

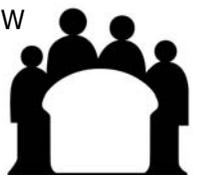
SCHOOL BREAKFAST IN AMERICA'S BIG CITIES



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About FRAC

The Food Research and Action Center (FRAC) is the leading national organization working for more effective public and private policies to eradicate domestic hunger and undernutrition.

For more information about FRAC, or to sign up for FRAC's Weekly News Digest, visit www.frac.org. For information about the School Breakfast Program, go to www.frac.org/html/federal_food_programs/programs/sbp.html

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School Breakfast in America's Big Cities: Successes and Shortfalls

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Summary of Key Findings

This report examines the school breakfast programs in 23 large urban school districts in the 2005-2006 school year. Because numerous studies show that eating breakfast is essential to children's ability to learn, stay healthy, and behave in school, it is vital to monitor how well schools are doing in reaching students with school breakfast, especially low-income students whose families struggle daily with tight food budgets. A majority of these 23 districts perform above the national average in reaching low-income students with breakfast, yet almost half fail to reach a majority of their low-income students with the important morning nourishment they need to succeed in school. Some have developed innovative programs which provide important models for other school districts that lag behind in reaching low-income children with school breakfast. But many more districts around the country must adopt such methods to insure that all children have access to adequate nutrition in order to learn, grow, and thrive.

The key findings in this report are:

- **The school districts that do not offer breakfast free to all students generally do worse in reaching low-income children.** Two-thirds of the districts surveyed for this report offer breakfast at no charge to all students in most or all of their schools. Districts that do not offer breakfast free to all students (instead maintaining a means test) generally fail to reach a majority of the students who are eligible for free and reduced-price meals.
- **The districts that make breakfast a part of the school day (e.g., serving breakfast in the classroom) have the highest participation rates.** The two top performing districts, each serving more than 90 low-income students breakfast for every 100 that receive lunch, feature programs in which students receive breakfast at no charge and alternative service methods make breakfast an essential part of the school day.
- **A majority of the 23 districts surveyed exceed the national average for providing breakfast to low-income students, yet nearly half fail to provide breakfast on a daily basis to a majority of their low-income students.** Nationally, for every 100 low-income children receiving school lunch during the 2005-2006 school year, 44.6 received school breakfast. On an average day 15 of the 23 large urban school districts surveyed for this report exceed this national average ratio. However, 11 districts, including three of the five largest, fail to provide breakfast on a daily basis to the majority of their low-income students.
- **Only two out of the 23 districts served at least two-thirds as many low-income students at breakfast as they served at lunch. This translates into many unserved children and lost federal dollars.** If all 23 districts had reached at least 70 low-income children with breakfast for every 100 receiving lunch in the 2005-2006 school year, at least half a million more children would have been eating a healthy school breakfast every day. Districts overall would have collected an additional \$129 million in federal child nutrition funding.
- **The key strategies that school districts across the nation should adopt to expand breakfast participation among low-income students include:**
 - Implementing universal breakfast programs (i.e. breakfast at no charge) with effective district-wide promotion;
 - Making breakfast a part of the school day through breakfast in the classroom and "grab and go" programs;
 - Establishing administrative support and leadership in implementing programs; and
 - Developing strong partnerships with anti-hunger organizations and state agencies.

Introduction

FRAC has analyzed school breakfast participation at the state level for many years. Now we turn to large, urban school districts because the greater concentration of low-income families in many such districts makes them an ideal environment to offer effective school breakfast programs. With large numbers of low-income students, these districts are in a unique position to benefit from economies of scale and community partnerships to increase breakfast participation. And the concentration of poverty in many cities means that these districts have a very important mission to insure that children have access to adequate nutrition in order to learn, grow, and thrive.

The School Breakfast Program reduces hunger among low-income children and improves their health and nutrition. Studies continue to show the effectiveness of expanding school breakfast participation in improving students' nutrition and health and overall school achievement. Children and adolescents who eat breakfast are significantly less likely to be overweight, since skipping breakfast is associated with a higher risk of obesity. Research has also shown that offering breakfast at school improves students' attendance, increases their attentiveness and achievement, and reduces school nurse visits and classroom discipline problems.

Many children do not eat a nutritious breakfast at home. Millions of families in the United States cannot afford to feed their children healthy breakfasts every day. In 2005, 12.9 million children (one in six of the nation's children) lived in poverty, and the federal government found 15.6 percent of households with children under 18 (containing 12.4 million children) were food insecure – these families faced a constant struggle against hunger.

Many of these children are eligible for free or reduced-price school meals, but each day thousands of students who eat school lunch do not eat breakfast at school. Nationally, for every 100 low-income students who eat school lunch every day, only 44.6 eat school breakfast. Many of the children who do not eat breakfast start the educational day not ready to learn and unable to concentrate.

While the struggle to get breakfast to children particularly affects low-income households, many families, regardless of income, find that early morning school bus schedules, long commutes to jobs, and nontraditional work hours make it difficult to prepare or sit down for a nutritious family breakfast. Some children, especially teenagers, have no appetite for breakfast very early in the morning when they wake up. Other children may have to wait for long periods of time between an early breakfast at home and a late lunch at school, making breakfast at school an important option.

School breakfast improves children's diets. In addition, school breakfast can help to build lifelong healthy eating habits. Breakfasts served as part of the federal School Breakfast Program must provide one-fourth or more of the key nutrients children need every day, and contain no more than 30 percent of calories from fat and less than ten percent of calories from saturated fat.

Research has shown that children who eat school breakfast are less likely to be obese. Obesity rates have doubled among children and tripled among adolescents over the past 20 years. These alarming figures translate into increased risks of premature death and an overall lower quality of life.

A full review of the positive effects of school breakfast can be found at: www.frac.org/html/federal_food_programs/programs/sbp.html.

The Survey

In October 2006 FRAC sent a survey regarding school breakfast participation and practices to 27 large urban school districts across the country. FRAC selected the districts based on size and geographic representation, seeking to look at the largest school districts in a substantial number of states.

School food service staff in 23 districts responded between October 2006 and January 2007 with data on the 2005-2006 school year, as well as answers to questions about current school breakfast practices and challenges. In addition, FRAC staff conducted phone interviews and/or site visits with six of the districts. A copy of the survey can be found in Appendix 3.

The major goals of the survey were to:

- Develop a profile of key characteristics for each district, including total enrollment, percentage of students eligible for free and reduced-price meals, effective use of the local wellness policies, and student participation in school breakfast;
- Determine the extent to which these districts reach low-income children with the School Breakfast Program, and assess trends;
- Consider the additional number of low-income students that would be served if the districts achieved a higher participation rate, and determine the federal dollars lost to the districts as a result of not providing these meals;
- Assess perceived barriers to increasing student participation in school breakfast;
- Collect information about, and examine the effectiveness of, school districts' efforts to increase school breakfast participation through the provision of breakfast at no charge to all students (sometimes called "universal breakfast"), and the implementation of programs that make breakfast part of the school day (e.g. breakfast in the classroom); and
- Collect information on promising practices in the districts which might serve as national models for increasing school breakfast participation by low-income students.

This report describes what we learned and the implications of this analysis for future school breakfast expansion efforts.



Findings

District Characteristics

1. Enrollment

Districts that participated in this study ranged in size from approximately 38,000 to 1.1 million students during School Year 2005-2006. **Table 1** lists the participating districts from the smallest to the largest enrollment, as reported by the districts. Ten of the 23 districts had a student enrollment of more than 100,000, with New York City and Los Angeles being by far the largest. Twelve of the 23 districts had a student enrollment of fewer than 75,000.

Table 1: School Districts Participating in FRAC Survey by Total Student Enrollment

School District Name	Total Enrollment
Indianapolis Public Schools, IN	38,346
Minneapolis School District, MN	39,000
Oklahoma City Public Schools, OK	39,300
Newark Public Schools, NJ	41,642
Seattle Public Schools, WA	44,454
Omaha Public Schools, NE	46,475
Wichita Public Schools, KS	46,502
Portland Public Schools, OR	47,008
District of Columbia Public Schools, DC	54,461
Columbus Public Schools, OH	57,000
Boston Public Schools, MA	57,900
Denver Public Schools, CO	73,018
Baltimore City Public Schools, MD	85,468
Memphis City Schools, TN	118,000
Charlotte-Mecklenburg Schools, NC	126,498
Detroit Public Schools, MI	134,254
School District of Philadelphia, PA	192,748
Houston Independent School District, TX	207,000
Clark County School District, Las Vegas, NV	296,000
Miami-Dade County Public Schools, FL	356,166
Chicago Public Schools, IL	420,000
Los Angeles Unified School District, CA	690,555
New York City Department of Education, NY	1,100,000

2. Student Eligibility for Free and Reduced-Price School Meals

Schools take applications from students' families to determine if the students are eligible for free or reduced-price meals. The extent of such eligibility is considered a key measure of need in a community and is often used as a proxy for determining the extent of need for financial support to a school system. On the federal level, for example, Title 1 of the Elementary and Secondary Education Act uses eligibility rates for free and reduced-price meals as a part of the formula for determination of additional funds for schools serving high-risk communities. Many states use rates of eligibility for free and reduced-price school meals as a part of their formulas for determining each school district's level of state funding.

The districts responding to this survey reported the percent of their student enrollment eligible for free and reduced-price meals through the National School Lunch Program for school year 2005-2006. These figures provide a "snapshot" of the relative level of poverty and nutritional need. **Table 2** shows their reported percentage of students eligible for free and reduced-price meals, as well as a total combined percentage of both free and reduced-price eligible students. The percentages varied from a low of 41 percent combined free and reduced-price eligible in Las Vegas, Nevada, to a high of 84.4 percent in Oklahoma City, Oklahoma.

Eligibility for Free and Reduced-Price Meals: How it Works

All schools can participate in the National School Lunch Program and the School Breakfast Program. School boards must apply to their administering state agency – usually the education agency – in order to institute a program, which is administered nationally through the U.S. Department of Agriculture Food and Nutrition Service. All students in participating schools may take part in the school meals programs.

Household income determines whether students receive free meals, reduced-price meals, or "paid" meals, for which students pay most of the cost. The federal government provides these funds to a school (through the state) based on how many breakfasts and lunches it provides to students in each category. In the 2005-2006 school year schools received \$1.27 for each free breakfast, \$0.97 for each reduced-price breakfast, and \$0.23 for each paid breakfast served. Schools received an additional \$0.24 for each free and reduced-price breakfast served if they served 40 percent or higher free and reduced-price lunches during the second preceding school year. (These are called "severe need" schools.)

Children from families with incomes at or below 130 percent of the federal poverty line receive school meals for free. Children from families with incomes between 130 percent and 185 percent of the poverty line receive school meals at a reduced price – no more than 30 cents for breakfast. All other participating students, officially designated as receiving "paid" meals, pay most of the cost for their breakfast, usually around \$1.00. As discussed later, however, some schools offer meals – or at least breakfasts – free to all students.

Table 2: Percent of Students Eligible for Free or Reduced-Price School Meals

School District	Percent of Students Eligible for Free Meals	Percent of Students Eligible for Reduced-Price Meals	Combined Percent of Students Eligible for Free and Reduced-Price Meals
Clark County School District, Las Vegas, NV	32.7	8.3	41.0
Seattle Public Schools, WA	34.5	7.0	41.5
Portland Public Schools, OR	37.4	7.8	45.2
Charlotte-Mecklenburg Schools, NC	40.2	6.8	47.0
Miami-Dade County Public Schools, FL	51.7	9.2	60.9
Omaha Public Schools, NE	50.0	11.0	61.0
Wichita Public Schools, KS	53.3	10.6	63.9
Denver Public Schools, CO	58.6	7.1	65.7
District of Columbia Public Schools, DC	61.7	5.0	66.7
Minneapolis School District, MN	61.5	7.7	69.2
Los Angeles Unified School District, CA	61.3	8.8	70.1
Newark Public Schools, NJ	63.9	7.0	70.9
New York City Department of Education, NY	61.6	9.6	71.2
Detroit Public Schools, MI	68.8	3.1	71.9
Columbus Public Schools, OH	64.8	7.2	72.0
Boston Public Schools, MA	64.0	8.2	72.2
Baltimore City Public Schools, MD	63.9	8.9	72.8
School District of Philadelphia, PA	68.3	7.3	75.6
Houston Independent School District, TX	67.2	9.9	77.1
Memphis City Schools, TN	70.6	6.8	77.4
Chicago Public Schools, IL	71.1	8.6	79.7
Indianapolis Public Schools, IN	71.0	10.3	81.3
Oklahoma City Public Schools, OK	78.4	6.0	84.4

3. School Wellness Policies

The Child Nutrition and WIC Reauthorization Act of 2004 required every school district participating in the federal school meals programs to establish a local wellness policy by the start of the 2006-2007 school year. The local school wellness policies are an important tool to begin to address obesity and promote healthy eating and physical activity through changes in school environments. Development of a local wellness policy offers districts an important opportunity to create a plan for positive change that is specific to their individual needs, goals, and resources. The law states that districts must set goals for: nutritional standards of foods available in schools; nutrition education; physical activity; and other school-based activities that are designed to promote student wellness.

Every district in the survey reported having a completed School Wellness Policy in place, with one district's policy still awaiting final School Board approval. Seventeen of the 23 districts provided their wellness policies to FRAC. Only five include policies that promote outreach to low-income families about the availability of the school meals programs. And, only three of the districts included policies specifically addressing school breakfast promotion. The general lack of policy statements on school breakfast outreach, expansion and promotion by these districts marks a lost opportunity to set further expansion of the program as a clear goal, or to promote school breakfast as a wellness tool.

4. Participation by Schools

The districts participating in this survey serve school breakfast in the vast majority of their schools. Nineteen of the 23 districts reported that they served breakfast in every school in the district. The other four provided breakfast in the vast majority of schools: Clark County (Las Vegas) and Chicago provided breakfast in 98 percent of school buildings; New York City served breakfast in 95 percent of buildings; and Denver did so in 84 percent of buildings during school year 2005-2006.

5. Participation by Students

For this report, FRAC calculated the number of students eating breakfast (average daily participation or ADP) in each city by dividing the number of breakfasts served over the course of the year by the number of serving days, as reported in the survey by each district. **Table 3** summarizes breakfast participation data for each district, arranged by lowest to highest average daily participation.

The FRAC survey asked districts to characterize whether student participation in breakfast had been increasing or decreasing over the past three years. Seventeen districts (74 percent) said they had experienced an increase in student participation in breakfast during this time period.

Eighteen districts (78 percent) were implementing new features in their breakfast programs in the 2006-2007 school year that they hoped would result in increased student participation. For instance, Denver Public Schools began to offer "universal" breakfast (where all students receive breakfast at no charge) in the 2006-2007 school year and reported a significant increase in participation as a result.



Table 3: School Breakfast Average Daily Participation (ADP) and Trends

School District	ADP for Low Income Students (Free and Reduced-Price)	ADP for All Students	District Reports an Increase in Participation in Last 3 Yrs	District Reports Changes to Increase Participation in 2006-07
Seattle Public Schools, WA	5,758	6,832	Yes	Yes
Wichita Public Schools, KS	6,952	7,865	No	No
Denver Public Schools, CO	10,278	11,111	Yes	Yes
Minneapolis School District, MN	10,848	13,298	Yes	Yes
Omaha Public Schools, NE	11,383	16,804	Yes	No
District of Columbia Public Schools, DC	11,894	14,509	Yes	Yes
Portland Public Schools, OR	13,234	14,782	No	Yes
Oklahoma City Public Schools, OK	13,509	14,089	Yes	Yes
Indianapolis Public Schools, IN	13,572	15,185	Yes	Yes
Baltimore City Public Schools, MD	16,562	18,361	Yes	Yes
Columbus Public Schools, OH	18,213	21,993	Yes	Yes
Newark Public Schools, NJ	19,422	27,276	Yes	Yes
Boston Public Schools, MA	19,870	21,275	Yes	Yes
Charlotte-Mecklenburg Schools, NC	23,107	25,654	Yes	No
Detroit Public Schools, MI	29,052	36,070	Yes	Yes
Memphis City Schools, TN	29,187	29,904	No	Yes
Clark County School District, Las Vegas, NV	30,300	38,890	Yes	No
School District of Philadelphia, PA	43,166	49,925	Yes	Yes
Houston Independent School District, TX	44,760	50,863	No	Yes
Miami-Dade County Public Schools, FL	79,042	90,055	Yes	Yes
Chicago Public Schools, IL	80,873	83,508	No	No
New York City Department of Education, NY	154,463	177,963	Yes	Yes
Los Angeles Unified School District, CA	187,290	205,103	No	Yes

Effectiveness in Reaching Low-Income Students with School Breakfast

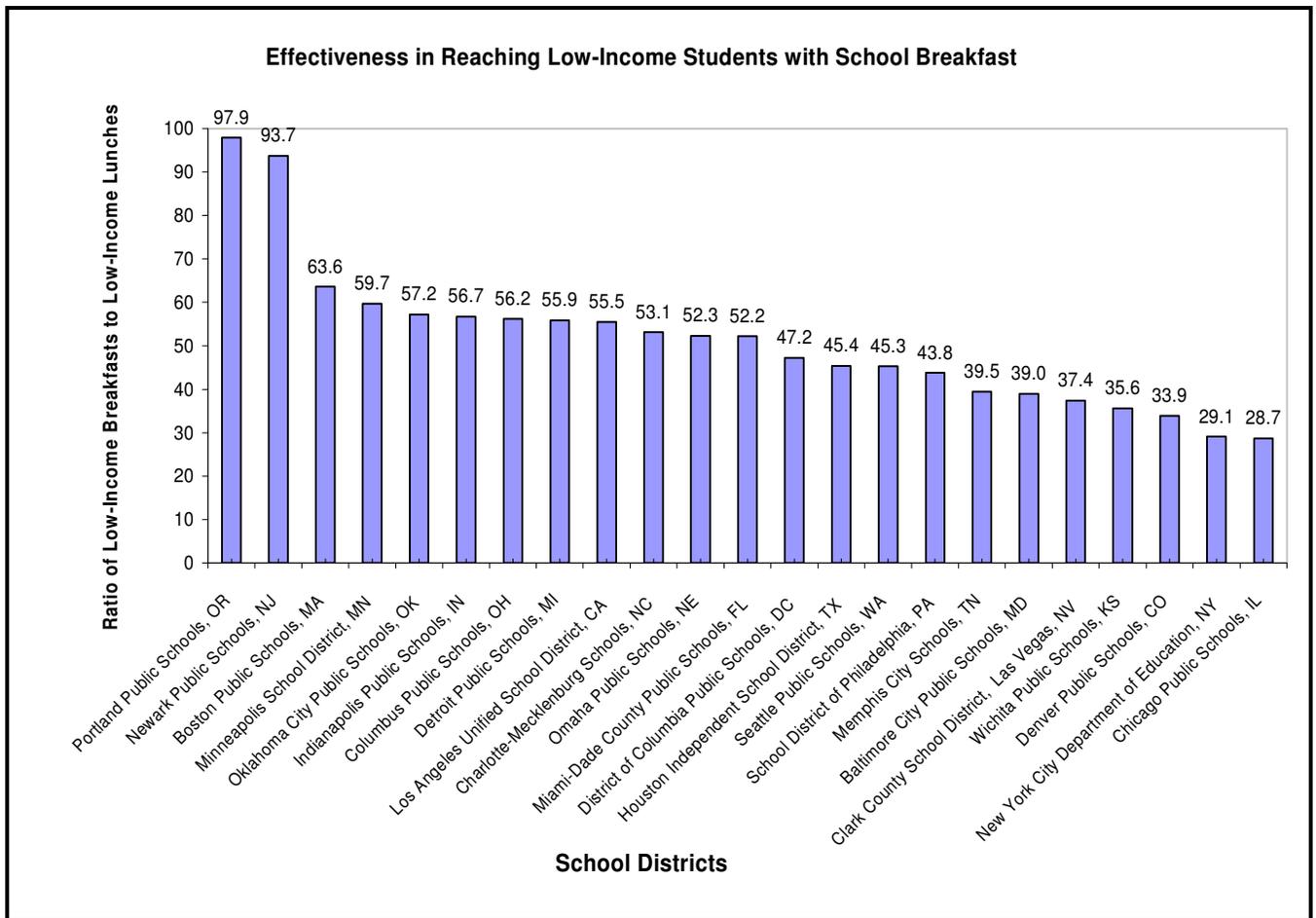
Because there is very broad participation in the lunch program by low-income students in districts around the country, it is a fair measurement of how many students could be benefiting from school breakfast each day. FRAC therefore uses free and reduced-price participation in the school lunch program by low-income students as a benchmark against which to measure low-income student participation in school breakfast. Nationally, for every 100 low-income children who ate free and reduced-price lunch, 44.6 low-income children ate free and reduced-price breakfast in school year 2005-2006. While this figure has continued to rise each year, from 43.9 to 100 the previous school year and 43.1 to 100 the year before that, it should be considerably higher.

A challenging, yet achievable goal for large urban districts would be to serve breakfast to at least 70 out of 100 low-income students who eat school lunch. Their large student populations allow them to benefit from economies of scale, and the concentration of free and reduced-price eligible students translates into large federal reimbursements for the meals served. Further, these districts have the ability to put effective administrative systems into place to insure that breakfast becomes a part of the school day so that all students have the opportunity to take advantage of this critical meal. Most

importantly, the large concentrations of poor children in these urban areas present districts with the imperative to insure that children have access to adequate nutrition in order to learn, grow, and thrive.

Other than two districts that serve breakfast to more than 90 percent of low-income students, the urban districts surveyed serve less than two of three low-income students that eat school lunch, with three of them serving only one in three low-income students. These districts can clearly do better, as Portland, Oregon, and Newark, New Jersey demonstrate through their programs where breakfast is served at no charge and eaten in the classroom. (See the Promising Practices Section on pages 20-21 for more details about these programs.)

Below is a graphic representation of the range of effectiveness in reaching low-income children with school breakfast across the 23 school districts surveyed.



Reaching 70 out of 100: The Nutritional and Financial Benefits

For each day a low-income child was not being served breakfast in 2005-2006, the school lost \$1.27 in federal nutrition funding for every child who would have received a free breakfast, and \$0.97 for every child who would have received a reduced-price breakfast. If those children attended a “severe need” school – one of the thousands of schools in which at least 40 percent of lunches served were free or reduced-price – an additional \$0.24 per meal was forfeited. Those uneaten meals not only represent potential harm to children’s health and development; they also add up to tens of millions of dollars in federal child nutrition funding going unclaimed by districts every year.

While many of the districts were making efforts to expand their breakfast participation, most fall short of their full potential to serve low-income children. If each district in this survey had provided at least 70 low-income children with breakfast through the School Breakfast Program (SBP) for every 100 low-income children that received lunch through the National School Lunch Program (NSLP) in the 2005-2006 school year, more than 578,785 additional students would have eaten a healthy school breakfast every day, and districts would have received an additional \$129.4 million in child nutrition funding. **Table 4** provides these data for each district in the report from the highest to the lowest participation level. Most of the lost revenue and unserved low-income students are clustered in the largest districts, with nearly a third in New York City alone. The New York City district would have collected over \$49 million in additional federal funds, and served an additional 216,673 low-income students.



Table 4: School Districts' Additional Funding and Participation if 70 Low-Income Students Were Served School Breakfast (SBP) Per 100 Served School Lunch (NSLP)

School District	Ratio of Low-Income SBP to Low-Income NSLP	Additional Low-Income Students Served if 70 SBP per 100 NSLP	Additional Annual Funding if 70 Low-Income Students Served SBP per 100 NSLP
Portland Public Schools, OR	97.9	*NA	*NA
Newark Public Schools, NJ	93.7	*NA	*NA
Boston Public Schools, MA	63.6	2,007	\$448,000
Minneapolis School District, MN	59.7	1,875	\$399,200
Oklahoma City Public Schools, OK	57.2	3,031	\$660,700
Indianapolis Public Schools, IN	56.7	3,182	\$709,100
Columbus Public Schools, OH	56.2	4,490	\$957,800
Detroit Public Schools, MI	55.9	7,300	\$1,699,500
Los Angeles Unified School District, CA	55.5	49,067	\$10,952,200
Charlotte-Mecklenburg Schools, NC	53.1	7,377	\$1,656,000
Omaha Public Schools, NE	52.3	3,861	\$812,800
Miami-Dade County Public Schools, FL	52.2	26,990	\$5,867,800
District of Columbia Public Schools, DC	47.2	5,740	\$1,296,100
Houston Independent School District, TX	45.4	24,211	\$5,233,800
Seattle Public Schools, WA	45.3	3,133	\$689,100
School District of Philadelphia, PA	43.8	25,824	\$5,752,600
Memphis City Schools, TN	39.5	22,579	\$5,040,700
Baltimore City Public Schools, MD	39.0	13,185	\$2,949,100
Clark County School District, Las Vegas, NV	37.4	26,417	\$5,873,500
Wichita Public Schools, KS	35.6	6,712	\$1,616,800
Denver Public Schools, CO	33.9	10,926	\$2,434,000
New York City Department of Education, NY	29.1	216,673	\$49,050,300
Chicago Public Schools, IL	28.7	116,080	\$25,294,500
TOTAL		578,785	\$129,393,600

* Already exceed 70 free and reduced-price school breakfasts per 100 free and reduced-price school lunches

Barriers to Participation

The school districts experienced a number of barriers to student participation in breakfast. The FRAC survey asked districts to identify barriers by responding to a list of common factors known to have a negative impact on students' ability to take advantage of school breakfast. Sixteen of the 23 districts indicated that they experienced four or more barriers to student participation in school breakfast in their districts. The districts indicated if they had experienced the following seven barriers:

- Lack of sufficient time allowed for eating breakfast, either before school or in class (22 districts);
- Tight bus schedules that eliminate or limit time that students have to eat breakfast when they arrive at school (18 districts);
- Lack of adequate personnel to supervise students during school breakfast, either in the cafeteria or classroom (18 districts);
- Students prefer to be outside of the building with friends instead of inside eating breakfast before the start of the school day (15 districts);
- Lack of administrative support for implementing alternative service methods (14 districts);
- Custodial issues, such as arrangements for removing additional trash from classrooms after children eat (10 districts); and
- Stigma felt by students, especially when school breakfast is offered only before school in the cafeteria (8 districts).

In addition, the survey asked districts to describe other barriers that were not on this list. Several replies were received. Most notably, the Detroit Public Schools Food Service Director reported that security costs (for security personnel to screen entering students through metal detectors) were a barrier because budgets had not allowed for the high schools to open before first period for breakfast. During the 2006-2007 school year, the Food Services Department, which is operated by Aramark School Support Services, initiated a pilot project in two high schools where the Food Services Department budget would cover the cost for security in order to open for breakfast service a half hour before first period.

Providing Universal Breakfast and Breakfast as Part of the School Day

This section provides information about, and examines the effectiveness of, urban school districts' efforts to increase breakfast participation through the provision of breakfast at no charge (sometimes called "universal"), and the implementation of programs that make breakfast part of the school day (such as breakfast in the classroom.)

"Universal" Breakfast

Programs that offer meals at no charge to all students, regardless of income, often are called "universal." Universal breakfast results in the expansion of student participation because it reduces stigma and eliminates fee barriers for many low-income children. The reduction of stigma makes school breakfast more attractive to children who need it, and providing breakfast for free gives all children the opportunity to start the school day ready to learn.

Serving breakfast free to everyone can be done in the cafeteria, but adopting universal breakfast also helps schools to integrate breakfast into the school day. When breakfast becomes a part of the school day, instead of a before-school activity, it is much easier for students to take advantage of the meal, and they are less likely to be labeled as "poor kids" by their peers.

Of the 23 large urban school districts surveyed in this report, only five did not provide free breakfast to all students, regardless of income, at many or all of their schools. One of those five districts, Memphis City Public Schools, reported that it was implementing a universal program for kindergarten through eighth grades during the 2006-2007 school year. Also, three districts (Baltimore City Public

Schools, Denver Public Schools, and Houston Independent School District) that had limited universal programs offered at only some schools during school year 2005-2006, reported that they were implementing a universal program district-wide during the 2006-2007 school year.

Provision 2

Of the 19 districts that do have a universal program, ten use "Provision 2" of the National School Lunch Act as a funding mechanism, and nine do not. Provision 2 enables schools to provide meals (breakfast and lunch, or either one) at no charge to all of their students while reducing paperwork and administrative costs. Under Provision 2, all students receive free meals, regardless of income, and schools collect applications for free and reduced-price meals only once every four years. The reimbursement rate for meals for all four years is based on the percentage of meals in the school as a whole that are served in each category (free, reduced and paid) during the "base year." Provision 2 schools pay the difference between the cost of serving meals at no charge to all students and the federal reimbursement for the meals. The increased participation, resulting in increased federal reimbursement, and the significant administrative savings (e.g., less applications to process) associated with Provision 2 help offset all or much of the cost differential.

Districts that utilize Provision 2 for both breakfast and lunch programs realize larger administrative savings than those that use it just for breakfast. If a district uses Provision 2 for breakfast only, it must continue to collect applications from students for lunch purposes, and verify those applications, each year. For districts that only want to provide breakfast at no charge, and continue to collect fees from higher income students for lunch, it may not make sense to use Provision 2. As an alternative, some districts just are offering breakfast free to all students and using lunch applications to determine reimbursement.

The result is the same for students – free breakfast – but the accounting and paperwork procedures differ for the food service staff. Districts (such as Columbus, Ohio, and Minneapolis, Minnesota) continue to count meals served by category when they submit their claims for reimbursement. Even in these districts, the rise in participation, and resulting increases in federal reimbursement, help achieve economies of scale for food and labor that can decrease the overall cost per meal and offset the lack of reimbursement for the full-price or "paid" category. Districts which have increased their participation significantly report that they have done so without adverse financial effects, or even that they improved their "bottom line" (e.g. Newark, New Jersey, and Portland, Oregon).



Making Breakfast Part of the School Day

Fifteen of the districts in this study made breakfast part of the school day in at least some of their schools during the school year 2005-2006. These methods include breakfast in the classroom, "grab and go" breakfast service from carts or kiosks set up in school hallways or cafeterias, and breakfast after first period for middle and high school students. Making breakfast a part of the school day dramatically increases participation by making it convenient and accessible to all, no matter how students arrive at school. For instance, it eliminates the barrier often caused by tight bus schedules, when students don't always arrive at school in time for breakfast before the first bell rings.

Alternative Service Methods

Breakfast in the Classroom – Students eat breakfast in their classroom either at the beginning of the school day or early during the day. Often breakfast is brought to classrooms from the cafeteria by students, or served from carts in the hallways by food service staff.

"Grab and Go" – All the components of school breakfast are conveniently packaged so students can easily grab a reimbursable meal quickly, either from the cafeteria line or from carts elsewhere on school grounds. Students can eat in the cafeteria, the classroom or elsewhere on school grounds

Breakfast after First Period, or "Second Chance Breakfast" – Usually implemented in middle and high schools, students are allowed time after their first period to obtain breakfast, either in the cafeteria or from carts in the hallway, to then eat in the classroom or cafeteria. Computerized systems insure that children receive only one breakfast each day.

Table 5 on the next page summarizes survey results on universal programs and alternative service methods. School districts that use these methods had higher participation levels of low-income students than those that did not. The five districts that make breakfast a part of the school day in most of their schools served an average of 72.5 low-income students breakfast for every 100 low-income students that ate school lunch. Those using these methods in only some schools averaged only 46.1 low-income students eating school breakfast for every 100 low-income students that ate lunch. The seven districts that did not use these methods in 2005-2006 had an average of only 44.2 low-income students eating breakfast for every 100 that ate lunch – lower than the national average.

Several of the districts that were not using alternative service methods during the 2005-2006 school year indicated that they plan to implement them during school year 2006-2007 or thereafter. For instance, Oklahoma City Public Schools indicated that it is implementing breakfast in the classroom and "grab and go" service during the 2006-2007 school year.



Table 5: Universal Breakfast and Alternative Service Methods

School Districts	Universal Breakfast	Provision 2	Alternative Service Methods	Ratio of low-income breakfasts to low-income lunches
Portland Public Schools, OR	Partial	Yes	Most	97.9
Newark Public Schools, NJ	All	Yes	Most	93.7
Boston Public Schools, MA	Partial	Yes	Some	63.6
Minneapolis School District, MN	All	No	Most	59.7
Oklahoma City Public Schools, OK	None	No	Some	57.2
Indianapolis Public Schools, IN	Partial	Yes	None	56.7
Columbus Public Schools, OH	All	No	None	56.2
Detroit Public Schools, MI	All	No	Most	55.9
Los Angeles Unified School District, CA	Partial	Yes	Most	55.5
Charlotte-Mecklenburg Schools, NC	Partial	No	Some	53.1
Omaha Public Schools, NE	All	Yes	Some	52.3
Miami-Dade County Public Schools, FL	All	Yes	Some	52.2
District of Columbia Public Schools, DC	All	No	None	47.2
Houston Independent School District, TX	All	No	Some	45.4
Seattle Public Schools, WA	Partial	No	None	45.3
School District of Philadelphia, PA	Partial	No	Some	43.8
Memphis City Schools, TN	None	No	None	39.5
Baltimore City Public Schools, MD	Partial	No	Some	39.0
Clark County School District, Las Vegas, NV	None	No	Some	37.4
Wichita Public Schools, KS	None	No	None	35.6
Denver Public Schools, CO	Partial	Yes	Some	33.9
New York City Department of Education, NY	All	Yes	Some	29.1
Chicago Public Schools, IL	None	No	None	28.7

Promising Practices for Expanding School Breakfast Participation

These examples of promising practices reflect the hard work and innovation that is taking place in many of the districts that participated in the survey. The examples chosen are intended to highlight the following important practices:

1. Administrative support and leadership in implementing programs;
2. Effective promotion of district-wide universal breakfast programs;
3. Making breakfast a part of the school day through breakfast in the classroom and “grab and go” programs; and
4. Partnerships with anti-hunger organizations and state agencies

FRAC encourages readers to contact the individual districts (see Appendix 2 for contact information) for additional details on the programs.

Boston Public Schools: Partnerships that Work

The Boston Public Schools (BPS) have continuously expanded the breakfast program since 1998 when they started implementing Provision 2 universal breakfast, eventually implementing it in 113 out of 132 schools. Partnerships with the Massachusetts Department of Education, which administers the School Breakfast Program in the state, and Project Bread, the leading anti-hunger organization in Massachusetts, have provided key financial and staff support to their expansion efforts.

The Massachusetts Department of Education provided funds to support Breakfast Coordinators, who, under the oversight of the BPS Nutrition Education Coordinator and with assistance from Project Bread staff, worked with each individual school to implement a universal program tailored to its individual needs. “You can’t just send something out in a memo and expect it to happen,” says Helen Mont-Ferguson, BPS Director of Food and Nutrition Services. “You have to go out and work with parents, teachers and administrators.” The Breakfast Coordinators were important catalysts for change, providing individualized technical assistance to each school to overcome barriers to breakfast participation. They also provided additional supervision of cafeterias which was needed to extend meal periods to accommodate the increased number of children eating breakfast. In addition to these key staff, State funds also supported an initial investment of equipment or supplies to support the changes in service models, such as supplies needed for classroom breakfast service.

Another key element to the program’s success has been Project Bread’s School Breakfast Excellence Awards, which have been issued to 22 BPS elementary schools since its inception in 2000. The goal of this initiative is to increase student participation in an elementary school’s breakfast program to 80 percent. Schools are strongly encouraged to implement a systems change that makes school breakfast a regular part of the school day, and one that offers breakfast as close as possible to the start of the first teaching period. Different strategies for success may include classroom feeding, cafeteria feeding, or a combination of the two. The award winners receive a \$1,000 check after two consecutive months of reaching the 80 percent student participation goal. These awards can be used at the principal’s discretion for any school-related expense.

BPS implemented breakfast at no charge in all 22 of the schools that eventually won the Project Bread School Breakfast Excellence awards. Many of these schools also implemented classroom breakfast. Project Bread provided technical assistance to bring about changes, such as helping to plan and conduct outreach and promotion activities. “Project Bread’s support was extremely instrumental. Principals were delighted to receive the monetary award,” according to Mont-Ferguson. “This incentive really made a difference to principals who operate on very tight budgets.”

Denver Public Schools: Start Smart Initiative

Denver Public Schools (DPS) launched a universal breakfast program, offering breakfast at no charge to all students, in September 2006. In developing Start Smart, DPS tapped the expertise of on-staff nutritionists and dietitians to revise breakfast menu offerings. The revised menu includes items such as a breakfast wrap with eggs and salsa, waffles with peaches and vanilla yogurt, reduced-sugar cereals, and homemade toast. DPS also is testing a variety of delivery strategies, such as breakfast in the classroom and "grab and go" options, where bagged food is served from several different locations throughout the morning.

This initiative includes a major public information campaign to alert school administrators, families, students and staff to the importance and increased availability of breakfast in the schools. In addition, the district is implementing a pilot program of nutrition education in both English and Spanish in selected school cafeterias and classrooms. Outreach and education efforts include newsletters to staff and families, information on the Food and Nutrition Services' web site, parent-teacher meetings, and community forums. To launch the program, the district hosted a breakfast carnival at an elementary school, which included breakfast-themed games, such as milk-bottle bowling, egg races, a milk-mustache booth, and breakfast sandwich assembly relays. Participants also sampled foods from the new breakfast menu.

"Here at DPS, we recognize that a nutritious breakfast helps students pay attention and concentrate on learning new skills," said Leo Lesh, executive director of Food and Nutrition Services. "With Start Smart we hope to increase student participation in school breakfast and continue improving student, classroom and school performance throughout the district, supporting the district's overall goals to improve student achievement."

Houston Independent School District: "First Class" Breakfast

Students at 20 Houston Independent School District (HISD) schools began getting "first-class" treatment in their classrooms in the fall of 2006, thanks to a new board-approved program offered by the district's Food Services Department. The "First Class Breakfast" program, designed specifically to improve student achievement, went into effect in September 2006, and gives students the option of having their morning meals brought to them at their desks every day rather than requiring them to go to the cafeteria to get it. The meals are free to all students, and the program was expanded to 35 schools in the spring of 2007.

The district designed the program to offer students a convenient option for obtaining a nutritious breakfast to start their day. "We know that for some of these children, the only time they eat is at school," said Horace Elrod Elementary School Principal Carolyn Matthews. "We take that very seriously, and with First Class Breakfast it's easier for schools to rise to the challenge and give all students the nutritious breakfast they need and deserve." Breakfast participation increased from 170 students per day to 450 a day at Elrod, when it began serving First Class Breakfasts during the third week of the 2006-2007 school year. This represented a more than 150 percent increase in the number of breakfasts served.

Because the program is run so efficiently, Matthews says, valuable learning time isn't sidelined: "It doesn't inconvenience the students, since they can eat right at their desks during morning announcements. Plus, it motivates them to get to class on time." Generally, the food is in the classroom by 7:45 a.m., and by 8 a.m. the classrooms are cleaned up and ready for learning. "The idea is to make it as easy as possible for both the students and the teachers," said HISD Food Services Communications Director, Julie Spreckelmeyer. "This program is different from the Breakfast in the Classroom program, where teachers had to maintain a roster of the students and monitor who ate breakfast and who didn't. In First Class Breakfast, teachers don't have to do anything. Food

Service attendants take care of it all. They bring in the food and set it up, then clean up all the trash afterwards."

Los Angeles Unified School District: Second Chance Breakfast

Los Angeles Unified School District (LAUSD) implemented the "Second Chance Breakfast" program in all of its school sites to address barriers to student participation in the school breakfast program, such as before-school activities and late bus schedules. This program allows for a second breakfast service during morning recess or snack break, usually sometime between 9 and 10 a.m. Students who are not able to participate in the breakfast service before school starts are able to obtain a healthy morning meal during this period.

There are no changes to the usual before-school breakfast program, but some planning is required to ensure that an adequate number of meals are prepared and available for both service times. The second breakfast service is generally the same meal served during the earlier cafeteria breakfast. This program has proven to be an excellent strategy for making sure that every student has an opportunity to eat a healthy breakfast at school, and is particularly effective with adolescents, who are less likely to eat breakfast before school.

LAUSD phased this program into schools starting in the 2002-2003 school year and realized an immediate increase in breakfast participation of 11 percent from the previous year. According to the LAUSD Nutrition Services staff, this program has been particularly successful because "it serves the nutritional needs of our students by meeting the demands of their schedules."

Miami-Dade County Public Schools: The Power of Administrative Support

When Miami-Dade Food and Nutrition Services implemented a district-wide universal breakfast program in 2004, it had the full support of Superintendent, Dr. Rudy Crew. The program produced a 24 percent increase in participation – one of the highest among the districts included in this report that implemented universal programs.

A key to this success was the Superintendent's decision to add breakfast expansion results to the annual performance measures for principals. Penny Parham, Director of Food and Nutrition Services, recalls that principals were calling in to check on their participation numbers as the program was put in place. The superintendent also sent an automated phone message to every household in the district encouraging students to eat breakfast at school.

The district also has utilized creative service delivery models, including breakfast in the classroom in six elementary schools, and "grab and go" (where all required components of the breakfast are pre-packaged in a bag) in all of its cafeterias. School breakfast promotion occurs year-round but has been especially successful during standardized testing, with significant participation increases during that period.

Newark Public Schools: Breakfast in the Classroom

After 15 years of lackluster participation in school breakfast, despite serving breakfast at no charge to all students, the Director of Newark's Food Services, Tonya Riggins, decided to take action. She wanted to try serving breakfast in the classroom and found one school principal willing to do so. Implementation was very successful, and the principal became convinced that increased participation in breakfast had helped increase student achievement. Soon, other principals were asking for the program and the superintendent also came on board. Riggins credits the strong leadership of the superintendent with the achievement of district-wide implementation. As a result, the district served breakfast in the classroom in all 75 elementary and middle schools during the 2004-2005 school year, producing more than a 150 percent increase in participation. Instead of serving 8,500 to 9,500

students breakfast each day, Newark Public Schools served 26,000 children breakfast daily in the 2004-2005 school year. This success continued in the 2005-2006 school year, with an average daily participation of more than 27,000.

The district's breakfast menus include both hot and cold breakfast items. Children eat breakfast during the first 10 minutes of class, while teachers take care of attendance and other classroom administrative tasks. In elementary schools, older students help distribute the breakfast to younger students by delivering classroom bins from the cafeteria to the classrooms. These students also help by returning the meal count daily attendance sheet to the cafeteria, earning service credit as classroom monitors. Teachers have not had to adjust schedules and have found that the program does not interfere with their instruction time.

The school district uses Provision 2 of the National School Lunch Act to help cover costs in 36 out of 82 schools. In these schools, the district serves both breakfast and lunch at no cost to all children. The Food Services staff has made multiple efforts to keep costs low, and even during the implementation of this program has been able to continue cutting total expenditures. The Food Services Director credits economies of scale with helping the bottom line. Riggins estimates that a \$12,500 initial investment was required for the purchase of additional plastic bins and lids needed for classroom service district-wide. (See Appendix 4 for how to access the video "Newark's Got Breakfast," which describes how the district created its program.)

Portland Public Schools: "Grab and Go" Classroom Breakfast Program

Portland has achieved an impressive success through its "Grab and Go" breakfast program. Students take their breakfast (milk, juice and hot breakfast sandwich) from a portable cart in the hallway. Food service personnel count the meals served. The program takes place in 45 schools that provide breakfast at no charge, through Provision 2 of the National School Lunch Act.

According to Kristine Obbink, Director of School Food and Nutrition Services, the "grab and go" program has been a win-win situation for students and the school district. It has achieved two major goals: 1) increased breakfast participation, far beyond levels achieved by universal breakfast alone, and 2) increased revenue from breakfast while maintaining labor costs, thereby improving the bottom line of Food Services and the District as a whole. She notes that the leadership of the superintendent's office has been key in implementing and maintaining this innovative program.

Schools offer "grab and go" breakfasts to students in grades K – 8 as they enter the building. They take breakfast into the classroom and eat it during the first ten minutes of the day. Breakfast is distributed in high schools from carts in hallways after first period; time between first and second periods is extended by five minutes to allow for the time needed to grab the breakfast. Students eat during the first ten minutes of their second period class. Classrooms have a supply of napkins, straws and paper placemats. Students use the regular classroom trash cans to dispose of the wrappings, and they are placed in the hallway for pickup – a process that has proven very manageable.

The district is very pleased with the results of the program – dramatically higher student participation rates with very few complaints or problems. There were no startup costs for the program because the district already owned the mobile carts and equipment for serving. The district needs very little additional staff time to implement the program. There has been no change in pest management issues since implementation of the program. In fact, the program has reduced the amount of food teachers store in their classrooms.

Some teachers were concerned about loss of class time, but most have adapted classroom routines to effectively utilize this time. Test scores are going up in the district, and there have been anecdotal reports of fewer nurse visits, and improved student behavior.

Conclusion: Moving Toward Higher School Breakfast Participation

Schools should make increased availability and participation in school breakfast one of their highest priorities, in order to reduce hunger and support the health and educational potential of their students, particularly low-income students. Adequate nutrition and freedom from hunger are absolutely essential for good health and academic achievement, and yet these goals are not always achievable for families which are struggling to make ends meet. Federally-funded school breakfast programs make critical nutritional contributions to children's health and education.

In addition, increasing participation in school breakfast can result in a better financial bottom line for schools with many low-income students. School food service managers are able to realize economies of scale when they increase the number of breakfasts served, and schools receive financial support from the federal government for every meal served through the School Breakfast Program. Schools that serve at least 40 percent free and reduced-price lunches also receive an extra "severe need" reimbursement for every breakfast served. Some states offer additional financial support above the federal reimbursements. This assistance translates into more funds for schools to spend on improving the nutritional quality and attractiveness of the meals, and upgrading the overall operation of the school food service, which can extend into improvements in other school meals programs (i.e. lunch, afterschool snacks and suppers, and the summer nutrition program.)

This study of 23 large urban school districts identifies successful strategies and innovative programs that all urban districts – and indeed most districts in the country – can put in place to expand school breakfast participation. Based on our findings, these key strategies to expand breakfast participation among low-income students are:

- **Universal breakfast programs (i.e. breakfast at no charge) with effective district-wide promotion**

Whether districts choose to utilize Provision 2 of the National School Lunch Act or not, providing breakfast at no charge to all students is essential in order to increase participation and reduce the stigma children may feel about participating in a program otherwise identified as being "for poor kids." Universal breakfast is most effective in increasing participation when it is accompanied by effective promotion efforts to students and families.

- **Service methods that make breakfast part of the school day**

Making breakfast a part of the school day dramatically increases participation by making it convenient and accessible to all, no matter how students arrive at school. This can be achieved in a number of ways, and, as demonstrated by the Los Angeles Unified School District, a program tailored to the unique needs of individual schools is possible in even the largest districts. Whether breakfast is served in the classroom, the hallways, second period or on the playground, the flexibility to eat during the morning in school is essential to insure optimum participation.

- **Administrative support and leadership in implementing programs**

The power of administrative leadership is strongly demonstrated in many of the districts in this study. When superintendents put their full support behind a universal breakfast program with alternative service strategies, participation reaches the fullest potential. This is shown most clearly by the Portland, Oregon, and Newark, New Jersey, examples. Efforts to educate principals, superintendents and other administrators about the health, educational and financial gains from school breakfast are essential to the continued expansion of the program.

- **Partnerships with anti-hunger organizations and State agencies**

A key ingredient to moving forward with breakfast expansion is the support of program and outreach specialists who can assist a school district in analyzing barriers and creating effective solutions. Partnerships with anti-hunger organizations and the agencies that administer the School Breakfast Program at the state level are crucial to providing the technical assistance and support that is needed. In particular, anti-hunger organizations can play a crucial role in advocating strongly for improvements in the school breakfast program, bringing successful strategies to the attention of community groups and district-level and state-level stakeholders who want to improve children's health and educational achievement, and building coalitions to work for school breakfast expansion.



Methodology

The data in this report were collected directly from the school districts' food and nutrition department personnel through an email survey with follow-up interviews by phone, and in some cases on-site visits.

Student Participation

Student participation data is based on daily averages of the number of breakfasts and lunches served during the school year, using the number of serving days provided by each district.

The Cost of Low Participation Rates

The cost estimate is based on a calculation of the average daily number of children receiving free or reduced-price breakfasts for every 100 children receiving free or reduced-price lunches during the same school year. FRAC calculated the number of additional children who would be reached if each district reached a ratio of 70 to 100. FRAC then multiplied this "unserved" population by the reimbursement rate for 169 school days of breakfast. (While some districts serve breakfast for more or fewer days during the 2005-2006 school year, 169 was the national average.) FRAC assumed each district's mix of free and reduced-price students would apply to any new participants, and conservatively assumed that no additional student's meal is reimbursed at the higher rate that "severe need" schools receive.

School District Contacts

School District	Name	Title	Phone Number	E-mail Address
Baltimore City Public Schools, MD	Darren Frymoyer	Staff Specialist	410-396-4909	dfrymoyer@bcps.k12.md.us
Boston Public Schools, MA	Helen Mont-Ferguson	Director	617-635-9143	hmontfersuson@boston.k12.ma.us
Charlotte-Mecklenburg Schools, NC	Cindy Hobbs	Director of Child Nutrition	980-343-6041	c.hobbs@cms.k12.nc.us
Chicago Public Schools, IL	Sue Susanke	Director of Logistics	773-553-2833	ssusanke@cps.k12.il.us
Clark County School District, Las Vegas, NV	Karen Vogel	Director I, Food Services	702-799-8123, ext. 212	klvogel@interact.ccsd.net
Columbus Public Schools, OH	Dudley Hawkey	Director, Food Service	614-365-5671	dhawkey@columbus.k12.oh.us
Denver Public Schools, CO	Leo Lesh	Executive Director Enterprise MGT	720-423-5609	leo_lesh@dpsk12.org
Detroit Public Schools, MI	David Palmer	Director, Nutrition Services	313-779-0371	palmer-david@aramark.com
District of Columbia Public Schools	Mark Truax	Director, Food & Nutrition Services	202-576-7400	mark.truax@k12.dc.us
Houston Independent School District, TX	Robyn Hughes	Manager of Nutrition Services	713- 924-2438	rhughes3@houstonisd.org
Indianapolis Public Schools, IN	Velda T. Hamman	Director of Food Services	317-226-4772	hammanv@ips.k12.in.us
Los Angeles Unified School District, CA	Ritamarie Knizewski	Senior Nutrition Specialist	213-241-2982	ritamarie.knizewski@lausd.net
Memphis City Schools, TN	James A. Jordan	Director of Nutrition Services	901-416-5561	jordanj@mcsk12.net
Miami-Dade County Public Schools, FL	Penny Parham	Administrative Director	786-275-0400	penny@dadeschools.net
Minneapolis School District, MN	Rosemary Dederichs	Food Service Director	612-668-2821	rosemary.dederichs@mpls.k12.mn.us
Newark Public Schools, NJ	Tonya Riggins	Director of Food Services	973-733-7172	triggins@nps.k12.nj.us
New York City Dept. of Education, NY	David Berkowitz	Executive Director, SchoolFood	718- 707-4300	dberkowitz@schools.nyc.gov
Oklahoma City Public Schools, OK	Steve Gallagher	Food Service Director	405- 587-1032	stgallagher@okcps.org
Omaha Public Schools, NE	Tammy Yarmon	Director	402-557-2225	Tammy.Yarmon@ops.org
Philadelphia School District, PA	Wayne Grasela	Director	215-400-5528	wgrasela@phila.k12.pa.us
Portland Public Schools, OR	Kristine G. Obbink	Nutrition Services Director	503-916-3393	kobbink@pps.k12.or.us
Seattle Public Schools, WA	Anita Finch	Director	206-252-0685	ajfinch@seattleschools.org
Wichita Public Schools, KS	Vicki Hoffman	Food Services Director	316-973-2160	vkhoffman@usd259.net

URBAN SCHOOL BREAKFAST SURVEY

Please return this survey to Madeleine Levin (mlevin@frac.org) or fax it to (202) 986-2525.

Name: _____ Date: _____

Title: _____ School District: _____

Phone Number: _____ E-mail: _____

Please describe your breakfast program:

1. Do you serve breakfast in every school in the district? ____ Yes ____ No If no, how many schools do serve breakfast? ____
2. Please check all of the program delivery models that apply to your district and list the grade levels that utilize the model:
 - cafeteria before school # schools: _____ - elementary: _____
middle: _____
high: _____
 - in classroom # schools: _____ - elementary: _____
middle: _____
high: _____
 - "grab and go" # schools: _____ - elementary: _____
middle: _____
high: _____
 - universal (free to all) # schools: _____ - elementary: _____
middle: _____
high: _____
 - other: _____ # schools: _____ - elementary: _____
middle: _____
high: _____

If you have universal breakfast programs, please answer the following:

In what school year was it implemented?

In its first year of implementation, did participation:

increase decrease or stay the same?

If there was an increase, by what percent did participation increase?

The following are barriers to school breakfast participation. Which of these have you experienced in your district (check all that apply)?

- Bus schedules
- Lack of administrative support
- Custodial issues (e.g. trash disposal)

- Stigma
- Time allowed for eating
- Supervision of students
- Students prefer to be outside with friends
- Other:

Please describe any special breakfast initiatives or programs that have been particularly successful in the past 3 years:

3. Participation

- What was the total number of *breakfasts* served for the 2005-2006 school year (excluding summer programs) by eligibility category?
 - Free: Reduced-price: Paid:
- What was the total number of *lunches* served for the 2005-2006 school year (excluding summer programs) by eligibility category?
 - Free: Reduced-price: Paid:
- What was the total number of serving days for the 2005-2006 school year (excluding summer programs)?
- What was the total number of students certified eligible for free and reduced-price meals for the 2005-06 school year (as of October 30, 2005)?
 # eligible for free meals: ____ # eligible for reduced-price meals: ____
- In your district as a whole, is there a trend toward increased participation or decreased participation in school breakfast over the past 3 years?
 ____ increased ____ decreased ____ no change

4. Do you anticipate changes in participation level in the current school year due to new policies, programs or initiatives? ____ Yes ____ No If yes, please describe the new initiatives:
-
-

5. Financing

Do you use Provision 2 for breakfast or lunch in any schools in your district? ____Yes ____ No
 If yes, please give the following information:

Number of schools using Provision 2 _____

In the past two years, have you had additional funds to support the breakfast program, besides revenue from student purchases (of meals, a la carte, other competitive foods) and federal (USDA) reimbursements? ____Yes ____ No

If yes, check all that apply:

-
- State funds
 - General school district funds
 - Foundation grants
 - Dairy Council funds
 - Corporate grants
 - Catering sales
 - Other: _____

6. District characteristics

a. Do you contract with a Food Service Management Company to operate your school food service program?

Yes no

b. Do you purchase any pre-packaged breakfast meals from a company or companies? Yes ___ No_

c. Does your district have additional nutrition guidelines beyond USDA requirements for breakfast (for example, number of servings of whole grain per week)? ___ Yes ___ No

If yes, please include a copy of the guidelines.

d. Has your district completed a School Wellness Policy? _____ Yes _____ No

If yes, please provide us with a copy of the policy.

e. Total student enrollment for 2005-2006 school year : _____

f. Number of Schools:

#elementary schools: _____ #middle schools: _____ # high schools: _____

charter schools: _____ #other schools: _____

g. Do you provide after school snacks through the National School Lunch Program (NSLP) and/or the Child and Adult Care Food Program? _____ yes _____ no

h. Do you provide after school suppers through the Child and Adult Care Food Program? _____ yes _____ no

i. Do you participate in summer food service through the NSLP or the Summer Food Service Program? ___ yes ___ no

Resources

- o FRAC Breakfast Resources
www.frac.org/html/federal_food_programs/programs/sbp.htm
- o California Food Policy Advocates – Breakfast First
www.breakfastfirst.org/
- o National Dairy Council Materials and Contact Information
www.nutritionexplorations.org/sfs/programs_breakfast.asp
- o Newark’s Got Breakfast
www.gotbreakfast.org/recentnews.php
- o Massachusetts Dept. of Ed. Child Nutrition Outreach Program
www.meals4kids.org/sb/breakfast.html
- o USDA Breakfast Toolkit
www.fns.usda.gov/cnd/Breakfast/toolkit/Default.htm