

BREAKFAST AFTER THE BELL



Case Study

2015 OAKLAND UNIFIED SCHOOL DISTRICT (OUSD): Jennifer LeBarre, *Executive Director, Nutritional Services*



2015 DISTRICT DEMOGRAPHICS

84 K-12 Traditional Public Schools¹

50 P/K-5/6 elementary school

3 P-8 elementary schools

14 6-8 middle schools

3 6-12 high schools

14 9-12 middle/high schools

27,265 Students Eligible for Free or Reduced-Price School Meals²

36,959 Students Enrolled³

BREAKFAST MODELS



Before Breakfast After the Bell (BAB) service models:

Prior to BAB implementation, OUSD schools were serving breakfast before the bell in the school cafeteria.

Breakfast in the Classroom: Classroom Breakfast has been offered at two K-5 elementary school classrooms since 2013. Those schools also offer breakfast in the cafeteria.

Grab n' Go Breakfast: Four middle schools offer Grab n' Go breakfast to students from multiple serving areas during the mid-morning passing period.

IMPLEMENTATION

Strategy

When Ms. LeBarre became Executive Director of the Nutritional Services department, she and the department began planning the BAB rollout. Four middle and high schools whose principals supported the change were the first to implement using the Grab n' Go model. Two years later, the district started serving Classroom Breakfast at two elementary schools.

Hurdles

Some custodians and teachers initially complained about the extra cleanup needed to operate BAB. The change also required hiring of new staff to handle the increased workload.

Solutions

+ Custodians were provided with additional trash cans at locations where BAB was served and also where students eat Grab n' Go breakfast during mid-morning break. Moving the Grab n' Go breakfast out of the cafeteria to multiple service points has helped address concerns about overflowing trash cans in the cafeteria.

+ The Grab n' Go model using multiple points of service has been so successful at a small number of schools that the Nutritional Services department would like to see that model expanded district-wide.

"There was a stigma associated with school breakfast before we made the change. Adopting Breakfast After the Bell reduced that stigma.

—Jennifer LeBarre

FOOD QUALITY

Grab n' Go BAB features two different menus - one hot (serving breakfast burritos, egg sandwiches, etc.) and one cold (serving muffins, bagels, etc.).

OUSD has not found the one-cup fruit requirement to be challenging in terms of increased cost. The district did see an increase in food waste after implementing the new fruit requirement, and has since started serving a one half cup serving of fruit juice in addition to a half cup of fruit in order to reduce waste.

BEHAVIORAL AND ACADEMIC IMPACTS

After BAB implementation

- ➔ Though no quantitative data has been collected to date, teachers have reported better attendance, fewer instances of tardiness, and a reduction in disciplinary incidents among students at schools serving Breakfast After the Bell.



"We made the change to Breakfast After the Bell because the kids weren't eating. Now, we are seeing better attendance and less tardiness."

–Jennifer LeBarre

PROGRAM PARTICIPATION

Before BAB implementation

Prior to BAB implementation, OUSD breakfast participation was less than 40% of lunch participation among enrolled students.

After BAB implementation

- ➔ Participation at schools serving Classroom Breakfast is about 90%.
- ➔ At schools using the Grab n' Go model, participation is higher than 50%.

PROGRAM FINANCES

- Classroom Breakfast startup costs were covered by grants.
- The higher participation rate at those schools that have adopted BAB has brought increased revenue from school meal reimbursements.
- The higher program revenue fully covers the increased costs of labor and supplies, meaning that the BAB program is completely financially sustainable.

PERCEPTIONS OF IMPACT

- Perception of program impact is positive among stakeholder groups, including principals, teachers, students, parents, and custodial staff.
- Parents of elementary school students were among the main drivers of the change to BAB. Parent support was key to "getting everyone on board."
- In addition to the additional revenue that increased participation brings the district, teachers and administrators report greatly reduced stigma associated with school breakfast participation.

NOTES & REFERENCES

CFPA thanks Jennifer LeBarre for her time and insights into the school breakfast programs at Oakland Unified School District.

¹Traditional, non-charter K-12 schools that were active in the 2014-15 school year. This excludes sites such as continuation schools, virtual schools, and independent study schools. Source: California Department of Education (CDE) School Directory at <http://www.cde.ca.gov/re/sd/>

²⁻³Students certified as eligible for free and reduced-price meals in traditional, non-charter K-12 schools during the 2014-15 school year. Source: CFPA analysis of the FRPM student poverty data file available from CDE at <http://www.cde.ca.gov/ds/sd/sd/filessp.asp>