



VIRGINIA DEPARTMENT OF EDUCATION

Report

Report on Alternative School Breakfast Service Models

Presented to:

**The Governor of Virginia
House Appropriations Committee
Senate Finance Committee**

August 1, 2018

Virginia Department of Education

P. O. Box 2120

Richmond, Virginia 23218-2120

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AUTHORITY FOR THE STUDY

The fiscal year 2018 state budget allotted funds to support schools that provide breakfast meals to eligible students through an alternative breakfast service model. For this appropriation, the Virginia Department of Education (VDOE) was required to collect data from participating schools to evaluate the educational impact of the program and report the results to the Governor and the Chairmen of the House Appropriations and Senate Finance Committees.

EXECUTIVE SUMMARY

Alternative school breakfast service models provide meals to students through a distribution method different from traditional cafeteria service, removing various obstacles that can prevent students from accessing school breakfast. The most effective alternative breakfast models allow students to eat their meal after the official start of school day, commonly known as “breakfast after the bell.” These models may include breakfast in the classroom, grab and go breakfast, or breakfast after first period.

The 2017 Appropriation Act provided \$1.1 million in state funds for the operation of breakfast after the bell programs in fiscal year 2018 in eligible schools. To be eligible, a school must serve elementary grades and have more than 45 percent of students qualifying for free or reduced meals. State reimbursement of five-cents (\$0.05) per reimbursable meal served was allotted to each approved school in a division (see Appendix A for language from 2017 Appropriation Act).

Seven hundred sixty-four schools applied for funding and 450 schools across 83 school divisions were selected to receive funding in school year 2017-2018. VDOE gave priority to elementary schools with total student eligibility for free or reduced price meals greater than 45 percent and schools that planned to implement an alternative breakfast service model throughout the entire school. Of the 450 participating schools in 2017-2018, 195 schools (43 percent) also received state funding last year and 189 schools (42 percent) received state funding for the last two years. School year 2015-2016 was the first year state funding was available.

The VDOE requested data from participating schools to: (1) assess the impact of the program on student attendance and discipline; (2) capture superintendents’, principals’, teachers’, and school nutrition staff members’ perceptions of the program, and (3) estimate the fiscal impact of the program on a select number of schools. Additionally, this report summarizes data collected by VDOE on program participation through breakfast meals served. In the fall, VDOE will release a supplement to this report that documents the program’s impact on student achievement, as measured through state assessments in reading and mathematics.

There are three main findings from this evaluation:

- Schools receiving state funding provided additional breakfast opportunities to students and increased the average number of breakfast meals served per student. Schools receiving funding for the first time in 2017-2018 increased breakfast meals served by six percent compared to the previous school year. Superintendents, school nutrition directors/cafeteria managers, and principals supported alternative breakfast service models.
- Survey participants perceived positive impacts on school breakfast participation, the nutritional quality of students' breakfasts, student hunger and the stigma associated with school breakfast program participation. Participating schools also demonstrated declines in student tardiness. However, results must be interpreted with caution given the small sample size.
- Based on an analysis of expenditures and revenues for select schools, the cost per breakfast meal served decreased in most schools following the implementation of the alternative breakfast program, offsetting additional food, staff, and equipment costs, and indicating a more efficient use of program staff and resources.

Schools implementing alternative breakfast service models see an increase in the number of breakfast meals served per student and report a decrease in student hunger in the morning. The majority of schools examined for fiscal impact demonstrated decreased meals costs after implementation, indicating a more efficient use of staff and resources. The long-term impact of the program on attendance and discipline requires further study. Lessons learned from schools participating in alternative breakfast programs can be incorporated into trainings and technical assistance provided to schools that chose to implement similar programs in the future.

PREVIOUS STUDIES

Fiscal Year 2016 Implementation

In July 2015, VDOE released Superintendent's Memo #172-15 announcing the first year of applications for an alternative school breakfast service pilot or expansion of traditional breakfast service model supported by \$537,297 in state funds. For the 2015-2016 school year, 226 schools across 52 divisions received funding for alternative breakfast. Seventeen additional schools were selected to expand their traditional school breakfast programs.

Participating schools provided an additional 1,266,555 meals to students during the pilot year, a 13.6 percent increase from the previous year. School staff reported few challenges during implementation of

the alternative school breakfast program, and the implementation costs for most schools were minimal. In addition, 54 percent of participating schools showed an increase in breakfast meals served in conjunction with an increase in one or both state standards of learning (SOL) assessment pass rates in reading or math.

Fiscal Year 2017 Expansion

In fiscal year 2017, \$1,074,000 in state funds were available through a competitive application process to support implementation of alternative breakfast service models or expand traditional breakfast service. More than 750 schools applied for funds, and 463 schools across 84 divisions were selected to receive funding.

Schools participating in the 2016-2017 school year provided an additional 1,435,256 breakfast meals to students compared to the 2015-2016 school year, and an additional 3,159,846 breakfast meals to students compared to the 2014-2015 school year. This represents nearly a 19 percent increase in breakfast meals served since state funds were available. School-level outcome metrics showed small but statistically significant decreases in attendance and increases in school nurse visits. Most schools that received two years of funding showed greater growth in meals served and pass rates on state assessments in the first year of implementation and were able to maintain those gains through the second year.

GUIDING QUESTIONS FOR THE 2017-2018 SCHOOL YEAR STUDY

From participating schools, the VDOE collected and analyzed: (1) attendance and student discipline data; (2) perceptions of the program from superintendents, teachers, principals, and school nutrition staff; and (3) fiscal impact data from a select sample of schools.

As such, the evaluation addresses the following guiding questions:

- *How has additional reimbursement for school breakfast programs increased student breakfast participation?* The VDOE examined administrative data reported from participating schools on breakfast meals served during the 2017-2018 school year and several years prior. Superintendents, principals, teachers, school nutrition directors, and cafeteria managers were also asked for their perceptions of the impact of alternative breakfast service models on student participation in the School Breakfast Program.
- *What is the impact of alternative breakfast programs on student attendance, discipline, and academic achievement?* The VDOE compared attendance (tardiness and chronic absenteeism)

and discipline data for each participating school for the 2017-2018 school year and previous years, when available. In addition, VDOE will analyze school achievement data measured through state assessment results and publish an addendum to this report when those data are available (anticipated November 2018).

- *What is the fiscal impact of alternative breakfast programs on participating schools?* The VDOE conducted five case studies of schools receiving state funding for alternative breakfast models to thoroughly examine school-level costs on salary, benefits, capital equipment, and small wares and supplies. Program cost per meal served was calculated for the 2017-2018 school year and years prior for these schools, when data were available, to understand the fiscal impact of the supplemental state funding.

DATA COLLECTION

Data were collected in May and June of 2018 from participating schools for this evaluation. Data summarized in this report are from four sources:

- *Administrative Data.* Schools receiving state funding to implement alternative breakfast models were required to submit to VDOE monthly breakfast meals served for reimbursement. In addition, participating schools were required to maintain reporting for the School Nutrition Program, including meals served by type (free, reduced, and paid) and local, state, and federal reimbursements. The VDOE also accessed student absenteeism data for all participating schools through the Student Record Collection, reported to VDOE four times a year.
- *Alternative School Breakfast Service Models Feedback Report.* This six-item feedback survey collected anonymous data from superintendents, principals, teachers, and school nutrition staff at participating schools on their level of satisfaction with the program, including perceived support for the program and perceived impact of the program. School principals were asked to distribute the link to the online survey to appropriate staff in the school. The VDOE received 1,777 responses to the online survey. Of the respondents, approximately 70 percent were teachers, six percent were principals/assistant principals, nine percent were school nutrition/cafeteria managers, two percent were division level administrators, and 13 percent were other school personnel (not specified).
- *Alternative School Breakfast Service Models School Report.* Principals at participating schools were required to provide data from the 2013-2014 through 2017-2018 academic years on average daily tardiness counts and average daily office discipline referrals. Of the 450 schools funded for

alternative breakfast programs, 238 responded to the survey (53 percent response rate). The analysis were further limited by the lack of complete, quality data across multiple years for comparison.

- *Alternative School Breakfast Service Models School Nutrition Program Director's Interview.* The VDOE interviewed six School Nutrition Program Directors to ascertain financial data on revenue sources for alternative school breakfast programs and any costs incurred for program implementation in salary, benefits, capital equipment, or small wares and supplies. One school was not included in the final analysis because it reconstituted the same year it implemented the alternative breakfast program, making accurate comparisons before and after program implementation impossible.

FINDINGS

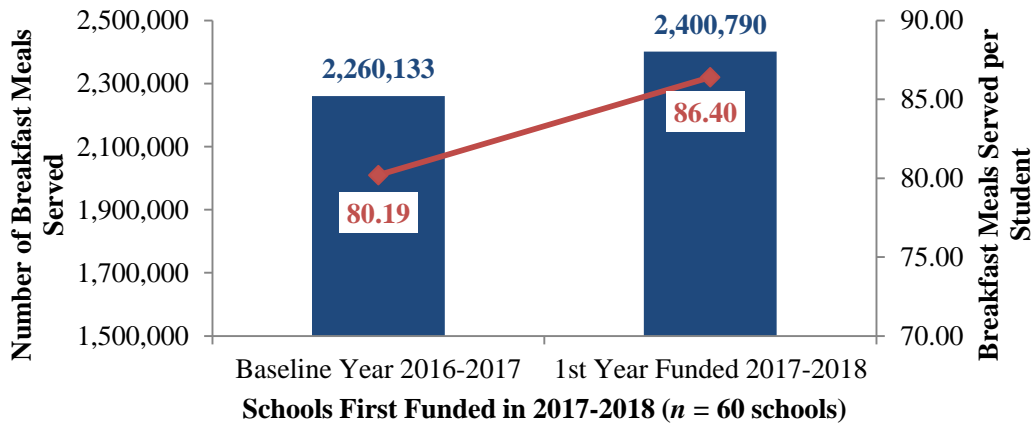
Finding 1: Schools receiving state funding provided additional breakfast opportunities to students and increased the average number of breakfast meals served per student. Schools receiving funding for the first time in 2017-2018 increased breakfast meals served by six percent compared to the previous school year. Superintendents, school nutrition directors/cafeteria managers, and principals supported alternative breakfast service models.

Breakfast Meals Served

Schools participating in the alternative school breakfast program ($n = 450$) provided 20,035,971 breakfast meals to students in August through May of the 2017-2018 school year. Consistent with previous reports, the number of breakfast meals served increased the first year supplemental state funding was available to schools, and then stabilized as students' participation in breakfast reaches maximum capacity.

Thirteen percent of the 450 schools receiving supplemental state funds this year were funded for the first time in 2017-18 (60 schools). Figure 1 shows that in these sixty schools, the number of breakfast meals served increased by six percent, from 2,260,133 breakfast meals in 2016-2017 to 2,400,790 breakfast meals served in 2017-2018. The number of meals served per student also increased, from 80 meals per student on average in 2016-2017 to 86 meals per student on average in 2017-2018.

Figure 1. Number of Breakfast Meals Served for Schools Receiving State Funding for Alternative Breakfast Programs for the First Time in 2017-2018



For the 195 schools receiving state funding for the second consecutive year, the number of breakfast meals served increased from 7,321,534 in the baseline year to 8,174,008 in the first year of funding and 8,284,994 in the second year of funding (Figure 2), representing a 13 percent increase in meals served since baseline. The average number of meals served per student has also increased, from 77 breakfast meals served per student in 2015-2016 to 89 breakfast meals served per student in 2017-2018.

Figure 2. Number of Breakfast Meals Served for Schools Receiving Two Consecutive Years of State Funding for Alternative Breakfast Programs, Beginning in 2016-2017

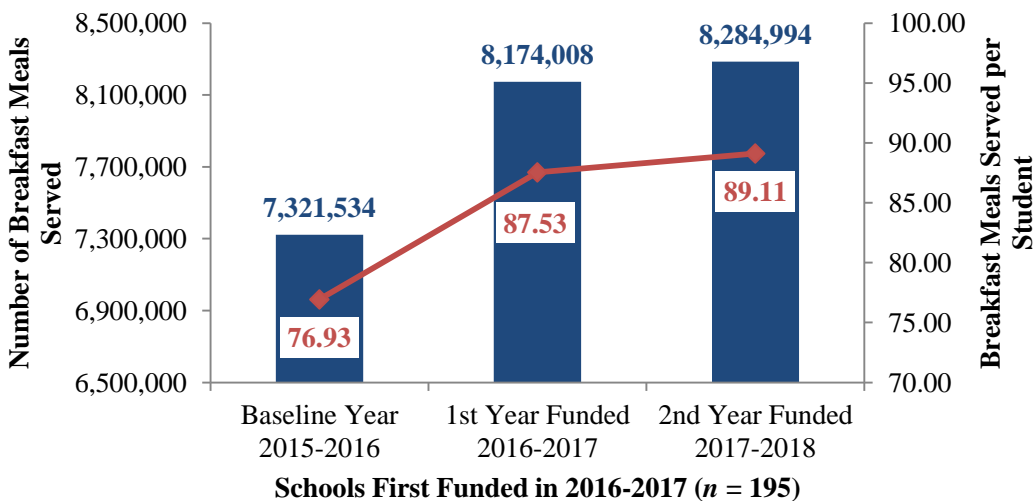
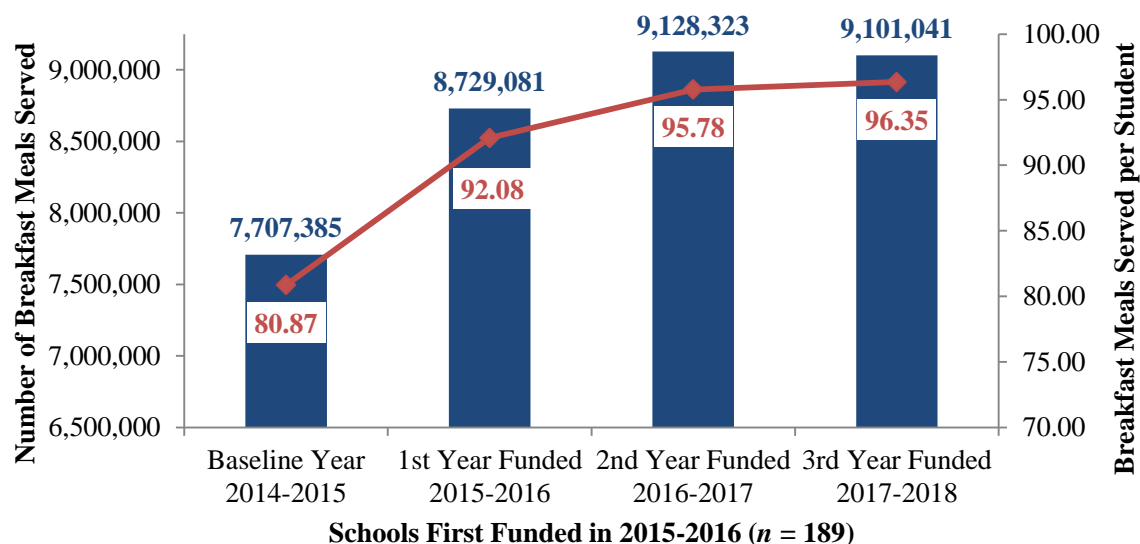


Figure 3 shows the breakfast meals served for the 189 schools in their third consecutive year of funding. Since their baseline year, these schools increased breakfast meals served by 18 percent, from 7,707,385

breakfast meals served in 2014-2015 to 9,101,041 meals served in 2017-2018. While the number of meals served declined from 2016-2017 to 2017-2018, the average number of meals served per student increased. Breakfast meals served per student has increased each year, from 81 breakfast meals per student in 2014-2015 to 96 breakfast meals served per student in 2017-2018.

Figure 3. Number of Breakfast Meals Served for Schools Receiving Three Consecutive Years of State Funding for Alternative Breakfast Programs, Beginning in 2015-2016



The data suggests that both the total number of breakfast meals served and the average number of meals served per student increases substantially in the first year that schools receive state funding for alternative breakfast programs, and remains well above baseline after several years of program implementation.

Additional factors could have affected the number of meals served, such as variation in serving days due to calendar fluctuations and weather-related school closings. The VDOE does not systematically track when schools first implemented alternative breakfast programs, only when schools received state funding to support such programs. Some schools that receive state funding may have already implemented an alternative breakfast model, making comparisons to baseline years a conservative estimate of increases in meals served.

Alternative Breakfast Service Models Implemented

The VDOE received survey responses from 238 of 450 schools implementing alternative breakfast models in 2017-2018 (53 percent response rate). Table 1 provides a summary of the type of breakfast model implemented based on the responses received. Of the 238 respondents, 46 percent of schools (110

schools) implemented both a traditional breakfast service and an alternative breakfast service model. Twenty-five schools (11 percent) indicated they offered only breakfast in the classroom, where breakfast is delivered directly to the classroom and handed out to each student, and 80 schools (35 percent) indicated they offered only “grab and go” breakfast, where students pick up meals from the cafeteria or kiosks before heading to their classrooms to eat. An additional eight percent of schools (18 schools) offered more than one alternative breakfast model.

Table 1. Distribution of Traditional and Alternative School Breakfast Service Models Offered in Schools Receiving State Funding for the 2017-2018 School Year

School Breakfast Service Model	Number of Schools Implementing
Total Schools Implementing Only One Model of Breakfast Service	109 (45.8%)
Schools implementing <u>traditional breakfast only</u> , available in the cafeteria prior to the official start of the school day	2 (0.8%)
Schools implementing <u>breakfast in the classroom only</u> , where breakfast is delivered from the kitchen/cafeteria to classrooms in a cart, cooler, or wagon and then distributed to individual students	25 (10.5%)
Schools implementing <u>grab and go only</u> , where students pick up packaged breakfasts from carts or kiosks or from the cafeteria and carry them to their classrooms	82 (34.5%)
Total Schools Implementing More than One Model of Breakfast Service	128 (53.8%)
Schools implementing traditional breakfast <u>and</u> one or more alternative breakfast models	110 (46.2%)
Schools implementing <u>more than one</u> alternative breakfast model without traditional breakfast	18 (7.6%)
Other Models of Breakfast Service Implemented	1 (0.4%)
Total Schools Responding	238 (100.0%)

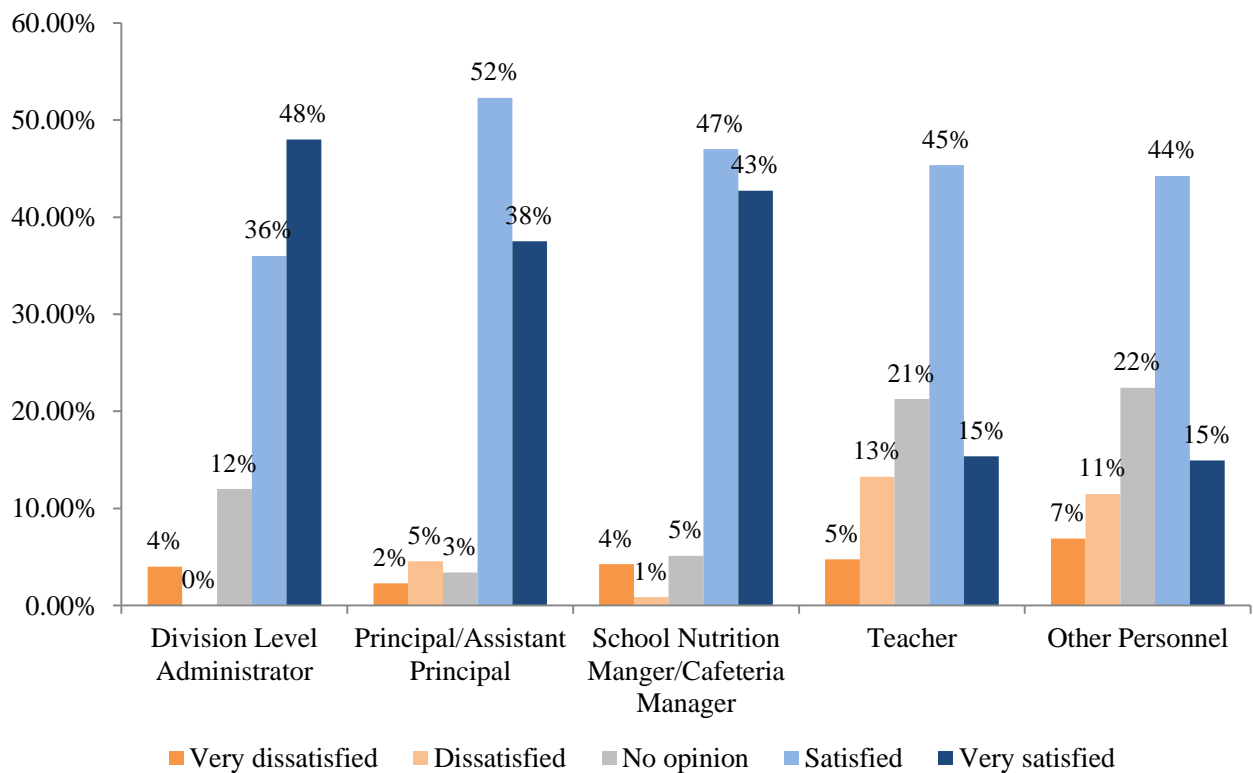
Program Satisfaction

The VDOE received 1,777 responses to the anonymous feedback survey. Of the respondents, approximately 70 percent were teachers, six percent were principals/assistant principals, nine percent

were school nutrition/cafeteria managers, two percent were division level administrators, and 13 percent were other school personnel (not specified). Figure 4 summarizes program satisfaction by type of respondent. Ninety percent of those who identified as principals and 90 percent of those who identified as school nutrition or cafeteria managers reporting being satisfied or very satisfied with the program, followed by 84 percent of division administrators and 60 percent of teachers.

Overall, 65 percent of school division administrators, principals/assistant principals, school nutrition/cafeteria managers, teachers, and other school personnel who completed the anonymous feedback survey were satisfied or very satisfied with the implementation of the alternative school breakfast program. Nineteen percent of survey respondents offered no opinion and 16 percent indicated dissatisfaction with alternative breakfast program. Significant differences in reported program satisfaction between school administrators, school nutrition staff, and teachers must be interpreted with caution. Those who had strong opinions about the program – positive or negative - may have been more likely to respond to the survey.

Figure 4. Program Satisfaction by Respondent Type for Schools Receiving Supplemental State Funding for Alternative Breakfast Programs in the 2017-2018 School Year



Finding 2: Survey participants perceived positive impacts on school breakfast participation, the nutritional quality of students' breakfasts, student hunger and the stigma associated with school breakfast program participation. Participating schools also demonstrated declines in student tardiness. Results must be interpreted with caution given the small sample size.

Program Impact on Tardiness and Office Discipline Referrals

The VDOE was required to analyze the impact of the supplemental state funding on student tardiness and office discipline referrals, but these data are not currently collected through any standardized, existing data collection. The VDOE instead requested principals at participating schools to report data for each year of program implementation and a baseline year. This resulted in limited data across multiple years that could be used to determine the impact of the program on these two outcomes (see Appendix B for a detailed description of the sample size). Results presented here are therefore preliminary, not conclusive, and must be interpreted with caution given the small sample size, the need to rely on self-reported data, and the limited ability to account for other variables that may affect the outcomes (e.g., an extended or severe flu season could affect attendance).

Table 2 summarizes the number of schools that reported increases, decreases, or stable rates of average daily tardiness and office discipline referrals. For average daily tardiness, 21 schools (75 percent) decreased or maintained rates of student tardiness and seven schools (25 percent) reported an increase in student tardiness when comparing rates before and after program implementation. For office discipline referrals, 26 schools (62 percent) decreased or maintained rates of office discipline referrals and 16 schools (38 percent) reported an increase in office discipline referrals following program implementation compared to a baseline year.

Table 2. Difference in Student Tardiness and Office Discipline Referrals in the Year Before and After Schools Implemented an Alternative School Breakfast Program

Metric (Number of schools reporting data)	When Compared to the Baseline Year...	
	Schools that Decreased or Maintained Rate (Percent of Schools)	Schools Reporting an Increased Rate (Percent of Schools)
Average daily tardiness (<i>n</i> = 28)	21 (75%)	7 (25%)
Average daily office discipline referrals (<i>n</i> = 42)	26 (62%)	16 (38%)

Program Impact on Chronic Absenteeism

Using administrative data, VDOE calculated chronic absenteeism rates for each participating school during program implementation and for one baseline year. Chronic absenteeism is defined as missing 10 percent or more of the school year, and is prorated based on the number of days a student is enrolled. For a traditional 180-day school year, a student would be considered chronically absent if she missed 18 or more days.

Consistent with state-level chronic absenteeism rates, participating schools experienced an increase in chronic absenteeism through the 2016-2017 school year, followed by a slight decrease in the 2017-2018 school year. As shown in Figures 5 through 7, the increase and decrease of chronic absenteeism in participating schools mirrors the state trend, and decreases in the 2017-2018 school year are not substantially different from the rate of decrease at the state level.

Figure 5. Chronic Absenteeism Rate for Schools Receiving State Funding for Alternative Breakfast Programs for the First Time in 2017-2018 Compared to the Virginia Chronic Absenteeism Rate

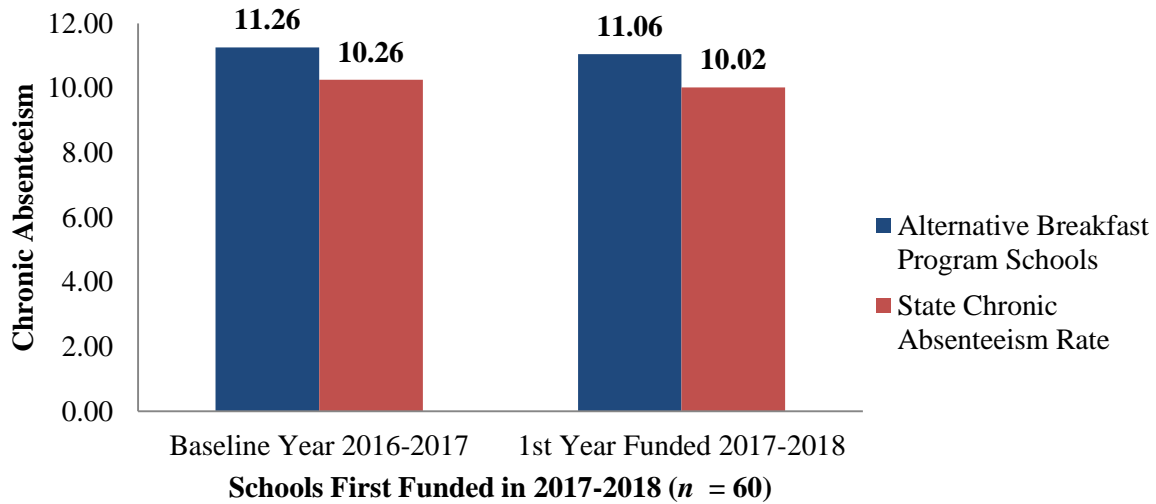


Figure 6. Chronic Absenteeism Rate for Schools Receiving State Funding for Alternative Breakfast Programs for the First Time in 2016-2017 Compared to the Virginia Chronic Absenteeism Rate

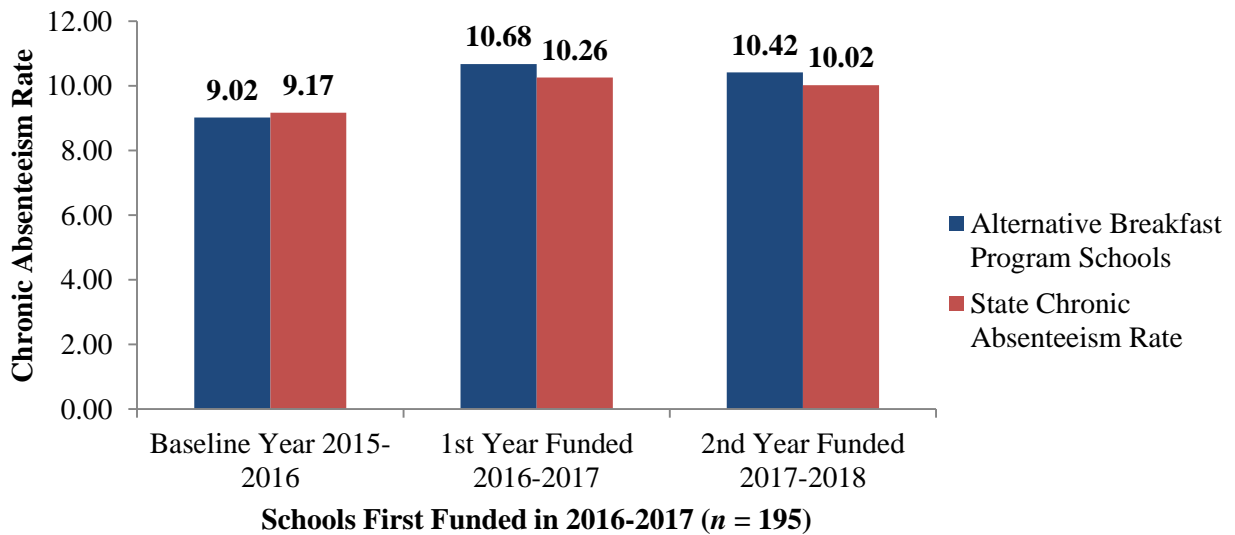
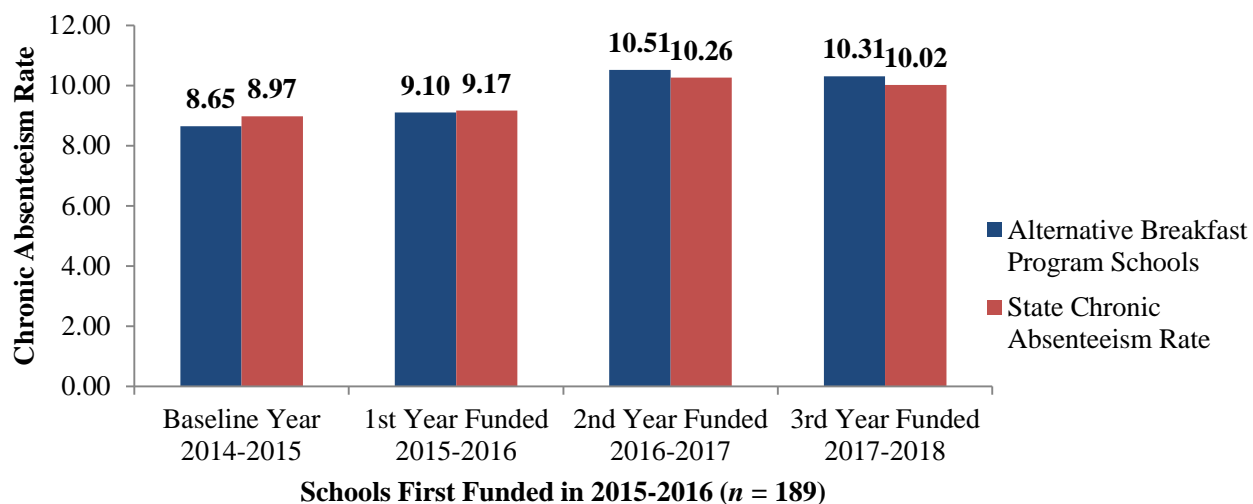


Figure 7. Chronic Absenteeism Rate for Schools Receiving State Funding for Alternative Breakfast Programs for the First Time in 2015-2016 Compared to the Virginia Chronic Absenteeism Rate



Perceptions of Program Impact

Following implementation of the alternative school breakfast service model, 70 percent of survey respondents agreed that more students were eating breakfast than with the traditional breakfast service model only. Additionally, 67 percent and 64 percent agreed that fewer students were hungry in the morning and there was reduced stigma around eating breakfast at school, respectively. Table 3 summarizes participant responses by anticipated impact. Differences between groups for survey items are reported in Appendix C.

Table 3. Perceived Program Impacts for Schools Implementing the Alternative School Breakfast Program in 2017-2018 School Year

	Response Options					
	Agree/ Strongly agree		No opinion/ Not sure		Disagree/ Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
More students are eating breakfast.	1129	70%	338	21%	145	9%
Fewer students are hungry in the morning.	1084	67%	338	21%	190	12%
There is reduced stigma around eating breakfast at school.	1031	64%	465	29%	116	7%
Students are eating healthier breakfasts.	822	51%	418	26%	372	23%
Students' attentiveness has improved.	638	40%	650	40%	324	20%
Our school is closer to achieving its overall wellness goals.	528	33%	878	54%	206	13%
Student academic performance has improved (e.g., better grades, higher test scores).	511	32%	862	53%	239	15%
The overall classroom environment has improved.	516	32%	786	49%	310	19%
Students' overall health has improved.	445	28%	945	59%	222	14%
Student attendance and tardiness rates have improved (i.e., fewer absences and/or tardy arrivals).	397	25%	745	46%	470	29%
Student behavior has improved (i.e., fewer incidents or referrals).	336	21%	773	48%	503	31%

Finding 3: Based on an analysis of expenditures and revenues for select schools, the cost per breakfast meal served decreased in most schools following the implementation of the alternative breakfast program, offsetting additional food, staff, and equipment costs, and indicating a more efficient use of program staff and resources.

The VDOE used case study methodology to determine fiscal impact by identifying a subset of participating schools for in-depth financial analysis. By focusing on a select number of schools, VDOE

was able to conduct individual interviews with School Nutrition Program staff and review detailed financial data. Additionally, the case study process allowed VDOE to develop and pilot test a methodology that can be used to determine the fiscal impact for all participating schools in future reports.

The VDOE selected six schools as cases based on diverse geographical location and high-quality program implementation. One case was eliminated from consideration because the school changed grade structures the same year the alternative breakfast program was implemented and comparable pre- and post-implementation data could not be obtained.

For each case, the VDOE used data obtained through interviews and financial records to calculate per breakfast meal served costs as the sum of staff, food, and equipment costs divided by an annual number of meals served.

All sites increased labor costs for implementation. Site A added one part-time (5.5-hour) employee to address the additional workload when the school began participating in the Community Eligibility Provision, which also corresponded with implementation of their alternative breakfast program. Sites B, D, and E elected to hire one additional part-time (4-hour) employee, while Site C added 30 minutes per day to the schedule for existing food service staff. All sites also increased non-labor costs, primarily attributed to the cost of food as the number of meals served increased.

Even with increasing labor and non-labor costs, four of the five schools VDOE examined decreased per meal served costs following program implementation. Table 4 shows the calculation of costs per meal served, and the percent increase or decrease for each site. Site A increased per meal costs following implementation by eight percent. The remaining four sites decreased per meal served costs between three percent and 47 percent. Schools implementing alternative breakfast models are able to offset additional implementation costs from revenues of increased meals served.

Table 4. Per Meal Costs Before and After Alternative Breakfast Implementation for Select Schools

Case	Pre-Implementation				Post-Implementation				Percent Change
	Non-Labor Costs ¹	Labor Costs	Meals Served	Costs/Meal	Non-Labor Costs ¹	Labor Costs	Meals Served	Costs/Meal	
A	\$72,336	\$2,456	23,027	\$3.25	\$82,352	\$8,816	25,868	\$3.52	+8.31%
B	\$117,503	\$37,038	79,063	\$1.95	\$195,963	\$45,320	127,463	\$1.89	-3.08%
C	\$153,350	\$8,965	35,462	\$4.58	\$201,998	\$9,670	61,214	\$3.46	-24.45%
D	\$41,400	\$16,840	30,682	\$1.90	\$60,650	\$20,060	48,085	\$1.68	-11.58%
E	\$142,067	\$11,549	19,308	\$7.96	\$158,633	\$13,127	40,959	\$4.19	-47.36%

SUMMARY

Alternative school breakfast service models provide meals to students through a distribution method different from traditional cafeteria service and may include breakfast in the classroom, grab and go breakfast, or breakfast after first period. The 2017 Appropriation Act provided \$1.1 million in state funds for the operation of breakfast after the bell programs in fiscal year 2018 in eligible elementary schools.

Seven hundred sixty-four schools applied for funding and 450 schools across 83 school divisions were selected to receive funding in school year 2017-2018. Of the 450 participating schools in 2017-2018, 85 percent had also received state funding either in the 2016-2017 school year, the 2015-2016 school year, or both.

Consistent with previous studies, the main benefits of the alternative breakfast program appear to be increased school breakfast participation and perceived decreases in child hunger. While division and school staff generally support alternative breakfast models, the long-term impacts of the program on student tardiness, office discipline referrals, and chronic absenteeism remain difficult to quantify. The VDOE did observe a decrease in the cost per breakfast meal served in a small subset of schools, possibly indicating a more efficient use of program staff and resources.

¹ Data systems at Sites A, C, and F did not have the capability to separate costs for breakfast and lunch service. Non-labor costs for these sites represent both breakfast and lunch. Site B was only able to provide an average cost for the three years before and the time since implementation. Non-labor costs represent an annualized average of those costs.

The VDOE recommends continued financial support for the implementation of alternative breakfast service models in schools. Continued monitoring and evaluation of alternative breakfast service models is required to determine if programs can become self-sustaining following initial implementation costs.

APPENDICES

Appendix A

2017 Legislative Session Budget Bill Item 139 (Direct Aid to Public Education)

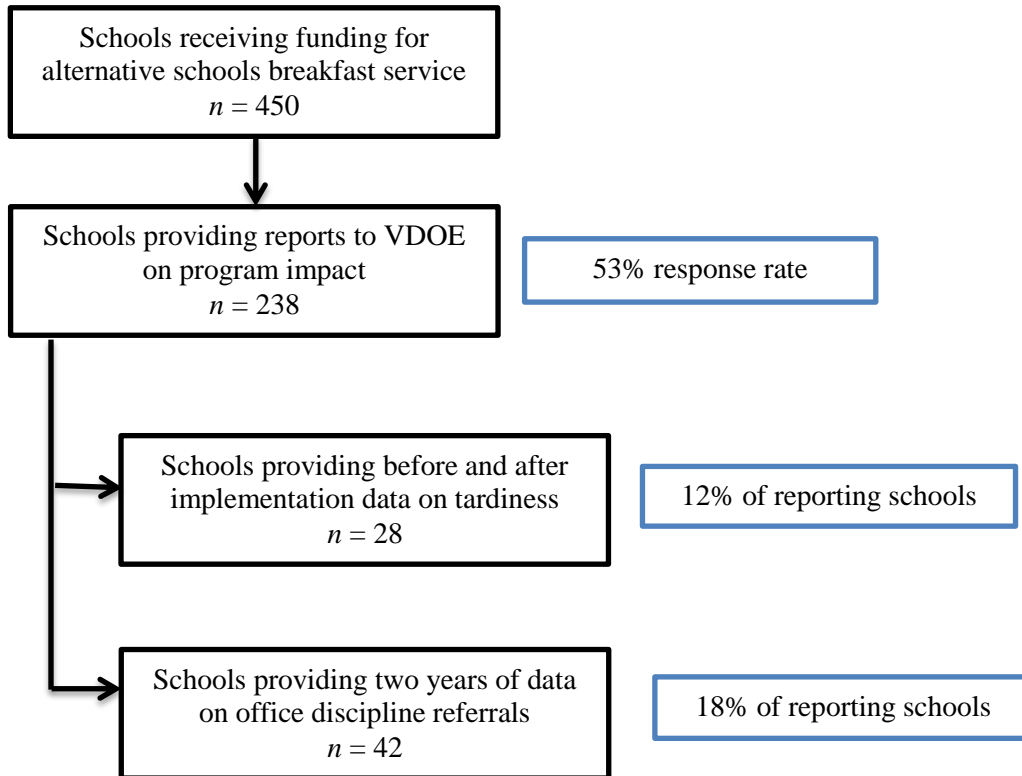
c.1) Out of this appropriation, \$1,074,000 the first year and \$1,074,000 the second year from the general fund is provided to fund an elementary school After-the-Bell Model breakfast pilot program available on a voluntary basis only to elementary schools where student eligibility for free or reduced lunch exceeds 45.0 percent for the participating eligible elementary school, and to provide additional reimbursement for eligible meals served in the current traditional school breakfast program at all grade levels in any participating school. The Department of Education is directed to ensure that only eligible elementary schools receive reimbursement funding for participating in the After-the-Bell school breakfast model. The elementary schools participating in the pilot program shall evaluate the educational impact of the models implemented that provide school breakfasts to students after the first bell of the school day, based on the guidelines developed by the Department of Education and submit the required report to the Department of Education no later June 30, 2017 for the 2016-2017 school year and no later than June 30, 2018 for the 2017-2018 school year.

2) The Department of Education shall communicate, through Superintendent's Memo, to school divisions the types of breakfast serving models and the criteria that will meet the requirements for this State reimbursement, which may include, but are not limited to, breakfast in the classroom, grab and go breakfast, or a breakfast after first period. School divisions may determine the breakfast serving model that best applies to its students, so long as it occurs after the instructional day has begun. For the 2016-2017 and 2017-2018 school years, the Department of Education shall monthly transfer to each school division a reimbursement rate of \$0.05 per breakfast meal that meets either of the established criteria.

3) No later than July 1, 2016 for the 2016-2017 school year and no later than July 1, 2017 for the 2017-2018 school year, the Department of Education shall provide for a pilot breakfast program application process for school divisions with eligible elementary schools, including guidelines regarding specified required data to be compiled from the prior school year or years and during the one-year pilot. The number of approved applications shall be based on the estimated number of pilot sites that can be accommodated within the approved funding level. The reporting requirements must include: student attendance and tardy arrivals, office discipline referrals, student achievement measures, teachers' responses to the impact of the pilot program before and after implementation, and the financial impact on the division's school food program. The Department of Education shall collect and compile the results of the pilot breakfast program and shall submit the report to the Governor and the Chairmen of the House Appropriations and Senate Finance Committees no later than August 1 following each school year.

Appendix B

Cleaned Data Available for Analysis for the 2017-2018 School Year



Appendix D

Perceived Program Impact among Superintendents, Principals/Assistant Principals, and School Nutrition/ Cafeteria Managers Compared to Teachers, 2017-2018 School Year

Survey Item	Superintendents/ Principals/ Nutrition Managers (n = 184)	Teachers (n = 1,143)	All Respondents (n = 1,612)
Agree more students are eating breakfast	89.13%	66.49%	70.04%
Agree students are eating healthier breakfasts	85.33%	44.71%	50.99%
Agree fewer students are hungry in the morning	75.54%	65.62%	67.25%
Agree student overall health improved	45.65%	24.23%	27.61%
Agree student academic performance has improved	38.04%	29.83%	31.70%
Agree students attendance and tardiness rates have improved	35.33%	22.66%	24.63%
Agree student behavior has improved	32.07%	18.11%	20.84%
Agree student attentiveness has improved	36.96%	41.03%	39.58%
Agree stigma around eating school breakfast is reduced	68.48%	63.43%	63.96%
Agree the overall classroom environment has improved	31.52%	31.32%	32.01%
Agree school(s) is/are closer to achieving wellness goals	52.17%	28.52%	32.75%