

Universal Breakfast in the Classroom

A Guide and Self-Assessment Form for
School Nutrition Professionals to Plan for a Successful Program



Developed for the Partners for Breakfast in the Classroom Project
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About Partners for Breakfast in the Classroom (PBIC)

The Partners for Breakfast in the Classroom work together to increase participation in the School Breakfast Program. This initiative was developed as a response to the members' shared passion for childhood nutrition and its potential for improving educational outcomes and child health. Partners include the Food Research & Action Center, National Association of Elementary School Principals Foundation, the NEA Foundation, and the School Nutrition Foundation. This project is funded by the Walmart Foundation.

What Is Universal Breakfast in the Classroom?

Universal Breakfast in the Classroom (BIC) is a method of serving the School Breakfast Program that allows for all students to eat for free in the classroom at the beginning of the school day after the bell rings.

What are the Benefits of Breakfast in the Classroom?

Breakfast in the Classroom (BIC) is an excellent strategy to address childhood hunger. But, the benefits of BIC far exceed just providing essential nutrients to students. It is well documented that children are more ready to learn, there are fewer visits to the nurse, fewer behavioral issues, and a reduction in tardiness in schools that have implemented BIC. In short, BIC is good for kids.

What Does it Take to Start a Successful Program?

The benefits of BIC are clear and well documented. However, these benefits are only seen when the program is implemented as intended. Success relies largely on:

- how well the program is communicated to internal and external stakeholders,
- how engaged all stakeholders feel in the planning process,
- identification of adequate resources and planning beyond initial implementation, and
- whether continuous efforts are made throughout planning and implementation to ensure that feedback and reasonable requests for adjustments to the program are made.

This guide will help you perform a thorough assessment of your district's needs and readiness to implement Universal Breakfast in the Classroom.

Section 1: Gathering Data and Identifying the Need

Every BIC program has an individual or group of stakeholders that become the champion(s) for the program. Your BIC champions must be equipped with the information that identifies the need for the program in your district.

The following steps will help you identify the need in your district and begin to target the schools where you would like to implement the program. Use the following information to fill in Section 1 of the BIC Self Assessment Form.

Question 1.1: Determine which grade levels that you would like to implement BIC.

Question 1.2: Describe your Superintendent's commitment to BIC.

Question 1.3: For grade levels identified in Question 1.1, run a report that lists all the schools that have 80% or more free and reduced (F/R) eligible students. Fill in the additional information in the sheet: enrollment, Average Daily Participation (ADP) breakfast, ADP lunch, community eligibility, provision 2, Universal Breakfast, principal name and contact information. Place those schools in order of % F/R and then by % current breakfast ADP. You have now created your target list of schools to assess for the BIC project

Section 2: Stakeholder Engagement

Based on the results of your initial analysis of schools' free and reduced rates and breakfast participation, you have created your target list for stakeholder engagement and school assessments.

The next step is to create your team of 'champions' to conduct school level meetings and begin to introduce the idea of BIC to principals, teachers, nurses, custodial, and food service staff at your target schools. It is important to work with your state level partners to identify local representatives that can help you with this process.

Your team could consist of (but not limited to):

- Local educator NEA representative (i.e. local president, building representative, or UniServ Director)
- Local community partner (i.e. PTA, food bank, United Way)
- Local principal who may already have BIC or has seen BIC
- Local custodial representatives
- Local nurse/coordinated school health representative

After you have created your team, have them begin to network informally with their respective peer groups in the target schools or school communities. In the meantime, one of the champions should call the principal of each school to introduce the concept of BIC and share the Walmart grant opportunity. Schedule a meeting with the principal (1-2 hours) and ask them to invite the custodial staff, nurse, one or two teachers, and child nutrition. In Section 2 of the BIC Self Assessment Form, document the attendees for the meeting and rate the buy-in of the principal and staff on a scale of 1 to 5.

Suggested BIC School Assessment Meeting Agenda

- Introductions
- Share school-specific free and reduced rate and current breakfast participation
- Explain benefits of BIC by using the NEA Foundation BIC toolkit
- Discuss and decide BIC delivery method:
 - Show video of grab n' go and direct delivery models
 - Discuss benefits of each delivery model (see Section 3 of this guide)
 - Determine current school morning schedule and what would need to change to accommodate BIC
 - Discuss the grant and potential resources
 - Conduct equipment assessment (see Section 7)
 - Discuss next steps and potential dates to include in action plan (staff training, practice runs, start date)

Section 3: Delivery and Counting and Claiming Methods

Delivery Method

During your BIC School Assessment Meeting you will need to decide which delivery method you will use for the program in that school. Below is a description of the two main delivery methods. Additionally, you will find a pro/con list for the methods. The method you choose and why should be documented in the BIC Self-Assessment Form in Question 3.1.

- a. Direct Delivery: In general, this method entails bringing the meals directly to the classroom. This can be done in a variety of ways, but the most common is packing meals into soft-sided thermal coolers that can be delivered to the classroom before students start their school day. The teacher is then responsible for distributing a reimbursable meal.

- b. Grab n' Go: In general, this method entails having students 'grab' a reimbursable meal at one or more POS stations throughout the school and take their meals into their classroom.

Delivery Method	Pro	Con
Direct Delivery	<ul style="list-style-type: none"> Meals are waiting for students when they arrive, so morning routine is not affected 	<ul style="list-style-type: none"> Teacher is often responsible for delivering reimbursable meal Teacher is often responsible for counting and claiming students Hot meal may not stay hot or food becomes soggy Have to estimate accurate numbers every day for breakfast service
Grab n' Go	<ul style="list-style-type: none"> School nutrition staff is responsible for delivering reimbursable meal Quality of food is usually better because food can stay in holding units right up until service School nutrition staff is responsible for counting and claiming Can serve efficiently (i.e. 600 students in less than 15 minutes) 	<ul style="list-style-type: none"> Changes morning routine May need additional breakfast staff person

In Question 3.1 of the BIC Self Assessment Form, indicate which delivery method you will use for each school and why.

Counting and Claiming Method

While determining your delivery method, you will need to consider how you will count and claim your free, reduced, or paid students. This is a very important part of the planning process that must be handled thoughtfully, so that you are in compliance with USDA regulations.

Here are some examples of counting and claiming methods. Always check with your state regulatory agency before implementing your counting and claiming methods.

- Written teacher rosters
- Rosters with bar code
- Pin # or card drops
- Portable POS machines

Determine how you will count and claim your students and enter this information in Question 3.2. Once you have determined which delivery and counting and claiming methods you will use, it is important to collect information about the school operations that will help you create a logistics plan to be included in your action plan. Be sure to ask for a school map and clearly label where service kiosks will be stationed or where and who will deliver the meals to the classroom. Gather as much information as you can so you can begin to plan how the program will look in the school. Fill out questions 3.3 through 3.10 to help you create your logistics plan.

Section 4: BIC Menu

Once you determine the type of delivery method that would work best with your school and school stakeholders, you can develop your menu.

Things to consider while creating your menus:

- Meeting the USDA School Breakfast Meal Pattern
- Offer vs. serve—check in with your state agency
- Keeping cost at or below your reduced meal reimbursement
- Student preferences
- Avoiding items that will require syrup or other sticky sauces
- Discuss the inclusion of cereal with stakeholders
- Potentially form a student committee to get feedback on menu
- Will you serve hot and cold meals
- Remember that you will need to include supplies (i.e. spork, bags, hand wipes, straws, etc...)

In Section 4 of the BIC Self Assessment Form, include your menu; or you can attach a copy of each school's menu to the form.

Section 5: School Nutrition Staffing

It is important to understand how BIC will affect food service staffing needs. A good way to estimate the number of additional staff hours you will need is to estimate the # of breakfast meals your staff makes per hour and plan for an increase in breakfast by at least 50%. Additionally, look at your current schedule and determine if you will need to adjust the start time of your staff to cover the breakfast program preparation and delivery. For example, how many kiosks will need to be covered by nutrition staff or how many coolers will need to be delivered and how many staff members may need to be present? Use Questions 5.1 and 5.2 to collect information to help you determine your additional staffing needs.

Section 6: Financial Data

Now that you have determined food and labor costs, you can determine the average cost of a single meal which should be the same or less than your reduced meal reimbursement. Use Questions 6.1 through 6.5 to document your meal costs.

On your BIC Action Plan you will need these numbers to determine participation goals for financial sustainability.

Section 7: Equipment Needs

Identifying the equipment you need to implement BIC will be the largest budget line in your action plan and grant proposal to the Partners for Breakfast in the Classroom. The following questions will help you determine which equipment items you will need. When you increase the number of breakfast meals served, which is often the case with the introduction of BIC, you must consider having the appropriate refrigerated, frozen, and dry storage. You may also want to consider changing delivery schedules to accommodate the increased product load. Review Questions 7.1 through 7.9 and identify equipment needs.

- Will you need more refrigeration for milk, produce?
- Will you need more freezer space for entrees, etc.?
- Will you need more racking for cereal, disposable bags, trays, etc.?
- Will you need walk-in coolers or freezers? Electrical needs?
- Will you need kiosks with warming carts and storage?
- Will you need baker's racks for transportation?
- Will you need more prep tables or space?

Section 8: Training and Marketing Needs

It is important to think through how staff, faculty, children, parents, and the community will learn about the program. Consider these questions and then describe training and marketing needs in Question 8.1 and 8.2. (Note: PBIC usually funds approximately \$1 per child for total marketing requests)

- Will teachers and staff need to be trained on the program?
- Who will need to be trained on reimbursable meals and counting and claiming?
- When will you conduct trainings? Will you need overtime or substitutes to cover training hours?
- How will you communicate to parents and the community?

DISTRICT ASSESSMENT

Section 1: Gathering Data and Identifying the Need

1.1 In which grade levels would you like to implement BIC? (*check all that apply*)

- Elementary School
- Middle School
- High School

1.2 Describe your Superintendent's support of Universal Breakfast in the Classroom

1.3 For grade levels identified above, please provide the following information for all schools that have 70 percent or more free and reduced eligible students.

School	Grade Level	F/R Rate	Enrollment	ADA	Community Eligibility (Y/N)	Prov. 2 (Y/N)	Universal Breakfast (Y/N)	Breakfast ADP	Lunch ADP	Principal Name & Contact Info.

SCHOOL-LEVEL ASSESSMENT (Repeat this section for EACH school you are asking to be funded)

Section 2: School Stakeholder Information

2.1 School Name:	2.2 School Address:		
2.3 School Stakeholder Contacts from BIC School Assessment Meeting			
Name	Email	Phone	BIC Readiness Scale, 1 to 5 <i>1=actively opposed 5=fully supportive</i>
Principal:			
School Nutrition Contact:			
School Nurse Contact (if applicable):			
Custodial Contact:			
Teacher Contact:			

Other (i.e. community member):			
Other:			
Section 3: Delivery and Counting and Claiming Methods			
3.1 Describe which delivery method you will use and why.			
3.2 Describe which counting and claiming method you will use for this school and why.			
3.3 Number of Classrooms	3.4 What time are kids allowed in building?	3.5 How will garbage be disposed of out of classroom?	
3.6 Where do they currently line up? (Take Photo—if possible)	3.7 Do teachers go and retrieve their students? When?	3.8 When do teachers have to be in classroom?	

3.9 When are children allowed into the classroom?	3.10 What time is the beginning of the school day?	3.11 Ask for school map and walk through to visualize flow of children and make building notes (# of floors, hallways, etc.). Attach a copy of the map to this form.
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Section 4: Menu

Copy and paste menu here or attach to form.

Section 5: School Nutrition Staffing

5.1 Please list the current school nutrition staff, hours, and salary.

Position	Time Arriving at Work	Time Leaving Work	Current Hours	Hourly Rate	Benefits
1.					
2.					
3.					
4.					

5.2 Enter the number of estimated additional staff hours needed to serve up to 90% of your student population:

Section 6: Financial Data

6.1. Average cost of food per meal:	6.2. Cost of Labor per meal:	6.3. Cost of supplies per meal:	6.4. Other Costs:	6.5. Total Cost of Meal:
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Section 7: Small and Large Equipment, Storage, and Pest/Waste Services:

7.1. Cold/Frozen Storage

- Refrigerator: Details: _____
- Freezer: Details: _____
- Walk-in Cooler: Details: _____
- Walk-in Freezer: Details: _____
- Other: _____

7.2. Dry Storage

- Racking: Details: _____
- Can Rack: Details: _____
- Other: _____

7.3. Hot Holding Equipment

- Hot Holding Cabinet: Details: _____
- Hot Food Table: Details: _____
- Hot Food Carts: Details: _____
- Other: _____

7.4. Small Wares

- Trays: Details: _____
- Floor sweepers: Details: _____
- Fruit Slicer: Details: _____
- Other: _____

7.5. Food Preparation

- Ovens: Details: _____
- Cook Tops: Details _____
- Other: _____

7.6. Transport Equipment

- Beverage Carts: Details: _____
- Cart Dolly: Details: _____
- Hand Dolly: Details: _____
- Service Kiosks if grab 'n go: _____
- Other: _____

7.7. IT Equipment

- Computer software: Details: _____
- POS Equipment: Details: _____
- Bar Coding: Details: _____
- Other: _____

7.8. Utilities/Pest Management

- Tilting garbage trucks: Details: _____
- Dumpster: Details: _____
- Electrical Needs: Details: _____
- Pest Management: Details: _____
- Other: _____

7.9 Other supplies or equipment that were identified (for example, brooms in classrooms, timers for classrooms, etc.)

Section 8: Training and Marketing Needs

8.1: Describe training needs

8.2: Describe marketing needs

Suggestions for Information to be Included in Training of Staff

- Benefits of BIC
- Plan for roll out in this school (service model, change in bell schedule, change in morning protocol)
- Opportunity to comment and make changes to plan
- Discuss marketing strategies with entire staff
- Give two opportunities for practice runs before BIC starts
- Schedule meeting with staff to get feedback on practice run
- Determine marketing methods to parents, caregivers and other key
- Provide each school staff member affected by BIC with a copy of the NEA Foundation's BIC Toolkit
- Send communication home to parents