

A TOOLKIT WITH RESOURCES TO ESTABLISH THE BIC PROGRAM

breakfast

in the classroom





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introduction

Breakfast in the Classroom is a toolkit that provides school nutrition directors with information and resources for establishing and running a successful Breakfast in the Classroom (BIC) program. It is divided into easy-to-use sections with links to worksheets, sample menu ideas, and other resources.

Breakfast in the Classroom can help expand breakfast programs, improve participation, and make school breakfast accessible to more children in Wisconsin Schools. Best practice evidence shows that an effective strategy for increasing access to school breakfast is to make breakfast part of the school day. Serving breakfast in the classroom has proven successful across the state in helping children start their day with a nutritious meal.

The purpose of this toolkit is to provide...

- ▶ Instructions for implementing a successful BIC program.
- ▶ Data illustrating that BIC is effective in reaching students and increasing participation.
- ▶ Information about serving options for BIC.
- ▶ Best practices of successful BIC programs.
- ▶ Menu ideas.
- ▶ Resources to help garner support of key stakeholders.
- ▶ Testimonials from Wisconsin teachers, parents, and administrators about the benefits of BIC

NOTE: *This toolkit focuses solely on Breakfast in the Classroom, which is one of many ways to serve school breakfast. While the information provided is tailored to BIC, some tools and examples may also be useful with other breakfast models.*

glossary

of

acronyms used in this toolkit

- AFHK:** Action for Healthy Kids
- BIC:** Breakfast in the Classroom
- DPI:** Wisconsin Department of Public Instruction
- FRAC:** Food Research and Action Center
- NSLP:** National School Lunch Program
- POS:** Point of Service
- SBP:** School Breakfast Program
- SNA:** School Nutrition Association
- SNT:** School Nutrition Team
- SOP:** Standard Operating Procedure
- UFB:** Universal Free Breakfast
- USDA:** United States Department of Agriculture
- UW-Extension:** University of Wisconsin Extension
-Cooperative Extension
- WMMB:** Wisconsin Milk Marketing Board
- WSDMP:** Wisconsin School Day Milk Program

the importance of breakfast

Eating breakfast has been shown to benefit both adults and children by increasing alertness, helping with weight control, and providing the brain with fuel it needs to start the day. Breakfast is especially important for children and adolescents, but many Wisconsin families are not able to start their day with a healthy breakfast. More than one in nine Wisconsin households were food insecure in 2011. This means they were unable to acquire adequate food for one or more household members. The School Breakfast Program (SBP) provides nutrition to school-age children who are not able to eat at home.

The benefits of eating breakfast regularly include...

- ▶ Improved overall quality of diet including increased likelihood of meeting recommendations for nutrients such as folic acid and calcium.
- ▶ Decreased risk of being overweight.
- ▶ Positive beginnings for both teachers and children to the school day.
- ▶ Increased activity.
- ▶ Better performance on tests of math, matching, and memory.
- ▶ Fewer behavioral problems and improved mood.

Students, parents, teachers, school staff, and administrators all benefit when children are ready and able to learn.

consider this...

Reasons cited by students for not eating breakfast:

- No time in the morning,
- No food at home,
- Stigma of eating school meals,
- Late arrival to school (bus schedules, long commute),
- Lack of school faculty support, and
- Not hungry or don't feel like eating first thing in the morning.

—Naumart-Sztainer, et.al., *J Am Diet Assoc.*, Aug 1999; Sweeney NM, et.al., *J Sch Nurs.*, Apr 2005; FRAC Issue Briefs for Child Nutrition Reauthorization, Numb. 6, June 2010.

consider this...

In a statewide survey conducted by UW-Extension in 2007, 96% of teachers reported observing children who showed signs of hunger at school.

Breakfast in the Classroom (BIC)

Offering a Breakfast in the Classroom program is a way to increase student breakfast participation. Serving breakfast as a part of the morning school day is a great way to reach students who do not have the opportunity to eat before school. Classrooms offer designated spaces for breakfast that are familiar to students and offer a comfortable environment for eating and learning.

As of the 2011 school year, 186 schools across our state have successfully implemented this model and have seen an increase in meals served. Most school districts start by implementing BIC in one building, and then gradually expand the program.



Additionally, many schools have coupled BIC with other models such as Universal Free Breakfast (UFB), in which all students may eat breakfast at no cost to them. Whether students qualify for free, reduced-priced, or paid categories, they are not charged for their meal. Schools must still obtain a count of students, according to eligibility category, and claim breakfasts in the appropriate categories. UFB can result in a big cost savings for many families and increased student breakfast participation. Local school boards can approve UFB, and the increases in participation due to UFB often offset the costs of implementing it.

Breakfast in the Classroom...

- ▶ Is good for the bottom line; increased student participation means more revenue for schools.
- ▶ Maximizes the labor force. The labor-hour cost per meal for BIC is typically less than for a traditional breakfast served from the cafeteria.
- ▶ Is a very positive way for both teachers and children to begin the school day.
- ▶ Is available when most kids are hungry.
- ▶ Provides breakfast to students in the comfort of familiar surroundings, which is especially important for young children.
- ▶ Fits seamlessly into the morning schedule without disrupting the academic day.
- ▶ Reduces classroom distractions later in the day.
- ▶ Does not interfere with bus schedules and can alleviate conflicts with traditional breakfast.
- ▶ Solves the problem of an overcrowded or unavailable gym that must double as a cafeteria.
- ▶ Has the potential to reduce the number of children who skip breakfast, as children are more likely to eat when breakfast is served in the classroom.

consider this...

Students who frequently ate school breakfast had math grades that averaged almost a letter grade higher than students who rarely ate school breakfast.

— Murphy, JM, et. al., *Arch Pediatr Adolesc Med*, Sept 1998.

making *it* happen

planning and implementing
breakfast in the classroom



The success of any new program depends on many factors. Identifying the challenges and finding solutions to overcome them is important at every stage of the planning process. The following sections provide information about how to plan and implement a comprehensive BIC program. The features of your own school environment will guide each step of the process. Solutions to common barriers and challenges are addressed in each section.

successful implementation of a BIC program should include these steps:

- ▶ Conducting a thorough needs assessment
- ▶ Developing a system to track participation
- ▶ Planning appropriate menus
- ▶ Assessing delivery and storage capacity
- ▶ Revising the budgets
- ▶ Obtaining support from school staff, administration, parents, and other stakeholders
- ▶ Devising marketing and promotion strategies
- ▶ Communicating with stakeholders about the program, including the proper contract changes through the Department of Public Instruction
- ▶ Planning an evaluation of the ongoing program

To the right is a graphic that serves as a guide to help you move forward through the BIC process. This process is continuous and most effective when started at the Evaluation/Needs Assessment step. Depending on where you are in the process, some steps can be combined or eliminated altogether.

START HERE



consider this...

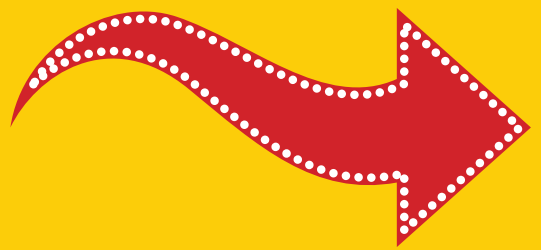
According to the Food Research and Action Center (FRAC), districts using BIC have the highest school breakfast participation rates.

— FRAC, *School Breakfast in America's Big Cities*, Jan 2012

initial evaluation needs assessment



Proving the need for the program may be the most important step in planning for BIC. Observations and findings are useful when asking for support from parents, school staff, school administrators, students, and other stakeholders. Document the need for the program by collecting information such as participation rates, budget numbers, statistics, and testimonials.



consider this...

In a statewide survey conducted by UW-Extension in 2007,
75% of teachers reported spending money out of their
own pockets to buy food for their students.

When evaluating where to implement BIC, think about what characteristics would make one school most suitable for the program. Characteristics may include:

- ▶ size,
- ▶ support from staff,
- ▶ number of students qualifying for free and reduced-price meals,
- ▶ late bus arrivals, or
- ▶ other situations that discourage student participation in traditional breakfast.



the following are examples of what to consider when conducting a needs assessment

I. Collect and Assess Data/Information

Examine the current student breakfast participation. What do these numbers reveal? How do they compare with school lunch data?

2. Examine the Breakfast Budget

Determine if the current breakfast program is costing money, breaking even, or generating revenue. Look at budget items including equipment at hand, equipment needed (if any), labor cost, food cost, food waste, breakfast prices, etc.

3. Review the School Breakfast System

Assess the strengths and weaknesses of the current breakfast program, including bus schedule convenience, student participation, and staff support. If you find the program is not working, it does not mean it must be eliminated. Implementing the BIC model, reshuffling staff schedules, and reviewing workloads are all possible solutions.

resource

USDA:

Assessing school breakfast potential

www.fns.usda.gov/cnd/breakfast/expansion/assessingpotential.htm



Grab n Go Selection
at Stratford
Elementary School

4. Evaluate the Menu

Evaluate the impact of the breakfast menu. Does it provide nutritious foods that meet state and federal requirements? Do your students like it? Perhaps BIC taste tests would help determine the foods you serve. Have you considered farm to school breakfast? Could you include any produce from an existing school garden?

5. Assess the Perceptions of and Attitudes Toward School Breakfast

Understand the attitudes toward the school breakfast program. Who supports it? Who has questions about it? Who is hesitant about the program and why?

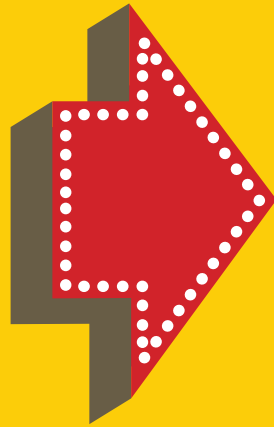
6. Review Marketing Strategies

Examine what is currently being done to promote the program. Could more be done to market it, not only to students but to parents and teachers as well?

7. Summarize Findings

What is the overall picture of your school breakfast environment? What did this assessment lead you to discover? What is the crucial information to share with stakeholders including parents, teachers, school staff, and administrators?

define goals



Once you have determined the need for BIC, defining program goals is an important step in the planning process. Goals will help you establish what success will look like for your program.

An example goal may be to increase breakfast participation by a specific number or percentage. To assess this goal, record the average daily student participation in the SBP. This data can be a tangible and easy starting point. In order to brainstorm other goals, you may ask yourself: What is your timeline for success? What does a successful breakfast program look like to you? What are the current attitudes about breakfast? How would you like to change student, parent, administration, or staff attitudes towards breakfast?

Goals should be accompanied by objectives to monitor your progress. Objectives set targets for accountability and are a source for program evaluation questions.

Examples of possible goals

► Improvements to the budget

“In these difficult times of revenue limits and budget cuts, the school breakfast program has lessened our school district’s pain. We are still offering similar breakfast choices to our students, but under the breakfast program we are now reimbursed for much of the expense. So not only is our school district providing a healthy start to the day for our students, but we’re saving money as well.”

— A Wisconsin school business manager

► Fewer visits to the nurse’s office

“Since the breakfast program started with the high school students, I have noticed a marked decrease in the number of students coming to my office with stomachaches and headaches, which for the most part were due to not taking the time to have breakfast in the morning, or not being hungry until midmorning. Before this program started, I had many coming in that I would end up sending to the kitchen for something to eat, and that is all they needed to get on with their day. In talking with the students, I find them looking forward to breakfast time in the morning. I think that this has been a very positive initiative.”

— A Wisconsin school nurse

► Improved attendance

“Since we implemented BIC, our absenteeism rate has dropped by 70%! Having students in school on a consistent basis contributes to their academic success.”

— A Wisconsin school guidance counselor

resources

SMART objectives:

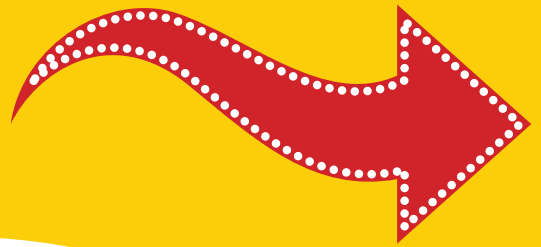
These make it easier to define goals because the objectives are specific, measurable, achievable, realistic, and include time considerations.

www.cdc.gov/healthyyouth/evaluation/pdf/brief3b.pdf

develop a plan



Even though input and support from key stakeholders is necessary to finalize BIC, a conceptual plan defining how the BIC program will operate needs to be developed first. This plan will help answer questions about implementation. The following are questions that will help develop your plan.



consider this...

School nutrition professionals have the greatest success when they pilot BIC with just one school and then expand the program.

— Nannery MS, et.al. *Transl Behav Med.* 2011 Sep;1(3):436-442.

“ Our world is far from perfect
and for many of our students, the school
providing a breakfast makes the difference
between satisfied tummies/ready minds and
hunger until lunch with little learning! ”
— A Wisconsin Principal

1

which school will start with BIC?

Look for one or more of the following when choosing the first BIC school:

- ▶ A cooperative principal
- ▶ Supportive teachers, custodial staff, food service staff, and other school staff
- ▶ Insufficient space for holding breakfast in the cafeteria
- ▶ Meals coming from a central kitchen (a satellite school)
- ▶ Problems with late bus arrivals
- ▶ A high number of students qualifying for free and reduced-price meals
- ▶ Severe-need breakfast eligibility
- ▶ An elementary or middle school

Schools that are being considered for BIC may have an existing Wisconsin School Day Milk Program (WSDMP). Thinking about how this program will work alongside of a BIC program is important.

The WSDMP is a program separate from the School Breakfast Program, and according to state and federal regulations, these two programs cannot be offered at the same time.

If a school currently offers the WSDMP in the morning and BIC will be implemented, moving the milk break to the afternoon is an option that many Wisconsin schools have had success with.

what are the service options?

BIC can be delivered and served in a variety of ways. Each school must select a system that works best for their building. No matter how the meal is delivered, the number of students participating must be counted at the point of service by eligibility category, and for a meal to qualify as reimbursable the student must take the necessary items. The Healthy Hunger Free Kids Act of 2010 issued regulations to update the meal pattern requirements and nutrition standards for school breakfasts. The SBP requirements (other than milk) were developed for gradual implementation over school years 2013-14 and 2014-15.

The method of obtaining accurate numbers of participating students at the point of service will need to be determined before BIC is implemented. The process should yield accurate data and be convenient. Staff training will likely be necessary to ensure that each student is counted and recorded properly. This information is provided to school foodservice staff to ensure that the meal numbers and categories are accurate for reimbursement purposes.

Per federal regulations, meal counts must be taken at the time meals are served. Accurate counting when the students receive their breakfast is very important so schools receive appropriate reimbursement for the meals served.



To be in compliance with federal regulations:

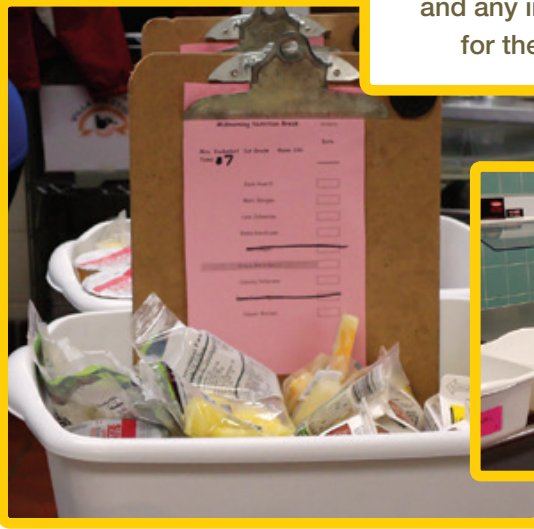
- ▶ Breakfast counts cannot be taken before breakfast is served and must report actual breakfasts served
- ▶ Breakfast counts cannot be based on attendance, but only on the actual number of students receiving a reimbursable breakfast
- ▶ Breakfast counts cannot be based on plate counts after breakfast, but only on counting that occurs when the student receives the breakfast

Regardless of the counting method, in order for the school to be reimbursed, students must take breakfasts that follow qualifying meal patterns.

ideas for service options and counting

Service options	Who does the counting?	When are students counted?	Other ideas to take into account
School nutrition staff delivers breakfast to the classroom.	Teacher	Students are counted in the classroom when they pick up their reimbursable meals.	<ul style="list-style-type: none"> ▶ Teachers can use a check-off list to mark students who have taken a breakfast. ▶ Cleaning supplies can be delivered with breakfast or kept in the classroom.
Each student picks up a breakfast from a designated location in the school. Each student then takes his or her breakfast to the classroom.	Staff at the designated location	Students are counted at the designated location as they pick up their reimbursable meals.	<ul style="list-style-type: none"> ▶ Counting can occur manually or by using an automated system. ▶ The designated location should be big enough to accommodate groups of students picking up food.
Assigned students pick up breakfasts for the whole classroom from a designated location in the school.	Teacher	Students are counted in the classroom when they pick up their reimbursable meals.	<ul style="list-style-type: none"> ▶ Teachers can use a check-off list to mark students who have taken a breakfast. ▶ Cleaning supplies can be picked up with the breakfast or kept in the classroom.
School nutrition or other staff uses a cart to deliver breakfast totes to each classroom or to an area close to the classrooms. A student, teacher, volunteer, or teaching assistant then picks up the tote from cart and takes it to the classroom.	Teacher	Students are counted in the classroom when they pick up their reimbursable meals.	<ul style="list-style-type: none"> ▶ Teachers can use a check-off list to mark students who have taken a breakfast. ▶ Cleaning supplies can be included in the tote or kept in the classroom.

Totes can be labeled with the teacher's name and any instructions for the meals.



A common concern is that the teachers may not accurately count the students who eat breakfast. First, become familiar with the USDA requirements and regulations governing meal counting at point of service (POS). Providing teachers with short training sessions on how to count and how to assure that students receive the necessary components as planned at the POS is a good next step. Once the BIC is operational, you will want to follow up regularly to ensure that the rules are being followed. School agencies contract with DPI to participate in the Federal meal programs and agree to follow Federal regulations regarding service.

The count must reflect the ACTUAL number of students who RECEIVED breakfast that day. Therefore, counting at POS is crucial. This can easily be accomplished by developing a system much like taking attendance. In fact, many teachers take their morning attendance at the same time that they are taking POS counts. The responsibility for taking the counts should not be given to students.

resources

DPI:

School breakfast basics

<http://dpi.wi.gov/school-nutrition/school-breakfast-program>

USDA:

Nutrition Standards in the National School Lunch and School Breakfast Programs; Final Rule

www.gpo.gov/fdsys/pkg/FR-2012-01-26/pdf/2012-1010.pdf

There's more than one way to serve breakfast

www.fns.usda.gov/sites/default/files/toolkit_waytoserve.pdf

3

what about the menu?

Menu planning is an important step in a successful school nutrition program. The menus will affect participation, food costs, and preparation time.

When menu planning, think about these things:

- ▶ Taste, appeal
- ▶ Food cost
- ▶ Budget
- ▶ Seasonal availability of food, including from local farms or school gardens
- ▶ Nutrition content
- ▶ Ease of preparation and convenience
- ▶ Severe-need eligibility
- ▶ USDA meal pattern requirements and nutrition specifications for breakfast

10 menu planning tips

- 1 Make a list of breakfast entrees that will work with the BIC service option selected and that meet the USDA meal requirements.
- 2 Offer easy-to-transport items ideal for BIC.
- 3 Determine how you will maintain the menu items at a safe temperature and serve food in a sanitary manner.
- 4 Collect sample menus from other schools.
- 5 Prepare a 4- to 5-week cycle menu.
- 6 Offer whole grain-rich cold cereals and a variety of hot and cold breakfast items.
- 7 Seek input on the proposed menu from school staff, students, and teachers.
- 8 Publish and promote the menu.
- 9 Evaluate the menu using participation data, student surveys and/or student taste tests. Change the menu in the middle of the school year to avoid menu fatigue.
- 10 Serve fresh fruits that are easy for students to peel.

A hot breakfast is possible with BIC, and it is a great way to bring new foods into the menu. In addition, hot items may appeal to more students and contribute to the support for and participation in the program. One strategy is to start with one hot breakfast offering per week and when documentation on cost, feasibility, and appeal has been collected, hot breakfast may be offered more frequently.

To maintain support from school staff and parents, it is important that they be informed of changes to the breakfast menu. If prepackaged food items will be included, it is helpful to become familiar with their nutritional content and specifications. Many parents have concerns that prepackaged items are of inferior quality and thus they may be reluctant to support a breakfast program. Vary the menu and search for recipes as well as prepackaged foods that are supported by parents as healthier in nature and still meet the nutrition requirements for the program. Use descriptive words (such as *whole grain-rich, fresh, or homemade*) on menus so that parents are better informed of the choices offered.

ideas for healthy, easy-to-transport, easy-to-open, hot and cold breakfast foods

All selections should be whole grain-rich, low-sugar, and low-fat:

- ▶ Cereals (hot or cold)
- ▶ Granola or cereal bars
- ▶ Yogurt
- ▶ Raisins
- ▶ Carrot sticks/baby carrots
- ▶ Smoothies (Note: Carefully review USDA guidelines if served)
- ▶ Whole or cut-up fresh fruit
- ▶ Trail mix* with whole grain-rich cereals
- ▶ Cheese sticks
- ▶ Pretzels
- ▶ Bagels
- ▶ Pancakes or French toast
- ▶ Waffles
- ▶ Burritos, tacos, or breakfast sandwiches with egg, beans, rice, and/or low-fat cheese
- ▶ Muffins
- ▶ Omelets or scrambles with low-fat cheese and vegetables
- ▶ Apple slices with cheese or peanut butter*
- ▶ Applesauce

**Check about peanut allergies at your school before serving*

Be sure to think about students' preferences. Involve them in the menu development process through student advisory groups, taste testing, voting, and contests. Students tend to be very interested in helping create their food environment. Active student involvement in the decision-making process may make the meals more acceptable and encourage participation.



resources

DPI:

On, Wisconsin! Cycle Menu Resources for Breakfast

<http://dpi.wi.gov/school-nutrition/national-school-lunch-program/menu-planning/cycle-menu/on-wisconsin-cycle-menu>

Examples from Wisconsin school districts

<http://dpi.wi.gov/sites/default/files/imce/school-nutrition/pdf/school-breakfast-menus-onthe-web.pdf>

Serving up a successful school breakfast program

<http://dpi.wi.gov/sites/default/files/imce/school-nutrition/pdf/serving-up-a-successful-school-breakfast-program.pdf>

What's Cooking? USDA Mixing Bowl Quantity Recipes

<https://whatscooking.fns.usda.gov/search/quantity>

Menu planning in the SBP

www.fns.usda.gov/cnd/breakfast/Menu/sbp-menu-planning.htm

SNA and Alliance for a Healthier Generation:

Fresh Start for School Breakfast, a menu planning guide with two-week cycle menus for breakfast in the classroom, grab and go, and traditional cafeteria breakfast programs

https://schoolnutrition.org/uploadedFiles/News_and_Publications/News/Fresh%20Start%20For%20Bkfst%207_1.pdf

4

how will the classroom setup and cleanup work?

The primary concern among teachers is that BIC will lead to increased mess in the classroom. Addressing this issue needs to be a priority in your plan and during your operation. Successful BIC programs have developed a variety of preparation and cleanup systems.

It is important to involve the custodial staff in the BIC planning process. They can provide helpful insight, and obtaining their support will result in a more successful program. They may have ideas on how to deal with issues such as how to efficiently have children wash their hands and effectively clean their desks before and after breakfast, what to do with the food that has not been eaten, and garbage pick-up.

The school foodservice department should provide classrooms with the necessary items to prepare the classroom.

These may include:

- ▶ Sanitary wipes,
- ▶ Paper towels,
- ▶ Spray bottle of water/cleaner,
- ▶ Garbage cans,
- ▶ Garbage can liners,
- ▶ Disposable wiping cloths,
- ▶ Disinfectant spray,
- ▶ Buckets (for leftover milk), and
- ▶ A small extractor for beverage spills in carpeted classrooms.

Encourage the philosophy that you are teaching students to be socially responsible when you teach them about cleanup. When breakfast is over, students can properly dispose of their own trash and move garbage cans outside of the classroom for custodial or other staff to empty.

Students/staff can pick up breakfast for the classroom.



example 1

- ▶ Provide students with wet wipes (or paper towels and cleaning spray) to clean their desks before and following breakfast.
- ▶ Provide a garbage bag for each classroom when breakfast is delivered.
- ▶ Place a garbage can with liner and cover outside in the hall. The number of cans needed depends on the how many classrooms participate and size of the classrooms.
- ▶ Appoint classroom monitors to assess the cleanup and assure all scraps from the meal are properly disposed of into the garbage following the meal.
- ▶ School custodians pick up trash bags at their convenience throughout the morning. The empty garbage can is stored in the classroom.

example 2

- ▶ Provide students with wet wipes (or paper towels and cleaning spray) to clean their desks before and following breakfast.
- ▶ Provide a garbage bag for each classroom when breakfast is delivered.
- ▶ A cleanup team member (usually school staff, custodian or food service staff) wheels a large trash bin around to classrooms and collects all garbage (opened food, crumbs, paper, wrappers, etc.).
- ▶ Custodial staff can help develop the best and most efficient plan.

5

are there equipment, supply, preparation, and storage needs?

The menu and service option you select will determine the equipment, supplies, preparation, and storage that will be needed. It is important to consider what assets your school already has (supportive staff, tote boxes, garbage cans, trays, storage closets, etc.) and to use these to your advantage. Some schools can find storage space in unexpected places such as under the stairs or in dead-end hallways. If space is a serious concern, the type of menu and the timing and frequency of deliveries can be modified to accommodate your storage and preparation space.

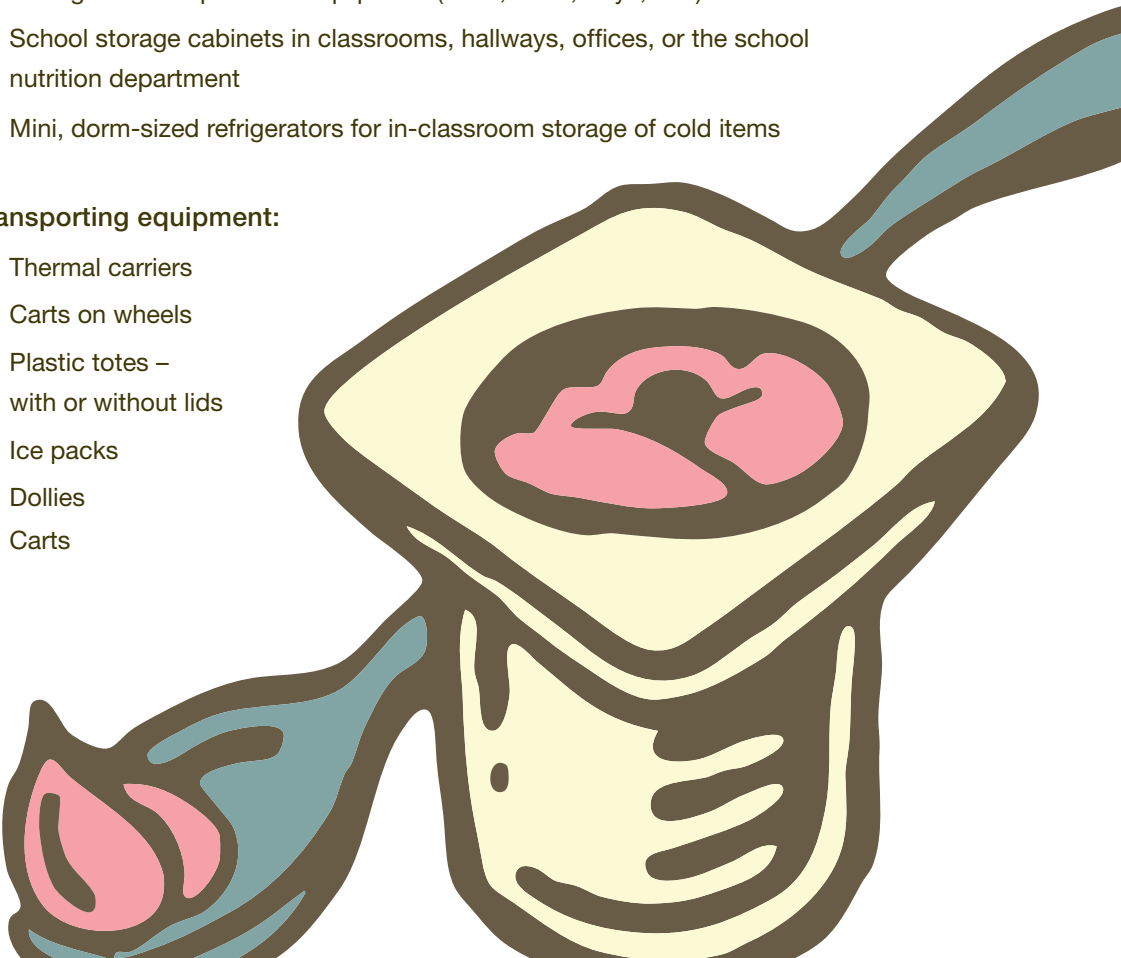
The following is a list of items that may be needed for BIC. Please note this is not an exhaustive list. To help obtain these items, schools in Wisconsin have sought financial and in-kind services from various sources including parent groups, grants, and supportive organizations such as the Wisconsin Milk Marketing Board and Action for Healthy Kids.

Storage equipment and storage areas:

- ▶ Milk storage coolers
- ▶ Storage for supplies (paper napkins, plates, wet wipes, paper towels, etc.)
- ▶ Storage for transportation equipment (carts, totes, trays, etc.)
- ▶ School storage cabinets in classrooms, hallways, offices, or the school nutrition department
- ▶ Mini, dorm-sized refrigerators for in-classroom storage of cold items

Transporting equipment:

- ▶ Thermal carriers
- ▶ Carts on wheels
- ▶ Plastic totes – with or without lids
- ▶ Ice packs
- ▶ Dollies
- ▶ Carts



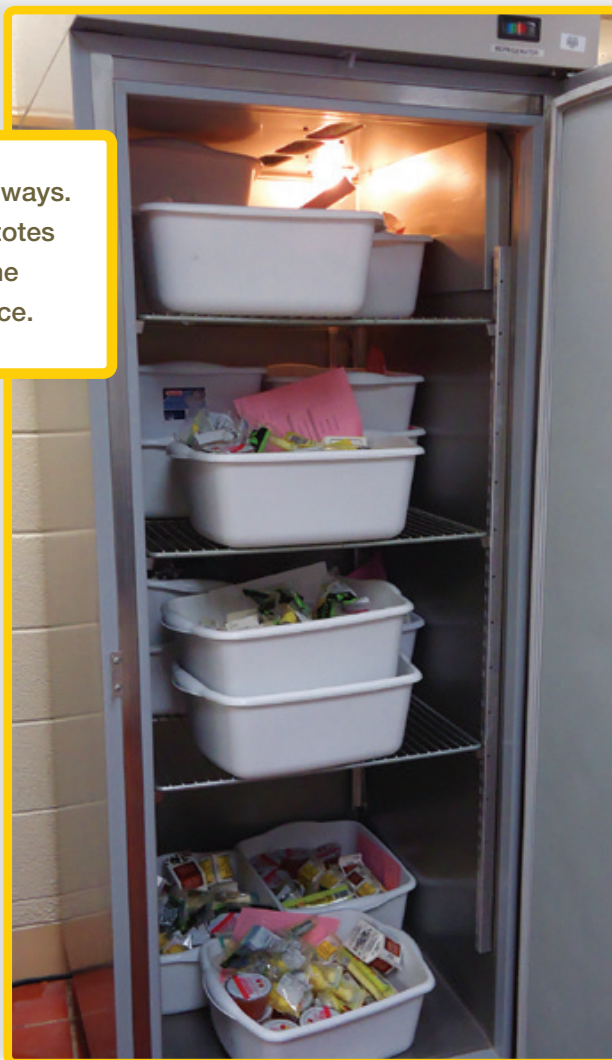
Breakfast can be packaged in many ways. Meals can be hot or cold. Storage totes and coolers help keep food at the appropriate temperature for service.

Preparation equipment and documentation:

- ▶ Stainless steel table space for assembling meals
- ▶ Cooler and freezer space
- ▶ Tray and utility carts
- ▶ Production records
- ▶ Standardized recipes

Supplies:

- ▶ Napkins
- ▶ Plastic baskets
- ▶ Sanitizing wipes
- ▶ Disposable gloves
- ▶ Extra garbage can liners
- ▶ Extra garbage cans
- ▶ Buckets where students can dump leftover milk if classroom sinks are not available or not preferred
- ▶ Foil for keeping hot food wrapped
- ▶ Permanent markers and index cards for labeling totes or trays with classroom names
- ▶ Clipboards, pencils, and record sheets to keep track of participating students



Use thermometers for safe monitoring of food temperatures.



6

are there food safety concerns?

As with any school meal program, food safety is a concern. Food safety may be a new area for staff other than those in school nutrition, so teachers, custodians, and principals may be looking for guidance from nutrition staff. It is important to explain to all staff involved with the BIC program how the process will work.

Standard operating procedures (SOPs) in the food safety plan will address:

- ▶ Safe monitoring of food temperatures,
- ▶ Transportation of breakfast items,
- ▶ Desk or table serving area preparation/cleaning,
- ▶ What to do with “unserved” items,
- ▶ Discarding food following the meal service, and
- ▶ Student and teacher hand washing before and after breakfast.

Remember, some quat-based sprays will need a contact-time of 15 minutes to effectively clean the breakfast areas while a bleach-based wipe will work on contact.

resources

DPI: SOPs developed for BIC

http://dpi.wi.gov/sites/default/files/imce/school-nutrition/doc/sop_brk_clsrm.doc

7

when and at what time will the new BIC program be launched?

Establishing a start date will help the planning process move along. A general idea when the start date might occur should be discussed with the school staff involved with implementing the program.

Examples of when to start...

- ▶ The first day of school, having had most of the previous semester and summer to plan it.
- ▶ The beginning of the spring semester, giving time during the fall semester to plan.
- ▶ During National School Breakfast Week in March, which allows easy marketing in conjunction with a national celebration.

Starting by piloting the program in only one or two classrooms is a way to ease into BIC. This method can create interest and excitement about BIC, and it allows the flow of the program to be worked out before the program is taken school-wide.

It is important to establish the time breakfast will be served. A common concern is that students who eat breakfast at school will not be hungry for lunch. USDA stipulates that if breakfast is offered, it must be served at the start of the school day. BIC is usually served during the first hour, which gives ample time for the children to develop their appetite for lunch. There is little research on the effect school breakfast participation has on school lunch participation. It is a good idea to set a time for BIC and have school students and staff fall into a school meal routine. Offering BIC first thing in the morning will not likely affect participation in the school lunch program.

consider this...

[Adolescent] well-being is strongly associated with supportive and empowering environments.

— Christens, B.D. and Peterson, N.A. (2012). *Journal of Youth and Adolescence*, 41(5), 623-635.

what about the budget?



BIC can be an efficient way to serve breakfast, but one of the most important requirements for a successful BIC program is an accurate budget. The budget, at minimum, should include sources of revenues and expenditures.

The biggest expenditures in the school nutrition programs are for food and labor. However, there are also costs for supplies, transport, disposal, equipment, and so on. An estimate of these costs will need to be included.

steps to estimate food costs

1. Determine the approximate cost of the food. Use the price sheet from the food vendor to determine the approximate cost of each menu item.
2. Estimate the per meal food cost by adding together the cost of the milk, entrée or main item, plus the sides. Use this as your guide for purchasing.

steps to estimate labor costs

1. Determine the average hourly labor cost of the food service staff. This must include both wages and benefits.
2. Determine how many hours of labor will be needed. Remember to include estimated time spent in...
 - ▶ Preparing the food,
 - ▶ Delivering the meals, and
 - ▶ Cleaning up.



3. Calculate the annual labor cost based on hourly labor cost, the estimated number of hours, and the number of serving days in the school year. Begin with the minimum number of labor hours and include additional hours later, if needed.

steps to determine “other” costs

Other costs may include:

- ▶ Equipment,
- ▶ Supplies – such as napkins, foil, garbage bags, cleaning supplies,
- ▶ Marketing expenses, and
- ▶ Purchased services.

1. To get started, access the most recent Child Nutrition Program Report from the online service sections of the Department of Public Instruction website: <http://dpi.wi.gov/fns/online.html>.

This report includes the annual financial report submitted by your agency.


2. The Per Meal Summary is located at the bottom left side of the report. If program costs were correctly allocated by program, in this report you may find the Per Meal Summary helpful in determining the costs for equipment, purchased services, and other.

Make sure that any costs that are shared between the SBP and the National School Lunch Program are prorated.

On the next page is a sample school calculation sheet. Use the data collected at your school to complete this form.

TABLE 1: ANNUAL BREAKFAST EXPENDITURES FOR THE LITTLE RED SCHOOL HOUSE ELEMENTARY

Little Red School House Elementary has estimated that 200 students and 2 staff will eat BIC for a total of 202 meals each day.

FOOD	$\frac{\$0.92}{\text{PRE-MEAL FOOD COST}}$	X	$\frac{202}{\text{\# OF MEALS}}$	X	$\frac{178}{\text{\# OF SCHOOL DAYS}}$	=	\$33,080	
LABOR	$\frac{\$24/\text{hour}}{\text{HOURLY LABOR COST}}$	X	$\frac{2.5}{\text{\# OF HOURS PER DAY}}$	X	$\frac{178}{\text{\# OF SCHOOL DAYS}}$	=	\$10,680	
OTHER	$\frac{\$0.11}{\text{PER MEAL COST}}$	X	$\frac{202}{\text{\# OF MEALS}}$	X	$\frac{178}{\text{\# OF SCHOOL DAYS}}$	=	\$3,955	
TOTAL ANNUAL COSTS								\$47,715
Divide this number by the total number of breakfasts you plan to serve annually and you will have the per-meal breakfast cost!								
202 meals per day x 178 day = 35,956 meals							\$1.33 / meal breakfast cost	
$\$47,715 \div 35,956 =$								

In order to cover your expenditures, you will need to examine the sources of revenue that your program has available. Many schools have found that the increased student participation associated with BIC has generated additional revenue for the program and helped boost their budget. While some expenses are to be expected with any program, BIC does not necessarily have to cost more than other breakfast models. Many expenses, such as garbage bags and paper towels are expenses already incurred by the school. In addition, schools report that labor costs for each breakfast are significantly reduced as it takes less time to prepare BIC; and more students participate.

sources of revenue

I. Federal and state reimbursements

- Each July, USDA publishes the Reimbursement Rates for School Programs. They are found at: <http://dpi.wi.gov/school-nutrition/national-school-lunch-program/free-reduced-applications>

- ▶ State match for breakfast is available in Wisconsin. This means that you can be reimbursed by the state for each breakfast served. The amount may be prorated based on available state funds. Payments for a given school year are typically made the February after the school year ends. The revenue is recorded under “All Other Fund 50 Revenue” on the annual financial report.
- ▶ Schools may be eligible for severe need reimbursement. Qualifying schools receive higher reimbursements (approximately \$0.30 more) for each breakfast they serve to students in the free and reduced-price category. If 40% or more of lunches served in the second preceding year (two years ago) were served to students who qualified for free or reduced-price meals, your school is eligible for severe need breakfast rates. These criteria should not be confused with the number of students who qualify for free or reduced-price meals.

Severe need breakfast request submission and approval is now part of the DPI-SNT annual on-line contract renewal. Documentation of eligibility must be maintained on file by the school. Eligibility is determined on a school-by-school basis according to how information is reported to DPI.

resources

DPI: Severe need breakfast financial information

<http://dpi.wi.gov/school-nutrition/school-breakfast-program/severe-need-breakfast>

Online training:

<http://dpi.wi.gov/school-nutrition/training/webcasts>

2. Payments from students and adults

3. A la carte sales

4. Grants. Some sites to consult for available grants:

- ▶ Fuel up to Play 60, National Dairy Council
<http://school.fueluptoplay60.com/funds/introduction.php>
- ▶ DPI, grantees and opportunities
<http://dpi.wi.gov/school-nutrition/grant-opportunities>
- ▶ AFHK
www.actionforhealthykids.org/what-we-do/breakfast-for-healthy-kids

steps for determining a recommended meal price

1. Estimate the number of breakfasts you plan to serve, by eligibility category.
2. Estimate the per-meal cost of the breakfast using Table 1. See *expenditures section on the previous pages, 30 through 32*.
3. Calculate the potential revenue, by meal category, by multiplying each category by the per-meal revenue. See *Table 3 to the right*.
4. Calculate the total annual estimated expenditures for the number of meals
See *Table 1 on the previous page*.
5. Calculate the difference between the revenue and expenditures.
Example – The Little Red School House Revenue minus Expenditures
 $\$45,065 - \$47,715 = -\$2,649$
6. Divide that number by the total number of paid meals to get a paid meal price.
Example – The Little Red School House paid meal price calculation
 $85 \text{ paid meals/day} \times 178 \text{ days/year} = 15,130 \text{ meals/year}$
 $\$2,649 \text{ missing revenue} \div 15,130 \text{ meals/year} = \$0.18/\text{meal}$

Meal Price: To break even, the Little Red School House needs to charge \$0.18 per meal for paid students.

resource

DPI: Universal Free Breakfast Cost Analysis
Spreadsheets

<http://dpi.wi.gov/school-nutrition/school-breakfast-program>

**TABLE 2: ANNUAL BREAKFAST REIMBURSEMENT RATES
THE LITTLE RED SCHOOL HOUSE ELEMENTARY**

Little Red School House Elementary has estimated that 200 students and 2 staff will eat BIC for a total of 202 meals each day. They are a severe need school and estimate these numbers for participation:

PARTICIPANTS		FEDERAL (FED) REIMBURSEMENT	
		NON-SEVERE NEED	SEVERE NEED
Free	95	\$1.55	\$1.85
Reduced-Price	20	\$1.25	\$1.55
Paid	85	\$0.27	\$0.27
Adults	2		

Note: Reimbursement rates change annually. Watch for updates in July. Eligibility for severe need breakfast also can change annually.

**TABLE 3: ANNUAL BREAKFAST REVENUE FOR
THE LITTLE RED SCHOOL HOUSE ELEMENTARY**

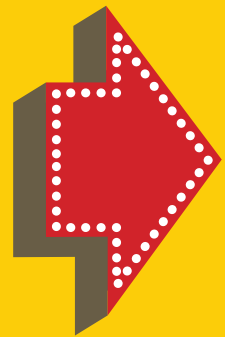
REVENUE - FREE MEALS	$\frac{95}{\text{\# FREE MEALS/DAY}}$	X	$\frac{178}{\text{\# OF SCHOOL DAYS}}$	X	$\frac{(\$0.0949 + \$1.85)}{\text{STATE + FED REIMBURSEMENT}}$	=	\$32,888	
REVENUE - REDUCED MEALS	$\frac{20}{\text{\# REDUCED MEALS/DAY}}$	X	$\frac{178}{\text{\# OF SCHOOL DAYS}}$	X	$\frac{(\$0.0949 + \$1.55)}{\text{STATE + FED REIMBURSEMENT}}$	=	\$5,855	
REVENUE - PAID STUDENT MEALS	$\frac{85}{\text{\# PAID MEALS/DAY}}$	X	$\frac{178}{\text{\# OF SCHOOL DAYS}}$	X	$\frac{(\$0.0949 + \$0.27)}{\text{STATE + FED REIMBURSEMENT}}$	=	\$5,521	
REVENUE - ADULT MEALS	$\frac{2}{\text{\# OF ADULT MEALS}}$	X	$\frac{178}{\text{\# OF SCHOOL DAYS}}$	X	$\frac{\$2.25}{\text{ADULT MEAL CHARGE}}$	=	\$801	
TOTAL REVENUE							=	\$45,065

collaborate & get input



Support from stakeholders, including the administration, teachers, custodians, students, school nurse, guidance counselor, and parents, is important. There may be some reluctance to participate in BIC. You may be able to help avoid this by providing materials and evidence explaining the benefits of this program and how it is associated with better learning. Include your research and data in your needs assessment. The specific data you provide for your school will likely have the most impact and influence on staff that want to improve their school environment.

strategies to gain added support



consider this...

In a study conducted by UW-Extension, support, especially from district administration, was listed by school nutrition program directors as the primary reason for their SBP's success.

— Hilleren, H. *School Breakfast Program Cost/Benefit Analysis*. 2007.

1

set up meetings with other key stakeholders

One key to successful implementation of BIC is having support from a variety of stakeholders. Different “messages” regarding BIC will have to be developed to resonate with the different team members.

- ▶ For principals, perhaps the message communicated might be how BIC can improve test scores, will not affect teachers’ workloads, and can reduce absenteeism.
- ▶ For school administrators, perhaps the message would concern the potential increase in revenue due to anticipated greater student participation.
- ▶ For teachers, the message might focus on improved mood and behavior among students, as well as improved ability to learn.

Knowing the audience and their needs is crucial when communicating the benefits of BIC.

Consider meeting with

- ▶ Teachers,
- ▶ Neighboring districts,
- ▶ Principals,
- ▶ School administrators,
- ▶ Parents and parent groups (PTO, PTA, etc.),
- ▶ Students,
- ▶ Custodians,
- ▶ Other community members,
- ▶ Hunger prevention and health coalitions, and
- ▶ Local UW-Extension and/or health department staff.

Expand the number of partners you have by taking these steps...

- ▶ Have an informal discussion with a teacher or other staff member with whom you have good rapport or who may be enthusiastic about this program. Review the concept of BIC and how it will be implemented. Provide an opportunity to hear concerns and ask whether he or she would be willing to serve on a BIC task force (explained in the next strategy).
- ▶ Encourage teachers and other school staff to connect with teachers from other schools that have been successful with BIC.
- ▶ Set up a time to talk with the school nurse or guidance counselor to collect their experiences and ideas on this concept. Connecting with specialty teachers (P.E., health, coaches, etc.) might be a good strategy as well.
- ▶ Have a meeting with the school principal or district administrator to discuss your plan. Ask them for assistance in recommending staff to help plan and implement BIC.
- ▶ Request to be included on the agenda at the next school board meeting. Present information about BIC and be open to ideas and suggestions regarding your plan. Be sure to bring your needs assessment data and include possible food samples to this group.

2

organize a BIC task force

Bringing together individuals who play a supportive role in BIC will result in a more efficient planning process and a more effective program. Organizing a BIC task force is one way to do this.

Remember, a task force is a group that meets to address a specific topic, in this case the implementation of BIC. Once this is accomplished, the task force can continue to meet as needs arise or can disband altogether after the first year of operation.

“ The school breakfast program that we implemented had a very significant impact on the students of our school. Right away I noticed an increase in my students’ attention span. There was also an immediate decrease in the discipline issues dealt with during the morning hours of school. Long-term results also included improved progress and positive school attitudes.”

— A Wisconsin Teacher



Teachers, custodians, principals, parents, school foodservice staff, school nurses, and school administrators could be represented on the task force. Initial support for BIC is important prior to establishing a task force. Present the BIC plan to this group and seek input. Request their assistance for the planning and implementation stages of the program. The task force members will serve as ambassadors for the model and the implementation plan. Provide members of the task force with tools and resources they need to become better educated on BIC.

3

promote your program

To teachers

Attend a faculty meeting to explain BIC and show samples of the foods that will be served. Provide them with a short presentation on how BIC works and information about the benefits.

A common concern is that BIC will increase teacher workload, but survey research done in Wisconsin shows that school teachers' workloads were actually reduced when BIC was implemented. Teachers found it easier to teach and found their students more receptive to learning, perhaps because eating breakfast improves students' behavior, attention, and focus. As BIC is implemented, decreases in absenteeism and tardiness may result in an improved learning environment.

To school board members

Regularly attending school board meetings is a good strategy for learning about meeting protocol and how agenda items are addressed. A request to be included on a school board meeting agenda can be made months in advance. Presentations to school board members should be concise and accurate. Questions from the board members should be answered with information based on evidence.

A common concern is that BIC will take away instructional time. BIC does occur in the morning and can be included with morning announcements and role call. Data has shown that BIC enhances the quality of instructional time. Testimonials from teachers and other school staff who have been involved in BIC suggest instructional time is not affected by BIC.

To parents

Promote the program to parents using a variety of communication strategies such as:

- ▶ Sending a flyer or letter home in students' backpacks,
- ▶ Including an article in the school's newsletter,
- ▶ Posting an announcement on the school's website and/or social media,
- ▶ Emailing parents explaining the program, or
- ▶ Presenting at a Parent Teacher Association/Organization meeting.

A common concern is that prepackaged foods will not be healthy. It is important to present the facts about the food you serve. Parents may not be aware that what you serve meets specific nutrient requirements. Explanations about less familiar food (e.g., breakfast rounds) might prove helpful. Provide food samples at meetings of parents, teachers, and other staff. Be open to recommendations and provide information about the school nutrition program budget to help staff to understand what menu selections the budget allows.

consider this...

A school nutrition director in Wisconsin gave a presentation to the school board, focusing on budget. Each board member received \$1.50 and was asked to create a breakfast that satisfied the federal nutrition regulations (calories, whole grains, sodium, trans fat, etc.) for that amount. This exemplified the challenges that food service directors face in trying to provide the required meals with the funds they are allocated.

Review nutrition fact information and select healthy choices such as items that are whole grain-rich or those that have less added salt. Talk with food vendors and request the most nutritious items.

When possible, provide parents and staff with the nutrition facts label or ingredients list of the products served, and provide information about how the school breakfast menu compares to a typical American breakfast of bacon and eggs or pancakes and sausage.

resources

DPI

Breakfast talking points

http://dpi.wi.gov/sites/default/files/imce/school-nutrition/doc/btp_sp.doc

Wisconsin School Breakfast Promotional Video

www.youtube.com/watch?v=aHR7eECbKaE

Best Practice Videos

<https://dpi.wi.gov/wisconsin-school-meals-rock/administrators>

USDA

Sample Power Point on Marketing School Breakfast

www.fns.usda.gov/sites/default/files/toolkit_marketing.pptx

State of California

“Breakfast First” recommendations

www.breakfastfirst.org

An 8 minute video on why BIC works

<http://breakfastfirst.org/video-classroom-breakfast-san-diego/>

State of Massachusetts

Support materials for parents, nurses, teachers, principals, and food service staff

<http://meals4kids.org/howtogetinvolved>

State of Massachusetts: Downloadable School Breakfast Materials

<http://meals4kids.org/downloadschoollbreakfast>

Fuel Up to Play 60

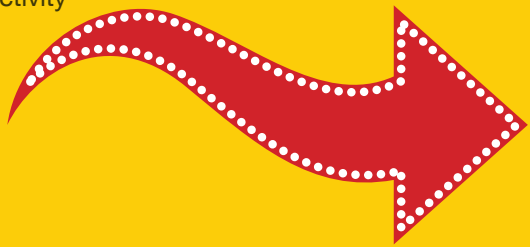
Current Seasons Playbook

www.fueluptoplay60.com/playbooks/current-seasons-playbook

revise *the* plan

After you have met with stakeholders, you may need to revise the BIC plan by including suggestions and feedback. The BIC program is more likely to succeed when stakeholders have been part of the planning process.

A good way to evaluate the BIC plan is to conduct a tabletop drill with the key players. A tabletop drill is a process used by emergency preparedness planners to determine what roles people play in an emergency. This activity would be helpful prior to launching BIC.





ideas for preparing and completing a tabletop drill...

- ▶ Invite key players such as the school principal, custodian, nutrition staff, teachers, school nurse, and school secretary (anyone who will be involved in assuring BIC will run smoothly on opening day) to participate.
- ▶ Give a brief overview of the BIC plan and have each person (including the school nutrition staff) describe his/her role and what they will do each day of BIC.
- ▶ Cover details including delivery of breakfast, meal/student counting, cleanup, etc.
- ▶ Leave the drill with a clear understanding of what everyone's roles are in the program.

This activity will identify potential problems, reduce errors and stress, and increase everyone's confidence in the program.

implement *the* plan



consider this...

Research conducted in Wisconsin shows that successful breakfast programs depend on three things:

1. Support for the program
2. Marketing the program
3. Student participation

— Hilleren, H. *School Breakfast Program Cost/Benefit Analysis*. 2007.

promotion

The media

Promote your program to the media by contacting the local newspaper before implementing BIC at the school or a few weeks after the program has started. Documentation about breakfast participation should be available to help answer any questions regarding the program.

Sample press release:

www.gotbreakfast.org/media/ClassroomBreakfast8-11.pdf

Students

Attending student advisory meetings to share information about BIC, involving students in the menu planning process, and asking students to create BIC public service announcements for local radio and BIC artwork for the dining area are good strategies to obtain student support.

Serving breakfast items for lunch may be one way to introduce breakfast menu items to the students before finalizing the breakfast menu. Feedback can be collected and changes made accordingly.

Offering BIC at no charge to students the first day or the first week it is available is another way to promote BIC to students.

marketing strategies

Marketing BIC is essential to the program.

Post your menus

Make sure that your customers know what you are serving. Post menus on the school website, the school's electronic billboard, by the entrance of the cafeteria, in the classrooms, and in parent newsletters.

Keep your menus fresh

Students may love a product or menu item one month and grow weary of it the next. Be aware of these swings. Seek student input for menu preferences, and try new offerings.

Offering a variety of foods can contribute to program success. Variety in the menu cycle not only provides the necessary nutrients, it engages student interest and can even improve staff morale.

resources

USDA

Comprehensive list of marketing ideas and resources

www.fns.usda.gov/CND/Breakfast/expansion/marketingideas.htm

www.fns.usda.gov/cnd/breakfast/expansion/marketingresources.htm

Flyers, posters, newsletter articles: These can be modified.

Materials focus on school breakfast generally, but can be used for BIC

www.fns.usda.gov/sbp/toolkit_marketingresources

ideas for involving students in your marketing plans

- 1 Use technology: have students contribute to social media, the blog, or the website of the BIC program.
- 2 Encourage creativity: collaborate with the music teacher to have students develop a song about the benefits of breakfast. Students can perform during National School Breakfast Week.
- 3 Sponsor a poster contest. Collaborate with art teachers to have students develop posters representing good nutrition and breakfast. These posters can be displayed in the school.
- 4 Hold an essay contest on “Why I Love School Breakfast.”
- 5 Develop a contest that would track breakfast participation by grade or by classroom.
- 6 Collaborate with your school librarian to showcase nutrition-related books at the library, or organize a “Breakfast with Books” day.
- 7 During lunchtime, hold a taste test of products you may serve for BIC.



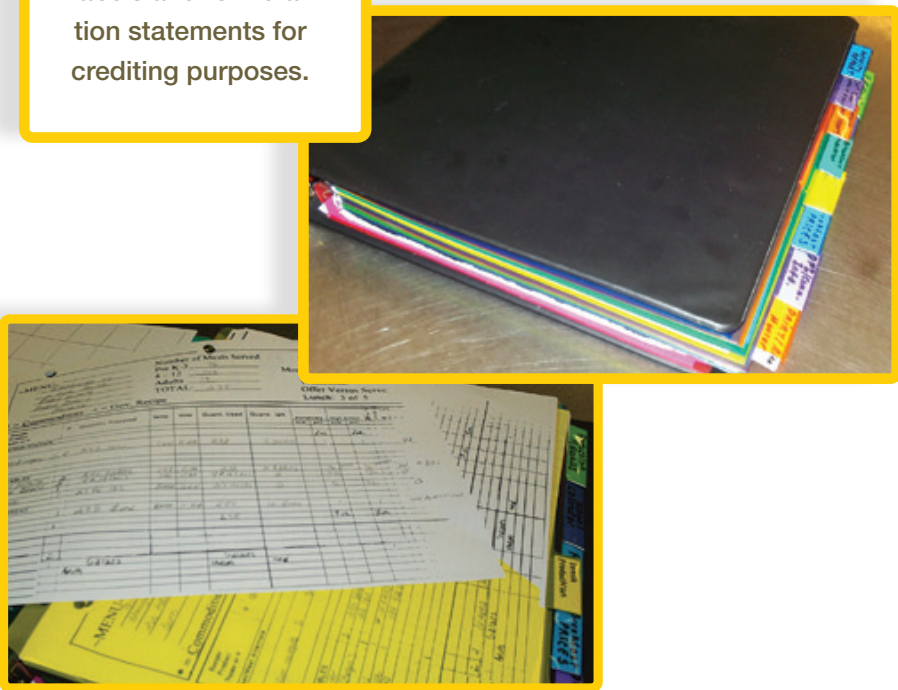
production records

Production records must be kept to document that menus were appropriately planned to meet federal requirements. These records include a daily production plan, standardized recipes, and child nutrition (CN) labels or manufacturer's signed formulation statements.

CN labels or manufacturer's signed formulation statements document the contribution that commercially prepared products make towards meeting meal pattern requirements. Start a binder and keep CN labels for processed items (e.g., purchased breakfast pizza or sausage links) or manufacturer's signed formulation statements (e.g., for cereal bars) and use these for crediting purposes. Distributor product information is not regulated information and therefore is not acceptable. This binder will not only keep you organized but will provide a reference for sharing nutrition facts about menu items.

To meet federal requirements effective at the start of the 2013-14 school year, keep food labels to document products that do not contain added trans fats. Remember to update the binder as ingredients change.

Start a binder to keep labels and formulation statements for crediting purposes.



resources

DPI:

Prototype daily menu production plans

<https://dpi.wi.gov/school-nutrition/national-school-lunch-program/menu-planning/production-records>

Cornell University and Dr. Brian Wansink

School environment ideas

www.smarterlunchrooms.org/scorecard-tools/
smarter-lunchrooms-strategies

consider this...

Research shows that how you display and describe your food matters.

- Try serving small dishes of cut-up fruit instead of whole fruit.
- Display whole fruit in a nice serving bowl instead of a metal pan.
- Give healthy foods fun, attractive names such as “X-ray vision carrots.”

– Wansink, B, et.al. *Prev Med.* 2012 Oct;55(4):330-2.

evaluate



After several weeks you will want to evaluate the program to determine if changes need to be made. Meet with students, the school staff, and task force members to get their feedback. During these meetings it might be helpful to share the participation data.



consider this...

**Evidence shows that school attendance increases
when schools offer breakfast programs.**

— Hoyland, A. Et. Al., *Nutr Res Rev.* 2009 Dec;22(2):220-43

Some schools have documented their BIC progress by taking pictures or videos of the transformation. Record the food that is served, how the food is delivered to the classroom, and how the cleanup occurs. With parental permission, photographs of students eating breakfast may also be taken and posted on the school website.

Track participation

- ▶ How does participation compare to participation in previous breakfast programs?
- ▶ What are the teachers noticing about behavior, absenteeism, or tardiness?

Report the results to parents, the principal, district administrator, and the school board. Collect positive remarks from teachers and staff and post these as well.

The evaluation process can be formal or informal. Developing and sending out a survey is one simple strategy.

resource

USDA:

Measuring School Breakfast Success

[www.fns.usda.gov/sites/default/files/
toolkit_measuringuccess.pdf](http://www.fns.usda.gov/sites/default/files/toolkit_measuringuccess.pdf)



additional

resources

USDA:

10 Reasons to Try Breakfast in the Classroom

www.fns.usda.gov/sites/default/files/toolkit_tenreasons.pdf

Fruit and Vegetables More Matters

www.fruitsandveggiesmorematters.org

SNA:

BIC resource center

<https://schoolnutrition.org/SNF/BIC/>

National School Breakfast Week, events and promotions

<https://schoolnutrition.org/nsbw/>

FRAC: School Breakfast Scorecard

http://frac.org/research/resource-library?type=resource&filter_resource_category=8&filter_topics=48&search=

AFHK: Webinars, conferences, and events

www.actionforhealthykids.org/events

Wisconsin Dairy Council: Resources for School Breakfast

www.wisconsin dairycouncil.com/school-foodservice/school-breakfast

DPI School Breakfast Program

<http://dpi.wi.gov/school-nutrition/school-breakfast-program>

acknowledgements

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