

# Tools To Help Implement Michigan School Breakfast Challenge



# Introduction

Every student should have access to food, a healthy diet and nutrition education. The School Breakfast Program ensures these options are available.

## **BENEFITS OF A HEALTHY BREAKFAST**

Studies have proven that students who eat breakfast benefit nutritionally and educationally. Eating school breakfast results in increased math and reading scores. There were fewer visits to the nurse. Teachers reported improved classroom behavior, improved attentiveness. Parents reported improved performance.<sup>1</sup> The majority of students who start their day with breakfast say they feel good, are happy, and more alert throughout their school day. The majority of students who do not eat breakfast say they feel bad, are angry, sick and bored throughout the school day.<sup>2</sup>

## **THIS KIT CAN HELP**

This kit is designed for stakeholders at all levels who have an interest in increasing access to the School Breakfast Program, determining the type of meal service most suited to your needs and developing a marketing plan that will capture and keep all of your customers.

## **GETTING STARTED**

Individual folders will help you target a starting point and move quickly through the materials in this kit. Whether you are a school principal, a parent, or a food service director, there is something in this kit to help you enlist support from key decision makers and begin planning your new or improved breakfast program.

Included are the following tools:

- Parent and student surveys to help you determine what parents expect and what students need
- Worksheets to calculate revenue and the costs of serving breakfast
- Descriptions of and ideas for various meal service options
- Information and problem solving ideas for stakeholders at every level
- Marketing ideas for successful operation of the program
- Valuable resources to meet your operational needs
- Evaluation for measuring your success

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<sup>1</sup> Minnesota Department of Children, Families and Learning & University of Minnesota

<sup>2</sup> Department of Nutrition Sciences, University of Connecticut, February 1991

To begin, go to the folder called *“Successful Use of This Kit”*. The icons on the left side of the page represent each decision maker. Find your icon and it will guide you through the folders of this kit.

Before implementing the School Breakfast Program in your school, you may wish to establish a baseline for attendance, tardiness and discipline referrals. The *“Program Evaluation”* folder contains an evaluation form you can use to assess your school.

The *“Kit Evaluation”* contains a card for submitting your feedback for improving the kit.

Icons used throughout the kit are located on the next page.



Successful Use of This Kit



Teachers



Initial Assessment



Parents



Calculating Costs



Food Service Staff



There's More Than One Way To Serve Breakfast



Students



Roadmaps to Success



Traditional Breakfast



Marketing Efforts



Breakfast in the Classroom



Resources



Breakfast After 1<sup>st</sup> Period



Program Evaluation



Grab 'n' Go Breakfast



Kit Evaluation



Superintendents/Principals



Breakfast on the Bus



P.E. Teachers/Coaches



This material is available in the "Resources" Folder and CD

# Successful Use of This Kit



Throughout these pages, icons have been developed to guide you through the kit. As you see down the left hand side of this page, there is an icon for each decision maker. Keep your eye out for the icon that represents you to help you walk through the kit. Follow the steps that best suit your situation and your needs to implement the School Breakfast Program.



## Principals/Superintendents

Putting the School Breakfast Program into action ensures students start the day with what they need to excel academically and grow up healthy. Studies show that students are more ready to learn after eating breakfast. Students are being bussed earlier and longer and may not have had time to eat breakfast. Children making their own decisions about breakfast may not always make healthy choices.

If your school does not have the School Breakfast Program, walk through this practical kit on how to implement the School Breakfast Program in your school.

If your school has the School Breakfast Program, and you would like to increase participation, pull out the folders called:

- *“There’s More Than One Way to Serve Breakfast”*
- *“Calculating Costs”*
- *“Roadmaps to Success”*
- *“Marketing Efforts”*
- *“Resources”*



## Food Service Directors

Providing students breakfast benefits both the school food service program and children’s health. Schools that have implemented the School Breakfast Program may profit due to the Federal reimbursement available. Students are being bussed earlier and longer and may not have time to eat breakfast. Children making their own decisions about breakfast may not always make healthy choices.

If your school does not have the School Breakfast Program, start with *“There’s More Than One Way to Serve Breakfast”* and then walk through the practical kit for implementation.

If you know you would like to have the School Breakfast Program, and you need to provide groups with more information as to why school breakfast is important, start with *“Roadmaps to Success”*.

If your school has the School Breakfast Program, and you would like to increase participation, pull out the folders called:

- *“There’s More Than One Way to Serve Breakfast”*
- *“Calculating Costs”*
- *“Roadmaps to Success”*
- *“Marketing Efforts”*
- *“Resources”*



## Teachers

Studies show (and teachers agree!) eating breakfast at school ensures students start the day ready to learn. When appetites are satisfied, attention span increases and there are fewer discipline problems. The few minutes it takes to add breakfast to the school day are offset by the students’ active participation once their brains are fueled.

If your school does not have the School Breakfast Program, start with *“Roadmaps to Success”*, then walk through the practical kit for implementation.

If your school does have the School Breakfast Program, and you would like to increase participation, pull out the folders called:

- *“There’s More Than One Way to Serve Breakfast”*
- *“Roadmaps to Success”*
- *“Marketing Efforts”*
- *“Resources”*



## Physical Education Teachers/Coaches

Starting the day with a healthy breakfast benefits students' physical and academic performance. Students who rev their metabolism with breakfast have more energy throughout the school day and energy to spare to participate in after-school sports.

If your school does not have the School Breakfast Program, and you would like to have one especially for early morning practices and maintaining energetic athletes, start with *"Roadmaps to Success"*, then walk through the practical kit for implementation.

If your school does have the School Breakfast Program, and you would like to increase participation to keep students and athletes moving all day, pull out the folders called:

- *"Roadmaps to Success"*
- *"Marketing Efforts"*
- *"There's More Than One Way to Serve Breakfast"*
- *"Resources"*



## Parents

Breakfast at school is a helpful option for families. Many children are getting on school busses too early to eat at home. Time is short for getting family members off to where they need to be. Some children are not hungry until after they have arrived at school.

If your child's school does not have the School Breakfast Program, start with *"Roadmaps to Success"* and *"There's More Than One Way to Serve Breakfast"*. Work with your school using this practical kit to implement the program.

If your child's school does have the School Breakfast Program and it does not meet your needs, pull out the folders called:

- *"There's More than One Way to Serve Breakfast"*
- *"Roadmaps to Success"*
- *"Resources"*



## Students/Student Leaders

Did you eat a healthy breakfast this morning or was the bus right around the corner? There are many reasons why breakfast is the best way to start the day. Eating breakfast gives your brain energy to think clearly in your classes. Starting with a healthy breakfast revs your metabolism and keeps it going strong the rest of the day. Studies show those who eat breakfast are less likely to overeat during the day. Breakfast is an important contributor to the total vitamin and nutrient needs for your body to grow strong bones, keep healthy skin, and develop muscles!

If your school does not have the School Breakfast Program, you can lead the way by teaming up with the right partners and using this kit to educate decision makers. Start with the folder called *“Roadmaps to Success”*.

If your school has the School Breakfast Program, be a leader – EAT BREAKFAST! Use the ideas in *“Marketing Efforts”* and *“Resources”* to make school breakfast fun and appealing to all students.



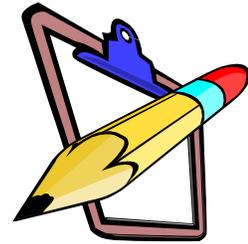
## State Agency

Increasing access to the School Breakfast Program by expanding participation in schools that have breakfast and increasing the numbers of schools offering breakfast is a priority the Food and Nutrition Service supports. In addition, we all know how important starting the day with a healthy breakfast is for a child’s learning and development. Offering a healthy breakfast at school gives busy families another option for ensuring this important meal is eaten.

To help your state win at increasing access to the School Breakfast Program, start with the *“Initial Assessment”* folder and then use this practical kit as a tool for success.

# Initial Assessment

(Assessing Interest at School and Community Levels)



It is important to determine the level of interest of a school in starting or expanding the breakfast program. Participation is important – not only to meet a child’s nutritional needs, but also to receive the maximum reimbursement and to run a successful program. In child nutrition programs, serving lunch or breakfast has become more than serving food. Successful meal service requires customer satisfaction, a positive meal image and serving experience.

This section includes the tools to determine your school’s level of interest in starting or expanding the School Breakfast Program. The editable surveys found in this folder can be found in the folder called “Resources” in this kit or on the “Discover School Breakfast” CD. Some questions to ask about your school are:

## DO YOU CURRENTLY HAVE THE SCHOOL BREAKFAST PROGRAM?

The School Breakfast Program started as a two-year pilot program under the Child Nutrition Act of 1966 and was made permanent in October 1975. It is a Federally-assisted meal program operating in schools and institutions. It provides nutritionally balanced, low-cost or free breakfasts to children each school day. The program was established to ensure that all children have access to a healthy breakfast at school to promote learning readiness and healthy eating behaviors.

If you do not currently have the program and are interested in finding out more information about reimbursements, program regulations, menu planning and more, go to <http://www.fns.usda.gov> for more details.

## WHO ARE YOUR STUDENTS?

This is important since the target audience and the age group will determine how you address their needs and the variety of tactics you will use. Does your school include grades K-6 or K-8 or K-12 or 6-9? Who composes the population you are serving? What are the demographics? All of these factors vary because all schools vary. Think about the students you are working with before implementing the program so that you address their needs appropriately. For example, a campaign with a cute mascot and colorful cartoon characters may not be successful in targeting a high school group. Similarly, you would not hand out wordy flyers for elementary students. Examine the audience and market to them appropriately.

## **WHAT IS THE LEVEL OF INTEREST FROM THE COMMUNITY?**

What does the community know about school breakfast? If you don't have a school breakfast program yet, what does the community think about school lunch? Does the community think parents should feed students breakfast? Do the majority of families have parents working outside the home? Do students have a long bus ride? What are children eating before school? Does your community take an active role in school activities? Is the School Board receptive to the School Breakfast Program?

## **WHO NEEDS MORE INFORMATION ABOUT WHY BREAKFAST IS IMPORTANT?**

Everyone knows that breakfast is beneficial for students, but do other stakeholders know? Some decision makers may not be aware of all the benefits of breakfast. By eating a healthy meal before school, students are better prepared for learning. Parents are assured knowing they have another option for providing a nutritious breakfast for their children. Principals and teachers see improved attendance and tardiness, as well as improved academic performance, in students. Students who have eaten a school breakfast have higher assessment scores. The School Breakfast Program benefits not only the food service program at your school, but also increases the performance of students in school. Determine who needs more information and provide the necessary statistics or studies to educate them on why breakfast continues to be the most important meal of the day.

## **ASSESSING YOUR SCHOOL**

In this section, you will find surveys for students, parents and school administrators. The surveys are designed for schools that do and do not have the School Breakfast Program. They are available on the CD in the "Resources" folder included in this kit and are editable to adapt to the needs of your school.

Distribute the survey to students and parents to learn more about their patterns of breakfast behavior. Are your students eating breakfast? What are their favorite foods? Are parents busier than ever before?

Results from the survey will be compiled into the administrator survey to provide an overview for creating necessary changes in food, timing or method of service. Work with your State Agency to determine the next step and work through the rest of this practical kit for ideas on how to address those needs.

# Elementary Student Survey – NO Breakfast Program

1. Did you have breakfast this morning before you came to school?

- YES                       NO

2. Did you have any of these foods? Check which ones you had for breakfast this morning.

- |  |  |
|--|--|
| <input type="checkbox"/> Milk/Soy Milk                         | <input type="checkbox"/> Juice/Fruit/Vegetable                       |
| <input type="checkbox"/> Meat/Cheese/Yogurt/<br>Egg/Beans/Fish | <input type="checkbox"/> Cereal/Bread/Muffin/Rice/<br>Bagel/Tortilla |

If no, what did you eat this morning?

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3. How do you feel when you've missed breakfast?

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4. Do you get hungry before lunch?

- YES                       NO

5. If you could eat breakfast at school, would you?

- YES                       NO

If no, why not?

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6. What does eating a good breakfast help you do better?

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# Elementary Student Survey- WITH Breakfast Program

1. Did you have breakfast this morning before you came to school?

- YES                       NO

2. Did you have any of these foods before school? Check which ones you had for breakfast this morning.

- |  |  |
|--|--|
| <input type="checkbox"/> Milk/Soy Milk                         | <input type="checkbox"/> Juice/Fruit/Vegetable                       |
| <input type="checkbox"/> Meat/Cheese/Yogurt/<br>Egg/Beans/Fish | <input type="checkbox"/> Cereal/Bread/Muffin/Rice/<br>Bagel/Tortilla |

If no, what did you eat this morning? \_\_\_\_\_

3. Did you have breakfast at school this morning?

- YES                       NO

If no, why not?

\_\_\_\_\_

4. How do you feel when you've missed breakfast?

\_\_\_\_\_

5. Do you get hungry before lunch?

- YES                       NO

6. What does eating a good breakfast help you do better?

\_\_\_\_\_

# Secondary Student Survey – No Breakfast Program

1. What do you know about the importance of eating a healthy breakfast?

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---

2. Did you eat breakfast today? YES/NO

3. Check any of these items you had for breakfast?

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Milk/Soy<br>Milk | <input type="checkbox"/> Juice/Fruit/<br>Vegetable | <input type="checkbox"/> Meat/Cheese/<br>Yogurt/Beans/<br>Egg/Fish | <input type="checkbox"/> Cereal/Bread/<br>Muffin/Bagel/<br>Rice/Tortilla |
|---|--|--|--|

If none of the above, what did you eat?

---

4. Do you ever buy foods at a store, fast food restaurant or vending machine to eat for breakfast? YES/NO

If yes, what kinds of food do you buy?

---

5. How do you get to school and how long does it take?

- |   |   |  |   |
|---|---|--|---|
| <input type="checkbox"/> Bus<br>_____ minutes | <input type="checkbox"/> Car<br>_____ minutes | <input type="checkbox"/> Walk<br>_____ minutes | <input type="checkbox"/> Other _____<br>_____ minutes |
|---|---|--|---|

6. What time do you get to school? \_\_\_\_\_ a.m.

7. Do you participate in before-school activities? YES/NO

8. If breakfast was offered at school, list the kinds of foods you would like.

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9. If you could eat breakfast at school, would you? YES/NO

If no, why not?

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10. Would you purchase school breakfast if it cost less than \$ \_\_\_\_\_? YES/NO

If no, why not?

---

# Secondary Student Survey – WITH Breakfast Program

1. What do you know about the importance of eating a healthy breakfast?

---

---

2. Check any of these items you had for breakfast.

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> Milk/Soy<br>Milk | <input type="checkbox"/> Juice/Fruit/<br>Vegetable | <input type="checkbox"/> Meat/Cheese/<br>Yogurt/Beans/<br>Eggs/Fish | <input type="checkbox"/> Cereal/Bread/<br>Muffin/Bagel/<br>Rice/Tortilla |
|---|--|---|--|

If none of the above, what did you eat?

---

3. Did you eat breakfast at school? YES/NO

If no, why not?

---

4. Do you ever buy foods at a store, fast food restaurant or vending machine to eat for breakfast? YES/NO

If yes, what kinds of food do you buy?

---

5. How do you get to school and how long does it take?

- |   |   |  |   |
|---|---|--|---|
| <input type="checkbox"/> Bus<br>_____ minutes | <input type="checkbox"/> Car<br>_____ minutes | <input type="checkbox"/> Walk<br>_____ minutes | <input type="checkbox"/> Other _____<br>_____ minutes |
|---|---|--|---|

6. What time do you get to school? \_\_\_\_\_ a.m.

7. Do you participate in before-school activities? YES/NO

8. List the kinds of foods you like to eat for breakfast.

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9. If some of these foods were offered, would you eat breakfast at school, YES/NO

If no, why not?

---

10. Would you purchase school breakfast if it cost less than \$\_\_\_\_\_. YES/NO

If no, why not?

---

# Parent Survey – NO Breakfast Program

Many families today do not have time to eat a healthy breakfast before getting everyone out the door to school and work.

1. Does your child have time to eat breakfast before school? YES/NO

If no, what are your child's other options for eating breakfast?

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2. Does your child ride a bus to school? YES/NO

If yes, for how long? \_\_\_\_\_

3. If breakfast was available at school, would you use this option to ensure your child has a healthy start to the day? YES/NO

If no, why not?

---

4. List some of the foods your child eats for breakfast.

_____	_____
_____	_____
_____	_____
_____	_____

5. If a breakfast program is started in your school, do you think your child will want to participate? YES/NO

If no, why not?

---

6. Would you purchase a school breakfast for your child if it cost less than \$\_\_\_\_\_?  
YES/NO

If no, why not?

---

# Parent Survey – WITH Breakfast Program

Many families today do not have time to eat a healthy breakfast before getting everyone out the door to school and work.

1. Does your child have time to eat breakfast at home? YES/NO

If no, what other options does your child have for breakfast?

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2. Did you know that breakfast is offered at school? YES/NO

3. Does your child eat school breakfast? YES/NO

If no, why not?

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4. Does your child ride a bus to school? YES/NO

If yes, for how long? \_\_\_\_\_

5. List some of the foods your child eats for breakfast?

_____	_____
_____	_____
_____	_____
_____	_____

6. Would you purchase a school breakfast for your child if it cost less than \$ \_\_\_\_\_?  
YES/NO

---

If no, why not?

---

# Administrator Survey – NO Breakfast Program

(to be filled out once parent/student surveys are returned and then sent to your State Agency)

1. Record your enrollment here: \_\_\_\_\_
2. How many students took the survey? \_\_\_\_\_
3. Of the students who took the survey, how many recognized the importance of eating breakfast? \_\_\_\_\_
4. How many had breakfast that included at least one of these components?  

_____ Milk/Soy Milk	_____ Juice/Fruit/Vegetable
_____ Meat/Cheese/Yogurt/ Egg/Beans/Fish	_____ Cereal/Bread/Muffin/Bagel/ Rice/Tortilla
5. How many students bought foods from store/fast food restaurant/vending machines for breakfast? \_\_\_\_\_
6. How many students spend more than 30 minutes getting to school? \_\_\_\_\_
7. Of those students, how many are riding the bus? \_\_\_\_\_
8. How many students arrive at school at least 20 minutes prior to school starting?  
\_\_\_\_\_
9. How many students participate in before-school activities? \_\_\_\_\_
10. If you started the program, would your food service staff be able to provide the types of foods the students would like to eat? YES/NO  
  
If yes, which foods?  
\_\_\_\_\_  
\_\_\_\_\_
11. How many students said they would participate in the School Breakfast Program?  
\_\_\_\_\_
12. How many students said they would purchase breakfast at the cost listed? \_\_\_\_\_
13. What were the primary reasons students gave for why they would not eat school breakfast?  
\_\_\_\_\_  
\_\_\_\_\_
14. How many parents took the survey? \_\_\_\_\_

15. How many parents said their children did not have time to eat breakfast before school?  
\_\_\_\_\_

16. How many parents said their children ride the bus to school? \_\_\_\_\_

17. What was the minimum/maximum length of time children spent riding the bus to school?  
Minimum \_\_\_\_\_ Maximum \_\_\_\_\_

18. How many parents would use the option of school breakfast for their children if it were available? \_\_\_\_\_

19. If you started the program, would your food service staff be able to provide the types of foods parents indicated their children would like to eat? YES/NO

If yes, which foods?

\_\_\_\_\_  
\_\_\_\_\_

If no, why not? \_\_\_\_\_

20. How many parents think their children would participate if school breakfast were an option?  
\_\_\_\_\_

21. How many parents responded that they would purchase school breakfast if the cost was less than \$ \_\_\_\_\_? \_\_\_\_\_ Parents said YES \_\_\_\_\_ Parents said NO

22. What did these answers reveal to you about your school and your students' receptivity to school breakfast?

\_\_\_\_\_  
\_\_\_\_\_

23. After completing this exercise, what is your level of readiness for starting the School Breakfast Program?

- |   |   |
|---|---|
| <input type="checkbox"/> We're ready to start now | <input type="checkbox"/> Not really ready at this time            |
| <input type="checkbox"/> We're nearly ready       | <input type="checkbox"/> Unlikely that we will be ready this year |
| <input type="checkbox"/> Uncertain                |   |

24. Based on this assessment, your State Agency can help you determine when and how to move to the next level.  
What is the best way to contact you?

\_\_\_\_\_

Who is the lead for your school on food programs?

Contact Lead: \_\_\_\_\_ Contact Information: \_\_\_\_\_



14. How many parents took the survey? \_\_\_\_\_
15. How many said their children did not have time to eat breakfast at home? \_\_\_\_\_
16. How many parents were aware of breakfast as an option at school? \_\_\_\_\_
17. How many parents reported their children ate breakfast at school? \_\_\_\_\_
18. What were the primary reasons parents gave that their children did not eat breakfast at school?
- \_\_\_\_\_
- \_\_\_\_\_
19. How many parents reported their children ride the bus to school? \_\_\_\_\_
20. What was the minimum/maximum length of time children spent on the bus?
- Minimum \_\_\_\_\_ Maximum \_\_\_\_\_
21. Are there foods parents listed that could be added to your school breakfast menu? YES/NO
- If yes, what foods?
- \_\_\_\_\_
- \_\_\_\_\_
- If no, why not?
- \_\_\_\_\_
22. What did these answers reveal to you about ways you can make your school breakfast program more appealing to students and parents?
- \_\_\_\_\_
- \_\_\_\_\_
23. Based on this assessment, your State Agency can help you develop new ways to expand your School Breakfast Program.
- What is the best way to contact you?
- \_\_\_\_\_
- Who is the lead for your school on food programs?
- Contact Lead: \_\_\_\_\_ Contact Information: \_\_\_\_\_

# Statement of Need

The state of North Dakota has experienced slow, but steady growth in the number of schools that participate in the School Breakfast Program. North Dakota has no state mandate for schools to offer the School Breakfast Program in areas of economic need. The state does not provide any extra financial assistance (reimbursement) for the School Breakfast Program.

North Dakota students and families experience the same pressures on school, work and family schedules as people across the country. In North Dakota, this is compounded by the extreme rural nature of the state. In many areas, students are faced with long bus rides – often up to 1 ½ hours in length. In the rural economy, many parents are forced to find employment to supplement farm/ranch income, creating stress on schedules and lifestyles. The dramatic rural to urban shift in population creates other pressure; such as crowded schools and busy school schedules. Unlike many states, low-income students in North Dakota are scattered across the general population. There are no dramatic “pockets of poverty”. North Dakotan people are a proud group; often unwilling to apply for free and reduced price meal benefits.

The 2002 School Breakfast Scorecard released by the Food Research and Action Center (FRAC) ranked North Dakota 44<sup>th</sup> in the nation in the area of access to the School Breakfast Program by low-income students. Only 34% of students in low-income areas have access to the School Breakfast Program.

There are other factors that may influence a school’s position on offering the School Breakfast Program. These include: 1) unwillingness to change/alter school and bus schedules to accommodate the program, 2) fear that the School Breakfast Program will have a negative financial impact on the school food service program, 3) belief that providing breakfast is a parental responsibility, 4) lack of awareness about the connection between nutrition and learning.

The following goal and objectives are offered for the School Breakfast Program project:

## GOAL

**Students, parents, community members and educators will understand the contribution that school breakfast makes to health and learning.**

### OBJECTIVE 1

To increase the number of targeted and special targeted schools participating in the School Breakfast Program.

### OBJECTIVE 2

To increase the number of students that eat breakfast at schools that currently participate in the School Breakfast Program.

## DEFINITIONS:

<b>Targeted School</b>	Schools with over 35% free/reduced price eligible, NOT participating in the SCHOOL BREAKFAST PROGRAM.
<b>Special Target School</b>	Schools in Southwestern North Dakota counties, Emmons County, and urban schools in the Fargo Public and Mandan Public School Districts.
<b>Primary Partner</b>	Provide project information Call to action to provide a specific service or activity
<b>Secondary Partner</b>	Provide project information Request general support

## ACTIVITIES:

- Develop Statement of Need
- Define a profile of targeted schools
- Define a profile of special targeted schools
- “Inventory” existing efforts and collaborations
- Provide demographic information about targeted and special targeted schools
- Assess school’s readiness for the breakfast program (telephone survey)
- Establish media contacts
- Develop a slogan or theme/message
- Review list of collaborators/partners and see what connections there are
- Develop a list of upcoming events and promotions

## PRIMARY PARTNERS:

NDSU Extension  
PTA  
Women’s Way  
NDSFSA  
School Boards  
WIC Agencies  
FCCH Sponsors  
Food Stamp Agencies

## SECONDARY PARTNERS:

ND Department of Agriculture  
Head Start Agencies  
Governor’s Health Initiative  
Teachers  
ND Nutrition Council  
ND Dietetic Association  
NDEA  
ND Council of Educational Leaders

## TOOLS:

Media (print, radio)  
Internet  
Print material  
Newsletters (teachers, administrator, food service, etc)

DATE

Dear School Contact

Re: School Breakfast Program

The purpose of this letter is to let you know about a special project we are working on. We are making special efforts to inform you about the benefits of breakfast and how we can work together to expand the School Breakfast Program.

**Background:** The Food Research and Action Center (FRAC) issues a School Breakfast Scorecard each fall. The report for the first time ranked your state in the lower half your ranking in the area of program access by low-income children. Considering the important link between nutrition and learning, this is a statistic that we would like to change. Our objective is to increase the number of students who eat breakfast in schools already participating in the School Breakfast Program.

We are sending this letter to request that you participate in a brief survey. The general purpose of the survey will be to determine your interest in the School Breakfast Program and areas of expansion.

Someone from our office will be in touch with you next week. In the meantime, please look over the surveys to see what type of information we are gathering. If you have questions, visit our website (<http://www.your state's school breakfast web page>) to learn more about the School Breakfast Program.

Sincerely,

Director  
Child Nutrition Programs

Enclosed: Student Survey  
Parent Survey  
Administrator Survey

DATE

Dear School Contact

Re: School Breakfast Program

The purpose of this letter is to let you know about a special project we are working on. In cooperation with the USDA Food and Nutrition Service, we are making special efforts to inform you about the benefits of the School Breakfast Program.

**Background:** The Food Research and Action Center (FRAC) issues a School Breakfast Scorecard each fall. The report for the first time ranked your state in the lower half your ranking in the area of program access by low-income children. Considering the important link between nutrition and learning, this is a statistic that we would like to change. Our objective is to increase the number of schools in your state that participate in the School Breakfast Program.

We are sending this letter to request that you participate in a brief telephone survey next week. Please review the enclosed telephone survey before we call. The general purpose of the call will be to determine your interest in the School Breakfast Program.

Someone from our office will be in touch with you next week. In the meantime, please look over the survey to see what type of information we are gathering. If you have questions, visit our website (<http://www.your state's school breakfast web page>) to learn more about the School Breakfast Program.

Sincerely,

Director  
Child Nutrition Programs

Enclosed: Telephone Survey

# Sample Telephone Survey

(for targeted schools without the School Breakfast Program)

## 1. Personal Introduction by staff member

Did you receive our introductory letter dated \_\_\_\_\_ or mailed last week?  
May we take a few minutes of your time now for a survey about school breakfast?

## 2. Introductory comments about school breakfast

We would like to increase access to the School Breakfast Program by increasing the number of participating schools and students

## 3. Currently, we see that your school does not participate in the School Breakfast Program.

Have you ever thought about implementing the program (Y, N)

**Yes** - what influenced your decision not to implement breakfast?

**No** – what is the primary reason that you do not offer breakfast?

## 4. School Environment

What hours is school in session? \_\_\_\_\_ to \_\_\_\_\_

Do students participate in any before-school activities? \_\_\_\_\_

What percent of your students are bussed? \_\_\_\_\_

What is the longest distance that a student is bussed? \_\_\_\_\_

How long are students allowed into the school building before school starts?  
\_\_\_\_\_ minutes

## 5. Do you have experience with school breakfast in another school that you have worked in?

**Yes** (share experience)

**No**

**6. What concerns do you have about having a breakfast program at school.**

Rank. 1-5, (5 being the highest level of concern). Write any related comments the interviewee may have in each area.

- \_\_\_\_\_ Community Support (for example, it is the parents' responsibility)
- \_\_\_\_\_ Parent Support
- \_\_\_\_\_ Participation factors (for example, not enough participation to justify having the program)
- \_\_\_\_\_ Support from Principal/s
- \_\_\_\_\_ Support from Teachers
- \_\_\_\_\_ Support from the Food Service personnel
- \_\_\_\_\_ Food Service time and energy
- \_\_\_\_\_ Space and facilities
- \_\_\_\_\_ School schedule
- \_\_\_\_\_ Bus schedule
- \_\_\_\_\_ Supervision issues
- \_\_\_\_\_ We participated before, but dropped the program because:  
\_\_\_\_\_
- \_\_\_\_\_ Other \_\_\_\_\_

**7. What do you personally see as benefits of having a School Breakfast Program?**  
(open-ended)

**8. Has someone in the community asked about implementing the School Breakfast Program? YES/NO**

**If yes, who?** \_\_\_\_\_

**9. Do you feel that you have enough information about:** (Yes, No, Maybe/Uncertain)

Yes	No	Maybe/ Uncertain	
			The basic food service requirements (meal patterns, etc.)
			The basic administrative requirements (meal counting, claiming, etc.)
			What types of breakfast menus students like
			Reimbursement rates (Federal and/or State)
			How to incorporate breakfast into the food service operation
			Traditional Breakfast
			Breakfast in the Classroom
			Breakfast After 1st Period
			Grab 'n Go Breakfast
			Breakfast on the Bus
			How to survey parent/community interest in the program
			How to survey students about the program
			The financial implications of starting breakfast (break-even point, staffing, food production, etc.)

**10. What type of assistance would you need as you consider school breakfast?**

**Information on:**

- Meal pattern requirements
- Staffing
- Pricing
- Financial management
- Use of commodities
- What other schools are doing
- Marketing the program

**11. Finally, how would you assess your readiness for starting a School Breakfast Program?**

- We're ready to start now
- We're nearly ready
- Uncertain
- Not really ready at this time
- Unlikely that we would be ready this school year

## Action Plan for Scheduling Concerns

When schools in North Dakota were surveyed about starting the School Breakfast Program, several school and bus scheduling concerns were identified. This action plan addresses these concerns with possible solutions.

**CONCERN:** Children are transported and arrive within 5 minutes of school starting. If mid-morning milk break developed into breakfast, concern is expressed about decreased lunch participation, waste and garbage.

**SOLUTION:** **Breakfast in the classroom** could be the answer to these concerns. Since children arrive close to the beginning of the school day, they would go directly to the classroom. During the first 7-10 minutes of the day when announcements are aired and the teacher is taking attendance or collecting homework, children eat breakfast. Food service staff places the food, napkins and garbage bags in milk crates and in small coolers if there are hot items. Representatives from each class are selected to go to the cafeteria to pick up the breakfasts and take them to the classroom. Once in the classroom, students serve themselves, eat breakfast, wipe up, and put the trash in the garbage bag. The milk crates and coolers with leftover items and the garbage bags are placed in the hallway after breakfast, and the janitor picks them up. Read on for what a teacher has to say about her experience with breakfast in the classroom. See the folder called *“There’s More Than One Way to Serve Breakfast”* for help in this area.

*“I felt I had enough to do with preparing for teaching that to have breakfast in my classroom would just be extra work and a big mess, but I found that I barely have to do any work at all, and the kids are so much better behaved that my lessons go much smoother. I would want to tell other teachers that it may seem like a hassle, but it really is minimal work with a lot of positive payoffs...I would be upset now if they took the breakfast program away.”*

When breakfast is served in the classroom at the beginning of the day, three hours or more passes between breakfast and lunch. Most children can eat every 3 hours; therefore, participation at lunch should not be affected. Because breakfast is reimbursed by USDA, it is a better option than the milk break.

**CONCERN:** School has before-school activities. When those are finished, students go directly to the classroom.

**SOLUTION #1:** **Grab ‘n Go breakfasts** could be the answer to this concern. Food service staff packages breakfasts the afternoon before. Students pick them up before class begins or between classes, either in the cafeteria or from carts stationed around the school. This option works particularly well for junior high and high school students. See the folder called *“There’s More Than One Way to Serve Breakfast”* for help in this area.

**SOLUTION #2:** **Breakfast after first period** can be served in either the cafeteria or the classroom (see above for this method of service). The few minutes it takes to add breakfast to the school day are offset by students’ active participation once their brains are fueled. See the folder called *“There’s More Than One Way to Serve Breakfast”* for help in this area.

## Action Plan for Food Service Concerns

When schools in North Dakota were surveyed about starting the School Breakfast Program, concerns were expressed about support from food service personnel, food service time and energy, and adequate space and facilities. This action plan addresses these concerns with possible solutions.

**CONCERN:** Why should we start a breakfast program?

**SOLUTION:** Mornings can be really crazy! School breakfast is an option when family schedules are rushed or a child is unable to eat early in the morning. Children ride the bus more than 30 minutes and get up as early as 5:30 a.m. Recent studies show a link between nutrition and learning. A nutritious breakfast helps students be more alert so they can actively participate in class. Providing a nourishing breakfast every day allows your staff to be a part of the educational team. It also provides you with a great opportunity to interact with your students in a more relaxed setting so you can get to know them better. When asked about supervision of the breakfast service, Dixie Schultz, Food Service Director for the Mandan Public Schools, stated that food service indicates there are no behavior problems as students are just waking up and are happy to sit with friends or siblings. She also pointed out that adding breakfast provides additional revenue to the program, with costs that can be easily controlled with careful planning.

**CONCERN:** Food service staff members wonder how they will have the time and energy to also prepare and serve breakfast.

**SOLUTION:** When compared to lunch, breakfast can be a simpler meal to prepare. Pre-packaged items can be used to keep labor costs at a minimum. Children serve themselves, and paper products are used to eliminate dishwashing. Just as with lunch, cycle menus can be utilized. Dixie Schultz, Food Service Director for the Mandan Public Schools, serves cereal, toast, juice and milk every day except Wednesdays when she varies the menu slightly by adding a cheese slice or a hot item.

**CONCERN:** Our cooler space may not be large enough to refrigerate enough milk and juice for both breakfast and lunch.

**SOLUTION #1:** If possible, modify the delivery schedule for milk and juices so that milk cooler space is adequate for quantities for both breakfast and lunch.

**SOLUTION #2:** Purchase a 12-case milk cooler to store the additional milk and juice needed for the program. Schools that need additional refrigerated storage can usually find a used unit. North Dakota has a State Surplus Department where schools can purchase surplus items for little or no cost.

**SOLUTION #3:** If the shelves are taken out of a home-type refrigerator, several milk crates can be stacked in the unit.

## Action Plan for Participation and Money Concerns

When schools in North Dakota were surveyed about starting the School Breakfast Program, concerns about lack of participation and other money concerns were identified. This action plan addresses these concerns with possible solutions.

**CONCERN:** If mid-morning milk breaks developed into breakfast, concern about decreased lunch participation.

**SOLUTION:** When **breakfast** is served **in the classroom** at the beginning of the day, three hours or more passes between breakfast and lunch. Most children can eat every three hours; therefore, participation at lunch should not be affected. Because breakfast is reimbursed by USDA, it is a better option than the milk break.

**CONCERN:** Will there be enough students participating to justify beginning the program?

**SOLUTION #1:** **Breakfast in the classroom** is one of the ways to ensure adequate participation. A recent study\* found that schools offering classroom breakfast experienced dramatic increases in school breakfast participation, increased school attendance, and decreased tardiness.

**SOLUTION #2:** **Breakfast after first period** is the option that Julie Hartman, principal of Hurdsfield Public School, has decided works best for her students. With only 17 students, participation has not been a problem. But the school has made one unusual choice to make the program more effective, Hartman says. Originally, breakfast was served as soon as students arrived at school at 7:50. But the staff found students were not really focusing on eating at that point – they were too busy catching up and getting ready for the day. So, now the school serves breakfast at 8:45 a.m., after the first class. Hartman says they find students are much calmer and benefit from the service more at that time. “The kids are too wound up after getting off the bus,” she says. Breakfast is served for 15 minutes, and everyone eats together.

**SOLUTION #3:** Surveying students to determine what foods they will eat is the first step to ensuring adequate participation. (See the folder called “*Initial Assessment*”) The next step is to market the program so students, parents, teachers, administrators, coaches and other staff are supportive. (See the folder called “*Marketing Efforts*”)

**CONCERN:** Will our revenue be adequate to cover our costs?

**SOLUTION:** The best way to determine if revenue will cover costs is to complete the worksheets contained in the “*Discover School Breakfast*” toolkit, “*Calculating Costs*” section. By calculating a break-even point, you will know exactly how many students will need to eat breakfast to ensure a successful program.

Another key to success is keeping breakfast simple. Dixie Schultz, Food Service Director for the Mandan Public Schools, serves cereal, toast, juice and milk every day except Wednesdays when she varies the menu slightly by adding a cheese slice or a hot item. She charges 90 cents for breakfast and has determined that her cost to produce a breakfast is 70-75 cents. Adding breakfast provides additional revenue to the program, with costs that can be easily controlled with careful planning.

## State Agency Actions for Expanding the School Breakfast Program

1. **Consider developing a statewide Statement of Need (Resources, 9)  to define your goals.**
2. **Select schools to target for:**
  - increasing access to the School Breakfast Program (based on percentages of free/reduced)
  - increasing participation (based on schools that already have the School Breakfast Program with low participation levels)
3. **For targeted schools WITH the School Breakfast Program:**
  - a. send cover letter (Resources, 10) with attached student/parent/administrator surveys (Resources, 2/4/6/8) 
  - b. request administrator survey (Resources, 8) results from schools 
4. **For targeted schools WITHOUT the School Breakfast Program:**
  - a. send cover letter (Resources, 11) with attached telephone survey (Resources, 12) 
  - b. follow up with a telephone survey
    - i. **For schools who are ready/nearly ready to start the program:**
      1. send students/parents/administrator surveys (Resources, 1/3/5/7) 
      2. request administrator survey (Resources, 7) results 
    - ii. **For schools who are uncertain/not ready**
      1. determine their needs for more information
      2. write action plans (Resources, 13/14/15) addressing those needs 
5. **Work with each administrator to interpret survey results. Survey results can provide information to determine:**
  - How many students ate breakfast
  - How many students ate a complete meal to prepare them for school?
  - How many ride the bus for 30 minutes or more
  - Participation in before-school activities
  - Primary reasons students gave for not eating school breakfast
  - Primary reasons parents gave for why their children don't eat school breakfast
  - Potential for increasing breakfast participation
6. **Provide copies of this Kit to the targeted schools. Encourage them to start with the folder called "Successful Use of this Kit".**
7. **Provide Technical Assistance on:**
  - The basic food service requirements (meal pattern, etc)
  - The basic administrative requirements (meal counting, claiming, etc.)
  - What types of breakfast menus students like
  - Reimbursement rates (Federal)
  - How to incorporate breakfast into the food service operation
  - How to survey parent/community interest in the program
  - How to survey administrators about the program
  - How to survey students about the program
  - The financial implications of starting breakfast (break-even point, staffing, etc.)

# Calculating Costs



School food service professionals face growing pressure to operate Child Nutrition Programs with increased efficiency. With labor hours, food costs and maintaining equipment, food service directors are often looking at new ways to make their program more cost-effective.

Depending upon your experience level and whether or not you want to focus on just breakfast, two sets of worksheets have been developed for your use to calculate the costs of running the School Breakfast Program in your school.

First, if you already have a strong sense of how to achieve the break-even point for lunch, you can use the worksheet (p. 2) to determine the break-even point for breakfast.

Second, if you want to see how breakfast will affect your entire operation, use the worksheets starting on page 4 to calculate costs. In this section, worksheets have been developed to guide professionals in analyzing and comparing program expenses and revenue. Once a school's current financial performance is determined, this section prepares the professional to make adjustments to realign fixed or variable costs and/or generate revenue to cover short and long-term program needs.

You will be able to:

- Identify total revenue realized from each student for breakfast and lunch.
- Record one day's student participation for breakfast and lunch and calculate the amount of revenue realized from one meal
- Compare the annual expenses of each budget item and determine the percent of revenue that item represents
- Convert annual expenses to average daily costs
- Analyze variable costs and fixed costs versus revenue to calculate the break-even point

These worksheets will help you determine the financial impact on your school food service program. Worksheets for your use are available in the folder called "*Resources*" and on the "*Discover School Breakfast*" CD.

1. Revenue Per Reimbursable Breakfast
2. Revenue Per Reimbursable Lunch
3. Daily Revenue Breakfast
4. Daily Revenue Lunch
5. Analyze Annual Revenue
6. Convert Annual Expenses to Average Daily Costs
7. Calculate Break-Even Point
8. Analyze Program Costs

After you have completed these worksheets, be sure to see page 23 for ways to achieve the break-even point for your operation. See pages 24 and 26 for ways you can decrease cost and/or increase revenue.



# Breakfast Profit/Loss Worksheet

School: \_\_\_\_\_

Date: \_\_\_\_\_ Number of Meals: \_\_\_\_\_

## Expenses

**Actual Total Food Cost** \$ \_\_\_\_\_

**Total Labor Cost** \$ \_\_\_\_\_

**Total Supplies Cost** \$ \_\_\_\_\_

**Total Other Cost** \$ \_\_\_\_\_

**1) Total Meal Expense** \$ \_\_\_\_\_

## Revenue

Paid Children \_\_\_\_\_ @ \$ \_\_\_\_\_ = \$ \_\_\_\_\_

Reduced Price \_\_\_\_\_ @ \$ \_\_\_\_\_ = \$ \_\_\_\_\_

Adult Meals \_\_\_\_\_ @ \$ \_\_\_\_\_ = \$ \_\_\_\_\_

Other food \_\_\_\_\_ @ \$ \_\_\_\_\_ = \$ \_\_\_\_\_

**2) Total Revenue** \$ \_\_\_\_\_

## Reimbursement

Paid Children \_\_\_\_\_ @ \$ \_\_\_\_\_ = \$ \_\_\_\_\_

Reduced Price \_\_\_\_\_ @ \$ \_\_\_\_\_ = \$ \_\_\_\_\_

Free \_\_\_\_\_ @ \$ \_\_\_\_\_ = \$ \_\_\_\_\_

**3) Total Reimbursement** \$ \_\_\_\_\_

**Total Revenue (line 2 + line 3)** \$ \_\_\_\_\_

**Less Total Expenses (line 1)** \$ \_\_\_\_\_

**Profit (+) or Loss (-)** \$ \_\_\_\_\_

See pages 23, 24 and 26 for ways you can improve your operation.

# Breakfast Profit/Loss Worksheet

School: Saleem Hue Penny Elementary School

Date: May 1<sup>st</sup>, 2003 Number of Meals: 115

## Expenses

<b>Actual Total Food Cost</b>	\$	<u>75.90</u>
<b>Total Labor Cost</b>	\$	<u>27.00</u>
<b>Total Supplies Cost</b>	\$	<u>4.60</u>
<b>Total Other Cost</b>	\$	<u>0.00</u>
<b>1) Total Meal Expense</b>	\$	<u><b>107.50</b></u>

## Revenue

Paid Children	<u>25</u>	@	\$ <u>.85</u>	=	\$ <u>21.25</u>
Reduced Price	<u>10</u>	@	\$ <u>.30</u>	=	\$ <u>3.00</u>
Adult Meals	<u>5</u>	@	\$ <u>1.15</u>	=	\$ <u>5.75</u>
Other food	<u>          </u>	@	\$ <u>          </u>	=	\$ <u>0.00</u>
<b>2) Total Revenue</b>			\$		<u><b>30.00</b></u>

## Reimbursement\*

Paid Children	<u>25</u>	@	\$ <u>.22</u>	=	\$ <u>5.50</u>
Reduced Price	<u>10</u>	@	\$ <u>.87</u>	=	\$ <u>8.70</u>
Free	<u>75</u>	@	\$ <u>1.17</u>	=	\$ <u>87.75</u>
<b>3) Total Reimbursement</b>			\$		<u><b>101.95</b></u>

<b>Total Revenue (line 2+ line 3)</b>	\$	<u>131.95</u>
<b>Less Total Expenses (line 1)</b>	\$	<u>107.50</u>
<b>Profit (+) or Loss (-)</b>	\$	<u><b>+24.45</b></u>

*Based on non-severe 2003 rates.*

# Analyze Current Meal Pricing

To identify the total revenue generated by a breakfast or lunch meal, it is necessary to analyze the cash received from students and the reimbursement received from Federal and state/local funds.

Activity
Use the following scenario to identify the revenue per meal from breakfast: <hr/>
■ Paying students are charged 75 cents for breakfast and adults pay \$1.30. <hr/>
■ Reduced meal students pay 30 cents for breakfast. <hr/>
■ Column B is already completed with sample Federal reimbursement rates. Column C has not been completed with state/local reimbursement rates as this varies from state to state and may not be available. When completing this exercise for your district, fill in your state/local rate and current Federal reimbursement rate ( <a href="http://www.fns.usda.gov/cnd/">www.fns.usda.gov/cnd/</a> ).

## Step 1: Identify revenue per reimbursable breakfast

Complete the worksheet on page 5 with the per meal cash and reimbursement received for each student category and adult meal sales to identify the total revenue generated by each type of meal served.

### Column A

Record the amount charged for breakfast to students in each category and the price of each adult meal.

### Column B

The Federal reimbursement received for each meal category has been recorded.

### Column C

Record state and/or local reimbursement received per meal for each student category.

### Column D

Add each line across to determine the total revenue received for each meal category.

---

\* Some states may receive state matching funds for a total amount for the year. This reimbursement would be divided by the total number of meals served and substituted for the state/local reimbursement amount listed in the example.

## Step 1: Identify Revenue for Reimbursable Breakfast WORKSHEET A



Revenue Per Reimbursable Breakfast							
	Column A	+	Column B	+	Column C	=	Column D
Meal Category	Cash (Point of Sale)		Federal Reimbursement		State/Local Reimbursement		Total Revenue
Paid Meals			0.22				
Free Meals	N/A		1.17				
Reduced Meals			0.87				
Adult Meals			N/A		N/A		

**QUESTION:** Does each student meal category (paid, free, reduced\*) contribute equally to the total revenue? **YES / NO**

### Completed WORKSHEET A

Revenue Per Reimbursable Breakfast							
	Column A	+	Column B	+	Column C	=	Column D
Meal Category	Cash (Point of Sale)		Federal Reimbursement*		State/Local Reimbursement**		Total Revenue
Paid Meals	0.75		0.22		\$0.00		0.97
Free Meals	N/A		1.17		\$0.00		1.17
Reduced Meals	0.30		0.87		\$0.00		1.17
Adult Meals	1.30		N/A		N/A		1.30

*Next, continue with calculating lunch revenue.*

\* Based on non-severe need 2003 school breakfast rates

\*\* State/Local reimbursement rates vary state to state

## Activity

Use the following scenario to identify the revenue per meal from lunch:

- Paying students are charged \$1.50 for lunch and adults pay \$2.25.
- Reduced meal students pay 40 cents for lunch.
- Column B is already completed with sample Federal reimbursement rates. Column C has not been completed with state/local reimbursement rates as this varies from state to state and may not be available. When completing this exercise for your district, fill in your state/local rate and current Federal reimbursement rate ([www.fns.usda.gov/cnd/](http://www.fns.usda.gov/cnd/)).

## Step 2: Identify Revenue per Reimbursable Lunch

Complete the worksheet on page 7 with the per meal cash and reimbursement received for each student category and adult meal sales to identify the total revenue generated by each type of meal served.

### Column A

Record the amount charged for lunch to students in each category and the price of each adult meal.

### Column B

The Federal reimbursement received for each meal category has been recorded.

### Column C

The value per meal of commodities has been recorded.

### Column D

Record state and/or local reimbursement received per meal for each student category.

### Column E

Add across to determine the total revenue received for each meal category.

*\* Some states may receive state matching funds for a total amount for the year. This reimbursement would be divided by the total number of meals served and substituted for the state/local reimbursement amount listed in the example.*

## Step 2: Identify Revenue for Reimbursable Lunch WORKSHEET B



Revenue Per Reimbursable Lunch									
	Column A	+	Column B	+	Column C	+	Column D	=	Column E
Meal Category	Cash (Point of Sale)		Federal Reimbursement		Commodity Value		State/Local Reimbursement		Total Revenue
Paid Meals			0.20		0.155				
Free Meals	N/A		2.14		0.155				
Reduced Meals			1.74		0.155				
Adult Meals			N/A				N/A		

**QUESTION:** Does each student meal category (paid, free, reduced\*) contribute equally to the total revenue? **YES / NO**

In this program example, paid meals do not contribute adequately to the total revenue for breakfast or lunch.

### Completed WORKSHEET B

Revenue Per Reimbursable Lunch									
	Column A	+	Column B	+	Column C	+	Column D	=	Column E
Meal Category	Cash (Point of Sale)		Federal Reimbursement*		Commodity Value		State/Local Reimbursement**		Total Revenue
Paid Meals	1.50		0.20		0.155		\$0.00		1.86
Free Meals	N/A		2.14		0.155		\$0.00		2.30
Reduced Meals	0.40		1.74		0.155		\$0.00		2.30
Adult Meals	2.25		N/A		N/A		N/A		2.25

**CHALLENGE:** Knowing the status of breakfast and lunch revenue reveals whether the Child Nutrition Program's pricing structure is in balance. When all categories (except adult meals) do not contribute equally to revenue, steps should be taken to equalize them. Free and reduced priced meals should not subsidize the paid meals and vice versa.

\* Value uses the less than 60% free and reduced 2003 school lunch rates.

\*\*State/Local reimbursement rates vary state to state

# Calculate Daily Revenue

Calculate the **total revenue** for each category for breakfast and lunch to reflect the number of people participating by category (i.e. paid, free, reduced, a la carte, etc.) and the revenue received for each category.

## Step 1: Calculate Daily Revenue Breakfast

### Column A

Record the number of breakfast meals served by category.

### Column B

Enter the reimbursement\* figure or price charged for each meal category.

### Column C

Multiply Column A figures by Column B figures to get total revenue by category

- On Line 8 enter total a la carte sales from cash register record
- Total Column C to determine total daily breakfast revenue

Activity			
Use the sample figures below to calculate daily revenue for breakfast.			
Sample figures			
Paid meals	90	Federal Reimbursement	
Reduced meals	20	Paid	\$0.22
Free meals	320	Reduced	\$0.87
Paid student price	\$0.75	Free	\$1.17
Reduced student price	\$0.30	State/Local Reimbursement	\$0.00
Adult cash sales	2	A la carte sales	\$3.00
Adult paid price	\$1.30		

\* Based on non-severe need 2003 school breakfast rates

## Step 1: Calculate Daily Revenue Breakfast WORKSHEET C



Daily Revenue Breakfast			
Category	Column A Number of Meals	Column B Price or Reimbursement	Column C Total
<b>Student Meal Revenue:</b>			
1. Paid			
2. Reduced			
3. Free		-----	-----
<b>Federal Reimbursement</b>			
4. Paid Meals	Line 1		
5. Reduced	Line 2		
6. Free	Line 3		
7. State/Local Funds	(Lines 4+5+6)		
8. A la carte	-----	-----	
9. Adult Cash Sales			
<b>Total Daily Breakfast Revenue</b>			

*Refer to next page for completed worksheet.*

## Completed WORKSHEET C\*

<b>Daily Revenue Breakfast</b>			
Category	Column A Number of Meals	Column B Price or Reimbursement	Column C Total
<b>Student Meal Revenue:</b>			
1. Paid	90	\$0.75	\$67.50
2. Reduced	20	\$0.30	\$6.00
3. Free	320	-----	-----
<b>Federal Reimbursement*</b>			
4. Paid Meals	90	\$0.22	\$19.80
5. Reduced	20	\$0.87	\$17.40
6. Free	320	\$1.17	\$374.40
7. State/Local Funds**	430 (Lines 6+7+8)	\$0.00	\$0.00
8. A la Carte	-----	-----	\$3.00
9. Adult Cash Sales	2	\$1.20	\$2.40
<b>Total Daily Breakfast Revenue</b>			<b>\$490.50</b>

Go to the next page to calculate daily lunch revenue.

\* Based on non-severe need 2003 school breakfast rates.

\*\* State/Local reimbursement rates vary state to state

## Step 2: Calculate Daily Revenue Lunch

### Column A

Record the number of lunch meals served by category.

### Column B

Enter the reimbursement\* figure or price charged for each meal category.

### Column C

Multiply Column A figures by Column B figures to get total revenue by category

- On Line 8 enter total a la carte sales from cash register record
- Total Column C to determine total daily lunch revenue

Activity			
Use the sample figures below to calculate daily revenue for lunch.			
Sample figures			
Paid meals	250	Federal Reimbursement*	
Reduced meals	382	Paid	\$0.20
Free meals	100	Reduced	\$1.74
Paid student price	\$1.50	Free	\$2.14
Reduced student price	\$0.40	State/Local Reimbursement	\$0.00
Adult cash sales	3	A la carte sales	\$15.00
Adult paid price	\$2.00		

\* Value uses the less than 60% free and reduced 2003 school lunch rates

## Step 2: Calculate Daily Revenue Lunch WORKSHEET D



Daily Revenue Lunch			
Category	Column A Number of Meals	Column B Price or Reimbursement	Column C Total
<b>Student Meal Revenue:</b>			
1. Paid			
2. Reduced			
3. Free		-----	-----
<b>Federal Reimbursement</b>			
4. Paid Meals	Line 1		
5. Reduced	Line 2		
6. Free	Line 3		
7. State/Local Funds	(Lines 4+5+6)		
8. A la Carte	-----	-----	
9. Adult Cash Sales			
<b>Total Daily Lunch Revenue</b>			

*Refer to the next page for completed worksheet.*

**Total breakfast revenue** and **total lunch revenue** can be used for any day. Later in this section when analyzing the break-even point, the **total breakfast revenue** and **total lunch revenue** will be added together to get the **total daily revenue**. For a more accurate picture of your program, average the revenue for five or more typical days.

## Completed WORKSHEET D\*

<b>Daily Revenue Lunch</b>			
Category	Column A Number of Meals	Column B Price or Reimbursement*	Column C Total
<b>Student Meal Revenue:</b>			
1. Paid	250	\$1.50	\$375.00
2. Reduced	100	\$0.40	\$40.00
3. Free	382	-----	-----
<b>Federal Reimbursement</b>			
4. Paid Meals	250	\$0.20	\$50.00
5. Reduced	100	1.74	\$174.00
6. Free	382	2.14	\$817.48
7. State/Local Funds**	732	\$0.00	\$0.00
8. A la Carte	-----	-----	\$15.00
9. Adult Cash Sales	3	2.00	\$6.00
<b>Total Daily Lunch Revenue</b>			<b>\$1,477.48</b>

\* Value uses the less than 60% free and reduced 2003 school lunch rates.

\*\* State/Local reimbursement rates vary state to state

# Analyze Annual Revenue

It is essential to know the source of your program's greatest expenses. Comparing each annual expense category to your total annual revenue shows which expense categories may need adjustments.

Activity			
Use the following sample figures to identify the percent of annual revenue each annual expense represents			
Food costs	\$175,000	Temporary wages	\$3,500
Wages	\$130,000	Paper supplies	\$9,000
Benefits	\$35,000	Equipment	\$8,000
Utilities	\$22,000	Miscellaneous cost	\$4,000
Sanitation	\$18,000	Annual Total Revenue	\$400,000

## Column A

Record annual actual cost for each expense item and total on Line 8. Note definitions of expenses footnoted below chart.

## Column B

Record annual total revenue; this number will be repeated on Lines 1-8 of Column B

## Column C

For Lines 1-8 divide the actual expense cost by total revenue, multiply by 100 to determine percent revenue. **ROUND TO THE NEAREST WHOLE NUMBER.**

To identify carryover/loss refer to Line 8 (Column A and B). Subtract the smaller number from the larger number and enter in Line 9 Column A. If **actual cost** exceeds **total revenue**, a loss (-) results. If revenue exceeds costs, a carryover (+) is shown.

## Step 1: Calculate Percent Revenue WORKSHEET E



Compare Annual Expenses to Revenue			
	Column A	Column B	Column C
Expenses	Actual Cost	Total Revenue	% Revenue
1. Food			
2. Paper Supplies <sup>a</sup>			
3. Labor <sup>b</sup>			
4. Other Labor <sup>c</sup>			
5. Equipment <sup>d</sup>			
6. Overhead <sup>e</sup>			
7. Miscellaneous <sup>f</sup>			
8. Total			
9. Carryover (+)/Loss(-)			

<sup>a</sup>Paper includes paper products used in food sales  
<sup>b</sup>Labor includes permanent full-time, part-time and substitute wages and benefits, such as FICA, health insurance and Worker's Comp  
<sup>c</sup>Other Labor includes temporary wages  
<sup>d</sup>Equipment includes large and small equipment  
<sup>e</sup>Overhead includes utilities, office expenses and sanitation service  
<sup>f</sup>Miscellaneous includes all other expenses not previously listed

**QUESTION:** When Column C is totaled, is the percent of revenue greater than 100 percent? **YES / NO**

In this example, the percent of revenue is greater than 100 percent, which means the program is losing money.

*Refer to the next page for the completed worksheet.*

**CHALLENGE:** In addition to the percent of revenue for each expense, you must have an accurate analysis of daily program costs. To achieve this, the actual cost of each annual expense must be converted to a daily cost. Turn to the next page to determine daily costs.

## Completed WORKSHEET E

<b>Compare Annual Expenses to Revenue</b>			
	Column A	Column B	Column C
Expenses	Actual Cost	Total Revenue	% Revenue
1. Food	175,000	400,000	44
2. Paper Supplies	9,000	400,000	2
3. Labor	165,000	400,000	41
4. Other Labor	3,500	400,000	1
5. Equipment	8,000	400,000	2
6. Overhead	40,000	400,000	10
7. Miscellaneous	4,000	400,000	1
8. Total	404,500	400,000	101
9. Carryover (+)/Loss(-)	-4,500		

<sup>a</sup>Paper includes paper products used in food sales

<sup>b</sup>Labor includes permanent full-time, part-time and substitute wages and benefits, such as FICA, health insurance and Worker's Comp

<sup>c</sup>Other Labor includes temporary wages

<sup>d</sup>Equipment includes large and small equipment

<sup>e</sup>Overhead includes utilities, office expenses and sanitation service

<sup>f</sup>Miscellaneous includes all other expenses not previously listed

# Convert Annual Expenses to Average Daily Costs

Activity
Use 180 days for the number of serving days to convert annual expenses to average daily costs.

### Column A

Copy actual cost figures from Column A on the previous page.

### Column B

Write the number of serving days per year and repeat each space in Column B

### Column C

Divide each actual expense (A) by number of serving days (B), record as average daily cost (C). **ROUND TO NEAREST WHOLE NUMBER.**

## Step 1: Calculate Average Daily Costs WORKSHEET F



Convert Annual Expenses to Average Daily Costs			
	A	B	C
Expenses	Actual Cost	Number of Serving Days	Average Daily Costs
1. Food			
2. Paper Supplies <sup>a</sup>			
3. Labor <sup>b</sup>			
4. Other Labor <sup>c</sup>			
5. Equipment <sup>d</sup>			
6. Overhead <sup>e</sup>			
7. Miscellaneous <sup>f</sup>			

<sup>a</sup>Paper includes paper products used in food sales

<sup>b</sup>Labor includes permanent full-time, part-time and substitute wages and benefits, such as FICA, health insurance and Worker's Comp

<sup>c</sup>Other Labor includes temporary wages

<sup>d</sup>Equipment includes large and small equipment

<sup>e</sup>Overhead includes utilities, office expenses and sanitation service

<sup>f</sup>Miscellaneous includes all other expenses not previously listed

Circle Column C. The **average daily costs** for each expense will be used later in this section when analyzing the **break-even point** of the Child Nutrition Program.

*Refer to the next page for completed worksheet.*

## Completed WORKSHEET F

<b>Convert Annual Expenses to Average Daily Costs</b>			
	A	B	C
Expenses	Actual Cost	Number of Serving Days	Average Daily Costs
1. Food	175,000	180	972
2. Paper Supplies <sup>a</sup>	9,000	180	50
3. Labor <sup>b</sup>	165,000	180	917
4. Other Labor <sup>c</sup>	3,500	180	19
5. Equipment <sup>d</sup>	8,000	180	44
6. Overhead <sup>e</sup>	40,000	180	222
7. Miscellaneous <sup>f</sup>	4,000	180	22

<sup>a</sup>Paper includes paper products used in food sales

<sup>b</sup>Labor includes permanent full-time, part-time and substitute wages and benefits, such as FICA, health insurance and Worker's Comp

<sup>c</sup>Other Labor includes temporary wages

<sup>d</sup>Equipment includes large and small equipment

<sup>e</sup>Overhead includes utilities, office expenses and sanitation service

<sup>f</sup>Miscellaneous includes all other expenses not previously listed

## Calculate Break-Even Point

You will now use all of the data collected thus far to calculate the break-even point for your Child Nutrition Program. The break-even point worksheet will allow you to calculate the actual revenue in dollars needed for your program to pay for itself.

# Calculate Break-Even Point



## A. Variable Cost (from Analyze Annual Revenue p. 15)

- |                          |         |
|--------------------------|---------|
| 1. Food % Revenue        | _____ % |
| 2. Paper % Revenue       | _____ % |
| 3. Other Labor % Revenue | _____ % |

Total Variable Cost (1+2+3)

_____ %
---------

## B. Fixed Costs (From Convert Annual Expenses to Average Daily Costs p.17)

- |                                |          |
|--------------------------------|----------|
| 1. Average Daily Labor         | \$ _____ |
| 2. Average Daily Equipment     | \$ _____ |
| 3. Average Daily Overhead      | \$ _____ |
| 4. Average Daily Miscellaneous | \$ _____ |

Total Fixed Cost (1+2+3+4)

\$ _____
----------

## C. Revenue

- |  |          |
|--|----------|
| 1. Total Daily Breakfast Revenue (p.9) | \$ _____ |
| 2. Total Daily Lunch Revenue (p.12)    | \$ _____ |

Total Daily Revenue (1+2)

\$ _____
----------

## D. Calculate Break-Even Point

The break-even point is the point at which expenses and total revenue are exactly equal. It can be expressed in dollars or as a percent of revenue.

To calculate the break-even point:

$$1. \frac{100\%}{\text{Total Variable Cost}} = \frac{\text{Contribution Margin}}{\text{Contribution Margin}}$$

$$2. \frac{\text{Total Fixed Cost}}{\text{Contribution Margin (Calculate as a decimal)}} = \frac{\$ \text{Break-Even Point}}{\text{Break-Even Point (Round to the nearest whole dollar)}}$$

Refer to next page for completed worksheet.

## Completed Worksheet

### A. Variable Cost (from Analyze Annual Revenue p.15)

1. Food % Revenue	44%
2. Paper % Revenue	2%
3. Other Labor % Revenue	1%

Total Variable Cost (1+2+3) 47%

### B. Fixed Costs (From Convert Annual Expenses to Average Daily Costs p.17)

1. Average Daily Labor	\$972.00
2. Average Daily Equipment	\$44.00
3. Average Daily Overhead	\$222.00
4. Average Daily Miscellaneous	\$22.00

Total Fixed Cost (1+2+3+4) \$1,260.00

### C. Revenue

1. Total Daily Breakfast Revenue (p.9)	\$490.50
2. Total Daily Lunch Revenue (p.12)	\$1,477.48

Total Daily Revenue (1+2) \$1,967.98

### D. Calculate Break-Even Point

The break-even point is the point at which expenses and total revenue are exactly equal. It can be expressed in dollars or as a percent of revenue.

To calculate the break-even point:

$$1. \quad \frac{100\%}{\text{Total Variable Cost}} - \frac{47\%}{\text{Total Variable Cost}} = \frac{53\%}{\text{Contribution Margin}}$$

$$2. \quad \frac{\$1,260.00}{\text{Total Fixed Cost}} \div \frac{0.53}{\text{Contribution Margin (Calculate as a decimal)}} = \frac{\$2,377.35}{\text{Break-Even Point (Round to the nearest whole dollar)}}$$

# Analyze Program Costs

**Total  
Daily Revenue**

vs.

**Break-Even  
Point**

\$ \_\_\_\_\_

vs.

\$ \_\_\_\_\_

## Activity

Record the total daily revenue and break-even point from the previous pages in the spaces to the left.

If the **break-even point** is more than the **total daily revenue**, changes need to be made to decrease costs and/or increase revenue.



## Guidelines Percentages

	A	B
Expenses	Guidelines (%)	Revenue
1. Food	42	
2. Paper Supplies	2	
3. Labor	42	
4. Other Labor	1	
5. Equipment	2	
6. Overhead	10	
7. Miscellaneous	1	
<b>Total</b>	<b>100</b>	

## Activity

Transfer the figures from each expense in Column C, page 15 to Column B of the chart on the left. Use the current program percent of revenue (B) to analyze if each item is close to the guideline percentage (A). Accepted management practices recommend costs should fall within these percentages.

*Refer to the next page for completed worksheet.*

**QUESTION:** Are any expenses higher than the suggested guidelines? **YES / NO**

The Guidelines Percentages above represent average percentage of revenue for each expense. In a USDA Food and Nutrition study, it is reported that “food and labor costs accounted for 84 percent of full cost” of the Child Nutrition Program’s total costs. Food cost in this study range from 38 to 42 percent while labor costs range from 42 to 46 percent.\*

\* *School Lunch and Breakfast Cost Study, Summary of Findings, USDA, Food and Nutrition Service, October, 1994.*

## Completed WORKSHEET

<b>Guidelines Percentages</b>		
	<b>A</b>	<b>B</b>
<b>Expenses</b>	<b>Guidelines (%)</b>	<b>Revenue</b>
1. Food	42	44
2. Paper Supplies	2	2
3. Labor	42	41
4. Other Labor	1	1
5. Equipment	2	2
6. Overhead	10	10
7. Miscellaneous	1	1
<b>Total</b>	<b>100</b>	<b>101</b>

Areas to examine for reducing cost are **food** and **labor**. Increasing **revenue** is another option to meeting the **break-even point**. More recommendations are listed in the following pages, "Making Changes to Meet the Break-Even Point." Ideas for decreasing costs and increasing revenue are on page 24 and 26.

# Making Changes to Meet the Break-Even Point

If the program is not meeting the break-even point, steps should be taken to bring it in line. Food and labor costs account for about 80-85 percent of the total program costs; however, the cost of operating the breakfast program is relatively lower than lunch. But it is logical that these two areas might be considered when attempting to reduce costs. Remember not to sacrifice quality when cutting expenses.

Another area to consider is revenue. By incorporating or expanding on some revenue producing ideas, the program could bring in enough money to cover the expenses to meet the break-even point. Supplemented by the Federal reimbursement, the revenue generated from breakfast sales in most cases covers the expenses.

It may be necessary to take a closer look at the problem areas. If the program is poorly run or inefficient, simply increasing participation to increase revenue may compound the problem.

## Decrease Food Cost

Food cost is one of the first areas to examine when expenses are higher than revenue. There are several ways to reduce variable cost to help achieve the break-even point. The following pages include a section titled, "Tips for Decreasing Food Cost" on page 24.

## Decrease Labor Cost

One of the most difficult challenges is decreasing labor cost. Long-term employees require higher wages. With the increased use of prepared items and disposable dishes, it may be possible to reduce the amount of labor needed. Using available labor more efficiently may be the answer. Existing labor may be used to implement or expand additional programs such as the School Breakfast Program.

## Increase Revenue

The first area to consider for expansion may be the breakfast program. There is often room for expansion in participation whereas lunch participation may be at the maximum.

Another option may be to increase revenue in all Child Nutrition Programs. If that is the case, refer to the section in the following pages titled, "Tips for Increasing Revenue" on page 26.

# Tips for Decreasing Food Cost

## 1. Menu Planning

- A. Purchase single serving packages for extra food items  
**EXAMPLE:** Use honey, syrup and jelly packets instead of allowing students to take unlimited quantities. Control number of packets available for each student.
- B. Consider cost of prepared items vs. items that requires little (or no) preparation  
**EXAMPLE:** Pancakes from scratch, pancake mix or frozen pancakes. Think of which is the most cost effective way to prepare pancakes.

## 2. Purchasing

- A. Centralized purchasing in a cooperative arrangement creates buying power.  
**EXAMPLE:** Forty-five school districts formed a purchasing cooperative to take advantage of volume purchasing. A formal agreement was drawn listing the responsibilities of each district. One district is responsible for warehousing and distribution.
- B. Require fewer deliveries of all products.  
**EXAMPLE:** Designate the daily requirements for delivery of milk to two times per week instead of five times per week.
- C. Purchase appropriate quantity for the program purpose.  
**EXAMPLE:** In specifications of products, examine monthly needs and buy in larger quantities whenever possible. Storage requirements need to be considered to accommodate delivery amounts.
- D. Use USDA commodities wisely.  
**EXAMPLE:** Plan menus to utilize USDA commodities, such as flour and dried blueberries in muffins.

## 3. Receiving

Establish a routine for all receiving. Train several employees in all receiving procedures including proper use of weight scales and product specifications.

- A. Check all products against specifications and delivery invoices.  
**EXAMPLE:** The order was placed for ten cases of canned peaches, U.S. Grade A, juice packed, No. 10 cans. Instead, the school received U.S. Grade A, heavy syrup, No. 33 cans.

- B. Monitor inventory daily.  
**EXAMPLE:** Each time employees are issued a product from the warehouse, a perpetual inventory is used and the amount of product is recorded. One employee is responsible for issuing items from the warehouse, rotating stock and noting unusual amounts on hand.
- C. Store products at correct temperature.  
**EXAMPLE:** Checking temperature of items upon receipt and refrigerating and/or freezing immediately.

#### 4. Preparation

- A. Train employees to follow standardized recipes as written.  
**EXAMPLE:** The recipe for omelets requires an exact amount of eggs.
- B. Weigh all ingredients for accuracy.
- C. Use all edible portions.  
**EXAMPLE:** Stems of raw broccoli can be added to stews and salads.
- D. Train staff to reduce all unnecessary waste.  
**EXAMPLE:** Scrape all peanut butter from mixing bowl with rubber scraper.
- E. Find creative ways to incorporate leftovers in other menu items.  
**EXAMPLE:** At the end of each serving period, place all breakfast items in covered containers. Save for the salad bar at lunch that day or use it for the next day (for example, hard boiled eggs).

#### 5. Serving

- A. Monitor portion control.  
**EXAMPLE:** Teach and emphasize portion control to all employees by instructing on correct use of ladle or scoop.
- B. Compare meals served to production records.  
**EXAMPLE:** If 250 meals were served and production records show 300 meals, portion controls should be established.
- C. Establish employee policy on food practices.  
**EXAMPLE:** Train employees that leftovers belong to the program and cannot be taken home, even if they do not eat employee meals. Inform employees that empty boxes cannot be taken home.

# Tips for Increasing Revenue

## 1. Menu Planning

Offer a variety of food items that meet student preferences and require minimal labor.

A. Purchase single serving packages for extra food items.

**EXAMPLE:** Use honey, syrup and jelly packets instead of allowing students to take unlimited quantities. Control number of packets available for each student.

B. Bid prepared foods to reduce labor involved in preparation.

**EXAMPLE:** Purchase pre-baked muffins, assembled breakfast pizza, pre-baked egg and cheese burritos

C. Offer branded products, if appropriate.

**EXAMPLE:** Smucker's Uncrustables.

## 2. Extra Sales

Offering additional food items or selling food separately for a la carte provides additional revenue to the Child Nutrition Program.

A. Do some research at convenience stores and fast food outlets to see what items are popular and healthy.

**EXAMPLE:** Bottled waters, juices and snack foods might be the items students will purchase. Ensure that healthy options are available to students.

B. Allow students to purchase a second serving of any item offered.

**EXAMPLE:** Notify parents of this option by indicating on weekly menus that additional food may be purchased during meal service.

## 3. Serving Site

If the students congregate at a location other than meal service areas, sell foods at that location.

A. Use mobile serving carts for student convenience and for commercial appearance.

**EXAMPLE:** Use a transport cart with an awning in the hall to serve breakfast and/or lunch.

- B. Establish outdoor sales and service, providing places for students to sit.  
**EXAMPLE:** Use a portable cart with a warming unit for breakfast service. Load the cart in the kitchen and move to the lawn where students gather before school.
- C. If using the usual serving location, provide food stations for students to select the menus that appeal to them. A food court atmosphere often stimulates sales.  
**EXAMPLE:** Build portable walls to set up boundaries for the food court. Wooden lattice panels in 8-ft. x 4-ft. size can be fastened on casters to serve as portable walls. Have the point of sale at different areas within the court.
- D. Utilize unused space for a counter to sell deli or bakery items.  
**EXAMPLE:** Locate a closed or unused area near student activities. Use a half-door with a shelf from which to serve customers.

#### 4. Serving Time

Extending serving times to allow students to purchase more items while in the cafeteria provides an opportunity for increased sales.

- A. Expand the breakfast serving time.  
**EXAMPLE:** Open 15 minutes earlier for breakfast to attract “early birds”.
- B. Serve breakfast items during breaks between classes.  
**EXAMPLE:** Offer prepackaged items as students change classes.
- C. Offer breakfast to late arrivals.  
**EXAMPLE:** Have Grab ‘n Go breakfasts available for students who do not arrive in time for traditional breakfast service.

#### 5. Catering

Preparing a banquet of appetizers for a school function or community activity provides supplemental income to the program. In addition, providing a service in a professional manner improves the image of school food service.

- A. Prepare food for school-related events.  
**EXAMPLE:** Create a catering notebook with menus, serving style and prices. Get a copy the community and school activity calendars. Each time an event is scheduled, call the planning committee and offer your service.

- B. Provide meals for day care centers or senior citizen meeting places.  
**EXAMPLE:** Contract with the local Headstart program to provide meals for children for the school year. **Note: Sales tax must be collected for any group other than non-profit.**

## 6. Meal Charges

Prices charged for full-priced meals and adult meals have a major impact on income and number of meals served. A price increase should be based on thorough analysis of costs. Factors such as the demand for the product/service, the market price, and customer responsiveness to price changes influence the price levels. Other factors such as a convenient location or more personalized service may allow you to charge a higher price. Raising meal prices may be a final option to keeping the operation financially sound.

# There's More Than One Way to Serve Breakfast



Competition for the school meals program is constantly increasing with the many options students have today. For child nutrition programs to stay competitive when other food options are available to students, an equally competitive approach is needed. Children who are currently eating lunch and not breakfast offer untapped income to schools that may want to increase participation in their breakfast program. Whether starting or expanding a breakfast program, attracting students may be as easy as creating or changing school breakfast options.

There are four alternative breakfast service methods in addition to traditional breakfast. The breakfast serving methods are:

---



## Traditional Breakfast

Breakfast consumed in the cafeteria at the same time for all students or in shifts.



## Breakfast in the Classroom

Breakfast delivered to the classroom and consumed in the classroom setting before school starts.



## Grab 'n Go Breakfast

Breakfasts packaged in bags with all components of the meal available at sites throughout school for pick up on the go, during break or during 1<sup>st</sup> period.



## Breakfast After 1<sup>st</sup> Period

Breakfast served/consumed after the 1<sup>st</sup> period between classes (and finished during 2<sup>nd</sup> period) or during their break.



## Breakfast on the Bus

Breakfast served/consumed while riding the bus to school.

---

Whether initiating the program or needing to revamp a current one for increasing participation, read the approaches on the following pages to learn about the different breakfast service methods and note which service style will work best for your school.

The breakfast method fact sheets are available in the folder called “*Resources*” as well as the “*Discover School Breakfast*” CD. “There’s More Than One Way to Serve Breakfast” PowerPoint presentation is also available on the CD.

After choosing a service method(s) to recommend to your school, see the folder called “*Roadmaps to Success*” for ideas on how to present the idea to decision makers for approval and support. A sample proposal is also available in the folder called “*Resources*” (28).

# Selecting A Breakfast Serving Method

To plan for starting or altering breakfast service at your school, follow these steps:

**Step 1:** Consider the appropriate serving method(s) for your school.

**Step 2:** Examine your serving method(s) for potential obstacles and opportunities to create solutions. See “*Resources*” (28) folder for Sample Proposal.

**Step 3:** Present recommendations to principal or administration for approval and support.

**Step 4:** Develop a plan using resources available in this kit to communicate to target audiences.

In selecting the best meal service method(s) for your school, talk to other schools that have already been through the process and have selected a service method you may be considering. Talk to them, find out what works, what does not work, what resources they needed to get started and what obstacles they needed to overcome.

Evaluate your own school for these opportunities to begin a program or increase participation.



# Traditional Breakfast



- Eating in a familiar setting for students who already eat school lunch prepares students for a good morning start.
- Cafeteria is already set up for large flow of students in one location.
- It requires no special transportation or packaging of foods; conducive to serving hot food options.

## Fact Sheet

Who:	Meet with key decision makers at your school to initiate the program. Obtain approval and support from administrator, principal, teachers and food service staff. Staff at each school receives training for set-up and implementation.
What:	A traditional plated breakfast served cafeteria-style.
When:	Before school starts.
Where:	Breakfast served, like lunch, in the cafeteria.
	To increase participation in the breakfast program.
Why:	Provides a nutritious meal to students.
	Allows students to eat with siblings or friends.
How:	Students follow lunchtime flow for food pick up and seating.

**Will this work for my school? Circle YES/NO after each of the following statements to determine if Traditional Breakfast will work for your school**

1.	School busses arrive early enough to allow time in the cafeteria.		YES	NO
2.	Non-bussed students can arrive at school in time to participate in a cafeteria meal.		YES	NO
3.	Staff is available and willing for morning service.		YES	NO
4.	Cafeteria is available for use/not in use for other purposes before school.		YES	NO
5.	Cafeteria is centrally located for ease of service.		YES	NO
6.	Centralized ticket punching/money collection will work for breakfast.		YES	NO
7.	Teachers are likely to eat breakfast with students.		YES	NO
8.	Cafeteria is large enough to serve potential participants.		YES	NO
9.	Parents/students in this area expect hot foods for breakfast.		YES	NO



# Breakfast in the Classroom



- Breakfast in the classroom provides nutritious meals to students who do not have time to eat breakfast before school.
- Children can look forward to a good breakfast in the comfort of the familiar surroundings of their classroom.
- If the cafeteria is too small, crowded or in use, more students can eat a good breakfast when served in the classroom.

## Fact Sheet

Who:	Meet with key decision makers at your school to initiate the program. Obtain approval and support from administrator, principal, teachers and food service staff. Staff at each school receives training for set-up and implementation.
What:	A bagged breakfast or individually wrapped servings of breakfast components, served in the classroom, to offer students an opportunity to eat breakfast they may have missed.
When:	During announcements or morning break time.
Where:	Breakfast will be delivered to the classrooms in carts or picked up in the cafeteria by student representatives from each class.
Why:	To increase participation in the breakfast program. Increases speed and convenience of service. Provides a nutritious meal to students.
How:	The cart contains prepacked bags or individually wrapped, reimbursable breakfast components. Teachers record meals when served to the students.

**Will this work for my school? Circle YES/NO after each of the following statements to determine if Breakfast in the Classroom will work for your school**

1. School buses arrive at school just in time for school to begin.	YES	NO
2. Classrooms and the kitchen are on the same floor or have accessibility ramps.	YES	NO
3. Classroom schedules are flexible enough to incorporate breakfast into the day.	YES	NO
4. Food Service staff is willing to help with new breakfast option.	YES	NO
5. Your principal is usually open to new ideas and change.	YES	NO
6. Cafeteria is small and crowded.	YES	NO
7. There are one or more areas in the building where breakfast could be distributed.	YES	NO
8. Teachers realize the importance eating breakfast has to the learning process.	YES	NO
9. Cafeteria is centrally located for ease of service.	YES	NO



# Grab 'n' Go Breakfast



- Grab 'n' Go breakfasts are convenient. They take less time to prepare than most traditional breakfast meals and decrease long lines.
- A bagged breakfast can be enjoyed on the go, during break or during 1<sup>st</sup> period.
- Secondary students like Grab 'n' Go breakfast for opportunities to eat at different locations and times.

## Fact Sheet

Who:	Meet with key decision makers at your school to initiate the program. Obtain approval and support from administrator, principal, teachers and food service staff. Staff at each school receives training for set-up and implementation.
What:	A bagged breakfast or individually wrapped servings of breakfast components can be served before school or during a break. Students will have the choice of a fast, nutritious breakfast.
When:	Before school, during morning break or 1st period.
Where:	Position mobile carts or tables at school entrance or high traffic areas.
Why:	To increase participation in the breakfast program. Increases speed and convenience of service. Provides a nutritious meal to students.
How:	The cart/table contains prepared breakfast choices. Bags are individually wrapped reimbursable breakfast meals. Promote with Grab 'n' Go posters, especially at pick up points.

**Will this work for my school? Circle YES/NO after each of the following statements to determine if Grab 'n' Go will work for your school.**

1. Participation in the breakfast program is significantly lower than lunch.	YES	NO
2. Food carts are available or space exists for placement of tables in entrances for "curbside" services.	YES	NO
3. Teachers realize the importance eating breakfast has to the learning process.	YES	NO
4. Breakfast needs to be served faster and serving areas need to be more accessible.	YES	NO
5. Students already grab soft drinks and snacks from vending machines as they rush to class.	YES	NO
6. Additional labor hours are not available.	YES	NO
7. Flexibility is needed in scheduling serving times.	YES	NO
8. Meal payment system does not require cash at point of service.	YES	NO
9. Congestion in cafeteria dining room needs to be reduced.	YES	NO



# Breakfast After 1<sup>st</sup> Period



- Breakfast served following the first instructional period provides students a nutrition break.
- Students who ate little at home may be hungry again by this time.
- A mid-morning breakfast gives students a nutritious choice versus vending machine items or a non-reimbursable milk break.

## Fact Sheet

Who:	Meet with key decision makers at your school to initiate the program. Obtain approval and support from administrator, principal, teachers and food service staff. Staff at each school receives training for set-up and implementation.
What:	The nutrition break creates a way for students to eat a meal that was missed or inadequate earlier in the day.
When:	Between the first and second class period.
Where:	Use mobile carts or tables in a centrally located area where students are changing classes.
Why:	To increase participation in the breakfast program. Increases speed and convenience of service. Provides a nutritious meal to students.
How:	The meal provides a nutrition break to students as they move through the hall to their next class. The pre-packaged items need to be hand-held and easy to eat and can be served in the cafeteria or from Grab 'n Go locations.

**Will this work for my school? Circle YES/NO after each of the following statements to determine if Breakfast After 1st Period will work for your school**

1. There is flexible class scheduling to accommodate a breakfast break.	YES	NO
2. Class schedule was changed to have students arrive earlier than previous year.	YES	NO
3. Principal has expressed interest in providing better nutrition for students.	YES	NO
4. Students already grab soft drinks and snacks from vending machines as they rush to class.	YES	NO
5. Your principal is usually open to new ideas and change.	YES	NO
6. Cafeteria is small, crowded or in use.	YES	NO
7. There are one or more areas in the building where breakfast could be distributed.	YES	NO
8. Teachers realize the importance eating breakfast has to the learning process.	YES	NO
9. Cafeteria is centrally located for ease of service.	YES	NO



# Breakfast on the Bus



- Breakfast handed brown bag style to students as they step on the bus.
- Students that ride the bus for long periods of time have time to eat breakfast.
- Hand held breakfast can be enjoyed before arriving at school.

## Fact Sheet

Who:	Meet with key decision makers at your school to initiate the program. Obtain approval and support from administrator, principal, teachers and food service staff. Staff at each school receives training for set-up and implementation.
What:	A bagged hand-held breakfast will give students a choice for getting them the nutrition they need before school starts.
When:	While riding the bus to school.
Where:	School food service will take bins filled with bagged breakfasts to bus depot before routes begin in the morning.
Why:	To increase participation in the breakfast program. Increases speed and convenience of service. Provides a nutritious meal to students.
How:	The bagged meal provides a nutrition break to students as they enter the bus for the ride to school. The pre-packaged items need to be hand held and easy to eat. Students should be instructed to throw trash away before leaving the bus.

**Will this work for my school? Circle YES/NO after each of the following statements to determine if Breakfast on the Bus will work for your school**

1.	Bussing service is flexible and open to accommodating breakfast while en route to school.	YES	NO
2.	Students spend more than 15 minutes riding the bus and do not arrive in time to participate in the traditional breakfast.	YES	NO
3.	Bussing and class schedule are not flexible.	YES	NO
4.	Principal has expressed interest in providing better nutrition for students.	YES	NO
5.	Equipment and food service labor is available to prepare breakfasts for early morning pick-up.	YES	NO
6.	Trash removal procedures can be adapted to a bus serving site.	YES	NO
7.	Meal payment system does not require cash at point of service.	YES	NO
8.	Food service manager is willing to accommodate menu for pre-packaged foods.	YES	NO
9.	Parents have requested an option for their children who do not arrive at school in time for breakfast.	YES	NO



**Selected Breakfast Method is \_\_\_\_\_.**

*List potential challenges and opportunities for creative solutions in implementing the new serving method you selected.*

## **Implementation**

**Challenges**

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**Opportunities for Solutions**

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## **Financial**

**Challenges**

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**Opportunities for Solutions**

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## **People**

**Challenges**

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**Opportunities for Solutions**

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# **“There’s More Than One Way to Serve Breakfast”**

PowerPoint Presentation

Available on CD



# There's More Than One Way to Serve Breakfast



Alternative Breakfast Service Methods

# What's Your Serving Method?

**Step 1:** Select the appropriate serving method for your school

**Step 2:** Examine your current serving method for potential challenges and opportunities to create solutions

**Step 3:** Present idea to Superintendent or School Board for approval and support

**Step 4:** Develop a plan using available resources to communicate to target audiences

# Traditional Breakfast



# Traditional Breakfast

- Breakfast consumed in the cafeteria at the same time for all students or in shifts
- Served before school starts
- Provides an option for students to eat a nutritious meal before the school day begins
- Time: at least 15 minutes before school starts



# Traditional Breakfast

## Advantages

- Students have an opportunity to socialize and interact with one another
- Multiple serving lines can be more efficient
- Ease of cleanup - consumption of the meal is in one area



# Breakfast in the Classroom



# Breakfast in the Classroom

- Breakfast delivered to the classroom
- Consumed in a familiar classroom setting
- School Food Service provides papergoods, trash bags and wipes for easy clean-up in each classroom
- Time: 7 - 15 minutes



# Breakfast in the Classroom

## Advantages

- Provides nutritious meals to students who do not have time to eat breakfast before school
- Children eat in the comfort of familiar surroundings
- More students can participate if cafeteria is too small or crowded
- Can be served and eaten during announcements, roll time or break time

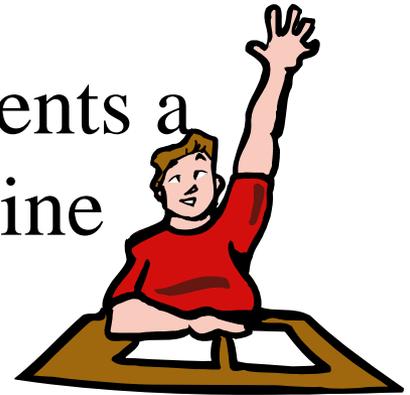


# Breakfast after 1<sup>st</sup> Period



# Breakfast After 1<sup>st</sup> Period

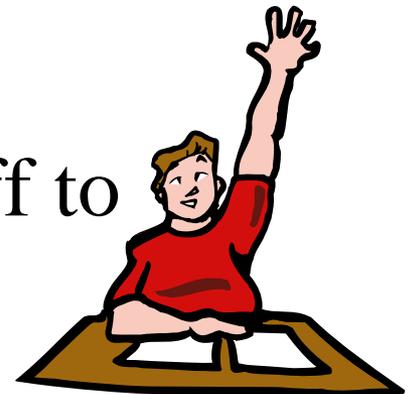
- Breakfast served following the first instructional period provides students a nutritious break
- A mid-morning breakfast gives students a healthy choice versus vending machine options
- Time: depends on breakfast service method



# Breakfast After 1<sup>st</sup> Period

## Advantages

- Purchasing breakfast to eat after 1<sup>st</sup> period encourages students to make breakfast a part of their daily routines
- Some students are just not ready to eat first thing in the morning
- Provides time for Food Service Staff to prepare breakfast



# Grab 'n' Go Breakfast



# Grab 'n' Go Breakfast

- Convenient for the student and you – takes less time to prepare than most traditional breakfasts
- Hand-held breakfast items
- Picked up by students in high traffic areas
- Served from mobile carts
- Time: when students begin arriving at school



# Grab 'n' Go Breakfast

## Advantages

- A bagged breakfast can be enjoyed on the go, before or during break when the student is hungry
- Secondary students like Grab 'n' Go for the flexibility and choices
- Fast and nutritious way to get the nutrients students need



# Breakfast on the Bus



# Breakfast on the Bus

- Breakfast handed brown bag style to students as they step on the bus in the morning
- Hand-held breakfast can be enjoyed before arriving at school
- School Food Service coordinates with Bus Drivers about routes and schedules
- Time: at least 15 minutes on the bus ride to school



# Breakfast on the Bus

## Advantages

- Students who ride the bus for long periods of time are able to get the nutrition they need
- Hand-held food items means kids can save something for a mid-morning snack between classes if they aren't very hungry yet
- Prepackaged items are individually wrapped and easy to eat
- Students throw out trash upon leaving the bus



# Resources

- Talk to other schools who are currently operating the school breakfast program
- Seek assistance from your State agency
- Cultivate support from all stakeholders before beginning the program
- Collaborate with various organizations or schools to brainstorm ideas

## Roadmaps to Success

Once you have made your decision to start and/or expand the school breakfast program, the folders in this section will help you gain support from all the important stakeholders. Each folder contains information to highlight benefits and address concerns for each stakeholder/group. Folders include print ready pages and handouts you can distribute. Scan the headings to determine which folder is key to your situation.

The following information is available in the folder called “Resources” as well as on the “Discover School Breakfast” CD. If you need to present your ideas to principals, superintendents and school boards, a presentation is included and can be adapted for your school. For research to support your efforts, see “Proven Benefits – School Breakfast Studies”. A sample letter to parents from the principal and a letter to school administrators with profit/loss worksheets based on different free and reduced levels is included.



# Superintendent/Principal



Superintendents and principals have strong interests in the academic success of their students. For instance, some schools serve breakfast on test days because studies show an improvement in performance when students have eaten breakfast. However, breakfast is important every school day. Students must be alert and learn skills throughout the school year to do well on standardized tests.

Principals play an important role in deciding to implement or expand the School Breakfast Program. They also lead teachers in the goal of developing successful students. They are role models for students and the leaders in the educational community. Principals can influence the success of the School Breakfast Program as well as the success of their students.

This section will explain the importance of breakfast and provide actions you can take to influence students to eat breakfast. Cited studies will reinforce the impact of breakfast on academic performance. Program concerns including costs and low participation will also be addressed.

## A Principal may be concerned about:

### SCHEDULING

The School Breakfast Program has various methods of serving students, so times of service may vary from program to program. However, certain methods, like Breakfast in the Classroom, can take only 10 minutes. Other methods allow students to eat their breakfast during a scheduled break between classes or on the way to class. If students cannot make it in time for breakfast served at school, consider Breakfast on the Bus. If scheduling is an issue, there is almost always a method of service that can accommodate your school's needs. (See *"There's More Than One Way to Serve Breakfast"*.)

### COSTS

Breakfast adds additional cost, but often the participation is high enough to support the program. Not only will there be revenue generated through participation, but Federal reimbursement for breakfast can cover the additional food and/or labor costs. It may even provide a small profit that could be used creatively to improve the food service operation, supplement meal program costs, or develop nutrition education.

## **RESOURCES**

In most cases, State Agencies administer Federal programs. It may be the State Agencies such as the Office of Public Instruction or Department of Education who provide guidance and support for schools implementing Child Nutrition Programs. These departments are interested in the success of your students too. Support for food service staff when implementing the School Breakfast Program is available through various organizations such as the United States Department of Agriculture – Special Nutrition Programs (USDA-SNP), American School Food Service Association (ASFSA) and National Dairy Council (NDC). Each of these organizations can assist a school in implementing the School Breakfast Program. Other school districts are also a resource. School food service staffs usually emulate their peers' experiences.

## **LOW PARTICIPATION**

Surveying students to determine what foods preferences is the first step to ensuring adequate participation. The next step is to market the program so students, parents, teachers, administrators, coaches and other staff are supportive. Also, looking at costs to determine a break-even point can be helpful. By calculating a break-even point, you will know exactly how many meals must be served to ensure a successful program.

# Studies show...

**“Students who ate school breakfast often had math grades that averaged almost a letter grade higher than students who ate school breakfast rarely.”**

-- *Pediatrics*, Vol. 101 No.1, January 1998

**School breakfast resulted in significant:**

- **Increases in math grades**
- **Decreases in student absences**
- **Decreases in student tardiness**
- **Decreases in ratings of psychosocial problems**

Massachusetts General Hospital and Harvard Medical School

“The Relationship of School Breakfast to Psychosocial and Academic Functioning”

<http://archpedi.ama-assn.org> (search “past issues” for 1998 vol. 152 no. 9)

[http://www.findarticles.com/cf\\_0/m2250/n2\\_v37/20576437/p1/article.jhtml?term=psychosocial+functioning](http://www.findarticles.com/cf_0/m2250/n2_v37/20576437/p1/article.jhtml?term=psychosocial+functioning)

**“Children in the School Breakfast Program were shown to have significantly higher standardized achievement test scores than eligible non-participants.”**

-- Tufts University School of Nutrition Science and Policy, 1998

**School breakfast resulted in:**

- **Increased math and reading scores**
- **Fewer nurse’s office visits**
- **Improved classroom behavior**
- **Improved attentiveness reported by teachers**
- **Improved performance reported by parents**

Minnesota Dept. of Children, Families and Learning & University of Minnesota

“School Breakfast Programs/Energizing the Classroom”

<http://cfl.state.mn.us/energize.pdf>

**“Children who ate breakfast at school scored notably higher on most of the tests than children who ate breakfast at home and children who did not eat breakfast.”**

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**Students eating school breakfast resulted in:**

- **Higher scores on assessment tests**
- **Findings that support previous research**
- **Positive effects from eating breakfast in the classroom vs. the cafeteria**

Massachusetts General Hospital and Harvard Medical School

“Maryland Meals for Achievement”

[www.msde.state.md.us/programs/foodandnutrition/mmfa.pdf](http://www.msde.state.md.us/programs/foodandnutrition/mmfa.pdf)

**“The benefits [of the School Breakfast Program] include higher performance on standardized tests, better school attendance, lowered incidence of anemia, reduced need for costly special education.”**

-- Tufts University Center on Hunger, Poverty and Nutrition Policy, 1994

# School Breakfast Tips for Principals

When principals implement a School Breakfast Program, they are taking a vital first step toward making sure that all students get the most from their school day. Here is what you can do to support the School Breakfast Program:

## ❑ **PLAY A DIRECT ROLE IN HELPING STUDENTS SUCCEED ACADEMICALLY**

Implement a schedule that ensures that students have ample time for breakfast.

Congratulate them for “starting smart” with a good breakfast when you join them for breakfast once or twice a week.

Share that research shows kids who eat School Breakfast earn higher test scores.

## ❑ **SUPPORT TEACHERS**

School breakfast helps children behave better and be more attentive in class. It also reduces disruptive hunger-related visits to the school nurse.

Distribute information to teachers about the link between breakfast and academic success. Encourage them to reinforce this message.

Work with teachers to incorporate school breakfast into lesson plans and participate in school wide promotions.

## ❑ **PROVIDE A KEY RESOURCE FOR PARENTS**

Parents can count on school breakfast when family schedules are rushed and children do not feel like eating.

Send a letter or flyer to parents at the start of the year to make sure they know about the School Breakfast Program. Send regular communication home.

## ❑ **BE A LEADER IN THE COMMUNITY**

Every year, talk about school breakfast successes and ideas with other principals.

Ask school nurses to keep them informed of “hunger visits” and develop a plan to promote breakfast to students and parents.

Request that bus drivers, custodians and para-professionals encourage kids to eat breakfast. Invite these familiar faces to join students as special guests.

Team up with your food service director to explore creative breakfast scheduling, assess meal quality, and make adjustments if necessary.



Date

Dear Parents:

This year, we are evaluating our community to make sure all of our students are fully prepared for academic success. As we all recognize that hungry children cannot learn, the first step toward addressing this issue is ensuring that all students begin the school day with a nutritious breakfast at home or at school.

The School Breakfast Program is available to all students every weekday morning. No advanced registration is necessary; your child can attend every day or only occasionally. These supervised meals provide your child with  $\frac{1}{4}$  of their nutritional needs each day. School breakfast is tasty and nutritious.

School Breakfast is an ideal solution on mornings when kids are running late or parents have early commitments. Whatever the reason, if breakfast at home is not convenient, please take advantage of breakfast here at school.

Thank you for helping us make sure that all of our students start the school day alert, well fed and ready to learn.

Sincerely,

Principal

## School Breakfast Information

**Price\*:** 90¢ (Reduced Price: 30¢)

**Serving Time:** 7:00 a.m. Every Day

\*Price is determined by your confidential Application for Free and Reduced Price Meals.  
If you need an application, please call the school office at (555) 555-5555.

# Why are Free and Reduced Price Applications Important?

More completed Free and Reduced Price Applications can mean more reimbursement and more state or Federal money for schools. Help families complete their application at the beginning of the school year. Here are ways you can encourage more families to complete their applications.

- ❑ Send a letter or flyer to parents explaining why parents should complete the application.
- ❑ Make sure applications are available in all languages spoken in your community. (Free and Reduced Applications, instructions and letters in 19 languages are available by visiting the United States Department of Agriculture, Child Nutrition Program web site.)
- ❑ Send applications to families along with notification of prices for school meals
- ❑ Remind parents that students who qualify for free or reduced priced lunch also qualify for free or reduced priced breakfast.
- ❑ Include an envelope marked “Confidential” for application return.
- ❑ Follow up on students who were free or reduced the prior year and have not submitted an application for the current year



# Physical Education Teachers/ Coaches



Athletic and sports teams have always been a part of the school experience. Today, it is not just the traditional sports of football, basketball, baseball and track. Gymnastics, soccer, volleyball, wrestling, tennis and golf are often part of school athletics even at elementary levels. Without proper training, your athletes will lack the skills to excel. Similarly, without proper nutrition, athletes lack the ability to perform at their peak levels during practice and competition. By eating a nutritious meal or snack at the right time, they will have the needed energy to perform with precision.

School breakfast is important to you, as a physical education teacher or coach. Not only are you developing positive habits in your athletes; you are also preparing their bodies for optimum performance. Studies have shown that attentiveness and cognitive functions improve when children have eaten breakfast. Your athlete's ability to succeed improves as a result of eating breakfast.

Academic performance is just as important as the ability to perform on the field, court or gymnasium. In most schools, an athlete must be a successful student to compete on school teams. Schools often have strict criteria for student athletes, such as attendance standards or grade point average minimums. Coaches must be concerned about their athletes' academic success as much as their athletic abilities.

Physical education teachers and coaches have an important role in a student's academic experience. You are more than educator and coach. In this section, you will see how important it is to be a role model for your athletes and how the School Breakfast Program can help them achieve their goals. Cited studies reinforce the importance of breakfast to academic performance and consequently to school sports. Your support can contribute to the success of the School Breakfast Program and the success of the athletes.

**School Breakfast**  
**=**  
**Improved Academics**  
**=**  
**Optimal Performance**

**“Students who ate school breakfast often had math grades that averaged almost a letter grade higher than students who ate school breakfast rarely.”**

-- *Pediatrics*, Vol. 101 No.1, January 1998

**School breakfast resulted in:**

- **Increased math and reading scores**
- **Fewer nurse's office visits**
- **Improved classroom behavior**
- **Improved attentiveness reported by teachers**
- **Improved performance reported by parents**

Minnesota Dept. of Children, Families and Learning & University of Minnesota  
“School Breakfast Programs/Energizing the Classroom”  
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**“Children who ate breakfast at school scored notably higher on most of the tests than children who ate breakfast at home and children who did not eat breakfast.”**

-- Archives of Pediatric & Adolescent Medicine,  
October, 1996

# School Breakfast Tips for Physical Education Teachers and Coaches

Physical education teachers and coaches can help their athletes reach their optimal performance by supporting the School Breakfast Program. Your support can really make the difference on the field or courts and academically. Here are a few ways you can help:

- ❑ **HOLD TEAM MEETINGS OVER BREAKFAST BEFORE SCHOOL STARTS**

If the team has to meet to discuss strategy, attire and/or travel plans, provide breakfast at a special team table.

Host a free breakfast for athletes during homecoming week or before the big game of the season for each sports team.

- ❑ **STRESS THE NUTRITIONAL BENEFITS OF EATING BREAKFAST ON PERFORMANCE**

Athletes need nutritionally balanced meals to prepare for games, meets or tournaments. Emphasize the importance of preparation and eating foods that will provide sustained energy rather than sugar-loaded foods with no staying power.

Eating breakfast is important for sustained performance. It contributes to the balanced energy needed to last through after-school practices.

Breakfast provides  $\frac{1}{4}$  of the athlete's daily requirement of nutrients.

- ❑ **EDUCATE ATHLETES ABOUT THE BENEFITS OF SCHOOL BREAKFAST**

School Breakfast = Improved Academics = Optimal Performance

Students who eat breakfast have academic success and improved levels of attendance and tardiness. Without good grades, students may not be allowed to participate.

With good grades, students can focus better at practice and the game.

- ❑ **ENCOURAGE PARENTS TO SEND ATHLETES TO SCHOOL BREAKFAST**

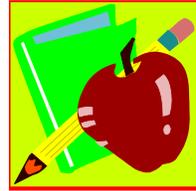
Parents want their child to excel in all they attempt. Show them the benefits of eating breakfast and the improved academic and physical performance.

- ❑ **ENCOURAGE PRINCIPALS/SUPERINTENDENTS/SCHOOL BOARDS TO OFFER THE SCHOOL BREAKFAST PROGRAM**

Support the implementation of the program and offer to help increase participation by sending the team to breakfast every morning.



# Teachers



Teachers are important supporters in implementing a successful School Breakfast Program. Teachers have multiple roles within the school environment. They are not only educators of America's youth, but they also serve as role models for the students. Teachers support the School Breakfast Program because it helps them prepare their students to learn and succeed.

Cited studies show that eating a healthy breakfast improves attention span, academic performance and classroom behavior. In schools that have implemented the School Breakfast Program, teachers have found that concerns are easily addressed and the benefits far outweigh the costs.

## A teacher may be concerned about...

### TEACHER WORKLOAD

Teachers do many things besides teaching to support a successful learning environment. Studies show that school breakfast has a clear and direct impact on learning. Any additional work is handled by school food service staff, janitorial staff or the students themselves. Breakfast adds little or no work to the teaching day.

### CLASSROOM ORDER

When breakfast is served in the classroom, food service staff provide garbage bags, paper towels and other cleaning supplies for students to use. Students clean up themselves after eating their nutritious meal and are more ready to learn in the morning. The menu and methods of serving can limit both work and clean up for everyone.

### TIME COMMITMENT

Studies have shown that breakfast is consumed pretty quickly. No matter what the serving method, breakfast can take as little as 2 minutes (Grab 'n Go) or 10 minutes (Breakfast in the Classroom) or as long as the time available (Traditional Breakfast, Breakfast on the Bus).

### CURRICULUM OPPORTUNITIES

Some elementary, home economics, health education, and physical education teachers even choose to integrate school breakfast and nutrition education into their curriculum.

## Why School Breakfast?

- Because there is a link between breakfast and learning, students experience an improved learning environment.
- When breakfast is available at school, students have improved attendance, decreased tardiness and discipline referrals. The few minutes it takes to add breakfast to the school day are offset by students' active participation once their brains are fueled.
- Parents are pleased when breakfast is available at school for those mornings when their student is unable to eat when he or she first gets up or when breakfast at home is just not possible or convenient.
- School breakfast may reduce the need for you to keep snacks in the classroom for hungry students.

## There's More Than One Way to Serve Breakfast

Besides the traditional serving in the cafeteria, breakfast can be served in the classroom. This option (which takes approximately 10 minutes) allows students to eat breakfast while the teacher takes attendance or checks homework. Students serve and clean up themselves.

Another option is Breakfast After 1st Period. This option would replace the "milk break" which is not reimbursed by USDA.

Particularly popular in high schools is the Grab 'n Go breakfast. Bagged breakfasts can be placed in high traffic areas throughout school so students can pick them up and eat them between classes.

With Breakfast on the Bus, bagged breakfasts are handed to students as they step on the bus in the morning.

## What do teachers say about school breakfast?

- "It is a time to interact with the kids and to really know what is going on at home. It gives you a chance, if you had a problem with a child the day before to get him/her set on the right track for that day."
- "I felt I had enough to do with preparing for teaching that to have breakfast in my classroom would just be extra work and a big mess, but I found that I barely have to do any work at all, and the kids are so much better behaved that my lessons go much smoother. I would want to tell other teachers that it may seem like a hassle, but it really is minimal work with a lot of positive payoffs...I would be upset now if they took the breakfast program away."

# Studies show...

**“Students who ate school breakfast often had math grades that averaged almost a letter grade higher than students who ate school breakfast rarely.”**

-- *Pediatrics*, Vol. 101 No.1, January 1998

**Students eating school breakfast resulted in:**

- **Higher scores on assessment tests**
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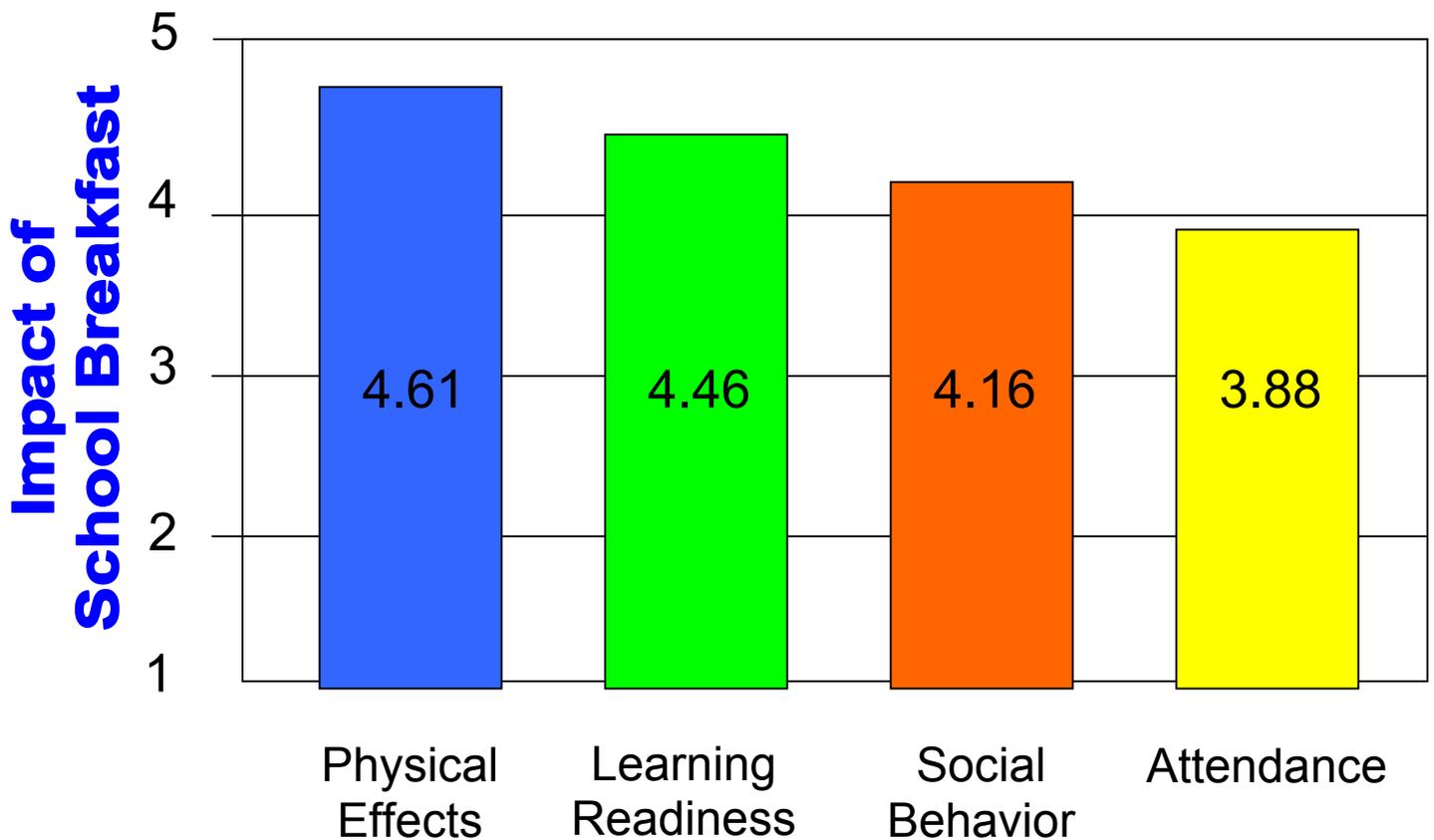
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**“The benefits [of the School Breakfast Program] include higher performance on standardized tests, better school attendance, lowered incidence of anemia, reduced need for costly special education.”**

-- Tufts University Center on Hunger, Poverty and Nutrition Policy, 1994

Teachers Agree with the Research that  
**Students who Participate  
in the School Breakfast Program  
do Better in School**



Note: Each effect was rated on a 1-5 scale, 1 being “impacts not at all” and 5 being “strongly impacts”.

*Minnesota Universal Breakfast Pilot Study: Year Three Report, 1996-1997,  
Center for Applied Research and Educational Improvement, University of Minnesota.*



# Parents



Parents are important decision makers in the school environment. You want the best possible educational experience for your children. However, not every child is prepared to learn in the morning for various reasons, including lack of sleep, bussing schedules or lateness. Parents are also busier than ever with more and more working outside the home. One way to prepare these students for a successful day at school and help parents is for schools to provide breakfast. Parents can use this option to prepare their children for the school day.

This section shows you how you can prepare students for a successful day at school by using the School Breakfast Program. Cited studies prove the importance and impact of breakfast on a child's ability to learn. Sample menus are included to show the healthy breakfast options available for your child at school.

## A parent may be concerned about...

### CHILD ALREADY EATS AT HOME

It is wonderful if your family has time to eat breakfast together, but if not and your children eat breakfast on the run, it may not be as much or as wholesome as you would like. Further, if your children have a long bus ride, they may be hungry by the time the bus arrives at school. Whether or not your children have time to eat at home, the School Breakfast Program ensures a healthy option is always available.

### PARENT ROLE

Mornings can be really crazy! School breakfast is an option when family schedules are rushed or a child is unable to eat early in the morning. Parents can ensure their children are fed before school by using the School Breakfast Program.

### COST

Breakfast at school is affordable. A full breakfast costs less than convenience store items. If you qualify for the lunch program, you also qualify for the breakfast program, with no additional paperwork. Payment is based upon parent income and is confidential. If you must pay, you will find that breakfast often costs less than a dollar. Nowhere else will you find a balanced breakfast at such a low cost.

## **LACK OF TIME**

Time is an issue for many people, especially parents. One way to increase the amount of time in your day and to ease worries is to provide breakfast at school for your children. Also, children may find themselves waking up late for school and skipping breakfast altogether because they are racing to the bus stop or to school. By providing breakfast as an option for students, they will be able to have a healthy and nutritious meal before the start of their day, even if it didn't start out as planned.

## **CHILD NOT HUNGRY**

Maybe your child is not hungry when breakfast is served at home. Children may have different hunger cycles, so they may not be ready to eat breakfast when parents are. Some of these children go to school and are ready to eat when they arrive or after 1<sup>st</sup> period. Serving breakfast not only satisfies their hunger but helps students focus during the morning school hours.

## **BREAKFAST ALTERNATIVE**

Children, just like adults, base their food choices on what is available. They may make unhealthy choices if vending machines are the only option. Although some schools may have good breakfast vending options, these foods are often high in sugar and fat. Convenience stores and fast food locations are similar in providing high calorie choices. School breakfast is a value for parents and students alike. Students receive  $\frac{1}{4}$  of their daily nutrients at a very low cost for parents. What a value!

## **SOCIALIZING**

School breakfast offers an opportunity for students to eat with their siblings and classmates in a non-threatening environment. This time of socializing allows children to learn from one another by talking and conversing. Students are usually eager to arrive at school to meet with their friends. Breakfast is a time for them to do so without interruption in the classroom.

## Why School Breakfast?

- Because there is a link between breakfast and learning, students experience an improved learning environment.
- When breakfast is available at school, students have improved attendance, decreased tardiness and discipline referrals. The few minutes it takes to add breakfast to the school day are offset by students' active participation once their brains are fueled.
- Parents are pleased when breakfast is available at school for those mornings when their student is unable to eat when he or she first gets up or when breakfast at home is just not possible or convenient.
- School breakfast may reduce the need for you to keep snacks in the classroom for hungry students.

## There's More Than One Way to Serve Breakfast

Besides the traditional serving in the cafeteria, breakfast can be served in the classroom. This option (which takes approximately 10 minutes) allows students to eat breakfast while the teacher takes attendance or checks homework. Students serve and clean up themselves.

Another option is Breakfast After 1st Period. This option would replace the "milk break" which is not reimbursed by USDA.

Particularly popular in high schools is the Grab 'n Go breakfast. Bagged breakfasts can be placed in high traffic areas throughout school so students can pick them up and eat them between classes.

With Breakfast on the Bus, bagged breakfasts are handed to students as they step on the bus in the morning.

# Studies show...

**“Children who ate breakfast at school scored notably higher on most of the tests than children who ate breakfast at home and children who did not eat breakfast.”**

-- Archives of Pediatric & Adolescent Medicine, October, 1996

**Students eating school breakfast resulted in:**

- **Higher scores on assessment tests**
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Massachusetts General Hospital and Harvard Medical School

“Maryland Meals for Achievement”

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**School breakfast resulted in:**

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**“The benefits [of the School Breakfast Program] include higher performance on standardized tests, better school attendance, lowered incidence of anemia, reduced need for costly special education.”**

-- Tufts University Center on Hunger, Poverty and Nutrition Policy, 1994

## Some of the nutritious foods your children can eat at school:

<b>Meat/Meat Alternate</b>	<b>Grains/Breads</b>	<b>Fruit/Vegetable</b>	<b>Mixed Dishes</b>
Hard-boiled eggs	Dry cereal	Apple wedges	Toasted cheese sandwich
Sausage links or patty	Pita bread	Banana	Cheese and egg omelet
Ham slice	Hot cereal	Grapes	Peanut butter on toast
Cottage cheese	Biscuits	Orange wedges	Breakfast pizza
Turkey sausage	Muffins	Applesauce	Cheese and egg casserole
Canadian bacon	Bagels	Peaches	Breakfast burrito
String cheese	Raisin toast	Fruit cocktail	Egg and bagel sandwich
Peanut butter	Waffles	Pineapple	Peanut butter and apples
Yogurt	French toast	Pears	Pancake and sausage kabob
Scrambled eggs	Pancakes	Fruit cup	
Cheese cubes	French toast sticks	Melon	
	Granola	Raisins	
	Coffee cake	Strawberries	
	Quick breads	Vegetable juice	
	Graham crackers	100% fruit juice	
	Sweet rolls	Hashbrowns	

# Sample Menus:

## Cold:

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Assorted cereal Granola bar	Assorted cereal Fruit and grain bar	Assorted cereal Toaster pastry	Assorted cereal Banana bread	Assorted cereal Muffin
Orange smiles or 100% juice	Apple or 100% juice	Banana or 100% juice	Melon or 100% juice	Assorted fruit or 100% juice
Milk	Milk	Milk	Milk	Milk

## Hot:

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Oatmeal w/ toast	Canadian bacon, cheese and biscuit	French toast sticks sausage patty	Bagel w/ egg and cheese	Pancakes Sausage
Raisins or 100% juice	Apple or 100% juice	Banana or 100% juice	Melon medley or 100% juice	Assorted fruit or 100% juice
Milk	Milk	Milk	Milk	Milk



# School Food Service



School food service directors and personnel are very important to the educational process. Their work completes the cycle of providing a healthy learning environment through serving school meals. The National School Lunch Program offers an opportunity for students in school to have a nutritious meal during the day. This not only helps to take the focus away from hunger but also improves a student's academic performance.

Providing a nourishing breakfast every day allows your staff to be a part of the educational team. Breakfast is another way to improve the education of students in school. Some of your concerns with having the School Breakfast Program will be addressed in this section. Cited studies prove the impact of breakfast on learning. Ideas are included for menu and meal planning.

## Food service staff may have concerns about...

### FOOD SERVICE ROLE

Food service operates as part of the educational team in schools; therefore, you do more than just serve food to children. You help to support a healthy learning environment for students. By making breakfast an option, you provide parents a choice to feed their children at school. You are making a contribution to the success of students in your school by making breakfast available.

### WORKLOAD

Operating the School Breakfast Program does not necessarily mean more work for food service personnel. When compared to lunch, breakfast can be simpler to prepare. Depending on the breakfast service method you choose, it can be set up to work with your current operation with very little change. It may even increase your revenue enough to employ more people for longer hours, allowing you to offer benefits for your employees. Also, prepackaged breakfast foods keep labor to a minimum.

### MONEY

Your school can provide breakfast without financially burdening the school food service program. USDA provides reimbursement for every breakfast served that meet nutritional guidelines. Schools with high numbers of free and reduced priced applications may find it is possible to offer free breakfast to every student.

# Studies show...

**“Students who ate school breakfast often had math grades that averaged almost a letter grade higher than students who ate school breakfast rarely.”**

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**School breakfast resulted in significant:**

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**“School districts have discovered that adding a breakfast program actually expands their revenue base and offsets some of the overhead costs of the lunch program. The breakfast program helps the bottom line.”**

-- Food Research and Action Center

**School breakfast resulted in:**

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Minnesota Dept. of Children, Families and Learning & University of Minnesota

“School Breakfast Programs/Energizing the Classroom”

<http://cfl.state.mn.us/energize.pdf>

**“The majority of students who start their day with breakfast say they feel good, happy, and alert throughout their school day. The majority of students who don’t eat breakfast say they feel bad, angry, tired, sick and bored throughout the school day.”**

-- Dept. of Nutrition Sciences, University of Connecticut, February 1991

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- **Higher scores on assessment tests**
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Raisins or 100% juice	Apple or 100% juice	Banana or 100% juice	Melon medley or 100% juice	Assorted fruit or 100% juice
Milk	Milk	Milk	Milk	Milk

# Meal Patterns for Breakfast

School food service have the choice of planning their meals based on a traditional or enhanced menu, where minimum requirements are based on age/grade group. Another method of menu planning is the nutrient standard or assisted nutrient standard method. These methods require a minimum of three menu items are offered to students. Milk and at least two side dishes must be offered. The differences between the methods are described below.

	<b>Traditional</b>	<b>Enhanced</b>	<b>NSMP or Assisted NSMP</b>
Meat/Meat Alternate and/or Grains/Breads	Grades K-12: Two servings of Meat/Meat Alternate (1 ounce per serving or 1/2 egg) or two servings of Grains/Bread (1 slice of bread, roll or similar product or 1/2 cup cooked rice, pasta or cereal grains or 3/4 cup cold breakfast cereal) or one serving of Meat/Meat Alternate and one serving of Grains/Breads	Same as traditional Optional (recommended) Grades 7-12: Same as Grades K-12 plus one additional serving of Grains/Breads	At least two menu items: may be in any food items except a condiment or a food of minimal nutritional value that is not part of a menu item
100% Juice/Fruit/Vegetable	Grades K-12: 1/2 cup	Same as traditional	
Milk	Grades K-12: 8 oz. fluid milk as a beverage or on cereal or both	Same as traditional	Fluid milk as a beverage or cereal or both
Offer versus Serve	Optional for senior high schools Optional for lower grades Students may decline one food item from any food component	Same as traditional	Optional for all grade levels Students may decline a maximum of one menu item out of the three or more required menu items offered



# Students



Did you eat a healthy breakfast this morning or was the bus right around the corner? There are many reasons why breakfast is the best way to start the day. Here are some reasons your friends gave...

**“It helps me do better on tests.”**

**“I like breakfast because I didn’t have time to eat at home.”**

**“It gives me a better attitude towards school.”**

**“I eat breakfast because I’m hungry!”**

## **More good reasons to eat breakfast...**

- It’s a great way to spend time with friends.
- Breakfast at school costs less than at the convenience store.
- Eating breakfast gives your brain energy to think clearly in your classes and gets you “charged up” for the day.
- Breakfast is an important contributor to the total vitamin and nutrients your body needs to grow strong bones, keep healthy skin and develop strong muscles.
- Starting the day with a healthy breakfast revs your metabolism and keeps it going strong the rest of the day.
- Studies show that those who eat breakfast are less likely to overeat during the rest of the day.

## A student may have concerns about...

### CONVENIENCE

As a busy student, you are balancing many different activities at home and school. It may be difficult to sit down for breakfast at times. When you do grab breakfast, it may not be a complete meal. Leave that to the School Breakfast Program. Not only is it fast and easy, it's also an inexpensive way to fuel up for the school day. School breakfast is so convenient everyone should do it.

### IMAGE

Invited your friends and “do breakfast”. Information on students who qualify for free or reduced priced meals must be kept confidential. School breakfast is available for everyone to enjoy.

### BREAKFAST FOODS

Pancakes. Waffles. Breakfast sandwiches. Toast. Cereal. Eggs. These are all breakfast foods that you enjoy eating. Some of these foods are also available as part of school breakfast. A complete meal is served every day. No matter what your taste, there is something available for you.

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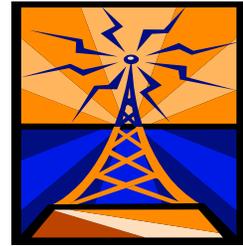
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# Marketing Efforts



School food service operates like a business with income and expenses. Unlike a business, however, school food service considers marketing efforts a lower priority. Without marketing, parents are unaware of school breakfast, students do not participate, and teachers, principals and students do not reap the benefits of the program. Adequate marketing ensures a successful program operation. Child nutrition programs are usually highlighted once or twice a year during National School Lunch and Breakfast Weeks. For marketing to be effective, it should occur more frequently. Developing a marketing plan is the first step. A few things to consider when creating your plan are:

- How do you define your business?
- Who is your target audience?
- What are their needs?
- What services do you offer to meet those needs?
- What are your competitors doing?
- What is your plan and budget?
- What are your promotional objectives?

In this section, various ideas are provided on how to market the program to specific targeted audiences by developing a marketing plan. This research is important because it will confirm who your customers are, what they want and where and when they want it. It can also identify problems in the current operation and find new ways to meet your customers' needs. Based on the information you gather about your school and your target audience, you can execute a successful marketing plan.

Also in this section are ideas presented on how to market the School Breakfast Program to increase participation. Simple promotions or events can highlight the program. Here are some examples:

- School Breakfast Week
- Parents' Breakfast
- Poster Contest
- Milk Contest
- Merchandising Tips for Food Service Directors
- Menu Ideas
- Flyers
- Student Panels
- Theme Days
- Serve Breakfast at Lunch
- Public Service Announcements (PSAs)

Merchandising tips for food service directors to promote the program and increase participation are included.

Editable, print ready posters and bookmarks are available at the end of this folder. Flyers and brochures have been developed for your use and are also editable to customize to your school. These media pieces can be found in the folder called "*Resources*".

One of the most important aspects of this kit is selling the idea to decision makers such as principals, administrators or school boards. This presentation is available in the folder called "*Resources*" (28).

# Developing Your Marketing Plan

Developing a marketing plan requires knowing your business and your customers. Marketing may seem simple. Just as breakfast is more than food for children, marketing is more than simply announcing “breakfast is served”. For example, children base their decisions on hunger. Parents determine when children arrive at school and if they participate in the program. Teachers choose to be a role model and participate in the program. Principals choose to allocate funds to improve the program or join in to eat breakfast to show their support.

This section will assist you in evaluating your food service program, achieving a higher participation rate or creating awareness of the program’s availability as an option for students at school.

## FIRST, DEFINE YOUR BUSINESS.



What are you selling? What is your service to the community? Who is your competition? What is your competition doing?

## SECOND, DEFINE YOUR CUSTOMERS.

Who is your target audience? What do they like and dislike? Who is the final decision maker? What are their needs? What services do you offer to meet those needs?

## THIRD, EVALUATE YOUR PLAN AND BUDGET.

How much money do you have to spend? What method of media will reach your target audience best?

## LAST, DEFINE WHAT YOUR OBJECTIVES ARE.

Are you seeking to increase participation in your breakfast program or for the overall school meals? Do you think the community simply needs to be educated about the importance of breakfast?

One way to gather some of this information is to provide surveys like the ones included in the folder called “*Initial Assessment*”. These surveys are designed for students, parents and principals/superintendents in schools with and without the School Breakfast Program. Each survey may be adapted to ask necessary questions more pertinent to your school. Another great resource for this type of information is to go directly to your food service director. These professionals have direct contact with students every day and watch them choose their breakfast or lunch items. Teachers are another good resource for promoting nutrition education and for encouraging students to eat healthy.

Once you have all the necessary information, it is time to put your plan down on paper. The data you gather will help you answer the following questions. This survey is available in the folder called “Resources” (31A/B).

## **WHAT IS YOUR BUSINESS?**

What is your product or service?  
What is your geographic marketing area – neighborhood, city or county?  
Who is your competition?  
How do your products/services differ from those competitors?  
What are your prices?  
How do your prices compare to your competitors’ prices?  
What are your competitor’s promotion methods?  
What are your promotional methods?  
How do you distribute your meals?

## **WHO IS YOUR TARGET AUDIENCE?**

Who is your current customer base?  
What are their ages, grades, income levels, ethnicities?  
How do your customers learn about your product or services?  
What patterns or habits do your customers and potential customers share? Where do they shop? What do they read, listen to and watch?  
What do your customers need?  
What are the qualities your customers value most about your product/service?  
What are the qualities your customers like the least about your products/services?  
What are the qualities your potential customers like the least about your products/services?

## **WHAT IS YOUR PLAN AND HOW MUCH MONEY ARE YOU WILLING TO SPEND?**

What marketing methods have you previously used to communicate to your customers?  
What method was most effective?  
What other possible methods can you think of for future marketing of the program?  
How much money can you allocate to your marketing campaign?  
What types of marketing tools can you implement within your budget – newspaper, magazine, journals, radio, television, direct mail, newsletters or press releases?  
What methods are you using to test your marketing ideas?  
What methods are you using to measure the results of your marketing campaign?  
What marketing tool can you implement immediately?

## **WHAT ARE YOUR MARKETING OBJECTIVES?**

What are you trying to convey to the customer?  
Are you trying to create awareness of your product/service?

Do you want to increase sales and create a profit?  
Are a la carte items available as a reimbursable meal so free and reduced priced students have access?  
What are you planning to offer to meet those needs of your target audience?

Objectives make it easier to design an effective campaign and help you keep that campaign on the right track. Plus, once you have defined your objectives, it is easier to choose the method that will be most effective.

## **SAMPLE ANSWERS**

### **WHAT IS YOUR BUSINESS?**

**What is your product or service?** Serving nutritional meals to students  
**What is your geographic marketing area – neighborhood, city or county?**  
School/School district  
**Who is your competition?** Fast food restaurants, vending machines, student store, convenience stores  
**How do your products/services differ from those competitors?** Nutritious meal fulfilling ¼ of daily requirements, low fat, complete meal  
**What are your prices?** \$.80 paid, \$.30 reduced\*, free\* (\*for qualified students)  
**How do your prices compare to your competitors' prices?** Our prices are much cheaper for the amount of food they get  
**What are your competitor's promotion methods?** 2 for 1 deals, television commercials, bigger sized products, signs in their windows, radio ads  
**What are your promotional methods?** School newsletter at beginning of year, menus  
**How do you distribute your meals?** In cafeteria serving lines

### **WHO IS YOUR TARGET AUDIENCE?**

**Who is your current customer base? What are their ages, grades, income levels, ethnicities?** Customers are students in school, but parents are also decision makers in choosing to pay for school meals, K-6, free/reduced priced students, large Hispanic population  
**How do your customers learn about your product or services?** Monthly menus  
**What patterns or habits do your customers and potential customers share?** Like to watch television, spend lots of time in the car commuting  
**Where do they shop? What do they read, listen to and watch?** Local grocery store or mega-store downtown, read major newspaper of town  
**What do your customers need?** Convenience, inexpensive, easy, speed, better location  
**What are the qualities your customers value most about your product/service?**  
Availability every day, consistent  
**What are the qualities your customers like the least about your products/services?** Not convenient time, more variety in meals

**What are the qualities your potential customers like the least about your products/services?** Familiar foods available to students of Hispanic origin

## **WHAT IS YOUR PLAN AND HOW MUCH MONEY ARE YOU WILLING TO SPEND?**

**What marketing methods have you previously used to communicate to your customers?** School newsletters, monthly menus

**What method was most effective?** Monthly menus, they will eat if they see it is one of their favorite foods being served

**What other possible methods can you think of for future marketing of the program?** Include the menu in morning or afternoon announcements, include school meals information in parent newsletters home, offer free samples in hallways before lunch, bring a friend to breakfast day (increase awareness of the program), parent's breakfast day (increase awareness among parents), promotions, sweepstakes, and contests.

**How much money can you allocate to your marketing campaign?** About \$30

**What types of marketing tools can you implement within your budget – newspaper, magazine, journals, radio, television, direct mail, newsletters or press releases?** Newsletters, radio PSAs, parents night at school, posters

**What methods are you using to test your marketing ideas?** Student panels help to plan monthly events, themes or contests

**What methods are you using to measure the results of your marketing campaign?** Gauging for higher participation, improved parent/student comments, teacher participation

**What marketing tool can you implement immediately?** Improve look of monthly menus, posters, school announcements, newsletters, samples

## **WHAT ARE YOUR MARKETING OBJECTIVES?**

**What are you trying to convey to the customer?** School meals are not only convenient but also inexpensive and a great option

**Are you trying to create awareness of your product/service?** Yes, we want to let people know about the availability of our product/service

**Do you want to increase sales and create a profit?** Yes, so that we can offer more choices and improve our kitchen equipment

**Are a la carte items available as a reimbursable meal so free and reduced priced students have access?** Yes, there are options available for free and reduced priced students on the a la carte menu every day

**What are you planning to offer to meet those needs of your target audience?** Will find out what they need based on student/parent surveys, evaluate our ability to meet those needs, implement a new idea once a month, improve location of service (bring it to the classroom or hallways) in high traffic areas

You want to make sure that your target audience is receives the message that you intend to convey to them and believes it.

# Marketing Ideas to Reach Your Target Audience

## CELEBRATE NATIONAL SCHOOL BREAKFAST WEEK

One of the easiest ways to promote breakfast is to celebrate **National School Breakfast Week** held annually during the month of March. Not only are there promotional materials available through various organizations supporting the event such as American School Food Service Association and USDA, but these events can be simple and inexpensive. Use some of the other ideas in this section to promote the School Breakfast Program, but also be creative and do what works for your school.

Providing free breakfast on the Monday of National School Breakfast Week may generate more awareness of the availability of breakfast as an option at school, as well as providing students with the opportunity to sample school breakfast options. Calculating the costs and estimating the participation may be the most you will have to do. Promoting the day can be as simple as giving out coupons to students for a free breakfast when they get off the bus or sending coupons home with them in a newsletter. This idea can be expanded to include the first day of school or the first week of school to generate awareness.

Also during School Breakfast Week, enlist the support of homeroom, health, science, physical education teachers and coaches so they will act as positive role models. Teachers can eat breakfast with students or discuss the importance of breakfast in class. Distribute menus to teachers so they can mention the foods served in school. Collaborate with health teachers to highlight the message of breakfast and the importance of eating breakfast for a healthy start to the day. Offer coaches a decorated table specifically for their teams to eat breakfast together the morning of a big game.

## PARENTS' BREAKFAST

Parents understand the importance of breakfast and the impact it has on a child's ability to learn. Breakfast is important to big people too. So **invite them for a parents' breakfast**. Offer two or three samples of breakfast items so parents can see exactly the quantity and quality of food their children are served at school. Many parents have not seen or eaten school meals in years, so provide them with this opportunity. Offer a tour of the food service department. Have recipes for parents to take home with them (adjust recipes for family-sized meals and include a nutrient analysis to show that school meals are healthy). Show parents that school meals are better than ever.

## CONTESTS

Contests provide an opportunity to **build awareness of your products and services**, as well as producing the goodwill that giveaways naturally inspire, in an exciting way. Think of the details: how do they enter, how will entries be handled, will there be prizes for everyone or just one grand prize? Create entry forms and an eye catching collection box for the complete forms. Advertise with flyers, banners and in your newsletters or announcements. After the contest is over, announce the winners and create publicity by taking their picture or putting their name on a banner at school. Be sure check school policies on contests and prizes.

### Poster Contest

Students enjoy the chance to be creative and express themselves through various channels other than writing. Create an opportunity for students to **design a menu for the month or a poster promoting breakfast at school**. You can create your own rules regarding paper size, message and theme. You could also offer different grades different prizes so that each class has an opportunity to win. It can be as simple as taking their poster and posting it for the cafeteria.

### Milk Contest

Creating partnerships with organizations interested in children's health and education can be helpful in promoting school breakfast. One way is to partner with organizations such as the National Dairy Council or their regional offices to create contests or generate prizes for an event. A milk contest can increase participation in the School Breakfast Program and increase consumption of milk. For each carton of milk bought individually or as part of a meal, you could mark which class it was from during a week-long contest. At the end of the week, the class who drank the most milk can win an ice cream party.

This idea can be extended throughout the year by having a large **paper cow** cut poster in the cafeteria. Every class purchasing 100+ cartons of milk gets a spot on the cow with their class name on it. At the end of the year, the class with the most spots on the cow wins a party or prize. Creating a contest for naming the cow is also an option.

Schools can kick off this event by creating a **milk mustache photo gallery**. Each student can have the opportunity to have his or her picture taken with a milk moustache. These pictures can be displayed in the hallway to the cafeteria or in the cafeteria. Each quarter can have a different theme where students dress a certain part with their milk mustaches; there is a common theme throughout all of the pictures.

## MENU IDEAS

Menus are powerful tools in merchandising and marketing school meal programs. Not only do they **provide information** for students, parents and faculty, but they also help to entice the student in participating and eating a school meal.

After creating a menu that is well planned, offers a variety of choices and offers what the students want, **displaying the information in a creative way** is the next important step. You want your students to do two things with the menu – read it and keep it. If a student does not read the menu, they lack the incentive to eat at school. Similarly, if the student does not keep the menu, the student will not have the information they need to make the decision. An appealing menu students read and keep leads to potential participants in your school meal program.

Computers programs, blank menu calendars and pre-designed menus available from the Internet are all tools you can use to add interest to your menus. Also, the choice of words describing the food or meal is also important. **Choose words that are interesting and enticing.** Keep the descriptions fresh, new and accurate. You can use menus at restaurants as resources for ideas on how to describe various foods and preparations. Marketing firms have developed many of these menus for restaurants, so use the resources available to you.

Also, when displaying the menu or day's meal options in the cafeteria or place of service, make sure your menu **attracts a student's attention.** The letters and font size must be easy to read from where they are standing as well as look appetizing. Make sure you put your menus in locations throughout the school. Encourage teachers to post menus in class. You can also create a plated sample of the meal options and put those plates where students can see them.

Identify the types of foods students are eating. (*"Initial Assessment"* has surveys designed for students to fill out and share what they like to eat.) Adjust the menu to reflect their suggestions or occasionally serve special meals that contain **favorite food** items (especially for foods that may not fit into the menu on a regular basis). Publicize that the menu has been altered to accommodate students' preferences. Finding little plate waste lets you know that you have served a menu that students like.

## FLYERS

One way to focus attention to the School Breakfast Program is to **deliver the message with flyers.** Flyers can be directed to students and displayed in school hallways. Flyers directed to parents can be included in school newsletters or at Parent's Night. Orientation is another time for families to gather information about the school year.

Each flyer should have lettering that is easy to read and a size that can be read from a distance. This promotional piece could describe the convenience of the School Breakfast Program, outline the nutritional value of school breakfast, and include a cost

comparison between school breakfast and breakfast at a local fast food restaurant or convenience store. **Hours of operation, cost, location and breakfast options should be included in the flyer.** Also, let all students know that they can have both breakfast and lunch at school every day.

## STUDENT PANELS

What better way to address the needs of students than by asking them? Create student panels in your school to test products, flyers and ideas. Students can be from the class councils, Associated Student Body, Honor Society or other organizations.

Pull these students together to ask them questions. Find out what they think of school meals and ask how school breakfast can be more appealing. Find out what kinds of foods they would like to eat and have them help you design or create a menu for their age group. **Utilize your advisory council.** Or simply provide the Student Survey from the folder called "*Initial Assessment*".

Student panels will provide the quickest response and will help to generate ideas on how to increase participation. These students can also help develop or choose new items to add to the menus depending upon their own personal tastes. Students will likely share the information they've learned with peers, generating interest.

## THEME DAYS

Theme days increase interest in going to the cafeteria and provide the opportunity of serving new types of foods. Similar to a school's spirit week, choose different themes for the cafeteria and based on that, **serve food that supports that theme.**

Hawaiian Day can integrate cut out palm trees, a grass skirt cut to line the front of the serving counter, and Hawaiian shirts and leis worn by food service personnel. You can serve a meal as simple as Hawaiian pizza (pizza with ham and pineapple) or luau muffins or serve pineapple as the fruit of the meal.

Creating an event and menu **based on a holiday, culture or team** can be as fun, simple and innovative. Remember to be population and culture sensitive.

## ANNOUNCEMENTS

Promote School Breakfast every day over the **intercom or on the school radio station.** Remind students that eating school breakfast every day is convenient, gives them energy for activities, a chance to socialize and will help them do better in school.

## SERVE BREAKFAST AT LUNCH

Not only will this provide a nice change for the noon menu, it may also **create interest in the breakfast program**. Serve nutritious meals that meet the dietary guidelines for lunch with breakfast foods such as muffins, pancakes, sausages, egg sandwiches or whatever your students like to eat.

## WEB SITE

Create or update a **school web site to promote** the benefits of the School Breakfast Program. Include breakfast menus on the web site as well as prices. The web site can be created with the help of a student from a computer class. Contests can be created and announced on the web site.

## CELEBRITY DAY

Create an event for **local celebrities** to come and join your students for breakfast. These local celebrities are role models for students of any age. They can be mascots from sports teams, members from a university sports team, news reporters, a familiar local face of the community, the mayor, and a councilman. Seek out people who are familiar to the children and bring about a positive image. Ask them to talk about the importance of breakfast in sports performance or learning or even appearance. It's important to find different angles for each celebrity's message. Students listen to not only their peers, but to other adults they emulate.

## PUBLIC SERVICE ANNOUNCEMENTS (PSAs)

Public service announcements can be an effective method to deliver your message about breakfast or school meals. Although you may not be able to count on prime airtime, your message will be delivered to the public. If your population tends to drive for long periods of time or in their cars often, **radio PSAs** could be very useful. If you have a successful sports team with a large following and the population fits your target audience (i.e. parents of students in elementary, middle and high schools), you should consider asking for them to make an **announcement** for you as a public service.

## GIVEAWAYS

Provide **free breakfast** to all school staff on the first day of school to build support for the program. Offering breakfast free on the first day will be appreciated by teachers and will set an example for students to start their day off right too!

## PRESS RELEASES

Send press releases to **local papers or community newsletters** before the start of the school year to notify parents that the School Breakfast Program is available to all students. If your high school has a school newspaper, formalize the event by releasing it to their editor. Be sure to include information about the convenience, cost and nutritional value of school breakfast. Communicate with the paper on a regular basis and use it to promote special events.

# Merchandising Tips for Food Service Directors

## SIGNS

Sell your products and your service with signs. Change the image of school food service into a positive one by conveying style, building an image and enhancing the environment where food is prepared and served. Take time to create signage that fits the type of service you are providing. Keep the message and design simple to ensure readability. Use the computer to design simple signs for meal descriptions or for the cafeteria.

## MENUS

Menus are important because they offer vital information regarding types of meals served as well as portraying the image of the school meals program. Students are not the only people who see the menus; parents, teachers, principals and the community also see them. It is important to improve the image of school meals and this is one simple way to do just that.

## FOOD PRESENTATION

When serving meals at school, there are limitations on what you can serve and how you serve it due to time, labor and equipment constraints. Therefore, be creative in varying your method of service so that you find one that operates efficiently and serves customers well. One way to change it up is to serve hamburger days outside BBQ style (taking precaution for food safety) or prepackaging picnic lunches. It is important to show the meal in the best light, so think of ways you can plate the meal for display.

## CHOICE WORDS

Imagine yourself in a restaurant. You scan the menu for your appetizer and entrée for the meal. As you look at the words, your decision is solely based upon the words on the piece of paper. So use words that are enticing, because if it sounds good to you, it will probably sound good to the next person. Try using some of these words when describing your meals. Remember to deliver what you promise.

Lightly breaded	Cheesy	Creamy	Heaping
Fresh daily	Country	Tropical	Stuffed
Chilled	Golden	Zesty	Golden brown
Piping hot	Juicy	Favorite	Natural
Sautéed	Baked	Fresh	Giant
Crisp	Savory	Popular	Hot
Marinated	Homemade	Tangy	Rich
Garden fresh	Frosty	Crunchy	Saucy

## **ENVIRONMENT**

The environment where food is served is important. A multi-purpose cafeteria is not often considered to have an appetizing atmosphere. Sometimes cafeterias are used for food service, gym class, sports practice, assemblies and meetings. Create an area that is neutral for those activities and design ways that it could be more relaxing and entertaining to be there. Play music softly in the background or decorate the walls so that it looks more appealing. Solicit ideas of how you can create an environment where students will enjoy eating. Improve customer service by maintaining a positive attitude when serving food. Train food service staff on customer service and problem solving. Have the food service staff select a new style of uniform for comfort, cleanliness and attractive appearance.



# Start your day right with Breakfast!



**Breakfast**  
**Served daily at 7:00 a.m.**

Only \$1 to give you the brainpower you need to succeed!



Did you eat breakfast this morning?  
Don't think you have time?

## Try Grab 'N Go!



A convenient prepackaged bag filled  
with all the breakfast goodies you like.

**Cinnamon Toast Sticks**

**Granola or Cereal Bar**

**Yogurt**

**Blueberry Muffin**

**Juice**

**Milk**

Pick one up on the way to class  
at these convenient locations:

**Student Union Building**

**Churchman Hall**

**Penny Gymnasium**

## Breakfast: Boost Your Brainpower!



Did you eat breakfast this morning?  
Don't think you have time?

## Try Grab 'N Go!



A convenient prepackaged bag filled with all the breakfast goodies you like.

- **Cinnamon Toast Sticks**
- **Granola or Cereal Bar**
  - **Yogurt**
- **Blueberry Muffin**
  - **Juice**
  - **Milk**

Pick one up on the way to class  
at these convenient locations:

**Student Union Building**  
**Churchman Hall**  
**Penny Gymnasium**

**Breakfast: Boost Your Brainpower!**



# School Breakfast Newsletter Inserts

For use in any school or organization's newsletter

## SEPTEMBER

### Free and Reduced Priced Meal Applications: Vital for State Funding!

At the beginning of school, your family received a Free and Reduced Price Meal Application. This application actually serves two purposes:

- 1) It helps the food service director to determine if your family qualifies for full-price, reduced-price or free school meals. This includes full-price, reduced-price or free School Breakfast as well! School Breakfast is available to *all* students every school day as another option.
- 2) The application is also used to determine how much state funding our school receives for supplies like books, classroom furniture, and other school resources. *It is important that all families complete and return these applications to the school.*

### School Breakfast Information

**Serving Time:** 7 a.m.      **Price:** \$.90 paid, \$.40 reduced\*, free\* (\*if qualified)  
No advance registration necessary! All students are welcome every day!

## OCTOBER

### How Was Your Last Report Card?

Want to help your kids succeed academically? Send them to the School Breakfast Program. Research shows that “children who attend school hungry often have diminished attention spans and are unable to perform tasks as well as their nourished peers. In these cases, the full value of the education provided is lost.” On the other hand, school breakfast participation has been shown to improve standardized test scores, make kids more alert in class, and improve classroom behavior. Make sure your kids start the school day with a delicious, nutritious meal – you’ll see the results in their report cards!

### School Breakfast Information

**Serving Time:** 7 a.m.      **Price:** \$.90 paid, \$.40 reduced\*, free\* (\*if qualified)  
No advance registration necessary! All students are welcome every day!

## NOVEMBER

### Good for Kids; Good for Parents!

For parents with busy morning schedules, it's sometimes difficult to ensure that kids are eating a healthy breakfast before they head off to school. Children often aren't ready to eat right after waking up, and it can be challenging to find nutritious breakfast foods they like. Some kids refuse breakfast at home and discover that they're hungry when they arrive at school. The School Breakfast Program provides a great option for parents.

As you may know, a great breakfast is offered for all students at school. Studies have proven that kids who eat breakfast achieve higher academic scores, are more alert in class, visit the school nurse less often, and are better behaved in school. If morning meals are difficult for your family, let the School Breakfast Program help you out!

### School Breakfast Information

**Serving Time:** 7 a.m.      **Price:** \$.90 paid, \$.40 reduced\*, free\* (\*if qualified)  
No advance registration necessary! All students are welcome every day!

## DECEMBER

### [School Breakfast Facts](#)

A great breakfast program is offered in the cafeteria every day. Here are five good reasons to send your child:

1. It's easy: instead of running around in the morning trying to make sure your children are eating a nutritious meal, why not just leave it to us? They'll get a great breakfast and have time to hang out with friends before classes begin. Also, no dishes for you to wash.
2. It's inexpensive.
3. It's tasty. There are so many choices. Go ahead and see for yourself. New menus are available every month.
4. It makes them smarter: According to the Tufts University School of Nutrition Science and Policy, "Children who participated in the School Breakfast Program had significantly higher standardized achievement scores than eligible non-participants."
5. It makes them healthier: Harvard Medical School/Massachusetts General Hospital found that students who ate School Breakfast reduced hyperactivity, decreased absence and tardy rates, and improved behavior.

### [School Breakfast Information](#)

**Serving Time:** 7 a.m.      **Price:** \$.90 paid, \$.40 reduced\*, free\* (\*if qualified)  
No advance registration necessary! All students are welcome every day!

## JANUARY

### [Start the Day \(and the Year\) Right](#)

Make sure this year's resolutions include guaranteeing your kids a balanced, nutritious breakfast every day. If your morning schedule makes this difficult, or your kids aren't hungry early in the morning, send them to school for breakfast. Many nutritious foods are available every morning in the cafeteria for ALL students. Help your kids to make this semester a success!

### [School Breakfast Information](#)

**Serving Time:** 7 a.m.      **Price:** \$.90 paid, \$.40 reduced\*, free\* (\*if qualified)  
No advance registration necessary! All students are welcome every day!

## FEBRUARY

### [Breakfast Logic](#)

When students need to take achievement tests, schools strongly urge them to eat breakfast first on testing days. Why? Because we know that when students eat balanced meal, they perform better academically and are better able to concentrate. Yet on "normal" days, many students fail to eat breakfast: they're too busy, they're too tired, they don't know what to eat. This is why School Breakfast is offered. Let's help students to perform better *every day*, not just on testing days, by making sure they eat a healthy breakfast at home or at school.

### [School Breakfast Information](#)

**Serving Time:** 7 a.m.      **Price:** \$.90 paid, \$.40 reduced\*, free\* (\*if qualified)  
No advance registration necessary! All students are welcome every day!

## MARCH

### [March includes National School Breakfast Week](#)

During March, schools throughout the country will celebrate National School Breakfast Week with visits from national, state and local leaders, food demonstrations, games and other activities. It is a great time for your child to try school breakfast.

### [School Breakfast Information](#)

**Serving Time:** 7 a.m.      **Price:** \$.90 paid, \$.40 reduced\*, free\* (\*if qualified)  
No advance registration necessary! All students are welcome every day!

## **APRIL**

### What's Cooking?

Some mornings, it's tough to find the time to make sure your kids are eating a nutritious breakfast. On those days, why not send them to the School Breakfast Program? Each meal meets government nutritional guidelines, which means offering a combination of four food components 1) milk, 2) fruit/vegetable/juice, 3) grains (biscuit, muffin, bagel, cereal and granola bar) OR 4) meat or other high protein foods (cheese, egg, peanut butter, beans, sausage and nuts). Check your child's menu to see the variety of nutritious choices available at School Breakfast, or stop by to sample the food yourself!

### School Breakfast Information

**Serving Time:** 7 a.m.      **Price:** \$.90 paid, \$.40 reduced\*, free\* (\*if qualified)  
No advance registration necessary! All students are welcome every day!

## **MAY**

### Fight End-of-the-year Slump!

As the summer approaches, kids are often more restless and distracted at school. You can help to make sure that their last weeks of school are productive by ensuring that they begin the day with a nutritious breakfast. Studies show a good breakfast makes kids more alert, less distractible and better behaved in school; it even improves their test scores! Let's keep our students focused by making sure they begin every school day with a balanced meal at home or at the School Breakfast Program.

### School Breakfast Information

**Serving Time:** 7 a.m.      **Price:** \$.90 paid, \$.40 reduced\*, free\* (\*if qualified)  
No advance registration necessary! All students are welcome every day!



# Article for School Newsletter

## BREAKFAST AT SCHOOL

Mornings can be really crazy! The alarm doesn't go off, the kids don't want to get up, there's no time to eat breakfast before the bus comes or they're just not ready to eat. Or maybe your teenager to grabs a can of soda and a candy bar on the way to school. If this sounds like your house, we have good news for you.

Breakfast is now available at school! Take advantage of this option to ensure your child eats a nutritious breakfast. Recent studies show a link between nutrition and learning. A nutritious breakfast helps students be more alert so they can actively participate in class. Breakfast has vitamins and nutrients for a strong and healthy body..

Breakfast at school is affordable, too. A full breakfast costs less than convenience store items. If you qualify for free and reduced price meals, you also qualify for the breakfast program, with no additional paperwork. If you must pay, you'll find that breakfast often costs less than a dollar. Nowhere else will you find a balanced breakfast at such a low cost.

So take advantage of this opportunity to start the day on the right foot. Your child will find breakfast at school provides not only a nutritious meal but also a relaxed atmosphere for socializing with friends and siblings.

# Program Evaluation (School Statistics)



For every project, there must be an evaluation of the program

Keeping track of information is vital to understanding and evaluating your successes. The school breakfast evaluation form provided on the next page allows you to assess your program in terms of participation, attendance, tardiness, disciplinary problems and nurse visits. The information gathered should be shared with faculty and staff, as well as other stakeholders such as the school board and parent organizations. Feedback can also indicate opportunities for improvement. After making changes, reassess the program next year to measure the progress.

# School Breakfast Evaluation

Dear School Administrator and Staff Members:

Now that you have had a chance to implement the School Breakfast Program (SBP), an evaluation should be completed. The purpose of this evaluation is to assess the progress of your School Breakfast Program. Information from the evaluation will also be used to help your school identify and overcome challenges to implementing a breakfast program.



*“As researchers continue to point to the link between good nutrition and education, it becomes clear that in the short-term, . . . schools can expect to see improved academic performance and behavior in participating schools. Looking ahead, students who routinely start their day with a good breakfast will learn healthy eating habits that will serve them for a lifetime. This long-term benefit cannot be understated during a time when childhood obesity and inactivity are at alarmingly high rates in our country.”*

*The Maryland State Department of Education*

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# School Breakfast Evaluation

## PART 1

### Administrators/Principals

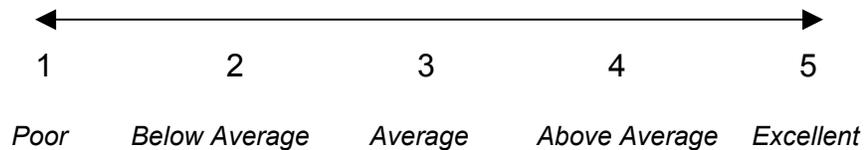
#### General Information

1) Where is School Breakfast served? Cafeteria \_\_\_\_\_ Classroom \_\_\_\_\_  
Other \_\_\_\_\_ If other, please describe location: \_\_\_\_\_

2) Has school attendance improved since implementing the School Breakfast Program (SBP)?

Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, by what percentage: \_\_\_\_\_

3) How would you rate your overall satisfaction of the SBP?



#### Tardiness

4) What was your school's tardiness percentage before you started the SBP (prior 3 months)? \_\_\_\_\_

5) What is your school's tardiness percentage now? \_\_\_\_\_

#### Discipline Referrals

6) Did you have any discipline referrals before you started the SBP (prior 3 months)? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, how many? \_\_\_\_\_

7) Did you have any discipline referrals during the three months the SBP was operating? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, how many? \_\_\_\_\_



5) Have you received **feedback from parents** about the SBP?

Yes \_\_\_\_\_ No \_\_\_\_\_

If so, please share:

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6) Have you observed any **indirect social benefits** for students as a result of the SBP?

Yes \_\_\_\_\_ No \_\_\_\_\_

If so, please describe:

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7) How was breakfast integrated into the school day?

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8) Was this a good use of school time?

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**Additional Comments about the SBP:**

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## About the USDA Discover School Breakfast Toolkit

The toolkit was developed through a collaborative effort between the U.S. Department of Agriculture and the Congressional Hunger Center. We would also like to thank the American School Food Service Association-Child Nutrition Foundation and National Dairy Council for their contributions to the toolkit.

The USDA Discover School Breakfast toolkit can be downloaded from: <http://www.fns.usda.gov/cnd/breakfast/toolkit/Default.htm>. Visit this site to learn more about school breakfast and check out the resource section for files (handouts, flyers, bookmarks, letters and more) that can be customized for your school buildings.



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