



# COMMONWEALTH of VIRGINIA

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August 28, 2017

The Honorable Terence R. McAuliffe  
Governor of Virginia  
Patrick Henry Building, Third Floor  
1111 East Broad Street  
Richmond, Virginia 23219

The Honorable Thomas K. Norment, Jr.  
Co-Chairman, Senate Finance Committee  
Virginia General Assembly  
P. O. Box 6205  
Williamsburg, Virginia 23188

The Honorable S. Chris Jones  
Chairman, House Appropriations Committee  
Virginia General Assembly  
P. O. Box 5059  
Suffolk, Virginia 23435

The Honorable Emmett W. Hanger, Jr.  
Co-Chairman, Senate Finance Committee  
Virginia General Assembly  
P. O. Box 2  
Mount Solon, Virginia 22843-0002

Dear Sirs:

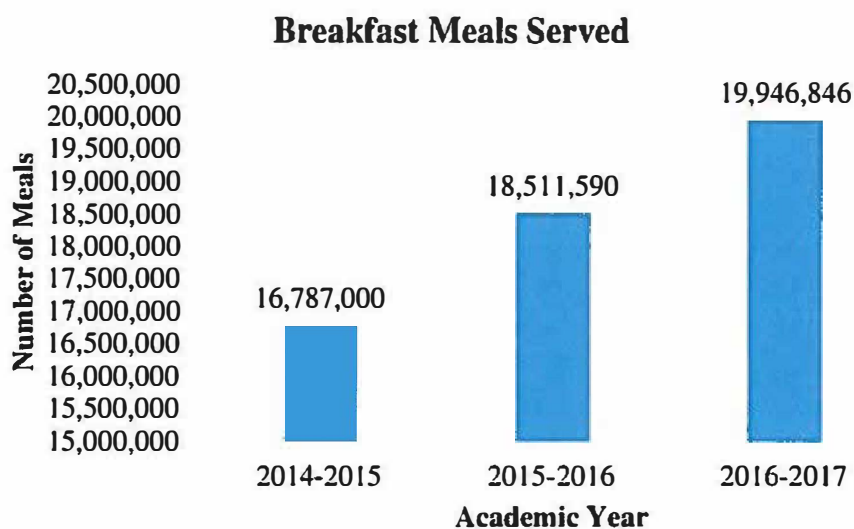
Item 139 Paragraph C.30. of the 2017 Appropriation Act provided \$1.1 million in fiscal year 2017 state funds to operate the Breakfast After the Bell model pilot program in eligible elementary schools (i.e., those with free or reduced price lunch eligibility exceeding 45 percent) during the 2016-2017 school year. The fiscal year 2017 state funding for this initiative was double the amount available in fiscal year 2016. The state funding provided an additional \$0.05 reimbursement per breakfast meal meeting the criteria for alternative breakfast service models (e.g., breakfast in the classroom, grab and go breakfast, or breakfast after first period) as well as for traditional breakfast. In 2016-2017, 766 schools applied for funding and 463 schools across 84 school divisions were selected to receive funding (in 2015-2016, 226 schools in 52 divisions received funding).

Item 139 Paragraph C.30. also requires the Department of Education to collect and compile the results of the pilot alternative breakfast program and submit a report to the Governor and the Chairmen of the House Appropriations and Senate Finance Committees following the school year. The reporting requirements include: student attendance and tardy arrivals, office discipline referrals, student achievement measures, teacher responses on program impact, and the financial impact on the division's school nutrition program. Data was collected from the following three sources: by survey from three stakeholder groups (school principals, school nutrition directors, and division superintendents) associated with participating schools during June 2017; principal-supplied outcome data during June 2017; and meal count data from the Department of Education.

The following Tables 1 through 5 and Figures 1 through 3 display data representing the Breakfast After the Bell model pilot program reporting requirements. Due to the small sample sizes that could impact the results related to the school-level outcome metrics for student attendance, tardiness, and discipline referrals between school year 2015-2016 and school year 2016-2017, the Department of Education will conduct additional follow-up with participating schools to increase the response rate of data available for analysis and provide updated findings as appropriate at a later date.

Figure 1 displays the increase in the number of breakfast meals served in 2016-2017 compared to meals served the previous year, and to the baseline breakfast meals served in the 2014-2015 school year for 463 schools participating in this project.

**Figure 1. Number of Breakfast Meals Served through Schools (n = 463) Participating in the Breakfast After the Bell Program for July through May of the 2015-2016 and 2016-2017 School Years and at Baseline for the 2014-2015 School Year.**



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Table 1 lists the percentages for traditional and alternative breakfast service models used for the 2016-2017 school year based on survey respondents.

**Table 1. Distribution of Traditional and Alternative School Breakfast Service Models in 2016-2017 School Year**

<b>School Breakfast Service Model</b>	<b>Number of Schools Implementing</b>
<i>Schools Implementing Only One Model of Breakfast Service</i>	
Schools implementing <b>traditional breakfast only</b> , available in the cafeteria prior to the official start of the school day	7 (3.6%)
Schools implementing <b>breakfast in the classroom only</b> , where breakfast is delivered from the kitchen/cafeteria to classrooms in a cart, cooler, or wagon and then distributed to individual students	42 (21.8%)
Schools implementing <b>grab and go only</b> , where students pick up packaged breakfasts from carts or kiosks or from the cafeteria and carry them to their classrooms	53 (27.5%)
<i>Schools Implementing More than One Model of Breakfast Service</i>	
Schools implementing <b>traditional breakfast and one or more alternative breakfast models</b>	84 (43.5%)
Schools implementing <b>more than one alternative breakfast model without traditional breakfast</b>	6 (3.0%)

Listed in Figure 2 is principal, school nutrition staff, and division superintendent perceived support of various stakeholder groups regarding alternate breakfast service models.

**Figure 2. Survey Respondents Perceived Support of Alternative Breakfast Service Models by Stakeholder Groups**

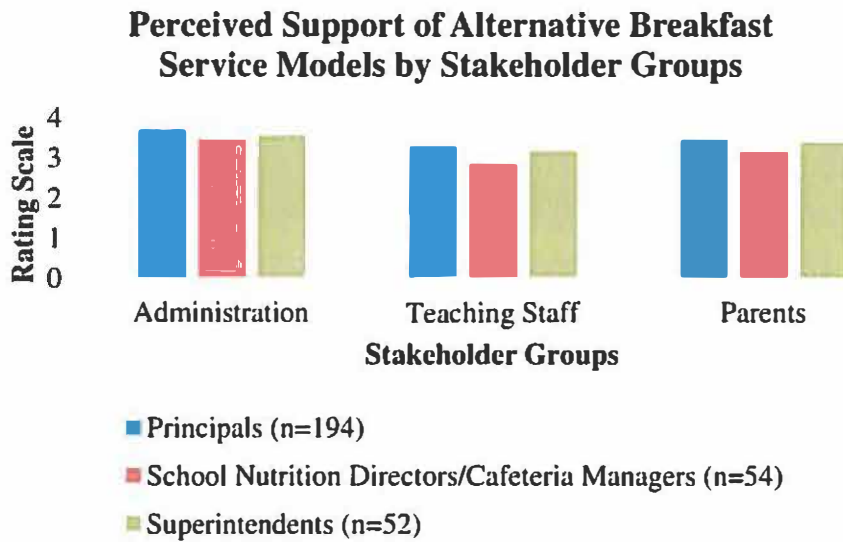


Table 2 displays a comparison between school years 2015-2016 and 2016-2017 for alternative breakfast model program satisfaction perceptions among school administrators.

***Table 2. Program Satisfaction and Perceived Support among Principal/Assistant Principal Respondents in the 2015-2016 and 2016-2017 School Years***

<b>Survey Item</b>	<b>2015-2016 (n = 204)</b>	<b>2016-2017 (n = 195)</b>	<b>Statistical Significance Between School Years (p-value)</b>
Satisfied with program overall	89.9%	93.8%	<0.001
Satisfied with model available at school	85.6%	94.3%	<0.001
Satisfied with program impacts	89.2%	91.2%	<0.001
Likely to recommend program to other schools	89.1%	89.6%	<0.001
Supportive of the program	99.2%	96.3%	<0.001
Perceived support for program among school administration	100.0%	96.4%	0.17
Perceived support for program among teachers	86.9%	89.1%	<0.001

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The likeliness of principals, school nutrition program staff, and division superintendents to recommend an alternative school breakfast model is depicted by the graph in Figure 3.

**Figure 3. Differences between Groups of Survey Respondents in Likelihood to Recommend an Alternative Breakfast Service Model to another School on a Five Point Likert-Type Scale (1=Very Unlikely and 5=Very Likely)**

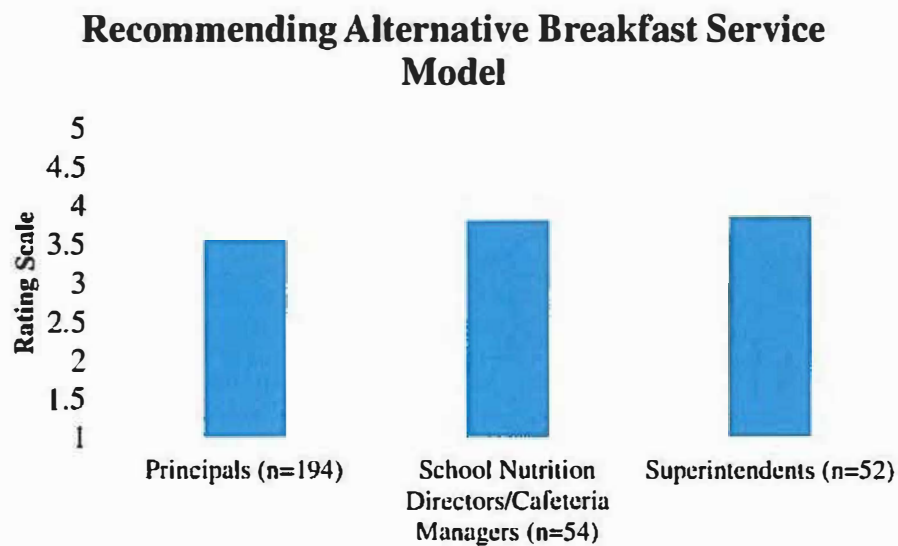


Table 3 displays school-level outcome metrics for student attendance, tardiness, and discipline referrals between school year 2015-2016 and school year 2016-2017.

**Table 3. Difference in Outcomes for Schools Implementing Alternative School Breakfast Service Models between 2015-2016 and 2016-2017 School Year**

<b>Metric (schools reporting)</b>	<b>2015-2016 School Year</b>	<b>2016-2017 School Year</b>	<b>Difference between Years</b>	<b>Statistical Significance Between School Years (p-value)</b>
Average daily attendance rate (n = 33)	94.5%	94.1%	Average daily attendance rate decreased by less than one percentage point	<0.05
Average daily tardiness (n = 37)	10.0	10.2	There was no significant change	0.83
Average daily office discipline referrals (n = 55)	2.6	2.8	There was no significant change.	0.50
Monthly suspensions (n = 67)	3.6	3.1	There was no significant change.	0.24
Monthly school nurse visits (n = 20)	246.7	283.2	Schools nurse visits increased by an average of 37 visits per month.	<0.01

Table 4 includes a list of challenges to implementing alternative breakfast models as ranked by the level of the barriers from “not a barrier” to “moderate or extreme barrier” displayed as a percentage.

**Table 4. Challenges Ranked by Level of Barrier to Implementation for the 2016-2017 School Year**

<b>Challenge</b>	<b>Percentage Indicating “Not a Barrier”</b>
Lack of support from students	88.7%
Lack of support from parents	85.1%
Insufficient training on implementation	84.4%
Lack of support from administrators	81.8%
Lack of space	81.5%
<b>Challenge</b>	<b>Percentage Indicating “Moderate or Extreme Barrier”</b>
Limited janitorial staff	16.9%
Lack of support from teachers	16.9%
Waste and trash disposal	16.9%
Disruptions in morning routines	15.6%
Interruptions in instructional time	13.9%



Table 5 displays the identified potential challenges to implementing an alternative breakfast model and the percentage of respondents that did not perceive these as barriers.

***Table 5. Top Five Potential Challenges Not Perceived as Barriers and those Perceived as Barriers in the 2015-2016 School Year Compared to Perceptions of the Same Challenges in the 2016-2017 School Year***

<b>Percent Indicating “Not a Barrier” for Top 5</b>		
<b>Challenge</b>	<b>2015-2016</b>	<b>2016-2017</b>
Lack of support from administrators	78.9%	81.8%
Lack of support from students	76.2%	88.7%
Lack of support from parents	72.8%	85.1%
Students are not hungry	72.4%	74.5%
Lack of support from cafeteria staff	71.3%	64.8%
<b>Percent Indicating “Moderate or Extreme Barrier”</b>		
<b>Challenge</b>	<b>2015-2016</b>	<b>2016-2017</b>
Disruptions in morning routines	32.8%	15.6%
Limited janitorial staff	27.9%	16.9%
Waste and trash disposal	25.8%	16.9%
Interruptions in instructional time	23.5%	13.9%
Students prefer other food	21.6%	12.6%

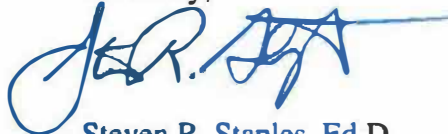
Student achievement measures, using Standards of Learning (SOL) test score data from the 2016-2017 school year, will be provided in a fall 2017 addendum to this summary and replicate the analysis conducted in last year’s report. Final SOL test score data for the 2016-2017 school year are not available until October 2017 for analysis.

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Additionally, I would like to note that student participation in school nutrition programs is one of many factors that impacts student achievement and other student or school outcomes. Until further analysis controls for other factors impacting the students and schools participating in this program, we cannot be positive of the overall impact of alternative breakfast models.

In addition to the pending analysis of SOL test scores to be completed this fall and provided in an addendum report, we will incorporate final results for any additional survey responses that are received from participating schools. Please do not hesitate to contact me at (804) 225-2023 if you have additional questions or need additional information.

Sincerely,



Steven R. Staples, Ed.D.  
Superintendent of Public Instruction

SRS/KCD/cle

c: The Honorable Dietra Trent, Secretary of Education