



Indigenous Producers and Processors

When CNP operators procure indigenous foods from indigenous producers, it creates a **mutually beneficial** scenario for everyone involved. Children gain access to nutritious, local, and indigenous foods; producers receive an economic boost; and tribal communities enjoy greater food sovereignty. [Good Food Finder AZ](#) provides a robust insight into procuring indigenous food.

Arizona is home to over **280,000 Native Americans**, marking the third-highest concentration of Indigenous people in the United States. Additionally, it boasts the largest number of Native American farms, with Indigenous farmers and ranchers comprising 57% of the state's agricultural operations.

Check out the list of some of the indigenous farms in Arizona below!

Ramona Farms	Ndée Bikiyaa, the People's Farm	Chi'shie Farms	San Xavier Cooperative Farm
Nalwoodi Denzhone Community	HOPi Tutskwa Permaculture	Tolani Lake Enterprises	Food Forest Cooperative
Flowers and Bullets	Liston Ranch	Coffee Pot Farms	Montapata Farms
Laughing Goat Gardens	Three Sisters Bean Farm	Original Arizona	Ajo Center for Sustainable Agriculture

Nutrition Education with Indigenous Foods

Nutrition education plays a vital role in promoting healthy eating habits and encouraging students to explore new foods. By informing students about the advantages of indigenous foods, nutrition education can effectively shape positive eating behaviors.

Taste Tests

Encouraging children to try nutritious foods at a young age is a crucial first step toward making healthy food choices throughout their lives. Taste testing exposes students to foods they may not have tried or access at home. Taste tests can be conducted in the classroom or cafeteria to introduce students to the various flavors, textures, and aromas of the new item. Food waste may be a concern when a new food item is added to the menu. However, starting with taste tests can help students overcome their worries and be more open to trying new dishes.



Nutrition Education with Indigenous Foods

School Gardens

Deliver nutrition education to students through school gardens and educational activities in the classroom. Encouraging children to grow and try nutritious foods at a young age can help them develop healthy eating habits throughout their lives.



Farm Visits

Incorporating farm visits into the curriculum helps students understand the origins of their food while highlighting the advantages of indigenous foods. Engaging youth in the traditions of harvesting, processing, and cooking can motivate entire communities to learn and grow together.



Promoting Indigenous Foods in School Meals

Informing students, parents, and staff of the school's efforts to serve local, indigenous food can gain support and create new ideas and connections for future farm to school efforts using indigenous foods. The ideas below can promote indigenous foods in your school meals programs.

Harvest of the Month

A Harvest of the Month program showcases local, indigenous foods, while also providing insights into their history, cultural significance, and health benefits. The primary objectives of this initiative are to enhance access to fruits, vegetables, meats, and grains, and to promote the selection and consumption of these foods through school meal programs. By establishing a Harvest of the Month program, schools can support local farmers and the economy by featuring foods that are grown and harvested in the community.

With a Harvest of the Month program, schools have the flexibility to determine their level of engagement. This allows food service and educational staff to:

- Develop new recipes
- Conduct taste tests
- Teach lessons in classrooms or school gardens
- Feature the highlighted item on the school's salad bar

Create a Harvest of the Month calendar to spotlight an indigenous food each month. Enhance the cafeteria and service areas with signage that includes fun facts, images, and the history of each featured food.

Promoting Indigenous Foods in School Meals

Promotional Materials

In order to reach as many students and parents as possible, create informative flyers, colorful posters, and take-home letters that explain the goals of the food service department.

- Promote the consumption of fruits and vegetables and other nutritious, indigenous foods.
- Educate your administration, parents, and students about the benefits of consuming and purchasing local, indigenous foods.
- Send home the breakfast and lunch menus with new recipes or menu items that incorporate indigenous foods.
- Include a recipe for parents and elders to prepare and eat with their children.
- Highlight stories and testimonials from students and families who have embraced indigenous foods, showcasing the positive impact on health and community.
- Develop engaging social media campaigns featuring fun facts about indigenous foods and their cultural significance.
- Launch a monthly newsletter spotlighting a different indigenous ingredient, complete with historical background, nutritional benefits, and easy-to-follow recipes.
- Encourage student participation through contests, such as creating posters or videos about their favorite indigenous recipes, with prizes or school-wide recognition for winners.



Standardized Recipes

The USDA Food and Nutrition Service (FNS) awarded FY21 Team Nutrition Training Grants to state agencies responsible for overseeing the National School Lunch Program. These grants were designed to support states in their efforts to help schools provide meals that incorporate local agricultural products and align with regional food preparation methods and taste preferences. ADE developed four standardized recipes highlighting traditional indigenous ingredients, such as white Sonora wheat, blue corn, tepary beans, and Hopi winter squash, which were created and tested in Arizona schools.

Standardized Recipes

Blue Corn Mush with Roasted Squash & Pepitas



Key Ingredients

- Butternut squash
- Blue Cornmeal
- Juniper Ash
- Canola oil
- Salt & Pepper
- Water
- Roasted pepitas

Preparation Time: 20 minutes

Cook Time: 45 Minutes

NSLP/SBP crediting information:

1 cup provides $\frac{1}{8}$ cup total vegetable (1/8 cup red/orange vegetable), 2.50 oz eq grains



[Full Standardized Recipe](#)

Standardized Recipes

Blue Corn Mush with Roasted Corn



Key Ingredients

- Corn
- Blue Corn
- Canola oil
- Salt & Pepper
- Water
- Juniper Ash
- Sour Cream

Preparation Time: 15 minutes

Cook Time: 45 Minutes

NSLP/SBP crediting information:

1 cup provides 1/2 cup total vegetable (1/2 cup starchy vegetable), 2.50 oz eq grains



[Full Standardized Recipe](#)

Standardized Recipes

Blue Corn Mush with Strawberries, Banana, and Honey



Key Ingredients

- Blue Cornmeal
- Canola oil
- Juniper Ash
- Water
- Strawberries
- Bananas
- Honey

Preparation Time: 20 minutes

Cook Time: 30 Minutes

NSLP/SBP crediting
information:

1 ½ cup provides ½ cup fruit,
2.50 oz eq grains



[Full Standardized Recipe](#)

Standardized Recipes

Soam Bavĩ (Brown Tepary Bean) Bowl



Key Ingredients

- Tepary Beans
- Brown Rice
- USDA Foods #100117 – Chicken,
- Salsa
- Lettuce
- Bell Peppers
- Tomatoes
- Red Onion

Preparation Time: 12-18 hours
Cook Time: 8 hours, 30 minutes

NSLP/SBP crediting information - 1 bowl:
Beans credited M/MA: 5/8 cup total
vegetable (1/8 cup additional vegetable,
1/4 cup red/orange vegetable, 1/4 cup
other vegetable), 3.25 oz eq meat/meat
alternate and 1.00 oz eq grains

Beans credited as vegetable: 1-1/8 cup
total vegetable (1/8 cup additional
vegetable, 1/2 cup legume vegetable, 1/4
cup red/orange vegetable, 1/4 cup other
vegetable), 1.00 oz eq grains and 1.00 oz
eq meat/meat alternate



[Full Standardized Recipe](#)

Three Sisters Enchilada Casserole



- Page 35

Standardized Recipes

Triple Berry Parfait with Fresh Berries



Key Ingredients

- White Sonora wheat berries
- Blueberries
- Strawberries
- Yogurt
- Honey

Preparation Time: 20 minutes
Cook Time: 45 Minutes

NSLP/SBP crediting information:
1 ½ cups provides 1 oz eq
meat/meat alternate, 1 oz eq
whole grain and ½ cup fruit



[Full Standardized Recipe](#)

Standardized Recipes

Triple Berry Parfait with Fresh Strawberries and Blueberry Compote



Key Ingredients

- Blueberries
- Honey
- Lemon Juice
- White Sonora wheat berries
- Yogurt
- Strawberries

Preparation Time: 20 minutes

Cook Time: 90 Minutes

NSLP/SBP crediting information:

1 ½ cups provides 1 oz eq
meat/meat alternate, 1 oz eq
whole grain and ½ cup fruit



[Full Standardized Recipe](#)

Thank you!

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at [How to File a Program Discrimination Complaint](#) and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

USDA is an equal opportunity provider, employer, and lender.