

Healthy Breakfast 4 Kids Evaluation Report

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RESEARCH * PARTNERSHIP * EVALUATION

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Organization Background

Founded by Chef Ann Cooper, the Food Family Farming Foundation (F3) is a 501(c)3 nonprofit organization created to empower schools to serve nutritious whole food to all students. Changing the outlook of our children's future through the power of choice, food and flavors – real whole foods in schools will impact our families and our food system in a profound way. F3 supports positive change through educational training programs, direct services, a web portal and collateral resources.

The Gretchen Swanson Center for Nutrition (GSCN) is an independent research institution providing scientific expertise, partnership and resources to improve diet and physical activity behaviors among youth and their families to help grow a healthier next generation. The GSCN was launched in the summer of 1973 as the first center for its kind in the United States focusing on the health of underserved populations, especially youth. The Center was founded by Gretchen Swanson as an Omaha, Nebraska based organization dedicated to addressing disparities in nutrition and health-related research. The Center still operates with an adaptive approach, adjusting to the needs of local and national communities, other non-profit organizations, academic and government institutions and policy makers. The GSCN provides scientific expertise and technical assistance in key areas of public health, including childhood obesity prevention, food insecurity, local food systems, survey development, and program evaluation.



Need to Address Childhood Hunger through Breakfast in Schools

The National School Breakfast Program was started in 1966 by Congress (Public Law 89-642) for the purpose of offering a nutritious morning meal to low-income children who otherwise would go without.¹ Nutrition problems that are more common among poor children include “failure to thrive” and iron deficiency and have been linked to academic problems.^{2,3} As part of the school breakfast program, students who are eligible can receive free or reduced (F/R) breakfasts according to federally mandated eligibility criteria based on family size and family income.⁴ Students whose families earn income at 130% of the poverty level or less are eligible for free breakfasts and students whose families earn income in between 130 and 185% of the poverty level receive reduced-price breakfasts.⁵

Studies have shown that students who eat breakfast are more likely to improve academic performance, as well as have fewer sick days and tardy days. Additionally, students who increase breakfast participation also have lower hyperactivity than children who do not increase breakfast participation.⁶ An important step to addressing academic performance, school absences, hyperactivity, and other issues that plague school-aged children is to address what is going into their bodies. School breakfasts offer an opportunity to give the students nutrition and set them on an equal playing field before lessons even start. The purpose of this report is to evaluate the impact of the F3 award of Healthy Breakfast 4 Kids grants awarded in the 2012-2013 school year.



Project Description

The Healthy Breakfast 4 Kids program was designed to increase access and utilization of school breakfasts in schools and districts around the country. Through partnership with the Wal-mart Foundation and F3, grants were awarded to 117 schools throughout the country, totaling more than \$370,000. Grant recipients were instructed to use funds for purchasing equipment to implement universal breakfast programs in their school. The grant targeted non-metro (rural) schools, while a complementary grant *Breakfast in the Classroom* focused on five urban districts in the United States implementing universal breakfasts in the classroom.

“We have seen a very dramatic increase in the breakfast participation from last year to this year. [Our school] has a very high free and reduced percentage. They have 487 students enrolled and about 400 of these students are eligible for free and reduced price meals. Participation has increased from 214 per day to 435 per day. I believe this program has reduced the peer pressure. All of the kids are eating and there is no pressure.”

-School Nutrition Supervisor

Interested schools were asked to fill out an application on the F3 website, which also included resources about breakfast programs. The grant provided equipment funding to 117 schools in 78 districts across 25 states and the District of Columbia. An eligibility requirement of all applicants was a minimum of 40 % of their students being eligible for F/R meals. Of the 45,612 children enrolled at the 117 recipient schools at the time of the application, 33,132 (72.6 %) were eligible for F/R meals. It is estimated that the Healthy Breakfast 4 Kids program has provided more than 6 million breakfasts for children since its inception.

Evaluation of the program was provided by GSCN, and is outlined in this report. A combination of application data, post-implementation survey results, and key-informant interviews were used to produce this report.

Survey Administration Procedures

Using Foundant software, F3 created an online application for school food service directors to use to apply for a Healthy Breakfast for Kids grant. The online application (Appendix A) was available on

the Healthy Breakfast for Kids website, which was accessed directly or from the F3 homepage. The landing page of the website provided tools and support for applicants, such as program costs calculator and a list of information and documents that the applicants needed to complete the application.

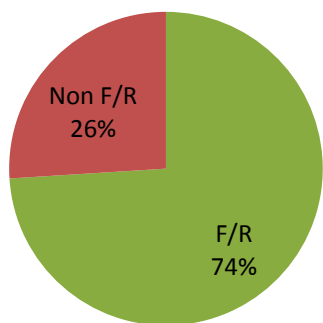
After grant implementation, a follow-up survey (Appendix B) was developed in collaboration between F3 and GSCN. The survey was disseminated using Foundant software and the grant recipients were expected to fill it out online within two weeks of it being available. Ninety-eight recipients participated in the follow-up survey, yielding an excellent response rate of 84%. The survey combined a variety of question-types, including fill-in-the-blank, multiple choice and short answer. Two key informant interviews (guide in Appendix C) took place after post-grant implementation survey data analysis was complete: one with a participant who felt their grant implementation was more successful and one with a participant who felt their grant implementation was less successful.



Results

Overall, the grant recipients indicated an increase in breakfast participation as a result of grant implementation. Many changed their approach with how they actually delivered breakfast (e.g. going from Grab-and-Go before to scheduled time period during the day for all students to eat in their classroom).

Breakfasts provided for F/R and Non-F/R



To calculate the total number of breakfasts the Healthy Breakfast 4 Kids grant program has helped to provide to school children, we took the total enrollment of the schools (47,717 students) and multiplied it by the average implementation percentage (71.6%). Then, we multiplied this by 180 school days per year. With this estimate, **6,150,380 breakfasts were provided post-grant implementation.** This is only slightly less than the original estimate provided in the interim report (6,157,620) because actual usage rate after grant implementation was 71.6 % instead of the previously used 75 % for the estimation.

However, this is still 3,410,458 more breakfasts than before grant implementation. Of these breakfasts, 74% of them went to F/R students, totalling 4,551,272 breakfasts at need populations.

More schools reported serving whole and cut fresh fruits and vegetables and fewer schools reported that they rarely served fresh fruit and vegetables compared to results reported in the original application. Additionally, more schools were reporting breakfast as being a scheduled part of the day, which helped decrease the number of tardy students.

The following charts and graphs refer to the locations of schools, types and sizes of schools, and the percentage of students in each school receiving F/R lunches.

The grant provided equipment funding to 117 schools in 78 school districts across 25 states and the District of Columbia. The following table details the geographic reach and distribution of the grant.

Table 1: Geographic distribution of recipient schools (n=117)

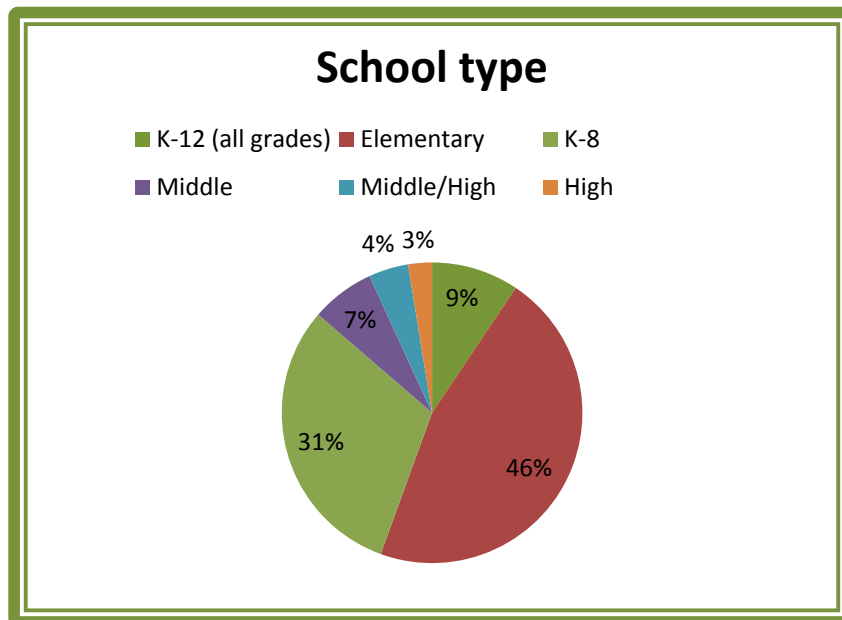
State	# of Districts	# of Recipient Schools	% of Recipient Schools
Arizona	5	9	7.6%
California	21	22	18.8%
Colorado	4	11	9.4%
District of Columbia	4	4	3.4%
Illinois	1	10	8.5%
Indiana	1	2	1.7%
Kentucky	3	9	7.6%
Maine	3	7	6.0%
Michigan	1	1	0.9%
Minnesota	6	6	5.1%
Missouri	3	3	2.6%
Montana	1	1	0.9%
Nebraska	1	1	0.9%
New Jersey	1	1	0.9%
New Mexico	1	1	0.9%
Nevada	1	1	0.9%
North Carolina	3	6	5.1%
Ohio	1	1	0.9%
Oregon	4	4	3.4%
Pennsylvania	3	3	2.6%
South Carolina	4	4	3.4%
South Dakota	1	1	0.9%
Tennessee	2	2	1.7%
Vermont	1	1	0.9%
Wisconsin	1	5	4.3%



Recipient schools covered the range of schools from traditional elementary schools to K-12 charter schools. Most of the grants were awarded to elementary schools and K-8 schools. A breakdown of schools follows.

Table 2: Distribution of schools among type

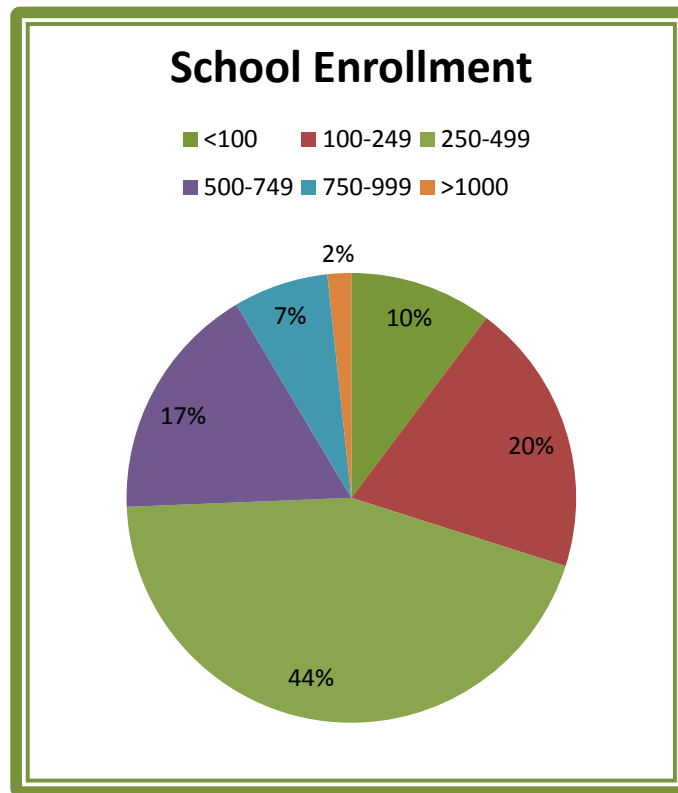
School Type	# of Recipient Schools	% of Recipient Schools
K-12 (all grades)	11	9.4%
Elementary	54	46.1%
K-8	36	30.8%
Middle	8	6.8%
Middle/High	5	4.3%
High	3	2.6%



The average enrollment for recipient schools was 390 students. The median enrollment was 373 students. The total number of students enrolled in the 117 recipient schools was 47,717.

Table 3: Distribution of schools among size

School enrollment	# of Recipient Schools	% of Recipient Schools
<100	12	10.3%
100-249	23	19.7%
250-499	52	44.4%
500-749	20	17.1%
750-999	8	6.8%
>1000	2	1.7%



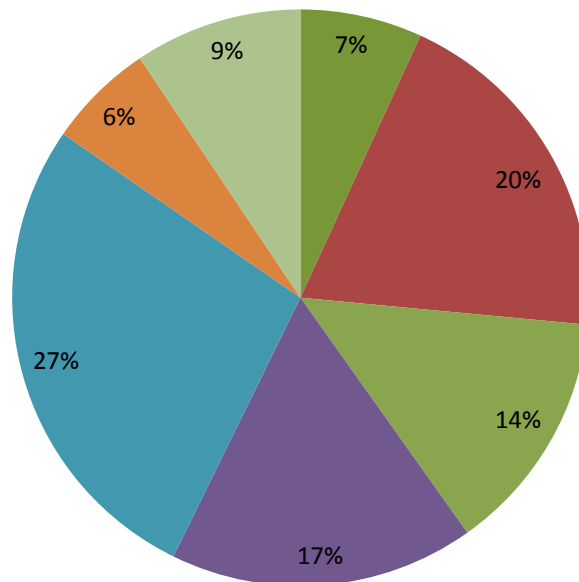
An eligibility requirement of all applicants was a minimum of 40% of their students being eligible for F/R meals. Of the 47,717 students enrolled at 117 recipient schools, 72.6% were eligible to receive F/R meals.

Table 4: percentage F/R eligible students

% of students eligible for F/R Meals	# of Recipient Schools	% of Recipient Schools
100%	8	6.8%
90-99%	23	19.7%
80-89%	16	13.7%
70-79%	20	17.1%
60-69%	32	27.4%
50-59%	7	6.0%
40-49%	11	9.4%

Percentage of students eligible for F/R Meals

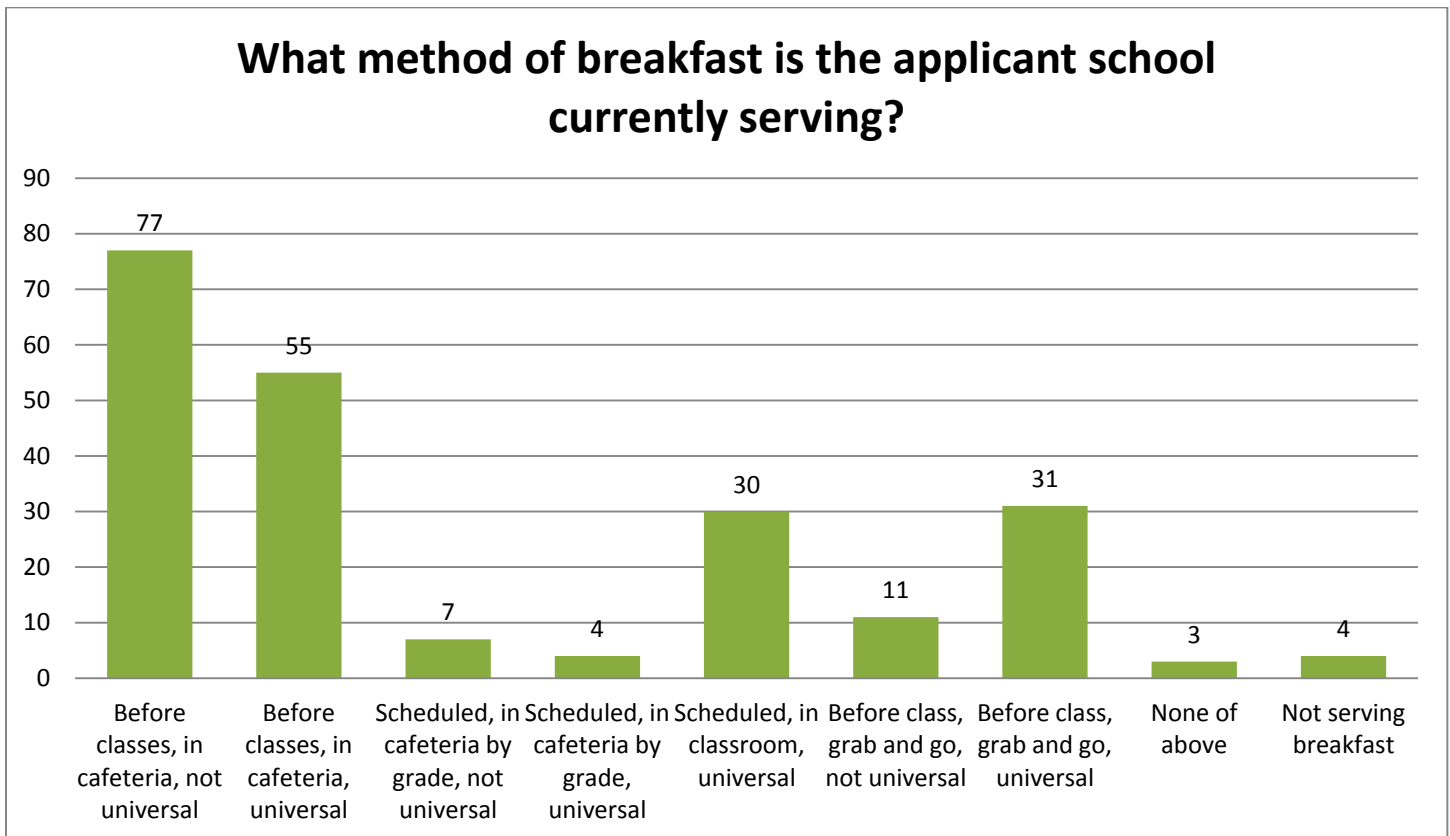
■ 100%
 ■ 90-99%
 ■ 80-89%
 ■ 70-79%
 ■ 60-69%
 ■ 50-59%
 ■ 40-49%



Changes in Breakfast Delivery

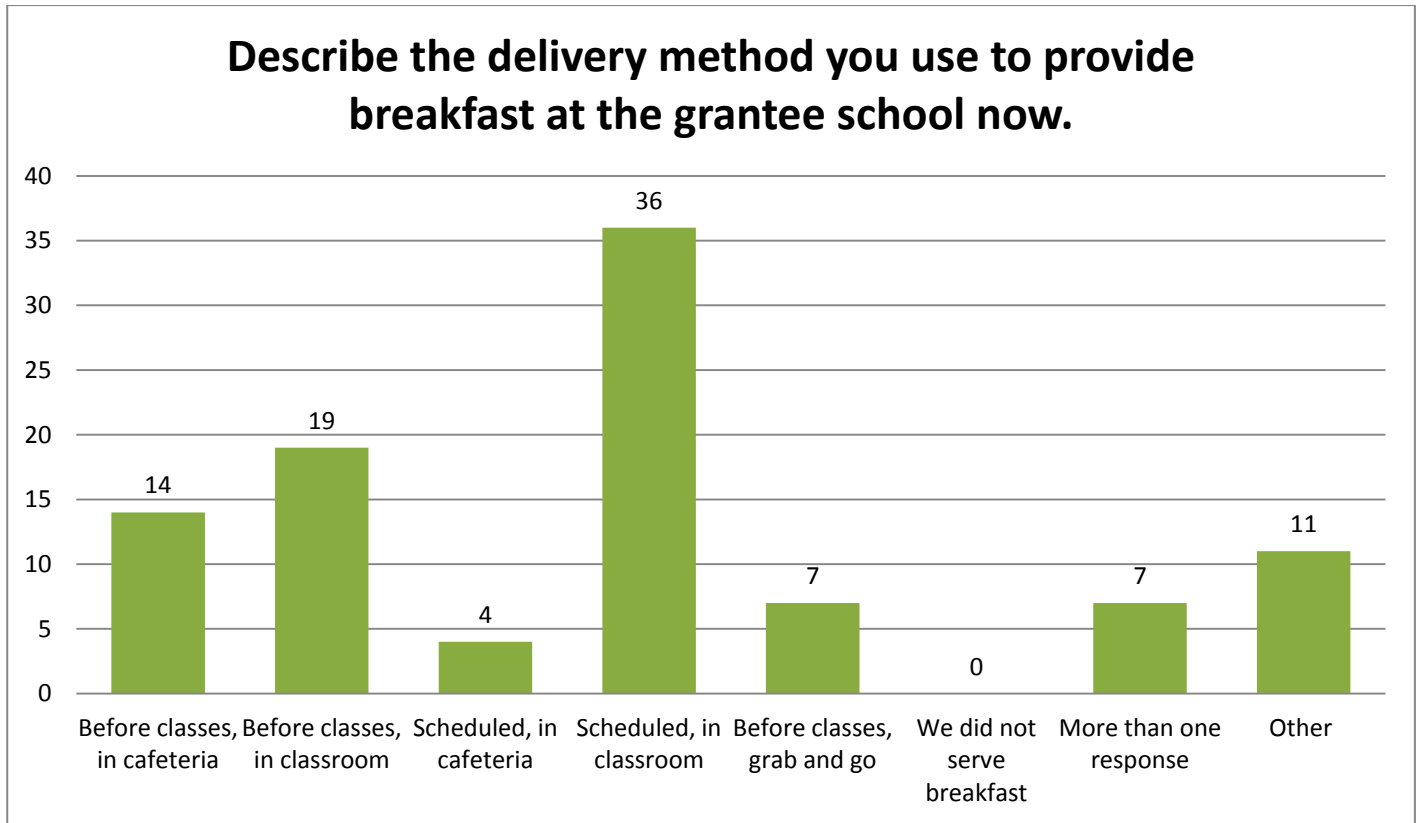
Food service directors were presented with options for their delivery methods involving breakfast before the grant on the application. After the grant, a fill-in-the-blank question inquiring delivery methods for breakfast was included. Before the grant, there was a variety of method the schools used, including non-universal service and universal service. As indicated from food service directors in interviews, non-universal service produces a stigma for those students receiving F/R breakfast. Because respondents were not allowed to choose multiple responses, this question was asked two times, allowing respondents to mark the top two ways breakfast was served. These two questions are combined for the following graph.

Figure 1: Before grant, method of breakfast delivery



After grant implementation, it appeared as though more schools moved to a scheduled in the classroom model, which allowed for decreased stigma of those receiving breakfast. Additionally, all schools were successful in implementing breakfast programs of some variety. While this was originally a fill-in-the-blank question, clear responses allowed it to be captured categorically in this graph.

Figure 2: After grant, method of delivery



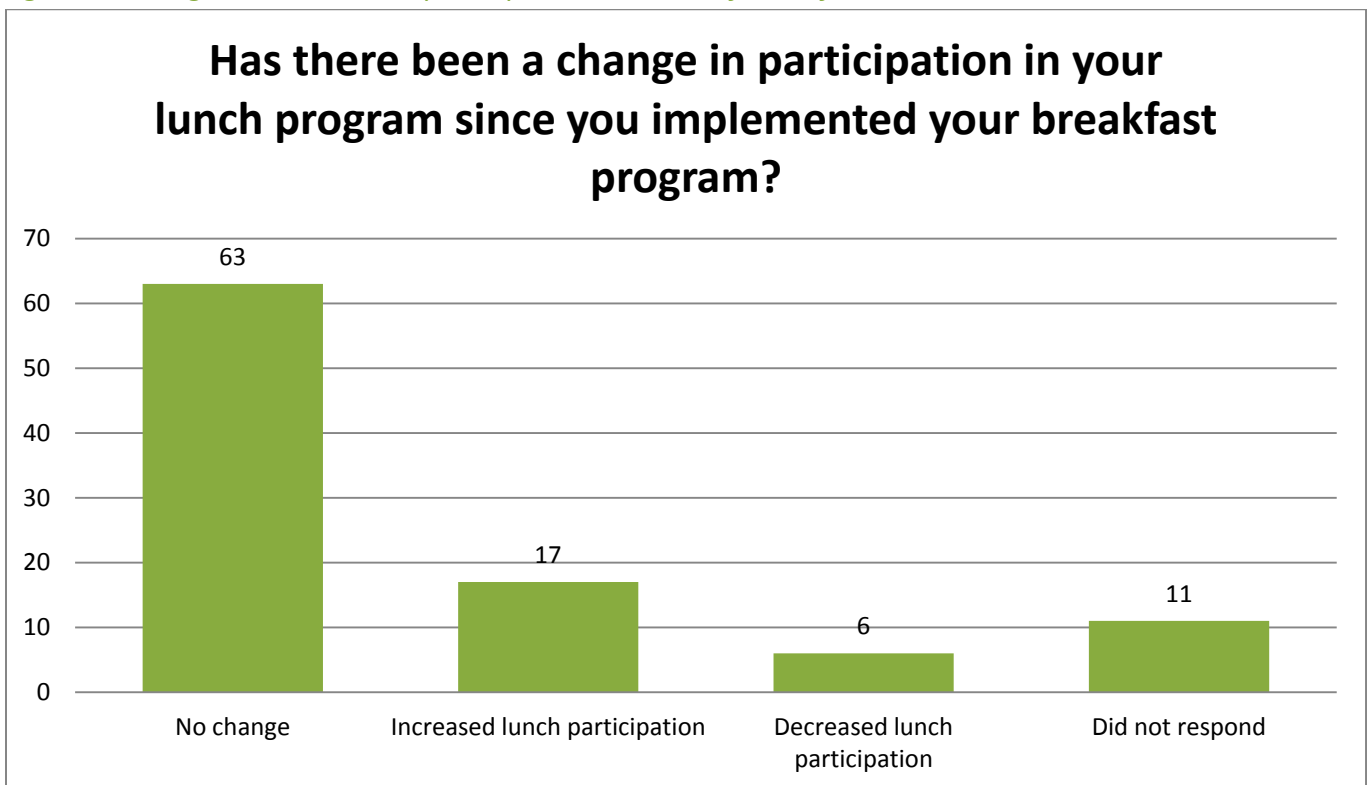
Changes in Breakfast Participation

Across most grant recipients, there was a significant increase in breakfast participation. Only five schools found they had no increase in participation, and many schools indicated 100% participation. (Note: some of these schools neglected to indicate their original participation rate, so it is difficult to ascertain whether this is an increase to 100% or if they were already at 100% participation before grant implementation.) For schools reporting both pre-grant and post-grant implementation numbers, there was an average increase of 39.7% in breakfast participation. The highest increase in participation came from two schools in California at 94.0 % and 90.0 % increase in participation.

Participants were also asked post-grant implementation whether there had been any change in participation in the school lunch program since implementing their breakfast program. Most noted that there was no change, but some said that because of increased visibility of programs, lunch programming increased. One noted that the lunch numbers went up just because of increased enrollment. Five respondents (5.1 %) noted that breakfast participation increase caused the lunch participation to decrease, an unforeseen outcome.

*Average increase in
breakfast participation:
39.7%*

Figure 3: Change in school lunch participation as result of breakfast



Food Cost of Breakfast

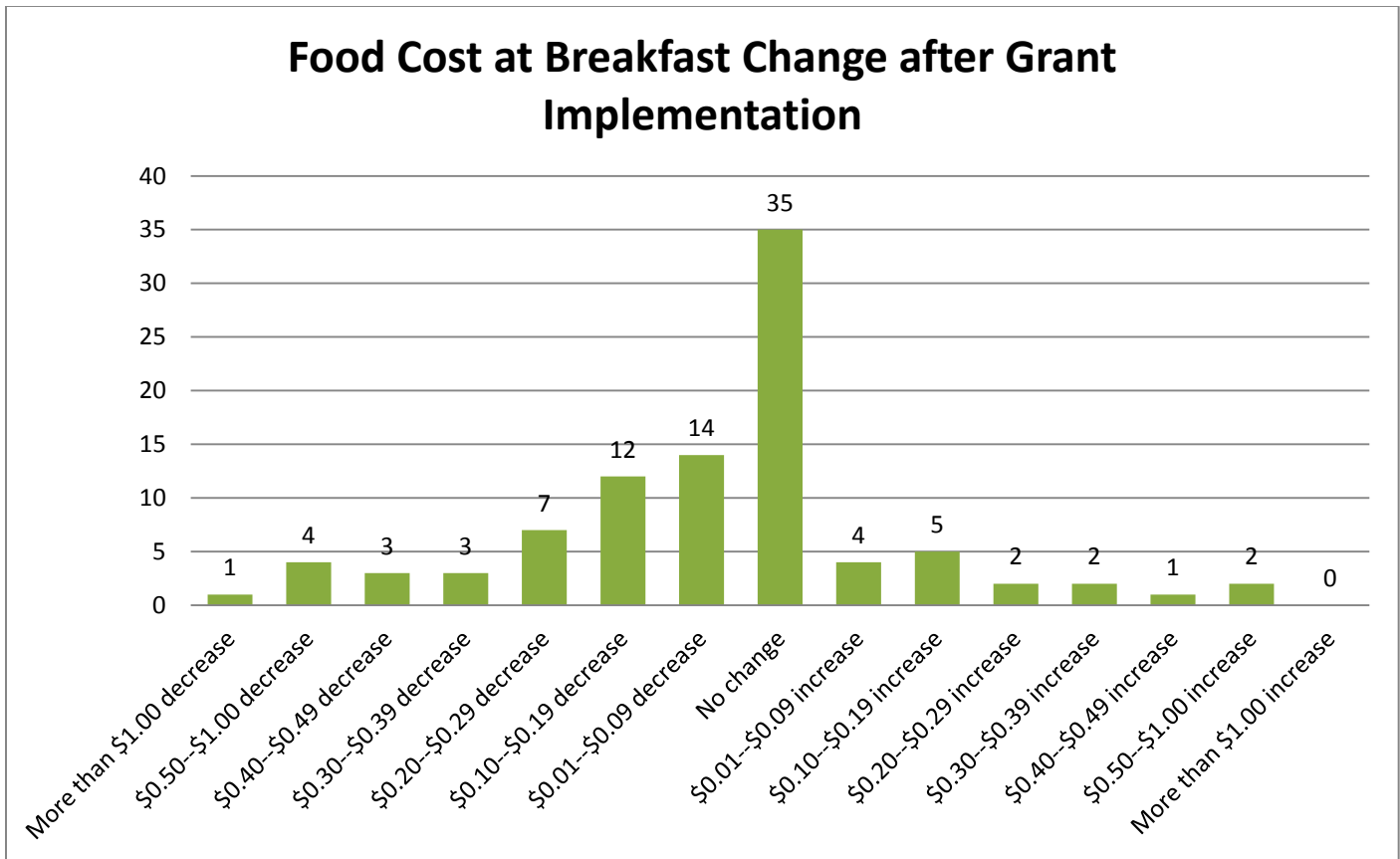
Average Food Cost before: \$1.26

Average Food Cost after: \$1.21

On the application, participants were asked to note the food cost for breakfast. Two participants indicated that breakfast food cost was \$70, and were excluded from the analysis as outliers. Breakfast food cost before the grant implementation, on average, was \$1.26 per student. After grant implementation, breakfast food cost, on

average, was noted as \$1.21 per student, indicating that cost in general went down after grant implementation. The graph below shows individual breakfast food cost change. Three schools were excluded from this graph as they were outliers showing change of close to \$70 and \$11. The majority of schools' food costs remained the same or went down as a result of grant implementation.

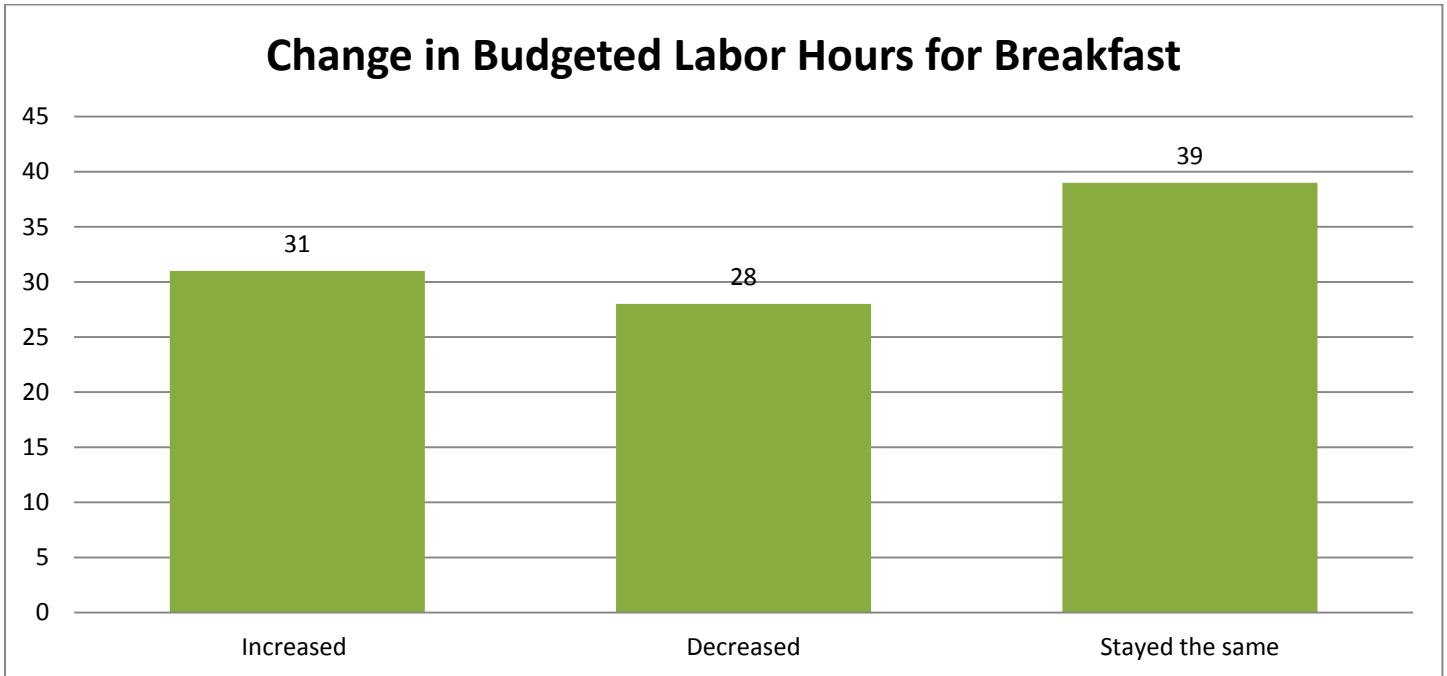
Figure 4: Change in individual school food cost at breakfast after grant implementation



Breakfast Labor Hours

On the original application, grant recipients were asked to provide the total number of labor hours budgeted towards breakfast, rounded to the nearest whole number. The follow up survey asked the same question. The change of budgeted labor hours for personnel appears to be diverse, with some schools reporting an increase, some a decrease, and some no change. One school reported decreasing hours by 73 and another reported increasing by 27. It is difficult to compare schools beyond basic increase, decrease and no change categories because the sizes of the schools and districts vary so tremendously.

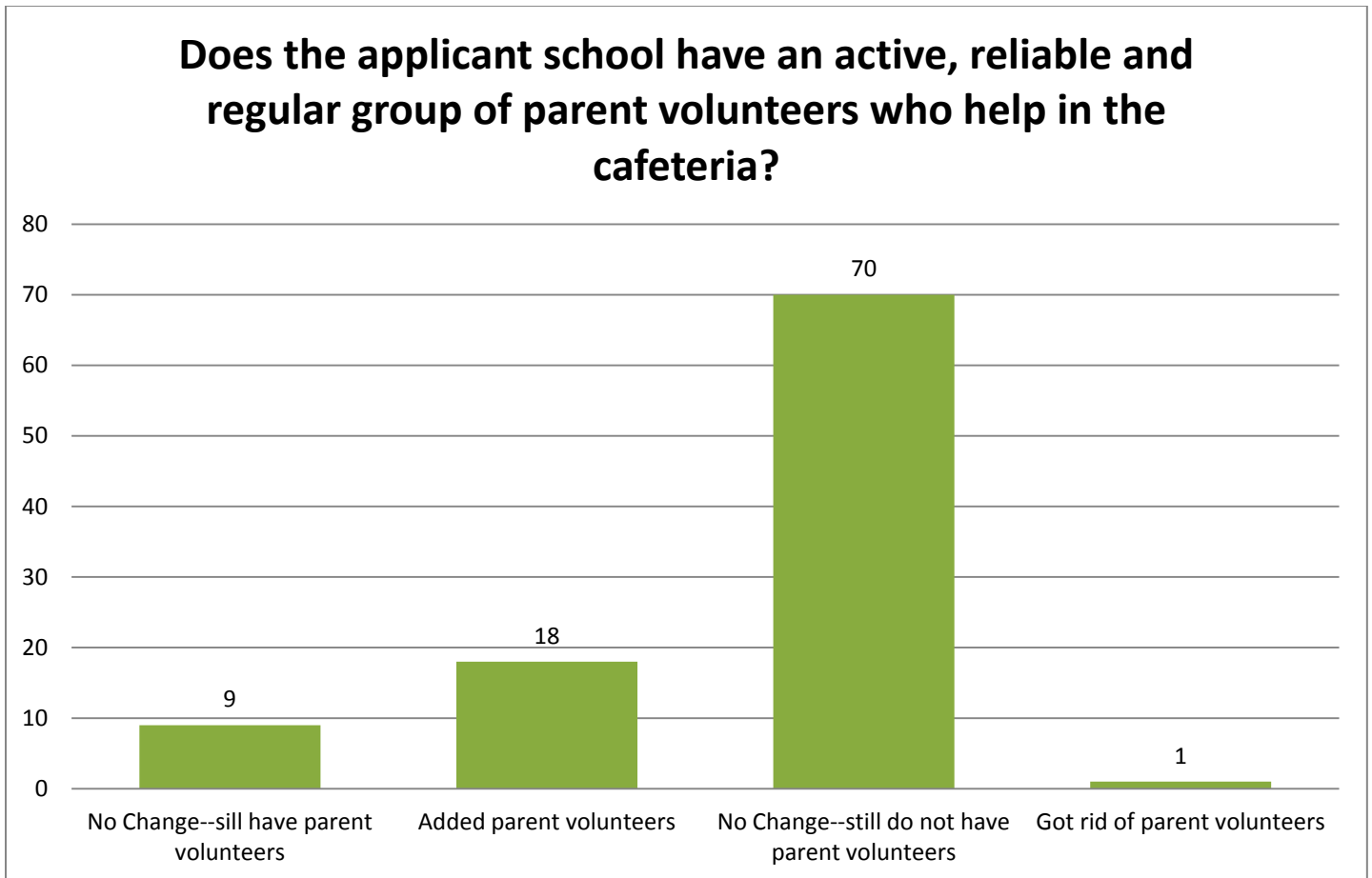
Figure 5: Change in budgeted labor hours for breakfast



Parent Volunteers

Parent volunteers are common in many cafeterias. Grant recipients were asked to indicate whether their schools had a regular group of reliable parent volunteers participate in cafeteria activities. The majority of respondents noted that they did not have parent volunteers before or after grant implementation. The next highest number of respondents indicated that since grant implementation, they have added some form of parent volunteer group to their cafeteria. Only one respondent noted that their school had eliminated parent volunteers since grant implementation. Another respondent later noted that their breakfast program is run completely by volunteers as they cannot afford to add any cafeteria staff.

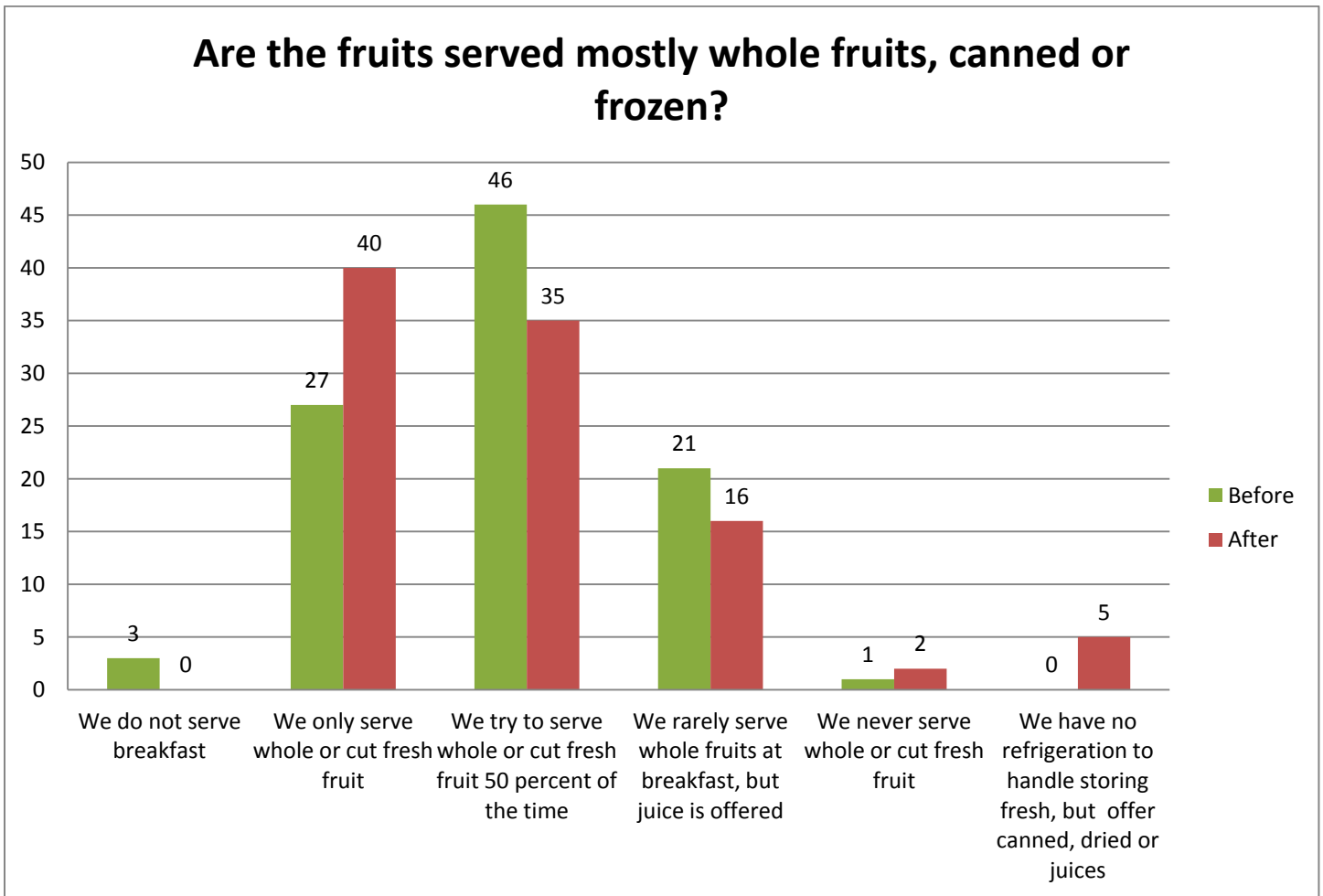
Figure 6: Parent volunteers in the cafeteria change from before grant to after grant implementation



Fruit

As a key component to a nutritious breakfast, fruit can be integral to ensuring school children receive the necessary nutrients and nourishment for a school day. As a result of implementation of the grant, several schools adjusted the way they serve fruit at breakfast. Most notable is the increase of schools serving whole or cut fresh fruit over the course of implementation from 27 schools to 40 schools. Additionally, those schools only serving fresh fruit 50% of the time decreased from 46 to 35 and those schools rarely serving fruit decreased from 21 to 16 schools. However, it is important to note that two schools went from rarely serving fresh fruit to never serving fresh fruit and five schools did not have appropriate refrigeration for serving fresh cut or whole fruit to their students. Interestingly, five schools noted in the after survey that they had no refrigeration to handle storing. Of these five schools, four of them noted on the original application that they never served fresh fruits and one said they only served whole or cut fresh fruit. The response option noting lack of refrigeration to handle storage of fresh fruits and vegetables was not an option in the original application. The three schools originally not serving breakfast now reported serving breakfast and responded that all three only served whole or cut fresh fruits after grant implementation.

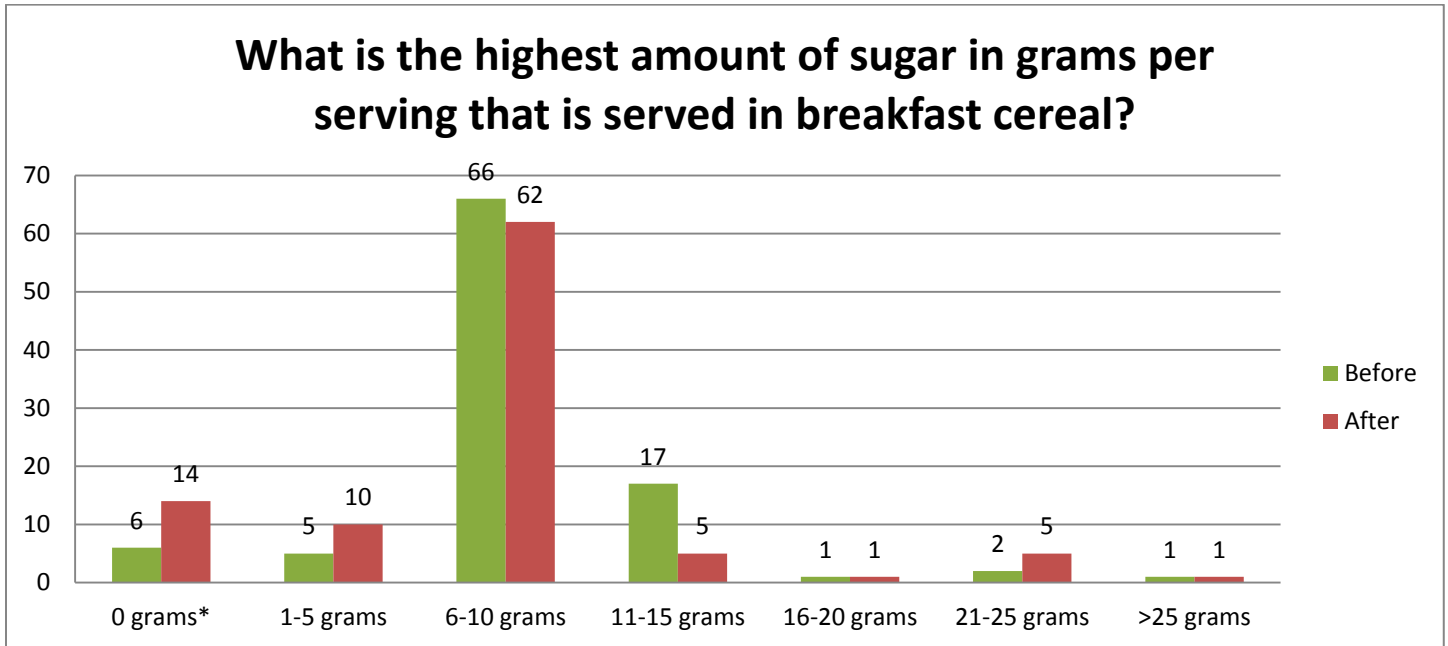
Figure 7: Fruit type in breakfast



Sugar

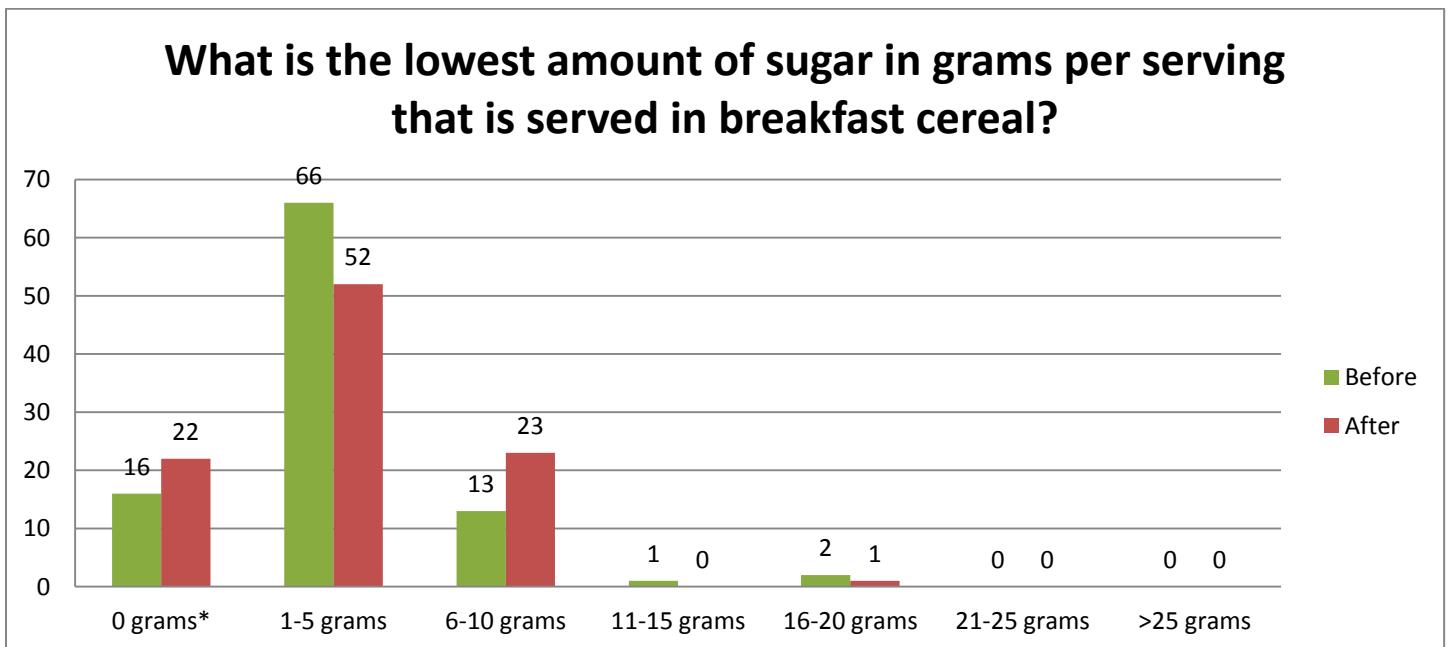
Grant participants were asked to note the highest amount of grams of sugar per serving of breakfast cereal served in their school. There was a lot of variance in schools, with most schools serving breakfast cereals with between 6-10 grams of sugar. Additionally, 95 of the respondents in the application and 97 of the respondents in the follow up indicated that their cereal with the lowest amount of sugar had less than 10 grams.

Figure 8: Sugar in breakfast cereals-highest



*Includes schools that do not serve breakfast cereal

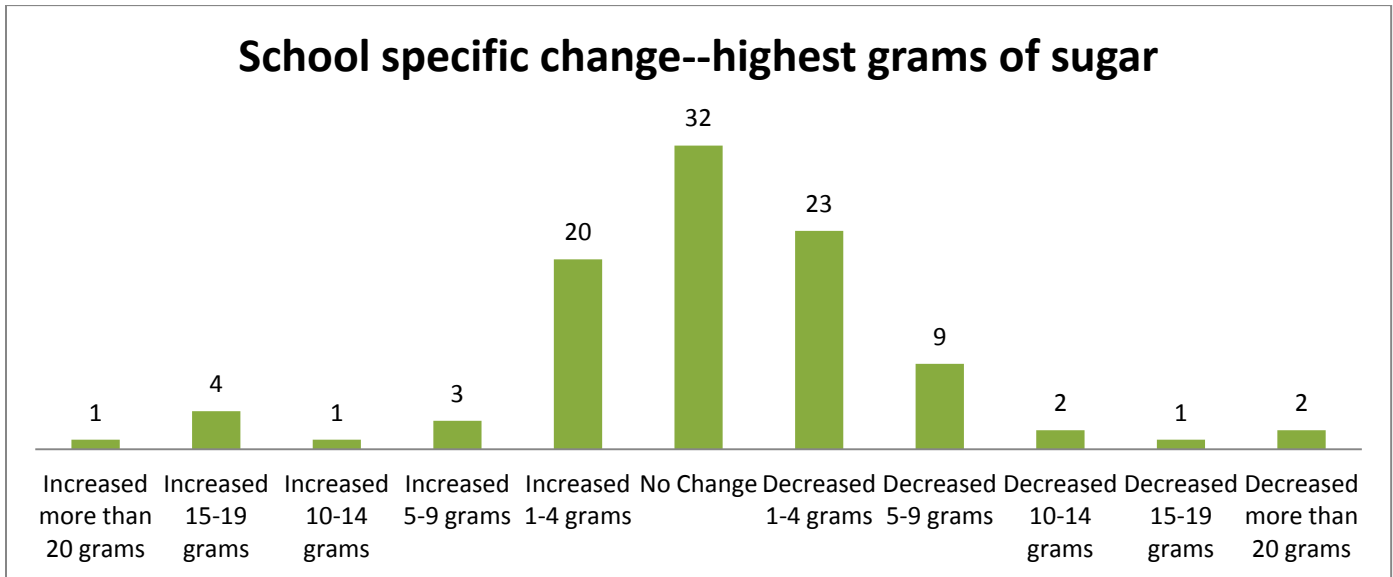
Figure 9: Sugar in breakfast cereals-lowest



*Includes schools that do not serve breakfast cereal

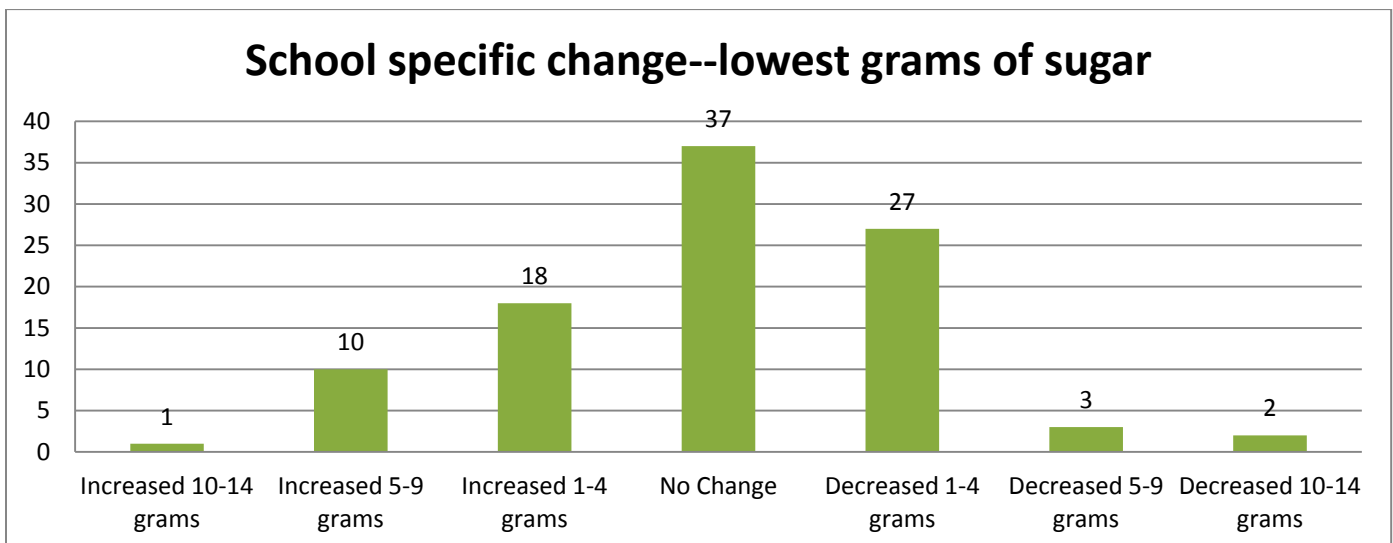
When looking at school-specific change, most schools (76.5%) stayed within 4 grams of sugar comparing pre-grant implementation and post-grant implementation. Twenty-nine schools increased sugar (29.6%) and 37 schools (37.8 %) decreased sugar in their highest sugared cereal. Figure 10 shows the change one school made in sugar in cereal. The X-axis shows the change in sugar for the school with regard to the cereal they served with the highest grams of sugar per serving.

Figure 10: School specific grams of sugar change--highest



While most schools (83.7%) stayed within 4 grams of sugar comparing pre-grant implementation and post-grant implementation, many schools (29.6%) increased the amount of sugar in their cereal that represents the lowest-sugar option. Overall, 32 schools (32.7%) decreased sugar in their lowest-sugar option. The range of change with regard to increase and decrease was significantly less in low-sugar options compared to high-sugar options.

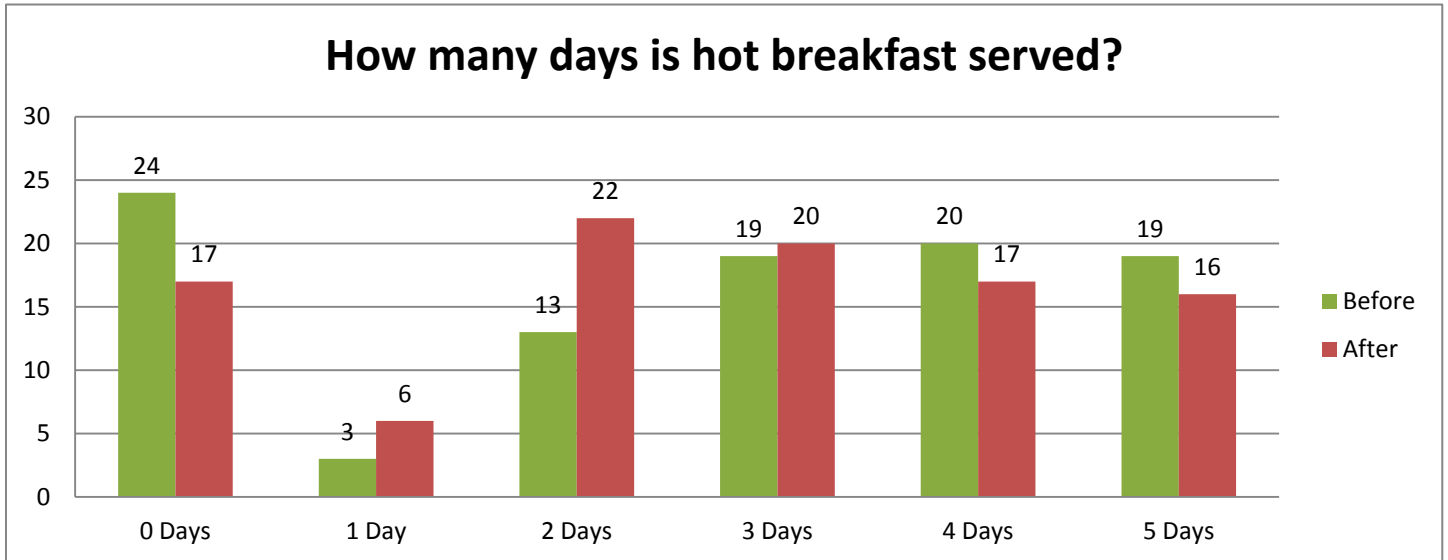
Figure 11: School specific grams of sugar change--lowest



Days of Hot Breakfast

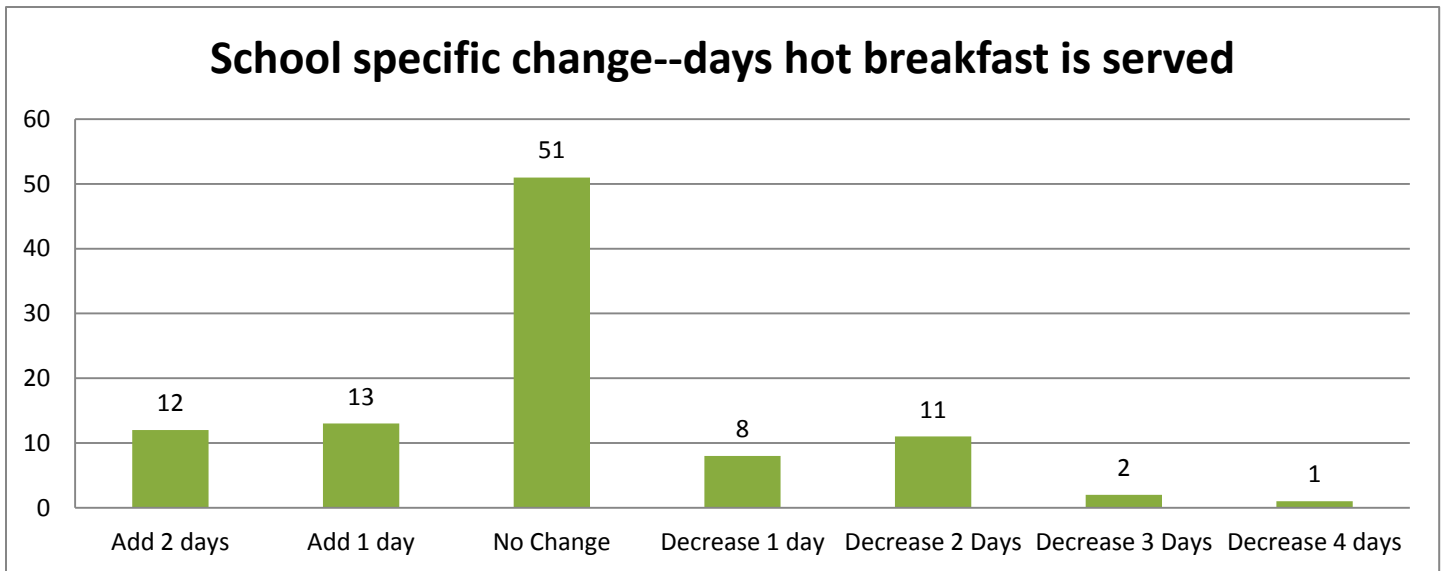
The participants had a variety of days hot breakfast was served. More participants were able to serve hot breakfasts as a result of grant implementation, however not all were serving hot breakfast. More schools were serving hot breakfasts one, two or three days out of the week after grant implementation than before grant implementation; fewer schools were serving hot breakfasts four and five days of the week after grant implementation than before grant implementation.

Figure 12: Days hot breakfast is served



With regard to changes specific schools made in their scheduled hot breakfast, 25 schools (25.5%) increased the number of days they served hot breakfast. Twenty-two schools (22.4%) decreased the days they served hot breakfast. Fifty-one schools (52.0%) had no change in the number of days they served hot breakfast.

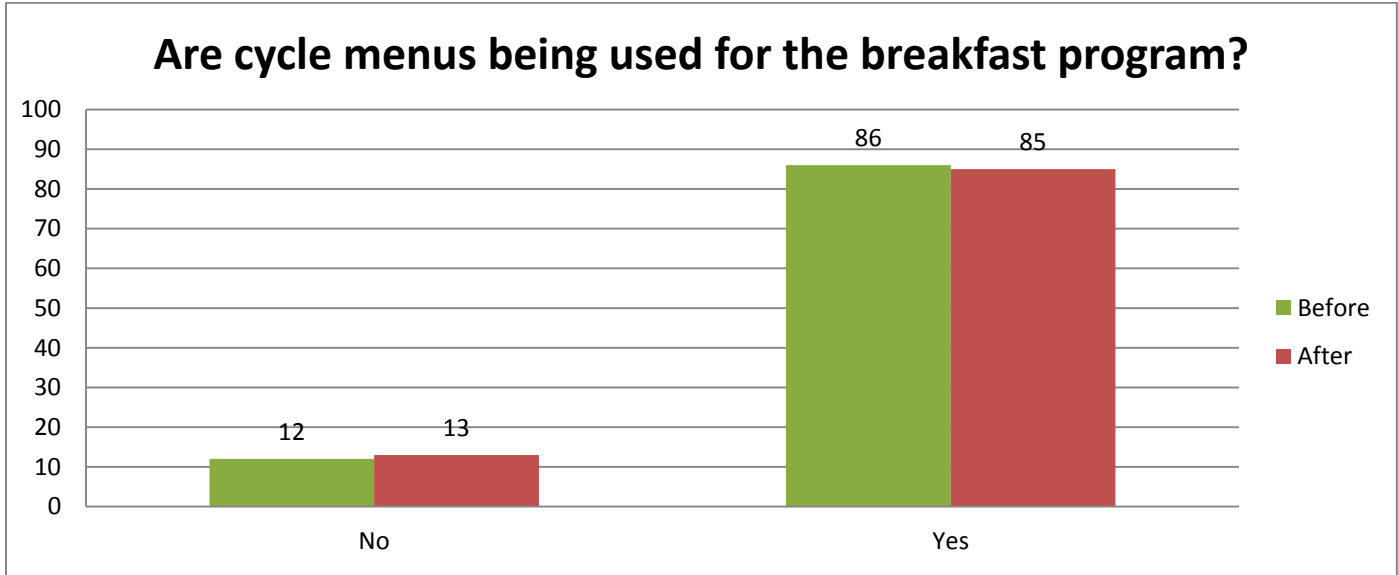
Figure 13: School specific change—hot breakfast



Cycle Menu

The grant recipients were asked to note whether they used a menu cycle or not. Grant implementation had very little to no change on whether or not a school used cycled menus.

Figure 14: Cycle Menu



Planned Changes

Grant recipients were asked to note their planned changes in the school year 2013-2014. This question was asked as an open response question, meaning the respondents were asked to respond in an open-ended fashion. Many participants have already implemented any changes they had planned to make or do not anticipate making any additional changes in school year 2013-2014. Thirty-six respondents (36.7%) indicated that they had no plans to make any changes. Fourteen respondents (14.2%) indicated that they would make whatever changes necessary to remain compliant with federal regulations, but they are not yet sure what these changes will be or have not implemented them yet. The rest of the respondents indicated specific changes they plan on making.

The following quotes are responses from the question:

Please describe what menu changes you plan to make to meet the changes in the SY14 breakfast regulations.

"We plan to add ½ fruit, or whole fruit, plus 100% fruit juice."

-Respondent 6

"Lower salt."

-Respondent 23

"All breakfast items will be whole grain and we are working to reduce the sodium content. Fruit will be offered daily."

-Respondent 29

"Reduce sodium [and] will add a fresh fruit daily along with 100% fruit juice."

-Respondent 50

"We will add more whole grains and fruits to our menu."

-Respondent 61

"Goal is to increase grains, whole fruits and vegetables, lower sodium and sugar content and accommodate specialty diets."

-Respondent 93

Other changes planned were to a response in logistics and flow of the student line.

"Students will be able to select fewer items."

-Respondent 13

"All items will be whole grain and we will work to lower the sodium content in items offered. Fruit will be offered daily and we will work to offer fresh fruit on most days."

-Respondent 27

Challenges

Grant recipients were asked in an open-response question about challenges they have encountered in the process of implementing the Healthy Breakfast 4 Kids grant. Challenges ranged in participants from billing issues, having an excess of trash without enough trash cans, staffing problems, getting the teachers “on board” with the program and problems getting breakfasts into the hands of children arriving late.

The following quotes are responses from the question:

Please describe any challenges you have encountered while implementing your breakfast program.

“Getting teachers on board with the in the classroom model. Etundra billing is a mess.”

-Respondent 3

“The cost for the extra food.”

-Respondent 6

“Besides spills, the only major problem we encounter is the extra food left in or by classrooms that may attract rodents or insects.”

-Respondent 15

“Challenges are students who do not qualify for the free breakfast who want to eat when the parents do not plan/pay for them to participate.”

-Respondent 16

“We are staff limited.”

-Respondent 22

“The biggest challenge is custodial. They are constantly complaining about clean up in the classroom.”

-Respondent 8

“Hot breakfast is an issue as keeping meals at temp in the classroom is difficult to manage.”

-Respondent 19

“Finding prepackaged foods that fit the requirements for grains and proteins.”

-Respondent 24

“Time in the school day to provide all students with the opportunity to eat as part of the day and not disrupt the educational process.”

-Respondent 36

“Keeping the kids excited about breakfast.”

-Respondent 49

“Feeding all the children with the same amount of cooks.”

-Respondent 50

“Educating our students about the benefits of eating healthy. Many of them are not subject to healthy foods outside of school.”

-Respondent 51

“[A challenge is] meeting the protein requirements.”

-Respondent 66



**“It is tough to meet
staff ideas and student
wants.”**

-Respondent 55

“Increasing participation for students in grade 7-12.”

-Respondent 76

“Late bus issues, not enough time to eat. We do let the students take breakfast to the classroom if they are late and do not have enough time to eat.”

-Respondent 86

Successes

Grant recipients were also asked to note their programming successes. Respondents appeared very excited about the program and had a multitude of success stories. In addition to providing healthy breakfasts to better prepare kids for learning, one unforeseen success that was mentioned frequently by respondents was the increase in percentage of students arriving on time. One respondent noted that their tardy rate has decreased by 80% since implementing the Healthy Breakfast 4 Kids grant.

The following quotes are responses from the question:

Please describe a compelling success story as a result of implementing your breakfast program.

“Students in the past have complained of being hungry and end up eating part of their lunch at the morning recess, not giving them enough food for energy throughout the day. By implementing breakfast in the classroom, more students are able to eat a healthy breakfast and lunch.”

-Respondent 16

“The new equipment has allowed us to move food into the cafeteria quicker and safer.”

-Respondent 4

“[Our school] has a 67% F/R. These students are hungry and now we have the capabilities to give them the food they need to successes.”

-Respondent 8

“Kids...are more ready to learn.”

-Respondent 10

“Our students are on time to school more often and begin the day more relaxed.”

-Respondent 13

“Tardies went down by 80%. Kids are more eager to learn.”

-Respondent 17

“The majority of our students are newly arrive refugees from all over the world. They come early each day in order to receive breakfast. For many, they would not eat without the food we are able to serve.”

-Respondent 20

“Many of our children are not guaranteed food once they return to their home environment, so our ability to ensure they can learn and live productively by providing healthy, well-balanced meals is a success story without compare.”

-Respondent 30

“Some kids commented that they didn’t feel so tired after eating the breakfast.”

-Respondent 49

“Before the program, 55% of the responding students stated that they started the day feeling hungry as they did not eat breakfast. With the program, 75% of the student indicated that eating a healthy breakfast helps them perform better in the classroom. Seventy-two % of the students felt that having a healthy environment is a priority at their school for both student and staff.”

-Respondent 69

“Our district has a high percentage of low-income families. We believe that offering breakfast in the classroom, free to all has increased the consumption of breakfast for many children. Teachers report that their students are more focused and ready to learn.”

-Respondent 84

“The most exciting thing about our breakfast program is that now the students know the value of a good breakfast and have started eating breakfast when out of school as well.”

-Respondent 96

“We wanted to reach more students and have no stigma involved. We made it universally free for all and replaced the snack and milk program.”

-Respondent 57



Grant Recipient Interviews

Two interviews were conducted with food service directors in schools with varying level of success with the Healthy Breakfast 4 Kids program in order to provide more in depth qualitative data to augment information collected from the survey. Responses were reviewed to extract key themes and quotations. The interviews were approximately 15 minutes long, and were conducted by phone and audio recorded. Participants were asked to describe the breakfast program in their school, discuss changes that have occurred post-implementation, challenges, successes, and how they are measuring student, faculty and staff satisfaction.

Both food service directors were new to breakfast in the classroom programs, but agreed that the success of the program relied on the support of the teachers and staff. One stated, “Everyone was on board so it went smooth,” while the other food service director indicated that the reason teachers have been so supportive is due to increased student performance. For example, “We are contemplating expanding the program mid-next year. Teachers see less kids going to the nurse’s office because they don’t feel good; it really does help them stay focused.”

One additional piece of advice given by the food service director from the more successful district was to encourage school personnel to listen to students and find out what they want. While the district originally started with cold breakfast five days a week, they didn’t hesitate to try a hot option once a week after the students requested it. Now they provide a hot breakfast twice a week after additional feedback from the students. The grant made this possible by provide the funding to purchase insulated bags to transport the hot breakfast to the classrooms. Both participants agreed that going into the classrooms to talk with the students, providing surveys, and other modes of measurement can help determine student and teacher satisfaction.

When asked if there was anything they thought could have increased participation in the breakfast program, the food service director from the less successful district stated they would have liked to include more grade levels since they were currently only piloting the program among a few. Alternately, the food service director from the more successful district implemented the program to all schools in the district. This consistency may have contributed to the program success.

**“We are contemplating
expanding the program
mid-next year.**

**Teachers see less kids
going to the nurse’s
office because they
don’t feel good; it
[breakfast] really does
help them stay
focused.”**

Conclusions

Overall, grant recipients indicated success through the receiving and implementation of the Healthy Breakfast 4 Kids grant and program. With addition of grant-funded equipment, many schools have implemented programming where breakfast is a scheduled part of the day, ensuring maximal benefit to the student and ensuring the most students possible could participate. As a result, schools noted that tardiness decreased and children were better prepared to start the day and focus on school. Several schools noted that this addition of breakfast provided much needed food for children who would otherwise go without.

The majority of schools found their average food cost for breakfast either had no change or went down (Figure 4). The Healthy Breakfast 4 Kids grant program has provided more children with breakfast. There was an average increase in participation in the schools for their breakfast programs by 39.7%. Schools were able to serve more fresh fruit and vegetables. Schools only serving whole or cut fresh fruit increased from 27 schools to 40 schools and those rarely serving fruit at all decreased from 21 schools to 16 schools.

The equipment schools were able to purchase with grant funds has helped to ensure sustainability of the changes and adjustments schools have made. It has made the schools better prepared to make the changes needed to remain compliant with the federal changes due in school year 2013-2014.



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Appendix A. Application/Pre-implementation survey

Application

Food Family Farming Foundation

HEALTHY BREAKFAST 4 KIDS - CLICK HERE TO START!

Food Family Farming Foundation

Report Fields

School Name*

Please type the full name of the school that received HB4K funds, as listed in the applicant information.

Character Limit: 100

School Name

What is the full name of the applicant school? (For example; West Lake Elementary School.)

Character Limit: 100

What Type of School

What age groups does the applicant school serve? (Choose the selection that most resembles the applicant school.)

Choices

Elementary - grades K-5

Middle - grades 6-8

High – grades 9-12

K-8 - grades K-8

Middle/High – grades 6-12

All of the above - grades K-12

Nutrition/Food Service Director Name

What is the name of the Nutrition/Food Service Director in the applicant district? (The Nutrition/Food Service Director is the person who is responsible for all food service in the school district and is accountable to the State for reporting the meals served numbers in your school district, including the applicant school.)

Character Limit: 100

Nutrition/Food Service Director's Email

What is the email address for the Nutrition/Food Service Director? (Please type a valid email address.)

Character Limit: 100

Nutrition/Food Service Director's Phone

What is the phone number of the Nutrition/Food Service Director? (Example: XXXXXXXXXX you can not use dashes.)

Printed On: 18 March 2013

HEALTHY BREAKFAST 4 KIDS - CLICK
HERE TO START!

1

Character Limit: 24

Nutrition/Food Service Department Phone

What is the phone number of the Food Service Department? (Example: XXXXXXXXXXX you can not use dashes.)

Character Limit: 24

School Nutrition/Food Service Employee

What is the name of the Nutrition/Food Service employee responsible for breakfast preparation and service at the applicant school site?

Character Limit: 100

School Nutrition/Food Service Employee Email

What is the email address for the Nutrition/Food Service employee at the applicant school? (Please be sure to type in a valid email address)

Character Limit: 100

Principal's Name

What is the name of the Principal of the applicant school?

Character Limit: 100

Principal's Email

What is the email address for the Principal? (Please type a valid email address.)

Character Limit: 100

Principal's Phone

What is the phone number of the Principal? (Example: XXXXXXXXXXX you can not use dashes.)

Character Limit: 24

Principal's Assistant's Name

What is the name of the of the Principal's Assistant?

Character Limit: 100

Principal Assistant's Email

What is the email address for the Principal's Assistant? (Please type a valid email address.)

Character Limit: 100

Principal Assistants Phone

What is the phone number and extension of the Principal's Assistant? (Example: XXXXXXXXXXX you can not use dashes.)

Character Limit: 24

School Location

In what town or city is the applicant school located?

Character Limit: 100

Population

What is the current population of the applicant town, village or city?

Character Limit: 7

Name of County

In what county is the applicant school located?

Character Limit: 100

County Population

What is the current population of the county?

Character Limit: 10

District Name

What is the full name of the district where the applicant school is located?

Character Limit: 100

District Enrollment

What is the total enrollment of the district where the applicant school is located?

Character Limit: 10

District Free and Reduced Percentage

In your district, what is the percentage of the students eligible for the Federal Free and Reduced Meal Program? (Number will be between 1 and 100)

Character Limit: 3

How Many Schools

How many schools are in the district?

Character Limit: 3

School Enrollment

What is the total enrollment of the applicant school?

Character Limit: 4

School Free and Reduced Percentage

In the applicant school, what is the percentage of the students eligible for the Federal Free and Reduced Meal Program? (Answer will be between 1 and 100)

Character Limit: 3

Attendance

On average, what is the daily percentage of tardiness (students arriving late) at the applicant school? (For example, if 10 students of 100 arrive late on avg. daily, the answer would be 10%.)

Character Limit: 3

School Breakfast

Is the applicant school currently serving breakfast under the auspices of the National School Breakfast Program?

Choices

Yes

No

Applicant School Support

If the applicant school is not serving breakfast currently, what factors indicate that serving breakfast is supported by the school and parent community? (Select the choice that most resembles the applicant school's situation.)

Choices

The principal, teachers and parents have all requested that breakfast be offered to our students.

The school board passed a resolution that the school district will offer breakfast at all schools.

The parents have petitioned the Food Service Director asking for breakfast to be offered.

The students often come to school hungry.

The principal's office offers free snacks to any child that says they are hungry in the morning.

The teachers say they spend their own money to offer food to any child in homeroom in the morning.

The FS Director feels breakfast is essential and wants to offer it to every child in the district.

Our school already serves breakfast.

Other schools in our district serve breakfast already, so there is a precedent.

Other Schools Breakfast

If the applicant school is not currently serving breakfast, how many other schools in the district are serving breakfast under the auspices of the Federal School Breakfast Program?

Character Limit: 3

Other Schools Breakfast Universal

Of the schools in the district that are serving breakfast, how many of those schools are serving a universal breakfast (all students offered free breakfast?)

Character Limit: 3

***District Support for Breakfast ***

In general, does the applicant's school district demonstrate support and promote serving breakfast via the district's wellness policy, through public website postings or in materials distributed to the parents?

Choices

Yes

No

There appears to be support, but there is nothing in writing or promoted.

What Kind of Breakfast

If the applicant school is serving breakfast, what method of breakfast is the applicant school currently serving?

Choices

- Before classes, in the cafeteria – not universal.
- Before classes, in the cafeteria - universal breakfast (all students offered free breakfast.)
- Scheduled as part of school day, in cafeteria - planned service by grade – not universal.
- Scheduled as part of school day, in cafeteria - planned service by grade – universal breakfast
- Scheduled as part of school day, in the classroom - universal breakfast.
- Before classes, grab and go – not universal.
- Before classes, grab and go - universal breakfast (all students offered free breakfast)
- We are not serving any of the above types of breakfast.
- We are not serving breakfast.

What Kind of Breakfast II

Which method of serving breakfast is most common in the applicant's school district?

Choices

- Before classes, in the cafeteria – not universal.
- Before classes, in the cafeteria - universal breakfast (all students offered free breakfast.)
- Scheduled as part of school day, in cafeteria - planned service by grade – not universal.
- Scheduled as part of school day, in cafeteria - planned service by grade – universal breakfast.
- Before classes, grab and go – not universal.
- Before classes, grab and go - universal breakfast (all students offered free breakfast.)
- Scheduled as part of school day – in classroom – universal breakfast
- There are no other schools in the district serving breakfast.

Competitive Food Sales

Are a la carte competitive foods offered for sale in addition to the reimbursable breakfast meal or instead of a reimbursable breakfast?

Choices

- Yes, a-la-carte, competitive foods are sold in addition to a reimbursable breakfast.
- No, a-la-carte foods are sold during breakfast. Only reimbursable meals are offered.
- We do not have a reimbursable breakfast program, but we sell a-la-carte breakfast and snack foods.
- We have no programs; either breakfast or a-la-carte for breakfast hours.

Labor Hours Breakfast

If breakfast is being served now, how many total labor hours per day are budgeted for breakfast preparation at the applicant school? (Round up or down to the closest whole number. Use a 0 if breakfast is not currently served.)

Character Limit: 2

Food Cost Lunch

What is the average cost per meal for lunch, not including paper supplies or the labor to provide it? (If you do not serve lunch the answer is 0.00.)

Character Limit: 20

Labor Hours Lunch

At the applicant school, how many total labor hours per day are budgeted for lunch? (Include all food service staff who are contributing to prep, cooking and serving of lunch. Round up or down to the closest whole number.)

Character Limit: 3

Split Shift

If the applicant school serves breakfast and lunch now, are the shifts for each meal period split? (Meaning, the employee works breakfast then has a break of at least 30 minutes and comes back to prepare and service lunch.)

Choices

Yes, there is a split shift

No, there is no split shift

The applicant school does not currently serve both meal periods.

Labor Hours Breakfast and Lunch

If the applicant school currently serves breakfast and lunch and the staff works continuously through both meal periods, how many total labor hours are budgeted at the site per day? (Round up or down to the closest whole number.)

Character Limit: 3

Wellness Committee

Does the applicant's school district have a Wellness or Nutrition Committee that meets regularly and interacts with the Food Service Director, Principals, Superintendent and School Board?

Choices

Yes

No

Parent Volunteers in the Cafeteria

Does the applicant school have an active, reliable and regular group of parent volunteers who help in the cafeteria?

Choices

Yes

No

Refrigeration

What kind of refrigeration does the applicant school currently have? (Choose the selection that most resembles the applicant school district.)

Choices

- We have a double door refrigerator and no freezer, as well as a large milk cooler.
- We have a single door freezer and a double door refrigerator as well as a large milk cooler.
- We have a double door freezer and a double door refrigerator.
- We have a walk-in refrigerator and a double door freezer.
- We have a walk-in refrigerator and a walk-in freezer.
- We only have a milk cooler.
- We have no refrigeration on site, everything is shipped to us ready to serve.

Fruits

If there is breakfast served in the district now, are the fruits served mostly whole fruits, canned or frozen? (Choose the selection that most resembles the applicant school district.)

Choices

- We only serve whole or cut fresh fruits.
- We never serve whole or cut fresh fruits.
- We try to serve whole or cut fresh fruits at least 50% of the time.
- We rarely serve whole fruits at breakfast, but juice is offered daily.
- We have no refrigeration to handle storing whole fresh fruits, we offer canned fruits or juices.
- We do not serve breakfast.

Grains

If there is breakfast served in the district now, are the grains served mostly "whole" grains, as defined by the National School Lunch Program? (Choose the selection that most resembles the applicant school district.)

Choices

- We only serve at least 51% whole grain products in our district.
- Approximately 25% of the grains we serve are whole grains.
- Approximately 50% of the grains we serve at breakfast are whole grains.
- Approximately 75% of the grains we serve at breakfast are whole grains.
- We do not serve breakfast.

Sugar Grams High

If you are serving cereals with added sugar at breakfast, what is the highest amount of grams per serving that is served? (For example; Golden Grahams has 8.9 grams of sugar per serving. Use 0 if no cereal is served.)

Character Limit: 2

Sugar Grams Low

If the district is serving cereals with added sugar at breakfast, what is the lowest amount of grams per serving that is served? (For example; a serving of shredded wheat cereal has 0.3 grams of sugar per serving. Use 0 if no cereal is served)

Character Limit: 2

Hot Breakfast

If the applicant school is offering breakfast, how many of the five days is hot breakfast offered?

Choices

- 0
- 1
- 2
- 3
- 4
- 5

Gluten

Does your school district currently advertise, label and offer gluten free options to students?

Choices

- Yes, we offer gluten free products, and label and advertise them as such.
- No, we may have some items that are gluten free but we do not advertise them as such.
- We are asked often to both serve and label gluten free products.
- We do not identify any products we serve as gluten free.

Soy Milk

Does your school district offer soy milk as an option for students to purchase with their meals?

Choices

- Yes
- No
- We have in the past but it did not sell frequently enough to continue.

Cycle Menus

Will cycle menus be used for the breakfast program at the applicant school? (Cycle menus are sets of weekly menus that are repeated throughout the school year. Two, four or six week cycles are most common.)

Choices

- Yes
- No

Number of Meetings UB

To the best of your memory, How many meetings have there been to organize a successful launch of universal breakfast in the classroom? (Choose 0 if you have not had any meetings.)

Choices

- 0
- 1
- 2
- 3
- 4
- 5

6
7
8
More than 8

Meetings UB

If the applicant school has been planning to offer universal breakfast in the classroom for some time, have there been meetings with the principal, teachers, school food service staff, custodial staff and the Food Service Director about the support needed to accomplish universal breakfast in the classroom?

Choices

Yes, we've met with all those groups.

No, we have not had any meetings yet.

In Process, we are planning and meeting at the time this application is being submitted.

INCOMPLETE DATE

this field indicates that app was marked draft and returned to applicant to redo

Character Limit: 10000

SCORE

10 = Final Group – sounds prepared and in need 5= Second Choice – not as strong, missing something 3= Last Resort – missing organization element – or not really rural 0 = no go

Character Limit: 10000

TUNDRA COMMENTS

in case we need something with regard to their Tundra acct.

Character Limit: 10000

COMMENTS

Character Limit: 10000

Grant Info*

How did you hear about the Healthy Breakfast 4 Kids Grant Program?

Choices

Food Family Farming Foundation Website

My state's Child Nutrition website or newsletter

www.thelunchbox.org

Walmart Foundation

FRAC - Food Research and Action Center

Whole Kids Foundation

School Nutrition Association

Internet Search

From a colleague

Our district's grant specialist

Facebook

Twitter

Question Group

Preparedness Statement*

Describe how the principal, school site food service employees, custodians, and teachers been prepared to implement and support a successful universal breakfast launch? (Please be specific)

Character Limit: 10000

Implementation Plan*

Please describe the meal plan for preparation and delivery of Universal Breakfast in the applicant school. (Include how labor will be allocated, timing of delivery, the timing for meal delivery, how the meals will be counted, how leftovers will be picked up and how and when the meal counts will be input into the Point of Sale system, if the applicant school has one.)

Character Limit: 10000

Planned Menus and Cost per Meal*

Please upload to your application the planned weekly menus and the individual meal cost for the applicant school's universal breakfast program. (Please provide at least two weeks of menus but not more than four weeks and the total cost per meal of each planned breakfast, not including paper products or non-food supplies. Accepted file types are Word, PDF or Excel.)

File Size Limit: 1 MB

Equipment Request*

Please list the types of smallwares and/or equipment the applicant school needs to support a successful universal breakfast implementation. (Typical examples are transport carts, containers for transport to classrooms, storage containers, refrigerators, freezers, citrus sectioners)

Character Limit: 10000

Grant Verification*

Please download the [attached file](#). Please fill out completely, sign and date. Then use the fax to file tool located on the upper left of your screen or scan the document so that you may upload it to your application.

File Size Limit: 1 MB

Appendix B. Post implementation survey

FollowUp:

Food Family Farming Foundation

HEALTHY BREAKFAST 4 KIDS - CLICK HERE TO START!

Food Family Farming Foundation

Report Fields

SchoolName*

Please type the full name of the school that received HB4K funds, as listed in the applicant information.

Character Limit: 100

Implementation Date

What date did the grantee school implement its universal after the bell breakfast program?

Character Limit: 10

Delivery Type Before the Grant

What method of breakfast did the grantee school serve before receiving the grant?

Choices

Before classes, in the cafeteria

Before classes, in the classroom

Scheduled as part of school day, in the cafeteria

Scheduled as part of school day, in the classroom

Before classes, grab and go

We did not serve breakfast

Delivery Type After the Grant

Describe the delivery method you use to provide breakfast at the grantee school now.

Character Limit: 100

Breakfast Participation After Implementation

Has there been a change in breakfast participation since implementing your breakfast in the classroom program? (Please state both "before" participation and "after" – for example; Culver Elementary has 100 students enrolled. Before the grant breakfast participation was 20 a day on average or 20%. After changing breakfast to a classroom model, participation is now 85 students a day or 85%.)

Character Limit: 300

Breakfast Participation Affecting Lunch Participation

Has there been a change in participation in your lunch program since you implemented your breakfast program?

Character Limit: 100

Printed On: 22 February 2015

HEALTHY BREAKFAST 4 KIDS - CLICK
HERE TO START!

1

Food Cost Breakfast

What is the average cost per meal for breakfast, not including paper supplies or the labor to provide it?

Character Limit: 20

Labor Hours Breakfast

How many total labor hours per day are budgeted for breakfast preparation at the grantee school? (Round up or down to the closest whole number.)

Character Limit: 3

Parent Volunteers in the Cafeteria

Does the applicant school have an active, reliable and regular group of parent volunteers who help in the cafeteria?

Choices

Yes

No

Fruits

For breakfast at the grantee's school, are the fruits served mostly whole fruits, dry fruits, canned or frozen?

Choices

We only serve whole or cut fresh fruits.

We never serve whole or cut fresh fruits.

We try to serve whole or cut fresh fruits at least 50% of the time.

We rarely serve whole fruits at breakfast, but juice is offered daily.

We have no refrigeration to handle storing fresh, we offer canned, dried, and/or juices.

Sugar Grams High

If you are serving cereals with added sugar at breakfast, what is the highest amount of grams per serving that is served? (For example; Golden Grahams has 8.9 grams of sugar per serving. Use 0 if no cereal is served.)

Character Limit: 2

Sugar Grams Low

If the district is serving cereals with added sugar at breakfast, what is the lowest amount of grams per serving that is served? (For example; a serving of shredded wheat cereal has 0.3 grams of sugar per serving. Use 0 if no cereal is served)

Character Limit: 2

Hot Breakfast

How many of the five days is hot breakfast offered?

Choices

0

- 1
- 2
- 3
- 4
- 5

Cycle Menus

Are cycle menus being used for the breakfast program at the grantee school? (Cycle menus are sets of weekly menus that are repeated throughout the school year. Two, four or six week cycles are most common.)

Choices

- Yes
- No

***Menu**

Please upload your current breakfast menu.

File Size Limit: 5 MB

School Year 14 Breakfast Regulation Changes

Please describe what menu changes you plan to make to meet the changes in the SY14 breakfast regulations.

Character Limit: 1000

***Challenges**

Please describe any challenges you have encountered while implementing your breakfast program.

Character Limit: 5000

***Tell us your story!**

Please describe a compelling success story as a result of implementing your breakfast program.

Character Limit: 10000

***Picture**

Please upload your favorite picture from your grant implementation.

Character Limit: 1000 / File Size Limit: 10 MB

***Materials or Press**

Please upload any materials that you developed during your grant implementation or any press that you received.

Character Limit: 1000 / File Size Limit: 10 MB

Appendix C. Participant Interview Guide

1. Please briefly summarize what your School Breakfast Program consists of – include what you were doing before the grant and what you added with the funding.
 - a. Did you implement new or different strategies this past year in your efforts to increase breakfast participation? If so, what were they?
2. Were you already doing some things that you think helped to increase participation?
 - a. What were these things?
3. Was there anything unintended that happened in your district, state, or nationally, that you think inadvertently led to your increases? Please describe.
4. Is there anything specific to your district that might not be the case in other districts, which helped you achieve this increase?
5. What challenges did you face in your efforts to increase School Breakfast Program Participation?
 - a. What did you do to overcome those challenges?
6. What would you say was your greatest success?
 - a. Do you think you could replicate this (i.e. do it again next year?)
7. Is there anything you think could/would have increased your participation even more if you had been able to do it? Please describe.
8. Please tell me what you think the most important components of a successful School Breakfast Program are in your area.
9. Do you perceive student satisfaction within the breakfast program?
 - a. How do you determine this?
10. Do you perceive teacher satisfaction within the breakfast program?
 - a. How do you determine this?
11. Do you perceive principal/administration satisfaction within the breakfast program?
 - a. How do you determine this?