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Teacher Perceptions of School Breakfast Programs in Utah

Emily Breanne Krueger

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of

Master of Science

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ABSTRACT

Teacher Perceptions of School Breakfast Programs in Utah

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Master of Science

The objective of this study was to identify differences in teacher perceptions of benefits, challenges, and preferences to different School Breakfast Program (SBP) service models. A survey instrument was developed, pilot tested, and then distributed electronically to K-12 teachers throughout the state of Utah, who were part of the Utah Education Association. Demographics and factors influencing SBP models in Utah were gathered. Frequencies and ANOVA tests were performed and a significance level of <0.01 was chosen to protect for multiple comparisons. Results indicated that traditional breakfast was the most preferred model with a mean score of 2.80 and breakfast in the classroom was the least preferred model by teachers with a mean of -1.32. Children not going hungry was identified as the greatest benefit (95.4%, $n=352$) to SBP and food waste was identified as the greatest challenge (45.8%, $n=168$). This study concluded that increased awareness and education amongst teachers regarding different models of SBP service could lead to increased efficiency, increased participation in SBP, decreased costs, decreased food waste, and increased academic performance and health benefits for students.

Keywords: teachers, School Breakfast Program, Utah, implementation, School Breakfast Program models

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MANUSCRIPT

Teacher Perceptions and Preferences for Five Different School Breakfast Program Models

Authors: Krueger, E., Stokes, N., & Eggett, D.

Manuscript will be submitted to the Journal of Nutrition Education and Behavior

INTRODUCTION

Breakfast consumption is an important component of determining a child's health status. Deshmukh-taskar et al.¹ performed a cross sectional study from 1999-2006, that showed that 20% of children and 31.5% of adolescents reported skipping breakfast. Children ages 9-13 who skipped breakfast compared to those who ate breakfast had higher body mass index, a higher waist circumference, and a higher prevalence of obesity.¹ Childhood obesity is an epidemic of increasing concern²⁻⁴ that is highly correlated with negative health conditions such as low self-esteem, high blood pressure, gallstones, breathing difficulties, type 2 diabetes, stroke, and cancer.^{5,6}

The school environment is an ideal location to help combat childhood obesity because a majority of America's children can be reached.^{7,8} School nutrition programs (SNP) such as the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) have been established to promote and teach healthy practices to children.⁹ Millions of students participate in these programs with approximately 29,863,101 students served by the NSLP and 14,814,606 students served by the SBP each day in 2016.¹⁰⁻¹² Research has indicated that there are benefits specific to SBP such as reduced absenteeism, reduced likelihood of being overweight, better testing performance, and improved nutrition.¹³⁻¹⁷ However, challenges to SBP have also been identified and include time restraints, social stigmatization, and increased monitoring needs of children.^{18,19}

In order to overcome these challenges and reach more children, several models of SBP service have been developed. These models include traditional breakfast service, universal free breakfast, Breakfast in the Classroom (BIC), grab 'n go breakfast, second chance breakfast, and breakfast vending.¹⁹⁻²² Teachers play an important role in many of these SBP models by serving

breakfast in the classroom, monitoring the students during breakfast, or encouraging them to get breakfast in the cafeteria before class.^{23,24} Teachers are also with students a majority of the day and can serve as role models in dietary practices.^{25,26} However, previous research regarding teacher perceptions of SBP is limited with previous studies evaluating only one SBP model and not focusing solely on teachers.^{23, 27}

The purpose of this study was to investigate teachers' perceptions regarding SBP in the state of Utah. The specific objectives of the study were to (1) identify teacher perceptions of benefits, challenges, and preferences for each of the five SBP service models and (2) identify differences in teacher perceptions of benefits, challenges, and preferences to each of the five SBP service models based on participant and school demographics.

METHODS

The sample for this study consisted of K-12 teachers from schools throughout the state of Utah. Utah was chosen due to the fact that it has the lowest SBP participation in the nation with only 34.8% of eligible students participating in 2014-2015.²⁸ In order to reach a broad sample of the population and simplify the contact and distribution process, the Utah Education Association (UEA) helped with recruitment of participants.²⁹ UEA forwarded an invitation flyer via email to approximately 18-20,000 teachers throughout the state of Utah inviting them to participate in the survey. UEA forwarded the flyer a second time two weeks after the initial email invitation and teachers had a total of three weeks to complete the survey. A total of 369 useable surveys were completed for a response rate of approximately 1.85-2.05%.³⁰⁻³²

The survey instrument was created, using an online software program (Qualtrics, Provo, UT)³³, to measure teachers' perceptions of SBP in Utah. Two survey instruments previously used for SBP research were used as a reference for survey development along with relevant SBP

research studies.^{27, 34} To ensure face and content validity of the survey, a small pilot test was conducted according to the methods described by Dillman, Smyth, and Christian.³⁵ First, three school nutrition and SBP experts evaluated the instrument and provided written feedback. Expert comments included editorial corrections, that the survey was long, and that some questions needed clarification. The survey instrument was revised according to expert comments. A small pilot test was then conducted among six teachers in Utah. Teachers completed the survey as well as an evaluation form with questions regarding readability of questions, time it took to respond, and suggestions for improvement of the questionnaire. Pilot test participants did not provide any suggestions for improvement and therefore no additional revisions were necessary.

The final survey instrument consisted of 33 questions covering several topics including teachers' perceptions of benefits and challenges of the SBP (10 questions), benefits and challenges of the five different SBP models (6 questions), preference for each SBP model (1 question) and basic school and participant demographics (16 questions). Participants were asked to identify benefits (9 items) and challenges (11 items) to SBP in general. They were then asked to indicate whether they perceived 13 SBP factors as a challenge or benefit for each of the five SBP models using the following scale: -5 to -1 =challenge, 0 = neutral, and 1 to 5 = benefit. This scale was chosen to simplify and shorten the survey. A modified informed consent form was included as the first page of the survey and completion of the survey indicated participant's agreement to participate. Permission for this study was obtained from the Institutional Review Board (IRB) prior to any data collection or analysis.

Public data regarding the percent of students at each school that qualified for free or reduced meals was gathered from the Utah State Board of Education website³⁶ in order to make

comparisons based on the percentage of students eligible for free or reduced meals at each school. The data were categorized arbitrarily into four variables as follows: 1= 0-25%, 2= 26-50%, 3= 51-75%, and 4= 76-100%. These four variables were then used to sort and analyze participants' data according to the self-identified school where they taught.

Data were analyzed using Statistical Analysis Software (SAS) (SAS Inc. Version 9.4, Cary NC). Descriptive statistics, including frequencies, means, and percentages, were calculated for all questions of the survey. An analysis of variance (ANOVA) and Tukey Kramer tests were performed to identify differences between teachers' preferences for each SBP model based on demographic variables. The significance level of $p < .01$ was chosen to account for multiple comparisons bias.

RESULTS

The majority of participants were female, ages 35-64, white/Caucasian and indicated teaching grades kindergarten through fifth grade (Table 1). The two most common SBP models used by participants were traditional breakfast and BIC (Figure 1).

The most commonly selected benefit items were: "students will not be hungry", "students will perform better academically", "students will have less behavior problems", and "teachers will not have to feed students with food they personally purchased". The challenge items that were selected most often were: "food waste", "not enough time for students to eat", "increased supervision needs provided by teachers/staff", and "takes time away from the school day" (Table 2).

When using the scale described above (-5 to -1 =challenge, 0=neutral, and 1 to 5 = benefit) to identify SBP factors as a benefit or challenge, teachers identified "effect on students", academic performance" and "affect on student attendance" as benefits for all five of the SBP

models. When considering the BIC model, the “likelihood of students participating” was also identified as a benefit. “The time it takes to serve breakfast”, “the clean up required”, and “the amount of food wasted” were perceived as challenges specific to BIC. In regards to traditional school breakfast, “nutrition of food options available” and “number of food options available” were identified as benefits and “the clean up required” and “the amount of food wasted” were perceived as challenges. Teacher perceptions towards grab ‘n go breakfast, second chance breakfast, and breakfast vending were neutral (mean scores close to zero) for all factors.

Traditional breakfast was the most preferred model among teachers and BIC was the least preferred (Table 4). The mode (most commonly selected answer) for grab ‘n go breakfast, second chance breakfast, and breakfast vending were all zero with means close to zero as well.

Those teachers who taught grades K-3 had a significantly negative perception of grab ‘n go breakfast (p -value <0.0001) and breakfast vending (p -value 0.0028) over teachers who taught grades 9-12 (Table 5). Teachers who taught grades 6-8 had a significantly (p -value <0.0001) negative perception of breakfast vending over teachers who taught grades 9-12.

Teachers in schools with 0-25% (p -value <0.0001) and 26-50% (p -value 0.0001) students eligible for free/reduced meals had a significantly negative preference towards the BIC model over teachers employed in schools with 51-75% eligibility. Schools with 0-25% (p -value 0.0009) students eligibility had a significantly positive perception of breakfast vending compared to those schools with 51-75% eligibility and schools with 76-100% eligibility. Lastly, teachers in schools with 0-25% (p -value 0.0043) eligibility had a significantly positive perception of grab ‘n go breakfast over those schools with 51-75% eligibility and 76-100% eligibility.

DISCUSSION

The purpose of this study was to identify the perceptions of K-12 teachers in Utah concerning benefits, challenges, and preferences for SBP models. As indicated earlier, the response rate for this study was low (1.85-2%), however, it is not uncommon amongst this sample population³⁰⁻³². This study found interesting results that differ from other studies, in particular, regarding BIC. Teachers indicated that their most preferred SBP model was traditional breakfast and the least preferred was BIC. These results differ from other studies amongst administrators and other school faculty, which concluded that perceptions of BIC were positive²⁷ and that traditional breakfast had additional challenges.^{37,38} This is also interesting considering that the current initiative in Utah has been to encourage schools to switch from the traditional breakfast model to the BIC model due to the positive academic and health outcomes associated with BIC.³⁹

In terms of teacher preferences for breakfast vending, grab 'n go, and second chance breakfast, each had mean scores close to zero and had a mode of zero indicating an overall neutral opinion towards these models. However, it is also interesting to note that only 9% of teachers indicated that their schools implemented one of these three models which could explain their apparent lack of opinion. This could also indicate that teachers' perceptions of SBP models are likely influenced by their experience and knowledge related to that model. In other words, teachers who do not have any experience with a particular SBP model are likely to have a neutral opinion regarding that model. The fact that a majority of teachers had a "neutral" opinion to three of the five models may indicate an overall lack of experience and knowledge regarding the different SBP models amongst teachers.

In terms of benefits and challenges to SBP results from this study indicated that a majority of teachers believed the greatest benefit of SBP in general to be that “students would not be hungry” and that students would perform better academically. Other studies found similar results, such as higher academic grades, better testing performance, and enhanced student concentration.^{14, 16-17, 40-41} The greatest perceived challenges related to SBP in general were the “amount of food waste” and that “students do not have enough time to eat”.

Just over one-third (37%) of participants reported their schools were using the BIC model, however, 58.3% of teachers indicated that they did not prefer BIC compared to other models. In fact, BIC was the least preferred SBP model of teachers in this study with a mean of -1.32. This was surprising due to the fact that previous research has shown that teachers expressed an appreciation for BIC.^{19, 27} Teachers also identified increased monitoring, mediating consumption, and lack of time in the school day as challenges to BIC^{19, 27}. Folta²⁷ also found that educational administrators felt BIC was disruptive and that food waste was expensive. BIC is considered by many to be the ideal model for SBP. However, if use of this model is to be expanded, work must be done to educate teachers regarding the benefits and challenges in order to gain their support.

The effect on students’ academic performance was identified as the greatest benefit to each of the SBP models. This is not surprising due to the fact that teachers’ focus is primarily on the academic growth of students. Other studies have also identified improved academic performance as a benefit to SBP including improved math scores, higher academic grades, better testing performance, improved behavior and attendance, and enhanced student concentration.^{16-17, 40-41} The amount of clean up required was perceived to be the greatest challenge to four out of five of the SBP models. Previous research has also identified challenges to SBP including: time

restraints, social stigmatization, and increased monitoring needs of children as well as clean up required.^{19,38-39}

Teachers in this study did not seem to be aware of the costs associated with the SBP or the revenue received by SBP from the federal government. When identifying benefits and challenges to SBP models, teachers indicated that costs of the SBP were a slight challenge ($M = -0.35$) which could be due to a lack of teacher knowledge regarding costs and federal reimbursement guidelines related to SBP. Previous studies have indicated^{18,34} that it is important for teachers to have a full understanding of the SBP in order to gain their support. A better knowledge of the costs and reimbursement guidelines as well as other aspects of SBP may help teachers promote SBP and increase participation.

Elementary school teachers had a significantly negative perception of the grab 'n go breakfast and breakfast vending models over teachers who taught middle and high school. This could be due to the fact that these models will not be as beneficial or as usable by younger children because they may not carry cash, be able to use a vending machine, or have access to vending machines.

These data also indicated that teachers who taught in schools with a lower percentage of students eligible for free or reduced meals had a positive preference towards Grab n' Go breakfast and breakfast vending and a negative perception of BIC. This may be due to the fact that with less students who "need" the program teachers are not able to see the benefits of BIC as readily as those schools with a large population of students who would go hungry without it. This highlights the need to consider the population of students when choosing a specific SBP model due to the fact that teachers are more likely to promote a specific model if they prefer it.

CONCLUSION AND IMPLICATIONS

Benefits and challenges to five SBP models from the perspective of teachers were identified in this study and could be useful for improving SBP. Teachers and other stakeholders could be informed of the benefits of SBP which could lead to improved perceptions of SBP as well as increased teacher support and student participation in SBP. For example, in regards to BIC, administrators and advocates of BIC need to realize the lack of knowledge and support amongst teachers for the BIC model and provide resources and training on the benefits of BIC as well as methods to overcome common challenges. Improved perception for BIC amongst teachers could lead to increased willingness to participate in and promote BIC to their students. Understanding the challenges faced by teachers when implementing these programs will help administrators develop strategies for overcoming challenges and successfully implementing SBP. Challenges identified could also be used to develop training and educational resources aimed at overcoming challenges and improving SBP. This information may help improve the implementation of SBP as well as increase teacher buy in by increasing their understanding and involvement through education and training to combat challenges related to SBP.

The findings in this study concluded that certain school specific factors such as age or percent of students eligible for free and reduced meals are correlated with teachers' preferences of SBP models. By factoring in the ages and percent of students eligible for free or reduced meals to decide which type of SBP model to implement, may lead to more efficient SBP models for each individual school based on perceptions of teachers. This could be more efficient and eventually lead to more participation of students in SBP, decreased costs and waste, and increased academic performance and health benefits.

LIMITATIONS

There are limitations to this study. Due to an issue with the survey software, zeros had to be manually entered for neutral responses when participants did not move the slider which had been set in the neutral position. Additionally the response rate was low and the sample was not stratified or randomized and therefore the results cannot be generalized to the larger population. This study was performed only in the state of Utah and therefore there may be some cultural and or regional bias.

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Table 1: Demographic Characteristics of Participants and Schools (n=369)

Characteristics	(n)	(%)
Gender^a		
Male	46	12.5
Female	321	87.5
Age^a		
18-24	8	2.2
25-34	63	17.1
35-44	110	29.9
45-54	90	24.5
55-64	87	23.6
65-74	10	2.7
75 and over	0	0.0
Ethnicity^a		
Caucasian / White	339	92.6
African American or Black	1	0.3
Hispanic/Latino	10	2.7
American Indian or Alaskan	4	1.1
Asian	3	0.8
Native Hawaiian or Pacific Islander	1	0.3
Other	8	2.2
Household income^a		
Less than \$10,000	0	0
\$10,001 - \$29,999	1	0.3
\$30,000 - \$49,999	64	17.6
\$50,000-\$69,999	92	25.3
\$70,000 -\$89,999	55	15.1
More than \$90,000	103	28.3
Rather not say	49	13.5
Grades taught^a		
K-3	147	40.5
4-5	84	23.1
6-8	92	25.3
9-12	40	11.0
Location of participants' schools^a		
Rural	32	8.8
Urban	86	23.7
Suburban	234	64.5
Unsure	11	3.0
Whether or not School Breakfast is offered^d		
Yes	363	97.6
No	6	1.6
Unsure	3	0.8

^a Totals may not equal 369 and percentages may not equal 100 due to missing data.

^b Total responses may exceed 369 and percentages may not equal 100 due to multiple answers.

Table 2: Perceived Benefits and Challenges of School Breakfast Programs^a (n=369)

Benefits	(n)	(%)
1. Students will not be hungry	352	95.4
2. Students will perform better academically	310	84.0
3. Students will have less behavior problems	193	52.3
4. Teachers will not have to feed students with food they personally purchased	186	50.4
5. Students will have less absences and tardiness	119	32.2
6. Students will not binge at lunch	38	10.3
7. There are no benefits to school breakfast programs	37	10.0
8. The food service revenue will increase	23	6.2
9. Other	5	1.4
Challenges	(n)	(%)
1. Food waste	168	45.8
2. Not enough time for students to eat	125	33.9
3. Increased supervision needs provided by teachers/staff	115	31.2
4. Takes time away from the school day	96	26.0
5. There are not challenges to school breakfast programs	86	23.3
6. Social stigma of those who eat breakfast at school	83	22.5
7. Unsure	53	14.4
8. Misaligned bus schedule	33	8.9
9. School scheduling conflicts	26	7.0
10. Students have to wait in cafeteria lines	16	4.3
11. Other	13	3.5

^aTotal responses may exceed 369 and percentages may not equal 100 due to multiple responses.

Table 3: Challenges and Benefits to Different Models of School Breakfast Program Service (n=369)

	Mean ^a ± SD				
	Traditional School Breakfast	Breakfast in the Classroom	Grab 'n Go Breakfast	Second Chance Breakfast	Breakfast Vending
The time it takes to serve school breakfast	-0.30±2.24	-1.91±2.56	0.65±2.14	-0.44±1.96	0.89±2.10
The clean-up required	-0.97±2.05	-1.93±2.42	-0.74±2.29	-0.98±1.81	0.14±2.04
The amount of food wasted	-0.68±1.86	-1.50±2.17	-0.57±1.96	-0.37±1.57	0.64±1.89
Nutrition of food options available	1.11±2.16	-1.02±2.34	-0.65±2.02	-0.19±1.72	-0.87±1.89
Likelihood of students participating	0.73±2.09	1.35±2.45	1.10±1.85	0.63±1.70	0.09±1.98
Flexibility in how food is served	0.44±1.77	-0.55±2.22	0.86±1.93	0.54±1.60	0.10±1.91
The amount of supervision needed	-0.59±1.97	-1.05±2.45	-0.08±2.11	-0.57±1.90	0.71±2.00
Social stigma created	-0.29±1.53	0.14±2.10	0.04±1.52	0.05±1.24	0.43±1.44
Overall costs associated with this method	-0.38±1.51	-0.57±1.62	-0.26±1.48	-0.35±1.39	-0.21±1.70
Number of food options available	0.88±2.07	-0.99±2.17	-0.35±1.73	-0.09±1.40	-0.60±1.88
Affect on students' academic performance	1.88±1.85	1.39±2.09	1.40±1.86	1.09±1.72	0.59±1.45
Affect on student attendance	1.06±1.66	0.86±1.80	0.69±1.44	0.39±1.42	0.13±1.24
The ability to manage food allergies	0.83±1.73	0.05±2.01	-0.40±1.66	-0.16±1.43	-0.17±1.67

^a Responses were given based on the following scale: -5 to -1=Challenge; 0=Neutral; 1 to 5=Benefit

Table 4: Teacher Preferences of School Breakfast Models (n=507)^a

Breakfast Model	Mean ^b	Mode	Std dev	Do not Prefer (%)	Neutral (%)	Prefer (%)
Traditional Breakfast	2.80	5	2.53	7.6	13.3	79.1
Breakfast in the Classroom	-1.32	-5	3.52	58.3	9.5	32.3
Grab 'n Go	0.63	0	2.54	23.6	22.8	53.7
Second Chance Breakfast	0.02	0	2.46	30.1	30.6	39.3
Breakfast Vending	-0.92	0	2.58	42.8	29.5	27.6

^a Total responses may exceed 369 and percentages may not equal 100 due to multiple responses.

^b Responses were given based on the following scale: -5 to -1=Challenge; 0=Neutral; 1 to 5=Benefit

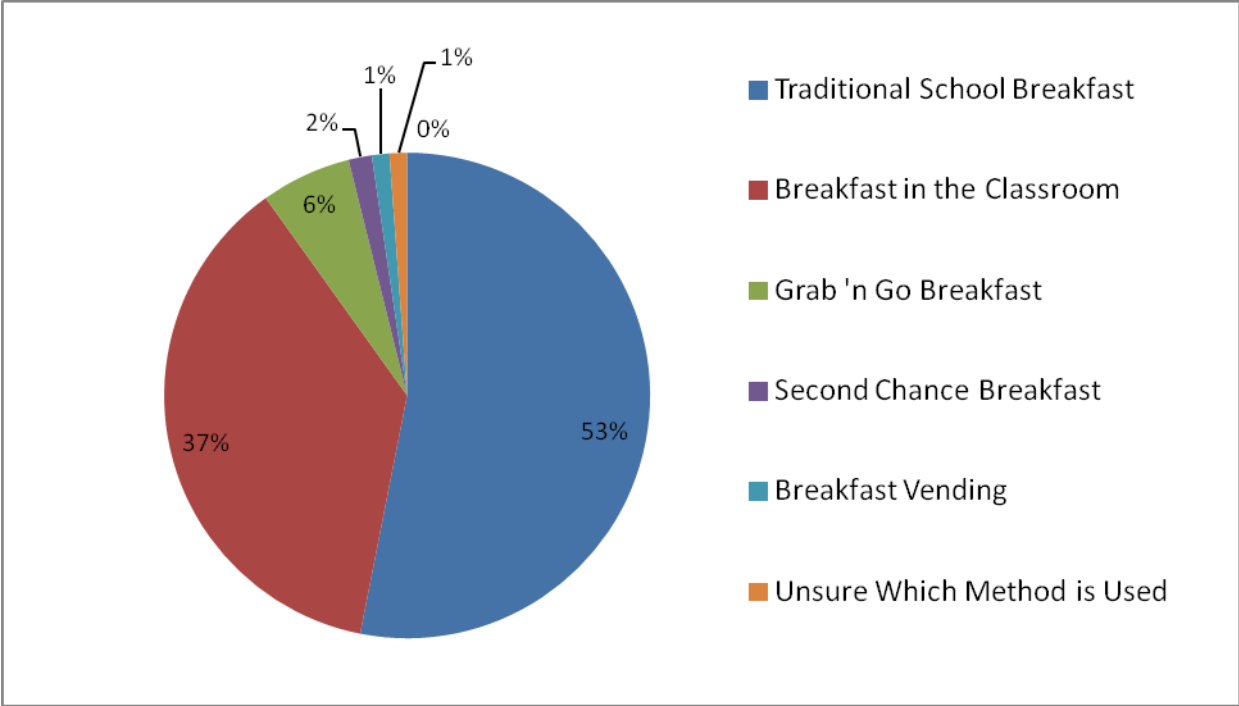


Figure 1: Frequency of School Breakfast Program Models used in Participant's schools.

Table 5: Comparisons between SBP Model Preferences and Demographic Variables (n=369)

School Breakfast Program Model	Grab 'n Go Breakfast	Breakfast in the Classroom	Breakfast Vending
Grades Taught	Mean ± SE	Mean ± SE	Mean ± SE
K-3	0.42±0.20 ^a	-1.28±0.29 ^a	-1.57±0.20 ^{a,b}
4-5	-0.29±0.26 ^{b,c}	-0.76±0.38 ^b	-1.27±0.267 ^c
6-8	0.96±0.25	-1.21±0.37	-0.42±0.26
9-12	2.60±0.38 ^{a,c}	-2.93±0.55 ^{a,b}	0.90±0.39 ^{b,c}
Percentage of Students Eligible for Free or Reduced Meals	Mean ± SE	Mean ± SE	Mean ± SE
0-25%	1.62±0.29 ^{a,b}	-2.91±0.40 ^{a,b,c}	0.21±0.30 ^{a,b,c}
26-50%	1.04±0.25	-1.64±0.34 ^a	-0.88±0.25 ^a
51-75%	0.20±0.30 ^a	0.66±0.41 ^b	-1.45±0.31 ^b
76-100%	-0.17±0.44 ^b	-0.83±0.60 ^c	-1.87±0.45 ^c

^{a,b,c} Items with the same superscript letter within each category have significantly different mean scores.

LITERATURE REVIEW

Childhood Obesity

Many youth do not eat breakfast and skipping breakfast has been associated with decreased cognitive function, increased risks of obesity and chronic disease.^{1,2} Childhood obesity is a growing epidemic in the United States. In 2013 – 2014, 17.2% of US children and adolescents were classified as obese, compared to 13.9% in 1999.³⁻⁵ Research has indicated that this increase could partly be due to poor eating patterns amongst adolescents. In the Feeding Infants and Toddlers Study (FITS), children, ages four to eight failed to meet the minimum number of servings for fruit and vegetable intake.⁶ Lytle et al.⁷ also investigated the change in eating behaviors and food choices of students as they advanced from third to eighth grade. As this cohort of students moved from elementary school to junior high, researchers identified a 14% decrease in breakfast consumption, as well as a decrease in consumption of fruits (41%), vegetables (25%), milk (8.5%) and fruit juice (12%). Birch et al.⁶ also found consumption of soft drinks more than tripled in the same time period. Childhood obesity has also been characterized by high calorie snacks, beverages high in sugar, and skipping breakfast.⁶

Research has identified several negative effects of childhood obesity. Serdula et al.⁸ found that childhood obesity leads to adult obesity in one-third (26 to 41%) of obese preschool children, and about half (42 to 63%) of obese school-age children. They also found that the risk of adult obesity was at least twice as high for obese children as for non-obese children.⁹ McMullin¹⁰ and the Center for Disease Control (CDC)¹¹ report a positive correlation between childhood obesity and breathing problems, low self-esteem, high blood pressure, and gallstones. There was also an increased future risk of type 2 diabetes, hypertension, coronary heart disease, stroke, asthma, cancer, and mortality.^{10,11} Obesity prevention programs have been developed and implemented in order to help prevent childhood obesity and the accompanying negative effects.¹²

School Nutrition Programs

The school environment has been identified as an opportune location to combat childhood obesity because the majority of children spend at least a third of their day in school¹¹.¹³ According to the Federal Register¹⁴, School Nutrition Programs (SNP) were established to create an environment that is conducive to developing healthy eating patterns in children. As part of the Healthy Hunger-Free Kids Act (HHFKA), the USDA sought to improve school lunches and breakfasts by changing nutrition requirements of school meals.¹⁵ Schools are now required to offer additional servings of fruits and vegetables daily (limiting starchy vegetables), grains that are at least 50% whole grain, meat at breakfast daily, as well as other specific nutrient limits and ranges.¹⁶

The CDC¹² has provided strategies to help schools implement SNP and increase the consumption of fruits and vegetables among students. They suggested that children should focus on concrete experiences with food (e.g. school gardens, farm tours, food preparation, and taste testing activities) to develop a personal connection and lasting relationship to healthy eating. Specific programs have been developed by the CDC to help this effort and include “Cooking with Kids”¹⁷, “*Let’s Move!* Salad Bars to Schools”¹⁸, and “The Edible Schoolyard”¹⁹. These programs engage elementary school students in using fresh foods from diverse cultures, increase salad bar use in schools, and promote school garden use in curriculum.¹² The U.S. Department of Agriculture (USDA) has also developed programs such as farm to school, School Breakfast Program (SBP), after school snacks, summer school programs, and the National School Lunch Program.²⁰

School Breakfast Programs

The School Breakfast Program (SBP) is a federally assisted meal program operated by the USDA Food and Nutrition Services in public and nonprofit private schools and residential childcare institutions. It was established in 1966 and was implemented in schools with nutritionally needy students. The program received permanent authorization in 1975 and was available to all schools needing to provide adequate nutrition to children in attendance.²¹

The program is usually administered by State education agencies at the State level, which operate through agreements with local school authorities. School districts and independent schools that choose to participate in the breakfast program receive cash subsidies from the USDA for each meal served. In return, the schools must serve breakfasts that meet Federal requirements, and they must offer free or reduced breakfast to students who are eligible. School breakfasts have to meet the meal standards based on the latest Dietary Guidelines for Americans and the HHFKA.^{15,16}

Benefits

The SBP has grown considerably in recent years from serving approximately 7.5 million children in 2000 to more than 12.9 million children in 2012.²¹ Benefits of SBP have been identified as obesity prevention, increased consumption of fruits, milk, and vegetables, higher academic grades, better testing performance, reduced absenteeism, enhanced student concentration, reduced likelihood of being overweight, improved nutrition, and consumption of a wider variety of foods than children who do not eat breakfast or eat breakfast at home.^{16, 21-22}

Cognitive Functions

One benefit of school breakfast is that research has found that there may be a correlation between eating breakfast and cognitive function. A study performed by Kleinman et al.²³ sought

to determine if SBP improved nutrient intake, as well as academic and psychosocial functioning. Ninety- seven students from the inner city area were observed before and after implementation of a universal free breakfast program. Prior to SBP implementation, 33% of children were classified as being at nutritional risk. Students were classified as nutritionally needy if their total energy intakes were less than 50% of the recommended daily allowance (RDA) and/or intaking less than 50% of two or more micronutrients. After six months of SBP, students who decreased their level of nutritional risk showed significant improvements in attendance, math grades, behavior, SBP participation, and decreases in hunger than children who did not decrease nutritional risk.²³

Murphy et al.²⁴ analyzed the relationship between SBP participation and psychosocial and academic functioning in school aged children. Data concerning SBP participation was collected from school data and parents and children were interviewed both prior to the start of the universal free breakfast program and four months after. Results showed that after four months of a universal free breakfast program SBP participation nearly doubled. Students who increased their participation in the SBP during the study had increased math scores, lower ratings on psychosocial problems, and less absences and tardiness than those whose participation declined or remained constant.²⁴

Changes to the School Breakfast Program

To increase and improve the benefits of school breakfast program, evaluations and changes have been implemented. Due to the HHFKA, significant changes to the SBP occurred in 2013-14 with the requirement to offer more whole grains, zero grams of trans fat per portion, more fruit, lowering sodium, and appropriate calorie levels per grade level. Any child attending a participating school may buy a meal through the SBP. Children from families with incomes at or below 130% (in 2014: \$30,615) of the Federal poverty level are eligible for free meals. Those

who have incomes between 130% and 185% (in 2014:\$30,615 - \$43,568) of the poverty level are eligible for reduced-price meals and cannot be charged more than 30 cents for breakfast.^{21, 25}

Cash reimbursement rates (money schools receive from the federal government) for non-severe need are: free breakfasts (\$1.58), reduced-price breakfasts (\$1.28), and paid breakfasts (\$0.28).

Models of School Breakfast Program Service

Several models of SBP service have been developed in an effort to effectively and efficiently serve breakfast to as many students as possible. Some barriers to SBP delivery include a stigma of only low income students eating breakfast, time restraints, and lack of administrative support.^{26, 27} Schools have tried to overcome aforementioned barriers with programs such as universal free breakfast, breakfast in the classroom (BIC), Grab 'n go breakfast, second chance breakfast, and breakfast vending.²⁷⁻³⁰

Traditional breakfast service

Traditional breakfast service is the original delivery method of school breakfast that usually happens before the school day begins. Students walk through a full service line and end at the payment service area. This method is similar to lunch serving styles and is the simplest method for menu planners because foods may be served hot or cold and do not need special packaging because children consume the food on site. However, this method tends to have barriers related to timing (e.g. busses arriving to school late) and social stigma (e.g. only low income students participate in the SBP).^{31,32}

Universal free breakfast

Universal free breakfast refers to any program that offers breakfast to students regardless of their income level.²⁸ Schools offer free school breakfast and sometimes also free lunch to all students to encourage participation. In 2011, a new federal provision was created called

community eligibility that makes it easier for high poverty schools to provide free meals without the administrative work to verify each low-income student in the district. This program was phased in over the last three years in 11 states and then was implemented nationwide in 2014-2015. Any school or district with 40% or more students who are certified for free meal service may participate. Benefits to this program are increased SBP participation and barriers include limited data to determine eligibility.³³

Reddan, Wahlstrom, and Reicks³⁰ designed a study to identify and compare perceived benefits and barriers related to breakfast consumption and concerns about weight among children in schools with or without a Universal School Breakfast Program (USBP). A total of 70% of students reported that they very often think eating breakfast is important and 74% and 26% reported that they eat breakfast very often or sometimes, respectively. A total of 80-86% of students very often or sometimes believed eating breakfast helped them pay better attention and 89-91% believed breakfast gave them more energy. Children in schools with USBP were more likely to report eating breakfast often (77%) than those in non USBP schools (71%). About half of students responded that the main barrier to eating breakfast was lack of time in the morning.³⁰

Harvey-Golding, Donkin, and Defeyter²⁹ evaluated a similar program in the UK. They used a qualitative study to examine the views of stakeholders involved in starting and delivering a universal free school breakfast program (UFSBP). Local city authorities and school administrators indicated that UFSBP was beneficial because it raised the profile of the town, demonstrated innovation, and improved punctuality and attendance. Participants believed that UFSBP would alleviate hunger and financial burdens from children and parents and improve health and nutrition. However, some perceived negative effects of UFSBP include children eating

double breakfast, removing parental responsibility, and concerns with high calorie breakfast items. Many administrators mentioned they felt forced to implement UFSBP.²⁹

Breakfast in the classroom

This model of service includes children eating BIC sometime during the morning. Breakfast items are delivered from the kitchen to the classroom (hot or cold) often by students. Breakfast service takes about 10-15 minutes. Teachers usually take care of morning business during this time.²⁷ Some challenges to this model include increased food costs, increased monitoring, mediating consumption, and lack of time in the school day.³⁴

Folta et al.³⁴ examined the perceptions of students, parents, and school staff, including teachers during the implementation of a BIC (BIC) model. Twenty-nine focus groups and twenty interviews from participants located in ten elementary schools from a large, urban school district in the USA were conducted. Primary themes that emerged were that school staff's perceptions became more positive and they improved practices related to the BIC model over the 3-6 month implementation. Most groups expressed an appreciation for the BIC program. Student consumption of school breakfast varied day to day based on student and family discretion and there was a mix of impressions of the model's potential positive impact from educational stakeholders. Some stakeholders felt BIC was disruptive, but others were unaffected. Stakeholders were also pleased with funds received from federal reimbursement however, many felt money was lost through increased plate waste.³⁴

Grab 'n go breakfast

Grab 'n go breakfasts are pre-packaged breakfast items available to students in the cafeteria or at mobile carts in hallways or by the gym. Students can eat these where and whenever they would like. Food service staff either bag breakfast items or purchase pre made

breakfast meal boxes that will be served with milk. Most grab 'n go breakfast items are cold which allows for flexibility in meal service times and when and where children decide to eat. However this model has a higher need for monitoring garbage disposal.²⁷

Conklin and Bordi³⁵ examined perceptions of 74 instructional personnel regarding the grab 'n go breakfast program. Participants worked at a suburban middle school in Pennsylvania with low participation in the SBP. The school enrolled 892 students and only 4% of those students ate breakfast at school. A 16 item agreement survey was administered one month after initiation of the Grab' n Go breakfast program. Results of the survey showed that 75% of respondents strongly agreed that breakfast consumption fostered better school performance. Sixty-two point two percent of participants thought the place to eat breakfast was at home, 73% agreed that breakfast should be offered at school, and 13.5 % thought it should be confined to the cafeteria. A total of 68.9% of teachers agreed that the grab 'n go program should be continued to the next year and 63.5% thought the service was worth the extra effort.³⁵

Second chance breakfast

This model allows students to eat breakfast during a morning break usually later in the morning. Breakfast items are packaged in grab 'n go containers and distributed from mobile carts in high traffic areas in the school. Foods that are hand held or easy to eat are the most popular choice for this service model. This model allows those students who skipped breakfast or were not hungry earlier a chance for a healthy breakfast. Barriers include children disposing of garbage appropriately and may cause more waste products in locations other than the cafeteria.²⁷

Breakfast vending

Breakfast vending allows students to access healthy breakfast foods from vending machines. This model is most often used in high schools and the vending machines are only

available during the morning. Vending machines can be set up to the school's point of sale system. This model allows students to access breakfast independently and offer flexibility for students arriving to school at different times. However, a downside to breakfast vending is that it is limiting to the variety of food options to be offered.²⁷

Multicomponent Intervention Programs

As previously referenced, the above mentioned SNP's can be effective in fighting childhood obesity however, research has indicated that multicomponent intervention programs are most effective.³⁶ Multicomponent interventions are when teachers, school nutrition directors (SNDs), school staff, parents, and the community are involved in promoting health behavior changes. Multicomponent programs have been seen to be the most effective in obtaining desired results from nutrition interventions.^{36,37}

Perez-Rodrigo and Aranceta³⁸ performed an analysis on multicomponent interventions to implement school-based nutrition education programs such as "GIMME 5 Georgia", "Child and Adolescent Trial Cardiovascular Health" (CATCH), and "Eat Well & Keep Moving Planet Health". These programs were successful in involving teachers in implementing nutrition curriculum that were supported by qualified program staff. However, teachers complained about lack of specific instruction materials provided. They also indicated that adequate time, training, and materials are vital to a program's success. School based nutrition should seek not only to educate on nutritional information but also develop skills and behaviors related to areas of food preparation, food storage and preservation, cultural aspects of food, enhanced self-esteem and body image, and other consumer aspects.³⁸

Koplan, Liverman, and Krakk³⁶ also investigated multi-faceted approaches and found that most school based interventions have been designed in a multifaceted way to include one or

more of the following components: changes in food environment, classroom curriculum on nutrition education and behavioral skills, promotional activities, and parental involvement. Multicomponent school based interventions used were “CATCH”, “Pathways”, and “Planet Health”. Planet Health reported reductions in obesity prevalence among girls and the Stanford CATCH Program observed declines in BMI. Environmental interventions, such as improved playground design or increased availability of recreational locations, when employed in a multicomponent program seemed to have a lesser impact on influencing students’ food choices.³⁶

William and Mummery⁴⁰ also examined the effectiveness of multicomponent programs and found that during adolescent years; health style practices develop that are influenced by physical and social environments, personal characteristics, and genetics. Their research showed that effective, health intervention programs need to be tailored to specific communities, be gender based, or have stake holder involvement.⁴⁰ A majority of teachers (85%) reported they felt they had the capability to provide advice and guidance to students in regards to their health. Both adolescents and teachers identified teacher role modeling as a positive reinforcement.⁴⁰ Another study found that teachers reported they enjoyed being involved and teaching nutrition curriculum; however, few teachers admitted to teaching nutrition prior to this study.⁴⁰ Barriers noted by teachers were lack of time, training, material, administrative support, and lack of confidence.⁴¹

Teacher Perceptions of School Nutrition Programs

Teachers support the idea of implementing SNP to improve child nutrition.⁴² Studies show that when teachers are included in a multi component effort to combat childhood obesity through SNP, there seems to be a positive effect on children’s eating behaviors. Children tend to model eating patterns observed from adults and peers.⁷

Children rarely consume the recommended amount of fruits and vegetables because most children are hesitant to try new foods and do not prefer fruits and vegetables. Children learn what and why to eat from families and the larger environment.⁴³ Part of a child's environment includes teachers. Teachers tend to give candy often in schools as rewards, which affects the child's preference with a positive association, whereas vegetables are not given with the same positive mentality.⁴³

Research performed by Neumark-Sztaine, Story, and Harris³⁷ examined the attitudes and beliefs of school staff related to obesity and found that school staff believed that schools had a role in decreasing, treating, and preventing obesity.³⁷ Findholt et al.⁴³ investigated the food related practices and beliefs of elementary and middle school teachers in a rural area of Oregon. Most (97%) teachers agreed that a healthy school environment was important and some (71%) believed that teachers' behaviors and foods available (67%) at school influenced what students ate. Teachers responded they ate unhealthy snacks (78.2%), consumed sweetened beverages (42.5%) in their classrooms, and used candy as a reward (86%). Teachers seem to be aware that a healthy environment is needed, but unaware of what influences a child's eating habits.⁴³⁻⁴⁵

Kubik et al.⁹ examined teacher-food related role modeling and use of food as a reward/incentive in classrooms. A majority (97%) of teachers agreed it was important to have a healthy school environment. A total of 69% of teachers agreed that students should not be allowed to purchase candy or soft drinks at school and vending machines should only offer healthy items, while 76% indicated that fast food chains should be eliminated from school lunch offerings. However, some teachers were supportive of using low nutritive foods for school fund raising (25%) and using students to sell candy for funds (31%). A majority of teachers (69%) consumed a high fat diet and more than half (53%) allowed students to eat in classrooms. The majority of

teachers (73%) used candy as a reward and some (34%) used candy as much as 2-3 times a month.⁹

Henry et al.⁴⁶ used a 5 point Likert agreement scale (1= strongly disagree to 5= strongly agree) to evaluate teachers' perceptions of school-wide food practices and wellness policy topics. Items that teachers agreed with most were: "nutrition education should be used to help students develop skills to make healthy choices" (M=4.20), "access to the district local school wellness policy" (M=3.93), and "the school environment affects students' food choices" (M=3.87).⁴⁶

Some programs have started involving teachers in school nutrition programs. Slawson et al.⁴⁷ investigated the perceptions of teachers on the program Go, Slow, Whoa (GSW), a nutrition curriculum program developed by the CDC. Teachers were supplied with interactive, classroom curriculum. A total of 56.5% of teachers indicated that they completed at least one GSW lesson plan but only 22.9% of teachers thought the lessons to be helpful. However, during focus groups, cafeteria staff perceived minimal involvement from teachers in GSW.⁴⁷

School gardens are also a method involving teachers in teaching nutrition to students. Graham and Ziedenisberg-Cherr⁴⁸ mailed questionnaires to California fourth-grade teachers at schools with gardens to assess the use, perception, and barriers of gardens in schools. Of the teachers that responded, a total of 68% of teachers in participating schools stated they used the garden to enhance academic instruction. They also indicated that the gardens were moderately effective in enhancing science (53%) and social skills (41%) and very effective at enhancing physical activity (47%), language arts (46%), healthful eating habits (43%), and academic performance (47%). Teachers strongly agreed that gardening curriculum (51%) and lesson plans on gardening and nutrition (46%) would assist in instructions. The greatest hindrance to using

the garden was lack of time (67%) and lack of training (58%).⁴⁸ A study performed by Murakami, Pharr, and Bungum⁴⁹ found similar results.

The SBP is a way in which some schools are incorporating teachers to be involved in child nutrition. Limited quantitative research has been done on teacher perceptions of the overall SBP. Qualitative research conducted by Lambert et al.⁵⁰ sought to understand the opinions of teachers and SNDs on overall SBP. Many made the statement that they believed SBP was advantageous due to a positive social environment (51% of participants), better nutrition than at home meals (22%), and increased school performance (13%). Disadvantages and barriers perceived by teachers and SNDs were time restraints (24%), low nutritional value (18%), poor social stigma (15%), support of school staff (22%), time issues (20%), and parental influence (16%).⁵⁰

School Breakfast in Utah

Perceptions from some of the 27,900 teachers⁵¹ that are employed in Utah may help increase the effectiveness and participation of SBP and have further implications to SBP throughout the nation. As indicated above, children's eating habits are affected by their school environment and the schools in the state of Utah have the lowest participating rate in the SBP with only 34.8 out of every 100 eligible students participating in 2014-1015.³¹ The Food, Research, and Action Center (FRAC) reported that on an average school day in 2014-2015, 60,605 low income students in Utah participated in SBP, an increase of only 818 students from the previous year. The FRAC measures a successful SBP as one that reaches 70 out of every 100 eligible students. If Utah reached that number, an additional 61,304 students would be served breakfast daily and Utah would receive an additional \$16,079,276 in annual federal reimbursement funding.⁵² Many may think that a low SBP participation rate means the students

are eating breakfast at home, however the percentage mentioned above is measurement of the percentage of students who are eligible for free breakfast that are participating in the SBP. A total of 15% of children in Utah were living in poverty in 2013. In 2016-2017, schools in Utah received \$1.71 for each free breakfast served, \$1.41 for each reduced price breakfast served, and \$0.29 for each paid breakfast served for federal reimbursement.³¹

In an effort to improve participation, some schools in UT have started to implement alternative SBP models. Five districts have implemented BIC, 12 implemented grab and go, four implemented second chance breakfast, and three implemented breakfast vending. These schools have used a variety of marketing methods to promote SBP participation including outreach to parents and teachers reminding students to eat breakfast.³¹

Purpose

Childhood obesity is on the rise and SBP is one of the many SNP being used to improve children's eating behaviors. Schools in Utah have the lowest SBP participation rate in the U.S.³⁰ Research has shown that teachers are an important component of school nutrition intervention programs. Teachers are often on the "front lines" of SBP delivery and yet research regarding their perceptions of the program is limited. The purpose of this study was to obtain Utah teachers' perceptions regarding SBP. Specific objectives of the study include:

1. Identify teacher perceptions of benefits and challenges of the SBP
2. Identify teacher perceptions of benefits, challenges, and preferences to different SBP service models
3. Identify differences in teacher perceptions of benefits, challenges, and preferences to different SBP service models

This data could lead to future implications such as increased effectiveness of SBP, the ability to identify the SBP model that is best for individual schools, improve and enhance cognitive development of students in Utah, and increased SBP.

EXPANDED METHODS

Sample and Recruitment

The sample for this study consisted of K-12 teachers from schools throughout the state of Utah. Utah has the lowest SBP participation in the nation with only 34.8% of eligible students participating in 2014-2015. If Utah had 70% of eligible students participate in SBP, an additional 61,304 students would be served breakfast daily and receive the benefits of SBP participation previously mentioned. Utah would also receive an additional \$16,079,276 in annual federal reimbursement funding.³¹ Therefore, increasing SBP participation within the state of Utah is especially important.

The Utah Education Association (UEA), which is an organization that serves public schools in Utah by representing classroom teachers, retired educators, and administrators, was asked to help with recruitment of participants.⁵³ This was done in order to reach a broader sample of the population and simplify the contact and distribution process⁵⁴. UEA emailed approximately 18-20,000 teachers throughout the state of Utah and invited them to participate in the survey. A second invitation/reminder was sent two weeks after the initial email invitation. Teachers had a total of three weeks from the time the initial email invitation was sent to complete the survey.⁵⁴

Design and Survey

The survey was created, using Qualtrics (Provo, UT)⁵⁵, to measure teachers' perceptions of SBP in Utah. Previous studies and survey instruments related to perceptions of SBP were used as a basis for instrument development.^{54,56} A modified informed consent form was developed and included as the first page of the survey and completion of the survey indicated participants agreement to participate. The survey consisted of questions regarding teachers' perceptions towards benefits and challenges of the SBP, benefits and challenges of five different SBP models, preference for each model, and basic school and participant demographics. The

survey was composed of multiple choice, free response, and scaled questions. Once developed, three school nutrition and SBP experts evaluated the instrument and provided written feedback. The survey instrument was revised according to expert comments and then pilot tested by six teachers in Utah. The survey questions were evaluated by the expert panel of members of the Utah Breakfast Expansion Team and professors specializing in school and community nutrition for clarity to avoid bias and leading questions. The length and the time to complete the survey were also evaluated and the survey instrument was revised according to comments.

Data Analysis

Data from the survey were downloaded from Qualtrics (Provo, UT)⁵⁵ and then cleaned using excel. If a participant completed the majority of survey questions including at least one of the questions regarding perceptions of a SBP model, that participant's data were included in the analysis. All remaining surveys were deleted. Qualtrics (Provo, UT)⁵⁵ did not automatically enter a zero in the data set for neutral responses, thus zeros were entered manually as part of the data cleaning process. Lastly, public data pertaining to different schools in Utah were collected from the Utah State Board of Education website⁵⁷. This data contained information regarding the percentage of the student population at each school that were eligible for free and/or reduced meals. These data were collected in order to make comparisons between perceptions of teachers based on the percentage of students eligible for free or reduced meals at their schools. The data were re-coded into four variables (numbered 1, 2, 3, and 4) each including a specific range of percentage of students who qualified for free and reduced meals. The ranges for each variable were 1= 0-25%, 2= 26-50%, 3= 51-75%, and 4= 76-100%. These four variables were then used to sort and analyze participant's data according to the self-identified school where they taught.

The data were analyzed using Statistical Analysis Software (SAS). Descriptive statistics and frequencies were calculated for all questions of the survey to find means and percentages of participants that responded. An analysis of variance (ANOVA) and Tukey Kramer tests were performed to identify differences between demographic variables and preferences for each school breakfast program model. The level of significance was $p < .01$ and was chosen to protect for multiple comparisons. Permission for this study was obtained from the Institutional Review Board (IRB) at Brigham Young University prior to any data collection or analysis.

EXPANDED RESULTS

There were some results from this study that were not reported in the manuscript above. Those results include: participant characteristics, benefits and challenges to each SBP model, responses to several questions regarding teacher perceptions of their school and personal breakfast nutrition and practices, differences in preferences based on participant and school demographics, as well as responses from two open response questions. These results are reported below.

Participant Characteristics

The majority of participants were female (87.5%, n=321) and 78% (n=287) were between the ages of 35-64. The majority identified as white/Caucasian (92.6%, n=339), were married (71.6%, n=259), and 68.7% (n=250) had a household income of \$50,000 or more. Of the teachers that participated in the survey, 40.5% (n=147) taught kindergarten through third grade, 23.1% (n=84) taught grades 4-5, 25.3% (n=92) taught grades 6-8, and 11% (n=40) taught grades 9-12. A total of 63.7% (n=235) of the participants taught all core elementary courses, 9.2% (n=34) taught math, and 7.3% (n=27) taught language arts/English. Further details on participant characteristics can be found in Table 1.

In terms of the type of SBP model used, 97.6% (n=363) offered some form of SBP to its students. Of those who did offer SBP approximately 90% of indicated that their school offered traditional breakfast (53%, n= 192) or BIC (37%, n=134) while grab n go, second chance, and breakfast vending were only used by 7.6% (n=33). Further details on types of SBP models offered in participant's schools can be found in Figure 1.

Benefits and Challenges to School Breakfast

Participants were asked to indicate whether they perceived several SBP items, from a list provided, as a benefit or challenge to SBP in general. The most commonly selected benefit items

were: students will not be hungry (95.4%, n=352), students will perform better academically (84%, n=310), students will have less behavior problems (52.3%, n=193), and teachers will not have to feed students with food they personally purchased (50.4%, n=186). The most commonly selected challenge items were: food waste (45.8%, n=168), not enough time for students to eat (33.9%, n=125), increased supervision needs provided by teachers/staff (31.2%, n=115), and takes time away from the school day (26%, n=96). Further details regarding teacher perceptions of benefits and challenges of SBP can be seen in Table 2.

Challenges and Benefits for Each Model of SBP Service

Teachers were asked to rate 13 SBP factors as either a challenge or benefit for each of the five SBP models using the following scale: -5 to -1 =challenge, 0 = neutral, and 1 to 5 = benefit. This type of scale was chosen to simplify and shorten the survey for participants' convenience. Means and standard deviations were analyzed and results for each of the five SBP models are included below. Details regarding benefits and challenges to each SBP model can be found in Table 3.

Traditional school breakfast

When using the scale above, the three items with the highest mean rating (benefits to traditional School Breakfast) were, students' academic performance (1.88 ± 1.85), the food options were nutritious (1.11 ± 2.16), and improved attendance (1.06 ± 1.66). In terms of challenges to traditional school breakfast the three items with the lowest mean scores were, the time it takes to serve breakfast (-0.30 ± 2.24), the amount of food wasted (-0.68 ± 1.86), and the clean-up required (-0.97 ± 2.05).

Breakfast in the Classroom

In regards to the BIC model, teachers perceived the effect on students' academic performance (1.39 ± 2.09), the likelihood of students participating in SBP (1.35 ± 2.45), and increased attendance (0.86 ± 1.80) as benefits from BIC. They perceived the cleanup (-1.93 ± 2.42), the time to serve breakfast (-1.91 ± 2.56), and the amount of food wasted (-1.50 ± 2.17) as the greatest challenges.

Grab 'n Go Breakfast

In terms of the grab 'n go SBP model the effect on students' academic performance (1.40 ± 1.86), likelihood of students participating (1.10 ± 1.85), and flexibility in food service (0.86 ± 1.93) received the greatest mean rating from teachers indicating that these are considered benefits. In terms of challenges, the amount of food wasted (-0.57 ± 1.96), nutrition of food options available (-0.65 ± 2.02), and clean up required (-0.74 ± 2.29) received the lowest mean ratings and were perceived as challenges.

Second Chance Breakfast

Teachers perceived the effect on students' academic performance (1.09 ± 1.72), likelihood of students participating (0.63 ± 1.70), and flexibility in how food is served (0.54 ± 1.60) as benefits to second chance breakfast. The clean-up required (-0.98 ± 1.81), the amount of supervision needed (-0.57 ± 1.90), and the amount of food wasted (-0.37 ± 1.57) were identified as challenges.

Breakfast Vending

Concerning the breakfast vending model, teachers perceived the time it takes to serve school breakfast (0.89 ± 2.10), amount of supervision needed (0.71 ± 2.00) and the amount of food wasted (0.64 ± 1.89) as benefits. Food options being available that are nutritious (-0.87 ± 1.89), the

number of food options available (-0.60 ± 1.88), and overall costs associated with this model (-0.21 ± 1.70) were perceived as challenges.

Preferences of SBP Models

Participants were also asked to indicate their preference for each SBP model using the following scale: -5 to -1 =not preferred, 0 = neutral, and 1 to 5 = preferred. Traditional breakfast was the most preferred model with a mean score of 2.80 (79.1% prefer, 13.3% neutral, 7.6% do not prefer) and BIC was the least preferred model by teachers with a mean of -1.32 (32.3% prefer, 9.5% neutral, and 58.3% do not prefer). Mean scores regarding teachers' preference for the remaining SBP models were as follows: grab 'n go breakfast (M=0.63), second chance breakfast (M=0.02), and breakfast vending (M=-0.92). However, the mode (most commonly selected answer) for grab 'n go breakfast, second chance breakfast, and breakfast vending were all zero thus indicating a lack of knowledge regarding these SBP models. See Table 4 for more information on preferences of SBP models.

Differences in Teacher Perceptions based on Demographic Characteristics

ANOVA was used to calculate and compare several demographic variables with teachers' preferences for each SBP model in order to identify differences. Results of these analyses are included below.

Differences by Participant Demographics

ANOVA tests were also performed analyzing correlations between participant demographics and preferences toward each SBP model. Teachers ages 25-34 (p-value 0.0078) had a significant positive perception of the grab 'n go breakfast model over teachers ages 55-64. American Indian or Alaska Natives (p-value 0.0159) demonstrated a significant positive

preference towards the traditional breakfast model over those teachers who selected “other” as a response to a question about describing their ethnicity.

Teachers who indicated that they taught in schools in a rural area (p-value<0.0001) had a significant positive perception of grab ‘n go models over teachers who taught in urban areas.

Teachers who taught in urban areas (p-value<0.0001) had a significant negative perception of the grab ‘n go breakfast model over those teachers who taught in a suburban area.

Differences by Courses Taught

Teachers who indicated that they taught elementary courses had a significantly negative perception of breakfast vending (p-value<0.0001) over those teachers who did not teach elementary courses. Teachers who taught math courses (p-value=0.0024) and social studies courses (p-value=0.0042) had a significantly positive perception of breakfast vending over those teachers who taught other courses. Teachers who taught elementary courses (p-value<0.0001) had a significantly negative perception of the grab ‘n go model and teachers who taught math courses (p-value<0.0001) had a significantly positive perception of the grab ‘n go breakfast model over teachers who taught other courses.

Differences by Grade Level Taught

Those teachers who taught grades K-3 (p-value<0.0001) had a significantly negative perception of the grab ‘n go breakfast model over teachers who taught grades 9-12. Those teachers who taught grades K-3 (p-value 0.0028) also had a significantly negative perception of breakfast vending over teachers who taught grades 9-12 and grades 6-8 had a significantly (p-value<0.0001) negative perception of breakfast vending over teachers who taught grades 9-12. Teachers who taught grades 4-5 (p-value 0.0038) had a significantly negative perception of the

grab 'n go model over teachers who taught grades 6-8 and a significantly negative perception (p-value<0.0001) of grab 'n go breakfast over teachers teaching grades 9-12.

Differences by Percentage of Free and Reduced Meals

Teachers in schools with 26-50% (p-value 0.0001) students eligible for free/reduced meals had a significantly negative preference towards the BIC model over teachers employed in schools with 51-75% eligibility. Teachers who taught in a school with 0-25% (p-value<0.0001) eligibility had a significantly negative preference to BIC over teachers who taught in schools with 51-75% eligibility.

Schools with 0-25% (p-value 0.0009) students eligible for free/reduced meals had a significantly positive perception of breakfast vending compared to those schools with 51-75% eligible students. Also, teachers at schools with 0-25% (p-value 0.0010) eligibility had a significantly positive perception of breakfast vending over teachers teaching at a school with 76-100% eligibility.

Lastly, teachers in schools with 0-25% (p-value 0.0043) students eligible for free/reduced meals had a significantly positive perception of grab 'n go breakfast over those schools with 51-75% eligibility. Teachers in schools with 0-25% (p-value 0.0045) eligibility had a significantly positive preference towards grab 'n go breakfast over teachers teaching in a school with 76-100% eligibility.

Teacher Perceptions Regarding School and Personal Breakfast Nutrition and Practices

Teachers were asked about several different factors regarding school breakfast nutrition, beliefs, and practices. A majority (82.9%, n=306) believed that the parent or guardian is responsible for feeding a child. Seventy-three percent (n=268) of teachers perceived school breakfast as healthy or sometimes being healthy and 37.7% (n=138) were unsure if school

breakfast provided the appropriate amount of calories for students. A majority of teachers ate breakfast everyday but 70% never ate school breakfast. See Table 5 for further details about teacher perceptions regarding breakfast nutrition and practices.

Qualitative Data

The survey contained the following open response questions: 1) what do you like or dislike about the method of school breakfast implementation used by your school?, and 2) is there anything else you would like us to know about school breakfast participation at your school?

A total of 309 open ended responses were collected concerning the question “what do you like or dislike about the method of school breakfast implementation used by your school?” A total of 120 participants responded to the question “is there anything else you would like us to know about school breakfast participation at your school?” After a brief analysis of these responses, the following themes emerged: preference for traditional breakfast, concerns regarding food waste and cleanliness, lack of nutritious food offerings, attendance and other scheduling issues related to traditional breakfast, perception that serving breakfast is not what teachers were hired to do, and a lack of parental responsibility.

It should be noted that this analysis was brief and non-comprehensive due to the fact that these questions were not meant to be a major part of the study. However, due to the unexpectedly high number of responses and the breadth and detail shared by participants, the data and results will be further analyzed and reported in an official manuscript at a later time. All of the qualitative responses can be found in Appendix C.

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EXPANDED TABLES

Table 6: Expanded Demographic Characteristics of Participants and Schools (n=369)

Characteristics	(n)	(%)
Gender^a		
Male	46	12.5
Female	321	87.5
Age^a		
18-24	8	2.2
25-34	63	17.1
35-44	110	29.9
45-54	90	24.5
55-64	87	23.6
65-74	10	2.7
75 and over	0	0
Ethnicity^a		
Caucasian / White	339	92.6
African American or Black	1	.3
Hispanic/Latino	10	2.7
American Indian or Alaskan	4	1.1
Asian	3	.8
Native Hawaiian or Pacific Islander	1	.3
Other	8	2.2
Marital status^a		
Married	259	71.6
Never Married	64	17.7
Separated	3	.8
Divorced	35	9.7
Widowed	1	.3
Household income^a		
Less than \$10,000	0	0
\$10,001 - \$29,999	1	.3
\$30,000 - \$49,999	64	17.6
\$50,000-\$69,999	92	25.3
\$70,000 - \$89,999	55	15.1
More than \$90,000	103	28.3
Rather not say	49	13.5
Political preference^a		
Conservative	107	29.4
Moderate	125	34.3
Liberal	59	16.2
Rather not say	56	15.4
Unsure	17	4.7
Grades taught^a		
K-3	147	40.5

4-5	84	23.1
6-8	92	25.3
9-12	40	11.0
<hr/>		
Subjects taught ^b		
Elementary	235	63.7
Language Arts/English	27	7.3
Math	34	9.2
Science	23	6.2
Health/Physical Education	5	1.4
Social Studies	17	4.6
Foreign Languages	10	2.7
More than one	14	3.8
None of the above	34	9.2
<hr/>		
Number of children each participant has ^a		
I do not have children	103	28.3
1	32	8.8
2	67	18.4
3	50	13.7
4 or more	112	30.8
<hr/>		
Whether or not participants are the primary care giver of children? ^a		
Yes	196	75.4
No	64	24.6
<hr/>		
Location of participants' schools ^a		
Rural	32	8.8
Urban	86	23.7
Suburban	234	64.5
Unsure	11	3.0
<hr/>		
Whether or not School Breakfast is offered ^a		
Yes	363	97.6
No	6	1.6
Unsure	3	.8

^a Totals may not equal 369 and percentages may not equal 100 due to missing data.

^b Total responses may exceed 369 and percentages may not equal 100 due to multiple answers.

Table 7: Teacher Perceptions Regarding Breakfast Nutrition and Practices (n=369)

Practice/Belief	(n)	(%)
Who is responsible to feed children breakfast?		
Parent or guardian	306	82.9
Baby sitter or child care provider	2	0.5
The child themselves	13	3.5
The child's school	7	1.9
Other	41	11.1
Is school breakfast healthy?^a		
Yes	141	38.4
No	77	21.0
Sometimes	127	34.6
I don't know	22	6.0
Does school breakfast provides enough calories for students?^a		
Too many	80	21.9
Too few	20	5.5
The correct amount	128	35.0
Unsure	138	37.7
School breakfast provides necessary nutrients that children need^a		
Strongly agree	41	11.2
Agree	134	36.6
Neither agree or disagree	96	26.2
Disagree	75	20.5
Strongly disagree	20	5.5
How often teachers eat breakfast at home or from home^a		
Every day	215	58.6
Most days	86	23.4
Sometimes	52	14.2
Never	14	3.8
I don't know	0	0.0
How often teachers eat school breakfast^a		
Every day	7	1.9
Most days	12	3.27
Sometimes	91	24.8
Never	257	70.0

I don't know

0

0.0

^a Totals may not equal 369 and percentages may not equal 100 due to missing data.

^b Total responses may exceed 369 and percentages may not equal 100 due to multiple answers.

APPENDICES

APPENDIX A: TEACHER PERCEPTIONS OF SCHOOL BREAKFAST PROGRAMS
SURVEY

We are Emily Krueger and Professor Nathan Stokes from the Department of Nutrition, Dietetics, and Food Science at Brigham Young University. You are being invited to participate in a research study called: Teacher Perceptions of School Breakfast Programs. We are interested in your feedback as you pilot a survey instrument designed to find out teacher perceptions of school breakfast programs; specifically, what the challenges, benefits, and preferences are to each implementation method of school breakfast. Your participation in this study will require the completion of the questionnaire linked below. This should take approximately 10-15 minutes of your time. Your participation will be anonymous and you will not be contacted again concerning this study in the future. You will not be paid for being in this study. There is no compensation for participating. This survey involves minimal risk to you. The benefits, however, may impact society by helping increase knowledge about the school breakfast program and its implementation models. You do not have to be in this study if you do not want to be. You do not have to answer any question that you do not want to answer for any reason. We will be happy to answer any questions you have about this study. If you have further questions about this project or if you have a research-related problem you may contact us, Emily Krueger at emilykrueger922@gmail.com or Nathan Stokes at Nathan_stokes@byu.edu. If you have any questions about your rights as a research participant you may contact the IRB Administrator at A-285 ASB, Brigham Young University, Provo, UT 84602; irb@byu.edu; (801) 422-1461. The IRB is a group of people who review research studies to protect the rights and welfare of research participants. The completion of this survey implies your consent to participate. If you choose to participate, please complete this survey by May 12, 2017. Thank you!

Q2 This survey will ask you about your perceptions towards several different service methods used for the National School Breakfast Program. Please take a moment to review the definitions of each of the different service methods below. Traditional breakfast service - Breakfast delivered and eaten in the cafeteria before school day begins Grab 'n Go breakfast- Pre-packaged breakfast items available to students in the cafeteria or at mobile carts in high traffic areas. Students can eat these in the hallway, classroom, or a location selected by the school. Breakfast in the classroom - Breakfast items (hot or cold) delivered to classroom and eaten during class in the morning. Second chance breakfast - School breakfast is offered in the morning before school starts and during morning recess or snack/brunch break. Breakfast items are packaged and placed in mobile carts in high traffic areas during morning break. Breakfast vending - Breakfast foods available from vending machines.

Q3 Is school breakfast served at your school?

- Yes (1)
- No (2)
- Unsure (3)

Condition: No Is Selected. Skip To: Which of the following do you perceive....

Q4 How is breakfast served in your school? Click all that apply.

- Traditional Breakfast (1)
- Breakfast in the classroom (2)
- Grab 'n Go (3)
- Second chance breakfast (4)
- Breakfast vending (5)
- Breakfast is not served at my school (6)
- Unsure which method my school is using (7)
- Other (please specify) (8) _____

Q5 Which of the following do you perceive as benefits of school breakfast programs in general? Please select all that apply.

- Students will not be hungry (1)
- Students will perform better academically (2)
- Students will have less absences and tardies (3)
- Teachers will not have to feed students with food they personally purchased (4)
- Students will have less behavior problems (5)
- Students will not binge at lunch (6)
- The food service revenue will increase (7)
- There are not benefits to school breakfast programs (8)
- Do you see any other benefits? (please specify) (9) _____

Q6 Which of the following do you perceive as challenges for school breakfast participation in general? Please select all that apply.

- Not enough time for students to eat (1)
- Social stigma of those who eat breakfast at school (2)
- Students have to wait in cafeteria lines (3)
- Increased supervision needs provided by teachers/staff (4)
- Food waste (5)
- Takes time away from the school day (6)
- Misaligned bus schedule (7)
- School scheduling conflicts (8)
- There are not challenges to the school breakfast programs (9)
- Unsure (10)
- Do you see any other challenges? (please specify) (11) _____

Q7 Identify to what extent each of the following items is a challenge or benefit when using Grab'n Go breakfast. Please use the definition and scale provided (-5 = Challenge, 5 = Benefit). If you are unsure about a specific item click "Not Sure". Grab 'n Go breakfast- Pre-packaged

breakfast items available to students in the cafeteria or at mobile carts in high traffic areas. Students can eat these in the hallway, classroom, or a location selected by the school.

- _____ The time it takes to serve school breakfast (1)
- _____ The clean up required (2)
- _____ The amount of food wasted (3)
- _____ Nutrition of food options available (4)
- _____ Likelihood of students participating (5)
- _____ Flexibility in how food is served (6)
- _____ The amount of supervision needed (7)
- _____ Social stigma created (8)
- _____ Overall costs associated with this method (9)
- _____ Number of food options available (10)
- _____ Affect on students' academic performance (11)
- _____ Affect on student attendance (12)
- _____ The ability to manage food allergies (13)

Q8 Identify to what extent each of the following items is a challenge or benefit when using the second chance breakfast service method. Please use the definition and scale provided (-5 = Challenge, 5 = Benefit). If you are unsure about a specific item click "Not Sure". Second chance breakfast - School breakfast is offered in the morning before school starts and during morning recess or snack/brunch break. Breakfast items are packaged and placed in mobile carts in high traffic areas during morning break. Student grab and eat during break.

- _____ The time it takes to serve school breakfast (1)
- _____ The clean up required (2)
- _____ The amount of food wasted (3)
- _____ Nutrition of food options available (4)
- _____ Likelihood of students participating (5)
- _____ Flexibility in how food is served (6)
- _____ The amount of supervision needed (7)
- _____ Social stigma created (8)
- _____ Overall costs associated with this method (9)
- _____ Number of food options available (10)
- _____ Effect on students' academic performance (11)
- _____ Effect on student attendance (12)
- _____ The ability to manage food allergies (13)

Q9 Identify to what extent each of the following items is a challenge or benefit when using the breakfast vending service method. Please use the definition and scale provided (-5 = Challenge, 5 = Benefit). If you are unsure about a specific item click "Not Sure". Breakfast vending - breakfast foods available from vending machines

- _____ The time it takes to serve school breakfast (1)
- _____ The clean up required (2)
- _____ The amount of food wasted (3)
- _____ Nutrition of food options available (4)
- _____ Likelihood of students participating (5)
- _____ Flexibility in how food is served (6)
- _____ The amount of supervision needed (7)
- _____ Social stigma created (8)
- _____ Overall costs associated with this method (9)
- _____ Number of food options available (10)
- _____ Effect on students' academic performance (11)
- _____ Effect on student attendance (12)
- _____ The ability to manage food allergies (13)

Q10 Identify to what extent each of the following items is a challenge or benefit when using the traditional breakfast service method. Please use the definition and scale provided (-5 = Challenge, 5 = Benefit). If you are unsure about a specific item click "Not Sure". Traditional breakfast service - Breakfast delivered and eaten in the cafeteria before school day begins

- _____ The time it takes to serve school breakfast (1)
- _____ The clean up required (2)
- _____ The amount of food wasted (3)
- _____ Nutrition of food options available (4)
- _____ Likelihood of students participating (5)
- _____ Flexibility in how food is served (6)
- _____ The amount of supervision needed (7)
- _____ Social stigma created (8)
- _____ Overall costs associated with this method (9)
- _____ Number of food options available (10)
- _____ Effect on students' academic performance (11)
- _____ Effect on student attendance (12)
- _____ The ability to manage food allergies (13)

Q11 Identify to what extent each of the following items is a challenge or benefit when using breakfast in the classroom. Please use the definition and scale provided (-5 = Challenge, 5 = Benefit). If you are unsure about a specific item click "Not Sure". Breakfast in the classroom - Breakfast items (hot or cold) delivered to classroom and eaten during class in the morning.

- _____ The time it takes to serve school breakfast (1)
- _____ The clean up required (2)
- _____ The amount of food wasted (3)
- _____ Nutrition of food options available (4)
- _____ Likelihood of students participating (5)
- _____ Flexibility in how food is served (6)
- _____ The amount of supervision needed (7)
- _____ Social stigma created (8)
- _____ Overall costs associated with this method (9)
- _____ Number of food options available (10)
- _____ Effect on students' academic performance (11)
- _____ Effect on student attendance (12)
- _____ The ability to manage food allergies (13)

Q12 Please rate your preference for each of the following school breakfast methods.

- _____ Traditional breakfast (1)
- _____ Breakfast in the classroom (2)
- _____ Choose neutral (0) for this choice (3)
- _____ Grab 'n Go breakfast (4)
- _____ Second chance breakfast (5)
- _____ Breakfast vending (6)

Q13 What do you like or dislike about the method of school breakfast implementation used by your school? If school breakfast is not offered at your school please write "not applicable".

Q14 According to your school, choose the percentage of students you believe.....

	0-25% (1)	26-50% (2)	51-75% (3)	76-100% (4)	I don't know (5)
Eat breakfast on a regular basis at school or home (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in the school breakfast program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are eligible for free or reduced school breakfast (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15 In your opinion, who is responsible for feeding a child breakfast?

- Parent or guardian (1)
- Baby sitter or child care provider (2)
- The child themselves (3)
- The child's school (4)
- Other (5) _____

Q16 Please answer the following questions about school breakfast program participation in Utah.

Fact: Compared to other states, Utah schools have the lowest participation rates for school breakfast in the country. In your opinion, what are the reasons that school breakfast program participation is so low in Utah? Select all that apply.

- Students eat at home (1)

- Belief that family should provide breakfast (2)
- Type of school breakfast service method used (3)
- Nutritional quality of school breakfast vs. home breakfast (4)
- School breakfast is expensive compared to breakfast at home (5)
- Time required to get students to school early enough for breakfast (6)
- Other (7) _____

Q17 Fact: Schools that serve breakfast after the start of the school day, either in the classroom or using a grab and go method, have much higher rates of school breakfast participation. How would you assess your readiness, as a teacher, to support your school serving breakfast after the start of the school day, in order to increase participation in school breakfast? Choose one of the following answers.

- Very Ready (1)
- Somewhat ready (2)
- Neutral (3)
- Somewhat unready (4)
- Not ready at all (5)
- I do not want school breakfast program participation to increase (6)

Q18 What concerns do you have about increasing school breakfast program participation in your school? Choose all that apply.

- Lack of community support (1)
- Lack of parent support (2)
- Breakfast is a parent's responsibility, not the school's (3)
- Lack of support from administrators (4)
- Lack of support from other teachers (5)
- Lack of support from food service staff (6)
- Lack of time and resources for food service staff (7)
- Lack of flexibility in changing food items served at breakfast (8)
- Lack of flexibility in changing how school breakfast is delivered (9)
- Lack of budget (10)
- Lack of space and facilities (11)
- School schedule (12)
- Bus schedule (13)
- Not enough supervision (14)
- Wasted food (15)
- Mess/Bugs/Pests (16)
- I don't think we should increase participation (17)
- Other (Please Specify) (18) _____

Q19 Please answer the following questions about your beliefs of school breakfast nutrition. In your opinion, is school breakfast healthy?

- Yes (1)
- No (2)
- Sometimes (please explain why you chose this answer) (3) _____
- I don't know (4)

Q20 I feel that school breakfast provides _____ calories for students.

- Too many (1)
- Too few (2)
- The correct amount (3)
- Unsure (4)

Q21 I feel that school breakfast provides the necessary nutrients that children need to grow physically and intellectually.

- Strongly Agree (1)
- Agree (2)
- Neither agree nor disagree (3)
- Disagree (4)
- Strongly disagree (5)

Q22 Please answer the following questions about your personal breakfast practices. How often do you eat breakfast at home/from home? Please choose one of the following answers.

- Every day (1)
- Most days (2)
- Sometimes (3)
- Never (4)
- I don't know (5)

Q23 How often do you eat school breakfast? Please choose one of the following answers.

- Every day (1)
- Most days (2)
- Sometimes (3)
- Never (4)
- I don't know (5)

Q24 Please answer the following questions about your personal demographics. What is your gender?

- Male (1)
- Female (2)
- Other (3)

Q25 What is your political preference?

- Conservative (1)
- Moderate (2)
- Liberal (3)
- Rather not say (4)
- Unsure (5)

Q26 What core subject do you teach? Choose all that apply.

- Elementary - all core subjects (1)
- Language Arts / English (2)
- Math (3)
- Science (4)
- Health / Physical Education (5)
- Social Studies (6)
- Foreign Languages (7)
- More than one of the above (8)
- None of the above (9)

Q27 What is your age?

- Under 18 (1)
- 18 - 24 (2)
- 25 - 34 (3)
- 35 - 44 (4)
- 45 - 54 (5)
- 55 - 64 (6)
- 65 - 74 (7)
- 75 - 84 (8)
- 85 or older (9)

Q28 Which of the following best describes your ethnicity?

- Caucasian/ White (1)
- African American or Black (Non- Hispanic origin) (2)
- Hispanic/ Latino (3)
- American Indian or Alaska Native (4)
- Asian (5)
- Native Hawaiian or Pacific Islander (6)
- Other (please specify) (7) _____

Q29 Which of the following best describes your marital status.

- Married (1)
- Never married (2)
- Separated (3)
- Divorced (4)
- Widowed (5)

Q30 How many children do you have?

- I do not have children (1)
- 1 (2)
- 2 (3)
- 3 (4)
- 4 or more (5)

Condition: I do not have children Is Selected. Skip To: What is your personal salary in a year?.

Q31 Are you the primary care giver for those children?

- Yes (1)
- No (2)

Q32 What is your household income in a year?

- Less than \$10,000 (1)
- \$10,001 - \$29,999 (2)
- \$30,000 - \$49,999 (3)
- \$50,000 - \$69,999 (4)
- \$70,000 - \$89,999 (5)
- More than \$90,000 (6)
- I'd rather not say (7)

Q33 What grade/s do you teach?

- K-3 (1)
- 4-5 (2)
- 6-8 (3)
- 9-12 (4)

Q34 Do you consider your school to be in a rural, urban, or suburban area?

- Rural (1)
- Urban (2)
- Suburban (3)
- Unsure (4)

Q35 What school do you work in?

Q36 Is there anything else you would like us to know about school breakfast participation at your school?

APPENDIX B: RECRUITMENT FLYER SENT TO TEACHERS

TEACHERS! WE NEED YOUR HELP!

Researchers at Brigham Young University are conducting a study to investigate teacher perceptions of school breakfast programs in the state of Utah.

Please help us by clicking on the link or scanning the QR code below and filling out the survey

It will only take 10 -15 minutes to complete

Enter for a chance to win one of eight \$25 Amazon Gift Cards



Scan the QR Code or click on "Take Survey" to Begin the Survey:



APPENDIX C: RESPONSES TO OPEN ENDED QUESTIONS

1. Is there anything else you would like us to know about school breakfast participation at your school?

No

I dont like the idea of after start school breakfast. Its hard to find time to teach all that we are expected to teach and taking time out of learning to eat would make it really hard to find the time to make up what was missed.

I think that the breakfast program is vital for some of our students because otherwise they would not have access to breakfast at all.

I like the program at the school and the benefits it provides for the kids. I'm sorry I couldn't answer your questions better, but a traditional breakfast is the only school program I have any kind of familiarity with.

I like the idea of a grab and go breakfast after school starts. I used to do a "healthy snack" time in my class about an hour after the school day began and the students were doing some independent work. I believe breakfast is essential to learning but not the type of breakfast most schools serve. Sugary cereal, pancakes, and yogurt is not healthy!

I am very pleased that my administrator advocates for our students and is always looking to make sure as many of the needs of the children as possible are provided. Starting breakfast in the classroom is one of the ways she takes care of our community.

I think breakfast is an important part of learning. The students should be able to have breakfast everyday regardless if it is at home or school.

I believe it is essential for some students. They may not have breakfast if they don't get it at school.

No, thanks.

I wish there was more variety. It's the same old thing rotated through. They take out the things the kids like and then kids don't like the replacement food. My own kid was upset when they took it oatmeal, for instance. I teach in the title 1 preschool at our school and make sure o give my kids a snack rack day just to help ensure they get a little more nutrition for the day.

Their is a lot of busing at our school and the buses arrive early enough for any student who wants to eat breakfast and it is free to all students. The parents that drive their children to school do need to get them there at least 10 min. early in order to eat at school.

I am very happy that we have the school breakfast program and children don't have to go hungry until lunch. I have given out granola bars to hungry kids. It breaks my heart when they say their tummy hurts because they are hungry.

No

I believe that it is the parents responsibility to provide breakfast for their children. If that means they have their children eat at school then great. Anyway the parents can provide breakfast either at home or school will help their child be ready for school. I know not every parent has the means or time to provide food for their children. If this is the case I do believe they are still responsible to find a way for the school to help them provide breakfast by signing up for the free or reduced options. It is neglectful to assume the school will provide everything from food to

education.

Free Breakfast is available for all students at my school. If they arrive in time they eat a traditional breakfast. If they arrive a little late they can get a grab and go breakfast but few students get one.

My view point is for Elementary students not Middle School or High School. I think having school breakfast is a great idea and should continue. I think offering foods other than breakfast foods would be nice too. But that could make breakfast too costly. My son is a 6th grader at a different school. I pay for his breakfast. He now has 4 friends who come eat with him in the morning. So, it is can be a fun social gathering before school. But my son has commented that some of the students who come early to eat can be socially awkward. That is why he was so happy when his friends started joining him in the morning. There would probably be more students eating breakfast if they had a friend to eat with, felt comfortable around the other people who are eating, and feeling safe there. These are big factors on many kids decisions even though they want to eat breakfast. This could be the reason that they are not. I don't think the type of food they offer plays too much of a big part in that compared to the social aspect. Maybe playing radio music would be nice so it helps with the atmosphere and creates a positive environment.

Nope

We need more variety in the program.

It is a complete waste of tax payers dollars to supply the amount of food to schools that we do when 60+% ends up in the garbage. The same goes for school lunches. I am more than happy to contribute my tax money to feed these students in need, however, I would like that food to be healthy!! Not only are we impairing these students physically by having them ingest so much processed food, we are perpetuating poor eating habits in these "at-risk" students. In addition, the damage to the earth with regards to amount of packaging in appalling. I believe if students need food, it should be healthy, and they should come to school before it starts and be served, warm - cooked, or whole foods. I am also happy you are conducting this survey. I was just up at the U of U talking with their health science department about conducting research regarding this very problem.

None

I'm sure it's easier being an upper grade to have breakfast in the classroom. I really like it. At first I wasn't sure but everyone gets the opportunity to eat. I often have students take a breakfast even though they ate at home because they are growing and are hungry. I really like it because it's offered to everyone so you really don't know who should get it and who doesn't need it. It's given the girls as chance to eat without being conscience of their weight. I do worry that it's very heavy in carbs and sugar. However, a full stomach is better than an empty stomach!!

I think breakfast in the classroom is an amazing program. I've seen huge improvements in my class since we have started. I hope it never goes away.

We as teachers have to have food for kids or they will go hungry.

No

Portions are too big for younger elementary students and too small for older children. Also, when adults purchase breakfast they get the same portions as Kindergarteners. There needs to a good balanced breakfast provided. Many of the items are high in carbohydrates (e.g. waffles, sugary

cereals, pancakes) and sugars (e.g. Trix yogurt , peaches in syrup, and chocolate milk). While fresh fruit is served children will not select it over sugary breakfast items. Oatmeal in healthy portions is healthy. Also, plain Cheerios is a healthy alternative. Providing only fresh fruits. Thank you for including me in this survey.

School meals have declined in taste and quality so much in the past ten years, that few kids and teachers participate in these meals. At least 1/2 of the staff used to buy school lunch on a daily basis, now, rarely one teacher will purchase if they forgot their homelunch. It has decreased for the students as well. The quality is very poor. Vegetables are dried out or slimy. Everything is prepackaged, full of chemical and preservatives, and microwaved. The fresh choice fruit and vegetable bars have been taken away. There is so much waste, because of the poor quality of food. Many students eat their cookie and throw the remainder of the tray in the trash. I allow my students to snack in class, because I believe it is essential to have food/fuel to learn. The entire school cafeteria/food program needs to get back to the basics and get away from all of the chemicals and pre packaged foods! It is said, they feed the prisoners better in Utah, than elementary school students, because the prisoner will RIOT!

It is great to provide this breakfast for the kids that need it. However, I see kids overeating because the leftovers are provided for snacks and the students eating those snacks are often student who should not eat them. The food is often very high calorie and not good for students who also suffer from obesity. The time it has taken from instruction is an issue even though the kids are having to eat very quickly so as not to use too much instructional time. It still, from start to finish, often takes 20 to 25 minutes. It would be better if we could add time to our day at the beginning of the day to accommodate breakfast and not interfere in instructional time.

No

Nope

There is entirely too much waste. It intrudes on my teaching and I resent being a waitress when my low income low readers should eat prior to coming to my classroom.

I am more concerned about the students who don't have food at home on the weekends. That a whole other survey issue.

It is wonderful

Nothing

nope.

I am very happy that my students get to eat. I have several who wouldn't without school breakfast. I do wish there was another way than using my classroom and my teaching time.

We have a great school breakfast program. There is no stigma associated with eating breakfast at school. Many parents come and eat with their students. Our lunch ladies offer a fabulous breakfast for many of our students.

I teach in an affluent area. We do not have a lot of students who eat school breakfast or lunch. Given the number of kids who eat at school, our lunch ladies are already stretched too thin. This year they have struggled, we began to use 6th graders for lunch duty to help them out. Changing the breakfast routine, I fear would give them one more thing to handle. I also fear some of your ideas would take away from classroom instructional time and put a burden on us teachers to manage yet one more thing.

No.

The kids hate the food. They dont eat it. And it happens after school starts so students who are tardy just eat at home. Since the schools switched to breakfast in the classroom from breakfast before school my students tardiness and absences have actually gone up.

I am grateful for the students that take advantage of the service. The students seem to like the food and perform better in the classroom.

It would be fine if it didn't use space and time that should be used for education.. it is a federal program. Build a real cafeteria.

Our school has 100% participation. We're title I but have a grant that allows all students to have breakfast in order to avoid the stigma of some qualifying for it and some not. I don't mind the concept of school breakfast in theory, but the nutritional value is awful. I don't like seeing the students slurp down sugary fruit juices and waffles for breakfast. I know how bad it is for their health.

No

Free for any child

Most of the kids like it. The first year of implementation was difficult, but now it runs pretty smoothly and doesn't interfere in my day. Milk spills are the only real problem now. Sad to see the kids eat the meal but rarely touch the fruit. They like the juice. I wish there could be more fruit variety and more fresh fruit to make breakfast a healthy choice

When we did a year of double dose, prior to school, a number of our students did participate in breakfast, as I made a point of using that as a draw to get parents to bring their kinder students earlier to school for double dose. It was helpful to about 1/5th of them.

We must go back to serving Whole Foods, Whole Foods! The food currently served is low quality!

Kids visit and chat but throw a lot of food away. They do not like what is being offered

I have talked with the Food Service Manager and the Principal about Second Chance Breakfast because I saw it at Provo High School and it was successful. I feel that my students need breakfast because they are hungry and asleep in first period and very hungry before lunch. I surveyed all of my students about breakfast. Some eat at home, but most do not eat breakfast at all because they do not have enough time and/or because class starts so early (7:45 am) and their stomachs are too queasy to eat. Seriously, I really want to see Second Chance Breakfast come to Orem High School.

I feel like cost is sometimes prohibitive to more students participating in school breakfast and that there needs to be more effort made to inform parents of breakfast and support given to apply to free or reduced status.

I would prefer that it would be a traditional breakfast, served before school, instead of in the classroom.

No.

Nope, said it all

No.

Seeing as kindergarten isn't even a required grade in the state of Utah, I think kindergarten should be able to opt out of breakfast in the classroom. Half day sessions of Kindergarten don't have time to waste on breakfast.

No

I am a school counselor and I think school breakfast is important for kids whose parents aren't able to feed them at home. It is a great service to them. I do think there are a lot of students that would benefit from eating a school breakfast if it was more accessible and low cost.

no

Just better options.

I would like to see those who need food receive food. I believe the cafeteria can provide a better variety of foods with higher nutritional value.

Most days, I bring my breakfast to school, and eat it at school before school begins.

I'm glad they have it!

There are many students at my school that would come to school hungry if they didn't have school lunch. I'm glad that we have it as an option.

When we started the program, there were some parents who were vehemently against serving breakfast in the classroom. They were offended that the school was doing something that was their responsibility. I can see the benefit of breakfast in the classroom at our school, however it does take 25-30 minutes of our school day and it creates quite a bit of mess. Cleaning milk out of the carpet and finding rotting food is never ever a fun thing. I wish there was another way to implement a breakfast program at our school.

We as teachers strive to utilize anything we are asked implement. For example, if my students don't eat, they have the opportunity to seat on the floor & silently read.

I am very concerned with all the processes food children and people eat in general. School breakfast just isn't a healthy option unless someone is making it "from scratch."

I appreciate that my students have the opportunity to have breakfast in the morning.

I don't see much of a stigma with it in the lunchroom, because the students that eat breakfast at home just don't see the kids there eating breakfast. I think it would create more of a stigma if brought into the classroom.

It is offered to everyone and is absolutely free to the students.

I think it is great for the kids that need it.

I think breakfast is a great program but in the junior high I would hate to take class time to get the food distribute it, eat and clean up the mess after. We have enough thrown into our 1st period without breakfast.

I feel that school lunch staff should be able to adjust what is served according to the demographics and needs of the culture of the school. I also believe that some students need more calories than others and this should be taken into account when serving students.

Nope.

No

No

Breakfast at our school is served everyday and is free to every child. If a child comes late they are given a sack breakfast and eat in the classroom. When the child finishes their breakfast they throw it away and begin their school day. Since every child is eligible to eat breakfast I haven't seen any stigma associated with eating school breakfast. Our school is title 1 and about 70% free/reduced lunches.

We just started Breakfast in the classroom and I love it! I am a special education teacher and we all really appreciate it!

No

No

no

No.

I'm all for breakfast at school, just make it a real breakfast not fruit loops and pop tarts.

It has a positive influence.

I truly believe that students perform better when they are not hungry, but my school served traditional school breakfast before they started serving breakfast in the classroom. More of my students ate and enjoyed their breakfast and I had 20 minutes to teach in the morning. Now that we serve breakfast in the classroom, fewer students eat it because they don't like it and I have less time to teach during the day. I do NOT believe breakfast in the classroom should be the responsibility of the teacher, especially with all the other responsibilities teachers have.

There is so much waste with the fresh requirements that its a joke.

The fruit choices are limited. They get juice, bananas, and sliced apples. I feel it would be very beneficial to add more options throughout the week. The students get sick of the apples and the juice is full of sugar. I would like to see more options that aren't as full of sugar, especially because the town my school live in has such a high level of obese people. I have seen an increase in participation with my students and it has saved me a lot of money because I am not spending it on food for my students.

I love school breakfast when it is hot, and will usually eat breakfast at school those days. If it is cereal or a cold breakfast day I don't eat it.

It truly works!

I am a fan of the kids that need food getting a free breakfast. Meals need to be served in the cafeteria not in the classroom, especially in Junior High. Feed the kids where food belongs and let us keep our classroom clean and focused on learning. Thanks

Serving breakfast in the classroom is a great program. I'm glad that my school started it.

I think that it is a good program and many students do benefit from the opportunity to eat breakfast at school. Some of the food items that have been chosen are not very tasty and everything is has whole wheat taste. When it is found that students are not eating an item I believe that the item should be removed from the menu so that food is not wasted.

I love almost all of it, I just wish students had healthier choices.

The menu's served for breakfast in the cafeteria were much more nutritious than the packaged pop-tarts, strudels, cereal bars, and chocolate milk. It would be worth it to keep the breakfast in the classroom if the menu would drastically change.

After hearing about the program, I thought it would improve the overall school attendance. It has not done that.

We LOVE it!!!! As mentioned before, the only real complaint is the balance of the breakfast, because it usually tends to be high in processed foods, processed flours, and sugar/preservatives.

The fruit option is usually apples and they sometimes have fruit flies in them. The other days, the "fruit" served is juice.

I am one of those people who ALWAYS eats breakfast. I don't feel fully awake until I've eaten! I survey my students a lot, and very few of them eat breakfast... it's usually less than 25% of the class that eats something before school starts. 1st period they're mostly just tired, but by 2nd period they're also starving. If you have 2nd lunch, you also have to teach a 3rd period class full of kids who haven't eaten yet. I give my kids breaks during class, and trying to get them to stand up and move is almost impossible... most of these kids will just sit in their seats for the full 90 minute class without moving. I feel like that's not normal... don't you think that having food in your belly would help them be more willing to move around and be more engaged?

Most teachers HATE serving breakfast in the classroom, but are willing to do it for the benefit of the students.

I believe that there is a place for school breakfast. However, I do not believe that it is the teacher's responsibility to serve it.

no

Our teachers, kitchen staff and custodians were hesitant to accept Breakfast in the Classroom. But, it has been a success. The teachers have adjusted and more students are participating. We do not provide it first thing in the morning. We wait until second period (9:00 am). It seems that students are "ready" to eat at that time. If a student doesn't want their breakfast they can put it on the "sharing table" and anyone in the class can take it (it does not leave the classroom). The kitchen staff are the most affected because they have to prepare and deliver the breakfast to the classroom and then gather up the delivery boxes, student lists, etc.

We began Breakfast in the Classroom last February, and the student participation increased dramatically compared to the before school breakfast that we used to serve.

I would prefer that students arrive early and eat breakfast in the cafeteria to increase classroom instruction time and decrease the mess.

N/A

Make it more nutritious. We thought it would help with attendance and tardies when we started it, but it has not. There could be more waste with a more nutritious breakfast. Kids may turn up their nose at it more than they already do????

We have had problems with a couple of parents opposing Breakfast in the Classroom because of their opinions about the nutritional content. But they tend to complain about everything, so we didn't worry too much about it.

Prepackaged and just heat meals have ruined the food in our schools whether breakfast or dinner. If I wanted a tv dinner type meal, I can buy it from the grocery store. The more processed the meal the more nutrition is lost. I hope someday for good home cooking to come back into our schools. Obesity is high because of the processed food not because of the good nutrition that

comes from cooking from scratch. Our students don't participate because the meals are just like heating up leftovers (because that's what's been forced upon our schools!)

I feel it is a waste of money that could go to the education of the child.

I don't like the idea of breakfast in the classroom because after talking to educators in schools who do this the food isn't high quality and isn't very nutritious. Also, as a parent, I wouldn't want my child to be "forced" into having breakfast at school if I choose to feed him or her at home. My understanding is that breakfast in the classroom is given to everyone regardless of if they are at home or not. I can see a lot of waste and empty calories being consumed.

Often our cafeteria gives fresh fruit, but the students usually waste it or throw it away without touching it. When I am on duty I collect it and give it back to the food service workers and hopes that they can use it in some other way.

Breakfast in the classroom is the best!

No

My own children eat breakfast at school and really enjoy it. Several teachers have children attend our school, and many of them eat breakfast at school. It is convenient and somewhat healthy.

It's unhealthy and the same things over and over and over. Juice is not fruit!

I think it's a great program for my students. I know that they are being fed and are ready to start their learning.

I work at a title one school, We used to have in class breakfast. There was a lot of waste, the carpet and facilities took a beating (spills), it took away too much instructional time because *testing*.

I think breakfast is great. But I don't think that students appreciate it. I also think it could be much healthier.

I had my doubts about breakfast in the classroom when it started last year but it has been a blessing to the students to be able to choose breakfast in the morning. They rarely complain about being hungry for lunch, even though they are happy for lunchtime. It has helped us have a more productive morning routine.

No

I am ok with having breakfast at school, I just prefer to have it before the bell rings not during class time.

2. What do you like or dislike about the method of school breakfast implementation used by your school? If school breakfast is not offered at your school please write "not applicable"
-

I do not like that I have to carry a basket of food down the hall to my classroom. I do not like that it was said it would take 10 minutes for students to eat. That is ridiculous, unhealthy and unrealistic. I give up 20 minutes of instructional time for breakfast in the classroom. I like that we provide food so students aren't hungry. It does seem to have improved attendance and they start the day with a good attitude because they have eaten. I think the food choices have

improved in the nutrition department but are still very carb heavy. I do not like that we are taking away a parental responsibility and creating a climate of dependency on the school for a basic need that families should be responsible for.

I don't know much about it.

The only part i dislike is that they force them to take too much to eat!

I wish they had more 2nd choice options than cold cereal. I don't feel like cold cereal amounts to a well balanced meal

Breakfast in the classroom 1. large amount of food wasted 2. not healthy 3. not sanitary 4. takes 20 minutes out of instructional time It should just be served before school to the kids that want it. Most students get here 15 to 20 minutes before the bell and are just waiting outside anyway.

I dislike the sense of entitlement from the students. However I am grateful that those who wouldn't have the opportunity to eat otherwise get breakfast.

There are children that are hungry each day and they benefit from the program. Some children do not get fruit at home and it is a great benefit. I kind of wish the children could eat in the lunch room before school. Then when they come to class it would not disrupt the beginning of our day.

The food is horrible and juice is NOT a fruit-Too much sugar!!!!

I like that the parents who cannot afford to provide breakfast for their children, or the students who are too busy in the morning to grab breakfast, can still eat before school. My school has a traditional breakfast format, and I believe it encourages students to be at school early. They enjoy sitting and eating breakfast with their friends. It gives them additional time to socialize.

Ours is a Title I school. The kids have at least 5 choices for breakfast every day (hot or cold cereal, egg burrito, sausage in a pan cake, or mini pan cakes) along with a choice of juice, fresh fruit or canned fruit and milk. They come in 15 minutes before school starts and should be finished by the time the bell rings. If they come in late, they have less time to eat. What bothers me about the program is the waste! The kids take more than they can eat from both the amount and the time to eat it.

I wish we could add 20 minutes to the school day for breakfast in the classroom.

It is harder to clean up when students drop food on the floor or spill drinks.

Too much food is wasted in my class, but half the time I save it for later in the day when the students are hungry

My Elementary uses the traditional method which I think works best in Elementary so students have a chance to sit and eat with supervision. Last year I was at a Secondary school that used traditional. I think a combination of traditional and grab 'n go would work best in Secondary so students have more options. I like the breakfast program and think that any breakfast program is a huge benefit to students.

I like that the students get a chance to eat before the start of their day, but I don't like that so much food gets wasted.

I like that it's before school starts for the kids, which is about the time they would be eating breakfast at home anyway. I also like that it generally doesn't disrupt their classroom time, but gives them the right start to the day.

I think our traditional breakfast works well at our school.

Twenty minutes of the day is spent on breakfast. I would like to see it offered before school.

I like that it offers kids food that would probably not get breakfast at home. I do not like that most of the offerings are full of sugar like pancakes with syrup and yogurt. I know fruit is always offered but I mainly see the kids eating the sugary offerings. We need to find ways to make healthy breakfasts affordable and accessible.

I like that the kids can eat a healthy breakfast and get their work done so there is no waste of time and the kids have fuel for the morning.

I have only experienced one day of breakfast in the classroom so far. I liked knowing all my students had breakfast. It took quite a bit of time today, but that is due to it being a new program. I know some of my students need breakfast but could never make it here on time for the breakfast before school program, so for this community I am very happy to accommodate food in my classroom.

I like that we have breakfast available for our students. We have a lot of students who would otherwise not eat all day!

I like that the students KNOW it is there and available to them. However, it does take a long time for them to eat in the cafeteria- it would be nice if they could grab a breakfast to go and bring it with them to classes when they are running late so they can still eat.

I have no issues with traditional breakfast service at our school. It seems to work very well. We are a Title 1 school and most of our students take advantage of this service. I think the biggest concern is supervision.

I don't like the long lines. I like the fact that students can focus on learning, instead of where their next meal will come from.

Not many students use it, hard to find the time, social stigma

I like that the students have the option to have breakfast at my school. They serve traditional and grab n' go. I think these methods are effective for the students and the staff. However, I'm not in the cafeteria so I don't know how much prep and clean up is required. However, I know that students benefit from it. I don't function well when I am hungry, and neither do my students.

More students have the opportunity to eat something and not go hungry when breakfast is served in the classroom. It's more convenient for the students who may otherwise go without because of tardiness or other reasons.

I like that students don't come to class hungry. I dislike that, at times, they are late to class because they come later to breakfast

I like that every child gets a chance to eat breakfast if they are hungry or didn't get it at home.

I think it is working fine. The method where they eat at recess/break wouldn't work for our school since we only have afternoon recess.

Time required. Most of the students walk to school and are at school at least 15 minutes before school. I think that the students could eat breakfast before class allowing more time for academics.

The only think I dislike about our school breakfast program is when parents drop off students too close to the beginning of school and the student misses the first 10-15 minutes. I don't know where they are and assume they are absent then they get marked tardy when they were actually in the building but I wasn't aware. I do like school breakfast because they can concentrate on school and not the fact that they are hungry. I teach first grade. If they are hungry they only focus

on being hungry.

Available to all including teachers

I love that the children have this chance to have a good meal first thing in the morning. It's sad that their families are unable to provide for even this basic need.

Traditional breakfast at our school is loud, noisy and messy no matter how much effort we try to put into expectations. Students throw a ton of food away and we struggle to find a way to monitor the process without taking even more time from teachers.

Like.

I like the traditional breakfast options. I have students who get the breakfast for free and I have several students who parents pay for it. It gives parents an option of where their student can go, if they are dropped off early because they can eat breakfast at school. This helps students to be on time and ready to learn. The students I talk to say they like the food options because they can't get those options at home. This is from free paying students and paying students. I do not like the idea of students bringing food to class. I think this is too distracting. I would lose teaching time because the food would be in the way of getting out books and assignments. Then I would have to wait for the students to eat their food and clean up their food. Motivating the students to come early to get good breakfast options is a better way to get them to school on time- ready to learn. The breakfast carts idea would be good for that because they can grab and eat in the school where they want. I am concerned about the students making messy or spilling in the halls so that problem would need to be solved maybe by the type of breakfast food offered.

Students are often late to class because they are eating breakfast. They also don't leave the lunchroom after eating, but instead just play around. Some students eat breakfast, even if they don't really need to. They eat breakfast a second time after eating breakfast at home.

Buses arrive too late for those kids to have enough time to eat breakfast.

I like our current traditional breakfast. Next year, we'll go to breakfast in the classroom. My experience with this program is not a good one. The food is sugar laden, tasteless burritos, etc. I wouldn't want my own children eating it.. I believe it's unhealthy. Additionally, it takes precious time away from classroom instruction, and places yet another burden on overworked teachers. Kids in elementary school don't care who gets free breakfast. Many students in my former classroom at my prior school began choosing eating at home over classroom breakfast (in a high poverty school!)

I like that it is an option for students that wouldn't be able to eat breakfast at home.

I like having breakfast in the classroom, but don't like having to keep track of the items my students must take, fruit and main dish.

The food is loaded with sugar every day. There needs to be food with more protein. Even my students have mentioned this. Out of a class of 27 students, I am down to only 8 or 9 that eat each day in my classroom. I work at a title 1 school with high poverty and they don't eat the breakfast because of the food choices.

it is most natural and is helpful for the students

I dislike the variety of food that is served. I think there should be more healthy choices and more variety.

#1 is the quality of the food. It is not fresh; it's packed with preservatives; it doesn't teach healthy eating habits. #2 is that the kids don't like it and throw much of it away...especially the prepackaged apples and fruit. #3 is that the same foods are served over and over. The kids get sick of the same things for the huge reason that it tastes terrible. They eat a few bites, but would rather go hungry so they throw it away. #4 is we are not allowed to keep any of the food in the class that they do/or don't like so it is wasted.

I like it because it is the Traditional Breakfast.

I like that the students have something to do right as we walk in. I give them a high five then they get their breakfast. It gives them a chance to calm down if their morning didn't go so well at home or if they are late, they don't miss anything. It gives me a chance to take attendance and talk with the students about our day. There are some days when there is waste and I always feel bad about throwing food away.

Neither like nor dislike. It's another thing we have to do as classroom teachers. Responsibilities are always added and no responsibility seems to go away.

Kids do get hungry and I like that they have a chance to eat through out the day, but when kids bring food into the classroom it becomes a distraction. so either more time between class to help students eat or they need to have a designated area for kid to eat.

I think that since some of the busses don't arrive until 10 min. before the start bell rings it is hard for students to eat breakfast on time, or their parents have to drive them to school so that they have more time to eat.

traditional is all i've known and is finee. vending machine would be most interesting to me to try.

I love that every student has the opportunity to eat breakfast!

My school has breakfast in the classroom. Many of the students eat breakfast before they come to school, so they end up eating more food than they actually want or need. The students that come late, still come late and a lot of the time they miss the breakfast anyway. There is also a lot of waste. Students will take one bite, or take the fruit and end up just throwing it away. Sometimes students stick food in their desks, even though they have been instructed several times not to do this. This can create a mess and attract insects and mice in the classroom. There is also the cleanup. Students spill their milk on the carpet and on themselves. Students have ruined library books my spilling milk on them, so the students can't even read a book while they eat. Each desk has to be cleaned and dry before the students can work at their desk when they are done. This wastes additional instruction time. They students lose at least 15 minutes of instruction time a day from having breakfast in the classroom. The traditional way to serve breakfast before school in the lunchroom is a more sanitary way of serving food. The mess is easier to clean up and students do not lose any instruction time. Students that already ate at home are less likely to go eat before school, so they are not eating extra calories that they really don't need. Students that eat before school are mostly the students that did not eat at home. I am at a Title I school, so students who are in need can apply for free breakfast and lunch so that it is not a cost to them or their families.

Kids complain about the food

We feed students who are hungry. They are better able to make it through the day. We pay for this on our own we track the food allergies.

I think it's great for kids, otherwise some kids wouldn't eat in the morning.

I like it but sometimes the bus is late getting to school but they just let them eat and then go to class late.

I've seen students load up their trays with food and only eat one item (e.g., cookie) and throw away untouched/unopened food. Also, students make a big mess with their food. I like that our school has a "sharing table" that allows students to leave untouched/unwanted food for others to consume.

I have little interaction with it.

We have breakfast open a half hour before school starts. I like that the kids can come eat breakfast and be ready for the day. It doesn't affect me as a teacher and I don't need to do anything different. The parents like it because they can drop off the kids before work and not have to worry about them wondering around. They go to breakfast and then can play outside before the morning bell rings.

We use the traditional method and it seems to work well for teachers, students and cafeteria staff

I like that all students have access to breakfast daily. I dislike the time/energy required to push meal service into the classroom. I dislike the mess created when the whole school becomes a cafeteria. I recognize the limitations of healthy food options with this method although there has been an improvement since our original implementation.

I like that students can eat if they need to!

The cafeteria is often closed by the time those students who are habitually late and need it the most get to school.

The vast majority of students at my school use the current method which is traditional breakfast. We have the highest number of free and reduced lunch students in Alpine School District, and our students depend on breakfast and lunch being served at school or they go hungry. We also serve food for several weeks during the summer.

Use is not consistent which makes planning without excessive waste problematic. I am grateful it is offered because students need access to nutritious foods and not just vending machine or Walmart junk.

I like that it's available every day.

We have Breakfast in Classroom. Like: Kids can't learn if they are hungry. Every kid gets to eat if they want, not just those who are on fee waivers. Dislike: It cuts into my class time; it is one more thing for overworked teachers to have to do; it is very messy--my opinion is that food should be served in the cafeteria.

I believe that breakfast should truly end when the attendance bell rings NOT the tardy bell because this encourages my sixth graders to be tardy. Next year, as seventh graders, they must be on time for class. Important to establish those good attendance habits NOW. :)

The students who take advantage of breakfast show an improvement in behavior.

I like that students have time to eat since our buses get here so early. I like that all the food is contained in the cafeteria (no messes on carpet) and that wrappers aren't strewn around our school and playground. I like that it only takes one teacher/aide to supervise the students who eat breakfast. The thing I don't like is that they don't open early enough, so our students end up standing in line and goofing off and then they don't always get to class on time.

That the school has the system down, and it does not disturb my classroom.

I do but I hate that they have to serve food until the bell rings so kids are about 15 minutes late if they come to school late and still need to eat food.

n/a

Like

As a teacher of young children, breakfast in the classroom, has worked extremely well. It takes 15 minutes and I know that none of my students are starting the day hungry. My students eat almost all of the choices and clean up is minimal. It's an awesome program!

Traditional breakfast has been served in my school--a high school--in Granite School District. Participation seems to be good, given the high number of students on free/reduced meal status.

I like the traditional method of school breakfast use by my school.

I like having breakfast served in our cafeteria. Breakfast served in our rooms will require clean up and it should not take instructional time away.

I do not like the breakfast in the classroom because it takes away from instructional time. If we are to serve breakfast in the classroom, I think that school should start 15 minutes earlier so we can gain that 20 minutes of eating back.

I like that I can buy breakfast when I have "one of those" mornings.

I like that the students know that they will have breakfast at the school. Students may not have time in the morning or their parents cannot afford a lot for breakfast.

It's easy and the mess is controlled.

It is simply traditional. I like that we have it and don't really have any complaints.

If we had that extra 15-20 minutes teaching time in the mornings we could get much more accomplished in our tight learning schedule. The kids don't take the milk. They discard the apples and bananas. The raisins get mashed into the floor. Some foods come frozen. Juices are more sugar than nutrition. Lots of breads are served which aren't healthy. I see no difference in academic achievement. I much prefer before school breakfast that doesn't cut into the school day.

I like that all of the children eat because they eat in the classroom. I also like that they have some kind of fruit every day. It can be challenging to give them items that are nutritious as an entre. The biggest difficulty is clean-up. There is chocolate milk spilled on the carpet in my classroom about once a week. The garbage is difficult and pouring left over milk down the drain causes clogs.

Not applicable

They need more food obvious the pancake/waffles they get way to often. Would like more yogurt choices Having the apples cut has helped a lot Getting the milks open in kindergarten is a problem they need to make this easier. I am still having to pry open milks with scissors most days. What a pain this is the students try but then when they finally get a hole open they spill trying to get it open bigger to drink.

I dislike the social stigma associated with it.

I have experience Traditional and In the Classroom. I like the choices and serving sizes better for the traditional, however, it qas challenging to get the elementary students inside to eat....they

wanted to play outside. My current students eat in the classroom. Typically, only about half eat, because they do not like what is being served. However,, they do usually eat most of the fruit and milk.

Kids are better overall.

Food gets wasted and there isn't enough supervision

It's offered before school starts so it doesn't interfere with learning time. It's in the cafeteria so the mess and odor is contained to the cafeteria and not scattered throughout the building.

It is available for those who are on free/reduced. Kids are not coming to class hungry. They have a variety of choices in what to eat. Supervision, clean up, etc does not fall on us teachers! We have enough on our plate, no pun intended.

It just works and allows students the opportunity to eat and those on free or reduced lunch/breakfast get a good meal in a safe environment.

In my class only about 8 students eat the in classroom breakfast, and it is not the same 8, it takes 15 to 20 min. of learning time away, if one cool kids does not eat non of the kids eat. The nutritional value of the prepackaged food is high sugar no protien, only fresh fruit once a week, any food not consumed has to be thrown away because it left the kitchen. That is 20 breakfasts, milk, and juice wasted everyday. This has not improved attendance or grades, and less kids are participating because they do not want to eat in front of their peers if their peer's are not eating. Over all I think the in class program is a waste of time and money. When the kids received breakfast in the lunch room before school, more kids ate, and came on time to get breakfast. There was a better variety of healthy food, overprocessed pancakes in a bag, juice and milk. The kids crash about an hour after eating this so called food, nothing about it is fresh or healthy. I wishould our district would go back to feeding kids healthy breakfasts before school, instead of trying to save a buck on payroll. I have not seen one benefit since we switched to in the classroom model. A bag of skittles and a Coke would be healthier than the processed stuff they send these kids at least we know the chemicals in the coke and skittles.

I am getting use to breakfast in the classroom, but it takes a little more time away from learning than I would like. Waste of food is also a problem.

I love that the kids get to visit and enjoy a meal together. It is usually pretty quiet with about a dozen eating.

The only problem is when buses come late.

I have several students that take advantage of school breakfast and I appreciate the breakfast service. I see the benefits like, students are more focused, involved in class, and have better behaviors. It is hard for teenagers to learn if they are hungry. The stigma doesn't seem to be a problem at our school. When students don't have time or the means to have breakfast at home it is nice to have the option to eat at school. I think the vending machine concept would be a good idea for students that have limited time to get to class or need something between classes, to be able to grab a nutritional snack.

I don't like that the kids are still there after the bell rings.

Just another way for parents to relenquish their parental responsibilities to someone else.

Some of the choices are disgusting and there is so much waste of food on these days.

I dislike having breakfast in the classroom. 1) It's messy. 2) It's distracting (students eat instead of working; students try to hide food/juice boxes in their desks). 3) It causes conflict (students try to take more than one of items they like, which leaves not enough for all students, which creates management issues for me when I could be using my time for instructional purposes). 4) It teaches learned helplessness (students don't have to do anything to get it). 5) It isn't nutritious (too many carbs, too much sugar-- for even the "nutritious" options).

I like that students have the opportunity to eat breakfast before school starts.

Like

I think the way our school runs it goes pretty smoothly. We have aids in there in the morning and the kids can come a half an hour early to eat. Sometimes however they come struggling in and there late to class which can be frustrating.

The cafeteria is centrally located with lots of seating, so I love that our school offers traditional breakfast for all our students that want it. Most of our kids are bussed, so some don't get there in time for breakfast. That is a disadvantage. But being a junior high, serving breakfast in the classroom doesn't seem like a good alternative, and there's no recess to have a second chance breakfast. Having a portable breakfast they could grab and take to class could be good. There may be stigma attached since they may be the only one with a breakfast. And some first classes won't allow food, like PE or keyboarding.

Dislike how much food is wasted. Like how it's free so those who need can get it

I like that students who wouldn't ordinarily get breakfast get a healthy meal that gives them the energy needed to make it through the day.

Good - all students have an opportunity to eat and not have to worry about parents being able to bring them early for breakfast, variety of main dish, easy for them to eat while I take care of attendance and whatever else needs to be done, only takes 10-15 min of my morning that would be used for attendance and other things anyway, foods are accommodating for religious (turkey instead of pork), even kinder and first graders can be responsible enough to get their own breakfast so I never have to pass anything out Negative - milk spills on carpet!!, the food is all processed and not necessarily the most healthy choices with all the preservatives (when they originally pitched the idea we were told it would be freshly prepared), the kids are required to take a fruit but many don't eat it, variety of fruit is highly lacking (at least add some cuties/oranges) to the menu, prepackaged apples are so mushy and often browning that I won't even eat them (fresh small apples would be good once in a while at least)

The lunchroom is far across our building from our kindergarten rooms. Our day is short, and every minute counts. The time from 9:00 to 9:10 could be used for breakfast in the classroom effectively, if the food was delivered on time from our lunchroom for participating children. I would rather have a child eat in my room than to be late to class, due to not having a meal.

Like: helps teal hunger and helps academic performance Dislike: the food is not high quality whole food. It is processed, frozen then heated up, pre-made and high in sugar.

I like the traditional school breakfast. I'm glad the students get a good breakfast before going to class. At other schools I have taught at students would cause problems in the lunchroom during breakfast. At our school, the students are supervised by staff and problems are minimized.

Food choices are not that healthy but neither is school lunch. The food choices are full of carbs, fat, sugars. I have seen more behavior problems since starting this.

It is all taken care of in the lunchroom! I do feel like the kids do not like the new foods being served □

I like that students have the option of eating breakfast but I often find because of bus schedules the students are late to class to miss the first few minutes.

I like that breakfast is served. It's a traditional breakfast. I don't like the limited offerings (the same things every day, every year). I don't like that they open the line very late and close early (very short time offered). I don't like that students don't take advantage of the breakfast because they run late in the morning and don't have time to eat, so they go to class hungry. Because of this, I really wish our school offered second chance breakfast.

I like that traditional breakfast does not interfere with the instruction time and it does not require teachers to supervise and/or interfere with teacher prep time. I do not like that bus students have such little time to eat breakfast.

I do not like the time it takes out of the school day. Also, I don't think the food has a lot of nutritional value.

Sometimes students don't come early enough and they miss breakfast.

Students who ride the bus may not be able to get before school breakfast (unsure though).

We've just started Breakfast in the Classrooms during the past two weeks. I like knowing that I don't have to worry about whether or not my student have had breakfast, but I don't like that students are required to take and potentially waste foods they don't want to eat.

It doesn't take class time. Concentrated area to clean.

A traditional breakfast is served at our school. I guess it's okay. I don't students to be hungry, but this is a parental responsibility, not the government's.

As a teacher with a child at the school, it makes it easier for me to make sure he is eating a good breakfast, of his own choice, every day.

I don't appreciate that the teachers are required to oversee yet another job. Small children need cartons and containers opened, help with clean up, etc. Spillage in the room is disruptive. Classrooms are places of learning. Desks are covered with germs from text books, and usage. I can't believe that eating from a desktop is sanitary. Milk and sugary juices get spilled, food crumbs are ground into carpets, and cover desktops. When milk is leftover or cartons are not entirely empty, the milk is dumped into trash cans or dumped down drains. This causes eventual drain issues. I think breakfast should NOT be a teacher's responsibility.

Not applicable

We use the traditional style. I like that there are real people behind the counter serving food, answering questions and monitoring. It makes eating a little more personal experience. Sitting down to eat in a cafeteria also provides an opportunity for social interaction. I dislike that the food choices are somewhat lacking. I have observed that many of them are high in fat and/or sugar/sweeteners. Some of this is because the food is precooked, preprepared and /or prepackaged and then reheated at school. This is the reason I gave low marks to the nutritional value of the food. There are some items that are fresh and high in nutritional value, unfortunately these are rarely eaten and often get left at the counter or thrown away. I have seen research regarding the training of kids to eat better. One effective method is to advertise at school. Today's youth do respond to advertising.

School breakfast was traditionally done in our school and there were few problems. We currently have Breakfast in the Classroom, which involves at least 15 minutes of my personal time to prepare the room, bring the food in, distribute, mark who eats and not, supervise clean-up, etc. I lose easily 15-20 minutes of classroom instructional time per day. I think it is a terrible idea, I have never allowed much food in my classroom. There is a time and place for everything.

I have really enjoyed the Breakfast in the Classroom because the students are not getting hungry right before lunch and they enjoy the breakfast served for the most part. Before we implemented program students would choose to play instead of eating in cafeteria, but now I would say 90% of my students eat breakfast on a given day.

Most of the prepackaged breakfast cereal choices that are available to the students have too much sugar in them and the students start off with a sugar high and crash within 30-45 minutes and have a difficult time thinking and recovering throughout the day. This affects their ability to focus and retain what is being taught.

Like- availability for kids Dislike- mess, time, trash

I dislike how much time it takes for students to eat, the mess it makes and how it had not improved attendance. I also don't like the type of food served. It's very processed. All those bags and milk containers are difficult for young children to open. One teacher alone is inadequate to manage all those kids and there is no support offered by the staff at the school.

BIC is freely available to anyone who wants it. There is no stigma attached to eating or not eating. They can share unwanted items with other classmates through the "share table". There is a lot of waste, especially when the school offers unpopular choices--and they can't really cut back because many kids eat some days but not others, so it's hard to predict how many kids will eat on any given day. Unpredictable attendance and dietary requirements also contribute to food waste. It is nice that the apples come sliced in bags but they are at the VERY end of their life, tend to taste "off", and go bad almost instantly (in some cases, before they even get to the classrooms)--so now many kids won't eat them at all.

I like that the students have a variety of breakfast foods during the week, that they get a nutritious breakfast to start their day, and they are able to concentrate on academics because their tummies are full. Breakfast at school provides an option for parents who need to leave for work in the morning--a place where their children can have a good breakfast and some supervision before school.

I have several students who access the school breakfast program. I am glad they have this option each day so they are not hungry when they come to class. The meals are nutritional and our cafeteria staff is great with the kids.

We have the classroom breakfast each day. I like that each child can eat if they are on time. I dislike the choices they have for breakfast. The children usually will not eat unless the item is high in sugar.

I like that our school breakfast is FREE to all students, not just those who qualify for it. It is traditional breakfast.

We have more of a traditional breakfast option and I like that the students have face to face contact with a caring adult and get to interact with other students who are eating as well.

I really like that every student has food ready to eat at school and student do not have to come late to school for having breakfast at home or to come hungry

Choices students have, Dislike time allowed to eat.

So few of the students participate that they are looked at as the student that doesn't have food at home or the lower income kids.

Na

We have breakfast in the classroom. I teach kindergarten. It takes a lot of time for these little ones to eat. The first of the year is very time consuming because we have to teach everything from how to open the food to how to clean up. I wonder about the nutritional value. Yes it's whole wheat, but waffles, pancakes, fruitedels, bagelfuls, and breakfast bars don't seem that great. We get apples and bananas, but two or three days a week we have juice. Clean up is entirely up to us, no custodial help.

The nutritional value of the food is dismal and the social stigma stops many students.

Some kids are not benefiting from it because of family choice, or if they are late they miss it still.

We have traditional breakfast. The food is contained in the cafeteria, all kids have access to it between 8 and 9:15.

We serve breakfast in the classroom. I do not like the additional requirements put on me as the classroom teacher to implement this program. Teachers already have too many responsibilities. It is also difficult because it impacts the cleanliness of the room. Things are sticky and milk or juice is spilled. The nutritional content of the breakfasts is poor. I would not eat what is served, and would not let my own children eat those options. If breakfast is going to be served at school, only food that is nutritionally good should be served--whole fruits (not packaged apple slices or juice), whole grains, vegetables, and skim milk (No chocolate milk, even if it is low-fat. Like diet soda, it is creating a taste for sugary foods.). Otherwise we are contributing to students developing unhealthy food habits. My biggest concern with school breakfast is that we are feeding children whose parents are financially capable of feeding their children themselves. By allowing all students to be served, we are enabling parents to be irresponsible for their children's welfare, a practice that I believe will negatively impact society. (In fact, at my school, some students are now fed breakfast, lunch, and dinner). I don't want children to be hungry, but I think it would be better for us as a society to find a way to feed hungry children in their homes, especially based on the research-supported positive impact of eating meals as a family.

It takes time away from class. The options are limited and not always nutritious. It makes a mess in the class. Many students do not take food. There is a lot of waste.

I like that the students have a food option. I do not like the amount of food wasted. I do not like that foods are not kept at temperature. I do not like the limitation of food delivered to the room; I think they get better food choices with better nutrition in a traditional cafeteria setting.

Everyone at the school has the option of having school lunch. However, when parents drive the to school late, and still want them to eat, it cuts into academic time and they are playing catch-up. Also, once school starts they are alone in the cafeteria and there is no supervision.

I do not mind breakfast in the classroom now that I have done it for the past 2 years. I have a pretty good system worked out with my students. Many of my students do not get a chance to eat breakfast at home so this at least gets something in their tummies. Both years my school has offered this, most of my class eats breakfast every day and many students want 2nds from the "share table". However, I HATE the food choices. They are disgusting and unhealthy. We need fresh fruit EVERY Day, not packaged apples that taste like preservatives. The students don't eat them. But, when we get fresh fruit, they want more. Also, there are many options for pre-packaged food that would offer better dietary quality than the things we are getting. Some of

it doesn't even resemble food. (or smell like food).

I like that kids can eat school breakfast if needed. It is a nice alternative for those busy, working families or kids with parents with disabilities that can't cook breakfast for their kids.

I like the traditional breakfast that is served at our school because I think there is a bit more control on the quality of food the students are getting and the fact that they are sitting down to eat.

There is not very much time for the kids to eat

I like that kids get breakfast to fill their stomachs. I dislike that I spend part of my morning being a lunch lady instead of a teacher. I dislike the icky, prepackaged, fast-food look and taste. I dislike that occasionally the food is spoiled and the milk is sour. I dislike the mess in my classroom (spilled milk, etc.) I dislike the amount of time it takes to have breakfast in my classroom every day. It has taken away the most productive time of the day. I dislike that kids who have eaten breakfast at home either go ahead and eat another breakfast (which doesn't teach good nutritional/eating habits) or just have to sit and wait/do busy-work while the other kids eat. I dislike that even though there is no stigma at my school (about 90% of the kids eat free/reduced meals), and we have a fully functional cafeteria, and the bus schedule used to get the kids here in time to have breakfast before school (the traditional school breakfast), and there used to be more quality and variety in the food, and it used to be supervised by people other than the teachers, we still are doing breakfast in the classroom.

I like it but sometimes students come to school late and then are late to class so they miss out on instruction.

I like that all students can participate. I dislike the amount of time it takes and the cleanup involved. I get really tired of cleaning milk out of the carpet.

Wasted food. Some students are often tardy even with this incentive. No matter if students have had breakfast or not, when students see the food determines whether they want the food or not. It gives parents the opportunity to not take responsibility. It is just another thing the teacher is expected to do, when they were hired to teach. It takes away parents' responsibilities.

I like that every child can eat. That is so important in a title 1 school. It does take time away from learning but I think it is worth it.

I like that students who would not typically or students that like to eat school breakfast because their parents work or they are having to get up and come to school that they have the opportunity to have a good breakfast.

Not applicable

Children eat before school. They come ready to learn in the classroom. There is a free and reduced lunch for those that qualify and so more children are eating a healthy lunch before school. I like the option of a hot lunch vs. cold/vending machine food which is prepackaged and not as good for you. I do NOT like that they have to take all the foods (and I am not sure about this, could only apply to school lunch), because A LOT of food is being thrown away and that is ridiculous. The amount of wasted food makes me sick. There has to be a better alternative to that.

I like that breakfast is available for my students at my Title 1 school. Hunger is a complaint I hear at times from students.

The breakfasts are always the same and always include sugared cold cereal. The students have to be here early in order to get breakfast.

Those students who need it are able to receive it affordably and the quality of the provided food as well as the nutritional value is high.

I don't have a strong opinion, but I do know that students tend to feel a stigma with getting breakfast at the school and I think that the way we have it set up in a way that draws a lot of attention since the kids have to stay in the cafeteria to eat the breakfast.

I work in a title one school, and I know that a lot of students need breakfast because they don't get it at home, or they don't get a nutritious breakfast at home. It is messy and there is a lot of waste. I like that I can take an item because it takes my time to serve it.

I think they have good options and for most students it works well. There is a problem after they eat breakfast because some don't head outside like they are supposed to or some just go to the cafeteria to hang out with friends.

Breakfast is great when it is offered to those who need it in a traditional manner where it will not disrupt others in the classroom.

We have traditional breakfast and it has a 100+ kids participate. I think it is great. The time gives students a chance to wake up before class.

I like that students have a 30 minute window to eat breakfast. However, if students are running late, they won't serve them the last 10 minutes before the bell rings.

I like that the students are able to get to school early to eat a somewhat nutritious breakfast. My own children use this method since they come to school with me a good half hour before most other students arrive.

It works great for those who get to school on time and don't mess around while eating.

It seems to be rather expensive to implement. The lunch workers have to arrive early to prepare the food for very few kids who participate. That adds to the labor costs. There is always a lot of leftover food that is wasted.

Like

It doesn't effect my class time in anyway. Students that are going to throw away food are going to do it no matter what format you give it to them in. Those student who are hungry, will arrive in the morning and eat. I don't think that taking valuable class time away is a solution.

Students that not have time to eat at home have the opportunity to eat a balance breakfast at the school.

In an elementary school, it can be slow if there are a lot of kids.

I think school breakfast at our school is fine. The kids that want to eat breakfast get here early enough and the others eat at home. It also doesn't affect classroom academic time which is appreciated.

not applicable

I like that they serve breakfast before school, so kids whose parents have to drop them off early to get to work, can get a breakfast.

I'm glad it's there for the kids who need it.

I like that it is an option for students who wouldn't eat at home because parents have to work and don't provide breakfast options. I also like that students start the day with a meal because I feel it is very important.

I like that they offer a variety of food and those students who may not get breakfast at home have the ability to eat it at school. For those who have a low income they are able to receive this breakfast for free. I do not like that it seems "uncool" to have school breakfast. I think some students don't have the breakfast just because most students don't get it.

to enough experience to know

I think it is good for students that don't always get the chance to eat breakfast at home. I would rather have them a couple minutes late to class but full instead of on time but can't focus because they are starving. It does encourage kids to be late due to messing around in the lunch room though.

Breakfast being served at school gives students a chance to start the day with a healthy breakfast; an option many may not have at home.

Kids seem to like the breakfasts, and it stays in the lunch room.

I like knowing that my kids are getting breakfast and they aren't going hungry during the school day. It helps their focus in class, and definitely helps their attitudes.

I like the availability to all students. at our school breakfast is free to all students. This helps every student eat and enjoy the breakfast. This has been a good thing as all students can eat before school and most of my students take advantage of this program and this means they are here on time and happy.

We use the traditional breakfast implementation. I like that it is right before school. So many of our students eat it, so there is really no stigma. Because our cafeteria is also our gym, it means the clean up has to happen immediately, so that may affect our custodial staff...

It is fine as far as I know.

I do not have a preference. I am very neutral on this situation. Either the kids are going to eat, or they are not. I cannot control that. In our school, we have teachers who take close to 20 minutes to do breakfast in the classroom. I have my students finished and cleaned up within 10 minutes. I cannot accurately say that breakfast is a benefit to my students academically, but I do like knowing they are eating.

I haven't personally experienced breakfast at our school.

I like having breakfast in the classroom. I do not like that they are limited to the entre and are not allowed things like syrup or ketchup.

I like the Breakfast in the Classroom because it gives students the opportunity to eat throughout the day without bringing in random, unhealthy foods from home. I dislike the Breakfast in the Classroom because, while there is a variety of foods being served overall, it seems like the same choices are rotated through more often, and the kids get tired of them. Also, the little juice boxes have way TOO MUCH SUGAR in them to count as healthy!!! Fruit should be fresh, not a juice box!!

I like Breakfast in the Classroom. My students enjoy it too. Kids who aren't hungry do better behaviorally in my classroom.

There is only 1 choice. The food needs to be more nutritious. Real fruit instead of juice would be a lot less sugar. I would love it if students could eat breakfast in the cafeteria.

We are a non-title 1 so we do charge for breakfast. It would be nice to serve breakfast to anyone that wants it free of charge. I think they serve healthy choices and do a good job of it.

The food is of little to no nutritional value, students do not enjoy most selections, it creates a level of parental irresponsibility and student entitlement.

Wish there was more student participation

Cost and wasted food

We provide the traditional breakfast. I really like this way of providing the breakfast. If the students want breakfast, they can just go in the lunchroom and eat. All of the cleanup is contained in one area.

I like that it includes staff providing the service. All students are included and they can exchange foods that they don't want or do't like building friendships

Breakfast in the classroom simply requires a little more staffing. However, I have noticed that my students love it. It is a time where they can chill and get their basic needs taken care of, and because everybody has it, there is no stigma.

I like school breakfast in my classroom because it allows my students to eat, and I do not have to provide food for my class

I like the fact that the students can choose what they want to eat. However because of this choice, they don't always choose what is nutritionally best for them. But it is better than nothing, which would affect their learning abilities. The other problem is that you will always need some supervision and clean up is everywhere since they can take their food out into the halls anywhere they go. Most students clean up after themselves, but there are always exceptions to the rule.

I like the fact that all children in the school have the opportunity to have breakfast.

Students should not have to take food they are not going to eat. We use a share basket for this, but the food is rarely eaten.

It works well for a Intermediate model. Other Breakfast options would be problematic when dealing with 1000 + students. The Dislike, is the stigma that it brings with it.

I like that we offer someway for our students to eat in the morning.

Dislike that there is not enough time for bus students to eat before their school day begins

I just don't like the options. Everything is sugar and the kids crash at about 10:00 every morning.

It's quick and easy. Students eat in the classroom we give them 10 -15 minutes to eat and clean up. While they are eating they are doing a self start. Everyone can choose to participate or not. It doesn't matter if they eat or not. The food left over we use for snacks later in the day and by the end of the day the food is usually gone. It's pretty slick. I have been at another school where it was in the lunchroom. I really like it in the classroom better, because all students can participate.

A fast, effective, and needed resource for at-risk populations

I like that all students have the opportunity to eat breakfast in the classroom if they want to and that they don't have to wait until lunch to eat if they didn't do so before coming to school; I dislike the amount of time it takes out of the school day, the amount of food waste, and the amount of responsibility it puts on me, the teacher.

I like that every student is offered breakfast. Over 90% of students are eating breakfast. When we had breakfast before school, many students who needed it, didn't come early enough to get it. Some who were here, didn't want to leave their friends outside before school to go inside the

building and eat. It's pretty fast. Breakfast is served and cleaned up within 15 minutes. I don't like some of the options. There are some breakfasts served that students like more than others. I don't like it when students only drink a partial milk, because disposing of milk is hard and sometimes messy.

Don't always feel it is a homemade wholesome breakfast Too much sugar and fat

I don't like the food choices. The food quality is bad. One day we even had burnt hot dogs wrapped in pancake. It's bad. I think its like prison food.

I like that the kids eat before they come to class. I dislike the fact that students who ride the bus and need extra help cannot come get it before school because they have to go eat breakfast.

We have traditional breakfast at our school. However, the food is still prepacked and ready to eat. Prepackaged foods often have a lot of sugar and additives. I don't believe that this is the healthiest food we can give students who are already struggling with healthy nutritional choices. I know it costs more, but I would like to see more homemade options for students.

I don't like spills on the carpet but that is all.

We have traditional breakfast and it works great for grade school.

Not needed at our school...affluent area, it becomes early daycare!

I like knowing my students do get a breakfast every day. My dislike is the slow eaters or the late comers that you know need the breakfast and it is better to feed them late, then them not having a breakfast.

I like breakfast in the classroom because everyone gets to eat. They don't have to qualify for free or reduced lunch to get it free. Just because a family doesn't qualify doesn't mean the kids aren't hungry when they come to school. There are all kinds of reasons for that.

I dislike the waste I see from the breakfast in the classroom.

I like the traditional breakfast. I do have questions about the nutrition. It is VERY carb heavy with fruit but very little protein.

Like

I don't like that I as the teacher have to deal with the food being brought in and taken out. I think there should be more choices and healthier choices.

I like that I have built school breakfast in the classroom into my classroom routine. I have participated in this since February 2014. I like that I know my students are eating, that they are participating in my breakfast bunch, they chat and discuss with partners, they have a routine to feed their minds, feed their hearts and get ready to be successful for the day. I like the CONCEPT that we are nourishing our children's bodies to nourish their minds. I like that I have fresh fruits available like bananas and apples, pears etc to feed my hungry students. I like that I know when we are taking tests, when I am ready to expect them to perform. I like that I can take hunger as a barrier to learning off my students list, I know they have been feed. I see a difference, students are calm they enter the classroom grab their food and get ready for the day. I like that this process is seamless, routine and "common practice" in my classroom. I like playing calming classical music that promotes the positive value of entering my classroom, eating and getting ready to learn. We were asked to MODEL positive role modeling and eat the food along with the students. I DID THIS from February 2014- May 2014 and I GAINED 15 pounds in 3 months, I became diabetic. This was my experience, I have a lot of students who also are pre-

DIABETIC and suffer at the age of 10 from obesity. I am not a doctor or medical specialist however, using common sense the quality of the SCHOOL LUNCH is terrible, we lack a variety of FRESH low sugar options. EVERY drink is over the sugar value per day for a child, let alone an adult. In good conscience how can anyone feed our MOST VULNERABLE populations so poorly? I ensure that each child eat the fruit. I will not touch this food. I dislike that EVERY packaged food is processed, and full of TOXIC high fructose corn syrup. I dislike that this amazing concept is aiding in CHILDHOOD obesity, my students who were once refugees who eat breakfast in my classroom are becoming a part of the epidemic. I understand it's free to the students and low cost but I would not feed my own child the SUGAR added chemical processed food. I strongly feel that this food is trash, I would not feed it to my chickens nor MY CHILD! I say this because I am diabetic, I have a student in our classroom who has a severe food allergy too and we are very careful in my classroom. I look at each label and read the food additives, it is bland, full of high fructose corn syrup.

Every child starts the day with a full stomach instead of worrying about when their next meal will come. Its a classroom routine and there is no negative stigma attached to having breakfast.

We went from traditional breakfast to breakfast in the classroom. It has created much more work for teachers that now must manage the accounts, distribute the food and clean up and return the serving crates as well as dispose of the garbage. Traditional Breakfast is by far the better option, and if we are giving free breakfast then instead of doing it in the classroom it should be done in the cafeteria. It is a big mess all around.

Like: Breakfast in the classroom has been great. Teachers sometimes leave the fruit available throughout the day for those students that get hungry before or after lunch. Dislike: there is only one option so sometimes students don't eat. This can be a problem if they didn't get breakfast at home. Hopefully the people in charge are aware of the foods students are not taking and try not to serve that food again. I'd rather the food be unhealthy and have the student eat it than healthy and have them go hungry.

I like some aspects of breakfast in the classroom. The students all get a chance to eat. It stops them from getting hungry before lunch time. But it is sure a mess, takes up a lot of time and isn't very nutritious.

It takes too much teacher time to check the count of items. There is an insane amount of wasted food. The options that we get are not healthy - seriously, cocoa krispies cereal bars! Juice is offered in place of fruit - so way more sugar and not nearly as many vitamins and minerals. The kitchen staff is crankier. The only benefit I've seen to breakfast in the classroom is that tardies and attendance problems have gone down this year.

Breakfast in the classroom is a good idea as it decreases the stigma attached to students who receive free/reduced meals. However, the items offered are not nutritionally healthy for the students. They are typically high in carbs, sugar and low in protein which is necessary for the students to perform at peak levels. The supervision time and clean-up required is negligible. There is a large amount of food wasted as many items are not 'liked' by students.

With breakfast in the classroom, every student has the opportunity to eat. The kid's parents do not have to pay either.

Students seem to like some of the items, although if a student had a wheat allergy they would be unable to eat anything because everything has wheat in it. Students still will only eat the items that they find good so, super healthy but less appetizing items end up in the garbage.

I am a big fan of breakfast in the classroom. Once I teach students the procedures of how to distribute breakfast, they are able to manage this process themselves. This takes minimal time

out of my day and students are able to eat first thing in the morning. We end up dumping a great deal of milk each day, but most food items are taken, with leftovers being eaten by students as a snack throughout the day.

I like that breakfast is offered. The majority of my class, 95% of the students eat it on a daily basis. However, the options of food being served is loaded with sugar and is not the healthiest. I wish it was more protein based items because my kids always do better when they eat the eggs.

I like that they had it. We had traditional style and I know a lot of students used it. It seemed to work really well and everything was cleaned and wrapped up by cafeteria staff with plenty of time to start on lunch. Students who missed breakfast were often hungry and had a hard time focusing so I know having it was helpful to them academically.

i don't feel that the choice of food is the best or best tasting; there needs to be more variety

The amount of waste of food, many students come late and still have not eaten. The food that is served is taste less. They will take 1 or 2 bites and throw it away. The fruit (bananas and apples) have bruises by the time they are transported to the classroom. They will not eat it.

This is our first year of breakfast in the classroom. It was stated that there would be better attendance, improved behavior and better academic learning. Statistically the attendance did not improve. There is no real data that behaviors are better or that there is better academic learning. It is hard to keep the classrooms clean and there is food waste (which is probably associated with every breakfast program).

Our behavior incidences have increased since we started Breakfast in the classroom. Each breakfast has more sugar amount than the allotted amount each child should have daily. Children who eat a healthy breakfast at home are coming and eating the sugary cereal bars, pop-tarts, etc., on top of what they had at home. This does not establish healthy eating habits for children. We also lose 15-20 minutes of instruction time each day.

It takes 20 or so minutes out of our school day, when we already do not have enough time in the day to teach our students. As a "failing" school, there is a lot of pressure on teachers to get the students achieving better. So, it's hard to justify spending 20 minutes out of our day not teaching. I also dislike the increase in pests (cockroaches) that have made an appearance in our school since having breakfast in our classroom. The attendance of the students has not changed due to the breakfast in the classroom, as the district indicated it would. The only benefit of the program is that it allows all students the opportunity to have breakfast without cost, and because it's in the classroom, more students are eating breakfast than if they were to go in the lunchroom and have breakfast as we have traditionally done in the past.

I like that the method we use is fast and easy. I do not have many of the problems associated with breakfast in the classroom, as I have sixth grade students who fend for themselves. I do not like the limited variety of foods offered. I do not like the amount of sugar in many of the prepackaged foods.

I like that it is offered, but I am concerned about some of the food options. I also worry about how many students even know that it IS an option. Finally, having gone down to the lunch room in the morning, I noticed there was a very small group that clustered together and a few that rushed in and left, almost like they didn't want to be seen in the room. I wish there was a way to make it "cooler." I know that sounds strange, but just a thought. I also see many students that do eat lunch at home and still are not eating properly. They are hungry and cranky by the end of the 2nd period of the day. It would be wonderful to have an option for a snack. I let my students eat in my classroom to try and counter-act this issue, but we are dealing with growing teens that

need to have a snack every few hours or so and they just don't eat properly at breakfast and then get so busy at lunch they forget to eat then, too.

This program has drastically helped to improve student attentiveness and focus during the first half of the school day, because breakfast in the classroom is offered to ALL students and no one feels like they can't participate. There are two downfalls. One is just a logistical issue that is school based and we are trying to work out, disposal of excess milk without clogging drains or spilling when placed in the trash. The other is that the nutritional value and benefit of foods, due to the need to be prepackaged is not great. Often time breakfast is high in sugars with not enough proteins to balance them out, thus causing some sugar highs with students and to some degree it has increased student behaviors in the morning.

I like that food is available to children that need breakfast. I dislike that it is the school's responsibility to feed them. I would like to see programs that help parents be able to feed them at home with the school having breakfast bars for exceptions. Maybe there could be volunteers or classes to help families with buying healthy foods, etc.

I like that breakfast is offered to my students. I don't like the stains all over my carpet, the food options are not nutritious, and the same things are served repeatedly. The kids aren't eating it.

At my Title 1 high school, I mark about half of my 1st period students either tardy or absent every single day. The kids who need breakfast the most are a lot of the kids who are perpetually tardy or absent every morning. Hot food during math class would be really distracting, but I don't mind if kids bring in some kind of breakfast bar or fruit or yogurt. I think the grab and go method is the only one that would actually get food in my students' stomachs in the morning! These kids need something to help wake them up.

Breakfast in the classroom is a waste of time and food. I teach half day kindergarten and the kids are only here for 3 hours. I spend at least 20 minutes on serving and cleaning up breakfast each day. The milk stains in the carpet are a mess and I have kids trying to take things home that have been opened, they make a mess in their backpack or even ruin them. The food choices are not healthy and nutritious.

I like that our school breakfast is available before school. I don't like that the choices are not very nutritious and students sometimes crash not long after eating the breakfasts.

Like how every child has a chance to eat, dislike that the food items are bland and tasteless, little nutrition high in carbs.

I don't think teachers should have to count and record how many entrees were eaten. This is not my job and I won't do it. Custodial duties are also increase, along with dirty carpets and rooms. I like that my kids can eat and I don't have to keep a closet full of food for my hungry students.

I like the traditional school breakfast. The food items are kept in one area and make it easy to clean up. If food is allowed throughout the school the mess will be throughout the school as well.

I do not like the lack of nutritional value offered. The breakfast is always high carb and high sugar. These do not provide lasting fullness, and increase the likelihood of behavior problems when the crash follows. The packaged apples are sprayed with chemicals. The foods are cooked in plastic wrappers:(

I very much dislike the food that is thought to be healthy. I also dislike the time it takes away from my teaching time. I do not feel like I should be a food service provider. I am a teacher. It makes my room smell. The students spill food on the carpet. The leftover milk has to be put down my sink making it stink at times. Students admit to eating at home and again at school.

Often the same fruits are offered again and again and again. Therefore most students don't take them which means they are not getting their daily fruit. (Packaged apples are given 2-3 times per week). Maybe 2-3 are eaten each day.

Breakfast in the classroom takes too much time. The students waste food (they have to take an entree and fruit, but sometimes they only want the entree). No matter how hard we try to keep the classroom clean, there are still often crumbs which leads to ants. The choices for breakfast are very limited, so we have the same foods over and over again; the students get bored with the choices, which leads to waste. The foods are also not very nutritious.

I like that all students can eat without having to worry about paying. I dislike the time it takes me, as a teacher, to deal with it every day. I dislike the spills in my classroom and the mess on the student's desks. I dislike the method of reporting who eats - it would be so much better if it was on the computer instead of paper. Our lunch secretary has to spend a ridiculous amount of time dealing with the papers every day.

Breakfast in the classroom takes away the social stigma because almost every student is eating breakfast. There is no cost to the students (they don't have to worry if they have money in their account). It's a challenge for the kitchen staff (logistics).

Kids are given the option to eat so they don't go hungry while they are at school.

Breakfast in the classroom has less stigma attached than the before school breakfast that used to be served. More students are eating.

I like that it is for everyone. The options look very appetizing and nutritious.

I like that students are not in the hallways before school and that all students can eat breakfast without paying. There is some mess in the classrooms and an occasional clean up required.

I like that it's pretty quick and simple for students to grab their breakfast items and eat. I like that it's available to all students for free. I like that the cafeteria staff brings to our doors and picks up after. I like that it doesn't take a lot of time away from instruction and any hungry kid has the option of eating. I dislike that each day a lot of food/drinks get wasted because they aren't very appealing choices to students.

I like that students are given the opportunity to eat breakfast. I know that many students do not eat at home. I still have students who choose not to eat breakfast even though they didn't eat at home because they don't like the food offered. I hate the amount of time it takes away from my instruction. It is hard for students to multi-task so I don't get to start instruction for at least 20 minutes. That is precious educational time wasted. I dislike the clean up and the mess it makes of the classroom. We have carpet and it isn't nice to have pancakes ground into the floor or chocolate milk spilled.

The school I was at up until last year had breakfast in the classroom. Yes, some students ate. The food was often not healthy, being processed breakfast corndogs, breakfast burritos, etc. There was fruit though. My students didn't much like the options, but took it because it was free and so much was wasted. We were as efficient as possible, but it did take up academic learning time and I had many kids coming in late which then I had to stop teaching if it was within the first 30 minutes of school and go get them breakfast when it had already been cleaned up. It was a major distraction. I would much rather have a healthy breakfast served in the lunchroom before school starts.

I like that it does not interfere with my classroom while still providing support for student nutritional needs.

Options for Classroom Breakfast are very processed and sugary. Students are hungry soon after.

I like that more kids can take advantage of it, but I dislike the mess in my classroom and having to track everyday who eats and who doesn't eat.

We use breakfast in the classroom. It requires a lot of paper work from teachers, it takes away from learning, it lacks variety, and is wasteful.

I like the fact that students get a meal; some of my students come to school just because they get to eat and see their friends (that doesn't always mean they go to class). I believe it improves their academic performance, but I would like to see the implementation of second chance breakfast at our secondary school. By 3rd period I ALWAYS have students complain about being hungry so I have to keep a box of granola bars in my room for them.

not applicable.

I like that students who don't get a nutritious start to their day at home, can do so at home. The one draw back is some of our students get dropped off late either by the bus or parents and then they miss out on the meal.

Juice is not a fruit. The waste or the overeating by students is too much.

I really like the breakfast in the classroom however the foods served are high in sugar. One morning, we offered a pop tart, chocolate milk, and crazins. These put the students on a sugar HIGH! I would prefer if the district would purchase a prepacking system where we can make the food at the district office and send it out to schools.

I like that kids from all backgrounds seem to participate.

I don't like that all students don't eat breakfast even when it is offered. My students come hungry almost everyday. By having breakfast in the classroom, I can see that all their needs are met and I can control the situation. In the lunchroom that is not always possible

I like that the option is there for those who need or want it. I don't like the idea of forcing all student to eat in the classroom. Some parents don't want kids to participate. If breakfast is offered before school it is a choice for those who participate.

I like that it is before school and it doesn't impact the school day.

I like that almost all of my students eat something in the morning with breakfast in the classroom. There is no stigma because it's free for everyone. I do not have kids crying at first recess because they are hungry since we have had breakfast in the classroom.

Our school uses traditional breakfast and it works out very well other than teachers always needing to be on duty in the cafeteria.

I love our breakfast in the classroom! There is no stigma, as all students are equally offered breakfast. I don't waste food because I am able to offer leftovers to students that are still hungry or save them for snacks later. We start our day all together eating as a class. It's a great opportunity to share our day and talk with each other before getting to work.

I like that students whose parents might not bring them early get breakfast. I really don't like that it takes instruction time out of the day. A lot of food gets wasted. There is only one breakfast available. There are no choices.

By offering breakfast before school, it does not disrupt class, and shifts responsibility to the parents to get their kids to school early enough to eat. When school starts, you are able to focus on your teaching, not wasting time serving and cleaning up breakfast

We have traditional breakfast and I like how it runs, plenty of time to eat before school starts. But I see a lot of kids waste food and a huge social stigma

I like the traditional breakfast setting. Students can eat with their friends or siblings in a casual setting. The only problem I have noticed is that the busses do not drop off in time for students to have time to sit down and eat. But if busses dropped off earlier, the school would be responsible for more supervision before school. I think it would also be nice to have a grab-n-go option or second chance breakfast for those that come to school late or don't eat breakfast before school starts.

I like that it's available for kids. Our school's nutritious breakfast is served in the lunchroom between 8:00-8:25, before the 8:35 bell. Kids are ready to learn thereafter.

Negatives- waste. Non healthy choices. Snacking. Mess. Timely. Positives- less tardy students, no stigma.

I like that my students have breakfast at school in my classroom. In my classroom they may choose to keep their fruit (apple, banana) and eat it later in the day. Out of 28 students on a daily basis 25 choose to have breakfast. I wish my school offered more choices ie- yogurt, cereal etc...

Doesn't serve my most needy students when they arrive late. Negative stigma attached. Better than nothing.

My students ride the bus and often are dropped off so late that the kitchen has run out of hour breakfast items and they are forced to eat cereal. Usually the students either have to put their breakfast on their desk and run to class so they are not late and eat it an hour later when they come back to class, or miss out on assignments that count towards their grade if they sit and eat it.

It take a lot of time and I see so much waste! It's also a mess in the classroom with carpet. I would prefer to go back to breakfast served before school, in the lunchroom.

The only thing I don't like is the mess left behind. I do have a lot of cleanup and a lot of wasted food.

I hate the waste, I hate the spills and messes in the classroom, I hate the time it takes, I hate the disruptions it causes, I hate the added responsibility of the teacher to take care of it all, I dislike the odors in my classroom caused by food or messes we didn't know about, I dislike the extra noise. I only like that some students can eat and not be as hungry until lunch - that is helpful, because I know that at my school there are many who don't get food at home.

I like that my school offers free breakfast to those that get free lunch. However, many students do not eat it and stash it in their lockers for later or for friends.

I don't have to do anything

I like that breakfast in the classroom lets every student have the opportunity to have a breakfast and not go hungry all morning. It made a big difference for first graders and waiting for lunch.

N/a

Again, I wish there was a way to get food to those hungry kids who come late to school.

I dislike that there are milk spills nearly every day. The food that is served is mostly loaded with sugar. Lots of cereal bars or fruit strudel. Many of the kids don't like the hot choices most of the time. It also takes a half hour out of my teaching day. The data in the schools shows it takes 15 minutes...it takes 15 minutes to hand it out.