



# MODEL SCHOOL BREAKFAST PROGRAMS

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June 2004

# Table Of Contents

<b>Program History</b> .....	1
<b>Program Benefits</b> .....	1
<b>Breakfast in the Classroom</b> .....	3
Maryland Department of Education, Maryland .....	4
Muskogee Public Schools, Oklahoma .....	6
North Gem School, Idaho .....	8
Pennsylvania Nutrition Services, Pennsylvania.....	10
Washington School District, Arizona .....	12
<b>Delayed Breakfast and Breakfast in the Hall, Multipurpose Room and Classroom</b> .....	15
Burlington City Schools, Vermont .....	16
Holly School District, Colorado .....	18
Kershaw County School District, South Carolina .....	20
<b>Provision 2</b> .....	23
Glynn County Public Schools, Georgia .....	24
Hartford Public Schools, Connecticut.....	26
Omaha Public Schools, Nebraska .....	28
<b>Glossary</b> .....	30
<b>About FRAC, CHC and Acknowledgments</b> .....	31

# Program History

The School Breakfast Program began in 1966 as a two-year pilot program designed to provide a nutritious meal to children who might not otherwise receive one. In 1966, the program provided meals to 80,000 students a day. Today, the federal government spends approximately \$1.6 billion annually, and the program feeds more than 8 million children daily.

The School Breakfast Program is a federally funded program administered by the Food and Nutrition Service of the United States Department of Agriculture (USDA). The federal reimbursement rate per meal is determined by household income. To receive a free breakfast, household income must be at or below 130% of the federal poverty level. For reduced price meals, household income must be between 130% and 185% of the federal poverty level. Students from households with income above 185% of the federal poverty level receive “paid” breakfasts.

During the 2002-2003 school year, schools were reimbursed \$1.17 in federal funds for each free breakfast served, \$0.87 for each reduced price breakfast, and \$0.22 for each paid breakfast. A slightly higher reimbursement per breakfast is provided for “severe need” schools, where 40% or more of the students qualify for free or reduced price meals.

# Program Benefits

School breakfast is a proven tool for helping millions of children from food insecure and hungry households and children from a variety of other backgrounds. School breakfast is as much an educational tool as it is a nutritional program.

**School breakfast helps fight hunger and helps to reduce childhood obesity.** While hunger has been called America’s “hidden crisis,” obesity has been declared an epidemic. Contrary to conventional wisdom, these two serious public health problems co-exist in many communities and share some common roots.

In 1999, the Centers for Disease Control estimated that 61% of adults in the United States, 13% of children aged 6 to 11 years, and 14% of adolescents aged 12 to 19 years were either overweight or obese. Today, 20 states have obesity prevalence rates of 15-19%; 29 states have rates of 20-24%; and one state reports a rate of over 25%. Fortunately, a recent study has shown that by eating school breakfast, food insecure adolescent girls decrease their chances of becoming overweight. Moreover, it has been shown that students who have school breakfast eat more fruits, drink more milk, and consume less saturated fat than those who do not eat breakfast or have breakfast at home. In other words, school breakfast can act as a countervailing force against the increasing obesity trend.

## **Program Benefits (cont.)**

**Missing breakfast impairs learning.** School breakfast, which provides at least  $\frac{1}{4}$  of all the nutrients a student needs to grow and develop, does away with morning hunger and provides a foundation for good nutrition.

Hunger and under nutrition impair children's ability to fully utilize the educational resources that are available. Researchers have found that, when tested, children who skip breakfast are less able to distinguish among similar images, show increased errors, and have slower memory recall.

**School breakfast increases students' academic performance.** Studies have shown that school breakfast helps increase students' math and reading scores, and that students who have eaten a nutritious breakfast perform better on standardized tests than hungry children. Students are more alert and focused after eating a school breakfast.

**School breakfast improves the learning environment.** Studies have shown that behavioral, emotional and academic problems are more prevalent among hungry children. Conversely, students who eat breakfast before starting school have fewer discipline problems and visit the school nurses' offices less often. As a result, students are able to spend more time in the classroom learning. Moreover, students who participate in the School Breakfast Program miss fewer days of school and are late less often.

# **BREAKFAST IN THE CLASSROOM**

Breakfast in the Classroom is a “universal” breakfast program that provides all students the opportunity to eat breakfast at no charge during class time. Breakfasts are delivered to the classroom and consumed in the classroom setting at the start of the school day.

- **MARYLAND DEPARTMENT OF EDUCATION, MARYLAND**
  - **MUSKOGEE PUBLIC SCHOOLS, OKLAHOMA**
    - **NORTH GEM SCHOOL, IDAHO**
- **PENNSYLVANIA NUTRITION SERVICES, PENNSYLVANIA**
  - **WASHINGTON SCHOOL DISTRICT, ARIZONA**

# Maryland Department of Education, Maryland

## BACKGROUND

Initially funded by private foundation funds, the Maryland Meals for Achievement (MMFA) classroom breakfast program began as a pilot in six schools in 1998. The following year, MMFA expanded to 12 schools and became a three-year-pilot under state law. In 2000, state lawmakers authorized \$964,000 for the program, and in 2001 the amount increased to \$1,928,000. In 2002, the pilot status of the program was removed, making MMFA a permanent program. Now, MMFA is offered in 113 schools across the state of Maryland. It operates in 19 of Maryland's 24 school systems and in two private schools.

The benefits of providing Breakfast in the Classroom at no charge to all students through MMFA have been documented in research conducted by Harvard University. They include: the improvement of academic performance and classroom behavior, fewer student referrals to nurses' offices, fewer complaints of hunger and headaches before lunch, and improved student attentiveness.

## SCHOOL CHARACTERISTICS

- *Grades:* Kindergarten to 12<sup>th</sup> grade.
- *Size:* No requirements. Schools that participate in the program range from rural to urban and small to large.
- *Percentage of students who qualify for free or reduced price meals:* To qualify for program funding, 40% of the school's student population must qualify for free or reduced priced meals.
- *Facilities:* Kitchen facilities vary from school to school; some have full kitchens with stoves and storage, while others act as satellite kitchens with storage facilities and a food warmer.

## CHALLENGES/BARRIERS

- Ensuring that schools have enough equipment to successfully implement the program.
- Gaining initial support for the program.
- Gaining support and funding from the state legislature.
- Collecting accurate participation data.
- Expanding the program.

## **Maryland Department of Education (cont.)**

### **SOLUTIONS**

- Many schools budgeted for equipment and supply acquisition in their regular budgets. They purchased trolleys, bags, and coolers. At the same time, grants from the Dairy Council and the Center for Poverty Solutions, a local advocacy anti-hunger, anti-homeless organization, were available to schools that wished to apply.
- Initial support for the program came from six schools and their principals. Principals' dedication and support helped to encourage other staff members to participate in the program. Currently, support for the program is generated largely by peer-to-peer communication. Principals, nurses, guidance counselors, and teachers share the benefits of the program with their colleagues, thereby creating enthusiasm for the program.
- Utilizing the results of a Harvard University study of MMFA, the Maryland Department of Education's Nutrition Services proved to the state legislature that Breakfast in the Classroom has positive effects on students' learning and behavior. (State funding is essential to maintain the program.)
- Training is provided for the teachers by local food and nutrition service supervisors prior to the program start date to help them learn how to account accurately for the students that eat each day. The Maryland Department of Education developed three data collection procedures that schools can choose to adopt, while providing schools with the flexibility to develop and utilize their own systems if they are approved by the Department of Education.
- Application packets are sent to eligible schools every year. A tool kit is also provided to schools that join the program.

### **DAY-TO-DAY**

- Items are individually portioned for each child. Depending on school structure and labor capabilities, food items that are used can range from being pre-portioned to being individually portioned by the cafeteria staff. Smaller schools generally use pre-packaged and pre-portioned foods.
- Milks and juices are counted and sorted the day before. They are stored in large refrigerators, and are ready for delivery the next morning.
- Food is delivered to the classrooms no more than 15 minutes before students arrive. Depending on school structure, delivery personnel include from parents, cafeteria staff, or older students who receive community service credit for their participation.
- When students arrive at school they hang up their coats and book bags, select their breakfast, and sit at their desks to eat.
- Teachers are responsible for making sure that the children who eat select enough food items to count as a reimbursable meal.
- Teachers record which students eat breakfast.
- Students typically have 15 minutes to eat.
- Trash is collected in the classroom or in a large container outside the classroom. The custodial staff removes the trash immediately following breakfast.

### **CONTACT INFORMATION**

Kimberly Kerry, Community Outreach Specialist  
Maryland Department of Education, Baltimore, Maryland  
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# Muskogee Public Schools, Oklahoma

## BACKGROUND

Kim Shelton, Director of Child Nutrition of Muskogee Public Schools, says that the reason three schools in Muskogee implemented Breakfast in the Classroom was because there were children “coming in on Monday that had not had a decent meal since Friday at lunch.” She noted that many families were unable to “come up with the 30 and 40 cents required to pay for meals,” and Breakfast in the Classroom helped to address that challenge. Since the implementation of Breakfast in the Classroom, students have “lined up outside the doors to come in and get breakfast,” helping to improve the school’s overall attendance record.

In addition to providing a good and nutritious breakfast to these students, Breakfast in the Classroom also “allows time for the teachers and students to bond.” The time that students use to consume breakfast has also been utilized as counseling sessions, tutoring time, socializing time, or reading time. Overall, there have been fewer disciplinary referrals since Breakfast in the Classroom started.

## SCHOOL CHARACTERISTICS

- *Grades:* Elementary Schools.
- *Size:* Whittier has over 300 students, Irving Elementary school has approximately 400 students, and Cherokee Elementary School has approximately 350 students
- *Percentage of students who qualify for free or reduced price meals:* More than 80%. All three elementary schools are severe need schools.
- *Other:* Students either walk or take the bus to school.

## CHALLENGES/BARRIERS

- Encouraging teachers that were reluctant to participate, and addressing some teachers’ concerns regarding the loss of class time.
- Transporting food to the classroom.
- Establishing and maintaining financial sustainability for the program.



## **Muskogee Public Schools (cont.)**

### **SOLUTIONS**

- Established a good relationship with the schools' principals, who then lent their support and reminded the teachers that it is in the students' best interest to consume nutritious breakfasts.
- Purchased special rolling carts with insulated milk and juice containers. There are frozen inserts on the carts that help to keep the milk and juice cold. The food, on the other hand, is delivered in laundry baskets.
- Applied for a Dairy Council grant to pay for some of the initial costs, including the purchase of the insulated carts. The balance from purchasing the carts and laundry baskets was paid from the Muskogee Public Schools Child Nutrition Program's budget.
- Implemented the program in schools with at least 80% of the students qualified for either free or reduced price meals. When a high number of students qualify for such meals, the extra cost of the paying child (who would normally pay close to the full cost of the meal) can be offset from the money made from the other meals.

### **DAY-TO-DAY**

- Cold meals, such as cereal, are packed the day before service in laundry baskets. They are counted out for each classroom.
- The milk and juice containers are rolled to specific areas around the school, such as the hallway, for the students.
- Designated students arrive before school and pick up enough meals, juice and milk for their class. By having the students transport the meals to their classrooms, the warm meals are still warm when they are consumed. There are not enough school service personnel to transport the meals in time to keep them warm.
- Teachers or a designated student hand out the breakfast items as the other students arrive to class.
- Teachers use the attendance form to check off which children eat by marking "yes" or "no."
- Teachers are provided with heavy-duty trash bags for the food trash, and the custodial staff picks up the trash from breakfast.
- The attendance form and unconsumed food items are returned to the cafeteria. Food is then packed and prepared for the next day.

### **CONTACT INFORMATION**

Kim Shelton, Director, Child Nutrition Programs  
Muskogee Public Schools, Muskogee, Oklahoma  
(918) 684-3765

# North Gem School, Idaho

## BACKGROUND

Shirley Christensen, a school lunch supervisor at the North Gem School, began Breakfast in the Classroom in 2002 because she felt “that students learn better when they are comfortable and not hungry.”

According to a first grade teacher at North Gem School, students no longer ask her, “When is lunch?” or say, “I’m hungry.” This teacher says that Breakfast in the Classroom allows “students to stay much more on task because they are not worried about food.”

## SCHOOL CHARACTERISTICS

- *Grades:* Kindergarten – 12<sup>th</sup> grade.
- *Size:* 178 students.
- *Percentage of students who qualify for free or reduced price breakfasts:* 52%.
- *Facilities:* There is a full kitchen equipped to prepare, store, and reheat food items.
- *Other:* Rural school.

## CHALLENGES/BARRIERS

- Paying for one-time start up costs, such as purchasing permanent containers to transport the breakfast items.
- Finding enough time to prepare and deliver the items.
- Arranging a convenient time for breakfast to be served in the classroom.
- Limiting the amount of classroom disruption.
- Finding breakfasts that can be packed efficiently.

## North Gem School (cont.)

### SOLUTIONS

- Due to the small size of its student body, North Gem School was able to pay for the containers within the regular budget. The estimated cost for all containers was between \$35.00 and \$50.00.
- School food service staff allot a small part of their day to prepackaging items for the next day.
- Initially, school food service personnel would deliver the breakfasts to the classroom. However, it was difficult to find a “convenient” time to make such deliveries. Therefore, each classroom now sends an attendant to pick up the breakfasts at a time that is convenient for the teacher.
- One middle school teacher waits until the very end of his first class period before providing breakfast to his students.

### DAY-TO-DAY

- The school lunch staff organizes a time the day before to pack the breakfast in plastic containers with food items that can be prepackaged for transport. The staff packs enough milk, juice, and other items for a full class in each container.
- In the morning, each teacher sends an attendance count to the lunchroom supervisor around 8:00 a.m. via e-mail. The attendance sheet informs the lunchroom supervisor which children are not in class that day, and therefore will not have breakfast. This provides both accountability and accuracy.
- A student from each classroom then goes to the cafeteria and carries the container back to the classroom. They are able to do this because the class sizes are relatively small.
- After the meal, a student takes the container back to the cafeteria along with any unconsumed food items.
- The food items are then counted and those that can be are repackaged in the plastic containers and ready for the next day.

### CONTACT INFORMATION

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School Lunch Supervisor  
North Gem School  
Bancroft, Idaho  
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# Pennsylvania Nutrition Services, Pennsylvania

## BACKGROUND

Pennsylvania Nutrition Services, a subsidiary of the Archdiocese of Philadelphia, serves schools in Philadelphia and the five surrounding counties. They began their first Breakfast in the Classroom Program in 1993, expanded to include a second school in 1998, and added a third school in February 2004. Breakfast in the Classroom is offered to each school's entire student body and has proven to be a useful learning tool. According to Anne Ayella, Assistant Director of Nutritional Development Services, "Teachers and principals are pleased with the changes [because] children are more alert and ready to learn." Among the three schools, an average of 950 meals are served each day, which is near their combined enrollment.

## CHALLENGES/BARRIERS

- Getting schools to encourage parents to complete an application form that helps to determine which students qualify for free, reduced, or paid meals.
- Addressing teachers' concerns and encouraging reluctant teachers to adopt the program.
- Ensuring the financial sustainability of the program.
- Increasing participation.

## SCHOOL CHARACTERISTICS

- *Grades:* Day Care and Kindergarten to 8<sup>th</sup> grade.
- *Size:* Three large urban schools.
- *Percentage of students who qualify for free or reduced price meals:* 75% or more.
- *Facilities:* All schools have full kitchens for food preparation and cooking. However, because the facilities are quite old, the breakfast foods served must be cold items or foods that can be reheated.
- *Other:* Most students walk to school.

## **Pennsylvania Nutrition Services (cont.)**

### **SOLUTIONS**

- Pennsylvania Nutrition Services emphasized the importance of accurate student counts, especially the direct connection they have to the amount of funds that are reimbursed to each school.
- The school principals helped to generate faculty support for the program.
- The program was implemented in schools with high numbers of free and reduced price eligible students, so the higher free and reduce priced reimbursements offset much of the cost of providing meals. Additionally, Nutrition Services covers the cost difference for children that would normally have to pay.
- Nutrition Services promoted the program by sending information home to parents about the importance of eating breakfast. Other breakfast promotions included: story time during breakfast, pajama parties, backwards day, and teddy bear breakfasts where students would be read a story, encouraged to wear their pajamas, wear their clothes backwards, or bring a teddy bear with them to breakfast, respectively.

### **DAY-TO-DAY**

- The manager sets out items for breakfasts every morning on a counter: milk, juice, and hot or cold items.
- Eighth graders are assigned classrooms in other grades to which they deliver food.
- Eighth graders come to the cafeteria about 15 minutes before school starts, get tote bags and count the milk, juice, and hot or cold items they need for their assigned classrooms.
- Eighth grade students carry the food to their designated classrooms before school starts.
- In the classroom, the teachers record the students that have eaten breakfast on a scan sheet provided by the cafeteria.
- After breakfast, eighth graders go to their designated classrooms, pick up the tote bags, the unconsumed food items, and the scan sheets and return everything to the cafeteria.
- In almost every case, the teachers are provided with extra bins for any trash that may have accumulated over breakfast. The trash bins usually stay in the classroom until the end of the day, when custodial staff pick them up.

### **CONTACT INFORMATION**

Anne Ayella  
Assistant Director  
Nutritional Development Services

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## Washington School District, Arizona

### BACKGROUND

In 2000, David Caldwell, the Director of Food Services in the Washington School District, was informed that his school district had been chosen as one of the six districts in USDA's Food and Nutrition Services Universal School Breakfast Pilot Project. The pilot project allowed all children to eat school breakfast at no cost to them, regardless of their family's income.

Caldwell chose to implement the universal program as Breakfast in the Classroom because he felt that this would best suit his district. According to Caldwell, the Breakfast in the Classroom Program "is an opportunity to make a significant impact on the lives of children and it must be done well." Therefore, Caldwell has remained flexible when interacting with school staff and teachers. In turn, the percentage of teachers that support the program three years after its inception has nearly doubled.

More importantly, as Caldwell points out, students now "consume more of the breakfast being served and are calmer and better prepared to start the day." This change is reflected in a survey conducted by the Washington School District in which 41% of Breakfast in the Classroom staff report that the students' attentiveness has improved.

### DISTRICT CHARACTERISTICS

- *Grades:* Some Preschoolers, Kindergarten to 12<sup>th</sup> grade.
- *Size:* 32 schools with more than 30,000 students.
- *Percentage of students who qualify for free or reduce price meals:* 48%.
- *Facilities:* All schools have kitchen facilities that can reheat pre-packed entrees, store dry goods, and keep milk, juice, and produce cool.
- *Other:* 24 schools from the district were chosen to be a part of the Universal Pilot Program. Twelve schools were treatment schools (schools that implemented universal breakfast), of which six schools implemented Breakfast in the Classroom, and six provided free meals to all students in the cafeteria. The other 12 schools were control schools (and made no changes to their breakfast programs.)

### CHALLENGES/BARRIERS

- Ensuring that there was enough equipment, storage facilities, and staff to run the program.
- Establishing a system of accountability.
- Dealing with the negative social stigma attached to participation in federally funded programs.
- Contending with teachers' concerns about losing class time.
- Allaying the facilities managers' concerns regarding food spills and trash collection.

## Washington School District (cont.)

### SOLUTIONS

- Provided enough funding for initial start-up costs. For the Washington School District, the average start-up cost was \$7,500 per site. This amount paid for one-time expenses, including: delivery carts, carpet cleaning machines, milk trolleys, insulated bags for milk, juices, and hot entrees, large trashcans for the school, and a \$200 budget to replace school supplies that were used for the program.
- Targeted schools with high numbers of free and reduced price children in order to offset the costs of operating the program, as reimbursement for free and reduced price meals are higher. Yet since it is estimated that 80% or more students participate in the Breakfast in the Classroom program where it is available, it is still possible to cover the cost of the program even if only 50% of the students are eligible for free and reduced priced meals.
- Increased communication between teachers who have participated in the program and those who are becoming new participants. This has often proven to be an effective way to quell teachers' concerns. They find out that the program will provide them with more class time, as students are more ready to start the day and do not visit the nurse as often with complaints of stomach pains.
- Purchased a carpet-cleaning machine for each school.
- Added more trash containers on school campuses and purchased heavy-duty trash bags that will hold wet trash from breakfast.

### DAY-TO-DAY

- Upon reporting to work, the food service staff packs the hot entrees in red insulated bags and loads black bags full of pre-packed milk and juice onto carts.
- Dry supplies, such as cereal, are already on the cart in the morning, as they were packed and counted the day before.
- Approximately 15 minutes before students arrive for the start of school, the food service employees deliver all the breakfast items to each classroom.
- Teachers are responsible for overseeing the breakfast service. Every teacher is provided with a participation sheet, on which they can keep a record of the students that eat breakfast.
- As the students walk in, they pick up their food, such as juice, milk, and cereal.
- Any food that is not used is placed outside of each classroom with the delivery containers. The food service staff picks up the leftover food, supplies, and participation sheets and returns them to the cafeteria.
- In the cafeteria, the food service staff counts all the food items. The dry food and supplies are repacked along with the milk and juice bags. The milk and juice bags are returned to the refrigerator for overnight storage.

### CONTACT INFORMATION

David Caldwell  
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Washington School District  
Phoenix, AZ  
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# **DELAYED BREAKFAST & BREAKFAST IN THE HALL, MULTIPURPOSE ROOM & THE CLASSROOM**

Delayed Breakfast, also known as Breakfast After First Period, refers to breakfasts that are served and consumed either during the 2<sup>nd</sup> period or during breaks between class periods.

## **DELAYED BREAKFAST & BREAKFAST IN THE HALL**

**BURLINGTON CITY SCHOOLS, VERMONT**

## **DELAYED BREAKFAST & BREAKFAST IN THE MULTIPURPOSE ROOM**

**HOLLY SCHOOL DISTRICT, COLORADO**

## **DELAYED BREAKFAST & BREAKFAST IN THE CLASSROOM**

**KESHAW COUNTY SCHOOL DISTRICT, SOUTH CAROLINA**

# Burlington City Schools, Vermont

## BACKGROUND

Provision 2, a law that allows school to offer breakfast to all students at no charge, regardless of family income, was implemented in all of Burlington City Schools as a way “to increase access, participation, and revenue,” according to Doug Davis, Director of Food Service for Burlington City Schools. “Since the implementation of Provision 2 in all schools, including Breakfast in the Hall and Delayed Breakfast, the change in participation is amazing. We have broken down the barriers of breakfast being just for poor kids, and, doing so, we have also increased our lunch sales. The district now serves over 225,000 breakfasts, which is well over a 100% increase, and the district has received substantial financial benefits from the increased participation,” Davis noted.

## DISTRICT CHARACTERISTICS

- *Grades:* Preschoolers, Kindergarten to 12<sup>th</sup> grade.
- *Size:* 3,600 students.
- *Percentage of students who qualify for free or reduced price meals:* 45%.
- *Facilities:* Some schools have kitchen facilities that can fully prepare meals, while other schools have facilities to reheat pre-packed entrees, store dry goods, and keep milk, juice and produce cool.
- *Other:* All high schools have Delayed Breakfast or Breakfast After First Period.

## CHALLENGES/BARRIERS

- Addressing the concerns of reluctant teachers and parents. Some of the comments that were heard included, “the program is unnecessary” and “the current program is working well.”
- Addressing concerns about the messiness that may result from children eating breakfast in the hallway, including fears that food may be scattered all over the school’s campus.
- Providing start up funds to implement the program.
- Maintaining the program in all the Provision 2 schools in the district.

## SOLUTIONS

- A proactive superintendent and the Director of Food Services went from school to school to promote the program – breakfast plans were presented and support was offered to any principal that wanted to participate.
- Support from the administration, teachers, and parents helped to push the program forward.
- Programs were tailored according to the facilities at each particular school. Walk-in coolers were purchased for two of the larger schools, just to keep up with storage requirements.
- A few ways in which costs for the programs were supplemented included: obtaining grants from the Dairy Council; establishing a centralized kitchen in order to decrease the amount of labor done at individual kitchens; and streamlining menu options for schools in the district.
- All high schools have the Delayed Breakfast / Breakfast After First Period option. Breakfast is therefore available between 7:30 a.m. – 10:00 a.m. for all students.

## Burlington City Schools (cont.)

### **DELAYED BREAKFAST DAY-TO-DAY**

- A line is set up in the cafeteria with the various components that would qualify for a reimbursable meal, including milk, juice, cold items, and sometimes a hot item.
- A cart with prepackaged breakfasts is made available as a grab-and-go option for students.
- Breakfast is served between 7:30 a.m. – 10:00 a.m. The two rush times are at 7:30 a.m. and 9:30 a.m.
- When students arrive in the cafeteria, they usually walk through the line and pick up the various components that make up a breakfast. Students are monitored to ensure that the correct components are taken.
- As students walk through the line and get their meal, the school food service staff keep an accurate head count of the students who participate in the program. (Note: Individually identifying students that are free, reduced, or paid is not necessary because the school is using Provision 2 as a way to provide meals to all the children.\*)
- Teachers decide whether or not they will allow their students to go to the cafeteria to pick up the food and return to the classroom to eat, but many of the students choose to eat in the cafeteria.
- Trash bins are located around the cafeteria and the school so that students can discard what they do not consume.

### **BREAKFAST IN THE HALL DAY-TO-DAY**

- Every morning a cooler, with all the breakfast options, is rolled into the hallway.
- Breakfast is served from 7:40 a.m. – 8:00 a.m.
- Students walk through the line and pick up the various components that make up a breakfast. Students are monitored to ensure that the correct components are taken.
- The school food service staff keeps an accurate head count of the students that participate in the program with an automatic counter. (Note: The exact number of students that are free, reduced, or paid does not have to be accounted for because the school is using Provision 2 as a way to provide meals to all the children.)
- After breakfast, the rolling cooler is returned to the storage area, repacked and stored for the next day.

### **CONTACT INFORMATION**

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 Burlington City Schools  
 Burlington, Vermont  
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\* For an explanation of Provision 2, see page 30.

# Holly School District, Colorado

## BACKGROUND

The Holly School District began serving Delayed Breakfast in 1991 after receiving a grant to increase school breakfast participation.

## DISTRICT CHARACTERISTICS

- *Grades:* Kindergarten to 12<sup>th</sup> grade.
- *Size:* 356 students.
- *Percentage of students who qualify for free or reduced price meals:* 59%.
- *Facilities:* A full kitchen is available in the junior high/high school, but there is no kitchen in the adjacent elementary school. Food is served in an all-purpose room in the elementary school.
- *Other:* Currently, 61% of all junior high and high school students consume school breakfast, while only 32% of the elementary school students eat school breakfast.

## CHALLENGES/BARRIERS

- Ensuring the program's financial sustainability.
- Serving more junior high and high school students.
- Balancing staff convenience and serving children. Members of the staff considered changing the junior high and high school breakfast serving time to before-school to ease clean-up.

## SOLUTIONS

- Stressing to the school administrators that to remain financially stable, it is very important that the schools serve as many as students as possible.
- Feeding junior high and high school students after the first hour of the school day. To benefit junior and high school students, the schools' schedules were redesigned in order to accommodate Delayed Breakfast.
- Reminding staff that breakfast after the first hour, or Delayed Breakfast, is important because it increases the number of students that are served. It allows high-risk students, who may be late, a chance to eat, while also increasing program funding.

## Holly School District (cont.)

### **DELAYED BREAKFAST DAY-TO-DAY**

- A cook reports to work at 6:30 a.m. to begin preparing breakfast and two additional cooks arrive at 7:00 a.m. to help.
- Junior high and high school students attend the first hour of class, and at the end of the first hour all students are required to go to the cafeteria.
- The different components of a meal – milk, juice, cold item or hot item – are placed on a counter.
- Junior high and high school students walk through the line and pick up the different components of a meal.
- At the end of the line, they give their student identification number to the teacher who punches it into a computer.
- Breakfast is served to junior high students at 8:45 a.m. and high school students at 8:48 a.m.
- All students must remain in the cafeteria until 8:58 a.m.
- Once students are finished eating, they discard any waste in trash bins.

### **BREAKFAST IN THE MULTIPURPOSE ROOM DAY-TO-DAY**

- A cook reports to work at 6:30 a.m. to begin breakfast preparation. Two additional cooks arrive at 7:00 a.m. to help with the process.
- At 7:30 a.m. the administrative assistant takes the breakfast from the cafeteria located in the junior high/high school building to the elementary school in the van.
- The administrative assistant unloads the breakfast items and takes them to an all-purpose room in the elementary school.
- The breakfast items are laid out on a table and the children walk past it to pick up their meals.
- The students give their numbers to the administrative assistant, who records them.
- Breakfast is served between 7:30 a.m. and 8:00 a.m.
- Teachers are available to help supervise the children.
- Once the children are finished with their meals, they discard waste in trash bins located in the room.

### **CONTACT INFORMATION**

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# Kershaw County School District, South Carolina

## BACKGROUND

According to Sally Gardner, Nutrition and School Food Services Coordinator, Kershaw County School District implemented Delayed Breakfast as a way “to help students improve test scores, and to decrease discipline issues and health room referrals.” With the support from both teachers and administrators, the implementation of the program went smoothly. In fact, three years since the program began, some schools have recorded up to a 62% increase in school breakfast participation. Now, teachers and parents alike do not want to return to the traditional method of serving breakfast in the cafeteria. Gardner points to the fact that “the breakfast program has been a huge success; we are doing very well and are actually making money.”

## SCHOOL CHARACTERISTICS

- *Grades:* Two middle schools.
- *Size:* Camden Middle School has 820 students; Lugoff-Elgin Middle School has 553 students.
- *Percentage of students who qualify for free or reduced price meals:* Camden Middle School has 72%; Lugoff-Elgin Middle School has 57%.
- *Facilities:* Full kitchens in both schools.

## CHALLENGES/BARRIERS

- Doing enough food preparation the day before. The increases in participation numbers overwhelmed the cafeteria personnel.
- Making reluctant teachers enthusiastic about Breakfast in the Classroom.
- Promoting the program.
- Addressing concerns regarding food waste and pests.

## SOLUTIONS

- An additional hour was added to staff shifts so that they are able to have adequate time to prepare the food the day before.
- Nutrition and School Food Services offered teachers a free breakfast for the first month of Breakfast in the Classroom.
- The program was mentioned in school newsletters, school newspapers, PTA meetings, and the local media.
- The custodial staff were provided with extra garbage bags to accommodate more waste. The staff picks up the trash from outside the classroom doors immediately after breakfast.

## **Kershaw County School District (cont.)**

### **DELAYED BREAKFAST DAY-TO-DAY**

- The food service staff packs the food items – milk, juice, cold item and hot item(s) - onto a rolling cart.
- Using two 6-foot tables, the school food service staff sets up a breakfast line in the hallway after first period. They place all the items from the rolling cart onto the table.
- Students are dismissed from class in 3-minute to 5-minute intervals.
- The students come through the line and pick up their own breakfasts, containing at least three out of the four items that are offered.
- The students give the cashier their ID numbers and return to the classroom to eat.
- Once the students have finished breakfast, they discard their leftovers and trash in a garbage bag, and the bag is placed outside the classroom door.
- The custodians come by to pick up the trash after breakfast.

### **BREAKFAST IN THE CLASSROOM DAY-TO-DAY**

- During the day before the meal is served, school food service personnel pack enough milk and juice in individual crates for each classroom. Each crate is individually labeled with the teacher's name and the number of students. They also prepare all the food items for the next day.
- On the morning of the meal, the school food service personnel lay out the milk crates and set trays of food atop the crates for the students to carry.
- Two students from each homeroom come to the cafeteria, pick up the breakfasts and a trash bag and return to the classroom.
- Using an attendance sheet, the teacher checks off the students who eat breakfast, notes the students who are absent and returns the attendance sheet to the cafeteria.
- After breakfast, the students put the trash and the equipment outside their homeroom doors.
- The custodial staff uses the time that they originally allotted to cleaning up the cafeteria after breakfast to picking up the trash that is left outside the classroom doors. They also pick up the equipment and unconsumed food items and return them to the cafeteria.
- The custodial staff receives a free breakfast for the help that they provide.

### **CONTACT INFORMATION**

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Nutrition and School Food Service Coordinator  
Kershaw County School District  
Kershaw, South Carolina  
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# **TRADITIONAL UNIVERSAL BREAKFAST PROGRAMS (PROVISION 2)**

An option provided by the federal government since 1980 to help schools reduce paperwork by allowing them to collect and process meal applications only once every four years, at most, in exchange for serving meals at no charge to all students, regardless of family income.

- **GLYNN COUNTY SCHOOLS, GEORGIA**
- **HARTFORD PUBLIC SCHOOLS, CONNECTICUT**
- **OMAHA PUBLIC SCHOOLS, NEBRASKA**

# Glynn County Schools, Georgia

## BACKGROUND

Seen as a way for the Food and Nutrition Department to contribute to children's education, Provision 2 was implemented in 1996 in the Glynn County School District. As a result of providing breakfast at no cost to all students, Marie Richardson, Director of Food and Nutrition for Glynn County Schools, believes that more students in the district are consuming breakfast. "Children have long bus rides and are too sleepy to eat at home," she says, while other "children must fend for themselves in the morning and do not like eating alone," states Richardson. Richardson sees school breakfast as a way to help to "ensure that students do not have to go to class and remain alert while experiencing hunger pains."

In addition to providing meals to students, by using Provision 2, Richardson has seen other benefits, including quicker meal service and the reduction of labor costs, because there is no longer a need for a cashier.

## DISTRICT CHARACTERISTICS

- *Grades:* Kindergarten to 12<sup>th</sup> grade.
- *Size:* Approximately 12,000 students.
- *Percentage of students who qualify for either free or reduced price meals:* 45 %.
- *Facilities:* All schools have full kitchens.
- *Other:* Mixture of both rural and urban schools.

## CHALLENGES/BARRIERS

- Managing long lines, especially when the children arrive at the same time.
- Experiencing negative comments during the initial implementation of the program, including "the school is trying to take responsibility from parents" and "why should tax payers money pay for poor kids' meals?" No negative comments have been received since the implementation of the program.
- Feeding students who arrive late.
- Ensuring that the program is financially sustainable.

## Glynn County Schools (cont.)

### SOLUTIONS

- Adjusted the way food was served — such as creating two lines, one for hot meals and one for cold meals.
- Installed cereal racks with individually wrapped cereal bowls, milk crates, and juice crates for cold meals – so students can pick them up and go through the lines rapidly.
- Kept the meals quick and simple, so that only two employees can serve up to 500 breakfasts.
- Reinforced the fact that free meals are for all students regardless of income. Free meals can help parents who have busy schedules and give kids who aren't ready to eat when they initially wake a chance to eat before class.
- Principals and school administrators encourage school breakfast participation by adjusting schedules to ensure that school buses arrive at least 10 minutes before the start of the school day.
- Across the district, all the students go straight into the school cafeteria after getting off the buses in the morning.
- Principals allow students on any late buses to get breakfast.

### DAY-TO-DAY

- Most of the preparation work is done the day before; staff lay out everything that they need for the next day. Most of the hot meals only take a half hour to be warmed.
- Each morning, cafeteria managers roll out cereal racks that have several selections of individually packaged cereal bowls for the children. They also put out the milk and juice for the children to pick up from the line. Hot items are also put out for the children to pick up.
- Students arrive at school, by bus or by other means.
- They go directly to the cafeteria to eat breakfast.
- The children go through the line and pick up different components of a meal, either from the cold or hot line.
- Cafeteria personnel use an automatic counter to count children who go through the line.

### CONTACT INFORMATION

Marie Richardson  
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Glynn County Schools  
Glynn County, Georgia  
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# Hartford Public Schools, Connecticut

## BACKGROUND

In the words of Jeff Sidewater, Assistant Director of Food Services for Hartford Public Schools, Provision 2 is used as a way to “increase students’ access to the breakfast program and to reduce impediments to participation, regardless of economic status.” Seven years since the implementation of Provision 2 in 1997-1998, there has been an increase in breakfast participation as well as behavioral improvements among students who participate in the program.

## DISTRICT CHARACTERISTICS

- *Grades:* Pre-Kindergarten, Kindergarten to 12<sup>th</sup> grade.
- *Size:* There are 33 schools with approximately 24,000 students.
- *Percentage of students who qualify for free or reduced price meals:* during the base year ('97-'98), 80% of students qualified.
- *Facilities:* There are 25 schools with full preparation kitchens, and other schools have central kitchens with prepackaging facilities.

## CHALLENGES/BARRIERS

- Experiencing resistance from some parents who feel that serving breakfast should be the parents’ responsibility rather than the school’s responsibility.
- Addressing conflict with academic program timing priorities.
- Maintaining the program.

## Hartford Public Schools (cont.)

### SOLUTIONS

- Stressed the fact that consuming a nutritious breakfast is important for all students.
- Eliminated classroom feeding because some teachers felt that it conflicted with classroom instruction time.
- In order to assure financial sustainability, the program was started at schools where at least 80% of all the students qualify for free or reduce priced meals.

### DAY-TO-DAY

- Staff comes in as early as 6:00 a.m. to prepare the students' breakfasts. However, depending on what the staff needs to do that morning, their time of arrival varies.
- At most sites, breakfast is served between 8:00 a.m. – 8:30 a.m.
- Meals are accounted for at the point of service by a computerized system.
- Prepackaged meal components are delivered to the schools either several times a week or monthly depending on the type of kitchen facilities available at the schools.

### CONTACT INFORMATION

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Hartford Public Schools  
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# Omaha Public Schools, Nebraska

## BACKGROUND

In 1997, Tammy Yarmon, Director of Food Services for the Omaha Public Schools, began using Provision 2 in her schools as a way to provide all children with a complimentary breakfast, regardless of their families' income. Yarmon believes that "breakfast is an integral part of the educational process," thus she "wanted every child to be able to participate."

## DISTRICT CHARACTERISTICS

- *Grades:* Kindergarten to 12<sup>th</sup> grade.
- *Size:* 79 schools in the district with anywhere between 45,000 – 46,000 students.
- *Percentage of students who qualify for free or reduced price meals:* 53% - 54%.
- *Kitchen facilities:* Available school kitchen facilities include: (1) self-contained schools with full kitchens facilities in which complete meals can be prepared, cooked, and served, (2) satellite schools with facilities that can warm prepackaged items and store food, and (3) central kitchens where meals are prepared and then distributed to satellite schools.

## CHALLENGES/BARRIERS

- Managing labor shortages.
- Dealing with individuals who believe that "free meals should only be for underprivileged children."
- Lack of awareness – students believe that only students that were classified as "free" could participate.
- Finding new and exciting breakfast items, because children like change.
- Maintaining funding for the "complimentary" breakfast program.
- Addressing the limited amount of time allotted to breakfast consumption; there is not always enough time for children to eat.

## Omaha Public Schools (cont.)

### SOLUTIONS

- Used creative recruitment methods, such as utilizing volunteers and incorporating food items into the program that were less labor intensive.
- Sent information home; school principals helped explain the program; and signs were put up to inform the children.
- New menu items were added every January.
- Emphasized the extra potential for sales in secondary schools, in order to help support the program.
- If there were transportation issues, such as a bus being late, principals would make allowances and keep the kitchen open slightly longer for the children.

### DAY-TO-DAY

- Cafeteria managers prepare oatmeal, baked goods, or other hot items for breakfast in the morning.
- Cafeteria managers set up the breakfast lines with the three meal choices: yogurt; cereal; and oatmeal, a baked item, or a hot item. Five choices of cereal, two juices, and a minimum of three flavors of milk are offered daily.
- Students arrive at school either by bus or car, or walking, and immediately go to the cafeteria for breakfast.
- As students walk through the line, a staff member uses an automatic counter to count every child.
- The children then take their trays to the table and eat their meals.
- The children discard what they do not eat into trash bins.
- Custodial staff picks up the trash later in the day.

### CONTACT INFORMATION

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Omaha Public Schools  
Omaha, Nebraska  
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## Glossary

**BREAKFAST IN THE CLASSROOM:** A universal breakfast program that provides students the opportunity to eat breakfast during class time. Breakfasts are delivered to the classroom and consumed in the classroom setting at the start of the school day. Examples of different Breakfast the Classroom models can be found on pages 3 to 13 and 20 to 21.

**BREAKFAST IN THE HALL:** A program in which breakfasts are served in the hallway and consumed either in the classroom or around the campus. For an example of how Breakfast in the Hallway is executed, refer to pages 16 to 17.

**BREAKFAST IN THE MULTIPURPOSE ROOM:** A program implemented by a school that does not have a cafeteria on its premises. Breakfast is both served and consumed in the multipurpose room. For an example of how Breakfast in the Multipurpose Room functions, refer to pages 18 and 19.

**DELAYED BREAKFAST:** Also known as Breakfast After First Period, a breakfast program where breakfasts are served and consumed during the 2nd class period or during breaks in between class periods. For examples of different Delayed Breakfast options, refer to pages 15 to 21.

**DIRECT CERTIFICATION:** An alternative verification method for schools that participate in the National School Lunch and School Breakfast Programs. Currently, school food authority officials distribute and collect free and reduced price meal applications to households of enrolled children on an annual basis, and determine whether the household is either categorically eligible or income eligible for benefits based on income eligibility guidelines. **Direct certification** allows school food authorities to certify children as eligible for free meal benefits by directly communicating with the appropriate State or local agency to obtain documentation that the children are members of food stamp households or members of households certified eligible for Temporary Assistance for Needy Families (TANF) or the Food Distribution Program on Indian Reservations (FDPIR).

**FREE, REDUCED-PRICE, AND PAID MEALS:** Household income determines whether a child is eligible for free or reduced price meals, or must pay most of the cost. A child whose household income is at or below 130 percent of the federal poverty level receives a free breakfast. Children from households with an income between 130 percent and 185 percent of the federal poverty level, pays a reduced-price for their meals. Paying children, are children from households with income above 185 percent of the federal poverty level pays for most of the price of the meal, although their meals are still partially subsidized.

**GRAB-AND-GO:** Breakfasts prepackaged in bags with all the components of a meal available at sites throughout the school (for example, in the cafeteria, hallway or classroom, or in front of the bus) for students to pick up on the go, during break, or during the 1st period.

**PROVISION 2:** An option provided by the federal government since 1980 to help schools reduce paperwork by allowing schools to collect and process meal applications only once every four years at most, in exchange for serving breakfasts to all students, regardless of family income. For examples of programs utilizing Provision 2, refer to pages 12 to 13, 16 to 17, and 23 to 29.



## About FRAC

The Food Research and Action Center (FRAC) is the leading national organization working for more effective public policies to eradicate domestic hunger and undernutrition. FRAC's goal is to ensure all persons in the United States, regardless of income, access to an adequate diet with dignity, primarily through the federal food assistance programs.

## About the Congressional Hunger Center

The Congressional Hunger Center (CHC) is a unique non-profit anti-hunger leadership training organization located in Washington, DC. CHC's primary program activities center upon the Bill Emerson National Hunger Fellows Program and its international counterpart, the Mickey Leland International Fellows Program. In both of these programs, a select group of fellows receive the skills, knowledge and experience to become effective anti-hunger leaders in the domestic and international arenas.



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