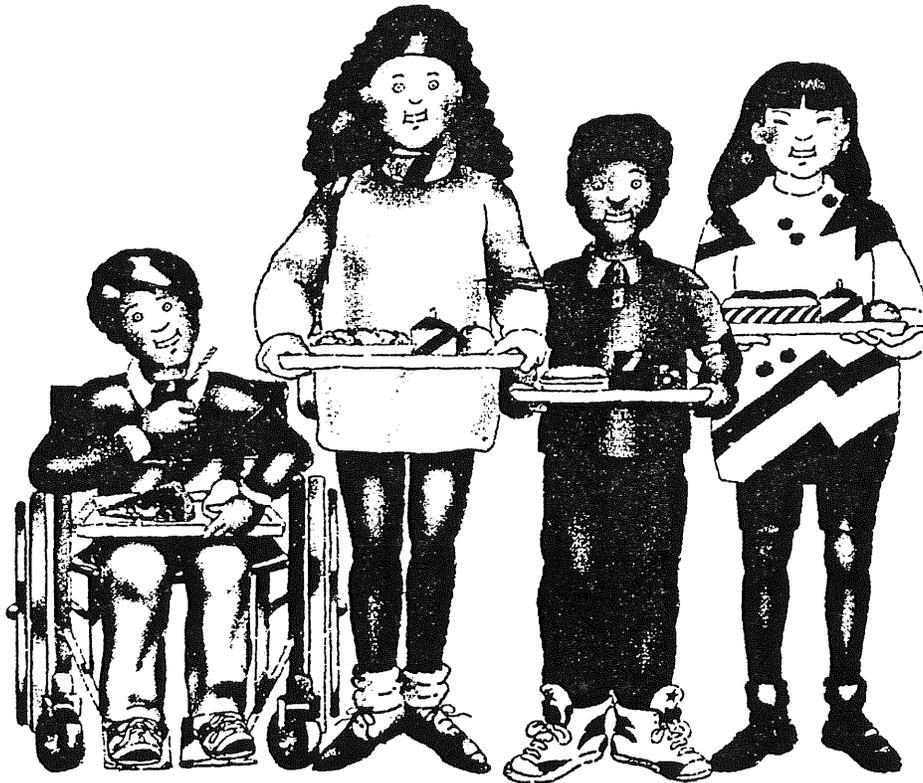
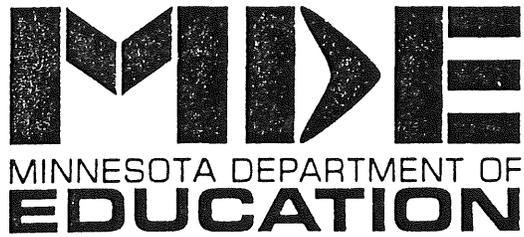


950090



SCHOOL MEALS PROGRAMS REPORT

Submitted by
Commissioner of Education
as directed by the
1994 Minnesota Legislature

January 1995

Pursuant to 1994 Minn. Laws Chap. 647
Art. 8 Sec. 36

Capitol Square 550 Cedar Street
Saint Paul, Minnesota 55101 612/296-6104

January 17, 1995

To the Education Committees of the 1995 Minnesota State Legislature and the Legislative Commission on Children, Youth and Their Families:

The 1994 Minnesota State Legislature enacted the Laws of 1994, Chapter 647, Article 8, Section 36, which directed the Commissioner of Education to submit a report by January 30, 1995 on school meals. The legislation asked for:

- a review of the nutrition needs of K-12 students and the extent to which poor nutrition interferes with effective learning,
- a review of the current school breakfast and lunch programs and the role of these programs in improving education achievement,
- how the programs contribute to the long-term health of Minnesota children,
- a listing of barriers to participating in the school food programs, and
- recommendations.

To accomplish this task, the Minnesota Department of Education formed the School Meals Advisory Group which included representatives from a wide variety of education, health and business organizations in the state. The Advisory Group focused primarily on developing recommendations. The group had a total of four meetings, facilitated by the Food and Nutrition staff, from August to December 1994.

I would like to compliment the School Meals Advisory Group for the quality of their work and recommendations. I strongly support that every student must have a nutritious breakfast to maximize learning. I further support finding practical, affordable ways for breakfast to become a reality for every student. I am proud of having begun several school breakfast program sites as a superintendent. As the Legislature knows, given the state's financial situation, I am not in a position to recommend additional state funding at this time. In addition, I recognize that possible federal policy change may also impact school meals programs and funding.



I am pleased with the early indications of success at the pilot universal breakfast sites. As a result of 1994 action by the Minnesota Legislature and additional resources provided through the corporate sector, six pilot sites are operational. Preliminary evaluation results will be available this winter, and a final evaluation report is due to the Legislature in January, 1996.

The Legislature may also be interested in the secondary recommendations included in this report. Some of these require no new expenditures and others can be funded through the USDA resources.

On behalf of the School Meals Advisory Group and the Minnesota Department of Education, I respectfully submit the School Meals Programs Report to the Education Committees of the Minnesota State Legislature and the Legislative Commission on Children, Youth and Their Families.

A handwritten signature in cursive script that reads "Linda Powell".

Linda Powell
Commissioner of Education

TABLE OF CONTENTS

| | |
|--|-----------|
| Executive Summary | 1 |
| Cost Estimation of Preparing Report | 3 |
| Introduction | 4 |
| The Link Between Nutrition and Learning | 5 |
| The Role of Minnesota School Meals Programs/A Minnesota Perspective | 8 |
| Approach to Developing Outcomes and Recommendations | 15 |
| Recommendations to the Commissioner of Education | 17 |
| Overall Goal | |
| Desirable Outcomes | |
| Barriers | |
| Primary Recommendation | |
| Recommended Strategy | |
| Rationale | |
| Cost Implications | |
| Outcome Indicators | |
| Secondary Recommendations | |
| Strategy | |
| Rationale | |
| Cost Implications | |
| References | 29 |
| Appendix | |
| A. Copy of School Meals Program Report Legislation | |
| B. Food Program Facts/School Breakfast Program | |
| C. Food Program Facts/National School Lunch Program | |
| D. Income Guidelines for School Meals | |
| E. School Nutrition Program 1994-95 Reimbursement Rates | |
| F. Agendas from School Meals Advisory Group Meetings | |
| G. Calculations for Estimating Funding | |
| H. Support for School Meals | |

SCHOOL MEALS REPORT EXECUTIVE SUMMARY

January, 1995

The 1994 session of the Minnesota Legislature directed the Commissioner of Education to prepare a report on school meals programs. The report was to include information about the relationship between nutrition and learning and the role of these programs in improving educational achievement and contribution to the long-term health of Minnesota children. The report was also to identify barriers to participation in school meals programs and make recommendations to:

- Improve student nutrition to increase educational achievement;
- Integrate school meals into the school day;
- Eliminate barriers to universal participation;
- Reduce paperwork and other administrative functions; and
- Maximize federal funds for school meals programs.

To help ensure that students are healthy and ready to learn, adequate nutrient intake is imperative. It is generally accepted that well nourished students are better able to learn than poorly nourished students. Dr. Pollitt, an expert researcher on the effects of nutrition on learning and behavior testified in 1985 before the House Select Committee on Hunger and the Subcommittee on Health and the Environment. Based on his research he stated that "we do now have evidence to conclude that the school feeding programs in the United States have significant educational benefits".

School meals programs have the potential to help students have access to two nutritious meals each school day. In Minnesota, approximately 77 million lunches and 8 million breakfasts were served last school year. All public school districts and some nonpublic schools offer the school lunch program; about half of the schools offering lunch also offer breakfast. Approximately 61% of the public school students participate in the lunch program while only 12% of the public school students participate in the school breakfast program. In the current school year, six schools are piloting a universal breakfast program as established by the 1994 Minnesota Legislature. These pilot schools offer breakfast at no charge to the student. Their participation rates range from 90% to 99% which is a dramatic increase from the 12% statewide average for breakfast participation.

To assist in making recommendations the Minnesota Department of Education formed a school meals advisory group. The advisory group included representatives from a variety of education, health and business organizations. Minnesota Department of Education Food and Nutrition representatives facilitated four meetings with the group.

The most often mentioned and prominent issues discussed by the group were ways to increase **access** and **participation** in school meals programs. After much discussion, it was decided that implementing universal meals programs would achieve all the directives in the law in the most comprehensive way. The group realized that it would be most advantageous to implement a universal breakfast and lunch program, however, due to cost and other factors it was decided that the primary recommendation to the Commissioner of Education would be to **implement a universal breakfast program** so that all students are well nourished and ready to learn each day. Making school breakfast a part of free public education benefits the student, the family and the school. Four secondary recommendations were also identified. A universal breakfast program would:

- Prepare students for learning.
- Eliminate the identification of low-income students as well as the welfare stigma of the program.
- Increase the amount of USDA funds, under current federal legislation, available for school meals in Minnesota.
- Increase program participation.
- Enhance the long-term health of Minnesotans.
- Provide an additional option for how parents can meet children's breakfast needs.
- Reduce the need for school staff to bring food from home for hungry children.
- Increase the consumption of domestic agricultural products and benefit the rural economy.
- Integrate school meals into the total educational process.

COST ESTIMATION OF PREPARING REPORT

The 1994 Legislature enacted, at Chapter 559, Section 1, a provision which provides as follows:

A report to the legislature must contain, at the beginning of the report, the cost of preparing the report, including any costs incurred by another agency or another level of government.

The following provides estimated costs incurred in the preparation of this report.

This report provides information which the MDE already collects as a part of its normal business functions. Therefore, the cost information reported below does not include the cost of gathering and analyzing the data but rather is limited to the estimated cost of actually preparing this report document and the costs associated with the advisory group.

Funding for this Report:

Special funding was not appropriated to cover the costs of preparing this report.

Minnesota Department of Education Costs:

The following is an estimate of the cost incurred by the Minnesota Department of Education: **\$20,617.**

Other Agency Costs:

24 Advisory Group members from Minnesota education, business and health organizations: **\$15,309.**

Representative from USDA Chicago office: **1,463.**

The following is an estimate of the cost incurred by these agencies:

Total: \$16,772.

(The primary source for MDE's cost was the U.S. Department of Agriculture through State Administrative Expenses funding.)

TOTAL ESTIMATED COST OF PREPARING THIS REPORT: \$37,389.

INTRODUCTION

The 1994 session of the Minnesota Legislature directed the Commissioner of Education to review:

- Nutrition needs of K-12 students and the extent to which poor **nutrition** interferes with effective **learning**; and
- Current **school meals programs** and the role of these programs in improving educational achievement and contribution to long-term health.

The Legislature also requested that the Commissioner of Education **identify barriers to participation** in school meals programs and make **recommendations** to:

- Improve student nutrition in order to increase the educational achievement of all children and to improve the overall learning climate;
- More effectively integrate the school meals programs into the school day;
- Eliminate barriers to universal participation in school meals programs;
- Reduce paperwork and other administrative burdens associated with the school meals programs so that resources can be redirected to pay for program expansion and to improve the nutritional integrity of the program; and
- Enable Minnesota to maximize federal funds for school meals programs.

The language of the 1994 legislation is included in Appendix A.

THE LINK BETWEEN NUTRITION AND LEARNING

The first goal listed in the Minnesota Department of Education's Annual Performance Report (fall, 1994) is "All children in Minnesota will enter school ready to learn, with parents and families prepared to support and participate in their children's learning." This Minnesota goal is complemented by the first National Education goal that states by the year 2000, "All children in America will start school ready to learn". To achieve this objective, action is required in several areas including nutrition. Current research and publications summarizing research state that hunger affects behavior in such a way as to interfere with the normal learning process. ^{(2) (5) (12) (14) (15) (17) (18)*}

One of the most frequently cited studies linking nutrition and learning tested the hypothesis that participation in the School Breakfast Program by low-income children is associated with improvements in standardized achievement test scores and in rates of absence and tardiness. In 1987, children in grades three through six were studied in the Lawrence, Massachusetts public schools. Children who participated in the breakfast program were found to have lower rates of tardiness and absenteeism and higher scores on the 1987 Comprehensive Tests of Basic Skills. ^{(10)*}

In Minnesota, a 1990 survey stated that 74,000 children under age twelve are hungry. ^{(8)*} According to a 1988 study, one in six Minnesota children come to school without breakfast. ^{(11)*} Children start the school day without breakfast for a variety of reasons including economics, tight early morning time schedules, long bus rides and/or no early morning appetites.

Regardless of economic class, transient hunger, an occasional hunger eliminated by eating, can be experienced by all children and adults. Adults learn compensating behaviors to overcome transient hunger; children have not yet developed this ability. Students require essential nutrients and enough energy to concentrate on and accomplish learning tasks. Transient hunger symptoms include headache, fatigue, sleepiness, and restlessness. ^{(6)*}

The Tufts University School of Nutrition's statement on The Link Between Nutrition and Cognitive Development in Children, 1994, highlights research findings with the purpose of broadening public awareness about the known relationship between nutrition and cognitive development. The function of this document is to enable policy makers to incorporate this knowledge into public policies which protect vulnerable youngsters. In general, new research findings show that the lack of sufficient food during childhood, even on a relatively mild basis, is far more serious than previously thought. It can produce cognitive impairments in children which may last a lifetime. But the evidence also suggests that adequate nutrition can prevent many of these undesirable outcomes and is capable of reversing damage that already has been done. ^{(3)*}

*Numbers in parenthesis refer to References on pages 29 & 30 of this report.

An extensive review of scientific literature was reported in the Spring 1989 issue of the School Food Service Research Review on the impact of hunger and malnutrition on student achievement. The following conclusions were reported on a review of the literature.

- Hunger affects learning by decreasing the child's receptivity to and ability to profit from new activities.
- A lack of food interferes with a child's ability to discriminate between relevant and irrelevant features of any kind of stimuli, including those associated with education.
- Children who receive food supplements are better able to handle complex tasks, are more attentive in school, participate more in class and are more likely to ask questions.
- When breakfast is omitted, children have decreased efficiency in the late morning hours.
- Undernourished children become slow learners and eventually have higher rates of failure in school and higher rates of unemployment.
- Children who do not eat breakfast make more errors than those who do eat breakfast.
- Money spent on school meal programs today will probably result in decreased social and medical costs in the future.
- Children who do not eat properly miss more school, are more likely to drop out of school and will be less productive in the future.

Congress amended the Child Nutrition Act of 1966 in Fall 1994. The following prelude appeared in the October 6 Congressional Record as part of the rationale for legislative change.

Congress finds:

- Undernutrition can permanently retard physical growth, brain development, and cognitive functioning of children.
- The longer children's nutritional, emotional, and educational needs go unmet, the greater the likelihood of cognitive impairment.
- Low-income children who attend school hungry score significantly lower on standardized tests than non-hungry low-income children.
- Supplemental nutrition programs under the National School Lunch Act and the Child Nutrition Act of 1966 can help to offset threats posed to a child's capacity to learn and perform in school that result from inadequate nutrient intake.

Many factors affect children's ability to learn. Based on above research, one factor that can be improved is nutrition. The research indicates that children who are well nourished are better able to learn. Schools can play a major role in accomplishing this goal. **This report focuses on the role of school meals and the impact the meals can have on improving the nutritional status of children so that they are ready to learn each day.**

This report does not address overall nutrition of children, nor other significant food and nutrition programs such as Food Stamps and the Supplemental Nutrition Program for Women, Infants and Children (WIC). It does not address family or parent responsibilities or roles for other meals than school meals.

THE ROLE OF SCHOOL MEALS PROGRAMS

A Minnesota Perspective

School meals programs were designed by Congress to give children access to a more nutritious diet, to improve their eating habits through nutrition education, and to encourage the consumption of foods produced by American farmers. As early as 1853, the need for child feeding programs was recognized in the United States. Initial efforts to provide school food services were sporadic yet persistent and eventually the National School Lunch Program was established in 1946. The School Breakfast Program was established to offer a nutritious breakfast in schools in 1966. Over the years, each of these programs has changed to incorporate new research in nutrition, health and education, while maintaining a commitment to provide nutritious food to keep children healthy and ready to learn.

What are the School Meals Programs?

- The National School Lunch Program (NSLP) and School Breakfast Program (SBP) are federally assisted programs; in Minnesota, state funding is also provided. *Facts about the NSLP and SBP legislation are included in Appendix B and C.*
- The meals are low cost and well-balanced, designed to provide 1/4 of the Recommended Dietary Allowance (RDA) for breakfast and 1/3 of the RDA for lunch.

How do the Programs Work in Minnesota?

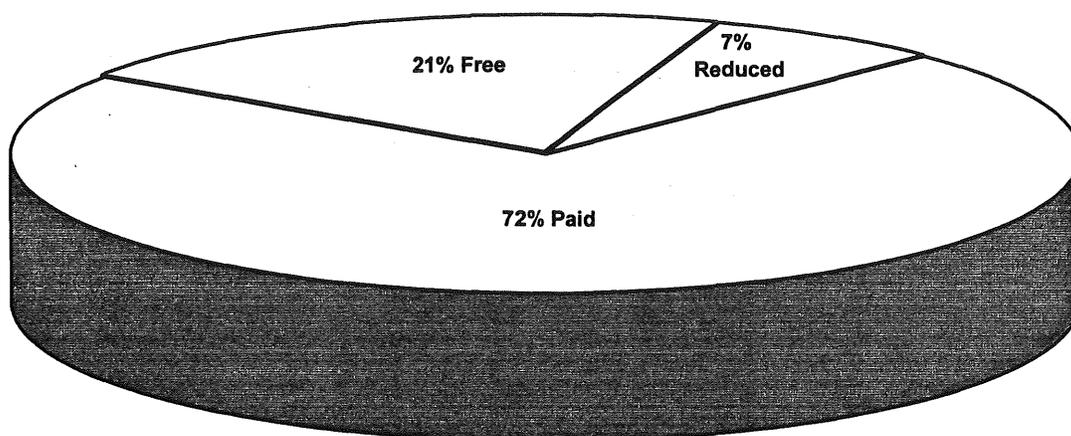
- These United States Department of Agriculture (USDA) programs are administered by the Minnesota Department of Education (MDE) through agreements with local school districts and nonpublic schools.
- MDE's food and nutrition goal is "learners of all ages will have access to nutrition programs which contribute to learning, health and success".
- School policy makers can choose to participate (although the SBP is mandated for certain schools in Minnesota); schools receive cash subsidies and donated commodities for meals served.
- Schools must serve meals that meet Federal nutrition standards and provide free and reduced price meals to eligible children.

The funding formula varies for students eligible for free meals, those eligible for reduced-price meals and those who pay the primary portion of the meal cost. In addition, extra funding is available (severe need rate) to the schools serving meals to children in the greatest economic need.

How do Students Qualify for Free and Reduced Price Meals?

- Free meals are offered to students if their household's income is below 130% of the poverty line.
- Reduced price meals are offered to students if their household's income is above 130% and at or below 185% of the poverty line.

**Percent of Students Approved for Free or Reduced Price Meals
in Minnesota***



Refer to Appendix D for Income Guidelines for School Meals

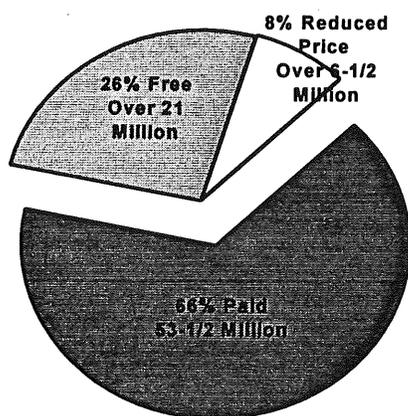
***School Year (SY) 93-94 for Public and Nonpublic Schools**

How Many Schools and Students Participate in the School Meals Programs in Minnesota in School Year 1993-94?

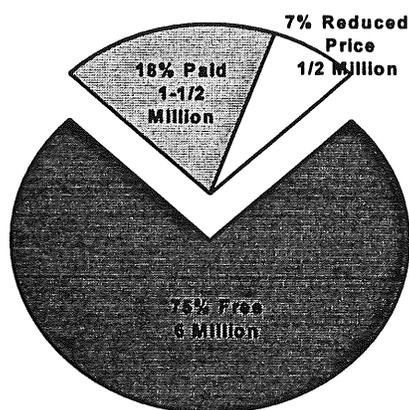
- 1,477 public school sites* participated in the school lunch program and only 825 public school sites participated in the school breakfast program.
- 236 nonpublic school sites participated in the school lunch program and 26 nonpublic school sites participated in the school breakfast program.
- Approximately **77 million lunches** were served at public schools and approximately **8 million breakfasts**.
- Approximately 4.5 million lunches were served at nonpublic schools and fewer than 250,000 breakfasts.
- Approximately 66% of lunches served and 18% of breakfasts served are to paying students. (Refer to chart below.)
- Average daily participation (ADP) for breakfast in public schools is 12% while the Minnesota universal breakfast pilots are reporting between 90% and 99% participation in school year 1994.

Percent and Number of Total Meals Served by Category (Free, Reduced Price, Paid)**

NUMBER OF LUNCHES



NUMBER OF BREAKFASTS



*This includes a few nonpublic school sites that have joint agreements with public school districts.

**SY 93-94 for Public and Nonpublic Schools

**Number and Percentage of Schools and Students
Participating in School Meals in Minnesota**

| | SY 1992 | SY 1993 | SY 1994 |
|--|---------|---------|---------|
| | Actual | Actual | Actual |
| SCHOOL LUNCH | | | |
| Schools Participating | | | |
| Public School Districts | 411 | 403 | 392 |
| Sites | 1452 | 1467 | 1477 |
| Nonpublic Schools | 211 | 208 | 209 |
| Sites | 231 | 230 | 236 |
| % Schools Providing Access | | | |
| Public School Districts | 97% | 100% | 100% |
| Sites | 96% | 96% | 97% |
| Nonpublic Schools | 37% | 37% | 37% |
| Sites | 37% | 37% | 37% |
| % of Students Participating at Schools Which Offer Access | | | |
| Public School Districts* | 61.6% | 61.3% | 61.4% |
| Nonpublic Schools | 76.5% | 75.8% | 75.4% |
| SCHOOL BREAKFAST | | | |
| Schools Participating | | | |
| Public School Districts | 206 | 239 | 246 |
| Sites | 666 | 770 | 825 |
| Nonpublic Schools | 21 | 23 | 24 |
| Sites | 22 | 25 | 26 |
| % Schools Providing Access | | | |
| Public School Districts | 49% | 58% | 63% |
| Sites | 44% | 51% | 54% |
| Nonpublic Schools | 4% | 4% | 4% |
| Sites | 4% | 4% | 4% |
| % of Students Participating at Schools Which Offer Access | | | |
| School Districts | 12.3% | 11.8% | 12.0% |
| Nonpublic Schools | 53.8% | 47.2% | 46.7% |

*Percentage of students participating varies greatly among school sites. Factors such as the sale of competitive schools, grade level and open campuses affect participation.

How Much do Students Pay?

- Under Federal law, schools may not charge students who qualify for free meals.
- Schools may charge no more than 30 cents for a reduced price breakfast and 40 cents for a reduced price lunch.
- There is no limit placed on the amount a school may charge for a "paying student"; in SY 93-94 the average lunch charge for public and nonpublic elementary students was \$1.12 and \$1.25 for secondary students; the average breakfast charge was \$.70 for elementary students and \$.72 for secondary students.

Refer to Appendix E for School Nutrition Programs 1994-95 Reimbursement Rates

What are the Sources of Funding in Minnesota?

- The primary sources of funding are Federal funds and student payments along with some state funds.

Primary Sources of Funding for Meals Served*

| | SY 1991-92 | SY 1992-93 | SY 1993-94 |
|-------------------------|------------|------------|---------------|
| <u>School Lunch</u> | | | |
| <u>Federal Funding</u> | 48,537,756 | 52,009,901 | 57,477,882 |
| <u>State Funding</u> | 5,125,000 | 5,925,000 | 5,925,000 |
| <u>Student Payments</u> | 67,987,799 | 69,300,296 | 70,000,000*** |
| <u>School Breakfast</u> | | | |
| <u>Federal Funding</u> | 5,916,111 | 6,718,660 | 8,558,298 |
| <u>State Funding</u> | 0** | 0** | 200,000 |
| <u>Student Payments</u> | 740,571 | 894,760 | 1,000,000*** |

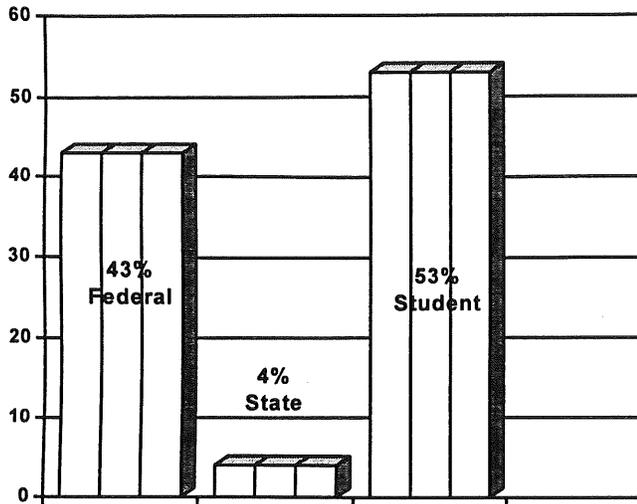
*Includes public and nonpublic schools

**Before state funding was adopted by Minnesota Legislature

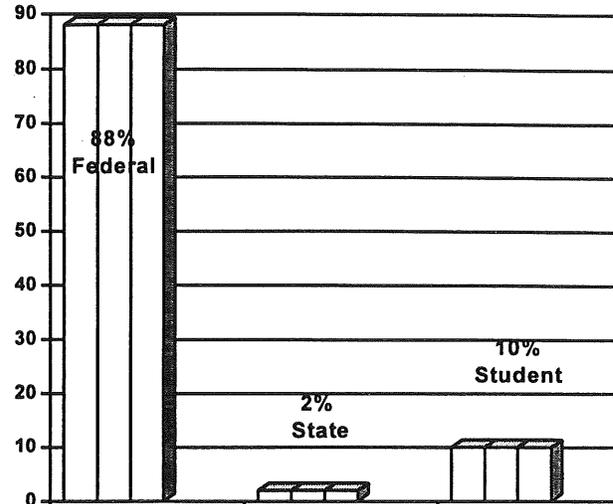
***Not all have reported as of December, 1994. Estimated amount to exceed \$70,000,000 and \$1,000,000 respectively

Percent of Funds Received by Schools for Meals Served*

LUNCH



BREAKFAST



*SY93-94 (Data incomplete for student payments)

How has the Minnesota Legislature Affected School Meals?

The Minnesota Legislature has provided leadership to facilitate access and participation by:

- Providing additional funds for breakfast and requiring breakfast to be offered at approximately 218 public school sites (having served 33% to 40% of lunches to students eligible for free or reduced price meals). Nonpublic schools within this range are also eligible for these state funds.
- Adopting incentive monies for new summer food sponsors and complementary funding for school meals.
- Requesting this school meals report to the Minnesota Legislature by January 30, 1995.
- Enacting 1994 legislation to pilot and evaluate universal school breakfast programs in four elementary schools.
- Requesting an independent evaluation of the breakfast pilots to the Minnesota Legislature by January 30, 1996.

As research and public opinion continue to evolve to show relationships between nutrition and school performance, a major challenge is to determine the appropriate public policy regarding student nutrition. What are appropriate responsibilities for families and/or schools in assuring adequate nutrition so students can learn? What source(s) of funding are appropriate?

APPROACH TO DEVELOPMENT OF RECOMMENDATIONS/OUTCOMES

Minnesota Department of Education

The Minnesota Legislature directed the Commissioner of Education to submit a report on school meals programs. The Food and Nutrition team of the Minnesota Department of Education (MDE) was assigned the responsibility to develop this report. The Food and Nutrition team involved a number of MDE staff from a variety of teams, cabinet and USDA Regional office staff. The Minnesota Department of Education also organized a school meals advisory group to assist in making recommendations to the Minnesota Legislature.

School Meals Advisory Group

The Minnesota Department of Education (MDE) recognized the need for better integration of health, education and business and the need to develop more collaborative and cohesive child nutrition policies and, therefore, formed a school meals advisory group. The Minnesota Department of Education identified a variety of organizations representing the education, health and business sectors. Each organization then selected a representative to be a member of the school meals advisory group. Members came to the group with diverse experience, training and background.

Joleen Durken and Carol Rowe of the Food and Nutrition team facilitated four meetings with the school meals advisory group. On the following page are names of group members and the organizations they represented.

Meeting agendas are included in Appendix F.

MDE SCHOOL MEALS ADVISORY GROUP

Children's Defense Fund
Susan Castellano

Congregations Concerned for Children
Terri Anderson

Food First Coalition
Rachel Fang

MN Association of Alternative Programs
Patti Haasch

MN Association of School Administrators
Dale Jensen/Bruce Halgren

MN Association of School Business Officials
Cathi Krick

MN Association of Secondary School Principals
Joan Bradach

MN Business Partnership
Ginny Pease

Minnesota Children's Initiative
Roxy Foster

MN Community Action Association
Brian Rusche

Minnesota Department of Health
Gretchen Taylor

Minnesota Dietetic Association
Anne Cisek

MN Early Childhood Care and Education Council
Jevne Kloeber

Minnesota Education Association
Jeanne Thomas

MN Elementary School Principals' Association
Art Lakoduk

Minnesota Federation of Teachers
Kay Williams

Minnesota FoodShare
Peg Chamberlin & Karlynn Fronec

MN School Food Service Association
Mary Begalle

MN School Food Service Directors' Association
Tom Pellegrino

School Nurse Organization of Minnesota
Carol Roesner

University of Minnesota
Pat Snyder & Leslie Lytle

USDA Regional Office Liaison
Suzanne Bunte

MN Department of Education Liaisons
Joleen Durken Carol Rowe
Kathy Karnuth Ronda Stingley
Anne Peglow

Interested in subject matter but unable to send participants to meetings

Action for Children
Susan Carlson

MN Congress of Parents, Teachers, and Students
Sue Cooper

MN Chapter of the American Academy of Pediatrics
Julie Pierce

MN School Boards Association
Richard Anderson

RECOMMENDATIONS TO THE COMMISSIONER OF EDUCATION

The school meals advisory group reached consensus on the recommendations to the Legislature. The most often mentioned and prominent issues discussed by the group were ways to increase **access** and **participation** in school meals programs.

The school meals advisory group formulated a primary recommendation in order to achieve the directives in the law and the goal, "all students are well-nourished and ready to learn each day". This recommendation is to **implement a universal school breakfast program**. It would be most desirable to implement a universal breakfast and lunch program, however due to cost and other factors it was agreed that implementation of a universal breakfast program seems to be the most realistic approach at this time.

The school meals advisory group affirmed the relationship between nutrition and learning and that well nourished students are better able to learn. The overall goal identified by the group, "all students are well-nourished, ready to learn each day " which is consistent with the first goal listed in the Minnesota Department of Education's Annual Performance Report, " all children in Minnesota will enter school ready to learn, with parents and families prepared to support and participate in their children's learning". It is also consistent with the goal "all children will come to school ready to learn" identified in Minnesota Milestones: A Report Card for the Future. Nine outcomes were also identified which support the overall goal. They are listed on page 18.

On the following pages the overall goal, desirable outcomes and barriers to participation are identified. The primary recommendation, along with a recommended strategy, rationale, cost implications and an alternative strategy are outlined.

Outcome indicators are listed on page 21 and 22. Projected figures are given which represent the increase in the number of schools providing access to breakfast and the increase in the percentage of students participating in a universal breakfast program. Increase in educational achievement is anticipated as an outcome for universal breakfast. Data from the Minnesota Pilot Project will be available January, 1996. An interval of three years is generally recommended before valid outcomes are available on educational achievement research.

Four secondary recommendations strategies, and cost implications are identified.

OVERALL GOAL

Students are well nourished, and ready to learn each day.

DESIRABLE OUTCOMES

- Students choose to eat school breakfast and lunch.
- School breakfast is available and accessible to every student.
- Students develop healthy eating behaviors which contribute to lifelong health and well-being.
- Students have a positive attitude towards nutritious school meals in the overall learning climate.
- Parents, teachers and school administrators believe that administrative burdens are reasonable.
- All USDA funding available to provide school meals to Minnesota students is secured.
- Students have improved attendance.
- School staff have fewer discipline problems with students.
- Students have higher test scores

BARRIERS TO PARTICIPATION

- School officials choose not to offer a school breakfast or lunch program.
- Welfare stigma of school meals programs decreases student participation.
- Households have difficulty completing the required forms for free or reduced price meals.
- As price of meals increases, student participation decreases.
- Actual or perceived poor meal quality may limit participation.
- Sale of foods of minimal nutritional value on school campuses compete with school meals.
- School food service lacks adequate and ongoing training.
- There is insufficient time for students to eat the meal served.
- Classroom and transportation schedules conflict with school breakfast.
- Unattractive or overcrowded cafeterias discourage participation.
- School staff may lack understanding about the importance of proper nutrition to children's cognitive and physical development.
- Traditional belief that breakfast belongs at home conflicts with the reality that many students start the school day hungry.
- Concern that additional supervision and maintenance for school breakfast programs will increase cost.

I. PRIMARY RECOMMENDATION

Implement a universal school breakfast program.

A. RECOMMENDED STRATEGY

The universal program would provide a breakfast to every student at no charge. Implement a **universal** breakfast program on a **voluntary** basis for any school that chooses to participate. School officials who volunteer to participate in a universal program are likely to be ready for change, be successful and then can serve as a model to others.

1. RATIONALE

The effect of treating all students equally in the cafeteria would benefit the child, the family and the school. The program would:

- Prepare students for learning.
- Eliminate the identification of low-income students as well as the welfare stigma of the program.
- Increase the amount of federal funds available for school meals in Minnesota.
- Promote program quality and increase student participation.
- Provide an additional option for how parents can meet children's breakfast needs.
- Increase program participation; Minnesota pilot studies of **universal** school breakfasts programs have shown a participation rate of **90% - 99%** which is a significant increase from the **12%** participation rate of **non-universal** breakfast sites.
- Integrate school nutrition into the total educational process.
- Make the school meals programs a place to apply good nutrition behavior.
- Fight childhood hunger.
- Reduce the need for school staff to bring food from home for hungry children.
- Enhance the long-term health of Minnesotans.
- Increase the consumption of domestic agricultural products and benefit the rural economy.

2. COST IMPLICATIONS

The total cost of **additional state** funding required to provide a universal breakfast program would be approximately \$61,655,398. An estimated additional amount of \$33,875,961 in federal dollars would be received. Two assumptions in making these estimates are:

- Each public and nonpublic school currently offering school lunch will offer universal breakfast.
- 80% of the students attending will choose to eat breakfast.

It is unlikely that every school site will be ready to implement a school breakfast program at the beginning of the 95-96 school year. However, the estimate was calculated at this level to insure adequate funding.

Calculations are included in Appendix G.

OUTCOME INDICATORS

Outcome: School breakfast is available and accessible to every student.

| | <i>Universal Breakfast</i> | | | <i>No Universal Breakfast</i> | |
|--|----------------------------------|----------------------|----------------------|-------------------------------|----------------------|
| | SY 1995 Estimated Baseline | SY 1996 Projected | SY 1997 Projected | SY 1996 Projected | SY 1997 Projected |
| Increase the number of schools providing access to breakfast programs | | | | | |
| Public School Districts | 295 | 375 | 365 | 300 | 305 |
| Sites | 950 | 1500 | 1510 | 965 | 975 |
| Nonpublic Schools | 30 | 210 | 210 | 31 | 32 |
| Sites | 34 | 235 | 235 | 35 | 35 |
| Increase the percentage of schools providing access to breakfast programs | | | | | |
| % Schools Providing Access | | | | | |
| Public School Districts | 77% | 100% | 100% | 80% | 84% |
| Sites | 63% | 96% | 97% | 62% | 63% |
| Nonpublic Schools | 5% | 38% | 38% | 6% | 6% |
| Sites | 6% | 42% | 42% | 6% | 6% |

*Outcomes: Students choose to eat school breakfast and lunch.
Students have a positive attitude towards nutrition.*

| | <i>Universal Breakfast</i> | | | <i>No Universal Breakfast</i> | |
|--|----------------------------------|----------------------|----------------------|-------------------------------|----------------------|
| | SY 1995 Estimated Baseline | SY 1996 Projected | SY 1997 Projected | SY 1996 Projected | SY 1997 Projected |
| Increase the number of students participating | | | | | |
| Average Daily Participation | | | | | |
| Public School Districts | 50,000 | 580,000 | 580,000 | 52,000 | 54,000 |
| Nonpublic Schools | 1,500 | 28,000 | 28,000 | 1,500 | 1,500 |
| Increase the percentage of students participating | | | | | |
| % of Students Participating | | | | | |
| Public School Districts | 13% | 80% | 80% | 13% | 13% |
| Nonpublic Schools | 47% | 80% | 80% | 47% | 47% |

Outcome: All USDA funding available to provide school meals to Minnesota students is secured.

| | <i>Universal Breakfast</i> | | | <i>No Universal Breakfast</i> | |
|---|----------------------------------|----------------------|----------------------|-------------------------------|----------------------|
| | SY 1995 Estimated Baseline | SY 1996 Projected | SY 1997 Projected | SY 1996 Projected | SY 1997 Projected |
| Increase the amount of federal dollars secured for school breakfast program | | | | | |
| Public School Districts/Nonpublic Schools (Additional Funds Secured) | 0 | 33.9 million | 34.2 million | 300,000 | 600,000 |
| Public School Districts/Nonpublic Schools (Total Funds Secured) | 7.2 million* | 41.5 million* | 42.3 million* | 7.6 million* | 8.1 million* |

*Outcomes: Students have improved attendance.
School staff have fewer discipline problems with students.
Students have higher test scores.*

| | <i>Universal Breakfast</i> | | | <i>No Universal Breakfast</i> | |
|----------------------------------|----------------------------------|----------------------|----------------------|-------------------------------|----------------------|
| | SY 1995 Estimated Baseline | SY 1996 Projected | SY 1997 Projected | SY 1996 Projected | SY 1997 Projected |
| Increase educational achievement | | | | | |
| Decrease Absenteeism | | | | | |
| Decrease Tardiness | | | | | |
| Decrease Visits to School Nurse | | | | | |
| Increase Attentiveness | | | | | |
| Increase Test Scores | | | | | |

To be determined based on results of independent evaluation of the Universal Breakfast Pilot Project. Report due to the legislature January 19, 1996.

*These amounts do not include severe need rate reimbursement

B. Alternative Strategy

Implement a universal breakfast program by utilizing a **phase-in** process. Six possible starting points for phasing in a universal school breakfast program are listed. Each would reduce initial costs. Make the program available first to:

1. All elementary schools;
2. All schools currently participating (SY 94-95) in the school breakfast program;
3. All schools with 33.0% or more free/reduced price lunch participation in SY 93-94;
4. All schools with 40.0% or more free/reduced price lunch participation in SY 93-94;
5. All elementary schools currently participating (SY 94-95) in the school breakfast program; or
6. Competitive grant process.

Cost Implications

1. The total cost of additional state funding required to provide a **universal breakfast program for all elementary schools** would be approximately **\$34 million**. This was determined by estimating that 55% of the enrollment in schools are elementary students (K-6). This amount was determined by using an 80% participation rate. With a 90% participation rate, the estimated additional state funding would be approximately \$35 million. An estimated additional amount of \$18.6 million in federal funds would be received at the 80% participation rate and 20.9 million in federal funds would be received at the 90% participation rate.
2. The total cost of additional state funding required to provide a **universal breakfast program for all schools currently participating (SY 94-95)** in the school breakfast program would be approximately **\$39 million**. Cost estimates were determined by estimating average daily attendance at the sites currently participating in the school breakfast program. An estimated additional amount of \$18.6 million in federal funds would be received.
3. The total cost of additional state funding required to provide a **universal breakfast program for all schools with 33% or more free/reduced price lunch participation** in SY 93-94 would be approximately **\$26 million**. Cost estimates were determined by estimating average daily attendance at the sites currently participating with 33% or more free/reduced price lunch participation in SY 93-94. An estimated additional amount of at least \$10.2 million in federal funds would be received.

4. The total cost of additional state funding required to provide a **universal breakfast program for all schools with 40% or more free/reduced price lunch participation** in SY 93-94 would be approximately **\$18.5 million**. Cost estimates were determined by estimating average daily attendance at the sites currently participating with 40% or more free/reduced price lunch participation in SY 93-94. An estimated additional amount of at least \$5.1 million in federal funds would be received.
5. The total cost of additional state funding required to provide a **universal breakfast program for all elementary schools** (excludes sites with grades 7 and above) **currently participating** (SY 94-95) would be approximately **\$18 million**. Cost estimates were determined by estimating average daily attendance for school sites with grades K-6. An estimated additional amount of \$5.1 million in federal funds would be received.
6. The total cost of additional state funding required using a competitive grant process would depend on the number of grants. An assumption could be to continue the successful **universal breakfast pilots**. The amount of funding would be determined when the legislature decides the number of sites to be added in SY 95-96 and in SY 96-97. If the six present pilot sites continue in SY 95-96, the amount of additional state funding estimated would be approximately **\$200,000**.

Options 2 - 5: Estimated student participation rate at 80%. 21% of total breakfasts were calculated to be free breakfasts; 7% reduced price breakfasts and 72% paid breakfasts (estimated from number of students approved for free and reduced price meals in SY 93-94).

II. Secondary Recommendations

A. Ensure access to staff development funds for nutrition training and professional food service training for school food service employees.

1. Strategy

Ensure that school food service has access to process and funding for staff development as directed by present state legislation.

2. Rationale

- New Federal Regulations require implementation of the Dietary Guidelines for Americans by 1996; school food service staff will need training to comply with this federal mandate.
- School food service staff need to have the knowledge and skills to provide high quality nutritious meals that are well accepted by students.
- School food service staff development opportunities are underutilized because school food service staff are generally required to pay their own expenses and attend on personal time.

3. Cost Implications

No additional state funding required.

B. *Establish a permanent school meals advisory committee to facilitate the implementation of policy changes relating to school meals and to make recommendations for program improvement. Members of the committee would be representatives from the health, education and business sectors.*

1. Strategy

Members will be appointed by the Commissioner of Education.
Committee members would represent organizations and would include:

Two school food service directors
A school principal
A teacher
A district office administrator or business official
A dietitian
A children's advocate
An early childhood representative
An anti-hunger advocate
A parent
A student
Up to two additional members to ensure diversity
A MDE representative (ex officio)

2. Rationale

The committee should be created to assist the Governor, the Legislature and the appropriate commissioners pursuant to school food and nutrition issues in Minnesota. Some of the roles of a schools meals advisory group are to:

- Assess the implementation of evolving state policies on school meals and to make recommendations to the Legislature for policy improvement;
- Recommend improvements and procedures to appropriate commissioners;
- Recommend waivers that could appropriately be proposed to USDA to fully implement Minnesota's school meals initiatives; and
- Provide information to other organizations interested in school meals issues.

3. Cost Implications

No state funding required, limited costs could be covered by USDA state administrative expense funds allocated to Minnesota.

C. Integrate the school meals into the educational process.

1. Strategy

Some options are to:

- a) Require that the proposed graduation standards address nutrition education and include the relationship between school meals and nutrition; and/or
- b) Require local school districts to adopt a Nutrition Integrity Policy establishing goals that promote healthful eating habits, integrate school meals and education, respond to student customers and foster quality partnerships; and/or
- c) Require local school districts to include a representative from school food and nutrition service to serve on the districts appropriate curriculum committee; and/or

- d) Require MDE to make accessible a variety of curriculum for elementary teachers which shows the relationship between school meals and nutrition and ultimately links the classroom and the cafeteria.

2. Rationale

- Students will be able to apply nutrition principles learned in the classroom.
- Teaching wise food choices early in life help to minimize future health care costs resulting from poor dietary choices.
- Teachers can influence students' attitudes and behaviors regarding school meals and food selection.
- Nutrition education of school-age children is thought to be the most cost-efficient way in which to develop a population informed about nutrition.

3. Cost Implications

None for state funds. Limited costs could be covered by USDA state administrative expense funds allocated to Minnesota and/or Nutrition Education and Training (NET) funds allocated to Minnesota.

D. *Support the reduction of paperwork and other administrative functions.*

1. Strategy

- a) Lead or support requests for waivers from USDA which experiment with paperwork reduction strategies for school meal programs.
- b) Continue to support state agencies efforts to reduce paperwork such as permanent school meal agreements, direct certification for students eligible for free meals, and streamline other paperwork.
- c) Support school officials in their efforts to streamline local operations and minimize the perception of unnecessary procedures for students and households.
- d) Support state and national efforts to make school meals a part of free public education thus eliminating the need for free and reduced price meal applications, processing and related paperwork.

2. Rationale

- Unnecessary paperwork increases the cost of the meal without improving meal quality.
- Funds could be redirected to improve meal quality and ultimately reach more students.

3. Cost Implications

No state funding required. However, if paperwork is reduced funds can be redirected to improve meal quality and increase student participation.

Support for school meals is included in Appendix H.

References

1. **American School Food Service Association.** School Food Service Research Review Vol. 13, No. 1, Spring 1989. pp. 17-21.
2. **Barrett, D.E., Radke-Yarrow, M. and Klein, R.E.** "Chronic Malnutrition and Child Behavior: Effects of Early Caloric Supplementation on Social and Emotional Functioning at School Age." *Development Psychology*, Vol. 18, No. 4, pp. 541-546, 1982.
3. **Center on Hunger, Poverty and Nutrition Policy, Tufts University School of Nutrition.** Statement on "The Link Between Nutrition and Cognitive Development in Children," 1994.
4. **Congressional Record - Senate,** "Better Nutrition And Health for Children Act of 1994. Message From The House," Vol. 140 - No. 144, October 6, 1994.
5. **Connors, K.C. and Blouin, A.** "Nutrition Effects on Behavior of Children." *Journal of Psychiatric Research*, Vol. 117, No. 21, pp. 193-201, 1982/83.
6. **Derelian, D., California Department of Education-Child Nutrition and Food Distribution Division, and Washington State Office of Superintendent of Public Instruction-Child Nutrition Section,** "Better Breakfast/Better Learning", 1994.
7. **Dobbing, J.** "Infant Nutrition and Later Achievement." *Nutrition Reviews* 42(1), pp. 1-7, January 1984.
8. **Food Research and Action Center,** Community Childhood Hunger Identification Project. A Survey of Childhood Hunger in the United States. Washington, DC, March 1991
9. **Frank, G.C., et. al.** "School Health Promotion in Child Nutrition Programs." *Journal of School Health*, December 1987. Vol. 57, pp. 451-460.
10. **Meyers, A.F., Sampson, A.E., Weitzman, M., Rogers, B.D., and Kayne H.** "School Breakfast Program and School Performance." *American Journal of Diseases and Children* Vo. 143, pp. 1234-1239, October 1989.
11. **Minnesota Food, Education and Resource Center.** "Food for Thought". A report on the Federal School Breakfast Program in Minnesota, 1988.
12. **Parker, L.** The Relationship Between Nutrition and Learning. National Education Association, Washington, DC, 1989.
13. **Pelican, S., O'Connell, L.H., Lewis, C., and Byrd-Bredbenner, C.** "Relationships of Hunger and Malnutrition to Learning Ability and Behavior." University Park, PA: Nutrition Education Center of the Pennsylvania State University and the Florida Department of Citrus, 1985.

- 14. Pollit, E.** "A Critical View of Three Decades of Research on the Effects of Chronic Energy Malnutrition on Behavioral Development." In *Chronic Energy Deficiency: Consequences and Related Issues*. B. Schurch and N. S. Scrimshaw, eds. Background papers and working group reports presented at International Dietary Energy Consultancy Group Meeting, August, 1987.
- 15. Pollitt, E.** *Malnutrition and Infection in the Classroom*. Unesco, 1989.
- 16. Pollitt, E., Leibel, R.L., and Greenfield, D.** "Brief Fasting, Stress and Cognition in Children." *The American Journal of Clinical Nutrition*, p. 1526, August 1981.
- 17. Simeon, D., and Grantham-McGregor, S.** "Effects of Missing Breakfast on the Cognitive Functions of School Children of Differing Nutritional Status," *American Journal of Clinic Nutrition*, Vol. 49, 1989.
- 18. Troccoli, K.B.** "Eat to Learn, Learn to Eat: The Link Between Nutrition and Learning in Children. National Health/Education Consortium Occasional Paper #7, April 1993
- 19. Trotter, A.** "Wake Up to School Breakfast," *The American School Board Journal*, May 1992, pp. 34-36.
- 20. Congress, U.S. Senate, Committee on Agriculture, Nutrition and Forestry.** "Oversight Hearing on the School Lunch Program", March 1992.
- 21. United States Department of Agriculture.** "Feeding American's Future: USDA's Child Nutrition Programs." *Nutrition - Eating for Good Health. Agriculture Information Bulletin #685*, pp. 98-103.
- 22. United States Department of Agriculture.** *The National Evaluation of School Nutrition Programs*, 1983.

APPENDIX A SCHOOL MEALS PROGRAMS REPORT LEGISLATION

**Excerpt from 1994 Omnibus School Aids Law
Chapter 647, H.F. No. 2189, Sec. 36**

Report on School Meals Programs

The Commissioner of Education shall review the nutrition needs of K-12 students and the extent to which poor nutrition interferes with effective learning, and shall review the current school breakfast and lunch programs and the role of these programs in improving educational achievement and contributing to the long-term health of Minnesota children. The Commissioner shall identify barriers to participating in the school meals programs and shall make recommendations to the Education Committees of the Legislature and the Legislative Commission on Children, Youth, and Their Families by January 31, 1995, to:

- (1) improve student nutrition to increase the educational achievement of all children and to improve the overall learning climate;
- (2) more effectively integrate the school meals program into the school day;
- (3) eliminate barriers to universal participation in school meals programs;
- (4) reduce paperwork and other administrative burdens associated with the school meals programs so that resources can be redirected to pay for program expansion and improving the nutritional integrity of the program; and
- (5) enable Minnesota to maximize federal funds for school meals programs.

APPENDIX B

FOOD PROGRAM FACTS/SCHOOL BREAKFAST PROGRAM

Food and Nutrition Service
U.S. Department of Agriculture

Public Information Staff/News Branch
3101 Park Center Drive
Alexandria, VA 22302 (703) 305-2286

History of the School Breakfast Program

1966 The School Breakfast Program was established under the Child Nutrition Act of 1966. Public law 89-642, as a 2 year pilot project. First consideration was for schools in poor areas and areas where children had to travel a long distance to school.

1968 In the 1968 amendments, Public Law 90-302, the program authority was extended through fiscal year 1971.

1971 Public Law 92-32 extended the program through fiscal year 1973, allowed the Secretary of Agriculture to pay 100 percent of the operating costs of a program in cases of severe need, and provided that eligibility for free and reduced price breakfasts was to be based on the same income eligibility guidelines as used in the school lunch program.

1975 Amendments to the Child Nutrition Act of 1966, Public Law 94-105, made the School Breakfast Program a permanent program.

1978 Amendments, Public Law 95-627, included provisions to encourage expansion of the breakfast program by providing additional financial assistance and food service equipment to local schools initiating breakfast programs.

1981 Under the Omnibus Reconciliation Act of 1981, reimbursements were reduced for reduced price and paid categories in the breakfast program. No changes were made in the reimbursements for free breakfasts. Reimbursement rates were to be adjusted annually rather than semi-annually, and severe need assistance was restricted to schools in which 40 percent or more of school lunches are served free and at reduced price. Private schools with tuitions of \$1,500 or more were not permitted to participate.

1986 The Child Nutrition Amendments of 1986 increased reimbursements by up to 6 cents (3 cents in cash and up to 3 cents in bonus commodities, subject to availability) and extended the option of offer versus serve to the program. The legislation also requires a review and revision of breakfast nutritional requirements.

1987 Tuition limit for private schools eliminated.

1988 P.L. 100-435 added an additional 3 cents for each breakfast served, effective July 1, 1989.

1989 P.L. 101-147 mandated State agency outreach efforts to make local school boards aware of the program. Also established a series of grants to State education agencies to help fund start-up costs for school breakfast programs.

P.L. 99-500 provided that children whose families receive food stamps or AFDC in States with a 130 percent poverty limit are automatically eligible for free breakfasts.

1994* P.L. 103-448 (final regulations due June 1, 1995) directs USDA to consolidate the National School Lunch and School Breakfast Program.

*Added by Minnesota Department of Education

APPENDIX C

FOOD PROGRAM FACTS/NATIONAL SCHOOL LUNCH PROGRAM

Food and Nutrition Service
U.S. Department of Agriculture

Public Information Staff/News Branch
3101 Park Center Drive
Alexandria, VA 22302 (703) 305-2286

School lunch history

1932 Some school lunch programs received federal loans and agricultural surpluses. Legislation in 1935 authorized the U.S. Department of Agriculture to purchase surplus farm commodities and distribute them to the school lunch program. By 1939, 900,000 children in 14,000 schools participated in the program. During the late 1930's, the Works Progress Administration (WPA) provided labor for cooking and serving lunches.

1946 The National School Lunch Act was enacted, permanently authorizing the lunch program, establishing a basic meal pattern requirement and requiring schools to serve lunches free or at reduced price to children in need.

1949 Commodity assistance for the lunch program was authorized to supplement price support and surplus removal programs.

1962 Funds for free and reduced-price lunches were first authorized for schools.

1970 Secretary of Agriculture was authorized to set uniform national income poverty guidelines for free and reduced-price eligibility.

1975 "Offer versus serve" policy was mandated in high schools, allowing students a greater choice in the foods they accept.

1977 Offer versus serve was made a local option in junior highs and middle schools.

1981 P.L. 97-35 excluded high-tuition private schools from the program, extended offer versus serve as a local option for elementary schools, reduced national average payments for lunches, and tightened income eligibility guidelines for free and reduced-price meals.

1986 P.L. 99-500 provided that children whose families receive food stamps or AFDC in states with a 130 percent poverty limit are automatically eligible for a free lunch.

1987 P.L. 100-71 eliminated the tuition limitation on private schools.

1989 P.L. 101-147 authorized reimbursement for supplements served in after-school-hours care programs operated by schools participating in The Child and Adult Care Food Program; simplified applications process for free and reduced price meals; authorized local schools to certify children for free meals based on direct contact with Food Stamp/AFDC offices; directed USDA to develop a certified system of Federal/State reviews of local schools; and authorized demonstration projects to test alternatives to traditional meal counting and claiming procedures; required schools in the NSLP to offer whole milk and unflavored low-fat milk.

1994* P.L. 103-448 (final regulations due June 1, 1995) gives schools participating in the NSLP the option of using either a "nutrient based" or "food based" menu planning system; moves implementation up to the beginning of the 1996-1997 school year (not 1998-99 as previously proposed.) However, the state agency has authority to waive this requirement until July 1, 1998 when all schools must meet the Dietary Guidelines.

*Added by Minnesota Department of Education

APPENDIX D

INCOME GUIDELINES FOR SCHOOL MEALS* 1994-95

| Household Size | Federal Poverty Guidelines 100% of Poverty | | | Free Meals 130% of Poverty | | | Reduced-Price Meals 185% of Poverty | | |
|-------------------|--|-------|-------|-------------------------------|-------|-------|--|---------|-------|
| | Year | Month | Week | Year | Month | Week | Year | Month | Week |
| 1 | \$7,360 | \$614 | \$142 | \$9,568 | \$798 | \$184 | \$13,616 | \$1,135 | \$262 |
| 2 | 9,840 | 820 | 190 | 12,792 | 1,066 | 246 | 18,204 | 1,517 | 351 |
| 3 | 12,320 | 1,027 | 237 | 16,016 | 1,335 | 308 | 22,792 | 1,900 | 439 |
| 4 | 14,800 | 1,234 | 285 | 19,240 | 1,604 | 370 | 27,380 | 2,282 | 527 |
| 5 | 17,280 | 1,440 | 333 | 22,464 | 1,872 | 432 | 31,968 | 2,664 | 615 |
| 6 | 19,760 | 1,647 | 380 | 25,688 | 2,141 | 494 | 36,556 | 3,047 | 703 |
| 7 | 22,240 | 1,854 | 428 | 28,912 | 2,410 | 556 | 41,144 | 3,429 | 792 |
| 8 | 24,720 | 2,060 | 476 | 32,136 | 2,678 | 618 | 45,732 | 3,811 | 880 |
| Ea. addit'l, + | \$2,480 | \$207 | \$48 | \$3,224 | \$269 | \$62 | \$4,588 | \$383 | \$89 |

Source: *Federal Register*, Vol. 59, No. 38, 2/25/94, p.9183

*This is relevant for the continental U.S. only and does not include Alaska and Hawaii, which are slightly higher.

**APPENDIX E
SCHOOL NUTRITION PROGRAMS
1994-95 Reimbursement Rates**

| Meal | % Free/Reduced Lunch Participation (From Second Preceding Year) | Federal Rates | State Rates (Projected - Final rates determined after close of school year) | Per Meal Total Payment (First line shows total federal payment; second line, if applicable, shows total payment including projected state payment) | | |
|------------------------------|--|---|--|---|----------------------|--------------------|
| | | | | Free | Reduced Price | Paid |
| Lunch | SFAs Below 60% | \$.1700 (basic rate) x all lunches + \$1.1875 x reduced price lunches + \$1.5875 x free lunches | \$.0500 x all lunches | \$1.7575 \$1.8075 | \$1.3575 \$1.4075 | \$.1700 \$.2200 |
| | SFAs 60% and above | \$.1900 (basic rate) x all lunches + \$1.1875 x reduced price lunches + \$1.5875 x free lunches | \$.0500 x all lunches | \$1.7775 \$1.8275 | \$1.3775 \$1.4275 | \$.1900 \$.2400 |
| Breakfast | Sites Below 33% (Non severe need) | \$.1925 (basic rate) x all breakfasts + \$.4825 x reduced price breakfasts + \$.7825 x free breakfasts | \$.0450 x all breakfasts | \$.9750 \$1.0200 | \$.6750 \$.7200 | \$.1925 \$.2375 |
| | Sites 33% to 39.9% (Non severe need) | Same as above | \$.0450 x all breakfasts + \$.1000 x free and reduce price breakfasts | \$.9750 \$1.1200 | \$.6750 \$.8200 | \$.1925 \$.2375 |
| | Sites 40% and above (Severe need) | \$.1925 (basic rate) x all breakfasts + \$.6675* x reduced price breakfasts + \$9675* x free breakfasts | \$.0450 x paid breakfasts | \$1.1600 | \$.8600 | \$.1925 \$.2375 |
| Special Milk Program | N/A | \$.1100 x 1/2 pints of milk (Free Milk Option - Average cost reimbursed for milk served to students approved for free milk) | N/A | | | |
| MN Kindergarten Milk Program | N/A | N/A | \$.1000 x 1/2 pints of milk served to kindergartners** | | | |
| Food Distribution Program | N/A | \$.1450 per lunch in value of commodities + state funds that pay for storage/handling | N/A | | | |

*Amount actually reimbursed for severe need breakfasts is limited by costs.

**Limited to one 1/2 pint per kindergartner per day.

APPENDIX F (1)
MDE SCHOOL MEALS ADVISORY GROUP
First Meeting August 22, 1994, 10:00 a.m. - 3:00 p.m.
Minnesota History Center - Deluxe Classroom 1

10:00 a.m. **Opening**

Welcome - Bob Wedl, Assistant Commissioner

Introductions - Carol Rowe

Roles of Advisory Group - Joleen Durken

- Becoming familiar with issues
- Informal communication within organization you represent
- Making recommendations to MDE regarding the five areas in
- Legislation

What Information is Needed? - Carol Rowe, Suzanne Bunte and Joleen Durken

- What has been collected so far?
- A view from the U.S. Department of Agriculture Regional Office
- What else would be useful to know?

Lunch, Parking and Reimbursement Information - Kathy Karnuth

Noon
Center

Lunch Break - Lunch will be in the Cafe Minnesota Restaurant located in the History

1:00 p.m.

Overview of 1994 Legislation on School Meals Program Report -
Senator Lawrence Pogemiller, Co-Chair, Senate Education Committee

Preparing to Make Recommendations - Joleen Durken and Carol Rowe

- Thoughts from introductions
- Inputs (if any) from small group discussions
- Draft of various possible recommendations
- Who should recommendations be to?
- Initial discussion about recommendations

Involving Your Organizations and Constituencies - Joleen Durken

- Opportunities for informal communication with the organization
- you represent
- What can I do in the next three months?

Agenda Requests for Additional Meetings - Carol Rowe

3:00 p.m. **Adjournment**

Next Meetings

September 26, 1994 - 10:00 a.m. - 3:00 p.m., October 31, 1994 - 10:00 a.m. - 3:00 p.m.

APPENDIX F (2)
MDE SCHOOL MEALS ADVISORY GROUP
Second Meeting September 26, 1994
10:00 a.m. - 3:00 p.m.
Minnesota History Center - Deluxe Classroom 1

- 10:00 a.m. **Brief Overview of Previous Meeting**
- Overview of Today's Meeting**
- Outcomes/Format**
 (Large group discussion)
- Strategies/Methods/Recommendations (continued)**
 (Small group discussion)
- Noon **Lunch Break**
- 1:00 p.m. **Strategies/Methods/Recommendations (continued)**
 (Small group discussion)
- 2:30 p.m. **Brief Presentation of Small Group Recommendations**
- 3:00 p.m. **Adjournment**

Next Meeting
October 31, 1994 - 10:00 - 3:00 p.m.

APPENDIX F (3)
MDE SCHOOL MEALS ADVISORY GROUP

Third Meeting, October 31, 1994

10:00 a.m. - 3:00 p.m.

Minnesota History Center

Deluxe Classroom 1

AGENDA

10:00 a.m. **Introductions**

Overview of Today's Meeting

Review of Last Meeting

Outcomes and Recommendations

Nutrition

.Outcome
.Supporting Statement
.Recommendations/Strategies
.Some Barriers
.Rationale

Access

.Outcome
.Supporting Statement
.Recommendations/Strategies
.Some Barriers
.Rationale

and Paperwork Reduction

.Outcome
.Supporting Statement
.Recommendations/Strategies
.Some Barriers
.Rationale

Noon **Lunch**

Outline of Report (Draft)

Time Schedule

Next Steps of Involvement by Advisory Group

- Review draft, how? conference call?
- Attend any presentations at Legislature?
- Small volunteer groups to review sections?
- Discuss/promote with their constituencies

3:00 p.m. **Adjournment**

APPENDIX F (4)
MDE SCHOOL MEALS ADVISORY GROUP

Monday, December 12, 1994

12:30 p.m. - 4:00 p.m.

Minnesota History Center - Deluxe Classroom 1

AGENDA

12:30 - 3:00 p.m. Review of Draft Report

- Cost Estimation to Prepare Report
- Time Schedule

3:00 - 4:00 p.m. Next Steps - Peg Chamberlin, Mary Begalle

APPENDIX G CALCULATIONS FOR ESTIMATING FUNDING

Estimated Additional State Funds Needed

ADA* x Number of School Days x Estimated Participation Rate** = Estimated Total Breakfasts SY 96

$$760,000 \times 172 \times 80\% = 104,576,000$$

Of this total meal figure, 21% of the total breakfast meals were calculated to be free meals; 7% reduced price meals and 72% paid meals (estimated from number of students approved for free and reduced price meals in 1993-94).

| | |
|--------------------------|---------------------------------|
| 21,960,960 | Free Breakfasts |
| 7,320,320 | Reduced Price Breakfasts |
| <u>75,294,720</u> | Paid Breakfasts |
| 104,576,000 | Total Breakfasts |

The estimated federal free breakfast reimbursement rate for FY 96 is .9900 which is similar to the reported average cost of \$.98 to produce a breakfast in Minnesota public schools in school year 93-94.

\$.9900 - .1950 estimated basic rate of federal reimbursement for FY 96 = .7950

\$.9900 - .6900 estimated reduced rate of reimbursement for FY 96 = .3000

| | |
|--|-------------------------|
| \$.7950 needed to fund paid breakfast x 75,294,720 breakfasts = | 59,859,302 |
| \$.3000 needed to fund reduced price breakfast x 7,320,320 breakfasts = | <u>2,196,096</u> |
| | 62,055,398 |
| | - 400,000*** |
| | \$ 61,655,398 |

*Average daily attendance for public and nonpublic students in school year 93-94.

**Participation rate estimated at 80% is less than the 90 to 99% participation rate reported by Minnesota Pilot Schools; however, the assumption is that some students may choose not to eat, may eat at home, or schools promotion efforts may not be as extensive as pilot schools.

***State funds currently available.

Estimated Additional Federal Funds Secured

Total Estimated Breakfasts - Estimated Breakfasts Without Universal in SY 96 = Estimated Additional Breakfasts in SY 96

| | | |
|---------|---------------------------|-------------------|
| Total | 104,576,000 - 9,225,000 = | 95,351,000 |
| Free | 21,960,960 - 6,894,000 = | 15,066,960 |
| Reduced | 7,320,320 - 645,000 = | 6,675,320 |
| Paid | 75,294,720 - 1,686,000 = | 73,608,720 |

Estimated Breakfasts x Estimated Federal Rate of Reimbursement FY 96 = Total Additional Amount of Federal Funds Secured

| | | |
|---------|-----------------------|--------------------------|
| Free | 15,066,960 x .9900* = | 14,916,290 |
| Reduced | 6,675,320 x .6900* = | 4,605,971 |
| Paid | 73,608,720 x .1950* = | <u>14,353,700</u> |
| | | \$ 33,875,961 |

*Estimated an increase from FY 95 reimbursement rate. Estimates used are for non severe need rate; the assumption is that most additional breakfasts will be at this rate of reimbursement.

APPENDIX H (1)
**RESOLUTION SUPPORTING THE EXPANSION OF THE MINNESOTA
PUBLIC SCHOOLS BREAKFAST PROGRAM**

WHEREAS, research studies have shown that all children need a nutritious breakfast in order to maximize their potential physical and intellectual growth, and

WHEREAS, more and more of America's children come from home situations which can deprive them of breakfast, and

WHEREAS, laws have been enacted which make the school breakfast program an entitlement program available to all students when the school they attend offers such a program, and

WHEREAS, teachers and principals attest to the fact that well fed child is a more attentive, better behaved, and achieving child,

THEREFORE BE IT RESOLVED by the Board of Directors of the Minnesota Association of School Administrators to:

1. Support the nationwide effort to expand the public school's breakfast program.
2. Support increased participation in the school breakfast program by Minnesota schools.
3. Encourage its members to actively support and participate in a campaign to assure that every Minnesota public school child is provided the opportunity to have a nutritious breakfast.
4. Urge its president and its members to publicize this issue at every opportunity.

Resolution adopted by the Minnesota Association of School Administrators (MASA) on October 1, 1994.

APPENDIX H (2)
EXCERPT FROM *THE LINK* FROM THE COLLEGE OF EDUCATION,
UNIVERSITY OF MINNESOTA
AUGUST, 1994

Dr. Curman Gaines

“Turning to the first issue, let me say that of course we *know* what our missions is - it's to provide a quality education for every child in our district. If that's all we were really responsible for doing in urban education, given the funding we receive, we could accomplish our mission very well. But today, teaching is by no means the only task urban schools have to carry out. We have to deal with the nutritional needs of our students, for example. Many of them come from such impoverished families that the only meal they eat during the day is the one they get in school. Children who are hungry are not going to be successful learners.”



School officials tout 'universal breakfast'

Program gets free meal to all kids

By Jean Hopfensperger
Staff Writer

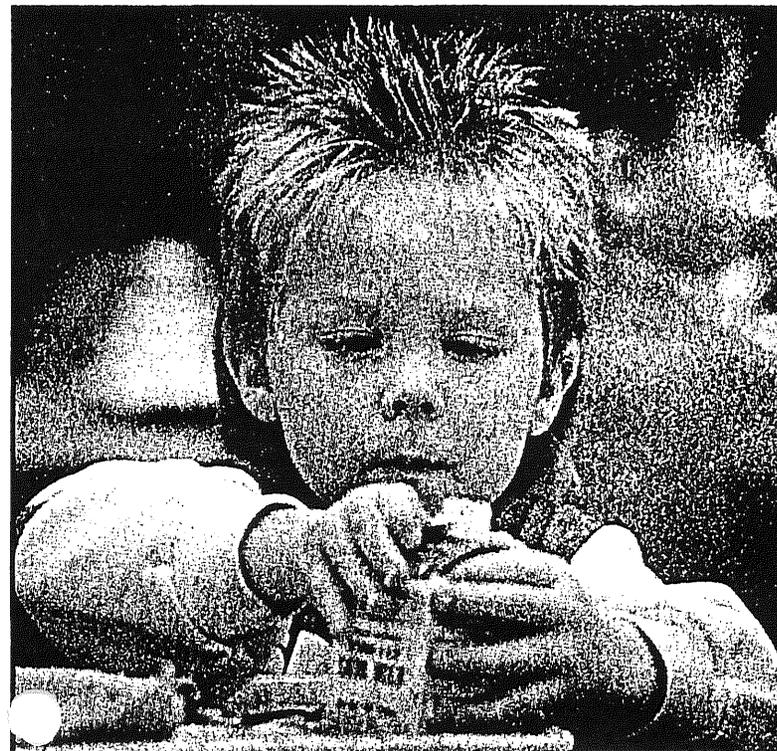
Andersen Open School had a dilemma. About 75 percent of its students were eligible for subsidized breakfasts, but only 40 percent of those eligible would eat them. Many simply went hungry.

All that changed last month when the south Minneapolis school became one of four in the state to launch a "universal breakfast program." The experimental program gives free breakfast to every student in school, regardless of whether they are poor or rich. It has succeeded beyond organizers' dreams.

"We wanted to take away the stigma of the free breakfast program," said Craig Anderson, program coordinator. "At first, the kids didn't believe they could just sit down and eat. And the 12- [and] 13-year-olds didn't think it was cool. But the food was there. There was no stigma. Now we've got close to 99 percent participation."

Schools in Bloomington, Dawson and Ivanhoe also are part of the State Department of Education's pilot project designed to help level the academic playing field for children without food in their cupboards. It's one of several "universal meal programs" being tried

Breakfast continued on page 5B



Oak Grove Elementary School in Bloomington is one of four schools in a program that gives all students free breakfast. Left, kindergarten Brian Flett-Wubben concentrated on opening his milk carton. Oak Grove Principal Sherre Walstad says: "We have many less headaches, stomachaches and visits to the nurse's office."

Staff Photos
Charles

Breakfast/ School program offers food for thought

Continued from page 1B

by school districts across the nation. The program also is intended to help families whose meals become casualties of hectic mornings, coordinators say.

The project underscores the debate over the role of schools as they are buffeted by social change. If hungry kids have a harder time concentrating and learning, as studies have shown, wouldn't it make sense to spend a little money to feed them?

"We want to stir around the public policy pot," said Joleen Durkin, nutrition team leader for the Department of Education.

"People traditionally haven't looked at providing breakfasts at school, like we provide textbooks, without costs. Is that something we should be thinking about?"

The program got rave reviews Tuesday from youngsters at Oak Grove Elementary School in Bloomington. The children sat in rows of tables, scooping Coco Puffs and applesauce into their mouths and munching on cinnamon rolls.

About a third of them were poor enough to qualify for subsidized breakfasts. But apart from their occasional reference to hunger, it was tough to tell which ones they were.

"I don't usually eat breakfast at home because I wake up too late," said a second-grader named Josh. "This helps you work better."

"I like it because you get to eat and you don't get hungry in the day," said a female classmate. "You can eat here instead of buying food and spending lots of money."

Last year, about 60 students ate breakfast at Oak Grove, said food service coordinator Nancy Rokke. Now, nearly 400 students do. For the first-timers, it was a blessing. As one girl wrote for a class paper (spelling intact):

"I like it because it [makes] me think harder and it help me so I'm not hugery." She wrote that she could think better in her math, reading and language classes now, and that she couldn't think without school breakfast.

Oak Grove, like other schools, is closely monitoring its students this year to determine the impact of school breakfast on attendance, behavior, academic performance and visits to the nurse's office.

"If all kids get to eat, will that make a difference in the whole student body's readiness to learn?" asked Durkin.

"Nationally, it looks like that's true. But in Minnesota we don't have the data."

Oak Grove Principal Sherre Walstad, like Anderson, says she's already seen a difference.

"We have many less headaches, stomachaches and visits to the nurse's office," said Walstad. "We used to have kids get off the bus and go straight to the nurse's office."

"It's an interesting program to watch," she said. "But the question is, can the state continue to fund it?"

Under the current program, the state picks up costs that aren't covered by the federal government or other funding sources. The award for each school this year ranged from \$28,000 to \$38,000. Multiply that by hundreds of Minnesota schools and it is a significant expense.

But people like Durkin think it's worth it. "It seems penny-wise and dollar-foolish to spend a lot of money to educate a child but not [to spend] on an inexpensive, nutritious breakfast," she said.

"It's not just poor families who are having difficulties. It's working parents and parents whose kids eat a little bit and who are hungry later."

Offering breakfast to students, whether subsidized or full-priced, has become increasingly common in Minnesota, according to a new study released Tuesday by a coalition of anti-hunger groups. The Campaign to End Childhood Hunger reported that 932 Minnesota schools, or about half, offer children breakfast.

Any school that has at least 33 percent of its students eligible for free or reduced-rate lunches now must offer breakfasts, the report said. But only 25 percent of needy students ate both breakfast and lunch at Minnesota schools last year, the report said.

Breakfast & Learning

*Better
Breakfast*



*Better
Learning*

“When I’m really

hungry,

I just put my
pencil

down

and put my
head

down

on my
desk.”

Senior high student



What We Know . . .

National Education Goal

By the year 2000, all children in America will start school ready to learn.

Breakfast readies children. Classroom demands become burdensome for the child who is hungry. All children and adults, regardless of economic class, experience what is known as “transient hunger.” This is occasional hunger and is eliminated by eating. Adults learn compensating behaviors to overcome transient hunger; children have not yet developed this ability. Students require essential nutrients and enough energy to concentrate on and accomplish learning tasks. Breakfast provides these requirements while eliminating transient hunger symptoms, such as headache, fatigue, sleepiness, and restlessness. We all know breakfast is the most important meal of the day. Now we have the research to prove it (see References).

Hungry children don't learn.

Classroom attention, attendance, and achievement improve with school breakfast.



About Hunger and Classroom Performance

Students' time-on-task is reduced when they are hungry. Hungry students' scores on achievement tests are lower, as are their other performance outcomes. Students do not compensate for feelings of hunger but exhibit unacceptable behaviors and require more disciplinary intervention by teachers. High achievement on standardized tests requires consistent, healthful food intake throughout the year, not only during evaluation periods.

Classroom behavior changes when students are hungry.



About Hunger and Health

Hunger which affects health and learning can be transient or ongoing, resulting in inadequate nutrition and poor health. Hungry children have more respiratory illness and are absent from school more often than children who are well fed. Overall health and weight maintenance are optimal in well-nourished children. While younger children have increased reporting of stomach illness, often necessitating a nurse's intervention, middle or high school children may experience deficits in physical performance such as sports.



Hunger is not a socioeconomic issue. Any student who skips or has no access to breakfast can suffer learning and health deficits.

About Breakfast and the American Family

Children experience morning hunger for many reasons. Parental neglect is not the major cause. Families do not eat together as often for breakfast as they do for other meals. Children are often left to eat alone. Children who select their own breakfast frequently choose foods from only one or two food groups. They often choose foods high in sugar and fat. Morning meals eaten at fast food restaurants seldom include all food groups and are often expensive. Young people are influenced by adults' eating habits, which may not be appropriate for adolescent growth and activity.

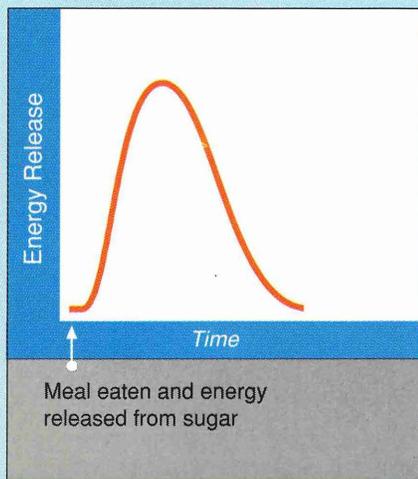


School breakfast is the best option to provide students a balanced meal every school morning.

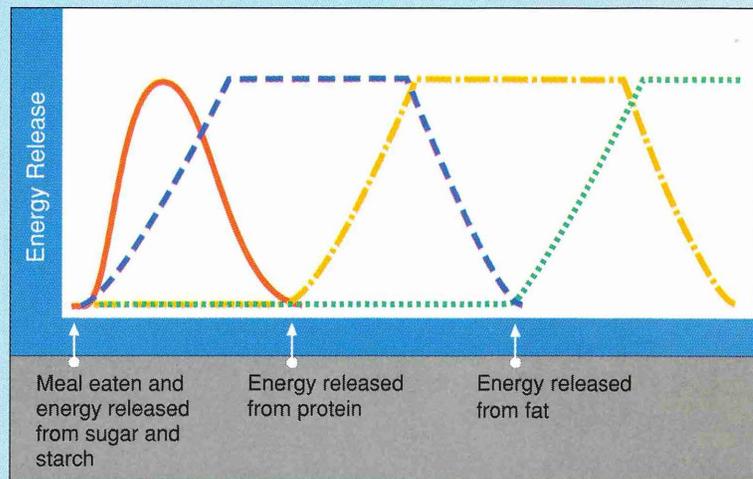
About School Breakfast

In many classrooms the demanding school subjects are taught in the morning. School breakfast is served closest to classroom work time and thus energizes students to do their best on their hardest work. Meals offered at school are available to ALL students. These meals must include several food groups and are designed to sustain students' energy throughout the morning. School breakfasts are economical as compared to home or commercial choices. They are cost effective for schools, too, because they are supported by federal funds. School meals are a good investment for teachers, students, and staff, especially since creative food service operations can vary their menus and service options.

Comparison of Energy Available for Learning from Two Different Breakfasts



Sugary foods, such as fruit, fruit juice, candy, or soda pop, eaten in place of a meal cause a quick rise in blood sugar and energy in children. About an hour later blood sugar and energy decline rapidly, bringing on symptoms of hunger.



Balanced breakfast containing sugar, starch, protein, and fat (like a typical school breakfast containing fruit or juice, and toast or cereal and 2% or whole milk) gives a sustained release of energy in children delaying symptoms of hunger for several hours.

What You Can Do . . .

"There is a visible difference in my students when they have eaten their breakfasts. It is a real difference noticeable to anyone who looks at students before breakfast and after."

5th grade
teacher

"The work to get the breakfast program going was worth it. The teachers even write me notes thanking me for getting it going."

Elementary
principal

Check the actions you will take.



*If you are a **teacher**—you are a role model who influences kids*

- Fight negative images of school meals with supportive statements and attitudes expressed to students and staff.
- Be positive in your attitude towards school meals.
- Read the menu to students regularly.
- Encourage/allow eating breakfast in the classroom.
- Have a breakfast meeting with your class.
- Offer nutrition education to class on the value of breakfast and why it is so important to learning.
- Visit with students in the cafeteria.
- Eat school breakfast with students often.
- Plan a breakfast menu around a geography or social studies lesson.
- Assign students to decorate classroom around breakfast ideas.
- Celebrate holidays with breakfast ideas.
- Read to students while they eat a classroom breakfast.



*If you are a **principal**—you are a role model for teachers, staff, and students*

- Encourage all teachers and staff to support the breakfast program.
- Ensure class and bus schedules facilitate full participation.
- Establish student and teacher teams to work with food service personnel in promoting school breakfast.
- Eat breakfast with the students frequently.
- Set goals to increase your school breakfast participation.
- Invite parents to join their children at school for breakfast.
- Schedule breakfast or a nutrition break during or between classes, particularly in high school.
- Encourage teachers to use cafeteria for student activity meetings during the breakfast period.
- Deliver breakfast commercials over the school's PA system.

"When we initiated the school breakfast program, our lives and those of our students improved. There's no substitute for feeding hungry students."

Superintendent

"Our board had no trouble establishing the school breakfast program. Anyone who is responsible for children knows they need to eat a good meal before school starts."

School board member

"Thank you for making my life easier. School breakfast is a boon to all hurried parents."

4th grade parent

Check the actions you will take.



*If you are a **superintendent**—you manage the district*

- Require a school breakfast program in every school.
- Be supportive as a liaison between principals and the school board.
- Showcase your outstanding programs at the school board meeting.
- Let your principals and teachers know you support and recognize the educational value of student participation in school breakfast.
- Promote positive local media coverage of school breakfast programs.
- Make necessary capital outlay purchases to accommodate school breakfast programs.



*If you are a **school board member**—you determine school policy, including school breakfast*

- Eat breakfast at schools to reinforce support of programs.
- Adopt a board policy supporting child nutrition programs for all children.
- Recognize student achievement and attendance data in schools where breakfast programs are successful.
- Support breakfast expansion, both number of schools and number of students who participate.
- Convey positive messages about the value of school breakfast for all students regardless of socioeconomic level.
- Invite community leaders, school food service personnel, interested parents to board meetings for discussion of school food programs.



*If you are a **parent or interested community member**—you support children's needs, especially children's health*

- Encourage principal, superintendent, and school board to support breakfast programs.
- Volunteer to help with school breakfast supervision.
- Eat breakfast at school with your child at least once a quarter.
- Help establish a program if one does not exist.
- Read and discuss the menu with your child.
- Talk with your child about the importance of school breakfast for good nutrition and classroom learning.

"Our district originally started a school breakfast program in economically depressed sections of town. After comments from teachers about increased level of alertness and attention span, we hope to have breakfast in all sites soon so that all children have an equal chance to tackle their morning classes. School breakfast is exciting!"

Food service director



If you are a food service director/manager—you are a catalyst. You coordinate, promote, and facilitate the school breakfast program.

- ___ Work with youth advisory councils to promote student involvement.
- ___ Showcase programs at principal and superintendent meetings and in the local media.
- ___ Vary breakfast formats such as breakfast-in-a-bag.
- ___ Survey students regularly about breakfast programs: menu items, setting, variety.
- ___ Ask teachers and students to plan and promote a menu and decorate the cafeteria with breakfast themes.
- ___ Offer students and staff taste sampler of menu items.

References

Learning/Behavior

- Derelian, D., Nutrition and Classroom Attention, *Dissertation Abstract*, March, 1994.
- Pollitt, E., A Critical Review of Three Decades of Research on the Effects of Chronic Energy Malnutrition on Behavioral Development. In *Chronic Energy Deficiency: Consequences and Related Issues*, August, 1987.
- Tufts University, School of Nutrition, The Link Between Nutrition and Cognitive Development in Children, *Center on Hunger, Poverty and Nutrition Policy Statement*, 1993.
- Wachs, T. Environment and the Development of Disadvantaged Children. In *Malnourished Children in the United States: Caught in the Cycle of Poverty*, 1993.

Attention/Health

- Goals 2000: Educate America Act, Public Law 103-227, March, 1994.
- Meyers, A. F., et al., School Breakfast Program and School Performance, *American Journal of Diseases and Children*, October, 1989.
- Pollitt, E., Malnutrition and Infection in the Classroom. UNESCO, 1989.
- Winick, M., ed., *Human Nutrition: A Comprehensive Treatise*, Vol. 1, *Pre- and Postnatal Development*, 1979.

Family/Social

- Dickie, N. H., et al., Breakfast and Performance in School Children, *British Journal of Nutrition*, 1982.
- Hicks, L. E., et al., Cognitive and Health Measures Following Early Nutritional Supplementation: A Sibling Study, *American Journal of Public Health*, 1982.
- Rush, D., The National WIC Evaluation of the Special Supplemental Food Program for Women, Infants and Children, *American Journal of Clinical Nutrition Supplement*, 1988.

If there is no breakfast program
in your district or school,
contact your local school district or
the state Department
of Education

Prepared by

Doris Derelian, Ph.D., R.D.

under the direction of the

**Child Nutrition and Food Distribution Division
California Department of Education**

and

**Child Nutrition Section
Washington State Office of Superintendent of Public Instruction**



Better Breakfast, Better Learning was developed by the Child Nutrition and Food Distribution Division, California Department of Education, and the Child Nutrition Section, Washington State Office of Superintendent of Public Instruction, and was published by the California Department of Education, 721 Capitol Mall, Sacramento, California (mailing address: P.O. Box 944272, Sacramento, CA 94244-2720). It was developed with funds provided for state administrative expenses by the federal Child Nutrition Program. It was distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

© 1994 by the California Department of Education

Ordering Information

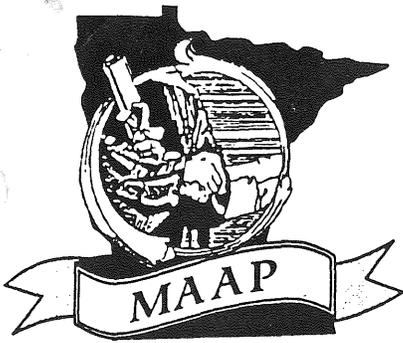
Copies of this publication are available in the following quantities:

- 50 for \$12 (item 1148)
- 100 for \$20 (item 9838)
- 500 for \$80 (item 9839)
- 1,000 for \$155 (item 9840)

Please use the appropriate item number when ordering. California residents add sales tax. Orders should be directed to the Bureau of Publications, Sales Unit, P.O. Box 271, Sacramento, CA 95812-0271, phone 916-445-1260. Public institutions, governmental agencies, private schools, universities, and bookstores may order via purchase orders. Other purchasers may send checks or charge to their MasterCard or VISA. A toll-free number, 1-800-995-4099, may be used only for credit card transactions.

An Equal Opportunity Program

The Nutrition Education and Training Program of the U.S. Department of Agriculture is available to all individuals regardless of race, color, national origin, age, sex, or handicap. Persons who believe they have been denied equal opportunity for participation may write to the Secretary of Agriculture, U.S. Department of Agriculture, Washington, DC 20250.



Minnesota Association of Alternative Programs

Officers

Patti Haasch
President

Dan Daly
President Elect

David Bly
Secretary

LeRoy Putman
Treasurer

June Long
Immediate Past President

Directors

Jack Anderson
Jerry Benson
Shirley Gilmore
Wayne Jennings
Marlys Knuth
Marlee Larson
Lyle Olson
Mark Wolhart

Ex Officio Members

Peggy Hunter
Gene Johnson
Joe Nathan

WHEREAS, alternative educators are concerned with the well being of all learners and are interested in improving the learning readiness and achievement levels of students, and

WHEREAS, research studies have demonstrated that everyone needs nutritious meals to increase their potential physical and intellectual growth, as well as improve attendance, behavior, and attentiveness, and

WHEREAS, learning environments must insure and provide for all learners easy access to a well-balanced meals program that is integrated into the school day, and

WHEREAS, every effort should be made to eliminate barriers to universal participation in school meals program enabling Minnesota to maximize federal funds for said programs,

THEREFORE BE IT RESOLVED by the Minnesota Association of Alternative Programs Board of Directors to:

1. Support the nationwide effort to expand the breakfast program.
2. Increase participation in the school breakfast program by Minnesota Alternative Programs.
3. Encourage its members to actively support and participate in a campaign to assure that every alternative education student is provided the opportunity to have a nutritious breakfast.

approved by the Minnesota Association of Alternative Programs
January 13, 1995

Patti Haasch

MAAP President

1-13-95

Date