

BREAKFAST

BREAKFAST
in the
CLASSROOM
PROJECT HANDBOOK

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Partners for Breakfast in the Classroom (PBIC) came together in 2010 in response to their shared passion for childhood nutrition and its potential for improving educational outcomes and child health. The mission of PBIC is to increase breakfast consumption among schoolchildren and spark the academic and nutritional gains associated with the morning meal through the implementation of breakfast after the bell programs. These grants are possible because of the generous support of the Walmart Foundation.

Visit www.breakfastintheclassroom.org for more information.

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PBIC is a consortium of national education and nutrition organizations including the following:

Food Research & Action Center (FRAC)

FRAC is the leading national nonprofit organization working to improve public policies and public-private partnerships to eradicate hunger and under-nutrition in the United States.

www.frac.org

National Association of Elementary School Principals (NAESP) Foundation

NAESP Foundation, founded in 1982, is operated as the tax-exempt, charitable arm of the National Association of Elementary School Principals—a professional association serving more than 25,000 administrators and other educators in the U.S. and overseas since 1921.

www.naesp.org/foundation

The NEA Foundation

The NEA Foundation is a public charity founded by educators for educators to improve public education for all students. Since our beginning in 1969, the Foundation has served as a laboratory of learning, offering funding and other resources to public school educators, their schools, and districts to solve complex teaching and learning challenges.

www.neafoundation.org

School Nutrition Foundation (SNF)

SNF is a 501(c)(3) organization dedicated to financial aid, education, professional development, and research in school food service—resources that equip School Nutrition Association (SNA) members to efficiently serve nutritious meals to millions of schoolchildren each year.

www.schoolnutrition.org/snf/

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FOREWORD

In 2018, more than 50 million students attended public elementary and secondary schools. According to the National Center for Child Poverty, 43 percent of those students come from low-income families. Many of these students go to school hungry. Data shows that a little over half of the low-income children eligible for a free or reduced-price breakfast through the federal School Breakfast Program are eating it. This fact confirms that many students are trying to learn in the morning while hungry. Subsequently, their attention spans shorten, energy levels plummet, and productivity wanes. As a result, learning suffers—children suffer.^[1]

This handbook was created to help education association leaders and school-based educators fully participate in the Partners for Breakfast in the Classroom (PBIC) grant and ultimately implement a breakfast after the bell program. Experience shows that early engagement of educators is a primary factor in rolling out a successful breakfast after the bell program. This guide provides background information, considerations for decision-making, and step-by-step instructions for the PBIC application process.

A Breakfast in the Classroom (BIC) program allows students to eat breakfast in their classroom as opposed to the cafeteria. Serving the meal in the classroom is designed to increase the number of students who actually eat in the morning. By serving breakfast after the first bell, roughly twice as many children who qualify for free and reduced-price meals eat breakfast compared to when breakfast is served before the beginning of the school day.

The PBIC grant project takes this model one step further. In funded districts and schools, breakfast is provided to all students free of charge and is eaten in the classroom after the school bell has rung and the school day has officially started. In this way, it is an integral part of the instructional day.

We hope this handbook is a useful a guide in your work to address child hunger and to successfully implement a breakfast after the bell program in your school district.

“Since the Breakfast in the Classroom program started, the tardy rates have dropped. There are less documented trips to the school nurse. We have fewer kids going to the nurse saying, ‘I’m hungry’ because they have had a breakfast.”

*Cathy Koehler, President
Arkansas Education Association
(former President of the
Little Rock Education Association)*

[1] Adapted from the NEA Foundation’s School Breakfast Toolkit. Available at: www.breakfastintheclassroom.org.

WHAT IS BREAKFAST IN THE CLASSROOM?

In most schools, breakfast is served to low-income students in a central location, usually the cafeteria, before school. However, research shows that many students arrive late to school or close to the morning bell and sometimes miss breakfast. In addition, there is a stigma attached to being a free or reduced-paying student that dissuades many students from going to the cafeteria. These factors contribute to the significant difference in the number of students eating breakfast as compared to lunch.

Enabling students to eat breakfast in the classroom as opposed to the cafeteria seeks to increase the number of students who actually eat breakfast. It accomplishes this by providing breakfast to all students, regardless of income, making it possible for all children to participate. Breakfast served in the classroom leads to the highest participation rates as all students are offered breakfast and given a specified time to eat it.



How Breakfast in the Classroom (BIC) Works

The approach is simple. Children eat together in the classroom, usually the homeroom, at the start of the school day, after the morning bell. They enjoy nutritionally well-balanced foods like breakfast wraps, yogurt, or fruit served directly in their classroom, grabbed from a cart in the hallway, or picked up in the cafeteria and taken to the classroom. Students eat breakfast while the teacher takes attendance, collects homework, or teaches a short lesson so that no instructional time is lost. The result is less hunger and better nutrition, especially for low-income students, and improved academic performance, health, and behavior.^[2]

[2] Food Research & Action Center. Breakfast for Learning. Available at: <http://frac.org/wp-content/uploads/breakfastforlearning-1.pdf>



WHAT IS THE PARTNERS FOR BREAKFAST IN THE CLASSROOM GRANT OPPORTUNITY?

The **Partners for Breakfast in the Classroom (PBIC) Grant** is available to high-need schools and districts in specific states to cover the upfront costs often associated with the startup and implementation of breakfast after the bell programs. In the PBIC grant program, breakfast is served to every student in the classroom after the school bell.

Since 2010, grants have been awarded to 35 districts and schools in 18 states. As a result, more than 63,000 students are now eating breakfast and are better prepared for learning.

In the current grant cycle, PBIC is working with education association leaders in Idaho, Louisiana, Mississippi, Missouri, Nebraska, North Carolina, Ohio, Oklahoma, Utah, and Texas.

Who is Eligible for the Grant Opportunity?

The program is designed to serve students who are most impacted by poverty. Therefore, schools must meet the following qualifications:

- ⚙ 70 percent or more of students must qualify for free or reduced-price (FRP) meals, or else the school needs to operate Community Eligibility Provision (CEP) or Provision 2 (two ways of accounting for eligibility—see Glossary for definitions);
- ⚙ Less than 50 percent of the students are currently eating school breakfast;
- ⚙ Breakfast must be served at no charge to all students after the morning bell;
- ⚙ Strong stakeholder support from school leadership and staff;
- ⚙ 3-year commitment to making reasonable efforts to continue the program; and
- ⚙ Willingness to promote the program through social media and school district communication channels.



What Does the Grant Cover?

Grant funding is available to eligible schools and districts that meet the eligibility requirements referenced earlier. The funds cover the upfront costs often associated with the startup and implementation of a breakfast after the bell program, including purchasing equipment, outreach efforts to parents, program promotion, training, staffing costs, and other related expenses.

The Grant Application Process

The grant application process begins with conversations with one of the PBIC partners. These conversations may involve a superintendent, a local association leader, a school nutrition director, or any local district leader who has a role in the school nutrition program.

Grant applications are accepted on a rolling basis until either the end of 2018 or when all of the grant funds have been allocated. The time that it takes to complete the entire application varies depending on the number of schools a district is considering. The application process includes, but is not limited to, the following steps below. PBIC is available to support the district throughout this process.

- ✿ The district assembles a joint stakeholder team to discuss interest in implementing BIC and submitting an application.
- ✿ The superintendent sends a letter to PBIC expressing interest in and commitment to BIC.
- ✿ The district completes the assessment form to determine eligibility, the preferred method of delivery, and the materials and equipment needed for the schools' successful implementation of BIC.
- ✿ The draft assessment is reviewed by PBIC and feedback is provided to the district.
- ✿ The final application is completed and submitted.
- ✿ PBIC notifies the district if the grant has been awarded, or asks the district to make any modifications to their application.



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INGREDIENTS FOR A SUCCESSFUL APPLICATION

There are a number of factors that contribute to the success of a BIC program and that should be considered in making the decision to move forward. These factors are clearly defined in the Self-Assessment Form (found at www.breakfastintheclassroom.org) and are described below:

1. Find out which schools meet the 70 percent free or reduced-price meals criteria, or are operating Community Eligibility Provision (CEP) or Provision 2, by talking to your school's nutrition director. Then, ascertain the current Average Daily Participation (ADP) for breakfast to identify where there is potential for greatest increase in daily participation in the breakfast program.
2. Consider how to engage internal (appropriate central office administrators, school administrators, and staff) and external stakeholders (education associations and unions, parents, community groups) to gain their support.
3. Analyze available delivery, counting, and claiming methods to identify pros and cons of each and what best meets the needs of your schools.
4. Consider what items to include on a BIC menu that would be accepted by the students and could be provided below the reimbursement rates.
5. Examine how staffing needs would change with increased participation.
6. Determine what equipment would be needed to implement the program.
7. Identify the training and marketing needs.
8. Decide how the success of the program will be evaluated.

Step 1: Identify Eligibility and the Potential for Increased Breakfast Participation

First, determine if there are schools that would meet the eligibility requirements. You can speak with your school nutrition director to identify schools that would meet the 70 percent free or reduced-price meals criteria or determine if the school is participating in CEP or Provision 2.

Second, examine the current participation rates in those schools by comparing the number of students eligible to the number of students participating in the school breakfast program on an average daily basis. Schools below 50 percent ADP qualify for the grant. This data is useful in helping to identify the target schools.



Step 2: Establish a District or School Level Team

Experience has shown that the most successful BIC programs are those that involve all impacted stakeholders in the decision-making about the design and implementation of the program. If a district plans to implement in multiple schools, it is helpful to have representatives from those schools on a district level team. In all cases, a local school that is implementing the program should have a team that can individualize the logistics for that school and make adjustments as necessary.

The kinds of decisions the team(s) will need to make include identifying the student needs, the preferred model for the delivery, and the equipment and budget necessary for startup.

A district level team should include the superintendent (or designee), at least one school-based non-administrative leader, a principal, and the food service director. Other positions that are helpful to have represented are those involved in Title I, custodial services, and Education Support Professionals (includes custodial staff, clerical staff, school bus drivers, and paraeducators).

A school level team should include the principal (or designee), and representatives of food service, custodial, and teaching staff, and other members that the school feels are appropriate. This team should expect to meet more frequently before implementation and during the transition. After implementation, the scheduling for future meetings should be set by the team based on need.

The responsibilities of these teams includes the following, but they may decide to add to their roles based on experience:

- ⚙ Create the specific processes for the students to get breakfast and for the reporting.
- ⚙ Develop a marketing program addressed to a number of stakeholder groups, including classroom teachers, other educators, parents, and community members to obtain support for BIC and to increase participation.
- ⚙ Monitor implementation, including feedback from students and all the staff involved, and make changes to improve the implementation.
- ⚙ Complete annual assessment of the implementation.

Check out these links for more information on how to:

- ⚙ Form your school breakfast team: <http://www.extension.umn.edu/family/health-and-nutrition/toolkits-and-resources/project-breakfast/access/getting-started/docs/forming-your-school-breakfast-team.pdf>
- ⚙ Develop meeting agendas: <http://www.extension.umn.edu/family/health-and-nutrition/toolkits-and-resources/project-breakfast/access/getting-started/docs/quick-guide.pdf>
- ⚙ Set, monitor and assess your progress toward team goals: <http://www.extension.umn.edu/family/health-and-nutrition/toolkits-and-resources/project-breakfast/access/getting-started/docs/breakfast-expansion-statement.pdf>



Step 3: Choose a Breakfast in the Classroom Delivery Model

One critical aspect of the BIC program is how the breakfasts are served. Choosing the model that works best for a school should be done by the team jointly and should be based on the building logistics as well as student and staff needs. The delivery methods are described below, but each one can be adjusted to meet the needs of a specific location.

In making the decision about the best model, the following information should be considered:

- ☼ Stakeholder support, especially at the local school level
- ☼ Staffing needed for implementation
- ☼ Impact on instructional time
- ☼ Building layout
- ☼ Equipment needed
- ☼ Recordkeeping requirement and methods

Direct Delivery

Breakfasts are delivered directly to the classroom before the bell rings by either students or staff using coolers, insulated rolling bags, or mobile carts; the teacher or other classroom staff or students distribute the meals. Staff (teacher or other) completes the recording. Students eat breakfast in their classroom after the official start of the school day. The whole process takes 15 minutes on average after initial setup.

Grab and Go

Students pick up a bagged breakfast in paper bags, boxes, or trays from centrally located kiosks and take them to the classroom. Recording is done at the kiosk. Food service staff pack breakfasts into individual paper bags, often the day before, or purchase prepackaged reimbursable breakfast in boxes. Breakfasts are usually cold, but with a little bit of creativity and preparation in the morning, hot items can also be served.

Second Chance Breakfast

Second chance breakfast is an alternative breakfast model where students eat breakfast during a break in the morning, usually right after first period, and is usually done on a “Grab and Go” basis.

Breakfast Vending

Breakfast foods are provided in vending machines that are set up in strategic locations in the school. They can provide complete reimbursable meals and can be linked to student IDs or PINs for recordkeeping.

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	Breakfast in the Classroom (BIC)	Grab and Go	Second Chance	Vending
PREPARATION AND SERVICE	School nutrition staff pack breakfasts into coolers or insulated bags to be transported to each classroom by school nutrition staff, designated students, or volunteers.	School nutrition staff pack breakfast meals in bags to be picked up from the cafeteria or kiosks in the hallway on the way to class.	Depending on the model used, students can eat in the cafeteria, similar to traditional breakfast, or take a bagged meal to be eaten in between classes or during the next period.	School nutrition staff fill vending machines with breakfast items set at strategic locations in the building; students use identifiers to obtain items; recordkeeping is done by computer upon sign-in to the machine.
TIMING	Students eat during the first 10–15 minutes of class during morning announcements or while the teacher takes attendance or reviews lessons.	Students pick up breakfast meals as they arrive at school and eat on the way to class or at their desks after the bell during the first 10–15 minutes of class.	Students eat after first period, during a morning nutrition break, either in the cafeteria or between classes.	Students get food and take into first or second period of the day.
DISTRIBUTION OF MEALS	Teachers, school nutrition staff, volunteers, or students distribute meals to students at their desks or before they take their seats, and then record which, or how many, students eat breakfast.	School nutrition staff distribute meals and students are counted via the point of sale (POS) system in the cafeteria or, if using kiosks, through a wireless POS, or on manual lists.	School nutrition staff distribute meals and students are counted via the POS system in the cafeteria or, if using kiosks, through a wireless POS, or on manual lists.	Students self-select items from machines.
CLEANUP	Students clear trash and wipe down desks. Breakfast trash can be placed in the hallway to be collected by custodial staff.	Students clear trash and wipe down desks. Breakfast trash can be placed in the hallway to be collected by custodial staff.	In the cafeteria, cleanup is similar to traditional, before-school breakfast service. If serving from kiosks, schools should be sure to provide adequate trash cans in the hallways.	Trash cans are set strategically near classrooms for easy disposal and collected by custodial staff.



Step 4: Letter of Support from the Superintendent

The superintendent sends a letter of support on district letterhead to PBIC. See **Appendix 3** for a sample letter.

Step 5: Complete the Self-Assessment and Grant Application

The breakfast team works to complete the self-assessment. The school nutrition director is usually the primary contact person for this task. This form will help your team to determine which schools meet the eligibility requirements based on income and ADP. It will guide you through the process of determining the right program for your schools, including what equipment might be needed. (The assessment form and a guide for its completion can be found at:

<http://breakfastintheclassroom.org/wp-content/uploads/2016/08/bic-self-assessment-form-and-guide.docx>.)

Once the assessment has been completed, the school nutrition director consults with PBIC regarding the proposed plan to get feedback and input. Any changes to the plan should be brought back to the stakeholder team for affirmation or modification.

The school nutrition director (or designee) completes the application based on the final decisions of the team on the assessment form. The application form, an Excel document, can be found at <http://breakfastintheclassroom.org/grants/>. Typically, a district receives a response from PBIC within two weeks.



NEXT STEPS

Once a district has been awarded a grant, the superintendent and school nutrition director will be asked to sign a Memorandum of Understanding (MOU). This document identifies the specific requirements for receipt of the grant funds.

The Memorandum of Understanding

Upon a grant award, PBIC will send an MOU, which codifies the program and makes a mutual commitment between the district and PBIC. It outlines the expectations of PBIC, including the distribution of grant funds, and agreed-upon action plan.

Expectations of PBIC

- ⚙ Provide technical assistance and support.
- ⚙ Disburse funds to reimburse for equipment, materials, and training as specified in the grant and MOU.
- ⚙ Provide a communications toolkit to support the internal and external communications about the program.

Expectations of the Funded School District

- ⚙ Commit to implement the program as approved for three years.
- ⚙ Meet the program objectives of serving nutritious breakfast after the bell to all students at no cost to them.
- ⚙ Provide training to school staff on the prevalence and impact of food insecurity on students and their learning, BIC models, how menus are planned, accountability and recording, and their specific roles in the program.
- ⚙ Hold at least one media event.
- ⚙ Publish a press release to announce the implementation of the program.
- ⚙ Spend grant funds as approved and provide expense sheets.
- ⚙ Provide the name and contact information for the individual who will be the point of contact for the district to PBIC.
- ⚙ Be in contact with PBIC, including quarterly phone meetings.
- ⚙ Collect data and provide to PBIC.
- ⚙ Make every effort to sustain the program after the three years.



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APPENDIX 1

Glossary of Terms

Average Daily Participation (ADP): The average percentage of students who eat school meals on any given day.

Breakfast in the Classroom (BIC): Breakfast in the Classroom is a service delivery model where students eat breakfast in their classroom after the official start of the school day.

Community Eligibility Provision (CEP): Community Eligibility Provision allows high poverty schools to offer breakfast and lunch at no charge to all students, eliminating the traditional school meal application process.

Education Support Professionals (ESP): Non-certificated school employees providing any variety of services in a school system, including, but not limited to instructional assistants, paraeducators, school bus drivers, cafeteria workers, clerical staff, and custodial staff.

Free and Reduced-Priced (FRP): Meals for which the price is set by the USDA based on income compared to the federal poverty level. Free meals are provided to students whose families make 130 percent or less of the federal poverty level and reduced-priced meals are provided to students whose families make between 130 and 185 percent of the federal poverty level.

Memorandum of Understanding (MOU): A written document describing a cooperative relationship between two parties wishing to work together on a project or to meet an agreed upon objective and serves as a legal document describing the terms and details of the partnership

National School Lunch Program (NSLP): A federally assisted meal program operating in public and nonprofit private schools and residential childcare institutions to provide nutritionally balanced, low-cost or free lunches to children each school day.

Partners for Breakfast in the Classroom (PBIC): A consortium of national education and nutrition organizations that provides grants to increase breakfast consumption among schoolchildren and spark the academic and nutritional gains associated with the morning meal through the implementation of breakfast after the bell programs.

Provision 2: Provision 2 allows high poverty schools to offer breakfast and lunch at no charge to all students without the required annual application/verification process, counting, and recording of meal types during three of every four years.

School Breakfast Program (SBP): A federal meal program that provides subsidized breakfasts to children at schools and childcare facilities in the United States.

United States Department of Agriculture (USDA): Also known as the Agriculture Department, the U.S. federal executive department responsible for developing and executing federal laws related to farming, agriculture, forestry, and food.

Universal School Breakfast: Refers to any school program that offers breakfast at no charge to all students, regardless of family income.

APPENDIX 2

Sample Superintendent Letter

Dear Partners for Breakfast in the Classroom:

This letter is submitted on behalf of [Insert School/District Name Here] in support of the creation of a breakfast after the bell program. We believe that the program will spark the academic and nutritional gains associated with having the morning meal. As superintendent of [Insert School/District Name Here], I strongly support the BIC initiative and will commit to continue the program for at least three school years.

Numerous studies have found that eating breakfast at school is linked to improvements in math, reading and vocabulary, improved standardized test scores, increased alertness and concentration, improved behavior, and decreases in student absenteeism and tardiness. Unfortunately, a relatively small percentage of children take advantage of this morning meal. In fact, nationwide less than half of low-income students who eat school lunch are eating school breakfast. Participation data from [Insert School/District Name Here] indicates that there is a significant gap between breakfast and lunch participation, where only [XX] percent of low-income students who participate in the National School Lunch Program are participating in the School Breakfast Program.

As a school district new to the BIC program, we are eager to get started. We look forward to the opportunity to engage with PBIC and other stakeholder networks to become champions of expanding breakfast participation for our students.

Sincerely,

[Insert Superintendent Name Here]

APPENDIX 3

What People Are Saying About the PBIC Project

Testimonials from Educators

"Since the Breakfast in the Classroom program started, the tardy rates have dropped. There are less documented trips to the [school] nurse. We have fewer kids going to the nurse saying, 'I'm hungry' because they have had a breakfast." **Cathy Koehler, President, Arkansas Education Association (former President of the Little Rock Education Association)**

"When I bring their breakfast in the morning, our students sit at the table in a group. We encourage them to talk and start conversations with students. When they finish with breakfast, they get a book and read. It is another good time to get some literacy in with students." **Pam Bemis, Paraeducator, Garton Elementary, Des Moines, IA**

"What I noticed with my students is that they make sure they are there when I pick them up at 7:30 a.m. because they want that muffin, fruit, juice, and milk because they love it. In the last two years since we've implemented the program, I have seen a big difference in student attendance and a decrease in tardiness." **Patty Candelaria, First Grade Teacher, Kiker Elementary, Austin ISD, Texas**

"If we are serious about getting beyond this obsession with testing, we have to meet the needs of the whole child. The OEA's work with school breakfast was a natural extension. It was essentially a way for us to walk the talk as we talk about what educational improvement should be all about." **Scott DiMauro, Vice President, Ohio Education Association**

"I can't say enough about how the Breakfast in the Classroom program has positively impacted student and school climate." **Michael Diggins, Dean of Students, Francis C. Hammond Middle School, Alexandria City Public Schools, Alexandria, Virginia**



Testimonials from School Nutrition Directors

“CEP opened up a lot more options for us in terms of breakfast-in-the-classroom. In some places the combination of CEP and BIC helped us go from 20%-30% participation to 80%-90%—that’s just a huge, huge difference. One of my schools was even serving more breakfasts than lunch for a while!” **Craig Hodge, Clarke County School District, Alabama (Cycle 3)**

“I really have to give credit to principals for recognizing the importance of breakfast and being willing to take this on. The nice part about how we were able to roll this out, all the schools—12 elementary as well as 3 middle—they really made that decision to participate. We presented [BIC] as an opportunity ... and they really embraced that.” **Sandy Huisman, Des Moines Public Schools, Iowa (Cycle 2)**

“I did expect [BIC] to grow, but what I did not expect was the great benefit that we have gotten from the partnerships. From working with FRAC, the local NEA, the Elementary School Principals Association [Foundation], School Nutrition Foundation, and local partners ... we have managed to expand the program beyond the Walmart Foundation grant. We in foodservice are very committed to good nutrition and reducing hunger. It was really inspiring to see that same commitment and that same dedication from the other groups, the other partners.” **Dora Rivas (ret.), Dallas ISD, Texas (Cycle 1)**

“It’s a matter of convenience for high school kids. When they get up in the morning—even in my experience with my own kids—most of them aren’t hungry. They are in a hurry to get ready, just trying to get to school—they are barely getting up and getting their clothes on! When they get to school, that’s when they are awake enough to say, ‘Gee, I really wish I had something to eat!’” **Dr. Cleta Long, Bibb County School District, Georgia (Cycle 3)**

“Since the start of the [Breakfast in the Classroom program] program, we have seen the benefits. We have many schools that say they never want to go back to breakfast in the cafeteria. They have seen the camaraderie that has occurred within the classrooms and the school community. The concept of breaking bread together in the morning has really built that sense of community with teachers, the classroom, and the kiddos. Many of them say it starts their day off a lot calmer.” **Andrea Wright, Nutrition Coordinator, Jefferson County Public Schools, Louisville, Kentucky**

Testimonials from Principals

“Implementing breakfast-in-the-classroom allowed me to create morning [enrichment] programs, instead of being herded to the cafeteria where issues arise and chaos is the norm during 30-45 minutes of nothing but eating breakfast. After the first year we completely shut down the cafeteria in the morning because we simply didn’t need it.” **Tim Foster, Cochran Elementary, Jefferson County Public Schools, Kentucky (Cycle 2)**

“I was a teacher in the valley when we did breakfast-in-the-classroom and as a teacher—I have to admit—I was kind of a naysayer. I had all those common fears about syrup on the desk and spilled milk, but of course you know that didn’t happen. The kids were very respectful, and they were appreciative. Some kids, they won’t go to the cafeteria for whatever reason—the stigma, or they want to be with their friends—but when it’s available to them in the classroom, they’ll eat it.” **Kathy Ryan, Consuelo Mendez Middle School, Austin ISD, Texas (Cycle 4)**

“When [grants officer] Greg Tardieu told me about the Partners for Breakfast in the Classroom grant, he started sharing our school statistics—the number of kids eating breakfast, and the missed opportunity to get more of them eating—and I got excited. There was never any reservations or hesitations. Any big initiative is overwhelming, but when you look at the outcome and the great things that breakfast can produce, it makes all of the hard work easier.” **Pierrette Hall, Francis C. Hammond Middle School, Alexandria City Public Schools, Virginia (Cycle 3)**

Testimonials from Superintendents

“I wanted to explore breakfast-in-the-classroom because I thought we were wasting time in the morning, and even though we were already serving universal breakfast district-wide, a lot of kids weren’t taking advantage of that. I knew—we all knew—that not every kid was coming to school having eaten breakfast, and I saw a lost opportunity there. I thought, ‘If we don’t do it, who will?’” **Mark Joraanstad, Superintendent, Saddle Mountain USD #90, Arizona (Cycle 3)**

“When you walk into a classroom and everyone is eating together you are building a sense of community and family. There is something about sharing food that brings people together and I don’t think you can downplay that relationship is built in the classroom—it’s magical!” **Amy Dennes, Assistant Superintendent, Jefferson County Public Schools, Kentucky (Cycle 3)**

“We are a district that prides itself on academic improvement, and our principals guard their instructional time like bulldogs. I took principals to Tucson to see [breakfast-in-the-classroom] at work, and they really loved the Grab and Go ideas. We made decisions together, and everyone was happy.” **Olivia Zepeda, Assistant Superintendent, Gadsden Elementary School District #32, Arizona (Cycle 3)**

“The overarching issue is that when kids are hungry they can’t focus on math, music, science, social studies, or art, if they are thinking about when they are going to eat. There’s not the ‘lost time’ people think there is [with BIC]; it’s not like breakfast starts, then ends, and then instruction starts. Teachers can begin talking about the day, or a debrief of the night before—those things overlap, and it doesn’t have to mean the loss of instructional time.” **Dr. Kevin Maxwell, CEO, Prince George’s County Public Schools, Maryland (Cycle 1)**

NOTES

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